



**Indiana Academic Standards for Mathematics – Eighth Grade
Adopted April 2014 – Standards Correlation Guide Document 10/02/20167**

	Indiana Academic Standard for Eighth Grade Mathematics – Adopted April 2014	Indiana Academic Mathematics Standard Adopted 2000	Common Core State Standard for Mathematics	Differences From Previous Standards
Process Standards				
<p>MA.8.PS.1: Make sense of problems and persevere in solving them.</p>	<p>Mathematically proficient students start by explaining to themselves the meaning of a problem and looking for entry points to its solution. They analyze givens, constraints, relationships, and goals. They make conjectures about the form and meaning of the solution and plan a solution pathway, rather than simply jumping into a solution attempt. They consider analogous problems and try special cases and simpler forms of the original problem in order to gain insight into its solution. They monitor and evaluate their progress and change course if necessary. Mathematically proficient students check their answers to problems using a different method, and they continually ask themselves, “Does this make sense?” and “Is my answer reasonable?” They understand the approaches of others to solving complex problems and identify correspondences between different approaches. Mathematically proficient students understand how mathematical ideas interconnect and build on one another to produce a coherent whole.</p>	<p>8.7.1 Analyze problems by identifying relationships, telling relevant from irrelevant information, identifying missing information, sequencing and prioritizing information, and observing patterns.</p> <p>8.7.3 Decide when and how to break a problem into simpler parts.</p> <p>8.7.4 Apply strategies and results from simpler problems to solve more complex problems.</p> <p>8.7.8 Select and apply appropriate methods for estimating results of rational-number computations.</p> <p>8.7.11 Decide whether a solution is reasonable in the context of the original situation.</p> <p>8.7.12 Note the method of finding the solution and show a conceptual understanding of the method by solving similar problems.</p>	<p>MP1 Make sense of problems and persevere in solving them. Mathematically proficient students start by explaining to themselves the meaning of a problem and looking for entry points to its solution. They analyze givens, constraints, relationships, and goals. They make conjectures about the form and meaning of the solution and plan a solution pathway rather than simply jumping into a solution attempt. They consider analogous problems, and try special cases and simpler forms of the original problem in order to gain insight into its solution. They monitor and evaluate their progress and change course if necessary. Older students might, depending on the context of the problem, transform algebraic expressions or change the viewing window on their graphing calculator to get the information they need. Mathematically proficient students can explain correspondences between equations, verbal descriptions, tables, and graphs or draw diagrams of important features and relationships, graph data, and search for regularity or trends. Younger students might rely on using concrete objects or pictures to help conceptualize and solve a problem. Mathematically proficient students check their answers to problems using a different method, and they continually ask themselves, “Does this make sense?” They can understand the approaches of others to solving complex problems and identify correspondences between different approaches.</p>	<p>IAS 2014 removes criteria involving a graphing calculator and does not distinguish between younger and older students.</p>
<p>MA.8.PS.2: Reason abstractly and quantitatively.</p>	<p>Mathematically proficient students make sense of quantities and their relationships in problem situations. They bring two complementary abilities to bear on problems involving quantitative relationships: the ability to decontextualize—to abstract a given situation and represent it symbolically and manipulate the representing symbols as if they have a life of their own, without necessarily attending to their referents—and the ability to contextualize, to pause as needed during the manipulation process in order to probe into the referents for the symbols involved. Quantitative reasoning entails habits of creating a coherent representation of the problem at hand; considering the units involved; attending to the meaning of quantities, not just how to compute them; and knowing and flexibly using different properties of operations and objects.</p>	<p>8.7.11 Decide whether a solution is reasonable in the context of the original situation.</p>	<p>MP2 Reason abstractly and quantitatively. Mathematically proficient students make sense of quantities and their relationships in problem situations. They bring two complementary abilities to bear on problems involving quantitative relationships: the ability to <i>decontextualize</i> —to abstract a given situation and represent it symbolically and manipulate the representing symbols as if they have a life of their own, without necessarily attending to their referents—and the ability to <i>contextualize</i> , to pause as needed during the manipulation process in order to probe into the referents for the symbols involved. Quantitative reasoning entails habits of creating a coherent representation of the problem at hand; considering the units involved; attending to the meaning of quantities, not just how to compute them; and knowing and flexibly using different properties of operations and objects.</p>	<p>IAS 2014 is similar to common core, both expand upon IAS 2000 by having the student decontextualize problems and develop quantitative reasoning.</p>



