



Core Curriculum

Grades 6–8

This Is Math that Matters!

More Creativity. More Connection. Made for You.

6–8 Program Overview



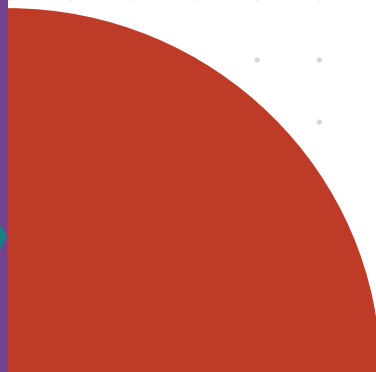
Authors, Research, and Certified Partnership

Illustrative Mathematics (IM®) was authored by Dr. Bill McCallum and a team of math leaders focused on improving student outcomes in mathematics. The problem-based instructional design is built on best practices and research principles from NCTM, National Research Council, Smith & Stein, and others. Imagine IM® incorporates the latest IM® v.360 curriculum update and has been optimized by Imagine Learning for engagement, accessibility, and usability.

Premium Certified Partnership

Imagine Learning is a premium IM-Certified® partner, a designation that confirms Imagine IM adheres to IM's instructional model and has been reviewed and approved by Illustrative Mathematics. Imagine Learning worked closely with Illustrative Mathematics to ensure full alignment with its philosophy and research-based approach.

This partnership means schools get the best of both worlds: the rigor and coherence of the IM curriculum and Imagine Learning's enhancements and implementation support. It's a high-quality, evidence-based solution designed to help educators deliver meaningful, standards-aligned math instruction that works for all students.



Welcome to Imagine IM!

Math engagement can be a challenge. Getting students to connect with concepts, stay motivated, and build lasting understanding isn't easy, especially when traditional instruction doesn't reflect how learners really think and grow. That's where Imagine IM comes in.

Built on the proven Illustrative Mathematics IM v.360 curriculum and optimized for dynamic classrooms, Imagine IM brings problem-based learning to life for grades 6–8. Instead of memorizing steps, students explore real-world problems, talk through strategies, and make sense of math together. It's active, collaborative, and grounded in curiosity.

For educators, Imagine IM offers ready-to-use supports, flexible print and digital resources, and tools that make instructional shifts more manageable. For students, it means math that feels relevant, connected, and worth engaging in.

This is **math that matters**.

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More Creativity

Math that makes space for imagination, curiosity, and real thinking.

Solving Problems with Math

In Imagine IM, students explore ideas, test strategies, and find solutions in ways that make sense to them. A problem-based approach encourages flexible thinking and creative reasoning, embedding these habits into daily instruction and reinforcing them across all grade levels.

Multiple Ways of Thinking and Learning

Every lesson in Imagine IM invites curiosity, with visual models, hands-on tools, and classroom discussion giving students space to approach problems from different angles and explain their thinking in their own words. Creativity isn't an add-on but core to how students understand, connect, and grow all the time they're using Imagine IM.

More Connection

Bringing students closer to the math, each other, and the world around them.

Engaging with Math that Matters

Imagine IM builds connection through relevant, real-world problems that encourage students to wonder, make sense, and stay engaged.

Learning Together, Thinking Together

Instructional routines promote student-to-student connection. Whether collaborating on a strategy or comparing models, students learn to reason, listen, and build understanding as a group.

Math with Real-World Relevance

From data sets to environmental topics, students explore math that connects to the world they live in, strengthening understanding and enriching math with a sense of purpose.

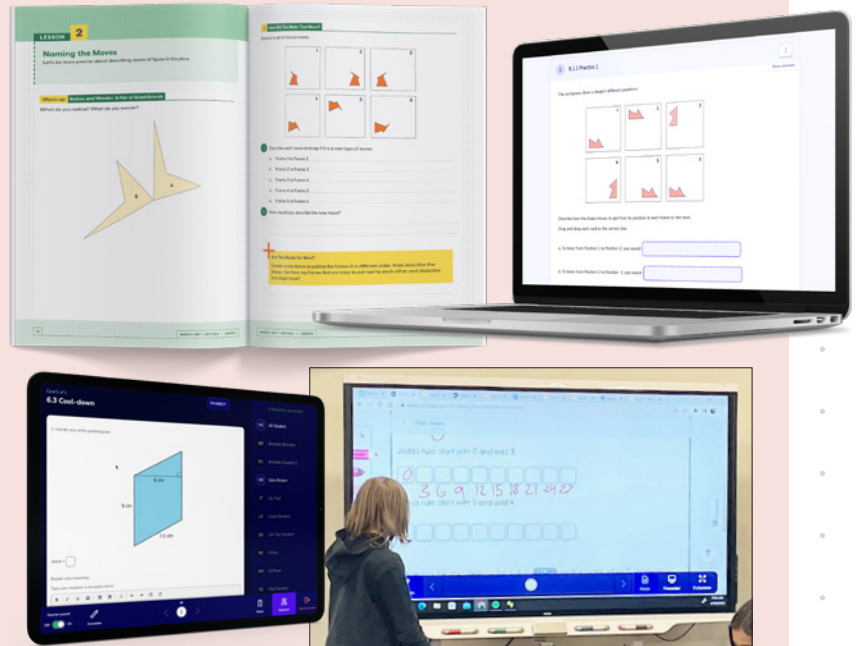
Made for You

Imagine IM is built for real classrooms and educators like you. From planning and instruction to feedback and support, everything is designed to be flexible, customizable, and ready to meet the needs of you and your students.

Adapts to Your Style

Because no two classrooms are the same, Imagine IM gives you tools that adapt to your instructional style.

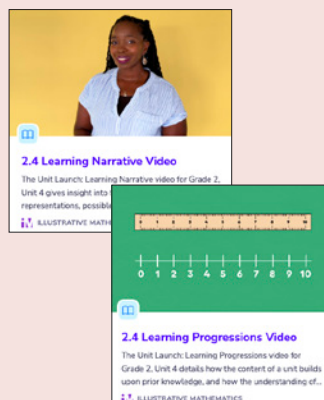
- Editable digital lesson cards that can be copied, projected, or assigned
- Seamless integration of print and digital materials
- Live Learn and Annotation Tool to make lessons interactive and responsive
- One platform to assign, customize, and track progress



Support That Meets Your Needs

With Imagine IM, you're never on your own. Every implementation includes real support from real people who know IM and understand your needs.

- Dedicated customer success manager
- Comprehensive training for both print and digital
- In-house tech and integration support
- In-depth professional learning
- An ongoing consultative partnership



Aligned to Your Standards

Imagine IM supports educators in building student proficiency with alignment to state standards, the Common Core State Standards for Mathematics (CCSSM), and the Standards for Mathematical Practice (MP), with a focus on engagement, accessibility, and ease of use.

