NEW MEXICO Public Education Department	F.2 Science - Grade 2		
PUBLISHER/PROVIDER MATERIAL INFORMATION (TO BE COMPLETED BY PUBLISHER/PROVIDER)			
Publisher/Provider Name/Imprint:	Amplify Education, Inc.	Grade(s):	2
Title of Student Edition:	Amplify Science Grade 2 Student Book (6 Pack) Bundle	Student Edition ISBN:	9781644828243
Title of Teacher Edition:	Amplify Science Grade 2 Digital Experience Teacher License, 6 year	Teacher Edition ISBN:	9798885700252
Title of SE Workbook:	Amplify Science Grade 2 Student Investigation Notebook Bundle	SE Workbook ISBN:	9781643330617

PUBLISHER/PROVIDER CITATION VIDEO: Reviewer must view video before starting the review of this set of materials.			
Citation Video Link:	**Amplify Science K-5 Form F Citation Video**		
Citation video certification:	I certify that I have viewed the citation video for this specific publisher and set of materials.		
Digital Material Log In (if applicable):	**Website:** http://learning.amplify.com	**Student Acct. Username:** s.scik-5@tryamplify.net **Teacher Acct. Username:** t.scik-5@tryamplify.net	**Password:** AmplifyNumber1

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
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Matter and Its Interactions									
1	PE	**2-PS1-1. Students who demonstrate understanding can: Plan and conduct an investigation to describe and classify different kinds of materials by their observable properties.**							
2	DCI	**PS1.A: Structure and Properties of Matter** ▪ Different kinds of matter exist and many of them can be either solid or liquid, depending on temperature. Matter can be described and classified by its observable properties. (2-PS1-1)	*Properties of Materials* Chapter 2, Lesson 2.1 **Activity 4 (slides 29–38)**						
3	SEP	**Planning and Carrying Out Investigations** *Planning and carrying out investigations to answer questions or test solutions to problems in K–2 builds on prior experiences and progresses to simple investigations, based on fair tests, which provide data to support explanations or design solutions.* ▪ Plan and conduct an investigation collaboratively to produce data to serve as the basis for evidence to answer a question. (2-PS1-1)	*Properties of Materials* Chapter 1, Lesson 1.4 **Activity 3 (slides 21–28)**						
4	CCC	**Patterns** ▪ Patterns in the natural and human designed world can be observed. (2-PS1-1)	*Changing Landforms* Chapter 1, Lesson 1.3 **Activity 2 (slides 13–20)**						
5	PE	**2-PS1-2. Students who demonstrate understanding can: Analyze data obtained from testing different materials to determine which materials have the properties that are best suited for an intended purpose.**							
6	DCI	**PS1.A: Structure and Properties of Matter** ▪ Different properties are suited to different purposes. (2- PS1-2)	*Properties of Materials* Chapter 1, Lesson 1.2 **Activity 4 (slides 30–38)**						
7	SEP	**Analyzing and Interpreting Data** *Analyzing data in K–2 builds on prior experiences and progresses to collecting, recording, and sharing observations.* ▪ Analyze data from tests of an object or tool to determine if it works as intended. (2-PS1-2)	*Properties of Materials* Chapter 1, Lesson 1.6 **Activity 3 (slides 13–20)**						
8	CCC	**Cause and Effect** ▪ Simple tests can be designed to gather evidence to support or refute student ideas about causes. (2-PS1-2)	*Properties of Materials* Chapter 2, Lesson 2.3 **Activity 3 (slides 21–28)**, including **Teacher Support Notes** linked to on slide 21						
9	CONN	**Influence of Engineering, Technology, and Science on Society and the Natural World** ▪ Every human-made product is designed by applying some knowledge of the natural world and is built using materials derived from the natural world. (2-PS1-2)	*Properties of Materials* Chapter 1, Lesson 1.7 **Activity 3 (slides 17–24)**						
10	PE	**2-PS1-3. Students who demonstrate understanding can: Make observations to construct an evidence-based account of how an object made of a small set of pieces can be disassembled and made into a new object.**							

