



F.9 Integrated Science I - Grades 6-8

AL INFORMATION (TO BE COMPLETED BY PUBLISHER/PROVIDER)

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Title of Teacher Edition:	Inspire Science Integrated Grade 6 Teacher Edition Bundle (Unit 1-4)	Teacher Edition ISBN:	9780076873241
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:			
Reviewer 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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Light Waves, Particles, Temperature, States of Matter, Thermal Energy Transfer									
1	PE	MS-PS4-2. Students who demonstrate understanding can: Develop and use a model to describe that waves are reflected, absorbed, or transmitted through various materials.							
2	DCI	PS4.A: Wave Properties A sound wave needs a medium through which it is transmitted. (MS-PS4-2)	my.mheducation.com> Table of Contents> Online Module: Introduction to Waves>Module Planning Resources>Teacher Edition> Lesson 2 Mechanical Wave Interactions 36-54						
3	DCI	PS4.B: Electromagnetic Radiation • When light shines on an object, it is reflected, absorbed, or transmitted through the object, depending on the object's material and the frequency (color) of the light. (MS-PS4-2)	my.mheducation.com> Table of Contents> Online Module: Light>Module Planning Resources>Teacher Edition> Lesson 1 How Light Travels 80, 92						
4	DCI	PS4.B: Electromagnetic Radiation • The path that light travels can be traced as straight lines, except at surfaces between different transparent materials (e.g., air and water, air and glass) where the light path bends. (MS-PS4-2)	my.mheducation.com> Table of Contents> Online Module: Light> Module Planning Resources>Teacher Edition> Lesson 3 Refraction and Lenses 110-114						
5	DCI	PS4.B: Electromagnetic Radiation • A wave model of light is useful for explaining brightness, color, and the frequency-dependent bending of light at a surface between media. (MS-PS4-2)	my.mheducation.com> Table of Contents> Online Module: Light> Module Planning Resources>Teacher Edition> Lesson 4 Color of Light 124-142						
6	DCI	PS4.B: Electromagnetic Radiation • However, because light can travel through space, it cannot be a matter wave, like sound or water waves. (MS-PS4-2)	my.mheducation.com> Table of Contents> Online Module: Light> Module Planning Resources>Teacher Edition> Lesson 1 How Light Travels 73-74						

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7	SEP	Developing and Using Models <i>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.</i> • Develop and use a model to describe phenomena. (MS-PS4-2)	my.mheducation.com> Table of Contents> Online Module: Introduction to Waves> Module Planning Resources>Teacher Edition> 55-56						
8	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. (MS-PS4-2)	my.mheducation.com> Table of Contents> Online Module: Introduction to Waves> Module Planning Resources>Teacher Edition> Lesson 1 Wave Properties 31						
9	PE	MS-PS1-4. Students who demonstrate understanding can: Develop a model that predicts and describes changes in particle motion, temperature, and state of a pure substance when thermal energy is added or removed.							
10	DCI	PS1.A: Structure and Properties of Matter • Gases and liquids are made of molecules or inert atoms that are moving about relative to each other. (MS-PS1-4)	TE Unit 3, Module 1: Energy and Matter, Lesson 2, pg. 40						
11	DCI	PS1.A: Structure and Properties of Matter • In a liquid, the molecules are constantly in contact with others; in a gas, they are widely spaced except when they happen to collide. In a solid, atoms are closely spaced and may vibrate in position but do not change relative locations. (MS-PS1-4)	TE: Unit 3, Module 1: Energy and Matter, Lesson 2, pg. 42						
12	DCI	PS1.A: Structure and Properties of Matter • The changes of state that occur with variations in temperature or pressure can be described and predicted using these models of matter. (MS-PS1-4)	TE: Unit 3, Module 1: Energy and Matter, Lesson 2, pg. 37						
13	DCI	PS3.A: Definitions of Energy • The term "heat" as used in everyday language refers both to thermal energy (the motion of atoms or molecules within a substance) and the transfer of that thermal energy from one object to another. In science, heat is used only for this second meaning; it refers to the energy transferred due to the temperature difference between two objects. (secondary to MS-PS1-4)	TE: Unit 3, Module 1: Energy and Matter, Lesson 2, pg. 48						

