
Grade 8 | South Carolina College- and Career-Ready Mathematics Standards Correlation to *Eureka Math*[®]

About *Eureka Math*

Created by Great Minds[®], a mission-driven Public Benefit Corporation, *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

Great Minds offers detailed analyses that demonstrate how each grade of *Eureka Math* aligns with specific state standards. Access these free alignment studies at 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.

Full Suite of Resources

Great Minds offers the *Eureka Math* curriculum as PDF downloads for free, noncommercial use. Access the free PDFs at 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

Mathematical Process Standards	Aligned Components of <i>Eureka Math</i>									
<p>MPS.PS.1</p> <p>Make sense of problems and persevere in solving them strategically.</p>	<p>Lessons in every module engage students in mathematical processes. These are designated in the Module Overview and labeled in lessons.</p> <p>For example:</p>									
<p>MPS.RC.1</p> <p>Explain ideas using precise and contextually appropriate mathematical language, tools, and models.</p>	<p>A STORY OF RATIOS Lesson 1 8•5</p> <ul style="list-style-type: none"> ▪ Let's make a prediction based on a value of x that is not listed in the table. How far did the stone drop in the first 3.5 seconds? What have we done in the past to figure something like this out? <ul style="list-style-type: none"> ▫ We wrote a proportion using the known times and distances. 									
<p>MPS.C.1</p> <p>Demonstrate a deep and flexible conceptual understanding of mathematical ideas, operations, and relationships while making real-world connections.</p>	<p>Allow students time to work with proportions. Encourage them to use more than one pair of data values to determine an answer. Some students might suggest they cannot use proportions for this work as they have just ascertained that there is not a constant rate of change. Acknowledge this. The work with proportions some students do will indeed confirm this.</p> <ul style="list-style-type: none"> ▫ <i>Sample student work:</i> Let x be the distance, in feet, the stone drops in 3.5 seconds. <table style="margin-left: auto; margin-right: auto; border-collapse: collapse;"> <tr> <td style="text-align: center; padding: 0 10px;">$\frac{16}{1} = \frac{x}{3.5}$</td> <td style="text-align: center; padding: 0 10px;">$\frac{64}{2} = \frac{x}{3.5}$</td> <td style="text-align: center; padding: 0 10px;">$\frac{144}{3} = \frac{x}{3.5}$</td> </tr> <tr> <td style="text-align: center; padding: 0 10px;">$x = 56$</td> <td style="text-align: center; padding: 0 10px;">$2x = 224$</td> <td style="text-align: center; padding: 0 10px;">$3x = 504$</td> </tr> <tr> <td></td> <td style="text-align: center; padding: 0 10px;">$x = 112$</td> <td style="text-align: center; padding: 0 10px;">$x = 168$</td> </tr> </table>	$\frac{16}{1} = \frac{x}{3.5}$	$\frac{64}{2} = \frac{x}{3.5}$	$\frac{144}{3} = \frac{x}{3.5}$	$x = 56$	$2x = 224$	$3x = 504$		$x = 112$	$x = 168$
$\frac{16}{1} = \frac{x}{3.5}$	$\frac{64}{2} = \frac{x}{3.5}$	$\frac{144}{3} = \frac{x}{3.5}$								
$x = 56$	$2x = 224$	$3x = 504$								
	$x = 112$	$x = 168$								
<p>MPS.AJ.1</p> <p>Use critical thinking skills to reason both abstractly and quantitatively.</p>	<p>MP.3</p> <ul style="list-style-type: none"> ▪ Is it reasonable that the stone would drop 56 feet in 3.5 seconds? Explain. <ul style="list-style-type: none"> ▫ No, it is not reasonable. Our data shows that after 2 seconds, the stone has already dropped 64 feet. Therefore, it is impossible that it could have only dropped 56 feet in 3.5 seconds. ▪ What about 112 feet in 3.5 seconds? How reasonable is that answer? Explain. <ul style="list-style-type: none"> ▫ The answer of 112 feet in 3.5 seconds is not reasonable either. The data shows that the stone dropped 144 feet in 3 seconds. 									
<p>MPS.SP.1</p> <p>Identify and apply regularity in repeated reasoning to make generalizations.</p>	<ul style="list-style-type: none"> ▪ What about 168 feet in 3.5 seconds? What do you think about that answer? Explain. <ul style="list-style-type: none"> ▫ That answer is the most likely because at least it is greater than the recorded 144 feet in 3 seconds. ▪ What makes you think that the work done with a third proportion will give us a correct answer when the first two did not? Can we rely on this method for determining an answer? <ul style="list-style-type: none"> ▫ This does not seem to be a reliable method. If we had only done one computation and not evaluated the reasonableness of our answer, we would have been wrong. 									

