



F.0 Science - Grade K

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

Publisher/Provider Name/Imprint:	McGraw Hill LLC	Grade(s):	K
Title of Student Edition:	Inspire Science, New Mexico Grade K, Comprehensive Student Bundle, 6 Year Subscription	Student Edition ISBN:	9781266140013
Title of Teacher Edition:	Inspire Science Grade K, Print Teacher's Edition Bundle (Units 1-4)	Teacher Edition ISBN:	9780077007225
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
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Motion and Stability: Forces and Interactions

1	PE	K-PS2-1 Students who demonstrate understanding can: Plan and conduct an investigation to compare the effects of different strengths or different directions of pushes and pulls on the motion of an object.							
2	DCI	PS2.A: Forces and Motion • Pushes and pulls can have different strengths and directions. (K-PS2-1)	TE: Unit 4, Lesson 1 Pushes and Pulls, p. 10-11: Inquiry Activity Move the Blocks						
3	DCI	PS2.A: Forces and Motion • Pushing or pulling on an object can change the speed or direction of its motion and can start or stop it. (K-PS2-1)	TE: Unit 4, Lesson 2 Direction and Speed, p. 22: Inquiry Activity Tug-of-War						
4	DCI	PS2.B: Types of Interactions • When objects touch or collide, they push on one another and can change motion. (K-PS2-1)	TE: Unit 4, Lesson 3 When Objects Collide, p.34: Inquiry Activity Marbles Collide						
5	DCI	PS3.C: Relationship Between Energy and Forces • A bigger push or pull makes things speed up or slow down more quickly. (secondary to K-PS2-1)	TE: Unit 4, Lesson 2 Direction and Speed p. 27: Inquiry Activity Change Speed, Primary Source						
6	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> • With guidance, plan and conduct an investigation in collaboration with peers. (K-PS2-1)	TE: Unit 4, Lesson 3 When Objects Collide, p. 40-42: Inquiry Activity Change Bottle Bowling						
7	CONN	Scientific Investigations Use a Variety of Methods • Scientists use different ways to study the world. (K-PS2-1)	TE: Unit 4, Lesson 2, Direction and Speed p. 25-26: Inquiry Activity Change Speed						
8	CCC	Cause and Effect • Simple tests can be designed to gather evidence to support or refute student ideas about causes. (K-PS2-1)	TE: Unit 4, Lesson 1, Pushes and Pulls p. 17: Inquiry Activity Monkey Business, Talk About It						
9	PE	K-PS2-2. Students who demonstrate understanding can: Analyze data to determine if a design solution works as intended to change the speed or direction of an object with a push or a pull.							
10	DCI	PS2.A: Forces and Motion • Pushes and pulls can have different strengths and directions. (K-PS2-2)	TE: Unit 4, Lesson 2 Direction and Speed, p. 23: Inquiry Activity Kickball						

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11	DCI	PS2.A: Forces and Motion • Pushing or pulling on an object can change the speed or direction of its motion and can start or stop it. (K-PS2-2)	TE: Unit 4, Lesson 3 When Objects Collide, p. 38-39, Inquiry Activity Bottle Bowling						
12	DCI	ETS1.A: Defining Engineering Problems • A situation that people want to change or create can be approached as a problem to be solved through engineering. Such problems may have many acceptable solutions. (secondary to K-PS2-2)	TE: Unit 4, STEM Module Project, p. 45-46: Engineering Challenge Design a Way to Change an Object's Direction						
13	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-PS2-2)	TE: Unit 4, Lesson 2 Direction and Speed, p. 29: Inquiry Activity Move Heavy and Light Objects						
14	CCC	Cause and Effect • Simple tests can be designed to gather evidence to support or refute student ideas about causes. (K-PS2-2)	TE: Unit 4, Lesson 1 Pushes and Pulls, p. 14: Inquiry Activity Move a Car						
Energy									
15	PE	K-PS3-1. Students who demonstrate understanding can: Make observations to determine the effect of sunlight on Earth's surface.							
16	DCI	PS3.B: Conservation of Energy and Energy Transfer • Sunlight warms Earth's surface. (K-PS3-1)	TE: Unit 3, Module The Sun and Earth's Surface, Lesson 1 Sunlight on Earth's Surface p. 75: The Sun						
17	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 that can be used to make comparisons. (K-PS3-1)	TE: Unit 3, Module The Sun and Earth's Surface, Lesson 1 Sunlight on Earth's Surface p. 78-79: Inquiry Activity Melt in the Sunlight						
18	CONN	Scientific Investigations Use a Variety of Methods • Scientists use different ways to study the world. (K-PS3-1)	TE: Unit 3, Module The Sun and Earth's Surface, Lesson 1 Sunlight on Earth's Surface p. 72-73: Inquiry Activity Sunlight and Water						