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14	DCI	PS3.A: Definitions of Energy • The temperature of a system is proportional to the average internal kinetic energy and potential energy per atom or molecule (whichever is the appropriate building block for the system's material). The details of that relationship depend on the type of atom or molecule and the interactions among the atoms in the material. Temperature is not a direct measure of a system's total thermal energy. The total thermal energy (sometimes called the total internal energy) of a system depends jointly on the temperature, the total number of atoms in the system, and the state of the material. (secondary to MS-PS1-4)		TE: Unit 3, Module 1: Energy and Matter, Lesson 2, pg. 40						
15	SEP	Developing and Using Models <i>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.</i> • Develop a model to predict and/or describe phenomena.(MS-PS1-4)		TE: Unit 3, Module 1: Energy and Matter, Lesson 2, pg. 44						
16	CCC	Cause and Effect • Cause and effect relationships may be used to predict phenomena in natural or designed systems. (MS-PS1-4)		TE: Unit 3, Module 1: Energy and Matter, Lesson 2, pg. 34						
17	PE	MS-PS3-3. Students who demonstrate understanding can: Apply scientific principles to design, construct, and test a device that either minimizes or maximizes thermal energy transfer.								
18	DCI	PS3.A: Definitions of Energy • Temperature is a measure of the average kinetic energy of particles of matter. The relationship between the temperature and the total energy of a system depends on the types, states, and amounts of matter present.		TE: Unit 3, Module 1: Energy and Matter, Lesson 1, pg. 17						
19	DCI	PS3.B: Conservation of Energy and Energy Transfer • Energy is spontaneously transferred out of hotter regions or objects and into colder ones.		TE: Unit 3, Module 1: Energy and Matter, Lesson 3, pg. 58-59, Lab Transferring Temperature						
20	DCI	ETS1.A: Defining and Delimiting an Engineering Problem • 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 is likely to limit possible solutions.		TE: Unit 3, Module 1: Energy and Matter, pg. 91, STEM Module Project: Cookin' with the Sun						
21	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. There are systematic processes for evaluating solutions with respect to how well they meet criteria and constraints of a problem.		TE: Unit 3, Module 1: Energy and Matter, pg. 92, TEM Module Project: Cookin' with the Sun						

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22	SEP	Constructing Explanations and Designing Solutions <i>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.</i> • Apply scientific ideas or principles to design, construct, and test a design of an object, tool, process or system.	TE: Unit 3, Module 1: Energy and Matter, Lesson 3, pg. 56-57, Explain the Phenomena using a CER						
23	CCC	Energy and Matter • The transfer of energy can be tracked as energy flows through a designed or natural system.	TE: Unit 3, Module 1: Energy and Matter, Lesson 3, pg. 58-59, Lab Transferring Temperature						
24	PE	MS-PS3-4. Students who demonstrate understanding can: Plan an investigation to determine the relationships among the energy transferred, the type of matter, the mass, and the change in the average kinetic energy of the particles as measured by the temperature of the sample.							
25	DCI	PS3.A: Definitions of Energy • Temperature is a measure of the average kinetic energy of particles of matter. The relationship between the temperature and the total energy of a system depends on the types, states, and amounts of matter present.	TE: Unit 3, Module 1: Energy and Matter, Lesson 3, pg. 60-61						
26	DCI	PS3.B: Conservation of Energy and Energy Transfer • The amount of energy transfer needed to change the temperature of a matter sample by a given amount depends on the nature of the matter, the size of the sample, and the environment.	TE: Unit 3, Module 1: Energy and Matter, Lesson 3, pg. 62-63, Lab: Transferring Temperature Over Time						
27	SEP	Planning and Carrying Out Investigations <i>Planning and carrying out investigations to answer questions or test solutions to problems in 6–8 builds on K–5 experiences and progresses to include investigations that use multiple variables and provide evidence to support explanations or design solutions.</i> • Plan an investigation individually and collaboratively, and in the design: identify independent and dependent variables and controls, what tools are needed to do the gathering, how measurements will be recorded, and how many data are needed to support a claim.	TE: Unit 3, Module 1: Energy and Matter, Lesson 4, pg. 79, Lab: Melt Down						
28	CONN	Scientific Knowledge is Based on Empirical Evidence • Science knowledge is based upon logical and conceptual connections between evidence and explanations	TE: Unit 3, Module 1: Energy and Matter, Lesson 2, pg. 49, 'It's Your Turn' Research and Report, Bottom of Page						

