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**Multicultural Perspectives on U.S. History
East Stroudsburg Area School District Mission Statement**

East Stroudsburg Area School District, a diverse and rapidly growing community, nurtures within all students a commitment to excellence and life-long learning which prepares them to become creative, productive, and responsible citizens in a continually changing and challenging world.

Social Studies Department Mission Statement:

The goals of the East Stroudsburg Area School District's Social Studies Department are to prepare students to be reasonable and productive citizens of the United States and our continually changing and challenging global community. Through an integrated study of the social studies disciplines, students will acquire the necessary knowledge, skills, and attitudes to become lifelong learners. Social Studies provides content that students will use to understand political, social, historical, and economic issues and apply this knowledge and skill to make effective personal and public decisions. A standards-based social studies curriculum builds knowledge of specific discipline content, thinking skills, and fosters within students a commitment to democratic values and civic participation, which are all essential to becoming effective citizens of the United States and global community.

Rationale:

In order to prepare and educate our students to become active citizens of the United States and to foster within these students a genuine empathy and understanding for the lived experiences of historically underrepresented groups, a *Multicultural Perspectives on U.S. History* curriculum has been written to be implemented in the Fall of the 2021-2022 Academic School Year. Through the successful implementation of *Multicultural Perspectives on U.S. History* students will be able to perceive American History through a variety of different cultural perspectives enabling them to gain the knowledge and cultural competence to identify diverse social norms, examine bias and to stand up for the rights of others. In a rapidly and ever changing world the application of such knowledge will be integral for cultural as well as personal growth.

Course Goals:

- Students will examine United States History through the lens of historically underrepresented people groups
- Students will show empathy and understanding for the histories and experiences of their communities and of all Americans
- Students will engage in learning experiences that will allow them to make personal connections with class content
- Students will evaluate the interpretation of historical events and sources, considering the use of fact versus opinion, multiple perspectives, and cause and effect relationships in order to make personal and public decisions

Unit 1: Introduction & Bacon's Rebellion (African American Perspective)

Course Time:

- 10-12 blocks

Overview:

- Students will analyze and synthesize the African American perspective on the Colonial and Post-Colonial periods through the examination of a historical event, Bacon's Rebellion. Students will identify, analyze and explain the causes and long-term effects of Bacon's Rebellion while further examining the African American perspective of these events.

Objectives:

- Students will be able to perceive American History through a variety of different cultural perspectives, particularly those of HUs (historically underrepresented students).
- Students will show empathy and understanding for the histories and experiences of their communities and of all Americans.
- Students will engage in learning experiences that will allow them to make personal connections with class content.
- Students will develop and utilize a framework for examining and analyzing multiple cultural perspectives.
- Students will utilize the event of Bacon's Rebellion to examine and analyze the early African American perspective.
- Students will be able to evaluate, analyze and discuss the historical and socio-economic conditions that led to Bacon's Rebellion.
- Students will be able to evaluate, analyze and synthesize the immediate and long-term cultural and political effects of Bacon's Rebellion.
- Students will be able to connect and explain the political reaction to Bacon's

- What are the social and cultural implications of when someone is cut off from their own history?
- How has Eurocentrism impacted the African-American historical narrative?
- How is American History different when not viewed from a Eurocentric lens?
- How did Colonial America develop a racial caste system?
- Once established, how did this racial caste system affect America going forward?
- How was Bacon's Rebellion a watershed moment in African American History?
- How can trade lead to economic prosperity and political power for some but not others?
- How was there a racial divergence in the legal, systemic and cultural treatment of people in Colonial America?
- How was there resistance to racial inequity in Colonial and Post-Colonial America?

Social Emotional Learning Component (SEL):

- Students will be able to evaluate with empathy and understanding the varying experiences of Historically Underrepresented (HU) people groups.
- Self-Awareness: Examining prejudice and biases
- Social Awareness: Taking others' perspectives, demonstrating empathy and compassion, identifying diverse social norms, including unjust ones
- Relationship Skills: Demonstrating cultural competence, standing up for the rights of others

Pennsylvania Core Standard(s):

CC.5.2.12.B Examine the causes of conflicts in society and evaluate techniques to address those conflicts

CC.7.2.12.B Analyze the significance of physical processes in shaping the character of places and regions.

CC.7.3.12.A Analyze the human characteristics of places and regions using the following criteria: population, culture, settlement, economic activities, political activities

CC 8.1.12.A Evaluate patterns of continuity and rates of change over time, applying context of events

CC 8.1.12.B Evaluate the interpretation of historical events and sources, considering the use of fact versus opinion, multiple perspectives and cause and effect relationships

CC 8.1.12.C Analyze, synthesize, and integrate historical data, creating a product that supports and appropriately illustrates inferences and conclusions drawn from research.

CC 8.3.12.A Evaluate the role groups and individuals from the U.S. played in the social, political, cultural, and economic development of the world.

CC 8.3.12.C Evaluate how continuity and change in U.S. history are interrelated with the world: belief systems and religions, commerce and industry, technology, politics and government, physical and human geography, social organizations

CC.8.4.12.A Evaluate the role groups and individuals played in the social, political, cultural, and economic development throughout world history.

CC.8.4.12.B Evaluate the importance of historical documents, artifacts, and sites which are critical to world history.

CC.8.4.12.C Evaluate how continuity and change have impacted the world today: belief systems and religions, commerce and industry, technology, politics and government, physical and human geography, social organizations

CC.8.4.12.D Evaluate how conflict and cooperation among groups and organizations have impacted the development of the world today.

Career Education and Work Standards: 13.1.11.A, 13.1.11.E , 13.1.11.H Use the link below for the complete document.

Connecting to Common Core and Other Standards:

- PA Standards found at <http://www.pdesas.org/Standard/PACore>
- ISTE found at www.iste.org/standards/nets-for-students.aspx
- Career Education and Work found at www.pacareerstandards.com/
- See Appendix for complete documents.

ELL Differentiation:

- Math & LA specifics found at www.pde.sas.org/module/sas/curriculumframework/elloverlay.aspx
- Generic found at <http://www.easad.net/esl>
- TODOS Resources www.todos-math.org

Enrichment:

- Semester long research projects based on curriculum appropriate works of non-fiction and historical fiction such as:
 - Octavia E. Butler's *Kindred* (Graphic Novel Adaptation)
 - Olaudah Equiano's Autobiography
 - Jason Reynolds & Ibram X. Kendi's, *Stamped: A Remix*
 - Mini-series, *Roots*
- Internet/Research Activities
 - o www.studyisland.com
 - o <http://www.thelearningdyssey.com/>

- o www.studyisland.com
- o <https://www.thelearningodyssey.com/>
- o <http://www.khanacademy.org/>
- o <http://www.virtualnerd.com/>
- Group/Research Projects

IEP/GIEP: Refer to individual student's education plan under specially designed instruction.

UNIT 1

Standards taught / Standards Assessed*	Objective Alignment: Students will be able to	Unit Concepts: What students need to know	Student Evidence	Instructional Materials & Resources Used	Tier 3 Vocabulary
5.2.12.B 7.2.12.B 7.3.12.A 8.1.12.A * 8.1.12.B * 8.1.12.C 8.3.12.A 8.3.12.C * 8.4.12.A 8.4.12.B 8.4.12.C 8.4.12.D	<ul style="list-style-type: none"> • Understand chronological & Spatial thinking (8.1.12.A) • Understand the role of eurocentrism in shaping historical narrative (8.1.12.A, 8.1.12.B) • Evaluate chronological cause/effect relationship of Bacon's Rebellion as it relates to early Colonial America (8.1.12.A) • Compare the present w/ the past evaluating the consequences (8.1.12.A, 8.3.12.C) • Distinguish valid arguments from fallacious ones in historical interpretations (8.1.12.B) • Evaluate the historical significance of Bacon's Rebellion (8.1.12.A, 8.1.12.B) • Evaluate the long term effects of Bacon's Rebellion as it relates to a racial caste system (8.1.12.A, 8.1.12.B) • Evaluate & examine the historical interpretation of the effects of the Rebellion (8.3.12.C) 	<ul style="list-style-type: none"> • Historical Narratives • The Historically Underrepresented (HU) <ul style="list-style-type: none"> - Groups - perspectives • EVENT OVERVIEW: Bacon's Rebellion <ul style="list-style-type: none"> - Background - Influence - perspectives • 1619 Slave arrival <ul style="list-style-type: none"> - Jamestown colony - Tobacco economy - African / Native American relations • Chesapeake Colonies <ul style="list-style-type: none"> - Black indentured servitude vs. White indentured servitude - Transition to African slavery • Isaac Friend Plot • Virginia Indian Policy <ul style="list-style-type: none"> - White gun ownership vs. Black gun ownership • Nathaniel Bacon <ul style="list-style-type: none"> - Interracial class rebellion • Bacon's Rebellion effects <ul style="list-style-type: none"> - Legal changes - Systemic changes - Cultural changes • Low Country slavery <ul style="list-style-type: none"> - Carolina Low 	<ul style="list-style-type: none"> • Teacher generated tests & quizzes • Journals / Reaction essays • Summarization of reading excerpts • Research Projects 	<ul style="list-style-type: none"> • Ronald Takaki's, <i>A Different Mirror</i> • Power Pt, Course Intro & Framework • Power Pt, Bacon's Rebellion • Ibram X. Kendi's, <i>Stamped</i> • 1619 curriculum page • 1619 podcast • Excerpts from Thomas Jefferson's <i>Notes on the State of Virginia</i> • The Autobiography of Olaudah Equiano • Roots, mini-series • Benjamin Banneker's letter to Thomas Jefferson • <i>Kindred</i>, graphic novel adaptation • Selected Articles • Selected Videos (ex: Ted Talks, documentaries, etc.) • ESASD Online databases 	<ul style="list-style-type: none"> • Ethnocentrism • Eurocentrism • Social Identity Theory • Ingroup • Outgroup • Cultural Transmission • Cultural Diffusion • Marginality • Paternalism • Afrocentrism • Indentured servant • Chattel slavery • Militia • Indigenous • House of Burgesses • Bacon's Rebellion • Stono Rebellion

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|--|--|---|--|--|
| | | <ul style="list-style-type: none"> • Early Slave Rebellions <ul style="list-style-type: none"> - Stono Rebellion | | |
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Unit 2: Black Wall Street (African American Perspective)

Course Time:

- 10-12 Blocks

Overview:

- Students will analyze and synthesize the African American perspective on the Great Migration period through the examination of a historical event, Black Wall Street (Tulsa Race Massacre). Students will identify, analyze and explain the causes and long-term effects of Black Wall Street while further examining the African American perspective through these effects.

Objectives:

- Students will be able to perceive American History through a variety of different cultural perspectives, particularly those of HUs (historically underrepresented students).
- Students will show empathy and understanding for the histories and experiences of their communities and of all Americans.
- Students will engage in learning experiences that will allow them to make personal connections with class content.
- Students will utilize the event of Black Wall Street to examine and analyze the African American perspective during and after the Great Migration period.
- Students will be able to evaluate, analyze and discuss the historical and socio-economic conditions that led to the Great Migration.
- Students will be able to evaluate, analyze and synthesize the immediate and long-term cultural and political effects of Black Wall Street.
- Students will be able to connect and explain the effects of the Great Migration to the Harlem Renaissance.
- Students will be able to explain, analyze and synthesize the cultural and historical significance of the Harlem Renaissance to the African American perspective.

Unit Essential Questions:

- What does it mean to be self-sufficient?
- What is Black Nationalism?
- What were the competing viewpoints of African American leaders during the Great Migration period?
- What specific advances did African Americans make towards self-determination?
- How were African American cultural advances met with resistance?
- What led to African American migration to the North?
- What factors led to the Harlem Renaissance?
- Who were major figures of the Harlem Renaissance?
- What are the distinguishing characteristics of the Harlem Renaissance?

Social Emotional Learning Component (SEL):

- Students will be able to evaluate with empathy and understanding the varying experiences of Historically Underrepresented (HU) people groups.
- Self-Awareness: Examining prejudice and biases
- Social Awareness: Taking others' perspectives, demonstrating empathy and compassion, identifying diverse social norms, including unjust ones
- Relationship Skills: Demonstrating cultural competence, standing up for the rights of others

Pennsylvania Core Standard(s):

- CC 5.1.12.F Evaluate the role of nationalism in uniting and dividing citizens
- CC 5.2.12.A Evaluate an individuals' civil rights, responsibilities and obligations in various contemporary governments
- CC 5.2.12.B Examine the causes of conflicts in society and evaluate techniques to address those conflicts
- CC 5.2.12.D Evaluate and demonstrate what makes competent and responsible citizens
- CC 5.3.12.D Evaluate the role of political parties, interest groups and mass media in politics and public policy
- CC 6.1.12.D Predict how changes in incentives may affect the choices made individuals, businesses, communities and nations
- CC 6.2.12.E Evaluate the health of an economy (local, regional, national, global) using economic indicators
- CC 6.5.12.F Assess the impact of entrepreneurs on the economy
- CC.7.3.12 A Analyze the human characteristics of places and regions using the following criteria: population, culture, settlement, economic activities, political activities
- CC 8.1.12.A Evaluate patterns of continuity and rates of change over time, applying

- CC.8.3.12.A Evaluate the role groups and individuals from the U.S. played in the social, political, cultural, and economic development of the world.
- CC.8.3.12.C Evaluate how continuity and change in U.S. history are interrelated with the world: belief systems and religions, commerce and industry, technology, politics and government, physical and human geography, social organizations
- CC.8.4.12.A Evaluate the role groups and individuals played in the social, political, cultural, and economic development throughout world history.
- CC.8.4.12.B Evaluate the importance of historical documents, artifacts, and sites which are critical to world history.
- CC.8.4.12.C Evaluate how continuity and change have impacted the world today: belief systems and religions, commerce and industry, technology, politics and government, physical and human geography, social organizations
- CC.8.4.12.D Evaluate how conflict and cooperation among groups and organizations have impacted the development of the world today.

Career Education and Work Standards: 13.1.11.A, 13.1.11.E , 13.1.11.H Use the link below for the complete document.

Connecting to Common Core and Other Standards:

- PA Standards found at <http://www.pdesas.org/Standard/PACore>
- ISTE found at www.iste.org/standards/nets-for-students.aspx
- Career Education and Work found at www.pacarereerstandards.com/
- See Appendix for complete documents.

ELL Differentiation:

- Math & LA specifics found at www.pdesas.org/module/sas/curriculumframework/elloverlay.aspx
- Generic found at <http://www.easad.net/esl>
- TODOS Resources www.todos-math.org

Enrichment:

- Semester long research projects based on curriculum appropriate works of non-fiction and historical fiction such as:
 - James Baldwin Documentary, *I am Not Your Negro*
 - W.E.B. Du Bois', *The Souls of Black Folk*
 - W.E.B. Du Bois', *Crisis*
 - Tim Madigan's, *The Burning*
 - Jason Reynolds & Ibram X. Kendi's, *Stamped: A Remix*
 - Booker T. Washington's, *Up From Slavery*
- Internet/Research Activities
 - www.studyisland.com
 - <https://www.thelearningodyssey.com/>
 - <http://www.khanacademy.org/>
- Group/Research Projects

Remediation:

- Internet/Research Activities
 - www.studyisland.com
 - <https://www.thelearningodyssey.com/>
 - <http://www.khanacademy.org/>
 - <http://www.virtualnerd.com/>
- Group/Research Projects

IEP/GIEP: Refer to individual student's education plan under specially designed instruction.