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19	CCC	Cause and Effect • Events have causes that generate observable patterns. (K-PS3-1)	TE: Unit 3, Module The Sun and Earth's Surface, Lesson 1 Sunlight on Earth's Surface p. 76-77: Inquiry Activity Surfaces and Sunlight						
20	PE	K-PS3-2. Students who demonstrate understanding can: Use tools and materials to design and build a structure that will reduce the warming effect of sunlight on an area.							
21	DCI	PS3.B: Conservation of Energy and Energy Transfer • Sunlight warms Earth's surface. (K-PS3-2)	TE: Unit 3, Module The Sun and Earth's Surface, Lesson 2 Protection from the Sun p. 90: Inquiry Activity Sunscreen and Protection						
22	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> • Use tools and materials provided to design and build a device that solves a specific problem or a solution to a specific problem. (K-PS3-2)	TE: Unit 3, Module The Sun and Earth's Surface, Lesson 2 Protection from the Sun p.86: Stay Out of the Sunlight Time to Move						
23	CCC	Cause and Effect • Events have causes that generate observable patterns. (K-PS3-2)	TE: Unit 3, Module The Sun and Earth's Surface, Lesson 2 Protection from the Sun p. 87: Shade						
From Molecules to Organisms: Structures and Processes									
24	PE	K-LS1-1. Students who demonstrate understanding can: Use observations to describe patterns of what plants and animals (including humans) need to survive.							
25	DCI	LS1.C: Organization for Matter and Energy Flow in Organisms • All animals need food in order to live and grow. They obtain their food from plants or from other animals. Plants need water and light to live and grow. (K-LS1-1)	TE: Unit 1, Lesson 2 Plant and Animal Survival p. 22-23: Inquiry Activity Plant Needs						
26	SEP	Analyzing and Interpreting Data <i>Analyzing data in K-2 builds on prior experiences and progresses to collecting, recording, and sharing observations.</i> • Use observations (firsthand or from media) to describe patterns in the natural world in order to answer scientific questions. (K-LS1-1)	TE: Unit 1, Lesson 2 Plant and Animal Survival p. 26-27: Inquiry Activity Rabbit Health						

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27	CONN	Scientific Knowledge is Based on Empirical Evidence • Scientists look for patterns and order when making observations about the world. (K-LS1-1)	TE: Unit 1, Lesson 4 Places Animals Live p. 50: Inquiry Activity Things Humans Need						
28	CCC	Patterns • Patterns in the natural and human designed world can be observed and used as evidence. (K-LS1-1)	TE: Unit 1, Lesson 1 Living and Nonliving p. 14-15: Inquiry Activity Gummy Worms and Earthworms						

Earth's Systems

29	PE	K-ESS2-1. Students who demonstrate understanding can: Use and share observations of local weather conditions to describe patterns over time.							
30	DCI	ESS2.D: Weather and Climate • Weather is the combination of sunlight, wind, snow or rain, and temperature in a particular region at a particular time. People measure these conditions to describe and record the weather and to notice patterns over time. (K-ESS2-1)	TE: Unit 3, Module Weather, Lesson 1 Describe Weather p.10-11: Inquiry Activity Record the Weather						
31	SEP	Analyzing and Interpreting Data <i>Analyzing data in K–2 builds on prior experiences and progresses to collecting, recording, and sharing observations.</i> • Use observations (firsthand or from media) to describe patterns in the natural world in order to answer scientific questions. (K-ESS2-1)	TE: Unit 3, Module Weather, Lesson 2 Weather Patterns p. 22-23: Inquiry Activity Temperature						
32	CONN	Science Knowledge is Based on Empirical Evidence • Scientists look for patterns and order when making observations about the world. (K-ESS2-1)	TE: Unit 3, Module Weather, Lesson 2 Weather Patterns p. 31: Inquiry Activity Patterns and Seasons						
33	CCC	Patterns • Patterns in the natural world can be observed, used to describe phenomena, and used as evidence. (K-ESS2-1)	TE: Unit 3, Module Weather, Lesson 2 Weather Patterns p. 28-29: Inquiry Activity Observe Clouds						
34	PE	K-ESS2-2. Students who demonstrate understanding can: Construct an argument supported by evidence for how plants and animals (including humans) can change the environment to meet their needs.							
35	DCI	ESS2.E: Biogeology • Plants and animals can change their environment. (K-ESS2-2)	TE: Unit 2, Module Changes to the Environment, Lesson 3 People Change the Environment p. 36-37: Inquiry Activity People Make Changes						

