F.10 Integrated Science II - Grades 6-8

NEW MEXICO Public Education Department

PUBLISHER/PROVIDER MATERIAL INFORMATION (TO BE COMPLETED BY PUBLISHER/PROVIDER)			
Publisher/Provider Name/Imprint:	McGraw Hill LLC	Grade(s):	6-8
Title of Student Edition:	Inspire Science, New Mexico Integrated Grade 7, Comprehensive Student Bundle with Actively Learn Science, 6-year Subscription	Student Edition ISBN:	9781266204272
Title of Teacher Edition:	Inspire Science Integrated Grade 7 Teacher Edition Bundle (Unit 1-4)	Teacher Edition ISBN:	9780076874828
Title of SE Workbook:		SE Workbook ISBN:	

PUBLISHER/PROVIDER CITATION VIDEO: Reviewer must view video before starting the review of this set of materials.			
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Section 1: Standards Review: Science

Abbreviations for the Form F Standards Review Tab:
- PE: Performance Expectation
- DCI: Disciplinary Core Idea
- SEP: Science and Engineering Practices
- CCC: Crosscutting Concepts
- CONN: Connections
- NM: NM STEM Ready Standard
- CCSS: Common Core State Standards for ELA/Literacy in Science and Common Core State Standards for Math in Science as identified in the NGSS

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Chemical Reactions									
1	PE	**MS-PS1-1. Students who demonstrate understanding can: Develop models to describe the atomic composition of simple molecules and extended structures.**							
2	DCI	**PS1.A: Structure and Properties of Matter** • Substances are made from different types of atoms, which combine with one another in various ways. Atoms form molecules that range in size from two to thousands of atoms.	TE: Unit 1, Module 1: Classification and States of Matter, Lesson 1, p. 18–20 and TE: Unit 1, Module 1: Classification and States of Matter, Lesson 1, p. 21						
3	DCI	**PS1.A: Structure and Properties of Matter** • Solids may be formed from molecules, or they may be extended structures with repeating subunits (e.g., crystals).	TE: Unit 1, Module 1: Classification and States of Matter, Lesson 4, p. 88, Ionic Compounds and TE: Unit 1, Module 1: Classification and States of Matter, Lesson 4, p. 90						
4	SEP	**Developing and Using Models** *Modeling in 6–8 builds on K–5 and progresses to developing, using and revising models to describe, test, and predict more abstract phenomena and design systems.* • Develop a model to predict and/or describe phenomena.	TE: Unit 1, Module 1: Classification and States of Matter, Lesson 4, p. 78-79, Investigation						
5	CCC	**Scale, Proportion, and Quantity** • Time, space, and energy phenomena can be observed at various scales using models to study systems that are too large or too small.	TE: Unit 1, Module 1: Classification and States of Matter, Lesson 4, p. 82, CCC Blurb						
6	PE	**MS-PS1-2. Students who demonstrate understanding can: Analyze and interpret data on the properties of substances before and after the substances interact to determine if a chemical reaction has occurred.**							
7	DCI	**PS1.A: Structure and Properties of Matter** • Each pure substance has characteristic physical and chemical properties (for any bulk quantity under given conditions) that can be used to identify it.	TE: Unit 1, Module 2: Matter: Properties and Changes, Lesson 1, p. 114, para 1 TE: Unit 1, Module 2: Matter: Properties and Changes, Lesson 1, p. 128, Chemical Properties						

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8	DCI	**PS1.B: Chemical Reactions** • Substances react chemically in characteristic ways. In a chemical process, the atoms that make up the original substances are regrouped into different molecules, and these new substances have different properties from those of the reactants.	TE: Unit 1, Module 2: Matter: Properties and Changes, Lesson 2, p. 144, Signs of a Chemical Change						
9	SEP	**Analyzing and Interpreting Data** *Analyzing data in 6–8 builds on K–5 and progresses to extending quantitative analysis to investigations, distinguishing between correlation and causation, and basic statistical techniques of data and error analysis.* • Analyze and interpret data to determine similarities and differences in findings.	TE: Unit 1, Module 2: Matter: Properties and Changes, Lesson 1, p. 119-120						
10	CONN	**Scientific Knowledge is Based on Empirical Evidence** • Science knowledge is based upon logical and conceptual connections between evidence and explanations.	TE: Unit 1, Module 2: Matter: Properties and Changes, Lesson 1, p. 112, Evidence						
11	CCC	**Patterns** • Macroscopic patterns are related to the nature of microscopic and atomic-level structure.	TE: Unit 1, Module 2: Matter: Properties and Changes, Lesson 1, p. 116, Modeling Mass						
12	PE	**MS-PS1-3. Students who demonstrate understanding can: Gather and make sense of information to describe that synthetic materials come from natural resources and impact society.**							
13	DCI	**PS1.A: Structure and Properties of Matter** • Each pure substance has characteristic physical and chemical properties (for any bulk quantity under given conditions) that can be used to identify it.	TE: Unit 3, Module 2: Materials Science, Lesson 1, p. 88-90						
14	DCI	**PS1.B: Chemical Reactions** • Substances react chemically in characteristic ways. In a chemical process, the atoms that make up the original substances are regrouped into different molecules, and these new substances have different properties from those of the reactants.	TE: Unit 3, Module 2: Materials Science, Lesson 1, p. 95						
15	SEP	**Obtaining, Evaluating, and Communicating Information** *Obtaining, evaluating, and communicating information in 6–8 builds on K–5 and progresses to evaluating the merit and validity of ideas and methods.* • Gather, read, and synthesize information from multiple appropriate sources and assess the credibility, accuracy, and possible bias of each publication and methods used, and describe how they are supported or now supported by evidence.	TE: Unit 3, Module 2: Materials Science, Lesson 1, p. 97, It's Your Turn						

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16	CCC	**Structure and Function** • Structures can be designed to serve particular functions by taking into account properties of different materials, and how materials can be shaped and used.	TE: Unit 3, Module 2: Materials Science, Lesson 1, p. 88-90						
17	CONN	**Interdependence of Science, Engineering, and Technology** • Engineering advances have led to important discoveries in virtually every field of science, and scientific discoveries have led to the development of entire industries and engineered systems.	TE: Unit 3, Module 2: Materials Science, Lesson 1, p. 91, paragraph 1						
18	CONN	**Influence of Science, Engineering and Technology on Society and the Natural World** • The uses of technologies and any limitation on their use are driven by individual or societal needs, desires, and values; by the findings of scientific research; and by differences in such factors as climate, natural resources, and economic conditions. Thus technology use varies from region to region and over time.	TE: Unit 3, Module 2: Materials Science, Lesson 2, p. 106-107						
19	PE	**MS-PS1-5. Students who demonstrate understanding can: Develop and use a model to describe how the total number of atoms does not change in a chemical reaction and thus mass is conserved.**							
20	DCI	**PS1.B: Chemical Reactions** • Substances react chemically in characteristic ways. In a chemical process, the atoms that make up the original substances are regrouped into different molecules, and these new substances have different properties from those of the reactants.	TE: Unit 1, Module 2: Matter: Properties and Changes, Lesson 2, p. 147-148						
21	DCI	**PS1.B: Chemical Reactions** • The total number of each type of atom is conserved, and thus the mass does not change.	TE: Unit 1, Module 2: Matter: Properties and Changes, Lesson 2, p. 149, Atomic Mass						
22	SEP	**Developing and Using Models** *Modeling in 6–8 builds on K–5 and progresses to developing, using and revising models to describe, test, and predict more abstract phenomena and design systems.* • Develop a model to describe unobservable mechanisms.	TE: Unit 1, Module 2: Matter: Properties and Changes, Lesson 2, p. 151, Investigation						
23	CONN	**Science Models, Laws, Mechanisms, and Theories Explain Natural Phenomena** • Laws are regularities or mathematical descriptions of natural phenomena.	TE: Unit 1, Module 2: Matter: Properties and Changes, Lesson 2, p. 149, History Connection						
24	CCC	**Energy and Matter** • Matter is conserved because atoms are conserved in physical and chemical processes.	TE: Unit 1, Module 2: Matter: Properties and Changes, Lesson 2, p. 147, What happens to the atoms during a chemical change?						