UNIT 2

Standards taught / Standards Assessed*	Objective Alignment: Students will be able to	Unit Concepts: What students need to know	Student Evidence	Instructional Materials & Resources Used	Tier 3 Vocabulary
5.1.12.F 5.2.12.A 5.2.12.B 5.2.12.D 5.3.12.D 6.1.12.D 6.2.12.E 6.5.12.F 7.3.12.A 8.1.12.A * 8.1.12.B * 8.1.12.C 8.3.12.A * 8.3.12.C *	<ul style="list-style-type: none"> ● Understand the concept of historical interpretation (8.1.12.B) ● Evaluate chronological cause/effect relationship of the Tulsa Race Massacre as it relates to the Great Migration (8.1.12.A) ● Compare the present w/ the past evaluating the consequences 	<ul style="list-style-type: none"> ● Black Wall Street <ul style="list-style-type: none"> - Background - Influence - perspectives ● Origins of Great Migration <ul style="list-style-type: none"> - Push factors vs. pull factors - Caribbean Immigration - Destinations / Northern communities - De facto segregation vs. 	<ul style="list-style-type: none"> ● Teacher generated tests & quizzes ● Compare / Contrast Essays ● Harlem Renaissance Artist project (Historical Interpretation) ● Journals / Reaction essays ● Summarization 	<ul style="list-style-type: none"> ● Ronald Takaki's, <i>A Different Mirror</i> ● Power Pt, Black Wall Street Unit ● Ibram X. Kendi's, <i>Stamped</i> ● Tim Madigan's, <i>The Burning</i> ● Selected letters from the Great Migration 	<ul style="list-style-type: none"> ● Chain migration ● Tuskegee Machine ● Talented T ● Niagara Movement ● Pentecost ● De Facto segregation ● De Jure segregation ● Hell Fight ● Silent Mar ● Red Sumn

the north (8.1.12.A, 8.1.12.B)

- Evaluate & examine the historical interpretation of the effects of Tulsa (8.3.12.C)
- Evaluate the roles & arguments of Booker Washington & W.E.B. Du Bois & the effect they had on the black identity during the Migration period (8.3.12.A)
- Evaluate and interpret the varied responses in the black community to the Great Migration (8.3.12.D)

- Machine
 - W.E.B. Du Bois & the Talented 10th
 - "The Souls of Black Folk" (Du Bois) and the Niagara Movement
- Competing Views
 - Washington vs. Du Bois
 - "The Crisis" (Du Bois)
 - NAACP
 - Urban League
 - American Negro Academy
- Involvement in World War I
 - Charles Young
 - Hell Fighters
 - Black troops and officers
 - Discrimination in army
 - Veteran Pride
- Red Summer
 - The Silent March
- Race Riots
 - Atlanta, 1906
 - Springfield, 1908
 - St. Louis, 1917
 - Houston, 1917
 - Chicago, 1919
 - Tulsa, 1921
 - Black Wall Street
 - Coordinated damage
 - Commission & Investigation
 - Increased Migration
- Rise of the "New Negro"
 - James Weldon Johnson ("Lift every voice and sing")
 - Carter G. Woodson (Father of Black History)
 - Madam C.J. Walker
- Early Harlem Renaissance
 - Marcus Garvey & UNIA
 - Black Self Determinism
 - Black separatism & Pan Africanism
- Peak Harlem Renaissance
 - Writers
 - Zora Neale Hurston
 - Langston Hughes
 - Alain Locke
 - Claude McKay
 - Artists
 - Aaron Douglass
 - Henry Ossawa

- Group Projects

- Selected works of Zora Neale Hurston
- Selected works of James Weldon Johnson
- Selected works of Booker T. Washington
- Selected works of Carter G. Woodson
- 1619 curriculum page
- 1619 podcast
- Selected Articles
- Selected Videos (ex: Ted Talks, documentaries, etc.)
- ESASD Online databases

- Advancem of Colored People (NAACP)
- Universal Negro Improvement Assoc. (UNIA)
- Pan-Africa
- Harlem Renaissance
- Cotton Cl

		<ul style="list-style-type: none"> ○ Duke Ellington ○ Louis Armstrong 		
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Unit 3: Wounded Knee Massacre (Native American Perspective)

Course Time:

- 8-10 Blocks

Overview:

- Students will analyze and synthesize the Native American perspective through the examination of a historical event, the Wounded Knee Massacre. Students will identify, analyze and explain the long-term effects of the massacre as it relates to the reservation system and the founding of the American Indian Movement (AIM).

Objectives:

- Students will be able to perceive American History through a variety of different cultural perspectives, particularly those of HUs (historically underrepresented students).
- Students will show empathy and understanding for the histories and experiences of their communities and of all Americans.
- Students will engage in learning experiences that will allow them to make personal connections with class content.
- Students will utilize the event of the Wounded Knee Massacre to examine and analyze the Native American perspective during the federal removal policies and the founding the American Indian Movement (AIM).
- Students will analyze how the colonial views towards Native Americans shaped both policies and perceptions towards them.
- Students will identify, analyze and synthesize the federal policies, events and personalities which consistently both Indian removal and disenfranchisement.
- Students will compare and contrast different Federal Indian policies.
- Students will identify and analyze both the causes and effects of reservation life from political, cultural, economic and social lenses.
- Students will analyze both the founding of the American Indian Movement (AIM) and reservation life today.

Unit Essential Questions:

- How has American History shaped cultural perceptions/depictions of Native Americans?
- How did Federal policy lead to the removal of Native Americans?
- In what ways did Native Americans resist this removal?
- What were the short term and long term effects of the Wounded Knee Massacre?
- How did the U.S. affect the economies of Native American reservations?
- What challenges did Native Americans face in maintaining their cultural identity?
- What led to formation of the American Indian Movement (AIM)?
- What are the challenges of reservation life?
- What challenges do Native Americans face today?

Social Emotional Learning Component (SEL):

- Students will be able to evaluate with empathy and understanding the varying experiences of Historically Underrepresented (HU) people groups.
- Self-Awareness: Examining prejudice and biases
- Social Awareness: Taking others' perspectives, demonstrating empathy and compassion, identifying diverse social norms, including unjust ones
- Relationship Skills: Demonstrating cultural competence, standing up for the rights of others

Pennsylvania Core Standard(s):

- CC 5.1.12.A Analyze the sources, purposes and functions of law, and how the rule of law protects individual rights and promotes the common good
- CC 5.1.12.F Evaluate the role of nationalism in uniting and dividing citizens
- CC 5.2.12.A Evaluate an individuals' civil rights, responsibilities and obligations in various contemporary governments
- CC 5.2.12.B Examine the causes of conflicts in society and evaluate techniques to address those conflicts
- CC 5.2.12.D Evaluate and demonstrate what makes competent and responsible citizens
- CC 5.3.12.D Evaluate the role of political parties, interest groups and mass media in politics and public policy
- CC 6.1.12.A Predict the long term consequences of decisions made because of scarcity
- CC 6.1.12.B Evaluate the economic reasoning behind a choice. Evaluate effective allocation of resources for the production of goods & services
- CC 6.1.12.D Predict how changes in incentives may affect the choices made individuals, businesses, communities and nations
- CC 6.2.12.E Evaluate the health of an economy (local, regional, national, global) using economic indicators
- CC 6.5.12.F Assess the impact of entrepreneurs on the economy
- CC 7.1.12.B Assess how physical changes to a region may have global impact

CC.8.1.12.C Analyze, synthesize, and integrate historical data, creating a product that supports and appropriately illustrates inferences and conclusions drawn from research.
 CC.8.3.12.A Evaluate the role groups and individuals from the U.S. played in the social, political, cultural, and economic development of the world.
 CC.8.3.12.C Evaluate how continuity and change in U.S. history are interrelated with the world: belief systems and religions, commerce and industry, technology, politics and government, physical and human geography, social organizations
 CC.8.4.12.A Evaluate the role groups and individuals played in the social, political, cultural, and economic development throughout world history.
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ELL Differentiation:

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- Generic found at <http://www.easad.net/esl>
- TODOS Resources www.todos-math.org

Enrichment:

- Semester long research projects based on curriculum appropriate works of non-fiction and historical fiction such as:
 - Dee Brown's, *Bury My Heart at Wounded Knee*
 - Dwight Jon Zimmerman's, *Saga of the Sioux*
- Internet/Research Activities
 - www.studyisland.com
 - <https://www.thelearningodyssey.com/>
 - <http://www.khanacademy.org/>
- Group/Research Projects

Remediation:

- Internet/Research Activities
 - www.studyisland.com
 - <https://www.thelearningodyssey.com/>
 - <http://www.khanacademy.org/>
 - <http://www.virtuallerner.com/>
- Group/Research Projects

IEP/GIEP: Refer to individual student's education plan under specially designed instruction.

UNIT 3

Standards taught / Standards Assessed*	Objective Alignment: Students will be able to	Unit Concepts: What students need to know	Student Evidence	Instructional Materials & Resources Used	Tier 3 Vocabulary
5.1.12.A 5.1.12.F 5.2.12.A 5.2.12.B 5.2.12.D 5.3.12.D 6.1.12.A 6.1.12.B 6.1.12.D 6.2.12.E 6.5.12.F 7.1.12.B 7.3.12.A 8.1.12.A * 8.1.12.B *	<ul style="list-style-type: none"> ● Understand the concept of historical evidence (8.1.12.C, 8.4.12.B) ● Evaluate chronological cause/effect relationship of the Wounded Knee Massacre as it relates to westward expansion (8.1.12.A) 	<ul style="list-style-type: none"> ● EVENT OVERVIEW: Wounded Knee Massacre <ul style="list-style-type: none"> - Background - Influence - perspectives ● European Colonial view if Indians <ul style="list-style-type: none"> - Initial: educate / convert - Post settlement: root out ● Presidency of 	<ul style="list-style-type: none"> ● Teacher generated tests & quizzes ● Point of View essays/reactions (ghost dance, Massacre vs. Battle, etc.) ● Presentation / Discussion (selected narratives from Lakota reservation life, Native American cultural milestones, etc.) ● Journals / Reaction essays 	<ul style="list-style-type: none"> ● Ronald Takaki's, <i>A Different Mirror</i> ● Dee Brown's <i>Bury My Heart at Wounded Knee</i> ● Dwight Jon Zimmerman's <i>Saga of the Sioux</i> ● Power PI, Wounded Knee Massacre ● Selected narratives from Lakota reservation life ● Mary Rowlandson Narrative ● Mary Jemison 	<ul style="list-style-type: none"> ● American Indian Movement (AIM) ● Trail of Tears ● Indian Appropriation Act ● Choctaw ● Treaty of Dancing Rabbit Cree ● Cherokee ● Reservatio System ● Pawnee

8.4.12.D *	<p>reservation life and the founding of AIM (8.1.12.A, 8.1.12.B)</p> <ul style="list-style-type: none"> Evaluate historical point of view on Wounded Knee as it relates to "Wounded Battle vs. Wounded Knee Massacre" (8.1.12.B, 8.4.12.D) Evaluate historical debate concerning interpretations of Native Americans & westward expansion (8.1.12.B, 8.4.12.B) Compare the present w/ the past evaluating the consequences (8.1.12.A, 8.3.12.C) Distinguish valid arguments from fallacious ones in historical interpretations (8.1.12.B) 	<ul style="list-style-type: none"> Supreme Court violations Compelled westward movement of Indians Indian Removal Act Choctaw Removal <ul style="list-style-type: none"> Treaty of Dancing Rabbit Creek Cherokee Negotiations <ul style="list-style-type: none"> General Winfield Scott Trail of Tears Pawnee <ul style="list-style-type: none"> Fur trade Indian Appropriation Act Buffalo Killing Fields Massacre Canyon Wounded Knee Massacre <ul style="list-style-type: none"> Wovoka & Ghost Dance Pine Ridge Reservation Chiefs Sitting Bull & Big Foot Battle of Little Bighorn <ul style="list-style-type: none"> George Custer Chief Crazy Horse Reservation System <ul style="list-style-type: none"> Commissioner Francis A. Walker policy Indian assimilation Dawes Act <ul style="list-style-type: none"> Reversal of Walker policy Changed communal reservations to land allotments Undermined tribal authority Indian Land Transfer <ul style="list-style-type: none"> Land Auctions Supreme Court undermines existing treaties Indian Reorganization Act <ul style="list-style-type: none"> John Collier Departure from Dawes Act Ends allotment Navajo <ul style="list-style-type: none"> Reject reorganization Confiscation of livestock Land erosion The Termination Act Founding of American Indian Movement (AIM) 	<ul style="list-style-type: none"> Project Group Projects 	<p>from frontier Indians</p> <ul style="list-style-type: none"> Selected Articles Selected Videos (ex: Ted Talks, documentaries, etc.) ESASD Online databases 	<ul style="list-style-type: none"> Reservatio Chief Sitting Bull General George C Battle of Li Bighorn Chief Crazy Horse Indian Bur Indian Removal A Dawes Act Senator H Dawes John Collic Reservatio System Indian Reorganiz Act Navajo Lor Walk Terminatio Act Lakota Russell Me Leonard Peitler
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		● Reservation life today		
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Unit 4: 1906 San Francisco Earthquake (Asian American Perspective)

Course Time:

- 6 - 7 Blocks

Overview:

- Students will analyze and synthesize the Asian American perspective on their immigration period through the examination of a historical event, the 1906 San Francisco Earthquake. Students will identify, analyze and explain the long-term effects of the earthquake as it relates to immigration and adjustment to American society.

Objectives:

- Students will be able to perceive American History through a variety of different cultural perspectives, particularly those of HUs (historically underrepresented students).
- Students will show empathy and understanding for the histories and experiences of their communities and of all Americans.
- Students will engage in learning experiences that will allow them to make personal connections with class content.
- Students will utilize the event of the 1906 San Francisco Earthquake to examine and analyze the Asian American perspective during and after the California Immigration period.
- Students will be able to evaluate, analyze and discuss the historical and socio-economic conditions that led to East Asian Migration to the US
- Students will be able to evaluate, analyze and synthesize the immediate and long-term cultural and political effects of the 1906 San Francisco Earthquake on the Asian American community.
- Students will be able to compare, contrast and explain the Chinese American experiences as well as the Japanese American experiences as they relate to immigration, citizenship, labor, cultural integration and economic success in the United States.
- Students will be able to explain, analyze and synthesize the labor struggles and successes faced by East Asian immigrants.

Unit Essential Questions:

- What factors drew East Asian immigrants to the United States?
- What legal/political obstacles did East Asian immigrants have in coming to the U.S.?
- What legal/social challenges did they face in becoming citizens?
- How did the 1906 San Francisco Earthquake increase both Chinese immigration and Chinese American citizenship?
- What physical and social dangers did Asian immigrants face in working on the railroads and in the mines?
- How did the children of Asian pursue success and acceptance in American society?
- What cultural challenges do Asian Americans still face?

