



F.2 Science - Grade 2

PUBLISHER/PROVIDER MATERIAL INFORMATION (TO BE COMPLETED BY PUBLISHER/PROVIDER)

Publisher/Provider Name/Imprint:	McGraw Hill LLC	Grade(s):	2
Title of Student Edition:	Inspire Science, New Mexico Grade 2, Comprehensive Student Bundle, 6 Year Subscription	Student Edition ISBN:	9781266145087
Title of Teacher Edition:	Inspire Science Grade 2, Print Teacher's Edition Bundle (Units 1-4)	Teacher Edition ISBN:	9780077007249
Title of SE Workbook:		SE Workbook ISBN:	

PUBLISHER/PROVIDER CITATION VIDEO: Reviewer must view video before starting the review of this set of materials.

Citation Video Link:			
Citation video certification:			
Digital Material Log In (if applicable):			

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
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Matter and Its Interactions

1	PE	2-PS1-1. Students who demonstrate understanding can: Plan and conduct an investigation to describe and classify different kinds of materials by their observable properties.							
2	DCI	PS1.A: Structure and Properties of Matter • Different kinds of matter exist and many of them can be either solid or liquid, depending on temperature. Matter can be described and classified by its observable properties. (2-PS1-1)	TE: Unit 2, Module Describe Materials, Lesson 1 Investigate Materials p. 8-10: Inquiry Activity Soak it Up						
3	SEP	Planning and Carrying Out Investigations <i>Planning and carrying out investigations to answer questions or test solutions to problems in K–2 builds on prior experiences and progresses to simple investigations, based on fair tests, which provide data to support explanations or design solutions.</i> • Plan and conduct an investigation collaboratively to produce data to serve as the basis for evidence to answer a question. (2-PS1-1)	TE: Unit 2, Module Describe Materials, Lesson 1 Investigate Materials p. 16-17: Inquiry Activities Properties of Rocks						
4	CCC	Patterns • Patterns in the natural and human designed world can be observed. (2-PS1-1)	TE: Unit 2, Module Describe Materials, Lesson 1 Investigate Materials p. 12-13: Properties of Materials						
5	PE	2-PS1-2. Students who demonstrate understanding can: Analyze data obtained from testing different materials to determine which materials have the properties that are best suited for an intended purpose.							
6	DCI	PS1.A: Structure and Properties of Matter • Different properties are suited to different purposes. (2-PS1-2)	TE: Unit 2, Module Describe Materials, Lesson 2 Test and Analyze Materials p. 32-33: Choosing the Right Material						
7	SEP	Analyzing and Interpreting Data <i>Analyzing data in K–2 builds on prior experiences and progresses to collecting, recording, and sharing observations.</i> • Analyze data from tests of an object or tool to determine if it works as intended. (2-PS1-2)	TE: Unit 2, Module Describe Materials, Lesson 2 Test and Analyze Materials p. 30-31: Inquiry Activity Materials for Boats						
8	CCC	Cause and Effect • Simple tests can be designed to gather evidence to support or refute student ideas about causes. (2-PS1-2)	TE: Unit 2, Module Describe Materials, Lesson 2 Test and Analyze Materials p. 38-40: Inquiry Activity Build a Better Boat						

