



At IM, we believe that every student can learn grade-level math, and we are constantly working to create a world where *all* learners know, use, and enjoy mathematics. IM’s problem-based instructional model emphasizes critical thinking and actively engages students in a collaborative learning community. Teachers in IM classrooms encourage students to lead mathematical discussions by drawing on students’ background knowledge, lived experiences, and unique perspectives. Through this relatable immersion in mathematical ideas, students question, understand, and internalize key concepts. At the same time, they apply their learning to real-world scenarios and build procedural fluency.

Our newest version of IM K–12 Math™, IM® v.360, builds on the foundation of our highly rated curricula, maintaining the core tenets of IM standards-aligned instruction and features while incorporating new additions and enhancements.

What Didn't Change

Just like IM K–12, IM v.360:

- provides a consistent problem-based lesson structure, ensuring coherence within and across all grade levels
- includes thoughtfully designed instructional routines that promote interaction, inviting all students to engage in every lesson
- offers specialized guidance and support to help teachers facilitate learning for multilingual language learners and students with disabilities
- includes math language routines (MLRs), which aid in language development and increase access for multilingual language learners

New K–5 Features

- **Language learning goals**
 - The language learning goals describe the interaction between the language functions and the math content in a lesson. They describe what students will be able to understand and do with the math content by the end of the lesson and the language demands students use to reach those goals.
- **Optional kindergarten number-writing lessons**
 - Two optional lessons were added to the end of kindergarten Unit 2 to provide instruction and practice with numeral formation.
- **Checkpoint and end-of-unit assessment guidance**
 - Assessment guidance **focuses on what can be clearly observed**. It uses asset-based language to focus on what students understand about particular math concepts, and what they show they can do as it relates to procedural skills, fluency, and application.
 - The guidance also **encourages reliance on the math curriculum’s coherence** when considering how to address any unfinished learning. Although there may be instances when reteaching concepts is required, guidance focuses on ways to continue teaching grade-level content and use existing structures to address unfinished learning.
 - In addition to the cool-down guidance found in the previous version of IM K–5 Math, the newest version also includes **guidance for section checkpoints** (grades 2–5) and end-of-unit assessments (K–5).

K–5 Revisions

In addition to many small edits made for clarity, consistency, and ease of use, revisions include:

- **Course guide** content is reorganized, clarified, and simplified to make information easier to find.
- **Instructional Routines:**
 - Brief language was added to the activity narratives to alert teachers the first time an instructional routine is used in a grade.
 - Which One Doesn't Belong is now Which Three Go Together.
 - Based on teacher feedback, we decided that the name and focus of this routine on one thing that “doesn't belong” needed an update. At IM, we believe that diversity in the classroom should be celebrated and agree that students may associate “belonging” more strongly with people than mathematical objects. This is particularly relevant due to current discussions about who belongs in the mathematics classroom.
 - An important aspect of the routine is the idea of same and different, yet having all four items be part of a group. This routine still gives students opportunities to identify and name specific characteristics, which help them develop their mathematical language skills.
- **The 5 Practices for Orchestrating Productive Mathematics Discussions:** Each **5 Practices** activity is updated to clarify what to monitor for, give ideas on how to sequence, and make more explicit the connections that should be made between student thinking and lesson goals. Each K–5 unit (except the first and last units) now includes at least one 5 Practices activity with these features.

- **Modeling lessons** were revised to ensure they match the format, style, and language used throughout other lessons, and to ensure they provide opportunities for students to develop and apply precursor skills of mathematical modeling (MP4). Now, each K–5 unit (except the final unit) includes an optional modeling lesson.
- All **blackline masters** were audited to ensure necessity. When possible, content was added to the student workbook and blackline masters eliminated. This results in less photocopying in classrooms with workbooks.
- **Centers** were revised so that center narratives, directions, materials, and blackline masters are clear and consistent with the lesson activities in which they are introduced.

New 6–8 Features

- Each section now has its own **narrative, goals**, and a **checkpoint assessment** with assessment guidance.
- Sections now include **teacher reflection questions** on the mathematical work and pedagogical practices of the section’s lessons.
- An embedded plan for **building a math community** begins with establishing classroom norms and continues throughout the year as the classroom culture grows.
- Select instances of **math language routines** are embedded into activities to provide all students with explicit opportunities to develop mathematical and academic language proficiency.
- The **required materials** section for each lesson displays both “Materials to Gather” and “Materials to Copy,” giving teachers greater clarity on the preparation work needed for a lesson.
- Each course guide includes unit-level **mathematical practice charts** that highlight lessons showcasing certain MPs, plus a set of **student-facing learning targets** for each mathematical practice.

6–8 Revisions

In addition to many small edits made for clarity, consistency, and ease of use, revisions include:

- The **course guide** content is reorganized, clarified, and simplified to make information easier to find.
- With the addition of section-level narratives, **all narratives** from unit level to activity level are revised for alignment, focus, and brevity.
- Each **5 Practices** activity is updated to clarify what to monitor for, give ideas on how to sequence, and make more explicit the connections that should be made between student thinking and lesson goals.
- The Which One Doesn't Belong routine is now **Which Three Go Together**. At IM, we believe that diversity in the classroom should be celebrated and agree with teacher feedback that students may associate “belonging” more strongly with people than mathematical objects. This is particularly relevant due to current discussions about who belongs in the mathematics classroom. An important aspect of the routine is the idea of same and different, yet having all four items be part of a group. This routine still gives students opportunities to identify and name specific characteristics, which help them develop their mathematical language skills.
- Some **contexts** are revised to be more coherent across a lesson and more representative of diverse cultures, and activity launches offer more suggestions for bringing in student experiences and understandings before an activity.
- Revised **assessment guidance** for cool-downs clarify the suggested plan of action if most students are struggling with a key concept from the lesson that day.
- Activity-level Anticipated Misconceptions is now **Building On Student Thinking**, which offers look-fors and questions to support students as they engage in an activity.

To support schools that offer a first year high school math course to accelerated students in grade 8, both **IM 360 Algebra 1** and **Integrated Math 1** are available for the 2024-2025 school year, before the full release of the high school materials for the 2025-2026 school year.