Course Guide

Eureka Math² New York (Grades 6-8)

This overview explains how you can effectively deliver Eureka Math² New York (EM2NY) curriculum through the Modern Classrooms Project (MCP)'s blended, self-paced, mastery-based model. We believe that delivering EM2NY in this way:

- ★ Gives every learner the time they need to achieve mastery.
- ★ Frees up both teacher and student time for high-quality human interaction.
- ★ Ensures that learners understand foundational content before advancing.

To help you implement EM2NY in a way that meets every learner's needs, the MCP team has conducted extensive research on both the EM2NY curriculum as written and the experiences of Modern Classroom educators using EM2NY. We believe that educators who follow this research-based guidance will implement EM2NY with integrity while responding to the diverse needs that each learner brings to school.

Module Structure

Research demonstrates that students learn at different paces. At MCP, we believe that every learner should have the time they need to achieve mastery of new skills. That means that students will master new content at different paces.

EM2NY modules are broken down into **topics**, each containing one to seven lessons. Within each topic, students will advance at their own pace, so it's likely that students will be working on different lessons at the same time. Our resources and guidance are designed to help you facilitate this kind of self-paced learning.

At the end of each topic, students will "reset" and start working on the next topic together. This provides flexibility while ensuring that all students are able to see the full scope and sequence of an EM2NY course.

Class Structure

In Modern Classrooms, students achieve mastery at paces that work for them while teachers spend class time providing targeted one-on-one and small-group support. In order to ensure that every learner is appropriately challenged - and appropriately supported - every day, we recommend that you structure class time as follows:

Whole-Class Opening

first 5-25 minutes

Start each day with a whole-class activity that students complete together - regardless of their individual progress through the module of study. For each day of a given topic, we recommend you facilitate one of the following whole-class activities:

Inquiry Activities Recommended	Inquiry activities engage students with mathematical concepts that may be unfamiliar. The focus of these inquiry activities is problem-solving rather than answer-getting. You'll facilitate whole-class inquiry activities using the provided worksheets and following EM2NY's guidance, which will often involve splitting students into pairs or small groups. This is a great way to foster collaboration and discourse.
Warm-Ups Alternative	Warm-ups are shorter options for your whole-class opening routine that still provide opportunities for deep thinking and discussion. These low-floor, high-ceiling tasks are based on the EM2NY Launch activities and can be facilitated with the slides and worksheets we provide.

Self-Paced Work Time

middle 20-40 minutes

After the whole-class activity, students will spend most of class working collaboratively through the activities in their progress trackers. While students work, you'll spend your time working with students in small groups and individually. You might help students revise their mastery checks, facilitate intervention lessons provided by your school or district, or use our prerequisite support resources.

Typically, these self-paced activities will include:

Videos and Guided Notes	Instructional videos introduce new vocabulary and concepts as described in each EM2NY Recap. We recommend that you create your own videos using the slides we provide, as this makes your videos feel more personal and helps you internalize the content, but you are welcome to use our exemplar videos as well. All videos should last about 6-8 minutes and include embedded questions. Students should also complete the provided guided notes for each video while they watch.
Practice Problems	Practice problems from EM2NY help students apply what they have learned in the videos. Students should complete these problems collaboratively, if possible.

Additional Inquiry Activities	EM2NY often recommends multiple activities for each lesson. In addition to the inquiry activities you facilitate whole-class, we recommend that you let students work on additional inquiry activities at their own paces, in pairs or small groups. The worksheets we provide remind students to collaborate. This helps students engage deeply with new and challenging mathematical concepts.
Mastery Checks	Mastery checks assess students' understanding of each lesson's objective. They are based on the Exit Tickets from the EM2NY lessons. Students should complete all mastery checks independently. If they do not show mastery on a given attempt, students should be expected to revise their work and attempt Version B of that mastery check when they are ready.

Closing Routine
final 5-10 minutes

At the end of class, you'll lead a closing routine to facilitate reflection, help reinforce big ideas, or share shout-outs and announcements. You can select a closing routine from **this menu** or come up with a routine of your own.

Sample Class Schedules

Modern Classrooms educators might choose to organize their math blocks in different ways according to what works best for their students. Some sample class schedules are detailed below:

Ms. Howey's Class [47-minute math block]	
5 - 10 min.	Ms. Howey starts class by facilitating a whole-group Warm-Up.
30 - 35 min.	Ms. Howey's students work through the activities on their progress trackers. While they work, Ms. Howey pulls 1 to 3 small groups for 10 minutes each to reteach concepts from past mastery checks.

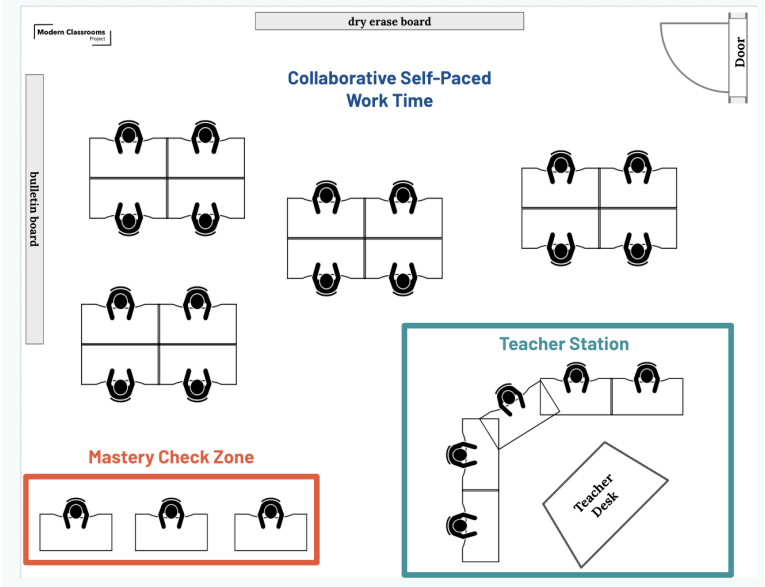
Ms. Paige's Class [70-minute math block]	
15 - 20 min.	Ms. Paige starts class with a whole-class Inquiry Activity with lots of time for discussion.
40 - 50 min.	Ms. Paige's students work through the activities on their progress trackers. While they work, Ms. Paige conducts tailored small-group instruction for her different intervention groups.