Social Emotional Learning Component (SEL):

- Students will be able to evaluate with empathy and understanding the varying experiences of Historically Underrepresented (HU) people groups.
- Self-Awareness: Examining prejudice and biases
- Social Awareness: Taking others' perspectives, demonstrating empathy and compassion, identifying diverse social norms, including unjust ones
- Relationship Skills: Demonstrating cultural competence, standing up for the rights of others

Pennsylvania Core Standard(s):

- CC 5.1.12.F Evaluate the role of nationalism in uniting and dividing citizens
- CC 5.2.12.A Evaluate an individuals' civil rights, responsibilities and obligations in various contemporary governments
- CC 5.2.12.B Examine the causes of conflicts in society and evaluate techniques to address those conflicts
- CC 5.2.12.D Evaluate and demonstrate what makes competent and responsible citizens
- CC 5.3.12.D Evaluate the role of political parties, interest groups and mass media in politics and public policy
- CC 6.1.12.D Predict how changes in incentives may affect the choices made individuals, businesses, communities and nations
- CC 6.2.12.E Evaluate the health of an economy (local, regional, national, global) using economic indicators
- CC 6.5.12.F Assess the impact of entrepreneurs on the economy
- CC.7.3.12 A Analyze the human characteristics of places and regions using the following criteria: population, culture, settlement, economic activities, political activities

- CC.8.3.12.A Evaluate the role groups and individuals from the U.S. played in the social, political, cultural, and economic development of the world.
- CC.8.3.12.C Evaluate how continuity and change in U.S. history are interrelated with the world; belief systems and religions, commerce and industry, technology, politics and government, physical and human geography, social organizations
- CC.8.3.12.D Evaluate how conflict and cooperation among groups and organizations in the U.S. have influenced the growth and development of the world: Ethnicity & race, working conditions, Immigration, military conflict, economic stability.
- CC.8.4.12.A Evaluate the role groups and individuals played in the social, political, cultural, and economic development throughout world history.
- CC.8.4.12.B Evaluate the importance of historical documents, artifacts, and sites which are critical to world history.
- CC.8.4.12.C Evaluate how continuity and change have impacted the world today: belief systems and religions, commerce and industry, technology, politics and government, physical and human geography, social organizations
- CC.8.4.12.D Evaluate how conflict and cooperation among groups and organizations have impacted the development of the world today.

Career Education and Work Standards: 13.1.11.A, 13.1.11.E , 13.1.11.H Use the link below for the complete document.

Connecting to Common Core and Other Standards:

- PA Standards found at <http://www.pdesas.org/Standard/PACore>
- ISTE found at www.iste.org/standards/nets-for-students.aspx
- Career Education and Work found at www.pacareerstandards.com/
- See Appendix for complete documents

ELL Differentiation:

- Math & LA specifics found at www.pdesas.org/module/sas/curriculumframework/elloverlay.aspx
- Generic found at <http://www.eased.net/esl>
- TODOS Resources www.todos-math.org

Enrichment:

- Semester long research projects based on curriculum appropriate works of non-fiction and historical fiction such as:
 - George Takei's, *They Called Us Enemy*
- Internet/Research Activities
 - www.studyisland.com
 - <https://www.thelearningodyssey.com/>
 - <http://www.khanacademy.org/>
- Group/Research Projects

Remediation:

- Internet/Research Activities
 - www.studyisland.com
 - <https://www.thelearningodyssey.com/>
 - <http://www.khanacademy.org/>
 - <http://www.virtualnerd.com/>
- Group/Research Projects

IEP/GIEP: Refer to individual student's education plan under specially designed instruction.

UNIT 4

Standards taught / Standards Assessed*	Objective Alignment: Students will be able to	Unit Concepts: What students need to know	Student Evidence	Instructional Materials & Resources Used	Tier 3 Vocabulary
5.1.12.F 5.2.12.A 5.2.12.B 5.2.12.D 5.3.12.D 6.1.12.D 6.2.12.E 6.5.12.F 7.3.12.A 8.1.12.A * 8.1.12.B * 8.1.12.C *	<ul style="list-style-type: none"> ● Understand the concept of historical research (8.1.12.B) ● Evaluate & research the push v. pull factors which led to Asian immigration (8.1.12.B, 8.1.12.C) ● Evaluate 	<ul style="list-style-type: none"> ● EVENT OVERVIEW: 1906 San Francisco Earthquake <ul style="list-style-type: none"> - Background - Influence - perspectives ● 1790 Naturalization Act ● Addition of California to Union <ul style="list-style-type: none"> - Waves of Chinese 	<ul style="list-style-type: none"> ● Teacher generated tests & quizzes ● Research Projects / papers (push v. pull immigration factors, labor force discrimination, Anti-Asian immigration legislation, etc.) ● Journals / Reaction 	<ul style="list-style-type: none"> ● Ronald Takaki's, <i>A Different Mirror</i> ● Power Pt, 1906 San Francisco Earthquake & East Asian Immigration ● Selected letters from the Asian immigrants ● Selected 	<ul style="list-style-type: none"> ● Naturalization Act ● Gold Rush ● Tenant farmer ● Chinese Exclusion Act ● 1870 Civil Rights Act ● Angel Island ● Chinatown ● Tong ● Fong ● Clan

8.4.12.D	<p>Asian Immigration (8.1.12.A)</p> <ul style="list-style-type: none"> Evaluate long term effects of the earthquake as it relates to Asian immigration, work & growth in the US (8.1.12.A, 8.1.12.B) Evaluate & research the historical discriminatory practices against Asians in the labor force (8.1.12.B, 8.1.12.C) Evaluate & research legislation & historical events which mitigated Asian immigration (8.1.12.B, 8.1.12.C) Compare the present w/ the past evaluating the consequences (8.1.12.A, 8.3.12.C) Analyze & understand Asian American struggles to adjust to the US as well as contemporary Asian American milestones (8.1.12.A, 8.3.12.D) 	<ul style="list-style-type: none"> Push vs. Pull factors for Chinese migrants Rural work <ul style="list-style-type: none"> Railroads, mining Miner's tax & Rock Springs Massacre Chinese railroad worker strikes & resistance Transition to urban/industrial work in San Francisco Ethnic hostilities & Chinese self-employment Rutherford B. Hayes <ul style="list-style-type: none"> "The Chinese Problem" Chinese Exclusion Act <ul style="list-style-type: none"> Effect on laborers, citizenship Its Extensions 1870 Civil Rights Act <ul style="list-style-type: none"> Effects on Miner's Tax Chinese Women <ul style="list-style-type: none"> Overwhelming disparity to Chinese male migrants Effect on Chinese American communities Targets of Chinese Exclusion Act (preventing Chinese families) Growth of Chinatowns <ul style="list-style-type: none"> Self-reliance Tongs Fongs Clans 1906 San Francisco Earthquake <ul style="list-style-type: none"> Effects on Asian American community Effects on citizenship status Effects on Asian family immigration Children of Chinese immigrants <ul style="list-style-type: none"> Ethnic identity vs. attempted assimilation Earthquake's effects on other Asian immigrants Japanese Immigration <ul style="list-style-type: none"> Push vs. pull factors Japan's taxes on farmers Destination: Hawaii & California Differences from Chinese migrants 	<p>Projects</p> <ul style="list-style-type: none"> Individual Project Group Projects 	<p>etc.)</p> <ul style="list-style-type: none"> ESASD Online databases 	<ul style="list-style-type: none"> Luna Blood Union Strike Scab Oban Pigdin English California Alien Land Law Issel Nisei Internment Camp
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		<ul style="list-style-type: none"> - Women integrate in workforce - "Picture Brides" - Learning English - Gentlemen's Agreement policy • Working in Hawaii <ul style="list-style-type: none"> - Sugar Cane Labor - Ethnic diversity to prevent unions - Planter's Policy on racial qualifications for skilled positions - Blood Unions - Pidgin English • Hawaiian Camp Life <ul style="list-style-type: none"> - Bango - Luna - Growth of schools, religion, community • Unified Strikes w/ Filipino • Growth of Japanese American Farmers <ul style="list-style-type: none"> - Railway lines & refrigerated railcars - Japanese farm & business owners • California Alien Land Law • Children of Japanese Immigrants <ul style="list-style-type: none"> - Issei - Nisei - Discrimination in workforce - WW2 & Internment • Asian Americans today 			
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Unit 5: Delano Grape Strike (Latino perspective)

Course Time:

- 8 - 10 Blocks

Overview:

- Students will analyze and synthesize the Latino perspective on the Migrant Worker's Movement through the examination of a historical event, the Delano Grape Strike. Students will identify, analyze and explain the causes and long-term effects of the Delano Grape Strike while further examining the Latino perspective through these effects.

Objectives:

- Students will be able to perceive American History through a variety of different cultural perspectives, particularly those of HUs (historically underrepresented students).
- Students will show empathy and understanding for the histories and experiences of their communities and of all Americans.
- Students will engage in learning experiences that will allow them to make personal connections with class content.
- Students will utilize the event of the Delano Grape Strike to examine and analyze the Latino perspective during the migrant's Labor Movement.
- Students will be able to evaluate, analyze and discuss the historical and socio-

- Students will be able to understand and explain the factors which led to the rise of the Latino/Mexican Labor Movement.
- Students will be able to explain how the Labor Movement contributed a Latino American cultural Identity.
- Students will be able to identify and understand the significance of Cesar Chavez and Dolores Huerta to the Labor Movement.
- Students will be able to identify, analyze and synthesize the effects of the Delano Grape Strike.

Unit Essential Questions:

- How is the Latino American community broadly diverse?
- How have the events of American History affected the migration of Latinos to the U.S.?
- What were the political and social factors that pushed Mexican Americans into migrant/agricultural work?
- What systemic and legal challenges did Latinos face as the American West was settled?
- What were the economic challenges faced by Latinos in the U.S.?
- What struggles and efforts did Latinos partake in to meet these challenges?
- How did the Labor Movement create a Latino self-awareness in the U.S.?
- What was the Chicano Movement and how did it affect Latino American History?
- What was the role of Cesar Chavez in the migrant's Labor Movement?
- What challenges do Latinos continue to face today?

Social Emotional Learning Component (SEL):

- Students will be able to evaluate with empathy and understanding the varying experiences of Historically Underrepresented (HU) people groups.
- Self-Awareness: Examining prejudice and biases
- Social Awareness: Taking others' perspectives, demonstrating empathy and compassion, identifying diverse social norms, including unjust ones
- Relationship Skills: Demonstrating cultural competence, standing up for the rights of others

Pennsylvania Core Standard(s):

CC 5.1.12.F Evaluate the role of nationalism in uniting and dividing citizens
 CC 5.2.12.A Evaluate an individuals' civil rights, responsibilities and obligations in various contemporary governments
 CC 5.2.12.B Examine the causes of conflicts in society and evaluate techniques to address those conflicts
 CC 5.2.12.D Evaluate and demonstrate what makes competent and responsible citizens
 CC 5.3.12.D Evaluate the role of political parties, interest groups and mass media in politics and public policy
 CC 6.1.12.D Predict how changes in incentives may affect the choices made individuals, businesses, communities and nations
 CC 6.2.12.E Evaluate the health of an economy (local, regional, national, global) using economic indicators
 CC 6.5.12.F Assess the impact of entrepreneurs on the economy
 CC.7.3.12 A Analyze the human characteristics of places and regions using the following criteria: population, culture, settlement, economic activities, political activities
 CC 8.1.12.A Evaluate patterns of continuity and rates of change over time, applying context of events
 CC 8.1.12.B Evaluate the interpretation of historical events and sources, considering the use of fact versus opinion, multiple perspectives and cause and effect relationships
 CC 8.1.12.C Analyze, synthesize, and integrate historical data, creating a product that supports and appropriately illustrates inferences and conclusions drawn from research.
 CC 8.3.12.A Evaluate the role groups and individuals from the U.S. played in the social, political, cultural, and economic development of the world.
 CC 8.3.12.C Evaluate how continuity and change in U.S. history are interrelated with the world: belief systems and religions, commerce and industry, technology, politics and government, physical and human geography, social organizations
 CC 8.3.12.D Evaluate how conflict and cooperation among groups and organizations in the U.S. have influenced the growth and development of the world: Ethnicity and race, working conditions, immigration, military conflict, economic stability
 CC.8.4.12.A Evaluate the role groups and individuals played in the social, political, cultural, and economic development throughout world history.
 CC.8.4.12.B Evaluate the importance of historical documents, artifacts, and sites which are critical to world history.
 CC.8.4.12.C Evaluate how continuity and change have impacted the world today: belief systems and religions, commerce and industry, technology, politics and government, physical and human geography, social organizations
 CC.8.4.12.D Evaluate how conflict and cooperation among groups and organizations have impacted the development of the world today.

Career Education and Work Standards: 13.1.11.A, 13.1.11.E, 13.1.11.H Use the link below for the complete document.

Connecting to Common Core and Other Standards:

- PA Standards found at <http://www.pdesas.org/Standard/PACore>
- ISTE found at www.iste.org/standards/nets-for-students.aspx
- Career Education and Work found at www.pacareerstandards.com/
- See Appendix for complete documents.

ELL Differentiation:

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Enrichment:

- Semester long research projects based on curriculum appropriate works of non-fiction and historical fiction such as:
 - Miriam Pawel's, *The Crusades of Cesar Chavez*
 - Miriam Pawel's, *The Union of Their Dreams*
- Internet/Research Activities
 - www.studyisland.com
 - <https://www.thelearningodyssey.com/>
 - <http://www.khanacademy.org/>
- Group/Research Projects

Remediation:

- Internet/Research Activities
 - www.studyisland.com
 - <https://www.thelearningodyssey.com/>
 - <http://www.khanacademy.org/>
 - <http://www.virtualnerd.com/>
- Group/Research Projects

IEP/GIEP: Refer to individual student's education plan under specially designed instruction.

UNIT 5

Standards taught / Standards Assessed*	Objective Alignment: Students will be able to	Unit Concepts: What students need to know	Student Evidence	Instructional Materials & Resources Used
5.1.12.F 5.2.12.A 5.2.12.B 5.2.12.D 5.3.12.D 6.1.12.D 6.2.12.E 6.5.12.F 7.3.12.A 8.1.12.A * 8.1.12.B * 8.1.12.C * 8.3.12.A * 8.3.12.C 8.3.12.D * 8.4.12.A 8.4.12.B 8.4.12.C 8.4.12.D *	<ul style="list-style-type: none"> ● Evaluate chronological cause/effect relationship of the Delano Grape Strike as it relates to Latino cultural identity in the U.S. (8.1.12.A) ● Evaluate the long term effects of the Delano Grape Strike as it relates to Latino labor rights and enfranchisement (8.1.12.A, 8.1.12.B) ● Understand the concept of historical analysis (8.1.12.C) ● Evaluate & analyze the impact of historical events & recognize that events could have taken other directions (8.1.12.C, 8.3.12.A, 8.3.12.D) ● Evaluate & analyze the impact of cultural diffusion on the Latino experience in the U.S. (8.1.12.C, 8.3.12.A, 8.3.12.D) ● Evaluate & analyze discriminatory labor practices used against Latinos and their 	<ul style="list-style-type: none"> ● EVENT OVERVIEW: Delano Grape Strike <ul style="list-style-type: none"> - Background - Influence - perspectives ● Cultural definition of "Latino" <ul style="list-style-type: none"> - Delineations & cultures ● Aftermath of the Mexican-American War <ul style="list-style-type: none"> - Displaced Mexicans - Anglo migration - Latino disenfranchisement in voting, land & economy ● Mexican transition from landholding to labor <ul style="list-style-type: none"> - Ranching - Agriculture - Railroad work ● Anti-Latino work practices <ul style="list-style-type: none"> - Tiered ranks (race based) - Wage differences ● Latino labor organizing <ul style="list-style-type: none"> - Multi-racial unions - Japanese Mexican Labor Assoc. (JMLA) - Arizona mine strikes - Mutualistas ● Acceleration of Migration <ul style="list-style-type: none"> - Mexican Revolution - Transportation developments ● Latino sharecropping ● Maquilladora work ● Seasonal Migratory work <ul style="list-style-type: none"> - Migrant worker 	<ul style="list-style-type: none"> ● Teacher generated tests & quizzes ● Historical Analysis essays/project (cultural diffusion, Latino labor, cultural delineations, Sikh marriages, etc.) ● Journals / Reaction essays ● Homework ● Summarization of reading excerpts ● Research Projects ● Individual Project ● Group Projects 	<ul style="list-style-type: none"> ● Ronald Takaki's, <i>A Different Mirror</i> ● Power Pt, Delano Grape Strike ● Historical Society of PA Latino Collections (https://www.portal.hsp.org/subject-guides/subject-guide-17) ● Selected letters from migrant workers ● Selected Articles ● Selected Videos (ex: Ted Talks, documentaries, etc.) ● ESASD Online databases

	<p>fallacious ones in historical interpretations (8.1.12.B)</p> <ul style="list-style-type: none"> Evaluate & analyze the cultural definition of "Latino" & recognize how their experience fits in w/ the Delano Grape Strike and American History (8.1.12.C, 8.3.12.A, 8.3.12.D) Evaluate historical point of view on the Latino American experience as it relates to the labor movement (8.1.12.B, 8.4.12.D, 8.3.12.D) 	<ul style="list-style-type: none"> Cultural Diffusion among workers <ul style="list-style-type: none"> Latino Sikh marriages Circumvention of Alien Land Law Latino Laborer Segregation <ul style="list-style-type: none"> Barrios Schools & education Great Depression Migrant work <ul style="list-style-type: none"> Anglo Competition Repatriation Barrio Life <ul style="list-style-type: none"> Asistencia Transition from Mexican to Multi-Latino Hernandez v. Texas Cesar Chavez The Chicano Movement Dolores Huerta United Farm Workers Delano Grape Strike <ul style="list-style-type: none"> Short term effects Long Term effects 	
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Unit 6- Stonewall Riots and the LGBTQ-plus Community

Course Time:

- 5-7 Blocks

Overview:

- Students will examine and analyze the Stonewall Riots and its effect on the fight for equality for the LGBTQ+ community. Students will identify the key policies and people of this activist movement and evaluate the consequences of these policies, primarily focusing on the laws passed and the cultural importance of the community.