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25	PE	**MS-PS1-6. Students who demonstrate understanding can: Undertake a design project to construct, test, and modify a device that either releases or absorbs thermal energy by chemical processes.**							
26	DCI	**PS1.B: Chemical Reactions** • Some chemical reactions release energy, others store energy.	TE: Unit 1, Module 2: Matter: Properties and Changes, Lesson 3, p. 171, Conserving Energy						
27	DCI	**ETS1.B: Developing Possible Solutions** • A solution needs to be tested, and then modified on the basis of the test results, in order to improve it.	TE: Unit 1, Module 2: Matter: Properties and Changes, Lesson 3, p. 169-170						
28	DCI	**ETS1.C: Optimizing the Design Solution** • Although one design may not perform the best across all tests, identifying the characteristics of the design that performed the best in each test can provide useful information for the redesign process - that is, some of the characteristics may be incorporated into the new design.	TE: Unit 1, Module 2: Matter: Properties and Changes, Lesson 3, p. 169						
29	DCI	**ETS1.C: Optimizing the Design Solution** • The iterative process of testing the most promising solutions and modifying what is proposed on the basis of the test results leads to greater refinement and ultimately to an optimal solution.	TE: Unit 1, Module 2: Matter: Properties and Changes, Lesson 3, p. 169-171						
30	SEP	**Constructing Explanations and Designing Solutions** *Constructing explanations and designing solutions in 6–8 builds on K–5 experiences and progresses to include constructing explanations and designing solutions supported by multiple sources of evidence consistent with scientific knowledge, principles, and theories.* • Undertake a design project, engaging in the design cycle, to construct and/or implement a solution that meets specific design criteria and constraints.	TE: Unit 1, Module 2: Matter: Properties and Changes, Lesson 3, p. 168-170, Engineering Lab						
31	CCC	**Energy and Matter** • The transfer of energy can be tracked as energy flows through a designed or natural system.	TE: Unit 1, Module 2: Matter: Properties and Changes, Lesson 3, p. 170, CCC blurb						
Metabolic Reactions in Organisms									
32	PE	**MS-LS1-5. Students who demonstrate understanding can: Construct a scientific explanation based on evidence for how environmental and genetic factors influence the growth of organisms.**							

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33	DCI	**LS1.B: Growth and Development of Organisms** • Genetic factors as well as local conditions affect the growth of the adult plant.	my.mheducation.com > Table of Contents> Online Module Reproduction of Organisms> Module Planning Resources> Teacher Edition eBook>Lesson 4 page 77, 79						
34	SEP	**Constructing Explanations and Designing Solutions** *Constructing explanations and designing solutions in 6–8 builds on K–5 experiences and progresses to include constructing explanations and designing solutions supported by multiple sources of evidence consistent with scientific knowledge, principles, and theories.* • Construct a scientific explanation based on valid and reliable evidence obtained from sources (including the students' own experiments) and the assumption that theories and laws that describe the natural world operate today as they did in the past and will continue to do so in the future.	my.mheducation.com > Table of Contents> Online Module Reproduction of Organisms> Module Planning Resources> Teacher Edition eBook>Lesson 1 page-9,12, 16-17, 21, 22						
35	CCC	**Cause and Effect** • Phenomena may have more than one cause, and some cause and effect relationships in systems can only be described using probability.	my.mheducation.com > Table of Contents> Online Module Reproduction of Organisms> Module Planning Resources> Teacher Edition eBook>Lesson 4 page 83-89						
36	PE	**MS-LS1-7. Students who demonstrate understanding can: Develop a model to describe how food is rearranged through chemical reactions forming new molecules that support growth and/or release energy as this matter moves through an organism.**							
37	DCI	**LS1.C: Organization for Matter and Energy Flow in Organisms** • Within individual organisms, food moves through a series of chemical reactions in which it is broken down and rearranged to form new molecules, to support growth, or to release energy.	TE: Unit 4, Module 1: Matter and Energy in Ecosystems, Lesson 1, p. 19						
38	DCI	**PS3.D: Energy in Chemical Processes and Everyday Life** • Cellular respiration in plants and animals involve chemical reactions with oxygen that release stored energy. In these processes, complex molecules containing carbon react with oxygen to produce carbon dioxide and other materials.	TE: Unit 4, Module 1: Matter and Energy in Ecosystems, Lesson 1, p. 19						

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40	CCC	**Energy and Matter** • Matter is conserved because atoms are conserved in physical and chemical processes.	TE: Unit 4, Module 1: Matter and Energy in Ecosystems, Lesson 1, p. 20, Formative Assessment						
Ecosystem Interactions and Competition									
41	PE	**MS-LS2-1. Students who demonstrate understanding can: Analyze and interpret data to provide evidence for the effects of resource availability on organisms and populations of organisms in an ecosystem.**							
42	DCI	**LS2.A: Interdependent Relationships in Ecosystems** • Organisms, and populations of organisms, are dependent on their environmental interactions both with other living things and with nonliving factors.	TE: Unit 4, Module 2: Dynamic Ecosystems, Lesson 1, p. 75						
43	DCI	**LS2.A: Interdependent Relationships in Ecosystems** • In any ecosystem, organisms and populations with similar requirements for food, water, oxygen, or other resources may compete with each other for limited resources, access to which consequently constrains their growth and reproduction.	TE: Unit 4, Module 2: Dynamic Ecosystems, Lesson 1, p. 79-80						
44	DCI	**LS2.A: Interdependent Relationships in Ecosystems** • Growth of organisms and population increases are limited by access to resources.	TE: Unit 4, Module 2: Dynamic Ecosystems, Lesson 1, p. 77, Limiting Factors						
45	SEP	**Analyzing and Interpreting Data** *Analyzing data in 6–8 builds on K–5 experiences and progresses to extending quantitative analysis to investigations, distinguishing between correlation and causation, and basic statistical techniques of data and error analysis.* • Analyze and interpret data to provide evidence for phenomena.	TE: Unit 4, Module 2: Dynamic Ecosystems, Lesson 1, p. 76-77, Lab						
46	CCC	**Cause and Effect** • Cause and effect relationships may be used to predict phenomena in natural or designed systems.	TE: Unit 4, Module 2: Dynamic Ecosystems, Lesson 1, p. 79, CCC blurb						
47	PE	**MS-LS2-2. Students who demonstrate understanding can: Construct an explanation that predicts patterns of interactions among organisms across multiple ecosystems.**							