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<p>MA.8.PS.3: Construct viable arguments and critique the reasoning of others.</p>	<p>Mathematically proficient students understand and use stated assumptions, definitions, and previously established results in constructing arguments. They make conjectures and build a logical progression of statements to explore the truth of their conjectures. They analyze situations by breaking them into cases and recognize and use counterexamples. They organize their mathematical thinking, justify their conclusions and communicate them to others, and respond to the arguments of others. They reason inductively about data, making plausible arguments that take into account the context from which the data arose. Mathematically proficient students are also able to compare the effectiveness of two plausible arguments, distinguish correct logic or reasoning from that which is flawed, and—if there is a flaw in an argument—explain what it is. They justify whether a given statement is true always, sometimes, or never. Mathematically proficient students participate and collaborate in a mathematics community. They listen to or read the arguments of others, decide whether they make sense, and ask useful questions to clarify or improve the arguments.</p>	<p>8.7.2 Make and justify mathematical conjectures based on a general description of a mathematical question or problem.</p> <p>8.7.6 Express solutions clearly and logically by using the appropriate mathematical terms and notation. Support solutions with evidence in both verbal and symbolic work.</p> <p>8.7.12 Note the method of finding the solution and show a conceptual understanding of the method by solving similar problems.</p>	<p>MP3 Construct viable arguments and critique the reasoning of others. Mathematically proficient students understand and use stated assumptions, definitions, and previously established results in constructing arguments. They make conjectures and build a logical progression of statements to explore the truth of their conjectures. They are able to analyze situations by breaking them into cases, and can recognize and use counterexamples. They justify their conclusions, communicate them to others, and respond to the arguments of others. They reason inductively about data, making plausible arguments that take into account the context from which the data arose. Mathematically proficient students are also able to compare the effectiveness of two plausible arguments, distinguish correct logic or reasoning from that which is flawed, and—if there is a flaw in an argument—explain what it is. Elementary students can construct arguments using concrete referents such as objects, drawings, diagrams, and actions. Such arguments can make sense and be correct, even though they are not generalized or made formal until later grades. Later, students learn to determine domains to which an argument applies. Students at all grades can listen or read the arguments of others, decide whether they make sense, and ask useful questions to clarify or improve the arguments.</p>	<p>IAS 2014 is similar to common core, both expand upon IAS 2000 by having students construct arguments, use counterexamples, and critique others arguments. IAS 2014 does not distinguish between younger and older students.</p>
<p>MA.8.PS.4: Model with mathematics.</p>	<p>Mathematically proficient students apply the mathematics they know to solve problems arising in everyday life, society, and the workplace using a variety of appropriate strategies. They create and use a variety of representations to solve problems and to organize and communicate mathematical ideas. Mathematically proficient students apply what they know and are comfortable making assumptions and approximations to simplify a complicated situation, realizing that these may need revision later. They are able to identify important quantities in a practical situation and map their relationships using such tools as diagrams, two-way tables, graphs, flowcharts and formulas. They analyze those relationships mathematically to draw conclusions. They routinely interpret their mathematical results in the context of the situation and reflect on whether the results make sense, possibly improving the model if it has not served its purpose.</p>	<p>8.7.1 Analyze problems by identifying relationships, telling relevant from irrelevant information, identifying missing information, sequencing and prioritizing information, and observing patterns.</p> <p>8.7.3 Decide when and how to break a problem into simpler parts.</p> <p>8.7.4 Apply strategies and results from simpler problems to solve more complex problems.</p> <p>8.7.8 Select and apply appropriate methods for estimating results of rational-number computations.</p> <p>8.7.11 Decide whether a solution is reasonable in the context of the original situation.</p> <p>8.7.12 Note the method of finding the solution and show a conceptual understanding of the method by solving similar problems.