Math Textbook Reviews:

Section 1, August 2014

Publisher: Pearson

Textbook Title: Common Core Algebra I, Geometry, and Algebra II
Integrated Math I, II , and III
Grade band: High school CCSS

Focus Metrics	
A. In any single course, materials are designed so teachers and students spend at least 50% of their time on the Widely Applicable Prerequisites (see Appendix B).	Yes
B. Topics from future courses are clearly identified as such in the materials and do not detract from focus.	Yes
C. Topics from earlier grades/courses are used to support grade-level work. Content from prior grades/courses is clearly indicated as such.	Yes
Does this textbook meet the requirements for focus?	Yes

Rigor Metrics	
A. For the widely applicable prerequisites, the three aspects of rigor are given full attention: conceptual understanding, procedural fluency, and application.	No
B. High quality problems and questions designed to invite exploration and support conceptual understanding are included for content standards and clusters that explicitly call for it. A variety of conceptual problems enable students to connect mathematical ideas and representations, and transfer understandings to new situations.	No
C. Materials support the development of fluency, including opportunities to practice algebraic manipulation and computation, appropriately apply tools, and use technology. Sometimes problems are purely procedural, none are based on non-mathematical tricks or mnemonics.	Yes
D. Students are given opportunity to apply mathematical knowledge and skills for standards that set a clear expectation modeling. A variety of grade-level appropriate problems provide students the opportunity to apply mathematical models in a variety of contextual situations using knowledge and skills articulated in the standards prior to or during the current course.	No
Does this textbook meet the requirements for rigor?	No
Justification/Notes: A. In all texts, the three aspects of rigor are not equal in intensity. An emphasis on providing an equal intensity in all three components should be present throughout the text (CCSS). In Pearson's textbooks for high school mathematics, the majority of the exercises in each section focus on procedural skill and fluency. B. The texts do not provide students with a variety of conceptual problems that enable students to connect mathematical ideas and representations, and transfer understandings to new situations. Conceptual problems are not designed to assess conceptual understanding in a manner that	

includes scaffolding learning for students through the examination of patterns, making connections, and using multiple representations in mathematics.

D. The texts do not provide students with enough opportunities to practice the modeling standards and apply mathematical knowledge and skills that set clear expectations for modeling. Students are not provided with a variety of grade-level appropriate problems to apply mathematical models in different contextual situations using knowledge and skills articulated in the standards prior to or during the current course. Applications or modeling containing a high-level of cognitive demand do not give students opportunities to comprehend a concept through multiple solution paths and do not require students to grapple with the underlying mathematical concepts, relationships, or processes. All problems listed as modeling problems in Pearson texts only ask students for an answer. In the materials for the teacher's text, support and structure is not given through extending student explanations and modeling explanations of new methods. In the teacher's text, lesson structure does not include ideas for students to find solutions, explain their reasoning, develop diagrams, and mathematical models. The teacher's text does not provide possible solution pathways, assessing questions, and advancing questions for student learning.

Were both non-negotiables in Section I met? No

Optional Additional Comments from Reviewers: