

Illustrative Mathematics

Program Overview

Algebra 1, Geometry, Algebra 2



Authors, Research, and Certified Partnership

Dr. Bill McCallum and a team of math leaders authored Illustrative Mathematics (IM) to improve student outcomes in mathematics. The problem-based curriculum is built on best practices and research principles from NCTM, National Research Council, Smith & Stein, and others. The new IM K–5 Math completes the K–12 series.

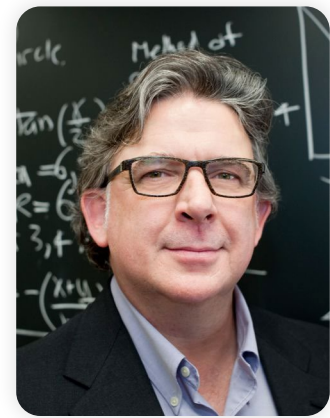
Certified Partnership

Imagine Learning is one of Illustrative Mathematics' Certified Partners. The IM Certified designation assures that materials adhere to IM's philosophy and were developed, reviewed, and approved by Illustrative Mathematics.



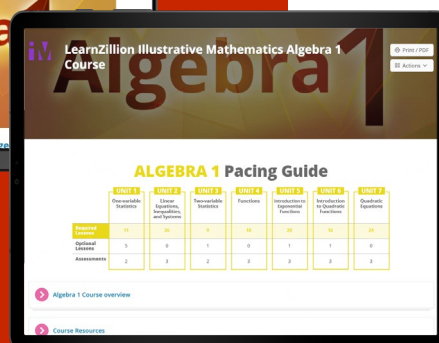
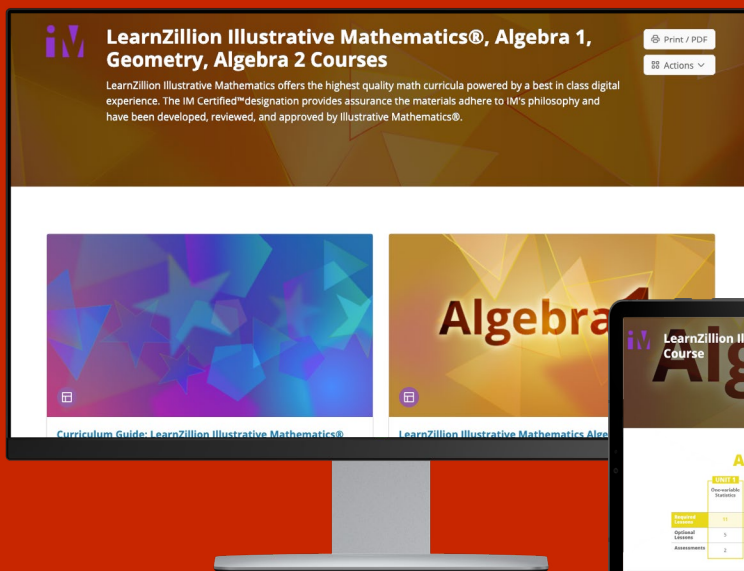
The Imagine Learning IM instructional experience aligns with the Every Student Succeeds Act (ESSA) Theory of Change for effective, evidence-based programs. The goal is to deliver an engaging and easy-to-implement instructional solution that leverages the power of high-quality curricula.

The result? Comprehensive support for teachers and positive learning outcomes for students.



“The IM 9-12 Math curriculum is our teacher-tested, standards-aligned curriculum, designed with high school learners in mind. The curriculum nurtures a comprehensive proficiency with functions, algebra, geometry, modeling, and statistics, and it encourages problem-solving skills students need to make use of mathematics in their future education and careers.”

...
Dr. William McCallum



	UNIT 1	UNIT 2	UNIT 3	UNIT 4	UNIT 5	UNIT 6	UNIT 7
Course Overview	1	1	1	1	1	1	1
Optional Course Assessments	2	2	2	2	2	2	2

Imagine Learning Illustrative Mathematics



for Algebra 1, Geometry, Algebra 2

A dynamic, engaging instructional experience that leverages the power of high-quality curricula:



Students enjoy mathematics, make mathematical connections, and develop conceptual understanding.



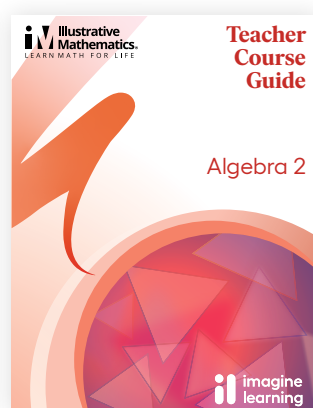
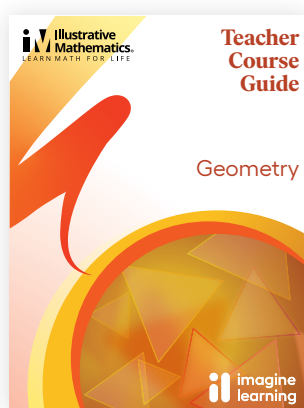
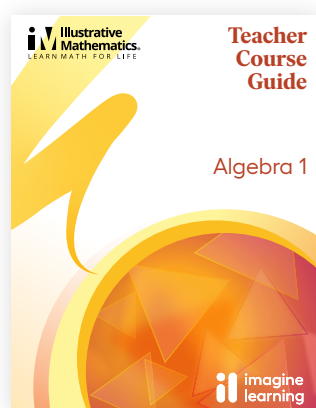
Teachers orchestrate discussions, synthesize understanding, and facilitate interactive lessons with confidence.



Imagine Learning partners with schools and districts for seamless integration and implementation.

Table of Contents

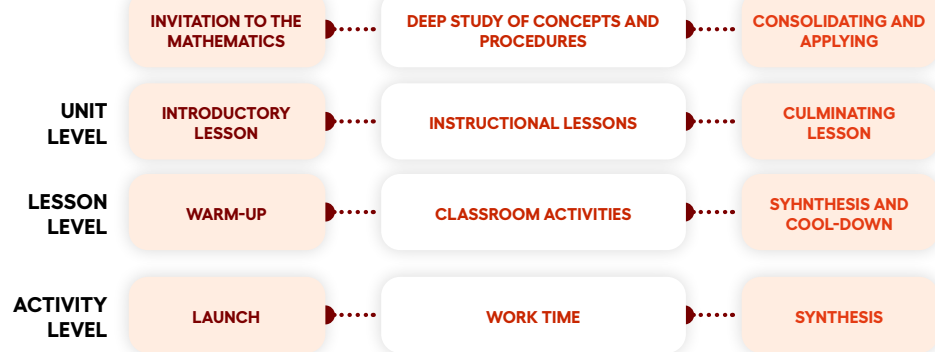
Instructional Design	2–3
Design Principles across Algebra 1, Geometry, Algebra 2.....	4–5
Teacher Experience.....	6–7
Student Experience	8–9
Equity and Access	10–11
Assessmentt.....	12–13
Program Components.....	14–15



Instructional Design

The instructional design of the materials supports all students through a coherent progression of mathematics based on the standards and research-based learning trajectories.

Each activity and lesson are part of a mathematical story across the units. This coherence allows students to view mathematics as a connected set of ideas that makes sense.



The overarching design structure at each level is as follows:

Units

Each unit starts with an invitation to mathematics. The first few lessons provide an accessible entry point for all students and allow teachers to observe students' prior understandings. Next, they move toward a deep study of concepts with time for consolidating and applying.