Objectives:

- Students will be able to perceive American History through a variety of different cultural perspectives, particularly those of HUs (historically underrepresented students).
- Students will show empathy and understanding for the histories and experiences of their communities and of all Americans.
- Students will engage in learning experiences that will allow them to make personal connections with class content.
- Students will be able to evaluate, analyze and discuss the historical and cultural conditions that led to the Stonewall Riots.
- Students will be able to analyze and evaluate the effects of the Gay Pride Parade
- Students will be able to explain the rise of pro LGBTQ+ Laws and their importance in society.
- Students will be able to explain, analyze and synthesize the cultural and historical significance of the LGBTQ+ Community.
- Students will be able to evaluate the importance of the HIV/AIDS Epidemic on society and the LGBTQ+ Community

Unit Essential Questions:

- What does the acronym LGBTQ+ stand for?
- What is public moral squad policing?
- Who is Marsha P. Johnson?
- What are the major Gay Rights Activists groups?
- How did the HIV/AIDS Epidemic influence the LGBTQ+ Community?
- How did the Stonewall Inn Riots forever change the LGBTQ+ Community?
- What are the major activist groups for the LGBTQ+ Community and what reforms are they currently fighting for?
- What are the tangelable effects of the Gay Pride Parade and the culutral effects that this event has had on the LGBTQ+ Community and the culture at large?

Social Emotional Learning Component (SEL):

- Students will be able to evaluate with empathy and understanding the varying experiences of Historically Underrepresented (HU) people groups.
- Self-Awareness: Examining prejudice and biases
- Social Awareness: Taking others' perspectives, demonstrating empathy and compassion, identifying diverse social norms, including unjust ones
- Relationship Skills: Demonstrating cultural competence, standing up for the rights of others

Pennsylvania Core Standard(s):

politics and public policy
 CC 6.1.12.D Predict how changes in incentives may affect the choices made individuals, businesses, communities and nations
 CC.7.3.12 A Analyze the human characteristics of places and regions using the following criteria: population, culture, settlement, economic activities, political activities
 CC 8.1.12.A Evaluate patterns of continuity and rates of change over time, applying context of events
 CC 8.1.12.B Evaluate the interpretation of historical events and sources, considering the use of fact versus opinion, multiple perspectives and cause and effect relationships
 CC 8.1.12.C Analyze, synthesize, and integrate historical data, creating a product that supports and appropriately illustrates inferences and conclusions drawn from research.
 CC 8.3.12.A Evaluate the role groups and individuals from the U.S. played in the social, political, cultural, and economic development of the world.
 CC 8.3.12.C Evaluate how continuity and change in U.S. history are interrelated with the world: belief systems and religions, commerce and industry, technology, politics and government, physical and human geography, social organizations
 CC.8.4.12.A Evaluate the role groups and individuals played in the social, political, cultural, and economic development throughout world history.
 CC.8.4.12.B Evaluate the importance of historical documents, artifacts, and sites which are critical to world history.
 CC.8.4.12.C Evaluate how continuity and change have impacted the world today: belief systems and religions, commerce and industry, technology, politics and government, physical and human geography, social organizations
 CC.8.4.12.D Evaluate how conflict and cooperation among groups and organizations have impacted the development of the world today.

Career Education and Work Standards: 13.1.11.A, 13.1.11.E , 13.1.11.H Use the link below for the complete document.

Connecting to Common Core and Other Standards:

- PA Standards found at <http://www.pdesas.org/Standard/PACore>
- ISTE found at www.iste.org/standards/nets-for-students.aspx
- Career Education and Work found at www.pacareersstandards.com/
- See Appendix for complete documents.

ELL Differentiation:

- Math & LA specifics found at www.pde.sas.org/module/sas/curriculumframework/elloverlay.aspx
- Generic found at <http://www.easad.net/esl>
- TODOS Resources www.todos-math.org

Enrichment:

- Semester long research projects based on curriculum appropriate works of non-fiction and historical fiction
- Internet/Research Activities
 - www.studyisland.com
 - <https://www.thelearningodyssey.com/>
 - <http://www.khanacademy.org/>
- Group/Research Projects

Remediation:

- Internet/Research Activities
 - www.studyisland.com
 - <https://www.thelearningodyssey.com/>
 - <http://www.khanacademy.org/>
 - <http://www.virtualnerd.com/>
- Group/Research Projects

IEP/GIEP: Refer to individual student's education plan under specially designed instruction.

<p>5.2.12.A 5.2.12.B * 5.2.12.D 5.3.12.D 6.1.12.D 7.3.12.A* 8.1.12.A 8.1.12.B 8.1.12.C 8.3.12.A * 8.3.12.B * 8.3.12.C * 8.4.12.A 8.4.12.B * 8.4.12.C</p>	<ul style="list-style-type: none"> Analyze the historical significance of the Stonewall Inn Riots (8.3.12.B) Compare & contrast the United States government's response to the HIV/AIDS Epidemic and the response by other industrialized nations. (8.3.12.C, 8.4.12.B) Evaluate the communities/subcultures of the LGBTQ+ Movement (8.3.12.A) Examine the consequences of the Stonewall Inn and the riots on policing of the LGBTQ+ Communities in major population areas (5.2.12.B, 7.3.12.A) Evaluate & analyze the evolving views & policies of the United States Government towards the LGBTQ+ Community (8.4.12.B) Analyze the effects that Marsha P. Johnson and the Gay Pride Parade had on the LGBTQ+ Community (7.3.12.A, 8.3.12.A) Analyze the response to the HIV/AIDS Epidemic and the views of the US Government/society towards the LGBTQ+ Community. (8.3.12.A, 8.4.12.B) Analyze the evolving views of American Society on the LGBTQ+ Community (7.3.12.A) 	<ul style="list-style-type: none"> Stonewall Overview: The Creation of the Resistance <ul style="list-style-type: none"> Background of "Gay Bars" Influence of the Subculture Rise of GLF Perspectives <ul style="list-style-type: none"> Government Communities Government Response <ul style="list-style-type: none"> Legislation "Moral Police" Anti-Culture <ul style="list-style-type: none"> Government successes Effects of the Resistance Movement <ul style="list-style-type: none"> Socioeconomic Factors of the LGBTQ+ Community Gay Pride Parade Marsha P. Johnson Rise of LGBTQ+ Magazines Government view of these communities Spotlight on other marginalized members HIV/AIDS <ul style="list-style-type: none"> Government Response <ul style="list-style-type: none"> Pros/Cons Reactions <ul style="list-style-type: none"> Reforms Spotlight on the community LGBTQ+/Drug Subculture Healthcare 	<ul style="list-style-type: none"> Teacher generated tests & quizzes Teacher generated worksheets Journals / Reaction essays Summarization of reading excerpts Research Projects 	<ul style="list-style-type: none"> Ronald Takaki's, <i>A Different Mirror</i> Power Pt, Stonewall Riots and the LGBTQ+ Community Learning for Justice Selected Government Legislation Selected Gay Liberation Front Works Selected works of activists and reformers from this movement Selected Articles National Archives Articles Selected Videos (ex: Ted Talks, documentaries, etc.) ESASD Online databases 	<ul style="list-style-type: none"> A J S F C L F E li C F A F N E C F F N
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Unit 7: Civil Rights (African American Perspective)

Course Time:

- 8- 10 Blocks

Overview:

- Students will examine and analyze the contentious relationship between the U.S. Government and Black Americans during the Civil Rights Movement. Students will identify the key people of this relationship, understand the roles that each of them played, and examine the cause and effects of the murder of Chairman Fred Hampton.

Objectives:

- Students will be able to perceive American History through a variety of different cultural perspectives, particularly those of HUs (historically underrepresented students).
- Students will show empathy and understanding for the histories and experiences of their communities and of all Americans.
- Students will engage in learning experiences that will allow them to make personal connections with class content.
- Students will discuss the causality of the murder of Chairman Fred Hampton.
- Students will be able to evaluate, analyze and discuss the historical and socio-economic conditions that led to the rise of the Black Panther Party.
- Students will be able to analyze and synthesize the effects (both short and long term) of the FBI surveillance of the Black Panther Party.
- Students will be able to connect the socioeconomics and enforcement of laws of Black Americans throughout the United States and the need for organized parties.
- Students will be able to explain, analyze and synthesize the cultural and historical significance of Chairman Fred Hampton, John Lewis, Stokely Carmichael and other Civil Rights Leaders to the African American perspective.

Unit Essential Questions:

- What does being self-sufficient look like in Black America ?
- What is Black Nationalism?
- What were the differing viewpoints of African American leaders during the Civil Rights Movement?

- What were the factors that led to the rise of the Black Panther Party?
- What are the distinguishing characteristics of this brand of Civil Rights Activism?
- Who were the leading voices of this activist movement?

Social Emotional Learning Component (SEL):

- Students will be able to evaluate with empathy and understanding the varying experiences of Historically Underrepresented (HU) people groups.
- Self-Awareness: Examining prejudice and biases
- Social Awareness: Taking others' perspectives, demonstrating empathy and compassion, identifying diverse social norms, including unjust ones
- Relationship Skills: Demonstrating cultural competence, standing up for the rights of others

Pennsylvania Core Standard(s):

CC 5.1.12.F Evaluate the role of nationalism in uniting and dividing citizens
 CC 5.2.12.A Evaluate an individual's civil rights, responsibilities and obligations in various contemporary governments
 CC 5.2.12.B Examine the causes of conflicts in society and evaluate techniques to address those conflicts
 CC 5.2.12.D Evaluate and demonstrate what makes competent and responsible citizens
 CC 5.3.12.D Evaluate the role of political parties, interest groups and mass media in politics and public policy
 CC 6.1.12.D Predict how changes in incentives may affect the choices made by individuals, businesses, communities and nations
 CC 6.2.12.E Evaluate the health of an economy (local, regional, national, global) using economic indicators
 CC 6.5.12.F Assess the impact of entrepreneurs on the economy
 CC.7.3.12.A Analyze the human characteristics of places and regions using the following criteria: population, culture, settlement, economic activities, political activities
 CC 8.1.12.A Evaluate patterns of continuity and rates of change over time, applying context of events
 CC 8.1.12.B Evaluate the interpretation of historical events and sources, considering the use of fact versus opinion, multiple perspectives and cause and effect relationships
 CC 8.1.12.C Analyze, synthesize, and integrate historical data, creating a product that supports and appropriately illustrates inferences and conclusions drawn from research.
 CC 8.3.12.A Evaluate the role groups and individuals from the U.S. played in the social, political, cultural, and economic development of the world.
 CC 8.3.12.C Evaluate how continuity and change in U.S. history are interrelated with the world: belief systems and religions, commerce and industry, technology, politics and government, physical and human geography, social organizations
 CC.8.4.12.A Evaluate the role groups and individuals played in the social, political, cultural, and economic development throughout world history.
 CC.8.4.12.B Evaluate the importance of historical documents, artifacts, and sites which are critical to world history.
 CC.8.4.12.C Evaluate how continuity and change have impacted the world today: belief systems and religions, commerce and industry, technology, politics and government, physical and human geography, social organizations
 CC.8.4.12.D Evaluate how conflict and cooperation among groups and organizations have impacted the development of the world today.

Career Education and Work Standards: 13.1.11.A, 13.1.11.E, 13.1.11.H Use the link below for the complete document.

Connecting to Common Core and Other Standards:

- PA Standards found at <http://www.pdesas.org/Standard/PACore>
- ISTE found at www.iste.org/standards/nets-for-students.aspx
- Career Education and Work found at www.pacareerstandards.com/
- See Appendix for complete documents.

ELL Differentiation:

- Math & LA specifics found at www.pdesas.org/module/sas/curriculumframework/elloverlay.aspx
- Generic found at <http://www.easad.net/es/>
- TODOS Resources www.todos-math.org

Enrichment:

- Semester long research projects based on curriculum appropriate works of non-fiction and historical fiction such as:
 - Fred Hampton Documentary, *Death of a Black Panther: The Fred Hampton Story*
 - Fred Hampton, *It's a Class Struggle, Goddammit!*
 - John Lewis, *Speech at the March on Washington*
- Internet/Research Activities
 - o www.studyisland.com
 - o <https://www.thelearningodyssey.com/>
 - o <http://www.khanacademy.org/>
- Group/Research Projects

- o <http://www.virtualnerd.com/>
- Group/Research Projects

IEP/GIEP: Refer to individual student's education plan under specially designed Instruction.