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9	CONN	Influence of Engineering, Technology, and Science on Society and the Natural World • Every human-made product is designed by applying some knowledge of the natural world and is built using materials derived from the natural world. (2-PS1-2)	TE: Unit 2, Module Describe Materials, Lesson 2 Test and Analyze Materials p. 34-35: Other Materials, Other Properties						
10	PE	2-PS1-3. Students who demonstrate understanding can: Make observations to construct an evidence-based account of how an object made of a small set of pieces can be disassembled and made into a new object.							
11	DCI	PS1.A: Structure and Properties of Matter • Different properties are suited to different purposes. (2-PS1-3)	TE: Unit 2, Module Changes to Materials, Lesson 1 Build with Materials p. 71-72: STEM Connection, What Does an Architect Do?						
12	DCI	PS1.A: Structure and Properties of Matter • A great variety of objects can be built up from a small set of pieces. (2-PS1-3)	TE: Unit 2, Module Changes to Materials, Lesson 1 Build with Materials p. 69-70: Inquiry Activity Build and Rebuild						
13	SEP	Constructing Explanations and Designing Solutions <i>Constructing explanations and designing solutions in K–2 builds on prior experiences and progresses to the use of evidence and ideas in constructing evidence-based accounts of natural phenomena and designing solutions.</i> • Make observations (firsthand or from media) to construct an evidence-based account for natural phenomena. (2-PS1-3)	TE: Unit 2, Module Changes to Materials, Lesson 1 Build with Materials p. 62-64: Inquiry Activity Get Connected						
14	CCC	Energy and Matter • Objects may break into smaller pieces and be put together into larger pieces, or change shapes. (2-PS1-3)	TE: Unit 2, Module Changes to Materials, Lesson 1 Build with Materials p. 66: Put Pieces Together						
15	PE	2-PS1-4. Students who demonstrate understanding can: Construct an argument with evidence that some changes caused by heating or cooling can be reversed and some cannot.							
16	DCI	PS1.B: Chemical Reactions • Heating or cooling a substance may cause changes that can be observed. Sometimes these changes are reversible, and sometimes they are not. (2-PS1-4)	TE: Unit 2, Module Changes to Materials, Lesson 2 Materials Can Change p. 84-85: Temperature and Materials						

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17	SEP	Engaging in Argument from Evidence <i>Engaging in argument from evidence in K–2 builds on prior experiences and progresses to comparing ideas and representations about the natural and designed world(s).</i> • Construct an argument with evidence to support a claim. (2- PS1-4)	TE: Unit 2, Module Changes to Materials, Lesson 2 Materials Can Change p. 86-88: Inquiry Activity Change It						
18	CONN	Science Models, Laws, Mechanisms, and Theories Explain Natural Phenomena • Scientists search for cause and effect relationships to explain natural events. (2-PS1-4)	TE: Unit 2, Module Changes to Materials, Lesson 2 Materials Can Change p. 92: STEM Connection What Does a Metallurgist Do?						
19	CCC	Cause and Effect • Events have causes that generate observable patterns. (2-PS1-4)	TE: Unit 2, Module Changes to Materials, Lesson 2 Materials Can Change p. 80-81: Inquiry Activity Heat and Materials						

Ecosystems: Interactions, Energy, and Dynamics

20	PE	2-LS2-1. Students who demonstrate understanding can: Plan and conduct an investigation to determine if plants need sunlight and water to grow.							
21	DCI	LS2.A: Interdependent Relationships in Ecosystems • Plants depend on water and light to grow. (2-LS2-1)	TE: Unit 4, Module Plants in Landscapes, Lesson 1 What Plants Need p. 12-13: Plants						
22	SEP	Planning and Carrying Out Investigations <i>Planning and carrying out investigations to answer questions or test solutions to problems in K–2 builds on prior experiences and progresses to simple investigations, based on fair tests, which provide data to support explanations or design solutions.</i> • Plan and conduct an investigation collaboratively to produce data to serve as the basis for evidence to answer a question. (2-LS2-1)	TE: Unit 4, Module Plants in Landscapes, Lesson 1 What Plants Need p 8-9: Inquiry Activity More or Less Sunlight						
23	CCC	Cause and Effect • Events have causes that generate observable patterns. (2-LS2-1)	TE: Unit 4, Module Plants in Landscapes, Lesson 1 What Plants Need p. 10: Inquiry Activity More or Less Sunlight, Communicate Information						
24	PE	2-LS2-2. Students who demonstrate understanding can: Develop a simple model that mimics the function of an animal in dispersing seeds or pollinating plants.							

