

 NEW MEXICO Public Education Department		F.7 Life Science - Grades 6-8	
PUBLISHER/PROVIDER MATERIAL INFORMATION (TO BE COMPLETED BY PUBLISHER/PROVIDER)			
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Title of Teacher Edition:	Amplify Life Science Digital Teacher License (6 year license)	Teacher Edition ISBN:	9781642765830
Title of SE Workbook:	Amplify Life Science Print Student Investigation Notebook with Article Compilation Bundle	SE Workbook ISBN:	9781642762624

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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 • 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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From Molecules to Organisms: Structures and Processes									
1	PE	MS-LS1-1. Students who demonstrate understanding can: Conduct an investigation to provide evidence that living things are made of cells; either one cell or many different numbers and types of cells.							
2	DCI	LS1.A: Structure and Function • All living things are made up of cells, which is the smallest unit that can be said to be alive. An organism may consist of one single cell (unicellular) or many different numbers and types of cells (multicellular).	Microbiome Chapter 1, Lesson 1.2 Activity T, "Introducing Cells"						
3	SEP	Planning and Carrying Out Investigations <i>Planning and carrying out investigations in 6-8 builds on K-5 experiences and progresses to include investigations that use multiple variables and provide evidence to support explanations or solutions.</i> • Conduct an investigation to produce data to serve as the basis for evidence that meet the goals of an investigation.	Metabolism Chapter 3, Lesson 3.2 Activity 2 (steps 1–12)						
4	CCC	Scale, Proportion, and Quantity • Phenomena that can be observed at one scale may not be observable at another scale.	Microbiome Chapter 1, Lesson 1.1 Activity T, "Introducing Life Science"						
5	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.	Traits and Reproduction Chapter 1, Lesson 1.2 Activity T, "Video: Studying Spider Silk"						
6	PE	MS-LS1-2. Students who demonstrate understanding can: Develop and use a model to describe the function of a cell as a whole and ways parts of cells contribute to the function.							
7	DCI	LS1.A: Structure and Function • Within cells, special structures are responsible for particular functions, and the cell membrane forms the boundary that controls what enters and leaves the cell.	Microbiome Chapter 1, Lesson 1.2 Activity 5						
8	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.	Metabolism Chapter 2, Lesson 2.3 Activity 3, Possible Responses Tab						
9	CCC	Structure and Function • Complex and microscopic structures and systems can be visualized, modeled, and used to describe how their function depends on the relationships among its parts, therefore complex natural structures/systems can be analyzed to determine how they function.	Traits and Reproduction Chapter 1, Lesson 1.3 Activity 3						

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10	PE	MS-LS1-3. Students who demonstrate understanding can: Use argument supported by evidence for how the body is a system of interacting subsystems composed of groups of cells.							
11	DCI	LS1.A: Structure and Function • In multicellular organisms, the body is a system of multiple interacting subsystems. These subsystems are groups of cells that work together to form tissues and organs that are specialized for particular body functions.	<i>Metabolism</i> Chapter 2, Lesson 2.6 Activity 5						
12	SEP	Engaging in Argument from Evidence <i>Engaging in argument from evidence in 6–8 builds on K–5 experiences and progresses to constructing a convincing argument that supports or refutes claims for either explanations or solutions about the natural and designed world(s).</i> • Use an oral and written argument supported by evidence to support or refute an explanation or a model for a phenomenon.	<i>Traits and Reproduction</i> Chapter 4, Lesson 4.3 Activity 4						
13	CCC	Systems and System Models • Systems may interact with other systems; they may have sub-systems and be a part of larger complex systems.	<i>Metabolism</i> Chapter 2, Lesson 2.2 Activity 1 , including Teacher Support tab, "Background, Crosscutting Concept: Systems and System Models"						
14	CONN	Science is a Human Endeavor • Scientists and engineers are guided by habits of mind such as intellectual honesty, tolerance of ambiguity, skepticism, and openness to new ideas.	<i>Traits and Reproduction</i> Chapter 4, Lesson 4.1 Activity 2 , including Teacher Support tab, "Rationale, Pedagogical Goals: Understanding the Nature of Science"						
15	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.							
16	DCI	LS1.B: Growth and Development of Organisms • Animals engage in characteristic behaviors that increase the odds of reproduction.	<i>Traits and Reproduction</i> Chapter 1, Lesson 1.3 Activity 2						
17	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.	<i>Traits and Reproduction</i> Chapter 3, Lesson 3.2 Activity 5 , including Possible Responses tab						

