



Because learning changes everything.®

# Raytown C-2 School District

Request for Proposal

Elementary Mathematics

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Reveal  
**MATH**®

## Your McGraw Hill Team

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[mheducation.com](http://mheducation.com)



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February 12, 2021

Raytown School District  
10750 E. 350 Highway  
Raytown, MO 64138

Dear Raytown School District Curriculum and Instruction Team,

McGraw Hill is excited to present to you a proposal for *Reveal Math*. *Reveal Math* is a balanced elementary math resource that uncovers the full potential in every student. *Reveal Math* champions a positive classroom environment centered on curiosity, connection, and social emotional development. It encourages the exploration of mathematics through flexible lesson design, providing access to rigorous instruction with embedded teacher supports and scaffolds. In addition, it tailors classroom activities to meet student needs through insightful assessment and purposeful, multi-modal differentiation.

*Reveal Math* develops problem solvers of tomorrow by incorporating a balance of inquiry based and teacher-guided instruction in every lesson to meet the needs of the students. Supporting teachers with effective teaching practices to create a math classroom that is focused on:

- Mathematical discourse
- Productive struggle
- Mathematical fluency and sense making
- Equitable access for all students

An equitable classroom is one that nurtures *students'* strengths, acknowledges, and upholds their individuality, and is dedicated to their success. The successful partnership between McGraw Hill and Raytown School District starts with a clear line of communication and goals. We would start with an executive planning session with leadership teams to make sure there is a strong alignment of shared vision. The true partnership will allow for a customized professional development plan that work towards shared goals of equity for all students.

We look forward to answering any questions you may have as you review this proposal. McGraw Hill is excited to share *Reveal Math K-5* with Educators in Raytown School District.

Warm Regards from your McGraw-Hill Team,

Madeline Doerhoff  
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As a learning science company, McGraw Hill's vision of unlocking the potential of each learner is embedded in all our products and services. Not only do we strive to create products that support the learning of rigorous and important content, but we look to reflect a wide and diverse range of perspectives and approaches that respect the whole child and **each student's individual learning journey.** We

also support teachers as they work to create inclusive classrooms that embrace the needs of all learners.

The *Reveal Math* program is an exceptional example of how McGraw Hill puts that vision into practice. *Reveal Math* is built on principles that honor the full potential in each student mathematician by setting high expectations for all, providing support, extensions, and delivery options to incorporate the core values of curiosity, connections, communication, collaboration, and confidence. The overall instructional goal is to reveal the full potential in every student by empowering every teacher to orchestrate rich mathematics learning leading to enhanced student performance. To do this, we ground the development of *Reveal Math* in salient research and evidence-based best practices.

At the core of *Reveal Math* are specific areas of focus that have emerged from numerous learning science domains as essential to strengthening the teaching and learning of elementary mathematics (NCTM, 2017). While there are other areas of focus in mathematics teaching and learning, the foci chosen for *Reveal Math* offer a balanced approach to mathematics instruction that encompass both student-centered and teacher-facilitated instructional activities. Additionally, the focus areas are supported by research and inform the way in which the program is crafted, starting from the development of the overarching program goals to the construction of the *Reveal Math* learning interactions and instructional model. A program logic model (see Figure 1), which delineates the path through which the program can meet the anticipated goals, was developed to build the program with the end in mind and provides a big picture overview of the main features of the *Reveal Math* program. The logic model is also an important component of the program research plan, as it guides the development of the program research foundation, program research questions, and effectiveness & efficacy studies.

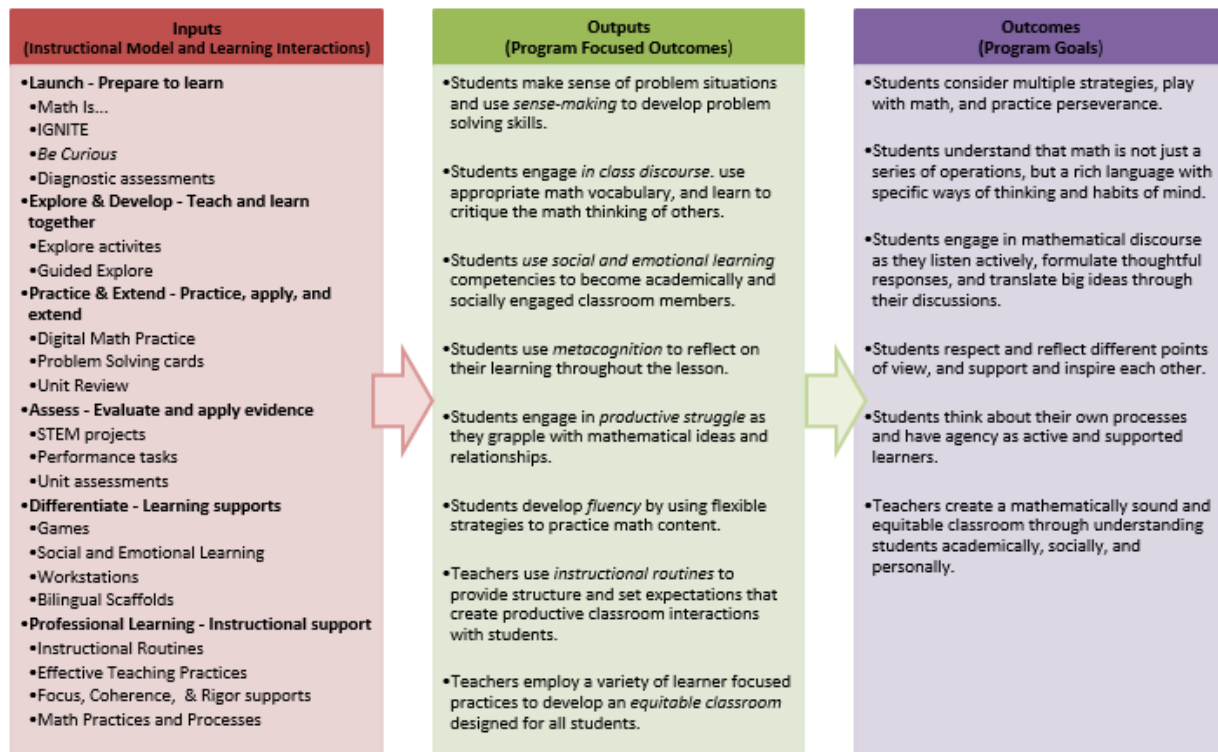


Figure 1. Reveal Math logic model

The *Reveal Math* authorship team believes that every student is a doer of mathematics and has a right to access math content to develop deep understanding and a strong foundation in mathematics. *Reveal Math* emphasizes a positive and productive classroom culture where all students have access to high quality instruction. *Reveal Math* supports equitable outcomes for all student through its research-based instructional design and embedded supports:

#### Instructional Design

- Mathematical content founded in focus, coherence, and rigor to set achievable academic goals.
- Instructional design that focused on exploration, discourse, and sense-making.
- Multiple lesson entry points that allow all students to actively participate in rich discussion.
- Daily instruction that uses multiple representations of mathematical content to promote understanding.
- Multi-modal differentiation to support each student's learning journey.
- Daily Social and Emotional Learning Support integrated into the content to help develop students communication and collaboration skills as well a growth mindset.

#### Embedded Supports

- Comprehensive language supports to help all students access the language of mathematics and communicate effectively.
- Embedded scaffolds and supports to promote common access to rigor for all students.
- Culturally relevant and diverse examples of real-world applications.
- Daily opportunities to collect data to drive purposeful instructional choices.



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The guiding principles of *Reveal Math* include the following:

- Equitable Classrooms To ensure that all students achieve academic success, *Reveal Math* is deeply committed to helping teachers build equitable classrooms in which all students feel confident and encouraged to learn.
- Social and Emotional Learning: Students who build proficiency with social and emotional learning competencies can focus more appropriately on learning *Reveal Math* has an intentional focus on **building students' competencies**.
- Metacognition: Proficient learners reflect on and recognize their own learning. Students regularly reflect on their learning to build metacognition.
- Sense Making: Sense-making is the foundation of problem solving. In every *Reveal Math* lesson, students engage in sense-making to build their problem-solving skills.
- Classroom discourse: *Reveal Math* believes that mathematics can and should be viewed as a language. Developing proficiency with the language of math requires robust opportunities to practice that language through classroom discourse. *Reveal Math* lessons are designed to foster classroom discourse.
- Productive Struggle: Students engage in productive struggle as they grapple with mathematical ideas and relationships
- Fluency: Students develop fluency by using flexible strategies to practice math content.
- Instructional Routines: Teachers use instructional routines to provide structure and set expectations that create productive classroom interactions with students.

*Reveal Math* offers a unique instructional model that allows teachers the flexibility to meet the learning needs or learning preferences of their students. Each lesson offers two equivalent instructional options: an Activity-based Exploration and a Guided Exploration, both of which offer teachers a pathway to ensure all students have access to the same rigorous contents. The Activity-Based Exploration allows students to explore concepts, develop and test hypotheses, and engage in productive struggle as they problem solve and generalize learning. The Guided Exploration is a teacher-facilitated exploration with a question-and-answer format to promote rich discourse about the concept.

The scope and sequence of *Reveal Math* was designed to ensure all students are building the foundational concepts and skills that are required for success in algebra, in middle, and high school. *Reveal Math* focuses on the language of mathematics to ensure all students can use that language to communicate their reasoning and critical thinking developing strong conceptual understanding. This is essential to the development of vocabulary acquisition and use. *Reveal Math* strives to offer students the opportunity to collaborate on their thinking and readily present their ideas while crafting the structure of their thinking through strong instruction and conversation. They take an active stance in solving mathematical problems. When faced with a non-routine problem, they have the courage to plunge in and try something, and productively struggle, while using procedural and conceptual tools. They are experimenters and inventors and can adapt known strategies to new problems. They think strategically. The mathematical practices clearly embedded in the program bind together the five strands of Mathematical proficiency: procedural fluency, conceptual understanding, strategic competence, adaptive reasoning, and productive disposition.

*Reveal Math* emphasizes instrumental learning by framing instruction from a problem-solving perspective. This perspective helps students internalize concepts to build deep conceptual understanding. The conceptual development begins with the Explore in each lesson. Students are



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allowed to use a problem-solving perspective to dissect the rich task and find their own pathway to a solution. Through this exploratory process students develop a deeper understanding in which the role of the educator will then bridge to the most efficient strategies. Ignite activities at every module are used to establish meaning for the students and gain their interest and intrigue into solving the problems through their own discovery of mathematical relationships. There are opportunities for the students to rediscover the content through reflection on their learning targets, an end of lesson metacognitive check, as well as a reflection on their misconceptions discovered during the Math Probe formative assessment.

### *Multiple Representations*

*Reveal Math* includes multiple means of representing the lesson concept in every lesson to include concrete modeling, pictorial and abstract modeling. With two ways to teach every lesson, teachers have the option to develop the math using an offline student activity or a teacher guided presentation. Differentiation allows for additional representation options, including reteaching digital mini-lessons, small group instruction, digital practice with embedded learning aids, digital games, projects, hands on games, and STEM digital simulations.

### *Multiple Expressions*

Throughout every lesson is built around student discourse and curiosity. Students are often encouraged to participate and collaborate throughout the lesson with embedded language routines to help teacher develop student communication skills. Students are also given daily opportunities to reflect on their learning and demonstrate their understanding to the teacher through the On My Own Practice as well as the Exit Ticket in a written format. Collaboration skills are supported through the integration of social and emotional learning to develop healthy and productive ways to express feelings, understanding, etc.

### *Multiple Engagement*

Every unit starts with an Ignite! Activity that is designed to be a game like introduction into the unit content and build student curiosity. Be Curious engages students at the start of every lesson by getting them curious through a sense-making routine. Then students learn through exploration in a student-centered lesson design. Differentiation include opportunities to engage in a small group game, complete a STEM simulation, practice through engaging digital games, and hands-on small group games to help engage students on a daily basis.

The Student Digital Center and Teacher Digital Center allow users to implement *Reveal Math* using a variety of technologies, such as an interactive whiteboard, desktop, laptop, tablet, or overhead projector. The digital tools support a range of implementation options—from a fully digital delivery to a hybrid delivery. Through the student portal, parents can access resources to **support their children's learning outside the classroom.**

The Student Digital Center was designed especially for the young learners. It includes:

- An interface designed for elementary students
- A fully interactive student edition
- Animations, videos, and interactive problems
- Digital games designed for purposeful practice
- Instructional mini-lessons
- Rich exploratory STEM adventures
- Highly visual and dynamic WebSketchpad® activities
- Interactive question types, like drag-and drop, open response, and multi-select





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The Teacher Digital Center includes:

- Flexible implementation options, offering two different instructional strategies to develop the math within every lesson
- Ready-made, interactive classroom presentations
- Ability to integrate resources, including documents, presentations, Google Classroom resources, website hyperlinks, and more
- Integrated intensive support, including rich differentiation and targeted intervention lessons
- Assignable homework and assessments with in-the-moment performance data and autoscoring
- Actionable reports to help analyze student data
- Integrated professional development modules and author videos

*Reveal Math* assessments are available digitally and can be assigned and completed digitally. In addition, teacher-made assessments can be created and assigned to a student, a group of students, or the whole class. Interactive authoring templates make digital assessments that align with standardized testing easy.

- Digital and printable versions are available to meet the needs of you and your students.
- Create and customize assessments to meet your classroom needs.
- Tailor assessment features by class or student.
- Randomize questions with premade answer keys.
- Utilize pre-populated standards-based question banks.

Assessments include technology-enhanced item types, such as, multi-select multiple choice, drag and drop, drop-down menu select, etc., to prepare students for the rigors of computer-based testing. Many questions include a built-in equation editor, and tools like a highlighter, notepad, magnifier, and line reader tool are also available.

*Reveal Math* makes the monitoring of progress, content, and standards seamless. Working in the background of the Teacher Digital Center, the *Reveal Math* Reporting Dashboard collects data from student assessments and activities, allowing teachers to transform data into insights that can be used to provide differentiation. The Activity Reports include real-time class and student reporting of activities completed by the class. These reports provide information as to average score, submission rate, and skills covered for the class and each student. The Item Analysis Reports allow the teacher to review a detailed analysis of response rates and patterns, answers, and question types in a class snapshot or by student. Standards Reports include performance data by class or individual student and are aggregated by standards, skills, or objectives linked to the related activities completed.

We recognize the critical role of high-quality, long-term professional development to the successful implementation of research-proven programs. Our commitment to systematic and sustained training has led to improved classroom teaching, to increases in student achievement, and to district-wide systemic change. Our commitment to quality, both in product, delivery and training, has become the hallmark of McGraw Hill. McGraw Hill professional development aligns with recommendations based in research and expert opinion relating to scope and access for development of effective professional competency. We offer comprehensive implementation



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training and professional development to help teachers be successful and to promote and sustain best teaching practices in the classroom.

McGraw Hill recognizes that each school, district/school has its own unique structure and needs; therefore, we will work with your district to fine-tune and deliver a comprehensive, customized in-service plan. We look forward to forging this partnership with your district to provide a professional development plan that ultimately results in increased student performance.





## Company Overview

We  
Empower  
You

Our tools, platforms, and services are focused on serving the needs of PreK-12 educators and learners through:

### Purposeful Technology

From the latest in digital resources to platform solutions, we support you with the right technology to advance instruction.

### Differentiated Pedagogy

The latest in research-based instructional models to help you reach and teach all learners, at all proficiency levels.

### Professional Development

Ongoing online and in-person training provide you with effective implementation and instruction strategies.

McGraw Hill is a learning science company delivering personalized learning experiences designed to help students, parents, educators and professionals improve results. McGraw Hill has been a leader in providing trusted information and analysis for well over a century. McGraw Hill employs more than 5,000 people in 44 countries. McGraw Hill has offices across North America, India, China, Europe, the Middle East and South America, and makes its learning solutions available in nearly 60 languages. As such, McGraw Hill is both a trusted and an iconic brand students and professionals depend on to meet the demanding educational needs of a rapidly changing world. McGraw Hill's **adaptive solutions** provide state of the art personalized instructional models. Our adaptive learning works for students, ranging from gifted to remedial, and for students working by themselves independently, at home, or in groups at school.

At McGraw Hill, our contribution to unlocking a bright future for students lies within the application from our deep understanding of how learning happens and how the mind develops. It exists where the science of learning meets the art of teaching. We have designed programs, tools, platforms and services allowing the science of learning to serve the art of teaching, through purposeful technology. When implemented effectively, purposeful technology supports data-driven instruction, giving teachers the ability to make informed instructional decisions that positively impact student achievement outcomes. Learning science is our approach to improving educational outcomes. Grounded in deep insights about how learning happens, it guides us to deliver tools, platforms and services proven to power performance and achievement. We harness technology and data insights both inside and outside the classroom to ignite the spark between teaching and learning.

Today, McGraw Hill partners with educators and institutions to improve education and results for students. This is achieved by combining trusted content and pedagogy with technology proven to drive results. We join with educators every day to deliver high quality, powerful tools to help unlock student potential and meet state and district goals. As partners, we are in for the long haul; we



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continue our support throughout the implementation and are as interested in the outcomes as you are.

We offer adaptive programs backed by rigorous research and driven by powerful artificial intelligence. Imagine your students using platforms that delivers individualized content based on **each student's needs and adapts instruction to maximize each student's learning.** With the integration of the McGraw Hill digital solutions, our programs help students learn faster, study more efficiently, and retain more knowledge. Our digital solutions are a proven adaptive learning program that helps students succeed by providing a personalized learning path that's based on their responses to questions, as well as their confidence about the answers they provide. Using revolutionary adaptive technology, we have built a learning experience unique to each student's individual needs.

Our solutions go beyond simply getting students to memorize material—it helps them truly retain the material in their long-term memory. When implemented effectively, purposeful technology supports data-driven instruction, giving teachers the ability to make informed instructional decisions that positively impact student achievement outcomes.

McGraw Hill is headquartered at 8787 Orion Place, Columbus Ohio. Simon Allen is the President and Chief Executive Officer of McGraw Hill. School Education Group, headed by President Sean Ryan, is a branch of McGraw Hill that targets the pre-K-12 market. The main office for the School Education Group is located at 8787 Orion Place, Columbus, Ohio 43240.

For more information on our solutions, please visit us at: [www.mheducation.com](http://www.mheducation.com)

A. Identify the name of the company or agency submitting this response and state the address of the business location from which the District account will be managed.

COMPANY: McGraw Hill LLC

ADDRESS: 8787 Orion Place Columbus, Ohio 43240

E-MAIL: [SEG\\_RFP@mheducation.com](mailto:SEG_RFP@mheducation.com)



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- B. Provide a list of all personnel who will be working on the District account, including the primary contact person, and include the business location of each person, and a summary of each person's **duties and** responsibilities on the account.

McGraw Hill recognizes that each school, district/school has its own unique structure and needs; therefore, we will work with the district to fine-tune and deliver a comprehensive, customized in-service plan. Our McGraw-Hill School Education team is committed to assisting teachers, administrators, and district leaders in the district achieve your curriculum goals. All of the individuals listed below have extensive experience in sales, technical support, education, and training and are fully equipped to service the School District needs.

Proposer's Name: McGraw Hill LLC  
Proposer's Address: 8787 Orion Place, Columbus, Ohio 43240

Contact Person: Madeline Doerhoff, Sales Representative  
Phone: 816-599-0053 E-Mail: [Madeline.Doerhoff@mheducation.com](mailto:Madeline.Doerhoff@mheducation.com)  
Cell: 816-599-0053 Fax: N/A  
Title/Responsibility: *Madeline will oversee the day to day logistics, support, training, quotes and order processing.*

Contact Person: Molly Musson, District Manager  
Phone: 913-485-3913 E-Mail: [Molly.Musson@mheducation.com](mailto:Molly.Musson@mheducation.com)  
Cell: 913-485-3913 **Fax: N/A**  
Title/Responsibility: *Molly will offer management approvals and supervision.*

Contact Person: Jack Ashton, Director of Professional Learning  
Phone: 614-345-8221 E-Mail: [Jack.Ashton@mheducation.com](mailto:Jack.Ashton@mheducation.com)  
Cell: 614-345-8221 Fax: N/A  
Title/Responsibility: *Jack will offer curriculum alignment, leadership and literacy professional development.*



TAB 4

School District Experience

McGraw Hill has been recognized for many years as an industry leader in providing educators with the highest quality instructional resources in thousands of districts across the nation. McGraw Hill has a long history of working with schools and students that have diverse socio-economic and multi-cultural backgrounds. Our varied experience in large urban districts, suburban districts, and small rural districts across the country means that on a daily basis, our teams are assisting schools that have students with differentiated needs.

We have a long-standing history in partnering with large districts to deliver the most cutting edge and quality professional development services and curriculum opportunities. We currently have **contracts with some of the nation's largest** and most diverse school districts. These districts include, but are not limited to: Miami-Dade, Los Angeles Unified School District, New York DOE, Milwaukee Public Schools, Prince Georges County Public Schools, Anne Arundel Public Schools, Baltimore County Public Schools, Baltimore City Public Schools. In addition to large district implementations, McGraw Hill has provided implementations to district leaders and teachers in thousands of districts across the country and internationally and in national user conferences and symposiums.

