

# TEXTBOOK SCREENING INSTRUMENT

## Social Studies 4-5

### September Consensus Review

**Book Code:** ALP-41-010-50-USASW1865-2

**Category:** 41-010-50

**Area**

**Cluster**

**Subject:**

**Publisher:**

**American Legacy Publishing**

**Title:**

USA Studies Weekly - 1865 to the Present (Consumable 6 Year Subscription)

**Author:** Paul Skousen

**Edition:** 12

**Copyright:** 2013

**ISBN:** 1934-9246

#### Publisher's Bid Information

**Bid Level**

Basal

**Delivery Method**

T

#### Reviewers' Analysis

**Level**

Basal

**Delivery Method:**

Traditional-T

#### Reviewers' Final Recommendation:

☒ Yes

☐ No

☐ Withdrawn

#### Committee Members:


Committee members signatures are on file.

# TEXTBOOK SCREENING INSTRUMENT

## Social Studies 4-5

### September Consensus Review

#### I. Tennessee Social Studies Content Standards

*1. The program addresses 70% of the state social studies content standards as appropriate for this cluster/course.*

**Documentation**

COMMENTS: The program addresses nearly 70% of the standards.

CONCERNS:

MET/NOT MET: Met

ALP-41-010-50-USASW1865-2-988-C6202-1328-Yes-Basal1934-9246-----9/16/2013 @ 2:16:31 PM

# TEXTBOOK SCREENING INSTRUMENT

## Social Studies 4-5

### September Consensus Review

*2. List those state social studies standards that the text does not address or partially addresses.*

#### **Documentation**

COMMENTS: 5.1--Only in teacher guide.

5.2--Only mentioned briefly on a worksheet and teacher guide.

5.3--Only Frederick Douglass is mentioned.

5.4--Uncle Tom's Cabin, Brook's attack on Sumner, and John Brown's Raid are not mentioned.

5.7--Only pictures of military uniforms.

5.8--No content that would lead a student to analyze the North and the South.

5.9--Not in-depth enough.

5.10--Anaconda Plan not mentioned by name.

5.11--First Battle of Bull Run: no significance, only location and outcome. Fort Henry and Donelson: only location and outcome. Shiloh: only location and outcome. Antietam: no location. Vicksburg: no location. Chickamauga: no significance given. Franklin: not mentioned. Nashville: not mentioned. Appomattox Court House: no location.

5.12--No information on Jefferson Davis or Clara Barton.

5.13--Gettysburg Address is not printed in its entirety, so students would not be able to summarize it.

5.14--Conditions of the battlefield are not addressed.

5.17--No info on why he chose Johnson.

5.22--Not enough info on Johnson's impeachment.

5.36--Gompers and AFL are only addressed as an activity in the workbook, not in the student text.

5.37--Could not find info on Eastman, Carver, Bessemer or Swift and Armour.

5.40--Information not addressed.

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5.43--No map of Central and Allied Powers.

5.44--Only in the teacher resource.

5.49--Did not find Hooverilles and soup kitchens.

5.50--FDIC and Cumberland Homesteads not addressed.

5.52--Fascism, totalitarianism not mentioned.

5.60--No info on UN or Cordell Hull.

5.65--No information on Freedom Riders, Little Rock 9, Montgomery Bus Boycott

5.68--Doesn't mention Nixon's trip to China.

5.72--Only Ray Kroc is mentioned.

CONCERNS: Some of the content is only touched on briefly, and there is little or no elaboration.

MET/NOT MET: Met

ALP-41-010-50-USASW1865-2-989-C6202-1329-Yes-Basal1934-9246-----8/6/2013 @ 1:22:51 PM

# TEXTBOOK SCREENING INSTRUMENT

## Social Studies 4-5

### September Consensus Review

#### II. Tennessee Social Studies Literacy Components

*The program addresses the following literacy component for each grade cluster/course.*

*1. Text complexity seems appropriate for this grade cluster/course,*

#### Documentation

COMMENTS: Text complexity is appropriate.

CONCERNS: The text is too “chatty.” For example, Week 3 p. 3: “Ready for some definitions? Here goes!”

Week 4 p. 1: “It’s a weird question, but...”

