Indicate the content domain for your comments:	Select a grade level:	Please leave your comment:	Do you work or reside in Missouri currently?	Relationship to Missouri schools?	Zip code?
The Real Number System	Grade 8	I teach 6th-8th grade math and Algebra. A lot of the Algebra standards seem to have been pushed down to 8th grade, resulting in learners who are more confident (and sometimes bored) when they get into Algebra in high school. I think	Yes	Educator	65462
The Real Number System	High School	The real number system is so broad. When we take the EOc and get our results back they are worthless. Since we get my get a 100 on one problem but not on another in the same area. 'we don't know what kind of problem we are helping with the real number system.	Yes	Educator	63901

The Real Number System	High School	There are three standards within this domain. The first two standards address the relationship between rational exponents and radical numbers. Students must explain why rational exponents are used to identify radical expressions, instead of the typical root symbol. We want students to understand why we use rational exponents, and this standard addresses that. My only criticism of the first standard is that the example given does not do an adequate job explaining the intent of the standard. A better example might be, "we define 5^(1/3) to be the cube root of 5 because (the cube root of 5)^3=5, and (1/3)*3=1, so (the cube root of 5) must be 5^(1/3), since the properties of exponents tell us to multiply those exponents." The second standard merely tells the students that they need to be able to translate between radical expressions and rational exponents, which is something that is taught in every Algebra 1 class already. There are no issues with the 2nd standard. The last standard asks students to explain why the sum or product of varying rational and irrational numbers is a specific type of number. This is similar to asking students why the sum of two odd numbers is even, the sum of two even numbers is even, and the sum of an odd number and an even number is odd. Or like knowing why the product of two positive numbers is positive, the product of two negative numbers is positive, and the product of a positive number and a negative number is negative. Students need to understand the same concept as related to rational and irrational numbers, and this standard fits that description. There are no issues with the 3rd standard. All in all, students need to be able to explain why they are doing the mathematics that they are doing, and not just be able to do them. Otherwise, we are asking our students to churn out information without understanding, and that will not benefit the future of our nation. None of these three standards is too advanced for high school, and most are taught in an Algebra 1 class, which is where the CCSS suggests that they are placed, according to the Overview of the Traditional Pathway for the CCSMS.	Yes	Educator	63117