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25	DCI	LS2.A: Interdependent Relationships in Ecosystems • Plants depend on animals for pollination or to move their seeds around. (2-LS2-2)	TE: Unit 4, Module Plants in Landscapes, Lesson 2 Plants Depend On Animals p. 32-33: Seeds						
26	DCI	ETS1.B: Developing Possible Solutions • Designs can be conveyed through sketches, drawings, or physical models. These representations are useful in communicating ideas for a problem's solutions to other people.(secondary to 2-LS2-2)	TE: Unit 4, Module Plants in Landscapes, STEM Module Project Planning p. 49: Engineering Challenge Design a Pollinator, Sketch Your Model						
27	SEP	Developing and Using Models <i>Modeling in K–2 builds on prior experiences and progresses to include using and developing models (i.e., diagram, drawing, physical replica, diorama, dramatization, or storyboard) that represent concrete events or design solutions.</i> • Develop a simple model based on evidence to represent a proposed object or tool. (2-LS2-2)	TE: Unit 4, Module Plants in Landscapes, Lesson 2 Plants Depend on Animals p. 41-43: Inquiry Activity Insect Pollination						
28	CCC	Structure and Function • The shape and stability of structures of natural and designed objects are related to their function(s). (2-LS2-2)	TE: Unit 4, Module Plants in Landscapes, Lesson 2 Plants Depend on Animals p.30-31: Inquiry Activity Observe Seeds						

Biological Evolution: Unity and Diversity

29	PE	2-LS4-1. Students who demonstrate understanding can: Make observations of plants and animals to compare the diversity of life in different habitats.							
30	DCI	LS4.D: Biodiversity and Humans • There are many different kinds of living things in any area, and they exist in different places on land and in water. (2-LS4-1)	TE: Unit 4, Module Living Things in Habitats, Lesson 1 Local Habitats p. 60-61: Inquiry Activity Habitats Near Me						
31	SEP	Planning and Carrying Out Investigations <i>Planning and carrying out investigations to answer questions or test solutions to problems in K–2 builds on prior experiences and progresses to simple investigations, based on fair tests, which provide data to support explanations or design solutions.</i> • Make observations (firsthand or from media) to collect data which can be used to make comparisons. (2-LS4-1)	TE: Unit 4, Module Living Things in Habitats, Lesson 3 Water Habitats p. 94-96: Inquiry Activity Living Things in Coral Reefs						
32	CONN	Scientific Knowledge is Based on Empirical Evidence • Scientists look for patterns and order when making observations about the world. (2-LS4-1)	TE: Unit 4, Module Living Things in Habitats, Lesson 1 Local Habitats p. 62-64: Habitats						

Earth's Place in the Universe

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33	PE	2-ESS1-1. Students who demonstrate understanding can: Use information from several sources to provide evidence that Earth events can occur quickly or slowly.							
34	DCI	ESS1.C: The History of Planet Earth • Some events happen very quickly; others occur very slowly, over a time period much longer than one can observe. (2-ESS1-1)	TE: Unit 3, Module Landscape Changes, Lesson 1 Slow Changes to Earth's Landscape p. 18-19: Erosion						
35	SEP	Constructing Explanations and Designing Solutions <i>Constructing explanations and designing solutions in K–2 builds on prior experiences and progresses to the use of evidence and ideas in constructing evidence-based accounts of natural phenomena and designing solutions.</i> • Make observations from several sources to construct an evidence-based account for natural phenomena. (2-ESS1-1)	TE: Unit 3, Module Landscape Changes, Lesson 1 Slow Changes to Earth's Landscape p. 8-10: Inquiry Activity Changing Rocks						
36	CCC	Stability and Change • Things may change slowly or rapidly. (2-ESS1-1)	TE: Unit 3, Module Landscape Changes, Lesson 1 Slow Changes to Earth's Landscape p. 14-16: Inquiry Activity moving Sand						

Earth's Systems

37	PE	2-ESS2-1. Students who demonstrate understanding can: Compare multiple solutions designed to slow or prevent wind or water from changing the shape of the land.							
38	DCI	ESS2.A: Earth Materials and Systems • Wind and water can change the shape of the land. (2-ESS2-1)	TE: Unit 3, Module Landscape Changes, Lesson 2 Quick Changes to Earth's Landscape p. 36-37: Landscapes Can Change Quickly						
39	DCI	ETS1.C: Optimizing the Design Solution • Because there is always more than one possible solution to a problem, it is useful to compare and test designs. (secondary to 2-ESS2-1)	TE: Unit 3, Module Landscape Changes, STEM Module Project p. 70-72: Engineering Challenge Design a Way to Reduce Beach Erosion						
40	SEP	Constructing Explanations and Designing Solutions <i>Constructing explanations and designing solutions in K–2 builds on prior experiences and progresses to the use of evidence and ideas in constructing evidence-based accounts of natural phenomena and designing solutions.</i> • Compare multiple solutions to a problem. (2-ESS2-1)	TE: Unit 3, Module Landscape Changes, Lesson 3 Design Solutions to Slow Landscape Changes p. 56-57: Ways to Slow Landscape Changes						