MET/NOT MET:

ALP-41-010-50-USASW1865-2-990-C6202-1330-Yes-Basal1934-9246-----8/6/2013 @ 1:22:51 PM

*2. The submission provides text alignment to primary and secondary sources. Sources are noted and varied.*

#### Documentation

COMMENTS:

CONCERNS: Lacking in the area of primary sources.

MET/NOT MET: Met

ALP-41-010-50-USASW1865-2-991-C6202-1331-Yes-Basal1934-9246-----8/6/2013 @ 1:22:51 PM

# TEXTBOOK SCREENING INSTRUMENT

## Social Studies 4-5

### September Consensus Review

3. *Questioning matches the rigor of the standards.*

#### Documentation

COMMENTS: The “Let’s Write” sections are rigorous, but they do not always directly address the standards.

Some of the open-ended questions are rigorous and thought-provoking, but more of those types of questions need to be incorporated.

CONCERNS: The teacher resource guide could use less of the standardized test multiple-choice/recall questioning.

MET/NOT MET: Met

ALP-41-010-50-USASW1865-2-992-C6202-1332-Yes-Basal1934-9246-----8/6/2013 @ 1:22:51 PM

4. *A majority of the questions and activities are text-dependent.*

#### Documentation

COMMENTS: Yes.

CONCERNS: The oral questioning in the teacher edition has text-dependent questioning. However, there are a number of questions that involve “Do you know who this is a picture of?” The questioning in the teacher edition needs to be more text dependent.

MET/NOT MET: Met

ALP-41-010-50-USASW1865-2-993-C6202-1333-Yes-Basal1934-9246-----8/6/2013 @ 1:22:51 PM

# TEXTBOOK SCREENING INSTRUMENT

## Social Studies 4-5

### September Consensus Review

#### III. Program Design

49-6-2202. (b) (3) In recommending textbooks for use in economics or business-oriented courses or programs, the commission should include at least one (1) textbook written, illustrated and exemplified in such a manner as to facilitate comprehension by all students, including those of disadvantaged socioeconomic circumstances and of culturally different backgrounds.

49-6-2202. (b) (4) In recommending textbooks for use in social studies, Tennessee history, American history or any related subject, the commission shall strive to recommend textbooks that accurately and comprehensively portray the full range of diversity and achievement of racial and ethnic minorities as well as the role and importance of religion in history.

#### A. Presentation

*1. Content is accurate.*

#### Documentation

COMMENTS: N/A

CONCERNS:

MET/NOT MET:

ALP-41-010-50-USASW1865-2-994-C6202-1334-Yes-Basal1934-9246-----8/6/2013 @ 1:22:51 PM

# TEXTBOOK SCREENING INSTRUMENT

## Social Studies 4-5

### September Consensus Review

*2 Content accommodates that learning styles, interest and ability levels of students for this grade cluster/course.*

#### Documentation

COMMENTS: The content is presented in an interesting and colorful manner. This would appeal to students of this age and the content addresses many different interests.

In the Best Practices section, there are suggestions for differentiation.

CONCERNS: The teacher resource guide needs more up-to-date activities and lessons that are relevant to the modern students' lives.

MET/NOT MET: Met

ALP-41-010-50-USASW1865-2-995-C6202-1335-Yes-Basal1934-9246-----8/6/2013 @ 1:22:51 PM

*3. There are multiple opportunities for active learning.*

#### Documentation

COMMENTS: No comment.

CONCERNS:

MET/NOT MET: Met

ALP-41-010-50-USASW1865-2-996-C6202-1336-Yes-Basal1934-9246-----8/6/2013 @ 1:22:51 PM



# TEXTBOOK SCREENING INSTRUMENT

## Social Studies 4-5

### September Consensus Review

***Note:** Social, ethnic, racial, religious, and gender bias is best determined at the local level where educators have in-depth knowledge of the culture and values of the community in which students live. Although social, ethnic, racial, religious, and gender bias is a local discussion, list any areas of concern for local review teams.*

#### **B. Organization**

*1. The organization and mechanics of the program are sequenced logically.*

##### **Documentation**

COMMENTS: Yes.

CONCERNS: There are some connection issues such as citing Shel Silverstein poetry under “Best Practices” section in Week 6 on Reconstruction. If elocution is the goal, Lincoln’s Second Inaugural would be a better fit.

