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Digital Pack

The Digital Pack contains lesson videos, Worked Solutions for Practices, Targeted Reviews, and tests and exams, and resources for each lesson. Log in at digital.demmelearning.com.

Welcome to Algebra 1!



Hi! I'm Sara Donovan, the curriculum writer and instructor of this course. I have been a middle and high school math teacher for nearly two decades, and I am excited to share my love of math and learning with your student.

In this curriculum, students will learn about the following topics:

- solving equations and inequalities
- writing and graphing linear equations
- solving systems of equations and inequalities
- factoring polynomials
- graphing nonlinear equations

All of these topics work together to build a foundation for secondary math.

How to Use the Program

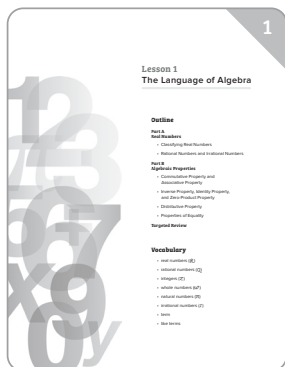
This Getting Started Guide is designed to give an overview of the components that you and your student will use throughout this curriculum. You will also find helpful information about the tools your student will need and how to progress through the program at the right speed for your student.

While it may seem like there are many pieces that make up Algebra 1, all of these components work together to help you and your student better understand the material and successfully complete it. Each piece works best when used correctly and in tandem with the others. In this handbook and the Student Worktext, you will find directions that guide you and your student through each section. These instructions will also help your student know when it is necessary to have you check their work.

However, if you find that you and your student need additional guidance, the end of this guide provides resources to support you and your student on their math journey.

Student Components

Most of your student’s time in this course will be spent working in the Student Worktext and watching videos in the Digital Pack. Here are all the components your student will use.



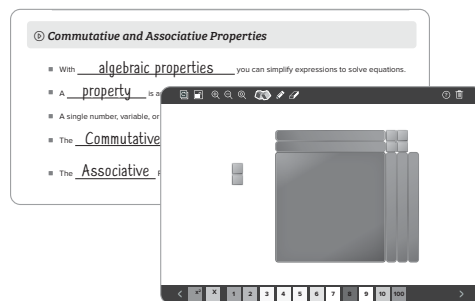
Student Worktext

Each lesson is divided into Part A and Part B. The sections described here are found in both parts.

- Lesson Objectives
 - Mastery of objectives leads to test readiness
- Warm Up
 - Activities to prepare the student's mind for that part of the lesson
 - Five minutes or less to complete
- Explore
 - Within Explore, students may encounter multiple cycles of video, notes, and a Checkpoint. Every Explore section includes
 - Cues to watch videos in Digital Pack
 - Guided notes and examples
 - Demonstrated in videos
 - Completed in Student Worktext
 - Checkpoint problems to verify understanding
- Practice 1 and Practice 2 to build, practice, and reinforce explored concepts
- Mastery Check to gauge mastery of concepts and test preparedness
- Targeted Reviews (only after Part B) for gradual Unit Test preparation

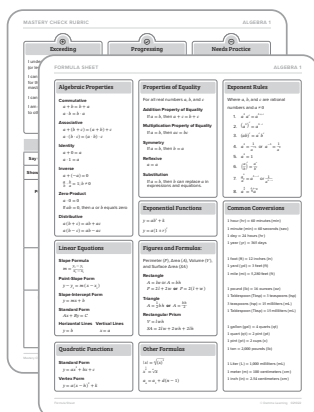
Digital Pack

- Video presentations of concepts, notes, and examples with a math instructor
- Worked solutions for Practices, tests, exams, and Targeted Reviews
- Digital manipulatives for visualizing problems and solutions in the course
- Additional resources including links to Desmos®, graph paper, extension lessons, etc.



