Grade 8 | New York State Next Generation Mathematics Learning Standards Correlation to *Eureka Math²® New York Next Gen*

When the original *Eureka Math®* curriculum was released, it quickly became the most widely used K–5 mathematics curriculum in the country. Now, the Great Minds® teacher–writers have created *Eureka Math²® New York Next Gen,* a groundbreaking new curriculum that helps teachers deliver exponentially better math instruction while still providing students with the same deep understanding of and fluency in math. *Eureka Math² New York Next Gen* carefully sequences mathematical content to maximize vertical alignment—a principle tested and proven to be essential in students' mastery of math—from kindergarten through high school.

While this innovative new curriculum includes all the trademark *Eureka Math* aha moments that have been delighting students and teachers for years, it also boasts these exciting new features:

Teachability

Eureka Math² New York Next Gen employs streamlined materials that allow teachers to plan more efficiently and focus their energy on delivering high-quality instruction that meets the individual needs of their students. Differentiation suggestions, slide decks, digital interactives, and multiple forms of assessment are just a few of the resources built right into the teacher materials.

Accessibility

Eureka Math² New York Next Gen incorporates Universal Design for Learning principles so all learners can access the mathematics and take on challenging math concepts. Student supports are built into the instructional design and are clearly identified in the *Teach* book. Further, the curriculum carries a focus on readability. By eliminating unnecessary words and using simple, clear sentences, the *Eureka Math² New York Next Gen* teacher–writers have created one of the most readable mathematics curricula on the market. The curriculum's readability and accessibility help all students see themselves as mathematical thinkers and doers who are fully capable of owning their mathematics learning.

Digital Engagement

The digital elements of *Eureka Math² New York Next Gen* add to students' engagement with the math. The curriculum provides teachers with digital slides for each lesson. In addition, each grade level includes wordless videos that spark students' interest and curiosity. Students at all levels work through mathematical explorations that help lead to their own mathematical discoveries. Digital lessons and videos provide opportunities for students to wonder, explore, and make sense of mathematics, which contributes to the development of a strong, positive mathematical identity.

Standards for Mathematical Practice	Aligned Components
MP.1 Make sense of problems and persevere in solving them.	Lessons in every module engage students in mathematical practices. These are indicated in margin notes included with every lesson.
MP.2 Reason abstractly and quantitatively.	Lessons in every module engage students in mathematical practices. These are indicated in margin notes included with every lesson.
MP.3 Construct viable arguments and critique the reasoning of others.	Lessons in every module engage students in mathematical practices. These are indicated in margin notes included with every lesson.
MP.4 Model with mathematics.	Lessons in every module engage students in mathematical practices. These are indicated in margin notes included with every lesson.
MP.5 Use appropriate tools strategically.	Lessons in every module engage students in mathematical practices. These are indicated in margin notes included with every lesson.
MP.6 Attend to precision.	Lessons in every module engage students in mathematical practices. These are indicated in margin notes included with every lesson.
MP.7 Look for and make use of structure.	Lessons in every module engage students in mathematical practices. These are indicated in margin notes included with every lesson.
MP.8 Look for and express regularity in repeated reasoning.	Lessons in every module engage students in mathematical practices. These are indicated in margin notes included with every lesson.

The Number System

Know that there are numbers that are not rational, and approximate them by rational numbers.

New York Next Generation Mathematics Learning Standards	Aligned Components
NY-8.NS.1 Understand informally that every number has a decimal expansion; for rational numbers show that the decimal expansion eventually repeats. Know that other numbers that are not rational are called irrational.	8 M1 Lesson 22: Familiar and Not So Familiar Numbers 8 M4 Lesson 5: An Interesting Application of Linear Equations, Part 1
NY-8.NS.2 Use rational approximations of irrational numbers to compare the size of irrational numbers, locate them approximately on a number line, and estimate the value of expressions.	8 M1 Lesson 21: Approximating Values of Roots and π^2 8 M1 Lesson 23: Ordering Irrational Numbers

Expressions, Equations, and Inequalities

Work with radicals and integer exponents.

