

People Need Purpose: The Problem

Problems Students Face

98%

of people go through life without a plan

95%

of youths have felt inferior in life

64%

of adolescents say an adult has negatively impacted them

45%

of students say they have low self-esteem

40%

of young people are afraid of peer pressure

(Source: StageOfLife.com Teen Trend Report; EdSource.org)

People Need Purpose: The Solution is Social Emotional Learning (SEL)

What Does the Research Say?



13-19 years later, students with higher SEL skills are **less likely to be involved in criminal activity or struggle** in the areas of **mental health, employment, education, or substance abuse**.

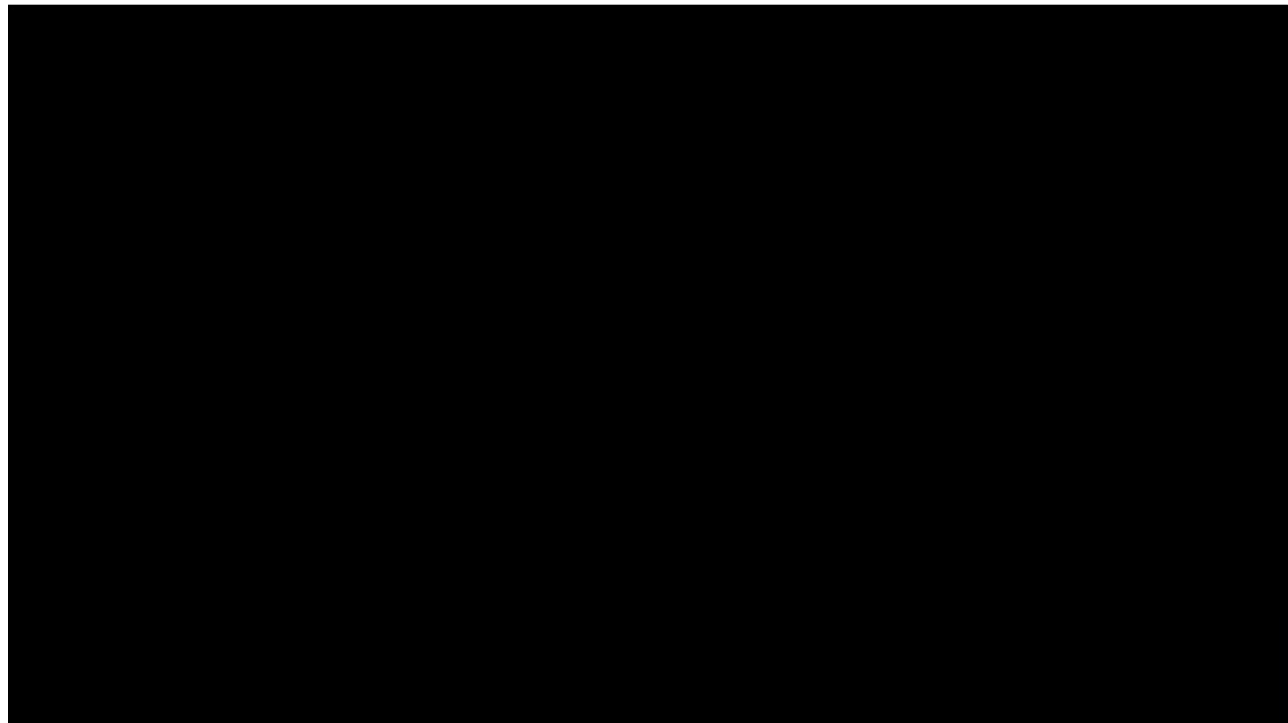



Students who are provided strong SEL support, generally show academic gains, as well. Some schools report **15.2% lower absenteeism** and **72.6% fewer suspensions**.




11:1 ROI
For every **\$1** spent on SEL, the long-term benefit yield is **\$11** or more.








Services Why Purpose Students Contact Us 

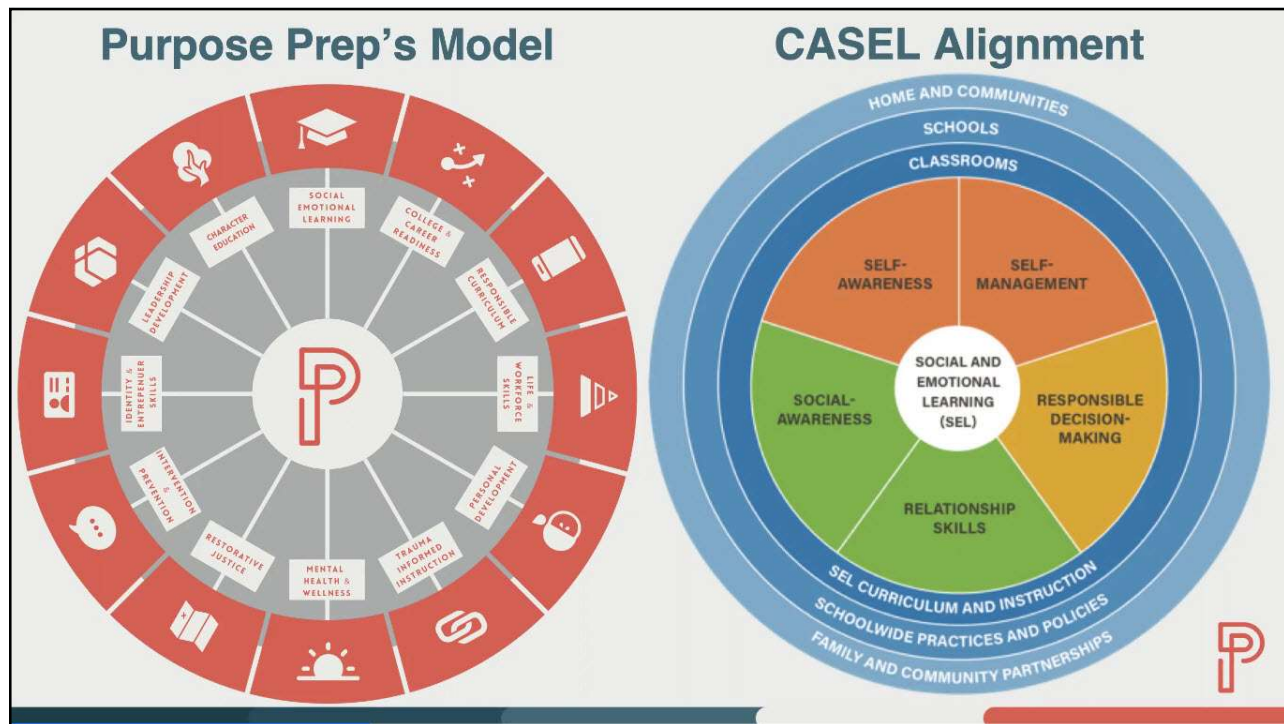
Jonathan Orr

Guru

Jonathan was born March 20, 1983 in Detroit, Michigan and is a former American football wide receiver who played for the NFL's Oakland Raiders and Tennessee Titans. He was drafted in the sixth round, pick 172 of the 2006 NFL Draft by the Titans. He played college football at the University of Wisconsin-Madison.