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48	DCI	**LS2.A: Interdependent Relationships in Ecosystems** • Similarly, predatory interactions may reduce the number of organisms or eliminate whole populations of organisms. Mutually beneficial interactions, in contrast, may become so interdependent that each organism requires the other for survival. Although the species involved in these competitive, predatory, and mutually beneficial interactions vary across ecosystems, the patterns of interactions of organisms with their environments, both living and nonliving, are shared.	TE: Unit 4, Module 2: Dynamic Ecosystems, Lesson 2, p. 98						
49	SEP	**Constructing Explanations and Designing Solutions** *Constructing explanations and designing solutions in 6–8 builds on K–5 experiences and progresses to include constructing explanations and designing solutions supported by multiple sources of evidence consistent with scientific ideas, principles, and theories.* • Construct an explanation that includes qualitative or quantitative relationships between variables that predict phenomena.	TE: Unit 4, Module 2: Dynamic Ecosystems, Lesson 2, p. 98, Formative Assessment						
50	CCC	**Patterns** • Patterns can be used to identify cause and effect relationships.	TE: Unit 4, Module 2: Dynamic Ecosystems, Lesson 2, p. 95, Formative Assessment						
51	PE	**MS-LS2-4. Students who demonstrate understanding can: Construct an argument supported by empirical evidence that changes to physical or biological components of an ecosystem affect populations.**							
52	DCI	**LS2.C: Ecosystem Dynamics, Functioning, and Resilience** • Ecosystems are dynamic in nature; their characteristics can vary over time. Disruptions to any physical or biological component of an ecosystem can lead to shifts in all its populations.	TE: Unit 4, Module 2: Dynamic Ecosystems, Lesson 3, p. 108-110						
53	SEP	**Engaging in Argument from Evidence** *Engaging in argument from evidence in 6–8 builds on K–5 experiences and progresses to constructing a convincing argument that supports or refutes claims for either explanations or solutions about the natural and designed world(s).* • Construct an oral and written argument supported by empirical evidence and scientific reasoning to support or refute an explanation or a model for a phenomenon or a solution to a problem.	TE: Unit 4, Module 2: Dynamic Ecosystems, Lesson 3, p. 118						
54	CONN	**Scientific Knowledge is Based on Empirical Evidence** • Science disciplines share common rules of obtaining and evaluating empirical evidence.	TE: Unit 4, Module 2: Dynamic Ecosystems, Lesson 3, p. 115, Primary Source						

Section 1: Standards Review: Science

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55	**CCC**	**Stability and Change** • Small changes in one part of a system might cause large changes in another part.	TE: Unit 4, Module 2: Dynamic Ecosystems, Lesson 3, p. 112, Formative Assessment						
56	**PE**	**MS-LS2-5. Students who demonstrate understanding can: Evaluate competing design solutions for maintaining biodiversity and ecosystem services.**							
57	**DCI**	**LS2.C: Ecosystem Dynamics, Functioning, and Resilience** • Biodiversity describes the variety of species found in Earth's terrestrial and oceanic ecosystems. The completeness or integrity of an ecosystem's biodiversity is often used as a measure of its health.	TE: Unit 4, Module 3: Biodiversity in Ecosystems, Lesson 1, p. 141						
58	**DCI**	**LS4.D: Biodiversity and Humans** • Changes in biodiversity can influence humans' resources, such as food, energy, and medicines, as well as ecosystem services that humans rely on—for example, water purification and recycling.	TE: Unit 4, Module 3: Biodiversity in Ecosystems, Lesson 1, p. 159-161						
59	**DCI**	**ETS1.B: Developing Possible Solutions** • There are systematic processes for evaluating solutions with respect to how well they meet the criteria and constraints of a problem.	TE: Unit 4, Module 3: Biodiversity in Ecosystems, Lesson 2, p. 178						
60	**SEP**	**Engaging in Argument from Evidence** *Engaging in argument from evidence in 6–8 builds on K–5 experiences and progresses to constructing a convincing argument that supports or refutes claims for either explanations or solutions about the natural and designed world(s).* • Evaluate competing design solutions based on jointly developed and agreed-upon design criteria.	TE: Unit 4, Module 3: Biodiversity in Ecosystems, Lesson 2, p. 177-178, Investigation						
61	**CCC**	**Stability and Change** • Small changes in one part of a system might cause large changes in another part.	TE: Unit 4, Module 3: Biodiversity in Ecosystems, Lesson 1, p. 151, Formative Assessment						
62	**CONN**	**Influence of Science, Engineering, and Technology on Society and the Natural World** • The use of technologies and any limitations on their use are driven by individual or societal needs, desires, and values; by the findings of scientific research; and by differences in such factors as climate, natural resources, and economic conditions. Thus technology use varies from region to region and over time.	TE: Unit 4, Module 3: Biodiversity in Ecosystems, Lesson 1, p. 174						

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63	**CONN**	**Science Addresses Questions About the Natural and Material World** • Scientific knowledge can describe the consequences of actions but does not necessarily prescribe the decisions that society takes.	TE: Unit 4, Module 3: Biodiversity in Ecosystems, Lesson 1, p. 175						
Ecosystems: Matter and Energy									
64	**PE**	**MS-LS1-6. Students who demonstrate understanding can: Construct a scientific explanation based on evidence for the role of photosynthesis in the cycling of matter and flow of energy into and out of organisms.**							
65	**DCI**	**LS1.C: Organization for Matter and Energy Flow in Organisms** • Plants, algae (including phytoplankton), and many microorganisms use the energy from light to make sugars (food) from carbon dioxide from the atmosphere and water through the process of photosynthesis, which also releases oxygen. These sugars can be used immediately or stored for growth or later use.	TE: Unit 4, Module 1: Matter and Energy in Ecosystems, Lesson 1, p. 10-11						
66	**DCI**	**PS3.D: Energy in Chemical Processes and Everyday Life** • The chemical reaction by which plants produce complex food molecules (sugars) requires an energy input (i.e., from sunlight) to occur. In this reaction, carbon dioxide and water combine to form carbon-based organic molecules and release oxygen.	TE: Unit 4, Module 1: Matter and Energy in Ecosystems, Lesson 1, p. 15						
67	**SEP**	**Constructing Explanations and Designing Solutions** *Constructing explanations and designing solutions in 6–8 builds on K–5 experiences and progresses to include constructing explanations and designing solutions supported by multiple sources of evidence consistent with scientific knowledge, principles, and theories.* • Construct a scientific explanation based on valid and reliable evidence obtained from sources (including the students' own experiments) and the assumption that theories and laws that describe the natural world operate today as they did in the past and will continue to do so in the future.	TE: Unit 4, Module 1: Matter and Energy in Ecosystems, Lesson 1, p. 14						
68	**CONN**	**Scientific Knowledge is Based on Empirical Evidence** • Science knowledge is based upon logical connections between evidence and explanations.	TE: Unit 4, Module 1: Matter and Energy in Ecosystems, Lesson 1, p. 12-14, Lab						
69	**CCC**	**Energy and Matter** • Within a natural system, the transfer of energy drives the motion and/or cycling of matter.	TE: Unit 4, Module 1: Matter and Energy in Ecosystems, Lesson 1, p. 11, CCC blurb						

