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

# Review Panel Advisory Recommendation2025 Mathematics Instructional Materials Adoption

| **Publisher** | **Program** | **Grade Level(s)** |
| --- | --- | --- |
| Open Up Resources | *Open Up Grade 8 Math 1 – California Standards* | Mathematics 1 |

## Program Summary:

*The Open Up Grade 8 Math 1 – California Standards* program includes the following Teacher Edition (TE); Student Edition (SE); Course Guide (CG); 5-Practices Charts (5PC).

## Recommendation:

*Open Up Grade 8 Math 1 – California Standards* is recommended for adoption for Mathematics 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: IM 1, A.SSE.1, Lesson Alignment Unit 1 Lesson 1: TE pp. 40–59, SE pp. 5–14, 114–117
* Criterion 1.2: IM 1, Unit 9 Lesson 3: TE pp. 70–91, SE pp. 28–41
* Criterion 1.2: IM 1, Performance Task Unit 2 Performance Assessment: TE pp. 29–34
* Criterion 1.3: IM1, Unit 4 Lesson 4: TE pp. 99–115, SE pp. 38–47
* Criterion 1.4: IM 1, Environmental Connections, Unit 3 Lesson 1: TE pp. 43; Unit 4 Lesson 5: TE pp. 119

### Criteria Category 2: Program Organization

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

#### Citations:

* Criterion 2.1: IM 1, Scope and Sequence - Unit Overviews: CG pp. 45–64
* Criterion 2.2: IM 1, About these Materials: CG pp. 6–12
* Criterion 2.3: IM 1, Unit 9 Lesson 2: TE pp. 47–69
* Criterion 2.4: IM 1, Units 4-6: [5PC pp. 7–18;](https://access.openupresources.org/curricula/ca-k8-math/en/grade-8-math-1/unit-4/lesson-1/teacher_five_practices.html) 5 Practice Charts: CG p.10
* Criterion 2.5: IM 1, Supports for English Learners/Math Language Routines - Unit 3 Lesson 1: TE p. 40, CG pp. 19–36
* Criterion 2.6: IM 1, Progression of Learning, Purpose, Unit 1 Lesson 3: TE p. 78
* Criterion 2.6: IM 1, Scope and Sequence - Unit Overviews, Glossary: CG pp. 45–64 and 82–157

### 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: IM 1, Units 4-6: 5PC pp. 7–18
* Criterion 3.2: IM 1, Assessments: Quick Quizzes, Unit, and Performance Assessments Unit 5: TE pp. 11- [41](https://access.openupresources.org/curricula/ca-k8-math/en/grade-8-math-1/unit-5/assessments.html#hs_unit-370124-performance_assessment), CG pp. 42–44
* Criterion 3.3: IM 1, Unit 3 Unit Assessment and Performance Assessment: TE pp. 15–35, CG pp. 42–44
* Criterion 3.4: IM 1, Exit Ticket - Indicators of Understanding and Indicators of Misconceptions - Unit 9 Lesson 3: TE pp. 70–91
* Criterion 3.6: IM 1, Assessments: Quick Quizzes problem narratives, Unit 5: TE p. 11–24

### 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: IM 1, Supports for English Learners/Math Language Routines - Unit 3 Lesson 1: TE p. 40, CG pp. 19–36
* Criterion 4.2: IM 1, Math Language Routines - Unit 3 Lesson 1: TE p. 40, CG pp. 19–36
* Criterion 4.3: IM 1, Progression of Learning, Purpose, and Teacher Narratives - Launch, Explore, Discuss - Unit 5 Lesson 7: TE pp. 152–170
* Criterion 4.6: IM 1, Ready for More? - Unit 9 Lesson 2: TE p. 59, SE p. 20, CG p. 15
* Criterion 4.7: IM 1, Progression of Learning, Purpose, and Teacher Narratives - Launch, Explore, Discuss: Unit 5 Lesson 7: TE pp. 152–170, SE pp. 66–76

### 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 5.3: IM 1, How to Use the Materials, Scope and Sequence, Example of Planning for Educators: CG pp. 13–18; Unit 3 Lesson 5: TE pp. 83–108
* Criterion 5.6: IM 1, Design Principles, Open Up Resources’ Guidance, About these Materials, CMI Framework on Equitable Integration of Technology: CG pp. 7–9 and 37–41
* Criterion 5.7: IM 1, Ready, Set, Go Problems-Unit 5 Lesson 2: TE pp. 73–80, SE pp. 20–26, CG pp. 15–16
* Criterion 5.8: IM 1, 5 Practice Charts Units 4–6 - Unit 6 Lesson 3: 5PC pp. 244–250, 5 Practice Charts Units 1–3 - Unit 1 Lesson 9: 5PC pp. 90–99

## Edits and Corrections:

The following edits and corrections must be made as a condition of adoption:

| **#** | **Grade level** | **Component** | **Page number or URL** | **Current text** | **Proposed corrected text** | **Reason for edit** |
| --- | --- | --- | --- | --- | --- | --- |
| 2 | Math 1 | SE, Unit 3, Lesson 6 | 75 | Problem: Rashid visualized this graph of the function: | Change context of problem to match a continuous linear function | Math error This is NOT a linear function.Currently, the problem shows a graph of a continuous (linear) function. The plot should be a piecewise constant function whose domain is the nonnegative reals and range the nonnegative integers. |

## Social Content Citations

None

California Department of Education, August 2025