

## ABOUT EUREKA MATH

Created by the nonprofit Great Minds, *Eureka Math* helps teachers deliver unparalleled math instruction that provides students with a deep understanding and fluency in math. Crafted by teachers and math scholars, the curriculum carefully sequences the mathematical progressions to maximize coherence from Prekindergarten through Precalculus—a principle tested and proven to be essential in students’ mastery of math.

Teachers and students using *Eureka Math* find the trademark “Aha!” moments in *Eureka Math* to be a source of joy and inspiration, lesson after lesson, year after year.

## ALIGNED

*Eureka Math* is the only curriculum found by EdReports.org to align fully with the Common Core State Standards for Mathematics for all grades, Kindergarten through Grade 8. Great Minds offers detailed analyses which demonstrate how each grade of *Eureka Math* aligns with specific state standards. Access these free alignment studies at [greatminds.org/state-studies](http://greatminds.org/state-studies).

## DATA

Schools and districts nationwide are experiencing student growth and impressive test scores after using *Eureka Math*. See their stories and data at [greatminds.org/data](http://greatminds.org/data).

## FULL SUITE OF RESOURCES

As a nonprofit, Great Minds offers the *Eureka Math* curriculum as PDF downloads for free, noncommercial use. Access the free PDFs at [greatminds.org/math/curriculum](http://greatminds.org/math/curriculum).

The teacher–writers who created the curriculum have also developed essential resources, available only from Great Minds, including the following:

- Printed material in English and Spanish
- Digital resources
- Professional development
- Classroom tools and manipulatives
- Teacher support materials
- Parent resources





# Alaska Mathematical Standards Correlation to *Eureka Math*<sup>™</sup>

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## GRADE 8 MATHEMATICS

The majority of the Grade 8 Alaska Mathematical Standards are fully covered by the Grade 8 *Eureka Math* curriculum. The primary area where the Grade 8 Alaska Mathematical Standards and *Eureka Math* do not align is in the domain of The Number System. One standard from this domain will require the use of supplemental materials. A detailed analysis of alignment is provided in the table below. With strategic placement of supplemental materials, *Eureka Math* can ensure students are successful in achieving the proficiencies of the Alaska Mathematical Standards while still benefiting from the coherence and rigor of *Eureka Math*.

## INDICATORS

-  Green indicates that the Alaska standard is fully addressed in *Eureka Math*.
-  Yellow indicates that the Alaska standard may not be completely addressed in *Eureka Math*.
-  Red indicates that the Alaska standard is not addressed in *Eureka Math*.
-  Blue indicates there is a discrepancy between the grade level at which this standard is addressed in the Alaska standards and in *Eureka Math*.

## Standards for Mathematical Practice

## Aligned Components of *Eureka Math*

### **1: 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.

Lessons in every module engage students in making sense of problems and persevering in solving them as required by this standard. This practice standard is analogous to the CCSSM Standards for Mathematical Practice 1, which is specifically addressed in the following modules:

G8 M1: Integer Exponents and Scientific Notation

G8 M4: Linear Equations

## Standards for Mathematical Practice

## Aligned Components of *Eureka Math*

### **2: 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 *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.

Lessons in every module engage students in reasoning abstractly and quantitatively as required by this standard. This practice standard is analogous to the CCSSM Standards for Mathematical Practice 2, which is specifically addressed in the following modules:

G8 M1: Integer Exponents and Scientific Notation

G8 M2: The Concept of Congruence

G8 M4: Linear Equations

G8 M5: Examples of Functions from Geometry

G8 M6: Linear Functions

## Standards for Mathematical Practice

## Aligned Components of *Eureka Math*

### **3: 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.

Lessons in every module engage students in constructing viable arguments and critiquing the reasoning of others as required by this standard. This practice standard is analogous to the CCSSM Standards for Mathematical Practice 3, which is specifically addressed in the following modules:

G8 M1: Integer Exponents and Scientific Notation

G8 M2: The Concept of Congruence

G8 M3: Similarity

G8 M4: Linear Equations

## Standards for Mathematical Practice

## Aligned Components of *Eureka Math*

### **4: 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.

Lessons in every module engage students in modeling with mathematics as required by this standard. This practice standard is analogous to the CCSSM Standards for Mathematical Practice 4, which is specifically addressed in the following modules:

G8 M3: Similarity

G8 M4: Linear Equations

G8 M6: Linear Functions

## Standards for Mathematical Practice

## Aligned Components of *Eureka Math*

### **5: 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.

Lessons in every module engage students in using appropriate tools strategically as required by this standard. This practice standard is analogous to the CCSSM Standards for Mathematical Practice 5, which is specifically addressed in the following modules:

G8 M3: Similarity

G8 M4: Linear Equations

G8 M6: Linear Functions

## Standards for Mathematical Practice

## Aligned Components of *Eureka Math*

### **6: 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.

Lessons in every module engage students in attending to precision as required by this standard. This practice standard is analogous to the CCSSM Standards for Mathematical Practice 6, which is specifically addressed in the following modules:

G8 M1: Integer Exponents and Scientific Notation

G8 M2: The Concept of Congruence

G8 M3: Similarity

G8 M4: Linear Equations

G8 M5: Examples of Functions from Geometry

G8 M6: Linear Functions

G8 M7: Introduction to Irrational Numbers Using Geometry



## Standards for Mathematical Practice

## Aligned Components of *Eureka Math*

### **7: 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  $7 \times 8$  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  $2 \times 7$  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  $y$ .

Lessons in every module engage students in looking for and making use of structure as required by this standard. This practice standard is analogous to the CCSSM Standards for Mathematical Practice 7, which is specifically addressed in the following modules:

G8 M1: Integer Exponents and Scientific Notation

G8 M4: Linear Equations

G8 M6: Linear Functions

G8 M7: Introduction to Irrational Numbers Using Geometry

## Standards for Mathematical Practice

## Aligned Components of *Eureka Math*

### **8: 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.

Lessons in every module engage students in looking for and expressing regularity in repeated reasoning as required by this standard. This practice standard is analogous to the CCSSM Standards for Mathematical Practice 8, which is specifically addressed in the following modules:

G8 M1: Integer Exponents and Scientific Notation

G8 M3: Similarity

G8 M5: Examples of Functions from Geometry

G8 M7: Introduction to Irrational Numbers Using Geometry

Domain	Standards for Mathematical Content	Aligned Components of <i>Eureka Math</i>
<b>The Number System</b>	<b>Cluster: Know that there are numbers that are not rational, and approximate them by rational numbers.</b>	
	<b>8.NS.1</b> Classify real numbers as either rational (the ratio of two integers, a terminating decimal number, or a repeating decimal number) or irrational.	G8 M7 Topic B: Decimal Expansions of Numbers
	<b>8.NS.2</b> Order real numbers, using approximations of irrational numbers, locating them on a number line.	G8 M7 Topic A: Square and Cube Roots  G8 M7 Lesson 10: Converting Repeating Decimals to Fractions  G8 M7 Lesson 11: The Decimal Expansion of Some Irrational Numbers  G8 M7 Lesson 13: Comparing Irrational Numbers  G8 M7 Lesson 14: Decimal Expansion of $\pi$
	<b>8.NS.3</b> Identify or write the prime factorization of a number using exponents.	<i>Eureka Math</i> does not address prime factorization.

Domain	Standards for Mathematical Content	Aligned Components of <i>Eureka Math</i>
<b>Expressions and Equations</b>	<b>Cluster: Work with radicals and integer exponents.</b>	
	<b>8.EE.1</b> Apply the properties (product, quotient, power, zero, negative exponents, and rational exponents) of integer exponents to generate equivalent numerical expressions.	G8 M1: Integer Exponents and Scientific Notation
	<b>8.EE.2</b> 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.	G8 M7 Lesson 2: Square Roots  G8 M7 Lesson 5: Solving Equations with Radicals
	<b>8.EE.3</b> 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.	G8 M1 Lesson 7: Magnitude  G8 M1 Lesson 8: Estimating Quantities
	<b>8.EE.4</b> Perform operations with numbers expressed in scientific notation, including problems where both standard notation and scientific notation are used. Use scientific notation and choose units of appropriate size for measurements of very large or very small quantities. Interpret scientific notation that has been generated by technology.	G8 M1: Integer Exponents and Scientific Notation