UNIT 7

Standards taught / Standards Assessed*	Objective Alignment: Students will be able to	Unit Concepts: What students need to know	Student Evidence	Instructional Materials & Resources Used	Tier 3 Vocabulary
<p>5.2.12.A* 5.2.12.B* 5.2.12.D 5.3.12.D 6.1.12.B 7.3.12.A 8.1.12.A* 8.1.12.B* 8.1.12.C* 8.3.12.A* 8.3.12.C* 8.4.12.A* 8.4.12.D</p>	<ul style="list-style-type: none"> • Analyze the historical significance of the Murder of Chairman Fred Hampton (8.1.12.B) • Compare & contrast the United States government's response to the economic plights of white neighborhoods and black neighborhoods in American Urban Centers (5.2.12.B, 8.3.12.A) • Evaluate the communities that started to organize and create accountability for the government's action in these areas (5.2.12.A, 8.3.12.A) • Evaluate the characteristics of the leaders of community organizations, including the Black Panthers (8.3.12.A) • Examine the fear of a "Black Messiah" and the United States Government (6.1.12.B, 8.1.12.C) • Analyze the socio-economic conditions that led to the rise of the Black Panthers and other organizations. (6.1.12.A) • Compare & contrast the views and leadership styles of Chairman Fred Hampton and Dr. Martin 	<ul style="list-style-type: none"> • EVENT OVERVIEW: The Murder of Chairman Fred Hampton <ul style="list-style-type: none"> - Background - Influence - perspectives • Origins of the Black Panther Party <ul style="list-style-type: none"> - Factors for the need to organize - Socioeconomic Factors of Black America - Rise of power of the Black Panthers - Government view of the Black Panthers • Social Change <ul style="list-style-type: none"> - Rainbow Collection - Breakfast/Food Programs - Police Brutality in Black America - Stokely Carmichael and "Black Power" - Rise of a "Black Messiah" • Competing Views <ul style="list-style-type: none"> - Violent vs. Non-Violent - Black Nationalism vs. Assimilation - Community vs. Government Social Welfare • Government Response <ul style="list-style-type: none"> - Socioeconomic policy in Black America/Urban Centers - Preventing the rise of a "Black Messiah" - Infiltrating Organizations - Preventing the rise of organizations - MOVE (1985) - Additional government responses 	<ul style="list-style-type: none"> • Teacher generated tests & quizzes • Journals / Reaction essays • Summarization of reading excerpts • Research Projects 	<ul style="list-style-type: none"> • Ronald Takaki's, <i>A Different Mirror</i> • Power Pt, Civil Rights Unit • Selected works of Malcolm X • Selected works of Chairman Fred Hampton • Selected works of John Lewis • Selected works of Dr. Martin Luther King Jr. • Selected works of other Civil Rights Activists • 1619 curriculum page • 1619 podcast • Selected Articles • National Archives Articles • Selected Videos (ex: Ted Talks, documentaries, etc.) • ESASD Online databases 	<ul style="list-style-type: none"> • Black Panther Party • Class Warfare • Redlining • Social Welfare • Black Excellence • Revolutionary • Black Nationalism • Messiah

	<p>Nationalism movements that arose during the Civil Rights Movement (8.1.12.A, 8.3.12.A)</p> <ul style="list-style-type: none"> Analyze the racial violence between these organizations (including the Black Panthers) and the Government (8.3.12.A, 8.3.12.C) Analyze the MOVE Movement and the Government response (8.3.12.C, 8.3.12.D) 				
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Unit 8: War on Drugs and Imprisonment (African American Perspective)

Course Time:

- 5 - 7 Blocks

Overview:

- Students will examine and analyze the United States Government's War on Drugs starting in the 1970's and continuing through today. Students will identify the key policies and people of this War on Drugs and evaluate the consequences of these policies; primarily focusing on the Imprisonment of American Citizens and the relationship between police and the community.

Objectives:

- Students will be able to perceive American History through a variety of different cultural perspectives, particularly those of HUs (historically underrepresented students).
- Students will show empathy and understanding for the histories and experiences of their communities and of all Americans.
- Students will engage in learning experiences that will allow them to make personal connections with class content.
- Students will be able to evaluate, analyze and discuss the historical and socio-economic conditions that led to the American War on Drugs.
- Students will be able to analyze and evaluate the effects of the War on Drugs
- Students will be able to connect the socioeconomic and enforcement of laws of Black Americans throughout the United States and the need to reform these systems.
- Students will be able to explain the rise of crime in America and the imprisonment of American Citizens
- Students will be able to explain, analyze and synthesize the cultural and historical significance of the War on Drugs

Unit Essential Questions:

- What does the Black Lives Matter Movement stand for?
- What is broken windows policing?
- How does the American criminal justice system help to fuel mass incarceration?
- What are mandatory minimums and how do they help fuel the mass incarceration in America?
- What are the causes and the long term effects of 'stop and frisk' and likewise polices?
- Why did President Nixon start the War on Drugs?
- What polices were instituted by the United States Government that help to propel the War on Drugs?
- What are the tangible effects of the War on Drugs and mass incarceration for American Citizens?
- Who were the leading voices of the activist movement attempting to reform these policies?

Social Emotional Learning Component (SEL):

- Students will be able to evaluate with empathy and understanding the varying experiences of Historically Underrepresented (HU) people groups.
- Self-Awareness: Examining prejudice and biases
- Social Awareness: Taking others' perspectives, demonstrating empathy and compassion, identifying diverse social norms, including unjust ones
- Relationship Skills: Demonstrating cultural competence, standing up for the rights of others

Pennsylvania Core Standard(s):

CC 5.2.12.A Evaluate an individuals' civil rights, responsibilities and obligations in various

politics and public policy
 CC 6.1.12.D Predict how changes in incentives may affect the choices made individuals, businesses, communities and nations
 CC 6.2.12.E Evaluate the health of an economy (local, regional, national, global) using economic indicators
 CC.7.3.12 A Analyze the human characteristics of places and regions using the following criteria: population, culture, settlement, economic activities, political activities
 CC 8.1.12.A Evaluate patterns of continuity and rates of change over time, applying context of events
 CC 8.1.12.B Evaluate the interpretation of historical events and sources, considering the use of fact versus opinion, multiple perspectives and cause and effect relationships
 CC 8.1.12.C Analyze, synthesize, and integrate historical data, creating a product that supports and appropriately illustrates inferences and conclusions drawn from research.
 CC 8.3.12.A Evaluate the role groups and individuals from the U.S. played in the social, political, cultural, and economic development of the world.
 CC 8.3.12.C Evaluate how continuity and change in U.S. history are interrelated with the world: belief systems and religions, commerce and industry, technology, politics and government, physical and human geography, social organizations
 CC.8.4.12.A Evaluate the role groups and individuals played in the social, political, cultural, and economic development throughout world history.
 CC.8.4.12.B Evaluate the importance of historical documents, artifacts, and sites which are critical to world history.
 CC.8.4.12.C Evaluate how continuity and change have impacted the world today: belief systems and religions, commerce and industry, technology, politics and government, physical and human geography, social organizations
 CC.8.4.12.D Evaluate how conflict and cooperation among groups and organizations have impacted the development of the world today.

Career Education and Work Standards: 13.1.11.A, 13.1.11.E , 13.1.11.H Use the link below for the complete document.

Connecting to Common Core and Other Standards:

- PA Standards found at <http://www.pdesas.org/Standard/PACore>
- ISTE found at www.iste.org/standards/nets-for-students.aspx
- Career Education and Work found at www.pacareerstandards.com/
- See Appendix for complete documents.

ELL Differentiation:

- Math & LA specifics found at www.pde.sas.org/module/sas/curriculumframework/ell/overlay.aspx
- Generic found at <http://www.easad.net/esl>
- TODOS Resources www.todos-math.org

Enrichment:

- Semester long research projects based on curriculum appropriate works of non-fiction and historical fiction such as:
 - DeRay McKesson, *On the Other Side of Freedom*
- Internet/Research Activities
 - www.studyisland.com
 - <https://www.thelearningodyssey.com/>
 - <http://www.khanacademy.org/>
- Group/Research Projects

Remediation:

- Internet/Research Activities
 - www.studyisland.com
 - <https://www.thelearningodyssey.com/>
 - <http://www.khanacademy.org/>
 - <http://www.virtualnerd.com/>
- Group/Research Projects

IEP/GIEP: Refer to individual student's education plan under specially designed instruction.

<p>5.2.12.A 5.2.12.B* 5.2.12.D* 5.3.12.D 6.1.12.D 6.2.12.E 7.3.12.A* 8.1.12.A* 8.1.12.B* 8.1.12.C 8.3.12.A* 8.3.12.D* 8.4.12.A*</p>	<ul style="list-style-type: none"> Analyze & explain the historical significance of the War on Drugs (7.3.12.A, 8.3.12.A, 8.3.12.D) Compare & contrast the United States government's response to the economic plights of white neighborhoods and black neighborhoods in American Urban Centers (6.2.12.B, 7.3.12.A, 8.1.12.A) Evaluate how communities started to feel the effects of broken windows policing and the what their response (8.1.12.A, 8.1.12.B) Evaluate the characteristics of the prison system in America and understand the big business aspects of the system (5.2.12.B, 7.3.12.A) Analyze the consequences of strict policing policies and the contentious relationship between certain communities and the local authorities. (8.1.12.A, 8.1.12.B) Analyze the views & policies of the DEA and other Government Agencies (5.2.12.B, 8.3.12.A, 8.3.12.D) Analyze the socio-economic conditions and factors as a result of the War on Drugs (8.1.12.A, 8.1.12.B) Analyze the Black Lives Matter Movement and the Government response (8.1.12.A, 8.1.12.B) Connect the racial violence and incarceration to the War on 	<ul style="list-style-type: none"> EVENT OVERVIEW: The Creation of the War on Drugs <ul style="list-style-type: none"> Background Influence perspectives <ul style="list-style-type: none"> Government Communities Government Legislation <ul style="list-style-type: none"> DEA Controlled Substance Act Decriminalization "Just Say No" Effects of the War on Drugs <ul style="list-style-type: none"> Socioeconomic Factors of Black America Rise of urban crime centers Government view of these communities Mandatory Minimums Classes of Drugs Mass Incarceration Policing <ul style="list-style-type: none"> Broken Windows Stop and Frisk Reactions <ul style="list-style-type: none"> Reforms Black Lives Matter Police Brutality in Black America Mass Incarceration <ul style="list-style-type: none"> Lack of rights (including voting) Competing Views <ul style="list-style-type: none"> Violent vs. Non-Violent Rehab vs. Prison Drug Reforms vs. Decriminalization Additional government responses 	<ul style="list-style-type: none"> Teacher generated tests & quizzes Teacher generated worksheets Journals / Reaction essays Summarization of reading excerpts Research Projects 	<ul style="list-style-type: none"> Ronald Takaki's, <i>A Different Mirror</i> Power Pt, War on Drugs and Imprisonment Learning for Justice Selected DEA Legislation Selected works of DeRay McKesson Kendi/Reynold's <i>Stamped</i> Selected works of the Black Lives Matter Movement Selected works of other activists and reformers 1619 curriculum page Selected Articles National Archives Articles Selected Videos (ex: Ted Talks, documentaries, etc.) ESASD Online databases 	<ul style="list-style-type: none"> DeRay Mckessc Class Warfare Drug Classes Parole Restorat Justice Stop and Frisk Black Liv Matter Mandatc Minimur Controlk Substan-Act Drug Enforcer Agency
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Unit 9 - Me Too Movement (Women's Perspective)**Course Time:**

- 7-8 Blocks

Overview:

- Students will examine and analyze the Me Too Movement and its effect on the fight for equality for the Women's Movement. Students will evaluate the historical background and consequences of the activist movement and identify the key members and policies of the Women's Liberation Movement as well as the cultural importance of this activism.

Objectives:

- Students will be able to perceive American History through a variety of different cultural perspectives, particularly those of HUs (historically underrepresented students).
- Students will show empathy and understanding for the histories and experiences of their communities and of all Americans.
- Students will engage in learning experiences that will allow them to make personal connections with class content.
- Students will utilize the event of Me Too Movement to examine and analyze the Women's Perspective throughout the 4 waves of feminism
- Students will analyze the female perspective as a unique and historically underrepresented point of view
- Students will analyze the work of early feminist voices and the impact they had on feminism as a movement
- Students will analyze the political engagement, campaigns and activism of leaders such as Shirley Chisholm and Jeannette Rankin
- Students will understand the 4 waves of feminism and be able to compare and contrast them
- Students will examine the origins and impact of the Me Too Movement
- Students will compare and contrast the 2006 Me Too Movement w/ its 2017 resurgence

Unit Essential Questions:

- What is feminism?
- What are the 4 waves of feminism?
- What is intersectionality?
- What obstacles kept female voices from being prominent?
- What have been the struggles/efforts that women have fought for?
- How have these struggles defined and shaped the women's movement in America?
- What challenges/struggles do women face today?

Social Emotional Learning Component (SEL):

- Students will be able to evaluate with empathy and understanding the varying experiences of Historically Underrepresented (HU) people groups.
- Self-Awareness: Examining prejudice and biases
- Social Awareness: Taking others' perspectives, demonstrating empathy and compassion, identifying diverse social norms, including unjust ones
- Relationship Skills: Demonstrating cultural competence, standing up for the rights of others

Pennsylvania Core Standard(s):

- CC 5.2.12.A Evaluate an individual's civil rights, responsibilities and obligations in various contemporary governments
- CC 5.2.12.B Examine the causes of conflicts in society and evaluate techniques to address those conflicts
- CC 5.2.12.D Evaluate and demonstrate what makes competent and responsible citizens
- CC 5.3.12.D Evaluate the role of political parties, interest groups and mass media in politics and public policy
- CC 6.1.12.D Predict how changes in incentives may affect the choices made by individuals, businesses, communities and nations
- CC.7.3.12 A Analyze the human characteristics of places and regions using the following criteria: population, culture, settlement, economic activities, political activities
- CC 8.1.12.A Evaluate patterns of continuity and rates of change over time, applying context of events
- CC 8.1.12.B Evaluate the interpretation of historical events and sources, considering the use of fact versus opinion, multiple perspectives and cause and effect relationships
- CC 8.1.12.C Analyze, synthesize, and integrate historical data, creating a product that supports and appropriately illustrates inferences and conclusions drawn from research.
- CC 8.3.12.A Evaluate the role of groups and individuals from the U.S. played in the social, political, cultural, and economic development of the world.
- CC 8.3.12.C Evaluate how continuity and change in U.S. history are interrelated with the world: belief systems and religions, commerce and industry, technology, politics and government, physical and human geography, social organizations
- CC 8.3.12.D Evaluate how conflict and cooperation among groups and organizations in the U.S. have influenced the growth and development of the world: Ethnicity & race, working conditions, immigration, military conflict, economic stability
- CC.8.4.12.A Evaluate the role of groups and individuals played in the social, political, cultural, and economic development throughout world history.
- CC.8.4.12.B Evaluate the importance of historical documents, artifacts, and sites which are critical to world history.
- CC.8.4.12.C Evaluate how continuity and change have impacted the world today: belief systems and religions, commerce and industry, technology, politics and government, physical and human geography, social organizations

Career Education and Work Standards: 13.1.11.A, 13.1.11.E , 13.1.11.H Use the link below for the complete document.

Connecting to Common Core and Other Standards:

- PA Standards found at <http://www.pdesas.org/Standard/PACore>
- ISTE found at www.iste.org/standards/nets-for-students.aspx
- Career Education and Work found at www.pacareerstandards.com/
- See Appendix for complete documents.

ELL Differentiation:

- Math & LA specifics found at www.pdesas.org/module/sas/curriculumframework/elloverlay.aspx
- Generic found at <http://www.easad.net/esj>
- TODOS Resources www.todos-math.org

Enrichment:

- Semester long research projects based on curriculum appropriate works of non-fiction and historical fiction such as:
 - Betty Friedan's', *The Feminine Mystique*
 - Gloria Steinem's', *After Black Power, Women's Liberation*
 - Sojourner Truth's', *Ain't I a Woman?*
- Internet/Research Activities
 - www.studyisland.com
 - <https://www.thelearningodyssey.com/>
 - <http://www.khanacademy.org/>
- Group/Research Projects

Remediation:

- Internet/Research Activities
 - www.studyisland.com
 - <https://www.thelearningodyssey.com/>
 - <http://www.khanacademy.org/>
 - <http://www.virtualnerd.com/>
- Group/Research Projects

IEP/GIEP: Refer to individual student's education plan under specially designed instruction.