1. Discuss with a partner: What does each equation mean in this situation

- a. $m = 7.50$
- b. $m = s + 4.50$
- c. $ns = 6$
- d. $m + ns = t$

- m represents the cost of a main dish.
- n represents the number of side dishes.
- s represents the cost of a side dish.
- t represents the total cost of a meal.

Lessons

Each lesson starts with a warm-up to set up the day's work or strengthen number sense and procedural fluency.

Card 4 of 26

1.1 Warm-up

Look at the patterns in the 3 tables.

What do you notice? What do you wonder?

x	y	x	y	x	y
1	0	1	3	1	8
2	5	2	6	2	11
3	10	3	12	3	10
4	15	4	24	4	5
5	20	5	48	5	-4

Instructional routine: Notice and Wonder

Student response

Sample responses:

- Things students may notice:
 - The x values are 1, 2, 3, 4, 5 in all three tables.
 - In the first two tables the y values increase, while in the third table they increase and then decrease.
 - The y values in the first table are all multiples of 5 and they grow linearly. In the second table, the y values grow by a factor of 2 each time x increases by 1. In the third table, there isn't an obvious pattern in how the y values change.
- Things students may wonder:
 - Is there a rule for the relationship in the third table?

Instructional Activities

Next, instructional activities introduce students to new concepts, procedures, contexts, representations — and help them make connections between them.

Card 21 of 26


1.3 Are you ready for more?

Try this!

1) What happens to the area when you interchange the length and width? For example, compare the areas of a rectangle with length 11 meters and width 14 meters with a rectangle with length 14 meters and width 11 meters.

2) What patterns would you notice if you were to plot more length and area pairs on the graph?

1. Draw some possible diagrams of Noah's garden. Label the length and width of each rectangle.



class engages in the Are You Ready for More? problems but when appropriate, teachers may use them as fodder for a Problem of the Week or similar structure.

The problem appears in the student workbooks.

Student response:

1. The area stays the same if the length and width are interchanged because the area is the product of the length and the width.

2. More of the areas would come with...

Give students access to graph paper and tell students that they can use graph paper for the first question if they wish.

Also provide access to calculators.

Some students may benefit from using them to get to the interesting part of the task.

This launch continues on the following card.

Student response:

1. Answers vary. (See examples in the Activity Synthesis.)

Anticipated misconceptions

Some students may exclude a rectangle with side lengths 12.5 and 12.5 from their diagrams of Noah's garden, possibly because they think a square is not a rectangle, or possibly because they only generate whole numbers.

Synthesis

Each lesson ends with a synthesis to consolidate understanding and make the learning goals of the lesson explicit, followed by a cool-down to apply their learning.

Card 23 of 26

Lesson Synthesis

Reflect on how the relationship between the side lengths and the area of a rectangle differs from other relationships you've seen.

- What did you notice about the values in the table relating the length and the area of the rectangle?
- What did you notice about the graph representing the length-area relationship?
- What did you notice about the rule that relates the input and output of the function?

Lesson synthesis

- Invite students to reflect on how the relationship between the side lengths and the area of a rectangle differs from other relationships they've seen.
- Consider asking students to comment on:
 - the values in the table relating the length and the area of the rectangle
 - the graph representing the length-area relationship
 - the rule that relates the input and output of the function
- It is not essential that students frame their observations in precise ways at this point.
- Their capacity to do so will be developed in the coming lessons.

1.4 Cool-down

A rectangular yard is enclosed by 100 meters of the length and width of the yard.

1. Complete the table with the missing values.

Type the answers in the boxes below.

length (meters)	width (meters)	area (square meters)
10	40	
20	30	
25	25	625
35	15	525
40		

Practice Problems

Practice problems are included with each lesson for independent work in class or homework. Teachers have the option to assign paper/pencil or digitally through the platform.

- The practice problem set includes lesson-specific questions and distributed practice from earlier in the unit or previous units to ensure fluency.

Alg1.6.1 Practice 1

a. Find the product of each pair of numbers.

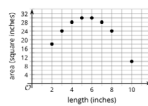
Type the answers in the boxes below.

first number	second number	product
1	49	

produce the largest possible product.

Alg1.6.1 Practice 4

Which statement best describes the relationship between a rectangle's side length and area as represented by the graph?



Select the correct choice.

A As the side length increases by 1, the area increases and then decreases by an equal amount.

B As the side length increases by 1, the area increases and then decreases by an equal factor.

C As the side length increases by 1, the area does not increase or decrease by an equal amount.

D As the side length increases by 1, the area does not change.

Design Principles across Algebra 1, Geometry, Algebra 2

Learning Mathematics by Doing Mathematics

A problem-based instructional framework supports teachers in structuring lessons so students are the ones doing the problem solving to learn the mathematics. Activities and routines allow teachers to see what students already know and what they can notice and figure out before explaining concepts and procedures.

Balancing Rigor

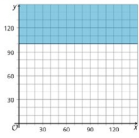
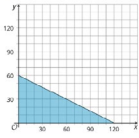
Three aspects of rigor are essential to mathematics: conceptual understanding, procedural fluency, and the ability to apply these concepts and skills to mathematical problems with and without real-world contexts. Illustrative Mathematics develops them together to support student understanding.

Establishing Norms

Structures around doing math together and sharing understandings play an essential role in the success of a problem-based curriculum. Students must take risks, listen to each other, disagree respectfully, and honor equal airtime when working together in groups. Establishing norms helps teachers cultivate a community of learners where making thinking visible is both expected and valued.

Instructional Routines

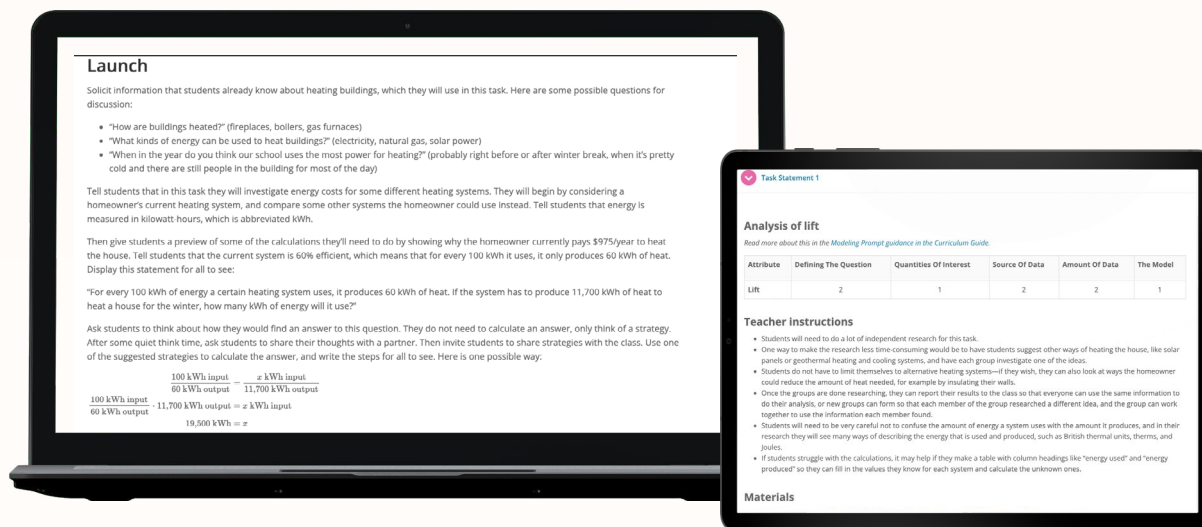
Instructional routines create structures so all students can engage and contribute to mathematical conversations. Throughout the curriculum, routines are introduced in a purposeful way to build a collective understanding of their structure.

