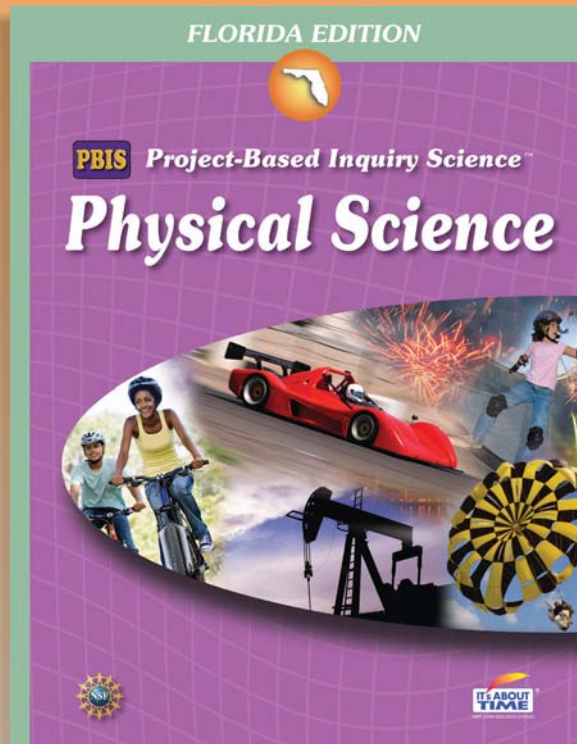




Florida Edition

Project-Based Inquiry Science Physical Science

**CORRELATION
FLORIDA DEPARTMENT OF EDUCATION
INSTRUCTIONAL MATERIALS CORRELATION
COURSE STANDARDS**



Subject:	Science
Grade Level:	6–8
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**Correlation of
Florida Next Generation Sunshine State Standards
to
*Project-Based Inquiry Science: Physical Science***

Florida Next Generation Sunshine State Standards	<i>Project-Based Inquiry Science: Physical Science</i>
Scheme and Descriptor	
Strand: Literary Analysis	
Standard 2: Nonfiction	
<p>LA.6.2.2.3 The student will organize information to show understanding (e.g., representing main ideas within text through charting, mapping, paraphrasing, summarizing, or comparing/contrasting).</p>	<p>Diving Into Science LS1: pp. 5-6, 18-19 LS2: p. 26 LS3: pp. 36, 38-39, 41, 56, 61-62, 64-65, 66-67 LS4: pp. 72, 73, 81-82, 88-89, 91-92, 99</p> <p>Vehicles in Motion Introduction: pp. 7, 10-12 LS1: pp. 16, 18, 24, 28-29, 32-33, 50-56, 68-70, 73, 77, 84-87, 89-90 LS2: pp. 96, 99, 101-102, 108-109, 111-112, 121-122, 130, 134-135, 137, 142-143, 152-153, 156 LS3: pp. 162, 176-178 Address the Big Challenge: pp. 201-202</p> <p>Air Quality Introduction: pp. 12-15, 17-18 LS1: pp. 20-22, 23, 34, 36-37, 38-40, 48, 50, 56, 58 LS2: pp. 63, 65, 77, 87, 96, 104, 113, 115-116 LS3: pp. 118, 125, 127, 131, 134, 147, 156, 165, 170-171, 172-173, 176-177, 184, 186 LS4: pp. 191, 195, 201, 205-206, 211-212, 221, 224, 246-248, 252-256, 258-259, 262 LS5: pp. 267, 292-293, 302, 304 Answer the Big Question: pp. 313-316</p>

