

Mc
Graw
Hill

Program Overview
Grades 9–12




Minnesota Reveal
MATH[®]
Algebra 1 • Geometry • Algebra 2

Reveal the Full Potential
in Every Student

Reveal the Power and Possibility of Math!

Minnesota Reveal Math[®] includes a wealth of print and digital resources that lead to mastery of the Minnesota K–12 Academic Standards in Mathematics.





Every classroom is unique, and each student is different in terms of knowledge level and learning style. Teachers need a set of tools as diverse as their students. *Minnesota Reveal Math* meets this need by providing students the confidence and skills to achieve mastery of math standards while giving teachers an effective, flexible way to assess understanding and adapt instruction for every learner. Informed by the latest research on how students learn best, *Minnesota Reveal Math* ensures students don't just meet the standards—they master them!

Reveal curiosity with mathematical exploration and discovery that deepens conceptual understanding.

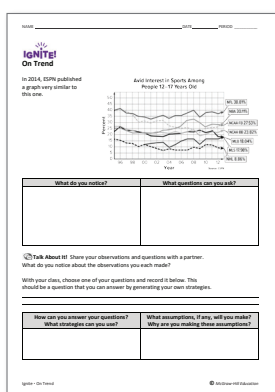
Reveal understanding with insightful instructional resources to more effectively differentiate learning.

Reveal possibilities with purposeful technology that creates an active classroom experience.

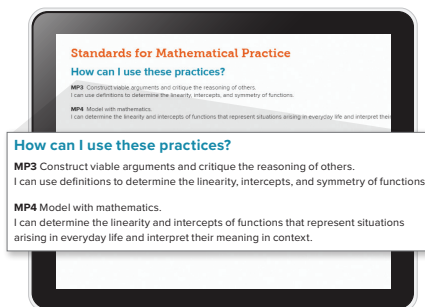
The Science of Learning Meets the Art of Teaching

The evolving field of educational research drove the approach of *Minnesota Reveal Math*[®]. Our team was inspired by esteemed publications such as *Principles to Actions* (NCTM), *Mathematical Mindsets* (Jo Boaler), and *Making Sense of Math* (Cathy Seeley), as well as learning models including Bloom’s Taxonomy and Webb’s Depth of Knowledge Guide. This solid foundation of academic research and direct feedback from hundreds of educators just like you ensures that *Minnesota Reveal Math* represents the cutting-edge of best practices in mathematics instruction.

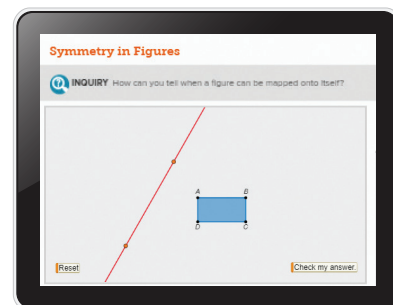
Research-Based Best Practices



Spark Students to Ask “Why?”
Ignite! Activities are designed to spark student curiosity and motivate them to ask questions, solve complex problems, and develop a can-do approach to mathematics.



Build Students’ Confidence in Their Abilities
Learning targets in the form of “**I Can**” statements appear at the beginning of each lesson to communicate the lesson objective in student-friendly language.

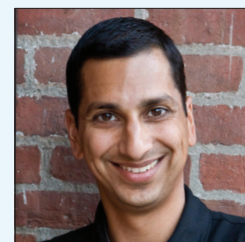


Nurture Curiosity with Rich Tasks
Online **Explore** activities begin with an open-ended question and require deep conceptual thinking from the learner. At the end of the **Explore** activity, students apply their learning in order to answer the **Inquiry Question**. The focus is on student exploration and reasoning, not just getting the right answer.

The expert advisor team behind *Minnesota Reveal Math* includes thought leaders at the forefront of mathematics education.



Cathy L. Seeley, Ed.D.
Author, Educator,
and former NCTM
President



Raj Shah, Ph.D.
Founder of Math Plus
Academy, a STEM
enrichment program

Minnesota
Reveal Math
teaches students
how to think—not
what to think!

 **Talk About It!**

What values of x might be easiest to use when graphing a linear equation when the x -coefficient is a whole number? Justify your argument.

 **Talk About It!**

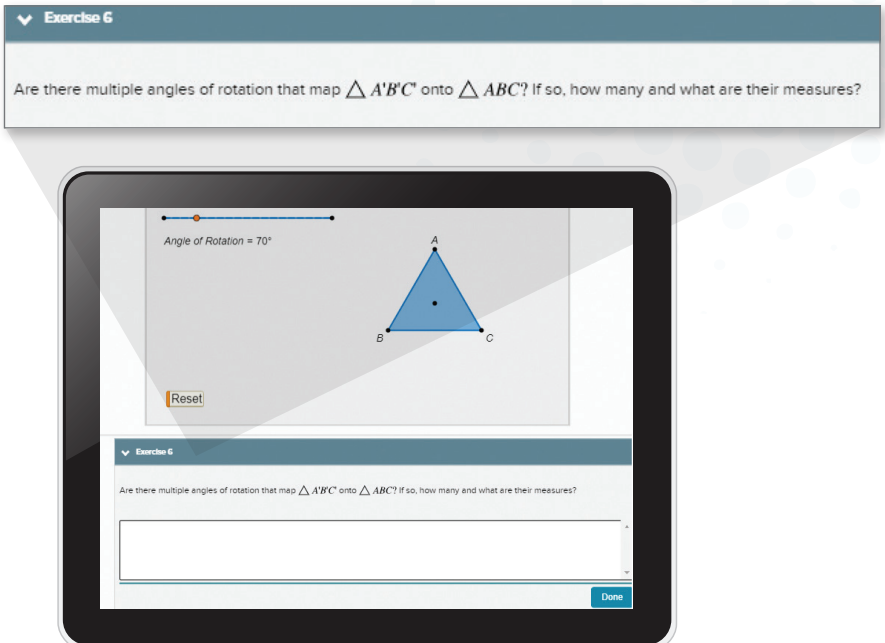
Why is the slope for vertical lines always undefined? Justify your argument.

