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(12) **United States Design Patent**
Pace et al.

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(54) **DISPLAY SCREEN WITH GRAPHICAL USER INTERFACE**

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(71) Applicant: **Pearson Education, Inc.**, Hoboken, NJ (US)

(57) **CLAIM**

The ornamental design for a display screen with graphical user interface, as shown and described.

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DESCRIPTION

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FIG. 1 is a front view of a display screen with graphical user interface according to our new design, the view showing a first image in a sequence of movement of the graphical user interface;

(**) Term: **15 Years**

FIG. 2 is another view thereof showing a second image in the sequence of movement of the graphical user interface;

(21) Appl. No.: **29/676,365**

FIG. 3 is another view thereof showing a third image in the sequence of movement of the graphical user interface;

(22) Filed: **Jan. 10, 2019**

FIG. 4 is another view thereof showing a fourth image in the sequence of movement of the graphical user interface;

(51) **LOC (13) Cl.** **14-04**

FIG. 5 is another view thereof showing a fifth image in the sequence of movement of the graphical user interface;

(52) **U.S. Cl.**

FIG. 6 is another view thereof showing a sixth image in the sequence of movement of the graphical user interface;

USPC **D14/488**

FIG. 7 is another view thereof showing a seventh image in the sequence of movement of the graphical user interface;

(58) **Field of Classification Search**

USPC D14/485-495

and,

(Continued)

FIG. 8 is another view thereof showing an eighth image in the sequence of movement of the graphical user interface.

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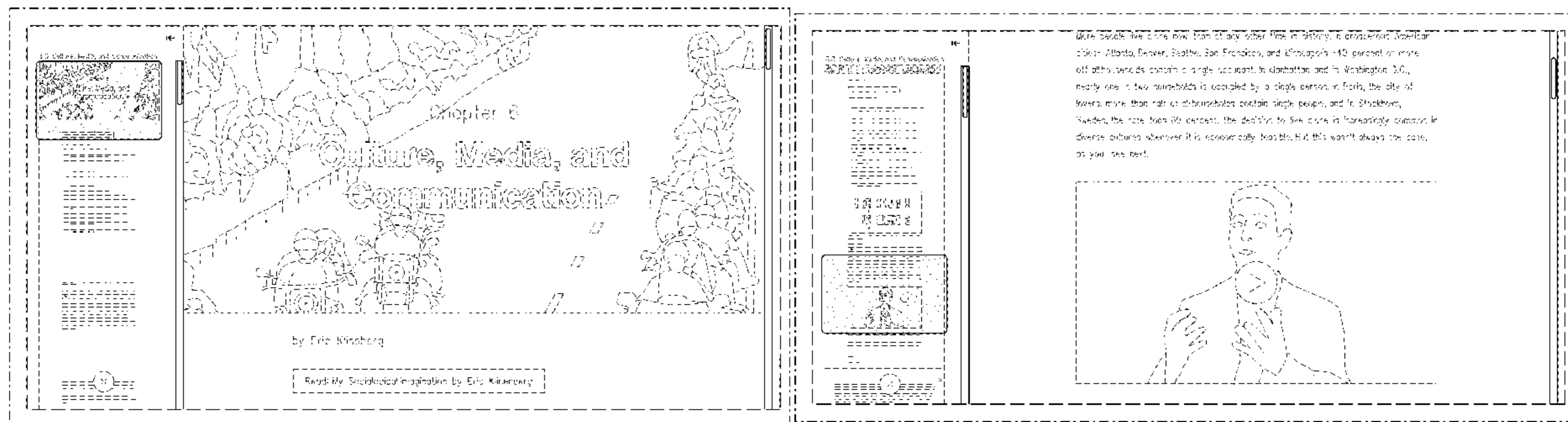
The appearance of the transitional image sequentially transitions between the images shown in FIGS. 1-8. This process or period forms no part of the claimed design. The shading forms part of the claimed design. The long and short dashed broken line showing of a mobile terminal in FIGS. 1-8 forms no part of the claimed design. The mobile terminal, display screen, and the text and numbers of the graphical user interface shown in broken lines in FIGS. 1-8 depict subject matter that forms no part of the claimed design.

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(Continued)

1 Claim, 8 Drawing Sheets



(58) **Field of Classification Search**

CPC G06F 3/048; G06F 3/0481; G06F 3/04812;
 G06F 3/04817; G06F 3/0482; G06F
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 G06F 3/0485; G06F 3/04855; G06F
 3/04886; G06Q 30/00; H03J 1/00; H03J
 1/0008; H03J 1/0016; H03J 1/0025;
 H04N 5/00; H04N 5/08; H04N 5/14;
 H04N 5/222; H04N 5/225; H04N 5/232;
 H04N 5/445; H04N 5/44543; H04N 5/45;
 H04N 2005/44517; H04N 2005/44521;
 H04N 2005/44526; H04N 2005/4453;
 H04N 2005/44534; H04N 2005/44539;
 H04N 2005/44547; H04N 2005/44556;
 H04N 2005/4456; H04N 2005/44565;
 H04N 2005/44569; H04N 2005/44573;
 H04N 21/00; H04N 21/234; H04N
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 H04N 21/4316

See application file for complete search history.

