*This advisory recommendation has not been approved by the Instructional Quality Commission or the State Board of Education*

# Review Panel Advisory Recommendation 2025 Mathematics Instructional Materials Adoption

| **Publisher** | **Program** | **Grade Level(s)** |
| --- | --- | --- |
| Big Ideas Learning, LLC | *Integrated Mathematics I Concepts & Connections for California* | **Integrated Math I** |

## Program Summary:

The *Integrated Mathematics I Concepts & Connections for California* program includes the following: Student Edition (SE), Instructional Guide (IG), Answer Guide (AG) Digital Experience (DE).

## Recommendation:

*Integrated Mathematics I Concepts & Connections for California* is recommended for adoption for Integrated Math 1 because the instructional materials include content as specified in the *California Common Core State Standards for Mathematics* (*CA CCSSM*) and meets the rest of the criteria in category 1 with strengths in categories 2–5.

### Criteria Category 1: Mathematics Content/Alignment with Standards

The program supports teaching to the *CA CCSSM* for the intended grade level(s) in alignment with the *Mathematics Framework for California Public Schools: Kindergarten Through Grade Twelve*. The program meets all of the evaluation criteria in category 1.

#### Citations:

* Criterion 1.1: IG pp. x–xxi Content Core Standards and SMPs
* Criterion 1.2:
  + - SE p. 35 Investigations, SE p. 59 Investigate, SE p. 93 Investigate
    - DE Lesson 1.2, Tier 1 Support, Differentiating the Lesson PDFs
    - DE Lesson 2.1, Tier 1 Support, Differentiating the Lesson PDFs
    - DE Lesson 5.3, Tier 1 Support, Differentiating the Lesson PDFs
* Criterion 1.3: DE Facilitation Guide, Supporting Student Engagement, Lessons 2.2, 5.3
* Criterion 1.4: IG pp. vi (front matter), 5 (Lesson 1.1 EP&C 1), 264 (Lesson 7.3 EP&C 4) and SE p. 3 (1.1 Investigation), 348 (7.3 In-class Practice 1)

### Criteria Category 2: Program Organization

The organization and features of the instructional materials support instruction and learning of the standards.

#### Citations:

* + Criterion 2.2:
    - DE Lesson 1.2, Tier 1 Support, Differentiating the Lesson PDFs
    - DE Lesson 2.1, Tier 1 Support, Differentiating the Lesson PDFs
    - DE Lesson 5.3, Tier 1 Support, Differentiating the Lesson PDFs
  + Criterion 2.6: SE pp. xx–xxv (table of contents), 3 (Learning Targets & Success Criteria), A47–A59 (Glossary), A61–A75 (Index) and IG pp. xxiv–xxx (front matter), 0–1 (Learning Targets & Success Criteria and Coherence Through the Grades), DE Chapter 1, Teaching the Chapter with Learning Targets and Success Criteria
  + Criterion 2.7: SE pp. viii–xix Grade Level standards and SMPs, SE p.19 Chapter 1 Lesson 3 bottom of page and pp. 25–27 SMPs in practice
  + Criterion 2.5: DE Lesson 5.3, Tier 1 Support , Differentiating the Lesson PDFs
  + Criterion 2.8: DE Teacher Reference Materials Pacing Guide (151 Days)

### Criteria Category 3: Assessment

The instructional materials contain strategies and tools for continually assessing student understanding and opportunities for new learning.

#### Citations:

* + Criterion 3.1: SE Self assessment pp. 284–285
  + Criterion 3.1: DE Chapter 2 Mid-chapter Practice Test
  + Criterion 3.2: DE - Pre-Course Tests, Mid-Chapter Tests, Chapter Tests, Performance Tasks, STEM Performance Tasks, Big Ideas Tasks, Multi-Chapter Tests, End of Course Tests
  + Criterion 3.4: Implementation Handbook p. 62 (The Assessment System: Monitoring Student Learning)
  + Criterion 3.5: SE p. 18 No. 34, SE Page 54/55 Performance Task
  + Criterion 3.6: IG pp. 20–21 Chapter 1 Section 1.3 Quick Check exercises - Support Student Learning TIER’s

### Criteria Category 4: Access and Equity

Program resources incorporate recognized principles, concepts, and research-based strategies to meet the needs of all students and provide equal access to learning through lessons that are relevant to the students. Instructional resources include suggestions for teachers on how to differentiate instruction to meet the needs of all students. Instructional resources provide guidance to support students who are English learners, at-promise, advanced learners, and students with learning disabilities.