Directly addressing	Building on	Building towards
<p>Standard</p> <p>7.EE.B.4</p> <p>Building On: 7.EE.B.4 Understand subtraction as an addition-related operation. For example, subtract 10 - 8 by finding the number that makes 10 when added to 8.</p> <p>7.NF.A.1</p> <p>Building On: 7.NF.A.1 Measure and estimate lengths in standard units.</p> <p>7.NF.A.2</p> <p>Building On: 7.NF.A.2 Measure the length of an object by selecting and using appropriate tools, such as rulers, yardsticks, meter sticks, and measuring tapes.</p> <p>7.NF.A.3</p> <p>Building On: 7.NF.A.3 Measure the length of an object twice, using length units of different lengths for the two measurements. Describe how the two measurements relate to the size of the unit chosen.</p>	<p>7.EE.B.4</p> <p>7.NF.A.1</p> <p>7.NF.A.2</p> <p>7.NF.A.3</p>	<p>7.EE.B.4</p> <p>7.NF.A.1</p> <p>7.NF.A.2</p> <p>7.NF.A.3</p>

Unit 1: Introduction

As in grade 6, students start grade 7 by studying scale drawings, an engaging geometric topic that supports the major work and fourth axis. It also makes use of grade 6 attributes: understanding and skills, without attributes: bearings and proportional relationships. are also introduced in the third axis or circles, which depend on proportional relationships to be observed in scale. By the time students reach the fifth axis or operations with rational numbers, both positive and negative, they understand and skills of grade 6. This unit, with operations on rational numbers, with its understanding the rules for operating with negative numbers, is a natural lead-in to the work on exponents and basic arithmetic and algebraic skills to work in the last two units, on angles, triangles, and polygons, and on probability and statistics.

Summary of instructional focus and time

Quick facts:

- There are a total of 163 instructional days, including time for assessments in the Grade 7 course.
- There are a total of 163 lessons in the course.
- 22 of the lessons are considered "national" and include guidance to teachers about when and why to teach them.
- 123 lessons are not national.

The table below summarizes the focus of each unit in the curriculum, by standard domain, and describes whether the overall focus of the unit is on major, supporting, or additional work of the grade.

Focus of each unit by cluster

Grade 7							
7.1 Scale drawings 7.EE.A, 7.EE.B	7.2 Introducing proportional relationships 7.SP.A, 7.SP.B, 7.SP.C, 7.SP.D	7.3 Measuring angles 7.SP.A, 7.SP.B, 7.SP.C, 7.SP.D	7.4 Proportional relationships and percentages 7.SP.A, 7.SP.B, 7.SP.C, 7.SP.D	7.5 Rational number arithmetic 7.NE.A, 7.SP.A, 7.SP.B, 7.SP.C, 7.SP.D	7.6 Expressions, equations, and inequalities 7.SP.A, 7.SP.B, 7.SP.C, 7.SP.D	7.7 Angles, triangles, and polygons 7.SP.A, 7.SP.B, 7.SP.C, 7.SP.D	7.8 Probability and sampling 7.SP.A, 7.SP.B, 7.SP.C, 7.SP.D

Key

- Focus of unit is on **major work** standards
- Focus of unit is on **supporting work** standards
- Focus of unit is on **additional** standards

