Hernando School District

School Board Workshop

Agenda - Final

Tuesday, February 6, 2024	**2:00 PM**	**District Office-Board Room** **919 N. Broad Street** **Brooksville, FL**

CALL TO ORDER

PRESENTATIONS

1. **24-1970** Review the Presentation of i-Ready Extended Support Program with Math Benchmarks and Instructional Coaching

   Attachments: Hernando 2024 iReady Partnership
   Hernando Co SD 8 Days Extended PL Days Quote 3473892
   Hernando SD Co Extended PD 13 days per target school Quote 3473883
   Budget Sheet Sept iReady

2. **24-1954** Presentation of the Adoption and Purchase of K-12 Social Studies Materials

Attachments: Hernando Social Studies K 5 Presentation
Hernando Social Studies 9 12 Presentation
TCI Hernando Co MS SS Board Presentation Slides FL
Economics with Financial Literacy
US History
Personal Psychology Hernando County
TCI Quote Q 26035 5 KP1
Brooksville K 5 MHE SS
Challenger K8 K 5 MHE SS
Chocachatti K 5 MHE SS
Deltona K 5 MHE SS
Eastside K 5 MHE SS
Explorer K8 K 5 MHE SS
JD Floyd K 5 MHE SS
Moton K 5 MHE SS
Pine Grove K 5 MHE SS
Spring Hill K 5 MHE SS
Suncoast K 5 MHE SS
Westside K 5 MHE SS
Winding Waters K 5 MHE SS
Sales Proposal Hernando County Public Schools 1 9 2024
Budget Sheet SS TB Adoption

GENERAL COUNSEL

ADDENDUM ITEMS

GOOD OF THE ORDER/BOARD DISCUSSION

School Board Comments

ADJOURNMENT

The next School Board Meetings are scheduled for February 20, 2024:
2:00 PM - Workshop
6:00 PM - Regular Meeting

Mission Statement
The Hernando County School District Collaborates with students, parents and other community stakeholders to effectively prepare all students for a successful transition into a diverse and changing world.

Hernando School District

School Board Workshop

Agenda Item # 1. 24-1970 2/6/2024

Title and Board Action Requested
Review the Presentation of i-Ready Extended Support Program with Math Benchmarks and Instructional Coaching

Executive Summary
The Director of Secondary Programs, on behalf of the Superintendent of Schools, hereby requests the Board to review the presentation of i-Ready Extended Support Program with Math Benchmarks and Instructional Coaching. The purpose of this added support will be focused lesson planning and classroom modeled instruction with math teachers at targeted schools grades K-8. The five schools are WWK8, SHES, JDFES, WHMS, and PMS. The lessons will be planned using i-Ready lessons and toolbox resources. Curriculum Associates is the supplier and publisher of this proprietary and copyrighted material.

My Contact
John Morris
Director of Secondary Programs
352-797-7000 ext. 443
morris_j@hcsb.k12.fl.us

2023-28 Strategic Focus Area
Priority 1: Student Success

Financial Impact
See attached budget sheet.

If expenditure is not currently budgeted, this will serve as the budget amendment when Board approved. If the agenda item includes the purchase of goods or services, the funds requested are an anticipated amount and may fluctuate depending on such factors as current market conditions, product availability, additional funding sources, and the needs of the District. Should the actual cost exceed the anticipated amount, the Board approves the additional cost, after review by the superintendent, but not in excess of the funds available in the site's approved annual budget.

HERNANDO SCHOOL DISTRICT

Learn it. Love it. Live it.

i-Ready Extended School Partnership

An i-Ready Extended Support Partnership is designed to provide consistent, expert guidance to support student learning and achievement utilizing i-Ready, FL BEST Mathematics, and other resources.

Hernando’s Focus and Identified Schools

Working alongside the district and school leadership, the i-Ready professional learning consultants will focus on math instruction with identified teachers for approximately two days per week for ten weeks.

- Spring Hill Elementary
- John D. Floyd Elementary School
- Winding Waters Gr. K-8 (focus on Elementary only)
- Powell Middle School
- West Hernando Middle School

i-Ready's Extended School Partnership Timeline

District meeting to identify focus schools and needs.

i-Ready PL Specialist meets with each school's leadership team to set focus.

Weekly support to meet the schools' needs from February through May.

Regular check-ins with the district on progress.

i-Ready

Continuous Improvement Cycle

HERNANDO SCHOOL DISTRICT
Learn it. Love it. Live it.

Triangulate Data

i-Ready, STAR, FAST

Planning to Take Action

Identify **students**, adjust **pathways**, plan **rotations**, target **resources** based on core **benchmarks**

Implement Intervention

Modeling, Explicit instruction, observe, collect data, feedback

Evaluate Effectiveness

Measure **success criteria**, monitor **growth**, plan for **adjustments**

Adjust and Support

Make **adjustments**, target **students** and **resources**, push-in **support**

Examples of support provided during our partnership with

HERNANDO SCHOOL DISTRICT

Learn it. Love it. Live it.

- Triangulate Data (STAR and i-Ready)
- Identify priority benchmarks and plan focus calendar
- Identify target students
- Connect to core by identifying and targeting specific math foundational skills
- Plan/Prep for Intervention
- Co-Teach and Model Lessons
- Guided Implementation with Focus walks with coach/Specialist/Admin
- Debrief Focus Walk and Plan Adjustments
- School-Based Support during PLCs – Adjust paths, strategically using Personalized Instruction
- Implementation Health Check in with administrative teams

Curriculum Associates®

Prepared For:
Gina Michalicka
Hernando Co SD
919 N Broad St,
Brooksville, FL 34601

1/22/2024

Dear Gina Michalicka,

Thank you for requesting a price quote from Curriculum Associates. The chart below provides a summary of the products and/or services included. If you have any questions or would like any changes, please contact us.

Implementation Starting: 2023-2024 Quote ID: 347389.2 Quote Valid through: 12/31/2024

Product	Net Price
Professional Learning	$88,000.00
Shipping/Tax/Other:	$0.00
Total:	**$88,000.00**

Thank you again for your interest in Curriculum Associates.

Sincerely

Karen Williams

kwilliams@cainc.com

Please submit this quote with your purchase order

Curriculum Associates

Quote ID: 347389.2 **Date:** 1/22/2024 **Quote Valid through:** 12/31/2024

Prepared For:
Gina Michalicka
Hernando Co SD
919 N Broad St,
Brooksville, FL 34601
michalicka_g@hcsb.k12.fl.us
352-797-7000 x433

Your Representative:
Karen Williams

kwilliams@cainc.com

John D Floyd ES 3139 Dumont Ave, Spring Hill, FL 34609

Total Building Enrollment: 894, Grade Range: PK - 5

Product Name	Grade	Item #	Qty	Net Price	Total
Online Educator Learning Platform Site License Including Educator Prep Series (Complements Onsite and Virtual Professional Learning)	Multiple	28024.0	1	$0.00	$0.00
Professional Learning Session (up to 6 hours) AY 23-24	Multiple	38556.0	8	$2,200.00	$17,600.00
				Subtotal:	$17,600.00
				Shipping:	$0.00
				Tax:	$0.00
				School Subtotal:	$17,600.00

Powell MS 4100 Barclay Ave, Brooksville, FL 34609

Total Building Enrollment: 1004, Grade Range: 6 - 8

Product Name	Grade	Item #	Qty	Net Price	Total
Online Educator Learning Platform Site License Including Educator Prep Series (Complements Onsite and Virtual Professional Learning)	Multiple	28024.0	1	$0.00	$0.00
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				Tax:	$0.00
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West Hernando MS 14325 Ken Austin Pkwy, Brooksville, FL 34613

Total Building Enrollment: 695, Grade Range: 6 - 8

Product Name	Grade	Item #	Qty	Net Price	Total
Online Educator Learning Platform Site License Including Educator Prep Series (Complements Onsite and Virtual Professional Learning)	Multiple	28024.0	1	$0.00	$0.00
Professional Learning Session (up to 6 hours) AY 23-24	Multiple	38556.0	8	$2,200.00	$17,600.00
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Winding Waters School 12240 Vespa Way, Weeki Wachee, FL 34614

Total Building Enrollment: 1622, Grade Range: K - 8

Product Name	Grade	Item #	Qty	Net Price	Total
Online Educator Learning Platform Site License Including Educator Prep Series (Complements Onsite and Virtual Professional Learning)	Multiple	28024.0	1	$0.00	$0.00
Professional Learning Session (up to 6 hours) AY 23-24	Multiple	38556.0	8	$2,200.00	$17,600.00
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Hernando Co SD 919 N Broad St, Brooksville, FL 34601

Total Building Enrollment: 16260, Grade Range: PK - 12

Product Name	Grade	Item #	Qty	Net Price	Total
Professional Learning Add On Leadership Session AY 23-24	Multiple	38629.0	1	$0.00	$0.00
				Subtotal:	$0.00
				Shipping:	$0.00
				Tax:	$0.00
				School Subtotal:	$0.00

Total

Merchandise Total:	$88,000.00
Voucher/Credit:	$0.00
Estimated Tax:	$0.00
Estimated Shipping:	$0.00
Total:	**$88,000.00**

Special Notes

F.O.B.: N. Billerica, MA 01862
Shipping: Shipping based on MDSE total
Terms: Net 30 days, pending credit approval
Fed. ID: #26-3954988

Please submit this quote with your purchase order

Y6

Curriculum Associates

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352-797-7000 x433

Your Representative:
Karen Williams

kwilliams@cainc.com

Professional Learning

Product Name	Item #	Qty	Net Price	Total
Online Educator Learning Platform Site License Including Educator Prep Series (Complements Onsite and Virtual Professional Learning)	28024.0	5	$0.00	$0.00
Professional Learning Add On Leadership Session AY 23-24	38629.0	1	$0.00	$0.00
Professional Learning Session (up to 6 hours) AY 23-24	38556.0	40	$2,200.00	$88,000.00
			Professional Learning Subtotal:	$88,000.00

Total	
List Total:	$88,000.00
Savings:	$0.00
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Information on Professional Learning Sessions and COVID-19

Protecting the health and safety of the educators we serve and their students, as well as the health and safety of our employees, is of paramount importance to Curriculum Associates. While it is our preference to deliver PL sessions in person, circumstances related to COVID-19 may require us to provide sessions virtually instead. Curriculum Associates' policy is to only provide PL sessions in person where one of our employees can reach the session site by car and where adequate safety measures are in place to protect the health of our session leaders and participants. Curriculum Associates reserves the right to switch any session from in-person to virtual if we cannot reach a session site by car, if adequate safety measures cannot be put in place, or if Curriculum Associates determines that it would otherwise put it employees at risk to provide an in-person session.

If your school or district will not permit visitors at the time of a scheduled session, Curriculum Associates would be happy to provide an equivalent live, virtual session via videoconference. Similarly, Curriculum Associates will comply with your school or district's health and safety requirements regarding on-site visitors if we are given adequate advance notice. Our PL Operations team will work with school or district personnel to hold sessions in a manner that protects the safety of educators and your school community as well as Curriculum Associates employees.

We are pleased to be able to serve you in these challenging times and look forward to providing productive learning sessions to your staff. Any questions regarding scheduling in-person or virtual training sessions should be directed to pdoperations@cainc.com.

Curriculum Associates, 153 Rangeway Road, North Billerica MA 01862-2013
Phone: 800-225-0248, Fax: 800-366-1158, E-Mail: orders@cainc.com, Website: CurriculumAssociates.com

Curriculum Associates®

Placing an Order

Email: Orders@cainc.com
Fax: 1-800-366-1158
Mail:
ATTN: CUSTOMER SERVICE DEPT.
Curriculum Associates LLC
153 Rangeway Rd
North Billerica, MA 01862-2013

Please visit CurriculumAssociates.com for more informationabout placing orders or contact CA's customer service department (1-800-225-0248) and reference quote numberfor questions.
Please attach quote to all signed purchase orders.
If tax exempt, please submit a valid exemption certificate with PO and quote in order to avoid processing delays. Exemption certificates can also be submitted to exempt@cainc.com.

Shipping Policy

Unless otherwise noted, shipping costs are calculated as follows:

Order Amount	Freight Amount
$74.99 or less	Max charge of $12.75
$75.00 to $999.99	12% of order
$1,000 to $4,999.99	10% of order

Order Amount	Freight Amount
$5,000.00 to $99,999.99	9% of order
$100,000 and more	7% of order

Please contact your local CA representative or customer service (1-800-225-0248) for expedited shipping rates. The weight limit for an expedited order is 500lbs.

The enhanced shipping and handling services listed below are available upon request subject to the availability of our carrier partners. Please notify us of these delivery requests prior to submitting your PO so that we can include the service on your quote appropriately:

- Interior Location Delivery $50/shipment location
- White Glove Delivery Service $350/shipment location

If our carrier partners are unable to deliver to the location instructed on the PO or you need to change the time or location of delivery, one or more of the following fees may be applicable:

- Delivery Address Change $100/shipment location
- Freight Storage $150/day/shipment location
- Freight Carrier Redelivery $100/shipment location

Unless otherwise expressly indicated, the shipping terms for all deliveries is FOB CA's Shipping Point (whether to a CA or third party facility). Risk of loss and title is passed to purchaser upon transfer of the goods to carrier, standard shipping charges (listedabove) are added to the invoice or included in the unit price unless otherwise specified.

Supply chain challenges outside of Curriculum Associates' control may impact inventory availability for print product. We recommend submission of purchase orders as soon as possible to help ensure timely delivery.

Payment Terms

Payment terms are as follows:

- With credit approval: Net 30 days
- Without credit approval: payment in full at time of order
- Accounts must be current before subsequentshipments are made

To ensure payment processing is timely and environmentally conscious, CA encourages ACH payments. If you would like to pay via ACH, please request remittance information by emailing AR@cainc.com.
Please send any payment notifications to payments@cainc.com. Credit card payments are only accepted for purchases under $50,000.

Invoice Receipt Preference

CA is pleased to offer electronic invoice delivery. Electronic invoice delivery allows CA to deliver your invoice in a timely and environmentally friendly manner. To request electronic invoice delivery please contact the CA Accounts Receivable team at invoices@cainc.com or by fax (1-800-366-1158). Please reference your quote number, provide a valid email address where the invoice should be directed, and indicate you

Vendor's proposed Purchase Order terms rejected to the extent inconsistent with School Board's purchasing instructions. Purchase subject to terms of School Board Standard Addendum. http://www.hernandoschools.org/departments/purchasing/vendor-information

Terms of Service

Terms and Conditions of Use, which can be found at i-ready.com/support. Customer's g the date of your purchase order or the implementation year noted on your quote, earning Terms of Service, which can be found at i-ready.com/support.

Return Policy

For any non-print products - your subscription may be terminated and you may request a pro-rata refund within 90 days of license start date. After 90 days, your non-print products purchase shall be final and no refunds are available. Except for materials sold on a non-refundable basis, purchaser may return, at purchaser risk and expense, purchased print materials with pre-approval from CA's Customer Service department within 12 months of purchase. Please examine your order upon receipt. Before returning material, call CA's Customer Service department (1-800-225-0248 option 2) for return authorization and documentation. When returning material, please include your return authorization number and the return form that will be provided to you by CA's Return department. We do not accept returns on unused i-Ready or Toolbox licenses®, materials that have been used and/or are not in "saleable condition," and individual components of kits or sets including but not limited to BRIGANCE® Kits, Ready® student and teacher sets, Ready Classroom® student and teacher sets, and Magnetic Reading classroom kits.

Curriculum Associates®

Prepared For:
Gina Michalicka
Hernando Co SD
919 N Broad St,
Brooksville, FL 34601

1/12/2024

Dear Gina Michalicka,

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Implementation Starting: 2023-2024 Quote ID: 347388.3 Quote Valid through: 12/31/2024

Product	Net Price
Professional Learning	$143,000.00
Shipping/Tax/Other:	$0.00
Total:	**$143,000.00**

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Sincerely

Karen Williams

kwilliams@cainc.com

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Professional Learning Session (up to 6 hours) AY 23-24	Multiple	38556.0	13	$2,200.00	$28,600.00
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Special Notes

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Curriculum Associates®

Placing an Order

Email: Orders@cainc.com
Fax: 1-800-366-1158
Mail:
ATTN: CUSTOMER SERVICE DEPT.
Curriculum Associates LLC
153 Rangeway Rd
North Billerica, MA 01862-2013

Please visit CurriculumAssociates.com for more informationabout placing orders or contact CA's customer service department (1-800-225-0248) and reference quote numberfor questions.
Please attach quote to all signed purchase orders.
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Please send any payment notifications to payments@cainc.com. Credit card payments are only accepted for purchases under $50,000.

Invoice Receipt Preference

CA is pleased to offer electronic invoice delivery. Electronic invoice delivery allows CA to deliver your invoice in a timely and environmentally friendly manner. To request electronic invoice delivery please contact the CA Accounts Receivable team at invoices@cainc.com or by fax (1- de a valid email address where the invoice should be directed, and indicate you

Vendor's proposed Purchase Order terms rejected to the extent inconsistent with School Board's purchasing instructions. Purchase subject to terms of School Board Standard Addendum. http://www.hernandoschools.org/departments/purchasing/vendor-information

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erms and Conditions of Use, which can be found at i-ready.com/support. Customer's g the date of your purchase order or the implementation year noted on your quote, arning Terms of Service, which can be found at i-ready.com/support.

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Complete Section A **or** B; **and** C

MUST BE COMPLETED IN FULL FOR PLACEMENT CONSIDERATION.
(For Donations, use Section B)

A. Item Currently Budgeted -

Account Name	ESSER III Instructional Staff Training Professional & Technical Svc Academic Svcs ESSER III					
Account Number	4450E	6400	3100	9410	99930	
	Fund	Function	Object	Cost Center	Project	Sub Project

Original Approved Budget + -	Budget Amendments	- Expenditures / Encumbrances To Date	= Current Available Budget	- Present Request	= Remaining Balance Available
$ 89,000.00	$ 0.00	$ 0.00	$ 89,000.00	$ 88,000.00	$ 1,000.00

Account Name	Special Rev-Fed Instructional Staff Training Professional & Technical Svc Academic Svcs Supp School Improv					
Account Number	4210E	6400	3100	9410	94400	
	Fund	Function	Object	Cost Center	Project	Sub Project

Original Approved Budget + -	Budget Amendments	- Expenditures / Encumbrances To Date	= Current Available Budget	- Present Request	= Remaining Balance Available
$ 143,000.00	$ 0.00	$ 0.00	$ 143,000.00	$ 143,000.00	$ 0.00

B. Item Currently Not Budgeted -**

Funding Source _____

Account Name _____

Account Number _____ _____ _____ _____ _____ _____
Fund Function Object Cost Center Project Sub Project

Amount $ _____

Funding Source _____

Account Name _____

Account Number _____ _____ _____ _____ _____ _____
Fund Function Object Cost Center Project Sub Project

Amount $ _____

C. History

Check one:
Prior Year Budget: ○
New for Current Year: X

Prior Year Approved Budget: $_____

Prior Year Actual Spent: $_____

**** WHEN ITEM NOT CURRENTLY BUDGETED IS APPROVED BY THE SCHOOL BOARD, THIS WILL SERVE AS THE BUDGET AMENDMENT****

Hernando School District

School Board Workshop

Agenda Item # 2. 24-1954 2/6/2024

Title and Board Action Requested
Presentation of the Adoption and Purchase of K-12 Social Studies Materials

Executive Summary
The Director of Secondary Programs, on behalf of the Superintendent of Schools, hereby requests the Board to review the presentation of the adoption and purchase of Social Studies instructional materials per the Department of Education adoption cycle. A review team consisting of instructional personnel from all schools and district support staff collaborated in the selection of the materials. Florida Statute 1006.28 requires districts to select and provide instructional materials aligned to the Florida Standards for all students. The 2023-2024 Social Studies adoption is aligned to the Florida Social Studies Next Generation Sunshine State Standards as required by the Florida State Department of Education.

My Contact
John Morris
Director of Secondary Programs
352-797-7000 ext. 443
morris_j@hcsb.k12.fl.us

2023-28 Strategic Focus Area
Priority 1: Student Success

Financial Impact
See attached budget sheet.

If expenditure is not currently budgeted, this will serve as the budget amendment when Board approved. If the agenda item includes the purchase of goods or services, the funds requested are an anticipated amount and may fluctuate depending on such factors as current market conditions, product availability, additional funding sources, and the needs of the District. Should the actual cost exceed the anticipated amount, the Board approves the additional cost, after review by the superintendent, but not in excess of the funds available in the site's approved annual budget.

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SOCIAL STUDIES

HERNANDO SCHOOL DISTRICT
Learn it. Love it. Live it.

Welcome Hernando County Educators!

Deirdre Mayi
Senior Curriculum Specialist

Inquire & Learn | Inspire & Lead

- 100% Aligned to Florida Benchmarks
- Florida Customization At ALL Grade Levels
- Equitable Spanish Resources
- **Integrated ELA** Skills Instruction
- **Benchmark** Connections
- **Flexible** Planning Options
- Embedded **ELL Support** with **Multilingual** Options
- LMS **Integration Ready** with Assignment Sync with Grade Passback
- Offline Access via McGraw-Hill K-12 Portal **App**

McGraw Hill K-12 Portal

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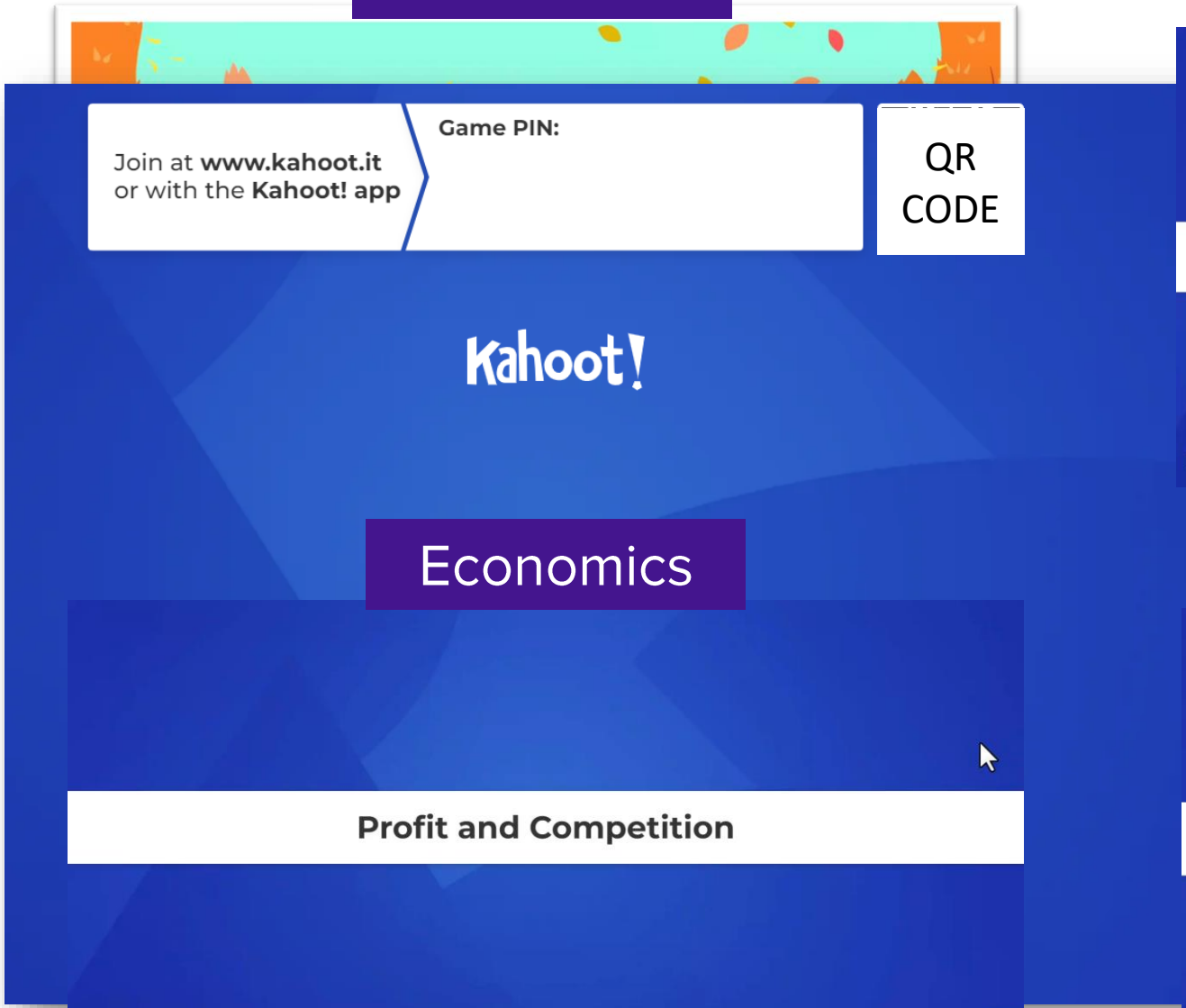
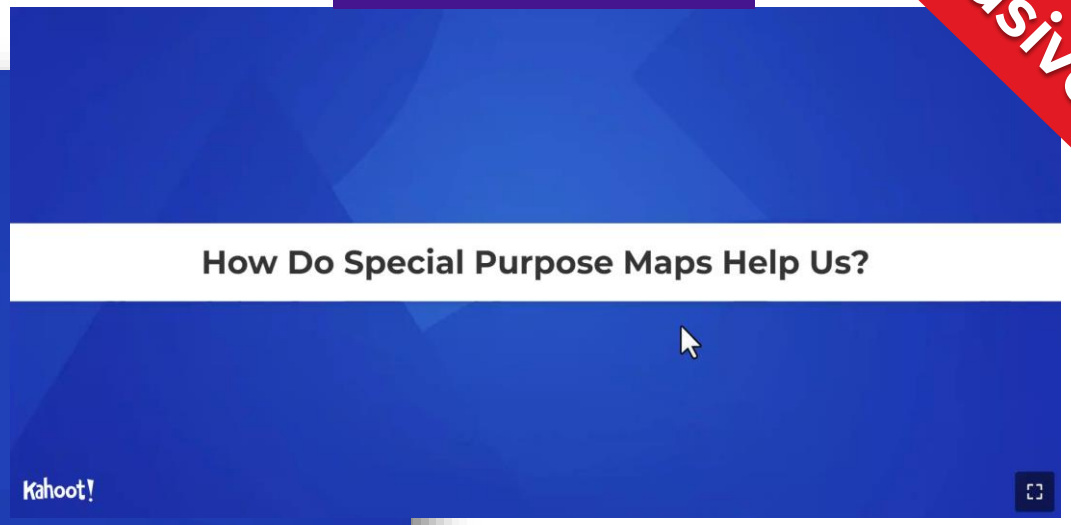
Kahoot! OPPORTUNITIES FOR INTERACTIVE ACADEMIC ENGAGEMENT

McGraw Hill Exclusive

Civics

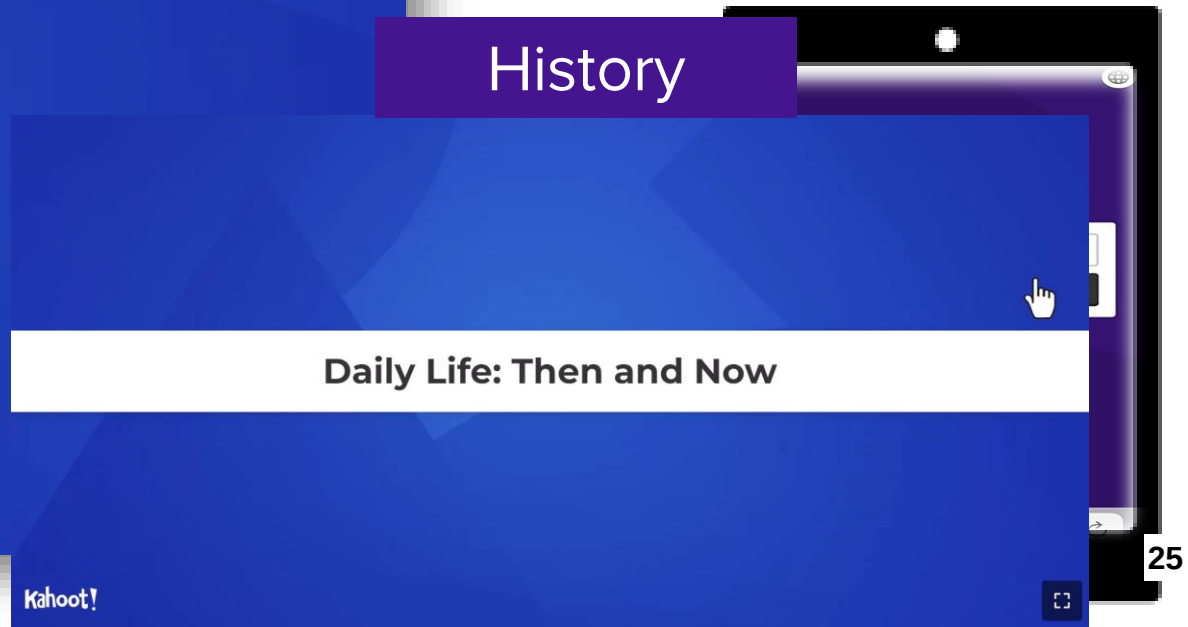


Geography



Economics

History



Wonders Connections

Wonders FLORIDA

Unit 1

Text Set 3: Week 5	Interesting Jobs	Goods and Services
Essential Question What Happens When Families Work Together?	Students will interview a person about their job. They will work in pairs to create a list of questions to ask during the interview. Students will then use those questions to ask someone about their job. Remind students to take notes so they can refer to them as they create a job description sheet to share with the class. **Sunshine State Standards for Social Studies:** SS.2.E.1.2 **B.E.S.T. Standards for ELA:** ELA.2.C.2.1, ELA.2.C.4.1	**Chapter 4 Lesson 2** How Do We Use Goods and Services? Research Skill: Central Idea and Relevant Details **Sunshine State Standards for Social Studies:** SS.2.A.1.1, SS.2.CG.2.2, SS.2.CG.2.5, SS.2.E.1.2 **B.E.S.T. Standards for ELA:** ELA.2.R.2.2, ELA.2.R.3.3, ELA.2.V.1.2

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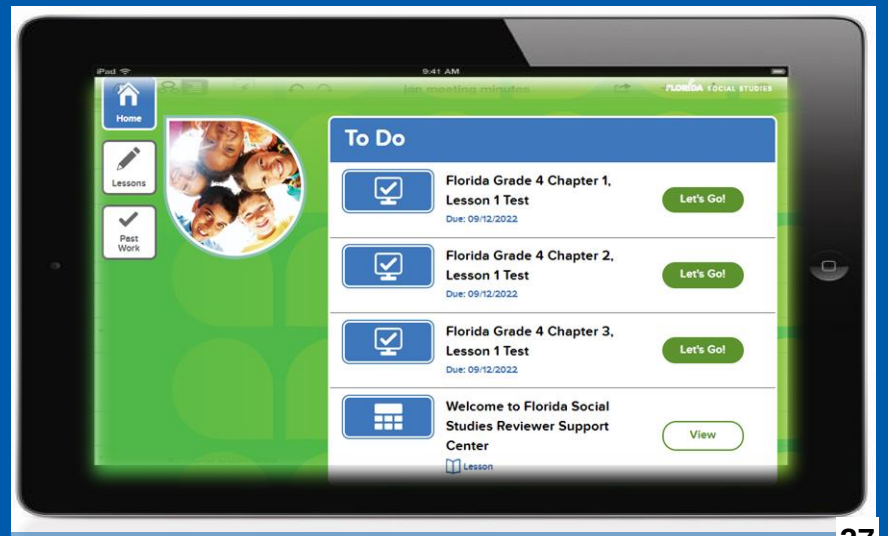
Streamlined Materials

Consumable Student Edition

Also in Spanish!

Powerful Student Digital Platform



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Investigate Primary Sources

PRIMARY SOURCE

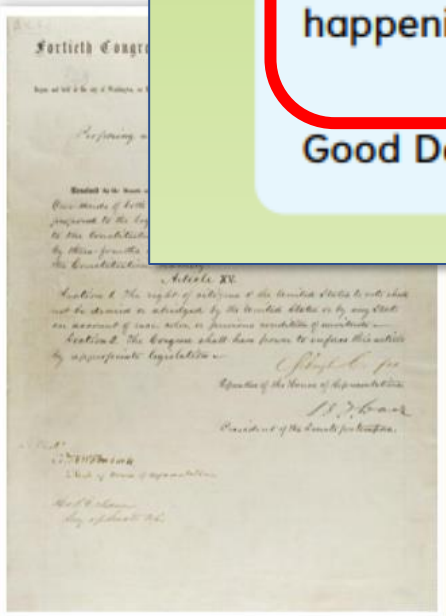
clay
from

PRIMARY SOURCE

In Their Words...
The Fifteenth Amendment

The right of citizens of the United States to vote shall not be denied or abridged by the United States or by any State on account of race, color, or previous condition of servitude.

—from The Fifteenth Amendment to the Constitution, 1870



Analyze the Source

1 Inspect

Look at the picture. Tell what is happening.

2 Find Evidence

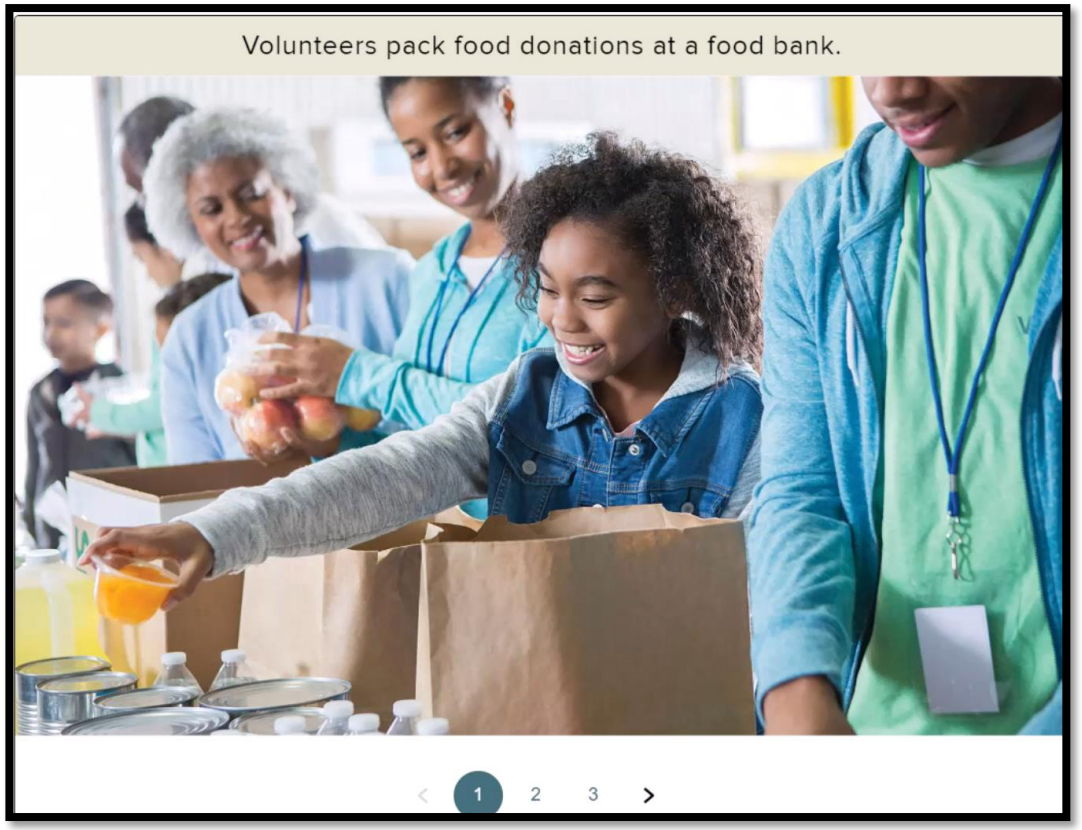
Look Again What is the topic? Circle any details you see.

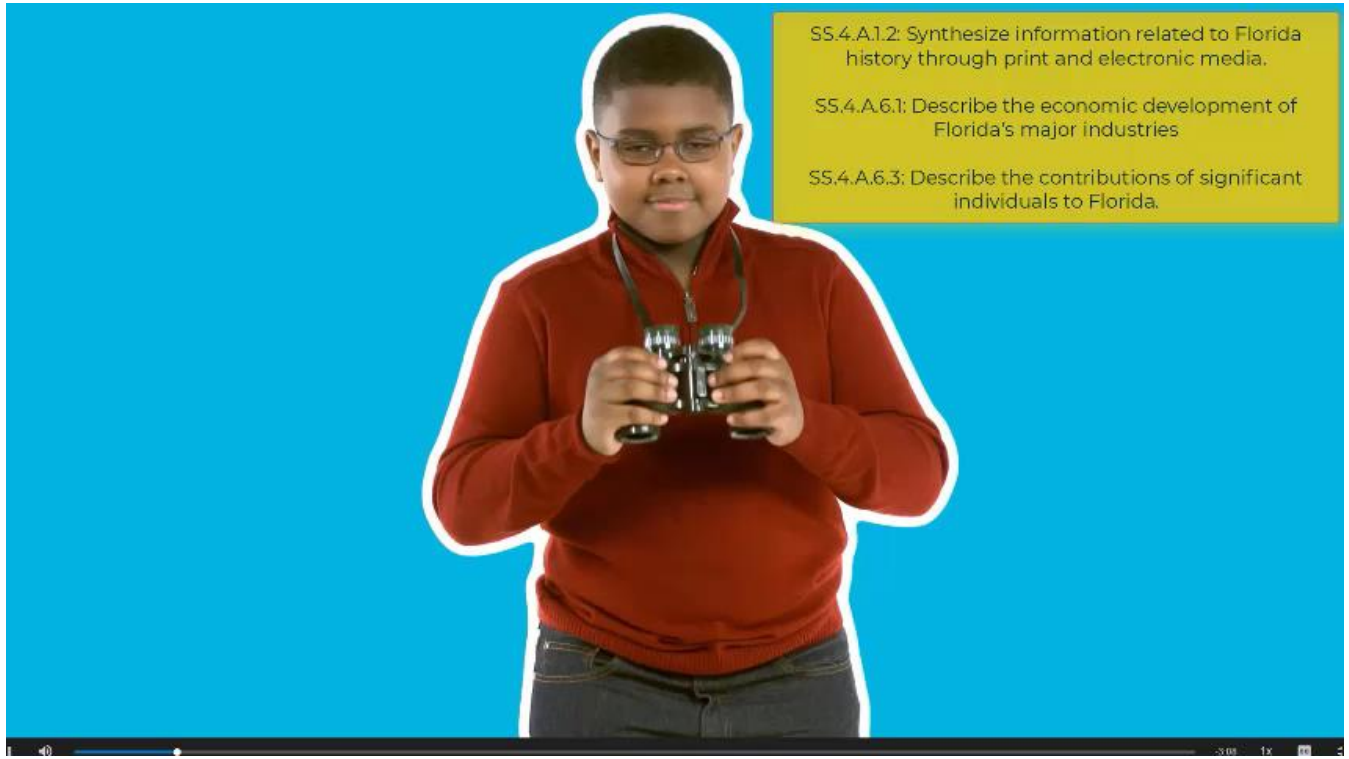
3 Make Connections

Talk What are ways you can try to be fair?

Good Detectives analyze each source 1, 2, 3 ways!

Engaging Multi Media At Point of Use





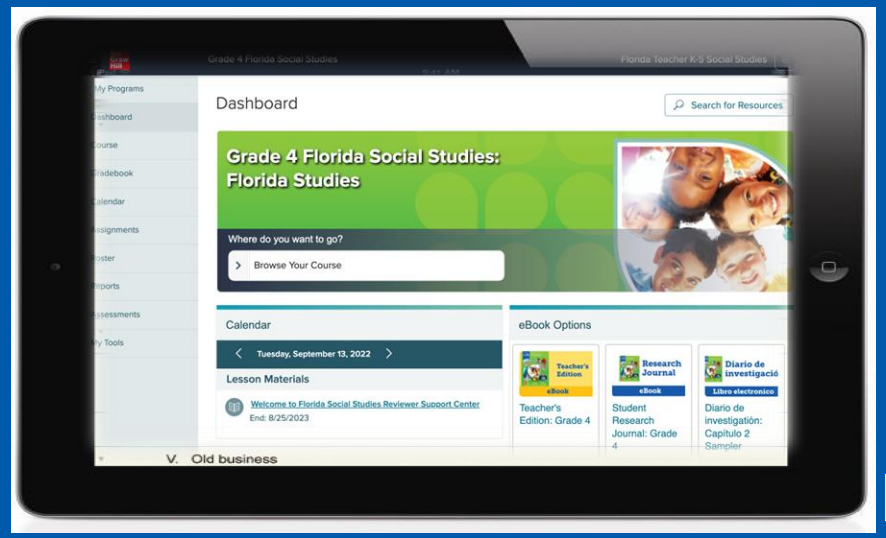
Engage

STRATEGIES FOR LANGUAGE ACQUISITION

Streamlined Materials

Print Teacher's Editions
One Volume

Powerful Teacher Digital Platform



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Flexible Pacing Pathways

Gra

Suggested time f

- 6 weeks per
- Two 20-minut

Flexible

want to teach—

on the chapter Essential
adjusted to fit into your

week

Day 10

Suggested Pacing	Source Title	Research Journal/ Research Online	Teacher's Edition/ Online Location
15 minutes	Civil War and Civil Rights	pp. 126-127	T139
15 minutes	Juneteenth	Research Online	Chapter 2 Lesson 3

Day 11 Revisit the EQ to help students make connections.

Suggested Pacing	Source Title	Research Journal/ Research Online	Teacher's Edition/ Online Location
15 minutes	Music and Dance Traditions	pp. 136-137	T151
15 minutes	Birth of the Blues	Research Online	Chapter 2 Lesson 4

Day 12

Suggested Pacing	Source Title	Research Journal/ Research Online	Teacher's Edition/ Online Location
15 minutes	Seminole and Miccosukee Cultures	pp. 138-139	T152
15 minutes	Florida Culture	pp. 140-141	T153

Day 13

Suggested Pacing	Source Title	Research Journal/ Research Online	Teacher's Edition/ Online Location
15 minutes	Protecting Our Oceans and Beaches	pp. 15	T166
15 minutes	Saving the Beach	Resea ine	Chapter 2 Lesson 5

5

Day 14

Suggested Pacing	Source Title	Research Journal/ Research Online	Teacher's Edition/ Online Location
30 minutes	Communicate Your Findings	p. 158	T170-T171

Day 15 5 1/2 weeks per chapter

Suggested Pacing	Source Title	rch Journal/ Research Online	Teacher's Edition/ Online Location
30 minutes	Communicate Your Findings	pp. 158-159	T170-T171

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Let’s Go Live

Multi Discipline Integrated Approach

Meeting and Exceeding Florida Standards

✓ = This chapter of Florida Social Studies has assessments to monitor progress on this standard.

✓ Clearly Labeled

English Language Learners

- **ELD.K12.ELL.SS.1** English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies.
- **ELD.K12.ELL.SI.1** English language learners communicate for social and instructional purposes within the school setting.

WIDA™

Math

Mathematical thinki
part of inquiry-base
children make stron

- **MA.K12.MTR.1.1** learning both ind
- **MA.K12.MTR.2.1** by representing
- **MA.K12.MTR.3.1** mathematical flue
- **MA.K12.MTR.5.1** help understand concepts.
- **MA.K12.MTR.7.1** world contexts.

American History

✓ **SS.2.A.1.1** Examine primary and secondary sources.

✓ **SS.2.A.1.2** Utilize the media center, technology, or other informational sources to locate information that provides answers to questions about a historical topic.

- **SS.2.A.2.1** Recognize that Native Americans were the first America.

the impact of immigrants on the Native

erms and designations of time sequence.

nment

why people form governments.

nize symbols, individuals and documents la.

hat people make choices because of

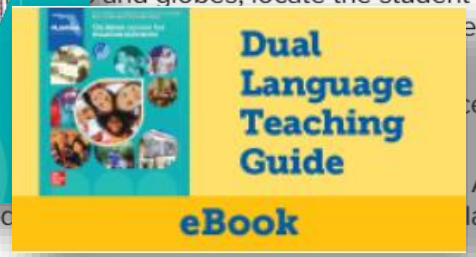
t types of maps (political, physical, and ap elements.

s and globes, locate the student's e state

eans,

America

(Canada, United lands).



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Multi Discipline Integrated Approach

Florida B.E.S.T.
English Language Arts Integration

Building Mastery Towards These
English Language Arts Standards

K-12 ELA Expectations

- **ELA.K12.EE.1.1** Cite evidence to explain and justify reasoning.
- **ELA.K12.EE.2.1** Read and comprehend grade-level complex texts proficiently.
- **ELA.K12.EE.3.1** Make inferences to support comprehension.
- **ELA.K12.EE.4.1** Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.
- **ELA.K12.EE.5.1** Use the accepted rules governing a specific format to create quality work.
- **ELA.K12.EE.6.1** Use appropriate voice and tone when speaking or writing.

Informational Reading

- **ELA.2.R.2.1:** Explain how text features—including titles, headings, captions, graphs, maps, glossaries, and/or illustrations—contribute to the meaning of texts.
- **ELA.2.R.2.2:** Identify the central idea and relevant details in a text.

Reading Across Genres

- **ELA.2.R.3.3:** Compare and contrast important details presented by two texts on the same topic or theme.

Vocabulary

- **ELA.2.V.1.2:** Identify and use base words and affixes to determine the meaning of unfamiliar words in grade-level content.
- **ELA.2.V.1.3:** Identify and use context clues, word relationships, reference materials, and/or background knowledge to determine the meaning of unknown words.

Communication

- **ELA.2.C.1.2:** Write personal or fictional narratives using a logical sequence of events, transitions, and an ending.
- **ELA.2.C.4.1:** Participate` in research to gather information to answer a question about a single topic using multiple sources.

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Investigate

Research Skills

Compare and Contrast

When you **compare**, you tell how things are alike or similar.

When you **contrast**, you tell how things are different.

To compare and contrast:

1. **Read** the text all the way through and study photographs.
2. **Reread** the text and look at pictures to find things that are alike.
3. **Reread** the text again and look at the pictures for things that are different.
4. **Ask** yourself, *Did I find both similarities and differences?*

COLLABORATE **Based on what you read, work with your class to find things that are alike and different in the text to complete the chart.**

Alike	Different

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Research Skills

Compare and Contrast

Different

ne people used boats
get there. Others
ked. The Seminole
veled through swamps
rivers to get there.

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Investigate

My Note Catcher

Use the note catcher to compare and contrast information in Lesson 3. Your notes will help you complete the Lesson Wrap-Up and **Communicate Your Findings** at the end of the chapter.

Alike	Different

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Differentiated Instruction

Lesson 3

Investigate

ELL

WIDA™

Language Objectives

- Use newly acquired content and academic vocabulary to talk and write about different environments in the United States.
- Compare and contrast classroom objects and text.
- Use adjectives to describe Everglades National Park.

Build Meaning & Support Language

Have children take turns explaining how two items are alike and how they are different. Consider providing a word bank of adjectives and sentence frames.

The basketball is like the soccer ball. Both things are round. The basketball is different from the soccer ball. The basketball is orange, but the soccer ball is white.

Language Forms & Conventions

Using Adjectives Explain to children that adjectives are words that are used to describe places and people. Write on the board a sentence from "Regions of the United States": *Plains are large areas of flat grassland.* Underline the word *large* and explain that it is used to describe *areas*. Prompt children to use their hands to show the meaning of *large*. Repeat with *flat* describing *grassland*. Tell children they can use other adjectives to describe. Say: *The Everglades has amazing animals.* Have them identify the adjective used to describe *animals*.

Language Transfer

In English, an adjective precedes the noun it modifies. In some other languages, such as Spanish and Hmong, an adjective follows the noun it modifies.

Differentiated Instruction

Differentiated Scaffolds

Text Feature Can children explain how to use the map key?

If not, have children work together to create a map of the classroom or playground. Remind them to include a map key with colors for different areas.

DIFFERENTIATED SCAFFOLDS

Approaching Level

Model how to identify compare and contrast details in a text by asking and answering questions, such as "What did the people from the island and the Seminole people do that were alike?" and "How are the ways people traveled to the store different?"

On Level

Have partners work together to find an example in the text that tells the way two groups of people were alike. Then have them find ways two groups of people were different.

Beyond Level

Guide children to compare and contrast their community environment to the environment on Chokoloskee Island. Guide them in identifying something in their environment that is like the environment on Chokoloskee Island and then identify something that is different.

Expanding Learning

IMPACT™ NEWS

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HOME › SOCIAL STUDIES › IN THE KNOW › Maps!

Maps!

Summer is a great time to find new places to visit! A map can help you. A map is a drawing that shows where things are. It shows what things look like from above.

Maps help you find the fastest way to get somewhere. Imagine you travel to a national park. You want to find the ranger station. A map will help you. Imagine you travel to a city. You want to take the bus. How do you find the correct route? You can use a map to find that, too.

What Do You Think? What is a place that you want to go? How could you use a map to find it?

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IMPACT™ NEWS en Español

INICIO | ESTUDIOS SOCIALES | CIENCIAS NATURALES | ARCHIVO | IN ENGLISH

HOME › ESTUDIOS SOCIALES › ESTAR AL TANTO › Mapas

Mapas

El verano es una época genial para descubrir lugares nuevos para visitar. Un mapa puede serte de ayuda.

Un mapa es un dibujo que muestra dónde están las cosas. Te muestra cómo se ven las cosas desde arriba.

Este mapa muestra parte de una ciudad. Quieres ir desde la biblioteca hasta la casa de Juan. ¿En qué te puede ayudar el mapa?

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enero 2022
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noviembre 2021

Investigate: Lesson Wrap-up

LESSON LQ QUESTION

How Can We Describe Where We Live?

Think About It

Have children review their research and think about what they learned about the Everglades. Remind them to review the notes in their Note Catcher. Direct children back to pp. 170-177 of the Research Journal if they need more information.

Talk About It

Remind children to follow the rules of appropriate classroom conversation.

Show It

Give an Example Remind children to include the following as they craft their responses.

- Write their response in the form of an email.
- Include specific details about the Everglades.

Share It

Have children share their emails with a partner. Suggest that they compare and contrast their descriptions and discuss why the park should be protected. You may consider sending a class email to Everglades National Park staff to learn more about the Everglades' importance to Florida.

From <dnjordan00@aim.com>

To MYFAVEUNCLE@gmail.com CC / BCC

The Everglades

Hi Uncle Joe! Guess what? I learned so much about the Everglades this week. Did you know that the Everglades is the only place on Earth where both alligators and crocodiles live? Some people wanted to drain it and build on it, but people like Marjorie Stoneman Douglas fought so that would not happen. The amazing plant and animal life found in the Everglades is unlike any other in the world. It is such a special place. Last week when you asked me what I wanted for my birthday, I didn't know. I know what I want now. Could you take me on a boat ride in the Everglades? I want to see it for myself!

Send Attach Add GIF Add stationery Spelling More Save Delete

Discipline	4	3	2	1
Geography Civics	Child shows a strong understanding of Everglades National Park and why it is an important symbol of Florida.	Child shows an adequate understanding of Everglades National Park and why it is an important symbol of Florida.	Child shows an uneven understanding of Everglades National Park and why it is an important symbol of Florida.	Child shows little or no understanding of Everglades National Park and why it is an important symbol of Florida.

Communicate Your Findings
Chapter Wrap-Up

Talk About It

Think Look back at your notes. Think about what you learned in each lesson. How does this help you respond to the Essential Question?

Turn and Talk Share your thoughts and ideas with a partner to prepare for the Show It.

Show It

Create a poster about your community. Describe your community and tell why it is special. Include these things:

- A map of where your community is in Florida
- At least one place people go to have fun together
- At least one way people enjoy the environment
- At least one way people get around in the community

Use the space below to draft notes and ideas for your poster.

Share It

Share your poster with a partner. Be prepared to answer questions about your ideas. Listen respectfully to your partner's ideas. Did you learn anything new?

Engage

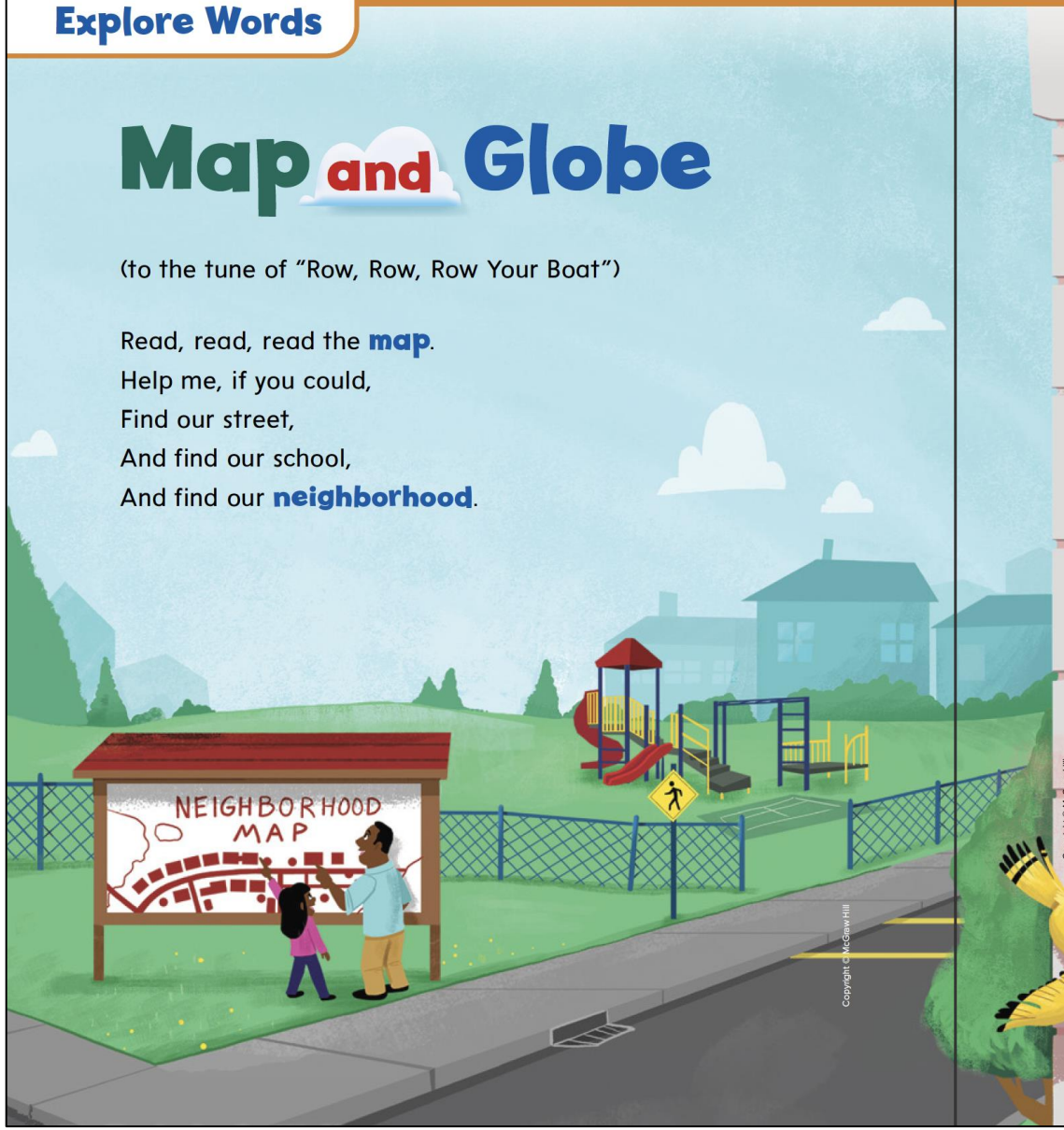
K-1 Difference

Explore Words

Map and Globe

(to the tune of "Row, Row, Row Your Boat")

Read, read, read the **map**.
Help me, if you could,
Find our street,
And find our school,
And find our **neighborhood**.