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70	**PE**	**MS-LS2-3. Students who demonstrate understanding can: Develop a model to describe the cycling of matter and flow of energy among living and nonliving parts of an ecosystem.**							
71	**DCI**	**LS2.B: Cycle of Matter and Energy Transfer in Ecosystems** • Food webs are models that demonstrate how matter and energy is transferred between producers, consumers, and decomposers as the three groups interact within an ecosystem. Transfers of matter into and out of the physical environment occur at every level. Decomposers recycle nutrients from dead plant or animal matter back to the soil in terrestrial environments or to the water in aquatic environments. The atoms that make up the organisms in an ecosystem are cycled repeatedly between the living and nonliving parts of the ecosystem.	TE: Unit 4, Module 1: Matter and Energy in Ecosystems, Lesson 2, p. 30-32 and TE: Unit 4, Module 1: Matter and Energy in Ecosystems, Lesson 2, p. 36-37						
72	**SEP**	**Developing and Using Models** *Modeling in 6–8 builds on K–5 experiences and progresses to developing, using, and revising models to describe, test, and predict more abstract phenomena and design systems.* • Develop a model to describe phenomena.	TE: Unit 4, Module 1: Matter and Energy in Ecosystems, Lesson 2, p. 34-35, Lab						
73	**CCC**	**Energy and Matter** • The transfer of energy can be tracked as energy flows through a natural system.	TE: Unit 4, Module 1: Matter and Energy in Ecosystems, Lesson 2, p. 35, Formative Assessment						
74	**CONN**	**Scientific Knowledge Assumes an Order and Consistency in Natural Systems** • Science assumes that objects and events in natural systems occur in consistent patterns that are understandable through measurement and observation.	TE: Unit 4, Module 1: Matter and Energy in Ecosystems, Lesson 2, p. 38						
Earth Resources and Climate Change									
75	**PE**	**MS-ESS3-1. Students who demonstrate understanding can: Construct a scientific explanation based on evidence for how the uneven distributions of Earth's mineral, energy, and groundwater resources are the result of past and current geoscience processes.**							
76	**DCI**	**ESS3.A: Natural Resources** • Humans depend on Earth's land, ocean, atmosphere, and biosphere for many different resources. Minerals, fresh water, and biosphere resources are limited, and many are not renewable or replaceable over human lifetimes. These resources are distributed unevenly around the planet as a result of past geologic processes.	TE: Unit 3, Module 1: Distribution of Earth's Resources, Lesson 1, p. 13-14 and TE: Unit 3, Module 1: Distribution of Earth's Resources, Lesson 2, p. 31-33						

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77	SEP	**Constructing Explanations and Designing Solutions** *Constructing explanations and designing solutions in 6–8 builds on K–5 experiences and progresses to include constructing explanations and designing solutions supported by multiple sources of evidence consistent with scientific ideas, principles, and theories.* • Construct a scientific explanation based on valid and reliable evidence obtained from sources (including the students' own experiments) and the assumption that theories and laws that describe the natural world operate today as they did in the past and will continue to do so in the future.	TE: Unit 3, Module 1: Distribution of Earth's Resources, Lesson 2, p. 39, Formative Assessment						
78	CCC	**Cause and Effect** • Cause and effect relationships may be used to predict phenomena in natural or designed systems.	TE: Unit 3, Module 1: Distribution of Earth's Resources, Lesson 2, p. 44, Formative Assessment						
79	CONN	**Influence of Science, Engineering, and Technology on Society and the Natural World** • All human activity draws on natural resources and has both short and long-term consequences, positive as well as negative, for the health of people and the natural environment.	TE: Unit 3, Module 1: Distribution of Earth's Resources, Lesson 1, p. 10-11, Lab						
80	PE	**MS-ESS3-3. Students who demonstrate understanding can: Apply scientific principles to design a method for monitoring and minimizing a human impact on the environment.**							
81	DCI	**ESS3.C: Human Impacts on Earth Systems** • Human activities have significantly altered the biosphere, sometimes damaging or destroying natural habitats and causing the extinction of other species. But changes to Earth's environments can have different impacts (negative and positive) for different living things.	TE: Unit 3, Module 2: Materials Science, Lesson 2, p. 112						
82	DCI	**ESS3.C: Human Impacts on Earth Systems** • Typically as human populations and per-capita consumption of natural resources increase, so do the negative impacts on Earth unless the activities and technologies involved are engineered otherwise.	TE: Unit 3, Module 2: Materials Science, Lesson 2, p. 110-111, Earth Science Connection						
83	SEP	**Constructing Explanations and Designing Solutions** *Constructing explanations and designing solutions in 6–8 builds on K–5 experiences and progresses to include constructing explanations and designing solutions supported by multiple sources of evidence consistent with scientific ideas, principles, and theories.* • Apply scientific principles to design an object, tool, process or system.	TE: Unit 3, Module 2: Materials Science, Lesson 2, p. 105						

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84	**CCC**	**Cause and Effect** • Relationships can be classified as causal or correlational, and correlation does not necessarily imply causation.	TE: Unit 3, Module 2: Materials Science, Lesson 2, p. 111						
85	**CONN**	**Influence of Science, Engineering, and Technology on Society and the Natural World** • The uses of technologies and any limitations on their use are driven by individual or societal needs, desires, and values; by the findings of scientific research; and by differences in such factors as climate, natural resources, and economic conditions. Thus technology use varies from region to region and over time.	TE: Unit 3, Module 2: Materials Science, Lesson 2, p. 108						
86	**NM**	**MS-ESS3-3 NM:** • Describe the advantages and disadvantages associated with technologies related to local industries and energy production.	TE: Unit 3, Module 2: Materials Science, Lesson 2, p. 110						
87	**PE**	**MS-ESS3-4. Students who demonstrate understanding can: Construct an argument supported by evidence for how increases in human population and per-capita consumption of natural resources impact Earth's systems.**							
88	**DCI**	**ESS3.C: Human Impacts on Earth Systems** • Typically as human populations and per-capita consumption of natural resources increase, so do the negative impacts on Earth unless the activities and technologies involved are engineered otherwise.	TE: Unit 3, Module 1: Distribution of Earth's Resources, Lesson 3, p. 66-67						
89	**SEP**	**Engaging in Argument from Evidence** *Engaging in argument from evidence in 6–8 builds on K–5 experiences and progresses to constructing a convincing argument that supports or refutes claims for either explanations or solutions about the natural and designed world(s).* • Construct an oral and written argument supported by empirical evidence and scientific reasoning to support or refute an explanation or a model for a phenomenon or a solution to a problem.	TE: Unit 3, Module 1: Distribution of Earth's Resources, Lesson 3, p. 64, Question 3						
90	**CCC**	**Cause and Effect** • Cause and effect relationships may be used to predict phenomena in natural or designed systems.	TE: Unit 3, Module 1: Distribution of Earth's Resources, Lesson 3, p. 66-67, Investigation						
91	**CONN**	**Influence of Science, Engineering, and Technology on Society and the Natural World** • All human activity draws on natural resources and has both short and long-term consequences, positive as well as negative, for the health of people and the natural environment.	TE: Unit 3, Module 1: Distribution of Earth's Resources, Lesson 3, p. 69, Primary Source						

