



F.11 Integrated Science III - Grades 6-8

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

Publisher/Provider Name/Imprint:	McGraw Hill LLC	Grade(s):	6-8
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Title of Teacher Edition:	Inspire Science Integrated Grade 8 Teacher Edition Bundle (Unit 1-4)	Teacher Edition ISBN:	9780076875351
Title of SE Workbook:		SE Workbook ISBN:	

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Citation Video Link:			
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Section 1: Standards Review: Science

Abbreviations for the Form F Standards Review Tab:

- PE: Performance Expectation
- DCI: Disciplinary Core Idea
- SEP: Science and Engineering Practices
- CCC: Crosscutting Concepts
- CONN: Connections
- NM: NM STEM Ready Standard
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Contact Forces and Motion

1	PE	MS-PS2-1. Students who demonstrate understanding can: Apply Newton's Third Law to design a solution to a problem involving the motion of two colliding objects.							
2	DCI	PS2.A: Forces and Motion • For any pair of interacting objects, the force exerted by the first object on the second object is equal in strength to the force that the second object exerts on the first, but in the opposite direction (Newton's third law).	TE: Unit 2, Module 1 Forces and Motion, Lesson 3, pg. 70, Three-Dimensional Thinking						
3	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 an object, tool, process or system.	TE: Unit 2, Module 1 Forces and Motion, Lesson 3, pg. 65-66, Investigation: Back to Back						
4	CCC	Systems and System Models • Models can be used to represent systems and their interactions—such as inputs, processes and outputs—and energy and matter flows within systems.	TE: Unit 2, Module 1 Forces and Motion, Lesson 3, pg. 65-66, Investigation: Back to Back						
5	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.	TE: Unit 2, Module 1, Forces and Motion, Lesson 3, pg. 71, A Closer Look: SAFER Barriers						
6	PE	MS-PS2-2. Students who demonstrate understanding can: Plan an investigation to provide evidence that the change in an object's motion depends on the sum of the forces on the object and the mass of the object.							
7	DCI	PS2.A: Forces and Motion • The motion of an object is determined by the sum of the forces acting on it; if the total force on the object is not zero, its motion will change. The greater the mass of the object, the greater the force needed to achieve the same change in motion. For any given object, a larger force causes a larger change in motion.	TE: Unit 2, Module 1 Forces and Motion, Lesson 2, pg. 49						
8	DCI	PS2.A: Forces and Motion • All positions of objects and the directions of forces and motions must be described in an arbitrarily chosen reference frame and arbitrarily chosen units of size. In order to share information with other people, these choices must also be shared.	TE: Unit 2, Module 1 Forces and Motion, Lesson 1, pg. 11-12						

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9	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 2, Module 1 Forces and Motion, Lesson 2, pg. 41, Investigation: When Push Comes to Shove						
10	CONN	Scientific Knowledge is Based on Empirical Evidence • Science knowledge is based upon logical and conceptual connections between evidence and explanations.	TE: Unit 2, Module 1 Forces and Motion, Lesson 4, pg. 81-82, Investigation: The Pencil Dropped Around the World						
11	CCC	Stability and Change • Explanations of stability and change in natural or designed systems can be constructed by examining the changes over time and forces at different scales.	TE: Unit 2, Module 1 Forces and Motion, Lesson 4, pg. 83-84, Investigation: The Force of Gravity						
12	PE	MS-PS3-1. Students who demonstrate understanding can: Construct and interpret graphical displays of data to describe the relationships of kinetic energy to the mass of an object and to the speed of an object.							
13	DCI	PS3.A: Definitions of Energy • Motion energy is properly called kinetic energy; it is proportional to the mass of the moving object and grows with the square of its speed.	TE: Unit 2: Module 2: Mechanical Energy, Lesson 1, pg. 113						
14	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> • Construct and interpret graphical displays of data to identify linear and nonlinear relationships.	TE: Unit 2: Module 2: Mechanical Energy, Lesson 1, pg. 113-114, Lab: Mass Matters						
15	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 2: Module 2: Mechanical Energy, Lesson 1, pg. 113-114, Lab: Mass Matters						
Sound Waves									
16	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.							

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17	DCI	PS4.A: Wave Properties • A simple wave has a repeating pattern with a specific wavelength, frequency, and amplitude.	TE: Unit 3, Module 1: Introduction to Waves, Lesson 1, pg. 18 TE: Unit 3, Module 1: Introduction to Waves, Lesson 1, pg. 26						
18	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.	TE: Unit 3, Module 1: Introduction to Waves, Lesson 1, pg. 24-25, Lab: Ride the Wave						
19	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: Introduction to Waves, Lesson 1, pg. 22-23, Lab: Don't Be Alarmed						
20	CCC	Patterns • Graphs and charts can be used to identify patterns in data.	TE: Unit 3, Module 1: Introduction to Waves, Lesson 1, pg. 19-20						
21	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.							
22	DCI	PS4.A: Wave Properties A sound wave needs a medium through which it is transmitted. (MS-PS4-2)	TE: Unit 3, Module 1: Introduction to Waves, Lesson 2, pg. 43, 2nd paragraph						
23	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)	TE: Unit 3, Module 1: Introduction to Waves, Lesson 2, pg. 42-43						
24	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)	TE: Unit 3, Module 2: Light, Lesson 1, pg. 79-89						
25	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)	TE: Unit 3, Module 2: Light, Lesson 1, pg. 72						