Card Sort: Representations of inequalities situation	Card Sort: Representations of inequalities situation
<ul style="list-style-type: none">A jar contains only nickels and dimes.There is no more than \$6 in the jar.$x$ represents the number of nickels and y represents the number of dimes in the jar.	<ul style="list-style-type: none">The length of a rectangle is represented by x and its width is represented by y.The perimeter of the rectangle is greater than 240 units.
Card Sort: Representations of inequalities inequality	Card Sort: Representations of inequalities inequality
$y \geq 100$	$4x + 3y \geq 240$
Card Sort: Representations of inequalities a solution	Card Sort: Representations of inequalities a solution
$(80, 30)$	$(20, 50)$
Card Sort: Representations of inequalities graph	Card Sort: Representations of inequalities graph
	

- The Card Sort encourages students to things in categories based on shared characteristics or connections.

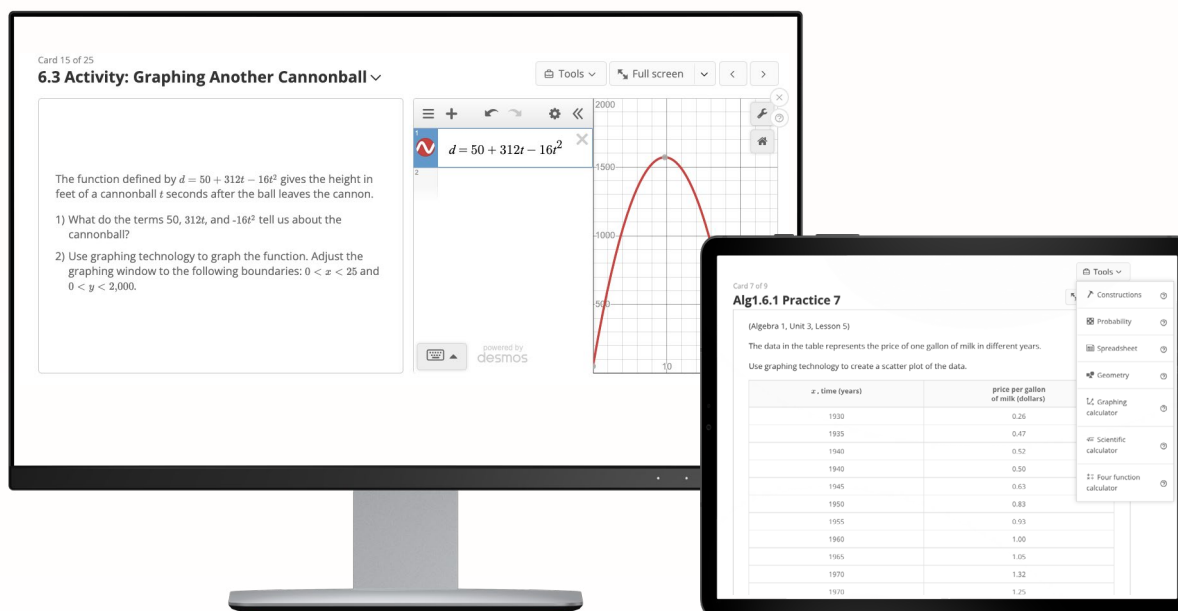
Mathematical Modeling

Mathematical modeling is the process of choosing and using appropriate mathematics and statistics to analyze empirical situations, understand them better, and improve decisions. The program offers modeling prompts and guidance to support students in making inferences, evaluating choices, and validating outcomes.



Use of Digital Tools

The curriculum empowers students to become fluent in using digital tools to produce representations, solve problems, and communicate their reasoning. The platform embeds Desmos, GeoGebra, and other interactive tools at point of use to amplify understanding and engagement.



Teacher Experience

The program's resources are specially tuned to support teachers in planning and facilitating lessons across the various instructional models, including face-to-face, hybrid, and distance learning.

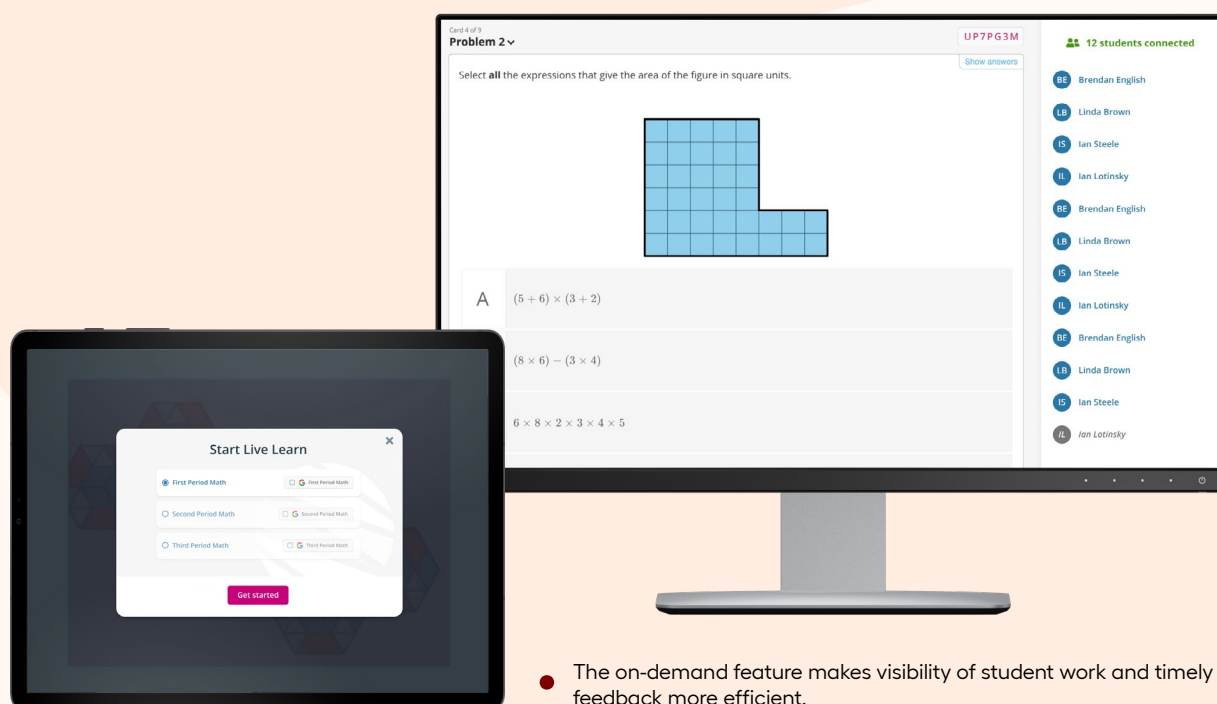
Print versions of Teacher's Editions and Student Workbooks mirror digital offerings, ensuring that the integrity of the rich Illustrative Mathematics content is maintained in any environment or instructional model.



Flexibility and Personalization

Lesson cards can be projected or assigned to students, which allows flexibility for synchronous and asynchronous instruction. Lesson plans can be copied, edited, and customized as needed.

