

**CONSENT  
AUGUST 10, 2017**

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<b>TAB</b>	<b>DESCRIPTION</b>	<b>ACTION</b>
1	<b>BAHR-SECTION I - TIAA – RETIREMENT PLAN COMMITTEE APPOINTMENTS</b>	Motion to Approve
2	<b>BAHR-SECTION II - BOISE STATE UNIVERSITY – LICENSE AGREEMENT – SPRINGER CUSTOMER SERVICE CENTER &amp; LYRASIS</b>	Motion to Approve
3	<b>BAHR-SECTION II - UNIVERSITY OF IDAHO – EASEMENT MCCALL CAMPUS PROPERTY EASEMENT ACCESS – 2<sup>ND</sup> PHASE – SIX PRIVATE LOT OWNERS</b>	Motion to Approve
4	<b>IRSA – PROGRAMS AND CHANGES APPROVED BY THE EXECUTIVE DIRECTORY – QUARTERLY REPORT</b>	Information Item
5	<b>IRSA – STATE GENERAL EDUCATION COMMITTEE APPOINTMENTS</b>	Motion to Approve
6	<b>IRSA – COLLEGE OF EASTERN IDAHO – PROGRAM APPROVAL REQUEST – ASSOCIATE OF ARTS – LIBERAL STUDIES</b>	Motion to Approve
7	<b>PPGA – INSTITUTION PRESIDENT APPROVED ALCOHOL PERMITS</b>	Information Item
8	<b>PPGA – INDIAN EDUCATION COMMITTEE APPOINTMENTS</b>	Motion to Approve
9	<b>SDE – ADOPTION OF CURRICULAR MATERIALS AND RELATED INSTRUCTIONAL MATERIALS</b>	Motion to Approve
10	<b>SDE – PROFESSIONAL STANDARDS COMMISSION - BOISE STATE UNIVERSITY; TEACHER ENDORSEMENT PROGRAMS REVIEW</b>	Motion to Approve

**CONSENT**  
**AUGUST 10, 2017**

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<b>TAB</b>	<b>DESCRIPTION</b>	<b>ACTION</b>
11	<b>SDE – PROFESSIONAL STANDARDS COMMISSION – UNIVERSITY OF IDAHO; TEACHER ENDORSEMENT PROGRAMS REVIEW</b>	Motion to Approve
12	<b>SDE –BIAS AND SENSITIVITY COMMITTEE APPOINTMENTS</b>	Motion to Approve

**BOARD ACTION**

I move to approve the Consent Agenda as presented.

Moved by \_\_\_\_\_ Seconded by \_\_\_\_\_ Carried Yes \_\_\_\_\_ No \_\_\_\_\_

**CONSENT**  
**AUGUST 10, 2017**

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**SUBJECT**

Retirement Plan Committee Appointments

**REFERENCE**

April 2015	Idaho State Board of Education approved the second reading of Policy II.R., establishing the Retirement Plan Committee
February 2016	Board appointed initial cohort of members of the Retirement Plan Committee

**APPLICABLE STATUTES, RULE OR POLICY**

Sections 33-107A, 107B,107C, Idaho Code  
Section 59-513, Idaho Code  
Idaho State Board of Education Governing Policies & Procedures, Sections II.K. and II.R.

**BACKGROUND/DISCUSSION**

The State Board of Education (Board) is the Plan Sponsor for defined contribution retirement plans used by non-PERSI employees at the public college and universities, the community colleges, and the Office of the State Board of Education. The Board has a 401(a) mandatory Optional Retirement Plan with employer and employee contributions, and voluntary 403(b) and 457(b) deferred compensation plans with employee-only contributions. The current Board-approved vendors for the 401(a), 403(b), and 457(b) plans are the Teachers Insurance and Annuity Association (TIAA) and the Variable Annuity Life Insurance Company (VALIC).

The Board has assigned oversight responsibility for the above-described retirement plans to its Retirement Plan Committee (Committee) established through Board policy II.R. The Committee is chaired by a Board member appointed by the Board President and made up of representatives from the institutions and community colleges and other experts in the area of retirement planning drawn from outside the staffs of the colleges and universities. The committee monitors the vendors' fee structures and their portfolio performance and carries out fiduciary responsibilities, assisted by an external consultant on retirement planning tax law, who has been appointed by the State Attorney General's Office as a Special Deputy Attorney General to support the Board, and by other outside consultants, as needed.

The proposed action is for Board approval of two new Committee members, nominated to replace two members of the original Committee cohort who have departed.

**CONSENT**  
**AUGUST 10, 2017**

---

**IMPACT**

The proposed nominees will be excellent additions to the Committee as it assists the Board in carrying out its fiduciary duties as the plan sponsor of its retirement plans, in accordance with industry best practices.

**ATTACHMENTS**

Attachment 1 – Retirement Plan Committee Membership List	Page 3
Attachment 2 – Résumé of Mark Llitas	Page 5
Attachment 3 – Résumé of Brian Sagendorf	Page 7

**STAFF COMMENTS AND RECOMMENDATIONS**

Mark Llitas is an experienced financial manager who served as an Executive for the Idaho operations of the Wells Fargo bank until his recent retirement. He has also been a member and past Chair of the Boise State University Foundation. He is being nominated to fill an “external” expert slot on the Committee. Brian Sagendorf is the Director of Human Resources at Idaho State University, and is experienced in working with the Board’s current retirement plan vendors. He is being nominated as a member representing a four-year institution on the Committee. The Board Staff is delighted to have the opportunity to bring these qualified individuals onto the Committee to support the Board in providing oversight over its retirement plans with over \$1 billion in assets.

Staff recommends approval.

**BOARD ACTION**

I move to appoint Mark Llitas and Brian Sagendorf as members of the State Board of Education Retirement Plan Committee.

Moved by \_\_\_\_\_ Seconded by \_\_\_\_\_ Carried Yes \_\_\_\_\_ No \_\_\_\_\_

Idaho State Board of Education  
Retirement Plan Committee Members  
Current as of August 1, 2017

Andy Scoggin, Chair  
Brandi Terwilliger  
Eric Nielsen  
Jane Buser, External Member  
Kent Kinyon, External Member  
Lilian Talley  
Richelle Sugiyama, External Member

SBOE Board Member  
University of Idaho  
College of Southern Idaho  
formerly of Boise State University  
formerly of Lewis-Clark State College  
College of Western Idaho  
Public Retirement System of Idaho

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# Mark W. Lliteras

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- Education** 1968 – 1972 Boise State University Boise, Idaho
- Bachelor of Science, Mathematics
- Professional experience** Retired as of July 1, 2016
- 2000-7/2016 Wells Fargo Bank, N.A. Boise, Idaho
- Executive Vice President and Manager, Southern Idaho Commercial Banking Office**
- Responsible for meeting the financial needs of middle and large corporate businesses, public, private, commercial and agricultural; greater than \$20 million in sales, which includes loans, capital markets, treasury services and client satisfaction.
  - Loan commitments increased by a third and loans outstanding more than doubled over the period.
  - Supervised six relationship managers plus support staff of eleven located in Boise and Idaho Falls who deliver credit and noncredit services to clients.
- 1996-2000 First Security Bank, N.A. Boise, Idaho
- President of Business Banking**
- Responsible for seven state delivery of commercial financial services at retail and corporate level through a team of over one hundred professionals. Seven direct reports. Reported to member of corporate Management Committee.
  - Business model covered profit and loss, portfolio quality, cross selling, and internal partners' products/services.
  - Implemented strategies and tactics from corporate wide reengineering project.
  - Served on advisory committee to the corporate asset and liability management committee.
  - Vice Chairman of Corporate Loan Committee
- July, 1995-December, 1995
- Project Vision**
- One of twenty corporate-wide members of project team to design reengineering of First Security Corp. Worked on the retail delivery segment. Goal was process improvement for greater productivity and higher customer satisfaction without sacrificing appropriate corporate checks and balances.
- January, 1987-July, 1995 First Security Bank of Idaho, N.A. Boise, Idaho
- Senior Vice President and Manager of Commercial Banking**
- Managed delivery of commercial banking and International banking services through four relationship managers and twelve support staff to middle market and large corporate clients in Idaho.

- Member of bank's senior loan committee

**August, 1972-1986 First Security Bank of Idaho, N.A.**

Variety of positions: Management Trainee, Operations Officer, Assistant Branch Manager, Branch Manager and Manager of Commercial Loans.

**Professional memberships**

Idaho Energy Resources Authority Board of Directors.

**Community activities**

Past Board of Directors: Boise State University Foundation (past chairman of the board), Ada County Cancer Society (past chairman), Boise Chamber of Commerce, St. Alphonsus Foundation, Discovery Center of Idaho (past chairman), Idaho Bankers Assn.(past chairman), IACI, Pacific Coast Banking School and Boise State Alumni Association (past chairman).



**Brian J. Sagendorf**  
**Director of Human Resources**  
**Idaho State University**  
**921 South 8<sup>th</sup> Ave., Stop 8107**  
**Pocatello, ID 83209**  
**208-282-2517**  
**sagebria@isu.edu**

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## Experience

### **Office of Human Resources, Idaho State University, Pocatello, ID**

***Director of Human Resources*** May, 2013 – Present

- Responsible for administering institutional human resource policies and practices for faculty and staff. Overall responsibilities include HR records, benefits administration, employment, classification, compensation, employee relations and training.
- Manage HR Office, consisting of 11 full time HR staff, including 5 exempt, HR professionals.
- Participate in the development and administration of annual HR operating budget of approximately \$800,000.
- Design and develop policies and procedures for improved management of institution's faculty and staff.
- Coordinate with the State of Idaho, Department of Administration and/or State Board of Education in the development and administration of any statewide policies and HR programs.
- Managed the selection of an ERP integrated Talent Management Suite with Ellucian in January 2014 which provides a suite of HR Information System modules including Applicant Tracking, Performance Management, and Learning Management.

### **Division of Human Resources, City of Idaho Falls, Idaho Falls, ID**

***Director of Human Resources*** November 2008 – April, 2013

- Plan, organize, and direct all operations for the Division of Human Resources in areas such as classification and compensation, recruitment and selection, employee/labor relations, HRIS, benefits administration, staff development/training, and worker's compensation/risk management.
- Develop and manage annual operating budget for Division of Human Resources of approximately \$350,000.
- Participate as member of bargaining team; negotiate Collective Bargaining Agreements with City's two collective bargaining units.
- Manage the design and negotiation of all group insurance contracts.
- Implemented occupational injury preferred provider program which contributed to a 10% reduction in worker's compensation Loss Ratio in first year.
- Assisted with the design of, and transition to City's self-funded worker's compensation insurance program – resulting in a 15% savings to the City from Fully-Insured program; oversee claims filing process with TPA.
- Implemented and installed City's electronic Applicant Tracking System with NEOGOV; since system launch, application volume has increased by more than 100%.
- Implemented a revised point factoring method and re-assessed compensation ranges for all city job classifications.
- Managed implementation project for city wide performance evaluation software with NEOGOV.

### **Office of Human Resources, Idaho State University, Pocatello, ID**

***Senior Human Resource Advisor*** March 2004 – October 2008

- Administer faculty and staff benefits and retirement plans; advise and assist employees in selecting plans appropriate to their needs; provide individual pre-retirement and post-retirement assistance; counsel employees about disability and survivor benefits; plan, organize and present education programs and informational meetings pertaining to employee benefits; manage new employee orientation.
- Manage the application of the Family Medical Leave Act for employees.
- Administer the Tuition Reduction Program and the Shared Leave Procedure.
- Audit classified staff positions to ensure proper classification and conduct compensation analysis.
- Complete salary surveys and conduct benchmarking for salary administration of non-classified positions.
- Coordinate employee relations efforts for classified staff.
- Supervised employment and benefits specialists; hired, trained, and managed performance of staff.
- Organize and oversee the development and selection of training programs for employee recognition week.
- Member of university implementation team on ERP implementation project to SunGard Banner.
- Work with Idaho State Board of Education, Public Employee Retirement System of Idaho, VALIC, TIAA-CREF, Social Security Administration, Idaho Department of Administration, Idaho Division of Human Resources, Idaho Division of Financial Management, State Controller's Office, and other agencies as necessary.

***Employment Specialist/Human Resource Advisor*** March 2003 –March 2004

- Developed and coordinated advertising plans for University openings; advised faculty and staff with recruitment and selection information in conjunction with ISU Affirmative Action.
- Facilitated the advertisement of position announcements with appropriate newspapers, periodicals, journals, and on-line sources; negotiated advertising agreement with the Graystone Group advertising agency resulting in improved employment advertisement designs and significant cost savings to the University.
- Developed job description format for non classified staff at Idaho State University.
- Conducted job analysis in order to update job descriptions for non-classified positions.

**Education**

***Idaho State University*** - Pocatello, Idaho

- BBA - May 2003; Business Management Major, emphasis in Human Resource Management.

***Ricks College*** - Rexburg, Idaho

- AAS - December 1999, Business Major.

**Professional Affiliations/Certifications**

- Western Region Board Member, College and University Professional Association for Human Resources, (CUPA-HR), 2017 – 2020.
- Former member, International Public Management Association for Human Resources, (IPMA-HR), 2008-2013.
- Former member, National Public Employer Labor Relations Association, (NPELRA), 2008-2013.
- President, Intermountain West Chapter of CUPA-HR, 2007-2008.
- State Coordinator for Idaho, Northwest Region of CUPA-HR, 2005-2008.
- Host Committee Chair for 2008 CUPA-HR Regional Conference in Boise, Idaho.
- Member of the national CUPA-HR Knowledge Center Committee, 2005-2007.
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**CONSENT**  
**AUGUST 10, 2017**

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**BOISE STATE UNIVERSITY**

**SUBJECT**

License Agreement between Springer Customer Service Center and LYRASIS

**APPLICABLE STATUTE, RULE, OR POLICY**

Idaho State Board of Education Governing Policies & Procedures, Section V.I.3

**BACKGROUND/DISCUSSION**

Boise State University (BSU) requests permission to enter into a five year license agreement with Springer Customer Service Center (Springer) through the purchasing consortium, LYRASIS.

Springer provides an ejournal group package which includes all journals currently published by Springer, all of the Nature Publishing Group Academic Journals and Palgrave Macmillan Journals, and Nature "branded" titles. LYRASIS partners with member libraries, archives and museums and other cultural heritage organizations to create, access, and manage information with an emphasis on digital content, while building and sustaining collaboration, enhancing operations and technology, and increasing buying power.

The license agreement provides unlimited, simultaneous and remote access for full-time and part-time students, faculty, staff, researchers, independent contractors of BSU, and individuals using computer terminals within BSU library facilities. The ejournal license includes access to:

Springer Nature: The Springer Optimum Collection (2,242 journal titles)

- 2,141 Springer imprint journals
- 40 Nature Academic Journals
- 10 Nature "branded" journals
- 51 Palgrave Macmillan Journals

Springer Nature is the sole publisher and distributor of the electronic journals offered in this package, and on the Springer-Link platform. The license agreement provides immediate desktop access to journal titles and will allow fuller utilization of existing research databases that provide links to Springer Nature journals. The Springer license also provides access to full-text articles from January 1997-present, and perpetual ownership of this content. Springer Nature's extensive and unique full-text journal collection covers authoritative titles from the core scientific and social science literature, including high-impact factor titles. The availability of this collection will provide the necessary support for current graduate and undergraduate programs and research on campus including biology, biomolecular and biomedical science, chemistry, economics, education, engineering, finance,

**CONSENT  
AUGUST 10, 2017**

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geophysics, health science, nursing, mathematics, physics, and musculoskeletal research.

Access to the journals is crucial to the continued growth of active research programs and increased research productivity by university students and faculty members. Without access to these journals, students and faculty would be placed at a distinct disadvantage regionally and nationally.

BSU is unable to utilize subscriptions to these journals at other institutions due to strict licensing rules imposed by the publishers. Elsevier is the sole publisher and distributor of the electronic journals offered in this package, and on the ScienceDirect platform.

**IMPACT**

The subscription costs (including the annual participation fee of \$900.00) are as follows:

Year 1 (January 1, 2017 – December 31, 2017)	\$ 251,765.12
Year 2 (January 1, 2018 – December 31, 2018)	\$ 261,799.72
Year 3 (January 1, 2019 – December 31, 2019)	\$ 272,235.71
Year 4 (January 1, 2020 – December 31, 2020)	\$ 283,089.14
Year 5 (January 1, 2021 – December 31, 2021)	<u>\$ 294,376.71</u>
Total	\$1,363,266.40

Source of funding is appropriated funds.

**ATTACHMENTS**

Attachment 1 – LYRASIS License Agreement	Page 3
Attachment 2 – Execution of License Agreement	Page 151

**STAFF COMMENTS AND RECOMMENDATIONS**

Board approval for the proposed license agreement is required by Board Policy V.I.3. because the total value of services over the life of the multi-year agreement exceeds \$1,000,000.

Staff recommends approval.

**BOARD ACTION**

I move to approve the request by Boise State University to enter into a five-year license agreement with LYRASIS for approximately 2,242 journal titles published by Springer Nature in substantive conformance to the form provided in Attachment 1.

Moved by \_\_\_\_\_ Seconded by \_\_\_\_\_ Carried Yes \_\_\_\_\_ No \_\_\_\_\_



## LICENSE AGREEMENT

### LICENSE DETAILS:

**License ID number:** 23869

**Customer:** LYRASIS

**Primary Address:** 1438 West Peachtree Street NW, #150, Atlanta GA 30309

This License Agreement between Springer Customer Service Center, LLC, 233 Spring Street, New York, New York 10013, USA (“Licensor”) and Customer (for itself, and if applicable, on behalf of the Licensees listed in Attachment 1) incorporates the following documents:

- This License Details page including Attachment 1: Customer and Licensee Information;
- The Product Terms;
- The General Terms and Conditions attached hereto.

When executed by both parties, this License Agreement shall be deemed effective on the earlier of: (i) the earliest Commencement Date for any Product licensed hereunder, or (ii) the last date of signature by Licensor or Customer.

### 1. Products and License Fee

Products	License Fee				
	2017	2018	2019	2020	2021
Springer Nature Optimum	██████████	██████████	██████████	██████████	██████████
Single Title Journal Subscriptions (Springer Research Group)	██████████	██████████	██████████	██████████	██████████
Single Title Journal Subscriptions (Nature Research Group)	██████████	██████████	██████████	██████████	██████████
Nature.com Complete	██████████	██████████	██████████	██████████	██████████
SpringerMaterials	██████████	██████████	██████████	██████████	██████████
Text and Data Mining					
License Fees in Total	██████████	██████████	██████████	██████████	██████████

CERTAIN CONTENT MADE AVAILABLE TO LICENSEE MAY BE SUBJECT TO AND LICENSED UNDER OPEN ACCESS LICENSE TERMS (“OPEN ACCESS CONTENT”). OPEN ACCESS CONTENT IS SOLELY SUBJECT TO THE APPLICABLE OPEN ACCESS LICENSE TERMS.

### 2. Payment Terms

2.1 The License Fee(s) is/are due within 60 days from the date of invoice. For multi-year contracts, Licensor will invoice Customer not earlier than 90 days prior to the beginning of each subsequent year of the Term.

2.2 The License Fee for subsequent years of the Term will be calculated as follows:

The License Fee for each Product in each year after the first year of the Term will be increased by 4 % over the 12 month equivalent License Fee for such Product during the immediately preceding year of the Term.

# SPRINGER NATURE

IN WITNESS WHEREOF, the parties have signed this License Agreement by their respective, duly authorized representatives on the date set forth below.

## CUSTOMER

DocuSigned by:  
*Celeste Feather*  
Signature: 790D36810891435  
Name  
(Printed): Celeste Feather  
Senior Director of Licensing  
and Strategic Partnerships  
Title: \_\_\_\_\_  
Date: Apr-03-2017 | 16:32 CEST

## LICENSOR

DocuSigned by:  
*Syed Hasan*  
Signature: E609854BCB44E  
Name  
(Printed): Syed Hasan  
President, Global Sales  
Title: \_\_\_\_\_  
Date: Apr-03-2017 | 20:56 CEST

DocuSigned by:  
*Maria Lopes*  
Signature: 88CA1FEDD0D4E8  
Name  
(Printed): Maria Lopes  
VP Sales  
Title: \_\_\_\_\_  
Date: Apr-03-2017 | 11:30 PDT

**Attachment 1**

**Customer and Licensee Information**

**Customer Information:**

- Legal Entity Name: LYRISIS
- Address: 1438 West Peachtree Street NW, #150  
Atlanta, GA 30309
- Contact Individual: Celeste Feather  
(800) -999-8558  
celeste.feather@lyrasis.org
- Business Partner ID: 3000176756

**Licensee Information:**

Institution	Address	IP Addresses	Business Partner
Adelphi University	P.O. Box 701 Garden City, NY 11530-0701	[REDACTED]	[REDACTED]
Agnes Scott College	141 E. College Ave. Decatur, GA 30030	[REDACTED]	[REDACTED]
Albright College	Gingrich Library Albright College 1621 North 13th Street Reading, PA 19604	[REDACTED]	[REDACTED]
Allegheny College	520 North Main Street Meadville, PA 16335	[REDACTED]	[REDACTED]
American Museum of Natural History	Central Park West at 79th St. New York, NY 10024	[REDACTED]	[REDACTED]
American University	4400 Massachusetts Avenue, NW, Washington, DC 20016	[REDACTED]	[REDACTED]
Anderson University	1100 E 5th St. Anderson, IN 46012	[REDACTED]	[REDACTED]
Auburn University	[REDACTED]	[REDACTED]	[REDACTED]
Austin Peay State University	601 College Street Clarksville, TN 37044	[REDACTED]	[REDACTED]



Institution	Address	IP Addresses	Business Partner
Berry College	2277 Martha Berry Hwy NW, Mt Berry, GA 30149	[REDACTED]	[REDACTED]
Bloomsburg University	400 East Second Street Bloomsburg, PA 17815-1301	[REDACTED]	[REDACTED]
Boise State University	Albertsons Library PO Box 46 Boise, ID 83707-0046	[REDACTED]	[REDACTED]
Bryn Mawr College	101 N. Merion Avenue Bryn Mawr, PA 19010-7480	[REDACTED]	[REDACTED]
Bucknell University	Bertrand Library 10 Coleman Hall Rd. Lewisburg, PA 17837	[REDACTED]	[REDACTED]
Butler University	University Libraries 4600 Sunset Ave. Indianapolis, IN 46208	[REDACTED]	[REDACTED]
Catholic University of America	Serials Dept. Mullen Library 620 Michigan Ave., NE Washington, DC 20064	[REDACTED]	[REDACTED]
Cedar Crest College	100 College Drive Allentown, PA 18104	[REDACTED]	[REDACTED]
Centre College of Kentucky	600 W Walnut St, Danville, KY 40422	[REDACTED]	[REDACTED]
College of Idaho	2112 Cleveland Blvd. Caldwell, ID 83605	[REDACTED]	[REDACTED]
College of William & Mary	Earl Gregg Swem Library P.O. Box 8794 Williamsburg, VA 23187-8794	[REDACTED]	[REDACTED]
Connecticut College	270 Mohegan Ave New London, CT 06320	[REDACTED]	[REDACTED]
Delaware State University	1200 N. DuPont Highway Dover, DE 19901	[REDACTED]	[REDACTED]
DePauw University	11 E. Larabee Street Greencastle, IN 46135-0037	[REDACTED]	[REDACTED]
Dickinson College	Post Office Box 1773 Carlisle, PA 17013-2896	[REDACTED]	[REDACTED]

Institution	Address	IP Addresses	Business Partner
Drexel University	33rd & Market Streets Philadelphia, PA 19104	[REDACTED]	[REDACTED]
Duquesne University	Gumberg Library 600 Forbes Avenue Pittsburgh, PA 15282	[REDACTED]	[REDACTED]
East Stroudsburg	200 Prospect Avenue East Stroudsburg University East Stroudsburg, PA 18301	[REDACTED]	[REDACTED]
Eastern Virginia Medical School	P.O. Box 1980 Norfolk, VA 23501-1980	[REDACTED]	[REDACTED]
Edinboro University of Pennsylvania	219 Meadville Street Edinboro, PA 16444	[REDACTED]	[REDACTED]
Emmanuel College	400 Fenway Boston, MA 02115	[REDACTED]	[REDACTED]
Fairfield University	1073 N Benson Rd, Fairfield, CT 06824	[REDACTED]	[REDACTED]
Gettysburg College	300 North Washington Street Gettysburg, PA 17325-1400	[REDACTED]	[REDACTED]
Hampshire College	Harold F. Johnson Library Center 893 West Street Amherst, MA 01002	[REDACTED]	[REDACTED]
Haverford College	370 Lancaster Avenue Haverford, PA 19041	[REDACTED]	[REDACTED]
Hofstra University	Joan and Donald E. Axinn Library 123 Hofstra University Hempstead, NY 11549-1230	[REDACTED]	[REDACTED]
Hollins University	7916 Williamson Rd. Roanoke, VA 24019	[REDACTED]	[REDACTED]

Institution	Address	IP Addresses	Business Partner
Idaho State University	Serials Dept. 10th & E. Lovejoy Pocatello, ID 83209	[REDACTED]	[REDACTED]
Indiana University of Pennsylvania	Stapleton Library 431 S. 11 <sup>th</sup> St. Indiana, PA 15705	[REDACTED]	[REDACTED]
Indiana Wesleyan University	4201 South Washington Street Marion, IN 46952	[REDACTED]	[REDACTED]
James Madison University	Carrier Library 920 S Main St Harrisonburg, VA 22807	[REDACTED]	[REDACTED]
Kean University	1000 Morris Avenue Union, NJ 07083	[REDACTED]	[REDACTED]
Lafayette College	710 Sullivan Road Lafayette College Easton, PA 18042-1797	[REDACTED]	[REDACTED]
Lebanon Valley College	101 North College Avenue Annville, PA 17003	[REDACTED]	[REDACTED]

Institution	Address	IP Addresses	Business Partner
Louisiana State University	Troy H. Middleton Library Serial Services--Room 30 Louisiana State University Baton Rouge, LA 70803	[Redacted IP Addresses]	[Redacted Business Partner]
Louisiana State University Health Sciences Center – Shreveport	1501 Kings Highway P.O. Box 33932 Shreveport, LA 71130-3932	[Redacted IP Addresses]	[Redacted Business Partner]
Loyola University New Orleans	6363 Saint Charles Avenue Campus Box 198 New Orleans, LA 70118	[Redacted IP Addresses]	[Redacted Business Partner]
Manhattan College	4513 Manhattan College Parkway Bronx, NY 10471	[Redacted IP Addresses]	[Redacted Business Partner]
Marshall University	One John Marshall Drive Huntington, WV 25755	[Redacted IP Addresses]	[Redacted Business Partner]
Massachusetts College of Pharmacy & Health Science	Henrietta DeBenedictis Library 179 Longwood Ave Boston, MA 02115	[Redacted IP Addresses]	[Redacted Business Partner]

Institution	Address	IP Addresses	Business Partner
Mercer University	Jack Tarver Library 1300 Edgewood Avenue Macon, GA 31207	[REDACTED]	[REDACTED]
Messiah College	One College Avenue Grantham, PA 17027	[REDACTED]	[REDACTED]
Misericordia University	Mary Kintz Bevevino Library 301 Lake Street Dallas, PA 18641	[REDACTED]	[REDACTED]
Morgan State University	1700 East Cold Spring Lane Baltimore, MD	[REDACTED]	[REDACTED]
Montana State University – Bozeman	MSU Library P.O. Box 173320 Bozeman MT 59717-3320	[REDACTED]	[REDACTED]
Montana State University – Billings	1500 University Drive Billings, MT 59101	[REDACTED]	[REDACTED]
Montana Tech of The University of Montana	Montana Tech Library 1300 West Park St Butte, MT 59701	[REDACTED]	[REDACTED]
Montclair State University	1 Normal Avenue Upper Montclair, NJ 07013	[REDACTED]	[REDACTED]
Morehouse School of Medicine	720 Westview Dr., S.W. Atlanta, GA 30310	[REDACTED]	[REDACTED]
Muhlenberg College	2400 Chew Street Allentown, PA 18104-5586	[REDACTED]	[REDACTED]
Murray State University	Periodicals Dept. Room 224-1 Waterfield Library Murray, KY 42071	[REDACTED]	[REDACTED]

Institution	Address	IP Addresses	Business Partner
Nazareth College	4245 East Ave Rochester, NY 14618-0950	[REDACTED]	[REDACTED]
NEC Laboratories America, Inc.	4 Independence Way Princeton, NJ 08540	[REDACTED]	[REDACTED]
New Jersey Institute of Technology	323 King Blvd. Newark, NJ 07102-1982	[REDACTED]	[REDACTED]
Niagara University	5795 Lewiston Rd Niagara University, NY 14109	[REDACTED]	[REDACTED]
North Dakota State University	1201 Albrecht Blvd. PO Box 5599 Fargo, ND 58105	[REDACTED]	[REDACTED]
Northcentral University	10000 E. University Drive Prescott Valley, AZ 86314	[REDACTED]	[REDACTED]
Old Dominion University	4427 Hampton Blvd., Norfolk, VA 23529	[REDACTED]	[REDACTED]
Olin College of Engineering	1000 Olin Way Needham, MA 02492	[REDACTED]	[REDACTED]
Palmer College of Chiropractic – California	90 E Tasman Dr. San Jose, CA 95134	[REDACTED]	[REDACTED]
Philadelphia College of Osteopathic Medicine	4170 City Avenue Philadelphia, PA 19131	[REDACTED]	[REDACTED]
Philadelphia University	4201 Henry Avenue Philadelphia, PA 19144	[REDACTED]	[REDACTED]
Quinnipiac University	275 Mount Carmel Avenue Handen, CT 06518-1905	[REDACTED]	[REDACTED]
Radford University	801 East Main Street Radford, VA 24142	[REDACTED]	[REDACTED]

Institution	Address	IP Addresses	Business Partner
Robert Morris University	6001 University Blvd Moon Township, PA 15108	[REDACTED]	[REDACTED]
Rockefeller University	The Rita and Frits Markus Library The Rockefeller University 1230 York Avenue RU Box 263 New York, NY 10065	[REDACTED]	[REDACTED]
Roseman University of Health Sciences	11 Sunset Way Henderson, NV 89014	[REDACTED]	[REDACTED]
Saint Michael's College	Library of Information Services One Winooski Park Colchester, VT 05439	[REDACTED]	[REDACTED]
Seton Hall University	400 South Orange Avenue South Orange, NJ 07079	[REDACTED]	[REDACTED]
Siena College	515 Loudon Rd. Albany, NY 12211	[REDACTED]	[REDACTED]
South College	720 North Fifth Avenue Knoxville, TN 37917	[REDACTED]	[REDACTED]
South Dakota State University	H.M. Briggs Library P.O. Box 2115 Brookings, SD 57007-1098	[REDACTED]	[REDACTED]
Southern Adventist University	McKee Library P.O. Box 629 Collegedale, TN 37315	[REDACTED]	[REDACTED]
Stevens Institute of Technology	Castle Point on the Hudson Hoboken, NJ, 07030	[REDACTED]	[REDACTED]
Stevenson University	1525 Greenspring Valley Rd. Stevenson, MD 21153	[REDACTED]	[REDACTED]

Institution	Address	IP Addresses	Business Partner
Suffolk University	8 Ashburton Place Boston, MA 02108-2701	[REDACTED]	[REDACTED]
SUNY Potsdam	44 Pierrepoint Ave. Potsdam, NY 13676	[REDACTED]	[REDACTED]
Swarthmore College	500 College Avenue Swarthmore, PA 19081	[REDACTED]	[REDACTED]
Thomas Jefferson University	1020 Walnut St Rm 201 Philadelphia, PA 19107-5587	[REDACTED]	[REDACTED]
Towson University	800 York Road, Towson, MD 21252	[REDACTED]	[REDACTED]
Tulane University	Howard-Tilton Memorial Library Serials Department New Orleans, LA 70118-5682	[REDACTED]	[REDACTED]
Uniformed Services University of Health Science	4301 Jones Bridge Rd. Bethesda, MD 20814-4799	[REDACTED]	[REDACTED]



Institution	Address	IP Addresses	Business Partner
University of Alabama –Birmingham (Lister Hill)	1720 2 <sup>nd</sup> Avenue South Birmingham, AL 35294-0013	[Redacted IP Addresses]	[Redacted Business Partner]
University of Alabama –Birmingham (Mervyne H. Sterne)	1530 3 <sup>rd</sup> Avenue South Birmingham, AL 35294	[Redacted IP Addresses]	[Redacted Business Partner]
University of Arkansas – Little Rock	Ottenheimer Library 2801 South University Avenue Little Rock, AR 72204-1099	[Redacted IP Addresses]	[Redacted Business Partner]
University of Arkansas - Monticello	514 University Drive P.O. Box 3599 Monticello, AR 71656	[Redacted IP Addresses]	[Redacted Business Partner]
University of Delaware	181 S. College Ave. Newark, DE 19717-5267	[Redacted IP Addresses]	[Redacted Business Partner]
University of Hawaii - Hilo	Library 200 W. Kawili Street Hilo, HI 96720	[Redacted IP Addresses]	[Redacted Business Partner]
University of Idaho	Library 1445 Hatter Creek Road Princeton, ID 83857	[Redacted IP Addresses]	[Redacted Business Partner]

Institution	Address	IP Addresses	Business Partner
University of Kentucky	William T. Young Library 500 South Limestone Lexington, KY 40506-0456	[REDACTED]	[REDACTED]
University of Maryland- College Park	McKeldin Library, Room B0228 College Park, MD 20742-0001	[REDACTED]	[REDACTED]
University of Maryland-Baltimore County	1000 Hilltop Circle Baltimore, MD 21250	[REDACTED]	[REDACTED]
University of Maryland Center For Environmental Science	P.O. Box 775 Cambridge, MD 21613	[REDACTED]	[REDACTED]
University of Maryland School of Law	500 W. Baltimore Street Baltimore, MD 21201	[REDACTED]	[REDACTED]
University of Memphis	University Libraries 126 Ned R. McWherter Library Memphis, TN 38152-3250	[REDACTED]	[REDACTED]

Institution	Address	IP Addresses	Business Partner
University of Mississippi	J.D. Williams Library 1 Library Loop University, MS 38677	[REDACTED]	[REDACTED]
University of Mississippi Medical Center	Rowland Medical Library 2500 North State St. Jackson, MS 39216-5405	[REDACTED]	[REDACTED]
University of Montana - Missoula	Mansfield Library 32 Campus Dr. Missoula, MT 59812-9936	[REDACTED]	[REDACTED]
University of Nebraska at Kearney	905 W 25th St Kearney, NE 68849	[REDACTED]	[REDACTED]
University of Nebraska Medical Center	S 42nd St & Emile St. Omaha, NE 68198	[REDACTED]	[REDACTED]
University of Nebraska -Omaha	6001 Dodge Street Omaha, NE 68182-0237	[REDACTED]	[REDACTED]
University of North Alabama	1 Harrison Plaza Florence, AL 35632	[REDACTED]	[REDACTED]
University of North Dakota	Chester Fritz Library 3051 University Ave Stop 9000 Grand Forks, ND 58202-9000	[REDACTED]	[REDACTED]
University of Richmond	28 Westhampton Way Richmond, VA 23173-0001	[REDACTED]	[REDACTED]
University of Scranton	800 Linden St Scranton, PA 18510-4634	[REDACTED]	[REDACTED]

Institution	Address	IP Addresses	Business Partner
University of South Alabama (Biomedical)	Baugh Biomedical Library - Campus University of South Alabama 5791 USA Drive North Mobile, AL 36688-0002	[REDACTED]	[REDACTED]
University of South Alabama (Main)	Dean of University Libraries University Library Room 145 Mobile, AL 36688-0002	[REDACTED]	[REDACTED]
University of South Dakota	414 E. Clark St. Vermillion, SD 57069	[REDACTED]	[REDACTED]

Institution	Address	IP Addresses	Business Partner
University of Tennessee at Chattanooga	615 McCallie Ave. Chattanooga, TN 37403	[REDACTED]	[REDACTED]
University of Tennessee Health Center Science Library	877 Madison Avenue Memphis, TN 38163	[REDACTED]	[REDACTED]
University of Tennessee – Martin	544 University St. Martin, TN 38237	[REDACTED]	[REDACTED]
University of the Sciences in Philadelphia	600 S. 43rd St. Philadelphia, PA 19104	[REDACTED]	[REDACTED]
University of Virginia	Alderman Library University of Virginia Charlottesville, VA 22904-4105	[REDACTED]	[REDACTED]
University of West Georgia	Ingram Library 1601 Maple St. Carrollton, GA 30118	[REDACTED]	[REDACTED]
Valdosta University	1500 N Patterson St. Valdosta, GA 31698	[REDACTED]	[REDACTED]
Valparaiso University	1700 Chapel Dr. Valparaiso, IN 46383	[REDACTED]	[REDACTED]
Villanova University	800 Lancaster Avenue Villanova, PA 19085	[REDACTED]	[REDACTED]
Virginia Commonwealth University	1001 W Main St Richmond, VA 23284	[REDACTED]	[REDACTED]

Institution	Address	IP Addresses	Business Partner
Virginia Institute of Marine Science	William J. Hargis Jr. Library Route 1208 Greate Road Gloucester Point, VA 23062	[REDACTED]	[REDACTED]
Virginia Polytechnic Institute	Newman Library [Mail code 0434] PO Box 90001 Blacksburg, VA 24062-9001	[REDACTED]	[REDACTED]

Institution	Address	IP Addresses	Business Partner
Virginia State University	1 Hayden Drive Petersburg, VA 23806	[REDACTED]	[REDACTED]
Washington & Lee University	Leyburn Library Washington and Lee University Lexington, VA 24450	[REDACTED]	[REDACTED]
Weber State University	3848 Harrison Blvd. Ogden, UT 84408	[REDACTED]	[REDACTED]
Wentworth Institute of Technology	550 Huntington Ave. Boston, MA 02115	[REDACTED]	[REDACTED]

Institution	Address	IP Addresses	Business Partner
West Virginia University	P.O. Box 6069 WVU 1549 University Ave Morgantown, WV 26506-6069	[REDACTED]	[REDACTED]
Western Kentucky University	1 Big Red Way Bowling Green, KY 42101	[REDACTED]	[REDACTED]
Westminster College	319 S Market St. New Wilmington, PA 16172	[REDACTED]	[REDACTED]
Wichita State University	1845 Fairmount Wichita, KS 67260-0068	[REDACTED]	[REDACTED]
William Paterson University	300 Pompton Road Wayne, NJ 07470	[REDACTED]	[REDACTED]
Wilmington University	Robert C. and Dorothy M. Peoples Library 320 N. DuPont Hwy New Castle, DE. 19720-6491	[REDACTED]	[REDACTED]
Yeshiva University	1300 Morris Park Ave. Bronx, NY 10461	[REDACTED]	[REDACTED]



Institution	Address	IP Addresses	Business Partner
York College of Pennsylvania	Schmidt Library 441 Country Club Road York, PA 17403-3651	[REDACTED]	[REDACTED]

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3.2 Subscribed Journals (**Consortium Title List**)

	Title No.	Title	ISSN electronic	Year
1	13205	3 Biotech	2190-5738	2017-2021
2	13319	3D Research	2092-6731	2017-2021
3	10288	4OR	1614-2411	2017-2021
4	12248	The AAPS Journal	1550-7416	2017-2021
5	12249	AAPS PharmSciTech	1530-9932	2017-2021
6	261	Abdominal Radiology	2366-0058	2017-2021
7	12188	Abhandlungen aus dem Mathematischen Seminar der Universität Hamburg	1865-8784	2017-2021
8	40596	Academic Psychiatry	1545-7230	2017-2021
9	12129	Academic Questions	1936-4709	2017-2021
10	769	Accreditation and Quality Assurance	1432-0517	2017-2021
11	11441	Acoustical Physics	1562-6865	2017-2021
12	40857	Acoustics Australia	1839-2571	2017-2021
13	12136	Acta Analytica	1874-6349	2017-2021
14	10440	Acta Applicandae Mathematicae	1572-9036	2017-2021
15	10441	Acta Biotheoretica	1572-8358	2017-2021
16	592	Acta Diabetologica	1432-5233	2017-2021
17	10190	Acta Endoscopica	1958-5454	2017
18	10211	acta ethologica	1437-9546	2017-2021
19	11631	Acta Geochimica	2365-7499	2017-2021
20	40328	Acta Geodaetica et Geophysica	2213-5820	2017-2021
21	11600	Acta Geophysica	1895-7455	2017-2021
22	11440	Acta Geotechnica	1861-1133	2017-2021
23	236	Acta Informatica	1432-0525	2017-2021
24	10474	Acta Mathematica Hungarica	1588-2632	2017-2021

	Title No.	Title	ISSN electronic	Year
25	10114	Acta Mathematica Sinica, English Series	1439-7617	2017-2021
26	40306	Acta Mathematica Vietnamica	2315-4144	2017-2021
27	10255	Acta Mathematicae Applicatae Sinica, English Series	1618-3932	2017-2021
28	707	Acta Mechanica	1619-6937	2017-2021
29	10409	Acta Mechanica Sinica	1614-3116	2017-2021
30	40195	Acta Metallurgica Sinica (English Letters)	2194-1289	2017-2021
31	701	Acta Neurochirurgica	0942-0940	2017-2021
32	13760	Acta Neurologica Belgica	2240-2993	2017-2021
33	401	Acta Neuropathologica	1432-0533	2017-2021
34	13131	Acta Oceanologica Sinica	1869-1099	2017-2021
35	11738	Acta Physiologiae Plantarum	1861-1664	2017-2021
36	41470	Activitas Nervosa Superior	1802-9698	2017-2021
37	40750	Adaptive Human Behavior and Physiology	2198-7335	2017-2021
38	35145	adhäsion KLEBEN & DICHTEN	2192-8681	2017-2021
39	12402	ADHD Attention Deficit and Hyperactivity Disorders	1866-6647	2017-2021
40	35784	ADHESION ADHESIVES&SEALANTS	2195-6545	2017-2021
41	10488	Administration and Policy in Mental Health and Mental Health Services Research	1573-3289	2017-2021
42	10450	Adsorption	1572-8757	2017-2021
43	6	Advances in Applied Clifford Algebras	1661-4909	2017-2021
44	376	Advances in Atmospheric Sciences	1861-9533	2017-2021
45	10444	Advances in Computational Mathematics	1572-9044	2017-2021
46	11634	Advances in Data Analysis and Classification	1862-5355	2017-2021
47	13329	Advances in Gerontology	2079-0589	2017-2021
48	10459	Advances in Health Sciences Education	1573-1677	2017-2021
49	40436	Advances in Manufacturing	2195-3597	2017-2021
50	12325	Advances in Therapy	1865-8652	2017-2021
51	10	Aequationes mathematicae	1420-8903	2017-2021
52	10453	Aerobiologia	1573-3025	2017-2021
53	266	Aesthetic Plastic Surgery	1432-5241	2017-2021
54	10437	African Archaeological Review	1572-9842	2017-2021
55	13370	Afrika Matematika	2190-7668	2017-2021

	Title No.	Title	ISSN electronic	Year
56	11357	GeroScience	1574-4647	2017-2021
57	12126	Ageing International	1936-606X	2017-2021
58	40520	Aging Clinical and Experimental Research	1720-8319	2017-2021
59	40003	Agricultural Research	2249-7218	2017-2021
60	10460	Agriculture and Human Values	1572-8366	2017-2021
61	10457	Agroforestry Systems	1572-9680	2017-2021
62	13593	Agronomy for Sustainable Development	1773-0155	2017-2021
63	146	AI & SOCIETY	1435-5655	2017-2021
64	10461	AIDS and Behavior	1573-3254	2017-2021
65	11869	Air Quality, Atmosphere & Health	1873-9326	2017-2021
66	10469	Algebra and Logic	1573-8302	2017-2021
67	12	Algebra universalis	1420-8911	2017-2021
68	10468	Algebras and Representation Theory	1572-9079	2017-2021
69	453	Algorithmica	1432-0541	2017-2021
70	15007	Allergo Journal	2195-6405	2017-2021
71	40629	Allergo Journal International	2197-0378	2017-2021
72	35	Alpine Botany	1664-221X	2017-2021
73	13280	Ambio	1654-7209	2017-2021
74	12103	American Journal of Criminal Justice	1936-1351	2017-2021
75	10465	American Journal of Dance Therapy	1573-3262	2017-2021
76	12230	American Journal of Potato Research	1874-9380	2017-2021
77	12108	The American Sociologist	1936-4784	2017-2021
78	726	Amino Acids	1438-2199	2017-2021
79	13162	AMS Review	1869-8182	2017-2021
80	101	Der Anaesthetist	1432-055X	2017-2021
81	10470	Analog Integrated Circuits and Signal Processing	1573-1979	2017-2021
82	10476	Analysis Mathematica	1588-273X	2017-2021
83	13324	Analysis and Mathematical Physics	1664-235X	2017-2021
84	40616	The Analysis of Verbal Behavior	2196-8926	2017-2021
85	216	Analytical and Bioanalytical Chemistry	1618-2650	2017-2021
86	12565	Anatomical Science International	1447-073X	2017-2021

	Title No.	Title	ISSN electronic	Year
87	10456	Angiogenesis	1573-7209	2017-2021
88	10071	Animal Cognition	1435-9456	2017-2021
89	13341	Annales françaises de médecine d'urgence	2108-6591	2017
90	23	Annales Henri Poincaré	1424-0661	2017-2021
91	40316	Annales mathématiques du Québec	2195-4763	2017-2021
92	11565	ANNALI DELL'UNIVERSITA' DI FERRARA	1827-1510	2017-2021
93	10231	Annali di Matematica Pura ed Applicata (1923 -)	1618-1891	2017-2021
94	12160	Annals of Behavioral Medicine	1532-4796	2017-2021
95	10439	Annals of Biomedical Engineering	1573-9686	2017-2021
96	26	Annals of Combinatorics	0219-3094	2017-2021
97	40745	Annals of Data Science	2198-5812	2017-2021
98	11881	Annals of Dyslexia	1934-7243	2017-2021
99	10436	Annals of Finance	1614-2454	2017-2021
100	13595	Annals of Forest Science	1297-966X	2017-2021
101	10455	Annals of Global Analysis and Geometry	1572-9060	2017-2021
102	277	Annals of Hematology	1432-0584	2017-2021
103	10463	Annals of the Institute of Statistical Mathematics	1572-9052	2017-2021
104	10472	Annals of Mathematics and Artificial Intelligence	1573-7470	2017-2021
105	13213	Annals of Microbiology	1869-2044	2017-2021
106	12149	Annals of Nuclear Medicine	1864-6433	2017-2021
107	10479	Annals of Operations Research	1572-9338	2017-2021
108	40818	Annals of PDE	2199-2576	2017-2021
109	168	The Annals of Regional Science	1432-0592	2017-2021
110	12356	Annals of Solid and Structural Mechanics	1867-6944	2017-2021
111	10434	Annals of Surgical Oncology	1534-4681	2017-2021
112	12243	Annals of Telecommunications	1958-9395	2017-2021
113	10482	Antonie van Leeuwenhoek	1572-9699	2017-2021
114	13592	Apidologie	1297-9678	2017-2021
115	10495	Apoptosis	1573-675X	2017-2021
116	200	Applicable Algebra in Engineering, Communication and Computing	1432-0622	2017-2021
117	10492	Applications of Mathematics	1572-9109	2017-2021

	<b>Title No.</b>	<b>Title</b>	<b>ISSN electronic</b>	<b>Year</b>
118	12010	Applied Biochemistry and Biotechnology	1559-0291	2017-2021
119	10438	Applied Biochemistry and Microbiology	1608-3024	2017-2021
120	13765	Applied Biological Chemistry	2468-0842	2017-2021
121	10485	Applied Categorical Structures	1572-9095	2017-2021
122	10443	Applied Composite Materials	1573-4897	2017-2021
123	13355	Applied Entomology and Zoology	1347-605X	2017-2021
124	12518	Applied Geomatics	1866-928X	2017-2021
125	11770	Applied Geophysics	1993-0658	2017-2021
126	10489	Applied Intelligence	1573-7497	2017-2021
127	723	Applied Magnetic Resonance	1613-7507	2017-2021
128	10483	Applied Mathematics and Mechanics	1573-2754	2017-2021
129	245	Applied Mathematics & Optimization	1432-0606	2017-2021
130	11766	Applied Mathematics-A Journal of Chinese Universities	1993-0445	2017-2021
131	253	Applied Microbiology and Biotechnology	1432-0614	2017-2021
132	339	Applied Physics A	1432-0630	2017-2021
133	340	Applied Physics B	1432-0649	2017-2021
134	10484	Applied Psychophysiology and Biofeedback	1573-3270	2017-2021
135	11482	Applied Research in Quality of Life	1871-2576	2017-2021
136	11949	Applied Solar Energy	1934-9424	2017-2021
137	12061	Applied Spatial Analysis and Policy	1874-4621	2017-2021
138	10499	Aquaculture International	1573-143X	2017-2021
139	10452	Aquatic Ecology	1573-5125	2017-2021
140	10498	Aquatic Geochemistry	1573-1421	2017-2021
141	27	Aquatic Sciences	1420-9055	2017-2021
142	12517	Arabian Journal of Geosciences	1866-7538	2017-2021
143	13369	Arabian Journal for Science and Engineering	2191-4281	2017-2021
144	12520	Archaeological and Anthropological Sciences	1866-9565	2017-2021
145	11759	Archaeologies	1935-3987	2017-2021
146	13	Archiv der Mathematik	1420-8938	2017-2021
147	10502	Archival Science	1573-7519	2017-2021
148	419	Archive of Applied Mechanics	1432-0681	2017-2021

	<b>Title No.</b>	<b>Title</b>	<b>ISSN electronic</b>	<b>Year</b>
149	407	Archive for History of Exact Sciences	1432-0657	2017-2021
150	153	Archive for Mathematical Logic	1432-0665	2017-2021
151	205	Archive for Rational Mechanics and Analysis	1432-0673	2017-2021
152	11831	Archives of Computational Methods in Engineering	1886-1784	2017-2021
153	403	Archives of Dermatological Research	1432-069X	2017-2021
154	244	Archives of Environmental Contamination and Toxicology	1432-0703	2017-2021
155	404	Archives of Gynecology and Obstetrics	1432-0711	2017-2021
156	203	Archives of Microbiology	1432-072X	2017-2021
157	402	Archives of Orthopaedic and Trauma Surgery	1434-3916	2017-2021
158	11657	Archives of Osteoporosis	1862-3514	2017-2021
159	12272	Archives of Pharmacal Research	1976-3786	2017-2021
160	10508	Archives of Sexual Behavior	1573-2800	2017-2021
161	204	Archives of Toxicology	1432-0738	2017-2021
162	705	Archives of Virology	1432-8798	2017-2021
163	737	Archives of Women's Mental Health	1435-1102	2017-2021
164	5	Archivum Immunologiae et Therapiae Experimentalis	1661-4917	2017-2021
165	10503	Argumentation	1572-8374	2017-2021
166	13330	Arid Ecosystems	2079-0988	2017-2021
167	41063	arktos	2364-9461	2017-2021
168	40598	Arnold Mathematical Journal	2199-6806	2017-2021
169	11829	Arthropod-Plant Interactions	1872-8847	2017-2021
170	142	Arthroscopie	1434-3924	2017-2021
171	10506	Artificial Intelligence and Law	1572-8382	2017-2021
172	10462	Artificial Intelligence Review	1573-7462	2017-2021
173	10015	Artificial Life and Robotics	1614-7456	2017-2021
174	10308	Asia Europe Journal	1612-1031	2017-2021
175	12564	Asia Pacific Education Review	1876-407X	2017-2021
176	10490	Asia Pacific Journal of Management	1572-9958	2017-2021
177	13520	Asian Journal of Business Ethics	2210-6731	2017-2021
178	11417	Asian Journal of Criminology	1871-014X	2017-2021
179	40299	The Asia-Pacific Education Researcher	2243-7908	2017-2021



	<b>Title No.</b>	<b>Title</b>	<b>ISSN electronic</b>	<b>Year</b>
180	10690	Asia-Pacific Financial Markets	1573-6946	2017-2021
181	13143	Asia-Pacific Journal of Atmospheric Sciences	1976-7951	2017-2021
182	10182	AStA Advances in Statistical Analysis	1863-818X	2017-2021
183	11943	AStA Wirtschafts- und Sozialstatistisches Archiv	1863-8163	2017-2021
184	12634	ästhetische dermatologie & kosmetologie	2198-6517	2017-2021
185	159	The Astronomy and Astrophysics Review	1432-0754	2017-2021
186	11443	Astronomy Letters	1562-6873	2017-2021
187	11444	Astronomy Reports	1562-6881	2017-2021
188	11755	Astrophysical Bulletin	1990-3421	2017-2021
189	10511	Astrophysics	1573-8191	2017-2021
190	10509	Astrophysics and Space Science	1572-946X	2017-2021
191	11293	Atlantic Economic Journal	1573-9678	2017-2021
192	12605	Atmospheric and Oceanic Optics	2070-0393	2017-2021
193	10512	Atomic Energy	1573-8205	2017-2021
194	13414	Attention, Perception, & Psychophysics	1943-393X	2017-2021
195	35148	ATZ - Automobiltechnische Zeitschrift	2192-8800	2017-2021
196	38311	ATZ worldwide	2192-9076	2017-2021
197	35658	ATZelektronik	2192-8878	2017-2021
198	38314	ATZelektronik worldwide	2192-9092	2017-2021
199	41321	ATZoffhighway worldwide	2366-1097	2017-2021
200	13246	Australasian Physical & Engineering Sciences in Medicine	1879-5447	2017-2021
201	13313	Australasian Plant Pathology	1448-6032	2017-2021
202	13384	The Australian Educational Researcher	2210-5328	2017-2021
203	40112	Auto Tech Review	2347-9434	2017-2021
204	10515	Automated Software Engineering	1573-7535	2017-2021
205	11950	Automatic Control and Computer Sciences	1558-108X	2017-2021
206	11952	Automatic Documentation and Mathematical Linguistics	1934-8371	2017-2021
207	10513	Automation and Remote Control	1608-3032	2017-2021
208	10458	Autonomous Agents and Multi-Agent Systems	1573-7454	2017-2021
209	10514	Autonomous Robots	1573-7527	2017-2021
210	10516	Axiomathes	1572-8390	2017-2021

	<b>Title No.</b>	<b>Title</b>	<b>ISSN electronic</b>	<b>Year</b>
211	395	Basic Research in Cardiology	1435-1803	2017-2021
212	40617	Behavior Analysis in Practice	2196-8934	2017-2021
213	40614	The Behavior Analyst	2196-8918	2017-2021
214	10519	Behavior Genetics	1573-3297	2017-2021
215	13428	Behavior Research Methods	1554-3528	2017-2021
216	265	Behavioral Ecology and Sociobiology	1432-0762	2017-2021
217	41237	Behaviormetrika	1349-6964	2017-2021
218	13366	Beiträge zur Algebra und Geometrie / Contributions to Algebra and Geometry	2191-0383	2017-2021
219	11609	Berliner Journal für Soziologie	1862-2593	2017-2021
220	11654	best practice onkologie	1862-8559	2017-2021
221	501	BHM Berg- und Hüttenmännische Monatshefte	1613-7531	2017-2021
222	10528	Biochemical Genetics	1573-4927	2017-2021
223	10541	Biochemistry (Moscow)	1608-3040	2017-2021
224	11827	Biochemistry (Moscow) Supplement Series A: Membrane and Cell Biology	1990-7494	2017-2021
225	11828	Biochemistry (Moscow) Supplement Series B: Biomedical Chemistry	1990-7516	2017-2021
226	13206	BioChip Journal	2092-7843	2017-2021
227	10526	BioControl	1573-8248	2017-2021
228	10532	Biodegradation	1572-9729	2017-2021
229	10531	Biodiversity and Conservation	1572-9710	2017-2021
230	12155	BioEnergy Research	1939-1242	2017-2021
231	10533	Biogeochemistry	1573-515X	2017-2021
231	10522	Biogerontology	1573-6768	2017-2021
232	10535	Biologia Plantarum	1573-8264	2017-2021
233	422	Biological Cybernetics	1432-0770	2017-2021
234	10530	Biological Invasions	1573-1464	2017-2021
235	13752	Biological Theory	1555-5550	2017-2021
236	12011	Biological Trace Element Research	1559-0720	2017-2021
237	10525	Biology Bulletin	1608-3059	2017-2021
238	13335	Biology Bulletin Reviews	2079-0872	2017-2021
239	374	Biology and Fertility of Soils	1432-0789	2017-2021

	<b>Title No.</b>	<b>Title</b>	<b>ISSN electronic</b>	<b>Year</b>
240	10539	Biology & Philosophy	1572-8404	2017-2021
241	13399	Biomass Conversion and Biorefinery	2190-6823	2017-2021
242	10237	Biomechanics and Modeling in Mechanobiology	1617-7940	2017-2021
243	10527	Biomedical Engineering	1573-8256	2017-2021
244	13534	Biomedical Engineering Letters	2093-985X	2017-2021
245	10544	Biomedical Microdevices	1572-8781	2017-2021
246	10534	BioMetals	1572-8773	2017-2021
247	12104	Biomolecular NMR Assignments	1874-270X	2017-2021
248	12668	BioNanoScience	2191-1649	2017-2021
249	12551	Biophysical Reviews	1867-2469	2017-2021
250	11439	Biophysics	1555-6654	2017-2021
251	449	Bioprocess and Biosystems Engineering	1615-7605	2017-2021
252	12304	Biosemiotics	1875-1350	2017-2021
253	12268	BIOspektrum	1868-6249	2017-2021
254	12257	Biotechnology and Bioprocess Engineering	1976-3816	2017-2021
255	10529	Biotechnology Letters	1573-6776	2017-2021
256	10543	BIT Numerical Mathematics	1572-9125	2017-2021
257	13219	BMSAP	1777-5469	2017
258	40590	Boletín de la Sociedad Matemática Mexicana	2296-4495	2017-2021
259	40574	Bollettino dell'Unione Matematica Italiana	2198-2759	2017-2021
260	12229	The Botanical Review	1874-9372	2017-2021
261	10546	Boundary-Layer Meteorology	1573-1472	2017-2021
262	11682	Brain Imaging and Behavior	1931-7565	2017-2021
263	429	Brain Structure and Function	1863-2661	2017-2021
264	10548	Brain Topography	1573-6792	2017-2021
265	10014	Brain Tumor Pathology	1861-387X	2017-2021
266	40415	Brazilian Journal of Botany	1806-9959	2017-2021
267	13538	Brazilian Journal of Physics	1678-4448	2017-2021
268	12282	Breast Cancer	1880-4233	2017-2021
269	10549	Breast Cancer Research and Treatment	1573-7217	2017-2021
270	12228	Brittonia	1938-436X	2017-2021

	<b>Title No.</b>	<b>Title</b>	<b>ISSN electronic</b>	<b>Year</b>
271	12273	Building Simulation	1996-8744	2017-2021
272	574	Bulletin of the Brazilian Mathematical Society, New Series	1678-7714	2017-2021
273	10518	Bulletin of Earthquake Engineering	1573-1456	2017-2021
274	10064	Bulletin of Engineering Geology and the Environment	1435-9537	2017-2021
275	128	Bulletin of Environmental Contamination and Toxicology	1432-0800	2017-2021
276	10517	Bulletin of Experimental Biology and Medicine	1573-8221	2017-2021
277	11953	Bulletin of the Lebedev Physics Institute	1934-838X	2017-2021
278	40840	Bulletin of the Malaysian Mathematical Sciences Society	2180-4206	2017-2021
279	12034	Bulletin of Materials Science	0973-7669	2017-2021
280	11538	Bulletin of Mathematical Biology	1522-9602	2017-2021
281	11954	Bulletin of the Russian Academy of Sciences: Physics	1934-9432	2017-2021
282	13149	Bulletin de la Société de pathologie exotique	1961-9049	2017
283	445	Bulletin of Volcanology	1432-0819	2017-2021
284	103	Bundesgesundheitsblatt - Gesundheitsforschung - Gesundheitsschutz	1437-1588	2017-2021
285	12599	Business & Information Systems Engineering	1867-0202	2017-2021
286	223	Calcified Tissue International	1432-0827	2017-2021
287	10092	Calcolo	1126-5434	2017-2021
288	526	Calculus of Variations and Partial Differential Equations	1432-0835	2017-2021
289	12630	Canadian Journal of Anesthesia/Journal canadien d'anesthésie	1496-8975	2017-2021
290	10552	Cancer Causes & Control	1573-7225	2017-2021
291	280	Cancer Chemotherapy and Pharmacology	1432-0843	2017-2021
292	262	Cancer Immunology, Immunotherapy	1432-0851	2017-2021
293	10555	Cancer and Metastasis Reviews	1573-7233	2017-2021
294	12307	Cancer Microenvironment	1875-2284	2017-2021
295	13146	Carbonates and Evaporites	1878-5212	2017-2021
296	15027	CardioVasc	1618-3851	2017-2021
298	10557	Cardiovascular Drugs and Therapy	1573-7241	2017-2021
299	13239	Cardiovascular Engineering and Technology	1869-4098	2017-2021
300	12928	Cardiovascular Intervention and Therapeutics	1868-4297	2017-2021
301	270	CardioVascular and Interventional Radiology	1432-086X	2017-2021
302	12012	Cardiovascular Toxicology	1559-0259	2017-2021

	Title No.	Title	ISSN electronic	Year
303	12604	Catalysis in Industry	2070-0555	2017-2021
304	10562	Catalysis Letters	1572-879X	2017-2021
305	10563	Catalysis Surveys from Asia	1574-9266	2017-2021
306	13272	CEAS Aeronautical Journal	1869-5590	2017-2021
307	12567	CEAS Space Journal	1868-2510	2017-2021
308	10569	Celestial Mechanics and Dynamical Astronomy	1572-9478	2017-2021
309	12013	Cell Biochemistry and Biophysics	1559-0283	2017-2021
310	10565	Cell Biology and Toxicology	1573-6822	2017-2021
311	12192	Cell Stress and Chaperones	1466-1268	2017-2021
312	10561	Cell and Tissue Banking	1573-6814	2017-2021
313	11821	Cell and Tissue Biology	1990-5203	2017-2021
314	441	Cell and Tissue Research	1432-0878	2017-2021
315	12195	Cellular and Molecular Bioengineering	1865-5033	2017-2021
316	18	Cellular and Molecular Life Sciences	1420-9071	2017-2021
317	10571	Cellular and Molecular Neurobiology	1573-6830	2017-2021
318	13402	Cellular Oncology	2211-3436	2017-2021
319	10570	Cellulose	1572-882X	2017-2021
320	13730	CEN Case Reports	2192-4449	2017-2021
321	10100	Central European Journal of Operations Research	1613-9178	2017-2021
322	12311	The Cerebellum	1473-4230	2017-2021
323	11696	Chemical Papers	1336-9075	2017-2021
324	10556	Chemical and Petroleum Engineering	1573-8329	2017-2021
325	40242	Chemical Research in Chinese Universities	2210-3171	2017-2021
326	10593	Chemistry of Heterocyclic Compounds	1573-8353	2017-2021
327	10600	Chemistry of Natural Compounds	1573-8388	2017-2021
328	10553	Chemistry and Technology of Fuels and Oils	1573-8310	2017-2021
329	49	Chemoecology	1423-0445	2017-2021
330	12078	Chemosensory Perception	1936-5810	2017-2021
331	40828	ChemTexts	2199-3793	2017-2021
332	10560	Child and Adolescent Social Work Journal	1573-2797	2017-2021
333	12187	Child Indicators Research	1874-8988	2017-2021

	<b>Title No.</b>	<b>Title</b>	<b>ISSN electronic</b>	<b>Year</b>
334	10578	Child Psychiatry & Human Development	1573-3327	2017-2021
335	10566	Child & Youth Care Forum	1573-3319	2017-2021
336	10583	Children's Literature in Education	1573-1693	2017-2021
337	381	Child's Nervous System	1433-0350	2017-2021
338	41230	China Foundry	2365-9459	2017-2021
339	13344	China Ocean Engineering	2191-8945	2017-2021
340	12689	China-EU Law Journal	1868-5161	2017-2021
341	11401	Chinese Annals of Mathematics, Series B	1860-6261	2017-2021
342	11769	Chinese Geographical Science	1993-064X	2017-2021
343	11655	Chinese Journal of Integrative Medicine	1993-0402	2017-2021
344	10033	Chinese Journal of Mechanical Engineering	2192-8258	2017-2021
345	343	Chinese Journal of Oceanology and Limnology	1993-5005	2017-2021
346	10118	Chinese Journal of Polymer Science	1439-6203	2017-2021
347	104	Der Chirurg	1433-0385	2017-2021
348	10337	Chromatographia	1612-1112	2017-2021
349	412	Chromosoma	1432-0886	2017-2021
350	10577	Chromosome Research	1573-6849	2017-2021
351	34	Circuits, Systems, and Signal Processing	1531-5878	2017-2021
352	10098	Clean Technologies and Environmental Policy	1618-9558	2017-2021
353	382	Climate Dynamics	1432-0894	2017-2021
354	10584	Climatic Change	1573-1480	2017-2021
355	10286	Clinical Autonomic Research	1619-1560	2017-2021
356	10567	Clinical Child and Family Psychology Review	1573-2827	2017-2021
357	10238	Clinical and Experimental Medicine	1591-9528	2017-2021
358	10585	Clinical & Experimental Metastasis	1573-7276	2017-2021
359	10157	Clinical and Experimental Nephrology	1437-7799	2017-2021
360	12328	Clinical Journal of Gastroenterology	1865-7265	2017-2021
361	62	Clinical Neuroradiology	1869-1447	2017-2021
362	784	Clinical Oral Investigations	1436-3771	2017-2021
363	11999	Clinical Orthopaedics and Related Research®	1528-1132	2017-2021
364	392	Clinical Research in Cardiology	1861-0692	2017-2021

	<b>Title No.</b>	<b>Title</b>	<b>ISSN electronic</b>	<b>Year</b>
365	12016	Clinical Reviews in Allergy & Immunology	1559-0267	2017-2021
366	12018	Clinical Reviews in Bone and Mineral Metabolism	1559-0119	2017-2021
367	10067	Clinical Rheumatology	1434-9949	2017-2021
368	10615	Clinical Social Work Journal	1573-3343	2017-2021
369	40336	Clinical and Translational Imaging	2281-7565	2017-2021
370	12094	Clinical and Translational Oncology	1699-3055	2017-2021
371	11698	Cliometrica	1863-2513	2017-2021
372	10586	Cluster Computing	1573-7543	2017-2021
373	11298	CME	1614-3744	2017-2021
374	10111	Cognition, Technology & Work	1435-5566	2017-2021
375	13415	Cognitive, Affective, & Behavioral Neuroscience	1531-135X	2017-2021
376	12559	Cognitive Computation	1866-9964	2017-2021
377	11571	Cognitive Neurodynamics	1871-4099	2017-2021
378	10339	Cognitive Processing	1612-4790	2017-2021
379	10608	Cognitive Therapy and Research	1573-2819	2017-2021
380	11955	Coke and Chemistry	1934-8398	2017-2021
381	13348	Collectanea Mathematica	2038-4815	2017-2021
382	10595	Colloid Journal	1608-3067	2017-2021
383	396	Colloid and Polymer Science	1435-1536	2017-2021
384	11725	Côlon & Rectum	1951-638X	2017
385	53	coloproctology	1615-6730	2017-2021
386	493	Combinatorica	1439-6912	2017-2021
387	10573	Combustion, Explosion, and Shock Waves	1573-8345	2017-2021
388	220	Communications in Mathematical Physics	1432-0916	2017-2021
389	40304	Communications in Mathematics and Statistics	2194-671X	2017-2021
390	10597	Community Mental Health Journal	1573-2789	2017-2021
391	580	Comparative Clinical Pathology	1618-565X	2017-2021
392	11785	Complex Analysis and Operator Theory	1661-8262	2017-2021
393	40314	Computational and Applied Mathematics	1807-0302	2017-2021
394	37	computational complexity	1420-8954	2017-2021
395	10614	Computational Economics	1572-9974	2017-2021

	<b>Title No.</b>	<b>Title</b>	<b>ISSN electronic</b>	<b>Year</b>
396	10596	Computational Geosciences	1573-1499	2017-2021
398	10287	Computational Management Science	1619-6988	2017-2021
399	10588	Computational and Mathematical Organization Theory	1572-9346	2017-2021
400	11470	Computational Mathematics and Mathematical Physics	1555-6662	2017-2021
401	10598	Computational Mathematics and Modeling	1573-837X	2017-2021
402	466	Computational Mechanics	1432-0924	2017-2021
403	40315	Computational Methods and Function Theory	2195-3724	2017-2021
404	10589	Computational Optimization and Applications	1573-2894	2017-2021
405	40571	Computational Particle Mechanics	2196-4386	2017-2021
406	180	Computational Statistics	1613-9658	2017-2021
407	40869	The Computer Games Journal	2052-773X	2017-2021
408	450	Computer Science - Research and Development	1865-2042	2017-2021
409	10606	Computer Supported Cooperative Work (CSCW)	1573-7551	2017-2021
410	607	Computing	1436-5057	2017-2021
411	791	Computing and Visualization in Science	1433-0369	2017-2021
412	10592	Conservation Genetics	1572-9737	2017-2021
413	12686	Conservation Genetics Resources	1877-7260	2017-2021
414	10602	Constitutional Political Economy	1572-9966	2017-2021
415	10601	Constraints	1572-9354	2017-2021
416	365	Constructive Approximation	1432-0940	2017-2021
417	10591	Contemporary Family Therapy	1573-3335	2017-2021
418	11562	Contemporary Islam	1872-0226	2017-2021
419	12397	Contemporary Jewry	1876-5165	2017-2021
420	12259	Contemporary Problems of Ecology	1995-4263	2017-2021
421	40688	Contemporary School Psychology	2161-1505	2017-2021
422	11007	Continental Philosophy Review	1573-1103	2017-2021
423	161	Continuum Mechanics and Thermodynamics	1432-0959	2017-2021
424	410	Contributions to Mineralogy and Petrology	1432-0967	2017-2021
425	11768	Control Theory and Technology	2198-0942	2017-2021
426	12176	Controlling & Management Review	2195-8270	2017-2021
427	338	Coral Reefs	1432-0975	2017-2021



	<b>Title No.</b>	<b>Title</b>	<b>ISSN electronic</b>	<b>Year</b>
428	10604	Cosmic Research	1608-3075	2017-2021
429	10611	Crime, Law and Social Change	1573-0751	2017-2021
430	10609	Criminal Law Forum	1572-9850	2017-2021
431	11572	Criminal Law and Philosophy	1871-9805	2017-2021
432	10612	Critical Criminology	1572-9877	2017-2021
433	12095	Cryptography and Communications	1936-2455	2017-2021
434	11445	Crystallography Reports	1562-689X	2017-2021
435	40012	CSI Transactions on ICT	2277-9086	2017-2021
436	11422	Cultural Studies of Science Education	1871-1510	2017-2021
437	40167	Culture and Brain	2193-8660	2017-2021
438	11013	Culture, Medicine, and Psychiatry	1573-076X	2017-2021
439	40429	Current Addiction Reports	2196-2952	2017-2021
440	11882	Current Allergy and Asthma Reports	1534-6315	2017-2021
441	40140	Current Anesthesiology Reports	2167-6275	2017-2021
442	11883	Current Atherosclerosis Reports	1534-6242	2017-2021
443	40473	Current Behavioral Neuroscience Reports	2196-2979	2017-2021
444	11884	Current Bladder Dysfunction Reports	1931-7220	2017-2021
445	12609	Current Breast Cancer Reports	1943-4596	2017-2021
446	11886	Current Cardiology Reports	1534-3170	2017-2021
447	12410	Current Cardiovascular Imaging Reports	1941-9074	2017-2021
448	12170	Current Cardiovascular Risk Reports	1932-9563	2017-2021
449	40641	Current Climate Change Reports	2198-6061	2017-2021
450	40588	Current Clinical Microbiology Reports	2196-5471	2017-2021
451	11888	Current Colorectal Cancer Reports	1556-3804	2017-2021
452	13671	Current Dermatology Reports	2162-4933	2017-2021
453	40474	Current Developmental Disorders Reports	2196-2987	2017-2021
454	11892	Current Diabetes Reports	1539-0829	2017-2021
455	40138	Current Emergency and Hospital Medicine Reports	2167-4884	2017-2021
456	40572	Current Environmental Health Reports	2196-5412	2017-2021
457	40471	Current Epidemiology Reports	2196-2995	2017-2021
458	40725	Current Forestry Reports	2198-6436	2017-2021

	<b>Title No.</b>	<b>Title</b>	<b>ISSN electronic</b>	<b>Year</b>
459	12281	Current Fungal Infection Reports	1936-377X	2017-2021
460	11894	Current Gastroenterology Reports	1534-312X	2017-2021
461	40142	Current Genetic Medicine Reports	2167-4876	2017-2021
462	294	Current Genetics	1432-0983	2017-2021
463	13670	Current Geriatrics Reports	2196-7865	2017-2021
464	11897	Current Heart Failure Reports	1546-9549	2017-2021
465	11899	Current Hematologic Malignancy Reports	1558-822X	2017-2021
466	11901	Current Hepatology Reports	2195-9595	2017-2021
467	11904	Current HIV/AIDS Reports	1548-3576	2017-2021
468	11906	Current Hypertension Reports	1534-3111	2017-2021
469	11908	Current Infectious Disease Reports	1534-3146	2017-2021
470	284	Current Microbiology	1432-0991	2017-2021
471	40610	Current Molecular Biology Reports	2198-6428	2017-2021
472	11910	Current Neurology and Neuroscience Reports	1534-6293	2017-2021
473	13668	Current Nutrition Reports	2161-3311	2017-2021
474	13679	Current Obesity Reports	2162-4968	2017-2021
475	13669	Current Obstetrics and Gynecology Reports	2161-3303	2017-2021
476	11912	Current Oncology Reports	1534-6269	2017-2021
477	40135	Current Ophthalmology Reports	2167-4868	2017-2021
478	40496	Current Oral Health Reports	2196-3002	2017-2021
479	11914	Current Osteoporosis Reports	1544-2241	2017-2021
480	40136	Current Otorhinolaryngology Reports	2167-583X	2017-2021
481	11916	Current Pain and Headache Reports	1534-3081	2017-2021
482	40139	Current Pathobiology Reports	2167-485X	2017-2021
483	40124	Current Pediatrics Reports	2167-4841	2017-2021
484	40495	Current Pharmacology Reports	2198-641X	2017-2021
485	40141	Current Physical Medicine and Rehabilitation Reports	2167-4833	2017-2021
486	40726	Current Pollution Reports	2198-6592	2017-2021
487	11920	Current Psychiatry Reports	1535-1645	2017-2021
488	12144	Current Psychology	1936-4733	2017-2021
489	13665	Current Pulmonology Reports	2199-2428	2017-2021

	<b>Title No.</b>	<b>Title</b>	<b>ISSN electronic</b>	<b>Year</b>
490	40134	Current Radiology Reports	2167-4825	2017-2021
491	12178	Current Reviews in Musculoskeletal Medicine	1935-9748	2017-2021
492	11926	Current Rheumatology Reports	1534-6307	2017-2021
493	11930	Current Sexual Health Reports	1548-3592	2017-2021
494	40675	Current Sleep Medicine Reports	2198-6401	2017-2021
495	40778	Current Stem Cell Reports	2198-7866	2017-2021
496	40137	Current Surgery Reports	2167-4817	2017-2021
498	40518	Current Sustainable/Renewable Energy Reports	2196-3010	2017-2021
499	40472	Current Transplantation Reports	2196-3029	2017-2021
500	40719	Current Trauma Reports	2198-6096	2017-2021
501	40521	Current Treatment Options in Allergy	2196-3053	2017-2021
502	11936	Current Treatment Options in Cardiovascular Medicine	1534-3189	2017-2021
503	11938	Current Treatment Options in Gastroenterology	1534-309X	2017-2021
504	40506	Current Treatment Options in Infectious Diseases	1534-6250	2017-2021
505	11940	Current Treatment Options in Neurology	1534-3138	2017-2021
506	11864	Current Treatment Options in Oncology	1534-6277	2017-2021
507	40746	Current Treatment Options in Pediatrics	2198-6088	2017-2021
508	40501	Current Treatment Options in Psychiatry	2196-3061	2017-2021
509	40674	Current Treatment Options in Rheumatology	2198-6002	2017-2021
510	40475	Current Tropical Medicine Reports	2196-3045	2017-2021
511	11934	Current Urology Reports	1534-6285	2017-2021
512	41297	Curriculum Perspectives	2367-1793	2017-2021
513	40547	Customer Needs and Solutions	2196-2928	2017-2021
514	10559	Cybernetics and Systems Analysis	1573-8337	2017-2021
515	11956	Cytology and Genetics	1934-9440	2017-2021
516	10616	Cytotechnology	1573-0778	2017-2021
517	10587	Czechoslovak Mathematical Journal	1572-9141	2017-2021
518	11712	Dao	1569-7274	2017-2021
519	10618	Data Mining and Knowledge Discovery	1573-756X	2017-2021
520	13222	Datenbank-Spektrum	1610-1995	2017-2021
521	11623	Datenschutz und Datensicherheit - DuD	1862-2607	2017-2021

	Title No.	Title	ISSN electronic	Year
522	10645	De Economist	1572-9982	2017-2021
523	40622	DECISION	2197-1722	2017-2021
524	10203	Decisions in Economics and Finance	1129-6569	2017-2021
525	13524	Demography	1533-7790	2017-2021
526	13279	der junge zahnarzt	1869-5752	2017-2021
527	10617	Design Automation for Embedded Systems	1572-8080	2017-2021
528	10623	Designs, Codes and Cryptography	1573-7586	2017-2021
529	41245	Deutsche Vierteljahrsschrift für Literaturwissenschaft und Geistesgeschichte	2365-9521	2017-2021
530	427	Development Genes and Evolution	1432-041X	2017-2021
531	11428	Der Diabetologe	1860-9724	2017-2021
532	125	Diabetologia	1432-0428	2017-2021
533	13340	Diabetology International	2190-1686	2017-2021
534	10624	Dialectical Anthropology	1573-0786	2017-2021
535	10625	Differential Equations	1608-3083	2017-2021
536	12591	Differential Equations and Dynamical Systems	0974-6870	2017-2021
537	10620	Digestive Diseases and Sciences	1573-2568	2017-2021
538	40751	Digital Experiences in Mathematics Education	2199-3254	2017-2021
539	454	Discrete & Computational Geometry	1432-0444	2017-2021
540	10626	Discrete Event Dynamic Systems	1573-7594	2017-2021
541	446	Distributed Computing	1432-0452	2017-2021
542	10619	Distributed and Parallel Databases	1573-7578	2017-2021
543	15202	DNP - Der Neurologe und Psychiater	2196-6427	2017-2021
544	10633	Documenta Ophthalmologica	1573-2622	2017-2021
545	10628	Doklady Biochemistry and Biophysics	1608-3091	2017-2021
546	10630	Doklady Biological Sciences	1608-3105	2017-2021
547	10631	Doklady Chemistry	1608-3113	2017-2021
548	11471	Doklady Earth Sciences	1531-8354	2017-2021
549	11472	Doklady Mathematics	1531-8362	2017-2021
550	10634	Doklady Physical Chemistry	1608-3121	2017-2021
551	11446	Doklady Physics	1562-6903	2017-2021
552	11724	Douleur et Analgésie	1951-6398	2017

	Title No.	Title	ISSN electronic	Year
553	13346	Drug Delivery and Translational Research	2190-3948	2017-2021
554	13235	Dynamic Games and Applications	2153-0793	2017-2021
555	455	Dysphagia	1432-0460	2017-2021
556	502	e & i Elektrotechnik und Informationstechnik	1613-7620	2017-2021
557	10643	Early Childhood Education Journal	1573-1707	2017-2021
558	11038	Earth, Moon, and Planets	1573-0794	2017-2021
559	12145	Earth Science Informatics	1865-0481	2017-2021
560	11803	Earthquake Engineering and Engineering Vibration	1993-503X	2017-2021
561	12140	East Asia	1874-6284	2017-2021
562	40519	Eating and Weight Disorders - Studies on Anorexia, Bulimia and Obesity	1590-1262	2017-2021
563	10393	EcoHealth	1612-9210	2017-2021
564	11284	Ecological Research	1440-1703	2017-2021
565	40888	Economia Politica	1973-820X	2017-2021
566	40812	Economia e Politica Industriale	1972-4977	2017-2021
567	12231	Economic Botany	1874-9364	2017-2021
568	10644	Economic Change and Restructuring	1574-0277	2017-2021
569	199	Economic Theory	1432-0479	2017-2021
570	40505	Economic Theory Bulletin	2196-1093	2017-2021
571	10101	Economics of Governance	1435-8131	2017-2021
572	10021	Ecosystems	1435-0629	2017-2021
573	10646	Ecotoxicology	1573-3017	2017-2021
574	10639	Education and Information Technologies	1573-7608	2017-2021
575	11092	Educational Assessment, Evaluation and Accountability	1874-8600	2017-2021
576	10648	Educational Psychology Review	1573-336X	2017-2021
577	10671	Educational Research for Policy and Practice	1573-1723	2017-2021
578	10649	Educational Studies in Mathematics	1573-0816	2017-2021
579	11423	Educational Technology Research and Development	1556-6501	2017-2021
580	202	Electrical Engineering	1432-0487	2017-2021
581	12678	Electrocatalysis	1868-5994	2017-2021
582	10660	Electronic Commerce Research	1572-9362	2017-2021
583	12525	Electronic Markets	1422-8890	2017-2021

	<b>Title No.</b>	<b>Title</b>	<b>ISSN electronic</b>	<b>Year</b>
584	13391	Electronic Materials Letters	2093-6788	2017-2021
585	10140	Emergency Radiology	1438-1435	2017-2021
586	40825	Emission Control Science and Technology	2199-3637	2017-2021
587	10663	Empirica	1573-6911	2017-2021
588	181	Empirical Economics	1435-8921	2017-2021
589	10664	Empirical Software Engineering	1573-7616	2017-2021
590	10672	Employee Responsibilities and Rights Journal	1573-3378	2017-2021
591	12020	Endocrine	1559-0100	2017-2021
592	12022	Endocrine Pathology	1559-0097	2017-2021
593	12053	Energy Efficiency	1570-6478	2017-2021
594	12667	Energy Systems	1868-3975	2017-2021
595	366	Engineering with Computers	1435-5663	2017-2021
596	11474	Entomological Review	1555-6689	2017-2021
598	10668	Environment, Development and Sustainability	1573-2975	2017-2021
599	10669	Environment Systems and Decisions	2194-5411	2017-2021
600	10641	Environmental Biology of Fishes	1573-5133	2017-2021
601	10311	Environmental Chemistry Letters	1610-3661	2017-2021
602	12665	Environmental Earth Sciences	1866-6299	2017-2021
603	10651	Environmental and Ecological Statistics	1573-3009	2017-2021
604	10018	Environmental Economics and Policy Studies	1867-383X	2017-2021
605	10652	Environmental Fluid Mechanics	1573-1510	2017-2021
606	10653	Environmental Geochemistry and Health	1573-2983	2017-2021
607	267	Environmental Management	1432-1009	2017-2021
608	10666	Environmental Modeling & Assessment	1573-2967	2017-2021
609	10661	Environmental Monitoring and Assessment	1573-2959	2017-2021
610	40710	Environmental Processes	2198-7505	2017-2021
611	10640	Environmental and Resource Economics	1573-1502	2017-2021
612	11356	Environmental Science and Pollution Research	1614-7499	2017-2021
613	13167	EPMA Journal	1878-5085	2017-2021
614	12027	ERA Forum	1863-9038	2017-2021
615	10670	Erkenntnis	1572-8420	2017-2021

	<b>Title No.</b>	<b>Title</b>	<b>ISSN electronic</b>	<b>Year</b>
616	10341	Erwerbs-Obstbau	1439-0302	2017-2021
617	10388	Esophagus	1612-9067	2017-2021
618	12237	Estuaries and Coasts	1559-2731	2017-2021
619	10677	Ethical Theory and Moral Practice	1572-8447	2017-2021
620	10676	Ethics and Information Technology	1572-8439	2017-2021
621	481	Ethik in der Medizin	1437-1618	2017-2021
622	10681	Euphytica	1573-5060	2017-2021
623	40821	Eurasian Business Review	2147-4281	2017-2021
624	40822	Eurasian Economic Review	2147-429X	2017-2021
625	11475	Eurasian Soil Science	1556-195X	2017-2021
626	13675	EURO Journal on Computational Optimization	2192-4414	2017-2021
627	40070	EURO Journal on Decision Processes	2193-9446	2017-2021
628	13676	EURO Journal on Transportation and Logistics	2192-4384	2017-2021
629	13385	European Actuarial Journal	2190-9741	2017-2021
630	405	European Archives of Oto-Rhino-Laryngology	1434-4726	2017-2021
631	40368	European Archives of Paediatric Dentistry	1996-9805	2017-2021
632	406	European Archives of Psychiatry and Clinical Neuroscience	1433-8491	2017-2021
633	249	European Biophysics Journal	1432-1017	2017-2021
634	40804	European Business Organization Law Review	1741-6205	2017-2021
635	787	European Child & Adolescent Psychiatry	1435-165X	2017-2021
636	40698	European Cytokine Network	1952-4005	2017-2021
637	217	European Food Research and Technology	1438-2385	2017-2021
638	10433	European Journal of Ageing	1613-9380	2017-2021
639	421	European Journal of Applied Physiology	1439-6327	2017-2021
640	10096	European Journal of Clinical Microbiology & Infectious Diseases	1435-4373	2017-2021
641	228	European Journal of Clinical Pharmacology	1432-1041	2017-2021
642	10610	European Journal on Criminal Policy and Research	1572-9869	2017-2021
643	40699	European Journal of Dermatology	1952-4013	2017-2021
644	13318	European Journal of Drug Metabolism and Pharmacokinetics	2107-0180	2017-2021
645	10654	European Journal of Epidemiology	1573-7284	2017-2021
646	10342	European Journal of Forest Research	1612-4677	2017-2021

	Title No.	Title	ISSN electronic	Year
647	10198	The European Journal of Health Economics	1618-7601	2017-2021
648	10657	European Journal of Law and Economics	1572-9990	2017-2021
649	40879	European Journal of Mathematics	2199-6768	2017-2021
650	259	European Journal of Nuclear Medicine and Molecular Imaging	1619-7089	2017-2021
651	394	European Journal of Nutrition	1436-6215	2017-2021
652	590	European Journal of Orthopaedic Surgery & Traumatology	1432-1068	2017-2021
653	431	European Journal of Pediatrics	1432-1076	2017-2021
654	13194	European Journal for Philosophy of Science	1879-4920	2017-2021
655	10658	European Journal of Plant Pathology	1573-8469	2017-2021
656	238	European Journal of Plastic Surgery	1435-0130	2017-2021
657	10680	European Journal of Population	1572-9885	2017-2021
658	10212	European Journal of Psychology of Education	1878-5174	2017-2021
659	68	European Journal of Trauma and Emergency Surgery	1863-9941	2017-2021
660	10344	European Journal of Wildlife Research	1439-0574	2017-2021
661	107	European Journal of Wood and Wood Products	1436-736X	2017-2021
662	10050	The European Physical Journal A	1434-601X	2017-2021
663	10051	The European Physical Journal B	1434-6036	2017-2021
664	10053	The European Physical Journal D	1434-6079	2017-2021
665	10189	The European Physical Journal E	1292-895X	2017-2021
666	13129	The European Physical Journal H	2102-6467	2017-2021
667	13360	The European Physical Journal Plus	2190-5444	2017-2021
668	11734	The European Physical Journal Special Topics	1951-6401	2017-2021
669	330	European Radiology	1432-1084	2017-2021
670	586	European Spine Journal	1432-0932	2017-2021
671	10353	European Surgery	1682-4016	2017-2021
672	11692	Evolutionary Biology	1934-2845	2017-2021
673	10682	Evolutionary Ecology	1573-8477	2017-2021
674	40844	Evolutionary and Institutional Economics Review	2188-2096	2017-2021
675	12065	Evolutionary Intelligence	1864-5917	2017-2021
676	40806	Evolutionary Psychological Science	2198-9885	2017-2021
677	12530	Evolving Systems	1868-6486	2017-2021



	<b>Title No.</b>	<b>Title</b>	<b>ISSN electronic</b>	<b>Year</b>
678	10493	Experimental and Applied Acarology	1572-9702	2017-2021
679	10686	Experimental Astronomy	1572-9508	2017-2021
680	221	Experimental Brain Research	1432-1106	2017-2021
681	10683	Experimental Economics	1573-6938	2017-2021
682	11340	Experimental Mechanics	1741-2765	2017-2021
683	40799	Experimental Techniques	1747-1567	2017-2021
684	348	Experiments in Fluids	1432-1114	2017-2021
685	12403	Exposure and Health	2451-9685	2017-2021
686	10687	Extremes	1572-915X	2017-2021
687	792	Extremophiles	1433-4909	2017-2021
688	10347	Facies	1612-4820	2017-2021
689	10689	Familial Cancer	1573-7292	2017-2021
690	10691	Feminist Legal Studies	1572-8455	2017-2021
691	601	Few-Body Systems	1432-5411	2017-2021
692	12221	Fibers and Polymers	1875-0052	2017-2021
693	10692	Fibre Chemistry	1573-8493	2017-2021
694	780	Finance and Stochastics	1432-1122	2017-2021
695	11408	Financial Markets and Portfolio Management	2373-8529	2017-2021
696	10694	Fire Technology	1572-8099	2017-2021
698	10695	Fish Physiology and Biochemistry	1573-5168	2017-2021
699	12562	Fisheries Science	1444-2906	2017-2021
700	10696	Flexible Services and Manufacturing Journal	1936-6590	2017-2021
701	10494	Flow, Turbulence and Combustion	1573-1987	2017-2021
702	10697	Fluid Dynamics	1573-8507	2017-2021
703	12224	Folia Geobotanica	1874-9348	2017-2021
704	12223	Folia Microbiologica	1874-9356	2017-2021
705	12161	Food Analytical Methods	1936-976X	2017-2021
706	11483	Food Biophysics	1557-1866	2017-2021
707	11947	Food and Bioprocess Technology	1935-5149	2017-2021
708	12393	Food Engineering Reviews	1866-7929	2017-2021
709	12560	Food and Environmental Virology	1867-0342	2017-2021

	<b>Title No.</b>	<b>Title</b>	<b>ISSN electronic</b>	<b>Year</b>
710	10068	Food Science and Biotechnology	2092-6456	2017-2021
711	12571	Food Security	1876-4525	2017-2021
712	12024	Forensic Science, Medicine, and Pathology	1556-2891	2017-2021
713	11419	Forensic Toxicology	1860-8973	2017-2021
714	11757	Forensische Psychiatrie, Psychologie, Kriminologie	1862-7080	2017-2021
715	165	Formal Aspects of Computing	1433-299X	2017-2021
716	10703	Formal Methods in System Design	1572-8102	2017-2021
717	10010	Forschung im Ingenieurwesen	1434-0860	2017-2021
718	12312	Forum	2190-9784	2017-2021
719	451	Forum der Psychoanalyse	1437-0751	2017-2021
720	10698	Foundations of Chemistry	1572-8463	2017-2021
721	10208	Foundations of Computational Mathematics	1615-3383	2017-2021
722	10701	Foundations of Physics	1572-9516	2017-2021
723	10699	Foundations of Science	1572-8471	2017-2021
724	12614	Der Freie Zahnarzt	2190-3824	2017-2021
725	11515	Frontiers in Biology	1674-7992	2017-2021
726	11705	Frontiers of Chemical Science and Engineering	2095-0187	2017-2021
727	11704	Frontiers of Computer Science	2095-2236	2017-2021
728	11707	Frontiers of Earth Science	2095-0209	2017-2021
729	11516	Frontiers of Education in China	1673-3533	2017-2021
730	11708	Frontiers in Energy	2095-1698	2017-2021
731	11783	Frontiers of Environmental Science & Engineering	2095-221X	2017-2021
732	11714	Frontiers of Information Technology & Electronic Engineering	2095-9230	2017-2021
733	11706	Frontiers of Materials Science	2095-0268	2017-2021
734	11464	Frontiers of Mathematics in China	1673-3576	2017-2021
735	11465	Frontiers of Mechanical Engineering	2095-0241	2017-2021
736	11684	Frontiers of Medicine	2095-0225	2017-2021
737	12200	Frontiers of Optoelectronics	2095-2767	2017-2021
738	11467	Frontiers of Physics	2095-0470	2017-2021
739	11709	Frontiers of Structural and Civil Engineering	2095-2449	2017-2021
740	40647	Fudan Journal of the Humanities and Social Sciences	2198-2600	2017-2021

	<b>Title No.</b>	<b>Title</b>	<b>ISSN electronic</b>	<b>Year</b>
741	10688	Functional Analysis and Its Applications	1573-8485	2017-2021
742	10142	Functional & Integrative Genomics	1438-7948	2017-2021
743	13225	Fungal Diversity	1878-9129	2017-2021
744	10700	Fuzzy Optimization and Decision Making	1573-2908	2017-2021
745	10120	Gastric Cancer	1436-3305	2017-2021
746	11377	Der Gastroenterologe	1861-969X	2017-2021
747	772	Gefässchirurgie	1434-3932	2017-2021
748	13137	GEM - International Journal on Geomathematics	1869-2680	2017-2021
749	12147	Gender Issues	1936-4717	2017-2021
750	10714	General Relativity and Gravitation	1572-9532	2017-2021
751	11748	General Thoracic and Cardiovascular Surgery	1863-6713	2017-2021
752	13258	Genes & Genomics	2092-9293	2017-2021
753	10710	Genetic Programming and Evolvable Machines	1573-7632	2017-2021
754	10722	Genetic Resources and Crop Evolution	1573-5109	2017-2021
755	10709	Genetica	1573-6857	2017-2021
756	11476	Geochemistry International	1556-1968	2017-2021
757	13541	Geography and Natural Resources	1875-371X	2017-2021
758	12371	Geoheritage	1867-2485	2017-2021
759	10707	Geoinformatica	1573-7624	2017-2021
760	10708	GeoJournal	1572-9893	2017-2021
761	11477	Geology of Ore Deposits	1555-6476	2017-2021
762	11478	Geomagnetism and Aeronomy	1555-645X	2017-2021
763	367	Geo-Marine Letters	1432-1157	2017-2021
764	40948	Geomechanics and Geophysics for Geo-Energy and Geo-Resources	2363-8427	2017-2021
765	10711	Geometriae Dedicata	1572-9168	2017-2021
766	39	Geometric and Functional Analysis	1420-8970	2017-2021
767	12303	Geosciences Journal	1598-7477	2017-2021
768	10706	Geotechnical and Geological Engineering	1573-1529	2017-2021
769	11479	Geotectonics	1556-1976	2017-2021
770	10343	Gesunde Pflanzen	1439-0345	2017-2021
771	10717	Glass and Ceramics	1573-8515	2017-2021

	Title No.	Title	ISSN electronic	Year
772	10720	Glass Physics and Chemistry	1608-313X	2017-2021
773	40171	Global Journal of Flexible Systems Management	0974-0198	2017-2021
774	40609	Global Social Welfare	2196-8799	2017-2021
775	10719	Glycoconjugate Journal	1573-4986	2017-2021
776	13404	Gold Bulletin	2190-7579	2017-2021
777	10291	GPS Solutions	1521-1886	2017-2021
778	417	Graefe's Archive for Clinical and Experimental Ophthalmology	1435-702X	2017-2021
779	10035	Granular Matter	1434-7636	2017-2021
780	373	Graphs and Combinatorics	1435-5914	2017-2021
781	12267	Gravitation and Cosmology	1995-0721	2017-2021
782	10726	Group Decision and Negotiation	1572-9907	2017-2021
783	767	Grundwasser	1432-1165	2017-2021
784	11612	Gruppe. Interaktion. Organisation. Zeitschrift für Angewandte Organisationspsychologie (GIO)	2366-6218	2017-2021
785	129	Der Gynäkologe	1433-0393	2017-2021
786	15013	gynäkologie + geburtshilfe	2196-6435	2017-2021
787	10304	Gynäkologische Endokrinologie	1610-2908	2017-2021
788	13140	Gyroscopy and Navigation	2075-1109	2017-2021
789	40803	Hague Journal on the Rule of Law	1876-4053	2017-2021
790	105	Der Hautarzt	1432-1173	2017-2021
791	12326	hautnah	2192-6484	2017-2021
792	15012	hautnah dermatologie	2196-6451	2017-2021
793	12105	Head and Neck Pathology	1936-0568	2017-2021
794	10728	Health Care Analysis	1573-3394	2017-2021
795	10729	Health Care Management Science	1572-9389	2017-2021
796	10742	Health Services and Outcomes Research Methodology	1572-9400	2017-2021
797	12553	Health and Technology	2190-7196	2017-2021
798	10741	Heart Failure Reviews	1573-7322	2017-2021
799	380	Heart and Vessels	1615-2573	2017-2021
800	231	Heat and Mass Transfer	1432-1181	2017-2021
801	10730	HEC Forum	1572-8498	2017-2021
802	58	Heilberufe	1867-1535	2017-2021

	Title No.	Title	ISSN electronic	Year
803	16024	HeilberufeScience	2190-2100	2017-2021
804	13126	Hellenic Journal of Surgery	1868-8845	2017-2021
805	12072	Hepatology International	1936-0541	2017-2021
806	11480	Herald of the Russian Academy of Sciences	1555-6492	2017-2021
807	10029	Hernia	1248-9204	2017-2021
808	59	Herz	1615-6692	2017-2021
809	399	Herzschrittmachertherapie + Elektrophysiologie	1435-1544	2017-2021
810	10733	High Energy Chemistry	1608-3148	2017-2021
811	10740	High Temperature	1608-3156	2017-2021
812	10734	Higher Education	1573-174X	2017-2021
813	418	Histochemistry and Cell Biology	1432-119X	2017-2021
814	40656	History and Philosophy of the Life Sciences	1742-6316	2017-2021
815	40702	HMD Praxis der Wirtschaftsinformatik	2198-2775	2017-2021
816	106	HNO	1433-0458	2017-2021
817	60	HNO Nachrichten	2198-6533	2017-2021
818	41412	Homo Oeconomicus	2366-6161	2017-2021
819	12672	Hormones and Cancer	1868-8500	2017-2021
820	13580	Horticulture, Environment, and Biotechnology	2211-3460	2017-2021
821	11420	HSS Journal ®	1556-3324	2017-2021
822	13577	Human Cell	1749-0774	2017-2021
823	10745	Human Ecology	1572-9915	2017-2021
824	439	Human Genetics	1432-1203	2017-2021
825	12110	Human Nature	1936-4776	2017-2021
826	10747	Human Physiology	1608-3164	2017-2021
827	12142	Human Rights Review	1874-6306	2017-2021
828	10746	Human Studies	1572-851X	2017-2021
829	10743	Husserl Studies	1572-8501	2017-2021
830	10750	Hydrobiologia	1573-5117	2017-2021
831	10040	Hydrogeology Journal	1435-0157	2017-2021
832	10751	Hyperfine Interactions	1572-9540	2017-2021
833	10228	Ichthyological Research	1616-3915	2017-2021

	<b>Title No.</b>	<b>Title</b>	<b>ISSN electronic</b>	<b>Year</b>
834	40319	IIC - International Review of Intellectual Property and Competition Law	2195-0237	2017-2021
835	15015	Im Focus Onkologie	2192-5674	2017-2021
836	251	Immunogenetics	1432-1211	2017-2021
837	12026	Immunologic Research	1559-0755	2017-2021
838	11626	In Vitro Cellular & Developmental Biology - Animal	1543-706X	2017-2021
839	11627	In Vitro Cellular & Developmental Biology - Plant	1475-2689	2017-2021
840	40098	Indian Geotechnical Journal	2277-3347	2017-2021
841	12291	Indian Journal of Clinical Biochemistry	0974-0422	2017-2021
842	12664	Indian Journal of Gastroenterology	0975-0711	2017-2021
843	40944	Indian Journal of Gynecologic Oncology	2363-8400	2017-2021
844	12288	Indian Journal of Hematology and Blood Transfusion	0974-0449	2017-2021
845	40901	Indian Journal of International Law	2199-7411	2017-2021
846	41027	The Indian Journal of Labour Economics	0019-5308	2017-2021
847	12088	Indian Journal of Microbiology	0973-7715	2017-2021
848	12070	Indian Journal of Otolaryngology and Head & Neck Surgery	0973-7707	2017-2021
849	12098	The Indian Journal of Pediatrics	0973-7693	2017-2021
850	12648	Indian Journal of Physics	0974-9845	2017-2021
851	40502	Indian Journal of Plant Physiology	0974-0252	2017-2021
852	13226	Indian Journal of Pure and Applied Mathematics	0975-7465	2017-2021
853	12262	Indian Journal of Surgery	0973-9793	2017-2021
854	13193	Indian Journal of Surgical Oncology	0976-6952	2017-2021
855	12055	Indian Journal of Thoracic and Cardiovascular Surgery	0973-7723	2017-2021
856	13312	Indian Pediatrics	0974-7559	2017-2021
857	15010	Infection	1439-0973	2017-2021
858	10753	Inflammation	1573-2576	2017-2021
859	11	Inflammation Research	1420-908X	2017-2021
860	10787	Inflammopharmacology	1568-5608	2017-2021
861	15034	Info Diabetologie	2196-6362	2017-2021
862	15005	InFo Neurologie & Psychiatrie	2195-5166	2017-2021
863	15004	Info Onkologie	2196-5692	2017-2021
864	287	Informatik-Spektrum	1432-122X	2017-2021

	<b>Title No.</b>	<b>Title</b>	<b>ISSN electronic</b>	<b>Year</b>
865	10791	Information Retrieval Journal	1573-7659	2017-2021
866	10257	Information Systems and e-Business Management	1617-9854	2017-2021
867	10796	Information Systems Frontiers	1572-9419	2017-2021
868	10799	Information Technology and Management	1573-7667	2017-2021
869	40558	Information Technology & Tourism	1943-4294	2017-2021
870	12212	Inland Water Biology	1995-0837	2017-2021
871	11334	Innovations in Systems and Software Engineering	1614-5054	2017-2021
872	10755	Innovative Higher Education	1573-1758	2017-2021
873	10789	Inorganic Materials	1608-3172	2017-2021
874	13188	Inorganic Materials: Applied Research	2075-115X	2017-2021
875	40	Insectes Sociaux	1420-9098	2017-2021
876	11251	Instructional Science	1573-1952	2017-2021
877	10786	Instruments and Experimental Techniques	1608-3180	2017-2021
878	20	Integral Equations and Operator Theory	1420-8989	2017-2021
879	40192	Integrating Materials and Manufacturing Innovation	2193-9772	2017-2021
880	12124	Integrative Psychological and Behavioral Science	1936-3567	2017-2021
881	40903	Intelligent Industrial Systems	2199-854X	2017-2021
882	11370	Intelligent Service Robotics	1861-2784	2017-2021
883	134	Intensive Care Medicine	1432-1238	2017-2021
884	10780	Interchange	1573-1790	2017-2021
885	12539	Interdisciplinary Sciences: Computational Life Sciences	1867-1462	2017-2021
886	10272	Intereconomics	1613-964X	2017-2021
887	11739	Internal and Emergency Medicine	1970-9366	2017-2021
888	11294	International Advances in Economic Research	1573-966X	2017-2021
889	10778	International Applied Mechanics	1573-8582	2017-2021
890	420	International Archives of Occupational and Environmental Health	1432-1246	2017-2021
891	13691	International Cancer Conference Journal	2192-3183	2017-2021
892	40636	International Communication of Chinese Culture	2197-4241	2017-2021
893	10368	International Economics and Economic Policy	1612-4812	2017-2021
894	11365	International Entrepreneurship and Management Journal	1555-1938	2017-2021
895	10784	International Environmental Agreements: Politics, Law and Economics	1573-1553	2017-2021

	<b>Title No.</b>	<b>Title</b>	<b>ISSN electronic</b>	<b>Year</b>
896	170	The International Journal of Advanced Manufacturing Technology	1433-3015	2017-2021
897	10447	International Journal for the Advancement of Counselling	1573-3246	2017-2021
898	12572	International Journal of Advances in Engineering Sciences and Applied Mathematics	0975-5616	2017-2021
899	40819	International Journal of Applied and Computational Mathematics	2199-5796	2017-2021
900	40593	International Journal of Artificial Intelligence in Education	1560-4306	2017-2021
901	11633	International Journal of Automation and Computing	1751-8520	2017-2021
902	12239	International Journal of Automotive Technology	1976-3832	2017-2021
903	12529	International Journal of Behavioral Medicine	1532-7558	2017-2021
904	484	International Journal of Biometeorology	1432-1254	2017-2021
905	10554	The International Journal of Cardiovascular Imaging	1573-0743	2017-2021
906	40999	International Journal of Civil Engineering	2383-3874	2017-2021
907	12138	International Journal of the Classical Tradition	1874-6292	2017-2021
908	10147	International Journal of Clinical Oncology	1437-7772	2017-2021
909	11096	International Journal of Clinical Pharmacy	2210-7711	2017-2021
910	384	International Journal of Colorectal Disease	1432-1262	2017-2021
911	11548	International Journal of Computer Assisted Radiology and Surgery	1861-6429	2017-2021
912	11263	International Journal of Computer Vision	1573-1405	2017-2021
913	11412	International Journal of Computer-Supported Collaborative Learning	1556-1615	2017-2021
914	12555	International Journal of Control, Automation and Systems	2005-4092	2017-2021
915	13410	International Journal of Diabetes in Developing Countries	1998-3832	2017-2021
916	799	International Journal on Digital Libraries	1432-1300	2017-2021
917	10032	International Journal on Document Analysis and Recognition (IJ DAR)	1433-2825	2017-2021
918	40435	International Journal of Dynamics and Control	2195-2698	2017-2021
919	13158	International Journal of Early Childhood	1878-4658	2017-2021
920	531	International Journal of Earth Sciences	1437-3262	2017-2021
921	10775	International Journal for Educational and Vocational Guidance	1573-1782	2017-2021
922	13762	International Journal of Environmental Science and Technology	1735-2630	2017-2021
993	10704	International Journal of Fracture	1573-2673	2017-2021
924	40815	International Journal of Fuzzy Systems	2199-3211	2017-2021
925	182	International Journal of Game Theory	1432-1270	2017-2021
926	40891	International Journal of Geosynthetics and Ground Engineering	2199-9279	2017-2021



	<b>Title No.</b>	<b>Title</b>	<b>ISSN electronic</b>	<b>Year</b>
927	10754	International Journal of Health Economics and Management	2199-9031	2017-2021
928	12185	International Journal of Hematology	1865-3774	2017-2021
829	11407	International Journal of Hindu Studies	1574-9282	2017-2021
930	10761	International Journal of Historical Archaeology	1573-7748	2017-2021
931	10207	International Journal of Information Security	1615-5270	2017-2021
932	13177	International Journal of Intelligent Transportation Systems Research	1868-8659	2017-2021
933	12008	International Journal on Interactive Design and Manufacturing (IJIDeM)	1955-2505	2017-2021
934	12127	International Journal for Ion Mobility Spectrometry	1865-4584	2017-2021
935	414	International Journal of Legal Medicine	1437-1596	2017-2021
936	11367	The International Journal of Life Cycle Assessment	1614-7502	2017-2021
937	13042	International Journal of Machine Learning and Cybernetics	1868-808X	2017-2021
938	12289	International Journal of Material Forming	1960-6214	2017-2021
939	10999	International Journal of Mechanics and Materials in Design	1573-8841	2017-2021
940	11469	International Journal of Mental Health and Addiction	1557-1882	2017-2021
941	40962	International Journal of Metalcasting	2163-3193	2017-2021
942	12613	International Journal of Minerals, Metallurgy, and Materials	1869-103X	2017-2021
943	13735	International Journal of Multimedia Information Retrieval	2192-662X	2017-2021
944	10766	International Journal of Parallel Programming	1573-7640	2017-2021
945	10989	International Journal of Peptide Research and Therapeutics	1573-3904	2017-2021
946	11153	International Journal for Philosophy of Religion	1572-8684	2017-2021
947	12588	International Journal of Plastics Technology	0975-072X	2017-2021
948	10767	International Journal of Politics, Culture, and Society	1573-3416	2017-2021
949	12541	International Journal of Precision Engineering and Manufacturing	2005-4602	2017-2021
950	40684	International Journal of Precision Engineering and Manufacturing-Green Technology	2198-0810	2017-2021
951	10764	International Journal of Primatology	1573-8604	2017-2021
952	38	International Journal of Public Health	1661-8564	2017-2021
953	40753	International Journal of Research in Undergraduate Mathematics Education	2198-9753	2017-2021
954	10763	International Journal of Science and Mathematics Education	1573-1774	2017-2021
955	12003	International Journal of Self-Propagating High-Temperature Synthesis	1934-788X	2017-2021
956	11196	International Journal for the Semiotics of Law - Revue internationale de Sémiotique juridique	1572-8722	2017-2021

	<b>Title No.</b>	<b>Title</b>	<b>ISSN electronic</b>	<b>Year</b>
957	12369	International Journal of Social Robotics	1875-4805	2017-2021
958	10009	International Journal on Software Tools for Technology Transfer	1433-2787	2017-2021
959	10772	International Journal of Speech Technology	1572-8110	2017-2021
960	13296	International Journal of Steel Structures	2093-6311	2017-2021
961	13198	International Journal of System Assurance Engineering and Management	0976-4348	2017-2021
962	10798	International Journal of Technology and Design Education	1573-1804	2017-2021
963	10773	International Journal of Theoretical Physics	1572-9575	2017-2021
964	10765	International Journal of Thermophysics	1572-9567	2017-2021
965	10776	International Journal of Wireless Information Networks	1572-8129	2017-2021
966	10792	International Ophthalmology	1573-2630	2017-2021
967	264	International Orthopaedics	1432-5195	2017-2021
968	12232	International Review of Economics	1863-4613	2017-2021
969	11159	International Review of Education	1573-0638	2017-2021
970	12208	International Review on Public and Nonprofit Marketing	1865-1992	2017-2021
971	40318	The International Sports Law Journal	2213-5154	2017-2021
972	10797	International Tax and Public Finance	1573-6970	2017-2021
973	192	International Urogynecology Journal	1433-3023	2017-2021
974	11255	International Urology and Nephrology	1573-2584	2017-2021
975	108	Der Internist	1432-1289	2017-2021
976	222	Inventiones mathematicae	1432-1297	2017-2021
977	10158	Invertebrate Neuroscience	1439-1104	2017-2021
978	10637	Investigational New Drugs	1573-0646	2017-2021
979	11581	Ionics	1862-0760	2017-2021
980	40995	Iranian Journal of Science and Technology, Transactions A: Science	2364-1819	2017-2021
981	40996	Iranian Journal of Science and Technology, Transactions of Civil Engineering	2364-1843	2017-2021
982	40998	Iranian Journal of Science and Technology, Transactions of Electrical Engineering	2364-1827	2017-2021
983	40997	Iranian Journal of Science and Technology, Transactions of Mechanical Engineering	2364-1835	2017-2021
984	13726	Iranian Polymer Journal	1735-5265	2017-2021
985	11845	Irish Journal of Medical Science (1971 -)	1863-4362	2017-2021
986	271	Irrigation Science	1432-1319	2017-2021

	<b>Title No.</b>	<b>Title</b>	<b>ISSN electronic</b>	<b>Year</b>
987	11856	Israel Journal of Mathematics	1565-8511	2017-2021
988	35724	IST International Surface Technology	2192-8703	2017-2021
989	40797	Italian Economic Journal	2199-3238	2017-2021
990	11485	Izvestiya, Atmospheric and Oceanic Physics	1555-628X	2017-2021
991	11486	Izvestiya, Physics of the Solid Earth	1555-6506	2017-2021
992	13291	Jahresbericht der Deutschen Mathematiker-Vereinigung	1869-7135	2017-2021
993	13160	Japan Journal of Industrial and Applied Mathematics	1868-937X	2017-2021
994	11537	Japanese Journal of Mathematics	1861-3624	2017-2021
995	10384	Japanese Journal of Ophthalmology	1613-2246	2017-2021
996	11604	Japanese Journal of Radiology	1867-108X	2017-2021
97	775	JBIC Journal of Biological Inorganic Chemistry	1432-1327	2017-2021
998	11448	JETP Letters	1090-6487	2017-2021
999	10835	Jewish History	1572-8579	2017-2021
1000	41020	Jindal Global Law Review	2364-4869	2017-2021
1001	11837	JOM	1543-1851	2017-2021
1002	35144	JOT Journal für Oberflächentechnik	2192-869X	2017-2021
1003	10802	Journal of Abnormal Child Psychology	1573-2835	2017-2021
1004	10805	Journal of Academic Ethics	1572-8544	2017-2021
1005	11747	Journal of the Academy of Marketing Science	1552-7824	2017-2021
1006	11726	Journal of Acupuncture and Tuina Science	1993-0399	2017-2021
1007	10804	Journal of Adult Development	1573-3440	2017-2021
1008	12157	Journal Africain d'Hépatogastroentérologie	1954-3212	2017
1009	12111	Journal of African American Studies	1936-4741	2017-2021
1010	13253	Journal of Agricultural, Biological, and Environmental Statistics	1537-2693	2017-2021
1011	10806	Journal of Agricultural and Environmental Ethics	1573-322X	2017-2021
1012	10801	Journal of Algebraic Combinatorics	1572-9192	2017-2021
1013	12652	Journal of Ambient Intelligence and Humanized Computing	1868-5145	2017-2021
1014	11746	Journal of the American Oil Chemists' Society	1558-9331	2017-2021
1015	13361	Journal of The American Society for Mass Spectrometry	1879-1123	2017-2021
1016	11854	Journal d'Analyse Mathématique	1565-8538	2017-2021
1017	41478	The Journal of Analysis	2367-2501	2017-2021

	<b>Title No.</b>	<b>Title</b>	<b>ISSN electronic</b>	<b>Year</b>
1018	10809	Journal of Analytical Chemistry	1608-3199	2017-2021
1019	540	Journal of Anesthesia	1438-8359	2017-2021
1020	10800	Journal of Applied Electrochemistry	1572-8838	2017-2021
1021	13353	Journal of Applied Genetics	2190-3883	2017-2021
1022	11754	Journal of Applied and Industrial Mathematics	1990-4797	2017-2021
1023	12190	Journal of Applied Mathematics and Computing	1865-2085	2017-2021
1024	10808	Journal of Applied Mechanics and Technical Physics	1573-8620	2017-2021
1025	10811	Journal of Applied Phycology	1573-5176	2017-2021
1026	10812	Journal of Applied Spectroscopy	1573-8647	2017-2021
1027	10816	Journal of Archaeological Method and Theory	1573-7764	2017-2021
1028	10814	Journal of Archaeological Research	1573-7756	2017-2021
1029	40333	Journal of Arid Land	2194-7783	2017-2021
1030	10047	Journal of Artificial Organs	1619-0904	2017-2021
1031	10815	Journal of Assisted Reproduction and Genetics	1573-7330	2017-2021
1032	10162	Journal of the Association for Research in Otolaryngology	1438-7573	2017-2021
1033	12631	Journal für Ästhetische Chirurgie	1867-4313	2017-2021
1034	40295	The Journal of the Astronautical Sciences	2195-0571	2017-2021
1035	12036	Journal of Astrophysics and Astronomy	0973-7758	2017-2021
1036	10874	Journal of Atmospheric Chemistry	1573-0662	2017-2021
1037	41779	Journal of the Australian Ceramic Society	2510-1579	2017-2021
1038	10803	Journal of Autism and Developmental Disorders	1573-3432	2017-2021
1039	10817	Journal of Automated Reasoning	1573-0670	2017-2021
1040	10864	Journal of Behavioral Education	1573-3513	2017-2021
1041	11414	The Journal of Behavioral Health Services & Research	1556-3308	2017-2021
1042	10865	Journal of Behavioral Medicine	1573-3521	2017-2021
1043	40735	Journal of Bio- and Tribo-Corrosion	2198-4239	2017-2021
1044	10818	Journal of Bioeconomics	1573-6989	2017-2021
1045	10863	Journal of Bioenergetics and Biomembranes	1573-6881	2017-2021
1046	11673	Journal of Bioethical Inquiry	1872-4353	2017-2021
1047	10867	Journal of Biological Physics	1573-0689	2017-2021
1048	10858	Journal of Biomolecular NMR	1573-5001	2017-2021

	<b>Title No.</b>	<b>Title</b>	<b>ISSN electronic</b>	<b>Year</b>
1049	12038	Journal of Biosciences	0973-7138	2017-2021
1050	774	Journal of Bone and Mineral Metabolism	1435-5604	2017-2021
1051	40430	Journal of the Brazilian Society of Mechanical Sciences and Engineering	1806-3691	2017-2021
1052	11573	Journal of Business Economics	1861-8928	2017-2021
1053	10551	Journal of Business Ethics	1573-0697	2017-2021
1054	10869	Journal of Business and Psychology	1573-353X	2017-2021
1055	13187	Journal of Cancer Education	1543-0154	2017-2021
1056	432	Journal of Cancer Research and Clinical Oncology	1432-1335	2017-2021
1057	11764	Journal of Cancer Survivorship	1932-2267	2017-2021
1058	12265	Journal of Cardiovascular Translational Research	1937-5395	2017-2021
1059	12079	Journal of Cell Communication and Signaling	1873-961X	2017-2021
1060	11771	Journal of Central South University	2227-5223	2017-2021
1061	12154	Journal of Chemical Biology	1864-6166	2017-2021
1062	10870	Journal of Chemical Crystallography	1572-8854	2017-2021
1063	10886	Journal of Chemical Ecology	1573-1561	2017-2021
1064	12039	Journal of Chemical Sciences	0973-7103	2017-2021
1065	40653	Journal of Child & Adolescent Trauma	1936-153X	2017-2021
1066	10826	Journal of Child and Family Studies	1573-2843	2017-2021
1067	11366	Journal of Chinese Political Science	1874-6357	2017-2021
1068	13349	Journal of Civil Structural Health Monitoring	2190-5479	2017-2021
1069	357	Journal of Classification	1432-1343	2017-2021
1070	10875	Journal of Clinical Immunology	1573-2592	2017-2021
1071	10877	Journal of Clinical Monitoring and Computing	1573-2614	2017-2021
1072	10880	Journal of Clinical Psychology in Medical Settings	1573-3572	2017-2021
1073	10876	Journal of Cluster Science	1572-8862	2017-2021
1074	11852	Journal of Coastal Conservation	1874-7841	2017-2021
1075	11998	Journal of Coatings Technology and Research	1935-3804	2017-2021
1076	10878	Journal of Combinatorial Optimization	1573-2886	2017-2021
1077	11487	Journal of Communications Technology and Electronics	1555-6557	2017-2021
1078	12687	Journal of Community Genetics	1868-6001	2017-2021
1079	10900	Journal of Community Health	1573-3610	2017-2021

	<b>Title No.</b>	<b>Title</b>	<b>ISSN electronic</b>	<b>Year</b>
1080	10828	The Journal of Comparative Germanic Linguistics	1572-8552	2017-2021
1081	359	Journal of Comparative Physiology A	1432-1351	2017-2021
1082	360	Journal of Comparative Physiology B	1432-136X	2017-2021
1083	10825	Journal of Computational Electronics	1572-8137	2017-2021
1084	10827	Journal of Computational Neuroscience	1573-6873	2017-2021
1085	11390	Journal of Computer Science and Technology	1860-4749	2017-2021
1086	11488	Journal of Computer and Systems Sciences International	1555-6530	2017-2021
1087	11416	Journal of Computer Virology and Hacking Techniques	2263-8733	2017-2021
1088	10822	Journal of Computer-Aided Molecular Design	1573-4951	2017-2021
1089	40692	Journal of Computers in Education	2197-9995	2017-2021
1090	12528	Journal of Computing in Higher Education	1867-1233	2017-2021
1091	10603	Journal of Consumer Policy	1573-0700	2017-2021
1092	11957	Journal of Contemporary Mathematical Analysis	1934-9416	2017-2021
1093	11958	Journal of Contemporary Physics (Armenian Academy of Sciences)	1934-9378	2017-2021
1094	10879	Journal of Contemporary Psychotherapy	1573-3564	2017-2021
1095	40313	Journal of Control, Automation and Electrical Systems	2195-3899	2017-2021
1096	12892	Journal of Crop Science and Biotechnology	2005-8276	2017-2021
1097	10823	Journal of Cross-Cultural Gerontology	1573-0719	2017-2021
1098	13389	Journal of Cryptographic Engineering	2190-8516	2017-2021
1099	145	Journal of Cryptology	1432-1378	2017-2021
1100	10824	Journal of Cultural Economics	1573-6997	2017-2021
1101	13740	Journal on Data Semantics	1861-2040	2017-2021
1102	40865	Journal of Developmental and Life-Course Criminology	2199-465X	2017-2021
1103	10882	Journal of Developmental and Physical Disabilities	1573-3580	2017-2021
1104	10278	Journal of Digital Imaging	1618-727X	2017-2021
1105	40870	Journal of Dynamic Behavior of Materials	2199-7454	2017-2021
1106	10883	Journal of Dynamical and Control Systems	1573-8698	2017-2021
1107	10884	Journal of Dynamics and Differential Equations	1572-9222	2017-2021
1108	12583	Journal of Earth Science	1867-111X	2017-2021
1109	12040	Journal of Earth System Science	0973-774X	2017-2021
1110	10831	Journal of East Asian Linguistics	1572-8560	2017-2021

	<b>Title No.</b>	<b>Title</b>	<b>ISSN electronic</b>	<b>Year</b>
1111	12574	Journal of Echocardiography	1880-344X	2017-2021
1112	10887	Journal of Economic Growth	1573-7020	2017-2021
1113	10888	The Journal of Economic Inequality	1573-8701	2017-2021
1114	11403	Journal of Economic Interaction and Coordination	1860-7128	2017-2021
1115	40881	Journal of the Economic Science Association	2199-6784	2017-2021
1116	712	Journal of Economics	1617-7134	2017-2021
1117	12197	Journal of Economics and Finance	1938-9744	2017-2021
1118	10833	Journal of Educational Change	1573-1812	2017-2021
1119	10659	Journal of Elasticity	1573-2681	2017-2021
1120	10832	Journal of Electroceramics	1573-8663	2017-2021
1121	11664	Journal of Electronic Materials	1543-186X	2017-2021
1122	10836	Journal of Electronic Testing	1573-0727	2017-2021
1123	41808	Journal of Elliptic and Parabolic Equations		2017-2021
1124	40618	Journal of Endocrinological Investigation	1720-8386	2017-2021
1125	10665	Journal of Engineering Mathematics	1573-2703	2017-2021
1126	10891	Journal of Engineering Physics and Thermophysics	1573-871X	2017-2021
1127	11823	Journal of Engineering Thermophysics	1990-5432	2017-2021
1128	13412	Journal of Environmental Studies and Sciences	2190-6491	2017-2021
1129	10892	The Journal of Ethics	1572-8609	2017-2021
1130	10164	Journal of Ethology	1439-5444	2017-2021
1131	28	Journal of Evolution Equations	1424-3202	2017-2021
1132	10893	Journal of Evolutionary Biochemistry and Physiology	1608-3202	2017-2021
1133	191	Journal of Evolutionary Economics	1432-1386	2017-2021
1134	11292	Journal of Experimental Criminology	1572-8315	2017-2021
1135	11447	Journal of Experimental and Theoretical Physics	1090-6509	2017-2021
1136	11668	Journal of Failure Analysis and Prevention	1864-1245	2017-2021
1137	10834	Journal of Family and Economic Issues	1573-3475	2017-2021
1138	10896	Journal of Family Violence	1573-2851	2017-2021
1139	40556	Journal of Fetal Medicine	2348-8859	2017-2021
1140	10693	Journal of Financial Services Research	1573-0735	2017-2021
1141	11784	Journal of Fixed Point Theory and Applications	1661-7746	2017-2021

	<b>Title No.</b>	<b>Title</b>	<b>ISSN electronic</b>	<b>Year</b>
1142	10895	Journal of Fluorescence	1573-4994	2017-2021
1143	11694	Journal of Food Measurement and Characterization	2193-4134	2017-2021
1144	13197	Journal of Food Science and Technology	0975-8402	2017-2021
1145	11676	Journal of Forestry Research	1993-0607	2017-2021
1146	41	Journal of Fourier Analysis and Applications	1531-5851	2017-2021
1147	11959	Journal of Friction and Wear	1934-9386	2017-2021
1148	10894	Journal of Fusion Energy	1572-9591	2017-2021
1149	10899	Journal of Gambling Studies	1573-3602	2017-2021
1150	535	Journal of Gastroenterology	1435-5922	2017-2021
1151	12029	Journal of Gastrointestinal Cancer	1941-6636	2017-2021
1512	11605	Journal of Gastrointestinal Surgery	1873-4626	2017-2021
1513	11606	Journal of General Internal Medicine	1525-1497	2017-2021
1154	10838	Journal for General Philosophy of Science	1572-8587	2017-2021
1155	10327	Journal of General Plant Pathology	1610-739X	2017-2021
1156	10897	Journal of Genetic Counseling	1573-3599	2017-2021
1157	12041	Journal of Genetics	0973-7731	2017-2021
1158	190	Journal of Geodesy	1432-1394	2017-2021
1159	11442	Journal of Geographical Sciences	1861-9568	2017-2021
1160	10109	Journal of Geographical Systems	1435-5949	2017-2021
1161	12594	Journal of the Geological Society of India	0974-6889	2017-2021
1162	12220	The Journal of Geometric Analysis	1559-002X	2017-2021
1163	22	Journal of Geometry	1420-8997	2017-2021
1164	10898	Journal of Global Optimization	1573-2916	2017-2021
1165	10723	Journal of Grid Computing	1572-9184	2017-2021
1166	10902	Journal of Happiness Studies	1573-7780	2017-2021
1167	12308	Journal of Hematopathology	1865-5785	2017-2021
1168	10732	Journal of Heuristics	1572-9397	2017-2021
1169	10739	Journal of the History of Biology	1573-0387	2017-2021
1170	40062	Journal of Homotopy and Related Structures	1512-2891	2017-2021
1171	10901	Journal of Housing and the Built Environment	1573-7772	2017-2021
1172	11596	Journal of Huazhong University of Science and Technology [Medical Sciences]	1993-1352	2017-2021



	<b>Title No.</b>	<b>Title</b>	<b>ISSN electronic</b>	<b>Year</b>
1173	41513	Journal of Iberian Geology	1886-7995	2017-2021
1174	11489	Journal of Ichthyology	1555-6425	2017-2021
1175	10903	Journal of Immigrant and Minority Health	1557-1920	2017-2021
1176	10847	Journal of Inclusion Phenomena and Macrocyclic Chemistry	1573-1111	2017-2021
1177	13196	Journal of the Indian Academy of Wood Science	0976-8432	2017-2021
1178	40961	Journal of Indian Council of Philosophical Research	2363-9962	2017-2021
1179	10781	Journal of Indian Philosophy	1573-0395	2017-2021
1180	41096	Journal of the Indian Society for Probability and Statistics	2364-9569	2017-2021
1181	12524	Journal of the Indian Society of Remote Sensing	0974-3006	2017-2021
1182	10295	Journal of Industrial Microbiology & Biotechnology	1476-5535	2017-2021
1183	10842	Journal of Industry, Competition and Trade	1573-7012	2017-2021
1184	10762	Journal of Infrared, Millimeter, and Terahertz Waves	1866-6906	2017-2021
1185	10545	Journal of Inherited Metabolic Disease	1573-2665	2017-2021
1186	10904	Journal of Inorganic and Organometallic Polymers and Materials	1574-1451	2017-2021
1187	10905	Journal of Insect Behavior	1572-8889	2017-2021
1188	10841	Journal of Insect Conservation	1572-9753	2017-2021
1189	40030	Journal of The Institution of Engineers (India): Series A	2250-2157	2017-2021
1190	40031	Journal of The Institution of Engineers (India): Series B	2250-2114	2017-2021
1191	40032	Journal of The Institution of Engineers (India): Series C	2250-0553	2017-2021
1192	40033	Journal of The Institution of Engineers (India): Series D	2250-2130	2017-2021
1193	40034	Journal of The Institution of Engineers (India): Series E	2250-2491	2017-2021
1194	10844	Journal of Intelligent Information Systems	1573-7675	2017-2021
1195	10845	Journal of Intelligent Manufacturing	1572-8145	2017-2021
1196	10846	Journal of Intelligent & Robotic Systems	1573-0409	2017-2021
1197	10843	Journal of International Entrepreneurship	1573-7349	2017-2021
1198	12134	Journal of International Migration and Integration	1874-6365	2017-2021
1199	10840	Journal of Interventional Cardiac Electrophysiology	1572-8595	2017-2021
1200	13738	Journal of the Iranian Chemical Society	1735-2428	2017-2021
1201	13132	Journal of the Knowledge Economy	1868-7873	2017-2021
1202	40042	Journal of the Korean Physical Society	1976-8524	2017-2021
1203	12122	Journal of Labor Research	1936-4768	2017-2021

	<b>Title No.</b>	<b>Title</b>	<b>ISSN electronic</b>	<b>Year</b>
1204	10849	Journal of Logic, Language and Information	1572-9583	2017-2021
1205	10909	Journal of Low Temperature Physics	1573-7357	2017-2021
1206	12001	Journal of Machinery Manufacture and Reliability	1934-9394	2017-2021
1207	10914	Journal of Mammalian Evolution	1573-7055	2017-2021
1208	10911	Journal of Mammary Gland Biology and Neoplasia	1573-7039	2017-2021
1209	187	Journal of Management Control	2191-477X	2017-2021
1210	10997	Journal of Management & Governance	1572-963X	2017-2021
1211	11804	Journal of Marine Science and Application	1993-5048	2017-2021
1212	773	Journal of Marine Science and Technology	1437-8213	2017-2021
1213	11457	Journal of Maritime Archaeology	1557-2293	2017-2021
1214	10163	Journal of Material Cycles and Waste Management	1611-8227	2017-2021
1215	11665	Journal of Materials Engineering and Performance	1544-1024	2017-2021
1216	10853	Journal of Materials Science	1573-4803	2017-2021
1217	10854	Journal of Materials Science: Materials in Electronics	1573-482X	2017-2021
1218	10856	Journal of Materials Science: Materials in Medicine	1573-4838	2017-2021
1219	285	Journal of Mathematical Biology	1432-1416	2017-2021
1220	10910	Journal of Mathematical Chemistry	1572-8897	2017-2021
1221	21	Journal of Mathematical Fluid Mechanics	1422-6952	2017-2021
1222	10851	Journal of Mathematical Imaging and Vision	1573-7683	2017-2021
1223	10958	Journal of Mathematical Sciences	1573-8795	2017-2021
1224	10857	Journal of Mathematics Teacher Education	1573-1820	2017-2021
1225	13138	Journal für Mathematik-Didaktik	1869-2699	2017-2021
1226	12663	Journal of Maxillofacial and Oral Surgery	0974-942X	2017-2021
1227	12206	Journal of Mechanical Science and Technology	1976-3824	2017-2021
1228	40846	Journal of Medical and Biological Engineering	2199-4757	2017-2021
1229	10912	Journal of Medical Humanities	1573-3645	2017-2021
1230	10916	Journal of Medical Systems	1573-689X	2017-2021
1231	13181	Journal of Medical Toxicology	1937-6995	2017-2021
1231	10396	Journal of Medical Ultrasonics	1613-2254	2017-2021
1232	232	The Journal of Membrane Biology	1432-1424	2017-2021
1233	13351	Journal of Meteorological Research	2198-0934	2017-2021

	<b>Title No.</b>	<b>Title</b>	<b>ISSN electronic</b>	<b>Year</b>
1234	12213	Journal of Micro-Bio Robotics	2194-6426	2017-2021
1235	12275	Journal of Microbiology	1976-3794	2017-2021
1236	10913	Journal of Mining Science	1573-8736	2017-2021
1237	239	Journal of Molecular Evolution	1432-1432	2017-2021
1238	10735	Journal of Molecular Histology	1567-2387	2017-2021
1239	109	Journal of Molecular Medicine	1432-1440	2017-2021
1240	894	Journal of Molecular Modeling	0948-5023	2017-2021
1241	12031	Journal of Molecular Neuroscience	1559-1166	2017-2021
1242	11629	Journal of Mountain Science	1993-0321	2017-2021
1243	12193	Journal on Multimodal User Interfaces	1783-8738	2017-2021
1244	10974	Journal of Muscle Research and Cell Motility	1573-2657	2017-2021
1245	11051	Journal of Nanoparticle Research	1572-896X	2017-2021
1246	11418	Journal of Natural Medicines	1861-0293	2017-2021
1247	40620	Journal of Nephrology	1724-6059	2017-2021
1248	10922	Journal of Network and Systems Management	1573-7705	2017-2021
1249	702	Journal of Neural Transmission	1435-1463	2017-2021
1250	11481	Journal of Neuroimmune Pharmacology	1557-1904	2017-2021
1251	415	Journal of Neurology	1432-1459	2017-2021
1252	11060	Journal of Neuro-Oncology	1573-7373	2017-2021
1253	13365	Journal of NeuroVirology	1538-2443	2017-2021
1254	10921	Journal of Nondestructive Evaluation	1573-4862	2017-2021
1255	332	Journal of Nonlinear Science	1432-1467	2017-2021
1256	10919	Journal of Nonverbal Behavior	1573-3653	2017-2021
1257	12350	Journal of Nuclear Cardiology	1532-6551	2017-2021
1258	12603	The journal of nutrition, health & aging	1760-4788	2017-2021
1259	13224	The Journal of Obstetrics and Gynecology of India	0975-6434	2017-2021
1260	10926	Journal of Occupational Rehabilitation	1573-3688	2017-2021
1261	40722	Journal of Ocean Engineering and Marine Energy	2198-6452	2017-2021
1262	11802	Journal of Ocean University of China	1993-5021	2017-2021
1263	10872	Journal of Oceanography	1573-868X	2017-2021
1264	40305	Journal of the Operations Research Society of China	2194-6698	2017-2021

	<b>Title No.</b>	<b>Title</b>	<b>ISSN electronic</b>	<b>Year</b>
1265	12596	Journal of Optics	0974-6900	2017-2021
1266	10957	Journal of Optimization Theory and Applications	1573-2878	2017-2021
1267	10336	Journal of Ornithology	2193-7206	2017-2021
1268	56	Journal of Orofacial Orthopedics / Fortschritte der Kieferorthopädie	1615-6714	2017-2021
1269	10933	Journal of Paleolimnology	1573-0417	2017-2021
1270	12639	Journal of Parasitic Diseases	0975-0703	2017-2021
1271	40817	Journal of Pediatric Neuropsychology	2199-2673	2017-2021
1272	10340	Journal of Pest Science	1612-4766	2017-2021
1273	12247	Journal of Pharmaceutical Innovation	1939-8042	2017-2021
1274	40005	Journal of Pharmaceutical Investigation	2093-6214	2017-2021
1275	10928	Journal of Pharmacokinetics and Pharmacodynamics	1573-8744	2017-2021
1276	11669	Journal of Phase Equilibria and Diffusion	1863-7345	2017-2021
1277	10992	Journal of Philosophical Logic	1573-0433	2017-2021
1278	12576	The Journal of Physiological Sciences	1880-6562	2017-2021
1279	13105	Journal of Physiology and Biochemistry	1877-8755	2017-2021
1280	13562	Journal of Plant Biochemistry and Biotechnology	0974-1275	2017-2021
1281	12374	Journal of Plant Biology	1867-0725	2017-2021
1282	41348	Journal of Plant Diseases and Protection	1861-3837	2017-2021
1283	344	Journal of Plant Growth Regulation	1435-8107	2017-2021
1284	10265	Journal of Plant Research	1618-0860	2017-2021
1285	11896	Journal of Police and Criminal Psychology	1936-6469	2017-2021
1286	10965	Journal of Polymer Research	1572-8935	2017-2021
1287	10924	Journal of Polymers and the Environment	1572-8900	2017-2021
1288	12062	Journal of Population Ageing	1874-7876	2017-2021
1289	148	Journal of Population Economics	1432-1475	2017-2021
1290	12546	Journal of Population Research	1835-9469	2017-2021
1291	10934	Journal of Porous Materials	1573-4854	2017-2021
1292	10935	The Journal of Primary Prevention	1573-6547	2017-2021
1293	11123	Journal of Productivity Analysis	1573-0441	2017-2021
1294	11868	Journal of Pseudo-Differential Operators and Applications	1662-999X	2017-2021
1295	10936	Journal of Psycholinguistic Research	1573-6555	2017-2021

	<b>Title No.</b>	<b>Title</b>	<b>ISSN electronic</b>	<b>Year</b>
1296	10862	Journal of Psychopathology and Behavioral Assessment	1573-3505	2017-2021
1298	40737	Journal of Psychosocial Rehabilitation and Mental Health	2198-963X	2017-2021
1299	10389	Journal of Public Health	1613-2238	2017-2021
1300	10940	Journal of Quantitative Criminology	1573-7799	2017-2021
1301	40953	Journal of Quantitative Economics	2364-1045	2017-2021
1302	40615	Journal of Racial and Ethnic Health Disparities	2196-8837	2017-2021
1303	13566	Journal of Radiation Oncology	1948-7908	2017-2021
1304	10967	Journal of Radioanalytical and Nuclear Chemistry	1588-2780	2017-2021
1305	10942	Journal of Rational-Emotive & Cognitive-Behavior Therapy	1573-6563	2017-2021
1306	11146	The Journal of Real Estate Finance and Economics	1573-045X	2017-2021
1307	11554	Journal of Real-Time Image Processing	1861-8219	2017-2021
1308	11149	Journal of Regulatory Economics	1573-0468	2017-2021
1309	40860	Journal of Reliable Intelligent Environments	2199-4676	2017-2021
1310	10943	Journal of Religion and Health	1573-6571	2017-2021
1311	40839	Journal of Religious Education	2199-4625	2017-2021
1312	11166	Journal of Risk and Uncertainty	1573-0476	2017-2021
1313	11701	Journal of Robotic Surgery	1863-2491	2017-2021
1314	10946	Journal of Russian Laser Research	1573-8760	2017-2021
1315	10951	Journal of Scheduling	1099-1425	2017-2021
1316	10956	Journal of Science Education and Technology	1573-1839	2017-2021
1317	10915	Journal of Scientific Computing	1573-7691	2017-2021
1318	10950	Journal of Seismology	1573-157X	2017-2021
1319	12927	Journal of Service Science Research	2093-0739	2017-2021
1320	12204	Journal of Shanghai Jiaotong University (Science)	1995-8188	2017-2021
1321	11265	Journal of Signal Processing Systems	1939-8115	2017-2021
1322	40847	Journal of Social and Economic Development	2199-6873	2017-2021
1323	11368	Journal of Soils and Sediments	1614-7480	2017-2021
1324	10971	Journal of Sol-Gel Science and Technology	1573-4846	2017-2021
1325	10008	Journal of Solid State Electrochemistry	1433-0768	2017-2021
1326	10953	Journal of Solution Chemistry	1572-8927	2017-2021
1327	10955	Journal of Statistical Physics	1572-9613	2017-2021

	Title No.	Title	ISSN electronic	Year
1328	10947	Journal of Structural Chemistry	1573-8779	2017-2021
1329	11227	The Journal of Supercomputing	1573-0484	2017-2021
1330	10948	Journal of Superconductivity and Novel Magnetism	1557-1947	2017-2021
1331	11961	Journal of Superhard Materials	1934-9408	2017-2021
1332	11700	Journal of Surface Investigation. X-ray, Synchrotron and Neutron Techniques	1819-7094	2017-2021
1333	11743	Journal of Surfactants and Detergents	1558-9293	2017-2021
1334	40831	Journal of Sustainable Metallurgy	2199-3831	2017-2021
1335	11424	Journal of Systems Science and Complexity	1559-7067	2017-2021
1336	11518	Journal of Systems Science and Systems Engineering	1861-9576	2017-2021
1337	10961	The Journal of Technology Transfer	1573-7047	2017-2021
1338	10959	Journal of Theoretical Probability	1572-9230	2017-2021
1339	10973	Journal of Thermal Analysis and Calorimetry	1588-2926	2017-2021
1340	11630	Journal of Thermal Science	1993-033X	2017-2021
1341	11666	Journal of Thermal Spray Technology	1544-1016	2017-2021
1342	11239	Journal of Thrombosis and Thrombolysis	1573-742X	2017-2021
1343	12198	Journal of Transportation Security	1938-775X	2017-2021
1344	40477	Journal of Ultrasound	1876-7931	2017-2021
1345	11524	Journal of Urban Health	1468-2869	2017-2021
1346	10790	The Journal of Value Inquiry	1573-0492	2017-2021
1347	3	Journal für Verbraucherschutz und Lebensmittelsicherheit	1661-5867	2017-2021
1348	12650	Journal of Visualization	1875-8975	2017-2021
1349	11711	Journal of Volcanology and Seismology	1819-7108	2017-2021
1350	11962	Journal of Water Chemistry and Technology	1934-936X	2017-2021
1351	10086	Journal of Wood Science	1611-4663	2017-2021
1352	10963	Journal of World Prehistory	1573-7802	2017-2021
1353	11595	Journal of Wuhan University of Technology-Mater. Sci. Ed.	1993-0437	2017-2021
1354	10964	Journal of Youth and Adolescence	1573-6601	2017-2021
1355	11582	Journal of Zhejiang University-SCIENCE A	1862-1775	2017-2021
1356	11585	Journal of Zhejiang University-SCIENCE B	1862-1783	2017-2021
1357	12181	Der Kardiologe	1864-9726	2017-2021
1358	12225	Kew Bulletin	1874-933X	2017-2021

	Title No.	Title	ISSN electronic	Year
1359	13218	KI - Künstliche Intelligenz	1610-1987	2017-2021
1360	11963	Kinematics and Physics of Celestial Bodies	1934-8401	2017-2021
1361	10975	Kinetics and Catalysis	1608-3210	2017-2021
1362	167	Knee Surgery, Sports Traumatology, Arthroscopy	1433-7347	2017-2021
1363	10115	Knowledge and Information Systems	0219-3116	2017-2021
1364	13367	Korea-Australia Rheology Journal	2093-7660	2017-2021
1365	11814	Korean Journal of Chemical Engineering	1975-7220	2017-2021
1366	12205	KSCE Journal of Civil Engineering	1976-3808	2017-2021
1367	11577	KZfSS Kölner Zeitschrift für Soziologie und Sozialpsychologie	1861-891X	2017-2021
1368	11355	Landscape and Ecological Engineering	1860-188X	2017-2021
1369	10980	Landscape Ecology	1572-9761	2017-2021
1370	10346	Landslides	1612-5118	2017-2021
1371	423	Langenbeck's Archives of Surgery	1435-2451	2017-2021
1372	10993	Language Policy	1573-1863	2017-2021
1373	10579	Language Resources and Evaluation	1574-0218	2017-2021
1374	40516	Lasers in Manufacturing and Materials Processing	2196-7237	2017-2021
1375	10103	Lasers in Medical Science	1435-604X	2017-2021
1376	10978	Law and Critique	1572-8617	2017-2021
1377	10982	Law and Philosophy	1573-0522	2017-2021
1378	13420	Learning & Behavior	1543-4508	2017-2021
1379	10984	Learning Environments Research	1573-1855	2017-2021
1380	40619	L'Endocrinologo	1720-8351	2017-2021
1381	40329	Lettera Matematica	2281-5937	2017-2021
1382	10031	Lettera Matematica Pristem	1970-6820	2017-2021
1383	11005	Letters in Mathematical Physics	1573-0530	2017-2021
1384	12076	Letters in Spatial and Resource Sciences	1864-404X	2017-2021
1385	40607	Lexicography	2197-4306	2017-2021
1386	10985	Lifetime Data Analysis	1572-9249	2017-2021
1387	35725	Lightweight Design	2192-8738	2017-2021
1388	10201	Limnology	1439-863X	2017-2021
1389	10988	Linguistics and Philosophy	1573-0549	2017-2021

	Title No.	Title	ISSN electronic	Year
1390	11745	Lipids	1558-9307	2017-2021
1391	41025	List Forum für Wirtschafts- und Finanzpolitik	2364-3943	2017-2021
1392	10987	Lithology and Mineral Resources	1608-3229	2017-2021
1393	10986	Lithuanian Mathematical Journal	1573-8825	2017-2021
1394	10991	Liverpool Law Review	1572-8625	2017-2021
1395	11639	LO SCALPELLO-OTODI Educational	1970-6812	2017-2021
1396	12202	Lobachevskii Journal of Mathematics	1818-9962	2017-2021
1398	11787	Logica Universalis	1661-8300	2017-2021
1399	408	Lung	1432-1750	2017-2021
1400	10994	Machine Learning	1573-0565	2017-2021
1401	10590	Machine Translation	1573-0573	2017-2021
1402	138	Machine Vision and Applications	1432-1769	2017-2021
1403	13233	Macromolecular Research	2092-7673	2017-2021
1404	10334	Magnetic Resonance Materials in Physics, Biology and Medicine	1352-8661	2017-2021
1405	13364	Mammal Research	2199-241X	2017-2021
1406	335	Mammalian Genome	1432-1777	2017-2021
1407	11575	Management International Review	1861-8901	2017-2021
1408	11301	Management Review Quarterly	2198-1639	2017-2021
1409	41113	Managementforschung	2366-6137	2017-2021
1410	337	Manuelle Medizin	1433-0466	2017-2021
1411	229	manuscripta mathematica	1432-1785	2017-2021
1412	12647	MAPAN	0974-9853	2017-2021
1413	12526	Marine Biodiversity	1867-1624	2017-2021
1414	227	Marine Biology	1432-1793	2017-2021
1415	10126	Marine Biotechnology	1436-2236	2017-2021
1416	11001	Marine Geophysical Research	1573-0581	2017-2021
1417	40868	Marine Systems & Ocean Technology	2199-4749	2017-2021
1418	11002	Marketing Letters	1573-059X	2017-2021
1419	11003	Materials Science	1573-885X	2017-2021
1420	11527	Materials and Structures	1871-6873	2017-2021



	Title No.	Title	ISSN electronic	Year
1421	10995	Maternal and Child Health Journal	1573-6628	2017-2021
1422	11004	Mathematical Geosciences	1874-8953	2017-2021
1423	283	The Mathematical Intelligencer	1866-7414	2017-2021
1424	186	Mathematical Methods of Operations Research	1432-5217	2017-2021
1425	12004	Mathematical Methods of Statistics	1934-8045	2017-2021
1426	12608	Mathematical Models and Computer Simulations	2070-0490	2017-2021
1427	11006	Mathematical Notes	1573-8876	2017-2021
1428	11040	Mathematical Physics, Analysis and Geometry	1572-9656	2017-2021
1429	10107	Mathematical Programming	1436-4646	2017-2021
1430	12532	Mathematical Programming Computation	1867-2957	2017-2021
1431	11786	Mathematics in Computer Science	1661-8289	2017-2021
1432	498	Mathematics of Control, Signals, and Systems	1435-568X	2017-2021
1433	13394	Mathematics Education Research Journal	2211-050X	2017-2021
1434	11579	Mathematics and Financial Economics	1862-9660	2017-2021
1435	208	Mathematische Annalen	1432-1807	2017-2021
1436	591	Mathematische Semesterberichte	1432-1815	2017-2021
1437	209	Mathematische Zeitschrift	1432-1823	2017-2021
1438	11018	Measurement Techniques	1573-8906	2017-2021
1439	11012	Meccanica	1572-9648	2017-2021
1440	11029	Mechanics of Composite Materials	1573-8922	2017-2021
1441	11964	Mechanics of Solids	1934-7936	2017-2021
1442	11043	Mechanics of Time-Dependent Materials	1573-2738	2017-2021
1443	10243	Médecine et Chirurgie du Pied	1765-2855	2017
1444	11517	Medical & Biological Engineering & Computing	1741-0444	2017-2021
1445	430	Medical Microbiology and Immunology	1432-1831	2017-2021
1446	795	Medical Molecular Morphology	1860-1499	2017-2021
1447	12032	Medical Oncology	1559-131X	2017-2021
1448	40670	Medical Science Educator	2156-8650	2017-2021
1449	44	Medicinal Chemistry Research	1554-8120	2017-2021

	<b>Title No.</b>	<b>Title</b>	<b>ISSN electronic</b>	<b>Year</b>
1450	11019	Medicine, Health Care and Philosophy	1572-8633	2017-2021
1451	9	Mediterranean Journal of Mathematics	1660-5454	2017-2021
1452	11825	medizinische genetik	1863-5490	2017-2021
1453	63	Medizinische Klinik - Intensivmedizin und Notfallmedizin	2193-6226	2017-2021
1454	350	Medizinrecht	1433-8629	2017-2021
1455	12293	Memetic Computing	1865-9292	2017-2021
1456	12254	memo - Magazine of European Medical Oncology	1865-5076	2017-2021
1457	13421	Memory & Cognition	1532-5946	2017-2021
1458	11011	Metabolic Brain Disease	1573-7365	2017-2021
1459	11306	Metabolomics	1573-3890	2017-2021
1460	11409	Metacognition and Learning	1556-1631	2017-2021
1461	11041	Metal Science and Heat Treatment	1573-8973	2017-2021
1462	13632	Metallography, Microstructure, and Analysis	2192-9270	2017-2021
1463	11661	Metallurgical and Materials Transactions A	1543-1940	2017-2021
1464	11663	Metallurgical and Materials Transactions B	1543-1916	2017-2021
1465	40553	Metallurgical and Materials Transactions E	2196-2944	2017-2021
1466	11015	Metallurgist	1573-8892	2017-2021
1467	12540	Metals and Materials International	2005-4149	2017-2021
1468	11016	Metascience	1467-9981	2017-2021
1469	703	Meteorology and Atmospheric Physics	1436-5065	2017-2021
1470	11009	Methodology and Computing in Applied Probability	1573-7713	2017-2021
1471	184	Metrika	1435-926X	2017-2021
1472	40300	METRON	2281-695X	2017-2021
1473	248	Microbial Ecology	1432-184X	2017-2021
1474	11021	Microbiology	1608-3237	2017-2021
1475	604	Microchimica Acta	1436-5073	2017-2021
1476	10404	Microfluidics and Nanofluidics	1613-4990	2017-2021
1477	12217	Microgravity Science and Technology	1875-0494	2017-2021
1478	542	Microsystem Technologies	1432-1858	2017-2021
1479	32	Milan Journal of Mathematics	1424-9294	2017-2021
1480	11299	Mind & Society	1860-1839	2017-2021

	Title No.	Title	ISSN electronic	Year
1481	12671	Mindfulness	1868-8535	2017-2021
1482	11023	Minds and Machines	1572-8641	2017-2021
1483	10230	Mine Water and the Environment	1616-1068	2017-2021
1484	13563	Mineral Economics	2191-2211	2017-2021
1485	126	Mineralium Deposita	1432-1866	2017-2021
1486	710	Mineralogy and Petrology	1438-1168	2017-2021
1487	11024	Minerva	1573-1871	2017-2021
1488	11027	Mitigation and Adaptation Strategies for Global Change	1573-1596	2017-2021
1489	12285	Der MKG-Chirurg	1865-9667	2017-2021
1490	15006	MMW - Fortschritte der Medizin	1613-3560	2017-2021
1491	11036	Mobile Networks and Applications	1572-8153	2017-2021
1492	40808	Modeling Earth Systems and Environment	2363-6211	2017-2021
1493	11008	Molecular Biology	1608-3245	2017-2021
1494	11033	Molecular Biology Reports	1573-4978	2017-2021
1495	12033	Molecular Biotechnology	1559-0305	2017-2021
1496	11032	Molecular Breeding	1572-9788	2017-2021
1498	11010	Molecular and Cellular Biochemistry	1573-4919	2017-2021
1499	13273	Molecular & Cellular Toxicology	2092-8467	2017-2021
1500	11030	Molecular Diversity	1573-501X	2017-2021
1501	438	Molecular Genetics and Genomics	1617-4623	2017-2021
1502	11965	Molecular Genetics, Microbiology and Virology	1934-841X	2017-2021
1503	11307	Molecular Imaging and Biology	1860-2002	2017-2021
1504	12035	Molecular Neurobiology	1559-1182	2017-2021
1505	40592	Monash Bioethics Review	1836-6716	2017-2021
1506	706	Monatshefte für Chemie - Chemical Monthly	1434-4475	2017-2021
1507	605	Monatshefte für Mathematik	1436-5081	2017-2021
1508	112	Monatsschrift Kinderheilkunde	1433-0474	2017-2021
1509	11525	Morphology	1871-5656	2017-2021
1510	11966	Moscow University Biological Sciences Bulletin	1934-791X	2017-2021

	<b>Title No.</b>	<b>Title</b>	<b>ISSN electronic</b>	<b>Year</b>
1511	11967	Moscow University Chemistry Bulletin	1935-0260	2017-2021
512	11968	Moscow University Computational Mathematics and Cybernetics	1934-8428	2017-2021
1513	11969	Moscow University Geology Bulletin	1934-8436	2017-2021
1514	11970	Moscow University Mathematics Bulletin	1934-8444	2017-2021
1515	11971	Moscow University Mechanics Bulletin	1934-8452	2017-2021
1516	11972	Moscow University Physics Bulletin	1934-8460	2017-2021
1517	11973	Moscow University Soil Science Bulletin	1934-7928	2017-2021
1518	11031	Motivation and Emotion	1573-6644	2017-2021
1519	40353	MTZ industrial	2194-8690	2017-2021
1520	35146	MTZ - Motortechnische Zeitschrift	2192-8843	2017-2021
1521	38313	MTZ worldwide	2192-9114	2017-2021
1522	11044	Multibody System Dynamics	1573-272X	2017-2021
1523	11045	Multidimensional Systems and Signal Processing	1573-0824	2017-2021
1524	530	Multimedia Systems	1432-1882	2017-2021
1525	11042	Multimedia Tools and Applications	1573-7721	2017-2021
1526	12306	MUSCULOSKELETAL SURGERY	2035-5114	2017-2021
1527	11557	Mycological Progress	1861-8952	2017-2021
1528	11046	Mycopathologia	1573-0832	2017-2021
1529	572	Mycorrhiza	1432-1890	2017-2021
1530	12550	Mycotoxin Research	1867-1632	2017-2021
1531	12274	Nano Research	1998-0000	2017-2021
1532	11569	NanoEthics	1871-4765	2017-2021
1533	12201	Nanotechnologies in Russia	1995-0799	2017-2021
1534	40009	National Academy Science Letters	2250-1754	2017-2021
1535	10357	Natur und Recht	1439-0515	2017-2021
1536	11047	Natural Computing	1572-9796	2017-2021
1537	11069	Natural Hazards	1573-0840	2017-2021
1538	11049	Natural Language & Linguistic Theory	1573-0859	2017-2021
1539	11050	Natural Language Semantics	1572-865X	2017-2021

	<b>Title No.</b>	<b>Title</b>	<b>ISSN electronic</b>	<b>Year</b>
1540	11053	Natural Resources Research	1573-8981	2017-2021
1541	210	Naunyn-Schmiedeberg's Archives of Pharmacology	1432-1912	2017-2021
1542	11059	Neohelicon	1588-2810	2017-2021
1543	11061	Neophilologus	1572-8668	2017-2021
1544	13744	Neotropical Entomology	1678-8052	2017-2021
1545	11560	Der Nephrologe	1862-0418	2017-2021
1546	115	Der Nervenarzt	1433-0407	2017-2021
1547	40802	Netherlands International Law Review	1741-6191	2017-2021
1548	11066	NETNOMICS: Economic Research and Electronic Networking	1573-7071	2017-2021
1549	13721	Network Modeling Analysis in Health Informatics and Bioinformatics	2192-6670	2017-2021
1550	11067	Networks and Spatial Economics	1572-9427	2017-2021
1551	521	Neural Computing and Applications	1433-3058	2017-2021
1552	11063	Neural Processing Letters	1573-773X	2017-2021
1553	11710	Neurochemical Journal	1819-7132	2017-2021
1554	11064	Neurochemical Research	1573-6903	2017-2021
1555	12028	Neurocritical Care	1556-0961	2017-2021
1556	12152	Neuroethics	1874-5504	2017-2021
1557	10048	neurogenetics	1364-6753	2017-2021
1558	12021	Neuroinformatics	1559-0089	2017-2021
1559	10072	Neurological Sciences	1590-3478	2017-2021
1560	12017	NeuroMolecular Medicine	1559-1174	2017-2021
1561	11062	Neurophysiology	1573-9007	2017-2021
1562	40211	neuropsychiatrie	2194-1327	2017-2021
1563	11065	Neuropsychology Review	1573-6660	2017-2021
1564	234	Neuroradiology	1432-1920	2017-2021
1565	11055	Neuroscience and Behavioral Physiology	1573-899X	2017-2021
1566	12264	Neuroscience Bulletin	1995-8218	2017-2021
1567	10143	Neurosurgical Review	1437-2320	2017-2021
1568	13311	Neurotherapeutics	1878-7479	2017-2021
1569	12640	Neurotoxicity Research	1476-3524	2017-2021
1570	11056	New Forests	1573-5095	2017-2021

	Title No.	Title	ISSN electronic	Year
1571	354	New Generation Computing	1882-7055	2017-2021
1572	40841	New Zealand Journal of Educational Studies	2199-4714	2017-2021
1573	4	Nexus Network Journal	1522-4600	2017-2021
1574	30	Nonlinear Differential Equations and Applications NoDEA	1420-9004	2017-2021
1575	11071	Nonlinear Dynamics	1573-269X	2017-2021
1576	10049	Notfall + Rettungsmedizin	1436-0578	2017-2021
1577	48	NTM Zeitschrift für Geschichte der Wissenschaften, Technik und Medizin	1420-9144	2017-2021
1578	13139	Nuclear Medicine and Molecular Imaging	1869-3482	2017-2021
1579	41365	Nuclear Science and Techniques	2210-3147	2017-2021
1580	13237	The Nucleus	0976-7975	2017-2021
1581	11075	Numerical Algorithms	1572-9265	2017-2021
1582	12258	Numerical Analysis and Applications	1995-4247	2017-2021
1583	211	Numerische Mathematik	0945-3245	2017-2021
1584	10705	Nutrient Cycling in Agroecosystems	1573-0867	2017-2021
1585	11678	Obere Extremität	1862-6602	2017-2021
1586	11690	Obésité	1951-6002	2017
1587	11695	Obesity Surgery	1708-0428	2017-2021
1588	10236	Ocean Dynamics	1616-7228	2017-2021
1589	12601	Ocean Science Journal	2005-7172	2017-2021
1590	11491	Oceanology	1531-8508	2017-2021
1591	10266	Odontology	1618-1255	2017-2021
1592	442	Oecologia	1432-1939	2017-2021
1593	10269	Oncologie	1765-2839	2017
1594	761	Der Onkologe	1433-0415	2017-2021
1595	11079	Open Economies Review	1573-708X	2017-2021
1596	12351	Operational Research	1866-1505	2017-2021
1598	12063	Operations Management Research	1936-9743	2017-2021
1599	64	Operative Orthopädie und Traumatologie	1439-0981	2017-2021

	Title No.	Title	ISSN electronic	Year
1600	347	Der Ophthalmologe	1433-0423	2017-2021
1601	12597	OPSEARCH	0975-0320	2017-2021
1602	12005	Optical Memory and Neural Networks	1934-7898	2017-2021
1603	11082	Optical and Quantum Electronics	1572-817X	2017-2021
1604	10043	Optical Review	1349-9432	2017
1605	11449	Optics and Spectroscopy	1562-6911	2017-2021
1606	11081	Optimization and Engineering	1573-2924	2017-2021
1607	11590	Optimization Letters	1862-4480	2017-2021
1608	11974	Optoelectronics, Instrumentation and Data Processing	1934-7944	2017-2021
1609	11801	Optoelectronics Letters	1993-5013	2017-2021
1610	291	OR Spectrum	1436-6304	2017-2021
1611	10006	Oral and Maxillofacial Surgery	1865-1569	2017-2021
1612	11282	Oral Radiology	1613-9674	2017-2021
1613	11083	Order	1572-9273	2017-2021
1614	13165	Organic Agriculture	1879-4246	2017-2021
1615	11613	Organisationsberatung, Supervision, Coaching	1862-2577	2017-2021
1616	13127	Organisms Diversity & Evolution	1618-1077	2017-2021
1617	13596	Oriental Pharmacy and Experimental Medicine	2211-1069	2017-2021
1618	11084	Origins of Life and Evolution of Biospheres	1573-0875	2017-2021
1619	132	Der Orthopäde	1433-0431	2017-2021
1620	15002	Orthopädie & Rheuma	2196-5684	2017-2021
1621	198	Osteoporosis International	1433-2965	2017-2021
1622	506	Österreichische Wasser- und Abfallwirtschaft	1613-7566	2017-2021
1623	11614	Österreichische Zeitschrift für Soziologie	1862-2585	2017-2021
1624	11085	Oxidation of Metals	1573-4889	2017-2021
1625	10333	Paddy and Water Environment	1611-2504	2017-2021
1626	15014	pädiatrie: Kinder- und Jugendmedizin hautnah	2196-6443	2017-2021
1627	608	Pädiatrie & Pädologie	1613-7558	2017-2021
1628	12607	P-Adic Numbers, Ultrametric Analysis, and Applications	2070-0474	2017-2021

	<b>Title No.</b>	<b>Title</b>	<b>ISSN electronic</b>	<b>Year</b>
1629	12549	Palaeobiodiversity and Palaeoenvironments	1867-1608	2017-2021
1630	11492	Paleontological Journal	1555-6174	2017-2021
1631	12542	PalZ	1867-6812	2017-2021
1632	436	Parasitology Research	1432-1955	2017-2021
1633	11089	Pastoral Psychology	1573-6679	2017-2021
1634	292	Der Pathologe	1432-1963	2017-2021
1635	12253	Pathology & Oncology Research	1532-2807	2017-2021
1636	10044	Pattern Analysis and Applications	1433-755X	2017-2021
1637	11493	Pattern Recognition and Image Analysis	1555-6212	2017-2021
1638	246	Pediatric Cardiology	1432-1971	2017-2021
1639	467	Pediatric Nephrology	1432-198X	2017-2021
1640	247	Pediatric Radiology	1432-1998	2017-2021
1641	383	Pediatric Surgery International	1437-9813	2017-2021
1642	12083	Peer-to-Peer Networking and Applications	1936-6450	2017-2021
1643	10998	Periodica Mathematica Hungarica	1588-2829	2017-2021
1644	779	Personal and Ubiquitous Computing	1617-4917	2017-2021
1645	11494	Petroleum Chemistry	1555-6239	2017-2021
1646	11495	Petrology	1556-2085	2017-2021
1647	424	Pflügers Archiv - European Journal of Physiology	1432-2013	2017-2021
1648	11094	Pharmaceutical Chemistry Journal	1573-9031	2017-2021
1649	11095	Pharmaceutical Research	1573-904X	2017-2021
1650	11097	Phenomenology and the Cognitive Sciences	1572-8676	2017-2021
1651	11406	Philosophia	1574-9274	2017-2021
1652	11098	Philosophical Studies	1573-0883	2017-2021
1653	40926	Philosophy of Management	2052-9597	2017-2021
1654	13347	Philosophy & Technology	2210-5441	2017-2021
1655	41064	PFG – Journal of Photogrammetry, Remote Sensing and Geoinformation Science	2363-7145	2017-2021
1656	11107	Photonic Network Communications	1572-8188	2017-2021
1657	11120	Photosynthesis Research	1573-5079	2017-2021



	<b>Title No.</b>	<b>Title</b>	<b>ISSN electronic</b>	<b>Year</b>
1658	11099	Photosynthetica	1573-9058	2017-2021
1659	40334	Physical Mesomechanics	1990-5424	2017-2021
1660	11450	Physics of Atomic Nuclei	1562-692X	2017-2021
1661	269	Physics and Chemistry of Minerals	1432-2021	2017-2021
1662	11508	The Physics of Metals and Metallography	1555-6190	2017-2021
1663	11567	Physics of Particles and Nuclei/ Physics of Particles and Nuclei Letters		2017-2021
1664	16	Physics in Perspective	1422-6960	2017-2021
1665	11451	Physics of the Solid State	1090-6460	2017-2021
1666	11975	Physics of Wave Phenomena	1934-807X	2017-2021
1667	12298	Physiology and Molecular Biology of Plants	0974-0430	2017-2021
1668	11101	Phytochemistry Reviews	1572-980X	2017-2021
1669	12600	Phytoparasitica	1876-7184	2017-2021
1670	10298	Phytothérapie	1765-2847	2017
1671	11102	Pituitary	1573-7403	2017-2021
1672	11816	Plant Biotechnology Reports	1863-5474	2017-2021
1673	299	Plant Cell Reports	1432-203X	2017-2021
1674	11240	Plant Cell, Tissue and Organ Culture (PCTOC)	1573-5044	2017-2021
1675	11258	Plant Ecology	1573-5052	2017-2021
1676	11130	Plant Foods for Human Nutrition	1573-9104	2017-2021
1677	10725	Plant Growth Regulation	1573-5087	2017-2021
1678	11103	Plant Molecular Biology	1573-5028	2017-2021
1679	11105	Plant Molecular Biology Reporter	1572-9818	2017-2021
1680	497	Plant Reproduction	2194-7961	2017-2021
1681	11104	Plant and Soil	1573-5036	2017-2021
1682	606	Plant Systematics and Evolution	2199-6881	2017-2021
1683	425	Planta	1432-2048	2017-2021
1684	11090	Plasma Chemistry and Plasma Processing	1572-8986	2017-2021
1685	11452	Plasma Physics Reports	1562-6938	2017-2021
1686	11468	Plasmonics	1557-1963	2017-2021
1687	15033	Pneumo News	2199-3866	2017-2021

