Rehabilitation Services

Evaluation Form

2025 Curricular Materials Review

# Publisher information

* Publisher Name:
* Title:
* ISBN #:
* Author:
* Copyright:
* Most Recently Published Edition and Website:
* Materials provided for evaluation:
* Intended Teacher Audience(s):
* Intended Student Audience(s):
* Is this curriculum in a digital format, print format, or both?

# Instruction

## Publishing Company

* Complete the curriculum evaluation form below. Please provide written justification as to how the material meets the criterion along with location references. If a justification requires additional space, please submit a response on an additional document.

## Review Team Member:

* Please use information and attachments to complete the curriculum evaluation form.
* Explain any discrepancies between your findings and the provided information.
* Findings, explanations, and comments should directly reflect the rubric.

Scoring for Alignment to Program Standards:

To evaluate each course’s materials for alignment to [**Rehabilitation Services**](https://cte.idaho.gov/wp-content/uploads/2018/12/Rehabilitation-Services-Program-Standards-2018.pdf), analyze the materials against the relevant criteria in the tables below. Instructional materials must meet most criteria and metrics to align with program standards.

| 0 Points  No Alignment | 1 Point  Partial Alignment | 2 Points  High Alignment | NA  Not Applicable |
| --- | --- | --- | --- |
| Standard for Rehabilitation Services is not evident. | There is some evidence of the Standard for Rehabilitation Services. | Materials explicitly align to and support the Standard for Rehabilitation Services through regular and authentic engagement opportunities for students. |  |

# CONTENT STANDARD CTE RS.1.0: ETHICAL, LEGAL, AND PROFESSIONAL RESPONSIBILITIES

### Performance Standard CTE RS.1.1 Professionalism

| Student Competencies by Performance Standard | Meets Criteria | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions in addition to page numbers. |
| --- | --- | --- |
| 1. CTE RS.1.1.1 Discuss different aspects of positive character. | 0 1 2 N/A |  |
| 1. CTE RS.1.1.2 Observe realistic workplace experience through industry-related activities. | 0 1 2 N/A |  |
| 1. CTE RS.1.1.3 Demonstrate professional dress and appearance in the workplace. | 0 1 2 N/A |  |
| 1. CTE RS.1.1.4 Describe the basic traits that make up professionalism. | 0 1 2 N/A |  |
| 1. CTE RS.1.1.5 Demonstrate appropriate written and oral communication skills in the workplace. | 0 1 2 N/A |  |
| 1. CTE RS.1.1.6 Define continuous process improvement as it relates to the individual patient, health care provider, team, and profession. | 0 1 2 N/A |  |

### Performance Standard CTE RS.1.2 Ethical Behavior in Healthcare

| Student Competencies by Performance Standard | Meets Criteria | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions in addition to page numbers. |
| --- | --- | --- |
| 1. CTE RS.1.2.1 Practice responsibility within the ethical framework of the health professionals. | 0 1 2 N/A |  |
| 1. CTE RS.1.2.2 Identify the code of ethics for rehabilitation professionals. | 0 1 2 N/A |  |
| 1. CTE RS.1.2.3 Differentiate between ethical and legal issues impacting rehabilitation professions. | 0 1 2 N/A |  |
| 1. CTE RS.1.2.4 Compare personal and professional ethics. | 0 1 2 N/A |  |
| 1. CTE RS.1.2.5 Recognize ethical, cultural, and social issues and their implications related to rehabilitation professions. | 0 1 2 N/A |  |

