

BARTLETT CITY BOARD OF EDUCATION
BARTLETT CITY BOARD OF EDUCATION WORK SESSION
WORK SESSION AGENDA BARTLETT CITY SCHOOLS CENTRAL OFFICE
CONFERENCE ROOM, 5650 WOODLAWN STREET, BARTLETT 7:00 PM
PO Box 341148
Bartlett, TN 38134
April 20, 2017
6:00 PM

INVOCATION

PLEDGE OF ALLEGIANCE

CALL TO ORDER & ROLL CALL

Official Business of the Day

APPROVAL OF AGENDA

REPORTS

Chairman's Report

Superintendent's Report

General Counsel's Report

Tennessee Legislative Network (TLN) Representative Report

Financial Report

STAFF ACTION ITEMS

Proposed 2017-2018 BCS Elementary, Middle and High School Fees

Special Course Applications

BOARD ACTION ITEMS

Addendum C to Superintendent Contract for Employment (FY17 Superintendent Performance Standards)

Policy 4014: Grading System REVISED/FIRST READING

Proposal for Design Services - BHS Band Room Renovation

Proposal for Design Services - Bartlett Square Administrative Building

Proposal for Design Services - BHS Gym Re-Roof

Bid Award for Ninth Grade Academy Flooring Contract

CBRE Property Management Agreement

Resolution 4-14 General Fund Budget Amendment

Resolution 4-15 Capital Projects Fund Budget Amendment

Resolution 4-16 General Fund Budget Amendment

FY17 BCS Operating Budgets

2017 Tenure Recommendations

ADJOURNMENT

2017-18 Special Course Application Package

Contents of this Application Package

- Special Course Approval and Implementation Information (page 2)
- Special Course Application Worksheet (page 3-5)
- Special Course Standards Template (page 6)
- 2017-18 Special Course Local Approval and Assurances Form (page 7)

Special Course Application Submission Instructions

Special course applications must originate from the central office of a school district.

Step 1: Review this *2017-18 Special Course Application Package* and the [2017-18 Special Course FAQ document](#).

Step 2: Compile the required information in the *Special Course Application Worksheet* (pages 3-6) to request approval of any secondary education course that is not approved by the State Board of Education.

Step 3: Each application must be approved by the local board of education and signed and dated by the local board of education chairperson and the director of schools prior to submission to the department. The *2017-18 Special Course Application Local Approval and Assurances* form (included in this package) must be signed and uploaded as part of the complete application.

Step 4: Submit the completed application and supporting documentation via this [online form](#). A complete application submission includes

- all required fields on the submission form,
- a complete course standards document (uploaded),
- a signed, completed assurances form (uploaded), and
- any additional required documentation (based on type of special course).

The deadline for submitting special course applications is May 5, 2017 for fall semester and year-long courses. The deadline for spring semester courses is Sept. 15, 2017.

For questions about the special course application process, email Charlotte.Woehler@tn.gov.

Special Course Approval and Implementation Information

- A complete special course application must be submitted for each special course that is proposed for a given academic year.
 - Approved special courses are valid for a duration of one, three, or six years as outlined in the special course approval letter issued by the department.
 - Districts that would like to continue offering approved special courses in subsequent school year(s) following the duration of approval must submit a special course application.
 - Special course applications that can be accommodated through existing SBE-approved courses will not be approved.
- A copy of the standards to be taught in the special course must be uploaded with the application.
 - A template that includes the required information (course description, standards, and other information) can be found on page 6.
 - The standards should follow the same format as that used for all courses.
 - Reference to any current Tennessee Academic Standard(s) should be included where appropriate.
- Approved special courses are valid only for the school(s), teacher(s), and endorsement(s) listed in the application, unless otherwise specified by the department.
 - Special courses must be taught by fully licensed and properly endorsed instructors. No permits or waivers are allowed. Special courses may not be taught outside the approved area of endorsement.
 - Prior to assigning a teacher to a special course, the district must ensure that all currently offered SBE-approved courses are taught by an appropriately endorsed teacher. If this is not the case, the proposed instructor of a special course should be assigned to teach in areas where their particular endorsement is in demand for an SBE-approved course.
- Occasionally, special courses are approved with conditions or modifications to the items as submitted in the application.
 - In these instances, department staff works with the district to ensure the course standards match the level of rigor and alignment required of all SBE-approved courses.
 - In order to ensure timely review and approval, all requests for revisions/additional information from the department must be fulfilled by the district within 30 days.
 - In many cases, these modifications and/or conditions result in revised special course standards or modifications to the list of approved teacher endorsements. Any approved special courses contingent upon modifications/conditions will have all conditions listed in the approval letter.
- Special courses submitted for career and technical education are strongly recommended to be accompanied by a special program of study application. Failure to do so will result in the special course only being approved as an elective and would not count toward a student's progression through a program of study and hence would not allow a student to be identified as a concentrator.