</p>	<p>MP4 Model with mathematics. Mathematically proficient students can apply the mathematics they know to solve problems arising in everyday life, society, and the workplace. In early grades, this might be as simple as writing an addition equation to describe a situation. In middle grades, a student might apply proportional reasoning to plan a school event or analyze a problem in the community. By high school, a student might use geometry to solve a design problem or use a function to describe how one quantity of interest depends on another. Mathematically proficient students who can apply what they know are comfortable making assumptions and approximations to simplify a complicated situation, realizing that these may need revision later. They are able to identify important quantities in a practical situation and map their relationships using such tools as diagrams, two-way tables, graphs, flowcharts and formulas. They can analyze those relationships mathematically to draw conclusions. They routinely interpret their mathematical results in the context of the situation and reflect on whether the results make sense, possibly improving the model if it has not served its purpose.</p>	<p>IAS 2014 does not distinguish between younger and older students.</p>



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<p>MA.8.PS.5: Use appropriate tools strategically.</p>	<p>Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Mathematically proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. Mathematically proficient students identify relevant external mathematical resources, such as digital content, and use them to pose or solve problems. They use technological tools to explore and deepen their understanding of concepts and to support the development of learning mathematics. They use technology to contribute to concept development, simulation, representation, reasoning, communication and problem solving.</p>	<p>8.7.9 Use graphing to estimate solutions and check the estimates with analytic approaches.</p>	<p>MP5 Use appropriate tools strategically. Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts.</p>	<p>IAS 2014 does not distinguish between younger and older students. Both IAS 2014 and CCSS expand upon IAS 2000 by having students consider more than just graphing.</p>
<p>MA.8.PS.6: Attend to precision.</p>	<p>Mathematically proficient students communicate precisely to others. They use clear definitions, including correct mathematical language, in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They express solutions clearly and logically by using the appropriate mathematical terms and notation. They specify units of measure and label axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently and check the validity of their results in the context of the problem. They express numerical answers with a degree of precision appropriate for the problem context.</p>	<p>8.7.6 Express solutions clearly and logically by using the appropriate mathematical terms and notation. Support solutions with evidence in both verbal and symbolic work.</p> <p>8.7.7 Recognize the relative advantages of exact and approximate solutions to problems and give answers to a specified degree of accuracy.</p> <p>8.7.10 Make precise calculations and check the validity of the results in the context of the problem.</p>	<p>MP6 Attend to precision. Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions.</p>	<p>IAS 2014 does not distinguish between younger and older students.</p>



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MA.8.PS.7: Look for and make use of structure.	Mathematically proficient students look closely to discern a pattern or structure. They step back for an overview and shift perspective. They recognize and use properties of operations and equality. They organize and classify geometric shapes based on their attributes. They see expressions, equations, and geometric figures as single objects or as being composed of several objects.	8.7.3 Decide when and how to break a problem into simpler parts.	MP7 Look for and make use of structure. Mathematically proficient students look closely to discern a pattern or structure. Young students, for example, might notice that three and seven more is the same amount as seven and three more, or they may sort a collection of shapes according to how many sides the shapes have. Later, students will see 7×8 equals the well remembered $7 \times 5 + 7 \times 3$, in preparation for learning about the distributive property. In the expression $x^2 + 9x + 14$, older students can see the 14 as 2×7 and the 9 as $2 + 7$. They recognize the significance of an existing line in a geometric figure and can use the strategy of drawing an auxiliary line for solving problems. They also can step back for an overview and shift perspective. They can see complicated things, such as some algebraic expressions, as single objects or as being composed of several objects. For example, they can see $5 - 3(x - y)^2$ as 5 minus a positive number times a square and use that to realize that its value cannot be more than 5 for any real numbers x and y .	IAS 2014 has removed examples and does not distinguish between younger and older students. Both IAS 2014 and CCSS expand upon IAS 2000 by having students discern patterns, structure, geometric figures, and composition of objects.
