

INVOICE

DATE March 1, 2021

RECORDS REQUESTED:

I am requesting all district school emails of Jennifer Mundy social studies curriculum director. Specifically with the words discrimination, timelines on discrimination, timelines on civil wars, inauguration of Biden, Black lives matter, George Floyd, mob mentality, approval of topics in classrooms. From the dates January 1st 2021 to Feb 2nd.

FEES:

| | | |
|-------|---|----------|
| 61 | Photocopies at \$.50 per page | \$ 30.50 |
| _____ | Audio/Video recordings at \$5.00 per DVD/CD | \$ _____ |
| _____ | Photographs – actual cost of vendor reproduction | \$ _____ |
| _____ | Postage – actual cost of postage incurred | \$ _____ |
| _____ | Facilities blueprint and related construction drawings and renderings – actual cost of vendor reproduction | \$ _____ |

Other Fees: _____
(A.R.S. 39-121.03)

Total Fees \$ 30.50

Sara Meredith
March 1, 2021

Please remit your payment to:
Attn: Public Relations
Peoria Unified School District
6330 W. Thunderbird Road
Glendale, AZ 85306

7th Grade

Announcements

- Please check with your students about replenishing supplies— pencils, lead, erasers, paper; etc.
Jan. 27, Early Release, 1:00, day 3 AM
Feb. 3, Early Release 1:00, day 3 PM
Feb. 10, Early Release 1:00, day 4 AM
Feb. 15, No school, Presidents Day Holiday
Feb. 18-19, SAVE THE DATE for Parent Conferences (information to follow; virtual only)

Reminders:

- * masks need to be worn at school;
* conduct health checks daily before school;

Math -

If your student is absent, I have made a Teams called that they can look at for the weekly agenda, notes, and handouts.

- Monday- Multiplication and Division Equations
Tuesday- Solve Equations with rational coefficients
Wednesday- Quiz
Thursday- Solve two-step equations
Friday- Solve two-step equations part 2

ELA -

- Monday: Independent reading weekly log and goal update (week 3); Choose Independent text and read/annotate; be ready by Wednesday, p. 343-345
Tuesday: SCOPE magazine "time-out" assignment
Wednesday: Independent reading and strategy response log; meet and share with group
Thursday: Plan and draft short essay
Friday: Continue rough draft of essay
TEAMS for resources and info = "Downey 7th ELA"

Science -

- Monday: Solar System Unit Pre-Assessment
Tuesday: Introduction to the Solar System
Wednesday: Solar System - Structure of the Sun
Thursday: Solar System - Structure of the Sun (continued)
Friday: Solar System - Interaction of the Sun with the planets

Social Studies -

- Monday: Lincoln's assassination
Tuesday: John Wilkes Booth poster
Wednesday: 13th, 14th, 15th amendment
Thursday: Reconstruction: Racism in America
Friday: 1950 case study
Mob mentality
If you would like more information or copies of assignments, please ask your student to show you the weekly agenda section in class notebook. This is in the 7th T-K SS In-Person TEAMS.

TLC -

- Tuesday and Thursday, Internet Safety Modules 1-6

Announcements

- Feb. 2, 3rd Quarter Progress Report Grades Close
- Feb. 3, Early Release 1:00, day 3 PM
- Feb. 10, Early Release 1:00, day 4 AM
- Feb. 15, No school, Presidents Day Holiday
- Feb. 17, Early Release, 1:00 day 4 PM
- Feb. 18-19, SAVE THE DATE for Parent Conferences (information to follow; virtual only)
- Feb. 24, Early Release, 1:00 day 5 AM

Reminders:

* masks need to be worn at school; conduct health checks daily before school

Math - [REDACTED]

If your student is absent, I have made a Teams called [REDACTED] that they can look at for the weekly agenda, notes, homework, and handouts.