Domain	Standards for Mathematical Content	Aligned Components of <i>Eureka Math</i>
<b>Cluster: Understand the connections between proportional relationships, lines, and linear equations.</b>		
<p><b>8.EE.5</b> Graph linear equations such as <math>y = mx + b</math>, interpreting <math>m</math> as the slope or rate of change of the graph and <math>b</math> as the <math>y</math>-intercept or starting value. Compare two different proportional relationships represented in different ways.</p>		<p>G8 M4 Topic B: Linear Equations in Two Variables and Their Graphs</p> <p>G8 M4 Topic C: Slope and Equations of Lines</p>
<p><b>8.EE.6</b> Use similar triangles to explain why the slope <math>m</math> is the same between any two distinct points on a non-vertical line in the coordinate plane; derive the equation <math>y = mx</math> for a line through the origin and the equation <math>y = mx + b</math> for a line intercepting the vertical axis at <math>b</math>.</p>		<p>G8 M4 Topic C: Slope and Equations of Lines</p>
<b>Cluster: Analyze and solve linear equations and pairs of simultaneous linear equations.</b>		
<p><b>8.EE.7</b> Solve linear equations in one variable.</p>		
<p>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 <math>x = a</math>, <math>a = a</math>, or <math>a = b</math> results (where <math>a</math> and <math>b</math> are different numbers).</p>		<p>G8 M4 Topic A: Writing and Solving Linear Equations</p>

Domain	Standards for Mathematical Content	Aligned Components of <i>Eureka Math</i>
	b. Solve linear equations with rational coefficients, including equations whose solutions require expanding expressions using the distributive property and combining like terms.	G8 M4 Topic A: Writing and Solving Linear Equations
	<b>8.EE.8</b> Analyze and solve systems of linear equations.	
	a. Show that the solution to a system of two linear equations in two variables is the intersection of the graphs of those equations because points of intersection satisfy both equations simultaneously.	G8 M4 Topic D: Systems of Linear Equations and Their Solutions  Note: Learning systems of linear equations is extended in Algebra I M1 Topic C.
	b. Solve systems of two linear equations in two variables and estimate solutions by graphing the equations. Simple cases may be done by inspection.	G8 M4 Topic D: Systems of Linear Equations and Their Solutions  G8 M4 Topic E: Pythagorean Theorem  Note: Learning systems of linear equations is extended in Algebra I M1 Topic C.
	c. Solve real-world and mathematical problems leading to two linear equations in two variables.	G8 M4 Topic D: Systems of Linear Equations and Their Solutions  G8 M4 Topic E: Pythagorean Theorem  Note: Learning systems of linear equations is extended in Algebra I M1 Topic C.

Domain	Standards for Mathematical Content	Aligned Components of <i>Eureka Math</i>
Geometry	<b>Cluster: Understand congruence and similarity using physical models, transparencies, or geometry software.</b>	
	<b>8.G.1</b> Through experimentation, verify the properties of rotations, reflections, and translations (transformations) to figures on a coordinate plane).	
	a. Lines are taken to lines, and line segments to line segments of the same length.	G8 M2 Topic A: Definitions and Properties of the Basic Rigid Motions
	b. Angles are taken to angles of the same measure.	G8 M2 Topic A: Definitions and Properties of the Basic Rigid Motions
	c. Parallel lines are taken to parallel lines.	G8 M2 Topic A: Definitions and Properties of the Basic Rigid Motions
	<b>8.G.2</b> Demonstrate understanding of congruence by applying a sequence of translations, reflections, and rotations on two-dimensional figures. Given two congruent figures, describe a sequence that exhibits the congruence between them.	G8 M2: The Concept of Congruence
	<b>8.G.3</b> Describe the effect of dilations, translations, rotations, and reflections on two-dimensional figures using coordinates.	G8 M3 Topic A: Dilation  G8 M3 Lesson 8: Similarity