#### Citations:

* + Criterion 4.1: IG pp. 18 SEL and 207 SEL; IG pp. 31 Equity in Action, 100 Equity in Action, and 170 Equity in Action, DE Tier 1, 2, 3
  + Criterion 4.2: IG pp. 23, 80-81, 145 (Differentiating Instruction) and pp. 143, 172 (Support for All Learners)
  + Criterion 4.4: IG p. xxii– xxiii, IG p. 156, SE p. 35
  + Criterion 4.6: DE Chapter 6 Lesson 3 TIER 1 - Dig Deeper Lesson, DE, Lesson 1.2, Tier 1 support, Differentiating the Lesson
  + Criterion 4.5: IG pp. 24, 201 (English Learner Support)

### Criteria Category 5: Instructional Planning and Support

The instructional materials contain a clear road map to assist teachers when planning instruction for the specific needs and context of their students. The instructional resources support Universal Design for Learning and culturally and linguistically responsive instruction to improve and optimize teaching and make learning more equitable.

#### Citations:

* + Criterion 5.4: DE Teacher Reference Materials , Pacing Guide PDF
  + Criterion 5.8: AG Chapter 7 Lesson 6 p. 304 Sample Answers and Chapter 6 Lesson 4 p. 249
  + Criterion 5.9: IG pp. 228 and 320 Language Routine, SE 110 Vocabulary, SE 111 Key Concept, DE Teacher Reference Materials Language Routines
  + Criterion 5.10: IG pp. 347, 365 (Paul’s Notes)

## Edits and Corrections:

None

## Social Content Citations

| **#** | **Grade Level** | **Component** | **Page number or URL** | **Standard(s) Cited from the Social Content Citation Review List / Reason for edit** |
| --- | --- | --- | --- | --- |
| 1 | M1 | SE/TE | 341/259 | Base Player (Guitar) Male image - Change to a female base player: Unequal representation of genders *EC* 51501, 60040(a), 60044(a) applicability standard 2 (Equal Portrayal) |
| 2 | M1 | SE/TE | 139/102 | Image of students (Female on wheelchair) Male standing - Change image to Male on wheelchair and female standing: The female on the wheelchair is represented in SE p. 497.  TE p. 370 Need male representation in wheelchair *EC* 50501, 60040(b), 60044(a) applicability of standard 2 (Proportion of portrayals) |
| 3 | M1 | SE/TE | 592/434 | Architect female image - Change image to different female ethnicity [architect]: Image of the architect appears on SE p. 266 / TE p. 204. Need representation of other ethnicities. *EC* 60040 (b) applicability of standards 2 (Proportion of portrayals) |
| 4 | M1 | SE/TE | 50/36 | Image of male student -Change to female student: Unequal representation of genders *EC* 51501, 60040(a), 60044(a) applicability standard 2 (Equal Portrayal) |
| 5 | M1 | SE/TE | 73/54 | Image of male student - Change to female student: Unequal representation of genders *EC* 51501, 60040(a), 60044(a) applicability standard 2 (Equal Portrayal) |
| 6 | M1 | SE/TE | 181/134 | Image of male student - Change to female student: Unequal representation of genders *EC* 51501, 60040(a), 60044(a) applicability standard 2 (Equal Portrayal) |
| 7 | M1 | SE/TE | 200/149 | Image of male student - Change to female student: Unequal representation of genders *EC* 51501, 60040(a), 60044(a) applicability standard 2 (Equal Portrayal) |
| 8 | M1 | SE/TE | 232/176 | Image of male student - Change to female student: Unequal representation of genders *EC* 51501, 60040(a), 60044(a) applicability standard 2 (Equal Portrayal) |
| 9 | M1 | SE/TE | 359/272 | Image of male student - Change to female student: Unequal representation of genders *EC* 51501, 60040(a), 60044(a) applicability standard 2 (Equal Portrayal) |
| 10 | M1 | SE/TE | 457/342 | Image of male student - Change to female student: Unequal representation of genders *EC* 51501, 60040(a), 60044(a) applicability standard 2 (Equal Portrayal) |
| 11 | M1 | SE/TE | 463/347 | Image of male student - Change to female student: Unequal representation of genders *EC* 51501, 60040(a), 60044(a) applicability standard 2 (Equal Portrayal) |
| 12 | M1 | SE/TE | 559/411 | Image of male student - Change to female student: Unequal representation of genders *EC* 51501, 60040(a), 60044(a) applicability standard 2 (Equal Portrayal) |
| 13 | M1 | SE/TE | 579/426 | Image of male student - Change to female student: Unequal representation of genders *EC* 51501, 60040(a), 60044(a) applicability standard 2 (Equal Portrayal) |
| 14 | M1 | TE | 51 | Reference to “many Asian cultures” in India’s Notes - Change to “Some students may consider direct eye contact to be disrespectful” *EC* 50501, 60040(b), 60044(a) applicability standard 1 (Adverse Reflection) and standard 3 (Customs and lifestyles) |

California Department of Education, August 2025