MA.8.PS.8: Look for and express regularity in repeated reasoning.	Mathematically proficient students notice if calculations are repeated and look for general methods and shortcuts. They notice regularity in mathematical problems and their work to create a rule or formula. Mathematically proficient students maintain oversight of the process, while attending to the details as they solve a problem. They continually evaluate the reasonableness of their intermediate results.		MP8 Look for and express regularity in repeated reasoning. Mathematically proficient students notice if calculations are repeated, and look both for general methods and for shortcuts. Upper elementary students might notice when dividing 25 by 11 that they are repeating the same calculations over and over again, and conclude they have a repeating decimal. By paying attention to the calculation of slope as they repeatedly check whether points are on the line through (1, 2) with slope 3, middle school students might abstract the equation $(y - 2)/(x - 1) = 3$. Noticing the regularity in the way terms cancel when expanding $(x - 1)(x + 1)$, $(x - 1)(x^2 + x + 1)$, and $(x - 1)(x^3 + x^2 + x + 1)$ might lead them to the general formula for the sum of a geometric series. As they work to solve a problem, mathematically proficient students maintain oversight of the process, while attending to the details. They continually evaluate the reasonableness of their intermediate results.	IAS 2014 has removed examples and does not distinguish between younger and older students.
Number Sense				
MA.8.NS.1:	Give examples of rational and irrational numbers and explain the difference between them. Understand that every number has a decimal expansion; for rational numbers, show that the decimal expansion terminates or repeats, and convert a decimal expansion that repeats into a rational number.	8.1.2 Know that every rational number is either a terminating or repeating decimal and that every irrational number is a nonrepeating decimal.	8.NS.A.1 Know that numbers that are not rational are called irrational. Understand informally that every number has a decimal expansion; for rational numbers show that the decimal expansion repeats eventually, and convert a decimal expansion which repeats eventually into a rational number.	
MA.8.NS.2:	Use rational approximations of irrational numbers to compare the size of irrational numbers, plot them approximately on a number line, and estimate the value of expressions involving irrational numbers.	8.1.7 Calculate and find approximations of square roots.	8.NS.A.2 Use rational approximations of irrational numbers to compare the size of irrational numbers, locate them approximately on a number line diagram, and estimate the value of expressions (e.g., π^2).	IAS 2014 and CCSS go beyond IAS 2000, plotting approximations on a number line and making estimates.



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MA.8.NS.3:	Given a numeric expression with common rational number bases and integer exponents, apply the properties of exponents to generate equivalent expressions.	8.1.4 Understand and evaluate negative integer exponents. 8.1.5 Use the laws of exponents for integer exponents. 8.3.3 Interpret positive integer powers as repeated multiplication and negative integer powers as repeated division or multiplication by the multiplicative inverse.	8.EE.A.1 Know and apply the properties of integer exponents to generate equivalent numerical expressions.	
MA.8.NS.4:	Use square root symbols to represent solutions to equations of the form $x^2 = p$, where p is a positive rational number.	8.1.7 Calculate and find approximations of square roots.	8.EE.A.2 Use square root and cube root symbols to represent solutions to equations of the form $x^2 = p$ and $x^3 = p$, where p is a positive rational number. Evaluate square roots of small perfect squares and cube roots of small perfect cubes. Know that $\sqrt{2}$ is irrational.	IAS 2014 and CCSS are more specific, requiring students to follow a specific form but IAS 2014 does not mention cube roots.
Computation				
MA.8.C.1:	Solve real-world problems with rational numbers by using multiple operations.	8.2.1 Add, subtract, multiply, and divide rational numbers (integers, fractions, and terminating decimals) in multi-step problems.		IAS 2014 expects students to solve real world problems.