SPECIAL COURSE APPLICATION WORKSHEET

Use this document to compile all information required for online submission of the online 2017-18 special course application form. *Special Course Application Worksheets will not* be accepted as complete submissions and will not be reviewed.

DISTRICT AND SCHOOL INFORMATION		
Special Course Name: Classical Mythology		
School District Name: Bartlett City Schools	School District Number: 794	
District Contact Name: Katie McCain	Email: kmccain@bartlettschools.org	
Contact Title: 6-12 Instructional Supervisor	Phone: 901-202-0855	
List the school(s) and state school number(s) where this course will be offered for the 2017-18 school year: Bartlett High School; School Code 25		
COURSE INFORMATION		
Type of Course <input type="checkbox"/> Career and Technical Education <input type="checkbox"/> Enrichment <input checked="" type="checkbox"/> General Education <input type="checkbox"/> Special Populations		
Course Delivery Model: Will any portion of this course be delivered online? <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes <input type="checkbox"/> Blended	If Online Delivery: <input type="checkbox"/> Asynchronous <input type="checkbox"/> Synchronous	Proposed Level of Special Course: <input checked="" type="checkbox"/> Introduction (Level 1) <input type="checkbox"/> Intermediate (Level 2) <input type="checkbox"/> Advanced (Level 3) <input type="checkbox"/> Capstone (Level 4) Note: the final determination of the level of the special course will be included in the final letter of approval.
Credit must be awarded in a specific area and cannot be requested simply as "elective credit". Select the content area for which credit would be awarded upon completion of this special course.		
<input checked="" type="checkbox"/> English Language Arts <input type="checkbox"/> Math <input type="checkbox"/> Science <input type="checkbox"/> Social Studies	<input type="checkbox"/> Fine Arts <input type="checkbox"/> World Language <input type="checkbox"/> Wellness & P.E. <input type="checkbox"/> Special Populations	<input type="checkbox"/> Career and Technical Education Specify career cluster: _____ <input type="checkbox"/> Other Specify subject(s) included: _____
Special course standards are attached and include all appropriate references to Tennessee Academic Standards <input type="checkbox"/> No <input checked="" type="checkbox"/> Yes		

SPECIAL COURSE APPLICATION WORKSHEET

Use this document to compile all information required for online submission of the online 2017-18 special course application form. *Special Course Application Worksheets* will not be accepted as complete submissions and will not be reviewed.

SPECIAL COURSE DESCRIPTION
<p>1. Upload a copy of the course standards for this course. The standards attachment must include the following information:</p> <ul style="list-style-type: none"> • Course description • Course standards • Alignment to Tennessee Academic Standards • Number of Credit(s) • Pre-requisite course(s) • Early postsecondary opportunities and/or industry certifications • Teacher requirements <p>A template containing this information can be found on page 6 of this application package, but districts may submit course standards in any format as long as the information listed above is included.</p>
<p>2. Provide justification for offering this special course (reason for including this course in the school program): We offer Classical Mythology to high school students to increase student interest in reading, writing, and researching ancient history.</p>
<p>3. Describe how this course was developed: This course was developed by qualified educators to support student learning across ELA state content standards.</p>
<p>4. List the names/titles of individuals who developed the course: Blount Smith</p>
<p>5. Provide any other pertinent information about this course:</p>

SPECIAL COURSE APPLICATION WORKSHEET

Use this document to compile all information required for online submission of the online 2017-18 special course application form. *Special Course Application Worksheets* will not be accepted as complete submissions and will not be reviewed.