### Performance Standard CTE RS.1.3 Legal Responsibilities in Healthcare

| Student Competencies by Performance Standard | Meets Criteria | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions in addition to page numbers. |
| --- | --- | --- |
| 1. CTE RS.1.3.1 Identify the Health Insurance Portability and Accountability Act (HIPAA). | 0 1 2 N/A |  |
| 1. CTE RS.1.3.2 Identify the Family Education Rights and Privacy Act (FERPA). | 0 1 2 N/A |  |
| 1. CTE RS.1.3.3 Compare and contrast FERPA and HIPAA. | 0 1 2 N/A |  |
| 1. CTE RS.1.3.4 Comprehend legal terminology associated with the medical profession. | 0 1 2 N/A |  |
| 1. CTE RS.1.3.5 Apply the concept of confidentiality to patient information and records. | 0 1 2 N/A |  |
| 1. CTE RS.1.3.6 Discuss common methods of payment for healthcare. | 0 1 2 N/A |  |
| 1. CTE RS.1.3.7 Explain patients’ bill of rights and advance directives. | 0 1 2 N/A |  |
| 1. CTE RS.1.3.8 Differentiate between the scopes of practice of rehabilitation professionals. | 0 1 2 N/A |  |
| 1. CTE RS.1.3.9 Define Health Informatics. | 0 1 2 N/A |  |
| 1. CTE RS.1.3.10 Define evidence-based practice. CONTENT | 0 1 2 N/A |  |

# CONTENT STANDARD CTE RS.2.0: general health and wellness

### Performance Standard CTE RS.2.1 Understand Concepts of Wellness

| Student Competencies by Performance Standard | Meets Criteria | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions in addition to page numbers. |
| --- | --- | --- |
| 1. CTE RS.2.1.1 Demonstrate the ability to apply principles of physical fitness, nutrition, and weight control. | 0 1 2 N/A |  |
| 1. CTE RS.2.1.2 Recognize signs and symptoms of alcohol and drug abuse. | 0 1 2 N/A |  |
| 1. CTE RS.2.1.3 Identify common disease and injury prevention strategies. | 0 1 2 N/A |  |
| 1. CTE RS.2.1.4 Identify physical, mental, emotional, and social wellness and stress management concepts. | 0 1 2 N/A |  |
| 1. CTE RS.2.1.5 Identify management strategies of environmental and consumer health. | 0 1 2 N/A |  |
| 1. CTE RS.2.1.6 Understand the significance of self-responsibility in negative/positive lifestyle habits. | 0 1 2 N/A |  |
| 1. CTE RS.2.1.7 Distinguish between the health belief model, social-cognitive model, and trans-theoretical model. | 0 1 2 N/A |  |

# CONTENT STANDARD CTE RS.3.0: anatomy and physiology

### Performance Standard CTE RS.3.1 Medical Terminology

| Student Competencies by Performance Standard | Meets Criteria | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions in addition to page numbers. |
| --- | --- | --- |
| 1. CTE RS.3.1.1 Define common prefixes, suffixes, and word roots relating to body structures and functions. | 0 1 2 N/A |  |
| 1. CTE RS.3.1.2 Spell and pronounce medical terms correctly. | 0 1 2 N/A |  |
| 1. CTE RS.3.1.3 Identify basic medical abbreviations. | 0 1 2 N/A |  |
| 1. CTE RS.3.1.4 Use proper terminology while describing common injuries and pathologies. | 0 1 2 N/A |  |

### Performance Standard CTE RS.3.2 Body Systems, Structures and Functions

| Student Competencies by Performance Standard | Meets Criteria | Justification or Comments |
| --- | --- | --- |
| 1. CTE RS.3.2.1 Identify the role and structure of the cardiovascular system. | 0 1 2 N/A |  |
| 1. CTE RS.3.2.2 Identify the role and structure of the circulatory system. | 0 1 2 N/A |  |
| 1. CTE RS.3.2.3 Identify the role and structure of the respiratory system. | 0 1 2 N/A |  |
| 1. CTE RS.3.2.4 Identify the role and structure of the nervous system. | 0 1 2 N/A |  |
| 1. CTE RS.3.2.5 Identify the role and structure of the endocrine system. | 0 1 2 N/A |  |
| 1. CTE RS.3.2.6 Identify the role and structure of the reproductive system. | 0 1 2 N/A |  |
| 1. CTE RS.3.2.7 Identify the role and structure of the sensory system. | 0 1 2 N/A |  |
| 1. CTE RS.3.2.8 Identify the role and structure of the excretory/urinary system. | 0 1 2 N/A |  |
| 1. CTE RS.3.2.9 Identify the role and structure of the digestive system. | 0 1 2 N/A |  |
| 1. CTE RS.3.2.10 Identify the role and structure of the muscular system. | 0 1 2 N/A |  |
| 1. CTE RS.3.2.11 Identify the role and structure of the skeletal system. | 0 1 2 N/A |  |
| 1. CTE RS.3.2.12 Identify the role and structure of the integumentary system. | 0 1 2 N/A |  |