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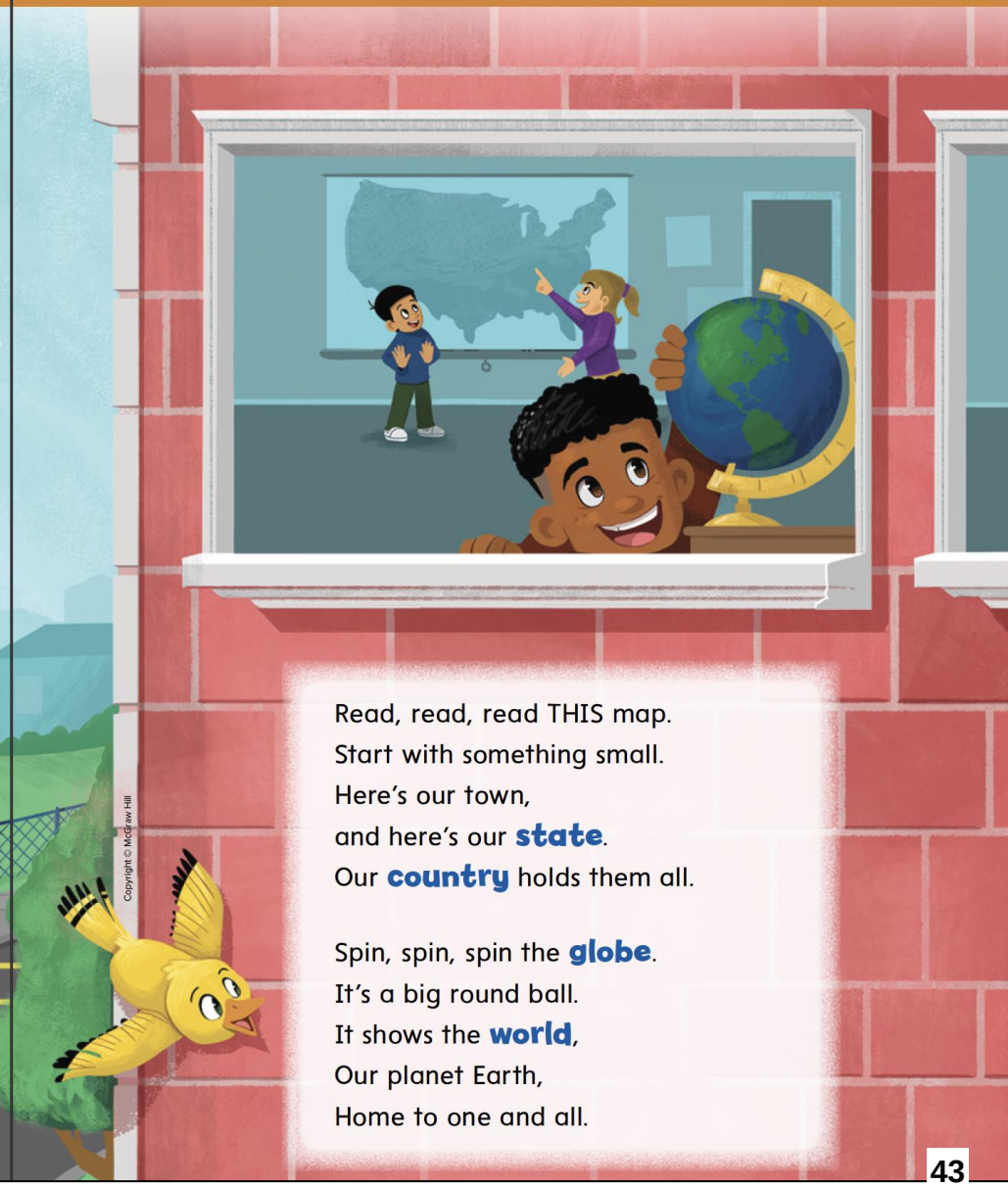

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Read, read, read THIS map.
Start with something small.
Here's our town,
and here's our **state**.
Our **country** holds them all.

Spin, spin, spin the **globe**.
It's a big round ball.
It shows the **world**,
Our planet Earth,
Home to one and all.

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Engage

K-1 Difference

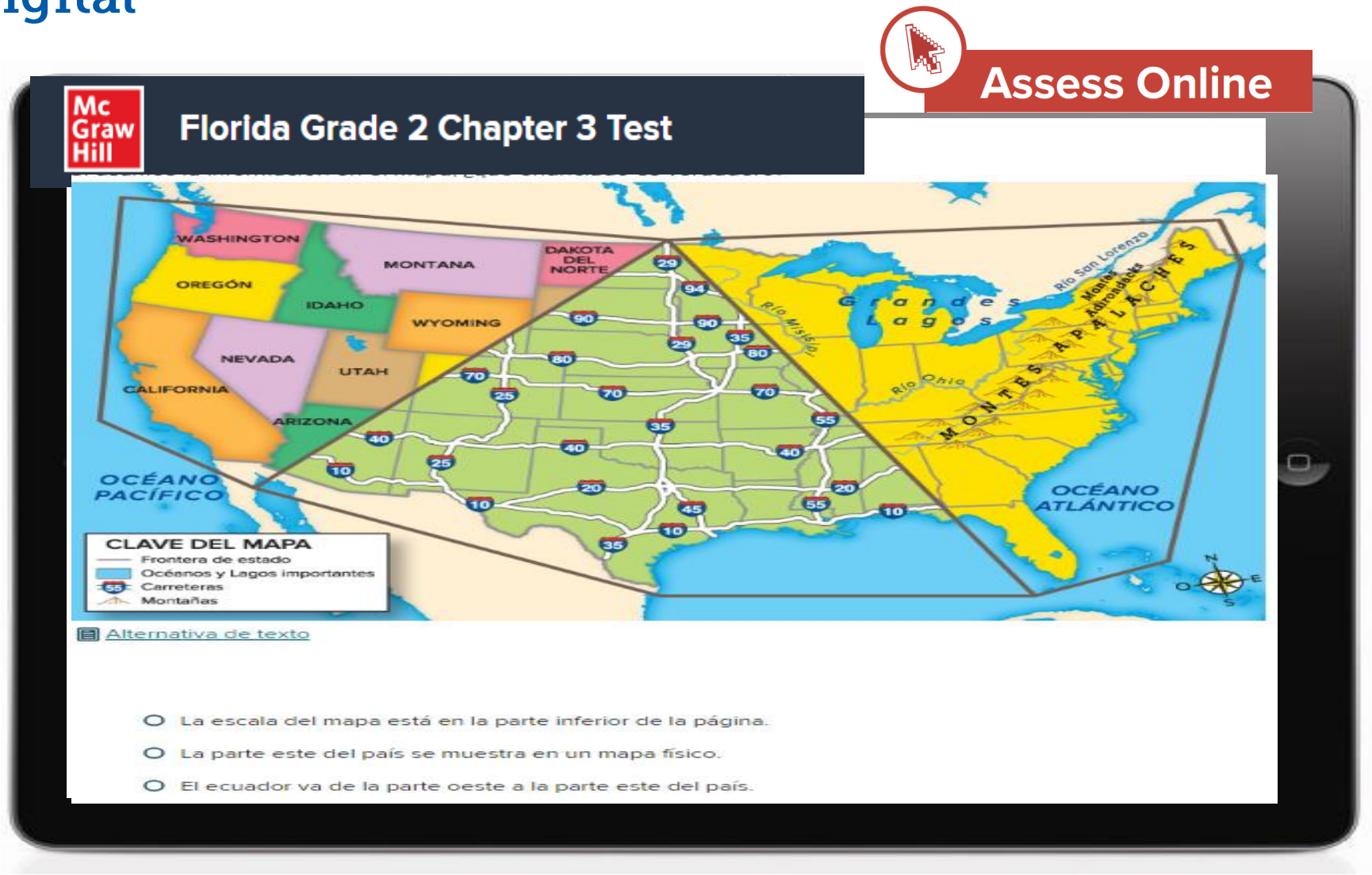
Summative Assessments

25% -35%

FAST
FLORIDA ASSESSMENT OF STUDENT THINKING

Know What Your Students Know

Print or Digital



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Know What Your Students Know

Reports that Inform Instruction

McGraw Hill Exclusive

Interactive Performance Reports

Assess Online

Activity Performance

Standards Performance

Standards Performance Report

Report Date 08/09/2023

All Students | Standards

Florida | Benchmarks for Excelle... | English Language Arts (... | 2nd Grade

- Florida's State Academic Standards
- ✓ Benchmarks for Excellent Student Thinking Standards

☑ Show Description

0 - 59% | 60 - 69% | 70 - 79% | 80 - 89% | 90 - 100%

ELA.2.R	Reading	83%	60
ELA.2.R.2	Reading Informational Text	83%	58
	Central Idea	83%	58
ELA.2.R.3	Reading Across Genres	75%	2
ELA.2.V	Vocabulary	100%	2

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Professional Development Resources

- 100% Aligned to Florida Benchmarks
- Florida Customization At ALL Grade Levels
- Equitable Spanish Resources
- **Integrated ELA** Skills Instruction
- **Benchmark** Connections
- **Flexible** Planning Options
- Embedded **ELL Support** with **Multilingual** Options
- LMS **Integration Ready** with Assignment Sync with Grade Passback
- Offline Access via McGraw-Hill K-12 Portal **App**

McGraw Hill K-12 Portal

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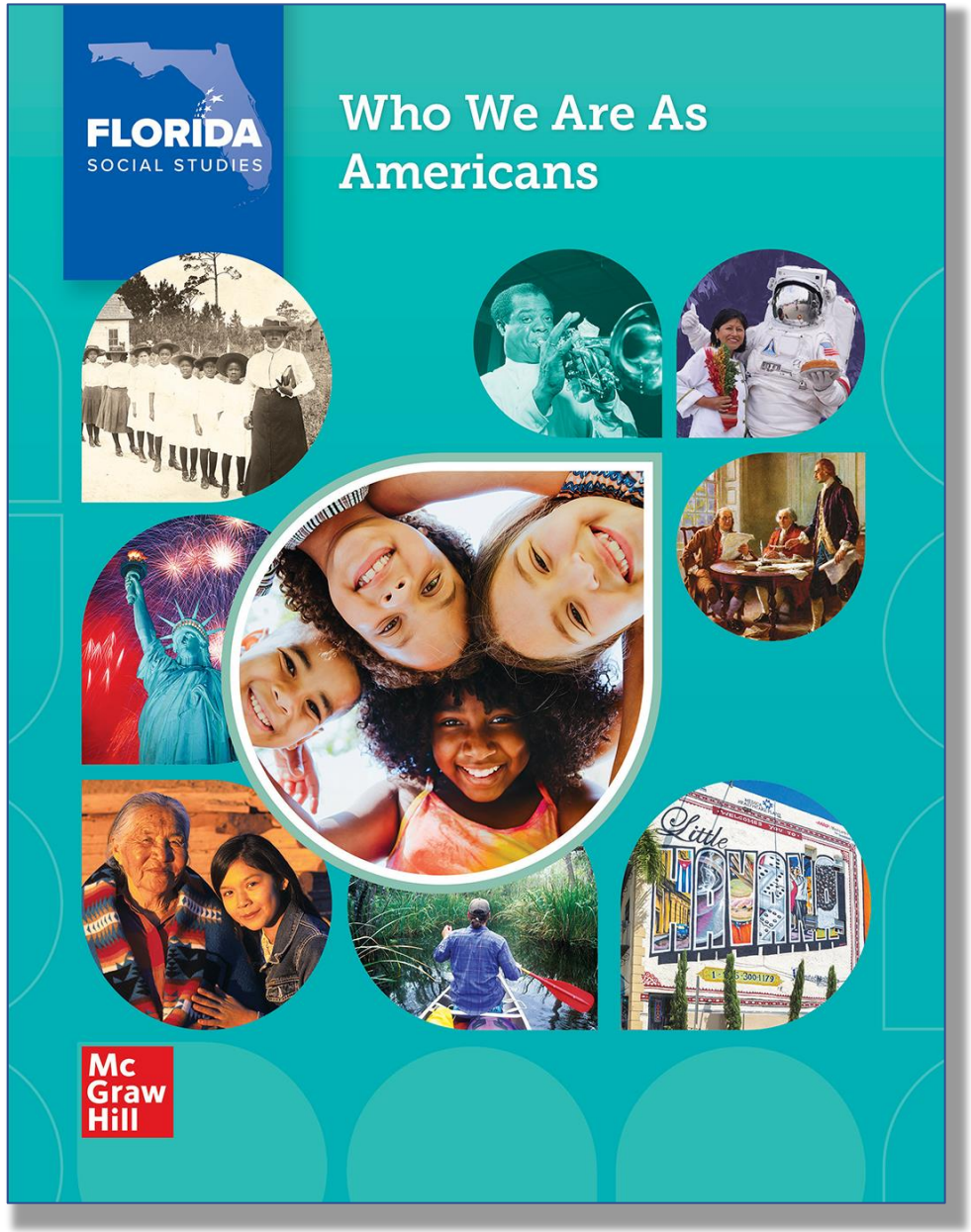

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Nardia Corridon, M.S.
Curriculum Specialist

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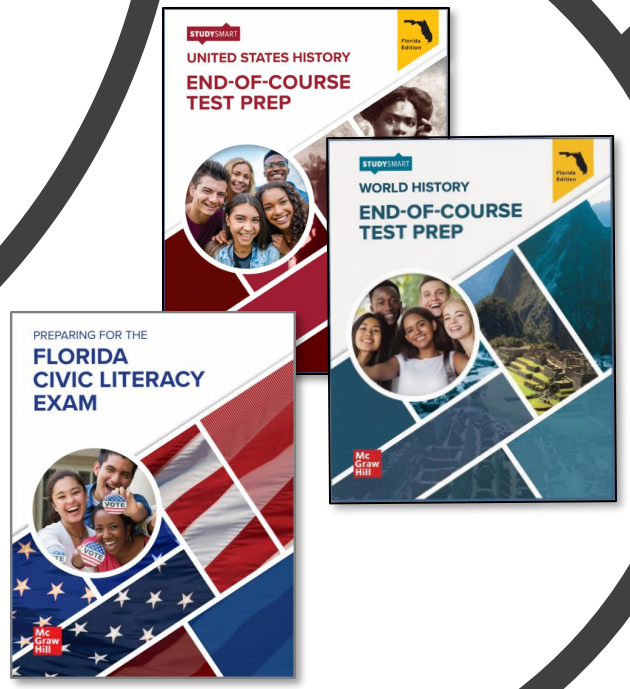

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Digital Resources

- **eBook-** Text-to-Speech and can be translated into 133 languages
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Interactive Academic Engagement

McGraw Hill Exclusive

Kahoot!

- ✓ ***Gamification***
- ✓ Competitive Engagement
- ✓ Aligned to each Topic

Table of Contents

Lesson 01: Introducing Civic Participation

Present

Assign

Expand All

Kahoot!

NEW! Civic Participation Kahoot!

Description: New for this school year! This Kahoot! can be used to engage student interest in the Topic with a variety of questions. It can be used to learn how much students know about Civic Participation.

Tags: Web Teacher Only

Presentation

Image: The County Election

Description: This image shows an 1852 painting titled The County Election with eligible

HAVE A QUESTION?

Interactive Academic Engagement

Project-Based Learning

Step 2: Drafting a Time Lin

Using your Student Ed
begin drafting
time you
lin

Student I
Theo
De
the c
policy.
line, a mu

omino
ch and produce a product that depicts
ment and how it impacted U.S. foreign
ed/annotated map, a graphic organizer or time
an outline/essay, or a 3D model.

1
Needs Improvement

I helped create a draft of the time line, but it contains very few events, and they are not in chronological order so it is not helpful in planning the final time line.

2
Progressing

I helped create a draft of a time line with sufficient events and details. Some events are in chronological order. The draft includes one or two ideas for annotations and visuals.

3
Mastery

I helped create a draft of a time line with many events and details and they are in chronological order. I provided ideas for at least three annotations and three visuals.

Interactive Academic Engagement

Project-Based Learning

Honors Instruction

Hands-On Chapter Project

PRINT

PRODUCTS FOR SALE!

Students rank options for buying food from least to most expensive. They discuss other factors that influence food prices and then debate the topic of farm subsidies.

This multi-step activity also includes rubrics.

Exploring the Essential Question Project

MOVIE THEATER PRICES

PROJECT GOAL: To examine one of the chapter's **Essential Question:** *What factors affect prices?*
SKILLS ADDRESSED: Chronological and Spatial Thinking; Historical Research, Evidence, and Point of View; Historical Interpretation
MATERIALS NEEDED: Access to computers with Internet, video cameras or cell phone cameras, a video editing program
DURATION: 1-2 independent work days and 1-2 class days

Chapter 6 discusses the price system and explains how prices help consumers and producers answer the basic economic questions of WHAT, HOW, and FOR WHOM to produce. Students should study the chapter to understand prices as signals, the way supply and demand interact to arrive at an equilibrium price and quantity, why prices change, and the costs and benefits of price controls. This activity will help students understand how businesses set prices for their products and how decisions to change these prices affect demand.

Step 1. Tell students they will be making a short video about the economics of movie theaters. Have students work in groups to research the history of movie theaters, the price of movie tickets over time (adjusted for inflation), and why the cost of popcorn, drinks, and other concessions is so high relative to the costs of making the products. **Ask: How do theaters decide what to charge? How would a theater know if a price was too high?** *(Demand begins to diminish when the price reaches a certain point.)* **Why would it benefit theaters to have more people in the seats at lower ticket prices? Do you think high prices on concessions benefit consumers or the movie theater?** *(Both; Theaters can charge less for tickets and get more people into the venue to purchase high-priced concessions. Theater-goers who do not purchase concessions pay lower prices for movie tickets.)*

Step 2. Have students work in groups to create a storyboard for a video that explains movie

- ✓ Confirmation Inquiry
- ✓ Structured Inquiry
- ✓ Guided Inquiry
- ✓ Open Inquiry

Relevant & Purposeful Engagement

Pre-Assessment

Show Description

0 - 59% | 60 - 69% | 70 - 79% | 80 - 89% | 90 - 100%

Standards	Description	Student Average	Class Average	Questions
SS.912.A	American History	71%	83%	7
SS.912.A.6	Understand the causes and course of World War II, the character of the war at home and abroad, and its reshaping of the United States role in the post-war world.	72%	82%	7
SS.912.A.6.10	Examine causes, course, and consequences of the early years of the Cold War (Truman Doctrine, Marshall Plan, NATO, Warsaw Pact).	71%	83%	6
SS.912.A.6.11	Examine the controversy surrounding the proliferation of nuclear technology in the United States and the world.	100%	100%	1
SS.912.A.6.12	Examine causes, course, and consequences of the Korean War.	67%	72%	2

Cold War Foreign Policy

1945–1991

People used their bare hands to pull down barbed wire from the Berlin Wall after the border between East Germany and West Germany opened in November 1989.

1

INTRODUCTION LESSON

01 Introducing Cold War Foreign Policy 328

2

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07 Turning Point: The Soviet Union Collapses 359

4

REVIEW AND APPLY LESSON

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ESSENTIAL QUESTIONS

- *How do prices help determine WHAT, HOW, and FOR WHOM to produce?*
- *What factors affect prices?*

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CHAPTER 6 **Assessment**

1

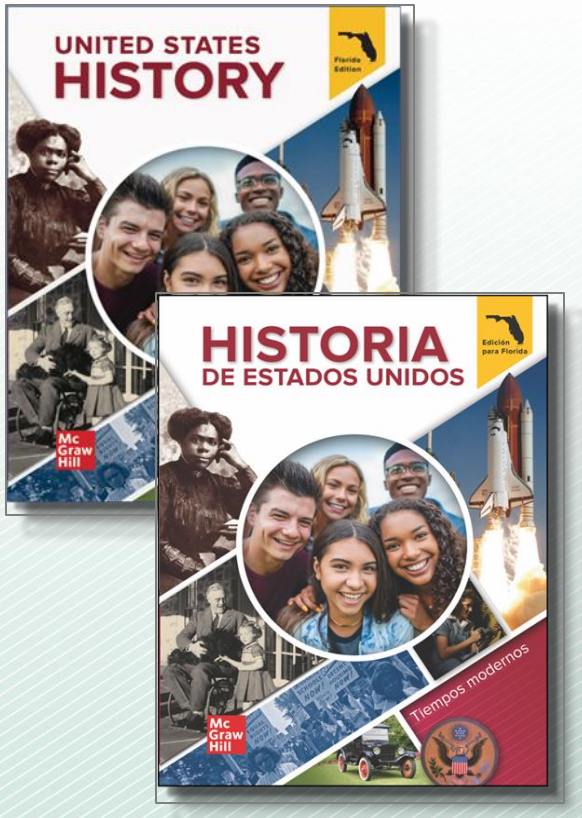
2

3

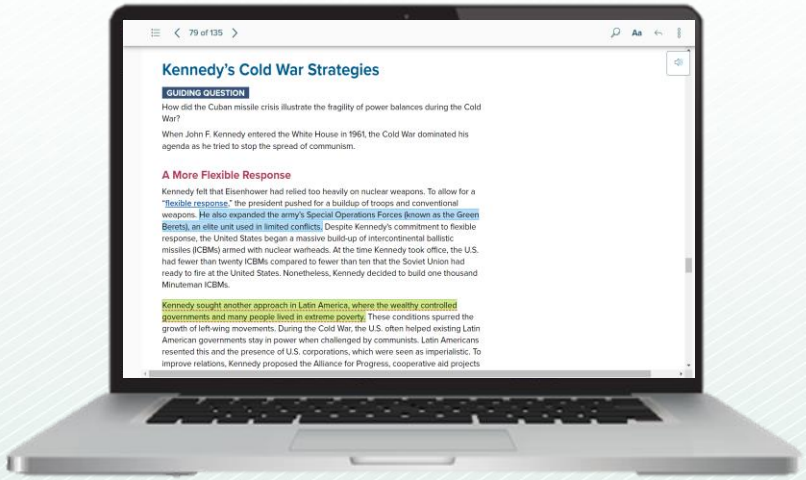
4

Activity-Based & Data-Driven Learning

Print

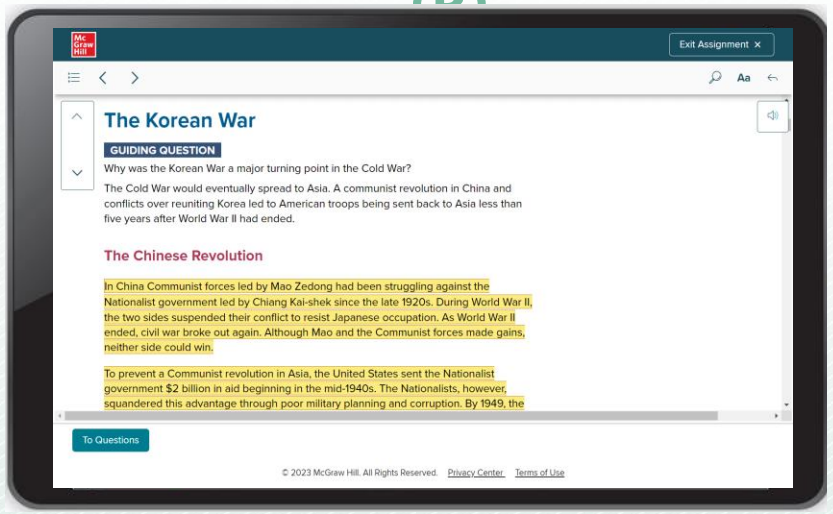


eBook



On Grade Level
Approaching Level - also as a PDF

SmartBook®



Adaptive & Personalized Learning
Main Idea & Supporting Details

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Activity-Based & Data-Driven Learning

Print Textbook

✓ Consumable Companion Worktext – EOC Prep

✓ Language and Reading Support

***Digital Support EN/SP**

- eBook
- Lexile Text
- Scaffolds
- EOC Prep
- Videos
- Projects
- Rubrics
- Assessments

Name _____ Date _____ Class _____

Reading and Writing Essentials

COLD WAR FOREIGN POLICY

Lesson 4 | Analyzing Sources: The Cold War in Space

COMPELLING QUESTION

How was the space race an extension of the Cold War?

Background Information

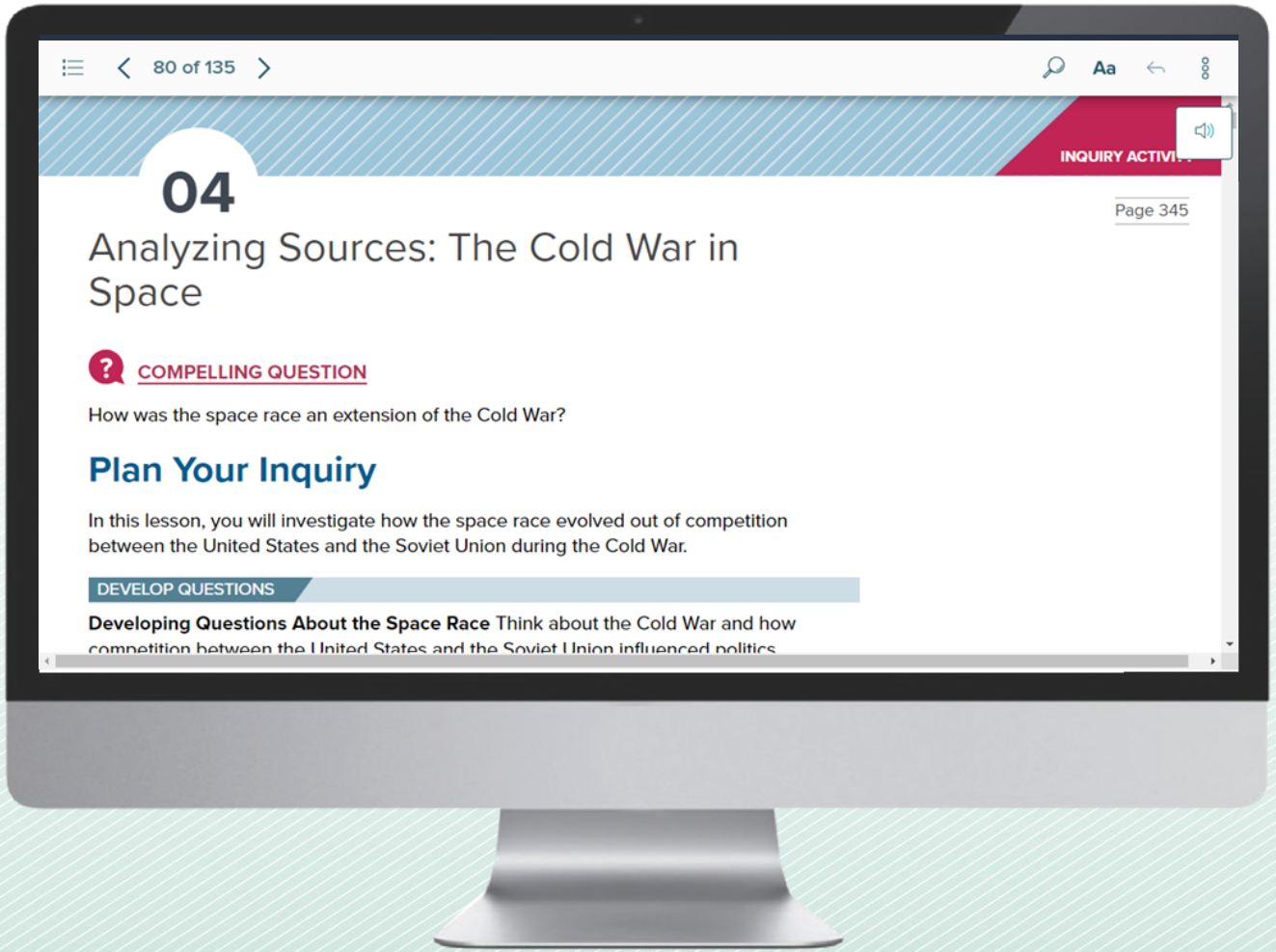
In October and November 1957 the Soviet Union launched two satellites into orbit. These successes stunned the American public and galvanized U.S. investment in space flight and exploration to help catch up with Soviet advancements. The United States made its first launch attempt in December, but the satellite exploded. A second U.S. satellite successfully made orbit on January 31, 1958. President Dwight D. Eisenhower organized an advisory committee to provide guidance on space exploration. Subsequently, he sent a bill to Congress to establish the National Aeronautics and Space Administration (NASA). Congress passed and Eisenhower signed the Space Act, establishing the goals of the new agency.

Then, not long after President John F. Kennedy took office in 1961, the Soviets sent the first human into space. Kennedy and his advisers took this success as a challenge. The space race was on.

By the 1960s, the United States had established itself as a global superpower with unmatched military, technological, and economic might. U.S. officials had no intention of yielding that spot, and they viewed Soviet successes in space as a threat to U.S. influence and possibly a military threat as well. American leaders resolved to stay ahead of the Soviets in every way possible, including developing and demonstrating superior scientific capability.

Activity-Based & Data-Driven Learning

eBook



- ✓ Same pagination as the print
- ✓ 2 Reading Levels
- ✓ Annotate
  Highlight
  Read Aloud
  Image Alt Tags
  Interactive Maps
- ✓ With supporting EL WIDA Scaffolds

Activity-Based & Data-Driven Learning

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- ✓ **Featured Florida Assignments**
- ✓ **Ever-Growing Library**
- ✓ **Aligned to Standards & Topic**
- ✓ **Differentiation & Enrichment**

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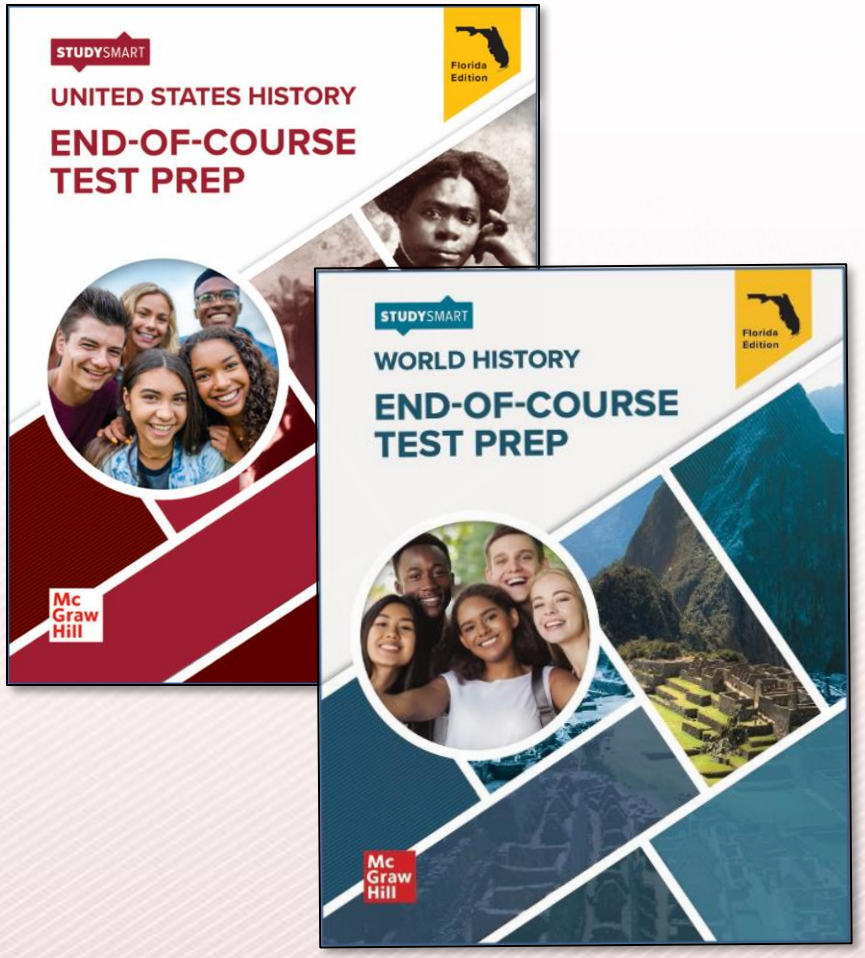
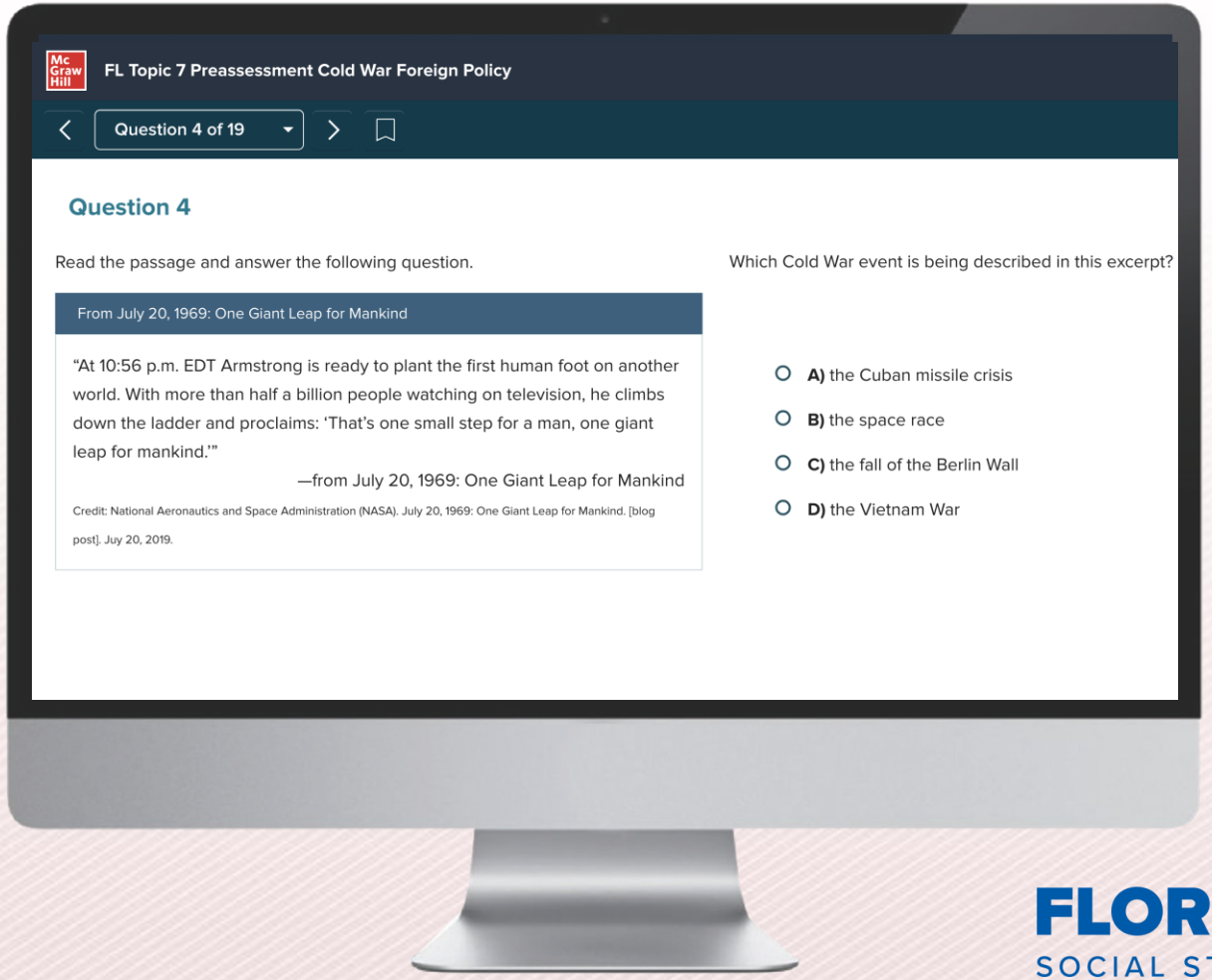
Consumable Worktext in Print & Digital

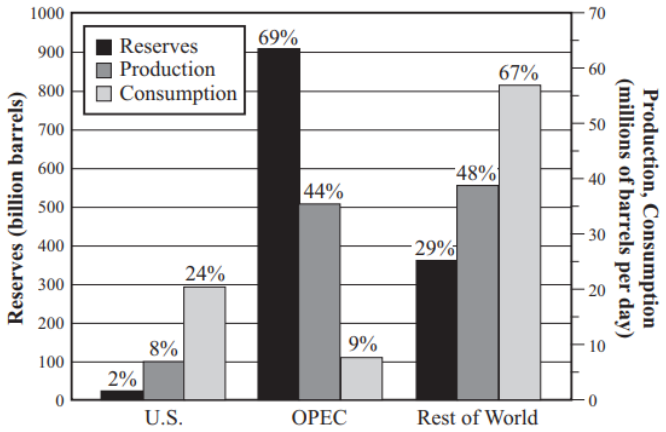




End-of-Course Preparation

Florida Practice Exam – US History

6 The graph below provides information about world oil supplies in 2007.



Source: Public Domain / U.S. Department of Energy

How has the relationship between oil reserves, production, and consumption influenced United States foreign policy?

Ⓐ The United States maintains military bases in Western European countries.

Ⓑ The United States contributes humanitarian aid to Central African countries.

Ⓒ The United States is committed to trade relations with Central Asian countries.

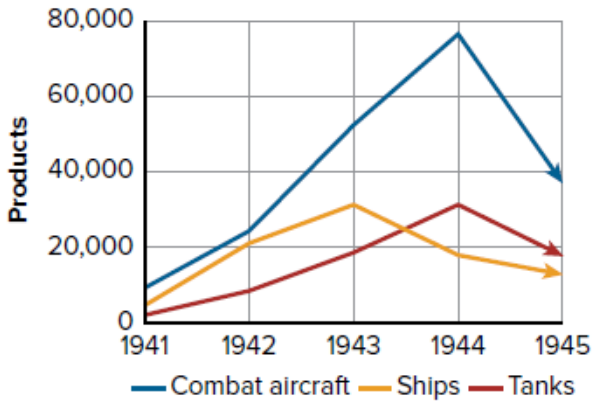
Ⓓ The United States is interested in maintaining stability in Middle Eastern countries.

McGraw Hill's EOC Prep – US History

SS.912.A.6.1, SS.912.A.7.1, MA.K12.MTR.7.1

Examine the graph showing trends in U.S. manufacturing from 1941 to 1945.

Mobilizing Industry



35. What does the graph reflect about changes in the United States' economy?

(A) World War II caused a decline in the United States' economy.

(B) World War II transformed and boosted the United States' economy.

(C) World War II ended the United States' economy's dependence on manufacturing.

(D) World War II led to a decline in manufacturing's influence on the United States' economy.

End-of-Course Preparation

Florida Practice Exam – US History

5 The cartoon below depicts a social issue in United States history.

Source: Public Domain / Library of Congress

With which social issue is this cartoon associated?

Ⓐ the power of political machines during the Second Industrial Revolution

Ⓑ the power of big businesses during the Second Industrial Revolution

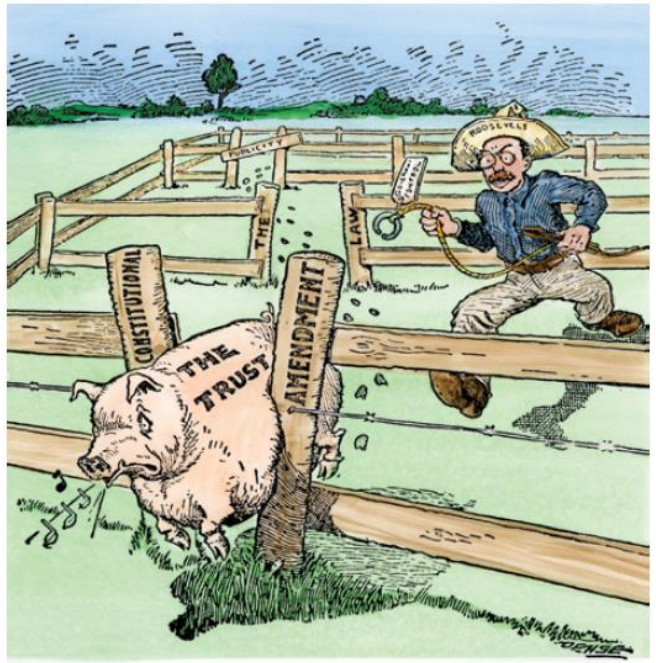
Ⓒ the influence of immigration quotas during the Gilded Age

Ⓓ the influence of suffrage reformers during the Gilded Age

McGraw Hill's EOC Prep – US History

SS.912.A.1.4, SS.912.A.3.4, SS.912.A.3.12

Use the image to answer the question.



A GLIMPSE INTO THE FUTURE.—FAST AND TIGHT

15. What issue is being addressed in the political cartoon?

Ⓐ President Roosevelt's efforts to break up trusts

Ⓑ the federal government's work with robber barons

Ⓒ President Roosevelt's work on consumer protections

Ⓓ the loosening of constitutional protections for businesses

End-of-Course Preparation

Florida Practice Exam – US History

2 The photograph below shows President Richard Nixon on a 1972 overseas diplomatic trip.

Source: Public Domain / National Archives and Records Administration

What was a long-term consequence of the event shown in the photograph?

Ⓐ the easing of Cold War tensions

Ⓑ the easing of Vietnam War protests

Ⓒ a commitment to preserve historical landmarks

Ⓓ a commitment to continue humanitarian missions

McGraw Hill's EOC Prep – US History

SS.912.A.1.4, SS.912.A.3.2, SS.912.A.3.4

Use the map to answer the question.

Growth of the Railroads, 1870–1890

7. According to the map, how did federal land grants to railroads help shape the growth of the nation from 1870 to 1890?

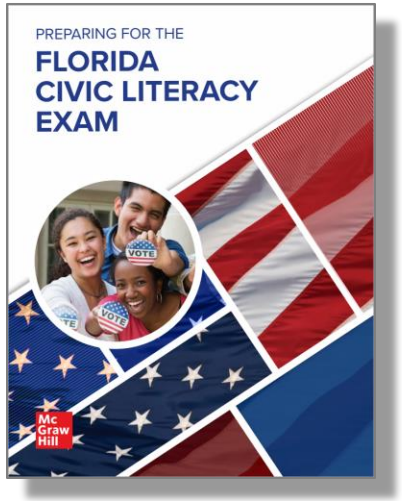
Ⓐ The land grants made Minnesota and Colorado important centers of commerce and settlement for the nation.

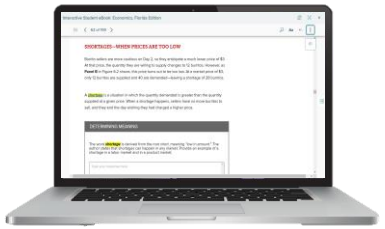
Ⓑ The majority of land grants accelerated movement west by helping people and goods move more quickly.

Ⓒ Emphasis on transportation corridors moved to the South, where new cities and factories were located.

Ⓓ The new railroad lines shifted white populations away from lands belonging to Great Plains Native American groups.

Prepare Students for Florida Civic Literacy Success





This worktext is developed specifically as practice for the Florida Civic Literacy Examination (FCLE) across the four tested competencies:

- **American Democracy**—An understanding of the basic principles and practices of American democracy and how they are applied in our republican form of government.
- **United States Constitution**—An understanding of the United States Constitution and its application.
- **Founding Documents**—Knowledge of the founding documents and how they have shaped the nature and functions of our institutions of self-government.
- **Landmark Impact on Law and Society**—An understanding of landmark Supreme Court cases, landmark legislation, landmark executive actions, and their impact on law and society.

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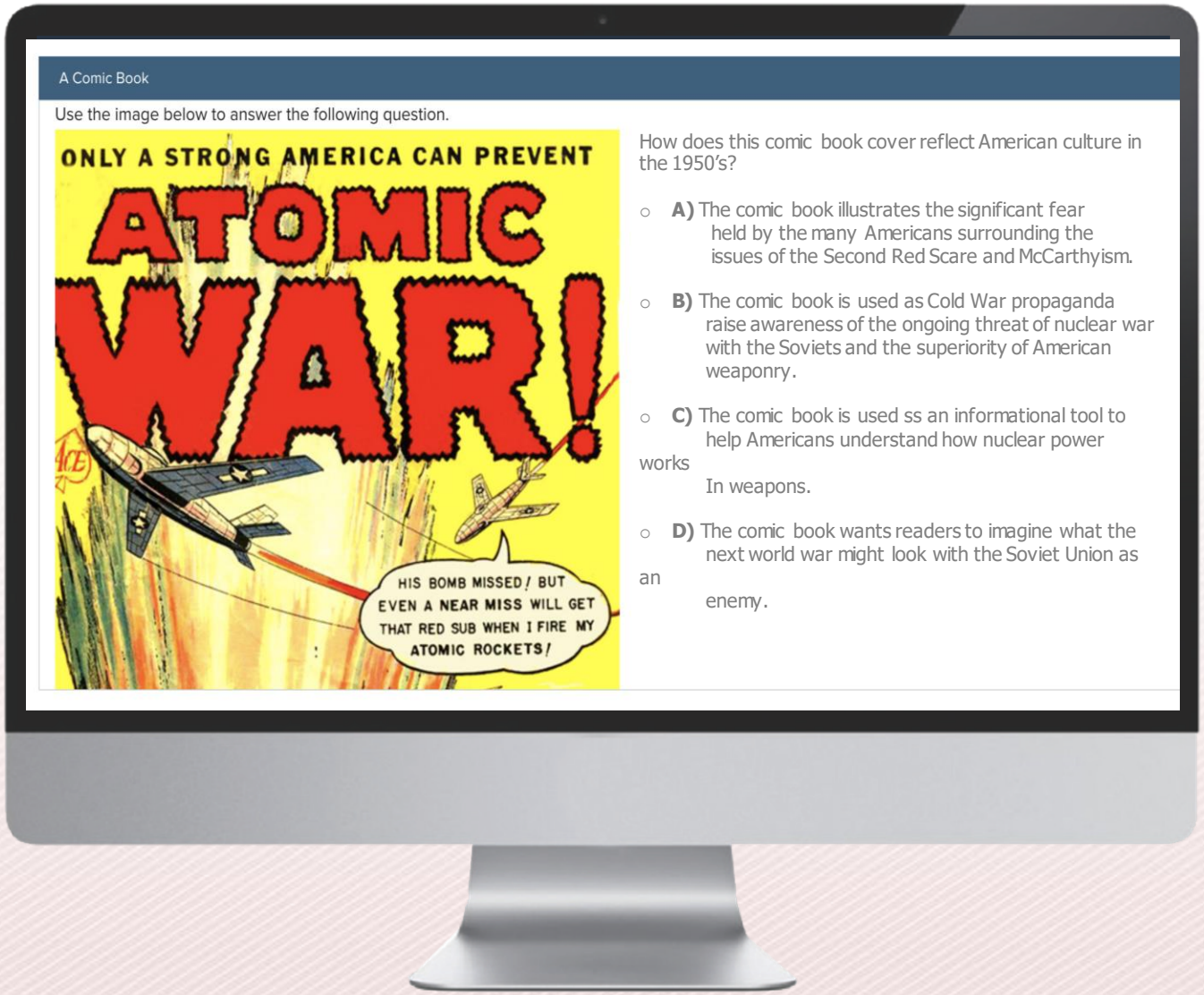
End-of-Course Preparation



- ✓ Editable
- ✓ Topic Practice
- ✓ Full EOC Practice
- ✓ Item Analysis
- ✓ Standards Tracking

23 Question Types – incl. Audio Response, TEQ, Part A&B

- ✓ Edit
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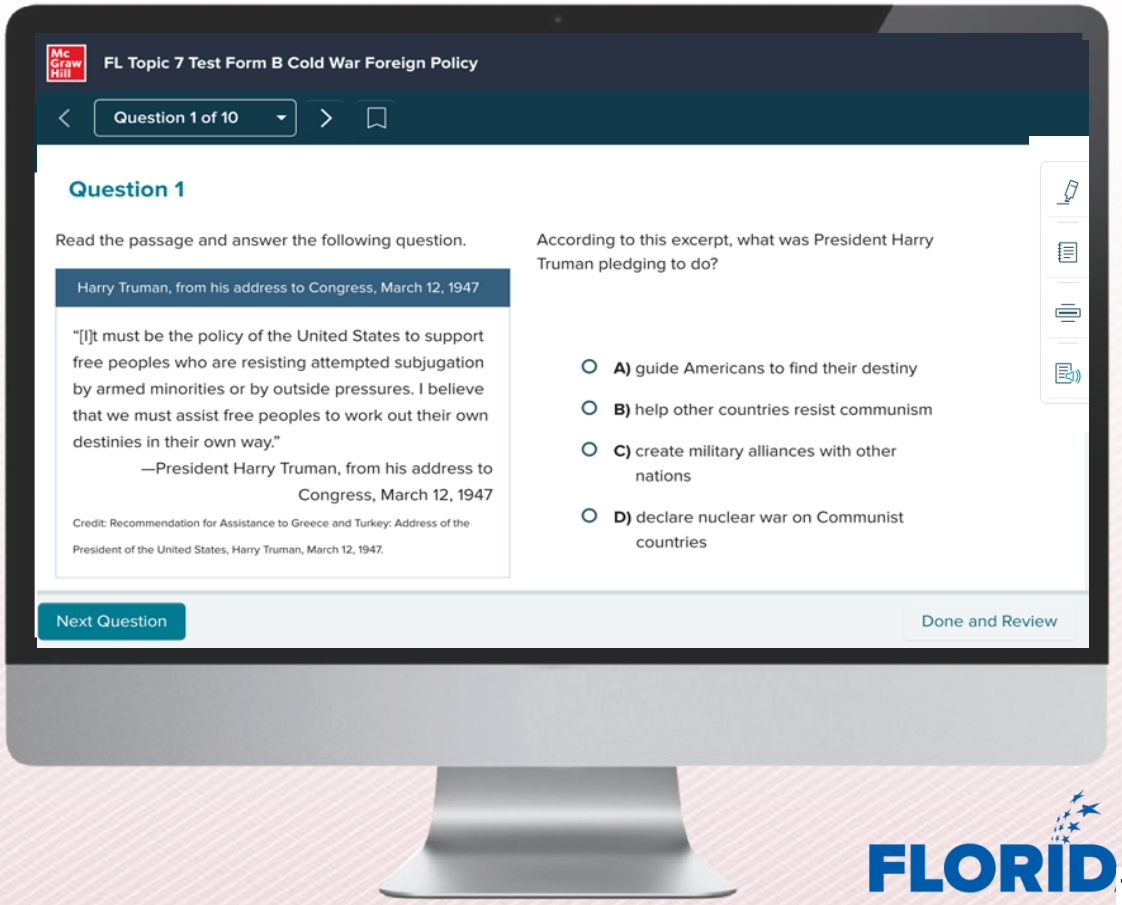
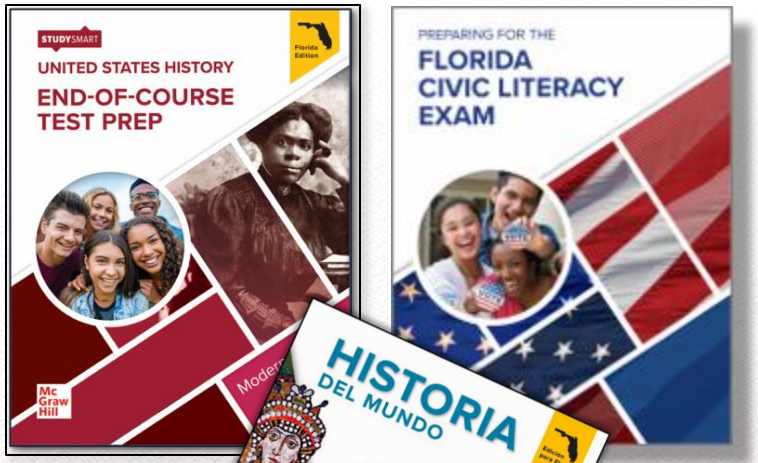
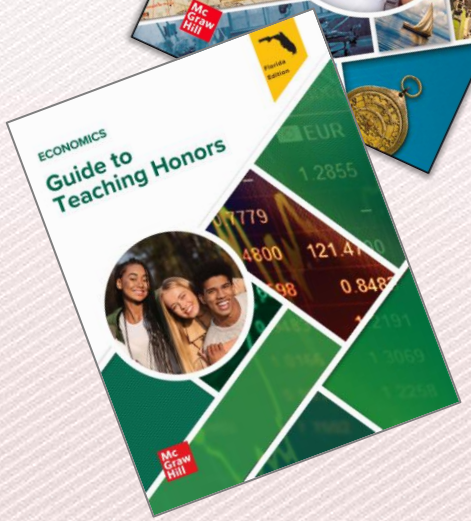
- ✓ Time Limit
- ✓ Scramble Q&A's
- ✓ Reports – Item Analysis & Standards