MA.8.C.2:	Solve real-world and other mathematical problems involving numbers expressed in scientific notation, including problems where both decimal and scientific notation are used. Interpret scientific notation that has been generated by technology, such as a scientific calculator, graphing calculator, or excel spreadsheet.	7.1.1 Read, write, compare, and solve problems using whole numbers in scientific notation. 8.1.1 Read, write, compare, and solve problems using decimals in scientific notation.	8.EE.A.4 Perform operations with numbers expressed in scientific notation, including problems where both decimal and scientific notation are used. Use scientific notation and choose units of appropriate size for measurements of very large or very small quantities (e.g., use millimeters per year for seafloor spreading). Interpret scientific notation that has been generated by technology	IAS 2014 expects students to solve real world problems.
Algebra and Functions				
MA.8.AF.1:	Solve linear equations with rational number coefficients fluently, including equations whose solutions require expanding expressions using the distributive property and collecting like terms. Represent real-world problems using linear equations and inequalities in one variable and solve such problems.	8.3.1 Write and solve linear equations and inequalities in one variable, interpret the solution or solutions in their context, and verify the reasonableness of the results.	8.EE.C.7 Solve linear equations in one variable. 8.EE.C.7. B Solve linear equations with rational number coefficients, including equations whose solutions require expanding expressions using the distributive property and collecting like terms. 7.EE.B.4 Use variables to represent quantities in a real-world or mathematical problem, and construct simple equations and inequalities to solve problems by reasoning about the quantities.	IAS 2014 and CCSS expand upon IAS 2000 by having students solve real world problems and use the distributive property.
MA.8.AF.2:	Give examples of linear equations in one variable with one solution, infinitely many solutions, or no solutions. Show which of these possibilities is the case by transforming a given equation into simpler forms, until an equivalent equation of the form $x = a$, $a = a$, or $a = b$ results (where a and b are different numbers).		8.EE.C.7.A Give examples of linear equations in one variable with one solution, infinitely many solutions, or no solutions. Show which of these possibilities is the case by successively transforming the given equation into simpler forms, until an equivalent equation of the form $x = a$, $a = a$, or $a = b$ results (where a and b are different numbers).	
MA.8.AF.3:	Understand that a function assigns to each x -value (independent variable) exactly one y -value (dependent variable), and that the graph of a function is the set of ordered pairs (x,y) .		8.F.A.1 Understand that a function is a rule that assigns to each input exactly one output. The graph of a function is the set of ordered pairs consisting of an input and the corresponding output.	



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MA.8.AF.4:	Describe qualitatively the functional relationship between two quantities by analyzing a graph (e.g., where the function is increasing or decreasing, linear or nonlinear, has a maximum or minimum value). Sketch a graph that exhibits the qualitative features of a function that has been verbally described.		8.F.B.5 Describe qualitatively the functional relationship between two quantities by analyzing a graph (e.g., where the function is increasing or decreasing, linear or nonlinear). Sketch a graph that exhibits the qualitative features of a function that has been described verbally.	
MA.8.AF.5:	Interpret the equation $y = mx + b$ as defining a linear function, whose graph is a straight line; give examples of functions that are not linear. Describe similarities and differences between linear and nonlinear functions from tables, graphs, verbal descriptions, and equations.	7.3.9 Identify functions as linear or nonlinear and examine their characteristics in tables, graphs, and equations. 8.3.5 Identify and graph linear functions and identify lines with positive and negative slope. 8.3.9 Represent simple quadratic functions using verbal descriptions, tables, graphs, and formulas and translate among these representations. 8.3.10 Graph functions of the form $y = nx^2$ and $y = nx^3$ and describe the similarities and differences in the graphs.	8.F.A.3 Interpret the equation $y = mx + b$ as defining a linear function, whose graph is a straight line; give examples of functions that are not linear.	IAS 2014 asks students to describe similarities and differences between linear and nonlinear functions.