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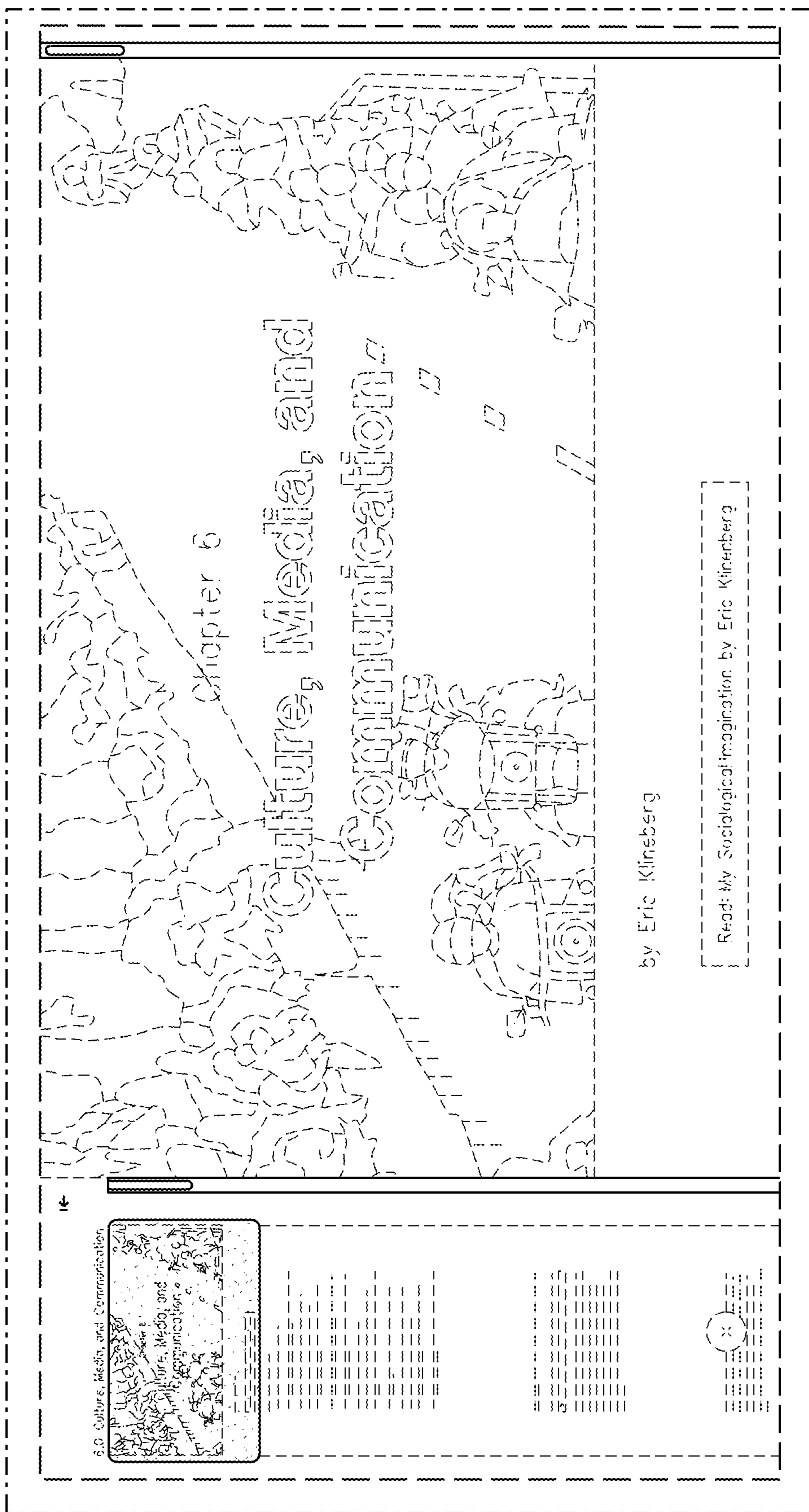