All on **1** Platform with Offline Access





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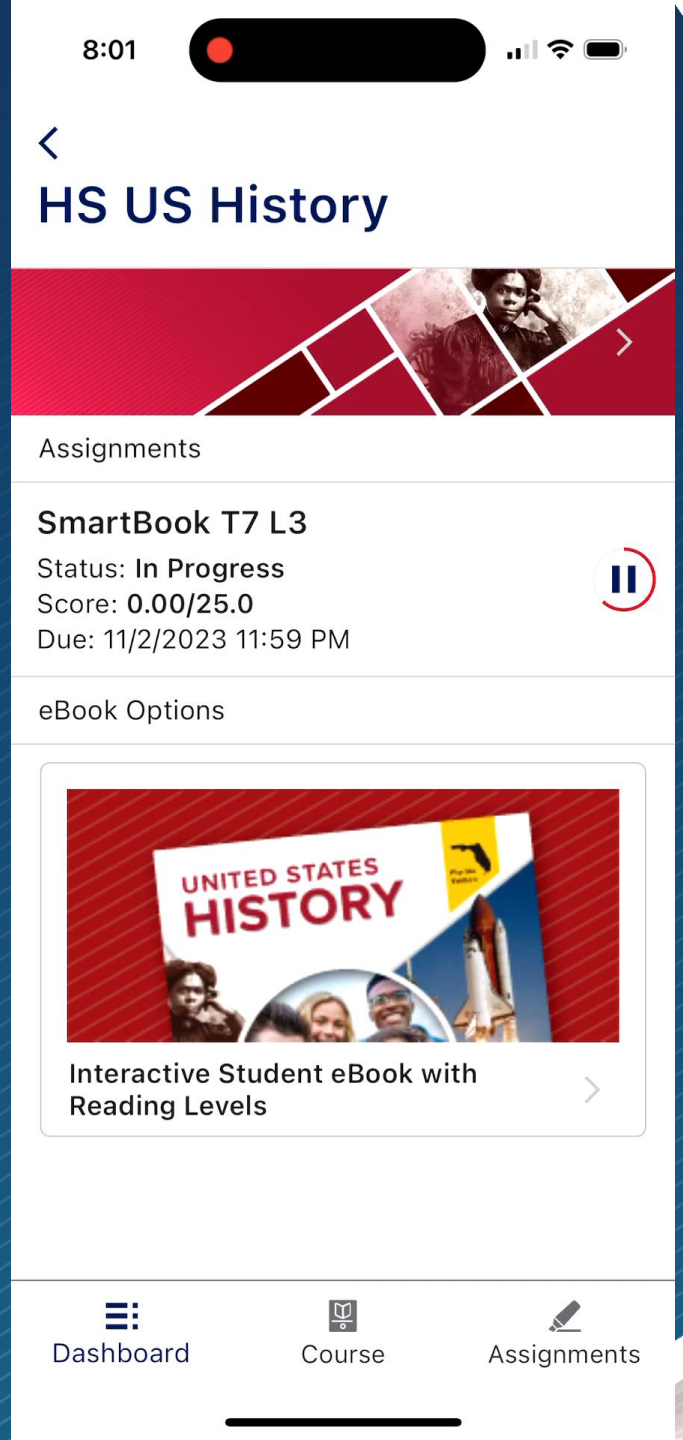

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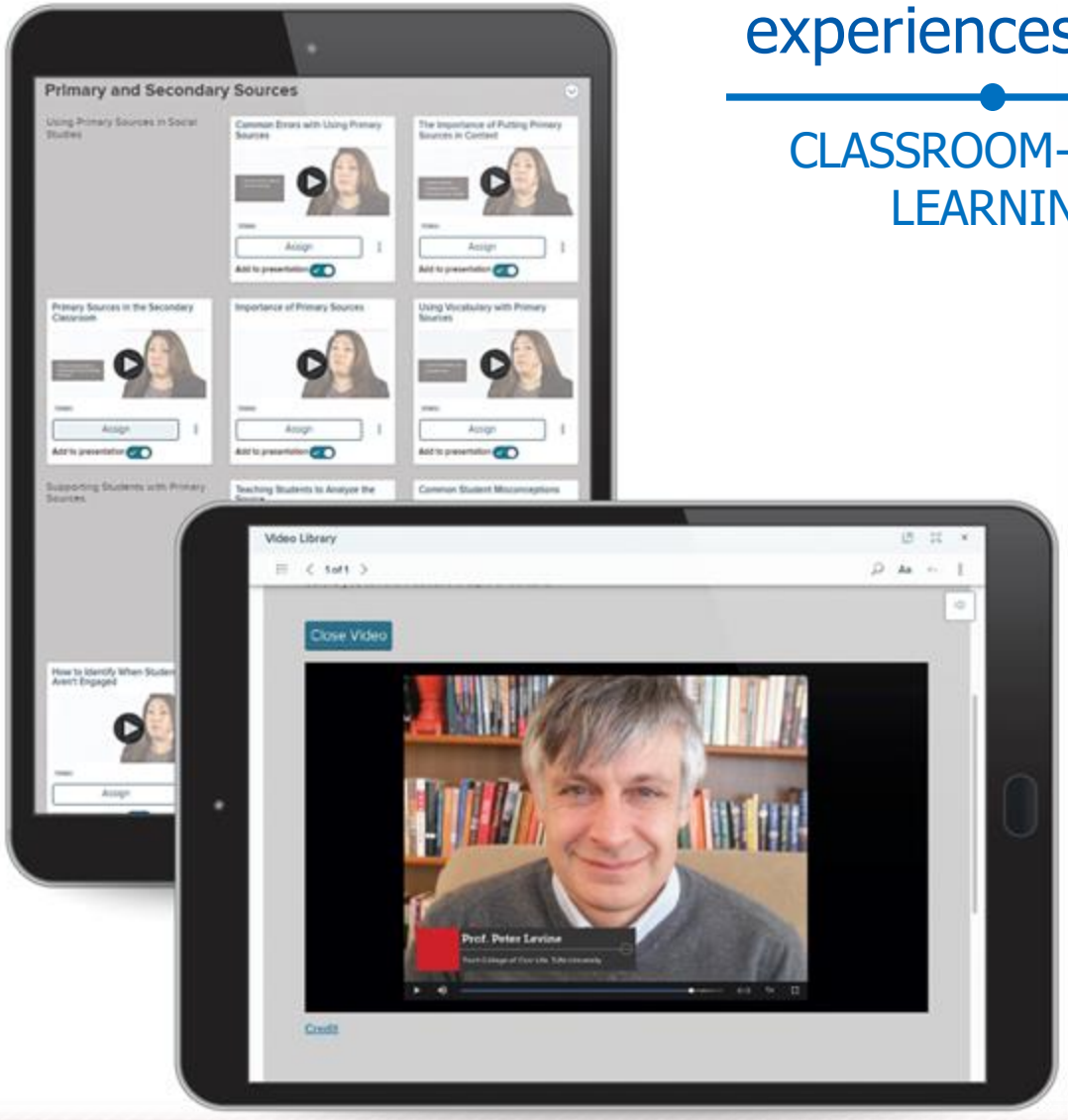

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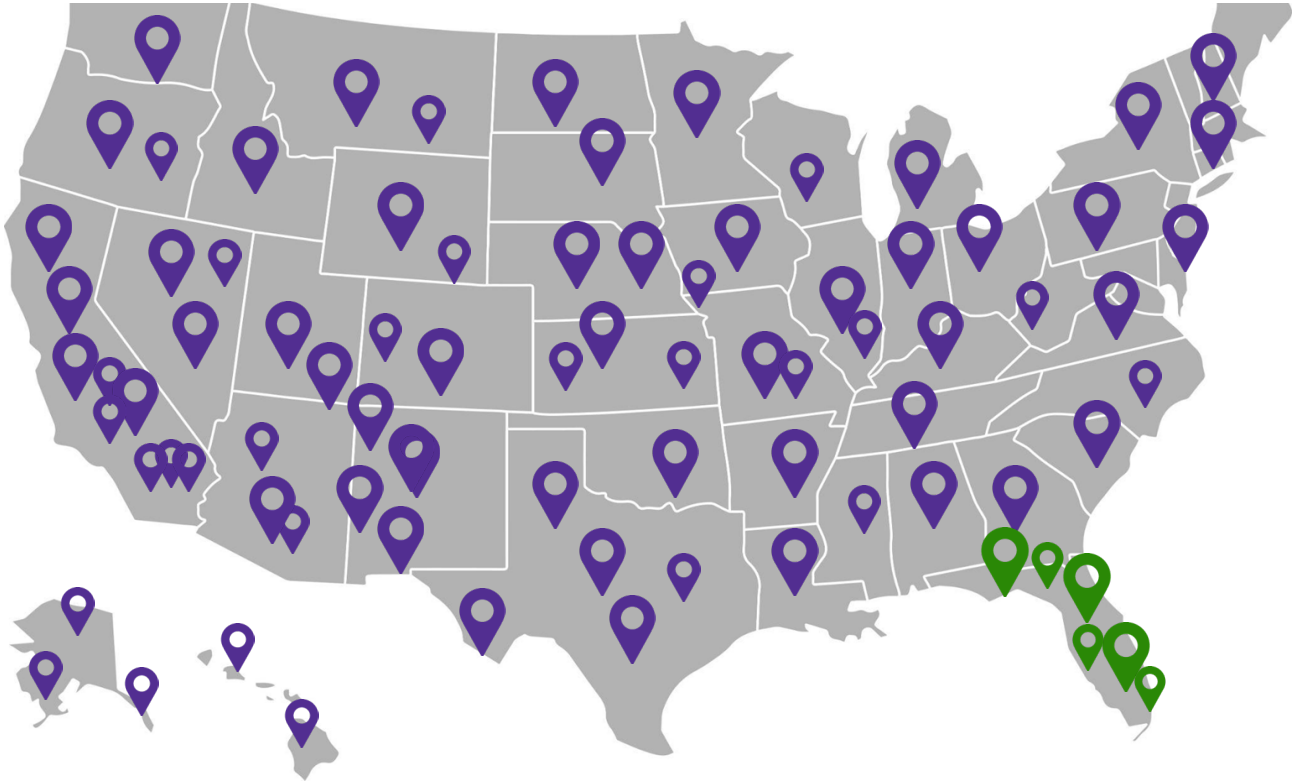

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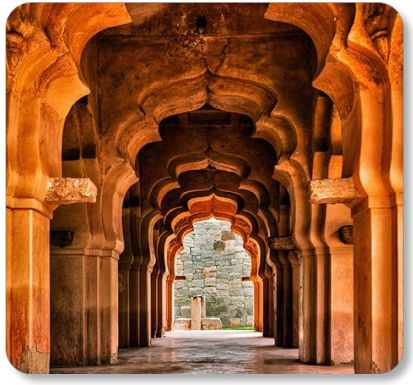

History Alive!
The Ancient World

Civics Alive!
Foundations and Functions

History Alive!
The United States Through Industrialism

Reviewers' Resources

Hernando County MS

Middle School Reviewer Resources

Resource	Description	Link
Get Access to TCI	Create your TCI Teacher Account in less than a minute. Your Teacher Account contains all the resources you need to plan and teach a lesson, grade and assign assignments, and create and administer assessments.	Click Here
Rubric with TCI Notes	Core Questions Rubric with notes from TCI to help you find key information about the program.	Visuals with Links Matrix
Middle School Video	Watch a six-minute video overview of TCI's middle school programs.	Click here
Student Edition	Click on the links to see how the print Student Edition and Notebook provide a rich knowledge base of historical concepts and guides students through their learning.	MS World MS Civics MS US
Interactive Student Notebook	Students complete graphically organized notes, develop personalized responses and create processing assignments in their Interactive Student Notebooks. Available as a consumable notebook, reproducible pdf, and digital notebook prompts.	MS World MS Civics MS US

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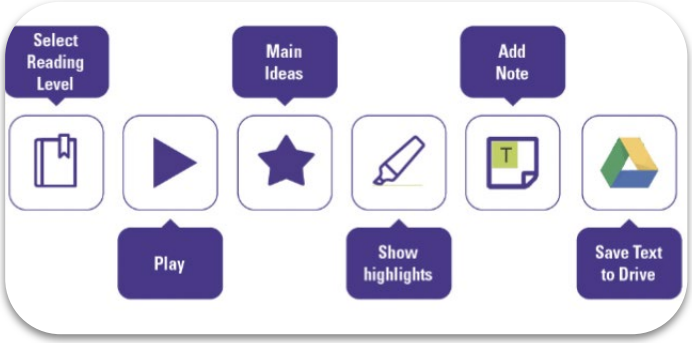
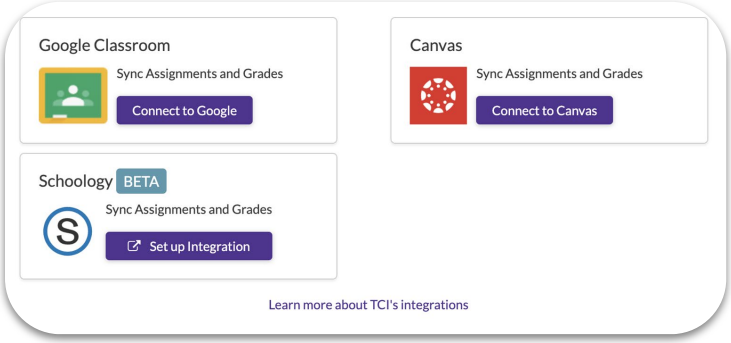
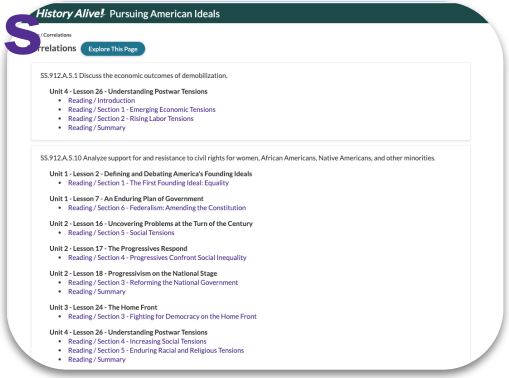
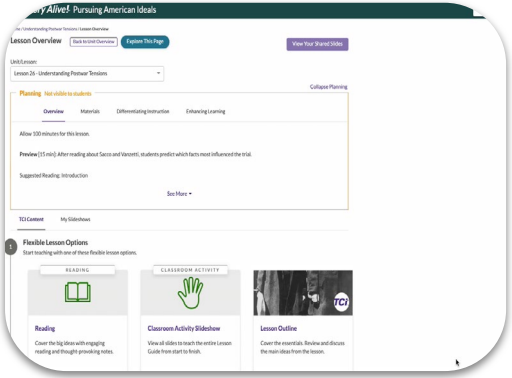




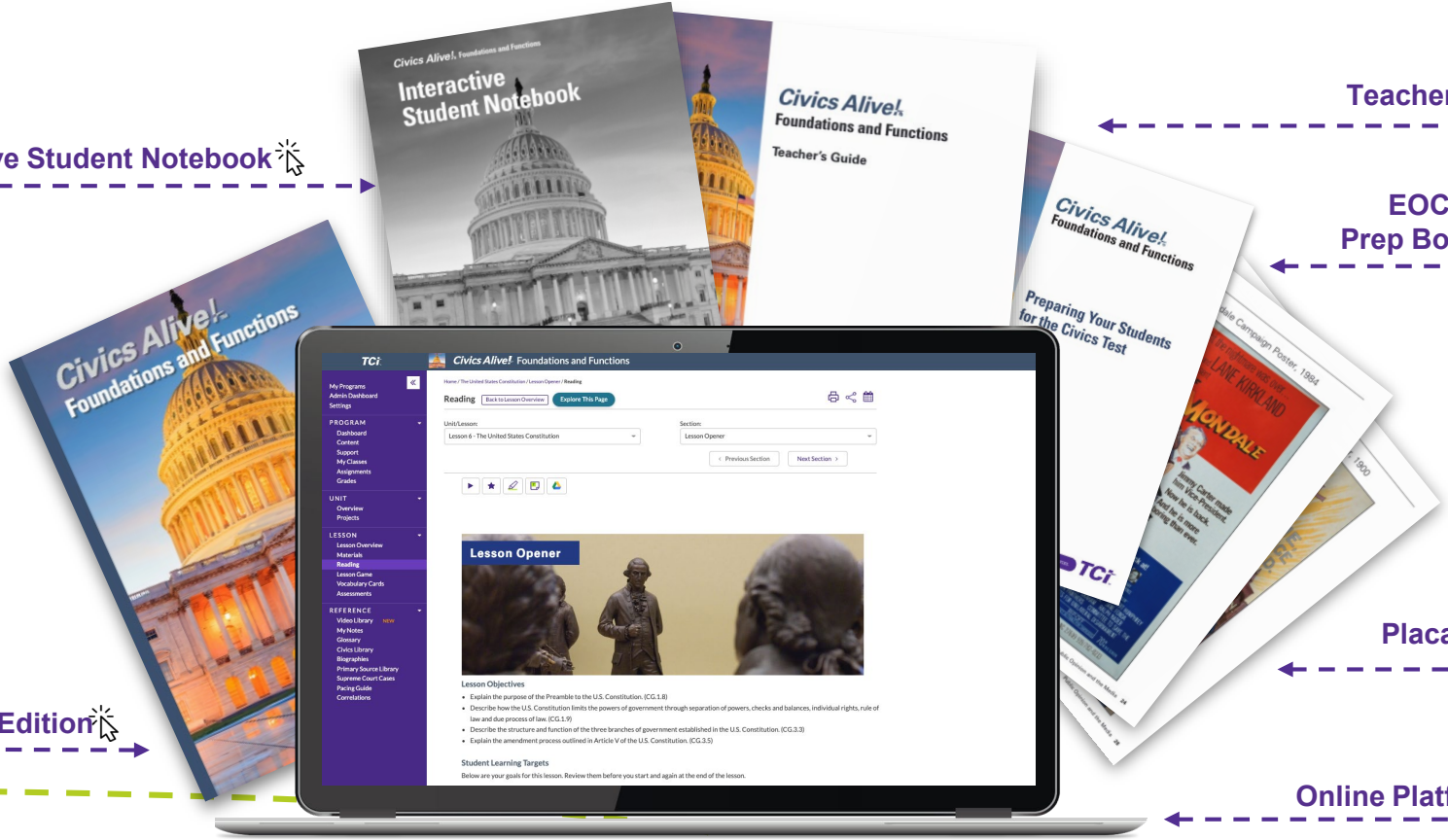
Setting **ALL Teachers** and **Students** up for **Success**





Civics Alive! Foundations and Functions

También en Español



Meet the Benchmarks & Assess Student Progress

Built for Florida Benchmarks

TCi FLORIDA

TCi | Demo: Civics Alive! Foundations and Functions | View FL Benchmarks | M. Coral

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Unit/Lesson: Lesson 7 - Federalism: Local, State, and National Governments

Section: Lesson Opener

‹ Previous Section | Next Section ›

Benchmarks: SS.7.CG.3.13, SS.7.CG.3.12, SS.7.CG.3.4

Built for Florida Benchmarks

The Ancient Egyptian Pharaohs Test

Mastering the Content

Select the letter next to the best answer.

1. Why is King Tut one of the most well-known pharaohs?
   - A. Tut lived and ruled for more than 70 years.
   - B. Amazing artifacts were found in Tut's tomb.
   - C. Tut was the first woman to claim power over Egypt.
   - D. Trade expeditions helped Tut learn about faraway lands.

Benchmarks: SS.6.G.4.3, SS.6.W.2.5, SS.6.W.2.6

2. Why did the ancient Egyptians make mummies?
   - A. to decorate palaces of the pharaohs
   - B. to preserve dead bodies of the pharaohs
   - C. to transport goods up and down the Nile
   - D. to educate and protect the royal children

Benchmark: SS.6.W.2.5

3. What was a major purpose for building the pyramids?

   - A. temples for religious worship
   - B. storehouses for reserves of grain
   - C. homes for the pharaohs' servants
   - D. tombs for pharaohs when they died

Benchmarks: SS.6.W.2.4, SS.6.W.2.5

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Civics Alive! Foundations and Functions

View FL Benchmarks

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Get Started with Grading ×

Home / Studying History Through Inquiry / Grades / Student Benchmark Report

Student Benchmark Report

Back to Grades

Class:

Select...

80%-100% 60%-79% 0-59%

Export to CSV

Students	SS.8.A.3.15	SS.8.A.3.16	SS.8.A.3.2	SS.8.A.3.3	SS.8.A.3.4	SS.8.A.3.5	SS.8.A.3.6	SS.8.A.3.7	SS.8.A.3.8	SS.8.A.3.9	SS.8.A.4.1	SS.8.A.4.10	SS.8.A.4.11
Adam Woo-Jin	80%	100%	-	65%	-	80%	-	-	-	-	-	-	-
Ninochka Ladislava	50%	100%	-	65%	-	100%	100%	-	-	-	-	-	-
Emily Rakesh	30%	65%	-	60%	-	85%	100%	-	-	-	-	-	-
Gisela Adams	70%	20%	-	95%	-	85%	-	-	-	-	-	-	-
Sanjeev Grover	0%	0%	-	65%	-	100%	100%	-	-	-	-	-	-
Luciana Gomez	30%	75%	-	65%	-	-	100%	-	-	-	-	-	-
Yeong-Suk Lee	65%	100%	-	100%	-	90%	0%	-	-	-	-	-	-

Preparing Students for the Civics EOC Assessment

What's in This Booklet

Prepare your students for Florida's 7th Grade Civics End-of-Course (EOC) Assessment. This Booklet includes an overview of embedded teaching and learning tools, a parent letter to send home with students, checklists of Florida's Civics and Government benchmarks, and a realistic full-length practice test.

Support from Start to Finish

Before students engage with the test, see how the benchmarks are addressed at the beginning and end of every lesson.

Letter to Parent or Guardian

Start by sending families a letter informing them about the EOC assessment and how this program prepares students for the exam. A sample letter is provided.

Civics Benchmark Checklists for Teachers and Students

Make sure students stay on track with the standards checklist. The checklist points you toward lessons where civics benchmarks are covered so you can review materials.

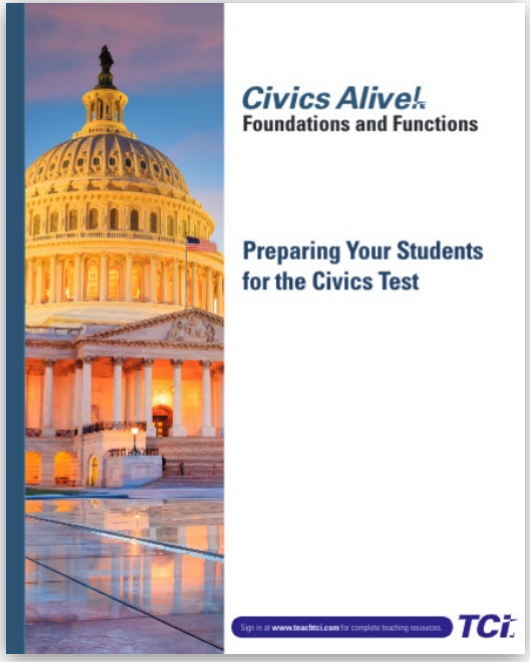
Full Practice Test

Set students up for success with a practice test. This full-length test mimics the EOC assessment and familiarizes students with the test structure and question types.

Benchmark Coverage by Lesson

Each lesson is directly correlated with the benchmarks. These benchmarks are clearly called out at the beginning and end of each lesson.

Civics Alive! Lesson	Lesson Title	Benchmarks
1	**Citizenship and the Rule of Law**	SS.7.CG.1.11 SS.7.CG.2.1 SS.7.CG.2.2
2	**Comparing Forms of Government**	SS.7.CG.3.1 SS.7.CG.3.2 SS.7.CG.3.15 SS.68.HE.1.1
3	**The Roots of American Government**	SS.7.CG.1.1 SS.7.CG.1.2 SS.7.CG.1.4
4	**Moving Toward Independence**	SS.7.CG.1.3 SS.7.CG.1.5 SS.7.CG.1.6
5	**Creating the Constitution**	SS.7.CG.1.7 SS.7.CG.1.10
6	**The United States Constitution**	SS.7.CG.1.8 SS.7.CG.1.9 SS.7.CG.3.3 SS.7.CG.3.5
7	**Federalism: Local, State, and National Governments**	SS.7.CG.3.4 SS.7.CG.3.12 SS.7.CG.3.13
8	**The Legislative Branch**	SS.7.CG.3.7
9	**The Executive Branch**	SS.7.CG.3.8



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8	**The Legislative Branch**	SS.7.CG.3.7
9	**The Executive Branch**	SS.7.CG.3.8

10	**The Judicial Branch**	SS.7.CG.2.5 SS.7.CG.3.9
11	**The Bill of Rights and Civil Liberties**	SS.7.CG.2.3 SS.7.CG.2.4
12	**Law, Liberty, and Interpreting the U.S. Constitution**	SS.7.CG.3.10 SS.7.CG.3.11
13	**Citizen Participation**	SS.7.CG.2.10 SS.7.CG.3.6
14	**Parties, Interest Groups, and Public Policy**	SS.7.CG.2.6 SS.7.CG.2.8
15	**Political Campaigns and Elections**	SS.7.CG.2.6 SS.7.CG.2.7 SS.7.CG.3.14
16	**Public Opinion and the Media**	SS.7.CG.2.8 SS.7.CG.2.9 SS.68.HE.1.1
17	**Creating American Foreign Policy**	SS.7.CG.4.1 SS.7.CG.4.3
18	**Global Issues and the United States**	SS.7.CG.4.2 SS.7.CG.4.3
19	**The Geography of North America**	SS.7.G.1 SS.7.G.2 SS.7.G.3 SS.7.G.4 SS.7.G.5 SS.7.G.6
20	**Understanding Economics**	SS.7.E.1 SS.7.E.2 SS.7.E.3

Civics Benchmark Checklist

Use this checklist to ensure that you have covered all the benchmarks for the EOC assessment

For Teachers

Introduced	Fully Taught	Benchmark	Benchmark Text	*Civics Alive!* Lesson
		SS.7.CG.1.1	Analyze the influences of ancient Greece, ancient Rome and the Judeo-Christian tradition on America's constitutional republic.	3
		SS.7.CG.1.2	Trace the principles underlying America's founding ideas on law and government.	3
		SS.7.CG.1.3	Trace the impact that the Magna Carta, Mayflower Compact, English Bill of Rights and Thomas Paine's Common Sense had on colonists' views of government.	4
		SS.7.CG.1.4	Analyze how Enlightenment ideas, including Montesquieu's view of separation of powers and John Locke's theories related to natural law and Locke's social contract, influenced the Founding.	3
		SS.7.CG.1.5	Describe how British policies and responses to colonial concerns led to the writing of the Declaration of Independence.	4
		SS.7.CG.1.6	Analyze the ideas and grievances set forth in the Declaration of Independence.	4
		SS.7.CG.1.7	Explain how the weaknesses of the Articles of Confederation led to the writing of the U.S. Constitution.	5
		SS.7.CG.1.8	Explain the purpose of the Preamble to the U.S. Constitution.	6
		SS.7.CG.1.9	Describe how the U.S. Constitution limits the powers of government through separation of powers, checks and balances, individual rights, rule of law and due process of law.	6
		SS.7.CG.1.10	Compare the viewpoints of the Federalists and the Anti-Federalists regarding ratification of the U.S. Constitution and including a bill of rights.	5
		SS.7.CG.1.11	Define the rule of law and recognize its influence on the development of legal, political and governmental systems in the United States.	1
		SS.7.CG.2.1	Define the term "citizen," and explain the constitutional means of becoming a U.S. citizen.	1
		SS.7.CG.2.2	Differentiate between obligations and responsibilities of U.S. citizenship, and evaluate their impact on society.	1
		SS.7.CG.2.3	Identify and apply the rights contained in the Bill of Rights and other amendments to the U.S. Constitution.	11
		SS.7.CG.2.4	Explain how the U.S. Constitution and the Bill of Rights safeguard individual rights.	11
		SS.7.CG.2.5	Describe the trial process and the role of juries in the administration of justice at the state and federal levels.	10
		SS.7.CG.2.6	Examine the election and voting process at the local, state and national levels.	14 & 15
		SS.7.CG.2.7	Identify the constitutional qualifications required to hold state and national office.	15
		SS.7.CG.2.8	Examine the impact of media, individuals, and interest groups on monitoring and influencing government.	14 & 16
		SS.7.CG.2.9	Analyze media and political communications and identify examples of bias, symbolism and propaganda.	16

Introduced	Fully Taught	Benchmark	Benchmark Text	*Civics Alive!* Lesson
		SS.7.CG.2.10	Explain the process for citizens to address a state or local problem by researching public policy alternatives, identifying appropriate government agencies to address the issue and determining a course of action.	3
		SS.7.CG.3.1	Analyze the advantages of the United States' constitutional republic over other forms of government in safeguarding liberty, freedom and a representative government.	2
		SS.7.CG.3.2	Explain the advantages of a federal system of government over other systems in balancing local sovereignty with national unity and protecting against authoritarianism.	2
		SS.7.CG.3.3	Describe the structure and function of the three branches of government established in the U.S. Constitution.	6
		SS.7.CG.3.4	Explain the relationship between state and national governments as written in Article IV of the U.S. Constitution and the 10th Amendment.	7
		SS.7.CG.3.5	Explain the amendment process outlined in Article V of the U.S. Constitution.	6
		SS.7.CG.3.6	Analyze how the 13th, 14th, 15th, 19th, 24th and 26th Amendments broadened participation in the political process.	13
		SS.7.CG.3.7	Explain the structure, functions and processes of the legislative branch of government.	8
		SS.7.CG.3.8	Explain the structure, functions and processes of the executive branch of government.	9
		SS.7.CG.3.9	Explain the structure, functions and processes of the judicial branch of government.	10
		SS.7.CG.3.10	Identify sources and types of law.	12
		SS.7.CG.3.11	Analyze the effects of landmark Supreme Court decisions on law, liberty and the interpretation of the U.S. Constitution.	12
		SS.7.CG.3.12	Compare the U.S. and Florida constitutions.	7
		SS.7.CG.3.13	Explain government obligations to its citizens and the services provided at the local, state and national levels.	7
		SS.7.CG.3.14	Explain the purpose and function of the Electoral College in electing the President of the United States.	15
		SS.7.CG.3.15	Analyze the advantages of capitalism and the free market in the United States over government-controlled economic systems (e.g., socialism and communism) in regard to economic freedom and raising the standard of living for citizens.	2
		SS.7.CG.4.1	Explain the relationship between U.S. foreign and domestic policy.	17
		SS.7.CG.4.2	Describe the United States' and citizen participation in international organizations.	18
		SS.7.CG.4.3	Describe examples of the United States' actions and reactions in international conflicts.	17 & 18

Civics Benchmark Checklist

Use this checklist to make sure that you know everything you need for the EOC assessment.

For Students

New to Me	Learning	Got It!	Benchmark	Benchmark Text	*Civics Alive!* Lesson
			SS.7.CG.1.1	Analyze the influences of ancient Greece, ancient Rome and the Judeo-Christian tradition on America's constitutional republic.	3
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EOC Practice Test

Full-Length Practice Test

This test is also available for students to take online.

CG.1.11

1. This is a real-life scenario relating to the rule of law.

> A senator was pulled over for speeding and the police officer noticed visible damage on her car. After questioning, the senator admitted she had hit a car earlier in the evening, but drove away. She is temporarily jailed.

Because of the transparency of institutions principle under the rule of law, what would occur in the next few days?

A. Her arrest will be made public if the media requests information.
B. She will be released from jail due to her position in Congress.
C. A judge and jury will provide her sentence immediately.
D. She will be fired by the Senate because of her actions.

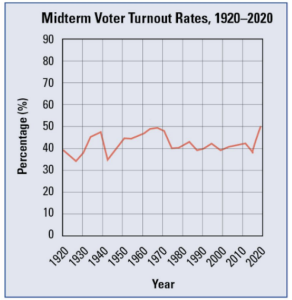
CG.2.1

2. How does becoming a permanent resident affect an immigrant?

A. They become equal to U.S. citizens in the eyes of the law.
B. They become U.S. citizens after another ten years.
C. They gain the legal right to live and work in the United States.
D. They gain the right to become U.S. citizens immediately.

CG.2.2

3. The graph below shows voting rates in midterm elections.



Source: Fairvote.org

What is a possible outcome of the levels of voter participation shown in the graph?

A. More citizens may decide to vote by mail.
B. There may be fewer people available to perform jury duty.
C. It may be easier for elected officials to abuse their power.
D. Laws may be enacted that most citizens do not agree with.

CG.3.1

4. Which answer *best* describes a government that:

- uses violence to maintain power
- fiercely suppresses opposition
- harbors hostility to religion and human rights

A. capitalism
B. autocracy
C. socialism
D. federalism

CG.3.2

5. The scenario below describes a government in a fictitious country.

> Country A's constitution grants power to the central government, which then creates regional governments. Those regional governments have leaders appointed by the national government and their sole purpose is to carry out national policies.

What type of government does Country A have?

A. federal
B. confederal
C. unitary
D. authoritarian

CG.3.15

6. What is an advantage that a nation with a capitalist economy would enjoy?

A. farming collectivism to share food
B. government control of power plants
C. income equality
D. private property rights

CG.1.1

7. How is democracy in the United States influenced by that practiced in ancient Greece?

A. policy determined by the people
B. the right to vote for property-owning citizens
C. the existence of two major political parties
D. a legislature consisting of two chambers

EOC Practice Test

CG.1.2

8. Below is an excerpt from Article IV of the U.S. Constitution.

> "The Senators and Representatives before mentioned and the Members of the several State Legislatures, and all executive and judicial Officers, both of the United States and of the several States, shall be bound by Oath or Affirmation to support this Constitution."

Source: Public domain/National Archives

What founding principle is best described in this excerpt?

A. equality of mankind
B. limited government
C. religious liberty
D. rule of law

CG.1.4

9. Below is a excerpt from the *Second Treatise of Government*.

> "As if when men, quitting the state of Nature, entered into society, they agreed that all of them but one should be under the restraint of laws; but that he should still retain all the liberty of the state of Nature, increased with power."

Source: Public Domain/Project Gutenberg

Which Enlightenment idea is described in the excerpt?

A. the creation of checks and balances
B. the formation of a legislative branch
C. the idea of separation of powers
D. the theory of a social contract

CG.1.3

10. The quote below is one of the 63 clauses in the Magna Carta.

> No free man shall be seized, imprisoned, dispossessed, outlawed, exiled, or ruined in any way, nor in any way proceeded against, except by the lawful judgment of his peers and the law of the land.

Source: Public Domain/The British Library

What is the importance of this clause?

A. This law confirmed the right to a jury trial in all civil and criminal matters.
B. This law prevented noblemen and the monarch from being imprisoned or exiled.
C. This law established the right to due process and a jury trial.
D. This law confirmed the king's absolute power but with some limits.

CG.1.5

11. The drawing below shows colonists learning that the Stamp Act has been passed.

HEARING THE STAMP ACT IN KING STREET, OPPOSITE THE STATE HOUSE.

Source: Public Domain/National Parks Service

Why did colonists believe that the Stamp Act was illegal?

A. The Stamp Act required colonists to pay more than the British people in taxes.
B. The Magna Carta prevented the king from levying taxes without the consent of Parliament.
C. The Mayflower Compact gave the colonies the right to self-government.
D. The English Bill of Rights granted citizens a voice in government, which the colonists lacked.

CG.1.6

12. This is an excerpt from the Preamble of the Declaration of Independence.

> We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty and the pursuit of Happiness. —That to secure these rights, Governments are instituted among Men, deriving their just powers from the consent of the governed.

Source: Public Domain/National Archives

How do the principles listed in the excerpt support the idea of limited government?

A. by demanding that governments be created and made up of men only
B. by explaining that citizens' unalienable rights were given by their creator
C. by emphasizing that the role of government is to protect the rights of citizens
D. by listing citizens' unalienable rights as life, liberty, and the pursuit of happiness

CG.1.8

13. Below is the text of the Preamble to the Constitution.

> We the People of the United States, in Order to form a more perfect Union, establish Justice, insure domestic Tranquility, provide for the common defense, promote the general Welfare, and secure the Blessings of Liberty to ourselves and our Posterity, do ordain and establish this Constitution for the United States of America.

Source: Public Domain/National Archives

Why did the framers include the Preamble to the U.S. Constitution?

A. The framers wanted to introduce the document and state its purpose.
B. The framers wanted to create additional powers for the new government.
C. The framers wanted to list specific restrictions on the national government.
D. The framers wanted to resolve disagreements among themselves.

Engage All Learners

TCI's Unit Resources

UNIT 3 ANCIENT EGYPT AND THE MIDDLE EAST

UNIT OVERVIEW

Unit Opener

Geography Challenge Watch a video to explore how geography and the environment influenced the civilizations of ancient Egypt and the Middle East. Then use the maps and reading to answer the Geography Challenge questions in your notebook.

Inquiry Project Explore the unit's compelling question: *How did ancient civilizations affect each other?* Then complete a Guided Inquiry. Gather evidence throughout the activities, reading, and additional research to write an argument that answers the question by the end of the unit.

Lessons

11 Geography and the Early Settlement of Egypt, Kush, and Canaan Use your body to model the physical geography of ancient Egypt, Kush, and Canaan to see how environmental factors influence settlement.

Key Skills: Map Skills, Comparing and Contrasting, Analyzing Cause and Effect, Framing Questions to Research

12 The Ancient Egyptian Pharaohs "Visit" monuments along the Nile River to learn about four ancient Egyptian pharaohs and their important accomplishments.

Exploring the Social Sciences – The Egyptian Mummy Project

Key Skills: Creating a Timeline, Making Predictions, Selecting Useful Information

13 Daily Life in Ancient Egypt Create and perform dramatizations to learn about the social structure of ancient Egypt and daily life for members of each social class.

Investigating Primary Sources – What Was It Like to Be a Scribe in Ancient Egypt?

Key Skills: Sequencing Events, Selecting Credible Sources: Primary Sources, Drawing Sound Conclusions

14 The Kin ...lyze and bring to life images representing four key periods in th...

Key ... redible Sources: Secondary Sources, Map Skills

15 The Origins of Judaism Create scrolls illustrating information about key figures in the history of the ancient Israelites and in the development of Judaism.

Key Skills: Analyzing Cause and Effect, Drawing Sound Conclusions, Framing Questions to Research

16 Learning About World Religions: Judaism Make a timeline of the key events in the Jewish Diaspora to explain how Jews were able to preserve their teachings.

Key Skills: Comparing and Contrasting, Sequencing Events, Creating a Timeline

Unit Closer

Studying Sources Use these readings as further sources for your Inquiry Project and to deepen your understanding of the content:

- Explore – Comparing the Written Languages of Egypt and Mesopotamia
- Explore – Something Borrowed: Kush Transforms Egyptian Ideas
- Primary Source – Through the Eyes of a Historian: Herodotus Writes About Kush

Then look for additional sources online, including Explore, Primary Source, Literature, and Biography readings.

Timeline Challenge Review the key events from this unit by sequencing events on a timeline. Then add your own events that you consider to be important in history.

VIDEOS ONLINE www.teachtci.c...

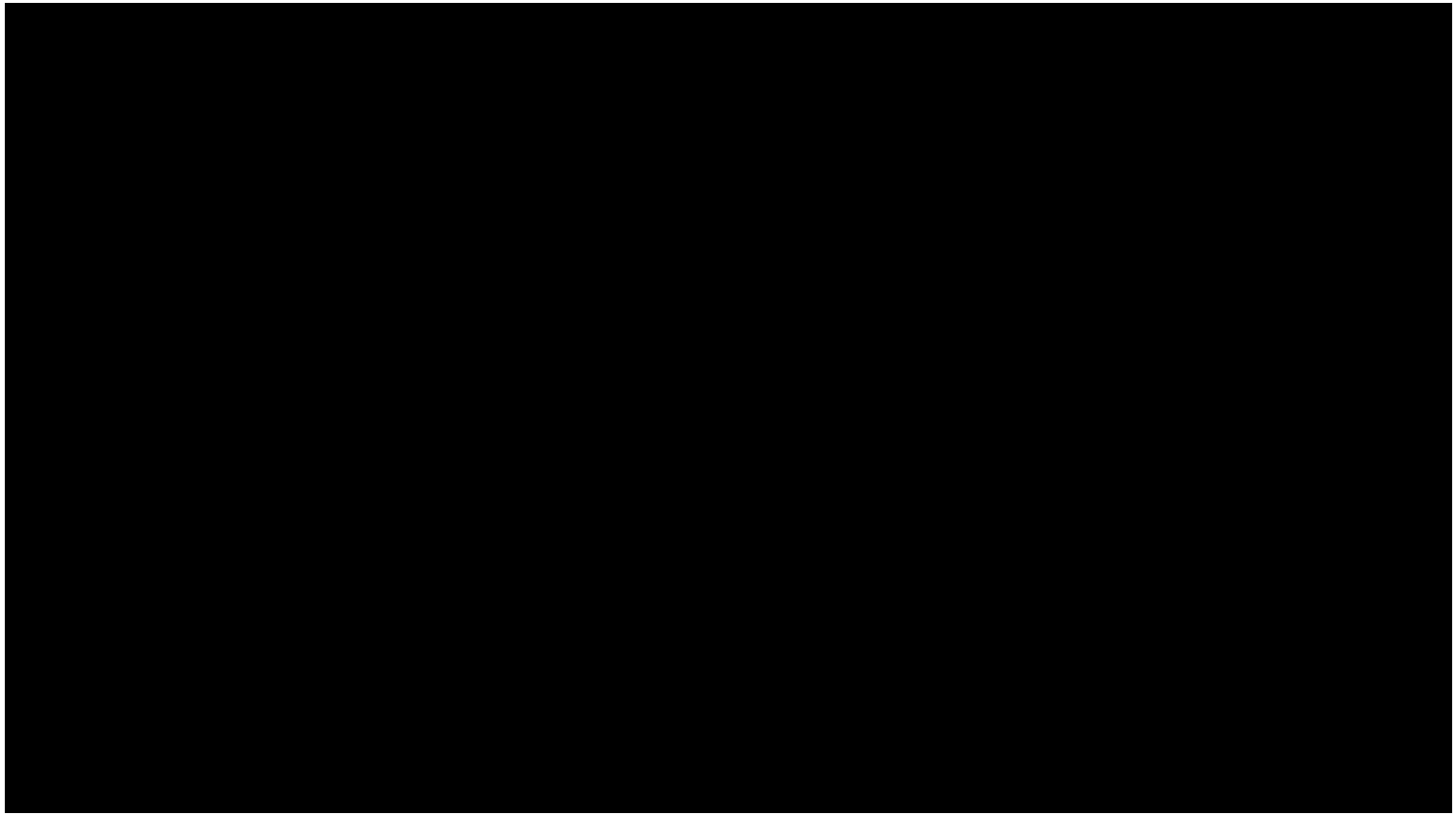
...in in to access a video-based Geography Challenge and Video Activities that ex... main ideas of the text with meaningful visuals.

WH p. 170

CIV p. 114

U.S. p. 40

Unit 3: Geography Challenge Video

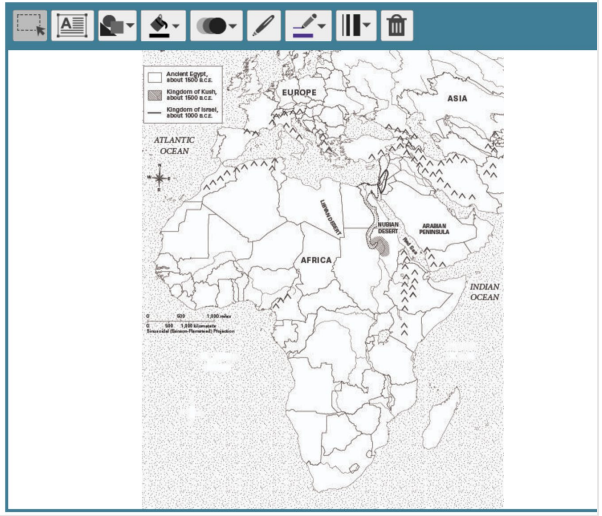


Unit 3: Geography Challenge

Creating a Map

Use the maps in the Geography Challenge reading to label your map.

1. Locate the Arabian Peninsula on the map. Draw a **blue** box around it.
2. Locate the Nile River and Nile River delta. Label them.
3. Label the Kingdom of Israel and outline it in **purple**.
4. Locate the Kingdom of Kush. Label it and circle it in **red**.



GEOGRAPHY CHALLENGE

Creating a Map

Use the maps in the Geography Challenge reading to label your map.

1. Locate the Arabian Peninsula on the map. Draw a blue box around it.
2. Locate the Nile River and Nile River delta. Label them.
3. Label the Kingdom of Israel and outline it in purple.
4. Locate the Kingdom of Kush. Label it and circle it in red.

Applying Geography Skills

Using the map you have created, answer the following questions.

5. The Arabian Peninsula is part of which continent?
6. What are the two major vegetation zones in northern Africa and the Middle East?
7. What do the boundaries of ancient Kush tell about its size compared with that of ancient Egypt? Compared with that of ancient Israel?

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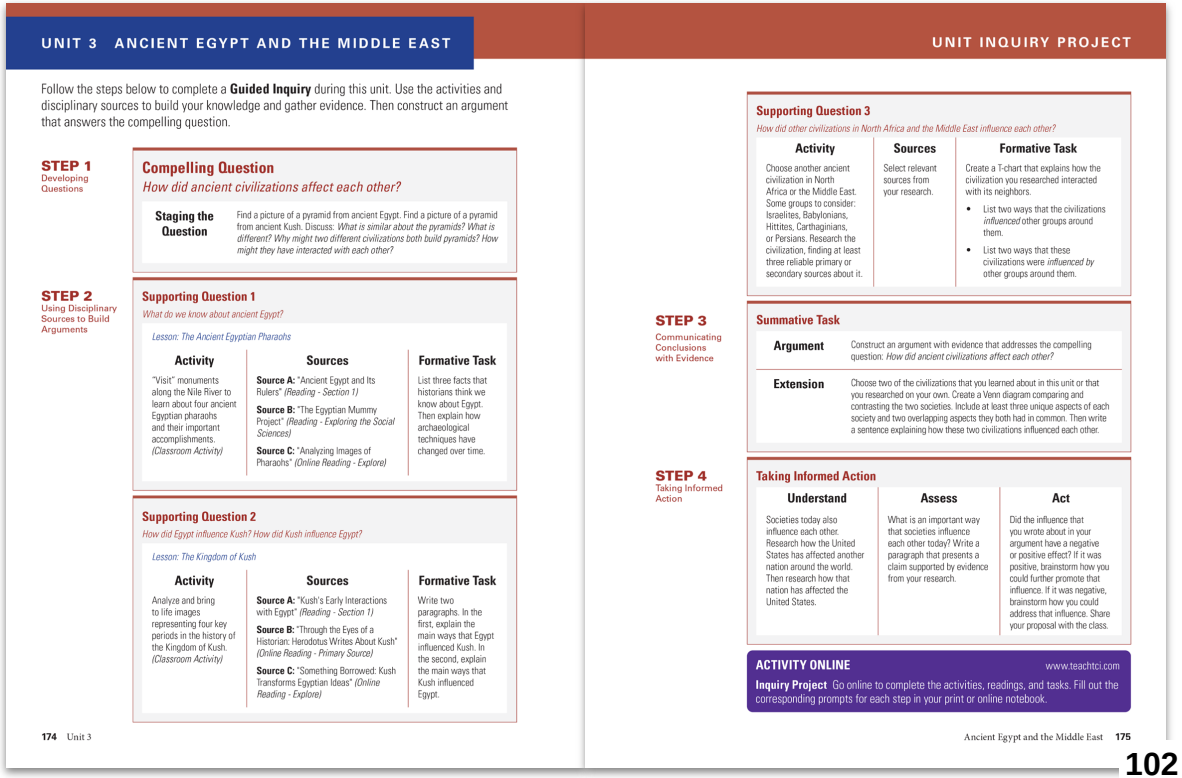
Unit Opener: Inquiry Project

Providing a comprehensive inquiry pathway for teachers.

Types of Inquiry

- Structured
- Embedded Action
- Guided
- Student-Directed



UNIT 3 ANCIENT EGYPT AND THE MIDDLE EAST

Follow the steps below to complete a **Guided Inquiry** during this unit. Use the activities and disciplinary sources to build your knowledge and gather evidence. Then construct an argument that answers the compelling question.

STEP 1 Developing Questions

Compelling Question

How did ancient civilizations affect each other?

Staging the Question	Find a picture of a pyramid from ancient Egypt. Find a picture of a pyramid from ancient Kush. Discuss: *What is similar about the pyramids? What is different? Why might two different civilizations both build pyramids? How might they have interacted with each other?*

STEP 2 Using Disciplinary Sources to Build Arguments

Supporting Question 1

What do we know about ancient Egypt?

Lesson: The Ancient Egyptian Pharaohs

Activity	Sources	Formative Task
"Visit" monuments along the Nile River to learn about four ancient Egyptian pharaohs and their important accomplishments. *(Classroom Activity)*	**Source A:** "Ancient Egypt and Its Rulers" *(Reading - Section 1)* **Source B:** "The Egyptian Mummy Project" *(Reading - Exploring the Social Sciences)* **Source C:** "Analyzing Images of Pharaohs" *(Online Reading - Explore)*	List three facts that historians think we know about Egypt. Then explain how archaeological techniques have changed over time.

Supporting Question 2

How did Egypt influence Kush? How did Kush influence Egypt?

Lesson: The Kingdom of Kush

Activity	Sources	Formative Task
Analyze and bring to life images representing four key periods in the history of the Kingdom of Kush. *(Classroom Activity)*	**Source A:** "Kush's Early Interactions with Egypt" *(Reading - Section 1)* **Source B:** "Through the Eyes of a Historian: Herodotus Writes About Kush" *(Online Reading - Primary Source)* **Source C:** "Something Borrowed: Kush Transforms Egyptian Ideas" *(Online Reading - Explore)*	Write two paragraphs. In the first, explain the main ways that Egypt influenced Kush. In the second, explain the main ways that Kush influenced Egypt.

174 Unit 3

UNIT INQUIRY PROJECT

Supporting Question 3

How did other civilizations in North Africa and the Middle East influence each other?

Activity	Sources	Formative Task
Choose another ancient civilization in North Africa or the Middle East. Some groups to consider: Israelites, Babylonians, Hittites, Carthaginians, or Persians. Research the civilization, finding at least three reliable primary or secondary sources about it.	Select relevant sources from your research.	Create a T-chart that explains how the civilization you researched interacted with its neighbors. • List two ways that the civilizations *influenced* other groups around them. • List two ways that these civilizations were *influenced by* other groups around them.

STEP 3 Communicating Conclusions with Evidence

Summative Task

Argument	Construct an argument with evidence that addresses the compelling question: *How did ancient civilizations affect each other?*
Extension	Choose two of the civilizations that you learned about in this unit or that you researched on your own. Create a Venn diagram comparing and contrasting the two societies. Include at least three unique aspects of each society and two overlapping aspects they both had in common. Then write a sentence explaining how these two civilizations influenced each other.

STEP 4 Taking Informed Action

Taking Informed Action

Understand	Assess	Act
Societies today also influence each other. Research how the United States has affected another nation around the world. Then research how that nation has affected the United States.	What is an important way that societies influence each other today? Write a paragraph that presents a claim supported by evidence from your research.	Did the influence that you wrote about in your argument have a negative or positive effect? If it was positive, brainstorm how you could further promote that influence. If it was negative, brainstorm how you could address that influence. Share your proposal with the class.

ACTIVITY ONLINE www.teachtci.com

Inquiry Project Go online to complete the activities, readings, and tasks. Fill out the corresponding prompts for each step in your print or online notebook.

Ancient Egypt and the Middle East 175

Inquiry Projects

Providing a comprehensive inquiry pathway for teachers

GUIDED INQUIRY

Follow the steps below to complete the Inquiry Project. Reference the reading for additional guidance.

STEP 1: Developing Questions

Review the Compelling Question for this unit: *How did ancient civilizations affect each other?*

Brainstorm anything related to this topic that you think you already know. List other questions you have.

Know	Questions

STEP 2: Using Disciplinary Sources to Build Arguments

For each supporting question, list sources from the activities, readings, and outside research. Explain the evidence they provide that will help you answer the question.

Supporting Question 1: *What do we know about ancient Egypt?*

Source	Evidence

Supporting Question 2: *How did Egypt influence Kush? How did Kush influence Egypt?*

Source	Evidence

Supporting Question 3: *How did other civilizations in North Africa and the Middle East influence each other?*

Source	Evidence

STEP 3: Communicating Conclusions with Evidence

Summative Argument Task

Construct an argument with evidence that addresses the compelling question: *How did ancient civilizations affect each other?*

Extension

Choose two of the civilizations that you learned about in this unit or that you researched on your own. Create a Venn diagram comparing and contrasting the two societies. Include at least three unique aspects of each society and two overlapping aspects they both had in common. Then write a sentence explaining how these two civilizations influenced each other.

STEP 4: Taking Informed Action

If instructed by your teacher, complete one or more of these tasks.

Understand Societies today also influence each other. Research how the United States has affected another nation around the world. Then research how that nation has affected the United States.	
Assess What is an important way that societies influence each other today? Write a paragraph that presents a claim supported by evidence from your research.	
Act Did the influence that you wrote about in your argument have a negative or positive effect? If it was positive, brainstorm how you could further promote that influence. If it was negative, brainstorm how you could address that influence. Share your proposal with the class.	

