



Program Overview

South Carolina Reveal

MATH[®]

Course 3 Accelerated

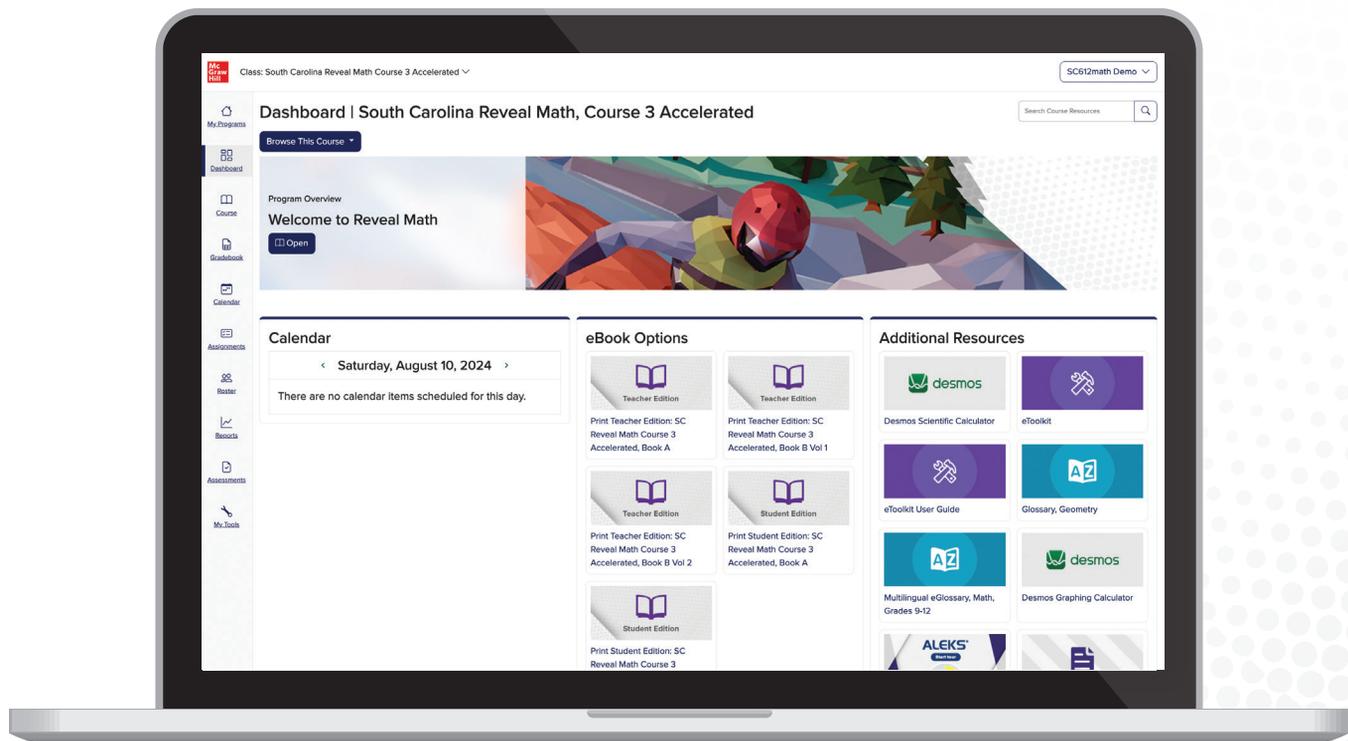
Mc
Graw
Hill

Welcome to *South Carolina* *Reveal Math*® Course 3 Accelerated

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

Reveal *understanding* with insightful instructional resources to more effectively differentiate and promote a positive student mindset.

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



Reveal the Full Potential in Every Student

South Carolina Reveal Math helps students develop the positive mindset, confidence, and skills to become problem solvers and mathematical thinkers. The program works by incorporating both inquiry-focused and teacher-guided instructional strategies within each lesson. Informed by the latest research on how they learn best, *South Carolina Reveal Math* ensures students don't just meet the standards—they master them!

Our Powerful Program:



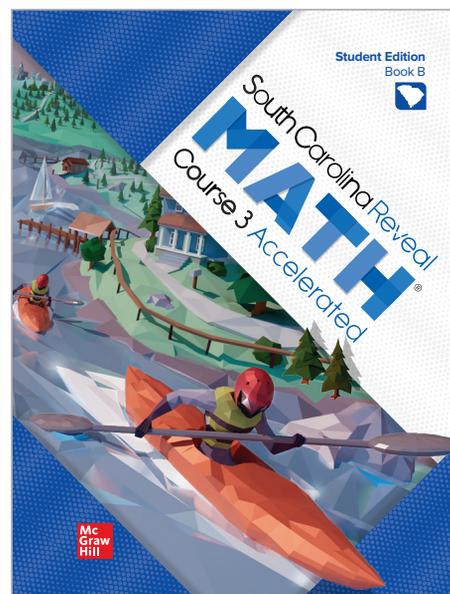
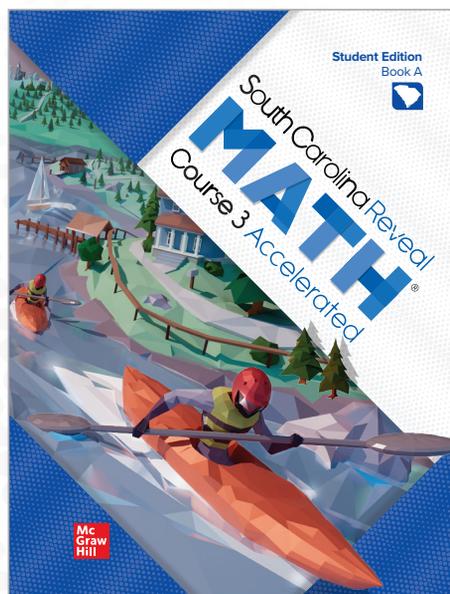
Champions a positive classroom centered on curiosity, connection, and a mathematical mindset.



Offers a flexible lesson design that provides access to rigorous instruction with robust teacher supports and scaffolds.



Tailors instruction for each student through data-driven insights and purposeful, personalized differentiation.



South Carolina Reveal Math Authorship

McGraw Hill learning scientists teamed up with expert authors to create a program guided by validated academic research and classroom best practices.



Sarah Bush, Ph.D.

Expert in both theory and practice for middle school math instruction



John SanGiovanni, M.Ed.

Leader in understanding the mathematics needs of students and teacher



Annie Fetter

Advocate for student ideas and thinking that foster strong problem solvers



Walter Secada, Ph.D.

Professor of Teaching and Learning at the University of Miami



Linda Gojak, M.Ed.

Expert in both theory and practice of strong mathematics instruction



Cathy Seeley, Ed.D.

Thought leader and facilitator of high-quality mathematics education for all



Christa Jackson, Ph.D.

Advocate for strong STEM education and equity for middle school students



Raj Shah, Ph.D.