### Performance Standard CTE RS.3.3 Musculoskeletal System

| Student Competencies by Performance Standard | Meets Criteria | Justification or Comments |
| --- | --- | --- |
| 1. CTE RS.3.3.1 Differentiate between the four basic tissue types in the body. | 0 1 2 N/A |  |
| 1. CTE RS.3.3.2 Explain the general mechanism and type of muscle contraction. | 0 1 2 N/A |  |
| 1. CTE RS.3.3.3 Categorize the structures of the body into the organizational system. | 0 1 2 N/A |  |
| 1. CTE RS.3.3.4 Summarize functions of the skeletal system. | 0 1 2 N/A |  |
| 1. CTE RS.3.3.5 Identify the bones of the axial and appendicular skeleton and their gross anatomical landmarks. | 0 1 2 N/A |  |
| 1. CTE RS.3.3.6 Identify standard anatomical position and directions. | 0 1 2 N/A |  |
| 1. CTE RS.3.3.7 Distinguish among three types of cartilage. | 0 1 2 N/A |  |
| 1. CTE RS.3.3.8 Differentiate among the various types of joints. | 0 1 2 N/A |  |
| 1. CTE RS.3.3.9 Compare the characteristics of muscles. | 0 1 2 N/A |  |

# CONTENT STANDARD CTE RS.4.0: aspects of the interprofessional team

### Performance Standard CTE RS.4.1 Members of the Team

| Student Competencies by Performance Standard | Meets Criteria | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions in addition to page numbers. |
| --- | --- | --- |
| 1. CTE RS.4.1.1 Explore various medical specialties. | 0 1 2 N/A |  |
| 1. CTE RS.4.1.2 Differentiate between the roles and responsibilities of the rehabilitation team. | 0 1 2 N/A |  |
| 1. CTE RS.4.1.3 Compare and identify professional associations. | 0 1 2 N/A |  |
| 1. CTE RS.4.1.4 Identify the importance and purpose of medical documentation. | 0 1 2 N/A |  |
| 1. CTE RS.4.1.5 Identify the components of medical documentation. | 0 1 2 N/A |  |

### Performance Standard CTE RS.4.2 Educational Requirements

| Student Competencies by Performance Standard | Meets Criteria | Justification or Comments |
| --- | --- | --- |
| 1. CTE RS.4.2.1 Research educational requirements for rehabilitation services careers. | 0 1 2 N/A |  |
| 1. CTE RS.4.2.2 Explain certification or licensure requirements for rehabilitation services careers. | 0 1 2 N/A |  |
| 1. CTE RS.4.2.3 Compare and contrast between certification, registration, and licensure for rehabilitation services careers. | 0 1 2 N/A |  |

### Performance Standard CTE RS.4.3 Career Opportunities

| Student Competencies by Performance Standard | Meets Criteria | Justification or Comments |
| --- | --- | --- |
| 1. CTE RS.4.3.1 Identify the employment opportunities for rehabilitation professions. | 0 1 2 N/A |  |
| 1. CTE RS.4.3.2 Identify the practice settings and specialties for rehabilitation professions. | 0 1 2 N/A |  |

# CONTENT STANDARD CTE RS.5.0: patient care skills

### Performance Standard CTE RS.5.1 Safety Practices

| Student Competencies by Performance Standard | Meets Criteria | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions in addition to page numbers. |
| --- | --- | --- |
| 1. CTE RS.5.1.1 Explain blood borne pathogens. | 0 1 2 N/A |  |
| 1. CTE RS.5.1.2 Demonstrate universal precautions and the use of Personal Protective Equipment (PPE). | 0 1 2 N/A |  |
| 1. CTE RS.5.1.3 Describe effective practices to manage infectious disease transmission. | 0 1 2 N/A |  |
| 1. CTE RS.5.1.4 Recognize the importance of safety data sheets (SDS). | 0 1 2 N/A |  |
| 1. CTE RS.5.1.5 Identify and explain the components of an exposure control plan. | 0 1 2 N/A |  |
| 1. CTE RS.5.1.6 Identify and explain the components of an emergency action plan. | 0 1 2 N/A |  |
| 1. CTE RS.5.1.7 Demonstrate proper body mechanics and patient transfer techniques. | 0 1 2 N/A |  |