 **Talk About It!**

What do you notice about the symmetry, extrema, and end behavior of the function?

 **Talk About It!**

How is the value of a in an absolute value function related to slope? Explain.



**Improve Communication
While Deepening Comprehension**

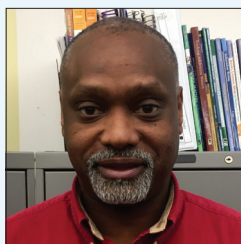
Talk About It! prompts build mathematical discourse skills as students learn to clarify their thinking and defend their rationale.

Teach the Value of Perseverance

Problems with multiple solution paths encourage **productive struggle** and challenge student thinking.



Cheryl R. Tobey, M.Ed.
Mathematics Program Director
at Maine Mathematics and
Science Alliance (MMSA)



Nevels Nevels, Ph.D.
PK–12 Mathematics
Curriculum Coordinator for
Hazelwood School District



Dinah Zike, M.Ed.
President of Dinah.com in
San Antonio, Texas, and
Dinah Zike Academy



Walter Secada, Ph.D.
Professor of Teaching
and Learning at the
University of Miami

What If Math Class Were the Most Exciting Class of the Day? It Can Be!

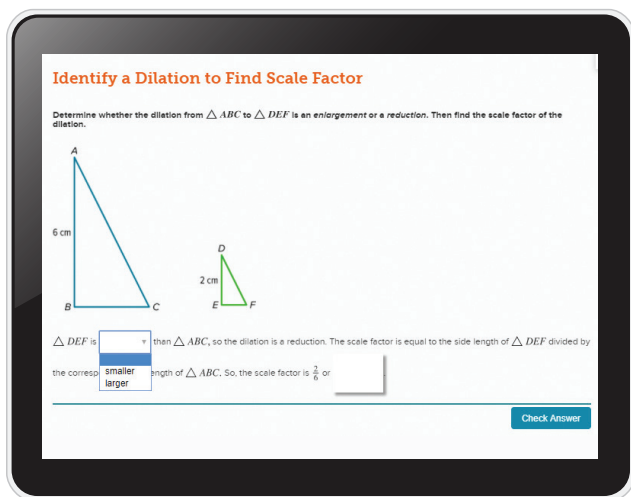
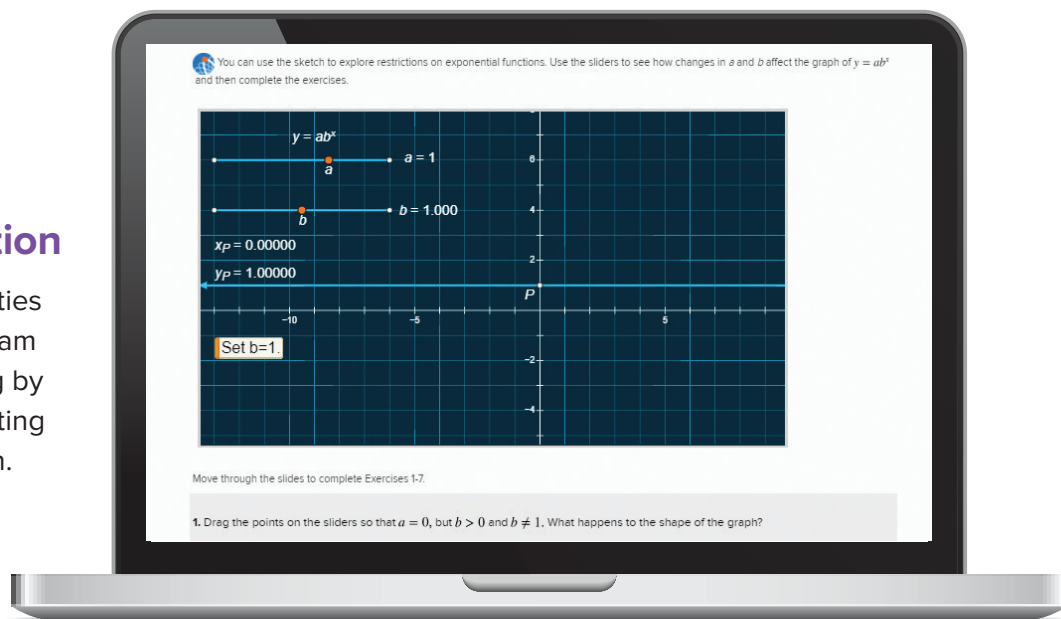
Minnesota Reveal Math® supports both low-tech and high-tech classrooms. The blended print and digital instructional model captures the best of both modalities and brings them together in a seamless experience that makes math meaningful for your students.



Web Sketchpad®

Visualize Math Concepts in Action

Web Sketchpad® activities included with the program enhance understanding by dynamically demonstrating math concepts in action.



Prepare Students for Computer-Based Testing

Technology-enhanced items provide students the valuable practice they need to master computer-based assessments. These items include:

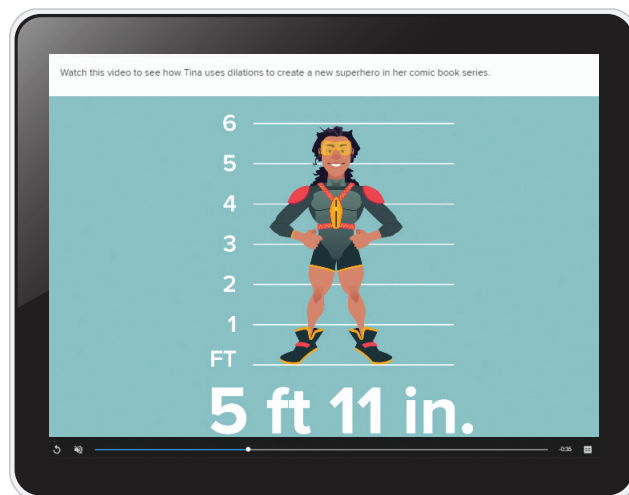
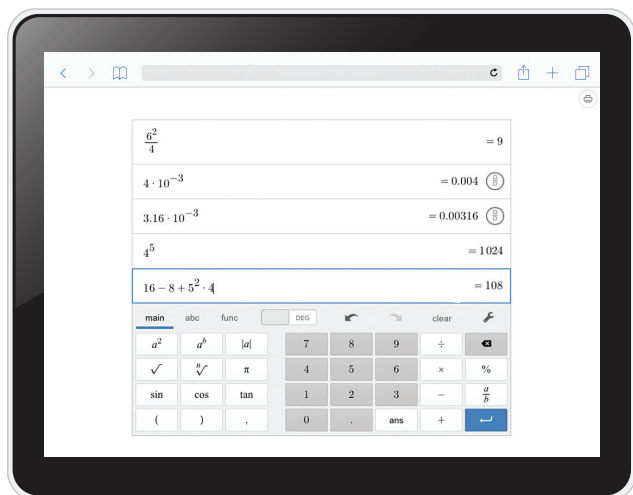
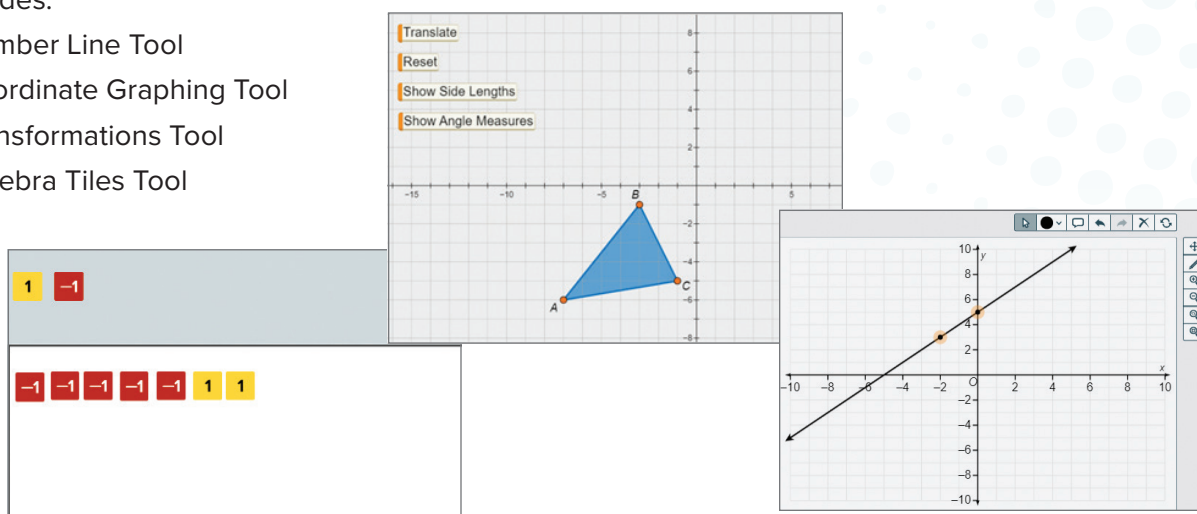
- Drag-and-drop
- Equation editor problems
- Multiselect
- Open response

Utilize Digital Tools for Problem-Solving

Embedded within lessons, this convenient collection of **eTools** builds a bridge from conceptual understanding to procedural fluency.

It includes:

- Number Line Tool
- Coordinate Graphing Tool
- Transformations Tool
- Algebra Tiles Tool



Explore, Model, and Apply Math

The best-in-class **Desmos scientific calculator**, easily accessible in *Minnesota Reveal Math*, allows students to utilize the same resource that appears on many common standardized tests.

Motivate with Truly Enjoyable Technology

Designed with student engagement in mind, the digital resources in *Minnesota Reveal Math* include **animations, videos, and interactive problems** to enhance context and learning.

Drive Learning With Student-Centered Instructional Tools

In *Minnesota Reveal Math*[®], the Teacher Edition centers around opportunities to promote mathematical discourse, collaboration, and a positive student mindset.

Develop Habits of Mind With Standards for Mathematical Practices Tips

These strategies illustrate ways teachers can integrate the practices in their classroom in a practical and meaningful way.

Encourage Student Discourse Questions for Mathematical Discourse

provide point-of-use discussion prompts that teachers can use to facilitate classroom discussion.

Identify Student Misconceptions

Common Error tips help teachers identify where students may be making mistakes.

Integrate Technology in a Way That Makes Sense

User-friendly tips in the Teacher Edition suggest when and how to integrate technology purposefully.

The screenshot shows a page from the Minnesota Reveal Math Teacher Edition, Lesson 4.7: Absolute Value Functions. The page is organized into three main sections: 1. CONCEPTUAL UNDERSTANDING, 2. FLUENCY, and 3. APPLICATION.
Example 4 Identify Absolute Value Functions from Graphs is located in the Fluency section. It includes a graph of a function $g(x) = |x - 5|$ and asks for the general equation and the vertex.
Example 5 Identify Absolute Value Functions from Graphs (Multiple Translations) is also in the Fluency section. It shows a graph of $g(x) = |x - (-2)| + k$ and asks for the vertex and the equation.
Learn Dilations of Absolute Value Functions is in the Application section. It discusses how multiplying by a constant affects the graph.
Questions for Mathematical Discourse are provided for both examples, asking about translations and the effect of constants.
Common Error tips are included, such as 'Some students may write the equation using a plus sign instead of a minus sign.'
Interactive Presentation is at the bottom, showing a digital interface for the examples.

Online Professional Learning Support: Ready When You Are

Minnesota Reveal Math includes access to a library of self-paced professional learning videos and modules, including:

Program Implementation Support

The **Quick Start eLearning Module** explains program basics.

Plan, Teach, and Assess eLearning Modules provide deep-dives of the program instructional model and resources.

Digital Platform Support

The **Technical Support Resource Library** provides step-by-step instructions for the digital tools.

3 REFLECT AND PRACTICE

1 CONCEPTUAL UNDERSTANDING 2 FLUENCY 3 APPLICATION

Practice and Homework

Suggested Assignments

Use the table below to select appropriate exercises.

DOK	Topic	Exercises
1, 2	exercises that mirror the examples	1-37
2	exercises that use a variety of skills from this lesson	38-44
2	exercises that extend concepts learned in this lesson to new contexts	45-48
3	exercises that emphasize higher-order and critical thinking skills	49-53

ASSESS AND DIFFERENTIATE

ED Use the data from the **Checks** to determine whether to provide resources for extension, remediation, or intervention.

