NEW MEXICO
Public Education Department

# F.9 - Grade 7 Accelerated Integrated Math

| PUBLISHER/PROVIDER MATERIAL INFORMATION (TO BE COMPLETED BY PUBLISHER/PROVIDER) | | | |
|---|---|---|---|
| Publisher/Provider Name/Imprint: | | Grade(s): | |
| Title of Student Edition: | | Student Edition ISBN: | |
| Title of Teacher Edition: | | Teacher Edition ISBN: | |
| Title of SE Workbook: | | SE Workbook ISBN: | |

| PUBLISHER/PROVIDER CITATION VIDEO: Reviewer must view video before starting the review of this set of materials. | | | |
|---|---|---|---|
| Citation Video Link: | | | |
| Citation video certification: | I certify that I have viewed the citation video for this specific publisher and set of materials. | | |
| Digital Material Log In:<br>(Include ONLY if submitting digital materials as part of the review set listed above.) | Website: | Username: | Password: |

**Section 1: Standards Review -- Math Content Standards**

**PUBLISHER/PROVIDER INSTRUCTIONS:**

• Publisher/Provider citations for this section will refer to the **Teacher Edition (teacher-facing core material)**. The cited Teacher Edition should correspond with the title and ISBN 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 math content standard in Column D. Each citation should direct the reviewer to a specific location in the materials that best meets the standard. The citations should be concise and should allow the reviewer to easily determine that all components of the standard have been met. Each citation should cover no more than 3 pages within the materials.

o Column D: Enter one citation in Column D from the **Teacher Edition (teacher-facing core material)**. Each citation should direct the reviewer to a specific location in the materials that best meets the standard. **If necessary,** you may enter multiple, **targeted** citations in order to address standards with multiple components. Use as few citations as needed to meet the full intent of the standard. Your citations should be concise and should allow the reviewer to easily determine that the full intent and all components of the standard have been met.

o Column E: The material will be scored for alignment with each standard as "Meets expectations", "Partially meets expectations", or "Does not meet expectations" based on the citation provided.