	Title No.	Title	ISSN electronic	Year
1688	10405	Der Pneumologe	1613-6055	2017-2021
1689	300	Polar Biology	1432-2056	2017-2021
1690	11077	Policy Sciences	1573-0891	2017-2021
1691	11109	Political Behavior	1573-6687	2017-2021
1692	289	Polymer Bulletin	1436-2449	2017-2021
1693	11529	Polymer Science, Series A-D		2017-2021
1694	10144	Population Ecology	1438-390X	2017-2021
1695	11111	Population and Environment	1573-7810	2017-2021
1696	11113	Population Research and Policy Review	1573-7829	2017-2021
1698	10258	Portuguese Economic Journal	1617-9838	2017-2021
1699	11117	Positivity	1572-9281	2017-2021
1700	11540	Potato Research	1871-4528	2017-2021
1701	11118	Potential Analysis	1572-929X	2017-2021
1702	11106	Powder Metallurgy and Metal Ceramics	1573-9066	2017-2021
1703	10749	Power Technology and Engineering	1570-1468	2017-2021
1704	12043	Pramana	0973-7111	2017-2021
1705	11553	Prävention und Gesundheitsförderung	1861-6763	2017-2021
1706	11119	Precision Agriculture	1573-1618	2017-2021
1707	11121	Prevention Science	1573-6695	2017-2021
1708	10329	Primates	1610-7365	2017-2021
1709	440	Probability Theory and Related Fields	1432-2064	2017-2021
1710	12602	Probiotics and Antimicrobial Proteins	1867-1314	2017-2021
1711	11122	Problems of Information Transmission	1608-3253	2017-2021
1712	735	ProCare	1613-7574	2017-2021
1713	12044	Proceedings - Mathematical Sciences	0973-7685	2017-2021
1714	40010	Proceedings of the National Academy of Sciences, India Section A: Physical Sciences	2250-1762	2017-2021
1715	40011	Proceedings of the National Academy of Sciences, India Section B: Biological Sciences	2250-1746	2017-2021
	11501	Proceedings of the Steklov Institute of Mathematics	1531-8605	2017-2021

	Title No.	Title	ISSN electronic	Year
1716				
1717	12595	Proceedings of the Zoological Society	0974-6919	2017-2021
1718	11740	Production Engineering	1863-7353	2017-2021
1719	11086	Programming and Computer Software	1608-3261	2017-2021
1720	13748	Progress in Artificial Intelligence	2192-6360	2017-2021
1721	11125	PROSPECTS	1573-9090	2017-2021
1722	11124	Protection of Metals and Physical Chemistry of Surfaces	2070-206X	2017-2021
1723	10930	The Protein Journal	1573-4943	2017-2021
1724	709	Protoplasma	1615-6102	2017-2021
1725	11126	Psychiatric Quarterly	1573-6709	2017-2021
1726	12207	Psychological Injury and Law	1938-9728	2017-2021
1727	40732	The Psychological Record	2163-3452	2017-2021
1728	426	Psychological Research	1430-2772	2017-2021
1729	12646	Psychological Studies	0974-9861	2017-2021
1730	11336	Psychometrika	1860-0980	2017-2021
1731	13423	Psychonomic Bulletin & Review	1531-5320	2017-2021
1732	11839	Psycho-Oncologie	1778-381X	2017
1733	213	Psychopharmacology	1432-2072	2017-2021
1734	739	psychopraxis. neuropraxis	2197-9715	2017-2021
1735	278	Psychotherapeut	1432-2080	2017-2021
1736	729	Psychotherapie Forum	1613-7604	2017-2021
1737	11127	Public Choice	1573-7101	2017-2021
1738	11115	Public Organization Review	1573-7098	2017-2021
1739	12469	Public Transport	1613-7159	2017-2021
1740	10240	Publications mathématiques de l'IHÉS	1618-1913	2017-2021
1741	12109	Publishing Research Quarterly	1936-4792	2017-2021
1742	11616	Publizistik	1862-2569	2017-2021
1743	24	Pure and Applied Geophysics	1420-9136	2017-2021
1744	11302	Purinergic Signalling	1573-9546	2017-2021

	<b>Title No.</b>	<b>Title</b>	<b>ISSN electronic</b>	<b>Year</b>
1745	11133	Qualitative Sociology	1573-7837	2017-2021
1746	12346	Qualitative Theory of Dynamical Systems	1662-3592	2017-2021
1747	11136	Quality of Life Research	1573-2649	2017-2021
1748	11135	Quality & Quantity	1573-7845	2017-2021
1749	11129	Quantitative Marketing and Economics	1573-711X	2017-2021
1750	11128	Quantum Information Processing	1573-1332	2017-2021
1751	40509	Quantum Studies: Mathematics and Foundations	2196-5617	2017-2021
1752	11134	Queueing Systems	1572-9443	2017-2021
1753	12552	Race and Social Problems	1867-1756	2017-2021
1754	411	Radiation and Environmental Biophysics	1432-2099	2017-2021
1755	11137	Radiochemistry	1608-3288	2017-2021
1756	11976	Radioelectronics and Communications Systems	1934-8061	2017-2021
1757	117	Der Radiologe	1432-2102	2017-2021
1758	11547	La radiologia medica	1826-6983	2017-2021
1759	12194	Radiological Physics and Technology	1865-0341	2017-2021
1760	11141	Radiophysics and Quantum Electronics	1573-9120	2017-2021
1761	11139	The Ramanujan Journal	1572-9303	2017-2021
1762	12598	Rare Metals	1867-7185	2017-2021
1763	13147	Raumforschung und Raumordnung	1869-4179	2017-2021
1764	11144	Reaction Kinetics, Mechanisms and Catalysis	1878-5204	2017-2021
1765	11145	Reading and Writing	1573-0905	2017-2021
1766	11241	Real-Time Systems	1573-1383	2017-2021
1767	13546	Réanimation	1951-6959	2017
1768	194	Rechtsmedizin	1434-5196	2017-2021
1769	11148	Refractories and Industrial Ceramics	1573-9139	2017-2021
1770	40883	Regenerative Engineering and Translational Medicine	2364-4141	2017-2021
1771	10113	Regional Environmental Change	1436-378X	2017-2021
1772	13393	Regional Research of Russia	2079-9713	2017-2021
1773	11819	Regular and Chaotic Dynamics	1468-4845	2017-2021
1774	12215	Rendiconti del Circolo Matematico di Palermo Series 2	1973-4409	2017-2021
1775	12210	Rendiconti Lincei	1720-0776	2017-2021

	<b>Title No.</b>	<b>Title</b>	<b>ISSN electronic</b>	<b>Year</b>
1776	766	Requirements Engineering	1432-010X	2017-2021
1777	11158	Res Publica	1572-8692	2017-2021
1778	11164	Research on Chemical Intermediates	1568-5675	2017-2021
1779	163	Research in Engineering Design	1435-6066	2017-2021
1780	11162	Research in Higher Education	1573-188X	2017-2021
1781	11165	Research in Science Education	1573-1898	2017-2021
1782	12045	Resonance	0973-712X	2017-2021
1783	25	Results in Mathematics	1420-9012	2017-2021
1784	11142	Review of Accounting Studies	1573-7136	2017-2021
1785	41130	Review of Agricultural, Food and Environmental Studies	2425-6897	2017-2021
1786	11138	The Review of Austrian Economics	1573-7128	2017-2021
1787	12114	The Review of Black Political Economy	1936-4814	2017-2021
1788	11147	Review of Derivatives Research	1573-7144	2017-2021
1789	10058	Review of Economic Design	1434-4750	2017-2021
1790	11150	Review of Economics of the Household	1573-7152	2017-2021
1791	11151	Review of Industrial Organization	1573-7160	2017-2021
1792	11558	The Review of International Organizations	1559-744X	2017-2021
1793	40489	Review Journal of Autism and Developmental Disorders	2195-7185	2017-2021
1794	13392	Review Journal of Chemistry	2079-9799	2017-2021
1795	11846	Review of Managerial Science	1863-6691	2017-2021
1796	13164	Review of Philosophy and Psychology	1878-5166	2017-2021
1797	11156	Review of Quantitative Finance and Accounting	1573-7179	2017-2021
1798	10037	Review of Regional Research	1613-9836	2017-2021
1799	13644	Review of Religious Research	2211-4866	2017-2021
1800	12626	The Review of Socionetwork Strategies	1867-3236	2017-2021
1801	10290	Review of World Economics	1610-2886	2017-2021

	Title No.	Title	ISSN electronic	Year
1802	11154	Reviews in Endocrine and Metabolic Disorders	1573-2606	2017-2021
1803	11157	Reviews in Environmental Science and Bio/Technology	1572-9826	2017-2021
1804	11160	Reviews in Fish Biology and Fisheries	1573-5184	2017-2021
1805	13163	Revista Matemática Complutense	1988-2807	2017-2021
1806	13398	Revista de la Real Academia de Ciencias Exactas, Físicas y Naturales. Serie A. Matemáticas	1579-1505	2017-2021
1807	12611	Revue de médecine périnatale	1965-0841	2017
1808	11873	Revue de Synthèse	1955-2343	2017
1809	397	Rheologica Acta	1435-1528	2017-2021
1810	12688	rheuma plus	2191-2610	2017-2021
1811	296	Rheumatology International	1437-160X	2017-2021
1812	11587	Ricerche di Matematica	1827-3491	2017-2021
1813	13631	La Rivista Italiana della Medicina di Laboratorio - Italian Journal of Laboratory Medicine	2039-6821	2017-2021
1814	603	Rock Mechanics and Rock Engineering	1434-453X	2017-2021
1815	11977	Russian Aeronautics (Iz VUZ)	1934-7901	2017-2021
1816	11978	Russian Agricultural Sciences	1934-8037	2017-2021
1817	11172	Russian Chemical Bulletin	1573-9171	2017-2021
1818	11979	Russian Electrical Engineering	1934-8010	2017-2021
1819	11980	Russian Engineering Research	1934-8088	2017-2021
1820	11167	Russian Journal of Applied Chemistry	1608-3296	2017-2021
1821	13168	Russian Journal of Biological Invasions	2075-1125	2017-2021
1822	11171	Russian Journal of Bioorganic Chemistry	1608-330X	2017-2021
1823	11173	Russian Journal of Coordination Chemistry	1608-3318	2017-2021
1824	11174	Russian Journal of Developmental Biology	1608-3326	2017-2021
1825	11184	Russian Journal of Ecology	1608-3334	2017-2021
1826	11175	Russian Journal of Electrochemistry	1608-3342	2017-2021
1827	11176	Russian Journal of General Chemistry	1608-3350	2017-2021
1828	11177	Russian Journal of Genetics	1608-3369	2017-2021
1829	13328	Russian Journal of Genetics: Applied Research	2079-0600	2017-2021

	Title No.	Title	ISSN electronic	Year
1830	11502	Russian Journal of Inorganic Chemistry	1531-8613	2017-2021
1831	11179	Russian Journal of Marine Biology	1608-3377	2017-2021
1832	11503	Russian Journal of Mathematical Physics	1555-6638	2017-2021
1833	11181	Russian Journal of Nondestructive Testing	1608-3385	2017-2021
1834	11981	Russian Journal of Non-Ferrous Metals	1934-970X	2017-2021
1835	11178	Russian Journal of Organic Chemistry	1608-3393	2017-2021
1836	11720	Russian Journal of Pacific Geology	1819-7159	2017-2021
1837	11504	Russian Journal of Physical Chemistry A	1531-863X	2017-2021
1838	11826	Russian Journal of Physical Chemistry B	1990-7923	2017-2021
1839	11183	Russian Journal of Plant Physiology	1608-3407	2017-2021
1840	11185	Russian Linguistics	1572-8714	2017-2021
1841	11982	Russian Mathematics	1934-810X	2017-2021
1842	11505	Russian Metallurgy (Metally)	1555-6255	2017-2021
1843	11983	Russian Meteorology and Hydrology	1934-8096	2017-2021
1844	11180	Russian Microelectronics	1608-3415	2017-2021
1845	11182	Russian Physics Journal	1573-9228	2017-2021
1846	12046	Sādhanā	0973-7677	2017-2021
1847	13572	Sankhya		2017-2021
1848	40863	São Paulo Journal of Mathematical Sciences	2316-9028	2017-2021
1849	41464	Schmalenbach Business Review	2194-072X	2017-2021
1850	41471	Schmalenbachs Zeitschrift für betriebswirtschaftliche Forschung	2366-6153	2017-2021
1851	482	Der Schmerz	1432-2129	2017-2021
1852	940	Schmerzmedizin	2364-1010	2017-2021
1853	12310	School Mental Health	1866-2633	2017-2021
1854	11426	Science China Chemistry	1869-1870	2017-2021
1855	11430	Science China Earth Sciences	1869-1897	2017-2021
1856	11432	Science China Information Sciences	1869-1919	2017-2021
1857	11427	Science China Life Sciences	1869-1889	2017-2021
1858	40843	Science China Materials	2199-4501	2017-2021

	<b>Title No.</b>	<b>Title</b>	<b>ISSN electronic</b>	<b>Year</b>
1859	11425	Science China Mathematics	1869-1862	2017-2021
1860	11433	Science China Physics, Mechanics & Astronomy	1869-1927	2017-2021
1861	11431	Science China Technological Sciences	1869-1900	2017-2021
1862	11191	Science & Education	1573-1901	2017-2021
1863	11948	Science and Engineering Ethics	1471-5546	2017-2021
1864	114	The Science of Nature	1432-1904	2017-2021
1865	11984	Scientific and Technical Information Processing	1934-8118	2017-2021
1866	11192	Scientometrics	1588-2861	2017-2021
1867	12615	Securitas Vialis	1989-1679	2017-2021
1868	11990	Seismic Instruments	1934-7871	2017-2021
1869	29	Selecta Mathematica	1420-9020	2017-2021
1870	40324	SeMA Journal	2281-7875	2017-2021
1871	11453	Semiconductors	1090-6479	2017-2021
1872	233	Semigroup Forum	1432-2137	2017-2021
1873	281	Seminars in Immunopathology	1863-2300	2017-2021
1874	11220	Sensing and Imaging	1557-2072	2017-2021
1875	11628	Service Business	1862-8508	2017-2021
1876	11761	Service Oriented Computing and Applications	1863-2394	2017-2021
1877	11228	Set-Valued and Variational Analysis	1877-0541	2017-2021
1878	11199	Sex Roles	1573-2762	2017-2021
1879	12119	Sexuality & Culture	1936-4822	2017-2021
1880	11195	Sexuality and Disability	1573-6717	2017-2021
1881	13178	Sexuality Research and Social Policy	1553-6610	2017-2021
1882	40830	Shape Memory and Superelasticity	2199-3858	2017-2021
1883	193	Shock Waves	1432-2153	2017-2021
1884	12002	Siberian Advances in Mathematics	1934-8126	2017-2021
1885	11202	Siberian Mathematical Journal	1573-9260	2017-2021
1886	11760	Signal, Image and Video Processing	1863-1711	2017-2021



	<b>Title No.</b>	<b>Title</b>	<b>ISSN electronic</b>	<b>Year</b>
1887	12633	Silicon	1876-9918	2017-2021
1888	256	Skeletal Radiology	1432-2161	2017-2021
1889	41105	Sleep and Biological Rhythms	1479-8425	2017-2021
1890	11325	Sleep and Breathing	1522-1709	2017-2021
1891	11187	Small Business Economics	1573-0913	2017-2021
1892	11842	Small-scale Forestry	1873-7854	2017-2021
1893	355	Social Choice and Welfare	1432-217X	2017-2021
1894	11205	Social Indicators Research	1573-0921	2017-2021
1895	11211	Social Justice Research	1573-6725	2017-2021
1896	13278	Social Network Analysis and Mining	1869-5469	2017-2021
1897	127	Social Psychiatry and Psychiatric Epidemiology	1433-9285	2017-2021
1898	11218	Social Psychology of Education	1573-1928	2017-2021
1899	12115	Society	1936-4725	2017-2021
1900	500	Soft Computing	1433-7479	2017-2021
1901	11219	Software Quality Journal	1573-1367	2017-2021
1902	10270	Software & Systems Modeling	1619-1374	2017-2021
1903	11204	Soil Mechanics and Foundation Engineering	1573-9279	2017-2021
1904	11207	Solar Physics	1573-093X	2017-2021
1905	11208	Solar System Research	1608-3423	2017-2021
1906	11985	Solid Fuel Chemistry	1934-8029	2017-2021
1907	11818	Somnologie	1439-054X	2017-2021
1908	11841	Sophia	1873-930X	2017-2021
1909	12054	Sozial Extra	1863-8953	2017-2021
1910	12592	Soziale Passagen	1867-0199	2017-2021
1911	41059	Soziale Probleme	2364-3951	2017-2021
1912	11214	Space Science Reviews	1572-9672	2017-2021
1913	40980	Spatial Demography	2164-7070	2017-2021

	<b>Title No.</b>	<b>Title</b>	<b>ISSN electronic</b>	<b>Year</b>
1914	41324	Spatial Information Research	2366-3294	2017-2021
1915	717	Spektrum der Augenheilkunde	1613-7523	2017-2021
1916	11332	Sport Sciences for Health	1825-1234	2017-2021
1917	12283	Sports Engineering	1460-2687	2017-2021
1918	12662	German Journal of Exercise and Sport Research	1868-1069	2017-2021
1919	40362	Springer Science Reviews	2213-7793	2017-2021
1920	548	Standort	1432-220X	2017-2021
1921	11203	Statistical Inference for Stochastic Processes	1572-9311	2017-2021
1922	10260	Statistical Methods & Applications	1613-981X	2017-2021
1993	362	Statistical Papers	1613-9798	2017-2021
1924	12561	Statistics in Biosciences	1867-1772	2017-2021
1925	11222	Statistics and Computing	1573-1375	2017-2021
1926	11986	Steel in Translation	1935-0988	2017-2021
1927	12015	Stem Cell Reviews and Reports	1558-6804	2017-2021
1928	477	Stochastic Environmental Research and Risk Assessment	1436-3259	2017-2021
1829	40072	Stochastics and Partial Differential Equations: Analysis and Computations	2194-041X	2017-2021
1930	66	Strahlentherapie und Onkologie	1439-099X	2017-2021
1931	11506	Stratigraphy and Geological Correlation	1555-6263	2017-2021
1932	11223	Strength of Materials	1573-9325	2017-2021
1933	11224	Structural Chemistry	1572-9001	2017-2021
1934	158	Structural and Multidisciplinary Optimization	1615-1488	2017-2021
1935	11200	Studia Geophysica et Geodaetica	1573-1626	2017-2021
1936	11225	Studia Logica	1572-8730	2017-2021
1937	12116	Studies in Comparative International Development	1936-6167	2017-2021
1938	11212	Studies in East European Thought	1573-0948	2017-2021
1939	11217	Studies in Philosophy and Education	1573-191X	2017-2021
1940	11507	Studies on Russian Economic Development	1531-8664	2017-2021

	Title No.	Title	ISSN electronic	Year
1941	12355	Sugar Tech	0974-0740	2017-2021
1942	520	Supportive Care in Cancer	1433-7339	2017-2021
1943	11987	Surface Engineering and Applied Electrochemistry	1934-8002	2017-2021
1944	595	Surgery Today	1436-2813	2017-2021
1945	464	Surgical Endoscopy	1432-2218	2017-2021
1946	276	Surgical and Radiologic Anatomy	1279-8517	2017-2021
1947	10712	Surveys in Geophysics	1573-0956	2017-2021
1948	11625	Sustainability Science	1862-4057	2017-2021
1949	40899	Sustainable Water Resources Management	2363-5045	2017-2021
1950	11721	Swarm Intelligence	1935-3820	2017-2021
1951	15	Swiss Journal of Geosciences	1661-8734	2017-2021
1952	13358	Swiss Journal of Palaeontology	1664-2384	2017-2021
1953	13199	Symbiosis	1878-7665	2017-2021
1954	11229	Synthese	1573-0964	2017-2021
1955	11230	Systematic Parasitology	1573-5192	2017-2021
1956	11213	Systemic Practice and Action Research	1573-9295	2017-2021
1957	11523	Targeted Oncology	1776-260X	2017-2021
1958	11454	Technical Physics	1090-6525	2017-2021
1959	11455	Technical Physics Letters	1090-6533	2017-2021
1960	10151	Techniques in Coloproctology	1128-045X	2017-2021
1961	10758	Technology, Knowledge and Learning	2211-1670	2017-2021
1962	11528	TechTrends	1559-7075	2017-2021
1963	11235	Telecommunication Systems	1572-9451	2017-2021
1964	11749	TEST	1863-8260	2017-2021
1965	41208	Thalassas: An International Journal of Marine Sciences	2366-1674	2017-2021
1966	704	Theoretical and Applied Climatology	1434-4483	2017-2021
1967	122	Theoretical and Applied Genetics	1432-2242	2017-2021
1968	214	Theoretical Chemistry Accounts	1432-2234	2017-2021
1969	162	Theoretical and Computational Fluid Dynamics	1432-2250	2017-2021
1970	12080	Theoretical Ecology	1874-1746	2017-2021

	Title No.	Title	ISSN electronic	Year
1971	11237	Theoretical and Experimental Chemistry	1573-935X	2017-2021
1972	40626	Theoretical and Experimental Plant Physiology	2197-0025	2017-2021
1973	11236	Theoretical Foundations of Chemical Engineering	1608-3431	2017-2021
1974	11232	Theoretical and Mathematical Physics	1573-9333	2017-2021
1975	11017	Theoretical Medicine and Bioethics	1573-1200	2017-2021
1976	12064	Theory in Biosciences	1611-7530	2017-2021
1977	224	Theory of Computing Systems	1433-0490	2017-2021
1978	11238	Theory and Decision	1573-7187	2017-2021
1979	11186	Theory and Society	1573-7853	2017-2021
1980	11509	Thermal Engineering	1555-6301	2017-2021
1981	11510	Thermophysics and Aeromechanics	1531-8699	2017-2021
1982	13770	Tissue Engineering and Regenerative Medicine	2212-5469	2017-2021
1983	11750	TOP	1863-8279	2017-2021
1984	11244	Topics in Catalysis	1572-9028	2017-2021
1985	41061	Topics in Current Chemistry	2364-8961	2017-2021
1986	11245	Topoi	1572-8749	2017-2021
1987	13530	Toxicology and Environmental Health Sciences	2233-7784	2017-2021
1988	12666	Transactions of the Indian Institute of Metals	0975-1645	2017-2021
1989	12209	Transactions of Tianjin University	1995-8196	2017-2021
1990	31	Transformation Groups	1531-586X	2017-2021
1991	11248	Transgenic Research	1573-9368	2017-2021
1992	11243	Transition Metal Chemistry	1572-901X	2017-2021
1993	13142	Translational Behavioral Medicine	1613-9860	2017-2021
1994	12975	Translational Stroke Research	1868-601X	2017-2021
1995	11242	Transport in Porous Media	1573-1634	2017-2021
1996	11116	Transportation	1572-9435	2017-2021
1997	40890	Transportation in Developing Economies	2199-9295	2017-2021
	40515	Transportation Infrastructure Geotechnology	2196-7210	2017-2021

	<b>Title No.</b>	<b>Title</b>	<b>ISSN electronic</b>	<b>Year</b>
1998				
1999	10039	Trauma und Berufskrankheit	1436-6282	2017-2021
2000	11295	Tree Genetics & Genomes	1614-2950	2017-2021
2001	468	Trees	1432-2285	2017-2021
2002	12117	Trends in Organized Crime	1936-4830	2017-2021
2003	11249	Tribology Letters	1573-2711	2017-2021
2004	11250	Tropical Animal Health and Production	1573-7438	2017-2021
2005	12042	Tropical Plant Biology	1935-9764	2017-2021
2006	40858	Tropical Plant Pathology	1983-2052	2017-2021
2007	11253	Ukrainian Mathematical Journal	1573-9376	2017-2021
2008	113	Der Unfallchirurg	1433-044X	2017-2021
2009	10209	Universal Access in the Information Society	1615-5297	2017-2021
2010	13304	Updates in Surgery	2038-3312	2017-2021
2011	11252	Urban Ecosystems	1573-1642	2017-2021
2012	12132	Urban Forum	1874-6330	2017-2021
2013	11256	The Urban Review	1573-1960	2017-2021
2014	240	Urolithiasis	2194-7236	2017-2021
2015	120	Der Urologe	1433-0563	2017-2021
2016	92	Uro-News	2196-5676	2017-2021
2017	11257	User Modeling and User-Adapted Interaction	1573-1391	2017-2021
2018	550	uwf UmweltWirtschaftsForum	1432-2293	2017-2021
2019	334	Vegetation History and Archaeobotany	1617-6278	2017-2021
2020	11988	Vestnik St. Petersburg University: Mathematics	1934-7855	2017-2021
2021	11259	Veterinary Research Communications	1573-7446	2017-2021
2022	10013	Vietnam Journal of Mathematics	2305-2228	2017-2021
2023	428	Virchows Archiv	1432-2307	2017-2021
2024	12250	Virologica Sinica	1995-820X	2017-2021
2025	10055	Virtual Reality	1434-9957	2017-2021
2026	11262	Virus Genes	1572-994X	2017-2021
2027	13337	VirusDisease	2347-3517	2017-2021
2028	371	The Visual Computer	1432-2315	2017-2021

	Title No.	Title	ISSN electronic	Year
2029	778	The VLDB Journal	0949-877X	2017-2021
2030	12186	Vocations and Learning	1874-7868	2017-2021
2031	11266	VOLUNTAS: International Journal of Voluntary and Nonprofit Organizations	1573-7888	2017-2021
2032	12649	Waste and Biomass Valorization	1877-265X	2017-2021
2033	11270	Water, Air, & Soil Pollution	1573-2932	2017-2021
2034	12685	Water History	1877-7244	2017-2021
2035	11268	Water Resources	1608-344X	2017-2021
2036	11269	Water Resources Management	1573-1650	2017-2021
2037	40194	Welding in the World	1878-6669	2017-2021
2038	13157	Wetlands	1943-6246	2017-2021
2039	11273	Wetlands Ecology and Management	1572-9834	2017-2021
2040	508	Wiener klinische Wochenschrift	1613-7671	2017-2021
2041	11812	Wiener klinische Wochenschrift Education	1863-3765	2017-2021
2042	740	Wiener klinisches Magazin	1613-7817	2017-2021
2043	10354	Wiener Medizinische Wochenschrift	1563-258X	2017-2021
2044	11276	Wireless Networks	1572-8196	2017-2021
2045	11277	Wireless Personal Communications	1572-834X	2017-2021
2046	10273	Wirtschaftsdienst	1613-978X	2017-2021
2047	11838	wissen kompakt	2190-3816	2017-2021
2048	13437	WMU Journal of Maritime Affairs	1654-1642	2017-2021
2049	226	Wood Science and Technology	1432-5225	2017-2021
2050	11274	World Journal of Microbiology and Biotechnology	1573-0972	2017-2021
2051	12519	World Journal of Pediatrics	1867-0687	2017-2021
2052	268	World Journal of Surgery	1432-2323	2017-2021
2053	345	World Journal of Urology	1433-8726	2017-2021
2054	11280	World Wide Web	1573-1413	2017-2021
2055	11859	Wuhan University Journal of Natural Sciences	1993-4998	2017-2021
2056	11858	ZDM	1863-9704	2017-2021
2057	33	Zeitschrift für angewandte Mathematik und Physik	1420-9039	2017-2021
2058	41449	Zeitschrift für Arbeitswissenschaft	2366-4681	2017-2021
2059	12399	Zeitschrift für Außen- und Sicherheitspolitik	1866-2196	2017-2021

	Title No.	Title	ISSN electronic	Year
2060	35834	Zeitschrift für Bildungsforschung	2190-6904	2017-2021
2061	40573	Zeitschrift für Didaktik der Naturwissenschaften	2197-988X	2017-2021
2062	12398	Zeitschrift für Energiewirtschaft	1866-2765	2017-2021
2063	10309	Zeitschrift für Epileptologie	1610-0646	2017-2021
2064	11618	Zeitschrift für Erziehungswissenschaft	1862-5215	2017-2021
2065	391	Zeitschrift für Gerontologie und Geriatrie	1435-1269	2017-2021
2066	12297	Zeitschrift für die gesamte Versicherungswissenschaft	1865-9748	2017-2021
2067	398	Zeitschrift für Herz-,Thorax- und Gefäßchirurgie	1435-1277	2017-2021
2068	41244	Zeitschrift für Literaturwissenschaft und Linguistik	2365-953X	2017-2021
2069	41358	Zeitschrift für Politikwissenschaft	2366-2638	2017-2021
2070	11620	Zeitschrift für Psychodrama und Soziometrie	1862-2526	2017-2021
2071	393	Zeitschrift für Rheumatologie	1435-1250	2017-2021
2072	12286	Zeitschrift für Vergleichende Politikwissenschaft	1865-2654	2017-2021
2073	40664	Zentralblatt für Arbeitsmedizin, Arbeitsschutz und Ergonomie	2198-0713	2017-2021
2074	435	Zoomorphology	1432-234X	2017-2021
2075	41636	Historical Archaeology	2328-1103	2017-2021
2076	41775	Indian Economic Review		2017-2021
2077	41742	International Journal of Environmental Research	2008-2304	2017-2021
2078	41683	ISSS Journal of Micro and Smart Systems	2509-7997	2017-2021
2079	41549	Journal of Business Cycle Research	2509-7970	2017-2021
2080	13243	Journal of Remanufacturing	2210-4690	2017-2021
2081	41745	Journal of the Indian Institute of Science	0019-4964	2017-2021
2082	40894	Adolescent Research Review	2363-8354	2017-2021
2083	41252	Advances in Neurodevelopmental Disorders	2366-7540	2017-2021
2084	41810	Aerosol Science and Engineering	2510-3768	2017-2021
2085	41826	Asian Archaeology		2017-2021
2086	41685	Asia-Pacific Journal of Regional Science		2017-2021
2087	41133	Augmented Human Research	2365-4325	2017-2021
2088	41104	Automotive and Engine Technology	2365-5135	2017-2021
2089	40898	Biomanufacturing Reviews	2363-5088	2017-2021
2090	41247	BioPhysical Economics and Resource Quality	2366-0120	2017-2021

	<b>Title No.</b>	<b>Title</b>	<b>ISSN electronic</b>	<b>Year</b>
2091	41111	Chinese Political Science Review	2365-4252	2017-2021
2092	41693	Construction Robotics	2509-8780	2017-2021
2093	41701	Corpus Pragmatics	2509-9515	2017-2021
2094	40823	Current Landscape Ecology Reports	2364-494X	2017-2021
2095	41688	Data-Enabled Discovery and Applications		2017-2021
2096	41748	Earth Systems and Environment	2509-9434	2017-2021
2097	40974	Energy, Ecology and Environment	2363-8338	2017-2021
2098	41207	Euro-Mediterranean Journal for Environmental Integration	2365-7448	2017-2021
2099	41125	European Journal for Security Research	2365-1695	2017-2021
2100	41055	Food Ethics	2364-6861	2017-2021
2101	40940	Glass Structures & Engineering	2363-5150	2017-2021
2102	41066	Granular Computing	2364-4974	2017-2021
2103	41127	Graphene Technology	2365-631X	2017-2021
2104	41314	Human Factors and Mechanical Engineering for Defense and Safety	2367-2544	2017-2021
2105	41463	Humanistic Management Journal	2366-6048	2017-2021
2106	41403	INAE Letters	2366-3278	2017-2021
2107	41062	Innovative Infrastructure Solutions	2364-4184	2017-2021
2108	41042	International Journal of Applied Positive Psychology	2364-5059	2017-2021
2109	41060	International Journal of Data Science and Analytics	2364-4168	2017-2021
2110	40889	International Journal of Ethics Education	2364-0006	2017-2021
2111	41315	International Journal of Intelligent Robotics and Applications	2366-598X	2017-2021
2112	41603	International Journal of Latin American Religions		2017-2021
2113	41664	Journal of Analysis and Testing	2509-4696	2017-2021
2114	41468	Journal of Applied and Computational Topology	2367-1734	2017-2021
2115	41024	Journal of Building Pathology and Rehabilitation	2365-3167	2017-2021
2116	41465	Journal of Cognitive Enhancement	2509-3304	2017-2021
2117	41650	Journal of Communications and Information Networks	2509-3312	2017-2021
2118	41809	Journal of Cultural Cognitive Science		2017-2021
2119	41686	Journal of Formative Design in Learning	2509-8039	2017-2021
2120	41651	Journal of Geovisualization and Spatial Analysis	2509-8829	2017-2021
2121	41635	Journal of Hardware and Systems Security	2509-3436	2017-2021



	Title No.	Title	ISSN electronic	Year
2122	41666	Journal of Healthcare Informatics Research	2509-498X	2017-2021
2123	41134	Journal of Human Rights and Social Work	2365-1792	2017-2021
2124	41783	Journal of Packaging Technology and Research		2017-2021
2125	41347	Journal of Technology in Behavioral Science	2366-5963	2017-2021
2126	41543	Journal of Well-Being Assessment	2509-4637	2017-2021
2127	41604	Journal on Vehicle Routing Algorithms	2367-3605	2017-2021
2128	41547	Lasers in Dental Science	2367-2587	2017-2021
2129	41204	Nanotechnology for Environmental Engineering	2365-6387	2017-2021
2130	41542	Occupational Health Science	2367-0142	2017-2021
2131	41548	Oral Cancer	2509-8837	2017-2021
2132	41251	Organizational Design and Enterprise Engineering	2367-3575	2017-2021
2133	41660	Process Integration and Optimization for Sustainability	2509-4246	2017-2021
2134	40964	Progress in Additive Manufacturing	2363-9520	2017-2021
2135	41233	Quality and User Experience	2366-0147	2017-2021
2136	41605	Radiation Detection Technology and Methods	2509-9949	2017-2021
2137	41614	Reviews of Modern Plasma Physics	2367-3192	2017-2021
2138	41122	Scalable Computing and Communications	2364-9496	2017-2021
2139	41782	Sleep and Vigilance	2510-2265	2017-2021
2140	40866	Technology and Economics of Smart Grids and Sustainable Energy	2199-4706	2017-2021
2141	41101	Water Conservation Science and Engineering	2364-5687	2017-2021
2142	41682	Zeitschrift für Religion, Gesellschaft und Politik	2199-4707	2017-2021
2143	41887	Cambridge Journal of Evidence-Based Policing	2520-1336	2017-2021
2144	41781	Computing and Software for Big Science	2510-2044	2017-2021
2145	41885	Economics of Disasters and Climate Change	2511-1299	2017-2021
2146	13755	Health Information Science and Systems	2047-2501	2017-2021
2147	41870	International Journal of Information Technology	2511-2112	2017-2021
2148	41872	Life Cycle Reliability and Safety Engineering	2520-1360	2017-2021
2149	41906	Pflegezeitschrift		2017-2021
2150	41649	Asian Bioethics Review	1793-9453	2017-2021
2151	41269	Acta Politica	1741-1416	2017-2021
2152	41290	American Journal of Cultural Sociology	2049-7121	2017-2021

	Title No.	Title	ISSN electronic	Year
2153	11231	The American Journal of Psychoanalysis	1573-6741	2017-2021
2154	41291	Asian Business & Management	1476-9328	2017-2021
2155	41292	BioSocieties	1745-8560	2017-2021
2166	41293	British Politics	1746-9198	2017-2021
2167	11369	Business Economics	1554-432X	2017-2021
2168	41294	Comparative Economic Studies	1478-3320	2017-2021
2169	41295	Comparative European Politics	1740-388X	2017-2021
2170	41296	Contemporary Political Theory	1476-9336	2017-2021
2171	41299	Corporate Reputation Review	1479-1889	2017-2021
2172	41300	Crime Prevention & Community Safety	1743-4629	2017-2021
2173	41301	Development	1461-7072	2017-2021
2174	41302	Eastern Economic Journal	1939-4632	2017-2021
2175	41287	The European Journal of Development Research	1743-9728	2017-2021
2176	41655	European Journal of Information Systems / Health Systems		2017-2021
2177	41304	European Political Science	1682-0983	2017-2021
2178	41305	Feminist Review	1466-4380	2017-2021
2179	41253	French Politics	1476-3427	2017-2021
2180	41288	The Geneva Papers on Risk and Insurance - Issues and Practice	1468-0440	2017-2021
2181	10713	The Geneva Risk and Insurance Review	1554-9658	2017-2021
2182	41307	Higher Education Policy	1740-3863	2017-2021
2183	41308	IMF Economic Review	2041-417X	2017-2021
2184	41309	Interest Groups & Advocacy	2047-7422	2017-2021
2185	41665	International Abstracts in Operations Research	1476-9352	2017-2021
2186	41310	International Journal of Disclosure and Governance	1746-6539	2017-2021
2187	41646	International Politics / International Politics Reviews		2017-2021
2188	41260	Journal of Asset Management	1479-179X	2017-2021
2189	41261	Journal of Banking Regulation	1750-2071	2017-2021
2190	41262	Journal of Brand Management	1479-1803	2017-2021
2191	41264	Journal of Financial Services Marketing	1479-1846	2017-2021
2192	41654	Journal of Information Technology / Journal of Information Technology Teaching Cases		2017-2021
2193	41267	Journal of International Business Studies	1478-6990	2017-2021

	<b>Title No.</b>	<b>Title</b>	<b>ISSN electronic</b>	<b>Year</b>
2194	41268	Journal of International Relations and Development	1581-1980	2017-2021
2195	41270	Journal of Marketing Analytics	2050-3326	2017-2021
2196	41653	Journal of the Operational Research Society/Knowledge Management Research & Practice / Journal of Simulation		2017-2021
2197	41271	Journal of Public Health Policy	1745-655X	2017-2021
2198	41272	Journal of Revenue and Pricing Management	2040-1655	2017-2021
2199	41276	Latino Studies	1476-3443	2017-2021
2200	41278	Maritime Economics & Logistics	1476-0592	2017-2021
2200	41254	Place Branding and Public Diplomacy	1751-8059	2017-2021
2201	41280	postmedieval: a journal of medieval cultural studies	2040-5979	2017-2021
2202	41282	Psychoanalysis, Culture & Society	1543-3390	2017-2021
2203	41283	Risk Management	1477-657X	2017-2021
2204	41284	Security Journal	1743-4645	2017-2021
2205	41285	Social Theory & Health	1477-822X	2017-2021
2206	41286	Subjectivity	1755-635X	2017-2021
2207	41289	URBAN DESIGN International	1468-4519	2017-2021
2208	41401	Acta Pharmacologica Sinica	1745-7254	2017-2021
2209	41395	The American Journal of Gastroenterology	1572-0241	2017-2021
2210	41409	Bone Marrow Transplantation	1476-5365	2017-2021
2211	41415	British Dental Journal	1476-5373	2017-2021
2212	41416	British Journal of Cancer	1532-1827	2017-2021
2213	41417	Cancer Gene Therapy	1476-5500	2017-2021
2214	41418	Cell Death & Differentiation	1476-5403	2017-2021
2215	41422	Cell Research	1748-7838	2017-2021
2216	41423	Cellular & Molecular Immunology	2042-0226	2017-2021
2217	41430	European Journal of Clinical Nutrition	1476-5640	2017-2021
2218	41431	European Journal of Human Genetics	1476-5438	2017-2021
2219	41432	Evidence-Based Dentistry	1476-5446	2017-2021
2220	41433	Eye	1476-5454	2017-2021
2221	41434	Gene Therapy	1476-5462	2017-2021
2222	41435	Genes & Immunity	1476-5470	2017-2021
2223	41436	Genetics in Medicine	1530-0366	2017-2021

	<b>Title No.</b>	<b>Title</b>	<b>ISSN electronic</b>	<b>Year</b>
2224	41437	Heredity	1365-2540	2017-2021
2225	41440	Hypertension Research	1348-4214	2017-2021
2226	41442	Immunology & Cell Biology	1440-1711	2017-2021
2227	41443	International Journal of Impotence Research	1476-5489	2017-2021
2228	41366	International Journal of Obesity	1476-5497	2017-2021
2229	41396	The ISME Journal	1751-7370	2017-2021
2230	41429	The Journal of Antibiotics	1881-1469	2017-2021
2231	41370	Journal of Exposure Science & Environmental Epidemiology	1559-064X	2017-2021
2232	10038	Journal of Human Genetics	1435-232X	2017-2021
2233	41371	Journal of Human Hypertension	1476-5527	2017-2021
2234	41372	Journal of Perinatology	1476-5543	2017-2021
2235	41684	Lab Animal	1548-4475	2017-2021
2236	41374	Laboratory Investigation	1530-0307	2017-2021
2237	41375	Leukemia	1476-5551	2017-2021
2238	41379	Modern Pathology	1530-0285	2017-2021
2239	41380	Molecular Psychiatry	1476-5578	2017-2021
2240	41385	Mucosal Immunology	1935-3456	2017-2021
2241	41386	Neuropsychopharmacology	1740-634X	2017-2021
2242	41388	Oncogene	1476-5594	2017-2021
2243	41390	Pediatric Research	1530-0447	2017-2021
2244	41397	The Pharmacogenomics Journal	1473-1150	2017-2021
2245	41428	Polymer Journal	1349-0540	2017-2021
2246	41391	Prostate Cancer and Prostatic Diseases	1476-5608	2017-2021
2247	41393	Spinal Cord	1476-5624	2017-2021
2248	41394	Spinal Cord Series and Cases	2058-6124	2017-2021

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1.	40256	American Journal of Cardiovascular Drugs	1179-187X	2017-2021
2.	40262	Clinical Pharmacokinetics	1179-1926	2017-2021
3.	40264	Drug Safety	1179-1942	2017-2021
4.	40266	Drugs & Aging	1179-1969	2017-2021
5.	40273	PharmacoEconomics	1179-2027	2017-2021

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1.	41586	Nature	1476-4687	2017-2021
2.	41658	Scientific American	1946-7087	2017-2021
3.	41556	Nature Cell Biology	1476-4679	2017-2021
4.	41558	Nature Climate Change	1758-6798	2017-2021
5.	41588	Nature Genetics	1546-1718	2017-2021
6.	41561	Nature Geoscience	1752-0908	2017-2021
7.	41591	Nature Medicine	1546-170X	2017-2021
8.	41567	Nature Physics	1745-2481	2017-2021
9.	41568	Nature Reviews Cancer	1474-1768	2017-2021

Agnes Scott College

	<b>Title No.</b>	<b>Title</b>	<b>ISSN electronic</b>	<b>Year</b>
1.	41586	Nature	1476-4687	2017-2021

Albright College

	<b>Title No.</b>	<b>Title</b>	<b>ISSN electronic</b>	<b>Year</b>
1.	41658	Scientific American	1946-7087	2017-2021

Allegheny College

	<b>Title No.</b>	<b>Title</b>	<b>ISSN electronic</b>	<b>Year</b>
1.	41586	Nature	1476-4687	2017-2021

American Museum of Natural History

	<b>Title No.</b>	<b>Title</b>	<b>ISSN electronic</b>	<b>Year</b>
1.	41586	Nature	1476-4687	2017-2021
2.	41588	Nature Genetics	1546-1718	2017-2021

American University

	<b>Title No.</b>	<b>Title</b>	<b>ISSN electronic</b>	<b>Year</b>
1.	41586	Nature	1476-4687	2017-2021
2.	41589	Nature Chemical Biology	1552-4469	2017-2021
3.	41557	Nature Chemistry	1755-4349	2017-2021
4.	41558	Nature Climate Change	1758-6798	2017-2021
5.	41588	Nature Genetics	1546-1718	2017-2021
6.	41593	Nature Neuroscience	1546-1726	2017-2021
7.	41567	Nature Physics	1745-2481	2017-2021



8.	41573	Nature Reviews Drug Discovery	1474-1784	2017-2021
9.	41576	Nature Reviews Genetics	1471-0064	2017-2021
10.	41583	Nature Reviews Neuroscience	1471-0048	2017-2021

Anderson University

	Title No.	Title	ISSN electronic	Year
1.	41586	Nature	1476-4687	2017-2021

Auburn University

	Title No.	Title	ISSN electronic	Year
1.	41586	Nature	1476-4687	2017-2021
2.	41587	Nature Biotechnology	1546-1696	2017-2021
3.	41556	Nature Cell Biology	1476-4679	2017-2021
4.	41588	Nature Genetics	1546-1718	2017-2021
5.	41590	Nature Immunology	1529-2916	2017-2021
6.	41563	Nature Materials	1476-4660	2017-2021
7.	41591	Nature Medicine	1546-170X	2017-2021
8.	41593	Nature Neuroscience	1546-1726	2017-2021
9.	41594	Nature Structural & Molecular Biology	1545-9985	2017-2021
10.	41568	Nature Reviews Cancer	1474-1768	2017-2021
11.	41576	Nature Reviews Genetics	1471-0064	2017-2021
12.	41577	Nature Reviews Immunology	1474-1741	2017-2021
13.	41583	Nature Reviews Neuroscience	1471-0048	2017-2021

Austin Peay University

	Title No.	Title	ISSN electronic	Year
1.	41658	Scientific American	1946-7087	2017-2021

Berry College

	Title No.	Title	ISSN electronic	Year
1.	41586	Nature	1476-4687	2017-2021

Bloomsburg University

	Title No.	Title	ISSN electronic	Year
1.	41586	Nature	1476-4687	2017-2021

2.	41658	Scientific American	1946-7087	2017-2021
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Boise State University

	Title No.	Title	ISSN electronic	Year
1.	41586	Nature	1476-4687	2017-2021
2.	41587	Nature Biotechnology	1546-1696	2017-2021
3.	41557	Nature Chemistry	1755-4349	2017-2021
4.	41588	Nature Genetics	1546-1718	2017-2021
5.	41561	Nature Geoscience	1752-0908	2017-2021
6.	41563	Nature Materials	1476-4660	2017-2021
7.	41591	Nature Medicine	1546-170X	2017-2021
8.	41592	Nature Methods	1548-7105	2017-2021
9.	41565	Nature Nanotechnology	1748-1395	2017-2021
10.	41596	Nature Protocols	1750-2799	2017-2021

Bryn Mawr University

	Title No.	Title	ISSN electronic	Year
1.	41586	Nature	1476-4687	2017-2021
2.	41587	Nature Biotechnology	1546-1696	2017-2021
3.	41556	Nature Cell Biology	1476-4679	2017-2021
4.	41557	Nature Chemistry	1755-4349	2017-2021
5.	41558	Nature Climate Change	1758-6798	2017-2021
6.	41588	Nature Genetics	1546-1718	2017-2021
7.	41561	Nature Geoscience	1752-0908	2017-2021
8.	41590	Nature Immunology	1529-2916	2017-2021
9.	41563	Nature Materials	1476-4660	2017-2021
10.	41591	Nature Medicine	1546-170X	2017-2021
11.	41565	Nature Nanotechnology	1748-3395	2017-2021
12.	41593	Nature Neuroscience	1546-1726	2017-2021
13.	41567	Nature Physics	1745-2481	2017-2021
14.	41594	Nature Structural & Molecular Biology	1545-9985	2017-2021
15.	41568	Nature Reviews Cancer	1474-1768	2017-2021
16.	41573	Nature Reviews Drug Discovery	1474-1784	2017-2021
17.	41576	Nature Reviews Genetics	1471-0064	2017-2021

18.	41577	Nature Reviews Immunology	1474-1741	2017-2021
19.	41579	Nature Reviews Microbiology	1740-1534	2017-2021
20.	41580	Nature Reviews Molecular Cell Biology	1471-0080	2017-2021
21.	41583	Nature Reviews Neuroscience	1471-0048	2017-2021

Bucknell University

	Title No.	Title	ISSN electronic	Year
1.	41586	Nature	1476-4687	2017-2021
2.	41587	Nature Biotechnology	1546-1696	2017-2021
3.	41588	Nature Genetics	1546-1718	2017-2021
4.	41561	Nature Geoscience	1752-0908	2017-2021
5.	41590	Nature Immunology	1529-2916	2017-2021
6.	41591	Nature Medicine	1546-170X	2017-2021
7.	41593	Nature Neuroscience	1546-1726	2017-2021
8.	41567	Nature Physics	1745-2481	2017-2021
9.	41594	Nature Structural & Molecular Biology	1545-9985	2017-2021

Butler University

	Title No.	Title	ISSN electronic	Year
1.	41586	Nature	1476-4687	2017-2021
2.	41589	Nature Chemical Biology	1552-4469	2017-2021
3.	41588	Nature Genetics	1546-1718	2017-2021
4.	41591	Nature Medicine	1546-170X	2017-2021
5.	41573	Nature Reviews Drug Discovery	1474-1784	2017-2021
6.	41583	Nature Reviews Neuroscience	1471-0048	2017-2021

Carroll College

	Title No.	Title	ISSN electronic	Year
1.	41586	Nature	1476-4687	2017-2021

Catholic University of America

	<b>Title No.</b>	<b>Title</b>	<b>ISSN electronic</b>	<b>Year</b>
1.	41586	Nature	1476-4687	2017-2021
2.	41587	Nature Biotechnology	1546-1696	2017-2021
3.	41556	Nature Cell Biology	1476-4679	2017-2021
4.	41588	Nature Genetics	1546-1718	2017-2021
5.	41591	Nature Medicine	1546-170X	2017-2021
6.	41594	Nature Structural & Molecular Biology	1545-9985	2017-2021
7.	41579	Nature Reviews Microbiology	1740-1534	2017-2021
8.	41580	Nature Reviews Molecular Cell Biology	1471-0080	2017-2021

Cedar Crest College

	<b>Title No.</b>	<b>Title</b>	<b>ISSN electronic</b>	<b>Year</b>
1.	41586	Nature	1476-4687	2017-2021

College of Idaho

	<b>Title No.</b>	<b>Title</b>	<b>ISSN electronic</b>	<b>Year</b>
1.	41586	Nature	1476-4687	2017-2021
2.	41658	Scientific American	1946-7087	2017-2021

College of William & Mary

	<b>Title No.</b>	<b>Title</b>	<b>ISSN electronic</b>	<b>Year</b>
1.	41563	Nature Materials	1476-4660	2017-2021
2.	41593	Nature Neuroscience	1546-1726	2017-2021
3.	41567	Nature Physics	1745-2481	2017-2021
4.	41558	Nature Climate Change	1758-6798	2017-2021
5.	41561	Nature Geoscience	1752-0908	2017-2021

Connecticut College

	<b>Title No.</b>	<b>Title</b>	<b>ISSN electronic</b>	<b>Year</b>
1.	41586	Nature	1476-4687	2017-2021
2.	41477	Nature Plants	2055-0278	2017-2021

Centre College of Kentucky

	<b>Title No.</b>	<b>Title</b>	<b>ISSN electronic</b>	<b>Year</b>
1.	41586	Nature	1476-4687	2017-2021
2.	41658	Scientific American	1946-7087	2017-2021

Delaware State University

	<b>Title No.</b>	<b>Title</b>	<b>ISSN electronic</b>	<b>Year</b>
1.	41593	Nature Neuroscience	1546-1726	2017-2021

Depauw University

	<b>Title No.</b>	<b>Title</b>	<b>ISSN electronic</b>	<b>Year</b>
1.	41586	Nature	1476-4687	2017-2021
2.	41658	Scientific American	1946-7087	2017-2021
3.	41591	Nature Medicine	1546-170X	2017-2021
4.	41593	Nature Neuroscience	1546-1726	2017-2021
5.	41580	Nature Reviews Molecular Cell Biology	1471-0080	2017-2021

Dickinson College

	<b>Title No.</b>	<b>Title</b>	<b>ISSN electronic</b>	<b>Year</b>
1.	41586	Nature	1476-4687	2017-2021
2.	41587	Nature Biotechnology	1546-1696	2017-2021
3.	41558	Nature Climate Change	1758-6798	2017-2021
4.	41588	Nature Genetics	1546-1718	2017-2021
5.	41561	Nature Geoscience	1752-0908	2017-2021
6.	41658	Scientific American	1946-7087	2017-2021

Drexel University

	<b>Title No.</b>	<b>Title</b>	<b>ISSN electronic</b>	<b>Year</b>
1.	41586	Nature	1476-4687	2017-2021
2.	41658	Scientific American	1946-7087	2017-2021
3.	41587	Nature Biotechnology	1546-1696	2017-2021
4.	41556	Nature Cell Biology	1476-4679	2017-2021
5.	41589	Nature Chemical Biology	1552-4469	2017-2021
6.	41588	Nature Genetics	1546-1718	2017-2021

7.	41590	Nature Immunology	1529-2916	2017-2021
8.	41563	Nature Materials	1476-4660	2017-2021
9.	41591	Nature Medicine	1546-170X	2017-2021
10.	41592	Nature Methods	1548-7105	2017-2021
11.	41565	Nature Nanotechnology	1748-3395	2017-2021
12.	41593	Nature Neuroscience	1546-1726	2017-2021
13.	41596	Nature Protocols	1750-2799	2017-2021
14.	41594	Nature Structural & Molecular Biology	1545-9985	2017-2021
15.	41568	Nature Reviews Cancer	1474-1768	2017-2021
16.	41573	Nature Reviews Drug Discovery	1474-1784	2017-2021
17.	41576	Nature Reviews Genetics	1471-0064	2017-2021
18.	41577	Nature Reviews Immunology	1474-1741	2017-2021
19.	41579	Nature Reviews Microbiology	1740-1534	2017-2021
20.	41580	Nature Reviews Molecular Cell Biology	1471-0080	2017-2021
21.	41583	Nature Reviews Neuroscience	1471-0048	2017-2021

Duquesne University

	<b>Title No.</b>	<b>Title</b>	<b>ISSN electronic</b>	<b>Year</b>
1.	41586	Nature	1476-4687	2017-2021
2.	41587	Nature Biotechnology	1546-1696	2017-2021
3.	41556	Nature Cell Biology	1476-4679	2017-2021
4.	41588	Nature Genetics	1546-1718	2017-2021
5.	41590	Nature Immunology	1529-2916	2017-2021
6.	41591	Nature Medicine	1546-170X	2017-2021
7.	41593	Nature Neuroscience	1546-1726	2017-2021
8.	41594	Nature Structural & Molecular Biology	1545-9985	2017-2021
9.	41568	Nature Reviews Cancer	1474-1768	2017-2021
10.	41573	Nature Reviews Drug Discovery	1474-1784	2017-2021
11.	41576	Nature Reviews Genetics	1471-0064	2017-2021
12.	41577	Nature Reviews Immunology	1474-1741	2017-2021
13.	41580	Nature Reviews Molecular Cell Biology	1471-0080	2017-2021
14.	41583	Nature Reviews Neuroscience	1471-0048	2017-2021

East Stroudsburg University

	<b>Title No.</b>	<b>Title</b>	<b>ISSN electronic</b>	<b>Year</b>
1.	41586	Nature	1476-4687	2017-2021

East Virginia Medical School

	<b>Title No.</b>	<b>Title</b>	<b>ISSN electronic</b>	<b>Year</b>
1.	41587	Nature Biotechnology	1546-1696	2017-2021
2.	41556	Nature Cell Biology	1476-4679	2017-2021
3.	41588	Nature Genetics	1546-1718	2017-2021
4.	41590	Nature Immunology	1529-2916	2017-2021
5.	41591	Nature Medicine	1546-170X	2017-2021
6.	41568	Nature Reviews Cancer	1474-1768	2017-2021
7.	41577	Nature Reviews Immunology	1474-1741	2017-2021
8.	41580	Nature Reviews Molecular Cell Biology	1471-0080	2017-2021

Edinboro University of Pennsylvania

	<b>Title No.</b>	<b>Title</b>	<b>ISSN electronic</b>	<b>Year</b>
1.	41586	Nature	1476-4687	2017-2021

Emmanuel College

	<b>Title No.</b>	<b>Title</b>	<b>ISSN electronic</b>	<b>Year</b>
1.	41586	Nature	1476-4687	2017-2021

Fairfield University

	<b>Title No.</b>	<b>Title</b>	<b>ISSN electronic</b>	<b>Year</b>
1.	41586	Nature	1476-4687	2017-2021
2.	41566	Nature Photonics	1749-4893	2017-2021

Franklin W. Olin College of Engineering

	<b>Title No.</b>	<b>Title</b>	<b>ISSN electronic</b>	<b>Year</b>
1.	41586	Nature	1476-4687	2017-2021
2.	41658	Scientific American	1946-7087	2017-2021
3.	41563	Nature Materials	1476-4660	2017-2021

Gettysburg University

	Title No.	Title	ISSN electronic	Year
1.	41586	Nature	1476-4687	2017-2021
2.	41658	Scientific American	1946-7087	2017-2021

Haverford University

	Title No.	Title	ISSN electronic	Year
1.	41586	Nature	1476-4687	2017-2021
2.	41658	Scientific American	1946-7087	2017-2021
3.	41587	Nature Biotechnology	1546-1696	2017-2021
4.	41556	Nature Cell Biology	1476-4679	2017-2021
5.	41557	Nature Chemistry	1755-4349	2017-2021
6.	41558	Nature Climate Change	1758-6798	2017-2021
7.	41588	Nature Genetics	1546-1718	2017-2021
8.	41590	Nature Immunology	1529-2916	2017-2021
9.	41563	Nature Materials	1476-4660	2017-2021
10.	41591	Nature Medicine	1546-170X	2017-2021
11.	41565	Nature Nanotechnology	1748-3395	2017-2021
12.	41593	Nature Neuroscience	1546-1726	2017-2021
13.	41567	Nature Physics	1745-2481	2017-2021
14.	41594	Nature Structural & Molecular Biology	1595-9985	2017-2021
15.	41568	Nature Reviews Cancer	1474-1768	2017-2021
16.	41573	Nature Reviews Drug Discovery	1474-1784	2017-2021
17.	41576	Nature Reviews Genetics	1471-0064	2017-2021
18.	41577	Nature Reviews Immunology	1474-1741	2017-2021
19.	41579	Nature Reviews Microbiology	1740-1534	2017-2021
20.	41580	Nature Reviews Molecular Cell Biology	1471-0080	2017-2021
21.	41583	Nature Reviews Neuroscience	1471-0048	2017-2021

Hofstra University

	Title No.	Title	ISSN electronic	Year
1.	41586	Nature	1476-4687	2017-2021
2.	41658	Scientific American	1946-7087	2017-2021



3.	41556	Nature Cell Biology	1476-4679	2017-2021
4.	41588	Nature Genetics	1546-1718	2017-2021
5.	41568	Nature Reviews Cancer	1474-1768	2017-2021
6.	41580	Nature Reviews Molecular Cell Biology	1471-0080	2017-2021

Idaho State University

	Title No.	Title	ISSN electronic	Year
1.	41586	Nature	1476-4687	2017-2021

James Madison University

	Title No.	Title	ISSN electronic	Year
1.	41658	Scientific American	1946-7087	2017-2021
2.	41587	Nature Biotechnology	1546-1696	2017-2021
3.	41588	Nature Genetics	1546-1718	2017-2021
4.	41563	Nature Materials	1476-4660	2017-2021
5.	41591	Nature Medicine	1546-170X	2017-2021
6.	41565	Nature Nanotechnology	1748-3395	2017-2021
7.	41593	Nature Neuroscience	1546-1726	2017-2021
8.	41579	Nature Reviews Microbiology	1740-1534	2017-2021

Lafayette College

	Title No.	Title	ISSN electronic	Year
1.	41586	Nature	1476-4687	2017-2021
2.	41658	Scientific American	1946-7087	2017-2021
3.	41587	Nature Biotechnology	1546-1696	2017-2021
4.	41561	Nature Geoscience	1752-0908	2017-2021
5.	41563	Nature Materials	1476-4660	2017-2021
6.	41593	Nature Neuroscience	1546-1726	2017-2021

Louisiana State University

	Title No.	Title	ISSN electronic	Year
1.	41586	Nature	1476-4687	2017-2021
2.	41587	Nature Biotechnology	1546-1696	2017-2021

3.	41557	Nature Chemistry	1755-4349	2017-2021
4.	41558	Nature Climate Change	1758-6798	2017-2021
5.	41588	Nature Genetics	1546-1718	2017-2021
6.	41561	Nature Geoscience	1752-0908	2017-2021
7.	41590	Nature Immunology	1529-2916	2017-2021
8.	41563	Nature Materials	1476-4660	2017-2021
9.	41591	Nature Medicine	1546-170X	2017-2021
10.	41592	Nature Methods	1548-7105	2017-2021
11.	41567	Nature Physics	1745-2481	2017-2021
12.	41594	Nature Structural & Molecular Biology	1545-9985	2017-2021
13.	41576	Nature Reviews Genetics	1471-0064	2017-2021

Loyola University

	Title No.	Title	ISSN electronic	Year
1.	41586	Nature	1476-4687	2017-2021

Marshall University

	Title No.	Title	ISSN electronic	Year
1.	41586	Nature	1476-4687	2017-2021
2.	41587	Nature Biotechnology	1546-1696	2017-2021
3.	41588	Nature Genetics	1546-1718	2017-2021
4.	41565	Nature Nanotechnology	1748-3395	2017-2021
5.	41568	Nature Reviews Cancer	1474-1768	2017-2021
6.	41576	Nature Reviews Genetics	1471-0064	2017-2021

Massachusetts College of Pharmacy & Health Sciences

	Title No.	Title	ISSN electronic	Year
1.	41586	Nature	1476-4687	2017-2021
2.	41658	Scientific American	1946-7087	2017-2021
3.	41591	Nature Medicine	1546-170X	2017-2021
4.	41573	Nature Reviews Drug Discovery	1474-1784	2017-2021

Mercer University of Medicine

	Title No.	Title	ISSN electronic	Year
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1.	41586	Nature	1476-4687	2017-2021
2.	41588	Nature Genetics	1546-1718	2017-2021
3.	41590	Nature Immunology	1529-2916	2017-2021
4.	41591	Nature Medicine	1546-170X	2017-2021
5.	41593	Nature Neuroscience	1546-1726	2017-2021
6.	41568	Nature Reviews Cancer	1474-1768	2017-2021
7.	41576	Nature Reviews Genetics	1471-0064	2017-2021

Montana State University – Billings

	Title No.	Title	ISSN electronic	Year
1.	41586	Nature*	1476-4687	2017-2021
2.	41579	Nature Reviews Microbiology	1740-1534	2017-2021

\*Means Gratis Access

Montana State University – Bozeman

	Title No.	Title	ISSN electronic	Year
1.	41586	Nature	1476-4687	2017-2021
2.	41658	Scientific American	1946-7087	2017-2021
3.	41587	Nature Biotechnology	1546-1696	2017-2021
4.	41589	Nature Chemical Biology	1552-4469	2017-2021
5.	41557	Nature Chemistry	1755-4349	2017-2021
6.	41558	Nature Climate Change	1758-6798	2017-2021
7.	41561	Nature Geoscience	1752-0908	2017-2021
8.	41590	Nature Immunology	1529-2916	2017-2021
9.	41563	Nature Materials	1476-4660	2017-2021
10.	41591	Nature Medicine	1546-170X	2017-2021
11.	41592	Nature Methods	1548-7105	2017-2021
12.	41564	Nature Microbiology	2058-5276	2017-2021
13.	41565	Nature Nanotechnology	1748-3395	2017-2021
14.	41593	Nature Neuroscience	1546-1726	2017-2021
15.	41566	Nature Photonics	1749-4893	2017-2021
16.	41567	Nature Physics	1745-2481	2017-2021
17.	41477	Nature Plants	2055-0278	2017-2021
18.	41596	Nature Protocols	1750-2799	2017-2021

19.	41594	Nature Structural & Molecular Biology	1545-9985	2017-2021
20.	41568	Nature Reviews Cancer	1474-1768	2017-2021
21.	41573	Nature Reviews Drug Discovery	1474-1784	2017-2021
22.	41576	Nature Reviews Genetics	1471-0064	2017-2021
23.	41577	Nature Reviews Immunology	1474-1741	2017-2021
24.	41579	Nature Reviews Microbiology	1740-1534	2017-2021
25.	41580	Nature Reviews Molecular Cell Biology	1471-0080	2017-2021
26.	41593	Nature Neuroscience	1546-1726	2017-2021

Montana State University – Great Falls College of Technology

	Title No.	Title	ISSN electronic	Year
1.	41586	Nature*	1476-4687	2017-2021

\*Means Gratis Access

Montana State University – Northern\*

	Title No.	Title	ISSN electronic	Year
1.	41586	Nature	1476-4687	2017-2021

\*Means Gratis Access

Morehouse School of Medicine

	Title No.	Title	ISSN electronic	Year
1.	41586	Nature	1476-4687	2017-2021
2.	41587	Nature Biotechnology	1546-1696	2017-2021
3.	41588	Nature Genetics	1546-1718	2017-2021
4.	41591	Nature Medicine	1546-170X	2017-2021
5.	41593	Nature Neuroscience	1546-1726	2017-2021

Muhlenberg College

	Title No.	Title	ISSN electronic	Year
1.	41586	Nature	1476-4687	2017-2021
2.	41593	Nature Neuroscience	1546-1726	2017-2021

Murray State University

	Title No.	Title	ISSN electronic	Year
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1.	41586	Nature	1476-4687	2017-2021
2.	41587	Nature Biotechnology	1546-1696	2017-2021

New Jersey Institute of Technology

	Title No.	Title	ISSN electronic	Year
1.	41561	Nature Geoscience	1752-0908	2017-2021
2.	41563	Nature Materials	1476-4660	2017-2021
3.	41592	Nature Methods	1548-7105	2017-2021
4.	41565	Nature Nanotechnology	1748-3395	2017-2021
5.	41566	Nature Photonics	1749-4893	2017-2021
6.	41567	Nature Physics	1745-2481	2017-2021

North Dakota University

	Title No.	Title	ISSN electronic	Year
1.	41586	Nature	1476-4687	2017-2021
2.	41587	Nature Biotechnology	1546-1696	2017-2021
3.	41588	Nature Genetics	1546-1718	2017-2021
4.	41593	Nature Neuroscience*	1546-1726	2017-2021
5.	41596	Nature Protocols	1750-2799	2017-2021

\*Means Gratis Access

Old Dominion University

	Title No.	Title	ISSN electronic	Year
1.	41587	Nature Biotechnology	1546-1696	2017-2021
2.	41558	Nature Climate Change	1758-6798	2017-2021
3.	41588	Nature Genetics	1546-1718	2017-2021
4.	41561	Nature Geoscience	1752-0908	2017-2021
5.	41563	Nature Materials	1476-4660	2017-2021
6.	41591	Nature Medicine	1546-170X	2017-2021
7.	41565	Nature Nanotechnology	1748-3395	2017-2021
8.	41593	Nature Neuroscience	1546-1726	2017-2021
9.	41576	Nature Reviews Genetics	1471-0064	2017-2021
10.	41577	Nature Reviews Immunology	1474-1741	2017-2021
11.	41579	Nature Reviews Microbiology	1740-1534	2017-2021

Philadelphia College of Osteopathic Medicine

	<b>Title No.</b>	<b>Title</b>	<b>ISSN electronic</b>	<b>Year</b>
1.	41586	Nature	1476-4687	2017-2021
2.	41588	Nature Genetics	1546-1718	2017-2021
3.	41590	Nature Immunology	1529-2916	2017-2021
4.	41591	Nature Medicine	1546-170X	2017-2021
5.	41593	Nature Neuroscience	1546-1726	2017-2021
6.	41568	Nature Reviews Cancer	1474-1768	2017-2021
7.	41573	Nature Reviews Drug Discovery	1474-1784	2017-2021
8.	41577	Nature Reviews Immunology	1474-1741	2017-2021
9.	41579	Nature Reviews Microbiology	1740-1534	2017-2021

Quinnipiac University

	<b>Title No.</b>	<b>Title</b>	<b>ISSN electronic</b>	<b>Year</b>
1.	41586	Nature	1476-4687	2017-2021
2.	41591	Nature Medicine	1546-170X	2017-2021
3.	41593	Nature Neuroscience	1546-1726	2017-2021
4.	41583	Nature Reviews Neuroscience	1471-0048	2017-2021

Radford University

	<b>Title No.</b>	<b>Title</b>	<b>ISSN electronic</b>	<b>Year</b>
1.	41658	Scientific American	1946-7087	2017-2021
2.	41561	Nature Geoscience	1752-0908	2017-2021

Rockefeller University

	<b>Title No.</b>	<b>Title</b>	<b>ISSN electronic</b>	<b>Year</b>
1.	41586	Nature	1476-4687	2017-2021
2.	41658	Scientific American	1946-7087	2017-2021
3.	41587	Nature Biotechnology	1546-1696	2017-2021
4.	41556	Nature Cell Biology	1476-4679	2017-2021
5.	41589	Nature Chemical Biology	1552-4469	2017-2021
6.	41557	Nature Chemistry	1755-4349	2017-2021
7.	41588	Nature Genetics	1546-1718	2017-2021
8.	41590	Nature Immunology	1529-2916	2017-2021
9.	41563	Nature Materials	1476-4660	2017-2021

10.	41591	Nature Medicine	1546-170X	2017-2021
11.	41592	Nature Methods	1548-7105	2017-2021
12.	41593	Nature Neuroscience	1546-1726	2017-2021
13.	41567	Nature Physics	1745-2481	2017-2021
14.	41477	Nature Plants	2055-0278	2017-2021
15.	41596	Nature Protocols	1750-2799	2017-2021
16.	41594	Nature Structural & Molecular Biology	1545-9985	2017-2021
17.	41568	Nature Reviews Cancer	1474-1768	2017-2021
18.	41573	Nature Reviews Drug Discovery	1474-1784	2017-2021
19.	41576	Nature Reviews Genetics	1471-0064	2017-2021
20.	41577	Nature Reviews Immunology	1474-1741	2017-2021
21.	41579	Nature Reviews Microbiology	1740-1534	2017-2021
22.	41580	Nature Reviews Molecular Cell Biology	1471-0080	2017-2021
23.	41582	Nature Reviews Neurology	1759-4766	2017-2021
24.	41583	Nature Reviews Neuroscience	1471-0048	2017-2021

Roseman University of Health Sciences

	Title No.	Title	ISSN electronic	Year
1.	41586	Nature	1476-4687	2017-2021
2.	41658	Scientific American	1946-7087	2017-2021
3.	41568	Nature Reviews Cancer	1474-1768	2017-2021
4.	41573	Nature Reviews Drug Discovery	1474-1784	2017-2021
5.	41577	Nature Reviews Immunology	1474-1741	2017-2021

Rocky Mountain College – Montana\*

	Title No.	Title	ISSN electronic	Year
1.	41586	Nature	1476-4687	2017-2021

\*Means Gratis Access

Siena College

	Title No.	Title	ISSN electronic	Year
1.	41586	Nature	1476-4687	2017-2021
2.	41587	Nature Biotechnology	1546-1696	2017-2021

3.	41594	Nature Structural & Molecular Biology	1545-9985	2017-2021
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Saint Michael's University

	Title No.	Title	ISSN electronic	Year
1.	41586	Nature	1476-4687	2017-2021

Stevenson University

	Title No.	Title	ISSN electronic	Year
1.	41593	Nature Neuroscience	1546-1726	2017-2021

Suffolk University

	Title No.	Title	ISSN electronic	Year
1.	41586	Nature	1476-4687	2017-2021
2.	41658	Scientific American	1946-7087	2017-2021
3.	41558	Nature Climate Change	1758-6798	2017-2021

Swarthmore University

	Title No.	Title	ISSN electronic	Year
1.	41586	Nature	1476-4687	2017-2021
2.	41658	Scientific American	1946-7087	2017-2021
3.	41587	Nature Biotechnology	1546-1696	2017-2021
4.	41556	Nature Cell Biology	1476-4679	2017-2021
5.	41557	Nature Chemistry	1755-4349	2017-2021
6.	41558	Nature Climate Change	1758-6798	2017-2021
7.	41588	Nature Genetics	1546-1718	2017-2021
8.	41590	Nature Immunology	1529-2916	2017-2021
9.	41563	Nature Materials	1476-4660	2017-2021
10.	41591	Nature Medicine	1546-170X	2017-2021
11.	41565	Nature Nanotechnology	1748-3395	2017-2021
12.	41593	Nature Neuroscience	1546-1726	2017-2021
13.	41567	Nature Physics	1745-2481	2017-2021
14.	41594	Nature Structural & Molecular Biology	1545-9985	2017-2021
15.	41568	Nature Reviews Cancer	1474-1768	2017-2021
16.	41573	Nature Reviews Drug Discovery	1474-1784	2017-2021



17.	41576	Nature Reviews Genetics	1471-0064	2017-2021
18.	41577	Nature Reviews Immunology	1474-1741	2017-2021
19.	41579	Nature Reviews Microbiology	1740-1534	2017-2021
20.	41580	Nature Reviews Molecular Cell Biology	1471-0080	2017-2021
21.	41583	Nature Reviews Neuroscience	1471-0048	2017-2021

Thomas Jefferson University

	Title No.	Title	ISSN electronic	Year
1.	41586	Nature	1476-4687	2017-2021
2.	41587	Nature Biotechnology	1546-1696	2017-2021
3.	41556	Nature Cell Biology	1476-4679	2017-2021
4.	41588	Nature Genetics	1546-1718	2017-2021
5.	41590	Nature Immunology	1529-2916	2017-2021
6.	41591	Nature Medicine	1546-170X	2017-2021
7.	41593	Nature Neuroscience	1546-1726	2017-2021
8.	41594	Nature Structural & Molecular Biology	1545-9985	2017-2021
9.	41568	Nature Reviews Cancer	1474-1768	2017-2021
10.	41576	Nature Reviews Genetics	1471-0064	2017-2021
11.	41577	Nature Reviews Immunology	1474-1741	2017-2021
12.	41580	Nature Reviews Molecular Cell Biology	1471-0080	2017-2021
13.	41583	Nature Reviews Neuroscience	1471-0048	2017-2021

Tulane University

	Title No.	Title	ISSN electronic	Year
1.	41658	Scientific American	1946-7087	2017-2021
2.	41558	Nature Climate Change	1758-6798	2017-2021
3.	41565	Nature Nanotechnology	1748-3395	2017-2021
4.	41567	Nature Physics	1745-2481	2017-2021

Uniformed Services University of Health Sciences

	Title No.	Title	ISSN electronic	Year
1.	41586	Nature	1476-4687	2017-2021

2.	41587	Nature Biotechnology	1546-1696	2017-2021
3.	41556	Nature Cell Biology	1476-4679	2017-2021
4.	41588	Nature Genetics	1546-1718	2017-2021
5.	41590	Nature Immunology	1529-2916	2017-2021
6.	41591	Nature Medicine	1546-170X	2017-2021
7.	41593	Nature Neuroscience	1546-1726	2017-2021
8.	41596	Nature Protocols	1750-2799	2017-2021
9.	41594	Nature Structural & Molecular Biology	1545-9985	2017-2021
10.	41568	Nature Reviews Cancer	1474-1768	2017-2021
11.	41573	Nature Reviews Drug Discovery	1474-1784	2017-2021
12.	41576	Nature Reviews Genetics	1471-0064	2017-2021
13.	41577	Nature Reviews Immunology	1474-1741	2017-2021
14.	41579	Nature Reviews Microbiology	1740-1534	2017-2021
15.	41580	Nature Reviews Molecular Cell Biology	1471-0080	2017-2021
16.	41583	Nature Reviews Neuroscience	1471-0048	2017-2021

University of Alabama – Birmingham (Lister Hill)

	<b>Title No.</b>	<b>Title</b>	<b>ISSN electronic</b>	<b>Year</b>
1.	41586	Nature	1476-4687	2017-2021
2.	41587	Nature Biotechnology	1546-1696	2017-2021
3.	41556	Nature Cell Biology	1476-4679	2017-2021
4.	41589	Nature Chemical Biology	1552-4469	2017-2021
5.	41588	Nature Genetics	1546-1718	2017-2021
6.	41590	Nature Immunology	1529-2916	2017-2021
7.	41591	Nature Medicine	1546-170X	2017-2021
8.	41592	Nature Methods	1546-170X	2017-2021
9.	41593	Nature Neuroscience	1546-1726	2017-2021
10.	41596	Nature Protocols	1750-2799	2017-2021
11.	41594	Nature Structural & Molecular Biology	1545-9985	2017-2021
12.	41568	Nature Reviews Cancer	1474-1768	2017-2021
13.	41574	Nature Reviews Endocrinology	1759-5037	2017-2021
14.	41576	Nature Reviews Genetics	1471-0064	2017-2021

15.	41577	Nature Reviews Immunology	1474-1741	2017-2021
16.	41579	Nature Reviews Microbiology	1740-1534	2017-2021
17.	41580	Nature Reviews Molecular Cell Biology	1471-0080	2017-2021
18.	41582	Nature Reviews Neurology	1759-4766	2017-2021
19.	41583	Nature Reviews Neuroscience	1471-0048	2017-2021

University of Arkansas-Little Rock

	Title No.	Title	ISSN electronic	Year
1.	41586	Nature	1476-4687	2017-2021
2.	41587	Nature Biotechnology	1546-1696	2017-2021

University of Delaware

	Title No.	Title	ISSN electronic	Year
1.	41586	Nature	1476-4687	2017-2021
2.	41658	Scientific American	1946-7087	2017-2021
3.	41550	Nature Astronomy	2397-3366	2017-2021
4.	41551	Nature Biomedical Engineering	2157-846X	2017-2021
5.	41587	Nature Biotechnology	1546-1696	2017-2021
6.	41556	Nature Cell Biology	1476-4679	2017-2021
7.	41589	Nature Chemical Biology	1552-4469	2017-2021
8.	41557	Nature Chemistry	1755-4349	2017-2021
9.	41558	Nature Climate Change	1758-6798	2017-2021
10.	41559	Nature Ecology & Evolution	2397-334X	2017-2021
11.	41560	Nature Energy	2058-7546	2017-2021
12.	41588	Nature Genetics	1546-1718	2017-2021
13.	41561	Nature Geoscience	1752-0908	2017-2021
14.	41562	Nature Human Behaviour	2397-3374	2017-2021
15.	41590	Nature Immunology	1529-2916	2017-2021
16.	41563	Nature Materials	1476-4660	2017-2021
17.	41591	Nature Medicine	1546-170X	2017-2021
18.	41592	Nature Methods	1548-7105	2017-2021
19.	41564	Nature Microbiology	2058-5276	2017-2021
20.	41565	Nature Nanotechnology	1748-3395	2017-2021

21.	41593	Nature Neuroscience	1546-1726	2017-2021
22.	41566	Nature Photonics	1749-4893	2017-2021
23.	41567	Nature Physics	1745-2481	2017-2021
24.	41477	Nature Plants	2055-0278	2017-2021
25.	41596	Nature Protocols	1750-2799	2017-2021
26.	41594	Nature Structural & Molecular Biology	1545-9985	2017-2021
27.	41568	Nature Reviews Cancer	1474-1768	2017-2021
28.	41570	Nature Reviews Chemistry	2397-3358	2017-2021
29.	41572	Nature Reviews Disease Primers	2056-676X	2017-2021
30.	41573	Nature Reviews Drug Discovery	1474-1784	2017-2021
31.	41576	Nature Reviews Genetics	1471-0064	2017-2021
32.	41577	Nature Reviews Immunology	1474-1741	2017-2021
33.	41578	Nature Reviews Materials	2058-8437	2017-2021
34.	41579	Nature Reviews Microbiology	1740-1534	2017-2021
35.	41580	Nature Reviews Molecular Cell Biology	1471-0080	2017-2021
36.	41583	Nature Reviews Neuroscience	1471-0048	2017-2021

University of Great Falls – Montana\*

	<b>Title No.</b>	<b>Title</b>	<b>ISSN electronic</b>	<b>Year</b>
1.	41586	Nature	1476-4687	2017-2021

\*Means Gratis Access

University of Idaho

	<b>Title No.</b>	<b>Title</b>	<b>ISSN electronic</b>	<b>Year</b>
1.	41586	Nature	1476-4687	2017-2021
2.	41658	Scientific American	1946-7087	2017-2021
3.	41587	Nature Biotechnology	1546-1696	2017-2021
4.	41556	Nature Cell Biology	1476-4679	2017-2021
5.	41558	Nature Climate Change	1758-6798	2017-2021
6.	41588	Nature Genetics	1546-1718	2017-2021
7.	41561	Nature Geoscience	1752-0908	2017-2021
8.	41591	Nature Medicine	1546-170X	2017-2021

9.	41593	Nature Neuroscience	1546-1726	2017-2021
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University of Maryland- Baltimore County

	Title No.	Title	ISSN electronic	Year
1.	41586	Nature	1476-4687	2017-2021
2.	41587	Nature Biotechnology	1546-1696	2017-2021
3.	41556	Nature Cell Biology	1476-4679	2017-2021
4.	41589	Nature Chemical Biology	1552-4469	2017-2021
5.	41588	Nature Genetics	1546-1718	2017-2021
6.	41558	Nature Climate Change	1758-6798	2017-2021
7.	41590	Nature Immunology	1529-2916	2017-2021
8.	41563	Nature Materials	1476-4660	2017-2021
9.	41591	Nature Medicine	1546-170X	2017-2021
10.	41592	Nature Methods	1548-7105	2017-2021
11.	41565	Nature Nanotechnology	1748-3395	2017-2021
12.	41593	Nature Neuroscience	1546-1726	2017-2021
13.	41566	Nature Photonics	1749-4893	2017-2021
14.	41567	Nature Physics	1745-2481	2017-2021
15.	41596	Nature Protocols	1750-2799	2017-2021
16.	41594	Nature Structural & Molecular Biology	1545-9985	2017-2021
17.	41568	Nature Reviews Cancer	1474-1768	2017-2021
18.	41573	Nature Reviews Drug Discovery	1474-1784	2017-2021
19.	41576	Nature Reviews Genetics	1471-0064	2017-2021
20.	41577	Nature Reviews Immunology	1474-1741	2017-2021
21.	41579	Nature Reviews Microbiology	1740-1534	2017-2021
22.	41580	Nature Reviews Molecular Cell Biology	1471-0080	2017-2021
	41583	Nature Reviews Neuroscience	1471-0048	2017-2021

University of Maryland – College Park

	Title No.	Title	ISSN electronic	Year
1.	41586	Nature	1476-4687	2017-2021
2.	41658	Scientific American	1946-7087	2017-2021
3.	41587	Nature Biotechnology	1546-1696	2017-2021

4.	41556	Nature Cell Biology	1476-4679	2017-2021
5.	41589	Nature Chemical Biology	1552-4469	2017-2021
6.	41557	Nature Chemistry	1755-4349	2017-2021
7.	41558	Nature Climate Change	1758-6798	2017-2021
8.	41560	Nature Energy	2058-7546	2017-2021
9.	41588	Nature Genetics	1546-1718	2017-2021
10.	41561	Nature Geoscience	1752-0908	2017-2021
11.	41590	Nature Immunology	1529-2916	2017-2021
12.	41563	Nature Materials	1476-4660	2017-2021
13.	41591	Nature Medicine	1546-170X	2017-2021
14.	41592	Nature Methods	1548-705	2017-2021
15.	41564	Nature Microbiology	2058-5276	2017-2021
16.	41565	Nature Nanotechnology	1748-3395	2017-2021
17.	41593	Nature Neuroscience	1546-1726	2017-2021
18.	41566	Nature Photonics	1749-4893	2017-2021
19.	41567	Nature Physics	1745-2481	2017-2021
20.	41477	Nature Plants	2055-0278	2017-2021
21.	41596	Nature Protocols	1750-2799	2017-2021
22.	41594	Nature Structural & Molecular Biology	1545-9985	2017-2021
23.	41568	Nature Reviews Cancer	1474-1768	2017-2021
24.	41572	Nature Reviews Disease Primers	2056-676X	2017-2021
25.	41573	Nature Reviews Drug Discovery	1474-1784	2017-2021
26.	41576	Nature Reviews Genetics	1471-0064	2017-2021
27.	41577	Nature Reviews Immunology	1474-1741	2017-2021
28.	41578	Nature Reviews Materials	2058-8437	2017-2021
29.	41579	Nature Reviews Microbiology	1740-1534	2017-2021
30.	41580	Nature Reviews Molecular Cell Biology	1471-0080	2017-2021
31.	41583	Nature Reviews Neuroscience	1471-0048	2017-2021

University of Memphis

	Title No.	Title	ISSN electronic	Year
1.	41586	Nature	1476-4687	2017-2021

2.	41563	Nature Materials	1476-4660	2017-2021
3.	41565	Nature Nanotechnology	1748-3395	2017-2021
4.	41594	Nature Structural & Molecular Biology	1545-9985	2017-2021

University of Mississippi

	Title No.	Title	ISSN electronic	Year
1.	41586	Nature	1476-4687	2017-2021
2.	41587	Nature Biotechnology	1546-1696	2017-2021
3.	41557	Nature Chemistry	1755-4349	2017-2021

University of Mississippi - Medicine

	Title No.	Title	ISSN electronic	Year
1.	41586	Nature	1476-4687	2017-2021
2.	41587	Nature Biotechnology	1546-1696	2017-2021
3.	41556	Nature Cell Biology	1476-4679	2017-2021
4.	41588	Nature Genetics	1546-1718	2017-2021
5.	41590	Nature Immunology	1529-2916	2017-2021
6.	41591	Nature Medicine	1546-170X	2017-2021
7.	41593	Nature Neuroscience	1546-1726	2017-2021
8.	41594	Nature Structural & Molecular Biology	1545-9985	2017-2021
9.	41576	Nature Reviews Genetics	1471-0064	2017-2021
10.	41577	Nature Reviews Immunology	1474-1741	2017-2021
11.	41580	Nature Reviews Molecular Cell Biology	1471-0080	2017-2021
12.	41581	Nature Reviews Nephrology	1759-507X	2017-2021
13.	41583	Nature Reviews Neuroscience	1471-0048	2017-2021

University of Montana-Missoula

	Title No.	Title	ISSN electronic	Year
1.	41586	Nature*	1476-4687	2017-2021
2.	41587	Nature Biotechnology	1546-1696	2017-2021
3.	41557	Nature Chemistry	1755-4349	2017-2021
4.	41558	Nature Climate Change	1758-6798	2017-2021

5.	41588	Nature Genetics	1546-1718	2017-2021
6.	41561	Nature Geoscience	1752-0908	2017-2021
7.	41590	Nature Immunology	1529-2916	2017-2021
8.	41591	Nature Medicine	1546-170X	2017-2021
9.	41593	Nature Neuroscience	1546-1726	2017-2021
10.	41477	Nature Plants	2055-0278	2017-2021
11.	41596	Nature Protocols	1750-2799	2017-2021
12.	41594	Nature Structural & Molecular Biology	1545-9985	2017-2021
13.	41573	Nature Reviews Drug Discovery	1474-1784	2017-2021
14.	41576	Nature Reviews Genetics	1471-0064	2017-2021
15.	41577	Nature Reviews Immunology	1474-1741	2017-2021
16.	41579	Nature Reviews Microbiology	1740-1534	2017-2021
17.	41580	Nature Reviews Molecular Cell Biology	1471-0080	2017-2021
18.	41583	Nature Reviews Neuroscience	1471-0048	2017-2021

\*Means Gratis Access

University of Nebraska at Kearney

	Title No.	Title	ISSN electronic	Year
1.	41586	Nature	1476-4687	2017-2021
2.	41587	Nature Biotechnology	1546-1696	2017-2021

University of Nebraska Omaha

	Title No.	Title	ISSN electronic	Year
1.	41593	Nature Neuroscience	1546-1726	2017-2021
2.	41583	Nature Reviews Neuroscience	1739-4820	2017-2021

University of Nebraska Medicine

	Title No.	Title	ISSN electronic	Year
1.	41586	Nature	1476-4687	2017-2021
2.	41587	Nature Biotechnology	1546-1696	2017-2021
3.	41556	Nature Cell Biology	1476-4679	2017-2021
4.	41588	Nature Genetics	1546-1718	2017-2021
5.	41590	Nature Immunology	1529-2916	2017-2021



6.	41563	Nature Materials	1476-4660	2017-2021
7.	41591	Nature Medicine	1546-170X	2017-2021
8.	41592	Nature Methods	1548-7105	2017-2021
9.	41565	Nature Nanotechnology	1748-3395	2017-2021
10.	41593	Nature Neuroscience	1546-1726	2017-2021
11.	41596	Nature Protocols	1750-2799	2017-2021
12.	41594	Nature Structural & Molecular Biology	1545-9985	2017-2021
13.	41568	Nature Reviews Cancer	1474-1768	2017-2021
14.	41569	Nature Reviews Cardiology	1759-5010	2017-2021
15.	41571	Nature Reviews Clinical Oncology	1759-4782	2017-2021
16.	41573	Nature Reviews Drug Discovery	1474-1784	2017-2021
17.	41574	Nature Reviews Endocrinology	1759-5037	2017-2021
18.	41575	Nature Reviews Gastroenterology & Hepatology	1759-5053	2017-2021
19.	41576	Nature Reviews Genetics	1471-0064	2017-2021
20.	41577	Nature Reviews Immunology	1474-1741	2017-2021
21.	41579	Nature Reviews Microbiology	1740-1534	2017-2021
22.	41580	Nature Reviews Molecular Cell Biology	1471-0080	2017-2021
23.	41581	Nature Reviews Nephrology	1759-507X	2017-2021
24.	41582	Nature Reviews Neurology	1759-507X	2017-2021
25.	41583	Nature Reviews Neuroscience	1471-0048	2017-2021
26.	41584	Nature Reviews Rheumatology	1759-4804	2017-2021
27.	41585	Nature Reviews Urology	1759-4820	2017-2021

University of North Alabama

	<b>Title No.</b>	<b>Title</b>	<b>ISSN electronic</b>	<b>Year</b>
1.	41586	Nature	1476-4687	2017-2021
2.	41587	Nature Biotechnology	1546-1696	2017-2021
3.	41588	Nature Genetics	1546-1718	2017-2021

University of North Dakota

	<b>Title No.</b>	<b>Title</b>	<b>ISSN electronic</b>	<b>Year</b>
1.	41593	Nature Neuroscience	1546-1726	2017-2021

University of Richmond

	<b>Title No.</b>	<b>Title</b>	<b>ISSN electronic</b>	<b>Year</b>
1.	41658	Scientific American	1946-7087	2017-2021
2.	41556	Nature Cell Biology	1476-4679	2017-2021
3.	41557	Nature Chemistry	1755-4349	2017-2021
4.	41558	Nature Climate Change	1758-6798	2017-2021
5.	41588	Nature Genetics	1546-1718	2017-2021
6.	41593	Nature Neuroscience	1546-1726	2017-2021
7.	41594	Nature Structural & Molecular Biology	1545-9985	2017-2021
8.	41576	Nature Reviews Genetics	1471-0064	2017-2021
9.	41577	Nature Reviews Immunology	1474-1741	2017-2021
10.	41579	Nature Reviews Microbiology	1740-1534	2017-2021
11.	41580	Nature Reviews Molecular Cell Biology	1471-0080	2017-2021
12.	41583	Nature Reviews Neuroscience	1471-0048	2017-2021

University of Scranton

	<b>Title No.</b>	<b>Title</b>	<b>ISSN electronic</b>	<b>Year</b>
1.	41586	Nature	1476-4687	2017-2021
2.	41658	Scientific American	1946-7087	2017-2021
3.	41587	Nature Biotechnology	1546-1696	2017-2021

University of South Alabama- Biomedical

	<b>Title No.</b>	<b>Title</b>	<b>ISSN electronic</b>	<b>Year</b>
1.	41586	Nature	1476-4687	2017-2021
2.	41588	Nature Genetics	1546-1718	2017-2021
3.	41590	Nature Immunology	1529-2916	2017-2021
4.	41591	Nature Medicine	1546-170X	2017-2021
5.	41568	Nature Reviews Cancer	1474-1768	2017-2021
6.	41576	Nature Reviews Genetics	1471-0064	2017-2021
7.	41577	Nature Reviews Immunology	1474-1741	2017-2021
8.	41580	Nature Reviews Molecular Cell	1471-0080	2017-2021

		Biology		
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University of South Dakota

	Title No.	Title	ISSN electronic	Year
1.	41586	Nature	1476-4687	2017-2021
2.	41587	Nature Biotechnology	1546-1696	2017-2021
3.	41588	Nature Genetics	1546-1718	2017-2021
4.	41590	Nature Immunology	1529-2916	2017-2021
5.	41591	Nature Medicine	1546-170X	2017-2021
6.	41593	Nature Neuroscience	1546-1726	2017-2021
7.	41568	Nature Reviews Cancer	1474-1768	2017-2021
8.	41569	Nature Reviews Cardiology	1759-5010	2017-2021
9.	41571	Nature Reviews Clinical Oncology	1759-4782	2017-2021
10.	41574	Nature Reviews Endocrinology	1759-5037	2017-2021
11.	41575	Nature Reviews Gastroenterology & Hepatology	1759-5053	2017-2021
12.	41576	Nature Reviews Genetics	1471-0064	2017-2021
13.	41579	Nature Reviews Microbiology	1740-1534	2017-2021
14.	41580	Nature Reviews Molecular Cell Biology	1471-0080	2017-2021
15.	41582	Nature Reviews Neurology	1759-507X	2017-2021
16.	41583	Nature Reviews Neuroscience	1471-0048	2017-2021
17.	41585	Nature Reviews Urology	1759-4820	2017-2021

University of Sciences of Philadelphia

	Title No.	Title	ISSN electronic	Year
1.	41587	Nature Biotechnology	1546-1696	2017-2021
2.	41573	Nature Reviews Drug Discovery	1474-1784	2017-2021

University of Tennessee at Chattanooga

	Title No.	Title	ISSN electronic	Year
1.	41586	Nature	1476-4687	2017-2021
2.	41658	Scientific American	1946-7087	2017-2021
3.	41587	Nature Biotechnology	1546-1696	2017-2021
4.	41556	Nature Cell Biology	1476-4679	2017-2021

5.	41589	Nature Chemical Biology	1552--4469	2017-2021
6.	41557	Nature Chemistry	1755-4349	2017-2021
7.	41558	Nature Climate Change	1758-6798	2017-2021
8.	41588	Nature Genetics	1546-1718	2017-2021
9.	41561	Nature Geoscience	1752-0908	2017-2021
10.	41590	Nature Immunology	1529-2916	2017-2021
11.	41563	Nature Materials	1476-4660	2017-2021
12.	41591	Nature Medicine	1546-170X	2017-2021
13.	41592	Nature Methods	1548-7105	2017-2021
14.	41565	Nature Nanotechnology	1748-3395	2017-2021
15.	41593	Nature Neuroscience	1546-1726	2017-2021
16.	41566	Nature Photonics	1749-4893	2017-2021
17.	41567	Nature Physics	1745-2481	2017-2021
18.	41477	Nature Plants	2055-0278	2017-2021
19.	41596	Nature Protocols	1750-2799	2017-2021
20.	41594	Nature Structural & Molecular Biology	1545-9985	2017-2021
21.	41568	Nature Reviews Cancer	1474-1768	2017-2021
22.	41569	Nature Reviews Cardiology	1759-5010	2017-2021
23.	41571	Nature Reviews Clinical Oncology	1759-4782	2017-2021
24.	41573	Nature Reviews Drug Discovery	1474-1784	2017-2021
25.	41574	Nature Reviews Endocrinology	1759-5037	2017-2021
26.	41575	Nature Reviews Gastroenterology & Hepatology	1759-5053	2017-2021
27.	41576	Nature Reviews Genetics	1471-0064	2017-2021
28.	41577	Nature Reviews Immunology	1474-1741	2017-2021
29.	41579	Nature Reviews Microbiology	1740-1534	2017-2021
30.	41580	Nature Reviews Molecular Cell Biology	1471-0080	2017-2021
31.	41581	Nature Reviews Nephrology	1759-507X	2017-2021
32.	41582	Nature Reviews Neurology	1759-507X	2017-2021
33.	41583	Nature Reviews Neuroscience	1471-0048	2017-2021
34.	41584	Nature Reviews Rheumatology	1759-4804	2017-2021
35.	41585	Nature Reviews Urology	1759-4820	2017-2021

University of Tennessee at Health Sciences Center at Memphis

	<b>Title No.</b>	<b>Title</b>	<b>ISSN electronic</b>	<b>Year</b>
1.	41586	Nature	1476-4687	2017-2021
2.	41658	Scientific American	1946-7087	2017-2021
3.	41587	Nature Biotechnology	1546-1696	2017-2021
4.	41556	Nature Cell Biology	1476-4679	2017-2021
5.	41589	Nature Chemical Biology	1552-4469	2017-2021
6.	41557	Nature Chemistry	1755-4349	2017-2021
7.	41558	Nature Climate Change	1758-6798	2017-2021
8.	41588	Nature Genetics	1546-1718	2017-2021
9.	41561	Nature Geoscience	1752-0908	2017-2021
10.	41590	Nature Immunology	1529-2916	2017-2021
11.	41563	Nature Materials	1476-4660	2017-2021
12.	41591	Nature Medicine	1546-170X	2017-2021
13.	41592	Nature Methods	1548-7105	2017-2021
14.	41565	Nature Nanotechnology	1748-3395	2017-2021
15.	41593	Nature Neuroscience	1546-1726	2017-2021
16.	41566	Nature Photonics	1749-4893	2017-2021
17.	41567	Nature Physics	1745-2481	2017-2021
18.	41477	Nature Plants	2055-0278	2017-2021
19.	41596	Nature Protocols	1750-2799	2017-2021
20.	41594	Nature Structural & Molecular Biology	1545-9985	2017-2021
21.	41568	Nature Reviews Cancer	1474-1768	2017-2021
22.	41569	Nature Reviews Cardiology	1759-5010	2017-2021
23.	41571	Nature Reviews Clinical Oncology	1759-4782	2017-2021
24.	41573	Nature Reviews Drug Discovery	1474-1784	2017-2021
25.	41574	Nature Reviews Endocrinology	1759-5037	2017-2021
26.	41575	Nature Reviews Gastroenterology & Hepatology	1759-5053	2017-2021
27.	41576	Nature Reviews Genetics	1471-0064	2017-2021
28.	41577	Nature Reviews Immunology	1474-1741	2017-2021
29.	41579	Nature Reviews Microbiology	1740-1534	2017-2021
30.	41580	Nature Reviews Molecular Cell Biology	1471-0080	2017-2021

31.	41581	Nature Reviews Nephrology	1759-507X	2017-2021
32.	41582	Nature Reviews Neurology	1759-507X	2017-2021
33.	41583	Nature Reviews Neuroscience	1471-0048	2017-2021
34.	41584	Nature Reviews Rheumatology	1759-4804	2017-2021
35.	41585	Nature Reviews Urology	1759-4820	2017-2021

University of Tennessee at Martin

	Title No.	Title	ISSN electronic	Year
1.	41586	Nature	1476-4687	2017-2021
2.	41658	Scientific American	1946-7087	2017-2021
3.	41587	Nature Biotechnology	1546-1696	2017-2021
4.	41556	Nature Cell Biology	1476-4679	2017-2021
5.	41589	Nature Chemical Biology	1552-4469	2017-2021
6.	41557	Nature Chemistry	1755-4349	2017-2021
7.	41558	Nature Climate Change	1758-6798	2017-2021
8.	41588	Nature Genetics	1546-1718	2017-2021
9.	41561	Nature Geoscience	1752-0908	2017-2021
10.	41590	Nature Immunology	1529-2916	2017-2021
11.	41563	Nature Materials	1476-4660	2017-2021
12.	41591	Nature Medicine	1546-170X	2017-2021
13.	41592	Nature Methods	1548-7105	2017-2021
14.	41565	Nature Nanotechnology	1748-3395	2017-2021
15.	41593	Nature Neuroscience	1546-1726	2017-2021
16.	41566	Nature Photonics	1749-4893	2017-2021
17.	41567	Nature Physics	1745-2481	2017-2021
18.	41477	Nature Plants	2055-0278	2017-2021
19.	41596	Nature Protocols	1750-2799	2017-2021
20.	41594	Nature Structural & Molecular Biology	1545-9985	2017-2021
21.	41568	Nature Reviews Cancer	1474-1768	2017-2021
22.	41569	Nature Reviews Cardiology	1759-5010	2017-2021
23.	41571	Nature Reviews Clinical Oncology	1759-4782	2017-2021
24.	41573	Nature Reviews Drug Discovery	1474-1784	2017-2021

25.	41574	Nature Reviews Endocrinology	1759-5037	2017-2021
26.	41575	Nature Reviews Gastroenterology & Hepatology	1759-5053	2017-2021
27.	41576	Nature Reviews Genetics	1471-0064	2017-2021
28.	41577	Nature Reviews Immunology	1474-1741	2017-2021
29.	41579	Nature Reviews Microbiology	1740-1534	2017-2021
30.	41580	Nature Reviews Molecular Cell Biology	1471-0080	2017-2021
31.	41581	Nature Reviews Nephrology	1759-507X	2017-2021
32.	41582	Nature Reviews Neurology	1759-507X	2017-2021
33.	41583	Nature Reviews Neuroscience	1471-0048	2017-2021
34.	41584	Nature Reviews Rheumatology	1759-4804	2017-2021
35.	41585	Nature Reviews Urology	1759-4820	2017-2021

University of Virginia

	Title No.	Title	ISSN electronic	Year
1.	41658	Scientific American	1946-7087	2017-2021
2.	41587	Nature Biotechnology	1546-1696	2017-2021
3.	41556	Nature Cell Biology	1476-4679	2017-2021
4.	41589	Nature Chemical Biology	1552-4469	2017-2021
5.	41557	Nature Chemistry	1755-4349	2017-2021
6.	41558	Nature Climate Change	1758-6798	2017-2021
7.	41588	Nature Genetics	1546-1718	2017-2021
8.	41561	Nature Geoscience	1752-0908	2017-2021
9.	41590	Nature Immunology	1529-2916	2017-2021
10.	41563	Nature Materials	1476-4660	2017-2021
11.	41591	Nature Medicine	1546-170X	2017-2021
12.	41592	Nature Methods	1548-7105	2017-2021
13.	41565	Nature Nanotechnology	1748-3395	2017-2021
14.	41593	Nature Neuroscience	1546-1726	2017-2021
15.	41566	Nature Photonics	1749-4893	2017-2021
16.	41567	Nature Physics	1745-2481	2017-2021
17.	41596	Nature Protocols	1750-2799	2017-2021

18.	41594	Nature Structural & Molecular Biology	1545-9985	2017-2021
19.	41568	Nature Reviews Cancer	1474-1768	2017-2021
20.	41569	Nature Reviews Cardiology	1759-5010	2017-2021
21.	41571	Nature Reviews Clinical Oncology	1759-4782	2017-2021
22.	41573	Nature Reviews Drug Discovery	1474-1784	2017-2021
23.	41574	Nature Reviews Endocrinology	1759-5037	2017-2021
24.	41575	Nature Reviews Gastroenterology & Hepatology	1759-5053	2017-2021
25.	41576	Nature Reviews Genetics	1471-0064	2017-2021
26.	41577	Nature Reviews Immunology	1474-1741	2017-2021
27.	41579	Nature Reviews Microbiology	1740-1534	2017-2021
28.	41580	Nature Reviews Molecular Cell Biology	1471-0080	2017-2021
29.	41581	Nature Reviews Nephrology	1759-507X	2017-2021
30.	41582	Nature Reviews Neurology	1759-507X	2017-2021
31.	41583	Nature Reviews Neuroscience	1471-0048	2017-2021
32.	41584	Nature Reviews Rheumatology	1759-4804	2017-2021
33.	41585	Nature Reviews Urology	1759-4820	2017-2021

Valparaiso University

	Title No.	Title	ISSN electronic	Year
1.	41586	Nature	1476-4687	2017-2021
2.	41587	Nature Biotechnology	1546-1696	2017-2021

Villanova University

	Title No.	Title	ISSN electronic	Year
1.	41586	Nature	1476-4687	2017-2021
2.	41587	Nature Biotechnology	1546-1696	2017-2021
3.	41556	Nature Cell Biology	1476-4679	2017-2021
4.	41558	Nature Climate Change	1758-6798	2017-2021
5.	41588	Nature Genetics	1546-1718	2017-2021
6.	41561	Nature Geoscience	1752-0908	2017-2021
7.	41590	Nature Immunology	1529-2916	2017-2021
8.	41563	Nature Materials	1476-4660	2017-2021



9.	41591	Nature Medicine	1546-170X	2017-2021
10.	41592	Nature Methods	1548-7105	2017-2021
11.	41565	Nature Nanotechnology	1748-3395	2017-2021
12.	41593	Nature Neuroscience	1546-1726	2017-2021
13.	41567	Nature Physics	1745-2481	2017-2021
14.	41568	Nature Reviews Cancer	1474-1768	2017-2021
15.	41576	Nature Reviews Genetics	1471-0064	2017-2021
16.	41577	Nature Reviews Immunology	1474-1741	2017-2021
17.	41579	Nature Reviews Microbiology	1740-1534	2017-2021
18.	41580	Nature Reviews Molecular Cell Biology	1471-0080	2017-2021
19.	41583	Nature Reviews Neuroscience	1471-0048	2017-2021

Virginia Commonwealth University

	<b>Title No.</b>	<b>Title</b>	<b>ISSN electronic</b>	<b>Year</b>
1.	41658	Scientific American	1946-7087	2017-2021
2.	41587	Nature Biotechnology	1546-1696	2017-2021
3.	41556	Nature Cell Biology	1476-4679	2017-2021
4.	41589	Nature Chemical Biology	1552-4469	2017-2021
5.	41557	Nature Chemistry	1755-4349	2017-2021
6.	41558	Nature Climate Change	1758-6798	2017-2021
7.	41588	Nature Genetics	1546-1718	2017-2021
8.	41561	Nature Geoscience	1752-0908	2017-2021
9.	41590	Nature Immunology	1529-2916	2017-2021
10.	41563	Nature Materials	1476-4660	2017-2021
11.	41591	Nature Medicine	1546-170X	2017-2021
12.	41592	Nature Methods	1548-7105	2017-2021
13.	41564	Nature Microbiology	2058-5276	2017-2021
14.	41565	Nature Nanotechnology	1748-3395	2017-2021
15.	41593	Nature Neuroscience	1546-1726	2017-2021
16.	41566	Nature Photonics	1749-4893	2017-2021
17.	41567	Nature Physics	1745-2481	2017-2021
18.	41596	Nature Protocols	1750-2799	2017-2021
19.	41594	Nature Structural & Molecular	1545-9985	2017-2021

		Biology		
20.	41568	Nature Reviews Cancer	1474-1768	2017-2021
21.	41571	Nature Reviews Clinical Oncology	1759-4782	2017-2021
22.	41573	Nature Reviews Drug Discovery	1474-1784	2017-2021
23.	41574	Nature Reviews Endocrinology	1759-5037	2017-2021
24.	41575	Nature Reviews Gastroenterology & Hepatology	1759-5053	2017-2021
25.	41576	Nature Reviews Genetics	1471-0064	2017-2021
26.	41577	Nature Reviews Immunology	1474-1741	2017-2021
27.	41579	Nature Reviews Microbiology	1740-1534	2017-2021
28.	41580	Nature Reviews Molecular Cell Biology	1471-0080	2017-2021
29.	41582	Nature Reviews Neurology	1759-507X	2017-2021
30.	41583	Nature Reviews Neuroscience	1471-0048	2017-2021

Virginia Polytechnic Institute & State University

	Title No.	Title	ISSN electronic	Year
1.	41658	Scientific American	1946-7087	2017-2021
2.	41587	Nature Biotechnology	1546-1696	2017-2021
3.	41556	Nature Cell Biology	1476-4679	2017-2021
4.	41589	Nature Chemical Biology	1552--4469	2017-2021
5.	41557	Nature Chemistry	1755-4349	2017-2021
6.	41558	Nature Climate Change	1758-6798	2017-2021
7.	41588	Nature Genetics	1546-1718	2017-2021
8.	41561	Nature Geoscience	1752-0908	2017-2021
9.	41590	Nature Immunology	1529-2916	2017-2021
10.	41563	Nature Materials	1476-4660	2017-2021
11.	41591	Nature Medicine	1546-170X	2017-2021
12.	41592	Nature Methods	1548-7105	2017-2021
13.	41565	Nature Nanotechnology	1748-3395	2017-2021
14.	41593	Nature Neuroscience	1546-1726	2017-2021
15.	41567	Nature Physics	1745-2481	2017-2021
16.	41477	Nature Plants	2055-0278	2017-2021
17.	41596	Nature Protocols	1750-2799	2017-2021

18.	41594	Nature Structural & Molecular Biology	1545-9985	2017-2021
19.	41568	Nature Reviews Cancer	1474-1768	2017-2021
20.	41569	Nature Reviews Cardiology	1759-5010	2017-2021
21.	41571	Nature Reviews Clinical Oncology	1759-4782	2017-2021
22.	41573	Nature Reviews Drug Discovery	1474-1784	2017-2021
23.	41574	Nature Reviews Endocrinology	1759-5037	2017-2021
24.	41576	Nature Reviews Genetics	1471-0064	2017-2021
25.	41577	Nature Reviews Immunology	1474-1741	2017-2021
26.	41579	Nature Reviews Microbiology	1740-1534	2017-2021
27.	41580	Nature Reviews Molecular Cell Biology	1471-0080	2017-2021
28.	41583	Nature Reviews Neuroscience	1471-0048	2017-2021

Virginia State University

	Title No.	Title	ISSN electronic	Year
1.	41658	Scientific American	1946-7087	2017-2021

Washington & Lee University

	Title No.	Title	ISSN electronic	Year
1.	41593	Nature Neuroscience	1546-1726	2017-2021

Weber State University

	Title No.	Title	ISSN electronic	Year
1.	41586	Nature	1476-4687	2017-2021

West Virginia University

	Title No.	Title	ISSN electronic	Year
1.	41586	Nature	1476-4687	2017-2021
2.	41658	Scientific American	1946-7087	2017-2021
3.	41587	Nature Biotechnology	1546-1696	2017-2021
4.	41556	Nature Cell Biology	1476-4679	2017-2021
5.	41588	Nature Genetics	1546-1718	2017-2021
6.	41561	Nature Geoscience	1752-0908	2017-2021
7.	41590	Nature Immunology	1529-2916	2017-2021

8.	41563	Nature Materials	1476-4660	2017-2021
9.	41591	Nature Medicine	1546-170X	2017-2021
10.	41592	Nature Methods	1548-7105	2017-2021
11.	41565	Nature Nanotechnology	1748-3395	2017-2021
12.	41593	Nature Neuroscience	1546-1726	2017-2021
13.	41566	Nature Photonics	1749-4893	2017-2021
14.	41567	Nature Physics	1745-2481	2017-2021
15.	41596	Nature Protocols	1750-2799	2017-2021
16.	41594	Nature Structural & Molecular Biology	1545-9985	2017-2021
17.	41568	Nature Reviews Cancer	1474-1768	2017-2021
18.	41573	Nature Reviews Drug Discovery	1474-1784	2017-2021
19.	41576	Nature Reviews Genetics	1471-0064	2017-2021
20.	41577	Nature Reviews Immunology	1474-1741	2017-2021
21.	41579	Nature Reviews Microbiology	1740-1534	2017-2021
22.	41580	Nature Reviews Molecular Cell Biology	1471-0080	2017-2021
23.	41583	Nature Reviews Neuroscience	1471-0048	2017-2021

Western Kentucky University

	Title No.	Title	ISSN electronic	Year
1.	41586	Nature	1476-4687	2017-2021

Westminster College

	Title No.	Title	ISSN electronic	Year
1.	41586	Nature	1476-4687	2017-2021
2.	41588	Nature Genetics	1546-1718	2017-2021

William Paterson College

	Title No.	Title	ISSN electronic	Year
1.	41586	Nature	1476-4687	2017-2021

Yeshiva University

	Title No.	Title	ISSN electronic	Year
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1.	41586	Nature	1476-4687	2017-2021
2.	41587	Nature Biotechnology	1546-1696	2017-2021
3.	41556	Nature Cell Biology	1476-4679	2017-2021
4.	41589	Nature Chemical Biology	1552-4469	2017-2021
5.	41557	Nature Chemistry	1755-4349	2017-2021
6.	41558	Nature Climate Change	1758-6798	2017-2021
7.	41560	Nature Energy	2058-7546	2017-2021
8.	41588	Nature Genetics	1546-1718	2017-2021
9.	41561	Nature Geoscience	1752-0908	2017-2021
10.	41590	Nature Immunology	1529-2916	2017-2021
11.	41563	Nature Materials	1476-4660	2017-2021
12.	41591	Nature Medicine	1546-170X	2017-2021
13.	41592	Nature Methods	1548-7105	2017-2021
14.	41564	Nature Microbiology	2058-5276	2017-2021
15.	41565	Nature Nanotechnology	1748-3395	2017-2021
16.	41593	Nature Neuroscience	1546-1726	2017-2021
17.	41566	Nature Photonics	1749-4893	2017-2021
18.	41567	Nature Physics	1745-2481	2017-2021
19.	41477	Nature Plants	2055-0278	2017-2021
20.	41596	Nature Protocols	1750-2799	2017-2021
21.	41594	Nature Structural & Molecular Biology	1545-9985	2017-2021
22.	41568	Nature Reviews Cancer	1474-1768	2017-2021
23.	41571	Nature Reviews Clinical Oncology	1759-4782	2017-2021
24.	41572	Nature Reviews Disease Primers	2056-676X	2017-2021
25.	41573	Nature Reviews Drug Discovery	1474-1784	2017-2021
26.	41574	Nature Reviews Endocrinology	1759-5037	2017-2021
27.	41576	Nature Reviews Genetics	1471-0064	2017-2021
28.	41577	Nature Reviews Immunology	1474-1741	2017-2021
29.	41578	Nature Reviews Materials	2058-8437	2017-2021
30.	41579	Nature Reviews Microbiology	1740-1534	2017-2021
31.	41580	Nature Reviews Molecular Cell Biology	1471-0080	2017-2021
32.	41582	Nature Reviews Neurology	1759-507X	2017-2021

33.	41583	Nature Reviews Neuroscience	1471-0048	2017-2021
34.	41584	Nature Reviews Rheumatology	1759-4804	2017-2021

York College of Pennsylvania

	<b>Title No.</b>	<b>Title</b>	<b>ISSN electronic</b>	<b>Year</b>
1.	41586	Nature	1476-4687	2017-2021
2.	41658	Scientific American	1946-7087	2017-2021

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SpringerMaterials	Full Database through 2017 <input checked="" type="checkbox"/>	2017 Landholt-Börnstein <input type="checkbox"/>	Landolt-Börnstein through 2016 <input type="checkbox"/>
SpringerMaterials	Full Database through 2018 <input checked="" type="checkbox"/>	2018 Landholt-Börnstein <input type="checkbox"/>	Landolt-Börnstein through 2017 <input type="checkbox"/>
SpringerMaterials	Full Database through 2019 <input checked="" type="checkbox"/>	2019 Landholt-Börnstein <input type="checkbox"/>	Landolt-Börnstein through 2018 <input type="checkbox"/>
SpringerMaterials	Full Database through 2020 <input checked="" type="checkbox"/>	2020 Landholt-Börnstein <input type="checkbox"/>	Landolt-Börnstein through 2019 <input type="checkbox"/>
SpringerMaterials	Full Database through 2021 <input checked="" type="checkbox"/>	2021 Landholt-Börnstein <input type="checkbox"/>	Landolt-Börnstein through 2020 <input type="checkbox"/>



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6.3 The License Fee, or any portion thereof, may be invoiced by a Licensor Affiliate, or by an agent designated by Licensor. Payment will be deemed made when received (i) by Licensor, (ii) a Licensor Affiliate, (iii) an agent designated by Licensor, or, (iv) with Licensor's prior written consent, an agent designated by Licensee.

## 7. Term and Termination

7.1 Either Licensor or Customer may terminate the License Agreement immediately upon written notice to the other party if the other party (including, with respect to Customer, an individual Licensee) materially breaches this License Agreement and fails to cure such breach within thirty (30) days after written notice from the non-breaching party specifying the breach in reasonable detail.

7.2 Either Licensor or Customer may terminate the License Agreement immediately upon written notice to the other party (including, with respect to Customer, an individual Licensee) if (a) a petition in bankruptcy or for a reorganization or arrangement pursuant to the bankruptcy laws is filed by the other party, or (b) a petition in bankruptcy or for reorganization or arrangement pursuant to the bankruptcy laws is filed against the other party and such petition is not dismissed within 90 days, or (c) an order is entered directing the liquidation of the other party, or (d) the other party becomes insolvent, or (e) the other party assigns all or substantially all its assets for the benefit of creditors, or (f) the other party shall apply for, or consent to, the appointment of a receiver, trustee or liquidator for all, or a substantial part, of its assets, or (g) the other party ceases paying its debts on a regular basis, unless prohibited by applicable law.

7.3 In the event a Licensee fails to pay the License Fee for Content provided under one or more Product Terms, and fails to cure such non-payment within 30 calendar days following notice from Licensor, Licensor may, in its sole discretion, either (a) immediately and without further notice suspend access to the Content licensed under such Product Terms or (b) terminate the License Agreement pursuant to Section 7.1, either in its entirety, or solely with respect to the Content licensed under such Product Terms.

7.4 Licensor may suspend the provision of the Content to a Licensee with immediate effect on written notice if Licensor has reasonable grounds to believe that Content is being used in a manner contrary to the terms of this License Agreement which poses a material risk to Licensor or to its licensees, without prejudice to any other rights Licensor may have at law or in equity. When Licensor is reasonably satisfied that Licensee has cured the breach, assuming the breach is curable, Licensor shall resume provision of Content to Licensee as soon as reasonably possible, unless this Agreement is earlier terminated pursuant to Section 7.1

7.5 In the event of termination or expiration of the License Agreement for any reason (a) the license grant shall terminate with regard to the Content, (b) Licensee shall discontinue accessing the Content via the Platforms, and (c) Licensee shall require its Authorized Users to delete or

destroy all copies of the Content on electronic and physical storage mediums. At Licensor's request, Licensee shall provide a certificate executed by an officer of Licensee attesting that such deletion or destruction has been fully effectuated. For clarity, however, the first two sentences of this Section 7.5 do not apply upon expiration of the Term of a Product with Continuing Access specified in the applicable Product Terms. All indemnification, confidentiality, and payment obligations in the License Agreement up to the termination date shall survive such termination or expiration.

7.6 Any termination right under this Section 7 may be exercised by or against Customer, or an individual Licensee, provided that in the case of termination by Licensor with respect to an individual Licensee, or termination by an individual Licensee with respect to Licensor, this License Agreement shall remain in effect with respect to all other Licensees.

## 8. Confidentiality

The License Agreement is the confidential and proprietary information of Licensor (collectively, the "Confidential Information"). Confidential Information shall not include any information which at the time of disclosure is (a) known to the recipient independently of this License Agreement without a breach of any confidentiality obligation; (b) is in the public domain; (c) is made available to the recipient at any time by an independent third party which has not obtained it directly or indirectly in breach of any obligation of confidentiality to Licensor. Customer and Licensees agree to keep the Confidential Information strictly confidential and shall not disclose it to any third party except: (a) to officers, accountants, attorneys, insurers, or agents of Customer and Licensee who have a need to know the Confidential Information in order to permit Customer and Licensees to exercise its rights or fulfill its obligations under this License Agreement, and who are bound by a legal obligation of confidentiality with respect to the Confidential Information, (b) as required by law, or (c) pursuant to a properly issued subpoena, any order of any court, or other authority or governmental agency with the authority to obtain information regarding the License Agreement. If Customer or any Licensee is requested to disclose any Confidential Information pursuant to (b) or (c) above, it shall immediately notify Licensor of such request, to the extent legally permissible give Licensor a reasonable opportunity to challenge the disclosure, and provide Licensor reasonable assistance in seeking a protective order or in connection with other measures to ensure that the recipient of the Confidential Information keeps it confidential.

## 9. Representations, Warranties, Indemnification

9.1 Licensor represents and warrants that (a) it has sufficient rights in and to the Content as granted herein, and (b) use of the Content by Licensee in accordance with the License Agreement shall not infringe or violate any copyright, trademark, or right of privacy or publicity of any third party.

9.2 Licensor shall not be liable for any damages caused by (a) use of the Content by Licensee or any Authorized User other than as expressly permitted under this License Agreement; (b) any failure or malfunction resulting wholly or to any material extent from the Licensee's and/or Authorized User's willful misconduct, negligence, operator error, use other than in accordance with user documentation made available by Licensor; (c) failure by Licensee to implement recommendations previously advised by Licensor in respect of, or solutions for, faults in the Content or the Platforms; or (d) the decompilation or modification of the Content or its merger with any other program by any person other than Licensor.

9.3 Licensor shall defend, indemnify, and hold harmless Licensee and its Affiliates, successors and assigns from and against any and all third party claims, demands, obligations, costs, losses and liabilities, (including reasonable attorney fees if a defense is not provided by Licensor) incurred by Licensee which arise out of a violation of its representations and warranties set forth herein, subject to the conditions that Licensee (a) notify Licensor immediately upon becoming aware of any such third-party claim, (b) not attempt to compromise or settle the claim, (c) provide Licensor with all reasonably requested information and assistance, and (d) permit Licensor to have sole conduct of the defense and/or settlement of such claim with counsel of Licensor's choice at its expense.

9.4 EXCEPT FOR THE EXPRESS WARRANTIES AND INDEMNITIES STATED HEREIN AND TO THE EXTENT PERMITTED BY APPLICABLE LAW, LICENSOR PROVIDES THE CONTENT "AS IS" AND MAKES NO OTHER REPRESENTATION OR WARRANTY. LICENSOR EXPRESSLY DISCLAIMS ANY LIABILITY FOR ANY CLAIM ARISING FROM OR OUT OF THE CONTENT, INCLUDING BUT NOT LIMITED TO ANY ERRORS, INACCURACIES, OMISSIONS, OR DEFECTS CONTAINED THEREIN, AND ANY IMPLIED OR EXPRESS WARRANTY AS TO MERCHANTABILITY OR FITNESS FOR A PARTICULAR PURPOSE. LICENSOR SHALL NOT BE LIABLE FOR ANY SPECIAL, INCIDENTAL, CONSEQUENTIAL, PUNITIVE OR EXEMPLARY DAMAGES, EVEN IF IT HAS BEEN ADVISED OF THE POSSIBILITY OF SUCH DAMAGES. LICENSOR'S

LIABILITY FOR ANY AND ALL CLAIMS UNDER THIS AGREEMENT IS LIMITED TO THE LICENSE FEES ACTUALLY PAID TO LICENSOR IN THE 12-MONTH PERIOD IMMEDIATELY PRECEDING THE EVENT GIVING RISE TO A CLAIM.

9.5 Customer represents and warrants that (a) it has the requisite authority to enter into this License Agreement and (b) if acting on behalf of Licensees, it has provided a copy of the Terms and Conditions and the License Agreement to all Licensees or afforded Licensees the opportunity to review all provisions of the License Agreement applicable to Licensees. During the first calendar year period, Licensor shall send each Licensee an Execution of License Agreement in the form annexed as Attachment 2 to this License Agreement, which each Licensee shall sign and return along with any amendments required by state laws and regulations before the commencement of the second calendar year period. Customer and Licensees also acknowledge that, one (1) calendar year following the effective date of this License Agreement, any Licensee that has not executed an Execution of License Agreement shall have its rights under this License Agreement terminated immediately pursuant to Section 7 of these General Terms and Conditions, hereinabove.

## 10. General

10.1 Licensor may assign its rights or delegate its obligations, or any part thereof under the License Agreement, or use subcontractors without the prior consent of Customer or Licensee. Licensor will require any such party comply with Licensor's obligations under this License Agreement. Customer or Licensee may not assign its rights or delegate its obligations or any part thereof under the License Agreement without the prior written consent of Licensor. Any attempt by Customer or Licensee to assign or delegate any rights or obligations set forth in the License Agreement without Licensor's prior written consent shall be null and void.

10.2 Except for any obligations to make payments to the other party hereunder, either party's delay or failure to perform any term or condition of the License Agreement as a result of conditions beyond its control such as, but not limited to, wars, invasions, hostilities (whether war is declared or not), terrorist threats or acts, epidemics, strikes, fires, floods, earthquakes, explosions, acts of God, governmental restrictions, , market manipulations, actions, orders or laws, embargos or blockades in effect on or after the Effective Date of this Agreement, national or regional emergencies, power failures, or damage or destruction of

any network facilities or servers, shall not be deemed a breach of the License Agreement or a basis for liability.

10.3 If any covenant or other provision of the License Agreement is invalid, illegal or incapable of being enforced, by reason of any rule of law or public policy, all other covenants and provisions shall nevertheless remain in full force and effect.

10.4 Entire Agreement; Modification: This License Agreement supersedes and replaces all prior agreements and understandings, whether written or oral, between the parties concerning the subject matter hereof. This License Agreement constitutes the entire agreement between the parties concerning its subject matter and cannot be modified, nor may any or its provisions be waived, except in a writing signed by both parties. Failure or delay of either party to enforce any of its rights under this License Agreement is not deemed a modification or a waiver by such party of any of its rights hereunder.

10.5 In case of a conflict or ambiguity between these General Terms and Conditions and the Product Terms, the Product Terms shall prevail. In the event this License Agreement is translated into a language other than English, the English-language version of this License Agreement shall prevail in the event of any conflict between the English-language version and the translated version.

10.6 Intentionally Deleted.

10.7 EACH PARTY WAIVES ANY RIGHT IT MAY HAVE TO A JURY TRIAL.

10.8 All notices given pursuant to the License Agreement shall be in writing and shall be deemed given (a) if by hand delivery, upon receipt thereof; or (b) if internationally recognized courier service upon confirmed delivery, or (c) if by certified or registered mail, return receipt requested, upon the earlier of receipt or three (3) days after posting. Notice to Licensor shall be to the then-current licensing manager at the address set forth above with a copy to Springer Nature, Licensing Control, Van Godewijkstraat 30, 3311 GX, P.O. Box 17, 3300 AA Dordrecht, The Netherlands. Notice to Customer shall be to the address set forth in the License Details. Any notices given under this License Agreement must also be sent, on the day of dispatch by email to the recipient's email address specified in the License Details or the email address of the licensing manager, as the case may be.

10.9 This contract is solely for Licensor's, Customer's and Licensee's benefit. It is not for the benefit of any other person, except for permitted successors and assigns under this contract.

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Springer Nature,  
233 Spring Street,  
New York, NY 10013, USA  
T +1 212 460 1579  
F +1 212 460 1594  
www.springernature.com

## EXECUTION OF LICENSE AGREEMENT

**Boise State University (“LICENSEE”)** affirms that it has read and understood the License Agreement (LID 23869) entered into by and between Springer Customer Service Center, LLC, 233 Spring Street, New York, New York 10013, USA, and Lyrasis on behalf of itself and on behalf of parties including Licensee, and that Licensee hereby executes and affirms its willingness to be bound by this License Agreement by its respective, duly authorized representative(s) on the date set forth below.

<u>Product</u>	<u>2017</u>	<u>2018</u>	<u>2019</u>	<u>2020</u>	<u>2021</u>
2017 Optimum Collection	\$ 184,067.12	\$ 191,429.80	\$,199,087.00	\$207,050.48	\$215,332.50
Nature Branded Titles *	\$ 66,798.00	\$69,470.00	\$72,249.00	\$75,139.00	\$78,145.00

*\*Including but subject to change from 2018-2021*

### Nature Branded Titles

- Nature
- Nature Biotechnology
- Nature Chemistry
- Nature Genetics
- Nature Geoscience
- Nature Materials
- Nature Medicine
- Nature Methods
- Nature Nanotechnology
- Nature Protocols

### LICENSEE

Signature: \_\_\_\_\_

Name  
(Printed): \_\_\_\_\_

Title: \_\_\_\_\_

Date: \_\_\_\_\_

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**CONSENT**  
**AUGUST 10, 2017**

---

**UNIVERSITY OF IDAHO**

**SUBJECT**

Granting of easement to six private lot owners adjoining the University of Idaho's McCall Campus Property.

**REFERENCE**

July 2007	General Counsel Memo to Regents.
December 2011	Executive Session Discussion of elements of land trade
February 2012	Approval to expend funds for pre-acquisition due diligence
November 2012	Purchase of McCall Property approved
June 2017	Approved access easement to Idaho Board of Land Commissioners

**APPLICABLE STATUTE, RULE, OR POLICY**

Idaho State Board of Education Governing Policies & Procedures, Sections V.I.5.b.ii.

**BACKGROUND/DISCUSSION**

The University of Idaho's (UI) McCall Campus sits on the shores of Payette Lake, adjacent to Ponderosa State Park. UI acquired the land from a private Limited Liability Company in 2012, which acquired the land from the Idaho Board of Land Commissioners (Land Board) through a land exchange. Prior to UI acquiring the land, UI leased the McCall Campus site for over 65 years from the Land Board.

UI has used the land to operate the McCall Outdoor Science School (MOSS), a growing education program available to K-12 students, through the College of Natural Resources (CNR). The property contains an historic loop road, known as University Lane, which is used by the owners of several lakeshore cottage properties to access their property. These properties are adjacent to UI's property. Through the expansion of UI's use of the property, it has become necessary to close a portion of University Lane to help ensure the safety of the users of the McCall Campus and to maximize UI's use of the property.

UI is seeking agreements with the landowners who utilize the current road for access to their properties. The landowners consist of the owners of eight cottage properties. They are a combination of private owners and the State of Idaho through the Land Board. The easement with the Land Board was recently approved by the Regents for two lots and now UI wishes to finalize similar

**CONSENT**  
**AUGUST 10, 2017**

---

agreements with the owners of the adjacent private lots. The easements presented here are for the six privately owned lots.

**IMPACT**

The proposed easements and agreements do the following: 1) the owners of the cottage properties will vacate any rights they may have to an easement over the section of University Lane which will be closed; 2) UI will grant an easement over the remaining portion of University Lane to the owners of the cottage properties; 3) UI will improve the access road, including constructing a cul-de-sac at the end of University Lane to allow emergency vehicles to access the cottage properties; and 4) UI agrees to maintain the easement for year round access.

The cost to UI will be in the creation of the cul-de-sac and the removal of the existing road. Both are subsumed into UI's overall construction plans which will be constructed over a series of years. UI will also be responsible for maintenance of the revised access road. This too will be subsumed into UI's ongoing operations, in-as-much as UI itself will also be using this road for emergency access (including first responder access) as well as service and construction.

**ATTACHMENTS**

Attachment 1 – Proposed Easements

Page 3

**STAFF COMMENTS AND RECOMMENDATIONS**

This proposed easement package is in conformance with Board Policy V.I.5.b.

Staff recommends approval.

**BOARD ACTION**

I move to approve the request by the University of Idaho enter into easements with the adjoining private lot owners, in substantial conformance to the proposed easements in Attachment 1 to the Board Materials; and also authorize the Vice President for Infrastructure to execute the final easement documents and all other documents necessary to complete the transaction as described in the materials presented to the Board.

Moved by \_\_\_\_\_ Seconded by \_\_\_\_\_ Carried Yes \_\_\_\_\_ No \_\_\_\_\_

## EASEMENT AGREEMENT

**THIS EASEMENT AGREEMENT** is entered into effective this 30<sup>TH</sup> day of JANUARY, 2017, by and between **BOARD OF REGENTS OF THE UNIVERSITY OF IDAHO**, a state educational institution and body politic and corporate organized and existing under the Constitution and laws of the State of Idaho, whose mailing address is University of Idaho, ATTN: V.P. for Infrastructure, 875 Perimeter Dr. MS 3162, Moscow, Idaho 83844-3162 (“**Grantor**”), and **MARTIN J. SALTZMAN and CYNTHIA L. ANDERSON**, Husband and Wife, whose address is 84 Bellewood Ave., Dobbs Ferry, NY 10522 (“**Grantees**”).

## RECITALS

A. Grantor is the owner of certain real property which is located in McCall, Valley County, Idaho, and which is more particularly described in the attached **Exhibit A**, which is incorporated herein by reference (“**Grantor’s Property**”).

B. Grantees are the owners of certain real property which is located in McCall, Valley County, Idaho, which is more particularly described in the attached **Exhibit B**, which is incorporated herein by reference (“**Grantees’ Property**”).

C. University Lane (aka “University Loop”) is an unpaved lane which traverses Grantor’s property and which provides access across Grantor’s Property to Grantees’ Property. University Lane is depicted on the attached **Exhibit C**.

D. University Lane is a “loop road”. Grantees possess an Easement to utilize University Lane for ingress and egress to and from Grantees’ Property. As such, and as depicted on Exhibit C, the University Lane “loop” provides two means of access to Grantees’ Property. Grantees have agreed to vacate and relinquish their easement to the southwestern portion of the University Lane “loop”. The portion of the said existing easement which is being relinquished by Grantees is depicted for illustrative purposes only in the attached **Exhibit D** and is legally described in the attached **Exhibit E**.

E. Grantor has agreed to grant Grantees an easement to the remaining portion of University Lane, which easement will be expanded to include a new cul-de-sac sufficient in its dimensions to satisfy the applicable life safety codes, as depicted in the attached Exhibit D. The new easement will provide Grantees, and their guests, invitees, successors and assigns with ingress and egress from Davis Avenue to and including the aforesaid cul-de-sac. The new

easement is legally described in the attached **Exhibit F**. Grantor has also agreed to be responsible for the maintenance and repair of the new Easement.

F. The parties desire to memorialize the terms of their agreement.

**AGREEMENT**

**WHEREFORE**, for good and valuable consideration the parties do covenant, promise and agree as follows:

1. **GRANT OF EASEMENT:** Grantor hereby grants to Grantees a permanent, irrevocable, non-exclusive easement to the property which is described and depicted in the attached Exhibit F for use by Grantees, together with their guests, invitees, successors, and assigns for ingress and egress to and from Grantees' Property (the "**Easement**").

2. **CONDITIONS OF EASEMENT:**

(a) This Easement is described as a "non-exclusive Easement", because Grantor and Grantor's guests, invitees, successors and assigns shall also enjoy the right to use the Road.

(b) Grantor shall be solely responsible for the maintenance and repair of the Easement, sufficient to maintain it in its current condition, normal wear and tear excepted. Such maintenance shall include the plowing of snow to allow use of the Easement on a year-round basis. Grantees shall have the right, but not the obligation, to also perform maintenance and repairs of the Easement.

(c) Grantees shall not expand, enlarge or alter the Easement, or remove any trees from the Easement, without the prior written consent of Grantor, which consent may be withheld or granted in Grantor's sole discretion.

(d) No gates shall be placed across the Easement, without the prior written consent of Grantor and Grantees.

(e) The rights granted herein to Grantees may not be conveyed or assigned by Grantees except as an appurtenance to Grantees' property.

(f) Grantees hereby indemnify, agree to hold Grantor harmless regarding, and waive as to Grantor, any claims of any kind for damages, fees, costs, or relief of any kind, which may be asserted against Grantor by Grantees, or their guests, invitees, successors or assigns regarding the Easement or the use thereof, save and except only claims for the enforcement of the terms of this Agreement.

(g) Grantor shall be entitled to engage in any use of the Easement which does not unreasonably impair or interfere with the use of the Easement by Grantees.

(h) Grantor shall retain the right to relocate Easement at Grantor's sole option and expense, subject to the relocated Easement being on Grantor's Property, the relocation providing reasonably equivalent access to Grantee's Property, the relocated Easement being maintained in the same or better condition as the prior location, and Grantor recording in the official records of Valley County a revised Exhibit F to this Easement Agreement to replace the Exhibit F attached hereto.

3. **COVENANT RUNNING WITH PROPERTIES:** The Easement shall constitute a covenant appurtenant to, benefiting and running with Grantees' Property and burdening and running with Grantor's Property, as the same are described herein. The provisions of this Agreement shall bind and inure to the benefit of the heirs, assigns and successors-in-interest of the parties.

4. **WAIVER AND QUITCLAIM OF ANY OTHER CLAIMS OF EASEMENT:** Grantees hereby relinquish, waive and quitclaim unto Grantor any and all existing easements across Grantor's Property which may exist in favor of Grantees, whether created by express grant or use and whether private or public, including but not limited to any such easement which was conveyed by or through the State of Idaho.

5. **ATTORNEYS FEES:** In the event that any dispute arises regarding the legal consequence, interpretation, application or enforcement of this Agreement, then the prevailing party in such dispute shall be entitled to recover his/her attorneys fees and costs incurred, including attorneys fees and costs incurred on appeal.

**WHEREFORE**, the parties have set their hands to this Agreement effective the date and year first above indicated.

**GRANTOR:**  
**BOARD OF REGENTS OF THE UNIVERSITY OF IDAHO**

By: \_\_\_\_\_  
**Daniel R Ewart**  
Vice President for Infrastructure

GRANTEES:

Martin J. Saltzman  
MARTIN J. SALTZMAN

Cynthia L. Anderson  
CYNTHIA L. ANDERSON

ACKNOWLEDGEMENT

STATE OF IDAHO)

) ss.

County of Latah )

On this \_\_\_\_\_ day of \_\_\_\_\_, 2017, before me, \_\_\_\_\_, a Notary Public in and for said State, personally appeared **Daniel R Ewart**, known or identified to me to be the Vice President for Infrastructure for the University of Idaho, who executed this Agreement, and acknowledged to me that such Board of Regents of the University of Idaho executed the same.

IN WITNESS WHEREOF, I have hereunto set my hand and affixed my official seal, the day and year in this certificate first above written.

\_\_\_\_\_  
NOTARY PUBLIC FOR IDAHO  
My Commission Expires: \_\_\_\_\_



ACKNOWLEDGEMENT

STATE OF NY)  
) ss.  
County of Westchester

On this 30 day of Jan, 2017, before me, Barbara Atta a Notary Public, in and for said State, personally appeared **MARTIN J. SALTZMAN**, known or identified to me to be the person whose name is subscribed to the within instrument and acknowledged that she executed the same.

IN WITNESS WHEREOF, I have hereunto set my hand and affixed my official seal, the day and year in this certificate first above written.

Barbara Atta  
NOTARY PUBLIC FOR Westchester  
My Commission Expires: 2/13/2018



ACKNOWLEDGEMENT

STATE OF NY  
County of Westchester ss.

On this 30 day of Jan, 2017, before me Babar Atta a Notary Public, in and for said State, personally appeared **CYNTHIA L. ANDERSON**, known or identified to me to be the person whose name is subscribed to the within instrument and acknowledged that she executed the same.

IN WITNESS WHEREOF, I have hereunto set my hand and affixed my official seal, the day and year in this certificate first above written.

[Signature]  
NOTARY PUBLIC FOR Westchester  
My Commission Expires: 01/13/2018



Limited Liability Company Deed  
Page 4 of 4

Date: November 29, 2012

File No.: 339036-MC (vs)

**EXHIBIT 'A'**

**LEGAL DESCRIPTION:**

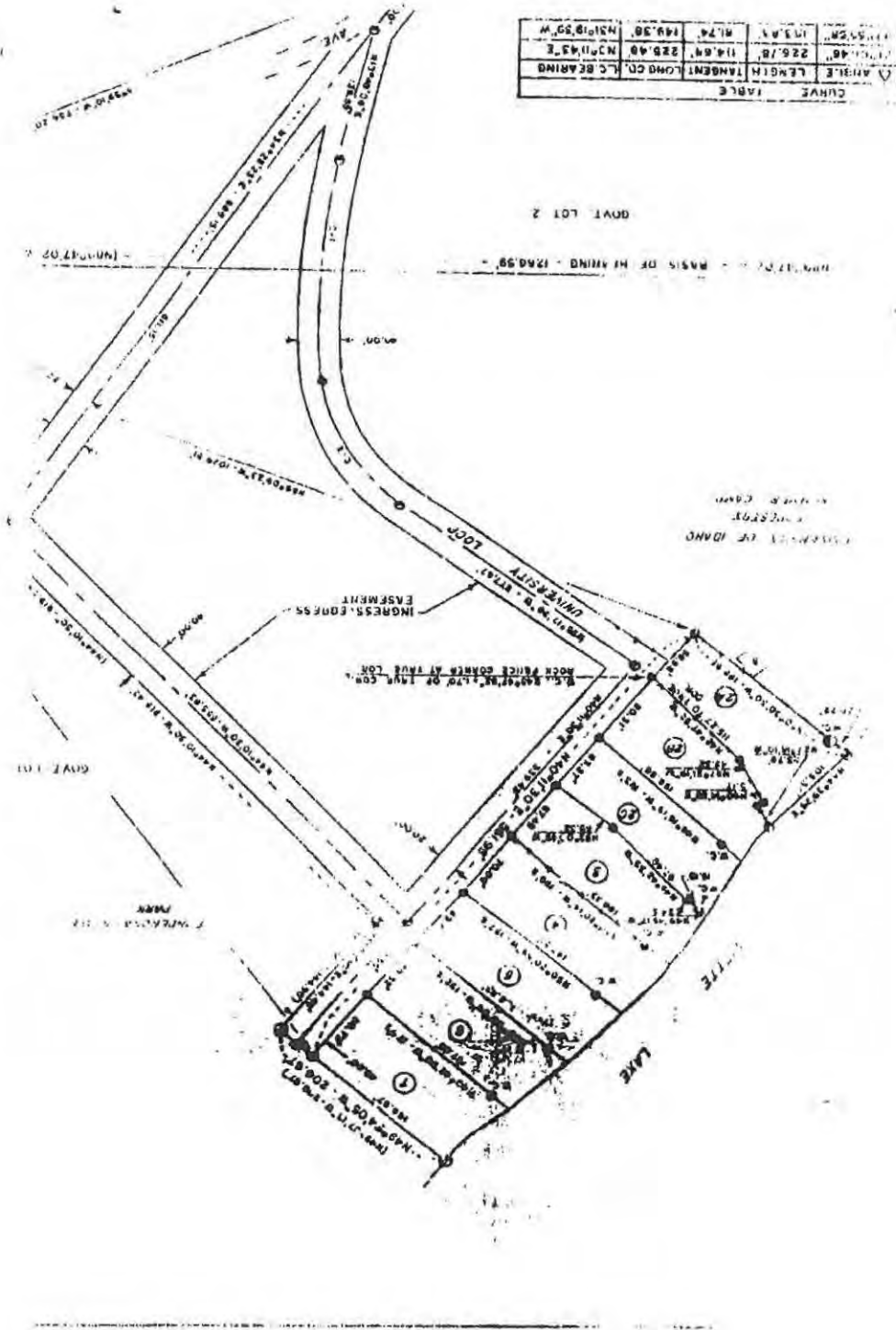
A parcel of land being a portion of Government Lots 1 and 2 of Section 4, Township 18 North, Range 3 East, Boise Meridian, Valley County, Idaho, more particularly described as follows: COMMENCING at the East 1/4 corner of said Section 4, monumented by a 2 3/4" brass cap (Corner Record No. 235851), from which the South 1/16 corner common to Sections 4 and 3, monumented by a 2 1/4" Aluminum cap (Corner Record No. 370506), bears South 00°09'27" West, a distance of 1325.21 feet; Thence North 89°47'42" West, coincident with the south line of said Government Lot 1, a distance of 1266.77 feet to a found 2" aluminum cap, RLS 998 and the POINT OF BEGINNING; Thence South 33°26'19" East, a distance of 279.07 feet to a found 2" aluminum cap, PLS 5357; Thence North 88°58'08" East, a distance of 482.68 feet to a found 2" aluminum cap, RLS 998; Thence North 34°22'24" East, a distance of 601.60 feet to a found 2" aluminum cap, RLS 998; Thence North 44°11'49" West, a distance of 573.40 feet to a 5/8" Rebar with Yellow Plastic Cap marked "WHP PLS 10729", said point also being coincident with the Southeasterly line of Peninsula Lease Lot 6; Thence South 40°11'36" West, coincident with the Southeasterly line of the Peninsula Lease Lots, a distance of 421.30 feet to a found 2" aluminum cap, PE/LS 2478 and the most southerly corner of Peninsula Lease Lot 2A; Thence North 50°34'55" West, coincident with the Southwesterly line of said Peninsula Lease Lot 2A, a distance of 168.17 feet to a found 3 1/4" aluminum cap, "WC 2A Dept. of Lands"; Thence continuing North 50°34'55" West, coincident with said Southwesterly line of said Peninsula Lease Lot 2A, a distance of 20.72 feet to the ordinary high water line of Big Payette Lake as determined by the Idaho Department of Lands to be at elevation 4992.59' as referenced to the NAVD88 datum; Thence along said ordinary high water line the following five courses:  
South 34°39'04" West, a distance of 80.21 feet;  
South 46°12'36" West, a distance of 115.59 feet;  
South 58°07'33" West, a distance of 116.74 feet;  
South 54°38'21" West, a distance of 110.40 feet;  
South 56°13'36" West, a distance of 86.52 feet;  
Thence leaving said ordinary high water line, South 42°00'07" East, a distance of 44.12 feet to a found 2" aluminum cap, RLS 998;  
Thence South 57°25'07" East, a distance of 239.88 feet to the POINT OF BEGINNING.

**EXHIBIT B TO EASEMENT AGREEMENT**

That certain parcel of property located in McCall, Valley County, Idaho which is more particularly described as Lot 1, Block 2, State Subdivision-University, as the same is shown on the plat filed with the Office of Recorder of Valley County, Idaho at page 7, Plat Book 13, as Instrument No. 381370.

EXHIBIT "C" TO EASEMENT AGREEMENT

156312  
8/10/87



156312  
8/10/87

STATE OF ILLINOIS

OFFICE OF THE ATTORNEY GENERAL

DEPARTMENT OF REVENUE

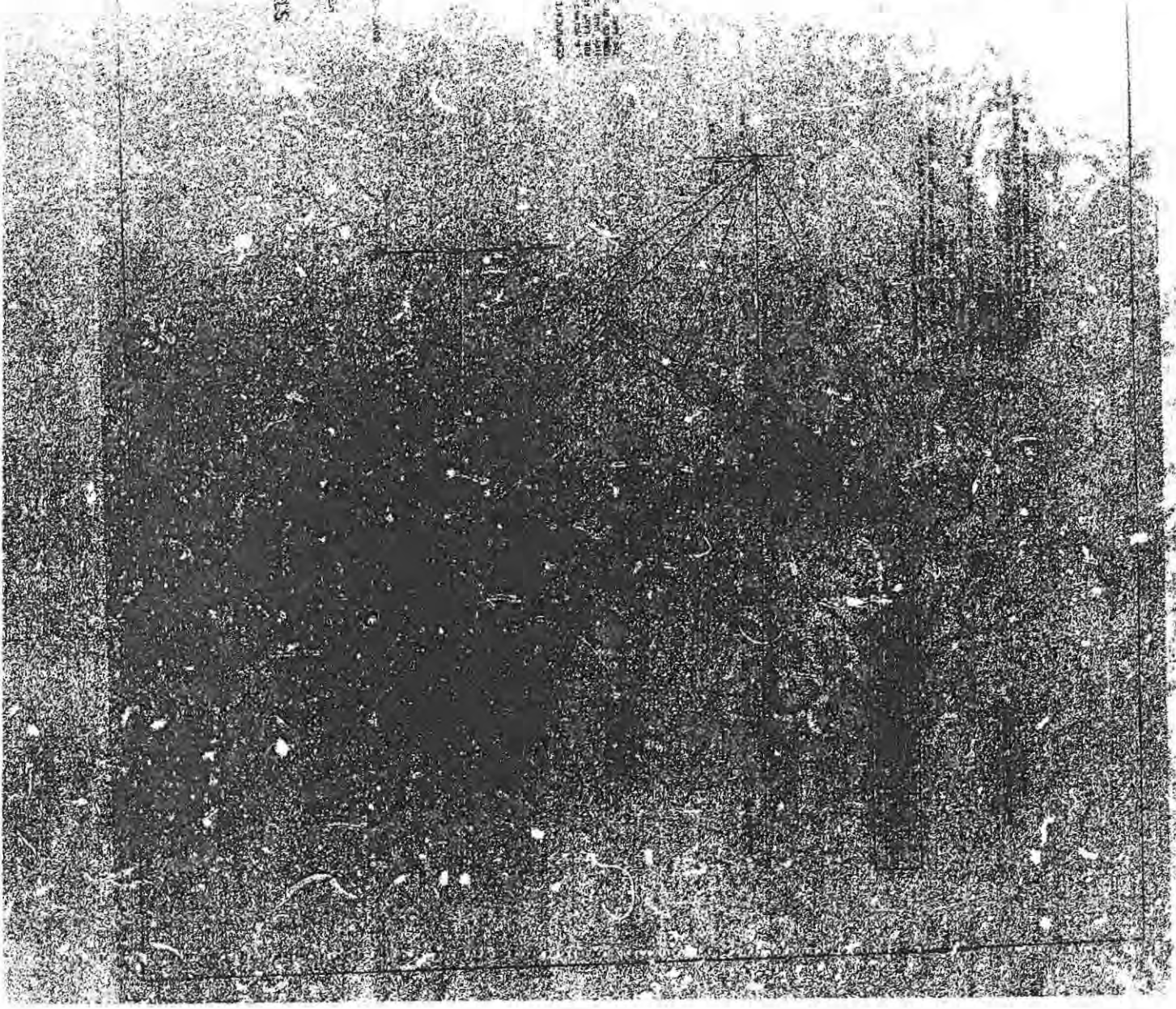
COMMERCIAL TAX DIVISION

COMMISSIONER OF REVENUE

STATE OF ILLINOIS



RECEIVED AT THE OFFICE OF THE ATTORNEY GENERAL



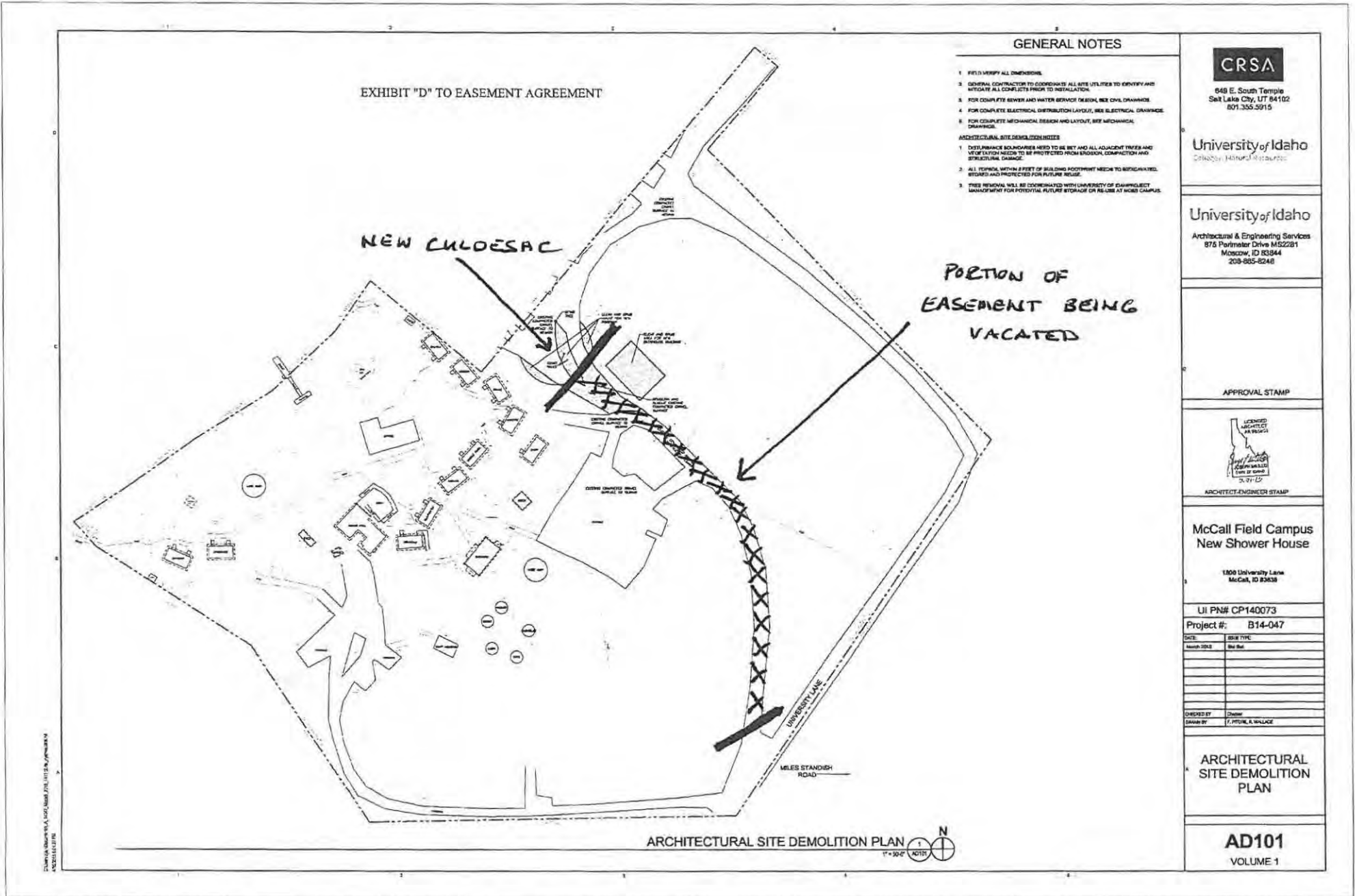


EXHIBIT "D" TO EASEMENT AGREEMENT

NEW CALDESAC

PORTION OF EASEMENT BEING VACATED

GENERAL NOTES

1. FIELD VERIFY ALL DIMENSIONS.
  2. GENERAL CONTRACTOR TO COORDINATE ALL SITE UTILITIES TO IDENTIFY AND MITIGATE ALL CONFLICTS PRIOR TO INSTALLATION.
  3. FOR COMPLETE SEWER AND WATER SERVICE DESIGN, SEE CIVIL DRAWINGS.
  4. FOR COMPLETE ELECTRICAL DISTRIBUTION LAYOUT, SEE ELECTRICAL DRAWINGS.
  5. FOR COMPLETE MECHANICAL DESIGN AND LAYOUT, SEE MECHANICAL DRAWINGS.
- ARCHITECTURAL SITE DEMOLITION NOTES
1. DISTURBANCE BOUNDARIES NEED TO BE SET AND ALL ADJACENT TREES AND VEGETATION NEEDS TO BE PROTECTED FROM BROWSAH, COMPACTION AND STRUCTURAL DAMAGE.
  2. ALL TERMPAL WITHIN 8 FEET OF BUILDING FOOTPRINT NEEDS TO BE IDENTIFIED, STAKED AND PROTECTED FOR FUTURE REUSE.
  3. TREE REMOVAL WILL BE COORDINATED WITH UNIVERSITY OF IDAHOPROJECT MANAGEMENT FOR POTENTIAL FUTURE STORAGE OR REUSE AT HOBBS CAMPUS.



648 E. South Temple  
Salt Lake City, UT 84102  
801.355.5915

University of Idaho  
College of Natural Resources

University of Idaho  
Architectural & Engineering Services  
876 Parkimeter Drive MS2281  
Moscow, ID 83844  
208-885-8248

APPROVAL STAMP



ARCHITECT-ENGINEER STAMP

McCall Field Campus  
New Shower House

1300 University Lane  
McCall, ID 83838

UI PIN# CP140073

Project #: B14-047

DATE	REV. TYPE
March 2013	Rev. 01

CHECKED BY: [Signature]  
DRAWN BY: F. P. WALLACE

ARCHITECTURAL  
SITE DEMOLITION  
PLAN

AD101  
VOLUME 1

ARCHITECTURAL SITE DEMOLITION PLAN  
1" = 30'-0" AD101

**MOSS Campus – Exhibit 'E'**  
**Description for Ingress/Egress Easement Vacation**

August 26, 2016

A strip of land 40.00 foot wide, being a portion of the ingress/egress easement known as University Loop, as shown on Record of Survey Instrument No. 156312, Valley County Records, located in Government Lots 1 and 2 of Section 4, Township 18 North, Range 3 East, Boise Meridian, Valley County, Idaho, more particularly described as follows:

**COMMENCING** at the E1/4 corner of said Section 4, marked by a brass cap (Corner Record No. 235851), from which the S 1/16 corner common to Sections 3 and 4, marked by an aluminum cap (Corner Record No. 370506), bears South 00°09'27" West, a distance of 1325.21 feet;

Thence North 46°23'46" West, a distance of 401.48 feet to an aluminum cap marking the easterly corner of said parcel;

Thence South 34°22'24" West, coincident with the southeasterly line of said parcel, a distance of 601.60 feet to an aluminum cap marking the southeasterly corner of the parcel shown on said Record of Survey;

Thence South 88°58'08" West, coincident with the southerly line of said parcel, a distance of 30.67 feet to the **POINT OF BEGINNING**;

Thence continuing South 88°58'08" West, coincident with the southerly line of said parcel, a distance of 0.92 feet to the westerly line of said University Loop;

Thence North 13°44'13" East, coincident with said westerly line, a distance of 116.63 feet to the beginning of a tangent curve to the left;

Thence northerly, coincident with said westerly line, along the arc of said curve to the left, an arc distance of 219.39 feet, said curve having a radius of 595.37 feet, a central angle of 21°06'46" and a chord bearing of North 03°10'50" East, a distance of 218.15 feet to the beginning of a compound curve;

Thence northwesterly, coincident with the southwesterly line of said University Loop, along the arc of said compound curve, an arc distance of 137.10 feet, said curve having a radius of 163.88 feet, a central angle of 47°55'58" and a chord bearing of North 31°20'32" West, a distance of 133.14 feet;

Thence North 55°18'31" West, coincident with said southwesterly line, a distance of 215.08 feet to the beginning of a non-tangent curve to the left;

Thence northeasterly, along the arc of said curve to the left, an arc distance of 48.95 feet, said curve having a radius of 50.00 feet, a central angle of 56°05'49" and a chord bearing of North 66°24'24" East, a distance of 47.02 feet;

Thence South 55°18'31" East, coincident with the northeasterly line of said University Loop, a distance of 190.36 feet to the beginning of a tangent curve to the right;

Thence southeasterly, coincident with said northeasterly line, along the arc of said curve to the right, an arc distance of 170.56 feet, said curve having a radius of 203.88 feet, a central angle of



47°55'58" and a chord bearing of South 31°20'32" East, a distance of 165.63 feet to the beginning of a compound curve;

Thence southerly, coincident with the easterly line of said University Loop, along the arc of said compound curve, an arc distance of 234.13 feet, said curve having a radius of 635.37 feet, a central angle of 21°06'46" and a chord bearing of South 03°10'50" West, a distance of 232.80 feet;

Thence South 13°44'13" West, coincident with said easterly line, a distance of 12.55 feet;

Thence South 34°22'24" West, parallel and offset 25.00 feet westerly of the easterly line of said parcel, a distance of 110.96 feet to the **POINT OF BEGINNING**.

The above described parcel contains 25,771 square feet or 0.592 acres, more or less.

Together with and subject to covenants, easements, and restrictions of record.

The basis of bearings for this parcel is Grid North, Idaho State Plane Coordinate System, West Zone.

Kevin Borah, P.L.S.



License No. 10561

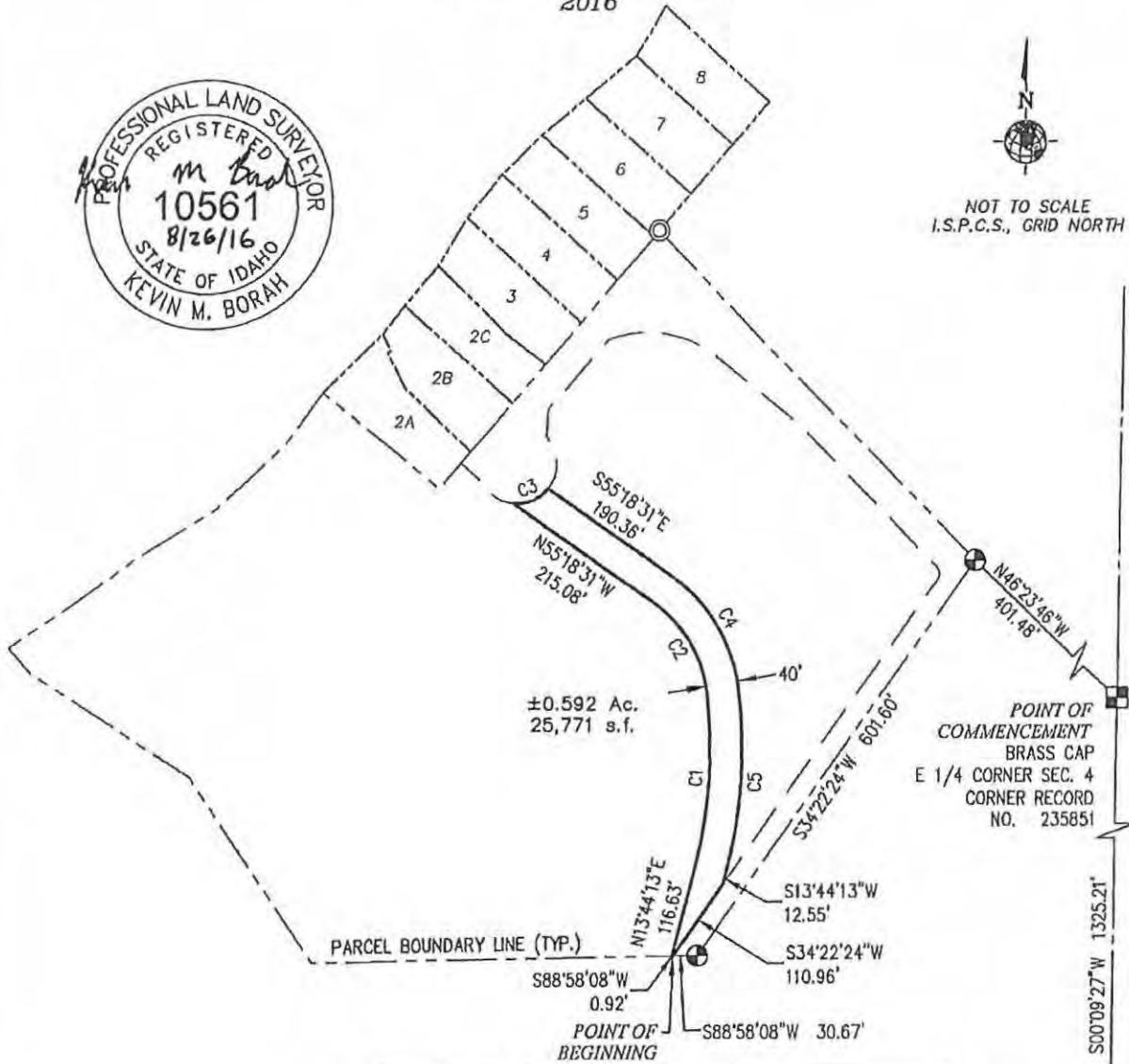
## SKETCH FOR EXHIBIT 'E'

### MOSS CAMPUS INGRESS/EGRESS EASEMENT VACATION

A PARCEL OF LAND BEING A PORTION OF GOVERNMENT LOTS 1 AND 2,  
SECTION 4, T. 18 N., R. 3 E., BOISE MERIDIAN,  
VALLEY COUNTY, IDAHO  
2016



NOT TO SCALE  
I.S.P.C.S., GRID NORTH



CURVE TABLE					
CURVE #	DELTA	RADIUS	LENGTH	CH. BEARING	CH. DIST.
C1	21°06'46"	595.37	219.39	N3°10'50"E	218.15
C2	47°55'58"	163.88	137.10	N31°20'32"W	133.14
C3	56°05'49"	50.00	48.95	N66°24'24"E	47.02
C4	47°55'58"	203.88	170.56	S31°20'32"E	165.63
C5	21°06'46"	635.37	234.13	S3°10'50"W	232.80

# WHPacific

2141 W Airport Way, Ste 104  
Boise, ID 83705  
208-342-5400 Fax 208-342-5353  
www.whpacific.com

## EXHIBIT "F" TO EASEMENT AGREEMENT

MOSS Campus – Exhibit 'A'

May 27, 2015

A parcel of land being a portion of the parcel shown on Record of Survey Instrument No. 374058, Valley County Records, located in Government Lots 1 and 2 of Section 4, Township 18 North, Range 3 East, Boise Meridian, Valley County, Idaho, more particularly described as follows:

**COMMENCING** at the E1/4 corner of said Section 4, marked by a brass cap (Corner Record No. 235851), from which the S 1/16 corner common to Sections 3 and 4, marked by an aluminum cap (Corner Record No. 370506), bears South 00°09'27" West, a distance of 1325.21 feet;

Thence North 46°23'46" West, a distance of 401.48 feet to an aluminum cap marking the easterly corner of said parcel and the **POINT OF BEGINNING**;

Thence South 34°22'24" West, coincident with the southeasterly line of said parcel, a distance of 601.60 feet to an aluminum cap marking the southeasterly corner of said parcel;

Thence South 88°58'08" West, coincident with the southerly line of said parcel, a distance of 30.67 feet;

Thence North 34°22'24" East, parallel with and offset 25.00 feet northwesterly of the southeasterly line of said parcel, a distance of 575.43 feet to the beginning of a tangent curve to the left;

Thence northerly, along the arc of said curve to the left, an arc distance of 13.71 feet, said curve having a radius of 10.00 feet, a central angle of 78°34'13" and a chord bearing of North 04°54'43" West, a distance of 12.66 feet;

Thence North 44°11'49" West, parallel with and offset 40.00 feet southwesterly of the northeasterly line of said parcel, a distance of 253.36 feet;

Thence North 50°50'50" West, a distance of 129.24 feet to the beginning of a tangent curve to the left;

Thence westerly, along the arc of said curve to the left, an arc distance of 146.50 feet, said curve having a radius of 140.00 feet, a central angle of 59°57'21" and a chord bearing of North 80°49'31" West, a distance of 139.91 feet;

Thence South 40°11'36" West, parallel with and offset 40.00 feet southeasterly of the northwesterly line of said parcel, a distance of 114.98 feet;

Thence South 02°26'50" West, a distance of 34.11 feet to the beginning of a non-tangent curve to the right;

Thence southwesterly, along the arc of said curve to the right, an arc distance of 172.81 feet, said curve having a radius of 50.00 feet, a central angle of 198°01'12" and a chord bearing of South 55°55'03" West, a distance of 98.77 feet;

Thence North 49°48'24" West, perpendicular to the northwesterly line of said parcel, a distance of 34.11 feet to said northwesterly line;

Thence North 40°11'36" East, coincident with said northwesterly line, a distance of 380.05 feet to a 5/8" rebar with plastic cap PLS 10729 marking the northerly corner of said parcel;

Thence South 44°11'49" East, coincident with the northeasterly line of said parcel, a distance of 573.40 feet to the **POINT OF BEGINNING**.

The above described parcel contains 62,585 square feet or 1.437 acres, more or less.

Together with and subject to covenants, easements, and restrictions of record.

The basis of bearings for this parcel is Grid North, Idaho State Plane Coordinate System, West Zone.