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26	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)	TE: Unit 3, Module 2: Light, Lesson 1, pg. 73-74						
27	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)	TE: Unit 3, Module 1: Introduction to Waves, Lesson 2, pg. 44, Three-Dimensional Thinking						
28	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)	TE: Unit 3, Module 1: Introduction to Waves, Lesson 2, pg. 43-44, Investigation: It's All Material						
29	PE	MS-PS4-3. Students who demonstrate understanding can: Integrate qualitative scientific and technical information to support the claim that digitized signals are a more reliable way to encode and transmit information than analog signals.							
30	DCI	PS4.C: Information Technologies and Instrumentation • Digitized signals (sent as wave pulses) are a more reliable way to encode and transmit information.	TE: Unit 3, Module 3: Information Technologies, Lesson 1, pg. 162-163						
31	SEP	Obtaining, Evaluating, and Communicating Information <i>Obtaining, evaluating, and communicating information in 6-8 builds on K-5 and progresses to evaluating the merit and validity of ideas and methods.</i> • Integrate qualitative scientific and technical information in written text with that contained in media and visual displays to clarify claims and findings.	TE: Unit 3, Module 3: Information Technologies, Lesson 1, pg. 165, It's Your Turn						
32	CCC	Structure and Function • Structures can be designed to serve particular functions.	TE: Unit 3, Module 3: Information Technologies, Lesson 1, pg. 162-163, Investigation: Fiber Optics						
33	CONN	Influence of Science, Engineering, and Technology on Society and the Natural World • Technologies extend the measurement, exploration, modeling, and computational capacity of scientific investigations.	TE: Unit 3, Module 3: Information Technologies, Lesson 2, pg. 189						
34	CONN	Science is a Human Endeavor • Advances in technology influence the progress of science and science has influenced advances in technology.	TE: Unit 3, Module 3: Information Technologies, Lesson 2, pg. 189						

Electrical, Magnetic, and Gravitational Forces

35	PE	MS-PS2-3. Students who demonstrate understanding can: Ask questions about data to determine the factors that affect the strength of electric and magnetic forces.							
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36	DCI	PS2.B: Types of Interactions • Electric and magnetic (electromagnetic) forces can be attractive or repulsive, and their sizes depend on the magnitudes of the charges, currents, or magnetic strengths involved and on the distances between the interacting objects.	TE: Unit 2, Module 3 Electromagnetic Forces, Lesson 1 Magnetic Forces, pg. 177 TE: Unit 2, Module 3 Electromagnetic Forces, Lesson 2 Electric Forces, pg. 204						
37	SEP	Asking Questions and Defining Problems <i>Asking questions and defining problems in grades 6–8 builds from grades K–5 experiences and progresses to specifying relationships between variables, and clarifying arguments and models.</i> • Ask questions that can be investigated within the scope of the classroom, outdoor environment, and museums and other public facilities with available resources and, when appropriate, frame a hypothesis based on observations and scientific principles.	TE: Unit 2, Module 3 Electromagnetic Forces, Lesson 2 Electric Forces, pg. 208, Investigation: Field Rings						
38	CCC	Cause and Effect • Cause and effect relationships may be used to predict phenomena in natural or designed systems.	TE: Unit 2, Module 3 Electromagnetic Forces, Lesson 2 Electric Forces, pg. 204, Formative Assessment Callout, CCC: Cause and Effect						
39	PE	MS-PS2-4. Students who demonstrate understanding can: Construct and present arguments using evidence to support the claim that gravitational interactions are attractive and depend on the masses of interacting objects.							
40	DCI	PS2.B: Types of Interactions • Gravitational forces are always attractive. There is a gravitational force between any two masses, but it is very small except when one or both of the objects have large mass—e.g., Earth and the sun.	TE: Unit 2, Module 1 Forces and Motion, Lesson 4, pg. 82, Paragraph: Gravitational Force						
41	SEP	Engaging in Argument from Evidence <i>Engaging in argument from evidence in 6–8 builds from 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> • Construct 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 or a solution to a problem.	TE: Unit 2, Module 1 Forces and Motion, Lesson 4, pg. 92, #1 Construct and Present Arguments						

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43	CCC	Systems and System Models • Models can be used to represent systems and their interactions—such as inputs, processes and outputs—and energy and matter flows within systems.	TE: Unit 2, Module 1 Forces and Motion, Lesson 4, pg. 93						
44	PE	MS-PS2-5. Students who demonstrate understanding can: Conduct an investigation and evaluate the experimental design to provide evidence that fields exist between objects exerting forces on each other even though the objects are not in contact.							
45	DCI	PS2.B: Types of Interactions • Forces that act at a distance (electric, magnetic, and gravitational) can be explained by fields that extend through space and can be mapped by their effect on a test object (a charged object, or a ball, respectively).	TE: Unit 2, Module 3: Electromagnetic Forces, Lesson 1, pp. 178-179						
46	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> • Conduct an investigation and evaluate the experimental design to produce data to serve as the basis for evidence that can meet the goals of the investigation.	TE: Unit 2, Module 3: Electromagnetic Forces, Lesson 1, pp. 178-179						
47	CCC	Cause and Effect • Cause and effect relationships may be used to predict phenomena in natural or designed systems.	TE: Unit 2, Module 3: Electromagnetic Forces, Lesson 1, pp. 178-179						
48	PE	MS-PS3-2. Students who demonstrate understanding can: Develop a model to describe that when the arrangement of objects interacting at a distance changes, different amounts of potential energy are stored in the system.							
49	DCI	PS3.A: Definitions of Energy • A system of objects may also contain stored (potential) energy, depending on their relative positions.	TE: Unit 2: Module 2: Mechanical Energy, Lesson 2, pg. 131, Potential Energy						
50	DCI	PS3.C: Relationship Between Energy and Forces • When two objects interact, each one exerts a force on the other that can cause energy to be transferred to or from the object.	TE: Unit 2: Module 2: Mechanical Energy, Lesson 3, pg. 151-152						
51	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 describe unobservable mechanisms.	TE: Unit 2: Module 2: Mechanical Energy, Lesson 3, pg. 151-152, Lab: So Much Work						