FIG. 1

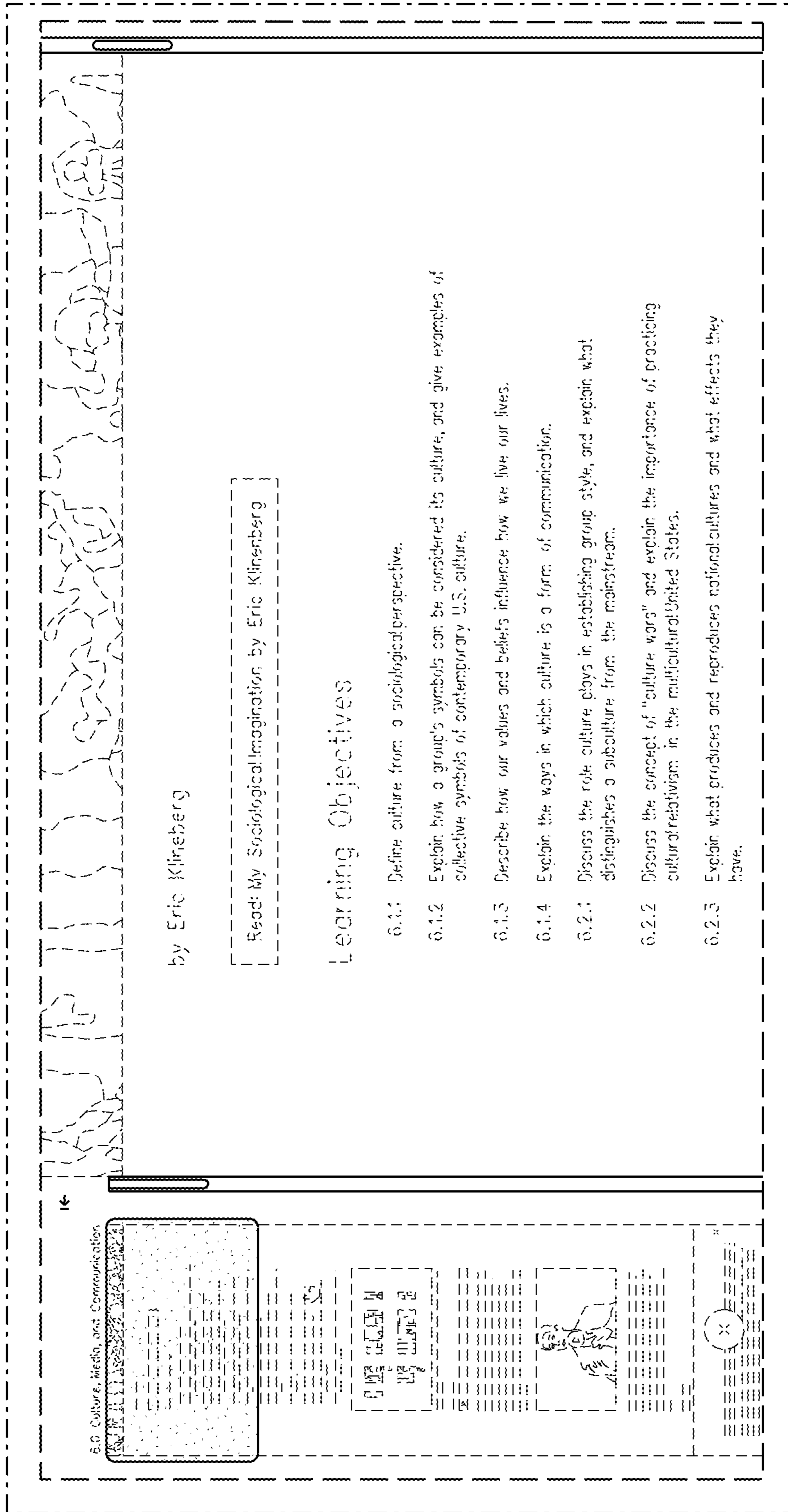


FIG. 2

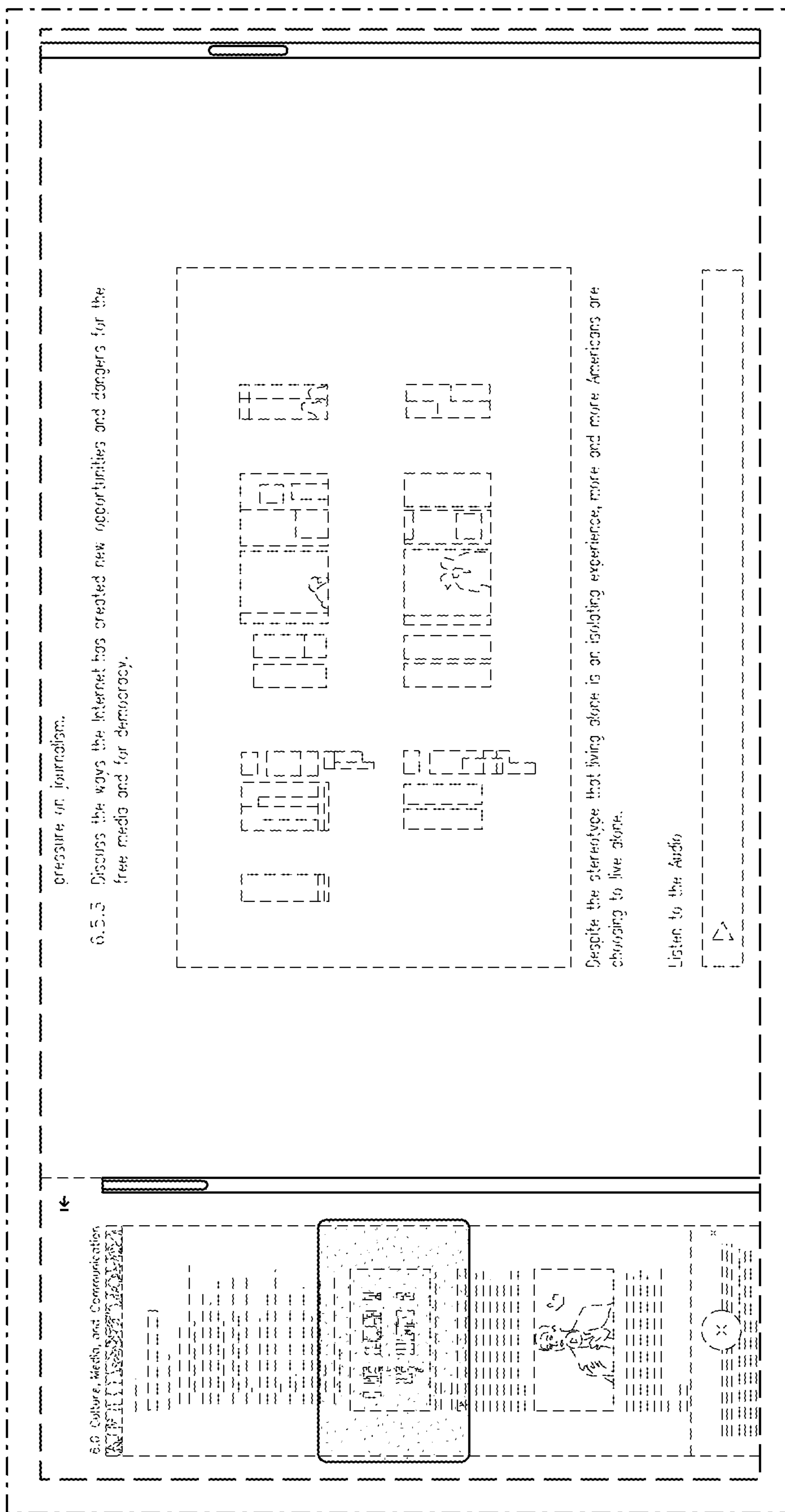


FIG. 3

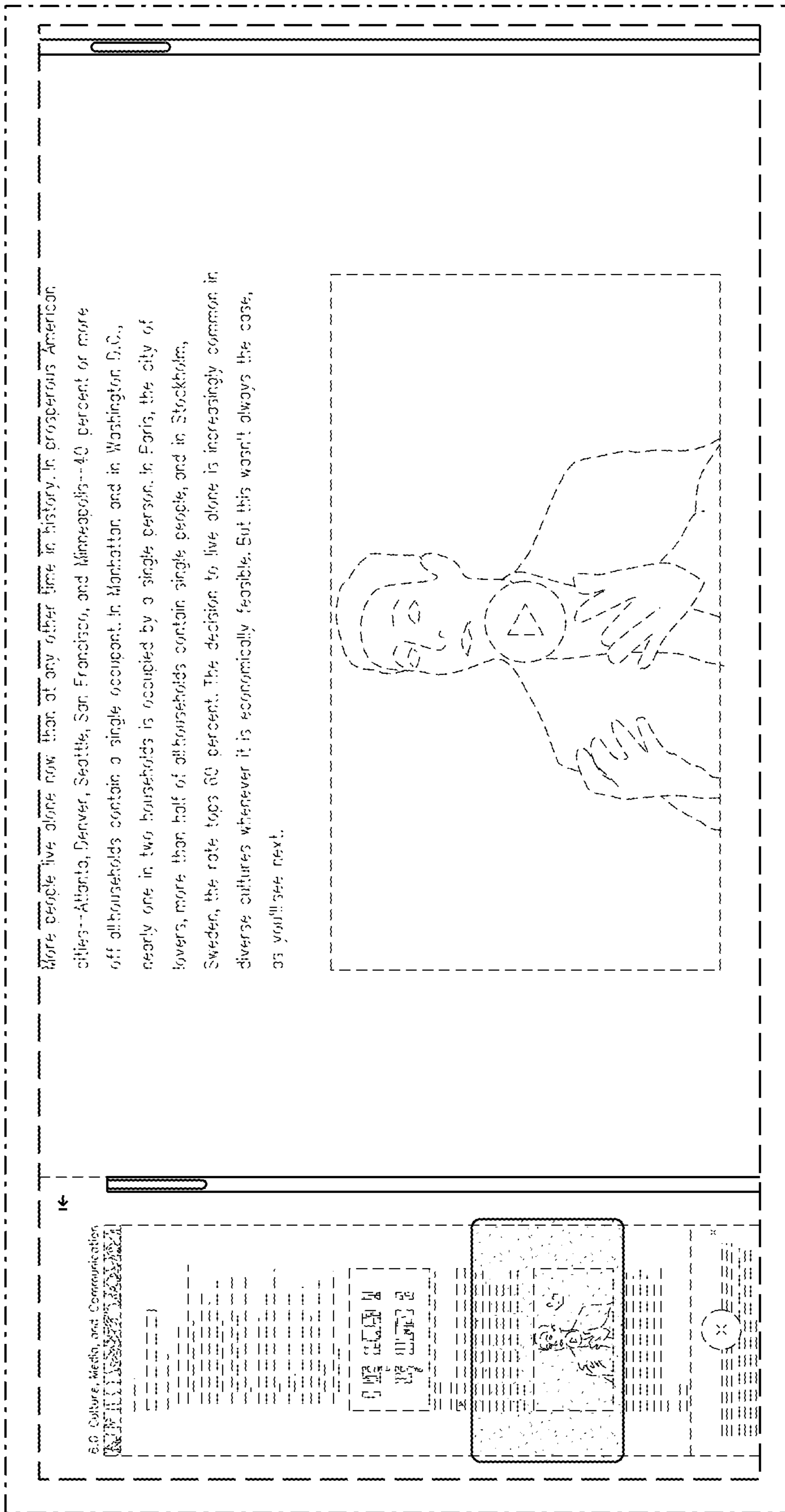


FIG. 4

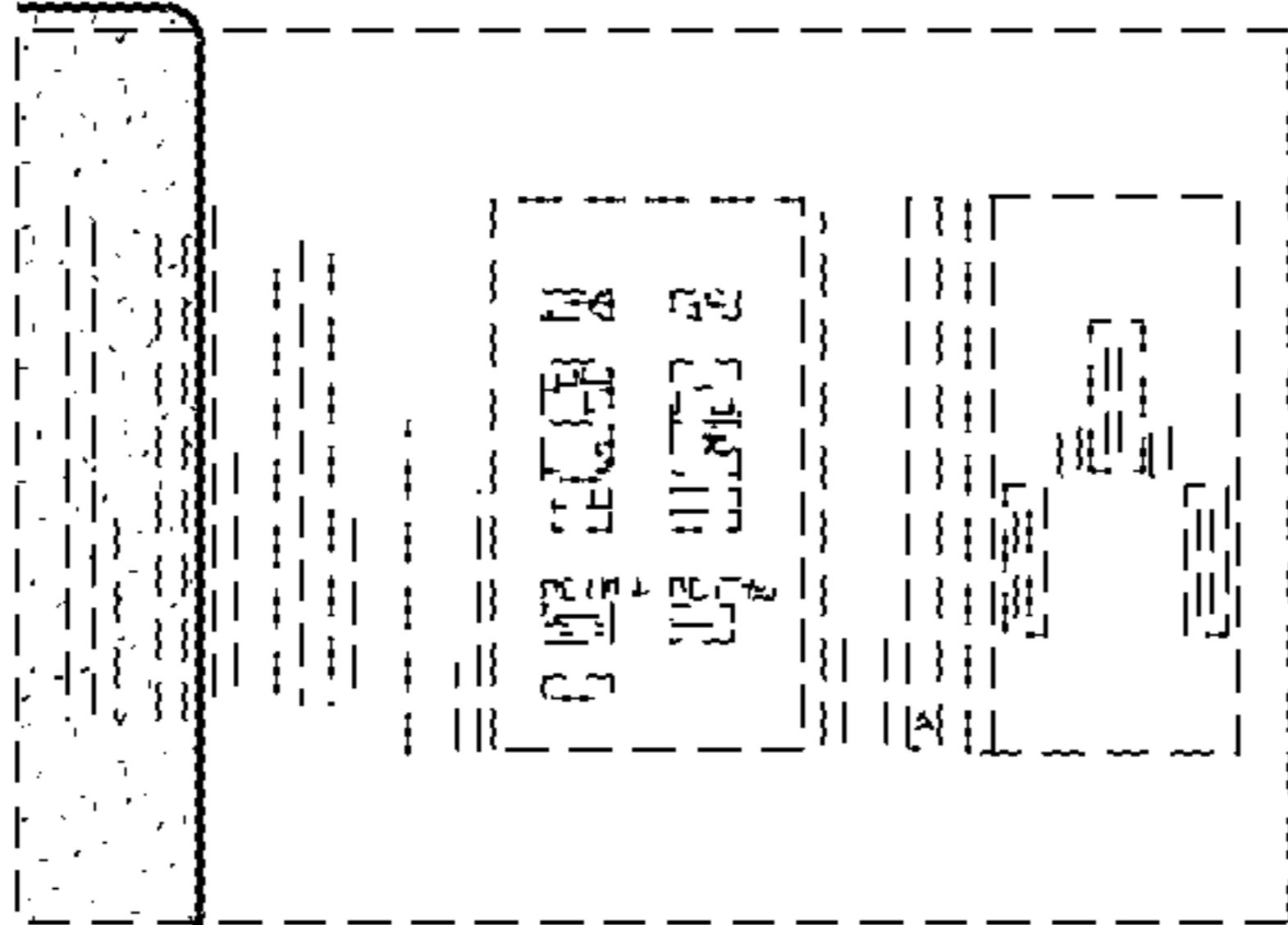
more carefully at how these changes in culture and communication are changing the way we live our lives. One important part of the sociology of culture involves studying people's daily routines and practices. Another involves examining the values, social norms, and collective beliefs that make some behaviors acceptable and others suspect. Fortunately, the search for this kind of information is as rewarding as its discover, which explains why the sociology of culture is one of the fastest-growing parts of the field today.