Lesson	Standards Addressed
Lesson 1: What Are Scale Copies?	7.EE.A, 7.NF.A, 7.NF.B, 7.NF.C, 7.NF.D, 7.NF.E, 7.NF.F, 7.NF.G, 7.NF.H, 7.NF.I, 7.NF.J, 7.NF.K, 7.NF.L, 7.NF.M, 7.NF.N, 7.NF.O, 7.NF.P, 7.NF.Q, 7.NF.R, 7.NF.S, 7.NF.T, 7.NF.U, 7.NF.V, 7.NF.W, 7.NF.X, 7.NF.Y, 7.NF.Z
Lesson 2: Corresponding Parts and Scale Factors	7.EE.A, 7.NF.A, 7.NF.B, 7.NF.C, 7.NF.D, 7.NF.E, 7.NF.F, 7.NF.G, 7.NF.H, 7.NF.I, 7.NF.J, 7.NF.K, 7.NF.L, 7.NF.M, 7.NF.N, 7.NF.O, 7.NF.P, 7.NF.Q, 7.NF.R, 7.NF.S, 7.NF.T, 7.NF.U, 7.NF.V, 7.NF.W, 7.NF.X, 7.NF.Y, 7.NF.Z
Lesson 3: Making Scale Copies	7.EE.A, 7.NF.A, 7.NF.B, 7.NF.C, 7.NF.D, 7.NF.E, 7.NF.F, 7.NF.G, 7.NF.H, 7.NF.I, 7.NF.J, 7.NF.K, 7.NF.L, 7.NF.M, 7.NF.N, 7.NF.O, 7.NF.P, 7.NF.Q, 7.NF.R, 7.NF.S, 7.NF.T, 7.NF.U, 7.NF.V, 7.NF.W, 7.NF.X, 7.NF.Y, 7.NF.Z
Lesson 4: Similar Relationships	7.EE.A, 7.NF.A, 7.NF.B, 7.NF.C, 7.NF.D, 7.NF.E, 7.NF.F, 7.NF.G, 7.NF.H, 7.NF.I, 7.NF.J, 7.NF.K, 7.NF.L, 7.NF.M, 7.NF.N, 7.NF.O, 7.NF.P, 7.NF.Q, 7.NF.R, 7.NF.S, 7.NF.T, 7.NF.U, 7.NF.V, 7.NF.W, 7.NF.X, 7.NF.Y, 7.NF.Z
Lesson 5: The Size of the Scale Factor	7.EE.A, 7.NF.A, 7.NF.B, 7.NF.C, 7.NF.D, 7.NF.E, 7.NF.F, 7.NF.G, 7.NF.H, 7.NF.I, 7.NF.J, 7.NF.K, 7.NF.L, 7.NF.M, 7.NF.N, 7.NF.O, 7.NF.P, 7.NF.Q, 7.NF.R, 7.NF.S, 7.NF.T, 7.NF.U, 7.NF.V, 7.NF.W, 7.NF.X, 7.NF.Y, 7.NF.Z
Lesson 6: Scaling and Area	7.EE.A, 7.NF.A, 7.NF.B, 7.NF.C, 7.NF.D, 7.NF.E, 7.NF.F, 7.NF.G, 7.NF.H, 7.NF.I, 7.NF.J, 7.NF.K, 7.NF.L, 7.NF.M, 7.NF.N, 7.NF.O, 7.NF.P, 7.NF.Q, 7.NF.R, 7.NF.S, 7.NF.T, 7.NF.U, 7.NF.V, 7.NF.W, 7.NF.X, 7.NF.Y, 7.NF.Z
Lesson 7: Scale Drawings	7.EE.A, 7.NF.A, 7.NF.B, 7.NF.C, 7.NF.D, 7.NF.E, 7.NF.F, 7.NF.G, 7.NF.H, 7.NF.I, 7.NF.J, 7.NF.K, 7.NF.L, 7.NF.M, 7.NF.N, 7.NF.O, 7.NF.P, 7.NF.Q, 7.NF.R, 7.NF.S, 7.NF.T, 7.NF.U, 7.NF.V, 7.NF.W, 7.NF.X, 7.NF.Y, 7.NF.Z
Lesson 8: Scale Drawings and Maps	7.EE.A, 7.NF.A, 7.NF.B, 7.NF.C, 7.NF.D, 7.NF.E, 7.NF.F, 7.NF.G, 7.NF.H, 7.NF.I, 7.NF.J, 7.NF.K, 7.NF.L, 7.NF.M, 7.NF.N, 7.NF.O, 7.NF.P, 7.NF.Q, 7.NF.R, 7.NF.S, 7.NF.T, 7.NF.U, 7.NF.V, 7.NF.W, 7.NF.X, 7.NF.Y, 7.NF.Z
Lesson 9: Changing Scale Drawings	7.EE.A, 7.NF.A, 7.NF.B, 7.NF.C, 7.NF.D, 7.NF.E, 7.NF.F, 7.NF.G, 7.NF.H, 7.NF.I, 7.NF.J, 7.NF.K, 7.NF.L, 7.NF.M, 7.NF.N, 7.NF.O, 7.NF.P, 7.NF.Q, 7.NF.R, 7.NF.S, 7.NF.T, 7.NF.U, 7.NF.V, 7.NF.W, 7.NF.X, 7.NF.Y, 7.NF.Z
Lesson 10: Similar Figures	7.EE.A, 7.NF.A, 7.NF.B, 7.NF.C, 7.NF.D, 7.NF.E, 7.NF.F, 7.NF.G, 7.NF.H, 7.NF.I, 7.NF.J, 7.NF.K, 7.NF.L, 7.NF.M, 7.NF.N, 7.NF.O, 7.NF.P, 7.NF.Q, 7.NF.R, 7.NF.S, 7.NF.T, 7.NF.U, 7.NF.V, 7.NF.W, 7.NF.X, 7.NF.Y, 7.NF.Z
Lesson 11: Similar Solids	7.EE.A, 7.NF.A, 7.NF.B, 7.NF.C, 7.NF.D, 7.NF.E, 7.NF.F, 7.NF.G, 7.NF.H, 7.NF.I, 7.NF.J, 7.NF.K, 7.NF.L, 7.NF.M, 7.NF.N, 7.NF.O, 7.NF.P, 7.NF.Q, 7.NF.R, 7.NF.S, 7.NF.T, 7.NF.U, 7.NF.V, 7.NF.W, 7.NF.X, 7.NF.Y, 7.NF.Z
Lesson 12: Similar Solids	7.EE.A, 7.NF.A, 7.NF.B, 7.NF.C, 7.NF.D, 7.NF.E, 7.NF.F, 7.NF.G, 7.NF.H, 7.NF.I, 7.NF.J, 7.NF.K, 7.NF.L, 7.NF.M, 7.NF.N, 7.NF.O, 7.NF.P, 7.NF.Q, 7.NF.R, 7.NF.S, 7.NF.T, 7.NF.U, 7.NF.V, 7.NF.W, 7.NF.X, 7.NF.Y, 7.NF.Z
Lesson 13: Similar Solids	7.EE.A, 7.NF.A, 7.NF.B, 7.NF.C, 7.NF.D, 7.NF.E, 7.NF.F, 7.NF.G, 7.NF.H, 7.NF.I, 7.NF.J, 7.NF.K, 7.NF.L, 7.NF.M, 7.NF.N, 7.NF.O, 7.NF.P, 7.NF.Q, 7.NF.R, 7.NF.S, 7.NF.T, 7.NF.U, 7.NF.V, 7.NF.W, 7.NF.X, 7.NF.Y, 7.NF.Z

"Imagine Learning has been the absolute best in terms of supporting us with implementation, professional learning, and everything along the way. I can't imagine a better partner."

Dr. Nicole R., Executive Director of Curriculum and Instruction, CCSD59, Chicago, Illinois



Exploring Imagine IM

Imagine IM offers a complete suite of print, digital, and hands-on components that are ready to go and designed to meet the needs of educators and students.

Teacher Components*

*Also available in Spanish

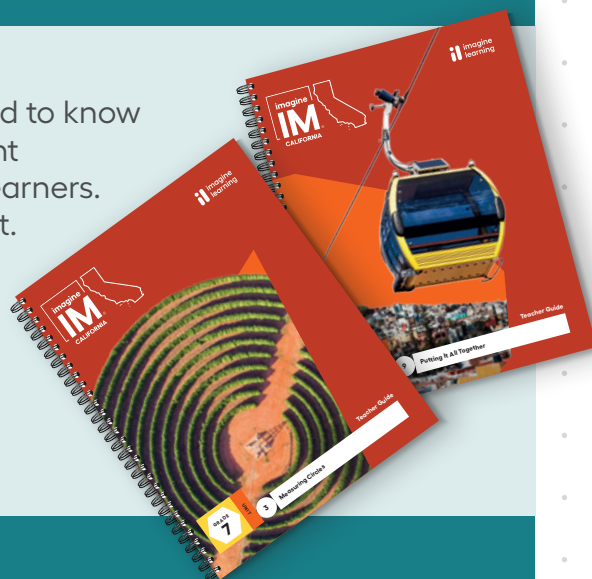
Print

Teacher Course Guide

The Teacher Course Guide includes everything you need to know about the program: the instructional design, assessment structures, design principles, and supports for diverse learners. It also includes a pacing guide and standards alignment.

Teacher Guides — 9 spiral-bound per grade

Full lesson plans with teaching supports, student page reduses, and QR codes linking to digital resources at the unit, section, and lesson level. Teacher Guides are available in Spanish for K–8, Algebra 1, and Integrated Math 1.



Digital

The Imagine IM digital platform supports planning, teaching, and blended learning through tools such as:

- **Planning and Instruction:** Unit Launch videos, assignable digital lessons, embedded teaching notes, and unit maps
- **Lesson Delivery:** Editable lesson cards, Live Learn, and the annotation tool
- **Home Connections:** Family letters and Family Support videos
- **Data and Reporting:** Dashboards, performance reports, and monitoring tools



Kits

Hands-on manipulative kits for grades K–8, packaged in organized storage tubs. Kits support a classroom of 30 students.