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52	CCC	Systems and System Models • Models can be used to represent systems and their interactions – such as inputs, processes, and outputs – and energy and matter flows within systems.	TE: Unit 2: Module 2: Mechanical Energy, Lesson 3, pg. 151-152, Lab: So Much Work						
Earth, Solar System, Galaxy and Communicating in Space									
53	PE	MS-ESS1-1. Students who demonstrate understanding can: Develop and use a model of the Earth-sun-moon system to describe the cyclic patterns of lunar phases, eclipses of the sun and moon, and seasons.							
54	DCI	ESS1.A: The Universe and Its Stars • Patterns of the apparent motion of the sun, the moon, and stars in the sky can be observed, described, predicted, and explained with models.	TE: Unit 4, Module 2: The Sun-Earth-Moon System, Lesson 1, p. 61						
55	DCI	ESS1.B: Earth and the Solar System • This model of the solar system can explain eclipses of the sun and the moon. Earth's spin axis is fixed in direction over the short-term but tilted relative to its orbit around the sun. The seasons are a result of that tilt and are caused by the differential intensity of sunlight on different areas of Earth across the year.	TE: Unit 4, Module 2: The Sun-Earth-Moon System, Lesson 1, p. 61 and TE: Unit 4, Module 2: The Sun-Earth-Moon System, Lesson 3, p. 101-103						
56	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 4, Module 2: The Sun-Earth-Moon System, Lesson 1, p. 60, Investigation						
57	CCC	Patterns • Patterns can be used to identify cause-and-effect relationships.	TE: Unit 4, Module 2: The Sun-Earth-Moon System, Lesson 1, p. 62						
58	CONN	Scientific Knowledge Assumes an Order and Consistency in Natural Systems • Science assumes that objects and events in natural systems occur in consistent patterns that are understandable through measurement and observation.	TE: Unit 4, Module 2: The Sun-Earth-Moon System, Lesson 1, p. 62, Investigation						
59	PE	MS-ESS1-2. Students who demonstrate understanding can: Develop and use a model to describe the role of gravity in the motions within galaxies and the solar system.							
60	DCI	ESS1.A: The Universe and Its Stars • Earth and its solar system are part of the Milky Way galaxy, which is one of many galaxies in the universe.	TE: Unit 4, Module 3: Exploring the Universe, Lesson 1, p. 136						
61	DCI	ESS1.B: Earth and the Solar System • The solar system consists of the sun and a collection of objects, including planets, their moons, and asteroids that are held in orbit around the sun by its gravitational pull on them.	TE: Unit 4, Module 3: Exploring the Universe, Lesson 1, p. 132						

Section 1: Standards Review: Science

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- NM: NM STEM Ready Standard
- CCSS: Common Core State Standards for ELA/Literacy in Science and Common Core State Standards for Math in Science as identified in the NGSS

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62	DCI	ESS1.B: Earth and the Solar System • The solar system appears to have formed from a disk of dust and gas, drawn together by gravity.	TE: Unit 4, Module 3: Exploring the Universe, Lesson 1, p. 130 and TE: Unit 4, Module 3: Exploring the Universe, Lesson 1, p. 132						
63	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 4, Module 3: Exploring the Universe, Lesson 1, p. 134-135, Lab						
64	CCC	Systems and System Models • Models can be used to represent systems and their interactions.	TE: Unit 4, Module 3: Exploring the Universe, Lesson 1, p. 132, Figure						
65	CONN	Scientific Knowledge Assumes an Order and Consistency in Natural Systems • Science assumes that objects and events in natural systems occur in consistent patterns that are understandable through measurement and observation.	TE: Unit 4, Module 3: Exploring the Universe, Lesson 1, p. 135, History Connection						
66	PE	MS-ESS1-3 Students who demonstrate understanding can: Analyze and interpret data to determine scale properties of objects in the solar system.							
67	DCI	ESS1.B: Earth and the Solar System • The solar system consists of the sun and a collection of objects, including planets, their moons, and asteroids that are held in orbit around the sun by its gravitational pull on them.	TE: Unit 4, Module 3: Exploring the Universe, Lesson 2, p. 146, What objects make up the solar sytem? and TE: Unit 4, Module 3: Exploring the Universe, Lesson 2, p. 156-158						
68	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.	TE: Unit 4, Module 3: Exploring the Universe, Lesson 2, p. 148-149, Investigation						
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.	TE: Unit 4, Module 3: Exploring the Universe, Lesson 2, p. 151-153, Lab: Scale Down						

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70	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 4, Module 3: Exploring the Universe, Lesson 2, p. 146-147, How do Astronomers Observe the Solar System?						

Genetics

71	PE	MS-LS3-1. Students who demonstrate understanding can: Develop and use a model to describe why structural changes to genes (mutations) located on chromosomes may affect proteins and may result in harmful, beneficial, or neutral effects to the structure and function of the organism.							
72	DCI	LS3.A: Inheritance of Traits • Genes are located in the chromosomes of cells, with each chromosome pair containing two variants of each of many distinct genes. Each distinct gene chiefly controls the production of specific proteins, which in turn affects the traits of the individual. Changes (mutations) to genes can result in changes to proteins, which can affect the structures and functions of the organism and thereby change traits.	TE: Unit 1, Module 2: Natural Selection and Adaptations, Lesson 1, p. 63-65						
73	DCI	LS3.B: Variation of Traits • In addition to variations that arise from sexual reproduction, genetic information can be altered because of mutations. Though rare, mutations may result in changes to the structure and function of proteins. Some changes are beneficial, others harmful, and some neutral to the organism.	TE: Unit 1, Module 2: Natural Selection and Adaptations, Lesson 1, p. 71 and TE: Unit 1, Module 2: Natural Selection and Adaptations, Lesson 1, p. 73						
74	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 2: Natural Selection and Adaptations, Lesson 1, p. 65-66, Lab						
75	CCC	Structure and Function • Complex and microscopic structures and systems can be visualized, modeled, and used to describe how their function depends on the shapes, composition, and relationships among its parts, therefore complex natural structures/systems can be analyzed to determine how they function.	TE: Unit 1, Module 2: Natural Selection and Adaptations, Lesson 1, p. 64, CCC blurb						
76	PE	MS-LS3-2. Students who demonstrate understanding can: Develop and use a model to describe why asexual reproduction results in offspring with identical genetic information and sexual reproduction results in offspring with genetic variation.							