### Performance Standard CTE RS.5.2 Basic First Aid and CPR Training

| Student Competencies by Performance Standard | Meets Criteria | Justification or Comments |
| --- | --- | --- |
| 1. CTE RS.5.2.1 Apply the concept of Universal Precautions to the practice of first aid and CPR. | 0 1 2 N/A |  |
| 1. CTE RS.5.2.2 Explain the importance of cardiopulmonary resuscitation (CPR) and how to manage an obstructed airway. | 0 1 2 N/A |  |
| 1. CTE RS.5.2.3 Demonstrate the proper technique for performing Basic Life Support for the Healthcare Provider CPR/AED and basic first aid on an adult, child, and infant. | 0 1 2 N/A |  |

### Performance Standard CTE RS.5.3 Vital Signs

| Student Competencies by Performance Standard | Meets Criteria | Justification or Comments |
| --- | --- | --- |
| 1. CTE RS.5.3.1 Measure height and weight. | 0 1 2 N/A |  |
| 1. CTE RS.5.3.2 Measure heart rate, blood pressure, temperature, and skin color. | 0 1 2 N/A |  |
| 1. CTE RS.5.3.3 Measure respiratory rate. | 0 1 2 N/A |  |
| 1. CTE RS.5.3.4 Demonstrate an understanding of normal values for vital signs. | 0 1 2 N/A |  |

### Performance Standard CTE RS.5.4 Psychological Response

| Student Competencies by Performance Standard | Meets Criteria | Justification or Comments |
| --- | --- | --- |
| 1. CTE RS.5.4.1 Compare the five psychological phases a patient may experience following a change in function or loss. | 0 1 2 N/A |  |
| 1. CTE RS.5.4.2 Examine different coping mechanisms to loss of function, death/dying, illness, and disability. | 0 1 2 N/A |  |
| 1. CTE RS.5.4.3 Demonstrate appropriate therapeutic communication including empathy and compassion. | 0 1 2 N/A |  |
| 1. CTE RS.5.4.4 Describe the importance of goal setting in the rehabilitation process. | 0 1 2 N/A |  |
| 1. CTE RS.5.4.5 Understand the theories of pain management. | 0 1 2 N/A |  |

# CONTENT STANDARD CTE RS.6.0: PRINCIPLES OF THERAPEUTIC INTERVENTIONS

### Performance Standard CTE RS.6.1 Therapeutic Exercise

| Student Competencies by Performance Standard | Meets Criteria | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions in addition to page numbers. |
| --- | --- | --- |
| 1. CTE RS.6.1.1 Define functional mobility. | 0 1 2 N/A |  |
| 1. CTE RS.6.1.2 Discuss and identify the components and goals of a rehabilitation program. | 0 1 2 N/A |  |
| 1. CTE RS.6.1.3 Compare and contrast aerobic and anaerobic therapeutic exercise. | 0 1 2 N/A |  |
| 1. CTE RS.6.1.4 Describe various range of motion exercises including passive, assisted, active, and resistive. | 0 1 2 N/A |  |
| 1. CTE RS.6.1.5 Recognize various equipment and tools used in therapeutic exercise. | 0 1 2 N/A |  |
| 1. CTE RS.6.1.6 Examine the importance of various flexibility techniques. | 0 1 2 N/A |  |
| 1. CTE RS.6.1.7 Identify evidence-based practice. | 0 1 2 N/A |  |

### Performance Standard CTE RS.6.2 Standard Tests and Measures

| Student Competencies by Performance Standard | Meets Criteria | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions in addition to page numbers. |
| --- | --- | --- |
| 1. CTE RS.6.2.1 Define standard muscle testing. | 0 1 2 N/A |  |
| 1. CTE RS.6.2.2 Identify standard range of motion testing including goniometry. | 0 1 2 N/A |  |
| 1. CTE RS.6.2.3 Identify common orthopedic special tests. | 0 1 2 N/A |  |