Florida Next Generation Sunshine State Standards		<i>Project-Based Inquiry Science: Physical Science</i>
Scheme and Descriptor		
Strand: Writing Applications		
Standard 2: Informative		
<p>LA.6.4.2.2 The student will record information (e.g., observations, notes, lists, charts, legends) related to a topic, including visual aids to organize and record information and include a list of sources used.</p>	<p>Diving Into Science LS1: pp. 9-10, 18-19, 21-22 LS3: pp. 36, 38-39, 41, 56, 61-62, 64-65, 66-67 LS4: pp. 72, 73, 81-82, 91-92, 95-96, 98, 99</p> <p>Vehicles in Motion Introduction: pp. 7, 10-12 LS1: pp. 16, 18, 24, 28-29, 32-33, 50-56, 68-70, 73, 77, 84-87, 89-90 LS2: pp. 96, 99, 101-102, 108, 112, 111-112, 121-122, 130, 134-135, 137, 142-143, 152-153, 156 LS3: pp. 162, 176-178 Address the Big Challenge: pp. 201-202</p> <p>Air Quality Introduction: pp. 12-15, 17-18 LS1: pp. 20-22, 23, 34, 36-37, 38-40, 48, 50, 56, 58 LS2: pp. 63, 65, 77, 87, 96, 104, 113, 115-116 LS3: pp. 118, 125, 127, 131, 134, 147, 156, 165, 170-171, 172-173, 176-177, 184, 186 LS4: pp. 191, 195, 201, 205-206, 211-212, 221, 224, 246-248, 252-256, 258-259, 262 LS5: pp. 267, 292-293, 302, 304 Answer the Big Question: pp. 313-316</p>	
Big Idea 3: Write, interpret, and use mathematical expressions and equations.		
<p>MA.6.A.3.6 Construct and analyze tables, graphs, and equations to describe linear functions and other simple relations using both common language and algebraic notation.</p>	<p>Diving Into Science LS2: pp. 28, 32</p> <p>Vehicles in Motion LS1: pp. 67-70</p> <p>Air Quality LS2: p. 64 Using Mathematics to record and Analyze Data</p>	
Supporting Idea 6: Data Analysis		
Data Analysis		
<p>MA.6.S.6.2 Select and analyze the measures of central tendency or variability to represent, describe, analyze, and/or summarize a data set for the purposes of answering questions appropriately.</p>	<p>Vehicles in Motion LS1: pp. 32-33 Using Mathematics to record and Analyze Data</p>	

Florida Next Generation Sunshine State Standards	<i>Project-Based Inquiry Science: Physical Science</i>
Scheme and Descriptor	
Big Idea 8: Properties of Matter	
A: All objects and substances in the world are made of matter. Matter has two fundamental properties: matter takes up space and matter has mass which gives it inertia.	
B: Objects and substances can be classified by their physical and chemical properties. Mass is the amount of matter (or “stuff”) in an object. Weight, on the other hand, is the measure of force of attraction (gravitational force) between an object and Earth.	
C: The concepts of mass and weight are complicated and potentially confusing to elementary students. Hence, the more familiar term of “weight” is recommended for use to stand for both mass and weight in grades K-5. By grades 6-8, students are expected to understand the distinction between mass and weight, and use them appropriately.	
SC.8.P.8.1 Explore the scientific theory of atoms (also known as atomic theory) by using models to explain the motion of particles in solids, liquids, and gases.	Air Quality LS2: pp. 89-95
SC.8.P.8.2 Differentiate between weight and mass recognizing that weight is the amount of gravitational pull on an object and is distinct from, though proportional to, mass.	Air Quality LS1: pp. 31, 35 Vehicles in Motion LS2: pp. 125-126
SC.8.P.8.3 Explore and describe the densities of various materials through measurement of their masses and volumes.	Air Quality LS3: pp. 172-178
SC.8.P.8.4 Classify and compare substances on the basis of characteristic physical properties that can be demonstrated or measured; for example, density, thermal or electrical conductivity, solubility, magnetic properties, melting and boiling points, and know that these properties are independent of the amount of the sample.	Air Quality LS1: pp. 38-41, 51-53 LS3: pp. 172-180 LS4: pp. 226-239
SC.8.P.8.5 Recognize that there are a finite number of elements and that their atoms combine in a multitude of ways to produce compounds that make up all of the living and nonliving things that we encounter.	Air Quality LS1: pp. 38, 50
SC.8.P.8.6 Recognize that elements are grouped in the periodic table according to similarities of their properties.	Air Quality LS2: pp. 97-98 LS4: pp. 238-239, 241
SC.8.P.8.7 Explore the scientific theory of atoms (also known as atomic theory) by recognizing that atoms are the smallest unit of an element and are composed of sub-atomic particles (electrons surrounding a nucleus containing protons and neutrons).	Air Quality LS2: pp. 89-91, 92-93, 95 LS4: pp. 214-215