Champion of perseverant problem-solvers and student curiosity in mathematics



Nevels Nevels, Ph.D.

PK–12 Mathematics Curriculum Coordinator for Hazelwood School District



Cheryl Tobey, M.Ed.

Facilitator of strategies that drive informed instructional decisions



Georgina Rivera, M.Ed.

Expert in building student agency through culturally responsive teaching



Dinah Zike, M.Ed.

Creator of learning tools that make connections through visual-kinesthetic techniques



George Roy, Ph.D.

Expert in integrating technology into middle school instruction

Program Design Influenced by Teachers, Research, and Industry Experts

When designing the program, our expert authorship consulted rigorous educational research. Foundational texts include *Principles to Actions* (NCTM) and *Making Sense of Math* (Cathy Seeley) as well as learning models such as Bloom’s Taxonomy and Webb’s Depth of Knowledge Guide. We then called upon our most trusted collaborators, hundreds of teachers across the country, for instructional insights to bring this research to life.

Major Focus Areas:

A Supportive Classroom Culture for All Students

Learner-focused practices develop a classroom designed for equitable learning.

Rich Mathematical Discourse

Instructional options and supports focus on student discourse while emphasizing academic and math vocabulary.

Productive Struggle

Opportunities to explore and engage with challenging mathematical ideas and relationships build deep understanding.

Sense-Making

Support for the development of sense-making and critical thinking skills develops proficient problem solvers.

Fluency

Flexible strategies help students to practice math content and achieve automaticity.

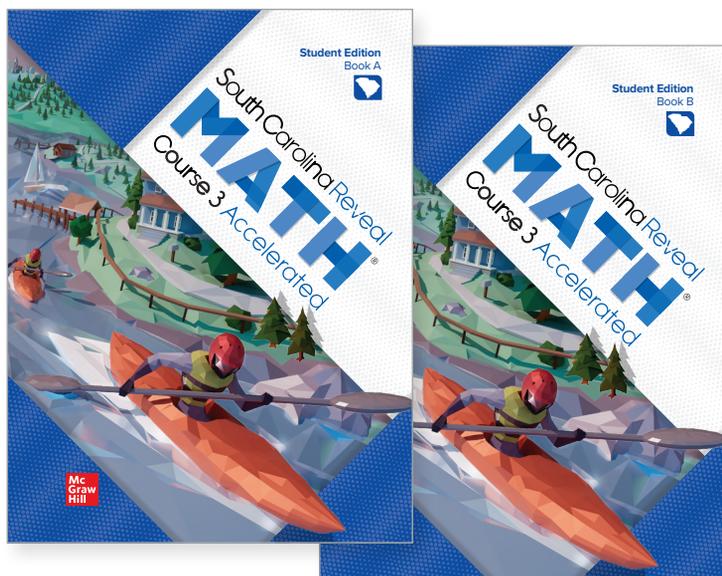
Instructional Routines

Structures and expectations create productive classroom interactions with students.

Metacognition

Student reflection promotes math learning.

Student Resources



Print Resources

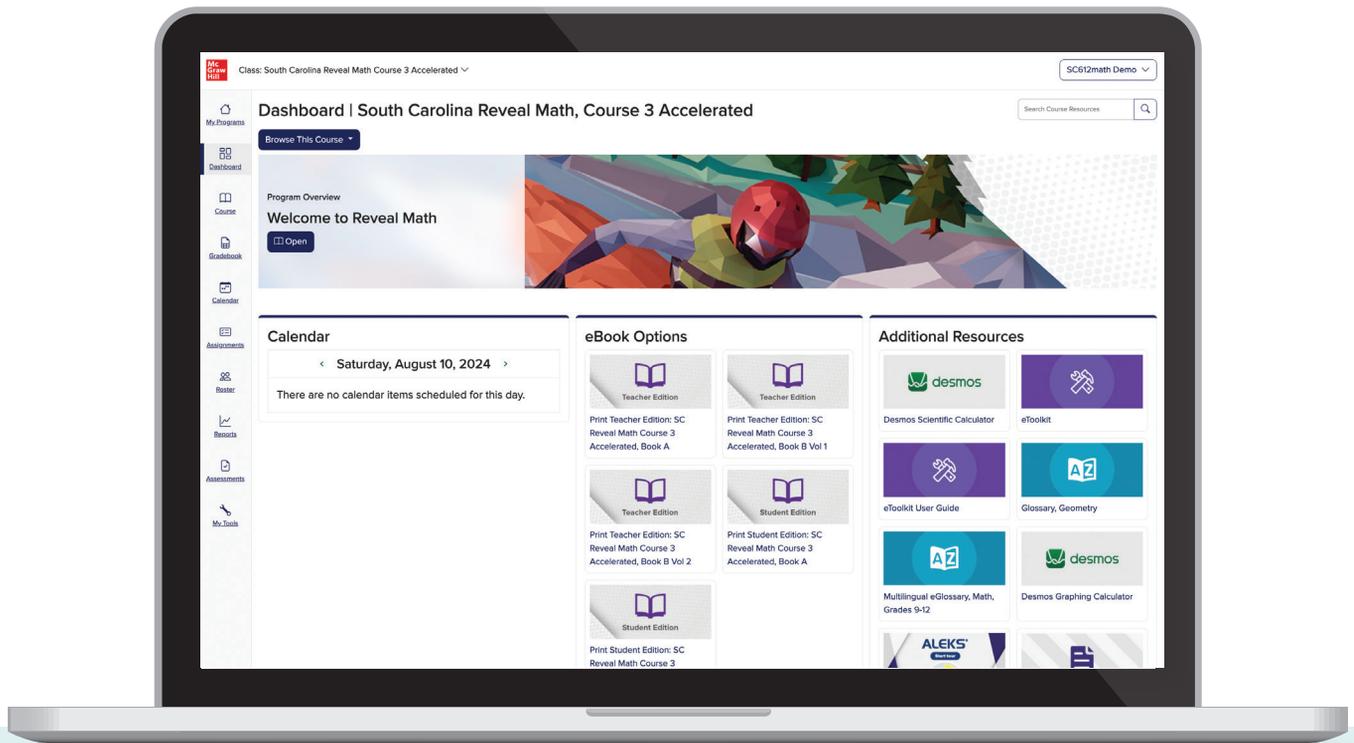
Student Edition, Books A & B

Available in print and interactive formats, the Book A Student Edition is write-in, three-hole-punched, and perforated for easy organization in a binder. Book B is a hardcover. Students engage in learning through the use of problem-solving, discourse, and reflection.

Digital Student Center Resources

Students have access to a robust set of engaging digital tools and interactive learning aids:

- Interactive Student eBooks
- Daily, interactive practice with embedded learning aids and dynamic (algorithmic) items
- Dynamic, exploratory activities powered by Web Sketchpad®
- Anytime access to the eToolkit (virtual manipulative suite)
- Online assessments with interactive item types
- Rich, exploratory STEM Adventures (Book A only)
- Math Replay videos to review lesson content (Book A only)
- Digital games designed for purposeful practice (Book A only)
- Language Development Handbook (Book B only)
- Desmos Scientific Calculator (Book B only)
- *LearnSmart* (Book B only)
- *ALEKS*®

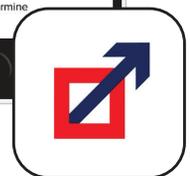


Visit mheducation.com/southcarolina today to begin your digital sample or contact your McGraw Hill sales representative for a personal presentation of *South Carolina Reveal Math*.