After a successful college career at the University of Wisconsin and two seasons in the NFL with the Tennessee Titans and Oakland Raiders, Orr began his transition into life after athletics. Jonathan established Athlete Transition Services (ATS) to help athletes have a successful and healthy transition into the next phase of life. He is the founder of ATS and is transforming the lives of 1,000s of students and professional athletes, helping them build the life skills to sustain their life during their professional career and during the transition in and out of professional athletics.





Alignments

CASEL

Each course aligns to all five CASEL competencies

Unit	Purpose Prep Modules (Lessons)	SELF-AWARENESS	SELF-MANAGEMENT	SOCIAL-AWARENESS	RELATIONSHIP SKILLS	RESPONSIBILITY/DECISION-MAKING
1	Anger Management (Lessons 1-5)	✓				✓
	Communication Skills (Lessons 6-10)			✓	✓	
	The Power of Thoughts (Lessons 11-15)	✓	✓			
	Know Yourself, Love Yourself (Lessons 16-20)		✓			
2	Understanding Bullying (Lessons 21-25)	✓		✓		
	Effects of Bullying (Lessons 26-30)		✓	✓		
	Being a Champion (Lessons 31-35)			✓		✓
	Overcoming Bullying: Real Stories (Lessons 36-40)			✓	✓	
3	Citizenship (Lessons 41-45)			✓		✓
	Diversity (Lessons 46-50)			✓	✓	
	Peace Officers (Lessons 51-55)			✓		✓
	Fighting for Justice (Lessons 56-60)			✓		✓
4	It's Not Your Fault (Lessons 61-65)	✓	✓			✓
	Family Challenges (Lessons 66-70)		✓			✓
	Resiliency (Lessons 71-75)		✓			✓
	Mental Wellness (Lessons 76-80)	✓				✓

ELA Standards

Alignments to the CCSS (and associated standards) in ELA

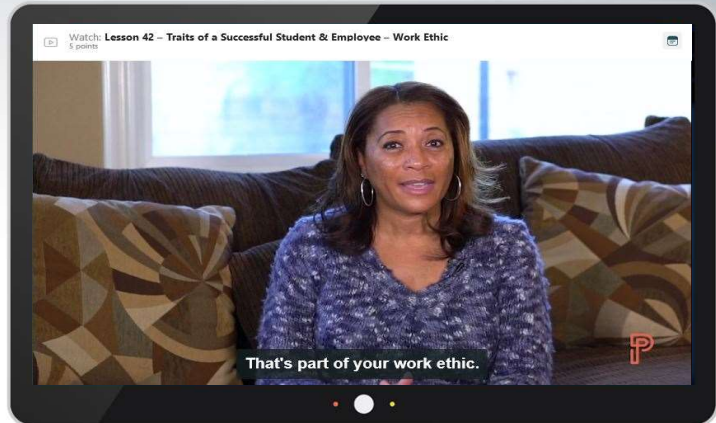
Mental Health & Wellness	Common Core State Standards Alignment
UNIT 1 – UPGRADE YOURSELF	
STEP 1	Standard Being Met
Lesson 9-10: Call to Action Assignment	CCSS.ELA-LITERACY.RL.9-10.1
Lesson 16-20: Call to Action Assignment	CCSS.ELA-LITERACY.RL.9-10.8
End of Unit 1 Written Article & Response	CCSS.ELA-LITERACY.W.9-10.6
UNIT 2 – TRANSFORM BULLYING	
Lesson 11-20: Call to Action Assignment	CCSS.ELA-LITERACY.RL.9-10.8
	CCSS.ELA-LITERACY.RL.11-12.1
Lesson 31-35: Call to Action Assignment	CCSS.ELA-LITERACY.W.11-12.2
End of Unit 2 Written Article & Response	CCSS.ELA-LITERACY.W.9-10.6
UNIT 3 – SOCIAL IMPACT	
Lesson 41-45: Call to Action Assignment	CCSS.ELA-LITERACY.W.11-12.2
End of Unit 3 Written Article & Response	CCSS.ELA-LITERACY.W.9-10.6



Purpose Prep

Help students develop productive attitudes and prosocial behavior

Provide middle & high school students with a deeper understanding of their own personal development



Viewers retain **95%** of a message when they watch it on a video, compared to retaining only **10%** when they read it in a text.

Courses of Study: *Prevention on Purpose*

Character & Leadership Development	College & Career Readiness	Intro to Today's Technology	Mental Health & Wellness
<ul style="list-style-type: none"> Mission & Purpose Impacting Your Community Your Story Discover Your Identity Emotional Audit Compassion & Stillness 	<ul style="list-style-type: none"> Join the Workforce Which School is Right for You? Job Preparation Traits of a Successful Student & Employee Personal Finance Disciplines That Lead to Success 	<ul style="list-style-type: none"> Virtual & Augmented Reality Robotics Social Media Websites & 3D Printing Advertising & Marketing Cryptocurrency 	<ul style="list-style-type: none"> Anger Management Communication Skills Know Yourself, Love Yourself Effects of Bullying Citizenship Peace Officers It's Not Your Fault Family Challenges Resiliency Mental Wellness
Personal Development	Social & Emotional Success	Unlock Your Purpose	
<ul style="list-style-type: none"> Mentorship A Satisfied Life Who's in Control Needs & Limits Social/Emotional Health Growth Mindset 	<ul style="list-style-type: none"> Choosing Purpose Social Skills Healthy Relationships Successful Decision Making Healthy Communication Knowing Yourself 	<ul style="list-style-type: none"> Map Your Future People & Problems Reasonable Response Frame Your World Silence & Questions Belonging 	