Student Components*

*Also available in Spanish

Print

Consumable Full-Color Workbooks (Units 1–9)

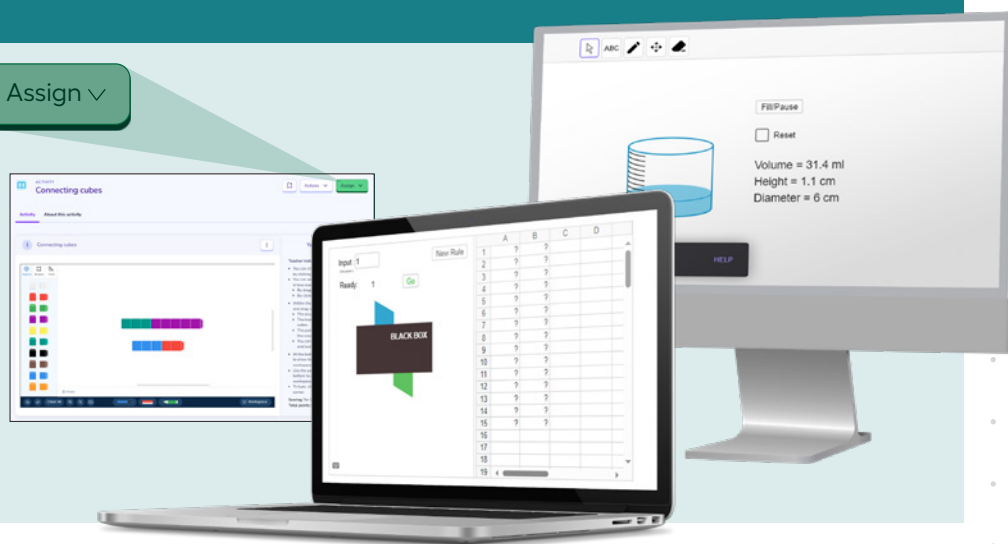
Available in English and Spanish, each workbook includes complete lessons with space for student thinking and work and QR codes linking to family resources throughout.



Digital

Students can access all materials online, including interactive lesson materials, Desmos activities, assessments, and more. Digital content is available in English and Spanish in K–8.

Assign ▾



Professional Learning

Imagine IM offers flexible professional learning for teachers, coaches, and administrators, available in both virtual and in-person formats.

Workshop modules are designed for hands-on learning and application, while self-directed training is embedded in the platform for ongoing support, including:

- **Learning Narrative** videos covering unit goals, models, and common student misconceptions
- **Unit Videos** from real Imagine IM classrooms

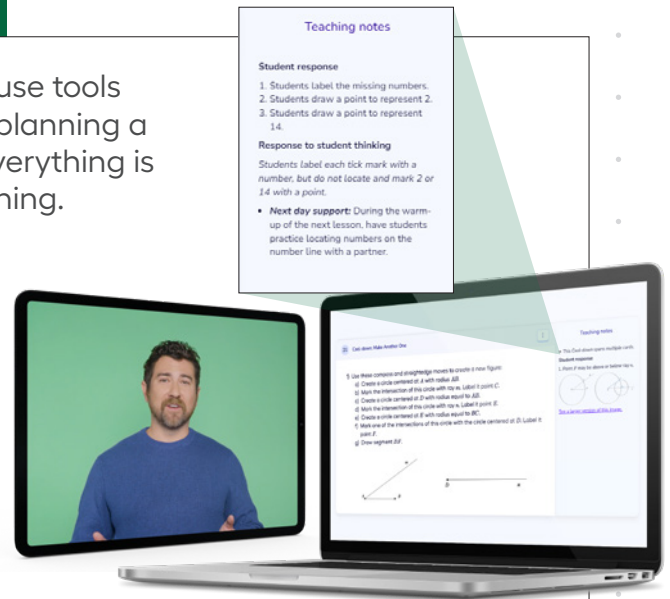


Teacher Experience

Imagine IM supports teachers with flexible, easy-to-use tools created to work in real classrooms. Whether you're planning a lesson, leading instruction, or adapting on the fly, everything is designed to save time and support meaningful learning.

Implementation that Fits Teachers' Needs

Strong math instruction starts with strong support. Imagine IM offers point-of-use guidance to help teachers plan, adjust, and facilitate lessons confidently across classroom models. Teachers can access Learning Narrative and Lesson Supports videos from the Teacher Guide or digital platform, with real classroom examples providing clear, practical models of problem-based instruction.



Flexible Instructional Tools

Teachers have the tools to teach in ways their students learn best.

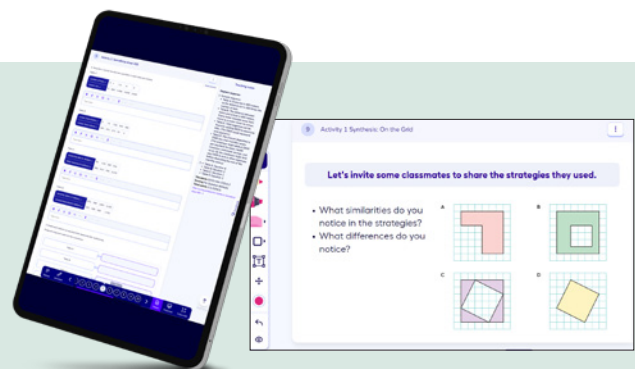
- **Print and Digital:** Teacher Guides and Student Workbooks connect directly to digital components to maintain lesson integrity across formats.
- **Editable Lessons:** Digital lesson cards can be copied, assigned, or customized to support every learner.
- **Projection-Ready:** Lessons are easily shareable in class or online.



Live and Interactive Teaching

Tools that make teaching more responsive.

- **Live Learn** allows teachers to launch live sessions directly from the platform.
- **Annotation Tool** brings instruction to life by letting teachers write, draw, and share thinking on-screen in real time.