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31	DCI	LS1.C: Organization for Matter and Energy Flow in Organisms • Within individual organisms, food moves through a series of chemical reactions in which it is broken down and rearranged to form new molecules, to support growth, or to release energy.	<i>Metabolism</i> Chapter 3, Lesson 3.4 Activity 4						
32	DCI	PS3.D: Energy in Chemical Processes and Everyday Life • Cellular respiration in plants and animals involve chemical reactions with oxygen that release stored energy. In these processes, complex molecules containing carbon react with oxygen to produce carbon dioxide and other materials.	<i>Matter and Energy in Ecosystems</i> Chapter 2, Lesson 2.1 Activity 4						
33	SEP	Developing and Using Models <i>Modeling in 6–8 builds on K–5 experiences and progresses to developing, using, and revising models to describe, test, and predict more abstract phenomena and design systems.</i> • Develop a model to describe unobservable mechanisms.	<i>Matter and Energy in Ecosystems</i> Chapter 2, Lesson 2.2 Activity 3						
34	CCC	Energy and Matter • Matter is conserved because atoms are conserved in physical and chemical processes.	<i>Matter and Energy in Ecosystems</i> Chapter 3, Lesson 3.3 Activity 2, screen 1 , including Possible Responses tab						
35	PE	MS-LS1-8. Students who demonstrate understanding can: Gather and synthesize information that sensory receptors respond to stimuli by sending messages to the brain for immediate behavior or storage as memories.							
36	DCI	LS1.D: Information Processing • Each sense receptor responds to different inputs (electromagnetic, mechanical, chemical), transmitting them as signals that travel along nerve cells to the brain. The signals are then processed in the brain, resulting in immediate behaviors or memories.	<i>Metabolism</i> Chapter 2, Lesson 2.6 Activity 4 , including Teacher Support tab "Instructional Suggestion, Providing More Experience: Jigsaw Activity to Share About Body System" and "Assessment, Assessment Opportunity: Student Understanding of Body Systems"						

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37	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.	<i>Microbiome</i> Chapter 2, Lesson 2.3 Activity 3, Teacher Support tab. "Background, Argumentation, Evaluating the Credibility, Accuracy, and Possible Bias of Evidence Sources"						
38	CCC	Cause and Effect • Cause and effect relationships may be used to predict phenomena in natural systems.	<i>Natural Selection</i> Chapter 3, Lesson 3.2 Activity 3 , including Teacher Support tab. "Background, Crosscutting Concept: Cause and Effect"						
Ecosystems: Interactions, Energy, and Dynamics									
39	PE	MS-LS2-1. Students who demonstrate understanding can: Analyze and interpret data to provide evidence for the effects of resource availability on organisms and populations of organisms in an ecosystem.							
40	DCI	LS2.A: Interdependent Relationships in Ecosystems • Organisms, and populations of organisms, are dependent on their environmental interactions both with other living things and with nonliving factors.	<i>Populations and Resources</i> Chapter 2, Lesson 2.3 Activity 4 , including Possible Responses tab						
41	DCI	LS2.A: Interdependent Relationships in Ecosystems • In any ecosystem, organisms and populations with similar requirements for food, water, oxygen, or other resources may compete with each other for limited resources, access to which consequently constrains their growth and reproduction.	<i>Populations and Resources</i> Chapter 3, Lesson 3.2 Activity 3 , including Possible Responses tab						
42	DCI	LS2.A: Interdependent Relationships in Ecosystems • Growth of organisms and population increases are limited by access to resources.	<i>Matter and Energy in Ecosystems</i> Chapter 1, Lesson 1.3 Activity 3						
43	SEP	Analyzing and Interpreting Data <i>Analyzing data in 6–8 builds on K–5 experiences and progresses to extending quantitative analysis to investigations, distinguishing between correlation and causation, and basic statistical techniques of data and error analysis.</i> • Analyze and interpret data to provide evidence for phenomena.	<i>Populations and Resources</i> Chapter 4, Lesson 4.2 Activity 2						