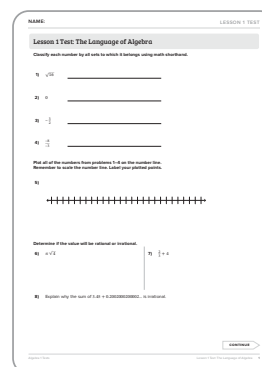
Formula Sheet/Mastery Rubric

- Formulas, algebraic properties, and conversions needed for the course
- Formula Sheet use is encouraged throughout the course
- Copy of a rubric to be used for self-evaluation and/or instructor evaluation of Mastery Check, individual problems, lessons, units, etc.



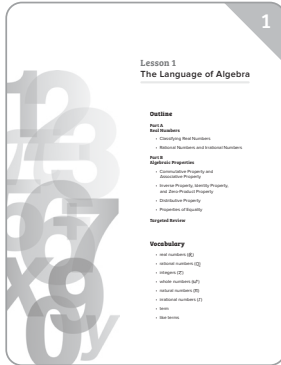
Tests

- Lesson and Unit Tests
- Midterm Exam and Final Exam
- Answer Keys for all Tests and Exams



Instructor Components

While your student is using the Student Worktext and watching videos in the Digital Pack, your focus will be in the Instructor Handbook. Here are all the components you will use.



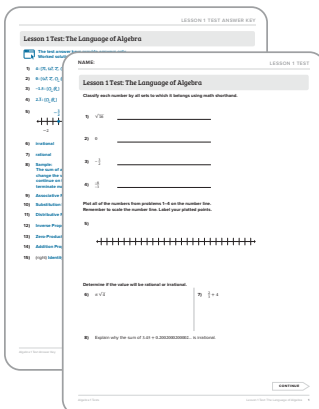
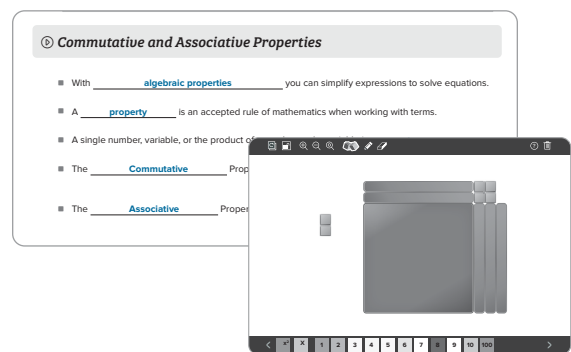
Instructor Handbook

This is an instructor-only text and is not intended for student use.

- Page-by-page inset Student Worktext copy with in-page and marginal solutions for all student work including:
 - Warm Ups
 - Examples
 - Practice 1
 - Practice 2
 - Guided Notes
 - Checkpoints
 - Mastery Checks
 - Targeted Reviews
- Marginal notes to help you help your students succeed and to create opportunities for deeper connections with the curriculum, including:
 - Formative assessment question ideas
 - Suggested questions to help “unstuck” students that are struggling
 - Questions that dig deeper to check for understanding and misconceptions
 - Suggested hints to prompt students without giving away the answer
 - Important instructor tips, hints, and suggestions for ways to help students make connections
- Unit Record Keeping sheets to help you and your student document progress and mastery

Digital Pack

- Video presentations of concepts, notes, and examples. Students are directed to watch these videos from the Student Worktext.
- **Password-protected**, fully worked solutions for Practice 1, Practice 2, tests, exams, and Targeted Reviews.
- Digital manipulatives for visualizing problems and solutions in the course.
- Additional resources including links to Desmos® and digital copies of the Formula Sheet, Rubrics, and more.



Tests

This is an instructor-only text and is not intended for student use.

- Student lesson and unit tests, Midterm Exam, and Final Exam. Remove tests from the Tests book and give them to your student as they are needed.
- Answer keys to all tests (with Worked Solutions provided in the Digital Pack).

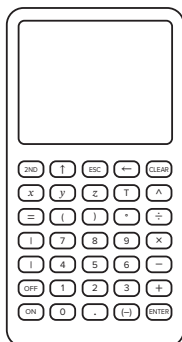
Math Tools

Knowing when you need a math tool is just as important as knowing how to use the tool itself. In this curriculum, students are encouraged to use their Formula Sheet and have a scientific or graphing calculator handy when they are solving problems.