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11	DCI	**PS1.A: Structure and Properties of Matter** ▪ Different properties are suited to different purposes. (2-PS1-3)	*Properties of Materials* Chapter 1, Lesson 1.3 **Activity 2 (slides 12–22)**						
12	DCI	**PS1.A: Structure and Properties of Matter** ▪ A great variety of objects can be built up from a small set of pieces. (2-PS1-3)	*Properties of Materials* Chapter 1, Lesson 1.9 **Activity 1 (slides 2–8)**, including Teacher Support Note, **"Instructional Suggestion, Providing More Experience: Using Manipulatives to Make Combinations of Five"** linked to on slide 2						
13	SEP	**Constructing Explanations and Designing Solutions** *Constructing explanations and designing solutions in K–2 builds on prior experiences and progresses to the use of evidence and ideas in constructing evidence-based accounts of natural phenomena and designing solutions.* ▪ Make observations (firsthand or from media) to construct an evidence-based account for natural phenomena. (2-PS1-3)	*Properties of Material* Chapter 1, Lesson 1.4 **Activity 2 (slides 8–18)**						
14	CCC	**Energy and Matter** ▪ Objects may break into smaller pieces and be put together into larger pieces, or change shapes. (2-PS1-3)	*Properties of Material* Chapter 2, Lesson 2.1 Activity 4 Teacher Support Notes, **"Background, Science Note: Smaller Objects Can Be Combined to Make Bigger Objects"** and **"Assessment, Assessment Opportunities: Student Understanding of Building Objects from Small Sets of Pieces"** linked to on slide 29						
15	PE	**2-PS1-4. Students who demonstrate understanding can: Construct an argument with evidence that some changes caused by heating or cooling can be reversed and some cannot.**							

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16	DCI	**PS1.B: Chemical Reactions** ▪ Heating or cooling a substance may cause changes that can be observed. Sometimes these changes are reversible, and sometimes they are not. (2-PS1-4)	*Properties of Materials* Chapter 2, Lesson 2.2 **Activity 4** (slides 44–49), including Teacher Support Note, **"Instructional Suggestion, Providing More Experience: Home Investigation"**						
17	SEP	**Engaging in Argument from Evidence** *Engaging in argument from evidence in K–2 builds on prior experiences and progresses to comparing ideas and representations about the natural and designed world(s).* ▪ Construct an argument with evidence to support a claim. (2- PS1-4)	*Properties of Materials* Chapter 1, Lesson 1.4 **Activity 4 (slides 32–38)**						
18	CONN	**Science Models, Laws, Mechanisms, and Theories Explain Natural Phenomena** ▪ Scientists search for cause and effect relationships to explain natural events. (2-PS1-4)	*Properties of Materials* Chapter 2, Lesson 2.3 **Activity 5 (slide 46)**						
19	CCC	**Cause and Effect** ▪ Events have causes that generate observable patterns. (2-PS1-4)	*Properties of Materials* Chapter 4, Lesson 4.3 **Activity 4 (slides 31–39)**						
Ecosystems: Interactions, Energy, and Dynamics									
20	PE	**2-LS2-1. Students who demonstrate understanding can: Plan and conduct an investigation to determine if plants need sunlight and water to grow.**							
21	DCI	**LS2.A: Interdependent Relationships in Ecosystems** ▪ Plants depend on water and light to grow. (2-LS2-1)	*Plant and Animal Relationships* Chapter 1, Lesson 1.6 **Activity 4 (slides 51–63)**						
22	SEP	**Planning and Carrying Out Investigations** *Planning and carrying out investigations to answer questions or test solutions to problems in K–2 builds on prior experiences and progresses to simple investigations, based on fair tests, which provide data to support explanations or design solutions.* ▪ Plan and conduct an investigation collaboratively to produce data to serve as the basis for evidence to answer a question. (2-LS2-1)	*Plant and Animal Relationships* Chapter 4, Lesson 4.2 **Activity 4 (slides 35–45)**						
23	CCC	**Cause and Effect** ▪ Events have causes that generate observable patterns. (2-LS2-1)	*Plant and Animal Relationships* Chapter 1, Lesson 1.6 Activity 2 Teacher Support Note, **"Background, Crosscutting Concept: Cause and Effect"** linked to on slide 1.6						