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42	CONN	Influence of Engineering, Technology, and Science on Society and the Natural World • Developing and using technology has impacts on the natural world. (2-ESS2-1)	TE: Unit 3 Module Landscape Changes, Lesson 3 Design Solutions to Slow Landscape Changes p. 62-63: STEM Connection A Day in the Life of a Civil Engineer						
43	CONN	Science Addresses Questions About the Natural and Material World • Scientists study the natural and material world. (2-ESS2-1)	TE: Unit 3, Module Landscape Changes, STEM Module Project Planning p. 68: Engineering Challenge Planning after Lesson 2						
44	PE	2-ESS2-2. Students who demonstrate understanding can: Develop a model to represent the shapes and kinds of land and bodies of water in an area.							
45	DCI	ESS2.B: Plate Tectonics and Large-Scale System Interactions • Maps show where things are located. One can map the shapes and kinds of land and water in any area. (2-ESS2-2)	TE: Unit 1, Module Earth's Landscape, Lesson 1 Local Landscapes p.11: Maps						
46	SEP	Developing and Using Models <i>Modeling in K–2 builds on prior experiences and progresses to include using and developing models (i.e., diagram, drawing, physical replica, diorama, dramatization, or storyboard) that represent concrete events or design solutions.</i> • Develop a model to represent patterns in the natural world. (2-ESS2-2)	TE: Unit 1, Module Earth's Landscape, Lesson 1 Local Landscapes p. 8-9: Inquiry Activity Observe Land						
47	CCC	Patterns • Patterns in the natural world can be observed. (2-ESS2-2)	TE: Unit 1, Module Earth's Landscape, Lesson 1 Local Landscapes p.10: Landscapes						
48	PE	2-ESS2-3. Students who demonstrate understanding can: Obtain information to identify where water is found on Earth and that it can be solid or liquid.							
49	DCI	ESS2.C: The Roles of Water in Earth's Surface Processes • Water is found in the ocean, rivers, lakes, and ponds. Water exists as solid ice and in liquid form. (2-ESS2-3)	TE: Unit 1, Module Earth's Landscape, Lesson 3 Water on Earth p.48-49: Bodies of Water						

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50	SEP	Obtaining, Evaluating, and Communicating Information <i>Obtaining, evaluating, and communicating information in K–2 builds on prior experiences and uses observations and texts to communicate new information.</i> • Obtain information using various texts, text features (e.g., headings, tables of contents, glossaries, electronic menus, icons), and other media that will be useful in answering a scientific question. (2-ESS2-3)	TE: Unit 1, Module Earth's Landscape, Lesson 3 Water on Earth p.44-46: Inquiry Activity Earth's Surface						
51	CCC	Patterns • Patterns in the natural world can be observed. (2-ESS2-3)	TE: Unit 1, Module Earth's Landscape, Lesson 3 Water on Earth p. 50: Frozen Water						

Engineering Design:

52	PE	K-2-ETS1-1. Students who demonstrate understanding can: Ask questions, make observations, and gather information about a situation people want to change to define a simple problem that can be solved through the development of a new or improved object or tool.							
53	DCI	ETS1.A: Defining and Delimiting Engineering Problems • A situation that people want to change or create can be approached as a problem to be solved through engineering. (K-2-ETS1-1)	TE: Unit 4, Module Plants in Landscapes, STEM Module Project p. 51: Engineering Challenge Design a Pollinator, Test Your Model						
54	DCI	ETS1.A: Defining and Delimiting Engineering Problems • Asking questions, making observations, and gathering information are helpful in thinking about problems. (K-2-ETS1-1)	TE: Unit 4, Module Plants in Landscapes, STEM Module Project p. 53: Engineering Challenge Design a Pollinator, Communicate Your Results						
55	DCI	ETS1.A: Defining and Delimiting Engineering Problems • Before beginning to design a solution, it is important to clearly understand the problem. (K-2-ETS1-1)	TE: Unit 4, Module Plants in Landscapes, STEM Module Project p. 50: Engineering Challenge Design a Pollinator						
56	SEP	Asking Questions and Defining Problems <i>Asking questions and defining problems in K–2 builds on prior experiences and progresses to simple descriptive questions.</i> • Ask questions based on observations to find more information about the natural and/or designed world. (K-2-ETS1-1)	TE: Unit 4, Module Plants in Landscapes, STEM Module Project Planning p. 47: Engineering Challenge Design a Pollinator, Planning after Lesson 1						