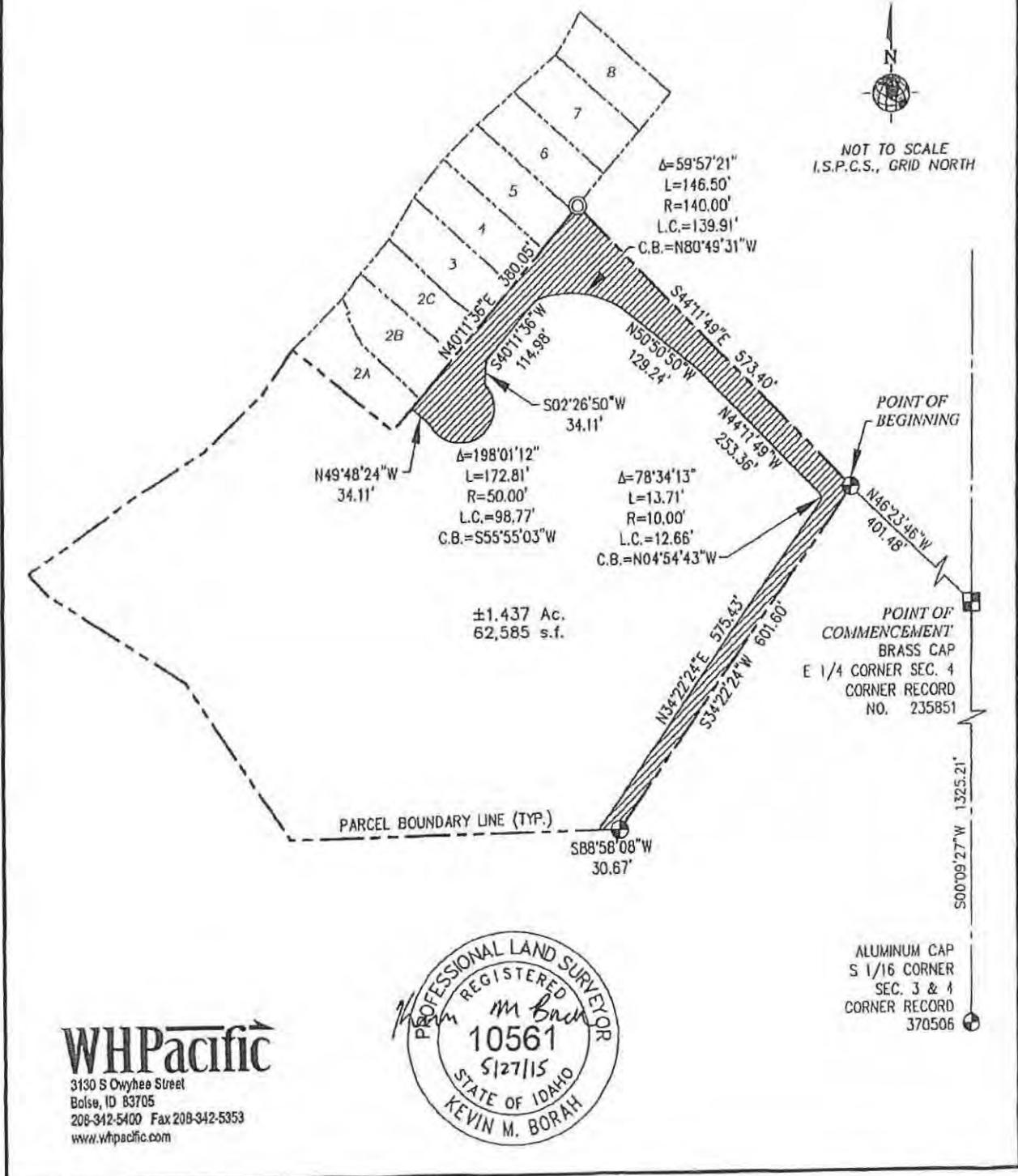
Kevin Borah, P.L.S.



License No. 10561

Exhibit F

A PARCEL OF LAND BEING A GOVERNMENT LOT 1,  
SECTION 4, T. 18 N., R. 3 E., BOISE MERIDIAN,  
VALLEY COUNTY, IDAHO  
2015



**WHPacific**  
 3130 S Owyhee Street  
 Boise, ID 83705  
 208-342-5400 Fax 208-342-5353  
 www.whpacific.com

PROFESSIONAL LAND SURVEYOR  
 REGISTERED  
*M. Borah*  
 10561  
 5/27/15  
 STATE OF IDAHO  
 KEVIN M. BORAH

## EASEMENT AGREEMENT

THIS EASEMENT AGREEMENT is entered into effective this 9<sup>th</sup> day of Feb, 2017, by and between **BOARD OF REGENTS OF THE UNIVERSITY OF IDAHO**, a state educational institution and body politic and corporate organized and existing under the Constitution and laws of the State of Idaho, whose mailing address is University of Idaho, ATTN: V.P. for Infrastructure, 875 Perimeter Dr. MS 3162, Moscow, Idaho 83844-3162 (“**Grantor**”), and **DIANE R. THOMASON**, whose address is 818 SW 3<sup>rd</sup> Ave., PMB 227, Portland, Oregon, 97204 (“**Grantee**”).

## RECITALS

Grantor is the owner of certain real property which is located in McCall, Valley County, Idaho, and which is more particularly described in the attached **Exhibit A**, which is incorporated herein by reference (“**Grantor’s Property**”).

Grantee is the owner of certain real property which is located in McCall, Valley County, Idaho, which is more particularly described in the attached **Exhibit B**, which is incorporated herein by reference (“**Grantee’s Property**”).

University Lane (aka “University Loop”) is an unpaved lane which traverse Grantor’s property and which provides access across Grantor’s Property to Grantee’s Property. University Lane is depicted on the attached **Exhibit C**.

University Lane is a “loop road”. Grantee possesses an Easement to utilize University Lane for ingress and egress to and from Grantee’s Property. As such, and as depicted on Exhibit C, the University Lane “loop” provides two means of access to Grantee’s Property. Grantee has agreed to vacate and relinquish her easement to the southwestern portion of the University Lane “loop”. The portion of the said existing easement which is being relinquished by Grantee is depicted for illustrative purposes only in the attached **Exhibit D** and which is legally described in the attached **Exhibit E**.

Grantor has agreed to grant Grantee an easement to the remaining portion of University Lane, which easement will be expanded to include a new cul-de-sac sufficient in its dimensions to satisfy the applicable life safety codes, as depicted in the attached Exhibit D. The new

EASEMENT AGREEMENT - I

easement will provide Grantee, and her guests, invitees, successors and assigns with ingress and egress from Davis Avenue to and including the aforesaid cul-de-sac. The new easement is legally described in the attached **Exhibit F**. Grantor has also agreed to be responsible for the maintenance and repair of the new Easement.

The parties desire to memorialize the terms of their agreement.

**AGREEMENT**

**WHEREFORE**, for good and valuable consideration the parties do covenant, promise and agree as follows:

1. **GRANT OF EASEMENT:** Grantor hereby grants to Grantee a permanent, irrevocable, non-exclusive easement to the property which is described and depicted in the attached **Exhibit F** for use by Grantee, together with her guests, invitees, successors, and assigns for ingress and egress to and from Grantee's Property (the "**Easement**").

2. **CONDITIONS OF EASEMENT:**

(a) This Easement is described as a "non-exclusive Easement", because Grantor and Grantor's guests, invitees, successors and assigns shall also enjoy the right to use the Road.

(b) Grantor shall be solely responsible for the maintenance and repair of the Easement, sufficient to maintain it in its current condition, normal wear and tear excepted. Such maintenance shall include the plowing of snow to allow use of the Easement on a year-round basis. Grantee shall have the right, but not the obligation, to also perform maintenance and repairs of the Easement.

(c) Grantee shall not expand, enlarge or alter the Easement, or remove any trees from the Easement, without the prior written consent of Grantor, which consent may be withheld or granted in Grantor's sole discretion.

(d) No gates shall be placed across the Easement, without the prior written consent of Grantor and Grantee.

(e) The rights granted herein to Grantee may not be conveyed or assigned by Grantee except as an appurtenance to Grantee's property.

(f) Grantee hereby indemnifies, agrees to hold Grantor harmless regarding, and waives as to Grantor, any claims of any kind for damages, fees, costs, or relief of any kind, which may be asserted against Grantor by Grantee, or its shareholders, members,

officers, directors, employees, guests or invitees regarding the Easement, save and except only claims for the enforcement of the terms of this Easement Agreement.

(g) Grantor shall be entitled to engage in any use of the Easement which does not unreasonably impair or interfere with the use of the Easement by Grantee.

(h) Grantor shall retain the right to relocate Easement at Grantor's sole option and expense, subject to the relocation providing reasonably equivalent access to Grantee's Property, the relocated Easement is provided and maintained in the same or better condition as the prior location, and Grantor records in the official records of Valley County a revised Exhibit E to this Easement Agreement to replace the Exhibit E attached hereto.

3. **COVENANT RUNNING WITH PROPERTIES:** The Easement shall constitute a covenant appurtenant to, benefiting and running with Grantee's Property and burdening and running with Grantor's Property, as the same are described herein. The provisions of this Agreement shall bind and inure to the benefit of the heirs, assigns and successors-in-interest of the parties.

4. **WAIVER AND QUITCLAIM OF ANY OTHER CLAIMS OF EASEMENT:** Grantee hereby relinquishes, waives and quitclaims unto Grantor any and all existing easements across Grantor's Property which may exist in favor of Grantee, whether created by express grant or use and whether private or public, including but not limited to any such easement which was conveyed by or through the State of Idaho, Department of Lands by means of that certain State of Idaho Deed (No. 13280), dated December 15, 1998, or otherwise.

5. **ATTORNEYS FEES:** In the event that any dispute arises regarding the legal consequence, interpretation, application or enforcement of this Agreement, then the prevailing party in such dispute shall be entitled to recover his/her attorneys fees and costs incurred, including attorneys fees and costs incurred on appeal.

**WHEREFORE,** the parties have set their hands to this Agreement effective the date and year first above indicated.





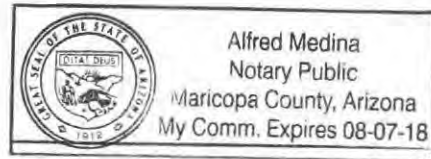
ACKNOWLEDGEMENT

STATE OF ARIZONA )  
County of MARICOPA )ss.

On this 9<sup>TH</sup> day of FEBRUARY, 2017, before me, ALFRED MEDINA, a Notary Public in and for said State, personally appeared **DIANE R. THOMASON**, known or identified to me to be the person whose name is subscribed to the within instrument and acknowledged that she executed the same.

IN WITNESS WHEREOF, I have hereunto set my hand and affixed my official seal, the day and year in this certificate first above written.

  
NOTARY PUBLIC FOR ARIZONA  
My Commission Expires: 8/7/18



Limited Liability Company Deed  
Page 4 of 4

Date: November 29, 2012

File No.: 339036-MC (vs)

**EXHIBIT 'A'**

**LEGAL DESCRIPTION:**

A parcel of land being a portion of Government Lots 1 and 2 of Section 4, Township 18 North, Range 3 East, Boise Meridian, Valley County, Idaho, more particularly described as follows: COMMENCING at the East 1/4 corner of said Section 4, monumented by a 2 3/4" brass cap (Corner Record No. 235851), from which the South 1/16 corner common to Sections 4 and 3, monumented by a 2 1/4" Aluminum cap (Corner Record No. 370506), bears South 00°09'27" West, a distance of 1325.21 feet; Thence North 89°47'42" West, coincident with the south line of said Government Lot 1, a distance of 1266.77 feet to a found 2" aluminum cap, RLS 998 and the POINT OF BEGINNING; Thence South 33°26'19" East, a distance of 279.07 feet to a found 2" aluminum cap, PLS 5357; Thence North 88°58'08" East, a distance of 482.68 feet to a found 2" aluminum cap, RLS 998; Thence North 34°22'24" East, a distance of 601.60 feet to a found 2" aluminum cap, RLS 998; Thence North 44°11'49" West, a distance of 573.40 feet to a 5/8" Rebar with Yellow Plastic Cap marked "WHP PLS 10729", said point also being coincident with the Southeasterly line of Peninsula Lease Lot 6; Thence South 40°11'36" West, coincident with the Southeasterly line of the Peninsula Lease Lots, a distance of 421.30 feet to a found 2" aluminum cap, PE/LS 2478 and the most southerly corner of Peninsula Lease Lot 2A; Thence North 50°34'55" West, coincident with the Southwesterly line of said Peninsula Lease Lot 2A, a distance of 168.17 feet to a found 3 1/4" aluminum cap, "WC 2A Dept. of Lands"; Thence continuing North 50°34'55" West, coincident with said Southwesterly line of said Peninsula Lease Lot 2A, a distance of 20.72 feet to the ordinary high water line of Big Payette Lake as determined by the Idaho Department of Lands to be at elevation 4992.59' as referenced to the NAVD88 datum; Thence along said ordinary high water line the following five courses:  
South 34°39'04" West, a distance of 80.21 feet;  
South 46°12'36" West, a distance of 115.59 feet;  
South 58°07'33" West, a distance of 116.74 feet;  
South 54°38'21" West, a distance of 110.40 feet;  
South 56°13'36" West, a distance of 86.52 feet;  
Thence leaving said ordinary high water line, South 42°00'07" East, a distance of 44.12 feet to a found 2" aluminum cap, RLS 998;  
Thence South 57°25'07" East, a distance of 239.88 feet to the POINT OF BEGINNING.

EXHIBIT B

QUITCLAIM DEED

For Value Received, TIMOTHY GERALD SHANAHAAN, husband of Diane R. Thomason

hereby conveys, releases, remises and forever quits claim unto DIANE R. THOMASON, a married woman dealing with her sole and separate property

whose address is :

the following premises, to wit:

ALL THAT CERTAIN LOT, PIECE OR PARCEL OF LAND SITUATE IN VALLEY COUNTY, IDAHO AND SHOWN AS LOT 6, PENINSULA LAND IN GOVERNMENT LOT 1, SECTION 4, TOWNSHIP 18 NORTH, RANGE 3 EAST, A PLAT WHICH IS RECORDED IN THE OFFICE OF THE RECORDER OF VALLEY COUNTY, IDAHO.

THE INTENT OF THIS DOCUMENT IS TO DIVEST ANY COMMUNITY INTEREST NOW OR HEREINAFTER ACQUIRED IN AND TO THE PROPERTY AS SHOWN ABOVE.

Dated: 12/13/98

*T. Shanahan*  
TIMOTHY GERALD SHANAHAAN

237330  
TYPE: Deed  
LETTER FOR FILE  
VALLEY COUNTY RECORDER  
BY: *M. Haldeman*  
FEE: 6.00  
18 DEC 21 PM 10 24  
RECORDED BY

State of Oregon )  
County of Multnomah ) ss

On this 13 day of Dec, 1998, before me,  
*Mark A. Haldeman*

a notary public in and for said State, personally appeared

*Timothy Gerald Shanahan*  
known to me to be the person whose names are subscribed to the within instrument, and acknowledged to me that they executed the same.

*Mark A. Haldeman*  
Notary Public  
Residing at:  
Commission Expires: 2/17/02



EXHIBIT "A"

ALL THAT CERTAIN LOT, PIECE OR PARCEL OF LAND SITUATE IN VALLEY COUNTY, IDAHO AND SHOWN AS LOT 6, PENINSULA LAND IN GOVERNMENT LOT 1, SECTION 4, TOWNSHIP 18 NORTH, RANGE 3 EAST, A PLAT WHICH IS RECORDED IN THE OFFICE OF THE RECORDER OF VALLEY COUNTY, IDAHO.

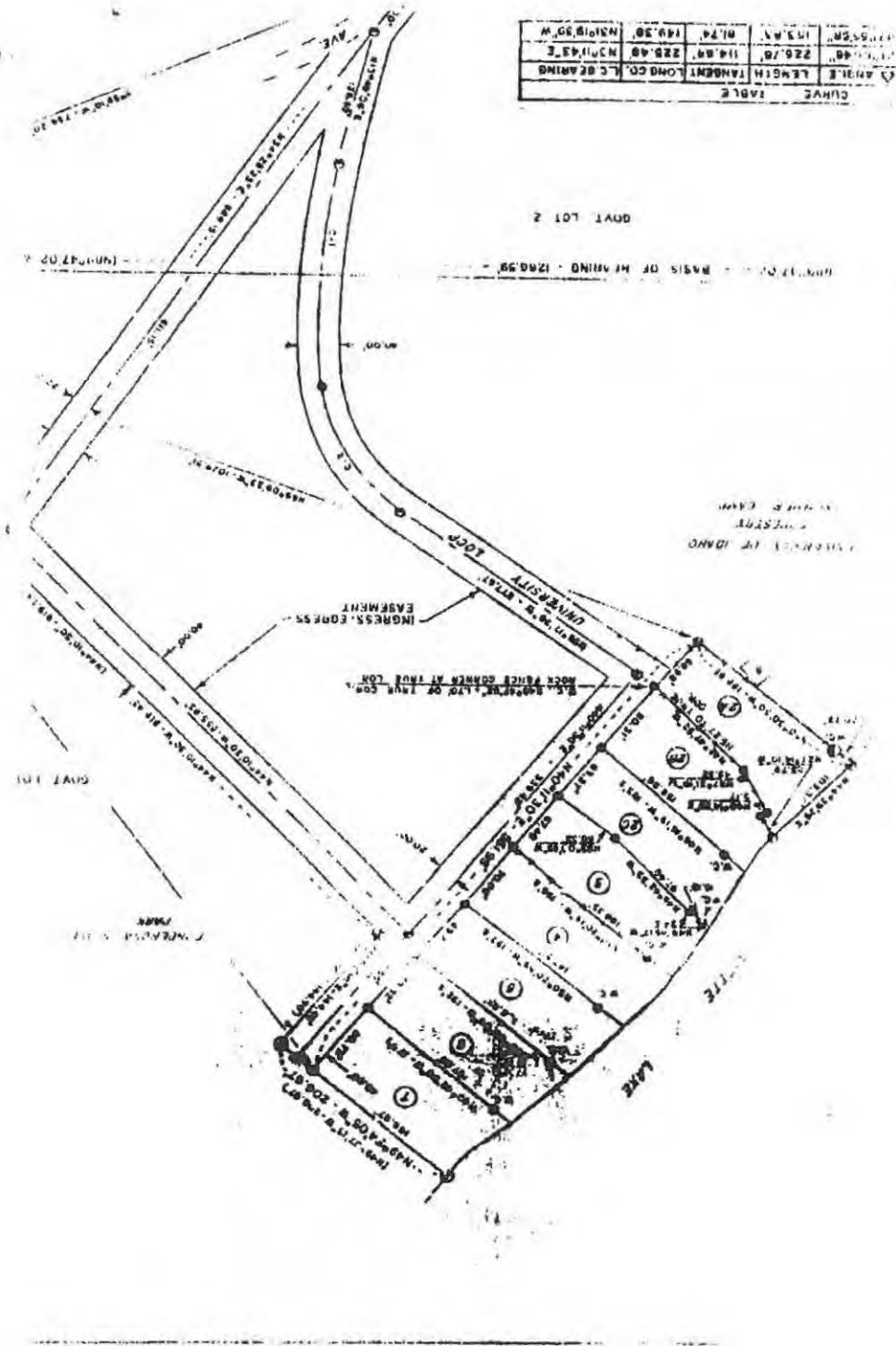
We hereby certify we have read and approved of this document.

ADTS                      ADTS  
\_\_\_\_\_

EXHIBIT "C" TO EASEMENT AGREEMENT

156312

8/10/87



156312  
8/10/87

STATE OF IOWA

DEPARTMENT OF REVENUE

CERTIFICATE OF DISPOSITION  
I hereby certify that the above described property is the property of the State of Iowa.



DEPARTMENT OF REVENUE  
IOWA DEPARTMENT OF REVENUE  
DES MOINES, IOWA

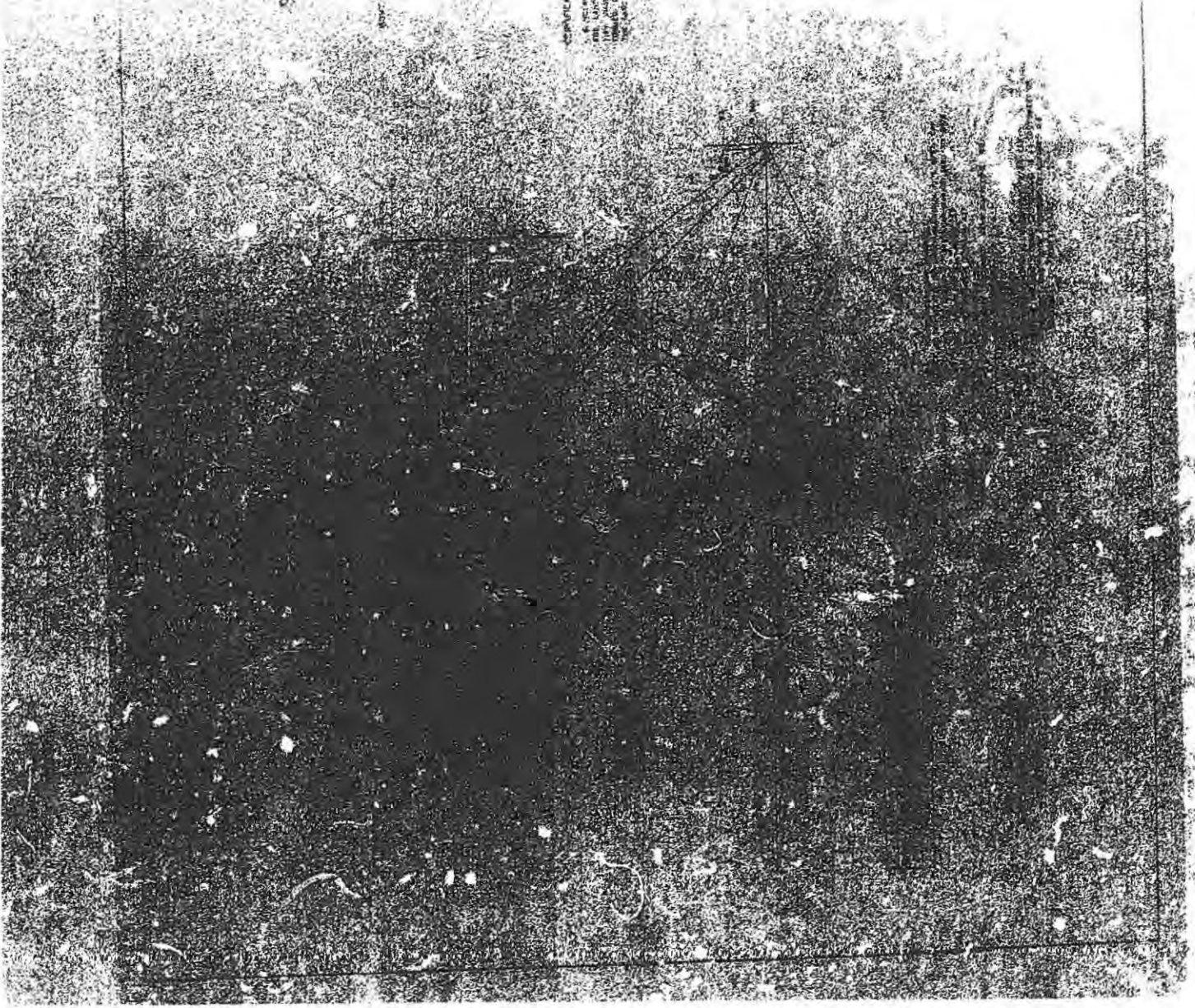
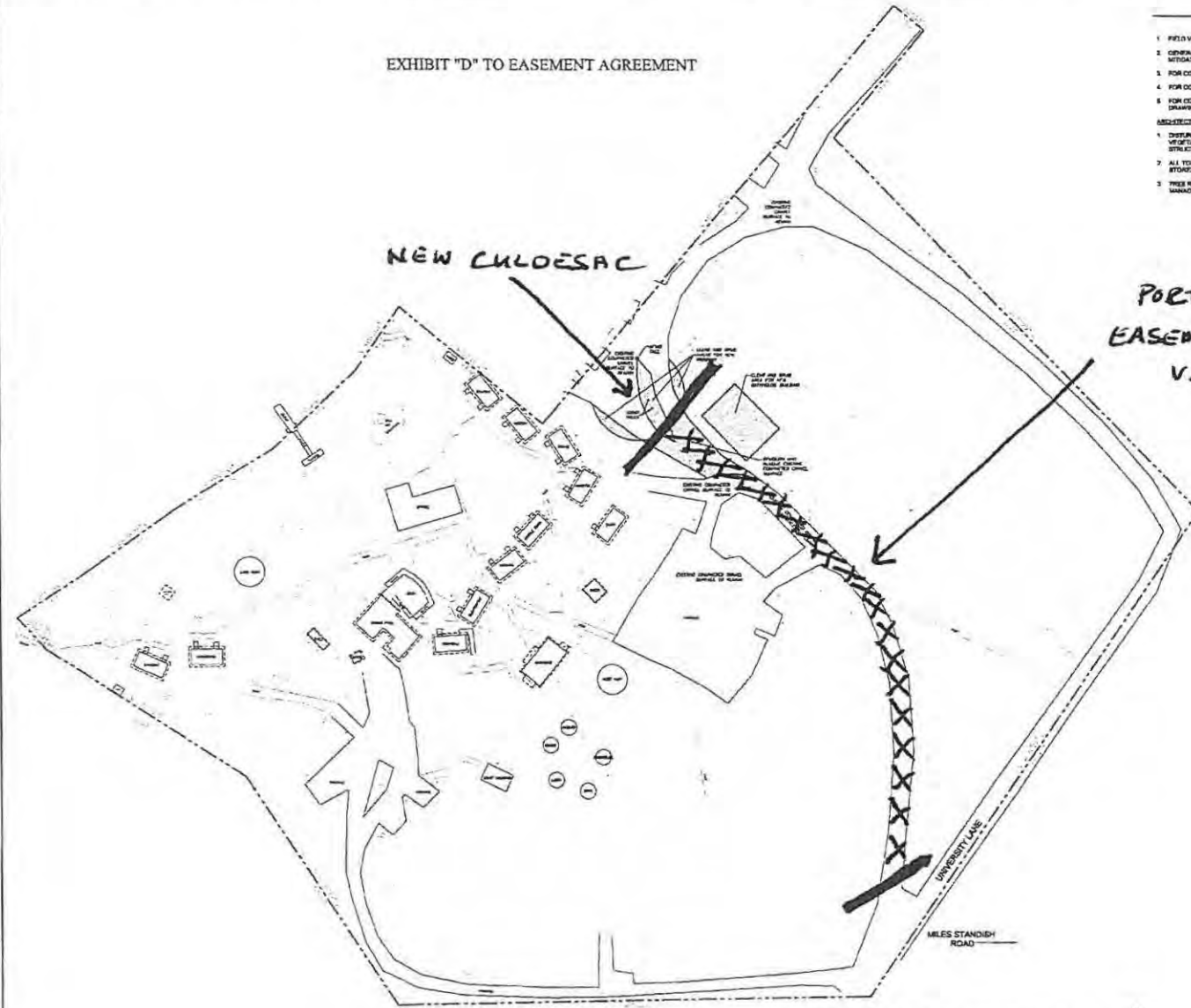


EXHIBIT "D" TO EASEMENT AGREEMENT

NEW CULDESAC

PORTION OF EASEMENT BEING VACATED



GENERAL NOTES

- 1. FIELD VERIFY ALL DIMENSIONS.
  - 2. GENERAL CONTRACTOR TO COORDINATE ALL SITE UTILITIES TO IDENTIFY AND MITIGATE ALL CONFLICTS PRIOR TO INSTALLATION.
  - 3. FOR COMPLETE SEWER AND WATER SERVICE DESIGN, SEE CIVIL DRAWINGS.
  - 4. FOR COMPLETE ELECTRICAL DISTRIBUTION LAYOUT, SEE ELECTRICAL DRAWINGS.
  - 5. FOR COMPLETE MECHANICAL DESIGN AND LAYOUT, SEE MECHANICAL DRAWINGS.
- ARCHITECTURAL SITE DEMOLITION NOTES**
- 1. DISTURBANCE BOLDSHOULDER NEEDS TO BE SET AND ALL ADJACENT TREES AND VEGETATION NEEDS TO BE PROTECTED FROM EROSION, COMPACTON AND STRUCTURAL DAMAGE.
  - 2. ALL TOPSOIL WITHIN 8 FEET OF BUILDING FOOTPRINT NEEDS TO BE SEPARATED, STORED AND PROTECTED FOR FUTURE REUSE.
  - 3. TREE REMOVAL WILL BE COORDINATED WITH UNIVERSITY OF IDAHO PROJECT MANAGEMENT FOR POTENTIAL FUTURE STORAGE OR REUSE AT MOORE CAMPUS.



649 E. South Tempie  
Salt Lake City, UT 84102  
801.335.5915

University of Idaho  
Construction Resources

University of Idaho  
Architectural & Engineering Services  
875 Peirce Drive MS2281  
Moscow, ID 83844  
208-885-8248

APPROVAL STAMP



ARCHITECT-ENGINEER STAMP

McCall Field Campus  
New Shower House

1808 University Lane  
McCall, ID 83638

UI PIN# CP140073

Project #: B14-047

DATE	REVISION
March 2018	Rev. 01

CHECKED BY: Cheller  
DRAWN BY: J. WALLACE

ARCHITECTURAL  
SITE DEMOLITION  
PLAN

AD101  
VOLUME 1

ARCHITECTURAL SITE DEMOLITION PLAN  
1" = 50' (ASPI) N



**MOSS Campus – Exhibit 'E'**  
**Description for Ingress/Egress Easement Vacation**

August 26, 2016

A strip of land 40.00 foot wide, being a portion of the ingress/egress easement known as University Loop, as shown on Record of Survey Instrument No. 156312, Valley County Records, located in Government Lots 1 and 2 of Section 4, Township 18 North, Range 3 East, Boise Meridian, Valley County, Idaho, more particularly described as follows:

**COMMENCING** at the E1/4 corner of said Section 4, marked by a brass cap (Corner Record No. 235851), from which the S 1/16 corner common to Sections 3 and 4, marked by an aluminum cap (Corner Record No. 370506), bears South 00°09'27" West, a distance of 1325.21 feet;

Thence North 46°23'46" West, a distance of 401.48 feet to an aluminum cap marking the easterly corner of said parcel;

Thence South 34°22'24" West, coincident with the southeasterly line of said parcel, a distance of 601.60 feet to an aluminum cap marking the southeasterly corner of the parcel shown on said Record of Survey;

Thence South 88°58'08" West, coincident with the southerly line of said parcel, a distance of 30.67 feet to the **POINT OF BEGINNING**;

Thence continuing South 88°58'08" West, coincident with the southerly line of said parcel, a distance of 0.92 feet to the westerly line of said University Loop;

Thence North 13°44'13" East, coincident with said westerly line, a distance of 116.63 feet to the beginning of a tangent curve to the left;

Thence northerly, coincident with said westerly line, along the arc of said curve to the left, an arc distance of 219.39 feet, said curve having a radius of 595.37 feet, a central angle of 21°06'46" and a chord bearing of North 03°10'50" East, a distance of 218.15 feet to the beginning of a compound curve;

Thence northwesterly, coincident with the southwesterly line of said University Loop, along the arc of said compound curve, an arc distance of 137.10 feet, said curve having a radius of 163.88 feet, a central angle of 47°55'58" and a chord bearing of North 31°20'32" West, a distance of 133.14 feet;

Thence North 55°18'31" West, coincident with said southwesterly line, a distance of 215.08 feet to the beginning of a non-tangent curve to the left;

Thence northeasterly, along the arc of said curve to the left, an arc distance of 48.95 feet, said curve having a radius of 50.00 feet, a central angle of 56°05'49" and a chord bearing of North 66°24'24" East, a distance of 47.02 feet;

Thence South 55°18'31" East, coincident with the northeasterly line of said University Loop, a distance of 190.36 feet to the beginning of a tangent curve to the right;

Thence southeasterly, coincident with said northeasterly line, along the arc of said curve to the right, an arc distance of 170.56 feet, said curve having a radius of 203.88 feet, a central angle of

47°55'58" and a chord bearing of South 31°20'32" East, a distance of 165.63 feet to the beginning of a compound curve;

Thence southerly, coincident with the easterly line of said University Loop, along the arc of said compound curve, an arc distance of 234.13 feet, said curve having a radius of 635.37 feet, a central angle of 21°06'46" and a chord bearing of South 03°10'50 West, a distance of 232.80 feet;

Thence South 13°44'13" West, coincident with said easterly line, a distance of 12.55 feet;

Thence South 34°22'24" West, parallel and offset 25.00 feet westerly of the easterly line of said parcel, a distance of 110.96 feet to the **POINT OF BEGINNING**.

The above described parcel contains 25,771 square feet or 0.592 acres, more or less.

Together with and subject to covenants, easements, and restrictions of record.

The basis of bearings for this parcel is Grid North, Idaho State Plane Coordinate System, West Zone.

Kevin Borah, P.L.S.



License No. 10561

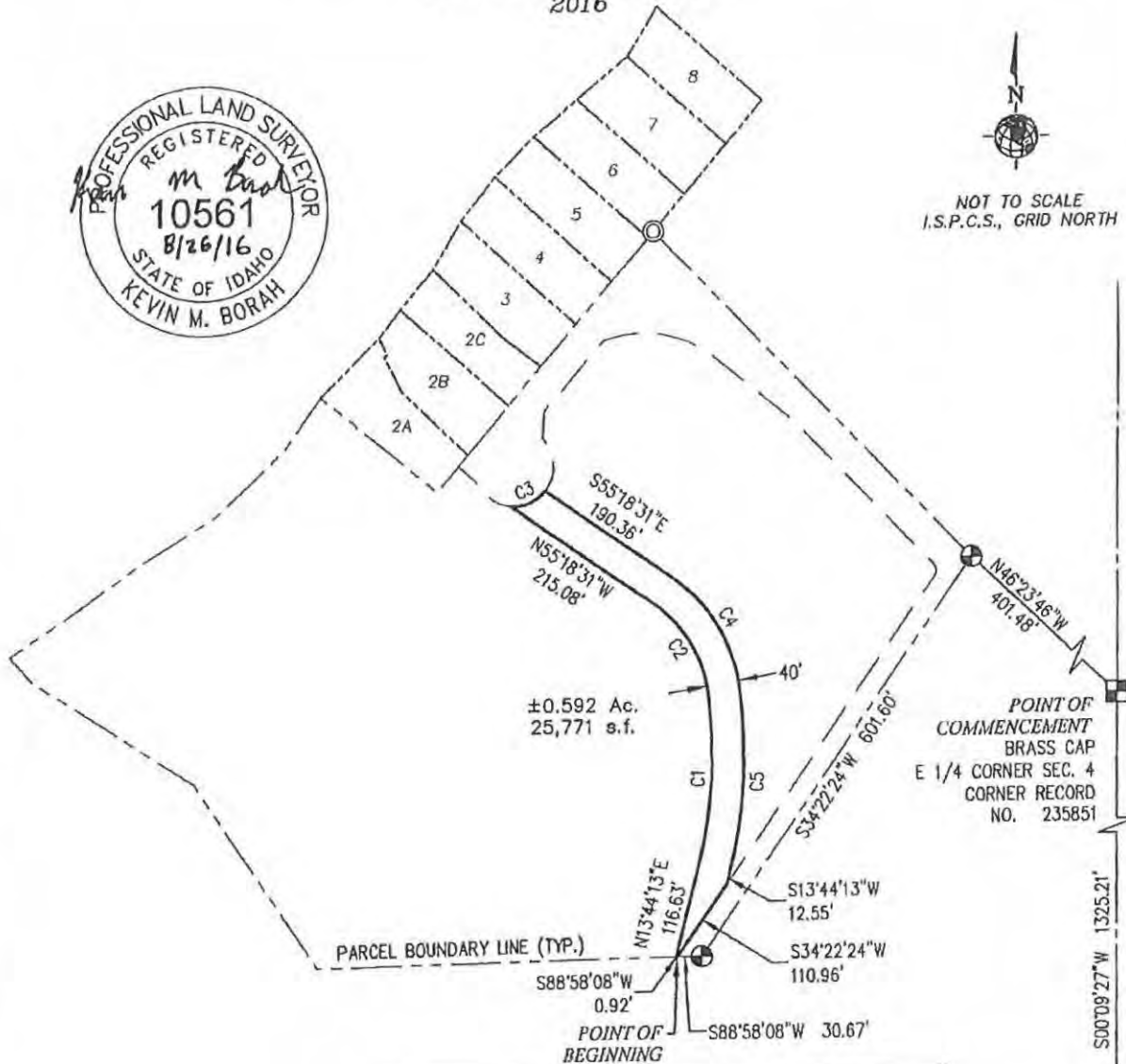
# SKETCH FOR EXHIBIT 'E'

## MOSS CAMPUS INGRESS/EGRESS EASEMENT VACATION

A PARCEL OF LAND BEING A PORTION OF GOVERNMENT LOTS 1 AND 2,  
SECTION 4, T. 18 N., R. 3 E., BOISE MERIDIAN,  
VALLEY COUNTY, IDAHO  
2016



NOT TO SCALE  
I.S.P.C.S., GRID NORTH



CURVE TABLE					
CURVE #	DELTA	RADIUS	LENGTH	CH. BEARING	CH. DIST.
C1	21°06'46"	595.37	219.39	N3°10'50"E	218.15
C2	47°55'58"	163.88	137.10	N31°20'32"W	133.14
C3	56°05'49"	50.00	48.95	N66°24'24"E	47.02
C4	47°55'58"	203.88	170.56	S31°20'32"E	165.63
C5	21°06'46"	635.37	234.13	S3°10'50"W	232.80

# WHPacific

2141 W Airport Way, Ste 104  
Boise, ID 83705  
208-342-5400 Fax 208-342-5353  
www.whpacific.com

## EXHIBIT "F" TO EASEMENT AGREEMENT

MOSS Campus – Exhibit 'A'

May 27, 2015

A parcel of land being a portion of the parcel shown on Record of Survey Instrument No. 374058, Valley County Records, located in Government Lots 1 and 2 of Section 4, Township 18 North, Range 3 East, Boise Meridian, Valley County, Idaho, more particularly described as follows:

**COMMENCING** at the E1/4 corner of said Section 4, marked by a brass cap (Corner Record No. 235851), from which the S 1/16 corner common to Sections 3 and 4, marked by an aluminum cap (Corner Record No. 370506), bears South 00°09'27" West, a distance of 1325.21 feet;

Thence North 46°23'46" West, a distance of 401.48 feet to an aluminum cap marking the easterly corner of said parcel and the **POINT OF BEGINNING**;

Thence South 34°22'24" West, coincident with the southeasterly line of said parcel, a distance of 601.60 feet to an aluminum cap marking the southeasterly corner of said parcel;

Thence South 88°58'08" West, coincident with the southerly line of said parcel, a distance of 30.67 feet;

Thence North 34°22'24" East, parallel with and offset 25.00 feet northwesterly of the southeasterly line of said parcel, a distance of 575.43 feet to the beginning of a tangent curve to the left;

Thence northerly, along the arc of said curve to the left, an arc distance of 13.71 feet, said curve having a radius of 10.00 feet, a central angle of 78°34'13" and a chord bearing of North 04°54'43" West, a distance of 12.66 feet;

Thence North 44°11'49" West, parallel with and offset 40.00 feet southwesterly of the northeasterly line of said parcel, a distance of 253.36 feet;

Thence North 50°50'50" West, a distance of 129.24 feet to the beginning of a tangent curve to the left;

Thence westerly, along the arc of said curve to the left, an arc distance of 146.50 feet, said curve having a radius of 140.00 feet, a central angle of 59°57'21" and a chord bearing of North 80°49'31" West, a distance of 139.91 feet;

Thence South 40°11'36" West, parallel with and offset 40.00 feet southeasterly of the northwesterly line of said parcel, a distance of 114.98 feet;

Thence South 02°26'50" West, a distance of 34.11 feet to the beginning of a non-tangent curve to the right;

Thence southwesterly, along the arc of said curve to the right, an arc distance of 172.81 feet, said curve having a radius of 50.00 feet, a central angle of 198°01'12" and a chord bearing of South 55°55'03" West, a distance of 98.77 feet;

Thence North 49°48'24" West, perpendicular to the northwesterly line of said parcel, a distance of 34.11 feet to said northwesterly line;

Thence North 40°11'36" East, coincident with said northwesterly line, a distance of 380.05 feet to a 5/8" rebar with plastic cap PLS 10729 marking the northerly corner of said parcel;

Thence South 44°11'49" East, coincident with the northeasterly line of said parcel, a distance of 573.40 feet to the **POINT OF BEGINNING**.

The above described parcel contains 62,585 square feet or 1.437 acres, more or less.

Together with and subject to covenants, easements, and restrictions of record.

The basis of bearings for this parcel is Grid North, Idaho State Plane Coordinate System, West Zone.

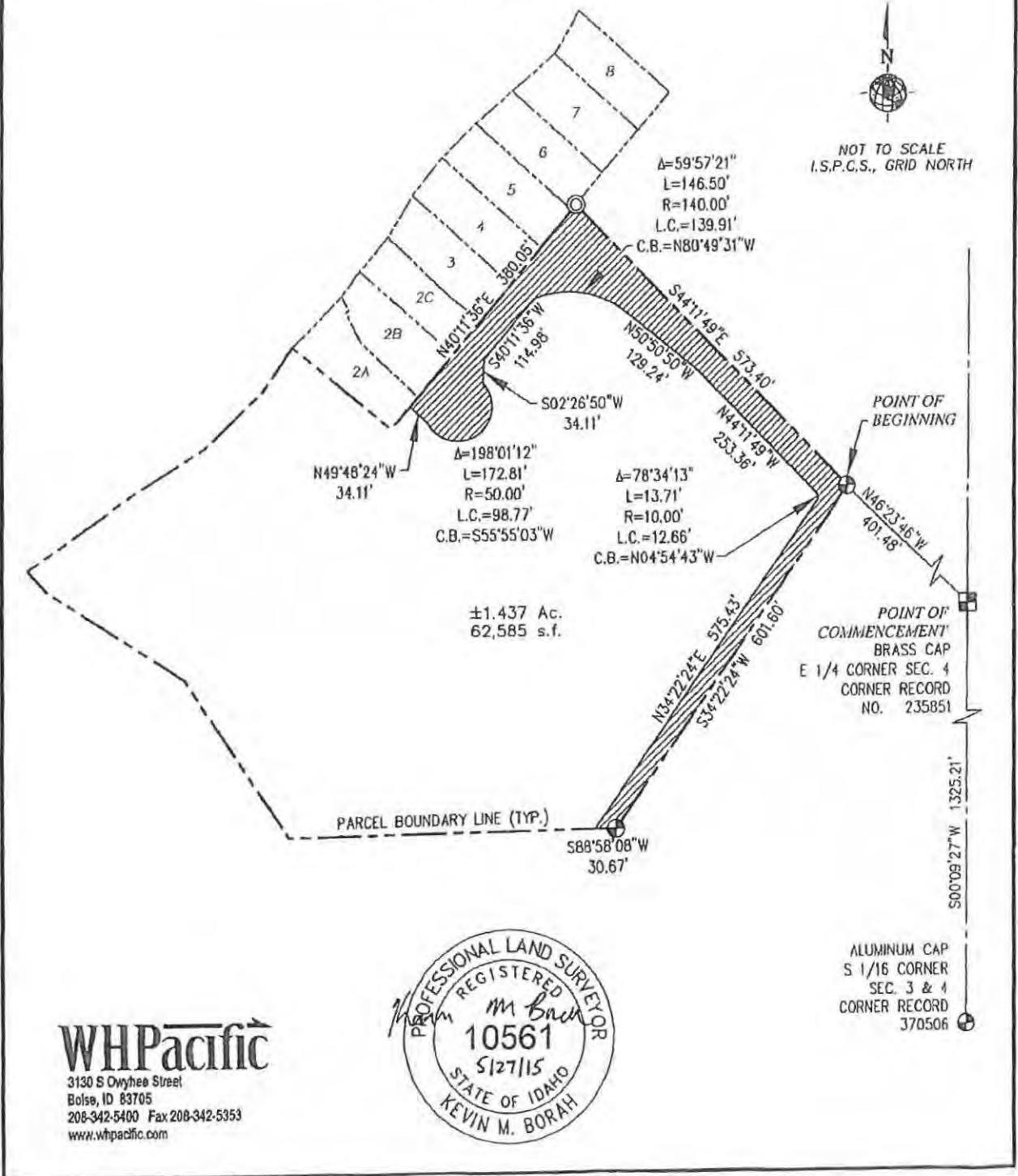
Kevin Borah, P.L.S.



License No. 10561

Exhibit F

A PARCEL OF LAND BEING A GOVERNMENT LOT 1,  
SECTION 4, T. 18 N., R. 3 E., BOISE MERIDIAN,  
VALLEY COUNTY, IDAHO  
2015



**WHPacific**  
 3130 S Owyhee Street  
 Boise, ID 83705  
 208-342-5400 Fax 208-342-5353  
 www.whpacific.com



## EASEMENT AGREEMENT

THIS EASEMENT AGREEMENT is entered into effective this 18 day of April, 2017, by and between **BOARD OF REGENTS OF THE UNIVERSITY OF IDAHO**, a state educational institution and body politic and corporate organized and existing under the Constitution and laws of the State of Idaho, whose mailing address is University of Idaho, ATTN: V.P. for Infrastructure, 875 Perimeter Dr. MS 3162, Moscow, Idaho 83844-3162 (“**Grantor**”), and **ROY J. AND FRANCES ELLSWORTH, Husband and Wife**, whose address is 3300 Crescent Rim Drive, Boise, Idaho 83706 (“**Grantees**”).

## RECITALS

A. Grantor is the owner of certain real property which is located in McCall, Valley County, Idaho, and which is more particularly described in the attached **Exhibit A**, which is incorporated herein by reference (“**Grantor’s Property**”).

B. Grantees are the owners of certain real property which is located in McCall, Valley County, Idaho, which is more particularly described in the attached **Exhibit B**, which is incorporated herein by reference (“**Grantees’ Property**”).

C. University Lane (aka “University Loop”) is an unpaved lane which traverses Grantor’s property and which provides access across Grantor’s Property to Grantees’ Property. University Lane is depicted on the attached **Exhibit C**.

D. University Lane is a “loop road”. Grantees possess an Easement to utilize University Lane for ingress and egress to and from Grantees’ Property. As such, and as depicted on Exhibit C, the University Lane “loop” provides two means of access to Grantees’ Property. Grantees have agreed to vacate and relinquish their easement to the southwestern portion of the University Lane “loop”. The portion of the said existing easement which is being relinquished by Grantees is depicted for illustrative purposes only in the attached **Exhibit D** and is legally described in the attached **Exhibit E**.

E. Grantor has agreed to grant Grantees an easement to the remaining portion of University Lane, which easement will be expanded to include a new cul-de-sac sufficient in its dimensions to satisfy the applicable life safety codes, as depicted in the attached Exhibit D. The new easement will provide Grantees, and their guests, invitees, successors and assigns with ingress and egress from Davis Avenue to and including the aforesaid cul-de-sac. The new

easement is legally described in the attached **Exhibit F**. Grantor has also agreed to be responsible for the maintenance and repair of the new Easement.

F. The parties desire to memorialize the terms of their agreement.

### **AGREEMENT**

**WHEREFORE**, for good and valuable consideration the parties do covenant, promise and agree as follows:

1. **GRANT OF EASEMENT:** Grantor hereby grants to Grantees a permanent, irrevocable, non-exclusive easement to the property which is described and depicted in the attached Exhibit F for use by Grantee, together with her guests, invitees, successors, and assigns for ingress and egress to and from Grantees' Property (the "**Easement**").

2. **CONDITIONS OF EASEMENT:**

(a) This Easement is described as a "non-exclusive Easement", because Grantor and Grantor's guests, invitees, successors and assigns shall also enjoy the right to use the Road.

(b) Grantor shall be solely responsible for the maintenance and repair of the Easement, sufficient to maintain it in its current condition, normal wear and tear excepted. Such maintenance shall include the plowing of snow to allow use of the Easement on a year round basis. Grantees shall have the right, but not the obligation, to also perform maintenance and repairs of the Easement.

(c) Grantees shall not expand, enlarge or alter the Easement, or remove any trees from the Easement, without the prior written consent of Grantor, which consent may be withheld or granted in Grantor's sole discretion.

(d) No gates shall be placed across the Easement, without the prior written consent of Grantor and Grantees.

(e) The rights granted herein to Grantees may not be conveyed or assigned by Grantees except as an appurtenance to Grantees' property.

(f) Grantees hereby indemnify, agree to hold Grantor harmless regarding, and waives as to Grantor, any claims of any kind for damages, fees, costs, or relief of any kind, which may be asserted against Grantor by Grantees, or its shareholders, members, officers, directors, employees, guests or invitees regarding the Easement, save and except only claims for the enforcement of the terms of this Easement Agreement.



(g) Grantor shall be entitled to engage in any use of the Easement which does not unreasonably impair or interfere with the use of the Easement by Grantees.

(h) Grantor shall retain the right to relocate Easement at Grantor’s sole option and expense, subject to the relocation providing reasonably equivalent access to Grantee’s Property, the relocated Easement is provided and maintained in the same or better condition as the prior location, and Grantor records in the official records of Valley County a revised Exhibit F to this Easement Agreement to replace the Exhibit F attached hereto.

3. **COVENANT RUNNING WITH PROPERTIES:** The Easement shall constitute a covenant appurtenant to, benefiting and running with Grantees’ Property and burdening and running with Grantor’s Property, as the same are described herein. The provisions of this Agreement shall bind and inure to the benefit of the heirs, assigns and successors-in-interest of the parties.

4. **WAIVER AND QUITCLAIM OF ANY OTHER CLAIMS OF EASEMENT:** Grantees hereby relinquish, waive and quitclaim unto Grantor any and all existing easements across Grantor’s Property which may exist in favor of Grantees, whether created by express grant or use and whether private or public, including but not limited to any such easement which was conveyed by or through the State of Idaho by means of that certain State of Idaho Deed (Instrument No. 12889, Certificate No. 25624), dated August 21, 1987, or otherwise.


5. **ATTORNEYS FEES:** In the event that any dispute arises regarding the legal consequence, interpretation, application or enforcement of this Agreement, then the prevailing party in such dispute shall be entitled to recover his/her attorneys fees and costs incurred, including attorneys fees and costs incurred on appeal.

**WHEREFORE**, the parties have set their hands to this Agreement effective the date and year first above indicated.

**GRANTOR:**  
**BOARD OF REGENTS OF THE UNIVERSITY OF IDAHO**

By: \_\_\_\_\_  
**Daniel R Ewart**  
Vice President for Infrastructure

GRANTEES:

  
\_\_\_\_\_  
ROY J. ELLSWORTH

  
\_\_\_\_\_  
FRANCES ELLSWORTH

**ACKNOWLEDGEMENT**

STATE OF IDAHO)

) ss.

County of Latah )

On this \_\_\_\_\_ day of \_\_\_\_\_, 2017, before me, \_\_\_\_\_, a Notary Public in and for said State, personally appeared **Daniel R Ewart**, known or identified to me to be the Vice President for Infrastructure for the University of Idaho, who executed this Agreement, and acknowledged to me that such Board of Regents of the University of Idaho executed the same.

IN WITNESS WHEREOF, I have hereunto set my hand and affixed my official seal, the day and year in this certificate first above written.

\_\_\_\_\_  
NOTARY PUBLIC FOR IDAHO  
My Commission Expires: \_\_\_\_\_

ACKNOWLEDGEMENT

STATE OF Idaho )  
 ) ss.  
County of Ada )

On this 18<sup>th</sup> day of April, 2017, before me, Severo Hernandez Garcia  
a Notary Public, in and for said State, personally appeared **FRANCES ELLSWORTH**, known or  
identified to me to be the person whose name is subscribed to the within instrument and  
acknowledged that she executed the same.

IN WITNESS WHEREOF, I have hereunto set my hand and affixed my official seal, the  
day and year in this certificate first above written.



Severo Hernandez Garcia  
NOTARY PUBLIC FOR Boise, Idaho  
My Commission Expires: 9/6/18

ACKNOWLEDGEMENT

STATE OF Idaho )  
 ) ss.  
County of Ada )

On this 18<sup>th</sup> day of Apr: 1, 2017, before me, Severo Hernandez Garcia  
a Notary Public, in and for said State, personally appeared **ROY J. ELLSWORTH**, known or  
identified to me to be the person whose name is subscribed to the within instrument and  
acknowledged that she executed the same.

IN WITNESS WHEREOF, I have hereunto set my hand and affixed my official seal, the  
day and year in this certificate first above written.



Severo Hernandez Garcia  
NOTARY PUBLIC FOR Boise, Idaho  
My Commission Expires: 9/6/18

Limited Liability Company Deed  
Page 4 of 4

Date: November 29, 2012

File No.: 339036-MC (vs)

**EXHIBIT 'A'**

**LEGAL DESCRIPTION:**

A parcel of land being a portion of Government Lots 1 and 2 of Section 4, Township 18 North, Range 3 East, Boise Meridian, Valley County, Idaho, more particularly described as follows: COMMENCING at the East 1/4 corner of said Section 4, monumented by a 2 3/4" brass cap (Corner Record No. 235851), from which the South 1/16 corner common to Sections 4 and 3, monumented by a 2 1/4" Aluminum cap (Corner Record No. 370506), bears South 00°09'27" West, a distance of 1325.21 feet; Thence North 89°47'42" West, coincident with the south line of said Government Lot 1, a distance of 1266.77 feet to a found 2" aluminum cap, RLS 998 and the POINT OF BEGINNING;

Thence South 33°26'19" East, a distance of 279.07 feet to a found 2" aluminum cap, PLS 5357;

Thence North 88°58'08" East, a distance of 482.68 feet to a found 2" aluminum cap, RLS 998;

Thence North 34°22'24" East, a distance of 601.60 feet to a found 2" aluminum cap, RLS 998;

Thence North 44°11'49" West, a distance of 573.40 feet to a 5/8" Rebar with Yellow Plastic Cap marked "WHP PLS 10729", said point also being coincident with the Southeasterly line of Peninsula Lease Lot 6;

Thence South 40°11'36" West, coincident with the Southeasterly line of the Peninsula Lease Lots, a distance of 421.30 feet to a found 2" aluminum cap, PE/LS 2478 and the most southerly corner of Peninsula Lease Lot 2A;

Thence North 50°34'55" West, coincident with the Southwesterly line of said Peninsula Lease Lot 2A, a distance of 168.17 feet to a found 3 1/4" aluminum cap, "WC 2A Dept. of Lands";

Thence continuing North 50°34'55" West, coincident with said Southwesterly line of said Peninsula Lease Lot 2A, a distance of 20.72 feet to the ordinary high water line of Big Payette Lake as determined by the Idaho Department of Lands to be at elevation 4992.59' as referenced to the NAVD88 datum;

Thence along said ordinary high water line the following five courses:

South 34°39'04" West, a distance of 80.21 feet;

South 46°12'36" West, a distance of 115.59 feet;

South 58°07'33" West, a distance of 116.74 feet;

South 54°38'21" West, a distance of 110.40 feet;

South 56°13'36" West, a distance of 86.52 feet;

Thence leaving said ordinary high water line, South 42°00'07" East, a distance of 44.12 feet to a found 2" aluminum cap, RLS 998;

Thence South 57°25'07" East, a distance of 239.88 feet to the POINT OF BEGINNING.

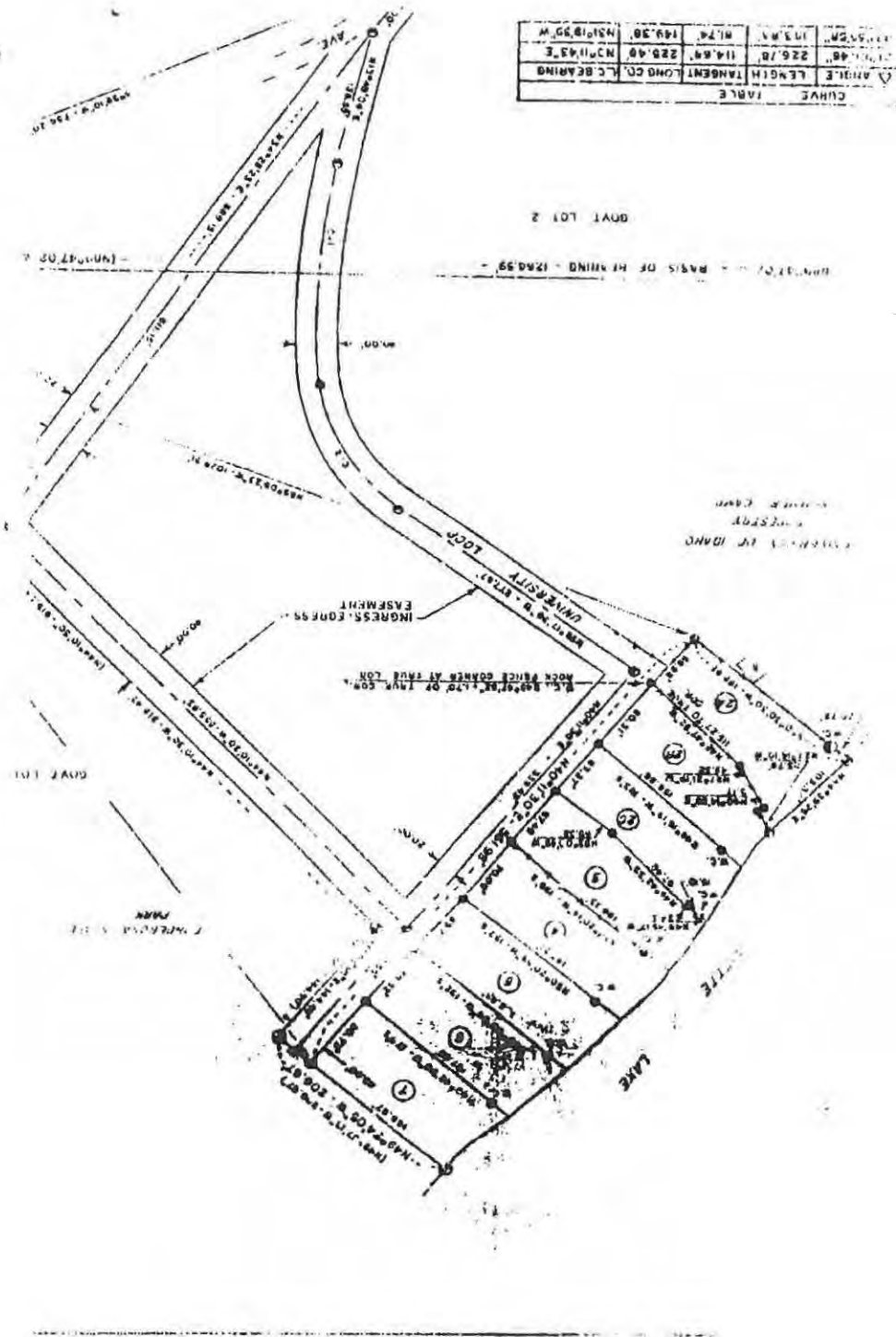
## EXHIBIT "B" TO EASEMENT AGREEMENT

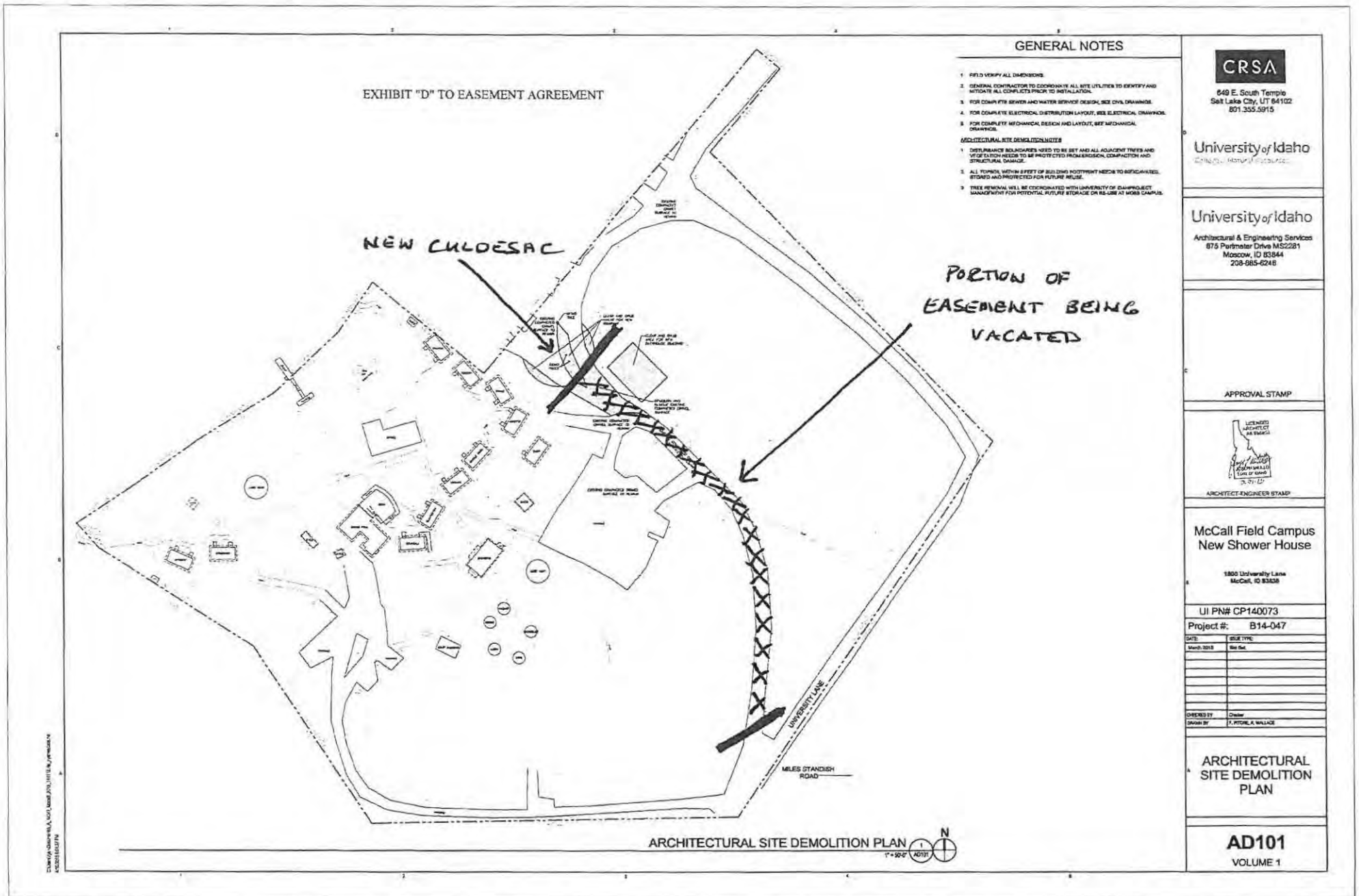
Peninsula lot 5, a parcel of land situated within Government Lot 1 in Section 4, Township 18 North, Range 3 East, B.M., more particularly described as follows: Beginning at the ¼ corner common to Sections 3 and 4 of Twp. 18N., Rg. 3E., B.M.; thence N69°09'23" West, 1029.51 feet to the south corner of Lot 2A of the State of Idaho Peninsula Lease Lots; thence N40°11'30" East, 341.22 feet along the southeasterly line of said Peninsula Lease Lots to the True Point of Beginning, which point is on the northwesterly right-of-way line of a 40.00 foot wide ingress-egress easement known as University Loop of the City of McCall, Idaho; thence N50°20'59" West 197.00 feet, more or less, to a point on the southeasterly shore of Payette Lake; thence northeasterly 70.00 feet, more or less, along the southeasterly shore of Payette Lake; thence S50°09'54" East, 192.00 feet, more or less, to a point on the northwesterly right-of-way of said University Loop; thence S40°11'30" West, 69.71 feet along the northwesterly right-of-way line of University Loop to the True Point of Beginning. TOGETHER WITH AND SUBJECT TO a 40.00 foot wide ingress-egress easement, known as University Loop of the City of McCall, Idaho, within Government Lots 1 and 2 of Sec. 4, Twp. 18N., Rg. 3E., B.M., being 20.00 feet wide on each side of the following described centerline: Beginning at the ¼ corner common to Sections 3 and 4 of Twp. 18N., Rg. 3E., B.M.; thence S65°59'10" West, 756.20 feet to the point on the centerline of Davis Avenue of the City of McCall, Idaho, which point is the True Point of Beginning and on the centerline of said Ingress-egress easement; thence N34°25'23" East, 77.00 feet; thence N13°45'06" East, 136.59 feet to a point of curvature; thence a distance of 226.76 feet along the arc of a 615.37 foot radius curve left with a central angle of 21°06'46" and a long chord bearing N3°11'43" East, 225.48 feet to a point of compound curvature; thence a distance of 153.83 feet along the arc of a 183.88 foot radius curve left with a central angle of 47°55'58" and a long chord bearing N31°19'39" West, 149.38 feet to a point in tangent; thence N40°11'30" East, 162.55 feet to the Point of ending. ALSO INCLUDING a second 40.00 foot wide ingress-egress easement, known as University Loop of the City of McCall, Idaho, within Government Lots 1 and 2 of Sec. 4, Twp. 18N., Rg. 3E., B.M., being 20.00 feet wide on each side of the following described centerline: Beginning at the ¼ corner common to Sections 3 and 4 of Twp. 18N., Rg. 3E., B.M.; thence S69°59'10" West, 756.20 feet to a point on the centerline of Davis Avenue of the City of McCall, Idaho; thence N34°25'23" East, 77.00 feet to the True Point of Beginning; thence N34°25'23" East, 611.15 feet along the centerline of said Ingress-egress easement; thence N44°10'30" West, 555.83 feet to the Point of Ending, which point is a point of intersection with the first described portion of University Loop.

EXHIBIT "C" TO EASEMENT AGREEMENT

156312

8/10/87





GENERAL NOTES

1. FIELD VERIFY ALL DIMENSIONS.
  2. GENERAL CONTRACTOR TO COORDINATE ALL SITE UTILITIES TO IDENTIFY AND NOTICATE ALL CONFLICTS PRIOR TO INSTALLATION.
  3. FOR DOWN FEED SEWER AND WATER SERVICE DESIGN, SEE CIVIL DRAWINGS.
  4. FOR COMPLETE ELECTRICAL DISTRIBUTION LAYOUT, SEE ELECTRICAL DRAWINGS.
  5. FOR COMPLETE MECHANICAL DESIGN AND LAYOUT, SEE MECHANICAL DRAWINGS.
- STRUCTURAL SITE DEMOLITION NOTES
1. DISTURBANCE INDICATORS USED TO BE SET AND ALL ADJACENT TREES AND VEGETATION NEED TO BE PROTECTED FROM ABUSE, CORROSION AND STRUCTURAL DAMAGE.
  2. ALL FENCING WITHIN EFFECT OF BUILDING FOOTPRINT NEED TO BE IDENTIFIED, STORED AND PROTECTED FOR FUTURE REUSE.
  3. TREE REMOVAL WILL BE COORDINATED WITH UNIVERSITY OF IDAHO PROJECT MANAGEMENT FOR POTENTIAL FUTURE STORAGE OR RE-USE AT MOSS CAMPUS.

**CRSA**  
 649 E. South Temple  
 Salt Lake City, UT 84102  
 801.355.5915

University of Idaho  
 College of Architecture

University of Idaho  
 Architectural & Engineering Services  
 875 Postmaster Drive MS2281  
 Moscow, ID 83844  
 208-885-6248

APPROVAL STAMP



ARCHITECT-ENGINEER STAMP

McCall Field Campus  
 New Shower House

1800 University Lane  
 McCall, ID 83428

UI PN# CP140073  
 Project #: B14-047

DATE	SCALE
March 2013	See Set

ORDERED BY: Owner  
 DRAWN BY: F. FITZGERALD WALLACE

ARCHITECTURAL  
 SITE DEMOLITION  
 PLAN

AD101  
 VOLUME 1



**MOSS Campus – Exhibit 'E'**  
**Description for Ingress/Egress Easement Vacation**

August 26, 2016

A strip of land 40.00 foot wide, being a portion of the ingress/egress easement known as University Loop, as shown on Record of Survey Instrument No. 156312, Valley County Records, located in Government Lots 1 and 2 of Section 4, Township 18 North, Range 3 East, Boise Meridian, Valley County, Idaho, more particularly described as follows:

**COMMENCING** at the E1/4 corner of said Section 4, marked by a brass cap (Corner Record No. 235851), from which the S 1/16 corner common to Sections 3 and 4, marked by an aluminum cap (Corner Record No. 370506), bears South 00°09'27" West, a distance of 1325.21 feet;

Thence North 46°23'46" West, a distance of 401.48 feet to an aluminum cap marking the easterly corner of said parcel;

Thence South 34°22'24" West, coincident with the southeasterly line of said parcel, a distance of 601.60 feet to an aluminum cap marking the southeasterly corner of the parcel shown on said Record of Survey;

Thence South 88°58'08" West, coincident with the southerly line of said parcel, a distance of 30.67 feet to the **POINT OF BEGINNING**;

Thence continuing South 88°58'08" West, coincident with the southerly line of said parcel, a distance of 0.92 feet to the westerly line of said University Loop;

Thence North 13°44'13" East, coincident with said westerly line, a distance of 116.63 feet to the beginning of a tangent curve to the left;

Thence northerly, coincident with said westerly line, along the arc of said curve to the left, an arc distance of 219.39 feet, said curve having a radius of 595.37 feet, a central angle of 21°06'46" and a chord bearing of North 03°10'50" East, a distance of 218.15 feet to the beginning of a compound curve;

Thence northwesterly, coincident with the southwesterly line of said University Loop, along the arc of said compound curve, an arc distance of 137.10 feet, said curve having a radius of 163.88 feet, a central angle of 47°55'58" and a chord bearing of North 31°20'32" West, a distance of 133.14 feet;

Thence North 55°18'31" West, coincident with said southwesterly line, a distance of 215.08 feet to the beginning of a non-tangent curve to the left;

Thence northeasterly, along the arc of said curve to the left, an arc distance of 48.95 feet, said curve having a radius of 50.00 feet, a central angle of 56°05'49" and a chord bearing of North 66°24'24" East, a distance of 47.02 feet;

Thence South 55°18'31" East, coincident with the northeasterly line of said University Loop, a distance of 190.36 feet to the beginning of a tangent curve to the right;

Thence southeasterly, coincident with said northeasterly line, along the arc of said curve to the right, an arc distance of 170.56 feet, said curve having a radius of 203.88 feet, a central angle of

47°55'58" and a chord bearing of South 31°20'32" East, a distance of 165.63 feet to the beginning of a compound curve;

Thence southerly, coincident with the easterly line of said University Loop, along the arc of said compound curve, an arc distance of 234.13 feet, said curve having a radius of 635.37 feet, a central angle of 21°06'46" and a chord bearing of South 03°10'50 West, a distance of 232.80 feet;

Thence South 13°44'13" West, coincident with said easterly line, a distance of 12.55 feet;

Thence South 34°22'24" West, parallel and offset 25.00 feet westerly of the easterly line of said parcel, a distance of 110.96 feet to the **POINT OF BEGINNING**.

The above described parcel contains 25,771 square feet or 0.592 acres, more or less.

Together with and subject to covenants, easements, and restrictions of record.

The basis of bearings for this parcel is Grid North, Idaho State Plane Coordinate System, West Zone.

Kevin Borah, P.L.S.



License No. 10561

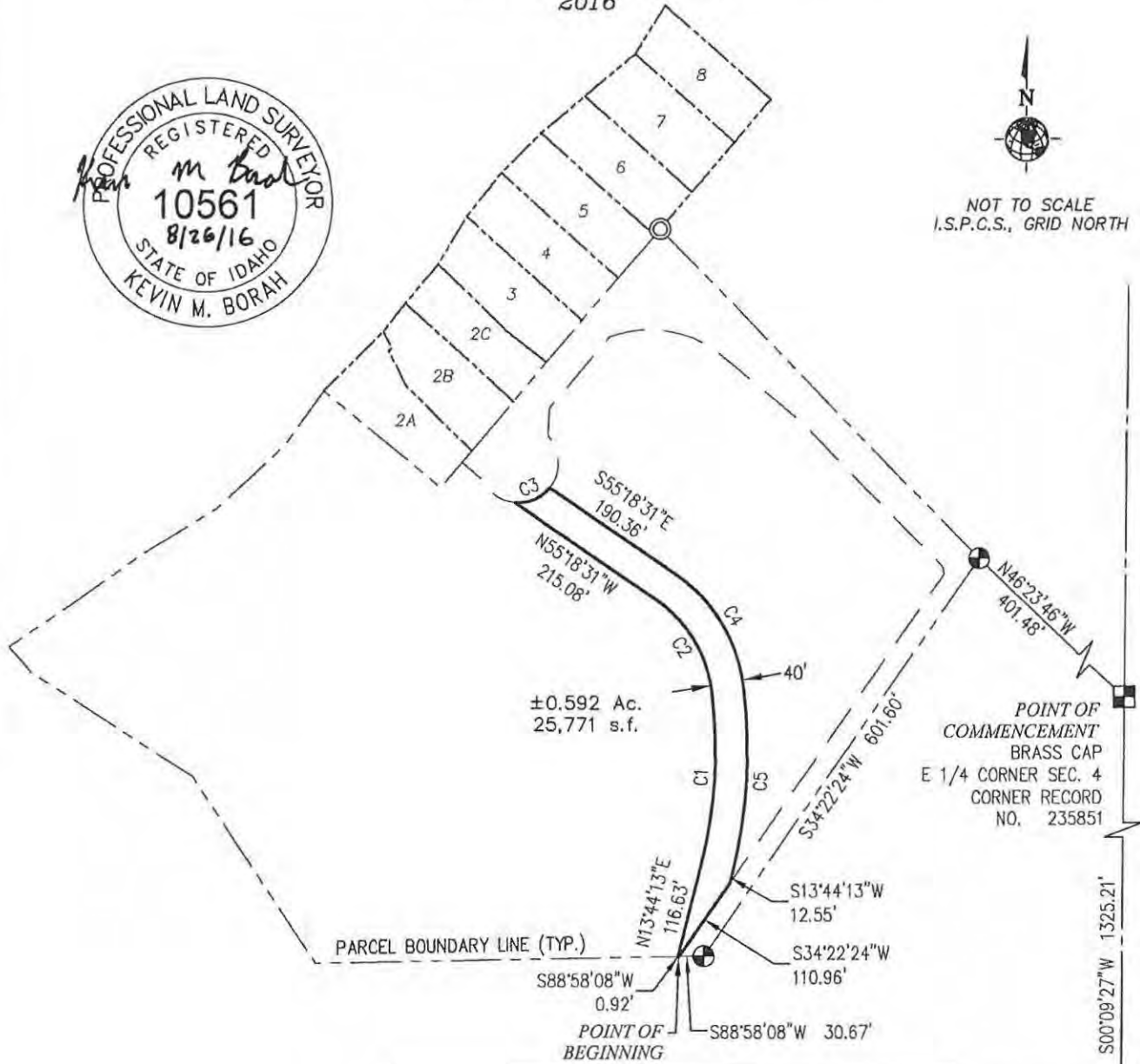
# SKETCH FOR EXHIBIT 'E'

## MOSS CAMPUS INGRESS/EGRESS EASEMENT VACATION

A PARCEL OF LAND BEING A PORTION OF GOVERNMENT LOTS 1 AND 2,  
SECTION 4, T. 18 N., R. 3 E., BOISE MERIDIAN,  
VALLEY COUNTY, IDAHO  
2016



NOT TO SCALE  
I.S.P.C.S., GRID NORTH



CURVE TABLE					
CURVE #	DELTA	RADIUS	LENGTH	CH. BEARING	CH. DIST.
C1	21°06'46"	595.37	219.39	N3°10'50"E	218.15
C2	47°55'58"	163.88	137.10	N31°20'32"W	133.14
C3	56°05'49"	50.00	48.95	N66°24'24"E	47.02
C4	47°55'58"	203.88	170.56	S31°20'32"E	165.63
C5	21°06'46"	635.37	234.13	S3°10'50"W	232.80

ALUMINUM CAP  
S 1/16 CORNER  
SEC. 3 & 4  
CORNER RECORD  
370506

# WHPacific

2141 W Airport Way, Ste 104  
Boise, ID 83705  
208-342-5400 Fax 208-342-5353  
www.whpacific.com

## EXHIBIT "F" TO EASEMENT AGREEMENT

MOSS Campus – Exhibit 'A'

May 27, 2015

A parcel of land being a portion of the parcel shown on Record of Survey Instrument No. 374058, Valley County Records, located in Government Lots 1 and 2 of Section 4, Township 18 North, Range 3 East, Boise Meridian, Valley County, Idaho, more particularly described as follows:

**COMMENCING** at the E1/4 corner of said Section 4, marked by a brass cap (Corner Record No. 235851), from which the S 1/16 corner common to Sections 3 and 4, marked by an aluminum cap (Corner Record No. 370506), bears South 00°09'27" West, a distance of 1325.21 feet;

Thence North 46°23'46" West, a distance of 401.48 feet to an aluminum cap marking the easterly corner of said parcel and the **POINT OF BEGINNING**;

Thence South 34°22'24" West, coincident with the southeasterly line of said parcel, a distance of 601.60 feet to an aluminum cap marking the southeasterly corner of said parcel;

Thence South 88°58'08" West, coincident with the southerly line of said parcel, a distance of 30.67 feet;

Thence North 34°22'24" East, parallel with and offset 25.00 feet northwesterly of the southeasterly line of said parcel, a distance of 575.43 feet to the beginning of a tangent curve to the left;

Thence northerly, along the arc of said curve to the left, an arc distance of 13.71 feet, said curve having a radius of 10.00 feet, a central angle of 78°34'13" and a chord bearing of North 04°54'43" West, a distance of 12.66 feet;

Thence North 44°11'49" West, parallel with and offset 40.00 feet southwesterly of the northeasterly line of said parcel, a distance of 253.36 feet;

Thence North 50°50'50" West, a distance of 129.24 feet to the beginning of a tangent curve to the left;

Thence westerly, along the arc of said curve to the left, an arc distance of 146.50 feet, said curve having a radius of 140.00 feet, a central angle of 59°57'21" and a chord bearing of North 80°49'31" West, a distance of 139.91 feet;

Thence South 40°11'36" West, parallel with and offset 40.00 feet southeasterly of the northwesterly line of said parcel, a distance of 114.98 feet;

Thence South 02°26'50" West, a distance of 34.11 feet to the beginning of a non-tangent curve to the right;

Thence southwesterly, along the arc of said curve to the right, an arc distance of 172.81 feet, said curve having a radius of 50.00 feet, a central angle of 198°01'12" and a chord bearing of South 55°55'03" West, a distance of 98.77 feet;

Thence North 49°48'24" West, perpendicular to the northwesterly line of said parcel, a distance of 34.11 feet to said northwesterly line;

Thence North 40°11'36" East, coincident with said northwesterly line, a distance of 380.05 feet to a 5/8" rebar with plastic cap PLS 10729 marking the northerly corner of said parcel;

Thence South 44°11'49" East, coincident with the northeasterly line of said parcel, a distance of 573.40 feet to the **POINT OF BEGINNING**.

The above described parcel contains 62,585 square feet or 1.437 acres, more or less.

Together with and subject to covenants, easements, and restrictions of record.

The basis of bearings for this parcel is Grid North, Idaho State Plane Coordinate System, West Zone.

Kevin Borah, P.L.S.



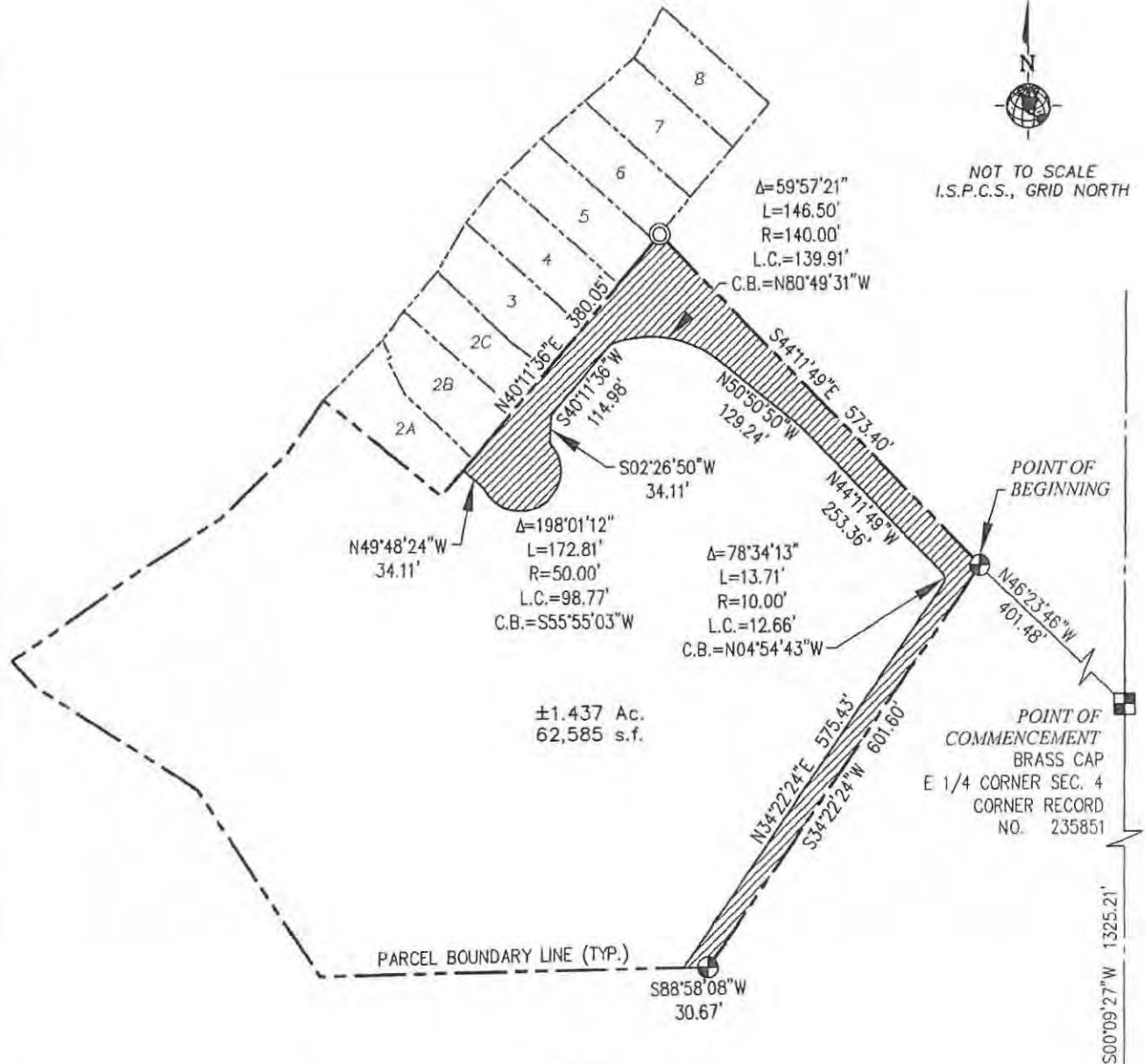
License No. 10561

Exhibit F

A PARCEL OF LAND BEING A GOVERNMENT LOT 1,  
SECTION 4, T. 18 N., R. 3 E., BOISE MERIDIAN,  
VALLEY COUNTY, IDAHO  
2015



NOT TO SCALE  
I.S.P.C.S., GRID NORTH



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 Boise, ID 83705  
 208-342-5400 Fax 208-342-5353  
 www.whpacific.com



## EASEMENT AGREEMENT

**THIS EASEMENT AGREEMENT** is entered into effective this \_\_\_\_\_ day of \_\_\_\_\_, 2017, by and between **BOARD OF REGENTS OF THE UNIVERSITY OF IDAHO**, a state educational institution and body politic and corporate organized and existing under the Constitution and laws of the State of Idaho, whose mailing address is University of Idaho, ATTN: V.P. for Infrastructure, 875 Perimeter Dr. MS 3162, Moscow, Idaho 83844-3162 (“**Grantor**”), and **PATRICIA K. TOTTEN, married, sole and separate**, whose address is 6260 Holland Road, Cumming, Georgia, 30041 (“**Grantee**”).

## RECITALS

A. Grantor is the owner of certain real property which is located in McCall, Valley County, Idaho, and which is more particularly described in the attached **Exhibit A**, which is incorporated herein by reference (“**Grantor’s Property**”).

B. Grantee is the owner of certain real property which is located in McCall, Valley County, Idaho, which is more particularly described in the attached **Exhibit B**, which is incorporated herein by reference (“**Grantee’s Property**”).

C. University Lane (aka “University Loop”) is an unpaved lane which traverses Grantor’s property and which provides access across Grantor’s Property to Grantee’s Property. University Lane is depicted on the attached **Exhibit C**.

D. University Lane is a “loop road”. Grantee possesses an Easement to utilize University Lane for ingress and egress to and from Grantee’s Property. As such, and as depicted on Exhibit C, the University Lane “loop” provides two means of access to Grantee’s Property. Grantee has agreed to vacate and relinquish her easement to the southwestern portion of the University Lane “loop”. The portion of the said existing easement which is being relinquished by Grantee is depicted for illustrative purposes only in the attached **Exhibit D** and is legally described in the attached **Exhibit E**.

E. Grantor has agreed to grant Grantee an easement to the remaining portion of University Lane, which easement will be expanded to include a new cul-de-sac sufficient in its dimensions to satisfy the applicable life safety codes, as depicted in the attached Exhibit D. The new easement will provide Grantee, and her guests, invitees, successors and assigns with ingress and egress from Davis Avenue to and including the aforesaid cul-de-sac. The new easement is

legally described in the attached **Exhibit F**. Grantor has also agreed to be responsible for the maintenance and repair of the new Easement.

F. The parties desire to memorialize the terms of their agreement.

**AGREEMENT**

**WHEREFORE**, for good and valuable consideration the parties do covenant, promise and agree as follows:

1. **GRANT OF EASEMENT:** Grantor hereby grants to Grantee a permanent, irrevocable, non-exclusive easement to the property which is described and depicted in the attached Exhibit F for use by Grantee, together with her guests, invitees, successors, and assigns for ingress and egress to and from Grantee's Property (the "**Easement**").

2. **CONDITIONS OF EASEMENT:**

(a) This Easement is described as a "non-exclusive Easement", because Grantor and Grantor's guests, invitees, successors and assigns shall also enjoy the right to use the Road.

(b) Grantor shall be solely responsible for the maintenance and repair of the Easement, sufficient to maintain it in its current condition, normal wear and tear excepted. Such maintenance shall include the plowing of snow to allow use of the Easement on a year-round basis. Grantee shall have the right, but not the obligation, to also perform maintenance and repairs of the Easement.

(c) Grantee shall not expand, enlarge or alter the Easement, or remove any trees from the Easement, without the prior written consent of Grantor, which consent may be withheld or granted in Grantor's sole discretion.

(d) No gates shall be placed across the Easement, without the prior written consent of Grantor and Grantee.

(e) The rights granted herein to Grantee may not be conveyed or assigned by Grantee except as an appurtenance to Grantee's property.

(f) Grantee hereby indemnifies, agrees to hold Grantor harmless regarding, and waives as to Grantor, any claims of any kind for damages, fees, costs, or relief of any kind, which may be asserted against Grantor by Grantee, or its shareholders, members, officers, directors, employees, guests or invitees regarding the Easement, save and except only claims for the enforcement of the terms of this Easement Agreement.



(g) Grantor shall be entitled to engage in any use of the Easement which does not unreasonably impair or interfere with the use of the Easement by Grantee.

(h) Grantor shall retain the right to relocate Easement at Grantor’s sole option and expense, subject to the relocation providing reasonably equivalent access to Grantee’s Property, the relocated Easement is provided and maintained in the same or better condition as the prior location, and Grantor records in the official records of Valley County a revised Exhibit F to this Easement Agreement to replace the Exhibit F attached hereto.

3. **COVENANT RUNNING WITH PROPERTIES:** The Easement shall constitute a covenant appurtenant to, benefiting and running with Grantee’s Property and burdening and running with Grantor’s Property, as the same are described herein. The provisions of this Agreement shall bind and inure to the benefit of the heirs, assigns and successors-in-interest of the parties.

4. **WAIVER AND QUITCLAIM OF ANY OTHER CLAIMS OF EASEMENT:** Grantee hereby relinquishes, waives and quitclaims unto Grantor any and all existing easements across Grantor’s Property which may exist in favor of Grantee, whether created by express grant or use and whether private or public, including but not limited to any such easement which was conveyed by or through that certain State of Idaho Deed (SD No. 13836) which was filed of record with the Office of Recorder of Valley County, Idaho on January 17, 2014 as Instrument No. 382894, or otherwise.

5. **ATTORNEYS FEES:** In the event that any dispute arises regarding the legal consequence, interpretation, application or enforcement of this Agreement, then the prevailing party in such dispute shall be entitled to recover his/her attorneys fees and costs incurred, including attorneys fees and costs incurred on appeal.

**WHEREFORE**, the parties have set their hands to this Agreement effective the date and year first above indicated.

**GRANTOR:  
BOARD OF REGENTS OF THE UNIVERSITY OF IDAHO**

By: \_\_\_\_\_  
**Daniel R Ewart**  
Vice President for Infrastructure

GRANTEE:

\_\_\_\_\_  
PATRICIA K. TOTTEN

ACKNOWLEDGEMENTS

STATE OF IDAHO            )  
  ) ss.  
County of Latah            )

On this        day of        , 2017, before me,        , a Notary Public in and for said State, personally appeared **Daniel R Ewart**, known or identified to me to be the Vice President for Infrastructure for the University of Idaho, who executed this Agreement, and acknowledged to me that such Board of Regents of the University of Idaho executed the same. IN WITNESS WHEREOF, I have hereunto set my hand and affixed my official seal, the day and year in this certificate first above written.

\_\_\_\_\_  
NOTARY PUBLIC FOR \_\_\_\_\_  
My Commission Expires: \_\_\_\_\_

ACKNOWLEDGEMENTS

STATE OF \_\_\_\_\_ )  
 ) ss.  
County of \_\_\_\_\_ )

On this \_\_\_\_\_ day of \_\_\_\_\_, 2017, before me, \_\_\_\_\_,  
a Notary Public, in and for said State, personally appeared **PATRICIA K. TOTTEN**, known or  
identified to me to be the person whose name is subscribed to the within instrument and  
acknowledged that she executed the same.

IN WITNESS WHEREOF, I have hereunto set my hand and affixed my official seal, the  
day and year in this certificate first above written.

\_\_\_\_\_  
NOTARY PUBLIC FOR \_\_\_\_\_  
My Commission Expires: \_\_\_\_\_

Limited Liability Company Deed  
Page 4 of 4

Date: November 29, 2012

File No.: 339036-MC (vs)

**EXHIBIT 'A'**

**LEGAL DESCRIPTION:**

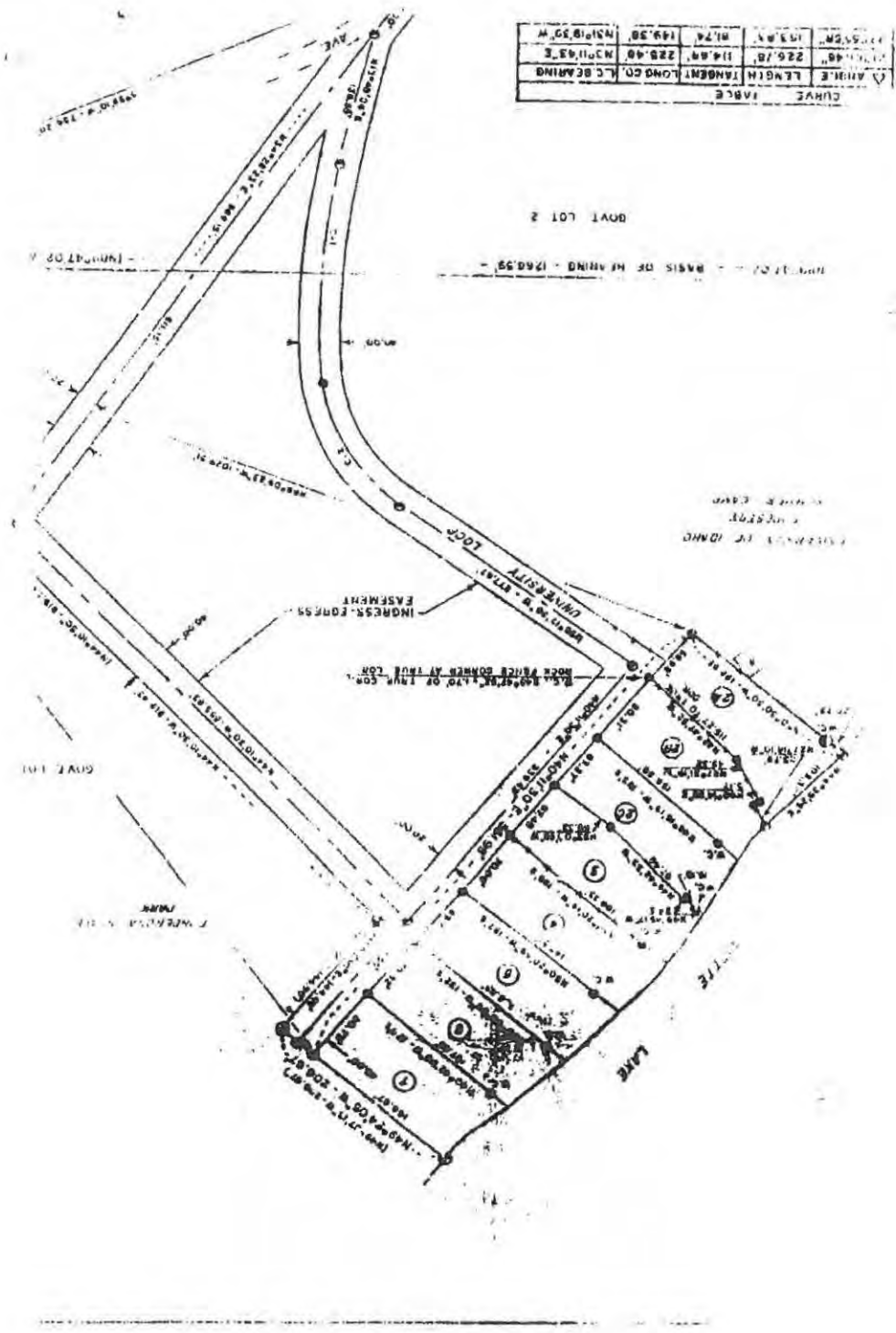
A parcel of land being a portion of Government Lots 1 and 2 of Section 4, Township 18 North, Range 3 East, Boise Meridian, Valley County, Idaho, more particularly described as follows: COMMENCING at the East 1/4 corner of said Section 4, monumented by a 2 3/4" brass cap (Corner Record No. 235851), from which the South 1/16 corner common to Sections 4 and 3, monumented by a 2 1/4" Aluminum cap (Corner Record No. 370506), bears South 00°09'27" West, a distance of 1325.21 feet; Thence North 89°47'42" West, coincident with the south line of said Government Lot 1, a distance of 1266.77 feet to a found 2" aluminum cap, RLS 998 and the POINT OF BEGINNING; Thence South 33°26'19" East, a distance of 279.07 feet to a found 2" aluminum cap, PLS 5357; Thence North 88°58'08" East, a distance of 482.68 feet to a found 2" aluminum cap, RLS 998; Thence North 34°22'24" East, a distance of 601.60 feet to a found 2" aluminum cap, RLS 998; Thence North 44°11'49" West, a distance of 573.40 feet to a 5/8" Rebar with Yellow Plastic Cap marked "WHP PLS 10729", said point also being coincident with the Southeasterly line of Peninsula Lease Lot 6; Thence South 40°11'36" West, coincident with the Southeasterly line of the Peninsula Lease Lots, a distance of 421.30 feet to a found 2" aluminum cap, PE/LS 2478 and the most southerly corner of Peninsula Lease Lot 2A; Thence North 50°34'55" West, coincident with the Southwesterly line of said Peninsula Lease Lot 2A, a distance of 168.17 feet to a found 3 1/4" aluminum cap, "WC 2A Dept. of Lands"; Thence continuing North 50°34'55" West, coincident with said Southwesterly line of said Peninsula Lease Lot 2A, a distance of 20.72 feet to the ordinary high water line of Big Payette Lake as determined by the Idaho Department of Lands to be at elevation 4992.59' as referenced to the NAVD88 datum; Thence along said ordinary high water line the following five courses:  
 South 34°39'04" West, a distance of 80.21 feet;  
 South 46°12'36" West, a distance of 115.59 feet;  
 South 58°07'33" West, a distance of 116.74 feet;  
 South 54°38'21" West, a distance of 110.40 feet;  
 South 56°13'36" West, a distance of 86.52 feet;  
 Thence leaving said ordinary high water line, South 42°00'07" East, a distance of 44.12 feet to a found 2" aluminum cap, RLS 998;  
 Thence South 57°25'07" East, a distance of 239.88 feet to the POINT OF BEGINNING.

**EXHIBIT "B" TO EASEMENT AGREEMENT**

Lot 1, Block 3, State Subdivision-University, Valley County, Idaho, as shown on the Plat recorded October 24, 2013, as Instrument No. 381370.

EXHIBIT "C" TO EASEMENT AGREEMENT

156312  
8/10/87



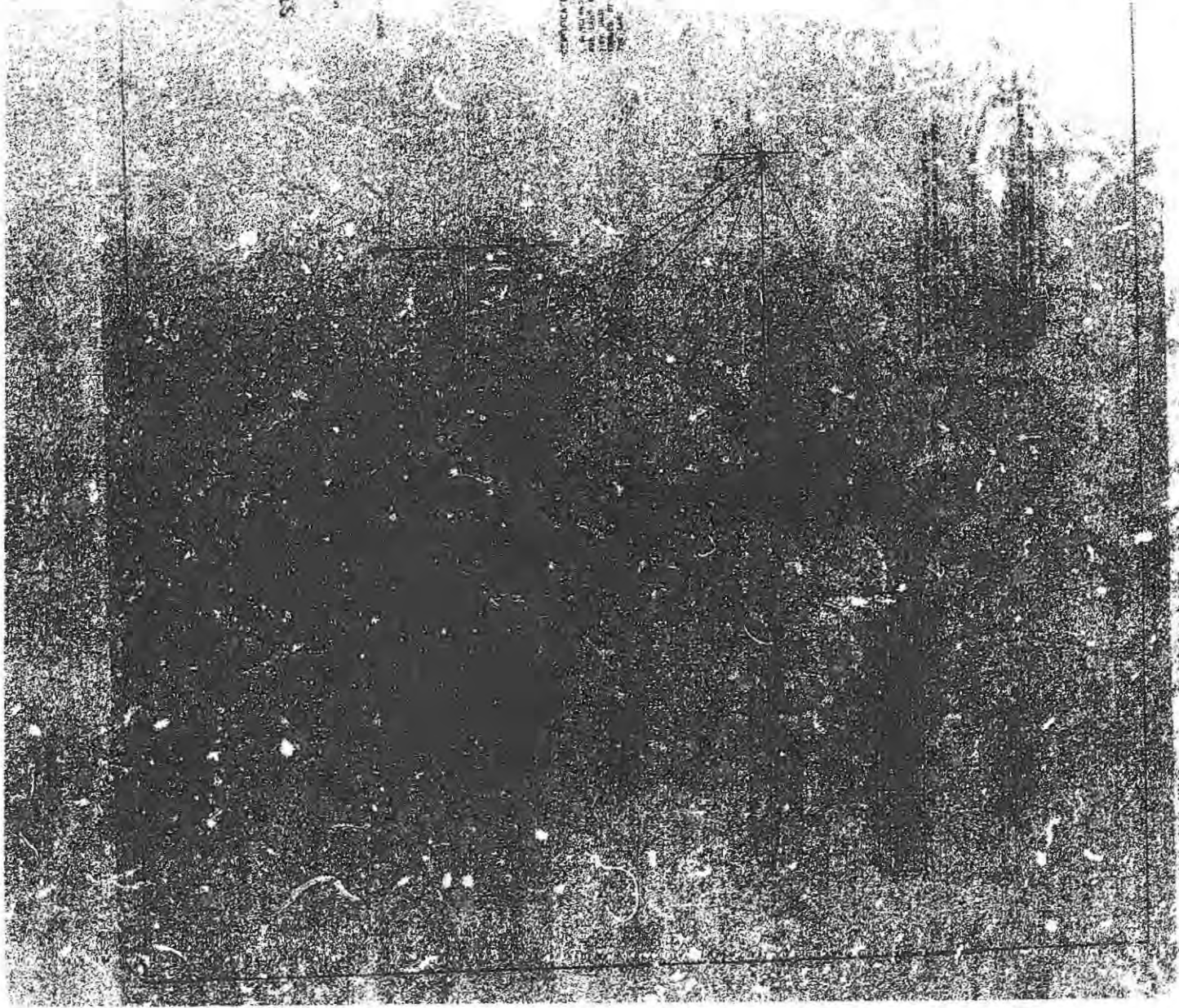
156312  
8/10/87

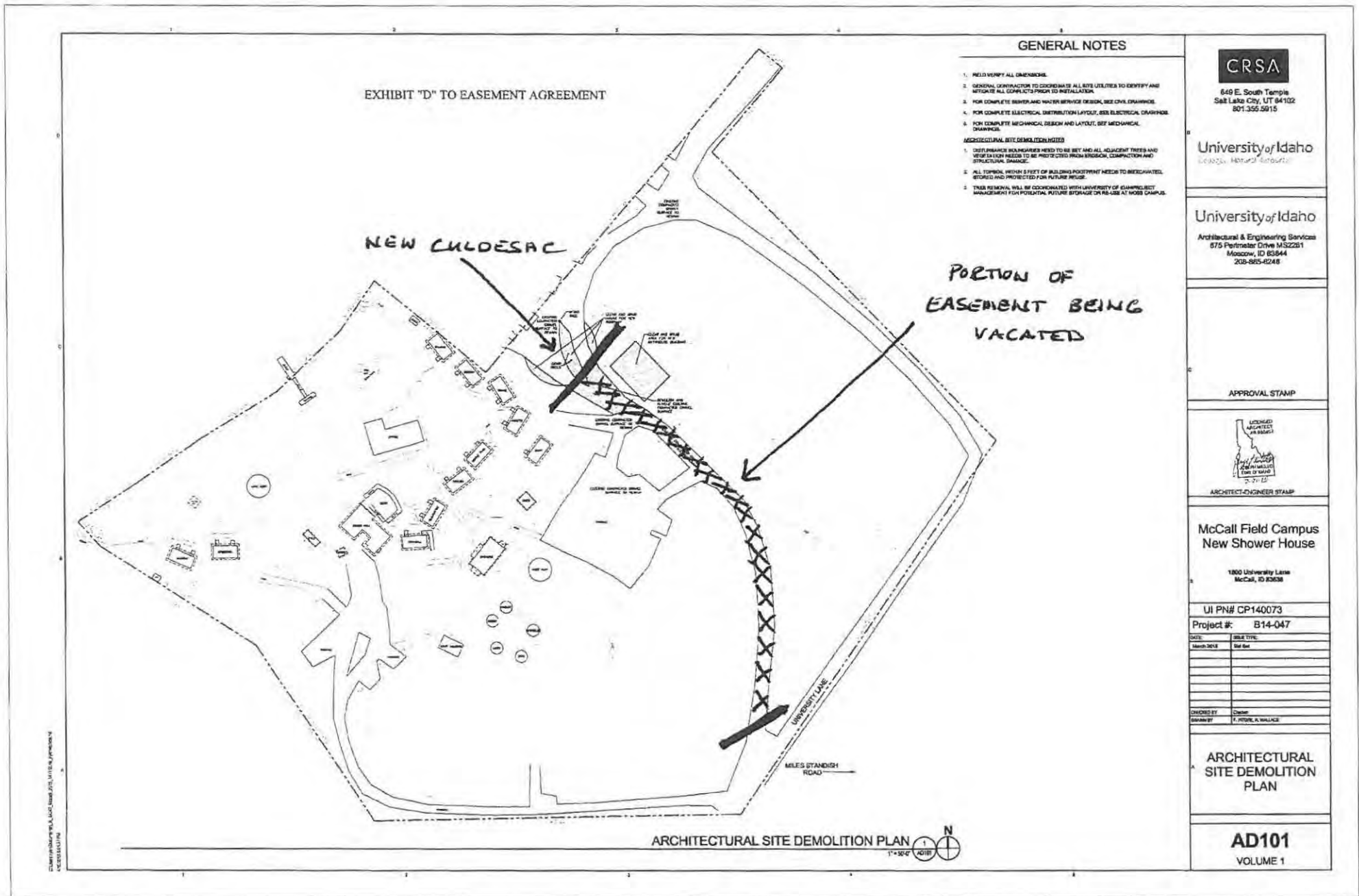
STATE OF IOWA  
DEPARTMENT OF REVENUE  
DES MOINES, IOWA

RECEIVED  
STATE OF IOWA  
DEPARTMENT OF REVENUE  
DES MOINES, IOWA



DEPARTMENT OF REVENUE  
DES MOINES, IOWA





GENERAL NOTES

1. FIELD VERIFY ALL DIMENSIONS.
  2. GENERAL CONTRACTOR TO COORDINATE ALL SITE UTILITIES TO IDENTIFY AND NOTICATE ALL CONFLICTS PRIOR TO INSTALLATION.
  3. FOR COMPLETE SEWER AND WATER SERVICE DESIGN, SEE CIVIL DRAWINGS.
  4. FOR COMPLETE ELECTRICAL DISTRIBUTION LAYOUT, SEE ELECTRICAL DRAWINGS.
  5. FOR COMPLETE MECHANICAL DESIGN AND LAYOUT, SEE MECHANICAL DRAWINGS.
- ARCHITECTURAL SITE DEMOLITION NOTES**
1. DISTURBERANCE MEASUREMENTS NEED TO BE SET AND ALL ADJACENT TREES AND VEGETATION NEEDS TO BE PROTECTED FROM BRUSHING, COMPACTON AND STRUCTURAL DAMAGE.
  2. ALL TOPSOIL WITHIN 5 FEET OF BUILDING FOOTPRINT NEEDS TO BE SEPARATED, STOCKPILED AND PROTECTED FOR FUTURE REUSE.
  3. TRAIL REMOVAL WILL BE COORDINATED WITH UNIVERSITY OF IDAHO SUBJECT MANAGEMENT FOR POTENTIAL FUTURE STORAGE OR RE-USE AT HOUS CAMPUS.



849 E. South Temple  
Salt Lake City, UT 84102  
801.355.5015

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University of Idaho

Architectural & Engineering Services  
875 Pastorek Drive MS2281  
Moscow, ID 83844  
208-885-8248

APPROVAL STAMP



ARCHITECT-ENGINEER STAMP

McCall Field Campus  
New Shower House

1800 University Lane  
McCall, ID 83638

UI PN# CP140073

Project #: B14-047

DATE	SCALE	BY
March 2018	1/8" = 1'-0"	AD

CHECKED BY: CHAMBERLAIN  
DATE: 3/1/18

ARCHITECTURAL  
SITE DEMOLITION  
PLAN

AD101  
VOLUME 1



**MOSS Campus – Exhibit ‘E’**  
**Description for Ingress/Egress Easement Vacation**

August 26, 2016

A strip of land 40.00 foot wide, being a portion of the ingress/egress easement known as University Loop, as shown on Record of Survey Instrument No. 156312, Valley County Records, located in Government Lots 1 and 2 of Section 4, Township 18 North, Range 3 East, Boise Meridian, Valley County, Idaho, more particularly described as follows:

**COMMENCING** at the E1/4 corner of said Section 4, marked by a brass cap (Corner Record No. 235851), from which the S 1/16 corner common to Sections 3 and 4, marked by an aluminum cap (Corner Record No. 370506), bears South 00°09'27" West, a distance of 1325.21 feet;

Thence North 46°23'46" West, a distance of 401.48 feet to an aluminum cap marking the easterly corner of said parcel;

Thence South 34°22'24" West, coincident with the southeasterly line of said parcel, a distance of 601.60 feet to an aluminum cap marking the southeasterly corner of the parcel shown on said Record of Survey;

Thence South 88°58'08" West, coincident with the southerly line of said parcel, a distance of 30.67 feet to the **POINT OF BEGINNING**;

Thence continuing South 88°58'08" West, coincident with the southerly line of said parcel, a distance of 0.92 feet to the westerly line of said University Loop;

Thence North 13°44'13" East, coincident with said westerly line, a distance of 116.63 feet to the beginning of a tangent curve to the left;

Thence northerly, coincident with said westerly line, along the arc of said curve to the left, an arc distance of 219.39 feet, said curve having a radius of 595.37 feet, a central angle of 21°06'46" and a chord bearing of North 03°10'50" East, a distance of 218.15 feet to the beginning of a compound curve;

Thence northwesterly, coincident with the southwesterly line of said University Loop, along the arc of said compound curve, an arc distance of 137.10 feet, said curve having a radius of 163.88 feet, a central angle of 47°55'58" and a chord bearing of North 31°20'32" West, a distance of 133.14 feet;

Thence North 55°18'31" West, coincident with said southwesterly line, a distance of 215.08 feet to the beginning of a non-tangent curve to the left;

Thence northeasterly, along the arc of said curve to the left, an arc distance of 48.95 feet, said curve having a radius of 50.00 feet, a central angle of 56°05'49" and a chord bearing of North 66°24'24" East, a distance of 47.02 feet;

Thence South 55°18'31" East, coincident with the northeasterly line of said University Loop, a distance of 190.36 feet to the beginning of a tangent curve to the right;

Thence southeasterly, coincident with said northeasterly line, along the arc of said curve to the right, an arc distance of 170.56 feet, said curve having a radius of 203.88 feet, a central angle of

47°55'58" and a chord bearing of South 31°20'32" East, a distance of 165.63 feet to the beginning of a compound curve;

Thence southerly, coincident with the easterly line of said University Loop, along the arc of said compound curve, an arc distance of 234.13 feet, said curve having a radius of 635.37 feet, a central angle of 21°06'46" and a chord bearing of South 03°10'50 West, a distance of 232.80 feet;

Thence South 13°44'13" West, coincident with said easterly line, a distance of 12.55 feet;

Thence South 34°22'24" West, parallel and offset 25.00 feet westerly of the easterly line of said parcel, a distance of 110.96 feet to the **POINT OF BEGINNING**.

The above described parcel contains 25,771 square feet or 0.592 acres, more or less.

Together with and subject to covenants, easements, and restrictions of record.

The basis of bearings for this parcel is Grid North, Idaho State Plane Coordinate System, West Zone.

Kevin Borah, P.L.S.



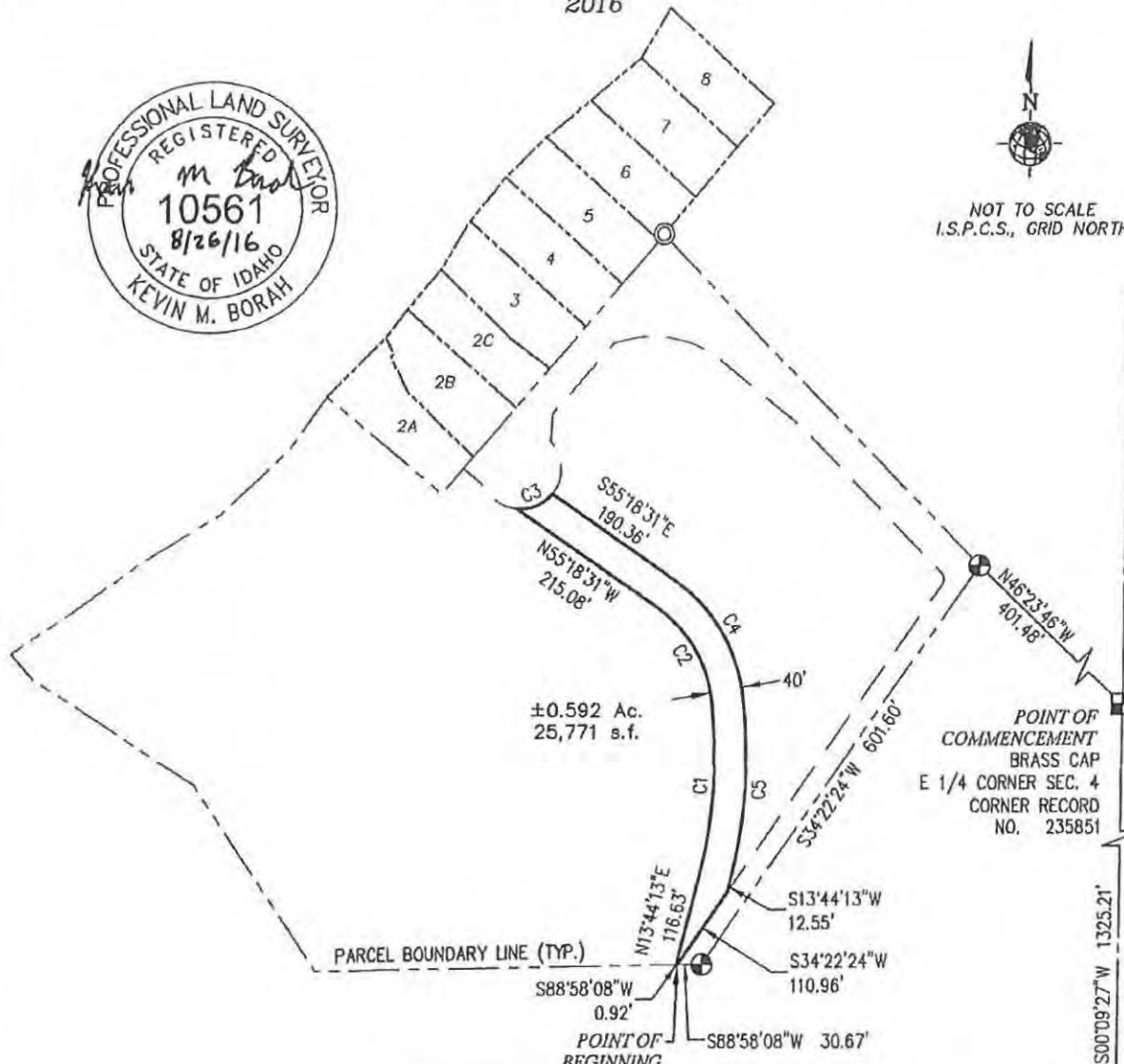
License No. 10561

## SKETCH FOR EXHIBIT 'E' MOSS CAMPUS INGRESS/EGRESS EASEMENT VACATION

A PARCEL OF LAND BEING A PORTION OF GOVERNMENT LOTS 1 AND 2,  
SECTION 4, T. 18 N., R. 3 E., BOISE MERIDIAN,  
VALLEY COUNTY, IDAHO  
2016



NOT TO SCALE  
I.S.P.C.S., GRID NORTH



±0.592 Ac.  
25,771 s.f.

POINT OF COMMENCEMENT  
BRASS CAP  
E 1/4 CORNER SEC. 4  
CORNER RECORD  
NO. 235851

ALUMINUM CAP  
S 1/16 CORNER  
SEC. 3 & 4  
CORNER RECORD  
370506

CURVE TABLE					
CURVE #	DELTA	RADIUS	LENGTH	CH. BEARING	CH. DIST.
C1	21°06'46"	595.37	219.39	N3°10'50"E	218.15
C2	47°55'58"	163.88	137.10	N31°20'32"W	133.14
C3	56°05'49"	50.00	48.95	N66°24'24"E	47.02
C4	47°55'58"	203.88	170.56	S31°20'32"E	165.63
C5	21°06'46"	635.37	234.13	S3°10'50"W	232.80

**WHPacific**  
2141 W Airport Way, Ste 104  
Boise, ID 83705  
208-342-5400 Fax 208-342-5353  
www.whpacific.com

## EXHIBIT "F" TO EASEMENT AGREEMENT

MOSS Campus – Exhibit 'A'

May 27, 2015

A parcel of land being a portion of the parcel shown on Record of Survey Instrument No. 374058, Valley County Records, located in Government Lots 1 and 2 of Section 4, Township 18 North, Range 3 East, Boise Meridian, Valley County, Idaho, more particularly described as follows:

COMMENCING at the E1/4 corner of said Section 4, marked by a brass cap (Corner Record No. 235851), from which the S 1/16 corner common to Sections 3 and 4, marked by an aluminum cap (Corner Record No. 370506), bears South 00°09'27" West, a distance of 1325.21 feet;

Thence North 46°23'46" West, a distance of 401.48 feet to an aluminum cap marking the easterly corner of said parcel and the **POINT OF BEGINNING**;

Thence South 34°22'24" West, coincident with the southeasterly line of said parcel, a distance of 601.60 feet to an aluminum cap marking the southeasterly corner of said parcel;

Thence South 88°58'08" West, coincident with the southerly line of said parcel, a distance of 30.67 feet;

Thence North 34°22'24" East, parallel with and offset 25.00 feet northwesterly of the southeasterly line of said parcel, a distance of 575.43 feet to the beginning of a tangent curve to the left;

Thence northerly, along the arc of said curve to the left, an arc distance of 13.71 feet, said curve having a radius of 10.00 feet, a central angle of 78°34'13" and a chord bearing of North 04°54'43" West, a distance of 12.66 feet;

Thence North 44°11'49" West, parallel with and offset 40.00 feet southwesterly of the northeasterly line of said parcel, a distance of 253.36 feet;

Thence North 50°50'50" West, a distance of 129.24 feet to the beginning of a tangent curve to the left;

Thence westerly, along the arc of said curve to the left, an arc distance of 146.50 feet, said curve having a radius of 140.00 feet, a central angle of 59°57'21" and a chord bearing of North 80°49'31" West, a distance of 139.91 feet;

Thence South 40°11'36" West, parallel with and offset 40.00 feet southeasterly of the northwesterly line of said parcel, a distance of 114.98 feet;

Thence South 02°26'50" West, a distance of 34.11 feet to the beginning of a non-tangent curve to the right;

Thence southwesterly, along the arc of said curve to the right, an arc distance of 172.81 feet, said curve having a radius of 50.00 feet, a central angle of 198°01'12" and a chord bearing of South 55°55'03" West, a distance of 98.77 feet;

Thence North 49°48'24" West, perpendicular to the northwesterly line of said parcel, a distance of 34.11 feet to said northwesterly line;

Thence North 40°11'36" East, coincident with said northwesterly line, a distance of 380.05 feet to a 5/8" rebar with plastic cap PLS 10729 marking the northerly corner of said parcel;

Thence South 44°11'49" East, coincident with the northeasterly line of said parcel, a distance of 573.40 feet to the **POINT OF BEGINNING**.

The above described parcel contains 62,585 square feet or 1.437 acres, more or less.

Together with and subject to covenants, easements, and restrictions of record.

The basis of bearings for this parcel is Grid North, Idaho State Plane Coordinate System, West Zone.

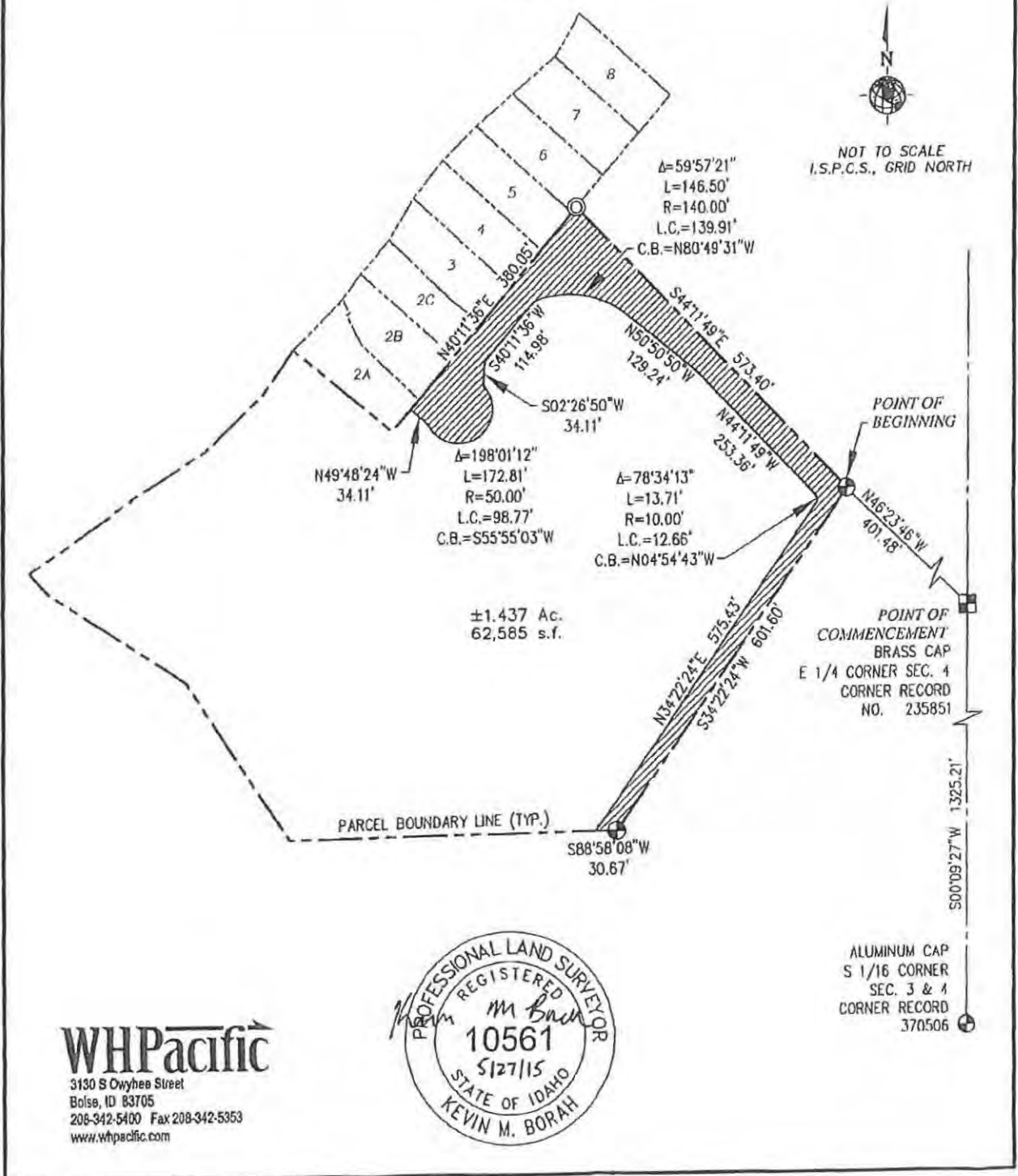
Kevin Borah, P.L.S.



License No. 10561

Exhibit F

A PARCEL OF LAND BEING A GOVERNMENT LOT 1,  
SECTION 4, T. 18 N., R. 3 E., BOISE MERIDIAN,  
VALLEY COUNTY, IDAHO  
2015



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 10561  
 5127115  
 STATE OF IDAHO  
 KEVIN M. BORAH

## EASEMENT AGREEMENT

**THIS EASEMENT AGREEMENT** is entered into effective this \_\_\_\_\_ day of \_\_\_\_\_, 2017, by and between **BOARD OF REGENTS OF THE UNIVERSITY OF IDAHO**, a state educational institution and body politic and corporate organized and existing under the Constitution and laws of the State of Idaho, whose mailing address is University of Idaho, ATTN: V.P. for Infrastructure, 875 Perimeter Dr. MS 3162, Moscow, Idaho 83844-3162 (“**Grantor**”), and **FELICIA HARRIS BURKHALTER, TRUSTEE OF THE BURKHALTER FAMILY TRUST**, whose address is 2710 Shady Lane, Boise, Idaho 83716 (“**Grantee**”).

## RECITALS

- A. Grantor is the owner of certain real property which is located in McCall, Valley County, Idaho, and which is more particularly described in the attached **Exhibit A**, which is incorporated herein by reference (“**Grantor’s Property**”).
- B. Grantee is the owner of certain real property which is located in McCall, Valley County, Idaho, which is more particularly described in the attached **Exhibit B**, which is incorporated herein by reference (“**Grantee’s Property**”).
- C. University Lane (aka “University Loop”) is an unpaved lane which traverses Grantor’s property and which provides access across Grantor’s Property to Grantee’s Property. University Lane is depicted on the attached **Exhibit C**.
- D. University Lane is a “loop road”. Grantee possesses an Easement to utilize University Lane for ingress and egress to and from Grantee’s Property (“**Grantee’s Easement**”). As such, and as depicted on Exhibit C, the University Lane “loop” provides two means of access to Grantee’s Property. Grantee has agreed to vacate and relinquish a portion of Grantee’s Easement. The portion of Grantee’s Easement which is being vacated and relinquished by Grantee is depicted for illustrative purposes only in the attached **Exhibit D** and is legally described in the attached **Exhibit E**.
- E. Except only for the aforesaid vacated portion, Grantee’s Easement shall remain in effect, valid and enforceable.
- F. The parties desire to memorialize the terms of their agreement.

## AGREEMENT

**WHEREFORE**, for good and valuable consideration the parties do covenant, promise and agree as follows:

1. **VACATION BY GRANTEE OF PORTION OF GRANTEE'S EASEMENT:** Grantee hereby relinquishes, waives and quitclaims unto Grantor the portion of Grantee's Easement which is described and depicted in the attached Exhibit E.

2. **CONDITIONS OF GRANTEE'S VACATION:** As part of the consideration for Grantee's aforesaid vacation and relinquishment of the said portion of Grantee's Easement, Grantor agrees to the following conditions:

(a) Grantor shall construct a culdesac at the terminus of the portion of Grantee's Easement being retained by Grantee, in approximately the location depicted in the attached Exhibit D. The culdesac shall be sized and configured sufficient to comply with all applicable fire, life and safety codes. Grantor shall construct and maintain a crash gate at the terminus of the culdesac, sufficient to allow for use and access by emergency vehicles.

(b) Grantor shall be solely responsible for the maintenance and repair of University Lane, from its point of departure from Davis Avenue to and including the culdesac (the "**Road**"), in such manner and with such frequency as is reasonably necessary to maintain the Road in its present condition, normal wear and tear excepted, and to maintain the Road in a condition which is usable on a year-round basis by Grantee and its beneficiaries, trustees, beneficiaries' families, guests, invitees, and successors. The maintenance shall include grading, dust abatement and snow plowing. Snow shall be plowed from the travelled portion of the Road and reasonable effort shall be made to avoid blocking driveways with plowed snow. Grantee shall have the right, but not the obligation, to also perform maintenance and repairs of the Road.

(c) Grantee shall not expand or enlarge the Road without the prior written consent of Grantor, which consent may be withheld or granted in Grantor's sole discretion.

(d) No gates shall be placed across the Road, without the prior written consent of Grantor and Grantee, except for the above described crash gate.

(e) Grantor acknowledges the validity of the portion of Grantee's Easement



being retained by Grantee and shall not take any actions which materially interfere with the use by Grantee, and its beneficiaries, trustees, beneficiaries' families, guests, invitees, and successors, of the retained portion of Grantee's Easement.

(f) Grantor shall be entitled to engage in any use of the Road which does not unreasonably impair or interfere with the use of the Road by Grantee or its beneficiaries, trustees, beneficiaries' families, guests, invitees, and successors.

(g) Grantor shall retain the right to relocate the retained portion of Grantee's Easement at Grantor's sole option and expense, subject to the relocated alignment being within Grantor's Property as described in the attached Exhibit A, the relocation providing reasonably equivalent access to Grantee's Property, the relocated Easement being provided and maintained in the same or better condition as the prior location, and Grantor recording in the official records of Valley County a metes and bounds legal description for the realigned easement, subject to Grantees approval which shall not be unreasonably withheld .

3. **ATTORNEYS FEES:** In the event that any dispute arises regarding the legal consequence, interpretation, application or enforcement of this Agreement, then the prevailing party in such dispute shall be entitled to recover his/her attorneys fees and costs incurred, including attorneys fees and costs incurred on appeal.

4. **OTHER RIGHTS:** This Easement Agreement shall not affect in any way Grantee's rights as conveyed to Grantee in Grantee's acquisition of Grantee's Property from the State of Idaho, save and except only the rights of ingress and egress which are modified herein.

5. **LANDSCAPING FEATURES:** Grantor shall construct and maintain the landscaping features which are identified in the attached **Exhibit F**. Grantees may install a split rail fence on the berm as shown in **Exhibit F** and if installed by Grantees, then Grantors shall maintain that fence.

WHEREFORE, the parties have set their hands to this Agreement effective the date and year first above indicated.

GRANTOR:  
BOARD OF REGENTS OF THE UNIVERSITY OF IDAHO

By: \_\_\_\_\_  
**Daniel R Ewart**  
Vice President for Infrastructure

GRANTEE:

\_\_\_\_\_  
**FELICIA HARRIS BURKHALTER, TRUSTEE OF THE BURKHALTER FAMILY TRUST**

ACKNOWLEDGEMENT

STATE OF IDAHO)  
  ) ss.  
County of Latah     )

On this \_\_\_\_\_ day of \_\_\_\_\_, 2017, before me, \_\_\_\_\_, a Notary Public in and for said State, personally appeared **Daniel R Ewart**, known or identified to me to be the Vice President for Infrastructure for the University of Idaho, who executed this Agreement, and acknowledged to me that such Board of Regents of the University of Idaho executed the same.

IN WITNESS WHEREOF, I have hereunto set my hand and affixed my official seal, the day and year in this certificate first above written.

\_\_\_\_\_  
NOTARY PUBLIC FOR IDAHO  
My Commission Expires: \_\_\_\_\_

ACKNOWLEDGEMENT

STATE OF \_\_\_\_\_ )  
 ) ss.  
County of \_\_\_\_\_ )

On this \_\_\_\_\_ day of \_\_\_\_\_, 2017, before me, \_\_\_\_\_,  
a Notary Public, in and for said State, personally appeared **FELICIA HARRIS  
BURKHALTER, TRUSTEE OF THEBURKHALTER FAMILY TRUST**, known or  
identified to me to be the person whose name is subscribed to the within instrument and  
acknowledged that she executed the same.

IN WITNESS WHEREOF, I have hereunto set my hand and affixed my official seal, the  
day and year in this certificate first above written.

\_\_\_\_\_  
NOTARY PUBLIC FOR \_\_\_\_\_  
My Commission Expires: \_\_\_\_\_

Limited Liability Company Deed  
Page 4 of 4

Date: November 29, 2012

File No.: 339036-MC (vs)

**EXHIBIT 'A'**

**LEGAL DESCRIPTION:**

A parcel of land being a portion of Government Lots 1 and 2 of Section 4, Township 18 North, Range 3 East, Boise Meridian, Valley County, Idaho, more particularly described as follows: COMMENCING at the East 1/4 corner of said Section 4, monumented by a 2 3/4" brass cap (Corner Record No. 235851), from which the South 1/16 corner common to Sections 4 and 3, monumented by a 2 1/4" Aluminum cap (Corner Record No. 370506), bears South 00°09'27" West, a distance of 1325.21 feet; Thence North 89°47'42" West, coincident with the south line of said Government Lot 1, a distance of 1266.77 feet to a found 2" aluminum cap, RLS 998 and the POINT OF BEGINNING; Thence South 33°26'19" East, a distance of 279.07 feet to a found 2" aluminum cap, PLS 5357; Thence North 88°58'08" East, a distance of 482.68 feet to a found 2" aluminum cap, RLS 998; Thence North 34°22'24" East, a distance of 601.60 feet to a found 2" aluminum cap, RLS 998; Thence North 44°11'49" West, a distance of 573.40 feet to a 5/8" Rebar with Yellow Plastic Cap marked "WHP PLS 10729", said point also being coincident with the Southeasterly line of Peninsula Lease Lot 6; Thence South 40°11'36" West, coincident with the Southeasterly line of the Peninsula Lease Lots, a distance of 421.30 feet to a found 2" aluminum cap, PE/LS 2478 and the most southerly corner of Peninsula Lease Lot 2A; Thence North 50°34'55" West, coincident with the Southwesterly line of said Peninsula Lease Lot 2A, a distance of 168.17 feet to a found 3 1/4" aluminum cap, "WC 2A Dept. of Lands"; Thence continuing North 50°34'55" West, coincident with said Southwesterly line of said Peninsula Lease Lot 2A, a distance of 20.72 feet to the ordinary high water line of Big Payette Lake as determined by the Idaho Department of Lands to be at elevation 4992.59' as referenced to the NAVD88 datum; Thence along said ordinary high water line the following five courses:  
South 34°39'04" West, a distance of 80.21 feet;  
South 46°12'36" West, a distance of 115.59 feet;  
South 58°07'33" West, a distance of 116.74 feet;  
South 54°38'21" West, a distance of 110.40 feet;  
South 56°13'36" West, a distance of 86.52 feet;  
Thence leaving said ordinary high water line, South 42°00'07" East, a distance of 44.12 feet to a found 2" aluminum cap, RLS 998;  
Thence South 57°25'07" East, a distance of 239.88 feet to the POINT OF BEGINNING.

EXHIBIT "B"  
LEGAL DESCRIPTION

Peninsula Lot 3- A parcel of land situated within Government Lot 1 of Section 4, Township 18 North, Range 3 E, Boise Meridian, more particularly described as follows:

Beginning at the 1/4 corner common to Sections 3 and 4 of Township 18 North, Range 3 East, Boise Meridian;

Thence North 69° 09' 23" West, 1029.51 feet to the South corner of Lot 2A of the State of Idaho Peninsula Lease Lots;  
Thence North 40° 11' 30" East, 203.66 feet along the southeasterly line of said Peninsula Lease Lots to the TRUE POINT OF BEGINNING, which point is on the northwesterly right-of-way line of a 40.00 foot wide ingress-egress easement known as University Loop of the City of McCall, Idaho;  
Thence North 53° 00' 49" West, 69.32 feet;  
Thence North 45° 43' 39" West, 97.48 feet;  
Thence North 48° 45' 17" West, 24.00 feet, to a point on the southeasterly shore of Payette Lake;  
Thence northeasterly 63.00 feet, along the ordinary high water mark of Payette Lake;  
Thence South 50° 20' 14" East, 195.00 feet to a point on the northwesterly right-of-way of said University Loop;  
Thence South 40° 11' 30" West, 67.48 feet along the northwesterly right-of-way line of University Loop to the TRUE POINT OF BEGINNING.

Together with and subject to a 40.00 foot wide ingress-egress easement, known as University Loop of the City of McCall, Idaho, within Government Lots 1 and 2 of Section 4, Township 18 North, Range 3 East, Boise Meridian, being 20.00 feet wide on each side of the following described centerline:

Beginning at the 1/4 corner common to Sections 3 and 4 of Township 18 North, Range 3 East, Boise Meridian;  
Thence South 65° 59' 10" West, 756.20 feet to a point on the centerline of Davis Avenue of the City of McCall, Idaho, which point is the TRUE POINT OF BEGINNING and on the centerline of said ingress-egress easement;

Thence North 34° 25' 23" East, 77.00 feet;  
Thence North 13° 45' 06" East, 136.59 feet to a point of curvature;  
Thence a distance of 226.76 feet along the arc of a 615.37 foot radius curve left with a central angle of 21° 06' 46" and a long chord bearing North 03° 11' 43" East, 225.48 feet to a point of compound curvature;

Thence a distance of 153.83 feet along the arc of a 183.88 foot radius curve left with a central angle of 47° 55' 58" and a long chord bearing North 31° 19' 39" West, 149.38 feet to a point on tangent;  
Thence North 55° 17' 38" West, 277.67 feet;  
Thence North 40° 11' 30" East, 339.43 feet;

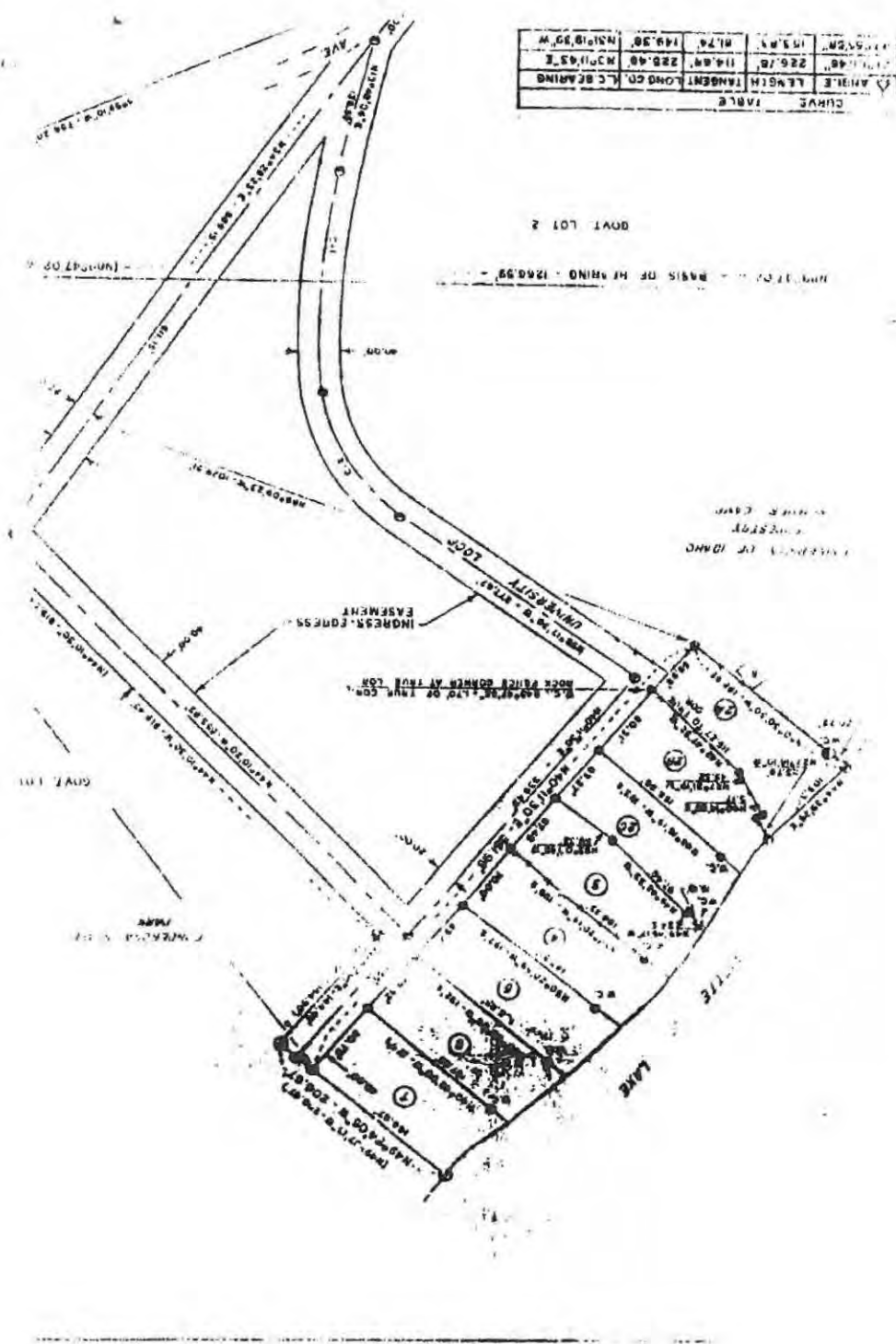
Thence continuing North 40° 11' 30" East, 162.55 feet to the POINT OF ENDING.

ALSO including a second 40.00 foot wide ingress-egress easement, known as University Loop of the City of McCall, Idaho, within Government Lots 1 and 2 of Section 4, Township 18 North, Range 3 East, Boise Meridian, being 20.00 feet wide on each side of the following described centerline:

Beginning at the 1/4 corner common to Sections 3 and 4 of Township 18 North, Range 3 East, Boise Meridian;  
Thence South 65° 59' 10" West, 756.20 feet to a point on the centerline of Davis Avenue of the City of McCall, Idaho;  
Thence North 34°25' 23" East, 77.00 feet to the TRUE POINT OF BEGINNING;  
Thence North 34° 25' 23" East, 611.15 feet along the centerline of said ingress-egress easement;  
Thence North 44° 10" 30" West, 555.83 feet to the POINT OF ENDING, which point is a point of intersection with the first described portion of University Loop.

EXHIBIT "C" TO EASEMENT AGREEMENT

156312  
8/10/87



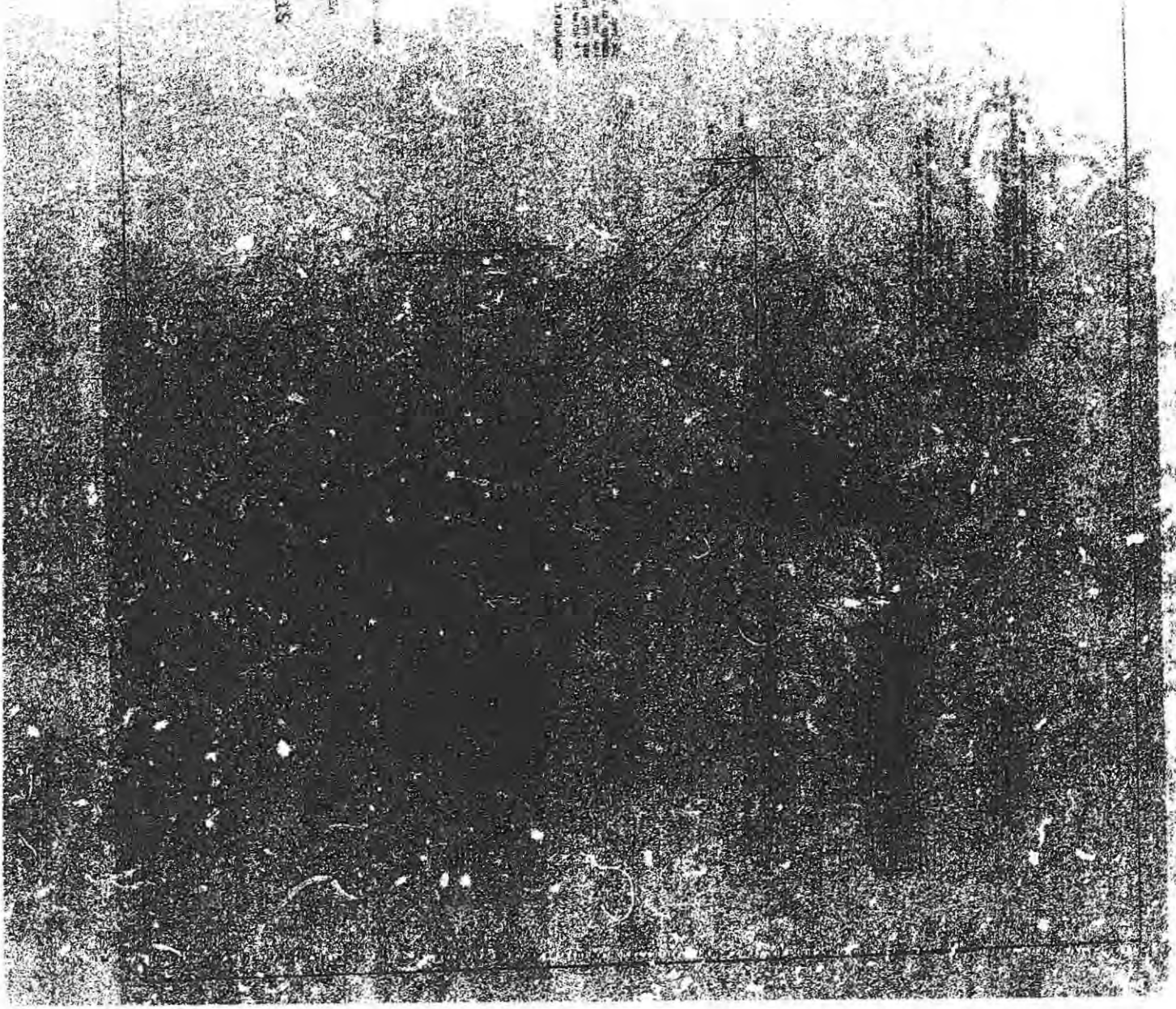
156312  
8/10/87

STATE OF KANSAS  
DEPARTMENT OF REVENUE  
TAXATION DIVISION

CONFIDENTIAL & UNCLASSIFIED  
EXCEPT WHERE SHOWN  
OTHERWISE. INFORMATION  
ON THIS DOCUMENT IS  
PROPERTY OF THE STATE OF KANSAS  
AND IS TO BE KEPT IN THE  
POSSESSION OF THE OFFICE AT WHICH  
ISSUED.



SECURITY OF INFORMATION  
PROTECTION ACT  
K.S.A. 16-1001  
K.S.A. 16-1002  
K.S.A. 16-1003  
K.S.A. 16-1004  
K.S.A. 16-1005  
K.S.A. 16-1006  
K.S.A. 16-1007  
K.S.A. 16-1008  
K.S.A. 16-1009  
K.S.A. 16-1010





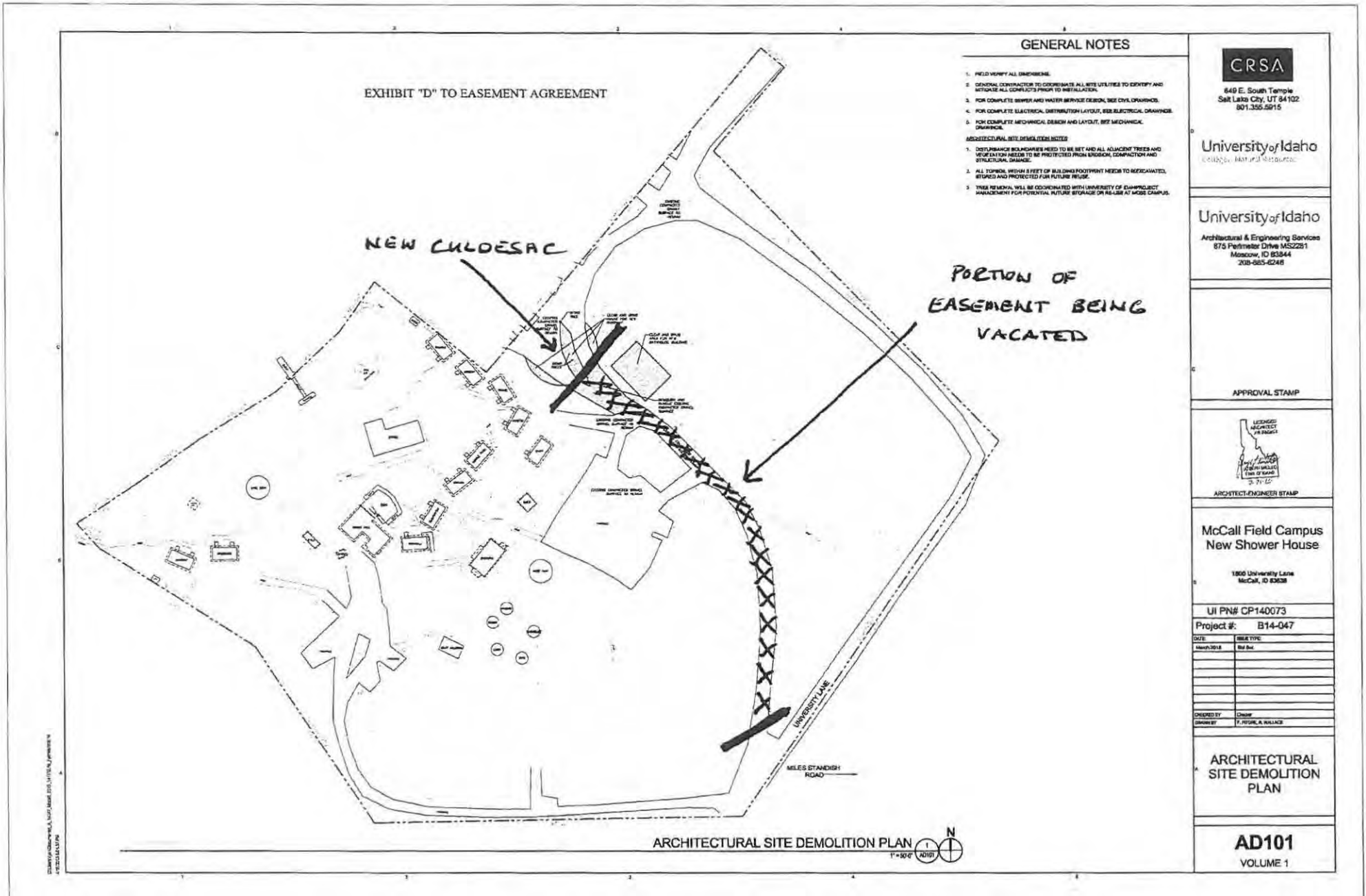


EXHIBIT "D" TO EASEMENT AGREEMENT

NEW CULDESAC

PORTION OF  
EASEMENT BEING  
VACATED

GENERAL NOTES

1. FIELD VERIFY ALL DIMENSIONS.
  2. GENERAL CONTRACTOR TO COORDINATE ALL SITE UTILITIES TO IDENTIFY AND MITIGATE ALL CONFLICTS PRIOR TO INSTALLATION.
  3. FOR COMPLETE SEWER AND WATER SERVICE DESIGN, SEE CIVIL DRAWINGS.
  4. FOR COMPLETE ELECTRICAL DISTRIBUTION LAYOUT, SEE ELECTRICAL DRAWINGS.
  5. FOR COMPLETE MECHANICAL DESIGN AND LAYOUT, SEE MECHANICAL DRAWINGS.
- ARCHITECTURAL SITE DEMOLITION NOTES
1. DISTURBANCE BOUNDARIES NEED TO BE SET AND ALL ADJACENT TREES AND VEGETATION NEED TO BE PROTECTED FROM BREACH, COMPACTION AND STRUCTURAL DAMAGE.
  2. ALL TOPSOIL WITHIN 5 FEET OF BUILDING FOOTPRINT NEEDS TO BE RECLAIMED, STORED AND PROTECTED FOR FUTURE REUSE.
  3. TREE REMOVAL WILL BE COORDINATED WITH UNIVERSITY OF IDAHO PROJECT MANAGEMENT FOR POTENTIAL FUTURE STORAGE OR RE-USE AT MOSE CAMPUS.

**CRSA**  
649 E. South Temple  
Salt Lake City, UT 84102  
801.355.5915

**University of Idaho**  
*College of Natural Resources*

**University of Idaho**  
Architectural & Engineering Services  
875 Perimeter Drive MS2261  
Moscow, ID 83844  
208-885-6248

APPROVAL STAMP

LENDING  
AGREEMENT  
PROJECT  
*(Signature)*  
DATE OF SIGNING  
3/7/18  
ARCHITECT-ENGINEER STAMP

McCall Field Campus  
New Shower House  
1800 University Lane  
McCall, ID 83628

UI PN# CP140073  
Project #: B14-047

DATE	SHEET TYPE
March 2018	Site Plan

ARCHITECTURAL  
SITE DEMOLITION  
PLAN

**AD101**  
VOLUME 1

ARCHITECTURAL SITE DEMOLITION PLAN 1  
1"=80' AD101

**MOSS Campus – Exhibit 'E'**  
**Description for Ingress/Egress Easement Vacation**

August 26, 2016

A strip of land 40.00 foot wide, being a portion of the ingress/egress easement known as University Loop, as shown on Record of Survey Instrument No. 156312, Valley County Records, located in Government Lots 1 and 2 of Section 4, Township 18 North, Range 3 East, Boise Meridian, Valley County, Idaho, more particularly described as follows:

**COMMENCING** at the E1/4 corner of said Section 4, marked by a brass cap (Corner Record No. 235851), from which the S 1/16 corner common to Sections 3 and 4, marked by an aluminum cap (Corner Record No. 370506), bears South 00°09'27" West, a distance of 1325.21 feet;

Thence North 46°23'46" West, a distance of 401.48 feet to an aluminum cap marking the easterly corner of said parcel;

Thence South 34°22'24" West, coincident with the southeasterly line of said parcel, a distance of 601.60 feet to an aluminum cap marking the southeasterly corner of the parcel shown on said Record of Survey;

Thence South 88°58'08" West, coincident with the southerly line of said parcel, a distance of 30.67 feet to the **POINT OF BEGINNING**;

Thence continuing South 88°58'08" West, coincident with the southerly line of said parcel, a distance of 0.92 feet to the westerly line of said University Loop;

Thence North 13°44'13" East, coincident with said westerly line, a distance of 116.63 feet to the beginning of a tangent curve to the left;

Thence northerly, coincident with said westerly line, along the arc of said curve to the left, an arc distance of 219.39 feet, said curve having a radius of 595.37 feet, a central angle of 21°06'46" and a chord bearing of North 03°10'50" East, a distance of 218.15 feet to the beginning of a compound curve;

Thence northwesterly, coincident with the southwestly line of said University Loop, along the arc of said compound curve, an arc distance of 137.10 feet, said curve having a radius of 163.88 feet, a central angle of 47°55'58" and a chord bearing of North 31°20'32" West, a distance of 133.14 feet;

Thence North 55°18'31" West, coincident with said southwestly line, a distance of 215.08 feet to the beginning of a non-tangent curve to the left;

Thence northeasterly, along the arc of said curve to the left, an arc distance of 48.95 feet, said curve having a radius of 50.00 feet, a central angle of 56°05'49" and a chord bearing of North 66°24'24" East, a distance of 47.02 feet;

Thence South 55°18'31" East, coincident with the northeasterly line of said University Loop, a distance of 190.36 feet to the beginning of a tangent curve to the right;

Thence southeasterly, coincident with said northeasterly line, along the arc of said curve to the right, an arc distance of 170.56 feet, said curve having a radius of 203.88 feet, a central angle of

47°55'58" and a chord bearing of South 31°20'32" East, a distance of 165.63 feet to the beginning of a compound curve;

Thence southerly, coincident with the easterly line of said University Loop, along the arc of said compound curve, an arc distance of 234.13 feet, said curve having a radius of 635.37 feet, a central angle of 21°06'46" and a chord bearing of South 03°10'50" West, a distance of 232.80 feet;

Thence South 13°44'13" West, coincident with said easterly line, a distance of 12.55 feet;

Thence South 34°22'24" West, parallel and offset 25.00 feet westerly of the easterly line of said parcel, a distance of 110.96 feet to the **POINT OF BEGINNING**.

The above described parcel contains 25,771 square feet or 0.592 acres, more or less.

Together with and subject to covenants, easements, and restrictions of record.

The basis of bearings for this parcel is Grid North, Idaho State Plane Coordinate System, West Zone.

Kevin Borah, P.L.S.

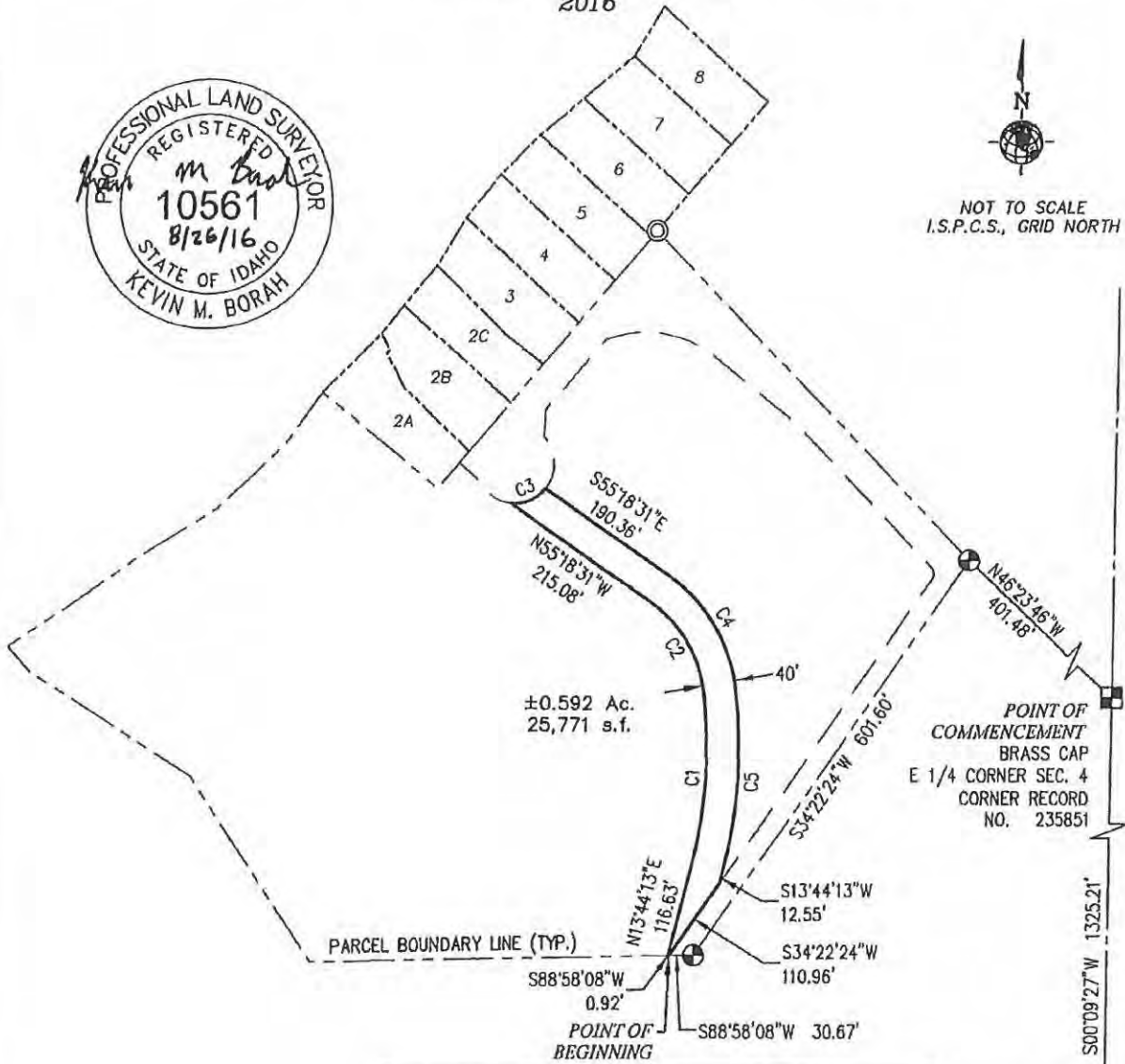


License No. 10561

## SKETCH FOR EXHIBIT 'E'

### MOSS CAMPUS INGRESS/EGRESS EASEMENT VACATION

A PARCEL OF LAND BEING A PORTION OF GOVERNMENT LOTS 1 AND 2,  
SECTION 4, T. 18 N., R. 3 E., BOISE MERIDIAN,  
VALLEY COUNTY, IDAHO  
2016



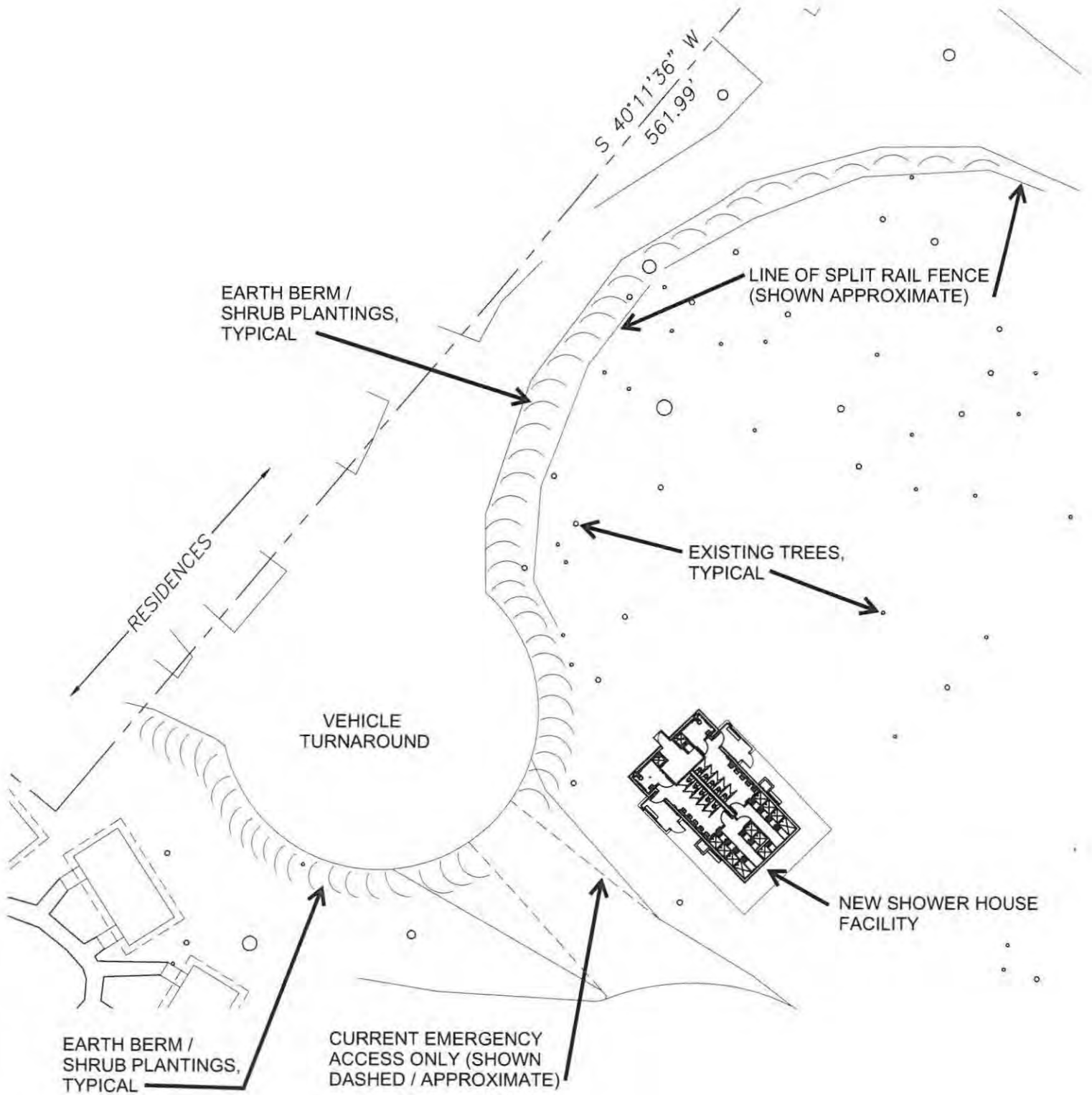
CURVE TABLE					
CURVE #	DELTA	RADIUS	LENGTH	CH. BEARING	CH. DIST.
C1	21°06'46"	595.37	219.39	N3°10'50"E	218.15
C2	47°55'58"	163.88	137.10	N31°20'32"W	133.14
C3	56°05'49"	50.00	48.95	N66°24'24"E	47.02
C4	47°55'58"	203.88	170.56	S31°20'32"E	165.63
C5	21°06'46"	635.37	234.13	S3°10'50"W	232.80

ALUMINUM CAP  
S 1/16 CORNER  
SEC. 3 & 4  
CORNER RECORD  
370506

# WHPacific

2141 W Airport Way, Ste 104  
Boise, ID 83705  
208-342-5400 Fax 208-342-5353  
www.whpacific.com

Exhibit "F"



## EASEMENT AGREEMENT

**THIS EASEMENT AGREEMENT** is entered into effective this \_\_\_\_\_ day of \_\_\_\_\_, 2017, by and between **BOARD OF REGENTS OF THE UNIVERSITY OF IDAHO**, a state educational institution and body politic and corporate organized and existing under the Constitution and laws of the State of Idaho, whose mailing address is University of Idaho, ATTN: V.P. for Infrastructure, 875 Perimeter Dr. MS 3162, Moscow, Idaho 83844-3162 (“**Grantor**”), and **DON BRANDT, an unmarried man, MELVIN L. FARMER and ROSEMARY T. FARMER, Husband and Wife**, whose address is 203 11<sup>TH</sup> Avenue South, Nampa, Idaho, 83651 (“**Grantees**”).

## RECITALS

- A. Grantor is the owner of certain real property which is located in McCall, Valley County, Idaho, and which is more particularly described in the attached **Exhibit A**, which is incorporated herein by reference (“**Grantor’s Property**”).
- B. Grantees are the owners of certain real property which is located in McCall, Valley County, Idaho, which is more particularly described in the attached **Exhibit B**, which is incorporated herein by reference (“**Grantees’ Property**”).
- C. University Lane (aka “University Loop”) is an unpaved lane which traverses Grantor’s property and which provides access across Grantor’s Property to Grantees’ Property. University Lane is depicted on the attached **Exhibit C**.
- D. University Lane is a “loop road”. Grantees possess an Easement to utilize University Lane for ingress and egress to and from Grantees’ Property (“**Grantees’ Easement**”). As such, and as depicted on Exhibit C, the University Lane “loop” provides two means of access to Grantees’ Property. Grantees have agreed to vacate and relinquish a portion of Grantees’ Easement. The portion of Grantees’ Easement which is being vacated and relinquished by Grantees is depicted for illustrative purposes only in the attached **Exhibit D** and is legally described in the attached **Exhibit E**.
- E. Except only for the aforesaid vacated portion, Grantee’s Easement shall remain in effect, valid and enforceable.

F. The parties desire to memorialize the terms of their agreement.

**AGREEMENT**

**WHEREFORE**, for good and valuable consideration the parties do covenant, promise and agree as follows:

1. **VACATION BY GRANTEES OF PORTION OF GRANTEES'**

**EASEMENT**: Grantees hereby relinquish, waive and quitclaim unto Grantor the portion of Grantees' Easement which is described and depicted in the attached Exhibit E.

2. **CONDITIONS OF GRANTEES' VACATION**: As part of the consideration for Grantees' aforesaid vacation and relinquishment of the said portion of Grantees' Easement, Grantor agrees to the following conditions:

(a) Grantor shall construct a culdesac at the terminus of the portion of Grantees' Easement being retained by Grantees, in approximately the location depicted in the attached Exhibit D. The culdesac shall be sized and configured sufficient to comply with all applicable fire, life and safety codes. Grantor shall construct and maintain a crash gate at the terminus of the culdesac, sufficient to allow for use and access by emergency vehicles.

(b) Grantor shall be solely responsible for the maintenance and repair of University Lane, from its point of departure from Davis Avenue to and including the culdesac (the "**Road**"), in such manner and with such frequency as is reasonably necessary to maintain the Road in its present condition, normal wear and tear excepted, and to maintain the Road in a condition which is usable on a year-round basis by Grantees and their families, guests, invitees, and successors. The maintenance shall include grading, dust abatement and snow plowing. Snow shall be plowed from the travelled portion of the Road and reasonable effort shall be made to avoid blocking driveways with plowed snow. Grantees shall have the right, but not the obligation, to also perform maintenance and repairs of the Road.

(c) Grantees shall not expand or enlarge the Road without the prior written consent of Grantor, which consent may be withheld or granted in Grantor's sole discretion.

(d) No gates shall be placed across the Road, without the prior written consent of Grantor and Grantees, except for the above described crash gate.

(e) Grantor acknowledges the validity of the portion of Grantees' Easement being retained by Grantees and shall not take any actions which materially interfere with the use by Grantees, or their families, guests, invitees and successors, of the retained portion of Grantees' Easement.

(f) Grantor shall be entitled to engage in any use of the Road which does not unreasonably impair or interfere with the use of the Road by Grantees or their families, guests, invitees and successors

(g) Grantor shall retain the right to relocate the retained portion of Grantees' Easement at Grantor's sole option and expense, subject to the relocated alignment being within Grantor's Property as described in the attached Exhibit A, the relocation providing reasonably equivalent access to Grantee's Property, the relocated Easement being provided and maintained in the same or better condition as the prior location, and Grantor recording in the official records of Valley County a metes and bounds legal description for the realigned easement, subject to Grantees approval which shall not be unreasonably withheld.