New York Next Generation Mathematics Learning Standards	Aligned Components
NY-8.EE.1 Know and apply the properties of integer exponents to generate equivalent numerical expressions.	8 M1 Topic B: Properties and Definitions of Exponents

New York Next Generation Mathematics Learning Standards	Aligned Components
NY-8.EE.2 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. Know square roots of perfect squares up to 225 and cube roots of perfect cubes up to 125. Know that the square root of a non-perfect square is irrational.	8 M1 Lesson 16: Perfect Squares and Perfect Cubes 8 M1 Lesson 17: Solving Equations with Squares and Cubes 8 M1 Lesson 20: Square Roots 8 M1 Lesson 22: Familiar and Not So Familiar Numbers 8 M1 Lesson 24: Revisiting Equations with Squares and Cubes
NY-8.EE.3 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.	8 M1 Lesson 1: Large and Small Positive Numbers 8 M1 Lesson 2: Comparing Large Numbers 8 M1 Lesson 3: Time to Be More Precise—Scientific Notation 8 M1 Lesson 7: Making Sense of the Exponent of 0 8 M1 Lesson 11: Small Positive Numbers in Scientific Notation
NY-8.EE.4 Perform multiplication and division with numbers expressed in scientific notation, including problems where both standard decimal form 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.	8 M1 Lesson 2: Comparing Large Numbers 8 M1 Lesson 4: Adding and Subtracting Numbers Written in Scientific Notation 8 M1 Lesson 12: Operations with Numbers in Scientific Notation 8 M1 Lesson 13: Applications with Numbers in Scientific Notation 8 M1 Lesson 14: Choosing Units of Measurement 8 M1 Lesson 15: Get to the Point

Expressions, Equations, and Inequalities

Understand the connections between proportional relationships, lines, and linear equations.

New York Next Generation Mathematics Learning Standards	Aligned Components
NY-8.EE.5 Graph proportional relationships, interpreting the unit rate as the slope of the graph. Compare two different proportional relationships represented in different ways.	8 M4 Lesson 15: Comparing Proportional Relationships 8 M4 Lesson 16: Proportional Relationships and Slope
NY-8.EE.6 Use similar triangles to explain why the slope m is the same between any two distinct points on a non-vertical line in the coordinate plane; derive the equation $y = mx$ for a line through the origin and the equation $y = mx + b$ for a line intercepting the vertical axis at b.	8 M3 Lesson 17: Similar Triangles on a Line 8 M4 Lesson 16: Proportional Relationships and Slope 8 M4 Lesson 17: Slopes of Rising Lines 8 M4 Lesson 18: Slopes of Falling Lines 8 M4 Lesson 19: Using Coordinates to Find Slope 8 M4 Lesson 20: Slope-Intercept Form of the Equation of a Line

Expressions, Equations, and Inequalities

Analyze and solve linear equations and pairs of simultaneous linear equations.

New York Next Generation Mathematics Learning Standards	Aligned Components
NY-8.EE.7 Solve linear equations in one variable.	8 M4 Lesson 2: Solving Linear Equations 8 M4 Lesson 3: Solving Linear Equations with Rational Coefficients 8 M4 Lesson 4: Using Linear Equations to Solve Problems 8 M4 Lesson 10: Using Linear Equations to Solve Real-World Problems 8 M4 Lesson 11: Planning a Trip

New York Next Generation Mathematics Learning Standards	Aligned Components
NY-8.EE.7a Recognize when linear equations in one variable have one solution, infinitely many solutions, or no solutions. Give examples and show which of these possibilities is the case by successively transforming the given equation into simpler forms.	8 M4 Lesson 7: Linear Equations with More Than One Solution 8 M4 Lesson 8: Another Possible Number of Solutions 8 M4 Lesson 9: Writing Linear Equations 8 M4 Lesson 10: Using Linear Equations to Solve Real-World Problems
NY-8.EE.7b Solve linear equations with rational number coefficients, including equations whose solutions require expanding expressions using the distributive property and combining like terms.	8 M4 Lesson 1: Equations 8 M4 Lesson 2: Solving Linear Equations 8 M4 Lesson 3: Solving Linear Equations with Rational Coefficients 8 M4 Lesson 5: An Interesting Application of Linear Equations, Part 1 8 M4 Lesson 6: An Interesting Application of Linear Equations, Part 2 8 M4 Lesson 7: Linear Equations with More Than One Solution 8 M4 Lesson 8: Another Possible Number of Solutions 8 M4 Lesson 10: Using Linear Equations to Solve Real-World Problems 8 M4 Lesson 11: Planning a Trip
NY-8.EE.8 Analyze and solve pairs of simultaneous linear equations.	*Supplemental material is necessary to address this standard.*