Where Technology Meets Math

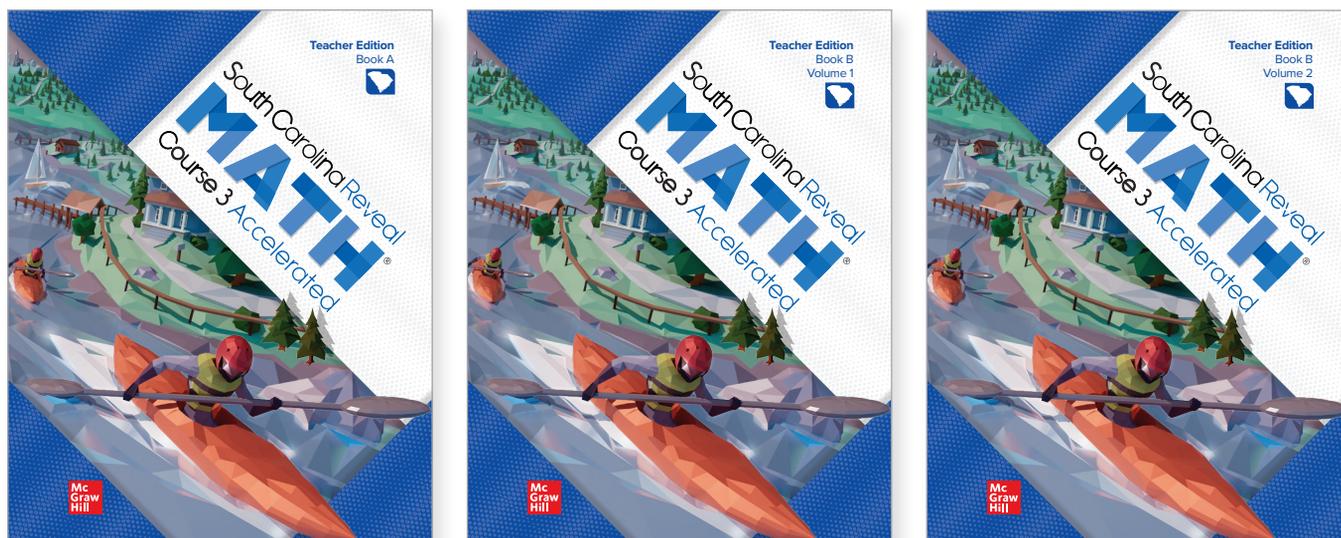
South Carolina Reveal Math supports both low-tech and high-tech classrooms. The blended print and digital instructional model captures the best of both modalities and brings them together in a seamless experience that makes math meaningful for your students.

Students can access the Interactive Student Edition eBook and assignments from anywhere on a mobile device using the McGraw Hill K–12 Portal app.



Teacher Resources

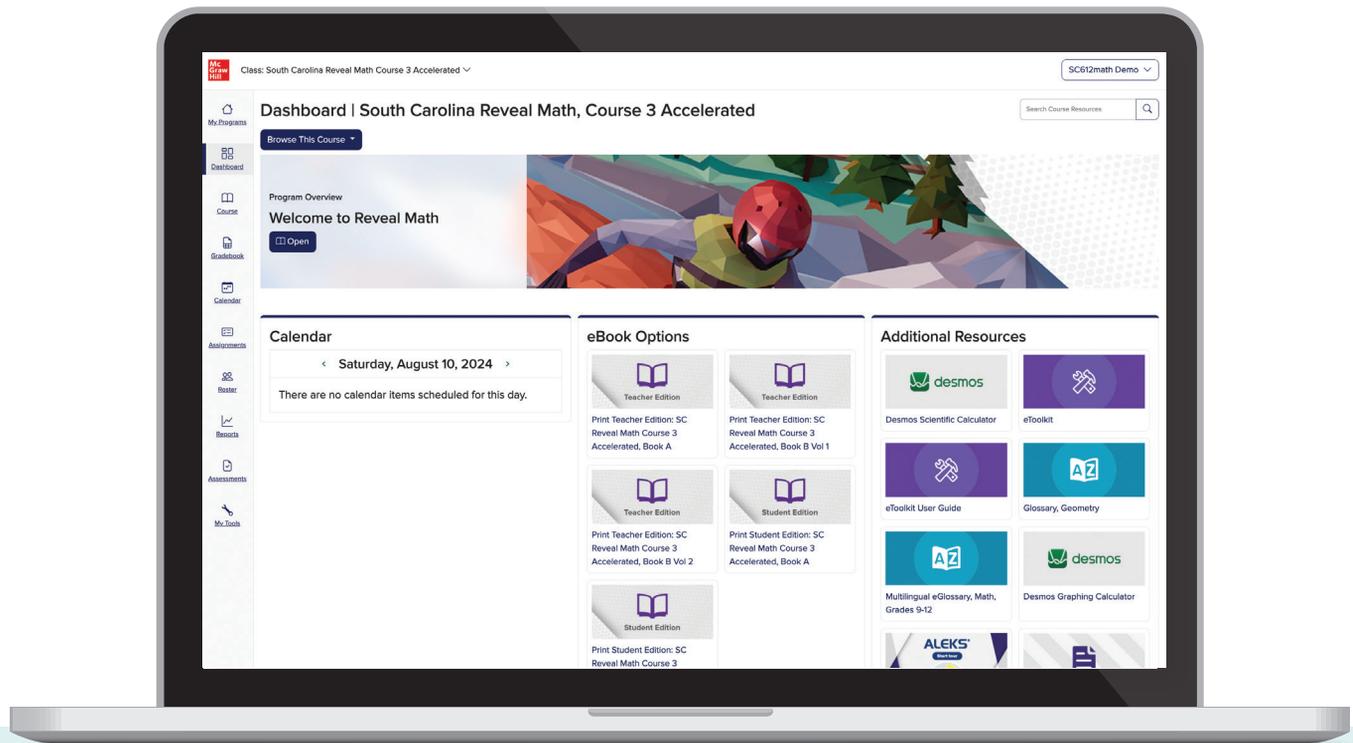
Print Resources



Teacher Edition, 3 Volumes

These spiral-bound Teacher Editions provide the essentials to plan and implement high-quality math instruction. Inside, you will find instructional supports including:

- *Ignite!* Activities designed to spark student curiosity.
- Common Error tips to help teachers identify student misconceptions.
- Differentiation recommendations.
- Depth of Knowledge charts to recommend exercises based on student needs.