Formula Sheet

- Students are not required to memorize formulas, properties, or conversions.
- Students are encouraged and reminded to use the Formula Sheet to help them solve problems.

Graphing or Scientific Calculator



Throughout the course, students are instructed to use calculators, particularly in these instances:

- Checking their work
- Graphing equations and performing calculations with extremely large or small values
- Ensuring accuracy

Calculators may sometimes seem like a shortcut or a way to “cheat” when it comes to math. However, when used at the right time, they can help students grow their understanding of concepts, and build their confidence by affirming their solutions.

Remind your student that their calculator is a tool to help them become more efficient and successful on their math journey and not a replacement for mastery of the material.

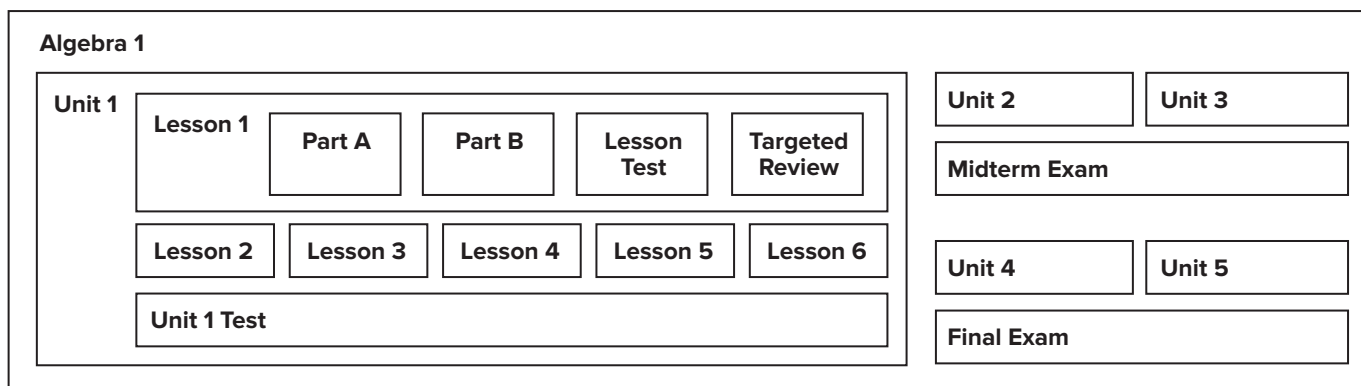
A graphing calculator provides the most functionality for this course. Which type or model of graphing calculator to use is up to you and your student. If your student is unsure how to perform certain functions on their calculator, they should consult the calculator’s user manual for help. A scientific calculator is sufficient if students have access to the free graphing software, Desmos®.