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24	PE	**2-LS2-2. Students who demonstrate understanding can: Develop a simple model that mimics the function of an animal in dispersing seeds or pollinating plants.**							
25	DCI	**LS2.A: Interdependent Relationships in Ecosystems** ▪ Plants depend on animals for pollination or to move their seeds around. (2-LS2-2)	*Plant and Animal Relationships* Chapter 3, Lesson 3.1 **Activity 3 (slides 21–38)**						
26	DCI	**ETS1.B: Developing Possible Solutions** ▪ Designs can be conveyed through sketches, drawings, or physical models. These representations are useful in communicating ideas for a problem’s solutions to other people.(secondary to 2-LS2-2)	*Properties of Materials* Chapter 1, Lesson 1.2 **Activity 3 (slides 24–29)**, including Teacher Support Note, **"Instructional Suggestion, Going Further: Designing and Sharing Ideas for Solutions"** linked to on slide 24						
27	SEP	**Developing and Using Models** *Modeling in K–2 builds on prior experiences and progresses to include using and developing models (i.e., diagram, drawing, physical replica, diorama, dramatization, or storyboard) that represent concrete events or design solutions.* ▪ Develop a simple model based on evidence to represent a proposed object or tool. (2-LS2-2)	*Changing Landforms* Chapter 2, Lesson 2.1 **Activity 2 (slides 11–21)**, including Teacher Support Note, **"Pedagogical Goals: Developing Models"** linked to on slide 11						
28	CCC	**Structure and Function** ▪ The shape and stability of structures of natural and designed objects are related to their function(s). (2-LS2-2)	*Plant and Animal Relationships* Chapter 4, Lesson 4.1 **Activity 2 (slides 12–21)**, including Teacher Support Note, **"Assessment, Assessment Opportunity: Students' Understanding of Structure and Function"** linked to on slide 12						
Biological Evolution: Unity and Diversity									
29	PE	**2-LS4-1. Students who demonstrate understanding can: Make observations of plants and animals to compare the diversity of life in different habitats.**							
30	DCI	**LS4.D: Biodiversity and Humans** ▪ There are many different kinds of living things in any area, and they exist in different places on land and in water. (2-LS4-1)	*Plant and Animal Relationship* Chapter 1, Lesson 1.4 **Activity 4 (slides 46–53)**						

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31	SEP	**Planning and Carrying Out Investigations** *Planning and carrying out investigations to answer questions or test solutions to problems in K–2 builds on prior experiences and progresses to simple investigations, based on fair tests, which provide data to support explanations or design solutions.* ▪ Make observations (firsthand or from media) to collect data which can be used to make comparisons. (2-LS4-1)	*Plant and Animal Relationships* Chapter 1, Lesson 1.6 **Activity 3 (slides 28–35)**						
32	CONN	**Scientific Knowledge is Based on Empirical Evidence** ▪ Scientists look for patterns and order when making observations about the world. (2-LS4-1)	*Changing Landforms* Chapter 1, Lesson 1.4 **Activity 2 (slides 13–19)**, including Teacher Support Note, **"Rationale, Pedagogical Goals: Understanding the Nature of Science"** linked to on slide 13						
Earth's Place in the Universe									
33	PE	**2-ESS1-1. Students who demonstrate understanding can: Use information from several sources to provide evidence that Earth events can occur quickly or slowly.**							
34	DCI	**ESS1.C: The History of Planet Earth** ▪ Some events happen very quickly; others occur very slowly, over a time period much longer than one can observe. (2-ESS1-1)	*Changing Landforms* Chapter 3, Lesson 3.2 **Activity 2 (slides 15–29)**						
35	SEP	**Constructing Explanations and Designing Solutions** *Constructing explanations and designing solutions in K–2 builds on prior experiences and progresses to the use of evidence and ideas in constructing evidence-based accounts of natural phenomena and designing solutions.* ▪ Make observations from several sources to construct an evidence-based account for natural phenomena. (2-ESS1-1)	*Changing Landforms* Chapter 2, Lesson 2.1 **Activity 3 (slides 22–37)**						
36	CCC	**Stability and Change** ▪ Things may change slowly or rapidly. (2- ESS1-1)	*Changing Landforms* Chapter 1, Lesson 1.3 **Activity 1 (slides 2–12)**, including Teacher Support Notes, **"Background, Crosscutting Concepts: What is Meant by Stability and Change?"** and **"Background, Crosscutting Concepts: Stability and Change Across the Unit"** linked to on slide 2						
Earth's Systems									