Florida Next Generation Sunshine State Standards	<i>Project-Based Inquiry Science: Physical Science</i>
Scheme and Descriptor	
SC.8.P.8.8 Identify basic examples of and compare and classify the properties of compounds, including acids, bases, and salts.	Air Quality LS4: pp. 214-216, 218-224, 226-239
SC.8.P.8.9 Distinguish among mixtures (including solutions) and pure substances.	Air Quality LS2: pp. 61-62, 63-64, 70-76, 111 LS5: pp. 277-283
Big Idea 9: Changes in Matter	
A: Matter can undergo a variety of changes.	
B: When matter is changed physically, generally no changes occur in the structure of the atoms or molecules composing the matter.	
C: When matter changes chemically, a rearrangement of bonds between the atoms occurs. This results in new substances with new properties.	
SC.8.P.9.1 Explore the law of conservation of mass by demonstrating and concluding that mass is conserved when substances undergo physical and chemical changes.	Air Quality LS3: pp. 141, 149-150
SC.8.P.9.2 Differentiate between physical changes and chemical changes.	Air Quality LS2: pp. 102-103
SC.8.P.9.3 Investigate and describe how temperature influences chemical changes.	Air Quality LS3: p. 139
Big Idea 10: Forms of Energy	
A. Energy is involved in all physical processes and is a unifying concept in many areas of science.	
B. Energy exists in many forms and has the ability to do work or cause a change.	
SC.7.P.10.1 Illustrate that the sun’s energy arrives as radiation with a wide range of wavelengths, including infrared, visible, and ultraviolet, and that white light is made up of a spectrum of many different colors.	Air Quality LS3: pp. 152, 157
SC.7.P.10.2 Observe and explain that light can be reflected, refracted, and/or absorbed.	Air Quality LS3: pp. 158-160
SC.7.P.10.3 Recognize that light waves, sound waves, and other waves move at different speeds in different materials.	Air Quality LS3: pp. 158-159

Florida Next Generation Sunshine State Standards		Project-Based Inquiry Science: Physical Science
Scheme and Descriptor		
Big Idea 11: Energy Transfer and Transformations		
A. Waves involve a transfer of energy without a transfer of matter.		
B. Water and sound waves transfer energy through a material.		
C. Light waves can travel through a vacuum and through matter.		
D. The Law of Conservation of energy: energy is conserved as it transfers from one object to another and from one form to another.		
SC.6.P.11.1 Explore the Law of Conservation of Energy by differentiating between potential and kinetic energy. Identify situations where kinetic energy is transformed into potential energy and vice versa.	Vehicles in Motion LS2: pp. 94- 95	
SC.7.P.11.1 Recognize that adding heat to or removing heat from a system may result in a temperature change and possibly a change of state.	Air Quality LS1: pp. 42-44 LS2: pp. 111-112	
SC.7.P.11.2 Investigate and describe the transformation of energy from one form to another.	Vehicles in Motion LS2: pp. 94-95	
SC.7.P.11.3 Cite evidence to explain that energy cannot be created nor destroyed, only changed from one form to another.	Air Quality LS3: pp. 141, 149-150	
SC.7.P.11.4 Observe and describe that heat flows in predictable ways, moving from warmer objects to cooler ones until they reach the same temperature.	Air Quality LS1: p. 42	
Big Idea 12: Motion of Objects		
A. Motion is a key characteristic of all matter that can be observed, described, and measured.		
B. The motion of objects can be changed by forces.		
SC.6.P.12.1 Measure and graph distance versus time for an object moving at a constant speed. Interpret this relationship.	Vehicles in Motion LS1: pp. 58- 60	
Big Idea 13: Forces and Changes in Motion		
A. It takes energy to change the motion of objects.		
B. Energy change is understood in terms of forces--pushes or pulls.		
C. Some forces act through physical contact, while others act at a distance.		