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36	DCI	ESS3.C: Human Impacts on Earth Systems • Things that people do to live comfortably can affect the world around them. But they can make choices that reduce their impacts on the land, water, air, and other living things. (secondary to K-ESS2-2)	TE: Unit 2, Module Changes to the Environment, Lesson 3 People Change the Environment p. 44-45: Inquiry Activity People Change Land						
37	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. (K-ESS2-2)	TE: Unit 2, Module Changes to the Environment, Lesson 2 Animals Change Their Environment p. 30-31: Inquiry Activity Moles Change Their Environment						
38	CCC	Systems and System Models • Systems in the natural and designed world have parts that work together. (K-ESS2-2)	TE: Unit 2, Module Changes to the Environment, STEM Module Project p. 49-50: Engineering Challenge Design a Beaver Dam						

Earth and Human Activity

39	PE	K-ESS3-1. Students who demonstrate understanding can: Use a model to represent the relationship between the needs of different plants or animals (including humans) and the places they live.							
40	DCI	ESS3.A: Natural Resources • Living things need water, air, and resources from the land, and they live in places that have the things they need. Humans use natural resources for everything they do. (K-ESS3-1)	TE: Unit 1, Lesson 4 Places Animals Live p. 48-49: Inquiry Activity Where Animals Live						
41	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> • Use a model to represent relationships in the natural world. (K-ESS3-1)	TE: Unit 1, Lesson 4 Places Animals Live p. 51: Inquiry Activity Things Humans Need						
42	CCC	Systems and System Models • Systems in the natural and designed world have parts that work together. (K-ESS3-1)	TE: Unit 1, STEM Module Project p. 55-56: Science Challenge Make a Habitat						
43	PE	K-ESS3-2. Students who demonstrate understanding can: Ask questions to obtain information about the purpose of weather forecasting to prepare for, and respond to, severe weather.							

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44	DCI	ESS3.B: Natural Hazards • Some kinds of severe weather are more likely than others in a given region. Weather scientists forecast severe weather so that the communities can prepare for and respond to these events. (K-ESS3-2)	TE: Unit 3, Module Weather, Lesson 4 Severe Weather p. 56-57: Inquiry Activity Make Thunder						
45	DCI	ETS1.A: Defining and Delimiting an Engineering Problem • Asking questions, making observations, and gathering information are helpful in thinking about problems. (secondary to K-ESS3-2)	TE: Unit 3, Module Weather, Lesson 4 Severe Weather p. 52-53: Inquiry Activity Rain, Rain Go Away						
46	SEP	Asking Questions and Defining Problems Asking questions and defining problems in grades K–2 builds on prior experiences and progresses to simple descriptive questions that can be tested. • Ask questions based on observations to find more information about the designed world. (K-ESS3-2)	TE: Unit 3, Module Weather, Lesson 3 Forecast Weather p. 36: Inquiry Activity Tomorrow's Weather						
47	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> • Read grade-appropriate texts and/or use media to obtain scientific information to describe patterns in the natural world. (K-ESS3-2)	TE: Unit 3, Module Weather, Lesson 3 Forecast Weather p. 40-41: Inquiry Activity Forecast Weather						
48	CCC	Cause and Effect • Events have causes that generate observable patterns. (K-ESS3-2)	TE: Unit 3, Module Weather, Lesson 4 Severe Weather p. 48-49: Inquiry Activity Make Lightning						
49	CONN	Interdependence of Science, Engineering, and Technology • People encounter questions about the natural world every day. (K-ESS3-2)	TE: Unit 3, Module Weather, Lesson 3 Forecast Weather p. 39: Inquiry Activity Forecast Weather						
50	CONN	Influence of Engineering, Technology, and Science on Society and the Natural World • People depend on various technologies in their lives; human life would be very different without technology. (K-ESS3-2)	TE: Unit 3, Module Weather, Lesson 3 Forecast Weather p. 42-43: STEM Connection What Tools Do Meteorologists Use?						
51	PE	K-ESS3-3. Students who demonstrate understanding can: Communicate solutions that will reduce the impact of humans on the land, water, air, and/or other living things in the local environment.							