Courses of Study: *Intervention on Purpose*

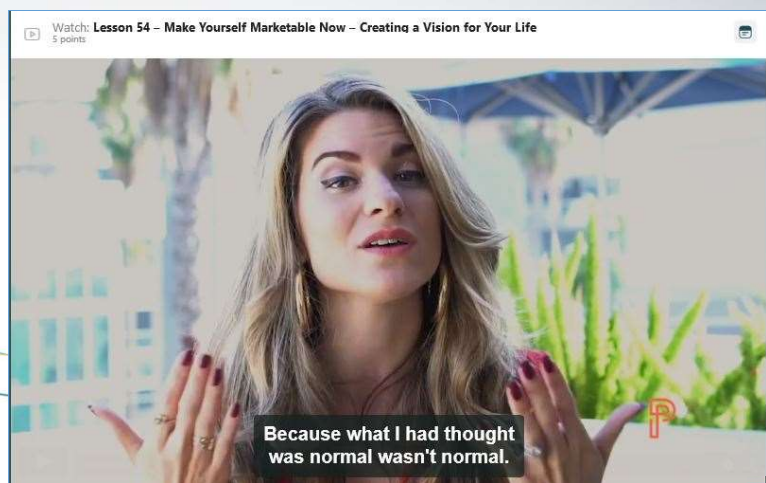
Accepting and Taking Responsibility	Dress and Groom For Success	Managing Stress and Emotions	Turn Your Life Around & Start Again	Primary and Secondary Impacts of Behavior
Anger and Temper Management	Focus & Refocus	Meditation and Keeping Calm	Use Your Voice, Speak Out & Don't Stay Silent	Restorative Practices
Anxiety	Getting To Know Your Identity & Self	Mood and Behavior Management	Using Social Media The Right Way	Substance Abuse Series
Building Compassion & Empathy For Others	Hope With Teen Pregnancy	Overcoming Peer Pressure and Bad Memories	Vision of Self	An Introduction to Substance Abuse
Building Healthy Friendships & Relationships With Healthy Communication	Hopelessness, Sad Feelings & Irrational Thinking	Resiliency, Elasticity & Coping Strategies	Walking Through Forgiveness	Stimulants and Depressants (including alcohol)
Bullying and Cyberbullying	How to Write Life Changing Goals For Your Future	Self Motivate and Create Ambition & Curiosity	Adrenaline and Aggression	Vaping and JUULing
Coping & Strategies When Loves Ones Are Incarcerated	Identify My Needs & Limits	Self-Esteem & Self-Worth: How To Be Proud & Love Yourself	Avoiding Exploitation (Human Trafficking)	Drugs and Relationships
Coping With Grief, Loss and Shame	Impact & Contribute In Your Community	Self-Harm and Staying Safe	Cultural Implications Within Family and Learned Behavior	Living Drug Free and Overcoming Drugs
Dealing with Divorce & Separation	Impulsive Decision-Making To Successful Decision Making	Sexual Abuse and Sexual Pressure	Digital Citizenship and Safety	Suspension and Expulsion
Dealing With Rejection	It's Not Black and White: Becoming A Dynamic Leader	Substance Abuse	How To Return Successfully to School	Swearing and Degrading Words
Death of a Loved One	It's Ok If You're Different	Suicide Prevention and Education	Gangs, Guns and Fighting	Truancy
Depression	Learn to Date Yourself	Talking to Parents and Guardians, Adults and Peers: Communication Skills	Learned Helplessness	
Diversity and Inclusion	Live By Character, Integrity, Principles, Values and Purpose	The Importance of Mentorship	Learning Refusal Skills & How To Say "NO"	

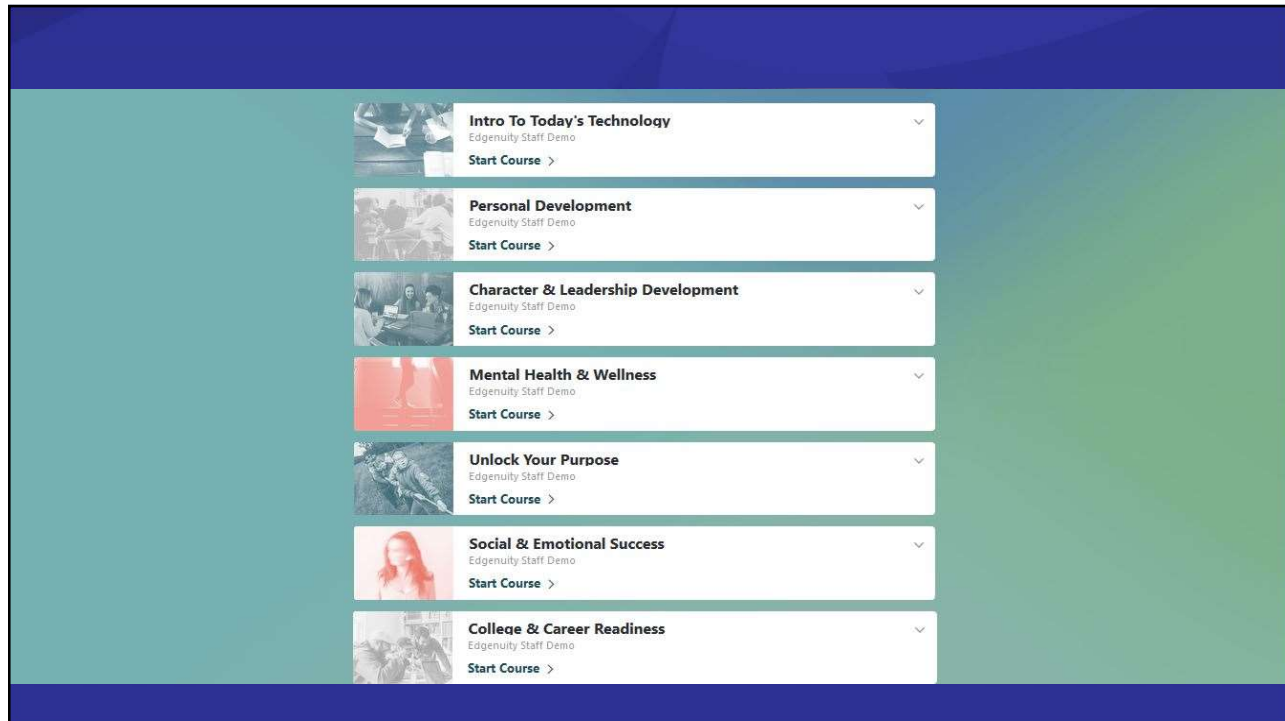


Engaging Lesson Content

Multimedia-rich lessons designed by experts from around the world

- 20 lessons/videos per unit (approx. 3½ minutes each)
- 550+ lessons
- K-5 content in Fall 2019
- Closed captioning
- Transcripts
- Integrated into Edgenuity LMS by **Labor Day 2019**





A word cloud featuring various terms related to mental health and wellness. The most prominent words are 'mental', 'health', 'positive', 'attitude', 'research', 'philosophy', 'optimism', 'life', 'thinking', 'logic', 'best', 'explanatory', 'goals', 'knowledge', 'external', 'reasoning', 'ultimately', 'including', 'through', 'depression', 'optimistic', 'example', 'terms', 'concept', 'taken', 'correlation', 'brain', 'theoretical', 'internal', 'technique', 'relation', 'action', 'skills', 'used', 'accept', 'definition', 'resolution', 'typical', 'problems', 'goal', 'test', 'step', 'largely', 'time', 'try', 'pessimism', 'people', 'one', 'success', 'something', 'term', 'approaches', 'being', 'ability', 'likely', 'psychological', 'disease', 'task', 'perfectionism', 'define', 'experiences', 'most', 'candid', 'defined', 'fellow', 'things', 'relationship', 'consume', 'trace', 'mind', 'theory', 'questionnaire', 'negative', 'argue', 'emotional', 'perfectionists', 'successfully', 'explain', 'analysis', 'concepts', 'focused', 'word', 'style', 'physical', 'mind', 'theory', 'questionnaire', 'negative', 'argue', 'emotional', 'perfectionists', 'successfully', 'explain', 'analysis', 'concepts', 'focused', 'word', 'style', 'physical', 'mind', 'theory', 'questionnaire', 'negative', 'argue', 'emotional', 'perfectionists', 'successfully', 'explain', 'analysis', 'concepts', 'focused', 'word'.