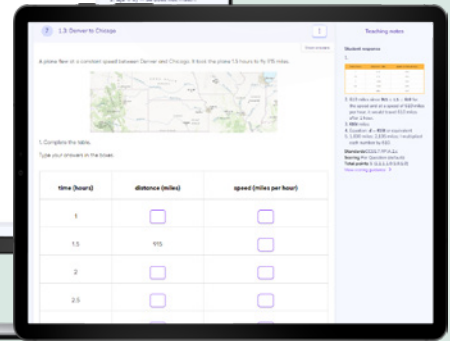
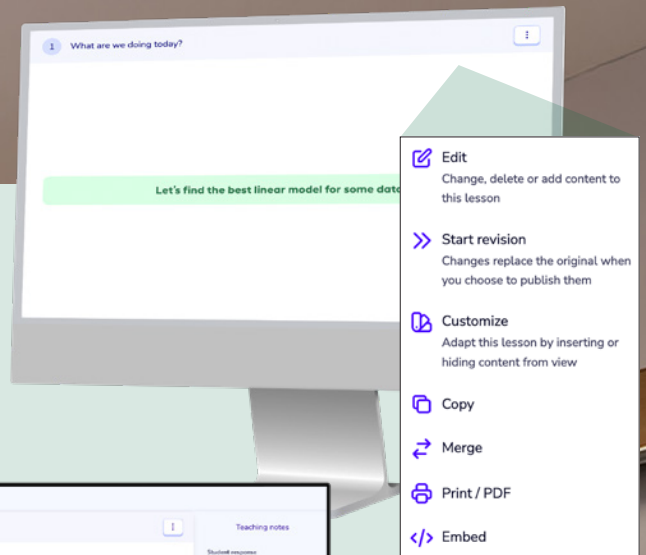
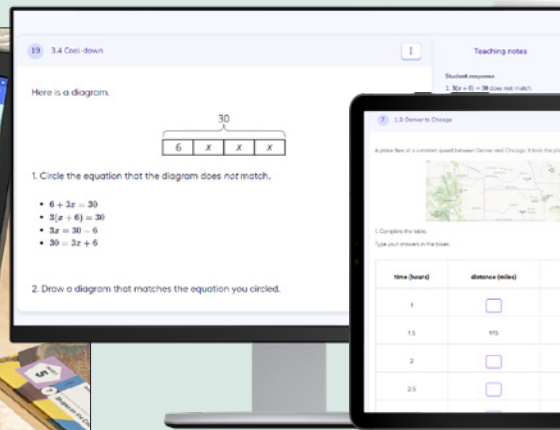
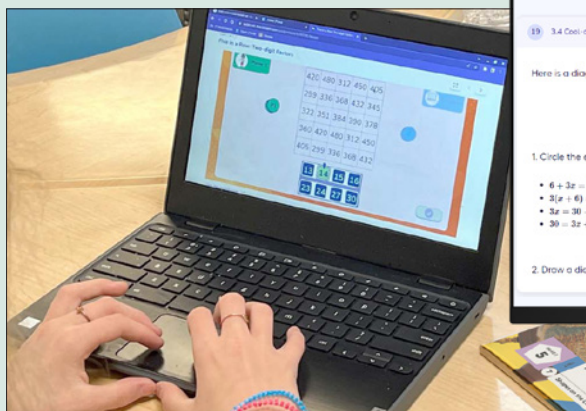


The on-demand feature makes visibility of student work and timely feedback more efficient.

Formative Assessment and Feedback

Teachers can track progress and adjust instruction using tools that provide real-time insight into student learning:

- Digital task statements
- Section checkpoints
- Cool-downs

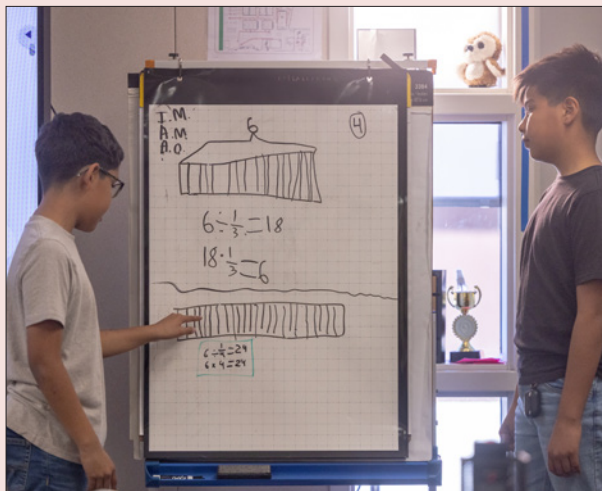
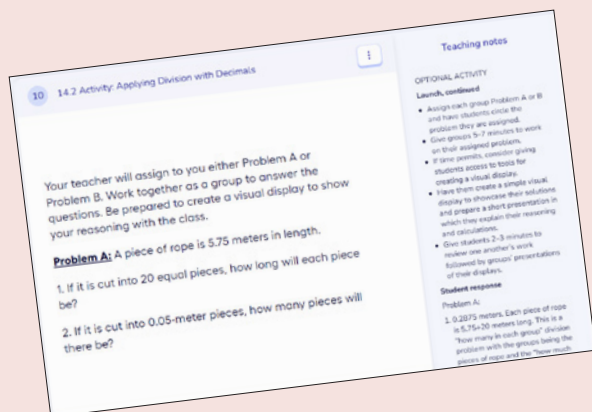


Student Experience

Imagine IM immerses students in meaningful, rigorous math through a problem-based approach and engaging, interactive resources. With tools that foster creativity and collaboration, students build confidence and develop skills they'll use in college, careers, and life.

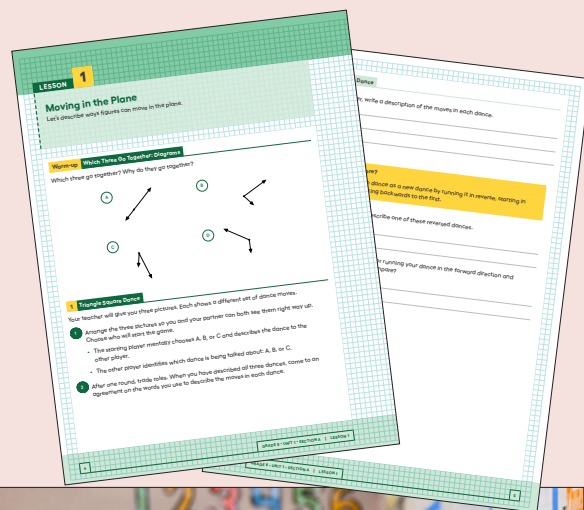
Making Math Meaningful and Relevant

Students are natural problem solvers: curious, expressive, and full of ideas. Imagine IM gives them space to explore, share thinking, learn from mistakes, and connect with one another. Lessons are designed to value student voice and build productive mathematical habits.



Supporting Understanding, Fluency, and Application

Instructional routines, visual models, and hands-on tools help students build conceptual understanding, procedural fluency, and confidence applying math to real problems. Every element works together to make learning stick and keep it engaging.



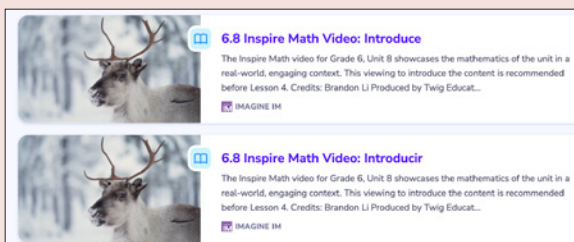
Fostering Discussion and Reflection

Imagine IM encourages active learning through talk, reflection, and shared problem-solving. Embedded opportunities across lessons and centers help students build confidence in the Standards for Mathematical Practice in ways that feel collaborative and authentic.



Inspire Math Videos

Short, high-interest videos open each unit with a real-world or unexpected context to spark curiosity. Later videos revisit the topic, reinforcing learning and encouraging students to connect math to the world around them.



Inspire Math videos are available in both English and Spanish.