EL IF students score 90% or above on the Checks, THEN assign:

- Practice, Exercises 1-47 odd, 49-53
- Extension: Parametric Equations
- ALEKS**: Absolute Value Functions

OL IF students score 66–89% on the Checks, THEN assign:

- Practice, Exercises 1-53 odd
- Remediation: Absolute Value and Distance
- Watch the Personal Tutors again.
- Extra Examples 1-15
- ALEKS**: Plotting and Comparing Signed Numbers

AL IF students score 65% or below on the Checks, THEN assign:

- Practice, Exercises 1-37 odd
- Math Triumphs**
- ALEKS**: Plotting and Comparing Signed Numbers

Answers

- The graph of $g(x)$ is a reflection of the parent function across the x -axis and a vertical stretch.
- The graph of $g(x)$ is a reflection of the parent function across the x -axis and translated 2 units down.
- The graph of $g(x)$ is a reflection of the parent function across the y -axis and a horizontal stretch.
- The graph of $g(x)$ is a reflection of the parent function across the x -axis and translated 7 units right and 3 units up.
- The graph of $g(x)$ is a reflection of the parent function across the y -axis and a horizontal compression.

Practice

Describe the translation in $g(x)$ as it relates to the graph of the parent function.

- $g(x) = |x - 5|$
The graph of $g(x)$ is the parent function translated 5 units right.
- $g(x) = |x + 4|$
The graph of $g(x)$ is the parent function translated 4 units left.
- $g(x) = |x - 2| + 7$
The graph of $g(x)$ is the parent function translated 2 units right and 7 units up.
- $g(x) = |x + 3| - 2$
The graph of $g(x)$ is the parent function translated 3 units left and 2 units down.
- $g(x) = |x + 1|$
The graph of $g(x)$ is the parent function translated 1 unit left.
- $g(x) = |x - 8|$
The graph of $g(x)$ is the parent function translated 8 units right.

Use the graph of the function to write its equation.

- $f(x) = |x + 2|$
- $h(x) = |x + 5| - 2$
- $g(x) = |x - 3|$
- $g(x) = |x - 5|$
- $g(x) = |x + 1|$
- $g(x) = |x - 4| - 2$

Describe the dilation in $g(x)$ as it relates to the graph of the parent function.

- $g(x) = \frac{1}{2}|x|$
The graph of $g(x)$ is a vertical compression of the parent function.
- $g(x) = 3|x|$
The graph of $g(x)$ is a vertical stretch of the parent function.
- $g(x) = \frac{1}{4}|x|$
The graph of $g(x)$ is a horizontal compression of the parent function.
- $g(x) = \frac{1}{2}|x|$
The graph of $g(x)$ is a horizontal stretch of the parent function.

Describe the reflection in $g(x)$ as it relates to the graph of the parent function.

- $g(x) = -3|x|$
- $g(x) = -|x - 2|$
- $g(x) = |x - 4|$
- $g(x) = -|x + 3|$
- $g(x) = |x + 2|$
- $g(x) = -|x - 2|$

Use TOOLS: Graph each function. State the domain and range.

- $g(x) = |x + 2| + 3$
- $g(x) = |x - 2| + 1$
- $g(x) = |x - 1|$
- $g(x) = |x + 1|$
- $g(x) = |x - 2| - 1$
- $g(x) = |x + 2| + 1$
- $g(x) = |x - 2| + 3$
- $g(x) = |x + 2| - 1$
- $g(x) = |x - 2| + 1$
- $g(x) = |x - 2| + 3$
- $g(x) = |x + 2| - 1$
- $g(x) = |x - 2| + 1$

34. REASONING The function $y = \frac{1}{2}|x - 3| - 5$ models a car's distance in miles from a parking lot after x minutes. Graph the function. After how many minutes will the car reach the parking lot?

35. STATE YOUR ASSUMPTION A track coach set up an agility drill for members of the track team. According to the coach, 21.7 seconds is the target time to complete the agility drill. Solve your equation for $x = 3.2$ and use the results to justify your assumption. $x = 3.2$; The range of track times is 2.9 to 6.4. The solution to the equation is 24.9 and 18.5, which has a range of 24.9 - 18.5 = 6.4.

36. CRITICAL THINKING The function $y = 2|x - 12| - 10$ models a scale down a mountain. In feet, compared to sea level after x minutes, Graph the function. How far above sea level is the hiker after the deepest point in their drive? 36 feet below sea level.

37. MANUFACTURING A manufacturing company produces boxes of cereal. In a small box of cereal, small cereal boxes are 12 ounces. If the amount of cereal in a small box differs from the desired 12 ounces by more than x , the box cannot be shipped for selling. Write an equation that can be used to find the highest and lowest amounts of cereal in a small box. $x = 0.5$.

Address Student Needs Based on Their Depth of Knowledge (DOK) DOK charts in the Teacher Edition recommend which exercises to assign to students based on their needs.

Provide In-the-Moment Differentiation An Assess and Differentiate feature at the end of each lesson provides suggestions to reach every learner.

Ongoing Pedagogy Support

- Classroom Videos** model lessons from a real classroom.
- Math Misconception Videos** address common misconceptions and strategies to help students overcome them.
- Interviews with Experts** examine the “why” behind the math and best practices.



Minnesota Reveal Math Meets You Where You Are and Goes Where You're Growing

Lesson Model

Launch



WARM UP

The **Warm Up** covers the prerequisite skills needed for the lesson.

Teachers can also project the “**What Vocabulary Will You Learn?**” and “**Today’s Standards**” slides to review what topics will be covered in the lesson with their class.

Warm Up

Warm Up

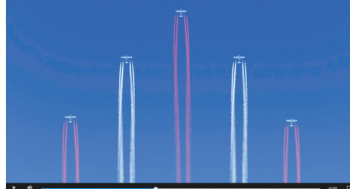
Does each situation describe a *translation*, a *reflection*, a *rotation*, or a *dilation*?