MA.8.AF.6:	Construct a function to model a linear relationship between two quantities given a verbal description, table of values, or graph. Recognize in $y = mx + b$ that m is the slope (rate of change) and b is the y -intercept of the graph, and describe the meaning of each in the context of a problem.	8.3.6 Find the slope of a linear function given the equation and write the equation of a line given the slope and any point on the line. 8.3.8 Demonstrate an understanding of the relationships among tables, equations, verbal expressions, and graphs of linear functions.	8.F.B.4 Construct a function to model a linear relationship between two quantities. Determine the rate of change and initial value of the function from a description of a relationship or from two (x, y) values, including reading these from a table or from a graph. Interpret the rate of change and initial value of a linear function in terms of the situation it models, and in terms of its graph or a table of values.	
MA.8.AF.7:	Compare properties of two linear functions given in different forms, such as a table of values, equation, verbal description, and graph (e.g., compare a distance-time graph to a distance-time equation to determine which of two moving objects has greater speed).		8.F.A.2 Compare properties of two functions each represented in a different way (algebraically, graphically, numerically in tables, or by verbal descriptions).	
MA.8.AF.8:	Understand that solutions to a system of two linear equations correspond to points of intersection of their graphs because points of intersection satisfy both equations simultaneously. Approximate the solution of a system of equations by graphing and interpreting the reasonableness of the approximation.	8.3.2 Solve systems of two linear equations using the substitution method and identify approximate solutions graphically.	8.EE.C.8 Analyze and solve pairs of simultaneous linear equations. 8.EE.C.8.A Understand that solutions to a system of two linear equations in two variables correspond to points of intersection of their graphs, because points of intersection satisfy both equations simultaneously. 8.EE.C.8.B Solve systems of two linear equations in two variables algebraically, and estimate solutions by graphing the equations. Solve simple cases by inspection. 8.EE.C.8.C Solve real-world and mathematical problems leading to two linear equations in two variables.	IAS 2014 does not mention the substitution method or solving real world problems.

Geometry and Measurement



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MA.8.GM.1:	Identify, define and describe attributes of three-dimensional geometric objects (right rectangular prisms, cylinders, cones, spheres, and pyramids). Explore the effects of slicing these objects using appropriate technology and describe the two-dimensional figure that results.	8.4.3 Identify properties of three-dimensional geometric objects (e.g., diagonals of rectangular solids) and describe how two or more figures intersect in a plane or in space. 4.4.6: Construct cubes and prisms and describe their attributes.	7.G.A.3 Describe the two-dimensional figures that result from slicing three-dimensional figures, as in plane sections of right rectangular prisms and right rectangular pyramids.	
MA.8.GM.2:	Solve real-world and other mathematical problems involving volume of cones, spheres, and pyramids and surface area of spheres.	8.5.4 Use formulas for finding the perimeter and area of basic two-dimensional shapes and the surface area and volume of basic three-dimensional shapes, including rectangles, parallelograms, trapezoids*, triangles, circles, prisms*, cylinders, spheres, cones, and pyramids.	8.G.C.9 Know the formulas for the volumes of cones, cylinders, and spheres and use them to solve real-world and mathematical problems.	IAS 2014 does not expect students to know formulas but to solve real world problems, it also provides the specific shapes for study.
MA.8.GM.3:	Verify experimentally the properties of rotations, reflections, and translations, including: lines are mapped to lines, and line segments to line segments of the same length; angles are mapped to angles of the same measure; and parallel lines are mapped to parallel lines.	3.4.9: Sketch the mirror image reflections of shapes. 3.4.5: Draw a shape that is congruent to another shape.	8.G.A.1 Verify experimentally the properties of rotations, reflections, and translations: 8.G.A.1.A Lines are taken to lines, and line segments to line segments of the same length. 8.G.A.1.B Angles are taken to angles of the same measure. 8.G.A.1.C Parallel lines are taken to parallel lines.	IAS 2014 and CCSS expand upon IAS 2000 by having students verify experimentally the properties of transformations.