UNIT 9

Standards taught / Standards Assessed*	Objective Alignment: Students will be able to	Unit Concepts: What students need to know	Student Evidence	Instructional Materials & Resources Used	Tier 3 Vocabulary
5.2.12.A 5.2.12.B 5.2.12.D 5.3.12.D 6.1.12.D 7.3.12.A 8.1.12.A * 8.1.12.B * 8.1.12.C * 8.3.12.A 8.3.12.C * 8.3.12.D * 8.4.12.A 8.4.12.B * 8.4.12.C 8.4.12.D	<ul style="list-style-type: none"> ● Evaluate chronological cause/effect relationship of the Me Too Movement as it relates to the women's perspective in U.S. History (8.1.12.A) ● Evaluate the long reaching causes & permutations of the American women's perspective culminating in the Me Too Movement (8.1.12.A, 8.1.12.B) ● Evaluate women's 	<ul style="list-style-type: none"> ● EVENT OVERVIEW: Me Too Movement <ul style="list-style-type: none"> - Background - Influence - Perspectives <ul style="list-style-type: none"> ○ Women as HU perspective ○ Historical evolution of the perspective ○ The 4 waves of Feminism ● Early Movement Voices <ul style="list-style-type: none"> - Sojourner Truth - Harriet Tubman - Susan B. Anthony - Ida. B. Wells ● Works and speeches of Sojourner Truth <ul style="list-style-type: none"> - "Ain't I a Woman" 	<ul style="list-style-type: none"> ● Teacher generated tests & quizzes ● Historical Research work (female leaders, historical feminists, feminist concepts) ● Historical analysis work (waves of feminism, feminist concepts) ● Historical point of view work (work of black feminists) ● Journals / Reaction essays ● Summarization of reading excerpts ● Research 	<ul style="list-style-type: none"> ● Ronald Takaki's, <i>A Different Mirror</i> ● Ibram Kendi's, <i>Stamped: A Remix</i> ● Power Pt, Me Too Movement (Women's Perspective) ● Selected articles/works of Sojourner Truth ● Selected article/works of Ida B. Wells ● Selected articles/works of Harriet Tubman ● Selected articles/works 	<ul style="list-style-type: none"> ● #MeToo Campaign ● Suffrage ● Sexism ● Feminism ● Intersectionality ● First Wave Feminism ● Second Wave Feminism ● Third Wave Feminism ● Fourth Wave Feminism ● Alpha Suffrage Club ● National Women's Political Caucus ● Women's Action Alliance

	<p>feminism (8.1.12.B, 8.4.12.B)</p> <ul style="list-style-type: none"> • Compare the present w/ the past evaluating the consequences (8.1.12.A, 8.3.12.C) • Evaluate & research Feminist work/perspectives as it relates to the growth of a women's perspective (8.1.12.B, 8.1.12.C) • Evaluate & analyze the evolution of female struggle as well as female milestones (8.1.12.A, 8.3.12.D) • Distinguish valid arguments from fallacious ones in historical interpretations (8.1.12.B) • Evaluate major historical debate concerning alternative interpretations of the past (8.1.12.B, 8.4.12.B) 	<ul style="list-style-type: none"> - Anti lynching work (connecting racism w/ sexism) - disagreements w/ male civil rights leadership - disagreements w/ white suffragette leadership - Alpha Suffrage Club • Wells' campaign for Illinois Senate • Business pioneering and political advocacy of Madam C.J. Walker • Campaign, election and political tenure of Jeannette Rankin • Betty Friedan and the rise of the Modern Feminist Movement <ul style="list-style-type: none"> - "The Feminine Mystique" & cultural effect • Campaign, election and political tenure of Shirley Chisholm <ul style="list-style-type: none"> - National Women's Political Caucus • Feminist Work and Activism of Gloria Steinem <ul style="list-style-type: none"> - "After Black Power, Women's Liberation" article - Ms. Magazine - Women's Action Alliance • Tarana Burke and Me Too Activism <ul style="list-style-type: none"> - 2006 MySpace Campaign • 2017 Women's March • 2017 Me Too Movement <ul style="list-style-type: none"> - Harvey Weinstein allegations and Hollywood Response - #MeToo social media campaign - Cultural Impact - Worldwide Impact 	<ul style="list-style-type: none"> • Selected articles/works of Gloria Steinem • Selected works of activists and reformers from this movement • Selected Articles • National Archives Articles • Selected Videos (ex: Ted Talks, documentaries, etc.) • ESASD Online databases
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Unit 10: Student Chosen Event (Student Chosen Perspective)

Course Time:

- 5 - 7 Blocks

Overview:

- Students will identify, analyze and synthesize a perspective of their choosing by analyzing and explaining a historical event of their choosing from the point of view of said perspective.

Objectives:

- Students will be able to perceive American History through a variety of different cultural perspectives, particularly those of HUs (historically underrepresented students).
- Students will show empathy and understanding for the histories and experiences of their communities and of all Americans.
- Students will engage in learning experiences that will allow them to make personal connections with class content.
- Students will demonstrate the acquired knowledge and skills of this course by presenting their chosen event/perspective to the class.
- Through both analysis and synthesis students will explain their event/perspective to the class.

Unit Essential Questions:

- What perspectives do students feel need to be addressed and/or explored in further detail?
- How can multiple perspectives of an event affect its narrative?
- How can students become more engaged in the interpretation of history?
- How can students make deeper and more personal connections with class content?

- Self-Awareness: Examining prejudice and biases
- Social Awareness: Taking others' perspectives, demonstrating empathy and compassion, identifying diverse social norms, including unjust ones
- Relationship Skills: Demonstrating cultural competence, standing up for the rights of others

Pennsylvania Core Standard(s):

CC 5.1.12.F Evaluate the role of nationalism in uniting and dividing citizens
 CC 5.2.12.A Evaluate an individuals' civil rights, responsibilities and obligations in various contemporary governments
 CC 5.2.12.B Examine the causes of conflicts in society and evaluate techniques to address those conflicts
 CC 5.2.12.D Evaluate and demonstrate what makes competent and responsible citizens
 CC.7.3.12.A Analyze the human characteristics of places and regions using the following criteria: population, culture, settlement, economic activities, political activities
 CC 8.1.12.A Evaluate patterns of continuity and rates of change over time, applying context of events
 CC 8.1.12.B Evaluate the interpretation of historical events and sources, considering the use of fact versus opinion, multiple perspectives and cause and effect relationships
 CC 8.1.12.C Analyze, synthesize, and integrate historical data, creating a product that supports and appropriately illustrates inferences and conclusions drawn from research.
 CC 8.3.12.A Evaluate the role groups and individuals from the U.S. played in the social, political, cultural, and economic development of the world.
 CC 8.3.12.B Evaluate the impact of historical artifacts, documents and places in U.S. history which are critical to world history
 CC 8.3.12.C Evaluate how continuity and change in U.S. history are interrelated with the world: belief systems and religions, commerce and industry, technology, politics and government, physical and human geography, social organizations
 CC 8.3.12.D Evaluate how conflict and cooperation among groups and organizations in the U.S. have influenced the growth and development of the world: Ethnicity and race, working conditions, immigration, military conflict, economic stability
 CC.8.4.12.A Evaluate the role groups and individuals played in the social, political, cultural, and economic development throughout world history.
 CC.8.4.12.B Evaluate the importance of historical documents, artifacts, and sites which are critical to world history.
 CC.8.4.12.C Evaluate how continuity and change have impacted the world today: belief systems and religions, commerce and industry, technology, politics and government, physical and human geography, social organizations
 CC.8.4.12.D Evaluate how conflict and cooperation among groups and organizations have impacted the development of the world today.

Career Education and Work Standards: 13.1.11.A, 13.1.11.E , 13.1.11.H Use the link below for the complete document.

Connecting to Common Core and Other Standards:

- PA Standards found at <http://www.pdesas.org/Standard/PACore>
- ISTE found at www.iste.org/standards/nets-for-students.aspx
- Career Education and Work found at www.pacareerstandards.com/
- See Appendix for complete documents

ELL Differentiation:

- Math & LA specifics found at www.pdesas.org/module/sas/curriculumframework/elloverlay.aspx
- Generic found at <http://www.easad.net/esl>
- TODOS Resources www.todos-math.org

Enrichment:

- Semester long research projects based on curriculum appropriate works of non-fiction and historical fiction. (Student chosen & teacher approved)
- Internet/Research Activities
 - o www.studyisland.com
 - o <https://www.thelearningodyssey.com/>
 - o <http://www.khanacademy.org/>
- Group/Research Projects

Remediation:

- Internet/Research Activities
 - o www.studyisland.com
 - o <https://www.thelearningodyssey.com/>
 - o <http://www.khanacademy.org/>
 - o <http://www.virtualnerd.com/>
- Group/Research Projects

IEP/GIEP: Refer to individual student's education plan under specially designed instruction.

UNIT 10

Standards taught / Standards Assessed*	Objective Alignment: Students will be able to	Unit Concepts: What students need to know	Student Evidence	Instructional Materials & Resources Used	Tier 3 Vocabulary
5.1.12.F 5.2.12.A 5.2.12.B 5.2.12.D 7.3.12.A 8.1.12.A * 8.1.12.B * 8.1.12.C * 8.3.12.A * 8.3.12.B * 8.3.12.C * 8.3.12.D * 8.4.12.A 8.4.12.B 8.4.12.C 8.4.12.D *	<ul style="list-style-type: none"> Understand & demonstrate the concepts of chronological & spatial thinking as it relates to the student chosen event (8.1.12.A, 8.1.12.B, 8.3.12.A, 8.3.12.C, 8.3.12.D, 8.4.12.D) Understand & demonstrate the concept of historical research as it relates to the student chosen event (8.1.12.A, 8.1.12.B, 8.1.12.C, 8.3.12.A, 8.3.12.B, 8.3.12.C, 8.3.12.D, 8.4.12.D) Understand & demonstrate the concept of historical evidence as it relates to the student chosen event (8.1.12.A, 8.1.12.B, 8.1.12.C, 8.3.12.A, 8.3.12.B, 8.3.12.C, 8.3.12.D, 8.4.12.D) Understand & demonstrate the concept of historical point of view as it relates to the student chosen event (8.1.12.A, 8.1.12.B, 8.1.12.C, 8.3.12.A, 	<ul style="list-style-type: none"> EVENT OVERVIEW: Student Chosen Event <ul style="list-style-type: none"> - Background - Influence - perspectives Short term effects of event Long term effects of event Effects on chosen perspective (group) Group's effect on U.S. 	<ul style="list-style-type: none"> Student project-classroom presentation Journals / Reaction essays Homework Summarization of reading excerpts Research Projects Individual Project 	<ul style="list-style-type: none"> Ronald Takaki's, <i>A Different Mirror</i> Any instructional material / resource previously used Student chosen presentation-teacher approved (power point, Google Slide, Video etc.) Selected primary sources (student selected – teacher approved) Selected Articles (student selected – teacher approved) Selected Videos (student selected – teacher approved) Student selected resources (teacher approved) ESASD Online databases 	<ul style="list-style-type: none"> Tier 3 vocabulary will be specific to student chosen event / perspective

	<p>demonstrate the concept of historical analysis as it relates to the student chosen event (8.1.12.A, 8.1.12.B, 8.1.12.C, 8.3.12.A, 8.3.12.C, 8.3.12.D, 8.4.12.D)</p> <ul style="list-style-type: none">• Understand & demonstrate the concept of historical interpretation as it relates to the student chosen event (8.1.12.A, 8.1.12.B, 8.1.12.C, 8.3.12.A, 8.3.12.C, 8.3.12.D, 8.4.12.D)				
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MCP Course Resources

Author	Title
Ronald Takaki	Different Mirror: A History Of Multicultural America
Ibram X. Kendi	Stamped from the beginning: a definitive history of racist ideas in America
Duffy and Butler	Kindred: A graphic novel adaptation
Tim Madigan	The burning masacre, destruction, and the Tulsa Race Riot of 1921
Dwight Zimmerman	Saga of the Sioux
Dee Brown	Burn my heart at Wounded Knee



* V.b.

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East Stroudsburg Area Sch Dist
50 VINE ST
EAST STROUDSBURG, PA 18301-2160
ACCOUNT NUMBER: 410838

SUBSCRIPTION/DIGITAL CONTACT:

Heather Piperato
heather-piperato@esasd.net

CONTACT:

Heather Piperato
heather-piperato@esasd.net

SALES REP INFORMATION:

Lindsay Neath
lindsay.neath@mheducation.com

Section Summary	Value of All Materials	Free Materials	Product Subtotal
Professional Development	\$7,000.00	(\$7,000.00)	\$0.00
6th Grade- World History Early Ages	\$59,345.68	(\$5,367.18)	\$53,978.40
7th Grade- US History	\$68,342.04	(\$5,372.64)	\$62,969.40
8th Grade World Geography	\$69,320.43	(\$5,474.43)	\$63,846.00
PRODUCT TOTAL*	\$204,008.05	(\$23,214.25)	\$180,793.80
ESTIMATED S&H**			\$9,039.65
ESTIMATED TAX**			TBD
GRAND TOTAL*			\$189,833.45

* Price firm for 45 days from quote date. Price quote must be attached to school purchase order to receive the quoted price and free materials.

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Product Description	ISBN	Qty	Unit Price	Free Materials	Line Subtotal
Professional Development					
STAFF DEVELOPMENT WORKSHOP	TRN2001	2	\$3,500.00	\$7,000.00	*Free Materials
Professional Development Subtotal:				\$7,000.00	\$0.00

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Product Description	ISBN	Qty	Unit Price	Free Materials	Line Subtotal
6th Grade: World History Early Ages					
Student Materials					
DISCOVERING OUR PAST A HIST OF THE WRLD EARLY AGES STDNT STE W/LRNSMRT 6YR BNDLE	978-0-07-877888-1	540	\$99.98	\$0.00	\$53,978.40
Student Materials Subtotal:				\$0.00	\$53,978.40
Teacher Materials					
DISCOVERING OUR PAST A HIST OF THE WRLD EARLY AGES TCHR STE W/LRNSMRT 6YR BNDLE	978-0-07-877892-8	13	\$412.86	\$5,367.18	*Free Materials
Teacher Materials Subtotal:				\$5,367.18	\$0.00
6th Grade- World History Early Ages Subtotal:				\$5,367.18	\$53,978.40

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Product Description	ISBN	Qty	Unit Price	Free Materials	Line Subtotal
7th Grade- US History					
Student Materials					
DISCOVERING OUR PAST A HIST OF THE US STDNT STE W/LRNSMRT 6 YR BUNDLE	978-0-07-877886-7	585	\$107.64	\$0.00	\$62,969.40
Student Materials Subtotal:				\$0.00	\$62,969.40
Teacher Materials					
DISCOVERING OUR PAST A HIST OF THE US TCHR STE W/LRNSMRT 6 YR BUNDLE	978-0-07-877889-8	13	\$413.28	\$5,372.64	*Free Materials
Teacher Materials Subtotal:				\$5,372.64	\$0.00
7th Grade- US History Subtotal:				\$5,372.64	\$62,969.40

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Product Description	ISBN	Qty	Unit Price	Free Materials	Line Subtotal
8th Grade World Geography					
Student Materials					
DISCOVERING WORLD GEOGRAPHY STDNT STE WLRNSMRT 6 YR BUNDLE	978-0-07-677927-7	600	\$106.41	\$0.00	\$63,846.00
Student Materials Subtotal:				\$0.00	\$63,846.00
Teacher Materials					
DISCOVERING WORLD GEOGRAPHY TCHR STE WLRNSMRT 6 YR BUNDLE	978-0-07-677930-7	13	\$421.11	\$5,474.43	*Free Materials
Teacher Materials Subtotal:				\$5,474.43	\$0.00
8th Grade World Geography Subtotal:				\$5,474.43	\$63,846.00