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

| Criteria # | Standard | F.9 Grade 7 Accelerated Integrated Math Standards Review | Publisher/Provider Citation from Teacher Edition | Score | **If Scored D:** Reviewer's Evidence for Publisher Citation | Reviewer Citation from Student Edition/Workbook | Score | **Required:** Reviewer's Evidence | Comments, other citations, notes |
|---|---|---|---|---|---|---|---|---|---|
| **DOMAIN: 7.NS - The Number System** | | | | | | | | | |
| **Cluster: Apply and extend previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers.** | | | | | | | | | |
| **1** | **7.NS.1** | Apply and extend previous understandings of addition and subtraction to add and subtract rational numbers; represent addition and subtraction on a horizontal or vertical number line diagram. | | | | | | | |
| **2** | **7.NS.1.a** | Describe situations in which opposite quantities combine to make 0. *For example, a hydrogen atom has 0 charge because its two constituents are oppositely charged.* | | | | | | | |
| **3** | **7.NS.1.b** | Understand $p + q$ as the number located a distance $\|q\|$ from $p$, in the positive or negative direction depending on whether $q$ is positive or negative. Show that a number and its opposite have a sum of 0 (are additive inverses). Interpret sums of rational numbers by describing real-world contexts. | | | | | | | |
| **4** | **7.NS.1.c** | Understand subtraction of rational numbers as adding the additive inverse, $p – q = p + (–q)$. Show that the distance between two rational numbers on the number line is the absolute value of their difference, and apply this principle in real-world contexts. | | | | | | | |
| **5** | **7.NS.1.d** | Apply properties of operations as strategies to add and subtract rational numbers. | | | | | | | |
| **6** | **7.NS.2** | Apply and extend previous understandings of multiplication and division and of fractions to multiply and divide rational numbers. | | | | | | | |
| **7** | **7.NS.2.a** | Understand that multiplication is extended from fractions to rational numbers by requiring that operations continue to satisfy the properties of operations, particularly the distributive property, leading to products such as $(–1)(–1) = 1$ and the rules for multiplying signed numbers. Interpret products of rational numbers by describing real-world contexts. | | | | | | | |
| **8** | **7.NS.2.b** | Understand that integers can be divided, provided that the divisor is not zero, and every quotient of integers (with non-zero divisor) is a rational number. If $p$ and $q$ are integers, then $–(p/q) = (–p)/q = p/(–q)$. Interpret quotients of rational numbers by describing real- world contexts. | | | | | | | |
| **9** | **7.NS.2.c** | Apply properties of operations as strategies to multiply and divide rational numbers. | | | | | | | |
| **10** | **7.NS.2.d** | Convert a rational number to a decimal using long division; know that the decimal form of a rational number terminates in 0s or eventually repeats. | | | | | | | |
| **11** | **7.NS.3** | Solve real-world and mathematical problems involving the four operations with rational numbers. | | | | | | | |
| **DOMAIN: 8.NS - The Number System** | | | | | | | | | |
| **Cluster: Know that there are numbers that are not rational, and approximate them by rational numbers.** | | | | | | | | | |
| **12** | **8.NS.1** | Know that numbers that are not rational are called irrational. Understand informally that every number has a decimal expansion; for rational numbers show that the decimal expansion repeats eventually, and convert a decimal expansion which repeats eventually into a rational number. | | | | | | | |