Section 1: Standards Review: Science

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- DCI: Disciplinary Core Idea
- SEP: Science and Engineering Practices
- CCC: Crosscutting Concepts
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57	SEP	Asking Questions and Defining Problems <i>Asking questions and defining problems in K–2 builds on prior experiences and progresses to simple descriptive questions.</i> • Define a simple problem that can be solved through the development of a new or improved object or tool. (K-2-ETS1-1)	TE: Unit 4, Module Plants in Landscapes, STEM Module Project Planning p. 48: Engineering Challenge Design a Pollinator, Planning after Lesson 2						
58	PE	K-2-ETS1-2. Students who demonstrate understanding can: Develop a simple sketch, drawing, or physical model to illustrate how the shape of an object helps it function as needed to solve a given problem.							
59	DCI	ETS1.B: Developing Possible Solutions • Designs can be conveyed through sketches, drawings, or physical models. These representations are useful in communicating ideas for a problem's solutions to other people. (K-2-ETS1-2)	TE: Unit 3, Module Landscape Changes, Lesson 3 Design Solutions to Slow Landscape Changes p. 60-61: Inquiry Activity Design a Way to Reduce Wind Erosion						
60	SEP	Developing and Using Models <i>Modeling in K–2 builds on prior experiences and progresses to include using and developing models (i.e., diagram, drawing, physical replica, diorama, dramatization, or storyboard) that represent concrete events or design solutions.</i> • Develop a simple model based on evidence to represent a proposed object or tool. (K-2-ETS1-2)	TE: Unit 3, Module Landscape Changes, Lesson 3 Design Solutions to Slow Landscape Changes p. 59: Inquiry Activity Wind Erosion						
61	CCC	Structure and Function • The shape and stability of structures of natural and designed objects are related to their function(s). (K-2-ETS1-2)	TE: Unit 3, Module Landscape Changes, Lesson 3 Design Solutions to Slow Landscape Changes p. 54-55: Inquiry Activity Prevent Erosion						
62	PE	K-2-ETS1-3. Students who demonstrate understanding can: Analyze data from tests of two objects designed to solve the same problem to compare the strengths and weaknesses of how each performs.							
63	DCI	ETS1.C: Optimizing the Design Solution • Because there is always more than one possible solution to a problem, it is useful to compare and test designs. (K-2-ETS1-3)	TE: Unit 2, Module Describe Materials, Lesson 2 Test and Analyze Materials p. 36-37: Inquiry Activity Testing Materials						
64	SEP	Analyzing and Interpreting Data <i>Analyzing data in K–2 builds on prior experiences and progresses to collecting, recording, and sharing observations.</i> • Analyze data from tests of an object or tool to determine if it works as intended. (K-2-ETS1-3)	TE: Unit 2, Module Describe Materials, STEM Module Project p. 52-54: Engineering Challenge Design a Cliff House						

Section 1: Standards Review: Science

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CCSS for ELA/Literacy and Math in Grade 2 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.**