Unit 3: Inquiry Project

TCi. Demo: History Alive! The Ancient World

View FL Benchmarks | M. Coral

My Programs
Admin Dashboard
Settings

PROGRAM
Dashboard
Content
Support
My Classes
Assignments
Grades

UNIT
Overview
Projects

LESSON
Lesson Overview
Materials
Reading
Lesson Game
Vocabulary Cards
Assessments

REFERENCE
Video Library NEW
Games Library
My Notes
Glossary
Biographies
Civics Library
Primary Source Library
Pacing Guide
Correlations

English

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Home / Unit Projects

Unit Projects

Back to Unit Overview | Explore This Page

Unit/Lesson:
Unit 3 - Ancient Egypt and the Middle East

Expand Sections | Present Slides

Teacher Helper

Geography Challenge
Watch a video to explore how geography and the environment influenced the civilizations of ancient Egypt and the Middle East. Then use the maps and reading to answer the Geography Challenge questions in your notebook.
Pages 172–173
Benchmarks: SS.6.W.2.5,SS.6.W.2.4,SS.6.W.2.3,SS.6.W.2.10 See more

Inquiry Project
Explore the unit's compelling question: How did ancient civilizations affect each other? Then complete a Guided Inquiry. Gather evidence throughout the activities, reading, and additional research to write an argument that answers the question by the end of the unit.
Pages 174–179
Benchmarks: SS.6.W.2.4,SS.6.W.2.3,SS.6.W.2.10,SS.6.W.2.5 See more

Timeline Challenge
Review the key events from this unit by sequencing events on a timeline. Then add your own events that you consider to be important in history.
Pages 242–243
Benchmarks: SS.6.W.2.4,SS.6.W.2.3,SS.6.W.2.10,SS.6.W.2.6 See more

Applying Themes Through Writing
Review how the themes of history apply to what you've learned, then demonstrate your knowledge in a writing assignment.
45 min
Benchmarks: SS.6.W.2.3,SS.6.W.2.10,SS.6.W.2.5,SS.6.W.2.4 See more

Jump to Section

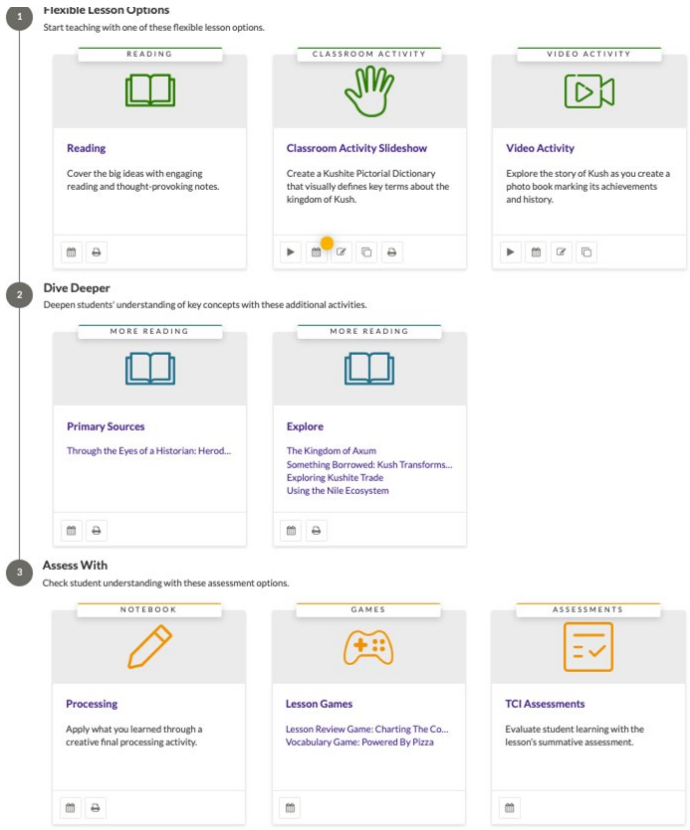
TCI's Lesson Structure

Use the comprehensive Lesson Overview page to see and plan lessons at a glance.

- **Flexible Lesson Options**
  Use these options to teach based on *your* classroom needs.

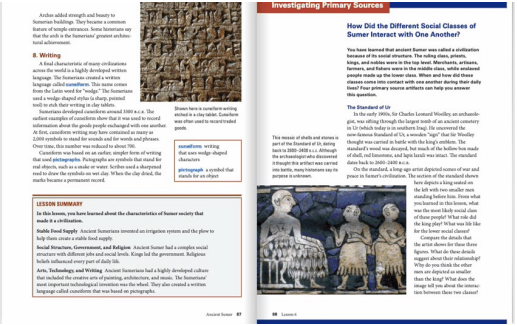
- **Dive Deeper**
  Deepen understanding of content with these optional materials.

- **Assess With**
  Check student understanding using these assessment options.



Flexible Learning Options

Each lesson has flexible teaching options to let you pick the engagement style that works for you



Arches added strength and beauty to Sumerian buildings. They became a common feature of temple entrances. Some historians say that the arch is the Sumerians' greatest architectural achievement.

8. Writing

A final characteristic of many civilizations across the world is a highly developed written language. The Sumerians created a written language called **cuneiform**. This name comes from the Latin word for "wedge." The Sumerians used a wedge-shaped stylus (a sharp, pointed tool) to etch their writing in clay tablets.

Sumerians developed cuneiform around 3300 B.C.E. The earliest examples of cuneiform show that it was used to record information about the goods people exchanged with one another. At first, cuneiform writing may have contained as many as 2,000 symbols to stand for sounds and for words and phrases. Over time, this number was reduced to about 700.

Cuneiform was based on an earlier, simpler form of writing that used **pictographs**. Pictographs are symbols that stand for real objects, such as a snake or water. Scribes used a sharpened reed to draw the symbols on wet clay. When the clay dried, the marks became a permanent record.

Drawn here is cuneiform writing etched in a clay tablet. Cuneiform was often used to record trade goods.

cuneiform writing that uses wedge-shaped characters

pictograph a symbol that stands for an object

LESSON SUMMARY

In this lesson, you have learned about the characteristics of Sumer society that made it a civilization.

Stable Food Supply Ancient Sumerians invented an irrigation system and the plow to help them create a stable food supply.

Social Structure, Government, and Religion Ancient Sumer had a complex social structure with different jobs and social levels. Kings led the government. Religious beliefs influenced every part of daily life.

Arts, Technology, and Writing Ancient Sumerians had a highly developed culture that included the creative arts of painting, architecture, and music. The Sumerians' most important technological invention was the wheel. They also created a written language called cuneiform that was based on pictographs.

Ancient Sumer 87

Investigating Primary Sources

How Did the Different Social Classes of Sumer Interact with One Another?

You have learned that ancient Sumer was called a civilization because of its social structure. The ruling class, priests, kings, and nobles were in the top level. Merchants, artisans, farmers, and fishers were in the middle class, while enslaved people made up the lower class. When and how did these classes come into contact with one another during their daily lives? Four primary source artifacts can help you answer this question.

The Standard of Ur

In the early 1900s, Sir Charles Leonard Woolley, an archaeologist, was sifting through the largest tomb of an ancient cemetery in Ur (which today is in southern Iraq). He uncovered the now-famous Standard of Ur, a wooden "sign" that Sir Woolley thought was carried in battle with the king's emblem. The standard's wood was decayed, but much of the hollow box made of shell, red limestone, and lapis lazuli was intact. The standard dates back to 2600–2400 B.C.E.

On the standard, a long-age artist depicted scenes of war and peace in Sumer's civilization. The section of the standard shown here depicts a king seated on the left with two smaller men standing before him. From what you learned in this lesson, what was the most likely social class of those people? What role did the king play? What was life like for the lower social classes?

Compare the details of the standard with the other three figures. What do these details suggest about their relationship? Why do you think the other men are depicted as smaller than the king? What does the image tell you about the interactions between these two classes?

This mosaic of shells and stones is part of the Standard of Ur, dating back to 2600–2400 B.C.E. Although the archaeologist who discovered it thought this artifact was carried into battle, many historians say its purpose is unknown.

Reading Activities

Classroom Activities

Video Activities

Reading Activity

Support all learners with considerate text, built-in reading support, and graphic notetaking.

1

Flexible Lesson Options

Start teaching with one of these flexible lesson options.

READING

Reading

Cover the big ideas with engaging reading and thought-provoking notes.

CLASSROOM ACTIVITY

Classroom Activity Slideshow

Create a Kushite Pictorial Dictionary that visually defines key terms about the kingdom of Kush.

VIDEO ACTIVITY

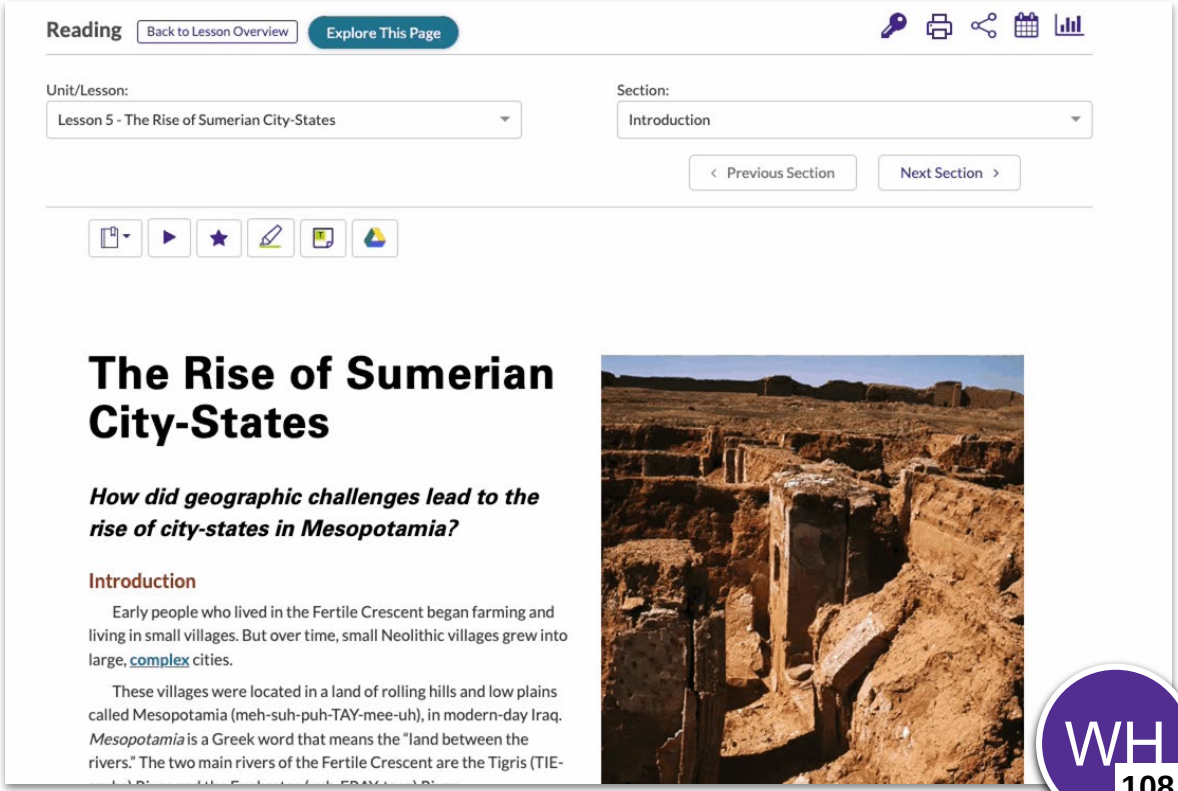
Video Activity

Explore the story of Kush as you create a photo book marking its achievements and history.

Reading Activity

Reading Support

- Changing the Lexile Levels
- Text-to-Speech
- Main Ideas
- Highlighting
- Student Notes
- Spanish Translation



Reading Activity

Graphic notetaking.

INTERACTIVE STUDENT NOTEBOOK

The Rise of Sumerian City-States

How did geographic challenges lead to the rise of city-states in Mesopotamia?

PREVIEW

Think of a recent problem or challenge that you faced, and what you did to solve it. In the "Problem" box in the flowchart below, draw a simple illustration of the problem or challenge. Also in that box, write a one-sentence summary of the problem. In the "Solution" box, draw a simple illustration to show how you solved the problem. Also write one sentence describing the solution.

Problem	Solution

READING NOTES

Social Studies Vocabulary

As you complete the Reading Notes, use these terms in your answers.

Mesopotamia	Euphrates River	irrigation	silt
Tigris River	Sumer	levee	city-state

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INTERACTIVE STUDENT NOTEBOOK

Section 1

List five words or phrases that characterize the geography of Mesopotamia. Circle the one characteristic that might pose the biggest challenge to people living there. In a complete sentence, explain why you chose this characteristic.

Section 2

1. What were some advantages of living in the foothills of the Zagros Mountains?

2. In the "Problem" box, draw and label a simple picture showing the problem that occurred around 5000 B.C.E. Also in that box, write a one sentence summary of the problem.

   In the "Solution" box, draw a simple illustration to show how the farmers in the foothills solved the problem. Also write one sentence describing the solution.

Problem	Solution

3. Who were the Sumerians?

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INTERACTIVE STUDENT NOTEBOOK

Section 6

To complete the flowchart, summarize how geography led to the rise of Sumerian city-states. In the appropriate boxes below, list each problem and its solution, as described in the reading.

How did geographic challenges lead to the rise of city-states in Mesopotamia?	**Problem 1** Food shortage in the foothills	**Solution 1**
Problem 3	**Solution 2**	**Problem 2**
Solution 3	**Problem 4**	**Solution 4**

PROCESSING

On a separate sheet of paper, create a real estate advertisement to encourage people to move to one of the Sumerian city-states. Include the following:

- A clever title for the advertisement, to catch the reader's eye. Be sure it includes the words *Sumerian City-State*.
- At least three illustrations representing the ideas the Sumerians came up with to solve key problems.
- A caption for each visual that describes the solution and why it helped make this Sumerian city-state a desirable place to live.

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Classroom Activity

Support for all teachers with ready-to-go slideshows—or edit to customize for your class.

1

Flexible Lesson Options

Start teaching with one of these flexible lesson options.

READING

Reading

Cover the big ideas with engaging reading and thought-provoking notes.

CLASSROOM ACTIVITY

Classroom Activity Slideshow

Create a Kushite Pictorial Dictionary that visually defines key terms about the kingdom of Kush.

VIDEO ACTIVITY

Video Activity

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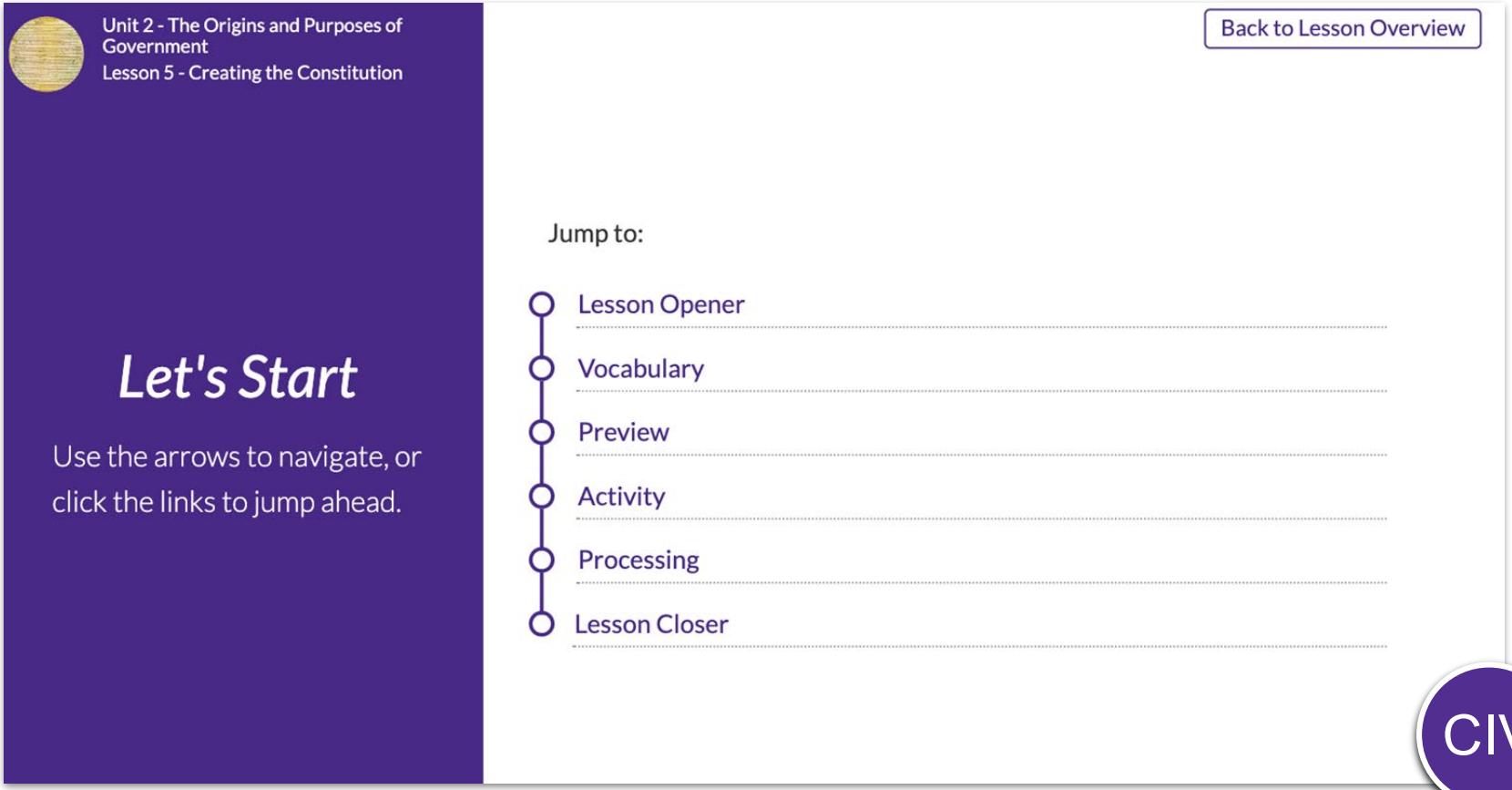
Classroom Activities



Classroom Activities

You will now take on the roles of American colonists who held different viewpoints on the U.S. Constitution.

Your group will consist of the following:

- a **Federalist** who supports ratifying the U.S. Constitution
- an **Anti-Federalist** who opposes ratifying the U.S. Constitution
- an **Undecided Citizen** who has not decided whether to support ratification

Classroom Activities

Learn About the Constitution

Watch this video about the creation of the U.S. Constitution. Then discuss:

1. Based on what you learned from the Preview, in which movie genre would you categorize this video?
2. Why was the U.S. Constitution created?
3. What is a federal system?

Go Live

Classroom Activities

Reading | Back to Lesson Overview | FL Reviewer Tour

Unit/Lesson:
Lesson 5 - Creating the Constitution

Section:
Introduction
- Lesson Opener
- Introduction
- Section 1 - Creating a New Government During Wartime
- Section 2 - Convening the Constitutional Convention
- Section 3 - Reaching a Compromise on Representation
- Section 4 - Compromises on Slavery and Commerce
- Section 5 - Creating the Executive Branch: One Head or Many?
- Section 6 - Ratifying the Constitution
- Section 7 - Adding the Bill of Rights
- Summary
- Lesson Closer

Creating the Constitution

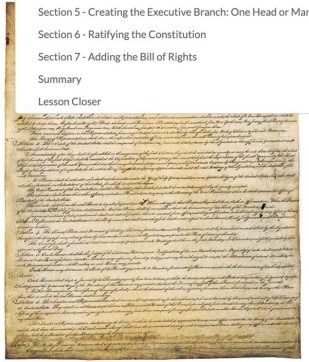
What challenges did the United States overcome to create and ratify the Constitution?

Introduction

After the American Revolution ended, the new United States still faced challenges. One of the most pressing of those challenges was debt. During the war, many soldiers were not paid. They returned home and found themselves facing large debts and overdue taxes they could not pay. Debt collectors seized property and land, and, in some cases, imprisoned people. This treatment especially angered veterans. Among them was a former army officer named Daniel Shays.

Shays settled in Massachusetts after leaving the army. There, he found himself swept up in the unrest and protests in support of those who had their property taken as payment for debts and taxes. Shays led a group who called themselves "Regulators." They protested at courthouses and stopped debt collectors from doing their work. George Washington could see the danger this put the new government in, writing, "commotions of this sort, like snowballs, gather strength as they roll, if there is no opposition in the way to divide and crumble them."

Because the new nation's government laid out in the Articles of Confederation was weak, it had little power to get involved or stop the rebellion. This led Massachusetts Governor Bowdoin to hire a militia. The rebellion ended in January 1787 when an army of more than 1,000 protesters led by Shays stormed the federal arsenal in



The original Constitution of the United States is printed on four large parchment sheets and is signed by nearly all the delegates present at the Constitutional Convention.

Social Studies Vocabulary

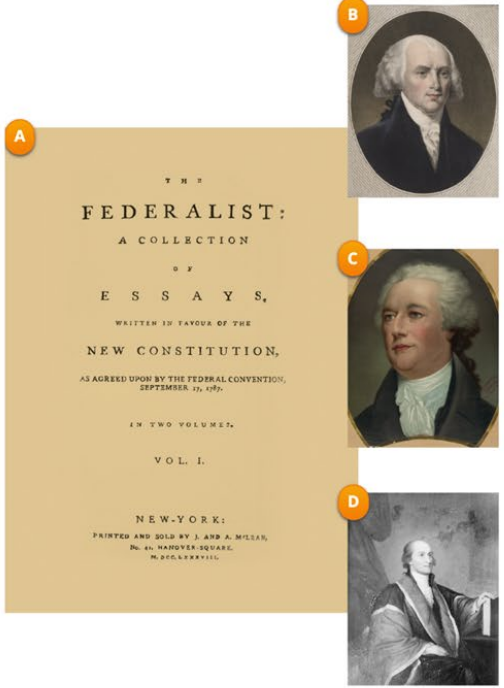
- Anti-Federalists
- Articles of Confederation
- constitutionalism

Classroom Activities

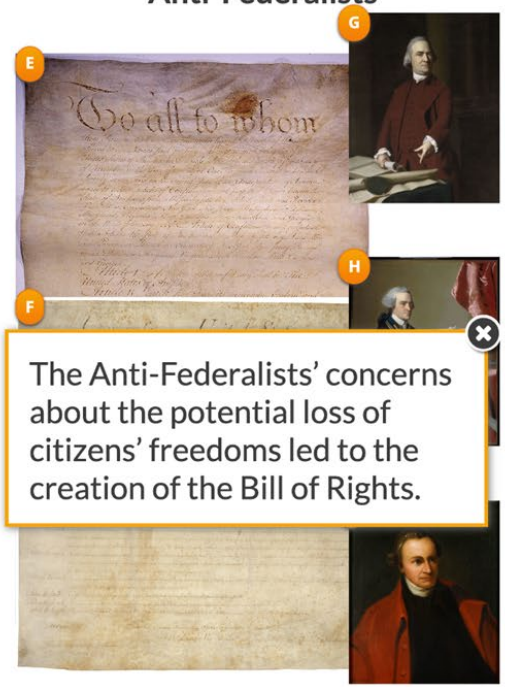
Once you are in your group you will need to:

- Click on the images to learn about the people and documents important to the creating of the U.S. Constitution.
- Receive a copy of **Handout B: Position Points for Constitutional Debates** and **Handout C: Note-Taking Chart for Constitutional Debates**.
- Read over the Federalist and Anti-Federalist position points from Handout B. Take notes on each position on Handout C.

Federalists



Anti-Federalists



Classroom Activities

Position Points for Constitutional Debates

Compare the viewpoints of the Federalists and Anti-Federalists regarding the ratification of the U.S. Constitution and the inclusion of a bill of rights. Take notes during your reading of these position points as well as during the debates on the back side of the Handout.

Federalists	Anti-Federalists
Favored Document- Constitution	Favored Document- Articles of Confederation
Supporters- Federalists were largely in urban areas.	Supporters- Anti-Federalists were largely in rural areas.
View of the role...[text from a screenshot, please provide]	View of the role...[text from a screenshot, please provide]
View of the Constitution...[text from a screen-shot, please provide]	View of the Constitution...[text from a screen-shot, please provide]
View of the Economy- Federalists believed the differences in state monetary systems led to national weakness. They favored central bank-ing and financial policies.	View of the Economy- Anti-Federalists felt that states should manage their own money and spend it according to their own needs.
Role in the Bill of Rights- They believed the Constitution was sufficient to protect individual rights. James Madison wrote the Bill of Rights in response to the Anti-Federalists.	Role in the Bill of Rights- [text from a screen-shot, please provide]

Note-Taking Chart for Constitutional Debates

Take notes for each of the three debates in the table below by writing down position points for each perspectives. Undecided Citizens should include notes and tally marks for both the Federalists and the Anti-Federalists.

Debate #1: What should be the role of our new national government?

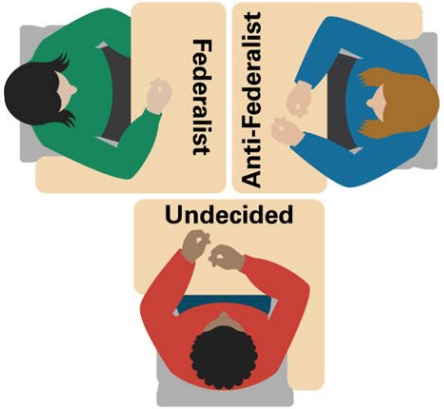
Federalists	Anti-Federalists	Undecided Citizens	
		Federalists	Anti-Federalists

Classroom Activities

Constitutional Debate #1

Here is your first debate topic:

What should be the role and purpose of our new national government?



Federalists: We want a strong central government that shares power with the states!

Anti-Federalists: A strong national government will become too powerful!

Federalists: I disagree because…

Slide 31 / 40

Classroom Activities

Classroom Activities

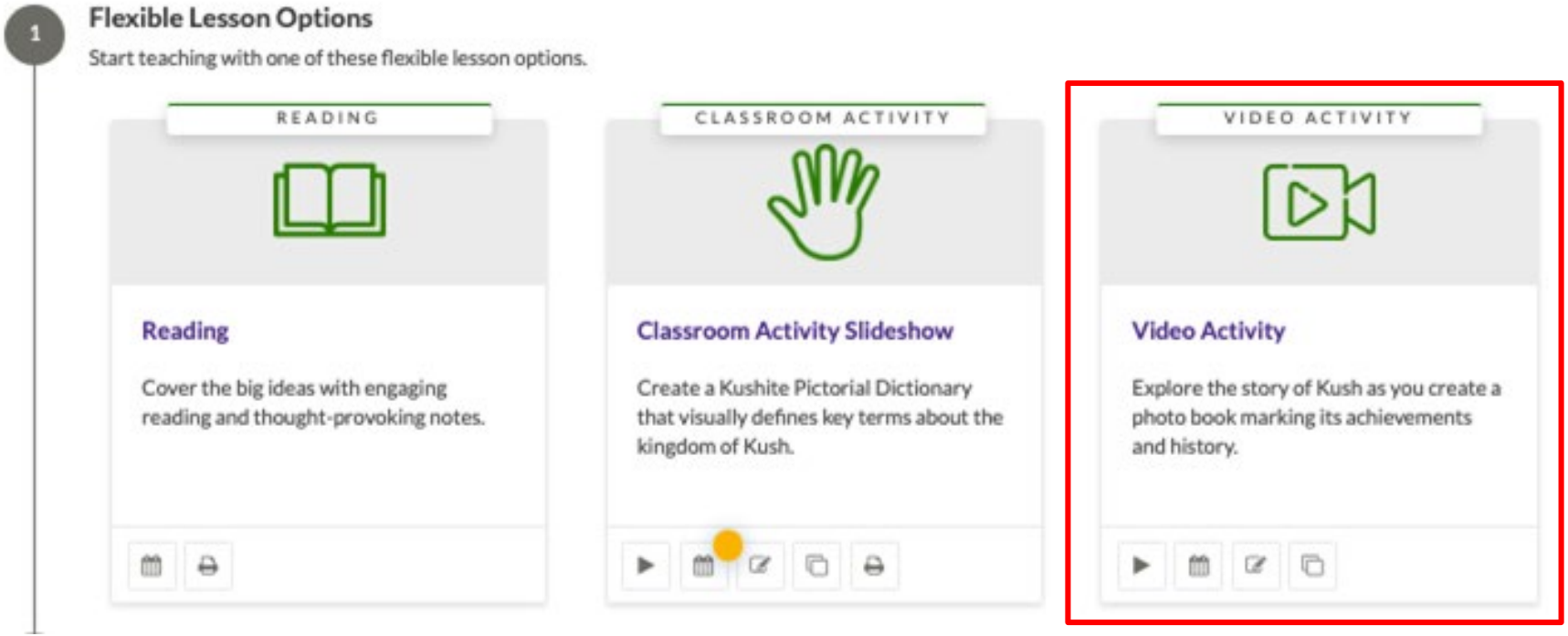
Debrief

Think back on what you learned during this activity and discuss the following questions as a class:

1. How did the debates help you learn more about the compromises involved with the creation of the U.S. Constitution?
2. What were the differences in viewpoints between the Federalists and Anti-Federalists about the ratification of the U.S. Constitution?
3. Why was the Bill of Rights included in the U.S. Constitution?

Video Activity

Captivate students with engaging storylines and vivid imagery. Test student knowledge with interactive assessments.



Video Activities

The American Revolution

Learn about key dates and events from the American Revolution by analyzing fictional headlines.

U.S.

Watch the videos and read to learn more about the American Revolution.

Then answer questions about a series of fictional headlines that reflect actual events and important dates that occurred during the war.

Finally, match headlines to the British or American perspective during the American Revolution.

Go Live

Vocabulary

Drag each term to its correct definition.

Word Bank

- Anti-Federalists
- Articles of Confederation
- constitutionalism
- Federalists
- majority rule

Check My Answers | Reset

1. the belief that governments should operate according to an agreed set of principles, which are usually spelled out in a written constitution
2. the idea that decisions approved by more than half of the people in a group or society will be accepted and observed by all of the people
3. opponents of ratifying the U.S. Constitution. They favored the loose association of states established under the Articles of Confederation
4. the first written plan of government for the United States; ratified in 1781
5. supporters of ratifying the U.S. Constitution. They favored the creation of a strong federal government that shared power with the states.

Slide 6 / 40

infantry

Flip card

Dive Deeper

TCI's high-interest readings provide a variety of ways to think critically about the past and make connections to today.

2

Dive Deeper

Deepen students' understanding of key concepts with these additional activities.

MORE READING

Exploring Biographies

"George Washington: A Single-minded ...

MORE READING

Biography

Naval Heroes of the American Revoluti...

MORE READING

Explore

The Global Context of the American Re...
Changing Views of the Past
Perspectives on the Revolutionary Ho...

Dive Deeper

Investigating primary sources.

Arches added strength and beauty to Sumerian buildings. They became a common feature of temple entrances. Some historians say that the arch is the Sumerians' greatest architectural achievement.

8. Writing

A final characteristic of many civilizations across the world is a highly developed written language. The Sumerians created a written language called **cuneiform**. This name comes from the Latin word for "wedge." The Sumerians used a wedge-shaped stylus (a sharp, pointed tool) to etch their writing in clay tablets.

Sumerians developed cuneiform around 3300 B.C.E. The earliest examples of cuneiform show that it was used to record information about the goods people exchanged with one another. At first, cuneiform writing may have contained as many as 2,000 symbols to stand for sounds and for words and phrases. Over time, this number was reduced to about 700.

Cuneiform was based on an earlier, simpler form of writing that used **pictographs**. Pictographs are symbols that stand for real objects, such as a snake or water. Scribes used a sharpened reed to draw the symbols on wet clay. When the clay dried, the marks became a permanent record.

Shown here is cuneiform writing etched in a clay tablet. Cuneiform was often used to record traded goods.

cuneiform writing that uses wedge-shaped characters

pictograph a symbol that stands for an object

LESSON SUMMARY

In this lesson, you have learned about the characteristics of Sumer society that made it a civilization.

Stable Food Supply Ancient Sumerians invented an irrigation system and the plow to help them create a stable food supply.

Social Structure, Government, and Religion Ancient Sumer had a complex social structure with different jobs and social levels. Kings led the government. Religious beliefs influenced every part of daily life.

Arts, Technology, and Writing Ancient Sumerians had a highly developed culture that included the creative arts of painting, architecture, and music. The Sumerians' most important technological invention was the wheel. They also created a written language called cuneiform that was based on pictographs.

Investigating Primary Sources

How Did the Different Social Classes of Sumer Interact with One Another?

You have learned that ancient Sumer was called a civilization because of its social structure. The ruling class, priests, kings, and nobles were in the top level. Merchants, artisans, farmers, and fishers were in the middle class, while enslaved people made up the lower class. When and how did these classes come into contact with one another during their daily lives? Four primary source artifacts can help you answer this question.

The Standard of Ur

In the early 1900s, Sir Charles Leonard Woolley, an archaeologist, was sifting through the largest tomb of an ancient cemetery in Ur (which today is in southern Iraq). He uncovered the now-famous Standard of Ur, a wooden "sign" that Sir Woolley thought was carried in battle with the king's emblem. The standard's wood was decayed, but much of the hollow box made of shell, red limestone, and lapis lazuli was intact. The standard dates back to 2600–2400 B.C.E.

On the standard, a long-ago artist depicted scenes of war and peace in Sumer's civilization. The section of the standard shown here depicts a king seated on the left with two smaller men standing before him. From what you learned in this lesson, what was the most likely social class of these people? What role did the king play? What was life like for the lower social classes?

Compare the details that the artist shows for these three figures. What do these details suggest about their relationship? Why do you think the other men are depicted as smaller than the king? What does the image tell you about the interaction between these two classes?

This mosaic of shells and stones is part of the Standard of Ur, dating back to 2600–2400 B.C.E. Although the archaeologist who discovered it thought this artifact was carried into battle, many historians say its purpose is unknown.

INTERACTIVE STUDENT NOTEBOOK

INVESTIGATING PRIMARY SOURCES

Identifying and Evaluating Evidence

Use the reading to create a claim to answer this question: *How did the different social classes of Sumer interact with one another?*

Claim:

What evidence from the primary sources documents support your claim? Fill out the chart below. Circle the two strongest pieces of evidence.

Source	Evidence	How does this support the claim?

You can use this evidence to

INTERACTIVE STUDENT NOTEBOOK

Constructing an Argument

Create an argument to answer the question: *How did the different social classes of Sumer interact with one another?* Your argument should:

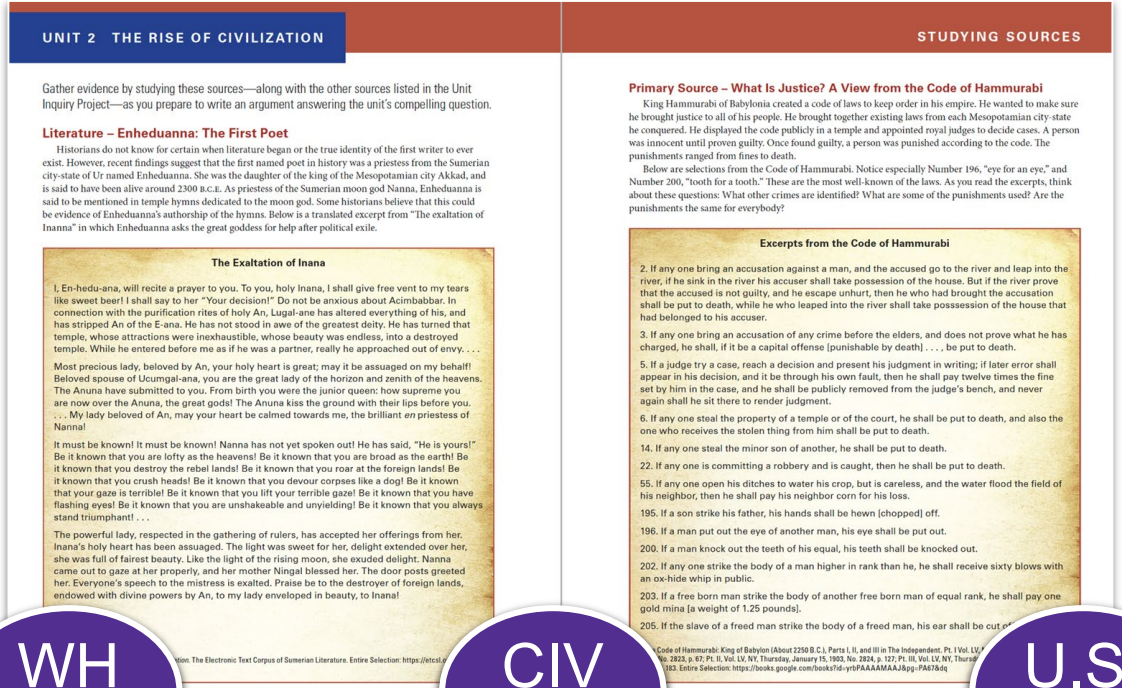
- clearly state your claim.
- include evidence from multiple sources.
- provide explanations for how the sources support the claim.

Use this rubric to evaluate your argument. Make changes as needed.

Score	Description
3	The claim clearly answers the question. The argument uses evidence from tw more primary sources that strongly support the claim. The explanations acc connect to the evidence and claim.
2	The claim answers the question. The argument uses evidence from one or primary sources that support the claim. Some of the explanations connect evidence and claim.
1	The claim fails to answer the question. The argument lacks evidence from prim sources. Explanations are missing or are unrelated to the evidence and claim.

Dive Deeper

Investigating primary sources



UNIT 2 THE RISE OF CIVILIZATION

Gather evidence by studying these sources—along with the other sources listed in the Unit Inquiry Project—as you prepare to write an argument answering the unit's compelling question.

Literature – Enheduanna: The First Poet

Historians do not know for certain when literature began or the true identity of the first writer to ever exist. However, recent findings suggest that the first named poet in history was a priestess from the Sumerian city-state of Ur named Enheduanna. She was the daughter of the king of the Mesopotamian city Akkad, and is said to have been alive around 2300 B.C.E. As priestess of the Sumerian moon god Nanna, Enheduanna is said to be mentioned in temple hymns dedicated to the moon god. Some historians believe that this could be evidence of Enheduanna's authorship of the hymns. Below is a translated excerpt from "The exaltation of Inanna" in which Enheduanna asks the great goddess for help after political exile.

The Exaltation of Inana

I, En-hedu-ana, will recite a prayer to you. To you, holy Inana, I shall give free vent to my tears like sweet beer! I shall say to her "Your decision!" Do not be anxious about Acimbabbar. In connection with the purification rites of holy An, Lugal-ane has altered everything of his, and has stripped An of the E-ana. He has not stood in awe of the greatest deity. He has turned that temple, whose attractions were inexhaustible, whose beauty was endless, into a destroyed temple. While he entered before me as if he was a partner, really he approached out of envy. . . .

Most precious lady, beloved by An, your holy heart is great; may it be assuaged on my behalf! Beloved spouse of Ucumgal-ana, you are the great lady of the horizon and zenith of the heavens. The Anuna have submitted to you. From birth you were the junior queen: how supreme you are now over the Anuna, the great gods! The Anuna kiss the ground with their lips before you. . . . My lady beloved of An, may your heart be calmed towards me, the brilliant *en* priestess of Nanna!

It must be known! It must be known! Nanna has not yet spoken out! He has said, "He is yours!" Be it known that you are lofty as the heavens! Be it known that you are broad as the earth! Be it known that you destroy the rebel lands! Be it known that you roar at the foreign lands! Be it known that you crush heads! Be it known that you devour corpses like a dog! Be it known that your gaze is terrible! Be it known that you lift your terrible gaze! Be it known that you have flashing eyes! Be it known that you are unshakeable and unyielding! Be it known that you always stand triumphant! . . .

The powerful lady, respected in the gathering of rulers, has accepted her offerings from her. Inana's holy heart has been assuaged. The light was sweet for her, delight extended over her, she was full of fairest beauty. Like the light of the rising moon, she exuded delight. Nanna came out to gaze at her properly, and her mother Ningal blessed her. The door posts greeted her. Everyone's speech to the mistress is exalted. Praise be to the destroyer of foreign lands, endowed with divine powers by An, to my lady enveloped in beauty, to Inana!

STUDYING SOURCES

Primary Source – What Is Justice? A View from the Code of Hammurabi

King Hammurabi of Babylonia created a code of laws to keep order in his empire. He wanted to make sure he brought justice to all of his people. He brought together existing laws from each Mesopotamian city-state he conquered. He displayed the code publicly in a temple and appointed royal judges to decide cases. A person was innocent until proven guilty. Once found guilty, a person was punished according to the code. The punishments ranged from fines to death.

Below are selections from the Code of Hammurabi. Notice especially Number 196, "eye for an eye," and Number 200, "tooth for a tooth." These are the most well-known of the laws. As you read the excerpts, think about these questions: What other crimes are identified? What are some of the punishments used? Are the punishments the same for everybody?

Excerpts from the Code of Hammurabi

2. If any one bring an accusation against a man, and the accused go to the river and leap into the river, if he sink in the river his accuser shall take possession of the house. But if the river prove that the accused is not guilty, and he escape unhurt, then he who had brought the accusation shall be put to death, while he who leaped into the river shall take posssession of the house that had belonged to his accuser.

3. If any one bring an accusation of any crime before the elders, and does not prove what he has charged, he shall, if it be a capital offense [punishable by death] . . . , be put to death.

5. If a judge try a case, reach a decision and present his judgment in writing; if later error shall appear in his decision, and it be through his own fault, then he shall pay twelve times the fine set by him in the case, and he shall be publicly removed from the judge's bench, and never again shall he sit there to render judgment.

6. If any one steal the property of a temple or of the court, he shall be put to death, and also the one who receives the stolen thing from him shall be put to death.

14. If any one steal the minor son of another, he shall be put to death.

22. If any one is committing a robbery and is caught, then he shall be put to death.

55. If any one open his ditches to water his crop, but is careless, and the water flood the field of his neighbor, then he shall pay his neighbor corn for his loss.

195. If a son strike his father, his hands shall be hewn [chopped] off.

196. If a man put out the eye of another man, his eye shall be put out.

200. If a man knock out the teeth of his equal, his teeth shall be knocked out.

202. If any one strike the body of a man higher in rank than he, he shall receive sixty blows with an ox-hide whip in public.

203. If a free born man strike the body of another free born man of equal rank, he shall pay one gold mina [a weight of 1.25 pounds].

205. If the slave of a freed man strike the body of a freed man, his ear shall be cut o

WH
p. 164

CIV
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U.S.
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- Primary Sources
- Literature
- Biographies
- Explore

Assessments

TCI's online assessment options and grading tools make tracking student progress easy.

3

Assess With

Check student understanding with these assessment options.

NOTEBOOK

Processing

Apply what you learned through a creative final processing activity.

GAMES

Lesson Games

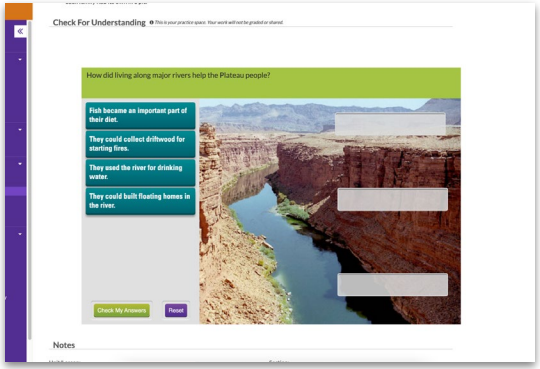
Lesson Review Game: Crack the Code
Vocabulary Game: Community Cleanup

ASSESSMENTS

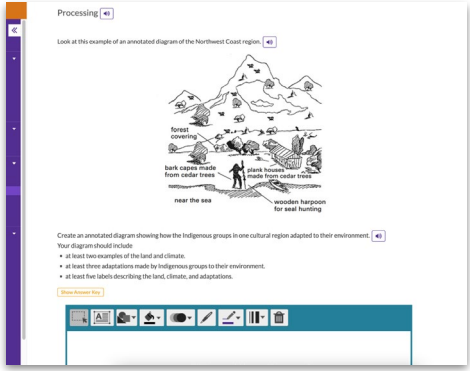
TCI Assessments

Evaluate student learning with the lesson's summative assessment.

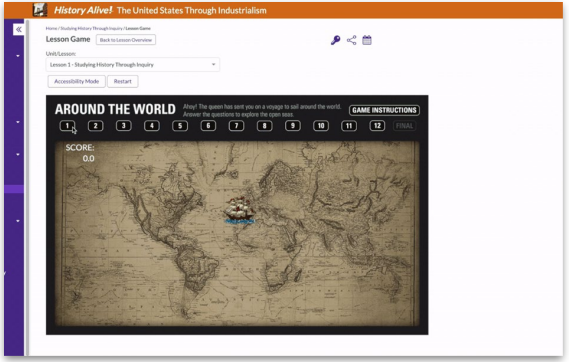
Assessments



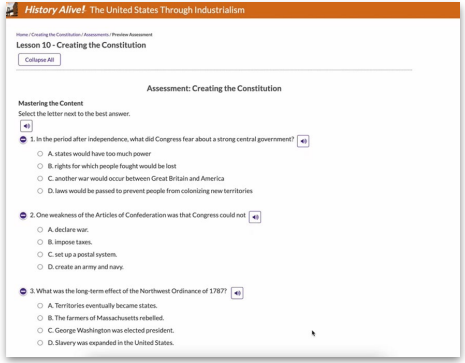
Check for Understanding



Processing Assignments



Lesson Games



Summative Assessments

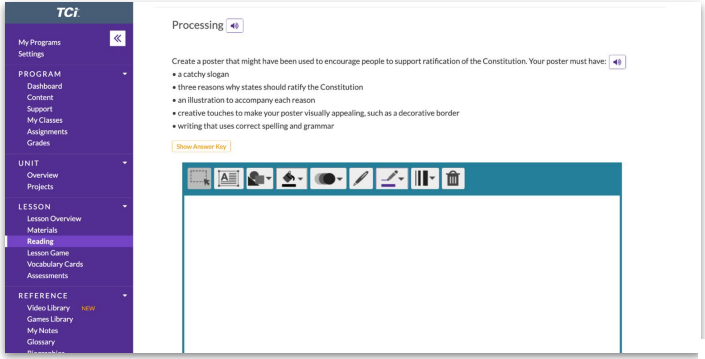
Processing

Lesson 5

PROCESSING

On the next page, create a poster that might have been used to encourage people to support ratification of the Constitution. Use this page to plan your poster. Your poster must have:

- a catchy slogan
- three reasons why states should ratify the Constitution
- an illustration to accompany each reason
- creative touches to make your poster visually appealing, such as a decorative border
- writing that uses correct spelling and grammar



Lesson Games

Track student benchmark progress with autograded games.

Class Trends

TCi Civics Alive! Foundations and Functions | View FL Benchmarks | N. Customer

Home / The United States Constitution / Grades / Lesson Game Trends

Lesson Game Trends

Back to Grades | View this Lesson Game

Total Points Possible: 21

In Progress Lesson Games: 1

Completed Lesson Games: 0

Average Score: 0

Less than 50% of students answered correctly

Question	Correct Answer	Percent Correct on First Attempt
1. Why did the framers of the Constitution write the words "We the People" so much larger than the rest of the Preamble?	They wanted to make clear that the power of our national government comes from the people.	100%
2. What does the phrase "insure domestic Tranquility" mean?	The government would establish peace and order in the nation.	100%
3. What was the purpose of the Preamble to the Constitution?	to set out the goals of the national government formed by the Constitution	0%
4. Which branch of government does Article I explain?	legislative	0%
5. What did the framers intend the Constitution to do?	give broad statements that allow for political leaders to work out the specific details of governing	100%
6. What is the most common way an amendment is proposed and ratified?	an amendment is proposed by a two-thirds vote in both houses of Congress, then ratified by three-fourths of the state legislatures	0%
7. Which of the following is NOT a guiding principle of the Constitution?	judicial review	0%
8. The principle that power resides in the will of the people is known as	popular sovereignty	100%
9. Which provisions allow for an independent judiciary?	Lifetime tenure and a secure salary insulate federal judges from political pressure.	0%
10. Which of the following is a legislative check on the judicial branch?	can remove judges through impeachment	0%

TCI Tests

Ready-made tests to track benchmark progress.

Civics EOC Pre-Test

Benchmark: SS.7.CG.1.11

1. Which scenario implies that a country does not have a strong rule of law?
   - A. There are special police forces, each of which has a different purpose.
   - B. All citizens are punished harshly for minor offenses.
   - C. Charges may be dropped depending on the accused person's status.
   - D. Individuals found guilty can appeal their case to a higher court.

Benchmark: SS.7.CG.2.1

2. What is the status of a person who was not born in the United States, but now has all the same legal rights and obligations as a person who was born in the United States?
   - A. naturalized citizen
   - B. permanent resident
   - C. temporary resident
   - D. documented immigrant

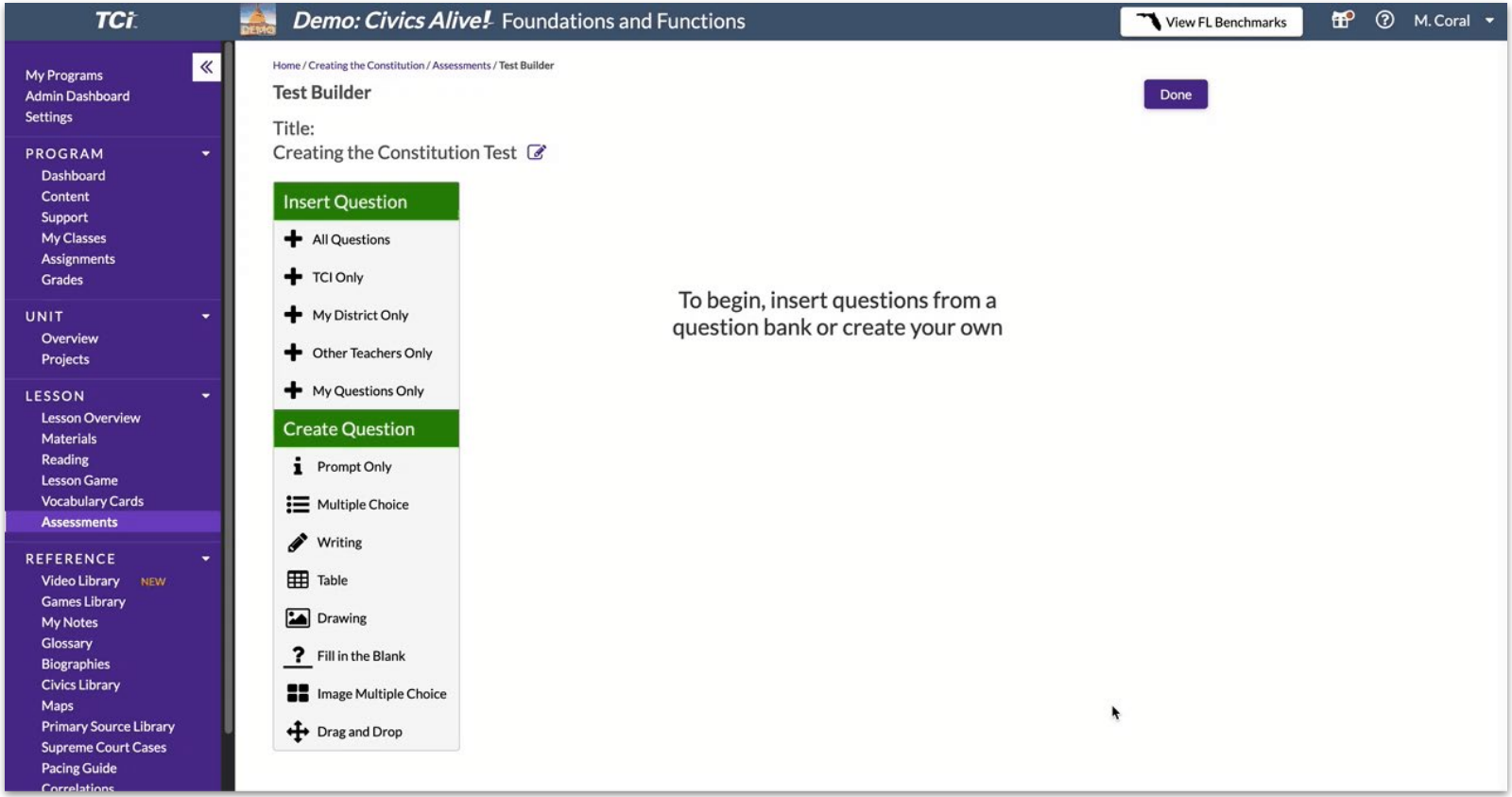
Benchmark: SS.7.CG.2.2

3. This chart lists the responsibilities of U.S. citizenship.

• vote • attend civic meetings • volunteer in the community • petition the government • run for office

What would be the **most likely** outcome if only a small portion of citizens fulfilled these obligations?
   - A. There would be fewer political disagreements since people are not arguing.
   - B. Services such as Social Security and Medicare would need to be cut.
   - C. The government would weaken and anarchy would result.
   - D. There may be little progress made and few positive changes.

Customizable Assessments



My Programs
Admin Dashboard
Settings

PROGRAM
Dashboard
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Support
My Classes
Assignments
Grades

UNIT
Overview
Projects

LESSON
Lesson Overview
Materials
Reading
Lesson Game
Vocabulary Cards
Assessments

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Games Library
My Notes
Glossary
Biographies
Civics Library
Primary Source Library
Supreme Court Cases
Pacing Guide

Get Started with Grading ×

Home / Studying History Through Inquiry / Grades / Student Benchmark Report

Student Benchmark Report

Back to Grades

Class:

Select...