Problem-Based Learning in Action

Problem-based learning is powerful because it invites students to think, talk, and make sense of math. In Imagine IM, this approach is the foundation of every lesson. Rather than starting with formulas, students begin with a question, a visual, or a real-world situation that gets them thinking. They explore, test ideas, and collaborate with classmates to uncover strategies and solutions.

This kind of learning helps students build **deep conceptual understanding**, not just surface-level skills. It supports productive struggle, values multiple approaches, and encourages students to explain their thinking — all key habits of strong mathematical thinkers.



Active Participants in Learning

In Imagine IM, problem-based learning is **inclusive by design**. Lessons begin with warm-ups and prompts that reflect students' lived experiences and cultural knowledge. Throughout each lesson, students use hands-on tools, digital manipulatives, and visuals to make math come alive. They learn to reason together, reflect on their process, and connect ideas across lessons.

Because students are active participants in their learning, engagement goes up and confidence follows.

Unit and Lesson Structures

Imagine IM is built to make math meaningful, inclusive, and connected from start to finish. It follows a thoughtful structure that supports all learners, not just in mastering procedures, but in building deep understanding through discussion, reasoning, and real-world relevance.

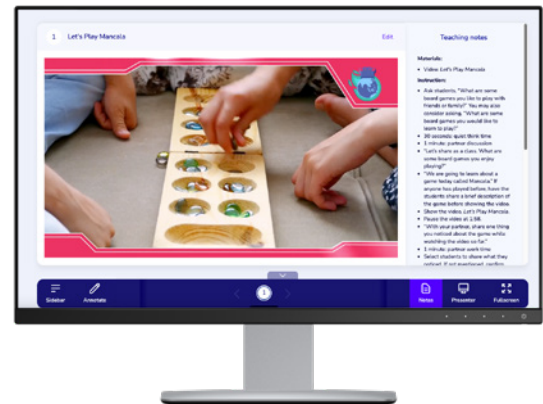
Each activity and lesson is part of a mathematical story across units and grade levels. This coherence allows students to view mathematics as a connected set of ideas that make sense together.

	Invitation to the Mathematics	Deep Study of Concepts and Procedures	Consolidating and Applying
Course Level	Invitational Unit	Deep Study Units	Consolidation Unit
Unit Level	Introductory Lesson	Instructional Lessons	Culminating Lesson
Lesson Level	Warm-up	Classroom Activities	Synthesis and Cool-down
Activity Level	Launch	Work Time	Synthesis

Each unit opens with an **Inspire Math video**, introducing new content through an engaging, authentic context. These short videos spark curiosity and help students preview what they'll explore over the unit.

From there, lessons unfold through a consistent flow:

- Warm-up: Accessible entry point for all students
- Activities: Collaborative exploration and problem-solving
- Synthesis: Pulling ideas together with structure and clarity
- Cool-down: A brief check for understanding that informs next steps



Lesson 1

Warm-up

Activity 1

Lesson Synthesis

Cool-down

What is Area?

The purpose of this Cool-down is to check how students are thinking about area after engaging in the activities. While the task prompts students to reflect on the work in this lesson, ideas about area from students' prior work in grades 3-5 may also emerge. Knowing the range of student thinking will help to inform the next day's lesson.

Student Task Statement

Think about your work today and write your best definition of "area."

Sample responses:

- The amount of space inside a two-dimensional shape
- The measurement of the inside of a shape
- The number of square units inside a shape
- The amount of space a shape covers
- The amount of the plane a shape covers

5 min

Problem-Based Learning in Action continued...

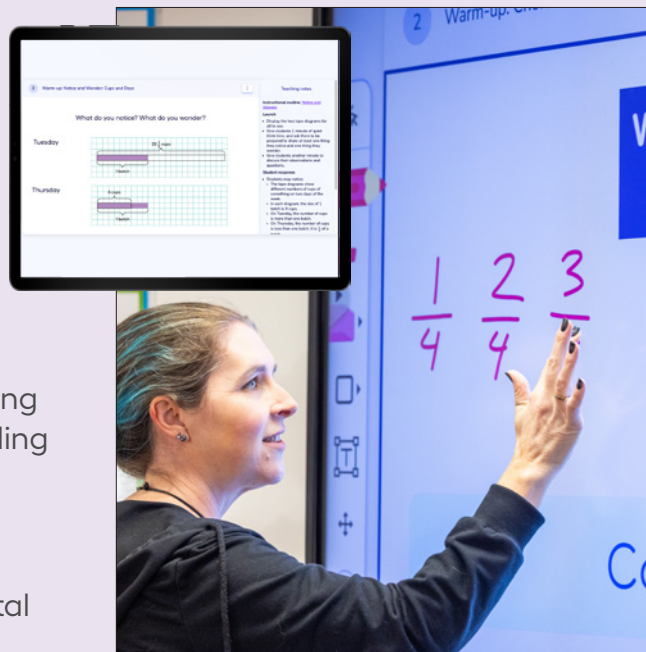
Warm-Ups: Inviting Every Student Into the Math

Each lesson begins with an inclusive warm-up that draws from students' experiences and cultures. Using open-ended prompts like “What do you notice? What do you wonder?” students are encouraged to share and explore ideas without fear of being wrong.

These routines promote:

- Entry for every learner
- Rich conversation and collaborative thinking
- Language development and identity-building in math

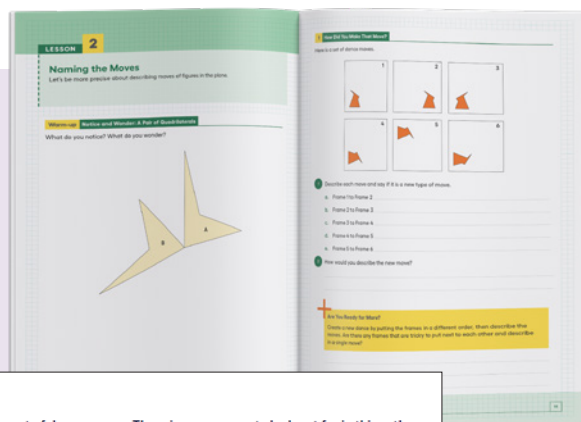
Instructional supports — including guiding questions, sentence stems, and language scaffolds — are built into both print and digital teacher materials.



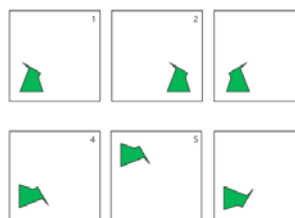
Activities: Learning by Doing

Activities in Imagine IM go beyond practice. They're an invitation to **explore**, **question**, and **make meaning together**. Students are given time to grapple with problems individually before working in small groups, using models, manipulatives, and visual tools to deepen understanding.

Each activity is followed by a structured **activity synthesis** stage, in which teachers bring together key ideas and student insights. This is where connections are made, misconceptions are addressed, and mathematical language is developed within the community of learners.