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77	DCI	LS1.B: Growth and Development of Organisms • Organisms reproduce, either sexually or asexually, and transfer their genetic information to their offspring.	my.mheducation.com > Table of Contents> Online Module Reproduction of Organisms> Module Planning Resources> Teacher Edition eBook>32-39						
78	DCI	LS3.A: Inheritance of Traits • Variations of inherited traits between parent and offspring arise from genetic differences that result from the subset of chromosomes (and therefore genes) inherited.	my.mheducation.com > Table of Contents> Online Module Reproduction of Organisms> Module Planning Resources> Teacher Edition eBook> 12-18						
79	DCI	LS3.B: Variation of Traits • In sexually reproducing organisms, each parent contributes half of the genes acquired (at random) by the offspring. Individuals have two of each chromosome and hence two alleles of each gene, one acquired from each parent. These versions may be identical or may differ from each other.	my.mheducation.com > Table of Contents> Online Module Reproduction of Organisms> Module Planning Resources> Teacher Edition eBook>19-22						
80	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 Reproduction of Organisms> Module Planning Resources> Teacher Edition eBook>34, 54						
81	CCC	Cause and Effect • Cause and effect relationships may be used to predict phenomena in natural systems.	my.mheducation.com > Table of Contents> Online Module Reproduction of Organisms> Module Planning Resources> Teacher Edition eBook>76-78						
82	PE	MS-LS4-5. Students who demonstrate understanding can: Gather and synthesize information about technologies that have changed the way humans influence the inheritance of desired traits in organisms.							
83	DCI	LS4.B: Natural Selection • In artificial selection, humans have the capacity to influence certain characteristics of organisms by selective breeding. One can choose desired parental traits determined by genes, which are then passed on to offspring.	TE: Unit 1, Module 2: Natural Selection and Adaptations, Lesson 3, p. 108						

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84	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: Natural Selection and Adaptations, Lesson 3, p. 110, Primary Source						
85	CCC	Cause and Effect • Phenomena may have more than one cause, and some cause and effect relationships in systems can only be described using probability.	TE: Unit 1, Module 2: Natural Selection and Adaptations, Lesson 3, p. 108, Formative Assessment						
86	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 2: Natural Selection and Adaptations, Lesson 3, p. 109						
87	CONN	Science Addresses Questions About the Natural and Material World • Scientific knowledge can describe the consequences of actions but does not necessarily prescribe the decisions that society takes.	TE: Unit 1, Module 2: Natural Selection and Adaptations, Lesson 3, p. 110						
Natural Selection									
88	PE	MS-LS4-4. Students who demonstrate understanding can: Construct an explanation based on evidence that describes how genetic variations of traits in a population increase some individuals' probability of surviving and reproducing in a specific environment.							
89	DCI	LS4.B: Natural Selection • Natural selection leads to the predominance of certain traits in a population, and the suppression of others.	TE: Unit 1, Module 2: Natural Selection and Adaptations, Lesson 2, p. 91, Theory of Evolution by Natural Selection						
90	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 an explanation that includes qualitative or quantitative relationships between variables that describe phenomena.	TE: Unit 1, Module 2: Natural Selection and Adaptations, Lesson 2, p. 91, Formative Assessment						

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91	CCC	Cause and Effect • Phenomena may have more than one cause, and some cause and effect relationships in systems can only be described using probability.	TE: Unit 1, Module 2: Natural Selection and Adaptations, Lesson 2, p. 91, Formative Assessment						
92	PE	MS-L.S.4-6. Students who demonstrate understanding can: Use mathematical representations to support explanations of how natural selection may lead to increases and decreases of specific traits in populations over time.							
93	DCI	LS4.C: Adaptation • Adaptation by natural selection acting over generations is one important process by which species change over time in response to changes in environmental conditions. Traits that support successful survival and reproduction in the new environment become more common; those that do not become less common. Thus, the distribution of traits in a population changes.	TE: Unit 1, Module 2: Natural Selection and Adaptations, Lesson 2, p. 94, What are Adaptations?						
94	SEP	Using Mathematics and Computational Thinking <i>Mathematical and computational thinking in 6–8 builds on K–5 experiences and progresses to identifying patterns in large data sets and using mathematical concepts to support explanations and arguments.</i> • Use mathematical representations to support scientific conclusions and design solutions.	TE: Unit 1, Module 2: Natural Selection and Adaptations, Lesson 2, p. 86-87, Lab						
95	CCC	Cause and Effect • Phenomena may have more than one cause, and some cause and effect relationships in systems can only be described using probability.	TE: Unit 1, Module 2: Natural Selection and Adaptations, Lesson 2, p. 95-96, (Questions 9–10 on page 96)						
96	PE	MS-LS1-4. Students who demonstrate understanding can: Use argument based on empirical evidence and scientific reasoning to support an explanation for how characteristic animal behaviors and specialized plant structures affect the probability of successful reproduction of animals and plants respectively.							
97	DCI	LS1.B: Growth and Development of Organisms • Animals engage in characteristic behaviors that increase the odds of reproduction.	TE: Unit 1, Module 2: Natural Selection and Adaptations, Lesson 2, p. 90, Variations and Competition						
98	DCI	LS1.B: Growth and Development of Organisms • Plants reproduce in a variety of ways, sometimes depending on animal behavior and specialized features for reproduction.	TE: Unit 1, Module 2: Natural Selection and Adaptations, Lesson 2, p. 90, Variations and Competition						