1. using a screwdriver to attach a screw
2. using a sewing machine to sew a seam
3. the image of a mountain on the surface of a lake
4. architectural models
5. the movement of cars down a highway

Launch the Lesson

Launch the Lesson

Formation flying involves two or more aircraft traveling together in a tight formation led by a flight leader. It is performed in air shows. In formation flying, aircraft maintain the same position as the right, or left. The path of each plane can be described as a function that is a transformation of the leader's path.



INDIVIDUAL ACTIVITY



GROUP ACTIVITY



CLASS ACTIVITY

Explore and Develop



EXPLORE

Students complete rich tasks in online **Explore** activities while working in collaborative groups, allowing them to share ideas and approaches with their peers.

Study Tips and **Watch Out!** tips in the print Interactive Student Edition help focus student attention.

Explore

Transforming Linear Functions

INQUIRY How does performing an operation on a linear function change its graph?

When you perform an operation such as addition or multiplication on a function, it becomes a transformation of the function. Explore the effects of performing operations on functions and then complete the exercises.

Graph $f(x) = k$

Graph $f(x-h)$

Graph $f(x)$

Explore: Transforming Linear Functions

Explore how operations on functions affect their graphs.

Learn: Distinguishing Transformations

A family of graphs includes graphs and equations of graphs that have all the same characteristics. The parent function is the simplest of the functions in a family.

The family of linear functions includes all lines with the parent function $f(x) = x$ as the identity function. A translation moves the graph on the coordinate plane, which can create new linear functions. One type of transformation is a translation. A translation is a transformation in which a figure is slid from one position to another without being turned. A linear function can be slid up, down, left, right, or along the identity.

Learn: Vertical Translations

When a constant k is added to a linear function $f(x)$, the result is a vertical translation. The vertical shift is k units up or down.

Watch Out!

When a translation is the only transformation performed on the identity function, writing a constant k after the function notation does not change the graph. However, when the translation is applied, this will not be the case.

Study Tip: When identifying a translation, the origin from one location to another for the figure remains the same.

Watch Out!

When a translation is the only transformation performed on the identity function, writing a constant k after the function notation does not change the graph. However, when the translation is applied, this will not be the case.

Every point on the graph of $f(x)$ moves k units up.

Every point on the graph of $f(x)$ moves k units down.

Teachers can project the digital features, or students can access them on their own devices.

The abundant print and digital resources within *Minnesota Reveal Math*[®] intersect in a meaningful way to heighten the learning experience. Interactive print and digital tools increase student engagement while simultaneously deepening comprehension. The *Minnesota Reveal Math* classroom is an active classroom experience that brings math to life!

Reflect and Practice

LEARN

In the **Learn** portion of the lesson, students' understanding is formalized through guided instruction.

Teachers can use the aligned print and digital content to create the most effective instructional pathway for their students.

EXAMPLES & CHECK

Students work through one or more **Examples** tied to the key concepts, followed by a quick **Check** (formative assessment) to measure their understanding.

Examples and **Checks** can be completed in the print **Interactive Student Edition** or online. When **Checks** are completed online, performance data is instantly captured for the teacher.

EXIT TICKET

The **Exit Ticket** provides a quick formative assessment opportunity that encourages students to reflect on their learning.

Write About It! prompts provide an opportunity for students to integrate writing skills in the math classroom.

PRACTICE

Students complete the **Practice** either online or in their print **Interactive Student Edition** to apply what they've learned and build procedural fluency.

When the **Practice** is completed online, performance data is instantly captured for the teacher.

Learn

Learn Vertical Dilations

A dilation stretches or compresses the graph of a function. When the graph of a linear function is dilated, its result is a vertical dilation.

Key Concept: Vertical Dilations of Linear Functions

If $|a| > 1$, the graph of $f(x)$ is stretched vertically away from the x-axis.

If $0 < |a| < 1$, the graph of $f(x)$ is compressed vertically toward the x-axis.

Exit Ticket

Exit Ticket

- Describe each pair of lines written in slope-intercept form.
 - Two lines have the same value for m , but they have different values for b .
 - Two lines have different values for m , but they have the same value for b .
- Which graph is steepest: $y = 3x$, $y = -4x - 7$, or $y = \frac{1}{2}x + 4$? Explain.
- How can knowing about the effects of m and b help you sketch the graph of an equation?

Show Answers

Examples & Check

Check

Describe the dilation in $g(x) = 6(x)$ as it relates to the graph of the parent function.

The graph of $g(x) = 6(x)$ is \downarrow of the graph of the parent function.

The slope of the graph $g(x)$ is \downarrow than that of the parent function.

Practice

Practice

Describe the translation in $g(x) = x - 8$ as it relates to the graph of the parent function $f(x)$.

Graph $f(x)$.