Grade 2 CCSS ELA/Literacy

65	CCSS ELA/Literacy	RI.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. (2-PS1-4), (2-ESS1-1), (K-2-ETS1-1)	TE: Unit 2, Module Describe Materials, Lesson 2 Materials Can Change p. 89: Some Changes are Not Reversible						
66	CCSS ELA/Literacy	RI.2.3 Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text. (2-PS1-4), (2-ESS1-1), (2-ESS2-1)	TE: Unit 2, Module Describe Materials, Lesson 2 Materials Can Change p. 93: Inspire Science Investigators						
67	CCSS ELA/Literacy	RI.2.8 Describe how reasons support specific points the author makes in a text. (2-PS1-4)	TE: Unit 2, Module Changes to Materials, Lesson 1 Build with Materials p. 67: Take Objects Apart						
68	CCSS ELA/Literacy	RI.2.9 Compare and contrast the most important points presented by two texts on the same topic. (2-ESS2-1)	TE: Unit 3, Module Landscape Changes, Lesson 2 Quick Changes to Earth's Landscape p. 44-45: Inquiry Activity Changing Landscapes						
69	CCSS ELA/Literacy	W.2.1 Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section. (2-PS1-4)	TE: Unit 2, Module Changes to Materials, Lesson 1 Build with Materials p. 73: Writing Connection						
70	CCSS ELA/Literacy	W.2.6 With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers. (2-ESS1-1), (2-ESS2-3), (K-2-ETS1-1), (K-2-ETS1-3)	TE: Unit 1, Module Earth's Landscape, Lesson 3 Water on Earth p. 53: Inquiry Activity Rivers, Writing Connection						
71	CCSS ELA/Literacy	W.2.7 Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations). (2-PS1-1), (2-PS1-2), (2-PS1-3), (2-LS2-1), (2-LS4-1), (2-ESS1-1)	TE: Unit 2, Module Describe Materials, Lesson 2 Test and Analyze Materials p. 48: Lesson 2 Review Extend It						

Section 1: Standards Review: Science

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72	CCSS ELA/Literacy	W.2.8 Recall information from experiences or gather information from provided sources to answer a question. (2-PS1-1), (2-PS1-2), (2-PS1-3), (2-LS2-1), (2-LS4-1), (2-ESS1-1), (2-ESS2-3), (K-2-ETS1-1), (K-2-ETS1-3)	TE: Unit 1, Module Earth's Landscape, Lesson 1 Local Landscapes p. 16-17: Inquiry Activity Model Your Landscape						
73	CCSS ELA/Literacy	SL.2.2 Recount or describe key ideas or details from a text read aloud or information presented orally or through other media. (2-ESS1-1)	TE: Unit 3, Module Landscape Changes, Lesson 1 Slow Changes to Earth's Landscape p. 23: STEM Connection What Does a Geologist Do?						
74	CCSS ELA/Literacy	SL.2.5 Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings. (2-LS2-2), (2-ESS2-2), (K-2-ETS1-2)	TE: Unit 1, Module Earth's Landscape, STEM Module Project p. 62-63: Differentiated Instruction OL						
Grade 2 CCSS Math									
75	CCSS Math	MP.2 Reason abstractly and quantitatively. (2-PS1-2), (2-LS2-1), (2-LS4-1), (2-ESS2-1), (2-ESS2-2), (K-2-ETS1-1), (K-2-ETS1-3)	TE: Unit 1, Module Earth's Landscape, Lesson 3 Water on Earth p. 47: Make Your Claim Differentiated Instruction BL						
76	CCSS Math	MP.4 Model with mathematics. (2-PS1-1), (2-PS1-2), (2-LS2-1), (2-LS2-2), (2-LS4-1), (2-ESS1-1), (2-ESS2-1), (2-ESS2-2), (K-2-ETS1-1), (K-2-ETS1-3)	TE: Unit 1, Module Earth's Landscape, Lesson 2 Land on Earth p. 32-33: Inquiry Activity Mountains Everywhere						
77	CCSS Math	MP.5 Use appropriate tools strategically. (2-PS1-2), (2-LS2-1), (2-ESS1-1), (2-ESS2-1), (K-2-ETS1-1), (K-2-ETS1-3)	TE: Unit 2, Module Describe Materials, STEM Module Project Planning p. 51: Sketch Your Model						
78	CCSS Math	2.NBT.A Understand place value. (2-ESS1-1)	TE: Unit 3, Module Landscape Changes, Lesson 3 Design Solutions to Slow Landscape Changes p. 58: Inquiry Activity Wind Erosion, Math Connection						
79	CCSS Math	2.NBT.A.3 Read and write numbers to 1000 using base-ten numerals, number names, and expanded form. (2-ESS2-2)	TE: Unit 1, Module Earth's Landscape, Lesson 2 Land on Earth p. 39: Lesson 2 Review Differentiated Instruction BL						