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29	CCC	Scale, Proportion, and Quantity • Proportional relationships (e.g. speed as the ratio of distance traveled to time taken) among different types of quantities provide information about the magnitude of properties and processes.	TE: Unit 3, Module 1: Energy and Matter, Lesson 4, pg. 76-77, Lab: Massing Around						
30	PE	MS-PS3-5. Students who demonstrate understanding can: Construct, use, and present arguments to support the claim that when the kinetic energy of an object changes, energy is transferred to or from the object.							
31	DCI	PS3.B: Conservation of Energy and Energy Transfer • When the motion energy of an object changes, there is inevitably some other change in energy at the same time.	TE: Unit 3, Module 1: Energy and Matter, Lesson 1, pg. 13						
32	SEP	Engaging in Argument from Evidence <i>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 worlds.</i> • Construct, use, and present oral and written arguments supported by empirical evidence and scientific reasoning to support or refute an explanation or a model for a phenomenon.	TE: Unit 3, Module 1: Energy and Matter, Lesson 1, pg. 24						
33	CONN	Scientific Knowledge is Based on Empirical Evidence • Science knowledge is based upon logical and conceptual connections between evidence and explanations	TE: Unit 3, Module 1: Energy and Matter, Lesson 1, pg. 18						
34	CCC	Energy and Matter • Energy may take different forms (e.g. energy in fields, thermal energy, energy of motion).	TE: Unit 3, Module 1: Energy and Matter, Lesson 2, pg. 43						
Water Cycling, Weather, Climate									
35	PE	MS-ESS2-4. Students who demonstrate understanding can: Develop a model to describe the cycling of water through Earth's systems driven by energy from the sun and the force of gravity.							
36	DCI	ESS2.C: The Roles of Water in Earth's Surface Processes • Water continually cycles among land, ocean, and atmosphere via transpiration, evaporation, condensation and crystallization, and precipitation, as well as downhill flows on land.	TE: Unit 3, Module 2: The Water Cycle, Lesson 1, pg. 111-113						
37	DCI	ESS2.C: The Roles of Water in Earth's Surface Processes • Global movements of water and its changes in form are propelled by sunlight and gravity.	TE: Unit 3, Module 2: The Water Cycle, Lesson 1, pg. 111						
38	SEP	Developing and Using Models <i>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.</i> • Develop a model to describe unobservable mechanisms.	TE: Unit 3, Module 2: The Water Cycle, Lesson 1, pg. 116						

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39	CCC	Energy and Matter • Within a natural or designed system, the transfer of energy drives the motion and/or cycling of matter.	TE: Unit 3, Module 2: The Water Cycle, Lesson 1, pg. 109-110, Lab 'Into Thin Air'						
40	PE	MS-ESS2-5. Students who demonstrate understanding can: Collect data to provide evidence for how the motions and complex interactions of air masses result in changes in weather conditions.							
41	DCI	ESS2.C: The Roles of Water in Earth's Surface Processes • The complex patterns of the changes and the movement of water in the atmosphere, determined by winds, landforms, and ocean temperatures and currents, are major determinants of local weather patterns.	TE: Unit 3, Module 3: Weather and Climate, Lesson 3, pg. 202-203						
42	DCI	ESS2.D: Weather and Climate • Because these patterns are so complex, weather can only be predicted probabilistically.	TE: Unit 3, Module 3: Weather and Climate, Lesson 3, pg. 205-206, Investigation: Characteristics of Air Masses						
43	SEP	Planning and Carrying Out Investigations <i>Planning and carrying out investigations in 6-8 builds on K-5 experiences and progresses to include investigations that use multiple variables and provide evidence to support explanations or solutions.</i> • Collect data to produce data to serve as the basis for evidence to answer scientific questions or test design solutions under a range of conditions.	TE: Unit 3, Module 3: Weather and Climate, Lesson 3, pg. 217-219, Lab: Predicting Weather						
44	CCC	Cause and Effect • Cause and effect relationships may be used to predict phenomena in natural or designed systems.	TE: Unit 3, Module 3: Weather and Climate, Lesson 3, pg. 211-212, Investigation: Air Mass Collision Course						
45	PE	MS-ESS2-6. Students who demonstrate understanding can: Develop and use a model to describe how unequal heating and rotation of the Earth cause patterns of atmospheric and oceanic circulation that determine regional climates.							
46	DCI	ESS2.C: The Roles of Water in Earth's Surface Processes • Variations in density due to variations in temperature and salinity drive a global pattern of interconnected ocean currents.	TE: Unit 3, Module 3: Weather and Climate, Lesson 2, pg. 182-183, Lab: Moving Water						