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44	CCC	Cause and Effect • Cause and effect relationships may be used to predict phenomena in natural or designed systems.	<i>Natural Selection</i> Chapter 3, Lesson 3.2 Activity 3 , including Teacher Support tab , "Background , Crosscutting Concept: Cause and Effect"						
45	PE	MS-LS2-2. Students who demonstrate understanding can: Construct an explanation that predicts patterns of interactions among organisms across multiple ecosystems.							
46	DCI	LS2.A: Interdependent Relationships in Ecosystems • Similarly, predatory interactions may reduce the number of organisms or eliminate whole populations of organisms. Mutually beneficial interactions, in contrast, may become so interdependent that each organism requires the other for survival. Although the species involved in these competitive, predatory, and mutually beneficial interactions vary across ecosystems, the patterns of interactions of organisms with their environments, both living and nonliving, are shared.	<i>Populations and Resources</i> Chapter 2, Lesson 2.4 Activity 3 , including Possible Responses tab						
47	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 predict phenomena.	<i>Matter and Energy in Ecosystems</i> Chapter 3, Lesson 3.4 Activity 2						
48	CCC	Patterns • Patterns can be used to identify cause and effect relationships.	<i>Natural Selection</i> Chapter 2, Lesson 2.2 Activity 2						
49	PE	MS-LS2-3. Students who demonstrate understanding can: Develop a model to describe the cycling of matter and flow of energy among living and nonliving parts of an ecosystem.							
50	DCI	LS2.B: Cycle of Matter and Energy Transfer in Ecosystems • Food webs are models that demonstrate how matter and energy is transferred between producers, consumers, and decomposers as the three groups interact within an ecosystem. Transfers of matter into and out of the physical environment occur at every level. Decomposers recycle nutrients from dead plant or animal matter back to the soil in terrestrial environments or to the water in aquatic environments. The atoms that make up the organisms in an ecosystem are cycled repeatedly between the living and nonliving parts of the ecosystem.	<i>Matter and Energy in Ecosystems</i> Chapter 3, Lesson 3.4 Activity 3						

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60	DCI	LS2.C: Ecosystem Dynamics, Functioning, and Resilience • Biodiversity describes the variety of species found in Earth's terrestrial and oceanic ecosystems. The completeness or integrity of an ecosystem's biodiversity is often used as a measure of its health.	<i>Populations and Resources</i> Chapter 1, Lesson 1.3 Activity 3, Teacher Support tab, " Rationale, Purpose of Reading Homework Article: Reading 'How Ecosystems Clean Earth's Water' "						
61	DCI	LS4.D: Biodiversity and Humans • Changes in biodiversity can influence humans' resources, such as food, energy, and medicines, as well as ecosystem services that humans rely on—for example, water purification and recycling.	<i>Populations and Resources</i> Chapter 1, Lesson 1.3 Activity 3, Teacher Support tab, " Assessment, Assessment Opportunities: Student Understanding of the Importance of Ecosystem Services to Humans "						
62	DCI	ETS1.B: Developing Possible Solutions • There are systematic processes for evaluating solutions with respect to how well they meet the criteria and constraints of a problem.	<i>Metabolism Engineering Internship</i> Day 6 Activity T, "Testing Final Designs"						
63	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> • Evaluate competing design solutions based on jointly developed and agreed-upon design criteria.	<i>Metabolism Engineering Internship</i> Day 8 Activity T, "Revising Design Decisions"						
64	CCC	Stability and Change • Small changes in one part of a system might cause large changes in another part.	<i>Matter and Energy in Ecosystems</i> Chapter 3, Lesson 3.3 Activity 3						
65	CONN	Influence of Science, Engineering, and Technology on Society and the Natural World • The use of technologies and any limitations on their use are driven by individual or societal needs, desires, and values; by the findings of scientific research; and by differences in such factors as climate, natural resources, and economic conditions. Thus technology use varies from region to region and over time.	<i>Natural Selection Engineering Internship</i> Day 1 Activity 2						