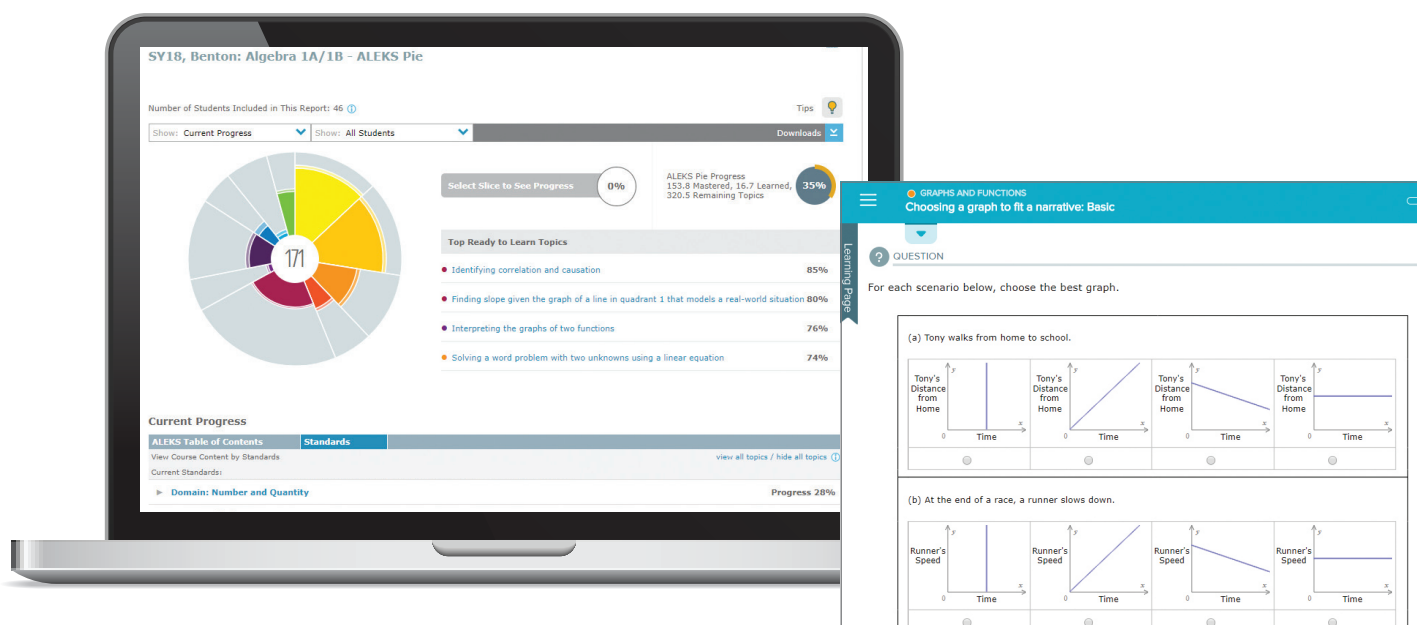
Line Undo Clear

Practice Problems:

- Describe the translation in each function as it relates to the graph of the parent function.
 - $g(x) = x + 5$
 - $g(x) = x - 8$
 - $g(x) = x - 2$
- Describe the translation in each function as it relates to the graph of the parent function.
 - $g(x) = 2x + 10$
 - $g(x) = x + 10 - 1$
 - $g(x) = 2(x - 1) + 5$
- Write the cost to rent a car for 3 days. The cost can be modeled by the function $C(x) = 40x + 25$, where x represents the number of days. Describe the graph of $C(x)$ in terms of $f(x)$. Explain your answer.
- Write the cost to rent a car for 3 days. The cost can be modeled by the function $C(x) = 40x + 25$, where x represents the number of days. Describe the graph of $C(x)$ in terms of $f(x)$. Explain your answer.
- Write the cost to rent a car for 3 days. The cost can be modeled by the function $C(x) = 40x + 25$, where x represents the number of days. Describe the graph of $C(x)$ in terms of $f(x)$. Explain your answer.

Support Every Student

Minnesota Reveal Math® empowers teachers with the tools they need to provide in-the-moment differentiation and deliver insightful instruction that reaches every learner.



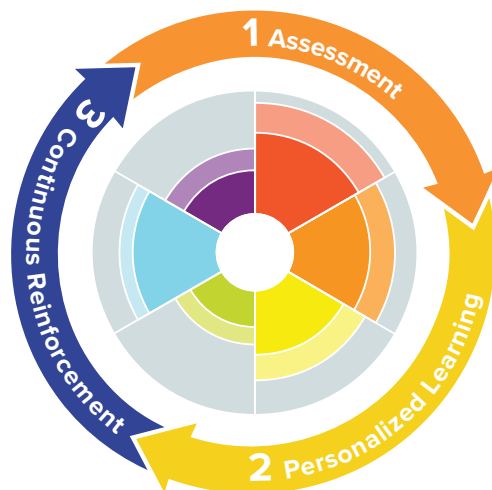
ALEKS®

Reveal the Power of Personalized Learning

ALEKS®, embedded within *Minnesota Reveal Math*, is an online math solution for Grades 3–12 that uses adaptive technology to identify and provide instruction on the topics each student is most ready to learn. Through a continuous cycle of assessment, learning, and reinforcement, *ALEKS* develops a personalized learning path for each student to ensure measurable success.

Benefits of Using *ALEKS*:

- Provide standards-based instruction
- Focus on appropriate topics to prevent boredom or frustration
- Offer bilingual courses in English and Spanish
- Easily differentiate with remediation, on-level, and enrichment opportunities
- Pie reports allow you to see which students know the concepts in each module's topic and adjust instruction as appropriate
- Access dynamic data at the student, class, school, and district level to inform classroom instruction



Build Language Skills in the Math Classroom

Online **Language Development Handbook** resources empower teachers to meet the language needs of all learners.

The online **Language Development Handbook Student Edition** resources include:

- Word Cards.
- Vocabulary Squares.
- Three-Column Charts (with English/Spanish cognates).
- Definition Maps.
- Concept Webs.
- Cornell Notes.

The online **Language Development Handbook Teacher Edition** resources include:

- English Learner Instructional Strategies.
- English Language Development Leveled Activities.
- Multicultural Teacher Tips.

NAME _____ DATE _____ PERIOD _____

Lesson 7-4 Vocabulary

Geometric Sequences

Use the word cards to define each vocabulary term and give an example of each.

Word Card

sequence	
Definition	Definición
_____	_____
_____	_____
Example	

Copyright © McGraw-Hill Education

Word Card

geometric sequence	
Definition	Definición
_____	_____
_____	_____
_____	_____
Example	