3. **ATTORNEYS FEES:** In the event that any dispute arises regarding the legal consequence, interpretation, application or enforcement of this Agreement, then the prevailing party in such dispute shall be entitled to recover his/her attorneys fees and costs incurred, including attorneys fees and costs incurred on appeal.

4. **OTHER RIGHTS:** This Easement Agreement shall not affect in any way Grantees' rights as conveyed to Grantee in Grantee's acquisition of Grantee's Property from the State of Idaho, save and except only the rights of ingress and egress which are modified herein.

5. **LANDSCAPING FEATURES:** Grantor shall construct and maintain the landscaping features which are identified in the attached **Exhibit F**. Grantees may install a split rail fence on the berm as shown in **Exhibit F** and if installed by Grantees, then Grantors shall maintain that fence.

**WHEREFORE**, the parties have set their hands to this Agreement effective the date and year first above indicated.



**GRANTOR:**  
**BOARD OF REGENTS OF THE UNIVERSITY OF IDAHO**

By: \_\_\_\_\_  
**Daniel R Ewart**  
Vice President for Infrastructure

**GRANTEES:**

\_\_\_\_\_  
**DON BRANDT**

\_\_\_\_\_  
**MELVIN L. FARMER**

\_\_\_\_\_  
**ROSEMARY T. FARMER**

*ACKNOWLEDGEMENTS FOLLOW*

ACKNOWLEDGEMENTS

STATE OF IDAHO)  
 ) ss.  
County of Latah )

On this \_\_\_\_\_ day of \_\_\_\_\_, 2017, before me, \_\_\_\_\_, a Notary Public in and for said State, personally appeared **Daniel R Ewart**, known or identified to me to be the Vice President for Infrastructure for the University of Idaho, who executed this Agreement, and acknowledged to me that such Board of Regents of the University of Idaho executed the same.

IN WITNESS WHEREOF, I have hereunto set my hand and affixed my official seal, the day and year in this certificate first above written.

\_\_\_\_\_  
NOTARY PUBLIC FOR IDAHO  
My Commission Expires: \_\_\_\_\_

STATE OF \_\_\_\_\_ )  
 ) ss.  
County of \_\_\_\_\_ )

On this \_\_\_\_\_ day of \_\_\_\_\_, 2017, before me, \_\_\_\_\_,  
a Notary Public, in and for said State, personally appeared **DON BRANDT**, known or identified to  
me to be the person whose name is subscribed to the within instrument and acknowledged that she  
executed the same.

IN WITNESS WHEREOF, I have hereunto set my hand and affixed my official seal, the  
day and year in this certificate first above written.

\_\_\_\_\_  
NOTARY PUBLIC FOR \_\_\_\_\_  
My Commission Expires: \_\_\_\_\_

STATE OF \_\_\_\_\_ )  
 ) ss.  
County of \_\_\_\_\_ )

On this \_\_\_\_\_ day of \_\_\_\_\_, 2017, before me, \_\_\_\_\_,  
a Notary Public, in and for said State, personally appeared **ROSEMARY FARMER**, known or  
identified to me to be the person whose name is subscribed to the within instrument and  
acknowledged that she executed the same.

IN WITNESS WHEREOF, I have hereunto set my hand and affixed my official seal, the  
day and year in this certificate first above written.

\_\_\_\_\_  
NOTARY PUBLIC FOR \_\_\_\_\_  
My Commission Expires: \_\_\_\_\_

STATE OF \_\_\_\_\_ )  
 ) ss.  
County of \_\_\_\_\_ )

On this \_\_\_\_\_ day of \_\_\_\_\_, 2017, before me, \_\_\_\_\_,  
a Notary Public, in and for said State, personally appeared **MELVIN L. FARMER**, known or  
identified to me to be the person whose name is subscribed to the within instrument and  
acknowledged that she executed the same.

IN WITNESS WHEREOF, I have hereunto set my hand and affixed my official seal, the day  
and year in this certificate first above written.

\_\_\_\_\_  
NOTARY PUBLIC FOR \_\_\_\_\_  
My Commission Expires: \_\_\_\_\_

Limited Liability Company Deed  
Page 4 of 4

Date: November 29, 2012

File No.: 339036-MC (vs)

**EXHIBIT 'A'**

**LEGAL DESCRIPTION:**

A parcel of land being a portion of Government Lots 1 and 2 of Section 4, Township 18 North, Range 3 East, Boise Meridian, Valley County, Idaho, more particularly described as follows: COMMENCING at the East 1/4 corner of said Section 4, monumented by a 2 3/4" brass cap (Corner Record No. 235851), from which the South 1/16 corner common to Sections 4 and 3, monumented by a 2 1/4" Aluminum cap (Corner Record No. 370506), bears South 00°09'27" West, a distance of 1325.21 feet; Thence North 89°47'42" West, coincident with the south line of said Government Lot 1, a distance of 1266.77 feet to a found 2" aluminum cap, RLS 998 and the POINT OF BEGINNING; Thence South 33°26'19" East, a distance of 279.07 feet to a found 2" aluminum cap, PLS 5357; Thence North 88°58'08" East, a distance of 482.68 feet to a found 2" aluminum cap, RLS 998; Thence North 34°22'24" East, a distance of 601.60 feet to a found 2" aluminum cap, RLS 998; Thence North 44°11'49" West, a distance of 573.40 feet to a 5/8" Rebar with Yellow Plastic Cap marked "WHP PLS 10729", said point also being coincident with the Southeasterly line of Peninsula Lease Lot 6; Thence South 40°11'36" West, coincident with the Southeasterly line of the Peninsula Lease Lots, a distance of 421.30 feet to a found 2" aluminum cap, PE/LS 2478 and the most southerly corner of Peninsula Lease Lot 2A; Thence North 50°34'55" West, coincident with the Southwesterly line of said Peninsula Lease Lot 2A, a distance of 168.17 feet to a found 3 1/4" aluminum cap, "WC 2A Dept. of Lands"; Thence continuing North 50°34'55" West, coincident with said Southwesterly line of said Peninsula Lease Lot 2A, a distance of 20.72 feet to the ordinary high water line of Big Payette Lake as determined by the Idaho Department of Lands to be at elevation 4992.59' as referenced to the NAVD88 datum; Thence along said ordinary high water line the following five courses:  
South 34°39'04" West, a distance of 80.21 feet;  
South 46°12'36" West, a distance of 115.59 feet;  
South 58°07'33" West, a distance of 116.74 feet;  
South 54°38'21" West, a distance of 110.40 feet;  
South 56°13'36" West, a distance of 86.52 feet;  
Thence leaving said ordinary high water line, South 42°00'07" East, a distance of 44.12 feet to a found 2" aluminum cap, RLS 998;  
Thence South 57°25'07" East, a distance of 239.88 feet to the POINT OF BEGINNING.

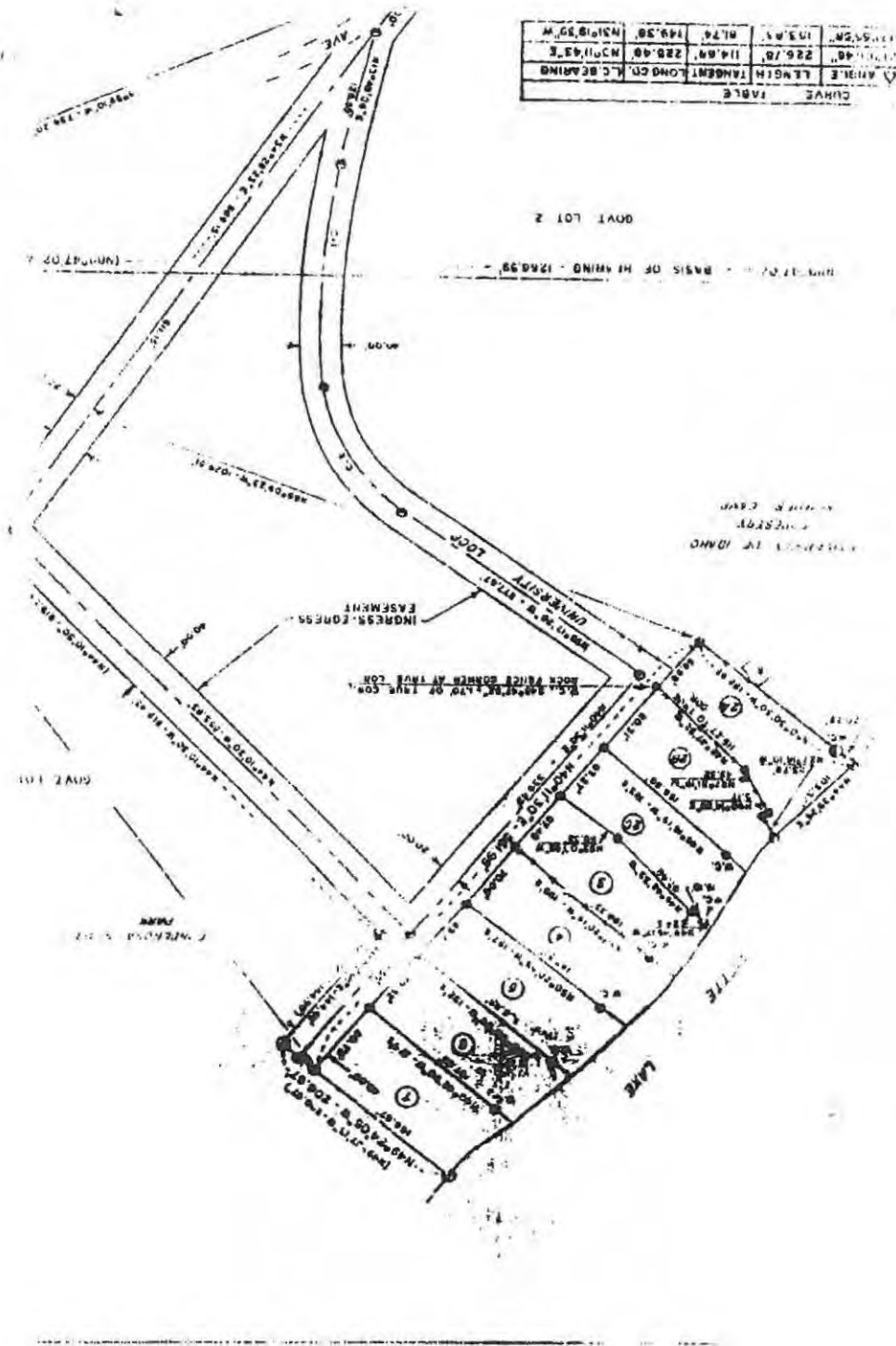
**EXHIBIT "B" TO EASEMENT AGREEMENT**

Peninsula Lease Lot 2C, being a portion of Government Lot 1 of Section 4, Township 18 North, Range 3 East, Boise Meridian, Valley County, Idaho.

EXHIBIT "C" TO EASEMENT AGREEMENT

156312

8/10/87



156312  
8/10/87

STATE OF DELAWARE

DEPARTMENT OF

REGISTRATION

STATE OF DELAWARE

COMPLET E

STATE OF DELAWARE



DEPARTMENT OF

REGISTRATION

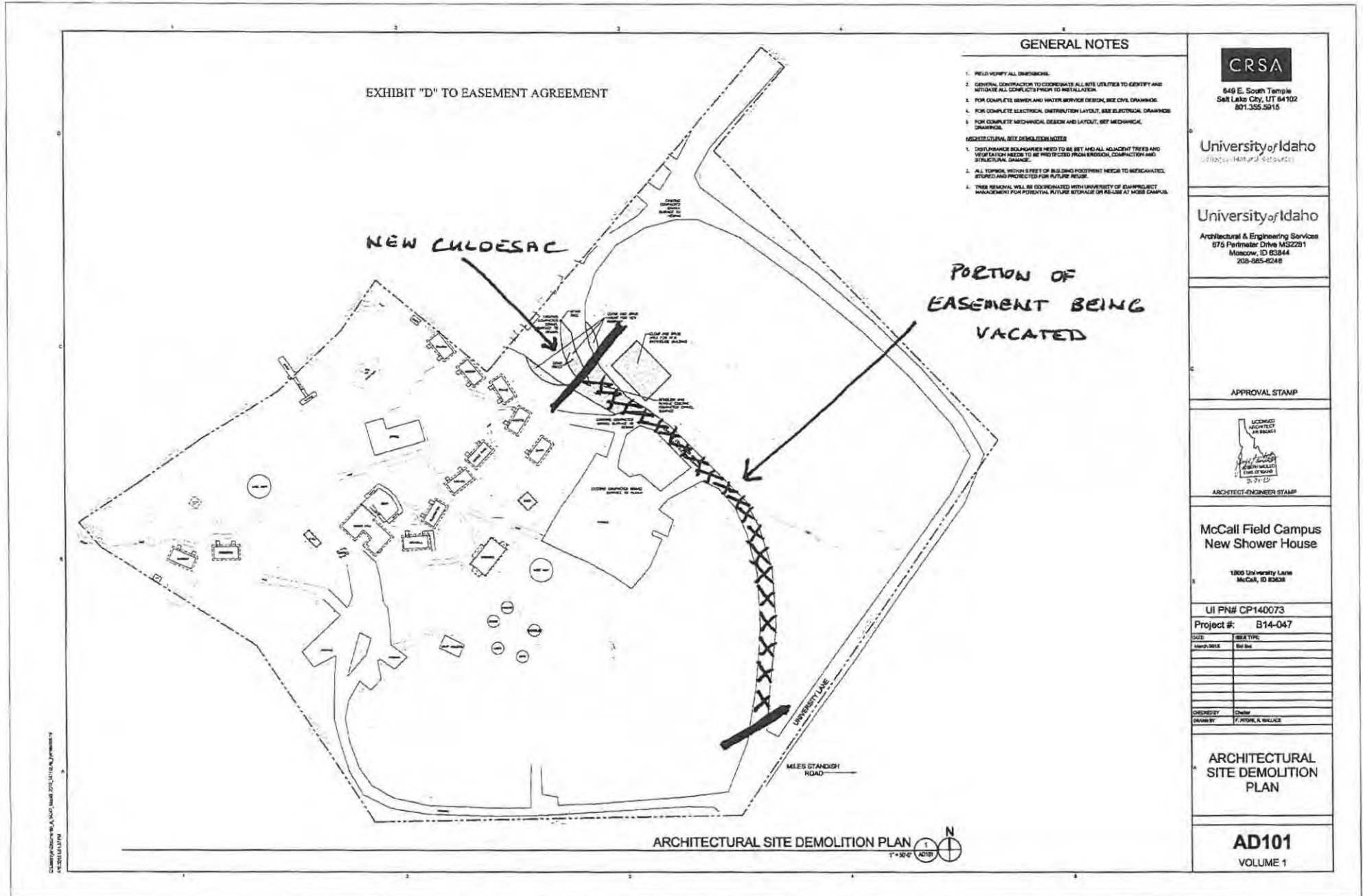
STATE OF DELAWARE

STATE OF DELAWARE

STATE OF DELAWARE

STATE OF DELAWARE





**GENERAL NOTES**

1. FIELD VERIFY ALL DIMENSIONS.
  2. GENERAL CONTRACTOR TO COORDINATE ALL SITE UTILITIES TO IDENTIFY AND MITIGATE ALL CONFLICTS PRIOR TO INSTALLATION.
  3. FOR COMPLETE SEWER AND WATER SERVICE DESIGN, SEE CIVIL DRAWINGS.
  4. FOR COMPLETE ELECTRICAL DISTRIBUTION LAYOUT, SEE ELECTRICAL DRAWINGS.
  5. FOR COMPLETE MECHANICAL DESIGN AND LAYOUT, SEE MECHANICAL DRAWINGS.
- ADDITIONAL SITE DEMOLITION NOTES**
1. DEMOLITION REQUIREMENTS NEED TO BE SET BY ALL ADJACENT TREES AND VEGETATION NEEDS TO BE PROTECTED FROM BRUSH, COMPACTION AND STRUCTURAL DAMAGE.
  2. ALL TRENCH WITHIN 5 FEET OF BUILDING FOOTPRINT NEEDS TO BE REGRADED, STABILIZED AND PROTECTED FOR FUTURE REUSE.
  3. TREE REMOVAL WILL BE COORDINATED WITH UNIVERSITY OF IDAHO PROJECT MANAGEMENT FOR POTENTIAL FUTURE STORAGE OR REUSE AT THESE CAMPUS.



649 E. South Temple  
Salt Lake City, UT 84102  
801.355.5915

University of Idaho  
LIFE SCIENCE CENTER

University of Idaho  
Architectural & Engineering Services  
875 Perimeter Drive MS2291  
Moscow, ID 83844  
208-865-6248

APPROVAL STAMP



McCall Field Campus  
New Shower House

1800 University Lane  
McCall, ID 83638

UI PN# CP140073  
Project #: B14-047

DATE	SEALED
March 2015	SEALED

ORDERED BY: Chief  
DRAWN BY: J. HOSKIN & WALLACE

ARCHITECTURAL  
SITE DEMOLITION  
PLAN

AD101  
VOLUME 1

**MOSS Campus – Exhibit ‘E’**  
**Description for Ingress/Egress Easement Vacation**

August 26, 2016

A strip of land 40.00 foot wide, being a portion of the ingress/egress easement known as University Loop, as shown on Record of Survey Instrument No. 156312, Valley County Records, located in Government Lots 1 and 2 of Section 4, Township 18 North, Range 3 East, Boise Meridian, Valley County, Idaho, more particularly described as follows:

**COMMENCING** at the E1/4 corner of said Section 4, marked by a brass cap (Corner Record No. 235851), from which the S 1/16 corner common to Sections 3 and 4, marked by an aluminum cap (Corner Record No. 370506), bears South 00°09'27" West, a distance of 1325.21 feet;

Thence North 46°23'46" West, a distance of 401.48 feet to an aluminum cap marking the easterly corner of said parcel;

Thence South 34°22'24" West, coincident with the southeasterly line of said parcel, a distance of 601.60 feet to an aluminum cap marking the southeasterly corner of the parcel shown on said Record of Survey;

Thence South 88°58'08" West, coincident with the southerly line of said parcel, a distance of 30.67 feet to the **POINT OF BEGINNING**;

Thence continuing South 88°58'08" West, coincident with the southerly line of said parcel, a distance of 0.92 feet to the westerly line of said University Loop;

Thence North 13°44'13" East, coincident with said westerly line, a distance of 116.63 feet to the beginning of a tangent curve to the left;

Thence northerly, coincident with said westerly line, along the arc of said curve to the left, an arc distance of 219.39 feet, said curve having a radius of 595.37 feet, a central angle of 21°06'46" and a chord bearing of North 03°10'50" East, a distance of 218.15 feet to the beginning of a compound curve;

Thence northwesterly, coincident with the southwesterly line of said University Loop, along the arc of said compound curve, an arc distance of 137.10 feet, said curve having a radius of 163.88 feet, a central angle of 47°55'58" and a chord bearing of North 31°20'32" West, a distance of 133.14 feet;

Thence North 55°18'31" West, coincident with said southwesterly line, a distance of 215.08 feet to the beginning of a non-tangent curve to the left;

Thence northeasterly, along the arc of said curve to the left, an arc distance of 48.95 feet, said curve having a radius of 50.00 feet, a central angle of 56°05'49" and a chord bearing of North 66°24'24" East, a distance of 47.02 feet;

Thence South 55°18'31" East, coincident with the northeasterly line of said University Loop, a distance of 190.36 feet to the beginning of a tangent curve to the right;

Thence southeasterly, coincident with said northeasterly line, along the arc of said curve to the right, an arc distance of 170.56 feet, said curve having a radius of 203.88 feet, a central angle of

47°55'58" and a chord bearing of South 31°20'32" East, a distance of 165.63 feet to the beginning of a compound curve;

Thence southerly, coincident with the easterly line of said University Loop, along the arc of said compound curve, an arc distance of 234.13 feet, said curve having a radius of 635.37 feet, a central angle of 21°06'46" and a chord bearing of South 03°10'50 West, a distance of 232.80 feet;

Thence South 13°44'13" West, coincident with said easterly line, a distance of 12.55 feet;

Thence South 34°22'24" West, parallel and offset 25.00 feet westerly of the easterly line of said parcel, a distance of 110.96 feet to the **POINT OF BEGINNING**.

The above described parcel contains 25,771 square feet or 0.592 acres, more or less.

Together with and subject to covenants, easements, and restrictions of record.

The basis of bearings for this parcel is Grid North, Idaho State Plane Coordinate System, West Zone.

Kevin Borah, P.L.S.



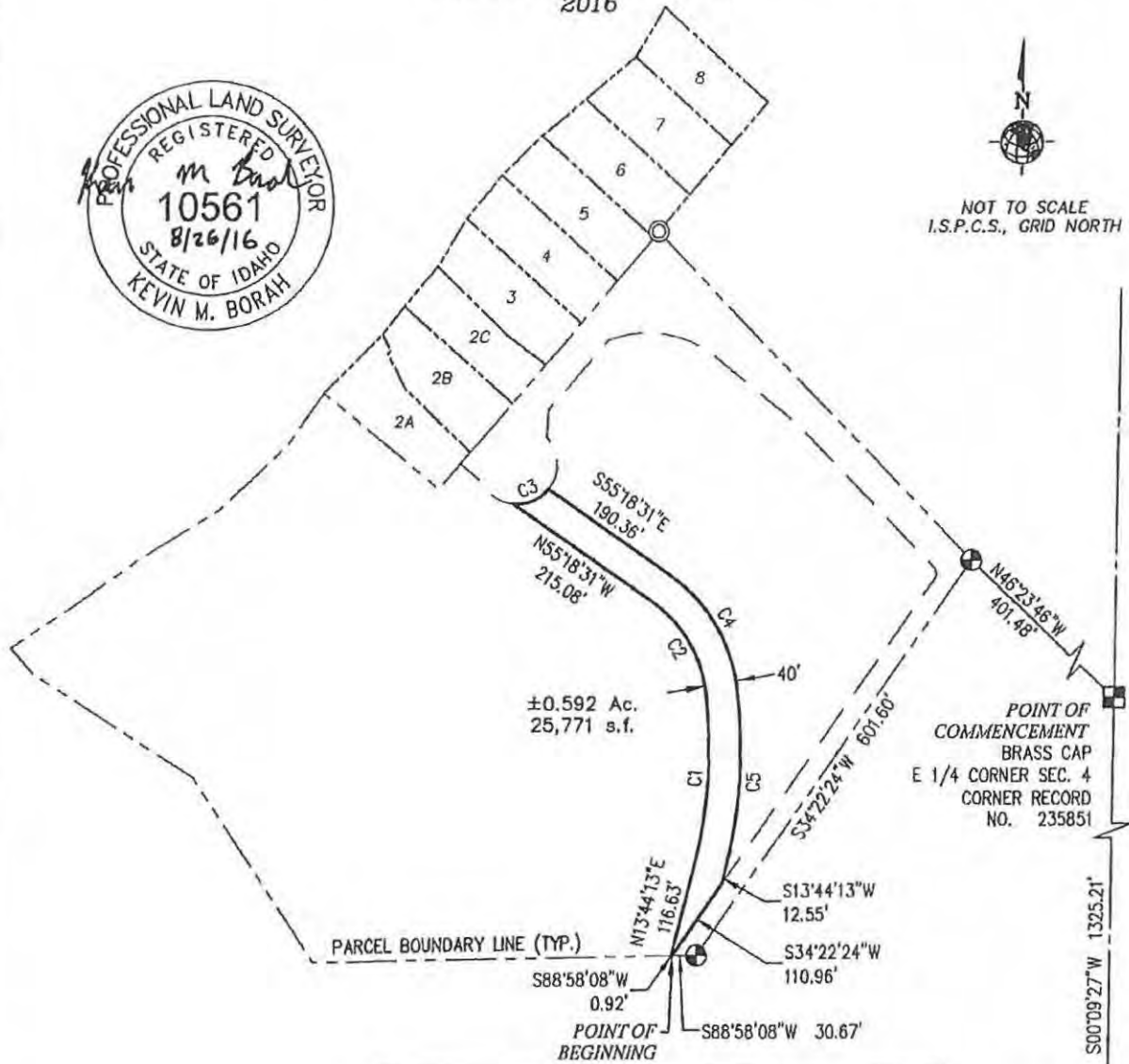
License No. 10561

## SKETCH FOR EXHIBIT 'E' MOSS CAMPUS INGRESS/EGRESS EASEMENT VACATION

A PARCEL OF LAND BEING A PORTION OF GOVERNMENT LOTS 1 AND 2,  
SECTION 4, T. 18 N., R. 3 E., BOISE MERIDIAN,  
VALLEY COUNTY, IDAHO  
2016



NOT TO SCALE  
I.S.P.C.S., GRID NORTH

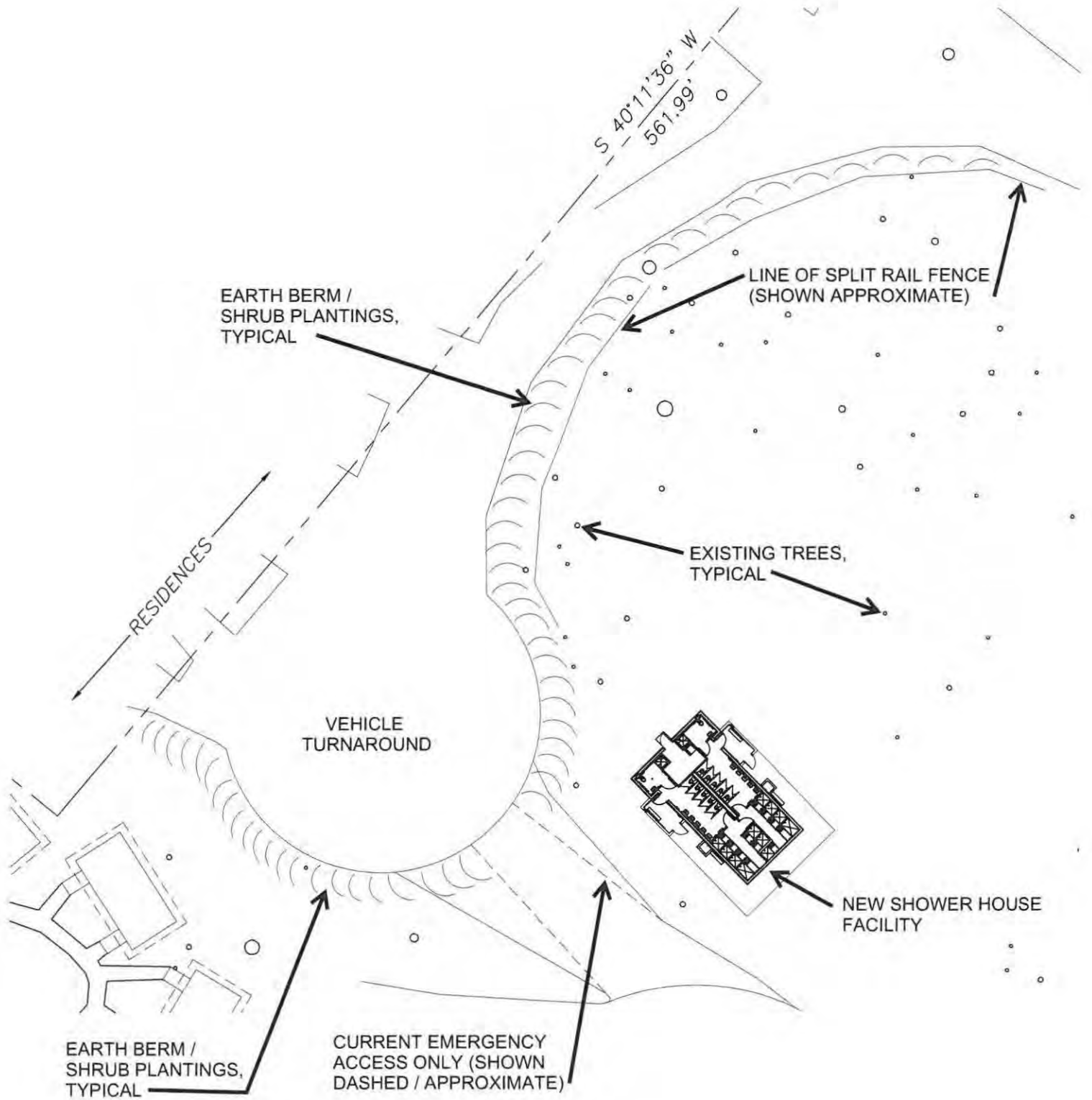


CURVE TABLE					
CURVE #	DELTA	RADIUS	LENGTH	CH. BEARING	CH. DIST.
C1	21°06'46"	595.37	219.39	N3°10'50"E	218.15
C2	47°55'58"	163.88	137.10	N31°20'32"W	133.14
C3	56°05'49"	50.00	48.95	N66°24'24"E	47.02
C4	47°55'58"	203.88	170.56	S31°20'32"E	165.63
C5	21°06'46"	635.37	234.13	S3°10'50"W	232.80

# WHPacific

2141 W Airport Way, Ste 104  
Boise, ID 83705  
208-342-5400 Fax 208-342-5353  
www.whpacific.com

Exhibit "F"



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**CONSENT**  
**AUGUST 10, 2017**

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**SUBJECT**

Programs and Changes Approved by Executive Director - Quarterly Report

**REFERENCE**

April 2017 Board received quarterly report.

**APPLICABLE STATUTE, RULE, OR POLICY**

Idaho State Board of Education Governing Policies and Procedures, Section III.G.8.a., Postsecondary Program Approval and Discontinuance

**BACKGROUND/DISCUSSION**

In accordance with Board Policy III.G.3.c.i. and 4.b, prior to implementation the Executive Director may approve any new, modification, and/or discontinuation of academic or career technical education programs, with a financial impact of less than \$250,000 per fiscal year.

Consistent with Board Policy III.G.8.a., the Board office is providing a quarterly report of program changes from Idaho's public postsecondary institutions that were approved between April 2017 and July 2017 by the Executive Director.

**ATTACHMENTS**

Attachment 1 – List of Programs and Changes Approved by the Executive Director Page 3

**BOARD ACTION**

This item is for informational purposes only. Any action will be at the Board's discretion.

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**CONSENT  
AUGUST 10, 2017**

**Academic Programs**  
Approved by Executive Director

Institution	Program Changes
BSU	New BA in Special Education
BSU	Establishment of a new School of the Arts
CSI	New AA in Agribusiness
CSI	Discontinue AS in Agriculture Science
CSI	Discontinue AA in Horticulture
CSI	Consolidate existing AA degrees in Health Promotion, Physical Education Athletic Training, Physical Education Exercise Science, and AS in Biology Health Care emphasis into one AS in Health Science
CSI	Modification of AS in Registered Nursing
LCSC	Modification of Division of Education and Kinesiology into two separate instructional divisions: Movement and Sport Sciences and Teacher Education
LCSC	New BS in Bioinformatics (Computer Science)
LCSC	New BS in Sport Administration
LCSC	New BS, Secondary Education: Psychology
LCSC	New BA/BS, Secondary Education: Communication Arts
LCSC	New BS, Sports Media Studies

Institution	Other Program Changes (Does not require approval but requires notification to OSBE per policy III.G.)
BSU	Name change: Positive Behavioral Interventions to Behavioral Interventions and Supports, Graduate Certificate
BSU	New graduate certificates: <ul style="list-style-type: none"> <li>• Early Childhood Special Education</li> <li>• Computational Materials Science and Engineering</li> <li>• Nanomaterials Science and Engineering</li> <li>• Foundations in Materials Science and Engineering</li> </ul>
LCSC	New academic program components: <ul style="list-style-type: none"> <li>• Academic Certificate, Marketing Management</li> <li>• Minor in Economics</li> <li>• Academic Certificate, Fitness</li> <li>• Academic Certificate, Movement Psychology</li> <li>• Academic Certificate, Sports Marketing</li> <li>• Academic Certificate, Sports Nutrition</li> <li>• Academic Certificate, &amp; Minor in Professional Writing</li> </ul>

**CONSENT  
AUGUST 10, 2017**

<b>Institution</b>	<b>Other Program Changes</b> (Does not require approval but requires notification to OSBE per policy III.G.)
	<ul style="list-style-type: none"> <li>• Academic Certificate, &amp; Minor in Human Resource Management</li> <li>• Emphasis in History: Public History</li> </ul>
LCSC	Program name changes: <ul style="list-style-type: none"> <li>• Management to General Business</li> <li>• Business Management to Business Management and Marketing (ATC and AAS)</li> <li>• Accounting to Applied Accounting (ATC and AAS)</li> </ul>
UI	Academic Program Component Changes: <ul style="list-style-type: none"> <li>• Change the name of the major, Information Systems B.S.Bus. to Management Information Systems B.S.Bus.</li> <li>• Change the name of the major, Rangeland Ecology and Management B.S.Rangeland Ecol.-Mgt to Rangeland Conservation B.S.Rangeland Conserv. <i>**Adjustment to Board Policy III.Z. will be required due to name change.</i></li> <li>• Change the name of the option Occupational Education, which is in the the major Career and Technical Education B.S.Ed., to Workforce Training and Development</li> <li>• Change the name of the teaching endorsement, Political Science to Government/Political Science</li> <li>• Change the name of the major, Recreation B.S.Rec. to Recreation, Sport, and Tourism Management B.S.Rec.</li> <li>• Change the name of the College of Education to College of Education, Health, and Human Sciences</li> </ul> New Program Components <ul style="list-style-type: none"> <li>• Option in Food Science B.S.F.S., Fermentation</li> <li>• Minor, Business Analytics</li> <li>• Emphasis in Marketing B.S.Bus, Marketing Analytics</li> <li>• Undergraduate Certificate, Athletic Leadership</li> <li>• Emphasis in Curriculum and Instruction M.Ed., Teacher Certification</li> <li>• Teaching endorsement, Literacy</li> <li>• Teaching Endorsement, Family and Consumer Science</li> </ul> NEW: Admission/enrollment opportunity for students <ul style="list-style-type: none"> <li>• 3+3 option for JD</li> </ul>
NIC	Consolidate two existing AS degrees in Business Administration and Business Teacher Education into one AS degree in Business

**CONSENT**  
**AUGUST 10, 2017**

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**Career and Technical Education Programs**  
**Approved by Executive Director**

<b>Institution</b>	<b>Program Changes</b>
CSI	Discontinue the Advanced Technical Certificate in the Emergency Medical Technician program
CSI	Addition of a Basic Technical Certificate to Manufacturing/Machining Technology program
CWI	Addition of Basic Technical Certificate and Intermediate Technical Certificate to Software Development program
EITC	New Information Assurance and Cybersecurity program offering a Basic Technical Certificate, Intermediate Technical Certificate, and an Associate of Applied Science
LCSC	Discontinue Intermediate Technical Certificate in Heating, Venting, A/C & Refrigeration Technology
LCSC	Discontinue Intermediate Technical Certificate in Engineering Technology
NIC	Discontinue Basic Technical Certificate in Electronic Medical Records IT Support and Electronic Medical Records Adoption for Healthcare Practices
NIC	Discontinue Advanced Technical Certificate and Associate of Applied Science in the Legal Administrative Assistant
NIC	Discontinue Associate of Applied Science in the Medical Transcriptionist program

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**CONSENT**  
**AUGUST 10, 2017**

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**SUBJECT**

State General Education Committee Appointments

**REFERENCE**

October 2014	The Board approved membership of the General Education Committee.
February 2014	The Board received a CCI Plan update that focused exclusively on General Education Reform and approved the first reading of proposed new policy III.N, General Education.
April 2014	The Board approved the second reading of proposed new Policy III.N, General Education.
June 2016	The Board approved membership of new members to the General Education Committee.
December 2016	The Board approved membership of new members to the General Education Committee.

**APPLICABLE STATUTE, RULE, OR POLICY**

Governing Policies and Procedures section III.N. General Education.

**BACKGROUND/DISCUSSION**

Board Policy III.N, provides that the General Education Committee will review the competencies and rubrics of the General Education framework for each institution to ensure its alignment with Association of American Colleges and Universities (AAC&U) Essential Learning Outcomes and that faculty discipline groups will have ongoing responsibilities for ensuring consistency and relevance of General Education competencies related to their discipline. The General Education Committee consists of a representative from each of the institutions appointed by the Board; a representative from the Division of Career Technical Education; and, as an ex-officio member, a representative from the Idaho Registrars Council.

The Eastern Idaho Technical College (EITC) has forwarded the name of Lori Barber for consideration to formally replace Peggy Nelson due to retirement.

**IMPACT**

The proposed appointment replaces EITC's representative on the Committee.

**ATTACHMENTS**

Attachment 1 – Current Committee membership

Page 3

**STAFF COMMENTS AND RECOMMENDATIONS**

The Eastern Idaho Technical College has hired a new General Education Transition Director, Ms. Lori Barber who will resume responsibilities on campus for Peggy Nelson who has retired.

**CONSENT**  
**AUGUST 10, 2017**

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Board staff recommends approval.

**BOARD ACTION**

I move to appoint Ms. Lori Barber, representing Eastern Idaho Technical College to the General Education Committee, effective immediately.

Moved by \_\_\_\_\_ Seconded by \_\_\_\_\_ Carried Yes \_\_\_\_\_ No \_\_\_\_\_

**CONSENT**  
**AUGUST 10, 2017**

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**State Board of Education**  
**General Education Committee**

**Cindy Bond** is an Instructional Dean at the College of Southern Idaho.

**Larry Briggs** is the Dean of General Studies at North Idaho College.

**Mary Flores** is the Dean for Academic Programs at Lewis-Clark State College.

**Kenton Bird** is the Director of General Education at the University of Idaho.

**Peggy Nelson** is the Division Manager for the General Education Division at Eastern Idaho Technical College.

**Jana McCurdy** is the Associate Vice President for Academic Affairs at the College of Western Idaho.

**John Bieter** is the Director of the Foundational Studies Program at Boise State University.

**Joanne Tokle** is a Professor and Department Chair.

**Adrian San Miguel** is the Director of Program Standards at the Division of Career Technical Education.

**Kris Collins** is the Registrar at Boise State University.

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**CONSENT  
AUGUST 10, 2017**

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**COLLEGE OF EASTERN IDAHO**

**SUBJECT**

Associate of Arts in Liberal Arts

**REFERENCE**

July 5, 2017

The Board approved a new Associate of Arts program in Liberal Arts for Eastern Idaho Technical College.

**APPLICABLE STATUTE, RULE, OR POLICY**

Idaho State Board of Education Governing Policies and Procedures, Section III.G. and III.N.

**BACKGROUND/DISCUSSION**

The proposed Associates of Arts in Liberal Arts is designed to allow students to develop a pathway to completion of an Associates and baccalaureate program, depending on each student's goals. Students will be required to complete 12-24 college-level credits in the program of study of their choice and any electives that relate to the program. In addition, students will complete the minimum 36 hours of General Education Matriculation (GEM) curriculum prescribed by the Board in Board Policy III.N. General Education.

The proposed associate's program will build upon existing partnerships with Idaho's public four-year institutions and will provide for improved curriculum alignment and seamless transfer, thus enabling students to enter baccalaureate programs at "junior" status.

**IMPACT**

Approval of the academic program will allow students at the College of Eastern Idaho to enroll as degree-seeking undergraduates beginning in fall 2017. Academic coursework completed will be transferable to other four-year and two-year institutions in Idaho, and will enable students to have another option in the state through which their educational goals can be completed. The curriculum to be offered is consistent with Associate of Arts programs across the state, and instructional resources will be provided through a one-time legislative appropriation, community college district tax revenue, and tuition and fees. Furthermore, students will be eligible to receive financial aid as a result of having degree-seeking status.

**ATTACHMENTS**

Attachment 1 – Program Proposal

Page 3

**CONSENT**  
**AUGUST 10, 2017**

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**STAFF COMMENTS AND RECOMMENDATIONS**

The Board granted approval to Eastern Idaho Technical College (EITC) to create a new Associate of Arts in Liberal Arts on July 5, 2017. Due to the idiosyncrasies of the College of Eastern Idaho (CEI) and EITC existing simultaneously as separate legal entities, the Board is being asked to approve the same program for CEI.

Staff recommends approval.

**BOARD ACTION**

I move to approve the request by College of Eastern Idaho to create a new Associate of Arts program in Liberal Arts as submitted in Attachment 1.

Moved by \_\_\_\_\_ Seconded by \_\_\_\_\_ Carried Yes \_\_\_\_\_ No \_\_\_\_\_

**CONSENT  
AUGUST 10, 2017**

Institutional Tracking No. \_\_\_\_\_

**Idaho State Board of Education  
Proposal for Undergraduate/Graduate Degree Program**


Date of Proposal Submission:	5/29/17
Institution Submitting Proposal:	(College of Eastern Idaho) Eastern Idaho Technical College
Name of College, School, or Division:	(College of Eastern Idaho) Eastern Idaho Technical College
Name of Department(s) or Area(s):	

**Program Identification for Proposed New or Modified Program:**

Program Title:	Liberal Arts			
Degree:	AA	Degree Designation	Undergraduate	Graduate
Indicate if Online Program:	Yes		No	
CIP code (consult IR /Registrar):				
Proposed Starting Date:	July 21, 2017			
Geographical Delivery:	Location(s)	Idaho Falls, Idaho	Region(s)	Region VI
Indicate (X) if the program is/has:	Self-Support		Professional Fee	
Indicate (X) if the program is:	Regional Responsibility		Statewide Responsibility	

**Indicate whether this request is either of the following:**

- |   |   |
|---|---|
| <input checked="" type="checkbox"/> New Degree Program                            | <input type="checkbox"/> Consolidation of Existing Program            |
| <input type="checkbox"/> Undergraduate/Graduate Certificates (30 credits or more) | <input type="checkbox"/> New Off-Campus Instructional Program         |
| <input type="checkbox"/> Expansion of Existing Program                            | <input type="checkbox"/> Other (i.e., Contract Program/Collaborative) |

 5/23/17  
College Dean (Institution) Date

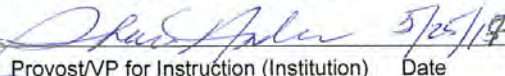
\_\_\_\_\_  
Vice President for Research (Institution; as applicable) Date

\_\_\_\_\_  
Graduate Dean or other official (Institution; as applicable) Date  
5/25/17

\_\_\_\_\_  
Academic Affairs Program Manager, OSBE Date

\_\_\_\_\_  
FVP/Chief Fiscal Officer (Institution) Date

\_\_\_\_\_  
Chief Academic Officer, OSBE Date

 5/25/17  
Provost/VP for Instruction (Institution) Date

\_\_\_\_\_  
SBOE/Executive Director Approval Date

 5/26/17  
President Date

**CONSENT  
AUGUST 10, 2017**

**Before completing this form, refer to Board Policy Section III.G., Postsecondary Program Approval and Discontinuance.** This proposal form must be completed for the creation of each new program. All questions must be answered.

**Rationale for Creation or Modification of the Program**

1. **Describe the request and give an overview of the changes that will result.** Will this program be related or tied to other programs on campus? Identify any existing program that this program will replace. The changes in this request will allow the College of Eastern Idaho, currently known as Eastern Idaho Technical College, to provide the AA degree in Liberal Arts.
  
2. **Need for the Program.** Describe the student, regional, and statewide needs that will be addressed by this proposal and address the ways in which the proposed program will meet those needs. The creation of a fourth community college will greatly expand educational opportunities for the students in Region VI. There is no permanently established community college currently in this area. Students in Eastern Idaho have a very low rate for going on to college after high school. This new community college will allow more students to continue their education while remaining in Idaho Falls. Not all high school graduates are ready for the experience of postsecondary education at a four-year institution, and the community college offers an alternative for their first two years as they prepare to move toward a Bachelor's Degree. The addition of the fourth community college in Region VI provides educational opportunities similar to that offered by others across the State of Idaho.
  - a. **Workforce need:** Provide verification of state workforce needs that will be met by this program. Include State and National Department of Labor research on employment potential. Using the chart below, indicate the total projected annual job openings (including growth and replacement demands in your regional area, the state, and nation. Job openings should represent positions which require graduation from a program such as the one proposed. Data should be derived from a source that can be validated and must be no more than two years old.

List the job titles for which this degree is relevant:

1. (Variable/ Non-Specific)
2. (Variable/ Not Specific)

	State DOL data	Federal DOL data	Other data source: (describe)
Local (Service Area)	N/A		
State	N/A		
Nation	N/A		

Provide (as appropriate) additional narrative as to the workforce needs that will be met by the proposed program. The AA degree will enable students to complete an academic pathway to a baccalaureate degree within any major or specialization, therefore enabling career opportunities in programs that will meet state and local workforce needs.

**CONSENT**  
**AUGUST 10, 2017**

- b. Student need.** What is the most likely source of students who will be expected to enroll (full-time, part-time, outreach, etc.). Document student demand by providing information you have about student interest in the proposed program from inside and outside the institution. If a survey of s was used, please attach a copy of the survey instrument with a summary of results as **Appendix A**. The most likely students to enroll in the new College of Eastern Idaho will be local high school graduates. The go on rate for Idaho is lowest in Region VI. This may relate directly to not having a community college in this region. The College of Southern Idaho located in Idaho Falls as a trial/assessment for student need for a community college. They have exceeded expectations proving that the need and the desire for more education exists. Eastern Idaho Technical College cannot meet the needs of all students because many technical programs have waiting lists and do not directly prepare students for transfer to a university.
- c. Economic Need:** Describe how the proposed program will act to stimulate the state economy by advancing the field, providing research results, etc. The proposed degree will offer the state another vehicle to help achieve the “go on” rate for Idaho. Students in Region VI will be able to continue their education beyond high school with this option, thus helping reach educational goals needed to provide a more informed and prepared workforce. This proposal will also allow more students to have the opportunity to transfer to universities with pre-approved 2 plus 2 programs with local universities. An educated population is one of the most effective ways to address economic need in a community. Business such as INL and contractors are concerned about a “talent pipeline.” This AA degree will provide transfer students with a pathway into four-year institutions, doing so with a level of demonstrated preparedness necessary to be successful in baccalaureate study. Many businesses reviewing eastern Idaho as a location to relocate find a functioning community college system with degree transfer into universities a very positive attribute.
- d. Societal Need:** Describe additional societal benefits and cultural benefits of the program. Education is very important to meet societal needs in a community. The students will benefit directly by reaching educational goals, but the community also benefits by the opportunities a community college can bring to a community. The expansion of education in the areas of art, literature, history and other academic areas allows the local and regional community to participate in activities that previously were not available.
- e. If Associate’s degree, transferability:** The AA Degree in Liberal Arts will be built for maximum transferability to the local universities. Eastern Idaho Technical College currently has “2 plus 3” options for students to transfer to some Idaho universities in a few programs. The AA Degree offers better alignment for a student to enter at a “junior” status without losing credits during the transfer. The associate degree is modeled after other existing Idaho community college degrees and would transfer into local universities with simple articulation and “2 plus 2” agreements. EITC (EIC) is committed to working to create clear pathways to state four-year institutions.
- 3. Similar Programs.** Identify similar programs offered within Idaho and in the region by other in-state or bordering state colleges/universities. Similar AA Degrees exist at all of the community colleges in Idaho. The Program of Study for Liberal Arts is very similar to the College of Southern Idaho, and a common numbering for courses has been applied.


**CONSENT  
AUGUST 10, 2017**


<b>Similar Programs offered by Idaho public institutions (list the proposed program as well)</b>		
<b>Institution Name</b>	<b>Degree name and Level</b>	<b>Program Name and brief description if warranted</b>
College of Southern Idaho	AA and AS Degrees	Programs of studies vary
College of Western Idaho	AA and AS Degrees	Programs of studies vary
North Idaho College	AA and AS Degrees	Programs of studies vary
Lewis-Clark State College	AA and AS Degrees	Programs of studies vary
Idaho State University	AA Degree in General Studies	

<b>Similar Programs offered by other Idaho institutions and by institutions in nearby states</b>		
<b>Institution Name</b>	<b>Degree name and Level</b>	<b>Program Name and brief description if warranted</b>
N/A	N/A	

**CONSENT  
AUGUST 10, 2017**

- 4. Justification for Duplication with another institution listed above.** (if applicable). If the proposed program is similar to another program offered by an Idaho public institution, provide a rationale as to why any resulting duplication is a net benefit to the state and its citizens. Describe why it is not feasible for existing programs at other institutions to fulfill the need for the proposed program. The new AA Degree and Programs of Study for Liberal Arts is very similar to The College of Southern Idaho and a common numbering convention has been used. The AA Degrees at other Idaho community colleges are all very similar in nature because they are designed to allow students to transfer to universities. Having similar programs across the state allows for better transferability between other community colleges. In addition, the other community colleges are located at distances which prevent seamless delivery of two-year academic programs to the region currently served by EITC. As such, there is a cost incurred by local students when an out-of-district credit is obtained from another community college. Lastly, Programs of Study that have been proven to be successful should be used as a working model when building new Programs of Study for newly created community colleges. Many operational issues have been resolved through the development of best practices and proven solutions developed by peer institutions; therefore the delivery of a proven academic program such as the AA (Liberal Arts) can be mapped from these methods. Four community colleges in Idaho is a concept embraced by the Governor and legislators, thus giving all regions access to AAS, AS and AA degrees that are similar in scope and structure. Furthermore, doing so provides a comprehensive conduit across all regions of the state for students to matriculate to bachelor degrees offered at Idaho's four-year institutions.
  
- 5. Describe how this request supports the institution's vision and/or strategic plan.** A revised mission statement accounting for a community college mission for EITC was approved by SBOE at their recent April meeting. Our core themes relate directly to our vision and strategic plan. Our vision is to provide affordable education for work and life and to engage the community in the process. Our vision is to prepare students to enter the workforce and provide articulation to other colleges and universities. We value high quality education and the AA Degree increases our ability to meet our vision and mission.
  
- 6. Assurance of Quality.** Describe how the institution will ensure the quality of the program. Describe the institutional process of program review. Where appropriate, describe applicable specialized accreditation and explain why you do or do not plan to seek accreditation. We are currently in the process of adding the AA Degree to our accreditation with NWCCU. The NWCCU has a high level of quality assurance for all colleges and universities in their region. We also value high quality in our educational offerings and faculty preparation. Two types of Program reviews are done currently and will continue with the new community college. Each program has a program review yearly which addresses student retention and success, enrollment, equipment needs, recommended changes to outcomes, and course changes. These program reviews are reviewed by IAC (Instructional Advisory Committee). Programs are also reviewed on a three year basis which is a presentation to IAC. This looks at the long term results both in past years and future projections.


  
- 7. In accordance with Board Policy III.G., an external peer review is required for any new doctoral program.** Attach the peer review report as **Appendix B**. N/A


  
- 8. Teacher Education/Certification Programs** All Educator Preparation programs require review from the Professional Standards Commission (PSC) and approval from the Board. In addition to the proposal form, the Program Approval Matrix (**Appendix C**) is required for any new and modifications to teacher education/certification programs, including endorsements. The matrix must be submitted with the proposal to OSBE and SDE using the online academic program system

**CONSENT  
AUGUST 10, 2017**

as one document. N/A

- 9. Five-Year Plan: Is the proposed program on your institution's approved 5-year plan? Indicate below. We will be adding the AA Degree in Liberal Arts to our 5 year plan during the next cycle. Our 5 year plan was turned in before the positive vote to form a community college.**

Yes  No

Proposed programs submitted to OSBE that are not on the five-year plan must respond to the following questions and meet at least one criterion listed below.

- a. Describe why the proposed program is not on the institution's five year plan.** When did consideration of and planning for the new program begin? The idea of a community college has been a subject of conversation for many years in Idaho Falls. The Governor's \$5 million escrow to start a fourth community in Idaho jump started the community commitment to move forward. It was not on our 5 year plan because we did not know if and when it would be approved by a super majority community vote.
- b. Describe the immediacy of need for the program.** What would be lost were the institution to delay the proposal for implementation of the new program until it fits within the five-year planning cycle? What would be gained by an early consideration? We would lose the ability to respond to our community efforts to create a community college and make a "good faith" effort to move forward with the community trust. We also have an allocated \$5 million from the Governor and Legislators to assist with startup costs associated with the delivery of academic programs. We would lose one entire year of graduating high school students who could not enter into the new college right after graduation. We propose a more controlled "soft opening" in the fall with one AA Degree that has a high level of general education courses and GEM stamped courses. The volume of students would be more controlled and systems as well as processes could be tested prior to a full opening of other programs and degrees in January 2018. Research has proven that students who sit out a year after graduation are less likely to continue their education.

**Criteria.** As appropriate, discuss the following:

- i.** How important is the program in meeting your institution's regional or statewide program responsibilities? Describe whether the proposed program is in response to a specific industry need or workforce opportunity.  
We would be meeting a statewide goal to increase the "go on" rate for high school students. This community college would meet the Governor's goal to provide similar opportunities for education in all of the regions across the state. This is not directly tied to an industry or workforce need, it provides for the creation of a better educated workforce.
- ii.** Explain if the proposed program is reliant on external funding (grants, donations) with a deadline for acceptance of funding.  
The one-time legislative appropriation would be allocated during this fiscal year.
- iii.** Is there a contractual obligation or partnership opportunity to justify the program?  
We have entered into conversations for partnership opportunities with University of Idaho and ISU. This would allow students to have a pathway for acceptance directly into a U of I or ISU programs upon graduation.



**CONSENT  
AUGUST 10, 2017**

- iv. Is the program request or program change in response to accreditation requirements or recommendations?  
This program request is not in response from NWCCU or other accreditations.
- v. Is the program request or program change in response to recent changes to teacher certification/endorsement requirements?  
This change does not relate to teacher certification or endorsements.

**Curriculum, Intended Learning Outcomes, and Assessment Plan**

**10. Curriculum for the proposed program and its delivery.**

- a. **Summary of requirements.** Provide a summary of program requirements using the following table.

Credit hours in required courses offered by the department (s) offering the program.	AA Degrees will require 60 credit hours
Credit hours in required courses offered by other departments:	12- 24 credits need to be in the Program of Study or electives that relate to program
Credit hours in institutional general education curriculum	36 Credits in General Education
Credit hours in free electives	0-12
Total credit hours required for degree program:	60 credits

- b. **Additional requirements.** Describe additional requirements such as comprehensive examination, senior thesis or other capstone experience, practicum, or internship, some of which may carry credit hours included in the list above. The Programs of Study for Liberal Arts is a General Education degree that can fulfill many of the requirements to continue to a Bachelor's Degree. Some of the AA Degrees may have a capstone experiences or possible certifications depending on the emphasis chosen in this type of a degree.

**See attachment for potential electives and courses that can be taken for this AA Program of Study in Liberal Arts.** The goal is to create several possible emphasis areas that will align to ISU and University of Idaho Bachelor Degrees. This will allow for more electives to be added to this list as this Program evolves.

**Program Intended Learning Outcomes and Connection to Curriculum.**

- a. **Intended Learning Outcomes.** List the Intended Learning Outcomes for the proposed program, using learner-centered statements that indicate what will students know, be able to do, and value or appreciate as a result of completing the program.

**The overall learning objectives for the AA Degree will be as follows:**

1. Demonstrate an understanding of theories, practices, histories, and key issues of a field of study using essential terminology and concepts of the discipline.
2. Use theories, concepts and practices, artifacts, and or texts to produce interpretations, hypotheses, evaluations or conclusions.
3. Apply theories and/or methods of a field of study to perform

# CONSENT AUGUST 10, 2017

practical, scholarly, and/or creative tasks that respond to social, cultural, environmental, economic, or technical issues.

Additional learning outcomes may include the following from other areas:

1. Exhibit academic readiness by appropriate time management, independent learning and academic honesty.
2. Demonstrate college level critical thinking and analytical skills.
3. Construct purposeful and effective written essays and oral presentations that demonstrate an understanding of rhetorical strategies and use experimental evidence and documented research.
4. Demonstrate awareness and understanding of the scientific method and its applications, including interpreting and analyzing scientific data.
5. Create mathematical models of a practice problem and use the model to logically interpret and analyze and predict outcomes.
6. Demonstrate competent and relevant technology skills.

## 11. Assessment plans

- a. Assessment Process.** Describe the assessment process that will be used to evaluate how well students are achieving the intended learning outcomes of the program. The Instructional Advisory Council (IAC) will use a template to collect and analyze data collected for each of the programs. This is currently in place at Eastern Idaho Technical College and is collected at the end of each semester. Each learning skill or concept is grouped to one of the program outcomes. The data is then used to determine if that outcome has been met. The goal is to move the percentage upward for each outcome. This instrument also allows us to determine if outcomes need to be changed or deleted as curriculums change in the program. Data points will include academic scores, retention and TSAs.
- b. Closing the loop.** How will you ensure that the assessment findings will be used to improve the program? The Outcome Assessment and the Program Review are two documents that help improve the programs by collecting data.
- c. Measures used.** What direct and indirect measures will be used to assess student learning? The direct and indirect measures are the following:
  - Pass rate
  - Retention/Completion rate
  - Student satisfaction with instructor (Student evaluation each semester)
  - Student satisfaction with the program/course (Student evaluation each semester)
  - Enrollment in program
- d. Timing and frequency.** When will assessment activities occur and at what frequency?
  - Outcomes are evaluated and collected each semester
  - Program Review is yearly and every 3 years
  - Student evaluation are done each semester
  - Grades and TSA (end of course/program testing) are done at end of program (usually 2 years)

**Enrollments and Graduates**

- 12. Existing similar programs at Idaho Public Institutions.** Using the chart below, provide enrollments and numbers of graduates for similar existing programs at your institution and other Idaho public institutions.

Existing Similar Programs: Historical enrollments and graduate numbers								
Institution and Program Name	Fall Headcount Enrollment in Program				Number of Graduates From Program (Summer, Fall, Spring)			
	FY__	FY__	FY__	FY__ (most recent)	FY__	FY__	FY__	FY__ (most recent)
BSU	N/A*							
ISU	N/A*							
UI	N/A*							
LCSC	N/A*							

\*Data from Idaho's four-year institutions is not applicable as this program intends to serve students through the scope and mission of a community college. UI does not offer Associates Degrees.

- 13. Projections for proposed program:** Using the chart below, provide projected enrollments and number of graduates for the proposed program:

Proposed Program: Projected Enrollments and Graduates First Five Years											
Program Name: Liberal Arts AA Degree											
Projected Fall Term Headcount Enrollment in Program						Projected Annual Number of Graduates From Program					
FY_18 - (first year)	FY_19	FY20_	FY_21	FY_22	FY_23	FY_18 - (first year)	FY19__	FY_20	FY_21	FY_22	FY_23
350	800	1,100	1,450	1,620	1,730	30	160	275	363	405	433

- 14. Describe the methodology for determining enrollment and graduation projections.** Refer to information provided in Question #2 "Need" above. What is the capacity for the program? Describe your recruitment efforts? How did you determine the projected numbers above? In preparing this proposal, we meet with ISU and U of I to see what programs the AA Degree in

**CONSENT  
AUGUST 10, 2017**

Liberal Arts would articulate to a Bachelor's Degree. The statements were very positive that the AA Degree would work with their programs on the Idaho Falls campus. This degree was offered by CSI in the Idaho Falls area for the last 2 years and the enrollment has increased each year. We project that the enrollment will continue to increase as we actively increase our recruitment efforts. As a technical college with waiting lists, it has been difficult to attract students to apply to a wait list. We have the capacity to increase our student head count to around 4,000 students without needing new buildings.

**The enrollment for Liberal Arts AA Degree was determined from a pro-forma** (see appendix) used by the community college study panel in the creation of the academic transfer portion of the College of Eastern Idaho. Approximately ½ of the enrollment projections were assigned to the Liberal Arts AA Degree. Graduation rates were calculated at 25% of students enrolled in Liberal Arts.

**Minimum Enrollments and Graduates.** Have you determined minimums that the program will need to meet in order to be continued? What are those minimums, what is the logical basis for those minimums, what is the time frame, and what is the action that would result?

**Given the “startup” nature of both the College of Eastern Idaho and the Liberal Arts Degree, no minimum enrollments or graduates were assigned.** Faculty in the initial phase of the degree will be mostly adjunct. Fixed costs for full-time faculty would only be added as enrollment reliably increased. Adjunct instruction would permit flexibility to meet high or low demand courses within the courses that make up the degree.

**The Liberal Arts Degree is a very general degree and we project that minimums will not be an issue.** Our recent survey and a survey from the Department of Labor indicates that many Idaho Falls residents have some college but not a degree. This un-tapped population will also increase enrollment in the future.

**Resources Required for Implementation – fiscal impact and budget**

**16. Physical Resources.**

**17. Existing resources.** Describe equipment, space, laboratory instruments, computer(s), or other physical equipment presently available to support the successful implementation of the program. Eastern Idaho Technical College has the facilities space to provide resources for the new college without the need to add new buildings or classroom space. Equipment will be needed as the student numbers increase to provide computers and other equipment for programs. Program fees and tuition will help off-set the cost to the college.

**18. Impact of new program.** What will be the impact on existing programs of increased use of physical resources by the proposed program? How will the increased use be accommodated? The current Eastern Idaho Technical College facility is under used and we do not project a need for more space until enrollment reaches 4,000. The existing programs are well situated to absorb more students on campus because they will not be competing for the same space. The General Education transfer side to be added to the community college will not need many of the technical resources. This has been the standard model for the other existing three community colleges in Idaho. All three have a combination of CTE programming with an AAS degree and academic transfer through the issuing of AA and AS degrees. Because the CTE programs also require general education courses, we may have some savings and a reduction in duplication of services.

**19. Needed resources.** List equipment, space, laboratory instruments, etc., that must be obtained to support the proposed program. Enter the costs of those physical resources into the budget sheet.

We project that computers, desks and chairs will be needed in the future to accommodate growth. Also our laboratory spaces will need supplies, but not microscopes, because they currently are part of the equipment for our courses in CTE. The growth for CEI will be slower than a complete new start up. We will be able to plan in an organized way for equipment purchases as the head count increases. We will be supporting OER as a way to cut cost of books for students. It has currently been used by several of the math courses and it allows students to have access and help from a computer tutoring program. This may also create a larger demand for computers and study space.

A line item request for FY18 will be submitted through the State Board of Education for ongoing funding.

**17. Library resources**

**a. Existing resources and impact of new program.** Evaluate library resources, including personnel and space. Are they adequate for the operation of the present program? Will there be an impact on existing programs of increased library usage caused by the proposed program? For off-campus programs, clearly indicate how the library resources are to be provided.

**The current library is very large and an under-used space.** Many of the technical programs have software and on-line resources that decreases the need to physically be in the library. The current programs will not be negatively impacted because of the large existing space available. The addition of personnel will be needed to allow us to increase the hours that the library is open. Our current staff in the library are all well

**CONSENT  
AUGUST 10, 2017**

trained and prepared to help students with research and other requirements for their programs. We will evaluate each year to see if new staff are required.

- b. Needed resources.** What new library resources will be required to ensure successful implementation of the program? Enter the costs of those library resources into the budget sheet. Our librarian projects that an additional \$25,000 will be needed to purchase more software for on-line courses and programs. Creating smaller spaces for study and group work may also be needed in the future.

**18. Personnel resources**

- a. Needed resources.** Give an overview of the personnel resources that will be needed to implement the program. How many additional sections of existing courses will be needed? Referring to the list of new courses to be created, what instructional capacity will be needed to offer the necessary number of sections?

**We will need to increase the personnel to teach the General Education courses in the Programs of Study for the AA Degree.** Because the increase to enrollment will be over a period of several years, we will be very strategic in our planning. Sections will be increased as the demand increases. The Attachment to this proposal will indicate the number of faculty needed over the next few years.

- b. Existing resources.** Describe the existing instructional, support, and administrative resources that can be brought to bear to support the successful implementation of the program.

**The technical college administrative and student support services will also be working with the new transfer students on campus.** Because these working groups already exists, additions will be made as the need arises. We project that more staff will be added to student services in recruitment, admissions, advising, financial aid and the registrar's office. New administrators will need to also be hired to coordinate the transfer division and the general education increase. See the attachment included with this proposal.

- c. Impact on existing programs.** What will be the impact on existing programs of increased use of existing personnel resources by the proposed program? How will quality and productivity of existing programs be maintained? The impact will be minimized with new hires as the enrollment increases gradually. The existing programs should not have a negative impact with the addition of personnel. There will be a synergy which will immerge out of the addition of academic transfer programming. As a stand-alone technical college, EITC is very inefficient with regard to cost per student. Most of the existing infrastructure and organizational structure would simply be used to serve more students who are interested in AA degrees.

- d. Needed resources.** List the new personnel that must be hired to support the proposed program. Enter the costs of those personnel resources into the budget sheet.

Additional Staff Needed

	FY18	FY19	FY20	FY21	FY22
Registrar	1		1		
Advisors	1	1		1	
Financial Aid	1	1		1	

**CONSENT  
AUGUST 10, 2017**

	Retention	1		1		
	Additional Faculty Needed					
	FY18	FY19	FY20	FY21	FY22	
Full time	5	3	2	2	2	
Adjunct	12	8	6	5	5	

**CONSENT  
AUGUST 10, 2017**

**19. Revenue Sources**

- a) **Reallocation of funds:** If funding is to come from the reallocation of existing state appropriated funds, please indicate the sources of the reallocation. What impact will the reallocation of funds in support of the program have on other programs?
- b) **New appropriation.** If an above Maintenance of Current Operations (MCO) appropriation is required to fund the program, indicate when the institution plans to include the program in the legislative budget request. There will be new funds coming into the college by the taxing district which was approved by the voters from Bonneville County. There will also be tuition and fees to generate funds plus the alcohol tax that other community colleges receive. The funding needed for CEI can be found on the attachment that was created from researching the start-up costs of a new community college.
- c) **Non-ongoing sources:**
- i. If the funding is to come from one-time sources such as a donation, indicate the sources of other funding. What are the institution's plans for sustaining the program when that funding ends? A one-time funding of \$5 million will come from the Governor's office.
  - ii. Describe the federal grant, other grant(s), special fee arrangements, or contract(s) that will be valid to fund the program. What does the institution propose to do with the program upon termination of those funds?
- d) **Student Fees:**
- i. If the proposed program is intended to levy any institutional local fees, explain how doing so meets the requirements of Board Policy V.R., 3.b.
  - ii. Provide estimated cost to students and total revenue for self-support programs and for professional fees and other fees anticipated to be requested under Board Policy V.R., if applicable.

20. Using the budget template provided by the Office of the State Board of Education, provide the following information:

- Indicate all resources needed including the planned FTE enrollment, projected revenues, and estimated expenditures for the first **four** fiscal years of the program.
- Include reallocation of existing personnel and resources and anticipated or requested new resources.
- Second and third year estimates should be in constant dollars.
- Amounts should reconcile subsequent pages where budget explanations are provided.
- If the program is contract related, explain the fiscal sources and the year-to-year commitment from the contracting agencies or parties.
- Provide an explanation of the fiscal impact of any proposed discontinuance to include impacts to faculty (i.e., salary savings, re-assignments).



**CONSENT  
AUGUST 10, 2017**

**Program Resource Requirements.**

- AA Liberal Arts Program
- Include reallocation of existing personnel and resources and anticipated or requested new resources.
- Second and third year estimates should be in constant dollars.
- Amounts should reconcile subsequent pages where budget explanations are provided.
- If the program is contract related, explain the fiscal sources and the year-to-year commitment from the contracting agency(ies) or party(ies).
- Provide an explanation of the fiscal impact of any proposed discontinuance to include impacts to faculty (i.e., salary savings, re-assignments).

**I. PLANNED STUDENT ENROLLMENT**

	<u>FY 18</u>		<u>FY 19</u>		<u>FY 20</u>		<u>FY 21</u>	
	FTE	Headcount	FTE	Headcount	FTE	Headcount	FTE	Headcount
A. New enrollments		350		800		1100		1450
B. Shifting enrollments								
<b>Total Enrollment</b>	<b>0</b>	<b>350</b>	<b>0</b>	<b>800</b>	<b>0</b>	<b>1100</b>	<b>0</b>	<b>1450</b>

**II. REVENUE**

	<u>FY 18</u>		<u>FY 19</u>		<u>FY 20</u>		<u>FY 21</u>	
	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time
1. New Appropriated Funding Request								
2. Institution Funds								
3. Federal								
4. New Tuition Revenues from Increased Enrollments		\$787,500		\$1,800,000		\$2,475,000		\$3,262,500
5. Student Fees		Included		included		included		included
6. Other (i.e., Gifts)								
<b>Total Revenue</b>	<b>\$0</b>	<b>\$787,500</b>	<b>\$0</b>	<b>\$1,800,000</b>	<b>\$0</b>	<b>\$2,475,000</b>	<b>\$0</b>	<b>\$3,262,500</b>

*Ongoing is defined as ongoing operating budget for the program which will become part of the base.*

*One-time is defined as one-time funding in a fiscal year and not part of the base.*

**CONSENT  
AUGUST 10, 2017**

**III. EXPENDITURES**

	<u>FY 18</u>		<u>FY 19</u>		<u>FY 20</u>		<u>FY 21</u>	
	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time
<b>A. Personnel Costs</b>								
1. FTE								
2. Faculty	\$ 200,000		\$ 320,000		\$ 400,000		\$ 480,000	
3. Adjunct Faculty	\$ 28,800		\$ 48,000		\$ 62,400		\$ 74,400	
4. Graduate/Undergrad Assistants								
5. Research Personnel								
6. Directors/Administrators	35,000		\$ 35,000		\$ 35,000		\$ 35,000	
7. Administrative Support Personnel								
8. Fringe Benefits	\$60,000		\$ 96,000		\$ 120,000		\$ 144,000	
9. Other:								
<b>Total Personnel and Costs</b>	<b>\$323,800</b>	<b>\$0</b>	<b>\$499,000</b>	<b>\$0</b>	<b>\$617,400</b>	<b>\$0</b>	<b>\$733,400</b>	<b>\$0</b>

**CONSENT  
AUGUST 10, 2017**

	<u>FY 18</u>		<u>FY 19</u>		<u>FY 20</u>		<u>FY 21</u>	
	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time
<b>B. Operating Expenditures</b>								
1. Travel	\$2,000.00		\$2,000.00		\$2,000.00		\$2,000.00	
2. Professional Services								
3. Other Services								
4. Communications								
5. Materials and Supplies	\$1,318.00	\$2,000.00	\$1,450.00		\$1,595.00		\$1,441.00	
6. Rentals								
7. Materials & Goods for Manufacture & Resale								
8. Miscellaneous								
<b>Total Operating Expenditures</b>	<u>\$3,318</u>	<u>\$2,000</u>	<u>\$3,450</u>	<u>\$0</u>	<u>\$3,595</u>	<u>\$0</u>	<u>\$3,441</u>	<u>\$0</u>

	<u>FY</u>		<u>FY</u>		<u>FY</u>		<u>FY</u>	
	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time
<b>C. Capital Outlay</b>								
1. Library Resources		\$5,000		\$8,000		\$7,000		\$5,000
2. Equipment								
<b>Total Capital Outlay</b>	<u>\$0</u>	<u>\$5,000</u>	<u>\$0</u>	<u>\$8,000</u>	<u>\$0</u>	<u>\$7,000</u>	<u>\$0</u>	<u>\$5,000</u>

FY \_\_\_\_\_ FY \_\_\_\_\_ FY \_\_\_\_\_ FY \_\_\_\_\_

**CONSENT  
AUGUST 10, 2017**

**D. Capital Facilities  
Construction or Major  
Renovation**

**E. Other Costs**

Utilities								
Maintenance & Repairs								
Other								
<b>Total Other Costs</b>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>
<b>TOTAL EXPENDITURES:</b>	<u>\$327,118</u>	<u>\$7,000</u>	<u>\$502,450</u>	<u>\$8,000</u>	<u>\$620,995</u>	<u>\$7,000</u>	<u>\$736,841</u>	<u>\$5,000</u>
<b>Net Income (Deficit)</b>	<u>-\$327,118</u>	<u>\$780,500</u>	<u>-\$502,450</u>	<u>\$1,792,000</u>	<u>-\$620,995</u>	<u>\$2,468,000</u>	<u>-\$736,841</u>	<u>\$3,257,500</u>

Budget Notes (specify row and add explanation where needed; e.g., "I.A.,B. FTE is calculated using..."):

I.A.B.	

**CONSENT  
AUGUST 10, 2017**

**a. List of Possible Program of Study and Electives for CEI**

HUMA 101 Introduction to Humanities 1	3 credits
HUMA 102 Introduction to Humanities 2	3 credits
PHIL 101 Introduction to Philosophy	3 credits
PHIL 202 Ethics	3 credits
ENGL 215 Survey of World Mythology	3 credits
ENGL 277 Survey of American Lit 1	3 credits
ENGL 278 Survey of American Lit 2	3 credits
ARTS 101 Art History 1	3 credits
ARTS 102 Art History 2	3 credits
MUSI 100 Music Appreciation	3 credits
BIOL 227 Human Anatomy and Physiology I	4 credits
BIOL 228 Human Anatomy and Physiology II	4 credits
BIOL 250 Microbiology	4 credits
CHEM 100 Chemistry for Everyday Life	4 credits
GEOG 100 Physical Geology	4 credits
PHYS 100 Survey of Physics	4 credits
CRIJ 103 Introduction to Law and Justice	3 credits
HIST 101 Western Civilization 1	3 credits
HIST 102 Western Civilization 2	3 credits
HIST 111 US History 1	3 credits
HIST 112 US History 2	3 credits
POLS 102 Intro to Political Science	3 credits
PSYC 101 General Psychology	3 credits
SOCY 101 Introduction to Sociology	3 credits
SOCY 105 Human Relations	3 credits

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**CONSENT**  
**AUGUST 10, 2017**

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**SUBJECT**

President Approved Alcohol Permits Report

**APPLICABLE STATUTE, RULE, OR POLICY**

Idaho State Board of Education Governing Policies and Procedures, I.J.2.b.

**BACKGROUND/DISCUSSION**

The chief executive officer of each institution may waive the prohibition against possession or consumption of alcoholic beverages only as permitted by, and in compliance with, Board policy. Immediately upon issuance of an Alcohol Beverage Permit, a complete copy of the application and the permit shall be delivered to the Office of the State Board of Education, and Board staff shall disclose the issuance of the permit to the Board no later than the next Board meeting.

The last update presented to the Board was at the June 15, 2017 Board meeting. Since that meeting, Board staff has received twenty-one (21) permits from Boise State University, four (4) permits from Idaho State University, and seven (7) permits from the University of Idaho.

Board staff has prepared a brief listing of the permits issued for use. The list is attached for the Board's review.

**ATTACHMENTS**

Attachment 1 - List of Approved Permits by Institution

Page 3

**BOARD ACTION**

This item is for informational purposes only. Any action will be at the Board's discretion.

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**CONSENT  
AUGUST 10, 2017**

**APPROVED ALCOHOL SERVICE AT  
BOISE STATE UNIVERSITY  
May 2017 – June 2017**

<b>EVENT</b>	<b>LOCATION</b>	<b>Institution Sponsor</b>	<b>Outside Sponsor</b>	<b>DATE (S)</b>
Lauren Nicola/Stephen Ducey Wedding	Stueckle Sky Center		X	5/27/2017
Hafez Family Celebration	Stueckle Sky Center		X	5/27/2017
Helmets & Heels Women's Clinic	Gene Bleymeir Football Complex	X		6/1/2017
Morrison Center Volunteer Banquet	Stueckle Sky Center	X		6/4/2017
2017 Idaho Threat Assessment Conference	Stueckle Sky Center		X	6/7/2017
St. Luke's President's Award Ceremony	Stueckle Sky Center		X	6/8/2017
Bronco Dairy Booster Auction	Stueckle Sky Center	X		6/9/2017
Stillman Family Celebration	Stueckle Sky Center		X	6/10/2017
Phantom of the Opera – Week 1	Morrison Center	X		6/14-18/2017
Bonnie Jackson Memorial	Stueckle Sky Center	X		6/16/2017
Children's Home Society Pre-Party	Morrison Center		X	6/17/2017
Micron Project Planning Dinner	COBE		X	6/20/2017
Phantom of the Opera – Week 2	Morrison Center	X		6/20-25/2017
Salt and Light Radio Summer Gala	Stueckle Sky Center		X	6/22/2017
Kellyn & Simon Wedding	Stueckle Sky Center		X	6/24/2017
2017 FMRI Graduation	Student Union Building		X	6/24/2017
Watts/Reid Wedding	Stueckle Sky Center		X	6/27/2017
American Academy of Pediatrics Employee Dinner	Student Union Building		X	6/28/2017
O'Neil/Colford Wedding	Stueckle Sky Center		X	7/1/2017
Networking Dinner for Executive of the Power Engineers MBA Program	COBE		X	7/10/2017
Albertson's Floral Dinner	Stueckle Sky Center	X		7/11/2017

**CONSENT  
AUGUST 10, 2017**

**APPROVED ALCOHOL SERVICE AT  
IDAHO STATE UNIVERSITY  
March 2017 – June 2017**

<b>EVENT</b>	<b>LOCATION</b>	<b>Institution Sponsor</b>	<b>Outside Sponsor</b>	<b>DATE (S)</b>
IMNH After Dark: Wine & Origami	Little Wood Room		X	6/27/2017
Skyline High School Class of 2007 Reunion	ISU Bennion Student Center		X	6/27/2017
Academic Affairs Deans Retreat	Idaho Falls Conference Room		X	6/28/2017
United Dairymen of Idaho Board of Directors Reception and Dinner	ISU Performing Arts Center Rotunda		X	7/26/2017

**CONSENT  
AUGUST 10, 2017**

**APPROVED ALCOHOL SERVICE AT  
UNIVERSITY OF IDAHO  
March 2017 – August 2017**

<b>EVENT</b>	<b>LOCATION</b>	<b>Institution Sponsor</b>	<b>Outside Sponsor</b>	<b>DATE (S)</b>
Prichard Friends Exhibit Preview	Prichard Art Gallery	X		6/15/2017
ASM Welcome Social	IRIC	X		6/20/2017
ASM Student Social	Prichard Art Gallery	X		6/21/2017
ASM Picnic	Lower Arboretum	X		6/22/2017
ASM Poster Social	Bruce Pitman Center	X		6/23/2017
American Society of Mammologists Conference	Idaho Commons Green and Plaza	X		6/24/2017
ISB President's Reception and Distinguished Lawyer Awards Dinner	Bruce Pitman Center	X		7/12/2017

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**CONSENT**  
**AUGUST 10, 2017**

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**SUBJECT**

Idaho Indian Education Committee Appointments

**REFERENCE**

April 14, 2016	The Board approved the appointment of Tomas Puga and reappointments of Selena Grace, Bob Sobotta, and Chris Meyer.
October 20, 2016	The Board approved the appointment of Sharee Anderson, Donna Bollinger, Jessica James-Grant, and Hank McArthur.
June 15, 2017	The Board approved the reappointments of Sharee Anderson and Yolanda Bisbee.

**APPLICABLE STATUTE, RULE, OR POLICY**

Idaho State Board of Education Governing Policies & Procedures, Section I.P.

**BACKGROUND/DISCUSSION**

The Idaho Indian Education Committee serves as an advisory committee to the State Board of Education (Board) and the State Department of Education (Department) on educational issues and how they impact Idaho's American Indian student population. The committee also serves as a link between Idaho's American Indian tribes.

Pursuant to Board Policy I.P. the Idaho Indian Education Committee consists of 19 members appointed by the Board. Each member serves a term of five years. Appointments to vacant positions during a previous incumbent's term are filled for the remainder of the open term. The membership consists of:

- One representative from each of the eight public postsecondary institutions
- One representative from each of the five tribal chairs or designee
- One representative from each of the five tribal education affiliations (K-12)
- One representative from each of the two Bureau of Indian Education schools
- One representative from the State Board of Education, as an ex-officio member

The College of Southern Idaho (CSI) has forwarded Mr. Jason Ostrowski's name for consideration as their representative on the Indian Education Committee. Mr. Ostrowski is the new Dean of Students at CSI.

**IMPACT**

This appointment will fill one of six vacant seats on the committee.

**ATTACHMENTS**

Attachment 1 – Current Committee Membership	Page 3
Attachment 2 – Jason Ostrowski's Bio	Page 5

**CONSENT  
AUGUST 10, 2017**

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**STAFF COMMENTS AND RECOMMENDATIONS**

Mr. Nolan Goubeaux is no longer with the College of Southern Idaho. Mr. Jason Ostrowski has been identified to replace Mr. Goubeaux and serve as CSI's representative. Mr. Ostrowski was hired in August 2016 to serve as CSI's Dean of Students. Before coming to CSI, he spent seven years as the Director of Residential Life and Student Conduct at Laramie County Community College in Cheyenne, WY. Mr. Ostrowski attended Dickinson State University where he earned his undergraduate degree in Biology in 2012 earned his Master's degree in Higher Education Administration from Bay Path College in Longmeadow, MA. If approved, Mr. Ostrowski would complete Mr. Goubeaux's term, which as an original committee member, ran from July 1, 2013 – June 30, 2018.

**BOARD ACTION**

I move to appoint Mr. Jason Ostrowski, representing the College of Southern Idaho to the Idaho Indian Education Committee effective immediately and expiring June 30, 2018.

Moved by \_\_\_\_\_ Seconded by \_\_\_\_\_ Carried Yes \_\_\_\_\_ No \_\_\_\_\_

**CONSENT**  
**AUGUST 10, 2017**

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**State Board of Education**  
**Indian Education Committee**

**Dr. Chris Meyer** is the Director of Education for the Coeur d'Alene tribe and serves as the Tribal Chairperson's designee for the Coeur d'Alene Tribe. Term: July 1, 2016 – June 30, 2021

**Vacant** - chairperson's designee for the Kootenai Tribe.

**Bill Picard** is a member of the Nez Perce Tribal Executive committee and serves as the Tribal Chairperson's designee. Term: July 1, 2013 – June 30, 2018

**Vacant** - Tribal Chairperson's designee for the Shoshone-Bannock Tribes.

**Pete Putra** is a member of the Shoshone-Paiute Tribes and serves as the Tribal Chairperson's designee for the Shoshone-Paiute Tribes. Term: July 1, 2013 – June 30, 2018

**Shawna Daniels** is the High School Coordinator for the Coeur d'Alene tribe and serves as the K-12 Representative for the Tribe. Term: July 1, 2016 – June 30, 2021

**Vacant** - K-12 representative for the Kootenai Tribe.

**Joyce McFarland** is the Education Manager for the Nez Perce tribe and serves as the K-12 representative for the Nez Perce tribe. Term: July 1, 2013 – June 30, 2018

**Jessica James-Grant** is the K-12 tribal education representative for the Shoshone-Bannock Tribes. Term: immediately – June 30, 2021

**Vacant** - K-12 representative for the Shoshone-Paiute Tribes.

**Donovan Chase** is the Superintendent of the Coeur d'Alene Tribal School and serves as the one of the Bureau of Indian Education school representatives. Term: July 1, 2016 – June 30, 2021

**Hank McArthur** is the Bureau of Indian Education school representatives. Term: immediately – June 30, 2018

**James Anderson** is the Vice President for Enrollment Services in the Division of Student Affairs at Boise State University (BSU). Term: July 1, 2013 – June 30, 2018

**Selena Grace** is the Interim Vice Provost for Academic Strategy & Institutional Effectiveness at Idaho State University (ISU). Term: July 1, 2016 – June 30, 2021.

**Dr. Yolanda Bisbee** is the Chief Diversity Officer and Executive Director of Tribal Relations at the University of Idaho (UI). Term: July 1, 2017 – June 30, 2022.

**CONSENT**  
**AUGUST 10, 2017**

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**Dr. Linda Clark** is the President of the State Board of Education and Ex-Officio member of the Indian Education Committee.

**Bob Sobotta, Jr.** is the Director of Native American/Minority Student Services at Lewis-Clark State College (LCSC). Term: July 1, 2016 – June 30, 2021

**Vacant** - College of Southern Idaho (CSI). Term: July 1, 2013 – June 30, 2018

**Tomas Puga** is the Coordinator, Advising and New Student Services at the College of Western Idaho (CWI). Term: July 1, 2016 - June 30, 2019

**Sharee Anderson** is the Vice President of Instruction and Student Affairs at Eastern Idaho Technical College (EITC). Term: July 1, 2017 – June 30, 2022

**Vacant** - North Idaho College (NIC).



**CONSENT**  
**AUGUST 10, 2017**

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**Jason Ostrowski**  
**College of Southern Idaho**  
**Dean of Students**

Jason Ostrowski was hired and began his current position as the Dean of Students for the College of Southern Idaho in August of 2016. Before coming to CSI, he spent 7 years as the Director of Residential Life and Student Conduct at Laramie County Community College in Cheyenne, WY. He graduated from Bigfork High School in Bigfork, Montana in 1998 and then went on to Dickinson State University where he earned his undergraduate degree in Biology. From the years of 2003 to 2009, he worked as a hall director and area coordinator for DSU before being hired at LCCC. And in 2012, Jason earned his Master's degree in Higher Education Administration from Bay Path College in Longmeadow, MA.

In working within the community college setting for the past eight years, he has gained a strong appreciation for the mission and purpose of community colleges. And as a first generation student who has come from a low social economic background, he has a deep understanding of the needs and challenges of the students whom community colleges serve. Because of this, Jason has made a personal dedication to assist the students that higher education serves, by meeting them on their level, and supporting them in order to help them achieve success, however success for them will be measured.

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**CONSENT**  
**AUGUST 10, 2017**

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**STATE DEPARTMENT OF EDUCATION**

**SUBJECT**

Adoption of curricular materials and related instructional materials as recommended by the Curricular Materials Selection Committee

**REFERENCE**

June 2016                                      Board approved the mathematics curricular materials review.

August 2016                                    Board approved the computer applications curricular materials review.

**APPLICABLE STATUTE, RULE, OR POLICY**

Idaho State Board of Education Governing Policies & Procedures, Section V.B.8 Sections 33-118 and 33-118A, Idaho Code IDAPA 08.02.03.128, Rules Governing Thoroughness

**BACKGROUND/DISCUSSION**

The Administrative Rules of the State Board of Education, IDAPA 08.02.03.128.01 and .02, describe the adoption process for curricular materials as an adoption cycle of six (6) years. Curricular materials are defined as "textbook and instructional media including software, audio/visual media and internet resources" (Idaho Code 33-118A). Idaho is a multiple adoption state, which means Idaho recommends multiple titles from multiple publishers in a specific content area. The Curricular Materials Selection Committee is charged with the responsibility to screen, evaluate, and recommend curricular materials for adoption by the State Board of Education.

For 2017, the annual adoption clause allows for submissions in the subject areas of K-12 Arts & Humanities, 9-12 Computer Applications, K-12 Health & Wellness, K-12 Physical Education, K-12 Social Studies, and 6-12 Mathematics Open Educational Resources. The curricular materials review was held on June 14-16, 2017. One hundred ten (110) content area specialists assisted the seven (7) selection committee members in the evaluation of the curricular materials.

**IMPACT**

The adoption process in Idaho provides for the continuous review and evaluation of new curricular materials. This process ensures that Idaho schools have quality products available to purchase at a guaranteed low price, and equal availability to all Idaho school districts. This process maintains local control in the choice of instruction materials by providing multiple lists of approved materials. The adoption process also provides, through a contract with each publisher, a contract price that is good for the length of the adoption cycle. This ensures quality for each

**CONSENT**  
**AUGUST 10, 2017**

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school district and allows for the best materials at the lowest possible price for Idaho's schools.

**ATTACHMENTS**

Attachment 1 – 2017 Curricular Materials Recommendations

Page 3

**STAFF COMMENTS AND RECOMMENDATIONS**

Staff Recommends approval.

**BOARD ACTION**

I move to approve the adoption of curricular materials and related instructional materials for K-12 Arts and Humanities, 9-12 Computer Applications, K-12 Health and Wellness, K-12 Physical Education, K-12 Social Studies, and 6-12 Mathematics Open Educational Resources as recommended by the Curricular Materials Selection Committee as submitted in Attachment 1.

Moved by \_\_\_\_\_ Seconded by \_\_\_\_\_ Carried Yes \_\_\_\_\_ No \_\_\_\_\_

# 2017 Curricular Materials Recommendations

## Curricular Materials Adoption Process



Idaho State Department of Education

Sheri Ybarra,

State Superintendent of Public Instruction

## **Introduction**

The State Curricular Materials Selection Committee is pleased to submit the following materials for your consideration for adoption in the state of Idaho. The 2017 Session called for reviewing curricular materials in the subject areas of K-12 Arts & Humanities, Computer Applications, Health & Wellness, Physical Education, Social Studies, and 6-12 Mathematics Open Educational Resources.

Several of these materials have accompanying electronic instructional media. Others are deliverable via CD-ROM or Online on the Internet.

The Curricular Materials Selection Committee considers their work an important contribution to the educational process in Idaho. This Committee reflects the diversity of Idaho's population both geographically and philosophically. Occasionally the approval of a certain material is not a unanimous decision by the Committee.

IDAHO

STATE DEPARTMENT OF EDUCATION  
CURRICULAR MATERIALS ADOPTION PROCEDURES

The Curricular Materials adoption process has its basis in Idaho Code (33-118, 333-118A). It is further defined in the Administrative Rules of the State Board of Education (SBOE), IDAPA 08.02.03, subsection 128.

**The Adoption Process in Idaho** provides for the continuous review and evaluation of new curricular materials. This process ensures that Idaho schools have quality products available to purchase at a guaranteed low price, and equal availability to all Idaho school districts. This process maintains local control in the choice of instruction materials by providing multiple lists of approved materials. The adoption process also provides, through a contract with each publisher, a contract price that is good for the length of the adoption cycle. This ensures quality for each school district and allows for the best materials at the lowest possible price for Idaho's schools. It is recommended that districts choose materials from the list of vetted and approved materials. School districts are not required to choose materials from this list.

Idaho adopts materials in the areas of English Language Arts, Dictionary, Thesaurus, and Speech; Limited English Proficiency/English Language Development; Mathematics; Professional Technical Education: Agriculture and Natural Resources, Business and Marketing Education, Engineering and Technology, Family and Consumer Sciences, Health Professions, Individualized Occupational Training, and Skilled and Technical Sciences; Humanities: Interdisciplinary, World Languages, Art, Drama/Theatre, Dance, Music; Drivers Education; Healthy Life Styles: Health/Wellness, and Physical Education; Social Studies: History, Geography, and Government; Economics; Science; and Computer Applications (adopted annually).

Materials are adopted in Idaho on a six-year rotating schedule. Publishers have an additional one year following the main adoption year to submit new copyrights for a particular content area, allowing each of the content area submissions a total of two years. The intent of the adoption process is to generally approve all materials meeting the established criteria and to reject those items that are considered unsuitable for use in their designated subject area.

There are advantages to adopting curricular materials at the state level:

- Contract prices are adhered to for six years (five years for interim adopted materials), which saves money for the schools.
- Publishers are required to lower the price to Idaho if they lower it to any other state after the Idaho contract has been signed.
- Most textbook publishers maintain inventory at the state depository, Caxton Printers, Ltd. which reduces delivery time and shipping costs.

**CONSENT**  
**AUGUST 10, 2017**

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- Contracts help ensure adopted materials will be available for the life of the contract (6 years).
- Materials are screened for quality, organization, vocabulary and graphic presentation. Textbooks publishers must submit Manufacturing Standards and Specifications for Textbooks (MSST) standards compliance form for each title.
- Materials are screened for fair representation on such issues as environment and industry.
- Instructional materials are screened and thoroughly reviewed by subject area experts to ensure that essential elements are covered.
- Any materials reflecting adversely upon individuals or groups due to race, ethnicity, class, gender, or religion are not approved.
- Small school districts are guaranteed to get the same textbooks and complementary materials as larger school systems.

**Curricular materials** in Idaho are defined as textbooks and instructional media including software, audio/visual material and internet based instructional material (Idaho Code 33-118A). Idaho is a multiple adoption state and adopts a number of materials in a designated subject area from a variety of publishing companies. This is consistent with the belief that a variety of materials has value and usefulness to the schools.

**The Curricular Materials Selection Committee**, which is appointed by the State Board of Education (SBOE), has the responsibility of overseeing the adoption process for the state. The Executive Secretary of this Committee is an employee of the State Department of Education (SDE).

**The membership** on the Selection Committee is comprised of at least 10 members who may include:

- secondary administrator(s)
- elementary administrator(s)
- secondary teacher(s)
- elementary teacher(s)
- parent representative(s)
- district school board member(s)
- representative from private/parochial schools
- representative who is not a public school educator nor trustee
- representative(s) from the state's colleges of education
- representative from the Division of Professional-Technical Education
- content area coordinator(s) from the State Department of Education
- the Executive Secretary from the State Department of Education

All members are appointed by the SBOE for a five-year term with the exception of the SDE content coordinators and the representative from Professional-Technical Education who serve for one year. Current Committee members are listed in a separate document.



**CONSENT**  
**AUGUST 10, 2017**

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The Committee, assisted by specialists from throughout the state, meet for one week in June to review and correlate all materials to the Common Core State Standards and/or the Idaho Content Standards and specific course requirements. The Committee votes on the materials and those recommended are forwarded to the SBOE for official adoption for Idaho Schools. All meetings of the Committee are open to the public.

Following formal adoption, contracts are mailed to the publishing companies. After the return of signed contracts, the listing of newly adopted materials will be published in the State Department of Education website Adoption Guide found at: <http://www.sde.idaho.gov/academic/curricular/materials.html>.

A state curriculum library is maintained at Caxton as required by Idaho Code 118A. Adopted materials are housed in this library and available to the public. In addition, seven (7) Regional Centers maintain libraries of adopted materials that are available to the public as well as college students and local schools. The Regional Centers are located as follows:

N.L. Terteling Library  
College of Idaho  
Caldwell, Idaho

Instructional Materials Center  
Idaho State University  
Pocatello, Idaho

Albertson Library  
Boise State University  
Boise, Idaho

Curriculum Library  
Lewis Clark State College  
Lewiston, Idaho

David O. McKay Library  
Brigham Young University-Idaho  
Rexburg, Idaho

John Riley Library  
Northwest Nazarene University  
Nampa, Idaho

University of Idaho Library  
University of Idaho  
Moscow, Idaho

Complete addresses for the Regional Centers can be found at the Schools/Regional Centers link: <http://www.sde.idaho.gov/academic/curricular/contact/Curricular-Materials-Regional-Centers.pdf>.

The citizens of Idaho may request that the Committee reconsider any material under adoption. The *Textbook Adoption Process: Request for Reconsideration of Materials* form can be found at Schools/Request for Reconsideration of Materials Form: <http://www.sde.idaho.gov/academic/curricular/files/adoption-process/Adoption-Process-Reconsideration-of-Materials-Form.pdf>.

The Committee considers all requests and maintains the rights to either recommend continued adoption or remove any materials from the adopted list.

**CONSENT  
AUGUST 10, 2017**

  
**IDAHO**  
**Curricular Materials Selection Committee**  
**Appointed by the State Board of Education**  
**2017**

COMMITTEE MEMBER	CONTACT INFORMATION
<p>Executive Secretary, Idaho State Department of Education <b>Elizabeth James</b> Coordinator, Curricular Materials and Online Course Review Idaho State Department of Education PO Box 83720 Boise, ID 83720-0027</p>	<p>Phone: 208-332-6967 E-mail: <a href="mailto:ejames@sde.idaho.gov">ejames@sde.idaho.gov</a></p>
<p>Curriculum Consultant, Idaho State Department of Education (Ex-officio) <b>Peggy Wenner</b> Coordinator, Arts &amp; Humanities Idaho State Department of Education PO Box 83720 Boise, ID 83720-0027</p>	<p>Phone: 208-332-6949 E-mail: <a href="mailto:piwenner@sde.idaho.gov">piwenner@sde.idaho.gov</a></p>
<p>Curriculum Consultant, Idaho State Department of Education (Ex-officio) <b>Rhonda Heggen</b> Coordinator, Physical/Health Education Idaho State Department of Education PO Box 83720 Boise, ID 83720-0027</p>	<p>Phone: 208-332-6950 E-mail: <a href="mailto:rheggen@sde.idaho.gov">rheggen@sde.idaho.gov</a></p>
<p>Curriculum Consultant, Idaho State Department of Education (Ex-officio) <b>Nichole Hall</b> Coordinator, Mathematics Idaho State Department of Education PO Box 83720 Boise, ID 83720-0027</p>	<p>Phone: 208-332-6932 E-mail: <a href="mailto:nhall@sde.idaho.gov">nhall@sde.idaho.gov</a></p>
<p>Curriculum Consultant, Idaho State Department of Education (Ex-officio) <b>Rick Kennedy</b> Coordinator, Instructional Technology PO Box 83720 Boise, ID 83720-0027</p>	<p>Phone: 208-332-6852 E-mail: <a href="mailto:rkennedy@sde.idaho.gov">rkennedy@sde.idaho.gov</a></p>
<p>Curriculum Consultant, Idaho State Department of Education (Ex-officio) <b>Peter Kavouras</b> Coordinator, NASA/Social Studies PO Box 83720 Boise, ID 83720-0027</p>	<p>Phone: 208-332-6975 E-mail: <a href="mailto:pgkavouras@sde.idaho.gov">pgkavouras@sde.idaho.gov</a></p>

**CONSENT  
AUGUST 10, 2017**

<p>Curriculum Consultant, Division of Professional Technical Education  <b>Kristi Enger</b>          State Division of Professional Technical Education          PO Box 83720          Boise, ID 83720-0095</p>	<p>Phone: 208-334-3216          E-mail: <a href="mailto:kenger@pte.idaho.gov">kenger@pte.idaho.gov</a>          5-Year Term Expires: May 31, 2019</p>
<p>Representative of the State's Institutions of Higher Education  <b>Sarah Anderson</b>          Boise State University</p>	<p>Phone:          E-mail:          5-Year Term Expires: October 31, 2020</p>
<p>Representative of the State's Institutions of Higher Education  <b>Lori Conlon Khan</b>          Boise State University</p>	<p>Phone:          E-mail: <a href="mailto:lori.conlonkhan@boiseschools.org">lori.conlonkhan@boiseschools.org</a>          5-Year Term Expires: October 31, 2020</p>
<p>Idaho Public School Administrator  <b>Dana Bradley</b>          Cassia County School District          237 E. 19<sup>th</sup> St.          Burley, ID 83318</p>	<p>Phone: 208-878-6627          E-mail: <a href="mailto:bradana@sd151.k12.id.us">bradana@sd151.k12.id.us</a>          5-Year Term Expires: June 30, 2016</p>
<p>Idaho Public School Elementary Classroom Teacher  <b>Heidi Fry</b>          Siena K8 Magnet School          2870 E. Rome Dr.          Meridian, ID 83642</p>	<p>Phone: 208-350-4370          E-mail: <a href="mailto:fry.heide@meridianschools.org">fry.heide@meridianschools.org</a>          5-Year Term Expires: May 31, 2019</p>
<p>Idaho Public School Elementary Classroom Teacher  <b>Donna Wommack</b>          Genesee Joint School District #282          330 W. Ash Ave.          Genesee, ID 83832</p>	<p>Phone: 208-285-1161          E-mail: <a href="mailto:dwommack@sd282.org">dwommack@sd282.org</a>          5-Year Term Expires: May 31, 2019</p>
<p>Idaho Public School Elementary Classroom Teacher  <b>Stacey Jensen</b>          Edahow Elementary School          2020 Pocatello Creek Road          Pocatello, ID 83201</p>	<p>Phone: 208-233-1844          E-mail: <a href="mailto:jensenst@d25.k12.id.us">jensenst@d25.k12.id.us</a>          5-Year Term Expires: June 30, 2021</p>
<p>Idaho Public School Elementary Classroom Teacher  <b>Catherine Griffin</b>          Heritage Community Charter          Special Education Director          1803 E Ustick Rd.          Caldwell, ID 83605</p>	<p>Phone: 208-453-8070          E-mail: <a href="mailto:cgriffin@heritagecommunitycharter.com">cgriffin@heritagecommunitycharter.com</a>          5-Year Term Expires: October 31, 2020</p>
<p>Idaho Public School Elementary Classroom Teacher  <b>Tauna Johnson</b>          Genesee Elementary School          330 W Ash Ave.          Genesee, ID 83832</p>	<p>Phone: 208-285-1162          E-mail: <a href="mailto:tjohnson@sd282.org">tjohnson@sd282.org</a>          5-Year Term Expires: October 31, 2020</p>
<p>Idaho Public School Elementary Classroom Teacher  <b>Zoe Jorgensen</b>          Idaho Falls School District          Bush Elementary Magnet School</p>	<p>Phone: 208-525-7602          E-mail: <a href="mailto:jorgzoe@d91.k12.id.us">jorgzoe@d91.k12.id.us</a>          5-Year Term Expires: October 31, 2020</p>

**CONSENT  
AUGUST 10, 2017**

<p>Idaho Public School Elementary Classroom Teacher <b>Sharon Tennent</b> Boise Independent School District Math Coach</p>	<p>Phone: E-mail: <a href="mailto:sharon.tennent@boiseschools.org">sharon.tennent@boiseschools.org</a> 5-Year Term Expires: October 31, 2020</p>
<p>Idaho Public School Secondary Classroom Teacher <b>Lisa Olsen</b> Rocky Mountain Middle School 3443 N. Ammon Rd. Idaho Falls, ID 83401</p>	<p>Phone: 208-525-4403 E-mail: <a href="mailto:olsenl@d93.k12.id.us">olsenl@d93.k12.id.us</a> 5-Year Term Expires: May 31, 2019</p>
<p>Idaho Public School Secondary Classroom Teacher <b>Rebecca Parrill</b> Lewiston Independent School District No. 1 3317 12<sup>th</sup> Street Lewiston, ID 83501</p>	<p>Phone: 208-748-3000 E-mail: <a href="mailto:rparrill@lewistonschools.net">rparrill@lewistonschools.net</a> 5-Year Term Expires: May 31, 2019</p>
<p>Idaho Public School Secondary Classroom Teacher <b>Kristie Scott</b> West Jefferson High School 1260 E. 1500 N Terreton, ID 83450</p>	<p>Phone: 208-663-4391 E-mail: <a href="mailto:scottk@wisd.org">scottk@wisd.org</a> 5-Year Term Expires: May 31, 2019</p>
<p>Idaho Public School Secondary Classroom Teacher <b>Chris Wadley</b> Whitepine Joint School District Deary Jr/Sr High School 502 First Ave. , PO Box 9 Deary, ID 83823</p>	<p>Phone: 208-877-1151 E-mail: <a href="mailto:cwadley@sd288.k12.id.us">cwadley@sd288.k12.id.us</a> 5-Year Term Expires: May 31, 2019</p>
<p>Idaho Public School Secondary Classroom Teacher <b>Melyssa Ferro</b> Caldwell School District Syringa Middle School 1100 Willow St. Caldwell, ID 83605</p>	<p>Phone: 208-455-3305 E-mail: <a href="mailto:Mferro@caldwellschools.org">Mferro@caldwellschools.org</a> 5-Year Term Expires: October 31, 2020</p>
<p>Representative <b>Darlene Matson Dyer</b> PO Box 1981 Hailey, ID 83333</p>	<p>Phone: 208-788-4318 E-mail: <a href="mailto:ddyer331@gmail.com">ddyer331@gmail.com</a> 5-Year Term Expires: June 30, 2021</p>
<p>Representative <b>Laree Jansen</b> 3669 North 3200 East Kimberly, ID 83341-5344</p>	<p>Phone: 208-733-1168 E-mail: <a href="mailto:lareej@cableone.net">lareej@cableone.net</a> 5-Year Term Expires: June 30, 2021</p>

## 2017 Curricular Materials and Online Resources Recommendations

### Curricular Materials Recommendations - Annual Adoption

It was moved by Stacey Jensen, seconded by Laree Jansen, and carried that the curricular materials listed and marked as approved in the Subject Area Review Books for the *Annual Adoption* of Arts & Humanities, Computer Applications, Health & Wellness, Physical Education, Social Studies, and Open Educational Resources Mathematics materials and their accompanying ancillary materials, notes, and where indicated, instructional software, be recommended by the Idaho State Curricular Materials Selection Committee to the Idaho State Board of Education for adoption and use in the public schools of Idaho in accordance with the policies and regulations of the Idaho State Board of Education.

### Adjournment

Motion for adjournment was made by Melyssa Ferro, seconded by a Unanimous Vote, and carried to adjourn the meeting on June 16, 2017.

Respectfully submitted,

Elizabeth James  
Executive Secretary

**Classifications of Curricular Materials:**

**Comprehensive Program-** A program which consistently meets the focus, coherence, depth, and rigor of the Idaho Content Standards with minimal or no need for instructional adaptations and/or supplemental materials. A comprehensive program provides effective content progressions within and between grade levels.

**Basic Program-** A program which meets the focus, coherence, depth, and rigor of the Idaho Content Standards at a substantial level with some need for supplemental material. A basic program provides content progressions within and between grade levels, though they may be uneven.

**Component Program-** A program designed and intended to be used to supplement a comprehensive or basic program. A Component Program will support and/or enhance the focus, coherence, depth, and rigor of a comprehensive or basic program.

**Intervention Program-** A program designed and intended to target and support students' specific needs.

**2017 Curricular  
Materials  
Selection  
Committee  
Recommendations**

**K-12 Arts &  
Humanities**

**CONSENT  
AUGUST 10, 2017**

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN	Recommendation
Battaglia Publishing Company	It's All About Classical Music	S. Battaglia	2008	3	9780982536926	Component General Music
	<p><b>Notes:</b>  <b>Strengths:</b> The strengths of this program is a broad over-all glimpse at the Baroque/Classical Music era for elementary students who would previously have NO knowledge of the period or the terminology that comes from looking at Classical Composer. There are 3 "classical" periods of Baroque, Classical and Modern per this author. There is a CD that has excerpts of music to go with the composer chosen. There is also a PowerPoint with some information and pictures about the composer and the time period. There is a companion storybook with a colorful cover that is age appropriate and attractive.  <b>Weaknesses:</b> The printed material – Two Instructors Guides and Story Book lack the following: Table of Contents/Index, Bibliography, Glossary of terms and resources. The two instructors guides are challenging to work with as there are inconsistency in the information they provide. Only one is needed. There is no index for the CD's on the Disk or provided in the instructor guides. Again, only one CD is needed, as the second is a duplicate. There is also no form of assessment or rubric within the material. A PowerPoint presentation on a DVD instead of needing to access the website would be preferable with the MUSIC embedded  <b>Other:</b> This is NOT a standalone curriculum but would be better suited to enhance a music curriculum that covers the music history. There were numerous typographical errors. And the challenge of the two curriculum guides could be eliminated if the two guides were combined</p>					
	<p><b>Key Features:</b>            1. The five music presentation are scaffold from first to fifth grade.            2. All programs include Power Point downloaded free from web site: mrmcsymphony.com            3. Curriculum items included in all programs as planets, homonyms, spelling, etc.            4. No music background required to present these programs            5. Two programs available for each grade- one 40 minute presentation or a three lesson curriculum each about a 40 minute presentation            6. Students learn : sound of instruments, stories of musicians and composers, jazz , opera , and listen to music in these genres            7. The three lesson curriculum programs are differentiated for ELL, Regular and Gate students, and include projects for each group to generate class discussion.            8. The related students reading books per grade are intended to be located in the school library and reinforce what they have learned.            9. The students learn the in-depth meaning of music and how it relates to their everyday life and school learning.</p>					
	It's All About Classical Music	S. Battaglia	2006	3	9781419680854	
It's All About Classical Music	S. Battaglia	2016	3	9780997900910		
Publisher	Title of Material	Author	Copyright	Grade Level	ISBN	Recommendation
Battaglia Publishing Company	It's All About Jazz	S. Battaglia	2008	4	9780983536933	Component General Music
	<p><b>Notes:</b>  <b>Strengths:</b> Vocabulary about jazz is introduced; the historical beginnings are touched upon. A PowerPoint presentation with composers and pictures are accessible for the instructor to use via the website. There is a storybook to review the material provided, a CD with excerpts of music discussed and an instructor's guide divided into three lessons.  <b>Weaknesses:</b> The printed material – Two Instructors Guides and Story Book lack the following: Table of Contents/Index and Bibliography. A glossary of terms would be helpful to students in this genre as they are new and very unique. The two instructors guides are challenging to work with as there are inconsistency in the information they provide. Only one is needed. There is no index for the CD's on the Disk or provided in the instructor guides. Again, only one CD is needed as the second is a duplicate. There is also no form of assessment or rubric within the material. A PowerPoint presentation on a DVD instead of needing to access the website would be preferable with the MUSIC embedded.</p>					



**CONSENT  
AUGUST 10, 2017**

	<p><b>Other:</b> This is NOT a standalone curriculum but would be better suited to enhance a music curriculum that covers the music history. There were numerous typographical errors. And the challenge of the two curriculum guides could be eliminated if the two guide were combined</p>					
	<p><b>Key Features:</b>            1. The five music presentation are scaffold from first to fifth grade.            2. All programs include Power Point downloaded free from web site: mrmcsymphony.com            3. Curriculum items included in all programs as planets, homonyms, spelling, etc.            4. No music background required to present these programs            5. Two programs available for each grade- one 40 minute presentation or a three lesson curriculum each about a 40 minute presentation            6. Students learn : sound of instruments, stories of musicians and composers, jazz , opera , and listen to music in these genres            7. The three lesson curriculum programs are differentiated for ELL, Regular and Gate students, and include projects for each group to generate class discussion.            8. The related students reading books per grade are intended to be located in the school library and reinforce what they have learned.            9. The students learn the in-depth meaning of music and how it relates to their everyday life and school learning.</p>					
	It's All About Jazz	S. Battaglia	2006	4	9781419680861	
	It's All About Jazz	S. Battaglia	2016	4	9780982536927	
Publisher	Title of Material	Author	Copyright	Grade Level	ISBN	Recommendation
Cengage Learning, Inc.	<b>Gardner's Art Through the Ages: A Global History</b>	<b>Kleiner</b>	<b>2016</b>	<b>9-12</b>	<b>9781285754994</b>	<b>Component Visual Arts</b>
	<p><b>Notes:</b>  <b>Strengths:</b> Gardner's text is visually appealing, follows an art history time-line, engages students, and encourages higher-level thinking and critical thinking skills. Text strongly covers the Responding standard, providing varied opportunities for students to engage with, and respond to, art history and a variety of cultures. Images are beautifully displayed and appreciated. PowerPoints are organized by chapter and provides an opportunity to introduce each chapter. Ties to social studies content is evident. The MindTap ancillary program does have tools that an educator could use to create supplemental materials for student learning. This textbook would be a fabulous addition to any art appreciation class as a resource for the inclusion of Art History  <b>Weaknesses:</b> Gardner's text does not incorporate any hands-on studio production, a MAJOR component of any visual arts curriculum, and a requirement of the Idaho State Visual Arts Standards. Supplemental materials are required to meet this standard, and would require educators to develop said supplements. This is not a creating textbook. Ancillary MindTap program has useful tools, but does not provide additional tasks for student learning. Because this text is lacking in the presenting standard, students are not required to create and present their own artwork as part of this material. The Connecting standard is also lacking in that students are unable to connect their own artwork due to the lack of a studio component. Synthesis and personal experiences of making art are not possible. This is evident in Standard 10.1.  <b>Other:</b> We are recommending Gardner's textbook as a component, rather than a comprehensive text. Its usefulness as a supplement to a Visual Arts program would be beneficial to educators and students, but lacks the hands-on component. We feel it is a good component that could be used as an art history resource. It is possibly suited as an Art Appreciation text or as a college-level textbook.</p>					
	<p><b>Key Features:</b>            Print Student Edition includes 1,700 photographs, plans, and drawings, nearly all in color and reproduced according to the highest standards of clarity and color fidelity.  <b>Sections and content features and updates:</b>            Updated and revised maps along with hundreds of new images            Quick Review Captions            Before 1300: Essays in six categories            The Patron's Voice            Problems and Solutions            Extensive bibliography of books            Glossary with definitions of and page references for italicized terms            Complete museum index</p>					

**CONSENT  
AUGUST 10, 2017**

	<p><u>Online Resources for Teachers:</u>          Instructor Companion Site with resources to engage students          Instructor's Manual          Cognero computerized testing          Microsoft PowerPoint slides with lecture outlines and images          Digital Image Library          Google Earth;  <u>Online Resources for Students</u>  <u>MindTap:</u> an immersive, online, personalized learning platform that provides a student with the opportunity to read and interact with the textbook online, build critical and thinking skills and strengthen comprehension; interact with multimedia sources; test content knowledge          Slide Guides          Custom videos made at architectural sites</p>					
	Gardner's Art Through the Ages: A Global History, MindTap (6 yr.)	Kleiner	2016	9-12	9781305516588	
	Gardner's Art Through the Ages: A Global History, Cognero	Kleiner	2016	9-12	9781305886773	
	Gardner's Art Through the Ages: A Global History, Digital image library flash drive	Kleiner	2016	9-12	9781285856445	
Publisher	Title of Material	Author	Copyright	Grade Level	ISBN	Recommendation
Cengage Learning, Inc.	¡Exploremos! Nivel 1	Blitt	2018	9-12	9781305969438	Comprehensive World Languages
<p><b>Notes:</b>  <b>Strengths:</b> ¡Exploremos! 1 provides varied and extensive communicative opportunities; it also provides excellent exposure to cultures and communities. The multi-media components are comprehensive and authentic.  <b>Weaknesses:</b> ¡Exploremos! 1 is likely too dense and fast-paced for grades 6-8; districts that offer Spanish 1 for all grade levels 6-12 would need to be cognizant of the recommended grade levels. Many of the topics, while not inappropriate, are above level for younger learners.</p> <p><b>Key Features:</b>  <b>They key features of Exploremos Nivel 1 (level 1) are that it completely meets the ACTFL Guidelines for Proficiency including the 3 Modes of Communication (Interpersonal, Interpretive, Presentational) and Integrated Performance Assessments (IPAs) as well as 21<sup>st</sup> Century Skills and Career and College Readiness.</b>          Print Student Edition,  <u>Digital resources for students include:</u>          MindTap Student          MindTap <b>Mobile App</b> for students—includes off line access to ebook          National Geographic videos to showcase countries, culture, and people.          Student Activity Manual (workbook)          102 grammar tutorial videos          Audio flashcards          Study hub          Personalized note taking          Teachers can customize the ebook with assignments, videos, notes, and more          Print Annotated Teacher Edition          Differentiated instruction on grade level, above, below, Heritage Language Learners, pre-AP, English Language Learners, Scaffolding of instruction, guided instruction.  <u>Digital Resources for Teacher include:</u>          MindTap: Teacher online course management tools, customizable lessons, grading and class and individual analytics.          Media library of audio and video in program.          Student Activity Manual (SAM) in print form.          Lesson plans block and regular.          IPAs Integrated Performance Assessments          Assessment package, quizzes, Mid-Terms, Finals          "Can Do" Self-assessment Worksheets          Audio/Video script          Power Point©</p>						

**CONSENT  
AUGUST 10, 2017**

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN	Recommendation
	¡Exploremos! Nivel 1, ePack: Student Edition + MindTap 6-year bundle	Blitt	2018	9-12	9781337432207	
	¡Exploremos! Nivel 1, MindTap 6-year bundle	Blitt	2018	9-12	9781337462112	
	¡Exploremos! Nivel 1, Student Activity Manual	Blitt	2018	9-12	9781305969742	
	¡Exploremos! Nivel 1, DVD	Blitt	2018	9-12	9781337291385	
	¡Exploremos! Nivel 1, Teacher's Annotated Edition	Blitt	2018	9-12	9781305969483	
<b>Cengage Learning, Inc.</b>	<b>¡Exploremos! Nivel 2</b>	<b>Blitt</b>	<b>2018</b>	<b>9-12</b>	<b>9781305969421</b>	<b>Comprehensive World Languages</b>
<p><b>Notes:</b>  <b>Strengths:</b> ¡Exploremos! 2 provides varied and extensive communicative opportunities; it also provides excellent exposure to cultures and communities. The multi-media components are comprehensive and authentic.  <b>Weaknesses:</b> ¡Exploremos! 2 is likely too dense and fast-paced for grades 6-8; districts that offer Spanish 1-2 for all grade levels 6-12 would need to be cognizant of the recommended grade levels. Many of the topics, while not inappropriate, are above level for younger learners.</p> <p><b>Key Features:</b>  <b>They key features of Exploremos Nivel 2 (level 2) are that it completely meets the ACTFL Guidelines for Proficiency including the 3 Modes of Communication (Interpersonal, Interpretive, Presentational) and Integrated Performance Assessments (IPAs) as well as 21<sup>st</sup> Century Skills and Career and College Readiness.</b>            Print Student Edition,  <u>Digital resources for students include:</u> <ul style="list-style-type: none"> <li>• MindTap Student</li> <li>• MindTap <b>Mobile App</b> for students—includes off line access to ebook</li> <li>• National Geographic videos to showcase countries, culture, and people.</li> <li>• Student Activity Manual (workbook) Reading, Writing, Listening, Speaking</li> <li>• 102 grammar tutorial videos</li> <li>• Audio flashcards</li> <li>• Study hub</li> <li>• Personalized note taking</li> <li>• Collaboration tools</li> </ul>           Print Annotated Teacher Edition           <ul style="list-style-type: none"> <li>• Differentiated instruction on grade level, above, below, Heritage Language Learners, pre-AP, English Language Learners, Scaffolding of instruction, guided instruction.</li> </ul> <u>Digital Resources for Teacher include:</u> <ul style="list-style-type: none"> <li>• MindTap: Teacher online course management tools, customizable lessons, grading and class and individual analytics.</li> <li>• Media library of audio and video in program.</li> <li>• Student Activity Manual (SAM) in print form.</li> <li>• Lesson plans block and regular.</li> <li>• IPAs Integrated Performance Assessments</li> <li>• Assessment package, quizzes, Mid-Terms, Finals</li> <li>• "Can Do" Self-assessment Worksheets</li> <li>• Audio/Video script</li> <li>• Power Point©</li> </ul> </p>						
	¡Exploremos! Nivel 2, ePack: Student Edition + MindTap 6-year bundle	Blitt	2018	9-12	9781337432214	
	¡Exploremos! Nivel 2, MindTap 6-year bundle	Blitt	2018	9-12	9781337462129	
	¡Exploremos! Nivel 2, Student Activity Manual	Blitt	2018	9-12	9781305969759	
	¡Exploremos! Nivel 2, DVD	Blitt	2018	9-12	9781337291385	
	¡Exploremos! Nivel 2, Teacher's Annotated Edition	Blitt	2018	9-12	9781305969490	

**CONSENT  
AUGUST 10, 2017**

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN	Recommendation
Cengage Learning, Inc.	¡Exploremos! Nivel 3	Blitt	2018	9-12	9781305969445	Basic World Language
	<p><b>Notes:</b>  <b>Strengths:</b> Visually appealing. Good mixture of text and pictures. Pictures are relevant to text. Readings are challenging but accessible and encourage students to infer meaning based on what they understand and not necessarily knowing every word. Very much relates to real-world situations. Science and current event focus. Not too dense, physically or in the content.  <b>Weaknesses:</b> More reading than grammar descriptions (not necessarily a bad thing). Video sections always have the same questions. Grammar sections have the same focus.</p>					
	<p><b>Key Features:</b>  <b>They key features of Exploremos Nivel 3 (level 3) are that it completely meets the ACTFL Guidelines for Proficiency including the 3 Modes of Communication (Interpersonal, Interpretive, Presentational) and Integrated Performance Assessments (IPAs) as well as 21<sup>st</sup> Century Skills and Career and College Readiness.</b>            Print Student Edition,  <u>Digital resources for students include:</u></p> <ul style="list-style-type: none"> <li>• MindTap Student</li> <li>• MindTap <b>Mobile App</b> for students—includes off line access to ebook</li> <li>• National Geographic videos to showcase countries, culture, and people.</li> <li>• Student Activity Manual (workbook)</li> <li>• 102 grammar tutorial videos</li> <li>• Audio flashcards</li> <li>• Study hub</li> <li>• Personalized note taking</li> <li>• Teachers can customize the ebook with assignments, videos, notes, and more.</li> <li>• Collaboration tools</li> </ul> <p>Print Annotated Teacher Edition</p> <ul style="list-style-type: none"> <li>• Differentiated instruction on grade level, above, below, Heritage Language Learners, pre-AP, English Language Learners, Scaffolding of instruction, guided instruction.</li> </ul> <p><u>Digital Resources for Teacher include:</u></p> <ul style="list-style-type: none"> <li>• MindTap: Teacher online course management tools, customizable lessons, grading and class and individual analytics.</li> <li>• Media library of audio and video in program.</li> <li>• Student Activity Manual (SAM) in print form.</li> <li>• Lesson plans block and regular.</li> <li>• IPAs Integrated Performance Assessments</li> <li>• Assessment package, quizzes, Mid-Terms, Finals</li> <li>• "Can Do" Self-assessment Worksheets</li> <li>• Audio/Video script</li> <li>• Power Point©</li> </ul>					
	Contemporary Economics, Cognero	McEachern	2018	9-12	9781337283069	
	Contemporary Economics, Student Workbook	McEachern	2018	9-12	9781337283038	
	¡Exploremos! Nivel 3, ePack: Student Edition + MindTap 6-year bundle	Blitt	2018	9-12	9781337432221	
	¡Exploremos! Nivel 3, MindTap 6-year bundle	Blitt	2018	9-12	9781337462136	
¡Exploremos! Nivel 3, Student Activity Manual	Blitt	2018	9-12	9781305969773		

**CONSENT  
AUGUST 10, 2017**

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN	Recommendation
Cengage Learning, Inc.	¡Exploremos! Nivel 4	Blitt	2018	9-12	9781305969452	<b>Basic World Language</b>
	<p><b>Notes:</b>  <b>Strengths:</b> Text is easy to read. Provides great balance between text and pictures. Topics are relevant to student interest as well as current events. Practice activities are varied and thorough. Readings are challenging but accessible. Topics are engaging and interesting. Visually appealing.  <b>Weaknesses:</b> Focus more on reading than grammar (not necessarily, a bad thing but it can seem one-sided). Questions that accompany the videos components are not varied. Grammar focus is not varied throughout.</p> <p><b>Key Features:</b>  <b>They key features of Exploremos Nivel 4 (level 4) are that it completely meets the ACTFL Guidelines for Proficiency including the 3 Modes of Communication (Interpersonal, Interpretive, Presentational) and Integrated Performance Assessments (IPAs) as well as 21<sup>st</sup> Century Skills and Career and College Readiness.</b>            Print Student Edition,  <u>Digital resources for students include:</u></p> <ul style="list-style-type: none"> <li>• MindTap Student</li> <li>• MindTap <b>Mobile App</b> for students—includes off line access to ebook</li> <li>• National Geographic videos to showcase countries, culture, and people.</li> <li>• Student Activity Manual (workbook)</li> <li>• 102 grammar tutorial videos</li> <li>• Audio flashcards</li> <li>• Study hub</li> <li>• Personalized note taking</li> <li>• Teachers can customize the ebook with assignments, videos, notes, and more.</li> </ul> <p>Print Annotated Teacher Edition</p> <ul style="list-style-type: none"> <li>• Differentiated instruction on grade level, above, below, Heritage Language Learners, pre-AP, English Language Learners, Scaffolding of instruction, guided instruction.</li> </ul> <p><u>Digital Resources for Teacher include:</u></p> <ul style="list-style-type: none"> <li>• MindTap: Teacher online course management tools, customizable lessons, grading and class and individual analytics.</li> <li>• Media library of audio and video in program.</li> <li>• Student Activity Manual (SAM) in print form.</li> <li>• Lesson plans, block and regular.</li> <li>• IPAs Integrated Performance Assessments</li> <li>• Assessment package, quizzes, Mid-Terms, Finals</li> <li>• "Can Do" Self-assessment Worksheets</li> <li>• Audio/Video script</li> <li>• Power Point©</li> </ul>					
	¡Exploremos! Nivel 4, ePack: Student Edition + MindTap 6-year bundle	Blitt	2018	9-12	9781337432238	
	¡Exploremos! Nivel 4, MindTap 6-year bundle	Blitt	2018	9-12	9781337462143	
	¡Exploremos! Nivel 4, Student Activity Manual	Blitt	2018	9-12	9781305969780	
	¡Exploremos! Nivel 4, DVD	Blitt	2018	9-12	9781337291385	
¡Exploremos! Nivel 4, Teacher's Annotated Edition	Blitt	2018	9-12	9781305969513		

**CONSENT  
AUGUST 10, 2017**

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN	Recommendation
Cengage Learning, Inc.	Sur le Vif	Tufts	2015	9-12	978113331126 3	Component World Languages
	<p><b>Notes:</b>  <b>Strengths:</b> Advanced text appropriate for college-level work. Some text could lead to higher-order thinking and analysis. Chapters outlined clearly and format easy-to-follow. Chapters divided by thematic units. Vocabulary clear for each chapter. Includes a passage from a current novel written by a nineteen-year-old girl. Lightweight. SAM provides exercised for reinforcement and practice.  <b>Weaknesses:</b> Some of the “lists” referenced in activities are unclear or difficult to access. It could draw from many more interdisciplinary skills and understanding. References to “one’s own culture” are lacking, as are varied instructional strategies. Limited opportunities to discuss different cultures. Presents information rather than requiring students to infer, discern and/or compare/contrast. Some standards are implied rather than directly addressed. Questions/Scenarios could be more open-ended to encourage richer discussion and points of view. Graphics seem tired/out-of-date. Overall, it seems limited, too advanced for 9-12 students and not very engaging.  <b>Other:</b> Textbook has potential and could be useful for generating discussions (verbal and written) but does not meet the requirements of a comprehensive or basic program.</p>					
	<p><b>Key Features:</b>  <b>They key features of <i>Sur le Vif!</i> are that it completely meets the ACTFL Guidelines for Proficiency including the 3 Modes of Communication (Interpersonal, Interpretive, Presentational) as well as 21<sup>st</sup> Century Skills.</b>            Print Student Edition  <u>Digital resources for students include:</u> <ul style="list-style-type: none"> <li>• VitalSource downloadable ebook</li> <li>• Student Activities Manual (SAM)</li> <li>• Quia eSAM (Student Activites Manual)</li> <li>• Premium Website</li> <li>• Video program</li> <li>• Audio program</li> </ul>           Print Annotated Teacher Edition  <u>Digital Resources for Teacher include:</u> <ul style="list-style-type: none"> <li>• Instructor Companion Site</li> <li>• Music Manual</li> <li>• Instructor Resource Manual</li> <li>• Student Activity Manual</li> <li>• Student Activity Manual Audio</li> <li>• Situation Cards</li> <li>• Testing program</li> <li>• Testing audio</li> <li>• Transparency bank</li> <li>• Video scripts</li> </ul> </p>					
	Sur le Vif, Student Activities Manual	Tufts	2015	9-12	978113393602 2	
	Sur le Vif, Student Audio CD + Student Activities Manual Audio CD Program	Tufts	2015	9-12	978113393601 5	
	Sur le Vif, Student Activities Manual Answer Key + Audio Script	Tufts	2015	9-12	978113393613 8	
	Sur le Vif, Annotated Instructor's Edition with CD	Tufts	2015	9-12	978113394342 6	
Sur le Vif, PowerLecture Resource CD-ROM	Tufts	2015	9-12	978113395882 6		

**CONSENT  
AUGUST 10, 2017**

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN	Recommendation
<p>Houghton Mifflin Harcourt Publishing Company</p>	<p>HMH ¡Avancemos! Premium Classroom Package for 75 students (6yr print w/6yr digital) Level 1A (Includes 75 Student Editions Level 1A, 75 Online Student Editions with Resources 6-Year Level 1A, 75 Downloadable eText ePub Student Editions 6-Year Level 1A, 75 Cuaderno Practica por niveles Student Edition 6-Year Print Subscriptions Level 1A, 75 Downloadable Student Edition PDFs Level 1A, Teacher Edition Level 1A, Online Teacher Edition with Resources 6-Year Level 1A, Downloadable Teacher Resource Tool PDF Level 1A, HMH Spanish Resources for Heritage Learners.)</p>	<p>Estella Gahala, Patricia Carlin, Audrey L. Heining-Boynton, Ricardo Otheguy, Barbara Rupert Mondloch</p>	<p>2018</p>	<p>6-12</p>	<p>9781328669315</p>	<p>Basic World Languages</p>
<p><b>Notes:</b>  <b>Strengths:</b> The textbook has a lot of opportunities to practice the four processes of language which are listening, speaking, reading and writing. Also it has many situational practices to cover the three modes of communication: Interpretive, interpersonal, and presentational. Images in general are appropriate for the age level. Gives students plenty opportunities to use technology.  <b>Weaknesses:</b> It does not include many famous people from the Spanish speaking countries such as writers, actors, singers etc.</p>						
<p><b>Key Features:</b>  <i>¡Avancemos!</i> transports students beyond the classroom on a journey through the diverse Spanish-speaking world with a blend of culture, instruction and interaction that enables and motivates students to succeed. <i>¡Avancemos!</i> offers the type of curriculum needed to support teaching/ learning standards.  The <b>Student Edition</b> and the <b>Teacher's Edition</b> were developed so that students meet the major goals of the <i>World Readiness Standards for Learning Languages: Communication, Cultures, Connections, Comparisons, and Communities.  The <b>integrated speaking, listening, reading, and written communication activities</b> in <i>¡Avancemos!</i> support the three modes of communication: interpretive, interpersonal, and presentational. The all-digital <b>Spanish Interactive Reader</b> provides a variety of readings at various levels of difficulty, with an emphasis on authentic and informational readings. The Interactive Reader includes prompts and questions that help students delve into the text for information and responses, thereby meeting the expectation that students will cite textual evidence to support conclusions.  In <i>¡Avancemos!</i>, frequent connections are made to activate students' prior knowledge in pursuit of language learning. Connections like these make it possible for students to build and connect with what they already know to gain new knowledge/ability with the target language.  The presentation of grammar follows a sequence in which the new skill is clearly introduced, and then followed by grammar in context and opportunities for student practice. The <b>English Grammar Connection</b> helps students link Spanish and English. <b>Telehistoria</b> (also available as part of the Video Program) reinforces the grammar</i></p>						

**CONSENT  
AUGUST 10, 2017**

<p>students have just learned in an engaging, motivating presentation. Within each grammar in context activity, strategies for reading (<b>Cuando Lees</b>) and for listening (<b>Cuando Escuchas</b>) are provided to help students strengthen their skills.</p> <p>Throughout <b>¡Avancemos!</b> students engage in interpersonal, interpretive, and presentational communicative activities. In the <b>Repaso</b> and <b>¡Todo junto!</b> features, students engage in multiple, varied activities to show what they have learned; each labeled as <b>escuchar, leer, hablar, or escribir</b> highlight the different communicative modes.</p> <p>Students listen, read, and speak using theme-related prompts in <b>Integración</b>, then respond to open-ended writing activities, with a writing model and rubric so that students know the criteria.</p> <p>Houghton Mifflin Harcourt Mobile Curriculum solutions are designed to meet the learning needs of today's digital natives. Online content is now mobile-ready at <b>my.hrw.com</b>. This includes an interactive version of the textbook with extra features not available in print (see Student ancillaries section). Content is delivered to students in flexible, accessible, comprehensive and engaging ways through eTextbooks and Online Editions.</p> <p>Each level of <b>¡Avancemos!</b> is available as an <b>eTextbook</b> for eReader and tablet devices. eTextbooks offer all of the content from the page on screen, with a variety of tools and capabilities that maximize the learning experience including embedded audio and, when connected to wifi, videos at point-of-use.</p>				
HMH ¡Avancemos! Student Edition Level 1A	Estella Gahala, et al	2018	6-12	9780544861190
HMH ¡Avancemos! Online Student Edition with Resources 6-Year Level 1A	Estella Gahala, et al	2018	6-12	9780544869059
HMH ¡Avancemos! Downloadable eText ePub Student Edition 6-Year Level 1A	Estella Gahala, et al	2018	6-12	9780544869813
HMH ¡Avancemos! Cuaderno Practica por niveles Student Edition 6-Year Print Subscription Level 1A	Estella Gahala, et al	2007	6-12	9780544451346
HMH ¡Avancemos! Cuaderno: Practica por niveles (Student) Level 1A	Estella Gahala, et al	2007	6-12	9780618765966
HMH ¡Avancemos! Downloadable Student Edition PDF Level 1A	Estella Gahala, et al	2018	6-12	9780544871519
HMH ¡Avancemos! Teacher Edition Level 1A	Estella Gahala, et al	2018	6-12	9780544861251
HMH ¡Avancemos! Online Teacher Edition with Resources 6-Year Level 1A	Estella Gahala, et al	2018	6-12	9780544869363
HMH ¡Avancemos! Downloadable Teacher Resource Tool PDF Level 1A	Estella Gahala, et al	2018	6-12	9780544871571
HMH Spanish Resources for Heritage Learners	Estella Gahala, et al	2018	6-12	9780544998971



**CONSENT  
AUGUST 10, 2017**

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Houghton Mifflin Harcourt Publishing Company	<b>HMH ¡Avancemos! Premium Classroom Package for 75 students (6yr print w/6yr digital) Level 1B (Includes 75 Student Editions Level 1B, 75 Online Student Editions with Resources 6-Year Level 1B, 75 Downloadable eText ePub Student Editions 6-Year Level 1B, 75 Cuaderno Practica por niveles Student Edition 6-Year Print Subscriptions Level 1B, 75 Downloadable Student Edition PDFs Level 1B, Teacher Edition Level 1B, Online Teacher Edition with Resources 6-Year Level 1B, Downloadable Teacher Resource Tool PDF Level 1B, HMH Spanish Resources for Heritage Learners.)</b>	<b>Estella Gahala, Patricia Carlin, Audrey L. Heining-Boynnton, Ricardo Otheguy, Barbara Rupert Mondloch</b>	<b>2018</b>	<b>6-12</b>	<b>9781328669322</b>	<b>Basic World Languages</b>
<p><b>Notes:</b>  <b>Strengths:</b> The textbook has a lot of opportunities to practice the four processes of language which are listening, speaking, reading and writing. Also it has many situational practices to cover the three modes of communication: Interpretive, interpersonal, and presentational. Images in general are appropriate for the age level. Gives students plenty opportunities to use technology.  <b>Weaknesses:</b> It does not include many famous people from the Spanish speaking countries such as writers, actors, singers etc.</p>						
<p><b>Key Features:</b>  <i>¡Avancemos!</i> transports students beyond the classroom on a journey through the diverse Spanish-speaking world with a blend of culture, instruction and interaction that enables and motivates students to succeed. <i>¡Avancemos!</i> offers the type of curriculum needed to support teaching/ learning standards.   The <b>Student Edition</b> and the <b>Teacher’s Edition</b> were developed so that students meet the major goals of the <i>World Readiness Standards for Learning Languages: Communication, Cultures, Connections, Comparisons, and Communities.</i>   The <b>integrated speaking, listening, reading, and written communication activities</b> in <i>¡Avancemos!</i> support the three modes of communication: interpretive, interpersonal, and presentational. The all-digital <b>Spanish Interactive Reader</b> provides a variety of readings at various levels of difficulty, with an emphasis on authentic and informational readings. The Interactive Reader includes prompts and questions that help students delve into the text for information and responses, thereby meeting the expectation that students will cite textual evidence to support conclusions.   In <i>¡Avancemos!</i>, frequent connections are made to activate students’ prior knowledge in pursuit of language learning. Connections like these make it possible for students to build and connect with what they already know to gain new knowledge/ability with the target language.   The presentation of grammar follows a sequence in which the new skill is clearly introduced, and then followed by grammar in context and opportunities for student practice. The <b>English Grammar Connection</b> helps students link Spanish and English. <b>Telehistoria</b> (also available as part of the Video Program) reinforces the grammar students have just learned in an engaging, motivating presentation. Within each</p>						

**CONSENT  
AUGUST 10, 2017**

<p>grammar in context activity, strategies for reading (<b>Cuando Lees</b>) and for listening (<b>Cuando Escuchas</b>) are provided to help students strengthen their skills.</p> <p>Throughout <b>¡Avancemos!</b> students engage in interpersonal, interpretive, and presentational communicative activities. In the <b>Repaso</b> and <b>¡Todo junto!</b> features, students engage in multiple, varied activities to show what they have learned; each labeled as <b>escuchar</b>, <b>leer</b>, <b>hablar</b>, or <b>escribir</b> highlight the different communicative modes.</p> <p>Students listen, read, and speak using theme-related prompts in <b>Integración</b>, then respond to open-ended writing activities, with a writing model and rubric so that students know the criteria.</p> <p>Houghton Mifflin Harcourt Mobile Curriculum solutions are designed to meet the learning needs of today's digital natives. Online content is now mobile-ready at <b>my.hrw.com</b>. This includes an interactive version of the textbook with extra features not available in print (see Student ancillaries section). Content is delivered to students in flexible, accessible, comprehensive and engaging ways through eTextbooks and Online Editions.</p> <p>Each level of <b>¡Avancemos!</b> is available as an <b>eTextbook</b> for eReader and tablet devices. eTextbooks offer all of the content from the page on screen, with a variety of tools and capabilities that maximize the learning experience including embedded audio and, when connected to wifi, videos at point-of-use.</p>				
HMH ¡Avancemos! Student Edition Level 1B	Estella Gahala, et al	2018	6-12	9780544861206
HMH ¡Avancemos! Online Student Edition with Resources 6-Year Level 1B	Estella Gahala, et al	2018	<b>6-12</b>	9780544869066
HMH ¡Avancemos! Downloadable eText ePub Student Edition 6-Year Level 1B	Estella Gahala, et al	2018	<b>6-12</b>	9780544869837
HMH ¡Avancemos! Cuaderno Practica por niveles Student Edition 6- Year Print Subscription Level 1B	Estella Gahala, et al	2007	<b>6-12</b>	9780544451360
HMH ¡Avancemos! Cuaderno: Practica por niveles (Student) Level 1B	Estella Gahala, et al	2007	<b>6-12</b>	9780618765973
HMH ¡Avancemos! Downloadable Student Edition PDF Level 1B	Estella Gahala, et al	2018	<b>6-12</b>	9780544871526
HMH ¡Avancemos! Teacher Edition Level 1B	Estella Gahala, et al	2018	<b>6-12</b>	9780544861268
HMH ¡Avancemos! Online Teacher Edition with Resources 6-Year Level 1B	Estella Gahala, et al	2018	<b>6-12</b>	9780544869370
HMH ¡Avancemos! Downloadable Teacher Resource Tool PDF Level 1B	Estella Gahala, et al	2018	<b>6-12</b>	9780544873087
HMH Spanish Resources for Heritage Learners	Estella Gahala, et al	2018	<b>6-12</b>	9780544998971

**CONSENT  
AUGUST 10, 2017**

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN	Recommendation
Houghton Mifflin Harcourt Publishing Company	<b>HMH ¡Avancemos! Premium Classroom Package for 75 students (6yr print w/6yr digital) Level 1 (Includes 75 Student Editions Level 1, 75 Online Student Editions with Resources 6-Year Level 1, 75 Downloadable eText ePub Student Editions 6-Year Level 1, 75 Cuaderno Practica por niveles Student Edition 6-Year Print Subscriptions Level 1, 75 Downloadable Student Edition PDFs Level 1, Teacher Edition Level 1, Online Teacher Edition with Resources 6-Year Level 1, Downloadable Teacher Resource Tool PDF Level 1, HMH Spanish Resources for Heritage Learners.)</b>	<b>Estella Gahala, Patricia Carlin, Audrey L. Heining-Boynton, Ricardo Otheguy, Barbara Rupert Mondloch</b>	<b>2018</b>	<b>6-12</b>	<b>9781328669339</b>	<b>Basic World Languages</b>
<p><b>Notes:</b>  <b>Strengths:</b> The textbook has a lot of opportunities to practice the four processes of language which are listening, speaking, reading and writing. Also it has many situational practices to cover the three modes of communication: Interpretive, interpersonal, and presentational. images in general are appropriate for the age level. Gives students plenty opportunities to use technology.  <b>Weaknesses:</b> It doesn't include many famous people from the Spanish speaking countries such as writers, actors, singers etc.</p>						
<p><b>Key Features:</b>  <i>¡Avancemos!</i> transports students beyond the classroom on a journey through the diverse Spanish-speaking world with a blend of culture, instruction and interaction that enables and motivates students to succeed. <i>¡Avancemos!</i> offers the type of curriculum needed to support teaching/ learning standards.</p> <p>The <b>Student Edition</b> and the <b>Teacher's Edition</b> were developed so that students meet the major goals of the <i>World Readiness Standards for Learning Languages: Communication, Cultures, Connections, Comparisons, and Communities.</i></p> <p>The <b>integrated speaking, listening, reading, and written communication activities</b> in <i>¡Avancemos!</i> support the three modes of communication: interpretive, interpersonal, and presentational. The all-digital <b>Spanish Interactive Reader</b> provides a variety of readings at various levels of difficulty, with an emphasis on authentic and informational readings. The Interactive Reader includes prompts and questions that help students delve into the text for information and responses, thereby meeting the expectation that students will cite textual evidence to support conclusions.</p> <p>In <i>¡Avancemos!</i>, frequent connections are made to activate students' prior knowledge in pursuit of language learning. Connections like these make it possible for students to build and connect with what they already know to gain new knowledge/ability with the target language.</p> <p>The presentation of grammar follows a sequence in which the new skill is clearly introduced, and then followed by grammar in context and opportunities for student practice. The <b>English Grammar Connection</b> helps students link Spanish and English. <b>Telehistoria</b> (also available as part of the Video Program) reinforces the grammar students have just learned in an engaging, motivating presentation. Within each grammar in context activity, strategies for reading (<b>Cuando Lees</b>) and for listening (<b>Cuando Escuchas</b>) are provided to help students strengthen their skills.</p>						

**CONSENT**  
**AUGUST 10, 2017**

<p>Throughout <i>¡Avancemos!</i> students engage in interpersonal, interpretive, and presentational communicative activities. In the <b>Repaso</b> and <b>¡Todo junto!</b> features, students engage in multiple, varied activities to show what they have learned; each labeled as <b>escuchar</b>, <b>leer</b>, <b>hablar</b>, or <b>escribir</b> highlight the different communicative modes.</p> <p>Students listen, read, and speak using theme-related prompts in <b>Integración</b>, then respond to open-ended writing activities, with a writing model and rubric so that students know the criteria.</p> <p>Houghton Mifflin Harcourt Mobile Curriculum solutions are designed to meet the learning needs of today's digital natives. Online content is now mobile-ready at <b>my.hrw.com</b>. This includes an interactive version of the textbook with extra features not available in print (see Student ancillaries section). Content is delivered to students in flexible, accessible, comprehensive and engaging ways through eTextbooks and Online Editions.</p> <p>Each level of <i>¡Avancemos!</i> is available as an <b>eTextbook</b> for eReader and tablet devices. eTextbooks offer all of the content from the page on screen, with a variety of tools and capabilities that maximize the learning experience including embedded audio and, when connected to wifi, videos at point-of-use.</p>				
HMH ¡Avancemos! Student Edition Level 1	Estella Gahala, et al	2018	<b>6-12</b>	9780544861213
HMH ¡Avancemos! Online Student Edition with Resources 6-Year Level 1	Estella Gahala, et al	2018	6-12	9780544869073
HMH ¡Avancemos! Downloadable eText ePub Student Edition 6-Year Level 1	Estella Gahala, et al	2018	6-12	9780544869844
HMH ¡Avancemos! Cuaderno Practica por niveles Student Edition 6-Year Print Subscription Level 1	Estella Gahala, et al	2007	<b>6-12</b>	9780544451384
HMH ¡Avancemos! Cuaderno: Practica por niveles (Student) Level 1	Estella Gahala, et al	2007	<b>6-12</b>	9780618765935
HMH ¡Avancemos! Downloadable Student Edition PDF Level 1	Estella Gahala, et al	2018	<b>6-12</b>	9780544871533
HMH ¡Avancemos! Teacher Edition Level 1	Estella Gahala, et al	2018	<b>6-12</b>	9780544861275
HMH ¡Avancemos! Online Teacher Edition with Resources 6-Year Level 1	Estella Gahala, et al	2018	<b>6-12</b>	9780544869387
HMH ¡Avancemos! Downloadable Teacher Resource Tool PDF Level 1	Estella Gahala, et al	2018	<b>6-12</b>	9780544873094
HMH Spanish Resources for Heritage Learners	Estella Gahala, et al	2018	<b>6-12</b>	9780544998971

**CONSENT  
AUGUST 10, 2017**

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN	Recommendation
<p>Houghton Mifflin Harcourt Publishing Company</p>	<p>HMH ¡Avancemos! Premium Classroom Package for 75 students (6yr print w/6yr digital) Level 2 (Includes 75 Student Editions Level 2, 75 Online Student Editions with Resources 6-Year Level 2, 75 Downloadable eText ePub Student Editions 6-Year Level 2, 75 Cuaderno Practica por niveles Student Edition 6-Year Print Subscriptions Level 2, 75 Downloadable Student Edition PDFs Level 2, Teacher Edition Level 2, Online Teacher Edition with Resources 6-Year Level 2, Downloadable Teacher Resource Tool PDF Level 2, HMH Spanish Resources for Heritage Learners.)</p>	<p>Estella Gahala, Patricia Carlin, Audrey L. Heining-Boynton, Ricardo Otheguy, Barbara Rupert Mondloch</p>	<p>2018</p>	<p>6-12</p>	<p>9781328669346</p>	<p>Comprehensive World Languages</p>
<p><b>Notes:</b>            ¡Avancemos! Level 2 is consistent in its application of Idaho standards to the language-learning experience. Activities are carefully designed to give a lot of practice in reading, writing, speaking, listening, and culture. Examples of these include the following recurring activities throughout the text: Comparación cultural, Telehistoria, Pára y piensa, Hablar, Escribir, and Proyectos culturales. In addition, the text includes a solid online component, a comprehensive teacher's edition with a wealth of ideas for in-class application, and is written to accommodate a variety of learning styles.  <b>Strengths:</b> A solid visual presentation, a strong focus on providing a cultural context (the comprehensive cultural section on different styles of music in Spanish is quite nice), informative cultural and literary readings and ample cultural projects, as well as a better-than-average teacher's edition are all strong points.  <b>Weaknesses:</b> Some (very few) of the Idaho standards and objectives presented seem to focus on things that a textbook in and of itself cannot do, such as creating opportunities for students to interact with the target language and culture outside of the classroom. While inadequate in these areas for obvious reasons, the book does as well as any textbook in the areas that it can feasibly accommodate. Another potential weakness is that some of the topics presented may not be of interest to Idaho high school students, but that is an inherent weakness of any book that presents new and unfamiliar concepts.  <b>Others:</b> Overall, a solid program that we recommend for potential adoption by Idaho high school Spanish teachers.</p>						
<p><b>Key Features:</b>  <i>¡Avancemos!</i> transports students beyond the classroom on a journey through the diverse Spanish-speaking world with a blend of culture, instruction and interaction that enables and motivates students to succeed. <i>¡Avancemos!</i> offers the type of curriculum needed to support teaching/ learning standards.             The <b>Student Edition</b> and the <b>Teacher's Edition</b> were developed so that students meet the major goals of the <i>World Readiness Standards for Learning Languages: Communication, Cultures, Connections, Comparisons, and Communities</i>.             The <b>integrated speaking, listening, reading, and written communication activities</b> in <i>¡Avancemos!</i> support the three modes of communication: interpretive, interpersonal, and presentational. The all-digital <b>Spanish Interactive Reader</b> provides a variety of readings at various levels of difficulty, with an emphasis on authentic and informational</p>						

**CONSENT  
AUGUST 10, 2017**

readings. The Interactive Reader includes prompts and questions that help students delve into the text for information and responses, thereby meeting the expectation that students will cite textual evidence to support conclusions.

In *¡Avancemos!*, frequent connections are made to activate students' prior knowledge in pursuit of language learning. Connections like these make it possible for students to build and connect with what they already know to gain new knowledge/ability with the target language.

The presentation of grammar follows a sequence in which the new skill is clearly introduced, and then followed by grammar in context and opportunities for student practice. The **English Grammar Connection** helps students link Spanish and English. **Telehistoria** (also available as part of the Video Program) reinforces the grammar students have just learned in an engaging, motivating presentation. Within each grammar in context activity, strategies for reading (**Cuando Lees**) and for listening (**Cuando Escuchas**) are provided to help students strengthen their skills.

Throughout *¡Avancemos!* students engage in interpersonal, interpretive, and presentational communicative activities. In the **Repaso** and **¡Todo junto!** features, students engage in multiple, varied activities to show what they have learned; each labeled as **escuchar**, **leer**, **hablar**, or **escribir** highlight the different communicative modes.

Students listen, read, and speak using theme-related prompts in **Integración**, then respond to open-ended writing activities, with a writing model and rubric so that students know the criteria.

Houghton Mifflin Harcourt Mobile Curriculum solutions are designed to meet the learning needs of today's digital natives. Online content is now mobile-ready at **my.hrw.com**. This includes an interactive version of the textbook with extra features not available in print (see Student ancillaries section). Content is delivered to students in flexible, accessible, comprehensive and engaging ways through eTextbooks and Online Editions.

Each level of *¡Avancemos!* is available as an **eTextbook** for eReader and tablet devices. eTextbooks offer all of the content from the page on screen, with a variety of tools and capabilities that maximize the learning experience including embedded audio and, when connected to wifi, videos at point-of-use.