MET/NOT MET: Met

ALP-41-010-50-USASW1865-2-997-C6202-1337-Yes-Basal1934-9246-----8/6/2013 @ 1:22:51 PM

*2. Technology components comprise an essential part of the program.*

##### **Documentation**

COMMENTS: There are websites and references to primary sources on the web.

CONCERNS: The QR Codes do not provide fast, immediate access to the additional information, like songs or speeches. The students are taken instead to a website through which they have to navigate to find the resource.

MET/NOT MET: Met

ALP-41-010-50-USASW1865-2-998-C6202-1338-Yes-Basal1934-9246-----8/6/2013 @ 1:22:51 PM

# TEXTBOOK SCREENING INSTRUMENT

## Social Studies 4-5

### September Consensus Review

3. *The program includes appropriate teacher support.*

#### Documentation

COMMENTS: Yes.

CONCERNS: The teacher support is not as in-depth as it needs to be to engage learners.

MET/NOT MET: Met

ALP-41-010-50-USASW1865-2-999-C6202-1339-Yes-Basal1934-9246-----8/6/2013 @ 1:22:51 PM

#### IV. Assessment

1. Assessments are aligned to program content.

#### Documentation

COMMENTS: Online editing is beneficial to teachers.

CONCERNS: The test question bank is full of lower-level thinking questions.

MET/NOT MET: Met

ALP-41-010-50-USASW1865-2-1000-C6202-1340-Yes-Basal1934-9246-----8/6/2013 @ 1:22:51 PM

2. *The program includes a variety of assessment options including, text-dependent writing prompts.*

#### Documentation

COMMENTS: “Let’s Write” offers writing assessments and a variety of suggestions.

CONCERNS: None

MET/NOT MET: Met

ALP-41-010-50-USASW1865-2-1001-C6202-1341-Yes-Basal1934-9246-----8/6/2013 @ 1:22:51 PM

# TEXTBOOK SCREENING INSTRUMENT

## Social Studies 4-5

### September Consensus Review

3. *The program provides diagnostic evaluation of student progress thought.*

#### Documentation

COMMENTS: No comment

CONCERNS:

MET/NOT MET:

ALP-41-010-50-USASW1865-2-1002-C6202-1342-Yes-Basal1934-9246-----8/6/2013 @ 1:22:51 PM

4. Assessments include text-dependent questions and primary sources.

#### Documentation

COMMENTS:

CONCERNS: There are text-dependent questions that require students to search for simple answers to simple questions that do not foster higher-level thinking.

Use of primary sources is minimal.

MET/NOT MET: Met

ALP-41-010-50-USASW1865-2-1003-C6202-1343-Yes-Basal1934-9246-----8/6/2013 @ 1:22:51 PM

# TEXTBOOK SCREENING INSTRUMENT

## Social Studies 4-5

### September Consensus Review

#### V. Other Comments

##### Documentation

COMMENTS: See below.

CONCERNS: There is not a lot of exploration of the content. There are several items in the newspapers that could be replaced with content that relates more to the standards. There needs to be more opportunities for questioning, text-dependent writing, and group discussion.

The newspaper format does not lend itself to being a durable resource for future reference.

MET/NOT MET: Met

ALP-41-010-50-USASW1865-2-1004-C6202-1344-Yes-Basal1934-9246-----8/6/2013 @ 1:22:51 PM

#### VI. Components Reviewed

##### Documentation

USA Studies Weekly--1865 to the Present (Consumable 6 Year Subscription)

Teacher Resource

Online Version

Special Issues TN History/Geography

ALP-41-010-50-USASW1865-2-1005-C6202-1345-Yes-Basal1934-9246-----8/6/2013 @ 1:22:51 PM

#### VII. Commission Member Comments

##### Documentation

COMMENTS:

CONCERNS:

MET/NOT MET:

ALP-41-010-50-USASW1865-2-1006-C6202-1346-Yes-Basal1934-9246-----8/6/2013 @ 1:22:51 PM

# TEXTBOOK SCREENING INSTRUMENT

## Social Studies 4-5

### September Consensus Review

**Book Code:** GSP-41-010-50-TNTTLATER-2

**Category:** 41-010-50

**Area**

**Cluster**

**Subject:**

**Publisher:**

**Gibbs Smith Publisher**

**Title:**

Tennessee Through Time: The Later Years

**Author:** Contributing Authors Carole Stanford Bucy and Ian R. Greaves

**Edition:** 2nd

**Copyright:** 2014

**ISBN:**

#### Publisher's Bid Information

**Bid Level**

Basal

**Delivery Method**

#### Reviewers' Analysis

**Level**

Basal

**Delivery Method:**

Traditional-T

#### Reviewers' Final Recommendation:

☒ Yes

☐ No

☐ Withdrawn

#### Committee Members:


Committee members signatures are on file.