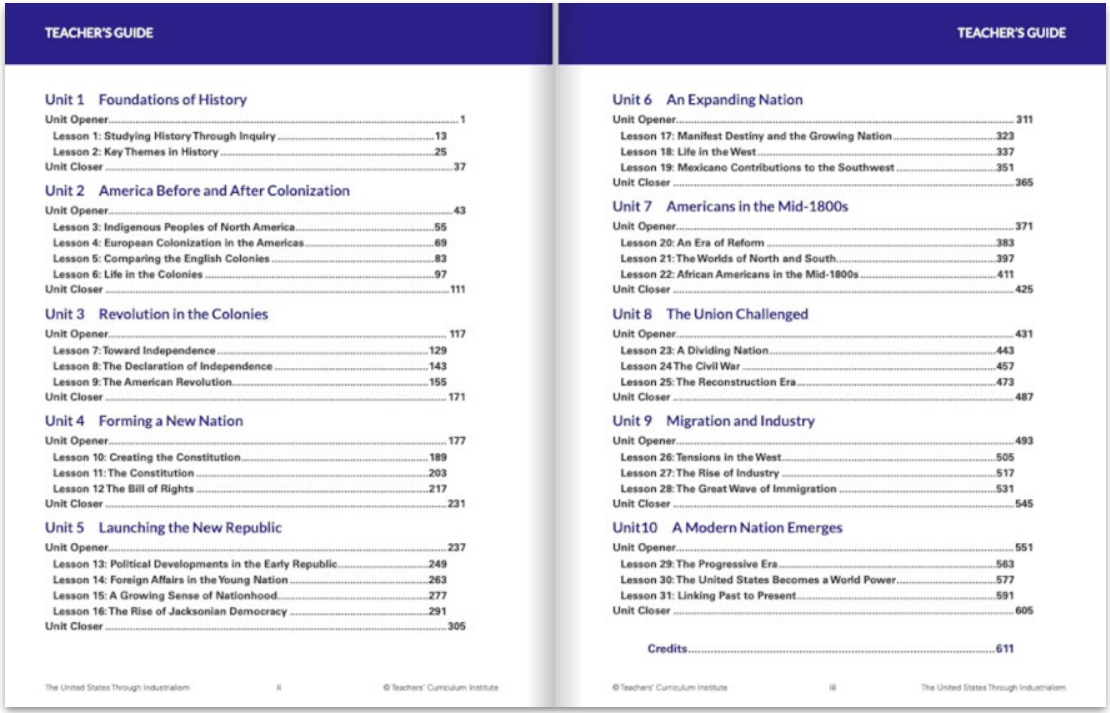
80%-100% 60%-79% 0-59%

Export to CSV

Students	SS.8.A.3.15	SS.8.A.3.16	SS.8.A.3.2	SS.8.A.3.3	SS.8.A.3.4	SS.8.A.3.5	SS.8.A.3.6	SS.8.A.3.7	SS.8.A.3.8	SS.8.A.3.9	SS.8.A.4.1	SS.8.A.4.10	SS.8.A.4.11
Adam Woo-Jin	80%	100%	-	65%	-	80%	-	-	-	-	-	-	-
Ninochka Ladislava	50%	100%	-	65%	-	100%	100%	-	-	-	-	-	-
Emily Rakesh	30%	65%	-	60%	-	85%	100%	-	-	-	-	-	-
Gisela Adams	70%	20%	-	95%	-	85%	-	-	-	-	-	-	-
Sanjeev Grover	0%	0%	-	65%	-	100%	100%	-	-	-	-	-	-
Luciana Gomez	30%	75%	-	65%	-	-	100%	-	-	-	-	-	-
Yeong-Suk Lee	65%	100%	-	100%	-	90%	0%	-	-	-	-	-	-

Support All Teachers

Print Teacher's Guide



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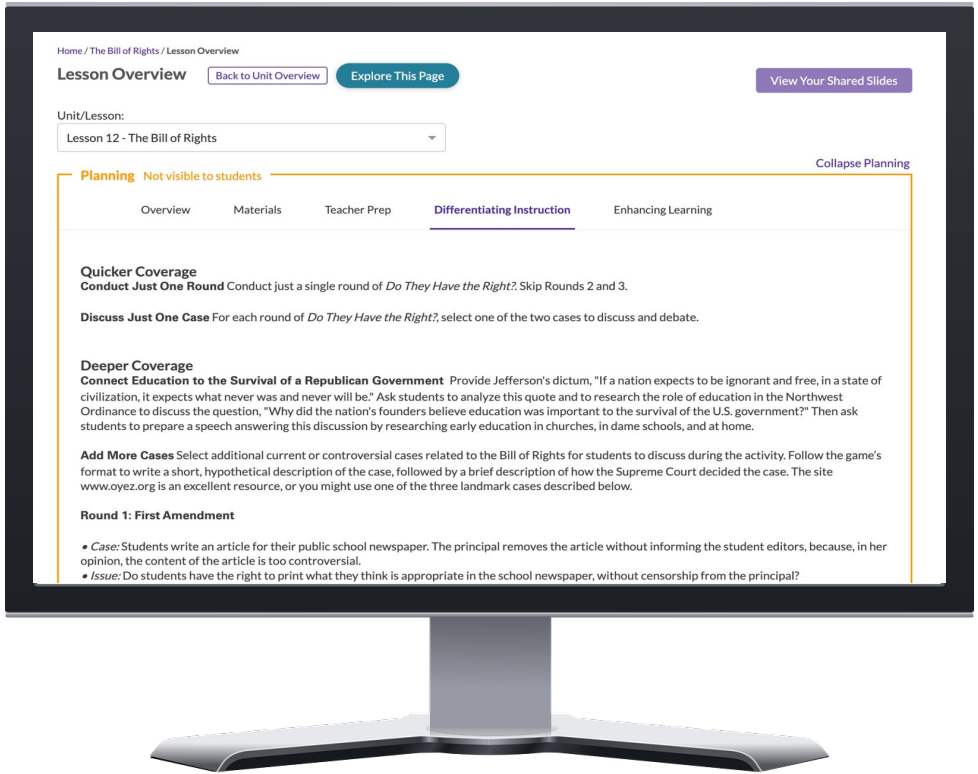
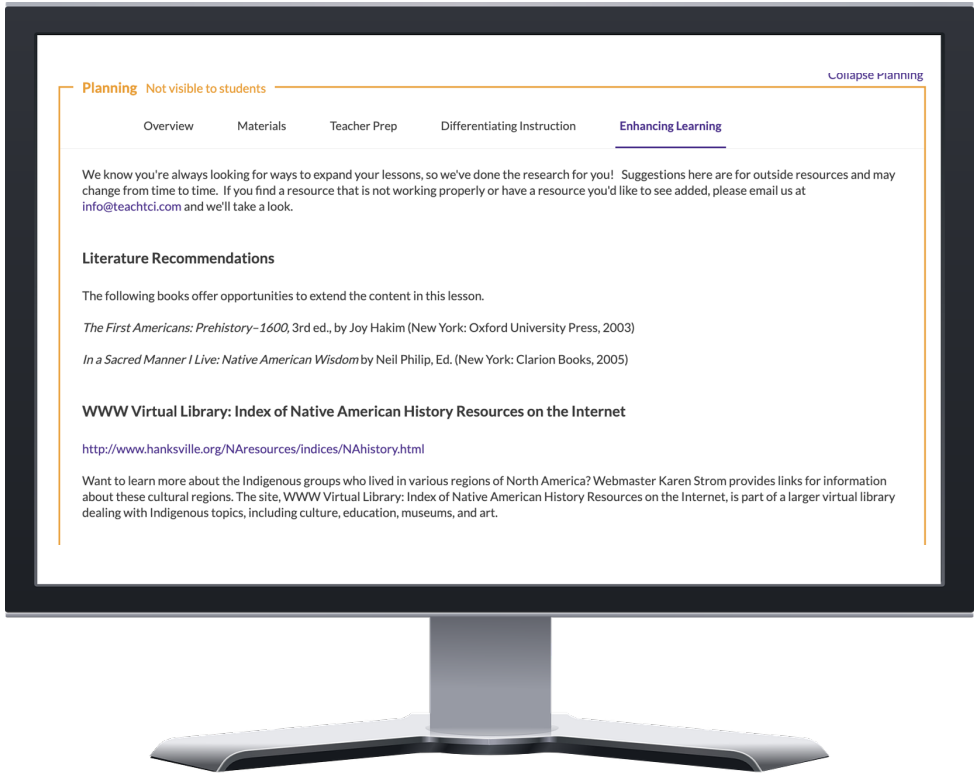
- Planning Resources
- Answer Keys
- Lesson Support
- Differentiation
- Social Studies and ELA Objectives

Differentiated Instruction



- English Learners
- Learners with Special Education Needs
- Learners Reading and Writing Below Grade Level
- Advanced Learners
- Access Points for Differentiation

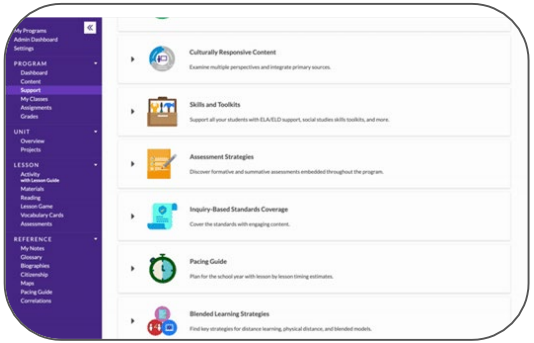
Enhancing Learning



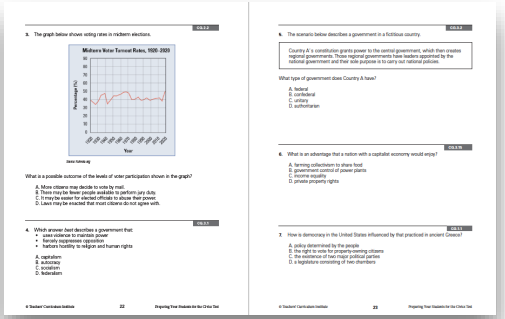
Recommendations for:

- Literature
- Multimedia
- Videos
- Virtual Field Trips
- Lesson Extension Websites

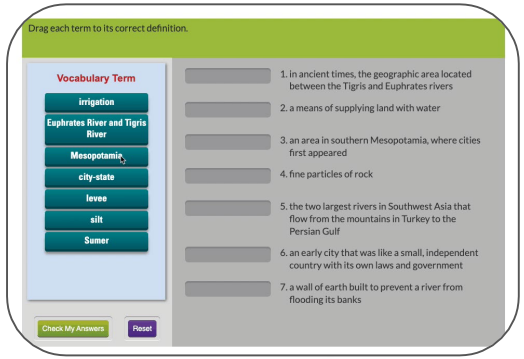
Support Resources



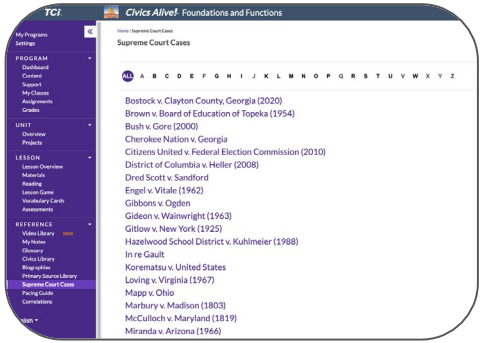
Skills and Toolkits



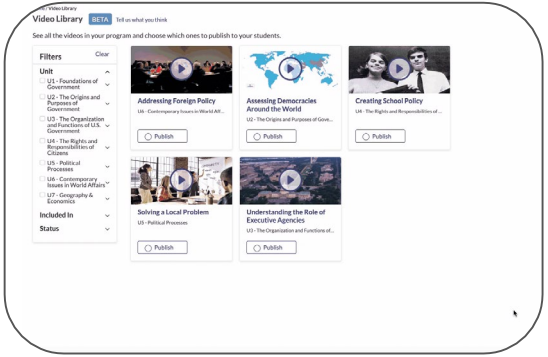
Civics EOC Practice Test



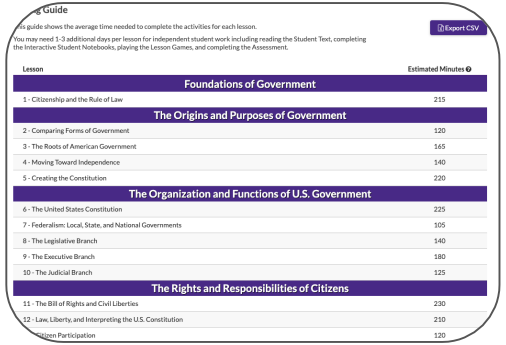
Vocabulary Self-Assessments



Supreme Court Cases



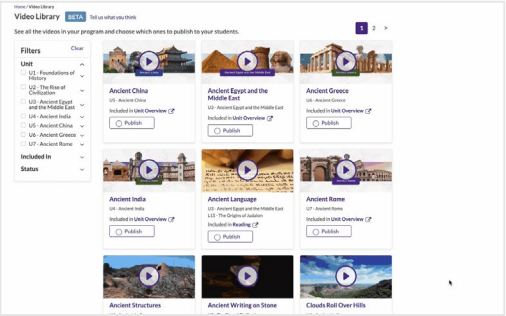
Video Library



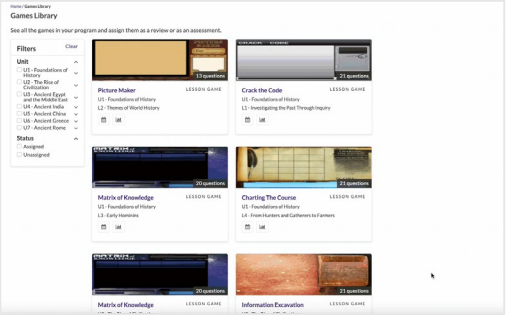
Pacing Guides

Robust Learning Libraries

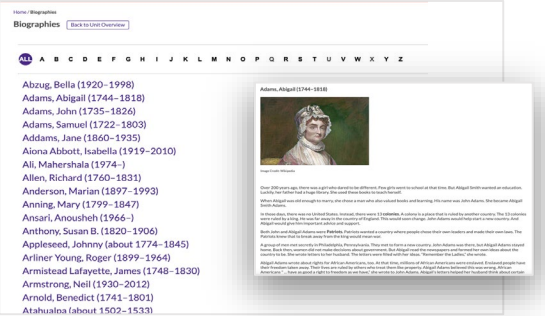
Find curated content and resources for lessons



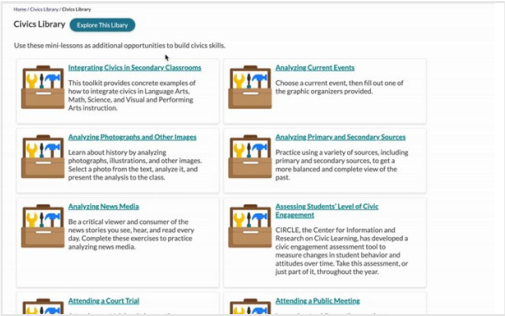
Videos



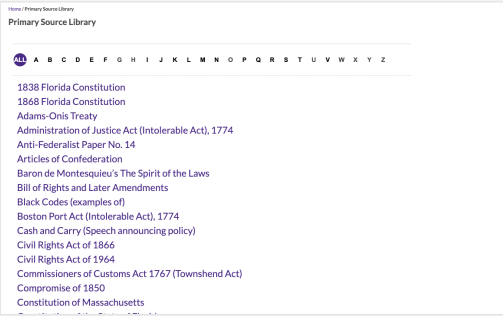
Games



Biographies



Civics



Primary Sources

Civics Library

Build civics skills with engaging mini lessons

Civics Library Explore This Libary

Use these mini-lessons as additional opportunities to build civics skills.

Integrating Civics in Secondary Classrooms

This toolkit provides concrete examples of how to integrate civics in Language Arts, Math, Science, and Visual and Performing Arts instruction.

Analyzing Current Events

Choose a current event, then fill out one of the graphic organizers provided.

Analyzing Photographs and Other Images

Learn about history by analyzing photographs, illustrations, and other images. Select a photo from the text, analyze it, and present the analysis to the class.

Analyzing Primary and Secondary Sources

Practice using a variety of sources, including primary and secondary sources, to get a more balanced and complete view of the past.

Analyzing News Media

Be a critical viewer and consumer of the news stories you see, hear, and read every day. Complete these exercises to practice analyzing news media.

Assessing Students' Level of Civic Engagement

CIRCLE, the Center for Information and Research on Civic Learning, has developed a civic engagement assessment tool to measure changes in student behavior and attitudes over time. Take this assessment, or just part of it, throughout the year.

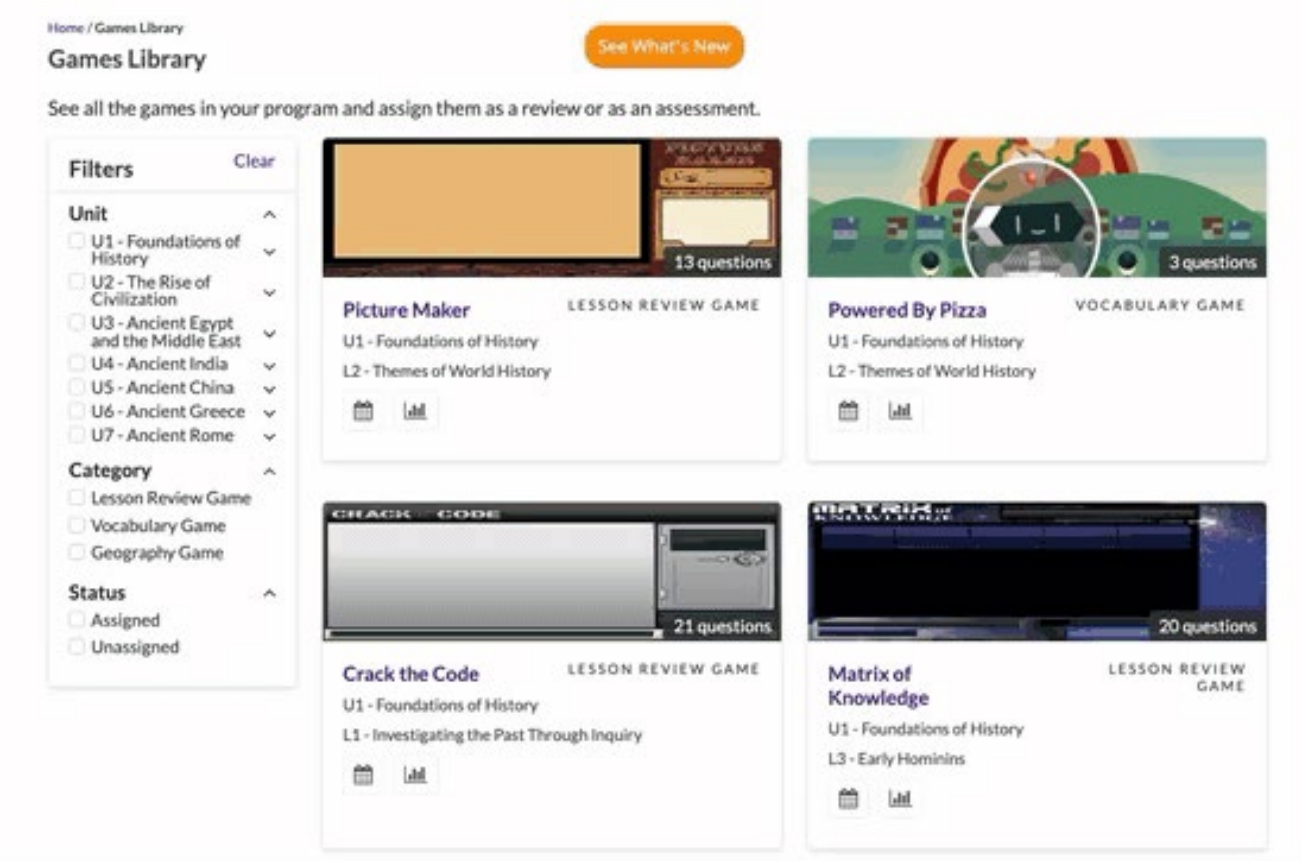
Attending a Court Trial

Attend a court trial and observe the proceedings. Summarize what is at issue in the trial and to describe what occurred during the trial.

Attending a Public Meeting

Learn about public meetings, such as meetings for school boards, state legislatures, and Congress. Attend a meeting and use the observation log to analyze the meeting process, participants, and issues.

Games Library: Vocab



Biography Library: Videos

Look for the video icon next to names in the Biography Library.

Home / Biographies

Biographies Back to Unit Overview

See What's New

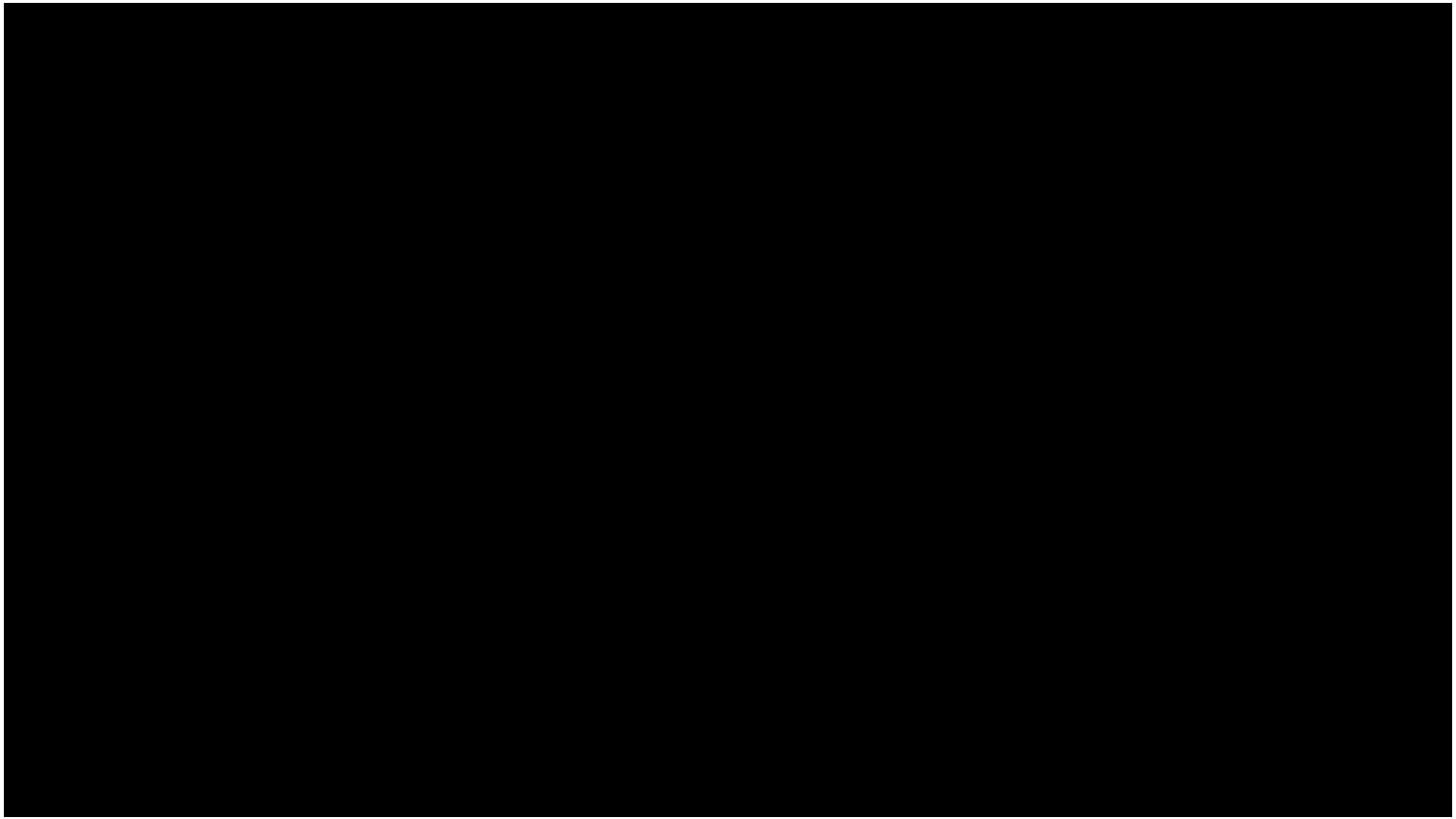
ALL A B C D E F G H I J K L M N O P Q R S T U V W X Y Z

Abzug, Bella (1920–1998)
Adams, Abigail (1744–1818)
Adams, John (1735–1826)
Adams, Samuel (1722–1803)
Addams, Jane (1860–1935)
Aiona Abbott, Isabella (1919–2010)
Ali, Mahershala (1974–)
Allen, Richard (1760–1831)
Amo, Anton (1703–1759)
Anderson, Marian (1897–1993)
Anning, Mary (1799–1847)
Ansari, Anousheh (1966–)
Anthony, Susan B. (1820–1906)
Appleseed, Johnny (about 1774–1845)
Arliner Young, Roger (1899–1964)
Armistead Lafayette, James (1748–1830)
Armstrong, Neil (1930–2012)
Arnold, Benedict (1741–1801)
Atahualpa (about 1502–1533)

Back to top

See Video Online

Biography Library: Videos



Benchmark Support

Aligned with the Florida Benchmarks and Standards, our curriculum is perfect for your classroom.

TCi

Demo: History Alive! The United States Through Industrialism

View FL Benchmarks

M. Coral

My Programs
Admin Dashboard
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Games Library
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Primary Source Library
Supreme Court Cases
Pacing Guide

Home / Toward Independence / Section 3 - The Townshend Acts / Reading

Reading | Back to Lesson Overview | Explore This Page

Unit/Lesson: Lesson 7 - Toward Independence

Section: Section 3 - The Townshend Acts

Previous Section | Next Section

Benchmarks: SS.8.A.3.1, SS.8.A.3.6, SS.8.A.3.2, SS.8.A.2.4 See more

3. The Townshend Acts

The next British leader to face the challenge of taxing the colonies was Charles Townshend, who oversaw the British Treasury. Townshend believed that the colonists' protests made it even more important to keep an army in the British colonies. Once asked in Parliament whether he would dare to make the colonists pay for the army, Townshend shouted, "I will, I will!"

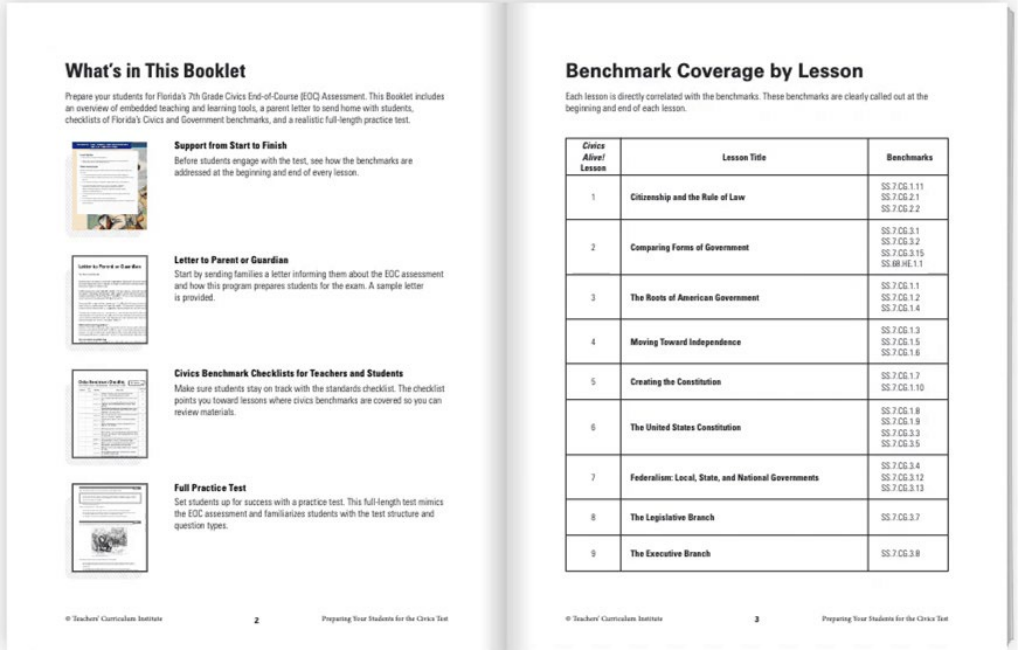
Townshend kept his promise, and in 1767, he persuaded Parliament to pass the Townshend Acts. The new laws placed a duty, or tax, on certain goods the colonies imported from Great Britain, including such popular items as glass, paint, paper, and tea.

A Boycott of British Goods To many colonists, the Townshend duties were unacceptable. Once again, colonists were determined not to pay taxes that their assemblies had not voted on.

A Boston Patriot named Samuel Adams led the opposition to the Townshend Acts. Adams was gifted at stirring up dissent through his

In 1768, the British government sent soldiers to Boston to enforce the Townshend Acts. This colorized engraving, originally made by Paul Revere, shows the troops landing.

Preparing Your Students for the Civics EOC Assessment



What's in This Booklet

Prepare your students for Florida's 7th Grade Civics End-of-Course (EOC) Assessment. This Booklet includes an overview of embedded teaching and learning tools, a parent letter to send home with students, checklists of Florida's Civics and Government benchmarks, and a realistic full-length practice test.

Support from Start to Finish

Before students engage with the test, see how the benchmarks are addressed at the beginning and end of every lesson.

Letter to Parent or Guardian

Start by sending families a letter informing them about the EOC assessment and how this program prepares students for the exam. A sample letter is provided.

Civics Benchmark Checklists for Teachers and Students

Make sure students stay on track with the standards checklist. The checklist points you toward lessons where civics benchmarks are covered so you can review materials.

Full Practice Test

Set students up for success with a practice test. This full-length test mimics the EOC assessment and familiarizes students with the test structure and question types.

© Teachers' Curriculum Institute 2 Preparing Your Students for the Civics Test

Benchmark Coverage by Lesson

Each lesson is directly correlated with the benchmarks. These benchmarks are clearly called out at the beginning and end of each lesson.

Civics Alive! Lesson	Lesson Title	Benchmarks
1	Citizenship and the Rule of Law	SS.7.CG.1.11 SS.7.CG.2.1 SS.7.CG.2.2
2	Comparing Forms of Government	SS.7.CG.3.1 SS.7.CG.3.2 SS.7.CG.3.15 SS.68.HE.1.1
3	The Roots of American Government	SS.7.CG.1.1 SS.7.CG.1.2 SS.7.CG.1.4
4	Moving Toward Independence	SS.7.CG.1.3 SS.7.CG.1.5 SS.7.CG.1.6
5	Creating the Constitution	SS.7.CG.1.7 SS.7.CG.1.10
6	The United States Constitution	SS.7.CG.1.8 SS.7.CG.1.9 SS.7.CG.3.3 SS.7.CG.3.5
7	Federalism: Local, State, and National Governments	SS.7.CG.3.4 SS.7.CG.3.12 SS.7.CG.3.13
8	The Legislative Branch	SS.7.CG.3.7
9	The Executive Branch	SS.7.CG.3.8

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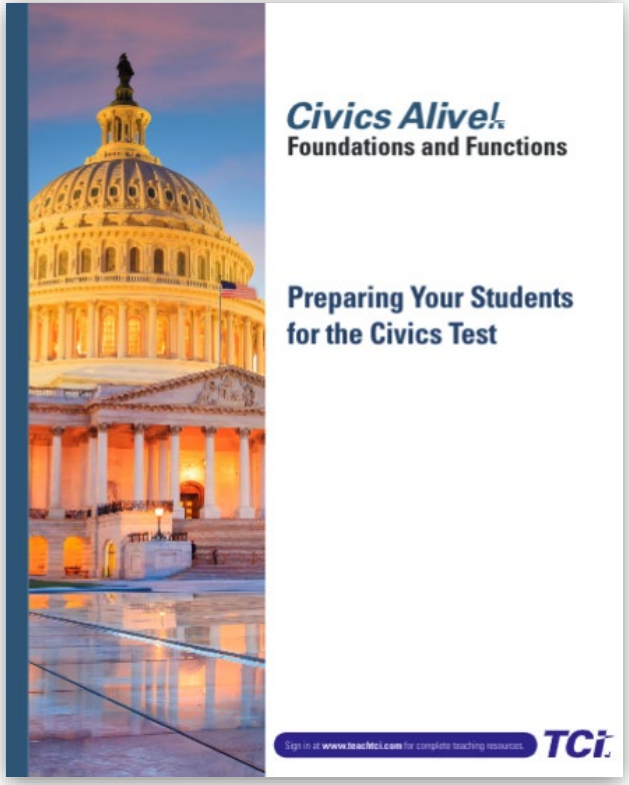

Rostering and Single Sign-On

Google Classroom

canvas
BY INSTRUCTURE

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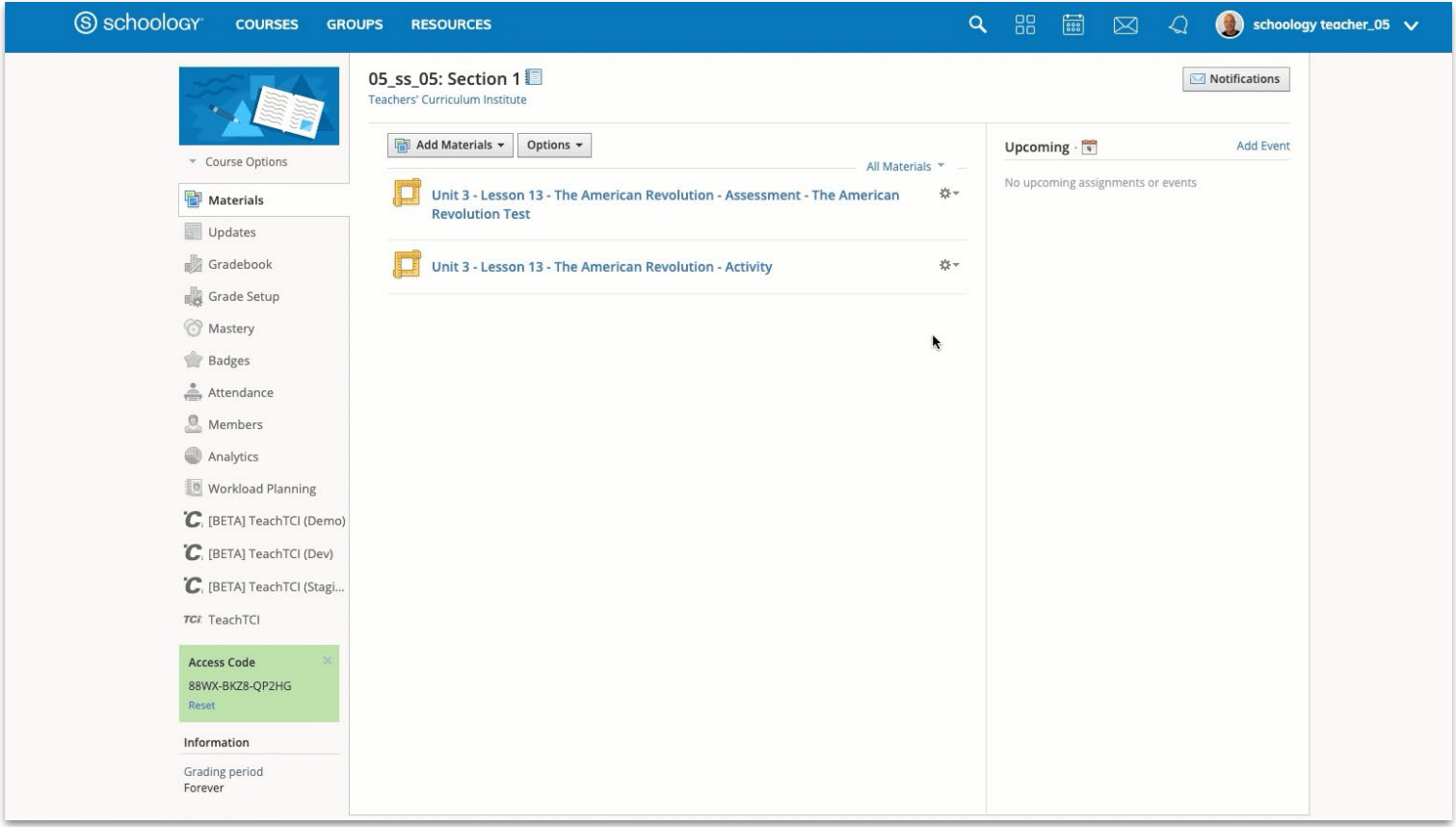
ClassLink

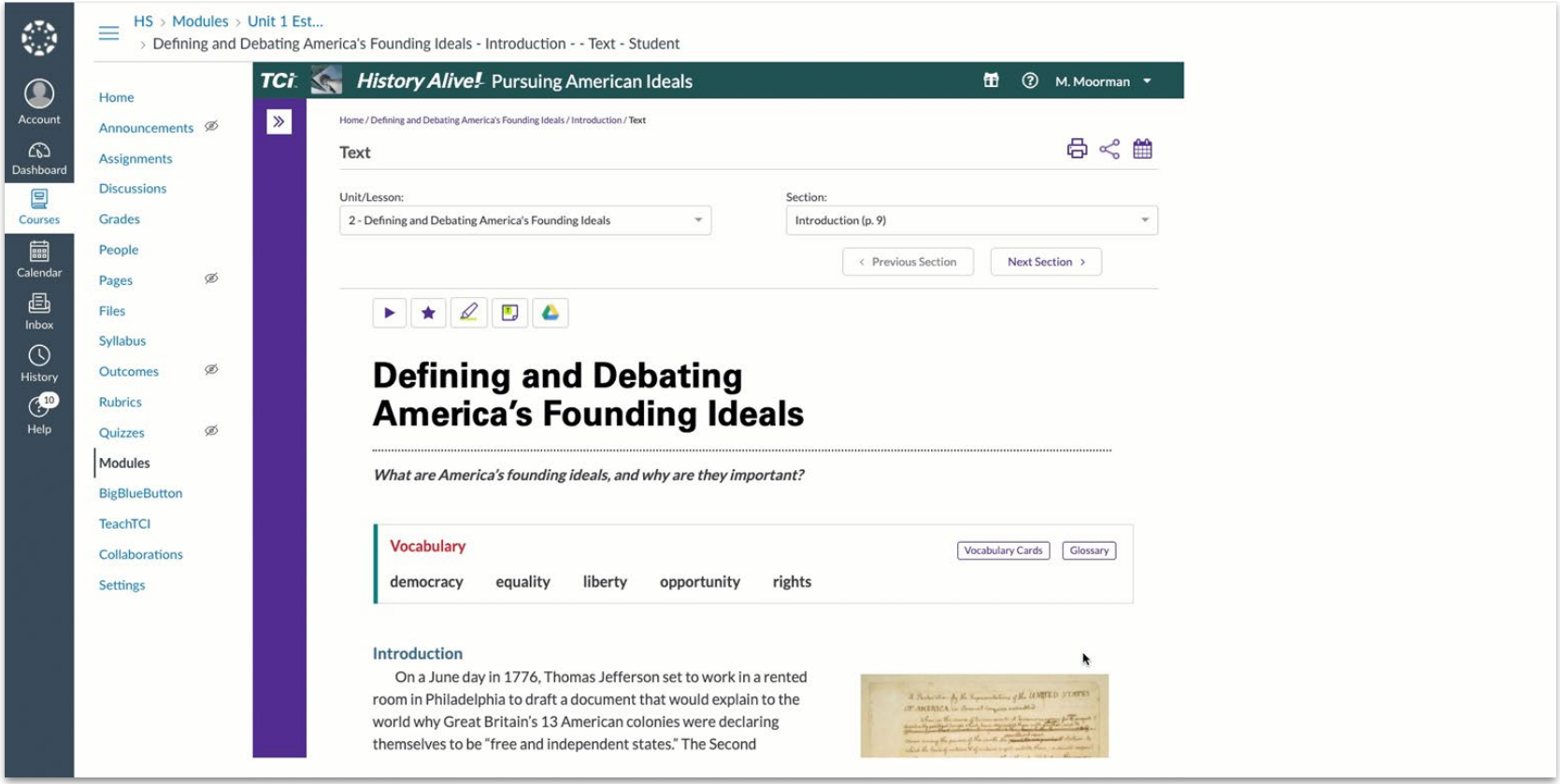
IMS GLOBAL®
Learning Consortium

Clever

Schoology Integrates with all TCI Tools



Canvas Integrates with all TCI Tools



Google Classroom Integrates with all TCI Tools

TCi FLORIDA

TCi | History Alive! Pursuing American Ideals | B. Thomas

My Programs
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My Classes
Assignments
Grades

UNIT
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Projects

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English

2022 TCI

Home / The Causes of the Great Depression / Introduction / Reading

Reading | Back to Lesson Overview | Explore This Page

Unit/Lesson: Lesson 30 - The Causes of the Great Depression

Section: Introduction (p. 335)

Previous Section | Next Section

The Causes of the Great Depression

What caused the most severe economic crisis in American history?

Vocabulary | Vocabulary Cards | Glossary

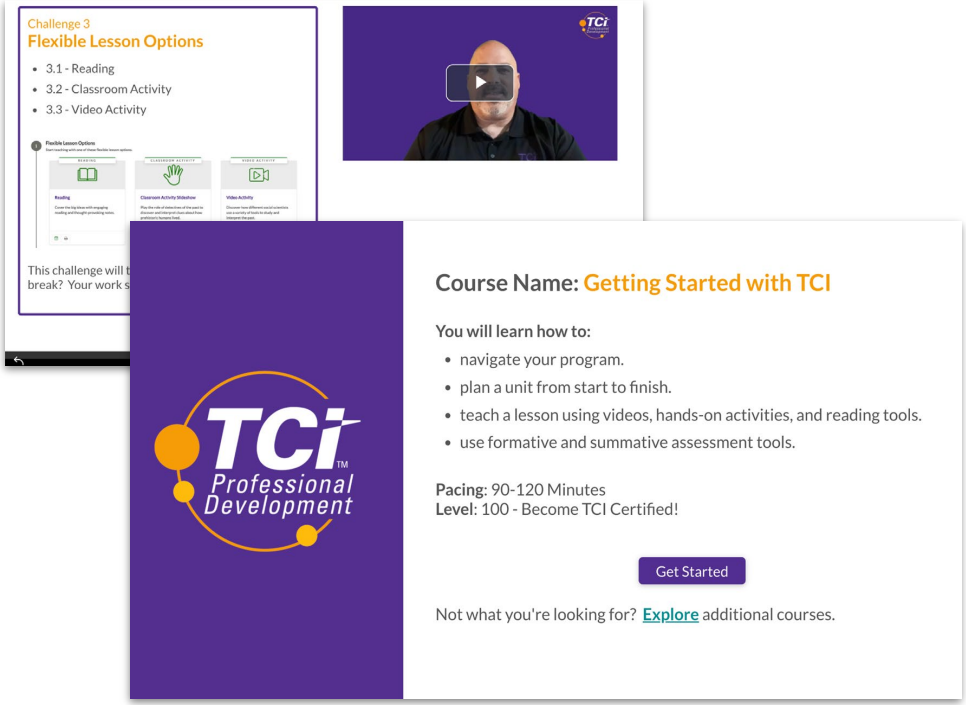
Black Tuesday, buying on margin, Hawley-Smoot Tariff Act, overproduction, stock market crash, underconsumption

Introduction

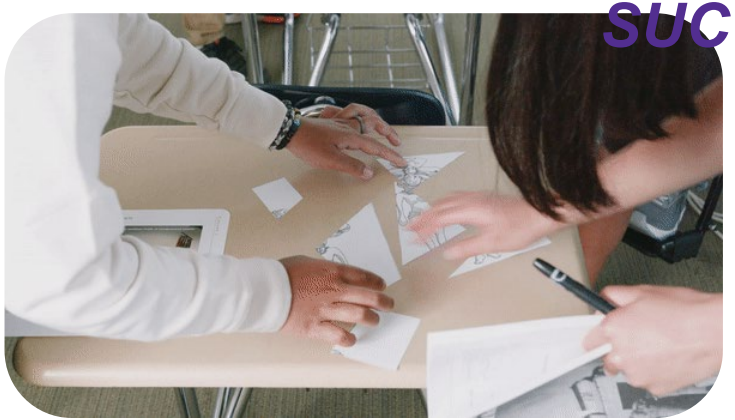
A wealthy, famous actor named Groucho Marx was breathless as he threw open the hotel room door. From the doorway, Groucho shouted the news to his sleepy-eyed brother Harpo, relaying a hot stock tip he had just received: shares of Union Carbide were guaranteed to go up in price. They had to act fast, Groucho said, before others heard the same tip. Still in his bathrobe, Harpo asked his brother to wait while he got dressed. "Are you crazy?" Groucho growled. "If we wait until you get your clothes on, the stock may jump 10 points." That day, Harpo Marx

In-App Professional Development

Personalized, hands-on experience at your own pace.



How has TCI set *YOU* and your *STUDENTS* up for *SUCCESS*?

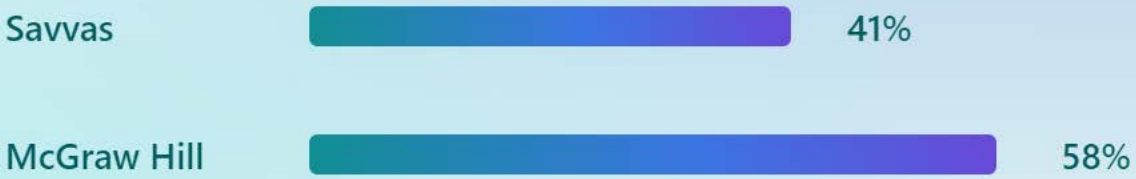


Questions?

Thank You!

41 responses submitted

Please select your choice for textbook adoption for the course Economics.

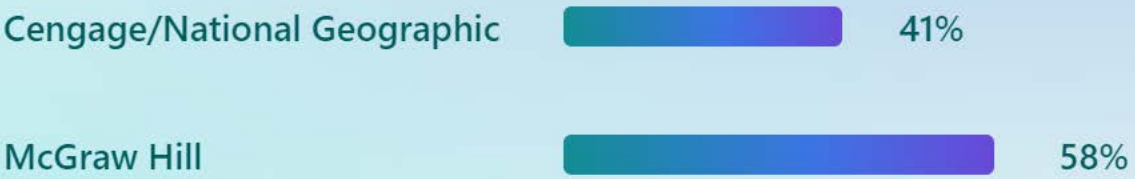


Treemap Bar

4 of 4

41 responses submitted

Please select your choice for textbook adoption for the course US History.



Treemap Bar

1 of 4

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How we can support you with a comprehensive solution for Economics & Personal Finance

HERNANDO SCHOOL DISTRICT

Learn it. Love it. Live it.

1. Engaging resource
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3. Teaching support

eDynamic Learning
CAREER & ELECTIVE COURSES

Allie Vincent

Regional Vice President, Partnerships

Allie.Vincent@edynamiclearning.com
703.209.4653

Today's Agenda

1. Introductions
2. eDynamic Learning Intro
3. Personal Psychology 1
4. Features & Benefits to Support You
5. Next Steps

Largest Publisher *of* Electives & Career Courses

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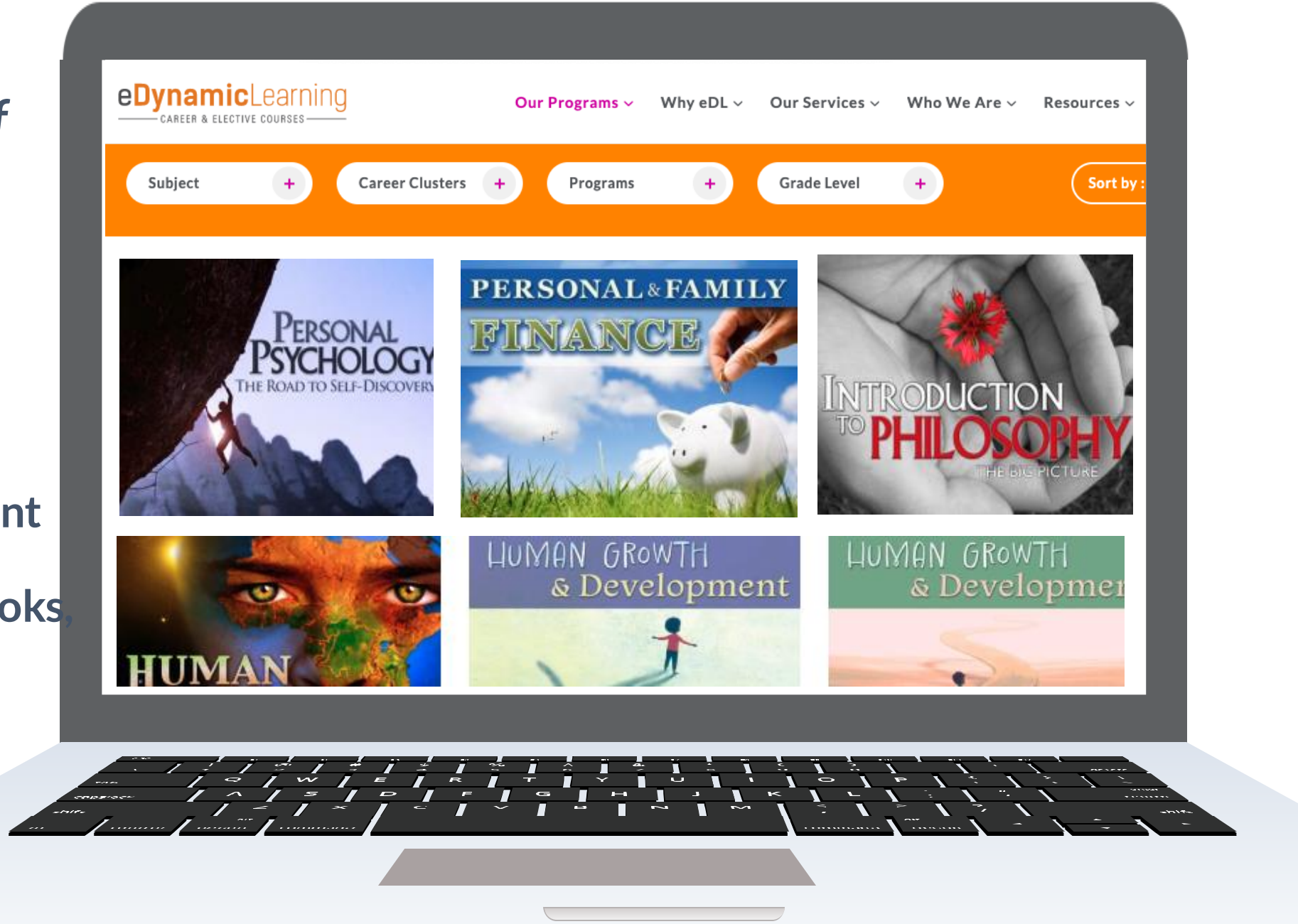
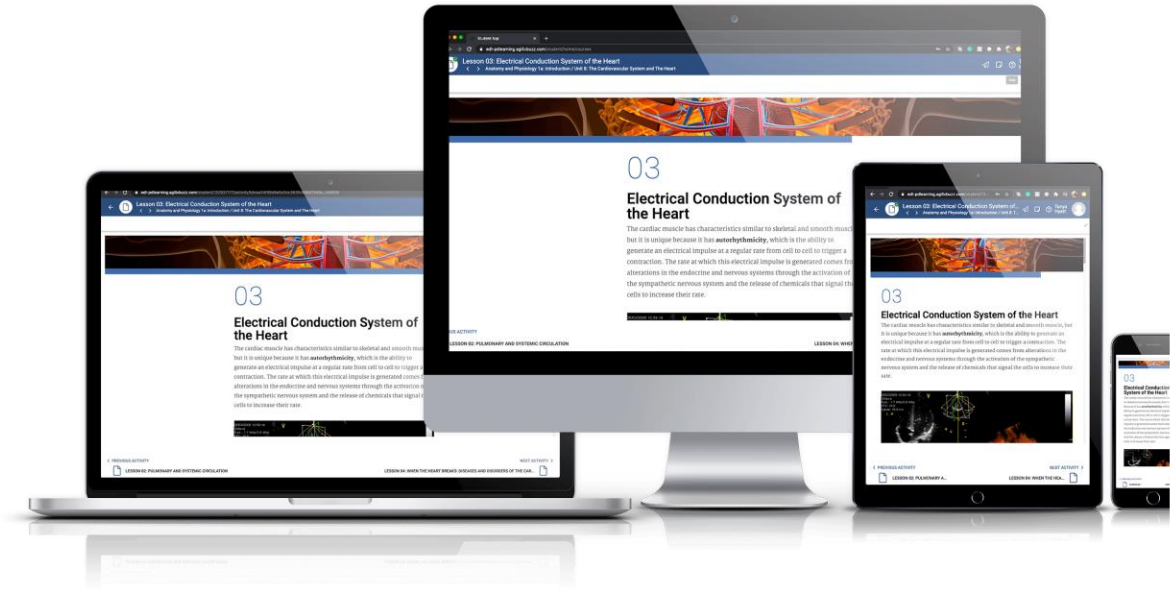


Platform Flexibility

Device agnostic

Browser agnostic



Integrates with most LMS

moodle

schoology

AGILIX Buzz

canvas

D2L Brightspace

Blackboard

Elements work with Google Classroom

Flexible Implementation Models

Curriculum that allows for the most teaching and learning options

Award-Winning Curriculum

//CODiE//
2021 SIIA CODiE WINNER

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2022 SIIA CODiE WINNER

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2023 SIIA CODiE AWARDS

THE EDTECH AWARDS
COOL TOOL FINALIST 2022

THE EDTECH AWARDS
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2021 FINALIST
SUPES' CHOICE
POWERED BY IEI

Best Elective Curriculum Solution

Best College & Career Solution

College & Career Readiness

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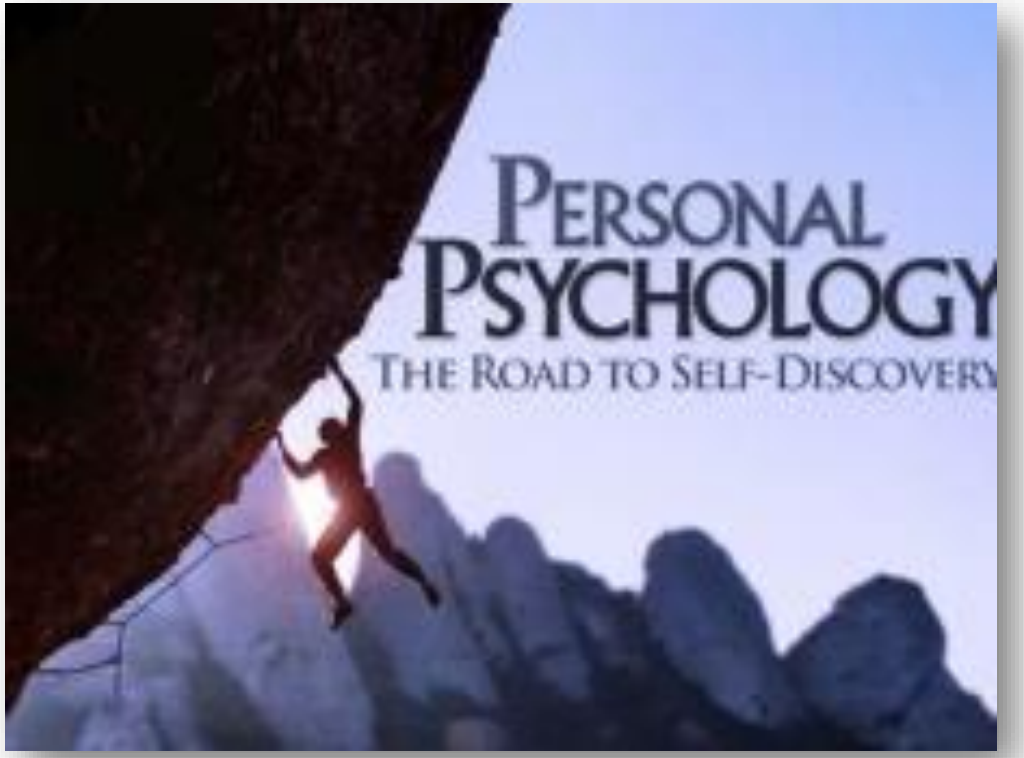
Student Rating

Students rate Personal Psychology highly



4.4 out of 5 stars

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Course Standards

Aligns to 2107300 Psychology 1 standards

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Course Title: Personal Psychology 1

State: FL
State Course Title: Psychology 1
State Course Code: 2107300
State Standards:
Date of Standards: 2022

Percentage of Course Aligned: 100%

Standards	Unit Name(s)	Lesson(s) Numbers	How Standard is Taught	How Standard is Assessed	Comments	Standard Rating (Fully Met / Partially Met / Not Met)
SS.912.P.1.1: Define psychology as a discipline and identify its goals as a science.	Unit 2: Searching for Answers	Lesson 1	Defining and explaining the main goals of psychology, such as describing, predicting, changing, and more and how psychology differs from other social sciences	Critical Thinking 3		Fully Met
SS.912.P.1.2: Describe the emergence of psychology as a scientific discipline.	Unit 2: Searching for Answers	Lesson 1	Exploring the roots of psychology, including Seneca, Lao Tzu, Aristotle, and others, and then the emergence of it as a field of study in the 19th century	Activity 2		Fully Met
SS.912.P.1.3: Describe perspectives employed to understand behavior and mental processes.	Unit 2: Searching for Answers	Lesson 1	Tracing psychological theories from Descartes dualism to Wundt's use of scientific lab studies up to the theories of Freud, James, Dweck and more	Activity 2		Fully Met
SS.912.P.1.4: Discuss the value of both basic and applied psychological research with human and non-human animals.	Unit 2: Searching for Answers	Lesson 5	Understanding the processes and ethics of research on humans and other animals	Critical Thinking 1, 5		Fully Met
SS.912.P.1.5: Describe the major subfields of psychology.	Unit 2: Searching for Answers	Lesson 3	Examining and comparing different fields of psychology, such as clinical, community, counseling, developmental, educational, forensic, and more	Discussion 1		Fully Met
SS.912.P.6.1: Explain the interaction of environmental and biological factors in development, including the role of the brain in all aspects of development.	Unit 3: The Biology of Behavior	Lesson 1	Exploring the role of the brain in the biology of behavior, for example examining neurons, synapses and communication, brain regions and roles, and recent studies in neuroscience	Activity 2		Fully Met
SS.912.P.6.2: Explain issues of continuity/discontinuity and stability/change.	Unit 6: Development Over the Lifespan	Lesson 1	Taking a look at the ideologies of continuity in patterns of development, such as with Bandura and Vygotsky, and discontinuity, or more staggered development as seen in the theories of Freud and Piaget	Activity 3		Fully Met
SS.912.P.6.3: Distinguish methods used to study development.	Unit 6: Development Over the Lifespan	Lesson 1	Evaluating different methods used in in the study of development, including cross-sectional and longitudinal research	Activity 1, Discussion 2		Fully Met

Personal Psychology 1: The Road to Self-Discovery Writing Team

Shalyce Cluff, MS, M.Ed.

