*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, Integrated Math 1* | **Mathematics 1** |

## Program Summary:

The *IMKH California, Integrated Math 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, Integrated Math 1* is recommended for adoption for 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:

1. Criterion 1.1: TCG: Standards for Mathematical Practice <https://accessim.org/9-12-integrated/integrated-math-1/course-guide/smp?a=teacher>
2. Criterion 1.1: TCG: Lessons by Standard <https://accessim.org/9-12-integrated/integrated-math-1/course-guide/lessons-by-standard?a=teacher>
3. Criterion 1.2: Integrated Math 1 Teacher Course Guide “Problem-Based Teaching and Learning” pp. 1–3
4. Criterion 1.3: Unit 4, Lesson 2 Activity 4, Teacher Guide pp. 48–50
5. Criterion 1.4: Unit 3 Lesson 2 (Lesson Narrative) <https://ca.accessim.org/9-12-integrated/integrated-math-1/unit-3/section-a/lesson-2/preparation?a=teacher>

### Criteria Category 2: Program Organization

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

#### Citations:

* 1. Criterion 2.2: Course Level TCG p.79 Major Concepts
  2. Criterion 2.3: Unit 4–6 TG: pp. 158, 160, 161, 163
  3. Criterion 2.4: Unit 1 Section A Checkpoint “Responding to Student Thinking” in the TCG pp. 37–39
  4. Criterion 2.7: Student Workbook, beginning of each unit “Addressing the Standards”
  5. Criterion 2.8: TCG p. 95
  6. Criterion 2.8: TCG: Pacing Guide <https://accessim.org/9-12-integrated/integrated-math-1/course-guide/scope-and-sequence?a=teacher#pacing-guide>

### Criteria Category 3: Assessment

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

#### Citations:

* 1. Criterion 3.1:
     + TCG Student Journal Prompts p. 55 and Mathematical Modeling Prompts p. 57
     + TG B Section A Checkpoint p. 25
  2. Criterion 3.2: Unit 7–9 Teacher Resource Copy Masters pp. 86–89 and TG pp. 226–227
  3. Criterion 3.3: End of Unit Assessment Unit 1 <https://cms-assets.illustrativemathematics.org/wgeyb0n8v219l8gxa6wth8bkoeux>
  4. Criterion 3.4: TG Units 4-6, Unit 4 Check Your Readiness Narratives pp. 10–15
  5. Criterion 3.5: Check your Readiness Unit 1 (Pre-Unit Diagnostic) TG Unit 1 p.12 <https://cms-assets.illustrativemathematics.org/x21pcg7z2iw1su27xq2bdomz4guh>
  6. Criterion 3.6: Unit 1, Section A Checkpoint (Responding to Student Thinking) TG Units 1–3, p. 39

### 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:

* 1. Criterion 4.1: TCG - Advancing Mathematical Language and Access for English Learners pp. 14–17, 21–41, Universal Design for Learning and Access for Students with Disabilities p. 42–47
  2. Criterion 4.3: TCG pp. 42–47 (UDL)
  3. Criterion 4.4: TCG pp. 18–41
  4. Criterion 4.5: TG Unit 1–3, pp. 687, 688, 689, 695, 705
  5. Criterion 4.6: Unit 4 Lesson 9 Activity 2 TG p.159 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 equitable.

#### Citations:

* 1. Criterion 5.1: TCG Dependency Chart p. 92, Unit Narratives (TG Units 1–3 pp. 7, 339, 531)
  2. Criterion 5.2: TG - Unit 7 p. 6A-7 (Unit Overview), pp. 24, 74, 141 (Section Narratives), p. 26 (Lesson Goals and Narrative), p. 29 (Building on Student Thinking), p. 33 (Responding to Student Thinking)
  3. Criterion 5.3: TCG pp. 3–5 and 67–79, TG Unit 7 p. 6B–6C
  4. Criterion 5.8:TG Unit 4 Lesson 17 Activity 3 p. 299 Student Response/Building on Student Thinking and p. 300 Cool Down <https://cms-assets.illustrativemathematics.org/m6z9eh0eitsrlzkzpvghaxm8nnln>
  5. Criterion 5.9: SE Unit 7 Lesson 1 Summary p. 10
  6. Criterion 5.9: SE Unit 7 Lesson 6 p. 64

## Edits and Corrections:

None

## Social Content Citations

None

California Department of Education, August 2025