

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.

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

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.

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

Tennessee State Mathematics Standards Correlation to *Eureka Math*™

GEOMETRY

The majority of the Geometry Tennessee State Mathematics Standards are fully covered by the Geometry *Eureka Math* curriculum. The areas where the Geometry Tennessee State Mathematics Standards and Geometry *Eureka Math* do not align will require the use of *Eureka Math* content from another course or 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 Tennessee State Mathematics Standards while still benefiting from the coherence and rigor of *Eureka Math*.

INDICATORS

-  Green indicates that the Tennessee standard is fully addressed in *Eureka Math*.
-  Yellow indicates that the Tennessee standard may not be completely addressed in *Eureka Math*.
-  Red indicates that the Tennessee 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 Tennessee 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:

Geometry M4: Connecting Algebra and Geometry Through Coordinates

Geometry M5: Circles With and Without Coordinates

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:

Geometry M4: Connecting Algebra and Geometry Through Coordinates

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:

Geometry M1: Congruence, Proof, and Constructions

Geometry M2: Similarity, Proof, and Trigonometry

Geometry M5: Circles With and Without Coordinates

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:

Geometry M1: Congruence, Proof, and Constructions

Geometry M4: Connecting Algebra and Geometry Through Coordinates

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 compass, 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:

Geometry M1: Congruence, Proof, and Constructions

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, expressing 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:

Geometry M1: Congruence, Proof, and Constructions

Geometry M3: Extending to Three Dimensions

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 7×8 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 2×7 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:

Geometry M2: Similarity, Proof, and Trigonometry

Geometry M3: Extending to Three Dimensions

Geometry M4: Connecting Algebra and Geometry Through Coordinates

Geometry M5: Circles With and Without Coordinates

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:

Geometry M1: Congruence, Proof, and Constructions

Geometry M4: Connecting Algebra and Geometry Through Coordinates

Conceptual Category	Domain	Standards for Mathematical Content	Aligned Components of <i>Eureka Math</i>
Geometry	Congruence	Cluster: Experiment with transformations in the plane.	
		G.CO.A.1 Know precise definitions of angle, circle, perpendicular line, parallel line, and line segment, based on the undefined notions of point, line, plane, distance along a line, and distance around a circular arc.	Geometry M1 Topic A: Basic Constructions Geometry M1 Topic G: Axiomatic Systems
		G.CO.A.2 Represent transformations in the plane in multiple ways, including technology. Describe transformations as functions that take points in the plane (pre-image) as inputs and give other points (image) as outputs. Compare transformations that preserve distance and angle measure to those that do not (e.g., translation versus horizontal stretch).	Geometry M1 Topic C: Transformations/Rigid Motions Geometry M2 Lesson 6: Dilations as Transformations of the Plane
		G.CO.A.3 Given a rectangle, parallelogram, trapezoid, or regular polygon, describe the rotations and reflections that carry the shape onto itself.	Geometry M1 Lesson 15: Rotations, Reflections, and Symmetry Geometry M1 Lesson 21: Correspondence and Transformations

Conceptual Category	Domain	Standards for Mathematical Content	Aligned Components of <i>Eureka Math</i>
		G.CO.A.4 Develop definitions of rotations, reflections, and translations in terms of angles, circles, perpendicular lines, parallel lines, and line segments.	Geometry M1 Lesson 12: Transformations—The Next Level Geometry M1 Lesson 13: Rotations Geometry M1 Lesson 14: Reflections Geometry M1 Lesson 16: Translations
		G.CO.A.5 Given a geometric figure and a rigid motion, draw the image of the figure in multiple ways, including technology. Specify a sequence of rigid motions that will carry a given figure onto another.	Geometry M1 Topic C: Transformations/Rigid Motions
		Cluster: Understand congruence in terms of rigid motions.	
		G.CO.B.6 Use geometric descriptions of rigid motions to transform figures and to predict the effect of a given rigid motion on a given figure; given two figures, use the definition of congruence in terms of rigid motions to determine informally if they are congruent.	Geometry M1 Lesson 15: Rotations, Reflections, and Symmetry Geometry M1 Lesson 16: Translations Geometry M1 Lesson 19: Construct and Apply a Sequence of Rigid Motions Geometry M1 Lesson 21: Correspondence and Transformations