McGraw Hill's *Reveal Math* is in first year of launch in the market, so first year implementations will begin in school year 2021-22. We would be happy to provide references from other MH programs in use upon your request.



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TAB 5

Services and Fees for Professional Learning and Training

# Professional Development Plan for Raytown Quality Schools

McGraw Hill is committed to assisting elementary teachers and administrators in Raytown Quality Schools achieve their math curriculum goals through the use of the *Reveal Math* program in their classrooms. An experienced cadre of Math Curriculum Specialists is available to offer workshops, support, and interactive sessions that address research-based practices and strategies to meet the needs of Raytown classrooms.

The McGraw Hill *Reveal Math* Professional Development contains a broad range of offerings to help educators maintain high levels of success with the program, as well as to help foster ongoing professional growth and development of district teachers and administrators. As part of its commitment to Raytown Quality Schools, McGraw Hill will partner to map out a customer professional development plan as a component of implementation.

## Implementation Series for *Reveal Math*

McGraw Hill Education recommends that all classroom teachers in Raytown Quality Schools receive at least two points of contact in the first year of implementation. An initial Implementation prior to the first day of the new program in the classroom and a Follow-Up Implementation training after two to five months in the *Reveal Math* Program.

### REVEAL MATH IMPLEMENTATION TRAINING

Recommended Timing: Three hours

This initial professional development focuses on introducing Raytown teachers to the *Reveal Math* Program. The session includes a hands-on of the print and digital resources for instruction. Teachers will be engaged in interactive exploration of teacher and student experience. As part of the session, teachers will be prepared for the first day of school ready to navigate of the digital platform including the student experience, instructional resources, and assessments/ reporting.

### REVEAL MATH FOLLOW-UP IMPLEMENTATION TRAINING

Recommended Timing: Two hours with the possibility to compact down to as far as 90 minutes to available time within the school year.

The follow-up professional development focuses on helping new teachers who have implemented *Reveal Math* expand the depth of understanding of the resources of the program. The session will explore the programs flexibility in customizing the experience to the needs of each classroom. Topics of session can be customized to meet the needs of the teachers, school, or district. Common topics include deeper exploration of the resources for differentiation and remediation, navigating experiential learning from digital materials, and using assessment to make data driven decision. All follow-up implementation trainings include a deeper dive in the digital platform and resources.

## Optional Training for *Reveal Math*

McGraw Hill Education's cadre of Math Specialists is available to deliver specific topics related to the unlocking the power of *Reveal Math* in Raytown Quality Schools. The McGraw Hill team includes experts in math instruction, differentiation, assessment, experiential learning and using technology for blended learning. Customized sessions can be developed for the specific needs of the classes, schools and district. The following represents the most commonly requested sessions for schools and districts using *Reveal Math*.



#### ADMINISTRATORS TRAINING

Recommended Timing: Sessions can be customized to the time available but generally sessions are 1–2 hours. To support administrators in monitoring teachers' implementation of *Reveal Math* in Raytown classrooms, this seminar begins with an introduction to *Reveal Math* for leadership. The session will highlight theory and research behind the instructional model of *Reveal Math* and apply it to best practices in the classroom. District leaders will leave ready to support teachers in implementing the instructional materials from McGraw Hill.

#### TRAIN THE TRAINER

Recommended Timing: Three to five sessions over the course of a year each 2-3 hours. This live training session will provide a select group of Raytown personnel with a comprehensive understanding of the program components, research base, pedagogy, and strategies. Trainers will receive all necessary training materials and in-depth training so that they are prepared to train teachers to effectively implement the *Reveal Math* program, in order to serve as on-site trainers and program experts throughout the school year.

#### CUSTOM TOPICS IN PROFESSIONAL DEVELOPMENT

Recommended Timing: Sessions can be customized to the time available but generally sessions are 1–3 hours. To meet the unique needs of teachers in Raytown Quality Schools, customized sessions are available from McGraw Hill's cadre of experienced teachers and trainers. Each will provide a deeper dive into the program with a focus on topics important to the district.

### Virtual Training for *Reveal Math*

McGraw Hill Education leverages the power of technology and blended learning not just for instruction, but also for professional development. The following virtual resources and training can support and extend in person professional development for *Reveal Math* in Raytown Quality Schools.

#### LIVE WEBINARS

Recommended Timing: 1 hour

McGraw Hill understands that finding time and space for training and professional development can be difficult. To support Raytown Quality Schools, McGraw Hill can offer any of the *Reveal Math* training sessions virtually in compacted blocks based on the availability of district teachers and personnel. (Note: Train-the-trainer is not available as a webinar)

#### ANY TIME AND ON DEMAND TRAINING

Virtual training resources are available to all teachers as part of the *Reveal Math* curriculum. A series of resources for personal professional development are included in the program. Library of eLearning Courses and Videos cover a wide range of topics about the program, digital learning space and math pedagogy.



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TAB 6

Cost/Pricing



## Reveal Math K-5 Proposal for Raytown School District



**RAYTOWN QUALITY SCHOOLS**

A unified learning community leading individuals  
to achieve the exceptional

Proposed by:

Madeline Doerhoff  
Western Missouri K-12 Representative  
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Molly Musson  
District Manager  
913.485.3913  
[molly.musson@mheducation.com](mailto:molly.musson@mheducation.com)

Please look at the options below. This document will provide various options, as well as highlighting the complimentary materials that accompany your order. Please let me know if you have additional questions. We look forward in the possibility in partnering with your school in implementing *Reveal K-5!*

## Student Materials Option A: 6 Year Student Bundles

Proposal Includes:

- ✓ Write-in Student Editions for all students K-5 (auto shipped each year)
- ✓ Student Practice Books for all students K-5 (auto shipped each year)
- ✓ Student Digital License for all students K-5
- ✓ Average cost over 6 years is \$17.13 per student, per year

<b>Reveal K-5</b>			
<b>Reveal Print and Digital 6-year Bundle</b>			
Grade Level	Price Per Unit	Estimated Number of Students	Total Cost to District (based on student count)
Kindergarten	\$102.78	653	\$67,115.34
1st Grade	\$102.78	653	\$67,115.34
2nd Grade	\$102.78	653	\$67,115.34
3rd Grade	\$102.78	653	\$67,115.34
4th Grade	\$102.78	653	\$67,115.34
5th Grade	\$102.78	653	\$67,115.34
<b>Total</b>			<b>\$402,692.04</b>

## Student Materials Option B: 6 Year Student Adaptive Bundles

Proposal Includes:

- ✓ Write-in Student Editions for all students K-5 (auto shipped each year)
- ✓ Student Practice Books for all students K-5 (auto shipped each year)
- ✓ Student Digital License for all students K-5
- ✓ Redbird Mathematics for all students K-2
- ✓ ALEKS for all students 3-5
- ✓ Average cost over 6 years is
  - K-2 \$19.67 per student, per year
  - 3-5 \$21.36 per student, per year

<b>Reveal Print and Digital 6 year with Redbird (K-2) and Aleks (3-5)</b>			
Grade Level	Price Per Unit	Estimated Number of Students	Total Cost to District (based on student count)
Kindergarten	\$118.02	653	\$77,067.06
1st Grade	\$118.02	653	\$77,067.06
2nd Grade	\$118.02	653	\$77,067.06
3rd Grade	\$128.16	653	\$83,688.48
4th Grade	\$128.16	653	\$83,688.48
5th Grade	\$128.16	653	\$83,688.48
<b>Total</b>			<b>\$482,266.62</b>



**Teacher Materials: Free with your order at a ratio of 1:22**

Teacher Package Includes:

- ✓ Print Teacher Editions (Volumes 1 & 2)
- ✓ Teacher Digital License
- ✓ Assessment Resource Book
- ✓ Differentiation Resource Book

<b>Teacher Print and Digital</b>				
<b>Grade Level</b>	<b>Price Per Unit</b>	<b>Estimated Number of Teachers</b>	<b>Total Value to District</b>	<b>Total Cost to the District (based on teacher count)</b>
Kindergarten	\$596.01	30	\$17,880.30	*Free with Order
1st Grade	\$596.01	30	\$17,880.30	*Free with Order
2nd Grade	\$596.01	30	\$17,880.30	*Free with Order
3rd Grade	\$596.01	30	\$17,880.30	*Free with Order
4th Grade	\$596.01	30	\$17,880.30	*Free with Order
5th Grade	\$596.01	30	\$17,880.30	*Free with Order
<b>Total</b>		<b>180</b>	<b>\$107,281.80</b>	<b>\$0.00</b>



## Optional Workstation Kits:

Workstation Kit Includes:

- ✓ Workstation Teacher Guide
- ✓ Game Station Resource Book
- ✓ Application Station Cards
- ✓ Manipulatives for Games (spinners, pawns, number cubes)

<b>Workstation Kit</b>			
<b>Grade Level</b>	<b>Price Per Unit</b>	<b>Estimated Number of Teachers</b>	<b>Total Cost to District (based on teacher count)</b>
Kindergarten	\$150.00	30	\$4,500.00
1st Grade	\$150.00	30	\$4,500.00
2nd Grade	\$150.00	30	\$4,500.00
3rd Grade	\$150.00	30	\$4,500.00
4th Grade	\$150.00	30	\$4,500.00
5th Grade	\$150.00	30	\$4,500.00
<b>Total</b>		<b>180</b>	<b>\$27,000.00</b>

## Optional Manipulative Kits:

Proposal Includes:

- ✓ Full Manipulative Kits for each classroom

Individual Manipulatives are available for sale as needed. See Appendix A for contents of manipulative kits.

<b>Manipulative Kit</b>			
<b>Grade Level</b>	<b>Price Per Unit</b>	<b>Estimated Number of Teachers</b>	<b>Total Cost to District (based on teacher count)</b>
Kindergarten	\$427.44	30	\$12,823.20
1st Grade	\$503.67	30	\$15,110.10
2nd Grade	\$503.67	30	\$15,110.10
3rd Grade	\$503.67	30	\$15,110.10
4th Grade	\$503.67	30	\$15,110.10
5th Grade	\$503.67	30	\$15,110.10
<b>Total</b>		<b>180</b>	<b>\$88,373.70</b>



### **Professional Development:**

- 8 days of Professional Development, provided at no cost - - a value of \$28,000
- Also included in this submission are the Professional Development Opportunities for an implementation of McGraw Hill Reveal Math K-5. We will create a customized/documented PD plan for the life of the partnership upon this collaborative discussion.

### **Additional Incentives/Inclusions:**

- We commit to accommodating processing, logistics and shipping needs. We will facilitate a planning conversation with our Vice President of Sales Operations and Services to discuss/finalize this in detail for implementation.
- McGraw Hill's Integration Services team provides support with student rostering and SSO with Clever. The Integration Services Team has already established an integration with the district. Adding the content for Reveal Math would be a seamless process.

*\*Official Price Quote will be completed upon agreement of the above terms.*



Reveal Math K-5 Proposal for Raytown School District

## Appendix A Manipulative Kits







## Grade K

Attribute Blocks	15 sets of 60	Number Cube, Red – Numbers 1-5	12
Bucket Balance Scale	1	Pattern Blocks	1 set of 1,200
Blank Cubes With Labels	1 set of 16	Student Clock	2 sets of 15
Classroom Dial Spinner	1	Two-Color Counters	1 set of 500
Color Tiles	1 set of 800	Two-Sided Graphing Mat	1
Connecting Cubes	5 sets of 200	Wooden Geometric Solids	1 set of 7
Demonstration Clock	1		
Number Cube, Blue – Numbers 5-10	12		



## Grades 1-2

Attribute Blocks	12 sets of 60	Money- Dollar Bills	1 set of 250
Base Ten Blocks - Cubes	5	Money - Quarters	1 set of 100
Base Ten Blocks - Flats	1 set of 50	Money - Dimes	1 set of 250
Base Ten Blocks - Rods	1 set of 200	Money - Nickels	1 set of 500
Base Ten Blocks - Units	1 set of 500	Money - Pennies	1 set of 500
Blank Cubes With Labels	1 set of 16	Number Cube, Blue – Numbers 5-10	12
Bucket Balance Scale	1	Number Cube, Red – Numbers 1-5	12
Classroom Dial Spinner	1	Pattern Blocks	1 set of 1,200
Color Tiles	1 set of 800	Student Clocks	2 sets of 15
Connecting Cubes	5 sets of 200	Two-Color Counters	1 set of 500
Demonstration Clock	1	Wooden Geometric Solids	1 set of 7
Fraction Circles	12 sets of 51		
Fraction Tiles	12 sets of 51		
Geoboards With Geobands	12		



## Grades 3-5

Base Ten Blocks - Cubes	5	Metric Units of Mass	1
Base Ten Blocks - Flats	1 set of 50	Money- Dollar Bills	1 set of 750
Base Ten Blocks - Rods	1 set of 200	Money - Quarters	1 set of 100
Base Ten Blocks - Units	1 set of 500	Money - Dimes	1 set of 250
Blank Cubes With Labels	1 set 16	Money - Nickels	1 set of 500
Bucket Balance Scale	1	Money - Pennies	1 set of 500
Classroom Dial Spinner	1	Pattern Blocks	1 set of 1,200
Connecting Cubes	5 sets of 200	Place Value Disks	12 packages of 140
Color Tiles	1 set of 800	Student Clocks	2 sets of 15
Demonstration Clock	1	Transparent Spinners	6
Fraction Circles	12 sets of 51	Two-Color Counters	1 set of 1,000
Fraction Tiles	12 sets of 51		
Geoboards With Geobands	12		



TAB 7

Digital Samples

## Welcome Reviewers!

We have included demo login credentials for the district to sample the program digitally. To preview our online student/teacher resources and digital assets please go to:

### Digital Sampling Available

#### GO ONLINE

<https://my.mheducation.com/>

Enter your login information:

Teacher Username: revealmathk5

Teacher Password: MHEmath21

Student Username: revealmathk5se

Student Password: MHEmath21

[Reveal K-5 Padlet Link](#)

Password: MHE





**Mc  
Graw  
Hill**

Digital Experience Guide  
**Grades K–5**



Reveal  
**MATH**<sup>®</sup>

---

Discover digital resources  
that will help reveal the full  
potential in every student.



# The *Reveal Math*® Digital Experience

## Support for purposeful in-class and virtual learning

*Reveal Math*, an elementary math program, develops the problem solvers of tomorrow with a blend of purposeful print and digital resources. With integrated technology and plentiful opportunities for students to explore, collaborate, practice, and reflect, *Reveal Math* increases both student engagement and students' confidence in their math abilities.

### For Students:

- Interface designed for elementary students
- Fully interactive student edition
- Animations, videos, and interactive problems
- Digital games designed for purposeful practice
- Instructional mini-lessons
- Rich exploratory STEM adventures
- Highly visual and dynamic *Web Sketchpad*® activities
- Interactive question types, like drag-and-drop, open response, and multi-select

### For Teachers:

- Flexible implementation options, offering two different instructional strategies to develop the math within every lesson
- Ready-made, interactive classroom presentations
- Ability to integrate resources, including documents, presentations, Google Classroom resources, website hyperlinks, and more.
- Integrated intensive support, including rich differentiation and targeted intervention lessons
- Assignable homework and assessments with in-the-moment performance data and autoscoring
- Actionable reports to help analyze student data
- Integrated professional development modules and author videos.



## Student Dashboard

### Designed with our learners in mind

The Student Dashboard is designed with our young learners in mind—allowing them to access all of the most important learning tools with ease.

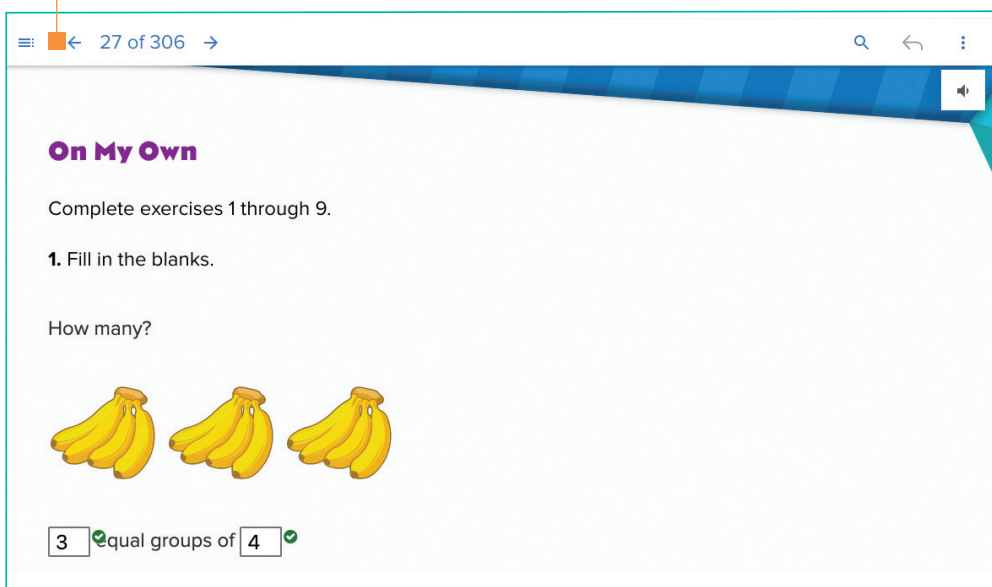
- 1 Open scheduled work or assessments from the To-Do List
- 2 View specific lesson resources throughout the course
- 3 Review previously completed work and reference students' scores
- 4 Access the eToolkit and Interactive Student Edition

# Active Student Tools to Support Daily Learning

## Interactive Student Edition

The **Interactive Student Edition** allows students to follow along and interact with the student edition as they would in print.

If students can mark up or answer a question in print, they can digitally as well. Slide numbers align with the print page numbers to allow for easy wayfinding.



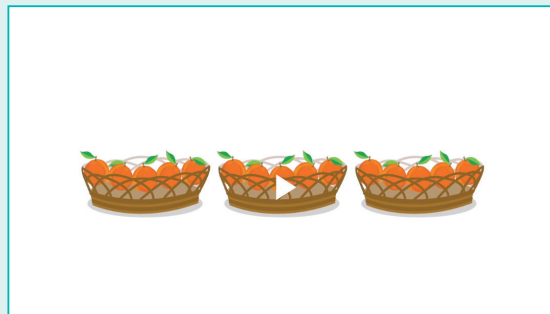
The screenshot shows a digital interface for a math problem. At the top, it says "27 of 306". Below that, the section is titled "On My Own" and instructs the student to "Complete exercises 1 through 9." The first exercise is "1. Fill in the blanks." The question is "How many?" followed by an illustration of three bunches of bananas. Below the illustration, there is a text input field with "3" and a green checkmark, followed by "equal groups of" and another text input field with "4" and a green checkmark.

Teachers can assign practice pages in the Interactive Student Edition for students to complete independently.

## At Home Support

### Math Replay Videos

Math Replay videos align with the lesson presentation for the day, providing a one to two minute overview of the lesson concept that students and parents can use as a reference while completing independent work.

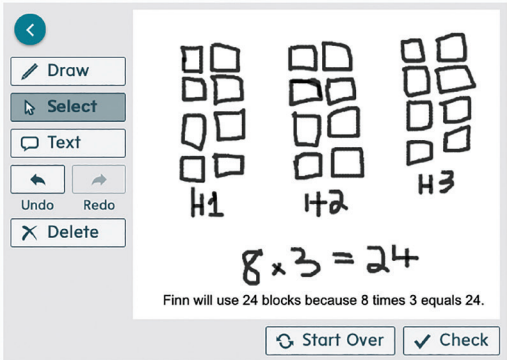







27 of 306

9. Show or explain your answer.  
**STEM** Finn uses blocks to build 3 houses.  
He uses 8 blue blocks for each house.  
How many blue blocks does Finn use?  
Explain how you know.



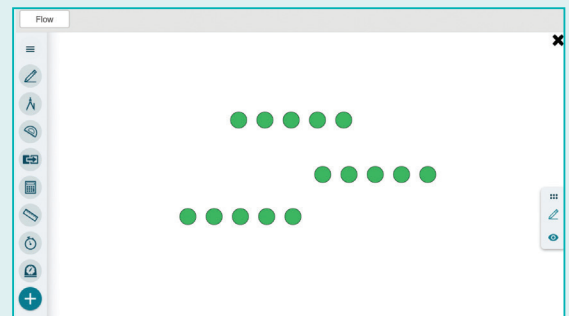
Start Over Check

Embedded tools allow students to type or draw as they work out problems and respond to questions.

## eToolkit

Students can access the eToolkit at any time to support modeling and problem-solving using virtual manipulatives. Students will have access to the following manipulatives:

- Counters
- Base-Ten Blocks
- Array Builder
- Fraction Model
- Bucket Balance
- Geometry Sketch
- Money
- Fact Triangles
- Number Line
- and more!



# Tailored Lesson Resources

*Reveal Math* includes a variety of interactive differentiation options that tailor differentiation time to specific objectives, such as reinforcing understanding, building proficiency, or extending thinking.

