Indicate the content domain for your comments:	Select a grade level:	Please leave your comment:	MO Resident	Relationship to Missouri schools?	Zip code
Expressions and Equations	Grade 6	6.EE.A.3. Add, "Explain distribution using area models." Justification: Using area models throughout the grades provides concrete connections in vertical alignment to Algebra. See page 12: http://tinyurl.com/prog2area			
Expressions and Equations	Grade 7	Add exponents on fractions. Example: (3/4)^2 = 9/16			
Expressions and Equations	Grade 8	Between 8.EE.1 an 8.EE.2 "Explain why any number with a zero exponent is equivalent to 1 by showing each consecutive integer power increases or decreases the value of the term by a factor of the base. In the same way explain why any number with an exponent of -1 is the reciprocal of the same number with an exponent of 1. For example, 7^3 = 7*7*7 7^2 = 7*7 7^1 = 7 If we divide off another 7 for 7^0... 7^0 = 1. If we divide off another 7 for 7^-1... 7^-1 = 1/7 Rationale: Understanding the relationship of an integer exponent to the number of factors is helpful for students who must later understand why (3^2)^4 = 3^8 because (3^2)^4 = (3^2)(3^2)(3^2)(3^2). Otherwise students are forever asking, "Do I add or multiply the exponents? Should I subtract the exponents?"	Yes	Educator	63304
Expressions and Equations	Grade 8	8. Analyze and solve pairs of simultaneous linear equations. This is a skill that I teach in Algebra, which is considered a high school course but is a honors class in junior high. Why does this need to be taught in 8th grade? My lower level classes struggle with graphing and are just learning to master solving 1-step and 2-step equations. I know we are expecting more of students, but learning simultaneous linear equations is a bit much to expect them to learn when my honors students struggle with this concept, too.			

Expressions and Equations	Grade 8	Common Core has made a very unexpected switch in exponential problems. Instead of applying useful basic A(B)^N exponential equations to real-world patterns, there is an extreme emphasis on arcane and intricate rules of exponents. For a middle school student it makes more sense to explore exponents as a compare/contrast piece in conjunction with linear MX + B patterns, rather than extensive algebraic applications of exponent rules. The GLE2.0 had that more contextual focus on basic exponents (3x3x3x3 = 3^4) and contextual applications (100 bacteria on a contaminated surface multiply approximately by tripling per hour.... write the equation to represent the bacteria expected in 24 hours 100(3)^24). This is appropriate and usable, unlike the over emphasis on exponent rules that common core has shifted to, which is more appropriate for algebra II students or advanced track algebra.			
Expressions and Equations	Grade 8	It is difficult to decipher whether some problems are EE problems or Function problems, especially those that deal with slope. When results come back, I am concerned on how the information will be given if the question is not given to interpret the actual student error.	Yes	Educator	63670
Expressions and Equations	Grade 8	8.EE.A.2 add "Explain why numbers are or are not perfect squares using area models." Rationale: Using area models provides concrete visualization of perfect squares and area models connect vertically from kindergarten through high school: page 14 http://tinyurl.com/prog2area			
Expressions and Equations	Grade 8	Work with radicals and integer exponents. I have students who struggle with adding, subtracting, multiplying, and dividing. When they get to me, their number sense is poor. They are not good at manipulating numbers, since they are so used to using a calculator. The elementary grades should spend more time with mental math skills and students should be able to do math without using a calculator and counting on their fingers. A requirement should be that EVERY student have their multiplication facts memorized before hitting junior high level. It is hard to teach radicals, when they cannot multiply 2 times 12.			

Expressions and Equations	High School	A.REI.b.3 Nothing is said about Absolute Value equations. Students are expected to graph them as functions and in systems. Common Core editor Cathy Kessel discusses with Lane Walker the need to specify solving absolute value equations. For clarity, I think we should explicitly mention absolute value equations in A.REI.b.3: http://commoncoretools.me/forums/topic/absolute-value-equations/	Yes	Educator	63304