*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)** |
| --- | --- | --- |
| Kendall Hunt Publishing | *IMKH California, Grades 6*–*8* | 6–8 |

## Program Summary:

The *IMKH California, Grades 6–8* program includes the following: Teacher Guides (TG), Student Editions (SE), Teacher Resource Copy Masters (TRCM), Units 1–3, 4–6, 7–9; and Teacher Course Guides (TCG).

## Recommendation:

*IMKH California, Grades 6–8* is recommended for adoption for grades 6–8 because it is aligned with the *California Common Core State Standards for Mathematics* (*CA CCSSM*) and meets the rest of the evaluation 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: Grade 6, Unit 4, TG, pp. 6a–6d, Overview at a Glance
* Criterion 1.1: Grade 7, Unit 1 <https://cms-assets.illustrativemathematics.org/q9z9bcx8ksgow3bf62jorbfkpa2q>
* Criterion 1.1: Grade 8, Unit 2 <https://cms-assets.illustrativemathematics.org/q9z9bcx8ksgow3bf62jorbfkpa2q>
* Criterion 1.2: Grade 7, TCG pp. 58–62, Principles of IM Curriculum Design
* Criterion 1.3: Grade 8, Unit 4, Lesson 5, TG p. 5; SE, Units 4–6 p. 35
* Criterion 1.4: Grade 6, Unit 8, Lesson 1, Got Data? <https://ca.accessim.org/6-8/grade-6/unit-8/section-a/lesson-1/preparation?a=teacher>

### Criteria Category 2: Program Organization

The program is organized and structured to support diverse learners and learning of the standards.

#### Citations:

* + Criterion 2.1: Grade 7, Unit 4, TG pp. 6a–6e; Overview at a Glance pp. 13–22 Check Your Readiness
	+ Criterion 2.5: Grade 6, Unit 6, TG p. 675 Activity Synthesis
	+ Criterion 2.6: Grade 7, Unit 1, Lesson 1, TG p. 46; Unit Overview pp. 6a–12

### Criteria Category 3: Assessment

The instructional materials contain opportunities and strategies for formative and summative assessment and next steps.

#### Citations:

* + Criterion 3.1: Grade 6, Unit 6, Lesson 1, TRC p. 140 <https://cms-assets.illustrativemathematics.org/ng3n3idwc0t0ipj2t7uwxengsak6>; Grade 7, Unit 2, Lesson 2, Activity Synthesis p. 332
	+ Criterion 3.2: Grade 8, Unit 5, Mid-Unit Assessment (A) + (B), TG pp. 262–274
	+ Criterion 3.5: Grade 8, Unit 5, Check Your Readiness (A) + (B), TG pp. 249–261

### Criteria Category 4: Access and Equity

Program materials 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 to differentiate instruction to meet the needs of all students. Instructional resources provide guidance to support students who are English learners, advanced learners, and students with learning disabilities.

#### Citations:

* + Criterion 4.1: Grade 7, Unit 1, Lesson 7, TG pp. 159–160 Access for English Learners and Access for Students with Disabilities
	+ Criterion 4.5: Grade 8, Unit 4, TG p. 6d Math Language Routines Overview; Unit 4, Lesson 12, TG p. 183 Access for English Learners: Three Reads
	+ Criterion 4.6: Grade 8, Unit 5, Lesson 13, p. 481 Are You Ready for More?

### 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 accessible.

#### Citations:

* + Criterion 5.3: Grade 7, Unit 1, Lesson 7, TG, p. 6d Pacing; pp. 7–9 Unit Overview; pp. 10–12 Materials
	+ Criterion 5.4: Grade 6, TCG, pp. 64–75 Scope and Sequence
	+ Criterion 5.7: Grade 8, Unit 5, Lesson 13, pp. 488–489 Practice Problems
	+ Criterion 5.8: Grade 8, Unit 4, Lesson 11, pp. 169–170 Student Task Statement & Student Response
	+ Criterion 5.10: Grade 8, Unit 5, Lesson 3, p. 329 Lesson Narrative

## 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** |
| --- | --- | --- | --- | --- | --- | --- |
| 1 | 6 | Unit 6 Lesson 6.1 | TG 674SE 303 | Student Task Statement: 60% of 200 is 12.& | 60% of 200 is 120 | Typo |
| 2 | 7 | Unit 6Lesson 12.2 | TG 700 | Student Task #4Student Response #42t + 15 = 9 | Provide a different equation for student response. | Student Response #4 should be different because NO/disagree. |

## Social Content Citations

None

California Department of Education, August 2025