



### What we have found related to Vendor 1: *Actively Learn* (Cost \$2 million)

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#### **6<sup>th</sup> Grade:**

- Unit 4: Climate Change—Article: 13 year old striking to save the planet—**praises AOC**
- Unit 4: Additional Resources: How to spot misinformation. Uses a chart that **shows CNN as being a “neutral” resource**. Also advocates for using left-leaning “snopes” to fact check. Snopes [founder admitted](#) to using plagiarism and should not be a resource for “fact-checkng” in English textbooks.
- Poll: asks students how stressed they feel (PPRA violation)
- Unit 6: topic of grief and an article titled “Losing Mama”.
- Unit 8: “All the cool kids are doing it”. Lesson **discusses oral sex, sexual intercourse, smoking marijuana**

#### **7<sup>th</sup> Grade:**

Overall, not content neutral. All references to good politicians who are D – Obama and leaving the impression R Trump is not good. Historical references are shallow, tortally without depth or context; John Adams not painted in positive light at Boston Massacre legal defense of British soldiers.

- Unit 4: [Coming out: How Stonewall and Rupaul inspired me:](#) Discusses a child struggling with sexual identity and Rupaul was their inspiration.
- <https://reader.activelylearn.com/authoring/preview/822276/notes>
- Unit 6: [Biased article](#) about how to spot fake news. States that since an article came from Harvard that it would not be fake news. Students are deceptively pointed to biased progressive

sources such to “fact check“ such as “Snopes, Politifact and FactCheck.org” for accuracy of news content, ignoring the bias and the fact that the [Snopes has been discredited](#) and their CEO accused of sexual assault, embezzlement and acknowledged plagiarizing on many occasions.

- Unit 7: [Article about](#) encouraging teens to be assertive and how parents should support assertiveness at home. *“adults can foster assertiveness in young people is to encourage it in the safe environment of the home.”* Seems to overstep the bounds of telling parents how to raise their children with a role of child authority.

- Beautiful, [strong poetry](#) but contains material inappropriate for seventh graders:

“Does my sexiness upset you?

Does it come as a surprise

That I dance like I've got diamonds

At the meeting of my thighs?”

- Implicit bias in articles which appear designed to teach students how to fact check material was [written in 2017 and contains political material](#) now proven false

- This article includes unproven assumptions which indicate negative assumptions by adults about adolescents or statements about unproven cause and effect. These have real potential to be damaging to adolescent/ family connections.

- [This is positively](#) biased to progressive social activists and politicians. Cites only progressive social media platforms.

### **8<sup>th</sup> Grade:**

- Unit 6: Pregnancy loss article: How to find the right words to talk about it (not age appropriate)

- Unit 7: [Video on Subconscious](#) Racial Bias by **CNN/Anderson Cooper**: Uses just one example to paint **white people as biased against black people**.

- The focus on the topic of death in Units 3 and 6 perhaps is not appropriate for this age group. A link in Unit 6 which may not be age appropriate: <https://deathbeforebirthproject.org/>

- Unit 1: Absence of a father and **teaching a child to fight physically** against bullies and if he doesn't he will be beaten at home. This comes from a text entitled Black Boy by Richard Wright which seems to be a novel for more mature students than 8th grade.

- Lesson on Fact Checking that provides a video presented by a **biased fact-checking website**: <https://youtu.be/AkwWcHekMdo>

- Video link on love that discusses **marriage, divorce, sex** and more:  
<https://reader.activelylearn.com/authoring/preview/764786>
- Unit 2 references this chart to instruct on which news orgs are biased. According to this chart **CNN is in the “neutral” region.**

### **9<sup>th</sup> Grade:**

Unit 2: On Revolution (Angela Davis)—**Davis is a Marxist activist**— *How do we reimagine community? How do we reimagine family? How do we reimagine sexual identity? How do we reimagine everything, in the light of a change that is so far reaching and that is our responsibility to make? We can't expect them to make it. We have to do the reimagining ourselves. **We have to think beyond capitalist categories.***

Unit 2: Additional Resources: Racism and Stereotypes article: Poll asking if student has experienced or witnessed racism. States as fact: *Many students of color experience stereotyping because of their race or ethnicity. These unfair assumptions make it harder for students of color to persist in science, technology, engineering, and math (STEM) fields. **This article paints white people as racist.***