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47	DCI	ESS2.D: Weather and Climate • Weather and climate are influenced by interactions involving sunlight, the ocean, the atmosphere, ice, landforms, and living things. These interactions vary with latitude, altitude, and local and regional geography, all of which can affect oceanic and atmospheric flow patterns.	TE: Unit 3, Module 3: Weather and Climate, Lesson 2, pg. 180-181, Investigation: Ahead of the Curve						
48	DCI	ESS2.D: Weather and Climate • The ocean exerts a major influence on weather and climate by absorbing energy from the sun, releasing it over time, and globally redistributing it through ocean currents.	TE: Unit 3, Module 3: Weather and Climate, Lesson 2, pg. 190						
49	SEP	Developing and Using Models <i>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.</i> • Develop and use a model to describe phenomena.	TE: Unit 3, Module 3: Weather and Climate, Lesson 2, pg. 189						
50	CCC	Systems and System Models • Models can be used to represent systems and their interactions—such as inputs, processes and outputs—and energy, matter, and information flows within systems.	TE: Unit 3, Module 3: Weather and Climate, Lesson 2, pg. 186						
Rock Cycling, Plate Tectonics									
51	PE	MS-ESS2-1.Students who demonstrate understanding can: Develop a model to describe the cycling of Earth's materials and the flow of energy that drives this process.							
52	DCI	ESS2.A: Earth's Materials and Systems • All Earth processes are the result of energy flowing and matter cycling within and among the planet's systems. This energy is derived from the sun and Earth's hot interior. The energy that flows and matter that cycles produce chemical and physical changes in Earth's materials and living organisms.	TE: Unit 3, Module 1: Energy and Matter, Lesson 3, pg. 65						
53	SEP	Developing and Using Models <i>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.</i> • Develop and use a model to describe phenomena.	my.mheducation.com> Table of Contents> Online Module: Dynamic Earth> Module Planning Resources>Teacher Edition> Lesson 1, 12-13						
54	CCC	Stability and Change • Explanations of stability and change in natural or designed systems can be constructed by examining the changes over time and processes at different scales, including the atomic scale.	my.mheducation.com> Table of Contents> Online Module: Dynamic Earth> Module Planning Resources>Teacher Edition> Lesson 1, 15-16						

Section 1: Standards Review: Science

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55	PE	MS-ESS2-2. Students who demonstrate understanding can: Construct an explanation based on evidence for how geoscience processes have changed Earth's surface at varying time and spatial scales.							
56	DCI	ESS2.A: Earth's Materials and Systems • The planet's systems interact over scales that range from microscopic to global in size, and they operate over fractions of a second to billions of years. These interactions have shaped Earth's history and will determine its future.	my.mheducation.com> Table of Contents> Online Module: Dynamic Earth> Module Planning Resources>Teacher Edition> Lesson 3, 50-51						
57	DCI	ESS2.C: The Roles of Water in Earth's Surface Processes • Water's movements—both on the land and underground—cause weathering and erosion, which change the land's surface features and create underground formations.	TE: Unit 3, Module 1: Energy and Matter, Lesson 3, pg. 67						
58	SEP	Constructing Explanations and Designing Solutions <i>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.</i> • 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 nature 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: Dynamic Earth> Module Planning Resources>Teacher Edition> 8-9						
59	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.	my.mheducation.com> Table of Contents> Online Module: Dynamic Earth> Module Planning Resources>Teacher Edition> Lesson 3, 46-49						
60	PE	MS-ESS2-3. Students who demonstrate understanding can: Analyze and interpret data on the distribution of fossils and rocks, continental shapes, and seafloor structures to provide evidence of the past plate motions.							
61	DCI	ESS1.C: The History of Planet Earth • Tectonic processes continually generate new ocean sea floor at ridges and destroy old sea floor at trenches.	my.mheducation.com> Table of Contents> Online Module: Dynamic Earth> Module Planning Resources>Teacher Edition> Lesson 2, 36-37						

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62	DCI	ESS2.B: Plate Tectonics and Large-Scale System Interactions • Maps of ancient land and water patterns, based on investigations of rocks and fossils, make clear how Earth's plates have moved great distances, collided, and spread apart.	my.mheducation.com> Table of Contents> Online Module: Dynamic Earth> Module Planning Resources>Teacher Edition>Lesson 2, 28-34						
63	SEP	Analyzing and Interpreting Data <i>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.</i> • Analyze and interpret data to provide evidence for phenomena.	my.mheducation.com> Table of Contents> Online Module: Dynamic Earth> Module Planning Resources>Teacher Edition> Lesson 3 46-49						
64	CONN	Scientific Knowledge is Open to Revision in Light of New Evidence • Science findings are frequently revised and/or reinterpreted based on new evidence.	my.mheducation.com> Table of Contents> Online Module: Dynamic Earth> Module Planning Resources>Teacher Edition> Lesson 1, 10-11						
65	CCC	Patterns • Patterns in rates of change and other numerical relationships can provide information about natural systems.	my.mheducation.com> Table of Contents> Online Module: Dynamic Earth> Module Planning Resources>Teacher Edition> Lesson 4 ,77-78						
66	PE	MS-ESS1-4. Students who demonstrate understanding can: Construct a scientific explanation based on evidence from rock strata for how the geologic time scale is used to organize Earth's 4.6-billion-year-old history.							
67	DCI	ESS1.C: The History of Planet Earth • The geologic time scale interpreted from rock strata provides a way to organize Earth's history. Analyses of rock strata and the fossil record provide only relative dates, not an absolute scale.	my.mheducation.com> Table of Contents> Online Module: Dynamic Earth> Module Planning Resources>Teacher Edition> Lesson 5, 96-124						