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52	DCI	ESS3.C: Human Impacts on Earth Systems • Things that people do to live comfortably can affect the world around them. But they can make choices that reduce their impacts on the land, water, air, and other living things. (K-ESS3-3)	TE: Unit 2, Module Protect Earth, Lesson 1 Natural Resources p. 60-62: Inquiry Activity Wash Dishes						
53	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 K-ESS3-3)	TE: Unit 2, Module Protect Earth, Lesson 2 Reduce, Reuse, and Recycle p.75: Second Chances Study Guide Foldables						
54	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> • Communicate solutions with others in oral and/or written forms using models and/or drawings that provide detail about scientific ideas. (K-ESS3-3)	TE: Unit 2, Module Protect Earth, Lesson 2 Reduce, Reuse, and Recycle p. 72-73: Inquiry Activity Sort Recyclables						
55	CCC	Cause and Effect • Events have causes that generate observable patterns. (K-ESS3-3)	TE: Unit 2, Module Protect Earth, Lesson 2 Reduce, Reuse, and Recycle p. 78-79: Inquiry Activity Make Paper						

Engineering Design:

56	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.							
57	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 2, Module Protect Earth, STEM Module Project p.83: Engineering Challenge New Tools from Old Things						
58	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 2, Module Protect Earth, Lesson 1 Natural Resources p.58-59: Engage Discover the Phenomenon						
59	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 2, Module Protect Earth, STEM Module Opener p. 55: Environmental Connection						

Section 1: Standards Review--Science

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60	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 2, Module Protect Earth, STEM Module Opener p. 53: Discover the Phenomenon						
61	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 2, Module Protect Earth, STEM Module Project p.84: Engineering Challenge Design Your Solution, Talk About It						
62	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.							
63	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 The Sun and Earth's Surface, STEM Connection p.66: What Does an Architectural Drafter Do?						
64	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 The Sun and Earth's Surface, STEM Module Project p. 95-96: Engineering Challenge Design a Structure to Make Shade						
65	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 The Sun and Earth's Surface, Lesson 2 Protection from the Sun p.84-85: Inquiry Activity/Simulation Temperatures Throughout the Day						
66	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.							
67	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 3, Module The Sun and Earth's Surface, Lesson 2 Protection from the Sun p.88-89: Inquiry Activity/Simulation Temperatures Throughout the Day						

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68	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 3, Module The Sun and Earth's Surface, Lesson 3 Protection From the Sun p. 91: Inquiry Activity Sunscreen and Protection Talk About It						

CCSS for ELA/Literacy and Math in Kindergarten 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.**

Kindergarten CCSS ELA/Literacy

69	CCSS ELA/Literacy	RI.K.1 With prompting and support, ask and answer questions about key details in a text. (K-PS2-2), (K-ESS2-2), (K-ESS3-2)	TE: Unit 4, Lesson 3 When Objects Collide p.36: Move the Skateboard, Reading Connection						
70	CCSS ELA/Literacy	W.K.1 Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book. (K-ESS2-2)	TE: Unit 2, Module Changes to the Environment, Lesson 3 People Change Their Environment p.43: Quick Check						
71	CCSS ELA/Literacy	W.K.2 Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic. (K-ESS2-2), (K-ESS3-3)	TE: Unit 2, Module Changes to the Environment, Lesson 1 Natural Resources p.67: STEM Connection What Does a Forester Do?						
72	CCSS ELA/Literacy	W.K.7 Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them). (K-PS2-1), (K-LS1-1), (K-ESS2-1), (K-PS3-1), (K-PS3-2)	TE: Unit 1, Lesson 2 Plant and Animal Survival p.28: Build a Bird Home, Writing Connection						
73	CCSS ELA/Literacy	SL.K.3 Ask and answer questions in order to seek help, get information, or clarify something that is not understood. (K-ESS3-2), (K-PS2-2)	TE: Unit 3 Module Weather, Lesson 3 Forecast Weather p.35: Discover the Phenomenon						
74	CCSS ELA/Literacy	SL.K.5 Add drawings or other visual displays to descriptions as desired to provide additional detail. (K-ESS3-1)	TE: Unit 1, Lesson 3 Places Plants Live p. 33: Discover the Phenomenon, Reading Connection						