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37	PE	**2-ESS2-1. Students who demonstrate understanding can: Compare multiple solutions designed to slow or prevent wind or water from changing the shape of the land.**							
38	DCI	**ESS2.A: Earth Materials and Systems** ▪ Wind and water can change the shape of the land. (2- ESS2-1)	*Changing Landforms* Chapter 2, Lesson 2.3 **Activity 3 (slide 31)** *Changing Landforms* Chapter 4, Lesson 4.2 **Activity 3 (slides 27–36)**						
39	DCI	**ETS1.C: Optimizing the Design Solution** ▪ Because there is always more than one possible solution to a problem, it is useful to compare and test designs. (secondary to 2-ESS2-1)	*Properties of Materials* Chapter 1, Lesson 1.9 **Activity 4 (slides 25–32)**						
40	SEP	**Constructing Explanations and Designing Solutions** *Constructing explanations and designing solutions in K–2 builds on prior experiences and progresses to the use of evidence and ideas in constructing evidence-based accounts of natural phenomena and designing solutions.* ▪ Compare multiple solutions to a problem. (2-ESS2-1)	*Properties of Materials* Chapter 3, Lesson 3.3 **Activity 2 (slides 14–26)**						
41	CCC	**Stability and Change** ▪ Things may change slowly or rapidly.(2-ESS2-1)	*Changing Landforms* Chapter 3, Lesson 3.3 **Activity 2 (slides 5–17)**						
42	CONN	**Influence of Engineering, Technology, and Science on Society and the Natural World** ▪ Developing and using technology has impacts on the natural world. (2-ESS2-1)	*Properties of Materials* Chapter 1, Lesson 1.5 **Activity 4 (slides 29–36)**, including Teacher Support Note, **"Instructional Suggestion, Going Further: Discussing Ethics and Regulation of Glue"** linked to on slide 29						
43	CONN	**Science Addresses Questions About the Natural and Material World** ▪ Scientists study the natural and material world. (2-ESS2-1)	*Changing Landforms* Chapter 4, Lesson 4.3 **Activity 2 (slides 8–19)**, including Teacher Support Note, **"Rationale, Pedagogical Goals: Understanding the Nature of Science"** linked to on slide 8						
44	PE	**2-ESS2-2. Students who demonstrate understanding can: Develop a model to represent the shapes and kinds of land and bodies of water in an area.**							