Mental Health & Wellness Course

Unit: Transform Bullying



Video Discussion Questions

Discuss: How can you choose to not play the emotional game of bullying?

Answer >

Discuss: In what ways can you diffuse a bullying situation with your words?

Answer >

- Discuss: In what ways can your physical posture escalate or diffuse a bullying situation?

Answer >

Video Pictures to Save/Share

The world needs purpose... Share an image and **make a difference.**

#iAmGreater #iPurpose #PurposePrep #Purpose

**"BE THE BIGGER PERSON,
ALLOW YOURSELF TO BE
EMOTIONALLY STRONG
AND RESILIENT."**

-Drew Neal

PURPOSEPREP.COM

Check on Learning Quiz for Each Lesson/Video

Take: **Lesson 37 Check on Learning Quiz**
5 points

Have you ever caused bullying to escalate because of how you reacted? What would you do differently if you could go back to that situation?

Submit Answer

Call to Action Assignments After 5 Lessons

Submit: **Lesson 36-40: Call to Action Assignment**
10 points

Please choose one of the options below:

1. I have been bullied by someone and want to stand up for myself.
2. I have bullied someone and need to ask for forgiveness.
3. I know someone who is being bullied and want to help the person and the person doing the bullying.

Now correspond the choice above with the action below and then write out what you learned from this experience. **Example:** If you choose #1 above then choose the action #1 below and go and do it.

1. Go to a classmate, teacher, or leader and explain the situation, approach the individual, and reconcile with a leader present. Don't be afraid and ashamed to tell your story or the truth. You are doing the right thing and should be proud of yourself for standing for what is right.
2. Go and take a classmate, teacher, or leader with you and go and apologize to the person you've hurt and make the situation right.

Unit Reading and Response

Submit: **End of Unit 2 Written Article & Response**
20 points

UNIT READING

In a local school there is group of popular students that always pick on and tease another group of students. They call them names, sometimes even using racist remarks and calling them "stupid" and "retarded." One student even fake punched a student just to scare the younger and shorter students, and they are really mean. I am the one that always has to witness this but I don't know what to do. I want to just go over there and punch one of the students that is being rude but I'll get in huge trouble. What should I do?

WRITTEN REFLECTION

Please write out advice to the student. Tell them a few ways they can be a champion and then share a few ways they can also protect themselves in a situation where there are groups of kids and the tensions are high. Also explain what adults they need to get involved and how. Share a few effects of bullying as a bystander and how to deescalate the situation.

Please use full sentences to complete your thoughts.

Unit Assessments Focus on Big Ideas

Take: **End of Unit 2 Assessment Quiz**
10 points

Anyone can become a champion to bullying by helping themselves, helping others, and standing up for what is right.

☐ False

☐ True

Submit Answer

People who bully are usually confident and have very little hurt in them.

☐ True

☐ False

Parent/Guardian/Mentor Involvement Activity for Each Unit

To-do: **Parent/Guardian/Mentor Involvement Activity**
5 points

Watch: **Lesson 60 – Resources – Mentors**
5 points



mentor in your life and ask them the following

participate in the act of bullying someone? How has it back what would you do different?

the act of bullying someone else in school, at work, you do and how did it work out? Tell me the story.

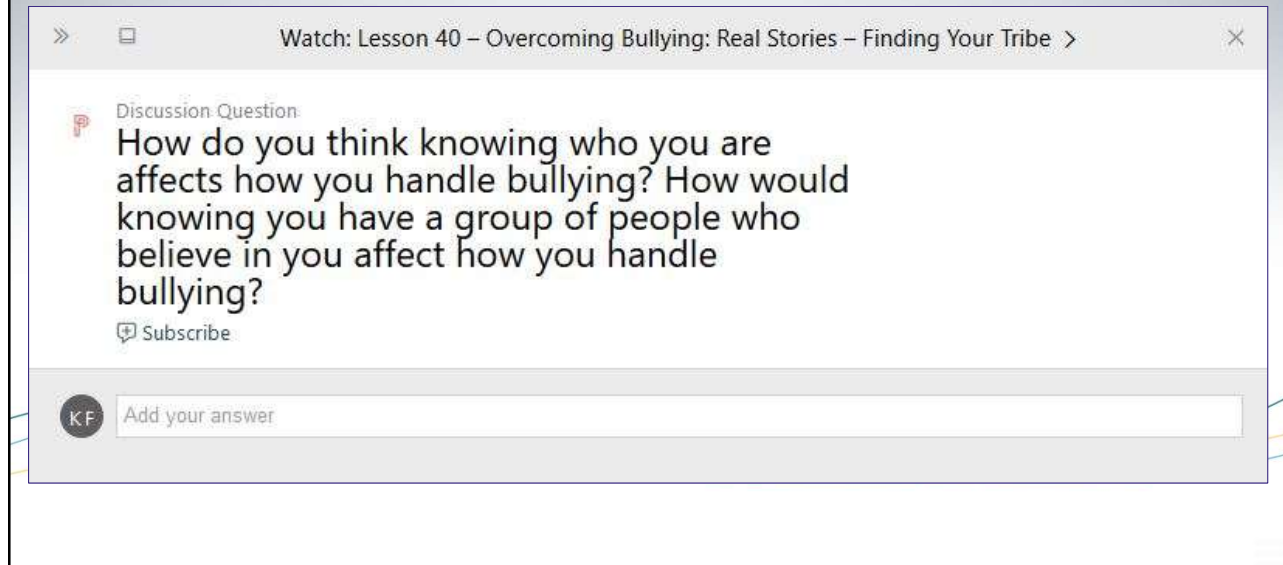
young and use what you know now about bullying, self and others?

guardian or mentor a few things you've learned in

myself, but I get scared. Here is the situation... Can

you give me advice or help me?

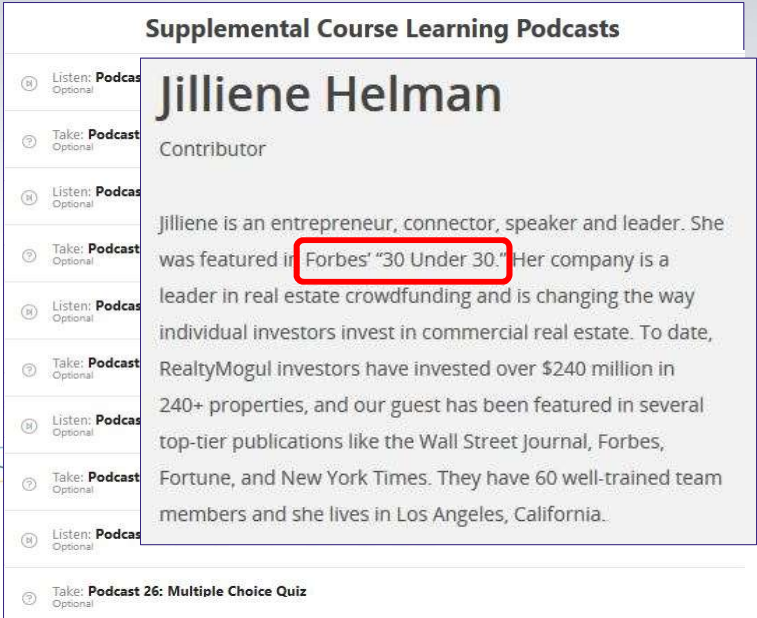
Interactive Discussion Boards



The screenshot shows a video player interface. At the top, a title bar reads "Watch: Lesson 40 – Overcoming Bullying: Real Stories – Finding Your Tribe >". Below this, a "Discussion Question" is displayed: "How do you think knowing who you are affects how you handle bullying? How would knowing you have a group of people who believe in you affect how you handle bullying?". A "Subscribe" button is located below the question. At the bottom of the player, there is a text input field with the placeholder "Add your answer" and a small circular icon with the letters "KF" to its left.