Data, Probability, and Statistical Reasoning

8.DPSR.1 Analyze data sets to identify their statistical elements.

<p style="text-align: center;">South Carolina College- and Career-Ready Mathematics Standards</p>	<p style="text-align: center;">Aligned Components of <i>Eureka Math</i></p>
<p>8.DPSR.1.1</p> <p>Create and analyze scatter plots to represent numerical data sets in mathematical and real-world situations.</p>	<p>G8 M6 Lesson 6: Scatter Plots</p> <p>G8 M6 Lesson 7: Patterns in Scatter Plots</p> <p>G8 M6 Lesson 11: Using Linear Models in a Data Context</p> <p>G8 M6 Lesson 12: Nonlinear Models in a Data Context</p>
<p>8.DPSR.1.2</p> <p>Draw inferences about data sets from two populations using the shape of the distribution, measures of center, and measures of variability. Limit measures to <i>mean, median, mode, range, mean absolute deviation, and interquartile range</i>.</p>	<p>G7 M5 Lesson 15: Random Sampling</p> <p>G7 M5 Topic D: Comparing Populations</p> <p>Algebra I M2 Lesson 8: Comparing Distributions</p> <p><i>Supplemental material is necessary to address drawing inferences about data sets using mode.</i></p>
<p>8.DPSR.1.3</p> <p>Describe how adding and deleting data throughout the data set can affect the mean, median, mode, and distribution of the data set.</p>	<p>G7 M5 Lesson 19: Understanding Variability When Estimating a Population Proportion</p> <p><i>Supplemental material is necessary to fully address this standard.</i></p>

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<p>8.DPSR.1.4</p> <p>For two data sets (numerical or graphical), compare and interpret the centers, spreads, and overlap of data to draw inferences about data in mathematical and real-world situations. Limit displays to double line graphs, back-to-back stem-and-leaf plots, and double box plots.</p>	<p>G7 M5 Topic D: Comparing Populations</p> <p>Algebra I M2 Lesson 8: Comparing Distributions</p> <p><i>Supplemental material is necessary to address comparing and interpreting data sets displayed with double line graphs and back-to-back stem-and-leaf plots.</i></p>
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Data, Probability, and Statistical Reasoning

8.DPSR.2 Calculate and interpret probability.

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<p>8.DPSR.2.1</p> <p>Determine the sample space for a compound event.</p>	<p>G7 M5 Lesson 6: Using Tree Diagrams to Represent a Sample Space and to Calculate Probabilities</p> <p>G7 M5 Lesson 7: Calculating Probabilities of Compound Events</p> <p>G7 M5 Lesson 10: Conducting a Simulation to Estimate the Probability of an Event</p> <p>G7 M5 Lesson 11: Conducting a Simulation to Estimate the Probability of an Event</p>
<p>8.DPSR.2.2</p> <p>Calculate and interpret the probability of compound independent and dependent events.</p>	<p>G7 M5 Lesson 6: Using Tree Diagrams to Represent a Sample Space and to Calculate Probabilities</p> <p>G7 M5 Lesson 7: Calculating Probabilities of Compound Events</p> <p>G7 M5 Lesson 10: Conducting a Simulation to Estimate the Probability of an Event</p> <p>G7 M5 Lesson 11: Conducting a Simulation to Estimate the Probability of an Event</p> <p><i>Supplemental material is necessary to address calculating and interpreting the probability of compound dependent events.</i></p>

Measurement, Geometry, and Spatial Reasoning**8.MGSR.1 Determine the measurements of geometric figures.**