Florida Next Generation Sunshine State Standards	<i>Project-Based Inquiry Science: Physical Science</i>
Scheme and Descriptor	
<p>SC.6.P.13.1 Investigate and describe types of forces including contact forces and forces acting at a distance, such as electrical, magnetic, and gravitational.</p>	<p>Diving Into Science LS1: p. 15 LS3: pp. 53-55 LS4: p. 83 Vehicles in Motion LS1: pp. 17, 36, 37-38, 44- 45, 47, 74-76, 78- 82 LS2: pp. 92, 100-101, 115- 117, 118- 123, 125- 126, 131-132, 155- 156 LS3: pp. 201-203</p>
<p>SC.6.P.13.2 Explore the Law of Gravity by recognizing that every object exerts gravitational force on every other object and that the force depends on how much mass the objects have and how far apart they are.</p>	<p>Diving Into Science LS1: p. 15 LS3: pp. 53-55 Vehicles in Motion LS1: pp. 17 LS2: pp. 76, 79-80, 82 LS3: pp.125- 126</p>
<p>SC.6.P.13.3 Investigate and describe that an unbalanced force acting on an object changes its speed, or direction of motion, or both.</p>	<p>Vehicles in Motion LS2: pp. 78, 80- 81, 99, 100- 101 LS3: 158- 159, 163- 168, 180- 182, 189- 197</p>
<p>Big Idea 1: The Practice of Science</p>	
<p>A: Scientific inquiry is a multifaceted activity: The processes of science include the formulation of scientifically investigable questions, construction of investigations into those questions, the collection of appropriate data, the evaluation of the meaning of those data, and the communication of this evaluation.</p>	
<p>B: The processes of science frequently do not correspond to the traditional portrayal of “the scientific method.”</p>	
<p>C: Scientific argumentation is a necessary part of scientific inquiry and plays an important role in the generation and validation of scientific knowledge.</p>	
<p>D: Scientific knowledge is based on observation and inference; it is important to recognize that these are very different things. Not only does science require creativity in its methods and processes, but also in its questions and explanations.</p>	
<p>SC.6.N.1.1 Define a problem from the sixth grade curriculum, use appropriate reference materials to support scientific understanding, plan and carry out scientific investigation of various types, such as systematic observations or experiments, identify variables, collect and organize data, interpret data in charts, tables, and graphics, analyze information, make predictions, and defend conclusions.</p>	<p>Vehicles in Motion LS1: pp. 19-30, 31-34, 57-63 LS2: pp. 103-113, 115, 118-121, 127-130 LS3: pp. 169-170, 173-179</p>

<p>Florida Next Generation Sunshine State Standards</p>	<p><i>Project-Based Inquiry Science: Physical Science</i></p>
<p>Scheme and Descriptor</p>	
<p>SC.6.N.1.2 Explain why scientific investigations should be replicable.</p>	<p>What Is Science? WS pp. 1-2 Diving Into Science LS2: pp. 29, 31, 32-33</p>
<p>SC.6.N.1.3 Explain the difference between an experiment and other types of scientific investigation, and explain the relative benefits and limitations of each.</p>	<p>What Is Science? WS pp. 1-2 Vehicles in Motion LS2: pp. 97, 99-101, 134-137, 143-145 Air Quality LS4: pp. 242-244</p>
<p>SC.6.N.1.4 Discuss, compare, and negotiate methods used, results obtained, and explanations among groups of students conducting the same investigation.</p>	<p>Diving Into Science LS1: pp. 5-6, LS2: pp. 29-30, 32-33 LS3: pp. 47-48, 49-50, 52, 59-62 LS4: pp. 81-82, 90-93</p> <p>Vehicles in Motion LS1: pp. 24-25, 27-29, 32-34, 35, 53-55, 58, 61-63, 65-71, 86 LS2: pp. 109-113 LS3: pp. 173-174, 177-178, 182 Address the Big Challenge: pp. 202-203</p> <p>Air Quality LS1: pp. 21-22, 41, 45, 47-48, 53 LS2: pp. 60, 63-65, 115-116 LS4: pp. 221, 223, 247, 256, 259, 262 LS5: p. 279</p>
<p>SC.6.N.1.5 Recognize that science involves creativity, not just in designing experiments, but also in creating explanations that fit evidence.</p>	<p>What Is Science? WS p. 1</p> <p>Diving Into Science LS1: pp. 8-10, 13</p> <p>Vehicles in Motion LS1: pp. 21-22, 23-28, 48-49 LS2: pp. 107-108, 110-113 LS3: pp. 169-170, 174-179</p> <p>Air Quality LS1: pp. 55-57 LS4: pp. 198, 201, 203, 205, 242-244 Answer the Big Question: pp. 309, 312-316</p>
<p>SC.7.N.1.1 Define a problem from the seventh grade curriculum, use appropriate reference materials to support scientific understanding, plan and carry out scientific investigation of various types, such as systematic observations or experiments, identify variables, collect and organize data, interpret data in charts, tables, and graphics, analyze information, make predictions, and defend conclusions.</p>	<p>Air Quality LS1: pp. 38-41, 45, 47-48, 51-54</p>