CAREER AND TECHNICAL EDUCATION (CTE) COURSES

Complete this section if CTE credit will be awarded.

1. Will this course be included in a CTE Special Program of Study application? Yes No
If yes, please submit all special course and SPOS applications with supporting documentation simultaneously to allow for a streamlined, concurrent review of all materials. Failure to submit a SPOS will result in the special course only being approved as an elective and would not count toward a student's progression through a program of study and hence would not allow a student to be identified as a concentrator.
2. Explain how this course fits into a CTE Special Program of Study aligned with postsecondary and local/regional labor market opportunities.
3. Interpret and summarize the need for this course in your community. Attach labor market data to support the need for the proposed course and cite the source of this data.
4. Are there identified early postsecondary opportunities and/or industry certifications aligned to this course?
If yes, please list the postsecondary institution and/or the certifying agency.
5. If this is a CTE course that has been retired for the 2017-18 school year, upload a detailed transition plan which outlines how the district will phase out this course for the 2018-19 school year and what offerings will replace this course (if any). Successful transition plans will include a plan to address staffing, professional development, and/or equipment needs resulting from this transition.

SPECIAL COURSE STANDARDS TEMPLATE

Use this document to compile all information required to upload the required course standards file of the online 2017-18 special course application form. Please save this completed **template** in a separate document. This template may be modified to reflect the characteristics of a special course. *Special Course Application Worksheets* will not be accepted as complete submissions and will not be reviewed.

Special Course Name

Special Course Information	
Content Area/Career Cluster:	English
Credit(s):	.5
Pre-Requisite(s):	None
Early Postsecondary Opportunities:	N/A
Industry Certifications:	N/A
Teacher Requirements:	ELA 7-12

Course description This course emphasizes Greek and Roman mythology that appears in literature throughout all English studies. It is designed for students interested in reading, studying ancient cultures, and seeking to understand how literature and myth are related to modern culture.

Course standards

- . Identify the structure and purpose of selected myths
- . Explain the similarities between myths from different geographic locations
- . Form theories about myths from discussions
- . Matrix cultural data from myths
- . Present findings through a variety of ways: maps, matrixes, oral presentations, murals, books
- . Create an original creation myth that is reflective of a particular culture and is consistent with its environment
- . The qualities of classical gods and goddesses display the cultural ideals of ancient Greeks.
- . Knowledge of the classical pantheon and the myths of its members provide insight to the beliefs of the time as well as today’s common core beliefs.
- . Interaction between and among gods and mortals display what is important to a person as a member of society and as a member of the human race.
- . Analyzing the ethical and social messages of classical mythology will enhance one’s understanding of the ethical and social concerns in modern society.
- . Identify the members of the classical pantheon
- . Explain the significance of the relationships between and among the Greek gods and goddesses as a reflection

SPECIAL COURSE STANDARDS TEMPLATE

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- of the ancient culture’s social structure and prevailing attitudes
- . Analyze the interactions between gods and men and the message such relationships and interactions portray about personal and societal responsibility
- . Evaluate current societal concerns and use classical stories to offer solutions that address them
- . Identify common mythic elements in ancient heroic myths and modern adventure films
- . Explain the significance of the physical and psychological challenges faced by successful and unsuccessful heroes in relation to the lesson each provides
- . Apply Campbell’s idea of archetypes and use it to map out the underlying structures in a hero’s journey or “mono-myth”
- . Employ all elements of the hero’s journey when creating an original myth
- . Identify the structure and purpose of selected epics
- . Explain the similarities among epics from varying cultures
- . Form theories about why epics differ from culture to culture
- . Analyze and present findings of several epics
- . Explore the enduring impact and influences of epics in modern literature, film, and art
- . Categorize myths according to various functions
- . Read, analyze and evaluate a variety of mythology/folklore of literary merit from civilizations and countries around the world, and explain its cultural significance.
- . Demonstrate an understanding of the relationship between a culture, its mythology, and the individual
- . Read, discuss, and comprehend the explanatory myths, morality myths, and hero/journey myths
- . Compare myths from cultures, expanding beyond Greece and Rome
- . Use print, electronic databases, and online resources to access information, organize ideas and develop writing