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66	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.	<i>Natural Selection</i> <i>Engineering Internship</i> Day 5 Activity T. "Testing Malaria Treatments"						

67	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.						
68	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.	<i>Traits and Reproduction</i> Chapter 2, Lesson 2.2 Activities 2 and 3					
69	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.	<i>Traits and Reproduction</i> Chapter 2, Lesson 2.2 Activity 4					
70	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.	<i>Metabolism</i> Chapter 2, Lesson 2.3 Activity 3					
71	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.	<i>Traits and Reproduction</i> Chapter 1, Lesson 1.4 Activity 2					
72	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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73	DCI	LS1.B: Growth and Development of Organisms • Organisms reproduce, either sexually or asexually, and transfer their genetic information to their offspring.	<i>Traits and Reproduction</i> Chapter 3, Lesson 3.3 Activity 4, Screen 2, Possible Responses tab						
74	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.	<i>Traits and Reproduction</i> Chapter 3, Lesson 3.6 Activity 2 , including Possible Responses tab						
75	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.	<i>Traits and Reproduction</i> Chapter 3, Lesson 3.6 Activity 4 , including Possible Responses tab						
76	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.	<i>Evolutionary History</i> Chapter 2, Lesson 2.5 Activity 2, Possible Responses tab						
77	CCC	Cause and Effect • Cause and effect relationships may be used to predict phenomena in natural systems.	<i>Natural Selection</i> Chapter 3, Lesson 3.2 Activity 4						
Biological Evolution: Unity and Diversity									
78	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.							
79	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.	<i>Evolutionary History</i> Chapter 2, Lesson 2.5 Activity 2						
80	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.	<i>Natural Selection</i> Chapter 1, Lesson 1.5 Activity 2, Screens 1 and 2						

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81	CONN	Scientific Knowledge is Based on Empirical Evidence • Science knowledge is based upon logical and conceptual connections between evidence and explanations.	<i>Evolutionary History</i> Chapter 1, Lesson 1.2 Activity 2, Screen 2 , including Teacher Support tab, "Rationale, Pedagogical Goals: Understanding the Nature of Science."						
82	CCC	Patterns • Graphs, charts, and images can be used to identify patterns in data.	<i>Natural Selection</i> Chapter 2, Lesson 2.4 Activity 2, Screen 1						
83	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.	<i>Matter and Energy in Ecosystems</i> Chapter 1, Lesson 1.6 Activity 4						
84	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.							
85	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.	<i>Evolutionary History</i> Chapter 1, Lesson 1.4 Activity 2						
86	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.	<i>Natural Selection</i> Chapter 1, Lesson 3.3 Activity 3						
87	CCC	Patterns • Patterns can be used to identify cause and effect relationships.	<i>Mircobiome</i> Chapter 2, Lesson 2.4 Activity 2						
88	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.	<i>Matter and Energy in Ecosystems</i> Chapter 1, Lesson 1.6 Activity 4, Possible Responses tab						

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89	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.							
90	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.	<i>Evolutionary History</i> Chapter 3, Lesson 3.1 Activity 4						
91	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.	<i>Populations and Resources</i> Chapter 2, Lesson 2.3 Activity 2						
92	CCC	Patterns • Graphs, charts, and images can be used to identify patterns in data.	<i>Natural Selection</i> Chapter 2, Lesson 2.4 Activity 2, Screen 2						
93	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.							
94	DCI	LS4.B: Natural Selection • Natural selection leads to the predominance of certain traits in a population, and the suppression of others.	<i>Natural Selection</i> Chapter 2, Lesson 2.2 Activity 3						
95	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.	<i>Populations and Resources</i> Chapter 2, Lesson 2.7 Activity 2						