Visit mheducation.com/southcarolina today to begin your digital sample or contact your McGraw Hill sales representative for a personal presentation of *South Carolina Reveal Math*.

Digital Teacher Center Resources

Teachers have access to an intuitive and easy-to-use platform for planning, teaching, and assessment. The teacher digital experience includes:

- Teacher Edition eBooks
- Assessment Resource Book
- Language Development Handbook Teacher Edition
- Interactive, customizable lesson presentations
- Expansive library of professional learning workshops
- Digital practice and assessment banks
- Dynamic digital practice
- Digital exploration activities powered by WebSketchpad®
- eToolkit (virtual manipulative suite)
- Teacher and administrator reporting suite
- Digital Implementation Guide
- ALEKS®

Built on Standards

Standards Focus

South Carolina Reveal Math breaks down the standards into a coherent scope and sequence that emphasizes each grade level’s major content areas to develop a strong foundation as students progress towards algebra.

Standards

Content

6.PAFR.3.7 Add, subtract, multiply, and divide multi-digit positive decimals, up to the thousandths place, to solve problems in mathematical and real-world situations.

Mathematical Process Standards

MPS.SP.1 Identify and apply regularity in repeated reasoning to make generalizations.

Each lesson includes the South Carolina CCR Standards for Mathematics and Mathematical Process Standards.

Item Analysis

Item	DOK	Lesson	Guided Support Intervention Lesson
1	1	2-1	Statistical Questions
2	3	2-9	Describe Data by Mean Absolute Deviation
3	2	2-2	Create Histograms
4	2	2-2	Interpret Histograms
5	2	2-1	Create Line Plots and Dot Plots
6	2	2-3	Describe Data Using the Median
7	2	2-8	Define and Find the Mean
8	2	2-4	Read, Explore, and Create Box Plots
9	2	2-3	Describe Data Using the Median
10	3	2-5	Range and Interquartile Range
11A–11B	1, 3	2-10	Outliers and Patterns
12	2	2-9	Describe Data by Mean Absolute Deviation
13	3	2-10	Select a Measure of Center or Variation
14	2	2-8	Given Mean, Find Unknown Data Points
15	1	2-4	Read, Explore, and Create Box Plots
16	2	2-7	Divide by Decimal Numbers
17	3	2-4	Interpret Data on a Box Plot
18	2	2-6	Divide by Multi-Digit Numbers

Standards	Description	Class Avg	Questions
7.DPSR.1	Analyze data sets to identify their statistical elements.	82%	9
7.DPSR.11	Create stem-and-leaf plots to represent numerical data sets in mathematical and real-world situations.	82%	9
7.DPSR.12	Use the shape of the graph to select the measure of center (mean, median, or mode) that best describes the data set.	82%	9
7.DPSR.13	Calculate and interpret the measures of center (mean, median, mode) and spread (mean absolute deviation, interquartile range, range) in mathematical and real-world situations.	100%	4
7.DPSR.14	Create histograms to represent data sets and interpret histograms to answer questions or draw conclusions about data sets.	80%	2

Teachers can access reports on class performance by South Carolina math standard, including a cumulative score by class and student, as well as the number of questions answered.

Standards are included in **Item Analysis** and the standards report to help track student’s understanding as they progress towards the end of each grade level.

Coherent Across Grade Levels

The scope and sequence of *South Carolina Reveal Math* is built on the logical learning progression of mathematical content, connecting concepts across all grades and within each grade.

Coherence

What Students Have Learned

Students

- understood ratios as a comparison of quantities. They applied ratio reasoning to solve problems. (Unit 3)
- understood rates as a kind of ratio that compares quantities that may have different units. (Unit 3)

What Students Are Learning

Students

- understand the meaning of a percent as a rate per 100.
- understand that percentages greater than 100% represent numbers greater than 1.
- determine equivalent fractions, decimals, and percentages.
- estimate percent of a number using benchmark percentages and rounding strategies.
- determine the percent given a part and a whole, and the whole given a part and the percent.

What Students Will Learn Next

Students

- solve a wide variety of percent problems. (Grade 7)
- calculate probabilities. (Grade 7)

Unit/module and lesson-level **Coherence** guidance helps teachers understand what prior knowledge students need to be able to access the unit/module content and the math to which the current unit/module is building a foundation.

Coherence

Vertical Alignment

Previous

Students graphed points on a number line and graphed points and lines on a coordinate plane.

6.NR.2.2

Now

Students derive and use the distance, slope, and midpoint formulas to verify geometric relationships, and students construct segments and lines using a variety of tools. **8.PAFR.2, 8.MGSR.3, 8.MGSR.1, 8.MGSR.1.2, 8.MGSR.1.3, GS.MSGR.1, GS.MSGR.5, GS.NR.1, GS.NR.1.1, GS.PAFR.3.2**

Next

Students will represent transformations in the plane and make formal geometric constructions using a variety of tools and methods. **GS.MGSR.5.1**

Readiness Diagnostic

Book A assesses pre-requisite skills and provides connected intervention resources to ensure students have a strong foundation in previously learned topics relevant to the unit content.

Readiness Diagnostic

Administer the Readiness Diagnostic to determine your students' readiness for this unit.

Targeted Intervention
Use the Intervention Lessons recommended in the table to provide targeted intervention to students who need it. These lessons are available in the Digital Teacher Center and are assignable.

Item Analysis

Item	DOQ	Skill	Guided Support Intervention Lesson	Standard
1	2	Multiply Fractions/Mixed Numbers	Multiply Fractions/Mixed Numbers	5.PAFR.2.2
2	2	Add decimals	Add Multi-Digit Decimal Numbers	6.PAFR.3.7
3	2	Subtract decimals	Subtract Multi-Digit Decimal Numbers	6.PAFR.3.7
4	2	Multiply decimals	Multiply Multi-Digit Decimal Numbers	6.PAFR.3.7
5	2	Divide decimals	Divide by Decimal Numbers	6.PAFR.3.7
6	1	Understand ratios	Ratios	6.PAFR.2.6
7	2	Understand unit rates	Unit Rates	6.PAFR.2.7
8	2	Convert customary measures	Ratios and Measurement	6.PAFR.2.9
9	2	Solve unit rate problems	Solve Unit Rate Problems	
10	3	Solve unit rate problems	Solve Unit Rate Problems	

Assign the digital Readiness Diagnostic to students or download and print PDFs from the Digital Teacher Center.

Rigorous Instruction

The learning objective for each lesson is influenced by the element or elements of rigor that each standard targets—conceptual understanding, procedural skill and fluency, or application.

Rigor		
Conceptual Understanding <ul style="list-style-type: none">Conceptual understanding is not a targeted element of rigor for the standards in this lesson.	Procedural Skill & Fluency <ul style="list-style-type: none">Students divide multi-digit decimals using an algorithm.	Application <ul style="list-style-type: none">Application is not a targeted element of rigor for the standards in this lesson.