## Take Another Look

Take Another Look digital mini lessons provide quick, actionable data to help inform instruction while supporting each student with a three-part, gradual-release activity:

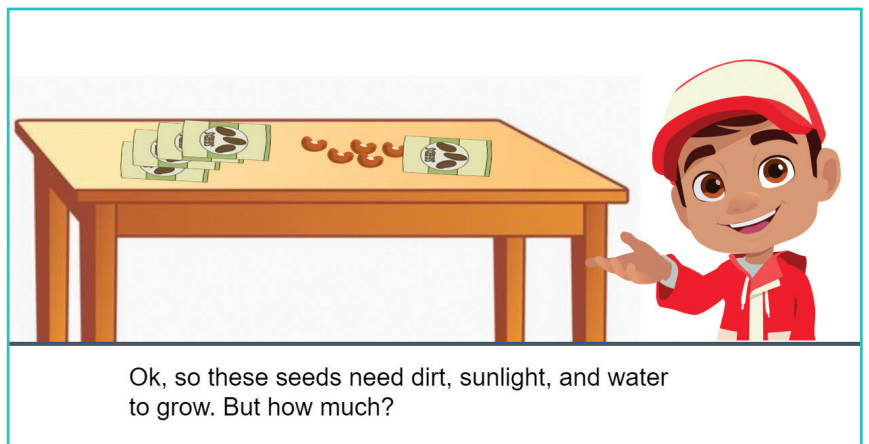
- Modeling
- Interactive Practice
- Lesson Check



The screenshot shows a digital lesson interface. At the top, it says "1 of 8". Below that, the word "Learn" is displayed. The main content area contains the question "How many crayons are in 4 boxes?" and the instruction "Watch and learn how to model multiplication with repeated addition." Below this is a video player showing four boxes of crayons, each labeled "CRAYONS" and "8". The text "4 groups of 8" is written above the boxes, and "multiplication  $4 \times 8$ " is written below them. The video player has a progress bar at the bottom showing 0:21 out of 0:37.

## STEM Adventures

STEM Adventures are rich digital simulations that allow students to apply skills and concepts to solve real-world problems. Simulations deliver multiple outcomes as a result of the student's choices throughout the experience.



The illustration shows a young boy with brown skin, wearing a red jacket and a red and white cap, pointing towards a wooden table. On the table, there are several green plants in pots and some brown seeds. Below the illustration, there is a text box with the question: "Ok, so these seeds need dirt, sunlight, and water to grow. But how much?"

## Websketch Explorations

Websketch Explorations are highly visual and engaging activities that demonstrate math concepts in action. Students engage with a concept through an open-ended environment and exploratory modeling.



## Digital Practice

Digital Practice is aligned with the lesson's content. It presents a dynamic experience, complete with learning aids integrated into problems at point-of-use, that supports students engaged in independent practice.

## Digital Games

Digital Games encourage proficiency through a fun and engaging practice environment.

**Fill a Box with Cheese**

The tool provided has a box for holding cheese. There are blocks of cheese next to the box. Each block is made up of 1, 2, or 5 cubes of cheese.

Move blocks of cheese into the box to fill it. The blocks should not overlap.

Reset All Cheese  
Show Rows  
Show Columns  
Hide Both

How many cubes of cheese does the 4-rows-by-6-columns box hold?

24

Check Answer

McGraw Hill Practice Homework 1 Save and Exit

Question 7 of 11

**Question 7** (1.00 point)

A rectangle has an area of 32 square inches and a width of 8 inches. What is the length?

4 inches  
 40 inches  
 8 inches  
 24 inches

Save and Continue Solve It Check Submit Assignment



# Practical Tools for Planning and Teaching

## Teacher Dashboard

Teachers can access digital classroom resources and tools through the Teacher Dashboard.

Browse the Course Navigation Menu to go directly to a unit or lesson.

The screenshot shows the Reveal Math Teacher Experience interface for Grade 3. On the left is a sidebar menu with options: My Programs, Dashboard, Course, Gradebook, Calendar, Assignments, Roster, Reports, and Assessments. The main content area features a 'Grade 3' header with a search bar. Below this is a large banner with the text 'Reveal Math Grade 3' and a 'Where do you want to go?' section containing a 'Browse Your Course' button. A 'Calendar' section lists assignments: 'On My Own: Understand Equal Groups' (due 05/18/2020), 'Math Replay: Understand Equal Groups' (due 05/18/2020), and 'Lesson Check: Understand Equal Groups' (due 05/20/2020). The 'eBook Options' section provides shortcuts for 'Print Teacher Edition' and 'Interactive Student Edition' for both Volume 1 and Volume 2, with Spanish versions ('Edición Para Estudiantes') also available.

eBook shortcuts for the Teacher Edition and Student Editions are available on the dashboard.

The menu provides access to:

- My Programs
- Dashboard
- Course View
- Table of Contents
- Gradebook
- Calendar
- Assignments
- Roster
- Reports
- Assessments

# Unit and Lesson Resource Pages

Unit and lesson components are organized into landing pages for point-of-use access. Teachers can easily plan and prepare units and lessons using the simple layout organization that aligns with their print Teacher's Edition.

Launch/rearrange lesson presentations.

Add the lesson calendar for easy access.

Assign activities or assessments to a group, individual, or whole class.

Print lesson support resources at point-of-use.

# Easy to Use Presentations

Along with print and PDF resources, *Reveal Math* integrates purposeful digital resources that enrich both instruction and the classroom experience.

## Unit Opener: STEM in Action Videos

Every unit opens with two videos to introduce the STEM Focus for the unit.



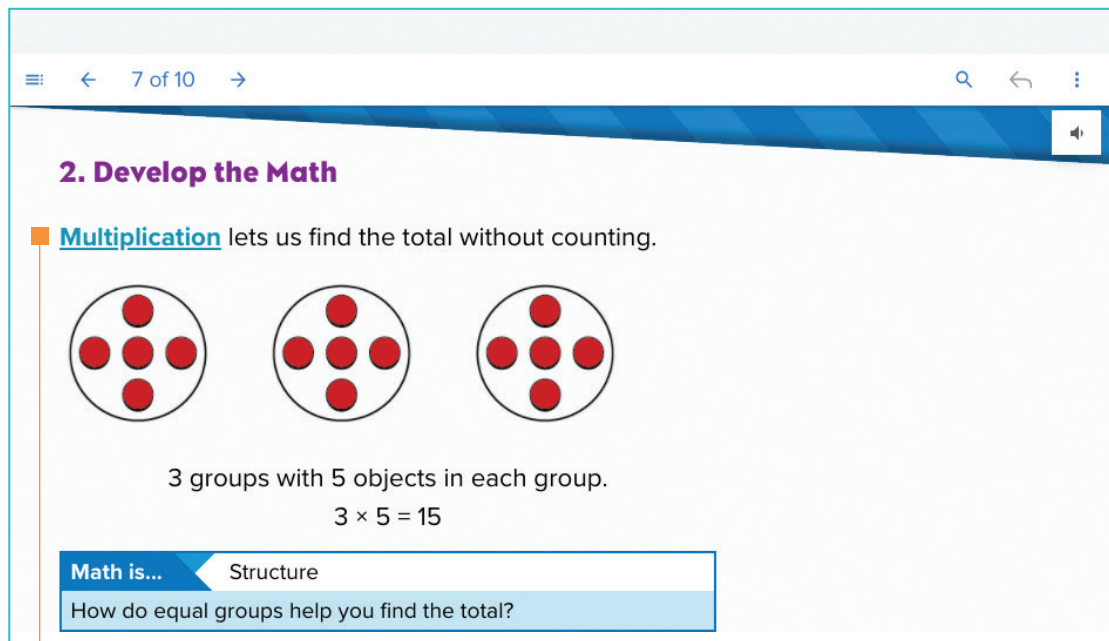
The STEM Career Kid video introduces a STEM career and provides an overview of the job responsibilities.



Math in Action videos apply the unit math content with the STEM career focus to bring the content to the real world.

## Daily Lesson Presentations

*Reveal Math* provides a number of lesson presentation resources to support daily instruction. Presentations include videos, gifs, animations, and interactive tools to enhance the modeling and Invite students to engage in the math.



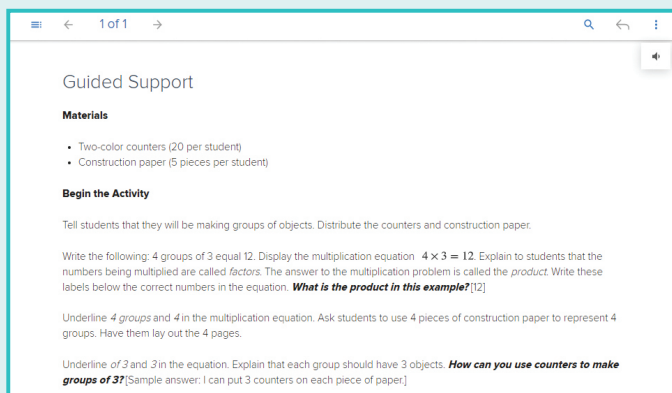
The screenshot shows a digital presentation slide. At the top, it says '7 of 10'. The main heading is '2. Develop the Math'. Below that, a blue box contains the text 'Multiplication lets us find the total without counting.' To the right of this text is a speaker icon. Below the text are three circles, each containing five red dots arranged in a cross pattern. Underneath the circles, it says '3 groups with 5 objects in each group.' and the equation  $3 \times 5 = 15$ . At the bottom, there is a blue box with the text 'Math is... Structure' and 'How do equal groups help you find the total?'.

Virtual Manipulatives allow for interactive digital modeling and invite students to participate.

Embedded glossary items provide an integrated review of mathematical vocabulary.

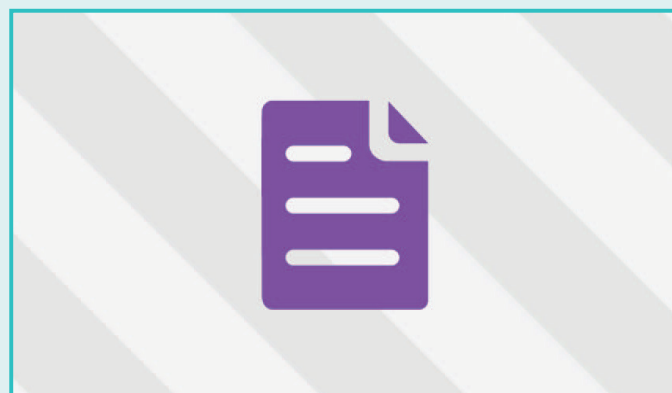
## Targeted Intervention

Both the Unit Readiness Diagnostic and the End-of-Unit Assessment have a connected intervention lesson aligned to an item-analysis.

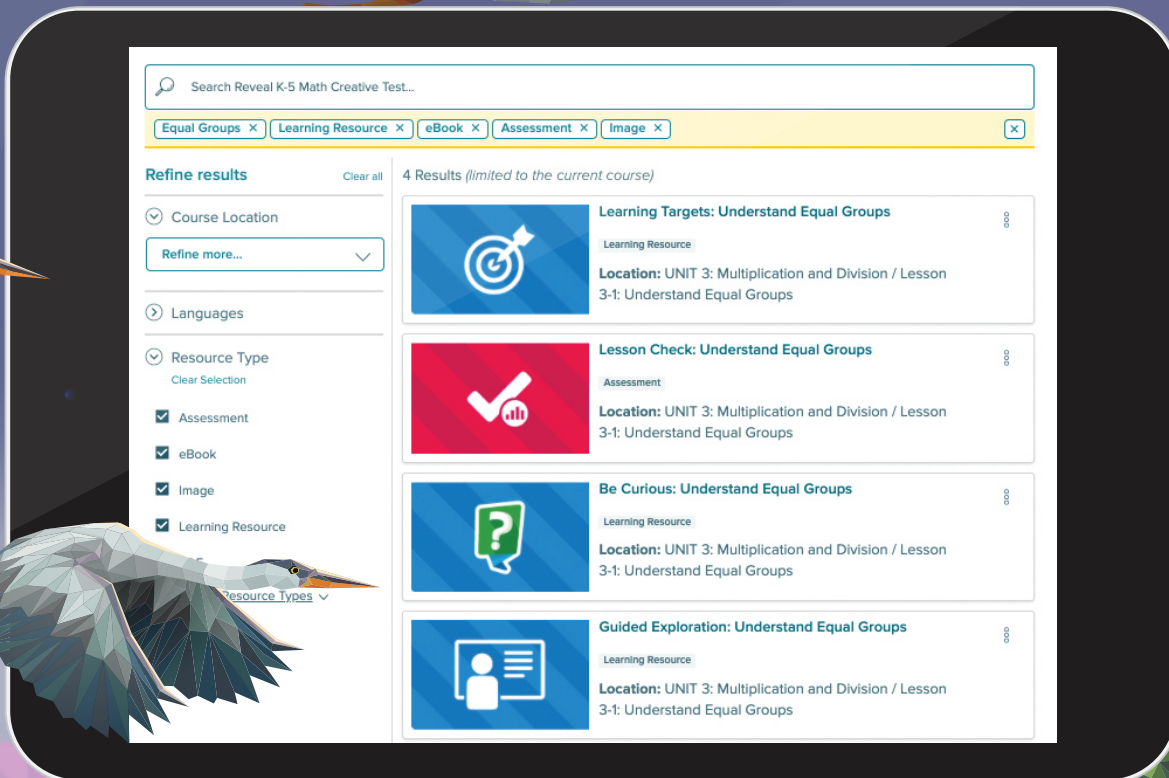


The screenshot shows a 'Guided Support' lesson page. It includes a 'Materials' section with two items: 'Two-color counters (20 per student)' and 'Construction paper (5 pieces per student)'. Below that is a 'Begin the Activity' section with instructions for students to make groups of objects and use construction paper to represent groups. The page also includes a multiplication equation  $4 \times 3 = 12$  and asks students to explain the product and factors.

**Guided Support** provides a teacher-facilitated small group mini-lesson that uses concrete modeling and discussion to reteach and build conceptual understanding.



**Skills Support Sheets** provide extra practice on previously learned skills.



## Search for digital practice resources

Navigate the full course content using a keyword search. Using the search results, teachers can preview, schedule, or assign lessons and activities. Teachers can also open the course location to view the resources for a full lesson.

Filter resources by:

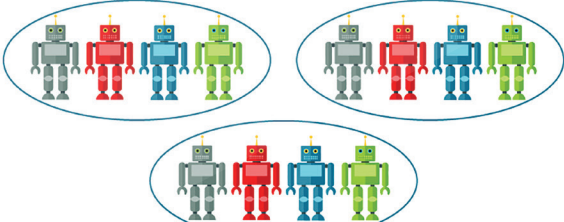
- Course Location to find resources fast within each unit.
- Browse Standards to search for resources that pertain to specific standards.
- Language to filter for English and Spanish materials.
- Resource Type to sort by assessment, video, PDF, and more.



Question 4 of 9

**Question 4**

Which repeated addition equation matches the model?



3 groups of 4  
 $3 \times 4$

A)  $4 + 4 + 4 = 12$

B)  $3 + 3 + 3 = 9$

C)  $4 + 4 + 4 + 4 = 16$

Save and Continue Submit Assignment

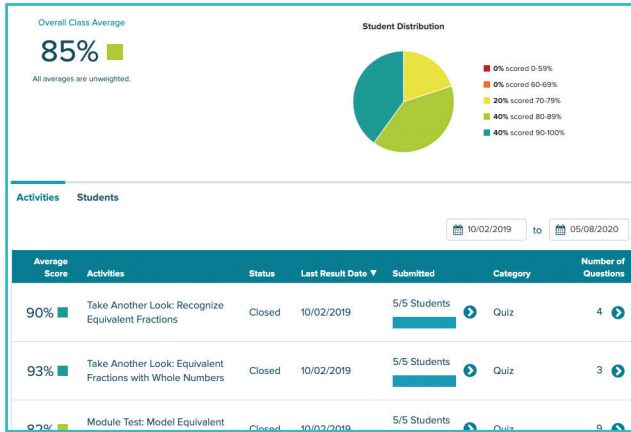
## Create a customizable assessment experience

*Reveal Math* assessments can be assigned and completed digitally or in print. In addition, interactive assessments can be created and assigned to a student, a group of students, or the whole class. Interactive authoring templates make digital assessments that align with standardized testing easy.

- Digital and printable versions are available to meet the needs of you and your students.
- Create and customize assessments to meet your classroom needs.
- Tailor assessment features by class or student.
- Randomize questions with premade answer keys.
- Utilize pre-populated standards-based question banks.

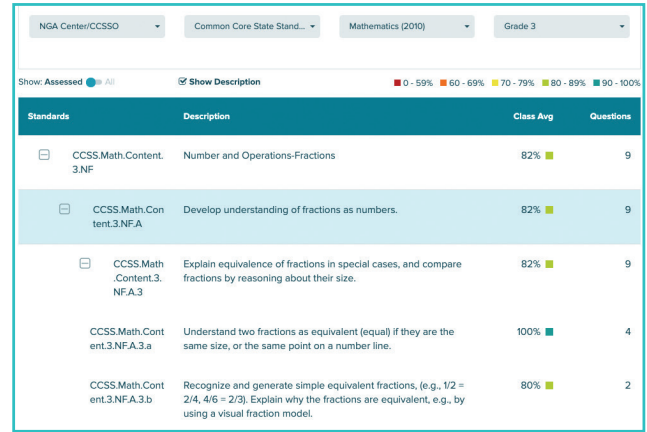
# Reporting

Interactive performance reports provide immediate feedback to teachers allowing them to make data-driven instructional decisions.



### Activity Performance Report

Teachers can review useful data points for class activities, including item analysis by student and class, as well as overall performance.



### Standards Performance Report

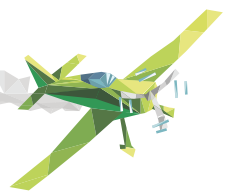
Teachers can access information on class performance by standard, including a cumulative score by class and student, as well as the number of questions answered.

Student   ID	Total Grade	Take Anoth ... Fractions 10/04/2019	Take Anoth ... Numbers 10/04/2019	Take Another ... Models 10/04/2019	Take Another L ... Lines 10/04/2019	Module Tes ... Fr 10/04/2019
<b>Average</b>	<b>84% B</b>	<b>90%</b>	<b>93%</b>	<b>90%</b>	<b>67%</b>	<b>82%</b>
<a href="#">Hinkle, Crystal</a>	93% <b>A</b>	100%	100%	100%	67%	89%
<a href="#">Price, Samantha</a>	81% <b>B</b>	100%	100%	100%	67%	67%
<a href="#">Smith, Tom</a>	74% <b>C</b>	50%	67%	75%	67%	78%
<a href="#">Tucker, Chris</a>	81% <b>B</b>	100%	100%	75%	67%	89%
<a href="#">Tyler, Kacy</a>	93% <b>A</b>	100%	100%	100%	67%	89%

### Discover and Track More Data with Gradebook

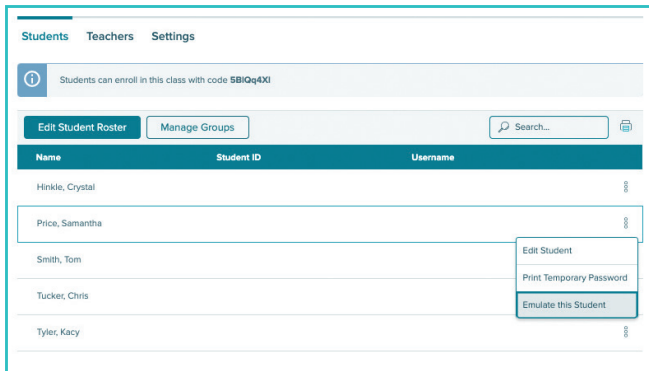
Within the digital gradebook, teachers can:

- Edit and manage classroom scores.
- View score sheets.
- Sort grades by group, by student, by grading period, and performance.
- Customize grading scales.
- Export data.



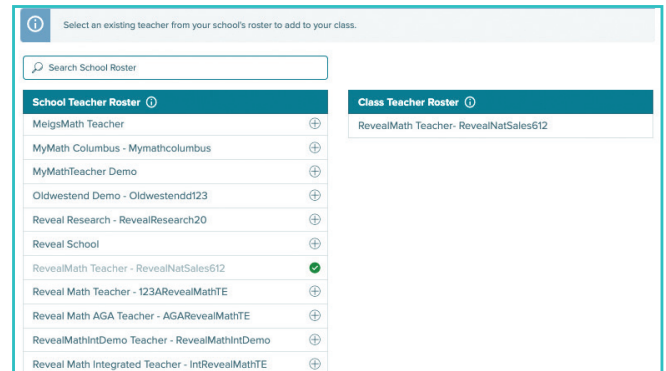
# Class Management Tools

Class Management tools help maximize planning time.



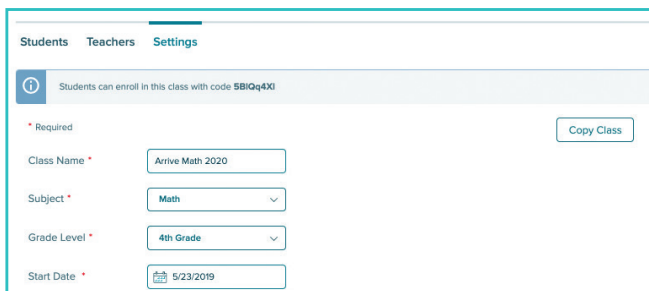
## Preview Student Experience

Emulate Student allows teachers to view which resources students will see and have access to in their Student Digital Center. This will help ensure that assignments are set up correctly and will allow teachers to demonstrate usability and teach digital routines.



