

REQUEST FOR FINAL INSTRUCTIONAL PILOT RESOURCE

RECOMMENDATION

Part I: Review

DISTRICT DEPARTMENT CHAIR COUNCIL RESULTS/SIGNATURES							
□ Yes □ No □ Revision Necessary Recommendation:							
High Schoo	l Signature:				Date:		
Middle Sch	ool Signature:				Date:		
Upper Elementary Signature:					Date:		
Lower Elem	nentary Signature:				Date:		
Name(s) of Brent Cubitt, S	Name(s) of Research Team Members Brent Cubitt, Steve Bodiva, Corev Bell, Jake Creeden, Mick Kolinski, Jen Ries, Alex Schall, Maria Vintilescu, Jason Wise, 1/20/25						
Course Nan	ле	,	Subject			Gra	de
Algebra, Ge	Algebra, Geometry, Algebra 2, Algebra 3, Honors Geometry, Honors Adv Alg Math 8-12					2	
Texts/Res	ources Reviewed						
	A		В			С	
Name	Core Connections Algebra 1, Geometry, Algebra 2	Algebra 1	, Geometry, Algebra 2	Disc	overing Algeb	ra, Geometry, Ad	vanced Algebra
Publisher	СРМ	Illustrative Mat	hmatics (w/ Imagine Learning)		k	endall Hunt	
Edition	2nd/3rd Edition		n/a	3r	d, 4th, 2nd	Editions (re	spectively)
I - a. Effectiveness of the Resource: Each committee will be responsible for establishing selection standards for each criterion in the following categories. RESOURCE RATINGS				Rank Resource A, B and C by typing 1, 2 or 3 in the box (3 being highest).			
					A	В	С
1. Addre	sses the Michigan Standards.			1.	A 3	в 3	с 3
1. Addres 2. Conter	sses the Michigan Standards.			1.	A 3 3	в 3 2	c 3 2
 Addres Conter In term 	sses the Michigan Standards. nt: ns of achieving course goals			1.	A 3 3	в 3 2	с 3 2
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 Addres Conter In term Ro O 	sses the Michigan Standards. ht: hs of achieving course goals eadability of the primary resource is a rganizational of the primary resource	appropriate fo	or the grade/course	2.	A 3 3 2 3	в 3 2 2 2 2 2	c 3 2 2 2 2 2
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 Addres Conter In term R O In In In 	sses the Michigan Standards. ht: as of achieving course goals eadability of the primary resource is a rganizational of the primary resource formation is accurate and balanced ustrative material is effective and suff ctional Aids	appropriate fo is effective icient	or the grade/course	2.	A 3 3 2 3 3 1 3	B 3 2	c 3 2 2 2 2 1 1
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 Addres Conter In term R O In In In In Instruct A R AP Co 	sses the Michigan Standards. Int: Is of achieving course goals eadability of the primary resource is a rganizational of the primary resource formation is accurate and balanced ustrative material is effective and suff ctional Aids udio access available? ate software and other resources pro urse only - resource addresses Colleg	appropriate fo is effective icient vided with th	or the grade/course is resource.	1. 2. 3. 4.	A 3 3 2 3 1 3 2 0	в 3 2 2 2 2 2 2 1 0	c 3 2 2 2 2 2 1 2 1 2 1 2 2 0
 Address Conterning Conterning In term R O In Instruct A R AP Co 5. Bias - 1 	sses the Michigan Standards. Int: Is of achieving course goals eadability of the primary resource is a rganizational of the primary resource formation is accurate and balanced ustrative material is effective and suff ctional Aids udio access available? ate software and other resources pro urse only - resource addresses Colleg resources is free of racial, religious, ge	appropriate for is effective icient vided with th ge Board Sta	or the grade/course is resource. ndards and cultural biases.	1. 2. 3. 4. 5.	A 3 3 2 3 1 3 2 0 3	в 3 2 2 2 2 2 2 1 0 3	c 3 2 2 2 2 2 1 2 1 2 1 2 1 2 0 3

PART I: REVIEW continued

I-b Resources - Questions

	/hat additional resources and/or software are included with this primary resource?				
	A	В	C		
	E-book access including teachers edition, learning objectives, mathematical practices, e-tools, standards alignment, formative questions and instructional/team support strategies.	E-book access including teacher notes, learning targets, pacing suggestion, e-tools, and standards alignment.	E-book access including teachers edition, examview test bank, and pdf printouts.		
	List and indicate why additional resources will	be requested.			
	A	В	C		
	Delta Math (online procedural practice w/ immediate feedback) and Kuta Software (worksheet builder, supplemental practice) will be requested to provide the additional fluency practice.	Delta Math (online procedural practice w/ immediate feedback) and Kuta Software (worksheet builder, supplemental practice) will be requested to provide the additional fluency practice.	Delta Math (online procedural practice w/ immediate feedback) and Kuta Software (worksheet builder, supplemental practice) will be requested to provide the additional fluency practice.		
	List other additional resources that are required and why.				
	A	B	С		
	Delta Math and Kuta Software (from above). Teacher print materials, algebra tiles, geometry mirrors.	Delta Math and Kuta Software (from above). Materials list per course. Possible consumable student editions	Delta Math and Kuta Software (from above). Nothing else required		

2. Expense:

What is the cost and probable life? (i.e. binding, consumable)					
A	В	C			
\$20 / student (online) / year. Semi-annual purchase. \$90 / physical text	\$27 / student (online) or \$35 / student (online and consumable)	n/a (current resource)			
Yearly commitment, mostly digital with limited physical texts.	Yearly commitment.				