- . Work cooperatively with group members, distributing labor equally among all members
- . Recognize allusions as stylistic devices
- . Identify the origin of common mythological allusions in the arts and sciences
- . Interpret mythological references in a variety of sources
- . Use mythological allusions in writing and speaking

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Alignment to Tennessee Academic Standards Reading Standards for Literature: RL.9-10.1, RL.9-10.2, RL.9-10.3, RL.9-10.5, RL.9-10.6, RL.9-10.10, RL.11-12.1, RL.11-12.2, RL.11-12.3, RL.11-12.5, RL.11-12.6, RL.11-12.10 Writing Standards: WS.9-10.3a, WS.9-10.3b, WS.9-10.3c, WS.9-10.3d, WS.9-10.3e, WS.9-10.4, WS.9-10.5, WS.9-10.9a, WS.9-10.10, WS.11-12.3a, WS.11-12.3b, WS.11-12.3c, WS.11-12.3d, WS.11-12.3e, WS.11-12.4, WS.11-12.5, WS.11-12.9a, WS.11-12.10

Number of Credit(s) 0.5

Pre-requisite course(s) None

Early postsecondary opportunities and/or industry certifications None

Teacher requirements English Language Arts Certification

BASIC TEXTBOOK – MYTHOLOGY by Edith Hamilton

CLASSICAL MYTHOLOGY SYLLABUS

OBJECTIVE

The objective of this class, Classical Mythology, is to bring the students the best of the Classical Greek and Roman myths that for over 2500 years have influenced and embellished the literature, the art and the daily speech of the civilized world. With the mingling of fact and fancy, or realities and ideals, these myths represent the aspirations of man for a knowledge of the mysterious and unseen. Through these myths the ancient Greeks and Romans tried to explain what happened in their everyday lives. Where we have scientific data to explain the seasons, the Greeks and Romans created a myth to do so.

CREATION OF THE WORLD – Chaos becomes the world.

MAJOR DIVINITIES

LESSER DIVINITIES

HEROES

SOME FAMILIAR MYTHS

THE TROJAN WAR

THE STORY OF AENEAS' WANDERINGS

THE STORY OF ODYSSEUS

NORSE MYTHS

February 2017

2017-18 SPECIAL COURSE LOCAL APPROVAL AND ASSURANCES

Required for all special course applications.

Special Course Name: Classical Mythology

School District: Bartlett City Schools

We verify that the information on this application is complete and accurate. Assigning the proposed instructor to this special course will not preclude having all State Board of Education approved courses taught by appropriately endorsed teachers.

Date of Approval by Local Board of Education:

Chairperson's Signature

Date

Director of Schools' Signature

Date

2017-18 Special Course Application Package

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SPECIAL COURSE APPLICATION WORKSHEET

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DISTRICT AND SCHOOL INFORMATION		
Special Course Name: Etymology		
School District Name: Bartlett City Schools	School District Number: 794	
District Contact Name: Katie McCain	Email: kmccain@bartlettschools.org	
Contact Title: 6-12 Instructional Supervisor	Phone: 901-202-0855	
List the school(s) and state school number(s) where this course will be offered for the 2017-18 school year: Bartlett High School; School Code 25		
COURSE INFORMATION		
Type of Course <input type="checkbox"/> Career and Technical Education <input type="checkbox"/> Enrichment <input checked="" type="checkbox"/> General Education <input type="checkbox"/> Special Populations		
Course Delivery Model: Will any portion of this course be delivered online? <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes <input type="checkbox"/> Blended	If Online Delivery: <input type="checkbox"/> Asynchronous <input type="checkbox"/> Synchronous	Proposed Level of Special Course: <input checked="" type="checkbox"/> Introduction (Level 1) <input type="checkbox"/> Intermediate (Level 2) <input type="checkbox"/> Advanced (Level 3) <input type="checkbox"/> Capstone (Level 4) Note: the final determination of the level of the special course will be included in the final letter of approval.
Credit must be awarded in a specific area and cannot be requested simply as "elective credit". Select the content area for which credit would be awarded upon completion of this special course.		
<input checked="" type="checkbox"/> English Language Arts <input type="checkbox"/> Math <input type="checkbox"/> Science <input type="checkbox"/> Social Studies	<input type="checkbox"/> Fine Arts <input type="checkbox"/> World Language <input type="checkbox"/> Wellness & P.E. <input type="checkbox"/> Special Populations	<input type="checkbox"/> Career and Technical Education Specify career cluster: _____ <input type="checkbox"/> Other Specify subject(s) included: _____
Special course standards are attached and include all appropriate references to Tennessee Academic Standards <input type="checkbox"/> No <input checked="" type="checkbox"/> Yes		