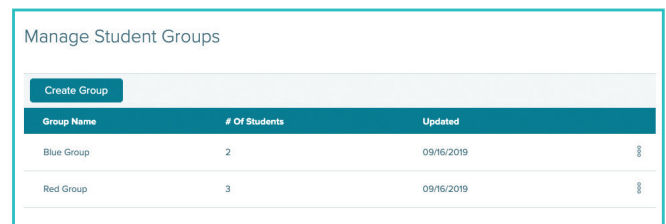
## Share Your Class

Teachers can share class rosters, groupings, reports, assignments, lesson plans, and more with colleagues for the purpose of co-teaching, intervention, or instructional planning.



## Copy Class

Copy functionality allows teachers to copy all assignments and customizations to the course to another class.



## Group Your Students

By making groups, teachers can differentiate assignments and assessments by instructional grouping as well as filter their gradebook by group.



# Reveal**MATH**<sup>®</sup>

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Explore the Reveal Math digital experience:  
[\*\*mheonline.com/revealk5-walkthrough\*\*](https://mheonline.com/revealk5-walkthrough)



Raytown C-2 School District  
Request for Proposal  
Elementary Mathematics

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TAB 8

Correlations



©2022

Grade-Level Expanded  
Expectations  
Kindergarten

Reveal  
MATH™

STANDARDS	CHAPTER/LESSON
<b>NUMBER SENSE: NS</b>	
<b>K.NS.A Know number names and count sequence</b>	
K.NS.A.1 Count to 100 by ones and tens.	12-1, 12-2, 12-3
K.NS.A.2 Count forward beginning from a given number between 1 and 20.	12-4
K.NS.A.3 Count backward from a given number between 10 and 1.	This standard is covered in <i>Reveal Math</i> Grade 1 © 2020. 5-2
K.NS.A.4 Read and write numerals and represent a number of objects from 0 to 20.	2-5, 3-10, 3-11, 3-12, 9-1, 9-4, 10-1, 10-4
<b>K.NS.B Understand the relationship between numbers and quantities; connect counting to cardinality.</b>	
K.NS.B.5 Say the number names when counting objects, in the standard order, pairing each object with one and only one number name and each number name with one and only one object.	2-1, 2-3, 3-1, 3-3, 3-5
K.NS.B.6 Demonstrate that the last number name said tells the number of objects counted and the number of objects is the same regardless of their arrangement or the order in which they were counted.	2-1, 2-2, 2-3, 2-4, 2-6, 3-1, 3-2, 3-3, 3-4, 3-5, 3-6, 3-7
K.NS.B.7 Demonstrate that each successive number name refers to a quantity that is one larger than the previous number.	2-6, 12-1, 12-2
K.NS.B.8 Recognize, without counting, the quantity of groups up to 5 objects arranged in common patterns.	2-7, 4-1, 4-2, 4-4
K.NS.B.9 Demonstrate that a number can be used to represent “how many” are in a set.	2-2, 2-4, 3-2, 3-4, 3-6, 9-1, 9-4, 10-1, 10-4, 12-5

STANDARDS	CHAPTER/LESSON
<b>K.NS.C Compare numbers.</b>	
K.NS.C.10 Compare two or more sets of objects and identify which set is equal to, more than or less than the other.	2-7, 2-8, 2-9
K.NS.C.11 Compare two numerals, between 1 and 10, and determine which is more than or less than the other	2-9, 3-9
<b>NUMBER SENSE AND OPERATIONS IN BASE TEN: NBT</b>	
<b>K.NBT.A Work with numbers 11 – 19 to gain foundations for place value.</b>	
K.NBT.A.1 Compose and decompose numbers from 11 to 19 into sets of tens with additional ones.	9-2, 9-3, 9-5, 9-6, 10-2, 10-3, 10-5, 10-6
<b>RELATIONSHIPS AND ALGEBRAIC THINKING: RA</b>	
<b>K.RA.A Understand addition as putting together or adding to, and understand subtraction as taking apart or taking from</b>	
K.RA.A.1 Represent addition and subtraction within 10.	6-1, 6-3, 6-5, 7-1, 7-2, 7-3, 7-4, 7-5, 8-3, 8-5
K.RA.A.2 Demonstrate fluency for addition and subtraction within 5.	8-1, 8-2
K.RA.A.3 Decompose numbers less than or equal to 10 in more than one way.	8-4, 8-6, 8-8
K.RA.A.4 Make 10 for any number from 1 to 9.	8-7
<b>GEOMETRY AND MEASUREMENT: GM</b>	
<b>K.GM.A Reason with shapes and their attributes.</b>	
K.GM.A.1 Describe several measurable attributes of objects.	14-1
K.GM.A.2 Compare the measurable attributes of two objects.	14-2, 14-3, 14-4, 14-5
<b>K.GM.B Work with time and money.</b>	
K.GM.B.3 Demonstrate an understanding of concepts of time and devices that measure time.	See <i>Reveal Math</i> Grade 1 © 2020. 12-5, 12-6
K.GM.B.4 Name the days of the week.	
K.GM.B.5 Identify pennies, nickels, dimes and quarters.	See <i>Reveal Math</i> Grade 2 © 2020. 8-1, 8-2, 8-3



STANDARDS	CHAPTER/LESSON
<b>K.GM.C Analyze squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders and spheres.</b>	
K.GM.C.6 Identify shapes and describe objects in the environment using names of shapes, recognizing the name stays the same regardless of orientation or size.	5-1, 5-2, 5-3, 5-4, 5-5, 11-1, 11-2, 11-3, 11-4, 11-5, 11-6
K.GM.C.7 Describe the relative positions of objects in space.	5-5, 11-6
K.GM.C.8 Identify and describe the attribute of shapes, and use the attributes to sort a collection of shapes.	5-1, 5-2, 5-3, 5-4, 5-5, 11-1, 11-2, 11-3, 11-4, 11-5, 11-6, 13-1, 13-4, 13-6
K.GM.C.9 Draw or model simple two-dimensional shapes.	13-2, 13-5
K.GM.C.10 Compose simple shapes to form larger shapes using manipulatives.	13-3, 13-6
<b>DATA AND STATISTICS: DS</b>	
<b>K.DS.A Classify objects and count the number of objects in each category.</b>	
K.DS.A.1 Classify objects into given categories; count the number of objects in each category.	4-1, 4-2, 4-4
K.DS.A.2 Compare category counts using appropriate language.	4-3



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Expectations  
Grade 1

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STANDARDS	CHAPTER/LESSON
<b>NUMBER SENSE: NS</b>	
<b>1.NS.A Understand and use numbers up to 120.</b>	
1.NS.A.1 Count to 120, starting at any number less than 120.	2-1, 2-2, 2-3, 2-4, 2-5
1.NS.A.2 Read and write numerals and represent a number of objects with a written numeral.	2-4, 2-5, 3-1, 3-2, 3-4, 3-5
1.NS.A.3 Count backward from a given number between 20 and 1.	5-1, 5-2
1.NS.A.4 Count by 5s to 100 starting at any multiple of five.	See <i>Reveal Math</i> Grade 2 © 2020. 3-2
<b>NUMBER SENSE AND OPERATIONS IN BASE TEN: NBT</b>	
<b>1.NBT.A Understand place value of two-digit numbers.</b>	
1.NBT.A.1 Understand that 10 can be thought of as a bundle of 10 ones – called a “ten”.	3-1, 3-2, 3-3, 3-4, 3-5
1.NBT.A.2 Understand two-digit numbers are composed of ten(s) and one(s).	3-3, 3-4
1.NBT.A.3 Compare two two-digit numbers using the symbols $>$ , $=$ or $<$ .	3-6, 3-7, 3-8
1.NBT.A.4 Count by 10s to 120 starting at any number.	See <i>Reveal Math</i> Grade 2 © 2020. 3-3
<b>1.NBT.B Use place value understanding to add and subtract.</b>	
1.NBT.B.5 Add within 100.	9-2, 9-3, 9-4, 9-5, 9-6, 9-7, 9-8
1.NBT.B.6 Calculate 10 more or 10 less than a given number mentally without having to count.	9-1, 11-1
1.NBT.B.7 Add or subtract a multiple of 10 from another two-digit number, and justify the solution.	9-1, 9-2, 11-1, 11-2, 11-3
<b>RELATIONSHIPS AND ALGEBRAIC THINKING: RA</b>	
<b>1.RA.A Represent and solve problems involving addition and subtraction.</b>	
1.RA.A.1 Use addition and subtraction within 20 to solve problems.	7-1, 7-2, 7-3, 7-4, 7-6, 8-1, 8-2, 8-3, 8-4, 8-5, 8-6, 8-7, 10-1, 10-2, 10-3, 10-4
1.RA.A.2 Solve problems that call for addition of three whole numbers whose sum is within 20.	4-8, 7-5
1.RA.A.3 Develop the meaning of the equal sign and determine if equations involving addition and subtraction are true or false.	4-10, 4-11, 5-9

STANDARDS	CHAPTER/LESSON
1.RA.A.4 Determine the unknown whole number in an addition or subtraction equation relating three whole numbers.	4-9, 5-8
<b>1.RA.B Understand and apply properties of operations and the relationship between addition and subtraction.</b>	
1.RA.B.5 Use properties as strategies to add and subtract.	4-7
1.RA.B.6 Demonstrate that subtraction can be solved as an unknown-addend problem.	5-6
<b>1.RA.C Add and subtract within 20.</b>	
1.RA.C.7 Add and subtract within 20.	4-2, 4-3, 4-4, 4-5, 4-6, 5-2, 5-3, 5-4, 5-5, 5-7
1.RA.C.8 Demonstrate fluency with addition and subtraction within 10.	4-1, 4-2, 4-3, 4-4, 4-5, 4-6, 5-1, 5-2, 5-3, 5-4, 5-5, 5-6, 5-7
<b>GEOMETRY AND MEASUREMENT: GM</b>	
<b>1.GM.A Reason with shapes and their attributes.</b>	
1.GM.A.1 Distinguish between defining attributes versus non-defining attributes; build and draw shapes that possess defining attributes.	6-1, 6-2, 6-5
1.GM.A.2 Compose and decompose two- and three dimensional shapes to build an understanding of part-whole relationships and the properties of the original and composite shapes.	6-3, 6-4, 6-6
1.GM.A.3 Recognize two- and three-dimensional shapes from different perspectives and orientations.	6-1, 6-2, 6-3, 6-4, 6-5, 6-6
1.GM.A.4 Partition circles and rectangles into two or four equal shares, and describe the shares and the wholes verbally.	13-1, 13-2, 13-3, 13-4, 13-5
<b>1.GM.B Measure lengths in non-standard units.</b>	
1.GM.B.5 Order three or more objects by length.	12-1, 12-2
1.GM.B.6 Compare the lengths of two objects indirectly by using a third object.	12-1, 12-2
1.GM.B.7 Demonstrate the ability to measure length or distance using objects.	12-3, 12-4
<b>1.GM.C Work with time and money.</b>	
1.GM.C.8 Tell and write time in hours and half-hours using analog and digital clocks	12-5, 12-6

STANDARDS	CHAPTER/LESSON
1.GM.C.9 Know the value of a penny, nickel, dime and quarter.	See <i>Reveal Math</i> Grade 2 © 2020. 8-1, 8-2, 8-3
<b>DATA AND STATISTICS: DS</b>	
<b>1.DS.A Represent and interpret data.</b>	
1.DS.A.1 Collect, organize and represent data with up to three categories.	12-7, 12-8, 12-9, 12-10
1.DS.A.2 Draw conclusions from object graphs, picture graphs, T-charts and tallies.	12-8, 12-9, 12-10



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Grade 2

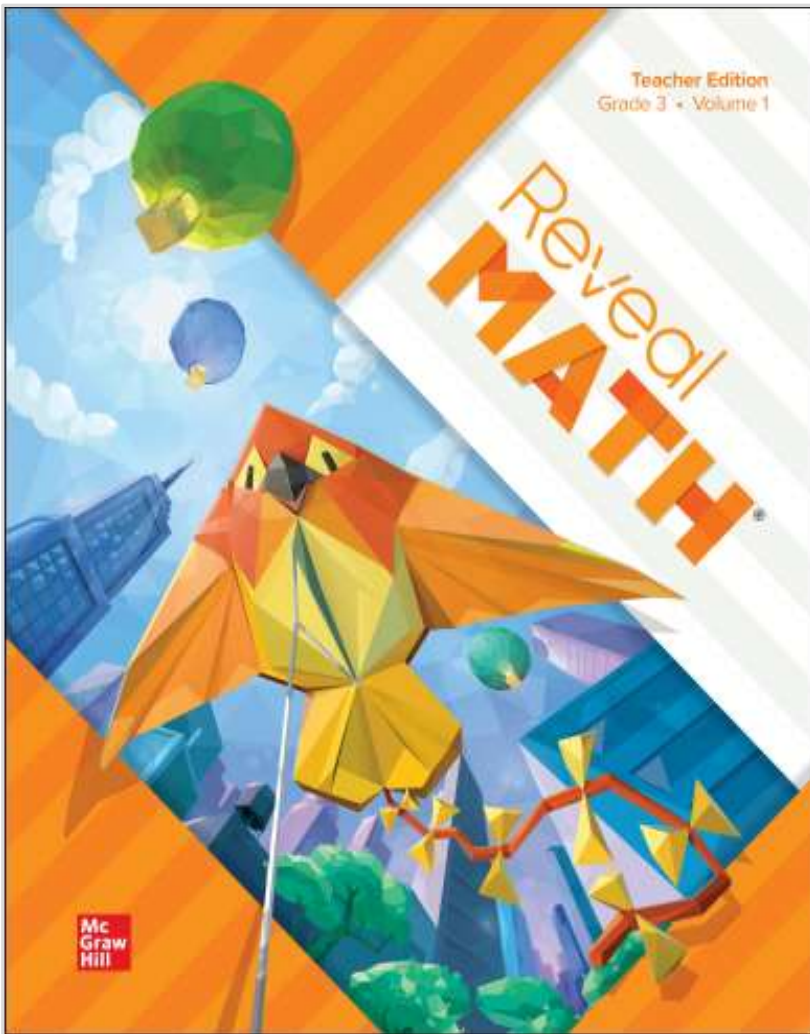


STANDARDS	CHAPTER/LESSON
<b>NUMBER SENSE AND OPERATIONS IN BASE TEN: NBT</b>	
<b>2.NBT.A Understand place value of three digit numbers.</b>	
2.NBT.A.1 Understand three-digit numbers are composed of hundreds, tens and ones.	2-1, 2-2
2.NBT.A.2 Understand that 100 can be thought of as 10 tens – called a “hundred”.	2-1
2.NBT.A.3 Count within 1000 by 1s, 10s and 100s starting with any number	3-1, 3-2, 3-3
2.NBT.A.4 Read and write numbers to 1000 using number names, base-ten numerals and expanded form.	2-3, 2-4
2.NBT.A.5 Compare two three-digit numbers using the symbols $>$ , $=$ or $<$ .	2-5
<b>2.NBT.B Use place value understanding and properties of operations to add and subtract.</b>	
2.NBT.B.6 Demonstrate fluency with addition and subtraction within 100.	5-3, 5-4, 5-5, 5-7, 5-8, 6-3, 6-4, 6-6, 6-7, 6-8
2.NBT.B.7 Add up to four two-digit numbers.	5-9
2.NBT.B.8 Add or subtract within 1000, and justify the solution.	9-2, 9-3, 9-4, 9-5, 9-6, 10-2, 10-3, 10-4, 10-5, 10-6, 10-7, 10-9
2.NBT.B.9 Use the relationship between addition and subtraction to solve problems.	4-3, 4-4, 4-6, 6-8
2.NBT.B.10 Add or subtract mentally 10 or 100 to or from a given number within 1000.	9-1, 10-1
<b>2.NBT.C Represent and solve problems involving addition and subtraction.</b>	
2.NBT.C.11 Write and solve problems involving addition and subtraction within 100.	4-3, 4-6, 4-10
<b>RELATIONSHIPS AND ALGEBRAIC THINKING: RA</b>	
<b>2.RA.A Add and subtract within 20.</b>	
2.RA.A.1 Demonstrate fluency with addition and subtraction within 20.	5-1, 5-2, 6-1, 6-2

STANDARDS	CHAPTER/LESSON
<b>2.RA.B Develop foundations for multiplication and division.</b>	
<p>2.RA.B.2 Determine if a set of objects has an odd or even number of members.</p> <p>a) Count by 2s to 100 starting with any even number.</p> <p>b) Express even numbers as pairings/groups of 2, and write an expression to represent the number using addends of 2.</p> <p>c) Express even numbers as being composed of equal groups and write an expression to represent the number with 2 equal addends.</p>	3-4, 3-5
<p>2.RA.B.3 Find the total number of objects arranged in a rectangular array with up to 5 rows and 5 columns, and write an equation to represent the total as a sum of equal addends.</p>	3-6, 3-7
<b>GEOMETRY AND MEASUREMENT: GM</b>	
<b>2.GM.A Reason with shapes and their attributes.</b>	
<p>2.GM.A.1 Recognize and draw shapes having specified attributes, such as a given number of angles or sides.</p> <p>a) Identify triangles, quadrilaterals, pentagons, hexagons, circles and cubes.</p> <p>b) Identify the faces of three-dimensional objects</p>	12-1, 12-2, 12-3
<p>2.GM.A.2 Partition a rectangle into rows and columns of same-size squares and count to find the total number of squares</p>	12-6
<p>2.GM.A.3 Partition circles and rectangles into two, three or four equal shares, and describe the shares and the whole. a) Demonstrate that equal shares of identical wholes need not have the same shape</p>	12-4, 12-5
<b>2.GM.B Measure and estimate lengths in standard units.</b>	
<p>2.GM.B.4 Measure the length of an object by selecting and using appropriate tools.</p>	7-1, 7-2, 7-6
<p>2.GM.B.5 Analyze the results of measuring the same object with different units.</p>	7-4, 7-8
<p>2.GM.B.6 Estimate lengths using units of inches, feet, yards, centimeters and meters.</p>	7-5, 7-9
<p>2.GM.B.7 Measure to determine how much longer one object is than another.</p>	7-3, 7-7
<b>2.GM.C Relate addition and subtraction to length.</b>	
<p>2.GM.C.8 Use addition and subtraction within 100 to solve problems involving lengths that are given in the same units.</p>	7-10, 7-11



STANDARDS	CHAPTER/LESSON
2.GM.C.9 Represent whole numbers as lengths on a number line, and represent whole-number sums and differences within 100 on a number line.	5-6, 6-5, 7-11
<b>2.GM.D Work with time and money.</b>	
2.GM.D.10 Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m.	8-4, 8-5
2.GM.D.11 Describe a time shown on a digital clock as representing hours and minutes, and relate a time shown on a digital clock to the same time on an analog clock	8-4, 8-5
2.GM.D.12 Find the value of combinations of dollar bills, quarters, dimes, nickels and pennies, using \$ and ¢ appropriately.	8-1, 8-2, 8-3
2.GM.D.13 Find combinations of coins that equal a given amount.	8-1, 8-2, 8-3
<b>DATA AND STATISTICS: DS</b>	
<b>2.DS.A Represent and interpret data.</b>	
2.DS.A.1 Create a line plot to represent a set of numeric data, given a horizontal scale marked in whole numbers.	11-4, 11-5, 11-6
2.DS.A.2 Generate measurement data to the nearest whole unit, and display the data in a line plot.	11-4, 11-5, 11-6
2.DS.A.3 Draw a picture graph or a bar graph to represent a data set with up to four categories	11-1, 11-2, 11-3
2.DS.A.4 Solve problems using information presented in line plots, picture graphs and bar graphs.	11-1, 11-2, 11-3, 11-5
2.DS.A.5 Draw conclusions from line plots, picture graphs and bar graphs.	11-1, 11-2, 11-3, 11-5



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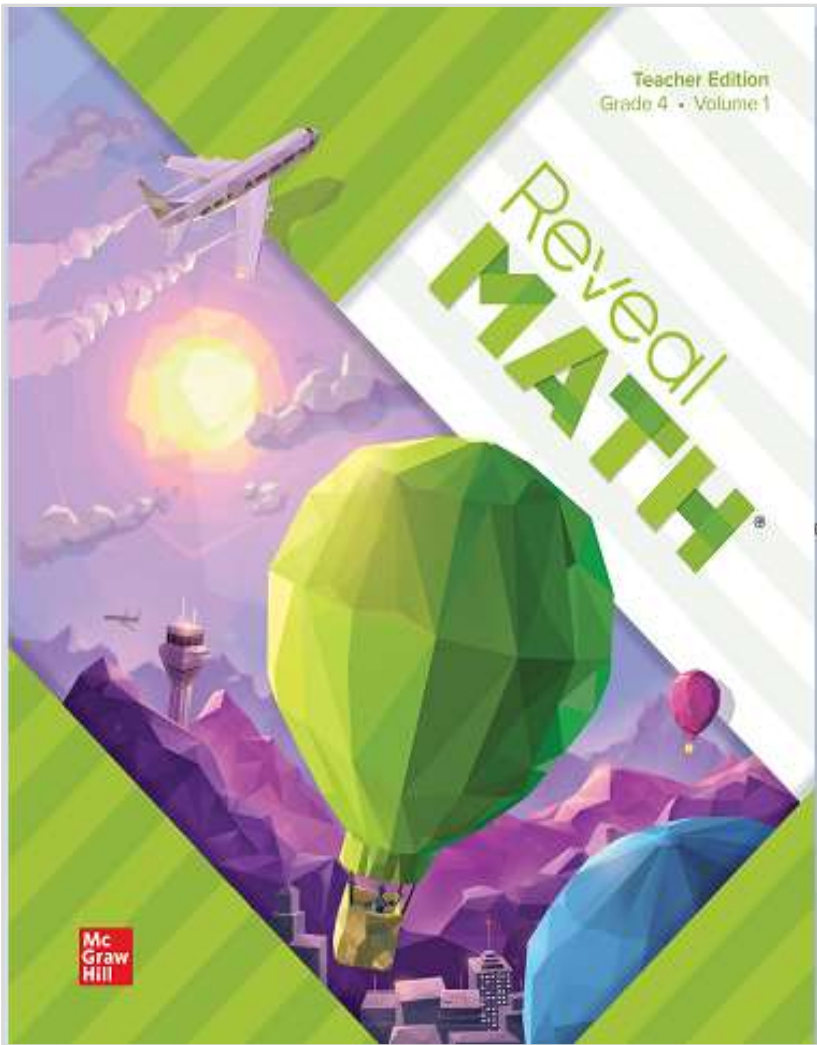