Monday- Mid-Chapter Check

Tuesday- Solve inequalities by addition or subtraction

Wednesday- Solve inequalities by multiplication or subtraction

Thursday- Two-step inequalities

Friday- Chapter 6 study guide

ELA - [REDACTED]

Monday: Independent reading weekly log and goal update (week 4); continue draft of essay, review thesis statement

Tuesday: finish rough draft, due Wednesday

Wednesday: Independent reading and strategy response log; peer review and edit of rough draft

Thursday: Go over final copy expectations; final copy is DUE on FRIDAY, Feb. 5, to in-class box (3:00 PM) or to digital dropbox (11:59 PM)

Friday: Poetry and Scope magazine text

TEAMS for weekly agenda, resources and info = "Downey 7th ELA"

Science - [REDACTED]

Monday: Solar System - Inner Planets (Terrestrials)

Tuesday: Solar System - Inner Planets (Terrestrials)

Wednesday: Solar System - Outer Planets (Jovian or Gas Giants)

Thursday: Solar System - Outer Planets (Jovian or Gas Giants)

Friday: Solar System - Pluto

TLC - [REDACTED]

- Tuesday: Internet Safety: Modules 1 – 6
- Friday: Internet Safety: Modules 1 – 6
- All modules must be completed before Friday, February 5th.
- Internet Safety Post-Assessment will be on Tuesday, 2/2

Social Studies - [REDACTED]

Monday:

Plessy V. Ferguson

-John Wilkes Booth poster @ 11:59 PM!

Tuesday:

Violent backlash in America post-Civil War

-Ku Klux Klan

Wednesday:

Science behind mob mentality

Thursday:

Primary source: letter from a slave to his former master

Friday:

End of Reconstruction!

-Newspaper article project

If you would like more information or copies of assignments, please ask your student to show you the weekly agenda section in class notebook. This is in the 7th T-K SS In-Person TEAMS.

From: Rae Conelley
To: Jennifer Mundy; Marla Woolsey
Subject: FW: [EXTERNAL] This weeks SS agenda
Date: Sunday, January 31, 2021 6:00:29 PM
Attachments: Instructional Unit 03 Reconstruction.pdf

-----Original Message-----

From: Rae Conelley
Sent: Sunday, January 31, 2021 5:58 PM
To: [REDACTED]
Subject: FW: [EXTERNAL] This weeks SS agenda

[REDACTED]
I am going to need your help with this one.

The title of your topics are causing some of the issues with the [REDACTED] and the parents in their camp. I am referencing the old curriculum and I can see Plessy v. Ferguson is included and I can explain that to them. The science behind Mob Mentality is a harder one to defend. Segregation and its impact is a closer topic to Reconstruction.

When we last talked about this, my understanding was that you were going to focus on other aspects of the Reconstruction period.

I am trying to keep you out of these meetings with the [REDACTED] but I need your help. I need to know where you are going with this and how they can feel comfortable with what you are teaching.

We need to talk during your prep before I respond to her email.

Thank you,
Rae

-----Original Message-----

From: [REDACTED]
Sent: Sunday, January 31, 2021 9:53 AM
To: Rae Conelley <RConelley@pusd11.net>
Cc: [REDACTED]
Subject: [EXTERNAL] This weeks SS agenda

This message originated from outside our district.

Hi Rae.

I'm sure you're as tired of getting these emails from me as I am of having to write them. [REDACTED] and I are disgusted with this weeks social studies curriculum. The science of mob mentality? According to who? Plessy v Ferguson? It is clear to us now that this is liberal indoctrination of our children and we need to speak, yet again, immediately.

[REDACTED]

From: Rae Conelley
To: Jennifer Mundy; Marla Woolsey
Subject: FW: [EXTERNAL] This weeks SS agenda
Date: Sunday, January 31, 2021 5:59:47 PM

I am going to lose my mind.

I will forward the newsletter then I will forward my email to [REDACTED]

If I am off track in my guidance to [REDACTED] please let me know. I almost feel like she's baiting them now but I'm the one who's spending time I don't have meeting with them.

Thank you for any help you can give me about the [REDACTED]

Thank you,

Rae

-----Original Message-----

From: [REDACTED]
Sent: Sunday, January 31, 2021 9:53 AM
To: Rae Conelley <RConelley@pusd11.net>
Cc: [REDACTED]
Subject: [EXTERNAL] This weeks SS agenda

This message originated from outside our district.

Hi Rae.

I'm sure you're as tired of getting these emails from me as I am of having to write them. [REDACTED] and I are disgusted with this weeks social studies curriculum. The science of mob mentality? According to who? Plessy v Ferguson? It is clear to us now that this is liberal indoctrination of our children and we need to speak, yet again, immediately.