### Performance Standard CTE RS.6.3 Modalities and Equipment

| Student Competencies by Performance Standard | Meets Criteria | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions in addition to page numbers. |
| --- | --- | --- |
| 1. CTE RS.6.3.1 Compare and contrast the principles of rest, ice, compression, and elevation (R.I.C.E.) and protection, rest, ice, compression and elevation (P.R.I.C.E.). | 0 1 2 N/A |  |
| 1. CTE RS.6.3.2 Demonstrate proper fitting and gait with assistive devices. | 0 1 2 N/A |  |
| 1. CTE RS.6.3.3 Demonstrate proper splinting and bracing applications. | 0 1 2 N/A |  |
| 1. CTE RS.6.3.4 Identify the purpose of therapeutic modalities. | 0 1 2 N/A |  |
| 1. CTE RS.6.3.5 Describe the physiological effects, indications, contraindications, and application of therapeutic modalities. | 0 1 2 N/A |  |

# CONTENT STANDARD CTE RS.7.0: common pathologies

### Performance Standard CTE RS.7.1 Common Injuries

| Student Competencies by Performance Standard | Meets Criteria | Justification or Comments |
| --- | --- | --- |
| 1. CTE RS.7.1.1 Identify common musculoskeletal injuries. | 0 1 2 N/A |  |
| 1. CTE RS.7.1.2 Differentiate between symptoms of sprains and strains. | 0 1 2 N/A |  |
| 1. CTE RS.7.1.3 Categorize the most common types of skin injuries. | 0 1 2 N/A |  |
| 1. CTE RS.7.1.4 Differentiate between signs and symptoms of concussions. | 0 1 2 N/A |  |
| 1. CTE RS.7.1.5 Differentiate between the etiology of soft tissue and bone injuries. | 0 1 2 N/A |  |

### Performance Standard CTE RS.7.2 General Medical Conditions

| Student Competencies by Performance Standard | Meets Criteria | Justification or Comments |
| --- | --- | --- |
| 1. CTE RS.7.2.1 Recognize the general impact of diabetes to patient care. | 0 1 2 N/A |  |
| 1. CTE RS.7.2.2 Recognize the need for consultation when caring for patients with common diseases and conditions including rheumatoid arthritis, osteoarthritis, obesity, and so forth. | 0 1 2 N/A |  |
| 1. CTE RS.7.2.3 Recognize the need for consultation when caring for patients with neurological conditions. | 0 1 2 N/A |  |

### Performance Standard CTE RS.7.3 Tissue Response to Injury

| Student Competencies by Performance Standard | Meets Criteria | Justification or Comments |
| --- | --- | --- |
| 1. CTE RS.7.3.1 Describe the inflammatory process. | 0 1 2 N/A |  |
| 1. CTE RS.7.3.2 Examine the steps in the healing process of bone and soft tissue. | 0 1 2 N/A |  |
| 1. CTE RS.7.3.3 Compare and contrast acute and chronic response to injury. | 0 1 2 N/A |  |

# INDICATORS OF QUALITY RUBRIC:

**Access and Equity:**

| **Standards** | **Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers.** | **Rating (Reviewer Only):** |
| --- | --- | --- |
| 1. Materials are provided in a way that ensures all students have the opportunity to achieve success in the program of study, including by meeting Title IX, Americans with Disabilities Act and other accessibility requirements. |  |  |
| 1. Materials and assessments are free from bias, inclusive and non-discriminatory, and offered in a way that ensures all students have the opportunity to achieve success in the program of study. |  |  |
| 1. Contains guidance to support differentiated and culturally responsive (i.e., purposefully represents diverse cultures, linguistic backgrounds, learning styles and interests) instruction in the classroom so that every student’s need are addressed by including:    1. Suggestions for how to promote equitable instruction by making connections to culture, home, neighborhood, and community as appropriate.    2. Appropriate scaffolding, interventions, and supports, including integrated and appropriate reading, writing, listening, and speaking alternatives (e.g., translations, picture support, graphic organizers) that neither sacrifice content nor avoid language development for English language learners, special needs, or below grade level readers.    3. Digital and print resources that provide various levels of readability.    4. Modifications and extensions for all students, including those performing above their grade level, to deepen understanding of the content.    5. Materials in multiple language formats. |  |  |