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96	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.	<i>Natural Selection Engineering Internship</i> Day 2 Activity T, "Modeling Population Shifts", Teacher Support tab , "Instructional Suggestion: Crosscutting Concepts: Making Connections Across Science Topics"						
97	PE	MS-LS4-5. Students who demonstrate understanding can: Gather and synthesize information about the technologies that have changed the way humans influence the inheritance of desired traits in organisms.							
98	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.	<i>Natural Selection</i> Chapter 3, Lesson 3.2 Activity 5						
99	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.	<i>Microbiome</i> Chapter 2, Lesson 2.7 Activity 1 , including Teacher Support tab , "Rationale, Pedagogical Goals: Understanding the Nature of Science"						
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.	<i>Traits and Reproduction</i> Chapter 3, Lesson 3.3 Activity 2						
101	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.	<i>Natural Selection Engineering Internship</i> Day 5 Activity 2 , including Teacher Support tab , "Rationale, Pedagogical Goals: Understanding the Nature of Science."						

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103	PE	MS-LS4-6. 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.							
104	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.	Natural Selection Chapter 2, Lesson 2.4 Activity 3						
105	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.	Natural Selection Chapter 1, Lesson 1.4 Activity 2						
106	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.	Traits and Reproduction Chapter 3, Lesson 3.3 Activity 2, Screen 2, Teacher Support tab. , Instructional Suggestion , Going Further: Mathematical Thinking"						
Engineering Design:									
107	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.							

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108	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)	<i>Metabolism Engineering Internship</i> Day 10 Activity T, "Defining New Engineering Problems and Criteria", Teacher Support tab, "Instructional Suggestion, Going Further: Engineering Note: Considering Constraints in the Design Process."						
109	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)	<i>Natural Selection Engineering Internship</i> Day 10 Activity T, "Applying Engineering Skills"						
110	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)	<i>Matter and Energy in the Ecosystem</i> Chapter 4, Lesson 4.1 Activity 2						
111	CCC	Influence of Science, Engineering, and Technology on Society and the Natural World • The uses of technologies and limitations on their use are driven by individual or societal needs, desires, and values; by the findings of scientific research; and by differences in such factors as climate, natural resources, and economic conditions. (MS-ETS1-1)	<i>Natural Selection Engineering Internship</i> Day 1 Activity 1, Teacher Support tab, "Instructional Suggestion, Nature of Science: Connecting to Engineering, Technology and Applications of Science"						
112	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.							

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113	DCI	ETS1.B: Developing Possible Solutions • There are systematic processes for evaluating solutions with respect to how well they meet the criteria and constraints of a problem. (MS-ETS1-2)	<i>Metabolism Engineering Internship</i> Day 6 Activity T, "Testing Final Designs"						
114	SEP	Engaging in Argument from Evidence <i>Engaging in argument from evidence in 6–8 builds on K–5 experiences and progresses to constructing a convincing argument that supports or refutes claims for either explanations or solutions about the natural and designed world.</i> • Evaluate competing design solutions based on jointly developed and agreed-upon design criteria. (MS-ETS1-2)	<i>Metabolism Engineering Internship</i> Day 8 Activity T, "Revising Design Decisions"						
115	PE	MS-ETS1-3. Students who demonstrate understanding can: Analyze data from tests to determine similarities and differences among several design solutions to identify the best characteristics of each that can be combined into a new solutions to better meet the criteria for success.							
116	DCI	ETS1.B: Developing Possible Solutions • There are systematic processes for evaluating solutions with respect to how well they meet the criteria and constraints of a problem. (MS-ETS1-3)	<i>Metabolism Engineering Internship</i> Day 8 Activity T, "Revising Design Decisions", Possible Responses tab						
117	DCI	ETS1.B: Developing Possible Solutions • Sometimes parts of different solutions can be combined to create a solution that is better than any of its predecessors. (MS-ETS1-3)	<i>Metabolism Engineering Internship</i> Day 1 Activity T, "Introducing Futura"						
118	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)	<i>Metabolism Engineering Internship</i> Day 5 Activity T, "Analyzing Designs"						
119	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)	<i>Matter and Energy in Ecosystems</i> Chapter 4, Lesson 4.1 Activity 3						