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99	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 empirical evidence and scientific reasoning to support or refute an explanation or a model for a phenomenon or a solution to a problem.	TE: Unit 1, Module 2: Natural Selection and Adaptations, Lesson 2, p. 81-83						
100	CCC	Cause and Effect • Phenomena may have more than one cause, and some cause and effect relationships in systems can only be described using probability.	TE: Unit 1, Module 2: Natural Selection and Adaptations, Lesson 2, p. 81-83						
Common Ancestry									
101	PE	MS-LS4-1. Students who demonstrate understanding can: Analyze and interpret data for patterns in the fossil record that document the existence, diversity, extinction, and change of life forms throughout the history of life on Earth under the assumption that natural laws operate today as in the past.							
102	DCI	LS4.A: Evidence of Common Ancestry and Diversity • The collection of fossils and their placement in chronological order (e.g., through the location of the sedimentary layers in which they are found or through radioactive dating) is known as the fossil record. It documents the existence, diversity, extinction, and change of many life forms throughout the history of life on Earth.	TE: Unit 1, Module 3: Evidence of Evolution, Lesson 1, p. 141-142						
103	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.	TE: Unit 1, Module 3: Evidence of Evolution, Lesson 1, p. 140-141, Lab						
104	CONN	Scientific Knowledge is Based on Empirical Evidence • Science knowledge is based upon logical and conceptual connections between evidence and explanations.	TE: Unit 1, Module 3: Evidence of Evolution, Lesson 1, p. 138						
105	CCC	Patterns • Graphs, charts, and images can be used to identify patterns in data.	TE: Unit 1, Module 3: Evidence of Evolution, Lesson 1, p. 136, Investigation						

Section 1: Standards Review: Science

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106	CONN	Scientific Knowledge Assumes an Order and Consistency in Natural Systems • Science assumes that objects and events in natural systems occur in consistent patterns that are understandable through measurement and observation.	TE: Unit 1, Module 3: Evidence of Evolution, Lesson 1, p. 136, Investigation						
107	PE	MS-LS4-2. Students who demonstrate understanding can: Apply scientific ideas to construct an explanation for the anatomical similarities and differences among modern organisms and between modern and fossil organisms to infer evolutionary relationships.							
108	DCI	LS4.A: Evidence of Common Ancestry and Diversity • Anatomical similarities and differences between various organisms living today and between them and organisms in the fossil record, enable the reconstruction of evolutionary history and the inference of lines of evolutionary descent.	TE: Unit 1, Module 3: Evidence of Evolution, Lesson 2, p. 152-154						
109	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 to construct an explanation for real-world phenomena, examples, or events.	TE: Unit 1, Module 3: Evidence of Evolution, Lesson 2, p. 152, Lab						
110	CCC	Patterns • Patterns can be used to identify cause and effect relationships.	TE: Unit 1, Module 3: Evidence of Evolution, Lesson 2, p. 153, CCC Blurb						
111	CONN	Scientific Knowledge Assumes an Order and Consistency in Natural Systems • Science assumes that objects and events in natural systems occur in consistent patterns that are understandable through measurement and observation.	TE: Unit 1, Module 3: Evidence of Evolution, Lesson 2, p. 153, CCC Blurb						
112	PE	MS-LS4-3. Students who demonstrate understanding can: Analyze displays of pictorial data to compare patterns of similarities in the embryological development across multiple species to identify relationships not evident in the fully formed anatomy.							
113	DCI	LS4.A: Evidence of Common Ancestry and Diversity • Comparison of the embryological development of different species also reveals similarities that show relationships not evident in the fully-formed anatomy.	TE: Unit 1, Module 3: Evidence of Evolution, Lesson 2, p. 155-156						

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114	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 displays of data to identify linear and nonlinear relationships.	TE: Unit 1, Module 3: Evidence of Evolution, Lesson 2, p. 155, Investigation						
115	CCC	Patterns • Graphs, charts, and images can be used to identify patterns in data.	TE: Unit 1, Module 3: Evidence of Evolution, Lesson 2, p. 155, Investigation						

Engineering Design:

116	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.							
117	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 2, Module 1: Forces and Motion, STEM Module Project: Engineering Challenge: Crash Course, pg. 96						
118	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 2, Module 1: Forces and Motion, STEM Module Project: Engineering Challenge: Crash Course, pg. 95						
119	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 2, Module 1: Forces and Motion, STEM Module Project: Engineering Challenge: Crash Course, pg. 95-97						

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120	CCC	Influence of Science, Engineering, and Technology on Society and the Natural World <ul style="list-style-type: none"> • The uses of technologies and limitations on their use are driven by individual or societal needs, desires, and values; by the findings of scientific research; and by differences in such factors as climate, natural resources, and economic conditions. (MS-ETS1-1) 	TE: Unit 2, Module 1: Forces and Motion, STEM Module Project: Engineering Challenge: Crash Course, pg. 95-97						
121	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.							
122	DCI	ETS1.B: Developing Possible Solutions <ul style="list-style-type: none"> • 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, STEM Module Project: Engineering Challenge: Crash Course, pg. 102, Analyze and Conclude						
123	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> <ul style="list-style-type: none"> • Evaluate competing design solutions based on jointly developed and agreed-upon design criteria. (MS-ETS1-2) 	TE: Unit 2, Module 1, STEM Module Project: Engineering Challenge: Crash Course, pg. 102, Analyze and Conclude, Bullet point 3						
124	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 solution to better meet the criteria for success.							
125	DCI	ETS1.B: Developing Possible Solutions <ul style="list-style-type: none"> • 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 2, Module 3: Electromagnetic Forces, STEM Module Project Engineering Challenge: The Great Metal Pick Up Machine, pg. 265						
126	DCI	ETS1.B: Developing Possible Solutions <ul style="list-style-type: none"> • 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 2, Module 3: Electromagnetic Forces, STEM Module Project Engineering Challenge: The Great Metal Pick Up Machine, pg. 265						