Kindergarten CCSS Math

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75	CCSS Math	MP.2 Reason abstractly and quantitatively. (K-PS2-1), (K-ESS2-1), (K-ESS3-1), (K-2-ETS1-1), (K-2-ETS1-3)	TE: Unit 4, Lesson 1 Pushes and Pulls p.15: Close Reading, Make Connections						
76	CCSS Math	MP.4 Model with mathematics. (K-ESS2-1), (K-ESS3-1), (K-ESS3-2), (K-2-ETS1-1), (K-2-ETS1-3)	TE: Unit 3, Module Weather, Lesson 1 Describe Weather p. 17: Inquiry Activity Measure Rain, Guided Inquiry						
77	CCSS Math	K.CC Counting and Cardinality (K-ESS3-1), (K-ESS3-2)	TE: Unit 1, Lesson 3 Places Plants Live p. 35: Talk About It, Math Connection						
78	CCSS Math	K.CC.A Know number names and the count sequence. (K-ESS2-1)	TE: Unit 3, Module Weather, Lesson 2 Weather Patterns p. 30: Inquiry Activity Patterns and Seasons Simulation, Math Connection						
79	CCSS Math	K.MD.A.1 Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object. (K-PS2-1), (K-ESS2-1)	TE: Unit 4, Lesson 2 Direction and Speed p.28: Move Heavy and Light Objects						
80	CCSS Math	K.MD.A.2 Directly compare two objects with a measurable attribute in common, to see which object has "more of"/"less of" the attribute, and describe the difference. (K-PS2-1), (K-PS3-1), (KPS3-2), (K-LS1-1)	TE: Unit 4, Lesson 1 Pushes and Pulls p.13: Inquiry Activity Move a Car, Math Connection						
81	CCSS Math	K.MD.B.3 Classify objects into given categories; count the number of objects in each category and sort the categories by count. (K-ESS2-1)	TE: Unit 3 Module Weather, Lesson 2 Weather Patterns p. 27: Close Reading Sledding Fun						

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 3, Module Weather, p. 2A-2C: Three-Dimensional Learning, Performance Expectations, Disciplinary Core Ideas 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 3, Module Weather, 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 Weather, Lesson 2 Weather Patterns p. 20-21: Engage						

E-DIMENSIONAL ASSESSMENT
Support for teachers to collect, interpret and act on data 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 3, Module Weather p.61: STEM Module Project, 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 3, Module Weather, Lesson 3 Forecast Weather p. 44: Lesson 3 Review						

TEACHER SUPPORTS
Support 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 3, Module Weather p. 2G-2H: 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 1, Lesson 1 Living and Nonliving p. 12: Living or Nonliving?						
8	Materials and assessments include teacher guidance for students at, approaching, or exceeding grade level expectations.	TE: Unit 2, Module Changes to the Environment, Lesson 1 Plants Change Their Environment p. 15-16: Quick Check, Differentiated Instruction						

Section 2: Science Content Review

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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 2, Lesson 2 Plant and Animal Survival p. 19: Assess Prior Knowledge						

CONTENT CENTERED INSTRUCTION
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, Lesson 2 Plant and Animal Survival p. 20-21: Engage						
11	The flow of lessons from one unit to the next is coherent, meaningful, direct, and apparent to students.	SE: Unit 2, Our Changing World, Front Matter: Table of Contents TE: Unit 1, Module Plants and Animals Module Opener p. 2: Storylines						

AREA 5: EQUITY
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 2, Our Changing World, p. 21: 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 2, Protect Earth p. 52I-52J: 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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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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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.			

Section 2: All Content Review

PROVIDERS/PUBLISHERS:

- 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
32	Instructional materials address multiple ethnic descriptions, interpretations, or perspectives of events and experiences.			