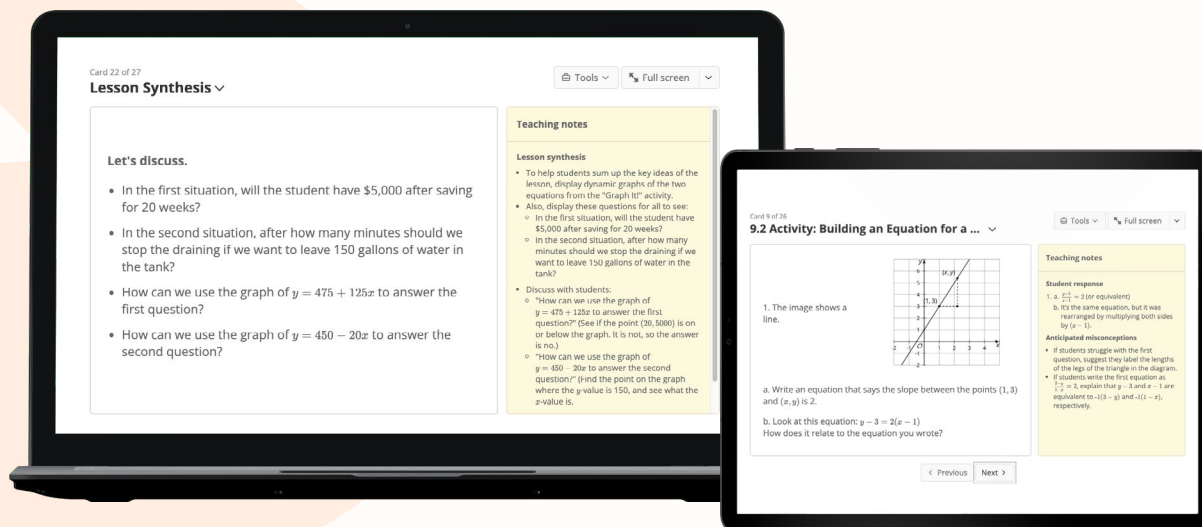
Live Learn allows for synchronous instruction virtually within the platform. Teachers can transition from asynchronous work time to a live session with one click.



- The on-demand feature makes visibility of student work and timely feedback more efficient.

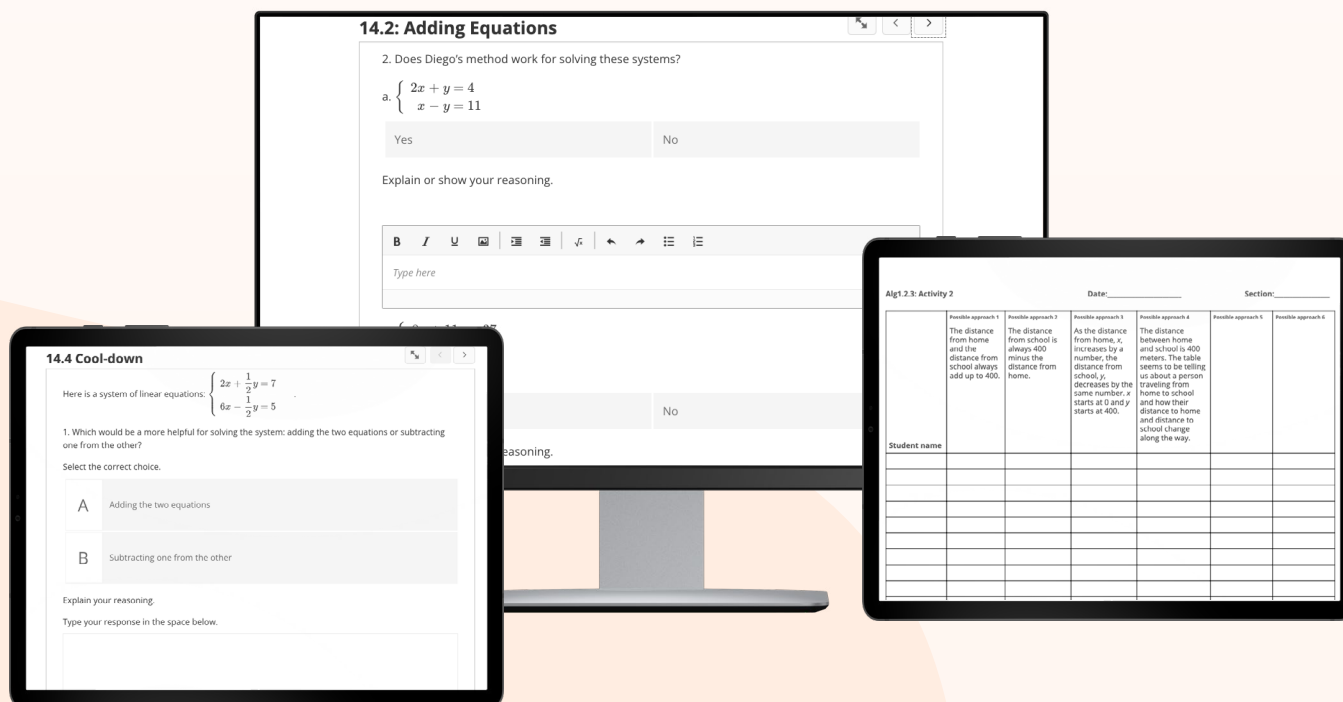
Embedded Teacher Support

Reflection questions, curriculum narratives, instructional strategies, common misconceptions, and digital tool integration are all at point-of-use in the Teaching Notes.



Formative Assessment Tools

Teachers can monitor student progress through diagnostic assessments, digital task statements, digital practice sets, cool-downs, and monitoring templates. These tools provide real-time feedback and data to inform instructional decisions.



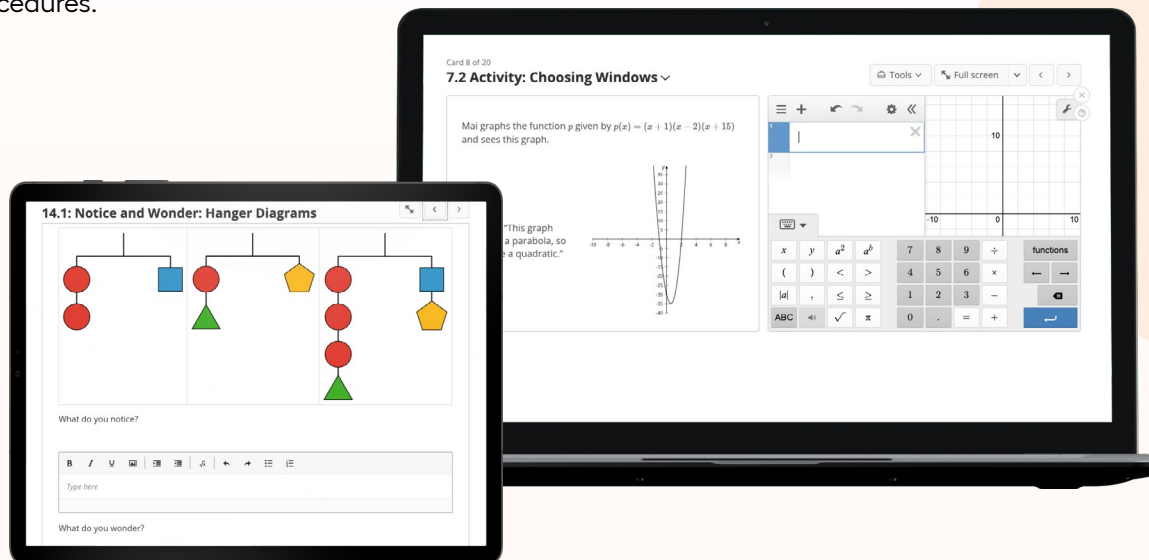
Student Experience

With Imagine Learning, students enjoy mathematics, make mathematical connections, and develop conceptual understanding.