Conceptual Category	Domain	Standards for Mathematical Content	Aligned Components of <i>Eureka Math</i>
		G.CO.B.7 Use the definition of congruence in terms of rigid motions to show that two triangles are congruent if and only if corresponding pairs of sides and corresponding pairs of angles are congruent.	Geometry M1 Lesson 19: Construct and Apply a Sequence of Rigid Motions Geometry M1 Lesson 20: Applications of Congruence in Terms of Rigid Motions Geometry M1 Lesson 21: Correspondence and Transformations Geometry M1 Topic D: Congruence Geometry M1 Topic G: Axiomatic Systems
		G.CO.B.8 Explain how the criteria for triangle congruence (ASA, SAS, AAS, and SSS) follow from the definition of congruence in terms of rigid motions.	Geometry M1 Topic D: Congruence Geometry M1 Topic G: Axiomatic Systems
		Cluster: Prove geometric theorems.	
		G.CO.C.9 Prove theorems about lines and angles.	Geometry M1 Topic B: Unknown Angles Geometry M1 Lesson 18: Looking More Carefully at Parallel Lines Geometry M1 Topic G: Axiomatic Systems

Conceptual Category	Domain	Standards for Mathematical Content	Aligned Components of <i>Eureka Math</i>
		G.CO.C.10 Prove theorems about triangles.	Geometry M1 Lesson 23: Base Angles of Isosceles Triangles Geometry M1 Topic E: Proving Properties of Geometric Figures Geometry M1 Topic G: Axiomatic Systems
		G.CO.C.11 Prove theorems about parallelograms.	Geometry M1 Lesson 28: Properties of Parallelograms Geometry M1 Topic G: Axiomatic Systems
		Cluster: Make geometric constructions.	
		G.CO.D.12 Make formal geometric constructions with a variety of tools and methods (compass and straightedge, string, reflective devices, paper folding, dynamic geometric software, etc.).	Geometry M1 Topic A: Basic Constructions Geometry M1 Topic C: Transformations/Rigid Motions

Conceptual Category	Domain	Standards for Mathematical Content	Aligned Components of <i>Eureka Math</i>
	Similarity, Right Triangles, and Trigonometry	Cluster: Understand similarity in terms of similarity transformations.	
		G.SRT.A.1 Verify informally the properties of dilations given by a center and a scale factor.	Geometry M2 Topic A: Scale Drawings Geometry M2 Topic B: Dilations
		G.SRT.A.2 Given two figures, use the definition of similarity in terms of similarity transformations to decide if they are similar; explain using similarity transformations the meaning of similarity for triangles as the equality of all corresponding pairs of angles and the proportionality of all corresponding pairs of sides.	Geometry M2 Lesson 12: What Are Similarity Transformations, and Why Do We Need Them? Geometry M2 Lesson 13: Properties of Similarity Transformations Geometry M2 Lesson 14: Similarity
		G.SRT.A.3 Use the properties of similarity transformations to establish the AA criterion for two triangles to be similar.	Geometry M2 Lesson 15: The Angle-Angle (AA) Criterion for Two Triangles to Be Similar Geometry M2 Lesson 17: The Side-Angle-Side (SAS) and Side-Side-Side (SSS) Criteria for Two Triangles to Be Similar

Conceptual Category	Domain	Standards for Mathematical Content	Aligned Components of <i>Eureka Math</i>
		Cluster: Prove theorems involving similarity.	
		G.SRT.B.4 Prove theorems about similar triangles.	Geometry M2 Lesson 4: Comparing the Ratio Method with the Parallel Method Geometry M2 Lesson 5: Scale Factors Geometry M2 Topic B: Dilations Geometry M2 Lesson 17: The Side-Angle-Side (SAS) and Side-Side-Side (SSS) Criteria for Two Triangles to Be Similar Geometry M2 Lesson 18: Similarity and the Angle Bisector Theorem Geometry M2 Lesson 19: Families of Parallel Lines and the Circumference of the Earth Geometry M2 Topic D: Applying Similarity to Right Angles

Conceptual Category	Domain	Standards for Mathematical Content	Aligned Components of <i>Eureka Math</i>
		G.SRT.B.5 Use congruence and similarity criteria for triangles to solve problems and to justify relationships in geometric figures.	Geometry M2 Lesson 16: Between-Figure and Within-Figure Ratios Geometry M2 Lesson 17: The Side-Angle-Side (SAS) and Side-Side-Side (SSS) Criteria for Two Triangles to Be Similar Geometry M2 Lesson 18: Similarity and the Angle Bisector Theorem Geometry M2 Topic D: Applying Similarity to Right Triangles
		Cluster: Define trigonometric ratios and solve problems involving triangles.	
		G.SRT.C.6 Understand that by similarity, side ratios in right triangles are properties of the angles in the triangle, leading to definitions of trigonometric ratios for acute angles.	Geometry M2 Lesson 25: Incredibly Useful Ratios Geometry M2 Lesson 26: The Definition of Sine, Cosine, and Tangent