Rigor

The Three Pillars of Rigor

To help students meet standards, they need to illustrate their ability to use the three pillars of rigor. Students gain conceptual understanding as they move from the Explore to Learn sections within a lesson. After they understand the concept, they practice procedural skills and fluency and apply their mathematical knowledge as they go through the Examples and Practice.

1 CONCEPTUAL UNDERSTANDING | 2 FLUENCY | 3 APPLICATION

EXPLORE → LEARN → EXAMPLE & PRACTICE

Conceptual Understanding

Sense-making routines at the beginning of each lesson in Book A help build a classroom environment that supports thinking, reasoning, and communicating about math to uncover the “why” behind the math.

 **Sense-Making Routines**

Notice & Wonder: What do you notice? What do you wonder?

(Lessons 1-1, 1-4, 1-5, 1-6) In Lesson 1-1, students discuss what they notice and wonder about a weather forecast and ice cream sales and about a map. In Lesson 1-4, students discuss what they notice and wonder about scatter plots. In Lesson 1-5, students notice and wonder about a bar graph and about a two-way table. In Lesson 1-6, students notice and wonder about a two-way relative frequency table.

Notice and Wonder: How are they the same? How are they different?

(Lesson 1-3) Students discuss what they notice about two images of traffic.

Notice & Wonder: What question could you ask?

(Lesson 1-2, 1-6) In Lesson 1-2, students discuss potential questions to describe images of fish. In Lesson 1-6, students discuss potential questions to describe a bar graph.

Which Doesn't Belong?

(Lessons 1-2, 1-3) In Lesson 1-2, students discuss which statement does not belong in a group of given descriptions of variables. In Lesson 1-3, students discuss which graph does not belong.

Procedural Skill and Fluency

Students engage in mathematical discourse and productive struggle as they develop the math for each lesson. This engagement allows students to connect the “why” to the “how” of mathematics. Students are given purposeful practice problems and multiple opportunities to practice throughout the year to help meet each grade level’s fluency expectations.

Daily Practice Opportunities:

- Lesson Practice
- Additional Practice
- Digital Game Center (Book A only)
- Spiral Review

Unit/Module Practice Opportunities:

- Unit/Module Review
- Performance Task
- Mathematical Modeling Task (Book A only)
- Fluency Practice

Application

Real-world problems are provided throughout each lesson with rich, application-based question types, such as **STEM Connection**, which are embedded in daily practice.

13. STEM Connection Electrical power depends on the electrical current and resistance. In some situations, electrical power, P , is the square of electrical current, I . In such a situation, $P = 20$ ohms. Estimate the value of I , measured in coulombs, to the nearest tenth.

Additional application opportunities are provided through the **Performance Task** and **Mathematical Modeling** projects found in each unit of Book A. Performance Tasks are available online for Book B.

Performance Task
For each part A through C, answer the question and include justifications.
Protecting the sources of our drinking water is an important job.

Part A
A city's water and sewer department has implemented a plan to reduce runoff containing fertilizer from entering the city's water source. The table shows the phosphorus load in a water source each year from when the plan was implemented. Create a scatter plot of the data. Do you think the plan is working? Explain using the scatter plot.

Year	0	1	2	3	4
Phosphorus Load (Tons)	20	17	16	12	12

Part B
How can you use this information to estimate the amount of phosphorus in the city's water source 5 years after the plan was implemented? What equation can you use to make an estimate? What estimate can you make?

Part C
Can the equation be used to estimate the amount of phosphorus in the city's water after 10 years? Explain why or why not.

Unit Reflect
How can you use lines of fit to describe the relationship between two quantities?

66 Unit 1 • Patterns of Association

Name _____ Date _____ Period _____

Mathematical Modeling
Patterns of Association Lead to Best Practices for Protecting Water Sources
Our public drinking water comes from various water sources such as rivers, streams, lakes, reservoirs, springs, groundwater, and aquifers (an underground water source). The Environmental Protection Agency (EPA) is responsible for keeping public water systems safe for drinking. The Safe Drinking Water Act is a multi-barrier approach by the EPA to protect water sources. Through years of studying water contamination, the EPA:

- Selects the best available drinking water source;
- Protects the drinking water source from contamination;
- Uses effective water treatment; and
- Prevents water quality deterioration in the water distribution system.

Choose one of the projects to complete.

Project One
Water stress or scarcity occurs when the demand for safe, usable water is greater than the supply. The demand for water comes from agricultural, industrial, and domestic use. Renewable internal freshwater flow is a key measure of water security/fitness. Resources are reduced when the rates of freshwater withdrawal exceed renewable freshwater flow rate.

United States Freshwater

Legend:
 ● Renewable Internal Freshwater Resources per Capita
 ■ Freshwater Withdrawal per Capita

You have been hired to create a public service announcement that helps citizens understand the severity of water depletion and how important water management is.

Unit 1 • Patterns of Association 67

Assessment

Monitor Student Understanding Throughout the Year

South Carolina Reveal Math offers a comprehensive set of assessment resources that include diagnostic, formative, and summative tools.