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120	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.							
121	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)	<i>Metabolism Engineering Internship</i> Day 5 Activity T. "Testing FuturaBar Designs"						
122	DCI	ETS1.B: Developing Possible Solutions • Models of all kinds are important for testing solutions. (MS-ETS1-4)	<i>Metabolism Engineering Internship</i> Day 1 Activity T. "Exploring Recipe Test"						
123	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)	<i>Metabolism Engineering Internship</i> Day 5 Activity T. "Introducing the Design Cycle"						
124	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)	<i>Matter and Energy in Ecosystems</i> Chapter 3, Lesson 3.4 Activity T. "What's New at Biosphere 2" , including Teacher Support tab. "Rationale, Pedagogical Goals: Understanding the Nature of Science"						

CCSS for ELA/Literacy and Math in Grades 6-8 NGSS • NOTE: The standards noted at the end of each CCSS (such as <i>(HS-ESS1-1)</i>, <i>(HS-ESS1-2)</i>, <i>(HS-ESS1-5)</i>) are the occurrences of the CCSS within the NGSS.									
Grades 6-8 CCSS ELA/Literacy									
125	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-LS1-3), (MS-LS1-4), (MS-LS1-5), (MS-LS1-6), (MS-LS2-1), (MS-LS2-2), (MS-LS2-4), (MS-LS3-1), (MS-LS3-2), (MS-LS4-1), (MS-LS4-2), (MS-LS4-3), (MS-LS4-4), (MS-LS4-5), (MS-ETS1-1), (MS-ETS1-2), (MS-ETS1-3)</i>	<i>Traits and Reproduction</i> Chapter 2, Lesson 2.3 Activity 3						

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126	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. (MS-LS1-5), (MS-LS1-6)	<i>Matter and Energy</i> Chapter 1, Lesson 1.3 Activity 2, Embedded Formative Assessment button						
127	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. (MS-LS3-1), (MS-LS3-2)	<i>Natural Selection</i> Chapter 2, Lesson 2.3 Activity 3						
128	CCSS ELA/Literacy	RST.6-8.7 Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table). (MS-LS2-1), (MS-LS3-1), (MS-LS3-2), (MS-LS4-1), (MS-LS4-3), (MS-ETS1-3)	<i>Populations and Resources</i> Chapter 3, Lesson 3.2 Activity 2						
129	CCSS ELA/Literacy	RST.6-8.8 Distinguish among facts, reasoned judgment based on research findings, and speculation in a text. (MS-LS2-5)	<i>Populations and Resources</i> Chapter 1, Lesson 1.4 Activity 2, Teacher Support tab						
130	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. (MS-LS4-3), (MS-LS4-4), (MS-ETS1-2), (MS-ETS1-3)	<i>Natural Selection</i> Chapter 2, Lesson 2.1 Activity 2						
131	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. (MSLS1-3), (MS-LS1-4)	<i>Traits and Reproduction</i> Chapter 4, Lesson 4.3 Activity 1						
132	CCSS ELA/Literacy	RI.8.8 Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims. (MS-LS2-4), (MS-LS2-5)	<i>Matter and Energy in Ecosystems</i> Chapter 4, Lesson 4.3 Activity 1, Teacher Support tab						
133	CCSS ELA/Literacy	WHST.6-8.1 Write arguments focused on discipline content. (MS-LS1-3), (MS-LS1-4), (MS-LS2-4)	<i>Metabolism</i> Chapter 4, Lesson 4.3 Activity 4						
134	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-LS1-5), (MS-LS1-6), (MS-LS2-2), (MS-LS4-2), (MS-LS4-4)	<i>Matter and Energy in Ecosystems</i> Chapter 2, Lesson 2.3 Activity 5						