### **11<sup>th</sup> Grade:**

Unit 1: Poll—Do you support the Death Penalty

Unit 4: Assignment: To the Swimmer: *Read “To the Swimmer,” by Countee Cullen (poem, 1 page), and discuss the meaning and how the imagery impacts the poem. Then, point out that the poem does not explicitly state whether the speaker or swimmer is Black, and reread the poem twice: once to **read it with the idea that it is focused on Black people and one to read it with the idea that it applies to all people or anyone.***

Unit 4 Assignment: how is the poem different when read through the lens of the Harlem Renaissance, through the lens of today, through the lens of people and beauty in general, etc.? Discuss **how the universal theme about self-perception and beauty can be applied to anyone, including men, women, and nonbinary people.**

Unit 6: Poll: Do your parents monitor your phones? **Instructing students that their parents should not be monitoring their cell phones or tracking them.** From the article: *Some parents monitor their children's whereabouts and conversations with cell phone tracking apps, but the author of this article believes that is not good for parents or kids.*

## **12<sup>th</sup> Grade:**

Unit 1: Identity: Article: **Beyond the Binary**--- starts out with a poll asking the students their preferred pronoun. Discusses **sexuality, bisexual, transgender, queer, gender fluid**

### **POLL QUESTIONS ASKED OF STUDENTS IN LESSONS (recorded electronically and tracked)**

- Poll: On a scale of 1-5, how stressed do you feel?
- Poll discussing drugs and drinking and asks students if they feel pressure to fit in
- Poll asking if parents monitor the student's phones
- Poll asks preferred pronoun
- Poll asks students if there are guns in their home, how many and if they are locked away
- Poll: Do you know someone who suffered a pregnancy loss?
- Poll: Do you support the death penalty?
- Poll: Do you ever worry where your next meal will come from?

### **ADDITIONAL RESOURCES PROVIDED**

- All texts have a "read aloud" option (how does this help a child become a better reader)
- Ibram Kendi: Uncovering the Roots of Racist Ideas in America
- Puberty article and video—7<sup>th</sup> grade: Discusses ejaculation, vaginal discharge, periods, unwanted erections and sexual activity: <http://www.youtube.com/watch?v=TRyOclSJDzk> (while this may be appropriate for some ages, this belongs in Family Life Education not English class)
- "Speak Out": Biden and Harris Decry Racism During Atlanta Visit
- The Case for Black Reparations (7-8<sup>th</sup> grades)
- Article for 6-9<sup>th</sup> grade diminishes Christianity and praises Islam: *"He couldn't understand why the Black people would follow Christianity. This was the same religion as the people who were treating them badly. Gandhi told Thurman and his friends that in the religion called Islam, everyone is equal. He explained that even when an enslaved person joined Islam, he would be*

*equal to his enslaver. Gandhi did not think that Christians held this same view of equality based on what he was seeing in America.”*

· [McGraw Hill](#) is the owner of the textbooks. Their primary focus and mission is Diversity, Equity and Inclusion.

## **PRIVACY CONCERNS AND SHARING OF INFORMATION:**

PRIVACY: <https://www.activelylearn.com/privacy>

### **Information we collect from teachers or administrators**

Account information - If you have an account (which your school or district may have created on your behalf), **we may collect your name, email address, a password, your school and/or district, and the classes you teach** (grade, subject, class name) **and the names, grade, email address, and identifiers of the students in your classes**. If you or your school or district registers through or otherwise grants access to a third-party integrated service (“Integrated Service”), such as Google, MS365, Clever, Classlink or direct integration with your SIS, portal or product dashboard, **we may collect Personal Information that is already associated with your Integrated Service account**. If you create or upload assessments or other academic or educational resources or materials (“Educational Materials”), we collect the content of these materials and metadata you provide about them, such as tags, DOK levels and alignment to learning standards.

### **Information we collect from students**

Account information - No personally identifiable information, such as name or email address, is required to create a student account on the Services. However, if a student, teacher or school or district administrator provides it, **we may collect the student’s name, a username (which may be an email address or student ID number), a password, the student’s school and/or district, and their class enrollments (grade, subject, class name, teacher)**.

Demographic information - If a student, teacher or school or district administrator provides it, we may collect a student’s demographic information such as **age, gender, race and eligibility for school services** (e.g., IEP information on special education services) solely for the purpose of providing the Services. We do not share or use this information for any other purpose.

Assessment information - As a student uses the Services, **we collect** information such as the activity completed, time and duration of accessing the Services, **assessment and other text entered by students, scores, number of attempts, and teacher feedback, and any other information a student enters while using the Services**.