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92	CONN	**Science Addresses Questions About the Natural and Material World** • Scientific knowledge can describe the consequences of actions but does not necessarily prescribe the decisions that society takes.	TE: Unit 3, Module 1: Distribution of Earth's Resources, Lesson 3, p. 60-61, Dwindling Deposits, Mineral Supplies						
93	PE	**MS-ESS3-5. Students who demonstrate understanding can: Ask questions to clarify evidence of the factors that have caused the rise in global temperatures over the past century.**							
94	DCI	**ESS3.D: Global Climate Change** • Human activities, such as the release of greenhouse gases from burning fossil fuels, are major factors in the current rise in Earth's mean surface temperature (global warming). Reducing the level of climate change and reducing human vulnerability to whatever climate changes do occur depend on the understanding of climate science, engineering capabilities, and other kinds of knowledge, such as understanding of human behavior and on applying that knowledge wisely in decisions and activities.	TE: Unit 4, Module 3: Biodiversity in Ecosystems, Lesson 2, p. 180						
95	SEP	**Asking Questions and Defining Problems** *Asking questions and defining problems in grades 6–8 builds on grades K–5 experiences and progresses to specifying relationships between variables, and clarifying arguments and models.* • Ask questions to identify and clarify evidence of an argument.	TE: Unit 4, Module 3: Biodiversity in Ecosystems, Lesson 2, p. 180						
96	CCC	**Stability and Change** • Stability might be disturbed either by sudden events or gradual changes that accumulate over time.	TE: Unit 4, Module 3: Biodiversity in Ecosystems, Lesson 2, p. 180						
Engineering Design:									
97	PE	**MS-ETS1-1. Students who demonstrate understanding can: Define the criteria and constraints of a design problem with sufficient precision to ensure a successful solution, taking into account relevant scientific principles and potential impacts on people and the natural environment that may limit possible solutions.**							
98	DCI	**ETS1.A: Defining and Delimiting Engineering Problems** • The more precisely a design task's criteria and constraints can be defined, the more likely it is that the designed solution will be successful. Specification of constraints includes consideration of scientific principles and other relevant knowledge that are likely to limit possible solutions. (MS-ETS1-1)	TE: Unit 1, Module 2: Matter: Properties and Changes, STEM Module Project Engineering Challenge, p. 177						

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99	**SEP**	**Asking Questions and Defining Problems** *Asking questions and defining problems in grades 6–8 builds on grades K–5 experiences and progresses to specifying relationships between variables, and clarifying arguments and models.* ▪ Define a design problem that can be solved through the development of an object, tool, process or system and includes multiple criteria and constraints, including scientific knowledge that may limit possible solutions. (MS-ETS1-1)	TE: Unit 1, Module 2: Matter: Properties and Changes, STEM Module Project Engineering Challenge, p. 177						
100	**CCC**	**Influence of Science, Engineering, and Technology on Society and the Natural World** ▪ All human activity draws on natural resources and has both short and long-term consequences, positive as well as negative, for the health of people and the natural environment. (MS- ETS1-1)	TE: Unit 1, Module 2: Matter: Properties and Changes, STEM Module Project Engineering Challenge, p. 179						
101	**CCC**	**Influence of Science, Engineering, and Technology on Society and the Natural World** ▪ The uses of technologies and limitations on their use are driven by individual or societal needs, desires, and values; by the findings of scientific research; and by differences in such factors as climate, natural resources, and economic conditions. (MS-ETS1-1)	TE: Unit 1, Module 2: Matter: Properties and Changes, STEM Module Project Engineering Challenge, p. 177						
102	**PE**	**MS-ETS1-2. Students who demonstrate understanding can: Evaluate competing design solutions using a systematic process to determine how well they meet the criteria and constraints of the problem.**							
103	**DCI**	**ETS1.B: Developing Possible Solutions** ▪ There are systematic processes for evaluating solutions with respect to how well they meet the criteria and constraints of a problem. (MS-ETS1-2)	TE: Unit 1, Module 2: Matter: Properties and Changes, STEM Module Project Engineering Challenge, p. 180						
104	**SEP**	**Engaging in Argument from Evidence** *Engaging in argument from evidence in 6–8 builds on K–5 experiences and progresses to constructing a convincing argument that supports or refutes claims for either explanations or solutions about the natural and designed world.* ▪ Evaluate competing design solutions based on jointly developed and agreed-upon design criteria. (MS-ETS1-2)	TE: Unit 1, Module 2: Matter: Properties and Changes, STEM Module Project Engineering Challenge, p. 182						
105	**PE**	**MS-ETS1-3. Students who demonstrate understanding can: Analyze data from tests to determine similarities and differences among several design solutions to identify the best characteristics of each that can be combined into a new solutions to better meet the criteria for success.**							

Section 1: Standards Review: Science

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- PE: Performance Expectation
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106	DCI	**ETS1.B: Developing Possible Solutions** ▪ There are systematic processes for evaluating solutions with respect to how well they meet the criteria and constraints of a problem. (MS-ETS1-3)	TE: Unit 4, Module 3: Biodiversity in Ecosystems, STEM Module Project Engineering Challenge, p. 191						
107	DCI	**ETS1.B: Developing Possible Solutions** ▪ Sometimes parts of different solutions can be combined to create a solution that is better than any of its predecessors. (MS-ETS1-3)	TE: Unit 4, Module 3: Biodiversity in Ecosystems, STEM Module Project Engineering Challenge, p. 191						
108	DCI	**ETS1.C: Optimizing the Design Solution** ▪ Although one design may not perform the best across all tests, identifying the characteristics of the design that performed the best in each test can provide useful information for the redesign process—that is, some of those characteristics may be incorporated into the new design. (MS-ETS1-3)	TE: Unit 4, Module 3: Biodiversity in Ecosystems, STEM Module Project Engineering Challenge, p. 191						
109	SEP	**Analyzing and Interpreting Data** *Analyzing data in 6–8 builds on K–5 experiences and progresses to extending quantitative analysis to investigations, distinguishing between correlation and causation, and basic statistical techniques of data and error analysis.* ▪ Analyze and interpret data to determine similarities and differences in findings. (MS-ETS1-3)	TE: Unit 4, Module 3: Biodiversity in Ecosystems, STEM Module Project Engineering Challenge, p. 191						
110	PE	**MS-ETS1-4. Students who demonstrate understanding can: Develop a model to generate data for iterative testing and modification of a proposed object, tool, or process such that an optimal design can be achieved.**							
111	DCI	**ETS1.B: Developing Possible Solutions** ▪ A solution needs to be tested, and then modified on the basis of the test results, in order to improve it. (MS-ETS1-4)	TE: Unit 3, Module 2: Materials Science, STEM Module Project Engineering Challenge, p. 129						
112	DCI	**ETS1.B: Developing Possible Solutions** ▪ Models of all kinds are important for testing solutions. (MS-ETS1-4)	TE: Unit 3, Module 2: Materials Science, STEM Module Project Engineering Challenge, p. 128						
113	DCI	**ETS1.C: Optimizing the Design Solution** ▪ The iterative process of testing the most promising solutions and modifying what is proposed on the basis of the test results leads to greater refinement and ultimately to an optimal solution. (MS-ETS1-4)	TE: Unit 3, Module 2: Materials Science, STEM Module Project Engineering Challenge, p. 129						

