*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)** |
| --- | --- | --- |
| TPS Publishing Inc. | *STEAM into Big Ideas* | Algebra 1 |

## Program Summary:

The *STEAM into Big Ideas* Algebra 1 program includes the following: Big Ideas Algebra I Teacher Project Guide (PGA1TE). Big Ideas Algebra I Student Project Guide (PGA1SE). Real Numbers er - Teacher Edition (RNA1TE). Real Numbers Mathematics 1 Teacher Edition (RNM1TE). Real Numbers – Student Edition (RNA1SE). Algebra I - Combined Strategies – Teacher Edition (CSA1TE). Algebra I - Combined Strategies - Student Edition (CSA1SE). iMast STEM Guides (IMAST). Environmental Principles and Concepts Activity Book (ECP). Algebra I - Assessment Generator (AGA1) Interactive Assessment tool (IST). Interactive Homework System (IHS). Intervention Focus Tutorial (IFT). Grade 3 STEM Teacher Project Guide (SPGG3TE). Grade 8 STEM Teacher Project Guide (SPGG8TE). Grade 8 STEM Student Project Guide (SPGG8SE). STEAM into Big Ideas Mathematics - Implementation Guide (IGCG). CeMAST Engineering Professional Development Teacher Book (EPTE). Big Ideas Road Map (BIRM). Blackline Masters Picture Glossary (BMPG). Implementation and Community Guide (IGCG).

Big Ideas - Math Online STEAM Library – Elementary. Big Ideas - Math Online STEAM Library – Middle. Big Ideas - Inclusive Community Reader Activity Library. Big Ideas - Inclusive Community Math After School Math Club Library. Big Ideas - Inclusive Community Math After School PSHE Library. Big Ideas - Inclusive Community Math Literacy and Reteach Library. Big Ideas - Inclusive Community Preferred Supplier 'Didax' Library. Big Ideas - Inclusive Community Homework and Applied Math Library. Big Ideas - Teacher Support - Blackline Master. Big Ideas - Teacher Support. Big Ideas - Environmental Principles and Concepts. Big Ideas - Online Assessment Library K–8.

## Recommendation:

*Steam Into Big Ideas* 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: Algebra 1, PGA1TE – Climate Change, pp. 29–59, <https://www.tpspublishing.com/my-resources/index.php?menu=1257&resource=5979&page=29>
* Criterion 1.2: Algebra 1, PGA1TE – Modeling for Profit, pp. 60–84, <https://www.tpspublishing.com/my-resources/index.php?menu=1257&resource=5979&page=29>
* Criterion 1.3: Algebra 1, RNM1TE – Real Numbers – Come Fly with Me, pp. 2–9, <https://www.tpspublishing.com/my-resources/index.php?menu=1257&resource=5979&page=1>
* Criterion 1.4: Algebra 1, PGA1TE – What Does the Data Show?, pp. 1–28, <https://www.tpspublishing.com/my-resources/index.php?menu=1257&resource=5979&page=1>

### Criteria Category 2: Program Organization

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

#### Citations:

* + Criterion 2.1: Algebra 1, RNM1TE – Future Of The Landfill, pp. 53–60, <https://www.google.com/url?q=http://www.tpspublishing.com/my-resources/index.php?menu%3D1257%26resource%3D4849%26page%3D53&sa=D&source=docs&ust=1753298069741829&usg=AOvVaw2gMdQMs1RPyuMKFaoWDVo4>
  + Criterion 2.3: Algebra 1, RNM1TE – Affordable On Any Budget, pp. 83–90, <https://www.google.com/url?q=http://www.tpspublishing.com/my-resources/index.php?menu%3D1257%26resource%3D4849%26page%3D83&sa=D&source=docs&ust=1753298103018622&usg=AOvVaw1X5xlT95Je8JJBjBOMJNH3>
  + Criterion 2.5: Algebra 1, EPTE – Build An Electric Motor Vehicle, p. 1, <https://www.google.com/url?q=http://www.tpspublishing.com/my-resources/index.php?menu%3D1231%26resource%3D1416%26page%3D1&sa=D&source=docs&ust=1753298150335471&usg=AOvVaw2bDEh-qgXPhQfj55SXQ5_d>
  + Criterion 2.3: Algebra 1, Muscle Karts Project, p. 1, <https://www.google.com/url?q=http://www.tpspublishing.com/my-resources/index.php?menu%3D1231%26resource%3D4017%26page%3D1&sa=D&source=docs&ust=1753298271695112&usg=AOvVaw0ypQXs_KHCbG3HU-Ywf4Nx>
  + Criterion 2.3: Algebra 1, RNM1TE – Farming Revenue, pp. 47–53, <https://www.google.com/url?q=http://www.tpspublishing.com/my-resources/index.php?menu%3D1257%26resource%3D4849%26page%3D47&sa=D&source=docs&ust=1753298340293944&usg=AOvVaw2g4uujgOFp2-VODTy5kLl1>
  + Criterion 2.4: Algebra 1, RNM1TE – Spaghetti Bridge–Visual and Tactile STEM Projects are inclusive and career aligned, pp. 103–110, <https://www.tpspublishing.com/my-resources/index.php?menu=1257&resource=4849&page=111#page=130>
  + Criterion 2.5: Algebra 1, CSA1TE – Extension Activity Sample, pp. 28–29, <https://www.tpspublishing.com/my-resources/index.php?menu=1257&resource=5976&page=28>