- Lead Author

Carl Neblett, MA

- Author

Personal Psychology 1

Units at a Glance

Unit 1: Why Did She Do That? The Question of Psychology

Unit 2: Searching for Answers

Unit 3: The Biology of Behavior

Unit 4: How You Learn

Unit 5: Language and Intelligence

Unit 6: Development Over the Lifespan

Unit 7: Stress, Coping, and Mental Health

Unit 8: Psychological Disorders

Personal Psychology 1: The Road to Self Discovery

Current course topics

Biology

- States of consciousness
- Dream theory
- Meditation, hypnosis, flow

Memory

- Traumatic brain injuries, Alzheimer's Parkinson's

Cognition and Intelligence

- Confirmation bias, overconfidence
- Conflict resolution

Stress

- Social media & mental health
- Resilience

Lessons

Hands-on activities

Videos

Low stakes assessment

High stakes assessment

Feedback from the Teacher

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Course Structure

Courses organized by units, which include lessons & assessments

- Getting Started: For students
- Unit 1: Why Did She Do That? The Question of Psychology
- Unit 2: Searching for Answers
- Unit 3: The Biology of Behavior
- Unit 4: How You Learn
- Midterm Exam
- Unit 5: Language and Intelligence
- Unit 6: Development Over the Lifespa
- Unit 7: Stress, Coping, and Mental He
- Unit 8: Psychological Disorders
- Final Exam

Unit 4: How You Learn

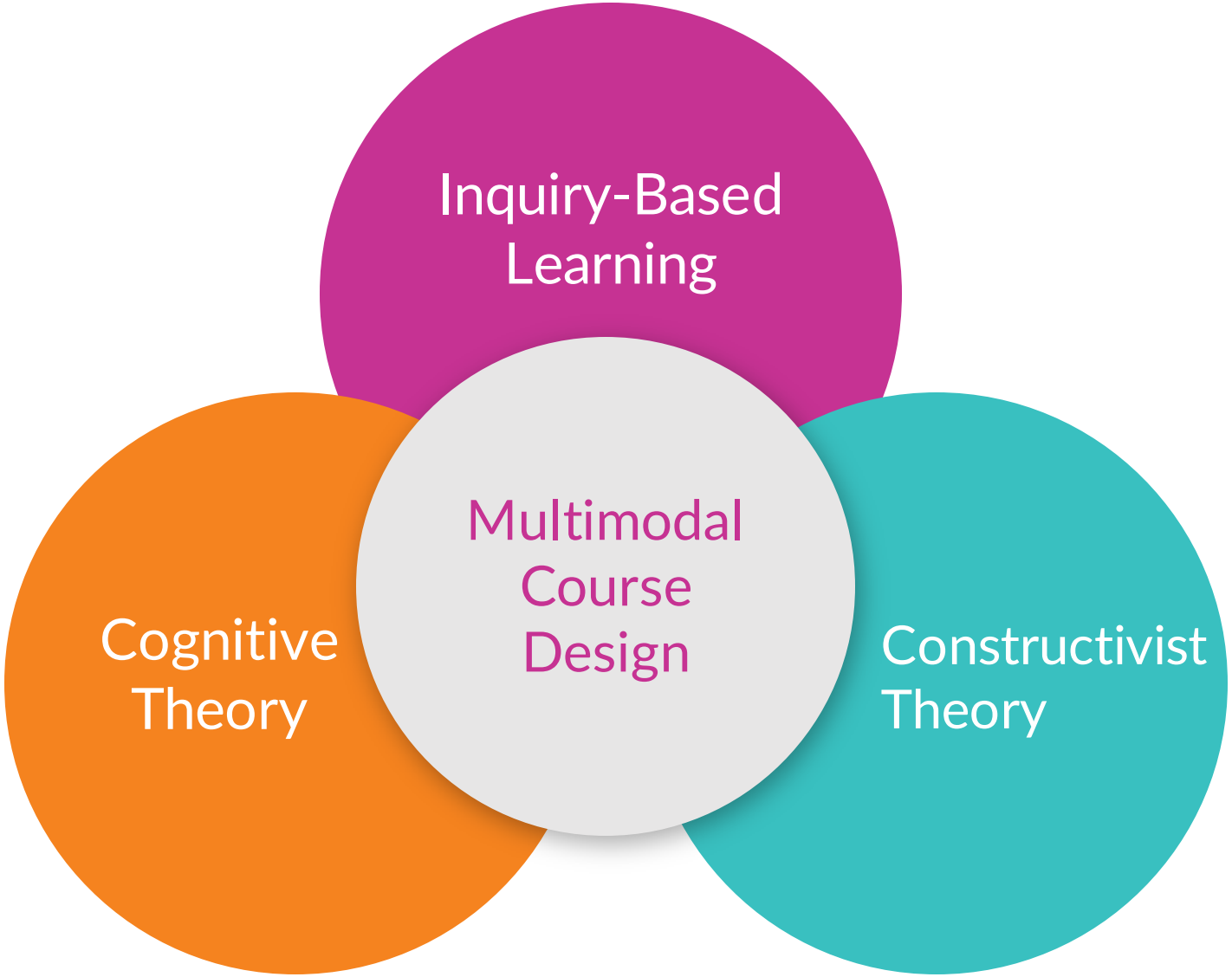
- Unit 4 Introduction
- Lesson 01: Classical Conditioning
- Lesson 02: Operant Conditioning
- Lesson 03: Observational and Cognitive Learning
- Lesson 04: Encoding Memories
- Lesson 05: Storage and Retrieval
- Lesson 06: Challenges in Memory
- Unit 4 Podcast
- Unit 4 Critical Thinking Questions
- Unit 4 Critical Thinking Dropbox
- Unit 4 Activity 1

Lessons teach standards

Assessment opportunities

Research-Based Course Design

incorporates learning theories



Design Highlights

Facilitates Cognitive Processing of Information

Chunking

Decision-Making in Action

Take a look at some of the following scenarios and indicate what you think the likely outcome of the situation will be:

Consider the following questions:

- What is the correct course of action?
- What are the potential consequences of that course of action?
- What barriers

Scenario One:

You are grounded, but your friend is meeting up with someone she's never met before and doesn't want to do it alone. You committed to going with her.

Scenario Two:

There is a huge party this weekend. Everyone who is anyone will be there. You feel privileged to be included; however, you know there is a high likelihood drugs and alcohol will be present. If your parents know the details, they will not be okay with you attending.

Improving Memory

Mnemonics can be used to aid in encoding, storing, and retrieving information as it moves memories into elaborate processing. Mnemonics create deeper associations with the information.

Solomon Shereshevsky was a Russian journalist turned mnemonist who lived in the early 1900s. He became known for his amazing memory recall. Upon research and study of his process, it was found that Shereshevsky used synesthesia, an elaborate mental process and mnemonic device in which information is paired with each of the five senses, creating unforgettable information. Unlike most of us, it seemed to come quite naturally to Shereshevsky.

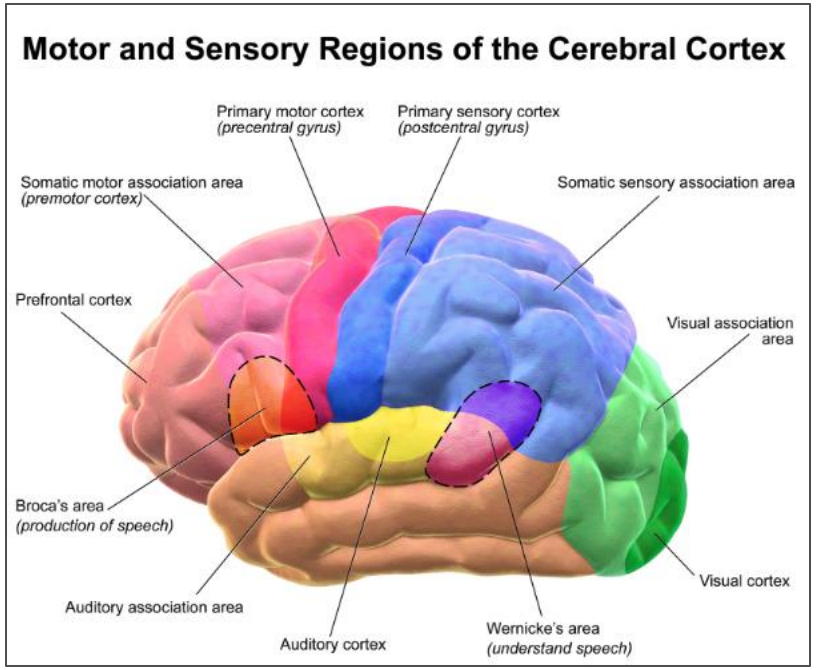
Here are a few not quite so elaborate techniques that you can use:

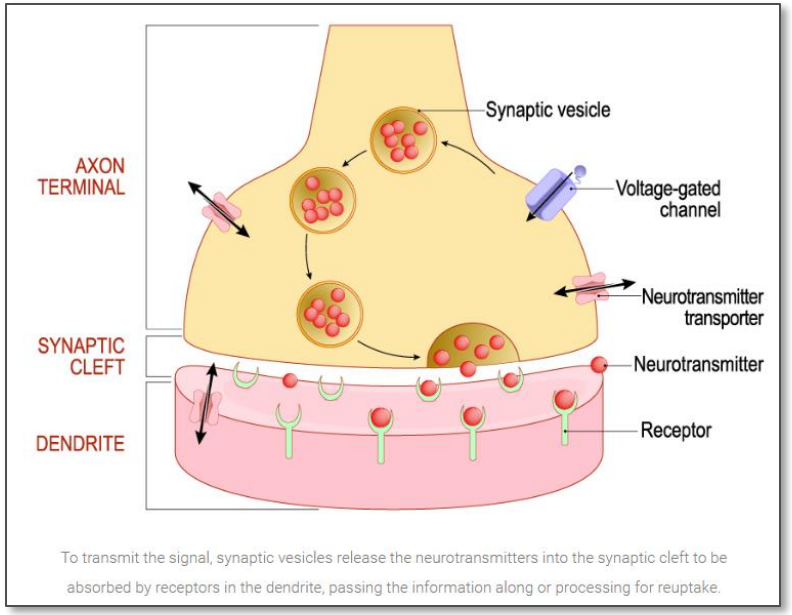
- Chunking
- Rhyming
- Acrostics or Acronyms

Design Highlights

Facilitates Cognitive Processing of Information

Compelling visuals

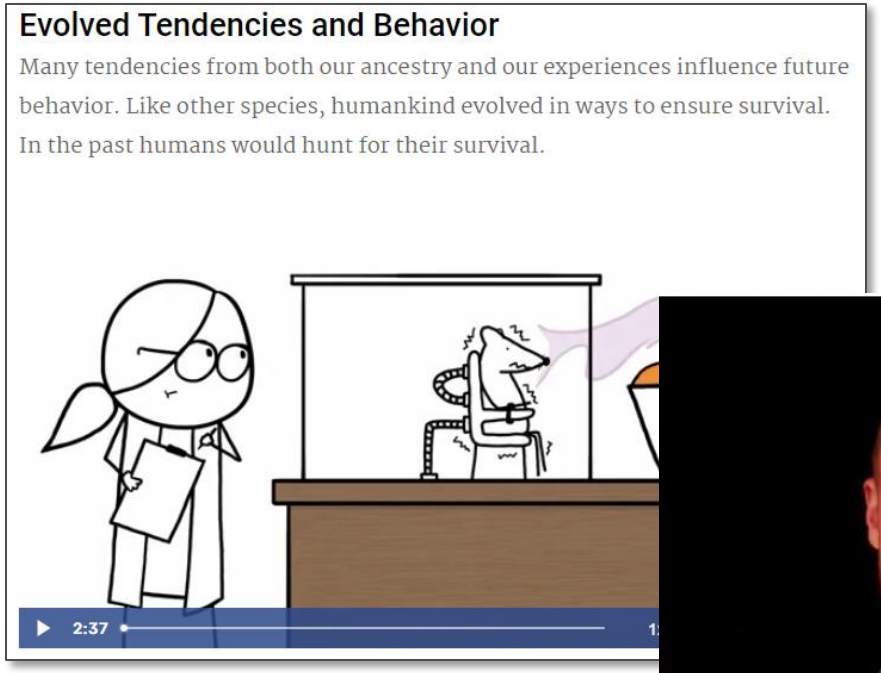




Design Highlights

Features that support cognitive processing of information

Videos bring content to life and include closed captioning



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Design Highlights

Features that engage learners and provide agency

Interactive Elements

Memories Lost to Disease

Several common disorders have memory loss as a significant symptom with components of dementia and amnesia.

- Alzheimer's
- Huntington's Disease
- Parkinson's Disease
- Encephalopathy
- Traumatic Brain Injury

- Alzheimer's
- Huntington's Disease
- A disorder of the nervous system causing impaired movement

  Initial symptoms begin with difficulties in normal movement. As the disease progresses, individuals become forgetful and cannot concentrate. Dementia develops in the later stages.
- Encephalopathy
- Traumatic Brain Injury

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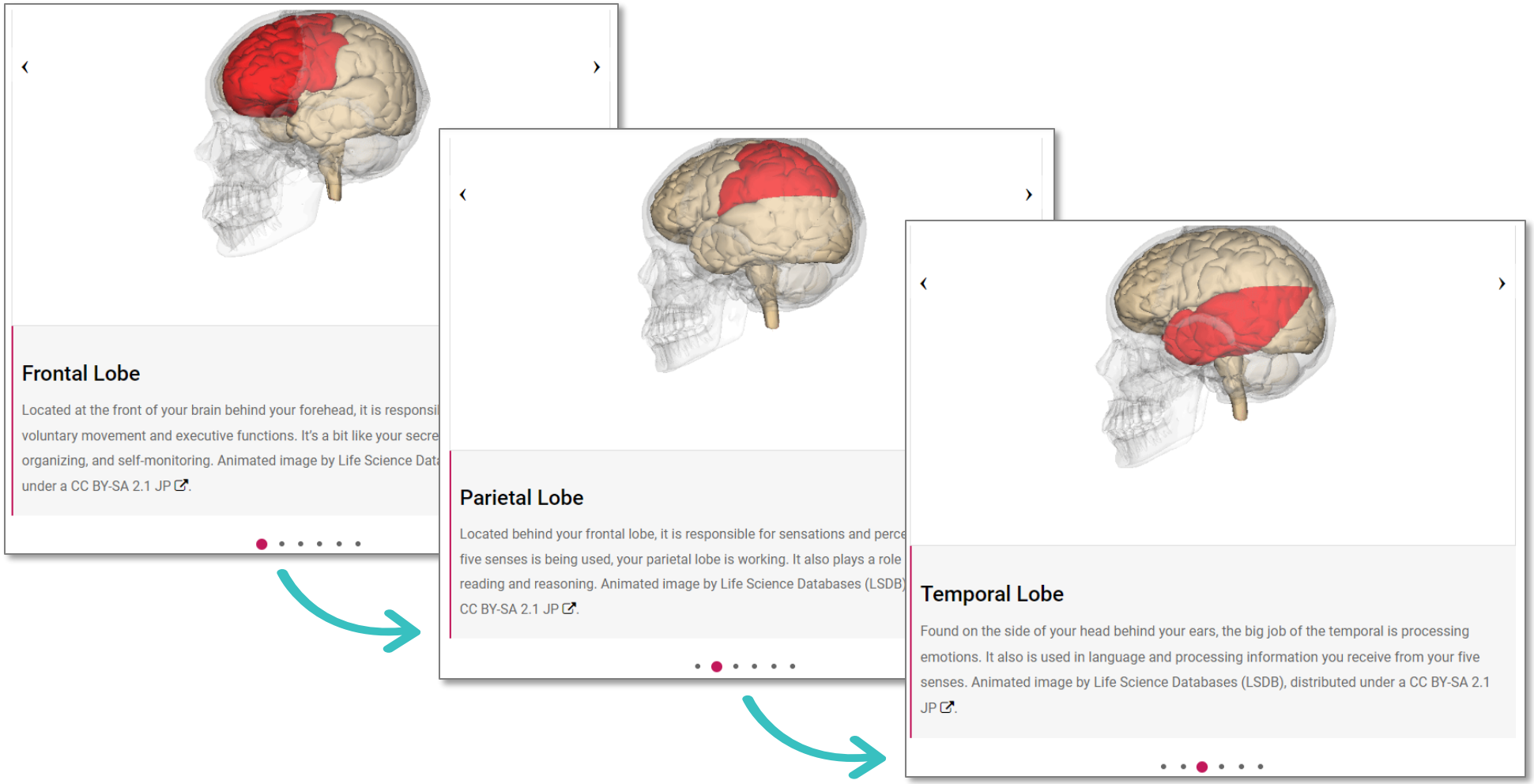
Design Highlights

Features that engage learners and provide agency

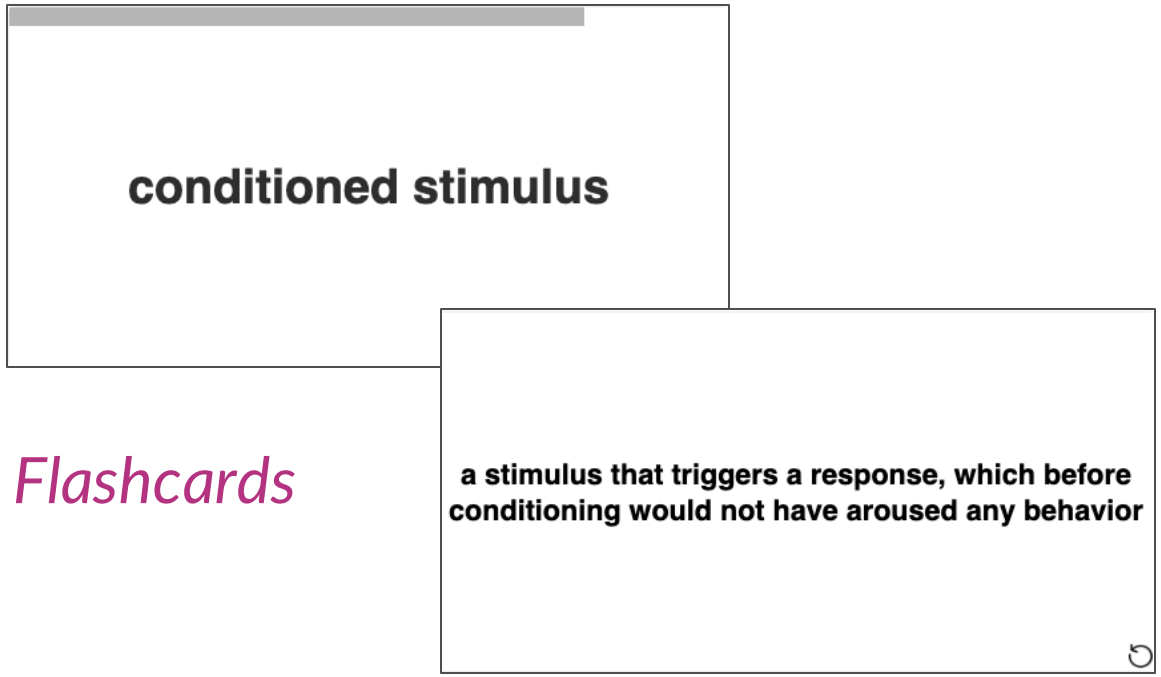
Interactive Elements



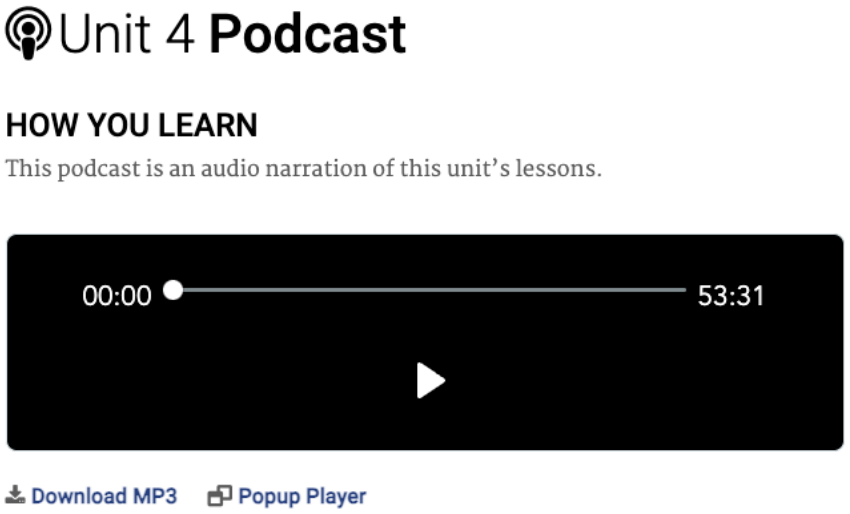
eDynamic Learning
CAREER & ELECTIVE COURSES

Design Highlights

Assists with Cognitive Processing



Flashcards



Podcasts

Assessment Opportunities

Various assessment opportunities facilitate demonstration of knowledge

Critical Thinking Questions

Five (5) in every Unit

UNIT 3 CRITICAL THINKING QUESTIONS

Critical Thinking Questions

1. Describe a time when you were in a flow state. This can be while you were playing a sport, making art, singing, dancing, or working on a school project. How did the flow state differ from your normal state of consciousness? What do you t
flow states in your life?
2. In your own words, describe the anatomy of the central n
nervous system, and the endocrine system. How do these
affect a person's development and behavior?
3. "It's going to be amazing when humans go to Mars," a cla
to see and hear and feel everything. There will be no limits
humans can sense and perceive and what they aren't able
least three examples of each. Use the term "absolute thre
4. "I've been afraid of heights my whole life, and that's never
"That is just how my brain is wired." Explain to this relative
your own words) and how it affects humans.
5. "Why do people have to go to sleep?" asks a seven-year-o
bed. In terms that a young child would understand, explai
scientists have suggested that humans need sleep.

Critical Thinking Questions

1. Describe a time when you were in a flow state. This can be while you were playing a sport, making art, singing, dancing, or working on a school project. How did the flow state differ from your normal state of consciousness? What do you think you could do to create more flow states in your life?

   Answers will vary but should include:

   - **A description of a flow state the student experienced. Example: "I was so busy working on my app that I didn't even notice when the bell rang and my classmates left."**
   - **A suggestion of how to create more flow states. Example: "I could set aside time early on Saturday mornings to paint. Nobody will bother me then."**
2. In your own words, describe the anatomy of the central nervous system, the peripheral nervous system, and the endocrine system. How do these three systems work together to affect a person's development and behavior?

   Answers will vary but should include:

   - **Central nervous system definition in the student's own words. For reference, the unit definition is: The central nervous system (CNS) consists of your brain and spinal cord and is responsible for gathering and responding to information.**
   - **Peripheral nervous system definition in the student's own words. For reference, the unit definition is: The peripheral nervous system (PNS) branches out all over your body and serves as a communication system between your brain, spinal cord, and the rest of your body.**
   - **Endocrine system definition in the student's own words. For reference, the unit definition is:**

Teacher Resources provide Suggested Answers

eDynamic Learning
CAREER & ELECTIVE COURSES

Assessment Opportunities

Various assessment opportunities facilitate demonstration of knowledge

Discussion Questions

2. In this unit, you learned about shallow or surface processing and deep or elaborate processing. Describe a time when you used shallow processing, such as memorizing a fact or formula to help you pass a test. Then describe a time when you used deep processing. This could be when you learned a skill you enjoyed, when you learned some historical or scientific information that is significant to you, or when you read or heard something that affected you emotionally. Based on these experiences, sum up the difference between shallow and deep processing.

Answers will vary but should include:

- An example of shallow processing. Example: "I learned in math class that $a^2 + b^2 = c^2$, but I can't remember what it applies to."
- An example of deep processing. Example: "In history class, I saw a Civil War documentary that made me cry. I remember a lot of the documentary, and it inspired me to read more about that war."
- An assessment of the difference between shallow and deep processing: "Shallow processing helps you pass tests and get through school, but deep processing sticks with you because you find meaning in it."

Teacher Resources *with* Suggested Answers

Assessment Opportunities

Various assessment opportunities facilitate demonstration of knowledge

Activities demonstrate higher order thinking skills

UNIT 1 ACTIVITY 1

What's Your Personality?

Required Materials

- Word processing software
- Video recording device (optional)
- Audio recording device (optional)
- Art supplies (optional)
- Spreadsheet software (optional)

You've learned a little bit about psychology in general. Now it's time t
personality in particular.

Step 1: Learn about at Least Two Personality Tests

Research two or more of these personality tests online. Some of the
Enneagram, are available in short forms that you can take online in 1
Others, such as the MMPI, have hundreds of questions and therefor
complete as part of this activity. Don't spend more than 25 minutes

- **Enneagram**
- **Minnesota Multiphasic Personality Inventory**

Step 2: Reflect and Assess

Think about what you learned in **Step 1** and how it applies to you.

- In your own words, how would you define personality?
- How did the assessment tools you investigated describe you?
- In most situations, are you an extrovert or an introvert?
- What three words do you think friends or family members would use to describe you? What three words would you use to describe yourself?
- Did anything you learned in Step 1 surprise you? If so, what was it, and why?
- How well do you think you know yourself? What would you like to learn about in this course so you can understand yourself better?

Step 3: Showcase Your Results

Create a product that defines what personality is and shows some of what you learned in the first two steps. Make sure you describe the two personality assessment tools you used and discuss how their techniques were different from one another. Your product should also define at least two psychological terms you learned by reading the lessons or doing research. Here are some product ideas:

- A fact sheet about yourself and your personality
- A brief, informal talk about yourself and your personality, recorded on audio or video
- A skit that shows and explains a personality trait that you either have now or want to develop

Assessment Opportunities

Various assessment opportunities facilitate demonstration of knowledge

Inquiry-based Learning Activities provide hands-on experiences

How Can You Design Your Own Operant Conditioning Experiment?

Required Materials

- Word processing software
- Art supplies (optional)
- Spreadsheet software (optional)

In this unit, you learned that practice is one of the best ways to recall information. It's time to create your own experiment to help you understand and remember the main ideas of operant conditioning.

Step 1: Set a Goal

What would you like the outcome of the experiment to be? Let's say you want to create a positive habit for yourself in an area where you've been having a little trouble getting motivated. Here are some ideas:

- Get up five mornings in a row without hitting a snooze alarm.
- Meditate for five minutes per day (or five minutes more than you usually do).
- Exercise for 15 minutes per day (or 15 minutes more than you usually do).
- Limit soda consumption to one can or glass per week.
- Stop social media consumption by 9 p.m. for five nights in a row.
- For five days in a row, think about and appreciate a different positive thing that a family member did, and thank them in person, by note, or by text for that specific action.

Set a modest goal that follows the rules of common sense. For example, don't try to lose more than two pounds in a week. Don't deny yourself food or water. And don't do anything that could harm yourself, another person, or an animal.

Step 2: Use the Language of Psychology

Write a paragraph (or make a chart or mind map) that describes how your experiment will follow the rules of operant conditioning. Here are some questions to get you thinking. You don't need to answer all of them, but answer at least three.

- What kind of associative learning do you want there to be? In other words, what action do you want to happen, and what do you plan to do so that the action will happen?
- What positive reinforcement will you use? You may want to use more than one.
- What negative reinforcement will you use, if any?
- Are your reinforcements primary or secondary/conditioned? Explain.
- What punishment will you use on yourself, if any? Remember, negative reinforcement and punishment are not the same thing.
- What reinforcement schedule do you plan to use, if any?

Step 3: Carry Out Your Experiment and Report the Results

Try out the experiment you designed. Keep track of your results in a series of diary entries, a chart, or a spreadsheet. At the bottom of the diary entries, chart, or spreadsheet, summarize your results. Was your experiment a success? What reinforcements and/or punishments were effective, if any were?

Submit the results of **Step 2** and **Step 3** to your instructor. If your work is hand-drawn, take clear photographs of it and submit those.

Assessment Opportunities

All assessment opportunities facilitate demonstration of knowledge

Rubrics provided for all open-ended assessments

TABLE 3 Grading Rubric

	Content	Format	Communicate
Full Credit	Student fully and precisely answers three or more of the questions in Step 2. Experiment results are precisely and consistently detailed. Summary is precise and articulate.	Student's submission is well organized and clearly presents the required information. Its format is aesthetically pleasing and meets or exceeds the given requirements.	Student has clearly communicated their findings, project, and/or results.
Partial Credit	Student answers at least two of the questions in Step 2. Experiment results are present but may be vaguely or inconsistently described. Summary exists but may be somewhat confusing.	Student's submission is fairly well organized and has a moderately easy-to-understand format that is somewhat aesthetically pleasing and meets most of the given requirements.	Student has attempted to communicate their findings, project, and/or results but could have done so in a more effective manner.
Little Credit	Student answers one or none of the questions in Step 2. Experiment results are missing or are difficult to understand. Summary is missing or is very confusing.	Student's submission is poorly organized, and the content is difficult to understand due to poor formatting and/or aesthetics.	Student has not communicated their findings, project, and/or results.

Assessment Opportunities

Test Your Knowledge facilitates practice

Test Your Knowledge Questions

Self Assessment Questions

Low-Stakes Ungraded

Question #1

A researcher sets up a classical conditioning experiment by playing musical tones for research subjects but occasionally adding a jarringly loud sound to the audio. Soon the research subjects begin to wince as soon as they hear the music, even if the researcher has not yet played the loud sound. In this scenario, the subjects wincing when they hear the loud sound is what?

- unconditioned response
- unconditioned stimulus
- neutral stimulus
- conditioned response

- unconditioned response
- unconditioned stimulus
- ✖ neutral stimulus
- conditioned response

Nope, wrong answer

In this experiment, the musical tones are the neutral stimulus because they don't provoke a reaction in the research subjects. You may want to review the details of classical conditioning in Lesson 1.

Retry

- ✔ unconditioned response
- unconditioned stimulus
- neutral stimulus
- conditioned response

Yup, you got it!

It is natural for people to wince when they hear a loud sound. There is no need to train them to do this.

Assessment Opportunities

Various assessment opportunities facilitate demonstration of knowledge

Unit Quizzes, Midterm, Final Exams provide machine – graded summative assessment

Randomized to ensure academic honesty

6. The psychologist Edward Thorndike is MOST often associated with which key idea in psychology?

- self-actualization
- cognitive behavioral therapy
- Rule of Three
- Law of Effect

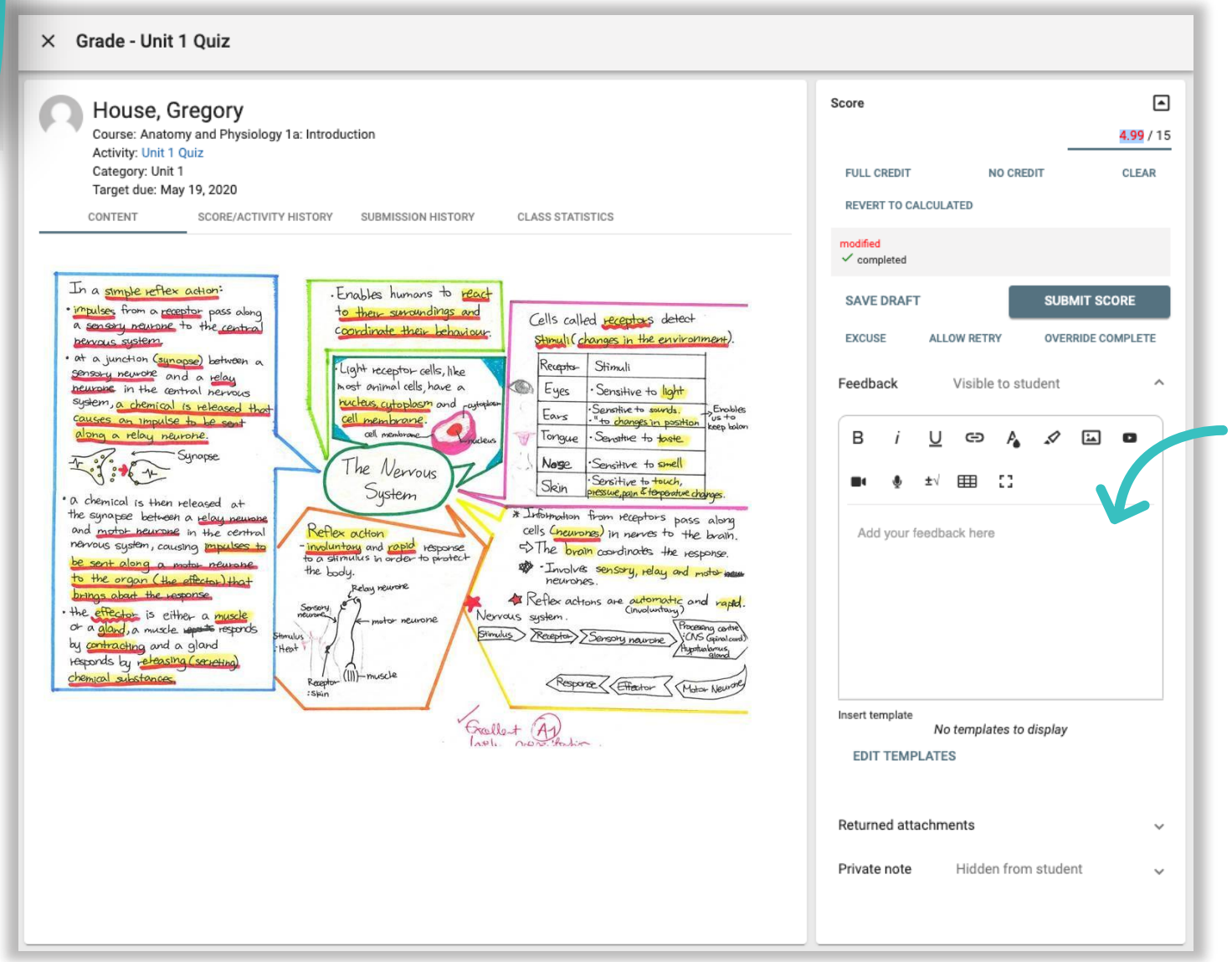
3. It's usually easier to remember a phone number if it has a dash in the middle—for example, 606-8042 rather than 6060842. What memory technique is this an example of?

- flexing
- chunking
- dumping
- surfing

Individual

Teacher Feedback

Personalizes learning experiences



Provide Formative Feedback to Students

Gradebook Reporting

Gauge student progress

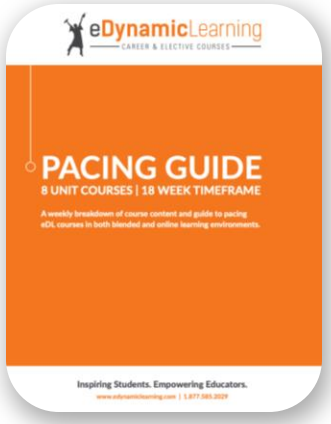
GRADES | UNIT SUMMARY | FOR ME

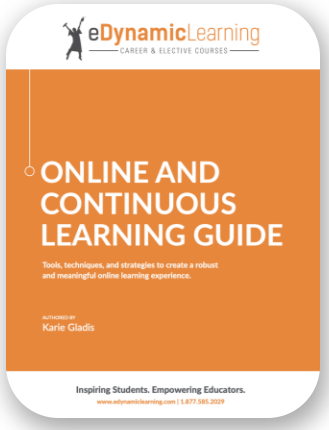
						Unit 1: Human Body Organization					
Name	Score	Letter	Minutes	Perfor...	Pace	Unit 1 Text Questio...	Unit 1 Lab Dropbox	Unit 1 Activity Dropbox	Unit 1 Quiz	Unit 1 Discussior 1	Unit 1 Discussior 2
Grey, Meredith	92.87%	A	0			80%	80%	100%	100%	100%	100%
House, Gregory	35.15%	F	0			30%	10%	40%	33.33%	20%	20%
Howser, Doogie	94.93%	A	0			100%	100%	93.33%	93.33%	80%	100%
Lockhart, Abby	79.24%	C	0			90%	70%	100%	80%	80%	100%
Pierce, Benjamin	81.69%	B	0			70%	70%	80%	66.66%	60%	80%
Quinn, Michaela	79.02%	C	0			60%	80%	73.33%	100%	80%	100%
			33								
	0%	F	5								
	97.5%	A	51				100%	100%	93.33%		
14 students	70.05%	C	20			71.66%	72.85%	83.8%	80.95%	70%	83.33%
Low scores			0			2	1	1	2	2	1
Score entry			0			Points	Points	Points	Points	Points	Points
Points			0			10	10	15	15	5	5

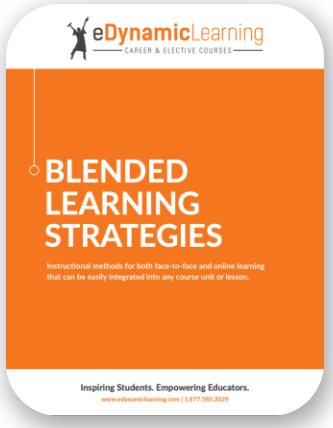
eDynamic Learning
CAREER & ELECTIVE COURSES

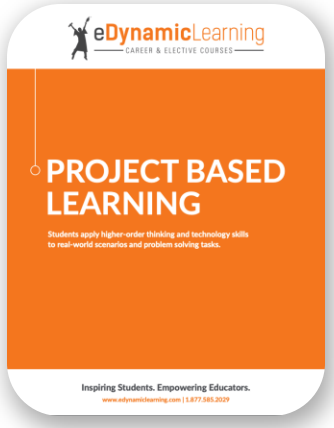
Rich Teacher Resources

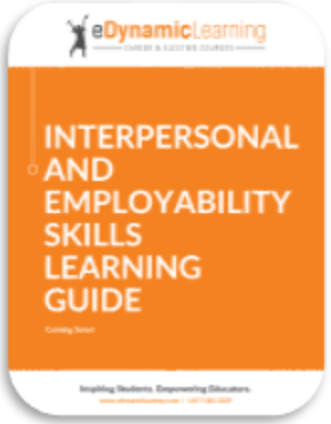
Resources that support implementation











Also provided:

- Answer Keys
- Syllabus
- Scoring Rubrics
- Required Materials
- Course Vocabulary

Rich Teacher Resources

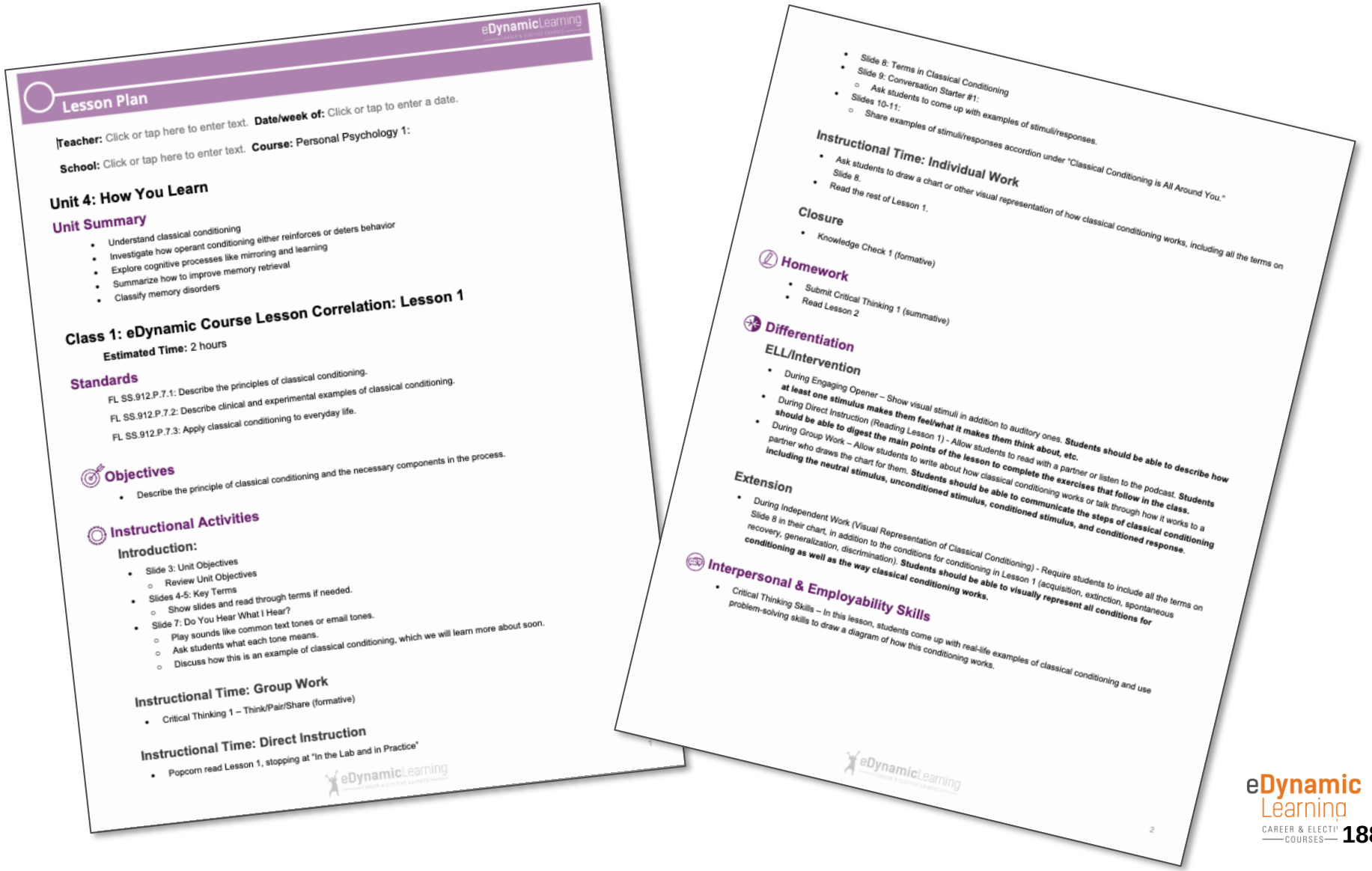
Lesson Plans will be available summer 2023

Lesson Plans provide -

Direct instruction

- Instructional activities

- Differentiation strategies



eDynamicLearning

Lesson Plan

Teacher: Click or tap here to enter text. **Date/week of:** Click or tap to enter a date.

School: Click or tap here to enter text. **Course:** Personal Psychology 1:

Unit 4: How You Learn

Unit Summary

- Understand classical conditioning
- Investigate how operant conditioning either reinforces or deters behavior
- Explore cognitive processes like mirroring and learning
- Summarize how to improve memory retrieval
- Classify memory disorders

Class 1: eDynamic Course Lesson Correlation: Lesson 1

Estimated Time: 2 hours

Standards

FL SS.912.P.7.1: Describe the principles of classical conditioning.

FL SS.912.P.7.2: Describe clinical and experimental examples of classical conditioning.

FL SS.912.P.7.3: Apply classical conditioning to everyday life.

Objectives

- Describe the principle of classical conditioning and the necessary components in the process.

Instructional Activities

Introduction:

- Slide 3: Unit Objectives
  - Review Unit Objectives
- Slides 4-5: Key Terms
  - Show slides and read through terms if needed.
- Slide 7: Do You Hear What I Hear?
  - Play sounds like common text tones or email tones.
  - Ask students what each tone means.
  - Discuss how this is an example of classical conditioning, which we will learn more about soon.

Instructional Time: Group Work

- Critical Thinking 1 – Think/Pair/Share (formative)

Instructional Time: Direct Instruction

- Popcorn read Lesson 1, stopping at "In the Lab and in Practice"

eDynamicLearning

- Slide 8: Terms in Classical Conditioning
- Slide 9: Conversation Starter #1:
  - Ask students to come up with examples of stimuli/responses.
- Slides 10-11:
  - Share examples of stimuli/responses accordion under "Classical Conditioning is All Around You."

Instructional Time: Individual Work

- Ask students to draw a chart or other visual representation of how classical conditioning works, including all the terms on Slide 8.
- Read the rest of Lesson 1.

Closure

- Knowledge Check 1 (formative)

Homework

- Submit Critical Thinking 1 (summative)
- Read Lesson 2

Differentiation

ELL/Intervention

- During Engaging Opener – Show visual stimuli in addition to auditory ones. **Students should be able to describe how at least one stimulus makes them feel/what it makes them think about, etc.**
- During Direct Instruction (Reading Lesson 1) - Allow students to read with a partner or listen to the podcast. **Students should be able to digest the main points of the lesson to complete the exercises that follow in the class.**
- During Group Work – Allow students to write about how classical conditioning works or talk through how it works to a partner who draws the chart for them. **Students should be able to communicate the steps of classical conditioning including the neutral stimulus, unconditioned stimulus, conditioned stimulus, and conditioned response.**

Extension

- During Independent Work (Visual Representation of Classical Conditioning) - Require students to include all the terms on Slide 8 in their chart, in addition to the conditions for conditioning in Lesson 1 (acquisition, extinction, spontaneous recovery, generalization, discrimination). **Students should be able to visually represent all conditions for conditioning as well as the way classical conditioning works.**

Interpersonal & Employability Skills

- Critical Thinking Skills – In this lesson, students come up with real-life examples of classical conditioning and use problem-solving skills to draw a diagram of how this conditioning works.

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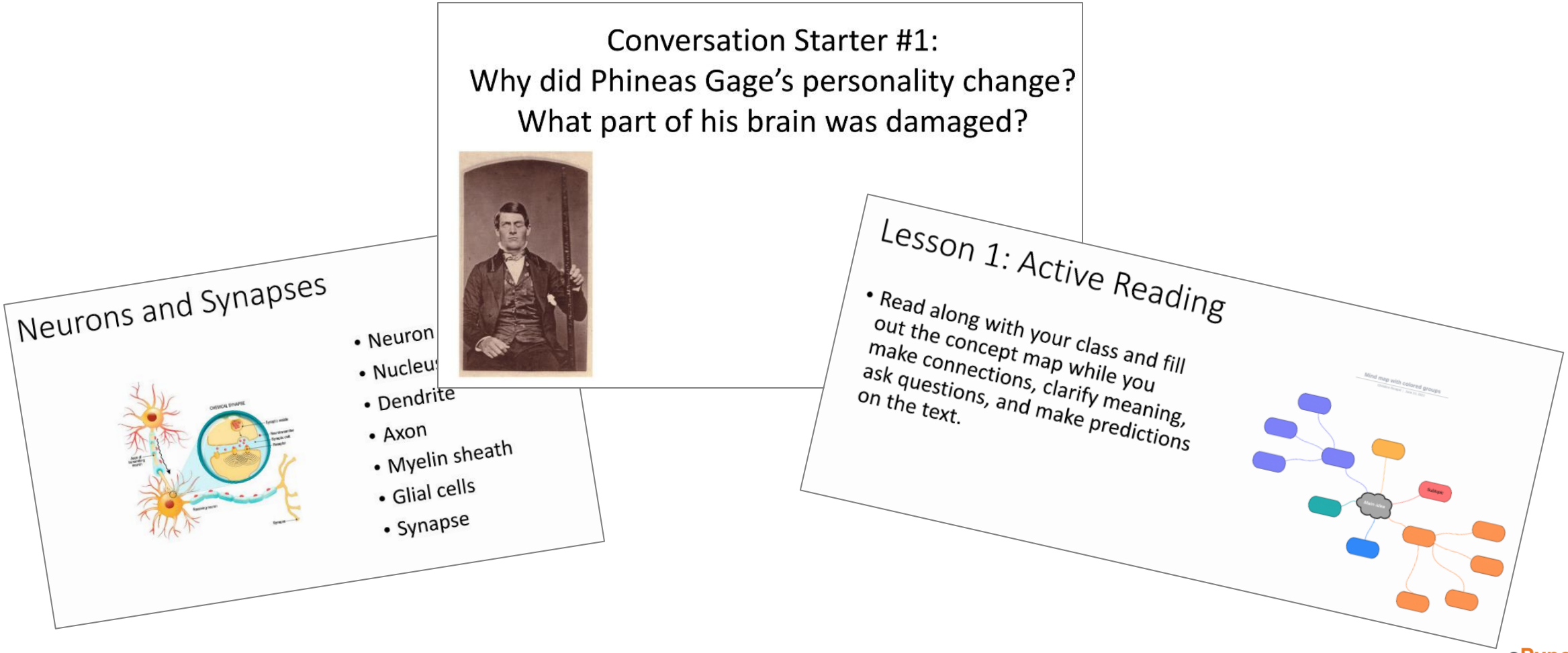
2

Rich Teacher Resources

Slides will be available summer 2023



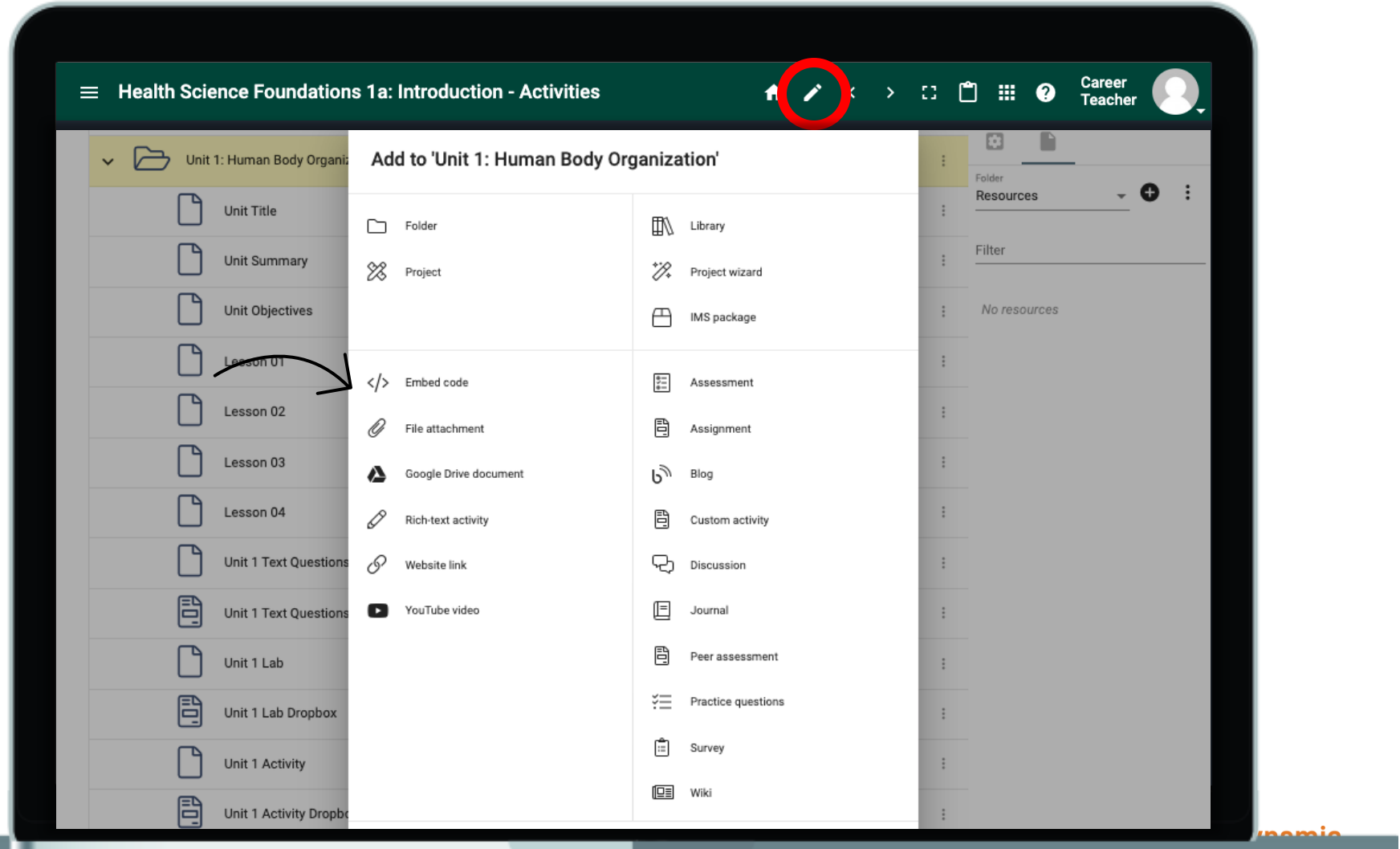
Customization & Integration Features

Teacher or district-authored content can be integrated easily

Add: Links, videos, docs, assessments, etc.