SPECIAL COURSE APPLICATION WORKSHEET

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SPECIAL COURSE DESCRIPTION
<p>1. Upload a copy of the course standards for this course. The standards attachment must include the following information:</p> <ul style="list-style-type: none"> • Course description • Course standards • Alignment to Tennessee Academic Standards • Number of Credit(s) • Pre-requisite course(s) • Early postsecondary opportunities and/or industry certifications • Teacher requirements <p>A template containing this information can be found on page 6 of this application package, but districts may submit course standards in any format as long as the information listed above is included.</p>
<p>2. Provide justification for offering this special course (reason for including this course in the school program): Etymology is intended to provide students with the opportunity to gain a deeper insight into the intricacies of the English language. It helps students build a larger vocabulary by learning specific words, mastering word-learning strategies, and developing an ability to use language successfully. The curriculum has three main units: introductory, core, and interest-building. Each unit contains goals/objectives, activities, and resources and has been developed so that it is practical, informative, and enjoyable for all students.</p>
<p>3. Describe how this course was developed: This course was developed by qualified educators to support vocabulary access for students.</p>
<p>4. List the names/titles of individuals who developed the course: Blount Smith</p>
<p>5. Provide any other pertinent information about this course:</p>

SPECIAL COURSE APPLICATION WORKSHEET

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CAREER AND TECHNICAL EDUCATION (CTE) COURSES

Complete this section if CTE credit will be awarded.

1. Will this course be included in a CTE Special Program of Study application? Yes No
If yes, please submit all special course and SPOS applications with supporting documentation simultaneously to allow for a streamlined, concurrent review of all materials. Failure to submit a SPOS will result in the special course only being approved as an elective and would not count toward a student's progression through a program of study and hence would not allow a student to be identified as a concentrator.
2. Explain how this course fits into a CTE Special Program of Study aligned with postsecondary and local/regional labor market opportunities.
3. Interpret and summarize the need for this course in your community. Attach labor market data to support the need for the proposed course and cite the source of this data.
4. Are there identified early postsecondary opportunities and/or industry certifications aligned to this course?
If yes, please list the postsecondary institution and/or the certifying agency.
5. If this is a CTE course that has been retired for the 2017-18 school year, upload a detailed transition plan which outlines how the district will phase out this course for the 2018-19 school year and what offerings will replace this course (if any). Successful transition plans will include a plan to address staffing, professional development, and/or equipment needs resulting from this transition.

Special Course Name

Special Course Information	
Content Area/Career Cluster:	English
Credit(s):	.5
Pre-Requisite(s):	None
Early Postsecondary Opportunities:	N/A
Industry Certifications:	N/A
Teacher Requirements:	ELA 7-12

Course description Etymology is designed to instruct students to recognize Latin and Greek word elements, making the knowledge of them an effective tool for increasing vocabulary. The student is expected to be able to analyze words fully and to define them. Students will also become familiar with the general patterns of semantic change and will gain some insight into patterns of human thought by studying word changes that reflect the history of ideas.

Course standards

- Students will learn new words, but—more importantly—they will master the meanings of a wide variety of roots, prefixes, word bases, and suffixes.
- Students will understand how words are built and will be able to use their knowledge to analyze and understand new words that they encounter outside the classroom.
- Students will become sensitized to words and will have at their command a set of tools that can greatly increase their chances of success in life.
- Students will study and apply the derivation of English words and word families from their roots in ancient and modern languages (Latin, Greek).
- Students will analyze the connotative and denotative meaning of words in a variety of contexts and the reasons for language change.
- Students will write about word history and semantics in texts that require etymological sensitivity.