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68	SEP	Constructing Explanations and Designing Solutions <i>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.</i> • 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: Dynamic Earth> Module Planning Resources>Teacher Edition> Lesson 4, 70-73						
69	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.	my.mheducation.com> Table of Contents> Online Module: Dynamic Earth> Module Planning Resources>Teacher Edition> Lesson 4, 82-83						

Natural Hazards

70	PE	MS-ESS3-2. Students who demonstrate understanding can: Analyze and interpret data on natural hazards to forecast future catastrophic events and inform the development of technologies to mitigate their effects.							
71	DCI	ESS3.B: Natural Hazards • Mapping the history of natural hazards in a region, combined with an understanding of related geologic forces can help forecast the locations and likelihoods of future events.	my.mheducation.com> Table of Contents> Online Module: Natural Hazards> Module Planning Resources> Teacher Edition> Lesson 1, 140-143						
72	SEP	Analyzing and Interpreting Data <i>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.</i> • Analyze and interpret data to determine similarities and differences in findings.	my.mheducation.com> Table of Contents> Online Module: Natural Hazards> Module Planning Resources> Teacher Edition> Lesson 1,137-139						
73	CCC	Patterns • Graphs, charts, and images can be used to identify patterns in data.	my.mheducation.com> Table of Contents> Online Module: Natural Hazards> Module Planning Resources> Teacher Edition> Lesson 1, 146, 149, 158						

Section 1: Standards Review: Science

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74	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.	my.mheducation.com> Table of Contents> Online Module: Natural Hazards> Module Planning Resources>Teacher Edition> Lesson 1, 154						
75	PE	MS-PS4-1. Students who demonstrate understanding can: Use mathematical representations to describe a simple model for waves that includes how the amplitude of a wave is related to the energy in a wave.							
76	DCI	PS4.A: Wave Properties • A simple wave has a repeating pattern with a specific wavelength, frequency, and amplitude.	my.mheducation.com> Table of Contents> Online Module: Introduction to Waves>Module PlanningResources> Teacher Edition> Lesson 1 Wave Properties 10-19, 21-31						
77	SEP	Using Mathematics and Computational Thinking <i>Mathematical and computational thinking at the 6–8 level builds on K–5 and progresses to identifying patterns in large data sets and using mathematical concepts to support explanations and arguments.</i> • Use mathematical representations to describe and/or support scientific conclusions and design solutions.	my.mheducation.com> Table of Contents> Online Module: Introduction to Waves>Module Planning Resources>Teacher Edition> Lesson 1 Wave Properties 20						
78	CONN	Scientific Knowledge is Based on Empirical Evidence • Science knowledge is based upon logical and conceptual connections between evidence and explanations.	my.mheducation.com> Table of Contents> Online Module: Introduction to Waves>Module Planning Resources>Teacher Edition> Lesson 1 Wave Properties 8-9						
79	CCC	Patterns • Graphs and charts can be used to identify patterns in data.	my.mheducation.com> Table of Contents> Online Module: Introduction to Waves>Module Planning Resources>Teacher Edition> Lesson 1 Wave Properties 32-33						

Organism Growth, Cells, and Systems

Section 1: Standards Review: Science

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80	PE	MS-LS1-1. Students who demonstrate understanding can: Conduct an investigation to provide evidence that living things are made of cells; either one cell or many different numbers and types of cells.								
81	DCI	LS1.A: Structure and Function • All living things are made up of cells, which is the smallest unit that can be said to be alive. An organism may consist of one single cell (unicellular) or many different numbers and types of cells (multicellular).		TE: Unit 1, Module 1: Cells and Life, Lesson 1, pg. 16						
82	SEP	Planning and Carrying Out Investigations <i>Planning and carrying out investigations in 6-8 builds on K-5 experiences and progresses to include investigations that use multiple variables and provide evidence to support explanations or solutions.</i> • Conduct an investigation to produce data to serve as the basis for evidence that meet the goals of an investigation.		TE: Unit 1, Module 1: Cells and Life, Lesson 1, pg. 11-12						
83	CCC	Scale, Proportion, and Quantity • Phenomena that can be observed at one scale may not be observable at another scale.		TE: Unit 1, Module 1: Cells and Life, Lesson 1, pg. 19						
84	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 1, Module 1: Cells and Life, Lesson 1, pg. 17, Engineering Connection						
85	PE	MS-LS1-2. Students who demonstrate understanding can: Develop and use a model to describe the function of a cell as a whole and ways the parts of cells contribute to the function.								
86	DCI	LS1.A: Structure and Function • Within cells, special structures are responsible for particular functions, and the cell membrane forms the boundary that controls what enters and leaves the cell.		TE: Unit 1, Module 1: Cells and Life, Lesson 2, pg. 34, Investigating Cell Membranes						
87	SEP	Developing and Using Models <i>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.</i> • Develop and use a model to describe phenomena.		TE: Unit 1, Module 1: Cells and Life, Lesson 2, pg. 36-37, Investigation: Cell Size and Transport of Materials						
88	CCC	Structure and Function • Complex and microscopic structures and systems can be visualized, modeled, and used to describe how their function depends on the relationships among its parts, therefore complex natural structures/systems can be analyzed to determine how they function.		TE: Unit 1, Module 1: Cells and Life, Lesson 2, pg. 38-39						