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127	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 2, Module 3: Electromagnetic Forces, STEM Module Project Engineering Challenge: The Great Metal Pick Up Machine, pg. 265-266						
128	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 2, Module 3: Electromagnetic Forces, STEM Module Project Engineering Challenge: The Great Metal Pick Up Machine, pg. 265						
129	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.							
130	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)	Unit 3, Module 2: Light, STEM Module Project, pg. 147-148						
131	DCI	ETS1.B: Developing Possible Solutions • Models of all kinds are important for testing solutions. (MS-ETS1-4)	Unit 3, Module 2: Light, STEM Module Project, pg. 147-148						
132	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)	Unit 3, Module 2: Light, STEM Module Project, pg. 146						
133	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)	Unit 3, Module 2: Light, STEM Module Project, pg. 147-148						

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

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134	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. <i>(MS-PS2-1), (MS-PS3-1), (MS-PS4-3), (MS-PS2-3), (MS-ESS1-3), (MS-LS4-4), (MS-LS3-1), (MS-LS1-4), (MS-LS3-2), (MS-LS4-5), (MS-LS4-1), (MS-LS4-2), (MS-LS4-3), (MS-ETS1-2), (MS-ETS1-3)</i>	TE: Unit 2, Module 1: Forces and Motion, Lesson 1, pg. 8-9, Collect Evidence						
135	CCSS ELA/Literacy	RST.6-8.2 Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions. <i>(MS-PS4-3)</i>	TE: Unit 3, Module 1: Introduction to Waves, Lesson 1, pg. 21						
136	CCSS ELA/Literacy	RST.6-8.3 Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks. <i>(MS-PS2-1), (MS-PS2-2), (MS-PS2-5)</i>	Online Resources: Module: Mechanical Energy, Module Library: Virtual Lab Answer Key: What are the relationships between kinetic energy and potential energy?						
137	CCSS ELA/Literacy	RST.6-8.4 Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6-8 texts and topics. <i>(MS-LS3-1), (MS-LS3-2)</i>	TE: Unit 1: Change Over Time, Module 2: Natural Selection and Adaptations, Lesson 1, pg. 68, Investigation						
138	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). <i>(MS-PS3-1), (MS-ESS1-3), (MS-LS3-1), (MS-LS3-2), (MS-LS4-1), (MS-LS4-3), (MS-ETS1-3)</i>	TE: Unit 2, Module 2: Mechanical Energy, Lesson 3, pg. 153, Three-Dimensional Thinking						
139	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-PS4-3), (MS-LS4-4), (MS-LS4-3), (MS-ETS1-3)</i>	TE: Unit 1: Change Over Time, Module 2: Natural Selection and Adaptations, Lesson 2, pg. 96, #11						
140	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-LS1-4)</i>	TE: Unit 1: Change Over Time, Module 2: Natural Selection and Adaptations, Lesson 1, pg. 60-61						
141	CCSS ELA/Literacy	WHST.6-8.1 Write arguments focused on discipline content. <i>(MS-PS2-4), (MS-LS1-4)</i>	TE: Unit 2, Module 1: Forces and Motion, Lesson 4, pg. 90, Three-Dimensional Thinking, Construct an Argument						

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142	CCSS ELA/Literacy	WHST.6-8.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. (MS-LS4-2)	TE: Unit 1, Module 1: Geologic Time, Lesson 1, pg. 23, It's Your Turn: Writing Connection						
143	CCSS ELA/Literacy	WHST.6-8.7 Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration. (MS-PS2-1), (MS-PS2-2), (MS-PS2-5)	TE: Unit 1, Module 1: Geologic Time, Lesson 1, pg. 37, It's Your Turn: History Connection						
144	CCSS ELA/Literacy	WHST.6-8.8 Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. (MS-ETS1-1), (MS-LS4-5)	TE: Unit 1, Module 2: Natural Selection and Adaptations, Lesson 3, pg. 112-113						
145	CCSS ELA/Literacy	WHST.6-8.9 Draw evidence from informational texts to support analysis, reflection, and research. (MS-PS4-3), (MS-LS4-2), (MS-ETS1-2)	TE: Unit 2, Module 1: Forces and Motion, Lesson 4, pg. 92						
146	CCSS ELA/Literacy	SL.8.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly. (MS-LS4-4), (MS-LS4-2)	TE: Unit 1, Module 2: Natural Selection and Adaptations, Lesson 1, pg. 55, Communicate						
147	CCSS ELA/Literacy	SL.8.4 Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation. (MS-LS4-4), (MS-LS4-2)	TE: Unit 1, Module: Selection and Adaptation, STEM Module Project, pg. 124, Create Your Presentation						
148	CCSS ELA/Literacy	SL.8.5 Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest. (MS-PS4-1), (MS-PS4-2), (MS-PS3-2), (MS-ESS1-1), (MS-ESS1-2), (MS-LS3-1), (MS-LS3-2), (MS-ETS1-4)	Unit 1, Module 1: Geologic Time, STEM Module Project, pg. 52						
Grades 6-8 CCSS Math									
149	CCSS Math	MP.2 Reason abstractly and quantitatively. (MS-PS2-1), (MS-PS2-2), (MS-PS3-1), (MS-PS4-1), (MS-PS2-3), (MS-ESS1-3), (MS-ETS1-1), (MS-ETS1-2), (MS-ETS1-3), (MS-ETS1-4)	TE: Unit 2, Module 1: Forces and Motion, Lesson 1, pg. 23						
150	CCSS Math	MP.4 Model with mathematics. (MS-PS4-1), (MS-ESS1-1), (MS-ESS1-2), (MS-LS4-6), (MS-LS3-2)	TE: Unit 2, Module 2: Mechanical Energy, Lesson 1, pg. 117-118, Lab: Picking Up Speed						