Florida Next Generation Sunshine State Standards	<i>Project-Based Inquiry Science: Physical Science</i>
Scheme and Descriptor	
<p>SC.7.N.1.2 Differentiate replication (by others) from repetition (multiple trials).</p>	<p>What Is Science? WS pp. 1-2 Diving Into Science LS2: p. 29</p>
<p>SC.7.N.1.3 Distinguish between an experiment (which must involve the identification and control of variables) and other forms of scientific investigation and explain that not all scientific knowledge is derived from experimentation.</p>	<p>What Is Science? WS pp. 1-2</p>
<p>SC.7.N.1.4 Identify test variables (independent variables) and outcome variables (dependent variables) in an experiment.</p>	<p>Diving Into Science LS3: pp. 43-44, 51 LS4: pp. 76-77 Vehicles in Motion LS2: pp. 104-105 LS3: pp. 175-176</p>
<p>SC.7.N.1.5 Describe the methods used in the pursuit of a scientific explanation as seen in different fields of science such as biology, geology, and physics.</p>	<p>Diving Into Science LS3: pp. 59-61, 63-64 Answer the Big Question: pp. 102-103 Air Quality LS2: p. 66</p>
<p>SC.7.N.1.6 Explain that empirical evidence is the cumulative body of observations of a natural phenomenon on which scientific explanations are based.</p>	<p>What Is Science? WS p. 3 Air Quality LS2: pp. 89-91</p>
<p>SC.7.N.1.7 Explain that scientific knowledge is the result of a great deal of debate and confirmation within the science community.</p>	<p>What Is Science? WS pp. 4-5 Air Quality LS2: pp. 89-91</p>
<p>SC.8.N.1.1 Define a problem from the eighth grade curriculum using appropriate reference materials to support scientific understanding, plan and carry out scientific investigations of various types, such as systematic observations or experiments, identify variables, collect and organize data, interpret data in charts, tables, and graphics, analyze information, make predictions, and defend conclusions.</p>	<p>Air Quality LS1: pp. 38-41, 45, 47-48, 51-54, 38-41, 47-49 LS2: pp. 89-96 LS3: pp. 161-171, 172-180 LS4: pp. 225-228, 231-237</p>
<p>SC.8.N.1.2 Design and conduct a study using repeated trials and replication.</p>	<p>Diving Into Science LS2: p. 30 LS4: pp. 76-80</p>

Florida Next Generation Sunshine State Standards	<i>Project-Based Inquiry Science: Physical Science</i>
Scheme and Descriptor	
<p>SC.8.N.1.3 Use phrases such as “results support” or “fail to support” in science, understanding that science does not offer conclusive proof of a knowledge claim.</p>	<p>What Is Science? WS pp. 3-5</p>
<p>SC.8.N.1.4 Explain how hypotheses are valuable if they lead to further investigations, even if they turn out not to be supported by the data.</p>	<p>What Is Science? WS p. 1-2 Vehicles in Motion LS2: p. 106</p>
<p>SC.8.N.1.5 Analyze the methods used to develop a scientific explanation as seen in different fields of science.</p>	<p>Air Quality LS1: pp. 67-68</p>
<p>SC.8.N.1.6 Understand that scientific investigations involve the collection of relevant empirical evidence, the use of logical reasoning, and the application of imagination in devising hypotheses, predictions, explanations and models to make sense of the collected evidence.</p>	<p>Diving Into Science LS1: pp. 20-22 LS3: pp. 57-62, 63-65, 68</p> <p>Vehicles in Motion LS1: pp. 23-24, 26-29, 60-62, 66-73 LS2: pp. 104-108, 134-135 LS3: pp. 169-178</p> <p>Air Quality LS1: pp. 32-33, 34 LS2: pp. 113-114 LS3: pp. 118, 125-126, 127, 163-171, 172-180, 181-184 LS4: pp. 197-201, 225-237 Answer the Big Question: pp. 309-316</p>
<p>Big Idea 2: The Characteristics of Scientific Knowledge</p>	
<p>A: Scientific knowledge is based on empirical evidence, and is appropriate for understanding the natural world, but it provides only a limited understanding of the supernatural, aesthetic, or other ways of knowing, such as art, philosophy, or religion.</p>	
<p>B: Scientific knowledge is durable and robust, but open to change.</p>	
<p>C: Because science is based on empirical evidence it strives for objectivity, but as it is a human endeavor the processes, methods, and knowledge of science include subjectivity, as well as creativity and discovery.</p>	
<p>SC.6.N.2.1 Distinguish science from other activities involving thought.</p>	<p>What Is Science? WS pp. 1-4</p> <p>Diving Into Science Introduction: p. 3</p>