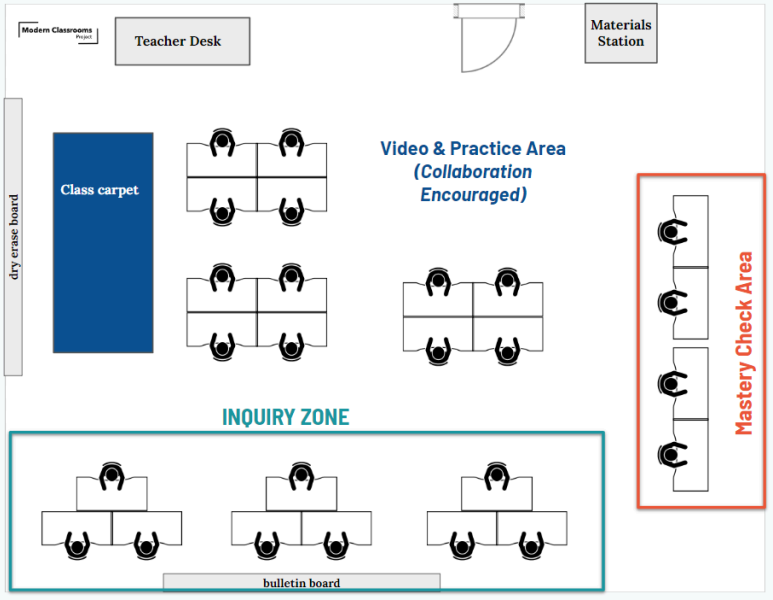
2 - 7 min.	Ms. Howey conducts a whole-class debrief where she addresses common misconceptions from the day.

5 - 10 min.	Ms. Paige has her students share out what they accomplished that day and set goals for the following day.

Classroom Setup

The physical setup of your Modern Classroom might look a bit different from a traditional classroom. We recommend carving out dedicated space for students to take mastery checks, work collaboratively with their peers, or meet with you for small-group instruction. The images below highlight potential classroom layouts for Modern Classrooms:





Tracking Learner Progress

In a self-paced classroom, it's important that each student knows what comes next. For that reason, we provide a **Progress Tracker** for each Topic of EM2, which clearly explains what students need to do during that Topic. Students can and should use these trackers to stay on track throughout each module.

Lesson 2: Exploring Tables of Proportional Relationships		
Objective: Identify proportional relationships represented in tables by calculating constant unit rates.		
🗓️ Due Date:	☐ Lesson 2 Video & Notes	Must Do
	☐ Lesson 2 Practice	Must Do
	☐ Inquiry Activity 2.2 ⭐	Aspire to Do
	☐ Lesson 2 Mastery Check	Must Do
✅ Teacher Sign Off:		

As with all materials, you should modify these Progress Trackers to meet your students' needs.

Our MCP auto-updating progress tracker allows you to display progress by lesson or learner and generate pace-based groups. This tracker is a great tool for efficient progress tracking as well as student collaboration.

Prerequisite Skill Support

Throughout each module, we also surface **Eureka Math² Equip** activities that are designed to help students build the prerequisite skills they need to access the concepts in some lessons. Educators might implement these activities through small-group or one-on-one instruction during class periods. Note that Equip is a Eureka Math² product that schools must purchase, so not all educators will have access to Equip. If you don't have access to Equip, we recommend leveraging alternate intervention resources as recommended by your school or district.

Fluency Activities

We suggest educators implement the **Daily Fluency Practice** activities the EM2NY curriculum provides for each lesson using our adapted slides. Educators might facilitate fluency practice during the opening or closing routine or in small-group settings during class time.

Chalkfull

If you use Canvas or Google Classroom, you can import content from our Playbooks directly into your LMS using Chalkfull. To see how, watch this video explanation. Note that Chalkfull is not approved in all schools or districts.

Module Playbooks

Eureka Math² New York Grade 6	Eureka Math² New York Grade 7	Eureka Math² New York Grade 8
Module 1: Ratios, Rates, and Percents	Module 1: Ratios and Proportional Relationships	Module 1: Scientific Notation, Exponents, and Irrational Numbers
Module 2: Operations with Fractions and Multi-Digit Numbers	Module 2: Operations with Rational Numbers	Module 2: Rigid Motions and Congruent Figures
Module 3: Rational Numbers	Module 3: Expressions, Equations, and Inequalities	Module 3: Dilations and Similar Figures
Module 4: Expressions and One-Step Equations	Module 4: Percents and Applications of Percents	Module 4: Linear Equations in One and Two Variables
Module 5: Area, Surface Area, and Volume	Module 5: Probability and Populations	Module 5: Functions and Bivariate Statistics
Module 6: Statistics, Probability, and Populations	Module 6: Geometry	Module 6: Systems of Linear Equations