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135	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-LS1-1), (MS-ETS1-2)	<i>Natural Selection</i> Chapter 1, Lesson 1.4 Activity 4						
136	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-LS1-8), (MS-LS4-5), (MS-ETS1-1)	<i>Microbiome</i> Chapter 2, Lesson 2.7 Activity 2						
137	CCSS ELA/Literacy	WHST.6-8.9 Draw evidence from informational texts to support analysis, reflection, and research. (MS-LS1-5), (MS-LS1-6), (MS-LS2-2), (MS-LS2-4), (MS-LS4-2), (MS-LS4-4), (MS-ETS1-2)	<i>Microbiome</i> Chapter 2, Lesson 2.4 Activity 3						
138	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-LS2-2), (MS-LS4-2), (MS-LS4-4)	<i>Evolutionary History</i> Chapter 1, Lesson 1.3 Activity 3						
139	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-LS2-2), (MS-LS4-2), (MS-LS4-4)	<i>Metabolism</i> Chapter 4, Lesson 4.3 Activity 4, Teacher Support tab , "Instructional Suggestion, Literacy Note: Additional Modalities for Sharing Arguments"						
140	CCSS ELA/Literacy	SL.8.5 Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest. (MS-LS1-2), (MS-LS1-7), (MS-LS2-3), (MS-LS3-1), (MS-LS3-2), (MS-ETS1-4)	<i>Populations and Resources</i> Chapter 1, Lesson 1.4 Activity 3						
Grades 6-8 CCSS Math									
141	CCSS Math	MP.2 Reason abstractly and quantitatively. (MS-ETS1-1), (MS-ETS1-2), (MS-ETS1-3), (MS-ETS1-4)	<i>Microbiome</i> Chapter 2, Lesson 2.3 Activity 3						
142	CCSS Math	MP.4 Model with mathematics. (MS-LS2-5), (MS-LS3-2), (MS-LS4-6)	<i>Populations and Resources</i> Chapter 1, Lesson 1.3 Activity 2						

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143	CCSS Math	6.R.P.A.1 Understand the concept of a ratio and use ratio language to describe a ratio relationship between two quantities. (MS-LS4-4), (MS-LS4-6)	<i>Metabolism</i> Chapter 1, Lesson 1.2 Activity 4, Teacher Support tab, "Instructional Suggestion, Going Further: Mathematical Thinking"						
144	CCSS Math	6.R.P.A.3 Use ratio and rate reasoning to solve real-world and mathematical problems. (MS-LS2-5)	<i>Metabolism</i> Chapter 1, Lesson 1.2 Activity 4, Possible Responses tab						
145	CCSS Math	7.R.P.A.2 Recognize and represent proportional relationships between quantities. (MS-LS4-4), (MS-LS4-6)	<i>Natural Selection</i> Chapter 1, Lesson 1.4 Activity 2, Teacher Support tab, "Instructional Suggestion, Going Further: Mathematical Thinking"						
146	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-LS4-1), (MS-LS4-2)	<i>Populations and Resources</i> Chapter 1, Lesson 1.3 Activity 2, Teacher Support tab, "Instructional Suggestion, Going Further: Mathematical Thinking"						
147	CCSS Math	6.EE.C.9 Use variables to represent two quantities in a real-world problem that change in relationship to one another; write an equation to express one quantity, thought of as the dependent variable, in terms of the other quantity, thought of as the independent variable. Analyze the relationship between the dependent and independent variables using graphs and tables, and relate these to the equation. (MS-LS1-1), (MS-LS1-2), (MS-LS1-3), (MS-LS1-6), (MS-LS2-3)	<i>Populations and Resources</i> Chapter 1, Lesson 1.3 Activity 2						
148	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-ETS1-1), (MS-ETS1-2), (MS-ETS1-3)	<i>Matter and Energy in Ecosystems</i> Chapter 1, Lesson 1.5 Activity 3, Screen 2, Teacher Support Tab						

