**Instructional Alignment Chart**

*Levels of Instruction*

*Big Idea: Number and Quantity*

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| --- | --- | --- |
| *Standard for Grade/Course: Grade 8*  | *Standard for Grade/Course: Algebra I*  | *Standard for Grade/Course: Algebra II*  |
| 8.NS.A.1Know 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 | N-RN.3. Explain why the sum or product of two rational numbers is rational; that the sum of a rational number and an irrational number is irrational; and that the product of a nonzero rational number and an irrational number is irrational. | N-RN.1 Explain how the definition of the meaning of rational exponents follows from extending the properties of integer exponents to those values, allowing for a notation for radicals in terms of rational exponents. For example, we define 5 1/3 to be the cube root of 5 because we want (51/3 )3 = 5(1/3)3 to hold, so (51/3 ) 3 must equal 5. |
|  | *Changes* | *Changes* |  |
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*Implications for instruction and assessment*

**A Study of the Standards**

*Levels of Instruction*