Additional Resources

48 Supplemental Learning Podcasts w/ Quizzes




Supplemental Course Learning Podcasts

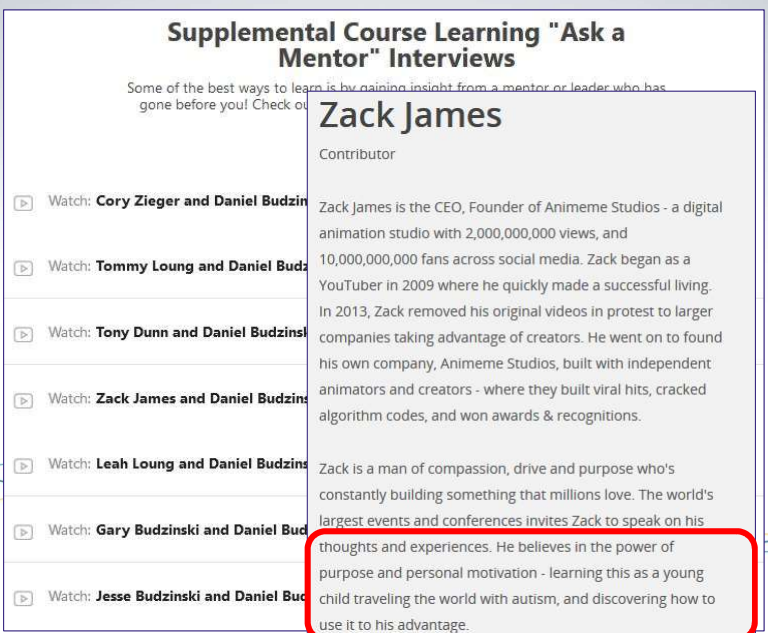
Jilliene Helman
Contributor

Jilliene is an entrepreneur, connector, speaker and leader. She was featured in **Forbes' "30 Under 30."** Her company is a leader in real estate crowdfunding and is changing the way individual investors invest in commercial real estate. To date, RealtyMogul investors have invested over \$240 million in 240+ properties, and our guest has been featured in several top-tier publications like the Wall Street Journal, Forbes, Fortune, and New York Times. They have 60 well-trained team members and she lives in Los Angeles, California.

Take: Podcast 26: Multiple Choice Quiz



9 Supplemental "Ask a Mentor" Video Interviews




Supplemental Course Learning "Ask a Mentor" Interviews

Some of the best ways to learn is by gaining insight from a mentor or leader who has gone before you! Check out

Zack James
Contributor

Zack James is the CEO, Founder of Animeme Studios - a digital animation studio with 2,000,000,000 views, and 10,000,000,000 fans across social media. Zack began as a YouTuber in 2009 where he quickly made a successful living. In 2013, Zack removed his original videos in protest to larger companies taking advantage of creators. He went on to found his own company, Animeme Studios, built with independent animators and creators - where they built viral hits, cracked algorithm codes, and won awards & recognitions.

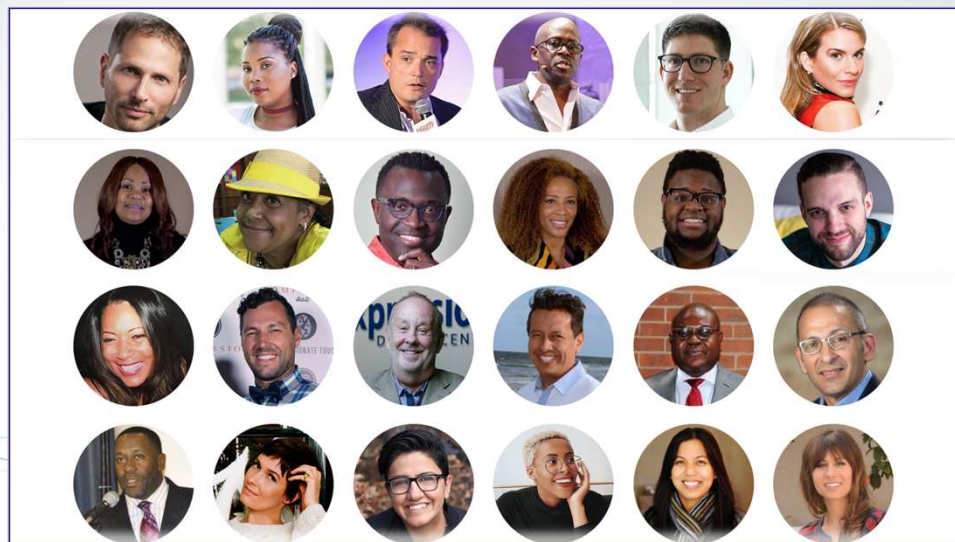
Zack is a man of compassion, drive and purpose who's constantly building something that millions love. The world's largest events and conferences invites Zack to speak on his thoughts and experiences. He believes in the power of purpose and personal motivation - learning this as a young child traveling the world with autism, and discovering how to use it to his advantage.





Meet the Gurus

- Experts
- Intellectuals
- Pop Culture Disrupters
- Brainiacs
- Mentors
- Thinkers
- Theorists
- Social Figure Pioneers
- Masters
- Sages
- Scholars
- Philosophers
- Thought Leaders