<p style="text-align: center;">South Carolina College- and Career-Ready Mathematics Standards</p>	<p style="text-align: center;">Aligned Components of <i>Eureka Math</i></p>
<p>8.MGSR.1.1</p> <p>Given the geometric formulas, find the volume of cones, cylinders, and spheres in mathematical and real-world situations.</p>	<p>G8 M5 Topic B: Volume</p> <p>G8 M7 Topic D: Applications of Radicals and Roots</p>
<p>8.MGSR.1.2</p> <p>Find the distance between any two points in the coordinate plane using the <i>Pythagorean Theorem</i>.</p>	<p>G8 M2 Lesson 16: Applications of the Pythagorean Theorem</p> <p>G8 M7 Lesson 17: Distance on the Coordinate Plane</p>
<p>8.MGSR.1.3</p> <p>Given the <i>Pythagorean Theorem</i>, determine unknown side lengths in right triangles in mathematical and real-world situations.</p>	<p>G8 M2 Topic D: The Pythagorean Theorem</p> <p>G8 M3 Topic C: The Pythagorean Theorem</p> <p>G8 M7 Lesson 1: The Pythagorean Theorem</p> <p>G8 M7 Lesson 4: Simplifying Square Roots</p> <p>G8 M7 Lesson 5: Solving Equations with Radicals</p> <p>G8 M7 Lesson 17: Distance on the Coordinate Plane</p> <p>G8 M7 Lesson 18: Applications of the Pythagorean Theorem</p> <p>G8 M7 Lesson 19: Cones and Spheres</p> <p>G8 M7 Lesson 23: Nonlinear Motion</p>
<p>8.MGSR.1.4</p> <p>Determine if a given set of sides forms a right triangle.</p>	<p>G8 M3 Lesson 14: The Converse of the Pythagorean Theorem</p> <p>G8 M7 Lesson 1: The Pythagorean Theorem</p> <p>G8 M7 Lesson 17: Distance on the Coordinate Plane</p>

Measurement, Geometry, and Spatial Reasoning**8.MGSR.2 Determine angle and/or side relationships.**

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<p>8.MGSR.2.1</p> <p>Determine missing angle measurements created when parallel lines are cut by a transversal.</p>	<p>G8 M2 Lesson 12: Angles Associated with Parallel Lines</p> <p>G8 M2 Lesson 13: Angle Sum of a Triangle</p> <p>G8 M2 Lesson 14: More on the Angles of a Triangle</p>
<p>8.MGSR.2.2</p> <p>Determine if two-dimensional figures are congruent or similar.</p>	<p>G8 M2 Lesson 11: Definition of Congruence and Some Basic Properties</p> <p>G8 M3 Lesson 1: What Lies Behind “Same Shape”?</p> <p>G8 M3 Lesson 8: Similarity</p> <p>G8 M3 Lesson 9: Basic Properties of Similarity</p> <p>G8 M3 Lesson 11: More About Similar Triangles</p>
<p>8.MGSR.2.3</p> <p>Identify the congruent corresponding angles of similar polygons.</p>	<p>G8 M2 Lesson 11: Definition of Congruence and Some Basic Properties</p> <p>G8 M2 Lesson 12: Angles Associated with Parallel Lines</p> <p>G8 M3 Lesson 8: Similarity</p> <p>G8 M3 Lesson 9: Basic Properties of Similarity</p> <p>G8 M3 Lesson 11: More About Similar Triangles</p>
<p>8.MGSR.2.4</p> <p>Discover and apply the <i>Exterior Angle Theorem</i> of triangles to find a missing angle.</p>	<p>G8 M2 Lesson 12: Angles Associated with Parallel Lines</p> <p>G8 M2 Lesson 13: Angle Sum of a Triangle</p> <p>G8 M2 Lesson 14: More on the Angles of a Triangle</p>

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<p>8.MGSR.2.5</p> <p>Apply proportional reasoning to find the missing side lengths of two similar figures.</p>	<p>G8 M3 Lesson 8: Similarity</p> <p>G8 M3 Lesson 9: Basic Properties of Similarity</p> <p>G8 M3 Lesson 11: More About Similar Triangles</p> <p>G8 M3 Lesson 12: Modeling Using Similarity</p>
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Measurement, Geometry, and Spatial Reasoning

8.MGSR.3 Graph on a coordinate plane.