HMH ¡Avancemos! Student Edition Level 2	Estella Gahala, et al	2018	6-12	9780544861220
HMH ¡Avancemos! Online Student Edition with Resources 6-Year Level 2	Estella Gahala, et al	2018	6-12	9780544869080
HMH ¡Avancemos! Downloadable eText ePub Student Edition 6-Year Level 2	Estella Gahala, et al	2018	6-12	9780544869851
HMH ¡Avancemos! Cuaderno Practica por niveles Student Edition 6- Year Print Subscription Level 2	Estella Gahala, et al	2007	6-12	9780544451407
HMH ¡Avancemos! Cuaderno: Practica por niveles (Student) Level 2	Estella Gahala, et al	2007	6-12	9780618765942
HMH ¡Avancemos! Downloadable Student Edition PDF Level 2	Estella Gahala, et al	2018	6-12	9780544871540

**CONSENT  
AUGUST 10, 2017**

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN	Recommendation
	HMH ¡Avancemos! Teacher Edition Level 2	Estella Gahala, et al	2018	6-12	9780544861282	
	HMH ¡Avancemos! Online Teacher Edition with Resources 6-Year Level 2	Estella Gahala, et al	2018	6-12	9780544869394	
	HMH ¡Avancemos! Downloadable Teacher Resource Tool PDF Level 2	Estella Gahala, et al	2018	6-12	9780544873100	
	HMH Spanish Resources for Heritage Learners	Estella Gahala, et al	2018	6-12	9780544998971	
<b>Houghton Mifflin Harcourt Publishing Company</b>	<b>HMH ¡Avancemos! Premium Classroom Package for 75 students (6yr print w/6yr digital) Level 3 (Includes 75 Student Editions Level 3, 75 Online Student Editions with Resources 6-Year Level 3, 75 Downloadable eText ePub Student Editions 6-Year Level 3, 75 Cuaderno Practica por niveles Student Edition 6-Year Print Subscriptions Level 3, 75 Downloadable Student Edition PDFs Level 3, Teacher Edition Level 3, Online Teacher Edition with Resources 6-Year Level 3, Downloadable Teacher Resource Tool PDF Level 3, HMH Spanish Resources for Heritage Learners.)</b>	<b>Estella Gahala, Patricia Carlin, Audrey L. Heining-Boynton, Ricardo Otheguy, Barbara Rupert Mondloch</b>	<b>2018</b>	<b>6-12</b>	<b>9781328669353</b>	<b>Comprehensive World Languages</b>
<p><b>Notes:</b> ¡Avancemos! Level 3 is consistent in its application of Idaho standards to the language-learning experience. Activities are carefully designed to give a lot of practice in reading, writing, speaking, listening, and culture. Examples of these include the following recurring activities throughout the text: Comparación cultural, Telehistoria, Pára y piensa, Todo junto, Hablar, Escribir, and Proyectos culturales. In addition, the text includes a solid online component, a comprehensive teacher’s edition with a wealth of ideas for in-class application, and is written to accommodate a variety of learning styles.</p> <p><b>Strengths:</b> The cultural sections at the beginning of the text are rich in their presentation and wealth of exciting information to engage the student. Themes such as myths and legends, food of the Americas, Spanish holidays, dance, and soccer are presented in a way that students can learn about the target culture and language while identifying it with aspects of their own. The text also features informative cultural and literary readings and ample cultural projects, as well as a better-than-average teacher’s edition.</p> <p><b>Weaknesses:</b> Some (very few) of the Idaho standards and objectives presented seem to focus on things that a textbook in and of itself cannot do, such as creating opportunities for students to interact with the target language and culture outside of the classroom. While inadequate in these areas for obvious reasons, the book does as well as any textbook in the areas that it can feasibly accommodate. Another potential weakness is that some of the topics presented may not be of interest to Idaho high school students, but that is an inherent weakness of any book that presents new and unfamiliar concepts.</p>						

**CONSENT  
AUGUST 10, 2017**

	<p><b>Other:</b> Overall, a solid program that we recommend for potential adoption by Idaho high school Spanish teachers.</p>					
	<p><b>Key Features:</b>  <b>¡Avancemos!</b> transports students beyond the classroom on a journey through the diverse Spanish-speaking world with a blend of culture, instruction and interaction that enables and motivates students to succeed. <b>¡Avancemos!</b> offers the type of curriculum needed to support teaching/ learning standards.</p> <p>The <b>Student Edition</b> and the <b>Teacher’s Edition</b> were developed so that students meet the major goals of the <i>World Readiness Standards for Learning Languages: Communication, Cultures, Connections, Comparisons, and Communities</i>.</p> <p>The <b>integrated speaking, listening, reading, and written communication activities</b> in <b>¡Avancemos!</b> support the three modes of communication: interpretive, interpersonal, and presentational. The all-digital <b>Spanish Interactive Reader</b> provides a variety of readings at various levels of difficulty, with an emphasis on authentic and informational readings. The Interactive Reader includes prompts and questions that help students delve into the text for information and responses, thereby meeting the expectation that students will cite textual evidence to support conclusions.</p> <p>In <b>¡Avancemos!</b>, frequent connections are made to activate students’ prior knowledge in pursuit of language learning. Connections like these make it possible for students to build and connect with what they already know to gain new knowledge/ability with the target language.</p> <p>The presentation of grammar follows a sequence in which the new skill is clearly introduced, and then followed by grammar in context and opportunities for student practice. The <b>English Grammar Connection</b> helps students link Spanish and English. <b>Telehistoria</b> (also available as part of the Video Program) reinforces the grammar students have just learned in an engaging, motivating presentation. Within each grammar in context activity, strategies for reading (<b>Cuando Lees</b>) and for listening (<b>Cuando Escuchas</b>) are provided to help students strengthen their skills.</p> <p>Throughout <b>¡Avancemos!</b> students engage in interpersonal, interpretive, and presentational communicative activities. In the <b>Repaso</b> and <b>¡Todo junto!</b> features, students engage in multiple, varied activities to show what they have learned; each labeled as <b>escuchar, leer, hablar, or escribir</b> highlight the different communicative modes.</p> <p>Students listen, read, and speak using theme-related prompts in <b>Integración</b>, then respond to open-ended writing activities, with a writing model and rubric so that students know the criteria.</p> <p>Houghton Mifflin Harcourt Mobile Curriculum solutions are designed to meet the learning needs of today’s digital natives. Online content is now mobile-ready at <b>my.hrw.com</b>. This includes an interactive version of the textbook with extra features not available in print (see Student ancillaries section). Content is delivered to students in flexible, accessible, comprehensive and engaging ways through eTextbooks and Online Editions.</p> <p>Each level of <b>¡Avancemos!</b> is available as an <b>eTextbook</b> for eReader and tablet devices. eTextbooks offer all of the content from the page on screen, with a variety of tools and capabilities that maximize the learning experience including embedded audio and, when connected to wifi, videos at point-of-use.</p>					
	<p>HMH ¡Avancemos! Student Edition Level 3</p>	<p>Estella Gahala, et al</p>	<p>2018</p>	<p>6-12</p>	<p>9780544861237</p>	
	<p>HMH ¡Avancemos! Online Student Edition with Resources 6-Year Level 3</p>	<p>Estella Gahala, et al</p>	<p>2018</p>	<p>6-12</p>	<p>9780544869097</p>	
	<p>HMH ¡Avancemos! Downloadable eText ePub Student Edition 6-Year Level 3</p>	<p>Estella Gahala, et al</p>	<p>2018</p>	<p>6-12</p>	<p>9780544869868</p>	
	<p>HMH ¡Avancemos! Cuaderno Practica por niveles Student Edition 6-</p>	<p>Estella Gahala, et al</p>	<p>2007</p>	<p>6-12</p>	<p>9780544451421</p>	



**CONSENT  
AUGUST 10, 2017**

	Year Print Subscription Level 3					
	HMH ¡Avancemos! Cuaderno: Practica por niveles (Student) Level 3	Estella Gahala, et al	2007	6-12	9780618765959	
	HMH ¡Avancemos! Downloadable Student Edition PDF Level 3	Estella Gahala, et al	2018	6-12	9780544871557	
	HMH ¡Avancemos! Teacher Edition Level 3	Estella Gahala, et al	2018	6-12	9780544861299	
	HMH ¡Avancemos! Online Teacher Edition with Resources 6-Year Level 3	Estella Gahala, et al	2018	6-12	9780544869400	
	HMH ¡Avancemos! Downloadable Teacher Resource Tool PDF Level 3	Estella Gahala, et al	2018	6-12	9780544873117	
	HMH Spanish Resources for Heritage Learners	Estella Gahala, et al	2018	6-12	9780544998971	
<b>Publisher</b>	<b>Title of Material</b>	<b>Author</b>	<b>Copyright</b>	<b>Grade Level</b>	<b>ISBN</b>	<b>Recommendation</b>
<b>Houghton Mifflin Harcourt Publishing Company</b>	<b>HMH ¡Avancemos! Premium Classroom Package for 75 students (6yr print w/6yr digital) Level 4 (Includes 75 Student Editions Level 4, 75 Online Student Editions with Resources 6-Year Level 4, 75 Downloadable eText ePub Student Editions 6- Year Level 4, 75 Cuaderno Student Edition 6-Year Print Subscriptions Level 4, 75 Downloadable Student Edition PDFs Level 4, Teacher Edition Level 4, Online Teacher Edition with Resources 6-Year Level 4, Downloadable Teacher Resource Tool PDF Level 4, HMH Spanish Resources for Heritage Learners.)</b>	<b>Estella Gahala, Patricia Carlin, Audrey L. Heining- Boynnton, Ricardo Otheguy, Barbara Rupert Mondloch</b>	<b>2018</b>	<b>6-12</b>	<b>9781328669360</b>	<b>Comprehensive World Languages</b>
	<p><b>Notes:</b> ¡Avancemos! Level 4 is consistent in its application of Idaho standards to the language-learning experience. Activities are carefully designed to give a lot of practice in reading, writing, speaking, listening, and culture. Examples of these include the following recurring activities throughout the text: Comparación cultural, Para y piensa, Todo junto, Hablar, Escribir, and Proyectos culturales. In addition, the text includes a solid online component, a comprehensive teacher's edition with a wealth of ideas for in-class application, and is written to accommodate a variety of learning styles.</p> <p><b>Strengths:</b> The "comparacion cultural" sections were well done in this book, in that each cultural theme is compared in 3 different Spanish-speaking countries. This provides variety and helps students realize the global nature and importance of the Spanish language.</p> <p>The text features a heavier emphasis on literature than previous levels, which helps advanced students to challenge themselves and gain critical-thinking skills in the target language.</p>					

**CONSENT  
AUGUST 10, 2017**

	<p>The visual presentation of this and the other levels is effective. Notably, the use of different colored fonts to highlight similar-but-different grammatical concepts (like direct and indirect object pronouns) helps students understand these concepts more clearly.  <b>Weaknesses:</b> Some of the activities are somewhat repetitive. There seem to be a lot of interview-based activities.          The teacher's edition has a page that presents a list of all the cultural references throughout the text. This helpful study resource is not found in the student edition. Admittedly, however, students at this level are expected to be more self-sufficient in seeking outside the text to learn about culture and apply it to their own experience.  <b>Other:</b> Overall, a solid program that we recommend for potential adoption by Idaho high school Spanish teachers.</p>				
	<p><b>Key Features:</b>  <i>¡Avancemos!</i> transports students beyond the classroom on a journey through the diverse Spanish-speaking world with a blend of culture, instruction and interaction that enables and motivates students to succeed. <i>¡Avancemos!</i> offers the type of curriculum needed to support teaching/ learning standards.</p> <p>The <b>Student Edition</b> and the <b>Teacher's Edition</b> were developed so that students meet the major goals of the <i>World Readiness Standards for Learning Languages: Communication, Cultures, Connections, Comparisons, and Communities</i>.</p> <p>The <b>integrated speaking, listening, reading, and written communication activities</b> in <i>¡Avancemos!</i> support the three modes of communication: interpretive, interpersonal, and presentational. The all-digital <b>Spanish Interactive Reader</b> provides a variety of readings at various levels of difficulty, with an emphasis on authentic and informational readings. The Interactive Reader includes prompts and questions that help students delve into the text for information and responses, thereby meeting the expectation that students will cite textual evidence to support conclusions.</p> <p>In <i>¡Avancemos!</i>, frequent connections are made to activate students' prior knowledge in pursuit of language learning. Connections like these make it possible for students to build and connect with what they already know to gain new knowledge/ability with the target language.</p> <p>The presentation of grammar follows a sequence in which the new skill is clearly introduced, and then followed by grammar in context and opportunities for student practice. The <b>English Grammar Connection</b> helps students link Spanish and English. <b>Telehistoria</b> (also available as part of the Video Program) reinforces the grammar students have just learned in an engaging, motivating presentation. Within each grammar in context activity, strategies for reading (<b>Cuando Lees</b>) and for listening (<b>Cuando Escuchas</b>) are provided to help students strengthen their skills.</p> <p>Throughout <i>¡Avancemos!</i> students engage in interpersonal, interpretive, and presentational communicative activities. In the <b>Repaso</b> and <b>¡Todo junto!</b> features, students engage in multiple, varied activities to show what they have learned; each labeled as <b>escuchar, leer, hablar, or escribir</b> highlight the different communicative modes.</p> <p>Students listen, read, and speak using theme-related prompts in <b>Integración</b>, then respond to open-ended writing activities, with a writing model and rubric so that students know the criteria.</p> <p>Houghton Mifflin Harcourt Mobile Curriculum solutions are designed to meet the learning needs of today's digital natives. Online content is now mobile-ready at <b>my.hrw.com</b>. This includes an interactive version of the textbook with extra features not available in print (see Student ancillaries section). Content is delivered to students in flexible, accessible, comprehensive and engaging ways through eTextbooks and Online Editions.</p> <p>Each level of <i>¡Avancemos!</i> is available as an <b>eTextbook</b> for eReader and tablet devices. eTextbooks offer all of the content from the page on screen, with a variety of tools and capabilities that maximize the learning experience including embedded audio and, when connected to wifi, videos at point-of-use.</p>				
	<p>HMH ¡Avancemos! Student Edition Level 4</p>	<p>Estella Gahala, et al</p>	<p>2018</p>	<p>6-12</p>	<p>9780544861244</p>

**CONSENT  
AUGUST 10, 2017**

	HMH ¡Avancemos! Online Student Edition with Resources 6-Year Level 4	Estella Gahala, et al	2018	6-12	9780544869103	
	HMH ¡Avancemos! Downloadable eText ePub Student Edition 6-Year Level 4	Estella Gahala, et al	2018	6-12	9780544869875	
	HMH ¡Avancemos! Cuaderno Student Edition 6-Year Print Subscription Level 4	Estella Gahala, et al	2007	6-12	9780544451438	
	HMH ¡Avancemos! Cuaderno Student Edition Level 4	Estella Gahala, et al	2007	6-12	9780547255439	
	HMH ¡Avancemos! Downloadable Student Edition PDF Level 4	Estella Gahala, et al	2018	6-12	9780544871564	
	HMH ¡Avancemos! Teacher Edition Level 4	Estella Gahala, et al	2018	6-12	9780544861305	
	HMH ¡Avancemos! Online Teacher Edition with Resources 6-Year Level 4	Estella Gahala, et al	2018	6-12	9780544869417	
	HMH ¡Avancemos! Downloadable Teacher Resource Tool PDF Level 4	Estella Gahala, et al	2018	6-12	9780544873124	
	HMH ¡Avancemos! HMH Spanish Resources for Heritage Learners	Estella Gahala, et al	2018	6-12	9780544998971	
<b>Publisher</b>	<b>Title of Material</b>	<b>Author</b>	<b>Copyright</b>	<b>Grade Level</b>	<b>ISBN</b>	<b>Recommendation</b>
<b>Houghton Mifflin Harcourt Publishing Company</b>	<b>HMH Bien dit! Premium Classroom Package for 75 students (6yr print w/6yr digital) Level 1A (Includes 75 Student Editions Level 1A, 75 Online Student Editions with Resources 6-Year Level 1A, 75 Downloadable eText ePub Student Editions 6- Year Level 1A, 75 Cahier de vocabulaire et grammaire Student Editions (6-Year Print Subscription) Level 1A/1B/1, 75 Downloadable Student Edition PDFs Level 1A, Teacher Edition Level 1A/1B/1, Online Teacher Edition with Resources 6-Year Level 1A, Downloadable Teacher Resource Tool PDF Level 1A, Grammar Tutor Levels 1A/1B/1-3.)</b>	<b>John Demado, Severine Champen y, Marie Ponterio, Robert Ponterio</b>	<b>2018</b>	<b>6-12</b>	<b>9781328674999</b>	<b>Comprehensive World Languages</b>
	<b>Notes:</b> <b>Strengths:</b> Bien Dit! Level 1A excels in its extensive repertoire of activities that foster student interaction and student speaking. The pacing of the book, with the separation into sections 1A and 1B as separate texts, is excellent for a Junior High/Middle School French					

**CONSENT  
AUGUST 10, 2017**

	<p>class which has less time per period to spend on the exercises and instruction. The lesson plan guides in the beginning of each chapter of the Teacher's Edition plan class periods and provide guidance on activities from class start to class end that make good use of class time and never leave a dull moment. The material in the book is age appropriate and engaging to students, providing examples of well-known and popular musicians, art, and literature. The presentation of grammar is straight-forward and easy to follow and there are good follow-up practice activities in the textbook as well as in the workbook ancillary materials. The Teacher's Edition also provides good ideas for projects and group work for students. The online resources contain identical exercises to the text and workbook as well as video tutorials and further practice in a digital format that provides immediate correction and grading makes it easy to assign homework and mark grades. The photo and illustrated portions of the book are attractive and engaging and encourage the user to search more into the subject. In the "Exprimons-nous" sections, the book provides immediately applicable and overall useful expressions that make it easy to instantly employ the vocabulary and grammar from each section. The book then lists further activities to practice the vocabulary and those expressions. Bien Dit! also gives comprehensive grading rubrics for speaking projects, writing assignments, and presentations that make evaluation straight-forward and simple. The book excels in its "Application" sections because it encourages students to use what they've been learning in rehearsed and unfamiliar situations which fosters good familiarity as well as spontaneity that one would hope to achieve when learning a language. The Teacher's Edition also lists extensive ideas for going more into depth with research projects on every subject and ties it to other discipline areas as well as gives counsel on how to differentiate the instruction to meet the needs of different intelligences and learning speeds.</p> <p><b>Weaknesses:</b> Overall, Bien Dit! Level 1 excels in most respects, but its main flaw is its over-reliance on English for instructions and explanations. In a foreign language classroom, immersion with 90% in the target language being the goal, is the most effective way to learn a foreign language. Putting students into an environment where they are required to know at least basic phrases in order to succeed and survive will force learning in a constructive way. Bien Dit! allows for students to rely on the English instructions to get by and it creates too much of a lax environment. The other point where the curriculum struggles is the online portion. While the online portion does indeed include fantastic video tutorials, multimedia presentations of culture and conversation, and grammar practice, the formatting is cumbersome and hard to navigate. The advertised Page Zoom function is not available where one would normally expect it to be and it is otherwise very hard to locate. The banner that shows the publishing company's logo and the book title takes up over a quarter of the workspace and it makes the actual workspace very limited and tight. The homework and practice exercises are opened into a small new window in the bottom center of the screen for students to use, but they can neither be dragged to a new, more convenient location on the screen nor can they be expanded or minimized to allow access to other resources while working. The production quality of music and video resources is, at some points, rather low and the "Télé-roman" videos are not particularly engaging. The listening activities also contain an overly lengthy introduction of the chapter, section, and exercise number that appears choppy and is hard to follow and the separation between such activities is not always clear.</p>	
	<p><b>Key Features:</b>  <b>Bien dit!</b> program is a French language program for levels 1A- Level 3 that blends culture, instruction, and interaction to motivate and support students in language learning. A comprehensive Student (SE) and Teacher Edition (TE) includes core content required for instruction. A wealth of ancillaries support the core instruction. Across levels, each chapter of the SE begins with a two-page photo spread, shot on location that introduces the theme of the chapter. Students learn vocabulary and functional expressions they need to engage in age-appropriate and topic-specific communication. In <b>Bien dit!</b>, frequent connections are made to ensure that students' prior knowledge is activated in pursuit of new language learning.          Students engage in a sequence of manageable activities that move from easier closed-ended, discrete point practice to transitional practice, and finally into more open-ended speaking practice. Activities are designed to pique students' interest while they acquire the language.          The Teacher's Edition includes Planning Guides, Pacing Suggestions, Lesson plans, and engaging visual representations, such as real-world photos, on-location video, animated grammar, and research-based pedagogy to appeal to all learners.          Technology components correspond to each section of any chapter and provide additional motivation for students at their language level: <b>News and Networking, Performance Space, French InterActive Reader, eReader, eTextbook, and French Vocabulary Apps.</b>          Each level of <b>Bien dit!</b> is available as an eTextbook for eReader and tablet devices. The <b>eTextbooks</b> offer the content from the page on screen, with a variety of tools and</p>	

**CONSENT  
AUGUST 10, 2017**

	capabilities that maximize the learning experience, including embedded audio and, when connected to wifi, videos at point-of-use.					
	HMH Bien dit! Student Edition Level 1A	John Demado, et al	2018	6-12	9780544861312	
	HMH Bien dit! Online Student Edition with Resources 6-Year Level 1A	John Demado, et al	2018	6-12	9780544869578	
	HMH Bien dit! Downloadable eText ePub Student Edition 6-Year Level 1A	John Demado, et al	2018	6-12	9780544870406	
	HMH Bien dit! Cahier de vocabulaire et grammaire Student Edition (6-Year Print Subscription) Level 1A/1B/1	John Demado, et al	2013	6-12	9780544451452	
	HMH Bien dit! Cahier de vocabulaire et grammaire Student Edition Level 1A/1B/1	John Demado, et al	2013	6-12	9780547951867	
	HMH Bien dit! Downloadable Student Edition PDF Level 1A	John Demado, et al	2018	6-12	9780544873131	
	HMH Bien dit! Teacher Edition Level 1A/1B/1	John Demado, et al	2018	6-12	9780544861367	
	HMH Bien dit! Online Teacher Edition with Resources 6-Year Level 1A	John Demado, et al	2018	6-12	9780544869677	
	HMH Bien dit! Downloadable Teacher Resource Tool PDF Level 1A	John Demado, et al	2018	6-12	9780544873186	
	HMH Bien dit! Grammar Tutor Levels 1A/1B/1-3	John Demado, et al	2013	6-12	9780547951836	
<b>Publisher</b>	<b>Title of Material</b>	<b>Author</b>	<b>Copyright</b>	<b>Grade Level</b>	<b>ISBN</b>	<b>Recommendation</b>
Houghton Mifflin Harcourt Publishing Company	HMH Bien dit! Premium Classroom Package for 75 students (6yr print w/6yr digital) Level 1B (Includes 75 Student Editions Level 1B, 75 Online Student Editions with Resources 6-Year Level 1B, 75 Downloadable eText ePub Student Editions 6-Year Level 1B, 75 Cahier de vocabulaire et grammaire Student Editions (6-Year Print Subscription) Level 1A/1B/1, 75 Downloadable Student Edition PDFs Level 1B, Teacher Edition Level 1A/1B/1, Online Teacher Edition with Resources 6-Year Level 1B, Downloadable Teacher	John Demado, Severine Champeny, Marie Ponterio, Robert Ponterio	2018	6-12	9781328675002	Comprehensive World Languages

**CONSENT  
AUGUST 10, 2017**

	<b>Resource Tool PDF Level 1B, Grammar Tutor Levels 1A/1B/1-3.)</b>				
<p><b>Notes:</b></p> <p><b>Strengths:</b> Bien Dit! Level 1B excels in its extensive repertoire of activities that foster student interaction and student speaking. The pacing of the book, with the separation into sections 1A and 1B as separate texts, is excellent for a Junior High/Middle School French class which has less time per period to spend on the exercises and instruction. The lesson plan guides in the beginning of each chapter of the Teacher's Edition plan class periods and provide guidance on activities from class start to class end that make good use of class time and never leave a dull moment. The material in the book is age appropriate and engaging to students, providing examples of well-known and popular musicians, art, and literature. The presentation of grammar is straight-forward and easy to follow and there are good follow-up practice activities in the textbook as well as in the workbook ancillary materials. The Teacher's Edition also provides good ideas for projects and group work for students. The online resources contain identical exercises to the text and workbook as well as video tutorials and further practice in a digital format that provides immediate correction and grading makes it easy to assign homework and mark grades. The photo and illustrated portions of the book are attractive and engaging and encourage the user to search more into the subject. In the "Exprimons-nous" sections, the book provides immediately applicable and overall useful expressions that make it easy to instantly employ the vocabulary and grammar from each section. The book then lists further activities to practice the vocabulary and those expressions. Bien Dit! also gives comprehensive grading rubrics for speaking projects, writing assignments, and presentations that make evaluation straight-forward and simple. The book excels in its "Application" sections because it encourages students to use what they've been learning in rehearsed and unfamiliar situations which fosters good familiarity as well as spontaneity that one would hope to achieve when learning a language. The Teacher's Edition also lists extensive ideas for going more into depth with research projects on every subject and ties it to other discipline areas as well as gives counsel on how to differentiate the instruction to meet the needs of different intelligences and learning speeds.</p> <p><b>Weaknesses:</b> Overall, Bien Dit! Level 1 excels in most respects, but its main flaw is its over-reliance on English for instructions and explanations. In a foreign language classroom, immersion with 90% in the target language being the goal, is the most effective way to learn a foreign language. Putting students into an environment where they are required to know at least basic phrases in order to succeed and survive will force learning in a constructive way. Bien Dit! allows for students to rely on the English instructions to get by and it creates too much of a lax environment. The other point where the curriculum struggles is the online portion. While the online portion does indeed include fantastic video tutorials, multimedia presentations of culture and conversation, and grammar practice, the formatting is cumbersome and hard to navigate. The advertised Page Zoom function is not available where one would normally expect it to be and it is otherwise very hard to locate. The banner that shows the publishing company's logo and the book title takes up over a quarter of the workspace and it makes the actual workspace very limited and tight. The homework and practice exercises are opened into a small new window in the bottom center of the screen for students to use, but they can neither be dragged to a new, more convenient location on the screen nor can they be expanded or minimized to allow access to other resources while working. The production quality of music and video resources is, at some points, rather low and the "Télé-roman" videos are not particularly engaging. The listening activities also contain an overly lengthy introduction of the chapter, section, and exercise number that appears choppy and is hard to follow and the separation between such activities is not always clear.</p>					
<p><b>Key Features:</b></p> <p><b>Bien dit!</b> program is a French language program for levels 1A- Level 3 that blends culture, instruction, and interaction to motivate and support students in language learning. A comprehensive Student (SE) and Teacher Edition (TE) includes core content required for instruction. A wealth of ancillaries support the core instruction. Across levels, each chapter of the SE begins with a two-page photo spread, shot on location that introduces the theme of the chapter. Students learn vocabulary and functional expressions they need to engage in age-appropriate and topic-specific communication. In <b>Bien dit!</b>, frequent connections are made to ensure that students' prior knowledge is activated in pursuit of new language learning. Students engage in a sequence of manageable activities that move from easier closed-ended, discrete point practice to transitional practice, and finally into more open-ended speaking practice. Activities are designed to pique students' interest while they acquire the language.</p>					

**CONSENT  
AUGUST 10, 2017**

<p>The Teacher's Edition includes Planning Guides, Pacing Suggestions, Lesson plans, and engaging visual representations, such as real-world photos, on-location video, animated grammar, and research-based pedagogy to appeal to all learners. Technology components correspond to each section of any chapter and provide additional motivation for students at their language level: <b>News and Networking, Performance Space, French InterActive Reader, eReader, eTextbook, and French Vocabulary Apps.</b></p> <p>Each level of <b>Bien dit!</b> is available as an eTextbook for eReader and tablet devices. The <b>eTextbooks</b> offer the content from the page on screen, with a variety of tools and capabilities that maximize the learning experience, including embedded audio and, when connected to wifi, videos at point-of-use.</p>				
HMH Bien dit! Student Edition Level 1B	John Demado, et al	2018	6-12	9780544861329
HMH Bien dit! Online Student Edition with Resources 6-Year Level 1B	John Demado, et al	2018	6-12	9780544869585
HMH Bien dit! Downloadable eText ePub Student Edition 6-Year Level 1B	John Demado, et al	2018	6-12	9780544870413
HMH Bien dit! Cahier de vocabulaire et grammaire Student Edition (6-Year Print Subscription) Level 1A/1B/1	John Demado, et al	2013	6-12	9780544451452
HMH Bien dit! Cahier de vocabulaire et grammaire Student Edition Level 1A/1B/1	John Demado, et al	2013	6-12	9780547951867
HMH Bien dit! Downloadable Student Edition PDF Level 1B	John Demado, et al	2018	6-12	9780544873148
HMH Bien dit! Teacher Edition Level 1A/1B/1	John Demado, et al	2018	6-12	9780544861367
HMH Bien dit! Online Teacher Edition with Resources 6-Year Level 1B	John Demado, et al	2018	6-12	9780544869684
HMH Bien dit! Downloadable Teacher Resource Tool PDF Level 1B	John Demado, et al	2018	6-12	9780544873193
HMH Bien dit! Grammar Tutor Levels 1A/1B/1-3	John Demado, et al	2013	6-12	9780547951836

**CONSENT  
AUGUST 10, 2017**

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN	Recommendation
<b>Houghton Mifflin Harcourt Publishing Company</b>	<b>HMH Bien dit! Premium Classroom Package for 75 students (6yr print w/6yr digital) Level 1 (Includes 75 Student Editions Level 1, 75 Online Student Editions with Resources 6-Year Level 1, 75 Downloadable eText ePub Student Editions 6-Year Level 1, 75 Cahier de vocabulaire et grammaire Student Editions (6-Year Print Subscription) Level 1A/1B/1, 75 Downloadable Student Edition PDFs Level 1, Teacher Edition Level 1A/1B/1, Online Teacher Edition with Resources 6-Year Level 1, Downloadable Teacher Resource Tool PDF Level 1, Grammar Tutor Levels 1A/1B/1-3.)</b>	<b>John Demado, Severine Champeny, Marie Ponterio, Robert Ponterio</b>	<b>2018</b>	<b>6-12</b>	<b>9781328675019</b>	<b>Comprehensive World Languages</b>
<p><b>Notes:</b></p> <p><b>Strengths:</b> Bien Dit! Level 1 excels in its extensive repertoire of activities that foster student interaction and student speaking. The pacing of the book, with sections 1A and 1B combined into one text, is excellent for a High School French class which has more time per period to spend on the exercises and instruction. The lesson plan guides in the beginning of each chapter of the Teacher's Edition plan for 50 and 90-minute block class periods and provide guidance on activities from class start to class end that make good use of class time and never leave a dull moment. The material in the book is age appropriate and engaging to students, providing examples of well-known and popular musicians, art, and literature. The presentation of grammar is straight-forward and easy to follow and there are good follow-up practice activities in the textbook as well as in the workbook ancillary materials. The Teacher's Edition also provides good ideas for projects and group work for students. The online resources contain identical exercises to the text and workbook as well as video tutorials and further practice in a digital format that provides immediate correction and grading makes it easy to assign homework and mark grades. The photo and illustrated portions of the book are attractive and engaging and encourage the user to search more into the subject. In the "Exprimons-nous" sections, the book provides immediately applicable and overall useful expressions that make it easy to instantly employ the vocabulary and grammar from each section. The book then lists further activities to practice the vocabulary and those expressions. Bien Dit! also gives comprehensive grading rubrics for speaking projects, writing assignments, and presentations that make evaluation straight-forward and simple. The book excels in its "Application" sections because it encourages students to use what they've been learning in rehearsed and unfamiliar situations which fosters good familiarity as well as spontaneity that one would hope to achieve when learning a language. The Teacher's Edition also lists extensive ideas for going more into depth with research projects on every subject and ties it to other discipline areas as well as gives counsel on how to differentiate the instruction to meet the needs of different intelligences and learning speeds.</p> <p><b>Weaknesses:</b> Overall, Bien Dit! Level 1 excels in most respects, but its main flaw is its over-reliance on English for instructions and explanations. In a foreign language classroom, immersion with 90% in the target language being the goal, is the most effective way to learn a foreign language. Putting students into an environment where they are required to know at least basic phrases in order to succeed and survive will force learning in a constructive way. Bien Dit! allows for students to rely on the English instructions to get by and it creates too much of a lax environment. The other point where the curriculum struggles is the online portion. While the online portion does indeed</p>						



**CONSENT  
AUGUST 10, 2017**

<p>include fantastic video tutorials, multimedia presentations of culture and conversation, and grammar practice, the formatting is cumbersome and hard to navigate. The advertised Page Zoom function is not available where one would normally expect it to be and it is otherwise very hard to locate. The banner that shows the publishing company's logo and the book title takes up over a quarter of the workspace and it makes the actual workspace very limited and tight. The homework and practice exercises are opened into a small new window in the bottom center of the screen for students to use, but they can neither be dragged to a new, more convenient location on the screen nor can they be expanded or minimized to allow access to other resources while working. The production quality of music and video resources is, at some points, rather low and the "Télé-roman" videos are not particularly engaging. The listening activities also contain an overly lengthy introduction of the chapter, section, and exercise number that appears choppy and is hard to follow and the separation between such activities is not always clear.</p>				
<p><b>Key Features:</b>  <b>Bien dit!</b> program is a French language program for levels 1A- Level 3 that blends culture, instruction, and interaction to motivate and support students in language learning. A comprehensive Student (SE) and Teacher Edition (TE) includes core content required for instruction. A wealth of ancillaries support the core instruction. Across levels, each chapter of the SE begins with a two-page photo spread, shot on location that introduces the theme of the chapter. Students learn vocabulary and functional expressions they need to engage in age-appropriate and topic-specific communication. In <b>Bien dit!</b>, frequent connections are made to ensure that students' prior knowledge is activated in pursuit of new language learning.          Students engage in a sequence of manageable activities that move from easier closed-ended, discrete point practice to transitional practice, and finally into more open-ended speaking practice. Activities are designed to pique students' interest while they acquire the language.          The Teacher's Edition includes Planning Guides, Pacing Suggestions, Lesson plans, and engaging visual representations, such as real-world photos, on-location video, animated grammar, and research-based pedagogy to appeal to all learners.           Technology components correspond to each section of any chapter and provide additional motivation for students at their language level: <b>News and Networking, Performance Space, French InterActive Reader, eReader, eTextbook, and French Vocabulary Apps.</b>          Each level of <b>Bien dit!</b> is available as an eTextbook for eReader and tablet devices. The <b>eTextbooks</b> offer the content from the page on screen, with a variety of tools and capabilities that maximize the learning experience, including embedded audio and, when connected to wifi, videos at point-of-use.</p>				
<p>HMH Bien dit! Student Edition Level 1</p>	<p>John Demado, et al</p>	<p>2018</p>	<p>6-12</p>	<p>9780544861336</p>
<p>HMH Bien dit! Online Student Edition with Resources 6-Year Level 1</p>	<p>John Demado, et al</p>	<p>2018</p>	<p>6-12</p>	<p>9780544869592</p>
<p>HMH Bien dit! Downloadable eText ePub Student Edition 6-Year Level 1</p>	<p>John Demado, et al</p>	<p>2018</p>	<p>6-12</p>	<p>9780544870420</p>
<p>HMH Bien dit! Cahier de vocabulaire et grammaire Student Edition (6-Year Print Subscription) Level 1A/1B/1</p>	<p>John Demado, et al</p>	<p>2013</p>	<p>6-12</p>	<p>9780544451452</p>

**CONSENT  
AUGUST 10, 2017**

	HMH Bien dit! Cahier de vocabulaire et grammaire Student Edition Level 1A/1B/1	John Demado, et al	2013	6-12	9780547951867	
	HMH Bien dit! Downloadable Student Edition PDF Level 1	John Demado, et al	2018	6-12	9780544873155	
	HMH Bien dit! Teacher Edition Level 1A/1B/1	John Demado, et al	2018	6-12	9780544861367	
	HMH Bien dit! Online Teacher Edition with Resources 6-Year Level 1	John Demado, et al	2018	6-12	9780544869691	
	HMH Bien dit! Downloadable Teacher Resource Tool PDF Level 1	John Demado, et al	2018	6-12	9780544873209	
	HMH Bien dit! Grammar Tutor Levels 1A/1B/1-3	John Demado, et al	2013	6-12	9780547951836	
<b>Publisher</b>	<b>Title of Material</b>	<b>Author</b>	<b>Copyright</b>	<b>Grade Level</b>	<b>ISBN</b>	<b>Recommendation</b>
Houghton Mifflin Harcourt Publishing Company	HMH Bien dit! Premium Classroom Package for 75 students (6yr print w/6yr digital) Level 2 (Includes 75 Student Editions Level 2, 75 Online Student Editions with Resources 6-Year Level 2, 75 Downloadable eText ePub Student Editions 6-Year Level 2, 75 Cahier de vocabulaire et grammaire Student Editions (6-Year Print Subscription) Level 2, 75 Downloadable Student Edition PDFs Level 2, Teacher Edition Level 2, Online Teacher Edition with Resources 6-Year Level 2, Downloadable Teacher Resource Tool PDF Level 2, Grammar Tutor Levels 1A/1B/1-3.)	John Demado, Severine Champeny, Marie Ponterio, Robert Ponterio	2018	6-12	9781328675026	Basic World Languages
	<p><b>Notes:</b>  <b>Strengths:</b> Well-paced scope and sequence. Easy-to-follow format. Eye-catching graphics. Engaging activities. Fun cultural components. Clear grammatical explanations. Chapters organized by thematic units. Varied instructional strategies for Multiple Intelligences in ATE. Diverse cultures represented. Interesting extracts from authentic texts. Age and grade-level appropriate. Supplementary materials provide opportunities for practice and reinforcement.  <b>Weaknesses:</b> Could incorporate less English (e.g., perhaps directions could be in French more often at this level. Online resources clunky at times.</p>					
	<p><b>Key Features:</b>  <b>Bien dit!</b> program is a French language program for levels 1A- Level 3 that blends culture, instruction, and interaction to motivate and support students in language learning. A comprehensive Student (SE) and Teacher Edition (TE) includes core content required for instruction. A wealth of ancillaries support the core instruction. Across levels, each chapter of the SE begins with a two-page photo spread, shot on location that introduces the theme of the chapter. Students learn vocabulary and functional expressions they need to engage in age-appropriate and topic-specific communication. In <b>Bien dit!</b>, frequent connections are made to ensure that students' prior knowledge is activated in pursuit of new language learning.</p>					

**CONSENT  
AUGUST 10, 2017**

		<p>Students engage in a sequence of manageable activities that move from easier closed-ended, discrete point practice to transitional practice, and finally into more open-ended speaking practice. Activities are designed to pique students' interest while they acquire the language.</p> <p>The Teacher's Edition includes Planning Guides, Pacing Suggestions, Lesson plans, and engaging visual representations, such as real-world photos, on-location video, animated grammar, and research-based pedagogy to appeal to all learners.</p> <p>Technology components correspond to each section of any chapter and provide additional motivation for students at their language level: <b>News and Networking, Performance Space, French InterActive</b></p>				
	HMH Bien dit! Student Edition Level 2	John Demado, et al	2018	6-12	9780544861343	
	HMH Bien dit! Online Student Edition with Resources 6-Year Level 2	John Demado, et al	2018	6-12	9780544869608	
	HMH Bien dit! Downloadable eText ePub Student Edition 6-Year Level 2	John Demado, et al	2018	6-12	9780544870437	
	HMH Bien dit! Cahier de vocabulaire et grammaire Student Edition (6-Year Print Subscription) Level 2	John Demado, et al	2013	6-12	9780544451476	
	HMH Bien dit! Cahier de vocabulaire et grammaire Student Edition Level 2	John Demado, et al	2013	6-12	9780547951843	
	HMH Bien dit! Downloadable Student Edition PDF Level 2	John Demado, et al	2018	6-12	9780544873162	
	HMH Bien dit! Teacher Edition Level 2	John Demado, et al	2018	6-12	9780544861374	
	HMH Bien dit! Online Teacher Edition with Resources 6-Year Level 2	John Demado, et al	2018	6-12	9780544869707	
	HMH Bien dit! Downloadable Teacher Resource Tool PDF Level 2	John Demado, et al	2018	6-12	9780544873285	
	HMH Bien dit! Grammar Tutor Levels 1A/1B/1-3	John Demado, et al	2013	6-12	9780547951836	
<b>Publisher</b>	<b>Title of Material</b>	<b>Author</b>	<b>Copyright</b>	<b>Grade Level</b>	<b>ISBN</b>	<b>Recommendation</b>
Houghton Mifflin Harcourt Publishing Company	HMH Bien dit! Premium Classroom Package for 75 students (6yr print w/6yr digital) Level 3 (Includes 75 Student Editions Level 3, 75 Online Student Editions with Resources 6-Year Level 3, 75 Downloadable eText ePub Student Editions 6-Year Level 3, 75 Cahier de vocabulaire et grammaire Student Editions (6-Year Print Subscription) Level 3, 75 Downloadable Student Edition PDFs Level 3, Teacher Edition Level 3, Online Teacher Edition with Resources 6-Year Level 3, Downloadable Teacher Resource Tool	John Demado, Severine Champeny, Marie Ponterio, Robert Ponterio	2018	6-12	9781328675033	Comprehensive World Languages

**CONSENT  
AUGUST 10, 2017**

<b>PDF Level 3, Grammar Tutor Levels 1A/1B/1-3.)</b>				
<p><b>Notes:</b>  <b>Strengths:</b> Bien Dit! Level 3 is a program that mixes culture, instruction and interaction to support and increase the student’s knowledge of the French language. It is also an exemplary resource for advanced level grammar and writing. The “Exprimons-nous” activities are very useful and provide a good groundwork for students to become fluent speakers of French. The Level 3 text provides a myriad of activities, resources and examples of authentic French language and culture. This includes poetry, short stories, cultural exposés, photos, and music (via the program’s multimedia content). Bien Dit! 3 functions best when used in a high school environment with more mature students rather than middle school or junior high classes.  <b>Weaknesses:</b> Bien Dit ! Level 3 is an excellent example of a Comprehensive French text with few apparent weaknesses. The one detractor of this text is the reliance on English in the “Activités préparatoires” section of each Chapitre. One-sentence instructions are in English as well as more lengthy explanations. This section is designed to prepare students for the future AP curriculum; however, the AP Exam as well as its preparation exercises will not provide these instructions/directions in English. At level 3, students should be expected to function in situations where they are capable of reading complex explanations in the target language. The use of English in these activities creates an environment that is reliant on English and denies the student the opportunity to function in an immersive environment.</p>				
<p><b>Key Features:</b>  <b>Bien dit!</b> program is a French language program for levels 1A- Level 3 that blends culture, instruction, and interaction to motivate and support students in language learning. A comprehensive Student (SE) and Teacher Edition (TE) includes core content required for instruction. A wealth of ancillaries support the core instruction. Across levels, each chapter of the SE begins with a two-page photo spread, shot on location that introduces the theme of the chapter. Students learn vocabulary and functional expressions they need to engage in age-appropriate and topic-specific communication. In <b>Bien dit!</b>, frequent connections are made to ensure that students’ prior knowledge is activated in pursuit of new language learning.  Students engage in a sequence of manageable activities that move from easier closed-ended, discrete point practice to transitional practice, and finally into more open-ended speaking practice. Activities are designed to pique students’ interest while they acquire the language.  The Teacher’s Edition includes Planning Guides, Pacing Suggestions, Lesson plans, and engaging visual representations, such as real-world photos, on-location video, animated grammar, and research-based pedagogy to appeal to all learners.  Technology components correspond to each section of any chapter and provide additional motivation for students at their language level: <b>News and Networking, Performance Space, French InterActive</b></p>				
HMH Bien dit! Student Edition Level 3	John Demado, et al	2018	6-12	9780544861350
HMH Bien dit! Online Student Edition with Resources 6-Year Level 3	John Demado, et al	2018	6-12	9780544869615
HMH Bien dit! Downloadable eText ePub Student Edition 6-Year Level 3	John Demado, et al	2018	6-12	9780544870444
HMH Bien dit! Cahier de vocabulaire et grammaire Student Edition (6-Year Print Subscription) Level 3	John Demado, et al	2013	6-12	9780544451490
HMH Bien dit! Cahier de vocabulaire et grammaire Student Edition Level 3	John Demado, et al	2013	6-12	9780547951850
HMH Bien dit! Downloadable Student Edition PDF Level 3	John Demado, et al	2018	6-12	9780544873179
HMH Bien dit! Teacher Edition Level 3	John Demado, et al	2018	6-12	9780544861381

**CONSENT  
AUGUST 10, 2017**

	HMH Bien dit! Online Teacher Edition with Resources 6-Year Level 3	John Demado, et al	2018	6-12	9780544869714	
	HMH Bien dit! Downloadable Teacher Resource Tool PDF Level 3	John Demado, et al	2018	6-12	9780544873292	
	HMH Bien dit! Grammar Tutor Levels 1A/1B/1-3	John Demado, et al	2013	6-12	9780547951836	
<b>Publisher</b>	<b>Title of Material</b>	<b>Author</b>	<b>Copyright</b>	<b>Grade Level</b>	<b>ISBN</b>	<b>Recommendation</b>
<b>McGraw-Hill School Education, LLC</b>	<b>Asi se dice Level 1, Student Suite with LearnSmart, 6-year subscription</b>	<b>SCHMITT</b>	<b>2016</b>	<b>9-12</b>	<b>9780076673285</b>	<b>Basic World Languages</b>
	<p><b>Notes:</b></p> <p><b>Strengths:</b> Students are given a wide range of opportunities to show their proficiency and performance in the three modes of communication: interpersonal, interpretive, and presentation. Listening, reading, writing, and speaking are assessed formally and informally through peer and group activities, individual and group projects, and end of chapter assessments. We liked that the tops of the pages were color-coordinated for “vocabulary”, “grammar”, “culture”, etc. We liked the authentic pictures and realia, but felt that the teacher would have to lead any discussion about them, as the textbook didn’t really facilitate discussion.</p> <p><b>Weaknesses:</b> The publisher put in authentic realia but didn’t ask the students to do anything with it. The directions for the evaluation were only to assess what was shown in the primary resource (textbook), while the publisher suggested using the online resources to fulfill some of the standards. The integration of content from other subjects seemed superficial. There are no infographics (graphs or surveys) for the students to interpret, rather the publisher asks students to create them. In some standards textbooks are to provide opportunities to “compare and contrast between the target culture and the learner’s culture” and the textbook would only have the learners “identify” the culture component. The Asi se dice textbook referenced many fine art pieces in their Teacher’s Edition but didn’t give pictures to the teacher or the student but rather asked the students to go online to find them. It would be much more helpful if that picture was printed for the student in their book. The textbook also is to have students “analyze cultural practices” (CLTR 1.1), and yet this textbook only provided information, didn’t ask students to analyze. The textbook was “busy” with all the different fonts and pictures going in different directions. We liked the authentic pictures and realia, but felt that the teacher would have to lead any discussion about them as the textbook didn’t really facilitate discussion.</p> <p><b>Other:</b> Some of the standards seem impossible for a textbook to address such as Communities 2 (c): Attend cultural or social events from the target culture, Connections 2 (b): Identify main idea of current events reported in the news about the target culture, Cultural Practices (c): List cultural practices observed in a video from the target culture, COMT 1.3: Utilize knowledge of the target language to tutor EL learners that know the target language, COMT 1.1: Participate in multilingual communities at home and around the world. Also, the some standards (Cultural Practices (a)) ask for gestures and none of the textbooks we reviewed address this.</p>					
	<p><b>Key Features:</b></p> <p><i>¡Así Se Dice!</i> actively engages all students in learning Spanish. The program provides students with the tools they need to communicate—words and grammar—in a meaningful context. Students then use these tools in real-life communicative situations. The program provides students with the interpersonal, interpretive, and presentational skills they need to create language for communication. Culture is integrated throughout the text, from the basic introduction of vocabulary, to the authentic photographs, to the cultural readings. Connections to other disciplines are addressed, not only in the Geo Vista and Introduction to Theme pages, but also in the readings and project suggestions. Linguistic and cultural comparisons are made throughout the text. Suggestions are made for ways students may use their language skills in the immediate and more distant communities. Students who complete the series are prepared to participate in the Spanish-speaking world. Specific correlations to each chapter are provided on the pages preceding each chapter in the Teacher Edition.</p> <p>To ensure the efficacy and success of <i>¡Así Se Dice!</i> in the classroom, McGraw-Hill conducted extensive market research in numerous states both through effectiveness studies using prototypes during the development phase of the program and, once established, through classroom piloting of the program. The data gleaned from these</p>					

**CONSENT  
AUGUST 10, 2017**

	<p>studies and pilots demonstrated that <i>¡Así Se Dice!</i> meets the highest standards for learning. Teachers expressed positive and enthusiastic reactions to the program. They found the content to be “well-organized and easy to follow,” “thorough, but not overwhelming,” “stimulating,” and “very communicative.” Teachers were impressed with the clarity and consistency of icons and point-of-use access to ancillaries, videos, and supplemental materials, as well as the easy linking to strong Web-based activities that dynamically engage students. The biggest strength, in addition to the clear presentation and organization of content, is the “user-friendliness” of the program with all content accessible at point of use.</p>					
	<p>Asi se dice Level 1, Student Suite with LearnSmart, 1-year subscription</p>	<p>SCHMITT</p>	<p>2016</p>	<p>9-12</p>	<p>9780076673483</p>	
	<p>Asi se dice Level 1, Teacher Suite with LearnSmart, 6-year subscription</p>	<p>SCHMITT</p>	<p>2016</p>	<p>9-12</p>	<p>9780076688128</p>	
	<p>Asi se dice Level 1, Teacher Suite with LearnSmart, 1-year subscription</p>	<p>SCHMITT</p>	<p>2016</p>	<p>9-12</p>	<p>9780076688142</p>	
<p><b>Publisher</b></p>	<p><b>Title of Material</b></p>	<p><b>Author</b></p>	<p><b>Copyright</b></p>	<p><b>Grade Level</b></p>	<p><b>ISBN</b></p>	<p><b>Recommendation</b></p>
<p><b>McGraw-Hill School Education, LLC</b></p>	<p><b>Asi se dice Level 2, Student Suite with LearnSmart, 6-year subscription</b></p>	<p><b>SCHMITT</b></p>	<p><b>2016</b></p>	<p><b>9-12</b></p>	<p><b>9780076678914</b></p>	<p><b>Basic</b> World Languages</p>
	<p><b>Notes:</b>  <b>Strengths:</b> Students are given a wide range of opportunities to show their proficiency and performance in the three modes of communication: interpersonal, interpretive, and presentation. Listening, reading, writing, and speaking are assessed formally and informally through peer and group activities, individual and group projects, and end of chapter assessments. We liked that the tops of the pages were color-coordinated for “vocabulary”, “grammar”, “culture”, etc. We liked the authentic pictures and realia, but felt that the teacher would have to lead any discussion about them, as the textbook didn’t really facilitate discussion.  <b>Weaknesses:</b> The publisher put in authentic realia but didn’t ask the students to do anything with it. The directions for the evaluation were only to assess what was shown in the primary resource (textbook), while the publisher suggested using the online resources to fulfill some of the standards. The integration of content from other subjects seemed superficial. There textbook is to have students “observe formal and informal language” (COMP 1.1), and yet the exercises provided by the publisher have students do a task, not “observe”. In some standards textbooks are to provide opportunities to “compare and contrast between the target culture and the learner’s culture” and the textbook would only have the learners “identify” the culture component. The <i>Así se dice</i> textbook referenced many fine art pieces in their Teacher’s Edition but didn’t give pictures to the teacher or the student but rather asked the students to go online to find them. It would be much more helpful if that picture was printed for the student in their book. The textbook also is to have students “analyze cultural practices” (CLTR 1.1), and yet this textbook only provided information, didn’t ask students to analyze. The textbook uses the informal tone consistently (partner practices, Teacher-led TPR activities, but doesn’t have students use the formal tone much. The textbook is “busy” with all the different fonts and pictures going in different directions. We liked the authentic pictures and realia, but felt that the teacher would have to lead any discussion about them as the textbook didn’t really facilitate discussion.  <b>Other:</b> Some of the standards seem impossible for a textbook to address such as Communities 2 (c): Attend cultural or social events from the target culture, Connections 2 (b): Identify main idea of current events reported in the news about the target culture, Cultural Practices (c): List cultural practices observed in a video from the target culture, COMT 1.3: Utilize knowledge of the target language to tutor EL learners that know the target language, COMT 1.1: Participate in multilingual communities at home and around the world. Also, there are some standards (Cultural Practices (a)) that ask for gestures and none of the textbooks we reviewed address this.</p>					
	<p><b>Key Features:</b>  <i>¡Así Se Dice!</i> actively engages all students in learning Spanish. The program provides students with the tools they need to communicate—words and grammar—in a meaningful context. Students then use these tools in real-life communicative situations.</p>					

**CONSENT  
AUGUST 10, 2017**

	<p>The program provides students with the interpersonal, interpretive, and presentational skills they need to create language for communication. Culture is integrated throughout the text, from the basic introduction of vocabulary, to the authentic photographs, to the cultural readings. Connections to other disciplines are addressed, not only in the Geo Vista and Introduction to Theme pages, but also in the readings and project suggestions. Linguistic and cultural comparisons are made throughout the text. Suggestions are made for ways students may use their language skills in the immediate and more distant communities. Students who complete the series are prepared to participate in the Spanish-speaking world. Specific correlations to each chapter are provided on the pages preceding each chapter in the Teacher Edition.</p> <p>To ensure the efficacy and success of <i>¡Así Se Dice!</i> in the classroom, McGraw-Hill conducted extensive market research in numerous states both through effectiveness studies using prototypes during the development phase of the program and, once established, through classroom piloting of the program. The data gleaned from these studies and pilots demonstrated that <i>¡Así Se Dice!</i> meets the highest standards for learning. Teachers expressed positive and enthusiastic reactions to the program. They found the content to be “well-organized and easy to follow,” “thorough, but not overwhelming,” “stimulating,” and “very communicative.” Teachers were impressed with the clarity and consistency of icons and point-of-use access to ancillaries, videos, and supplemental materials, as well as the easy linking to strong Web-based activities that dynamically engage students. The biggest strength, in addition to the clear presentation and organization of content, is the “user-friendliness” of the program with all content accessible at point of use.</p>					
	Asi se dice Level 2, Student Suite with LearnSmart, 1-year subscription	SCHMITT	2016	9-12	9780076679355	
	Asi se dice Level 2, Teacher Suite with LearnSmart, 6-year subscription	SCHMITT	2016	9-12	9780076673650	
	Asi se dice Level 2, Teacher Suite with LearnSmart, 1-year subscription	SCHMITT	2016	9-12	9780076688067	
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<b>McGraw-Hill School Education, LLC</b>	<b>Asi se dice Level 3, Student Suite with LearnSmart, 6-year subscription</b>	<b>SCHMITT</b>	<b>2016</b>	<b>9-12</b>	<b>9780076687299</b>	<b>Basic World Languages</b>
	<p><b>Notes:</b>  <b>Strengths:</b> This book is only a few standards short of being a comprehensive text. There are a few sections that do not apply such as being able to tutor another student. Other than that it is easy to navigate, the readings are appropriate for level and it is overall a comprehensive textbook. The culture focus for each chapter is relevant to students and moves from more concrete/familiar topics to more abstract/less familiar topics, making the flow logical and scaffolding throughout the text natural. The activities are worded in such a way that they can be adapted for novice, intermediate and advanced students.  <b>Weaknesses:</b> Each individual chapter feels excessive in content, this will make the text less appealing to students and teachers. The text does often go to in-depth, critical thinking level. A lot of the questions are more superficial and do not often put the learning back on the students.</p>					
	<p><b>Key Features:</b>  <i>¡Así Se Dice!</i> actively engages all students in learning Spanish. The program provides students with the tools they need to communicate—words and grammar—in a meaningful context. Students then use these tools in real-life communicative situations. The program provides students with the interpersonal, interpretive, and presentational skills they need to create language for communication. Culture is integrated throughout the text, from the basic introduction of vocabulary, to the authentic photographs, to the cultural readings. Connections to other disciplines are addressed, not only in the Geo Vista and Introduction to Theme pages, but also in the readings and project suggestions. Linguistic and cultural comparisons are made throughout the text. Suggestions are made for ways students may use their language skills in the immediate and more distant communities. Students who complete the series are prepared to participate in the Spanish-speaking world. Specific correlations to each chapter are provided on the pages preceding each chapter in the Teacher Edition.</p>					

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AUGUST 10, 2017**

	<p>To ensure the efficacy and success of <i>¡Así Se Dice!</i> in the classroom, McGraw-Hill conducted extensive market research in numerous states both through effectiveness studies using prototypes during the development phase of the program and, once established, through classroom piloting of the program. The data gleaned from these studies and pilots demonstrated that <i>¡Así Se Dice!</i> meets the highest standards for learning. Teachers expressed positive and enthusiastic reactions to the program. They found the content to be “well-organized and easy to follow,” “thorough, but not overwhelming,” “stimulating,” and “very communicative.” Teachers were impressed with the clarity and consistency of icons and point-of-use access to ancillaries, videos, and supplemental materials, as well as the easy linking to strong Web-based activities that dynamically engage students. The biggest strength, in addition to the clear presentation and organization of content, is the “user-friendliness” of the program with all content accessible at point of use.</p>					
	Asi se dice Level 3, Student Suite with LearnSmart, 1-year subscription	SCHMITT	2016	9-12	9780076687947	
	Asi se dice Level 3, Teacher Suite with LearnSmart, 6-year subscription	SCHMITT	2016	9-12	9780076673711	
	Asi se dice Level 3, Teacher Suite with LearnSmart, 1-year subscription	SCHMITT	2016	9-12	9780076666331	
<b>Publisher</b>	<b>Title of Material</b>	<b>Author</b>	<b>Copyright</b>	<b>Grade Level</b>	<b>ISBN</b>	<b>Recommendation</b>
McGraw-Hill School Education, LLC	Asi se dice Level 4, Student Suite with LearnSmart, 6-year subscription	SCHMITT	2016	9-12	9780076662395	Basic World Languages
	<p><b>Notes:</b>  <b>Strengths:</b> Literature sections are thorough and comprehensive. They ask students to think critically and analyze the texts. There is a lot of opportunities to do further research online. Resources are easy to access/navigate. There are a lot of electronic materials available in the online component.  <b>Weaknesses:</b> Literature, while comprehensive, can at times be long and daunting. The oral proficiency exams are unrelated to other practice activities within the text. This book feels like a big jump from level 3.</p>					
	<p><b>Key Features:</b>  <i>¡Así Se Dice!</i> actively engages all students in learning Spanish. The program provides students with the tools they need to communicate—words and grammar—in a meaningful context. Students then use these tools in real-life communicative situations. The program provides students with the interpersonal, interpretive, and presentational skills they need to create language for communication. Culture is integrated throughout the text, from the basic introduction of vocabulary, to the authentic photographs, to the cultural readings. Connections to other disciplines are addressed, not only in the Geo Vista and Introduction to Theme pages, but also in the readings and project suggestions. Linguistic and cultural comparisons are made throughout the text. Suggestions are made for ways students may use their language skills in the immediate and more distant communities. Students who complete the series are prepared to participate in the Spanish-speaking world. Specific correlations to each chapter are provided on the pages preceding each chapter in the Teacher Edition.  To ensure the efficacy and success of <i>¡Así Se Dice!</i> in the classroom, McGraw-Hill conducted extensive market research in numerous states both through effectiveness studies using prototypes during the development phase of the program and, once established, through classroom piloting of the program. The data gleaned from these studies and pilots demonstrated that <i>¡Así Se Dice!</i> meets the highest standards for learning. Teachers expressed positive and enthusiastic reactions to the program. They found the content to be “well-organized and easy to follow,” “thorough, but not overwhelming,” “stimulating,” and “very communicative.” Teachers were impressed with the clarity and consistency of icons and point-of-use access to ancillaries, videos, and supplemental materials, as well as the easy linking to strong Web-based activities that dynamically engage students. The biggest strength, in addition to the clear presentation and organization of content, is the “user-friendliness” of the program with all content accessible at point of use.</p>					
	Asi se dice Level 4, Student Suite with	SCHMITT	2016	9-12	9780076662487	



**CONSENT  
AUGUST 10, 2017**

	LearnSmart, 1-year subscription					
	Asi se dice Level 4, Teacher Suite with LearnSmart, 6-year subscription	SCHMITT	2016	9-12	9780076688654	
	Asi se dice Level 4, Teacher Suite with LearnSmart, 1-year subscription	SCHMITT	2016	9-12	9780021454983	
<b>Publisher</b>	<b>Title of Material</b>	<b>Author</b>	<b>Copyright</b>	<b>Grade Level</b>	<b>ISBN</b>	<b>Recommendation</b>
<b>McGraw-Hill School Education, LLC</b>	<b>Spotlight on Music, Grade K Digital Bundle, 6 Year</b>	<b>Bond, Et Al</b>	<b>2016</b>	<b>K</b>	<b>9780021387670</b>	<b>Comprehensive General Music</b>
	<p><b>Notes:</b>  <b>Strengths:</b> This is a comprehensive curriculum that is able to stand on its own. There is Spotlight on Music Reading, Spotlight on Performance and Spotlight on Celebrations. The Learning Sequence is based on Explore, Label, and Practice. At the beginning of each Unit there is a Concepts Overview that shows what is coming up in each lesson. Such as: Concept being taught, Objective, Recordings, Vocabulary, Assessment, Music Options and Resources. There is a Skills overview: Skills, Lesson skills focus, recordings, skills reinforcement, assessment, and optional reteaching. There is a Links overview, Technology and Reading/Language Arts Skills. In the body of the lessons you will find Spotlights for Performance, School to Home, Assessments, Curriculum Links, Music Skills, Reaching All Learners, Movement, History and Culture and again Assessments. The online lessons are very thorough. A teacher is able to go through each unit and create their own sequencing of teaching using the material available. Spotlight on Performance makes it possible for a new teacher to get performance idea in that it is laid out with music and speech. It also incorporates concepts the students will be learning in the program. There is a Spotlight on Celebrations as well with songs that fit all of the holidays in the school year. The songs are age appropriate for the students.  <b>Weaknesses:</b> This program is not very teacher friendly at all. Using the book on line is challenging when you need to go back and forth from lesson to lesson or reviewing song to song. This would be a more valuable curriculum for teachers if there were a hard copy TEACHERS edition to access with Music CD's to play. Most current school computers do not have sound systems to support the listening of the music embedded in the lessons. There are many schools in out lying areas that can not access internet very successfully and any curriculum in our state must be accessible to any size district. There are school districts as well that do not have the funds for new technology that this curriculum requires to use the material. It is not a user friendly curriculum for beginning teachers as a beginner teacher must focus on learning what they are contracted to teach not spend HOURS learning an on-line curriculum. The tech portion would be a challenge. Hard copies would be much easier to access.</p>					
	<p><b>Key Features:</b>            Spotlight on Music brings together quality music, animations, games, and more to help teachers deliver inspiring general music instruction, providing opportunities for students to understand music concepts and skills, read music notation, perform music, and celebrate music with fresh, age-appropriate materials. Instructional objectives are included for every lesson and are clearly stated on student Concept Overview slides. Every slide displays the lesson title, concept(s), skill(s), curriculum link(s), and lesson objectives expected to be accomplished in the lesson. Instructional objectives and additional teacher support are also included in the Teacher Overview.</p>					
	Spotlight on Music, Grade K Digital Bundle, 1 Year	Bond, Et Al	2016	K	9780021438259	

**CONSENT  
AUGUST 10, 2017**

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN	Recommendation
McGraw-Hill School Education, LLC	<b>Spotlight on Music, Grade 1 Digital Bundle, 6 Year</b>	<b>Bond, Et Al</b>	<b>2016</b>	<b>1</b>	<b>9780021410828</b>	<b>Comprehensive General Music</b>
	<b>Notes:</b> <b>Strengths:</b> This is a comprehensive curriculum that is able to stand on its own. There is Spotlight on Music Reading, Spotlight on Performance and Spotlight on Celebrations. The Learning Sequence is based on Explore, Label, and Practice. At the beginning of each Unit there is a Concepts Overview that shows what is coming up in each lesson. Such as: Concept being taught, Objective, Recordings, Vocabulary, Assessment, Music Options and Resources. There is a Skills overview: Skills, Lesson skills focus, recordings, skills reinforcement, assessment, and optional reteaching. There is a Links overview, Technology and Reading/Language Arts Skills. In the body of the lessons you will find Spotlights for Performance, School to Home, Assessments, Curriculum Links, Music Skills, Reaching All Learners, Movement, History and Culture and again Assessments. The online lessons are very thorough. A teacher is able to go through each unit and create their own sequencing of teaching using the material available. Spotlight on Performance makes it possible for a new teacher to get performance idea in that it is laid out with music and speech. It also incorporates concepts the students will be learning in the program. There is a Spotlight on Celebrations as well with songs that fit all of the holidays in the school year. The songs are age appropriate for the students. <b>Weaknesses:</b> This program is not very teacher friendly at all. Using the book on line is challenging when you need to go back and forth from lesson to lesson or reviewing song to song. This would be a more valuable curriculum for teachers if there were a hard copy TEACHERS edition to access with Music CD's to play. Most current school computers do not have sound systems to support the listening of the music embedded in the lessons. There are many schools in out lying areas that can not access internet very successfully and any curriculum in our state must be accessible to any size district. There are school districts as well that do not have the funds for new technology that this curriculum requires to use the material. It is not a user friendly curriculum for beginning teachers as a beginner teacher must focus on learning what they are contracted to teach not spend HOURS learning an on-line curriculum. The tech portion would be a challenge. Hard copies would be much easier to access.					
	<b>Key Features:</b> Spotlight on Music brings together quality music, animations, games, and more to help teachers deliver inspiring general music instruction, providing opportunities for students to understand music concepts and skills, read music notation, perform music, and celebrate music with fresh, age-appropriate materials. Instructional objectives are included for every lesson and are clearly stated on student Concept Overview slides. Every slide displays the lesson title, concept(s), skill(s), curriculum link(s), and lesson objectives expected to be accomplished in the lesson. Instructional objectives and additional teacher support are also included in the Teacher Overview.					
	Spotlight on Music, Grade 1 Digital Bundle, 1 Year	Bond, Et Al	2016	1	9780021413348	
Publisher	Title of Material	Author	Copyright	Grade Level	ISBN	Recommendation
McGraw-Hill School Education, LLC	<b>Spotlight on Music, Grade 2 Hybrid Bundle, 6 Year</b>	<b>Bond, Et Al</b>	<b>2016</b>	<b>2</b>	<b>9780021321391</b>	<b>Basic General Music</b>
	<b>Notes:</b> <b>Strengths:</b> Reading, notating and playing standard and iconic notation. Performance opportunities/opportunities to perform with expression. Cross-content correlation is evident throughout the 2nd grade curriculum. <b>Weaknesses:</b> Improvisation is not an explicit skill covered in this grade level. <b>Other:</b> While online slides appear to be well constructed, it could be inefficient to toggle between lessons (if needed) or find a specific song or activity. This is very technology based, which could be a challenge for smaller districts. The reviewer was unable to see student slides or ancillary materials which may speak to these concerns.					
	<b>Key Features:</b> Spotlight on Music brings together quality music, animations, games, and more to help teachers deliver inspiring general music instruction, providing opportunities for students to understand music concepts and skills, read music notation, perform music, and celebrate music with fresh, age-appropriate materials. Instructional objectives are included for every lesson and are clearly stated on student Concept Overview slides. Every slide displays the lesson title, concept(s), skill(s), curriculum link(s), and lesson objectives expected to					

**CONSENT  
AUGUST 10, 2017**

	be accomplished in the lesson. Instructional objectives and additional teacher support are also included in the Teacher Overview.					
<b>Publisher</b>	<b>Title of Material</b>	<b>Author</b>	<b>Copyright</b>	<b>Grade Level</b>	<b>ISBN</b>	<b>Recommendation</b>
<b>McGraw-Hill School Education, LLC</b>	<b>Spotlight on Music, Grade 3 Hybrid Bundle, 6 Year</b>	<b>Bond, Et AI</b>	<b>2016</b>	<b>3</b>	<b>9780021449194</b>	<b>Basic General Music</b>
	<p><b>Notes:</b>  <b>Strengths:</b> Reading, notating and playing standard and iconic notation. Performance opportunities/opportunities to perform with expression. Cross-content correlation is evident throughout the 3rd grade curriculum.  <b>Weaknesses:</b> <b>MU:Pr4.1.3</b> Musical selections are given by the curriculum, not driven by personal choice.  <b>Other:</b> While online slides appear to be well constructed, it could be inefficient to toggle between lessons (if needed) or find a specific song or activity. This is very technology based, which could be a challenge for smaller districts. The reviewer was unable to see student slides or ancillary materials, which may speak to these concerns.</p>					
	<p><b>Key Features:</b>  Spotlight on Music brings together quality music, animations, games, and more to help teachers deliver inspiring general music instruction, providing opportunities for students to understand music concepts and skills, read music notation, perform music, and celebrate music with fresh, age-appropriate materials. Instructional objectives are included for every lesson and are clearly stated on student Concept Overview slides. Every slide displays the lesson title, concept(s), skill(s), curriculum link(s), and lesson objectives expected to be accomplished in the lesson. Instructional objectives and additional teacher support are also included in the Teacher Overview.</p>					
<b>Publisher</b>	<b>Title of Material</b>	<b>Author</b>	<b>Copyright</b>	<b>Grade Level</b>	<b>ISBN</b>	<b>Recommendation</b>
<b>McGraw-Hill School Education, LLC</b>	<b>Spotlight on Music, Grade 4 Hybrid Bundle, 6 Year</b>	<b>Bond, Et AI</b>	<b>2016</b>	<b>4</b>	<b>9780021409846</b>	<b>Basic General Music</b>
	<p><b>Notes:</b>  <b>Strengths:</b>  Explicit instructions for abstract musical concepts i.e. expression, phrasing, head voice, etc. Reading, notating and playing standard and iconic notation. Performance opportunities/opportunities to perform with expression. Cross-content correlation is evident throughout the 4th grade curriculum.  <b>Weaknesses:</b> The jump from concrete concepts to analysis needs to be heavily teacher-directed. A new teacher might struggle to guide students to this level of learning. Did not meet standard MU: Pr4.1.4.  <b>Other:</b> While online slides appear to be well constructed, it could be inefficient to toggle between lessons (if needed) or find a specific song or activity. This is very technology based, which could be a challenge for smaller districts. The reviewer was unable to see student slides or ancillary materials, which may speak to these concerns.</p>					
	<p><b>Key Features:</b>  Spotlight on Music brings together quality music, animations, games, and more to help teachers deliver inspiring general music instruction, providing opportunities for students to understand music concepts and skills, read music notation, perform music, and celebrate music with fresh, age-appropriate materials. Instructional objectives are included for every lesson and are clearly stated on student Concept Overview slides. Every slide displays the lesson title, concept(s), skill(s), curriculum link(s), and lesson objectives expected to be accomplished in the lesson. Instructional objectives and additional teacher support are also included in the Teacher Overview.</p>					

**CONSENT  
AUGUST 10, 2017**

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN	Recommendation
McGraw-Hill School Education, LLC	<b>Spotlight on Music, Grade 5 Hybrid Bundle, 6 Year</b>	<b>Bond, Et AI</b>	<b>2016</b>	<b>5</b>	<b>9780021411177</b>	<b>Basic General Music</b>
	<p><b>Notes:</b>  <b>Strengths:</b> The "Spotlight" Articles provided quality text with regard to connections to other disciplines. Reading, notating and playing standard and iconic notation. Performance opportunities/opportunities to perform with expression. Cross-content correlation is evident throughout the 5th grade curriculum.  <b>Weaknesses:</b> MU:Re9.1.5, MU:Re7.2.5 Students are not encouraged to cite sources in their responses to music.  <b>Other:</b> While online slides appear to be well constructed, it could be inefficient to toggle between lessons (if needed) or find a specific song or activity. This is very technology based, which could be a challenge for smaller districts. The reviewer was unable to see student slides or ancillary materials, which may speak to these concerns.</p>					
	<p><b>Key Features:</b>            Spotlight on Music brings together quality music, animations, games, and more to help teachers deliver inspiring general music instruction, providing opportunities for students to understand music concepts and skills, read music notation, perform music, and celebrate music with fresh, age-appropriate materials. Instructional objectives are included for every lesson and are clearly stated on student Concept Overview slides. Every slide displays the lesson title, concept(s), skill(s), curriculum link(s), and lesson objectives expected to be accomplished in the lesson. Instructional objectives and additional teacher support are also included in the Teacher Overview.</p>					
Publisher	Title of Material	Author	Copyright	Grade Level	ISBN	Recommendation
McGraw-Hill School Education, LLC	<b>Spotlight on Music, Grade 6 Hybrid Bundle, 6-Year</b>	<b>Bond, Et AI</b>	<b>2016</b>	<b>6</b>	<b>9780021329137</b>	<b>Comprehensive General Music</b>
	<p><b>Notes:</b>  <b>Strengths:</b> Spotlight on Music has a variety of modern lessons and musical examples/activities that meet all standards for Music Education. The music provided and activities included connect with historical periods, world cultures, and other curricular areas. A variety of tools are provided to engage students with digital media, and the teacher is provided with many printable resources to meet writing standards and higher level thinking needs. Students are given opportunities to create a "Music Portfolio" to document growth and track different musical activities and compositions they create in class.  <b>Weaknesses:</b> Many different "History and Culture" sections in the digital media have paragraphs of information with no activity for students to participate in. Teachers with unreliable internet access may find this curriculum more challenging than useful. Lower level learners may struggle with some of the activities they are asked to do, and not every activity has an accommodation for those students.  <b>Other:</b> Music in this curriculum is modern and relevant to students as well as inclusive of all standards, sensitive to different cultural ideals, and engaging for learners. The curriculum is basically useless if you cannot use the online components. The text book is only a song anthology, and all teacher resources are online.</p>					
	<p><b>Key Features:</b>            Spotlight on Music brings together quality music, animations, games, and more to help teachers deliver inspiring general music instruction, providing opportunities for students to understand music concepts and skills, read music notation, perform music, and celebrate music with fresh, age-appropriate materials. Instructional objectives are included for every lesson and are clearly stated on student Concept Overview slides. Every slide displays the lesson title, concept(s), skill(s), curriculum link(s), and lesson objectives expected to be accomplished in the lesson. Instructional objectives and additional teacher support are also included in the Teacher Overview.</p>					
	Spotlight on Music, Grade 6 Digital Bundle, 6-Year	Bond, Et AI	2016	6	9780021409310	

**CONSENT  
AUGUST 10, 2017**

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN	Recommendation	
McGraw-Hill School Education, LLC	Spotlight on Music, Grade 7 Hybrid Bundle, 6-Year	Bond, Et Al	2016	7	9780021451227	Comprehensive General Music	
							<p><b>Notes:</b></p> <p><b>Strengths:</b> Spotlight on Music has a variety of modern lessons and musical examples/activities that meet all standards for Music Education. The music provided and activities included connect with historical periods, world cultures, and other curricular areas. A variety of tools are provided to engage students with digital media, and the teacher is provided with many printable resources to meet writing standards and higher level thinking needs. Students are given opportunities to create a "Music Portfolio" to document growth and track different musical activities and compositions they create in class.</p> <p><b>Weaknesses:</b> Many different "History and Culture" sections in the digital media have paragraphs of information with no activity for students to participate in. Teachers with unreliable internet access may find this curriculum more challenging than useful. Lower level learners may struggle with some of the activities they are asked to do, and not every activity has an accommodation for those students.</p> <p><b>Other:</b> Music in this curriculum is modern and relevant to students as well as inclusive of all standards, sensitive to different cultural ideals, and engaging for learners. The curriculum is basically useless if you cannot use the online components. The text book is only a song anthology, and all teacher resources are online.</p>
							<p><b>Key Features:</b></p> <p>Spotlight on Music brings together quality music, animations, games, and more to help teachers deliver inspiring general music instruction, providing opportunities for students to understand music concepts and skills, read music notation, perform music, and celebrate music with fresh, age-appropriate materials. Instructional objectives are included for every lesson and are clearly stated on student Concept Overview slides. Every slide displays the lesson title, concept(s), skill(s), curriculum link(s), and lesson objectives expected to be accomplished in the lesson. Instructional objectives and additional teacher support are also included in the Teacher Overview.</p>
McGraw-Hill School Education, LLC	Spotlight on Music, Grade 8 Hybrid Bundle, 6-Year	Bond, Et Al	2016	8	9780021451234	Comprehensive General Music	
							<p><b>Notes:</b></p> <p><b>Strengths:</b> Spotlight on Music has a variety of modern lessons and musical examples/activities that meet all standards for Music Education. The music provided and activities included connect with historical periods, world cultures, and other curricular areas. A variety of tools are provided to engage students with digital media, and the teacher is provided with many printable resources to meet writing standards and higher level thinking needs. Students are given opportunities to create a "Music Portfolio" to document growth and track different musical activities and compositions they create in class.</p> <p>8<sup>th</sup> Grade text comes complete with access to "How to Succeed in Business Without Really Trying" and ideas and excerpts to perform a junior version of the musical. Including ways to include every learner, even those who are not excited to sing.</p> <p><b>Weaknesses:</b> Many different "History and Culture" sections in the digital media have paragraphs of information with no activity for students to participate in. Teachers with unreliable internet access may find this curriculum more challenging than useful. Lower level learners may struggle with some of the activities they are asked to do, and not every activity has an accommodation for those students.</p> <p><b>Other:</b> Music in this curriculum is modern and relevant to students as well as inclusive of all standards, sensitive to different cultural ideals, and engaging for learners. The curriculum is basically useless if you cannot use the online components. The text book is only a song anthology, and all teacher resources are online.</p>
							<p><b>Key Features:</b></p> <p>Spotlight on Music brings together quality music, animations, games, and more to help teachers deliver inspiring general music instruction, providing opportunities for students to understand music concepts and skills, read music notation, perform music, and celebrate music with fresh, age-appropriate materials. Instructional objectives are included for every lesson and are clearly stated on student Concept Overview slides. Every slide displays the lesson title, concept(s), skill(s), curriculum link(s), and lesson objectives</p>

**CONSENT  
AUGUST 10, 2017**

	expected to be accomplished in the lesson. Instructional objectives and additional teacher support are also included in the Teacher Overview.					
Publisher	Title of Material	Author	Copyright	Grade Level	ISBN	Recommendation
McGraw-Hill School Education, LLC	Music Its Role, Grades 9-12 Digital Bundle, 6-Year	DEGRAFF ENREDI, ET AL	2016	12	9780021409358	Comprehensive Music theory & Composition
	<p><b>Notes:</b>  <b>Strengths:</b> This online tool has a variety of modern lessons and musical examples/activities that meet all standards for Music Education. The music provided and activities included connect with historical periods, world cultures, and other curricular areas. A variety of tools are provided to engage students with digital media.  <b>Weaknesses:</b> Teachers with unreliable internet access will find this curriculum more challenging than useful. Lower level learners may struggle with some of the activities they are asked to do, and not every activity has an accommodation for those students.  <b>Other:</b> Music in this curriculum is modern and relevant to students as well as inclusive of all standards, sensitive to different cultural ideals, and engaging for learners. This curriculum is a digital bundle and there are no books to accompany.</p>					
	<p><b>Key Features:</b>            Music! Its Role and Importance in Our Lives is a comprehensive, engaging, completely digital activities-based high school general music program built on quality listening selections.            The main goal of Music! Its Role and Importance in Our Lives is to teach students the value of music in their own lives and as an essential ingredient in the lives of all humans. Students are encouraged to view music in a social context rather than as abstract information to be learned for its own sake. History is used as a resource for understanding how music has fulfilled basic human purposes in other ages. Music of various genres, styles, cultures and eras are studied throughout the course.</p>					
Publisher	Title of Material	Author	Copyright	Grade Level	ISBN	Recommendation
McGraw-Hill School Education, LLC	Hal Leonard Voices in Concert, Level 1A Treble Hybrid Bundle, 6-year	Crocker, Et Al	2016	6	9780021445561	Comprehensive Traditional & Emerging Ensembles
	<p><b>Notes:</b>  <b>Strengths:</b> The curriculum is thorough and comprehensive. Material is presented in a complete and sequential manner based in strong pedagogy and best practices in music education.  <b>Weaknesses:</b> The print version of the curriculum only includes music. All resources, guides, and instructional materials are available only in an online format. No print version is available for these resources.</p>					
	<p><b>Key Features:</b>            Voices in Concert, an all new choral offering from Hal Leonard, helps students build sight-singing and musicianship skills through a sequenced, leveled approach. The program matches each course on choral literature with a sight-singing course, making it the most comprehensive program available.</p>					
Publisher	Title of Material	Author	Copyright	Grade Level	ISBN	Recommendation
McGraw-Hill School Education, LLC	Hal Leonard Voices in Concert, Level 1B Treble Hybrid Bundle, 6-year	Crocker, Et Al	2016	6-7	9780021339013	Comprehensive Traditional & Emerging Ensembles
	<p><b>Notes:</b>  <b>Strengths:</b> The curriculum is thorough and comprehensive. Material is presented in a complete and sequential manner based in strong pedagogy and best practices in music education.  <b>Weaknesses:</b> The print version of the curriculum only includes music. All resources, guides, and instructional materials are available only in an online format. No print version is available for these resources.</p>					
	<p><b>Key Features:</b>            Voices in Concert, an all new choral offering from Hal Leonard, helps students build sight-singing and musicianship skills through a sequenced, leveled approach. The program matches each course on choral literature with a sight-singing course, making it the most comprehensive program available.</p>					

**CONSENT  
AUGUST 10, 2017**

	Hal Leonard Voices in Concert, Level 1B Treble Digital Bundle, 1-year	Crocker, Et Al	2016	6-7	9780076764389	
	Hal Leonard Voices in Concert, Level 1B Treble Choral Music Book	Crocker, Et Al	2016	6-7	9780078940408	
<b>Publisher</b>	<b>Title of Material</b>	<b>Author</b>	<b>Copyright</b>	<b>Grade Level</b>	<b>ISBN</b>	<b>Recommendation</b>
<b>McGraw-Hill School Education, LLC</b>	<b>Hal Leonard Voices in Concert, Level 2 Treble Hybrid Bundle, 6-year</b>	<b>Crocker, Et Al</b>	<b>2016</b>	<b>7-8</b>	<b>9780021417643</b>	<b>Comprehensive Traditional &amp; Emerging Ensembles</b>
	<b>Hal Leonard Voices in Concert, Level 2 Tenor/Bass Hybrid Bundle, 6-year</b>	<b>Crocker, Et Al</b>	<b>2016</b>	<b>7-8</b>	<b>9780021339945</b>	
	<b>Hal Leonard Voices in Concert, Level 2 Mixed Hybrid Bundle, 6-year</b>	<b>Crocker, Et Al</b>	<b>2016</b>	<b>7-8</b>	<b>9780021417117</b>	
<p><b>Notes:</b>  <b>Strengths:</b>            Wide variety of repertoire.            Extensive theory, sight-singing, creation, and improvisation.            Incorporates technology and makes technology easy/accessible.            Scaffolds learning naturally.            Meets or exceeds all standards (but one – see below).  <b>Weaknesses:</b> Standards <b>MU:Cr3.1.E.HSII</b>, <b>MU:Cr3.1.E.HSIII</b>, <b>MU:Pr5.1.E.HSII</b>, <b>MU:Pr5.1.E.HSIII</b>, were not met fully. Each of these standards are written as “Evaluate” and “Refine”. The curriculum gave ample opportunities to “Evaluate” but hardly any opportunity to “Refine”. It is implied to “Refine”, and experienced music educators know to refine work after an evaluation. However, the text does not specify this step in the creation or performance process.            Educators may need to supplement repertoire to meet performance needs. Performance ensembles average of 15 – 20 songs per year per; the curriculum has 20 songs per level. Therefore there are not enough songs in each level to perform new repertoire every year.</p> <p><b>Key Features:</b>            Voices in Concert, an all new choral offering from Hal Leonard, helps students build sight-singing and musicianship skills through a sequenced, leveled approach. The program matches each course on choral literature with a sight-singing course, making it the most comprehensive program available.</p>						
	Hal Leonard Voices in Concert, Level 2 Mixed Sight-Singing Student Course, Grades 7-8, 6-year	Crocker, Et Al	2016	7-8	9780021365463	
<b>Publisher</b>	<b>Title of Material</b>	<b>Author</b>	<b>Copyright</b>	<b>Grade Level</b>	<b>ISBN</b>	<b>Recommendation</b>
<b>McGraw-Hill School Education, LLC</b>	<b>Hal Leonard Voices in Concert, Level 3 Treble Hybrid Bundle, 6-year</b>	<b>Crocker, Et Al</b>	<b>2016</b>	<b>9-12</b>	<b>9780021341290</b>	<b>Comprehensive Traditional &amp; Emerging Ensembles</b>
	<b>Hal Leonard Voices in Concert, Level 3 Tenor/Bass Hybrid Bundle, 6-year</b>	<b>Crocker, Et Al</b>	<b>2016</b>	<b>9-12</b>	<b>9780021363032</b>	
	<b>Hal Leonard Voices in Concert, Level 3 Mixed Hybrid Bundle, 6-year</b>	<b>Crocker, Et Al</b>	<b>2016</b>	<b>9-12</b>	<b>9780021341221</b>	

**CONSENT  
AUGUST 10, 2017**

	<p><b>Notes:</b>  <b>Strengths:</b>                  Wide variety of repertoire.                  Extensive theory, sight-singing, creation, and improvisation.                  Incorporates technology and makes technology easy/accessible.                  Scaffolds learning naturally.                  Meets or exceeds all standards (but one – see below).  <b>Weaknesses:</b> Standards <b>MU:Cr3.1.E.HSII, MU:Cr3.1.E.HSIII, MU:Pr5.1.E.HSII, MU:Pr5.1.E.HSIII</b>, were not met fully. Each of these standards are written as “Evaluate” and “Refine”. The curriculum gave ample opportunities to “Evaluate” but hardly any opportunity to “Refine”. It is implied to “Refine”, and experienced music educators know to refine work after an evaluation. However, the text does not specify this step in the creation or performance process.                  Educators may need to supplement repertoire to meet performance needs. Performance ensembles average of 15 – 20 songs per year per; the curriculum has 20 songs per level. Therefore there are not enough songs in each level to perform new repertoire every year.</p> <p><b>Key Features:</b>                  Voices in Concert, an all new choral offering from Hal Leonard, helps students build sight-singing and musicianship skills through a sequenced, leveled approach. The program matches each course on choral literature with a sight-singing course, making it the most comprehensive program available.</p> <table border="1" data-bbox="332 705 1200 779"> <tr> <td>Hal Leonard Voices in Concert, Level 3 Treble Digital Bundle, 6-year</td> <td>Crocker, Et Al</td> <td>2016</td> <td>9-12</td> <td>9780021422029</td> </tr> </table>					Hal Leonard Voices in Concert, Level 3 Treble Digital Bundle, 6-year	Crocker, Et Al	2016	9-12	9780021422029	
Hal Leonard Voices in Concert, Level 3 Treble Digital Bundle, 6-year	Crocker, Et Al	2016	9-12	9780021422029							
<b>Publisher</b>	<b>Title of Material</b>	<b>Author</b>	<b>Copyright</b>	<b>Grade Level</b>	<b>ISBN</b>	<b>Recommendation</b>					
<b>McGraw-Hill School Education, LLC</b>	<b>Hal Leonard Voices in Concert, Level 4 Treble Hybrid Bundle, 6-year</b>	<b>Crocker, Et Al</b>	<b>2016</b>	<b>11-12</b>	<b>9780021369195</b>	<b>Comprehensive Traditional &amp; Emerging Ensembles</b>					
	<b>Hal Leonard Voices in Concert, Level 4 Mixed Hybrid Bundle, 6-year</b>	<b>Crocker, Et Al</b>	<b>2016</b>	<b>11-12</b>	<b>9780021416950</b>						
	<p><b>Notes:</b>  <b>Strengths:</b>                  Wide variety of repertoire.                  Extensive theory, sight-singing, creation, and improvisation.                  Incorporates technology and makes technology easy/accessible.                  Scaffolds learning naturally.                  Meets or exceeds all standards (but one – see below).  <b>Weaknesses:</b> Standards <b>MU:Cr3.1.E.HSII, MU:Cr3.1.E.HSIII, MU:Pr5.1.E.HSII, MU:Pr5.1.E.HSIII</b>, were not met fully. Each of these standards are written as “Evaluate” and “Refine”. The curriculum gave ample opportunities to “Evaluate” but hardly any opportunity to “Refine”. It is implied to “Refine”, and experienced music educators know to refine work after an evaluation. However, the text does not specify this step in the creation or performance process.                  Educators may need to supplement repertoire to meet performance needs. Performance ensembles average of 15 – 20 songs per year per; the curriculum has 20 songs per level. Therefore there are not enough songs in each level to perform new repertoire every year.</p> <p><b>Key Features:</b>                  Voices in Concert, an all new choral offering from Hal Leonard, helps students build sight-singing and musicianship skills through a sequenced, leveled approach. The program matches each course on choral literature with a sight-singing course, making it the most comprehensive program available.</p> <table border="1" data-bbox="332 1570 1200 1667"> <tr> <td>Hal Leonard Voices in Concert, Level 4 Mixed Student Course, Grades 11-12, 6-year</td> <td>Crocker, Et Al</td> <td>2016</td> <td>11-12</td> <td>9780021390946</td> </tr> </table>					Hal Leonard Voices in Concert, Level 4 Mixed Student Course, Grades 11-12, 6-year	Crocker, Et Al	2016	11-12	9780021390946	
Hal Leonard Voices in Concert, Level 4 Mixed Student Course, Grades 11-12, 6-year	Crocker, Et Al	2016	11-12	9780021390946							



**CONSENT  
AUGUST 10, 2017**

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN	Recommendation	
Pearson Prentice Hall	<b>AUTENTICO - LEVEL A-STUDENT EDITION PLUS DIGITAL COURSEWARE 6-YEAR LICENSE</b>	<b>Boyles, et al</b>	<b>2018</b>	<b>6-12</b>	<b>9780328936984</b>	<b>Comprehensive World Languages</b>	
	<p><b>Notes:</b>  <b>Strengths:</b> Autentico provides ample opportunities for students in the realm of interpersonal communication. It also provides a diverse array of authentic materials via print text and online/multi-media resources. This material also provides rich exposure to a variety of cultures.  <b>Weaknesses:</b> Autentico provides relatively few opportunities for problem-solving and narrative reading &amp; writing. It is also limited in analysis of components of culture and explicit instruction on formal and informal components of language.  <b>Other:</b> Idaho Standards COMP 1.3, COMT 1.1, COMT 1.3 and Quality Indicators are outside of the scope/resource that a curriculum can provide and are therefore excluded on the evaluation (receiving N/A).</p>						
	<p><b>Key Features:</b>  <i>Pearson Auténtico</i> © 2018 is an American Council on Teaching of Foreign Languages (ACTFL) standards-based middle school and high school Spanish program that integrates research-based communication strategies, rich support for differentiated instruction, engaging technology, dynamic authentic resources, and real-world tasks and experiences that connect them to the Spanish-speaking world. The program addresses the World Readiness Standards for learning languages.            With <i>Pearson Auténtico</i> © 2018, in print and powered by <i>Pearson Realize</i>™, students can instantly access a wide range of digital tools to help them learn at their own pace and in ways that work best for them. Resources include:</p> <ul style="list-style-type: none"> <li>• The print <i>Student Edition</i> contains the same trusted content as the online <i>Student Edition</i>, called <i>eText</i>. The book comes alive with embedded audio and video files plus study tools that include Highlighting, Bookmarking, and Notes.</li> <li>• <i>Authentic Resources</i> connect students to the world through dynamic authentic resource videos that support each chapter theme within the <i>Student Edition</i> and as well as the <i>Auténtico Resource Workbook Activities</i>.</li> <li>• Vocabulary and grammar practice including <i>Instant Check</i>, a quick auto-graded exercise that will instantly check if your students “get it”. This formative assessment is an ideal tool to help guide instruction.</li> <li>• The <i>Videomodelo</i> segments feature teens from different Spanish-speaking countries modeling interpersonal speaking tasks from the Student Edition while <i>Videohistorias</i> provide real-life scenarios that model language usage and check for understanding.</li> <li>• <i>Canciones de Hip Hop</i> songs that help students connect to vocabulary and grammar through singing and dancing. Students can download the songs and lyrics for each chapter.</li> <li>• In <i>Mapa global interactivo</i>, interactive geography tasks zoom students to locations across the Spanish-speaking world using the power of global positioning technology.</li> <li>• Each student has an online, built-in “<i>Speak and Record</i>” feature to record interpersonal or presentational speaking tasks.</li> <li>• The <i>Auténtico Vocabulary App</i> lets students, see, hear, and practice language they will use in standards-based communication. Available for iOS.</li> </ul>						
	AUTENTICO - LEVEL A-STUDENT EDITION PLUS DIGITAL COURSEWARE 1-YEAR LICENSE	Boyles, et al	2018	6-12	9780328936977		
	Autentico - Autentico - Level A- Digital Courseware 6-Year License	Boyles, et al	2018	6-12	9780328936960		
	Autentico - Level A-Digital Courseware 1-Year License	Boyles, et al	2018	6-12	9780328936878		
Autentico - Level A-Teacher’s Edition	Boyles, et al	2018	6-12	9780328934454			
Autentico - Level A-Leveled Vocabulary and Grammar Workbook	Boyles, et al	2018	6-12	9780328923779			

**CONSENT  
AUGUST 10, 2017**

	Autentico - Level A- Literacy Skills Workbook V1	Boyles, et al	2018	6-12	9780328923946	
	Autentico - Level A- Authentic Resources Workbook	Boyles, et al	2018	6-12	9780328923960	
<b>Publisher</b>	<b>Title of Material</b>	<b>Author</b>	<b>Copyright</b>	<b>Grade Level</b>	<b>ISBN</b>	<b>Recommendation</b>
<b>Pearson Prentice Hall</b>	<b>AUTENTICO - LEVEL B-STUDENT EDITION PLUS DIGITAL COURSEWARE 6-YEAR LICENSE</b>	<b>Boyles, et al</b>	<b>2018</b>	<b>6-12</b>	<b>9780328937028</b>	<b>Comprehensive World Languages</b>
<p><b>Notes:</b></p> <p><b>Strengths:</b> Autentico provides many opportunities in the realm of communication. It also provides an array of authentic materials via print and online/multimedia resources. This material also provides rich exposure to a variety of cultures.</p> <p><b>Weaknesses:</b> Autentico provides relatively few opportunities for problem-solving and narrative reading and writing. It is also limited in analysis of components of culture and explicit instruction on formal and informal components of language.</p> <p><b>Other:</b> Idaho Standards COMP 1.3, COMT 1.1 and COMT 1.3 are outside the scope of what a text or resource can provide and are therefore excluded on the evaluation (N/A).</p> <p><b>Key Features:</b></p> <p><i>Pearson Auténtico</i> © 2018 is an American Council on Teaching of Foreign Languages (ACTFL) standards-based middle school and high school Spanish program that integrates research-based communication strategies, rich support for differentiated instruction, engaging technology, dynamic authentic resources, and real-world tasks and experiences that connect them to the Spanish-speaking world. The program addresses the World Readiness Standards for learning languages.</p> <p>With <i>Pearson Auténtico</i> © 2018, in print and powered by <i>Pearson Realize</i>™, students can instantly access a wide range of digital tools to help them learn at their own pace and in ways that work best for them. Resources include:</p> <ul style="list-style-type: none"> <li>• The print <i>Student Edition</i> contains the same trusted content as the online <i>Student Edition</i>, called <i>eText</i>. The book comes alive with embedded audio and video files plus study tools that include Highlighting, Bookmarking, and Notes.</li> <li>• <i>Authentic Resources</i> connect students to the world through dynamic authentic resource videos that support each chapter theme within the <i>Student Edition</i> and as well as the <i>Auténtico Resource Workbook Activities</i>.</li> <li>• Vocabulary and grammar practice including <i>Instant Check</i>, a quick auto-graded exercise that will instantly check if your students “get it”. This formative assessment is an ideal tool to help guide instruction.</li> <li>• The <i>Videomodelo</i> segments feature teens from different Spanish-speaking countries modeling interpersonal speaking tasks from the Student Edition while <i>Videohistorias</i> provide real-life scenarios that model language usage and check for understanding.</li> <li>• <i>Canciones de Hip Hop</i> songs that help students connect to vocabulary and grammar through singing and dancing. Students can download the songs and lyrics for each chapter.</li> <li>• In <i>Mapa global interactivo</i>, interactive geography tasks zoom students to locations across the Spanish- speaking world using the power of global positioning technology.</li> <li>• Each student has an online, built-in “<i>Speak and Record</i>” feature to record interpersonal or presentational speaking tasks.</li> </ul> <p>The <i>Auténtico Vocabulary App</i> lets students, see, hear, and practice language they will use in standards-based communication. Available for iOS.</p>						
	AUTENTICO - LEVEL B-STUDENT EDITION PLUS DIGITAL COURSEWARE 1-YEAR LICENSE	Boyles, et al	2018	6-12	9780328936991	
	Autentico - Autentico Level B- Digital Courseware 6-Year License	Boyles, et al	2018	6-12	9780328936922	
	Autentico - Level B- Digital Courseware 1-Year License	Boyles, et al	2018	6-12	9780328936885	

**CONSENT  
AUGUST 10, 2017**

	Autentico - Level B-Teacher's Edition	Boyles, et al	2018	6-12	9780328934461	
	Autentico - Level B-Leveled Vocabulary and Grammar Workbook	Boyles, et al	2018	6-12	9780328923786	
	Autentico - Level B-Literacy Skills Workbook V1	Boyles, et al	2018	6-12	9780328923946	
	Autentico - Level B-Authentic Resources Workbook	Boyles, et al	2018	6-12	9780328923960	
<b>Publisher</b>	<b>Title of Material</b>	<b>Author</b>	<b>Copyright</b>	<b>Grade Level</b>	<b>ISBN</b>	<b>Recommendation</b>
<b>Pearson Prentice Hall</b>	<b>AUTENTICO - LEVEL 1-STUDENT EDITION PLUS DIGITAL COURSEWARE 6-YEAR LICENSE</b>	<b>Boyles, et al</b>	<b>2018</b>	<b>6-12</b>	<b>9780328937035</b>	<b>Comprehensive World Languages</b>
<p><b>Notes:</b>  <b>Strengths:</b> Auténtico provides ample opportunities for students in the realm of interpersonal communication. It also provides a diverse array of authentic materials via print text and online/multi-media resources. This material also provides rich exposure to a variety of cultures.  <b>Weaknesses:</b> Auténtico provides relatively few opportunities for problem-solving and narrative reading and writing. It is also limited in analysis of components of culture and explicit instruction on formal and informal components of language.  <b>Other:</b> COMP 1.3, COMT 1.1, COMT 1.3 are outside of the scope of what a text or resource can provide and are therefore excluded (labeled N/A) on the evaluation.</p> <p><b>Key Features:</b>  <i>Pearson Auténtico</i> © 2018 is an American Council on Teaching of Foreign Languages (ACTFL) standards-based middle school and high school Spanish program that integrates research-based communication strategies, rich support for differentiated instruction, engaging technology, dynamic authentic resources, and real-world tasks and experiences that connect them to the Spanish-speaking world. The program addresses the World Readiness Standards for learning languages.            With <i>Pearson Auténtico</i> © 2018, in print and powered by <i>Pearson Realize™</i>, students can instantly access a wide range of digital tools to help them learn at their own pace and in ways that work best for them. Resources include:</p> <ul style="list-style-type: none"> <li>• The print <i>Student Edition</i> contains the same trusted content as the online <i>Student Edition</i>, called <i>eText</i>. The book comes alive with embedded audio and video files plus study tools that include Highlighting, Bookmarking, and Notes.</li> <li>• <i>Authentic Resources</i> connect students to the world through dynamic authentic resource videos that support each chapter theme within the <i>Student Edition</i> and as well as the <i>Auténtico Resource Workbook Activities</i>.</li> <li>• Vocabulary and grammar practice including <i>Instant Check</i>, a quick auto-graded exercise that will instantly check if your students “get it”. This formative assessment is an ideal tool to help guide instruction.</li> <li>• The <i>Videomodelo</i> segments feature teens from different Spanish-speaking countries modeling interpersonal speaking tasks from the Student Edition while <i>Videohistorias</i> provide real-life scenarios that model language usage and check for understanding.</li> <li>• <i>Canciones de Hip Hop</i> songs that help students connect to vocabulary and grammar through singing and dancing. Students can download the songs and lyrics for each chapter.</li> <li>• In <i>Mapa global interactivo</i>, interactive geography tasks zoom students to locations across the Spanish-speaking world using the power of global positioning technology.</li> <li>• Each student has an online, built-in “<i>Speak and Record</i>” feature to record interpersonal or presentational speaking tasks.</li> </ul> <p>The <i>Auténtico Vocabulary App</i> lets students, see, hear, and practice language they will use in standards-based communication. Available for iOS.</p>						
	AUTENTICO - LEVEL 1-STUDENT EDITION PLUS DIGITAL COURSEWARE 1-YEAR LICENSE	Boyles, et al	2018	6-12	9780328937004	

**CONSENT  
AUGUST 10, 2017**

	Autentico - Level 1- Digital Courseware 6-Year License	Boyles, et al	2018	6-12	9780328936939	
	Autentico - Level 1- Digital Courseware 1-Year License	Boyles, et al	2018	6-12	9780328936892	
	Level 1- Teacher's Edition	Boyles, et al	2018	6-12	9780328934423	
	Autentico - Level 1- Leveled Vocabulary and Grammar Workbook	Boyles, et al	2018	6-12	9780328923748	
	Autentico - Level 1- Literacy Skills Workbook V1	Boyles, et al	2018	6-12	9780328923946	
	Level 1- Authentic Resources Workbook	Boyles, et al	2018	6-12	9780328923960	
<b>Publisher</b>	<b>Title of Material</b>	<b>Author</b>	<b>Copyright</b>	<b>Grade Level</b>	<b>ISBN</b>	<b>Recommendation</b>
<b>Pearson Prentice Hall</b>	<b>AUTENTICO - LEVEL 2-STUDENT EDITION PLUS DIGITAL COURSEWARE 6-YEAR LICENSE</b>	<b>Boyles, et al</b>	<b>2018</b>	<b>6-12</b>	<b>9780328937042</b>	<b>Comprehensive World Languages</b>
	<p><b>Notes:</b>  <b>Strengths:</b> Auténtico provides ample opportunities for students in the realm of interpersonal communication. It also provides a diverse array of authentic materials via print text and online/multi-media resources. This material also provides rich exposure to a variety of cultures.  <b>Weaknesses:</b> Auténtico provides relatively few opportunities for problem-solving and narrative reading and writing. It is also limited in analysis of components of culture and explicit instruction on formal and informal components of language.  <b>Other:</b> COMP 1.3, COMT 1.1, COMT 1.3 are outside of the scope of what a text or resource can provide and are therefore excluded (labeled N/A) on the evaluation.</p>					
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**CONSENT  
AUGUST 10, 2017**

	AUTENTICO - LEVEL 2-STUDENT EDITION PLUS DIGITAL COURSEWARE 1-YEAR LICENSE	Boyles, et al	2018	6-12	9780328938827	
	Autentico - Level 2-Digital Courseware 6-Year License	Boyles, et al	2018	6-12	9780328936946	
	Autentico - Level 2-Digital Courseware 1-Year License	Boyles, et al	2018	6-12	9780328936908	
	Autentico - Level 2-Teacher's Edition	Boyles, et al	2018	6-12	9780328934430	
	Autentico - Level 2-Leveled Vocabulary and Grammar Workbook	Boyles, et al	2018	6-12	9780328923755	
	Autentico - Level 2-Literacy Skills Workbook V1	Boyles, et al	2018	6-12	9780328923946	
	Level 2- Authentic Resources Workbook	Boyles, et al	2018	6-12	9780328923977	
<b>Publisher</b>	<b>Title of Material</b>	<b>Author</b>	<b>Copyright</b>	<b>Grade Level</b>	<b>ISBN</b>	<b>Recommendation</b>
<b>Pearson Prentice Hall</b>	<b>AUTENTICO - LEVEL 3-STUDENT EDITION PLUS DIGITAL COURSEWARE 6-YEAR LICENSE</b>	<b>Boyles, et al</b>	<b>2018</b>	<b>6-12</b>	<b>9780328937059</b>	<b>Basic World Languages</b>
	<p><b>Notes:</b>  <b>Strengths:</b> Students are given a wide range of opportunities to show their proficiency and performance in the three modes of communication: interpersonal, interpretive, and presentational. Listening, reading, writing, and speaking are assessed formally and informally through peer and group activities, individual and group projects, and end of chapter assessments. This text does a great job of incorporating authentic materials into each chapter. The students become familiar with a wide range of authors and artists. The book provides pictures of the artwork it is referencing, so the students do not have to go online and try to find the right one. As an upper intermediate class, it contains a lot of Pre-AP activities that really challenge the students to think more in-depth about the readings and artwork.  <b>Weaknesses:</b> Some of the areas that this book was not meeting standards was pulling evidence from text, comparing and contrasting the target culture to own culture. As far as identifying patterns and discrepancies in writing systems and sounds, they should be more advanced than practicing letter sounds. The students are creating a lot of formal and informal presentations, but they are not observing any in the text.  <b>Other:</b> Some of the standards seem impossible for a textbook to address such as Communities 2 (c): Attend cultural or social events from the target culture, Connections 2 (b): Identify main idea of current events reported in the news about the target culture, Cultural Practices (c): List cultural practices observed in a video from the target culture, COMT 1.3: Utilize knowledge of the target language to tutor EL learners that know the target language, COMT 1.1: Participate in multilingual communities at home and around the world. Also, there are some standards (Cultural Practices (a)) that ask for gestures and none of the textbooks we reviewed address this. We were also confused on some of the wording of the standards, such as "adapt" presentations in (COMM 3.2), "adjust language gradually to acknowledge audiences with varied cultural backgrounds" (Culture Practices (b)), and "suggest reasons for connecting cultural practices to associated products and perspectives" (Cultural Practices (c))</p>					
	<p><b>Key Features:</b>  <i>Pearson Auténtico</i> © 2018 is an American Council on Teaching of Foreign Languages (ACTFL) standards-based middle school and high school Spanish program that integrates research-based communication strategies, rich support for differentiated instruction, engaging technology, dynamic authentic resources, and real-world tasks and experiences that connect them to the Spanish-speaking world. The program addresses the World Readiness Standards for learning languages.            With <i>Pearson Auténtico</i> © 2018, in print and powered by Pearson <i>Realize</i>™, students can instantly access a wide range of digital tools to help them learn at their own pace and in ways that work best for them. Resources include:</p> <ul style="list-style-type: none"> <li>The print <i>Student Edition</i> contains the same trusted content as the online</li> </ul>					

**CONSENT  
AUGUST 10, 2017**

	<p><i>Student Edition</i>, called <i>eText</i>. The book comes alive with embedded audio and video files plus study tools that include Highlighting, Bookmarking, and Notes.</p> <ul style="list-style-type: none"> <li>• <i>Authentic Resources</i> connect students to the world through dynamic authentic resource videos that support each chapter theme within the <i>Student Edition</i> and as well as the <i>Auténtico Resource Workbook Activities</i>.</li> <li>• Vocabulary and grammar practice including <i>Instant Check</i>, a quick auto-graded exercise that will instantly check if your students “get it”. This formative assessment is an ideal tool to help guide instruction.</li> <li>• The <i>Videomodelo</i> segments feature teens from different Spanish-speaking countries modeling interpersonal speaking tasks from the Student Edition while <i>Videohistorias</i> provide real-life scenarios that model language usage and check for understanding.</li> <li>• <i>Canciones de Hip Hop</i> songs that help students connect to vocabulary and grammar through singing and dancing. Students can download the songs and lyrics for each chapter.</li> <li>• In <i>Mapa global interactivo</i>, interactive geography tasks zoom students to locations across the Spanish- speaking world using the power of global positioning technology.</li> <li>• Each student has an online, built-in “<i>Speak and Record</i>” feature to record interpersonal or presentational speaking tasks.</li> </ul> <p>The <i>Auténtico Vocabulary App</i> lets students, see, hear, and practice language they will use in standards-based communication. Available for iOS.</p>					
	AUTENTICO - LEVEL 3-STUDENT EDITION PLUS DIGITAL COURSEWARE 1-YEAR LICENSE	Boyles, et al	2018	6-12	9780328937011	
	Autentico - Level 3-Digital Courseware 6-Year License	Boyles, et al	2018	6-12	9780328936953	
	Autentico - Level 3-Digital Courseware 1-Year License	Boyles, et al	2018	6-12	9780328936915	
	Autentico - Level 3-Teacher’s Edition	Boyles, et al	2018	6-12	9780328934447	
	Autentico - Level 3-Leveled Vocabulary and Grammar Workbook	Boyles, et al	2018	6-12	9780328923762	
	Autentico - Level 3-Literacy Skills Workbook V1	Boyles, et al	2018	6-12	9780328923953	
	Autentico - Level 3-Authentic Resources Workbook	Boyles, et al	2018	6-12	9780328923984	
Publisher	Title of Material	Author	Copyright	Grade Level	ISBN	Recommendation
Pearson Scott Foresman	interactive Music Grade Level Package with 6-Year License (Includes access to Interactive Music student and teacher content)	Brinckmeyer, et al	2016	K	9781418263867	Comprehensive General Music
	<p><b>Notes:</b>  <b>Strengths:</b> Text materials are presented in a sequential developmental appropriate progression presenting content in multiple pathways for learning. Text uses repertoire from many different cultures across the world. Use of interactive technology for students and instructional uses. Vast amount of instructional recourses for instruction, audio/video recordings. Teachers can change the tempo and transpose musical works to accommodate students’ needs.  <b>Weaknesses:</b> Teacher instructional recourses and instructional book are all web-based, the need for additional technology such as computer projector/smart board, sound systems run from computer.  Teacher recourse or instructional lesson plans are not arranged in a user-friendly format. Materials did not present evidence of accommodations for students with special needs or remediation.  <b>Other:</b> Recommended by the review team that it would most helpful to have a printed instructional manual (teacher book) for planning purposes.</p>					

**CONSENT  
AUGUST 10, 2017**

	<p><b>Key Features:</b>          Interactive Music ©2016 powered by Silver Burdett™ with Alfred is a comprehensive standards-based program for general music students and teachers developed jointly by Pearson and Alfred Music. The grade-level courses provide a rich array of engaging activities for any general music curriculum and includes sequenced instruction with lessons to build understanding of all music elements and develop age-appropriate performance skills. Idaho teachers can select ready-made lessons or customize lesson content to meet the needs of students in kindergarten through grade 8.          The program offers MP3 digital audio files, animations, interactive activities, and an online Interactive Player, with notation, lyrics, audio, and a special tracking tool. The Interactive Player allows teachers to modify every song's tempo, key, and voicing. In addition, notation can be printed in the original or a new key with the click of a button.          A variety of assessments help teachers monitor student progress in understanding music elements. With grade-level test banks and the ExamView® software, teachers can create their own summative and formative assessments using a variety of question types, including multiple choice, short answer, true or false, matching, and more.          Interactive Music is delivered to teachers using the Pearson Realize™ platform, which offers reliable web-based content with multimedia resources and video streaming. High-quality content combined with flexible tools will help Idaho teachers improve their own instruction and enhance their students' learning experiences.          Each grade-level package of Interactive Music includes an Implementation Guide with tips and tricks on how to use the program, an Audio Package that includes a 3-disc set of high-quality mp3 files that can be played on a mp3-ready CD player or can be used to import and organize the mp3 files using your preferred software (such as iTunes). The Song Discs include the grade-level Song Vocal and Accompaniment Tracks for all the songs in that grade level. The Listening Disc includes the special listening tracks made possible through a partnership with Naxos of America and referenced in the program lessons.</p>					
	interactive Music Grade Level Package with 1-Year License (Includes access to Interactive Music student and teacher content)	Brinckmeyer, et al	2016	K	9781418263966	
	Student Songbook (25 Pack)	Brinckmeyer, et al	2016	K	9781418263065	
	Student Songbook (18 Pack)	Brinckmeyer, et al	2016	K	9781418263157	
	Student Songbook (10 Pack)	Brinckmeyer, et al	2016	K	9781418263164	
	Student Songbook (5 Pack)	Brinckmeyer, et al	2016	K	9781418263171	
	Student Songbook	Brinckmeyer, et al	2016	K	9781418262655	
<b>Publisher</b>	<b>Title of Material</b>	<b>Author</b>	<b>Copyright</b>	<b>Grade Level</b>	<b>ISBN</b>	<b>Recommendation</b>
<b>Pearson Scott Foresman</b>	<b>interactive Music Grade Level Package with 6-Year License (Includes access to Interactive Music student and teacher content)</b>	<b>Brinckmeyer, et al</b>	<b>2016</b>	<b>1</b>	<b>9781418263874</b>	<b>Comprehensive General Music</b>
	<p><b>Notes:</b>  <b>Strengths:</b> Text materials are presented in a sequential developmental appropriate progression presenting content in multiple pathways for learning. Text uses repertoire from many different cultures across the world. Use of interactive technology for students and instructional uses. Vast amount of instructional recourses for instruction, audio/video recordings. Teachers can change the tempo and transpose musical works to accommodate students' needs.  <b>Weaknesses:</b> Teacher instructional recourses and instructional book are all web-based, the need for additional technology such as computer projector/smart board, sound systems run from computer.          Teacher recourse or instructional lesson plans are not arranged in a user-friendly format.  <b>Other:</b> Recommended by the review team that it would essential to have a printed instructional manual (teacher book) for planning purposes and for districts with limited</p>					

**CONSENT  
AUGUST 10, 2017**

network connections. Also, there is an added cost every six years for district renew their online access to instructional teaching text and materials.						
<p><b>Key Features:</b> Interactive Music ©2016 powered by Silver Burdett™ with Alfred is a comprehensive standards-based program for general music students and teachers developed jointly by Pearson and Alfred Music. The grade-level courses provide a rich array of engaging activities for any general music curriculum and includes sequenced instruction with lessons to build understanding of all music elements and develop age-appropriate performance skills. Idaho teachers can select ready-made lessons or customize lesson content to meet the needs of students in kindergarten through grade 8.</p> <p>The program offers MP3 digital audio files, animations, interactive activities, and an online Interactive Player, with notation, lyrics, audio, and a special tracking tool. The Interactive Player allows teachers to modify every song's tempo, key, and voicing. In addition, notation can be printed in the original or a new key with the click of a button.</p> <p>A variety of assessments help teachers monitor student progress in understanding music elements. With grade-level test banks and the ExamView® software, teachers can create their own summative and formative assessments using a variety of question types, including multiple choice, short answer, true or false, matching, and more.</p> <p>Interactive Music is delivered to teachers using the Pearson Realize™ platform, which offers reliable web-based content with multimedia resources and video streaming. High-quality content combined with flexible tools will help Idaho teachers improve their own instruction and enhance their students' learning experiences.</p> <p>Each grade-level package of Interactive Music includes an Implementation Guide with tips and tricks on how to use the program, an Audio Package that includes a 3-disc set of high-quality mp3 files that can be played on a mp3-ready CD player or can be used to import and organize the mp3 files using your preferred software (such as iTunes). The Song Discs include the grade-level Song Vocal and Accompaniment Tracks for all the songs in that grade level. The Listening Disc includes the special listening tracks made possible through a partnership with Naxos of America and referenced in the program lessons.</p>						
	interactive Music Grade Level Package with 1-Year License (Includes access to Interactive Music student and teacher content)	Brinckmeyer, et al	2016	1	9781418263973	
	Student Songbook (25 Pack)	Brinckmeyer, et al	2016	1	9781418263072	
	Student Songbook (18 Pack)	Brinckmeyer, et al	2016	1	9781418263188	
	Student Songbook (10 Pack)	Brinckmeyer, et al	2016	1	9781418263263	
	Student Songbook (5 Pack)	Brinckmeyer, et al	2016	1	9781418263348	
	Student Songbook	Brinckmeyer, et al	2016	1	9781418262662	
<b>Publisher</b>	<b>Title of Material</b>	<b>Author</b>	<b>Copyright</b>	<b>Grade Level</b>	<b>ISBN</b>	<b>Recommendation</b>
<b>Pearson Scott Foresman</b>	<b>interactive Music Grade Level Package with 6-Year License (Includes access to Interactive Music student and teacher content)</b>	<b>Brinckmeyer, et al</b>	<b>2016</b>	<b>2</b>	<b>9781418263881</b>	<b>Comprehensive General Music</b>
<p><b>Notes:</b>  <b>Strengths:</b> Text materials are presented in a sequential developmental appropriate progression presenting content in multiple pathways for learning. Text uses repertoire from many different cultures across the world. Use of interactive technology for students and instructional uses. Vast amount of instructional recourses for instruction, audio/video recordings. Teachers can change the tempo and transpose musical works to accommodate students' needs.  <b>Weaknesses:</b> Teacher instructional recourses and instructional book are all web-based, the need for additional technology such as computer projector/smart board, sound systems run from computer.  Teacher recourse or instructional lesson plans are not arranged in a user-friendly format.</p>						



**CONSENT  
AUGUST 10, 2017**

	<p><b>Other:</b> Recommended by the review team that it would essential to have a printed instructional manual (teacher book) for planning purposes and for districts with limited network connections. Also, there is an added cost every six years for district renew their online access to instructional teaching text and materials.</p>				
	<p><b>Key Features:</b>            Interactive Music ©2016 powered by Silver Burdett™ with Alfred is a comprehensive standards-based program for general music students and teachers developed jointly by Pearson and Alfred Music. The grade-level courses provide a rich array of engaging activities for any general music curriculum and includes sequenced instruction with lessons to build understanding of all music elements and develop age-appropriate performance skills. Idaho teachers can select ready-made lessons or customize lesson content to meet the needs of students in kindergarten through grade 8.            The program offers MP3 digital audio files, animations, interactive activities, and an online Interactive Player, with notation, lyrics, audio, and a special tracking tool. The Interactive Player allows teachers to modify every song's tempo, key, and voicing. In addition, notation can be printed in the original or a new key with the click of a button.            A variety of assessments help teachers monitor student progress in understanding music elements. With grade-level test banks and the ExamView® software, teachers can create their own summative and formative assessments using a variety of question types, including multiple choice, short answer, true or false, matching, and more.            Interactive Music is delivered to teachers using the Pearson Realize™ platform, which offers reliable web-based content with multimedia resources and video streaming. High-quality content combined with flexible tools will help Idaho teachers improve their own instruction and enhance their students' learning experiences.            Each grade-level package of Interactive Music includes an Implementation Guide with tips and tricks on how to use the program, an Audio Package that includes a 3-disc set of high-quality mp3 files that can be played on a mp3-ready CD player or can be used to import and organize the mp3 files using your preferred software (such as iTunes). The Song Discs include the grade-level Song Vocal and Accompaniment Tracks for all the songs in that grade level. The Listening Disc includes the special listening tracks made possible through a partnership with Naxos of America and referenced in the program lessons.</p>				
	interactive Music Grade Level Package with 1-Year License (Includes access to Interactive Music student and teacher content)	Brinckmeyer, et al	2016	2	9781418263980
	Student Songbook (25 Pack)	Brinckmeyer, et al	2016	2	9781418263089
	Student Songbook (18 Pack)	Brinckmeyer, et al	2016	2	9781418263195
	Student Songbook (10 Pack)	Brinckmeyer, et al	2016	2	9781418263270
	Student Songbook (5 Pack)	Brinckmeyer, et al	2016	2	9781418263355
	Student Songbook	Brinckmeyer, et al	2016	2	9781418262679

**CONSENT  
AUGUST 10, 2017**

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN	Recommendation	
Pearson Scott Foresman	<b>Interactive Music Grade Level Package with 6-Year License (Includes access to Interactive Music student and teacher content)</b>	<b>Brinckmeyer, et al</b>	<b>2016</b>	<b>3</b>	<b>9781418263898</b>	<b>Comprehensive General Music</b>	
	<p><b>Notes:</b>  <b>Strengths:</b> Very comprehensive curriculum with many varied activities. Technology is used as a very effective tool. Creative options seem endless. Performance options are easily adapted. Most vocal models are good. Flexibility with tempos and keys is a tremendous advantage.  <b>Weaknesses:</b> The use of technology is rather overwhelming for those without training and practice in using it. Written teacher materials available would be a great advantage. Hard copies of interactive activities would be helpful if internet is inaccessible.</p>						
	<p><b>Key Features:</b>            Interactive Music ©2016 powered by Silver Burdett™ with Alfred is a comprehensive standards-based program for general music students and teachers developed jointly by Pearson and Alfred Music. The grade-level courses provide a rich array of engaging activities for any general music curriculum and includes sequenced instruction with lessons to build understanding of all music elements and develop age-appropriate performance skills. Idaho teachers can select ready-made lessons or customize lesson content to meet the needs of students in kindergarten through grade 8.            The program offers MP3 digital audio files, animations, interactive activities, and an online Interactive Player, with notation, lyrics, audio, and a special tracking tool. The Interactive Player allows teachers to modify every song's tempo, key, and voicing. In addition, notation can be printed in the original or a new key with the click of a button.            A variety of assessments help teachers monitor student progress in understanding music elements. With grade-level test banks and the ExamView® software, teachers can create their own summative and formative assessments using a variety of question types, including multiple choice, short answer, true or false, matching, and more.            Interactive Music is delivered to teachers using the Pearson Realize™ platform, which offers reliable web-based content with multimedia resources and video streaming. High-quality content combined with flexible tools will help Idaho teachers improve their own instruction and enhance their students' learning experiences.            Each grade-level package of Interactive Music includes an Implementation Guide with tips and tricks on how to use the program, an Audio Package that includes a 3-disc set of high-quality mp3 files that can be played on a mp3-ready CD player or can be used to import and organize the mp3 files using your preferred software (such as iTunes). The Song Discs include the grade-level Song Vocal and Accompaniment Tracks for all the songs in that grade level. The Listening Disc includes the special listening tracks made possible through a partnership with Naxos of America and referenced in the program lessons.</p>						
	interactive Music Grade Level Package with 1-Year License (Includes access to Interactive Music student and teacher content)	Brinckmeyer, et al	2016	3	9781418263997		
	Student Songbook (25 Pack)	Brinckmeyer, et al	2016	3	9781418263096		
	Student Songbook (18 Pack)	Brinckmeyer, et al	2016	3	9781418263201		
	Student Songbook (10 Pack)	Brinckmeyer, et al	2016	3	9781418263287		
Student Songbook (5 Pack)	Brinckmeyer, et al	2016	3	9781418263362			
Student Songbook	Brinckmeyer, et al	2016	3	9781418262686			

**CONSENT  
AUGUST 10, 2017**

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN	Recommendation	
Pearson Scott Foresman	<b>Interactive Music Grade Level Package with 6-Year License (Includes access to Interactive Music student and teacher content)</b>	<b>Brinckmeyer, et al</b>	<b>2016</b>	<b>4</b>	<b>9781418263904</b>	<b>Comprehensive General Music</b>	
	<p><b>Notes:</b>  <b>Strengths:</b> Very comprehensive curriculum with many varied activities. Technology is used as a very effective tool. Creative options seem endless. Performance options are easily adapted. Most vocal models are good. Flexibility with tempos and keys is a tremendous advantage.  <b>Weaknesses:</b> The use of technology is rather overwhelming for those without training and practice in using it. Written teacher materials available would be a great advantage. Hard copies of interactive activities would be helpful if internet is inaccessible.</p>						
	<p><b>Key Features:</b>            Interactive Music ©2016 powered by Silver Burdett™ with Alfred is a comprehensive standards-based program for general music students and teachers developed jointly by Pearson and Alfred Music. The grade-level courses provide a rich array of engaging activities for any general music curriculum and includes sequenced instruction with lessons to build understanding of all music elements and develop age-appropriate performance skills. Idaho teachers can select ready-made lessons or customize lesson content to meet the needs of students in kindergarten through grade 8.            The program offers MP3 digital audio files, animations, interactive activities, and an online Interactive Player, with notation, lyrics, audio, and a special tracking tool. The Interactive Player allows teachers to modify every song's tempo, key, and voicing. In addition, notation can be printed in the original or a new key with the click of a button.            A variety of assessments help teachers monitor student progress in understanding music elements. With grade-level test banks and the ExamView® software, teachers can create their own summative and formative assessments using a variety of question types, including multiple choice, short answer, true or false, matching, and more.            Interactive Music is delivered to teachers using the Pearson Realize™ platform, which offers reliable web-based content with multimedia resources and video streaming. High-quality content combined with flexible tools will help Idaho teachers improve their own instruction and enhance their students' learning experiences.            Each grade-level package of Interactive Music includes an Implementation Guide with tips and tricks on how to use the program, an Audio Package that includes a 3-disc set of high-quality mp3 files that can be played on a mp3-ready CD player or can be used to import and organize the mp3 files using your preferred software (such as iTunes). The Song Discs include the grade-level Song Vocal and Accompaniment Tracks for all the songs in that grade level. The Listening Disc includes the special listening tracks made possible through a partnership with Naxos of America and referenced in the program lessons.</p>						
	interactive Music Grade Level Package with 1-Year License (Includes access to Interactive Music student and teacher content)	Brinckmeyer, et al	2016	4	9781418264000		
	Student Songbook (25 Pack)	Brinckmeyer, et al	2016	4	9781418263102		
	Student Songbook (18 Pack)	Brinckmeyer, et al	2016	4	9781418263218		
	Student Songbook (10 Pack)	Brinckmeyer, et al	2016	4	9781418263294		
Student Songbook (5 Pack)	Brinckmeyer, et al	2016	4	9781418263379			
Student Songbook	Brinckmeyer, et al	2016	4	9781418262693			

**CONSENT  
AUGUST 10, 2017**

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN	Recommendation	
Pearson Scott Foresman	<b>interactive Music Grade Level Package with 6-Year License (Includes access to Interactive Music student and teacher content)</b>	<b>Brinckmeyer, et al</b>	<b>2016</b>	<b>5</b>	<b>9781418263911</b>	<b>Comprehensive General Music</b>	
	<p><b>Notes:</b>  <b>Strengths:</b> Very comprehensive curriculum with many varied activities. Technology is used as a very effective tool. Creative options seem endless. Performance options are easily adapted. Most vocal models are good. Flexibility with tempos and keys is a tremendous advantage.  <b>Weaknesses:</b> The use of technology is rather overwhelming for those without training and practice in using it. Written teacher materials available would be a great advantage. Hard copies of interactive activities would be helpful if internet is inaccessible.</p>						
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	interactive Music Grade Level Package with 1-Year License (Includes access to Interactive Music student and teacher content)	Brinckmeyer, et al	2016	5	9781418264017		
	Student Songbook (25 Pack)	Brinckmeyer, et al	2016	5	9781418263119		
	Student Songbook (18 Pack)	Brinckmeyer, et al	2016	5	9781418263225		
	Student Songbook (10 Pack)	Brinckmeyer, et al	2016	5	9781418263300		
Student Songbook (5 Pack)	Brinckmeyer, et al	2016	5	9781418263386			
Student Songbook	Brinckmeyer, et al	2016	5	9781418262709			

**CONSENT  
AUGUST 10, 2017**

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN	Recommendation	
Pearson Scott Foresman	<b>interactive Music Grade Level Package with 6-Year License (Includes access to Interactive Music student and teacher content)</b>	<b>Brinckmeyer, et al</b>	<b>2016</b>	<b>6</b>	<b>9781418263928</b>	<b>Comprehensive General Music</b>	
	<p><b>Notes:</b>  <b>Strengths:</b> This curriculum is in line with the Idaho State standards and includes many examples of music from all over the world. The activities are rich and varied and allow students many opportunities to explore music in a variety of ways.  <b>Weaknesses:</b> This program would be more efficient if teacher training for the on-line portion was available. It would be helpful to include a hard copy of Teacher Notes. Curriculum is not varied enough from sixth, seventh, and eighth grades.  <b>Other:</b> This curriculum is well rounded and appropriate for sixth grade, but the seventh and eighth grade curriculum seems to be a repetition of the sixth grade curriculum.</p>						
	<p><b>Key Features:</b>            Interactive Music ©2016 powered by Silver Burdett™ with Alfred is a comprehensive standards-based program for general music students and teachers developed jointly by Pearson and Alfred Music. The grade-level courses provide a rich array of engaging activities for any general music curriculum and includes sequenced instruction with lessons to build understanding of all music elements and develop age-appropriate performance skills. Idaho teachers can select ready-made lessons or customize lesson content to meet the needs of students in kindergarten through grade 8. The program offers MP3 digital audio files, animations, interactive activities, and an online Interactive Player, with notation, lyrics, audio, and a special tracking tool. The Interactive Player allows teachers to modify every song's tempo, key, and voicing. In addition, notation can be printed in the original or a new key with the click of a button. A variety of assessments help teachers monitor student progress in understanding music elements. With grade-level test banks and the ExamView® software, teachers can create their own summative and formative assessments using a variety of question types, including multiple choice, short answer, true or false, matching, and more. Interactive Music is delivered to teachers using the Pearson Realize™ platform, which offers reliable web-based content with multimedia resources and video streaming. High-quality content combined with flexible tools will help Idaho teachers improve their own instruction and enhance their students' learning experiences. Each grade-level package of Interactive Music includes an Implementation Guide with tips and tricks on how to use the program, an Audio Package that includes a 3-disc set of high-quality mp3 files that can be played on a mp3-ready CD player or can be used to import and organize the mp3 files using your preferred software (such as iTunes). The Song Discs include the grade-level Song Vocal and Accompaniment Tracks for all the songs in that grade level. The Listening Disc includes the special listening tracks made possible through a partnership with Naxos of America and referenced in the program lessons.</p>						
	interactive Music Grade Level Package with 1-Year License (Includes access to Interactive Music student and teacher content)	Brinckmeyer, et al	2016	6	9781418264024		
Student Songbook (25 Pack)	Brinckmeyer, et al	2016	6	9781418263126			

**CONSENT  
AUGUST 10, 2017**

	Student Songbook (18 Pack)	Brinckmeyer, et al	2016	6	9781418263232		
	Student Songbook (10 Pack)	Brinckmeyer, et al	2016	6	9781418263317		
	Student Songbook (5 Pack)	Brinckmeyer, et al	2016	6	9781418263393		
	Student Songbook	Brinckmeyer, et al	2016	6	9781418262716		
<b>Publisher</b>	<b>Title of Material</b>	<b>Author</b>	<b>Copyright</b>	<b>Grade Level</b>	<b>ISBN</b>	<b>Recommendation</b>	
<b>Pearson Scott Foresman</b>	<b>interactive Music Grade Level Package with 6-Year License (Includes access to Interactive Music student and teacher content)</b>	<b>Brinckmeyer, et al</b>	<b>2016</b>	<b>7</b>	<b>9781418263935</b>	<b>Comprehensive General Music</b>	
	<b>Notes:</b>						
	<b>Strengths:</b> This curriculum is in line with the Idaho State standards and includes many examples of music from all over the world. The activities are rich and varied and allow students many opportunities to explore music in a variety of ways.						
	<b>Weaknesses:</b> This program would be more efficient if teacher training for the on-line portion was available. It would be helpful to include a hard copy of Teacher Notes. Curriculum is not varied enough from sixth, seventh, and eighth grades.						
	<b>Other:</b> This curriculum is well rounded and appropriate for sixth grade, but the seventh and eighth grade curriculum seems to be a repetition of the sixth grade curriculum.						
	<b>Key Features:</b>						
	Interactive Music ©2016 powered by Silver Burdett™ with Alfred is a comprehensive standards-based program for general music students and teachers developed jointly by Pearson and Alfred Music. The grade-level courses provide a rich array of engaging activities for any general music curriculum and includes sequenced instruction with lessons to build understanding of all music elements and develop age-appropriate performance skills. Idaho teachers can select ready-made lessons or customize lesson content to meet the needs of students in kindergarten through grade 8. The program offers MP3 digital audio files, animations, interactive activities, and an online Interactive Player, with notation, lyrics, audio, and a special tracking tool. The Interactive Player allows teachers to modify every song's tempo, key, and voicing. In addition, notation can be printed in the original or a new key with the click of a button. A variety of assessments help teachers monitor student progress in understanding music elements. With grade-level test banks and the ExamView® software, teachers can create their own summative and formative assessments using a variety of question types, including multiple choice, short answer, true or false, matching, and more. Interactive Music is delivered to teachers using the Pearson Realize™ platform, which offers reliable web-based content with multimedia resources and video streaming. High-quality content combined with flexible tools will help Idaho teachers improve their own instruction and enhance their students' learning experiences. Each grade-level package of Interactive Music includes an Implementation Guide with tips and tricks on how to use the program, an Audio Package that includes a 3-disc set of high-quality mp3 files that can be played on a mp3-ready CD player or can be used to import and organize the mp3 files using your preferred software (such as iTunes). The Song Discs include the grade-level Song Vocal and Accompaniment Tracks for all the songs in that grade level. The Listening Disc includes the special listening tracks made possible through a partnership with Naxos of America and referenced in the program lessons.						
	interactive Music Grade Level Package with 1-Year License (Includes access to Interactive Music student and teacher content)	Brinckmeyer, et al	2016	7	9781418264031		
	Student Songbook (25 Pack)	Brinckmeyer, et al	2016	7	9781418263133		
	Student Songbook (18 Pack)	Brinckmeyer, et al	2016	7	9781418263249		
	Student Songbook (10 Pack)	Brinckmeyer, et al	2016	7	9781418263324		
	Student Songbook (5 Pack)	Brinckmeyer, et al	2016	7	9781418263409		

**CONSENT  
AUGUST 10, 2017**

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN	Recommendation
Pearson Scott Foresman	<b>interactive Music Grade Level Package with 6-Year License (Includes access to Interactive Music student and teacher content)</b>	<b>Brinckmeyer, et al</b>	<b>2016</b>	<b>8</b>	<b>9781418263942</b>	<b>Comprehensive General Music</b>
<p><b>Notes:</b>  <b>Strengths:</b> This curriculum is in line with the Idaho State standards and includes many examples of music from all over the world. The activities are rich and varied and allow students many opportunities to explore music in a variety of ways.  <b>Weaknesses:</b> This program would be more efficient if teacher training for the on-line portion was available. It would be helpful to include a hard copy of Teacher Notes because in many cases teachers are unable to print out the lesson plans. It is impossible to project the activity and read the lesson plan at the same time. Curriculum is not varied enough from sixth, seventh, and eighth grades. The eighth grade curriculum is lacking in the composition portion and does not provide students with opportunities to include harmonic aspects into their musical activities. The standards suggest that eighth grade students read bass clef and there is only one song with a bass clef (Down By the Riverside).  <b>Other:</b> This curriculum is well rounded and appropriate for sixth grade, but the seventh and eighth grade curriculum seems to be a repetition of the sixth grade curriculum.</p> <p><b>Key Features:</b>  Interactive Music ©2016 powered by Silver Burdett™ with Alfred is a comprehensive standards-based program for general music students and teachers developed jointly by Pearson and Alfred Music. The grade-level courses provide a rich array of engaging activities for any general music curriculum and includes sequenced instruction with lessons to build understanding of all music elements and develop age-appropriate performance skills. Idaho teachers can select ready-made lessons or customize lesson content to meet the needs of students in kindergarten through grade 8.  The program offers MP3 digital audio files, animations, interactive activities, and an online Interactive Player, with notation, lyrics, audio, and a special tracking tool. The Interactive Player allows teachers to modify every song's tempo, key, and voicing. In addition, notation can be printed in the original or a new key with the click of a button.  A variety of assessments help teachers monitor student progress in understanding music elements. With grade-level test banks and the ExamView® software, teachers can create their own summative and formative assessments using a variety of question types, including multiple choice, short answer, true or false, matching, and more.  Interactive Music is delivered to teachers using the Pearson Realize™ platform, which offers reliable web-based content with multimedia resources and video streaming. High-quality content combined with flexible tools will help Idaho teachers improve their own instruction and enhance their students' learning experiences.</p>						
	interactive Music Grade Level Package with 1-Year License (Includes access to Interactive Music student and teacher content)	Brinckmeyer, et al	2016	8	9781418264048	
	Student Songbook (25 Pack)	Brinckmeyer, et al	2016	8	9781418263140	
	Student Songbook (18 Pack)	Brinckmeyer, et al	2016	8	9781418263256	
	Student Songbook (10 Pack)	Brinckmeyer, et al	2016	8	9781418263331	
	Student Songbook (5 Pack)	Brinckmeyer, et al	2016	8	9781418263416	
	Student Songbook	Brinckmeyer, et al	2016	8	9781418262730	

**CONSENT  
AUGUST 10, 2017**

Bundle Options						
Publisher	Title of Material	Author	Copyright	Grade Level	ISBN	Recommendation
	GRADES K-5, Interactive Music BUILDING PACKAGE WITH 6-YEAR LICENSE (Includes access to Interactive Music student and teacher content)	Brinckmeyer, et al	2016	K-5	9781418266110	
	GRADES K-5, Interactive Music BUILDING PACKAGE WITH 1-YEAR LICENSE (Includes access to Interactive Music student and teacher content)	Brinckmeyer, et al	2016	K-5	9781418266233	
	GRADES K-6, Interactive Music BUILDING PACKAGE WITH 6-YEAR LICENSE (Includes access to Interactive Music student and teacher content)	Brinckmeyer, et al	2016	K-6	9781418266127	
	GRADES K-6, Interactive Music BUILDING PACKAGE WITH 1-YEAR LICENSE (Includes access to Interactive Music student and teacher content)	Brinckmeyer, et al	2016	K-6	9781418266240	
	GRADES 6-8, Interactive Music BUILDING PACKAGE WITH 6-YEAR LICENSE (Includes access to Interactive Music student and teacher content)	Brinckmeyer, et al	2016	6-8	9781418266141	
	GRADES 6-8, Interactive Music BUILDING PACKAGE WITH 1-YEAR LICENSE (Includes access to Interactive Music student and teacher content)	Brinckmeyer, et al	2016	6-8	9781418266264	
Publisher	Title of Material	Author	Copyright	Grade Level	ISBN	Recommendation
Santillana USA Publishing Co., Inc.	DESCUBRE EL ESPAÑOL A STUDENT BOOK	Santillana Editorial Team	2016	K	9781616055783	Comprehensive World Languages
	<b>Notes:</b> <b>Strengths:</b> This textbook requires use of Spanish immediately and consistently. It has a communication-based focus, is age appropriate, and provides extensive and aesthetically pleasing supplements <b>Weaknesses:</b> Students could be presented with more background information regarding products and practices of Spanish-speaking cultures. Also, there were opportunities to recycle beginning skills, such as tu vs. Ud, that could have been used more effectively.					
	<b>Key Features:</b> This program is comprised of eight thematic units of study. Each unit is organized into four weeks of lessons that can be completed in approximately one month. All components of					



**CONSENT  
AUGUST 10, 2017**

	the program, including the Teacher's Guides and Assessment Booklet, are organized the same way.					
	DESCUBRE EL ESPAÑOL A TEACHER'S GUIDE WITH TEACHER'S RESOURCES	Santillana Editorial Team	2016	K	9781616055790	
	eLearning Center 6-year Student License	Santillana Editorial Team	2016	K	9781631136184	
	eLearning Center 6-year Teacher License	Santillana Editorial Team	2016	K	9781631136306	
	Practice Book	Santillana Editorial Team	2016	K	9781616055806	
	Character Cut-Outs	Santillana Editorial Team	2016	K	9781616055905	
	Video Program DVD	Santillana Editorial Team	2016	K	9781616057237	
	Assessment System (BLM Format)	Santillana Editorial Team	2016	K	9781616055820	
	Enrichment Classroom Library	Santillana Editorial Team	2016	K	9780882722948	
<b>Publisher</b>	<b>Title of Material</b>	<b>Author</b>	<b>Copyright</b>	<b>Grade Level</b>	<b>ISBN</b>	<b>Recommendation</b>
<b>Santillana USA Publishing Co., Inc.</b>	<b>DESCUBRE EL ESPAÑOL B STUDENT BOOK</b>	<b>Santillana Editorial Team</b>	<b>2016</b>	<b>1</b>	<b>9781616055912</b>	<b>Basic World Languages</b>
	<p><b>Notes:</b></p> <p><b>Strengths:</b> It provides plenty of opportunities for building, reinforcing, and expanding knowledge of the target language. It also provides a high number of communicative activities for students to engage in. The culturally bound unit themes are good for students to gain a cultural understanding of Spanish speaking countries. The online or DVD resources are enriching and the program is richest when used with all of these components.</p> <p><b>Weaknesses:</b> The main things that are lacking are the authors for the creative works, more non-fiction text, additional options of appropriate media as well as the explanations for cultural gestures, idioms, and products. In addition more explicit explanation of the informal and formal use of language would enrich the student's knowledge. There is a lack of explicit teacher direction on the description of or rational behind some of the cultural events, adding this would benefit teachers and students.</p> <p><b>Key Features:</b> This program is comprised of eight thematic units of study. Each unit is organized into four weeks of lessons that can be completed in approximately one month. All components of the program, including the Teacher's Guides and Assessment Booklet, are organized the same way.</p>					
	DESCUBRE EL ESPAÑOL B TEACHER'S GUIDE WITH TEACHER'S RESOURCES	Santillana Editorial Team	2016	1	9781616055929	
	eLearning Center 6-year Student License	Santillana Editorial Team	2016	1	9781631136191	
	eLearning Center 6-year Teacher License	Santillana Editorial Team	2016	1	9781631136313	
	Practice Book	Santillana Editorial Team	2016	1	9781616055936	

**CONSENT  
AUGUST 10, 2017**

	Character Cut-Outs	Santillana Editorial Team	2016	1	9781616059477		
	Video Program DVD	Santillana Editorial Team	2016	1	9781616057244		
	Assessment System (BLM Format)	Santillana Editorial Team	2016	1	9781616055974		
	Enrichment Classroom Library	Santillana Editorial Team	2016	1	9780882722962		
<b>Publisher</b>	<b>Title of Material</b>	<b>Author</b>	<b>Copyright</b>	<b>Grade Level</b>	<b>ISBN</b>	<b>Recommendation</b>	
Santillana USA Publishing Co., Inc.	<b>DESCUBRE EL ESPAÑOL C STUDENT BOOK</b>	<b>Santillana Editorial Team</b>	<b>2016</b>	<b>2</b>	<b>9781616056018</b>	<b>Basic</b> World Languages	
	<p><b>Notes:</b>  <b>Strengths:</b> It provides plenty of opportunities for building, reinforcing, and expanding knowledge of the target language. It also provides a high number of communicative activities for students to engage in. The culturally bound unit themes are good for students to gain a cultural understanding of Spanish speaking countries. The online or DVD resources are enriching and the program is richest when used with all of these components.  <b>Weaknesses:</b> The main things that are lacking are the authors for the creative works, more non-fiction text, additional options of appropriate media as well as the explanations for cultural gestures, idioms, and products. In addition more explicit explanation of the informal and formal use of language would enrich the student's knowledge. There is a lack of explicit teacher direction on the description of or rational behind some of the cultural events, adding this would benefit teachers and students.  <b>Key Features:</b>            This program is comprised of eight thematic units of study. Each unit is organized into four weeks of lessons that can be completed in approximately one month. All components of the program, including the Teacher's Guides and Assessment Booklet, are organized the same way.</p>						
	DESCUBRE EL ESPAÑOL C TEACHER'S GUIDE WITH TEACHER'S RESOURCES	Santillana Editorial Team	2016	2	9781616056025		
	eLearning Center 6-year Student License	Santillana Editorial Team	2016	2	9781631136207		
	eLearning Center 6-year Teacher License	Santillana Editorial Team	2016	2	9781631136320		
	Practice Book	Santillana Editorial Team	2016	2	9781616056032		
	Video Program DVD	Santillana Editorial Team	2016	2	9781616057251		
	Assessment System (BLM Format)	Santillana Editorial Team	2016	2	9781616056070		
	Character Cut-Outs	Santillana Editorial Team	2016	2	9781616059484		
	Enrichment Classroom Library	Santillana Editorial Team	2016	2	9780882722986		

**CONSENT  
AUGUST 10, 2017**

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN	Recommendation	
Santillana USA Publishing Co., Inc.	<b>DESCUBRE EL ESPAÑOL D STUDENT BOOK</b>	<b>Santillana Editorial Team</b>	<b>2016</b>	<b>3</b>	<b>9781616056216</b>	<b>Basic</b> World Languages	
	<b>Notes:</b> <b>Strengths:</b> It provides plenty of opportunities for building, reinforcing, and expanding knowledge of the target language. It also provides a high number of communicative activities for students to engage in. The culturally bound unit themes are good for students to gain a cultural understanding of Spanish speaking countries. The online or DVD resources are enriching and the program is richest when used with all of these components. <b>Weaknesses:</b> The main things that are lacking are the authors for the creative works, more non-fiction text, additional options of appropriate media as well as the explanations for cultural gestures, idioms, and products. In addition more explicit explanation of the informal and formal use of language would enrich the student's knowledge. There is a lack of explicit teacher direction on the description of or rational behind some of the cultural events, adding this would benefit teachers and students.						
	<b>Key Features:</b> This program is comprised of eight thematic units of study. Each unit is organized into four weeks of lessons that can be completed in approximately one month. All components of the program, including the Teacher's Guides and Assessment Booklet, are organized the same way.						
	DESCUBRE EL ESPAÑOL D TEACHER'S GUIDE WITH TEACHER'S RESOURCES	Santillana Editorial Team	2016	3	9781616056223		
	eLearning Center 6-year Student License	Santillana Editorial Team	2016	3	9781631136214		
	eLearning Center 6-year Teacher License	Santillana Editorial Team	2016	3	9781631136337		
	Practice Book	Santillana Editorial Team	2016	3	9781616056230		
	Assessment System (BLM Format)	Santillana Editorial Team	2016	3	9781616056278		
	Video Program DVD	Santillana Editorial Team	2016	3	9781616057268		
	Enrichment Classroom Library	Santillana Editorial Team	2016	3	9780882723006		
Publisher	Title of Material	Author	Copyright	Grade Level	ISBN	Recommendation	
Santillana USA Publishing Co., Inc.	<b>DESCUBRE EL ESPAÑOL E STUDENT BOOK</b>	<b>Santillana Editorial Team</b>	<b>2016</b>	<b>4</b>	<b>9781616056315</b>	<b>Basic</b> World Languages	
	<b>Notes:</b> <b>Strengths:</b> It provides plenty of opportunities for building, reinforcing, and expanding knowledge of the target language. It also provides a high number of communicative activities for students to engage in. The culturally bound unit themes are good for students to gain a cultural understanding of Spanish speaking countries. The online or DVD resources are enriching and the program is richest when used with all of these components. <b>Weaknesses:</b> The main things that are lacking are the authors for the creative works, more non-fiction text, additional options of appropriate media as well as the explanations for cultural gestures, idioms, and products. In addition more explicit explanation of the informal and formal use of language would enrich the student's knowledge. There is a lack of explicit teacher direction on the description of or rational behind some of the cultural events, adding this would benefit teachers and students.						

**CONSENT  
AUGUST 10, 2017**

	<p><b>Key Features:</b> This program is comprised of eight thematic units of study. Each unit is organized into four weeks of lessons that can be completed in approximately one month. All components of the program, including the Teacher's Guides and Assessment Booklet, are organized the same way.</p>					
	DESCUBRE EL ESPAÑOL E TEACHER'S GUIDE WITH TEACHER'S RESOURCES	Santillana Editorial Team	2016	4	9781616056322	
	eLearning Center 6-year Student License	Santillana Editorial Team	2016	4	9781631136221	
	eLearning Center 6-year Teacher License	Santillana Editorial Team	2016	4	9781631136344	
	Practice Book	Santillana Editorial Team	2016	4	9781616056339	
	Assessment System (BLM Format)	Santillana Editorial Team	2016	4	9781616056377	
	Video Program DVD	Santillana Editorial Team	2016	4	9781616057275	
	Enrichment Classroom Library	Santillana Editorial Team	2016	4	9780882723020	
<b>Publisher</b>	<b>Title of Material</b>	<b>Author</b>	<b>Copyright</b>	<b>Grade Level</b>	<b>ISBN</b>	<b>Recommendation</b>
Santillana USA Publishing Co., Inc.	DESCUBRE EL ESPAÑOL F STUDENT BOOK	Santillana Editorial Team	2016	5	9781616056414	Component World Languages
	<p><b>Notes:</b>  <b>Strengths:</b> This textbook does a nice job introducing the language, providing several opportunities for students to imitate conversations, and building it up in a way that students are using it right away. The pictures are engaging for the students, and the font is large and easy to read. The book has a storyline of a family from the US traveling to different Spanish speaking countries and experiencing the culture, and learning about the geography, history, and festivals.  <b>Weaknesses:</b> This text does not include any authentic readings for the students. Even though it is a low level Spanish class, some menus, signs, or newspaper articles could have been included. There is not much opportunity for students to analyze, or compare and contrast. Information is provided on the target country, and then the students are asked to identify someone or something similar in the US. There are no infographics, no current events. There are several standards where the publisher did not provide any sort of example to reference.  <b>Other:</b> Some of the standards seem impossible for a textbook to address such as Communities 2 (c): Attend cultural or social events from the target culture, Connections 2 (b): Identify main idea of current events reported in the news about the target culture, Cultural Practices (c): List cultural practices observed in a video from the target culture, COMT 1.3: Utilize knowledge of the target language to tutor EL learners that know the target language, COMT 1.1: Participate in multilingual communities at home and around the world. Also, the some standards (Cultural Practices (a)) ask for gestures and none of the textbooks we reviewed address this.</p>					
	<p><b>Key Features:</b> This program is comprised of eight thematic units of study. Each unit is organized into four weeks of lessons that can be completed in approximately one month. All components of the program, including the Teacher's Guides and Assessment Booklet, are organized the same way.</p>					
	DESCUBRE EL ESPAÑOL F TEACHER'S GUIDE WITH TEACHER'S RESOURCES	Santillana Editorial Team	2016	5	9781616056421	

**CONSENT  
AUGUST 10, 2017**

eLearning Center 6-year Student License	Santillana Editorial Team	2016	5	9781631136238
eLearning Center 6-year Teacher License	Santillana Editorial Team	2016	5	9781631136351
Practice Book	Santillana Editorial Team	2016	5	9781616056438
Assessment System (BLM Format)	Santillana Editorial Team	2016	5	9781616056476
Video Program DVD	Santillana Editorial Team	2016	5	9781616057282
Enrichment Classroom Library	Santillana Editorial Team	2016	5	9780882723044
<b>Shared Resources</b>				
Descubre Phonics Kit	Santillana Editorial Team	2015	K-2	9781616057794
Descubre Alphabet Game	Santillana Editorial Team	2015	K-2	9781616055868
Descubre Alphabet Picture Cards	Santillana Editorial Team	2015	K-2	9781616055875
Descubre Little Book Descubre Diphthong Library	Santillana Editorial Team	2015	K-2	9781616057541
Descubre Little Book Syllabic Library	Santillana Editorial Team	2015	K-2	9781616057534
Descubre Syllabic Flash Cards	Santillana Editorial Team	2015	K-2	9781616055882
Descubre Syllabic Game	Santillana Editorial Team	2015	K-2	9781616055851
Descubre Photo Card Kit with Image CD	Santillana Editorial Team	2015	K-5	9781616056513
Descubre Big Book Syllabic Library	Santillana Editorial Team	2015	K-2	9781616057527
Descubre Poster Cut-Outs	Santillana Editorial Team	2015	K-2	9781616055899
Descubre Thematic Library - Beginning	Santillana Editorial Team	2015	K-5	9781616057572
Descubre Thematic Library - Intermediate	Santillana Editorial Team	2015	K-5	9781616057596
Descubre Thematic Library - Advanced	Santillana Editorial Team	2015	K-5	9781616057619
Descubre Language Arts Manual	Santillana Editorial Team	2015	K-5	9781616057800

**CONSENT  
AUGUST 10, 2017**

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN	Recommendation	
Santillana USA Publishing Co., Inc.	<b>Español Santillana Student Edition 1A with Audio CD</b>	<b>Santillana Editorial Team</b>	<b>2016</b>	<b>6-7</b>	<b>9781616050719</b>	<b>Comprehensive World Languages</b>	
	<p><b>Notes:</b>  <b>Strengths:</b> The book format was interesting and intrinsically motivating to students with challenging task for teams of students in various Spanish-speaking countries. The cultural connection boxes and TPR prompts facilitated integration of culture. The unit projects were helpful and a creative assessment of student learning.  <b>Weaknesses:</b> The integration of technology (links, suggestions) was not explicitly part of the student textbook. The teacher edition did not include links to the audio tracks for listening activities.  <b>Other:</b> Idaho Standards COMP 1.3, COMT 1.1 and COMT 1.3 are outside the scope of what a text or resource can provide and are therefore excluded on the evaluation (N/A).</p> <p><b>Key Features:</b>  <i>Español Santillana</i> is a Spanish as a World Language program for grades 6-12 designed to promote communicative proficiency in Spanish. It is a standards-based, research-based program that provides teachers with the tools to differentiate instruction for all learners as they develop and expand Spanish language skills. This program supports communicative proficiency and literacy in Spanish by:</p> <ul style="list-style-type: none"> <li>• Making language learning a cultural adventure,</li> <li>• Exploring language and culture through explicit presentation and integration of the "Five Cs": Communication, Cultures, Connections, Comparisons, and Communities,</li> <li>• Focusing on contextualized language experiences that support both communicative proficiency and the development of literacy in Spanish, and</li> <li>• Providing instructional support for all students, from beginners to heritage speakers, and from struggling to gifted learners.</li> </ul>						
	Español Santillana Teacher's Edition 1A with Audio CD	Santillana Editorial Team	2016	6-7	9781616050832		
	eLearning Center 6-year Student License	Santillana Editorial Team	2016	6-7	9780882720067		
	eLearning Center 6-year Teacher License	Santillana Editorial Team	2016	6-7	9781614357438		
	Practice Workbook	Santillana Editorial Team	2016	6-7	9781616050801		
	Practice Workbook Teacher's Annotated Edition	Santillana Editorial Team	2016	6-7	9781616051464		
	Speaking and Listening Workbook with Audio CD	Santillana Editorial Team	2016	6-7	9781616050818		
	Speaking and Listening Workbook Teacher's Annotated Edition	Santillana Editorial Team	2016	6-7	9781616051488		
	Cuaderno para hispanohablantes - Heritage Speaker Workbook	Santillana Editorial Team	2016	6-7	9781616050825		
	Cuaderno para hispanohablantes - Heritage Speaker Workbook - Teacher's Annotated Edition	Santillana Editorial Team	2016	6-7	9781616051495		
	Assessment Program with Audio CD	Santillana Editorial Team	2016	6-7	9781616051532		
Video Program DVD	Santillana Editorial Team	2016	6-7	9781616051525			

**CONSENT  
AUGUST 10, 2017**

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN	Recommendation	
Santillana USA Publishing Co., Inc.	<b>Español Santillana Student Edition 1B with Audio CD</b>	<b>Santillana Editorial Team</b>	<b>2016</b>	<b>7-8</b>	<b>9781616050849</b>	<b>Comprehensive World Languages</b>	
	<p><b>Notes:</b>  <b>Strengths:</b> The book format was interesting and intrinsically motivating to students: a competition with challenging tasks for teams of students in various Spanish-speaking countries. The cultural connection boxes TPR prompts facilitated integration of culture. The unit projects were a helpful and creative assessment of student learning.  <b>Weaknesses:</b> The integration of technology (links, suggestions) was not explicitly part of the student textbook. Teacher edition did not include links to the audio tracks for listening activities.  <b>Other:</b> Idaho Standards COMP 1.3, COMT 1.1 and COMT 1.3 are outside the scope of what a text or resources can provide and are therefore excluded on this evaluation (N/A).</p> <p><b>Key Features:</b>  <i>Español Santillana</i> is a Spanish as a World Language program for grades 6-12 designed to promote communicative proficiency in Spanish. It is a standards-based, research-based program that provides teachers with the tools to differentiate instruction for all learners as they develop and expand Spanish language skills. This program supports communicative proficiency and literacy in Spanish by:</p> <ul style="list-style-type: none"> <li>• Making language learning a cultural adventure,</li> <li>• Exploring language and culture through explicit presentation and integration of the "Five Cs": Communication, Cultures, Connections, Comparisons, and Communities,</li> <li>• Focusing on contextualized language experiences that support both communicative proficiency and the development of literacy in Spanish, and</li> </ul> <p>Providing instructional support for all students, from beginners to heritage speakers, and from struggling to gifted learners.</p>						
	Español Santillana Teacher's Edition 1B with Audio CD	Santillana Editorial Team	2016	7-8	9781616050795		
	eLearning Center 6-year Student License	Santillana Editorial Team	2016	7-8	9781614356110		
	eLearning Center 6-year Teacher License	Santillana Editorial Team	2016	7-8	9781614357469		
	Practice Workbook	Santillana Editorial Team	2016	7-8	9781616050856		
	Practice Workbook Teacher's Annotated Edition	Santillana Editorial Team	2016	7-8	9781616051587		
	Speaking and Listening Workbook with Audio CD	Santillana Editorial Team	2016	7-8	9781616050863		
	Speaking and Listening Workbook Teacher's Annotated Edition	Santillana Editorial Team	2016	7-8	9781616051600		
	Cuaderno para hispanohablantes - Heritage Speaker Workbook	Santillana Editorial Team	2016	7-8	9781616050870		
	Cuaderno para hispanohablantes - Heritage Speaker Workbook - Teacher's Annotated Edition	Santillana Editorial Team	2016	7-8	9781616051617		
	Assessment Program with Audio CD	Santillana Editorial Team	2016	7-8	9781616051655		
	Video Program DVD	Santillana Editorial Team	2016	7-8	9781616051648		

**CONSENT  
AUGUST 10, 2017**

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN	Recommendation	
Santillana USA Publishing Co., Inc.	<b>Español Santillana Student Edition HS1 with Audio CD</b>	<b>Santillana Editorial Team</b>	<b>2016</b>	<b>9</b>	<b>9781616052515</b>	<b>Basic World Languages</b>	
	<p><b>Notes:</b>  <b>Strengths:</b> The book is easy to navigate with color-coded units with clear instructions. It contains scaffolding between units and levels, many cultural connections and connections to other subject areas. Themes are interesting and relatable. There is a wide variety of activities.  <b>Weaknesses:</b> There are no instructions guiding students to read conversations and dialogue boxes. (p 46, 102) Students have to be using the Online textbook in order to access some of the information in the book or complete some of the activities, such as the "tú desafío". Examples: p. 47-Use the website to watch a documentary on Frida Kahlo, p.151 – Use the website to learn more about Antigua.</p>						
	<p><b>Key Features:</b>  <i>Español Santillana</i> is a Spanish as a World Language program for grades 6-12 designed to promote communicative proficiency in Spanish. It is a standards-based, research-based program that provides teachers with the tools to differentiate instruction for all learners as they develop and expand Spanish language skills. This program supports communicative proficiency and literacy in Spanish by:</p> <ul style="list-style-type: none"> <li>• Making language learning a cultural adventure,</li> <li>• Exploring language and culture through explicit presentation and integration of the "Five Cs": Communication, Cultures, Connections, Comparisons, and Communities,</li> <li>• Focusing on contextualized language experiences that support both communicative proficiency and the development of literacy in Spanish, and</li> </ul> <p>Providing instructional support for all students, from beginners to heritage speakers, and from struggling to gifted learners.</p>						
	Español Santillana Teacher's Edition HS1 with Audio CD	Santillana Editorial Team	2016	9	9781616052508		
	eLearning Center 6-year Student License	Santillana Editorial Team	2016	9	9780882720142		
	eLearning Center 6-year Teacher License	Santillana Editorial Team	2016	9	9781614357490		
	Practice Workbook	Santillana Editorial Team	2016	9	9781616052478		
	Practice Workbook Teacher's Annotated Edition	Santillana Editorial Team	2016	9	9781616053246		
	Speaking and Listening Workbook Teacher's Annotated Edition	Santillana Editorial Team	2016	9	9781616053307		
	Speaking and Listening Workbook with Audio CD	Santillana Editorial Team	2016	9	9781616052485		
	Cuaderno para hispanohablantes - Heritage Speaker Workbook	Santillana Editorial Team	2016	9	9781616052492		
	Cuaderno para hispanohablantes - Heritage Speaker Workbook - Teacher's Annotated Edition	Santillana Editorial Team	2016	9	9781616053277		
	Assessment Program with Audio CD	Santillana Editorial Team	2016	9	9781616053338		
Video Program DVD	Santillana Editorial Team	2016	9	9781616053321			



**CONSENT  
AUGUST 10, 2017**

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN	Recommendation	
Santillana USA Publishing Co., Inc.	<b>Español Santillana Student Edition HS2 with Audio CD</b>	<b>Santillana Editorial Team</b>	<b>2016</b>	<b>10</b>	<b>9781616052560</b>	<b>Basic World Languages</b>	
	<p><b>Notes:</b>  <b>Strengths:</b> The book is easy to navigate with color-coded units with clear instructions. It contains scaffolding between units and levels, many cultural connections and connections to other subject areas. Themes are interesting and relatable. There is a wide variety of activities.  <b>Weaknesses:</b> There are no instructions guiding students to read conversations and dialogue boxes, or to explain that the activities that follow are related to the dialogue. (p. 86-87, 224,242-243) Students have to be using the Online textbook in order to access some of the information in the book or complete some of the activities, such as the "tú desafío". Examples: p. 243-Use the website to learn more about Cubism.</p>						
	<p><b>Key Features:</b>  <i>Español Santillana</i> is a Spanish as a World Language program for grades 6-12 designed to promote communicative proficiency in Spanish. It is a standards-based, research-based program that provides teachers with the tools to differentiate instruction for all learners as they develop and expand Spanish language skills. This program supports communicative proficiency and literacy in Spanish by:</p> <ul style="list-style-type: none"> <li>• Making language learning a cultural adventure,</li> <li>• Exploring language and culture through explicit presentation and integration of the "Five Cs": Communication, Cultures, Connections, Comparisons, and Communities,</li> <li>• Focusing on contextualized language experiences that support both communicative proficiency and the development of literacy in Spanish, and</li> </ul> <p>Providing instructional support for all students, from beginners to heritage speakers, and from struggling to gifted learners.</p>						
	Español Santillana Teacher's Edition HS2 with Audio CD	Santillana Editorial Team	2016	10	9781616052553		
	eLearning Center 6-year Student License	Santillana Editorial Team	2016	10	9780882720159		
	eLearning Center 6-year Teacher License	Santillana Editorial Team	2016	10	9781614357520		
	Practice Workbook	Santillana Editorial Team	2016	10	9781616052522		
	Practice Workbook Teacher's Annotated Edition	Santillana Editorial Team	2016	10	9781616053444		
	Speaking and Listening Workbook with Audio CD	Santillana Editorial Team	2016	10	9781616053499		
	Speaking and Listening Workbook Teacher's Annotated Edition	Santillana Editorial Team	2016	10	9781616053505		
	Cuaderno para hispanohablantes - Heritage Speaker Workbook	Santillana Editorial Team	2016	10	9781616052546		
	Cuaderno para hispanohablantes - Heritage Speaker Workbook - Teacher's Annotated Edition	Santillana Editorial Team	2016	10	9781616053475		
Assessment Program with Audio CD	Santillana Editorial Team	2016	10	9781616053536			
Video Program DVD	Santillana Editorial Team	2016	10	9781616053529			

**CONSENT  
AUGUST 10, 2017**

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN	Recommendation	
Santillana USA Publishing Co., Inc.	<b>Español Santillana Student Edition HS3 with Audio CD</b>	<b>Santillana Editorial Team</b>	<b>2016</b>	<b>11</b>	<b>9781616059101</b>	<b>Basic World Languages</b>	
	<p><b>Notes:</b>  <b>Strengths:</b> The book is easy to navigate with color-coded units with clear instructions. It contains scaffolding between units and levels, many cultural connections and connections to other subject areas. Themes are interesting and relatable. There is a wide variety of activities.  <b>Weaknesses:</b> In the student book, at the beginning of each "desafío" there is a reading activity with no written instructions to guide students to read. The instructions for the related activities do not guide back to the text. See examples: p. 138, acts 30 and 31. P. 342, acts 7 and 8. There are no definitions for " expresiones utiles" in Level 3 making it difficult for beginning teachers or non native speakers. Students have to be using the Online textbook in order to access some of the information in the book or complete some of the activities, such as the "tu desafío". Examples: p. 149-Use the website to listen to a mini interview and write the answers.</p> <p><b>Key Features:</b>  <i>Español Santillana</i> is a Spanish as a World Language program for grades 6-12 designed to promote communicative proficiency in Spanish. It is a standards-based, research-based program that provides teachers with the tools to differentiate instruction for all learners as they develop and expand Spanish language skills. This program supports communicative proficiency and literacy in Spanish by:</p> <ul style="list-style-type: none"> <li>• Making language learning a cultural adventure,</li> <li>• Exploring language and culture through explicit presentation and integration of the "Five Cs": Communication, Cultures, Connections, Comparisons, and Communities,</li> <li>• Focusing on contextualized language experiences that support both communicative proficiency and the development of literacy in Spanish, and</li> </ul> <p>Providing instructional support for all students, from beginners to heritage speakers, and from struggling to gifted learners.</p>						
	Español Santillana Teacher's Edition HS3 with Audio CD	Santillana Editorial Team	2016	11	9781616059132		
	eLearning Center 6-year Student License	Santillana Editorial Team	2016	11	9780882720166		
	eLearning Center 6-year Teacher License	Santillana Editorial Team	2016	11	9781614357551		
	Practice Workbook	Santillana Editorial Team	2016	11	9781616059293		
	Practice Workbook Teacher's Annotated Edition	Santillana Editorial Team	2016	11	9781616059156		
	Speaking and Listening Workbook Teacher's Annotated Edition	Santillana Editorial Team	2016	11	9781616059200		
	Speaking and Listening Workbook with Audio CD	Santillana Editorial Team	2016	11	9781616059187		
	Cuaderno para hispanohablantes - Heritage Speaker Workbook	Santillana Editorial Team	2016	11	9781616059163		
	Cuaderno para hispanohablantes - Heritage Speaker Workbook - Teacher's Annotated Edition	Santillana Editorial Team	2016	11	9781616059170		
	Assessment Program with Audio CD	Santillana Editorial Team	2016	11	9781616059231		
	Video Program DVD	Santillana Editorial Team	2016	11	9781616059224		

**CONSENT  
AUGUST 10, 2017**

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN	Recommendation	
Santillana USA Publishing Co., Inc.	<b>Español Santillana Student Edition HS4 with Audio CD</b>	<b>Santillana Editorial Team</b>	<b>2016</b>	<b>12</b>	<b>9781622632428</b>	<b>Basic</b> World Languages	
	<p><b>Notes:</b>  <b>Strengths:</b> The book is easy to navigate with color-coded units with mostly clear instructions. Scaffolding between units and levels. Many cultural connections and connections to other subject areas. Themes are interesting and relatable. Varied activities.  <b>Weaknesses:</b> In the student book, at the beginning of each “desafío” there is a reading activity with no written instructions to guide students to read. The instructions for the related activities do not guide back to the text. See examples: p. 42, acts 53 and 54. P. 76, acts 7 and 8. There are no definitions for “ expresiones utiles” in Level 4 making it difficult for beginning teachers or non-native speakers.</p> <p><b>Key Features:</b>  <i>Español Santillana</i> is a Spanish as a World Language program for grades 6-12 designed to promote communicative proficiency in Spanish. It is a standards-based, research-based program that provides teachers with the tools to differentiate instruction for all learners as they develop and expand Spanish language skills. This program supports communicative proficiency and literacy in Spanish by:</p> <ul style="list-style-type: none"> <li>• Making language learning a cultural adventure,</li> <li>• Exploring language and culture through explicit presentation and integration of the “Five Cs”: Communication, Cultures, Connections, Comparisons, and Communities,</li> <li>• Focusing on contextualized language experiences that support both communicative proficiency and the development of literacy in Spanish, and</li> </ul> <p>Providing instructional support for all students, from beginners to heritage speakers, and from struggling to gifted learners.</p>						
	Español Santillana Teacher’s Edition HS4 with Audio CD	Santillana Editorial Team	2016	12	9781622632459		
	eLearning Center 6-year Student License	Santillana Editorial Team	2016	12	9781622633470		
	eLearning Center 6-year Teacher License	Santillana Editorial Team	2016	12	9781622633494		
	Practice Workbook	Santillana Editorial Team	2016	12	9781622632473		
	Practice Workbook Teacher’s Annotated Edition	Santillana Editorial Team	2016	12	9781622632480		
	Speaking and Listening Workbook with Audio CD	Santillana Editorial Team	2016	12	9781622632497		
	Speaking and Listening Workbook Teacher’s Annotated Edition	Santillana Editorial Team	2016	12	9781622632510		
	Pre-AP Workbook	Santillana Editorial Team	2016	12	9781622632527		
	Pre-AP Workbook - Teacher’s Annotated Edition	Santillana Editorial Team	2016	12	9781622632541		
	Assessment Program with Audio CD	Santillana Editorial Team	2016	12	9781622632572		
	Video Program DVD	Santillana Editorial Team	2016	12	9781622632565		

**CONSENT  
AUGUST 10, 2017**

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN	Recommendation
WHHS Education (Sinolingu a)	Sinolingua Reading Tree Level 1	Victor Bao	2016	K	9787513811187	Component World Languages
	<p><b>Notes:</b>  <b>Strengths:</b> As a component program, there are many strengths. The books are leveled well with a nice progression into more difficult materials. The back pages of each book contains several practice pages with deeper information and practice. This program is nice for independent reading, group reading and partner practice. It is an excellent way to supplement a textbook. It is age level appropriate. It has repetition, thus allowing learning through exposure.  <b>Weaknesses:</b> It is a component program with a need for a textbook to fill in with greater details and more practice. The illustrations in level one are very monochromatic. This level needs more colorful details. The higher the levels go the more colors and details are used as in level 2 and 3. The websites and videos are either not provided or are not user friendly. The directions on their website is in Chinese and that makes it difficult for parents and English speakers to use. If this company wanted this series to become a full text book program it would need some of the following components; a larger vocabulary base, deeper descriptions and explanations, more practice with tones, reading and writing.  <b>Other:</b> It would recommended that this program be used as a component program. It is an interesting and fun program. It would supplement a textbook program very well.</p> <p><b>Key Features:</b>  The Sinolingua Reading Tree series is a collection of graded Chinese storybooks. It is tailored for elementary school students from both regular and dual language immersion schools.  Each level of the series is designed for students of grade K, 1 and 2 respectively as a supplemental program. In line with Idaho Content Standards, it intends to support comprehensive textbooks and provide students with various opportunities to engage in Interpretive Reading, Interpersonal Communication and Presentational Speaking with culturally appropriate materials. The program also includes exercises for young students to learn the very basics of writing Chinese characters.  Each level of the series offers a set of 10 simple yet exciting storybooks on a variety of topics centering around the themes of family, school, community, plus some basic everyday life knowledge. For example, Level 1 includes topics on greetings, self-introductions, family members. Level 2 includes topics on nation, location, times, dates, likes and dislikes. Level 3 includes topics on birthday, school, shopping.  Each book includes a Story, a Vocabulary Chart, a Chinese –English page, and Activities.  --Teachers could read to students the main story at first in order to engage students and meanwhile demonstrate the right pronunciations. Then students could retell or paraphrase the story using pictures as a guide.  --The Vocabulary Chart ensures students to become familiar with Chinese characters and develop their pronunciation and reading fluency.  --Chinese-English page helps give students a better understanding of the story and the vocabulary. This page can be removed for immersion schools students.  --Each book is followed by two activities. Tracing the Characters and Coloring the Picture allow students to learn the basics of Chinese characters, preparing them to learn how to write, and all the while increasing the entertainment value of the book.</p>					
Publisher	Title of Material	Author	Copyright	Grade Level	ISBN	Recommendation
WHHS Education (Sinolingu a)	Sinolingua Reading Tree Level 2	Victor Bao	2016	1	9787513811255	Component World Languages
	<p><b>Notes:</b>  <b>Strengths:</b> As a component program, there are many strengths. The books are leveled well with a nice progression into more difficult materials. The back pages of each book contains several practice pages with deeper information and practice. This program is nice for independent reading, group reading and partner practice. It is an excellent way to supplement a textbook. It is age level appropriate. It has repetition, thus allowing learning through exposure.  <b>Weaknesses:</b> It is a component program with a need for a textbook to fill in with greater details and more practice. The illustrations in level one are very monochromatic. This level needs more colorful details. The higher the levels go the more colors and details are used as in level 2 and 3. The websites and videos are either not provided or are not user friendly. The directions on their website is in Chinese and that makes it difficult for parents and English speakers to use. If this company wanted this series to become a full text book program it would need some of the following components; a larger vocabulary base, deeper descriptions and explanations, more practice with tones, reading and writing.</p>					

**CONSENT  
AUGUST 10, 2017**

	<p><b>Other:</b> It would recommended that this program be used as a component program. It is an interesting and fun program. It would supplement a textbook program very well.</p> <p><b>Key Features:</b> The Sinolingua Reading Tree series is a collection of graded Chinese storybooks. It is tailored for elementary school students from both regular and dual language immersion schools. Each level of the series is designed for students of grade K, 1 and 2 respectively as a supplemental program. In line with Idaho Content Standards, it intends to support comprehensive textbooks and provide students with various opportunities to engage in Interpretive Reading, Interpersonal Communication and Presentational Speaking with culturally appropriate materials. The program also includes exercises for young students to learn the very basics of writing Chinese characters. Each level of the series offers a set of 10 simple yet exciting storybooks on a variety of topics centering around the themes of family, school, community, plus some basic everyday life knowledge. For example, Level 1 includes topics on greetings, self-introductions, family members. Level 2 includes topics on nation, location, times, dates, likes and dislikes. Level 3 includes topics on birthday, school, shopping. Each book includes a Story, a Vocabulary Chart, a Chinese –English page, and Activities. --Teachers could read to students the main story at first in order to engage students and meanwhile demonstrate the right pronunciations. Then students could retell or paraphrase the story using pictures as a guide. --The Vocabulary Chart ensures students to become familiar with Chinese characters and develop their pronunciation and reading fluency. --Chinese-English page helps give students a better understanding of the story and the vocabulary. This page can be removed for immersion schools students. --Each book is followed by two activities. Tracing the Characters and Coloring the Picture allow students to learn the basics of Chinese characters, preparing them to learn how to write, and all the while increasing the entertainment value of the book.</p>					
Publisher	Title of Material	Author	Copyright	Grade Level	ISBN	Recommendation
WHHS Education (Sinolingua)	Sinolingua Reading Tree Level 3	Victor Bao	2016	2	9787513811286	Component World Languages
	<p><b>Notes:</b> <b>Strengths:</b> As a component program, there are many strengths. The books are leveled well with a nice progression into more difficult materials. The back pages of each book contains several practice pages with deeper information and practice. This program is nice for independent reading, group reading and partner practice. It is an excellent way to supplement a textbook. It is age level appropriate. It has repetition, thus allowing learning through exposure. <b>Weaknesses:</b> It is a component program with a need for a textbook to fill in with greater details and more practice. The illustrations in level one are very monochromatic. This level needs more colorful details. The higher the levels go the more colors and details are used as in level 2 and 3. The websites and videos are either not provided or are not user friendly. The directions on their website is in Chinese and that makes it difficult for parents and English speakers to use. If this company wanted this series to become a full text book program it would need some of the following components; a larger vocabulary base, deeper descriptions and explanations, more practice with tones, reading and writing. <b>Other:</b> It would recommended that this program be used as a component program. It is an interesting and fun program. It would supplement a textbook program very well.</p> <p><b>Key Features:</b> The Sinolingua Reading Tree series is a collection of graded Chinese storybooks. It is tailored for elementary school students from both regular and dual language immersion schools. Each level of the series is designed for students of grade K, 1 and 2 respectively as a supplemental program. In line with Idaho Content Standards, it intends to support comprehensive textbooks and provide students with various opportunities to engage in Interpretive Reading, Interpersonal Communication and Presentational Speaking with culturally appropriate materials. The program also includes exercises for young students to learn the very basics of writing Chinese characters. Each level of the series offers a set of 10 simple yet exciting storybooks on a variety of topics centering around the themes of family, school, community, plus some basic everyday life knowledge. For example, Level 1 includes topics on greetings, self-introductions, family members. Level 2 includes topics on nation, location, times, dates, likes and dislikes. Level 3 includes topics on birthday, school, shopping. Each book includes a Story, a Vocabulary Chart, a Chinese –English page, and Activities. --Teachers could read to students the main story at first in order to engage students and meanwhile demonstrate the right pronunciations. Then students could retell or paraphrase the story using pictures as a guide.</p>					

**CONSENT  
AUGUST 10, 2017**

	<p>--The Vocabulary Chart ensures students to become familiar with Chinese characters and develop their pronunciation and reading fluency.          --Chinese-English page helps give students a better understanding of the story and the vocabulary. This page can be removed for immersion schools students.          --Each book is followed by two activities. Tracing the Characters and Coloring the Picture allow students to learn the basics of Chinese characters, preparing them to learn how to write, and all the while increasing the entertainment value of the book.</p>						
Publisher	Title of Material	Author	Copyright	Grade Level	ISBN	Recommendation	
WHHS Education (Sinolingua)	Voyages in Chinese Student's Book 1, Revised edition	Xiaoqi Li	2017	9	9787513813303	Comprehensive World Languages	
	<p><b>Notes:</b>  <b>Strengths:</b> 1. All contents/themes are consistent throughout the three students. 2. ACTFE standers/5Cs standers are consistently shown and good alignment with every session through different topics. 3. All four skills – listening, reading, speaking and writing are equally well designed. 4. All Student's Book1, 2, 3 are clearly showed language learning growth with proper efficiency level. 5. All tasks in Student's Books and Work Books are properly reflected what is been talked and they are all hand-on and fun activates. 6. Culture topics presented very accurate and strong.  <b>Weaknesses:</b> 1. Student's Book 1 needs to be heavily focused in Pinyin skill. 2. The text of every unit needs to have Pinyin content. 3. For writing assessments in Student's Book 1 &amp; 2, less translation, more creating writing.  <b>Other:</b> We suggest add a vocabulary work book for each level, in the vocabulary workbook, it needs to have Pinyin, character writing stroke orders and radical recognition.</p>						
	<p><b>Key Features:</b>            The Voyages in Chinese Series is designed as a comprehensive program for secondary school students. Each level includes a Student's Book, a Workbook and a Teacher's Book. The program also includes Word Cards and PPT Courseware to further increase the convenience of teaching and self-study.            The program is organized with a topic-oriented structure that takes the language as its core and cultural contents as its key elements. Thus the program includes both comprehensive language knowledge and enriched cultural content. Some key feathers of the program are:            --Aligns with ACTFL Proficiency Guidelines and Idaho Content Standards for teaching foreign languages.            --Employs a communicative, functional and task-based language learning approach.            --Presents authentic target language with rich cultural materials, aimed at cultivating student's cultural awareness and expanding their cultural visions.            --Topics are interesting and age appropriate, from student's daily lives and include realistic scenarios, thus allowing students to have an engaging learning experience while effectively integrating vocabulary, grammar and Chinese culture together.            --Illustrations have been created by professional designers, tailored to the tastes of today's teenagers.            --Clear learning objectives and grammar instruction for each lesson</p>						
	Voyages in Chinese Workbook 1, Revised edition	Xiaoqi Li	2017	9	9787513813310		
	Voyages in Chinese Teacher's Book 1	Xiaoqi Li	2014	9	9787513808378		
Voyages in Chinese PPT Courseware 1	Xiaoqi Li	2015	9	9787900566010			
Publisher	Title of Material	Author	Copyright	Grade Level	ISBN	Recommendation	
WHHS Education (Sinolingua)	Voyages in Chinese Student's Book 2, Revised edition	Xiaoqi Li	2017	10	9787513813327	Comprehensive World Languages	
	<p><b>Notes:</b>  <b>Strengths:</b> 1. All contents/themes are consistent throughout the three students. 2. ACTFE standers/5Cs standers are consistently shown and good alignment with every session through different topics. 3. All four skills – listening, reading, speaking and writing are equally well designed. 4. All Student's Book1, 2, 3 are clearly showed language learning growth with proper efficiency level. 5. All tasks in Student's Books and Work Books are properly reflected what is been talked and they are all hand-on and fun activates. 6. Culture topics presented very accurate and strong.</p>						

**CONSENT  
AUGUST 10, 2017**

	<p><b>Weaknesses:</b> 1. Student's Book 1 needs to be heavily focused in Pinyin skill. 2. The text of every unit needs to have Pinyin content. 3. For writing assessments in Student's Book 1 &amp; 2, less translation, more creating writing.  <b>Other:</b> We suggest add a vocabulary work book for each level, in the vocabulary workbook, it needs to have Pinyin, character writing stroke orders and radical recognition.</p>					
	<p><b>Key Features:</b>  The Voyages in Chinese Series is designed as a comprehensive program for secondary school students. Each level includes a Student's Book, a Workbook and a Teacher's Book. The program also includes Word Cards and PPT Courseware to further increase the convenience of teaching and self-study.  The program is organized with a topic-oriented structure that takes the language as its core and cultural contents as its key elements. Thus the program includes both comprehensive language knowledge and enriched cultural content. Some key feathers of the program are:  --Aligns with ACTFL Proficiency Guidelines and Idaho Content Standards for teaching foreign languages.  --Employs a communicative, functional and task-based language learning approach.  --Presents authentic target language with rich cultural materials, aimed at cultivating student's cultural awareness and expanding their cultural visions.  --Topics are interesting and age appropriate, from student's daily lives and include realistic scenarios, thus allowing students to have an engaging learning experience while effectively integrating vocabulary, grammar and Chinese culture together.  --Illustrations have been created by professional designers, tailored to the tastes of today's teenagers.  --Clear learning objectives and grammar instruction for each lesson</p>					
	Voyages in Chinese Workbook 2, Revised edition	Xiaoqi Li	2017	10	9787513813334	
	Voyages in Chinese PPT Courseware 2	Xiaoqi Li	2015	10	9787900566027	
<b>Publisher</b>	<b>Title of Material</b>	<b>Author</b>	<b>Copyright</b>	<b>Grade Level</b>	<b>ISBN</b>	<b>Recommendation</b>
WHHS Education (Sinolingu a)	<b>Voyages in Chinese Student's Book 3</b>	<b>Xiaoqi Li</b>	<b>2014</b>	<b>11, 12</b>	<b>9787513804585</b>	<b>Comprehensive World Languages</b>
	<p><b>Notes:</b>  <b>Strengths:</b> 1. All contents/themes are consistent throughout the three students. 2. ACTFE standers/5Cs standers are consistently shown and good alignment with every session through different topics. 3. All four skills – listening, reading, speaking and writing are equally well designed. 4. All Student's Book1, 2, 3 are clearly showed language learning growth with proper efficiency level. 5. All tasks in Student's Books and Work Books are properly reflected what is been talked and they are all hand-on and fun activates. 6. Culture topics presented very accurate and strong.  <b>Weaknesses:</b> 1. Student's Book 1 needs to be heavily focused in Pinyin skill. 2. The text of every unit needs to have Pinyin content. 3. For writing assessments in Student's Book 1 &amp; 2, less translation, more creating writing.  <b>Other:</b> We suggest add a vocabulary work book for each level, in the vocabulary workbook, it needs to have Pinyin, character writing stroke orders and radical recognition.</p>					
	<p><b>Key Features:</b>  The Voyages in Chinese Series is designed as a comprehensive program for secondary school students. Each level includes a Student's Book, a Workbook and a Teacher's Book. The program also includes Word Cards and PPT Courseware to further increase the convenience of teaching and self-study.  The program is organized with a topic-oriented structure that takes the language as its core and cultural contents as its key elements. Thus the program includes both comprehensive language knowledge and enriched cultural content. Some key feathers of the program are:  --Aligns with ACTFL Proficiency Guidelines and Idaho Content Standards for teaching foreign languages.  --Employs a communicative, functional and task-based language learning approach.  --Presents authentic target language with rich cultural materials, aimed at cultivating student's cultural awareness and expanding their cultural visions.  --Topics are interesting and age appropriate, from student's daily lives and include realistic scenarios, thus allowing students to have an engaging learning experience while effectively integrating vocabulary, grammar and Chinese culture together.  --Illustrations have been created by professional designers, tailored to the tastes of today's teenagers.  --Clear learning objectives and grammar instruction for each lesson</p>					
	Voyages in Chinese Workbook 3	Xiaoqi Li	2014	11, 12	9787513804615	