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45	DCI	**ESS2.B: Plate Tectonics and Large-Scale System Interactions** ▪ Maps show where things are located. One can map the shapes and kinds of land and water in any area. (2-ESS2-2)	*Changing Landforms* Chapter 3, Lesson 3.4 **Activity 1 (slides 2–14)**						
46	SEP	**Developing and Using Models** *Modeling in K–2 builds on prior experiences and progresses to include using and developing models (i.e., diagram, drawing, physical replica, diorama, dramatization, or storyboard) that represent concrete events or design solutions.* ▪ Develop a model to represent patterns in the natural world. (2-ESS2-2)	*Changing Landforms* Chapter 2, Lesson 2.4 **Activity 2 (slides 11–16)**						
47	CCC	**Patterns** ▪ Patterns in the natural world can be observed. (2-ESS2-2)	*Changing Landforms* Chapter 1, Lesson 1.4 **Activity 3 (slides 20–33)**, including Teacher Support Notes, **"Background, Crosscutting Concept: What is Meant by Patterns?"** and **"Rationale, Pedagogical Goals: Observing Patterns in Sand"** linked to on slide 20						
48	PE	**2-ESS2-3. Students who demonstrate understanding can: Obtain information to identify where water is found on Earth and that it can be solid or liquid.**							
49	DCI	**ESS2.C: The Roles of Water in Earth's Surface Processes** ▪ Water is found in the ocean, rivers, lakes, and ponds. Water exists as solid ice and in liquid form. (2-ESS2-3)	*Changing Landforms* Chapter 2, Lesson 2.3 **Activity 1 (slides 2–12)**, including Teacher Support Note, **"Assessment, Assessment Opportunity: Student Understanding of Forms and Bodies of Water"** linked to on slide 2						
50	SEP	**Obtaining, Evaluating, and Communicating Information** *Obtaining, evaluating, and communicating information in K–2 builds on prior experiences and uses observations and texts to communicate new information.* ▪ Obtain information using various texts, text features (e.g., headings, tables of contents, glossaries, electronic menus, icons), and other media that will be useful in answering a scientific question. (2-ESS2-3)	*Changing Landforms* Chapter 3, Lesson 3.1 **Activity 1 (*slides 2–7*)**						
51	CCC	**Patterns** ▪ Patterns in the natural world can be observed. (2-ESS2-3)	*Changing Landforms* Chapter 1, Lesson 1.5 **Activity 3 (slides 20–25)**						

Section 1: Standards Review: Science

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Engineering Design:									
52	**PE**	**K-2-ETS1-1. Students who demonstrate understanding can: Ask questions, make observations, and gather information about a situation people want to change to define a simple problem that can be solved through the development of a new or improved object or tool.**							
53	**DCI**	**ETS1.A: Defining and Delimiting Engineering Problems** ▪ A situation that people want to change or create can be approached as a problem to be solved through engineering. (K-2-ETS1-1)	*Properties of Materials* Chapter 1, Lesson 1.2 **Activity 1 (slides 2–9)**						
54	**DCI**	**ETS1.A: Defining and Delimiting Engineering Problems** ▪ Asking questions, making observations, and gathering information are helpful in thinking about problems. (K-2-ETS1-1)	*Properties of Materials* Chapter 1, Lesson 1.5 **Activity 1 (slides 2–10)**						
55	**DCI**	**ETS1.A: Defining and Delimiting Engineering Problems** ▪ Before beginning to design a solution, it is important to clearly understand the problem. (K-2-ETS1-1)	*Properties of Materials* Chapter 3, Lesson 3.2 **Activity 1 (slides 2–12)**						
56	**SEP**	**Asking Questions and Defining Problems** *Asking questions and defining problems in K–2 builds on prior experiences and progresses to simple descriptive questions.* ▪ Ask questions based on observations to find more information about the natural and/or designed world. (K-2- ETS1-1)	*Changing Landforms* Chapter 2, Lesson 2.2 **Activity 1 (slides 2–8)**, including Teacher Support Note, **"Assessment, Assessment Opportunity: Student Understanding of Asking Questions"** linked to on slide 2						
57	**SEP**	**Asking Questions and Defining Problems** *Asking questions and defining problems in K–2 builds on prior experiences and progresses to simple descriptive questions.* ▪ Define a simple problem that can be solved through the development of a new or improved object or tool. (K-2- ETS1-1)	*Properties of Materials* Chapter 3, Lesson 3.2 Activity 1 Teacher Support Note **"Assessment, Assessment Opportunity: Student Understanding of Defining Problems"** linked to on slide 2						
58	**PE**	**K-2-ETS1-2. Students who demonstrate understanding can: Develop a simple sketch, drawing, or physical model to illustrate how the shape of an object helps it function as needed to solve a given problem.**							