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80	CCSS Math	2.MD.B.5 Use addition and subtraction within 100 to solve word problems involving lengths that are given in the same units, e.g., by using drawings (such as drawings of rulers) and equations with a symbol for the unknown number to represent the problem. (2-ESS2-1)	TE: Unit 3, Module Landscape Changes, Lesson 2 Quick Changes to Earth's Landscape p. 32: Inquiry Activity Earthquake, Math Connection						
81	CCSS Math	2.MD.D.10 Draw a picture graph and a bar graph (with single-unit scale) to represent a data set with up to four categories. Solve simple put-together, take-apart, and compare problems. (2-PS1-1), (2-PS1-1), (2-LS2-2), (2-LS4-1), (K-2-ETS1-1), (K-2-ETS1-3)	TE: Unit 4, Module Plants in Landscapes, Lesson 2 Plants Depend on Animals p. 35: Inquiry Activity Traveling Seeds, Communicate Information						

Section 2: Science Content Review

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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 1, Module Earth's Landscape p. 2A - 2C: Three-Dimensional Learning, Performance Expectations, Disciplinary Core Idea Progressions						
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 Earth's Landscape p. 2-3: Module Opener						
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 3, Module Landscape Changes, Lesson 2 Quick Changes to Earth's Landscape p. 46-47: STEM Connection What Does a Geophysicist Do?						

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 Earth's Landscape p. 65: Module Wrap-Up						
5	Materials include opportunities for students to obtain feedback from teachers and peers as well as opportunities for student self-reflection.	TE: Unit 4, Module Plants in Landscapes, Lesson 1 What Plants Need p. 24: Lesson 1 Review						

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 Earth's Landacape p. 2G: Inquiry Activity Planner						
7	Materials provide teacher guidance for the use of embedded and meaningful technology to support and enhance student learning, when applicable.	TE: Unit 4, Module Living Things in Habitats, Lesson 2 Land Habitats p. 78-79: Land Habitats						

Section 2: Science Content Review

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8	Materials and assessments include teacher guidance for students at, approaching, or exceeding grade level expectations.	TE: Unit 4, Module Plants in Landscapes, Lesson 1 What Plants Need p. 16: Plants in Dry Places						
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 4, Module Plants in Landscapes, Lesson 1 What Plants Need p. 11: Make Your Claim						
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 4, Module Plants in Landscapes, Lesson 2 Plants Depend on Animals p. 27: Assess Prior Knowledge Making More Plants						
11	The flow of lessons from one unit to the next is coherent, meaningful, direct, and apparent to students.	SE: Unit 4 Living Things and Habitats, Front Matter: Table of Contents TE: Unit 2, Module Changes to Materials, Module Opener p. 2: Storylines						
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 4, Module Plants in Landscapes p. 2I -2J: Inspire All Students						
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 1, Module Earth's Landscape p. 2I-2J: Inspire All Students						

Section 2: All Content Review

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Criteria #	All Content Criteria Review	Score	Required: Reviewer's Evidence from Material	Comments, citations, notes
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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. <i>(Adopted New Mexico Content Standards for 2024: NM STEM Ready Science Standards)</i>			
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Section 2: All Content Review

PUBLISHER/PROVIDER INSTRUCTIONS:

- The All Content tab will be completed solely by the reviewers. They will score each criterion and provide evidence for their score from the material based on their overall review of the material. You will not provide any citations for this tab.
- The material will be scored for alignment with each criterion as “Meets expectations”, “Partially meets expectations”, or “Does not meet expectations”.

Criteria #	All Content Criteria Review	Score	Required: Reviewer's Evidence from Material	Comments, citations, notes
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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Criteria #	All Content Criteria Review	Score	Required: Reviewer's Evidence from Material	Comments, citations, notes
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.			

Section 2: All Content Review**PUBLISHER/PROVIDER INSTRUCTIONS:**

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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.			