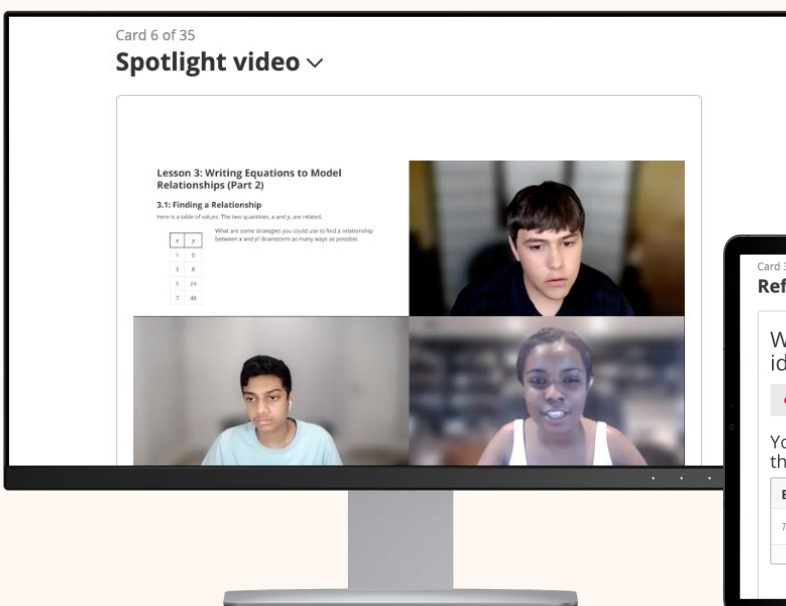
Students have access to print and interactive digital resources for optimal instruction and enrichment.

Deep Focus on Conceptual Understanding, Procedural Fluency, and Application

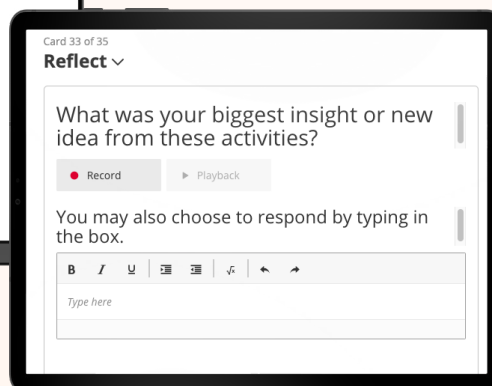
Instructional routines, representations, and digital tools help students develop an understanding of concepts and procedures.



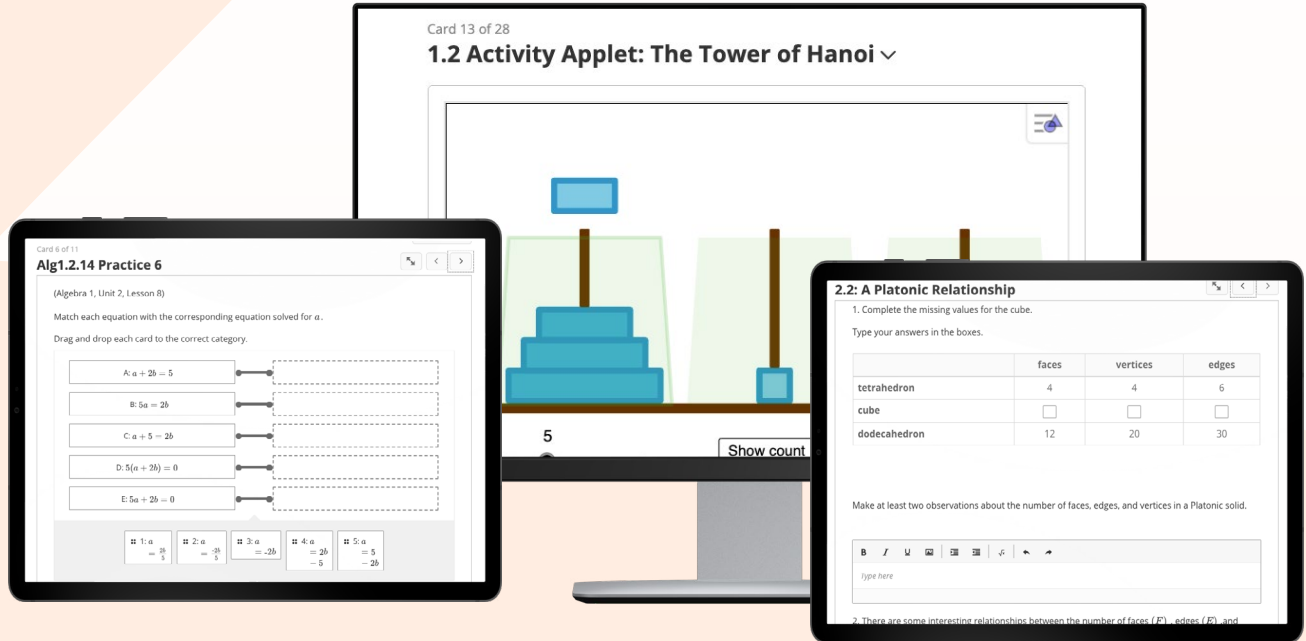
Embedded Opportunities for Active Discussion, Reflection, and Fostering the Mathematical Practices



- Alg1.2.3 Spotlight Lesson: Writing Equations to Model Relationships (Part 2)

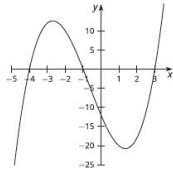


Students Engage with the Content Via Digital, Print, and Interactive Resources



Unit 2 Lesson 7 Curated Practice Problems

- Diego wrote $f(x) = (x+2)(x-4)$ as an example of a function whose graph has x -intercepts at $x = -4, 2$. What was his mistake?
- Write a possible equation for a polynomial whose graph has horizontal intercepts at $x = 2, -\frac{1}{2}, -3$.
- Which polynomial function's graph is shown here?



- $f(x) = (x+1)(x+3)(x+4)$
- $f(x) = (x+1)(x-3)(x+4)$
- $f(x) = (x-1)(x+3)(x-4)$
- $f(x) = (x-1)(x-3)(x-4)$

Equity and Access

There are three major design principles to support all learners.

Provide access
for all.

.....

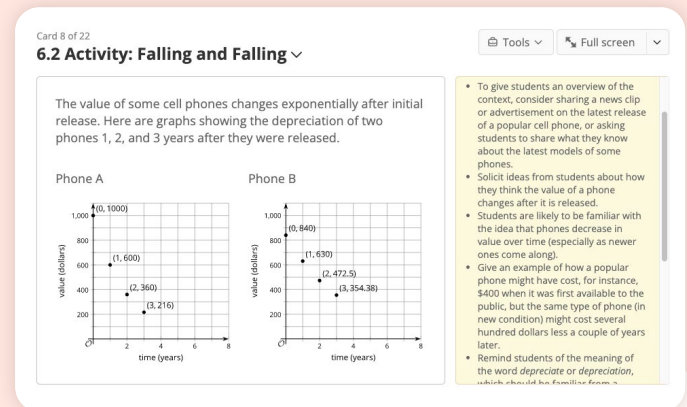
Presume
competence.