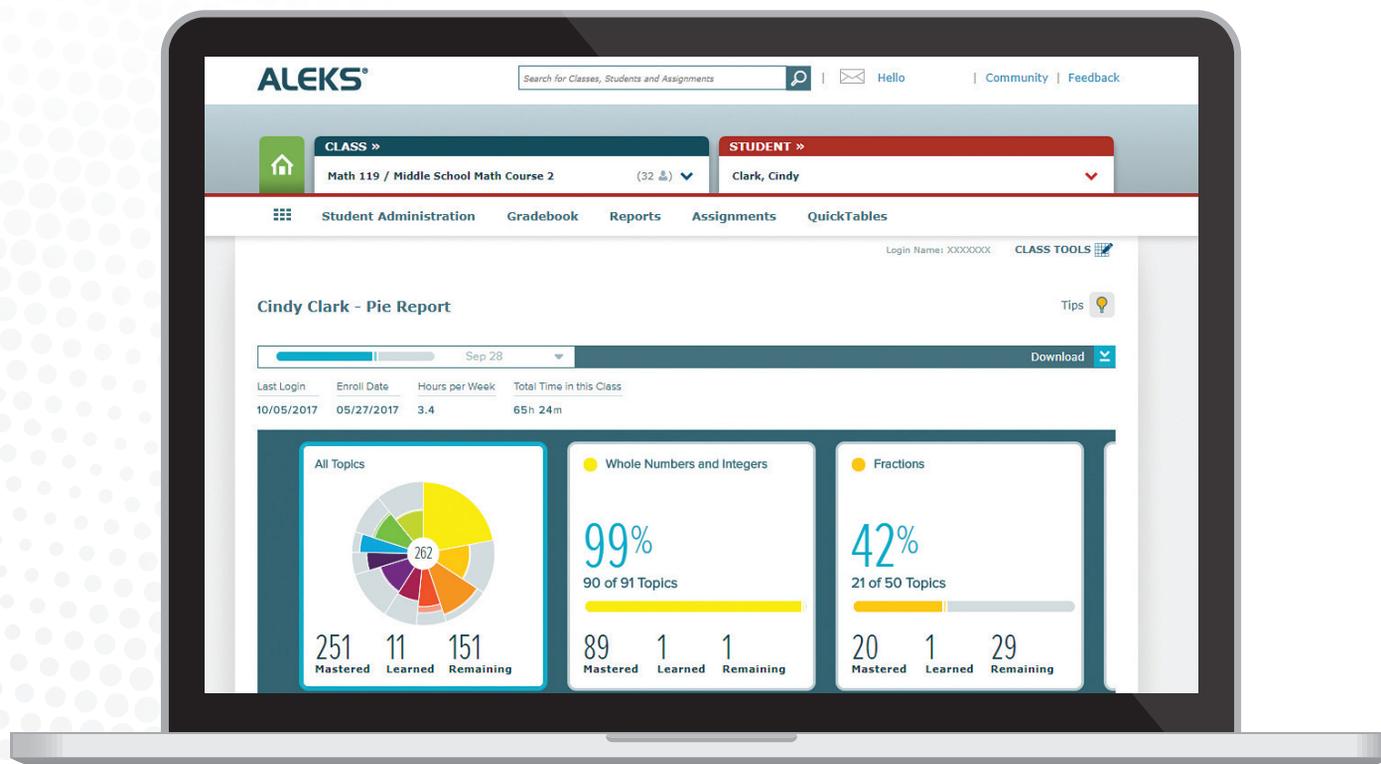
Type	Assessment	How Often	Description
Diagnostic	Course Diagnostic	Beginning of the school year	Diagnoses students' strengths and weaknesses with prerequisite concepts and skills for the upcoming year.
	Readiness Diagnostic (Book A only)	Beginning of each unit	Diagnoses students' strengths and weaknesses with prerequisite concepts and skills for the upcoming unit.
Formative	Exit Ticket	During a lesson	Assesses students' understanding of the concepts and skills following the Explore phase.
	Lesson Quiz (Book A only)	After a Lesson	Assesses students' conceptual understanding with lesson concepts and skills.
	Math Probe	During a unit/module	Identifies common misconceptions.
Summative	Unit/Module Assessment, Forms A and B	At the end of a unit/module	Evaluates students' understanding of and fluency with unit concepts and skills.
	Unit/Module Performance Task	At the end of a unit/module	Evaluates students' ability to apply concepts and skills learned.
	Benchmark Assessments (Book A only)	After multiple units	Evaluates students' understanding of concepts and skills taught in multiple units.
	Summative Assessment	At the end of the school year	Evaluates students' proficiency with concepts and skills taught over the school year.

Meet Students at Their Level with *South Carolina Reveal Math* and *ALEKS*

The Perfect Pairing for Personalized Learning

South Carolina Reveal Math and *ALEKS* provide students the added advantage of a personalized learning pathway continuously adapting to them.

- *ALEKS* can be used effectively for all students targeting the exact topics each is most ready to learn. This approach minimizes frustration, accelerates learning momentum, and builds confidence.
- Teachers can create *ALEKS* assignments from an infinite number of questions directly connected to *South Carolina Reveal Math* scope and sequence, so students work on lesson-level content with prerequisite topic support.
- For students who need more challenge, *ALEKS* provides additional extension opportunities and allows students to progress at their own pace.

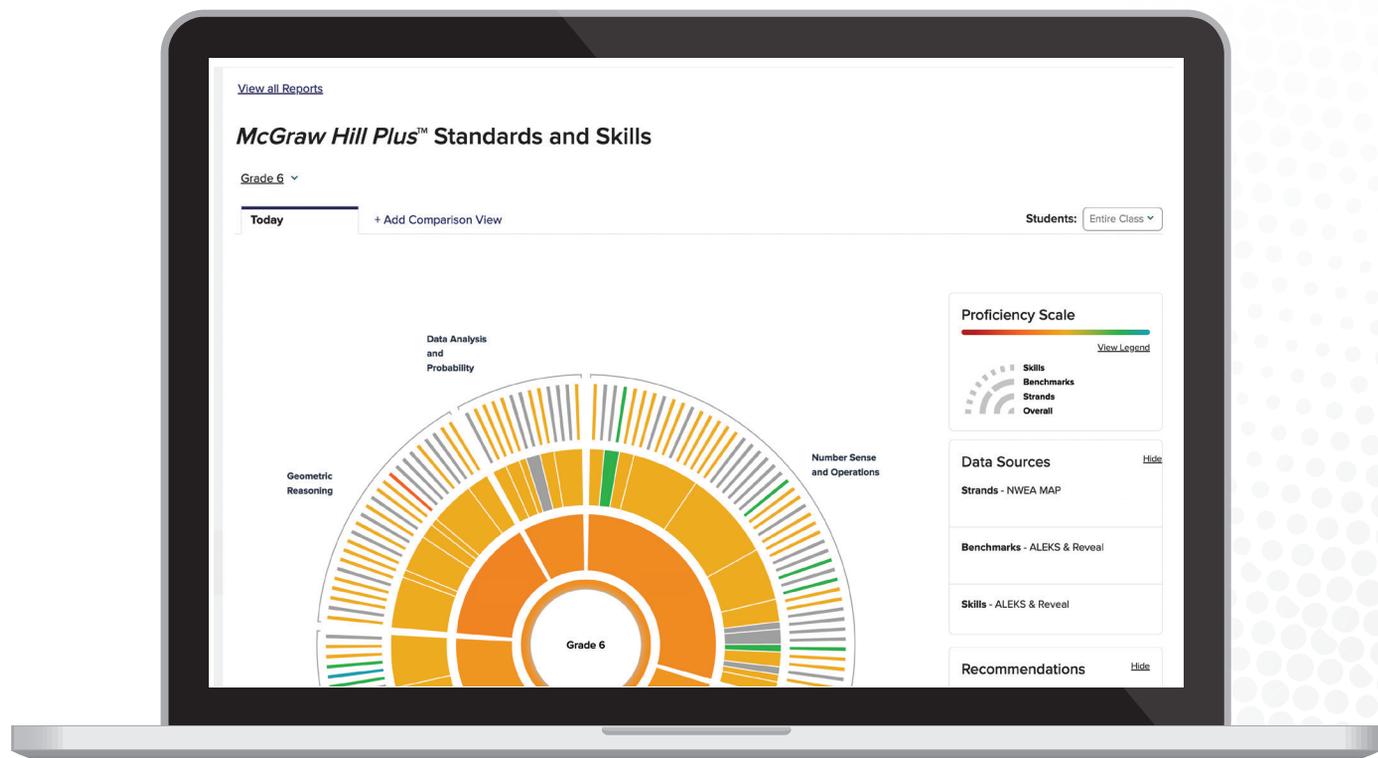


Charting Unique Paths to Growth: Actionable Data

Designed to simplify your daily workflow, *McGraw Hill Plus™* for PreK–12 connects data from all student online learning interactions in *South Carolina Reveal Math* and *ALEKS* with interim assessment data to create a holistic picture of student learning in math through the **Standards and Skills Graph**.