Move: Units, lessons, activities in a different sequence

Hide: Units, lessons, activities



Equality

vs

Equity &
Access

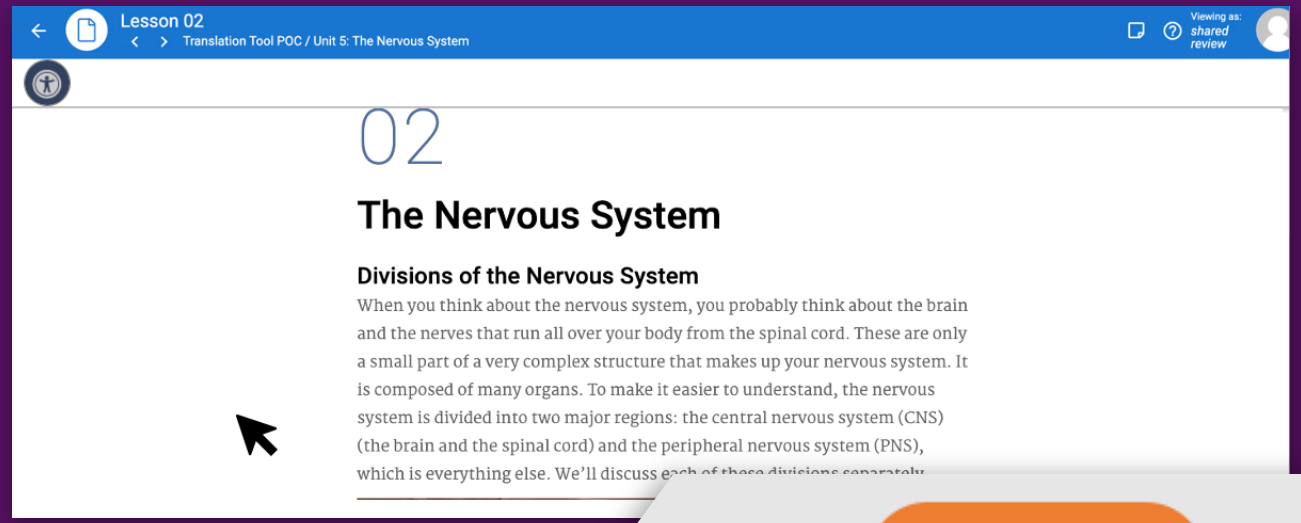
Reviewed for Authentic Content

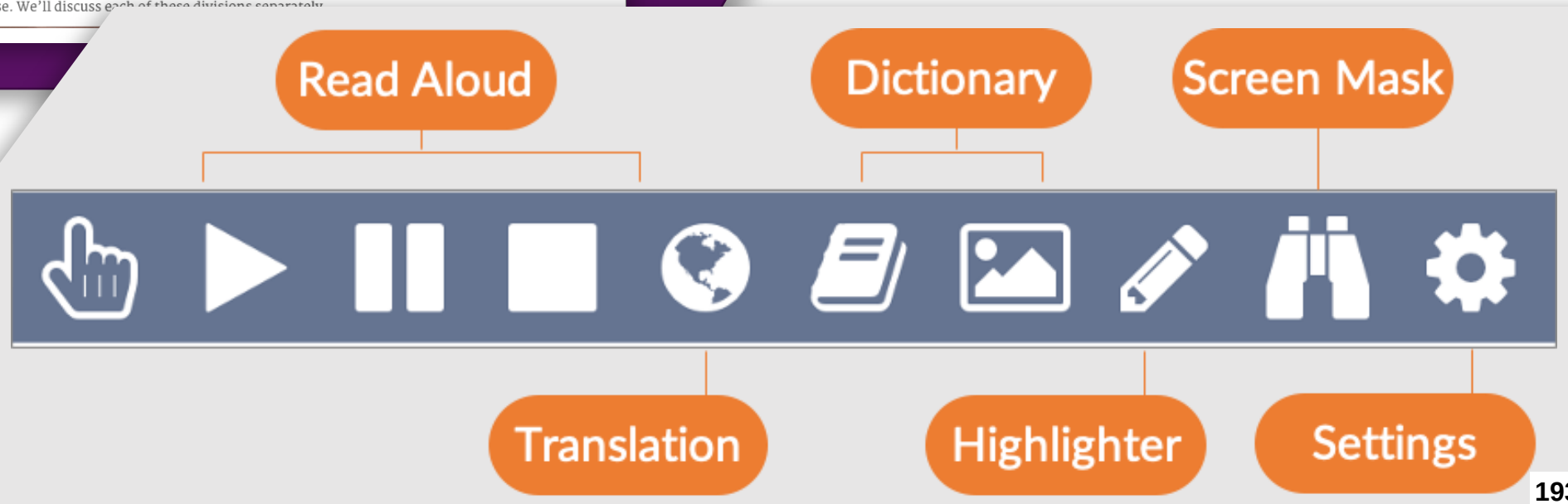
we employ an external diversity/sensitivity editorial organization

- Addictions
- Ageism
- Bullying, cyberbullying
- Class, socioeconomic, and poverty-issues
- Culture
- Ethnicity and race
- Generational issues
- Generational issues
- Immigrant culture
- Indigenous cultures
- Illnesses, disabilities
- Regionalism
- Religion
- Tokenism

Accessibility Features to Support 508 Requirements

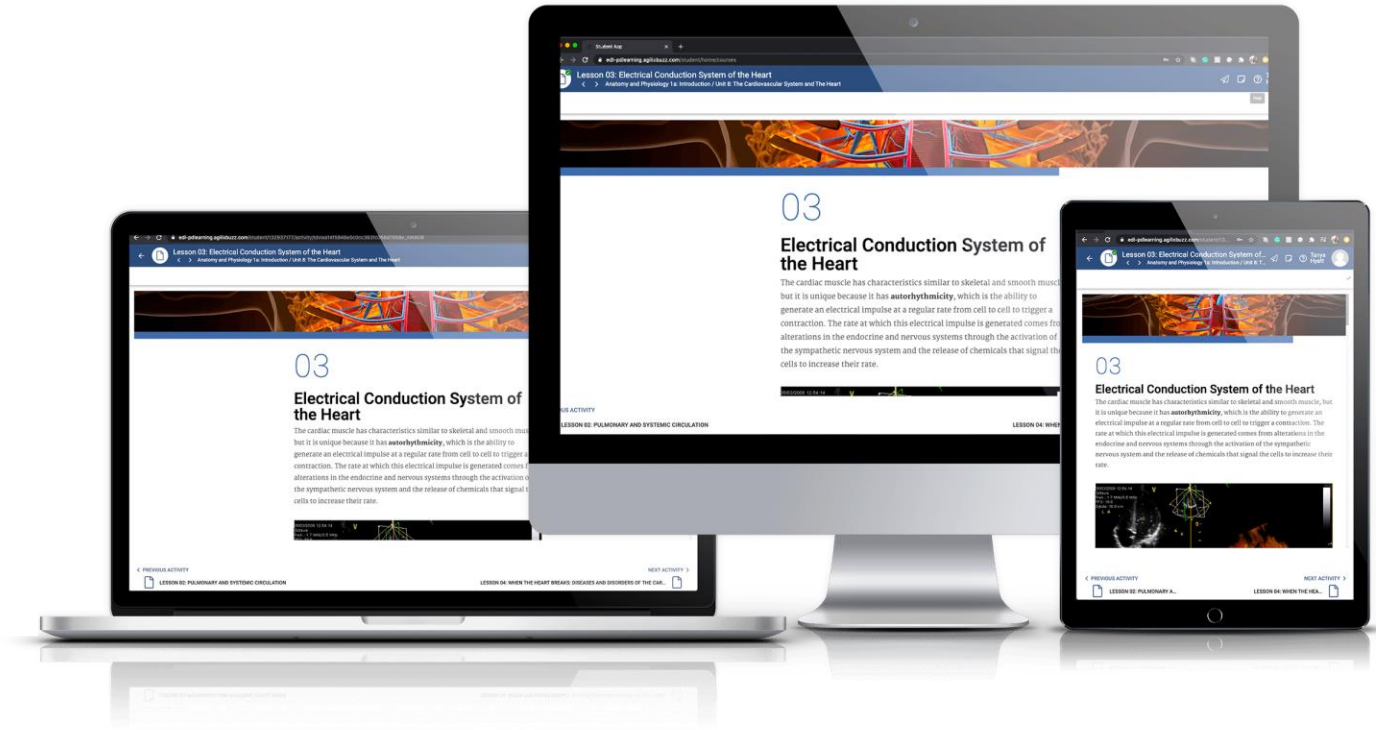
Literacy & ELL Support tools breakdown language barriers





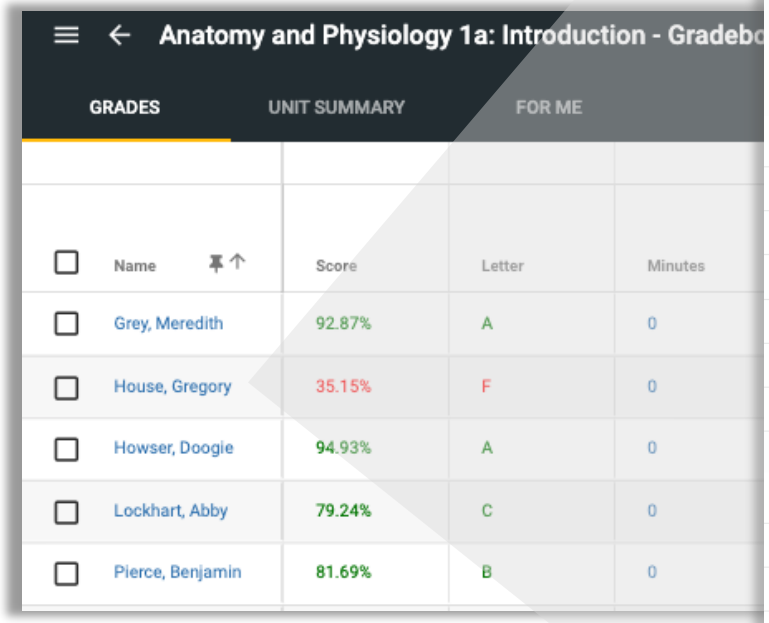
Accessible to All Learners

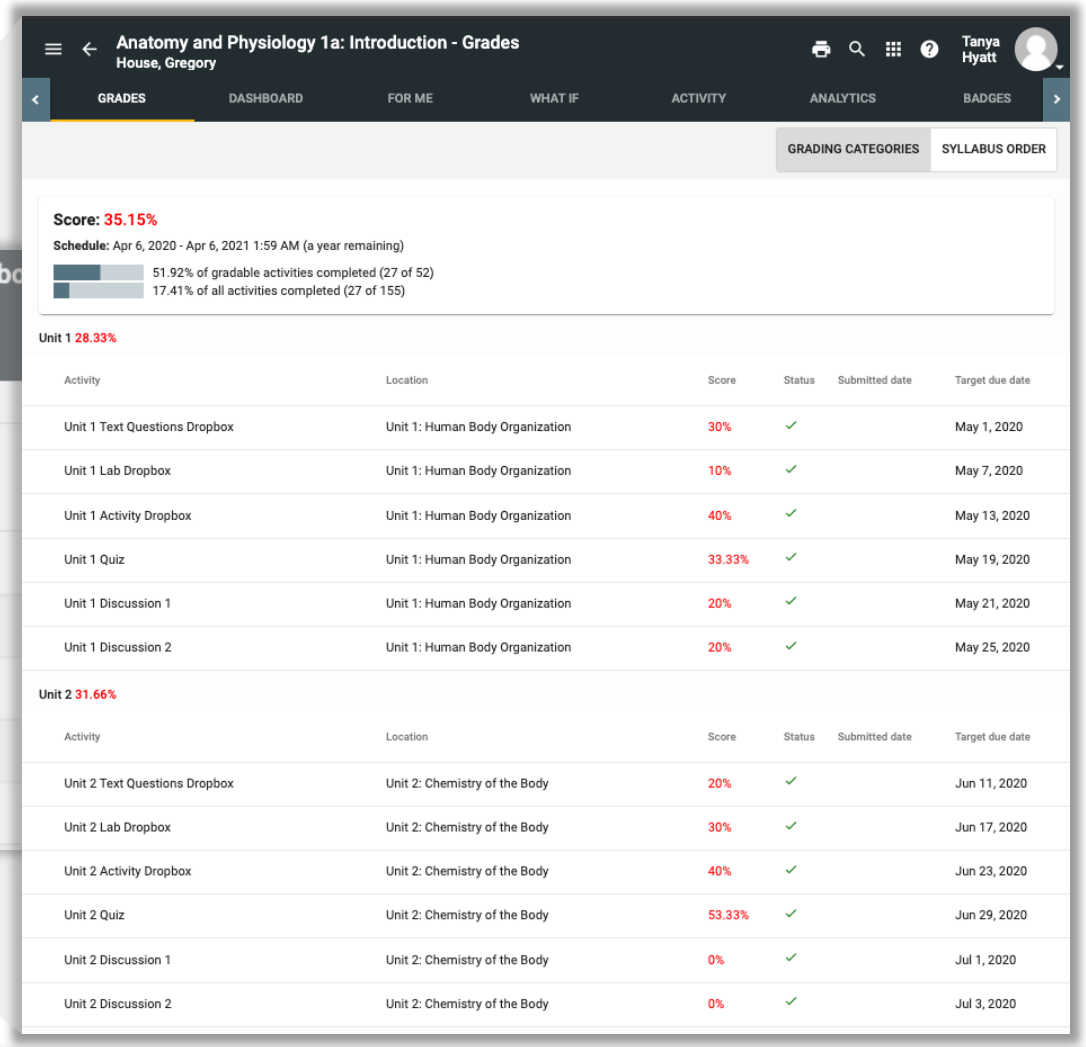
Accessible to support individuals who are deaf, hard of hearing, blind, visually impaired, and cognitively impaired



Supports Accommodations

Ideal for IEPs, 504 Plans, & Acceleration





Listed accommodations for student

Professional Development

Implementation Essentials
(Get teachers up and running on day one)

Blended Learning Strategies
(flexible uses to support various implementations)

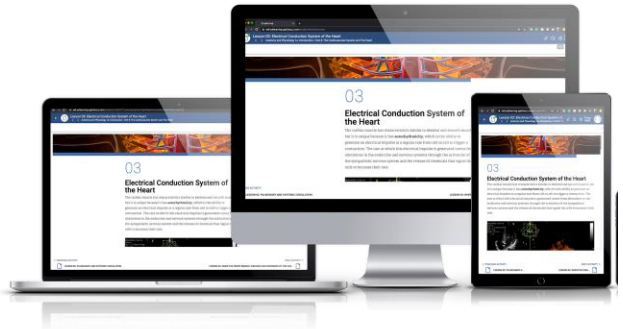
Inquiry-Based Learning
(project-based, problem-based and challenged-based)

Differentiated Instruction
(support accommodations and ELL students)

Job Embedded Coaching
(modeling, co-planning, observation/feedback)

Summary of Personal Psychology

Device & Browser Agnostic



Platform Flexibility

D2L Brightspace

schoology

Buzz

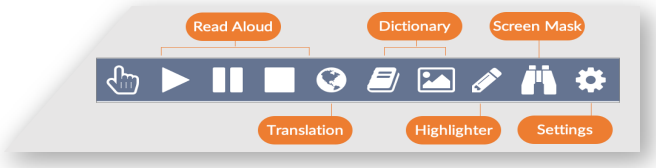
canvas

Blackboard

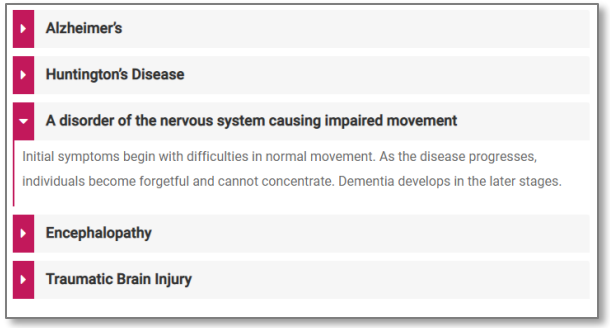
moodle

Accessibility

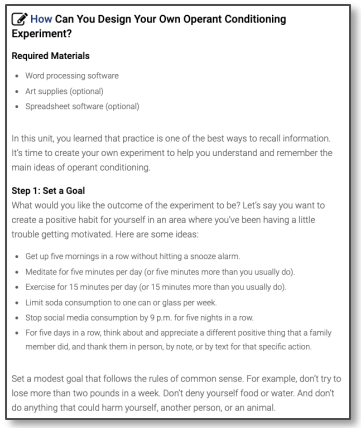
WCAG Version 2.0, Level AA



Interactivity



Assessments



How Can You Design Your Own Operant Conditioning Experiment?

Required Materials

- Word processing software
- Art supplies (optional)
- Spreadsheet software (optional)

In this unit, you learned that practice is one of the best ways to recall information. It's time to create your own experiment to help you understand and remember the main ideas of operant conditioning.

Step 1: Set a Goal

What would you like the outcome of the experiment to be? Let's say you want to create a positive habit for yourself in an area where you've been having a little trouble getting motivated. Here are some ideas:

- Get up five mornings in a row without hitting a snooze alarm.
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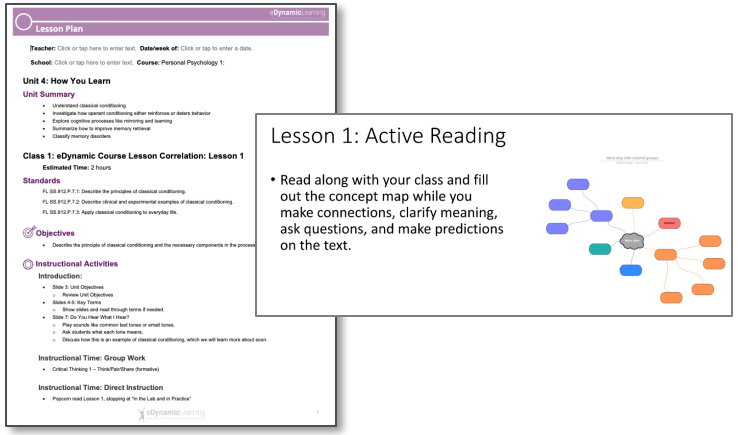
Teacher Resources



Lesson Plan

Teacher: Click or tap here to enter text. Date/week of: Click or tap to enter a date.

School: Click or tap here to enter text. Course: Personal Psychology 1:

Unit 4: How You Learn

Unit Summary

- Understand classical conditioning
- Investigate how operant conditioning either reinforces or deters behavior
- Explore cognitive processes like mirroring and learning
- Summarize how to improve memory retrieval
- Classify memory disorders

Class 1: eDynamic Course Lesson Correlation: Lesson 1

Estimated Time: 2 hours

Standards

FL SS.912.P.7.1: Describe the principles of classical conditioning.

FL SS.912.P.7.2: Describe clinical and experimental examples of classical conditioning.

FL SS.912.P.7.3: Apply classical conditioning to everyday life.

Objectives

- Describe the principle of classical conditioning and the necessary components in the process

Instructional Activities

Introduction:

- Slide 3: Unit Objectives
  - Review Unit Objectives
- Slides 4-5: Key Terms
  - Show slides and read through terms if needed.
- Slide 7: Do You Hear What I Hear?
  - Play sounds like common bell tones or email tones.
  - Ask students what each tone means.
  - Discuss how this is an example of classical conditioning, which we will learn more about soon.

Instructional Time: Group Work

- Critical Thinking 1 – Think/Pair/Share (formative)

Instructional Time: Direct Instruction

- Popcorn read Lesson 1, stopping at "In the Lab and in Practice"

Lesson 1: Active Reading

- Read along with your class and fill out the concept map while you make connections, clarify meaning, ask questions, and make predictions on the text.

PD Training

eDynamic Learning
CAREER & ELECTIVE COURSES

Your Questions Answered!

Quote #: Q-26035-5
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Expires On: 2/20/2024
Prepared By: Matt Moorman
Email: mmoorman@teachtci.com
Phone: (800) 497-6138 ext 126

Quote for:
Hernando Co School District
John Morris
morris_j@hcsb.k12.fl.us

Product Code	Product Name	Product Type	List Price	Customer Price	Quantity	Extended Price
TB-1488-5	HA! Ancient World: Student Bundle (5 Yrs)	Bundle English	$111.00	$111.00	1800	$199,800.00
146-4	HA! Ancient World: Teacher's Guide	Print English	$149.00	$0.00	21	$0.00
143-3	HA! Ancient World: Placards	Print English	$149.00	$0.00	21	$0.00
TB-1525-5	CA! Foundations and Functions: Student Bundle (5 Yrs)	Bundle English	$111.00	$111.00	1800	$199,800.00
161-7	CA! Foundations and Functions: Teacher's Guide	Print English	$149.00	$0.00	21	$0.00
147-1	CA! Foundations and Functions: Placards	Print English	$149.00	$0.00	21	$0.00
TB-1518-5	HA! US Through Industrialism: Student Bundle (5 Yrs)	Bundle English	$111.00	$111.00	1800	$199,800.00
154-9	HA! US Through Industrialism: Teacher's Guide	Print English	$149.00	$0.00	21	$0.00
145-7	HA! US Through Industrialism: Placards	Print English	$149.00	$0.00	21	$0.00
MS-SS-TL-05	Middle School (6-8) Social Studies: Teacher License (5 Yrs)	Digital	$825.00	$0.00	63	$0.00

Shipping cost will be assessed by FSBD

GRAND TOTAL	**$599,400.00**

Gratis
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094210	120		2PT FL STU BNDL 5YP/5YD K SS MCGRAW-HILL EDUCATION SOCIAL STUDIES K-5	2028 1265974144 9781265974145	$48.60	$5,832.00
094221		7	FL TEACHER K SOCIAL STUDIES 24 MCGRAW-HILL EDUCATION SOCIAL STUDIES K-5	2028 1264989253 9781264989256	FREE	FREE
094221	1		FL TEACHER K SOCIAL STUDIES 24 MCGRAW-HILL EDUCATION SOCIAL STUDIES K-5	2028 1264989253 9781264989256	$108.15	$108.15
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194210	120		2PT FL STU BNDL 5YP/5YD GR1 SS MCGRAW-HILL EDUCATION SOCIAL STUDIES K-5	2028 1265977658 9781265977658	$48.60	$5,832.00
194221		7	FL TEACHER 1 SOCIAL STUDIES 24 MCGRAW-HILL EDUCATION SOCIAL STUDIES K-5	2028 1264996292 9781264996292	FREE	FREE

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194221	1		FL TEACHER 1 SOCIAL STUDIES 24 MCGRAW-HILL EDUCATION SOCIAL STUDIES K-5	2028 1264996292 9781264996292	$126.69	$126.69
194222		7	OL5Y FL TEACHER CENTER GR1 SS MCGRAW-HILL EDUCATION SOCIAL STUDIES K-5	2028 126499897X 9781264998975	FREE	FREE
194222	1		OL5Y FL TEACHER CENTER GR1 SS MCGRAW-HILL EDUCATION SOCIAL STUDIES K-5	2028 126499897X 9781264998975	$336.81	$336.81
294210	105		2PT FL STU BNDL 5YP/5YD GR2 SS MCGRAW-HILL EDUCATION SOCIAL STUDIES K-5	2028 1265978476 9781265978471	$48.60	$5,103.00
294221	1		FL TEACHER 2 SOCIAL STUDIES 24 MCGRAW-HILL EDUCATION SOCIAL STUDIES K-5	2028 126500076X 9781265000769	$126.69	$126.69
294221		6	FL TEACHER 2 SOCIAL STUDIES 24 MCGRAW-HILL EDUCATION SOCIAL STUDIES K-5	2028 126500076X 9781265000769	FREE	FREE
294222	1		OL5Y FL TEACHER CENTER GR2 SS MCGRAW-HILL EDUCATION SOCIAL STUDIES K-5	2028 1265002673 9781265002671	$336.81	$336.81
294222		6	OL5Y FL TEACHER CENTER GR2 SS MCGRAW-HILL EDUCATION SOCIAL STUDIES K-5	2028 1265002673 9781265002671	FREE	FREE
394210	115		2PT FL STU BNDL 5YP/5YD GR3 SS MCGRAW-HILL EDUCATION SOCIAL STUDIES K-5	2028 1265981299 9781265981297	$68.40	$7,866.00
394221	1		FL TEACHER 3 SOCIAL STUDIES 24 MCGRAW-HILL EDUCATION SOCIAL STUDIES K-5	2028 1264974019 9781264974016	$142.14	$142.14
394221		6	FL TEACHER 3 SOCIAL STUDIES 24 MCGRAW-HILL EDUCATION SOCIAL STUDIES K-5	2028 1264974019 9781264974016	FREE	FREE
394222	1		OL5Y FL TEACHER CENTER GR3 SS MCGRAW-HILL EDUCATION SOCIAL STUDIES K-5	2028 1264983735 9781264983735	$336.81	$336.81
394222		6	OL5Y FL TEACHER CENTER GR3 SS MCGRAW-HILL EDUCATION SOCIAL STUDIES K-5	2028 1264983735 9781264983735	FREE	FREE

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494210	95		2PT FL STU BNDL 5YP/5YD GR4 SS MCGRAW-HILL EDUCATION SOCIAL STUDIES K-5	2028 1265981515 9781265981518	$68.40	$6,498.00
494221	2		FL TEACHER 4 SOCIAL STUDIES 24 MCGRAW-HILL EDUCATION SOCIAL STUDIES K-5	2028 1265003920 9781265003920	$154.50	$309.00
494221		4	FL TEACHER 4 SOCIAL STUDIES 24 MCGRAW-HILL EDUCATION SOCIAL STUDIES K-5	2028 1265003920 9781265003920	FREE	FREE
494222	2		OL5Y FL TEACHER CENTER GR4 SS MCGRAW-HILL EDUCATION SOCIAL STUDIES K-5	2028 1265006962 9781265006969	$336.81	$673.62
494222		4	OL5Y FL TEACHER CENTER GR4 SS MCGRAW-HILL EDUCATION SOCIAL STUDIES K-5	2028 1265006962 9781265006969	FREE	FREE
594210	105		2PT FL STU BNDL 5YP/5YD GR5 SS MCGRAW-HILL EDUCATION SOCIAL STUDIES K-5	2028 1265972575 9781265972578	$68.40	$7,182.00
594221	2		FL TEACHER 5 SOCIAL STUDIES 24 MCGRAW-HILL EDUCATION SOCIAL STUDIES K-5	2028 1265008493 9781265008499	$154.50	$309.00
594221		5	FL TEACHER 5 SOCIAL STUDIES 24 MCGRAW-HILL EDUCATION SOCIAL STUDIES K-5	2028 1265008493 9781265008499	FREE	FREE
594222	2		OL5Y FL TEACHER CENTER GR5 SS MCGRAW-HILL EDUCATION SOCIAL STUDIES K-5	2028 1265011893 9781265011895	$336.81	$673.62
594222		5	OL5Y FL TEACHER CENTER GR5 SS MCGRAW-HILL EDUCATION SOCIAL STUDIES K-5	2028 1265011893 9781265011895	FREE	FREE
					Subtotal:	$42,129.15
					Estimated Transportation (By Weight) ($10.00 minimum):	$426.42
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094210	100		2PT FL STU BNDL 5YP/5YD K SS MCGRAW-HILL EDUCATION SOCIAL STUDIES K-5	2028 1265974144 9781265974145	$48.60	$4,860.00
094221	1		FL TEACHER K SOCIAL STUDIES 24 MCGRAW-HILL EDUCATION SOCIAL STUDIES K-5	2028 1264989253 9781264989256	$108.15	$108.15
094221		6	FL TEACHER K SOCIAL STUDIES 24 MCGRAW-HILL EDUCATION SOCIAL STUDIES K-5	2028 1264989253 9781264989256	FREE	FREE
094222	1		OL5Y FL TEACHER CENTER K SS MCGRAW-HILL EDUCATION SOCIAL STUDIES K-5	2028 1264992769 9781264992768	$336.81	$336.81
094222		6	OL5Y FL TEACHER CENTER K SS MCGRAW-HILL EDUCATION SOCIAL STUDIES K-5	2028 1264992769 9781264992768	FREE	FREE
194210	100		2PT FL STU BNDL 5YP/5YD GR1 SS MCGRAW-HILL EDUCATION SOCIAL STUDIES K-5	2028 1265977658 9781265977658	$48.60	$4,860.00
194221	1		FL TEACHER 1 SOCIAL STUDIES 24 MCGRAW-HILL EDUCATION SOCIAL STUDIES K-5	2028 1264996292 9781264996292	$126.69	$126.69

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194221		6	FL TEACHER 1 SOCIAL STUDIES 24 MCGRAW-HILL EDUCATION SOCIAL STUDIES K-5	2028 1264996292 9781264996292	FREE	FREE
194222	1		OL5Y FL TEACHER CENTER GR1 SS MCGRAW-HILL EDUCATION SOCIAL STUDIES K-5	2028 126499897X 9781264998975	$336.81	$336.81
194222		6	OL5Y FL TEACHER CENTER GR1 SS MCGRAW-HILL EDUCATION SOCIAL STUDIES K-5	2028 126499897X 9781264998975	FREE	FREE
294210	120		2PT FL STU BNDL 5YP/5YD GR2 SS MCGRAW-HILL EDUCATION SOCIAL STUDIES K-5	2028 1265978476 9781265978471	$48.60	$5,832.00
294221	1		FL TEACHER 2 SOCIAL STUDIES 24 MCGRAW-HILL EDUCATION SOCIAL STUDIES K-5	2028 126500076X 9781265000769	$126.69	$126.69
294221		7	FL TEACHER 2 SOCIAL STUDIES 24 MCGRAW-HILL EDUCATION SOCIAL STUDIES K-5	2028 126500076X 9781265000769	FREE	FREE
294222	1		OL5Y FL TEACHER CENTER GR2 SS MCGRAW-HILL EDUCATION SOCIAL STUDIES K-5	2028 1265002673 9781265002671	$336.81	$336.81
294222		7	OL5Y FL TEACHER CENTER GR2 SS MCGRAW-HILL EDUCATION SOCIAL STUDIES K-5	2028 1265002673 9781265002671	FREE	FREE
394210	140		2PT FL STU BNDL 5YP/5YD GR3 SS MCGRAW-HILL EDUCATION SOCIAL STUDIES K-5	2028 1265981299 9781265981297	$68.40	$9,576.00
394221	1		FL TEACHER 3 SOCIAL STUDIES 24 MCGRAW-HILL EDUCATION SOCIAL STUDIES K-5	2028 1264974019 9781264974016	$142.14	$142.14
394221		8	FL TEACHER 3 SOCIAL STUDIES 24 MCGRAW-HILL EDUCATION SOCIAL STUDIES K-5	2028 1264974019 9781264974016	FREE	FREE
394222	1		OL5Y FL TEACHER CENTER GR3 SS MCGRAW-HILL EDUCATION SOCIAL STUDIES K-5	2028 1264983735 9781264983735	$336.81	$336.81
394222		8	OL5Y FL TEACHER CENTER GR3 SS MCGRAW-HILL EDUCATION SOCIAL STUDIES K-5	2028 1264983735 9781264983735	FREE	FREE

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494210	160		2PT FL STU BNDL 5YP/5YD GR4 SS MCGRAW-HILL EDUCATION SOCIAL STUDIES K-5	2028 1265981515 9781265981518	$68.40	$10,944.00
494221	1		FL TEACHER 4 SOCIAL STUDIES 24 MCGRAW-HILL EDUCATION SOCIAL STUDIES K-5	2028 1265003920 9781265003920	$154.50	$154.50
494221		7	FL TEACHER 4 SOCIAL STUDIES 24 MCGRAW-HILL EDUCATION SOCIAL STUDIES K-5	2028 1265003920 9781265003920	FREE	FREE
494222	1		OL5Y FL TEACHER CENTER GR4 SS MCGRAW-HILL EDUCATION SOCIAL STUDIES K-5	2028 1265006962 9781265006969	$336.81	$336.81
494222		7	OL5Y FL TEACHER CENTER GR4 SS MCGRAW-HILL EDUCATION SOCIAL STUDIES K-5	2028 1265006962 9781265006969	FREE	FREE
594210	145		2PT FL STU BNDL 5YP/5YD GR5 SS MCGRAW-HILL EDUCATION SOCIAL STUDIES K-5	2028 1265972575 9781265972578	$68.40	$9,918.00
594221	1		FL TEACHER 5 SOCIAL STUDIES 24 MCGRAW-HILL EDUCATION SOCIAL STUDIES K-5	2028 1265008493 9781265008499	$154.50	$154.50
594221		7	FL TEACHER 5 SOCIAL STUDIES 24 MCGRAW-HILL EDUCATION SOCIAL STUDIES K-5	2028 1265008493 9781265008499	FREE	FREE
594222	1		OL5Y FL TEACHER CENTER GR5 SS MCGRAW-HILL EDUCATION SOCIAL STUDIES K-5	2028 1265011893 9781265011895	$336.81	$336.81
594222		7	OL5Y FL TEACHER CENTER GR5 SS MCGRAW-HILL EDUCATION SOCIAL STUDIES K-5	2028 1265011893 9781265011895	FREE	FREE
					Subtotal:	$48,823.53
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094210	130		2PT FL STU BNDL 5YP/5YD K SS MCGRAW-HILL EDUCATION SOCIAL STUDIES K-5	2028 1265974144 9781265974145	$48.60	$6,318.00
094221	1		FL TEACHER K SOCIAL STUDIES 24 MCGRAW-HILL EDUCATION SOCIAL STUDIES K-5	2028 1264989253 9781264989256	$108.15	$108.15
094221		7	FL TEACHER K SOCIAL STUDIES 24 MCGRAW-HILL EDUCATION SOCIAL STUDIES K-5	2028 1264989253 9781264989256	FREE	FREE
094222	1		OL5Y FL TEACHER CENTER K SS MCGRAW-HILL EDUCATION SOCIAL STUDIES K-5	2028 1264992769 9781264992768	$336.81	$336.81
094222		7	OL5Y FL TEACHER CENTER K SS MCGRAW-HILL EDUCATION SOCIAL STUDIES K-5	2028 1264992769 9781264992768	FREE	FREE
194210	135		2PT FL STU BNDL 5YP/5YD GR1 SS MCGRAW-HILL EDUCATION SOCIAL STUDIES K-5	2028 1265977658 9781265977658	$48.60	$6,561.00
194221		8	FL TEACHER 1 SOCIAL STUDIES 24 MCGRAW-HILL EDUCATION SOCIAL STUDIES K-5	2028 1264996292 9781264996292	FREE	FREE

FSBD Code	Quantity Charge	Quantity * Free	Title	Adoption Exp ISBN	** Price	Extension
194222		8	OL5Y FL TEACHER CENTER GR1 SS MCGRAW-HILL EDUCATION SOCIAL STUDIES K-5	2028 126499897X 9781264998975	FREE	FREE
294210	135		2PT FL STU BNDL 5YP/5YD GR2 SS MCGRAW-HILL EDUCATION SOCIAL STUDIES K-5	2028 1265978476 9781265978471	$48.60	$6,561.00
294221		8	FL TEACHER 2 SOCIAL STUDIES 24 MCGRAW-HILL EDUCATION SOCIAL STUDIES K-5	2028 126500076X 9781265000769	FREE	FREE
294222		8	OL5Y FL TEACHER CENTER GR2 SS MCGRAW-HILL EDUCATION SOCIAL STUDIES K-5	2028 1265002673 9781265002671	FREE	FREE
394210	130		2PT FL STU BNDL 5YP/5YD GR3 SS MCGRAW-HILL EDUCATION SOCIAL STUDIES K-5	2028 1265981299 9781265981297	$68.40	$8,892.00
394221	1		FL TEACHER 3 SOCIAL STUDIES 24 MCGRAW-HILL EDUCATION SOCIAL STUDIES K-5	2028 1264974019 9781264974016	$142.14	$142.14
394221		7	FL TEACHER 3 SOCIAL STUDIES 24 MCGRAW-HILL EDUCATION SOCIAL STUDIES K-5	2028 1264974019 9781264974016	FREE	FREE
394222	1		OL5Y FL TEACHER CENTER GR3 SS MCGRAW-HILL EDUCATION SOCIAL STUDIES K-5	2028 1264983735 9781264983735	$336.81	$336.81
394222		7	OL5Y FL TEACHER CENTER GR3 SS MCGRAW-HILL EDUCATION SOCIAL STUDIES K-5	2028 1264983735 9781264983735	FREE	FREE
494210	130		2PT FL STU BNDL 5YP/5YD GR4 SS MCGRAW-HILL EDUCATION SOCIAL STUDIES K-5	2028 1265981515 9781265981518	$68.40	$8,892.00
494221	1		FL TEACHER 4 SOCIAL STUDIES 24 MCGRAW-HILL EDUCATION SOCIAL STUDIES K-5	2028 1265003920 9781265003920	$154.50	$154.50
494221		6	FL TEACHER 4 SOCIAL STUDIES 24 MCGRAW-HILL EDUCATION SOCIAL STUDIES K-5	2028 1265003920 9781265003920	FREE	FREE
494222	1		OL5Y FL TEACHER CENTER GR4 SS MCGRAW-HILL EDUCATION SOCIAL STUDIES K-5	2028 1265006962 9781265006969	$336.81	$336.81

FSBD Code	Quantity Charge	Quantity * Free	Title	Adoption Exp ISBN	** Price	Extension
494222		6	OL5Y FL TEACHER CENTER GR4 SS MCGRAW-HILL EDUCATION SOCIAL STUDIES K-5	2028 1265006962 9781265006969	FREE	FREE
594210	125		2PT FL STU BNDL 5YP/5YD GR5 SS MCGRAW-HILL EDUCATION SOCIAL STUDIES K-5	2028 1265972575 9781265972578	$68.40	$8,550.00
594221		6	FL TEACHER 5 SOCIAL STUDIES 24 MCGRAW-HILL EDUCATION SOCIAL STUDIES K-5	2028 1265008493 9781265008499	FREE	FREE
594222		6	OL5Y FL TEACHER CENTER GR5 SS MCGRAW-HILL EDUCATION SOCIAL STUDIES K-5	2028 1265011893 9781265011895	FREE	FREE
					Subtotal:	$47,189.22
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					*** Grand Total:**	**$47,696.78**

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Order Document #209109

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Special Instructions:

FSBD Code	Quantity Charge	Quantity * Free	Title	Adoption Exp ISBN	** Price	Extension
094210	130		2PT FL STU BNDL 5YP/5YD K SS MCGRAW-HILL EDUCATION SOCIAL STUDIES K-5	2028 1265974144 9781265974145	$48.60	$6,318.00
094221	2		FL TEACHER K SOCIAL STUDIES 24 MCGRAW-HILL EDUCATION SOCIAL STUDIES K-5	2028 1264989253 9781264989256	$108.15	$216.30
094221		7	FL TEACHER K SOCIAL STUDIES 24 MCGRAW-HILL EDUCATION SOCIAL STUDIES K-5	2028 1264989253 9781264989256	FREE	FREE
094222	2		OL5Y FL TEACHER CENTER K SS MCGRAW-HILL EDUCATION SOCIAL STUDIES K-5	2028 1264992769 9781264992768	$336.81	$673.62
094222		7	OL5Y FL TEACHER CENTER K SS MCGRAW-HILL EDUCATION SOCIAL STUDIES K-5	2028 1264992769 9781264992768	FREE	FREE
194210	130		2PT FL STU BNDL 5YP/5YD GR1 SS MCGRAW-HILL EDUCATION SOCIAL STUDIES K-5	2028 1265977658 9781265977658	$48.60	$6,318.00

FSBD Code	Quantity Charge	Quantity * Free	Title	Adoption Exp ISBN	** Price	Extension
194221	3		FL TEACHER 1 SOCIAL STUDIES 24 MCGRAW-HILL EDUCATION SOCIAL STUDIES K-5	2028 1264996292 9781264996292	$126.69	$380.07
194221		7	FL TEACHER 1 SOCIAL STUDIES 24 MCGRAW-HILL EDUCATION SOCIAL STUDIES K-5	2028 1264996292 9781264996292	FREE	FREE
194222	3		OL5Y FL TEACHER CENTER GR1 SS MCGRAW-HILL EDUCATION SOCIAL STUDIES K-5	2028 126499897X 9781264998975	$336.81	$1,010.43
194222		7	OL5Y FL TEACHER CENTER GR1 SS MCGRAW-HILL EDUCATION SOCIAL STUDIES K-5	2028 126499897X 9781264998975	FREE	FREE
294210	165		2PT FL STU BNDL 5YP/5YD GR2 SS MCGRAW-HILL EDUCATION SOCIAL STUDIES K-5	2028 1265978476 9781265978471	$48.60	$8,019.00
294221	1		FL TEACHER 2 SOCIAL STUDIES 24 MCGRAW-HILL EDUCATION SOCIAL STUDIES K-5	2028 126500076X 9781265000769	$126.69	$126.69
294221		9	FL TEACHER 2 SOCIAL STUDIES 24 MCGRAW-HILL EDUCATION SOCIAL STUDIES K-5	2028 126500076X 9781265000769	FREE	FREE
294222	1		OL5Y FL TEACHER CENTER GR2 SS MCGRAW-HILL EDUCATION SOCIAL STUDIES K-5	2028 1265002673 9781265002671	$336.81	$336.81
294222		9	OL5Y FL TEACHER CENTER GR2 SS MCGRAW-HILL EDUCATION SOCIAL STUDIES K-5	2028 1265002673 9781265002671	FREE	FREE
394210	140		2PT FL STU BNDL 5YP/5YD GR3 SS MCGRAW-HILL EDUCATION SOCIAL STUDIES K-5	2028 1265981299 9781265981297	$68.40	$9,576.00
394221	2		FL TEACHER 3 SOCIAL STUDIES 24 MCGRAW-HILL EDUCATION SOCIAL STUDIES K-5	2028 1264974019 9781264974016	$142.14	$284.28
394221		8	FL TEACHER 3 SOCIAL STUDIES 24 MCGRAW-HILL EDUCATION SOCIAL STUDIES K-5	2028 1264974019 9781264974016	FREE	FREE
394222	2		OL5Y FL TEACHER CENTER GR3 SS MCGRAW-HILL EDUCATION SOCIAL STUDIES K-5	2028 1264983735 9781264983735	$336.81	$673.62

FSBD Code	Quantity Charge	Quantity * Free	Title	Adoption Exp ISBN	** Price	Extension
394222		8	OL5Y FL TEACHER CENTER GR3 SS MCGRAW-HILL EDUCATION SOCIAL STUDIES K-5	2028 1264983735 9781264983735	FREE	FREE
494210	115		2PT FL STU BNDL 5YP/5YD GR4 SS MCGRAW-HILL EDUCATION SOCIAL STUDIES K-5	2028 1265981515 9781265981518	$68.40	$7,866.00
494221	2		FL TEACHER 4 SOCIAL STUDIES 24 MCGRAW-HILL EDUCATION SOCIAL STUDIES K-5	2028 1265003920 9781265003920	$154.50	$309.00
494221		5	FL TEACHER 4 SOCIAL STUDIES 24 MCGRAW-HILL EDUCATION SOCIAL STUDIES K-5	2028 1265003920 9781265003920	FREE	FREE
494222	2		OL5Y FL TEACHER CENTER GR4 SS MCGRAW-HILL EDUCATION SOCIAL STUDIES K-5	2028 1265006962 9781265006969	$336.81	$673.62
494222		5	OL5Y FL TEACHER CENTER GR4 SS MCGRAW-HILL EDUCATION SOCIAL STUDIES K-5	2028 1265006962 9781265006969	FREE	FREE
594210	130		2PT FL STU BNDL 5YP/5YD GR5 SS MCGRAW-HILL EDUCATION SOCIAL STUDIES K-5	2028 1265972575 9781265972578	$68.40	$8,892.00
594221	3		FL TEACHER 5 SOCIAL STUDIES 24 MCGRAW-HILL EDUCATION SOCIAL STUDIES K-5	2028 1265008493 9781265008499	$154.50	$463.50
594221		6	FL TEACHER 5 SOCIAL STUDIES 24 MCGRAW-HILL EDUCATION SOCIAL STUDIES K-5	2028 1265008493 9781265008499	FREE	FREE
594222	3		OL5Y FL TEACHER CENTER GR5 SS MCGRAW-HILL EDUCATION SOCIAL STUDIES K-5	2028 1265011893 9781265011895	$336.81	$1,010.43
594222		6	OL5Y FL TEACHER CENTER GR5 SS MCGRAW-HILL EDUCATION SOCIAL STUDIES K-5	2028 1265011893 9781265011895	FREE	FREE
					Subtotal:	$53,147.37
					Estimated Transportation (By Weight) ($10.00 minimum):	$533.79
					*** Grand Total:**	**$53,681.16**

Total Quantity Count: 920

* Free material requested in this column must be qualified as shown in our catalogs

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Florida School Book Depository

Order Document #209111

Ship to Acct No:

Bill to Acct No:

PO No:

Contact: Tiffany Howard

Contact Phone: (352)797-7000 Ext. 433

Contact E-Mail: howard_t@hcsb.k12.fl.us

Ship to Address:
Eastside Elementary
27151 Roper Road
Brooksville, FL 34602

Attn: Bookkeeper

Bill to Address:
Hernando Instructional Materials
919 N Broad Street
Brooksville, FL 34601

Attn: Accounts Payable

Special Instructions:

FSBD Code	Quantity Charge	Quantity * Free	Title	Adoption Exp ISBN	** Price	Extension
094210	115		2PT FL STU BNDL 5YP/5YD K SS MCGRAW-HILL EDUCATION SOCIAL STUDIES K-5	2028 1265974144 9781265974145	$48.60	$5,589.00
094221	2		FL TEACHER K SOCIAL STUDIES 24 MCGRAW-HILL EDUCATION SOCIAL STUDIES K-5	2028 1264989253 9781264989256	$108.15	$216.30
094221		6	FL TEACHER K SOCIAL STUDIES 24 MCGRAW-HILL EDUCATION SOCIAL STUDIES K-5	2028 1264989253 9781264989256	FREE	FREE
094222	2		OL5Y FL TEACHER CENTER K SS MCGRAW-HILL EDUCATION SOCIAL STUDIES K-5	2028 1264992769 9781264992768	$336.81	$673.62
094222		6	OL5Y FL TEACHER CENTER K SS MCGRAW-HILL EDUCATION SOCIAL STUDIES K-5	2028 1264992769 9781264992768	FREE	FREE
194210	115		2PT FL STU BNDL 5YP/5YD GR1 SS MCGRAW-HILL EDUCATION SOCIAL STUDIES K-5	2028 1265977658 9781265977658	$48.60	$5,589.00
194221	2		FL TEACHER 1 SOCIAL STUDIES 24 MCGRAW-HILL EDUCATION SOCIAL STUDIES K-5	2028 1264996292 9781264996292	$126.69	$253.38

FSBD Code	Quantity Charge	Quantity * Free	Title	Adoption Exp ISBN	** Price	Extension
194221		6	FL TEACHER 1 SOCIAL STUDIES 24 MCGRAW-HILL EDUCATION SOCIAL STUDIES K-5	2028 1264996292 9781264996292	FREE	FREE
194222	2		OL5Y FL TEACHER CENTER GR1 SS MCGRAW-HILL EDUCATION SOCIAL STUDIES K-5	2028 126499897X 9781264998975	$336.81	$673.62
194222		6	OL5Y FL TEACHER CENTER GR1 SS MCGRAW-HILL EDUCATION SOCIAL STUDIES K-5	2028 126499897X 9781264998975	FREE	FREE
294210	135		2PT FL STU BNDL 5YP/5YD GR2 SS MCGRAW-HILL EDUCATION SOCIAL STUDIES K-5	2028 1265978476 9781265978471	$48.60	$6,561.00
294221		8	FL TEACHER 2 SOCIAL STUDIES 24 MCGRAW-HILL EDUCATION SOCIAL STUDIES K-5	2028 126500076X 9781265000769	FREE	FREE
294222		8	OL5Y FL TEACHER CENTER GR2 SS MCGRAW-HILL EDUCATION SOCIAL STUDIES K-5	2028 1265002673 9781265002671	FREE	FREE
394210	130		2PT FL STU BNDL 5YP/5YD GR3 SS MCGRAW-HILL EDUCATION SOCIAL STUDIES K-5	2028 1265981299 9781265981297	$68.40	$8,892.00
394221		7	FL TEACHER 3 SOCIAL STUDIES 24 MCGRAW-HILL EDUCATION SOCIAL STUDIES K-5	2028 1264974019 9781264974016	FREE	FREE
394222		7	OL5Y FL TEACHER CENTER GR3 SS MCGRAW-HILL EDUCATION SOCIAL STUDIES K-5	2028 1264983735 9781264983735	FREE	FREE
494210	145		2PT FL STU BNDL 5YP/5YD GR4 SS MCGRAW-HILL EDUCATION SOCIAL STUDIES K-5	2028 1265981515 9781265981518	$68.40	$9,918.00
494221		7	FL TEACHER 4 SOCIAL STUDIES 24 MCGRAW-HILL EDUCATION SOCIAL STUDIES K-5	2028 1265003920 9781265003920	FREE	FREE
494222		7	OL5Y FL TEACHER CENTER GR4 SS MCGRAW-HILL EDUCATION SOCIAL STUDIES K-5	2028 1265006962 9781265006969	FREE	FREE
594210	110		2PT FL STU BNDL 5YP/5YD GR5 SS MCGRAW-HILL EDUCATION SOCIAL STUDIES K-5	2028 1265972575 9781265972578	$68.40	$7,524.00

FSBD Code	Quantity Charge	Quantity * Free	Title	Adoption Exp ISBN	** Price	Extension
594221	1		FL TEACHER 5 SOCIAL STUDIES 24 MCGRAW-HILL EDUCATION SOCIAL STUDIES K-5	2028 1265008493 9781265008499	$154.50	$154.50
594221		5	FL TEACHER 5 SOCIAL STUDIES 24 MCGRAW-HILL EDUCATION SOCIAL STUDIES K-5	2028 1265008493 9781265008499	FREE	FREE
594222	1		OL5Y FL TEACHER CENTER GR5 SS MCGRAW-HILL EDUCATION SOCIAL STUDIES K-5	2028 1265011893 9781265011895	$336.81	$336.81
594222		5	OL5Y FL TEACHER CENTER GR5 SS MCGRAW-HILL EDUCATION SOCIAL STUDIES K-5	2028 1265011893 9781265011895	FREE	FREE
					Subtotal:	$46,381.23
					Estimated Transportation (By Weight) ($10.00 minimum):	$491.52
					*** Grand Total:**	**$46,872.75**

Total Quantity Count: 838

* Free material requested in this column must be qualified as shown in our catalogs

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Florida School Book Depository

Order Document #209112

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PO No:

Contact: Tiffany Howard

Contact Phone: (352)797-7000 Ext. 433

Contact E-Mail: howard_t@hcsb.k12.fl.us

Ship to Address:
Explorer K8
10252 Northcliffe Blvd
Spring Hill, FL 34608

Attn: Bookkeeper

Bill to Address:
Hernando Instructional Materials
919 N Broad Street
Brooksville, FL 34601

Attn: Accounts Payable

Special Instructions:

FSBD Code	Quantity Charge	Quantity * Free	Title	Adoption Exp ISBN	** Price	Extension
094210	130		2PT FL STU BNDL 5YP/5YD K SS MCGRAW-HILL EDUCATION SOCIAL STUDIES K-5	2028 1265974144 9781265974145	$48.60	$6,318.00
094221	2		FL TEACHER K SOCIAL STUDIES 24 MCGRAW-HILL EDUCATION SOCIAL STUDIES K-5	2028 1264989253 9781264989256	$108.15	$216.30
094221		7	FL TEACHER K SOCIAL STUDIES 24 MCGRAW-HILL EDUCATION SOCIAL STUDIES K-5	2028 1264989253 9781264989256	FREE	FREE
094222	2		OL5Y FL TEACHER CENTER K SS MCGRAW-HILL EDUCATION SOCIAL STUDIES K-5	2028 1264992769 9781264992768	$336.81	$673.62
094222		7	OL5Y FL TEACHER CENTER K SS MCGRAW-HILL EDUCATION SOCIAL STUDIES K-5	2028 1264992769 9781264992768	FREE	FREE
194210	130		2PT FL STU BNDL 5YP/5YD GR1 SS MCGRAW-HILL EDUCATION SOCIAL STUDIES K-5	2028 1265977658 9781265977658	$48.60	$6,318.00
194221	2		FL TEACHER 1 SOCIAL STUDIES 24 MCGRAW-HILL EDUCATION SOCIAL STUDIES K-5	2028 1264996292 9781264996292	$126.69	$253.38