| **1** | **8.NS.2** | Use rational approximations of irrational numbers to compare the size of irrational numbers, locate them approximately on a number line diagram, and estimate the value of expressions (e.g., π2). *For example, by truncating the decimal expansion of $\sqrt{2}$, show that $\sqrt{2}$ is between 1 and 2, then between 1.4 and 1.5, and explain how to continue on to get better approximations.* | | | | | | | |
| **DOMAIN: 8.EE - Expressions and Equations** | | | | | | | | | |
| **Cluster: Work with radicals and integer exponents.** | | | | | | | | | |
| **14** | **8.EE.1** | Know and apply the properties of integer exponents to generate equivalent numerical expressions. *For example, $3^2 \times 3^{-5} = 3^{-3} = 1/3^3 = 1/27$.* | | | | | | | |
| **15** | **8.EE.2** | Use square root and cube root symbols to represent solutions to equations of the form $x^2 = p$ and $x^3 = p$, where p is a positive rational number. Evaluate square roots of small perfect squares and cube roots of small perfect cubes. Know that $\sqrt{2}$ is irrational. | | | | | | | |
| **16** | **8.EE.3** | Use numbers expressed in the form of a single digit times an integer power of 10 to estimate very large or very small quantities, and to express how many times as much one is than the other. *For example, estimate the population of the United States as $3 \times 10^8$ and the population of the world as $7 \times 10^9$, and determine that the world population is more than 20 times larger.* | | | | | | | |
| **17** | **8.EE.4** | Perform operations with numbers expressed in scientific notation, including problems where both decimal and scientific notation are used. Use scientific notation and choose units of appropriate size for measurements of very large or very small quantities (e.g., use millimeters per year for seafloor spreading). Interpret scientific notation that has been generated by technology. | | | | | | | |
| **DOMAIN: 7.RP - Ratios and Proportional Relationships** | | | | | | | | | |
| **Cluster: Analyze proportional relationships and use them to solve real-world and mathematical problems.** | | | | | | | | | |
| **18** | **7.RP.1** | Compute unit rates associated with ratios of fractions, including ratios of lengths, areas and other quantities measured in like or different units. *For example, if a person walks 1/2 mile in each 1/4 hour, compute the unit rate as the complex fraction $^1/_2 \,/\, _1/_4$ miles per hour, equivalently 2 miles per hour.* | | | | | | | |
| **19** | **7.RP.2** | Recognize and represent proportional relationships between quantities. | | | | | | | |
| **20** | **7.RP.2.a** | Decide whether two quantities are in a proportional relationship, e.g., by testing for equivalent ratios in a table or graphing on a coordinate plane and observing whether the graph is a straight line through the origin. | | | | | | | |
| **21** | **7.RP.2.b** | Identify the constant of proportionality (unit rate) in tables, graphs, equations, diagrams, and verbal descriptions of proportional relationships. | | | | | | | |
| **22** | **7.RP.2.c** | Represent proportional relationships by equations. *For example, if total cost t is proportional to the number n of items purchased at a constant price p, the relationship between the total cost and the number of items can be expressed as $t = pn$.* | | | | | | | |