Conceptual Category	Domain	Standards for Mathematical Content	Aligned Components of <i>Eureka Math</i>
		G.SRT.C.7 Explain and use the relationship between the sine and cosine of complementary angles.	Geometry M2 Lesson 27: Sine and Cosine of Complementary Angles and Special Angles Geometry M2 Lesson 28: Solving Problems Using Sine and Cosine Geometry M2 Lesson 29: Applying Tangents
		G.SRT.C.8 Solve triangles.	
		a. Know and use trigonometric ratios and the Pythagorean Theorem to solve right triangles in applied problems.	Geometry M2 Topic E: Trigonometry
		b. Know and use the Law of Sines and Law of Cosines to solve problems in real life situations. Recognize when it is appropriate to use each.	Geometry M2 Lesson 33: Applying the Laws of Sines and Cosines Precalculus and Advanced Topics M4 Lesson 10: Putting the Law of Cosines and the Law of Sines to Use

Conceptual Category	Domain	Standards for Mathematical Content	Aligned Components of <i>Eureka Math</i>
	Circles	Cluster: Understand and apply theorems about circles.	
		G.C.A.1 Recognize that all circles are similar.	Geometry M5 Lesson 7: The Angle Measure of an Arc
		G.C.A.2 Identify and describe relationships among inscribed angles, radii, and chords.	Geometry M5: Circles With and Without Coordinates
		G.C.A.3 Construct the incenter and circumcenter of a triangle and use their properties to solve problems in context.	Geometry M5 Lesson 3: Rectangles Inscribed in Circles Geometry M5 Lesson 12: Tangent Segments Note: Supplemental material may be necessary to completely address this standard.
		Cluster: Find areas of sectors of circles.	
		G.C.B.4 Know the formula and find the area of a sector of a circle in a real-world context.	Geometry M5 Topic B: Arcs and Sectors
	Expressing Geometric Properties with Equations	Cluster: Translate between the geometric description and the equation for a circle.	
		G.GPE.A.1 Know and write the equation of a circle of given center and radius using the Pythagorean Theorem.	Geometry M5 Topic D: Equations for Circles and Their Tangents

Conceptual Category	Domain	Standards for Mathematical Content	Aligned Components of <i>Eureka Math</i>
		Cluster: Use coordinates to prove simple geometric theorems algebraically.	
		G.GPE.B.2 Use coordinates to prove simple geometric theorems algebraically.	Geometry M4: Connecting Algebra and Geometry Through Coordinates Geometry M5 Lesson 19: Equations for Tangent Lines to Circles
		G.GPE.B.3 Prove the slope criteria for parallel and perpendicular lines and use them to solve geometric problems.	Geometry M4 Lesson 4: Designing a Search Robot to Find a Beacon Geometry M4 Topic B: Perpendicular and Parallel Lines in the Cartesian Plane Geometry M5 Lesson 19: Equations for Tangent Lines to Circles
		G.GPE.B.4 Find the point on a directed line segment between two given points that partitions the segment in a given ratio.	Geometry M4 Topic D: Partitioning and Extending Segments and Parameterization of Lines
		G.GPE.B.5 Know and use coordinates to compute perimeters of polygons and areas of triangles and rectangles.	Geometry M4: Connecting Algebra and Geometry Through Coordinates

Conceptual Category	Domain	Standards for Mathematical Content	Aligned Components of <i>Eureka Math</i>
	Geometric Measurement and Dimension	Cluster: Explain volume and surface area formulas and use them to solve problems.	
		G.GMD.A.1 Give an informal argument for the formulas for the circumference of a circle and the volume and surface area of a cylinder, cone, prism, and pyramid.	Geometry M3: Extending to Three Dimensions
		G.GMD.A.2 Know and use volume and surface area formulas for cylinders, cones, prisms, pyramids, and spheres to solve problems.	Geometry M3: Extending to Three Dimensions
	Modeling with Geometry	Cluster: Apply geometric concepts in modeling situations.	
		G.MG.A.1 Use geometric shapes, their measures, and their properties to describe objects.	Geometry M2 Lesson 19: Families of Parallel Lines and the Circumference of the Earth Geometry M2 Lesson 20: How Far Away Is the Moon? Geometry M3 Lesson 5: Three-Dimensional Space Geometry M3 Lesson 6: General Prisms and Cylinders and Their Cross-Sections Geometry M3 Lesson 11: The Volume Formula of a Pyramid and Cone Geometry M3 Lesson 12: The Volume Formula of a Sphere

Conceptual Category	Domain	Standards for Mathematical Content	Aligned Components of <i>Eureka Math</i>
		G.MG.A.2 Apply geometric methods to solve real-world problems.	Geometry M2 Lesson 2: Making Scale Drawings Using the Ratio Method Geometry M3 Lesson 11: The Volume Formula of a Pyramid and Cone Geometry M3 Lesson 12: The Volume Formula of a Sphere Geometry M3 Lesson 13: How Do 3D Printers Work?