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50 VINE ST
EAST STROUDSBURG, PA 18301-2150
ACCOUNT NUMBER: 410936

CONTACT:

Heather Plperato
heather-plperato@esasd.net

VALUE OF ALL MATERIALS	\$204,008.05
FREE MATERIALS	(\$23,214.25)
PRODUCT TOTAL*	\$180,793.80
ESTIMATED SHIPPING & HANDLING**	\$9,099.65
ESTIMATED TAX**	TBD
GRAND TOTAL	\$189,833.46

SUBSCRIPTION/DIGITAL CONTACT:

Heather Plperato
heather-plperato@esasd.net

Comments:

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	Pearson American History	McGraw Hill American History	National Geographic	TCI	Discovery Ed Techbook
6th	World History (Ancient Civilizations)	Discovering Our Past: A History of The World - Early Ages	World History: Great Civilizations	History Alive! The Ancient World	Ancient Civilizations
7th	American History	Discovering Our Past: A History of The United States - Early Years	American Stories	History Alive! The United States Throughout History	United States History
8th	World Geography	Discovering World Geography	Geogage	History Alive! The Medieval World and Beyond	Geography
Engaging to Middle level learner	Yes, visuals and graphics are up to date and interesting	Very	Extremely engaging. Bright colorful often Interactive	Print version not at all engaging - graphics are	Videos are diverse and interesting but graphics and supplementals are not engaging
Assessments - directly tied to PA standards and available digitally	No - correlation only	YES	No	No	Each lesson comes with a list of corresponding PA standards
A digital component that has a full text	Yes - Comes with realize that also includes audio support.	Yes	Yes. Also appears to include a separate atlas with	Digital based with print version available	Digital based with text online. No print version
Continued support that is being updated		Yes	Yes, MindTap support for both teacher and student	No	The trailer says it will be updated regularly but I saw a lot of dated material.
Interactive component	Has inquiry activities that are both long term and short term assignments. Also, pen & paper based or digital	Has a complete interactive component. Additionally, it allows for three different paths: Teacher-Directed, Inquiry Path, and Project Path	Has a component called Active Options. Has interactive	Every lesson has digital interactive component	Has inquiry activities that are both long term and short term assignments. Also, pen & paper based or digital
Content differentiated by student formative feedback	Has initial skills assessment, standards mastery reports and real time student data to inform instruction				Has an A and B version of each lesson. One is written at a lower level but is not based on student formative assessment.
ELL Component	Yes, has specific component with teacher resources	Yes, pages have a Spanish translation button	Spanish E-edition included	Yes, has activities designed for ELA	Strong ELL component in resources
Alternative assessments	Provides formative and summative assessments. Also, has project based assessment		Provides formative and summative assessments. Also, has project based assessment		traditional tests, open-ended questions, and projects
Alternative practice	Has component called OpenEd resources that is a large searchable data base of resources		Has a skills handbook that offers a variety of alternative	Comes with a variety of differentiated activities	Each section has a variety of activities to choose from
DOK for formative and summative questions	Higher level		Higher level	average	average
Career focused	No	BTW	Has a career awareness program	No	Has a Careers/Workplace skills component
Special Education	Many tools to differentiate instruction		Can adjust reading levels. Great strategies and tools for the teacher for effective ELA lessons all		centered around the content.
Standards: Reading for History and SS	Has a searchable component, by keyword, to find correlating standards		No	No	
Standards: Writing for History and SS			No	No	
Emphasizes SS skills not just content	yes		yes	yes	
Parental support	has offline app	has offline app			
Reading level appropriate for Middle School	yes	Yes	yes	8th-grade does not support our current curriculum	Too heavily reliant on video and lacks substantial text. Uses small encyclopedia excerpts. Nearpod is a better and more current resource.
Addresses minorities - non-biased		See DEI checklist		Dedicates specific sections to minorities but does not	Each section has a link called Perspectives that addresses the view of different groups
Provides links to historical sites that supplement the content	Connected to Google Expeditions... teachers can take students on virtual reality field trips			No	Strong virtual field trips component
Provides primary source documents to supplement	Yes, both text and images throughout each unit	Yes, many	Has a primary source document handbook with	Each lesson includes a primary source activity	Yes, both text and images throughout each unit
Grade level differences			6th and 7th are identical in format but 8th is very	All three follow the same format but the content	All three grades use the same format
Other Strengths:	Has an app called BouncePages that allows students to open videos pertaining to the lesson on their phone. Allows for teachers to customize digital lessons and upload their own materials. Supported content links to Google Classroom.		Handbooks on a variety of topics ranging from, to	Format of lessons is very consistent	News and Current Events link
Questions:			Are the lessons and tests PA standard based?		
			Can it easily integrate with Google Classroom? How do I preview myNGconnect?		
General DEI question	Company viewpoint; CR education is a top priority, advisory board is auditing the SS program now and will make agile decisions in the online platform, in T edition: cultural and experiential background	Work on a team national educational equity cohort. Emphasis is on the full story and on multiple perspectives	Include our explorers (role models), students are asked to look at different viewpoints, statement from the company, will revise as necessary, variety of viewpoints.		
Integrates with Clever?	Integrates with Google's rosters	Clever partner - no extra cost	They can roster through Clever		
AI feature for testing?	No	Just the formative piece for us	No		
Reporting in terms of digital usage?	Yes, in SAVVAS itself	yes for individual reports, I can do some reporting in ConnectE	Can do individual reports, not sure about schoolwide reports?		
Rubric of social studies skills? DOK questions?	Yes to DOK questions, yes to analysts skills	Yes to both	Test questions are not by DOK level?		
Training and Implementation of Staff?	Yes, see notes below	Would have Greg as a trainer, customized plan with District, virtual	Live training through Zoom		
What happens to student content once the class	Can be archived in print or pdf form	1. Teacher info is always there, 2. manual export by teacher?	Manual export by teachers only?		
	PRESENTATION NOTES: Students - active journal, available online	PRESENTATION NOTES: Students can read content offline with the app	PRESENTATION NOTES: all 3 products now housed on same platform		
	Partners with Google for Education - rosters with Google	Scaffolding is impressive - multiple entry access points for students	Super excited		
	culturally responsive classroom - first pages of the book	LearnSmart program - whole text as a smart book (adaptive text)	Geo Lexile 1020 - 2 page spread		
	Project, DBQ, civic discussion	Identifies not just right or wrong answer but their confidence in	tests in A and B form (less complex)		
	Reading support tools? 2 levels below text, print and online	Tree of Knowledge is Awesome	Labels: Map, Data, etc - looks good		
	guided reading worksheet AND video	BTW has a career piece to it!	World History - 1040		
	Available offline on the Savvas app and syncs when SS return online		Active citizenship emphasis		
	my Savvas training.com and there is a chat feature	Can we modify tests and include other content?	Explorers tell the story		
	they will do a virtual activation training to start		Field journals - are they digital also?		
			MindTap schooling will connect with Google classroom		
			American Stories 1080		
			Case studies to show history		
			My American Identity		
			Biographies - are they diverse?		
		What resources do we have to show the continuum of SS and study skills that students should have?			
			Ashlyn.Little@cengage.com		

V.C.

Application Renewal Financial Breakdown

The table below represents a 4 year financial breakdown of the expenses related to the applications we purchased this year for use by staff and students.

We wish to take full advantage of the ESSERs III grant money and make extended year purchases of the applications below.

Application:	Renew?	Annual Expense	44 Month Expense Analysis
Study Island	No	\$73,000	(\$267,666)
Compass Learning	No	\$15,000	(\$55,000)
Edpuzzle (Covid purchase)	Yes / 44 month		\$40,272
Nearpod (Covid purchase)	Yes / 44 month		\$185,000
Mote (Covid purchase)	Yes / 44 month		\$48,600
Screencastify (Covid purchase)	Yes / 44 month		\$45,000
BrainPop / Elementary (Covid Purchase)	Yes (1 year conditional)	\$17,550	
4 year Net savings			(\$3,794)

*This represents the 4% discount price.



PO BOX 446
 SAN FRANCISCO, CA 94104-0446
 UNITED STATES

Bill To Name	EAST STROUDSBURG AREA SD	Quote Number	00022927
Bill To	50 VINE ST	Created Date	3/12/2021
	EAST STROUDSBURG, PA 18301	Expiration Date	11/1/2021
	US	Prepared By	Gabriella Sipe
Contact Name	Brian Borosh	Email	gabriella@edpuzzle.com
Email	brian-borosh@esasd.net		

Product	Period	Unit Price	Description	Quantity	Total Price
Pro District	3 years		Unlimited access for all teachers in the district for 3 years 7 months (end date June 30, 2025)	1.00	\$40,272.00

Subtotal	\$40,272.00
Total Price	\$40,272.00
Grand Total	\$40,272.00

FAQ's

Does Edpuzzle accept purchase orders?

Yes, we do! This quote can be used to generate a PO. If you need any other information or would prefer a credit card payment instead just let us know. We will get you set up with Pro within 24h of receiving the order.

What payment methods does Edpuzzle accept?

We accept credit card payments, checks, and direct deposits (wire transfers).

Can we use next year's funds this school year?

Yes! Send us your PO by June 30th and we can invoice you in July so that you can use next year's funds to purchase at this year's rates.

Terms & Conditions

(1) All spots from the license will expire at the end of the term, regardless utilization or use. (2) Each spot is assigned to one teacher and cannot be replaced by another teacher on a general basis. (3) The general rules of copyright and license ownership will apply in case of a teacher leaving the School or District, regarding the video-content he or she has generated. (4) This agreement will automatically renew at the end of each term for a further term of 1 year unless either party gives the other written notice of termination at least 30 days prior to the end of the relevant term.



Transforming Teaching. **Together.**

Proposal for
**EAST STROUDSBURG
AREA SD**

Prepared By
Leandro Beer

May 28, 2021

William Vitulli
EAST STROUDSBURG AREA SD
50 VINE ST
E STROUDSBURG, Pennsylvania 18301
UNITED STATES

Re: Nearpod Proposal

Dear William,

Thank you for the opportunity to submit our proposal for Nearpod for EAST STROUDSBURG AREA SD.

In 2012, Nearpod was founded on a bold mission: **to empower educators to use technology that engages and inspires millions of students around the world.** Today, Nearpod has evolved into an educational ecosystem reaching over 50 million students. Compatible with any device, operating system, LMS or web browser, Nearpod integrates easily into your technology landscape. We are always looking towards positive outcomes, merging intuitive instructional software and digitally native lessons backed by research-based design to support all teachers and administrators. Our digital solutions are tied together by our common commitment to ***transforming teaching. Together.***

We have been **honored to partner with schools and districts worldwide to support their technology and curriculum needs.** From providing access to our library of 7,000+ ready-to-teach lessons to supporting school/districts initiatives around digital citizenship and college & career readiness; we have been a trusted partner.

I am excited about the opportunity to work with you!

Sincerely,
Leandro Beer
Nearpod

Nearpod Company Profile

Nearpod's mission is to empower educators to use technology that engages and inspires millions of students around the world. We work with schools and districts to maximize and streamline their technology investments while ensuring every learner is using that technology in active, creative ways. Nearpod is utilized in 3 out of 5 school districts in more than 29,000 schools worldwide reaching upwards of 50 million students. Founded in 2012, Nearpod is a venture-backed company headquartered in Miami, FL. Visit www.nearpod.com for more information.

The Purpose of this Proposal

The purpose of this proposal is to provide you with an outline showing how Nearpod can work with EAST STROUDSBURG AREA SD, to increase engagement & participation of **every learner**, make digital accessible for **all teachers**, easily integrate into your **technology landscape** and **close the opportunity gap** with current, relevant supplemental curriculum.

Customized Solution for EAST STROUDSBURG AREA SD

For EAST STROUDSBURG AREA SD, we recommend the following solution components. In conjunction with Nearpod's professional services and your dedicated Customer Success Manager, we're confident this plan will meet (and exceed) your expectations.

Solution Components

Nearpod Instructional Software:

Nearpod's award-winning instructional software is designed to modernize traditional instruction and engage students. It is compatible on any device, operating system, LMS or web browser to easily integrate into your technology landscape. Software features allow teachers to present content by synchronizing with student devices, engage students by integrating rich multimedia within lessons and assess students in real-time through formative assessments. Additionally, our intuitive instructional software provides administrative reporting tools and shared school/district libraries to support school/district-wide initiatives, foster collaboration, and ensure oversight.

Digital Citizenship and Literacy:

Nearpod's Digital Citizenship & Literacy (DCL) program is a four-part series that offers a comprehensive K-12 curriculum that is standards-aligned, using research-based instructional models to support a district-wide implementation. As students navigate the modern world, DCL is your central resource to teach **Digital Citizenship, Media Literacy, Technology Applications, and Coding**. Featuring our partnerships with *Common Sense Education* and *Codemonkey*, over 250 ready-to-run, customizable lessons cover topics such as cyberbullying, evaluating popular social media sites, creative productivity apps, computational thinking, programming, and more.

- Access to the newest digitally-enhanced content from the nation's leading digital citizenship curriculum from Common Sense Education.
- Assess and apply knowledge with authentic practices and applications that drive meaningful discussions including PBLs.
- Access to a library of up-to-date content that grows as quickly as the digital landscape evolves.
- K-12 comprehensive resource to ensure all students become digital and media literate.

Nearpod Lesson Library:

Nearpod offers **7,000+ customizable, standards-aligned lessons** for all subject areas and grade levels. Designed in partnership with respected publishers and built on research-based instructional models, the Nearpod store saves teachers time with ready-to-run content and provides exemplars on how teachers can transform their own content.

- Drive deeper learning with rigorous content from well-known publishers in all academic areas.

- Support all learners with research-based instructional models such as Gradual Release of Responsibility, BCSC's 5e Model and Universal Design for Learning.
- Search by standards, resource type, and grade level to align with your instructional needs.

College and Career Exploration

Nearpod's College & Career Exploration (CCE) program is a five-part series that offers a comprehensive K-12 curriculum that is standards-aligned, using research-based instructional models to support a district-wide implementation. Close the soft skills gap and prepare students for life beyond high school with this central resource to teach **Social & Emotional Learning, Habits of Mind, Lifelong Learning Strategies, Career Exploration, and College Exploration & Preparation**. Over 300 ready-to-run, customizable lessons cover topics such as responsible decision-making, growth mindset, time management, career-fit analysis and personal financial literacy.

- Ensure students think critically and prepare for life decisions through lessons that create interactive collaborative opportunities.
- Inspire students to investigate and evaluate college and career readiness using Nearpod VR.
- Foster the skills that create lifelong learners, productive citizens, and successful contributors to work environments.
- Access to a growing library of content to meet the needs of diverse student populations that have varying interests and distinct college and career goals.

Nearpod for EL

Nearpod EL lessons have built-in scaffolds to address all English Language Proficiency levels and are aligned to state standards. Over **700 ready-to-run, customizable lessons** use virtual reality, 3D images, audio, and more to create a truly inclusive and active learning experience that engages students in all modalities. Nearpod EL addresses ESSA's focus on Academic Achievement and the need for ELP standards to be aligned with academic standards.