**2017 Curricular  
Materials  
Selection  
Committee  
Recommendations**



**9-12 Computer  
Applications**



**CONSENT  
AUGUST 10, 2017**

Publisher	Title of Material	Author	Copyri ght	Grade Level	ISBN	Recommendation
Cengage Learning, Inc.	Illustrated Microsoft Office 365 & Office 2016 Intermediate:	Beskeen/Cram /Duffy/Friedric hsen/Wermers	2017	9-12	9781337113786	Component
<p><b>Notes:</b>  <b>Strengths:</b> Visually appealing, logically and sequentially organized, employs project-based activities, and teaches integration between the different applications included in the Microsoft Office Suite.</p> <p><b><u>9-12. ICT.1.1.1 Evaluate and interpret existing knowledge to generate new ideas, products, or processes.</u></b></p> <p><b>Word- Module 5: Creating &amp; Formatting Tables 105-128</b>  <b>Objectives:</b></p> <ul style="list-style-type: none"> <li>• Insert a table</li> <li>• Insert &amp; delete rows &amp; columns</li> <li>• Modify rows &amp; columns</li> <li>• Sort table data</li> <li>• Split &amp; merge cells</li> <li>• Perform calculations in tables</li> <li>• Apply a table style</li> <li>• Customize table format</li> </ul> <p><b>Excel- Module 5: Analyzing Data Using Formulas 105-128</b>  <b>Objectives:</b></p> <ul style="list-style-type: none"> <li>• Format data using text functions</li> <li>• Sum a data range based on conditions</li> <li>• Consolidate data using a formula</li> <li>• Check formulas for errors</li> <li>• Construct formulas using named ranges</li> <li>• Build a logical formula with the IF function</li> <li>• Build a logical formula with the AND function</li> <li>• Calculate payments with the PMT function</li> </ul> <p><b><u>9-12. ICT.1.1.2 Create original works as a means of personal or group expression using multiple resources and formats.</u></b></p> <p><b>Word- Module 7: Working with Themes &amp; Building Blocks 156-159</b>  <b>Objectives:</b></p> <ul style="list-style-type: none"> <li>• Apply a theme</li> <li>• Customize a theme</li> </ul> <p><b><u>9-12. ICT.1.1.3 Create models and simulations to explore complex systems and issues identify trends and forecast possibilities.</u></b></p> <p><b>Excel- Module 5: Analyzing Data Using Formulas 120-121</b>  <b>Objectives:</b></p> <ul style="list-style-type: none"> <li>• Calculate payments with the PMT function</li> </ul> <p>***Brief discussion of what "future value" is</p> <p><b>Weaknesses:</b> Lacking specific instructor materials. Materials are more suitable for average and above average students. Limited attention given to cultural diversity. Digital components not user friendly/easily accessible. Limited digital citizenship covered throughout the text.</p> <p><b><u>9-12. ICT.4.1.1 Practice and explain importance of safe, ethical, legal, and responsible use of information and technology.</u></b></p> <p>Excel- Module 6: Managing Workbook Data 132-133, 137-139, 142-143  <b>Objectives:</b></p> <ul style="list-style-type: none"> <li>• Protect worksheets &amp; workbooks</li> <li>• Prepare a workbook for distribution</li> <li>• Save a workbook for distribution</li> </ul> <p><b><u>9-12. ICT.4.1.2 Practice and explain the importance of citing information sources.</u></b></p> <p>Productivity Apps for School and Work 7</p> <ul style="list-style-type: none"> <li>• Brief mention of Creative Commons License</li> </ul> <p><u>The material assesses students at a variety of knowledge levels (e.g., recall, inferencing/analyzing, reasoning, problem solving) centered on grade-level texts that are clearly aligned and measurable against the expectations of the ICS.</u></p> <p>At the end of each module there is a practice section that provides review of concepts and skills. Next, students are given three challenge activities that require an ability to apply what they have learned in the module. Then, students are provided one</p>						

**CONSENT  
AUGUST 10, 2017**

<p>independent challenge that requires much more student input to complete. Finally, there is a "Visual Workshop."</p> <p>***Much more suitable for average and above average students rather than those requiring remediation.</p> <p><b>Key Features:</b></p> <ul style="list-style-type: none"> <li>• COMPREHENSIVE UPDATES REFLECT THE LATEST FEATURES AND ENHANCEMENTS THROUGHOUT MICROSOFT® OFFICE 2016. Your students gain a solid understanding of the very latest Microsoft® Office skills to apply to work or school assignments.</li> <li>• CONCISE, TO-THE-POINT INSTRUCTION HELPS STUDENTS OF ALL LEVELS MASTER ESSENTIAL SKILLS. This edition's direct, proven instructional approach teaches how to use Microsoft® Office 2016 -- including Word, Excel, Access, and PowerPoint®. Students also learn to master skills in Windows® 10 and Outlook and better understand essential computer concepts. A featured updated case study in each module engages learners with real-world situations to demonstrate how to apply their skills while learning the software.</li> <li>• UNIQUE TWO-PAGE SPREAD PRESENTS AN ENTIRE TASK IN A SINGLE VIEW. This proven, focused visual approach keeps learners of all levels engaged and actively learning important MS Office 2016 skills.</li> <li>• "QUICK TIPS" AND "TROUBLES" HELP STUDENTS AVOID TYPICAL ERRORS AND PITFALLS. This edition highlights common mistakes and cautions readers with special features and helpful warnings within the step-by-step directions for each lesson.</li> <li>• PRACTICE EXERCISES EMPHASIZE THE RELEVANCE OF CONCEPTS. Independent Challenges and Visual Workshops at the end of each module help learners become adept with their MS Office 2016 skills.</li> </ul> <p>SERVES AS AN INVALUABLE REFERENCE RESOURCE NOW AND IN FUTURE CAREERS. The clear presentation and easily accessible information throughout this edition makes it a resource students will frequently reference both during and after your course.</p>						
Illustrated Microsoft Office 365 & Office 2016 Intermediate, K12 IAC MindTap Computing for (1 yr.)		Beskeen/Cram/Duffy/	2017	9-12	9781337105019	
Illustrated Microsoft Office 365 & Office 2016 Introductory: Instructor Companion Site		Beskeen/Cram/Duffy/Friedrichsen/Reding	2017	9-12	9781305876095	
Illustrated Microsoft Office 365 & Office 2016 and Windows 10: Cognero IAC		Beskeen/Cram/Duffy/Fridrichsen/Reding	2017	9-12	9781305881549	
Publisher	Title of Material	Author	Copyright	Grade Level	ISBN	Recommendation
Cengage Learning, Inc.	Illustrated Microsoft Office 365 & Word 2016 Comprehensive:	Duffy/Cram	2017	9-12	9781305878303	Component
<p><b>Notes:</b> Visually appealing, logically and sequentially organized, employs project based activities, teaches integration between the different applications included in the Microsoft Office Suite.</p> <p><u>9-12. ICT.1.1.1 Evaluate and interpret existing knowledge to generate new ideas, products, or processes.</u></p> <p><u>9-12. ICT.1.1.3 Create models and simulations to explore complex systems and issues identify trends and forecast possibilities.</u></p> <p>Word- Module 3: Formatting Text and Paragraphs 62-63</p> <p><u>Objective:</u></p> <ul style="list-style-type: none"> <li>• Add bullets and numbering</li> </ul> <p>Word- Module 5: Creating and Formatting Tables 105-128</p>						

**CONSENT  
AUGUST 10, 2017**

	<p><b>Objectives:</b></p> <ul style="list-style-type: none"><li>● Insert a table</li><li>● Insert and delete rows and columns</li><li>● Modify rows and columns</li><li>● Sort table data</li><li>● Split and merge cells</li><li>● Perform calculations in tables</li><li>● Apply a table style</li><li>● Customize a table format</li></ul> <p><u>9-12. ICT.1.1.2 Create original works as a means of personal or group expression using multiple resources and formats.</u></p> <p>Word- Module 4: Formatting Documents 77-104</p> <p><b>Objectives:</b></p> <ul style="list-style-type: none"><li>● Set document margins</li><li>● Create sections and columns</li><li>● Insert page breaks</li><li>● Insert page numbers</li><li>● Add headers and footers</li><li>● Insert a table</li></ul> <p><b>Weaknesses:</b> Lacking specific instructor materials. Materials are more suitable for average and above average students. Limited attention given to cultural diversity. Digital components not user friendly/easily accessible. Limited digital citizenship covered throughout the text.</p> <p><u>9-12. ICT.4.1.1 Practice and explain importance of safe, ethical, legal, and responsible use of information and technology.</u></p> <p>Word- Module 4 Formatting Documents 94-95</p> <p><b>Objective:</b></p> <ul style="list-style-type: none"><li>● Manage sources and create a bibliography</li></ul> <p>Word- Module 15 Collaborating with Coworkers 368-369</p> <p><b>Objective:</b></p> <ul style="list-style-type: none"><li>● Sign a document digitally</li></ul> <p>***Not given score of 1 because the information is only briefly addressed and not revisited throughout the text.</p> <p><u>9-12. ICT.4.1.2 Practice and explain the importance of citing information sources.</u></p> <p>Productivity Apps for School and Work 7</p> <ul style="list-style-type: none"><li>● Brief mention of Creative Commons License</li></ul> <p><u>The material assesses students at a variety of knowledge levels (e.g., recall, inferencing/analyzing, reasoning, problem solving) centered on grade-level texts that are clearly aligned and measurable against the expectations of the ICS.</u></p> <p>At the end of each module there is a practice section that provides review of concepts and skills. Next, students are given three challenge activities that require an ability to apply what they have learned in the module. Then, students are provided one independent challenge that requires much more student input to complete. Finally, there is a "Visual Workshop."</p> <p>***Much more suitable for average and above average students rather than those requiring remediation.</p> <hr/> <p><b>Key Features:</b></p> <ul style="list-style-type: none"><li>● COMPREHENSIVE UPDATES REFLECT THE LATEST FEATURES AND ENHANCEMENTS THROUGHOUT MICROSOFT® OFFICE 2016. Your students gain a solid understanding of the very latest Microsoft® Office skills to apply to work or school assignments.</li><li>● CONCISE, TO-THE-POINT INSTRUCTION HELPS STUDENTS OF ALL LEVELS MASTER ESSENTIAL SKILLS. This edition's direct, proven instructional approach teaches how to use Microsoft® Office 2016 -- including Word, Excel, Access, and PowerPoint®. Students also learn to master skills in Windows® 10 and Outlook and better understand essential computer concepts. A featured updated case study in each module engages learners</li></ul>	
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**CONSENT  
AUGUST 10, 2017**

	<p>with real-world situations to demonstrate how to apply their skills while learning the software.</p> <ul style="list-style-type: none"> <li>• UNIQUE TWO-PAGE SPREAD PRESENTS AN ENTIRE TASK IN A SINGLE VIEW. This proven, focused visual approach keeps learners of all levels engaged and actively learning important MS Office 2016 skills.</li> <li>• "QUICK TIPS" AND "TROUBLES" HELP STUDENTS AVOID TYPICAL ERRORS AND PITFALLS. This edition highlights common mistakes and cautions readers with special features and helpful warnings within the step-by-step directions for each lesson.</li> <li>• PRACTICE EXERCISES EMPHASIZE THE RELEVANCE OF CONCEPTS. Independent Challenges and Visual Workshops at the end of each module help learners become adept with their MS Office 2016 skills.</li> </ul> <p>SERVES AS AN INVALUABLE REFERENCE RESOURCE NOW AND IN FUTURE CAREERS. The clear presentation and easily accessible information throughout this edition makes it a resource students will frequently reference both during and after your course.</p>					
	Illustrated Microsoft Office 365 & Word 2016 Comprehensive, K12 IAC MindTap Computing for (1 yr.)	Beskeen/Cram/Duffy/Friedrichsen/Reding	2017	9-12	9781337105071	
	Illustrated Microsoft Office 365 & Word 2016 Comprehensive: Instructor Companion Site for	Cram/Duffy	2017	9-12	9781305878310	
	Illustrated Microsoft Office 365 & Office 2016 and Windows 10: Cognero IAC for	Beskeen/Cram/Duffy/Friedrichsen/Reding	2017	9-12	9781305881549	
<b>Publisher</b>	<b>Title of Material</b>	<b>Author</b>	<b>Copyright</b>	<b>Grade Level</b>	<b>ISBN</b>	<b>Recommendation</b>
<b>Cengage Learning, Inc.</b>	<b>Illustrated Microsoft Office 365 &amp; Excel 2016 Comprehensive:</b>	<b>Reding/Wermers</b>	<b>2017</b>	<b>9-12</b>	<b>9781305878105</b>	<b>Component</b>
<p><b>Notes:</b>  <b>Strengths:</b> Visually appealing, logically and sequentially organized, employs project based activities, teaches integration between the different applications included in the Microsoft Office Suite.</p> <p><b><u>9-12. ICT.1.1.1 Evaluate and interpret existing knowledge to generate new ideas, products, or processes.</u></b></p> <p>The textbook starts off by presenting a very basic overview of Excel and then jumps into the creation of formulas. Navigation around a spreadsheet and discussion of using cell references as a key element of a formula are limited or non-existent in chapter one. There is an assumption that the user already has a basic working knowledge of Excel. No introduction is provided in the creation of a workbook from the ground up at the beginning of the textbook. This is provided later in chapter 3.</p> <p>The projects do build upon the knowledge gained through the textbook. It is assumed that students will retain what they have learned from previous chapters in the book while expanding their knowledge and applying new concepts as they progress through the textbook. At the end of each module there are practice projects and a review of the materials presented in the chapter. Additionally, at the end of each module are several challenge projects the encourage students to apply what they learned in different ways.</p> <p><b>Module 3 Formatting a Worksheet pages 51-78</b></p> <ul style="list-style-type: none"> <li>• Format values</li> <li>• Change font and font size</li> <li>• Change font styles and alignment</li> <li>• Adjust column width</li> <li>• Insert and delete rows and columns</li> <li>• Apply colors, patterns, and borders</li> <li>• Apply conditional formatting</li> <li>• Rename and move a worksheet</li> <li>• Check spelling</li> </ul> <p><b><u>9-12. ICT.1.1.2 Create original works as a means of personal or group expression using multiple resources and formats.</u></b></p> <p><b>Word- Module 4: Formatting Documents 77-104</b></p>						

**CONSENT  
AUGUST 10, 2017**

	<p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>• Set document margins</li> <li>• Create sections and columns</li> <li>• Insert page breaks</li> <li>• Insert page numbers</li> <li>• Add headers and footers</li> <li>• Insert a table</li> </ul> <p><b><u>9-12. ICT.1.1.3 Create models and simulations to explore complex systems and issues identify trends and forecast possibilities.</u></b></p> <p>Each of the modules in the book provide opportunities to learn how to use the various tools such as charts, PivotTables, and tables to view data from different angles. Integration chapters help students to learn how to use other MS Office tools with Excel.</p> <p><b>Module 2 Working with Formulas and Functions pages 25-50</b></p> <ul style="list-style-type: none"> <li>• Create a complex formula</li> <li>• Insert a function</li> <li>• Type a function</li> <li>• Copy and move cell entries</li> <li>• Understand relative and absolute cell references</li> <li>• Copy formulas with relative cell references</li> <li>• Copy formulas with absolute cell references</li> <li>• Round a value with a function</li> </ul> <p><b>Weaknesses:</b> Lacking specific instructor materials. Materials are more suitable for average and above average students. Limited attention given to cultural diversity. Digital components not user friendly/easily accessible. Limited digital citizenship covered throughout the text.</p> <p><b><u>9-12. ICT.4.1.1 Practice and explain importance of safe, ethical, legal, and responsible use of information and technology.</u></b></p> <p>Excel 138-139 and 142-143 The text briefly highlights the steps necessary to share information with others by making use of the properties features. The text also mentions the removal of sensitive information.</p> <p>***Not given score of 1 because the information is only briefly addressed and not revisited throughout the text</p> <p><b><u>9-12. ICT.4.1.2 Practice and explain the importance of citing information sources.</u></b></p> <p>PA7 The text has a short paragraph on the use of creative commons materials within a Sway presentation.</p> <p>***Not given score of 1 because the information is only briefly addressed and not revisited throughout the text</p>					
	<p><b>Key Features:</b></p> <ul style="list-style-type: none"> <li>• COMPREHENSIVE UPDATES REFLECT THE LATEST FEATURES AND ENHANCEMENTS THROUGHOUT MICROSOFT® OFFICE 2016. Your students gain a solid understanding of the very latest Microsoft® Office skills to apply to work or school assignments.</li> <li>• CONCISE, TO-THE-POINT INSTRUCTION HELPS STUDENTS OF ALL LEVELS MASTER ESSENTIAL SKILLS. This edition's direct, proven instructional approach teaches how to use Microsoft® Office 2016 -- including Word, Excel, Access, and PowerPoint®. Students also learn to master skills in Windows® 10 and Outlook and better understand essential computer concepts. A featured updated case study in each module engages learners with real-world situations to demonstrate how to apply their skills while learning the software.</li> <li>• UNIQUE TWO-PAGE SPREAD PRESENTS AN ENTIRE TASK IN A SINGLE VIEW. This proven, focused visual approach keeps learners of all levels engaged and actively learning important MS Office 2016 skills.</li> <li>• "QUICK TIPS" AND "TROUBLES" HELP STUDENTS AVOID TYPICAL ERRORS AND PITFALLS. This edition highlights common mistakes and cautions readers with special features and helpful warnings within the step-by-step directions for each lesson.</li> <li>• PRACTICE EXERCISES EMPHASIZE THE RELEVANCE OF CONCEPTS. Independent Challenges and Visual Workshops at the end of each module help learners become adept with their MS Office 2016 skills.</li> </ul> <p>SERVES AS AN INVALUABLE REFERENCE RESOURCE NOW AND IN FUTURE CAREERS. The clear presentation and easily accessible information throughout this edition makes it a resource students will frequently reference both during and after your course.</p>					
	<p>Illustrated Microsoft Office 365 &amp; Excel 2016 Comprehensive, K12 IAC</p>	<p>Beskeen/Cram/Duffy/Friedrichs/en/Reding</p>	<p>2017</p>	<p>9-12</p>	<p>9781337105033</p>	

**CONSENT  
AUGUST 10, 2017**

	MindTap Computing for (1 yr.)					
	Illustrated Microsoft Office 365 & Excel 2016 Comprehensive: Instructor Companion Site	Beskeen/Cram/Duffy/Friedrichsen/Reding	2017	9-12	9781305878112	
	Illustrated Microsoft Office 365 & Office 2016 and Windows 10.; Cognero IAC	Beskeen/Cram/Duffy/Fridrichsen/Reding	2017	9-12	9781305881549	
<b>Publisher</b>	<b>Title of Material</b>	<b>Author</b>	<b>Copyright</b>	<b>Grade Level</b>	<b>ISBN</b>	<b>Recommendation</b>
<b>Cengage Learning, Inc.</b>	<b>Illustrated Microsoft Office 365 &amp; Access 2016 Comprehensive:</b>	<b>Friedrichsen</b>	<b>2017</b>	<b>9-12</b>	<b>9781305878006</b>	<b>Component</b>
<p><b>Notes:</b>  <b>Strengths:</b> Materials meet all core standards; materials are student-centered; ancillary resources available; instructional materials planning, delivery and assessment, students follow progression, new technologies and software introduced. Materials are non-biased and represent a variety of cultural and industrial scenarios. Materials meet or exceed industry standards. Publisher provides accommodations where necessary.  <b>Weaknesses:</b> This is a comprehensive book for Microsoft Office 365 &amp; Access 2016. Items partially covered in this text are covered in either a prior or a subsequent book/course.</p>						
<p><b>Key Features:</b></p> <ul style="list-style-type: none"> <li>• COMPREHENSIVE UPDATES REFLECT THE LATEST FEATURES AND ENHANCEMENTS THROUGHOUT MICROSOFT® OFFICE 2016. Your students gain a solid understanding of the very latest Microsoft® Office skills to apply to work or school assignments.</li> <li>• CONCISE, TO-THE-POINT INSTRUCTION HELPS STUDENTS OF ALL LEVELS MASTER ESSENTIAL SKILLS. This edition's direct, proven instructional approach teaches how to use Microsoft® Office 2016 -- including Word, Excel, Access, and PowerPoint®. Students also learn to master skills in Windows® 10 and Outlook and better understand essential computer concepts. A featured updated case study in each module engages learners with real-world situations to demonstrate how to apply their skills while learning the software.</li> <li>• UNIQUE TWO-PAGE SPREAD PRESENTS AN ENTIRE TASK IN A SINGLE VIEW. This proven, focused visual approach keeps learners of all levels engaged and actively learning important MS Office 2016 skills.</li> <li>• "QUICK TIPS" AND "TROUBLES" HELP STUDENTS AVOID TYPICAL ERRORS AND PITFALLS. This edition highlights common mistakes and cautions readers with special features and helpful warnings within the step-by-step directions for each lesson.</li> <li>• PRACTICE EXERCISES EMPHASIZE THE RELEVANCE OF CONCEPTS. Independent Challenges and Visual Workshops at the end of each module help learners become adept with their MS Office 2016 skills.</li> </ul> <p>SERVES AS AN INVALUABLE REFERENCE RESOURCE NOW AND IN FUTURE CAREERS. The clear presentation and easily accessible information throughout this edition makes it a resource students will frequently reference both during and after your course.</p>						
	Illustrated Microsoft Office 365 & Access 2016 Comprehensive, K12 IAC MindTap Computing for (1 yr.)	Beskeen/Cram/Duffy/Friedrichsen/Reding	2017	9-12	9781337105057	
	Illustrated Microsoft Office 365 & Access 2016 Comprehensive; Instructor Companion Site	Friedrichsen	2017	9-12	9781305878013	
	Illustrated Microsoft Office 365 & Office 2016 and Windows 10.; Cognero IAC	Beskeen/Cram/Duffy/Fridrichsen/Reding	2017	9-12	9781305881549	
<b>Publisher</b>	<b>Title of Material</b>	<b>Author</b>	<b>Copyright</b>	<b>Grade Level</b>	<b>ISBN</b>	<b>Recommendation</b>

**CONSENT  
AUGUST 10, 2017**

Cengage Learning, Inc.	Illustrated Microsoft Office 365 & PowerPoint 2016 Comprehensive:	Beskeen	2017	9-12	9781305878181	Component
<p><b>Notes:</b>  <b>Strengths:</b> Visually appealing, logically and sequentially organized, employs project-based activities, teaches integration between the different applications included in the Microsoft Office Suite.  <u>9-12. ICT.1.1.1 Evaluate and interpret existing knowledge to generate new ideas, products, or processes.</u>            Module 1 – Creating a Presentation in PowerPoint 2016 Pages 1-24</p> <ul style="list-style-type: none"> <li>• Define presentation software</li> <li>• Plan an effective presentation</li> <li>• Examine the PowerPoint window</li> <li>• Enter slide text</li> <li>• Add a new slide</li> <li>• Apply a design theme</li> <li>• Compare presentation views</li> <li>• Print a PowerPoint presentation</li> </ul> <p>Module 2 – Modifying a Presentation – Pages 25-48</p> <ul style="list-style-type: none"> <li>• Enter text in Outline view</li> <li>• Format text</li> <li>• Convert text to SmartArt</li> <li>• Insert and modify shapes</li> <li>• Rearrange and merge shapes</li> <li>• Edit and duplicate shapes</li> <li>• Align and group shapes</li> <li>• Add slide footers</li> </ul> <p><u>9-12. ICT.1.1.2 Create original works as a means of personal or group expression using multiple resources and formats.</u>            Module 4 – Finishing a Presentation – Pages 73-96</p> <ul style="list-style-type: none"> <li>• Modify masters</li> <li>• Customize the background and theme</li> <li>• Use slide show commands</li> <li>• Set slide transitions and timings</li> <li>• Animate objects</li> <li>• Use proofing and language tools</li> <li>• Inspect a presentation</li> <li>• Create an Office Mix</li> </ul> <p><u>9-12. ICT.1.1.3 Create models and simulations to explore complex systems and issues identify trends and forecast possibilities.</u>            Module 3 – Inserting Objects into a Presentation – Pages 56-59, 62-63</p> <ul style="list-style-type: none"> <li>• Insert a chart</li> <li>• Enter and edit chart data</li> <li>• Insert a table</li> </ul> <p>The creation of charts and tables in PowerPoint will provide limited modeling and simulations.  <b>Weaknesses:</b> Lacking specific instructor materials. Materials are more suitable for average and above average students. Limited attention given to cultural diversity. Digital components not user friendly/easily accessible. Limited digital citizenship covered throughout the text.  <u>9-12. ICT.4.1.1 Practice and explain importance of safe, ethical, legal, and responsible use of information and technology.</u>            The following tools will assist the student in protecting sensitive information. Page 63 – setting permissions, pages 86-87 – inspect and digitally sign a presentation, 151 – saving a presentation in a fixed layout format, pages 180-181 – secure a presentation.  <u>9-12. ICT.4.1.2 Practice and explain the importance of citing information sources.</u>            PA7 The text has a short paragraph on the use of creative commons materials.            Productivity Apps for School and Work 7</p> <ul style="list-style-type: none"> <li>• Brief mention of Creative Commons License</li> </ul> <p><u>The material assesses students at a variety of knowledge levels (e.g., recall, inferencing/analyzing, reasoning, problem solving) centered on grade-level texts that are clearly aligned and measurable against the expectations of the ICS.</u>            At the end of each module there is a practice section that provides review of concepts and skills. Next, students are given three challenge activities that require an ability to apply what they have learned in the module. Then, students are provided one</p>						

**CONSENT  
AUGUST 10, 2017**

<p>independent challenge that requires much more student input to complete. Finally, there is a "Visual Workshop."</p> <p>***Much more suitable for average and above average students rather than those requiring remediation.</p> <p><b>Key Features:</b></p> <ul style="list-style-type: none"> <li>• COMPREHENSIVE UPDATES REFLECT THE LATEST FEATURES AND ENHANCEMENTS THROUGHOUT MICROSOFT® OFFICE 2016. Your students gain a solid understanding of the very latest Microsoft® Office skills to apply to work or school assignments.</li> <li>• CONCISE, TO-THE-POINT INSTRUCTION HELPS STUDENTS OF ALL LEVELS MASTER ESSENTIAL SKILLS. This edition's direct, proven instructional approach teaches how to use Microsoft® Office 2016 -- including Word, Excel, Access, and PowerPoint®. Students also learn to master skills in Windows® 10 and Outlook and better understand essential computer concepts. A featured updated case study in each module engages learners with real-world situations to demonstrate how to apply their skills while learning the software.</li> <li>• UNIQUE TWO-PAGE SPREAD PRESENTS AN ENTIRE TASK IN A SINGLE VIEW. This proven, focused visual approach keeps learners of all levels engaged and actively learning important MS Office 2016 skills.</li> <li>• "QUICK TIPS" AND "TROUBLES" HELP STUDENTS AVOID TYPICAL ERRORS AND PITFALLS. This edition highlights common mistakes and cautions readers with special features and helpful warnings within the step-by-step directions for each lesson.</li> <li>• PRACTICE EXERCISES EMPHASIZE THE RELEVANCE OF CONCEPTS. Independent Challenges and Visual Workshops at the end of each module help learners become adept with their MS Office 2016 skills.</li> </ul> <p>SERVES AS AN INVALUABLE REFERENCE RESOURCE NOW AND IN FUTURE CAREERS. The clear presentation and easily accessible information throughout this edition makes it a resource students will frequently reference both during and after your course.</p>						
Illustrated Microsoft Office 365 & PowerPoint 2016 Comprehensive, K12 IAC MindTap Computing for (1 yr.):		Beskeen/Cram/Duffy/Friedrichsen/Reding	2017	9-12	9781337104999	
Illustrated Microsoft Office 365 & PowerPoint 2016 Comprehensive:, Instructor Companion Site		Beskeen	2017	9-12	9781305878198	
Illustrated Microsoft Office 365 & Office 2016 and Windows 10:, Cognero IAC		Beskeen/Cram/Duffy/Friedrichsen/Reding	2017	9-12	9781305881549	
<b>Publisher</b>	<b>Title of Material</b>	<b>Author</b>	<b>Copyright</b>	<b>Grade Level</b>	<b>ISBN</b>	<b>Recommendation</b>
<b>Cengage Learning, Inc.</b>	<b>Shelly Cashman Microsoft Office 365 &amp; Office 2016 Intermediate:</b>	<b>Freund/Last / Pratt/Sebok/ Vermaat</b>	<b>2017</b>	<b>9- 12</b>	<b>9781305870390</b>	<b>Comprehensive</b>
<p><b>Notes:</b>  <b>Strengths:</b> Materials meet all core standards; materials are student-centered; ancillary resources available; instructional materials planning, delivery and assessment, students follow progression, new technologies and software introduced. Materials are non-biased and represent a variety of cultural and industrial scenarios. Materials meet or exceed industry standards. Publisher provides accommodations where necessary.  <b>Weaknesses:</b> This is an intermediate book in a sequential series. Items partially covered in this text are covered in either prior or subsequent course text/resources.  <b>Other:</b> Consider other binding options, or reinforce page gutters to allow for longevity in the classroom. This text was reviewed using current Idaho content standards, but the proprietary materials limit the coverage of alternate software options available. (Open Office, Google, etc.)</p>						
<p><b>Key Features:</b></p> <ul style="list-style-type: none"> <li>• OFFERS UNIQUE EMPHASIS ON THE REASONING BEHIND EACH PROCESS. Students go well beyond simply following instructions to accomplish each task. They explore context for their complete projects as they learn the "why" behind each step in the process.</li> </ul>						



**CONSENT  
AUGUST 10, 2017**

	<ul style="list-style-type: none"> <li>ROADMAPS FOR EACH MODULE DETAIL PROGRESS. Helpful Roadmaps within each module visually show students where they are in the process of completing the module project.</li> <li>CONTENT EMPHASIZES CRITICAL THINKING SKILLS. Opportunities to refine critical thinking appear throughout the text within "Consider This" sections, thought-provoking questions, and problem-solving activities. Numerous end-of-module activities engage students in critical thinking and problem-solving skills as they learn to create their own solutions.</li> <li>ENCOURAGES PERSONALIZATION. This edition asks students to incorporate personal detail in their solutions for every module project and assignment to ensure that each student's solution will be unique.</li> </ul> <p><b>New Features for this edition:</b></p> <ul style="list-style-type: none"> <li>NEW WORD MODULE INTRODUCES THE LATEST STRENGTHS OF WORD 2016. This edition provides new hands-on module projects and effective introductions to the important features new to Word 2016, including Smart Lookup button and Insights task pane.</li> <li>NEW POWERPOINT® MODULE HIGHLIGHTS THE MOST IMPORTANT FEATURES IN THE LATEST VERSION. Your students work with new projects and exercises that emphasize the topics that are most relevant in their lives. This edition expands explanation of usage of inserting and formatting shapes.</li> <li>NEW EXCEL MODULE EMPHASIZES PRATICAL USES FOR NEW FEATURES. An updated project teaches students how to create a personal budget. It also addresses chart types and functions that are new to Excel 2016.</li> </ul> <p>NEW PRODUCTIVITY APPS FOR WORK AND SCHOOL MODULE PROVIDE A VISUAL INTRODUCTION. These helpful, easy-to-use apps by author Corinne Hoisington visually guide students through using Microsoft® OneNote, Sway, Office Mix and Edge. Fun, hands-on activities ensure active learning. Companion Sways provide videos and step-by-step instructions to help students learn to master each app.</p>					
	Shelly Cashman Microsoft Office 365 & Office 2016 Intermediate, K12 IAC MindTap Computing for (1 yr.)	Vermaat	2017	9-12	9781337101639	
	Shelly Cashman Microsoft Office 365 & Office 2016 Intermediate:, Instructor Companion Site	Vermaat	2017	9-12	9781337274449	
	Shelly Cashman Microsoft Office 365 & 2016 and Windows 10:, Cognero IAC	Cengage Learning	2017	9-12	9781305881518	
<b>Publisher</b>	<b>Title of Material</b>	<b>Author</b>	<b>Copyright</b>	<b>Grade Level</b>	<b>ISBN</b>	<b>Recommendation</b>
Cengage Learning, Inc.	<b>Shelly Cashman Microsoft Office 365 &amp; Office 2016 Advanced:</b>	<b>Freund/Last / Pratt/Sebok/ Vermaat</b>	<b>2017</b>	<b>9-12</b>	<b>9781305870406</b>	<b>Basic</b>
<p><b>Notes:</b>  <b>Strengths:</b> Progressive, step-by-step, each module includes exercises that increase the decision making of the student so they can apply what they have learned and explain the rationale behind their decisions. Presents alternative ways to accomplish the same task so students are aware and can choose what works for them. Use of graphics &amp; text together makes the instruction easy to follow. BTW and Q&amp;A sections help with troubleshooting. There is navigation within the module so you know where you are in the process. Break Points are suggested if an exercise cannot be completed in one sitting.  <b>Weaknesses:</b> Collaboration is discussed and students learn the steps to use but the exercises and labs are individual. To meet the standards as assessed make sure to cover the PA sections at the beginning.            Takes the most advanced modules from the comprehensive texts and puts them into one text. Word, PowerPoint, Excel, Access Modules 8-11 and Outlook Modules 4 and 5. <b>This is proprietary to Microsoft only.</b></p>						
<p><b>Key Features:</b></p> <ul style="list-style-type: none"> <li>OFFERS UNIQUE EMPHASIS ON THE REASONING BEHIND EACH PROCESS. Students go well beyond simply following instructions to</li> </ul>						

**CONSENT  
AUGUST 10, 2017**

	<p>accomplish each task. They explore context for their complete projects as they learn the “why” behind each step in the process.</p> <ul style="list-style-type: none"> <li>ROADMAPS FOR EACH MODULE DETAIL PROGRESS. Helpful Roadmaps within each module visually show students where they are in the process of completing the module project.</li> <li>CONTENT EMPHASIZES CRITICAL THINKING SKILLS. Opportunities to refine critical thinking appear throughout the text within “Consider This” sections, thought-provoking questions, and problem-solving activities. Numerous end-of-module activities engage students in critical thinking and problem-solving skills as they learn to create their own solutions.</li> <li>ENCOURAGES PERSONALIZATION. This edition asks students to incorporate personal detail in their solutions for every module project and assignment to ensure that each student’s solution will be unique.</li> </ul> <p><b>New Features for this edition:</b></p> <ul style="list-style-type: none"> <li>NEW WORD MODULE INTRODUCES THE LATEST STRENGTHS OF WORD 2016. This edition provides new hands-on module projects and effective introductions to the important features new to Word 2016, including Smart Lookup button and Insights task pane.</li> <li>NEW POWERPOINT® MODULE HIGHLIGHTS THE MOST IMPORTANT FEATURES IN THE LATEST VERSION. Your students work with new projects and exercises that emphasize the topics that are most relevant in their lives. This edition expands explanation of usage of inserting and formatting shapes.</li> <li>NEW EXCEL MODULE EMPHASIZES PRATICAL USES FOR NEW FEATURES. An updated project teaches students how to create a personal budget. It also addresses chart types and functions that are new to Excel 2016.</li> </ul> <p>NEW PRODUCTIVITY APPS FOR WORK AND SCHOOL MODULE PROVIDE A VISUAL INTRODUCTION. These helpful, easy-to-use apps by author Corinne Hoisington visually guide students through using Microsoft® OneNote, Sway, Office Mix and Edge. Fun, hands-on activities ensure active learning. Companion Sways provide videos and step-by-step instructions to help students learn to master each app.</p>					
	Shelly Cashman Microsoft Office 365 & Office 2016 Advanced;, Instructor Companion Site	Vermaat	2017	9-12	9781337274449	
	Shelly Cashman Microsoft Office 365 & 2016 and Windows 10;, Cognero IAC	Cengage Learning	2017	9-12	9781305881518	
<b>Publisher</b>	<b>Title of Material</b>	<b>Author</b>	<b>Copyright</b>	<b>Grade Level</b>	<b>ISBN</b>	<b>Recommendation</b>
Cengage Learning, Inc.	Shelly Cashman Microsoft Office 365 & Excel 2016 Comprehensive:	Freund/Stars/ Schmieder	2017	9-12	9781305870727	Basic
	<p><b>Notes:</b></p> <p><b>Strengths:</b> Progressive, step-by-step, each module includes exercises that increase the decision making of the student so they can apply what they have learned and explain the rationale behind their decisions. Presents alternative ways to accomplish the same task so students are aware and can choose what works for them. Use of graphics &amp; text together makes the instruction easy to follow. BTW and Q&amp;A sections help with troubleshooting. There is navigation within the module so you know where you are in the process. Break Points are suggested if an exercise cannot be completed in one sitting.</p> <p><b>Weaknesses:</b> Collaboration is discussed and students learn the steps to use but the exercises and labs are individual. Digital Citizenship is briefly covered. Does not reference specific standards in the lessons or assessments. Examples are from business only.</p> <p><b>Other:</b> Pay attention to green sunburst at the end of each activity for critical thinking. All activities are designed to be individual. To meet the standards as assessed make sure to cover the PA and OFF sections at the beginning. <b>This is proprietary to Microsoft only.</b></p> <p><b>Key Features:</b></p> <ul style="list-style-type: none"> <li>OFFERS UNIQUE EMPHASIS ON THE REASONING BEHIND EACH PROCESS. Students go well beyond simply following instructions to accomplish each task. They explore context for their complete projects as they learn the “why” behind each step in the process.</li> </ul>					

**CONSENT  
AUGUST 10, 2017**

	<ul style="list-style-type: none"> <li>ROADMAPS FOR EACH MODULE DETAIL PROGRESS. Helpful Roadmaps within each module visually show students where they are in the process of completing the module project.</li> <li>CONTENT EMPHASIZES CRITICAL THINKING SKILLS. Opportunities to refine critical thinking appear throughout the text within "Consider This" sections, thought-provoking questions, and problem-solving activities. Numerous end-of-module activities engage students in critical thinking and problem-solving skills as they learn to create their own solutions.</li> <li>ENCOURAGES PERSONALIZATION. This edition asks students to incorporate personal detail in their solutions for every module project and assignment to ensure that each student's solution will be unique.</li> </ul> <p><b>New Features for this edition:</b></p> <ul style="list-style-type: none"> <li>NEW EXCEL MODULE EMPHASIZES PRATICAL USES FOR NEW FEATURES. An updated project teaches students how to create a personal budget. It also addresses chart types and functions that are new to Excel 2016.</li> </ul>					
	Shelly Cashman Microsoft Office 365 & Excel 2016 Comprehensive: K12 IAC MindTap Computing for (1 yr.)	Vermaat	2017	9-12	9781337101653	
	Shelly Cashman Microsoft Office 365 & Excel 2016 Comprehensive:, Instructor Companion Site	Freund/Stark s/ Schmieder	2017	9-12	9781305870734	
	Shelly Cashman Microsoft Office 365 & 2016 and Windows 10., Cognero IAC	Cengage Learning	2017	9-12	9781305881518	
<b>Publisher</b>	<b>Title of Material</b>	<b>Author</b>	<b>Copyright</b>	<b>Grade Level</b>	<b>ISBN</b>	<b>Recommendation</b>
<b>Cengage Learning, Inc.</b>	<b>Shelly Cashman Microsoft Office 365 &amp; Access 2016 Comprehensive:</b>	<b>Pratt/Last</b>	<b>2017</b>	<b>9-12</b>	<b>9781305870635</b>	<b>Basic</b>
	<p><b>Notes:</b>  <b>Strengths:</b> Progressive, step-by-step, each module includes exercises that increase the decision making of the student so they can apply what they have learned and explain the rationale behind their decisions. Presents alternative ways to accomplish the same task so students are aware and can choose what works for them. Use of graphics &amp; text together makes the instruction easy to follow. BTW and Q&amp;A sections help with troubleshooting. There is navigation within the module so you know where you are in the process. Break Points are suggested if an exercise cannot be completed in one sitting.  <b>Weaknesses:</b> Collaboration is discussed and students learn the steps to use but the exercises and labs are individual. Digital Citizenship is briefly covered. Does not reference specific standards in the lessons or assessments.  <b>Other:</b> Pay attention to green sunburst at the end of each activity for critical thinking. All activities are designed to be individual. To meet the standards as assessed make sure to cover the PA and OFF sections at the beginning. <b>This is proprietary to Microsoft only.</b></p>					
	<p><b>Key Features:</b></p> <ul style="list-style-type: none"> <li>OFFERS UNIQUE EMPHASIS ON THE REASONING BEHIND EACH PROCESS. Students go well beyond simply following instructions to accomplish each task. They explore context for their complete projects as they learn the "why" behind each step in the process.</li> <li>ROADMAPS FOR EACH MODULE DETAIL PROGRESS. Helpful Roadmaps within each module visually show students where they are in the process of completing the module project.</li> <li>CONTENT EMPHASIZES CRITICAL THINKING SKILLS. Opportunities to refine critical thinking appear throughout the text within "Consider This" sections, thought-provoking questions, and problem-solving activities. Numerous end-of-module activities engage students in critical thinking and problem-solving skills as they learn to create their own solutions.</li> </ul>					

**CONSENT  
AUGUST 10, 2017**

	<ul style="list-style-type: none"> <li>ENCOURAGES PERSONALIZATION. This edition asks students to incorporate personal detail in their solutions for every module project and assignment to ensure that each student's solution will be unique.</li> </ul>					
	Shelly Cashman Microsoft Office 365 & Access 2016 Comprehensive: K12 IAC MindTap Computing for (1 yr.)	Vermaat	2017	9 -- 12	9781337101677	
	Shelly Cashman Microsoft Office 365 & Access 2016 Comprehensive:, Instructor Companion Site	Pratt/Last	2017	9 -- 12	9781305870642	
	Shelly Cashman Microsoft Office 365 & 2016 and Windows 10:, Cognero IAC	Cengage Learning	2017	9 -- 12	9781305881518	
<b>Publisher</b>	<b>Title of Material</b>	<b>Author</b>	<b>Copyright</b>	<b>Grade Level</b>	<b>ISBN</b>	<b>Recommendation</b>
<b>Cengage Learning, Inc.</b>	<b>Shelly Cashman Microsoft Office 365 &amp; PowerPoint 2016 Comprehensive:</b>	<b>Sebok</b>	<b>2017</b>	<b>9-12</b>	<b>9781305870819</b>	<b>Basic</b>
<p><b>Notes:</b>  <b>Strengths:</b> Progressive, step-by-step, each module includes exercises that increase the decision making of the student so they can apply what they have learned and explain the rationale behind their decisions. Presents alternative ways to accomplish the same task so students are aware and can choose what works for them. Use of graphics &amp; text together makes the instruction easy to follow. BTW and Q&amp;A sections help with troubleshooting. There is navigation within the module so you know where you are in the process. Break Points are suggested if an exercise cannot be completed in one sitting.  <b>Weaknesses:</b> Collaboration is discussed and students learn the steps to use but the exercises and labs are individual. Digital Citizenship is briefly covered. Does not reference specific standards in the lessons or assessments.  <b>Other:</b> Pay attention to green sunburst at the end of each activity for critical thinking. All activities are designed to be individual. To meet the standards as assessed make sure to cover the PA and OFF sections at the beginning. <b>This is proprietary to Microsoft only.</b></p>						
<p><b>Key Features:</b></p> <ul style="list-style-type: none"> <li>OFFERS UNIQUE EMPHASIS ON THE REASONING BEHIND EACH PROCESS. Students go well beyond simply following instructions to accomplish each task. They explore context for their complete projects as they learn the "why" behind each step in the process.</li> <li>ROADMAPS FOR EACH MODULE DETAIL PROGRESS. Helpful Roadmaps within each module visually show students where they are in the process of completing the module project.</li> <li>CONTENT EMPHASIZES CRITICAL THINKING SKILLS. Opportunities to refine critical thinking appear throughout the text within "Consider This" sections, thought-provoking questions, and problem-solving activities. Numerous end-of-module activities engage students in critical thinking and problem-solving skills as they learn to create their own solutions.</li> <li>ENCOURAGES PERSONALIZATION. This edition asks students to incorporate personal detail in their solutions for every module project and assignment to ensure that each student's solution will be unique.</li> </ul> <p><b>New Features for this edition:</b>  NEW POWERPOINT® MODULE HIGHLIGHTS THE MOST IMPORTANT FEATURES IN THE LATEST VERSION. Your students work with new projects and exercises that emphasize the topics that are most relevant in their lives. This edition expands explanation of usage of inserting and formatting shapes.</p>						
	Shelly Cashman Microsoft Office 365 & PowerPoint 2016 Comprehensive, K12 IAC MindTap Computing for (1 yr.)	Vermaat	2017	9-12	9781337105217	

**CONSENT  
AUGUST 10, 2017**

	Shelly Cashman Microsoft Office 365 & PowerPoint 2016 Comprehensive: Instructor Companion Site	Sebok	2017	9-12	9781305870826	
	Shelly Cashman Microsoft Office 365 & 2016 and Windows 10: Cognero IAC	Cengage Learning	2017	9-12	9781305881518	
<b>Publisher</b>	<b>Title of Material</b>	<b>Author</b>	<b>Copyright</b>	<b>Grade Level</b>	<b>ISBN</b>	<b>Recommendation</b>
<b>Cengage Learning, Inc.</b>	<b>Shelly Cashman Microsoft Office 365 &amp; Word 2016 Comprehensive:</b>	<b>Vermaat</b>	<b>2017</b>	<b>9-12</b>	<b>9781305871014</b>	<b>Comprehensive</b>
<p><b>Notes:</b>  <b>Strengths:</b> The online teacher materials include test backs, rubrics, PowerPoint, instructor manual, SAM training and SAM tests. To perform a variety of assessments the teachers have access to the SAM tests, assessments from test book, or MOS Specialists Skills preparation that is specific to each module. Another strength is that this book teaches MS Word from a beginning point, assuming NO experience by the student. It then scaffolds through the learned skills to higher-level tasks and higher-level thinking. The student leaves this textbook with advanced MS Word skills. After completing this text book students have the knowledge to pass the MOS Word certification test. Another strength of this book is it is "project-based." Students learn by doing.  <b>Weaknesses:</b> Publisher states that troubleshooting includes editing errors in Word documents – this is troubleshooting a document for editing purposes, NOT troubleshooting the software - Never really gives a troubleshooting scenarios – The book seems to assume that with knowledge comes the ability to go through each step to fix any issues.</p>						
<p><b>Key Features:</b></p> <ul style="list-style-type: none"> <li>• OFFERS UNIQUE EMPHASIS ON THE REASONING BEHIND EACH PROCESS. Students go well beyond simply following instructions to accomplish each task. They explore context for their complete projects as they learn the "why" behind each step in the process.</li> <li>• ROADMAPS FOR EACH MODULE DETAIL PROGRESS. Helpful Roadmaps within each module visually show students where they are in the process of completing the module project.</li> <li>• CONTENT EMPHASIZES CRITICAL THINKING SKILLS. Opportunities to refine critical thinking appear throughout the text within "Consider This" sections, thought-provoking questions, and problem-solving activities. Numerous end-of-module activities engage students in critical thinking and problem-solving skills as they learn to create their own solutions.</li> <li>• ENCOURAGES PERSONALIZATION. This edition asks students to incorporate personal detail in their solutions for every module project and assignment to ensure that each student's solution will be unique.</li> </ul> <p><b>New Features for this edition:</b>  NEW WORD MODULE INTRODUCES THE LATEST STRENGTHS OF WORD 2016. This edition provides new hands-on module projects and effective introductions to the important features new to Word 2016, including Smart Lookup button and Insights task pane.</p>						
	Shelly Cashman Microsoft Office 365 & Word 2016 Comprehensive: K12 IAC MindTap Computing for (1 yr.)	Vermaat	2017	9-12	9781337101691	

**CONSENT  
AUGUST 10, 2017**

	Shelly Cashman Microsoft Office 365 & Word 2016 Comprehensive:, Instructor Companion Site	Vermaat	2017	9-12	9781305871021	
	Shelly Cashman Microsoft Office 365 & 2016 and Windows 10:, Cognero IAC	Cengage Learning	2017	9-12	9781305881518	
<b>Publisher</b>	<b>Title of Material</b>	<b>Author</b>	<b>Copyright</b>	<b>Grade Level</b>	<b>ISBN</b>	<b>Recommendation</b>
<b>Cengage Learning, Inc.</b>	<b>New Perspectives Microsoft Office 365 &amp; Office 2016 Intermediate:</b>	<b>Carey/DesJ ardins/Shaff er/Shellman/ Vodnik</b>	<b>2017</b>	<b>9-12</b>	<b>9781305879195</b>	<b>Basic</b>
<p><b>Notes:</b>  <b>Strengths:</b> One strength is that the book covers 4 different MS Office applications; Excel, Word, PowerPoint, and Access. The students should already have a basic understanding of all the applications before using this book. The case studies and problems used were relevant, current like the world population, and bullying. The students also used technology trends that were current like importing videos into documents. Another strength this text book uses is the illustrations as examples for the students to follow or to provide definitions or further explanations  <b>Weaknesses:</b> Standard 4.1.1: The book does not address the ethical and legal responsibilities of plagiarism. This is a wide spread problem in the junior high and senior high-grade levels and should be addressed several times throughout a technology course. Cross-referenced publisher pages shown and they do not cover the standard. Another area of weakness is the lack of cross-referencing between the Office programs. There were a few instances of this, but as intermediate level, this should be more prevalent.  <b>Other:</b> Because standard 4.1.1 was scored as a 0 the book is recommended as a BASIC and would need supplemental material to cover this standard.</p>						
<p><b>Key Features:</b></p> <ul style="list-style-type: none"> <li>• Develop the Microsoft® Office 2016 advanced skills you need to be successful in college and beyond with the emphasis on critical-thinking, problem-solving, and in-depth coverage found in NEW PERSPECTIVES</li> <li>• This dynamic resource delivers in-depth coverage and emphasizes learning outcomes, transference of skills, critical-thinking, and problem-solving.</li> <li>• Updated with all-new case scenarios, this edition clearly applies the higher-level skills you are learning to real-world situations to make concepts even more relevant.</li> <li>• New Productivity Apps provide a visual introduction to Microsoft® OneNote, Sway, Office Mix and Edge with fun, hands-on activities.</li> <li>• Companion Sways provide videos and step-by-step instructions to help you learn to use each app.</li> </ul> <p>NEW PERSPECTIVES demonstrates the importance of what you're learning while strengthening your abilities in Microsoft® Office 2016 and helping you transfer skills to other applications and disciplines for further success.</p>						
	New Perspectives Microsoft Office 365 & Office 2016 Intermediate: K12 IAC MindTap Computing for (1 yr.)	Shaffer/Care y/Parsons/Oj a	2017	9-12	9781337105132	
	New Perspectives Microsoft Office 365 & Office 2016 Intermediate:, Instructor Companion Site	Shaffer/Care y/Parsons/Oj a	2017	9-12	9781305881440	
	New Perspectives Microsoft Office 365 & 2016 with Windows 10:, IAC Cognero	Shaffer/Care y/Parsons/Oj a	2017	9-12	9781305879232	

**CONSENT  
AUGUST 10, 2017**

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN	Recommendation	
Cengage Learning, Inc.	<b>New Perspectives Microsoft Office 365 &amp; Access 2016 Comprehensive:</b>	<b>Shellman/ Vodnik</b>	<b>2017</b>	<b>9-12</b>	<b>9781305880139</b>	<b>Component</b>	
	<p><b>Notes:</b>  <b>Strengths:</b> One strength was that the end-of-module exercises included a Troubleshooting section that requires students to use and apply their critical thinking skills. Another strength is that book starts with the assumption of no database knowledge and through the 12<sup>th</sup> module, students have learned very basic to advanced skills. By the end of the book the student will have the knowledge to pass the MOS Access Certification test.  <b>Weaknesses:</b> Part of learning a database would be to create one. EVERY Access Module throughout this book uses an already created database, the students never create their own. Another weakness is ICT 3.1.1 – Scored as PARTIALLY EVIDENT because of critical thinking pieces are evident, but there are no research component to fully satisfy this standard. Another weakness was the lack of illustrations as examples for what students should be looking at, what the database should look like, what the finally product should look like, etc. This is a negative as Access is a more complicated software and if the student starts off wrong it doesn't get easily corrected. Access did not meet the following standards: 2.1.2, 3.1.2, 4.1.2, and the Literacy Connection "Students will collaborate effectively for a variety of purposes while also building independent literacy skills." There is not any collaborative exercises through the book. The standards that were not addressed could be covered by using supplemental material.  <b>Other:</b> Scored 74.48% and had four zeros. This is a component textbook and would require supplemental materials in order meet standards that were not addressed previously.</p>						
	<p><b>Key Features:</b></p> <ul style="list-style-type: none"> <li>• Develop the Microsoft® Office 2016 advanced skills you need to be successful in college and beyond with the emphasis on critical-thinking, problem-solving, and in-depth coverage found in NEW PERSPECTIVES</li> <li>• This dynamic resource delivers in-depth coverage and emphasizes learning outcomes, transference of skills, critical-thinking, and problem-solving.</li> <li>• Updated with all-new case scenarios, this edition clearly applies the higher-level skills you are learning to real-world situations to make concepts even more relevant.</li> <li>• New Productivity Apps provide a visual introduction to Microsoft® OneNote, Sway, Office Mix and Edge with fun, hands-on activities.</li> <li>• Companion Sways provide videos and step-by-step instructions to help you learn to use each app.</li> </ul> <p>NEW PERSPECTIVES demonstrates the importance of what you're learning while strengthening your abilities in Microsoft® Office 2016 and helping you transfer skills to other applications and disciplines for further success.</p>						
	New Perspectives Microsoft Office 365 & Access 2016 Comprehensive: K12 IAC MindTap Computing for (1 yr.)	Shaffer/Carey/Parsons/Oja	2017	9-12	9781337105194		
New Perspectives Microsoft Office 365 & Access 2016 Comprehensive:, Instructor Companion Site	Shaffer/Carey/Parsons/Oja	2017	9-12	9781305880306			
New Perspectives Microsoft Office 365 & 2016 with Windows 10., IAC Cognero	Shaffer/Carey/Parsons/Oja	2017	9-12	9781305879232			

**CONSENT  
AUGUST 10, 2017**

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN	Recommendation	
Cengage Learning, Inc.	<b>New Perspectives Microsoft Office 365 &amp; Excel 2016 Comprehensive:</b>	<b>Carey/ Des Jardins</b>	<b>2017</b>	<b>9-12</b>	<b>9781305880405</b>	<b>Basic</b>	
	<b>Notes:</b> <b>Strengths:</b> Good textbook for learning Excel beginning and intermediate skills. Good step-by-step instructions for students. Covers fundamental components and dives into the more advanced features of the program including Macros and Data Query's for analyzing data. The projects are varied and demonstrate how the program is applicable in multiple business settings. <b>Weaknesses:</b> Book is geared for upper grades. Paragraph texts may be difficult for younger students to understand. Teachers will need to create their own rubrics for grading. Teachers will need to create opportunities for collaboration, oral presentations and original work. The text does not meet standard criteria for evaluating and selecting a variety of resources to solve an information problem or make an informed decision. <b>Other:</b> This textbook is great for classroom use to teach Excel. It would not cover the complete Computer Applications course as taught in Idaho.						
	<b>Key Features:</b> <ul style="list-style-type: none"> <li>• Develop the Microsoft® Office 2016 advanced skills you need to be successful in college and beyond with the emphasis on critical-thinking, problem-solving, and in-depth coverage found in NEW PERSPECTIVES</li> <li>• This dynamic resource delivers in-depth coverage and emphasizes learning outcomes, transference of skills, critical-thinking, and problem-solving.</li> <li>• Updated with all-new case scenarios, this edition clearly applies the higher-level skills you are learning to real-world situations to make concepts even more relevant.</li> <li>• New Productivity Apps provide a visual introduction to Microsoft® OneNote, Sway, Office Mix and Edge with fun, hands-on activities.</li> <li>• Companion Sways provide videos and step-by-step instructions to help you learn to use each app.</li> </ul> NEW PERSPECTIVES demonstrates the importance of what you're learning while strengthening your abilities in Microsoft® Office 2016 and helping you transfer skills to other applications and disciplines for further success.						
	New Perspectives Microsoft Office 365 & Excel 2016 Comprehensive: K12 IAC MindTap Computing for (1 yr.)	Shaffer Ann	2017	9-12	9781337105156		
	New Perspectives Microsoft Office 365 & Excel 2016 Comprehensive; Instructor Companion Site	Parsons/Oja/ Carey/DesJardins	2017	9-12	9781305880443		
New Perspectives Microsoft Office 365 & 2016 with Windows 10; IAC Cognero	Shaffer/Carey/Parsons/Oja	2017	9-12	9781305879232			
Publisher	Title of Material	Author	Copyright	Grade Level	ISBN	Recommendation	
Cengage Learning, Inc.	<b>New Perspectives Microsoft Office 365 &amp; Word 2016 Comprehensive:</b>	<b>Shaffer/ Carey</b>	<b>2017</b>	<b>9-12</b>	<b>9781305880979</b>	<b>Basic</b>	
	<b>Notes:</b> <b>Strengths:</b> This is a great textbook for Microsoft Word. There is so much great content and exercises for students to better their skill level and understanding of the program. Covers fundamental components and dives into the more advanced features of the program including mail merge and creating forms. The projects are varied and demonstrate how the program is applicable in a multitude <b>Weaknesses:</b> Book is geared for upper grades. Paragraph text may be difficult for younger students to understand. Teachers will need to create their own rubrics for grading and create opportunities for more collaboration, oral presentations, and original						



**CONSENT  
AUGUST 10, 2017**

	<p>work. The book does not meet standard criteria for including research for problem-solving.  <b>Other:</b> This textbook is great for classroom use to teach Word. It would not cover the complete Computer Applications course as taught in Idaho.</p>					
	<p><b>Key Features:</b></p> <ul style="list-style-type: none"> <li>• Develop the Microsoft® Office 2016 advanced skills you need to be successful in college and beyond with the emphasis on critical-thinking, problem-solving, and in-depth coverage found in NEW PERSPECTIVES</li> <li>• This dynamic resource delivers in-depth coverage and emphasizes learning outcomes, transference of skills, critical-thinking, and problem-solving.</li> <li>• Updated with all-new case scenarios, this edition clearly applies the higher-level skills you are learning to real-world situations to make concepts even more relevant.</li> <li>• New Productivity Apps provide a visual introduction to Microsoft® OneNote, Sway, Office Mix and Edge with fun, hands-on activities.</li> <li>• Companion Sways provide videos and step-by-step instructions to help you learn to use each app.</li> </ul> <p>NEW PERSPECTIVES demonstrates the importance of what you're learning while strengthening your abilities in Microsoft® Office 2016 and helping you transfer skills to other applications and disciplines for further success.</p>					
	<p>New Perspectives Microsoft Office 365 &amp; Word 2016 Comprehensive: K12 IAC MindTap Computing for (1 yr.)</p>	<p>Shaffer/Care y/Parsons/Oj a</p>	<p>2017</p>	<p>9-12</p>	<p>9781337105170</p>	
	<p>New Perspectives Microsoft Office 365 &amp; Word 2016 Comprehensive:, Instructor Companion Site</p>	<p>Shaffer/Care y</p>	<p>2017</p>	<p>9-12</p>	<p>9781305880986</p>	
	<p>New Perspectives Microsoft Office 365 &amp; 2016 with Windows 10., IAC Cognero</p>	<p>Shaffer/Care y/Parsons/Oj a</p>	<p>2017</p>	<p>9-12</p>	<p>9781305879232</p>	
<p><b>Publisher</b></p>	<p><b>Title of Material</b></p>	<p><b>Author</b></p>	<p><b>Copyright</b></p>	<p><b>Grade Level</b></p>	<p><b>ISBN</b></p>	<p><b>Recommendation</b></p>
<p><b>Cengage Learning, Inc.</b></p>	<p><b>New Perspectives Microsoft Office 365 &amp; PowerPoint 2016 Comprehensive:</b></p>	<p><b>Shaffer</b></p>	<p><b>2017</b></p>	<p><b>9-12</b></p>	<p><b>9781305881235</b></p>	<p><b>Component</b></p>
	<p><b>Notes:</b>  <b>Strengths:</b> Materials meet all core standards; materials are student-centered; ancillary resources available; instructional materials planning, delivery and assessment, students follow progression, new technologies and software introduced. Materials are non-biased and represent a variety of cultural and industrial scenarios. Materials meet or exceed industry standards. Publisher provides accommodations where necessary.  <b>Weaknesses:</b> This is a comprehensive book for Microsoft Office 365 &amp; PowerPoint 2016. Items partially covered in this text are covered in either prior or subsequent course text/resources.  <b>Other:</b> The text and on line materials provide scaffolding to provide students a general overview of Microsoft Office 365 and then focusing on Microsoft PowerPoint 2016. Activities include consistent in-chapter practice, with end-of-chapter case studies and scenarios. Students identify goals and requirements for the task, research and analyze the elements needed to solve the task at hand, and create and deliver presentations. The Review and Practice assignments are designed for independent and group presentations. Challenge Case Problems extend activities to integrate video, webcam, digital cameras, and other software. This book is intended to be a component in a more comprehensive course.</p>					
	<p><b>Key Features:</b></p> <ul style="list-style-type: none"> <li>• Develop the Microsoft® Office 2016 advanced skills you need to be successful in college and beyond with the emphasis on critical-thinking, problem-solving, and in-depth coverage found in NEW PERSPECTIVES</li> <li>• This dynamic resource delivers in-depth coverage and emphasizes learning outcomes, transference of skills, critical-thinking, and problem-solving.</li> </ul>					

**CONSENT  
AUGUST 10, 2017**

	<ul style="list-style-type: none"> <li>Updated with all-new case scenarios, this edition clearly applies the higher-level skills you are learning to real-world situations to make concepts even more relevant.</li> <li>New Productivity Apps provide a visual introduction to Microsoft® OneNote, Sway, Office Mix and Edge with fun, hands-on activities.</li> <li>Companion Sways provide videos and step-by-step instructions to help you learn to use each app.</li> </ul> <p>NEW PERSPECTIVES demonstrates the importance of what you're learning while strengthening your abilities in Microsoft® Office 2016 and helping you transfer skills to other applications and disciplines for further success.</p>					
	New Perspectives Microsoft Office 365 & PowerPoint 2016 Comprehensive: K12 IAC MindTap Computing for (1 yr.)	Shaffer/Care y/Parsons/Oj a	2017	9-12	9781337105118	
	New Perspectives Microsoft Office 365 & PowerPoint 2016 Comprehensive: Instructor Companion Site	Pinard	2017	9-12	9781305880849	
	New Perspectives Microsoft Office 365 & 2016 with Windows 10: IAC Cognero	Shaffer/Care y/Parsons/Oj a	2017	9-12	9781305879232	
Publisher	Title of Material	Author	Copyright	Grade Level	ISBN	Recommendation
<b>Cengage Learning, Inc.</b>	<b>Enhanced Discovering Computers, Essentials ©2017</b>	<b>Vermaat/Sebok/Freund/Campbell/Frydenberg</b>	<b>2017</b>	<b>9-12</b>	<b>9781305657465</b>	<b>Comprehensive</b>
<p><b>Notes:</b>  <b>Strengths:</b> This textbook covers all the Idaho Communication and Technology (ICT) standards for 9-12. Text is very easy to read, follow, and is sequential. Good features include end of chapter exercises, collaboration projects, mini-features. End of chapter exercises and projects allow for all levels of learning.  <b>Weaknesses:</b> Textbook should include citation practice. Also include more hands-on video learning. The end of chapter exercises that incorporated social networking, don't take into account that most high schools blocked all social media websites.</p>						
<p><b>Key Features:</b></p> <ul style="list-style-type: none"> <li>BOOK'S STRUCTURE AND ORGANIZATION IMPROVES RETENTION AND UNDERSTANDING. The authors have used their teaching experience and technical expertise to present the information in a way that encourages students to retain the material. The book's unique approach promotes transference of knowledge.</li> <li>CHAPTERS ARE STRUCTURED TO HIGHLIGHT TOPICS MOST IMPORTANT FOR SUCCESS. All material is formatted to enhance the reader's learning experience and highlight key information students need to know at home, at school, and at work.</li> <li>END-OF-CHAPTER ASSIGNMENTS PROVIDE CRITICAL HANDS-ON PRACTICE. The authors have carefully designed all assignments to help students refine the skills that are most important for their success in your course and in their future coursework and employment.</li> <li>UNIFYING THEMES CONNECT FEATURE BOXES AND MARGIN NOTES. Interesting in-chapter feature boxes and content reinforces each chapter's theme and effectively directs readers' attention to practical applications.</li> <li>ROBUST LEARNING FEATURES REFINE CRITICAL THINKING SKILLS. Consider This boxes, Ethics and Issues boxes, and questions posed throughout the book challenge students to critically evaluate and determine solutions for contemporary technology dilemmas.</li> </ul> <p>LATEST TECHNOLOGY DEVELOPMENTS KEEP YOUR COURSE AS CURRENT AS POSSIBLE. Internet Research elements, Technology @Work boxes, Technology Innovators, and Facebook posts/Twitter tweets help you present the most up to date information and technology developments to your students.</p>						

**CONSENT  
AUGUST 10, 2017**

	Enhanced Discovering Computers, Essentials ©2017, MindTap 1 year instant access code	Vermaat/Sebok/Freund/Campbell/Frydenberg	2017	9-12	9781305946910	
	Enhanced Discovering Computers, ©2017, Instructor's Website	Vermaat/Sebok/Freund/Campbell/Frydenberg	2017	9-12	9781305670334	
	Enhanced Discovering Computers, Essentials ©2017, Cengage Learning Testing, powered by Cognero Instant Access	Vermaat/Sebok/Freund/Campbell/Frydenberg	2017	9-12	9781305660991	
<b>Publisher</b>	<b>Title of Material</b>	<b>Author</b>	<b>Copyright</b>	<b>Grade Level</b>	<b>ISBN</b>	<b>Recommendation</b>
<b>Cengage Learning, Inc.</b>	<b>Understanding Computers: Today and Tomorrow, Comprehensive 16th Edition</b>	<b>Morley/Parker</b>	<b>2017</b>	<b>9-12</b>	<b>9781305656314</b>	<b>Comprehensive</b>
<p><b>Notes:</b>  <b>Strengths:</b> The text covers a broad range of computer topics in the hardware, network and overall technology areas. Included are illustrations that are clear and in-depth allowing a serious student to develop knowledge to prepare them for a career in computer technology.  <b>Weaknesses:</b> This text is best suited as a Freshman course for post-secondary students desirous of a college degree/career in computer science or information systems as an example.</p>						
<p><b>Key Features:</b></p> <ul style="list-style-type: none"> <li>• INTERVIEWS WITH INDUSTRY EXPERTS OFFER FIRST-HAND INSIGHTS ON THE DIRECTION OF TECHNOLOGY TODAY. These interviews provide students with current and accurate insight into today's new technologies and trends.</li> <li>• EMPHASIS ON SOCIETAL ISSUES ADDRESSES THE PRACTICAL IMPACT OF TECHNOLOGY ON COMMUNITIES AND CULTURE. This emphasis throughout the book addresses thought-provoking topics, such as ethics, intellectual property rights, security, and privacy. Students stay well informed on topics that are relevant to their lives today and in the future.</li> </ul> <p>MODULAR ORGANIZATION PROVIDES FLEXIBILITY IN PRESENTATION WITH EMPHASIS ON HOW TOPICS RELATE. While the book is organized into a reader-friendly module, each section clearly highlights how the topic relates to and impacts other technology topics and chapters.</p>						
	Understanding Computers: Today and Tomorrow, Comprehensive 16th Edition, MindTap 1 year instant access code	Morley/Parker	2017	9-12	9781337099318	
	Understanding Computers: Today and Tomorrow, Comprehensive 16th Edition, Instructor's Website	Morley/Parker	2017	9-12	9781305656888	
	Understanding Computers: Today and Tomorrow, Comprehensive 16th Edition, Cengage Learning Testing, powered by Cognero Instant Access	Morley/Parker	2017	9-12	9781305657021	

**CONSENT  
AUGUST 10, 2017**

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN	Recommendation
Cengage Learning, Inc.	<b>IC3 Certification Guide Using Microsoft Windows 7 &amp; Microsoft Office 2013, 1st edition</b>	<b>CCI Learning</b>	<b>2017</b>	<b>9-12</b>	<b>9781337287975</b>	<b>Comprehensive</b>
	<p><b>Notes:</b>  <b>Strengths:</b> This textbook is very complete and appears to cover all of the materials necessary for a student to be successful becoming IC3 certified. Illustrations include full size screen shots making it easy to follow the text. The book includes end of lesson question and materials that allow students to check their progress along the way. The text includes a section on ethics and the current use of technology fulfilling the Idaho requirements for those items all included in the text.  <b>Weaknesses:</b> The state of Idaho is funding and putting forward Microsoft Office Specialist (MOS) testing/certification for students at their own school. The purchase of these books would not benefit students in passing of the MOS certification to the extent that would be gained by purchasing Microsoft Office specific text books.                      This text book uses Microsoft Windows 7 and Microsoft Office 2013. Some school have already upgraded to Microsoft Windows 10, as has my school, and others have plans to do so. Starting with school year 2017 -2018, Business Professionals of America (BPA) will be updating to Microsoft Office 2016. These changes will outdate some of the materials in the book. Although these changes should not render this book totally useless, it may be prudent to wait and purchase the Win 10/Office 2016 edition.</p>					
	<p><b>Key Features:</b></p> <ul style="list-style-type: none"> <li>• CONTENT IS APPROVED FOR THE IC3 CERTIFICATION. Approved by Certiport, this book equips students with an understanding of the basic requirements for all three IC3 Internet and Computing Core Certification exams: Computing Fundamentals, Key Applications, and Living Online</li> <li>• IC3 COURSEWARE MAPPING CORRESPONDS WITH KEY AREAS OF THE IC3 CERTIFICATION EXAMS. You and your students can immediately locate specific areas of study in preparation for mastering each area of IC3 certification.</li> <li>• HANDS-ON EXERCISES LET STUDENTS PRACTICE TOPICS AND FEATURES. Students gain a practical understanding of the skills they are learning as they apply concepts in the book's helpful hands-on labs.</li> </ul> <p>LESSON OBJECTIVES AND LESSON REVIEW QUESTIONS GUIDE EXAM PRACTICE. The book's thoughtfully developing learning features, from lesson objective checklists to a comprehensive glossary of terms and seamless review, help guide your students through the skills they need for the IC3 exams and a fundamental knowledge of computers, applications and use of the Internet today.</p>					
	IC3 Certification Guide Using Microsoft Windows 7 & Microsoft Office 2013, 1st edition, Instructor's Website	CCI Learning	2017	9-12	9781337289535	
Publisher	Title of Material	Author	Copyright	Grade Level	ISBN	Recommendation
Cengage Learning, Inc.	<b>Century 21 Computer Skills and Applications 10e Lessons 1-90</b>	<b>Hoggatt/Shank/Smith</b>	<b>2015</b>	<b>9-12</b>	<b>9781111571757</b>	<b>Comprehensive</b>
	<p><b>Notes:</b>  <b>Strengths:</b> This text book covers office type software without brand names allowing its use with brand name software such as Microsoft and Corel for example, as well as its use with open source software such as Apache OpenOffice, LibreOffice and SoftMaker Office for example. This is a 'generic' computer text book that will benefit school and students that use office suites other than Microsoft Office. The book is written at a level, including its vocabulary that can be used for a beginning class of grades 9 - 12. This book would work well for students taking the Internet and Computing Core (IC3) Certification that is general in nature.  <b>Weaknesses:</b> No Troubleshooting methodology with the text The text does not include Unit testing or course final exams. The text has the look of an old book. The</p>					

**CONSENT  
AUGUST 10, 2017**

	<p>information is updated and current however look could fit a book published in the 1970's. The state of Idaho is funding and putting forward Microsoft Office Specialist (MOS) testing/certification for students at their own school. The purchase of these books would not benefit students in passing of the MOS certification to the extent that would be gained by purchasing Microsoft Office specific text books. The book does not have sufficient illustration screenshots to assist students in finding the correct menu or button locations as it is a generic word processor, for example and not a specific brand of a word processor.</p>					
	<p><b>Key Features:</b></p> <ul style="list-style-type: none"> <li>• Skill-Builder Activity pages reinforce the most important skills for keyboarding success.</li> <li>• Communication Emphasis: Increased emphasis on communication enables students to refine this critical business skill.</li> <li>• Pre- and Post-Assessment Tools: Stronger pre- and post-assessment tools allow accurate monitoring of student progress.</li> <li>• Coverage of the Latest Keyboarding Technology: Proven typing instruction now combines with speech recognition, Internet, e-mail, database, electronic presentations, spreadsheets, and advanced word processing, preparing students to excel in today's business environment.</li> </ul> <p>Document Format Guides offer ongoing reference tools for use well beyond the course.</p>					
	<p>Century 21 Computer Skills and Applications 10e Lessons 1-90; Online Keyboarding in SAM</p>	<p>Hoggatt/Shank/Smith</p>	<p>2017</p>	<p>9-12</p>	<p>9781337555838</p>	
	<p>Century 21 Computer Skills and Applications 10e Lessons 1-90, Instructor's Resource CD</p>	<p>Hoggatt/Shank/Smith</p>	<p>2015</p>	<p>9-12</p>	<p>9781111987138</p>	
	<p>Century 21 Computer Skills and Applications 10e Lessons 1-90, Cengage Learning Testing, powered by Cognero Instant Access</p>	<p>Hoggatt/Shank/Smith</p>	<p>2015</p>	<p>9-12</p>	<p>9781305265073</p>	
<p><b>Publisher</b></p>	<p><b>Title of Material</b></p>	<p><b>Author</b></p>	<p><b>Copyright</b></p>	<p><b>Grade Level</b></p>	<p><b>ISBN</b></p>	<p><b>Recommendation</b></p>
<p><b>Cengage Learning, Inc.</b></p>	<p><b>Fundamentals of Information Systems</b></p>	<p><b>Stair/Reynolds</b></p>	<p><b>2018</b></p>	<p><b>9-12</b></p>	<p><b>9781337097536</b></p>	<p><b>Comprehensive</b></p>
	<p><b>Notes:</b></p> <p><b>Strengths:</b> This textbook is well written, complete and concise for use with students in an advanced class learning computers for use in the work place/ business. The illustrations are clear and cover most topics throughout the book. At the end of each chapter are a self-assessment, vocabulary list, activities and exercises providing a rigorous and rich educational experience.</p> <p><b>Weaknesses:</b> This text is written at a challenging level for them, with the lessons being best for advanced students or highly engaged students with a true desire to learn all about computer use and information systems.</p>					
	<p><b>Key Features:</b></p> <ul style="list-style-type: none"> <li>• CASE STUDIES EXPLORE PRACTICAL SOLUTIONS FOR DILEMMAS IN REAL-WORLD ORGANIZATIONS. Providing a wealth of practical information for students, unique end-of-chapter cases follow a real company or organization that faces a problem or concept discussed in the chapter. You can assign these cases for homework or use them to prompt lively class discussion.</li> <li>• DETAILED COVERAGE PREPARES STUDENTS TO WORK WITH THE NEWEST DELIVERY MODELS IN INFORMATION SYSTEMS. You will find solid, timely coverage of strategic planning, project management, the waterfall model, Agile development, and the purchase software package processes. This coverage helps equip your students to take a major role in their organization's software development and acquisition projects. Students are also introduced to several robust change models that they can use to increase the probability of success when introducing new information systems and processes.</li> <li>• UP-TO-DATE COVERAGE OF ORGANIZATIONAL STRUCTURES AND VIRTUAL TEAMS HIGHLIGHTS RECENT DEVELOPMENTS. This edition includes current research on virtual teams and work structures, coverage of</li> </ul>					


**CONSENT  
AUGUST 10, 2017**

	<p>the most popular social networking sites based on the number of unique visits per month, and insights on how companies use virtual organizational structures to manage mobile workers.</p> <ul style="list-style-type: none"> <li>• <b>STUDENT-FRIENDLY, INVITING LEARNING FEATURES CAPTIVATE AND INFORM STUDENTS.</b> Engaging critical-thinking exercises, memorable business examples, and intriguing cases throughout this brief edition actively involve your students in learning.</li> <li>• <b>MINDTAP® ONLINE COURSE MANAGEMENT ALLOWS YOU TO MEASURE SKILLS AND OUTCOMES WITH EASE.</b> Personalized teaching becomes yours through a highly customizable Learning Path built with key student objectives and the ability to control and add to what your students see. Analytics and reports provide a snapshot of class progress, time in course, engagement, and completion rates.</li> <li>• <b>APLIA'S™ ONLINE LEARNING SOLUTION ENGAGES, PREPARES, AND EDUCATES YOUR STUDENTS.</b> Aplia's™ original assessments ensure that your students grasp the skills and concepts presented in your course. With today's leading homework and management solution, your students stay on top of their coursework with regularly scheduled homework assignments and automatic grading with detailed, immediate feedback. Aplia™ can work independently or in conjunction with other course management systems.</li> </ul> <p><b>INFORMATION SYSTEM PRINCIPLES AND LEARNING OBJECTIVES CLEARLY GUIDE STUDENT LEARNING.</b> Each chapter in this streamlined edition begins with a set of information system principles that provide specific direction and guidance in decision making. One or more learning objectives are identified for each principle to help lead the learning process.</p> <ul style="list-style-type: none"> <li>• <b>REAL, MEMORABLE EXAMPLES FEATURE FAMILIAR ORGANIZATIONS.</b> Each chapter in this brief fundamentals text offers at least two dozen new examples of today's real businesses and non-profit organizations applying the principles and concepts presented in the text. These real-world examples work with this edition's cutting-edge coverage to equip students with both the IS and business skills they need for success as workers, managers, decision makers, and organizational leaders.</li> <li>• <b>SUMMARIES LINK TO AND REINFORCE KEY PRINCIPLES.</b> Each chapter concludes with a detailed summary. To ensure comprehension, each section of the summary is updated and directly connected to a specific critical information system principle.</li> <li>• <b>END-OF-CHAPTER QUESTIONS AND EXERCISES OFFER RICH VARIETY OF ACTIVITIES.</b> An extensive and robust set of practice opportunities at the end of each chapter in this brief edition include a Self-Assessment Test, Review Questions, Discussion Questions, Problem-Solving Exercises, Team Activities, Web Exercises, and Career Exercises.</li> </ul>					
	Fundamentals of Information Systems, MindTap 1s instant access code	Stair/Reyno lds	2018	9-12	9781337099066	
	Fundamentals of Information Systems, Instructor Companion Site	Stair/Reyno lds	2018	9-12	9781337099011	
	Fundamentals of Information Systems, Cengage Testing, powered by Cognero instant Access	Stair/Reyno lds	2018	9-12	9781337099035	
<b>Publisher</b>	<b>Title of Material</b>	<b>Author</b>	<b>Copyright</b>	<b>Grade Level</b>	<b>ISBN</b>	<b>Recommendation</b>
<b>Goodheart-Wilcox Publisher</b>	<b><i>Principles of Information Technology Printed Student Text</i></b>	<b>Austin, Bergkvist</b>	<b>2017</b>	<b>9-12</b>	<b>978-1-63126-464-1</b>	<b>Basic</b>
<p><b>Notes:</b>  <b>Strengths:</b> Materials meet all core standards; materials are student-centered; ancillary resources available; instructional materials planning, delivery and assessment, students follow progression, new technologies and software introduced. Materials are non-biased and represent a variety of cultural and industrial scenarios. Materials meet or exceed industry standards. Publisher provides accommodations where necessary.  <b>Weaknesses:</b> 1) Some data representations might cause an alert for lack of reliability or validity. For example, Fig 17-2 (pg. 687) shows "percentages of people using the Internet" without identifying a time frame of when the data was collected. 2) References</p>						

**CONSENT  
AUGUST 10, 2017**

<p>made to 2020 will be obsolete in 1-2 years of classroom use. One instance (p. 686, 687) "It is estimated that by the year 2020, the number of Internet users...." and "It is expected that by 2020 the number of Internet-connected devices will be..." Other examples to references for the future (2020) are found on pg. 688.</p> <p><b>Other:</b> Ancillary corresponding resources available on the GW website.</p>				
<p><b>Key Features:</b>  <i>Principles of Information Technology</i> presents basic principles and concepts about information technology to help students become more valuable employees, better citizens, and knowledgeable consumers. Written specifically for high school students, this text affords an opportunity to build and refine knowledge and skills in the IT world. The student begins by learning about the basic ins and outs of information technology, progresses to applications that will likely be used in the workplace, and finishes by learning about the interconnectivity that runs in daily life. This text will help students prepare for taking the Certiport IC3 Digital Literacy Certification exams. IC3 Digital Literacy Certification is a well-respected and internationally recognized credential. For more information on IC3 certification, please visit Certiport at <a href="http://www.certiport.com">www.certiport.com</a>.</p>				
<i>Principles of Information Technology</i> Online Learning Suite, 6yr Classroom Subscription				978-1-63126-465-8
<i>Principles of Information Technology</i> Bundle - Text + Online Learning Suite, 6yr Classroom Subscription				978-1-63126-466-5
<i>Principles of Information Technology</i> Online Instructor Resources, 6yr Individual Subscription				978-1-63126-467-2

**2017 Curricular  
Materials  
Selection  
Committee  
Recommendations**



**K-12 Health &  
Wellness**



**CONSENT  
AUGUST 10, 2017**

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN	Recommendation	
Goodheart-Wilcox Publisher	<b>Essential Health Printed Student Text</b>	Sanderson, Zelman, Lynch, Munsell	2018	9-12	978-1-63563-042-8	Comprehensive	
	<b>Notes:</b> <b>Strengths:</b> This text meets the Idaho State Standards. <b>Weaknesses:</b> Differentiation of teaching and learning styles not recognizable. <b>Other:</b> Sexuality piece that includes birth control methods and sexual lifestyles are not in the Essential Health text.						
	<b>Key Features:</b> <b>Essential Health</b> is the most up-to-date, skills-based text available for high school health and wellness classes. With its engaging writing and numerous supporting activities, this text presents the study of health and wellness as a dynamic discussion, relevant to students' lives. In addition to standard topics (nutrition, fitness, hazardous substances, mental health), this title contains in-depth coverage of substance abuse in the context of changing laws, cyber-bullying, and other online safety issues, sleep, body image, e-cigarettes, and more. Content and skills are aligned to the National Health Education Standards.						
	Essential Health Online Learning Suite, 6yr Classroom Subscription				978-1-63563-049-7		
	Essential Health Bundle - Text + Online Learning Suite, 6yr Classroom Subscription				978-1-63563-050-3		
	Essential Health Online Instructor Resources, 6yr Individual Subscription				978-1-63563-051-0		
Publisher	Title of Material	Author	Copyright	Grade Level	ISBN	Recommendation	
Goodheart-Wilcox Publisher	<b>Comprehensive Health Printed Student Text</b>	Sanderson, Zelman, Lynch, Munsell	2018	9-12	978-1-63563-030-5	Comprehensive	
	<b>Notes:</b> <b>Strengths:</b> This text is a completely comprehensive health textbook. It meets the Idaho State Standards. It has technology components, on line teaching resources and it current with research. <b>Weaknesses:</b> Needed inclusion for special needs students or differentiation of teaching and learning styles. <b>Other:</b> This text contains two chapters about human sexuality. 1 <sup>st</sup> Chapter includes methods of birth control. The 2 <sup>nd</sup> chapter addresses human sexuality and addresses alternative life styles.						
	<b>Key Features:</b> <b>Comprehensive Health</b> is the most up-to-date, skills-based text available for high school health and wellness classes. With its engaging writing and numerous supporting activities, this text presents the study of health and wellness as a dynamic discussion, relevant to students' lives. In addition to standard topics (nutrition, fitness, hazardous substances, mental health), this title covers pregnancy prevention and sexuality, and is also aligned to the National Sexuality Education Standards. As with <i>Essential Health</i> , it contains the same in-depth coverage of substance abuse in the context of changing laws, cyber-bullying and other online safety issues, sleep, body image, e-cigarettes, and more. Content and skills are aligned to the National Health Education Standards.						
	Comprehensive Health Online Learning Suite, 6yr Classroom Subscription				978-1-63563-037-4		
	Comprehensive Health Bundle - Text + Online Learning Suite, 6yr Classroom Subscription	Sanderson, Zelman, Lynch, Munsell			978-1-63563-038-1		
	Comprehensive Health Online Instructor Resources, 6yr Individual Subscription				978-1-63563-039-8		

**CONSENT  
AUGUST 10, 2017**

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN	Recommendation	
McGraw-Hill School Education, LLC	Health & Wellness, Grade K, Print and Digital Student Bundle, 5-year subscription	Meeks	2014	K	9780079002921	Comprehensive	
	<b>Notes:</b> <b>Strengths:</b> Meets all of the health standards for Kindergarten. It provides a variety of activities to engage students, especially the activity corner section in the teacher edition. Diversity of pictures and colors. The fitness activities are engaging. The performance assessments are age appropriate. The unit and chapter planner scaffold the unit. <b>Weaknesses:</b> Transparencies need to be updated to digital format.						
	<b>Key Features:</b> The Health & Wellness program introduces key concepts and builds upon prior knowledge in all grades. Topics are introduced at age-appropriate depth that sequentially builds students' knowledge and skills. The Health & Wellness Big Books, Content Readers, and Student Editions were designed to provide extensive reading and vocabulary development. This support is included in direct instruction to students and within teacher materials.						
	HEALTH & WELLNESS STUDENT 1 YEAR SUBSCRIPTION BUNDLE GRADE K	Meeks	2014	K	9780076760251		
	HEALTH & WELLNESS GRADE K STUDENT EDITION	Meeks	2014	K	9780076714100		
	HEALTH & WELLNESS GRADE K ONLINE TEACHER EDITION 1 YEAR SUBSCRIPTION	McGraw-Hill	2014	K	9780076705238		
	HEALTH & WELLNESS GRADE K TEACHER EDITION	McGraw-Hill	2014	K	9780076675142		
Publisher	Title of Material	Author	Copyright	Grade Level	ISBN	Recommendation	
McGraw-Hill School Education, LLC	Health & Wellness, Grade 1, Print and Digital Student Bundle, 5-year subscription	Meeks		1	9780079002945	Comprehensive	
	<b>Notes:</b> <b>Strengths:</b> The text and pictures are well done, making it magazine-like for the learner. The pictures show children at first grade level. The cartoons and drawings are excellent for a first grade learner. All standards are met. The extra activities and activity corners had extensions and activities for varied learning levels. The health helpers section was a great addition for this level. <b>Weaknesses:</b> The text and content was often k or pre-k and needed extensions for accelerated learners. <b>Other:</b> Overall covered all content.						
	<b>Key Features:</b> The Health & Wellness program introduces key concepts and builds upon prior knowledge in all grades. Topics are introduced at age-appropriate depth that sequentially builds students' knowledge and skills. The Health & Wellness Big Books, Content Readers, and Student Editions were designed to provide extensive reading and vocabulary development. This support is included in direct instruction to students and within teacher materials.						
	HEALTH & WELLNESS STUDENT 1 YEAR SUBSCRIPTION BUNDLE GRADE 1	Meeks	2014	1	9780076760275		
	HEALTH & WELLNESS GRADE 1 STUDENT EDITION	Meeks	2014	1	9780076718849		
	HEALTH & WELLNESS GRADE 1 ONLINE TEACHER	McGraw-Hill	2014	1	9780076713042		

**CONSENT  
AUGUST 10, 2017**

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN	Recommendation
	EDITION 1 YEAR SUBSCRIPTION					
	HEALTH & WELLNESS GRADE 1 TEACHER EDITION	McGraw-Hill	2014	1	9780076683277	
<b>McGraw-Hill School Education, LLC</b>	<b>Health &amp; Wellness, Grade 2, Print and Digital Student Bundle, 5-year subscription</b>	<b>Meeks</b>	<b>2014</b>	<b>2</b>	<b>9780079003430</b>	<b>Comprehensive</b>
<p><b>Notes:</b>  <b>Strengths:</b> The layout of the chapters with pacing, resources, vocabulary, and standards. The activities within the Teacher Center i.e. Clipboard and Activity Centers. Strong cross-curricular connections in each chapter.  <b>Weaknesses:</b> Not all materials were supplied for review i.e. transparencies, posters, clipboard activities and CD's.</p> <p><b>Key Features:</b>  The Health &amp; Wellness program introduces key concepts and builds upon prior knowledge in all grades. Topics are introduced at age-appropriate depth that sequentially builds students' knowledge and skills. The Health &amp; Wellness Big Books, Content Readers, and Student Editions were designed to provide extensive reading and vocabulary development. This support is included in direct instruction to students and within teacher materials.</p>						
	HEALTH & WELLNESS STUDENT 1 YEAR SUBSCRIPTION BUNDLE GRADE 2	Meeks	2014	2	9780076760299	
	HEALTH & WELLNESS GRADE 2 STUDENT EDITION	Meeks	2014	2	9780076718979	
	HEALTH & WELLNESS GRADE 2 ONLINE TEACHER EDITION 1 YEAR SUBSCRIPTION	McGraw-Hill	2014	2	9780076713097	
	HEALTH & WELLNESS GRADE 2 TEACHER EDITION	McGraw-Hill	2014	2	9780076683390	
Publisher	Title of Material	Author	Copyright	Grade Level	ISBN	Recommendation
<b>McGraw-Hill School Education, LLC</b>	<b>Health &amp; Wellness, Grade 3, Print and Digital Student Bundle, 5-year subscription</b>	<b>Meeks</b>	<b>2014</b>	<b>3</b>	<b>9780079003447</b>	<b>Comprehensive</b>
<p><b>Notes:</b>  <b>Strengths:</b> The layout of the chapters with pacing, resources, life skills, other activities, review, assess, and standards. The activities within the Teacher Center i.e. Clipboard and Leveled Activities were a strong asset. Strong cross-curricular connections in each chapter provide links to other curriculum areas. Practicing real-life skills.  <b>Weaknesses:</b> Not all materials were supplied for review i.e. transparencies, posters, clipboard activities and CD's.</p> <p><b>Key Features:</b>  The Health &amp; Wellness program introduces key concepts and builds upon prior knowledge in all grades. Topics are introduced at age-appropriate depth that sequentially builds students' knowledge and skills. The Health &amp; Wellness Big Books, Content Readers, and Student Editions were designed to provide extensive reading and vocabulary development. This support is included in direct instruction to students and within teacher materials.</p>						
	HEALTH & WELLNESS	Meeks	2014	3	9780076760312	

**CONSENT  
AUGUST 10, 2017**

	STUDENT 1 YEAR SUBSCRIPTION BUNDLE GRADE 3						
	HEALTH & WELLNESS GRADE 3 STUDENT EDITION	Meeks	2014	3	9780076714483		
	HEALTH & WELLNESS GRADE 3 ONLINE TEACHER EDITION 1 YEAR SUBSCRIPTION	McGraw-Hill	2014	3	9780076751433		
	HEALTH & WELLNESS GRADE 3 TEACHER EDITION	McGraw-Hill	2014	3	9780076683420		
<b>Publisher</b>	<b>Title of Material</b>	<b>Author</b>	<b>Copyright</b>	<b>Grade Level</b>	<b>ISBN</b>	<b>Recommendation</b>	
McGraw-Hill School Education, LLC	<b>Health &amp; Wellness, Grade 4, Print and Digital Student Bundle, 5-year subscription</b>	<b>Meeks</b>	<b>2014</b>	<b>4</b>	<b>9780079003454</b>	<b>Comprehensive</b>	
	<b>Notes:</b>						
	<b>Strengths:</b>						
	<ul style="list-style-type: none"> <li>Text is written at grade level and covers all standards, goals and objectives.</li> <li>Offers a variety of individual and group activities to reinforce concepts.</li> <li>Leveled activities &amp; ELL activities to meet needs of all learners.</li> <li>Cross-curricular links are provided for other academic disciplines.</li> <li>Worksheets use a variety of learning styles to engage students.</li> </ul>						
	<b>Weaknesses:</b>						
	<ul style="list-style-type: none"> <li>It would be an advantage for the company if the reviewer received a hard copy of all accessible resources (transparencies, assessment book, clipboard activities...)</li> <li>Accessing chapter lessons may be easier if pages were numbered in a traditional fashion (1-200 and not A45, B45, C45....)</li> </ul>						
	<b>Key Features:</b>						
	The Health & Wellness program introduces key concepts and builds upon prior knowledge in all grades. Topics are introduced at age-appropriate depth that sequentially builds students' knowledge and skills. The Health & Wellness Big Books, Content Readers, and Student Editions were designed to provide extensive reading and vocabulary development. This support is included in direct instruction to students and within teacher materials.						
	HEALTH & WELLNESS STUDENT 1 YEAR SUBSCRIPTION BUNDLE GRADE 4	Meeks	2014	4	9780076760336		
	HEALTH & WELLNESS GRADE 4 STUDENT EDITION	Meeks	2014	4	9780076714537		
	HEALTH & WELLNESS GRADE 4 ONLINE TEACHER EDITION 1 YEAR SUBSCRIPTION	McGraw-Hill	2014	4	9780076729265		
	HEALTH & WELLNESS GRADE 4 TEACHER EDITION	McGraw-Hill	2014	4	9780076675845		
<b>Publisher</b>	<b>Title of Material</b>	<b>Author</b>	<b>Copyright</b>	<b>Grade Level</b>	<b>ISBN</b>	<b>Recommendation</b>	
McGraw-Hill School Education, LLC	<b>Health &amp; Wellness, Grade 5, Print and Digital Student</b>	<b>Meeks</b>	<b>2014</b>	<b>5</b>	<b>9780079003461</b>	<b>Comprehensive</b>	

**CONSENT  
AUGUST 10, 2017**

	<b>Bundle, 5-year subscription</b>					
	<p><b>Notes:</b></p> <p><b>Strengths:</b></p> <ul style="list-style-type: none"> <li>• Text is written at grade level and covers all standards, goals and objectives.</li> <li>• Offers a variety of individual and group activities to reinforce concepts.</li> <li>• Leveled activities &amp; ELL activities to meet needs of all learners.</li> <li>• Cross-curricular links are provided for other academic disciplines.</li> <li>• Worksheets use a variety of learning styles to engage students.</li> </ul> <p><b>Weaknesses:</b></p> <ul style="list-style-type: none"> <li>• It would be an advantage for the company if the reviewer received a hard copy of all accessible resources (transparencies, assessment book, clipboard activities...)</li> <li>• Accessing chapter lessons may be easier if pages were numbered in a traditional fashion (1-200 and not A45, B45, C45....)</li> </ul>					
	<p><b>Key Features:</b></p> <p>The Health &amp; Wellness program introduces key concepts and builds upon prior knowledge in all grades. Topics are introduced at age-appropriate depth that sequentially builds students' knowledge and skills. The Health &amp; Wellness Big Books, Content Readers, and Student Editions were designed to provide extensive reading and vocabulary development. This support is included in direct instruction to students and within teacher materials.</p>					
	HEALTH & WELLNESS GRADE 5 ONLINE TEACHER EDITION 1 YEAR SUBSCRIPTION	Meeks	2014	5	9780076760350	
	HEALTH & WELLNESS GRADE 5 STUDENT EDITION	Meeks	2014	5	9780076675043	
	HEALTH & WELLNESS GRADE 5 ONLINE TEACHER EDITION 1 YEAR SUBSCRIPTION	McGraw-Hill	2014	5	9780076713875	
	HEALTH & WELLNESS GRADE 5 TEACHER EDITION	McGraw-Hill	2014	5	9780076675975	
<b>Publisher</b>	<b>Title of Material</b>	<b>Author</b>	<b>Copyright</b>	<b>Grade Level</b>	<b>ISBN</b>	<b>Recommendation</b>
<b>McGraw-Hill School Education, LLC</b>	<b>Teen Health, eStudent edition (with HRS) 5 year subscription</b>	<b>McGraw-Hill</b>	<b>2014</b>	<b>6-8</b>	<b>9780076786886</b>	<b>Comprehensive</b>
	<p><b>Notes:</b></p> <p><b>Strengths:</b> The online resources for the teacher and the student enhances many aspects of the curriculum. The teacher resources includes online lesson plans and ways to adjust and add your own lesson plans. The teacher can assign and manage classes and assignments. There are assessment resources, a project center and a fitness zone for the teacher. The online resources for students include online text, videos, ways to collaborate with peers, resources, project center and fitness zone. There are a variety of learning styles represented in most lessons and the content is relevant and up-to-date. The book breaks down each lesson into 6<sup>th</sup>, 7<sup>th</sup> and 8<sup>th</sup> grade so that the same book could potentially be used for 3 years. All of the glossary is in both English and Spanish. The rich text and photos made the text appealing.</p> <p><b>Weaknesses:</b> The online piece is needed to creating the diversity of learning styles. Districts without online access for all students may not be able to implement the fullness of the curriculum. Some training on the online resources may be needed. More information needed on community assistance and where to seek help. More information on internet safety.</p>					
	<b>Key Features:</b>					

**CONSENT  
AUGUST 10, 2017**

<p>Each chapter in the Student Edition offers activities that demonstrate the link to the Idaho Health Standards. Each lesson includes multiple writing activities in lesson previews, lesson activities, and features. Lesson Reviews and Chapter Assessments include critical writing questions. Further, the Big Ideas included with each lesson, and the Main Ideas that summarize sections of text help to clarify for students the main concepts to be covered in the material.</p>						
Teen Health, Print SE (with HRS) and eStudent 1 year subscription (with HRS)		McGraw-Hill	2014	6-8	9780076787456	
Teen Health, eTeacher edition, (with HRS) 5 year subscription		McGraw-Hill	2014	6-8	9780076786916	
Teen Health Teacher Access with Healthy Relationships and Sexuality, 1-year Subscription		McGraw-Hill	2014	6-8	9780076658299	
TEEN HEALTH TEACHER GUIDE		Bronson	2014	6-8	9780021385416	
<b>Publisher</b>	<b>Title of Material</b>	<b>Author</b>	<b>Copyright</b>	<b>Grade Level</b>	<b>ISBN</b>	
McGraw-Hill School Education, LLC	<b>Glencoe Health Print SE with Human Sexuality and OSE 5 Year Subscription</b>	<b>Bronson</b>	<b>2014</b>	<b>9-12</b>	<b>9780021303861</b>	
	<p><b>Notes:</b>  <b>Strengths:</b> The curriculum is comprehensive and covers all standards multiple times throughout the text. Good variety of text lessons and activities. Lessons allow for critical thinking, active learning and real life scenarios Resources are easily accessed and consistently available throughout the units. Has differential instruction for all learning types including ELL, TAG. Online learning opportunities are available throughout the text.  <b>Weaknesses:</b> Few subjects not addressed in textbook: dangers of vaping, use of an AED, birth control methods and protection from STIs.  <b>Other:</b> Comprehensive "Abstinence Only" curriculum.</p>					
	<p><b>Key Features:</b>            Glencoe Health was developed as a program that involves engagement and application of the 10 Health Skills that are based on the National Health Education Standards. Ideas are not presented in isolation, but in the context of application to scenarios that are presented through the content and in the resources and through student personal application. This exists in each lesson and in the multitude of projects that have been embedded in the lessons and are available as resources in the program. The projects types include: Hands on Health, Real World Connections, Teens Making A Difference, Career Spotlight, Community Service, Health Skills Activities, Tech Know Projects, Web Quests and MyPlate Activities. These projects require students to research, and apply the skills in various contexts.</p>					
	GLN HEALTH SE W/HUMAN SEXUALITY W/ONLINE STUDENT EDITION 1 YEAR SUBSC BUNDLE		Bronson	2014	9-12	9780076796526
	Glencoe Health Online TE with Human Sexuality Module, 5 Year Subscription		Bronson	2014	9-12	9780021304097
	GLENCOE HEALTH W/HUMAN SEXUALITY ONLINE TEACHER EDITION 1 YEAR SUBSCRIPTION		Bronson	2014	9-12	9780021462735
GLENCOE HEALTH TEACHER EDITION		Bronson	2014	9-12	9780021450541	
<b>Comprehensive</b> *Without the Human Sexuality Modules						

**CONSENT  
AUGUST 10, 2017**

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN	Recommendation
Pearson Prentice Hall	Pearson Health - Student Edition + Digital Courseware 6-year License	Pruitt, et al	2014	9-12	9780133276220	Comprehensive
<p><b>Notes:</b>  <b>Strengths:</b> Having the human sexuality companion supplement allowed for more in-depth study. The organization of the teacher edition was easy to use and understand. It has differentiated ideas in every lesson to accommodate a variety of learning styles. The videos are current and relevant in addition to an appropriate length for all classroom environments.  <b>Weaknesses:</b> Vaping and hands-only CPR are not addressed. How to use and AED is briefly addressed in the appendix, but not explained with any demonstration of where to put shock pads.  <b>Other:</b> The human sexuality supplement would not be able to stand alone as a health curriculum. It needs to accompany the text.</p>						
<p><b>Key Features:</b>  <i>Pearson Health</i> makes the study of health exciting and relevant for students and gives teachers the resources they need to support the content and academic achievement. An unmatched array of ancillaries and technology, including a variety of differentiated instruction components, enables <i>Pearson Health</i> to meet the needs of every student at every learning level. <i>Pearson Health</i> helps students develop the skills they need as they work to improve their personal and interpersonal health. Each health skill, appearing once in every chapter, is taught and then reinforced, ensuring that students master these essential life skills.</p>						
	Pearson Health - Digital Courseware 6-year License	Pruitt, et al	2014	9-12	9780133275261	
	Pearson Health - Digital Courseware 1-year License	Pruitt, et al	2014	9-12	9780133275322	
	Pearson Health - Teacher's Edition	Pruitt, et al	2014	9-12	9780133275117	
	Pearson Health - Teens Talk Videos DVD	Pruitt, et al	2014	9-12	9780133275889	
	Pearson Health - Reading and Note Taking Guide Student Edition	Pruitt, et al	2014	9-12	9780133276213	
	Pearson Health - Reading and Note Taking Guide Answer Key	Pruitt, et al	2014	9-12	9780133275810	
	Pearson Health - Human Sexuality Student Edition + Digital Courseware 6-year License	Pruitt, et al	2014	9-12	9780133290356	
	Digital Courseware Human Sexuality 6-year License	Pruitt, et al	2014	9-12	9780133275346	
	Pearson Health - Digital Courseware Human Sexuality 1-year License	Pruitt, et al	2014	9-12	9780133275339	
	Pearson Health - Human Sexuality Teacher's Edition	Pruitt, et al	2014	9-12	9780133275315	

**CONSENT  
AUGUST 10, 2017**

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN	Recommendation
Pearson Health - ExamView Assessment Suite CD-ROM		Pruitt, et al	2014	9-12	9780133275902	
<b>The Children's Health Market, Inc.</b>	<b>The Great Body Shop</b>	<b>The Children's Health Market</b>	<b>2016-2017</b>	<b>K</b>	<b>978-1-60638-309-4</b>	<b>Comprehensive</b>
<p><b>Notes:</b>  <b>Strengths:</b> The Program Guide with scope &amp; sequence. The layout of the lessons with all the objectives. It is comprehensive, easy to use and age-appropriate. Students issues are well designed and user friendly. This curriculum uses best practice.  <b>Weaknesses:</b> The technology connection was not listed in the Cross Curricular/Common Core Chart.</p>						
<p><b>Key Features:</b>            THE GREAT BODY SHOP is a comprehensive, evidenced-based health education curricular resource that is sequential, developmentally appropriate, culturally sensitive and medically accurate. THE GREAT BODY SHOP is aligned to the National Health Education Standards, Idaho Health Education Content Standards, National Sexuality Education Standards, and the core concepts recommended by CDC's HECAT. TGBS is designed to build the essential critical thinking skills that support children in making responsible life-long decisions. Program materials include annually reviewed teacher and student materials, ten thematic skill-based units, assessments, engaging hands-on activities, cross-curricular activities, digital instructional materials, a strong family component, and a K Family CD for each child. TGBS is easy to use, engaging for students, and designed for one time per week.</p>						
	The Great Body Shop	The Children's Health Market	2016-2017	K	N/A	
	The Great Body Shop	The Children's Health Market	2016-2017	K	978-1-60638-310-0	
	The Great Body Shop	The Children's Health Market	2016-2017	K	N/A	
Publisher	Title of Material	Author	Copyright	Grade Level	ISBN	Recommendation
<b>The Children's Health Market, Inc.</b>	<b>The Great Body Shop</b>	<b>The Children's Health Market</b>	<b>2016-2017</b>	<b>1</b>	<b>978-1-60638-311-7</b>	<b>Comprehensive</b>
<p><b>Notes:</b>  <b>Strengths:</b> The Program Guide with scope &amp; sequence. The layout of the lessons with all the objectives. It is comprehensive, easy to use and age-appropriate. Students issues are well designed and user friendly. This curriculum uses best practice.  <b>Weaknesses:</b> The technology connection was not listed in the Cross Curricular/Common Core Chart.</p>						
<p><b>Key Features:</b>            THE GREAT BODY SHOP is a comprehensive, evidenced-based health education curricular resource that is sequential, developmentally appropriate, culturally sensitive and medically accurate. THE GREAT BODY SHOP is aligned to the National Health Education Standards, Idaho Health Education Content Standards, National Sexuality Education Standards, and the core concepts recommended by CDC's HECAT. TGBS is designed to build the essential critical thinking skills that support children in making responsible life-long decisions. Program materials include annually reviewed teacher and student materials, ten thematic skill-based units, assessments, engaging hands-on activities, cross-curricular activities, digital instructional materials, a strong family component, and a K Family CD for each child. TGBS is easy to use, engaging for students, and designed for one time per week.</p>						



**CONSENT  
AUGUST 10, 2017**

	The Great Body Shop	The Children's Health Market	2016-2017	1	N/A	
	The Great Body Shop	The Children's Health Market	2016-2017	1	978-1-60638-312-4	
	The Great Body Shop	The Children's Health Market	2016-2017	1	N/A	
<b>Publisher</b>	<b>Title of Material</b>	<b>Author</b>	<b>Copyright</b>	<b>Grade Level</b>	<b>ISBN</b>	<b>Recommendation</b>
<b>The Children's Health Market, Inc.</b>	<b>The Great Body Shop</b>	<b>The Children's Health Market</b>	<b>2016-2017</b>	<b>2</b>	<b>978-1-60638-313-1</b>	<b>Comprehensive</b>
<p><b>Notes:</b></p> <p><b>Strengths:</b></p> <ul style="list-style-type: none"> <li>• A cross-curriculum common core chart is provided inside the front cover of each teacher guide for each unit which allows for quick access to cross curricular alignment.</li> <li>• Several supplemental activities are readily available for teacher use.</li> <li>• Individual lessons are scripted and very easy to follow for those who have limited experience in teaching health education.</li> <li>• Characters enhance lesson relevance and the ability for students to relate actual life situations.</li> <li>• Lesson worksheets and handouts are engaging and easily understood.</li> <li>• Student issues are clear, concise and provide a great amount of information in small articles as well as a puzzle, word game and can be taken home to share information.</li> <li>• Objective &amp; subjective quizzes, assessment sheets and rubrics are provided for evaluation in each unit.</li> <li>• A consistent format is found throughout all lessons.</li> </ul> <p><b>Weaknesses:</b></p> <ul style="list-style-type: none"> <li>• Lessons are limited in use of technology</li> </ul> <p><b>Key Features:</b></p> <p>THE GREAT BODY SHOP is a comprehensive, evidenced-based health education curricular resource that is sequential, developmentally appropriate, culturally sensitive and medically accurate. THE GREAT BODY SHOP is aligned to the National Health Education Standards, Idaho Health Education Content Standards, National Sexuality Education Standards, and the core concepts recommended by CDC's HECAT. TGBS is designed to build the essential critical thinking skills that support children in making responsible life-long decisions. Program materials include annually reviewed teacher and student materials, ten thematic skill-based units, assessments, engaging hands-on activities, cross-curricular activities, digital instructional materials, a strong family component, and a K Family CD for each child. TGBS is easy to use, engaging for students, and designed for one time per week.</p>						
	The Great Body Shop	The Children's Health Market	2016-2017	2	N/A	
	The Great Body Shop	The Children's Health Market	2016-2017	2	978-1-60638-314-8	
	The Great Body Shop	The Children's Health Market	2016-2017	2	N/A	

**CONSENT  
AUGUST 10, 2017**

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN	Recommendation	
The Children's Health Market, Inc.	The Great Body Shop	The Children's Health Market	2016-2017	3	978-1-60638-315-5	Comprehensive	
	<b>Notes:</b> <b>Strengths:</b> <ul style="list-style-type: none"> <li>• A cross-curriculum common core chart is provided inside the front cover of each teacher guide for each unit which allows for quick access to cross curricular alignment.</li> <li>• Several supplemental activities are readily available for teacher use.</li> <li>• Individual lessons are scripted and very easy to follow for those who have limited experience in teaching health education.</li> <li>• Characters enhance lesson relevance and the ability for students to relate actual life situations.</li> <li>• Lesson worksheets and handouts are engaging and easily understood.</li> <li>• Student issues are clear, concise and provide a great amount of information is small articles as well as a puzzle, word game and can be taken home to share information.</li> <li>• Objective &amp; subjective quizzes, assessment sheets and rubrics are provided for evaluation in each unit.</li> <li>• A consistent format is found throughout all lessons.</li> </ul> <b>Weaknesses:</b> Lessons are limited in use of technology						
	<b>Key Features:</b> THE GREAT BODY SHOP is a comprehensive, evidenced-based health education curricular resource that is sequential, developmentally appropriate, culturally sensitive and medically accurate. THE GREAT BODY SHOP is aligned to the National Health Education Standards, Idaho Health Education Content Standards, National Sexuality Education Standards, and the core concepts recommended by CDC's HECAT. TGBS is designed to build the essential critical thinking skills that support children in making responsible life-long decisions. Program materials include annually reviewed teacher and student materials, ten thematic skill-based units, assessments, engaging hands-on activities, cross-curricular activities, digital instructional materials, a strong family component, and a K Family CD for each child. TGBS is easy to use, engaging for students, and designed for one time per week.						
	The Great Body Shop	The Children's Health Market	2016-2017	3	N/A		
	The Great Body Shop	The Children's Health Market	2016-2017	3	978-1-60638-316-2		
The Great Body Shop	The Children's Health Market	2016-2017	3	N/A			
Publisher	Title of Material	Author	Copyright	Grade Level	ISBN	Recommendation	
The Children's Health Market, Inc.	The Great Body Shop	The Children's Health Market	2016-2017	4	978-1-60638-317-9	Comprehensive	
	<b>Notes:</b> <b>Strengths:</b> The curriculum covers all standards multiple times throughout the units. The Extended Activities serve as a great resource for teachers to implement variety into lessons. Teachers have the flexibility to assign activities that will take different amounts of time and reach a variety of student learners. Student Issues are colorful and the information is chunked easily for understanding. This allows for flexible time management and implementation into a daily schedule. The "Family Connection" in each student issue bridges learning from school to home. Families have the choice to						

**CONSENT  
AUGUST 10, 2017**

	<p>be involved in their child's learning when the student takes the student issue home each month.</p> <p><b>Weaknesses:</b> Although all standards are met, at times they are haphazardly strung together. Some of the activities and articles are labeled inaccurately in the evaluation tool the publisher completed making the teacher evaluation very labor intensive. For instance the activity in Unit Stay Drug Free Build Your Assets Activity 17 "Your Refusal Skill" was labeled by the publisher Activity 4. This inaccurate labeling happened numerous times throughout units. could be very overwhelming. There is a Spanish version available, but there are ELL students other than Spanish speakers who would not be able to decode amount of text in the Student Issues.</p> <p><b>Other:</b> The curriculum would be manageable for a general education or health teacher to implement, but would prove challenging for a P.E. teacher to implement.</p>					
	<p><b>Key Features:</b> THE GREAT BODY SHOP is a comprehensive, evidenced-based health education curricular resource that is sequential, developmentally appropriate, culturally sensitive and medically accurate. THE GREAT BODY SHOP is aligned to the National Health Education Standards, Idaho Health Education Content Standards, National Sexuality Education Standards, and the core concepts recommended by CDC's HECAT. TGBS is designed to build the essential critical thinking skills that support children in making responsible life-long decisions. Program materials include annually reviewed teacher and student materials, ten thematic skill-based units, assessments, engaging hands-on activities, cross-curricular activities, digital instructional materials, a strong family component, and a K Family CD for each child. TGBS is easy to use, engaging for students, and designed for one time per week.</p>					
	The Great Body Shop	The Children's Health Market	2016-2017	4	N/A	
	The Great Body Shop	The Children's Health Market	2016-2017	4	978-1-60638-318-6	
	The Great Body Shop	The Children's Health Market	2016-2017	4	N/A	
<b>Publisher</b>	<b>Title of Material</b>	<b>Author</b>	<b>Copyright</b>	<b>Grade Level</b>	<b>ISBN</b>	<b>Recommendation</b>
The Children's Health Market, Inc.	The Great Body Shop	The Children's Health Market	2016-2017	5	978-1-60638-319-3	Comprehensive
	<p><b>Notes:</b> <b>Strengths:</b> This is a comprehensive curriculum. There is most certainly evidence that all standards are being covered. There are so many different collaborative, individual, and exciting activities that can be added. There are many cultures represented. There are so many learning styles that can be accommodated. The rich text and photos make it appealing to the reader. <b>Weaknesses:</b> Publishers should consider including more information on finding assistance/help within the community. The most difficult part of this evaluation was the inconsistency in the activities. Many of the activities numbers did not correspond with the correct activity in the teacher's manual. This made the research take much, much longer than necessary. <b>Other:</b> The student magazines are beautiful and amazing. Very well done. The accessibility is of high quality.</p>					
	<p><b>Key Features:</b> THE GREAT BODY SHOP is a comprehensive, evidenced-based health education curricular resource that is sequential, developmentally appropriate, culturally sensitive and medically accurate. THE GREAT BODY SHOP is aligned to the National Health Education Standards, Idaho Health Education Content Standards, National Sexuality Education Standards, and the core concepts recommended by CDC's HECAT. TGBS is designed to build the essential critical thinking skills that support children in making responsible life-long decisions. Program materials include annually reviewed teacher and student materials, ten thematic skill-based units, assessments, engaging hands-on activities, cross-curricular activities, digital instructional materials, a strong family component, and a K Family CD for each child. TGBS is easy to use, engaging for students, and designed for one time per week.</p>					

**CONSENT  
AUGUST 10, 2017**

	The Great Body Shop	The Children's Health Market	2016-2017	5	N/A	
	The Great Body Shop	The Children's Health Market	2016-2017	5	978-1-60638-320-9	
	The Great Body Shop	The Children's Health Market	2016-2017	5	N/A	
<b>Publisher</b>	<b>Title of Material</b>	<b>Author</b>	<b>Copyright</b>	<b>Grade Level</b>	<b>ISBN</b>	<b>Recommendation</b>
The Children's Health Market, Inc.	The Great Body Shop	The Children's Health Market	2016-2017	6	978-1-60638-321-6	Comprehensive
<p><b>Notes:</b></p> <p><b>Strengths:</b> Beautiful and differentiated text and visuals. The family take home magazine is definitely a great asset. The family connections and inclusion of all cultures and learning styles is an amazing piece. Information is concise and exciting. The inclusion and cross referencing within so many different subjects makes it cover so much. There are many interesting activities that engage all different learning styles. The content is also available to many differentiated learners.</p> <p><b>Weaknesses:</b> The evaluation tool provided by The Children's Health Market had errors. One title did not match up in the tool to the name of the unit. (TG603 and SI603 "Eat Smart " and Look Good" is actually "Eat Right, Feel Great"). Many of the activities listed were different number references than the actual number in the teachers guide. This made reviewing far more difficult and time consuming. Both of the Allergies and Asthma and HIV and AIDS units seemed like they could be included as a part of a larger unit, rather than on their own; communicable or noncommunicable diseases could house these within.</p> <p><b>Other:</b> Overall, covered all content.</p> <p><b>Key Features:</b> THE GREAT BODY SHOP is a comprehensive, evidenced-based health education curricular resource that is sequential, developmentally appropriate, culturally sensitive and medically accurate. THE GREAT BODY SHOP is aligned to the National Health Education Standards, Idaho Health Education Content Standards, National Sexuality Education Standards, and the core concepts recommended by CDC's HECAT. TGBS is designed to build the essential critical thinking skills that support children in making responsible life-long decisions. Program materials include annually reviewed teacher and student materials, ten thematic skill-based units, assessments, engaging hands-on activities, cross-curricular activities, digital instructional materials, a strong family component, and a K Family CD for each child. TGBS is easy to use, engaging for students, and designed for one time per week.</p>						
	The Great Body Shop	The Children's Health Market	2016-2017	6	N/A	
	The Great Body Shop	The Children's Health Market	2016-2017	6	978-1-60638-322-3	
	The Great Body Shop	The Children's Health Market	2016-2017	6	N/A	

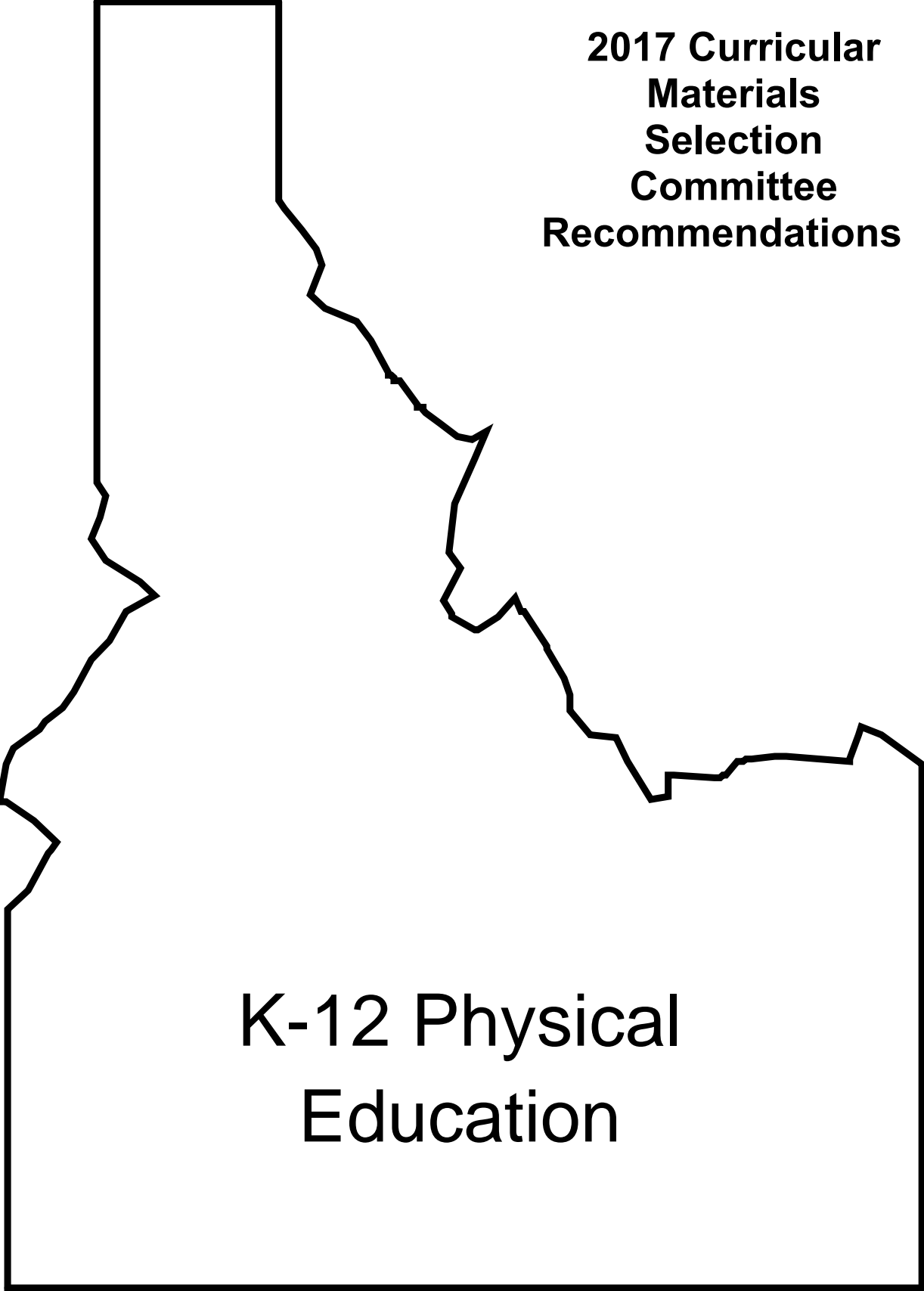
**CONSENT  
AUGUST 10, 2017**

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN	Recommendation	
The Children's Health Market, Inc.	The Great Body Shop	The Children's Health Market	2016-2017	7	978-1-60638-323-0	Comprehensive	
	<p><b>Notes:</b>  <b>Strengths:</b> The curriculum covers all standards multiple times throughout the units. The Extended Activities serve as a great resource for teachers to implement variety into lessons. Teachers have the flexibility to assign activities that will take different amounts of time and reach a variety of student learners. Student Issues are colorful and the information is chunked easily for understanding. This allows for flexible time management and implementation into a daily schedule. The "Family Connection" in each student issue bridges learning from school to home. Families have the choice to be involved in their child's learning when the student takes the student issue home each month.  <b>Weaknesses:</b> Although all standards are met, at times they are haphazardly strung together. Some of the activities and articles are labeled inaccurately in the evaluation tool the publisher completed making the teacher evaluation very labor intensive. For instance Fitness and Nutrition activity "Team Up with the USDA" is Activity 9 in the unit, but in the publisher's evaluation it was labeled Activity 2. This inaccurate labeling happened numerous times throughout units. could be very overwhelming. There is a Spanish version available, but there are ELL students other than Spanish speakers who would not be able to decode amount of text in the Student Issues.  <b>Other:</b> The curriculum would be manageable for a general education or health teacher to implement, but would prove challenging for a P.E. teacher to implement.</p>						
	<p><b>Key Features:</b>            THE GREAT BODY SHOP is a comprehensive, evidenced-based health education curricular resource that is sequential, developmentally appropriate, culturally sensitive and medically accurate. THE GREAT BODY SHOP is aligned to the National Health Education Standards, Idaho Health Education Content Standards, National Sexuality Education Standards, and the core concepts recommended by CDC's HECAT. TGBS is designed to build the essential critical thinking skills that support children in making responsible life-long decisions. Program materials include annually reviewed teacher and student materials, ten thematic skill-based units, assessments, engaging hands-on activities, cross-curricular activities, digital instructional materials, a strong family component, and a K Family CD for each child. TGBS is easy to use, engaging for students, and designed for one time per week.</p>						
	The Great Body Shop	The Children's Health Market	2016-2017	7	N/A		
	The Great Body Shop	The Children's Health Market	2016-2017	7	978-1-60638-324-7		
The Great Body Shop	The Children's Health Market	2016-2017	7	N/A			
Publisher	Title of Material	Author	Copyright	Grade Level	ISBN	Recommendation	
The Children's Health Market, Inc.	The Great Body Shop	The Children's Health Market	2016-2017	8	978-1-60638-325-4	Comprehensive	
	<p><b>Notes:</b>  <b>Strengths:</b> Colorful take home magazine that engages students and families. Many different cultures represented. Wide variety of health topics and lessons. Easy to follow Teacher editions for each group of lessons. These make it easy for a classroom teacher to use and implement.  <b>Weaknesses:</b> No information on selected health topics: examples, internet safety, and where to find resources within your community for mental health. TGM24Cyle of Life: Activity: "Hygiene" was only one paragraph and doesn't cover the complex issue of teen hygiene.</p>						

**CONSENT  
AUGUST 10, 2017**

<p><b>Other:</b> The submitted review by the publisher was very frustrating to work with as none of the "Activities" number references were correct. This caused many extra hours to find where the activity was actually located.</p>				
<p><b>Key Features:</b>            THE GREAT BODY SHOP is a comprehensive, evidenced-based health education curricular resource that is sequential, developmentally appropriate, culturally sensitive and medically accurate. THE GREAT BODY SHOP is aligned to the National Health Education Standards, Idaho Health Education Content Standards, National Sexuality Education Standards, and the core concepts recommended by CDC's HECAT. TGBS is designed to build the essential critical thinking skills that support children in making responsible life-long decisions. Program materials include annually reviewed teacher and student materials, ten thematic skill-based units, assessments, engaging hands-on activities, cross-curricular activities, digital instructional materials, a strong family component, and a K Family CD for each child. TGBS is easy to use, engaging for students, and designed for one time per week.</p>				
The Great Body Shop	The Children's Health Market	2016-2017	8	N/A
The Great Body Shop	The Children's Health Market	2016-2017	8	978-1-60638-326-1

**2017 Curricular  
Materials  
Selection  
Committee  
Recommendations**



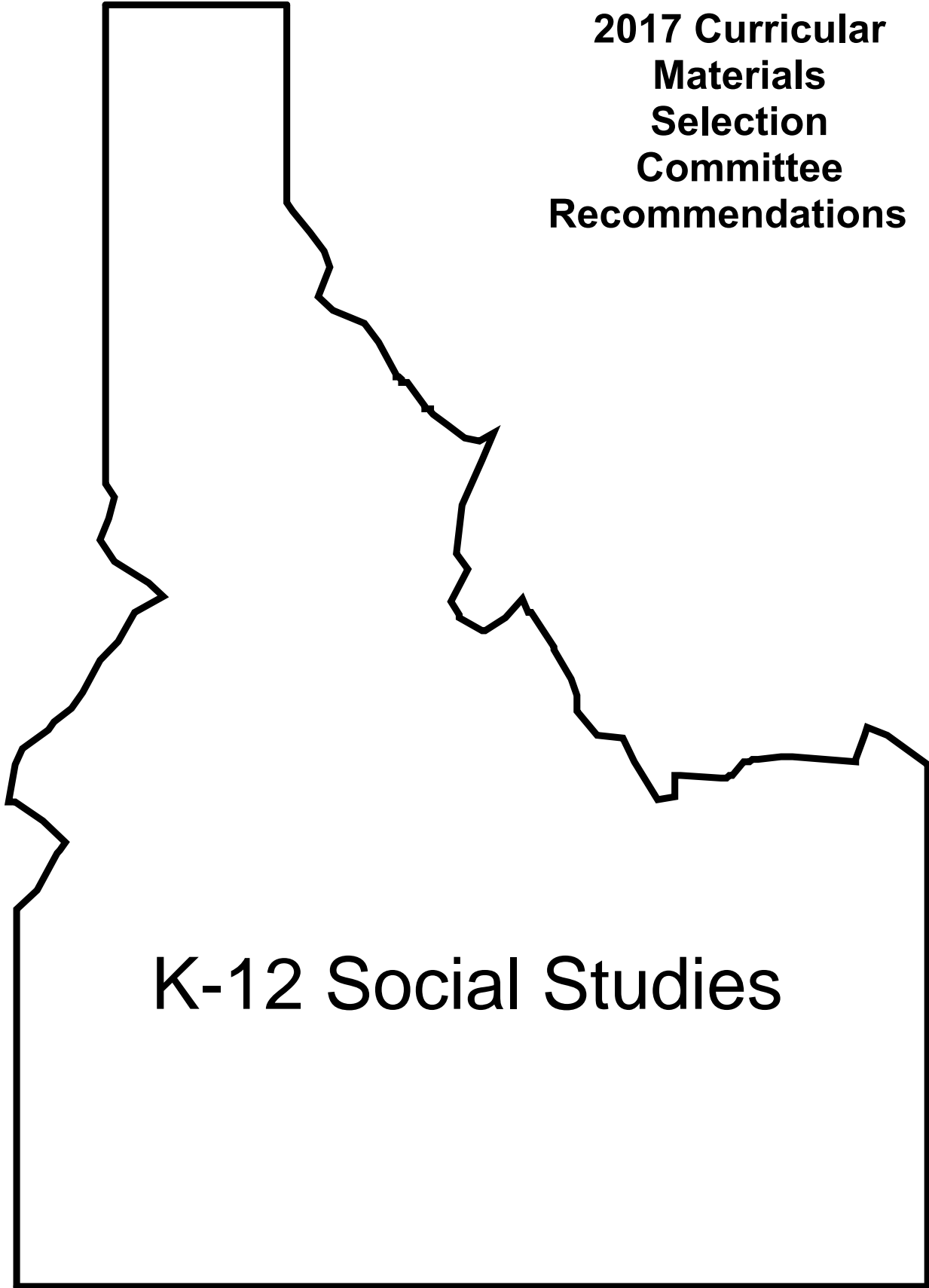
**K-12 Physical  
Education**

**CONSENT  
AUGUST 10, 2017**

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN	Recommendation	
<b>Fitness Foundations Curriculum, LLC</b>	<b>Fitness Foundations: A Comprehensive Approach to Developing Life-Long Fitness Habits - A Curriculum Guide for Secondary Physical Educators</b>	<b>Kristi Lund</b>	<b>2015</b>	<b>9th</b>	<b>978-0-692-41818-5</b>	<b>Comprehensive</b>	
	<b>Notes:</b> <b>Strengths:</b> Complete package in fitness (physical education). Teaches fitness principles, assessment tools, techniques and planning strategies. Very comprehensive. <b>Weaknesses:</b> Professional Development is strongly recommended. Some bullet points or quick view document at beginning of each lesson/unit would help implementation for teachers who have not been trained on curriculum.						
	<b>Key Features:</b> 4 units of instruction and unit plans 36 lesson plans Student handouts/workbook and masters Assessments and keys In-class assignments Visual aids Resource CD with presentations and lesson materials Aligned to SHAPE National Physical Education Standards and Idaho Content Standards						
	Fitness Foundations Resource CD	Kristi Lund	2015	9th	NA		
	Student Workbook	Kristi Lund	2015	9th	NA		



**2017 Curricular  
Materials  
Selection  
Committee  
Recommendations**



**K-12 Social Studies**

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN	Recommendation
Cengage Learning, Inc./NGL	World Cultures & Geography Eastern Edition	NGL	CONSENT AUGUST 10, 2017	6-8	9781305967144	Comprehensive Geography Eastern Hemisphere
<p><b>Notes:</b></p> <p><b>Strengths:</b> This book balances text, images, and stories. On every page there is informational text and along with that text students will find either a graph, map, or some sort of image that supports the text. Throughout the book the student will also discover articles where they are invited to not only learn about modern day problems but also challenged to find solutions. For example on page 200 and 201 students learn about problems facing Africa's wildlife and are then challenged to become a global citizen and consider ways of protecting African big cats amongst other animals. This text contains colorful maps of the western hemisphere. These maps include physical, political, economic, population and many other forms of maps and graphs. The book along with the pictures that are contained in it are bright and capture the attention. The book is well organized with units, chapters, and sections. At the end of each section there is an ongoing assessment to help students recall what they have previously learned and then at the end of each chapter there is a review and assessment. These assessments are scaffolded very well and sectioned off on different parts so that if the teacher would like to assess just one part they are able to. There are also data, graphs and maps students are asked to analyze. One of the many resources for the teacher is the teacher's edition. The TE is not one book but about 5 smaller books. Each book is 1 unit so as to make finding worksheets, guided projects, and sections of the reading more user friendly.</p> <p><b>Weaknesses:</b> Ethnocentrism is not strongly addressed. However, there textbook does lend itself to discussion about conflicts and relationships that are based on Ethnocentrism.</p>						
<p><b>Key Features:</b></p> <p>Print Student Edition in English</p> <p>Digital resources for students include:</p> <ul style="list-style-type: none"> <li>• Interactive Map Tool</li> <li>• National Geographic videos to showcase Explorers' work and research</li> <li>• Background-building videos to introduce each unit</li> <li>• National Geographic resources including custom, authentic maps</li> <li>• Student handbook with skills, economics and government, and world religion, and glossaries</li> <li>• Student eEdition</li> <li>• Modified Text presenting text at two years below class reading level</li> </ul> <p>Teacher Editions (printed); one separate printed Teacher Edition for each unit</p> <ul style="list-style-type: none"> <li>• Differentiated instruction for ELLs, Gifted and Talented, Striving Readers, Inclusion, and Pre-AP</li> <li>• Chapter planners</li> <li>• Strategies and activities</li> <li>• Formative Assessment ("Labs")</li> <li>• Summative Assessment (chapter quizzes, tests at two levels)</li> </ul> <p>Additional teacher resources online including</p> <ul style="list-style-type: none"> <li>• Assessment</li> <li>• Online lesson planner</li> <li>• Classroom practice</li> <li>• Interactive Whiteboard Activities</li> </ul>						
World Cultures & Geography Eastern Edition, Student Edition eBook, Eastern Hemisphere (6-year license)		NGL	2017	6-8	9781337119221	
World Cultures & Geography Eastern Edition, myNGconnect (6-year license) Eastern Hemisphere		NGL	2017	6-8	9781337115032	
World Cultures & Geography Eastern Edition, Teacher's Reference Guide, Eastern Hemisphere		NGL	2017	6-8	9781337114912	

**CONSENT  
AUGUST 10, 2017**

World Cultures & Geography Eastern Edition, Modular Teacher's Editions Set, Eastern Hemisphere 1 copy each of 9 Modular Teacher's Editions	NGL	2017	6-8	9781337227629
World Cultures & Geography Eastern Edition, Modular Teacher's Edition: The Essentials of Geography	NGL	2017	6-8	9781337114820
World Cultures & Geography Eastern Edition, Modular Teacher's Edition: Europe, Eastern Hemisphere Edition	NGL	2017	6-8	9781337114851
World Cultures & Geography Eastern Edition, Modular Teacher's Edition: Russia and the Eurasian Republics Eastern Hemisphere edition	NGL	2017	6-8	9781337114868
World Cultures & Geography Eastern Edition, Modular Teacher's Edition: Sub-Saharan Africa, Eastern Hemisphere edition	NGL	2017	6-8	9781337114899
World Cultures & Geograph Eastern Edition, Modular Teacher's Edition: Southwest Asia and North Africa, Eastern Hemisphere edition	NGL	2017	6-8	9781337114905
World Cultures & Geography Eastern Edition, Modular Teacher's Edition: South Asia, Eastern Hemisphere edition	NGL	2017	6-8	9781337114882
World Cultures & Geography Eastern Edition, Modular Teacher's Edition: East Asia, Eastern Hemisphere Edition	NGL	2017	6-8	9781337114844
World Cultures & Geography Eastern Edition, Modular Teacher's Edition: Southeast Asia, Eastern Hemisphere edition	NGL	2017	6-8	9781337114875
World Cultures & Geography Eastern Edition, Modular Teacher's Edition: Australia, the Pacific Realm,	NGL	2017	6-8	9781337114837

**CONSENT  
AUGUST 10, 2017**

	and Antarctica, Eastern Hemisphere edition					
	World Cultures & Geography Eastern Edition, National Geographic Explorer! Magazine Maker II CD-ROM	NGL	2017	6-8	9780736291415	
<b>Publisher</b>	<b>Title of Material</b>	<b>Author</b>	<b>Copyright</b>	<b>Grade Level</b>	<b>ISBN</b>	<b>Recommendation</b>
<b>Cengage Learning, Inc./NGL</b>	<b>World Cultures Geography Western Hemisphere with Europe</b>	<b>NGL</b>	<b>2017</b>	<b>6-8</b>	<b>9781305967212</b>	<b>Comprehensive Geography Western Hemisphere</b>
<p><b>Notes:</b>  <b>Strengths:</b> This book balances text, images, and stories very well. On every page there is informational text and along with that text students will find either a graph, map, or some sort of image that helps to support the text. Throughout the book the student will also discover articles where they are invited to not only learn about modern day problems but also challenged to find solutions. Page 148 gives a great example of this were students are informed of the problem facing sea turtles and are then later invited to find a solution. This text contains colorful maps of the western hemisphere. These maps include physical, political, economic, population and many other forms of maps and graphs. The book along with the pictures that are contained in it are bright and capture the attention. The book is well organized with units, chapters, and sections. At the end of each section there is an ongoing assessment to help students recall what they have previously learned and then at the end of each chapter there is a review and assessment. These assessments are scaffolded very well and sectioned off on different parts so that if the teacher would like to assess just one part they are able to. There are also graphs and maps students are asked to analyze. One of the best tools for the teacher is that the teachers edition is not one book but about 5 smaller books. Each book is 1 unit so as to make finding worksheets, guided projects, and sections of the reading easier.  <b>Weaknesses:</b> Partially met one standard.</p>						
<p><b>Key Features:</b>  Print Student Edition in English  Digital resources for students include:</p> <ul style="list-style-type: none"> <li>• Interactive Map Tool</li> <li>• National Geographic videos to showcase Explorers' work and research</li> <li>• Background-building videos to introduce each unit</li> <li>• National Geographic resources including custom, authentic maps</li> <li>• Student handbook with skills, economics and government, and world religion, and glossaries</li> <li>• Student eEdition</li> <li>• Modified Text presenting text at two years below class reading level</li> </ul> <p>Teacher Editions (printed); one separate printed Teacher Edition for each unit</p> <ul style="list-style-type: none"> <li>• Differentiated instruction for ELLs, Gifted and Talented, Striving Readers, Inclusion, and Pre-AP</li> <li>• Chapter planners</li> <li>• Strategies and activities</li> <li>• Formative Assessment ("Labs")</li> <li>• Summative Assessment (chapter quizzes, tests at two levels)</li> </ul> <p>Additional teacher resources online including</p> <ul style="list-style-type: none"> <li>• Assessment</li> <li>• Online lesson planner</li> <li>• Classroom practice</li> </ul>						
	World Cultures Geography Western Hemisphere with Europe, Student Edition with myNGconnect (6-year license),	NGL	2017	6-8	9781337227667	
	World Cultures Geography Western Hemisphere with Europe, Student Edition with eBook (6-year license)	NGL	2017	6-8	9781337227698	

**CONSENT  
AUGUST 10, 2017**

	World Cultures Geography Western Hemisphere with Europe, eBook with myNGconnect (6-year license)	NGL	2017	6-8	9781337227728	
	World Cultures Geography Western Hemisphere with Europe, Student Edition eBook	NGL	2017	6-8	9781337119238	
	World Cultures Geography Western Hemisphere with Europe, myNGconnect 6-year license	NGL	2017	6-8	9781337115049	
	World Cultures Geography Western Hemisphere with Europe, Teacher's Reference Guide	NGL	2017	6-8	9781337114936	
	World Cultures Geography Western Hemisphere with Europe, Modular Teacher's Editions Set, 1 copy each of 6 Modular Teacher's Editions	NGL	2017	6-8	9781337227636	
	World Cultures Geography Western Hemisphere with Europe, Modular Teacher's Edition: The Essentials of Geography	NGL	2017	6-8	9781337114820	
	World Cultures Geography Western Hemisphere with Europe, Modular Teacher's Edition: North America	NGL	2017	6-8	9781337114738	
	World Cultures Geography Western Hemisphere with Europe, Modular Teacher's Edition: Central America and the Caribbean	NGL	2017	6-8	9781337114707	
	World Cultures Geography Western Hemisphere with Europe, Modular Teacher's Edition: South America	NGL	2017	6-8	9781337114769	
	World Cultures Geography Western Hemisphere with Europe, Modular Teacher's Edition: Europe	NGL	2017	6-8	9781337114721	
	World Cultures Geography Western Hemisphere with Europe, Modular Teacher's Edition: Russia and the Eurasian Republics	NGL	2017	6-8	9781337114745	
	World Cultures Geography Western	NGL	2017	6-8	9780736291415	

**CONSENT  
AUGUST 10, 2017**

	Hemisphere with Europe, National Geographic Explorer! Magazine Maker II CD-ROM					
<b>Publisher</b>	<b>Title of Material</b>	<b>Author</b>	<b>Copyright</b>	<b>Grade Level</b>	<b>ISBN</b>	<b>Recommendation</b>
<b>Cengage Learning, Inc./NGL</b>	<b>World History Great Civilizations</b>	<b>Hiebert</b>	<b>2016</b>	<b>6-8</b>	<b>9781285352305</b>	<b>Comprehensive Word History &amp; Civilizations</b>
<p><b>Notes:</b>  <b>Strengths:</b> This text was very objective based. Every Idaho standard was met or there was chance given for discussion of that standard. The text was visually stunning with high quality imagery that helped to supplement the text. The amount of text to picture was very appropriate. Even though the text was not purely chronologically based it worked well by splitting the chapters up into areas and then ordering things chronologically. Through the text there are many tools to help with differentiated instruction. There are many different types of assessment that assess different types of learning and learning abilities. Overall, this text is aesthetically pleasing, easy to navigate, comprehensive library that includes maps, charts, personal experiences and much more.  <b>Weaknesses:</b> The textbook is a large textbook that may intimidate some students who struggle with reading anxiety. Some objectives are mentioned but not in detail relying on the teacher to cover the full objective through discussion.  <b>Other:</b> Overall it is a very well written book. It provides personal experience of anthropologist and archeologist so as to spark the interest of its readers and get them excited. Historical story telling helps make the textbook come alive with interactive assessments and opens up chance for strong discussion and project based learning. Students not only read and learn about the world but we believe they will have a strong desire to be a part of a global community and a force for change in the world.</p>						
<p><b>Key Features:</b>  Print Student Edition in English and Spanish  Digital resources for students include:</p> <ul style="list-style-type: none"> <li>• Interactive Map Tool</li> <li>• National Geographic videos to showcase Explorers' work and research</li> <li>• Background-building videos to introduce each unit</li> <li>• National Geographic resources including custom, authentic maps</li> <li>• Student handbook with skills, economics and government, and world religion, and glossaries</li> <li>• Student eEdition (English and Spanish)</li> <li>• Student Handbook</li> <li>• Modified Text presenting text at two years below class reading level</li> <li>• Field Journal</li> </ul> <p>Teacher Editions (printed); one separate printed Teacher Edition for each unit</p> <ul style="list-style-type: none"> <li>• Differentiated instruction for ELLs, Gifted and Talented, Striving Readers, Inclusion, and Pre-AP</li> <li>• Chapter planners</li> <li>• Strategies and activities</li> <li>• Formative Assessment ("Labs")</li> <li>• Summative Assessment (chapter quizzes, tests at two levels)</li> </ul> <p>Additional teacher resources online including</p> <ul style="list-style-type: none"> <li>• Assessment</li> <li>• Online lesson planner</li> <li>• Classroom practice</li> <li>• Interactive Whiteboard Activities</li> </ul>						
	World History Great Civilizations, (English-Print) + myNGconnect (6 years)	Hiebert	2016	6-8	9781305837164	
	World History Great Civilizations, (Spanish-Print) + myNGconnect (6 years)	Hiebert	2016	6-8	9781305837171	
	World History Great Civilizations: myNGconenct (6 years)	Hiebert	2016	6-8	9781305659018	
	World History, Great Civilizations-(Spanish)	Hiebert	2016	6-8	9781305646513	

**CONSENT  
AUGUST 10, 2017**

	World History Great Civilizations, Field Journal-English	Hiebert	2016	6-8	9781305952737	
	World History Great Civilizations, Field Journal-Spanish	Hiebert	2016	6-8	9781305952751	
<b>Publisher</b>	<b>Title of Material</b>	<b>Author</b>	<b>Copyright</b>	<b>Grade Level</b>	<b>ISBN</b>	<b>Recommendation</b>
<b>Cengage Learning, Inc./NGL</b>	<b>Contemporary Economics, Student Edition</b>	<b>McEachern</b>	<b>2018</b>	<b>9-12</b>	<b>9781337283021</b>	<b>Basic Economics</b>
<p><b>Notes:</b>  <b>Strengths:</b> Additional Features included in text – i.e.: Movers and Shakers, Graphing exercises, Math in Economics, Net Knowledge, and Collaborating assignments.  <b>Weaknesses:</b> Personal Finance section will need supplemental materials.</p>						
<p><b>Key Features:</b>  <u>Online Resources for Teachers</u> (Instructor Companion Site):            Teacher Downloads            Teacher's Manual            Cognero computerized testing            Test Banks</p> <p><u>Online Resources for Students</u>            Additional Student Materials  <b>MindTap:</b> an immersive, online, personalized learning platform that provides a student with the opportunity to read and interact with the textbook online, build critical and thinking skills and strengthen comprehension; interact with multimedia sources; test content knowledge</p>						
	Contemporary Economics, Cognero	McEachern	2018	9-12	9781337283069	
	Contemporary Economics, Student Workbook	McEachern	2018	9-12	9781337283038	
<b>Publisher</b>	<b>Title of Material</b>	<b>Author</b>	<b>Copyright</b>	<b>Grade Level</b>	<b>ISBN</b>	<b>Recommendation</b>
<b>Cengage Learning, Inc./NGL</b>	<b>Making America</b>	<b>Berkin</b>	<b>2015</b>	<b>9-12</b>	<b>9781285746753</b>	<b>Comprehensive US History II</b>
<p><b>Notes:</b>  <b>Strengths:</b> This is a very in depth textbook. The majority of pertinent topics in history are addressed, and with considerable depth. This textbook also shows multiple perspectives, and different views of events. Using primary sources, biographies, and other modes of language, this textbook engages the learner by giving real world examples and how they relate to the students' world today.  <b>Weaknesses:</b> Very heavy information on early US history, but still had good post-Civil War information.</p>						
<p><b>Key Features:</b>  <u>Online Resources for Teachers</u> (Instructor Companion Site):            Chapter Outlines            Essay Questions            Teacher Downloads            Teacher's Manual            Map Exercises            PowerPoint Lectures            Cognero computerized testing            Test Banks</p> <p><u>Online Resources for Students</u>            Additional Student Materials  <b>MindTap:</b> an immersive, online, personalized learning platform that provides a student with the opportunity to read and interact with the textbook online, build critical and thinking skills and strengthen comprehension; interact with multimedia sources; test content knowledge</p>						
	Making America, SE + MindTap (6 yr.)	Berkin	2015	9-12	9781305793620	
	Making America, SE + MindTap (1 yr.)	Berkin	2015	9-12	9781305793453	

**CONSENT  
AUGUST 10, 2017**

	Making America, SE VitalSource eBook + MindTap (6 yr.)	Berkin	2015	9-12	9781305793781	
	Making America, SE VitalSource eBook + MindTap (1 yr.)	Berkin	2015	9-12	9781305793958	
<b>Publisher</b>	<b>Title of Material</b>	<b>Author</b>	<b>Copyright</b>	<b>Grade Level</b>	<b>ISBN</b>	<b>Recommendation</b>
<b>EMC Publishing, LLC</b>	<b>ECONOMICS: NEW WAYS OF THINKING STUDENT TEXTBOOK, 2nd EDITION</b>	<b>ROGER A. ARNOLD</b>	<b>2015</b>	<b>9-12</b>	<b>9780821968598</b>	<b>Comprehensive Economics</b>
	<b>ECONOMICS: NEW WAYS OF THINKING STUDENT TEXTBOOK EBOOK (6 YR LICENSE), 2nd EDITION</b>	<b>ROGER A. ARNOLD</b>	<b>2015</b>	<b>9-12</b>	<b>9780821968611</b>	
<p><b>Notes:</b>  <b>Strengths:</b> This curriculum has a wide variety of supplementary items and multiple sources for the instructor to use in order to make sure the objectives are introduced, taught and assessed for every level of students' abilities. The online bookshelf is an added strength for the instructor to keep all resources accessible without having to worry about downloading programs on the computer or carrying hard copies of the resources.  <b>Weaknesses:</b> Very few if any weaknesses were noticed by these reviewers.  <b>Other:</b> This curriculum does a good job of addressing historical and diversity aspects that we are faced with as a society today.</p>						
<p><b>Key Features:</b>  <i>Economics: New Ways of Thinking</i> shows students how to find economics in unusual and surprising places. It grabs their attention with real-world examples - the NFL draft, rock concert ticket prices, NASCAR - and then provides clear explanations and hundreds of supporting up-to-date graphs and charts. This approach teaches students solid economic principles to understand how the nations of our world are becoming increasingly integrated. Based on the concept that there are two reasons for learning economics (to learn why things happen and to gain a new perspective on the world), this program answers everyday economics questions, such as "Why do prices increase from month-month?" The program also teaches students basic economic principles in the context of globalization and how economics on the other side of the world directly affect their lives. Projects, internet research, and current events lessons keep learning fresh.</p>						
	Economics: New Ways of Thinking Annotated Teacher's Edition	ROGER A. ARNOLD	2015	9-12	9780821968604	
	Economics: New Ways of Thinking Applying the Principles Workbook	ROGER A. ARNOLD	2015	9-12	9780821968673	
	Economics: New Ways of Thinking Applying the Principles eWorkbook (6 yr license)	ROGER A. ARNOLD	2015	9-12	9780821970409	
	Economics: New Ways of Thinking Applying the Principles Workbook Teacher's Edition	ROGER A. ARNOLD	2015	9-12	9780821968680	
	Economics: New Ways of Thinking Finding Economics Workbook	ROGER A. ARNOLD	2015	9-12	9780821969151	
	Economics: New Ways of Thinking Finding Economics Workbook Teacher's Edition	ROGER A. ARNOLD	2015	9-12	9780821969168	
	Economics: New Ways of Thinking Guided Reading and Study Guide	ROGER A. ARNOLD	2015	9-12	9780821969175	



**CONSENT  
AUGUST 10, 2017**

	Economics: New Ways of Thinking Guided Reading and Study Guide Teacher's Edition	ROGER A. ARNOLD	2015	9-12	9780821969182	
	Economics: New Ways of Thinking Teacher Digital Resources (6 yr license)	ROGER A. ARNOLD	2015	9-12	9780821969144	
	Economics: New Ways of Thinking Assessment Book Test and Quizzes w/Answer Key	ROGER A. ARNOLD	2015	9-12	9780821969199	
	Economics: New Ways of Thinking Lesson Plans Book	ROGER A. ARNOLD	2015	9-12	9780821969205	
	Flipgrid Teacher Account (6 yr license)	N/A	2015	9-12	9780821973592	
<b>Publisher</b>	<b>Title of Material</b>	<b>Author</b>	<b>Copyright</b>	<b>Grade Level</b>	<b>ISBN</b>	<b>Recommendation</b>
<b>Houghton Mifflin Harcourt Publishing Company</b>	<b>HMH Social Studies United States History Premium Classroom Package with Channel One (6yr Print/6yr Digital) (Includes 76 Student Editions, 75 Online Student Editions (6-Year), 75 Student Edition eTextbook ePub3 Subscriptions (6-Year), 75 Downloadable Student Edition PDFs, 75 Guided Reading Workbook Print-Subscriptions (6-Year), 75 Channel One Subscriptions (6-Year), 1 Spanish/English Guided Reading Workbook, 1 Online Teacher Digital Management Center Subscription (6-Year), 1 Downloadable Teacher Resource Tool PDF, 1 Teacher Guide Bundle, 1 Guided Reading Workbook Answer Key)</b>	<b>Houghton Mifflin Harcourt</b>	<b>2018</b>	<b>6-9</b>	<b>9781328696250</b>	<b>Comprehensive US History I</b>
	<p><b>Notes:</b>  <b>Strengths:</b> Online resources, primary document choices, and assessments were all top notch. Great cross-curricular relationship with English and creative writing classes. Text is easy to read, with a heavy (highlighted and bolded) emphasis on key vocabulary. Visuals were not excessive and related to the material effectively. Great historical quotes.  <b>Weaknesses:</b> Emphasis of multicultural analysis seemed very limited to the basic historical entities.</p>					
	<p><b>Key Features:</b>  Houghton Mifflin Harcourt believes in keeping the <i>story</i> in history. Storytelling is cultures' most memorable form of communication. The best stories capture imagination, affect</p>					

**CONSENT  
AUGUST 10, 2017**

	<p>emotions, spark further thought, and demand retelling. Stories persist, so our programs embrace the form and its ability to reach learners with diverse backgrounds, interests, and dispositions. HMH delivers these captivating stories through engaging narratives, vibrant visuals, and high-quality multimedia features. Throughout every lesson in <i>HMH Social Studies: United States History</i> © 2018, content is presented in ways that gets middle school students' attention and sparks connections. Through HMH's exclusive partnerships with the <i>HISTORY</i>® Channel and Maps.com, students are presented with a multi-modal presentation of details that are cohesive and correlated to the lesson. The program's text, visual content, and support are delivered in multiple modalities, with audio, video, simulations, multimedia <i>Close Read Screencast</i> modeled analytical discussions, and interactive maps and illustrations. With this thoroughly engaging and focused combination of content delivery, students develop an understanding of the significance of topics and events.</p> <p>To promote college and career readiness, <i>HMH Social Studies: United States History</i> engages students in the rigor of the social studies discipline while building the critical thinking, problem-solving, and participatory skills necessary for students to become engaged citizens. <i>HMH Social Studies: United States History</i> facilitates the integration of content and activities that engage students as active participants of a global society. To maximize students' development as responsible citizens, <i>HMH Social Studies</i> programs place the focus on teaching students <u>how</u> to think instead of <u>what</u> to think. This supports the overall goals of having students learn actively, think critically, and participate responsibly. The program continuously gives students opportunities to make connections, use skills outside of the classroom, and exercise good decision-making in the future.</p> <p><i>HMH Social Studies: United States History</i> presents an inquiry-driven approach to learning and teaching. This approach uses compelling questions to spark curiosity, deepen investigations, and get students to apply knowledge and develop ideas in real-world settings. Throughout the program, students are involved in thoughtful discourse, writing, research, and more. <i>HMH Social Studies: United States History</i> guides students in their analysis of topics and primary sources, use of evidence, proficiency with academic vocabulary and language, and employment of effective listening and speaking techniques. Teachers can rely on the <i>HMH Social Studies</i> programs to seamlessly integrate English Language Arts and Literacy into social studies.</p> <p><i>HMH Social Studies: United States History</i>, with its 2018 copyright, provides the most up-to-date social studies content available. Historical information is delivered in ways that connect to students and enhance their understanding. The program's content presents the past along with information that leads students to make contemporary connections. 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HMH Social Studies United States History Student Edition	Houghto n Mifflin Harcourt	2018	6-9	9780544454149		

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AUGUST 10, 2017**

HMH Social Studies United States History Online Student Edition (6-Year)	Houghto n Mifflin Harcourt	2018	<b>6-9</b>	9780544454170
HMH Social Studies United States History Student Edition eTextbook ePub3 (6- Year)	Houghto n Mifflin Harcourt	2018	<b>6-9</b>	9781328739933
HMH Social Studies United States History Downloadable Student Edition PDF	Houghto n Mifflin Harcourt	2018	<b>6-9</b>	9780544925878
HMH Social Studies United States History Guided Reading Workbook Print- Subscription (6-Year)	Houghto n Mifflin Harcourt	2018	<b>6-9</b>	9781328698353
HMH Social Studies United States History Channel One (6-Year)	Houghto n Mifflin Harcourt	2014	<b>6-9</b>	9780544618800
HMH Social Studies United States History Spanish/English Guided Reading Workbook	Houghto n Mifflin Harcourt	2018	<b>6-9</b>	9780544668126
HMH Social Studies United States History Online Teacher Digital Management Center (6- Year)	Houghto n Mifflin Harcourt	2018	<b>6-9</b>	9780544454200
HMH Social Studies United States History Downloadable Teacher Resource Tool PDF	Houghto n Mifflin Harcourt	2018	<b>6-9</b>	9780544925885
HMH Social Studies United States History Teacher Guide Bundle (Includes Teacher Guides Volumes 1-5)	Houghto n Mifflin Harcourt	2018	<b>6-9</b>	9780544917736
HMH Social Studies United States History Guided Reading Workbook Answer Key	Houghto n Mifflin Harcourt	2018	<b>6-9</b>	9780544668133

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AUGUST 10, 2017**

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN	Recommendation
<p>Houghton Mifflin Harcourt Publishing Company</p>	<p>HMH Social Studies United States History: Beginnings to 1877 Premium Classroom Package with Channel One (6yr Print/6yr Digital) (Includes 76 Student Editions, 75 Online Student Editions (6-Year), 75 Student Edition eTextbook ePub3 Subscriptions (6-Year), 75 Downloadable Student Edition PDFs, 75 Guided Reading Workbook Print-Subscriptions (6-Year), 75 Channel One Subscriptions (6-Year), 1 Spanish/English Guided Reading Workbook, 1 Online Teacher Digital Management Center Subscription (6-Year), 1 Downloadable Teacher Resource Tool PDF, 1 Teacher Guide Bundle, 1 Guided Reading Workbook Answer Key)</p>	<p>Houghton Mifflin Harcourt</p>	<p>2018</p>	<p>6-9</p>	<p>9781328696175</p>	<p>Comprehensive US History I</p>
<p><b>Notes:</b>  <b>Strengths:</b> The textbook has excellent online resources, access to primary source documents, and a variety of assessments. There are opportunities for cross-curricular relationship with English Language Arts standards.  <b>Weaknesses:</b> There are standards where teachers will need to supplement to teach appropriately. Some topics, such as, immigration are taught through a limited cultural lens.</p>						
<p><b>Key Features:</b>  Houghton Mifflin Harcourt believes in keeping the <i>story</i> in history. Storytelling is cultures' most memorable form of communication. The best stories capture imagination, affect emotions, spark further thought, and demand retelling. Stories persist, so our programs embrace the form and its ability to reach learners with diverse backgrounds, interests, and dispositions. HMH delivers these captivating stories through engaging narratives, vibrant visuals, and high-quality multimedia features. Throughout every lesson in <i>HMH Social Studies: United States History: Beginnings to 1877</i> © 2018, content is presented in ways that gets middle school students' attention and sparks connections. Through HMH's exclusive partnerships with the <i>HISTORY</i>® Channel and Maps.com, students are presented with a multi-modal presentation of details that are cohesive and correlated to the lesson. The program's text, visual content, and support are delivered in multiple modalities, with audio, video, simulations, multimedia <i>Close Read Screencast</i> modeled analytical discussions, and interactive maps and illustrations. With this thoroughly engaging and focused combination of content delivery, students develop an understanding of the significance of topics and events.  To promote college and career readiness, <i>HMH Social Studies: United States History: Beginnings to 1877</i> engages students in the rigor of the social studies discipline while building the critical thinking, problem-solving, and participatory skills necessary for</p>						

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AUGUST 10, 2017**

<p>students to become engaged citizens. <i>HMH Social Studies: United States History: Beginnings to 1877</i> facilitates the integration of content and activities that engage students as active participants of a global society. To maximize students' development as responsible citizens, <i>HMH Social Studies</i> programs place the focus on teaching students <u>how</u> to think instead of <u>what</u> to think. This supports the overall goals of having students learn actively, think critically, and participate responsibly. The program continuously gives students opportunities to make connections, use skills outside of the classroom, and exercise good decision-making in the future.</p> <p><i>HMH Social Studies: United States History: Beginnings to 1877</i> presents an inquiry-driven approach to learning and teaching. This approach uses compelling questions to spark curiosity, deepen investigations, and get students to apply knowledge and develop ideas in real-world settings. Throughout the program, students are involved in thoughtful discourse, writing, research, and more. <i>HMH Social Studies: United States History: Beginnings to 1877</i> guides students in their analysis of topics and primary sources, use of evidence, proficiency with academic vocabulary and language, and employment of effective listening and speaking techniques. Teachers can rely on the <i>HMH Social Studies</i> programs to seamlessly integrate English Language Arts and Literacy into social studies.</p> <p><i>HMH Social Studies: United States History: Beginnings to 1877</i>, with its 2018 copyright, provides the most up-to-date social studies content available. Historical information is delivered in ways that connect to students and enhance their understanding. The program's content presents the past along with information that leads students to make contemporary connections. The program asks students to uncover the connections and inspires them to look beneath the surface to identify relationships, note influences, and to introduce ideas that challenge assumptions. <i>HMH Social Studies: United States History: Beginnings to 1877</i> also delivers current, appropriate, and relevant content through the <i>HMH Current Events</i> site, <i>Map Connections</i>, and <i>Channel One News</i>. <i>Map Connections</i> is a feature from HMH's partnership with Maps.com, a leading provider of mapping products and solutions. Through the power of Maps.com, <i>Map Connections</i> makes it possible for students to get the most up-to-date geography information. The <i>HMH Current Events</i> site is continuously updated, and it includes an RSS feed with the day's news. The award-winning <i>Channel One News</i> delivers fresh, up-to-the-minute news every day.</p> <p><i>HMH Social Studies: United States History: Beginnings to 1877</i> offers an adaptable curriculum and online and offline digital materials that redefine social studies teaching and learning. The program boasts a flexible design that fits a variety of teaching styles, learning style preferences, and modes of delivery. Differentiated instruction, strategies, and activities are included throughout every lesson in the Teacher's Guide, so teachers can meet the needs of all of their students. The program delivers superior levels of accessibility through its components, delivery options, and content, including its <i>Guided Reading Workbooks</i> in English and in Spanish/English that help students master the content and build vocabulary and reading skills. With <i>HMH Social Studies</i>, all learners have meaningful learning experiences as they connect to the content in multiple ways. No other publisher offers such dynamic resources that connect students with news that enriches their learning about the past, the present, and the opportunities to become engaged as active members of our global community. <i>HMH Social Studies: United States History: Beginnings to 1877</i> is a powerful program that will help students and teachers of Idaho's public schools reach their goals.</p> <p>To view the table of contents for the <i>HMH Social Studies: United States History: Beginnings to 1877</i> program, please go to <a href="https://hnhco.box.com/v/USHB77TOC">https://hnhco.box.com/v/USHB77TOC</a>. We also invite you to review the <i>HMH Social Studies Middle School Overview Brochure</i> at <a href="https://hnhco.box.com/v/HMHSSMSOverview">https://hnhco.box.com/v/HMHSSMSOverview</a>.</p>	
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AUGUST 10, 2017**

HMH Social Studies United States History: Beginning to 1877 Student Edition	Houghton Mifflin Harcourt	2018	<b>6-9</b>	9780544668799
HMH Social Studies United States History: Beginning to 1877 Online Student Edition (6-Year)	Houghton Mifflin Harcourt	2018	<b>6-9</b>	9780544673755
HMH Social Studies United States History: Beginning to 1877 Student Edition eTextbook ePub3 (6- Year)	Houghton Mifflin Harcourt	2018	<b>6-9</b>	9780544944084
HMH Social Studies United States History: Beginning to 1877 Downloadable Student Edition PDF	Houghton Mifflin Harcourt	2018	<b>6-9</b>	9780544912359
HMH Social Studies United States History: Beginning to 1877 Guided Reading Workbook Print- Subscription (6-Year)	Houghton Mifflin Harcourt	2018	<b>6-9</b>	9780544978652
HMH Social Studies United States History: Beginning to 1877 Channel One (6-Year)	Houghton Mifflin Harcourt	2014	<b>6-9</b>	9780544618800
HMH Social Studies United States History: Beginning to 1877 Spanish/English Guided Reading Workbook	Houghton Mifflin Harcourt	2018	<b>6-9</b>	9780544668829
HMH Social Studies United States History: Beginning to 1877 Online Teacher Digital Management Center (6- Year)	Houghton Mifflin Harcourt	2018	<b>6-9</b>	9780544673748
HMH Social Studies United States History: Beginning to 1877 Downloadable Teacher Resource Tool PDF	Houghton Mifflin Harcourt	2018	<b>6-9</b>	9780544912373
HMH Social Studies United States History: Beginning to 1877 Teacher Guide Bundle (Includes Teacher Guides Volumes 1-3)	Houghton Mifflin Harcourt	2018	<b>6-9</b>	9780544912762
HMH Social Studies United States History: Beginning to 1877 Guided Reading Workbook Answer Key	Houghton Mifflin Harcourt	2018	<b>6-9</b>	9780544668836

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AUGUST 10, 2017**

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN	Recommendation
<p>Houghton Mifflin Harcourt Publishing Company</p>	<p><b>HMH Social Studies United States History: Beginnings to 1914 Premium Classroom Package with Channel One (6yr Print/6yr Digital) (Includes 76 Student Editions, 75 Online Student Editions (6-Year), 75 Student Edition eTextbooks (6-Year), 75 Downloadable Student Edition PDFs, 75 Channel One Subscriptions (6-Year), 75 Guided Reading Workbook Print Subscriptions (6-Year), 1 Online Teacher Digital Managment Center Subscription (6-Year), 1 Downloadable Teacher Resource Tool, 1 Teacher Guide Bundle, 1 Spanish/English Guided Reading Workbook)</b></p>	<p>Houghton Mifflin Harcourt</p>	<p>2018</p>	<p>6-9</p>	<p>9781328699695</p>	<p>Basic US History I</p>
<p><b>Notes:</b>  <b>Strengths:</b> The textbook is easy to read, and provides students with an extensive knowledge of US history. Its font size and ratio of graphics to text make it appealing to middle school aged students. The assessments are widely varied and allow students to demonstrate many skill sets. The online material is a great addition for students to grapple with the contents. The presence of a Spanish-English reading comprehension text shows preparation for students of different languages.  <b>Weaknesses:</b> Some individual standards are needing to be supplemented. The textbook often relies on student access to the internet in order to do so. Another major difficulty is the online resources having a little less user ease than might be necessary for younger students.  <b>Other:</b> Purchasing the online material would be greatly emphasized for addressing students of lower comprehension levels.</p>						
<p><b>Key Features:</b>  Houghton Mifflin Harcourt believes in keeping the <i>story</i> in history. Storytelling is cultures' most memorable form of communication. The best stories capture imagination, affect emotions, spark further thought, and demand retelling. Stories persist, so our programs embrace the form and its ability to reach learners with diverse backgrounds, interests, and dispositions. HMH delivers these captivating stories through engaging narratives, vibrant visuals, and high-quality multimedia features. Throughout every lesson in <i>HMH Social Studies: United States History: Beginnings to 1914</i> © 2018, content is presented in ways that gets middle school students' attention and sparks connections. Through HMH's exclusive partnerships with the <i>HISTORY</i>® Channel and Maps.com, students are presented with a multi-modal presentation of details that are cohesive and correlated to the lesson. The program's text, visual content, and support are delivered in multiple modalities, with audio, video, simulations, multimedia <i>Close Read Screencast</i> modeled analytical discussions, and interactive maps and illustrations. With this thoroughly engaging and focused combination of content delivery, students develop an understanding of the significance of topics and events.  To promote college and career readiness, <i>HMH Social Studies: United States History:</i></p>						