Desmos®

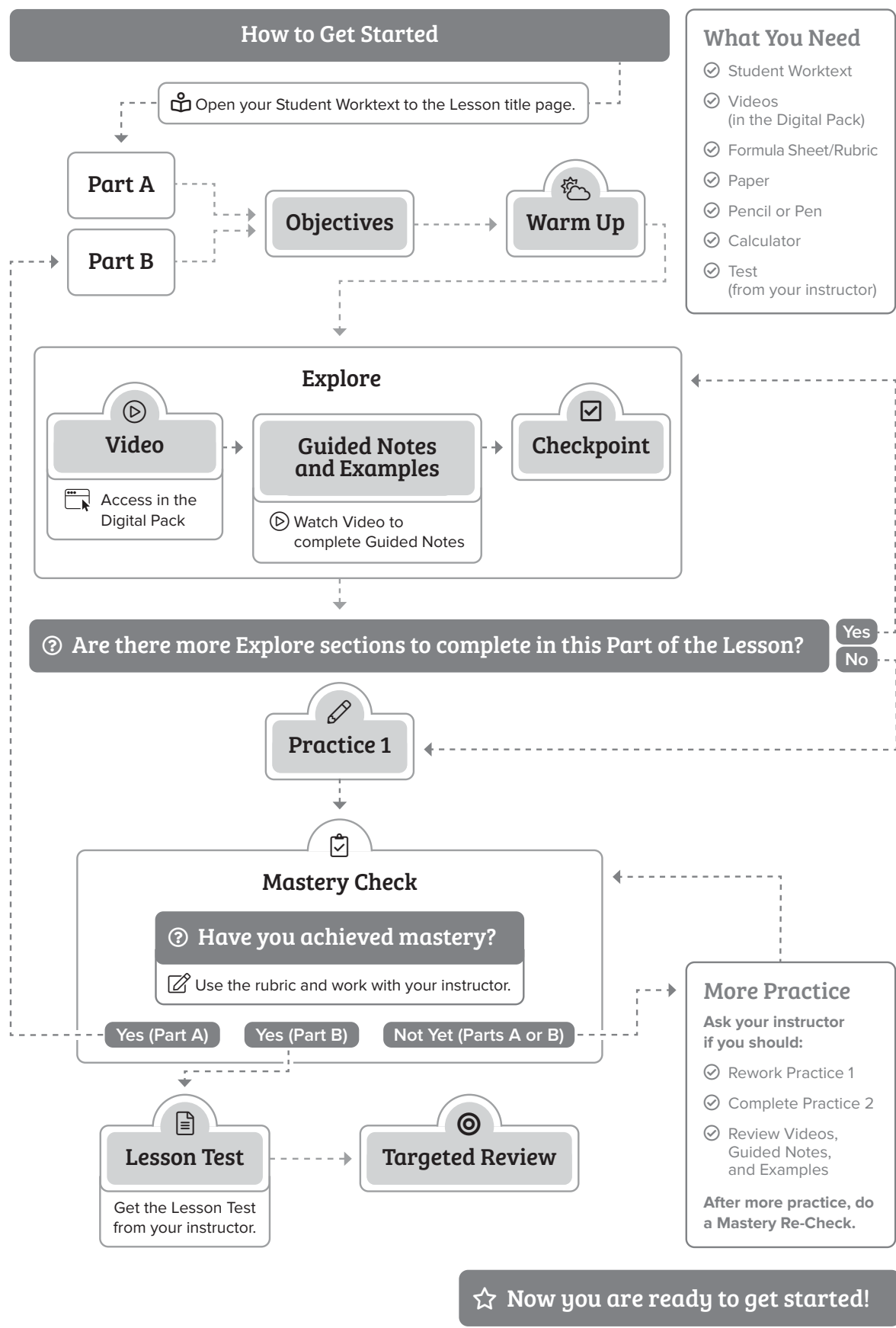
If your student does not have a calculator, they can use the website Desmos®. Like graphing calculators, the math tool Desmos® is not included with this course, but is referenced and recommended to students in parts of the curriculum. Desmos® is a free suite of math software tools. The Desmos® Graphing Calculator and Scientific Calculator will be used most often in this course. If your student is unsure how to use these calculators, they should consult the Help Center on the Desmos® website.

Course Structure

This curriculum includes five units. Each unit contains several lessons and a unit test. Each lesson has a Part A and Part B, a Lesson Test, and a Targeted Review. The course also includes a Midterm Exam and a Final Exam.



Student Quick Start Guide



How to Complete a Lesson

Each lesson is divided into three sections, Part A, Part B, and the Targeted Review. There is also a Lesson Test. This section describes how to complete a lesson.