FSBD Code	Quantity Charge	Quantity * Free	Title	Adoption Exp ISBN	** Price	Extension
194221		7	FL TEACHER 1 SOCIAL STUDIES 24 MCGRAW-HILL EDUCATION SOCIAL STUDIES K-5	2028 1264996292 9781264996292	FREE	FREE
194222	2		OL5Y FL TEACHER CENTER GR1 SS MCGRAW-HILL EDUCATION SOCIAL STUDIES K-5	2028 126499897X 9781264998975	$336.81	$673.62
194222		7	OL5Y FL TEACHER CENTER GR1 SS MCGRAW-HILL EDUCATION SOCIAL STUDIES K-5	2028 126499897X 9781264998975	FREE	FREE
294210	160		2PT FL STU BNDL 5YP/5YD GR2 SS MCGRAW-HILL EDUCATION SOCIAL STUDIES K-5	2028 1265978476 9781265978471	$48.60	$7,776.00
294221		9	FL TEACHER 2 SOCIAL STUDIES 24 MCGRAW-HILL EDUCATION SOCIAL STUDIES K-5	2028 126500076X 9781265000769	FREE	FREE
294222		9	OL5Y FL TEACHER CENTER GR2 SS MCGRAW-HILL EDUCATION SOCIAL STUDIES K-5	2028 1265002673 9781265002671	FREE	FREE
394210	195		2PT FL STU BNDL 5YP/5YD GR3 SS MCGRAW-HILL EDUCATION SOCIAL STUDIES K-5	2028 1265981299 9781265981297	$68.40	$13,338.00
394221	1		FL TEACHER 3 SOCIAL STUDIES 24 MCGRAW-HILL EDUCATION SOCIAL STUDIES K-5	2028 1264974019 9781264974016	$142.14	$142.14
394221		11	FL TEACHER 3 SOCIAL STUDIES 24 MCGRAW-HILL EDUCATION SOCIAL STUDIES K-5	2028 1264974019 9781264974016	FREE	FREE
394222	1		OL5Y FL TEACHER CENTER GR3 SS MCGRAW-HILL EDUCATION SOCIAL STUDIES K-5	2028 1264983735 9781264983735	$336.81	$336.81
394222		11	OL5Y FL TEACHER CENTER GR3 SS MCGRAW-HILL EDUCATION SOCIAL STUDIES K-5	2028 1264983735 9781264983735	FREE	FREE
494210	170		2PT FL STU BNDL 5YP/5YD GR4 SS MCGRAW-HILL EDUCATION SOCIAL STUDIES K-5	2028 1265981515 9781265981518	$68.40	$11,628.00
494221	2		FL TEACHER 4 SOCIAL STUDIES 24 MCGRAW-HILL EDUCATION SOCIAL STUDIES K-5	2028 1265003920 9781265003920	$154.50	$309.00

FSBD Code	Quantity Charge	Quantity * Free	Title	Adoption Exp ISBN	** Price	Extension
494221		8	FL TEACHER 4 SOCIAL STUDIES 24 MCGRAW-HILL EDUCATION SOCIAL STUDIES K-5	2028 1265003920 9781265003920	FREE	FREE
494222	2		OL5Y FL TEACHER CENTER GR4 SS MCGRAW-HILL EDUCATION SOCIAL STUDIES K-5	2028 1265006962 9781265006969	$336.81	$673.62
494222		8	OL5Y FL TEACHER CENTER GR4 SS MCGRAW-HILL EDUCATION SOCIAL STUDIES K-5	2028 1265006962 9781265006969	FREE	FREE
594210	165		2PT FL STU BNDL 5YP/5YD GR5 SS MCGRAW-HILL EDUCATION SOCIAL STUDIES K-5	2028 1265972575 9781265972578	$68.40	$11,286.00
594221	1		FL TEACHER 5 SOCIAL STUDIES 24 MCGRAW-HILL EDUCATION SOCIAL STUDIES K-5	2028 1265008493 9781265008499	$154.50	$154.50
594221		8	FL TEACHER 5 SOCIAL STUDIES 24 MCGRAW-HILL EDUCATION SOCIAL STUDIES K-5	2028 1265008493 9781265008499	FREE	FREE
594222	1		OL5Y FL TEACHER CENTER GR5 SS MCGRAW-HILL EDUCATION SOCIAL STUDIES K-5	2028 1265011893 9781265011895	$336.81	$336.81
594222		8	OL5Y FL TEACHER CENTER GR5 SS MCGRAW-HILL EDUCATION SOCIAL STUDIES K-5	2028 1265011893 9781265011895	FREE	FREE
					Subtotal:	$60,433.80
					Estimated Transportation (By Weight) ($10.00 minimum):	$482.25
					*** Grand Total:**	**$60,916.05**

Total Quantity Count: 1066

* Free material requested in this column must be qualified as shown in our catalogs

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Florida School Book Depository

Order Document #209113

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Bill to Acct No:

PO No:

Contact: Tiffany Howard

Contact Phone: (352)797-7000 Ext. 433

Contact E-Mail: howard_t@hcsb.k12.fl.us

Ship to Address:
JD Floyd Elementary
3139 Dumont Avenue
Spring Hill, FL 34609

Attn: Bookkeeper

Bill to Address:
Hernando Instructional Materials
919 N Broad Street
Brooksville, FL 34601

Attn: Accounts Payable

Special Instructions:

FSBD Code	Quantity Charge	Quantity * Free	Title	Adoption Exp ISBN	** Price	Extension
094210	175		2PT FL STU BNDL 5YP/5YD K SS MCGRAW-HILL EDUCATION SOCIAL STUDIES K-5	2028 1265974144 9781265974145	$48.60	$8,505.00
094221		10	FL TEACHER K SOCIAL STUDIES 24 MCGRAW-HILL EDUCATION SOCIAL STUDIES K-5	2028 1264989253 9781264989256	FREE	FREE
094222		10	OL5Y FL TEACHER CENTER K SS MCGRAW-HILL EDUCATION SOCIAL STUDIES K-5	2028 1264992769 9781264992768	FREE	FREE
194210	175		2PT FL STU BNDL 5YP/5YD GR1 SS MCGRAW-HILL EDUCATION SOCIAL STUDIES K-5	2028 1265977658 9781265977658	$48.60	$8,505.00
194221		10	FL TEACHER 1 SOCIAL STUDIES 24 MCGRAW-HILL EDUCATION SOCIAL STUDIES K-5	2028 1264996292 9781264996292	FREE	FREE
194222		10	OL5Y FL TEACHER CENTER GR1 SS MCGRAW-HILL EDUCATION SOCIAL STUDIES K-5	2028 126499897X 9781264998975	FREE	FREE
294210	160		2PT FL STU BNDL 5YP/5YD GR2 SS MCGRAW-HILL EDUCATION SOCIAL STUDIES K-5	2028 1265978476 9781265978471	$48.60	$7,776.00

FSBD Code	Quantity Charge	Quantity * Free	Title	Adoption Exp ISBN	** Price	Extension
294221	1		FL TEACHER 2 SOCIAL STUDIES 24 MCGRAW-HILL EDUCATION SOCIAL STUDIES K-5	2028 126500076X 9781265000769	$126.69	$126.69
294221		9	FL TEACHER 2 SOCIAL STUDIES 24 MCGRAW-HILL EDUCATION SOCIAL STUDIES K-5	2028 126500076X 9781265000769	FREE	FREE
294222	1		OL5Y FL TEACHER CENTER GR2 SS MCGRAW-HILL EDUCATION SOCIAL STUDIES K-5	2028 1265002673 9781265002671	$336.81	$336.81
294222		9	OL5Y FL TEACHER CENTER GR2 SS MCGRAW-HILL EDUCATION SOCIAL STUDIES K-5	2028 1265002673 9781265002671	FREE	FREE
394210	165		2PT FL STU BNDL 5YP/5YD GR3 SS MCGRAW-HILL EDUCATION SOCIAL STUDIES K-5	2028 1265981299 9781265981297	$68.40	$11,286.00
394221		9	FL TEACHER 3 SOCIAL STUDIES 24 MCGRAW-HILL EDUCATION SOCIAL STUDIES K-5	2028 1264974019 9781264974016	FREE	FREE
394222		9	OL5Y FL TEACHER CENTER GR3 SS MCGRAW-HILL EDUCATION SOCIAL STUDIES K-5	2028 1264983735 9781264983735	FREE	FREE
494210	165		2PT FL STU BNDL 5YP/5YD GR4 SS MCGRAW-HILL EDUCATION SOCIAL STUDIES K-5	2028 1265981515 9781265981518	$68.40	$11,286.00
494221		8	FL TEACHER 4 SOCIAL STUDIES 24 MCGRAW-HILL EDUCATION SOCIAL STUDIES K-5	2028 1265003920 9781265003920	FREE	FREE
494222		8	OL5Y FL TEACHER CENTER GR4 SS MCGRAW-HILL EDUCATION SOCIAL STUDIES K-5	2028 1265006962 9781265006969	FREE	FREE
594210	145		2PT FL STU BNDL 5YP/5YD GR5 SS MCGRAW-HILL EDUCATION SOCIAL STUDIES K-5	2028 1265972575 9781265972578	$68.40	$9,918.00
594221	1		FL TEACHER 5 SOCIAL STUDIES 24 MCGRAW-HILL EDUCATION SOCIAL STUDIES K-5	2028 1265008493 9781265008499	$154.50	$154.50
594221		7	FL TEACHER 5 SOCIAL STUDIES 24 MCGRAW-HILL EDUCATION SOCIAL STUDIES K-5	2028 1265008493 9781265008499	FREE	FREE

FSBD Code	Quantity Charge	Quantity * Free	Title	Adoption Exp ISBN	** Price	Extension
594222	1		OL5Y FL TEACHER CENTER GR5 SS MCGRAW-HILL EDUCATION SOCIAL STUDIES K-5	2028 1265011893 9781265011895	$336.81	$336.81
594222		7	OL5Y FL TEACHER CENTER GR5 SS MCGRAW-HILL EDUCATION SOCIAL STUDIES K-5	2028 1265011893 9781265011895	FREE	FREE
					Subtotal:	$58,230.81
					Estimated Transportation (By Weight) ($10.00 minimum):	$486.01
					*** Grand Total:**	**$58,716.82**

Total Quantity Count: 1095

* Free material requested in this column must be qualified as shown in our catalogs

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Florida School Book Depository

Order Document #209114

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PO No:

Contact: Tiffany Howard

Contact Phone: (352)797-7000 Ext. 433

Contact E-Mail: howard_t@hcsb.k12.fl.us

Ship to Address:
Moton Elementary
7175 Emerson Road
Brooksville, FL 34601

Attn: Bookkeeper

Bill to Address:
Hernando Instructional Materials
919 N Broad Street
Brooksville, FL 34601

Attn: Accounts Payable

Special Instructions:

FSBD Code	Quantity Charge	Quantity * Free	Title	Adoption Exp ISBN	** Price	Extension
094210	110		2PT FL STU BNDL 5YP/5YD K SS MCGRAW-HILL EDUCATION SOCIAL STUDIES K-5	2028 1265974144 9781265974145	$48.60	$5,346.00
094221		6	FL TEACHER K SOCIAL STUDIES 24 MCGRAW-HILL EDUCATION SOCIAL STUDIES K-5	2028 1264989253 9781264989256	FREE	FREE
094222		6	OL5Y FL TEACHER CENTER K SS MCGRAW-HILL EDUCATION SOCIAL STUDIES K-5	2028 1264992769 9781264992768	FREE	FREE
194210	110		2PT FL STU BNDL 5YP/5YD GR1 SS MCGRAW-HILL EDUCATION SOCIAL STUDIES K-5	2028 1265977658 9781265977658	$48.60	$5,346.00
194221	1		FL TEACHER 1 SOCIAL STUDIES 24 MCGRAW-HILL EDUCATION SOCIAL STUDIES K-5	2028 1264996292 9781264996292	$126.69	$126.69
194221		6	FL TEACHER 1 SOCIAL STUDIES 24 MCGRAW-HILL EDUCATION SOCIAL STUDIES K-5	2028 1264996292 9781264996292	FREE	FREE
194222	1		OL5Y FL TEACHER CENTER GR1 SS MCGRAW-HILL EDUCATION SOCIAL STUDIES K-5	2028 126499897X 9781264998975	$336.81	$336.81

FSBD Code	Quantity Charge	Quantity * Free	Title	Adoption Exp ISBN	** Price	Extension
194222		6	OL5Y FL TEACHER CENTER GR1 SS MCGRAW-HILL EDUCATION SOCIAL STUDIES K-5	2028 126499897X 9781264998975	FREE	FREE
294210	110		2PT FL STU BNDL 5YP/5YD GR2 SS MCGRAW-HILL EDUCATION SOCIAL STUDIES K-5	2028 1265978476 9781265978471	$48.60	$5,346.00
294221	2		FL TEACHER 2 SOCIAL STUDIES 24 MCGRAW-HILL EDUCATION SOCIAL STUDIES K-5	2028 126500076X 9781265000769	$126.69	$253.38
294221		6	FL TEACHER 2 SOCIAL STUDIES 24 MCGRAW-HILL EDUCATION SOCIAL STUDIES K-5	2028 126500076X 9781265000769	FREE	FREE
294222	2		OL5Y FL TEACHER CENTER GR2 SS MCGRAW-HILL EDUCATION SOCIAL STUDIES K-5	2028 1265002673 9781265002671	$336.81	$673.62
294222		6	OL5Y FL TEACHER CENTER GR2 SS MCGRAW-HILL EDUCATION SOCIAL STUDIES K-5	2028 1265002673 9781265002671	FREE	FREE
394210	140		2PT FL STU BNDL 5YP/5YD GR3 SS MCGRAW-HILL EDUCATION SOCIAL STUDIES K-5	2028 1265981299 9781265981297	$68.40	$9,576.00
394221	1		FL TEACHER 3 SOCIAL STUDIES 24 MCGRAW-HILL EDUCATION SOCIAL STUDIES K-5	2028 1264974019 9781264974016	$142.14	$142.14
394221		8	FL TEACHER 3 SOCIAL STUDIES 24 MCGRAW-HILL EDUCATION SOCIAL STUDIES K-5	2028 1264974019 9781264974016	FREE	FREE
394222	1		OL5Y FL TEACHER CENTER GR3 SS MCGRAW-HILL EDUCATION SOCIAL STUDIES K-5	2028 1264983735 9781264983735	$336.81	$336.81
394222		8	OL5Y FL TEACHER CENTER GR3 SS MCGRAW-HILL EDUCATION SOCIAL STUDIES K-5	2028 1264983735 9781264983735	FREE	FREE
494210	115		2PT FL STU BNDL 5YP/5YD GR4 SS MCGRAW-HILL EDUCATION SOCIAL STUDIES K-5	2028 1265981515 9781265981518	$68.40	$7,866.00
494221	1		FL TEACHER 4 SOCIAL STUDIES 24 MCGRAW-HILL EDUCATION SOCIAL STUDIES K-5	2028 1265003920 9781265003920	$154.50	$154.50

FSBD Code	Quantity Charge	Quantity * Free	Title	Adoption Exp ISBN	** Price	Extension
494221		5	FL TEACHER 4 SOCIAL STUDIES 24 MCGRAW-HILL EDUCATION SOCIAL STUDIES K-5	2028 1265003920 9781265003920	FREE	FREE
494222	1		OL5Y FL TEACHER CENTER GR4 SS MCGRAW-HILL EDUCATION SOCIAL STUDIES K-5	2028 1265006962 9781265006969	$336.81	$336.81
494222		5	OL5Y FL TEACHER CENTER GR4 SS MCGRAW-HILL EDUCATION SOCIAL STUDIES K-5	2028 1265006962 9781265006969	FREE	FREE
594210	120		2PT FL STU BNDL 5YP/5YD GR5 SS MCGRAW-HILL EDUCATION SOCIAL STUDIES K-5	2028 1265972575 9781265972578	$68.40	$8,208.00
594221		5	FL TEACHER 5 SOCIAL STUDIES 24 MCGRAW-HILL EDUCATION SOCIAL STUDIES K-5	2028 1265008493 9781265008499	FREE	FREE
594222		5	OL5Y FL TEACHER CENTER GR5 SS MCGRAW-HILL EDUCATION SOCIAL STUDIES K-5	2028 1265011893 9781265011895	FREE	FREE
					Subtotal:	$44,048.76
					Estimated Transportation (By Weight) ($10.00 minimum):	$457.27
					*** Grand Total:**	**$44,506.03**

Total Quantity Count: 787

* Free material requested in this column must be qualified as shown in our catalogs

** All prices subject to change without notice.

Florida School Book Depository

Order Document #209116

Ship to Acct No:

Bill to Acct No:

PO No:

Contact: Tiffany Howard

Contact Phone: (352)797-7000 Ext. 433

Contact E-Mail: howard_t@hcsb.k12.fl.us

Ship to Address:
Pine Grove Elementary
1441 Ken Austin Parkway
Brooksville, FL 34613

Attn: Bookkeeper

Bill to Address:
Hernando Instructional Materials
919 N Broad Street
Brooksville, FL 34601

Attn: Accounts Payable

Special Instructions:

FSBD Code	Quantity Charge	Quantity * Free	Title	Adoption Exp ISBN	** Price	Extension
094210	175		2PT FL STU BNDL 5YP/5YD K SS MCGRAW-HILL EDUCATION SOCIAL STUDIES K-5	2028 1265974144 9781265974145	$48.60	$8,505.00
094221	3		FL TEACHER K SOCIAL STUDIES 24 MCGRAW-HILL EDUCATION SOCIAL STUDIES K-5	2028 1264989253 9781264989256	$108.15	$324.45
094221		10	FL TEACHER K SOCIAL STUDIES 24 MCGRAW-HILL EDUCATION SOCIAL STUDIES K-5	2028 1264989253 9781264989256	FREE	FREE
094222	3		OL5Y FL TEACHER CENTER K SS MCGRAW-HILL EDUCATION SOCIAL STUDIES K-5	2028 1264992769 9781264992768	$336.81	$1,010.43
094222		10	OL5Y FL TEACHER CENTER K SS MCGRAW-HILL EDUCATION SOCIAL STUDIES K-5	2028 1264992769 9781264992768	FREE	FREE
194210	170		2PT FL STU BNDL 5YP/5YD GR1 SS MCGRAW-HILL EDUCATION SOCIAL STUDIES K-5	2028 1265977658 9781265977658	$48.60	$8,262.00
194221	4		FL TEACHER 1 SOCIAL STUDIES 24 MCGRAW-HILL EDUCATION SOCIAL STUDIES K-5	2028 1264996292 9781264996292	$126.69	$506.76

FSBD Code	Quantity Charge	Quantity * Free	Title	Adoption Exp ISBN	** Price	Extension
194221		9	FL TEACHER 1 SOCIAL STUDIES 24 MCGRAW-HILL EDUCATION SOCIAL STUDIES K-5	2028 1264996292 9781264996292	FREE	FREE
194222	4		OL5Y FL TEACHER CENTER GR1 SS MCGRAW-HILL EDUCATION SOCIAL STUDIES K-5	2028 126499897X 9781264998975	$336.81	$1,347.24
194222		9	OL5Y FL TEACHER CENTER GR1 SS MCGRAW-HILL EDUCATION SOCIAL STUDIES K-5	2028 126499897X 9781264998975	FREE	FREE
294210	160		2PT FL STU BNDL 5YP/5YD GR2 SS MCGRAW-HILL EDUCATION SOCIAL STUDIES K-5	2028 1265978476 9781265978471	$48.60	$7,776.00
294221	4		FL TEACHER 2 SOCIAL STUDIES 24 MCGRAW-HILL EDUCATION SOCIAL STUDIES K-5	2028 126500076X 9781265000769	$126.69	$506.76
294221		9	FL TEACHER 2 SOCIAL STUDIES 24 MCGRAW-HILL EDUCATION SOCIAL STUDIES K-5	2028 126500076X 9781265000769	FREE	FREE
294222	4		OL5Y FL TEACHER CENTER GR2 SS MCGRAW-HILL EDUCATION SOCIAL STUDIES K-5	2028 1265002673 9781265002671	$336.81	$1,347.24
294222		9	OL5Y FL TEACHER CENTER GR2 SS MCGRAW-HILL EDUCATION SOCIAL STUDIES K-5	2028 1265002673 9781265002671	FREE	FREE
394210	175		2PT FL STU BNDL 5YP/5YD GR3 SS MCGRAW-HILL EDUCATION SOCIAL STUDIES K-5	2028 1265981299 9781265981297	$68.40	$11,970.00
394221	3		FL TEACHER 3 SOCIAL STUDIES 24 MCGRAW-HILL EDUCATION SOCIAL STUDIES K-5	2028 1264974019 9781264974016	$142.14	$426.42
394221		10	FL TEACHER 3 SOCIAL STUDIES 24 MCGRAW-HILL EDUCATION SOCIAL STUDIES K-5	2028 1264974019 9781264974016	FREE	FREE
394222	3		OL5Y FL TEACHER CENTER GR3 SS MCGRAW-HILL EDUCATION SOCIAL STUDIES K-5	2028 1264983735 9781264983735	$336.81	$1,010.43
394222		10	OL5Y FL TEACHER CENTER GR3 SS MCGRAW-HILL EDUCATION SOCIAL STUDIES K-5	2028 1264983735 9781264983735	FREE	FREE

FSBD Code	Quantity Charge	Quantity * Free	Title	Adoption Exp ISBN	** Price	Extension
494210	170		2PT FL STU BNDL 5YP/5YD GR4 SS MCGRAW-HILL EDUCATION SOCIAL STUDIES K-5	2028 1265981515 9781265981518	$68.40	$11,628.00
494221	2		FL TEACHER 4 SOCIAL STUDIES 24 MCGRAW-HILL EDUCATION SOCIAL STUDIES K-5	2028 1265003920 9781265003920	$154.50	$309.00
494221		8	FL TEACHER 4 SOCIAL STUDIES 24 MCGRAW-HILL EDUCATION SOCIAL STUDIES K-5	2028 1265003920 9781265003920	FREE	FREE
494222	2		OL5Y FL TEACHER CENTER GR4 SS MCGRAW-HILL EDUCATION SOCIAL STUDIES K-5	2028 1265006962 9781265006969	$336.81	$673.62
494222		8	OL5Y FL TEACHER CENTER GR4 SS MCGRAW-HILL EDUCATION SOCIAL STUDIES K-5	2028 1265006962 9781265006969	FREE	FREE
594210	160		2PT FL STU BNDL 5YP/5YD GR5 SS MCGRAW-HILL EDUCATION SOCIAL STUDIES K-5	2028 1265972575 9781265972578	$68.40	$10,944.00
594221	4		FL TEACHER 5 SOCIAL STUDIES 24 MCGRAW-HILL EDUCATION SOCIAL STUDIES K-5	2028 1265008493 9781265008499	$154.50	$618.00
594221		7	FL TEACHER 5 SOCIAL STUDIES 24 MCGRAW-HILL EDUCATION SOCIAL STUDIES K-5	2028 1265008493 9781265008499	FREE	FREE
594222	4		OL5Y FL TEACHER CENTER GR5 SS MCGRAW-HILL EDUCATION SOCIAL STUDIES K-5	2028 1265011893 9781265011895	$336.81	$1,347.24
594222		7	OL5Y FL TEACHER CENTER GR5 SS MCGRAW-HILL EDUCATION SOCIAL STUDIES K-5	2028 1265011893 9781265011895	FREE	FREE
					Subtotal:	$68,512.59
					Estimated Transportation (By Weight) ($10.00 minimum):	$513.35
					*** Grand Total:**	**$69,025.94**

Total Quantity Count: 1156

* Free material requested in this column must be qualified as shown in our catalogs

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Florida School Book Depository

Order Document #209122

Ship to Acct No:

Bill to Acct No:

PO No:

Contact: Tiffany Howard

Contact Phone: (352)797-7000 Ext. 433

Contact E-Mail: howard_t@hcsb.k12.fl.us

Ship to Address:
Spring Hill Elementary
6001 Mariner Blvd
Spring Hill, FL 34609

Attn: Bookkeeper

Bill to Address:
Hernando Instructional Materials
919 N Broad Street
Brooksville, FL 34601

Attn: Accounts Payable

Special Instructions:

FSBD Code	Quantity Charge	Quantity * Free	Title	Adoption Exp ISBN	** Price	Extension
094210	155		2PT FL STU BNDL 5YP/5YD K SS MCGRAW-HILL EDUCATION SOCIAL STUDIES K-5	2028 1265974144 9781265974145	$48.60	$7,533.00
094221		9	FL TEACHER K SOCIAL STUDIES 24 MCGRAW-HILL EDUCATION SOCIAL STUDIES K-5	2028 1264989253 9781264989256	FREE	FREE
094222		9	OL5Y FL TEACHER CENTER K SS MCGRAW-HILL EDUCATION SOCIAL STUDIES K-5	2028 1264992769 9781264992768	FREE	FREE
194210	155		2PT FL STU BNDL 5YP/5YD GR1 SS MCGRAW-HILL EDUCATION SOCIAL STUDIES K-5	2028 1265977658 9781265977658	$48.60	$7,533.00
194221		9	FL TEACHER 1 SOCIAL STUDIES 24 MCGRAW-HILL EDUCATION SOCIAL STUDIES K-5	2028 1264996292 9781264996292	FREE	FREE
194222		9	OL5Y FL TEACHER CENTER GR1 SS MCGRAW-HILL EDUCATION SOCIAL STUDIES K-5	2028 126499897X 9781264998975	FREE	FREE
294210	120		2PT FL STU BNDL 5YP/5YD GR2 SS MCGRAW-HILL EDUCATION SOCIAL STUDIES K-5	2028 1265978476 9781265978471	$48.60	$5,832.00

FSBD Code	Quantity Charge	Quantity * Free	Title	Adoption Exp ISBN	** Price	Extension
294221	2		FL TEACHER 2 SOCIAL STUDIES 24 MCGRAW-HILL EDUCATION SOCIAL STUDIES K-5	2028 126500076X 9781265000769	$126.69	$253.38
294221		7	FL TEACHER 2 SOCIAL STUDIES 24 MCGRAW-HILL EDUCATION SOCIAL STUDIES K-5	2028 126500076X 9781265000769	FREE	FREE
294222	2		OL5Y FL TEACHER CENTER GR2 SS MCGRAW-HILL EDUCATION SOCIAL STUDIES K-5	2028 1265002673 9781265002671	$336.81	$673.62
294222		7	OL5Y FL TEACHER CENTER GR2 SS MCGRAW-HILL EDUCATION SOCIAL STUDIES K-5	2028 1265002673 9781265002671	FREE	FREE
394210	155		2PT FL STU BNDL 5YP/5YD GR3 SS MCGRAW-HILL EDUCATION SOCIAL STUDIES K-5	2028 1265981299 9781265981297	$68.40	$10,602.00
394221	1		FL TEACHER 3 SOCIAL STUDIES 24 MCGRAW-HILL EDUCATION SOCIAL STUDIES K-5	2028 1264974019 9781264974016	$142.14	$142.14
394221		9	FL TEACHER 3 SOCIAL STUDIES 24 MCGRAW-HILL EDUCATION SOCIAL STUDIES K-5	2028 1264974019 9781264974016	FREE	FREE
394222	1		OL5Y FL TEACHER CENTER GR3 SS MCGRAW-HILL EDUCATION SOCIAL STUDIES K-5	2028 1264983735 9781264983735	$336.81	$336.81
394222		9	OL5Y FL TEACHER CENTER GR3 SS MCGRAW-HILL EDUCATION SOCIAL STUDIES K-5	2028 1264983735 9781264983735	FREE	FREE
494210	170		2PT FL STU BNDL 5YP/5YD GR4 SS MCGRAW-HILL EDUCATION SOCIAL STUDIES K-5	2028 1265981515 9781265981518	$68.40	$11,628.00
494221		8	FL TEACHER 4 SOCIAL STUDIES 24 MCGRAW-HILL EDUCATION SOCIAL STUDIES K-5	2028 1265003920 9781265003920	FREE	FREE
494222		8	OL5Y FL TEACHER CENTER GR4 SS MCGRAW-HILL EDUCATION SOCIAL STUDIES K-5	2028 1265006962 9781265006969	FREE	FREE
594210	130		2PT FL STU BNDL 5YP/5YD GR5 SS MCGRAW-HILL EDUCATION SOCIAL STUDIES K-5	2028 1265972575 9781265972578	$68.40	$8,892.00

FSBD Code	Quantity Charge	Quantity * Free	Title	Adoption Exp ISBN	** Price	Extension
594221	2		FL TEACHER 5 SOCIAL STUDIES 24 MCGRAW-HILL EDUCATION SOCIAL STUDIES K-5	2028 1265008493 9781265008499	$154.50	$309.00
594221		6	FL TEACHER 5 SOCIAL STUDIES 24 MCGRAW-HILL EDUCATION SOCIAL STUDIES K-5	2028 1265008493 9781265008499	FREE	FREE
594222	2		OL5Y FL TEACHER CENTER GR5 SS MCGRAW-HILL EDUCATION SOCIAL STUDIES K-5	2028 1265011893 9781265011895	$336.81	$673.62
594222		6	OL5Y FL TEACHER CENTER GR5 SS MCGRAW-HILL EDUCATION SOCIAL STUDIES K-5	2028 1265011893 9781265011895	FREE	FREE
					Subtotal:	$54,408.57
					Estimated Transportation (By Weight) ($10.00 minimum):	$572.05
					*** Grand Total:**	**$54,980.62**

Total Quantity Count: 991

* Free material requested in this column must be qualified as shown in our catalogs

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Florida School Book Depository

Order Document #209118

Ship to Acct No:

Bill to Acct No:

PO No:

Contact: Tiffany Howard

Contact Phone: (352)797-7000 Ext. 433

Contact E-Mail: howard_t@hcsb.k12.fl.us

Ship to Address:
Suncoast Elementary
11135 Quality Drive
Spring Hill, FL 34609

Attn: Bookkeeper

Bill to Address:
Hernando Instructional Materials
919 N Broad Street
Brooksville, FL 34601

Attn: Accounts Payable

Special Instructions:

FSBD Code	Quantity Charge	Quantity * Free	Title	Adoption Exp ISBN	** Price	Extension
094210	160		2PT FL STU BNDL 5YP/5YD K SS MCGRAW-HILL EDUCATION SOCIAL STUDIES K-5	2028 1265974144 9781265974145	$48.60	$7,776.00
094221	1		FL TEACHER K SOCIAL STUDIES 24 MCGRAW-HILL EDUCATION SOCIAL STUDIES K-5	2028 1264989253 9781264989256	$108.15	$108.15
094221		9	FL TEACHER K SOCIAL STUDIES 24 MCGRAW-HILL EDUCATION SOCIAL STUDIES K-5	2028 1264989253 9781264989256	FREE	FREE
094222	1		OL5Y FL TEACHER CENTER K SS MCGRAW-HILL EDUCATION SOCIAL STUDIES K-5	2028 1264992769 9781264992768	$336.81	$336.81
094222		9	OL5Y FL TEACHER CENTER K SS MCGRAW-HILL EDUCATION SOCIAL STUDIES K-5	2028 1264992769 9781264992768	FREE	FREE
194210	160		2PT FL STU BNDL 5YP/5YD GR1 SS MCGRAW-HILL EDUCATION SOCIAL STUDIES K-5	2028 1265977658 9781265977658	$48.60	$7,776.00
194221	2		FL TEACHER 1 SOCIAL STUDIES 24 MCGRAW-HILL EDUCATION SOCIAL STUDIES K-5	2028 1264996292 9781264996292	$126.69	$253.38

FSBD Code	Quantity Charge	Quantity * Free	Title	Adoption Exp ISBN	** Price	Extension
194221		9	FL TEACHER 1 SOCIAL STUDIES 24 MCGRAW-HILL EDUCATION SOCIAL STUDIES K-5	2028 1264996292 9781264996292	FREE	FREE
194222	2		OL5Y FL TEACHER CENTER GR1 SS MCGRAW-HILL EDUCATION SOCIAL STUDIES K-5	2028 126499897X 9781264998975	$336.81	$673.62
194222		9	OL5Y FL TEACHER CENTER GR1 SS MCGRAW-HILL EDUCATION SOCIAL STUDIES K-5	2028 126499897X 9781264998975	FREE	FREE
294210	160		2PT FL STU BNDL 5YP/5YD GR2 SS MCGRAW-HILL EDUCATION SOCIAL STUDIES K-5	2028 1265978476 9781265978471	$48.60	$7,776.00
294221		9	FL TEACHER 2 SOCIAL STUDIES 24 MCGRAW-HILL EDUCATION SOCIAL STUDIES K-5	2028 126500076X 9781265000769	FREE	FREE
294222		9	OL5Y FL TEACHER CENTER GR2 SS MCGRAW-HILL EDUCATION SOCIAL STUDIES K-5	2028 1265002673 9781265002671	FREE	FREE
394210	145		2PT FL STU BNDL 5YP/5YD GR3 SS MCGRAW-HILL EDUCATION SOCIAL STUDIES K-5	2028 1265981299 9781265981297	$68.40	$9,918.00
394221	1		FL TEACHER 3 SOCIAL STUDIES 24 MCGRAW-HILL EDUCATION SOCIAL STUDIES K-5	2028 1264974019 9781264974016	$142.14	$142.14
394221		8	FL TEACHER 3 SOCIAL STUDIES 24 MCGRAW-HILL EDUCATION SOCIAL STUDIES K-5	2028 1264974019 9781264974016	FREE	FREE
394222	1		OL5Y FL TEACHER CENTER GR3 SS MCGRAW-HILL EDUCATION SOCIAL STUDIES K-5	2028 1264983735 9781264983735	$336.81	$336.81
394222		8	OL5Y FL TEACHER CENTER GR3 SS MCGRAW-HILL EDUCATION SOCIAL STUDIES K-5	2028 1264983735 9781264983735	FREE	FREE
494210	145		2PT FL STU BNDL 5YP/5YD GR4 SS MCGRAW-HILL EDUCATION SOCIAL STUDIES K-5	2028 1265981515 9781265981518	$68.40	$9,918.00
494221	1		FL TEACHER 4 SOCIAL STUDIES 24 MCGRAW-HILL EDUCATION SOCIAL STUDIES K-5	2028 1265003920 9781265003920	$154.50	$154.50

FSBD Code	Quantity Charge	Quantity * Free	Title	Adoption Exp ISBN	** Price	Extension
494221		7	FL TEACHER 4 SOCIAL STUDIES 24 MCGRAW-HILL EDUCATION SOCIAL STUDIES K-5	2028 1265003920 9781265003920	FREE	FREE
494222	1		OL5Y FL TEACHER CENTER GR4 SS MCGRAW-HILL EDUCATION SOCIAL STUDIES K-5	2028 1265006962 9781265006969	$336.81	$336.81
494222		7	OL5Y FL TEACHER CENTER GR4 SS MCGRAW-HILL EDUCATION SOCIAL STUDIES K-5	2028 1265006962 9781265006969	FREE	FREE
594210	145		2PT FL STU BNDL 5YP/5YD GR5 SS MCGRAW-HILL EDUCATION SOCIAL STUDIES K-5	2028 1265972575 9781265972578	$68.40	$9,918.00
594221	1		FL TEACHER 5 SOCIAL STUDIES 24 MCGRAW-HILL EDUCATION SOCIAL STUDIES K-5	2028 1265008493 9781265008499	$154.50	$154.50
594221		7	FL TEACHER 5 SOCIAL STUDIES 24 MCGRAW-HILL EDUCATION SOCIAL STUDIES K-5	2028 1265008493 9781265008499	FREE	FREE
594222	1		OL5Y FL TEACHER CENTER GR5 SS MCGRAW-HILL EDUCATION SOCIAL STUDIES K-5	2028 1265011893 9781265011895	$336.81	$336.81
594222		7	OL5Y FL TEACHER CENTER GR5 SS MCGRAW-HILL EDUCATION SOCIAL STUDIES K-5	2028 1265011893 9781265011895	FREE	FREE
					Subtotal:	$55,915.53
					Estimated Transportation (By Weight) ($10.00 minimum):	$592.42
					*** Grand Total:**	**$56,507.95**

Total Quantity Count: 1025

* Free material requested in this column must be qualified as shown in our catalogs

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Florida School Book Depository

Order Document #209123

Ship to Acct No:

Bill to Acct No:

PO No:

Contact: Tiffany Howard

Contact Phone: (352)797-7000 Ext. 433

Contact E-Mail: howard_t@hcsb.k12.fl.us

Ship to Address:
Westside Elementary
5400 Applegate Drive
Spring Hill, FL 34606

Attn: Bookkeeper

Bill to Address:
Hernando Instructional Materials
919 N Broad Street
Brooksville, FL 34601

Attn: Accounts Payable

Special Instructions:

FSBD Code	Quantity Charge	Quantity * Free	Title	Adoption Exp ISBN	** Price	Extension
094210	90		2PT FL STU BNDL 5YP/5YD K SS MCGRAW-HILL EDUCATION SOCIAL STUDIES K-5	2028 1265974144 9781265974145	$48.60	$4,374.00
094221		5	FL TEACHER K SOCIAL STUDIES 24 MCGRAW-HILL EDUCATION SOCIAL STUDIES K-5	2028 1264989253 9781264989256	FREE	FREE
094222		5	OL5Y FL TEACHER CENTER K SS MCGRAW-HILL EDUCATION SOCIAL STUDIES K-5	2028 1264992769 9781264992768	FREE	FREE
194210	90		2PT FL STU BNDL 5YP/5YD GR1 SS MCGRAW-HILL EDUCATION SOCIAL STUDIES K-5	2028 1265977658 9781265977658	$48.60	$4,374.00
194221		5	FL TEACHER 1 SOCIAL STUDIES 24 MCGRAW-HILL EDUCATION SOCIAL STUDIES K-5	2028 1264996292 9781264996292	FREE	FREE
194222		5	OL5Y FL TEACHER CENTER GR1 SS MCGRAW-HILL EDUCATION SOCIAL STUDIES K-5	2028 126499897X 9781264998975	FREE	FREE
294210	85		2PT FL STU BNDL 5YP/5YD GR2 SS MCGRAW-HILL EDUCATION SOCIAL STUDIES K-5	2028 1265978476 9781265978471	$48.60	$4,131.00

FSBD Code	Quantity Charge	Quantity * Free	Title	Adoption Exp ISBN	** Price	Extension
294221	1		FL TEACHER 2 SOCIAL STUDIES 24 MCGRAW-HILL EDUCATION SOCIAL STUDIES K-5	2028 126500076X 9781265000769	$126.69	$126.69
294221		5	FL TEACHER 2 SOCIAL STUDIES 24 MCGRAW-HILL EDUCATION SOCIAL STUDIES K-5	2028 126500076X 9781265000769	FREE	FREE
294222	1		OL5Y FL TEACHER CENTER GR2 SS MCGRAW-HILL EDUCATION SOCIAL STUDIES K-5	2028 1265002673 9781265002671	$336.81	$336.81
294222		5	OL5Y FL TEACHER CENTER GR2 SS MCGRAW-HILL EDUCATION SOCIAL STUDIES K-5	2028 1265002673 9781265002671	FREE	FREE
394210	85		2PT FL STU BNDL 5YP/5YD GR3 SS MCGRAW-HILL EDUCATION SOCIAL STUDIES K-5	2028 1265981299 9781265981297	$68.40	$5,814.00
394221		5	FL TEACHER 3 SOCIAL STUDIES 24 MCGRAW-HILL EDUCATION SOCIAL STUDIES K-5	2028 1264974019 9781264974016	FREE	FREE
394222		5	OL5Y FL TEACHER CENTER GR3 SS MCGRAW-HILL EDUCATION SOCIAL STUDIES K-5	2028 1264983735 9781264983735	FREE	FREE
494210	95		2PT FL STU BNDL 5YP/5YD GR4 SS MCGRAW-HILL EDUCATION SOCIAL STUDIES K-5	2028 1265981515 9781265981518	$68.40	$6,498.00
494221	1		FL TEACHER 4 SOCIAL STUDIES 24 MCGRAW-HILL EDUCATION SOCIAL STUDIES K-5	2028 1265003920 9781265003920	$154.50	$154.50
494221		4	FL TEACHER 4 SOCIAL STUDIES 24 MCGRAW-HILL EDUCATION SOCIAL STUDIES K-5	2028 1265003920 9781265003920	FREE	FREE
494222	1		OL5Y FL TEACHER CENTER GR4 SS MCGRAW-HILL EDUCATION SOCIAL STUDIES K-5	2028 1265006962 9781265006969	$336.81	$336.81
494222		4	OL5Y FL TEACHER CENTER GR4 SS MCGRAW-HILL EDUCATION SOCIAL STUDIES K-5	2028 1265006962 9781265006969	FREE	FREE
594210	85		2PT FL STU BNDL 5YP/5YD GR5 SS MCGRAW-HILL EDUCATION SOCIAL STUDIES K-5	2028 1265972575 9781265972578	$68.40	$5,814.00

FSBD Code	Quantity Charge	Quantity * Free	Title	Adoption Exp ISBN	** Price	Extension
594221	1		FL TEACHER 5 SOCIAL STUDIES 24 MCGRAW-HILL EDUCATION SOCIAL STUDIES K-5	2028 1265008493 9781265008499	$154.50	$154.50
594221		4	FL TEACHER 5 SOCIAL STUDIES 24 MCGRAW-HILL EDUCATION SOCIAL STUDIES K-5	2028 1265008493 9781265008499	FREE	FREE
594222	1		OL5Y FL TEACHER CENTER GR5 SS MCGRAW-HILL EDUCATION SOCIAL STUDIES K-5	2028 1265011893 9781265011895	$336.81	$336.81
594222		4	OL5Y FL TEACHER CENTER GR5 SS MCGRAW-HILL EDUCATION SOCIAL STUDIES K-5	2028 1265011893 9781265011895	FREE	FREE
					Subtotal:	$32,451.12
					Estimated Transportation (By Weight) ($10.00 minimum):	$344.34
					*** Grand Total:**	**$32,795.46**

Total Quantity Count: 592

* Free material requested in this column must be qualified as shown in our catalogs

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Florida School Book Depository

Order Document #209125

Ship to Acct No:

Bill to Acct No:

PO No:

Contact: Tiffany Howard

Contact Phone: (352)797-7000 Ext. 433

Contact E-Mail: howard_t@hcsb.k12.fl.us

Ship to Address:
Winding Waters K8
12240 Vespa Way
Weeki Wachee, FL 34614

Attn: Bookkeeper

Bill to Address:
Hernando Instructional Materials
919 N Broad Street
Brooksville, FL 34601

Attn: Accounts Payable

Special Instructions:

FSBD Code	Quantity Charge	Quantity * Free	Title	Adoption Exp ISBN	** Price	Extension
094210	160		2PT FL STU BNDL 5YP/5YD K SS MCGRAW-HILL EDUCATION SOCIAL STUDIES K-5	2028 1265974144 9781265974145	$48.60	$7,776.00
094221		9	FL TEACHER K SOCIAL STUDIES 24 MCGRAW-HILL EDUCATION SOCIAL STUDIES K-5	2028 1264989253 9781264989256	FREE	FREE
094222		9	OL5Y FL TEACHER CENTER K SS MCGRAW-HILL EDUCATION SOCIAL STUDIES K-5	2028 1264992769 9781264992768	FREE	FREE
194210	160		2PT FL STU BNDL 5YP/5YD GR1 SS MCGRAW-HILL EDUCATION SOCIAL STUDIES K-5	2028 1265977658 9781265977658	$48.60	$7,776.00
194221		9	FL TEACHER 1 SOCIAL STUDIES 24 MCGRAW-HILL EDUCATION SOCIAL STUDIES K-5	2028 1264996292 9781264996292	FREE	FREE
194222		9	OL5Y FL TEACHER CENTER GR1 SS MCGRAW-HILL EDUCATION SOCIAL STUDIES K-5	2028 126499897X 9781264998975	FREE	FREE
294210	175		2PT FL STU BNDL 5YP/5YD GR2 SS MCGRAW-HILL EDUCATION SOCIAL STUDIES K-5	2028 1265978476 9781265978471	$48.60	$8,505.00

FSBD Code	Quantity Charge	Quantity * Free	Title	Adoption Exp ISBN	** Price	Extension
294221		10	FL TEACHER 2 SOCIAL STUDIES 24 MCGRAW-HILL EDUCATION SOCIAL STUDIES K-5	2028 126500076X 9781265000769	FREE	FREE
294222		10	OL5Y FL TEACHER CENTER GR2 SS MCGRAW-HILL EDUCATION SOCIAL STUDIES K-5	2028 1265002673 9781265002671	FREE	FREE
394210	185		2PT FL STU BNDL 5YP/5YD GR3 SS MCGRAW-HILL EDUCATION SOCIAL STUDIES K-5	2028 1265981299 9781265981297	$68.40	$12,654.00
394221	1		FL TEACHER 3 SOCIAL STUDIES 24 MCGRAW-HILL EDUCATION SOCIAL STUDIES K-5	2028 1264974019 9781264974016	$142.14	$142.14
394221		10	FL TEACHER 3 SOCIAL STUDIES 24 MCGRAW-HILL EDUCATION SOCIAL STUDIES K-5	2028 1264974019 9781264974016	FREE	FREE
394222	1		OL5Y FL TEACHER CENTER GR3 SS MCGRAW-HILL EDUCATION SOCIAL STUDIES K-5	2028 1264983735 9781264983735	$336.81	$336.81
394222		10	OL5Y FL TEACHER CENTER GR3 SS MCGRAW-HILL EDUCATION SOCIAL STUDIES K-5	2028 1264983735 9781264983735	FREE	FREE
494210	185		2PT FL STU BNDL 5YP/5YD GR4 SS MCGRAW-HILL EDUCATION SOCIAL STUDIES K-5	2028 1265981515 9781265981518	$68.40	$12,654.00
494221	1		FL TEACHER 4 SOCIAL STUDIES 24 MCGRAW-HILL EDUCATION SOCIAL STUDIES K-5	2028 1265003920 9781265003920	$154.50	$154.50
494221		8	FL TEACHER 4 SOCIAL STUDIES 24 MCGRAW-HILL EDUCATION SOCIAL STUDIES K-5	2028 1265003920 9781265003920	FREE	FREE
494222	1		OL5Y FL TEACHER CENTER GR4 SS MCGRAW-HILL EDUCATION SOCIAL STUDIES K-5	2028 1265006962 9781265006969	$336.81	$336.81
494222		8	OL5Y FL TEACHER CENTER GR4 SS MCGRAW-HILL EDUCATION SOCIAL STUDIES K-5	2028 1265006962 9781265006969	FREE	FREE
594210	175		2PT FL STU BNDL 5YP/5YD GR5 SS MCGRAW-HILL EDUCATION SOCIAL STUDIES K-5	2028 1265972575 9781265972578	$68.40	$11,970.00

FSBD Code	Quantity Charge	Quantity * Free	Title	Adoption Exp ISBN	** Price	Extension
594221	2		FL TEACHER 5 SOCIAL STUDIES 24 MCGRAW-HILL EDUCATION SOCIAL STUDIES K-5	2028 1265008493 9781265008499	$154.50	$309.00
594221		8	FL TEACHER 5 SOCIAL STUDIES 24 MCGRAW-HILL EDUCATION SOCIAL STUDIES K-5	2028 1265008493 9781265008499	FREE	FREE
594222	2		OL5Y FL TEACHER CENTER GR5 SS MCGRAW-HILL EDUCATION SOCIAL STUDIES K-5	2028 1265011893 9781265011895	$336.81	$673.62
594222		8	OL5Y FL TEACHER CENTER GR5 SS MCGRAW-HILL EDUCATION SOCIAL STUDIES K-5	2028 1265011893 9781265011895	FREE	FREE
					Subtotal:	$63,287.88
					Estimated Transportation (By Weight) ($10.00 minimum):	$520.88
					*** Grand Total:**	**$63,808.76**

Total Quantity Count: 1156

* Free material requested in this column must be qualified as shown in our catalogs

** All prices subject to change without notice.

eDynamic Holdings LP
1256 Main Street, Suite 256
Southlake, TX 76092

Solution Proposal

Solution Created for

Hernando County Public Schools
919 N Broad St
Brooksville, Florida
34601-2397 United States

Proposal Contact

Allie Vincent
VP of Sales - East
allie.vincent@edynamiclearning.com

About eDynamic Learning

eDynamic Learning is North America's largest publisher of CTE & elective digital courseware for grades 6-12. As a teacher founded company, we take great pride in helping schools ignite passion within their students by giving them opportunities to tie their passions to rewarding professions. Our career-focused catalog offers nearly 250-course options for students so they can make informed decisions regarding their future.

With education in our DNA, our mission is clear, to meet teachers' and students' diverse and individual needs. Every course is developed with a consistent design, employing secondary educators and subject matter experts to meet state and industry standards and provide relevant and engaging content.

All eDynamic Learning courses can support accommodations, acceleration and customization capabilities to meet the needs of all learners. All courses are WCAG 2.0 AA compliant to support hearing or visually impaired students and offer a built-in Literacy Support Toolbar that offers read-aloud options, language translations, and tools for retention and study skills.

Our award-winning curriculum is rooted in research with a mission to offer equitable solutions that help schools meet the needs of all types of learners. Our school partners have utilized our curriculum for over a decade, and we have one of the highest retention rates in the industry.

THE EDTECH COOL TOOL AWARDS

//CODiE// 2022 SIIA CODiE WINNER

Additional Resources to Learn More about eDynamic Learning:

Course Instructional Design (Pedagogy)
Anytime, Anywhere Learning on Any Device and LMS
Equity & Access for All Learners
Professional Development Options: Face-to-Face, On-demand & Virtual Instructional Services

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Implementation Proposal

Scope and Impact

Hernando County Public Schools will contract with eDynamic Learning (eDL) who will provide access to the **CTE & Career Courses**. The desired outcomes/objectives are:
1. **All-in-one solution**

Implementation is expected to start **April 1, 2024** with a goal to have **more exposure to a variety of careers and or electives**

Contacts

Hernando County Public Schools

Program Lead	John Morris
Program Manager	John Morris

eDynamic Learning

RSM	Allie Vincent
CSM	Bridget Alford
Technical Support	support@edynamiclearning.com

Roles & Responsibilities

Program Manager

- The Program Manager will act as the LMS administrator and work with the eDynamic team to complete the initial technical set up of courses in the LMS.
- The Program Manager will work with the assigned Customer Success Manager to closely monitor program success and usage model.
- The Program Manager will participate in the Implementation Planning Meeting(s), Mid-Year and End of Year Reviews.
- The Program Manager will contact the eDynamic Customer Success Manager when any program concerns arise.

Teachers

Teachers are a key element of a student's success. A teacher's primary responsibility is to support students' academic success.

To achieve this outcome:

- Teachers will attend scheduled Professional Development session(s)
- Utilize tools and resources supplied by eDynamic Learning for best practices, course utilization, etc
- Participate in scheduled reviews
- Complete surveys in courses

LMS Delivery

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Southlake, TX 76092

eDynamic will provide access to courses through **Canvas by Instructure**. Initial course set up will be covered during the initial onboarding training with the Customer Success Manager.

Onboarding & Support Services

As our new partnership begins, we want to ensure that you have a successful experience with the technical implementation as well as the end user experience.

In the first few weeks of our partnership, eDynamic Learning will ensure that all your internal stakeholders are comfortable with the necessary technical steps required to begin using our content, as well as provide additional support and resources to teachers to help encourage a strong start to using our curriculum.

The implementation journey begins within days of our head office receiving a signed agreement. Your Regional Sales Manager and Customer Success Manager will meet with you and all other stakeholders for a Kick Off Call.

During this call we will deliver technical credentials to access our course content, as well as develop additional onboarding support plans for initial technical training, requested rostering or SIS integrations, and determine teacher development support required.

Please review the quotes on the following pages. Once you have decided which quote you want to move forward with, enter the entire quote number below. (ex. 00003456)

Accepted Quote: \wb1 {"apiName":"Available_Quotes__c"}\

Available Quotes for Accepting
00029595

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Price Quote 00029595

Contract Start Date	July 1, 2024	**Billing Frequency**	Annual Pre-Pay
Contract End Date	June 30, 2025	**LMS**	Canvas by Instructure
		LMS Type	Hosted LMS

Prepared for:

Account Name	Hernando County Public Schools	**Billing Address**	919 N Broad St
Contact Name	John Morris		Brooksville, Florida 34601-2397 United States
Email	morris_j@hcsb.k12.fl.us		
Phone	(352)797-7000 X443		

Regional Sales Manager

Prepared By	Allie Vincent
Title	VP of Sales - East
Email	allie.vincent@edynamiclearning.com

Pricing Line Item	Pricing Line Item Description	Quantity	Sales Price	Total Price
Single Course Enrollment	Client will have access to EDL Psychology course. Usage is based on each individual single course enrollment during the school year.	75.0	$60.00	$4,500.00
			Grand Total	$4,500.00

This is a price quote only.

Complete Section A **or** B; **and** C

MUST BE COMPLETED IN FULL FOR PLACEMENT CONSIDERATION.
(For Donations, use Section B)

A. Item Currently Budgeted -

Account Name	General Fund	Basic Ed	Supplies	Academic Svcs	Instructional Materials	
Account Number	1100E	5100	5100	9410	50400	
	Fund	Function	Object	Cost Center	Project	Sub Project

Original Approved Budget	+ -	Budget Amendments	-	Expenditures / Encumbrances To Date	=	Current Available Budget	-	Present Request	=	Remaining Balance Available
$ 2,039,641.98		$ 0.00		$ 33,159.35		$ 2,006,482.63		$ 1,904,500.00		$ 101,982.63

Account Name						
Account Number						
	Fund	Function	Object	Cost Center	Project	Sub Project

Original Approved Budget	+ -	Budget Amendments	-	Expenditures / Encumbrances To Date	=	Current Available Budget	-	Present Request	=	Remaining Balance Available
$		$		$		$		$		$

B. Item Currently Not Budgeted -**

Funding Source _____

Account Name _____

Account Number _____ _____ _____ _____ _____ _____
Fund Function Object Cost Center Project Sub Project

Amount $ _____

Funding Source _____

Account Name _____

Account Number _____ _____ _____ _____ _____ _____
Fund Function Object Cost Center Project Sub Project

Amount $ _____

C. History

Check one:
Prior Year Budget: ○
New for Current Year: ⊗

Prior Year Approved Budget: $_____

Prior Year Actual Spent: $_____

**** WHEN ITEM NOT CURRENTLY BUDGETED IS APPROVED BY THE SCHOOL BOARD, THIS WILL SERVE AS THE BUDGET AMENDMENT****