





Convene the New York State Early Learning Task Force to discuss concerns around the P-2 grades, including standards, program decisions, social emotional needs and how the content areas/domains work together in the early grades. Grade-specific changes and additions were made to provide a strong emphasis on the whole child. The Task Force reviewed and provided feedback on the standards. The Task Force continues to meet and now is working on recommendations to develop resources and guidance to implement the new standards for educators and parents including resources on professional development for teachers, P-12 school supports, child development and instructional practice, including play as an instructional strategy.

The Early Learning Standards Task Force recommended the following areas for additional guidance or resources to be developed:

- Standards, Curriculum, and Assessment
- Instructional Practice (including Developmentally Appropriate Practice)
- Systems and P-12 School Support
- Parent Resources
- Professional Development and Teacher Training
- Child Development

Streamline the Anchor Standards

## New York State Mathematics Learning Standards Changes

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Revisions to the Math Standards	Rationale/Example
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Clarification of Standards involving the changing or adding of language, the adding of notes and diagrams, as well as modifying prior examples so that educators, students and parents can more clearly understand the grade-level expectation, without limiting instructional flexibility.

Standard 8. EE.C.8b that deals with solving systems of two linear equations in two variables now contains language that states that the linear equations in two variables will have integer coefficients. The added note further sets the grade level expectation that there will be at least one equation containing at least one variable whose coefficient is 1.

The review committees felt that this clarification improves the focus of the introduction to the solving of systems in grade 8, allowing for the elimination and substitution solution methods to be more grade level appropriate, while providing the foundational skills needed for upcoming work with systems in Algebra I.

Modifications were also made to better define the progression of skills and the transition of some of the 18 shared standards between Algebra I and Algebra II. For example, A-SSE.A.2 has a new factoring limitation for trinomials in Algebra I, where the lead coefficient will be a 1 (after possibly factoring out an GCF). In Algebra II, quadratic expressions will include leading coefficients other than 1.

Add and Consolidate Standards to improve coherence, focus and reduce redundancy among grade levels.

Kindergarten standard K.OA.B.6 was added to help solidify pattern recognition and creation from Pre-K to Grade 2. In addition, standards regarding time and money (K.MD.B.4, 1. MD.3a, b and c, 2.MD.C.7 and 8) were added/modified to smooth the transition of building these skills at the PreK-Grade 4 level.

Standard 6.G.A.5 Using area and volume models to explain perfect squares and perfect cubes was added by the review committees to help connect work with other grade-level standards that deal with exponents, as well as strengthen the progression of skills with exponents, irrational numbers, radicals and Algebra I work with completing the square.

Standard 2.G.A.1 Recognize and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces. Identify triangles, quadrilaterals,

Maintain the Rigor of the Standards by balancing the need for conceptual understanding, procedural skill and application.

by measuring.), was replaced with Classify two-dimensional figures as polygons or non-polygons. Angles and angle measurement are introduced in Grade 4. The committee's recommendation to add this standard at Grade 2 now allows for an introductory focus to be on the first way to sub-classify 2-D shapes – polygons or non-polygons, building a more solid continuum of classifying shapes in Grades 3 (sides and vertices) and 4 (angles, parallel and perpendicular lines).

Algebra II standards S-CP.A.2,3,5 and 6 have been incorporated into standard S-CP.A.4 for clarity purposes and to improve the focus of determining independence and conditional probabilities using two-way frequency tables.

The fluency standards at the high school level are now clearly defined.

The Geometry standard G.SRT.D.9 Justify and apply the formula  $A = \frac{1}{2} ab \sin(C)$  to find