New York Next Generation Mathematics Learning Standards	Aligned Components
NY-8.EE.8a Understand that solutions to a system of two linear equations in two variables correspond to points of intersection of their graphs, because points of intersection satisfy both equations simultaneously. Recognize when the system has one solution, no solution, or infinitely many solutions.	8 M6 Topic A: Solving Systems of Linear Equations Graphically 8 M6 Lesson 7: The Substitution Method 8 M6 Lesson 9: A New Way to Solve Systems of Linear Equations 8 M6 Lesson 10: Choosing a Solution Method 8 M6 Lesson 14: Back to the Coordinate Plane
NY-8.EE.8b Solve systems of two linear equations in two variables with integer coefficients: graphically, numerically using a table, and algebraically. Solve simple cases by inspection.	8 M6 Lesson 1: Solving Problems with Equations and Their Graphs 8 M6 Lesson 3: Identifying Solutions 8 M6 Lesson 4: More Than One Solution 8 M6 Lesson 5: Estimating Solutions 8 M6 Topic B: Solving Systems of Linear Equations Algebraically 8 M6 Topic C: Writing and Solving Systems of Linear Equations
NY-8.EE.8c Solve real-world and mathematical problems involving systems of two linear equations in two variables with integer coefficients.	8 M6 Lesson 1: Solving Problems with Equations and Their Graphs 8 M6 Lesson 11: Writing and Solving Systems of Equations for Mathematical Problems 8 M6 Lesson 12: Solving Historical Problems with Systems of Equations 8 M6 Lesson 13: Writing and Solving Systems of Equations for Real-World Problems

Functions

Define, evaluate, and compare functions.

New York Next Generation Mathematics Learning Standards	Aligned Components
NY-8.F.1 Understand that a function is a rule that assigns to each input exactly one output. The graph of a function is the set of ordered pairs consisting of an input and the corresponding output.	8 M5 Lesson 1: Motion and Speed 8 M5 Lesson 2: Definition of a Function 8 M5 Lesson 4: More Examples of Functions 8 M5 Lesson 5: Graphs of Functions and Equations
NY-8.F.2 Compare properties of two functions each represented in a different way (algebraically, graphically, numerically in tables, or by verbal descriptions).	8 M5 Lesson 7: Interpreting Rate of Change and Initial Value 8 M5 Lesson 8: Comparing Functions
NY-8.F.3 Interpret the equation $y = mx + b$ as defining a linear function, whose graph is a straight line. Recognize examples of functions that are linear and non-linear.	8 M5 Lesson 3: Linear Functions and Proportionality 8 M5 Lesson 6: Linear Functions and Rate of Change 8 M5 Lesson 10: Graphs of Nonlinear Functions

Functions

Use functions to model relationships between quantities.

New York Next Generation Mathematics Learning Standards	Aligned Components
NY-8.F.4 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 (x, y) 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.	8 M5 Lesson 6: Linear Functions and Rate of Change 8 M5 Lesson 7: Interpreting Rate of Change and Initial Value 8 M5 Lesson 22: Applications of Volume
NY-8.F.5 Describe qualitatively the functional relationship between two quantities by analyzing a graph. Sketch a graph that exhibits the qualitative features of a function that has been described in a real-world context.	8 M5 Lesson 9: Increasing and Decreasing Functions 8 M5 Lesson 10: Graphs of Nonlinear Functions

Geometry

Understand congruence and similarity using physical models, transparencies, or geometry software.

New York Next Generation Mathematics Learning Standards	Aligned Components
NY-8.G.1 Verify experimentally the properties of rotations, reflections, and translations.	8 M2 Lesson 1: Motions of the Plane 8 M2 Lesson 2: Translations 8 M2 Lesson 3: Reflections 8 M2 Lesson 5: Rotations 8 M2 Lesson 7: Working Backward 8 M2 Lesson 8: Sequencing the Rigid Motions
NY-8.G.1a Verify experimentally lines are mapped to lines, and line segments to line segments of the same length.	8 M2 Lesson 1: Motions of the Plane 8 M2 Lesson 2: Translations 8 M2 Lesson 3: Reflections 8 M2 Lesson 5: Rotations 8 M2 Lesson 7: Working Backward 8 M2 Lesson 8: Sequencing the Rigid Motions
NY-8.G.1b Verify experimentally angles are mapped to angles of the same measure.	8 M2 Lesson 1: Motions of the Plane 8 M2 Lesson 2: Translations 8 M2 Lesson 3: Reflections 8 M2 Lesson 5: Rotations 8 M2 Lesson 7: Working Backward 8 M2 Lesson 8: Sequencing the Rigid Motions