Here is another set of dance moves. There is a new move to look out for in this set!

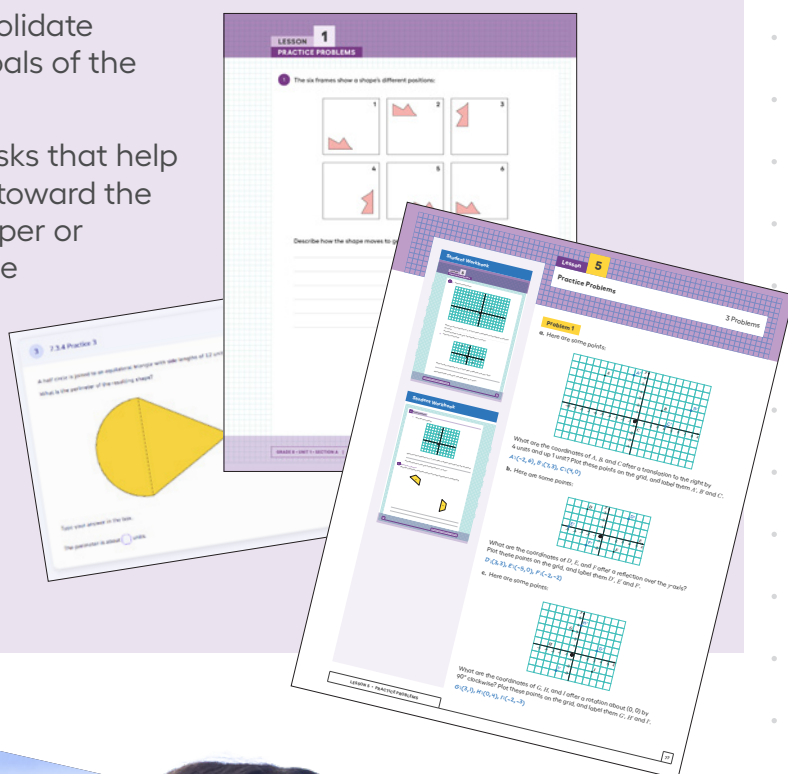


Lesson Synthesis and Cool-Downs

The lesson ends with a synthesis to consolidate understanding and make the learning goals of the lesson explicit.

Finally, cool-downs are short, targeted tasks that help teachers gauge each student's progress toward the learning goal. Whether completed on paper or digitally, cool-downs give clear, actionable information to guide next steps:

- Built-in teacher supports offer reteaching suggestions
- Digital cool-downs include automatic scoring and item analysis
- Data is immediately available for planning and small-group work



Equity and Access

Imagine IM is built on three core design principles to support all learners:

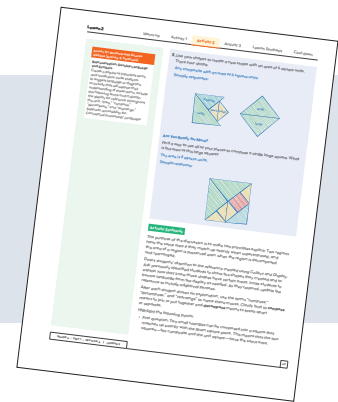
- Provide access for all
- Presume competence
- Focus on strengths, not deficits

These principles are woven throughout every unit and lesson, ensuring all students are seen, supported, and empowered to succeed in math.



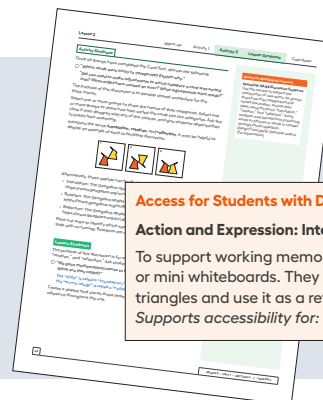
Built for Endurance and Perseverance

Lessons are designed with care and intention. From number choice to context complexity, every element is crafted to support meaningful learning and productive struggle for all students.



Support for Diverse Abilities

Each lesson includes built-in guidance for students with diverse learning needs. These supports align with Universal Design for Learning (UDL) principles — **engagement, representation, and action and expression** — and are embedded directly in teacher materials.



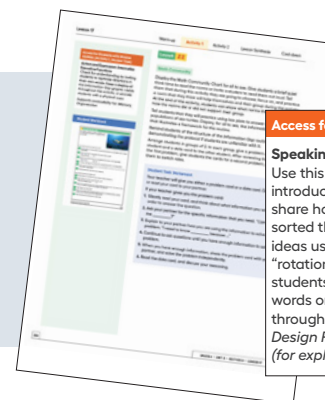
Access for Students with Diverse Abilities

Action and Expression: Internalize Executive Functions.

To support working memory, provide students with access to sticky notes or mini whiteboards. They can trace the square composed of 2 medium triangles and use it as a reference for 1 square unit. Supports accessibility for: Memory, Organization

Support for Multilingual Learners

Mathematical Language Routines (MLRs), grounded in the UL/SCALE framework from Stanford, are embedded throughout. These eight consistent routines help students grow their math language, content knowledge, and communication skills.



Access for Multilingual Learners

Speaking: MLR8 Discussion Supports.

Use this routine to support the introduction of new terms. As groups share how they categorized and sorted the shapes, revoice their ideas using the terms "translation," "rotation," and "reflection." Some students may benefit from practicing words or phrases or words in context through choral repetition. Design Principle(s): Optimize output (for explanation)

Ready for More?

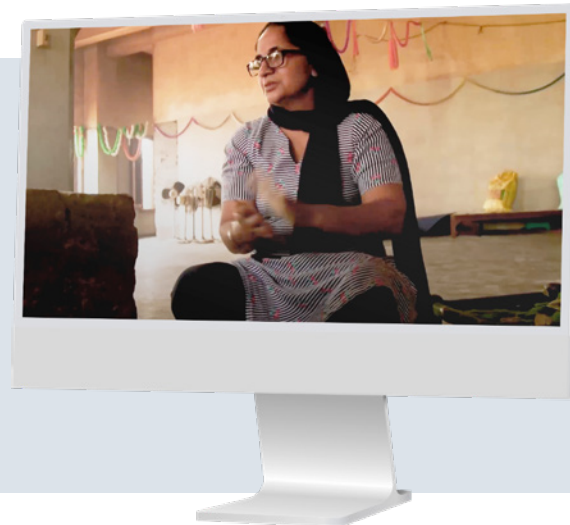
Targeted “Exploration” problems offer challenge opportunities for students ready to extend their thinking.