Real-time insights aligned to South Carolina College- and Career-Ready Standards for Mathematics and skills help your teachers make data-driven decisions and support students' unique paths to math growth—and the data stays with the student from year to year.

McGraw Hill Plus also surfaces skill-based **Personalized Learning Recommendations** at the time of need within the current *South Carolina Reveal Math* lesson for individual students and provides **turnkey Small Group Teacher Mini Lessons** for dynamic, proficiency-based student groups for remediation, on-level, and extension on every standard.



South Carolina Reveal Math

The Digital Experience

South Carolina Reveal Math develops the problem solvers of tomorrow with a blend of purposeful print and digital resources. Featuring integrated technology and plentiful opportunities for students to explore, collaborate, practice, and reflect, *South Carolina Reveal Math* increases both student engagement and confidence.

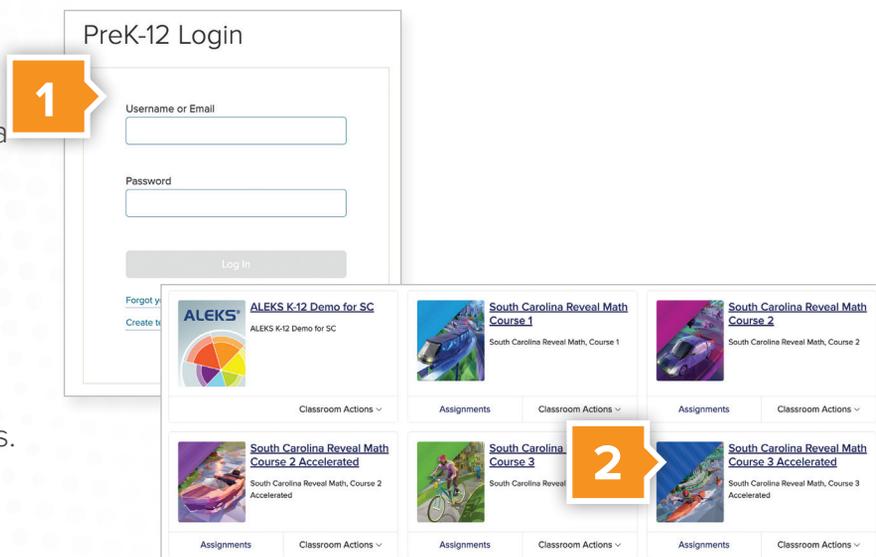
South Carolina Reveal Math currently integrates with the following Federated Standards: SAML 2.0 IDP, LTI 1.0, and Clever. Integration is possible with most learning management systems. Grade Passback and Assignment Sync are available with Canvas, Schoology, and Google Classroom; new integration required.

Use this Quick Start to review the Digital Teacher Center:

- Teacher Dashboard
- Program Resources and Professional Development
- Unit/Module Resources
- Lesson Resources for Teacher and Students
- Differentiation Resources
- Class Management Tools
- Assessments
- Reporting

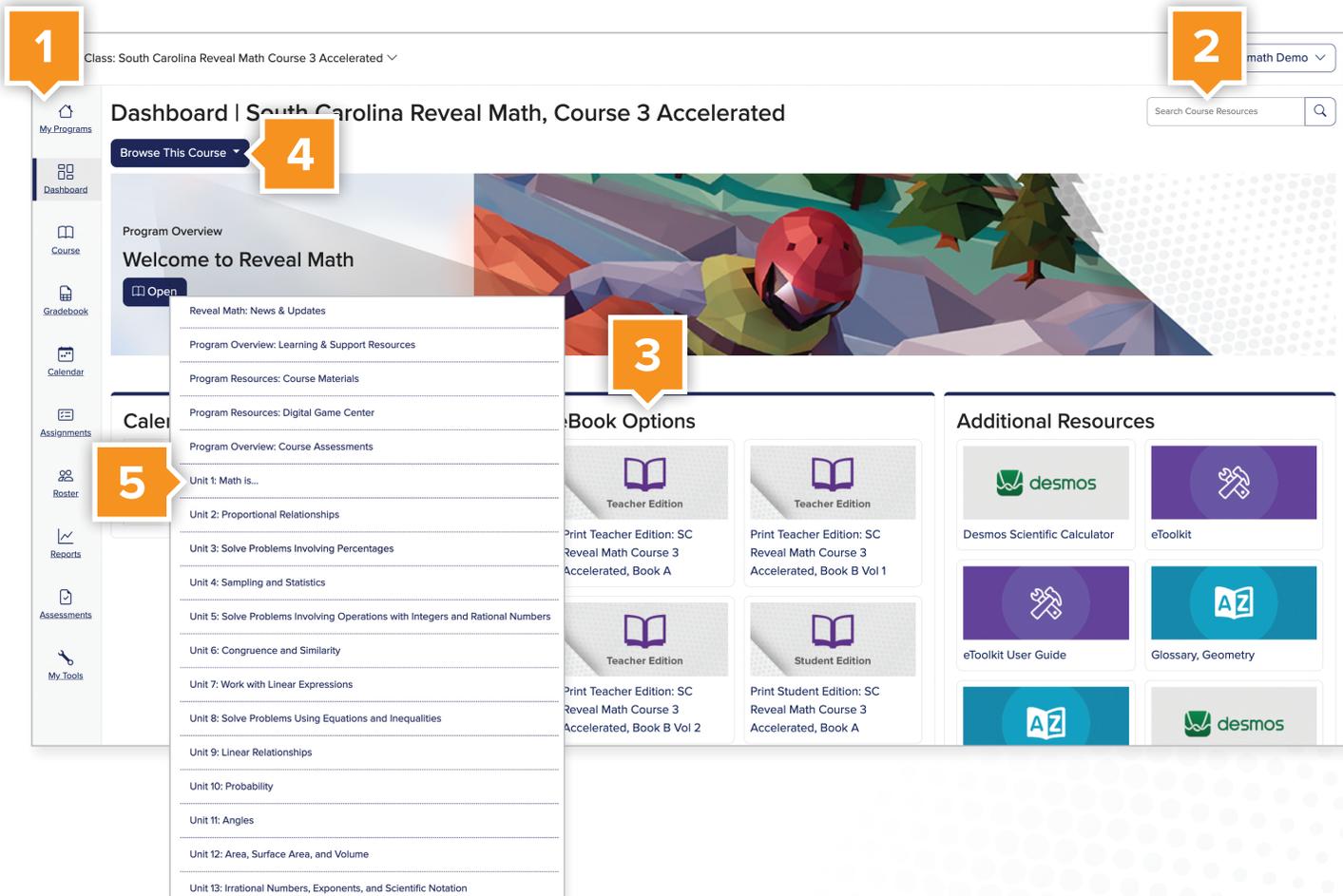
Get Started

1. Visit mheducation.com/southcarolina today to begin your digital sample or contact your McGraw Hill sales representative for a personal presentation of South Carolina Reveal Math.
2. Select desired grade-level class.