Section 1: Standards Review: Science									
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114	**SEP**	**Developing and Using Models** *Modeling in 6–8 builds on K–5 experiences and progresses to developing, using, and revising models to describe, test, and predict more abstract phenomena and design systems.* ▪ Develop a model to generate data to test ideas about designed systems, including those representing inputs and outputs. (MS-ETS1-4)	TE: Unit 3, Module 2: Materials Science, STEM Module Project Engineering Challenge, p. 128						

CCSS for ELA/Literacy and Math in Grades 6-8 NGSS • **NOTE: The standards noted at the end of each CCSS (such as *(HS-ESS1-1), (HS-ESS1-2), (HS-ESS1-5)*) are the occurrences of the CCSS within the NGSS.**									
Grades 6-8 CCSS ELA/Literacy									
115	**CCSS ELA/ Literacy**	**RST.6-8.1** Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions. *(MS-PS1-2), (MS-PS1-3), (MS-LS1-5), (MS-LS2-1), (MS-LS2-2), (MS-LS2-4), (MS-LS1-6), (MS-ESS3-1), (MS-ESS3-4), (MS-ESS3-5), (MS-ETS1-2), (MS-ETS1-3)*	TE: Unit 4, Module 2: Dynamic Ecosystems, Lesson 1, p. 73, Reading Connection						
116	**CCSS ELA/ Literacy**	**RST.6-8.2** Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions. *(MS-LS1-5), (MS-LS1-6)*	TE: Unit 1, Module 1: Classification and States of Matter, Lesson 3, p. 69, After You Read						
117	**CCSS ELA/ Literacy**	**RST.6-8.3** Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks. *(MS-PS1-6)*	TE: Unit 1, Module 1: Classification and States of Matter, Lesson 2, p. 38, Lab						
118	**CCSS ELA/ Literacy**	**RST.6-8.7** Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table). *(MS-PS1-1), (MS-PS1-2), (MS-PS1-5), (MS-PS1-6), (MS-LS2-1), (MS-ETS1-3)*	TE: Unit 1, Module 2: Matter: Properties and Changes, Lesson 2, pg. 154						
119	**CCSS ELA/ Literacy**	**RST.6-8.8** Distinguish among facts, reasoned judgment based on research findings, and speculation in a text. *(MS-LS2-5)*	TE: Unit 4, Module 2: Dynamic Ecosystems, Lesson 3, p. 119, It's Your Turn						
120	**CCSS ELA/ Literacy**	**RST.6-8.9** Compare and contrast the information gained from experiments, simulations, video, or multimedia sources with that gained from reading a text on the same topic. *(MS-LS1-5), (MS-ETS1-2), (MS-ETS1-3)*	TE: Unit 2, Module 1: Dynamic Earth, Lesson 2, p. 37, It's Your Turn						

Section 1: Standards Review: Science

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121	CCSS ELA/ Literacy	**RI.8.8** Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims. *(MS-LS2-4), (MS-LS2-5)*	TE: Unit 1, Module 1: Classification and States of Matter, Lesson 4, p. 91, Primary Source						
122	CCSS ELA/ Literacy	**WHST.6-8.1** Write arguments focused on discipline content. *(MS-ESS3-4)*	TE: Unit 1, Module 1: Classification and States of Matter, Modulate Wrap-Up, p. 105						
123	CCSS ELA/ Literacy	**WHST.6-8.2** Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. *(MS-LS1-6), (MS-ESS3-1)*	TE: Unit 2, Module 2: Natural Hazards, Lesson 3, p. 221, Extend						
124	CCSS ELA/ Literacy	**WHST.6-8.7** Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related,focused questions that allow for multiple avenues of exploration. *(MS-ESS3-3)*	TE: Unit 2, Module 1: Dynamic Earth, Lesson 3, p. 59, It's Your Turn						
125	CCSS ELA/ Literacy	**WHST.6-8.8** Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. *(MS-PS1-3), (MS-ESS3-3 NM), (MS-ETS1-1)*	TE: Unit 4, Module 2: Dynamic Ecosystems, Lesson 1, p. 81, Writing Connection						
126	CCSS ELA/ Literacy	**WHST.6-8.9** Draw evidence from informational texts to support analysis, reflection, and research. *(MS-LS2-2), (MS-LS2-4), (MS-LS1-6), (MS-ESS3-1), (MS-ESS3-3 NM), (MS-ESS3-4), (MS-ETS1-2)*	TE: Unit 2, Module 1: Dynamic Earth, Lesson 5, p. 121, It's Your Turn						
127	CCSS ELA/ Literacy	**SL.8.1** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly. *(MS-LS2-2)*	TE: Unit 2, Module 1: Dynamic Earth, Lesson 1, p. 11, Guide the Investigation and TE: Unit 2, Module 2: Natural Hazards, Lesson 1, p. 154, During Reading... Independent Reading						
128	CCSS ELA/ Literacy	**SL.8.4** Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation. *(MS-LS2-2)*	TE: Unit 1, Module 1: Classification and States of Matter, Lesson 1, p. 8-9, Claim/Evidence/Reasoning						