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Criteria #	Standard Identifier	F.11 Integrated Science III Grades 6-8 Standards Review:	Publisher/Provider Citation from Teacher Edition	Score	If Scored D: Reviewer's Evidence for Publisher Citation	Reviewer Citation from Student Edition/Workbook	Score	Required: Reviewer's Evidence	Comments, other citations, notes
151	CCSS Math	6.RP.A.1 Understand the concept of a ratio and use ratio language to describe a ratio relationship between two quantities. (MS-PS4-1), (MS-ESS1-2), (MS-ESS1-3), (MS-LS4-6), (MS-LS4-4)	TE: Unit 2, Module 1: Forces and Motion, Lesson 4, Lab: Weighing Washers, pg. 88, Analyze and Conclude, continued						
152	CCSS Math	6.RP.A.2 Understand the concept of a unit rate a/b associated with a ratio $a:b$ with $b \neq 0$, and use rate language in the context of a ratio relationship. (MS-PS3-1), (MS-ESS1-1)	TE: Unit 2, Module 1: Forces and Motion, pg. 29, Lesson 1, Three-Dimensional Thinking						
153	CCSS Math	6.RP.A.3 Use ratio and rate reasoning to solve real-world and mathematical problems. (MS-PS4-1)	TE: Unit 2, Module 1, Lesson 4, Lab: Weighing Washers, pg. 87-88						
154	CCSS Math	7.RP.A.2 Recognize and represent proportional relationships between quantities. (MS-PS3-1), (MS-PS4-1), (MS-ESS1-1), (MS-ESS1-2), (MS-ESS1-3)	TE: Unit 3, Module 1: Introduction to Waves, Lesson 1, pg. 28, Three-Dimensional Thinking						
155	CCSS Math	7.RP.A.2 Recognize and represent proportional relationships between quantities. (MS-LS4-4)	TE: Unit 1, Module: Selection and Adaptation, STEM Module Project, pg. 118-120						
156	CCSS Math	6.NS.C.5 Understand that positive and negative numbers are used together to describe quantities having opposite directions or values; use positive and negative numbers to represent quantities in real-world contexts, explaining the meaning of 0 in each situation. (MS-PS2-1)	TE: Unit 2, Module 1: Energy and Motion, Lesson 1, pg. 11-12, Investigation: Start from Here						
157	CCSS Math	6.EE.A.2 Write, read, and evaluate expressions in which letters stand for numbers. (MS-PS2-1), (MS-PS2-2)	TE: Unit 2, Module 1: Forces and Motion, Lesson 1, pg. 22-23, Average Speed						
158	CCSS Math	6.EE.B.6 Use variables to represent numbers and write expressions when solving a real-world or mathematical problem; understand that a variable can represent an unknown number, or, depending on the purpose at hand, any number in a specified set. (MS-ESS1-2), (MS-LS4-1), (MS-LS4-2)	TE: Unit 1, Module 1: Geologic Time, Lesson 2, Lab: Modeling Metaphors, pg. 44-45						

Section 1: Standards Review: Science

Abbreviations for the Form F Standards Review Tab:

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

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159	CCSS Math	7.EE.B.3 Solve multi-step real-life and mathematical problems posed with positive and negative rational numbers in any form (whole numbers, fractions, and decimals), using tools strategically. Apply properties of operations to calculate with numbers in any form; convert between forms as appropriate; and assess the reasonableness of answers using mental computation and estimation strategies. (MS-PS2-1), (MS-PS2-2), (MS-ETS1-1), (MS-ETS1-2), (MS-ETS1-3)	TE: Unit 2, Module 1: Forces and Motion, Lesson 2, pg. 38-39, Lab: Up to Speed						
160	CCSS Math	7.EE.B.4 Use variables to represent quantities in a real-world or mathematical problem, and construct simple equations and inequalities to solve problems by reasoning about the quantities. (MS-PS2-1), (MS-PS2-2), (MS-ESS1-2)	TE: Unit 2, Module 1: Forces and Motion, Lesson 4, pg. 89, Math Connection						
161	CCSS Math	8.EE.A.1 Know and apply the properties of integer exponents to generate equivalent numerical expressions. (MS-PS3-1)	TE: Unit 2, Module 2: Mechanical Energy, Lesson 1, pg. 122-124						
162	CCSS Math	8.EE.A.2 Use square root and cube root symbols to represent solutions to equations of the form $x^2 = p$ and $x^3 = p$, where p is a positive rational number. Evaluate square roots of small perfect squares and cube roots of small perfect cubes. Know that $\sqrt{2}$ is irrational.	my.mheducation.com > Search for Math Handbook>page 7						
163	CCSS Math	8.FA.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-PS3-1), (MS-PS4-1)	TE: Unit 2: Module 2: Mechanical Energy, Lesson 1, pg. 115, Lab: Mass Matters, #11 TE: Unit 4, Module 1, Lesson 1, pg. 16-18						
164	CCSS Math	6.SP.A.2 Understand that a set of data collected to answer a statistical question has a distribution which can be described by its center, spread, and overall shape. (MS-LS1-4)	TE: Unit 4, Module 1: Earth and Human Activity, Lesson 1, pg. 12						
165	CCSS Math	6.SP.B.4 Display numerical data in plots on a number line, including dot plots, histograms, and box plots. (MS-LS1-4)	TE: Unit 3, Module 3: Information Technologies, Lesson 2, Lab: Information Stairs, pg. 179-180						
166	CCSS Math	6.SP.B.5 Summarize numerical data sets in relation to their context. (MS-LS4-6), (MS-LS4-4), (MS-LS3-2)	TE: Unit 2, Module 2: Mechanical Energy, Lesson 1, pg. 119, #13						

Section 1: Standards Review: Science

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167	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. <i>(MS-ETS1-4)</i>	TE: Unit 1, Module 2: Natural Selection and Adaptation, Lesson 3, pg. 106-107, Lab: Developing Dogs						

Section 2: Science Content Review

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Criteria #	Grade K-12 Science Content Criteria	Publisher/Provider Citation	Score	If Scored D: Reviewer's Evidence for Publisher Citation	Reviewer Citation	Score	Required: Reviewer's Evidence	Comments, other citations, notes
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FOCUS AREA 1: PHENOMENA-/PROBLEM-BASED AND THREE-DIMENSIONAL APPROACH

Instructional materials are centered around high quality phenomena and/or problems and require a three dimensional approach to make sense of the phenomena or to solve the problems.