STANDARDS	MODULE/LESSON(S)
<b>NUMBER SENSE AND OPERATIONS IN BASE TEN: NBT</b>	
<b>3.NBT.A Use place value understanding and properties of operations to perform multi-digit arithmetic.</b>	
3.NBT.A.1 Round whole numbers to the nearest 10 or 100.	Module/Lesson(s) 2-1, 2-2, 2-3
3.NBT.A.2 Read, write and identify whole numbers within 100,000 using base ten numerals, number names and expanded form.	Module/Lesson(s) 2-1
3.NBT.A.3 Demonstrate fluency with addition and subtraction within 1000.	Module/Lesson(s) 2-3, 2-4, 2-6, 2-7, 2-8, 2-9, 2-10, 2-11
3.NBT.A.4 Multiply whole numbers by multiples of 10 in the range 10-90.	Module/Lesson(s) 10-1
<b>NUMBER SENSE AND OPERATIONS IN FRACTIONS: NF</b>	
<b>3.NF.A Develop understanding of fractions as numbers.</b>	
3.NF.A.1 Understand a unit fraction as the quantity formed by one part when a whole is partitioned into equal parts.	Module/Lesson(s) 7-2
3.NF.A.2 Understand that when a whole is partitioned equally, a fraction can be used to represent a portion of the whole. a) Describe the numerator as representing the number of pieces being considered.	Module/Lesson(s) 7-2
b) Describe the denominator as the number of pieces that make the whole.	Module/Lesson(s) 7-2
3.NF.A.3 Represent fractions on a number line. a) Understand the whole is the interval from 0 to 1.	Module/Lesson(s) 7-3
b) Understand the whole is partitioned into equal parts.	Module/Lesson(s) 7-3
c) Understand a fraction represents the endpoint of the length a given number of partitions from 0.	Module/Lesson(s) 7-3
3.NF.A.4 Demonstrate that two fractions are equivalent if they are the same size or the same point on a number line.	Module/Lesson(s) 8-1, 8-2, 8-3
3.NF.A.5 Recognize and generate equivalent fractions using visual models, and justify why the fractions are equivalent.	Module/Lesson(s) 8-1, 8-2
3.NF.A.6 Compare two fractions with the same numerator or denominator using the symbols $>$ , $=$ or $<$ , and justify the solution.	Module/Lesson(s) 8-5, 8-6, 8-7

STANDARDS	MODULE/LESSON(S)
3.NF.A.7 Explain why fraction comparisons are only valid when the two fractions refer to the same whole.	Module/Lesson(s) 8-4
<b>RELATIONSHIPS AND ALGEBRAIC THINKING: RA</b>	
<b>3.RA.A Represent and solve problems involving multiplication and division.</b>	
3.RA.A.1 Interpret products of whole numbers.	Module/Lesson(s) 3-1, 3-2
3.RA.A.2 Interpret quotients of whole numbers.	Module/Lesson(s) 3-4, 3-5
3.RA.A.3 Describe in words or drawings a problem that illustrates a multiplication or division situation.	Module/Lesson(s) 3-1, 3-2, 3-4, 3-5, 5-7
3.RA.A.4 Use multiplication and division within 100 to solve problems.	Module/Lesson(s) 3-1, 3-2, 3-3, 3-4, 3-5, 3-6, 3-7, 4-6, 5-7, 9-1, 9-2, 9-3, 9-4, 9-5, 9-6, 9-7, 9-8, 9-9, 10-1, 10-2, 10-3
3.RA.A.5 Determine the unknown number in a multiplication or division equation relating three whole numbers.	Module/Lesson(s) 3-6, 3-7, 4-6, 5-7, 9-1, 9-2, 9-3, 9-4, 9-5, 9-6, 9-7, 9-8, 9-9
<b>3.RA.B Understand properties of multiplication and the relationship between multiplication and division.</b>	
3.RA.B.6 Apply properties of operations as strategies to multiply and divide.	Module/Lesson(s) 3-3, 4-4, 5-1, 5-2, 5-3, 5-4, 5-5, 5-6, 9-4, 9-9, 10-1, 10-2, 10-3
<b>3.RA.C Multiply and divide within 100.</b>	
3.RA.C.7 Multiply and divide with numbers and results within 100 using strategies such as the relationship between multiplication and division or properties of operations. Know all products of two one-digit numbers.	Module/Lesson(s) 3-3, 3-6, 3-7, 4-6, 5-1, 5-2, 5-3, 5-4, 5-5, 5-6, 9-1, 9-2, 9-3, 9-4, 9-5, 9-6, 9-7, 9-8, 9-9, 10-1, 10-2, 10-3
3.RA.C.8 Demonstrate fluency with products within 100.	Module/Lesson(s) 4-1, 4-2, 4-3, 4-4, 4-5, 5-3, 5-4, 5-4, 5-5, 5-6 Fluency Check Unit 9, page 120 & Unit 10, page 154
<b>3.RA.D Use the four operations to solve word problems.</b>	
3.RA.D.9 Write and solve two-step problems involving variables using any of the four operations.	Module/Lesson(s) 2-12, 10-4, 10-5
3.RA.D.10 Interpret the reasonableness of answers using mental computation and estimation strategies including rounding.	Module/Lesson(s) 2-3, 10-6
<b>3.RA.E Identify and explain arithmetic patterns.</b>	
3.RA.E.11 Identify arithmetic patterns and explain the patterns using properties of operations.	Module/Lesson(s) 2-5, 10-1, 10-2

STANDARDS	MODULE/LESSON(S)
<b>GEOMETRY AND MEASUREMENT: GM</b>	
<b>3.GM.A Reason with shapes and their attributes.</b>	
3.GM.A.1 Understand that shapes in different categories may share attributes and that the shared attributes can define a larger category.	Module/Lesson(s) 13-1, 13-2, 13-3
3.GM.A.2 Distinguish rhombuses and rectangles as examples of quadrilaterals, and draw examples of quadrilaterals that do not belong to these subcategories.	Module/Lesson(s) 13-3, 13-4
3.GM.A.3 Partition shapes into parts with equal areas, and express the area of each part as a unit fraction of the whole.	Module/Lesson(s) 7-1, 7-2
<b>3.GM.B Solve problems involving the measurement of time, liquid volumes and weights of objects.</b>	
3.GM.B.4 Tell and write time to the nearest minute.	Module/Lesson(s) 12-5, 12-6
3.GM.B.5 Estimate time intervals in minutes.	This standard falls outside the scope of <i>Reveal Math</i> Grade 3 © 2022.
3.GM.B.6 Solve problems involving addition and subtraction of minutes.	Module/Lesson(s) 12-6
3.GM.B.7 Measure or estimate length, liquid volume and weight of objects.	Module/Lesson(s) 12-1, 12-2, 12-3, 12-4, 12-10
3.GM.B.8 Use the four operations to solve problems involving lengths, liquid volumes or weights given in the same units.	Module/Lesson(s) 11-2, 11-3, 12-2, 12-4
<b>3.GM.C Understand concepts of area.</b>	
3.GM.C.9 Calculate area by using unit squares to cover a plane figure with no gaps or overlaps.	Module/Lesson(s) 6-2
3.GM.C.10 Label area measurements with squared units.	Module/Lesson(s) 6-3, 11-4
3.GM.C.11 Demonstrate that tiling a rectangle to find the area and multiplying the side lengths result in the same value.	Module/Lesson(s) 6-1, 6-3
3.GM.C.12 Multiply whole-number side lengths to solve problems involving the area of rectangles.	Module/Lesson(s) 6-3, 6-4, 6-5, 6-6, 11-4
3.GM.C.13 Find rectangular arrangements that can be formed for a given area.	Module/Lesson(s) 6-4, 6-5, 11-4
3.GM.C.14 Decompose a rectangle into smaller rectangles to find the area of the original rectangle.	Module/Lesson(s) 6-5

STANDARDS	MODULE/LESSON(S)
<b>3.GM.D Understand concepts of perimeter.</b>	
3.GM.D.15 Solve problems involving perimeters of polygons.	<b>Module/Lesson(s)</b> 11-1, 11-2, 11-3, 11-4
3.GM.D.16 Understand that rectangles can have equal perimeters but different areas, or rectangles can have equal areas but different perimeters.	<b>Module/Lesson(s)</b> 11-4
<b>DATA AND STATISTICS: DS</b>	
<b>3.DS.A Represent and analyze data.</b>	
3.DS.A.1 Create frequency tables, scaled picture graphs and bar graphs to represent a data set with several categories.	<b>Module/Lesson(s)</b> 12-7, 12-8
3.DS.A.2 Solve one- and two-step problems using information presented in bar and/or picture graphs.	<b>Module/Lesson(s)</b> 12-9
3.DS.A.3 Create a line plot to represent data.	<b>Module/Lesson(s)</b> 12-11
3.DS.A.4 Use data shown in a line plot to answer questions.	<b>Module/Lesson(s)</b> 12-11



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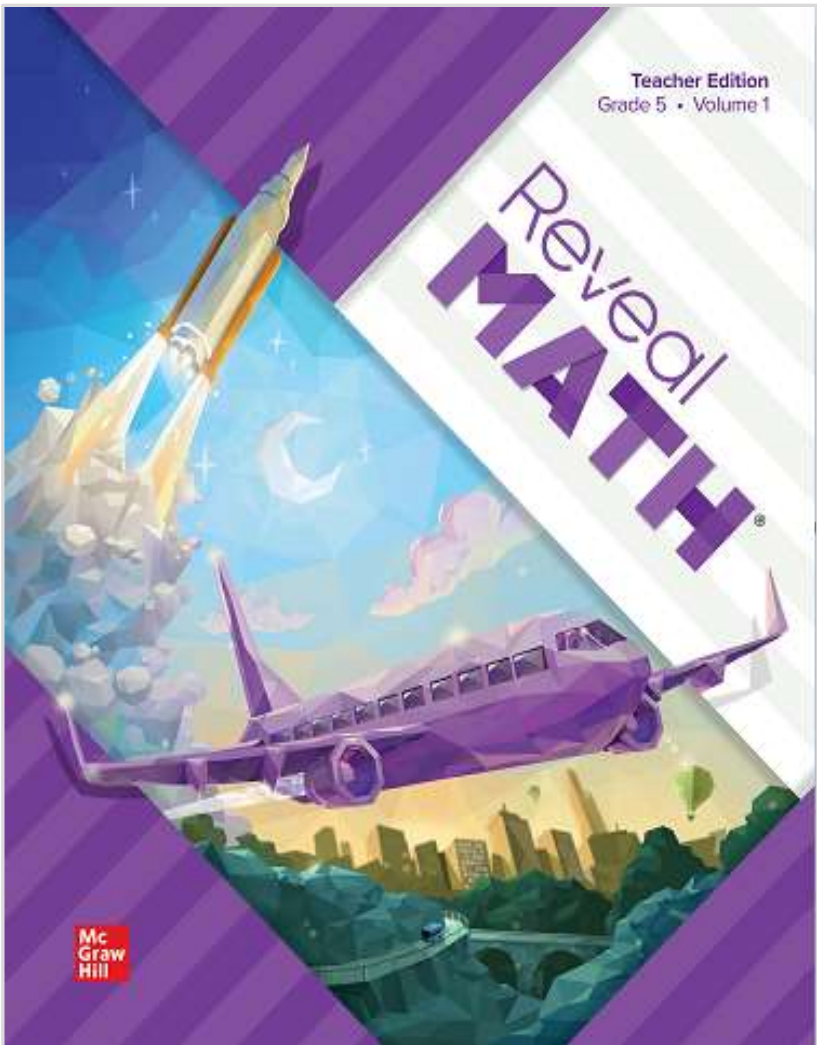


STANDARDS	MODULE/LESSON(S)
<b>NUMBER SENSE AND OPERATIONS IN BASE TEN: NBT</b>	
<b>4.NBT.A Use place value understanding and properties of operations to perform multi-digit arithmetic with numbers up to one million.</b>	
4.NBT.A.1 Round multi-digit whole numbers to any place.	Module/Lesson(s) 2-4, 3-1
4.NBT.A.2 Read, write and identify multi-digit whole numbers up to one million using number names, base ten numerals and expanded form.	Module/Lesson(s) 2-1, 2-2
4.NBT.A.3 Compare two multi-digit numbers using the symbols $>$ , $=$ or $<$ , and justify the solution.	Module/Lesson(s) 2-3
4.NBT.A.4 Understand that in a multi-digit whole number, a digit represents 10 times what it would represent in the place to its right.	Module/Lesson(s) 2-1
4.NBT.A.5 Demonstrate fluency with addition and subtraction of whole numbers.	Module/Lesson(s) 3-2, 3-3, 3-4, 3-5, 3-6, 3-7
4.NBT.A.6 Multiply a whole number of up to four digits by a one-digit whole number and multiply two two-digit numbers, and justify the solution.	Module/Lesson(s) 6-4, 6-5, 6-6, 6-7
4.NBT.A.7 Find whole-number quotients and remainders with up to four-digit dividends and one-digit divisors, and justify the solution.	Module/Lesson(s) 7-4, 7-5, 7-6
<b>NUMBER SENSE AND OPERATIONS IN FRACTIONS: NF</b>	
<b>4.NF.A Extend understanding of fraction equivalence and ordering. (Limit denominators to 2, 3, 4, 5, 6, 8, 10, 12 and 100.)</b>	
4.NF.A.1 Explain and/or illustrate why two fractions are equivalent.	Module/Lesson(s) 8-1
4.NF.A.2 Recognize and generate equivalent fractions.	Module/Lesson(s) 8-2, 8-3
4.NF.A.3 Compare two fractions using the symbols $>$ , $=$ or $<$ , and justify the solution.	Module/Lesson(s) 8-4, 8-5
<b>4.NF.B Extend understanding of operations on whole numbers to fraction operations.</b>	
4.NF.B.4 Understand addition and subtraction of fractions as joining/composing and separating/decomposing parts referring to the same whole.	Module/Lesson(s) 9-1, 9-2, 10-1, 10-2, 10-4
4.NF.B.5 Decompose a fraction into a sum of fractions with the same denominator and record each decomposition with an equation and justification.	Module/Lesson(s) 9-1, 10-1



STANDARDS	MODULE/LESSON(S)
4.NF.B.6 Solve problems involving adding and subtracting fractions and mixed numbers with like denominators.	Module/Lesson(s) 9-2, 9-3, 9-4, 9-5, 9-6, 10-3, 10-4, 10-5, 10-6
4.NF.B.7 Apply and extend previous understandings of multiplication to multiply a fraction by a whole number.	Module/Lesson(s) 11-1, 11-2, 11-3
4.NF.B.8 Solve problems involving multiplication of a fraction by a whole number.	Module/Lesson(s) 11-5
<b>4.NF.C Understand decimal notation for fractions, and compare decimal fractions. (Denominators of 10 or 100)</b>	
4.NF.C.9 Use decimal notation for fractions with denominators of 10 or 100.	Module/Lesson(s) 12-2
4.NF.C.10 Understand that fractions and decimals are equivalent representations of the same quantity.	Module/Lesson(s) 12-2, 12-3
4.NF.C.11 Read, write and identify decimals to the hundredths place using number names, base ten numerals and expanded form.	Module/Lesson(s) 12-2
4.NF.C.12 Compare two decimals to the hundredths place using the symbols $>$ , $=$ or $<$ , and justify the solution.	Module/Lesson(s) 12-3
<b>RELATIONSHIPS AND ALGEBRAIC THINKING: RA</b>	
<b>4.RA.A Use the four operations with whole numbers to solve problems.</b>	
4.RA.A.1 Multiply or divide to solve problems involving a multiplicative comparison.	Module/Lesson(s) 4-2, 4-3, 4-4
4.RA.A.2 Solve multi-step whole number problems involving the four operations and variables and using estimation to interpret the reasonableness of the answer.	Module/Lesson(s) 3-8, 3-9, 6-8, 7-8
4.RA.A.3 Solve whole number division problems involving variables in which remainders need to be interpreted, and justify the solution.	Module/Lesson(s) 7-7, 7-8
<b>4.RA.B Work with factors and multiples.</b>	
4.RA.B.4 Recognize that a whole number is a multiple of each of its factors and find the multiples for a given whole number.	Module/Lesson(s) 5-1, 5-3
4.RA.B.5 Determine if a whole number within 100 is composite or prime, and find all factor pairs for whole numbers within 100.	Module/Lesson(s) 5-2
<b>4.RA.C Generate and analyze patterns.</b>	
4.RA.C.6 Generate a number pattern that follows a given rule.	Module/Lesson(s) 5-5

STANDARDS	MODULE/LESSON(S)
4.RA.C.7 Use words or mathematical symbols to express a rule for a given pattern.	See <i>Reveal Math</i> Grade 5 © 2022 Module 14 Lesson 5.
<b>GEOMETRY AND MEASUREMENT: GM</b>	
<b>4.GM.A Classify 2-dimensional shapes by properties of their lines and angles.</b>	
4.GM.A.1 Draw and identify points, lines, line segments, rays, angles, perpendicular lines and parallel lines.	<b>Module/Lesson(s)</b> 14-1, 14-2, 14-4
4.GM.A.2 Classify two-dimensional shapes by their sides and/or angles.	<b>Module/Lesson(s)</b> 14-7, 14-8
4.GM.A.3 Construct lines of symmetry for a two-dimensional figure.	<b>Module/Lesson(s)</b> 14-10
<b>4.GM.B Understand the concepts of angle and measure angles.</b>	
4.GM.B.4 Identify and estimate angles and their measure.	<b>Module/Lesson(s)</b> 14-3
4.GM.B.5 Draw and measure angles in whole-number degrees using a protractor.	<b>Module/Lesson(s)</b> 14-3
<b>4.GM.C Solve problems involving measurement and conversion of measurements from a larger unit to a smaller unit.</b>	
4.GM.C.6 Know relative sizes of measurement units within one system of units. a) Convert measurements in a larger unit in terms of a smaller unit.	<b>Module/Lesson(s)</b> 13-1, 13-2, 13-3, 13-4
4.GM.C.7 Use the four operations to solve problems involving distances, intervals of time, liquid volume, weight of objects and money.	<b>Module/Lesson(s)</b> 12-5, 13-5, 13-6
4.GM.C.8 Apply the area and perimeter formulas for rectangles to solve problems.	<b>Module/Lesson(s)</b> 13-7, 13-8, 13-9
<b>DATA AND STATISTICS: DS</b>	
<b>4.DS.A Represent and analyze data.</b>	
4.DS.A.1 Create a frequency table and/or line plot to display measurement data.	<b>Module/Lesson(s)</b> 13-10
4.DS.A.2 Solve problems involving addition and subtraction by using information presented in a data display.	<b>Module/Lesson(s)</b> 13-11
4.DS.A.3 Analyze the data in a frequency table, line plot, bar graph or picture graph.	<b>Module/Lesson(s)</b> 13-10



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Grade 5 Grade-Level  
Expanded Expectations