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129	**CCSS ELA/ Literacy**	**SL.8.5** Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest. *(MS-LS1-7), (MS-LS2-3), (MS-ETS1-4)*	TE: Unit 4, Module 2: Dynamic Ecosystems, Lesson 2, p. 93, Step 5						
Grades 6-8 CCSS Math									
130	**CCSS Math**	**MP.2** Reason abstractly and quantitatively. *(MS-PS1-1), (MS-PS1-2), (MS-PS1-5), (MS-ESS3-5), (MS-ETS1-1), (MS-ETS1-2), (MS-ETS1-3), (MS-ETS1-4)*	TE: Unit 4, Module 3: Biodiversity in Ecosystems, Lesson 1, p. 144, Investigation						
131	**CCSS Math**	**MP.4** Model with mathematics. *(MS-PS1-1), (MS-PS1-5), (MS-LS2-5)*	TE: Unit 1, Module 1: Classification and States of Matter, Lesson 3, p. 66, Formative Assessment						
132	**CCSS Math**	**6.RP.A.1** Understand the concept of a ratio and use ratio language to describe a ratio relationship between two quantities. *(MS-ESS3-3), (MS-ESS3-4)*	TE: Unit 1, Module 1: Classification and States of Matter, Lesson 1, p. 22, Investigation Question 1						
133	**CCSS Math**	**6.RP.A.3** Use ratio and rate reasoning to solve real-world and mathematical problems. *(MS-PS1-1), (MS-PS1-2), (MS-PS1-5), (MS-LS2-5)*	TE: Unit 1, Module 1: Classification and States of Matter, Lesson 1, p. 23, Investigation Question 2						
134	**CCSS Math**	**7.RP.A.2** Recognize and represent proportional relationships between quantities. *(MS-ESS3-3), (MS-ESS3-4)*	TE: Unit 1, Module 1: Classification and States of Matter, Lesson 3, p. 64						
135	**CCSS Math**	**6.EE.B.6** Use variables to represent numbers and write expressions when solving a real-world or mathematical problem; understand that a variable can represent an unknown number, or, depending on the purpose at hand, any number in a specified set. *(MS-ESS3-1), (MS-ESS3-3), (MS-ESS3-4), (MS-ESS3-5)*	TE: Unit 1, Module 2: Matter: Properties and Changes, Lesson 1, p. 114, Step 4						
136	**CCSS Math**	**6.EE.C.9** Use variables to represent two quantities in a real-world problem that change in relationship to one another; write an equation to express one quantity, thought of as the dependent variable, in terms of the other quantity, thought of as the independent variable. Analyze the relationship between the dependent and independent variables using graphs and tables, and relate these to the equation. *(MS-LS1-6), (MS-LS2-3)*	TE: Unit 1, Module 2: Matter: Properties and Changes, Lesson 1, p. 115, Data and Observations						

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137	CCSS Math	**7.EE.B.3** Solve multi-step real-life and mathematical problems posed with positive and negative rational numbers in any form (whole numbers, fractions, and decimals), using tools strategically. Apply properties of operations to calculate with numbers in any form; convert between forms as appropriate; and assess the reasonableness of answers using mental computation and estimation strategies. *(MS-ETS1-1),(MS-ETS1-2),(MS-ETS1-3)*	TE: Unit 2, Module 1: Dynamic Earth, Lesson 2, p. 39, Question 3						
138	CCSS Math	**7.EE.B.4** Use variables to represent quantities in a real-world or mathematical problem, and construct simple equations and inequalities to solve problems by reasoning about the quantities. *(MS-ESS3-1), (MS-ESS3-3), (MS-ESS3-4), (MS-ESS3-5)*	TE: Unit 2, Module 2: Natural Hazards, Lesson 2, p. 173, Investigation						
139	CCSS Math	**8.EE.A.3** Use numbers expressed in the form of a single digit times an integer power of 10 to estimate very large or very small quantities, and to express how many times as much one is than the other. *(MS-PS1-1)*	TE: Unit 1, Module 1: Classification and States of Matter, Lesson 1, p. 20, Background Information						
140	CCSS Math	**6.SP.A.2** Understand that a set of data collected to answer a statistical question has a distribution which can be described by its center, spread, and overall shape. *(MS-LS1-5)*	Online Resources: Module: Natural Hazards, Module Library: Virtual Lab Answer Key: How do seismograph stations help determine an earthquake's epicenter?						
141	CCSS Math	**6.SP.B.4** Display numerical data in plots on a number line, including dot plots, histograms, and box plots. *(MS-PS1-2), (MS-LS1-5)*	TE: Unit 1, Module 1: Classification and States of Matter, Lesson 3, p. 61						
142	CCSS Math	**6.SP.B.5** Summarize numerical data sets in relation to their context. *(MS-PS3-4), (MS-PS1-2), (MS-LS2-2)*	my.mheducation.com > Search for Math Handbook>pages 11-14						
143	CCSS Math	**7.SP.7** Develop a probability model and use it to find probabilities of events. Compare probabilities from a model to observed frequencies; if the agreement is not good, explain possible sources of the discrepancy. *(MS-ETS1-4)*	my.mheducation.com > Search for Math Handbook> page 16						

Section 2: Science Content Review								
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Criteria #	**Grade K-12 Science Content Criteria**	Publisher/Provider Citation	Score	If Scored D: Reviewer's Evidence for Publisher Citation	Reviewer Citation	Score	Required: Reviewer's Evidence	Comments, other citations, notes
FOCUS AREA 1: PHENOMENA-/PROBLEM-BASED AND THREE-DIMENSIONAL APPROACH **Instructional materials are centered around high quality phenomena and/or problems and require a three dimensional approach to make sense of the phenomena or to solve the problems.**								
1	Materials clearly integrate and describe the three-dimensional NM STEM Ready! Standards via appropriate grade-band, interdisciplinary progressions that center around the phenomena, utilizing aligned SEPs, CCCs, DCIs and the common core math and ELA standards' connections.	TE: Unit 3, Module 2: Materials Science, Lesson 1, p. 96, Formative Assessment						
2	Materials consistently support meaningful student sensemaking with the three dimensions, including discourse, that is appropriate to grade band progressions, instruction and assessment.	TE: Unit 1, Module 2: Matter: Properties and Changes, Lesson 1, p. 118, Formative Assessment						
3	Natural and designed phenomena and/or problems that are meaningful and apparent to students drive coherent lessons and activities in all three dimensions.	TE: Unit 1, Module 1: Classification and States of Matter, Module Opener, p. 3, Encounter the Phenomenon						
FOCUS AREA 2: THREE-DIMENSIONAL ASSESSMENT **Assessments provide tools, guidance and support for teachers to collect, interpret and act on data about student progress toward the learning goals of the 3 dimensional standards.**								
4	Materials engage students in meaningful tasks as well as multiple assessment types and opportunities, across all dimensions, in order to make sense of phenomena and/or design solutions to problems.	TE: Unit 1, Module 1: Classification and States of Matter, Stem Modulate Project, p. 97-99 and TE: Unit 2, Module 1: Dynamic Earth, Lesson 1, p. 7-9, Encounter the Phenomenon						
5	Materials include opportunities for students to obtain feedback from teachers and peers as well as opportunities for student self-reflection.	TE: Unit 3, Module 1: Distribution of Earth's Resources, Lesson 1, p. 26, Still Have Questions? and TE: Unit 3, Module 2: Materials Science, Lesson 2, p. 107, Extension						
FOCUS AREA 3: TEACHER SUPPORTS **Materials include opportunities for teachers to effectively plan and utilize materials.**								
6	Materials provide a comprehensive list of supplies and teacher guidance needed to support instructional activities in a safe manner.	TE: Unit 1, Module 1: Classification and States of Matter, Lesson 2, p. 34, Lab						