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AUGUST 10, 2017**

<p><i>Beginnings to 1914</i> engages students in the rigor of the social studies discipline while building the critical thinking, problem-solving, and participatory skills necessary for students to become engaged citizens. <i>HMH Social Studies: United States History: Beginnings to 1914</i> facilitates the integration of content and activities that engage students as active participants of a global society. To maximize students' development as responsible citizens, <i>HMH Social Studies</i> programs place the focus on teaching students <u>how</u> to think instead of <u>what</u> to think. This supports the overall goals of having students learn actively, think critically, and participate responsibly. The program continuously gives students opportunities to make connections, use skills outside of the classroom, and exercise good decision-making in the future.</p> <p><i>HMH Social Studies: United States History: Beginnings to 1914</i> presents an inquiry-driven approach to learning and teaching. This approach uses compelling questions to spark curiosity, deepen investigations, and get students to apply knowledge and develop ideas in real-world settings. Throughout the program, students are involved in thoughtful discourse, writing, research, and more. <i>HMH Social Studies: United States History: Beginnings to 1914</i> guides students in their analysis of topics and primary sources, use of evidence, proficiency with academic vocabulary and language, and employment of effective listening and speaking techniques. Teachers can rely on the <i>HMH Social Studies</i> programs to seamlessly integrate English Language Arts and Literacy into social studies.</p> <p><i>HMH Social Studies: United States History: Beginnings to 1914</i>, with its 2018 copyright, provides the most up-to-date social studies content available. Historical information is delivered in ways that connect to students and enhance their understanding. The program's content presents the past along with information that leads students to make contemporary connections. The program asks students to uncover the connections and inspires them to look beneath the surface to identify relationships, note influences, and to introduce ideas that challenge assumptions. <i>HMH Social Studies: United States History: Beginnings to 1914</i> also delivers current, appropriate, and relevant content through the <i>HMH Current Events</i> site, <i>Map Connections</i>, and <i>Channel One News</i>. <i>Map Connections</i> is a feature from HMH's partnership with Maps.com, a leading provider of mapping products and solutions. Through the power of Maps.com, <i>Map Connections</i> makes it possible for students to get the most up-to-date geography information. The <i>HMH Current Events</i> site is continuously updated, and it includes an RSS feed with the day's news. The award-winning <i>Channel One News</i> delivers fresh, up-to-the-minute news every day.</p> <p><i>HMH Social Studies: United States History: Beginnings to 1914</i> offers an adaptable curriculum and online and offline digital materials that redefine social studies teaching and learning. The program boasts a flexible design that fits a variety of teaching styles, learning style preferences, and modes of delivery. Differentiated instruction, strategies, and activities are included throughout every lesson in the Teacher's Guide, so teachers can meet the needs of all of their students. The program delivers superior levels of accessibility through its components, delivery options, and content, including its <i>Guided Reading Workbooks</i> in English and in Spanish/English that help students master the content and build vocabulary and reading skills. With <i>HMH Social Studies</i>, all learners have meaningful learning experiences as they connect to the content in multiple ways. No other publisher offers such dynamic resources that connect students with news that enriches their learning about the past, the present, and the opportunities to become engaged as active members of our global community. <i>HMH Social Studies: United States History: Beginnings to 1914</i> is a powerful program that will help students and teachers of Idaho's public schools reach their goals.</p> <p>To view the table of contents for the <i>HMH Social Studies: United States History: Beginnings to 1914</i> program, please go to <a href="https://hnhco.box.com/v/USHB14TOC">https://hnhco.box.com/v/USHB14TOC</a>. We also invite you to review the <i>HMH Social Studies Middle School Overview Brochure</i> at <a href="https://hnhco.box.com/v/HMHSSMSOverview">https://hnhco.box.com/v/HMHSSMSOverview</a>.</p>				
HMH Social Studies United States History: Beginning to 1914 Student Edition	Houghton Mifflin Harcourt	2018	<b>6-9</b>	9780544668843
HMH Social Studies United States History: Beginning to 1914 Online Student Edition (6-Year)	Houghton Mifflin Harcourt	2018	<b>6-9</b>	9780544673830
HMH Social Studies United States History: Beginning to 1914 Student Edition eTextbook (6-Year)	Houghton Mifflin Harcourt	2018	<b>6-9</b>	9781328739896



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	HMH Social Studies United States History: Beginning to 1914 Downloadable Student Edition PDF	Houghton Mifflin Harcourt	2018	6-9	9780544925892	
	HMH Social Studies United States History: Beginning to 1914 Channel One (6-Year)	Houghton Mifflin Harcourt	2014	6-9	9780544618800	
	HMH Social Studies United States History: Beginning to 1914 Guided Reading Workbook Print Subscription (6-Year)	Houghton Mifflin Harcourt	2018	6-9	9780544978669	
	HMH Social Studies United States History: Beginning to 1914 Online Teacher Digital Management Center (6-Year)	Houghton Mifflin Harcourt	2018	6-9	9780544673823	
	HMH Social Studies United States History: Beginning to 1914 Downloadable Teacher Resource Tool	Houghton Mifflin Harcourt	2018	6-9	9780544925908	
	HMH Social Studies United States History: Beginning to 1914 Teacher Guide Bundle (Includes Teacher Guides Volumes 1-4)	Houghton Mifflin Harcourt	2018	6-9	9780544917859	
	HMH Social Studies United States History: Beginning to 1914 Spanish/English Guided Reading Workbook	Houghton Mifflin Harcourt	2018	6-9	9780544668874	
<b>Publisher</b>	<b>Title of Material</b>	<b>Author</b>	<b>Copyright</b>	<b>Grade Level</b>	<b>ISBN</b>	<b>Recommendation</b>
<b>Houghton Mifflin Harcourt Publishing Company</b>	<b>HMH Social Studies World Civilizations Premium Classroom Package with Channel One (6yr Print/6yr Digital) (Includes 76 Student Editions, 75 Online Student Editions (6- Year), 75 Student Edition eTextbook ePubs (6-Year), 75 Downloadable Student Edition PDFs, 1 Spanish/English Guided Reading Workbook, 75 Guided Reading Workbook Print Subscriptions (6- Year), 75 Channel One Subscriptions (6-Year), 1 Online</b>	<b>Houghton Mifflin Harcourt</b>	<b>2018</b>	<b>6-9</b>	<b>9781328699244</b>	<b>Comprehensive World History &amp; Civilizations</b>

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AUGUST 10, 2017**

	<p><b>Teacher Digital Management Center Subscription (6-Year), 1 Downloadable Teacher Resource Tool PDF, 1 Teacher Guide Bundle, 1 Guided Reading Workbook Answer Key)</b></p>					
<p><b>Notes:</b>  <b>Strengths:</b> An excellent resource. Very organized and easy to use. Student friendly. Information is complete without being redundant or boring. Pictures are visually appealing and modern. Excellent ties to non-print resources and media.  <b>Weaknesses:</b> Text is too large and may discourage students from taking it home. Lacks a variety of assessment.</p>						
<p><b>Key Features:</b>  Houghton Mifflin Harcourt believes in keeping the <i>story</i> in history. Storytelling is cultures' most memorable form of communication. The best stories capture imagination, affect emotions, spark further thought, and demand retelling. Stories persist, so our programs embrace the form and its ability to reach learners with diverse backgrounds, interests, and dispositions. HMH delivers these captivating stories through engaging narratives, vibrant visuals, and high-quality multimedia features. Throughout every lesson in <i>HMH Social Studies: World Civilizations</i> © 2018, content is presented in ways that gets middle school students' attention and sparks connections. Through HMH's exclusive partnerships with the <i>HISTORY</i>® Channel and Maps.com, students are presented with a multi-modal presentation of details that are cohesive and correlated to the lesson. The program's text, visual content, and support are delivered in multiple modalities, with audio, video, simulations, multimedia <i>Close Read Screencast</i> modeled analytical discussions, and interactive maps and illustrations. With this thoroughly engaging and focused combination of content delivery, students develop an understanding of the significance of topics and events.  To promote college and career readiness, <i>HMH Social Studies: World Civilizations</i> engages students in the rigor of the social studies discipline while building the critical thinking, problem-solving, and participatory skills necessary for students to become engaged citizens. <i>HMH Social Studies: World Civilizations</i> facilitates the integration of content and activities that engage students as active participants of a global society. To maximize students' development as responsible citizens, <i>HMH Social Studies</i> programs place the focus on teaching students <u>how</u> to think instead of <u>what</u> to think. This supports the overall goals of having students learn actively, think critically, and participate responsibly. The program continuously gives students opportunities to make connections, use skills outside of the classroom, and exercise good decision-making in the future.  <i>HMH Social Studies: World Civilizations</i> presents an inquiry-driven approach to learning and teaching. This approach uses compelling questions to spark curiosity, deepen investigations, and get students to apply knowledge and develop ideas in real-world settings. Throughout the program, students are involved in thoughtful discourse, writing, research, and more. <i>HMH Social Studies: World Civilizations</i> guides students in their analysis of topics and primary sources, use of evidence, proficiency with academic vocabulary and language, and employment of effective listening and speaking techniques. Teachers can rely on the <i>HMH Social Studies</i> programs to seamlessly integrate English Language Arts and Literacy into social studies.  <i>HMH Social Studies: World Civilizations</i>, with its 2018 copyright, provides the most up-to-date social studies content available. Historical information is delivered in ways that connect to students and enhance their understanding. The program's content presents the past along with information that leads students to make contemporary connections. The program asks students to uncover the connections and inspires them to look beneath the surface to identify relationships, note influences, and to introduce ideas that challenge assumptions. <i>HMH Social Studies: World Civilizations</i> also delivers current, appropriate, and relevant content through the <i>HMH Current Events</i> site, <i>Map Connections</i>, and <i>Channel One News</i>. <i>Map Connections</i> is a feature from HMH's partnership with Maps.com, a leading provider of mapping products and solutions. Through the power of Maps.com, <i>Map Connections</i> makes it possible for students to get the most up-to-date geography information. The <i>HMH Current Events</i> site is continuously updated, and it includes an RSS feed with the day's news. The award-winning <i>Channel One News</i> delivers fresh, up-to-the-minute news every day.</p>						

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AUGUST 10, 2017**

<p><i>HMH Social Studies: World Civilizations</i> offers an adaptable curriculum and online and offline digital materials that redefine social studies teaching and learning. The program boasts a flexible design that fits a variety of teaching styles, learning style preferences, and modes of delivery. Differentiated instruction, strategies, and activities are included throughout every lesson in the Teacher's Guide, so teachers can meet the needs of all of their students. The program delivers superior levels of accessibility through its components, delivery options, and content, including its <i>Guided Reading Workbooks</i> in English and in Spanish/English that help students master the content and build vocabulary and reading skills. With <i>HMH Social Studies</i>, all learners have meaningful learning experiences as they connect to the content in multiple ways.</p> <p>No other publisher offers such dynamic resources that connect students with news that enriches their learning about the past, the present, and the opportunities to become engaged as active members of our global community. <i>HMH Social Studies: World Civilizations</i> is a powerful program that will help students and teachers of Idaho's public schools reach their goals.</p> <p>To view the table of contents for the <i>HMH Social Studies: World Civilizations</i> program, please go to <a href="https://hnhco.box.com/v/HMHSSWorldCivTOC">https://hnhco.box.com/v/HMHSSWorldCivTOC</a>. We also invite you to review the <i>HMH Social Studies Middle School Overview Brochure</i> at <a href="https://hnhco.box.com/v/HMHSSMSOverview">https://hnhco.box.com/v/HMHSSMSOverview</a>.</p>				
HMH Social Studies World Civilizations Student Edition	Houghton Mifflin Harcourt	2018	6-9	9780544668171
HMH Social Studies World Civilizations Online Student Edition (6-Year)	Houghton Mifflin Harcourt	2018	6-9	9780544673519
HMH Social Studies World Civilizations Student Edition eTextbook ePub (6-Year)	Houghton Mifflin Harcourt	2018	6-9	9781328739810
HMH Social Studies World Civilizations Downloadable Student Edition PDF	Houghton Mifflin Harcourt	2018	6-9	9780544925915
HMH Social Studies World Civilizations Spanish/English Guided Reading Workbook	Houghton Mifflin Harcourt	2018	6-9	9780544668201
HMH Social Studies World Civilizations Guided Reading Workbook Print Subscription (6-Year)	Houghton Mifflin Harcourt	2018	6-9	9780544978416
HMH Social Studies World Civilizations Channel One (6-Year)	Houghton Mifflin Harcourt	2014	6-9	9780544618800
HMH Social Studies World Civilizations Online Teacher Digital Management Center (6-Year)	Houghton Mifflin Harcourt	2018	6-9	9780544673502
HMH Social Studies World Civilizations Downloadable Teacher Resource Tool PDF	Houghton Mifflin Harcourt	2018	6-9	9780544925922

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AUGUST 10, 2017**

	HMH Social Studies World Civilizations Teacher Guide Bundle (Includes Teacher Guides Volumes 1-5)	Houghton Mifflin Harcourt	2018	6-9	9780544917927	
	HMH Social Studies World Civilizations Guided Reading Workbook Answer Key	Houghton Mifflin Harcourt	2018	6-9	9780544668218	
<b>Publisher</b>	<b>Title of Material</b>	<b>Author</b>	<b>Copyright</b>	<b>Grade Level</b>	<b>ISBN</b>	<b>Recommendation</b>
Houghton Mifflin Harcourt Publishing Company	HMH Social Studies World History Premium Classroom Package with Channel One (6yr Print/6yr Digital) (Includes 76 Student Editions, 75 Online Student Access (6-Year), 75 Student Edition eTextbook ePubs (6-Year), 75 Downloadable Student Editions, 75 Guided Reading Student Workbook Print Subscriptions (6-Year), 75 Channel One Subscriptions (6-Year), 1 Spanish/English Guided Reading Student Workbook, 1 Teacher Digital Management Center Subscription (6-Year), 1 Downloadable Teacher Resource Tool, 1 Teacher Guide Bundle, 1 Guided Reading Workbook Answer Key)	Houghton Mifflin Harcourt	2018	9-12	9781328705938	Comprehensive World History & Civilizations Grades 6-9
<p><b>Notes:</b>  <b>Strengths:</b> Very strong resource. Academically challenging yet grade appropriate. Excellent visuals and assessments as you move along. Meets all Idaho Standards.  <b>Weaknesses:</b> Students text is very large and cumbersome. Students may be discouraged about taking it home or carrying it around. Access to the online tools are difficult to find. The assessments are heavy on the writing side and doesn't allow for differentiated learning styles.  <b>Other:</b> Evaluators strongly recommend this resource to be a 6-9 Comprehensive Resource not a 9-12 as stated by publisher.</p>						
<p><b>Key Features:</b>  Houghton Mifflin Harcourt believes in keeping the <i>story</i> in history. Storytelling is cultures' most memorable form of communication. The best stories capture imagination, affect emotions, spark further thought, and demand retelling. Stories persist, so our programs embrace the form and its ability to reach learners with diverse backgrounds, interests, and dispositions. HMH delivers these captivating stories through engaging narratives, vibrant visuals, and high-quality multimedia features. Throughout every lesson in <i>HMH</i></p>						

**CONSENT  
AUGUST 10, 2017**

<p><i>Social Studies: World History</i> © 2018, content is presented in ways that gets high school students' attention and sparks connections. Through HMH's exclusive partnerships with the <i>HISTORY</i>® Channel and Maps.com, students are presented with a multi-modal presentation of details that are cohesive and correlated to the lesson. The program's text, visual content, and support are delivered in multiple modalities, with audio, video, simulations, multimedia <i>Close Read Screencast</i> modeled analytical discussions, and interactive maps and illustrations. With this thoroughly engaging and focused combination of content delivery, students develop an understanding of the significance of topics and events.</p> <p>To promote college and career readiness, <i>HMH Social Studies: World History</i> engages students in the rigor of the social studies discipline while building the critical thinking, problem-solving, and participatory skills necessary for students to become engaged citizens. <i>HMH Social Studies: World History</i> facilitates the integration of content and activities that engage students as active participants of a global society. To maximize students' development as responsible citizens, <i>HMH Social Studies</i> programs place the focus on teaching students <u>how</u> to think instead of <u>what</u> to think. This supports the overall goals of having students learn actively, think critically, and participate responsibly. The program continuously gives students opportunities to make connections, use skills outside of the classroom, and exercise good decision-making in the future.</p> <p><i>HMH Social Studies: World History</i> presents an inquiry-driven approach to learning and teaching. This approach uses compelling questions to spark curiosity, deepen investigations, and get students to apply knowledge and develop ideas in real-world settings. Throughout the program, students are involved in thoughtful discourse, writing, research, and more. <i>HMH Social Studies: World History</i> guides students in their analysis of topics and primary sources, use of evidence, proficiency with academic vocabulary and language, and employment of effective listening and speaking techniques. Teachers can rely on the <i>HMH Social Studies</i> programs to seamlessly integrate English Language Arts and Literacy into social studies.</p> <p><i>HMH Social Studies: World History</i>, with its 2018 copyright, provides the most up-to-date social studies content available. Historical information is delivered in ways that connect to students and enhance their understanding. The program's content presents the past along with information that leads students to make contemporary connections. The program asks students to uncover the connections and inspires them to look beneath the surface to identify relationships, note influences, and to introduce ideas that challenge assumptions. <i>HMH Social Studies: World History</i> also delivers current, appropriate, and relevant content through the <i>HMH Current Events</i> site, <i>Map Connections</i>, and <i>Channel One News</i>. <i>Map Connections</i> is a feature from HMH's partnership with Maps.com, a leading provider of mapping products and solutions. Through the power of Maps.com, <i>Map Connections</i> makes it possible for students to get the most up-to-date geography information. The <i>HMH Current Events</i> site is continuously updated, and it includes an RSS feed with the day's news. The award-winning <i>Channel One News</i> delivers fresh, up-to-the-minute news every day.</p> <p><i>HMH Social Studies: World History</i> offers an adaptable curriculum and online and offline digital materials that redefine social studies teaching and learning. The program boasts a flexible design that fits a variety of teaching styles, learning style preferences, and modes of delivery. Differentiated instruction, strategies, and activities are included throughout every lesson in the Teacher's Guide, so teachers can meet the needs of all of their students. The program delivers superior levels of accessibility through its components, delivery options, and content, including its <i>Guided Reading Workbooks</i> in English and in Spanish/English that help students master the content and build vocabulary and reading skills. With <i>HMH Social Studies</i>, all learners have meaningful learning experiences as they connect to the content in multiple ways.</p> <p>No other publisher offers such dynamic resources that connect students with news that enriches their learning about the past, the present, and the opportunities to become engaged as active members of our global community. <i>HMH Social Studies: World History</i> is a powerful program that will help students and teachers of Idaho's public schools reach their goals.</p> <p>To view the table of contents for the <i>HMH Social Studies: World History</i> program, please go to <a href="https://hmcbo.box.com/v/HMHSSWHTOC">https://hmcbo.box.com/v/HMHSSWHTOC</a>. We also invite you to review the <i>HMH Social Studies High School Overview Brochure</i> at <a href="https://hmcbo.box.com/v/HMHSSHSOv">https://hmcbo.box.com/v/HMHSSHSOv</a>.</p>				
HMH Social Studies World History Student Edition	Houghton Mifflin Harcourt	2018	9-12	9780544668225
HMH Social Studies World History Online Student Access (6-Year)	Houghton Mifflin Harcourt	2018	9-12	9780544673595

**CONSENT  
AUGUST 10, 2017**

	HMH Social Studies World History Student Edition eTextbook ePub (6-Year)	Houghton Mifflin Harcourt	2018	9-12	9781328755322	
	HMH Social Studies World History Downloadable Student Edition	Houghton Mifflin Harcourt	2018	9-12	9780544927957	
	HMH Social Studies World History Guided Reading Student Workbook Print Subscription (6-Year)	Houghton Mifflin Harcourt	2018	9-12	9781328706416	
	HMH Social Studies World History Channel One (6-Year)	Houghton Mifflin Harcourt	2014	9-12	9780544618800	
	HMH Social Studies World History Spanish/English Guided Reading Student Workbook	Houghton Mifflin Harcourt	2018	9-12	9780544668713	
	HMH Social Studies World History Teacher Digital Management Center (6-Year)	Houghton Mifflin Harcourt	2018	9-12	9780544673588	
	HMH Social Studies World History Downloadable Teacher Resource Tool	Houghton Mifflin Harcourt	2018	9-12	9780544928022	
	HMH Social Studies World History Teacher Guide Bundle (Includes Teacher Guides Volumes 1-6)	Houghton Mifflin Harcourt	2018	9-12	9780544915565	
	HMH Social Studies World History Guided Reading Workbook Answer Key	Houghton Mifflin Harcourt	2018	9-12	9780544668720	
<b>Publisher</b>	<b>Title of Material</b>	<b>Author</b>	<b>Copyright</b>	<b>Grade Level</b>	<b>ISBN</b>	<b>Recommendation</b>
<b>Houghton Mifflin Harcourt Publishing Company</b>	<b>HMH Social Studies American History Premium Classroom Package with Channel One (6yr Print/6yr Digital) (Includes 76 Student Editions, 75 Online Student Access (6-Year), 75 Student Edition eTextbook ePubs (6-Year), 75 Downloadable Student Editions, 75 Guided Reading Student Workbook Print Subscriptions (6-Year), 75 Channel One Subscriptions (6-Year), 1 Spanish/English Guided Reading Student Workbook,</b>	<b>Houghton Mifflin Harcourt</b>	<b>2018</b>	<b>9-12</b>	<b>9781328702937</b>	<b>Comprehensive US History I &amp; US History II</b>

**CONSENT  
AUGUST 10, 2017**

<p><b>1 Teacher Digital Management Center Subscription (6-Year), 1 Downloadable Teacher Resource Tool, 1 Teacher Guide Bundle, 1 Guided Reading Workbook Answer Key)</b></p>					
<p><b>Notes:</b></p> <p><b>Strengths:</b> The text is very comprehensive and gives pertinent details regarding the history of America. The provided primary sources as reference material and learning tools are excellent and often used. "One American's Story" is a great introduction and topic piece to start each module. There are multiple approaches to assessment and learning for all styles of learning and levels of understanding. The textbook does an excellent job of describing the migration and growth of nation throughout history. Ample amounts of charts, maps, and databases provide evidence of content including online interactive maps and activities to chart history. There are multiple examples of leaders and their lives including less known figures in history. Primary documents are referenced through online resources, and are sufficient for teachers to expand upon throughout the text ubiquitous bite size chunks of primary source material.</p> <p><b>Weaknesses:</b> The size of the textbook. As a class set, it will be fine but it would be very difficult to take home to review. It will probably be dropped a lot due to the heaviness. The size can also be quite overwhelming – especially for people with learning difficulties. There should be a better representation of Spanish/Mexican influences on American History.</p> <p>It would be nice to have more examples of guided commentary with primary sources to guide reading such as found in the section on the Constitution.</p> <p><b>Other:</b> HMH Social Studies American History overall provides excellent resources and supplementary materials to aid the busy classroom teacher.</p>					
<p><b>Key Features:</b></p> <p>Houghton Mifflin Harcourt believes in keeping the <i>story</i> in history. Storytelling is cultures' most memorable form of communication. The best stories capture imagination, affect emotions, spark further thought, and demand retelling. Stories persist, so our programs embrace the form and its ability to reach learners with diverse backgrounds, interests, and dispositions. HMH delivers these captivating stories through engaging narratives, vibrant visuals, and high-quality multimedia features. Throughout every lesson in <i>HMH Social Studies: American History</i> © 2018, content is presented in ways that gets high school students' attention and sparks connections. Through HMH's exclusive partnerships with the <i>HISTORY</i>® Channel and Maps.com, students are presented with a multi-modal presentation of details that are cohesive and correlated to the lesson. The program's text, visual content, and support are delivered in multiple modalities, with audio, video, simulations, multimedia <i>Close Read Screencast</i> modeled analytical discussions, and interactive maps and illustrations. With this thoroughly engaging and focused combination of content delivery, students develop an understanding of the significance of topics and events.</p> <p>To promote college and career readiness, <i>HMH Social Studies: American History</i> engages students in the rigor of the social studies discipline while building the critical thinking, problem-solving, and participatory skills necessary for students to become engaged citizens. <i>HMH Social Studies: American History</i> facilitates the integration of content and activities that engage students as active participants of a global society. To maximize students' development as responsible citizens, <i>HMH Social Studies</i> programs place the focus on teaching students <u>how</u> to think instead of <u>what</u> to think. This supports the overall goals of having students learn actively, think critically, and participate responsibly. The program continuously gives students opportunities to make connections, use skills outside of the classroom, and exercise good decision-making in the future.</p> <p><i>HMH Social Studies: American History</i> presents an inquiry-driven approach to learning and teaching. This approach uses compelling questions to spark curiosity, deepen investigations, and get students to apply knowledge and develop ideas in real-world settings. Throughout the program, students are involved in thoughtful discourse, writing, research, and more. <i>HMH Social Studies: American History</i> guides students in their analysis of topics and primary sources, use of evidence, proficiency with academic vocabulary and language, and employment of effective listening and speaking</p>					

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AUGUST 10, 2017**

<p>techniques. Teachers can rely on the <i>HMH Social Studies</i> programs to seamlessly integrate English Language Arts and Literacy into social studies.</p> <p><i>HMH Social Studies: American History</i>, with its 2018 copyright, provides the most up-to-date social studies content available. Historical information is delivered in ways that connect to students and enhance their understanding. The program's content presents the past along with information that leads students to make contemporary connections. The program asks students to uncover the connections and inspires them to look beneath the surface to identify relationships, note influences, and to introduce ideas that challenge assumptions. <i>HMH Social Studies: American History</i> also delivers current, appropriate, and relevant content through the <i>HMH Current Events</i> site, <i>Map Connections</i>, and <i>Channel One News</i>. <i>Map Connections</i> is a feature from HMH's partnership with Maps.com, a leading provider of mapping products and solutions. Through the power of Maps.com, <i>Map Connections</i> makes it possible for students to get the most up-to-date geography information. The <i>HMH Current Events</i> site is continuously updated, and it includes an RSS feed with the day's news. The award-winning <i>Channel One News</i> delivers fresh, up-to-the-minute news every day.</p> <p><i>HMH Social Studies: American History</i> offers an adaptable curriculum and online and offline digital materials that redefine social studies teaching and learning. The program boasts a flexible design that fits a variety of teaching styles, learning style preferences, and modes of delivery. Differentiated instruction, strategies, and activities are included throughout every lesson in the Teacher's Guide, so teachers can meet the needs of all of their students. The program delivers superior levels of accessibility through its components, delivery options, and content, including its <i>Guided Reading Workbooks</i> in English and in Spanish/English that help students master the content and build vocabulary and reading skills. With <i>HMH Social Studies</i>, all learners have meaningful learning experiences as they connect to the content in multiple ways.</p> <p>No other publisher offers such dynamic resources that connect students with news that enriches their learning about the past, the present, and the opportunities to become engaged as active members of our global community. <i>HMH Social Studies: American History</i> is a powerful program that will help students and teachers of Idaho's public schools reach their goals.</p> <p>To view the table of contents for the <i>HMH Social Studies: American History</i> program, please go to <a href="https://hmhco.box.com/v/AmHist18TOC">https://hmhco.box.com/v/AmHist18TOC</a>. We also invite you to review the <i>HMH Social Studies High School Overview Brochure</i> at <a href="https://hmhco.box.com/v/HMHSSHSOv">https://hmhco.box.com/v/HMHSSHSOv</a>.</p>				
HMH Social Studies American History Student Edition	Houghton Mifflin Harcourt	2018	9-12	9780544454194
HMH Social Studies American History Online Student Access (6-Year)	Houghton Mifflin Harcourt	2018	9-12	9780544454163
HMH Social Studies American History Student Edition eTextbook ePub (6-Year)	Houghton Mifflin Harcourt	2018	9-12	9781328752871
HMH Social Studies American History Downloadable Student Edition	Houghton Mifflin Harcourt	2018	9-12	9780544914377
HMH Social Studies American History Guided Reading Student Workbook Print Subscription (6-Year)	Houghton Mifflin Harcourt	2018	9-12	9781328703415
HMH Social Studies American History Channel One (6-Year)	Houghton Mifflin Harcourt	2014	9-12	9780544618800
HMH Social Studies American History Spanish/English Guided Reading Student Workbook	Houghton Mifflin Harcourt	2018	9-12	9780544668157



**CONSENT  
AUGUST 10, 2017**

	HMH Social Studies American History Teacher Digital Management Center (6-Year)	Houghton Mifflin Harcourt	2018	9-12	9780544454187	
	HMH Social Studies American History Downloadable Teacher Resource Tool	Houghton Mifflin Harcourt	2018	9-12	9780544914384	
	HMH Social Studies American History Teacher Guide Bundle (Includes Teacher Guides Volumes 1-6)	Houghton Mifflin Harcourt	2018	9-12	9780544915497	
	HMH Social Studies American History Guided Reading Workbook Answer Key	Houghton Mifflin Harcourt	2018	9-12	9780544668164	
<b>Publisher</b>	<b>Title of Material</b>	<b>Author</b>	<b>Copyright</b>	<b>Grade Level</b>	<b>ISBN</b>	<b>Recommendation</b>
<b>Houghton Mifflin Harcourt Publishing Company</b>	<b>HMH Social Studies American History: Reconstruction to the Present Premium Classroom Package with Channel One (6yr Print/6yr Digital) (Includes 76 Student Editions, 75 Online Student Access (6-Year), 75 Student Edition eTextbook ePubs (6-Year), 75 Downloadable Student Editions, 75 Guided Reading Student Workbook Print Subscriptions (6-Year), 75 Channel One Subscriptions (6-Year), 1 Spanish/English Guided Reading Student Workbook, 1 Teacher Digital Management Center Subscription (6-Year), 1 Downloadable Teacher Resource Tool, 1 Teacher Guide Bundle, 1 Guided Reading Workbook Answer Key)</b>	<b>Houghton Mifflin Harcourt</b>	<b>2018</b>	<b>9-12</b>	<b>9781328698834</b>	<b>Comprehensive US History II</b>
<b>Notes:</b> <b>Strengths:</b> Module One is a thorough overview of the material taught in US History I which serves as a solid review for the students as they begin their study of US History II. The textbook is well organized, challenging and very well suited to grades 9-12. The						

**CONSENT  
AUGUST 10, 2017**

	<p>ancillary materials are well organized and complement the text in such as way that they can be used for enrichment or relearning. The online resources are vast and easy to navigate. The text is well integrated with primary sources, Supreme Court Case, human interest stories, maps, charts, graphs, and visuals of all kinds.</p> <p><b>Weaknesses:</b> The text is a little weak concerning the influence of American Indians on the culture of the United States.</p>	
	<p><b>Key Features:</b></p> <p>Houghton Mifflin Harcourt believes in keeping the <i>story</i> in history. Storytelling is cultures' most memorable form of communication. The best stories capture imagination, affect emotions, spark further thought, and demand retelling. Stories persist, so our programs embrace the form and its ability to reach learners with diverse backgrounds, interests, and dispositions. HMH delivers these captivating stories through engaging narratives, vibrant visuals, and high-quality multimedia features. Throughout every lesson in <i>HMH Social Studies: American History: Reconstruction to the Present</i> © 2018, content is presented in ways that gets high school students' attention and sparks connections. Through HMH's exclusive partnerships with the <i>HISTORY</i>® Channel and Maps.com, students are presented with a multi-modal presentation of details that are cohesive and correlated to the lesson. 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To maximize students' development as responsible citizens, <i>HMH Social Studies</i> programs place the focus on teaching students <u>how</u> to think instead of <u>what</u> to think. This supports the overall goals of having students learn actively, think critically, and participate responsibly. The program continuously gives students opportunities to make connections, use skills outside of the classroom, and exercise good decision-making in the future.</p> <p><i>HMH Social Studies: American History: Reconstruction to the Present</i> presents an inquiry-driven approach to learning and teaching. This approach uses compelling questions to spark curiosity, deepen investigations, and get students to apply knowledge and develop ideas in real-world settings. 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The award-winning <i>Channel One News</i> delivers fresh, up-to-the-minute news every day.</p> <p><i>HMH Social Studies: American History: Reconstruction to the Present</i> offers an adaptable curriculum and online and offline digital materials that redefine social studies teaching and learning. The program boasts a flexible design that fits a variety of teaching styles, learning style preferences, and modes of delivery. Differentiated instruction, strategies, and activities are included throughout every lesson in the Teacher's Guide, so teachers can meet the needs of all of their students. The program delivers superior levels of accessibility through its components, delivery options, and content, including its <i>Guided Reading Workbooks</i> in English and in Spanish/English that help students master the content and build vocabulary and reading skills. 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**CONSENT  
AUGUST 10, 2017**

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HMH Social Studies American History: Reconstruction to the Present Student Edition	Houghton Mifflin Harcourt	2018	9-12	9780544669062	
HMH Social Studies American History: Reconstruction to the Present Online Student Access (6- Year)	Houghton Mifflin Harcourt	2018	9-12	9780544673991	
HMH Social Studies American History: Reconstruction to the Present Student Edition eTextbook ePub (6-Year)	Houghton Mifflin Harcourt	2018	9-12	9781328752260	
HMH Social Studies American History: Reconstruction to the Present Downloadable Student Edition	Houghton Mifflin Harcourt	2018	9-12	9780544914353	
HMH Social Studies American History: Reconstruction to the Present Guided Reading Student Workbook Print Subscription (6-Year)	Houghton Mifflin Harcourt	2018	9-12	9781328701411	
HMH Social Studies American History: Reconstruction to the Present Channel One (6-Year)	Houghton Mifflin Harcourt	2014	9-12	9780544618800	
HMH Social Studies American History: Reconstruction to the Present Spanish/English Guided Reading Student Workbook	Houghton Mifflin Harcourt	2018	9-12	9780544669093	
HMH Social Studies American History: Reconstruction to the Present Teacher Digital Management Center (6-Year)	Houghton Mifflin Harcourt	2018	9-12	9780544673984	
HMH Social Studies American History: Reconstruction to the Present Downloadable Teacher Resource Tool	Houghton Mifflin Harcourt	2018	9-12	9780544914360	

**CONSENT  
AUGUST 10, 2017**

	<p>HMH Social Studies American History: Reconstruction to the Present Teacher Guide Bundle (Includes Teacher Guides Volumes 1-5)</p> <p>Houghton Mifflin Harcourt</p> <p style="text-align: center;">2018</p> <p style="text-align: center;">9-12</p> <p style="text-align: center;">9780544915572</p>					
	<p>HMH Social Studies American History: Reconstruction to the Present Guided Reading Workbook Answer Key</p> <p>Houghton Mifflin Harcourt</p> <p style="text-align: center;">2018</p> <p style="text-align: center;">9-12</p> <p style="text-align: center;">9780544669109</p>					
<b>Publisher</b>	<b>Title of Material</b>	<b>Author</b>	<b>Copyright</b>	<b>Grade Level</b>	<b>ISBN</b>	<b>Recommendation</b>
<b>Houghton Mifflin Harcourt Publishing Company</b>	<p><b>HMH Social Studies United States Government Premium Classroom Package with Channel One (6yr Print/6yr Digital) (Includes 75 Student Editions, 75 Online Student Access (6-Year), 75 Student Edition eTextbook ePubs (6-Year), 75 Downloadable Student Editions, 75 Interactive Reader &amp; Study Guide Print Subscriptions (6-Year), 75 Channel One Subscriptions (6-Year), 1 Teacher Edition, 1 Teacher Digital Management Center Subscription (6-Year), 1 Downloadable Teacher Resource Tool, 1 Interactive Reader &amp; Study Guide Answer Key)</b></p>	<b>Houghton Mifflin Harcourt</b>	<b>2018</b>	<b>9-12</b>	<b>9781328704634</b>	<b>Basic American Government</b>
<p><b>Notes:</b>  <b>Strengths:</b> Good survey text with basic information. It covers the fundamentals of American Government, the Constitution, the Declaration of Independence, and the foundations.  <b>Weaknesses:</b> There was very little information on tribal government interactions, citizen participation, and obligations.</p>						
<p><b>Key Features:</b>  Houghton Mifflin Harcourt believes in keeping the <i>story</i> in history. Storytelling is cultures' most memorable form of communication. The best stories capture imagination, affect emotions, spark further thought, and demand retelling. Stories persist, so our programs embrace the form and its ability to reach learners with diverse backgrounds, interests, and dispositions. HMH delivers these captivating stories through engaging narratives, vibrant</p>						

**CONSENT  
AUGUST 10, 2017**

<p>visuals, and high-quality multimedia features. Throughout every lesson in <i>HMH Social Studies: United States Government</i> © 2018, content is presented in ways that gets middle and high school students' attention and sparks connections. The program's text, visual content, and support are delivered in multiple modalities, with audio, video, and vibrant illustrations. With this thoroughly engaging and focused combination of content delivery, students develop an understanding of the significance of topics and events.</p> <p>Through HMH's partnership with the American Bar Association Division for Public Education, <i>HMH Social Studies: United States Government</i> includes features and resources that provide meaningful insight and performance-based activities about America's government and crucial cases. <i>Democracy and Civic Participation</i> resources, co-developed with the American Bar Association, contain information on the history and development of the Constitution, its applications in today's world, and analysis of landmark Supreme Court cases. Resources include <i>Civic Participation Activities Guide</i>, <i>Constitution Study Guide</i>, and <i>United States Supreme Court Case Studies</i>. To further students' understanding of the Constitution, <i>HMH Social Studies: United States Government</i> includes the Center for Civic Education's <i>We the People: The Citizen and the Constitution</i> features, which guide students to examine the connections between the Constitution and our government. Embedded in the <i>HMH Social Studies: United States Government</i> program, the Center for Civic Education's <i>Foundations of Democracy</i> series introduces students to the four concepts fundamental to an understanding of politics and government: Authority, Privacy, Responsibility, and Justice. This multidisciplinary series draws upon the fields of political philosophy, political science, law, history, literature, and environmental studies, and it aims to develop an enlightened and responsible citizenry.</p> <p>To promote college and career readiness, <i>HMH Social Studies: United States Government</i> engages students in the rigor of the social studies discipline while building the critical thinking, problem-solving, and participatory skills necessary for students to become engaged citizens. <i>HMH Social Studies: United States Government</i> facilitates the integration of content and activities that engage students as active participants of a global society. To maximize students' development as responsible citizens, <i>HMH Social Studies</i> programs place the focus on teaching students <u>how</u> to think instead of <u>what</u> to think. This supports the overall goals of having students learn actively, think critically, and participate responsibly. The program continuously gives students opportunities to make connections, use skills outside of the classroom, and exercise good decision-making in the future.</p> <p><i>HMH Social Studies: United States Government</i> presents an inquiry-driven approach to learning and teaching. This approach uses compelling questions to spark curiosity, deepen investigations, and get students to apply knowledge and develop ideas in real-world settings. Throughout the program, students are involved in thoughtful discourse, writing, research, and more. <i>HMH Social Studies: United States Government</i> guides students in their analysis of topics and primary sources, use of evidence, proficiency with academic vocabulary and language, and employment of effective listening and speaking techniques. Teachers can rely on the <i>HMH Social Studies</i> programs to seamlessly integrate English Language Arts and Literacy into social studies.</p> <p><i>HMH Social Studies: United States Government</i>, with its 2018 copyright, provides the most up-to-date social studies content available. Information is delivered in ways that connect to students and enhance their understanding. The program asks students to uncover the connections and inspires them to look beneath the surface to identify relationships, note influences, and to introduce ideas that challenge assumptions.</p> <p><i>HMH Social Studies: United States Government</i> offers an adaptable curriculum and online and offline digital materials that redefine social studies teaching and learning. The program boasts a flexible design that fits a variety of teaching styles, learning style preferences, and modes of delivery. Differentiated instruction, strategies, and activities are included throughout every lesson in the Teacher's Edition, so teachers can meet the needs of all of their students. The program delivers superior levels of accessibility through its components, delivery options, and content, including its <i>Interactive Reader and Study Guide</i> that help students master the content and build vocabulary and reading skills. With <i>HMH Social Studies</i>, all learners have meaningful learning experiences as they connect to the content in multiple ways.</p> <p>No other publisher offers such dynamic resources that connect students with news that enriches their learning about the past, the present, and the opportunities to become engaged as active members of our global community. <i>HMH Social Studies: United States Government</i> is a powerful program that will help students and teachers of Idaho's public schools reach their goals.</p> <p>To view the table of contents for the <i>HMH Social Studies: United States Government</i> program, please go to <a href="https://hnhco.box.com/v/USGovt18TOC">https://hnhco.box.com/v/USGovt18TOC</a>.</p>				
HMH Social Studies United States Government Student Edition	Houghton Mifflin Harcourt	2018	9-12	9780544742680

**CONSENT  
AUGUST 10, 2017**

	HMH Social Studies United States Government Online Student Access (6-Year)	Houghton Mifflin Harcourt	2018	9-12	9780544916241	
	HMH Social Studies United States Government Student Edition eTextbook ePub (6-Year)	Houghton Mifflin Harcourt	2018	9-12	9781328754783	
	HMH Social Studies United States Government Downloadable Student Edition	Houghton Mifflin Harcourt	2018	9-12	9780544914414	
	HMH Social Studies United States Government Interactive Reader & Study Guide Print Subscription (6-Year)	Houghton Mifflin Harcourt	2018	9-12	9781328705112	
	HMH Social Studies United States Government Channel One (6-Year)	Houghton Mifflin Harcourt	2014	9-12	9780544618800	
	HMH Social Studies United States Government Teacher Digital Management Center (6-Year)	Houghton Mifflin Harcourt	2018	9-12	9780544915350	
	HMH Social Studies United States Government Teacher Edition	Houghton Mifflin Harcourt	2018	9-12	9780544742857	
	HMH Social Studies United States Government Downloadable Teacher Resource Tool	Houghton Mifflin Harcourt	2018	9-12	9780544914421	
	HMH Social Studies United States Government Interactive Reader & Study Guide Answer Key	Houghton Mifflin Harcourt	2018	9-12	9781328705150	
<b>Publisher</b>	<b>Title of Material</b>	<b>Author</b>	<b>Copyright</b>	<b>Grade Level</b>	<b>ISBN</b>	<b>Recommendation</b>
<b>Houghton Mifflin Harcourt Publishing Company</b>	<b>HMH Social Studies Civics Premium Classroom Package with Channel One (6yr Print/6yr Digital) (Includes 75 Student Editions, 75 Online Student Access (6-Year), 75 Student Edition eTextbook ePubs (6-Year), 75 Downloadable Student Editions,</b>	<b>Houghton Mifflin Harcourt</b>	<b>2018</b>	<b>9-12</b>	<b>9781328711625</b>	<b>Basic American Government</b>

**CONSENT  
AUGUST 10, 2017**

<p><b>75 Guided Reading Student Workbook Print Subscriptions (6-Year), 75 Channel One Subscriptions (6-Year), 1 Teacher Edition, 1 Online Teacher Digital Management Center Subscription (6-Year), 1 Downloadable Teacher Resource Tool PDF, 1 Guided Reading Workbook Answer Key)</b></p>					
<p><b>Notes:</b>  <b>Strengths:</b> The text adheres to Idaho State Standards extremely well. It contains an excellent mix of textual and illustrated information that is interesting and relevant to the curriculum. The textbook is supplemented by online support and resources. These resources include scaffolded readings and assignments for below level learners, and instructor resources for assignments and assessments. The textbook strongly integrates history, economics, writing and critical reading skills. The program meets the needs of a variety of learning styles. The organization of the textbook is logical and well thought out.  <b>Weaknesses:</b> The Flesch-Kincaid system scores the text samples at 8.6 grade level. This would be adequate for a regular High School Civics class it may not meet the needs of an advanced placement program. Though there are assignments designated for below level learners in the textbook the program relies heavily on online accessibility for below level materials. A minor weakness is that the textbook does not teach enough on Native American Nations relations, treaties, or history with the Federal Government. There were a scores of zero offered for Goal 4.2, objective <u>9-12.G.4.2.3</u>, and Goal 4.3, objective <u>9-12.G.4.3.2</u> because of the lack of information on Native American Nations.  <b>Other:</b> I enjoyed exploring and reading this textbook. I use two older books at work and they are worlds apart from the HMH Social Studies Civics. The authors have attempted to get the interest of learners by writing to them in an interesting and comfortable manner. They have demonstrated how youth can affect their community by working through government. Illustrations are easy to understand and relevant to what is being taught.</p>					
<p><b>Key Features:</b>  Houghton Mifflin Harcourt believes in keeping the <i>story</i> in history. Storytelling is cultures' most memorable form of communication. The best stories capture imagination, affect emotions, spark further thought, and demand retelling. Stories persist, so our programs embrace the form and its ability to reach learners with diverse backgrounds, interests, and dispositions. HMH delivers these captivating stories through engaging narratives, vibrant visuals, and high-quality multimedia features. Throughout every lesson in <i>HMH Social Studies: Civics</i> © 2018, content is presented in ways that gets middle and high school students' attention and sparks connections. The program's text, visual content, and support are delivered in multiple modalities, with audio, video, and vibrant illustrations. With this thoroughly engaging and focused combination of content delivery, students develop an understanding of the significance of topics and events.  The program helps foster student civic responsibility through a balanced course that features the principles of government, active citizenship, and responsible economic participation. The Center for Civic Education partnered with HMH to develop content that actively engages students in the study of civics and promotes service learning.  Through HMH's collaboration with the American Bar Association, <i>HMH Social Studies: Civics</i> includes the <i>Democracy and Civic Education Resources</i>. These high-quality resources include the <i>Civic Participation Activities Guide</i>, <i>Constitution Study Guide</i>, and <i>United States Supreme Court Case Studies</i>. Co-developed with the American Bar Association, the workbooks contain information on the history and development of the Constitution, its applications in today's world, and analyses of important U.S. Supreme Court cases.  To promote college and career readiness, <i>HMH Social Studies: Civics</i> engages students in the rigor of the social studies discipline while building the critical thinking, problem-solving, and participatory skills necessary for students to become engaged citizens. <i>HMH Social</i></p>					

**CONSENT  
AUGUST 10, 2017**

*Studies: Civics* facilitates the integration of content and activities that engage students as active participants of a global society. To maximize students' development as responsible citizens, *HMH Social Studies* programs place the focus on teaching students how to think instead of what to think. This supports the overall goals of having students learn actively, think critically, and participate responsibly. The program continuously gives students opportunities to make connections, use skills outside of the classroom, and exercise good decision-making in the future.

*HMH Social Studies: Civics* presents an inquiry-driven approach to learning and teaching. This approach uses compelling questions to spark curiosity, deepen investigations, and get students to apply knowledge and develop ideas in real-world settings. Throughout the program, students are involved in thoughtful discourse, writing, research, and more. *HMH Social Studies: Civics* guides students in their analysis of topics and primary sources, use of evidence, proficiency with academic vocabulary and language, and employment of effective listening and speaking techniques. Teachers can rely on the *HMH Social Studies* programs to seamlessly integrate English Language Arts and Literacy into social studies.

*HMH Social Studies: Civics*, with its 2018 copyright, provides the most up-to-date social studies content available. Historical information is delivered in ways that connect to students and enhance their understanding. The program's content presents the past along with information that leads students to make contemporary connections. The program asks students to uncover the connections and inspires them to look beneath the surface to identify relationships, note influences, and to introduce ideas that challenge assumptions.

*HMH Social Studies: Civics* also delivers current, appropriate, and relevant content through the *HMH Current Events* site, *Map Connections*, and *Channel One News*. *Map Connections* is a feature from HMH's partnership with Maps.com, a leading provider of mapping products and solutions. Through the power of Maps.com, *Map Connections* makes it possible for students to get the most up-to-date geography information. The *HMH Current Events* site is continuously updated, and it includes an RSS feed with the day's news. The award-winning *Channel One News* delivers fresh, up-to-the-minute news every day.

*HMH Social Studies: Civics* offers an adaptable curriculum and online and offline digital materials that redefine social studies teaching and learning. The program boasts a flexible design that fits a variety of teaching styles, learning style preferences, and modes of delivery. Differentiated instruction, strategies, and activities are included throughout every lesson in the Teacher's Edition, so teachers can meet the needs of all of their students. The program delivers superior levels of accessibility through its components, delivery options, and content, including its *Guided Reading Workbooks* in English and in Spanish/English that help students master the content and build vocabulary and reading skills. With *HMH Social Studies*, all learners have meaningful learning experiences as they connect to the content in multiple ways.

No other publisher offers such dynamic resources that connect students with news that enriches their learning about the past, the present, and the opportunities to become engaged as active members of our global community. *HMH Social Studies: Civics* is a powerful program that will help students and teachers of Idaho's public schools reach their goals.

To view the table of contents for the *HMH Social Studies: Civics* program, please go to <https://hmhco.box.com/v/Civics18TOC>.

HMH Social Studies Civics Student Edition	Houghton Mifflin Harcourt	2018	9-12	9780544917132
HMH Social Studies Civics Online Student Access (6-Year)	Houghton Mifflin Harcourt	2018	9-12	9780544912915
HMH Social Studies Civics Student Edition eTextbook ePub (6-Year)	Houghton Mifflin Harcourt	2018	9-12	9781328754141
HMH Social Studies Civics Downloadable Student Edition	Houghton Mifflin Harcourt	2018	9-12	9780544914438
HMH Social Studies Civics Guided Reading Student Workbook Print Subscription (6-Year)	Houghton Mifflin Harcourt	2018	9-12	9781328712103
HMH Social Studies Civics Channel One (6-Year)	Houghton Mifflin Harcourt	2014	9-12	9780544618800



**CONSENT  
AUGUST 10, 2017**

	HMH Social Studies Civics Online Teacher Digital Management Center (6-Year)	Houghton Mifflin Harcourt	2018	9-12	9780544912922	
	HMH Social Studies Civics Teacher Edition	Houghton Mifflin Harcourt	2018	9-12	9780544917149	
	HMH Social Studies Civics Downloadable Teacher Resource Tool PDF	Houghton Mifflin Harcourt	2018	9-12	9780544914445	
	HMH Social Studies Civics Guided Reading Workbook Answer Key	Houghton Mifflin Harcourt	2018	9-12	9781328712141	
<b>Publisher</b>	<b>Title of Material</b>	<b>Author</b>	<b>Copyright</b>	<b>Grade Level</b>	<b>ISBN</b>	<b>Recommendation</b>
<b>Houghton Mifflin Harcourt Publishing Company</b>	<b>HMH Social Studies Economics Premium Classroom Package with Channel One (6yr Print/6yr Digital) (Includes 75 Student Editions, 75 Online Student Access (6-Year), 75 Student Edition eTextbook ePubs (6-Year), 75 Downloadable Student Editions, 75 Reading Study Guide Print Subscriptions (6-Year), 75 Channel One Subscriptions (6-Year), 1 Teacher Edition, 1 Online Teacher Digital Management Center Subscription (6-Year), 1 Downloadable Teacher Resource Tool, 1 Reading Study Guide Answer Key)</b>	<b>Houghton Mifflin Harcourt</b>	<b>2018</b>	<b>9-12</b>	<b>9781328704085</b>	<b>Comprehensive Economics</b>
<p><b>Notes:</b>  <b>Strengths:</b> HMH Social Studies: Economics offers an adaptable curriculum and online and offline digital materials that redefines Social studies teaching and learning. The program boasts a flexible design that fits a variety of teaching styles, learning style preferences, and modes of delivery. The multimedia technology which accompanies the book, i.e. is not an added cost for the valuable resource to teachers and students. It is delivered as a bundle of 75 books/e-books inclusive for a period of 6 years at no additional cost. The detailed graphs and the online graphing tool are instrumental in helping students understand why the concepts of graphing is so important to the field of economics. There are full pages on Entrepreneurs and the fathers of Economics which enhances the students understanding and knowledge base.</p>						

**CONSENT  
AUGUST 10, 2017**

	<p><b>Weaknesses:</b> HMH Social Studies: Economics addresses Goal 1.4, Objective 9-12.E.1.4.1: does touch on the "Great Depression" however it does not take into account the Wars: WWI, WWII, Vietnam, the Cold War, industrialization, or technological advances and/or the effects on the economy. The instructions for locating and accessing the online resources are not as clear as these evaluators feel they need to be.</p> <p><b>Other:</b> Professional Development/Training is required and teachers will receive a Getting Started professional development course that develops educators' knowledge of the program and the skills to successfully implement it. These evaluators believe this to be extremely beneficial because the information and tools are so comprehensive.</p>	
	<p><b>Key Features:</b>  Houghton Mifflin Harcourt believes in keeping the <i>story</i> in history. Storytelling is cultures' most memorable form of communication. The best stories capture imagination, affect emotions, spark further thought, and demand retelling. Stories persist, so our programs embrace the form and its ability to reach learners with diverse backgrounds, interests, and dispositions. HMH delivers these captivating stories through engaging narratives, vibrant visuals, and high-quality multimedia features. Throughout every lesson in <i>HMH Social Studies: Economics</i> © 2018, content is presented in ways that gets middle and high school students' attention and sparks connections. The program's text, visual content, and support are delivered in multiple modalities, with audio, video, and vibrant illustrations. With this thoroughly engaging and focused combination of content delivery, students develop an understanding of the significance of topics and events.</p> <p><i>HMH Social Studies: Economics</i> delivers a concept-driven approach to the development of economic literacy. With compelling content enriched with interactive features, <i>Animated Economics</i> simulations, and streaming video, students connect to economics through experiences that are energizing, inspiring, and memorable. <i>HMH Social Studies: Economics</i> presents real-world examples, frequent concept application, and continuous updating to ensure that students and teachers stay abreast of the very latest news and information from the world of economics.</p> <p>To promote college and career readiness, <i>HMH Social Studies: Economics</i> engages students in the rigor of the social studies discipline while building the critical thinking, problem-solving, and participatory skills necessary for students to become engaged citizens. <i>HMH Social Studies: Economics</i> facilitates the integration of content and activities that engage students as active participants of a global society. To maximize students' development as responsible citizens, <i>HMH Social Studies</i> programs place the focus on teaching students <u>how</u> to think instead of <u>what</u> to think. This supports the overall goals of having students learn actively, think critically, and participate responsibly. The program continuously gives students opportunities to make connections, use skills outside of the classroom, and exercise good decision-making in the future.</p> <p><i>HMH Social Studies: Economics</i> presents an inquiry-driven approach to learning and teaching. This approach uses compelling questions to spark curiosity, deepen investigations, and get students to apply knowledge and develop ideas in real-world settings. Throughout the program, students are involved in thoughtful discourse, writing, research, and more. <i>HMH Social Studies: Economics</i> guides students in their analysis of topics and primary sources, use of evidence, proficiency with academic vocabulary and language, and employment of effective listening and speaking techniques. Teachers can rely on the <i>HMH Social Studies</i> programs to seamlessly integrate English Language Arts and Literacy into social studies.</p> <p><i>HMH Social Studies: Economics</i>, with its 2018 copyright, provides the most up-to-date social studies content available. Information is delivered in ways that connect to students and enhance their understanding. The program asks students to uncover the connections and inspires them to look beneath the surface to identify relationships, note influences, and to introduce ideas that challenge assumptions.</p> <p><i>HMH Social Studies: Economics</i> offers an adaptable curriculum and online and offline digital materials that redefine social studies teaching and learning. The program boasts a flexible design that fits a variety of teaching styles, learning style preferences, and modes of delivery. Differentiated instruction, strategies, and activities are included throughout every lesson in the Teacher's Edition, so teachers can meet the needs of all of their students. The program delivers superior levels of accessibility through its components, delivery options, and content, including its <i>Reading Study Guide</i> that help students master the content and build vocabulary and reading skills. With <i>HMH Social Studies</i>, all learners have meaningful learning experiences as they connect to the content in multiple ways. No other publisher offers such dynamic resources that connect students with news that enriches their learning about the past, the present, and the opportunities to become engaged as active members of our global community. <i>HMH Social Studies: Economics</i> is a powerful program that will help students and teachers of Idaho's public schools reach their goals.</p> <p>To view the table of contents for the <i>HMH Social Studies: Economics</i> program, please go to <a href="https://hnhco.box.com/v/Econ18TOC">https://hnhco.box.com/v/Econ18TOC</a>. We also invite you to find more information in the <i>HMH Social Studies: Economics Overview Brochure</i> at <a href="https://hnhco.box.com/v/Econ18Ov">https://hnhco.box.com/v/Econ18Ov</a>.</p>	

**CONSENT  
AUGUST 10, 2017**

	HMH Social Studies Economics Student Edition	Houghton Mifflin Harcourt	2018	9-12	9780544859296	
	HMH Social Studies Economics Online Student Access (6-Year)	Houghton Mifflin Harcourt	2018	9-12	9780544928053	
	HMH Social Studies Economics Student Edition eTextbook ePub (6-Year)	Houghton Mifflin Harcourt	2018	9-12	9781328754493	
	HMH Social Studies Economics Downloadable Student Edition	Houghton Mifflin Harcourt	2018	9-12	9780544928039	
	HMH Social Studies Economics Reading Study Guide Print Subscription (6-Year)	Houghton Mifflin Harcourt	2018	9-12	9781328704566	
	HMH Social Studies Economics Channel One (6-Year)	Houghton Mifflin Harcourt	2014	9-12	9780544618800	
	HMH Social Studies Economics Online Teacher Digital Management Center (6-Year)	Houghton Mifflin Harcourt	2018	9-12	9780544928060	
	HMH Social Studies Economics Teacher Edition	Houghton Mifflin Harcourt	2018	9-12	9780544859302	
	HMH Social Studies Economics Downloadable Teacher Resource Tool	Houghton Mifflin Harcourt	2018	9-12	9780544928046	
	HMH Social Studies Economics Reading Study Guide Answer Key	Houghton Mifflin Harcourt	2018	9-12	9781328704603	
<b>Publisher</b>	<b>Title of Material</b>	<b>Author</b>	<b>Copyright</b>	<b>Grade Level</b>	<b>ISBN</b>	<b>Recommendation</b>
<b>McGraw-Hill School Education, LLC</b>	<b>Living Learning and Working Together, Online/Consumable Student Bundle, 6-year subscription</b>	<b>Banks</b>	<b>2014</b>	<b>K</b>	<b>9780076721733</b>	<b>Comprehensive</b>
<p><b>Notes:</b>  <b>Strengths:</b> Rich content, rich visuals, multiple assessment/question and answer pieces. Supportive digital pieces for teachers and students, organized to be very user-friendly. Supports standards very well overall.  <b>Weaknesses:</b> Reading is slightly over Kindergarten age. Will need teacher to do most reading. No evidence for standard 2.1.6 (Idaho map).  <b>Other:</b> Standard 2.1.6 asked for Idaho map information. Addressed on line but not in text so marked NA.</p>						
<p><b>Key Features:</b>            McGraw-Hill Networks, which encompasses Living Learning and Working Together, is a multiple award winning program. It is also a fully integrated print and digital program. The K-5 Networks program is a skill/process-based program that is based on understanding the concepts surrounding four domains of elementary social studies education, as identified in the C3 Framework: civics, economics, geography, and history. This is in alignment with the second major strand of the C3 Framework. The program print product is an interactive work text which calls for collaboration and engages the student to gather and evaluate data. UbD - The program focuses on teaching for understanding through instruction and assessment based on essential questions. It was created with the Understanding by Design (UbD) curriculum model, which fundamentally aligns with the first C3 Framework strand. Jay</p>						

**CONSENT  
AUGUST 10, 2017**

<p>McTighe is a contributing author. ELA - This program is also aligned to the ELA standards within the CCSS framework. It has built-in formative assessment tools and interactive games for monitoring comprehension.</p>						
<p>NETWORKS LIVING LEARNING WORKING TOGETHER NATIONAL SE 6 YEAR SUBSCRIPTION</p>	Banks	2014	K	9780021406845		
<p>Living Learning and Working Together, Online/Consumable Student Bundle, 1- year subscription</p>	Banks	2014	K	9780076756223		
<p>Online Student Edition, 1-year subscription Living Learning and Working Together</p>	Banks	2014	K	9780021407118		
<p>Student Worktext Living Learning and Working Together</p>	Banks	2014	K	9780021458271		
<p>Teacher Center, 6- year subscription Living Learning and Working Together</p>	Banks	2014	K	9780021459827		
<p>Teacher Center, 1- year subscription Living Learning and Working Together</p>	Banks	2014	K	9780021459933		
<p>Teacher Edition Living Learning and Working Together</p>	Banks	2014	K	9780021458813		
<b>Publisher</b>	<b>Title of Material</b>	<b>Author</b>	<b>Copyright</b>	<b>Grade Level</b>	<b>ISBN</b>	<b>Recommendation</b>
<p><b>McGraw-Hill School Education, LLC</b></p>	<p><b>Our Community and Beyond, Online/Consumable Student Bundle, 6-year subscription</b></p>	<p><b>Banks</b></p>	<p><b>2014</b></p>	<p><b>1</b></p>	<p><b>9780076759934</b></p>	<p><b>Comprehensive</b></p>
<p><b>Notes:</b> <b>Strengths:</b> Texts are colorful and have specific examples of concepts being taught. Each unit has a revisit and check comprehension. Online resources and teacher manual is easy to follow with multiple interactive resources i.e. whiteboard lessons, videos in Learning 360, vocabulary match games and student text that can be preview or guided. A teacher is able to see lessons in sections and resources that are quickly linked for teacher use. Teacher manual provides specific questioning strategies and emphasized reading skills. <b>Weaknesses:</b> Student text Lexile level is above grade level. There are many words on each page. Even though each page layout is meant to be engaging but it is confusing. Foldables are intended to teach meaning and examples for students to draw a meaningful picture or make a choice so they have a personal connection to the word, however following directions and cutting would be confusing.</p>						
<p><b>Key Features:</b> McGraw-Hill Networks: A Social Studies Learning System, which encompasses Our Community and Beyond, is a multiple award winning program. It is also a fully integrated print and digital program. Networks programs are built using the principles of Understanding by Design—an approached to backward design developed by Jay McTigh and Grant Wiggins. Each chapter planner in the Teacher Edition sets out the Enduring Understanding that will be achieved with mastery of the chapter content. Teachers are also provided with a comprehensive list of objectives, entitled “Students Will Know” and a list of skills entitled “Students Will Be Able To” for the chapter. To reach the Enduring Understanding, each chapter in the student edition begins with one or more Essential Questions. Each lesson is broken into a series of topics. Each topic includes a Guiding Question. As students master the content and are able to answer the Guiding Questions, their ability to respond and reflect on the Essential Questions increases. As students achieve the ability to answer the Essential</p>						

**CONSENT  
AUGUST 10, 2017**

	<p>Questions, they achieve the Enduring Understanding. The lesson reviews and the chapter assessments are aligned with the above objectives. Each lesson review includes questions that ask students to answer the guiding question. Each chapter assessment includes an activity that explores the essential question and in the Teacher's Edition, teachers are provided with activities to wrap-up the chapter, including a review of the chapter's Enduring Understanding.</p>					
	Online Student Edition, 6-year subscription Our Community and Beyond	Banks	2014	1	9780021462698	
	Our Community and Beyond, Online/Consumable Student Bundle, 1-year subscription	Banks	2014	1	9780076721863	
	Online Student Edition, 1-year subscription Our Community and Beyond	Banks	2014	1	9780021325610	
	Student Worktext Our Community and Beyond	Banks	2014	1	9780021462049	
	Teacher Center, 6-year subscription Our Community and Beyond	Banks	2014	1	9780021449217	
	Teacher Center, 1-year subscription Our Community and Beyond	Banks	2014	1	9780021301478	
	Teacher Edition Our Community and Beyond	Banks	2014	1	9780021326952	
<b>Publisher</b>	<b>Title of Material</b>	<b>Author</b>	<b>Copyright</b>	<b>Grade Level</b>	<b>ISBN</b>	<b>Recommendation</b>
<b>McGraw-Hill School Education, LLC</b>	<b>Who We Are As Americans, Online/Consumable Student Bundle, 6-year subscription</b>	<b>Banks</b>	<b>2014</b>	<b>2</b>	<b>9780076736515</b>	<b>Basic</b>
	<p><b>Notes:</b>  <b>Strengths:</b> Text is visually appealing and format addresses various learning styles. The text sizing is appropriate. Lots of digital resources available with every unit. Writing activities are throughout the text. Students can write directly in the text and foldables are provided throughout.  <b>Weaknesses:</b> Online resources are difficult to navigate and find. Most of the resources for this program are digital. Some of the standards are not covered or only partially covered. Leans heavily on three-four leveled readers for multiple standards.</p>					
	<p><b>Key Features:</b>  McGraw-Hill Networks: A Social Studies Learning System, which encompasses Our Community and Beyond, is a multiple award winning program. It is also a fully integrated print and digital program. Networks programs are built using the principles of Understanding by Design—an approach to backward design developed by Jay McTigh and Grant Wiggins. Each chapter planner in the Teacher Edition sets out the Enduring Understanding that will be achieved with mastery of the chapter content. Teachers are also provided with a comprehensive list of objectives, entitled "Students Will Know" and a list of skills entitled "Students Will Be Able To" for the chapter. To reach the Enduring Understanding, each chapter in the student edition begins with one or more Essential Questions. Each lesson is broken into a series of topics. Each topic includes a Guiding Question. As students master the content and are able to answer the Guiding Questions, their ability to respond and reflect on the Essential Questions increases. As students achieve the ability to answer the Essential Questions, they achieve the Enduring Understanding. The lesson reviews and the chapter assessments are aligned with the above objectives. Each lesson review includes questions that ask students to answer the guiding question. Each chapter assessment includes an activity that explores the essential</p>					

**CONSENT  
AUGUST 10, 2017**

	question and in the Teacher's Edition, teachers are provided with activities to wrap-up the chapter, including a review of the chapter's Enduring Understanding.					
	Who We Are As Americans, Online/Consumable Student Bundle, 1-year subscription	Banks	2014	2	9780076721887	
	Online Student Edition, 6-year subscription Who We Are As Americans	Banks	2014	2	9780021450091	
	Online Student Edition, 1-year subscription Who We Are As Americans	Banks	2014	2	9780021327959	
	Student Worktext Who We Are As Americans	Banks	2014	2	9780021301515	
	Teacher Center, 6-year subscription Who We Are As Americans	Banks	2014	2	9780021449316	
	Teacher Center, 1-year subscription Who We Are As Americans	Banks	2014	2	9780021303441	
	Teacher Edition Who We Are As Americans	Banks	2014	2	9780021449293	
<b>Publisher</b>	<b>Title of Material</b>	<b>Author</b>	<b>Copyright</b>	<b>Grade Level</b>	<b>ISBN</b>	<b>Recommendation</b>
<b>McGraw-Hill School Education, LLC</b>	<b>United States Communities and Neighbors, Online/Consumable Student Bundle, 6-year subscription</b>	<b>Banks</b>	<b>2014</b>	<b>3</b>	<b>9780076721979</b>	<b>Basic</b>
<p><b>Notes:</b>  <b>Strengths:</b> The content emphasizes different cultures and diversities. The geography standards are thoroughly presented. The content is written in appropriate grade level passages. The student work text is consumable. Differentiated Instruction ideas are given in every lesson.  <b>Weaknesses:</b> There are many online resources available but they are not specifically referenced in the printed Teacher's Edition. Most of the resources are online and can be difficult to find.  <b>Other:</b> There were some standards which were not evident in any of the resources.</p>						
<p><b>Key Features:</b>  McGraw-Hill Networks: A Social Studies Learning System, which encompasses Our Community and Beyond, is a multiple award winning program. It is also a fully integrated print and digital program. Networks programs are built using the principles of Understanding by Design—an approach to backward design developed by Jay McTigh and Grant Wiggins. Each chapter planner in the Teacher Edition sets out the Enduring Understanding that will be achieved with mastery of the chapter content. Teachers are also provided with a comprehensive list of objectives, entitled "Students Will Know" and a list of skills entitled "Students Will Be Able To" for the chapter. To reach the Enduring Understanding, each chapter in the student edition begins with one or more Essential Questions. Each lesson is broken into a series of topics. Each topic includes a Guiding Question. As students master the content and are able to answer the Guiding Questions, their ability to respond and reflect on the Essential Questions increases. As students achieve the ability to answer the Essential Questions, they achieve the Enduring Understanding. The lesson reviews and the chapter assessments are aligned with the above objectives. Each lesson review includes questions that ask students to answer the guiding question. Each chapter assessment includes an activity that explores the essential question and in the Teacher's Edition, teachers are provided with activities to wrap-up the chapter, including a review of the chapter's Enduring Understanding.</p>						

**CONSENT  
AUGUST 10, 2017**

	United States Communities and Neighbors, Online/Consumable Student Bundle, 1-year subscription	Banks	2014	3	9780076722402	
	Online Student Edition, 6-year subscription United States Communities and Neighbors	Banks	2014	3	9780021450275	
	Online Student Edition, 1-year subscription United States Communities and Neighbors	Banks	2014	3	9780021450350	
	Student Worktext United States Communities and Neighbors	Banks	2014	3	9780021303885	
	Teacher Center, 6-year subscription United States Communities and Neighbors	Banks	2014	3	9780021449576	
	Teacher Center, 1-year subscription United States Communities and Neighbors	Banks	2014	3	9780021449682	
	Teacher Edition United States Communities and Neighbors	Banks	2014	3	9780021449521	
<b>Publisher</b>	<b>Title of Material</b>	<b>Author</b>	<b>Copyright</b>	<b>Grade Level</b>	<b>ISBN</b>	<b>Recommendation</b>
<b>McGraw-Hill School Education, LLC</b>	<b>United States Early Years, Online/Consumable Student Bundle, 6-year subscription</b>	<b>Banks</b>	<b>2014</b>	<b>5</b>	<b>9780076700349</b>	<b>Basic</b>
	<p><b>Notes:</b>  <b>Strengths:</b> The student and teacher editions are well organized. Depths of knowledge are addressed in each unit. The end of unit projects reflected the information learned. Writing and reading are heavily emphasized.  <b>Weaknesses:</b> Not all vocabulary required by standards were included. Global economy was not included. Current government aspects are not included.</p>					
	<p><b>Key Features:</b>            McGraw-Hill Networks: A Social Studies Learning System, which encompasses Our Community and Beyond, is a multiple award winning program. It is also a fully integrated print and digital program. Networks programs are built using the principles of Understanding by Design—an approach to backward design developed by Jay McTig and Grant Wiggins. Each chapter planner in the Teacher Edition sets out the Enduring Understanding that will be achieved with mastery of the chapter content. Teachers are also provided with a comprehensive list of objectives, entitled “Students Will Know” and a list of skills entitled “Students Will Be Able To” for the chapter. To reach the Enduring Understanding, each chapter in the student edition begins with one or more Essential Questions. Each lesson is broken into a series of topics. Each topic includes a Guiding Question. As students master the content and are able to answer the Guiding Questions, their ability to respond and reflect on the Essential Questions increases. As students achieve the ability to answer the Essential Questions, they achieve the Enduring Understanding. The lesson reviews and the chapter assessments are aligned with the above objectives. Each lesson review includes questions that ask students to answer the guiding question. Each chapter assessment includes an activity that explores the essential question and in the Teacher’s Edition, teachers are provided with activities to wrap-up the chapter, including a review of the chapter’s Enduring Understanding.</p>					

**CONSENT  
AUGUST 10, 2017**

	United States Early Years, Online/Consumable Student Bundle, 1-year subscription	Banks	2014	5	9780076732401	
	Online Student Edition, 6-year subscription United States Early Years	Banks	2014	5	9780021304738	
	Online Student Edition, 1-year subscription United States Early Years	Banks	2014	5	9780021447367	
	Student Worktext United States Early Years	Banks	2014	5	9780021304691	
	Teacher Center, 6-year subscription United States Early Years	Banks	2014	5	9780021447725	
	Teacher Center, 1-year subscription United States Early Years	Banks	2014	5	9780021433315	
	Teacher Edition United States Early Years	Banks	2014	5	9780021447572	
<b>Publisher</b>	<b>Title of Material</b>	<b>Author</b>	<b>Copyright</b>	<b>Grade Level</b>	<b>ISBN</b>	<b>Recommendation</b>
<b>McGraw-Hill School Education, LLC</b>	<b>Building Citizenship: Civics and Economics, Student Suite with LearnSmart Bundle, 1-year subscription</b>	<b>Remy</b>	<b>2018</b>	<b>6-8 9-12</b>	<b>9780076779710</b>	<b>Component American Government</b>
	<p><b>Notes:</b> McGraw-Hill's Building Citizenship: Civics &amp; Economics is a good resource for teaching civics &amp; economics in the 6<sup>th</sup> through 8<sup>th</sup> grade level. However, the state of Idaho does not have educational standards for Civics and Economics in the those grade levels. Adjusting the level of submission to grades 9-12 is not recommended because the text lacks rigor and depth for those grade levels. Therefore, this text is recommended to be used as a component social studies program (for example, ELL and SPED high school students (grades 9-12)).</p>					
	<p><b>Key Features:</b> Understanding by Design is the planning framework used to guide the development of the program's standards-based instruction and assessment. This instructional approach is based on research by Jay McTighe, co-author of <i>Understanding by Design</i>. The primary goal of this approach is to define the desired outcomes before planning the instruction. This "backward design" ensures that all lesson plans, activities, skills, and assessment in the program fully support these pre-determined, desired outcomes. Students are then guided toward enduring understandings as they address essential questions.</p>					



**CONSENT  
AUGUST 10, 2017**

	Building Citizenship: Civics and Economics, Teacher Suite with LearnSmart Bundle, 1-year subscription	Remy	2018	6-8	9780076779758	
<b>Publisher</b>	<b>Title of Material</b>	<b>Author</b>	<b>Copyright</b>	<b>Grade Level</b>	<b>ISBN</b>	<b>Recommendation</b>
<b>McGraw-Hill School Education, LLC</b>	<b>Discovering Our Past: A History of the United States- Early Years, Student Suite with LearnSmart Bundle, 1-year subscription</b>	<b>Appleby, Et Al</b>	<b>2018</b>	<b>6-8</b>	<b>9780076778959</b>	<b>Comprehensive US History I</b>
<p><b>Notes:</b>  <b>Strengths:</b> McGraw-Hill's Discovering Our Past: A History of the United States, Early Years is a good resource for teaching middle school American history from the first Americans through the Reconstruction Period. Like other McGraw-Hill text programs, the variety of print and digital materials (chapter resources, chapter introductions, lessons, primary sources, chapter wrap-ups, intervention and remediation, gifted and talented strategies, and assessment materials) provide a solid basis for setting up lesson plans-teachers have access to numerous ways to ensure that students can connect prior learning to new learning to relevant current events. The text is well designed and is logically developed.  <b>Weaknesses:</b> This text is best used with 6<sup>th</sup> grade level students. In addition, the use of American Indians should be used instead of Native Americans.</p> <p><b>Key Features:</b>  Discovering Our Past: A History of the United States brings the people, issues, and events of yesterday to life for today's students with the first truly integrated print and digital Middle School U.S. History curriculum. Networks combines print resources grounded in solid pedagogy with a full suite of teaching and learning tools for a flexible, customized learning experience.</p>						
	Discovering Our Past: A History of the United States- Early Years, Teacher Suite with LearnSmart Bundle, 1-year subscription	Appleby, Et Al	2018	6-8	9780076779000	
<b>Publisher</b>	<b>Title of Material</b>	<b>Author</b>	<b>Copyright</b>	<b>Grade Level</b>	<b>ISBN</b>	<b>Recommendation</b>
<b>McGraw-Hill School Education, LLC</b>	<b>Discovering Our Past: A History of the World, Student Suite with LearnSmart Bundle, 1-year subscription</b>	<b>SPIELVOGE L</b>	<b>2018</b>	<b>6-8</b>	<b>9780076779345</b>	<b>Component World History &amp; Civilization</b>
<p><b>Notes:</b>  <b>Strengths:</b> Most Idaho Standards are met. Visual Aides are strong.  <b>Weaknesses:</b> Teacher's edition can be a little difficult to navigate. The categorizations throughout are clear, good teaching tools. i.e. W=writing, R=reading etc. All obvious assessments and review in this book have a lot to do with writing. Reaching all styles of learners during instruction and then not doing the same on assessment seems short sighted. Teachers will be spending a lot of time accommodating for those students who are struggling writers. There is very little doubt that this material fulfills all requirements. That said there are some missing components. Student work is very writing dependent. Not a bad thing overall but struggling writers will need more opportunities for success. Some very worthwhile chances for discussion seem to be skipped through quickly or just passed by entirely. A fine set of materials here to be sure, but not my favorite classroom tool. Some missing components have been noted in evaluation and are marked as -0- in those categories.</p>						

**CONSENT  
AUGUST 10, 2017**

<p><b>Other:</b> The binding of the Teacher's Edition completely fell apart straight from the box for one of the evaluators.</p>						
<p><b>Key Features:</b> McGraw-Hill Networks: A Social Studies Learning System, which encompasses Our Community and Beyond, is a multiple award winning program. It is also a fully integrated print and digital program. Networks programs are built using the principles of Understanding by Design—an approach to backward design developed by Jay McTigh and Grant Wiggins. Each chapter planner in the Teacher Edition sets out the Enduring Understanding that will be achieved with mastery of the chapter content. Teachers are also provided with a comprehensive list of objectives, entitled “Students Will Know” and a list of skills entitled “Students Will Be Able To” for the chapter. To reach the Enduring Understanding, each chapter in the student edition begins with one or more Essential Questions. Each lesson is broken into a series of topics. Each topic includes a Guiding Question. As students master the content and are able to answer the Guiding Questions, their ability to respond and reflect on the Essential Questions increases. As students achieve the ability to answer the Essential Questions, they achieve the Enduring Understanding. The lesson reviews and the chapter assessments are aligned with the above objectives. Each lesson review includes questions that ask students to answer the guiding question. Each chapter assessment includes an activity that explores the essential question and in the Teacher's Edition, teachers are provided with activities to wrap-up the chapter, including a review of the chapter's Enduring Understanding.</p>						
<p>Discovering Our Past: A History of the World, Teacher Suite with LearnSmart Bundle, 1-year subscription</p>		<p>SPIELVOGE L</p>	<p>2018</p>	<p>6-8</p>	<p>9780076778850</p>	
<b>Publisher</b>	<b>Title of Material</b>	<b>Author</b>	<b>Copyright</b>	<b>Grade Level</b>	<b>ISBN</b>	<b>Recommendation</b>
<p>McGraw-Hill School Education, LLC</p>	<p>Discovering World Geography: Eastern Hemisphere, Student Suite with LearnSmart, 1-year subscription</p>	<p>BOEHM</p>	<p>2014</p>	<p>6-8</p>	<p>9780076686841</p>	<p>Comprehensive Geography Eastern Hemisphere</p>
<p><b>Notes:</b> <b>Strengths:</b> Structure of text and chapter layout is intuitive. All major themes are laid out in the first three chapters and then practiced and retaught throughout the following 13 chapters. It is visually appealing: bright pictures, graphs, charts. All levels and styles of learning are recognized and supported. The Teacher's Edition provides ample resources and suggestions to enhance the classroom environment. <b>Weaknesses:</b> Standard 6-9.GWH.5.1.3 is not covered. The term, Ethnocentrism, is not defined in the book nor is it covered while discussing cultures or how it leads to misunderstandings. <b>Other:</b> The review team highly recommends this text and supplementary materials.</p>						
<p><b>Key Features:</b> Discovering World Geography <b>Features:</b></p> <ul style="list-style-type: none"> <li>• Bring the world to your students with <b>Explore the Continent</b> to introduce the physical and human geography</li> <li>• Engage students to learn people, places, culture and history with <b>The Story Matters</b> chapter openers, <b>Step Into Place</b> maps and <b>Step Into Time</b> timelines, <b>Global Connections</b> with vibrant interactive maps and animations</li> <li>• Dynamic standards-based curriculum uses the five themes of geography and integrated Common Core State Standards for English Language History Social Studies ensures mastery of skills</li> <li>• Customize the learning experience with differentiated instruction, leveled reading, customizable assessments and worksheets, and flexible online learning tools</li> <li>• Access all of your teaching resources anywhere, anytime with just a point and click</li> </ul>						
<p>Discovering World Geography: Eastern Hemisphere,</p>		<p>BOEHM</p>	<p>2014</p>	<p>6-8</p>	<p>9780076686803</p>	

**CONSENT  
AUGUST 10, 2017**

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN	Recommendation
McGraw-Hill School Education, LLC	Discovering World Geography: Western Hemisphere, Student Suite with LearnSmart, 1-year subscription	BOEHM	2014	6-8	9780076686506	Comprehensive Geography Western Hemisphere
<p><b>Notes:</b>  <b>Strengths:</b> Structure of text and chapter layout is intuitive. All major themes are laid out in the first three chapters and then practiced and retaught throughout the following 10 chapters. It is visually appealing: bright pictures, graphs, charts. All levels and styles of learning are recognized and supported. The Teacher's Edition provides ample resources and suggestions to enhance the classroom environment.  <b>Weaknesses:</b> Standards: (6-9.GWH.5.1.2 -6-9.GWH.5.1.3) are not covered. The transmission of culture including language and literature arts were vague at best. The term, Ethnocentrism, is not defined in the book nor is it covered while discussing cultures or how it leads to misunderstandings.  <b>Other:</b> The review team highly recommends this text and supplementary materials.</p> <p><b>Key Features:</b>  Discovering World Geography  <b>Features:</b></p> <ul style="list-style-type: none"> <li>• Bring the world to your students with <b>Explore the Continent</b> to introduce the physical and human geography</li> <li>• Engage students to learn people, places, culture and history with <b>The Story Matters</b> chapter openers, <b>Step Into Place</b> maps and <b>Step Into Time</b> timelines, <b>Global Connections</b> with vibrant interactive maps and animations</li> <li>• Dynamic standards-based curriculum uses the five themes of geography and integrated Common Core State Standards for English Language History Social Studies ensures mastery of skills</li> <li>• Customize the learning experience with differentiated instruction, leveled reading, customizable assessments and worksheets, and flexible online learning tools</li> </ul> <p>Access all of your teaching resources anywhere, anytime with just a point and click</p>						
	Discovering World Geography: Western Hemisphere, Teacher Suite with LearnSmart, 1-year subscription	BOEHM	2014	6-8	9780076686476	
Publisher	Title of Material	Author	Copyright	Grade Level	ISBN	Recommendation
McGraw-Hill School Education, LLC	United States History and Geography: Modern Times, Student Suite with LearnSmart Bundle, 1-year subscription	Appleby, Et Al	2018	9-12	9780076780389	Basic US History II
<p><b>Notes:</b>  <b>Strengths:</b> The first chapters of the textbook provide a concise review of US History I that lays the groundwork for the remainder of the study of the US History. The chapters are well laid out with discussion questions, objectives, primary source activities etc. The Online Resources complement the text very well and offer many enrichment activities as well as differentiation activities for the many types of learners. The textbook can also stand alone as a single resource.  <b>Weaknesses:</b> Native Americans and personal finance issues were superficially addressed and would definitely need to be supplemented. There were several inconsistencies in the index. When looking up topics, the page number listed did not match information given. Some standards were not addressed.</p>						

**CONSENT  
AUGUST 10, 2017**

	<p><b>Key Features:</b> English language arts activities are embedded throughout the <b>Student Edition</b> and include writing, primary source analysis, and extensive reading and vocabulary support. Graphs, charts, diagrams, and maps are used to teach math, science, and geography skills in the <b>Student Edition</b>. All also appear, often with significant interactivity, in the <b>Student Learning Center</b>. The online <b>Student Resource Library</b> provides a bank of skills and templates to assist students with the writing process. Geography Activities and Geography Connections in the <b>Teacher Lesson Center</b> and interactive maps in the <b>Online Student Edition</b> teach and reinforce geography skills. Economics Activities, in the <b>Teacher Lesson Center</b>, provide activities that teachers may assign to help their students understand how completely economics integrates into history.</p>					
	United States History and Geography: Modern Times, Teacher Suite with LearnSmart Bundle, 1-year subscription	Appleby, Et Al	2018	9-12	9780076780419	
<b>Publisher</b>	<b>Title of Material</b>	<b>Author</b>	<b>Copyright</b>	<b>Grade Level</b>	<b>ISBN</b>	<b>Recommendation</b>
<b>McGraw-Hill School Education, LLC</b>	<b>World History and Geography, Student Suite with LearnSmart Bundle, 1-year subscription</b>	<b>SPIELVOGE L</b>	<b>2018</b>	<b>9-12</b>	<b>9780076780570</b>	<b>Comprehensive World History &amp; Civilization</b>
<p><b>Notes:</b> <b>Strengths:</b> The immediate strength of this book is how much information that it contains. Every page is filled top to bottom with written information. This book also contains many separate sections in the back that helps students learn of specific content. The world religions notebook gives students an easy tool they can use for a quick overlook of major world religions. The geographic notebook found in the back of the book provides the learner with a wide variety of maps. There is a section devoted on map skills that teach how to use different types of maps and their parts. At the bottom of each assessment there is a remediation tool that helps students that missed certain questions know what part of the text those questions came from so they can review and receive help for questions that they have missed. Visually, the textbook is clean, includes many various primary and secondary sources, and useful timelines under the heading "Place and Time." <b>Weaknesses:</b> This book has been presented as a 9-12 grade book. In the state of Idaho we must use the standards found for 6-9 grade Social Studies. While there is a section devoted for maps there does seem to be a lack of maps in other areas that would help with student comprehension. There is also a lack of pictures among some chapter which would be a useful tool. While the book has a lot of information some tools are not the most reliable. The index refers the reader to page 262 in order to learn about the meaning of "barter," however when turned to page 262 the reader will find information on feudalism in japan and no mention of the word barter. Barter is used in one sentence in the following page but it does not go into detail. Another such mistake was found when searching for the word "Iraq: U.S. invasion of" which refers the reader to pages 714 and 715. When turned to these pages the reader will find information dealing with Latin America, Argentina, and Brazil. It is not until page 789 that there is any mention of Iraq.</p>						

**CONSENT  
AUGUST 10, 2017**

	<p><b>Key Features:</b> World History and Geography is the first high school world history program to fully integrate print and digital resources into a seamless curriculum for today's technology-ready students. In addition, The McGraw-Hill current events web site—<b>BTW</b>—includes a variety of articles with accompanying questions and activities to help students make connections between historical content and current events. The site is updated with new articles every two weeks. Both the Student Learning Center and the Teacher Lesson Center include extensive Resource Libraries containing hundreds of digital assets. When and where appropriate, McGraw-Hill will add current resources to each site as well as update current resources.</p> <p>The Student Edition art graphics program provides uncluttered easy-to-read designs to enhance student understanding of key social studies content. These graphics, usually accompanied by questions that assess student understanding of the visuals, include photographs, art, maps, graphs, and charts.</p> <p>Stories are brought to life with <b>The Story Matters</b> chapter openers, <b>Step into Place</b> maps and primary sources, and <b>Step into Time</b> timelines. Students can connect with learning anywhere and anytime with an online student edition enhanced with interactive activities, primary source materials, video, podcasts, maps, images, timelines and audio support. The online student edition gives every student the power of the their textbook in an interactive electronic version with page-by-page audio, interactive charts and graphs, links to online video, resources, Spanish summaries, and printable versions of all student workbooks needed for extra practice and review. Students can highlight the text and print their on-line notes to create an active, engaging learning for your students.</p> <ul style="list-style-type: none"> <li>• The print and online <b>Teacher Editions</b> provide step-by-step lesson plans for each chapter of the programs. Lesson Plans include interactive whiteboard activities, slide shows, lecture slides, videos, interactive maps, and other projectable resources to engage students.</li> <li>• The online <b>Hands-On Projects with Technology Extensions</b> provide students with multiple high-interest pathways to understand and apply what they have learned. The Technology Extensions incorporate the use of avatars, blogs, wikis, Google spreadsheets, and other applications to appeal to students used to working in a digital environment.</li> <li>• Each chapter in the Student Edition is aligned to high-interest videos that the teacher can project during instruction using lesson plans in the <b>Teacher Edition</b>.</li> <li>• <b>Connections to Today</b> features in the <b>Student Edition</b> have been created to engage students in the content and make real-world connections.</li> <li>• The online <b>Student Resource Library</b> provides a variety of materials that are tightly aligned to the content in each program. Interactive skillbuilders, templates, primary sources, biographies, and links to virtual tours help to reinforce and extend the core content.</li> </ul>					
	World History and Geography, Teacher Suite with LearnSmart Bundle, 1-year subscription	SPIELVOGEL	2018	9-12	9780076780600	
<b>Publisher</b>	<b>Title of Material</b>	<b>Author</b>	<b>Copyright</b>	<b>Grade Level</b>	<b>ISBN</b>	<b>Recommendation</b>
Pearson Prentice Hall	myWorld Geography Survey: Print Student Edition with Digital Courseware - 6 year License	Chu, et al	2011	6-8	9780133341966	Comprehensive Eastern & Western Geography
	<p><b>Notes:</b> <b>Strengths:</b> The My World Geography textbook is targeted for middle school students, 6-8th grade, and all areas of the Western Hemisphere are represented within the text. The My Story sections profiles each region represented in the Western Hemisphere by using a personal interest story of a student in the age range of the targeted reader ex. pg. 255: Daniella's Coffee Run. The student journal can be used to enhance learning and there is an online version of the text to expand learning through technology. The textbook could stand alone without student journals because each chapter has analysis sections within the 21st Century Learning sections, ex. pg. 246: Young and Unemployed in Middle America. Charts, maps, and compare/contrast sections are used throughout the text, ex. pg. 247, 248, 276. Each chapter has an assessment section, with some high level and some basic questions. Students are directed to use the online version for 21st Century Learning in problem solving, ex. Analyze Media Content, pg. 277. This textbook and materials are visually appealing and has a consistent sequence of activities throughout the book. The personal stories (My Story) could be accessed</p>					

**CONSENT  
AUGUST 10, 2017**

	<p>online or read in hard copy format, ex. "Shaimaa's Neighborhood." connected to the student journal, and students answer the question: "What does Shaimaa's story tell you about life in North Africa?" Each chapter has maps and charts for comparison purposes, ex. pg 552 with essential question: How much does geography shape a country? Assessments have both higher and basic level questions. The DBQ's are basic multiple choice questions, but they are effective to generate a discussion, ex. pg 733 - documents on South Asia, comparing country's arable land. The teacher guide (Pro Guides) are divided up in multiple booklets and has Differentiated options for higher level students as well as those with special needs, ex. T28 - subject Patterns of Government in Arabia -objectives are stated, and suggestions on how to connect the material to relevance for today, how to adjust for special needs, how to challenge high level thinking, and how to differentiate for ELL students. The student journal has many writing prompts and writing graphic organizers, ex. T36 -T37, Writing to the prompt: What are the challenges of diversity? The journal pages give guidance and then practice in setting up a piece of historical writing. The map and illustrations are specific to the regions represented and are colorful and easy to read. The textbook is specific to all regions within the Eastern Hemisphere and covers the history of the region, relationship to other countries, political systems and relationship to the United States. It is more than a geography book as it represents the cultural aspects of the various places within the Eastern Hemisphere.</p> <p><b>Weaknesses:</b> This text has an extensive coverage of the Western Hemisphere, so weaknesses are few. The text doesn't just cover the geography of a region, it covers the historical background and present day problems of targeted regions as well. If a geography course was a semester long, much of the offered text would need to be set aside to fit curriculum time frame.</p> <p>This text book covers the regions of the Eastern Hemisphere extensively, with both cultural and geographical aspects and goes into detail about the history of the regions. It may be difficult to fit the curriculum scope and sequence into the time frame needed with using this text. The Pro Guides have many suggested activities, but because there are multiple mini sections, searching for the correct guide may hinder planning lessons.</p> <p><b>Other:</b> The Pearson My World Geography, Western Hemisphere Text book and materials meet the educational standards of the State of Idaho and is recommended for adoption. The text book and materials: My World Geography, Eastern Hemisphere is recommended for adoption.</p>					
	<p><b>Key Features:</b> Personalized opportunities for learning are emphasized through geography, history, and 21<sup>st</sup> century skills as students take a virtual trip throughout the <i>Eastern and Western Hemisphere</i>. <i>myWorld Geography</i> provides innovative online resources, project-based activities, and unprecedented customization options. All students will go beyond the printed page and actively experience the world they live in today. Student Resources include Student Edition and Student Journal, plus virtually based exploration that delivers content in a format that aligns to the Essential Question, engages them in 21<sup>st</sup> Century learning modules, and has video features to explore new places and cultures as 22 teens from around the world tell their stories in myStory videos. Teacher resources include the Teacher's Edition that combines a lightweight unit-by-unit approach with time-saving strategies, comprehensive lesson plans, activity-based curriculum options, and reproducible student resources. Activity kits provide activity-based learning materials. Hundreds of ready-made GIS mapping files are available for application on Google Earth<sup>TM</sup> and other mapping systems. Pearson Realize allows students and teachers to travel beyond the page with device agnostic technology that blends easily into any classroom. Time-saving activities, interactive presentations, and classroom management tools allow for seamless integration of 21st century skills and daily lesson planning. These include assessments, lesson plans, digital presentations, grading and reporting, customizable content, and 21<sup>st</sup> Century learning lessons.</p>					
	myWorld Geography Survey: Print Student Edition with Digital Courseware - 1 year License	Chu, et al	2011	6-8	9780133341980	
	myWorld Geography Survey: Online Student Edition with Digital Courseware - 6 year License	Chu, et al	2011	6-8	9780133344875	

**CONSENT  
AUGUST 10, 2017**

	myWorld Geography Survey Online Student Edition with Digital Courseware - 1 year License	Chu, et al	2011	6-8	9780133344899	
	myWorld Geography Survey: ProGuide Teacher Edition	Chu, et al	2011	6-8	9780132516914	
	myWorld Geography Survey: Student Journal	Chu, et al	2011	6-8	9780133638042	
<b>Publisher</b>	<b>Title of Material</b>	<b>Author</b>	<b>Copyright</b>	<b>Grade Level</b>	<b>ISBN</b>	<b>Recommendation</b>
<b>Pearson Prentice Hall</b>	<b>myWorld Geography Eastern Hemisphere: Print Student Edition with Digital Courseware - 6 year License</b>	Chu, et al	<b>2011</b>	<b>6-8</b>	<b>9780133341997</b>	<b>Comprehensive Eastern Hemisphere</b>
<p><b>Notes:</b>  <b>Strengths:</b> The textbook provides a survey of the regions/countries of the Eastern Hemisphere. Geography standards are well developed and represented with excellent graphs, maps, and other visual representations. The online materials provide teachers and students with opportunity for further exploration and extension.  <b>Weaknesses:</b> The textbook covers some regions/countries of the Eastern Hemisphere with more depth than others. Teachers will need to supplement for unrepresented or underrepresented regions/countries. Teachers will also need to supplement for several history standards.</p>						
<p><b>Key Features:</b>            Personalized opportunities for learning are emphasized through geography, history, and 21<sup>st</sup> century skills as students take a virtual trip throughout the <i>Eastern and Western Hemisphere</i>.  <i>myWorld Geography</i> provides innovative online resources, project-based activities, and unprecedented customization options. All students will go beyond the printed page and actively experience the world they live in today.            Student Resources include Student Edition and Student Journal, plus virtually based exploration that delivers content in a format that aligns to the Essential Question, engages them in 21<sup>st</sup> Century learning modules, and has video features to explore new places and cultures as 22 teens from around the world tell their stories in myStory videos.            Teacher resources include the Teacher's Edition that combines a lightweight unit-by-unit approach with time-saving strategies, comprehensive lesson plans, activity-based curriculum options, and reproducible student resources. Activity kits provide activity-based learning materials. Hundreds of ready-made GIS mapping files are available for application on Google Earth™ and other mapping systems.            Pearson Realize allows students and teachers to travel beyond the page with device agnostic technology that blends easily into any classroom. Time-saving activities, interactive presentations, and classroom management tools allow for seamless integration of 21st century skills and daily lesson planning. These include assessments, lesson plans, digital presentations, grading and reporting, customizable content, and 21<sup>st</sup> Century learning lessons.</p>						
	myWorld Geography Eastern Hemisphere: Print Student Edition with Digital Courseware - 1 year License	Chu, et al	2011	6-8	9780133342017	
	myWorld Geography Eastern Hemisphere: Online Student Edition with Digital Courseware - 6 year License	Chu, et al	2011	6-8	9780133342031	

**CONSENT  
AUGUST 10, 2017**

	myWorld Geography Eastern Hemisphere: Online Student Edition with Digital Courseware - 1 year License	Chu, et al	2011	6-8	9780133342055	
	myWorld Geography Eastern Hemisphere: ProGuide Teacher Resources	Chu, et al	2011	6-8	9780132516907	
	myWorld Geography Eastern Hemisphere: Student Journal	Chu, et al	2011	6-8	9780133638035	
<b>Publisher</b>	<b>Title of Material</b>	<b>Author</b>	<b>Copyright</b>	<b>Grade Level</b>	<b>ISBN</b>	<b>Recommendation</b>
<b>Pearson Prentice Hall</b>	<b>myWorld Geography Western Hemisphere: Print Student Edition with Digital Courseware - 6 year License</b>	Chu, et al	<b>2011</b>	<b>6-8</b>	<b>9780133342062</b>	<b>Comprehensive Western Hemisphere</b>
<p><b>Notes:</b>  <b>Strengths:</b> Strength areas include geography and its online resources. The online resources available to students and teachers supplement the text in an engaging manner.  <b>Weaknesses:</b> The text approaches the Western Hemisphere from the perspective of a handful of regions/countries. Teachers will need to supplement outside the textbook for information on other regions/countries.</p>						
<p><b>Key Features:</b>  Personalized opportunities for learning are emphasized through geography, history, and 21<sup>st</sup> century skills as students take a virtual trip throughout the <i>Eastern and Western Hemisphere</i>.  <i>myWorld Geography</i> provides innovative online resources, project-based activities, and unprecedented customization options. All students will go beyond the printed page and actively experience the world they live in today.  Student Resources include Student Edition and Student Journal, plus virtually based exploration that delivers content in a format that aligns to the Essential Question, engages them in 21<sup>st</sup> Century learning modules, and has video features to explore new places and cultures as 22 teens from around the world tell their stories in myStory videos.  Teacher resources include the Teacher's Edition that combines a lightweight unit-by-unit approach with time-saving strategies, comprehensive lesson plans, activity-based curriculum options, and reproducible student resources. Activity kits provide activity-based learning materials. Hundreds of ready-made GIS mapping files are available for application on Google Earth™ and other mapping systems.  Pearson Realize allows students and teachers to travel beyond the page with device agnostic technology that blends easily into any classroom. Time-saving activities, interactive presentations, and classroom management tools allow for seamless integration of 21st century skills and daily lesson planning. These include assessments, lesson plans, digital presentations, grading and reporting, customizable content, and 21<sup>st</sup> Century learning lessons.</p>						
	myWorld Geography Western Hemisphere: Student Edition with Digital Courseware - 1 year License	Chu, et al	2011	6-8	9780133342086	
	myWorld Geography Western Hemisphere: Online Student Edition with Digital Courseware - 6 year License	Chu, et al	2011	6-8	9780133342093	



**CONSENT  
AUGUST 10, 2017**

	myWorld Geography Western Hemisphere: Online Student Edition with Digital Courseware - 1 year License	Chu, et al	2011	6-8	9780133342123	
	myWorld Geography Western Hemisphere: ProGuide Teacher Resources	Chu, et al	2011	6-8	9780132516921	
	myWorld Geography Western Hemisphere: Student Journal	Chu, et al	2011	6-8	9780133638066	
<b>Shared Resources</b>						
	myWorld Geography Survey, Eastern & Western Hemisphere: Student Journal Answer Key	Chu, et al	2011	6-8	9780133638097	
	myWorld Geography Survey, Eastern & Western Hemisphere: ExamView Assessment Suite CD-ROM	Chu, et al	2011	6-8	9780133736823	
	myWorld Geography Survey, Eastern & Western Hemisphere: Teacher's Resource Library DVD-ROM	Chu, et al	2011	6-8	9780133174618	
	myWorld Geography Survey, Eastern & Western Hemisphere: Accelerating the Progress of English Language Learners	Chu, et al	2011	6-8	9780132523998	
	myWorld Geography Survey, Eastern & Western Hemisphere: Activity Kit	Chu, et al	2011	6-8	9780133172409	
<b>Publisher</b>	<b>Title of Material</b>	<b>Author</b>	<b>Copyright</b>	<b>Grade Level</b>	<b>ISBN</b>	<b>Recommendation</b>
<b>Pearson Prentice Hall</b>	<b>myWorld History Survey: Print Student Edition with Digital Courseware - 6 year License</b>	<b>Karpel, et al</b>	<b>2012</b>	<b>6-8</b>	<b>9780133345001</b>	<b>Comprehensive World History &amp; Civilization</b>
	<p><b>Notes:</b>  <b>Strengths:</b> The textbook has great images, charts, primary sources and maps on nearly every page. One strength is the instructions for differentiated instructions, which gives support for those who struggle. I also like that there are activities suggested for higher level students who need more challenge. The Pro guides have some great activities with good discussion questions such as: Why does national I appear so often at the local level such as an eagle on every local mailbox? PG chp 30-33 T10. The MyWorld activities are good, directing students to write and illustrate political cartoons illustrating life in Italy during the 1800's. There are ELL strategies and accommodations pages for quizzes pg. 33, and the hands on visual cards or activity cards can be used in a variety of lesson ideas. The writers workshop section in the student journals is strong - pg. 170 and with the graphic organizer, students could work out the body paragraphs and supporting sentences to write a good historical piece.  <b>Weaknesses:</b> Each chapter ends with a DBQ or document based questioning section in the assessments, but the questions are basic, with multiple choice as answers. The Pro-guides give some tips for the teacher to enhance learning by giving a writing</p>					

**CONSENT  
AUGUST 10, 2017**

<p>assignment on analyzing cause and effect so teacher directed, the information can be enhanced to a higher-level discussion. I like the information in the Pro Guides, but I am not certain the many volumes of teacher editions will be user friendly. While the student workbook has many great resources, I would not want to hand students a worksheet to complete on a continuous basis.</p>						
<p><b>Key Features:</b> Personalized opportunities for learning transport students beyond the printed page to actively experience the history of their world as students take a virtual trip through history. <i>myWorld History</i> provides innovative online resources, project-based activities, and unprecedented customization options. All students will go beyond the printed page and actively experience the history of their world. Student Resources include Student Edition and Student Journal, plus virtually based exploration that delivers content in a format that aligns to the Essential Question and engages them in 21<sup>st</sup> Century learning modules. myStory videos provide richly illustrated stories on historical figures and eras, and give students with a way to make emotional and enduring connections to the content right from the classroom Teacher resources include the Teacher's Edition that combines a lightweight unit-by-unit approach with time-saving strategies, comprehensive lesson plans, activity-based curriculum options, and reproducible student resources. Activity kits provide activity-based learning materials. Hundreds of ready-made GIS mapping files are available for application on Google Earth<sup>TM</sup> and other mapping systems. Pearson Realize allows students and teachers to travel beyond the page with device agnostic technology that blends easily into any classroom. Time-saving activities, interactive presentations, and classroom management tools allow for seamless integration of 21st century skills and daily lesson planning. These include assessments, lesson plans, digital presentations, grading and reporting, customizable content, and 21<sup>st</sup> Century learning lessons.</p>						
myWorld History Survey: Print Student Edition with Digital Courseware - 1 year License	Karpiel, et al	2012	6-8	9780133345025		
myWorld History Survey: Online Student Edition with Digital Courseware - 6 year License	Karpiel, et al	2012	6-8	9780133344905		
myWorld History Survey: Online Student Edition with Digital Courseware - 1 year License	Karpiel, et al	2012	6-8	9780133344936		
myWorld History Survey: ProGuide Teacher Resources	Karpiel, et al	2012	6-8	9780133176032		
myWorld History Survey: Student Journal	Karpiel, et al	2012	6-8	9780133727012		
<b>Publisher</b>	<b>Title of Material</b>	<b>Author</b>	<b>Copyright</b>	<b>Grade Level</b>	<b>ISBN</b>	<b>Recommendation</b>
<b>Pearson Prentice Hall</b>	<b>myWorld History Early Ages: Print Student Edition with Digital Courseware - 6 year License</b>	Karpiel, et al	<b>2012</b>	<b>6-8</b>	<b>9780133345063</b>	<b>Comprehensive World History &amp; Civilization</b>
	<p><b>Notes:</b> <b>Strengths:</b> This text book is visually appealing and has many maps, illustrations and primary sources available throughout the text. S.E. examples: pg. 114, Sumerian Ziggurat and pg 115, Cuneiform tablets. The unit on the Sumerian arts is extensive and has many interesting visuals to represent the art; Pg 117). Maps are included with each unit section pg's. 129, 133, 145. In teaching the Early Ages, this text brings relevance to modern day connections, ex. Pg 137, 'Development of the Alphabet and How We Use Letters Today in English.' Each unit also profiles a young teen from the age of the targeted reader. These stories help to</p>					

**CONSENT  
AUGUST 10, 2017**

	<p>bring the Era into a clearer focus for modern students. One such story is the MyStory: Mary Leakey - "Exploring the Stone Age." Pg. 55-57.</p> <p>The textbook also offers real world problem solving situations in the 21<sup>st</sup> Century Skills sections, ex. Pg 69, based on human migration, using an interactive map to locate the movement and migration of early people.</p> <p>Each chapter unit ends with a section assessment which includes: Key terms, Key ideas and Think critically skills. An Essential Question is included throughout the text sections and students answer it on the final assessment (pg 137: What are consequences of technology?) The scope of the textbook is vast, covering the early people and prehistory to the early European Explorers.</p> <p>The student workbook or journal has many interesting activities that can be used as a 'stand alone' activity or used with the lesson from the textbook. The student journal encourages notetaking strategies and 'word wise' vocabulary activities as well.</p> <p>Teachers have use of the Pro Guides, which are several teacher editions, with ELL and differentiation suggestions built into the teaching strategies. The textbook comes with online versions and interactive maps, stories and research ideas such as; "Design a Children's Book, Origins of an Ancient Society." Using a collaborative learning model, pg 480 S.E.</p> <p><b>Weaknesses:</b> The text has few weaknesses. It covers the scope of the curriculum and targets the State Standards. Having multiple teaching editions with the Pro Guides might be difficult to navigate, but the information given in the materials is relevant and helpful. The student journal has many fine features, however, using it as just a workbook for students might detract from interactive learning.</p> <p><b>Other:</b> The Pearson My World History, Early Ages textbook and materials is recommended for a comprehensive social studies program.</p>				
	<p><b>Key Features:</b> Personalized opportunities for learning transport students beyond the printed page to actively experience the history of their world as students take a virtual trip through history.</p> <p><i>myWorld History</i> provides innovative online resources, project-based activities, and unprecedented customization options. All students will go beyond the printed page and actively experience the history of their world.</p> <p>Student Resources include Student Edition and Student Journal, plus virtually based exploration that delivers content in a format that aligns to the Essential Question and engages them in 21<sup>st</sup> Century learning modules. myStory videos provide richly illustrated stories on historical figures and eras, and give students with a way to make emotional and enduring connections to the content right from the classroom</p> <p>Teacher resources include the Teacher's Edition that combines a lightweight unit-by-unit approach with time-saving strategies, comprehensive lesson plans, activity-based curriculum options, and reproducible student resources. Activity kits provide activity-based learning materials. Hundreds of ready-made GIS mapping files are available for application on Google Earth<sup>TM</sup> and other mapping systems.</p> <p>Pearson Realize allows students and teachers to travel beyond the page with device agnostic technology that blends easily into any classroom. Time-saving activities, interactive presentations, and classroom management tools allow for seamless integration of 21st century skills and daily lesson planning. These include assessments, lesson plans, digital presentations, grading and reporting, customizable content, and 21<sup>st</sup> Century learning lessons.</p>				
	myWorld History Early Ages: Print Student Edition with Digital Courseware - 1 year License	Karpel, et al	2012	6-8	9780133345087
	myWorld History Early Ages: Online Student Edition with Digital Courseware - 6 year License	Karpel, et al	2012	6-8	9780133344943
	myWorld History Early Ages: Online Student Edition with Digital Courseware - 1 year License	Karpel, et al	2012	6-8	9780133344967
	myWorld History Early Ages: ProGuide Teacher Resources	Karpel, et al	2012	6-8	9780133176049
	myWorld History Early Ages: Student Journal	Karpel, et al	2012	6-8	9780133727005

**CONSENT  
AUGUST 10, 2017**

Shared Resources						
	myWorld History Survey & Early Ages: ExamView Assessment Suite CD-ROM	Karpiel, et al	2012	6-8	9780133164992	
	myWorld History Survey & Early Ages: Teacher's Resource Library DVD-ROM	Karpiel, et al	2011	6-8	9780133165029	
	myWorld History Survey & Early Ages: Accelerating the Progress of English Language Learners	Karpiel, et al	2012	6-8	9780133177992	
	myWorld History Survey & Early Ages: Activity Kit	Karpiel, et al	2012	6-8	9780133178692	
Publisher	Title of Material	Author	Copyright	Grade Level	ISBN	Recommendation
<b>Pearson Prentice Hall</b>	<b>Pearson World History - Print Student Edition plus Digital Courseware License - 6 years</b>	<b>Gaynor, et al</b>	<b>2016</b>	<b>9-12</b>	<b>9780133328578</b>	<b>Comprehensive World History &amp; Civilization</b>
<p><b>Notes:</b></p> <p><b>Strengths:</b> Pearson Prentice Hall's World History meets the expectations for providing a well-rounded educational experience for the 21<sup>st</sup> Century classroom. Key components are technology tied to differentiated learning, resources that help develop critical-thinking skills, a variety of assessment and remediation strategies, and the use of primary sources for inquiry. The use of the Connect, Investigate, Synthesize, and Demonstrate model is an effective strategy for giving students the preparation necessary for producing artifacts that utilize the think like a historian mindset.</p> <p><b>Weaknesses:</b> Although professional development/training is not required it should be available to navigate through the vast amounts of resources provided by Pearson Prentice Hall's World History study/teaching curriculum. The reading level is best suited for 8<sup>th</sup> &amp; 9<sup>th</sup> grade students.</p> <p><b>Other:</b> The program was submitted by Pearson as a 9-12 World History text. The State of Idaho does not have 9-12 Standards. The text was evaluated according to the State's 6-9 World History Standards. It would be entirely appropriate to use this text in the High School setting but would be extremely challenging for grades 6-8.</p> <p><b>Key Features:</b></p> <p><i>Pearson World History</i> © 2016 provides standards-based instruction that seamlessly integrates print and digital instruction, as well as primary source focused project-based learning. This balanced approach is built using backward design with assessment aligned with instruction.</p> <ul style="list-style-type: none"> <li>• Vast array of video and interactive digital resources to differentiate learning</li> <li>• Strong critical-thinking resources.</li> <li>• Integrated 21st century skills tutorials and videos.</li> <li>• Many levels of assessment and remediation.</li> <li>• Core Concept lessons remediate key social studies content for geography, civic and government, history, economics, and personal finance.</li> <li>• Strong focus on Inquiry, primary sources, and using evidence to support arguments and conclusions.</li> </ul> <p>Major tools for the student include the:</p> <ul style="list-style-type: none"> <li>• Print Student Edition with Digital Courseware</li> <li>• eText Student Edition</li> <li>• Reading and Notetaking Study Guide</li> </ul> <p>These student components include chronological Topics and Lessons that take students through a comprehensive and engaging journey through the content. Key features include Topic Inquiries (project-based-learning activities based on primary sources), interactive primary sources, document-based questions, NBC Learn videos, flipped videos for each lesson, interactivities for every lesson (including interactive maps, timelines, image galleries, 3-D Models and more), reading comprehension and critical thinking questions, numerous graphs, charts, maps for visual literacy, biographies, and Core Concepts lessons, Personal Finance lessons, Atlas, Rubrics,</p>						

**CONSENT  
AUGUST 10, 2017**

<p>Annotated U.S. Constitution, Interactive Supreme Court Cases, Supreme Court Case Glossary. Major tools for the teacher include the:</p> <ul style="list-style-type: none"> <li>• Print Teacher Edition with Digital Courseware</li> <li>• eText Teacher Edition</li> <li>• Reading and Notetaking Study Guide Answer Key</li> </ul> <p>The Teacher's Edition (print and etext) includes resource and pacing information for each Topic and Lesson, differentiated instruction suggestions, English Language Learner Instruction suggestions, and lesson plan information for integrating digital resources and project-based learning at point of use.</p>						
	Pearson World History - Print Student Edition plus Digital Courseware license - 1 year	Gaynor, et al	2016	9-12	9780133328561	
	Pearson World History - Student Digital Courseware on Realize License - 6 years	Gaynor, et al	2016	9-12	9780133328394	
	Pearson World History - Student Digital Courseware on Realize License - 1 year	Gaynor, et al	2016	9-12	9780133328387	
	Pearson World History - Teacher's Edition	Gaynor, et al	2016	9-12	9780133307146	
	Pearson World History - Reading and Note-Taking Study Guide	Gaynor, et al	2016	9-12	9780328880454	
	Pearson World History - Reading and Note-Taking Study Guide Answer Key	Gaynor, et al	2016	9-12	9780328880461	
	Pearson World History - ExamView Assessment Suite CD-ROM	Gaynor, et al	2016	9-12	9780133321395	
	Pearson World History - Teacher Resource Library DVD-ROM	Gaynor, et al	2016	9-12	9780133329919	
<b>Publisher</b>	<b>Title of Material</b>	<b>Author</b>	<b>Copyright</b>	<b>Grade Level</b>	<b>ISBN</b>	<b>Recommendation</b>
<b>Pearson Prentice Hall</b>	<b>Pearson American History Survey - Print Student Edition plus Digital Courseware License - 6 years</b>	<b>West Davidson, et al</b>	<b>2016</b>	<b>6-8</b>	<b>9780133328523</b>	<b>Comprehensive US History I</b>
	<p><b>Notes:</b> <b>Strengths:</b> The text is visually appealing, easy to navigate and it covers all the information required to thoroughly meet the standards. S.E has maps, charts and analysis information on nearly every page (S.E. pg 290-291, maps (Latin America) and primary source painting of South American Independence). The teacher edition includes resources for teacher directed discussion, project ideas, and differentiation suggestions. (T.E. 297 - Henry Clay's Missouri Compromise) The primary sources in the back of the book are an excellent tool to enhance learning and analysis. The documents include the Constitution, the Mayflower compact, the Magna Carta and various presidential speeches. The documents align to the information in the textbook and could be used for further in depth discussion and analysis. A comprehensive glossary and atlas is also provided in the back of the student edition book. The student note taking study guide is helpful in teaching cornel style of note taking, and would be useful in developing these vital skills.</p>					

**CONSENT  
AUGUST 10, 2017**

<p><b>Weaknesses:</b> While the reading and note taking study guide is a helpful tool, the weakness is it ultimately is just a worksheet, so less high level discussion would take place as students would be tempted to read documents to scan for answers only. Many of the questions are more basic, just fill in the blank type of answers - example - N.T page 150 - review questions on the topic of post war America (after WWII and start of Cold War) Topic 15. Topic 15 has 7 lessons associated with the topic, and it would be difficult to cover the material using that many worksheets.</p> <p><b>Other:</b> The American History Textbook covers history from the early American civilizations and the development of the colonies and the establishment of the American Government. The book ends with the Obama administration. We recommend this textbook</p>				
<p><b>Key Features:</b>  <i>Pearson American History</i> © 2016 provides standards-based instruction that seamlessly integrates print and digital instruction, as well as primary source focused project-based learning. This balanced approach is built using backward design with assessment aligned with instruction.</p> <ul style="list-style-type: none"> <li>• Vast array of video and interactive digital resources to differentiate learning</li> <li>• Strong critical-thinking resources.</li> <li>• Integrated 21st century skills tutorials and videos.</li> <li>• Many levels of assessment and remediation.</li> <li>• Core Concept lessons remediate key social studies content for geography, civic and government, history, economics, and personal finance.</li> <li>• Strong focus on Inquiry, primary sources, and using evidence to support arguments and conclusions.</li> </ul> <p>Major tools for the student include the:</p> <ul style="list-style-type: none"> <li>• Print Student Edition with Digital Courseware</li> <li>• eText Student Edition</li> <li>• Reading and Notetaking Study Guide</li> </ul> <p>These student components include chronological Topics and Lessons that take students through a comprehensive and engaging journey through the content. Key features include Topic Inquiries (project-based-learning activities based on primary sources), interactive primary sources, document-based questions, NBC Learn videos, flipped videos for each lesson, interactivities for every lesson (including interactive maps, timelines, image galleries, 3-D Models and more), reading comprehension and critical thinking questions, numerous graphs, charts, maps for visual literacy, biographies, and Core Concepts lessons, Personal Finance lessons, Atlas, Rubrics, Annotated U.S. Constitution, Interactive Supreme Court Cases, Supreme Court Case Glossary.</p> <p>Major tools for the teacher include the:</p> <ul style="list-style-type: none"> <li>• Print Teacher Edition with Digital Courseware</li> <li>• eText Teacher Edition</li> <li>• Reading and Notetaking Study Guide Answer Key</li> </ul> <p>The Teacher's Edition (print and etext) includes resource and pacing information for each Topic and Lesson, differentiated instruction suggestions, English Language Learner Instruction suggestions, and lesson plan information for integrating digital resources and project-based learning at point of use.</p>				
Pearson American History Survey - Print Student Edition plus Digital Courseware License - 1 year	West Davidson, et al	2016	6-8	9780133328516
Pearson American History Survey - Student Digital Courseware on Realize License - 6 years	West Davidson, et al	2016	6-8	9780133328332
Pearson American History Survey - Student Digital Courseware on Realize License - 1 year	West Davidson, et al	2016	6-8	9780133328325
Pearson American History Survey - Teacher's Edition	West Davidson, et al	2016	6-8	9780133307139
Pearson American History Survey - Reading and Note-Taking Study Guide	West Davidson, et al	2016	6-8	9780328880416

**CONSENT  
AUGUST 10, 2017**

	Pearson American History Survey - Reading and Note-Taking Study Guide Answer Key	West Davidson, et al	2016	6-8	9780328880423	
<b>Publisher</b>	<b>Title of Material</b>	<b>Author</b>	<b>Copyright</b>	<b>Grade Level</b>	<b>ISBN</b>	<b>Recommendation</b>
<b>Pearson Prentice Hall</b>	<b>Pearson American History Beginnings to 1877 Edition - Print Student Edition plus Digital Courseware License - 6 years</b>	<b>James West Davidson and Michael B. Stoff</b>	<b>2016</b>	<b>6-8</b>	<b>9780133335477</b>	<b>Comprehensive US History I</b>
<p><b>Notes:</b>  <b>Strengths:</b> This Textbook tells the Story of history. It discusses the factual content necessary to understand the topics but does so in a way that will draw the student in and make History come alive. The Enduring Understandings are well thought out and assessed at the end of each chapter. The ancillary materials are varied and vast and will appeal to a wide variety of learners.  <b>Other:</b> It also includes an outline and study guide of the Constitution. This textbook also has charts, graphs, and illustrations that would be quite appropriate to use in Government classrooms.</p>						
<p><b>Key Features:</b>  <i>Pearson American History</i> © 2016 provides standards-based instruction that seamlessly integrates print and digital instruction, as well as primary source focused project-based learning. This balanced approach is built using backward design with assessment aligned with instruction.  <ul style="list-style-type: none"> <li>• Vast array of video and interactive digital resources to differentiate learning</li> <li>• Strong critical-thinking resources.</li> <li>• Integrated 21st century skills tutorials and videos.</li> <li>• Many levels of assessment and remediation.</li> <li>• Core Concept lessons remediate key social studies content for geography, civic and government, history, economics, and personal finance.</li> <li>• Strong focus on Inquiry, primary sources, and using evidence to support arguments and conclusions.</li> </ul>           Major tools for the student include the:           <ul style="list-style-type: none"> <li>• Print Student Edition with Digital Courseware</li> <li>• eText Student Edition</li> <li>• Reading and Notetaking Study Guide</li> </ul>           These student components include chronological Topics and Lessons that take students through a comprehensive and engaging journey through the content. Key features include Topic Inquiries (project-based-learning activities based on primary sources), interactive primary sources, document-based questions, NBC Learn videos, flipped videos for each lesson, interactivities for every lesson (including interactive maps, timelines, image galleries, 3-D Models and more), reading comprehension and critical thinking questions, numerous graphs, charts, maps for visual literacy, biographies, and Core Concepts lessons, Personal Finance lessons, Atlas, Rubrics, Annotated U.S. Constitution, Interactive Supreme Court Cases, Supreme Court Case Glossary.            Major tools for the teacher include the:           <ul style="list-style-type: none"> <li>• Print Teacher Edition with Digital Courseware</li> <li>• eText Teacher Edition</li> <li>• Reading and Notetaking Study Guide Answer Key</li> </ul>           The Teacher's Edition (print and etext) includes resource and pacing information for each Topic and Lesson, differentiated instruction suggestions, English Language Learner Instruction suggestions, and lesson plan information for integrating digital resources and project-based learning at point of use.</p>						
	Pearson American History Beginnings to 1877 Edition - Print Student Edition plus Digital Courseware License - 1 year	James West Davidson and Michael B. Stoff	2016	6-8	9780133335460	
	Pearson American History Beginnings to 1877 Edition - Student	James West Davidson and Michael B. Stoff	2016	6-8	9780133335453	

**CONSENT  
AUGUST 10, 2017**

	Digital Courseware on Realize License - 6 years					
	Pearson American History Beginnings to 1877 Edition - Student Digital Courseware on Realize License - 1 year	James West Davidson and Michael B. Stoff	2016	6-8	9780133335446	
	Pearson American History Beginnings to 1877 Edition - Teacher's Edition	James West Davidson and Michael B. Stoff	2016	6-8	9780133332612	
	Pearson American History Beginnings to 1877 Edition - Reading and Note-Taking Study Guide	James West Davidson and Michael B. Stoff	2016	6-8	9780328880430	
	Pearson American History Beginnings to 1877 Edition - Reading and Note-Taking Study Guide Answer Key	James West Davidson and Michael B. Stoff	2016	6-8	9780328880447	
<b>Shared Resources</b>						
	Pearson American History Survey & Beginnings to 1877 - ExamView Assessment Suite CD-ROM	James West Davidson and Michael B. Stoff	2016	6-8	9780133329858	
	Pearson American History - Survey & Beginnings to 1877 - Teacher's Resource Library DVD-ROM	James West Davidson and Michael B. Stoff	2016	6-8	9780133329841	
<b>Publisher</b>	<b>Title of Material</b>	<b>Author</b>	<b>Copyright</b>	<b>Grade Level</b>	<b>ISBN</b>	<b>Recommendation</b>
<b>Pearson Prentice Hall</b>	<b>Pearson United States History Survey - Print Student Edition plus Digital Courseware License - 6 years</b>	<b>Lapsansky-Werner, et al</b>	<b>2016</b>	<b>9-12</b>	<b>9780133328462</b>	<b>Basic US History I</b>
<p><b>Notes:</b>  <b>Strengths:</b> Very good brief overview of all of US History. It details fully political history, outlining laws, wars, and conflicts. It detailed both social and economic history as well, discussing in depth the major parts of US History that required a social or economic analysis. It was a good survey, a lot of information without much depth.  <b>Weaknesses:</b> It was fairly one sided. It showed the US government perspective of a lot of different social groups, but did not show those social group's perspectives (such as the Native Americans and the Women). Discussion questions contained in the book were often irrelevant and often missed the main point of the passage it was outlining.</p> <p><b>Key Features:</b>  <i>Pearson United States History</i> © 2016 provides standards-based instruction that seamlessly integrates print and digital instruction, as well as primary source focused project-based learning. This balanced approach is built using backward design with assessment aligned with instruction.</p> <ul style="list-style-type: none"> <li>• Vast array of video and interactive digital resources to differentiate learning</li> <li>• Strong critical-thinking resources.</li> <li>• Integrated 21st century skills tutorials and videos.</li> <li>• Many levels of assessment and remediation.</li> <li>• Core Concept lessons remediate key social studies content for geography, civic and government, history, economics, and personal finance.</li> <li>• Strong focus on Inquiry, primary sources, and using evidence to support arguments and conclusions.</li> </ul> <p>Major tools for the student include the:</p>						



**CONSENT  
AUGUST 10, 2017**

<ul style="list-style-type: none"> <li>• Print Student Edition with Digital Courseware</li> <li>• eText Student Edition</li> <li>• Reading and Notetaking Study Guide</li> </ul> <p>These student components include chronological Topics and Lessons that take students through a comprehensive and engaging journey through the content. Key features include Topic Inquiries (project-based-learning activities based on primary sources), interactive primary sources, document-based questions, NBC Learn videos, flipped videos for each lesson, interactivities for every lesson (including interactive maps, timelines, image galleries, 3-D Models and more), reading comprehension and critical thinking questions, numerous graphs, charts, maps for visual literacy, biographies, and Core Concepts lessons, Personal Finance lessons, Atlas, Rubrics, Annotated U.S. Constitution, Interactive Supreme Court Cases, Supreme Court Case Glossary.</p> <p>Major tools for the teacher include the:</p> <ul style="list-style-type: none"> <li>• Print Teacher Edition with Digital Courseware</li> <li>• eText Teacher Edition</li> <li>• Reading and Notetaking Study Guide Answer Key</li> </ul> <p>The Teacher's Edition (print and etext) includes resource and pacing information for each Topic and Lesson, differentiated instruction suggestions, English Language Learner Instruction suggestions, and lesson plan information for integrating digital resources and project-based learning at point of use.</p>						
Pearson United States History Survey - Print Student Edition plus Digital Courseware License - 1 year	Lapsansky-Werner, et al	2016	9-12	9780133328455		
Pearson United States History Survey - Student Digital Courseware on Realize License - 6 years	Lapsansky-Werner, et al	2016	9-12	9780133328271		
Pearson United States History Survey - Student Digital Courseware on Realize License - 1 year	Lapsansky-Werner, et al	2016	9-12	9780133328257		
Pearson United States History Survey - Teacher's Edition	Lapsansky-Werner, et al	2016	9-12	9780133307078		
Pearson United States History Survey - Reading and Note-Taking Study Guide	Lapsansky-Werner, et al	2016	9-12	9780328880331		
Pearson United States History Survey - Reading and Note-Taking Study Guide Answer Key	Lapsansky-Werner, et al	2016	9-12	9780328880348		
<b>Publisher</b>	<b>Title of Material</b>	<b>Author</b>	<b>Copyright</b>	<b>Grade Level</b>	<b>ISBN</b>	<b>Recommendation</b>
<b>Pearson Prentice Hall</b>	<b>Pearson United States History Reconstruction to the Present Print Student Edition plus Digital Courseware License, 6 years</b>	<b>Lapsansky-Werner, et al</b>	<b>2016</b>	<b>9-12</b>	<b>9780133335538</b>	<b>Comprehensive US History II</b>
<p><b>Notes:</b>  <b>Strengths:</b> Online resources are the strongest aspect of the text. The ease of navigating the online resources makes it user friendly for kids. The website allows many opportunities for collaboration with students as well as individual opportunities to self-advocate learning the material. Primarily utilizing paragraph response allows for teachers to make accommodations for varying levels of writing within their student population. It opens the door for a verbal questioning of students that have a lower</p>						

**CONSENT  
AUGUST 10, 2017**

	<p>writing level. New design and organizational structure makes the textbook visually engaging.</p> <p><b>Weaknesses:</b> Text relies heavily on online resources. Textbook seems almost supplementary to the online material. Unit assessments within the student edition focused entirely on paragraph response, which can be great for some students, but may make it difficult for some students to succeed. The curriculum set relies heavily upon technology integration and may make it difficult for smaller districts that have a lack of access to computers more challenging. Length of sections might require teachers to provide additional checks for understanding through formative assessments.</p> <p><b>Other:</b> The text does a great job of providing opportunities for cross-curriculum support, especially ELA and creative writing. Could use more economic supplemental material as relates to each specific standard.</p>					
	<p><b>Key Features:</b>  <i>Pearson United States History: Reconstruction to the Present</i> © 2016 provides standards-based instruction that seamlessly integrates print and digital instruction, as well as primary source focused project-based learning. This balanced approach is built using backward design with assessment aligned with instruction.</p> <ul style="list-style-type: none"> <li>• Vast array of video and interactive digital resources to differentiate learning</li> <li>• Strong critical-thinking resources.</li> <li>• Integrated 21st century skills tutorials and videos.</li> <li>• Many levels of assessment and remediation.</li> <li>• Core Concept lessons remediate key social studies content for geography, civic and government, history, economics, and personal finance.</li> <li>• Strong focus on Inquiry, primary sources, and using evidence to support arguments and conclusions.</li> </ul> <p>Major tools for the student include the:</p> <ul style="list-style-type: none"> <li>• Print Student Edition with Digital Courseware</li> <li>• eText Student Edition</li> <li>• Reading and Notetaking Study Guide</li> </ul> <p>These student components include chronological Topics and Lessons that take students through a comprehensive and engaging journey through the content. Key features include Topic Inquiries (project-based-learning activities based on primary sources), interactive primary sources, document-based questions, NBC Learn videos, flipped videos for each lesson, interactivities for every lesson (including interactive maps, timelines, image galleries, 3-D Models and more), reading comprehension and critical thinking questions, numerous graphs, charts, maps for visual literacy, biographies, and Core Concepts lessons, Personal Finance lessons, Atlas, Rubrics, Annotated U.S. Constitution, Interactive Supreme Court Cases, Supreme Court Case Glossary.</p> <p>Major tools for the teacher include the:</p> <ul style="list-style-type: none"> <li>• Print Teacher Edition with Digital Courseware</li> <li>• eText Teacher Edition</li> <li>• Reading and Notetaking Study Guide Answer Key</li> </ul> <p>The Teacher's Edition (print and etext) includes resource and pacing information for each Topic and Lesson, differentiated instruction suggestions, English Language Learner Instruction suggestions, and lesson plan information for integrating digital resources and project-based learning at point of use.</p>					
	<p>Pearson United States History Reconstruction to the Present Print Student Edition plus Digital Courseware License, 1 year</p>	<p>Lapsansky-Werner, et al</p>	<p>2016</p>	<p>9-12</p>	<p>9780133335521</p>	
	<p>Pearson United States History Reconstruction to the Present Student Digital Courseware on Realize License, 6 years</p>	<p>Lapsansky-Werner, et al</p>	<p>2016</p>	<p>9-12</p>	<p>9780133335514</p>	
	<p>Pearson United States History Reconstruction to the Present Student Digital Courseware on Realize License, 6 years</p>	<p>Lapsansky-Werner, et al</p>	<p>2016</p>	<p>9-12</p>	<p>9780133335491</p>	

**CONSENT  
AUGUST 10, 2017**

	Pearson United States History Reconstruction to the Present - Teacher's Edition	Lapsansky-Werner, et al	2016	9-12	9780133332582	
	Pearson United States History Reconstruction to the Present - Reading and Note-Taking Study Guide	Lapsansky-Werner, et al	2016	9-12	9780328880355	
	Pearson United States History Reconstruction to the Present - Reading and Note-Taking Study Guide Answer Key	Lapsansky-Werner, et al	2016	9-12	9780328880362	
<b>Shared Resources</b>						
	Pearson United States History Survey & Reconstruction to the Present - ExamView Assessment Suite CD-ROM	Lapsansky-Werner, et al	2016	9-12	9780133321340	
	Pearson United States History Survey & Reconstruction to the Present - Teacher Resource Library DVD-ROM	Lapsansky-Werner, et al	2016	9-12	9780133329896	
<b>Publisher</b>	<b>Title of Material</b>	<b>Author</b>	<b>Copyright</b>	<b>Grade Level</b>	<b>ISBN</b>	<b>Recommendation</b>
<b>Pearson Prentice Hall</b>	<b>Economics - Print Student Edition plus Digital Courseware License 6 years</b>	<b>O'Sullivan, et al</b>	<b>2016</b>	<b>9-12</b>	<b>9780133328431</b>	<b>Comprehensive Economics</b>
<p><b>Notes:</b></p> <p><b>Strengths:</b> Pearson-Economics offers an adaptable curriculum and online and offline digital materials that redefines Social studies teaching and learning. The program provides standards-based instruction that seamlessly integrates print and digital instruction, as well as primary source focused project-based learning. This is a very balanced approach with a backward design with assessment aligned with instructions. The Personal Finance Section p. 516-518 provides a comprehensive understanding of an individual tax basis. Pearson explains very succinctly that Centrally Planned Economies are also known as Command Economies but they differ from Socialism in a Venn Diagram displayed on page 34 of the <b>SE</b>.</p> <p><b>Weaknesses:</b> Pearson-Economics addresses Goal 1.4, Objective 9-12.E.1.4.1: does touch on "The Great Depression" vs "The Great Recession" however it does not take into account the Wars: WWI, WWII, Vietnam, the Cold War, industrialization, or technological advances and/or the effects on the economy.</p> <p><b>Other:</b> Teacher Resource DVD contains offline versions of flip videos and interactive features and Exam View Test Bank CD-ROM.</p>						
<p><b>Key Features:</b></p> <p><i>Pearson Economics</i> © 2016 provides standards-based instruction that seamlessly integrates print and digital instruction, as well as primary source focused project-based learning. This balanced approach is built using backward design with assessment aligned with instruction.</p> <ul style="list-style-type: none"> <li>• Vast array of video and interactive digital resources to differentiate learning</li> <li>• Strong critical-thinking resources.</li> <li>• Integrated 21st century skills tutorials and videos.</li> <li>• Many levels of assessment and remediation.</li> <li>• Core Concept lessons remediate key social studies content for geography, civic and government, history, economics, and personal finance.</li> <li>• Strong focus on Inquiry, primary sources, and using evidence to support arguments and conclusions.</li> </ul>						

**CONSENT  
AUGUST 10, 2017**

<p>Major tools for the student include the:</p> <ul style="list-style-type: none"> <li>• Print Student Edition with Digital Courseware</li> <li>• eText Student Edition</li> <li>• Reading and Notetaking Study Guide</li> </ul> <p>These student components include chronological Topics and Lessons that take students through a comprehensive and engaging journey through the content. Key features include Topic Inquiries (project-based-learning activities based on primary sources), interactive primary sources, document-based questions, NBC Learn videos, flipped videos for each lesson, interactivities for every lesson (including interactive maps, timelines, image galleries, 3-D Models and more), reading comprehension and critical thinking questions, numerous graphs, charts, maps for visual literacy, biographies, and Core Concepts lessons, Personal Finance lessons, Atlas, Rubrics, Annotated U.S. Constitution, Interactive Supreme Court Cases, Supreme Court Case Glossary.</p> <p>Major tools for the teacher include the:</p> <ul style="list-style-type: none"> <li>• Print Teacher Edition with Digital Courseware</li> <li>• eText Teacher Edition</li> <li>• Reading and Notetaking Study Guide Answer Key</li> </ul> <p>The Teacher's Edition (print and etext) includes resource and pacing information for each Topic and Lesson, differentiated instruction suggestions, English Language Learner Instruction suggestions, and lesson plan information for integrating digital resources and project-based learning at point of use.</p>						
Economics - Print Student Edition plus Digital Courseware License 1 year	O'Sullivan, et al	2016	9-12	9780133328417		
Economics - Student Digital Courseware on Realize License 6 years	O'Sullivan, et al	2016	9-12	9780133328233		
Economics - Student Digital Courseware on Realize License 1 year	O'Sullivan, et al	2016	9-12	9780133328226		
Economics - Teacher's Edition	O'Sullivan, et al	2016	9-12	9780133307047		
Economics -Reading and Note-Taking Study Guide	O'Sullivan, et al	2016	9-12	9780328880393		
Economics -Reading and Note-Taking Study Guide Answer Key	O'Sullivan, et al	2016	9-12	9780328880409		
Economics - ExamView Assessment Suite CD-ROM	O'Sullivan, et al	2016	9-12	9780133321371		
Economics - Teacher Resource Library DVD-ROM		2016	9-12	9780133329865		
<b>Publisher</b>	<b>Title of Material</b>	<b>Author</b>	<b>Copyright</b>	<b>Grade Level</b>	<b>ISBN</b>	<b>Recommendation</b>
<b>Pearson Prentice Hall</b>	<b>Magruder's American Government - Print Student Edition plus Digital Courseware License 6 years</b>	<b>Shea</b>	<b>2016</b>	<b>9-12</b>	<b>9780133328493</b>	<b>Comprehensive American Government</b>
<p><b>Notes:</b>  <b>Strengths:</b> Very detailed for a survey course. It uses a lot of examples, and primary source documents that are annotated (in the back of the book) that students can use to help them. It shows a more globalized perspective of the US government, and shows our place in the world, not just an internalized view of the materials. It also gives a lot of information of citizens rights and responsibilities, and gives concrete examples as to how to get more involved in the politics of their society.  <b>Weaknesses:</b> This text focuses highly on the national government. The one weakness that was found was the lack of information on state and local government. It speaks</p>						

**CONSENT  
AUGUST 10, 2017**

<p>about how to get involved as a citizen in general, which potentially can translate to state and local government, but does not explicitly talk about how local and state officials gain offices, and how the powers are divided.</p> <p><b>Key Features:</b>  <i>Pearson Magruder's American Government © 2016</i> provides standards-based instruction that seamlessly integrates print and digital instruction, as well as primary source focused project-based learning. This balanced approach is built using backward design with assessment aligned with instruction.</p> <ul style="list-style-type: none"> <li>• Vast array of video and interactive digital resources to differentiate learning</li> <li>• Strong critical-thinking resources.</li> <li>• Integrated 21st century skills tutorials and videos.</li> <li>• Many levels of assessment and remediation.</li> <li>• Core Concept lessons remediate key social studies content for geography, civic and government, history, economics, and personal finance.</li> <li>• Strong focus on Inquiry, primary sources, and using evidence to support arguments and conclusions.</li> </ul> <p>Major tools for the student include the:</p> <ul style="list-style-type: none"> <li>• Print Student Edition with Digital Courseware</li> <li>• eText Student Edition</li> <li>• Reading and Notetaking Study Guide</li> </ul> <p>These student components include chronological Topics and Lessons that take students through a comprehensive and engaging journey through the content. Key features include Topic Inquiries (project-based-learning activities based on primary sources), interactive primary sources, document-based questions, NBC Learn videos, flipped videos for each lesson, interactivities for every lesson (including interactive maps, timelines, image galleries, 3-D Models and more), reading comprehension and critical thinking questions, numerous graphs, charts, maps for visual literacy, biographies, and Core Concepts lessons, Personal Finance lessons, Atlas, Rubrics, Annotated U.S. Constitution, Interactive Supreme Court Cases, Supreme Court Case Glossary.</p> <p>Major tools for the teacher include the:</p> <ul style="list-style-type: none"> <li>• Print Teacher Edition with Digital Courseware</li> <li>• eText Teacher Edition</li> <li>• Reading and Notetaking Study Guide Answer Key</li> </ul> <p>The Teacher's Edition (print and etext) includes resource and pacing information for each Topic and Lesson, differentiated instruction suggestions, English Language Learner Instruction suggestions, and lesson plan information for integrating digital resources and project-based learning at point of use.</p>				
Magruder's American Government - Print Student Edition plus Digital Courseware License 1 year	Shea	2016	9-12	9780133328486
Magruder's American Government - Student Digital Courseware on Realize License 6 years	Shea	2016	9-12	9780133328301
Magruder's American Government - Student Digital Courseware on Realize License 1 year	Shea	2016	9-12	9780133328295
Magruder's American Government - Teacher's Edition	Shea	2016	9-12	9780133307108
Magruder's American Government -Reading and Note-Taking Study Guide	Shea	2016	9-12	9780328880379
Magruder's American Government -Reading and Note-Taking Study Guide Answer Key	Shea	2016	9-12	9780328880386

**CONSENT  
AUGUST 10, 2017**

	Magruder's American Government - ExamView Assessment Suite CD-ROM	Shea	2016	9-12	9780133321302	
	Magruder's American Government -Teacher Resource Library DVD-ROM	Shea	2016	9-12	9780133329872	
<b>Publisher</b>	<b>Title of Material</b>	<b>Author</b>	<b>Copyright</b>	<b>Grade Level</b>	<b>ISBN</b>	<b>Recommendation</b>
<b>Pearson Scott Foresman</b>	<b>Pearson myWorld Social Studies, We Do Our Part Student Edition Worktext + Digital Courseware 6-year license</b>	<b>Bennett, et al</b>	<b>2013</b>	<b>2</b>	<b>9780328865307</b>	<b>Comprehensive</b>
<p><b>Notes:</b>  <b>Strengths:</b> An overall strength is that Pearson Scott Foresman lives up to its overall effort for transfer of learning to life rather than memorization of information.  <b>Weaknesses:</b> Opportunities for student collaboration are not explicit and must be looked for.  <b>Other:</b> The student workbook is very student friendly. It is colorful and text is legible for second grade students. The teacher's manual is easy to navigate.</p>						
<p><b>Key Features:</b>  With <i>Pearson myWorld Social Studies</i> ©2013, learning comes alive through storytelling, literacy instruction, and flexible resources. Lessons apply inquiry processes, practice reading and writing, and involve collaboration and communication skills. Blended learning experiences include an interactive Student Worktext and digital courseware. The program is highly flexible so teachers are able to teach Social Studies in the time they have.  Interactive Student Worktexts facilitate instruction and reinforce new skills and concepts. Digital courseware on Pearson Realize incorporates activities that have students thinking and doing and out of their seats to manipulate information on an interactive whiteboard.  Students are provided with several opportunities for writing throughout every chapter, as they begin with the Big Question followed by drawing and writing in response to reading. Students are challenged to draw evidence from informational texts and refer to ideas, events, and facts presented in the text, while writing in their interactive worktext. Students practice active reading skills such as drawing conclusions, identifying main idea and details, and cause and effect.  Students build background knowledge through academic vocabulary instruction and transfer understanding across disciplines.  Students demonstrate understanding by writing stories based on each chapter's content. Using a unique digital storytelling tool, structured writing assignments tie together Social Studies, literacy instruction, and 21st Century Skills. Unlike typical assessments, students apply what they have learned to produce personalized content that demonstrates deep understanding.</p>						
	Pearson myWorld Social Studies, We Do Our Part Student Edition Worktext + Digital Courseware 1-year license	Bennett, et al	2013	2	9780328865239	
	Pearson myWorld Social Studies, We Do Our Part Digital Courseware 6-year license	Bennett, et al	2013	2	9780328865093	
	Pearson myWorld Social Studies, We Do Our Part Digital Courseware 1-year license	Bennett, et al	2013	2	9780328865024	
	We Do Our Part: Student Edition DVD-ROM	Bennett, et al	2013	2	9780328640607	

**CONSENT  
AUGUST 10, 2017**

	We Do Our Part: Teacher's Guide	Bennett, et al	2013	2	9780328639687	
	We Do Our Part: Activity Card Bundle	Bennett, et al	2013	2	9780328694891	
	We Do Our Part: Accelerating Progress for English Language Learner's Teacher Guide	Bennett, et al	2013	K-2	9780328673131	
	We Do Our Part: Leveled Reader Super Kit	Bennett, et al	2013	2	9780328685721	
	We Do Our Part: Leveled Readers Grade Level Kit	Bennett, et al	2013	2	9780328685684	
	We Do Our Part: Leveled Readers "Below-Level" Bookshelf Kit	Bennett, et al	2013	2	9780328685691	
	We Do Our Part: Leveled Readers "On-Level" Bookshelf Kit	Bennett, et al	2013	2	9780328685707	
	We Do Our Part: Leveled Readers "Advanced-Level" Bookshelf Kit	Bennett, et al	2013	2	9780328685714	
	We Do Our Part: ExamView CD-ROM	Bennett, et al	2013	2	9780328639489	
	We Do Our Part: Teacher Resource Library DVD-ROM	Bennett, et al	2013	2	9780328697113	
	We Do Our Part: myStory DVD-ROM	Bennett, et al	2013	2	9780328694679	
<b>Publisher</b>	<b>Title of Material</b>	<b>Author</b>	<b>Copyright</b>	<b>Grade Level</b>	<b>ISBN</b>	<b>Recommendation</b>
<b>Pearson Scott Foresman</b>	<b>Pearson myWorld Social Studies, We Are Connected Student Edition Worktext + Digital Courseware 6-year license</b>	<b>Bennett, et al</b>	<b>2013</b>	<b>3</b>	<b>9780328865314</b>	<b>Basic</b>
	<p><b>Notes:</b>  <b>Strengths:</b> This is a teacher friendly resource. The teacher's edition is easy to follow and the layout make sense. It also includes references to all ancillary resources. The myWorld activities are student friendly and can be easily used in a center. Lesson plans are provided with the Leveled Readers. MyStory videos are very engaging to the lesson.  <b>Weaknesses:</b> Does not cover the standard regarding Public and Private Property.</p>					
	<p><b>Key Features:</b>            With <i>Pearson myWorld Social Studies</i> © 2013, learning comes alive through storytelling, literacy instruction, and flexible resources. Lessons apply inquiry processes, practice reading and writing, and involve collaboration and communication skills. Blended learning experiences include an interactive Student Worktext and digital courseware. The program is highly flexible so teachers are able to teach Social Studies in the time they have.            Interactive Student Worktexts facilitate instruction and reinforce new skills and concepts. Digital courseware on Pearson Realize incorporates activities that have students thinking and doing and out of their seats to manipulate information on an interactive whiteboard.            Students are provided with several opportunities for writing throughout every chapter, as they begin with the Big Question followed by drawing and writing in response to reading. Students are challenged to draw evidence from informational texts and refer to ideas, events, and facts presented in the text, while writing in their interactive worktext.            Students practice active reading skills such as drawing conclusions, identifying main idea and details, and cause and effect.</p>					

**CONSENT  
AUGUST 10, 2017**

<p>Students build background knowledge through academic vocabulary instruction and transfer understanding across disciplines. Students demonstrate understanding by writing stories based on each chapter's content. Using a unique digital storytelling tool, structured writing assignments tie together Social Studies, literacy instruction, and 21st Century Skills. Unlike typical assessments, students apply what they have learned to produce personalized content that demonstrates deep understanding.</p>				
Pearson myWorld Social Studies, We Are Connected Student Edition Worktext + Digital Courseware 1-year license	Bennett, et al	2013	3	9780328865246
Pearson myWorld Social Studies, We Are Connected Digital Courseware 6-year license	Bennett, et al	2013	3	9780328865109
Pearson myWorld Social Studies, We Are Connected Digital Courseware 1-year license	Bennett, et al	2013	3	9780328865031
We Are Connected: Student Edition DVD-ROM	Bennett, et al	2013	3	9780328640614
We Are Connected: Teacher's Guide	Bennett, et al	2013	3	9780328639694
We Are Connected: Activity Card Bundle	Bennett, et al	2013	3	9780328694907
We Are Connected: Accelerating Progress for English Language Learner's Teacher Guide	Bennett, et al	2013	3-5	9780328673148
We Are Connected: Leveled Reader Super Kit	Bennett, et al	2013	3	9780328685776
We Are Connected: Leveled Readers Grade Level Kit	Bennett, et al	2013	3	9780328685738
We Are Connected: Leveled Readers "Below-Level" Bookshelf Kit	Bennett, et al	2013	3	9780328685745
We Are Connected: Leveled Readers "On-Level" Bookshelf Kit	Bennett, et al	2013	3	9780328685752
We Are Connected: Leveled Readers "Advanced-Level" Bookshelf Kit	Bennett, et al	2013	3	9780328685769
We Are Connected: ExamView CD-ROM	Bennett, et al	2013	3	9780328639496
We Are Connected: Teacher Resource Library DVD-ROM	Bennett, et al	2013	3	9780328697120
We Are Connected: myStory DVD-ROM	Bennett, et al	2013	3	9780328694686



**CONSENT  
AUGUST 10, 2017**

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN	Recommendation	
Pearson Scott Foresman	<b>Pearson myWorld Social Studies, Building Our Country Student Edition Worktext + Digital Courseware 6-year license</b>	<b>Bennett, et al</b>	<b>2013</b>	<b>5</b>	<b>9780328865338</b>	<b>Comprehensive</b> *When used in conjunction with Pearson myWorld Social Studies, The Growth Of Our Country	
	<b>Notes:</b> These two books were reviewed in tandem. Neither book meets all of the Idaho Standards independently. <b>Strengths:</b> The student workbook is colorful and engaging with a good balance of text to graphic. Both the teacher and student editions are colorful and easy to navigate. The information for United States government was strong and complete. Vocabulary is rich and domain specific. <b>Weaknesses:</b> Tribal governments and Native American perspective are not represented. The questioning strategies are heavily focused at the basic recall level.						
	<b>Key Features:</b> With <i>Pearson myWorld Social Studies ©2013</i> , learning comes alive through storytelling, literacy instruction, and flexible resources. Lessons apply inquiry processes, practice reading and writing, and involve collaboration and communication skills. Blended learning experiences include an interactive Student Worktext and digital courseware. The program is highly flexible so teachers are able to teach Social Studies in the time they have. Interactive Student Worktexts facilitate instruction and reinforce new skills and concepts. Digital courseware on Pearson Realize incorporates activities that have students thinking and doing and out of their seats to manipulate information on an interactive whiteboard. Students are provided with several opportunities for writing throughout every chapter, as they begin with the Big Question followed by drawing and writing in response to reading. Students are challenged to draw evidence from informational texts and refer to ideas, events, and facts presented in the text, while writing in their interactive worktext. Students practice active reading skills such as drawing conclusions, identifying main idea and details, and cause and effect. Students build background knowledge through academic vocabulary instruction and transfer understanding across disciplines. Students demonstrate understanding by writing stories based on each chapter's content. Using a unique digital storytelling tool, structured writing assignments tie together Social Studies, literacy instruction, and 21st Century Skills. Unlike typical assessments, students apply what they have learned to produce personalized content that demonstrates deep understanding.						
	Pearson myWorld Social Studies, Building Our Country Student Edition Worktext + Digital Courseware 1-year license	Bennett, et al	2013	5	9780328865260		
	Pearson myWorld Social Studies, Building Our Country Digital Courseware 6-year license	Bennett, et al	2013	5	9780328865123		
	Pearson myWorld Social Studies, Building Our Country Digital Courseware 1-year license	Bennett, et al	2013	5	9780328865055		
	Building Our Country: Student Edition DVD-ROM	Bennett, et al	2013	5	9780328640584		
	Building Our Country: Teacher's Guide	Bennett, et al	2013	5	9780328639656		
Building Our Country: Activity Card Bundle	Bennett, et al	2013	5	9780328694921			

**CONSENT  
AUGUST 10, 2017**

	Building Our Country: Accelerating Progress for English Language Learner's Teacher Guide	Bennett, et al	2013	3-5	9780328673148	
	Building Our Country: Leveled Reader Super Kit	Bennett, et al	2013	5	9780328685875	
	Building Our Country: Leveled Readers Grade Level Kit	Bennett, et al	2013	5	9780328685837	
	Building Our Country: Leveled Readers "Below-Level" Bookshelf Kit	Bennett, et al	2013	5	9780328685844	
	Building Our Country: Leveled Readers "On-Level" Bookshelf Kit	Bennett, et al	2013	5	9780328685851	
	Building Our Country: Leveled Readers "Advanced-Level" Bookshelf Kit	Bennett, et al	2013	5	9780328685868	
	Building Our Country: ExamView CD-ROM	Bennett, et al	2013	5	9780328639519	
	Building Our Country: Teacher Resource Library DVD-ROM	Bennett, et al	2013	5	9780328697144	
	Building Our Country: myStory DVD-ROM	Bennett, et al	2013	5	9780328694709	
<b>Publisher</b>	<b>Title of Material</b>	<b>Author</b>	<b>Copyright</b>	<b>Grade Level</b>	<b>ISBN</b>	<b>Recommendation</b>
<b>Pearson Scott Foresman</b>	<b>Pearson myWorld Social Studies, The Growth Of Our Country Student Edition Worktext + Digital Courseware 6-year license</b>	<b>Bennett, et al</b>	<b>2013</b>	<b>5</b>	<b>9780328865345</b>	<b>Comprehensive</b> *When used in conjunction with Pearson myWorld Social Studies, Building Our Country
<p><b>Notes:</b> These two books were reviewed in tandem. Neither book meets all of the Idaho Standards independently.</p> <p><b>Strengths:</b> The student workbook is colorful and engaging with a good balance of text to graphic. Both the teacher and student editions are colorful and easy to navigate. The information for United States government was strong and complete. Vocabulary is rich and domain specific.</p> <p><b>Weaknesses:</b> Tribal governments and Native American perspective are not represented. The questioning strategies are heavily focused at the basic recall level.</p> <p><b>Key Features:</b> With <i>Pearson myWorld Social Studies</i> ©2013, learning comes alive through storytelling, literacy instruction, and flexible resources. Lessons apply inquiry processes, practice reading and writing, and involve collaboration and communication skills. Blended learning experiences include an interactive Student Worktext and digital courseware. The program is highly flexible so teachers are able to teach Social Studies in the time they have. Interactive Student Worktexts facilitate instruction and reinforce new skills and concepts. Digital courseware on Pearson Realize incorporates activities that have students thinking and doing and out of their seats to manipulate information on an interactive whiteboard. Students are provided with several opportunities for writing throughout every chapter, as they begin with the Big Question followed by drawing and writing in response to reading. Students are challenged to draw evidence from informational texts and refer to ideas, events, and facts presented in the text, while writing in their interactive worktext. Students practice active reading skills such as drawing conclusions, identifying main idea and details, and cause and effect. Students build background knowledge through academic vocabulary instruction and transfer understanding across disciplines. Students demonstrate understanding by writing stories based on each chapter's content.</p>						

**CONSENT  
AUGUST 10, 2017**

Using a unique digital storytelling tool, structured writing assignments tie together Social Studies, literacy instruction, and 21st Century Skills. Unlike typical assessments, students apply what they have learned to produce personalized content that demonstrates deep understanding.				
Pearson myWorld Social Studies, The Growth Of Our Country Student Edition Worktext + Digital Courseware 1-year license	Bennett, et al	2013	5	9780328865277
Pearson myWorld Social Studies, The Growth Of Our Country Digital Courseware 6-year license	Bennett, et al	2013	5	9780328865130
Pearson myWorld Social Studies, The Growth Of Our Country Digital Courseware 1-year license	Bennett, et al	2013	5	9780328865062
The Growth Of Our Country: Student Edition DVD-ROM	Bennett, et al	2013	5	9780328640591
The Growth Of Our Country: Teacher's Guide	Bennett, et al	2013	5	9780328639663
The Growth Of Our Country: Activity Card Bundle	Bennett, et al	2013	5	9780328694938
The Growth Of Our Country: Accelerating Progress for English Language Learner's Teacher Guide	Bennett, et al	2013	3-5	9780328673148
The Growth Of Our Country: Leveled Reader Super Kit	Bennett, et al	2013	5	9780328693054
The Growth Of Our Country: Leveled Readers Grade Level Kit	Bennett, et al	2013	5	9780328685882
The Growth Of Our Country: Leveled Readers "Below-Level" Bookshelf Kit	Bennett, et al	2013	5	9780328685899
The Growth Of Our Country: Leveled Readers "On-Level" Bookshelf Kit	Bennett, et al	2013	5	9780328685905
The Growth Of Our Country: Leveled Readers "Advanced-Level" Bookshelf Kit	Bennett, et al	2013	5	9780328685912
The Growth Of Our Country: ExamView CD-ROM	Bennett, et al	2013	5	9780328639526
The Growth Of Our Country: Teacher Resource Library DVD-ROM	Bennett, et al	2013	5	9780328697151
The Growth Of Our Country: myStory DVD-ROM	Bennett, et al	2013	5	9780328694716

**CONSENT  
AUGUST 10, 2017**

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN	Recommendation	
Studies Weekly, Inc.	Kindergarten Studies Weekly	Kathy Hoover, Annette Ramirez	2017	K	15503054	Comprehensive	
	<p><b>Notes:</b>  <b>Strengths:</b> The concepts constantly spiraled to ensure understanding of the standards. There were a lot of good details and examples. There were a lot of pictures to correspond directly to the text. It is consumable which means it doesn't take up a lot of classroom space and is constantly being updated. The online version matches the consumable exactly. The teacher's manual provides many options for the teacher. It could be taught once a week or on a daily basis. It would be easy to leave for a substitute to use. There was a list of books that corresponded to the curriculum. The teacher's manuals are comprehensive, but small. There were many technology links to more information, art projects, etc.  <b>Weaknesses:</b> The fact it is consumable it would be difficult to use after the adoption time period.</p>						
	<p><b>Key Features:</b>            Studies Weekly, Inc. is an innovative curriculum program for teaching Idaho Social Studies Standards in grades K-2. The engaging and easy-to-use weekly magazines make social studies interesting and fun for students and teachers at an affordable price.</p> <ul style="list-style-type: none"> <li>• 24 weekly magazines</li> <li>• primary source photos and documents</li> <li>• eye-catching illustrations</li> <li>• engaging articles</li> <li>• formative assessment opportunities</li> <li>• developed, written and edited by educators</li> </ul> 20 x 30-inch big issue for each weekly magazine for K-2						
	Kindergarten Studies Weekly	Kathy Hoover, Annette Ramirez	2017	K	15503054		
	Kindergarten Studies Weekly - Teacher Resource Book	Erica DiChristofano, Jacquelyn Gonski	2017	K	n/a		
	Kindergarten Studies Weekly - Big Issue	n/a	2017	K	n/a		
Every Kid Votes 2020	n/a	2020	K	n/a			
Publisher	Title of Material	Author	Copyright	Grade Level	ISBN	Recommendation	
Studies Weekly, Inc.	First Grade Studies Weekly	Kathy Hoover, Annette Ramirez	2017	1	15503062	Comprehensive	
	<p><b>Notes:</b>  <b>Strengths:</b> The concepts constantly spiraled to ensure understanding of the standards. There were a lot of good details and examples. There were a lot of pictures to correspond directly to the text. It is consumable which means it doesn't take up a lot of classroom space and is constantly being updated. The online version matches the consumable exactly. The teacher's manual provides many options for the teacher. It could be taught once a week or on a daily basis. It would be easy to leave for a substitute to use. There was a list of books that corresponded to the curriculum. The teacher's manuals are comprehensive, but small. There were many technology links to more information, art projects, etc.  <b>Weaknesses:</b> The fact it is consumable it would be difficult to use after the adoption time period.</p>						
	<p><b>Key Features:</b>            Studies Weekly, Inc. is an innovative curriculum program for teaching Idaho Social Studies Standards in grades K-2. The engaging and easy-to-use weekly magazines make social studies interesting and fun for students and teachers at an affordable price.</p> <ul style="list-style-type: none"> <li>• 24 weekly magazines</li> <li>• primary source photos and documents</li> </ul>						

**CONSENT  
AUGUST 10, 2017**

	<ul style="list-style-type: none"> <li>• eye-catching illustrations</li> <li>• engaging articles</li> <li>• formative assessment opportunities</li> <li>• developed, written and edited by educators</li> </ul> 20 x 30-inch big issue for each weekly magazine for K-2					
	First Grade Studies Weekly	Kathy Hoover, Annette Ramierz	2017	1	15503062	
	First Grade Studies Weekly - Teacher Resource Book	Amy Nesbit, Jacquelyn Gonski	2017	1	n/a	
	First Grade Studies Weekly - Big Issue	n/a	2017	1	n/a	
	Every Kid Votes 2020	n/a	2020	1	n/a	
<b>Publisher</b>	<b>Title of Material</b>	<b>Author</b>	<b>Copyright</b>	<b>Grade Level</b>	<b>ISBN</b>	<b>Recommendation</b>
<b>Studies Weekly, Inc.</b>	<b>Second Grade Studies Weekly</b>	<b>Kathy Hoover, Annette Ramierz</b>	<b>2017</b>	<b>2</b>	<b>15503070</b>	<b>Comprehensive</b>
<p><b>Notes:</b></p> <p><b>Strengths:</b> Teacher Resource books are very clear and organized. Scope and sequence is provided for every quarter. Lesson plans are easy to understand and include online reference tools for each lesson. Supplemental activities are provided in all of the Teacher Resource books for each lesson. Student editions are short and can be written in and taken home by lesson. Content is rich and covers all of the grade level standards in detail. Program materials are updated yearly.</p> <p><b>Weaknesses:</b> Evaluators felt that there were no weaknesses to address.</p> <p><b>Key Features:</b></p> <p>Studies Weekly, Inc. is an innovative curriculum program for teaching Idaho Social Studies Standards in grades K-2. The engaging and easy-to-use weekly magazines make social studies interesting and fun for students and teachers at an affordable price.</p> <ul style="list-style-type: none"> <li>• 24 weekly magazines</li> <li>• primary source photos and documents</li> <li>• eye-catching illustrations</li> <li>• engaging articles</li> <li>• formative assessment opportunities</li> <li>• developed, written and edited by educators</li> </ul> 20 x 30-inch big issue for each weekly magazine for K-2						
	Second Grade Studies Weekly	Kathy Hoover, Annette Ramierz	2017	2	15503070	
	Second Grade Studies Weekly - Teacher Resource Book	Annette Ramirez, Jacquelyn Gonski	2017	2	n/a	
	Second Grade Studies Weekly - Big Issue	n/a	2017	2	n/a	
	Every Kid Votes 2020	n/a	2020	2	n/a	
<b>Publisher</b>	<b>Title of Material</b>	<b>Author</b>	<b>Copyright</b>	<b>Grade Level</b>	<b>ISBN</b>	<b>Recommendation</b>
<b>Tanglewood Publishing, Inc.</b>	<b>Surviving the Angel of Death: The True Story of a Mengele Twin in Auschwitz</b>	<b>Eva Mozes Kor and Lisa Rojany Buccieri</b>	<b>Eva Mozes Kor and Lisa Rojany Buccieri, 2009</b>	<b>6-9</b>	<b>978-1-933718-57-6</b>	<b>Component World History &amp; Civilization</b>
<p><b>Notes:</b></p> <p><b>Strengths:</b> An interesting, engaging, and important treatment of a period of history that challenges the understanding of how humans can horrifically mistreat their fellow humans. It chronicles the events in a personalized manner and ends with a positive,</p>						

**CONSENT  
AUGUST 10, 2017**

	<p>redeeming message—that one’s attitude and approach to life can determine how one avoids becoming a “victim” and is instead a victor in life’s struggles.  <b>Weaknesses:</b> By itself, Surviving the Angel of Death can leave the reader hungering for more details and a deeper understanding of what the twins went through. However, the Educator’s Guide gives the support and resources necessary to bring further enrichment to the reading experience.</p>					
	<p><b>Key Features:</b>  <b>Eva Mozes Kor was 10 years old when she arrived in Auschwitz.</b>          While her parents and two older sisters were taken to the gas chambers, she and her twin, Miriam, were herded into the care of the man known as the Angel of Death, Dr. Josef Mengele. Mengele’s twins were granted the “privileges” of keeping their own clothes and hair, but they were also subjected to sadistic medical experiments and forced to fight daily for their own survival, as most of the twins died as a result of the experiments or from the disease and hunger pervasive in the camp. In a narrative told with emotion and restraint, readers will learn of a child’s endurance and survival in the face of truly extraordinary evil.</p> <ul style="list-style-type: none"> <li>❖ The story gives both a general overview of the Holocaust and Eva’s individual story to make it more personal.</li> <li>❖ The book includes Eva’s life before the camp and the general build-up of anti-Semitism and rise of totalitarian regimes, the Communist takeover of Eastern Europe after WWII, and the mass immigration to Israel.</li> <li>❖ Eva’s story of survival, forgiveness, and transcendence provides positive life lessons for readers, particularly teens. Eva acknowledges the struggles of growing up in her epilogue, but gives readers strong messages of perseverance and overcoming adversities as well as asks readers to work against hate and prejudice in the world.</li> </ul>					
	<p>Surviving the Angel of Death: The True Story of a Mengele Twin in Auschwitz Educator's Guide</p>	<p>Tanglewood Publishing</p>	<p>Tanglewood Publishing Inc, 2016</p>	<p>6-9</p>	<p>n/a</p>	

**2017 Curricular  
Materials  
Selection  
Committee  
Recommendations**



6-12 Open Educational  
Resources Mathematics

**CONSENT  
AUGUST 10, 2017**

Publisher	Title of Material	Author	License	Grade Level	Location	Recommendation
EngageNY	EngageNY 6	EngageNY	CC Attribution Non-Commercial Share-Alike License	6	<a href="https://www.engageny.org/resource/grade-6-mathematics">https://www.engageny.org/resource/grade-6-mathematics</a>	Basic
<p><b>Notes: License information-</b> <a href="https://www.engageny.org/terms-of-use">https://www.engageny.org/terms-of-use</a></p> <p><b>FOCUS-</b> Engage NY is securely based in the standards. The teacher's materials provide extensive evidence of the standards each module and lesson are based upon. Teacher materials are thorough and easy to navigate. Lessons are incredibly thorough and provide extensive practice on content and skill development.</p> <p><b>COHERENCE-</b> Lessons are neatly organized, set up in a logical, sequential order, and are both teacher and student friendly. The curriculum does provide the teacher with standards the lessons are based on, however, that information is not provided to the student within the lesson materials.</p> <p>Lessons incorporate a variety of methods of instruction, as well as require students to think critically, involve mathematical practice standards, and continue to develop reasoning skills. Assessments provide grading rubrics that are standards based and are easy to use. Engage NY has developed a consistent, thorough, and intentional curriculum.</p> <p><b>RIGOR-</b> Engage NY provides a rigorous curriculum that is standard based that builds from year to year in complexity. Students are expected to work collaboratively on practice problems and exercises as well as reflect with peers on discussion questions and activities. The curriculum provides additional activities and skill builders for students to receive extra practice and to explore more complex problems and real life scenarios.</p> <p><b>CONCEPTUAL UNDERSTANDING-</b> Lessons are focused on the standards and incorporate real-life, real-world applications. Students are expected to learn the content within the lesson, demonstrate mastery, and apply their understanding to the exploratory problem, exit tickets, and problem sets, and mid-module tasks.</p> <p><b>MATHEMATICAL PRACTICES-</b></p> <p>EngageNy is a curriculum that uses the mathematical practices throughout the lessons and tasks. Unfortunately each lessons do not ask the students to use all mathematical practices.</p> <p><b>ACCESSIBILITY OF STANDARDS TO ALL STUDENTS-</b></p> <p>The curriculum is consistent therefore predictable and accessible for students within the special populations. Key terms are provided in each lesson and would be able to be pre-taught and retaught for struggling learners. Formative assessments are embedded daily allowing a teacher to gauge understanding regularly.</p> <p>The publisher is working to develop resources to assist with diverse learners, and to be able to make the curriculum accessible to all learners. The resources have not yet been released to the public. The pace of this curriculum moves swiftly, therefore not permitting a lot of time for remediation, which may be difficult for students who struggle to master a concept the first time it is presented.</p> <p><b>STRENGTHS-</b></p> <ul style="list-style-type: none"> <li>-Thorough, intentional curriculum that is standards-based</li> <li>-very detailed teacher materials and curriculum guides</li> <li>-all materials are free, printable and available online</li> <li>-lessons are sequential and build from grade to grade</li> </ul> <p><b>WEAKNESSES-</b> One weakness in EngageNy is the lack of ELL support for those students that struggle with the language. The differentiation piece is something that experience teachers can work around. A second weakness is the website does not require a specific login for student material only. Therefore the students have access to all assessments, task, homework and rubrics and answer keys.</p>						