Copyright © McGraw-Hill Education

Copyright © McGraw-Hill Education

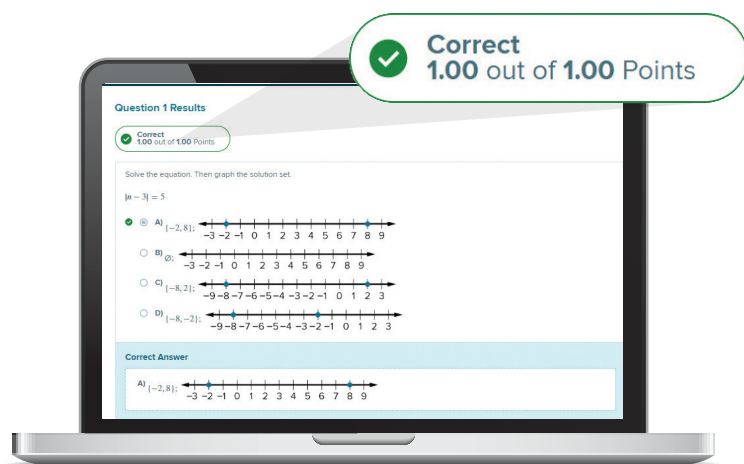
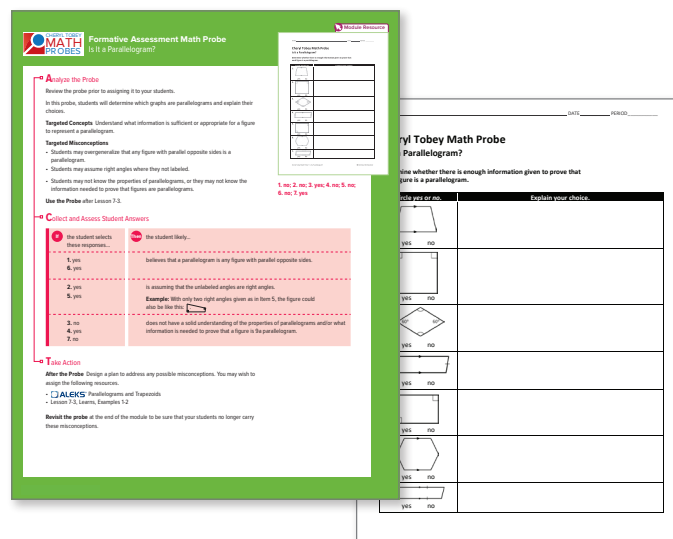
Practice and Assessment

With *Minnesota Reveal Math*[®], students apply their learning in a variety of practice options and assessments to demonstrate that they can explain both the what and the why of mathematics—not just the *how*.

Teach Students That Mistakes Are an Opportunity for Growth

Each module features a **Cheryl Tobey Formative Assessment Math Probe**—exclusive to McGraw Hill!

Students complete an activity that is designed to target common misconceptions about a particular mathematical concept. Teacher resources include support for diagnosing and correcting these misconceptions.



Provide Students Rich Practice Opportunities

Lessons include a variety of practice sets that provide students varied question type formats, immediate feedback, support, and multiple question attempts. Extra practice sets are also available to be assigned at the teacher's discretion. When assigned digitally, student work is auto-scored to reduce the time invested in manual grading.

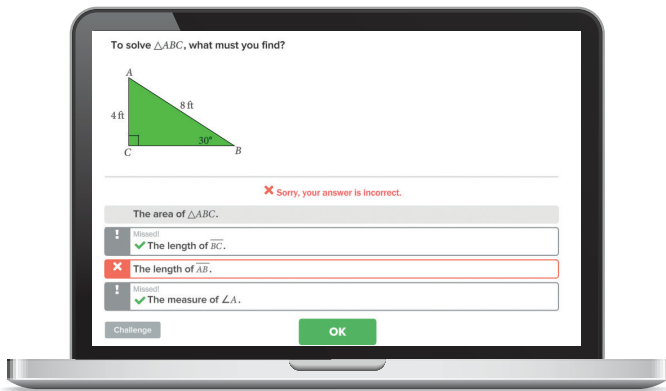
Assessment Options

Diagnostic Assessment

- Diagnostic and Placement Test with Scoring Guide
- Module Pretests

Formative Assessment

- Cheryl Tobey Formative Assessment Math Probes
- Checks
- Exit Tickets
- Put It All Together



Drive Instruction With Actionable Data

Drawing on performance data from student assessments and activities, the *Minnesota Reveal Math* reports and recommendations provide teachers and administrators with the information they need to monitor and adjust instruction on a daily basis.

Activity Report

- Overall class or student average score
- Overall class or student progress over time
- Performance by activity type (e.g., homework, quiz, exam)
- Average score per activity

Standards Report

Class and individual average score per standard, skill, or objective

Administrator Report

Activity, standards, progress, and usage reports

Summative Assessment

- Leveled Module Tests
- Module Review
- Module Vocabulary Tests
- Performance Tasks
- End-of-Course Test

PLUS

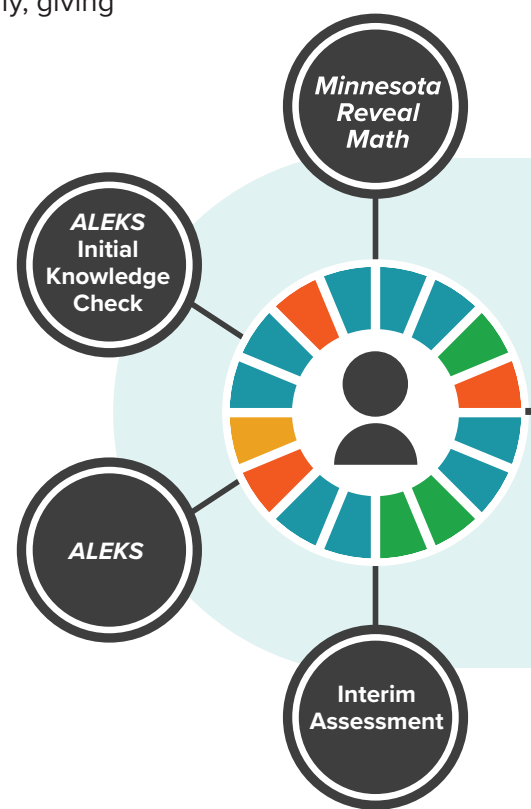
Build your own assessments with access to question banks featuring technology-enhanced items.

Personalized Student Learning Like Never Before!

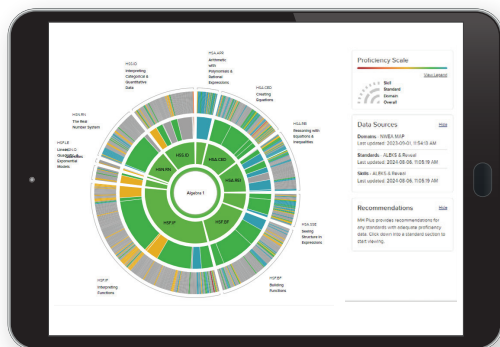
Unlock Student Potential

Minnesota Reveal Math® combines core content, personalized learning, and advanced adaptive technology into an integrated data system that empowers teachers and helps students reach their fullest potential in math.