Florida Next Generation Sunshine State Standards	<i>Project-Based Inquiry Science: Physical Science</i>
Scheme and Descriptor	
<p>SC.6.N.2.2 Explain that scientific knowledge is durable because it is open to change as new evidence or interpretations are encountered.</p>	<p>What Is Science? WS pp. 4-5</p> <p>Diving Into Science LS1: pp. 8, 13, 20-21, 23-24 LS3: pp. 36-37 LS4: p. 73</p> <p>Vehicles in Motion LS1: pp. 88 LS2: pp. 155-156 LS3: pp. 194, 198</p> <p>Air Quality LS1: pp. 56, LS2: pp. 69-70, 89-91, 113-114 LS3: pp. 141, 149</p>
<p>SC.6.N.2.3 Recognize that scientists who make contributions to scientific knowledge come from all kinds of backgrounds and possess varied talents, interests, and goals.</p>	<p>What Is Science? WS p. 6</p> <p>Vehicles in Motion LS2: pp. 91, 154 LS3: p. 184</p> <p>Air Quality LS2: pp. 69 LS2: pp. 89-91, 99 LS3: pp. 141, 149 LS4: p. 214</p>
<p>SC.7.N.2.1 Identify an instance from the history of science in which scientific knowledge has changed when new evidence or new interpretations are encountered.</p>	<p>Air Quality LS2: pp. 89-91 LS5: pp. 294-296</p>
<p>SC.8.N.2.1 Distinguish between scientific and pseudoscientific ideas.</p>	<p>What Is Science? WS p. 5</p>
<p>SC.8.N.2.2 Discuss what characterizes science and its methods.</p>	<p>What Is Science? WS pp. 1-5</p> <p>Diving Into Science LS2: p. 34</p>

Florida Next Generation Sunshine State Standards	<i>Project-Based Inquiry Science: Physical Science</i>
Scheme and Descriptor	
<p>Big Idea 3: The Role of Theories, Laws, Hypotheses, and Models The terms that describe examples of scientific knowledge, for example: “theory,” “law,” “hypothesis,” and “model” have very specific meanings and functions within science.</p>	
<p>SC.6.N.3.1 Recognize and explain that a scientific theory is a well-supported and widely accepted explanation of nature and is not simply a claim posed by an individual. Thus, the use of the term “theory” in science is very different than how it is used in everyday life.</p>	<p>What Is Science? WS pp. 4-5</p>
<p>SC.6.N.3.2 Recognize and explain that a scientific law is a description of a specific relationship under given conditions in the natural world. Thus, scientific laws are different from societal laws.</p>	<p>What Is Science? WS pp. 4-5 Vehicles in Motion LS2: p. 154</p>
<p>SC.6.N.3.3 Give several examples of scientific laws.</p>	<p>What Is Science? WS pp. 4-5 Vehicles in Motion LS2: p. 154</p>
<p>SC.6.N.3.4 Identify the role of models in the context of the sixth grade science benchmarks.</p>	<p>Air Quality LS2: pp. 82, 103 LS4: pp. 207-208</p>
<p>SC.7.N.3.1 Recognize and explain the difference between theories and laws and give several examples of scientific theories and the evidence that supports them.</p>	<p>What Is Science? WS pp. 4-5</p>
<p>SC.7.N.3.2 Identify the benefits and limitations of the use of scientific models.</p>	<p>Air Quality LS2: pp. 82, 94, 103-104 LS4: p. 208</p>
<p>SC.8.N.3.1 Select models useful in relating the results of their own investigations.</p>	<p>Air Quality LS1: pp. 38-41, 47-49</p>
<p>SC.8.N.3.2 Explain why theories may be modified but are rarely discarded.</p>	<p>What Is Science? WS pp. 4-5</p>

<p>Florida Next Generation Sunshine State Standards</p>	<p><i>Project-Based Inquiry Science: Physical Science</i></p>
<p>Scheme and Descriptor</p>	
<p>Big Idea 4: Science and Society As tomorrow’s citizens, students should be able to identify issues about which society could provide input, formulate scientifically investigable questions about those issues, construct investigations of their questions, collect and evaluate data from their investigations, and develop scientific recommendations based upon their findings.</p>	
<p>SC.8.N.4.1 Explain that science is one of the processes that can be used to inform decision making at the community, state, national, and international levels.</p>	<p>What Is Science? WS p. 6 Air Quality LS5: pp. 263, 264-268, 275, 294-296 Answer the Big Question: pp. 309, 312-314</p>
<p>SC.8.N.4.2 Explain how political, social, and economic concerns can affect science, and vice versa.</p>	<p>What Is Science? WS p. 6 Air Quality LS3: pp. 181, 184-185 LS5: pp. 275, 287-293</p>

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