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<p>8.MGSR.3.1</p> <p>Identify the transformation as a rotation, reflection, and/or translation. Limit rotations to multiples of 90 degrees centered on the origin.</p>	<p>G8 M2 Topic A: Definitions and Properties of the Basic Rigid Motions</p>
<p>8.MGSR.3.2</p> <p>Identify congruent angles and congruent line segments of a preimage and its image.</p>	<p>G8 M2 Topic B: Sequencing the Basic Rigid Motions</p> <p>G8 M2 Lesson 11: Definition of Congruence and Some Basic Properties</p> <p>G8 M2 Lesson 12: Angles Associated with Parallel Lines</p>
<p>8.MGSR.3.3</p> <p>Translate geometric figures vertically and/or horizontally.</p>	<p>G8 M2 Lesson 1: Why Move Things Around?</p> <p>G8 M2 Lesson 2: Definition of Translation and Three Basic Properties</p> <p>G8 M2 Lesson 3: Translating Lines</p>

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<p>8.MGSR.3.4 Reflect geometric figures with respect to the x-axis and/or y-axis.</p>	<p>G8 M2 Lesson 1: Why Move Things Around? G8 M2 Lesson 4: Definition of Reflection and Basic Properties</p>
<p>8.MGSR.3.5 Rotate geometric figures 90, 180, and 270 degrees, both clockwise and counterclockwise, about the origin in a coordinate plane.</p>	<p>G8 M2 Lesson 1: Why Move Things Around? G8 M2 Lesson 5: Definition of Rotation and Basic Properties</p>
<p>8.MGSR.3.6 Create a dilation using a given scale factor and describe the effect of a dilation.</p>	<p>G8 M3 Topic A: Dilation G8 M3 Lesson 8: Similarity</p>
<p>8.MGSR.3.7 Describe the effect of a series of transformations, including <i>dilations</i>, <i>translations</i>, <i>rotations</i>, and <i>reflections</i>, on two-dimensional figures using coordinates on the coordinate plane.</p>	<p>G8 M2 Topic B: Sequencing the Basic Rigid Motions G8 M3 Lesson 8: Similarity G8 M3 Lesson 9: Basic Properties of Similarity</p>

Numerical Reasoning

8.NR.1 Translate among multiple representations of rational numbers.

South Carolina College- and Career-Ready Mathematics Standards	Aligned Components of <i>Eureka Math</i>
<p>8.NR.1.1</p> <p>Convert any form of a rational number to any other form including fractions (mixed numbers), decimals, and percentages.</p>	<p>G7 M1 Lesson 11: Ratios of Fractions and Their Unit Rates</p> <p>G7 M2 Lesson 13: Converting Between Fractions and Decimals Using Equivalent Fractions</p> <p>G7 M2 Lesson 14: Converting Rational Numbers to Decimals Using Long Division</p> <p>G7 M4 Lesson 1: Percent</p> <p>G7 M4 Topic C: Scale Drawings</p> <p>G8 M7 Topic B: Decimal Expansions of Numbers</p>

Numerical Reasoning

8.NR.2 Utilize real numbers in mathematical and real-world situations.

South Carolina College- and Career-Ready Mathematics Standards	Aligned Components of <i>Eureka Math</i>
<p>8.NR.2.1</p> <p>Compare real numbers and write statements using <i>is equal to</i> ($=$), <i>is not equal to</i> (\neq), <i>is less than</i> ($<$), <i>is greater than</i> ($>$), <i>is greater than or equal to</i> (\geq), or <i>is less than or equal to</i> (\leq).</p>	<p>G8 M7 Lesson 2: Square Roots</p> <p>G8 M7 Lesson 3: Existence and Uniqueness of Square Roots and Cube Roots</p> <p>G8 M7 Lesson 4: Simplifying Square Roots</p> <p>G8 M7 Lesson 11: The Decimal Expansion of Some Irrational Numbers</p> <p>G8 M7 Lesson 12: Decimal Expansions of Fractions, Part 2</p> <p>G8 M7 Lesson 13: Comparing Irrational Numbers</p> <p>G8 M7 Lesson 14: Decimal Expansion of pi</p>

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<p>8.NR.2.2</p> <p>Classify and order the subsets of real numbers in the number system including natural, whole, integer, rational, and irrational numbers.</p>	<p>G8 M7 Lesson 6: Finite and Infinite Decimals</p> <p>G8 M7 Lesson 7: Infinite Decimals</p> <p><i>Supplemental material is necessary to fully address this standard.</i></p>
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Patterns, Algebra, and Functional Reasoning

8.PAFR.1 Determine if a table, graph, verbal description, or equation represents a function and describe its characteristics.