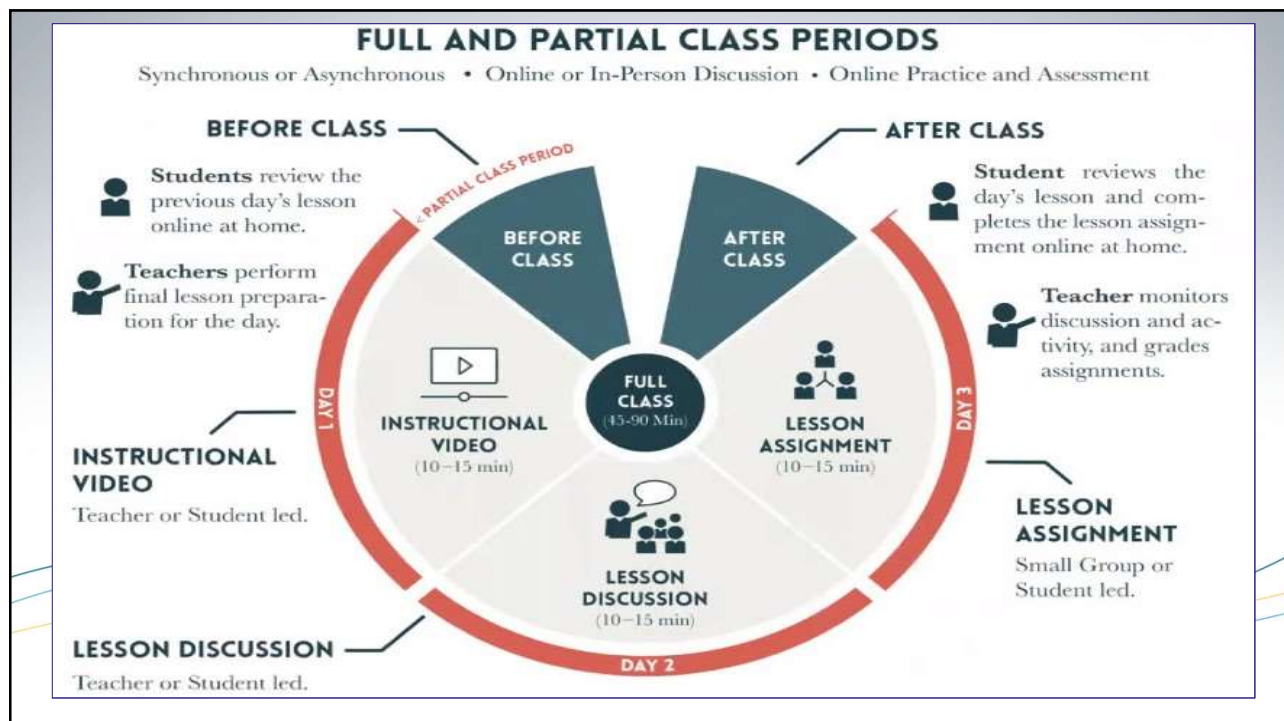


Implementation Suggestions




Purpose Prep

- Offered as an elective
- Guidance department assigning College and Career Counseling to specific grade bands
- After school and/or summer program
- Character education programs
- Adult/parent education program offered through school districts, especially intro to college counseling
- Implemented as the content for a larger SEL District initiative



Implementation Suggestions



Full and Partial Class Periods


LESSON STRUCTURE

- **Partial Period:** One lesson across multiple days; 10–15 minutes per lesson
- **Full Period:** One lesson within one period; 45–90 minutes per lesson

CLASS STRUCTURE

- Synchronous or asynchronous
- Online or in-person discussion
- Online practice and assessment

BEFORE CLASS:

 Students review the previous

Virtual Classes


LESSON STRUCTURE

- **Virtual Class:** Alternative instruction; 25–30 minutes per lesson

CLASS STRUCTURE


- Asynchronous
- Online discussion
- Online practice and assessment

STUDENT ROLE

 Students view, complete, and engage with the following at their own pace:


- Instructional video
- Lesson assignment
- Lesson discussion

TEACHER ROLE


 Teachers perform the following tasks as students complete their work:

- Grade assignments
- Monitor activities

IN-CLASS:



 Teacher-led


OR


 Student-led

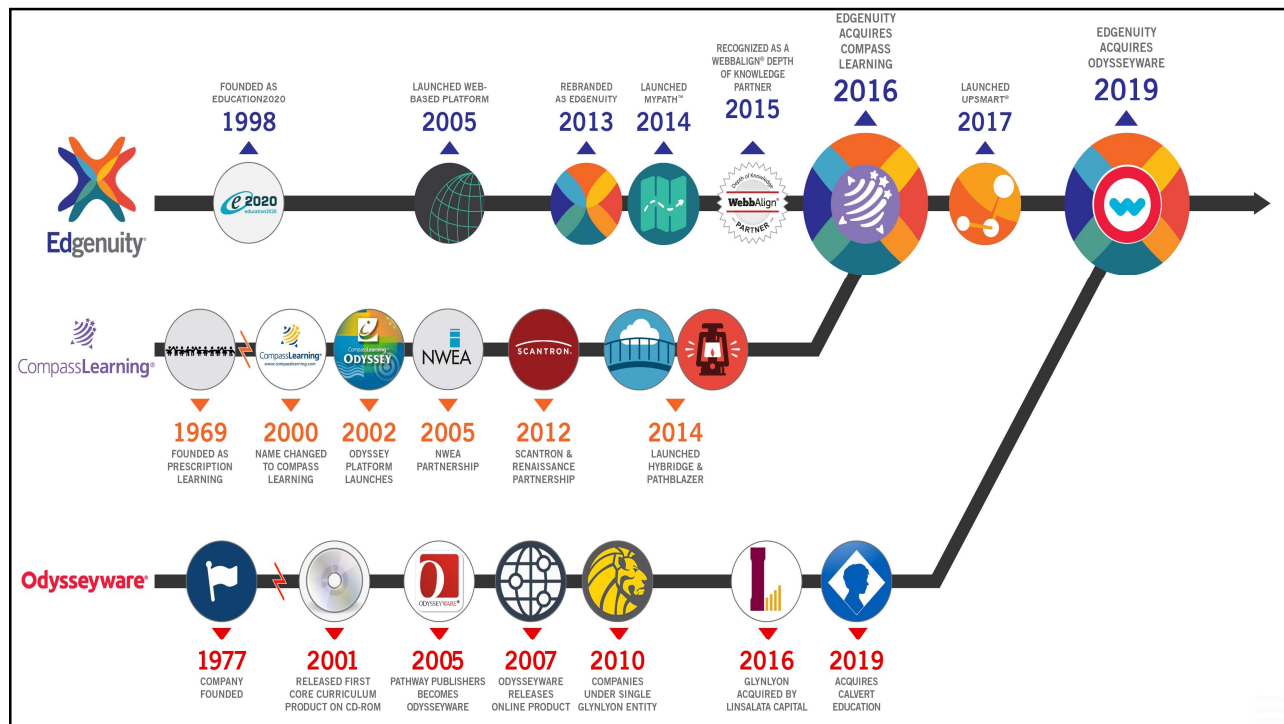
DAY 1

AFTER CLASS:

 Students review the day's lesson and completes the lesson assignment online at home.