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| **23** | **7.RP.2.d** | Explain what a point *(x, y)* on the graph of a proportional relationship means in terms of the situation, with special attention to the points (0, 0) and (1, *r*) where *r* is the unit rate. | | | | | | | |
| **24** | **7.RP.3** | Use proportional relationships to solve multistep ratio and percent problems. *Examples: simple interest, tax, markups and markdowns, gratuities and commissions, fees, percent increase and decrease, percent error.* | | | | | | | |
| **DOMAIN: 7.EE - Expressions and Equations** | | | | | | | | | |
| **Cluster: Use properties of operations to generate equivalent expressions.** | | | | | | | | | |
| **25** | **7.EE.1** | Apply properties of operations as strategies to add, subtract, factor, and expand linear expressions with rational coefficients. | | | | | | | |
| **26** | **7.EE.2** | Understand that rewriting an expression in different forms in a problem context can shed light on the problem and how the quantities in it are related. *For example, a + 0.05a = 1.05a means that "increase by 5%" is the same as "multiply by 1.05."* | | | | | | | |
| **Cluster: Solve real-life and mathematical problems using numerical and algebraic expressions and equations.** | | | | | | | | | |
| **27** | **7.EE.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. *For example: If a woman making $25 an hour gets a 10% raise, she will make an additional 1/10 of her salary an hour, or $2.50, for a new salary of $27.50. If you want to place a towel bar 9 3/4 inches long in the center of a door that is 27 1/2 inches wide, you will need to place the bar about 9 inches from each edge; this estimate can be used as a check on the exact computation.* | | | | | | | |
| **28** | **7.EE.4** | Use variables to represent quantities in a real-world or mathematical problem, and construct simple equations and inequalities to solve problems by reasoning about the quantities. | | | | | | | |
| **29** | **7.EE.4.a** | Solve word problems leading to equations of the form *px + q = r* and *p (x + q) = r*, where *p*, *q*, and *r* are specific rational numbers. Solve equations of these forms fluently. Compare an algebraic solution to an arithmetic solution, identifying the sequence of the operations used in each approach. *For example, the perimeter of a rectangle is 54 cm. Its length is 6 cm. What is its width?* | | | | | | | |
| **30** | **7.EE.4.b** | Solve word problems leading to inequalities of the form px + q > r or px + q < r, where p, q, and r are specific rational numbers. Graph the solution set of the inequality and interpret it in the context of the problem. *For example: As a salesperson, you are paid $50 per week plus $3 per sale. This week you want your pay to be at least $100. Write an inequality for the number of sales you need to make, and describe the solutions.* | | | | | | | |
| **DOMAIN: 8.EE - Expressions and Equations** | | | | | | | | | |
| **Cluster: Understand the connections between proportional relationships, line, and linear equations.** | | | | | | | | | |
| **31** | **8.EE.5** | Graph proportional relationships, interpreting the unit rate as the slope of the graph. Compare two different proportional relationships represented in different ways. For example, compare a distance-time graph to a distance-time equation to determine which of two moving objects has greater speed. | | | | | | | |
| **32** | **8.EE.6** | Use similar triangles to explain why the slope *m* is the same between any two distinct points on a non-vertical line in the coordinate plane; derive the equation *y = mx* for a line through the origin and the equation *y = mx + b* for a line intercepting the vertical axis at *b*. | | | | | | | |
| **Cluster: Analyze and solve linear equations and pairs of simultaneous linear equations.** | | | | | | | | | |
| **33** | **8.EE.7** | Solve linear equations in one variable. | | | | | | | |
| **34** | **8.EE.7.a** | Give examples of linear equations in one variable with one solution, infinitely many solutions, or no solutions. Show which of these possibilities is the case by successively transforming the given equation into simpler forms, until an equivalent equation of the form *x = a*, *a = a*, or *a = b* results (where *a* and *b* are different numbers). | | | | | | | |
| **35** | **8.EE.7.b** | Solve linear equations with rational number coefficients, including equations whose solutions require expanding expressions using the distributive property and collecting like terms. | | | | | | | |
| **DOMAIN: 7.SP - Statistics and Probability** | | | | | | | | | |
| **Cluster: Use random sampling to draw inferences about a population.** | | | | | | | | | |
| **36** | **7.SP.1** | Understand that statistics can be used to gain information about a population by examining a sample of the population; generalizations about a population from a sample are valid only if the sample is representative of that population. Understand that random sampling tends to produce representative samples and support valid inferences. | | | | | | | |
| **37** | **7.SP.2** | Use data from a random sample to draw inferences about a population with an unknown characteristic of interest. Generate multiple samples (or simulated samples) of the same size to gauge the variation in estimates or predictions. *For example, estimate the mean word length in a book by randomly sampling words from the book; predict the winner of a school election based on randomly sampled survey data. Gauge how far off the estimate or prediction might be.* | | | | | | | |
| **Cluster: Draw informal comparative inferences about two populations.** | | | | | | | | | |
| **38** | **7.SP.3** | Informally assess the degree of visual overlap of two numerical data distributions with similar variabilities, measuring the difference between the centers by expressing it as a multiple of a measure of variability. *For example, the mean height of players on the basketball team is 10 cm greater than the mean height of players on the soccer team, about twice the variability (mean absolute deviation) on either team; on a dot plot, the separation between the two distributions of heights is noticeable.* | | | | | | | |
| **39** | **7.SP.4** | Use measures of center and measures of variability for numerical data from random samples to draw informal comparative inferences about two populations. *For example, decide whether the words in a chapter of a seventh-grade science book are generally longer than the words in a chapter of a fourth-grade science book.* | | | | | | | |
| **Cluster: Investigate chance processes and develop, use, and evaluate probability models.** | | | | | | | | | |
| **40** | **7.SP.5** | Understand that the probability of a chance event is a number between 0 and 1 that expresses the likelihood of the event occurring. Larger numbers indicate greater likelihood. A probability near 0 indicates an unlikely event, a probability around 1/2 indicates an event that is neither unlikely nor likely, and a probability near 1 indicates a likely event. | | | | | | | |
| **41** | **7.SP.6** | Approximate the probability of a chance event by collecting data on the chance process that produces it and observing its long-run relative frequency, and predict the approximate relative frequency given the probability. *For example, when rolling a number cube 600 times, predict that a 3 or 6 would be rolled roughly 200 times, but probably not exactly 200 times.* | | | | | | | |