- **Real-Time Data Insights:** Instead of relying on fragmented or outdated test scores, our system continuously collects and updates data daily, giving teachers real-time insights into each student's needs.
- **Holistic Student Understanding:** By unifying data from practice, assessments, and digital interactions, our system provides teachers with a complete view of proficiency—keeping student learning and growth at the center of instruction.
- **Dynamic, Personalized Learning:** The system adapts daily to generate personalized learning and practice activities from a wide range of data, ensuring instruction that continuously aligns with each student's unique learning needs.



Integrated Data for Clear Insights



The **Standards and Skills Graph** offers real-time insights into class and student performance. Teachers can even track students' growth over time, including their past achievements across grade levels.

Distribution Charts give a detailed view of student data and understanding across grade, domain, and standard levels.

Pre-Requsite

Reinforce

On-Lesson

Extension

Post-Requsite

Learn and Apply

Follow the steps below and answer the questions.

Solve the absolute value equation $|2x + 16| = 24$.

In a basic absolute value equation, $|a| = b$, x equals which value(s)?

Back

A

Take Another Look digital, interactive lessons are designed as independent activities for students who need to revisit content in a different way.

B

Personalized and Extra Practice automatically generates tailored, dynamic practice that supports reinforcement of lesson concepts.

Question 1 of 27

Question 1

Write an equation to represent the sentence.

Five added to six times a number w is the same as the quotient of 32 and w .

0

A



D



C



B



C

Adaptive Learning uses cutting-edge technology to create personalized learning paths for each student. **ALEKS**® enables educators to easily set, monitor, and track student practice and progress with just a few clicks.

ALEKS®

D

Independent and Collaborative Learning empowers students to apply their understanding through options for independent practice or small-group activities.

Systems with Three Equations



You can use graphing to solve a system of equations with three equations. As with a system of two equations, graph all of the equations and look for a common intersection point between them.

Tap on each button to graph each equation of the system.

Equation 1 $y = 2x + 3$

Equation 2 $y = x - 1$

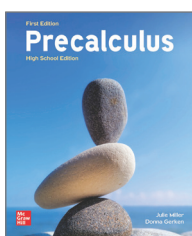
Equation 3 $y = -1$

Level Up with Electives

Fuel student engagement in third- and fourth-year math electives with programs designed to foster a deeper understanding of higher-level mathematical concepts, ignite a passion for learning, and lead students to success in college and beyond.

A Logical Approach to Mathematical Reasoning

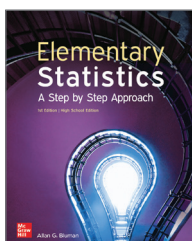
Precalculus, High School Edition ©2024, 1e, Miller



Precalculus provides students with a clear and logical presentation of basic concepts and scaffolding to develop the critical-thinking and problem-solving skills needed for course success. The program is crafted at the appropriate level for high school students to harness the essential skills, apply their knowledge, make connections to their everyday lives, and ultimately, master mathematic competencies. *ALEKS*® for *Precalculus*, available with the digital subscription, provides further adaptive, targeted practice.

Empower the Statistician in Every Student

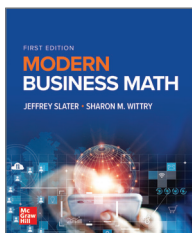
Elementary Statistics: A Step by Step Approach, High School Edition ©2024, 1e, Bluman



The quintessential text for students interested in a nontraditional math pathway, *Elementary Statistics* is accessible to, and engaging for, a wide range of students. The instructional design follows a non-theoretical approach and only assumes students have completed algebra. *ALEKS* for Introductory Statistics, available with a digital subscription, provides further adaptive, targeted practice.

Engaging Content, Proven Techniques

Modern Business Math, © 2024, 1e, Slater



Help students grasp everyday math concepts needed to succeed in the workforce. From budgeting and financial analysis to taxes and problem-solving, students experience real-life situations, apply critical thinking skills, and learn how to solve problems that they can apply immediately to their personal or entrepreneurial pursuits.

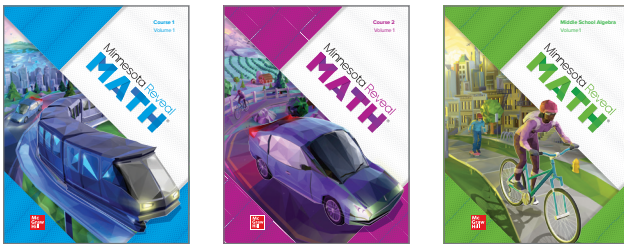
The K–12 Solution for Today’s Mathematics Classroom

Minnesota Reveal Math® is a coherent, vertically aligned K–12 core math solution that empowers educators to uncover the mathematician in every student through powerful explorations, rich mathematical discourse, and timely individualized learning opportunities.

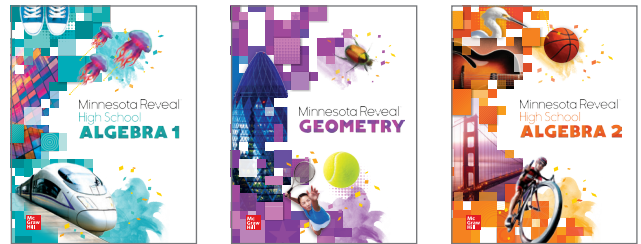
K–5



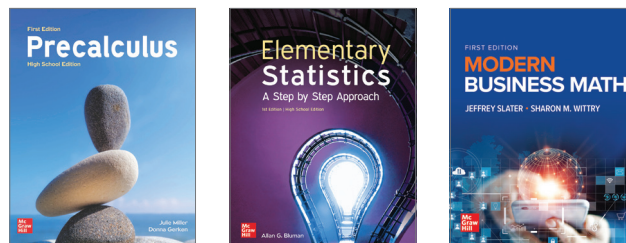
6–8



9–12 Traditional



Electives





Minnesota Reveal
MATH[®]



Learn more at mheducation.com/minnesota