# TEXTBOOK SCREENING INSTRUMENT

## Social Studies 4-5

### September Consensus Review

#### I. Tennessee Social Studies Content Standards

*1. The program addresses 70% of the state social studies content standards as appropriate for this cluster/course.*

**Documentation**

COMMENTS: Yes; no concerns.

CONCERNS:

MET/NOT MET:

GSP-41-010-50-TNTTLATER-2-950-C6202-1290-Yes-Basal-----8/6/2013 @ 1:22:51 PM

# TEXTBOOK SCREENING INSTRUMENT

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### September Consensus Review

*2. List those state social studies standards that the text does not address or partially addresses.*

#### Documentation

COMMENTS: 5.4--Uncle Tom's Cabin and the Compromise of 1850 are in the teacher edition, but not student edition.

--Kansas-Nebraska Act and John Brown's Raid are in the 4th grade text.

Dred Scott was only in teacher's edition and 4th grade text.

5.5--Campaign of 1860 was not addressed.

5.8--Could use more attention in the text.

5.11--All bullets mentioned except First Battle of Bull Run and Franklin. Standards that are addressed are only briefly mentioned and placed on a map.

5.13--Gettysburg Address is mentioned, but the actual Address is not included in student text, only in workbook and teacher edition.

5.14--Needs more attention to details of the battlefields.

5.17--Lincoln choosing Johnson as running mate only mentioned in a photo caption.

5.37--Carver, Bessemer, Swift and Armour not mentioned. Other figures only mentioned very briefly.

5.72--Fred Smith and Michael Dell not mentioned in student edition. All of these figures are only addressed in a chart in the teacher guide.

CONCERNS: Treaty of Versailles is not called by its proper name in the text.

\*Treaty of Versailles is now named explicitly.

\* The events prior to the Civil War have been moved from the 4th grade to the 5th grade text.

MET/NOT MET: Met

GSP-41-010-50-TNTTLATER-2-951-C6202-1291-Yes-Basal-----9/16/2013 @ 3:04:08 PM

# TEXTBOOK SCREENING INSTRUMENT

## Social Studies 4-5

### September Consensus Review

#### II. Tennessee Social Studies Literacy Components

*The program addresses the following literacy component for each grade cluster/course.*

*1. Text complexity seems appropriate for this grade cluster/course,*

#### Documentation

COMMENTS: Lexile level is quoted as 790.

CONCERNS: The reading is not complex enough. There are too many short, simple sentences that need to be rewritten so as to be complex. Students need exposure to more complex writing.

\*Sentences have been rewritten.

MET/NOT MET: Met

GSP-41-010-50-TNTTLATER-2-952-C6202-1292-Yes-Basal-----9/16/2013 @ 2:52:59 PM

*2. The submission provides text alignment to primary and secondary sources. Sources are noted and varied.*

#### Documentation

COMMENTS: Yes, there are numerous opportunities for students to refer to primary and secondary sources.

CONCERNS: Most of the primary sources should be included in the student text as opposed to appearing only in the teacher's edition and the workbook.

MET/NOT MET: Met

GSP-41-010-50-TNTTLATER-2-953-C6202-1293-Yes-Basal-----9/16/2013 @ 2:54:36 PM



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## Social Studies 4-5

### September Consensus Review

3. *Questioning matches the rigor of the standards.*

#### Documentation

COMMENTS: There are many opportunities for questioning.

CONCERNS: Most of the questions are lower-level thinking questions that ask students to recall information. There are also many questions that begin with “what do you think?” This is antithetical to the rigor of questioning that the Common Core demands where students are asked to give evidence from the text, not give their opinion.

Too many text-to-self questions.

\*The questions have been rewritten to include higher order as well as text dependent questions.