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149	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), (MS-LS1-5)	<i>Natural Selection Engineering Internship</i> Day 2 Activity T. "Modeling Population Shifts"						
150	CCSS Math	6.SP.B.5 Summarize numerical data sets in relation to their context. (MS-LS1-4), (MS-LS1-5), (MS-LS2-2), (MS-LS3-2), (MS-LS4-4), (MS-LS4-6)	<i>Natural Selection</i> Chapter 1, Lesson 1.5 Activity 2. Screen 2						
151	CCSS Math	7.SP.7 Develop a probability model and use it to find probabilities of events. Compare probabilities from a model to observed frequencies; if the agreement is not good, explain possible sources of the discrepancy. (MS-ETS1-4)	<i>Evolutionary History</i> Chapter 2, Lesson 2.3 Activity 3, Screen 2, Teacher Support Tab, "Instructional Suggestion. Going Further: Mathematical Thinking"						

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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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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.	<i>Traits and Reproduction</i> Unit Overview (pg. 2–3 in Printable Teacher Guide) Planning for the Unit, Standard at a Glance (pg. 26 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.	<i>Metabolism</i> Planning for the Unit, Unit Map (pg. 3 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.	Natural Selection Printable Resources, Coherence Flowchart						

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.	<i>Populations and Resources</i> Teacher References, Assessment System , Entry-Level and Summative Assessments & Monitoring Progress (pg. 522–525 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.	<i>Natural Selection</i> <i>Engineering Internship</i> Day 6 Activity T. "Reviewing Design Feedback" , including Teacher Support tab <i>Natural Selection</i> Chapter 4, Lesson 4.2 Activity 4					

Materials include opportunities for teachers to effectively plan and utilize materials.

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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
6	Materials provide a comprehensive list of supplies and teacher guidance needed to support instructional activities in a safe manner.	<i>Metabolism</i> Chapter 3, Lesson 3.2 Lesson Brief, Materials & Preparation (pg. 4–6 in Printable Lesson Guide) Activity 2 (safety note at top of activity)						
7	Materials provide teacher guidance for the use of embedded and meaningful technology to support and enhance student learning, when applicable.	<i>Traits and Reproduction</i> Teacher References, Apps in This Unit (pg. 495–498 in Printable Teacher Guide)						
8	Materials and assessments include teacher guidance for students at, approaching, or exceeding grade level expectations.	<i>Populations and Resources</i> Chapter 2, Lesson 2.6 Lesson Brief, Differentiation (pg. 6–7 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.	<i>Matter and Energy in Ecosystems</i> Chapter 3, Lesson 3.4 Activity 3, Embedded Formative Assessment button						

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.	<i>Microbiome</i> Chapter 1, Lesson 1.1 Digital Resources, "Eliciting and Leveraging Students' Prior Knowledge, Personal Experiences, and Cultural Backgrounds" Digital Resources, "Microbiome on Mars: Family and Community Connections Homework"					
11	The flow of lessons from one unit to the next is coherent, meaningful, direct, and apparent to students.	<i>Populations and Resources</i> Chapter 3, Lesson 3.1 Activity 2 (steps 1–4)					

Materials are designed for all learners.	
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Materials are designed for all learners.

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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
12	Materials provide extensions and/or opportunities for all students to engage in learning grade-level/band science and engineering in greater depth.	<i>Natural Selection</i> Chapter 2, Lesson 2.4 Lesson Brief, Differentiation (pg. 6–8 in Printable Lesson Guide)						
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.	<i>Amplify Science</i> Program Guide, Access and equity, Universal Design for Learning						

Section 2: All Content Review				
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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. <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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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.			