STANDARDS	MODULE/LESSON(S)
<b>NUMBER SENSE AND OPERATIONS IN BASE TEN: NBT</b>	
<b>5.NBT.A Use place value system understanding to perform operations with multi-digit whole numbers to billions and decimals to thousandths.</b>	
5.NBT.A.1 Read, write and identify numbers from billions to thousandths using number names, base ten numerals and expanded form.	Module/Lesson(s) 3-3
5.NBT.A.2 Compare two numbers from billions to thousandths using the symbols $>$ , $=$ or $<$ , and justify the solution.	Module/Lesson(s) 3-4
5.NBT.A.3 Understand that in a multi-digit number, a digit represents $\frac{1}{10}$ times what it would represent in the place to its left.	Module/Lesson(s) 3-1, 3-2
5.NBT.A.4 Evaluate the value of powers of 10 and understand the relationship to the place value system.	Module/Lesson(s) 5-1, 5-2, 6-1
5.NBT.A.5 Round numbers from billions to thousandths place.	Module/Lesson(s) 3-5
5.NBT.A.6 Add and subtract multi-digit whole numbers and decimals to the thousandths place, and justify the solution.	Module/Lesson(s) 4-3, 4-4, 4-5, 4-6, 4-7, 4-8
5.NBT.A.7 Multiply multi-digit whole numbers and decimals to the hundredths place, and justify the solution.	Module/Lesson(s) 5-4, 5-5, 5-6, 5-7, 6-4, 6-5, 6-6
5.NBT.A.8 Divide multi-digit whole numbers and decimals to the hundredths place using up to two-digit divisors and four-digit dividends, and justify the solution.	Module/Lesson(s) 7-1, 7-4, 7-5, 7-6, 7-7, 8-1, 8-3, 8-4, 8-5, 8-6
<b>NUMBER SENSE AND OPERATIONS IN FRACTIONS: NF</b>	
<b>5.NF.A Understand the relationship between fractions and decimals (denominators that are factors of 100).</b>	
5.NF.A.1 Understand that parts of a whole can be expressed as fractions and/or decimals.	See <i>Reveal Math Grade 4</i> © 2022 Module 12 Lesson 1.
5.NF.A.2 Convert decimals to fractions and fractions to decimals.	See <i>Reveal Math Grade 4</i> © 2022 Module 12 Lesson 2.
5.NF.A.3 Compare and order fractions and/or decimals to the thousandths place using the symbols $>$ , $=$ or $<$ , and justify the solution.	Module/Lesson(s) 3-4
<b>5.NF.B Perform operations and solve problems with fractions and decimals.</b>	
5.NF.B.4 Estimate results of sums, differences and products with fractions and decimals to the thousandths.	Module/Lesson(s) 6-2, 9-1

STANDARDS	MODULE/LESSON(S)
<p><b>5.NF.B.5</b> Justify the reasonableness of a product when multiplying with fractions.</p> <p>a) Estimate the size of the product based on the size of the two factors.</p>	<p><b>Module/Lesson(s)</b> 10-8</p>
<p>b) Explain why multiplying a given number by a fraction greater than 1 results in a product larger than the given number.</p>	<p><b>Module/Lesson(s)</b> 10-8</p>
<p>c) Explain why multiplying a given number by a fraction less than 1 results in a product smaller than the given number.</p>	<p><b>Module/Lesson(s)</b> 10-8</p>
<p>d) Explain why multiplying the numerator and denominator by the same number is equivalent to multiplying the fraction by 1.</p>	<p><b>Module/Lesson(s)</b> 10-8</p>
<p><b>5.NF.B.6</b> Solve problems involving addition and subtraction of fractions and mixed numbers with unlike denominators, and justify the solution.</p>	<p><b>Module/Lesson(s)</b> 9-2, 9-3, 9-4, 9-5, 9-6, 9-7, 9-8, 9-9</p>
<p><b>5.NF.B.7</b> Extend the concept of multiplication to multiply a fraction or whole number by a fraction.</p> <p>a) Recognize the relationship between multiplying fractions and finding the areas of rectangles with fractional side lengths.</p>	<p><b>Module/Lesson(s)</b> 10-5</p>
<p>b) Calculate and interpret the product of a fraction by a whole number and a whole number by a fraction.</p>	<p><b>Module/Lesson(s)</b> 10-1, 10-2</p>
<p>c) Calculate and interpret the product of two fractions less than one.</p>	<p><b>Module/Lesson(s)</b> 10-3, 10-4</p>
<p><b>5.NF.B.8</b> Extend the concept of division to divide unit fractions and whole numbers by using visual fraction models and equations.</p> <p>a) Calculate and interpret the quotient of a unit fraction by a non-zero whole number.</p>	<p><b>Module/Lesson(s)</b> 11-5, 11-6</p>
<p>b) Calculate and interpret the quotient of a whole number by a unit fraction.</p>	<p><b>Module/Lesson(s)</b> 11-3, 11-4</p>
<b>RELATIONSHIPS AND ALGEBRAIC THINKING: RA</b>	
<b>5.RA.A Represent and analyze patterns and relationships.</b>	
<p><b>5.RA.A.1</b> Investigate the relationship between two numeric patterns.</p> <p>a) Generate two numeric patterns given two rules.</p>	<p><b>Module/Lesson(s)</b> 14-4</p>
<p>b) Translate two numeric patterns into two sets of ordered pairs.</p>	<p><b>Module/Lesson(s)</b> 14-6</p>
<p>c) Graph numeric patterns on the Cartesian coordinate plane.</p>	<p><b>Module/Lesson(s)</b> 14-6</p>

STANDARDS	MODULE/LESSON(S)
d) Identify the relationship between two numeric patterns.	<b>Module/Lesson(s)</b> 14-4, 14-5, 14-6
5.RA.A.2 Write a rule to describe or explain a given numeric pattern.	<b>Module/Lesson(s)</b> 14-5
<b>5.RA.B Write and interpret numerical expressions.</b>	
5.RA.B.3 Write, evaluate and interpret numeric expressions using the order of operations.	<b>Module/Lesson(s)</b> 14-1, 14-2, 14-3
5.RA.B.4 Translate written expressions into algebraic expressions.	<b>Module/Lesson(s)</b> 14-1
<b>5.RA.C Use the four operations to represent and solve problems.</b>	
5.RA.C.5 Solve and justify multi-step problems involving variables, whole numbers, fractions and decimals.	<b>Module/Lesson(s)</b> 2-5, 7-7, 9-9, 10-9, 11-7, 12-3, 12-5
<b>GEOMETRY AND MEASUREMENT: GM</b>	
<b>5.GM.A Classify two- and three-dimensional geometric shapes.</b>	
5.GM.A.1 Understand that attributes belonging to a category of figures also belong to all subcategories.	<b>Module/Lesson(s)</b> 13-4, 13-5, 13-6
5.GM.A.2 Classify figures in a hierarchy based on properties.	<b>Module/Lesson(s)</b> 13-4, 13-5, 13-6
5.GM.A.3 Analyze and describe the properties of prisms and pyramids.	This standard falls outside the scope of <i>Reveal Math</i> Grade 5 © 2022.
<b>5.GM.B Understand and compute volume.</b>	
5.GM.B.4 Understand the concept of volume and recognize that volume is measured in cubic units. a) Describe a cube with edge length 1 unit as a “unit cube” and is said to have “one cubic unit” of volume and can be used to measure volume.	<b>Module/Lesson(s)</b> 2-1, 2-2
b) Understand that the volume of a right rectangular prism can be found by stacking multiple layers of the base.	<b>Module/Lesson(s)</b> 2-1, 2-2
5.GM.B.5 Apply the formulas $V = l \times w \times h$ and $V = B \times h$ for volume of right rectangular prisms with whole-number edge lengths.	<b>Module/Lesson(s)</b> 2-3, 2-5
<b>5.GM.C Graph points on the Cartesian coordinate plane within the first quadrant to solve problems.</b>	
5.GM.C.6 Define a first quadrant Cartesian coordinate system. a) Represent the axes as scaled perpendicular number lines that both intersect at 0, the origin.	<b>Module/Lesson(s)</b> 13-3

STANDARDS	MODULE/LESSON(S)
b) Identify any point on the Cartesian coordinate plane by its ordered pair coordinates.	<b>Module/Lesson(s)</b> 13-1
c) Define the first number in an ordered pair as the horizontal distance from the origin.	<b>Module/Lesson(s)</b> 13-1, 13-2, 13-3
d) Define the second number in an ordered pair as the vertical distance from the origin.	<b>Module/Lesson(s)</b> 13-1, 13-2, 13-3
5.GM.C.7 Plot and interpret points in the first quadrant of the Cartesian coordinate plane.	<b>Module/Lesson(s)</b> 13-2, 13-3
<b>5.GM.D Solve problems involving measurement and conversions within a measurement system.</b>	
5.GM.C.8 Convert measurements of capacity, length and weight within a given measurement system.	<b>Module/Lesson(s)</b> 12-1, 12-2
5.GM.C.9 Solve multi-step problems that require measurement conversions.	<b>Module/Lesson(s)</b> 12-3
<b>DATA AND STATISTICS: DS</b>	
<b>5.DS.A Represent and analyze data.</b>	
5.DS.A.1 Create a line graph to represent a data set, and analyze the data to answer questions and solve problems.	This standard falls outside the scope of <i>Reveal Math Grade 5</i> © 2022.
5.DS.A.2 Create a line plot to represent a given or generated data set, and analyze the data to answer questions and solve problems, recognizing the outliers and generating the median.	<b>Module/Lesson(s)</b> 12-4



Raytown C-2 School District  
Request for Proposal  
Elementary Mathematics

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TAB 9

Sample Contract



**McGraw Hill Subscription Agreement Registration Page**

The Subscription Agreement (the “Agreement”) by and between McGraw Hill LLC (“McGraw Hill”) and the educational institution set forth below (“Subscriber,” “Customer” or “School”) consists of the following: (i) this Registration Page, (ii) the [Terms of Service](#) available on the McGraw Hill website and attached hereto as Exhibit A (the “Terms of Service”), (iii) any purchase order(s), and (iv) any written addenda or amendments to any of the foregoing that are agreed to by both parties. In the event of a conflict between the terms of this Registration Page and the Terms of Service, the terms of this Registration Page will control. The Agreement shall be effective as of the date on which McGraw Hill has signed below (the “Effective Date”).

1. **NAMES & ADDRESSES OF THE PARTIES:** McGraw Hill LLC, a limited liability company with an address at 8787 Orion Place, Columbus Ohio 43240 (“McGraw Hill”), and \_\_\_\_\_, a \_\_\_\_\_, with an address at \_\_\_\_\_ (“Subscriber,” “Customer” or “School”).
2. **RELATIONSHIP OF THE PARTIES.** Subscriber’s End Users (as defined in the Terms of Service) will use certain online educational products and services (the “Services”) and related content provided by McGraw Hill in connection with courses offered by Subscriber. Subscriber and/or its End Users may provide personally identifiable information of the End Users to McGraw Hill in connection with accessing and using the Services. End Users that are instructors or administrators are required to agree to McGraw Hill’s [Terms of Use](#) and the [Privacy Notice](#) (each available on the McGraw Hill website and attached hereto as Exhibit B and Exhibit C, respectively) before accessing the Services.
3. **DATA PRIVACY AND SECURITY.** McGraw Hill maintains reasonable procedures in accordance with its policies and practices and applicable law to protect the confidentiality, security, and integrity of personally identifiable information received by McGraw Hill in connection with provision of the Services to the End Users in accordance with the [McGraw Hill Data Privacy and Security Guidelines](#) (available on the McGraw Hill website and attached hereto as Exhibit D).
4. **TERM.** This Agreement shall remain in effect as long as McGraw Hill provides Services to Subscriber. In no event shall McGraw Hill be obligated to provide any Services beyond any Subscription Term end date(s) set forth in the applicable purchase order or controlling purchasing document without the prior written consent of McGraw Hill and Subscriber.
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6. **PRODUCT PURCHASE.** Subscriber shall purchase the McGraw Hill products (the “Products”) set forth below at the prices set forth below.

ISBN Number	Product Description	Price
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**IN WITNESS WHEREOF**, the parties hereto intending to be legally bound have caused this Agreement to be executed by their duly authorized representatives.

**Subscriber**

**McGraw Hill LLC**

By: \_\_\_\_\_

\_\_\_\_\_

Print Name: \_\_\_\_\_

Brian Joniak

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

Sr. Director Finance/Controller

Address: \_\_\_\_\_

8787 Orion Place  
Columbus, OH 43240

\_\_\_\_\_

Email: \_\_\_\_\_@\_\_\_\_\_.\_\_\_\_\_

[brian.joniak@mheducation.com](mailto:brian.joniak@mheducation.com)

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

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

## Exhibit A

### Terms of Service

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5. **SUBSCRIBER DATA.** All information concerning Subscriber ("Subscriber Data") and Personally Identifiable Information concerning End Users shall belong to Subscriber and shall be considered Confidential Information of Subscriber subject to the terms and conditions of this Agreement. Subscriber assumes sole responsibility for: (a) providing any notices and obtaining any consent needed to the extent required under COPPA or other Applicable Privacy Law in connection with the collection, use and/or disclosure of Personally Identifiable Information from End Users; (b) providing a reasonable means for End Users or End Users' parents, as applicable, to review Personally Identifiable Information provided by End Users to the extent required by COPPA or other Applicable Privacy Law; and (c) establishing and maintaining reasonable procedures to protect the confidentiality, security, and integrity of the Personally Identifiable Information.
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12. **CONFIDENTIALITY.** The parties acknowledge and agree that, as a result of negotiating, entering into and performing this Agreement, each party (the "Receiving Party") has and will have access to certain confidential information ("Confidential Information") of the other party (the "Disclosing Party"). Personally Identifiable Information of End Users is considered Confidential Information of Subscriber. At all times the Receiving Party shall: (i) use the same standard of care to protect the Confidential Information as it uses to protect its own confidential information of a similar nature, but not less than a commercially reasonable standard of care, (ii) not use the Disclosing Party's Confidential Information other than as necessary to perform its obligations under this Agreement, (iii) not disclose, distribute, or disseminate the Confidential Information to any third party (except to Representatives, as expressly permitted below), and (iv) only disclose the Disclosing Party's Confidential Information to its Representatives on a "need to know" basis; provided that each Representative is bound by confidentiality obligations at least as restrictive as those contained in this Agreement.
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14. **LIABILITY.** IN NO EVENT SHALL EITHER PARTY BE LIABLE TO THE OTHER PARTY (OR TO ANY OTHER PERSON CLAIMING RIGHTS DERIVED FROM SUCH PARTY'S RIGHTS) FOR CONSEQUENTIAL, INCIDENTAL, SPECIAL, INDIRECT, PUNITIVE OR EXEMPLARY DAMAGES OF ANY KIND INCLUDING BUT NOT LIMITED TO, LOST TIME, LOST MONEY, LOST DATA, LOST PROFITS OR GOOD WILL, WHETHER IN CONTRACT, TORT, STRICT LIABILITY, NEGLIGENCE OR OTHERWISE, AND WHETHER OR NOT SUCH DAMAGES ARE FORESEEN OR UNFORESEEN WITH RESPECT TO ANY USE OF THE MATERIALS OR OTHERWISE ARISING FROM OR RELATING TO THESE TERMS OF SERVICE AND IN NO EVENT SHALL THE LIABILITY OF MCGRAW HILL OR ITS LICENSORS FOR WHATEVER CAUSE EXCEED THE FEES PAID BY YOU IN CONNECTION WITH YOUR USE OF THE MATERIALS EVEN IF ADVISED OF THE POSSIBILITY OF SUCH DAMAGES. To the extent the foregoing exclusion of liability is not permitted under applicable law, McGraw Hill's liability in such case will be limited to the greatest extent permitted by law.
15. **INDEMNIFICATION.** McGraw Hill shall indemnify, defend and hold harmless Subscriber from and against any and all liabilities, losses, damages, costs and expenses, including reasonable attorneys' fees, related to or arising out of any claim by a third party that the technology platform underlying the Solution infringes or misappropriates the intellectual property rights of such third party. To the extent permitted by law, Subscriber shall indemnify, defend and hold harmless McGraw Hill and its parent, affiliates, successors and assigns and their respective officers, employees and agents from and against any and all liabilities, claims, demands, losses, damages, costs and expenses, including reasonable attorneys' fees, related to or arising out of use of the Solution by Subscriber, except to the extent that such claim is subject to indemnification by McGraw Hill hereunder.
16. **MISCELLANEOUS.** The Agreement contains the entire understanding of the parties with respect to the subject matter hereof and supersedes all prior agreements and commitments with respect thereto; provided, however, that if Subscriber has entered into a separate written agreement with McGraw Hill regarding the subject matter hereof, that agreement will supersede this Agreement to the extent of any conflict. There are no other oral or written understandings, terms or conditions with respect to the subject matter of the Agreement, and neither party has relied upon any representation, express or implied, not contained in the Agreement. The rights and remedies of the parties are cumulative and not alternative. No waiver of any rights is to be charged against any party unless such waiver is in writing signed by an authorized representative of the party so charged. Neither the failure nor any delay by any party in exercising any right, power, or privilege under the Agreement will operate as a waiver of such right, power, or privilege, and no single or partial exercise of any such right, power, or privilege will preclude any other or further exercise of such right, power, or privilege or the exercise of any other right, power, or privilege. No modification of or amendment to the Agreement will be effective unless in writing signed by authorized representatives of both parties. If any provision of the

Agreement is held invalid or unenforceable by any court of competent jurisdiction, the other provisions of the Agreement will remain in full force and effect, and, if legally permitted, such offending provision will be replaced with an enforceable provision that as nearly as possible effects the parties' intent. Subscriber may not assign or otherwise transfer any of its rights or obligations under the Agreement without the prior written consent of McGraw Hill, which consent McGraw Hill may grant or withhold in its sole and absolute discretion. Subject to the foregoing, the Agreement will be binding upon and inure to the benefit of the parties hereto and their permitted successors and assigns. Any purported or attempted assignment or other transfer or delegation in violation of this Section shall be null and void.



## Exhibit B

### McGraw Hill Terms of Use (last updated: January 2020)

If you are outside the United States and access McGraw Hill products or services serving regions outside the United States, please go to our [Terms of Use for International Platforms](#).

If you are an MHCampus user, please go to our [MHCampus Terms of Use](#).

**If you are using McGraw Hill products or services as a member of an educational institution or business that has a separate written agreement with McGraw Hill, that agreement will govern your use of the products or services and these terms and conditions as written below do not apply to you.**

#### McGraw Hill Terms of Use

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These terms and conditions (the "Terms of Use") apply to all web sites and applications (collectively, the "Sites") owned and operated by McGraw Hill LLC or one of our affiliated companies ("McGraw Hill" or "us" or "we"). By registering for or otherwise using any of our Sites or Services (as defined below), or accessing any content or material that we make available through the Services or Sites, you agree to these Terms of Use. You may also agree to these Terms of Use by signing or entering into an ordering document with McGraw Hill that incorporates these Terms of Use. These Terms of Use, our [Privacy Notice](#) which is hereby incorporated by reference, and any ordering document form a legally binding agreement between you and McGraw Hill (collectively, this "Agreement"). We reserve the right, at our discretion, to change these Terms of Use in the future.

If you do not agree to this Agreement, you may not access or otherwise use the Sites or the Services.

You may use the Services only if you have reached the age of majority or legal age in your jurisdiction (generally 18 or older) and can form legally binding contracts under applicable law. If you are under 18 or the legal age of majority in your jurisdiction, your educational institution, parent, or guardian must agree to these Terms of Use on your behalf.

1. PROPRIETARY SERVICES FOR REGISTERED USERS. McGraw Hill operates electronic platforms/systems including web and mobile applications that enable students, instructors, and administrators of educational institutions to access and use certain online products and services offered by McGraw Hill (collectively and including any subsequent versions of such platforms/systems and applications, the "Services") through our Sites. The material on our Sites include general non-proprietary information available to all users of our Sites, but in order to access and use the Services you will be required to register on our Sites or through your educational institution. If you register to use the Services on behalf of your educational institution, you will be required to agree to additional terms and conditions in connection with the registration process (the "Terms of Service").

#### 2. USER INFORMATION, COPPA.

During the course of using the Services, we may ask you to share certain personal information in order for us to provide you with the Services. Our Privacy Notice describes our policies around collecting, using, and maintaining the privacy of your personal information. You acknowledge and agree that between you and McGraw Hill, only you are responsible for the accuracy and content of your personal information, and you agree to keep it up to date.

In accordance with the Federal Children's Online Privacy Protection Act of 1998 (COPPA), we will never knowingly solicit, nor will we accept, personally identifiable information from users known to be under thirteen (13) years of age without the consent of their educational institution or the child's parent or guardian. If an educational institution with students that are under thirteen (13) years of age uses our Services, the educational institution may also provide us with personally identifiable information about its students. We use

student information to provide the Services to the educational institution and its students, consistent with our Privacy Notice.

3. INTELLECTUAL PROPERTY. During the applicable term of your subscription for Services, subject to the payment of any fees in any applicable subscription agreement and subject to compliance with these Terms of Use and any other agreement governing your use of the Services, McGraw Hill grants you a limited, non-exclusive and non-transferable license to access and use the Services over the Internet via the Site provided for the Services for your own internal use for educational purposes only. McGraw Hill is the owner and/or authorized user of all trademarks, logos, service marks and trade names (collectively the "Trademarks") on our Sites and is the owner or licensee of the content and/or information on our Sites. Your use of our Sites does not grant to you a license to any content or materials you may access on our Sites, unless otherwise expressly provided in these Terms of Use or the Terms of Service. You may not use any Trademark displayed on our Sites without our prior written consent or prior written consent of the third-party that owns any other trademarks.

4. ACCESS TO MCGRAW HILL CONTENT. We may provide you with access to content and information related to the Services (the "McGraw Hill Content"). Your use of McGraw Hill Content is subject to these Terms of Use as well as any additional terms you agree to in connection with such McGraw Hill Content and/or posted on the Site for the McGraw Hill Content, including, without limitation, any prohibitions on distribution of the McGraw Hill Content to students or third parties. You are responsible for maintaining the confidentiality of your password and account and are fully responsible for all activities that occur under your password or account. You may not share or distribute to a third party any screen name or password for accessing the Services or the McGraw Hill Content. You may access and use materials from the Services and/or the McGraw Hill Content only for your own research or study.