.....

Provide a
strength-based
approach.

Embedded structures to foster endurance and perseverance

The curriculum gives careful attention to the complexity of contexts and students' potential familiarity with given contexts and representations.



Algebra 1 extra support materials

Students who need extra preparation to succeed in Algebra 1 benefit from developing positive beliefs about mathematics. These give students opportunities to access grade-level mathematics in age-appropriate contexts.

Lesson plan Additional materials About this lesson

Card 4 of 17

12.1 Warm-up

Use the distributive property to mentally create equivalent expressions in standard form.

$$(x + 1)(x + 1)$$

Teaching notes

Instructional routine: Math Talk

Launch

- Display one problem at a time.
- Give students quiet think time for each problem and ask them to give a signal when they have an answer and a strategy.
- Keep all problems displayed throughout the talk.
- The activity synthesis happens throughout the activity as students share their responses and strategies. See the Activity Synthesis heading below.

Student response

- $x^2 + 2x + 1$

Activity synthesis

- Ask students to share their strategies for each problem.
- Record and display their responses for all to see.
- To involve more students in the conversation, consider asking:

- Algebra 1 Extra Support Materials utilize a few high-leverage instructional routines focused on number sense, precision of language, and mathematical reasoning that all students can access.

Resources to mitigate unfinished learning

Alg1.4 Adaptation Pack: Functions

Print / PDF
Actions

Algebra 1, Unit 4 Adaptation pack. Adaptation pack student supplement also included.

Teacher only

Relevant Unit(s) to review: [Grade 8 Unit 5: Functions and Volume](#)

Essential prior concepts to engage with this unit

- Understand the meaning of function as a rule with exactly one output for each allowable input.
- Understand independent and dependent variables and how they relate to functions.

Brief narrative of approach

In grade 8, students learned that a function is a rule that assigns exactly one output to each input. On this unit, students expand and deepen their understanding of functions. They are introduced to new tools for communicating about functions including function notation, domain and range, average rates of change, and mathematical terms for describing key features of graphs.

The two supplemental lessons offer a brief introduction to the key language used for functions, so that they are ready to focus on function notation when they begin grade-level work. The unit includes an introduction to piecewise functions (Lesson 12), an introduction to absolute value functions (Lessons 13 and 14), as well as an opportunity to revisit content from Unit 2 in solving for variables in the lessons on inverse functions (Lessons 15–17). It was tempting to omit concepts introduced after Lesson 11, because students will revisit these ideas in greater detail in Algebra 2, however they were not omitted, with the idea in mind that exposure to these ideas in Algebra 1 will support deeper

CURRICULUM ADAPTATION PACKS

The Curriculum Adaptation Packs target unfinished learning and gaps in understanding that students may have from previous experiences.

SECTION LEVEL PLANNING GUIDES

Section Level Planning Guides identify essential lessons and activities that address major work of the grade or prerequisites and provide distance learning activities that support each lesson or activity.

Alg2.1 Section Planning Guide

Print / PDF
88 Actions

Teacher only

Algebra 2, Unit 1: Sequences and Functions

Please check our [Distance and Unfinished Learning](#) page for the overview of applying Section Planning Guides.

Lessons 1–7: Sequences

Explore, Play, and Discuss

- I can give an example of a sequence.

Suggested Activities	Suggested Assessments
<ul style="list-style-type: none"> Lesson 1: Students respond to questions in an online pr... 	<ul style="list-style-type: none"> Check Your Readiness Assessment: Administer items 1.3–5 within...

Lesson	Support Level	Notes
Algebra 1 Unit 1		
Alg1.1.1	1. More Chances	Students will have more opportunities to explore these ideas. If students struggle with what qualifies as a statistical question, highlight the distinction again when students use the data they collected in Lesson 3.
Alg1.1.2	1. More Chances	Students will have more opportunities to develop language to describe the shape of a distribution and interpret data displays. Lesson 4 explicitly teaches distribution shapes, so students who are not yet describing data sets as having a shape will have lots of opportunities to explore this idea in Lesson 4.
Alg1.1.3	2. Points to emphasize	Look carefully at cool-downs to ensure students are able to create histograms and box plots. Select student work to share to highlight and correct common errors at the start of the next lesson.
Alg1.1.4	1. More Chances	There will be more opportunities for students to practice this language throughout the unit. These terms may be new to students. Use visual displays and refer back to the shape of distributions, pushing for precise language. Students need to have internalized this language by Lesson 10.
Alg1.1.5	3. Press pause	Use the results from the Check Your Readiness Assessment to anticipate student struggle with MAD. Consider using Algebra 1 Supports Lesson 5 before this lesson if students need substantial support calculating MAD. Students will have more opportunities with IQR and the concept of variability.
Alg1.1.6	1. More Chances	Students have lots of opportunities in the next several lessons to gain experience with spreadsheets.
Alg1.1.7	1. More Chances	Students have lots of opportunities in the next several lessons to gain experience with spreadsheets.

COOL-DOWN SUPPORT

Cool-down support guidance addresses newly discovered unfinished learning and identifies opportunities to revisit content in future lessons without stopping to re-teach a concept.

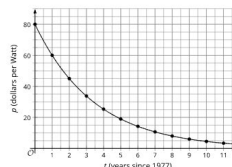
Equity and Access, continued

Access for Students with Disabilities

There are embedded supports for students with disabilities in the teaching notes. Each support aligns to one of the three principles of UDL (Universal Design for Learning): engagement, representation, and action and expression.

10.3 Activity: Revisiting Cost of Solar Cells

Here is a graph you saw in an earlier lesson. It represents the exponential function p , which models the cost $p(t)$, in dollars, of producing 1 watt of solar energy, from 1977 to 1988 where t is years since 1977.



In similar lines on their graph or used the same points in calculations, provide 2–3 minutes of quiet think time for students to read and interpret each other's work. This will help students make connections between different representations of finding the average rate of change that produce similar results.

Design Principle(s): Cultivate conversation; Maximize meta-awareness

Support for students with disabilities

- **Representation: Internalize Comprehension.** Demonstrate and encourage students to use color coding and annotations to highlight connections between representations in a problem. For example, students may use highlighters to color code each 5-year section a unique color. *Supports accessibility for: Visual-spatial processing*

Advanced Learners

Lessons include “Try This” problems to challenge students. These problems go deeper into grade-level mathematics and often connect the topic at hand with other concepts.



Card 18 of 31

9.3 Are you ready for more?

Try This!

- 1) Using the model in this task, how many folds would be needed to get 1 meter in thickness? 1 kilometer in thickness?
- 2) Do some research: what is the current world record for the number of times humans were able to fold a sheet of paper?

About “Are you ready for more?” problems

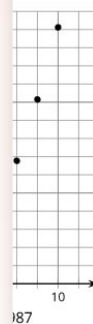
- This problem goes deeper into grade-level mathematics. It is intended to be used on an opt-in basis by students if they finish the main class activity early or want to do more mathematics on their own.
- It is not expected that the entire class engages in the Are You Ready For More? problems but, when appropriate, teachers may use them as fodder for a Problem of the Week or similar structure.
- The problem appears in the student workbooks.

