*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)** |
| --- | --- | --- |
| Kendall Hunt Publishing | *IMKH California, Algebra 1* | **Algebra 1** |

## Program Summary:

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

## Recommendation:

*IMKH California, Algebra 1* is recommended for adoption for Algebra 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: TG Unit 4 Lesson 6, Equivalent or Not, p. 119 (A-CED.3, A-REI.12; MP2)
  + Criterion 1.1: TG Unit 6 Lesson 12, Interpreting Exponential Functions, p. 744 (A-SSE.1B; F-IF.2; F-IF.5; F-IF.7E; F-IF.9; F-LE.2; MP2; MP4; MP6)
  + Criterion 1.2: TCG, Problem-Based Teaching and Learning, pp. 1–3
  + Criterion 1.3: SE Unit 5 Lesson 6, Activity 1 Walking Home, p. 138
  + Criterion 1.4: TCG, Environmental Principles and Concepts, p. 181

### Criteria Category 2: Program Organization

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

#### Citations:

* + Criterion 2.1: TCG, Connecting Big Ideas Overview, pp. 69–76
  + Criterion 2.2: TG Unit 6, Overview At A Glance, pp. 549A–555
  + Criterion 2.3: TG Unit 7 Lesson 14, Graphs That Represent Situations, pp. 253–262
  + Criterion 2.4: TCG, Universal Design for Learning and Access for Students with Disabilities, pp. 42–47
  + Criterion 2.5: TG Unit 6 Lesson 6, Responding to Student’s Thinking, p. 670

### 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: TCG, Assessment Guidance, pp. 48–51
  + Criterion 3.1: TCG, Student Journals, pp. 55–57
  + Criterion 3.4: TG Unit 8, End-of-Unit Assessment Guidance, pp. 342–348
  + Criterion 3.5: TG Unit 5: Check Your Readiness, p. 200
  + Criterion 3.6: TG Unit 6, Lesson 1, Cool Down, p. 588

### 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: TCG, Universal Design for Learning and Access for Students with Disabilities, pp. 42–47
  + Criterion 4.3: TG Unit 6 Lesson 6, Card Sort: Matching Descriptions to Graphs - Access for English Learners, p. 667
  + Criterion 4.4: TCG, Math Language Routines, pp. 7–12
  + Criterion 4.4: TG Unit 6 Lesson 11, Language Goals, p. 728
  + Criterion 4.5: TG Unit 3 Lesson 9, Activity Synthesis, pp.749 and 755–756
  + Criterion 4.6: TCG, Are you Ready for More?, p. 62

### 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 5.1: TCG, Unit by Unit Overview, pp. 80–90
  + Criterion 5.3: TCG, Pacing Guide, p. 91
  + Criterion 5.7: TRCM Unit 4, Family Support Material, p. 1
  + Criterion 5.8: TG Unit 5, Respond to Student Thinking, p. 95

## Edits and Corrections:

None

## Social Content Citations

None

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