MET/NOT MET: Met

GSP-41-010-50-TNTTLATER-2-954-C6202-1294-Yes-Basal-----9/16/2013 @ 2:55:50 PM

4. *A majority of the questions and activities are text-dependent.*

#### Documentation

COMMENTS: See below.

CONCERNS: The questions are text-dependent in that the students have to refer back to the text to find the answer, but the questions do not require them to find evidence to support a position or stance on an issue. This simple type of questioning does not lead to deep understanding of the historical events.

\*Questions have been rewritten,

MET/NOT MET: Met

GSP-41-010-50-TNTTLATER-2-955-C6202-1295-Yes-Basal-----9/16/2013 @ 2:56:15 PM

# TEXTBOOK SCREENING INSTRUMENT

## Social Studies 4-5

### September Consensus Review

#### III. Program Design

49-6-2202. (b) (3) In recommending textbooks for use in economics or business-oriented courses or programs, the commission should include at least one (1) textbook written, illustrated and exemplified in such a manner as to facilitate comprehension by all students, including those of disadvantaged socioeconomic circumstances and of culturally different backgrounds.

49-6-2202. (b) (4) In recommending textbooks for use in social studies, Tennessee history, American history or any related subject, the commission shall strive to recommend textbooks that accurately and comprehensively portray the full range of diversity and achievement of racial and ethnic minorities as well as the role and importance of religion in history.

#### A. Presentation

*1. Content is accurate.*

#### Documentation

COMMENTS: No comment.

CONCERNS:

MET/NOT MET:

GSP-41-010-50-TNTTLATER-2-956-C6202-1296-Yes-Basal-----8/6/2013 @ 1:22:51 PM

*2 Content accommodates that learning styles, interest and ability levels of students for this grade cluster/course.*

#### Documentation

COMMENTS: Yes, there are multiple activities in each chapter for students to engage in that address different learning styles. There is a range of activities such as crafts, research, and using primary sources to link to the content.

CONCERNS:

MET/NOT MET: Met

GSP-41-010-50-TNTTLATER-2-957-C6202-1297-Yes-Basal-----8/6/2013 @ 1:22:51 PM

# TEXTBOOK SCREENING INSTRUMENT

## Social Studies 4-5

### September Consensus Review

3. *There are multiple opportunities for active learning.*

#### Documentation

COMMENTS: The teacher edition has ample opportunity for active and varied learning.

CONCERNS: There is a game in the teacher edition (p. 150) that includes these questions: Would you rather be shot by a sniper's bullet or choke on poison gas? I think this is inappropriate for 10 year-olds and reduces human suffering to a "game."

\*This game has been removed from the text.

MET/NOT MET: Met

GSP-41-010-50-TNTTLATER-2-958-C6202-1298-Yes-Basal-----9/16/2013 @ 2:56:39 PM

# TEXTBOOK SCREENING INSTRUMENT

## Social Studies 4-5

### September Consensus Review

***Note:** Social, ethnic, racial, religious, and gender bias is best determined at the local level where educators have in-depth knowledge of the culture and values of the community in which students live. Although social, ethnic, racial, religious, and gender bias is a local discussion, list any areas of concern for local review teams.*

#### B. Organization

*1. The organization and mechanics of the program are sequenced logically.*

##### Documentation

COMMENTS: See below.

CONCERNS: The sequence is disjointed. There need to be more charts and graphs comparing the battles of the Civil War. Very little attention is paid to battles in other states such as Virginia and Georgia.

The incorporation of Tennessee history needs to be more fluid.

MET/NOT MET: Met

GSP-41-010-50-TNTTLATER-2-959-C6202-1299-Yes-Basal-----8/6/2013 @ 1:22:51 PM

*2. Technology components comprise an essential part of the program.*

##### Documentation

COMMENTS: Other than some references to websites, technology is not an “essential” part of the program.

CONCERNS: Teachers do not typically have access to YouTube. Videos should be uploaded to textbook publisher’s website so that they’re not blocked on system networks.

MET/NOT MET: Met

GSP-41-010-50-TNTTLATER-2-960-C6202-1300-Yes-Basal-----8/6/2013 @ 1:22:51 PM

# TEXTBOOK SCREENING INSTRUMENT

## Social Studies 4-5

### September Consensus Review

3. *The program includes appropriate teacher support.*

#### Documentation

COMMENTS: The teacher's edition has a wealth of lessons, web pages, and ideas for individual and group activities.