Section 1: Standards Review: Science

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59	DCI	**ETS1.B: Developing Possible Solutions** ▪ Designs can be conveyed through sketches, drawings, or physical models. These representations are useful in communicating ideas for a problem’s solutions to other people. (K-2-ETS1-2)	*Properties of Materials* Chapter 1, Lesson 1.2 **Activity 3 (slides 24–29)**, including Teacher Support Note, **"Instructional Suggestion: Going Further: Designing and Sharing Ideas for Solutions"** linked to on slide 24						
60	SEP	**Developing and Using Models** *Modeling in K–2 builds on prior experiences and progresses to include using and developing models (i.e., diagram, drawing, physical replica, diorama, dramatization, or storyboard) that represent concrete events or design solutions.* ▪ Develop a simple model based on evidence to represent a proposed object or tool. (K-2-ETS1-2)	*Changing Landforms* Chapter 2, Lesson 2.6 **Activity 2 (slides 10–19)**						
61	CCC	**Structure and Function** ▪ The shape and stability of structures of natural and designed objects are related to their function(s). (K-2-ETS1-2)	*Plant and Animal Relationships* Chapter 4, Lesson 4.2 **Activity 1 (slides 2–15)**, including Teacher Support Note, **"Instructional Suggestion, Going Further: Investigating Seed Structures in Handbook of Habitats"** linked to on slide 2						
62	PE	**K-2-ETS1-3. Students who demonstrate understanding can: Analyze data from tests of two objects designed to solve the same problem to compare the strengths and weaknesses of how each performs.**							
63	DCI	**ETS1.C: Optimizing the Design Solution** ▪ Because there is always more than one possible solution to a problem, it is useful to compare and test designs. (K-2-ETS1-3)	*Properties of Materials* Chapter 3, Lesson 3.3 **Activity 1 (slides 2–13)**						
64	SEP	**Analyzing and Interpreting Data** *Analyzing data in K–2 builds on prior experiences and progresses to collecting, recording, and sharing observations.* ▪ Analyze data from tests of an object or tool to determine if it works as intended. (K-2-ETS1-3)	*Properties of Materials* Chapter 1, Lesson 1.6 **Activity 2 (slides 13–20)**						