Alignment to Tennessee Academic Standards Reading Standards for Literature: RL.9-10.1, RL.9-10.2, RL.9-10.3, RL.9-10.5, RL.9-10.6, RL.9-10.10, RL.11-12.1, RL.11-12.2, RL.11-12.3, RL.11-12.5, RL.11-12.6, RL.11-12.10 Writing Standards: WS.9-10.3a, WS.9-10.3b, WS.9-10.3c, WS.9-10.3d, WS.9-10.3e, WS.9-10.4, WS.9-10.5, WS.9-10.9a, WS.9-10.10, WS.11-12.3a, WS.11-12.3b, WS.11-12.3c, WS.11-12.3d, WS.11-12.3e, WS.11-12.4, WS.11-12.5, WS.11-12.9a, WS.11-12.10

Number of Credit(s) 0.5

Pre-requisite course(s) None

Early postsecondary opportunities and/or industry certifications None

Teacher requirements English Language Arts Certification

Course Syllabus:

1st Quarter – Latin Based Etymology

Week 1: Introduction, Roman Numerals, Indo-European Family of Languages

Week 2: Lesson III – Assimilation of Prefixes; Lesson IV – Abbreviations and Acronyms; Name Research

Week 3: **Project** – Foreign Words and Idioms

Week 4: Lesson V- Apheresis and Aphesis; Lesson VI – Combining Bases; Lesson VII - Hybrids

Week 5: Lesson VIII – Suffixes; Lesson IX – Etymological Definitions; Lesson X - Dissimilation

Week 6: Lesson XI – Semantic Changes; Lesson XII – Specialization and Generalization of Meaning

Week 7: Lesson XIII – Functional Change; Lesson XIV – Degeneration of Meanings; Lesson XV – Abstract vs. Concrete

Week 8: Lesson XVIII – Euphemisms; Lesson XIX – Folk Etymology; Lesson XXIII – Latinisms in Shakespeare

Week 9: Review; **Project** Presentation

2nd Quarter – Greek Based Etymology

Week 1: Introduction, Greek Alphabet

Week 2: Lesson I – Greek Mythology; Lesson II – Greek History & Philosophy; **Project** – Philosopher Biography

Week 3: Lesson III – Greek Bases; Lesson IV – Combination of Bases

Week 4: Lesson V- Homonyms; Lesson VI – Reduplication & Onomatopoeia; Lesson VII – Loan Words

Week 5: Lesson IX – Place Names; **Project** – Etymology of Cities

Week 6: Lesson X – Expressions; Lesson XI & XII – Religious Terminology

Week 7: Lesson XIII – Sea Terms; Lesson XIV – Sports & Games; Lesson XV – Military Terminology Lesson XVI - Arts

Week 8: Lesson XVII – Law; Lesson XVIII – Literary Terms; Lesson XIX – Other Occupational Terminology

Week 9: Review; **Project** Presentation

2017-18 SPECIAL COURSE LOCAL APPROVAL AND ASSURANCES

Required for all special course applications.

Special Course Name: Classical Mythology

School District: Bartlett City Schools

We verify that the information on this application is complete and accurate. Assigning the proposed instructor to this special course will not preclude having all State Board of Education approved courses taught by appropriately endorsed teachers.

Date of Approval by Local Board of Education:

Chairperson's Signature

Date

Director of Schools' Signature

Date

Bartlett City Board of Education		4014
Descriptor Term: REPORT CARDS AND GRADING SYSTEM	Descriptor Code: Instructional Services	Issue Date: 07/24/2014
	Rescinds:	Revised:

1 The Bartlett City Schools grading system will follow all applicable statutes, rules, and regulations
2 of the State Board of Education. The grading system shall be uniform district-wide¹, except to the
3 extent that BCS operates ungraded and/or unstructured classes in grades K-3 in accordance with
4 state rules and regulations.² Conduct grades are based on behavior and shall not be deducted
5 from scholastic grades. Student conduct grades shall reflect “E” for excellent, “G” for good, “S” for
6 satisfactory, “N” for needs improvement”, or “U” for unsatisfactory and shall be reported at each
7 grading period.

8

9 **REPORT CARDS**

10 The report card form, content, and procedure shall be approved by the Board prior to
11 implementation. Report cards shall include the information necessary to communicate student
12 progress to parents, and they shall provide academic progress and attendance information on a
13 regular basis. Report cards are distributed at the end of each nine-week grading period. At the
14 midpoint of the nine weeks, parents will be notified of students’ progress through an interim report.
15 When a student’s behavior or academic performance falls below acceptable levels, the teacher
16 must notify the parent through interim reports or student report cards. All elementary report cards
17 shall contain sufficient space for teacher and parent comments.