Part A

- As students begin a lesson, they should read the **Objectives** and the **Why** statement to get a feel for what they will be learning.
- Complete the **Warm Up**. The Warm Up often includes a review of something that is related to or important to their understanding of that part of the lesson. It is a great way for students to get focused on what they are about to learn.
- Next students will encounter the **Explore** section. Although there is no Explore title, students can find it either by looking in the page header, or by recognizing that Explore has begun when they see the first video icon. The Explore sections include videos, guided notes, examples, and a Checkpoint.
 - When students see a video icon and a section title, that is their cue to start the **video** with the same title in the Digital Pack.
 - As they watch the video, they will fill in the **guided notes** and the missing parts of the **examples** in the Student Worktext as they are revealed.
 - If the video is going too fast, students can pause it. If they missed something, they can back up and watch that part again.
 - When students have completed the video and the guided notes and examples, they will encounter a Checkpoint. A **Checkpoint** is a problem that students can complete on their own based on what they have learned through the video.
- After students have completed all of the Explore section, they will find **Practice 1**. This is an opportunity for them to practice on their own what they have learned in this part of the lesson. Students should complete practice problems on a separate sheet of paper so that they have plenty of room to work through them.
- After Practice 1, students have a **Mastery Check**. The Mastery Check is a problem or a series of problems and questions that help determine if they have mastered the concepts. They can use the provided rubric to self-evaluate their work. This is the same rubric that you will use to confirm mastery.
- Based on the outcome of the Mastery Check, you and your students can decide whether or not they should re-work any Practice 1 problems, complete **Practice 2**, or do any other review of Part A before moving on to Part B.

Part B

Students will work through Part B of a lesson the same as they did for Part A.

Lesson Test

After mastering the concepts in Parts A and B, you and your students can decide if they are ready to take the Lesson Test.

Targeted Review

The Targeted Review is designed to help students build and maintain their mastery of concepts. These reviews combine problems from previous lessons and courses. It is recommended that students complete the Targeted Review after taking the Lesson Test.

Instructor Role

Your involvement during the curriculum is very much dependent on your student.

Before your student starts a lesson, you should page through that lesson in the Instructor Handbook, familiarizing yourself with the curriculum and the marginal tips and notes that reveal areas where you should check in with your student's progress.

At a minimum, you should check student work as they complete these sections:

- Checkpoints
- Practice 1
- Practice 2 (optional)
- Mastery Check
- Targeted Review

These are all areas where you can check student solutions against the Instructor Handbook and/or the Worked Solutions to make sure your student is successful in these sections before moving forward.

Additionally, you should be available to participate in the Say What You Know part of each Mastery Check, help determine test readiness, distribute tests and exams from the Tests book, and review completed tests and exams.

For a more guided approach, you are provided many additional opportunities to walk beside students as they work through lessons. In the Instructor Handbook, marginal notes are included that you can use to gauge and deepen student understanding or help students through difficult lessons or problems. These notes include formative assessment question ideas, suggestions to help “unstick” students that are struggling, questions that dig deeper to check for understanding or misconceptions, suggested hints to prompt students without giving away answers, and other important instructor tips, hints, and suggestions for ways to help students make connections.

If students get stuck, ask for help, or their solutions don't match up with the Answer Keys or Worked Solutions, you should revisit the marginal notes for ideas and tips for how to help them succeed.

You can use as many or as few of these tips as you like or your students need.

Checkpoint

To continue past this checkpoint, students should confidently and correctly answer this problem.

Q: How many solutions will your equation have? Explain.

A: Two, because absolute value equations have two solutions.

Q: What is the midpoint of the equation?

A: 3

Student Role

The *Algebra 1 Principles of Secondary Mathematics* curriculum has been designed and developed with the idea that students can progress through lessons with considerable independence.

However, students are also encouraged to ask you questions and instructed to check in with you as they progress through a lesson. There are several places that students should check in with you to make sure they are moving through the curriculum successfully. Those places occur:

- When they complete a Checkpoint
- When they complete Practice 1
- When they complete the Show What You Know part of the Mastery Check
- When they are ready to do the Say What You Know part of the Mastery Check
- When they complete Practice 2 (if you require them to complete it)
- When they complete the Targeted Review and
- Any other place in a lesson where they get stuck or need help

If students are struggling with a concept before reaching a Checkpoint, Practice, or Mastery Check, they should connect with you for additional support. This is where the many marginal notes and tips in the Instructor Handbook can help you help your students exactly where they need it.