1	Materials clearly integrate and describe the three-dimensional NM STEM Ready! Standards via appropriate grade-band, interdisciplinary progressions that center around the phenomena, utilizing aligned SEPs, CCCs, DCIs and the common core math and ELA standards' connections.	TE: Unit 1, Module 1: Geologic Time, Lesson 1, pg. 6A-6B, Building to the Performance Expectations						
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 2, Module 1: Forces and Motion, pg. 2A-2C						
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 2, Module 1: Forces and Motion, pg. 21-22, Module Planner						

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 3, Module 1: Introduction to Waves, Lesson 2, STEM Module Project: Don't Make Waves, pg. 55-57 and Online Resource: Three-Dimensional Assessment Guide: Grade 8						
5	Materials include opportunities for students to obtain feedback from teachers and peers as well as opportunities for student self-reflection.	Online Resources: Module: Mechanical Energy, Module Project Teacher Rubric: Energy at the Amusement Park						

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.	Online Resources: Materials List: Inspire Science, Grade 8						
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: Forces and Motion, pg. 3: Go Online						
8	Materials and assessments include teacher guidance for students at, approaching, or exceeding grade level expectations.	TE: Unit 1, Module 1: Geologic Time, Lesson 1, pg. 2K, Inspire All Students						

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.	Online Resources: Three-Dimensional Assessment Guide: Grade 8, pg. 19-21						

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 2, Module 1: Forces and Motion, pg. 3, Encounter the Phenomena						
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. 11 and Online Resources: Program Guide, Program Design, pg. 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 2, Module 1: Forces and Motion, pg. 2M, Differentiated Instruction: Beyond Level						
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.	Online Resources: Course Materials: Universal Access, pg. 99, Universal Design for Learning and TE: Unit 1, Module 3: Evidence of Evolution, pg. 126K Inspire All Students						

Section 2: All Content Review

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Criteria #	All Content Criteria Review	Score	Required: Reviewer's Evidence from Material	Comments, citations, notes
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FOCUS AREA 1: COHERENCE
Instructional materials are coherent and consistent with the New Mexico Content Standards that all students should study in order to be college- and career-ready.

1	Instructional materials address the full content contained in the standards for all students by grade level.			
2	Instructional materials support students to show mastery of each standard.			
3	Instructional materials require students to engage at a level of maturity appropriate to the grade level under review.			
4	Instructional materials are coherent, making meaningful connections for students by linking the standards within a lesson and unit.			

FOCUS AREA 2: WELL-DESIGNED LESSONS
Instructional materials take into account effective lesson structure and pacing.

5	The Teacher Edition presents learning progressions to provide an overview of the scope and sequence of skills and concepts. The design of the assignments shows a purposeful sequencing of teaching and learning expectations.			
6	Within each lesson of the instructional materials, there are clear, measurable, standards-aligned content objectives.			
7	Within each lesson of the instructional materials, there are clear, measurable language objectives tied directly to the content objectives.			
8	Instructional materials provide focused resources to support students' acquisition of both general academic vocabulary and content-specific vocabulary.			
9	The visual design of the instructional materials (whether in print or digital) maintains a consistent layout that supports student engagement with the subject.			

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

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Criteria #	All Content Criteria Review	Score	Required: Reviewer's Evidence from Material	Comments, citations, notes
17	Instructional materials provide multiple formative and summative assessments, clearly defining which standards are being assessed through content and language objectives.			
18	Instructional materials provide scoring guides for assessments that are aligned with the standards they address, and that offer teachers guidance in interpreting student performance and suggestions for further instruction, differentiation, remediation and/or acceleration.			
19	Instructional materials provide appropriate assessment alternatives for English Learners, Culturally and Linguistically Diverse students, advanced students, and special needs students.			
20	Instructional materials include opportunities to assess student understanding and knowledge of the standards using technology.			

FOCUS AREA 5: EXTENSIVE SUPPORT
Instructional materials give all students extensive opportunities and support to explore key concepts.

21	Instructional materials can be customized or adapted to meet the needs of different student populations.			
22	Instructional materials provide differentiated strategies and/or activities to meet the needs of students working below proficiency and those of advanced learners.			
23	Instructional materials provide appropriate linguistic support for English Learners and Culturally and Linguistically Diverse students, and accommodations and modifications for other special populations that will support their regular and active participation in learning content.			

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Criteria #	All Content Criteria Review	Score	Required: Reviewer's Evidence from Material	Comments, citations, notes
24	Instructional materials provide strategies and resources for teachers to inform and engage parents, family members, and caregivers of all learners about the program and provide suggestions for how they can help support student progress and achievement.			
25	Instructional materials include opportunities for all students that encourage and support critical and creative thinking, inquiry, and complex problem-solving skills.			

FOCUS AREA 6: CULTURAL AND LINGUISTIC PERSPECTIVES
Instructional materials represent a variety of cultural and linguistic perspectives.

26	Instructional materials inform culturally and linguistically responsive pedagogy by affirming students' backgrounds in the materials themselves and in the student discussions.			
27	Instructional materials provide a collection of images, stories, and information, representing a broad range of demographic groups, and do not make generalizations or reinforce stereotypes.			
28	Instructional materials provide context, illustrations, and activities for students to make interdisciplinary connections and/or connections to real-life experiences and diverse cultural and linguistic backgrounds.			

FOCUS AREA 7: INCLUSION OF CULTURALLY AND LINGUISTICALLY RESPONSIVE LENS
Instructional materials highlight diversity in culture and language through multiple perspectives.

29	Instructional materials include tools and resources to relate the content area appropriately to diversity in culture and language.			
30	Instructional materials include tools and resources that demonstrate multiple perspectives in a specific concept.			
31	Instructional materials engage students in critical reflection about their own lives and societies, including cultures past and present in New Mexico.			

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