Culturally Responsive Design

Imagine IM reflects a wide range of student identities and experiences:

- Diverse main characters and illustrations
- Inclusive and respectful portrayal of race, culture, religion, gender, and ability
- Central figures with qualities like leadership, creativity, and courage
- Opportunities to explore a variety of perspectives and contributions



Home Connections

Each unit has a family guide, available in more than 10 languages, and written to be easily accessible, plus **Family Support videos** in English and Spanish. These explain prior learning, vocabulary, and math concepts through visuals and simple at-home activities — helping caregivers feel confident in supporting learning at home.

Imagine IM for Families: A Video Series

- 11 What Is Problem-Based Instruction?
- 12 How Does Imagine IM Prepare Students for Success in the Real World?
- 13 What is a Math Community?
- 14 The Benefits of Math Practice
- 15 Supporting Math Learning

*** Materiales de apoyo familiar**
Expresiones y ecuaciones
Ecuaciones en una variable
*** Materiales de apoyo familiar 1**
Esta semana nuestros estudiantes van a aprender a visualizar, escribir y resolver ecuaciones. En grados anteriores, hicieron este trabajo con números. En grado 6, usaremos a menudo una letra llamada una variable para representar un número cuyo valor es desconocido. Los diagramas pueden ayudarnos a entender la relación entre cantidades. Este es un ejemplo de un diagrama de este tipo:

Como hay 3 partes están marcadas con la misma variable x , sabemos que cada uno de las partes representa el mismo número. Algunas ecuaciones que podemos asociar a este diagrama son $x + x + x = 15$ y $15 = 3x$.

Una solución de una ecuación es un número que, al reemplazar a la variable por él, hace verdadera la ecuación. En el ejemplo anterior, la solución es 5. Pensemos en sustituir x por 5 en ambas ecuaciones: $5 + 5 + 5 = 15$ y $15 = 3 \cdot 5$. ¡Son ambas verdaderas! Podemos decir, por ejemplo, que 4 no es una solución, porque $4 + 4 + 4 = 12$ no es igual a 15.

Resolver una ecuación es un proceso para hallar una solución. Nuestros estudiantes aprenderán que una ecuación como $15 = 3x$ puede resolverse dividiendo cada lado entre solución de la ecuación.

Esta es una tarea para que trabajen en familia:
Dibujen un diagrama que represente cada ecuación. Luego, resuelven cada ecuación.

$2y = 11$
 $11 = x + 2$

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Assessment

Measure understanding and meet learning goals

Imagine IM offers both formative and summative assessment opportunities that help teachers measure student understanding and track progress toward learning goals.

Formative Assessment

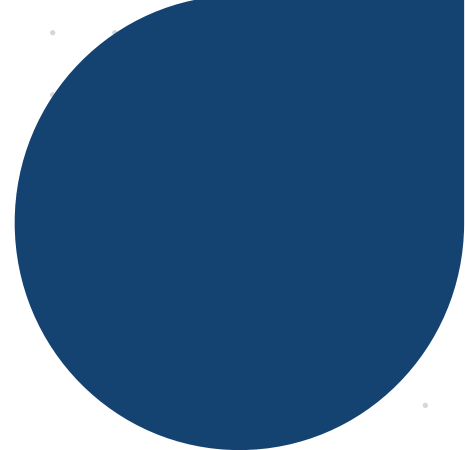
- **Check Your Readiness:** Diagnostic assessments at the start of each unit help identify prerequisite gaps or below-grade-level needs that can be addressed during the unit.
- **Learning Goals and Targets:** Each lesson includes clear learning goals that guide student focus and can be used for reflection or self-assessment.
- **Cool-Downs:** Every lesson ends with a cool-down to gauge student understanding.

The screenshot shows a digital interface for a formative assessment. The main area displays "Problem 4" with instructions: "For each percentage, find a matching statement to describe it. Drag and drop each card to the correct percentage." Below this are six percentage options (A. 10%, B. 25%, C. 50%, D. 75%, E. 80%, F. 100%) and six corresponding statement boxes. At the bottom, there are drag-and-drop cards for "Equal to that number", "1/2 of that number", "1/4 of that number", and "3/4 of that number". A sidebar on the right titled "Teaching notes" provides additional context and resources for the problem.

Summative Assessment

- **End-of-Unit Assessments:** Every unit includes a written and digital assessment. Longer units may include a mid-unit assessment.
- All summative assessments include complete solutions and standards alignment.
- Multiple-choice and multiple-response items often include explanations of common errors to help guide instruction.

The screenshot shows a digital interface for a summative assessment. The main area displays "Grade 7 Unit 8: End-of-Unit Assessment (A)" with a problem about heights. The problem includes a histogram showing the distribution of heights for a random sample of 50 volleyball players. The histogram has a title "heights in inches" and an x-axis labeled "height in inches" with values from 60 to 80. The y-axis is labeled "frequency" with values from 0 to 10. The problem asks students to select all that would be reasonable to estimate from this sample. The interface also includes a sidebar with "Teaching notes" and a "Sample of this population?" section with a dot plot.



Digital Practice

- Cumulative practice problems are available for each lesson and can be used as homework or for additional practice.



Data and Reporting

- Real-time reporting tools provide class performance data, item analysis, and year-over-year retention insights.
- Teachers can drill down into student work — including open-ended responses — to guide future instruction.
- Dashboards include assignment scores and visual breakdowns of performance across standards.

Grades 6–8 Scope and Sequence

	Grade 6	Grade 7	Grade 8
Unit 1	Area and Surface Area	Scale Drawings	Rigid Transformations and Congruence
Unit 2	Introducing Ratios	Introducing Proportional Relationships	Dilations, Similarity, and Introducing Slope
Unit 3	Unit Rates and Percentages	Measuring Circles	Linear Relationships
Unit 4	Dividing Fractions	Proportional Relationships and Percentages	Linear Equations and Linear Systems
Unit 5	Arithmetic in Base Ten	Rational Number Arithmetic	Functions and Volume
Unit 6	Expressions and Equations	Expressions, Equations, and Inequalities	Associations in Data
Unit 7	Rational Numbers	Angles, Triangles, and Prisms	Exponents and Scientific Notation
Unit 8	Data Sets and Distributions	Probability and Sampling	Pythagorean Theorem and Irrational Numbers
Unit 9	Putting It All Together	Putting It All Together	Putting It All Together
Total # of days per course*	147	138	142

* Total days is lessons + assessment (does not include optional lessons).

See Teacher Course Guides or the Imagine IM digital platform for full details on scope and sequence.



Trip to the Mountains

The hiking club is on a trip to hike up a mountain. Here they are at an elevation of 450 feet.

1. Explain how to find their elevation before the hike.

2. The members increased their elevation 290 feet during their hike this morning.

3. Han says that he can rewrite his equation as $e = 450 + 290$ to solve for e . Han's strategy to your strategy for finding the beginning elevation. What does the variable e represent?

4. Han says the equation $e + 290 = 450$ describes the situation. Write and solve for e .

5. How many students participated in the hiking trip this year? How many students came on the hiking trip last year?



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