Student response:

1. 15 times; 25 times
2. As of this writing, the world record is 12 folds, with the help of a hydraulic press.

English Learners

Embedded supports for English Learners are found in the Teaching Notes. Mathematical Language Routines are based on the UL/SCALE framework developed at Stanford University. The eight consistent routines simultaneously support students’ learning of mathematical practices, content, and language.



Support for English Language Learners

- **Conversing, Representing: MLR8 Discussion Supports.** Use this routine to amplify mathematical uses of language to communicate how the rate of change differs during each specified time period. Encourage students to demonstrate mathematical thinking and problem solving by referencing two points on the graph in their explanation. Press for further detail by asking, “How can you use the graph to determine which time period is represented best by the rate of change?” This will help students understand how the rate of change differs in exponential functions through a whole-class discussion. *Design Principle(s): Support sense-making*

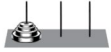
Culturally Responsive Teaching and Learning

The materials are inclusive of a variety of cultures and ethnicities and are free from bias in the portrayal of ethnic groups, gender, age, class, cultures, religion, and people with disabilities.



1.2 Activity: The Tower of Hanoi

In the Tower of Hanoi puzzle, a set of discs sits on a peg, while there are 2 other empty pegs.



A move in the Tower of Hanoi puzzle involves taking a disc and moving it to another peg. There are two rules:

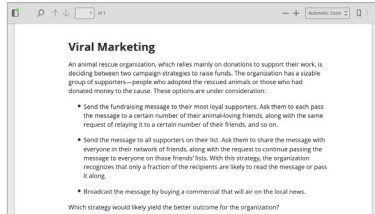
- Only move 1 disc at a time.
- Never put a larger disc on top of a smaller one.

You complete the puzzle by building the complete tower on a different peg than the starting peg.



Viral Marketing Modeling Prompt Task Statement #1

Student-ready handout with the modeling prompt for task statement #1.



6.3 Activity: The Jump

In a bungee jump, the height of the jumper is a function of time since the jump begins.

Function h defines the height, in meters, of a jumper above a river, t seconds since leaving the platform.

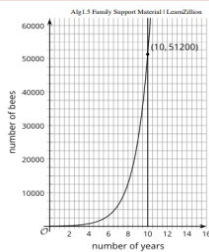


Home Connections

Each unit includes Family Support Materials that explain the key ideas and concepts in family-friendly language. There are also tasks to create a stronger school-home connection and empower parents and caregivers in supporting students outside the classroom.



10/1/2021



Graphing is especially helpful when looking a long way into the future or when you want to know when something will happen, like when the bee population will reach 1 million.

Here is a task to try with your student:

Florida is having a problem with a toxic green algae that is floating on their waterways, contaminating the water and killing the marine life. Kiran lives on a small lake in south Florida. One day he noticed the algae floating on a 3 square meter area of the lake. A month later, the algae had doubled in size, growing to 6 square meters.

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Alg 1.5 Family Support Material | LearnZillion

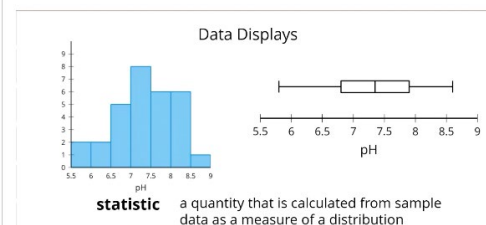
time (months)	area (square meters)
0	3
1	6
2	12
3	24
4	48

You could write an exponential equation to represent the situation. Let x represent the time in months and y represent the area in square meters.

Algebra 1 Video Lesson Summaries

Algebra 1 includes videos for checking their understanding and reviewing important concepts and vocabulary. Parents and caregivers can use these as a resource for homework help.

Statistics and Data Displays



a quantity that is calculated from sample data as a measure of a distribution



ALGEBRA 1
UNIT 1
VIDEO 3

Assessment

Measure understanding and meet learning goals

Illustrative Mathematics offers opportunities for both formative and summative assessment that empower teachers to measure student understanding and progress against learning goals.

Digital assessment resources include new generation item types including multiple choice, multiple select, and other tech-enhanced item types.

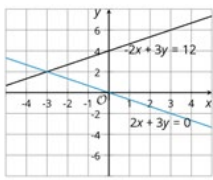
Formative Assessment

The Illustrative Mathematics instructional design offers regular, embedded options for monitoring student progress and providing constructive feedback.

Card 5 of 10

Problem 4

The graphs represent a system of equations:

$$\begin{cases} -2x + 3y = 12 \\ 2x + 3y = 0 \end{cases}$$


Solve the system of equations.

CHECK YOUR READINESS

Each unit begins with a **Check Your Readiness diagnostic assessment** of concepts and skills that are prerequisite to the unit. Teachers can use these to identify students with particular below-grade needs or topics to carefully address during the unit.

Card 20 of 20

Learning targets

I can use division to rewrite a polynomial in factored form starting from a known factor and then sketch what it looks like.

Teaching notes

OPTIONAL

Pacing: ~3 minutes

- Share the learning target(s) with students.
- Ask students to reflect on whether or not they achieved the learning targets for today.
- You may want to use the "My Reflections" sheets for this unit to capture student responses.
- Questions to consider for this self-

Let's put together what we've learned about polynomials so far.

LEARNING TARGETS

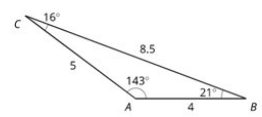
Teachers and students can use **learning targets** as formative assessment prompts for a reflection or self-assessment as part of a lesson synthesis.

LEARNING GOALS

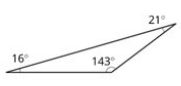
Learning Goals invite students into the work of that day.

4.4 Cool-down

Andre and Lin were playing Info Gap: TMI, using Card 3.



Andre asked, "Can I have all 3 angles?" Lin told Andre that one angle was 16° , one angle was 143° , and one angle was 21° . Here is the triangle that Andre made:



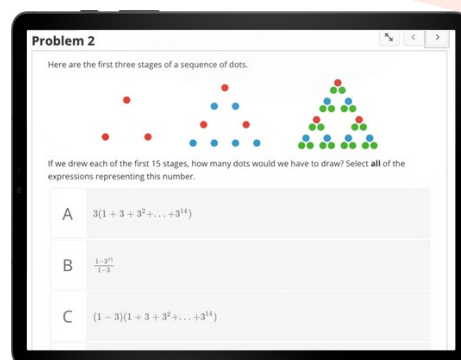
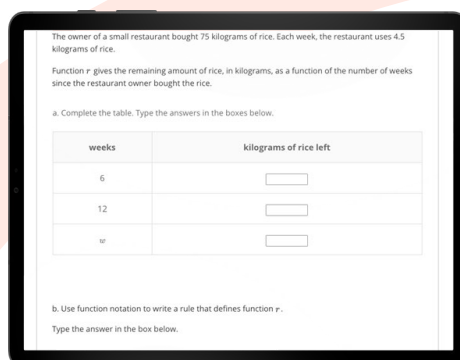
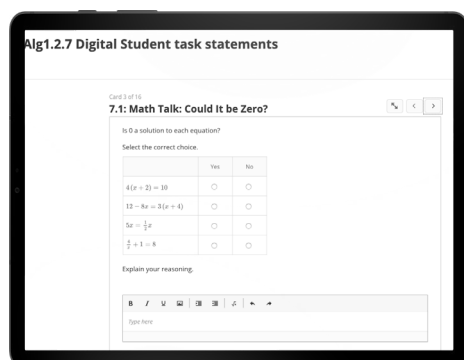
1. Is Andre's triangle congruent to the one on the Data Card?