New York Next Generation Mathematics Learning Standards	Aligned Components
NY-8.G.1c Verify experimentally parallel lines are mapped to parallel lines.	8 M2 Lesson 1: Motions of the Plane 8 M2 Lesson 2: Translations 8 M2 Lesson 3: Reflections 8 M2 Lesson 5: Rotations 8 M2 Lesson 7: Working Backward 8 M2 Lesson 8: Sequencing the Rigid Motions
NY-8.G.2 Know that a two-dimensional figure is congruent to another if the corresponding angles are congruent and the corresponding sides are congruent. Equivalently, two two-dimensional figures are congruent if one is the image of the other after a sequence of rotations, reflections, and translations. Given two congruent figures, describe a sequence that maps the congruence between them on the coordinate plane.	8 M2 Topic B: Rigid Motions and Congruent Figures 8 M2 Lesson 12: Lines Cut by a Transversal
NY-8.G.3 Describe the effect of dilations, translations, rotations, and reflections on two-dimensional figures using coordinates.	8 M2 Lesson 4: Translations and Reflections on the Coordinate Plane 8 M2 Lesson 6: Rotations on the Coordinate Plane 8 M2 Lesson 9: Ordering Sequences of Rigid Motions 8 M3 Topic A: Dilations 8 M3 Topic B: Properties of Dilations 8 M3 Lesson 9: Describing Dilations

New York Next Generation Mathematics Learning Standards	Aligned Components
NY-8.G.3 ***continued***	8 M3 Lesson 10: Sequencing Transformations 8 M3 Lesson 16: Similar Right Triangles 8 M3 Lesson 17: Similar Triangles on a Line
NY-8.G.4 Know that a two-dimensional figure is similar to another if the corresponding angles are congruent and the corresponding sides are in proportion. Equivalently, two two-dimensional figures are similar if one is the image of the other after a sequence of rotations, reflections, translations, and dilations. Given two similar two-dimensional figures, describe a sequence that maps the similarity between them on the coordinate plane.	8 M3 Lesson 11: Similar Figures 8 M3 Lesson 12: Exploring Angles in Similar Triangles 8 M3 Lesson 13: Similar Triangles
NY-8.G.5 Use informal arguments to establish facts about the angle sum and exterior angle of triangles, about the angles created when parallel lines are cut by a transversal, and the angle-angle criterion for similarity of triangles.	8 M2 Topic C: Angle Relationships 8 M3 Lesson 12: Exploring Angles in Similar Triangles 8 M3 Lesson 13: Similar Triangles 8 M3 Lesson 14: Using Similar Figures to Find Unknown Side Lengths 8 M3 Lesson 15: Applications of Similar Figures 8 M3 Lesson 16: Similar Right Triangles

Geometry

Understand and apply the Pythagorean Theorem.

New York Next Generation Mathematics Learning Standards	Aligned Components
NY-8.G.6 Understand a proof of the Pythagorean Theorem and its converse.	8 M2 Lesson 17: Proving the Pythagorean Theorem 8 M2 Lesson 18: Proving the Converse of the Pythagorean Theorem 8 M2 Lesson 19: Using the Pythagorean Theorem and Its Converse
NY-8.G.7 Apply the Pythagorean Theorem to determine unknown side lengths in right triangles in real-world and mathematical problems in two and three dimensions.	8 M1 Lesson 18: The Pythagorean Theorem 8 M1 Lesson 19: Using the Pythagorean Theorem 8 M1 Lesson 20: Square Roots 8 M2 Lesson 19: Using the Pythagorean Theorem and Its Converse 8 M2 Lesson 21: Applying the Pythagorean Theorem 8 M2 Lesson 22: On the Right Path 8 M3 Lesson 16: Similar Right Triangles
NY-8.G.8 Apply the Pythagorean Theorem to find the distance between two points in a coordinate system.	8 M2 Lesson 20: Distance in the Coordinate Plane 8 M2 Lesson 22: On the Right Path

Geometry

Solve real-world and mathematical problems involving volume of cylinders, cones, and spheres.

New York Next Generation Mathematics Learning Standards	Aligned Components
NY-8.G.9 Given the formulas for the volume of cones, cylinders, and spheres, solve mathematical and real-world problems.	8 M5 Topic D: Volume

Statistics and Probability

Investigate patterns of association in bivariate data.

New York Next Generation Mathematics Learning Standards	Aligned Components
NY-8.SP.1 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.	8 M5 Lesson 11: Scatter Plots 8 M5 Lesson 12: Patterns in Scatter Plots

New York Next Generation Mathematics Learning Standards	Aligned Components
NY-8.SP.2 Understand that 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.	8 M5 Lesson 13: Informally Fitting a Line to Data 8 M5 Lesson 15: Linear Models 8 M5 Lesson 16: Using the Investigative Process 8 M5 Lesson 17: Analyzing the Model
NY-8.SP.3 Use the equation of a linear model to solve problems in the context of bivariate measurement data, interpreting the slope and intercept.	8 M5 Lesson 6: Linear Functions and Rate of Change 8 M5 Lesson 7: Interpreting Rate of Change and Initial Value 8 M5 Lesson 14: Determining an Equation of a Line Fit to Data 8 M5 Lesson 15: Linear Models 8 M5 Lesson 16: Using the Investigative Process 8 M5 Lesson 17: Analyzing the Model