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7	Materials provide teacher guidance for the use of embedded and meaningful technology to support and enhance student learning, when applicable.	TE: Unit 1, Module 1: Classification and States of Matter, Lesson 1, p. 13, Investigation						
8	Materials and assessments include teacher guidance for students at, approaching, or exceeding grade level expectations.	TE: Unit 1, Module 1: Classification and States of Matter, Module Opener, p. 2K						
9	Materials provide teacher guidance for interpreting student evidence of learning, monitoring student progress and providing feedback to guide student learning and to modify instruction.	TE: Unit 1, Module 1: Classification and States of Matter, Lesson 1, p. 13, Teacher Toolbox						
FOCUS AREA 4: STUDENT CENTERED INSTRUCTION **Materials are designed for each student's regular and active participation in science content.**								
10	Materials provide opportunities to engage students' curiosity and participation in a way that pulls from their prior knowledge and connects their learning to relevant phenomena and problems.	TE: Unit 1, Module 1: Classification and States of Matter, Lesson 1, p. 5, Describing Atoms						
11	The flow of lessons from one unit to the next is coherent, meaningful, direct, and apparent to students.	TE: Unit 3, Module 1: Distribution of Earth's Resources, Lesson 2, p. 29						
FOCUS AREA 5: EQUITY **Materials are designed for all learners.**								
12	Materials provide extensions and/or opportunities for all students to engage in learning grade-level/band science and engineering in greater depth.	TE: Unit 1, Module 1: Classification and States of Matter, Lesson 4, p. 92, Differentiated Instruction						
13	Materials and assessments are designed in an accessible manner and include multiple ways for all students to build and reflect on science knowledge; multiple ways for all students to access content (Universal Design for Learning); and multiple opportunities for student self-reflection.	TE: Unit 3, Module 1: Distribution of Earth's Resources, Module Opener, p. 2K and TE: Unit 3, Module 1: Distribution of Earth's Resources, Module Opener, p. 2, Teacher Toolbox						

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Criteria #	**All Content Criteria Review**	Score	Required: Reviewer's Evidence from Material	Comments, citations, notes
FOCUS AREA 1: COHERENCE **Instructional materials are coherent and consistent with the New Mexico Content Standards that all students should study in order to be college- and career-ready.**				
1	Instructional materials address the full content contained in the standards for all students by grade level.			
2	Instructional materials support students to show mastery of each standard.			
3	Instructional materials require students to engage at a level of maturity appropriate to the grade level under review.			
4	Instructional materials are coherent, making meaningful connections for students by linking the standards within a lesson and unit.			
FOCUS AREA 2: WELL-DESIGNED LESSONS **Instructional materials take into account effective lesson structure and pacing.**				
5	The Teacher Edition presents learning progressions to provide an overview of the scope and sequence of skills and concepts. The design of the assignments shows a purposeful sequencing of teaching and learning expectations.			
6	Within each lesson of the instructional materials, there are clear, measurable, standards-aligned content objectives.			
7	Within each lesson of the instructional materials, there are clear, measurable language objectives tied directly to the content objectives.			
8	Instructional materials provide focused resources to support students' acquisition of both general academic vocabulary and content-specific vocabulary.			
9	The visual design of the instructional materials (whether in print or digital) maintains a consistent layout that supports student engagement with the subject.			

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Criteria #	**All Content Criteria Review**	Score	Required: Reviewer's Evidence from Material	Comments, citations, notes
10	Instructional materials incorporate features that aid students and teachers in making meaning of the text.			
11	Instructional materials provide students with ongoing review and practice for the purpose of retaining previously acquired knowledge.			
FOCUS AREA 3: RESOURCES FOR PLANNING **Instructional materials provide teacher resources to support planning, learning, and understanding of the New Mexico Content Standards.**				
12	Instructional materials provide a list of lessons in the Teacher Edition (in print or clearly distinguished/ accessible as a teacher's edition in digital materials), cross-referencing the standards addressed and providing an estimated instructional time for each lesson, chapter, and unit.			
13	Instructional materials support teachers with instructional strategies to help guide students' academic development.			
14	Instructional materials include a teacher edition/ teacher-facing material with useful annotations and suggestions on how to present the content in the student edition/student-facing material and in the supporting material.			
15	Instructional materials integrate opportunities for digital learning, including interactive digital components.			
FOCUS AREA 4: ASSESSMENT **Instructional materials offer teachers a variety of assessment resources and tools to collect ongoing data about student progress related to the standards.**				
16	Instructional materials provide a variety of assessments that measure student progress in all strands of the standards for the content under review. *(Adopted New Mexico Content Standards for 2024: NM STEM Ready Science Standards)*			

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17	Instructional materials provide multiple formative and summative assessments, clearly defining which standards are being assessed through content and language objectives.			
18	Instructional materials provide scoring guides for assessments that are aligned with the standards they address, and that offer teachers guidance in interpreting student performance and suggestions for further instruction, differentiation, remediation and/or acceleration.			
19	Instructional materials provide appropriate assessment alternatives for English Learners, Culturally and Linguistically Diverse students, advanced students, and special needs students.			
20	Instructional materials include opportunities to assess student understanding and knowledge of the standards using technology.			
FOCUS AREA 5: EXTENSIVE SUPPORT **Instructional materials give all students extensive opportunities and support to explore key concepts.**				
21	Instructional materials can be customized or adapted to meet the needs of different student populations.			
22	Instructional materials provide differentiated strategies and/or activities to meet the needs of students working below proficiency and those of advanced learners.			
23	Instructional materials provide appropriate linguistic support for English Learners and Culturally and Linguistically Diverse students, and accommodations and modifications for other special populations that will support their regular and active participation in learning content.			

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24	Instructional materials provide strategies and resources for teachers to inform and engage parents, family members, and caregivers of all learners about the program and provide suggestions for how they can help support student progress and achievement.			
25	Instructional materials include opportunities for all students that encourage and support critical and creative thinking, inquiry, and complex problem-solving skills.			
FOCUS AREA 6: CULTURAL AND LINGUISTIC PERSPECTIVES **Instructional materials represent a variety of cultural and linguistic perspectives.**				
26	Instructional materials inform culturally and linguistically responsive pedagogy by affirming students' backgrounds in the materials themselves and in the student discussions.			
27	Instructional materials provide a collection of images, stories, and information, representing a broad range of demographic groups, and do not make generalizations or reinforce stereotypes.			
28	Instructional materials provide context, illustrations, and activities for students to make interdisciplinary connections and/or connections to real-life experiences and diverse cultural and linguistic backgrounds.			
FOCUS AREA 7: INCLUSION OF CULTURALLY AND LINGUISTICALLY RESPONSIVE LENS **Instructional materials highlight diversity in culture and language through multiple perspectives.**				
29	Instructional materials include tools and resources to relate the content area appropriately to diversity in culture and language.			
30	Instructional materials include tools and resources that demonstrate multiple perspectives in a specific concept.			
31	Instructional materials engage students in critical reflection about their own lives and societies, including cultures past and present in New Mexico.			

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Criteria #	**All Content Criteria Review**	Score	Required: Reviewer's Evidence from Material	Comments, citations, notes
32	Instructional materials address multiple ethnic descriptions, interpretations, or perspectives of events and experiences.			