Pacing

You will need to work with your student to find a pace that best matches their learning needs. The goal for each lesson is that students are able to master Part A and Part B in their Student Worktext by completing the following at a minimum:

- Explore sections, including the Checkpoints
- Practice 1
- Mastery Check

If students are not able to confidently complete these items, they should be directed to do the following:

- Re-work Practice 1 problems on a separate sheet of paper
- Complete Practice 2
- Re-watch videos and review guided notes and examples

At the completion of any or all of these options, if students are ready, they can do a Mastery re-Check by attempting to complete that section with more success and confidence.

When your student is able to complete the Mastery Checks and explain the lesson back to you, they are ready for the lesson test.

Above all, remember that pacing will be determined by your student.

If the material makes sense and they successfully complete all of Practice 1 and the Mastery Check without any help, move on to the next part of the lesson or the lesson test.

If your student is having trouble and needs to watch the video again, that is okay. Keep working until the lesson objectives make sense, and your student can correctly complete the practice questions and Mastery Check without help.

Making Mistakes Is Okay!

If your student is making mistakes, this is okay and, in many cases, can be beneficial.

No one writes a perfect draft of an essay on the first attempt. It takes time and many edits. Math is the same. No one is expected to get every answer correct on the first try.

If your student needs to start a problem over, use it as a learning opportunity. Ask them what they can learn from trying again and how this will make them a better math student. You may even want to have your student write their additional attempts on a separate piece of paper so they can compare those attempts to the first one.

Approaching mistakes in this way will help your student become a better problem solver and over time, give them more confidence as they progress through the course.

Suggested Pacing Options

You are probably wondering what a typical week will look like for your student. Maybe you want to know how long each lesson will take. The great news is that **none of the lessons are designed to be completed in one day**. This means that your student will have time to process what they are learning and master the material before moving on to the next lesson.

5-Day Pacing Guide

Day 1–2: Part A

This includes:

- Watching the video(s)
- Completing guided notes
- Checkpoint questions
- Practice 1
- Optional question(s) in Practice 2
- Mastery Check

Day 3–4: Part B

This includes:

- Watching the video(s)
- Completing guided notes
- Checkpoint questions
- Practice 1
- Optional question(s) in Practice 2
- Mastery Check

Day 5:

- Review Practice pages and Mastery Check questions
- Lesson Test
- Targeted Review

6-Day Pacing Guide

Day 1–2: Part A

This includes:

- Watching the video(s)
- Completing guided notes
- Checkpoint questions
- Practice 1
- Optional question(s) in Practice 2
- Mastery Check

Day 3–4: Part B

This includes:

- Watching the video(s)
- Completing guided notes
- Checkpoint questions
- Practice 1
- Optional question(s) in Practice 2
- Mastery Check

Day 5:

- Review Practice pages and Mastery Check questions
- Lesson Test

Day 6:

(This could also be “Day 1” starting with targeted review)

- Test corrections
- Targeted Review

So How Long Should a Lesson Really Take?

This will vary from student to student and from topic to topic. You may spend a day on a new topic, or you may spend several days. There are many factors that influence this process, so it is important that you work with your students to find the pace that is right for them.

If you move from lesson to lesson too quickly without your student demonstrating mastery, they will become overwhelmed and discouraged as they are exposed to more new material without having learned the previous topics. But if you move too slowly, your student may become bored and lose interest.

As you regularly spend time working along with your student, you will sense when is the right time to take the Lesson Test and progress through the curriculum. That being said, you have been provided with many prompts along the way to help you and your student have a much greater opportunity to succeed. Math must be taught sequentially, as it builds line upon line and precept upon precept on previously learned material. As you adapt to your student’s pace, you will be helping to create confident problem solvers who enjoy the study of math.

Plan, Implement, Explain Method

In Algebra 1, your student will learn to use the Plan, Implement, Explain method for problem-solving.

Plan Plan how you will approach the problem.

- Examine the problem.
 - What is the problem asking you to do?
 - What information do you need to complete the problem?
- Create a plan to find a solution.
- Determine which math strategies apply.
- Decide what tools can be used.

Implement Implement your plan to complete the problem, then check your work.

Implement

- Use the plan to complete the problem.
- Show your work.
- Label important information.