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| **42** | **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. | | | | | | | |
| **43** | **7.SP.7.a** | Develop a uniform probability model by assigning equal probability to all outcomes, and use the model to determine probabilities of events. *For example, if a student is selected at random from a class, find the probability that Jane will be selected and the probability that a girl will be selected.* | | | | | | | |
| **44** | **7.SP.7.b** | Develop a probability model (which may not be uniform) by observing frequencies in data generated from a chance process. *For example, find the approximate probability that a spinning penny will land heads up or that a tossed paper cup will land open-end down. Do the outcomes for the spinning penny appear to be equally likely based on the observed frequencies?* | | | | | | | |
| **45** | **7.SP.8** | Find probabilities of compound events using organized lists, tables, tree diagrams, and simulation. | | | | | | | |
| **46** | **7.SP.8.a** | Understand that, just as with simple events, the probability of a compound event is the fraction of outcomes in the sample space for which the compound event occurs. | | | | | | | |
| **47** | **7.SP.8.b** | Represent sample spaces for compound events using methods such as organized lists, tables and tree diagrams. For an event described in everyday language (e.g., "rolling double sixes"), identify the outcomes in the sample space which compose the event. | | | | | | | |
| **48** | **7.SP.8.c** | Design and use a simulation to generate frequencies for compound events. *For example, use random digits as a simulation tool to approximate the answer to the question: If 40% of donors have type A blood, what is the probability that it will take at least 4 donors to find one with type A blood?* | | | | | | | |
| **DOMAIN: 7.G - Geometry** | | | | | | | | | |
| **Cluster: Draw, construct, and describe geometrical figures and describe the relationships between them.** | | | | | | | | | |
| **49** | **7.G.1** | Solve problems involving scale drawings of geometric figures, including computing actual lengths and areas from a scale drawing and reproducing a scale drawing at a different scale. | | | | | | | |
| **50** | **7.G.2** | Draw (freehand, with ruler and protractor, and with technology) geometric shapes with given conditions. Focus on constructing triangles from three measures of angles or sides, noticing when the conditions determine a unique triangle, more than one triangle, or no triangle. | | | | | | | |
| **51** | **7.G.3** | Describe the two-dimensional figures that result from slicing three-dimensional figures, as in plane sections of right rectangular prisms and right rectangular pyramids. | | | | | | | |
| **Cluster: Solve real-life and mathematical problems involving angle measure, area, surface area, and volume.** | | | | | | | | | |
| **52** | **7.G.4** | Know the formulas for the area and circumference of a circle and use them to solve problems; give an informal derivation of the relationship between the circumference and area of a circle. | | | | | | | |
| **53** | **7.G.5** | Use facts about supplementary, complementary, vertical, and adjacent angles in a multi-step problem to write and solve simple equations for an unknown angle in a figure. | | | | | | | |
| **54** | **7.G.6** | Solve real-world and mathematical problems involving area, volume and surface area of two- and three-dimensional objects composed of triangles, quadrilaterals, polygons, cubes, and right prisms. | | | | | | | |
| **DOMAIN: 8.G - Geometry** | | | | | | | | | |
| **Cluster: Understand congruence and similarity using physical models, transparencies, or geometry software.** | | | | | | | | | |
| **55** | **8.G.1** | Verify experimentally the properties of rotations, reflections, and translations: | | | | | | | |
| **56** | **8.G.1.a** | Lines are taken to lines, and line segments to line segments of the same length. | | | | | | | |
| **57** | **8.G.1.b** | Angles are taken to angles of the same measure. | | | | | | | |
| **58** | **8.G.1.c** | Parallel lines are taken to parallel lines. | | | | | | | |
| **59** | **8.G.2** | Understand that a two-dimensional figure is congruent to another if the second can be obtained from the first by a sequence of rotations, reflections, and translations; given two congruent figures, describe a sequence that exhibits the congruence between them. | | | | | | | |
| **60** | **8.G.3** | Describe the effect of dilations, translations, rotations, and reflections on two-dimensional figures using coordinates. | | | | | | | |
| **61** | **8.G.4** | Understand that a two-dimensional figure is similar to another if the second can be obtained from the first by a sequence of rotations, reflections, translations, and dilations; given two similar two-dimensional figures, describe a sequence that exhibits the similarity between them. | | | | | | | |
| **62** | **8.G.5** | Use informal arguments to establish facts about the angle sum and exterior angle of triangles, about the angles created when parallel lines are cut by a transversal, and the angle-angle criterion for similarity of triangles. *For example, arrange three copies of the same triangle so that the sum of the three angles appears to form a line, and give an argument in terms of transversals why this is so.* | | | | | | | |
| **Cluster: Solve real-world and mathematical problems involving volume of cylinders, cones, and spheres.** | | | | | | | | | |
| **63** | **8.G.9** | Know the formulas for the volumes of cones, cylinders, and spheres and use them to solve real-world and mathematical problems. | | | | | | | |