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<p>8.PAFR.1.1</p> <p>Define an equation in slope-intercept form ($y = mx + b$) as being a linear function.</p>	<p>G8 M5 Lesson 3: Linear Functions and Proportionality</p> <p>G8 M5 Lesson 5: Graphs of Functions and Equations</p> <p>G8 M5 Lesson 6: Graphs of Linear Functions and Rate of Change</p> <p>G8 M5 Lesson 7: Comparing Linear Functions and Graphs</p> <p>G8 M5 Lesson 8: Graphs of Simple Nonlinear Functions</p>
<p>8.PAFR.1.2</p> <p>Identify and describe the constant rate of change and the y-intercept of a linear function.</p>	<p>G8 M6 Lesson 1: Modeling Linear Relationships</p> <p>G8 M6 Lesson 2: Interpreting Rate of Change and Initial Value</p> <p>G8 M6 Lesson 3: Representations of a Line</p>

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<p>8.PAFR.1.3</p> <p>Determine if a graph, table, mapping, or verbal description is a function (linear or nonlinear) or not a function.</p>	<p>G8 M5 Lesson 1: The Concept of a Function</p> <p>G8 M5 Lesson 2: Formal Definition of a Function</p> <p>G8 M5 Lesson 4: More Examples of Functions</p> <p>G8 M5 Lesson 5: Graphs of Functions and Equations</p> <p>G8 M5 Lesson 6: Graphs of Linear Functions and Rate of Change</p> <p>G8 M5 Lesson 8: Graphs of Simple Nonlinear Functions</p>
<p>8.PAFR.1.4</p> <p>Describe the key features of given functions, including <i>domain</i>, <i>range</i>, <i>intervals of increasing or decreasing</i>, <i>constant</i>, <i>discrete</i>, <i>continuous</i>, and <i>intercepts</i>.</p>	<p>Algebra I M3 Lesson 13: Interpreting the Graph of a Function</p> <p>Algebra I M3 Lesson 14: Linear and Exponential Models—Comparing Growth Rates</p> <p>Algebra I M3 Lesson 23: Newton’s Law of Cooling</p> <p>Algebra I M4 Lesson 8: Exploring the Symmetry in Graphs of Quadratic Functions</p> <p>Algebra I M4 Lesson 9: Graphing Quadratic Functions from Factored Form, $f(x) = a(x - m)(x - n)$</p> <p>Algebra I M4 Lesson 10: Interpreting Quadratic Functions from Graphs and Tables</p> <p>Algebra I M4 Lesson 17: Graphing Quadratic Functions from the Standard Form, $f(x) = ax^2 + bx + c$</p> <p>Algebra I M4 Lesson 22: Comparing Quadratic, Square Root, and Cube Root Functions Represented in Different Ways</p> <p>Algebra I M5 Lesson 1: Analyzing a Graph</p> <p>Algebra I M5 Lesson 2: Analyzing a Data Set</p> <p>Algebra I M5 Lesson 4: Modeling a Context from a Graph</p> <p>Algebra I M5 Lesson 6: Modeling a Context from Data</p> <p>Algebra I M5 Lesson 7: Modeling a Context from Data</p> <p><i>Supplemental material is necessary to address describing functions as discrete or continuous.</i></p>

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<p>8.PAFR.1.5</p> <p>Use multiple representations including mappings, tables, graphs, verbal description, and equations (only when linear) of two functions to compare the functions and draw conclusions.</p>	<p>G8 M5 Lesson 7: Comparing Linear Functions and Graphs</p>
<p>8.PAFR.1.6</p> <p>Translate among the multiple representations, including mappings, tables, graphs, verbal description, and equations (only when linear) of a function.</p>	<p>Algebra I M3 Lesson 9: Representing, Naming, and Evaluating Functions</p> <p>Algebra I M3 Lesson 10: Representing, Naming, and Evaluating Functions</p> <p>Algebra I M3 Lesson 11: The Graph of a Function</p>

Patterns, Algebra, and Functional Reasoning

8.PAFR.2 Write, simplify, and evaluate algebraic expressions; write and solve algebraic equations and inequalities.