Check:

- Verify the answer is complete.
- Make sure the answer makes sense.
- Substitute the answer into the problem using a calculator as needed.
- If your answer does not make sense, revisit your plan and try a different strategy.

Explain Explain why your answer makes sense for the given problem.

- Explain why your answer makes sense.
- Connect previous knowledge to new concepts.
- Name any mathematical properties used.
- For word problems, write the answers in a complete sentence.

The implementation and explanation of problem-solving work together. As students work through a problem, they should be able to explain each step as they perform it.

There are times when students will be asked to document all parts of this method. Other times, they may complete Plan and/or Explain in their minds.

Students should always read the directions for each problem carefully to see which parts of the method they must show.

Guided Notes

In each lesson your student will be completing guided notes and examples that correspond to the video with the same title in the Digital Toolbox.

Guided notes are designed to help students extract the most important information from the curriculum videos and record them in their Student Worktexts. Helping students identify critical items in the curriculum helps them develop strong note-taking skills in Algebra, in other subjects, and later, in the workplace.

Students can complete the guided notes and examples as they watch the videos. Generally, students should record on-screen items that are shown in blue.

Student Worktext:

Factoring by Grouping

- Factoring by grouping starts with an expression that has _____ terms.
- Steps to factor by grouping:
 - Group the terms together in pairs using _____.
 - Find the _____ for each pair of terms.
 - Make sure the remaining binomials are _____.
 - Write the expression as two binomial factors _____ together.
- One important thing to check before starting to factor is to make sure that the _____

Video:

Factoring by Grouping

- Factoring by grouping starts with an expression that has 4 terms.
- Steps to factor by grouping:
 - Group the terms together in pairs using ().
 - Find the GCF for each pair of terms and write the remaining binomial.
 - Make sure the remaining binomials are the same.
 - Write the expression as two binomial factors multiplied together.
- One important thing to check before starting to factor is to make sure that the middle symbol is an addition (+) symbol.

Student Worktext:

Example 3

Factor by grouping.
 $21xy + 15x + 35wy + 25w$

Implement
 $(21xy + 15x) + (35wy + 25w)$

Explain

- Group the terms in two pairs
- Find the GCF for each pair of terms and write the remaining binomial
- Rewrite as two binomial factors multiplied together

- When an expression contains a _____ symbol between the two groups, you must rewrite the subtraction symbol as adding a _____ term.
- The negative sign only applies to _____, not the whole group.
- If the terms in the binomial expression are not in the same order, rewrite the expression by factoring out _____.

Video:

Example 3

Factor by grouping.
 $21xy + 15x + 35wy + 25w$

Implement
 $(21xy + 15x) + (35wy + 25w)$

Explain

- Group the terms in two pairs
- Find the GCF for each pair of terms and write the remaining binomial
- Rewrite as two binomial factors multiplied together

$3x(7y+5) + 5w(7y+5)$
 $(7y+5)(3x+5w)$

- When an expression contains a _____ symbol between the two groups, you must rewrite the subtraction symbol as adding a _____ term.
- The negative sign only applies to _____, not the whole group.
- If the terms in the binomial expression are not in the same order, rewrite the expression by factoring out _____.

Assessments

Assessments in this course include Lesson Tests, Unit Tests, a Midterm Exam, and a Final Exam. All assessments are located in the Tests book. Assessments should be removed from the Tests book as students are ready to take them. Answer keys for all assessments are provided in the back of the Tests book. Worked solutions are provided in the Digital Pack and are password-protected.