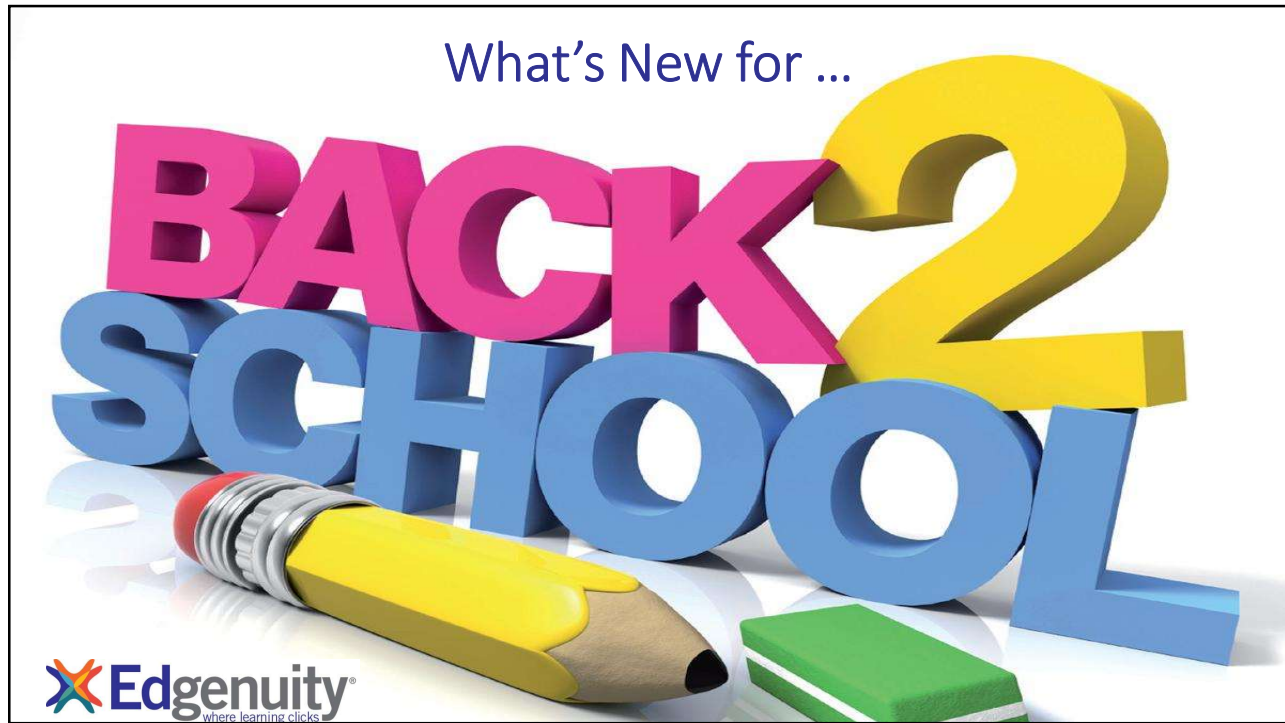
 Teacher monitors discussion and activity, and grades assignments.





CTE Courses Integrated into Edgenuity LMS in 2020

MIDDLE SCHOOL	GOVERNMENT & PUBLIC ADMINISTRATION
Career Explorations I	Introduction to Careers in Government & Public Administration
Career Explorations II	National Security Careers
Career Explorations III	MANUFACTURING
Keyboarding & Applications	Introduction to Careers in Manufacturing
Principles of Coding	Careers in Manufacturing Processes
ARCHITECTURE & CONSTRUCTION	MARKETING
Introduction to Careers in Architecture & Construction	Introduction to Careers in Marketing
Construction Careers	Careers in Marketing Research
ARTS, A/V TECHNOLOGY & COMMUNICATIONS	TRANSPORTATION, DISTRIBUTION & LOGISTICS
Introduction to Careers in Arts, A/V Technology, & Communications	Introduction to Careers in Transportation, Distribution, & Logistics
A/V Technology & Film Careers	Careers in Logistics Planning & Management Services
EDUCATION & TRAINING	FINANCE
Introduction to Careers in Education & Training	Introduction to Careers in Finance
Teaching & Training Careers	Banking Services Careers



New Student Interface

Edgenuity

SOCIAL STUDIES
World Culture and Geography
Mr. Johnson

You are **30%** complete and **ON TRACK**

95%
Overall Grade

Next Activity

MATH
Mathe Joe

You are: 22

62
Overall Grade

LANGUAGE ARTS
Language Arts Semester A
Miss Dina

You are **61%** complete and **AHEAD**

93%
Overall Grade

Next Activity

LANGUAGE ARTS
Intermediate Reading A
Mrs. Dobert

You are: 53% complete and **BEHIND**

Actual Grade
54.7%

Next Activity

Algebra I A Hello, Lex

Course Map

UNIT: LINEAR FUNCTIONS

Slope of a Line

Lesson Time: 1h 4m Activities: 6

Objectives Standards Transcripts

1. Identify if the slope of a linear relationship is zero, positive, negative, or undefined.
2. Determine the slope of a line from a graph, table of values, or ordered pairs.
3. Interpret slope in the context of real-world scenarios.

MAR 01 Assignment
Practice describing, finding, and interpreting slope. Estimated Time: 18m

MAR 04 Assignment
Read a biography about René Descartes. Estimated Time: 10m

MAR 04 Quiz
Estimated Time: 15m

Representing Relationships

- Linear Functions
 - Slope of a Line
 - Slope-Intercept Form of a Line
 - Standard Form of a Line
 - Point-Slope Form of a Line
 - Writing Linear Equations
 - Special Linear Relationships
 - Slopes of Parallel and Perpendicular Lines
 - Function Operations
 - Composition of Functions
 - Unit Test
 - Linear Equations and Inequalities
 - Applications of Probability and Geometry
 - Cumulative Exam

Pretest for Credit Recovery

Analyzing Graphs

DE 8 Warm-Up
Get ready for the lesson.
Pretest Required Estimated Time: 5m

DE 9 Instruction
What can you tell about a functional relationship from its graph?
Pretest Required Estimated Time: 17m

DE 9 Summary
Review and connect what you learned.
Pretest Required Estimated Time: 2m

DE 10 Assignment
Practice analyzing graphs to determine key features.
Pretest Required Estimated Time: 21m

DE 10 Quiz
Only 10 questions Estimated Time: 15m

Pretest for Credit Recovery

Analyzing Graphs +

DE 8	Warm-Up Get ready for the lesson. Tested Out	Estimated Time: 5m
DE 9	Instruction What can you tell about a functional relationship from its graph? Tested Out	Estimated Time: 17m
DE 9	Summary Review and connect what you learned. Tested Out	Estimated Time: 2m
DE 10	Assignment Practice analyzing graphs to determine key features. Tested Out	Estimated Time: 21m
DE 10	Quiz 90% Your Time: 4m 30s	

Skip lesson based on demonstrated mastery of content.

Pretest for Credit Recovery

Introduction to Functions +

DE 1	Warm-Up Get ready for the lesson.	Your Time: 3m 45s
DE 2	Instruction What is a function?	Your Time: 24m 52s
DE 2	Summary Review and connect what you learned.	Estimated Time: 2m
DE 3	Assignment Practice recognizing functional relationships.	Estimated Time: 18m
DE 3	Quiz	Estimated Time: 15m

Mastery NOT Met

Course Report

Language Arts 10 Honors - ELA2065H A
Hello, Lexi ▾

Course Map

- Poetry: "The Lake of the Dismal Swamp" by Thomas Moore
- MAR

01

Introductory Lecture

Estimated Time: 16m
- MAR

01

Vocabulary

Estimated Time: 5m
- MAR

01

eResource:
"The Lake of the Dismal Swamp"
by Thomas Moore

Please visit the link and read the poem "The Lake of the Dismal Swamp" by Thomas Moore.