Is this a classroom resource or individual student resource?					
A	В	C			
Classroom w/ individual student licenses.	Classroom w/ individual student licenses.	Classroom			

Name of text/resource selected: Core Connections Algebra 1, Geometry, Algebra 2 (CPM)

Rationale for selection: The CPM curriculum is well-structured, balancing conceptual understanding with procedural fluency through engaging, hands-on tasks that encourage student exploration before formalizing concepts. Its sequence and flow are thoughtfully designed, making it adaptable to different scheduling needs, including block schedules. The curriculum strongly aligns with department and district instructional visions, and its online resources are more user-friendly and effective than those of Illustrative Mathematics. Teachers appreciate the spiral approach, interactive tools, and the way the lessons build understanding over time, providing better references for both students and teachers after completion. The inclusion of structured student roles and instructional strategies enhances engagement and classroom collaboration.

How does the resource address the Michigan Standards? If this is an AP course, is this text a college board approved AP text?

Common core state standards are covered through the three texts (taken over our four high school courses). Mappings are provided by CPM that link CCSS to sections in the text.

Which standards are not addressed? none

Which of these topics may surface as a result of using this resource?

□ School shootings □ Abuse □ Magic □ Religion □ Politics □ Climate change □ Immigration □ Substance Abuse □ Other

Depth of Student Learning

a. Students need to be familiar with a broad range of human experiences which can help them learn to identify important issues, explore fully and fairly all sides of an issue, weigh carefully the values and factors involved, develop techniques for formulating and evaluating position, and act in a responsible and effective manner.

The scope of work should:

- Relate to the outcomes of a course of study, school mission and the level of maturity the students;
- Not indoctrinate students to a particular point of view;
- Encourage open-mindedness and is conducted in a spirit of scholarly inquiry.
- b. Give examples of how the resource addresses the different wheels on this Depth of Knowledge chart to ensure the best resource for student learning.

DOK Level One (recall) - standards and skills are spiraled through the review and preview practice sections. Students are often directed across problems, sections, and units, to retrieve prior knowledge and identify new learning.

DOK Level Two (skill/concept) - students explore, graph, estimate, construct, predict, and interpret real world problems in order to identify patterns and summarize observations to formalize procedural skills.

DOK Level Three (strategic thinking) - students are asked to investigate, hypothesize, compare, construct, and develop arguments that support the continued development of mathematical concepts.

DOK Level Four (extended thinking) - closure lessons, challenge activities, and further guidance sections, as well as revisting prior applications ask students to connect, synthesize, apply, analyze, create, and prove the thinking and understanding developed throughout a section, unit, and course.

c. Expense

What is the cost and probable life? (i.e. binding, consumables) Please attach a quote from the company.

Approximately \$36,000 for year 1, re-evaluating if there is a need for additional physical texts year 2, with a recurring yearly (digital) cost of \$25,000 - \$30,000 / year. License bundles of up to 6 years at a time are available.

Is this a classroom resource or individual student resource? Classroom resource with individual student licenses

d. References - Contact at least 2 other districts and collect comments on the following questions.

How effective is the resource in meeting your subject goals?

From Berkley schools: CPM is very effective in meeting our subject goals. The CCSS are being met in an interesting and inquiry-based format that has increased student engagement and teacher joy. CPM is very smart in how they build concepts throughout both the courses individually, as well as the Algebra, Geometry, Algebra 2, Pre-Calculus as a whole. From Clarkston schools: CPM is very strong in meeting the 8 math practices and teaching student independence and collaboration. CPM training that was offered for free was imperative in making the program a success for us. Students learn deeply as they discuss. Also, CPM provides a huge list of teaching strategies and videos that help with suggestions. CPM also has a list of what is necessary to cover in the lesson and what part of the lessons are extensions.

What concerns do they have about this resource?

From Berkley schools: The only concern we have with this resource is the assessment resources. The sample tests as written will have to be tweaked. There is a test bank to help, but for the most part, you will have to write your own tests. CPM often offers Assessment PL over the summer that is supposed to offer ideas on alternative assessments options, but we haven't been able to attend yet.

From Clarkston schools: We have an older version of CPM and so I am not sure that this is the case anymore? Our staff loved all of the grade levels except 8th grade. They felt the order was not as logical as the other classes.

See page 5 for "Material Request form". Send complete form to District Department Chair who will review and forward to the Administrative Assistant to Teaching and Learning.