[REDACTED]

To: ~~JENNIFER MUNDY~~
Subject: RE: 7th Grade Newsletter, Week of Feb. 1
Date: Sunday, January 31, 2021 9:12:15 PM
Attachments: image001.png

Jenn,
Thanks for offering to help!
I'll see how she responds to my email and go from there.
I'll let you know if backup is needed!
Thanks so much!
Rae

From: Jennifer Mundy <JMundy@pusd11.net>
Sent: Sunday, January 31, 2021 9:00 PM
To: Rae Conelley <RConelley@pusd11.net>
Subject: Re: 7th Grade Newsletter, Week of Feb. 1

Would it help if I talked to [REDACTED] about her wording? You can call me if you want to. 602-384-6001

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From: Rae Conelley <RConelley@pusd11.net>
Sent: Sunday, January 31, 2021 7:21:33 PM
To: Jennifer Mundy <JMundy@pusd11.net>; Marla Woolsey <MWoolsey@pusd11.net>
Subject: RE: 7th Grade Newsletter, Week of Feb. 1

I tried that last week when I met with them. They understand that but are troubled by where the conversation is going in regards to "mob mentality". The terminology is probably what is getting them so upset. I stressed this to [REDACTED] but here we are again.
Rae

From: Jennifer Mundy <JMundy@pusd11.net>
Sent: Sunday, January 31, 2021 7:18 PM
To: Rae Conelley <RConelley@pusd11.net>; Marla Woolsey <MWoolsey@pusd11.net>
Subject: Re: 7th Grade Newsletter, Week of Feb. 1

I hear you, and I think there's hope for this situation. I actually think that the parent conversation might go really well. Everyone can agree that the KKK is not a proud part of our history. Through the simulation, kids will understand how difficult it can be to go against the majority even when what you believe goes against what they are doing. And how easy it is to fall into awful patterns of behavior and even justify them. This can even extend to bullies at school and why it's so hard for a lot of kids to take a stand when they see something that is wrong. To me, it sounds like the simulation seeks to understand why some members of the KKK participated. I think if you explain

that, the parent will see that there truly is no indoctrination happening here. What do you think?

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From: Rae Conelley <RConelley@pusd11.net>

Sent: Sunday, January 31, 2021 7:00:25 PM

To: Jennifer Mundy <JMundy@pusd11.net>; Marla Woolsey <MWoolsey@pusd11.net>

Subject: RE: 7th Grade Newsletter, Week of Feb. 1

Jenn,

I completely agree with you but I noted in my email to [REDACTED] her titles are a big part of the problem. She does use the terms Mob Mentality and has the students participate in a game that illustrates how hard it is to go against the majority. This is getting to be too much. With everything else going on at schools right now this is just pushing me over the edge. We had 7 Covid cases at SH last week—pretty typical for us to have 5-7 per week. I am the one who does all the contact tracing and have to let parents know their children need to quarantine for 10 days. That is a lot of stress. Now I have to spend time defending what [REDACTED] is teaching. I feel like she didn't take much to heart after our last discussion. I am not in favor of censorship or tying teacher's hands, but continuing this terminology is not helping this horrible situation.

Sorry—I don't mean to vent but enough is enough. 😞

Rae

From: Jennifer Mundy <JMundy@pusd11.net>

Sent: Sunday, January 31, 2021 6:54 PM

To: Rae Conelley <RConelley@pusd11.net>; Marla Woolsey <MWoolsey@pusd11.net>

Subject: Re: 7th Grade Newsletter, Week of Feb. 1

Hi Rae,

Marla has the ultimate say, but here are my thoughts. Her titles could be toned down a bit. For example, instead of saying "Science behind mob mentality", she could say "The science behind the KKK's behavior" or just put Tuesday's title on Wednesday as well. I'm assuming that she's teaching about the Ku Klux Klan on Tuesday and following that up with how it's possible that people could commit the atrocities they did toward African Americans in the South during Reconstruction (and for a century and a few decades afterwards). If kids are thinking, they'll on their own take it to what happened this past summer as well as what happened at the Capitol a few weeks ago. Analyzing connections and explaining the multiple causes and effects of events past and present are both standards in social studies. The problem does not lie in what [REDACTED] is teaching (assuming I'm correct about the path she's taking this week).

I understand where you are coming from though in terms of the time spent sorting