Section 1: Standards Review: Science

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CCSS for ELA/Literacy and Math in Grade 2 NGSS • **NOTE: The standards noted at the end of each CCSS (such as *(HS-ESS1-1), (HS-ESS1-2), (HS-ESS1-5)*) are the occurrences of the CCSS within the NGSS.**									
Grade 2 CCSS ELA/Literacy									
65	**CCSS ELA/ Literacy**	**RI.2.1** Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. *(2-PS1-4), (2-ESS1-1), (K-2-ETS1-1)*	*Plant and Animal Relationships* Chapter 1, Lesson 1.2 **Activity 2 (slides 10–22)**						
66	**CCSS ELA/ Literacy**	**RI.2.3** Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text. *(2-PS1-4), (2-ESS1-1), (2-ESS2-1)*	*Plant and Animal Relationships* Chapter 2, Lesson 2.2 **Activity 2 (slides 9–21)**						
67	**CCSS ELA/ Literacy**	**RI.2.8** Describe how reasons support specific points the author makes in a text. *(2-PS1-4)*	*Plant and Animal Relationships* Chapter 2, Lesson 2.2 **Activity 2 (slides 22–31)**						
68	**CCSS ELA/ Literacy**	**RI.2.9** Compare and contrast the most important points presented by two texts on the same topic. *(2-ESS2-1)*	*Changing Landforms* Chapter 2, Lesson 2.3 **Activity 3 (slides 20–27)**						
69	**CCSS ELA/ Literacy**	**W.2.1** Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section. *(2-PS1-4)*	*Properties of Materials* Chapter 2, Lesson 2.4 **Activity 4 (slides 24–32)**						
70	**CCSS ELA/ Literacy**	**W.2.6** With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers. *(2-ESS1-1), (2-ESS2-3), (K-2-ETS1-1), (K-2-ETS1-3)*	*Changing Landforms* Chapter 2, Lesson 2.6 **Activity 3 (slides 20–30)**						
71	**CCSS ELA/ Literacy**	**W.2.7** Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations). *(2-PS1-1), (2-PS1-2), (2-PS1-3), (2-LS2-1), (2-LS4-1), (2-ESS1-1)*	*Plant and Animal Relationships* Chapter 1, Lesson 1.3 **Activity 2 (slides 11–14)**						
72	**CCSS ELA/ Literacy**	**W.2.8** Recall information from experiences or gather information from provided sources to answer a question. *(2-PS1-1), (2-PS1-2), (2-PS1-3), (2-LS2-1), (2-LS4-1), (2-ESS1-1), (2-ESS2-3), (K-2-ETS1-1), (K-2-ETS1-3)*	*Properties of Materials* Chapter 1, Lesson 1.1 **Activity 2 (slides 15–20)**						
73	**CCSS ELA/ Literacy**	**SL.2.2** Recount or describe key ideas or details from a text read aloud or information presented orally or through other media. *(2-ESS1-1)*	*Plant and Animal Relationships* Chapter 1, Lesson 1.5 **Activity 1 (slides 2–9)**						

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74	**CCSS ELA/ Literacy**	**SL.2.5** Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings. *(2-LS2-2), (2-ESS2-2), (K-2-ETS1-2)*	*Plant and Animal Relationships* Chapter 3, Lesson 3.4 **Activity 1 (slides 13–17)**						
Grade 2 CCSS Math									
75	**CCSS Math**	**MP.2** Reason abstractly and quantitatively. *(2-PS1-2), (2-LS2-1), (2-LS4-1), (2-ESS2-1), (2-ESS2-2), (K-2-ETS1-1), (K-2-ETS1-3)*	*Changing Landforms* Chapter 2, Lesson 2.5 Activity 1 Teacher Support Note, **"Instructional Suggestion, Going Further: Mathematical Thinking"** linked to on slide 2						
76	**CCSS Math**	**MP.4** Model with mathematics. *(2-PS1-1), (2-PS1-2), (2-LS2-1), (2-LS2-2), (2-LS4-1), (2-ESS1-1), (2-ESS2-1), (2-ESS2-2), (K-2-ETS1-1), (K-2-ETS1-3)*	*Plant and Animal Relationships* Chapter 1, Lesson 1.5 **Activity 2 (slides 10–23)**						
77	**CCSS Math**	**MP.5** Use appropriate tools strategically. *(2-PS1-2), (2-LS2-1), (2-ESS1-1), (2-ESS2-1), (K-2-ETS1-1), (K-2-ETS1-3)*	*Properties of Materials* Chapter 1, Lesson 1.5 **Activity 2 (slides 11–20)**						
78	**CCSS Math**	**2.NBT.A** Understand place value. *(2-ESS1-1)*	*Plant and Animal Relationships* Chapter 1, Lesson 1.4 **Activity 1 (slides 2–16)**						
79	**CCSS Math**	**2.NBT.A.3** Read and write numbers to 1000 using base-ten numerals, number names, and expanded form. *(2-ESS2-2)*	*Plant and Animal Relationships* Chapter 1, Lesson 1.7 **Activity 1 (slides 2–17)**						
80	**CCSS Math**	**2.MD.B.5** Use addition and subtraction within 100 to solve word problems involving lengths that are given in the same units, e.g., by using drawings (such as drawings of rulers) and equations with a symbol for the unknown number to represent the problem. *(2-ESS2-1)*	*Changing Landforms* Chapter 2, Lesson 2.4 Activity 3 Teacher Support Note, **"Instructional Suggestion, Going Further: Mathematical Thinking"** linked to on slide 17						