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89	PE	MS-LS1-3. Students who demonstrate understanding can: Use argument supported by evidence for how the body is a system of interacting subsystems composed of groups of cells.							
90	DCI	LS1.A: Structure and Function • In multicellular organisms, the body is a system of multiple interacting subsystems. These subsystems are groups of cells that work together to form tissues and organs that are specialized for particular body functions.	TE: Unit 1, Module 2: Body Systems, Lesson 1, pg. 63-65						
91	SEP	Engaging in Argument from Evidence <i>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).</i> • Use an oral and written argument supported by evidence to support or refute an explanation or a model for a phenomenon.	TE: Unit 1, Module 2: Body Systems, Lesson 2, pg. 83						
92	CCC	Systems and System Models • Systems may interact with other systems; they may have sub-systems and be a part of larger complex systems.	TE: Unit 1, Module 2: Body Systems, Lesson 1, pg. 62-63						
93	CONN	Science is a Human Endeavor • Scientists and engineers are guided by habits of mind such as intellectual honesty, tolerance of ambiguity, skepticism, and openness to new ideas.	TE: Unit 1, Module 2: Body Systems, Lesson 1, pg. 71						
94	PE	MS-LS1-8. Students who demonstrate understanding can: Gather and synthesize information that sensory receptors respond to stimuli by sending messages to the brain for immediate behavior or storage as memories.							
95	DCI	LS1.D: Information Processing • Each sense receptor responds to different inputs (electromagnetic, mechanical, chemical), transmitting them as signals that travel along nerve cells to the brain. The signals are then processed in the brain, resulting in immediate behaviors or memories.	TE: Unit 1, Module 2: Body Systems, Lesson 5, pg. 148-150, Lab: Skin Sensitivity						
96	SEP	Obtaining, Evaluating, and Communicating Information <i>Obtaining, evaluating, and communicating information in 6-8 builds on K-5 experiences and progresses to evaluating the merit and validity of ideas and methods.</i> • 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 not supported by evidence.	TE: Unit 1, Module 2: Body Systems, Lesson 5, pg. 151, 'Hear Me Out'						
97	CCC	Cause and Effect • Cause and effect relationships may be used to predict phenomena in natural systems.	TE: Unit 1, Module 2: Body Systems, Lesson 5, pg. 145						

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Engineering Design:

98	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.							
99	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 4, Module 1: Human Impact on the Environment, pg. 108, STEM Module Project: Who's Moving in Next Door?						
100	SEP	Asking Questions and Defining Problems <i>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.</i> • 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 3, Module 1: Energy and Matter, pg. 96, STEM Module Project: Cookin' with the Sun						
101	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 3, Module 1: Energy and Matter, pg. 93, STEM Module Project: Cookin' with the Sun						
102	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)	Online Resources: Unit 3, Module 1: Energy and Matter, Lesson 1, Lesson Library: Lab Answer Key: Build Your Own Thermometer						
103	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.							
104	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 2, Module 1: Reproduction of Organisms, pg. 86-87						

Section 1: Standards Review: Science

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- CCC: Crosscutting Concepts
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105	SEP	Engaging in Argument from Evidence <i>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.</i> • Evaluate competing design solutions based on jointly developed and agreed-upon design criteria. (MS-ETS1-2)	TE: Unit 1, Module 2: Body Systems, pg. 169, STEM Module Project: Body of Evidence						
106	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.							
107	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 3, Module 1: Energy and Matter, pg. 94, STEM Module Project: Cookin' with the Sun						
108	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 1: Human Impact on the Environment, pg. 106, STEM Module Project: Who's Moving in Next Door?						
109	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 1: Human Impact on the Environment, pg. 107, STEM Module Project: Who's Moving in Next Door?						
110	SEP	Analyzing and Interpreting Data <i>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.</i> • Analyze and interpret data to determine similarities and differences in findings. (MS-ETS1-3)	TE: Unit 4, Module 1: Human Impact on the Environment, pg. 110, STEM Module Project: Who's Moving in Next Door?						
111	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.							
112	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 1: Energy and Matter, pg. 95, STEM Module Project: Cookin' with the Sun						