MA.8.GM.4:	Understand that a two-dimensional figure is congruent to another if the second can be obtained from the first by a sequence of rotations, reflections, and translations. Describe a sequence that exhibits the congruence between two given congruent figures.	7.4.2 Understand that transformations such as slides, turns, and flips preserve the length of segments, and that figures resulting from slides, turns, and flips are congruent to the original figures. 5.4.3: Identify congruent triangles and justify your decisions by referring to sides and angles. 4.4.4: Identify congruent quadrilaterals and give reasons for congruence using sides, angles, parallels, and perpendiculars. 2.4.4: Identify congruent two-dimensional shapes in any position.	8.G.A.2 Understand that a two-dimensional figure is congruent to another if the second can be obtained from the first by a sequence of rotations, reflections, and translations; given two congruent figures, describe a sequence that exhibits the congruence between them.	IAS 2014 and CCSS do not require students to give reason for congruence as they had to in IAS 2000.
MA.8.GM.5:	Understand that a two-dimensional figure is similar to another if the second can be obtained from the first by a sequence of rotations, reflections, translations, and dilations. Describe a sequence that exhibits the similarity between two given similar figures.		8.G.A.4 Understand that a two-dimensional figure is similar to another if the second can be obtained from the first by a sequence of rotations, reflections, translations, and dilations; given two similar two-dimensional figures, describe a sequence that exhibits the similarity between them.	
MA.8.GM.6:	Describe the effect of dilations, translations, rotations, and reflections on two-dimensional figures using coordinates.	6.4.6 Draw the translation (slide) and reflection (flip) of shapes. 7.4.1 Understand coordinate graphs and use them to plot simple shapes, find lengths and areas related to the shapes, and find images under translations (slides), rotations (turns), and reflections (flips). 8.4.4 Draw the translation (slide), rotation (turn), reflection (flip), and dilation (stretches and shrinks) of shapes.	8.G.A.3 Describe the effect of dilations, translations, rotations, and reflections on two-dimensional figures using coordinates.	



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MA.8.GM.7:	Use inductive reasoning to explain the Pythagorean relationship.		8.G.B.6 Explain a proof of the Pythagorean Theorem and its converse.	
MA.8.GM.8:	Apply the Pythagorean Theorem to determine unknown side lengths in right triangles in real-world and other mathematical problems in two dimensions.	7.4.3 Know and understand the Pythagorean Theorem and use it to find the length of the missing side of a right triangle and the lengths of other line segments. Use direct measurement to test conjectures about triangles. 8.4.5 Use the Pythagorean Theorem and its converse to solve problems in two and three dimensions.	8.G.B.7 Apply the Pythagorean Theorem to determine unknown side lengths in right triangles in real-world and mathematical problems in two and three dimensions.	IAS 2014 and CCSS asks students to apply the Pythagorean Theorem in real world contexts.
MA.8.GM.9:	Apply the Pythagorean Theorem to find the distance between two points in a coordinate plane.		8.G.B.8 Apply the Pythagorean Theorem to find the distance between two points in a coordinate system.	
Data Analysis, Statistics, and Probability				
MA.8.DSP.1:	Construct and interpret scatter plots for bivariate measurement data to investigate patterns of association between two quantitative variables. Describe patterns such as clustering, outliers, positive or negative association, linear association, and nonlinear association.	8.6.5 Represent two-variable data with a scatterplot on the coordinate plane and describe how the data points are distributed. If the pattern appears to be linear, draw a line that appears to best fit the data and write the equation of that line.	8.SP.A.1 Construct and interpret scatter plots for bivariate measurement data to investigate patterns of association between two quantities. Describe patterns such as clustering, outliers, positive or negative association, linear association, and nonlinear association.	IAS 2014 and CCSS expand upon IAS 2000 by having students describe patterns.
MA.8.DSP.2:	Know that straight lines are widely used to model relationships between two quantitative variables. For scatter plots that suggest a linear association, informally fit a straight line, and describe the model fit by judging the closeness of the data points to the line.		8.SP.A.2 Know that straight lines are widely used to model relationships between two quantitative variables. For scatter plots that suggest a linear association, informally fit a straight line, and informally assess the model fit by judging the closeness of the data points to the line.	