COOL-DOWN

Each lesson includes a **Cool-down** to assess that day's lesson.

Summative Assessment

Each unit includes an End-of-Unit **written and digital assessment** to assess what students have learned at the conclusion of the unit.



DIGITAL ASSESSMENTS

Digital assessments allow students to access, record, and submit their questions and answers for a variety of technology-enhanced item types including multiple choice, multiple select, drag-and-drop, cloze, graphing, labeling, constructed response, short essay, and drawing types.

MID-UNIT ASSESSMENT

In longer units, a **mid-unit assessment** is also available.

SUMMATIVE ASSESSMENT

All **summative assessment** problems include a complete solution and standard alignment. Multiple-choice and multiple response problems often include a reason for potential errors.

Digital Practice

Additionally, a set of cumulative practice problems is provided for each lesson that can be used for homework or practice.

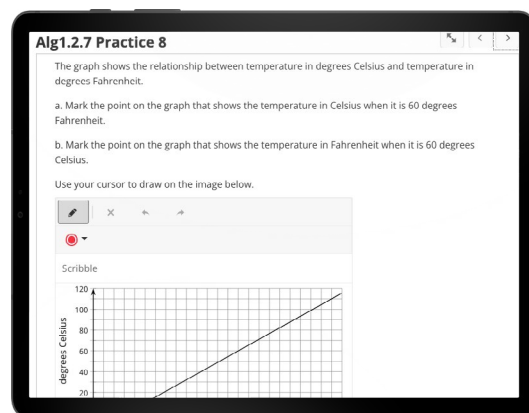
PERFORMANCE TASKS

Most units have culminating lessons where students have an opportunity to show off their problem-solving skills or apply the mathematics they have learned to a real-world problem.

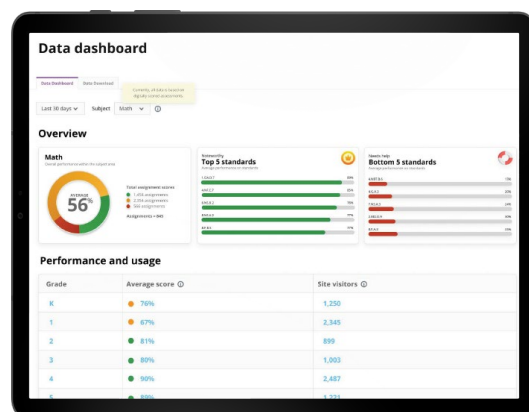
DATA AND REPORTING

Real-time reporting is available for teachers to give them actionable data. Class Performance Reports show assignment scores and performance by items.

Drill downs allow teachers to analyze student work for open-ended item type.

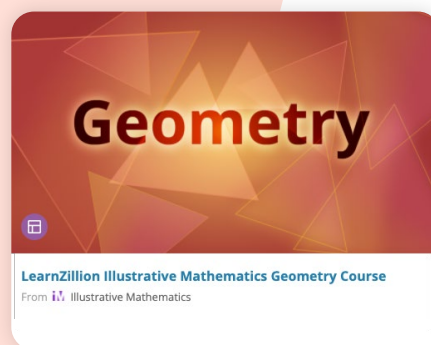
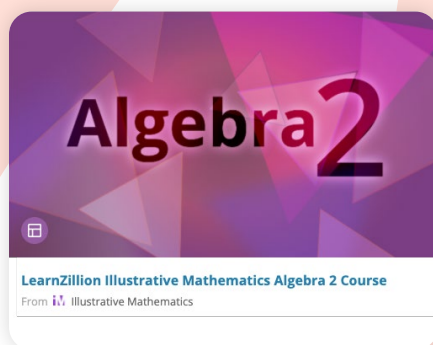
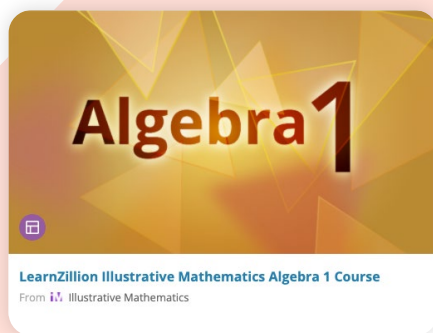


● Digital Practice



Program Components

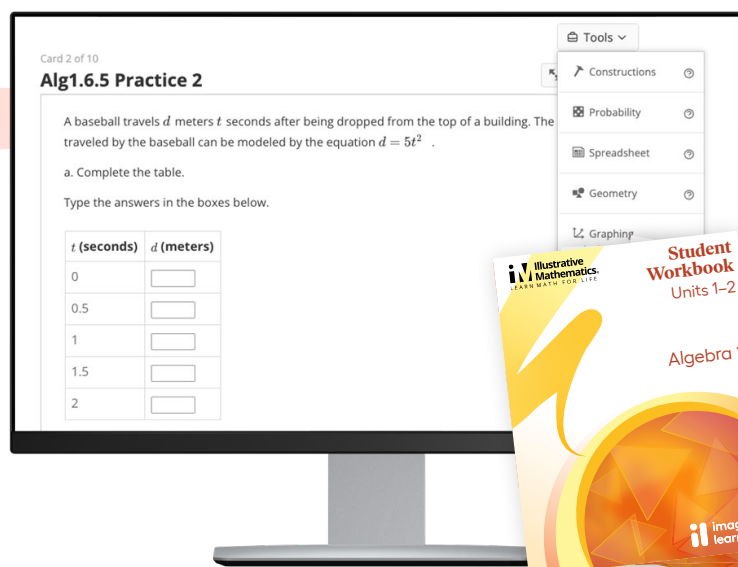
IM 9–12
MATH™



Teacher Components*

Includes access to all print components, teacher notes, pacing guides, materials lists, glossary, classroom and distance learning-ready lesson cards, assignable lessons and assessments, Algebra 1 extra support materials, Algebra 1 Student Spotlight lessons, modeling prompts, family materials, extension problems, digital interactives (including Desmos and GeoGebra), videos, digital assessments, digital practice sets, adaptation packs, data dashboard, reports, and more.

- Teacher Course Guide (Print)
- Teacher Unit Guides (Units 1-7 or 8 depending on course) (Print)
- Teacher License (Digital)

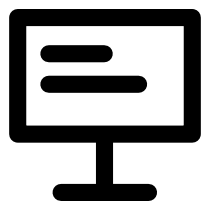


- *Algebra 1 images shown; other courses include the same Teacher and Student components.

Student Components*

Includes access to student workbook content, interactive lessons, Algebra 1 extra support materials, Algebra 1 Student Spotlight lessons, glossary, videos, Digital interactives (including Desmos and GeoGebra), videos, digital student task statements, digital assessments, digital practice sets, and more.

- Student Workbooks (Units 1-7 or 8 depending on course) (Print)
- Student License (Digital)



Professional Services

The Imagine Learning IM Professional Development offerings support teachers, coaches, and administrators in effectively implementing the curriculum and platform with integrity throughout their program adoption.

There are virtual and in-person options to support the unique needs of your school or district. The workshop modules allow participants to learn, apply, and synthesize their understandings.



imaginelearning.com/illustrative-mathematics
877-725-4257 • solutions@imaginelearning.com