Section 1: Standards Review: Science

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113	DCI	ETS1.B: Developing Possible Solutions • Models of all kinds are important for testing solutions. (MS-ETS1-4)	TE: Unit 4, Module 1: Human Impact on the Environment, pg. 109, STEM Module Project: Who's Moving in Next Door?						
114	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 3: Weather and Climate, pg. 258, STEM Module Project, As the Water Churns						
115	SEP	Developing and Using Models <i>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.</i> • Develop a model to generate data to test ideas about designed systems, including those representing inputs and outputs. (MS-ETS1-4)	TE: Unit 2, Module 1: Reproduction of Organisms, pg. 87, STEM Module Project: Get Your Game Face On						

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

116	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-PS3-5), (MS-ESS2-5), (MS-ESS2-2), (MS-ESS2-3), (MS-ESS1-4), (MS-ESS3-2), (MS-ETS1-1), (MS-LS1-3), (MS-ETS1-2), (MS-ETS1-3)	TE: Unit 1, Module 1: Cells and Life, Lesson 1, pg. 8-9						
117	CCSS ELA/ Literacy	RST.6-8.3 Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks. (MS-PS3-3), (MS-PS3-4)	TE: Unit 1, Module 1: Cells and Life, Lesson 2, pg. 31						
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-PS1-4), (MS-ESS2-3), (MS-ESS3-2), (MS-LS1-1), (MS-ETS1-3)	TE: Unit 1, Module 1: Cells and Life, Lesson 1, pg. 24						

Section 1: Standards Review: Science

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119	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. <i>(MS-ESS2-5), (MS-ESS2-3), (MS-ETS1-2), (MS-ETS1-3)</i>	TE: Unit 3, Module 3: Weather and Climate, Lesson 3, pg. 207						
120	CCSS ELA/ Literacy	RI.6.8 Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not. <i>(MS-LS1-3)</i>	TE: Unit 1, Module 2: Body Systems, Lesson 3, pg. 110						
121	CCSS ELA/ Literacy	WHST.6-8.1 Write arguments focused on discipline content. <i>(MS-PS3-5), (MS-LS1-3)</i>	TE: Unit 1, Module 1: Cells and Life, Lesson 1, pg. 28, question 5						
122	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. <i>(MS-ESS2-2), (MS-ESS1-4)</i>	TE: Unit 1, Module 1: Cells and Life, Lesson 1, pg. 25, 'Writing Connection'						
123	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. <i>(MS-PS3-3), (MS-ETS1-2), (MS-PS3-4)</i>	TE: Unit 1, Module 1: Cells and Life, Lesson 1, pg.45						
124	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. <i>(MS-ESS2-5), (MS-LS1-8), (MS-ETS1-1)</i>	TE: Unit 1, Module 1: Cells and Life, Lesson 1, pg. 20						
125	CCSS ELA/ Literacy	WHST.6-8.9 Draw evidence from informational texts to support analysis, reflection, and research. <i>(MS-ETS1-2)</i>	TE: Unit 1, Module 1: Cells and Life, Lesson 1, pg. 28, question 6						
126	CCSS ELA/ Literacy	SL.8.5 Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest. <i>(MS-PS4-2), (MS-ESS2-6), (MS-ESS2-1), (MS-ESS2-2), (MS-PS4-1), (MS-LS1-2), (MS-ETS1-4)</i>	TE: Unit 3, Module 1: Energy and Matter, pg. 98, Writing Connection						
Grades 6-8 CCSS Math									
127	CCSS Math	MP.2 Reason abstractly and quantitatively. <i>(MS-PS3-4), (MS-PS3-5), (MS-ESS2-5), (MS-ESS2-2), (MS-ESS2-3), (MS-ESS3-2), (MS-PS4-1), (MS-ETS1-1), (MS-ETS1-2), (MS-ETS1-3), (MS-ETS1-4)</i>	TE: Unit 3, Module 1: Energy and Matter, Lesson 3, pg. 59, questions 8-9						
128	CCSS Math	MP.4 Model with mathematics. <i>(MS-PS4-1)</i>	TE: Unit 4, Module: Human Impact on the Environment, Lesson 4, pg. 103						