MA.8.DSP.3:	Write and use equations that model linear relationships to make predictions, including interpolation and extrapolation, in real-world situations involving bivariate measurement data; interpret the slope and y-intercept.		8.SP.A.3 Use the equation of a linear model to solve problems in the context of bivariate measurement data, interpreting the slope and intercept.	IAS 2014 is more specific, including interpolation and extrapolation in real world situations.
MA.8.DSP.4:	Understand that, just as with simple events, the probability of a compound event is the fraction of outcomes in the sample space for which the compound event occurs. Understand and use appropriate terminology to describe independent, dependent, complementary, and mutually exclusive events.	7.6.6 Understand that the probability of either one or the other of two disjoint events occurring is the sum of the two individual probabilities.	7.SP.C.8.A Understand that, just as with simple events, the probability of a compound event is the fraction of outcomes in the sample space for which the compound event occurs.	IAS 2014 expects students to use appropriate terminology to describe events.
MA.8.DSP.5:	Represent sample spaces and find probabilities of compound events (independent and dependent) using methods, such as organized lists, tables, and tree diagrams.	6.6.4 Show all possible outcomes for compound events in an organized way and find the theoretical probability of each outcome. 7.6.7 Find the number of possible arrangements of several objects using a tree diagram.	7.SP.C.8 Find probabilities of compound events using organized lists, tables, tree diagrams, and simulation. 7.SP.C.8.B Represent sample spaces for compound events using methods such as organized lists, tables and tree diagrams. For an event described in everyday language (e.g., "rolling double sixes"), identify the outcomes in the sample space which compose the event.	
MA.8.DSP.6:	For events with a large number of outcomes, understand the use of the multiplication counting principle. Develop the multiplication counting principle and apply it to situations with a large number of outcomes.	8.6.7 Find the number of possible arrangements of several objects by using the Basic Counting Principle.		IAS 2014 is more specific to the multiplication counting principle.
		Unaligned Indiana Academic Mathematics Standard Adopted 2000	Unaligned Common Core State Standard for Mathematics	



**Indiana Academic Standards for Mathematics – Eighth Grade
Adopted April 2014 – Standards Correlation Guide Document 10/02/20167**

	Indiana Academic Standard for Eighth Grade Mathematics – Adopted April 2014	Indiana Academic Mathematics Standard Adopted 2000	Common Core State Standard for Mathematics	Differences From Previous Standards
		8.1.3 Understand that computations with an irrational number and a rational number (other than zero) produce an irrational number. [This is in the Algebra I 2014-15 Standards.]	8.EE.A.3 Use numbers expressed in the form of a single digit times an integer power of 10 to estimate very large or very small quantities, and to express how many times as much one is than the other.	
		8.2.3 Use estimation techniques to decide whether answers to computations on a calculator are reasonable.	8.EE.B.6 Use similar triangles to explain why the slope m is the same between any two distinct points on a non-vertical line in the coordinate plane; derive the equation $y = mx$ for a line through the origin and the equation $y = mx + b$ for a line intercepting the vertical axis at b .	
		8.2.4 Use mental arithmetic to compute with common fractions, decimals, powers, and percents.	8.SP.A.4 Understand that patterns of association can also be seen in bivariate categorical data by displaying frequencies and relative frequencies in a two-way table. Construct and interpret a two-way table summarizing data on two categorical variables collected from the same subjects. Use relative frequencies calculated for rows or columns to describe possible association between the two variables. [This standard is in the Algebra I 2014-15 Standards.]	
		8.4.1 Identify and describe basic properties of geometric shapes: altitudes, diagonals, angle and perpendicular bisectors, central angles, radii, diameters, and chords.		
		8.4.2 Perform simple constructions, such as bisectors of segments and angles, copies of segments and angles, and perpendicular segments. Describe and justify the constructions.		