CONCERNS:

MET/NOT MET: Met

GSP-41-010-50-TNTTLATER-2-961-C6202-1301-Yes-Basal-----8/6/2013 @ 1:22:51 PM

#### IV. Assessment

1. Assessments are aligned to program content.

#### Documentation

COMMENTS: Yes, and while multiple-choice tests do not provide opportunities for higher-level thinking, the writing assessment and project ideas are a good addition.

CONCERNS: There need to be more open-ended questions that require evidence from the text.

\*Questions have been rewritten.

MET/NOT MET: Met

GSP-41-010-50-TNTTLATER-2-962-C6202-1302-Yes-Basal-----9/16/2013 @ 2:57:33 PM

# TEXTBOOK SCREENING INSTRUMENT

## Social Studies 4-5

### September Consensus Review

2. *The program includes a variety of assessment options including, text-dependent writing prompts.*

#### Documentation

COMMENTS: See below

CONCERNS: The questions are too simple.

\*Questions have been rewritten.

MET/NOT MET: Not Meet

GSP-41-010-50-TNTTLATER-2-963-C6202-1303-Yes-Basal-----9/16/2013 @ 2:58 PM

3. *The program provides diagnostic evaluation of student progress thought.*

#### Documentation

COMMENTS: No comment.

CONCERNS:

MET/NOT MET:

GSP-41-010-50-TNTTLATER-2-964-C6202-1304-Yes-Basal-----8/6/2013 @ 1:22:51 PM

4. Assessments include text-dependent questions and primary sources.

#### Documentation

COMMENTS: The ongoing assessments do.

CONCERNS: Comprehension text-dependent questions could have more substance.

\*Questions have been rewritten.

MET/NOT MET: Met

GSP-41-010-50-TNTTLATER-2-965-C6202-1305-Yes-Basal-----9/16/2013 @ 2:58:21 PM

# TEXTBOOK SCREENING INSTRUMENT

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### September Consensus Review

#### V. Other Comments

##### Documentation

COMMENTS: Overall, the text complexity needs to be increased. There is too much reliance on simple sentence structure.

CONCERNS: The student text is light on Civil War information. There is barely any mention of Grant or Lee. In comparison, Clarence Saunders gets four paragraphs for starting Piggly Wiggly.

\*Clarence Saunders section has been pared down. The Civil War section has been ramped up.

MET/NOT MET: Met

GSP-41-010-50-TNTTLATER-2-966-C6202-1306-Yes-Basal-----9/16/2013 @ 2:59:16 PM

#### VI. Components Reviewed

##### Documentation

Tennessee Through Time: The Later Years, 2014 (Student Edition)

Tennessee Through Time: The Later Years, 2014 (Teacher Edition)

Tennessee Through Time: The Later Years, 2014 (Student Guide)

Tennessee Through Time: The Later Years, 2014 (ELL/Modified Guide)

GSP-41-010-50-TNTTLATER-2-967-C6202-1307-Yes-Basal-----8/6/2013 @ 1:22:51 PM

# TEXTBOOK SCREENING INSTRUMENT

## Social Studies 4-5

### September Consensus Review

#### VII. Commission Member Comments

##### Documentation

COMMENTS: The student text needs to be beefed up. The Civil War needs more attention. Maybe omitting The Scopes Trial will allow for that.

CONCERNS: Alvin C. York was a pacifist and conscientious objector to the war. When he received his draft notice, he asked to be exempt as such and was denied. That is a critical part of his life story. His draft card is on file with the National Archives and should be added as a primary source.

The full political intent of the Emancipation Proclamation should also be addressed...in particular the attrition rate of the Union Army and ennobling the cause.

Also, where is the counterculture movement as connected to the protests of the Vietnam War draft?

\*The Alvin C. York has been edited to include his conscientious objector status as well as a copy of his draft card.

\*There is now a one page table on the various purposes of the Emancipation Proclamation.

\*The publisher feels the Counterculture Movement is too broad in scope to include in the text.

MET/NOT MET: Met

GSP-41-010-50-TNTTLATER-2-968-C6202-1308-Yes-Basal-----9/16/2013 @ 3:04:36 PM