5. RESTRICTIONS ON USE. Only you are to access the Services and/or the McGraw Hill Content using your username or password. If your license includes access to eBooks, during the time you have a valid license you may access your eBook on only one (1) web session if using the McGraw Hill eReader (i.e., no concurrent uses allowed) or two (2) devices if using McGraw Hill's Read Anywhere mobile application. If we have reason to believe you have shared your password information or access to your account or have used the Services in violation of the provisions herein, we may suspend or terminate your account and refuse any and all current or future use of the Services. You agree that you will not otherwise copy, transmit, rent, forward, lend, sell, or modify any materials from the Services and/or the McGraw Hill Content or modify or remove any proprietary notices contained therein, or create or enable the creation of derivative works based thereon. You may not use any robot, spider, other automatic device or program or manual process to access, monitor, copy or reproduce the Services or the McGraw Hill Content. You may not engage in systematic retrieval of content from the Services or the McGraw Hill Content to create or compile, directly or indirectly, a collection, compilation, database or directory. You may not disseminate any portion of the Services or the McGraw Hill Content through electronic means, including mail lists or electronic bulletin boards. You may not reverse engineer the Services, nor circumvent, disable, or otherwise interfere with any technical and/or other limitations, including without limitation security-related features. You acquire no right, title or interest in any McGraw Hill content except for the limited access license granted to you, and McGraw Hill reserves all rights in the McGraw Hill Content.

6. COMMUNICATIONS TO MCGRAW HILL. Although we encourage you to e-mail us, you should not e-mail us anything that contains confidential information or personally identifiable information. Please refer to the Privacy Notice with regard to how we handle your personal information. By e-mailing us or otherwise providing content to us, or posting content to the Sites or the Services including but not limited to feedback, questions, comments, suggestions, and the like (collectively, "User Content"), you agree to be bound by our [User Content Submission Agreement](#) and we may use any non-personally identifiable ideas, concepts, know-how, or techniques contained in your communications for any purpose whatsoever, including but not limited to, the development, production and marketing of products and services that incorporate such information. You own the rights to anything you post to the Sites or the Services, including text and photographs. You do, however, grant us an irrevocable, non-exclusive, worldwide, perpetual, royalty-free license to use, modify, copy, distribute, publish, perform, sublicense, and create derivative works from all non-personally identifiable submissions you provide to us, in any media now known or hereafter devised.

The Site or Services may permit you to upload third-party content for use with the Site or Services (“Service Uploads”). You represent and warrant that prior to providing any upload you will have all necessary rights to provide the Service Uploads, and that your Service Uploads will not infringe any third-party rights, including any intellectual property or proprietary rights. You grant McGraw Hill the right to make your Service Uploads available to licensed end users in the same manner and to the same extent as the McGraw Hill Content provided in the applicable Service. Additional terms and options for Service Uploads may be presented through the applicable upload interface available on the Site offering the Service which shall be in addition to, and not instead of, these Terms of Use.

#### 7. COMMUNITY GUIDELINES.

In using the Sites or Services, you agree you will not: (a) submit material that is unlawful, obscene, lewd, defamatory, libelous, threatening, pornographic, harassing, hateful, racially or ethnically offensive, excessively violent, or encourages conduct that would be considered a criminal offense, give rise to civil liability, violate any law, or is otherwise inappropriate or objectionable; (b) post advertisements or solicitations of business; (c) impersonate another person; (d) submit material that is copyrighted, protected by trade secret or otherwise subject to third party intellectual property or proprietary rights, including privacy and publicity rights, unless you are the owner of such rights or have permission from their rightful owner to post the material and to grant McGraw Hill all of the license rights granted herein; (e) submit material that is unsuitable for minors in any country; or (f) submit material that is malicious or destructive in nature, or contain a virus or other computer programming routine or engine that is intended to damage or otherwise interfere with any system, data, or information. McGraw Hill does not and cannot review all User Content or Service Uploads and is not in any manner responsible for such content. McGraw Hill reserves the right, but has no obligation, to refuse to post, block or remove communications or materials for any reason in its sole discretion. McGraw Hill may terminate your access to our Sites and/or the Services to prevent further posting or distribution of any communications or materials, and McGraw Hill may, but is not obligated to, report any of your communications or materials to your educational institution.

8. NO WARRANTIES. WE AND OUR LICENSORS AND SERVICE PROVIDERS MAKE NO WARRANTIES OR REPRESENTATIONS ABOUT THE CONTENTS OF OUR SITES, MCGRAW HILL CONTENT OR THE SERVICES. WE SHALL NOT BE SUBJECT TO LIABILITY FOR ANY DELAYS OR INTERRUPTIONS OF OUR SITES OR THE SERVICES FROM WHATEVER CAUSE. YOU AGREE THAT YOU USE THE SITES, THE MCGRAW HILL CONTENT, AND THE SERVICES AT YOUR OWN RISK. OUR SITES, MCGRAW HILL CONTENT AND THE SERVICES MAY CONTAIN TECHNICAL INACCURACIES OR TYPOGRAPHICAL ERRORS OR OMISSIONS. MCGRAW HILL IS NOT RESPONSIBLE FOR ANY SUCH TYPOGRAPHICAL OR TECHNICAL ERRORS. MCGRAW HILL RESERVES THE RIGHT TO MAKE CHANGES, CORRECTIONS, AND/OR IMPROVEMENTS TO OUR SITES, MCGRAW HILL CONTENT AND THE SERVICES AT ANY TIME WITHOUT NOTICE.

9. EXTERNAL WEBSITES. Our Sites may contain links to third-party applications or websites (“External Websites”). These links are provided only as a convenience to you and not as an endorsement by us of the content on such External Websites. When you access an External Website, McGraw Hill has no control over its content, applications, or services. We do not make any representations regarding the accuracy, quality, or accessibility of any External Website or its content or materials. McGraw Hill disclaims all liability for any errors, omissions, violation of third-party rights or illegal conduct arising from such External Websites.

10. INDEMNIFICATION. You agree to defend, indemnify, and hold harmless McGraw Hill and our officers, directors, employees, successors, licensors, service providers, and assignees from and against any claims, actions, demands, liabilities, losses, damages, costs and expenses including, without limitation, reasonable legal and accounting fees, arising from or relating to your breach of this Agreement or your access to, use, or misuse of the McGraw Hill Content, our Sites, or the Services. We shall provide notice to you of any such claim, suit, or proceeding and shall assist you, at your expense, in defending any such claim, suit, or proceeding. We reserve the right to assume the exclusive defense and control of any matter that is subject to indemnification under this section. In such case, you agree to cooperate with any reasonable requests assisting our defense of such matter.

11. LIABILITY. IN NO EVENT WILL MCGRAW HILL OR ITS LICENSORS OR SERVICE PROVIDERS BE LIABLE FOR ANY CONSEQUENTIAL, INCIDENTAL, SPECIAL, INDIRECT, PUNITIVE OR EXEMPLARY DAMAGES OF ANY KIND, INCLUDING BUT NOT LIMITED TO, LOST TIME, LOST MONEY, LOST DATA, LOST PROFITS OR GOOD WILL, WHETHER IN CONTRACT, TORT, STRICT LIABILITY, NEGLIGENCE OR OTHERWISE, AND WHETHER OR NOT SUCH DAMAGES ARE FORESEEN OR UNFORESEEN WITH RESPECT TO ANY USE OF THE MCGRAW HILL CONTENT, SITES, THE SERVICES, OR OTHERWISE ARISING FROM OR RELATING TO THESE TERMS OF USE AND IN NO EVENT SHALL THE LIABILITY OF MCGRAW HILL OR ITS LICENSORS FOR WHATEVER CAUSE EXCEED THE FEES PAID BY YOU IN CONNECTION WITH YOUR USE OF THE MCGRAW HILL CONTENT, THE SITES, OR THE SERVICES, EVEN IF ADVISED OF THE POSSIBILITY OF SUCH DAMAGES. TO THE EXTENT THE FOREGOING EXCLUSION OF LIABILITY IS NOT PERMITTED UNDER APPLICABLE LAW, MCGRAW HILL'S LIABILITY IN SUCH CASE WILL BE LIMITED TO THE GREATEST EXTENT PERMITTED BY LAW.

12. INFRINGEMENT NOTIFICATION. We respect the intellectual property rights of others, and require that the people who use our Sites do the same. If you believe that your work has been copied in a way that constitutes copyright infringement, please send notifications of the claimed infringement to: Legal Department, McGraw Hill, 2 Penn Plaza, New York 10121. Notices of the claimed infringement should include the following information: (a) your address, telephone number, and email address; (b) a description of the copyrighted work that you claim has been infringed; (c) a description of where the alleged infringing material is located, with a link if possible; (d) a statement by you that you have a good faith belief that the disputed use is not authorized by the copyright owner, its agent, or the law; (e) an electronic or physical signature of the person authorized to act on behalf of the owner of the copyright interest; (f) a statement by you, made under penalty of perjury, that the above information in your notice is accurate and that you are the copyright owner or authorized to act on the copyright owner's behalf.

13. COMPLIANCE WITH APPLICABLE LAWS. We control and operate our Sites from our offices in the United States of America. We do not represent that materials on our Sites are appropriate or available for use in other locations. Persons who choose to access our Sites from other locations do so on their own initiative, and are responsible for compliance with local laws, if and to the extent local laws are applicable. All parties to these terms and conditions waive their respective rights to a trial by jury.

14. TERMINATION OF THE AGREEMENT. We reserve the right in our sole discretion, to restrict, suspend, or terminate your use or access to any of the Services, McGraw Hill Content, and/or our Sites and/or discontinue any portion, feature, or content of the Services, McGraw Hill Content, our Sites, or this Agreement at any time and for any reason without prior notice or liability. If you violate these Terms of Use McGraw Hill may, but is not obligated to, report any such violation of these Terms of Use to your educational institution. When reasonably feasible, we will make reasonable efforts to provide notice of significant changes to the Services to end users with active licenses to use the Services.

15. MISCELLANEOUS. If any provision of this Agreement is found to be invalid by any court having competent jurisdiction or terminated in accordance with the "Termination of the Agreement" provision above, the invalidity or termination of such provision shall not affect the validity of the following provisions of this Agreement, which shall remain in full force and effect: "Intellectual Property," "Communications to McGraw Hill," "No Warranties," "Indemnification," "Liability," "Compliance With Applicable Laws," "Termination of the Agreement," and "Miscellaneous." Our failure to act on or enforce any provision of this Agreement shall not be construed as a waiver of that provision or any other provision in this Agreement. No waiver shall be effective against us unless made in writing, and no such waiver shall be construed as a waiver in any other or subsequent instance. Except as expressly agreed by us and you in writing, this Agreement constitutes the entire Agreement between you and us with respect to the subject matter, and supersedes all previous or contemporaneous agreements, whether written or oral, between the parties with respect to the subject matter. The section headings are provided merely for convenience and shall not be given any legal import. This Agreement will inure to the benefit of our successors, assigns, licensees, and sublicensees.

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**Exhibit C**  
**McGraw Hill Data Privacy Notice**  
**End User Privacy Notice**

Effective Date: January 1, 2020

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#### Introduction

As a global leader in providing digital learning systems for educators and students, McGraw Hill LLC (“McGraw Hill”) is deeply committed to protecting the privacy of our end users. Whether you are using Connect, ConnectEd, Engrade or any of our other solutions, we collect Personally Identifiable Information that we use to provide, maintain and improve the solution. We are providing the below information so that you can understand how we protect and use your information. If you are under 18, we suggest that you review this information with your parents.

This information applies to all end users of our digital learning system. Since McGraw Hill is a service provider to your institution, your institution is best able to provide you with a full understanding of their privacy practices and more information on how their end user’s Personally Identifiable Information (PII) is collected, shared, and used. To obtain more detailed information about how PII is collected, used, and shared by your educational institution, please contact the appropriate individual at that institution.

In limited circumstances, end users may also be customers of McGraw Hill and McGraw Hill may market to them as a customer. For example, end users may purchase products or create personal accounts in our web sites. In these circumstances, they would be treated as a customer. For more information on how your data is used as a customer, please review the Customer Data Privacy Notice. By contrast, this End User Data Privacy Notice applies to end users with respect to the information collected and processed as part of a course of instruction within the digital learning solution as determined by their educational institution or employer. Aggregated de-identified end user PII is leveraged by McGraw Hill to improve existing or develop new educational products and services.

McGraw Hill is a global organization. We follow privacy laws and regulations that are applicable to our company and our services in the areas where we do business. Should our privacy practices change, we will update it here, but more importantly, we will notify your educational institution in writing and obtain their consent before implementing any material impact to your privacy rights.

#### **Questions? Contact us:**

Any questions or complaints regarding this notice or the collection, use, disclosure, or transfer of PII collected by your educational institution through our digital learning systems should be directed to the appropriate representative at your educational institution.

Otherwise, if you have purchased or received a McGraw Hill product outside of an educational institution, please direct any questions or complaints to the McGraw Hill Data Protection Officer by emailing [privacy@mheducation.com](mailto:privacy@mheducation.com) or calling +1-646-766-3199. If applicable, you may choose to lodge a complaint

with your national data protection authority at any time. For local privacy contact information, please see [McGraw Hill's Local Privacy Official](#).

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### ***What is personally identifiable information (PII)?***

Personally identifiable information, or PII, is any information relating to an identified or identifiable natural person ("data subject") including personal data as defined under applicable local law. An identifiable natural person is one who can be identified, directly or indirectly, in particular by reference to an identifier such as a name, an identification number, location data, an online identifier or to one or more factors specific to the physical, physiological, genetic, mental, economic, cultural or social identity of that natural person.

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### ***What PII do we collect?***

***We collect PII, such as contact information and education details, in order to provide you with the product and/or service requested.***

We only collect the information required to provide, maintain and improve the digital learning solution you use. When you register, or are registered within one of our digital learning solutions, we collect your name, school, instructor, class, and login information. Once you begin using one of our solutions, we collect your input to questions, technical specifications, and other information about how you use the solution. You are not required to provide PII; however, in order to use certain services, we may need to collect certain PII for that service to function properly or for us to provide you with requested information.

Depending on the product, the PII we collect includes information from the following categories:

1. Name, initials, and personal or business-related contact information
  - a. For our digital learning systems, we collect your name/initials and contact information when you create an account. However, we collect additional PII, or confirm existing PII, if you contact customer service with an issue or question.
2. Education & professional information
  - a. For some digital learning systems, we collect PII related to your position as an educator or student. This includes the state, district, name of school, courses, etc.
3. In some instances, we collect PII from third parties who provide single-sign-on functions via Learning Management Systems or related tools.

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***We automatically collect computer metadata and content to provide, improve, and maintain our products and services.***

When you use our digital learning systems, we automatically collect certain information from you through the use of cookies, web beacons or other tracking mechanisms. This includes information about your experience such as your IP address, operating systems, pages viewed, and time spent.

Third parties also collect information automatically from you across websites and over time through the use of their own cookies, web beacons, and tracking mechanisms. This information is used to enable the functions of the digital learning system, as well as customize, maintain, and improve our digital learning systems. You may disable cookies via your browser or third party mechanisms. However, some features of our digital learning systems may not function properly without them. Third party cookies that we use include Google Analytics and Webtrends.

If you choose to communicate with or receive communications through our services via phone, text, chat, email, or any other platform for technical support, customer service, or other assistance, those interactions may be recorded and monitored to deliver the solution or information requested by you.

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***How do we use PII and on what legal basis?***

As mentioned above, we use your information to provide you with the digital learning solution on behalf of your school, in order to meet our contractual obligation to you or your school with respect to the service. For example, to assist with identifying users across products and providing consistent service and to enable sharing of data between our products and your school's learning management system.

We will also process your PII to meet our legitimate interests, for example to improve the quality of services and products.

Except as described in this notice, we limit the use, collection, and disclosure of your PII to the minimum level necessary to deliver the service or information requested by you or your institution. We do not collect, use, or disclose PII that is not reasonably related to a legitimate business purpose necessary to serve you. Your information may also be used in order to maintain and/or improve our services.

Some of our digital learning solutions will use your previous responses to customize your learning experience. This customization is designed to ensure the best possible learning environment for a student without directly driving any determinative outcome.

Provision of your PII may be necessary in order to use the chosen digital learning solution. Failure to provide us with your PII may preclude you from using the digital learning solution.

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***Do we sell or use your PII to market to you?***

**We will not sell end user PII or use information from educational records for marketing purposes.**

We will not sell PII to other organizations, nor will we market to students using the information from their educational records (education records are defined as records directly related to a student and maintained by an educational agency or institution, or by a party acting for the agency or institution).

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***When do we share your PII with third parties?***

***In general, we only share your PII in order to provide, maintain, or improve our products or services, or respond to legal requests.***

1. Co-branded/Other Web Sites and Features – We may share your PII with third-party business partners for the purpose of providing the service to you. These third-party business partners include cloud service providers, learning management systems (LMS), other educational software providers, etc. These business partners will be given limited access to the PII that is reasonably necessary to deliver the service, and we will require that such third parties follow the same privacy and security practices as McGraw Hill.
2. Business Transfer – In the event of a sale, merger or acquisition, we will be able to transfer your PII to a separate entity. We will require this entity to use your PII only for authorized purposes and by authorized persons in a manner consistent with the choices end users have made under this notice, and that security, integrity, and privacy of your PII is maintained.
3. Agents/Service providers – We hire other companies to perform certain business-related functions on our behalf and according to our instructions. For example, we provide your PII to service providers that host our platform data in the cloud (e.g., AWS).
4. Affiliates – McGraw Hill is a global corporation that consists of multiple organizations. We share your PII between organizations within McGraw Hill to provide, maintain, and improve our products and services. A list of the companies within the McGraw Hill group is available [here](#).
5. Educational Institutions – As we provide products and services to your school, we share your data with approved individuals at your school, such as administrators or educators.
6. Law Enforcement – In the event that McGraw Hill receives a legal demand for end user data from a law enforcement agency, that request will only be honored if:
  - a. The request complies with all laws and clearly establishes the legal need for disclosure.
  - b. The request is related to a specific investigation and specific user accounts are implicated in that investigation.
  - c. Whenever legally permissible, users shall receive notice that their information is being requested.

McGraw Hill reserves the right to disclose to third parties non-personally identifiable information about our users and their use of the McGraw Hill services. For example, McGraw Hill may disclose aggregate data about the overall patterns or demographics of the users of the McGraw Hill products or services.

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***What rights do you have?***

***As a user, you have the rights to access, export, be informed about, rectify, object to the further processing of, restrict the processing of, withdraw consent to the processing of, and erase your PII.***

***If you are a student at an educational institution using an McGraw Hill product, you should direct any requests to exercise your data subject rights to the appropriate representative at your institution. If you are an educator or administrator you may reach out to McGraw Hill directly on the requests below:***



1. Access and rectification – We strive to ensure that the PII we have about you is accurate and current. You may obtain confirmation as to whether or not PII concerning you exists, regardless of whether PII has already been recorded, and be communicated such information in a readily understandable form.
2. Choice & Objection to processing – With limited exceptions, you may choose to change how we use your PII at any time. However, if the PII is required in order to provide you with the service or process a transaction, you may not be able to opt-out without canceling the transaction or service. You may object, in whole or in part, on legitimate grounds, to the processing of your PII, even where such processing is relevant to the purpose of the collection. Please know that if we do receive a request to objection to the further processing of your information, you may no longer be able to access or use the digital learning solution.
3. Withdraw consent – Your educational institution is responsible for obtaining your consent, where required. McGraw Hill obtains consent from your institution to collect, process, and store your PII.
4. Restriction of processing: In specific cases (e.g., if you challenge the accuracy of the PII, while this is being checked), you can request a restriction on the processing of your PII, which can only be processed to file or defend claims.
5. Information – You have the right to be informed a) of the source of the PII; b) of the purposes and methods of the processing; c) of the logic applied to the processing, if processing is carried out with the help of electronic means; d) of the identity of the data controller and data processors; and e) of the entities or categories of entities to whom the PII may be communicated and who may have access to such PII in their capacity as data processor(s) or person(s) in charge of the processing.
6. Data portability – You have the right to export your PII from our systems in a readily accessible file type.
7. Erasure – You may request erasure, anonymization or blocking of a) PII that have been processed unlawfully; b) PII whose retention is unnecessary for the purposes for which it has been collected or subsequently processed. You can obtain certification to the effect that such operations, as well as their contents, have been notified to the entities to whom the data were communicated, unless this requirement proves impossible or involves a manifestly disproportionate effort. Since your educational institution has hired us to manage this information for them, we ask that you or your parent make any request to delete your information directly to your school. Please know that if we do receive a request to delete your information, you may no longer be able to access or use the digital learning solution.

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***How do we protect your PII?***

***Our IT security team has established industry standard security measures to protect your PII from unauthorized access and use.***

McGraw Hill takes reasonable precautions to protect your information. When you submit PII via the digital learning system, your information is protected both online and off-line. McGraw Hill utilizes reasonable security measures to protect the security and confidentiality of your PII from unauthorized access and use.