Teacher Dashboard

Use the Teacher Dashboard as a central location to navigate the Digital Teacher Center:



1. Use the **side menu** to locate:

- Dashboard
- Course
- Gradebook
- Calendar
- Assignments
- Roster
- Reports
- Assessments

2. **Search** content by keyword or standard.

3. Access **eBooks** including Teacher Editions and Interactive Student Editions.

4. Click on **Browse This Course** to quickly navigate the course.

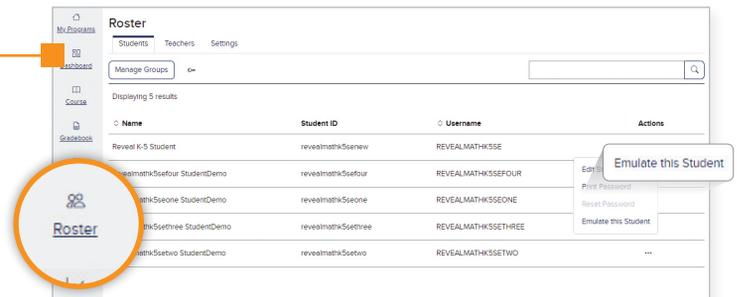
5. From **Browse This Course**, click on the **unit/module or lesson name** to access the instructional resources.

Classroom Management Tools

From the **Main Menu** on the left of the screen, click **Roster** to view some of the tools that make planning easier.

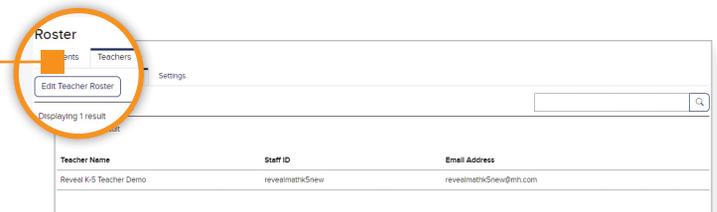
Preview Student Experience

Emulate this Student allows teachers to view which resources students will see and have access to in their Digital Student Center.



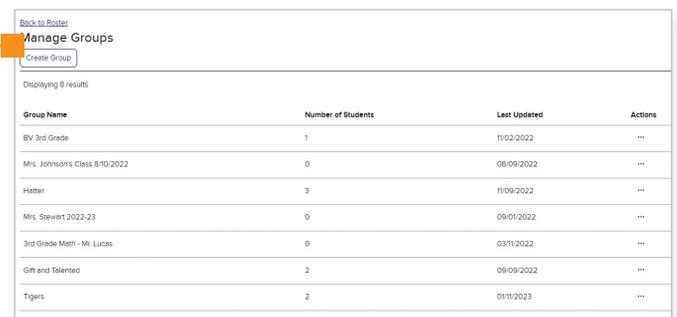
Share Your Class

Teachers can share class rosters, groupings, reports, assignments, lesson plans, and more with colleagues for the purpose of co-teaching, intervention, or instructional planning.



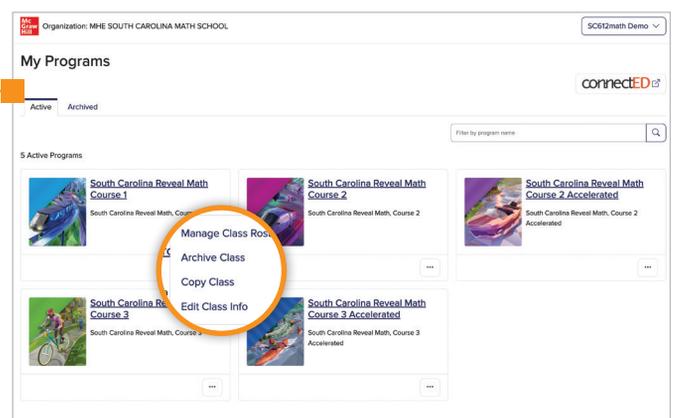
Group Your Students

Groups can be defined and used to differentiate assignments or assessments.



Copy Class

From the **My Programs** page, a teacher is able to copy all course assignments and customizations to another class.



Digital Assessment Resources

From the **Main Menu** on the left of the screen, click **Assessments** to view all assessment items. Click into any folder.



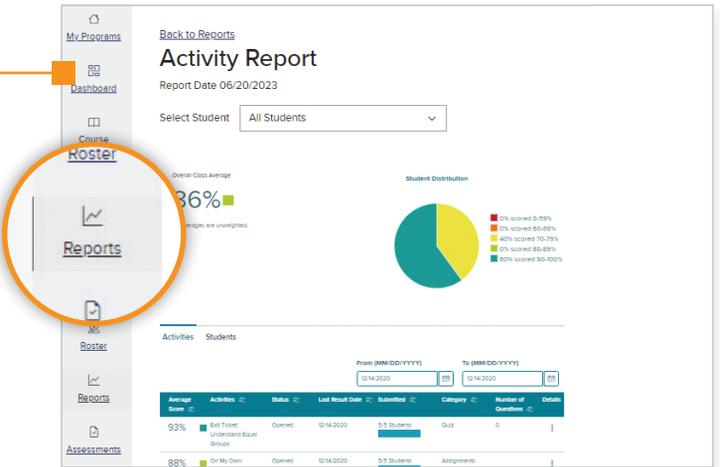
From the right of any assessment, click the three-dot menu to view questions as a student, edit, assign, or export question metadata, including South Carolina CCR Standards by question.

Dynamic Reporting

From the **Main Menu** on the left of the screen, click **Reports**. *South Carolina Reveal Math's* interactive performance reports provide immediate feedback that allows teachers to make data-driven instructional decisions.

Activity Performance Report

You can review useful data points for class activities, including item analysis by student and class. On the Reports Dashboard, the overall class average for all completed activities is displayed alongside the distribution of student scores in the pie chart.



Standards Performance Report

You can access information on class performance by South Carolina CCR Mathematics Standard, including a cumulative score by class and student.

South Carolina | College- and Career- | Mathematics (2023) | Grade 7

Show: Assessed | Show Description

Standards	Description	Class Avg	Questions
7.DPSR.1	Analyze data sets to identify their statistical elements.	82%	9
7.DPSR.1.1	Create stem-and-leaf plots to represent numerical data sets in mathematical and real-world situations.	82%	9
7.DPSR.1.2	Use the shape of the graph to select the measure of center (mean, median, or mode) that best describes the data set.	82%	9
7.DPSR.1.3	Calculate and interpret the measures of center (mean, median, mode) and spread (mean absolute deviation, interquartile range, range) in mathematical and real-world situations.	100%	4
7.DPSR.1.4	Create histograms to represent data sets and interpret histograms to answer questions or draw conclusions about data sets.	80%	2

South Carolina Reveal
MATH[®]
Course 3 Accelerated

Reveal the Full Potential in Every Student
Learn more at mheducation.com/south-carolina