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<p>8.PAFR.2.1</p> <p>Solve multi-step one-variable equations and inequalities with variables on both sides with rational coefficients.</p>	<p>G8 M4 Lesson 3: Linear Equations in x</p> <p>G8 M4 Lesson 4: Solving a Linear Equation</p> <p>G8 M4 Lesson 5: Writing and Solving Linear Equations</p> <p>G8 M4 Lesson 6: Solutions of a Linear Equation</p> <p>G8 M4 Lesson 8: Linear Equations in Disguise</p> <p>Algebra I M1 Lesson 11: Solution Sets for Equations and Inequalities</p> <p>Algebra I M1 Lesson 14: Solving Inequalities</p>
<p>8.PAFR.2.2</p> <p>Describe single-variable equations as having one solution, no solution, or an infinite number of solutions.</p>	<p>G8 M4 Lesson 6: Solutions of a Linear Equation</p> <p>G8 M4 Lesson 7: Classification of Solutions</p>
<p>8.PAFR.2.3</p> <p>Identify the rate of change for a linear function as the slope of the line.</p>	<p>G8 M4 Lesson 16: The Computation of the Slope of a Non-Vertical Line</p> <p>G8 M4 Lesson 22: Constant Rates Revisited</p>
<p>8.PAFR.2.4</p> <p>Explain why the slope, m, is the same between any two distinct points on a linear graph.</p>	<p>G8 M4 Lesson 16: The Computation of the Slope of a Non-Vertical Line</p> <p>G8 M4 Lesson 17: The Line Joining Two Distinct Points of the Graph $y = mx + b$ has Slope m</p> <p>G8 M4 Lesson 18: There is Only One Line Passing Through a Given Point with a Given Slope</p>

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<p>8.PAFR.2.5</p> <p>Given a table or a graph, identify the slope and the y-intercept of a line and write a linear equation to express that line.</p>	<p>G8 M4 Lesson 19: The Graph of a Linear Equation in Two Variables is a Line</p> <p>G8 M4 Lesson 20: Every Line is a Graph of a Linear Equation</p> <p>G8 M4 Lesson 21: Some Facts About Graphs of a Linear Equation in Two Variables</p>
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Patterns, Algebra, and Functional Reasoning

8.PAFR.3 Apply mathematical patterns, properties, and algorithms to the set of rational numbers to find sums, differences, products, and quotients and to write equivalent expressions.

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<p>8.PAFR.3.1</p> <p>Analyze patterns of perfect squares and perfect cubes to evaluate square roots and cube roots. Limit to square roots less than or equal to 400 and cube roots less than or equal to 1,000.</p>	<p>G8 M7 Lesson 2: Square Roots</p> <p>G8 M7 Lesson 5: Solving Equations with Radicals</p> <p>G8 M7 Lesson 10: Converting Repeating Decimals to Fractions</p>
<p>8.PAFR.3.2</p> <p>Approximate non-perfect square roots and cube roots to the nearest tenth. Limit to square roots less than or equal to 400 and cube roots less than or equal to 1,000.</p>	<p>G8 M7 Lesson 1: The Pythagorean Theorem</p> <p>G8 M7 Lesson 2: Square Roots</p> <p>G8 M7 Lesson 3: Existence and Uniqueness of Square Roots and Cube Roots</p> <p>G8 M7 Lesson 4: Simplifying Square Roots</p> <p>G8 M7 Lesson 11: The Decimal Expansion of Some Irrational Numbers</p> <p>G8 M7 Lesson 13: Comparing Irrational Numbers</p> <p>G8 M7 Lesson 14: Decimal Expansion of π</p>

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<p>8.PAFR.3.3</p> <p>Apply laws of exponents to simplify algebraic expressions involving no more than three variables and integer exponents.</p>	<p>G8 M1 Topic A: Exponential Notation and Properties of Integer Exponents</p>
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