18 Kindergarten Report Cards

19 Kindergarten grade level standards shall be as prescribed by the State of Tennessee. Students
20 are evaluated based on their progress toward meeting benchmarks for each standard. Progress
21 shall be indicated by “M” for “Mastery and “X” for “Non-Mastery” for each skill. Letter grades are
22 used to express basic grading for non-core content areas like art, music, and physical education.
23 Letter grades include “E” for excellent, “G” for good, “S” for satisfactory, “N” for needs
24 improvement or “U” for unsatisfactory.

25

¹ T.C.A. §49-1-302(a)(17)

² T.C.A. §49-1-302(g)

1 **GRADING SCALE GRADES ONE (1) THROUGH TWELVE (12)**

2 The grading system for core content areas is expressed by the letters “A”, “B”, “C”, “D”, and “F”
3 according to the numerical values listed on the grading scale below. First (1st) and second (2nd)
4 grade science and social studies will be expressed by the letter grades “S” or “N”.

5

A	90-100
B	80-89
C	70-79
D	65-69
F	Below 65

6

7 State Standardized Assessments

8 For students in grades 3-12, scores on state standardized assessments shall comprise the
9 minimum percentage of the students’ final grades as permitted by law.³

10 All state standardized raw assessment data shall be calculated by using the target grade
11 methodology as prescribed by the State Department of Education.

12

13 High School Grading

14 Students who meet only the minimum requirements should be given minimum passing grades.
15 No student may fail for the semester or year if the only failing grade is that of the semester
16 examination. Each semester exam shall account for twenty percent (20%) of the students’
17 semester grade.

18 Students who successfully complete a high school course will earn high school credit. Credits will
19 be awarded in .5 increments upon successful completion of a semester. A student will receive
20 one full credit in the course if he/she receives a passing yearly grade in the course.

21

22 Semester grades are comprised of two quarterly grades (eighty percent (80%)) and the semester
23 exam (twenty percent (20%)). For courses which have no state mandated end of course (“EOC”)
24 exam, each semester grade is fifty percent (50%) of the final grade. For courses which include a
25 state EOC exam, each semester grade is forty-five percent (45%) of the final grade, and the EOC
26 exam accounts for ten percent (10%).

27 Students enrolled in a high school course having an eighty-seven (87) or higher course average
28 with (3) or fewer excused absences in a course may be exempted from the district spring semester
29 exam. Any unexcused absence disqualifies the student from all exam exemptions. Students in
30 the twelfth (12th) grade may be exempted for both fall and spring semester exams.

³ T.C.A. §49-1-617

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Weighted Grades

For Advanced Placement (A.P.) courses, teachers will add five (5) points to each quarter and semester exam grade. For Honors courses, dual enrollment, dual credit, and national industry certification courses, including middle school courses taught at the Honors level, teachers will add three (3) points to each quarter and semester exam grade. Points shall not be added to the final grade.

Calculation for High School Course GPA

Grade	Value	Regular	Honors	A.P.
A	90-100	4	4.5	5
B	80-89	3	3.5	4
C	70-79	2	2.5	3
D	65-69	1	1.5	2
F	Below 65	0	0	0

This weighted grading scale shall be used for all official purposes including report cards, GPA, class rank, honor roll, etc. except the Lottery / Hope Scholarship as described below.

Tennessee Uniform Grading Scale for Lottery/HOPE Scholarship

Students applying for lottery scholarships and other Tennessee Student Assistance Corporation funds must be evaluated using the Tennessee State Uniform Grading Scale. The scale is as follows:

A	93-100
B	85-92
C	75-84
D	70-74
F	Below 70

Each school year, prior to scheduling courses for the next school year, all middle schools, and Bartlett High School shall conduct a lottery scholarship day for students and their parents.⁴ Each school counselor will provide incoming freshmen with information on college core courses

⁴ T.C.A. §49-4-932(f)

1 required for lottery scholarships as well as necessary criteria (grade point average, ACT, and SAT
2 score, etc.) that must be met in order to receive a scholarship.

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