**Section 2: Math Content Review**

**PUBLISHERS/PROVIDERS:**

- The Math Content Review 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 # | Grades K-12 Math Content Criteria | Score | Required: Reviewer's Evidence from Material<br>*Include where you found the evidence in the material and what evidence you found that supports your score.* | Comments, citations, notes |
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| **FOCUS AREA 1: RIGOR AND MATHEMATICAL PRACTICES**<br>**Materials support student mastery through a grade-appropriate balance of rigor: conceptual understanding, procedural fluency, and application.**<br>**Materials meaningfully connect the Content Standards (CCSS) with the Standards for Mathematical Practice (SMPs).** | | | | |
| **1** | ***Conceptual Understanding:***<br>Materials support the intentional development of students' conceptual understanding of key mathematical concepts. | | | |
| **2** | ***Procedural Skill and Fluency:***<br>Materials support intentional opportunities for students to develop procedural skills and fluencies in alignment with what is called for in the grade-level standards. | | | |
| **3** | ***Application:***<br>Materials support students' ability to leverage mathematical skills, concepts, representations, and strategies across a range of contexts, (including applying learning to real-world situations and new contexts). | | | |
| **4** | ***Balance of Rigor:***<br>*With equitable intensity*<br>The three aspects of rigor are not always treated together and are not always treated separately. The three aspects are balanced with respect to the standards being addressed in each grade level. | | | |
| **5** | ***SMPs 1 and 6***<br>Materials support the intentional development of making sense of problems and attending to precision as required by the mathematical practice standards 1 and 6. | | | |
| **6** | ***SMPs 2 and 3***<br>Materials support the intentional development of reasoning abstractly and quantitatively, along with developing viable arguments and critiquing the reasoning of others, in connection to the content standards, as required by the practice standards 2 and 3. | | | |
| **7** | ***SMPs 4 and 5***<br>Materials support the intentional development of modeling and using tools, in connection to the content standards, as required by the mathematical practice standards 4 and 5. | | | |
| **8** | ***SMPs 7 and 8***<br>Materials support the intentional development of seeing structure and generalizing, in connection to the content standards, as required by the mathematical practice standards 7 and 8. | | | |

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| **FOCUS AREA 2: STUDENT CENTERED INSTRUCTION**<br>**Materials contain embedded resources (routines, strategies, and pedagogical suggestions) to support all students in developing a positive mathematical identity, cultivating self-efficacy, and seeing themselves as a contributor to the math community.** | | | | |
| **9** | Materials provide students with opportunities to develop self-efficacy and a positive mathematical identity through opportunities to engage in grade-level tasks using various sharing strategies and approaches. | | | |
| **10** | Materials provide opportunities for students to see themselves as contributors to the math community. | | | |

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| **FOCUS AREA 3: INSTRUCTIONAL SUPPORTS FOR ALL STAKEHOLDERS**<br>**Materials provide guidance and resources to support educators in internalizing the mathematical content and providing responsive and differentiated instruction to all students. Materials contain helpful resources to support implementation and instruction (e.g. materials for leaders, teachers, students, families/ caregivers, etc).** | | | | |
| **11** | Teacher materials contain full, adult-level explanations and examples of the mathematics concepts within lessons so teachers can improve their own knowledge of the subject. Materials are in print or clearly distinguished/accessible as a teacher's edition in digital materials. | | | |
| **12** | The materials provide guidance for unit/lesson preparation to support use of the materials as intended and to further develop the teachers' own understanding of the mathematical approach. | | | |
| **13** | Teacher materials provide insight into students' ways of thinking with respect to important mathematical concepts, especially anticipating a variety of student responses. | | | |
| **14** | Materials contain strategies for informing parents or caregivers about the mathematics program and suggestions for how they can help support student progress and achievement. | | | |

| Section 2: All Content Review | | | | |
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| **PUBLISHERS/PROVIDERS:**<br>• The All Content Review 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.<br>• 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<br>*Include where you found the evidence in the material and what evidence you found that supports your score.* | Comments, citations, notes |
| **FOCUS AREA 1: COHERENCE**<br>**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**<br>**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. | | | |
| **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**<br>**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. | | | |

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| **15** | Instructional materials integrate opportunities for digital learning, including interactive digital components. | | | |
| **FOCUS AREA 4: ASSESSMENT**<br>**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.<br>*(Adopted New Mexico Content Standards for 2024: NM STEM Ready Science Standards)* | | | |
| **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, 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**<br>**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. | | | |
| **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**<br>**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**<br>**Instructional materials highlight diversity in culture and language through multiple perspectives.** | | | | |

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

| Standards for Mathematical Practice | |
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| 1 | Make sense of problems and persevere in solving them. |
| 2 | Reason abstractly and quantitatively. |
| 3 | Construct viable arguments and critique the reasoning of others. |
| 4 | Model with mathematics. |
| 5 | Use appropriate tools strategically. |
| 6 | Attend to precision. |
| 7 | Look for and make use of structure. |
| 8 | Look for and express regularity in repeated reasoning. |