### ***How long do we retain your data?***

We will retain your data for the minimum amount of time necessary to accomplish the purpose for which it was collected, and thereafter no longer than is permitted under McGraw Hill's data retention policies. We will retain and use your data as necessary to comply with our obligations, resolve disputes and enforce agreements.

For information on the retention period that applies, reach out to the Privacy Office by emailing [privacy@mheducation.com](mailto:privacy@mheducation.com) or calling +1-646-766-3199.

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### ***When do we store, transfer or process PII internationally?***

***McGraw Hill is a global organization. Depending on your location, and the product or service, your information may be stored and processed within secure data centers at one or many of our locations. McGraw Hill has committed to meeting the requirements of local data protection laws, including EU law, to the extent required. If your data is stored locally, then your local laws prevail.***

We recognize and acknowledge current data protection laws in the European Union, Switzerland, and around the world. To comply with privacy laws in the European Union, we have implemented appropriate contracts for the international transfer of PII, on the basis of the standard contractual clauses approved by the European Commission and other international models as required by local law, to provide a legal mechanism for transferring data to McGraw Hill locations globally. For more information on the aforementioned model contracts and how to obtain a copy of the contract, please contact the Privacy Office at [privacy@mheducation.com](mailto:privacy@mheducation.com) or +1-646-766-3199.

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### ***Has McGraw Hill signed the Student Privacy Pledge?***

McGraw Hill is a signatory to the [Student Privacy Pledge](#) and is committed to protecting student information. If a materially adverse change is made to this notice, we will notify your educational institution and seek their consent for this change.

## Exhibit D

### Data Privacy and Security Guidelines

This Data Privacy and Security Guidelines (“DPSG” or “Security Guidelines”) document sets forth the duties and obligations of McGraw Hill (defined below) with respect to Personal Information (defined below). In the event of any inconsistencies between the DPSG and the Agreement (defined below), the parties agree that the DPSG will supersede and prevail. Capitalized terms not defined herein shall have the meaning ascribed to them in the Agreement.

#### 1. Definitions.

- a. **"Agreement"** means the Agreement for the Services between the McGraw Hill LLC entity (“McGraw Hill”) and Subscriber incorporating the [Privacy Notice](#) to which these Security Guidelines are referenced and made a part thereof.
- b. **"Applicable Laws"** means federal, state and international privacy, data protection and information security-related laws, rules and regulations applicable to the Services and to Personal Information.
- c. **"End User Data"** means the data provided to or collected by McGraw Hill in connection with McGraw Hill’s obligations to provide the Services under the Agreement.
- d. **"Personal Information"** means information provided to McGraw Hill in connection with McGraw Hill’s obligations to provide the Services under the Agreement that (i) could reasonably identify the individual to whom such information pertains, such as name, address and/or telephone number or (ii) can be used to authenticate that individual, such as passwords, unique identification numbers or answers to security questions or (iii) is protected under Applicable Laws. For the avoidance of doubt, Personal Information does not include aggregate, anonymized data derived from an identified or identifiable individual.
- e. **"Processing of Personal Information"** means any operation or set of operations which is performed upon Personal Information, such as collection, recording, organization, storage, use, retrieval, transmission, erasure or destruction.
- f. **"Third Party"** means any entity (including, without limitation, any affiliate, subsidiary and parent of McGraw Hill) that is acting on behalf of, and is authorized by, McGraw Hill to receive and use Personal Information in connection with McGraw Hill’s obligations to provide the Services.
- g. **"Security Incident"** means the unlawful access to, acquisition of, disclosure of, loss, or use of Personal Information.
- h. **"Services"** means any services and/or products provided by McGraw Hill in accordance with the Agreement.

#### 2. Confidentiality and Non-Use; Consents.

- a. McGraw Hill agrees that the Personal Information is the Confidential Information of Subscriber and, unless authorized in writing by Subscriber or as otherwise specified in the Agreement or this DPSG, McGraw Hill shall not Process Personal Information for any purpose other than as reasonably necessary to provide the Services, to exercise any rights granted to it under the Agreement, or as required by Applicable Laws.
- b. McGraw Hill shall maintain Personal Information confidential, in accordance with the terms set forth in this Security Guidelines and Applicable Laws. McGraw Hill shall require all of its employees authorized by McGraw Hill to access Personal Information and all Third Parties to comply with (i) limitations consistent with the foregoing, and (ii) all Applicable Laws.
- c. Subscriber represents and warrants that in connection with any Personal Information provided directly by Subscriber to McGraw Hill, Subscriber shall be solely responsible for (i) notifying End

Users that McGraw Hill will Process their Personal Information in order to provide the Services and (ii) obtaining all consents and/or approvals required by Applicable Laws.

3. Data Security.

McGraw Hill shall use commercially reasonable administrative, technical and physical safeguards designed to protect the security, integrity, and confidentiality of Personal Information. McGraw Hill's security measures include the following:

- a. Access to Personal Information is restricted solely to McGraw Hill's staff who need such access to carry out the responsibilities of McGraw Hill under the Agreement.
- b. Access to computer applications and Personal Information are managed through appropriate user ID/password procedures.
- c. Access to Personal Information is restricted solely to Subscriber personnel based on the user role they are assigned in the system (provided, however, that it is the Subscriber's responsibility to ensure that user roles match the level of access allowed for personnel and that their personnel comply with Applicable Law in connection with use of such Personal Information).
- d. Data is encrypted in transmission (including via web interface) and at rest at no less than 256-bit level encryption.
- e. McGraw Hill or a McGraw Hill authorized party performs a security scan of the application, computer systems and network housing Personal Information using a commercially available security scanning system on a periodic basis.

4. Data Security Breach.

- a. In the event of a confirmed Security Incident, McGraw Hill shall (i) investigate the Security Incident, identify the impact of the Security Incident and take commercially reasonable actions to mitigate the effects of any such Security Incident, (ii) timely provide any notifications to Subscriber or individuals affected by the Security Incident that McGraw Hill is required by law, subject to applicable confidentiality obligations and to the extent allowed and/or required by and not prohibited by Applicable Laws or law enforcement.
- b. Except to the extent prohibited by Applicable Laws or law enforcement, McGraw Hill shall, upon Subscriber's written request and to the extent available, provide Subscriber with a description of the Security Incident and the type of data that was the subject of the Security Incident.

5. Security Questionnaire.

Upon written request by Subscriber, which request shall be no more frequently than once per twelve (12) month period, McGraw Hill shall respond to security questionnaires provided by Subscriber, with regard to McGraw Hill's information security program applicable to the Services, provided that such information is available in the ordinary course of business for McGraw Hill and it is not subject to any restrictions pursuant to McGraw Hill's privacy or data protection or information security-related policies or standards. Disclosure of any such information shall not compromise McGraw Hill's confidentiality obligations and/or legal obligations or privileges. Additionally, in no event shall McGraw Hill be required to make any disclosures prohibited by Applicable Laws. All the information provided to Subscriber under this section shall be Confidential Information of McGraw Hill and shall be treated as such by the Subscriber.

6. Security Audit.

Upon written request by Subscriber, which request shall be no more frequently than once per twelve (12) month period, McGraw Hill's data security measures may be reviewed by Subscriber through an informal audit of policies and procedures or through an independent auditor's inspection of security methods used within McGraw Hill's infrastructure, storage, and other physical security, any such audit to be at Subscriber's sole expense and subject to a mutually agreeable confidentiality agreement and at mutually agreeable

timing, or, alternatively, McGraw Hill may provide Subscriber with a copy of any third party audit that McGraw Hill may have commissioned.

7. Records Retention and Disposal.

- a. Subscriber may access, correct, and delete any Personal Information in McGraw Hill's possession by submitting McGraw Hill's Personal Information Request Form: <https://www.mheducation.com/privacy/privacy-request-form>.
- b. McGraw Hill will use commercially reasonable efforts to retain End User Data in accordance with McGraw Hill's End User Data retention policies.
- c. McGraw Hill will use commercially reasonable efforts to regularly back up the Subscriber and End User Data and retain any such backup copies for a minimum of 12 months.

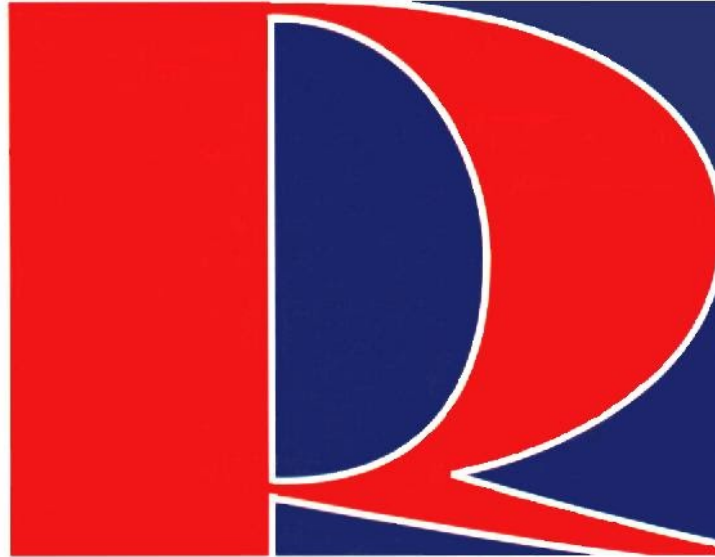


Raytown C-2 School District  
Request for Proposal  
Elementary Mathematics

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**TAB 10** RFP Forms & Terms and Conditions

# **REQUEST FOR PROPOSAL**



**RAYTOWN  
QUALITY  
SCHOOLS**  
Expect the Exceptional

**FOR  
Elementary Mathematics**

**TO BEGIN: January 12, 2021**

**Submittal Deadline: February 12, 2021**

**RAYTOWN C-2 SCHOOL DISTRICT**  
6608 Raytown Road  
Raytown, MO 64133  
816-268-7000

## **REQUEST FOR PROPOSAL**

### **Elementary Mathematics**

#### **Purpose**

The Raytown C-2 School District is seeking an Mathematics textbook for Elementary Mathematics (K-5) . The District seeks to retain the services of a company that will provide a comprehensive resource that would include a digital component, training, and professional learning opportunities for instructional staff.

#### **Proposal Guidelines**

##### **Response:**

The Raytown C-2 School District requires a Mathematics textbook that is focused on essential grade level mathematics and foundational concepts that will meet the diverse needs of Tier I, Tier II, and Tier III students. The District also requires the resource to include the support necessary for instructional staff to implement the resource with competency and fidelity.

##### **Cost:**

Selection shall be made of the company deemed to be fully qualified and best suited among those submitting proposals on the basis of the evaluation factors included in the Request for Proposal (RFP), including price, if so stated in the proposal. Negotiations shall be conducted with the selected company. Price shall be considered, but need not be the sole determining factor. While we are not holding any company to a “not to exceed” amount, we do expect the company to be specific as to cost per item(s) and supports and to justify the expense of such items and supports.

##### **Response Deadline:**

**To be postmarked *on or before* February 12, 2021** by  
Mail delivery to the following address:

Raytown Quality Schools  
Attn: Victoria Denney  
10750 E. 350 Highway  
Raytown, Missouri 64138

OR

Electronically to the following email address: [victoria.denney@raytownschools.org](mailto:victoria.denney@raytownschools.org)



### **Selection Criteria:**

The district is seeking a comprehensive Mathematics textbook series to support students enrolled in grades K-5. The textbook must align with the Missouri Learning Expectations, support the mathematics progressions within each domain, and be inclusive of our diverse learners and staff while preparing students for the rigorous expectations of the 21st Century. The textbook must provide strong connections between mathematics skills and conceptual understanding, a deep focus on problem solving, a systematic approach for addressing concrete, pictorial, and abstract methodologies in mathematics learning, and inclusive scope and sequence. The textbook adoption should include an extensive set of digital resources including an electronic version of the text and digital assessment capabilities.

The professional learning package should include a systematic approach to improve teacher implementation with fidelity and ensure high levels of implementation and instruction. It should also include instructional methodologies and practices that can be embedded into units of instruction.

### **Award:**

Selection shall be issued to the company meeting the global needs of the students in the Raytown School District. Award shall be made to the company meeting the established selection criteria, providing the most comprehensive professional learning plan, and containing the most progressive technological components established within the negotiated price. Selection shall be made of the company deemed to be fully qualified and best suited among those submitting proposals on the basis of the evaluation factors included in the RFP, including price. Negotiations shall be conducted with the company selected and may include necessary changes to the company's Terms of Use and Privacy Policy for the digital learning components of the resource including third party components to ensure alignment with District's data security guidelines. Price shall be considered, but need not be the sole determining factor.

~~The District will withhold 20% from the final payment as retainage until all online services are fully functional, as written in the proposal, in the educational setting. In the event that online services are not functioning prior to the date agreed upon in the contract, due in part or whole by the vendor, the vendor will be assessed a penalty of \$1,000 per day.~~

### **Data Security Guidelines:**

- Company must include their Data Governance Policies and Procedures.
- Company must provide a certification of Cybersecurity/Data Breach and Cyber Malpractice Insurance.
- Company must provide, **upon written request**, acknowledgement of District Data Governance policies and requirements. Due to individual vendor processes and procedures, data governance expectations will be discussed during contract refinement. At a minimum, the final contract shall include the following data governance expectations:
  1. The district owns all employee/district data that is shared, collected and/or generated through use of the system
  2. Access to and use of district data is limited only to those that need to have access to perform required support of the system
  3. District data cannot be used for marketing, advertising or data mining, or shared with 3rd parties unless **required in order to provide, improve, and maintain services**, allowed by law or **and** authorized by the district.
  4. Vendor must disclose where and how confidential or critical information will be stored and ensure that all district information will only be stored on servers in the United States
  5. All data will be maintained in a secure manner and appropriate technical, physical and administrative safeguards are in place to protect the data

6. Vendor must disclose how and when data will be destroyed
7. In the event that the district and/or vendor terminates services, all data must be provided to the district in an agreed upon method and all data stored on vendor systems must be de-identified and/or deleted
8. In the event of a data breach, vendor must **as soon as reasonably feasible, subject to applicable confidentiality obligations and compliance with any ongoing investigation by law enforcement,** immediately notify the district and assume liability of **legally required** district costs **directly** resulting from **the vendor's** breach
9. Vendor will ensure encrypted method of all data transactions with the district
10. All employee data portals are secured through the use of verified digital certificates
11. A data inventory and/or dictionary must be provided to the district Chief Information Officer
12. Vendor must be COPPA compliant and cannot require direct parental consent. The district can, and will, consent on behalf of parents.
13. Vendor will only use identifiable district data to fulfil obligations under the contract and for no other purposes.

## General District Information

### Student Population:

The Raytown C-2 School District's enrollment is approximately 8,500 students Pre-Kindergarten through grade 12. There are three primary diverse populations: African American (49%), Caucasian (28%), and Hispanic (13%). The free and reduced lunch rate for the District is 65% with a mobility rate of approximately 20%. Currently, 15% of students receive special educational services.

### Facilities/Technology Availability:

The district has a total of 2 high schools, 3 middle schools, 10 elementary schools, 2 pre-k schools, 1 career center, 1 school for students with exceptional needs, and 1 alternative school. The district provides students with access to the following technology devices for use in curricular activities: laptops with the Windows operating system for each student in grades 9-12, Chromebooks for all students in grades 6-8 and class sets of Chromebooks for elementary students grades 2-5. Students in K-1 are 3:1 with Chromebooks. The district also continues to move toward the use of web-based applications. All certified district staff has Windows 7 laptops as well as SMART Boards (or interactive whiteboard). All district buildings have complete wireless coverage.

### Instructional staff:

The certificated staff is diverse in years of service and level of education with the average years of teaching experience at approximately 11 years. Approximately 57% of certificated staff hold a Master's degree or advanced Master's degree(s). It is necessary to provide a curricular resource that differentiates instructional strategies and techniques that will support the novice teacher as well as provide a menu of options for the veteran teacher.

Additional information on the District may be obtained by visiting the District's web site at [www.raytownschools.org](http://www.raytownschools.org), and visiting the Department of Elementary and Secondary Education at [www.dese.state.us.mo](http://www.dese.state.us.mo) and reviewing school data and statistics.

### Finances:

Raytown School District will require partial delivery of materials on or before April 14, 2021 to allow the Raytown Instructional Team to plan and prepare professional learning for the summer of 2021. The contract award under this RFP is contingent upon a final purchase payment after July 1, 2021 the new fiscal year for Raytown School District. **Payment terms are 30 days net. Any other terms must be requested from McGraw Hill Finance by contacting your Sales Representative.**

## Information Requested

### 1. Agency/Personnel Information:

A. Identify the name of the company or agency submitting this response and state the address of the business location from which the District account will be managed.

B. Provide a list of all personnel who will be working on the District account, including the primary contact person, and include the business location of each person, and a summary of each person's duties and responsibilities on the account.

### 2. School District Experience:

A. Provide a list of school districts in the state of Missouri, and specifically in the Kansas City area, for whom your company has been awarded a full Elementary Mathematics Textbook contract: (1) the name of the contact person with the district and their telephone number; (2) the names of those districts for whom your company has been awarded other instructional programs.

B. Provide the same information for districts outside the state of Missouri and, as additional information, include in your response the size of each such district by student and staff population.

### 3. Services and Fee for Professional Learning and Training:

A. Provide a summary and sample contract/fee agreement setting forth any additional support that your company will provide to the district in addition to the resource materials. This would include professional learning and regular support throughout the first year of the award.

B. Provide a sample contract/fee agreement of support that you can provide in addition to what would be included in the first year of the award.

## ACKNOWLEDGMENT

By signing this Acknowledgement, the Company is hereby agreeing to the terms and expectations outlined in this proposal package.

Signature 

Print Name Brian Joniak

Title Senior Director Finance/Controller

Entity Name McGraw Hill LLC

Date February 11, 2021



Elementary Mathematics RFP

**RFP Attachment #1**

**Company/Agency Information:** Identify the name of the company or agency submitting this response and state the address of the business location from which the District account will be managed. This will be considered your company/agency approval for the RFP submittal information include as attachments.

I {We} are proposing in accordance with the general conditions and established specifications.

COMPANY: McGraw Hill LLC

ADDRESS: 8787 Orion Place, Columbus, OH 43240

TELEPHONE: 800-848-1567 FAX NUMBER: N/A

E-MAIL ADDRESS: SEG\_RFP@mheducation.com

FEDERAL TAX ID #: 80-0899290

WEB SITE: mheducation.com/prek-12

ADDITIONAL INFORMATION: \_\_\_\_\_

AUTHORIZED SIGNATURE: Brian Joniak, Sr. Director Finance/Controller

Print/Typed

AUTHORIZED SIGNATURE: 

Signed

DATE: February 11, 2021

Elementary Mathematics RFP

**Attachment #2**

\*\*Refer to Tab 3 of our submission

**List of All Personnel** who will be working on the District account, including the primary contact person, and include the business location of each person, and summary of each person's duties and responsibilities on the account.

Proposer's Name: \_\_\_\_\_

Proposer's Address: \_\_\_\_\_

City: \_\_\_\_\_ State: \_\_\_\_\_ Zip: \_\_\_\_\_

Contact Person: \_\_\_\_\_

Title/Responsibility: \_\_\_\_\_

Phone: \_\_\_\_\_ E-Mail: \_\_\_\_\_

Cell: \_\_\_\_\_ Fax: \_\_\_\_\_

Contact Person: \_\_\_\_\_

Title/Responsibility: \_\_\_\_\_

Phone: \_\_\_\_\_ E-Mail: \_\_\_\_\_

Cell: \_\_\_\_\_ Fax: \_\_\_\_\_

Contact Person: \_\_\_\_\_

Title/Responsibility: \_\_\_\_\_

Phone: \_\_\_\_\_ E-Mail: \_\_\_\_\_

Cell: \_\_\_\_\_ Fax: \_\_\_\_\_

Elementary Mathematics RFP

Attachment #3 \*Refer to Tab 4 of our submission.

**School District Experience:** Provide the attached list of company references within Missouri with an emphasis on the Kansas City area and/or any state.

**#1 SCHOOL NAME** \_\_\_\_\_

ADDRESS \_\_\_\_\_

CITY, STATE ZIP \_\_\_\_\_

CONTACT \_\_\_\_\_

PHONE \_\_\_\_\_ FAX \_\_\_\_\_

EMAIL \_\_\_\_\_

TIME WORKED \_\_\_\_\_

**#2 SCHOOL NAME** \_\_\_\_\_

ADDRESS \_\_\_\_\_

CITY, STATE ZIP \_\_\_\_\_

CONTACT \_\_\_\_\_

PHONE \_\_\_\_\_ FAX \_\_\_\_\_

EMAIL \_\_\_\_\_

TIME WORKED \_\_\_\_\_

**#3 SCHOOL NAME** \_\_\_\_\_

ADDRESS \_\_\_\_\_

CITY, STATE ZIP \_\_\_\_\_

CONTACT \_\_\_\_\_

PHONE \_\_\_\_\_ FAX \_\_\_\_\_

EMAIL \_\_\_\_\_

TIME WORKED \_\_\_\_\_

Elementary Mathematics RFP

**Attachment #4**    \*\*See Tab 5 of our submission.

**Services and Fee for Professional Learning and Training:** Provide a summary and sample of contract/fee agreement setting forth any additional support that your company will provide to the district in addition to the materials.





**Mc  
Graw  
Hill**