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81	**CCSS Math**	**2.MD.D.10** Draw a picture graph and a bar graph (with single-unit scale) to represent a data set with up to four categories. Solve simple put-together, take-apart, and compare problems. *(2-PS1-1), (2-PS1-1), (2-LS2-2), (2-LS4-1), (K-2-ETS1-1), (K-2-ETS1-3)*	*Plant and Animal Relationships* Chapter 1, Lesson 1.2 Activity 3 Teacher Support Note, **"Instructional Suggestion, Going Further: Mathematical Thinking"** linked to on slide 23						

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.	*Properties of Materials* **Unit Overview** (pg. 2–3 of Printable Teacher Guide) Planning for the Unit, **Standards at a Glance** (pg. 25 in Printable Teacher Guide)						
2	Materials consistently support meaningful student sensemaking with the three dimensions, including discourse, that is appropriate to grade band progressions, instruction and assessment.	*Changing Landforms* Planning for the Unit, **Unit Map** (pg. 4–5 in Printable Teacher Guide)						
3	Natural and designed phenomena and/or problems that are meaningful and apparent to students drive coherent lessons and activities in all three dimensions.	*Plant and Animal Relationships* Printable Resources, **Coherence Flowchart**						
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.	*Plant and Animal Relationships* Teacher References, Assessment System, **Entry-Level and Summative Assessments** & **Monitoring Progress** (pg. 598–601 in Printable Teacher Guide)						
5	Materials include opportunities for students to obtain feedback from teachers and peers as well as opportunities for student self-reflection.	*Properties of Materials* Chapter 1, Lesson 1.8 Activity 2, all **Teacher Support Notes** linked to on slide 9 **Slide 29,** On-the-Fly Assessment 5 Teacher Note						
FOCUS AREA 3: TEACHER SUPPORTS **Materials include opportunities for teachers to effectively plan and utilize materials.**								

Section 2: Science Content Review

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Criteria #	Grades 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
6	Materials provide a comprehensive list of supplies and teacher guidance needed to support instructional activities in a safe manner.	*Properties of Materials* Chapter 1, Lesson 1.3 **Materials & Preparation** (pg. 4–6 in Printable Lesson Guide)						
7	Materials provide teacher guidance for the use of embedded and meaningful technology to support and enhance student learning, when applicable.	*Properties of Materials* Teacher References, **Apps in this Unit** (pg. 623–626 in Printable Teacher Guide)						
8	Materials and assessments include teacher guidance for students at, approaching, or exceeding grade level expectations.	*Changing Landforms* Chapter 3, Lesson 3.3 Lesson Brief, **Differentiation** (pg. 5–7 in Printable Lesson Guide)						
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.	*Plant and Animal Relationships* Chapter 2, Lesson 2.3 Slide 30, **On-the-Fly Assessment 7** Teacher Note						
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.	*Properties of Materials* Chapter 1, Lesson 1.1 **"Eliciting and Leveraging Students' Prior Knowledge, Personal Experiences, and Cultural Backgrounds"** (found in lesson Digital Resources) **Activity 3 (21–23)**, including **Teacher Support Notes** linked to on slide 14						
11	The flow of lessons from one unit to the next is coherent, meaningful, direct, and apparent to students.	*Changing Landforms* Chapter 4, Lesson 4.1 **Activity 1 (slides 2–6)**						
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.	*Plant and Animal Relationships* Chapter 2, Lesson 2.1 **Differentiation** (pg. 6–9 in Printable Lesson guide)						

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.
  - **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.
  - **NOTE: You may not use a citation more than once across ALL sections of the rubric.**

Criteria #	Grades 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
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.	*Amplify Science* Program Guide, Access and equity, **Universal Design for Learning**						

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

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

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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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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.			