Section 1: Standards Review: Science

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129	CCSS Math	6.RP.A.1 Understand the concept of a ratio and use ratio language to describe a ratio relationship between two quantities. <i>(MS-PS3-5), (MS-PS4-1)</i>	TE: Unit 4, Module 1: Human Impact on the Environment, Lesson 1, pg. 13-14						
130	CCSS Math	6.RP.A.3 Use ratio and rate reasoning to solve real-world and mathematical problems. <i>(MS-PS4-1)</i>	TE: Unit 2, Module 1: Reproduction of Organisms, Lesson 1, pg. 18						
131	CCSS Math	7.RP.A.2 Recognize and represent proportional relationships between quantities. <i>(MS-PS3-5), (MS-PS4-1)</i>	TE: Unit 4, Module 1: Human Impact on the Environment, Lesson 2, pg. 44, Math Connections						
132	CCSS Math	6.NS.C.5 Understand that positive and negative numbers are used together to describe quantities having opposite directions or values (e.g., temperature above/below zero, elevation above/below sea level, credits/debits, positive/negative electric charge); use positive and negative numbers to represent quantities in real-world contexts, explaining the meaning of 0 in each situation. <i>(MS-PS1-4), (MS-ESS2-5)</i>	TE: Unit 3, Module 3: Weather and Climate, Lesson 3, pg. 215						
133	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. <i>(MS-ESS2-2), (MS-ESS2-3), (MS-ESS1-4), (MS-ESS3-2)</i>	TE: Unit 4, Module 1: Human Impact on the Environment, Lesson 2, pg. 38						
134	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. <i>(MS-LS1-1), (MS-LS1-2), (MS-LS1-3)</i>	TE: Unit 1, Module 2: Body Systems, Lesson 5, pg. 152-153						
135	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. <i>(MS-ETS1-1), (MS-ETS1-2), (MS-ETS1-3)</i>	TE: Unit 4, Module 1: Human Impact on the Environment, pg. 57, Math Connections						
136	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. <i>(MS-ESS2-2), (MS-ESS2-3), (MS-ESS1-4), (MS-ESS3-2)</i>	TE: Unit 3, Module 1: Energy and Matter, Lesson 2, pg. 36, question 13-14						

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137	CCSS Math	8.F.A.3 Interpret the equation $y = mx + b$ as defining a linear function, whose graph is a straight line; give examples of functions that are not linear. (MS-PS3-5), (MS-PS4-1)	TE: Unit 3, Module 1: Energy and Matter, Lesson 2, pg. 38						
138	CCSS Math	6.SP.B.5 Summarize numerical data sets in relation to their context. (MS-PS3-4)	TE: Unit 3, Module 1: Energy and Matter, Lesson 2, pg. 39						
139	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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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 4, Module 1: Human Impact on the Environment, Lesson 1, pg. 17						
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 4, Module 1: Human Impact on the Environment, Lesson 1, pg. 26-28						
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 4, Module 1: Human Impact on the Environment, Lesson 1, pg. 29-30						

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 4, Module 1: Human Impact on the Environment, Lesson 2, pg. 39						
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 1: Human Impact on the Environment, Lesson 4, pg. 100-102						

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 2, Module 1: Reproduction of Organisms, Lesson 1, pg. 16-17						
7	Materials provide teacher guidance for the use of embedded and meaningful technology to support and enhance student learning, when applicable.	TE: Unit 2, Module 1: Reproduction of Organisms, Lesson 3, pg. 43, Go Online						
8	Materials and assessments include teacher guidance for students at, approaching, or exceeding grade level expectations.	TE: Unit 2, Module 1: Reproduction of Organisms, Lesson 3, pg. 71, Extension						

Section 2: Science Content Review

PUBLISHER/PROVIDER INSTRUCTIONS:

- Publisher/provider citations for this section will refer to the **Teacher Edition (teacher-facing core material)** and/or **Student Edition/Student Workbook (student-facing core material)**. The cited Teacher Edition, Student Edition, and/or Student Workbook should correspond with titles and ISBNs entered on the Form F cover page, whether in print, online, or both. The review set submitted to the summer review institute should also correspond with what is cited on the Form F. If the review set is an online platform only, then that is what should be cited on the Form F and submitted for review by the review teams. If the review set is in print only, then that is what should be cited on the Form F and submitted for review by the review teams.
- For this section, the publisher/provider will enter one citation per criterion (Column C). Each citation should direct the reviewer to a specific location in the materials that best meets the criterion. The citations should be concise and should allow the reviewer to easily determine that all components of the criterion have been met. **Each citation should cover no more than 3 pages within the materials.**
 - o **Column C:** Enter one citation in Column C from either the **Teacher Edition (teacher-facing core material)** OR **Student Edition/Student Workbook (student-facing core material)**. Each citation should direct the reviewer to a specific location in the materials that best meets the criterion.
- The material will be scored for alignment with each criterion as "Meets expectations", "Partially meets expectations", or "Does not meet expectations" based on the citations provided.
 - o **NOTE: You may not use a citation more than once across ALL sections of the rubric.**

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
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, Module 1: Reproduction of Organisms, Lesson 4, pg. 73-74						

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: Cells and Life, Lesson 1, pg. 7						
11	The flow of lessons from one unit to the next is coherent, meaningful, direct, and apparent to students.	Online Resources: Program Guide, Program Design, pg. 6-7						

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: Cells and Life, Lesson 2, pg. 35: Go Further Additional Opportunities to Explore						
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 1: Cells and Life, Lesson 2, pg. 46-48						

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
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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.			

Section 2: All Content Review

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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

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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.			

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

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- 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
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:**

- 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.			