**CONSENT  
AUGUST 10, 2017**

Publisher	Title of Material	Author	License	Grade Level	Location	Recommendation
EngageNY	EngageNY 7	EngageNY	CC Attribution Non-Commercial Share-Alike License	7	<a href="https://www.engageny.org/resource/grade-7-mathematics">https://www.engageny.org/resource/grade-7-mathematics</a>	Basic
<p><b>Notes: License information-</b> <a href="https://www.engageny.org/terms-of-use">https://www.engageny.org/terms-of-use</a></p> <p><b>FOCUS-</b> Engage NY is securely based in the standards. The teacher's materials provide extensive evidence of the standards each module and lesson are based upon. Teacher materials are thorough and easy to navigate. Lessons are incredibly thorough and provide extensive practice on content and skill development.</p> <p><b>COHERENCE-</b> Lessons are neatly organized, set up in a logical, sequential order, and are both teacher and student friendly. The curriculum does provide the teacher with standards the lessons are based on, however, that information is not provided to the student within the lesson materials.</p> <p>Lessons incorporate a variety of methods of instruction, as well as require students to think critically, involve mathematical practice standards, and continue to develop reasoning skills. Assessments provide grading rubrics that are standards based and are easy to use. Engage NY has developed a consistent, thorough, and intentional curriculum.</p> <p><b>RIGOR-</b> Engage NY provides a rigorous curriculum that is standard based that builds from year to year in complexity. Students are expected to work collaboratively on practice problems and exercises as well as reflect with peers on discussion questions and activities. The curriculum provides additional activities and skill builders for students to receive extra practice and to explore more complex problems and real life scenarios.</p> <p><b>CONCEPTUAL UNDERSTANDING-</b> Lessons are focused on the standards and incorporate real-life, real-world applications. Students are expected to learn the content within the lesson, demonstrate mastery, and apply their understanding to the exploratory problem, exit tickets, and problem sets, and mid-module tasks.</p> <p><b>MATHEMATICAL PRACTICES-</b></p> <p>EngageNy is a curriculum that uses the mathematical practices throughout the lessons and tasks. Unfortunately each lessons do not ask the students to use all mathematical practices.</p> <p><b>ACCESSIBILITY OF STANDARDS TO ALL STUDENTS-</b></p> <p>The curriculum is consistent therefore predictable and accessible for students within the special populations. Key terms are provided in each lesson and would be able to be pre-taught and retaught for struggling learners. Formative assessments are embedded daily allowing a teacher to gauge understanding regularly.</p> <p>The publisher is working to develop resources to assist with diverse learners, and to be able to make the curriculum accessible to all learners. The resources have not yet been released to the public. The pace of this curriculum moves swiftly, therefore not permitting a lot of time for remediation, which may be difficult for students who struggle to master a concept the first time it is presented.</p> <p><b>STRENGTHS-</b></p> <ul style="list-style-type: none"> <li>-Thorough, intentional curriculum that is standards-based</li> <li>-very detailed teacher materials and curriculum guides</li> <li>-all materials are free, printable and available online</li> <li>-lessons are sequential and build from grade to grade</li> </ul> <p><b>WEAKNESSES-</b> One weakness in EngageNy is the lack of ELL support for those students that struggle with the language. The differentiation piece is something that experience teachers can work around. A second weakness is the website does not require a specific login for student material only. Therefore the students have access to all assessments, task, homework and rubrics and answer keys.</p>						

**CONSENT  
AUGUST 10, 2017**

Publisher	Title of Material	Author	License	Grade Level	ISBN	Recommendation
EngageNY	EngageNY 8	EngageNY	CC Attribution Non-Commercial Share-Alike License	8	<a href="https://www.engageny.org/resource/grade-8-mathematics">https://www.engageny.org/resource/grade-8-mathematics</a>	Basic
<p><b>Notes: License information-</b> <a href="https://www.engageny.org/terms-of-use">https://www.engageny.org/terms-of-use</a></p> <p><b>FOCUS-</b> Engage NY is securely based in the standards. The teacher's materials provide extensive evidence of the standards each module and lesson are based upon. Teacher materials are thorough and easy to navigate. Lessons are incredibly thorough and provide extensive practice on content and skill development.</p> <p><b>COHERENCE-</b> Lessons are neatly organized, set up in a logical, sequential order, and are both teacher and student friendly. The curriculum does provide the teacher with standards the lessons are based on, however, that information is not provided to the student within the lesson materials.</p> <p>Lessons incorporate a variety of methods of instruction, as well as require students to think critically, involve mathematical practice standards, and continue to develop reasoning skills. Assessments provide grading rubrics that are standards based and are easy to use. Engage NY has developed a consistent, thorough, and intentional curriculum.</p> <p><b>RIGOR-</b> Engage NY provides a rigorous curriculum that is standard based that builds from year to year in complexity. Students are expected to work collaboratively on practice problems and exercises as well as reflect with peers on discussion questions and activities. The curriculum provides additional activities and skill builders for students to receive extra practice and to explore more complex problems and real life scenarios.</p> <p><b>CONCEPTUAL UNDERSTANDING-</b> Lessons are focused on the standards and incorporate real-life, real-world applications. Students are expected to learn the content within the lesson, demonstrate mastery, and apply their understanding to the exploratory problem, exit tickets, and problem sets, and mid-module tasks.</p> <p><b>MATHEMATICAL PRACTICES-</b></p> <p>EngageNy is a curriculum that uses the mathematical practices throughout the lessons and tasks. Unfortunately each lessons do not ask the students to use all mathematical practices.</p> <p><b>ACCESSIBILITY OF STANDARDS TO ALL STUDENTS-</b></p> <p>The curriculum is consistent therefore predictable and accessible for students within the special populations. Key terms are provided in each lesson and would be able to be pre-taught and retaught for struggling learners. Formative assessments are embedded daily allowing a teacher to gauge understanding regularly.</p> <p>The publisher is working to develop resources to assist with diverse learners, and to be able to make the curriculum accessible to all learners. The resources have not yet been released to the public. The pace of this curriculum moves swiftly, therefore not permitting a lot of time for remediation, which may be difficult for students who struggle to master a concept the first time it is presented.</p> <p><b>STRENGTHS-</b></p> <ul style="list-style-type: none"> <li>-Thorough, intentional curriculum that is standards-based</li> <li>-very detailed teacher materials and curriculum guides</li> <li>-all materials are free, printable and available online</li> <li>-lessons are sequential and build from grade to grade</li> </ul> <p><b>WEAKNESSES-</b> One weakness in EngageNy is the lack of ELL support for those students that struggle with the language. The differentiation piece is something that experience teachers can work around. A second weakness is the website does not require a specific login for student material only. Therefore the students have access to all assessments, task, homework and rubrics and answer keys.</p>						

**CONSENT  
AUGUST 10, 2017**

Publisher	Title of Material	Author	License	Grade Level	ISBN	Recommendation
EngageNY	Engage NY Algebra 1	EngageNY	CC Attribution Non- Commercial Share-Alike License	9-12	<a href="https://www.engageny.org/resource/high-school-algebra-i">https://www.engageny.org/resource/high-school-algebra-i</a>	Comprehensive
<p><b>Notes: License information-</b> <a href="https://www.engageny.org/terms-of-use">https://www.engageny.org/terms-of-use</a></p> <p><b>FOCUS-</b> All Materials are aligned with Common Core Mathematics Standards for Algebra I and have students doing non negotiable prerequisites throughout the new concept acquisition. All of the number and quantity and most algebra standards are addressed in Module 1, Statistics and Probability non negotiables are in Module 2. Modules 3, 4, 5 have3 the remaining function and algebra non negotiables embedded in their content.</p> <p><b>COHERENCE-</b> Program is part of a designed curriculum that has a concept map that defines learning for students from Kindergarten to PreCalculus in a yearly progression. The content is well aligned and ambitious.</p> <p><b>RIGOR-</b> Materials require students to interpret concepts, not just replicate steps completed by others. Every lesson is rigorous even if the concept is not particularly tough. Students have to engage with the material and make sense of a variety of situations.</p> <p><b>CONCEPTUAL UNDERSTANDING-</b> All work is presented with a conceptual framework. In Module Two students are taught statistical inference and asked to figure out how to change.</p> <p><b>MATHEMATICAL PRACTICES-</b> All eight of the mathematical standards are addressed in the content. Not all are addressed in each lesson. Materials have a recurring theme of students making sense of novel problems and persisting in difficult content. Students are regularly asked to model situations and apply new learning with an attention to precision.</p> <p><b>ACCESSIBILITY OF STANDARDS TO ALL STUDENTS-</b> Spanish language supports are not part of the Algebra I content although the program provides this feature up through 8<sup>th</sup> grade. Materials have some online adaptations, Materials are available in braille, large print and audiotape. Other online accessibility options are not stated overtly, but the company promises accessibility for all under IDEA.</p> <p><b>STRENGTHS-</b> It is online and much of the program is free. Program has supports for parents online. Many lessons have videos to introduce the topic and provide the task. The program has PD for teachers to help teachers learn the lesson and prepare to teach the content in a common core manner. Each lesson has an introduction to the concept, a task, an exit ticket and additional practice. At certain points the materials also have pre-planned assessments that come with pre-created rubrics to grade students. Has alignment to a variety of high stakes tests. Program has manipulatives for students.</p> <p><b>WEAKNESSES-</b> Did not see an interactive online portion. Additional problems are non-existent. Limitations on what you can post online. Teachers must make sure to attribute the materials to EngageNY. If teachers modify materials and post online, EngageNY can use teacher materials with out reimbursement or acknowledgement of the source.</p> <p><b>OTHER-</b> Most people view this program as an only online system. It is possible to order student workbooks and teacher books to go along with this program.</p>						

**CONSENT  
AUGUST 10, 2017**

Publisher	Title of Material	Author	License	Grade Level	ISBN	Recommendation
EngageNY	Engage NY Geometry	EngageNY	CC Attribution Non- Commercial Share-Alike License	9-12	<a href="https://www.engageny.org/resource/high-school-geometry">https://www.engageny.org/resource/high-school-geometry</a>	Comprehensive
<p><b>Notes: License information-</b> <a href="https://www.engageny.org/terms-of-use">https://www.engageny.org/terms-of-use</a></p> <p><b>FOCUS-</b> All materials are aligned with the CCSS for geometry. The majority of the widely applicable prerequisite standards are presented in modules one and two and reinforced in modules three, four and five.</p> <p><b>COHERENCE-</b> The program is part of a designed curriculum that has a concept map that defines learning for students from Kindergarten to PreCalculus in a yearly progression. The content is well-aligned and ambitious.</p> <p><b>RIGOR-</b> The materials require students to interpret concepts and not just replicate steps completed by others. Every lesson is rigorous even if the concept is not particularly tough. Students have to engage with the materials to make sense of a variety of situations.</p> <p><b>CONCEPTUAL UNDERSTANDING-</b> All work is presented with a conceptual framework. Students are consistently constructing argument to justify their thinking or critique the thinking of others. Arguments are made using algebra, drawings or proofs.</p> <p><b>MATHEMATICAL PRACTICES-</b> All eight mathematical standards are addressed in the content. Not all are addressed in each lesson. Materials have a recurring theme with students making sense of novel problems and persisting in a difficult context. Students are regularly asked to model situations and apply new learning with an attention to precision.</p> <p><b>ACCESSIBILITY OF STANDARDS TO ALL STUDENTS-</b> Spanish language supports are not part of the Algebra I or Geometry content although the program provides this feature up through 8<sup>th</sup> grade. Materials have some online adaptations. Materials are available in Braille, large print, and audio tape. Other online accessibility options are not stated overtly, but the company promises accessibility for all under IDEA. Zip files of content are available in Spanish, Arabic, Simple Chinese and Traditional Chinese.</p> <p><b>STRENGTHS-</b> Engage NY is online and much of the program is free. The program has supports for parents online. Many lessons have videos to introduce the topic to students and provide the task. The program has Professional Development for teachers to help teachers learn the lesson and prepare to teach the content in a common core manner. Each lesson has an introduction to the concept, a task, and exit ticket and additional practice. At certain points the materials also have pre-planned assessments that come with pre-created rubrics to grade student work. The content has alignment to a variety of high stakes tests. The program also has manipulatives for students.</p> <p><b>WEAKNESSES-</b> Did not see an interactive portion on line. Additional problems are non-existent. There are limitations on what you can post online. All materials must be attribute to Engage NY. If teachers modify materials and post them on line, Engage NY can use the teacher materials without reimbursement or acknowledgement of the source.</p> <p><b>OTHER-</b> Most people view this program as only an online system. It is possible to order student workbooks and teacher books to go along with this program.</p>						

**CONSENT  
AUGUST 10, 2017**

Publisher	Title of Material	Author	License	Grade Level	Location	Recommendation
Math Vision Project	Math Vision Project Integrated 1	Math Vision Project	Creative Commons Attribution 4.0 International License	9-12	<a href="http://www.mathematicsvisionproject.org/secondary-mathematics-i-2016.html">http://www.mathematicsvisionproject.org/secondary-mathematics-i-2016.html</a>	Comprehensive
<p><b>Notes: License information-</b> <a href="http://www.mathematicsvisionproject.org/faqs.html">http://www.mathematicsvisionproject.org/faqs.html</a></p> <p><b>FOCUS-</b> Tasks have multiple entry levels encouraging everyone to participate. Curriculum was written for the CCSSM. Huge focus on linear and exponential functions.</p> <p><b>COHERENCE-</b> The material has a teaching cycle. The “Develop Understanding” tasks are designed as a teacher lead launch and discovery. Typically the material is new and the teacher facilitates the entire time. The “Solidify Understanding” tasks are where students spend more time using the knowledge they recently learned to solidify their understanding of the content. Students typically work in pairs or groups and there is less teacher involvement. “Practice Understanding” tasks are where students apply everything they’ve learned. There is almost no teacher involvement. Teacher notes are very detailed on how to launch and facilitate each task.</p> <p>Weakness: Heavy task based learning.</p> <p><b>RIGOR-</b> Multiple representations and equivalency are a focus. All tasks have multiple entry levels. Homework consists of a constant spiral review of WAP and previously learned material. Tasks are not very rigorous. Teacher may want to supplement.</p> <p><b>CONCEPTUAL UNDERSTANDING-</b> Huge focus on conceptual understanding. Students critic each others thought processes as well as sample student work to look for errors. Students are encouraged to work with groups or partners to explain each other’s thought process.</p> <p><b>MATHEMATICAL PRACTICES-</b> Strengths: The 8 mathematical practices are present at all times throughout the material. All 8 mathematical practices are strongly adhered to throughout the curriculum and seemed to be a focus when the material was developed.</p> <p><b>ACCESSIBILITY OF STANDARDS TO ALL STUDENTS-</b> Teacher notes have suggestions as to how to launch the task and facilitate the task. As well as how to modify the tasks for special populations.</p> <p><b>STRENGTHS-</b></p> <ol style="list-style-type: none"> <li>1. Written specifically for the CCSS.</li> <li>2. Multiple entry levels for tasks, all students are active participants in the task.</li> <li>3. Tasks are based on discovery learning and collaborative work, the teacher is a facilitator.</li> </ol> <p><b>WEAKNESSES-</b></p> <ol style="list-style-type: none"> <li>1. Not enough drill for the developing concepts in the homework, needs to be supplemented.</li> <li>2. Teacher materials and answer keys must be purchased.</li> <li>3. Assessments must be purchased.</li> <li>4. Currently, the curriculum is only available in English and Spanish.</li> <li>6. Lacks extra resources.</li> <li>7. No free PD available, but may be available for purchase.</li> </ol> <p><b>OTHER-</b></p> <ol style="list-style-type: none"> <li>1. The curriculum is continuously reviewed and modified based on feedback from users.</li> <li>2. The reviewers for this curriculum have first hand knowledge and experience of the curriculum and have personally implemented the curriculum in their classrooms for 4 years.</li> </ol>						

**CONSENT  
AUGUST 10, 2017**

Publisher	Title of Material	Author	License	Grade Level	Location	Recommendation
Math Vision Project	Math Vision Project Integrated 2	Math Vision Project	Creative Commons Attribution 4.0 International License	9-12	<a href="http://www.mathematicsvisionproject.org/secondary-mathematics-ii.html">http://www.mathematicsvisionproject.org/secondary-mathematics-ii.html</a>	Comprehensive
<p><b>Notes:</b> License information- <a href="http://www.mathematicsvisionproject.org/faqs.html">http://www.mathematicsvisionproject.org/faqs.html</a></p> <p><b>FOCUS-</b> Tasks have multiple entry levels encouraging everyone to participate. Curriculum was written for the CCSSM. The content is challenging for the students. Huge focus on quadratics the entire first semester. Second semester focuses on geometry concepts, including proofs, circles and right triangle trig.</p> <p><b>COHERENCE-</b> The material has a teaching cycle. The “Develop Understanding” tasks are designed as a teacher lead launch and discovery. Typically the material is new and the teacher facilitates the entire time. The “Solidify Understanding” tasks are where students spend more time using the knowledge they recently learned to solidify their understanding of the content. Students typically work in pairs or groups and there is less teacher involvement. “Practice Understanding” tasks are where students apply everything they’ve learned. There is almost no teacher involvement. Teacher notes are very detailed on how to launch and facilitate each task. Weakness: Heavy task based learning.</p> <p><b>RIGOR-</b> Multiple representations and equivalency are a focus. All tasks have multiple entry levels. Homework consists of a constant spiral review of WAP and previously learned material. Tasks are very rigorous.</p> <p><b>CONCEPTUAL UNDERSTANDING-</b> Huge focus on conceptual understanding. Students critic each others thought processes as well as sample student work to look for errors.</p> <p><b>MATHEMATICAL PRACTICES-</b> Strengths: The 8 mathematical practices are present at all times throughout the material. All 8 mathematical practices are strongly adhered to throughout the curriculum and seemed to be a focus when the material was developed.</p> <p><b>ACCESSIBILITY OF STANDARDS TO ALL STUDENTS-</b> Teacher notes have suggestions as to how to launch the task and facilitate the task. As well as how to modify the tasks for special populations.</p> <p><b>STRENGTHS-</b></p> <ol style="list-style-type: none"> <li>1. Written specifically for the CCSS.</li> <li>2. Multiple entry levels for tasks, all students are active participants in the task.</li> <li>3. Tasks are based on discovery learning and collaborative work, the teacher is a facilitator.</li> <li>4. The material is pretty rigorous.</li> </ol> <p><b>WEAKNESSES-</b></p> <ol style="list-style-type: none"> <li>1. Not enough drill for the developing concepts in the homework, needs to be supplemented.</li> <li>2. Teacher materials and answer keys must be purchased.</li> <li>3. Assessments must be purchased.</li> <li>4. Circles module is weak. Could use more circle relationships.</li> <li>5. Currently, the curriculum is only in English.</li> <li>6. Lacks extra resources.</li> <li>7. No free PD available, but may be available for purchase.</li> </ol> <p><b>OTHER-</b></p> <ol style="list-style-type: none"> <li>1. The curriculum is continuously reviewed and modified based on feedback from users.</li> <li>2. The reviewers for this curriculum have first hand knowledge and experience of the curriculum and have personally implemented the curriculum in their classrooms for 4 years.</li> </ol>						

**CONSENT  
AUGUST 10, 2017**

Publisher	Title of Material	Author	License	Grade Level	Location	Recommendation
Open Up Resources	Open Up 6	Illustrative Mathematics	CC Attribution 4.0 License	6	<a href="http://math.openupresources.org/">http://math.openupresources.org/</a>	Comprehensive
<p><b>Notes: License information-</b> <a href="http://math.openupresources.org/">http://math.openupresources.org/</a></p> <p><b>FOCUS-</b> Each curriculum focused the majority of time on the work of the grade-level. When previous grade level standards were used, they were to build understanding of grade-level content.</p> <p><b>COHERENCE-</b> Each of the three grade-level materials followed the Achieve the Core coherence map. Logical rational was used when choosing to include previous grade standards to support learning.</p> <p><b>RIGOR-</b> These materials were written to cover the CCSS. The activities, problems, assessments, and performance tasks all focus on the major work of the grade, and build towards future learning. The problems posed are high-quality, real-world connections to the mathematics being taught. Discussion is encouraged, and teachers are provided with examples of questions to discuss.</p> <p><b>CONCEPTUAL UNDERSTANDING-</b> Throughout the lessons in this curriculum a conscientious effort is given towards building student conceptual understanding of the topics being studied. Content is planned in such a way as to build from understanding topic to practicing procedures with a considerable amount of time spent in the initial developmental stages of this process. Students are not provided procedures until they have explored a topic.</p> <p><b>MATHEMATICAL PRACTICES-</b> Students are required to justify and support their mathematical arguments during lecture, assignments, and assessments throughout the curriculum. They are called upon to critique the reasoning of others and describe how mathematical structures operate within the context of grade level questions and tasks. Students are asked to engage in mathematics in multiple ways beyond simply producing answers; the curriculum pushes for students to engage in all aspects of the SMPs. Students are introduced to the process of mathematical modeling (CCSSM, p. 72) slowly in unit one and the process is then expected throughout the rest of the units. It introduces students to a cognitive lens to view and examine mathematics. Vocabulary is just one aspect of this, but the importance of precision is emphasized as students' progress.</p> <p><b>ACCESSIBILITY OF STANDARDS TO ALL STUDENTS-</b> There are suggestions for language supports. However, there are no specific materials or additional activities for English Language Learners. The materials are built using a Universal Design for Learning focus, but differentiation for students with special needs will need to be provided by the teacher.</p> <p><b>STRENGTHS-</b> These materials match the CCSS very well, building conceptual understanding throughout the scope and sequence. The mathematical practice standards are addressed multiple times in a variety of activities. Pre-Assessments are designed to assess previous grade level concepts in order to predict success in the upcoming unit. Performance tasks are also provided at the end of each unit to give application practice. Materials are easy for students, teachers, and parents to navigate. The materials are streamlined and simple with high-quality visual representations and digital tools. Standards are embedded and linked with one another rather than stand-alone lessons for each standard. The lesson overviews provide background knowledge and content knowledge for teachers to support their instruction. There are multiple content delivery options including digital, printable, and a hybrid lessons. Digital devices are not required to enact the curriculum.</p> <p><b>WEAKNESSES-</b> Materials are easily adapted to the needs of diverse learners. There are suggestions within lessons for how to do this. However, there are not separate workbooks or lessons to support English Language Learners or students with special needs. Some districts may find that they may want to supplement with additional practice problems.</p> <p><b>OTHER-</b> The reviewers agreed unanimously that these materials provide a well-rounded highly rigorous curriculum.</p>						

**CONSENT  
AUGUST 10, 2017**

Publisher	Title of Material	Author	License	Grade Level	Location	Recommendation
Open Up Resources	Open Up 7	Illustrative Mathematics	CC Attribution 4.0 License	7	<a href="http://math.openupresources.org/">http://math.openupresources.org/</a>	Comprehensive
<p><b>Notes: License information-</b> <a href="http://math.openupresources.org/">http://math.openupresources.org/</a></p> <p><b>FOCUS-</b> Each curriculum focused the majority of time on the work of the grade-level. When previous grade level standards were used, they were to build understanding of grade-level content.</p> <p><b>COHERENCE-</b> Each of the three grade-level materials followed the Achieve the Core coherence map. Logical rational was used when choosing to include previous grade standards to support learning.</p> <p><b>RIGOR-</b> These materials were written to cover the CCSS. The activities, problems, assessments, and performance tasks all focus on the major work of the grade, and build towards future learning. The problems posed are high-quality, real-world connections to the mathematics being taught. Discussion is encouraged, and teachers are provided with examples of questions to discuss.</p> <p><b>CONCEPTUAL UNDERSTANDING-</b> Throughout the lessons in this curriculum a conscientious effort is given towards building student conceptual understanding of the topics being studied. Content is planned in such a way as to build from understanding topic to practicing procedures with a considerable amount of time spent in the initial developmental stages of this process. Students are not provided procedures until they have explored a topic.</p> <p><b>MATHEMATICAL PRACTICES-</b> Students are required to justify and support their mathematical arguments during lecture, assignments, and assessments throughout the curriculum. They are called upon to critique the reasoning of others and describe how mathematical structures operate within the context of grade level questions and tasks. Students are asked to engage in mathematics in multiple ways beyond simply producing answers; the curriculum pushes for students to engage in all aspects of the SMPs. Students are introduced to the process of mathematical modeling (CCSSM, p. 72) slowly in unit one and the process is then expected throughout the rest of the units. It introduces students to a cognitive lens to view and examine mathematics. Vocabulary is just one aspect of this, but the importance of precision is emphasized as students' progress.</p> <p><b>ACCESSIBILITY OF STANDARDS TO ALL STUDENTS-</b> There are suggestions for language supports. However, there are no specific materials or additional activities for English Language Learners. The materials are built using a Universal Design for Learning focus, but differentiation for students with special needs will need to be provided by the teacher.</p> <p><b>STRENGTHS-</b> These materials match the CCSS very well, building conceptual understanding throughout the scope and sequence. The mathematical practice standards are addressed multiple times in a variety of activities. Pre-Assessments are designed to assess previous grade level concepts in order to predict success in the upcoming unit. Performance tasks are also provided at the end of each unit to give application practice. Materials are easy for students, teachers, and parents to navigate. The materials are streamlined and simple with high-quality visual representations and digital tools. Standards are embedded and linked with one another rather than stand-alone lessons for each standard. The lesson overviews provide background knowledge and content knowledge for teachers to support their instruction. There are multiple content delivery options including digital, printable, and a hybrid lessons. Digital devices are not required to enact the curriculum.</p> <p><b>WEAKNESSES-</b> Materials are easily adapted to the needs of diverse learners. There are suggestions within lessons for how to do this. However, there are not separate workbooks or lessons to support English Language Learners or students with special needs. Some districts may find that they may want to supplement with additional practice problems.</p> <p><b>OTHER-</b> The reviewers agreed unanimously that these materials provide a well-rounded highly rigorous curriculum.</p>						



**CONSENT  
AUGUST 10, 2017**

Publisher	Title of Material	Author	License	Grade Level	Location	Recommendation
Open Up Resources	Open Up 8	Illustrative Mathematics	CC Attribution 4.0 License	8	<a href="http://math.openupresources.org/">http://math.openupresources.org/</a>	Comprehensive
<p><b>Notes: License information-</b> <a href="http://math.openupresources.org/">http://math.openupresources.org/</a></p> <p><b>FOCUS-</b> Each curriculum focused the majority of time on the work of the grade-level. When previous grade level standards were used, they were to build understanding of grade-level content.</p> <p><b>COHERENCE-</b> Each of the three grade-level materials followed the Achieve the Core coherence map. Logical rational was used when choosing to include previous grade standards to support learning.</p> <p><b>RIGOR-</b> These materials were written to cover the CCSS. The activities, problems, assessments, and performance tasks all focus on the major work of the grade, and build towards future learning. The problems posed are high-quality, real-world connections to the mathematics being taught. Discussion is encouraged, and teachers are provided with examples of questions to discuss.</p> <p><b>CONCEPTUAL UNDERSTANDING-</b> Throughout the lessons in this curriculum a conscientious effort is given towards building student conceptual understanding of the topics being studied. Content is planned in such a way as to build from understanding topic to practicing procedures with a considerable amount of time spent in the initial developmental stages of this process. Students are not provided procedures until they have explored a topic.</p> <p><b>MATHEMATICAL PRACTICES-</b> Students are required to justify and support their mathematical arguments during lecture, assignments, and assessments throughout the curriculum. They are called upon to critique the reasoning of others and describe how mathematical structures operate within the context of grade level questions and tasks. Students are asked to engage in mathematics in multiple ways beyond simply producing answers; the curriculum pushes for students to engage in all aspects of the SMPs. Students are introduced to the process of mathematical modeling (CCSSM, p. 72) slowly in unit one and the process is then expected throughout the rest of the units. It introduces students to a cognitive lens to view and examine mathematics. Vocabulary is just one aspect of this, but the importance of precision is emphasized as students' progress.</p> <p><b>ACCESSIBILITY OF STANDARDS TO ALL STUDENTS-</b> There are suggestions for language supports. However, there are no specific materials or additional activities for English Language Learners. The materials are built using a Universal Design for Learning focus, but differentiation for students with special needs will need to be provided by the teacher.</p> <p><b>STRENGTHS-</b> These materials match the CCSS very well, building conceptual understanding throughout the scope and sequence. The mathematical practice standards are addressed multiple times in a variety of activities. Pre-Assessments are designed to assess previous grade level concepts in order to predict success in the upcoming unit. Performance tasks are also provided at the end of each unit to give application practice. Materials are easy for students, teachers, and parents to navigate. The materials are streamlined and simple with high-quality visual representations and digital tools. Standards are embedded and linked with one another rather than stand-alone lessons for each standard. The lesson overviews provide background knowledge and content knowledge for teachers to support their instruction. There are multiple content delivery options including digital, printable, and a hybrid lessons. Digital devices are not required to enact the curriculum.</p> <p><b>WEAKNESSES-</b> Materials are easily adapted to the needs of diverse learners. There are suggestions within lessons for how to do this. However, there are not separate workbooks or lessons to support English Language Learners or students with special needs. Some districts may find that they may want to supplement with additional practice problems.</p> <p><b>OTHER-</b> The reviewers agreed unanimously that these materials provide a well-rounded highly rigorous curriculum.</p>						

**CONSENT  
AUGUST 10, 2017**

Publisher	Title of Material	Author	License	Grade Level	Location	Recommendation
Utah Middle School Math Project	Utah Middle School Math Project 7 <sup>th</sup> Grade	Hugo Rossi, Jonathan Bodrero, & Christine Walker	CC Attribution 4.0 License	7	<a href="http://utahmiddleschoolmath.org/7th-grade/">http://utahmiddleschoolmath.org/7th-grade/</a>	Basic
<p><b>Notes:</b> License information- <a href="http://utahmiddleschoolmath.org/">http://utahmiddleschoolmath.org/</a></p> <p><b>FOCUS-</b> Topics covered in 8th grade standards are not assessed in this book. Chapter 5 touches on some geometry concepts but does not go into similarity, congruence, or transformations. All grade 7 standards are addressed. They are listed and identified at the beginning and throughout the lessons.</p> <p><b>COHERENCE-</b> All chapters are focused on 7th grade standards. Concepts and standards are clearly identified. Does not include remediation for struggling students. However, the content appropriate for 7th grade level students.</p> <p><b>RIGOR-</b> The curriculum addresses content and fluency. There are rigorous problems that require the knowledge and skills to meet the standards.</p> <p><b>CONCEPTUAL UNDERSTANDING-</b> The curriculum addresses content and fluency. There are rigorous problems that require the knowledge and skills to meet the standards.</p> <p><b>MATHEMATICAL PRACTICES-</b> All mathematical practices are identified, met, and implemented throughout the course.</p> <p><b>ACCESSIBILITY OF STANDARDS TO ALL STUDENTS-</b> Material is presented in a way that all 7th grade students are able to access the skills and content. If students are struggling with concepts introduced in lower grades, material will need to be supplemented.</p> <p><b>STRENGTHS-</b> This curriculum is very helpful in teaching 7th grade math. All content and math practice standards are addressed and identified. The problems are understandable and relevant to 7th graders. In particular, the math practice standards component is especially strong.</p> <p><b>WEAKNESSES-</b> No assessments provided.</p>						
Publisher	Title of Material	Author	License	Grade Level	Location	Recommendation
Utah Middle School Math Project	Utah Middle School Math Project 8 <sup>th</sup> Grade	Hugo Rossi, Jonathan Bodrero, & Christine Walker	CC Attribution 4.0 License	8	<a href="http://utahmiddleschoolmath.org/8th-grade/">http://utahmiddleschoolmath.org/8th-grade/</a>	Basic
<p><b>Notes:</b> License information- <a href="http://utahmiddleschoolmath.org/">http://utahmiddleschoolmath.org/</a></p> <p><b>FOCUS-</b> All Math Practice Standards are identified. Students are asked to explain their work and concepts and skills to be mastered are clear.</p> <p><b>COHERENCE-</b> All chapters are focused on 8th grade standards. Concepts and standards are clearly identified. Does not include remediation for struggling students. However, the content appropriate for 8th grade level students.</p> <p><b>RIGOR-</b> The curriculum addresses content and fluency. There are rigorous problems that require the knowledge and skills to meet the standards.</p> <p><b>CONCEPTUAL UNDERSTANDING-</b> The curriculum addresses content and fluency. There are rigorous problems that require the knowledge and skills to meet the standards.</p> <p><b>MATHEMATICAL PRACTICES-</b> All mathematical practices are identified, met, and implemented throughout the course.</p> <p><b>ACCESSIBILITY OF STANDARDS TO ALL STUDENTS-</b> Material is presented in a way that all 8th grade students are able to access the skills and content. If students are struggling with concepts introduced in lower grades, material will need to be supplemented.</p> <p><b>STRENGTHS-</b> This curriculum is very helpful in teaching 8th grade math. All content and math practice standards are addressed and identified. The problems are understandable and relevant to 8th graders. In particular, the math practice standards component is especially strong.</p> <p><b>WEAKNESSES-</b> No assessments provided.</p>						

**CONSENT  
AUGUST 10, 2017**

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**PROFESSIONAL STANDARDS COMMISSION**

**SUBJECT**

Proposed new pathways to existing certification programs at Boise State University

**APPLICABLE STATUTE, RULE, OR POLICY**

Sections 33-114 and 33-1258, Idaho Code IDAPA 08.02.02.100, Official Vehicle For Approving Teacher Education Programs

**BACKGROUND/DISCUSSION**

The Standards Committee of the Professional Standards Commission conducted a Desk Review of the Baccalaureate in Exceptional Child Generalist and Graduate Degree in Early Childhood Special Education teaching endorsement programs proposed by Boise State University (BSU). BSU already has approved programs for both the Exceptional Child Generalist and the Early Childhood Special Education teaching endorsements; these are merely additional pathways to gaining the same teaching endorsements. Through the comprehensive presentation, the Standards Committee gained a clear understanding that all of the requirements for Exceptional Child Generalist and Early Childhood Special Education would continue to be met and/or be surpassed through the proposed pathways.

During its June 2017 meeting, the Professional Standards Commission voted to recommend approval of the proposed new pathways to the Exceptional Child Generalist and the Early Childhood Special Education teaching endorsement programs offered through BSU. With the approved status, BSU may admit candidates through these new pathways. These pathways to the Exceptional Child Generalist and the Early Childhood Special Education teaching endorsement programs offered through BSU will be reviewed when their existing programs in these areas are reviewed.

**IMPACT**

These new pathways to certification will allow BSU to offer additional options for candidates to obtain endorsements to teach special education, both at the K-12 level and the preschool level.

**ATTACHMENTS**

- |  |         |
|--|---------|
| Attachment 1 – BSU Exceptional Child Generalist New Pathway to Endorsement Packet      | Page 3  |
| Attachment 2 – BSU Early Childhood Special Education New Pathway to Endorsement Packet | Page 13 |

**CONSENT**  
**AUGUST 10, 2017**

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**STAFF COMMENTS AND RECOMMENDATIONS**

Pursuant to Section 33-114, Idaho Code, the review and approval of all teacher preparation programs in the state is vested in the State Board of Education. The program reviews are conducted for the Board through the Professional Standards Commission (Commission). Recommendations are then brought forward to the Board for consideration. The review process is designed to ensure the programs meet the Board approved standards for Initial Certification of Professional School Personnel (Certification Standards) for the applicable program areas. Certification Standards are designed to ensure that educators that are prepared to teach the state content standards for their applicable subject areas and are up-to-date on best practices in various teaching methodologies.

Current practice is for the Commission to review new programs and make recommendations to the Board regarding program approval. New program reviews are conducted through a "Desk Review" and do not include an on-site review. The Commission review process evaluates whether or not programs meet or will meet the approved Certification Standards for the applicable certificate and endorsement area. The Commission may recommend to the Board that a program be "Approved," "Not Approved," or "Conditionally Approved." Programs conditionally approved are required to have a subsequent focus visit. The focus visit is scheduled three years following the conditional approval, at which time the Commission forwards a new recommendation to the Board regarding approval status of the program.

Once approved by the Board, candidates completing these programs will be able to apply for a Standard Instructional Certificate with an endorsement in the area of study completed.

**BOARD ACTION**

I move to accept the Professional Standards Commission recommendation and to approve the Exceptional Child Generalist new pathway to teaching endorsement program offered through Boise State University.

Moved by \_\_\_\_\_ Seconded by \_\_\_\_\_ Carried Yes \_\_\_\_\_ No \_\_\_\_\_

I move to accept the Professional Standards Commission recommendation and to approve the Early Childhood Special Education new pathway to teaching endorsement program offered through Boise State University.

Moved by \_\_\_\_\_ Seconded by \_\_\_\_\_ Carried Yes \_\_\_\_\_ No \_\_\_\_\_

**CONSENT  
AUGUST 10, 2017**



April 26, 2017

To: Idaho Professional Standards Commission

This letter is notification of Boise State University's intent to create a new degree: Special Education, Bachelor of Arts. This degree is aligned with the Idaho Exceptional Child, Generalist K-12 certification.

Currently the Department of Early and Special Education at Boise State offers three Bachelor of Arts degree options that result in institutional recommendation for dual certification. Two of these dual certification programs (as well as a Master in Teaching program) include an institutional recommendation for the Idaho Exceptional Child, Generalist K-12 certification. Our Special Education, Generalist programs were reviewed and approved in 2016.

- Complete documentation for our Special Education, Generalist programs, including program overview, admission requirements, course requirements, links to syllabi and a description of standards and related program evidence is available [here](#).
- A copy of the completed State Program Approval Rubric showing approval status is available [here](#).

The proposed Special Education BA utilizes the same set of undergraduate courses included in our recently approved programs. A list of the courses included can be found in the [Undergraduate and MIT Course Alignments](#) table provided in the above referenced documentation from accreditation. A comparison of degree requirements across our undergraduate programs that include an institutional recommendation for the Idaho Exceptional Child, Generalist K-12 certification is also included on the next page.

Given that the proposed Special Education, Bachelor of Arts utilizes existing coursework in our recently approved programs, we are using [Idaho Core Teaching Standards for programs reviewed after July 1, 2016](#) as we did through our recent accreditation (dated November 1, 2013). Along with our existing programs, we will shift to new standards for our next accreditation.

Please let me know if you require any additional information as you consider this proposed Special Education Bachelor of Arts.

Sincerely,

*Deb Carter*

Deborah Carter, Ph.D., BCBA-D  
Professor and Department Chair  
Department of Early and Special Education  
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This letter is an electronic communication from Boise State University.

# CONSENT AUGUST 10, 2017

## Comparison of Undergraduate Degree Programs Resulting in Institutional Recommendation for Exceptional Child, Generalist K-12 Certification

### Dual Special Education-Early Childhood Intervention Certification, Bachelor of Arts

Course Number and Title	Credits
ENGL 101 Introduction to College Writing	3
ENGL 102 Intro to College Writing and Research	3
UF 100 Intellectual Foundations	3
UF 200 Civic and Ethical Foundations	3
DLM MATH 257 Geometry and Measurement for Teachers	4
DLN Natural, Physical, & Applied Sciences course with lab	4
DLN Natural, Physical, and Applied Sciences course in a second field	3-4
DLV Visual and Performing Arts	3
DLL Literature and Humanities (ASL 101 recommended)	3-4
DLS ED-CIFS 201 Foundations of Education	3
DLS ED-LLC 200 Cultural Diversity in the School	3
ED-ESP 221 Foundations of Professional Practice: ECE/ECSE	3
ED-ESP 223 Child Growth and Development	3
ED-ESP 250 Exceptionality in the Schools	3
ED-ESP 255 Educational and Assistive Technology	3
ED-ESP 260 Special Education Policies and Procedures	3
ED-ESP 321 Family and Community Relations: ECE/ECSE	3
ED-ESP 322 ECE/ECSE Methods I	3
ED-ESP 326 Natural Environments, Birth to Three: ECE/ECSE	3
ED-ESP 327 EI/ECSE Assessment	3
ED-ESP 328 ECE/ECSE Methods II	3
ED-ESP 329 Behavior Support in Early Childhood or ED-ESP 345 Positive Behavior Intervention and Support	3
ED-ESP 330 Diagnostic Assessment in Special Education	3
ED-ESP 332 Language Arts for Students with Disabilities	3
ED-ESP 333 Mathematics for Students with Disabilities	3
ED-ESP 358 Students with Severe Disabilities	3
ED-ESP 460 Special Education at the Secondary Level	3
ED-ESP 463 Teaching Experience in Preschool Programs: ECE/ECSE	8
ED-ESP 464 Birth to Three Practicum	2
ED-ESP 467 Teaching Experience in Special Education	12
FF ED-ESP 470 Teaching and Reflection	1
ED-LLC 340 Idaho Comprehensive Literacy (ICLA)	4
CID ED-LLC 440 Content Area Language Arts: K-8	3
KINES 305 Adapted Physical Education (recommended) or KINES 355 Elementary School Health & PE Curriculum & Instruction	3
MATH 157 Number and Operations for Teachers	4
<b>Total</b>	120-122

### Dual Special Education-Elementary Education Certification, Bachelor of Arts

Course Number and Title	Credits
ENGL 101 Introduction to College Writing	3
ENGL 102 Intro to College Writing and Research	3
UF 100 Intellectual Foundations	3
UF 200 Civic and Ethical Foundations	3
DLM MATH 257 Geometry and Measurement for Teachers	4
DLN Natural, Physical, & Applied Sciences course with lab	4
DLN Natural, Physical, and Applied Sciences course in a second field	3-4
DLV Visual and Performing Arts	3
DLL Literature and Humanities (ASL 101 recommended)	3-4
DLS ED-CIFS 201 Foundations of Education	3
DLS ED-LLC 200 Cultural Diversity in the School	3
ED-CIFS 203 Child and Educational Psychology	3
ED-CIFS 329 Assessment in Teaching and Learning	3
ED-CIFS 330 Elementary Social Studies Curriculum & Instruction	3
ED-CIFS 331 Elementary Mathematics Curriculum & Instruction	3
ED-CIFS 332 Elementary Classroom Learning Environments	3
ED-CIFS 333 Elementary Science Curriculum & Instruction or ENGR 385 Science Methods through Engineering	3-4
ED-CIFS 459 Teaching Experience in Elementary Education	8
ED-ESP 250 Exceptionality in the Schools	3
ED-ESP 255 Educational and Assistive Technology	3
ED-ESP 260 Special Education Policies and Procedures	3
ED-ESP 330 Diagnostic Assessment in Special Education	3
ED-ESP 332 Language Arts for Students with Disabilities	3
ED-ESP 333 Mathematics for Students with Disabilities	3
ED-ESP 345 Positive Behavior Intervention and Support	3
ED-ESP 358 Students with Severe Disabilities	3
ED-ESP 460 Special Education at the Secondary Level	3
ED-ESP 467 Teaching Experience in Special Education	12
FF ED-ESP 470 Teaching and Reflection	1
ED-LLC 340 Idaho Comprehensive Literacy (ICLA)	4
ED-LLC 345 Writing Process and Assessment	3
CID ED-LLC 440 Content Area Language Arts: K-8	3
MATH 157 Number and Operations for Teachers	4
PSYC 101 General Psychology	3
<b>Total</b>	121-124

### Special Education, Bachelor of Arts

Course Number and Title	Credits
ENGL 101 Introduction to College Writing	3
ENGL 102 Intro to College Writing and Research	3
UF 100 Intellectual Foundations	3
UF 200 Civic and Ethical Foundations	3
DLM MATH 257 Geometry and Measurement for Teachers	4
DLN Natural, Physical, & Applied Sciences course with lab	4
DLN Natural, Physical, and Applied Sciences course in a second field	3-4
DLV Visual and Performing Arts	3
DLL Literature and Humanities (ASL 101 recommended)	3-4
DLS ED-CIFS 201 Foundations of Education	3
DLS ED-LLC 200 Cultural Diversity in the School	3
ED-ESP 250 Exceptionality in the Schools	3
ED-ESP 255 Educational and Assistive Technology	3
ED-ESP 260 Special Education Policies and Procedures	3
ED-ESP 330 Diagnostic Assessment in Special Education	3
ED-ESP 332 Language Arts for Students with Disabilities	3
ED-ESP 333 Mathematics for Students with Disabilities	3
ED-ESP 345 Positive Behavior Intervention and Support	3
ED-ESP 358 Students with Severe Disabilities	3
ED-ESP 460 Special Education at the Secondary Level	3
ED-ESP 459 Special Education Practicum	5
ED-ESP 467 Teaching Experience in Special Education	12
FF ED-ESP 470 Teaching and Reflection	1
ED-LLC 340 Idaho Comprehensive Literacy (ICLA)	4
ED-LLC 345 Writing Process and Assessment	3
CID ED-LLC 440 Content Area Language Arts: K-8	3
MATH 157 Number and Operations for Teachers	4
Electives to total 120 credits	23-25
<b>Total</b>	120

- Core special education courses highlighted in yellow – these courses are the same in each degree
- One additional practicum experience in special education in new Special Education BA highlighted in orange
- Additional course requirements in Dual Special Education-Early Childhood Intervention focus on early childhood/early childhood special education content
- Additional course requirements in Dual Special Education-Elementary Education focus on elementary education content.

**CONSENT  
AUGUST 10, 2017**

**NEW PROGRAM FOR CERTIFICATION REQUEST**

Institution: Boise State University Date of Submission April 26, 2017

Program Name: Special Education, BA Certification & Endorsement Exceptional Child, Generalist K-12

All new educator preparation programs from public institutions require [Program Review and Approval by the State Board of Education](#).

Is this a request from an Idaho **public** institution?

Yes  No

If yes, on what date was the Proposal Form submitted to the State Board of Education? February 2017

**Section I:** Evidence that the program will cover the knowledge and performances outlined in the [Idaho Standards for Initial Certification of Professional School Personnel](#). Pupil Personal Preparation programs will only need to address content specific standards.

The table below includes the overall standards. Complete the table by adding the specific knowledge and performance enhancement standards that are applicable to the program. Pupil Personal Preparation programs will need to revise the standards to address the content specific standards. Standards can be found in the [Idaho Standards for Initial Certification of Professional School Personnel](#).

STANDARD	Enhancement Standards Knowledge & Performance	Coursework
		All coursework is the same as coursework required in the approved dual certification programs. See detailed standards and evidence tables <a href="#">here</a> .
<b>Standard 1 Learner Development</b>	The teacher understands the theories, history, philosophies, and models that provide the basis for special education practice.	ED-ESP 250, 332, 333, 345, 358, 460 (same coursework as <a href="#">approved dual certification programs</a> )
	The teacher understands concepts of language arts in order to help students develop and successfully apply their skills to many different situations, materials, and ideas.	ED-ESP 250, 330, 332 (same coursework as <a href="#">approved dual certification programs</a> )
	The teacher understands major concepts, procedures, and reasoning processes of mathematics in order to foster student understanding.	ED-ESP 250, 330, 333 (same coursework as <a href="#">approved dual certification programs</a> )
	The teacher demonstrates the application of theories and research-based educational models in special education practice.	ED-ESP 250, 330, 332, 333, 345, 460 (same coursework as <a href="#">approved dual certification programs</a> )
	The teacher implements best practice instruction across academic and non-academic areas to improve student outcomes.	ED-ESP 250, 330, 332, 333, 460 (same coursework as <a href="#">approved dual certification programs</a> )
<b>Standard 2 Learning Difference</b>	The teacher understands how the learning patterns of students with disabilities may differ from the norm.	ED-ESP 250, 330, 332, 333, 358 (same coursework as <a href="#">approved dual certification programs</a> )
	The teacher uses research-supported instructional strategies and practices (e.g., functional embedded skills approach, community-based instruction, task analysis, multi-sensory strategies, and concrete/manipulative techniques) to provide effective instruction in academic and nonacademic areas for students with disabilities.	ED-ESP 250, 332, 333, 345, 358, 460 (same coursework as <a href="#">approved dual certification programs</a> )

**CONSENT  
AUGUST 10, 2017**

STANDARD	Enhancement Standards Knowledge & Performance	Coursework
<b>Standard 3 Learning Environments</b>	The teacher understands strategies for accommodating and adapting curriculum and instruction for students with disabilities.	ED-ESP 255, 332, 333, 345 (same coursework as <a href="#">approved dual certification programs</a> )
	The teacher knows the educational implications of exceptional conditions (e.g., sensory, cognitive, communication, physical, behavioral, emotional, and health impairments).	ED-ESP 255, 345, 358 (same coursework as <a href="#">approved dual certification programs</a> )
	The teacher knows how to access information regarding specific student needs and disability-related issues (e.g., medical, support, and service delivery).	ED-ESP 250, 255, 345 (same coursework as <a href="#">approved dual certification programs</a> )
	The teacher individualizes instruction to support student learning and behavior in various settings.	ED-ESP 255, 332, 333, 345 (same coursework as <a href="#">approved dual certification programs</a> )
	The teacher accesses and uses information about characteristics and appropriate supports and services for students with high and low incidence disabilities and syndromes.	ED-ESP 255, 332, 333, 345 (same coursework as <a href="#">approved dual certification programs</a> )
	The teacher locates, uses, and shares information on special health care needs and on the effects of various medications on the educational, cognitive, physical, social, and emotional behavior of students with disabilities.	ED-ESP 250, 255, 345, 358 (same coursework as <a href="#">approved dual certification programs</a> )
	<b>Standard 4 Content Knowledge</b>	The teacher understands individualized skills and strategies necessary for positive support of academic success (e.g., comprehension, problem solving, organization, study skills, test taking, and listening).
The teacher understands the developmental nature of social skills.		ED-ESP 250, 330 (same coursework as <a href="#">approved dual certification programs</a> )
The teacher understands that appropriate social skills facilitate positive interactions with peers, family members, educational environments, and the community.		ED-ESP 345, 358, 460 (same coursework as <a href="#">approved dual certification programs</a> )
The teacher understands characteristics of expressive and receptive communication and the effect this has on designing social and educational interventions.		ED-ESP 345 (same coursework as <a href="#">approved dual certification programs</a> )
The teacher demonstrates the ability to teach students with disabilities in a variety of educational settings.		ED-ESP 250, 332 (same coursework as <a href="#">approved dual certification programs</a> )
The teacher designs, implements, and evaluates instructional programs that enhance a student's participation in the family, the school, and community activities.		ED-ESP 330, 332, 460 (same coursework as <a href="#">approved dual certification programs</a> )
The teacher advocates for and models the use of appropriate social skills.		ED-ESP 345, 358 (same coursework as <a href="#">approved dual certification programs</a> )
The teacher provides social skills instruction that enhances student success.		ED-ESP 345, 358 (same coursework as <a href="#">approved dual certification programs</a> )
The teacher creates an accessible learning environment through the use of assistive technology.		ED-ESP 255 (same coursework as <a href="#">approved dual certification programs</a> )
The teacher demonstrates the ability to implement strategies that enhance students' expressive and receptive communication.		ED-ESP 332 (same coursework as <a href="#">approved dual certification programs</a> )



**CONSENT  
AUGUST 10, 2017**

STANDARD	Enhancement Standards Knowledge & Performance	Coursework
<b>Standard 5 Application of Content</b>	The teacher understands applicable laws, rules, regulations, and procedural safeguards regarding behavior management planning for students with disabilities.	ED-ESP 345 (same coursework as <a href="#">approved dual certification programs</a> )
	The teacher understands applied behavioral analysis and ethical considerations inherent in behavior management (e.g., positive behavioral supports, functional behavioral assessment, behavior plans).	ED-ESP 250, 345 (same coursework as <a href="#">approved dual certification programs</a> )
	The teacher understands characteristics of behaviors concerning individuals with disabilities (e.g., self-stimulation, aggression, non-compliance, self-injurious behavior).	ED-ESP 330, 345 (same coursework as <a href="#">approved dual certification programs</a> )
	The teacher understands the theories and application of conflict resolution and crisis prevention/intervention.	ED-ESP 345 (same coursework as <a href="#">approved dual certification programs</a> )
	The teacher understands that students with disabilities may require specifically designed strategies for motivation and instruction in socially appropriate behaviors and self-control.	ED-ESP 345, 460 (same coursework as <a href="#">approved dual certification programs</a> )
	The teacher modifies the learning environment (e.g., schedule, transitions, and physical arrangements) to prevent inappropriate behaviors and enhance appropriate behaviors.	ED-ESP 345 (same coursework as <a href="#">approved dual certification programs</a> )
	The teacher coordinates the implementation of behavior plans with all members of the educational team.	ED-ESP 345 (same coursework as <a href="#">approved dual certification programs</a> )
	The teacher creates an environment that encourages self-advocacy and increased independence.	ED-ESP 345, 460 (same coursework as <a href="#">approved dual certification programs</a> )
	The teacher demonstrates a variety of effective behavior management techniques appropriate to students with disabilities.	ED-ESP 345 (same coursework as <a href="#">approved dual certification programs</a> )
	The teacher designs and implements positive behavior intervention strategies and plans appropriate to the needs of the individual student.	ED-ESP 345 (same coursework as <a href="#">approved dual certification programs</a> )
<b>Standard 6 Assessment</b>	The teacher understands the characteristics of normal, delayed, and disordered communication and their effect on participation in educational and community environments.	ED-ESP 250, 255, 345 (same coursework as <a href="#">approved dual certification programs</a> )
	The teacher knows strategies and techniques that facilitate communication for students with disabilities.	ED-ESP 255, 345 (same coursework as <a href="#">approved dual certification programs</a> )
	The teacher uses a variety of verbal and nonverbal communication techniques to assist students with disabilities to participate in educational and community environments.	ED-ESP 255, 345 (same coursework as <a href="#">approved dual certification programs</a> )
	The teacher supports and expands verbal and nonverbal communication skills of students with disabilities.	ED-ESP 255, 345 (same coursework as <a href="#">approved dual certification programs</a> )
<b>Standard 7 Planning for Instruction</b>	The teacher understands curricular and instructional practices used in the development of academic, social, language, motor, cognitive, and affective skills for students with disabilities.	ED-ESP 255, 260, 332, 333, 345, 460 (same coursework as <a href="#">approved dual certification programs</a> )

**CONSENT  
AUGUST 10, 2017**

STANDARD	Enhancement Standards Knowledge & Performance	Coursework
	The teacher understands curriculum and instructional practices in self-advocacy and life skills relevant to personal living and participation in school, community, and employment.	ED-ESP 255, 260, 345, 460 (same coursework as <a href="#">approved dual certification programs</a> )
	The teacher understands the general education curriculum and state standards developed for student achievement.	ED-ESP 255, 260, 330, 332, 333, 460 (same coursework as <a href="#">approved dual certification programs</a> )
	The teacher develops comprehensive, outcome-oriented Individual Education Plans (IEP) in collaboration with IEP team members.	ED-ESP 255, 260, 330, 332, 333, 345, 460 (same coursework as <a href="#">approved dual certification programs</a> )
	The teacher conducts task analysis to determine discrete skills necessary for instruction and to monitor student progress.	ED-ESP 260, 330, 332, 333, 345, 460 (same coursework as <a href="#">approved dual certification programs</a> )
	The teacher evaluates and links the student's skill development to the general education curriculum.	ED-ESP 260, 330, 332, 333, 460 (same coursework as <a href="#">approved dual certification programs</a> )
	The teacher develops and uses procedures for monitoring student progress toward individual learning goals.	ED-ESP 255, 260, 332, 333, 345, 460 (same coursework as <a href="#">approved dual certification programs</a> )
	The teacher uses strategies for facilitating maintenance and generalization of skills across learning environments.	ED-ESP 255, 260, 345, 460 (same coursework as <a href="#">approved dual certification programs</a> )
	The teacher, in collaboration with parents/guardians and other professionals, assists students in planning for transition to post-school settings.	ED-ESP 255, 358, 460 (same coursework as <a href="#">approved dual certification programs</a> )
	The teacher develops opportunities for career exploration and skill development in community-based settings.	ED-ESP 255, 460 (same coursework as <a href="#">approved dual certification programs</a> )
	The teacher designs and implements instructional programs that address independent living skills, vocational skills, and career education for students with disabilities.	ED-ESP 255, 345, 358 (same coursework as <a href="#">approved dual certification programs</a> )
	The teacher considers issues related to integrating students with disabilities into and out of special centers, psychiatric hospitals, and residential treatment centers and uses resources accordingly.	ED-ESP 255, 345, 358 (same coursework as <a href="#">approved dual certification programs</a> )
<b>Standard 8 Instructional Strategies</b>	The teacher understands the legal provisions, regulations, and guidelines regarding assessment of students with disabilities.	ED-ESP 260, 330, 460 (same coursework as <a href="#">approved dual certification programs</a> )
	The teacher knows the instruments and procedures used to assess students for screening, pre-referral interventions, and following referral for special education services.	ED-ESP 260, 330, 332, 333 (same coursework as <a href="#">approved dual certification programs</a> )
	The teacher understands how to assist colleagues in designing adapted assessments.	ED-ESP 260 (same coursework as <a href="#">approved dual certification programs</a> )
	The teacher understands the relationship between assessment and its use for decisions regarding special education service and support delivery.	ED-ESP 260, 330 (same coursework as <a href="#">approved dual certification programs</a> )
	The teacher knows the ethical issues and identification procedures for students with disabilities, including students from culturally and linguistically diverse backgrounds.	ED-ESP 260, 330 (same coursework as <a href="#">approved dual certification programs</a> )
	The teacher knows the appropriate accommodations and adaptations for state and district assessments.	ED-ESP 260, 330 (same coursework as <a href="#">approved dual certification programs</a> )

**CONSENT  
AUGUST 10, 2017**

STANDARD	Enhancement Standards Knowledge & Performance	Coursework
	The teacher analyzes assessment information to identify student needs and to plan how to address them in the general education curriculum.	ED-ESP 260, 330, 332, 333, 460 (same coursework as <a href="#">approved dual certification programs</a> )
	The teacher collaborates with families and professionals involved in the assessment of students with disabilities.	ED-ESP 260, 330, 332, 358, 460 (same coursework as <a href="#">approved dual certification programs</a> )
	The teacher gathers background information regarding academic, medical, and social history.	ED-ESP 260, 330, 460 (same coursework as <a href="#">approved dual certification programs</a> )
	The teacher uses assessment information in making instructional decisions and planning individual programs that result in appropriate placement and intervention for all students with disabilities, including those from culturally or linguistically diverse backgrounds.	ED-ESP 260, 330, 332, 333, 345, 358 (same coursework as <a href="#">approved dual certification programs</a> )
	The teacher facilitates and conducts assessments related to secondary transition planning, supports, and services.	ED-ESP 460 (same coursework as <a href="#">approved dual certification programs</a> )
	The teacher participates as a team member in creating the assessment plan that may include ecological inventories, portfolio assessments, functional assessments, and high and low assistive technology needs to accommodate students with disabilities.	ED-ESP 255, 260, 345 (same coursework as <a href="#">approved dual certification programs</a> )
<b>Standard 9 Professional Learning and Ethical Practice</b>	The teacher practices within the Council for Exceptional Children Code of Ethics and other standards and policies of the profession.	ED-ESP 260, 330, 332 (same coursework as <a href="#">approved dual certification programs</a> )
<b>Standard 10 Leadership and Collaboration</b>	The teacher understands current federal and state laws pertaining to students with disabilities, including due process rights related to assessment, eligibility, and placement.	ED-ESP 250, 255, 260, 330, 345, 460 (same coursework as <a href="#">approved dual certification programs</a> )
	The teacher understands variations of beliefs, traditions, and values regarding disability across cultures and the effect of these on the relationship among the student, family, and school.	ED-ESP 260, 460 (same coursework as <a href="#">approved dual certification programs</a> )
	The teacher knows the rights and responsibilities of parents/guardians, students, teachers, professionals, and schools as they relate to students with disabilities.	ED-ESP 260, 260, 330, 460 (same coursework as <a href="#">approved dual certification programs</a> )
	The teacher is aware of factors that promote effective communication and collaboration with students, parents/guardians, colleagues, and the community in a culturally responsive manner.	ED-ESP 250, 260, 460 (same coursework as <a href="#">approved dual certification programs</a> )
	The teacher is familiar with the common concerns of parents/guardians of students with disabilities and knows appropriate strategies to work with parents/guardians to deal with these concerns.	ED-ESP 260, 330, 345, 460 (same coursework as <a href="#">approved dual certification programs</a> )
	The teacher knows the roles of students with disabilities, parents/guardians, teachers, peers, related service providers, and other school and community personnel in planning and implementing an individualized program.	ED-ESP 260, 330, 345, 460 (same coursework as <a href="#">approved dual certification programs</a> )
	The teacher knows how to train or access training for paraprofessionals.	ED-ESP 260, 460 (same coursework as <a href="#">approved dual certification programs</a> )

**CONSENT  
AUGUST 10, 2017**

STANDARD	Enhancement Standards Knowledge & Performance	Coursework All coursework is the same as coursework required in the approved dual certification programs. See detailed standards and evidence tables <a href="#">here</a> .
	The teacher knows about services, networks, and organizations for individuals with disabilities and their families, including advocacy and career, vocational, and transition support.	ED-ESP 250, 260, 460 (same coursework as <a href="#">approved dual certification programs</a> )
	The teacher facilitates communication between the educational team, students, their families, and other caregivers.	ED-ESP 260, 460 (same coursework as <a href="#">approved dual certification programs</a> )
	The teacher trains or accesses training for paraprofessionals.	ED-ESP 260 (same coursework as <a href="#">approved dual certification programs</a> )
	The teacher collaborates with team members to develop effective student schedules.	ED-ESP 460 (same coursework as <a href="#">approved dual certification programs</a> )
	The teacher communicates the benefits, strengths, and constraints of special education services.	ED-ESP 250, 260, 330, 460 (same coursework as <a href="#">approved dual certification programs</a> )
	The teacher creates a manageable system to maintain all program and legal records for students with disabilities as required by current federal and state laws.	ED-ESP 260, 330, 345, 460 (same coursework as <a href="#">approved dual certification programs</a> )
	The teacher encourages and assists families to become active participants in the educational team (e.g., participating in collaborative decision making, setting instructional goals, and charting progress).	ED-ESP 260, 460 (same coursework as <a href="#">approved dual certification programs</a> )
	The teacher collaborates and consults with the student, the family, peers, regular classroom teachers, related service personnel, and other school and community personnel in integrating students with disabilities into various learning environments.	ED-ESP 260, 460 (same coursework as <a href="#">approved dual certification programs</a> )
	The teacher communicates with regular classroom teachers, peers, the family, the student, administrators, and other school personnel about characteristics and needs of students with disabilities.	ED-ESP 260, 345, 460 (same coursework as <a href="#">approved dual certification programs</a> )
	The teacher participates in the development and implementation of rules and appropriate consequences at the classroom and school wide levels.	ED-ESP 345 (same coursework as <a href="#">approved dual certification programs</a> )

**CONSENT**  
**AUGUST 10, 2017**

**Section II: New Program Course Requirements**

Please see Comparison of Undergraduate Degree Programs Resulting in Institutional Recommendation for Exceptional Child, Generalist K12 Certification document on second page of this pdf file. The far-right column labeled Special Education, Bachelor of Arts includes a list of all degree requirements for the proposed BA in Special Education.

Please also see complete documentation for our Special Education, Generalist programs, including a program overview, admission requirements, course requirements, links to syllabi and a description of standards and related program evidence [here](#).

College Chair/Director/Dean (Institution): Deb Carter

Date: 4/26/17

Graduate Chair/Director/Dean or other official (Institution; as applicable): \_\_\_\_\_

Date: \_\_\_\_\_

**CONSENT  
AUGUST 10, 2017**

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**CONSENT  
AUGUST 10, 2017**



April 30, 2017

To: Idaho Professional Standards Commission

This letter is notification of Boise State University's intent to create a new Graduate Certificate in Early Childhood Special Education. This certificate program is aligned with the Idaho Early Childhood Special Education (Pre-K – 3) endorsement.

The Early Childhood Special Education (Pre-K – 3) endorsement is non-categorical and allows one to teach in any Pre-K special education setting. This endorsement may only be added to the Standard Exceptional Child Certificate in conjunction with the Generalist K-12 endorsement. As such, students may only enroll in the proposed Graduate Certificate in Early Childhood Special Education at Boise State if they already hold a Standard Exceptional Child Certificate in conjunction with the Generalist K-12 endorsement.

Since the proposed graduate certificate program is only available to candidates who already hold a special education certification and since it is aligned with an endorsement rather than with the Blended ECE/ECSE certification, we have organized our New Program for Certification Request form around the requirements outlined in the Idaho administrative code: rules governing uniformity rather than around Idaho standards for initial certification.

The table on the following pages outlines the way in which coursework for this proposed graduate certificate addresses the requirements designated for the Early Childhood Special Education (Pre-K – 3) endorsement.

Please let me know if you require any additional information as you consider this proposed Graduate Certificate in Early Childhood Special Education.

Sincerely,

*Deb Carter*

Deborah Carter, Ph.D., BCBA-D  
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1910 University Drive Boise, Idaho 83725-1725  
Phone (208) 426-2814 Fax (208) 426-4006 [education.boisestate.edu](http://education.boisestate.edu)

*This letter is an electronic communication from Boise State University*

**CONSENT  
AUGUST 10, 2017**

**NEW PROGRAM FOR CERTIFICATION REQUEST**

Institution: Boise State University Date of Submission April 30, 2017

Program Name: Graduate Certificate in Early Childhood Special Education

Certification & Endorsement Early Childhood Special Education (Pre-K - 3) Endorsement

All new educator preparation programs from public institutions require [Program Review and Approval by the State Board of Education](#).

Is this a request from an Idaho **public** institution?

Yes  No

If yes, on what date was the Proposal Form submitted to the State Board of Education? February 2017

**Section I:** Evidence that the program will cover the knowledge and performances outlined in the [Idaho Standards for Initial Certification of Professional School Personnel](#). Pupil Personal Preparation programs will only need to address content specific standards.

Coursework in the proposed Graduate Certificate in ECSE incorporates fieldwork across courses in addition to requiring demonstration of mastery in student teaching. Similar to our approved Master in Teaching in Early Childhood Intervention, the proposed Graduate Certificate in ECSE is designed around a Linked System of service delivery that focuses on a cyclical process of assessment, goal development, intervention and evaluation. This Linked System approach is emphasized throughout the program with particular emphasis in ED-ESP 511, 512, 514 & 563. Through this series, candidates gain in-depth and practical knowledge of the assessment process, then have the opportunity to apply that process to inform and evaluate intervention and curriculum planning in methods courses followed with an opportunity to demonstrate mastery of the process through student teaching. Throughout the entirety of the program, candidates have opportunities to complete applied assignments and receive feedback on video submissions of their instruction.

We believe that these structured and supported learning opportunities in ECSE, framed within the Linked System provide invaluable learning opportunities for candidates seeking to add an ECSE endorsement to their K-12 special education certification.

Early Childhood Education Coursework Areas	Coursework	Artifacts & Performance Assessments
Child development and behavior with emphasis in cognitive-language, physical, social and emotional areas, birth through age eight	ED-ESP 510 ED-ESP 512 ED-ESP 514	<p>Candidates will explore child development and the impact of disability and environment on children’s learning across domains. Candidates will design a classroom environment to meet the needs of students with a variety of special education needs paying attention to developmentally appropriate practices. Candidates will also design an early childhood program to meet the needs of children with and without disabilities and their families.</p> <p>Candidates will demonstrate specific knowledge of social emotional development and interpersonal interactions in the development of lesson plans and targeted interventions for teaching social skills and self-regulation.</p> <p>Candidates will also have the opportunity to develop IEPs as well as to plan instruction for whole groups and individual children that is developmentally appropriate and provides opportunities to practice in areas highlighted on individualized plans.</p>



**CONSENT  
AUGUST 10, 2017**

Early Childhood Education Coursework Areas	Coursework	Artifacts & Performance Assessments
Curriculum and program development for young children ages three to eight (3-8)	ED-ESP 510 ED-ESP 512 ED-ESP 514	<p>Candidates will be required to describe their teaching philosophy as it pertains to early childhood curricular models and to design an early childhood program that meets the needs of children across developmental domains applying best practices provided by NAEYC and DEC.</p> <p>Candidates will design a classroom management plan and develop data collection strategies for monitoring students' success and identifying when students may need individualized supports. In addition, candidates will be required to conduct a functional behavioral assessment and develop a comprehensive, function-based behavior support plan.</p> <p>Candidates will develop and submit IFSPs/IEPs, including transition plans, which reflect family priorities and concerns as well as standards-based practices through their student teaching experience. Candidates will also develop activity and instructional plans with accompanying progress-monitoring data.</p>
Methodology: planning, implementing and evaluating environments and materials for young children ages three to eight (3-8)	ED-ESP 511 ED-ESP 512 ED-ESP 514 ED-ESP 563	<p>Candidates will conduct comprehensive assessments and develop IEPs in their coursework where they create appropriate intervention plans based on the student's disability type and the family's priorities and needs.</p> <p>Candidates will be required to plan, implement, assess and reflect on activity plans for young children with special education needs across developmental domains. This process will include the development of a series of intervention plans based on assessment data that embed learning opportunities within planned, routine and child-initiated activities.</p> <p>Candidates will submit videos of their instruction and be evaluated on both the classroom environment and instruction.</p>
Guiding young children's behavior: observing, assessing and individualizing ages three to eight (3-8)	ED-ESP 511 ED-ESP 512 ED-ESP 514	<p>Candidates have multiple opportunities to assess students and design individualized instruction based on assessment. Candidates will be required to develop a comprehensive assessment portfolio on a target student with identified disabilities. The portfolio will include an initial screening, and a curriculum-based assessment on the whole child. Candidates will also design and implement progress monitoring tools to inform decision-making.</p> <p>Candidates will be required to develop a universal classroom management plan including consistent schedules, routines and expectations, systems for acknowledging appropriate behavior and consistent methods for responding to challenging behavior. Candidates will also develop lesson plans for teaching social emotional skills, including targeted small-group instruction for students who need additional supports. Finally, candidates will complete a functional behavioral assessment (FBA) and develop a comprehensive, function-based behavior support plan.</p>

**CONSENT  
AUGUST 10, 2017**

Early Childhood Education Coursework Areas	Coursework	Artifacts & Performance Assessments
Identifying and working with atypical young children ages three to eight (3-8)	ED-ESP 511 ED-ESP 512 ED-ESP 513 ED-ESP 514	<p>Candidates will be required to develop a comprehensive assessment portfolio on a target student with identified disabilities. The portfolio will include an initial screening, and a curriculum-based assessment on the whole child. Candidates will also design and implement progress monitoring tools to inform instruction and decision-making.</p> <p>Candidates will also complete a Linked System portfolio that includes assessment, goal development, intervention planning and evaluation for a target child with special education needs. Through this process, candidates will follow a specific child from initial assessment through ongoing evaluation and will adjust instruction accordingly.</p>
Parent-teacher relations	ED-ESP 510 ED-ESP 512 ED-ESP 513 ED-ESP 514	<p>Candidates will explore the importance and impact of family involvement and effective collaboration through the completion of a series of collaboration projects that require them to research issues in collaboration as well as tools for supporting and guiding a collaborative early childhood special education process.</p> <p>Candidates will participate in the IFSP/IEP process as a collaborative team member, communicating with stakeholders and designing intervention goals reflecting family priorities and concerns. Candidates will also articulate parent rights and responsibilities in the IFSP/IEP process. They will submit written documentation of their work.</p> <p>Candidates will prepare tools/information to share with parents about their students' educational programs and deliver that information to parents/families.</p> <p>Candidates will identify community, state and national resources that can benefit students with disabilities and their families. They will submit written documentation of this work.</p>
Student teaching at the pre-K – 3 grades	ED-ESP 563	<p>During their student teaching experience, candidates will submit videos of their instruction (or be observed directly by a university liaison depending on their location). Instructional opportunities will be assessed by program faculty and reflected on by candidates through the lens of the professional standards.</p> <p>Candidates will receive feedback on a minimum of four instructional lessons, culminating in a formal Professional Year Assessment (PYA). The PYA evaluates the teacher candidate's ability to plan instruction and create respectful, well managed learning environments that meet the cognitive, social, emotional, and physical needs of diverse P-12 learners, and fosters high levels of growth and development.</p> <p>The PYA is aligned with Charlotte Danielson's <i>Framework for Teaching</i>, which is the framework used to evaluate certified teachers in Idaho. However, the PYA is limited to three performance levels: Unsatisfactory (1), Basic (2), and Proficient (3). The Distinguished (4) performance level is not included because it is assumed that a teacher candidate is not able to achieve "Distinguished" levels of performance at this point in her/his career. Candidates are evaluated on all four domains: (1) planning and preparation, (2) the classroom environment, (3) instruction, and (4) professional responsibilities.</p>

**CONSENT  
AUGUST 10, 2017**

Early Childhood Education Coursework Areas	Coursework	Artifacts & Performance Assessments
Student teaching at the pre-K – 3 grades <i>(continued)</i>		<p>Candidates also complete an Idaho Professional Learning Plan (IPLP). Partnering with other institutions of higher education in Idaho, Boise State requires candidates to complete a professional learning plan before graduating from the program. Boise State has adopted the IPLP for all candidates at the end of any internship or student teaching semester.</p> <p>For the IPLP, candidates choose a minimum of three goals from the <i>Framework for Teaching</i>. These goals are developed collaboratively between the candidate and the university liaison. At least one goal must address one component from each Domain 2 and Domain 3. A third goal is selected from any domain.</p>

**Section II:** Graduate Certificate in Early Childhood Special Education Course Requirements

Graduate Certificate in Early Childhood Special Education	
<i>Course Number and Title</i>	<i>Credits</i>
ED-ESP 510 Foundations of Practice	3
ED-ESP 511 EI/ECSE Assessment and Evaluation	3
ED-ESP 512 Positive Behavioral Interventions and Supports in Early Childhood	3
ED-ESP 513 Family Systems and Collaboration	3
ED-ESP 514 ECSE Methods	3
ED-ESP 563 Teaching Experience in Early and Special Education	6
<i>Total</i>	21

**CONSENT  
AUGUST 10, 2017**

Course Descriptions (note: course syllabi can be accessed [here](#))

- ED-ESP 510 FOUNDATIONS OF PRACTICE (3-0-3)(SU). Both typical and atypical development of children across the domains from birth through age 8. Focus on Developmentally Appropriate Practices and curriculum models. Fieldwork required.
- ED-ESP 511 EI/ECSE ASSESSMENT AND EVALUATION (2-3-3)(F). Assessment and ongoing evaluation in EI/ECSE. Focus on screening, eligibility, curriculum-based measurement, progress monitoring, and data-based decision making. Fieldwork required.
- ED-ESP 512 POSITIVE BEHAVIORAL INTERVENTIONS AND SUPPORTS IN EARLY CHILDHOOD (2-3-3)(F). Implementation of positive behavioral interventions and supports at program, classroom and individual-student levels. Focus on implementing positive, preventive and function-based interventions in school, home and community environments. Fieldwork required.
- ED-ESP 513 FAMILY SYSTEMS AND COLLABORATION (3-0-3)(SU). Early intervention models, service delivery, family systems, and collaboration with parents and educators. Fieldwork required.
- ED-ESP 514 ECSE METHODS (2-3-3)(S). Application of a linked system of assessment, goal development, intervention and evaluation to provide services across developmental domains. Fieldwork required.
- ED-ESP 563 TEACHING EXPERIENCE IN EARLY AND SPECIAL EDUCATION (0-V-V)(F/S). Teaching experience in a P-12 special education classroom for students pursuing an Early Childhood Special Education endorsement or completing an alternate route to the special education or ECE/ECSE blended certificate. Experience is consistent with state certification standards and with relevant NAEYC, DEC and CEC standards of practice (Pass/Fail). PREREQ: PERM/INST.

College Chair/Director/Dean (Institution): Deb Carter Date: 4-30-17  
Graduate Chair/Director/Dean or other official (Institution; as applicable): \_\_\_\_\_ Date: \_\_\_\_\_

**CONSENT**  
**AUGUST 10, 2017**

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**PROFESSIONAL STANDARDS COMMISSION**

**SUBJECT**

University of Idaho; proposed Literacy and Family and Consumer Sciences teaching endorsement programs

**APPLICABLE STATUTE, RULE, OR POLICY**

Sections 33-114 and 33-1258, Idaho Code  
IDAPA 08.02.02.100, Official Vehicle For Approving Teacher Education Programs

**BACKGROUND/DISCUSSION**

The Standards Committee of the Professional Standards Commission conducted New Program Approval Desk Reviews of the Literacy and Family and Consumer Sciences teaching endorsement programs proposed by University of Idaho (UI). Through the comprehensive presentation, the Standards Committee gained a clear understanding that all of the Idaho Literacy, Career Technical Foundation Standards, and Family and Consumer Sciences teacher standards would be met and/or surpassed through the proposed programs.

During its June 2017 meeting, the Professional Standards Commission voted to recommend conditional approval of the proposed Literacy and Family and Consumer Sciences teaching endorsement programs offered through UI. With the conditionally approved status, UI may admit candidates to the Literacy and Family and Consumer Sciences teaching endorsement programs, and will undergo full approval once there are program completers.

**IMPACT**

In order to maintain status as an Idaho approved program and produce graduates eligible for Idaho teacher certification, UI must have all new programs reviewed for Board approval for the purposes of teacher certification.

**ATTACHMENTS**

Attachment 1 – UI Literacy Endorsement Packet	Page 3
Attachment 2 – UI Family and Consumer Sciences Endorsement Packet	Page 15

**STAFF COMMENTS AND RECOMMENDATIONS**

Pursuant to Section 33-114, Idaho Code, the review and approval of all teacher preparation programs in the state is vested in the State Board of Education. The program reviews are conducted for the Board through the Professional Standards Commission (Commission). Recommendations are then brought forward to the Board for consideration. The review process is designed to ensure the programs are meeting the Board approved standards for Initial Certification of Professional School Personnel (Certification Standards) for the

**CONSENT**  
**AUGUST 10, 2017**

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applicable program areas. Certification Standards are designed to ensure that educators are prepared to teach the state content standards for their applicable subject areas and are up-to-date on best practices in various teaching methodologies.

Current practice is for the Commission to review new programs and make recommendations to the Board regarding program approval. New program reviews are conducted through a "Desk Review" and do not include an on-site review. The Commission review process evaluates whether or not the programs meet or will meet the approved Certification Standards for the applicable certificate and endorsement area. The Commission may recommend to the Board that a program be "Approved," "Not Approved," or "Conditionally Approved." Programs conditionally approved are required to have a subsequent focus visit. The focus visit is scheduled three years following the conditional approval, at which time the Commission forwards a new recommendation to the Board regarding approval status of the program.

Once approved by the Board, candidates completing these programs will be able to apply for a Standard Instructional Certificate with an endorsement in the area of study completed.

**BOARD ACTION**

I move to accept the Professional Standards Commission recommendation and to conditionally approve the Literacy teaching endorsement program offered through University of Idaho.

Moved by \_\_\_\_\_ Seconded by \_\_\_\_\_ Carried Yes \_\_\_\_\_ No \_\_\_\_\_

I move to accept the Professional Standards Commission recommendation and to conditionally approve the Family and Consumer Sciences teaching endorsement program offered through University of Idaho.

Moved by \_\_\_\_\_ Seconded by \_\_\_\_\_ Carried Yes \_\_\_\_\_ No \_\_\_\_\_

**CONSENT  
AUGUST 10, 2017**



**PROGRAM COMPONENT (Group B) OR NON-SUBSTANTIVE MINOR REQUEST FORM  
Short Form**

**Instructions:** Please use one form for each request/action. Clearly mark all changes using Track Change or strikethroughs for deletions and underlines for additions. Following the approval of the appropriate college curriculum committee, a single representative for the college will e-mail the completed form to the Office of the Provost and Executive Vice President, [provost@uidaho.edu](mailto:provost@uidaho.edu) for approval and then submission to the Academic Publications Editor in the Registrar's Office for review by the University Curriculum Committee (UCC).

**Deadline:** This form must be submitted to the Office of the Provost and Executive Vice President by December 15<sup>th</sup> for inclusion in the next available General Catalog and to be available for scheduling beginning with the next summer session.

**When applicable a Curriculum Change Form and Course Approval Forms must accompany the short form when submitted to [provost@uidaho.edu](mailto:provost@uidaho.edu)**

**Submission Information**

This section must be completed

College:	Education		
Department/Unit:	Curriculum & Instruction		
Dept/Unit Approval Date:	November 11, 2016	Vote Record:	Aye: 17    Nay: 0    Abstain: 0
College Approval Date:	CCC: 11/30/16 TECC: 12/1/16 CoE: 12/9/16	Vote Record:	Aye: 12    Nay: 0    Abstain: 0 Aye: 11    Nay: 0    Abstain: 0 Aye: 45    Nay: 0    Abstain: 0
CIP code (Consult Institutional Research):			
Primary Point of Contact (Name and Email):	Taylor Raney tcraney@uidaho.edu		

**Rationale and Overview of Program Component Request or Name Change**

This section must be completed

Provide the rationale and overview of this request. Include an explanation of how the department will manage the added workload for a new program component; describe whether the program component curriculum and admissions requirements remain the same; describe the rationale for a name change or degree designation change if applicable.

The Curriculum & Instruction Department seeks to include the option to add a K-12 Literacy endorsement to options available to elementary and secondary teacher education candidates. Elementary candidates are currently required to seek a teaching endorsement in addition to the "All Subjects K/8" requirement. Surveys of current candidates have indicated a strong interest in a literacy program. It will provide prospective teachers a strong base for understanding how to support students in development of literacy in all grades K-12.

Initial approval will also be sought through the Idaho Professional Standards Commission and Idaho State Board of Education. Upon conditional approval, the program will enroll and matriculate students for three years prior to application for full approval through those entities. Ongoing assessment will be completed in tandem with assessment of all current teacher endorsement programs, through analysis of evidence against the Idaho Standards for Initial Certification of Professional School Personnel. Additionally, the Idaho Professional Standards Commission will thoroughly review the program and recommend approval to the Idaho State Board of Education in an ongoing seven-year rotation.

**Name or Degree Change Only Requests**

Leave blank if not making a name and/or degree change only request

This section to be completed **ONLY** for changes to the name of: degree, major, minor, option, emphasis, certificate, teaching endorsement. If there are accompanying curriculum or course changes, complete the next section and attach the curriculum and/or course forms. \*\*Note: a substantive change to a program degree, major, or program component may require a program proposal form.

Current Name:	
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**CONSENT  
AUGUST 10, 2017**

New Name:	
Current Degree:	
New Degree:	
Other Details:	
Effective Date:	

**Program Component Request**

Leave blank if not adding, discontinuing, or modifying a program component. Program components consist of option, emphasis, minor, academic certificate less than 30 credits, or teaching endorsement

Clearly mark all changes to existing program components by using Track Change or strikethroughs for deletions and underlines for additions. A curriculum change form and/or course approval forms associated with this request are required to be submitted with this short form.

Create New:	<input checked="" type="checkbox"/>	Modify:	<input type="checkbox"/>	Discontinue:	<input type="checkbox"/>	Implementation Date:	
Graduate Level:	<input type="checkbox"/>	Undergraduate Level:	<input checked="" type="checkbox"/>	Law Level:	<input type="checkbox"/>	Credit Requirement:	
Are new courses being created:	No	<input type="checkbox"/>	Yes	<input type="checkbox"/>	If yes, how many courses will be created:		

If the request is for an option or emphasis enter the associated major and degree:

Major:	Secondary Education	Degree:	B.S.Ed.
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Enter the name of the program component in the appropriate row:

Option:	
Emphasis:	
Minor:	
Academic Certificate less than 30 credits:	
Teaching Endorsement (Major/Minor):	Literacy (teaching minor)

**Learning Outcomes and Assessment Information**

This section must be completed if program component request section is completed

1.	List the intended learning outcomes for the program component, using learner centered statements that indicate what will students know, be able to do, and value or appreciate as a result of completing the program:
See attached	
2.	Describe the assessment process that will be used to evaluate how well students are achieving the intended learning outcomes of the program component:
Assessment of this program will fall under the processes used to evaluate all other teaching emphases. Data are collected through an online information management system and used in program, department, and college meetings to make determinations regarding potential changes. The attached candidate learning outcomes are the driving factor in assessment and ongoing improvement. Signature assignments are employed in order to identify opportunities for improvement across the program. Each signature assignment is tagged with standards for which it is intended to demonstrate evidence for meeting. Rubrics for each signature assignment are detailed in syllabi and used across section of the courses.	
3.	How will you ensure that the assessment findings will be used to improve the program?



**CONSENT  
AUGUST 10, 2017**

National (Council for Accreditation of Educator Preparation) and state (Idaho State Board of Education) accrediting bodies require evidence of employment of assessment findings in program improvement. The Department of Curriculum and Instruction employs an ongoing improvement process that compels faculty to employ assessment findings in any potential revisions to programs. The Literacy teaching minor program will become a part of the regular review process already in place for the other programs leading to recommendation for teacher certification/endorsement.

4. What direct and indirect measures will be used to assess student learning?

Candidates for this proposed strand within the existing C&I program will be assessed using a variety of methods, including assignments such as lesson plan creation and analysis of K-12 student work. Additionally, demonstration of competency in teaching the material to K-12 students is required. Candidates deliver literacy instruction to students in practicum settings, allowing program faculty to evaluate learning of the material and abilities to deliver it effectively.

5. When will assessment activities occur and at what frequency?

Assessment activities for teaching minors are ongoing, including annual evaluation by faculty and consideration every seven years by the above-mentioned accrediting bodies. Programs leading to recommendation for initial certification/endorsement at the University of Idaho College of Education are up for accreditation consideration during the 2020-21 academic year.

**Financial Impact**

This section must be completed if program component request section is completed

Greater than \$250,000 per FY:	Less than \$250,000 per FY:	x	
Brief Description of financial impact:	No new courses or sections are necessary to create in order to offer this teaching endorsement.		

**Distance Education Availability**

This section must be completed if program component request section is completed

To comply with the requirements of the Idaho State Board of Education (SBOE) and the Northwest Commission on Colleges and Universities (NWCCU) the University of Idaho must declare whether 50% or more of the curricular requirements of a program may be completed via distance education. **If the program component is to be offered via distance education, additional or different formwork may be required.** Contact [provost@uidaho.edu](mailto:provost@uidaho.edu) for assistance.

The U.S. Department of Education defines distance education as follows:

*Distance education means education that uses one or more of the technologies listed below to deliver instruction to students who are separated from the instructor and to support regular and substantive interaction between the students and the instructor, either synchronously or asynchronously. The technologies may include--*

- (1) *The internet;*
- (2) *One-way and two-way transmissions through open broadcast, closed circuit, cable, microwave, broadband lines, fiber optics, satellite, or wireless communications devices;*
- (3) *Audio conferencing; or*
- (4) *Video cassettes, DVDs, and CD-ROMs, if the cassettes, DVDs, or CD-ROMs are used in a course in conjunction with any of the technologies listed in paragraphs (1) through (3).*

Can 50% or more of the curricular requirements of this program component be completed via distance education?	Yes*	x	No	
*If Yes, can 100% of the curricular requirements of this program component be completed via distance education?	Yes		No	x

**Geographical Area Availability**

This section must be completed if program component request section is completed

Identify the geographical area(s) this program component can be completed in:

**CONSENT  
AUGUST 10, 2017**

Moscow	x		
Coeur d'Alene			
Boise*			
Idaho Falls*			
Other**		Location(s):	

\*Note: Programs offered in regions 3, 4, and/or 5 may require additional formwork from the State Board of Education. Contact the Office of the Provost and Executive Vice President for additional information.

\*\*Note: If Other is selected identify the specific area(s) this program component will be offered.

**Office of the Registrar Information**

Implementation Effective Date:			
Date Received by the Office of the Provost and Executive Vice President:			
Date Received by Budget Office, if applicable:			
Date Received by Institutional Research and Assessment:			
Date Received by UCC Secretary:	1-19-17		
UCC Item Number:	UCC-17-034c		
UCC Approval Date:	2/13/17	Vote Record:	Unan
Faculty Senate Item Number:			
Faculty Senate Approval Date:		Vote Record:	
General Policy Report Number or Faculty Meeting Date:			
Office of the President Approval Date:			
State Board of Education Approval/Acknowledgement Date:			

**22-Credit (K-12) Literacy Teaching Minor (22 cr)**

Twenty (22) semester credit hours in the area of literacy:

EDCI 320	Teaching Reading and Literacy	3 cr
EDCI 448/	Introduction to ENL	3 cr
EDCI 548		
EDCI 449/	ENL Methods	3 cr
EDCI 549		
ENGL 241	Introduction to the Study of Language	3 cr
EDCI 466	Literacy Assessment and Intervention	3 cr
EDCI 322	Teaching Writing/Language Arts	3 cr
EDCI 409	Integrated Methods Practicum II	1 cr
EDCI 321	Literature for Children	3 cr

**COMPLETION OF THE IDAHO COMPREHENSIVE LITERACY COURSE OR ASSESSMENT**

To obtain a literacy endorsement, applicants must complete the Idaho Comprehensive Course or the Idaho Comprehensive Literacy Assessment (ICLA). By completing EDCI 320, 322 and 466, this requirement will be met.

**CONSENT**  
**AUGUST 10, 2017**

***Standard 1: Learner Development - The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.***

\*For the purposes of these standards, the term “literacy” includes reading, writing, listening, speaking, viewing, and language as aligned to the Idaho Content Standards.

**Performance**

1. Demonstrate knowledge of developmental progressions for reading and writing and how these interface with assessment and instruction to meet diverse needs of students.

***Standard 2: Learning Differences - The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.***

\*For the purposes of these standards, the term “literacy” includes reading, writing, listening, speaking, viewing, and language as aligned to the Idaho Content Standards.

**Performance**

1. Model fair-mindedness, empathy, and ethical behavior when teaching students and working with other professionals.
2. Demonstrate an understanding of the ways in which diversity influences the reading and writing development of students, especially those who struggle to acquire literacy skills and strategies.
3. Provide students with linguistic, academic, and cultural experiences that link their communities with the school.
4. Adapt instructional materials and approaches to meet the language-proficiency needs of English learners and students who struggle to acquire literacy skills and strategies.

***Standard 3: Learning Environments - The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.***

\*For the purposes of these standards, the term “literacy” includes reading, writing, listening, speaking, viewing, and language as aligned to the Idaho Content Standards.

**Performance**

1. Arrange instructional areas to provide easy access to books and other instructional materials for a variety of individual, small-group, and whole-class activities and support teachers in doing the same.
2. Modify the arrangements to accommodate students’ changing needs.
3. Create supportive social environments for all students, especially those who struggle to acquire literacy skills and strategies.
4. Create supportive environments where English learners are encouraged and given many opportunities to use English.
5. Understand the role of routines in creating and maintaining positive learning environments for reading and writing instruction using traditional print, digital, and online resources.
6. Create effective routines for all students, especially those who struggle to acquire literacy skills and strategies.

***Standard 4: Content Knowledge - The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.***

**CONSENT**  
**AUGUST 10, 2017**

\*For the purposes of these standards, the term “literacy” includes reading, writing, listening, speaking, viewing, and language as aligned to the Idaho Content Standards.

**Performance**

1. Interprets major theories of reading and writing processes and development to understand the needs of all readers in diverse contexts.
2. Analyzes classroom environment quality for fostering individual motivation to read and write (e.g., access to print, choice, challenge, and interests).
3. Reads and understands the literature and research about factors that contribute to reading success (e.g., social, cognitive, and physical).
4. Demonstrates knowledge of and a critical stance toward a wide variety of quality traditional print, digital, and online resources.
5. Demonstrates knowledge of variables of text complexity and use them in the analysis of classroom materials.
6. Demonstrates knowledge of literacy skills and strategies demanded for online reading, comprehension and research.
7. Demonstrates knowledge of the key concepts of literacy components and their interconnections as delineated in the Idaho Content Standards to include, but may not be limited to; Reading (Reading for Literature , Reading for Informational text, and Reading Foundational Skills) based on grade level appropriateness and developmental needs of student(s) being addressed, Writing, Speaking and Listening, and Language.

***Standard 5: Application of Content - The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.***

\*For the purposes of these standards, the term “literacy” includes reading, writing, listening, speaking, viewing, and language as aligned to the Idaho Content Standards.

**Knowledge**

1. Understands how literacy (reading and writing) occurs across all subject disciplines

**Performance**

1. Plans instruction addressing content area literacy according to local, state, and/or national standards.
2. Uses digital resources appropriately to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.
3. Incorporates all aspects of literacy across content areas for instructional planning.

***Standard 6: Assessment - The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher’s and learner’s decision making.***

\*For the purposes of these standards, the term “literacy” includes reading, writing, listening, speaking, viewing, and language as aligned to the Idaho Content Standards.

**Performance**

1. Demonstrate an understanding of the literature and research related to assessments and their uses and misuses.
2. Demonstrate an understanding of established purposes for assessing the performance of all readers, including tools for screening, diagnosis, progress monitoring, and measuring outcomes.

**CONSENT**  
**AUGUST 10, 2017**

3. Recognize the basic technical adequacy of assessments (e.g., reliability, content, and construct validity).
4. Explain district and state assessment frameworks, proficiency standards, and student benchmarks.
5. Administer and interpret appropriate assessments for students, especially those who struggle with reading and writing.
6. Use multiple data sources to analyze individual readers' performance and to plan instruction and intervention.
7. Analyze and use assessment data to examine the effectiveness of specific intervention practices and students' responses to instruction.
8. Demonstrate the ability to communicate results of assessments to teachers and parents.

***Standard 7: Planning for Instruction - The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.***

\*For the purposes of these standards, the term "literacy" includes reading, writing, listening, speaking, viewing, and language as aligned to the Idaho Content Standards.

**Performance**

1. Demonstrate an understanding of the research and literature that undergirds literacy instruction for all pre-K–12 students including the range of text types recommended by the Idaho Content Standards.
2. Develop and implement the curriculum to meet the specific needs of students who struggle with reading literacy.
3. Provide differentiated instruction and instructional materials, including traditional print, digital, and online resources that capitalize on diversity.
4. Develop instruction anchored in the concepts of text complexity that is developmentally appropriate, with special attention to struggling literacy learners and diverse learners.
5. Develop instruction that includes rich and diverse experiences in digital environments to help all learners, especially struggling readers/writers, to be successful in New Literacies.

***Standard 8: Instructional Strategies - The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.***

\*For the purposes of these standards, the term "literacy" includes reading, writing, listening, speaking, viewing, and language as aligned to the Idaho Content Standards

**Performance**

1. Selects and modifies instructional strategies, approaches, and routines based on professional literature and research.
2. Provide appropriate in-depth instruction for all readers and writers, especially those who struggle with reading and writing.
3. As needed, adapt instructional materials and approaches to meet the language-proficiency needs of English learners and students who struggle to learn to read and write.
4. Use a variety of grouping practices to meet the needs of all students, especially those who struggle with reading and writing.

***Standard 9: Professional Learning and Ethical Practice - The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the***

**CONSENT**  
**AUGUST 10, 2017**

*effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.*

\*For the purposes of these standards, the term “literacy” includes reading, writing, listening, speaking, viewing, and language as aligned to the Idaho Content Standards.

**Performance**

1. Promote the value of reading and writing in and out of school by modeling a positive attitude toward reading and writing with students, colleagues, administrators, and parents and guardians.
2. Demonstrate effective use of technology for improving student learning.

*Standard 10: Leadership and Collaboration - The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.*

\*For the purposes of these standards, the term “literacy” includes reading, writing, listening, speaking, viewing, and language as aligned to the Idaho Content Standards Performance

**Performance**

1. Demonstrate the ability to hold effective conversations (e.g., for planning and reflective problem solving) with individuals and groups of teachers, work collaboratively with teachers and administrators.
2. Demonstrate an understanding of local, state, and national policies that affect reading and writing instruction.
3. Collaborate with others to build strong home-to-school and school-to-home literacy connections.

**CONSENT  
AUGUST 10, 2017**

Standard	Course	Evidence Standard is met
S1P1	EDCI 466	Signature Assignment: Case Study
	EDCI 322	Writing Lesson Plan
	EDCI 320	Signature Assignment: Language Experience Chart
S2P1		Literature Circles
S2P2	EDCI 322	Writing Lesson Plan
S2P3	EDCI 321	Signature Assignment: Language Experience Chart
S2P4	EDCI 322	Writing Lesson Plan
S3P1	EDCI 322	Words Their Way Assignment
S3P2	EDCI 322	Writing Lesson Plan
S3P3	EDCI 321	Signature Assignment: Bookfiles
S3P4	EDCI 321	Signature Assignment: Bookfiles
S3P5	EDCI 320, EDCI 322, EDCI 321	Writing Lesson Plan, Signature Assignment: Bookfiles, Signature Assignment: Language Experience Chart
S3P6	EDCI 322	Writing Lesson Plan, Words Their Way Assignment
S4P1		Writing Lesson Plan
S4P2		Signature Assignment: Language Experience Chart
S4P3	EDCI 320, EDCI 322	Chapter Textbook Readings, Journal Reflections, logs, and Quick Writes
S4P4	EDCI 320, EDCI 322, EDCI 466	Chapter Textbook Readings, Journal Reflections, logs, and Quick Writes
S4P5	EDCI 320, EDCI 322, EDCI 466	Chapter Textbook Readings, Journal Reflections, logs, and Quick Writes, Signature Assignment: Phonemic Awareness Lesson Plan and Additional Lesson Plan across Grade Levels
S4P6	EDCI 320, EDCI 322, EDCI 466	Chapter Textbook Readings, Journal Reflections, logs, and Quick Writes
S4P7	EDCI 320	Signature Assignment: Phonemic Awareness Lesson Plan and Additional Lesson Plan across Grade Levels
S5K1,	EDCI 321	Lesson Plan and Bookshare
S5P1,	EDCI 321, EDCI 322	Lesson Plan and Bookshare, Writing Lesson Plan
S5P2		
S5P3	EDCI 321	Lesson Plan and Bookshare
S6P1	EDCI 466, EDCI 320	Signature Assignment: Case Study, Signature Assignment: Assessment Assignment
S6P2	EDCI 466, EDCI 320	Signature Assignment: Case Study, Signature Assignment: Assessment Assignment
S6P3	EDCI 466	Signature Assignment: Case Study
S6P4	EDCI 466, EDCI 322	Signature Assignment: Case Study
S6P5		Signature Assignment: Case Study, Words Their Way Assignment
S6P6	EDCI 466	Signature Assignment: Case Study
S6P7	EDCI 322, EDCI 322, 320	Signature Assignment: Case Study, Words Their Way Assignment, Signature Assignment: Assessment Assignment

**CONSENT  
AUGUST 10, 2017**

S6P8		Signature Assignment: Case Study
S7P1	EDCI 409, EDCI 321	Integrated Lesson Plan Unit, Literature Circles
S7P2	EDCI 321	Literature Circles
S7P3	EDCI 321	Literature Circles
S7P4	EDCI 409	Integrated Lesson Plan Unit
S7P5	EDCI 409	Integrated Lesson Plan Unit
S8P1	EDCI 321, EDCI 320	Chapter Textbook Readings, Journal Reflections, logs, and Quick Writes, Signature Assignment: Phonemic Awareness Lesson Plan and Additional Lesson Plan across Grade Levels, Signature Assignment: Assessment Assignment
S8P2	EDCI 322, EDCI 320	Words Their Way Assignment, Signature Assignment: Phonemic Awareness Lesson Plan and Additional Lesson Plan across Grade Levels, Signature Assignment: Assessment Assignment
S8P3	EDCI 322, EDCI 320	Words Their Way Assignment, Signature Assignment: Phonemic Awareness Lesson Plan and Additional Lesson Plan across Grade Levels, Signature Assignment: Assessment Assignment
S8P4	EDCI 322, EDCI 320	Words Their Way Assignment, Signature Assignment: Phonemic Awareness Lesson Plan and Additional Lesson Plan across Grade Levels
S9P1	EDCI 321	Literature Circles
S9P2	EDCI 321	Literature Circles
S10P 1	EDCI 321	Literature Circles
S10P 2	EDCI 321	Literature Circles
S10P 3	EDCI 321	Literature Circles



**CONSENT  
AUGUST 10, 2017**

Literacy Standards Matrix

Course	Literacy Standard(s)	Evidence Standard is met
EDCI 466	S1P1 S2P4 S6P1, S6P2, S6P3, S6P4, S6P5, S6P6, S6P7, S6P8	Signature Assignment: Case Study
	S4P4, S4P5, S4P6	Chapter Textbook Readings, Journal Reflections, logs, and Quick Writes
EDCI 321	S2P3 S3P4, S3P5	Signature Assignment: Bookfiles
	S8P1 S9P2	Chapter Textbook Readings, Journal Reflections, logs, and Quick Writes
	S5K1, S5P1, S5P3	Lesson Plan and Bookshare
	S5P2 S2P1 S7P1, S7P2, S7P3, S9P1, S9P2 S10P 1, S10P2, S10P3	Literature Circles
EDCI 322	S8P2, S8P3, S8P4 S3P1, S3P6 S6P5, S6P7	Words Their Way Assignment
	S1P1 S2P2, S2P4 S3P5, S3P6, S3P2 S4P1 S5P1	Writing Lesson Plan
	S4P3, S4P4, S4P5, S4P6	Chapter Textbook Readings, Journal Reflections, logs, and Quick Writes
EDCI 320	S2P3 S4P7, S4P5 S7P4, S7P5 S8P1, S8P2, S8P3, S8P4	Signature Assignment: Phonemic Awareness Lesson Plan and Additional Lesson Plan across Grade Levels
	S1P1 S3P3, S3P5 S4P2, S4P7	Signature Assignment: Language Experience Chart
	S6P1, S6P2, S6P7 S8P1, S8P2, S8P3	Signature Assignment: Assessment Assignment
	S4P3, S4P4, S4P5, S4P6	Chapter Textbook Readings, Journal Reflections, logs, and Quick Writes
EDCI 409	S7P1, S7P4, S7P5	Integrated Lesson Plan Unit

**CONSENT  
AUGUST 10, 2017**

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AUGUST 10, 2017**



**PROGRAM COMPONENT (Group B) OR NON-SUBSTANTIVE MINOR REQUEST FORM  
Short Form**

**Instructions:** Please use one form for each request/action. Clearly mark all changes using Track Change or strikethroughs for deletions and underlines for additions. Following the approval of the appropriate college curriculum committee, a single representative for the college will e-mail the completed form to the Office of the Provost and Executive Vice President, [provost@uidaho.edu](mailto:provost@uidaho.edu) for approval and then submission to the Academic Publications Editor in the Registrar's Office for review by the University Curriculum Committee (UCC).

**Deadline:** This form must be submitted to the Office of the Provost and Executive Vice President by December 15<sup>th</sup> for inclusion in the next available General Catalog and to be available for scheduling beginning with the next summer session.

**When applicable a Curriculum Change Form and Course Approval Forms must accompany the short form when submitted to [provost@uidaho.edu](mailto:provost@uidaho.edu)**

**Submission Information**

This section must be completed

College:	<b>College of Agricultural and Life Sciences &amp; College of Education</b>		
Department/Unit:	<b>Margaret Ritchie School of Family and Consumer Sciences, Department of Curriculum &amp; Instruction</b>		
Dept/Unit Approval Date:	FCS approved on 10/19/2016 C&I approved on 11/11/2016	Vote Record:	FCS: yes 13 no 0 C&I: yes 21 no 0
College Approval Date:	CALS approved on 11/01/2016 COE approved on 12/9/16 CCC: approved 11/30/16 TECC: approved 12/1/16	Vote Record:	CALS: yes 8 no 0 COE: Unanimous (no roll call taken) CCC: 13-0 TECC: 14-0
CIP code (Consult Institutional Research):			
Primary Point of Contact (Name and Email):	Dr. John Cannon, C&I Dr. Sonya Meyer, FCS	<a href="mailto:johnc@uidaho.edu">johnc@uidaho.edu</a> <a href="mailto:sonyam@uidaho.edu">sonyam@uidaho.edu</a>	

**Rationale and Overview of Program Component Request or Name Change**

This section must be completed

Provide the rationale and overview of this request. Include an explanation of how the department will manage the added workload for a new program component; describe whether the program component curriculum and admissions requirements remain the same; describe the rationale for a name change or degree designation change if applicable.

- This proposal seeks to reinstate the University of Idaho's Family and Consumer Sciences (FCS) Secondary Teacher Certification. This will be a collaborative effort between the UI's Department of Curriculum and Instruction in the College of Education and the School of Family and Consumer Sciences in the College of Agricultural and Life Sciences.
- Idaho has a documented shortage of secondary FCS teachers. For the 2016-17 school year, 32 positions saw movement. Of these, nine were not filled due to the lack of qualified applicants. FCS programs risked being closed if a qualified instructor is not hired. With the number of careers in FCS, it is important that secondary FCS programs have a qualified instructor to prepare students with the college and career ready skills necessary for successful entry into FCS.
- 46% of current FCS secondary teachers have between 16 and 30 years of experience, which means that over the next decade there will be a significant amount of turnover through retirements. Most FCS teachers are older professionals who did not become teachers until later in their careers.
- Funding for the proposed reinstatement of FCS teacher certification at the UI will come from the Idaho Division of CTE's Teacher Preparation Grant. No new personnel resources will be needed to implement the program. Current CTE and FCS faculty have capacity to advise additional students seeking the FCS teacher certification and endorsement.

**CONSENT**  
**AUGUST 10, 2017**

**Name or Degree Change Only Requests**

Leave blank if not making a name and/or degree change only request

This section to be completed **ONLY** for changes to the name of: degree, major, minor, option, emphasis, certificate, teaching endorsement. If there are accompanying curriculum or course changes, complete the next section and attach the curriculum and/or course forms. **\*\*Note:** a substantive change to a program degree, major, or program component may require a program proposal form.

Current Name:	
New Name:	
Current Degree:	
New Degree:	
Other Details:	
Effective Date:	

# CONSENT AUGUST 10, 2017

## Program Component Request

Leave blank if not adding, discontinuing, or modifying a program component. Program components consist of option, emphasis, minor, academic certificate less than 30 credits, or teaching endorsement

Clearly mark all changes to existing program components by using Track Change or strikethroughs for deletions and underlines for additions. A curriculum change form and/or course approval forms associated with this request are required to be submitted with this short form.

Create New:	<input checked="" type="checkbox"/>	Modify:		Discontinue:		Implementation Date:	Fall 2017
Graduate Level:		Undergraduate Level:	<input checked="" type="checkbox"/>	Law Level:		Credit Requirement:	<b>34-49 offered through COE (includes 10-14 credits for FCS teaching internship)</b> <b>30 FCS Core Course Credits offered through School of FCS</b>
Are new courses being created:	<input type="checkbox"/> No	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/>	If yes, how many courses will be created:			<b>1, FCS 236 which is open to not only FCS teacher certification candidates, but to all FCS majors.</b>

If the request is for an option or emphasis enter the associated major and degree:

Major:	Career and Technical Education	Degree:	B.S.Ed.
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Enter the name of the program component in the appropriate row:

Option:	Family and Consumer Sciences
Emphasis:	
Minor:	
Academic Certificate less than 30 credits:	
Teaching Endorsement (Major/Minor):	

### Learning Outcomes and Assessment Information

This section must be completed if program component request section is completed

1.	List the intended learning outcomes for the program component, using learner centered statements that indicate what will students know, be able to do, and value or appreciate as a result of completing the program:  <b>At the conclusion of the FCS teacher certification required courses, the student will be able to:</b> <ol style="list-style-type: none"> <li><b>1. Obtain a recommendation for an Idaho Standard Secondary Certificate with Family and Consumer Sciences endorsement;</b></li> <li><b>2. Manage a comprehensive secondary FCS program;</b></li> <li><b>3. Create an engaging learning environment for secondary FCS students;</b></li> <li><b>4. Advise a secondary Family, Career and Community Leaders of America chapter; and</b></li> <li><b>5. Collaborate with community, business, and industry stakeholders through an active FCS advisory committee.</b></li> </ol>
2.	Describe the assessment process that will be used to evaluate how well students are achieving the intended learning outcomes of the program component:  <b>Each required course for the FCS teaching endorsement will have signature assignments aligned with teacher preparation standards. Rubrics aligned with the standards will be used to assess signature assignments. The online site TaskStream will be used to collect signature assignment data. FCS teaching candidates will also be required to pass the FCS Praxis in order for the UI to recommend the endorsement.</b>
3.	How will you ensure that the assessment findings will be used to improve the program?

# CONSENT AUGUST 10, 2017

FCS and College of Education faculty will use TaskStream to analyze assessment data. The data will be used for continuous program improvement.	
4.	What direct and indirect measures will be used to assess student learning?
<b>Direct Measures:</b> <ul style="list-style-type: none"> <li>• Assessment of signature assignments through the TaskStream system</li> <li>• Completion of the required FCS certification courses</li> <li>• A passing score on the UI EdTPA</li> <li>• A passing score on the FCS Praxis standardized examination</li> <li>• Issuance of an Idaho Standard Secondary Certificate with FCS endorsement</li> <li>• Course grades</li> </ul> <b>Indirect Measures</b> <ul style="list-style-type: none"> <li>• Classroom and Laboratory Observations by UI teacher educators</li> <li>• Secondary school administrators' observations of UI prepared secondary FCS teacher</li> <li>• Focus group surveys</li> <li>• Alumni surveys</li> <li>• Student evaluation of FCS certification courses</li> </ul>	
5.	When will assessment activities occur and at what frequency?
Course assessments will be conducted throughout each required FCS certification course. Assessment data will be evaluated each year through an annual CTE teacher education faculty retreat.	

### Financial Impact

This section must be completed if program component request section is completed

Greater than \$250,000 per FY:	Less than \$250,000 per FY:	<input checked="" type="checkbox"/>	
Brief Description of financial impact:	<b>Except for one new course, all other courses are currently being offered and have capacity for additional enrollments. FCS and C&amp;I faculty members have the capacity to advise students seeking the FCS teaching endorsement. The CTE program in C&amp;I receives a grant from the Idaho Division of CTE which is used to support CTE teacher preparation programs and courses. At this time, no additional funding will be requested from CALS or COE. We anticipate that this program will provide additional student enrollments for both CALS and COE.</b>		

### Distance Education Availability

This section must be completed if program component request section is completed

To comply with the requirements of the Idaho State Board of Education (SBOE) and the Northwest Commission on Colleges and Universities (NWCCU) the University of Idaho must declare whether 50% or more of the curricular requirements of a program may be completed via distance education. **If the program component is to be offered via distance education, additional or different formwork may be required.** Contact [provost@uidaho.edu](mailto:provost@uidaho.edu) for assistance.

The U.S. Department of Education defines distance education as follows:

*Distance education means education that uses one or more of the technologies listed below to deliver instruction to students who are separated from the instructor and to support regular and substantive interaction between the students and the instructor, either synchronously or asynchronously. The technologies may include--*

- (1) *The internet;*
- (2) *One-way and two-way transmissions through open broadcast, closed circuit, cable, microwave, broadband lines, fiber optics, satellite, or wireless communications devices;*
- (3) *Audio conferencing; or*
- (4) *Video cassettes, DVDs, and CD-ROMs, if the cassettes, DVDs, or CD-ROMs are used in a course in conjunction with any of the technologies listed in paragraphs (1) through (3).*

Can 50% or more of the curricular requirements of this program component be completed via distance education?	Yes*	<input checked="" type="checkbox"/>	No	
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**CONSENT  
AUGUST 10, 2017**

*If Yes, can 100% of the curricular requirements of this program component be completed via distance education?	Yes		No	<b>X</b>
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**Geographical Area Availability**

This section must be completed if program component request section is completed

Identify the geographical area(s) this program component can be completed in:

Moscow	<b>X</b>		
Coeur d'Alene	<b>X</b>		
Boise*	<b>X</b>		
Idaho Falls*			
Other**		Location(s):	

\*Note: Programs offered in regions 3, 4, and/or 5 may require additional formwork from the State Board of Education. Contact the Office of the Provost and Executive Vice President for additional information.

\*\*Note: If Other is selected identify the specific area(s) this program component will be offered.

**Office of the Registrar Information**

Implementation Effective Date:			
Date Received by the Office of the Provost and Executive Vice President:			
Date Received by Budget Office, if applicable:			
Date Received by Institutional Research and Assessment:			
Date Received by UCC Secretary:	2-3-17		
UCC Item Number:	UCC-17-034a		
UCC Approval Date:	02/13/17	Vote Record:	Unan
Faculty Senate Item Number:			
Faculty Senate Approval Date:		Vote Record:	
General Policy Report Number or Faculty Meeting Date:			
Office of the President Approval Date:			
State Board of Education Approval/Acknowledgement Date:			

**D. Family and Consumer Science Option**

CTE 420 Evaluation in Professional-Technical Education	3 cr
CTE 426 Occupational Analysis and Curriculum Development	3 cr
FCS 105 Individual and Family Development	3 cr
FCS 123 Textiles	3 cr
FCS 205 Concepts in Human Nutrition	3 cr
FCS 251 Survey of FCS Professions	1 cr
FCS 234 Infancy and Early Childhood	3 cr
FCS 236 Early Childhood Laboratory Experience	3 cr
FCS 270 Intermediate Foods	3 cr
FCS 275 Experimental Foods	2 cr
One of the following (3 cr)	
FCS 340 Parent-Child Relationships in Family and Community	3 cr
FCS 445 Issues in Work and Family Life	3 cr

**CONSENT  
AUGUST 10, 2017**

One of the following (3-4 cr)

FCS 346 Personal and Family Finance and Management	4 cr
FCS 448 Consumer Economic Issues	3 cr
FCS 428 Housing America's Families	3 cr

One of the following (3-4 cr)

AGED 452 Methods of Teaching Agriculture	4 cr
CTE 472 Teaching and Learning in Occupation Education	3 cr
FCS 461 Methods Strategies in FCS Education	3 cr

One of the following (10-14 cr)

AGED 498 Internship	cr arr
CTE 484 Internship in Career and Technical Education Teaching	1-10 cr

**Courses to total 120 credits for this degree**



Core + PTE + FCS Standards

**Standard 1: Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.**

*Knowledge*

1. The teacher understands how learning occurs--how learners construct knowledge, acquire skills, and develop disciplined thinking processes--and knows how to use instructional strategies that promote student learning.
2. The teacher understands that each learner's cognitive, linguistic, social, emotional, and physical development influences learning and knows how to make instructional decisions that build on learners' strengths and needs.
3. The teacher identifies readiness for learning, and understands how development in any one area may affect performance in others.
4. The teacher understands the role of language and culture in learning and knows how to modify instruction to make language comprehensible and instruction relevant, accessible, and challenging.

*FCS Knowledge (from Standard 2: Knowledge of Human Development and Learning)*

1. The teacher understands how students learn and develop, and provides opportunities that support their intellectual, social, physical, emotional and moral development.

*Performance*

1. The teacher regularly assesses individual and group performance in order to design and modify instruction to meet learners' needs in each area of development (cognitive, linguistic, social, emotional, and physical) and scaffolds the next level of development.
2. The teacher creates developmentally appropriate instruction that takes into account individual learners' strengths, interests, and needs and that enables each learner to advance and accelerate his/her learning.
3. The teacher collaborates with families, communities, colleagues, and other professionals to promote learner growth and development.

*FCS Performance (from Standard 2: Knowledge of Human Development and Learning)*

1. The teacher develops lessons which focus on progressions and ranges of individual variation within intellectual, social, physical, emotional and moral development and their interrelationships.

*Disposition*

1. The teacher respects learners' differing strengths and needs and is committed to using this information to further each learner's development
2. The teacher is committed to using learners' strengths as a basis for growth, and their misconceptions as opportunities for learning.
3. The teacher takes responsibility for promoting learners' growth and development.
4. The teacher values the input and contributions of families, colleagues, and other professionals in understanding and supporting each learner's development.

**Standard 2: Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.**

*Knowledge*

1. The teacher understands and identifies differences in approaches to learning and performance and knows how to design instruction that uses each learner's strengths to promote growth.
2. The teacher understands students with exceptional needs, including those associated with disabilities and giftedness, and knows how to use strategies and resources to address these needs.
3. The teacher knows about second language acquisition processes and knows how to incorporate instructional strategies and resources to support language acquisition.
4. The teacher understands that learners bring assets for learning based on their individual experiences, abilities, talents, prior learning, and peer and social group interactions, as well as language, culture, family, and community values.
5. The teacher knows how to access information about the values of diverse cultures and communities and how to incorporate learners' experiences, cultures, and community resources into instruction.

*FCS Knowledge (from Standard 5: Classroom Motivation and Management Skills)*

1. The teacher understands individual and group motivation and behavior and creates a student centered learning environment that encourages positive social interaction, active engagement in learning, exploration of adaptive solutions, and self-motivation.

*Performance*

1. The teacher designs, adapts, and delivers instruction to address each student's diverse learning strengths and needs and creates opportunities for students to demonstrate their learning in different ways.
2. The teacher makes appropriate and timely provisions (e.g., pacing for individual rates of growth, task demands, communication, assessment, and response modes) for individual students with particular learning differences or needs.
3. The teacher designs instruction to build on learners' prior knowledge and experiences, allowing learners to accelerate as they demonstrate their understandings.
4. The teacher brings multiple perspectives to the discussion of content, including attention to learners' personal, family, and community experiences and cultural norms.
5. The teacher incorporates tools of language development into planning and instruction, including strategies for making content accessible to English language learners and for evaluating and supporting their development of English proficiency.
6. The teacher accesses resources, supports, and specialized assistance and services to meet particular learning differences or needs.

*FCS Performance (from Standard 5: Classroom Motivation and Management Skills)*

1. The teacher promotes individual and group motivation and behavior and creates a student centered learning environment that encourages positive social interaction, active engagement in learning, exploration of adaptive solutions, and self-motivation.

*Disposition*

1. The teacher believes that all learners can achieve at high levels and persists in helping each learner reach his/her full potential.

2. The teacher respects learners as individuals with differing personal and family backgrounds and various skills, abilities, perspectives, talents, and interests.
3. The teacher makes learners feel valued and helps them learn to value each other.
4. The teacher values diverse languages and dialects and seeks to integrate them into his/her instructional practice to engage students in learning.

**Standard 3: Learning Environments. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.**

*Knowledge*

1. The teacher understands the relationship between motivation and engagement and knows how to design learning experiences using strategies that build learner self-direction and ownership of learning.
2. The teacher knows how to help learners work productively and cooperatively with each other to achieve learning goals.
3. The teacher knows how to collaborate with learners to establish and monitor elements of a safe and productive learning environment including norms, expectations, routines, and organizational structures.
4. The teacher understands how learner diversity can affect communication and knows how to communicate effectively in differing environments.
5. The teacher knows how to use technologies and how to guide learners to apply them in appropriate, safe, and effective ways.

*Performance*

1. The teacher collaborates with learners, families, and colleagues to build a safe, positive learning climate of openness, mutual respect, support, and inquiry.
2. The teacher develops learning experiences that engage learners in collaborative and self-directed learning and that extend learner interaction with ideas and people locally and globally.
3. The teacher collaborates with learners and colleagues to develop shared values and expectations for respectful interactions, rigorous academic discussions, and individual and group responsibility for quality work.
4. The teacher manages the learning environment to actively and equitably engage learners by organizing, allocating, and coordinating the resources of time, space, and learners' attention.
5. The teacher uses a variety of methods to engage learners in evaluating the learning environment and collaborates with learners to make appropriate adjustments.
6. The teacher communicates verbally and nonverbally in ways that demonstrate respect for and responsiveness to the cultural backgrounds and differing perspectives learners bring to the learning environment.
7. The teacher promotes responsible learner use of interactive technologies to extend the possibilities for learning locally and globally.
8. The teacher intentionally builds learner capacity to collaborate in face-to-face and virtual environments through applying effective interpersonal communication skills.

*Disposition*

1. The teacher is committed to working with learners, colleagues, families, and communities to establish positive and supportive learning environments.
2. The teacher values the role of learners in promoting each other's learning and recognizes the importance of peer relationships in establishing a climate of learning.

3. The teacher is committed to supporting learners as they participate in decision making, engage in exploration and invention, work collaboratively and independently, and engage in purposeful learning.
4. The teacher seeks to foster respectful communication among all members of the learning community.
5. The teacher is a thoughtful and responsive listener and observer.

**Standard 4: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.**

*Knowledge*

1. The teacher understands major concepts, assumptions, debates, processes of inquiry, and ways of knowing that are central to the discipline(s) s/he teaches.
2. The teacher understands common misconceptions in learning the discipline and how to guide learners to accurate conceptual understanding.
3. The teacher knows and uses the academic language of the discipline and knows how to make it accessible to learners.
4. The teacher knows how to integrate culturally relevant content to build on learners' background knowledge.
5. The teacher has a deep knowledge of student content standards and learning progressions in the discipline(s) s/he teaches.

*PTE Knowledge (from Standard 1: Knowledge of Subject Matter)*

1. The teacher understands basic technological principles, processes, and skills such as design and problem solving, team decision making, information gathering, and safety.
2. The teacher understands how basic academic skills and advanced technology can be integrated into an occupational learning environment.
3. The teacher understands industry logistics, technical terminologies, and procedures for the occupational area.
4. The teacher understands industry trends and labor market needs.
5. The teacher understands workplace leadership models.
6. The teacher understands the philosophical principles and the practices of professional- technical education.
7. The teacher understands the importance of student leadership qualities in technical program areas.

*FCS Knowledge (from Standard 1: Knowledge of Subject Matter)*

1. The teacher understands the significance of family and its impact on the well-being of children, adults, and society and the multiple life roles and responsibilities in family, career, and community settings.
2. Teacher understands the impact of families' multiple roles within the home, workplace and community.
3. The teacher knows of community agencies and organizations that provide assistance to individuals and families.
4. The teacher understands how interpersonal relationships, cultural patterns, and diversity affect individuals, families, community, and the workplace.
5. The teacher understands the roles and responsibilities of parenting and factors that affect human growth and development across the life span.
6. The teacher understands the science and practical application involved in planning, selecting, preparing, and serving food according to the principles of sound nutrition, cultural and economic needs of individuals, families, and industry; along with practices to encourage wellness for life.
7. The teacher understands the design, selection, and care of textiles and apparel products.

**CONSENT  
AUGUST 10, 2017**

8. The teacher understands housing, design, furnishings, technology, and equipment needs for individuals, families, and industry.
9. The teacher understands consumer economic issues and behavior for managing individual and family resources to achieve goals at various stages of the life cycle.
10. The teacher understands resource conservation and environmental issues in relation to family and community health.
11. The teacher understands the nature of the profession and knows of careers related to family and consumer sciences.
12. The teacher understands how social media can influence communication and outcomes between individuals, family members, and community connections.
13. The teacher understands how to incorporate Family, Career and Community Leaders of America (FCCLA) as intra-curricular learning experiences.

*Performance*

1. The teacher effectively uses multiple representations and explanations that capture key ideas in the discipline, guide learners through learning progressions, and promote each learner's achievement of content standards.
2. The teacher engages students in learning experiences in the discipline(s) that encourage learners to understand, question, and analyze ideas from diverse perspectives so that they master the content.
3. The teacher engages learners in applying methods of inquiry and standards of evidence used in the discipline.
4. The teacher stimulates learner reflection on prior content knowledge, links new concepts to familiar concepts, and makes connections to learners' experiences.
5. The teacher recognizes learner misconceptions in a discipline that interfere with learning, and creates experiences to build accurate conceptual understanding.
6. The teacher evaluates and modifies instructional resources and curriculum materials for their comprehensiveness, accuracy for representing particular concepts in the discipline, and appropriateness for his/ her learners.
7. The teacher uses supplementary resources and technologies effectively to ensure accessibility and relevance for all learners.
8. The teacher creates opportunities for students to learn, practice, and master academic language in their content.
9. The teacher accesses school and/or district-based resources to evaluate the learner's content knowledge in their primary language.

*PTE Performance (from Standard 1: Knowledge of Subject Matter)*

1. The teacher maintains current technical skills and seeks continual improvement.
2. The teacher demonstrates specific occupational skills necessary for employment.
3. The teacher uses current terminology, industry logistics, and procedures for the occupational area.
4. The teacher incorporates and promotes leadership skills in state-approved Professional- Technical Student Organizations (PTSO).
5. The teacher writes and evaluates occupational objectives and competencies.
6. The teacher uses a variety of technical instructional resources.
7. The teacher assesses the occupational needs of the community.
8. The teacher facilitates experiences designed to develop skills for successful employment.
9. The teacher informs students about opportunities to develop employment skills (e.g., work- study programs, internships, volunteer work, and employment opportunities).

*FCS Performance (from Standard 1: Knowledge of Subject Matter)*

**CONSENT  
AUGUST 10, 2017**

1. The teacher demonstrates a command of instructional methodology in the delivery of family and consumer sciences content at the middle and secondary school levels.
2. The teacher integrates Family, Career and Community Leaders of America, FCCLA into family and consumer sciences instruction.
3. The teacher validates the significance of family and its impact on the well-being of children, adults, individuals and society and the multiple life roles and responsibilities in family, work career, and community settings.
4. The teacher selects and creates learning experiences that include the impact of families' multiple roles within the home, workplace and community.
5. The teacher knows of community agencies and organizations that provide assistance to individuals and families.
6. The teacher selects and creates learning experiences that include how interpersonal relationships, cultural patterns, and diversity affect individuals, families, community, and the workplace.
7. The teacher promotes the roles and responsibilities of parenting and factors that affect human growth and development across the life span.
8. The teacher incorporates the science and practical application involved in planning, selecting, preparing, and serving food according to the principles of sound nutrition, and cultural and economic needs of individuals, and families, and industry; along with practices to encourage wellness for life.
9. The teacher demonstrates the design, selection, and care of textiles and apparel products.
10. The teacher demonstrates housing, design, furnishings, technology, and equipment needs for individuals, and families, and industry.
11. The teacher integrates consumer economic issues about and behavior for managing individual and family resources to achieve goals at various stages of the life cycle.
12. The teacher integrates resource conservation and environmental issues in relation to family and community health.
13. The teacher maintains an awareness of the nature of the profession and knows of careers related to family and consumer sciences.
14. The teacher selects and creates learning experiences on how social media can influence communication and outcomes between individuals, family members, and community connections.

*Disposition*

1. The teacher realizes that content knowledge is not a fixed body of facts but is complex, culturally situated, and ever evolving. S/he keeps abreast of new ideas and understandings in the field.
2. The teacher appreciates multiple perspectives within the discipline and facilitates learners' critical analysis of these perspectives.
3. The teacher recognizes the potential of bias in his/her representation of the discipline and seeks to appropriately address problems of bias.
4. The teacher is committed to work toward each learner's mastery of disciplinary content and skills.

**Standard 5: Application of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.**

*Knowledge*

1. The teacher understands the ways of knowing in his/her discipline, how it relates to other disciplinary approaches to inquiry, and the strengths and limitations of each approach in addressing problems, issues, and concerns.

**CONSENT  
AUGUST 10, 2017**

2. The teacher understands how current interdisciplinary themes (e.g., civic literacy, health literacy, global awareness) connect to the core subjects and knows how to weave those themes into meaningful learning experiences.
3. The teacher understands the demands of accessing and managing information as well as how to evaluate issues of ethics and quality related to information and its use.
4. The teacher understands how to use digital and interactive technologies for efficiently and effectively achieving specific learning goals.
5. The teacher understands critical thinking processes and knows how to help learners develop high level questioning skills to promote their independent learning.
6. The teacher understands communication modes and skills as vehicles for learning (e.g., information gathering and processing) across disciplines as well as vehicles for expressing learning.
7. The teacher understands creative thinking processes and how to engage learners in producing original work.
8. The teacher knows where and how to access resources to build global awareness and understanding, and how to integrate them into the curriculum.

*Performance*

1. The teacher develops and implements projects that guide learners in analyzing the complexities of an issue or question using perspectives from varied disciplines and cross- disciplinary skills (e.g., a water quality study that draws upon biology and chemistry to look at factual information and social studies to examine policy implications).
2. The teacher engages learners in applying content knowledge to real world problems through the lens of interdisciplinary themes (e.g., financial literacy, environmental literacy).
3. The teacher facilitates learners' use of current tools and resources to maximize content learning in varied contexts.
4. The teacher engages learners in questioning and challenging assumptions and approaches in order to foster innovation and problem solving in local and global contexts.
5. The teacher develops learners' communication skills in disciplinary and interdisciplinary contexts by creating meaningful opportunities to employ a variety of forms of communication that address varied audiences and purposes.
6. The teacher engages learners in generating and evaluating new ideas and novel approaches, seeking inventive solutions to problems, and developing original work.
7. The teacher facilitates learners' ability to develop diverse social and cultural perspectives that expand their understanding of local and global issues and create novel approaches to solving problems.
8. The teacher develops and implements supports for learner literacy development across content areas.

*Disposition*

1. The teacher is constantly exploring how to use disciplinary knowledge as a lens to address local and global issues.
2. The teacher values knowledge outside his/her own content area and how such knowledge enhances student learning.
3. The teacher values flexible learning environments that encourage learner exploration, discovery, and expression across content areas.

**Standard 6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.**

*Knowledge*

**CONSENT  
AUGUST 10, 2017**

1. The teacher understands the differences between formative and summative applications of assessment and knows how and when to use each.
2. The teacher understands the range of types and multiple purposes of assessment and how to design, adapt, or select appropriate assessments to address specific learning goals and individual differences, and to minimize sources of bias.
3. The teacher knows how to analyze assessment data to understand patterns and gaps in learning, to guide planning and instruction, and to provide meaningful feedback to all learners.
4. The teacher knows when and how to engage learners in analyzing their own assessment results and in helping to set goals for their own learning.
5. The teacher understands the positive impact of effective descriptive feedback for learners and knows a variety of strategies for communicating this feedback.
6. The teacher knows when and how to evaluate and report learner progress against standards.
7. The teacher understands how to prepare learners for assessments and how to make accommodations in assessments and testing conditions, especially for learners with disabilities and language learning needs.

*PTE Knowledge (from Standard 8: Assessment of Student Learning)*

1. The teacher knows how to use information about a student's progress, including assessments, to evaluate work-readiness.
2. The teacher knows how to conduct a follow-up survey of graduates and how to use the information to modify curriculum and make program improvement.
3. The teacher understands how evaluation connects to instruction.

*FCS Knowledge (from Standard 8: Assessment of Student Learning)*

1. The teacher understands formal and informal comprehensive and industry assessment strategies to evaluate and advance student performance and to determine program effectiveness.

*Performance*

1. The teacher balances the use of formative and summative assessment as appropriate to support, verify, and document learning.
2. The teacher designs assessments that match learning objectives with assessment methods and minimizes sources of bias that can distort assessment results.
3. The teacher works independently and collaboratively to examine test and other performance data to understand each learner's progress and to guide planning.
4. The teacher engages learners in understanding and identifying quality work and provides them with effective descriptive feedback to guide their progress toward that work.
5. The teacher engages learners in multiple ways of demonstrating knowledge and skill as part of the assessment process.
6. The teacher models and structures processes that guide learners in examining their own thinking and learning as well as the performance of others.
7. The teacher effectively uses multiple and appropriate types of assessment data to identify each student's learning needs and to develop differentiated learning experiences.
8. The teacher prepares all learners for the demands of particular assessment formats and makes appropriate accommodations in assessments or testing conditions, especially for learners with disabilities and language learning needs.
9. The teacher continually seeks appropriate ways to employ technology to support assessment practice both to engage learners more fully and to assess and address learner needs.

*PTE Performance (from Standard 8: Assessment of Student Learning)*



**CONSENT**  
**AUGUST 10, 2017**

1. The teacher writes and evaluates occupational goals, objectives, and competencies.
2. The teacher develops clear learning objectives and creates and integrates appropriate assessment tools to measure student learning.
3. The teacher modifies the curriculum, instruction, and the program based on student progress and follow-up data from recent graduates and employers.

*FCS Performance (from Standard 8: Assessment of Student Learning)*

1. The teacher uses and interprets formal and informal comprehensive and industry assessment strategies to evaluate and advance student performance and to determine program effectiveness.

*Disposition*

1. The teacher is committed to engaging learners actively in assessment processes and to developing each learner's capacity to review and communicate about their own progress and learning.
2. The teacher takes responsibility for aligning instruction and assessment with learning goals.
3. The teacher is committed to providing timely and effective descriptive feedback to learners on their progress.
4. The teacher is committed to using multiple types of assessment processes to support, verify, and document learning.
5. The teacher is committed to making accommodations in assessments and testing conditions, especially for learners with disabilities and language learning needs.
6. The teacher is committed to the ethical use of various assessments and assessment data to identify learner strengths and needs to promote learner growth.

**Standard 7: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.**

*Knowledge*

1. The teacher understands content and content standards and how these are organized in the curriculum.
2. The teacher understands how integrating cross-disciplinary skills in instruction engages learners purposefully in applying content knowledge.
3. The teacher understands learning theory, human development, cultural diversity, and individual differences and how these impact ongoing planning.
4. The teacher understands the strengths and needs of individual learners and how to plan instruction that is responsive to these strengths and needs.
5. The teacher knows a range of evidence-based instructional strategies, resources, and technological tools and how to use them effectively to plan instruction that meets diverse learning needs.
6. The teacher knows when and how to adjust plans based on assessment information and learner responses.
7. The teacher knows when and how to access resources and collaborate with others to support student learning (e.g., special educators, related service providers, language learner specialists, librarians, media specialists, community organizations).

*PTE Knowledge (From Standard 7: Instructional Planning Skills)*

1. The teacher recognizes the scope and sequence of content and PTSOs across secondary and postsecondary technical curricula.
2. The teacher knows how to identify community and industry expectations and access resources.

*FCS Knowledge (From Standard 7: Instructional Planning Skills)*

1. The teacher understands how to apply knowledge about the current subject matter, learning theory, instructional strategies, curriculum development, evaluation, and child and adolescent development to meet curriculum goals using family and consumer sciences national standards and other resources.
2. The teacher understands how program alignment across grade levels and disciplines maximizes learning.

*Performance*

1. The teacher individually and collaboratively selects and creates learning experiences that are appropriate for curriculum goals and content standards, and are relevant to learners.
2. The teacher plans how to achieve each student's learning goals, choosing appropriate strategies and accommodations, resources, and materials to differentiate instruction for individuals and groups of learners.
3. The teacher develops appropriate sequencing of learning experiences and provides multiple ways to demonstrate knowledge and skill.
4. The teacher plans for instruction based on formative and summative assessment data, prior learner knowledge, and learner interest.
5. The teacher plans collaboratively with professionals who have specialized expertise (e.g., special educators, related service providers, language learning specialists, librarians, media specialists) to design and jointly deliver as appropriate learning experiences to meet unique learning needs.
6. The teacher evaluates plans in relation to short- and long-range goals and systematically adjusts plans to meet each student's learning needs and enhance learning.

*PTE Performance (From Standard 7: Instructional Planning Skills)*

1. The teacher designs instruction that aligns with secondary and postsecondary curricula that develops technical competencies.
2. The teacher designs instruction to meet community and industry expectations.

*FCS Performance (From Standard 7: Instructional Planning Skills)*

1. The teacher maximizes such elements as instructional materials; individual student interests, needs, and aptitudes; technology and community resources in planning instruction that creates an effective bridge between curriculum goals and students learning.

*Disposition*

1. The teacher respects learners' diverse strengths and needs and is committed to using this information to plan effective instruction.
2. The teacher values planning as a collegial activity that takes into consideration the input of learners, colleagues, families, and the larger community.
3. The teacher takes professional responsibility to use short- and long-term planning as a means of assuring student learning.
4. The teacher believes that plans must always be open to adjustment and revision based on learner needs and changing circumstances.

**Standard 8: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.**

*Knowledge*

1. The teacher understands the cognitive processes associated with various kinds of learning (e.g., critical and creative thinking, problem framing and problem solving, invention, memorization and recall) and how these processes can be stimulated.
2. The teacher knows how to apply a range of developmentally, culturally, and linguistically appropriate instructional strategies to achieve learning goals.
3. The teacher knows when and how to use appropriate strategies to differentiate instruction and engage all learners in complex thinking and meaningful tasks.
4. The teacher understands how multiple forms of communication (oral, written, nonverbal, digital, visual) convey ideas, foster self-expression, and build relationships.
5. The teacher knows how to use a wide variety of resources, including human and technological, to engage students in learning.
6. The teacher understands how content and skill development can be supported by media and technology and knows how to evaluate these resources for quality, accuracy, and effectiveness.

*PTE Knowledge (from Standard 4: Multiple Instructional Strategies)*

1. The teacher understands the entry-level skills in the occupation.
2. The teacher understands workplace culture and ethics.
3. The teacher understands how to provide students with realistic occupational and/or work experiences.
4. The teacher knows how to use education professionals, trade professionals, and research to enhance student understanding of processes, knowledge, and safety.
5. The teacher understands how occupational trends and issues affect the workplace.
6. The teacher understands how to integrate academic skills into technical content areas.
7. The teacher understands the role of innovation and entrepreneurship in the workplace.
8. The teacher understands integration of leadership training, community involvement, and personal growth into instructional strategies.

*Performance*

1. The teacher uses appropriate strategies and resources to adapt instruction to the needs of individuals and groups of learners.
2. The teacher continuously monitors student learning, engages learners in assessing their progress, and adjusts instruction in response to student learning needs.
3. The teacher collaborates with learners to design and implement relevant learning experiences, identify their strengths, and access family and community resources to develop their areas of interest.
4. The teacher varies his/her role in the instructional process (e.g., instructor, facilitator, coach, audience) in relation to the content and purposes of instruction and the needs of learners.
5. The teacher provides multiple models and representations of concepts and skills with opportunities for learners to demonstrate their knowledge through a variety of products and performances.
6. The teacher engages all learners in developing higher order questioning skills and metacognitive processes.
7. The teacher engages learners in using a range of learning skills and technology tools to access, interpret, evaluate, and apply information.
8. The teacher uses a variety of instructional strategies to support and expand learners' communication through speaking, listening, reading, writing, and other modes.
9. The teacher asks questions to stimulate discussion that serves different purposes (e.g., probing for learner understanding, helping learners articulate their ideas and thinking processes, stimulating curiosity, and helping learners to question).

*PTE Performance (from Standard 4: Multiple Instructional Strategies)*

1. The teacher models appropriate workplace practices and ethics.
2. The teacher discusses state guidelines to aid students in understanding the trends and issues of an occupation.
3. The teacher integrates academic skills appropriate for each occupational area.
4. The teacher uses simulated and/or authentic occupational applications of course content.
5. The teacher uses experts from business, industry, and government as appropriate for the content area.
6. The teacher develops a scope and sequence of instruction related to the students' prior knowledge and that aligns with articulation requirements and course competencies.
7. The teacher integrates instructional strategies and techniques that accommodate prior student knowledge.
8. The teacher discusses innovation and the entrepreneurial role in the workforce and incorporates them where possible.

*Disposition*

1. The teacher is committed to deepening awareness and understanding the strengths and needs of diverse learners when planning and adjusting instruction.
2. The teacher values the variety of ways people communicate and encourages learners to develop and use multiple forms of communication.
3. The teacher is committed to exploring how the use of new and emerging technologies can support and promote student learning.
4. The teacher values flexibility and reciprocity in the teaching process as necessary for adapting instruction to learner responses, ideas, and needs.

**Standard 9: Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.**

*Knowledge*

1. The teacher understands and knows how to use a variety of self-assessment and problem-solving strategies to analyze and reflect on his/her practice and to plan for adaptations/adjustments.
2. The teacher know how to use learner data to analyze practice and differentiate instruction accordingly.
3. The teacher understands how personal identity, worldview, and prior experience affect perceptions and expectations, and recognizes how they may bias behaviors and interactions with others.
4. The teacher understands laws related to learners' rights and teacher responsibilities (e.g., for educational equity, appropriate education for learners with disabilities, confidentiality, privacy, appropriate treatment of learners, reporting in situations related to possible child abuse).
5. The teacher knows how to build and implement a plan for professional growth directly aligned with his/her needs as a growing professional using feedback from teacher evaluations and observations, data on learner performance, and school- and system-wide priorities.

*PTE Knowledge (from Standard 9: Professional Commitment and Responsibility)*

1. The teacher understands the value and impact of having a professional development plan.
2. The teacher understands how sustained professionalism reflects on him or her as an educator and as a representative of his or her industry.

*FCS Knowledge (from Standard 9: Professional Commitment and Responsibility)*

1. The teacher understands how to research and select relevant professional development aligned to curriculum and industry standards.

*Performance*

1. The teacher engages in ongoing learning opportunities to develop knowledge and skills in order to provide all learners with engaging curriculum and learning experiences based on local and state standards.
2. The teacher engages in meaningful and appropriate professional learning experiences aligned with his/her own needs and the needs of the learners, school, and system.
3. Independently and in collaboration with colleagues, the teacher uses a variety of data (e.g., systematic observation, information about learners, research) to evaluate the outcomes of teaching and learning and to adapt planning and practice.
4. The teacher actively seeks professional, community, and technological resources, within and outside the school, as supports for analysis, reflection, and problem-solving.
5. The teacher reflects on his/her personal biases and accesses resources to deepen his/her own understanding of cultural, ethnic, gender, and learning differences to build stronger relationships and create more relevant learning experiences.
6. The teacher advocates, models, and teaches safe, legal, and ethical use of information and technology including appropriate documentation of sources and respect for others in the use of social media.

*PTE Performance (from Standard 9: Professional Commitment and Responsibility)*

1. The teacher collaborates with an administrator to create a professional development plan.
2. The teacher evaluates and reflects on his or her own level of professionalism as an educator and as a representative of his or her industry.

*FCS Performance (from Standard 9: Professional Commitment and Responsibility)*

1. The teacher participates in continual relevant professional development in order to stay current in content areas.

*Disposition*

1. The teacher takes responsibility for student learning and uses ongoing analysis and reflection to improve planning and practice.
2. The teacher is committed to deepening understanding of his/her own frames of reference (e.g., culture, gender, language, abilities, ways of knowing), the potential biases in these frames, and their impact on expectations for and relationships with learners and their families.
3. The teacher sees him/herself as a learner, continuously seeking opportunities to draw upon current education policy and research as sources of analysis and reflection to improve practice.
4. The teacher understands the expectations of the profession including codes of ethics, professional standards of practice, and relevant law and policy.

**Standard 10: Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.**

*Knowledge*

1. The teacher understands schools as organizations within a historical, cultural, political, and social context and knows how to work with others across the system to support learners.
2. The teacher understands that alignment of family, school, and community spheres of influence enhances student learning and that discontinuity in these spheres of influence interferes with learning.
3. The teacher knows how to work with other adults and has developed skills in collaborative interaction appropriate for both face-to-face and virtual contexts.
4. The teacher knows how to contribute to a common culture that supports high expectations for student learning.

*PTE Knowledge (from Standard 10: Partnerships)*

1. The teacher knows the contributions of advisory committees.
2. The teacher understands the importance of using the employment community to validate occupational skills.
3. The teacher understands how to effect change in professional-technical education and in the occupational area taught.
4. The teacher knows about professional organizations within the occupational area.
5. The teacher knows how to cooperatively develop articulation agreements between secondary and postsecondary programs.
6. The teacher understands the structure of state-approved PTSOs.
7. The teacher understands the ideas, opinions, and perceptions of business and industry.

*Performance*

1. The teacher takes an active role on the instructional team, giving and receiving feedback on practice, examining learner work, analyzing data from multiple sources, and sharing responsibility for decision making and accountability for each student's learning.
2. The teacher works with other school professionals to plan and jointly facilitate learning on how to meet diverse needs of learners.
3. The teacher engages collaboratively in the school wide effort to build a shared vision and supportive culture, identify common goals, and monitor and evaluate progress toward those goals.
4. The teacher works collaboratively with learners and their families to establish mutual expectations and ongoing communication to support learner development and achievement.
5. Working with school colleagues, the teacher builds ongoing connections with community resources to enhance student learning and wellbeing.
6. The teacher engages in professional learning, contributes to the knowledge and skill of others, and works collaboratively to advance professional practice.
7. The teacher uses technological tools and a variety of communication strategies to build local and global learning communities that engage learners, families, and colleagues.
8. The teacher uses and generates meaningful research on education issues and policies.
9. The teacher seeks appropriate opportunities to model effective practice for colleagues, to lead professional learning activities, and to serve in other leadership roles.
10. The teacher advocates to meet the needs of learners, to strengthen the learning environment, and to enact system change.
11. The teacher takes on leadership roles at the school, district, state, and/or national level and advocates for learners, the school, the community, and the profession.

*PTE Performance (from Standard 10: Partnerships)*

**CONSENT**  
**AUGUST 10, 2017**

1. The teacher establishes and uses advisory committees for program development and improvement.
2. The teacher cooperates with educators in other content areas to develop appropriate instructional strategies and to integrate learning.
3. The teacher interacts with business, industry, labor, government, and the community to build effective partnerships.
4. The teacher participates in appropriate professional organizations.
5. The teacher cooperatively constructs articulation agreements.
6. The teacher incorporates an active state-approved PTSO in his or her program.
7. The teacher understands the role of PTSOs as an integral part of the total professional- technical education program.

*Disposition*

1. The teacher actively shares responsibility for shaping and supporting the mission of his/her school as one of advocacy for learners and accountability for their success.
2. The teacher respects families' beliefs, norms, and expectations and seeks to work collaboratively with learners and families in setting and meeting challenging goals.
3. The teacher takes initiative to grow and develop with colleagues through interactions that enhance practice and support student learning.
4. The teacher takes responsibility for contributing to and advancing the profession.
5. The teacher embraces the challenge of continuous improvement and change.

**PTE Standard 11: Learning Environment - The teacher creates and manages a safe and productive learning environment.**

*PTE Knowledge*

1. The teacher understands how to dispose of waste materials.
2. The teacher understands how to care for, inventory, and maintain materials and equipment.
3. The teacher understands safety contracts and operation procedures.
4. The teacher understands legal safety issues related to the program area.
5. The teacher understands safety requirements necessary to conduct laboratory and field activities.
6. The teacher understands time and organizational skills in laboratory management.
7. The teacher is aware of safety regulations at school and work sites.
8. The teacher understands how to incorporate PTSOs as intracurricular learning experiences.

*PTE Performance*

1. The teacher ensures that facilities, materials, and equipment are safe to use.
2. The teacher instructs and models safety procedures and documents safety instruction, and updates each according to industry standards.
3. The teacher demonstrates effective management skills in the classroom and laboratory environments.
4. The teacher models and reinforces effective work and safety habits.
5. The teacher incorporates PTSOs as intra-curricular learning experiences.

**PTE Standard 12: Workplace Preparation - The teacher prepares students to meet the competing demands and responsibilities of the workplace.**

*PTE Knowledge*

1. The teacher understands workplace employability skills and related issues.
2. The teacher understands the issues of balancing work and personal responsibilities.
3. The teacher understands how to promote career awareness.

*PTE Performance*

1. The teacher designs instruction that addresses employability skills and related workplace issues.
2. The teacher discusses how to balance demands between work and personal responsibilities.
3. The teacher provides opportunities for career awareness and exploration.



**CONSENT  
AUGUST 10, 2017**

**1. Knowledge of  
Subject Matter**

**Course**

- K1. FCS 234: reading assignments from textbook chapters 3 - 16. FCS 340: text book Parent-Child Relations: Context, Research, and Application, readings chapters 1-12
- K2. FCS 105: textbook, Feldman's Discovering the Lifespan, read ch. 3-14, 19, in class discussions and activities, FCS 340: text book Parent-Child Relations: Context, Research, and Application, readings chapters 1-12
- K3. FCS 205, 234,428,346,251, 340: The instructor will deliver education on the importance and value of making community connections and sharing the skill of engaging community stakeholders through forum and advisory boards. Students engaged in class discussions on the importance and impact of community agencies and organizations. Students along with the course instructor, will develop a list of community agencies focused around family, child and community services
- K4. FCS 105: chapters 1, 3 and 14 in text Development Through the Lifespan; FCS 251: Chapter 4 in Foundations of Family and Consumer Sciences: Careers Serving Individuals, Families and Communities; FCS 419:readings and reaction papers for each chapter in text The Visible Self: Global Perspectives on Dress, Culture, and Society, video clips, guest lectures followed by class discussions; FCS 428: readings assignments from Housing Decisions and course packet,
- K5. FCS 340: text book, Parent-Child Relations: Context, Research, and Application Chapters 1 - 12, guest panel discussions, resource assignments 1-5
- K6. FCS 270 Food Safety Certification, Chapter Quizzes and Exams, FCS 275 Lab Reports, Quizzes, Religion Key Activity, Cost of Protein Activity, FCS 205 Chapter Quizzes and Exams
- K7. FCS 119 Chapters 7, 8, 9, and 12, Consumer boards and presentations; FCS 123: readings on fibers, yarns, fabrics, dyeing, printing, finishing, and textiles in today's world. Laboratory experiences on each topic; FCS 419: readings on body dress and environment, art of creating dress, ideals for individual appearances, conformity and individuality
- K8. FCS 428 course readings, and demonstrations through websites, DVDs, and field experiences to residential housing facilities in the community.
- K9. FCS 346 assignments: comparing checking accounts (their own and one other) comparing credit cards, monthly budgeting exercise, completing a personal insurance inventory, doing a shopping comparison for purchasing a vehicle, valuing a vehicle, analyzing a specific stock, and completing a personal finance file system.

**CONSENT  
AUGUST 10, 2017**

- K10. FCS 251: The instructor presents and describes major societal trends forecasted for the next 50 years and explain how the aging population will affect society; FCS 346: a project on understanding their student health insurance and the financial implications of each item. Students also understand and complete a project related to their property insurance (renter's insurance) and auto insurance; FCS 428: readings on environmental concerns and the home, healthy indoor air, checking home and completing an indoor air quality checklist specifically looking for lead, radon, asbestos, VOCs, cleaners and solvents, pesticides, formaldehyde, carbon monoxide, environmental tobacco smoke, and other biologicals such as mold and mildew; FCS 448: unit on waste and environmental impacts using the Story of Stuff and the Environment Working Group information and databases. Textile production and health and safety issues in India is also addressed through viewing a documentary, doing additional research, and writing a paper.
- K11. FCS 251 Instructor exposes students to the discipline, areas of specialization in Family and Consumer Sciences, in addition to American, Association of Family & Consumer Sciences (AAFCS), The Association of Career and Technical Education (ACTE), Kappa Omicron Nu, and Phi Upsilon Omicron. Students explore careers in FCS and how to launch careers in FCS via presentations, speakers etc.
- K12. FCS 251: Students engage in efficient communication around social media. Current trends and the pro v cons around the use of social media are also discussed in class i.e. professional networking etc.
- K13. FCCLA: The Handbook to Ultimate Leadership and FCCLA STAR Events Manual, attend district and State STAR Competitions, compile an Advisors Prep Kit, attend FCCLA State Leadership Conference
- P1. FCS 461: suggested readings, in class discussions, Unit Plan, 10 Teaching Strategy Lesson Plans, Mini Classroom Management Philosophy
- P2. FCCLA: The Handbook to Ultimate Leadership and FCCLA STAR Events Manual, attend district and State STAR Competitions, compile an Advisors Prep Kit, attend FCCLA State Leadership Conference
- P3. FCS 105: textbook, Feldman's *Discovering the Lifespan*, read ch. 3-14, 19, in class discussions and activities, Lifespan Map project; FCS 234: reading assignments from textbook chapters 3 - 16, Design a Toy project
- P4. FCS 105: textbook, Feldman's *Discovering the Lifespan*, read ch. 3-14, 19, in class discussions and activities, Lifespan Map project; 234: reading assignments from textbook chapters 3 - 16, Design a Toy project
- P5. Internships for students are coordinated through these community agency and organization contacts. Students along with the course instructor, will develop a list of community agencies focused around family, child and community services FCS 428: Field experiences to community sites with reflection papers; FCS 346: an online course and students are expected to visit community agencies and organizations in their own communities. An expectation of eight hours of service learning to an area agency or organization is expected.

**CONSENT  
AUGUST 10, 2017**

P6 FCS 251: present on What measures should employers-and family and consumer sciences professionals-take  
P7 in view of multiculturalism?; FCS 419: readings and reaction papers for each chapter, video clips, guest lectures  
followed by class discussions, Research Project Board assignment; FCS 428: complete readings and reflection  
papers regarding housing across the lifespan, they participate in field experiences at historical housing site,  
transitional/homeless shelter and senior living facilities. Reflection papers are written after each field experience  
FCS 340: assignments: Poster Presentation, case study project Philosophy of Parent-Child Relationships  
270: Recipe Breakdown Activities; 275: Exchange Menu, Thrifty Meal Plan, Ethnic Meal; 205: Recipe Assignment  
Diet Analysis Assignment  
Case Studies

P8

P9 FCS 119: Chapters 7, 8, 9, and 12, Consumer boards and presentations; FCS 123: readings on fibers, yarns,  
fabrics, dyeing, printing, finishing, and textiles in today's world. Laboratory experiences on each topic; FCS 419:  
readings on body dress and environment, art of creating dress, ideals for individual appearances, conformity  
and individuality  
FCS 428: course readings, and demonstrations through websites, DVDs, and field experiences to residential  
housing facilities in the community.

P10

P11 FCS 346 or FCS 448: assignments: comparing checking accounts (their own and one other) comparing credit  
cards, monthly budgeting exercise, completing a personal insurance inventory, doing a shopping comparison  
for purchasing a vehicle, valuing a vehicle, analyzing a specific stock, and completing a personal finance file system.  
Students are also expected to extend their learning and complete eight hours of service learning by completing a  
personal finance training to a group. A reflection paper of their service learning experience is required.

**CONSENT  
AUGUST 10, 2017**

P12 FCS 251: The instructor presents and describes major societal trends forecasted for the next 50 years and explain how the aging population will affect society; FCS 346: a project on understanding their student health insurance and the financial implications of each item. Students also understand and complete a project related to their property insurance (renter's insurance) and auto insurance; FCS 428: readings on environmental concerns and the home, healthy indoor air, checking home and completing an indoor air quality checklist specifically looking for lead, radon, asbestos, VOCs, cleaners and solvents, pesticides, formaldehyde, carbon monoxide, environmental tobacco smoke, and other biologicals such as mold and mildew; FCS 448: unit on waste and environmental impacts using the Story of Stuff and the Environment Working Group information and databases. Textile production and health and safety issues in India is also addressed through viewing a documentary, doing additional research, and writing a paper.

P13 FCS 251: Instructor exposes students to the discipline, areas of specialization in Family and Consumer Sciences, in addition to American, Association of Family & Consumer Sciences (AAFCS), The Association of Career and Technical Education (ACTE), Kappa Omicron Nu, and Phi Upsilon Omicron.

FCS 251: Students will engage in efficient communication around social media and discuss current trends and the pro v cons around the use of social media i.e. online social networking (Facebook), Professional networking (LinkedIn) and relationship building networking

2. Knowledge of Human Development and Learning Course

**CONSENT  
AUGUST 10, 2017**

K1. FCS 461: Course Readings, Mini Classroom Management Philosophy, Course Discussions; CTE 472: Bott Chapter 3, Glasgow & Hicks Section 1, Human Information Processing Reading, Reflective Commentaries over readings, Weekly Teaching Journal

P1. FCS 461: Unit Plan, 10 Teaching Strategy Lesson Plans, Mini Classroom Management Philosophy; CTE 472: Weekly Teaching Plan, Teaching Calendar, Lesson Plans, Lesson Design and Delivery Assignments

3. Modifying Instruction  
for Individual Needs Course

4. Multiple Instructional  
Strategies Course

5. Classroom Motivation  
and Management Skills Course

K1. FCS 461: Course Readings, Mini Classroom Management Philosophy, Course Discussions; CTE 472: Module 1, 2, 3, 4, & 6; Bott Chapters 2, 3, 5, 6, Glasgow & Hicks Sections 1, 2, 3, 6, & 8; Knowles Reading; Human Resource Processing Reading; To p 5 Classroom Management Strategies; Classroom Control; Concepts of Student Discipline; Reflective Commentaries, Teaching Journal

P1. FCS 461: Teaching Strategy Lesson Plans, Unit Plan, Professional Portfolio, Vidoe of Classroom Lesson Presentation, Mini Classroom Management Philosophy; CTE 472: Lesson Plans, Lesson Design and Delivery

6. Communication Skills Course

**CONSENT  
AUGUST 10, 2017**

**7. Instructional  
Planning Skills**

**Course**

FCS 461: Course Readings, Mini Classroom Management Philosophy, Course Discussions; CTE 472: Module 1, 2, 3, 4, & 6; Bott Chapters 2, 3, 5, 6, Glasgow & Hicks Sections 1, 3, 6, & 8; Knowles Reading; Human Resource Processing Reading; Reflective

K1.

Commentaries, Teaching Journal; CTE 426: Finch & Crunkilton Chpaters 3, 4, 5, 6, 7, & 8

K2.

CTE 426: Finch & Crunkilton Chapters 3, 4, 5, 6, 7; Reading Quizzes and Commentaries; Industry Analysis

P1.

FCS 461: Teaching Strategy Lesson Plans, Unit Plan, Professional Portfolio, Vidoe of Classroom Lesson Presentation, Mini Classroom Management Philosophy; CTE 472: Lesson Plans, Lesson Design and Delivery; CTE 426: Industry Analysis,

**8. Assesment of  
Student Learning**

**Course**

CTE 426: Finch & Crunkilton Readings (Chapters 3, 4, 5, 6, 7, & 8), reflective commentaries, and quizzes, Industry Analysis Assignment, Curriculum Portfolio Assignment; CTE 420: Readings from Stiggins text, Readings reflective commentary, readings quizzes

K1.

P1.

CTE 426: Industry Analysis Assignment, Curriculum Portfolio Assignment; CTE 420: Assessment Portfolio

**9. Professional  
Commitment  
and Responsibility**

**Course**

FCS 251 Instructor exposes students to the discipline, areas of specialization in Family and Consumer Sciences, in addition to American, Association of Family & Consumer Sciences (AAFCS), The Association of Career and Technical Education (ACTE), Kappa Omicron Nu, and Phi Upsilon Omicron. Students explore careers in FCS and how to launch careers in FCS via presentations,

K1.

speakers etc; CTE 426: Finch & Crunkilton Readings (Chapters 3, 5, 6, 7, & 8), reflective commentaries, and quizzes, Industry Analysis Assignment, Curriculum Portfolio Assignment; CTE 351/551: Gordon chapter 4 & 8

**CONSENT  
AUGUST 10, 2017**

P1. students introduced to American, Association of Family & Consumer Sciences (AAFCS), The Association of Career and Technical Education (ACTE), Kappa Omicron Nu, and Phi Upsilon Omicron. attend district and State FCCLA STAR Competitions, attend state FCCLA Leadership Conference;

**10. Partnerships Course**

K1. FCS 251; CTE 351: Gordon Chapter 13 reading, reflective commentary, and quiz; CTE 426 Finch & Crunkilton Chapter 4 & 5 readings, reflective commentaries and quizzes, Curriculum Portfolio

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**CONSENT**  
**AUGUST 10, 2017**

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**SUBJECT**

Appointments to the Bias and Sensitivity Committee

**REFERENCE**

November 2014	The Board appointed thirty (30) committee member for a two (2) or four (4) year term. A list of ninety (90) additional members were appointed to perform a one-time review.
February 2015	The Board approved the removal of an audio clip and associated items per the recommendation of the committee members.
August 2016	The Board appointed new committee members.
December 2016	The Board disapproved the removal of the three (3) ELA items, one (1) grade 11 passage with five (5) associated items, one (1) grade 8 passage with eleven (11) associated items, and one (1) grade 6 math item.

**APPLICABLE STATUTE, RULE, OR POLICY**

Section 33-134, Idaho Code - Assessment Item Review Committee

**BACKGROUND/DISCUSSION**

In accordance with Section 33-134, Idaho Code, the State Department of Education (Department) recommended and the State Board of Education appointed a review committee to ensure that parents, teachers, administrators, and school board members in Idaho's public education system have the opportunity to review the types and kinds of questions used on state assessments. The law requires a committee of thirty (30) individuals in each of the six (6) educational regions in the state. Each region is represented by two (2) parents, one (1) teacher, one (1) school board member, and one (1) public or charter school administrator. Committee members shall serve a term of four (4) years.

This committee is to review all summative computer adaptive test questions for bias and sensitivity. The committee is authorized to make recommendations to revise or eliminate computer adaptive test questions from the Idaho Standards Assessment Test in English Language Arts/Literacy and Mathematics.

The Department is recommending the approval of the following: Teresa Berry to serve as the School Board Member, representing Region 4; Kathy Millar, previously approved as a school board member in region 4 to serve as a parent in the same region; and Kendra McMillan, previously approved in region 5 as a school district administrator, to serve as an alternate school administrator in region 2.

**CONSENT**  
**AUGUST 10, 2017**

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**ATTACHMENTS**

Attachment 1 – Bias and Sensitivity Committee Membership

Page 3

**STAFF COMMENTS AND RECOMMENDATIONS**

Pursuant to Section 33-134, Idaho Code, the Bias and Sensitivity Committee is charged with reviewing any new test items that have been added to any summative computer adaptive test, this includes the Idaho Standards Achievement Test for English Language Usage and Mathematics. Following the review process the committee may make recommendations to the Board for removal of any test questions that the committee determines may be bias or unfair to any group of test takers, regardless of differences in characteristics, including, but not limited to disability status, ethnic group, gender, regional background, native language or socioeconomic status.

**BOARD ACTION**

I move to approve the appointment of Teresa Berry, Kathy Millar and Kendra McMillan to serve on the Bias and Sensitivity Committee, effective immediately for a term of four years.

Moved by \_\_\_\_\_ Seconded by \_\_\_\_\_ Carried Yes \_\_\_\_ No \_\_\_\_

**CONSENT  
AUGUST 10, 2017**

Bias and Sensitivity Committee Members						
Approved	Region	Role	First Name	Last Name	Term Expiration	Notes
Aug-16	Region 1	Parent 1	Lisa	(Hooper) Haley	6/30/2018	
Aug-16		Parent 2	Timothy	Hunt	6/30/2020	
Aug-16		Teacher	Mary Lee	Ruch	6/30/2020	
Aug-16		District Administrator	Judy K.	Novobielski-Muhs	6/30/2018	
Aug-16		School Board Member	David	Brinkman	6/30/2018	
	Region 2	Parent	<del>Brenda</del>	<del>Riendeau</del>	6/30/2018	Resigned from BnS July 2017
Aug-16		Parent	Susan	Rigg	6/30/2020	
Aug-16		Teacher	<del>Debra</del>	<del>Steele</del>	6/30/2018	Approved in incorrect region. Removed
Aug-16		Teacher	Ashley	Schaffner	6/30/2018	Previously approved alternate
Aug-16		District Administrator	James	Doramus	6/30/2020	
Aug-16		School Board Member	John	Menter	6/30/2020	
Aug-16	Region 3	Parent	Cindy	Thorngren Fennell	6/30/2020	
Aug-16		Parent	Tanya	Koyle	6/30/2018	
Aug-16		Teacher	Marie	Thomas	6/30/2020	
Aug-16		District Administrator	Craig	Woods	6/30/2018	
Aug-16		School Board Member	Barbara	Skogsberg	6/30/2018	
Aug-16	Region 4	Parent	Gary	Birch	6/30/2018	
Aug-16		Parent	Josie	Christensen	6/30/2020	Moved to Region 3
		Parent	Kathy	Millar	6/30/2018	Previously approved as school board member - recommending appointment as parent representing same region
Aug-16		Teacher	Barbara Dee	Jones	6/30/2018	
Aug-16		District Administrator	Marcia	Grabow	6/30/2020	
Aug-16		School Board Member	<del>Kathy</del>	<del>Millar</del>	6/30/2018	No longer serving on school board
		School Board Member	Teresa	Berry	6/30/2021	NEW
Aug-16	Region 5	Parent	Kris	Wilkinsen	6/30/2020	
Aug-16		Parent	Cindy	Schneider	6/30/2018	
Aug-16		Teacher	Teresa	Jackman	6/30/2020	
		District Administrator	<del>Kendra</del>	<del>McMillan</del>	6/30/2018	Previously approved in incorrect region. Recommend appointment as Alternate District Administrator in region 2
Aug-16		District Administrator	Michael	Mendive	6/30/2018	Previously approved alternate
Aug-16		School Board Member	Dan	Lau	6/30/2020	
Aug-16	Region 6	Parent	Laura	Wallis	6/30/2018	
Aug-16		Parent	Joy	McDaniel	6/30/2020	
Aug-16		Teacher	Cindy	Romney	6/30/2018	
Aug-16		District Administrator	Gail	Rochelle	6/30/2020	
		School Board Member				

**CONSENT  
AUGUST 10, 2017**

Alternates						
	Region	Role	First Name	Last Name		
Aug-16	Region 1	Teacher	George	Ives	6/30/2020	
Aug-16		Teacher	Jared	Hughes	6/30/2020	
Aug-16		District Administrator	Bill	Rutherford	6/30/2018	
Aug-16		School Board Member	Robin	Merrifield	6/30/2018	
Aug-16		School Board Member	Larry	Brown	6/30/2018	
	Region 2	District Administrator	Kendra	McMillan	6/30/2018	Previously approved as District Administrator in Region 5
Aug-16		School Board Member	Dawn	Fazio	6/30/2020	
Aug-16	Region 3	Parent	Melanie	Jones	6/30/2018	
Aug-16		Teacher	Frank	Robinson	6/30/2020	
Aug-16		District Administrator	Ann	Farris	6/30/2018	
Aug-16		School Board Member	Doug	Park	6/30/2018	
Aug-16		School Board Member	Dionicio (Don)	Pena	6/30/2018	
Aug-16	Region 4	Parent	Michelle	Sandoz	6/30/2018	
Aug-16		Parent	Mandy	Baker	6/30/2020	
Aug-16		Parent	Olga	Maza-Santos	6/30/2020	
Aug-16		Teacher	Darlene Matson	Dyer	6/30/2018	
Aug-16		District Administrator	Angela	Davidson	6/30/2020	
Aug-16		School Board Member	Stephanie	O'Neill	6/30/2020	Resigned from School Board
Aug-16	Region 5	Parent	Tara	Jensen	6/30/2020	
Aug-16		Parent	Shawna	Sprague	6/30/2018	
Aug-16		Teacher	La Nae	Robinson	6/30/2020	
Aug-16		District Administrator	Carmelita	Benitez	6/30/2018	
Aug-16		School Board Member	Brooke	Palmer	6/30/2020	
Aug-16		School Board Member	David	Mattson	6/30/2020	
Aug-16		School Board Member	Janie	Gebhardt	6/30/2020	
Aug-16	Region 6	Parent	Jessica	Baksis	6/30/2018	
Aug-16		Teacher	Bonnie	Warne	6/30/2018	
Aug-16		District Administrator	Darnea	Lam	6/30/2020	