Lesson Tests

- Included for every lesson
- 10–15 problems

Unit Tests

- Cumulative, covering all lessons in the unit
- Reference to which lesson each problem originates from for review purposes
- Multiple-choice problems with distractor rationale for incorrect answers to help address common misconceptions
- Open-response problems
- Problems that address multiple objectives at the same time
- Includes problems comparable to those seen on standardized tests

Midterm Exam and Final Exam

- Cumulative, covering all units previously completed
 - Midterm: Covers Units 1–3
 - ▷ Focus: Linear Equations and Graphs
 - Final: Covers Units 1–5
 - ▷ Focus: Units 4–5 (Factoring/nonlinear graphs)
 - ▷ Has more problems on Units 4–5 than on Units 1–3, but topics from Units 1–3 will need to be understood to complete the Final
- Multiple-choice problems with distractor rationale for incorrect answers to help address common misconceptions
- Open-response problems
- Problems that address multiple objectives at the same time
- Includes problems comparable to those seen on standardized tests

Distractor Rationale

Multiple-choice problems provide one or more correct response options but also incorrect response options. Those incorrect options are called distractors. The best multiple-choice problems provide distractors that are plausible rather than ridiculous.

For example, a problem that gives the equation “ $4(2 - 2) = \underline{\hspace{1cm}}$ ” would provide the correct response option of “0” but would likely also provide a distractor option of “6.”

The distractor rationale explains why the distractor is an incorrect response option. In the example above, the distractor rationale for the response option of “6” could be “If students incorrectly apply order of operations, they may first multiply 4 by 2 to get 8 and then subtract 2 to get 6.”

Most multiple-choice problems in this course include distractor rationale. These rationales are provided in the Instructor Handbook in the margin. You can share these rationales with your students to help them understand why they chose the wrong option. You can also use them to ask your students how they know they chose the correct option.

<p>15) Distractor Rationale: $\sqrt{4} + \sqrt{5}$ $Q + I = I$ $\pi \cdot \pi$ $I \cdot I = I$</p> <p>16) Distractor Rationale: A) This is 20% of 90 but not 120% of Samson. B) This is the percent without the % symbol. D) This is $90 + 20$.</p>	<p>Multiple Choice</p> <p>15) Select all expressions that will result in a <i>rational</i> answer by filling in the appropriate box(es).</p> <p><input type="checkbox"/> $\sqrt{4} + \sqrt{5}$ <input checked="" type="checkbox"/> $\frac{1}{2} + \frac{11}{13}$ <input type="checkbox"/> $\pi \cdot \pi$ <input checked="" type="checkbox"/> $\frac{8}{\pi} \cdot \pi$</p> <p>C 16) Samson reads 90 pages in his book each day. Kelley reads 20% more pages than Samson every day. How many pages does Kelley read daily? A) 18 pages B) 20 pages C) 108 pages D) 110 pages</p>
42 Lesson 2: Solving Equations > Targeted Review	Algebra 1 Student Worktext

Lesson Origin References

Targeted Reviews, Unit Tests, the Midterm Exam, and the Final Exam include lesson origin references for easy review of challenging concepts.

If your student struggles with a problem in these areas, the lesson origin reference will let you know where to find the concepts supporting the problem. Typically the reference will be a lesson number. However, there are a few exceptions, which are FS for Formula Sheet and PA for PreAlgebra and V for vocabulary.

For Targeted Reviews, a Lesson Origin Chart is provided at the bottom of the Instructor Handbook page. For Unit Tests, Midterm Exam, and Final Exam, the Lesson Origin Chart is provided at the beginning of the Worked Solutions document in the Digital Pack.

Problem	1	2	3	4	5	6	7	8	9	10	11	12
Lesson Origin	2	2	2	2	2	2	1	1	PA	PA	1	2

Algebra 1 Instructor Handbook Lesson 3: Solving Absolute Value Equations > Targeted Review **17**

Support and Resources

What can you do if you need some additional support? The Math-U-See staff, website, blog, newsletter, and other online resources are all here to help you and your student be successful with Algebra 1!



The customer service team is exceptional in their expertise and desire to serve. They are able to answer your questions, place your student(s) in the appropriate level, and provide knowledgeable support throughout the school year. Call or click the contact link to connect with trained staff to answer a question or walk you through a specific lesson. They are here to serve you and help you teach math with the hope that you and your student will be equipped to have a successful experience with Algebra 1.

The Math-U-See website and the Demme Learning Blog and Support Center have product information, interesting insights, practical teaching tips and helpful support articles. The newsletter will keep you up-to-date with the latest news, updates, highlights, and interesting stories from other users.