- Support English learners with research-based instructional models such as CALLA, MALP, and SIOP
- Access hundreds of lessons that include Academic Vocabulary, Building Background, Content Connectors, Newcomer Phrases and VR Tours for English learners
- Backed by recognized expert partners including Dr. Kate Kinsella, Dr. Robert Marzano and Dr. Diane S. Fenner

Nearpod Learning Labs

The Learning Labs team partners with top thought-leaders in education and curates their content into collective inquiry experiences delivered on Nearpod. School and District leaders facilitate these 1-hour professional development workshops with their staff. With a variety of topics, such as **Social Emotional Learning, Restorative Practices, Unpacking Standards, and Balanced Literacy**, these lessons provide everything an educator needs to present.

- PD sessions are powered by recognized experts such as People Rocket, New Teacher Center, and National Equity Project.
- PD sessions can be run in isolation or stacked together and used multiple times in multiple locations for: all staff meetings, District breakout sessions, grade-level team meetings, retreat and weekly PLCs.

See the following page for your pricing summary.

Pricing Summary

Date: May 28, 2021

This proposal is valid until .

Service Start: 10/15/2021 **Service End:** 6/30/2025

Description	Quantity	Volume List Price	Discount	Total
<p>Nearpod Premium Plus - District:</p> <p>Nearpod Premium Plus, including unlimited access to:</p> <ul style="list-style-type: none"> - Nearpod's lesson, video, and activity creation and delivery platform with 20+ formative assessment and media features - Nearpod Lesson Library with 7,500+ standards-aligned, interactive lessons for all K-12 subject areas, featuring favorite educational brands - Nearpod Video & Activity Library with 5,000+ standards-aligned interactive videos and activities for all K-12 subject areas, featuring favorite educational brands, that can be used on their own, or added to Nearpod slides lessons - District features including larger class sizes, unlimited storage, School and District shared Libraries, LMS integration, and more - Premium Plus lesson delivery features, including Live Teacher Annotation and Co-Teaching 	7000 - Students	\$154,000.00	(\$15,250.00)	\$138,750.00
<p>Nearpod Digital Citizenship and Literacy:</p> <p>A K-12 solution to support instruction in computer science including digital citizenship, coding, applications of technology, and media literacy, featuring</p>	7000 - Students	\$25,666.67	(\$2,541.67)	\$23,125.00

resources from Common Sense Education, Typesy, and Code Monkey.				
<p>Social & Emotional Learning:</p> <p>A K-12 solution built from CASEL's leading framework to facilitate student development of SEL competencies, featuring resources from Calm and Common Sense Education.</p>	7000 - Students	\$25,666.67	(\$2,541.67)	\$23,125.00
			Total	(US\$185,000

Terms

This Sales Order is valid until:

Service will run from 10/15/2021 until 06/30/2025, or from when customer is first provided access to the purchased service(s) for a length of time equal to the time between the Start Date and End Date, whichever is later. The agreed upon price for this timeframe is (USD) \$185,000.00.

Nearpod price quotes are confidential, unless disclosure is required by subpoena or state law. Education List Pricing is only available for PreK-12 Education customers. Please submit this price quote attachment with your Purchase Order. Tax-exempt customers should include their tax-exempt number on their Purchase Order.

Notwithstanding anything to the contrary in this Sales Order, the online terms and conditions, any customer document or policy, or otherwise, all fees paid are non-cancellable and non-refundable for the length of the term listed in this Sales Order, for any reason whatsoever, including, without limitation, a change in budget, breach, or otherwise.

This Sales Order covers the Nearpod and/or Flocabulary Services described herein and is governed by the Nearpod Terms and Conditions available online at: <https://nearpod.com/terms-conditions>, the Nearpod Privacy Policy available online at: <https://nearpod.com/privacy-policy>, the Flocabulary Terms of Use available online at: <https://flocabulary.com/terms-of-use/>, and the Flocabulary Privacy Policy available online at: <https://flocabulary.com/privacy-policy/>, as applicable.

Free Training Resources

Access to daily public webinars, on-demand webinars and how-to resources and videos can be accessed here: <http://nearpod.com/resources>

Customers providing a Purchase Order are required to remit payment within 30 days of invoicing. Otherwise, payment is required within 7 business days. Failure to remit payment may cause a disruption in service. By signing this Agreement, I certify that I am authorized to sign on behalf of the Customer and agree to the Terms and Conditions of this Sales Order and any documents incorporated herein.

If you are a Tax-exempt customer, please include your Sales Tax-Exempt Certificate with signed documents/proof of payment. Otherwise, applicable tax will be included in your invoice.

Purchase Order

Please provide PO#: _____

Credit Card

Please provide email address
secure payment link should be
sent to: _____

Exp: _____

Name on card: _____

Check, ACH or Wire

Name: _____

Signature: _____

Date: _____

Tax Exempt
#: _____

Purchase Orders should be addressed to:

Nearpod, Inc
1855 Griffin Rd. Suite A-290
Dania Beach, FL 33004
Email: leandrob@nearpod.com or FAX: +1 305-655-1999

Mote Technologies

548 Market St, PMB 52828

San Francisco, CA 94104 US



Quote

PREPARED BY

Albert Chun

PREPARED FOR

Diana Allison
Instructional Technology Coach
East Stroudsburg Area School District
50 Vine Street
East Stroudsburg, PA 18301
570.424.8500 x-10615

PREPARED DATE

May 25, 2021

EXP. DATE

June 25, 2021

ITEM	QTY	PRICE	TOTAL
Year 1 - Mote Unlimited	600	\$25	\$15,000
Year 2 - Mote Unlimited	600	\$25	\$15,000
Year 3 - Mote Unlimited	600	\$25	\$15,000
Year 4* - Mote Unlimited	600	\$15	\$9,000
1 hour PD per annum	1	\$350 Free	-
Multi-year Discount	10%		(\$5,400)
			\$48,600

* 10/19/2024-06/30/2025



Quote number: 122002
Quote created: Mar 14, 2021
Quote expires: Jun 30, 2021

Term start date: Nov 2, 2021
Schools included: 10

Prepared for:
Brian Borosh
East Stroudsburg Area SD
brian-borosh@esasd.net

Prepared by:
Screencastify, LLC
222 W Merchandise Mart Plaza, #1212
Chicago, IL 60654
raymond@screencastify.com

Quantity	Product	Price
1	Record Unlimited District License	\$30,000
1	Edit Unlimited District License	\$30,000
1	Accelerate Professional Development	\$0

Subscription subtotal: \$60,000

Discount: (\$15,000)

Annual subscription total: \$45,000

PD one-time fee: \$0

Total due: \$45,000

Notes

25% Discount Applied and Accelerate PD Services (\$1500 value) Included!! 4 year deal ending June 30, 2025

The Fine Print

The Services provided under this Order are subject to Screencastify's Master Terms and Conditions located at <https://screencastify.com/msa>, which are incorporated herein by reference. The pricing in this quote is valid until the Expiry Date listed above. All pricing is in US Dollars. Screencastify will invoice you for the amounts shown in this quote after receiving payment or a purchase order. If you are paying with a purchase order please have your purchasing department email a signed PO referencing this quote to the email above. Offline payments are accepted for orders of \$250 or more. Access to purchased products will be unlocked upon receipt of the signed PO.



Quote

Rate	Quote #
6403562	138191948100

Populations
Open

Page 1 of 3

Bill To Attention
 Accounts Payable
 East Stroudsburg Area SD
 50 West St
 East Stroudsburg, PA 18201
 United States

Item	Type	Qty	Description	Rate	Amount
Account Number 047	Invoice	6	Individual 12-month licenses to cover one thousand standards-aligned topics to build high quality and deep learning science proficiency, SEL, financial literacy, and embedded creative and computational projects on BrainPOP and BrainPOP Jr. Also includes access to BrainPOP Parent and Parents.	3,250.00	19,500.00
Reference		1	Subscriptions for the following schools / districts: -East Stroudsburg ES / middle/school_1 -East Stroudsburg ES / middle/school_2 -East Stroudsburg ES / middle/school_3 -East Stroudsburg ES / middle/school_4 -East Stroudsburg ES / middle/school_5		
Subtotal					19,500.00
Initial One Time Fee (T-1D) Subtotal			COG discount for an order of 1 to 10 subsch.	5%	-1,000.00
Reference		1	INTRODUCING BRAINPOP SCIENCE: Our new, award-winning middle school science solution will offer a customizable open-ended science designed to address the big skills and challenges in new science standards. Keep your page book updated... (www.sciencelearning.com) The Fall experience is coming for Fall 2021, but you have exclusive early access to a new course with weekly Pricing options coming soon.		17,500.00

I accept the purchase of the items included herein. I understand that I will be invoiced for this order.

Name: _____ Authorized Signature: _____

Title: _____ Date: _____

*Please include any applicable tax exemption certificates for the school/district along with your order.

Send to: BrainPOP Accounts Receivable, P.O. BOX 28119 | New York, NY 10027-8119 | Fax: 855-857-8629
 Please make all checks payable to "BrainPOP". Email: accounts@brainpop.com



Quote

Date	Quote #
06/15/21	12519194319R

Page 2 of 2

Name	Type	Qty	Description	Rate	Amount
Reference		1	Consider Adding our new virtual professional development workshop! This equips teachers with the confidence and tools to reach all learners from anywhere. Our facilitated learning services are proven to result in more successful instruction. This workshop will be delivered on a one-on-one basis and includes multiple opportunities for teachers to ask questions for one hour @ \$17,330.00.		
<small>*Quote valid for 90 days. All amounts listed are in USD. This subscription is governed by the Terms of Use and Privacy Policy posted on www.brainpop.com, or agreed to from time to time. By accepting this quote, you agree to these terms. Changes made to our terms of service are provided and agreed to as published on our website at the time of purchase. Terms and conditions outlined with any Purchase Order shall not apply to this subscription.</small>				Total	\$17,330.00

I accept the purchase of the items included herein. I understand that I will be invoiced for this order.

Name: _____ Authorized Signature: _____

Title: _____ Date: _____

*Please include any applicable tax exemption certificates for the school/district along with your order.

Remit to: BrainPOP Accounts Receivable PO BOX 28119 | New York, NY 10087-0119 | Fax: 855-857-6629
 Please note all checks payable to "BrainPOP". Email: purchaseorder@brainpop.com



V.d.

Price Quote for Services
East Stroudsburg ASD
Easton PA
Account Number 874265
Quote Number 180206
Total \$82,295.00
Date 7/1/2021

Edgenuity Inc.
8860 E. Chaparral Road
Suite 100
Scottsdale AZ 85250
877-725-4257

Payment Schedule

PO Req, Net 30

Contract Start

7/1/2021

Contract End

6/30/2022

Site	Description	Comment	End Date	Qty
	Digital Libraries 6-12 Comprehensive All Site License (MS and HS content for math, ELA, science, social studies, electives, AP, world languages, Virtual Tutors; excludes eDynamic Learning and Purpose Prep)		06/30/2022	1
	IS 6-12 Concept Coaching Site License Add-on **Provides On Demand Tutoring in the Four Core Areas for all Students Within the Specified Site		06/30/2022	1
	MyPath K-5 Reading and Math Site License - Available Fall 2021		06/30/2022	1
	MyPath Reading and Math Site License **Grades 6-12		06/30/2022	1
	Professional Development Webinar Training		06/30/2022	2
	eDynamic Electives Per Enrollment Per Semester (14 day drop/add grace period)		06/30/2022	200

1. East Stroudsburg Cyber Academy

Subtotal	\$82,295.00
Total	\$82,295.00

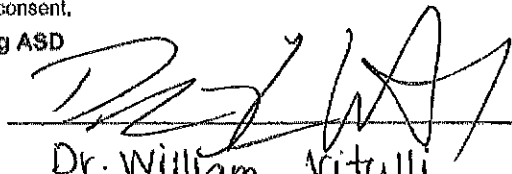
It's been a pleasure working with you!

Edgenuity will audit enrollment count throughout the year. If more enrollments are found to be in use than purchased, Edgenuity will invoice the customer for the additional usage.

This quote is subject to Edgenuity Inc. Standard Terms and Conditions ("Terms and Conditions"). These Terms and Conditions are available at <http://www.edgenuity.com/edgenuity-standard-terms-and-conditions-of-sale.pdf>, may change without notice and are incorporated by this reference. By signing this quote or by submitting a purchase order or form purchasing document, Customer explicitly agrees to these Terms and Conditions resulting in a legally binding agreement. To the fullest extent permitted under applicable law, all pricing information contained in this quote is confidential, and may not be shared with third parties without Edgenuity's written consent.

East Stroudsburg ASD

Signature:



Print Name:

Dr. William Vitulli

Title:

Asst. Superintendent for District Programs

Date:

MAY 26 2021

Edgenuity Inc. Representative

Elena Anguita
Account Executive
Ph: 570-468-7808
Email: elena.anguita@edgenuity.com

Not valid unless accompanied by a purchase order. Please specify a shipping address if applicable. All order documentation can be submitted electronically at <https://edgenuity.formstack.com/forms/ar>. Alternatively you can e-mail this quote, the purchase order and order documentation to AR@edgenuity.com or fax to 480-423-0213.



Edgenuity Inc.
 8860 E. Chaparral Road
 Suite 100
 Scottsdale AZ 85250
 877-725-4257

Price Quote for Services
 East Stroudsburg ASD
 East Stroudsburg PA
 Account Number 87299
 Quote Number 176783
 Total \$130,800.00
 Date 7/1/2021

Payment Schedule

PO Req, Net 30

Contract Start

7/1/2021

Contract End

6/30/2022

Qty	Description	Comment	End Date	Per Unit	Amount
East Stroudsburg Cyber Academy					
120	FT Student Elementary License (Content only) - One Semester (18 week), up to 6 courses, (14 day drop/add grace period) \$425 per semester enrollment **Semester 1		06/30/2022	\$435.00	\$52,200.00
120	FT Student Elementary License (Content only) - One Semester (18 week), up to 6 courses, (14 day drop/add grace period) \$425 per semester enrollment **Semester 2		06/30/2022	\$435.00	\$52,200.00
120	Genius per Student Information System per semester - \$10 **Semester 1		06/30/2022	\$10.00	\$1,200.00
120	Genius per Student Information System per semester - \$10 **Semester 2		06/30/2022	\$10.00	\$1,200.00
120	IS Elementary Course All Workbooks (non-refundable, 4 core courses, one semester) \$100/ Student for a Bundle of Four WB **Semester 1		06/30/2022	\$100.00	\$12,000.00
120	IS Elementary Course All Workbooks (non-refundable, 4 core courses, one semester) \$100/ Student for a Bundle of Four WB **Semester 2		06/30/2022	\$100.00	\$12,000.00

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East Stroudsburg ASD

Signature:

Print Name:

Dr. William Vitulli

Title:

Asst. Superintendent for District Programs

Date:

MAY 26 2021

Edgenuity Inc. Representative

Elena Angulta | Account Executive
 elena.angulta@edgenuity.com | 570.468.7808

Not valid unless accompanied by a purchase order. Please specify a shipping address if applicable. All order documentation can be submitted electronically at <https://edgenuity.formstack.com/forms/ar>. Alternatively you can e-mail this quote, the purchase order and order documentation to AR@edgenuity.com or fax to 480-423-0213.



Edgenuity Inc.
8860 E. Chaparral Road
Suite 100
Scottsdale AZ 85250
877-725-4257

Price Quote for Services
East Stroudsburg ASD
East Stroudsburg PA
Account Number 87299
Quote Number 176783
Total \$130,800.00
Date 7/11/2021

Subtotal	\$130,800.00
Total	\$130,800.00

It's been a pleasure working with you!