Domain	Standards for Mathematical Content	Aligned Components of <i>Eureka Math</i>
	<p><b>8.G.4</b> Demonstrate understanding of similarity, by applying a sequence of translations, reflections, rotations, and dilations on two-dimensional figures. Describe a sequence that exhibits the similarity between them.</p>	<p>G8 M3 Lesson 3: Examples of Dilations G8 M3 Topic B: Similar Figures</p>
	<p><b>8.G.5</b> Justify using informal arguments to establish facts about</p>	
	<p>a. the angle sum of triangles (sum of the interior angles of a triangle is <math>180^\circ</math>),</p>	<p>G8 M2 Topic C: Congruence and Angle Relationships</p>
	<p>b. measures of exterior angles of triangles,</p>	<p>G8 M2 Topic C: Congruence and Angle Relationships</p>
	<p>c. angles created when parallel lines are cut by a transversal (e.g., alternate interior angles), and</p>	<p>G8 M2 Lesson 12: Angles Associated with Parallel Lines G8 M3 Topic B: Similar Figures</p>
	<p>d. angle-angle criterion for similarity of triangles.</p>	<p>G8 M3 Topic B: Similar Figures</p>
<p><b>Cluster: Understand and apply the Pythagorean Theorem.</b></p>		
	<p><b>8.G.6</b> Explain the Pythagorean Theorem and its converse.</p>	<p>G8 M2 Topic D: The Pythagorean Theorem G8 M3 Topic C: The Pythagorean Theorem G8 M7 Topic C: The Pythagorean Theorem</p>



Domain	Standards for Mathematical Content	Aligned Components of <i>Eureka Math</i>
	<p><b>8.G.7</b> Apply the Pythagorean Theorem to determine unknown side lengths in right triangles in real-world and mathematical problems in two and three dimensions.</p>	<p>G8 M2 Topic D: The Pythagorean Theorem G8 M3 Topic C: The Pythagorean Theorem G8 M4 Topic E: Pythagorean Theorem G8 M7: Introduction to Irrational Numbers Using Geometry</p>
	<p><b>8.G.8</b> Apply the Pythagorean Theorem to find the distance between two points in a coordinate system.</p>	<p>G8 M2 Topic D: The Pythagorean Theorem G8 M7 Lesson 17: Distance on the Coordinate Plane</p>
	<p><b>Cluster: Solve real-world and mathematical problems involving volume of cylinders, cones, and spheres.</b></p>	
	<p><b>8.G.9</b> Identify and apply the formulas for the volumes of cones, cylinders, and spheres and use them to solve real-world and mathematical problems.</p>	<p>G8 M5: Examples of Functions from Geometry G8 M7 Topic D: Applications of Radicals and Roots</p>
<b>Statistics and Probability</b>	<p><b>Cluster: Investigate patterns of association in bivariate data.</b></p>	
	<p><b>8.SP.1</b> 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.</p>	<p>G8 M6: Linear Functions</p>

Domain	Standards for Mathematical Content	Aligned Components of <i>Eureka Math</i>
	<p><b>8.SP.2</b></p> <p>Explain why 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.</p>	G8 M6: Linear Functions
	<p><b>8.SP.3</b></p> <p>Use the equation of a linear model to solve problems in the context of bivariate measurement data, interpreting the slope and <math>y</math>-intercept.</p>	G8 M6 Topic C: Linear and Nonlinear Models
	<p><b>8.SP.4</b></p> <p>Construct and interpret a two-way table summarizing data on two categorical variables collected from the same subjects and use relative frequencies to describe possible association between the two variables.</p>	G8 M6 Topic D: Bivariate Categorical Data
<b>Functions</b>	<b>Cluster: Define, evaluate, and compare functions.</b>	
	<p><b>8.F.1</b></p> <p>Understand that a function is a rule that assigns to each input (the domain) exactly one output (the range). The graph of a function is the set of ordered pairs consisting of an input and the corresponding output. For example, use the vertical line test to determine functions and non-functions.</p>	G8 M5: Examples of Functions from Geometry

Domain	Standards for Mathematical Content	Aligned Components of <i>Eureka Math</i>
	<p><b>8.F.2</b></p> <p>Compare properties of two functions, each represented in a different way (algebraically, graphically, numerically in tables, or by verbal descriptions).</p>	G8 M5 Lesson 7: Comparing Linear Functions and Graphs
	<p><b>8.F.3</b></p> <p>Interpret the equation <math>y = mx + b</math> as defining a linear function, whose graph is a straight line; give examples of functions that are not linear.</p>	G8 M5: Examples of Functions from Geometry
<p><b>Cluster: Use functions to model relationships between quantities.</b></p>		
	<p><b>8.F.4</b></p> <p>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 <math>(x, y)</math> 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.</p>	G8 M6 Topic A: Linear Functions
	<p><b>8.F.5</b></p> <p>Given a verbal description between two quantities, sketch a graph. Conversely, given a graph, describe a possible real-world example.</p>	G8 M6 Topic A: Linear Functions