*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)** |
| --- | --- | --- |
| Imagine Learning LLC | *Imagine IM California* | Integrated Math 1 |

## Program Summary:

The *Imagine IM California* Integrated Math 1 program includes the following: Curriculum Guide (CG); Teacher Edition (TE) – one per unit; Student Workbooks (SW); digital platform (DP)

## Recommendation:

*Imagine IM California* 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.CED.2: Unit 4 Lesson 2 Lesson Launch: TE pp. 34–41
* Criterion 1.2: IM 1, Why is the curriculum designed this way?: CG p. 34
* Criterion 1.2: IM 1, How do you use the materials?: CG p. 25
* Criterion 1.3: IM 1, Unit 1 Lesson 1: TE pp. 16–26
* Criterion 1.4: IM 1, Example of Unit Level EP&Cs Alignment: Unit 4 TE: p. 5

### 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, Learning Narrative Videos for each lesson: Unit 4 TE p. 15
* Criterion 2.2: IM 1, Use of Instructional Routines (e.g., *Notice and Wonder*, *Think-Pair-Share*, *Which Three Go Together*) – Integrated Math 1: CG p. 45
* Criterion 2.3: IM 1, Focus on Mathematical Practices: CG pp. 89–92
* Criterion 2.4: IM 1, Problem-Based Learning: CG pp. 22–24
* Criterion 2.5: IM 1, Cool-downs: CG pp. 41–46, Unit 7 TE p. 45
* Criterion 2.7: IM 1, Big Idea alignments and lesson-level standard alignments on student lesson screen; Unit 4 TE pp. 203–219

### 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, Modeling Prompts: CG pp. 173–176
* Criterion 3.1: IM 1, Culminating Lesson Example: Unit 4 TE pp. 285–295
* Criterion 3.2: IM 1, End-of-Unit Assessment: CG pp. 61–64
* Criterion 3.3: IM 1, End of Unit Summative Assessment: Unit 4 TE pp. 318–323
* Criterion 3.4: IM 1, Assessment Guidance: CG pp. 58–59
* Criterion 3.4: IM 1 Check Your Readiness for each Unit, Narratives: Unit 4 TE pp. 9–13

### 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, Access for Students with Diverse Abilities, Unit 7 Section B Lesson 5 pp. 98, 100
* Criterion 4.3: IM 1, Developing Math Community (9–12), Unit 1 Lesson 1 p. 30, Unit 2 Lesson 2 p. 30
* Criterion 4.4: IM 1, Family Support Materials in English and Spanish
* Criterion 4.5: IM 1, Language Supports - MLR Unit 1 Lesson 10
* Criterion 4.1: IM 1, Universal Design for Learning and Access for Students with Diverse Abilities: CG pp. 47–57
* Criterion 4.2: IM 1, Activity Synthesis, MLR 8 Discussion Supports: Unit 4 TE p. 33
* Criterion 4.3: IM 1, Access for Students with Diverse Abilities: Unit 4 TE pp. 32, 34, 36
* Criterion 4.4: IM 1, Access for Multilingual Learners: Unit 4 TE pp. 33, 34, 36
* Criterion 4.6: IM 1, Are You Ready for More: Unit 4 TE p.36

### 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 5.2: IM 1, [Unit-Level Teacher Guides](https://urldefense.com/v3/__https%3A/careview.ilclassroom.com/lesson_plans/987348-int1-4-lesson-8-which-variable-to-solve-for-part-1?path=Wiki.26949315*2FWiki.28274473*2FWiki.28083871*2FWiki.28109168*2FWiki.24321326&card=25350659__;JSUlJQ!!KlnUNGHvdQ!5G1JmJipdWpuxifDTu9lAa2zdmC6g3T_NaPMvRuNo4_-wdVJPTUgmhAFMAX9LwanrjT3NNPCvSitENHizLgP$) and guidance/Teacher Notes: Unit TEs and DP
	+ Criterion 5.6: IM 1, Embedded [Virtual manipulatives](https://urldefense.com/v3/__https%3A/careview.ilclassroom.com/wikis/10465268-virtual-manipulatives?path=Wiki.26949315*2FWiki.28274413__;JQ!!KlnUNGHvdQ!5G1JmJipdWpuxifDTu9lAa2zdmC6g3T_NaPMvRuNo4_-wdVJPTUgmhAFMAX9LwanrjT3NNPCvSitEGpXvz5z$): DP
	+ Criterion 5.8: IM 1, [Activity Narrative](https://urldefense.com/v3/__https%3A/careview.ilclassroom.com/lesson_plans/993212-int1-7-lesson-5-graphing-linear-inequalities-in-two-variables-part-2?path=Wiki.26949315*2FWiki.28274473*2FWiki.28083887*2FWiki.28186228*2FWiki.28193072&card=25544614__;JSUlJQ!!KlnUNGHvdQ!5G1JmJipdWpuxifDTu9lAa2zdmC6g3T_NaPMvRuNo4_-wdVJPTUgmhAFMAX9LwanrjT3NNPCvSitEDq2TT76$): Unit 7 TE p. 96
	+ Criterion 5.9: IM 1, [Math Language Routines](https://urldefense.com/v3/__https%3A/careview.ilclassroom.com/wikis/10567341-mathematical-language-routines__;!!KlnUNGHvdQ!5G1JmJipdWpuxifDTu9lAa2zdmC6g3T_NaPMvRuNo4_-wdVJPTUgmhAFMAX9LwanrjT3NNPCvSitEMtlel5q$): Unit 7 TE p. 97, CG pp. 53–57

## Edits and Corrections

None

## Social Content Citations

None

California Department of Education, August 2025