**Student Focus:**

| **Standards** | **Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers.** | **Rating (Reviewer Only):** |
| --- | --- | --- |
| 1. The material supports the sequential and cumulative development of foundational skills and progresses in specificity to build students’ depth of knowledge and skills. Those skills are necessary for a student’s independent comprehension of grade-level complex texts and mastery of tasks called for by the standards. |  |  |
| 1. Content and standards within the program of study are non-duplicative and vertically aligned to prepare students to transition seamlessly to the next level of education. |  |  |
| 1. The material provides many and varied opportunities for students to work with each standard within the grade level. |  |  |
| 1. The material cross-references and integrates other content areas. |  |  |
| 1. The material has a balance of text types and lengths that encourage close, in-depth reading and rereading, analysis, comparison, and synthesis of texts. |  |  |
| 1. The material includes sufficient supplementary activities or assignments that are appropriately integrated into the text. |  |  |
| 1. The material has activities and assignments that develop problem-solving skills and foster synthesis and inquiry at both an individual and group level. |  |  |
| 1. The material has activities and assignments that reflect varied learning styles of students. |  |  |
| 1. The material includes appropriate instructional strategies. |  |  |
| 1. Project-based learning and related instructional approaches, such as problem-based, inquiry-based and challenge-based learning, are fully integrated into the material. |  |  |

**Pedagogical Approach:**

| **Standards** | **Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers.** | **Rating (Reviewer Only):** |
| --- | --- | --- |
| 1. Provides guidance for teachers throughout for how learning experiences build on each other to support students in developing a deep understanding of the content. |  |  |
| 1. Provides scaffolded supports for teachers to facilitate learning of the content so that students are increasingly responsible for making sense of the content. |  |  |
| 1. The material provides opportunities for supporting English language learners to regularly and actively participate with grade-level text. |  |  |
| 1. The material gives clear and concise instruction to teachers and students. It is easy to navigate and understand. |  |  |
| 1. Includes appropriate academic and content-specific vocabulary in the context of the learning experience that is accessible, introduced, reinforced, reviewed, and augmented with visual representations when appropriate. |  |  |
| 1. Allows teachers to access, revise, and print form digital resources (e.g., readings, labs, assessments, rubrics). |  |  |
| 1. Uses varied modes (selected, constructed, project-based, extended response, and performance tasks) of instruction-embedded pre-, formative, summative, peer, and self-assessment measures of learning. |  |  |
| 1. Includes editable and aligned rubrics, scoring guidelines, and exemplars that provide guidance for assessing student performance and to support teachers in planning instruction and providing ongoing feedback to students. |  |  |
| 1. Provides multiple opportunities for students to demonstrate and receive feedback on performance of practices connected with their understanding of concepts. |  |  |

**Presentation and Design:**

| **Standards** | **Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers.** | **Rating (Reviewer Only):** |
| --- | --- | --- |
| 1. The material has an aesthetically appealing appearance. |  |  |
| 1. Digital and print materials are consistently formatted, visually focused, and uncluttered for efficient use. |  |  |
| 1. The material has a reasonable and appropriate balance between text and illustration. The material has grade-appropriate font size. |  |  |
| 1. The illustrations clearly cross-reference the text, are directly relevant to the content (not simply decorative), and promote thinking, discussion, and problem solving. |  |  |
| 1. Non-text content (performance clips, images, maps, globes, graphs, pictures, charts, databases, and models) is accurate and well-integrated into the text. |  |  |

**Technology:**

| **Standards** | **Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers.** | **Rating (Reviewer Only):** |
| --- | --- | --- |
| 1. Technology and digital media support, extend, and enhance learning experiences. |  |  |
| 1. The material has “platform neutral” technology (i.e., cloud based) and availability for networking. |  |  |
| 1. The material has a user-friendly and interactive interface allowing the user to control (shift among activities). |  |  |

For Questions Contact

Content & Curriculum – Curricular Materials

Idaho Department of Education

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