Estimated Time: 15m
- MAR

01

Exploration Lecture

Estimated Time: 11m

Course Report Next Activity

• Dealing with Difficulty

Literary Analysis: Figurative Language and Imagery

Skills Lesson: Figurative Language and Imagery

Poetry: "The Lake of the Dismal Swamp" by Thomas Moore

Poetry: Poems by Sylvia Plath and Adelaide Crapsey

Vocabulary: Denotations and Connotations

Short Story: "The Bet" by Anton P. Chekhov

Topic Test

Literary Analysis: Structure

Media Literacy, 21st-Century Skills, Grammar, and Writing

Searching for Peace

The Search for Cultural Identity

Novel Study: *Gulliver's Travels* by Jonathan Swift

Great for use as an
Assignment Calendar
with due dates!

Course Report

Lexi Burroughs

Course Report: Language Arts 10 Honors - ELA2065H A

Overall Grade: 91.7%

Created On: 02/28/2019, 06:53 PM
 Start Date: 02/28/2019 Target Date: 06/30/2019
 Student Progress: 1% | Target Progress: 0%

Activity	Due	First Attempt	Submitted	Attempts	Est Time	Total Time	Category	Score
Unit: Dealing with Difficulty								
Topic: Literary Analysis: Figurative Language and Imagery								
Lesson: Skills Lesson: Figurative Language and Imagery								
Introductory Skills Lecture	2/28/2019	2/28/2019	2/28/2019	1	11m	13m 34s		
eResource: "Figurative Language and Imagery"	2/28/2019	2/28/2019	2/28/2019	1	15m	20m 11s	Assignment	100%
Application Skills Lecture	2/28/2019	2/28/2019	2/28/2019	1	14m	29m 31s		
Practice	2/28/2019	2/28/2019	2/28/2019	1	15m	24m 40s	Assignment	90%
Quiz	2/28/2019	2/28/2019	2/28/2019	1	15m	31m	Quiz	90%
Lesson: Poetry: "The Lake of the Dismal Swamp" by Thomas Moore								
Introductory Lecture	3/1/2019				16m			
Vocabulary	3/1/2019				5m			

Guided Notes

Instruction | Lesson: Influence of Greek and Roman Government

Slide 2

Democracy in Athens
A democracy is a government ruled by .

Democracy began in ancient city-states during the 500s and 400s BCE.

Each city-state had a different and .

Greek City-States
Democracy began in ancient Greek city-states during the 500s and 400s BCE. Each city-state had a different government and social organization.

Greek City-States – 500 BCE

Legend:
 Athens and allied states (orange)
 Sparta and allied states (pink)
 Neutral states (green)

SecureLock Browser

Edgenuity for Students

Secure <https://auth.edgenuity.com/Login/Login/Student?Err=Logged%20Out>

Apps Edgenuity for Students Edgenuity for Educators NetSuite - Customer Demo Question Imported From IE Inside Edge Clive Shepherd

Edgenuity

Student Login

USERNAME

PASSWORD

[Forgot your password?](#) [LOG IN](#)

Edgenuity content is presented in a “Kiosk-like” format. No additional cost.

Standards-Based Search

Algebra I A

Content

Time 37h 26m | **Lessons** 35 | **Activities** 165

Search by Unit, Lesson or Activity

Expand All | Deselect All | Filter Activity Types | Add Unit

Representing Relationships
Time: 7h 42m, Lessons: 8

Linear Functions
Time: 11h 25m, Lessons: 10

Slope of a Line
Lesson Time: 1h 5m, Activities: 6

Slope-Intercept Form of a Line
Lesson Time: 1h 16m, Activities: 6

Representing Relationships
Time: 7h 42m, Lessons: 8, Activities: 38

Current Lessons

Writing and Graphing Equations in Two Variables

1. Write a two-variable linear equation to model a quantitative relationship, describing the constraints of the model based on the context.

2. Construct a table of values and a graph for a two-variable linear equation that models a situation, pointing out solutions that are

Standards-Based Search

Search Lesson Library

Math | Select Library

Keyword Search | **Search by Standard**

MO | Missouri Learning Standards (Mathematics - 2016)

A1.REI.B.3

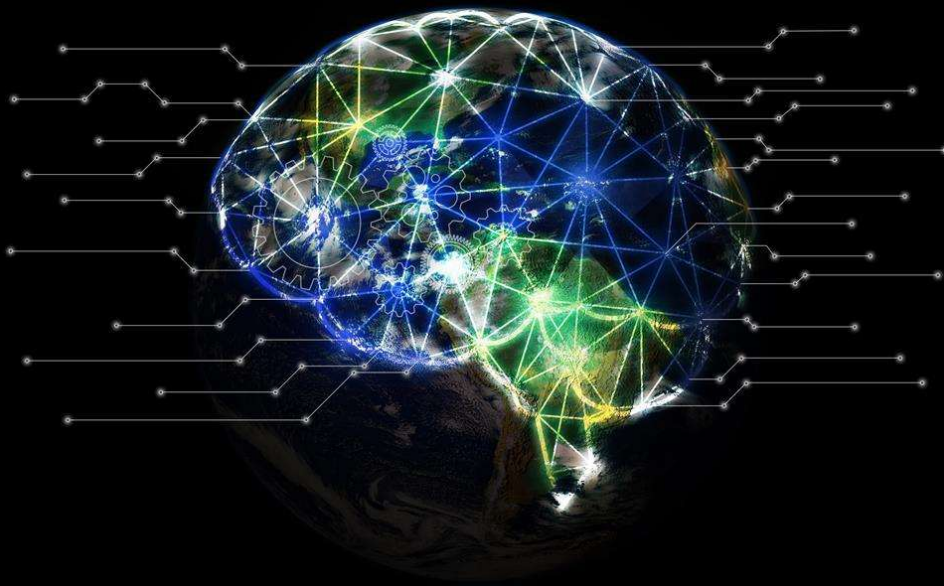
+ Add Selected Lessons | Cancel | Search

Lesson	Time	Activities
Break-Even Analysis	1h 28m	6
Determinants and Multiplicative Inverses of Matrices	1h 40m	6
Introduction to Systems of Linear Equations	1h 7m	6
Mixed Degree Systems	1h 16m	5

Guide Me

The screenshot displays the Edgenuity user interface. At the top, the Edgenuity logo is on the left, and a welcome message 'Welcome: Crystal Church MISSOURI FIELD DEMO SCHOOL' is on the right. Below the logo, there's a 'Welcome to Edgenuity' section with 'Commonly selected actions' (Gradebook, Dashboard, Manage Students) and a list of 'Announcements'. A 'Students' dropdown menu is open, showing options like 'Add Student', 'Manage Students', and 'Manage User Groups'. A red box highlights the 'Students' tab in the top navigation bar. Another red box highlights a search result for 'Lexi Burroughs' with ID '135303295'. A tooltip message says 'Click the student's name once it appears.' A 'GuideMe' sidebar with a question mark icon is on the right. The footer includes copyright information for 2019 Edgenuity and a 'powered by walkme' logo.

Questions?



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