The Big Questions

1. What is culture? When sociologists talk about culture, they refer to a shared system of beliefs and knowledge, more commonly called a system of meaning and symbols; a set of values, beliefs, and practices; and shared forms of communication.
2. How does culture shape our collective identity? Culture practices both reflect and define group identities, whether the group is a small subculture or a nation.
3. How do our culture practices relate to class and status? People's cultural habits help define and reproduce the boundaries between high status and low status, upper class and lower class.
4. Who produces culture, and why? The cultural field is the place for creativity and meaning making. But it is also a battlefield: Who controls the media and

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6.0 Culture, Media, and Communication



6.1 What is Culture?

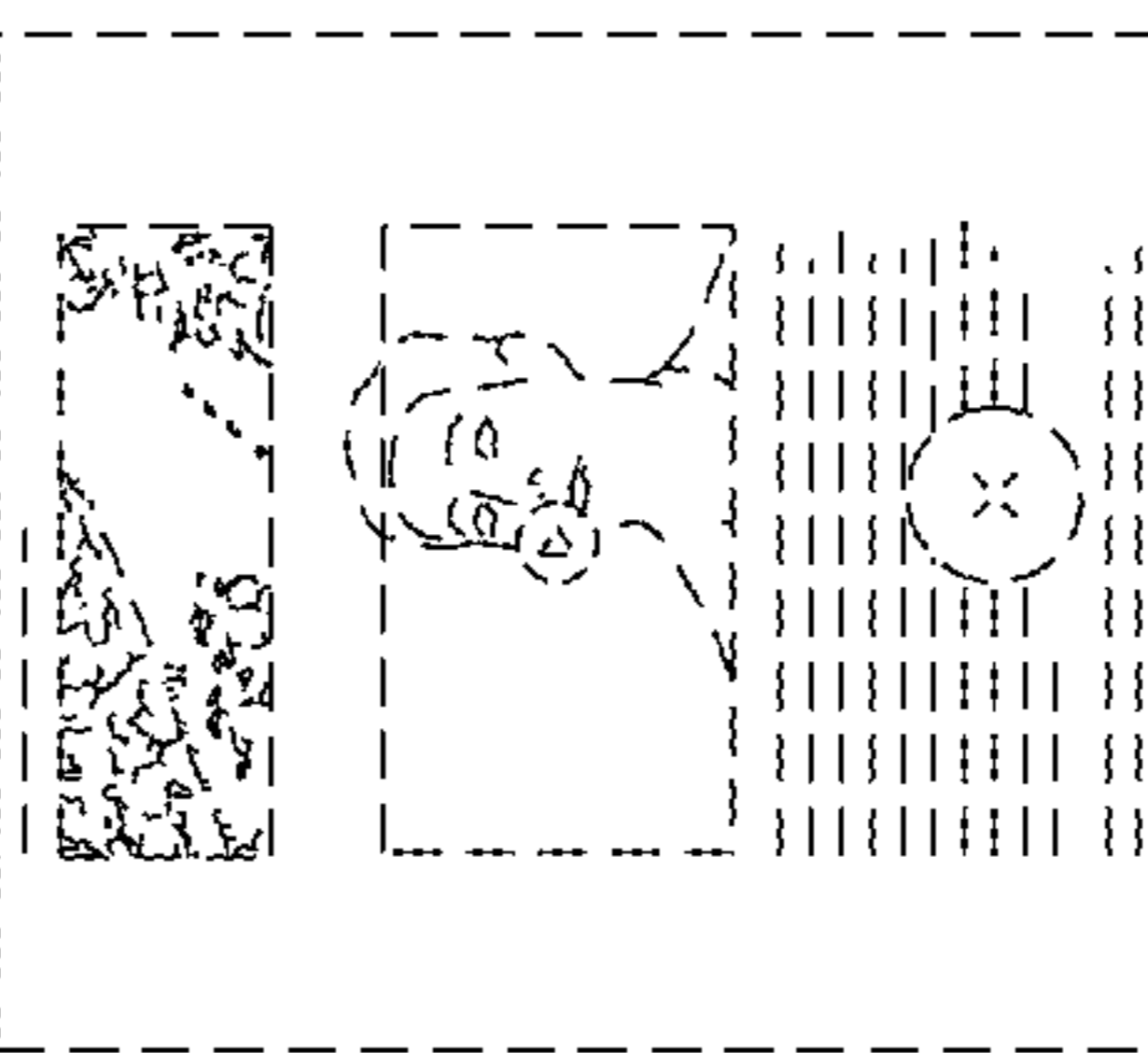


FIG. 5

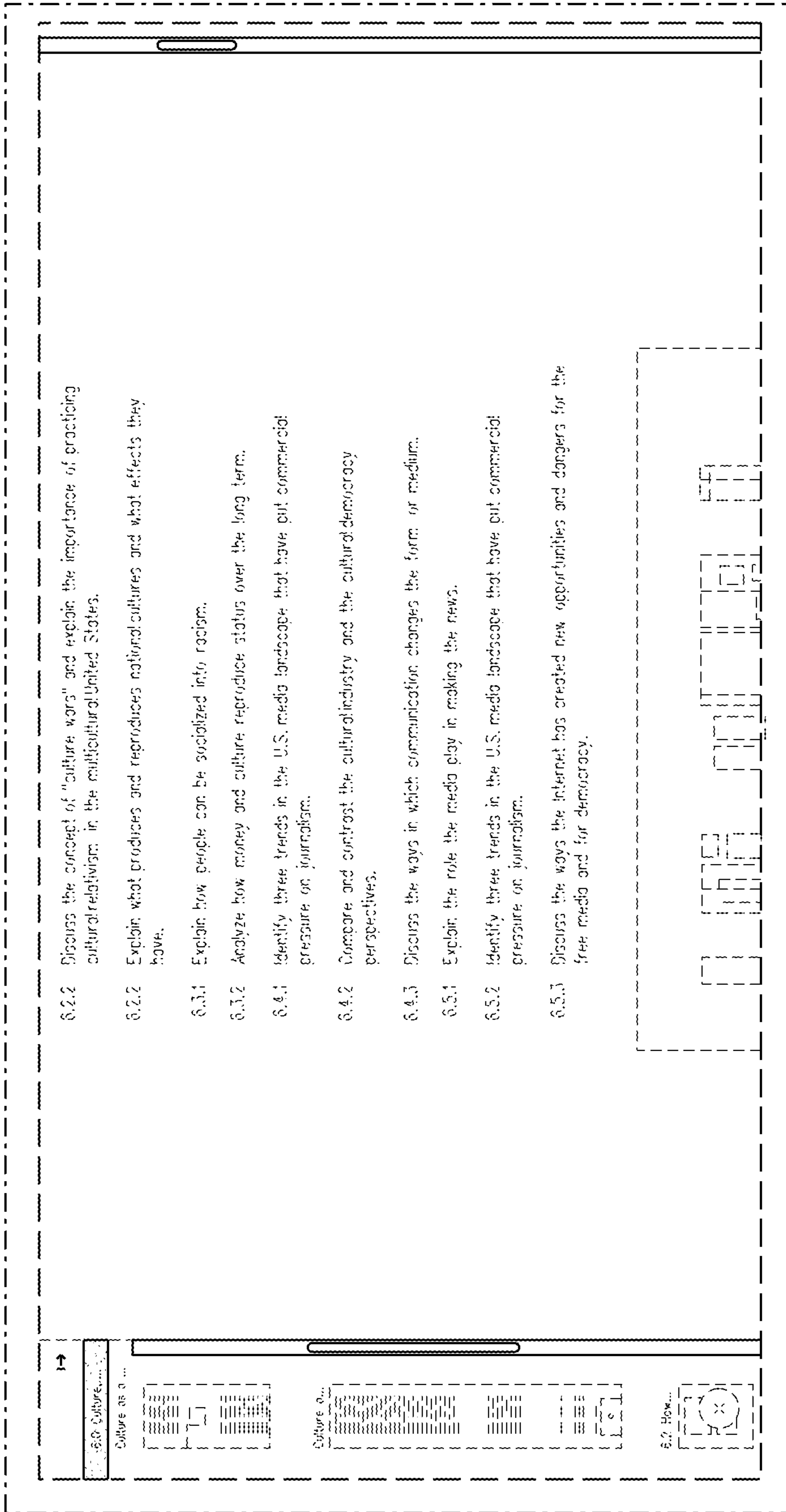


FIG. 6

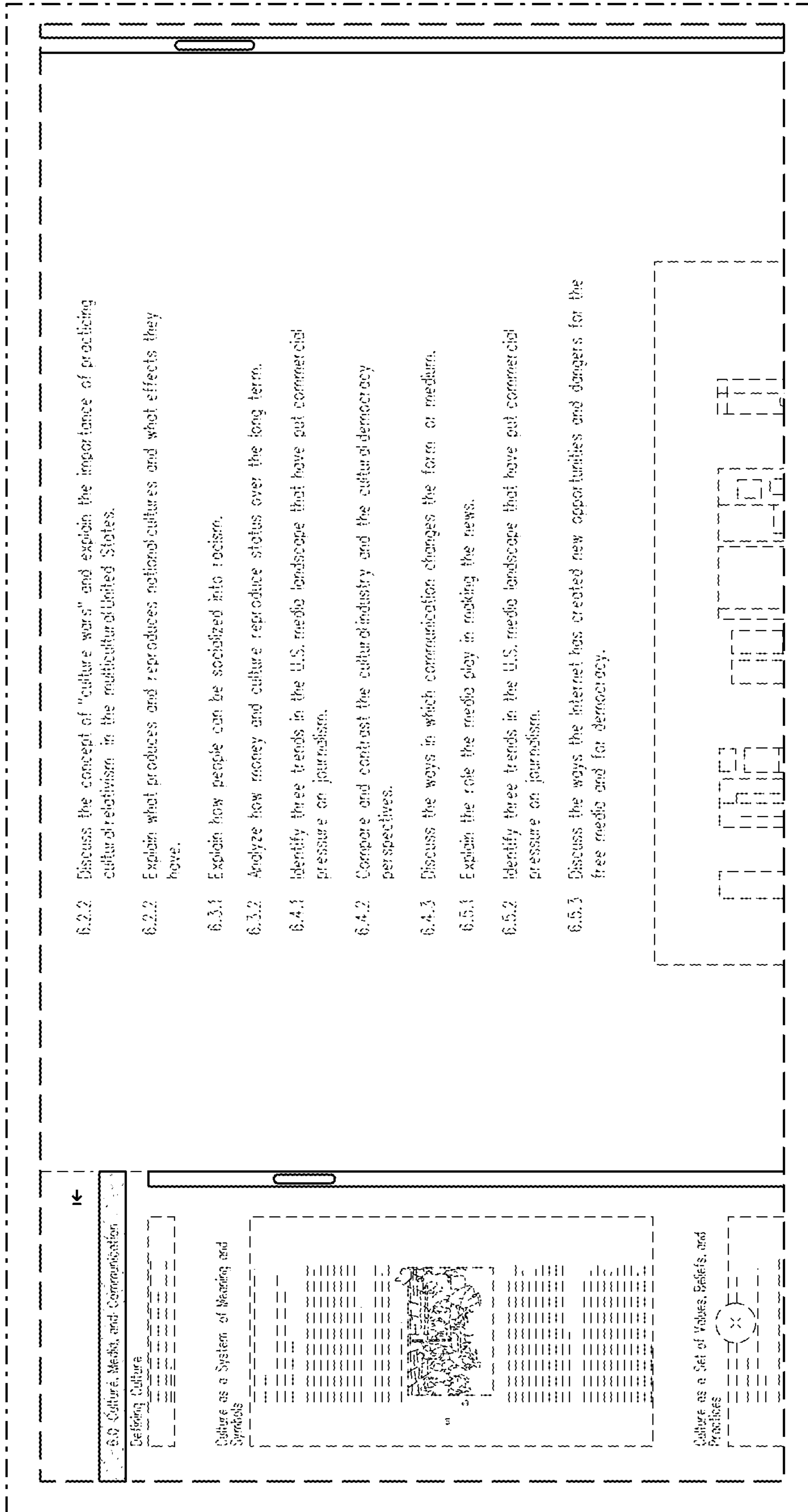


FIG. 7

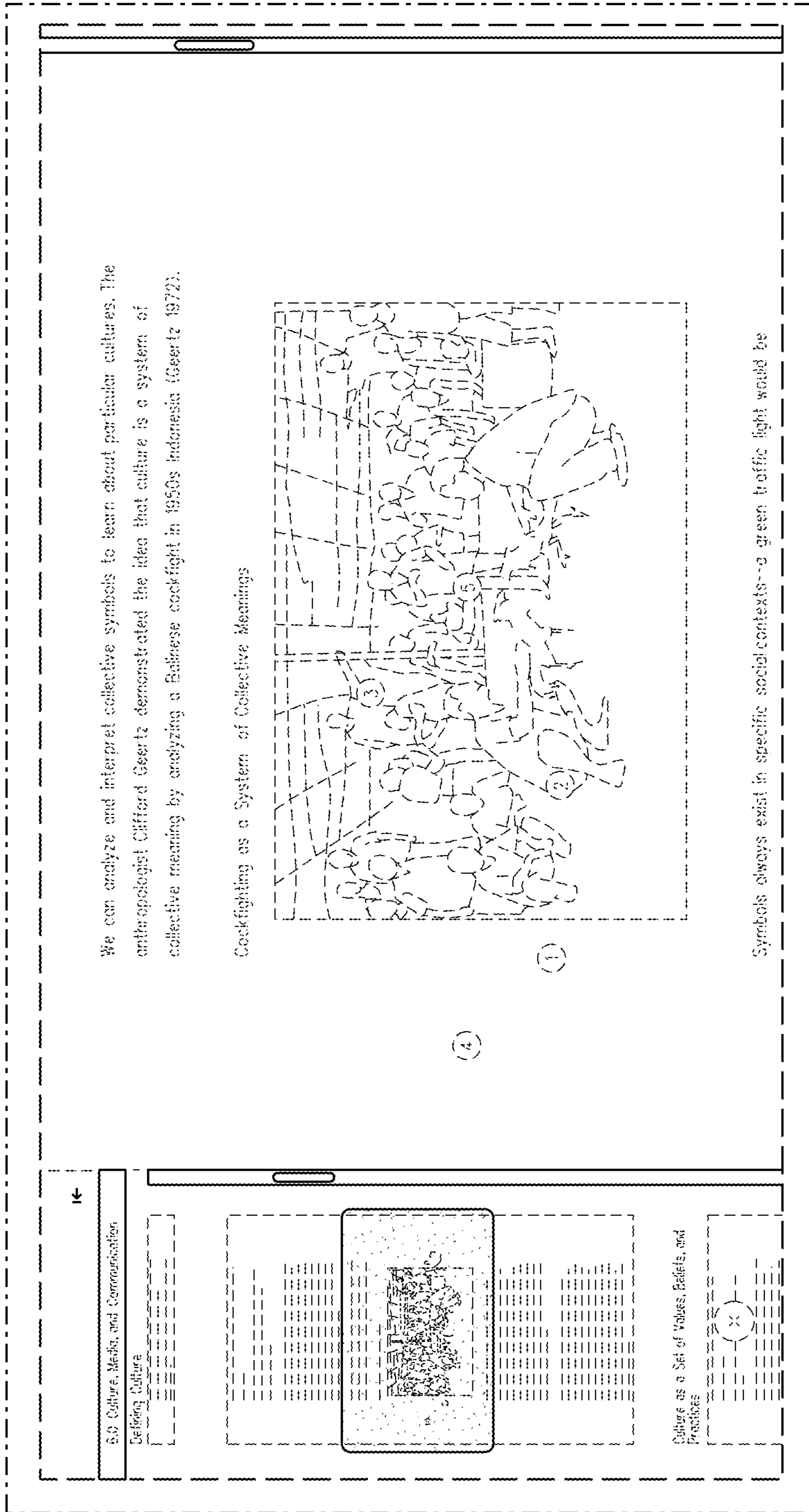


FIG. 8