### 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: Algebra 1, PGA1TE – Example Reflection, p. 56, <https://www.tpspublishing.com/my-resources/index.php?menu=1257&resource=5979&page=76>
  + Criterion 3.4: Algebra 1, PGA1TE – Lesson Plan – Entry, Developing, Mastery–Sample pp. 4–5, <https://www.tpspublishing.com/my-resources/index.php?menu=1257&resource=5979&page=4#page=94>
  + Criterion 3.6: Algebra 1, PGA1SE – Lesson Plan Student Sample (includes individual, group paired activities, reflection, homework, and global connection with language activities), p. 42, <https://www.tpspublishing.com/my-resources/index.php?menu=1257&resource=5980&page=42#page=46>
  + Criterion 3.6: Algebra 1, AGA1 – Assessment Generator – Levels 1–3–Sample, <https://tpspublishing.com/Algebra/start.htm?grd=2>
  + Criterion 3.6: Algebra 1, BIRM – TPS Road Map, <https://www.tpspublishing.com/my-resources/index.php?menu=1240&resource=6021&page=1>

### 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: Algebra 1, PGA1TE–English Language Development, pp. xxix–xxxiv, <https://www.tpspublishing.com/my-resources/index.php?menu=1257&r>
  + Criterion 4.2: Algebra 1, BMPG and Dual Language Cards and Cognates Listing, p. 564, <https://www.tpspublishing.com/my-resources/index.php?menu=1239&resource=135&page=1#page=1>
  + Criterion 4.4: Algebra 1, IGCG–Teacher Implementation Plan–English Language Development/Multilingual Learner, pp. 6–12, <https://www.tpspublishing.com/my-resources/index.php?menu=1240&resource=6020&page=6>
  + Criterion 4.7: Algebra 1, PGA1TE–Global Connections, p. 50, <https://www.tpspublishing.com/my-resources/index.php?menu=1257&resource=5979&page=50#page=140>
  + Criterion 4.6: Algebra 1, SPGG8SE–STEM Project Student–Mathematics In The Human Body–Expanding the Idea example, p. 217 and pp. 211–221, <https://www.tpspublishing.com/my-resources/index.php?menu=1230&resource=2600&page=211>

### 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: Algebra 1, Vertical Math Plan, <http://www.tpspublishing.com/my-resources/index.php?menu=1240&resource=6031&page=1>
  + Criterion 5.2: Algebra 1, RNM1TE–Gender Health (sample project with clear sections labeled to assist teachers and students), pp. 151–156, <https://www.tpspublishing.com/my-resources/index.php?menu=1257&resource=4849&page=159#page=178>
  + Criterion 5.2: Algebra 1, IGCG–Teacher Implementation Guide–Supporting Products, pp. 20–21, <https://www.tpspublishing.com/my-resources/index.php?menu=1240&resource=6020&page=20>
  + Criterion 5.2: Algebra 1, AGA1–Leveled Questions 1–3 for Algebra I and K–8 (cross reference in Teacher Implementation Guide Assessment), <https://tpspublishing.com/Algebra/start.htm?grd=2>
  + Criterion 5.2: Algebra 1, CSA1TE–Sample Lesson plan (contains step by step approach and help sheets), pp. 1–19, <https://www.tpspublishing.com/my-resources/index.php?menu=1257&resource=5976&page=1>

## Edits and Corrections:

None.

## Social Content Citations

| **#** | **Grade Level** | **Component** | **Page number or URL** | **Standard(s) Cited from the Social Content Citation Review List / Reason for edit** |
| --- | --- | --- | --- | --- |
| 1 | 8 | STEM Project Guide–Student Edition | 130–133 | B2-Proportion of Portrayals: Instructional materials containing references to, or illustrations of, people must portray accurately, to the extent possible, the roles and contributions of a fair proportion of diverse ethnic groups, especially those groups referenced in the statute (Section 60040(b). The graphic portrays three white male mathematicians, which is not a proportional representation across ethnic and gender groups. |

California Department of Education, August 2025