

**BARTLETT CITY BOARD OF EDUCATION**  
**BARTLETT CITY BOARD OF EDUCATION BUSINESS MEETING**  
**BUSINESS MEETING AGENDA CITY OF BARTLETT, 6400 STAGE ROAD,**  
**BARTLETT 7:00 PM**  
**PO Box 341148**  
**Bartlett, TN 38134**  
**March 22, 2018**  
**7:00 PM**

**INVOCATION**

**PLEDGE OF ALLEGIANCE**

**CALL TO ORDER & ROLL CALL**

**Official Business of the Day**

**SPECIAL PRESENTATIONS**

**PUBLIC COMMENT**

**APPROVAL OF AGENDA**

**APPROVAL OF MINUTES OF PREVIOUS MEETINGS**

**February 22, 2018 Business Meeting Minutes**

**REPORTS**

**Chairman's Report**

**Superintendent's Report**

**General Counsel's Report**

**Tennessee Legislative Network (TLN) Representative Report**

**Financial Report**

**UNFINISHED BOARD BUSINESS**

**POLICY 3018: Student Transportation Management REVISED SECOND READING**

The second reading of Revised POLICY 3018: Student Transportation Management passed with a motion by Mr. David Cook and a second by Ms. Erin Berry.

Ms. Erin Berry: Aye, Mr. David Cook: Aye, Mrs. Shirley Jackson: Aye, Mr. Jeff Norris: Aye, Bryan Woodruff: Aye

**BOARD ACTION ITEMS**

**New Board Business**

### **2018-2019 Special Course Application**

The 2018-2019 Special Course Application for Facing History and Ourselves passed with a motion by Bryan Woodruff and a second by Ms. Erin Berry.

Ms. Erin Berry: Aye, Mr. David Cook: Aye, Mrs. Shirley Jackson: Aye, Mr. Jeff Norris: Aye, Bryan Woodruff: Aye

### **Memorandum of Understanding (MOU) between Archon Academy and Bartlett City Board of Education**

The Memorandum of Understanding (MOU) between Archon Academy and Bartlett City Board of Education passed with a motion by Mr. Jeff Norris and a second by Bryan Woodruff.

Ms. Erin Berry: Aye, Mr. David Cook: Aye, Mrs. Shirley Jackson: Aye, Mr. Jeff Norris: Aye, Bryan Woodruff: Aye

### **Memorandum of Understanding (MOU) between Lakeside and Bartlett City Board of Education**

The Memorandum of Understanding (MOU) between Lakeside and Bartlett City Board of Education passed with a motion by Ms. Erin Berry and a second by Bryan Woodruff.

Ms. Erin Berry: Aye, Mr. David Cook: Aye, Mrs. Shirley Jackson: Aye, Mr. Jeff Norris: Aye, Bryan Woodruff: Aye

### **Bartlett High School Football Field Turf**

The Bartlett High School Football Field Turf passed with a motion by Mr. Jeff Norris and a second by Ms. Erin Berry.

Ms. Erin Berry: Aye, Mr. David Cook: Aye, Mrs. Shirley Jackson: Aye, Mr. Jeff Norris: Abstain (With Conflict), Bryan Woodruff: Aye

### **Resolution 5-9 Education Capital Fund Budget Amendment**

Resolution 5-9 Education Capital Fund Budget Amendment passed with a motion by Ms. Erin Berry and a second by Mr. David Cook.

Ms. Erin Berry: Aye, Mr. David Cook: Aye, Mrs. Shirley Jackson: Aye, Mr. Jeff Norris: Aye, Bryan Woodruff: Aye

### **Resolution 5-10 General Fund Budget Amendment**

Resolution 5-10 General Fund Budget Amendment passed with a motion by Ms. Erin Berry and a second by Mr. David Cook.

Ms. Erin Berry: Aye, Mr. David Cook: Aye, Mrs. Shirley Jackson: Aye, Mr. Jeff Norris: Aye, Bryan Woodruff: Aye

### **ADJOURNMENT**

**BARTLETT CITY BOARD OF EDUCATION  
BUSINESS MEETING MINUTES**

**BARTLETT CITY HALL  
6400 STAGE ROAD, BARTLETT**

**FEBRUARY 22, 2018  
7:00 P.M.**

**INVOCATION AND PLEDGE OF ALLEGIANCE**

Mr. Jason Sykes said a prayer. The Board and audience recited the Pledge of Allegiance.

**CALL TO ORDER & ROLL CALL**

**\*\*\* Official Business of the Day \*\*\***

Chairman Jackson called the meeting to order at 7:00 p.m. The following Board Members were present:

Ms. Erin Berry  
Mr. David Cook  
Mr. Jeff Norris  
Mrs. Shirley Jackson

Absent Board Members:

Mr. Bryan Woodruff

**SPECIAL PRESENTATIONS**

Andrew Cunningham is in the 8th grade and attends Appling Middle. His art teacher is, Kristen Carver. This year he won 2 gold keys and 2 silver keys for his photography in the scholastics art competition. Andrew is a very hard working young man. He is very gifted in the arts and is a great athlete who was a participate in the cross country and swim team at Appling. He is also in our spring musical this year. Side note: you may remember Andrew from last year's Board Meeting when he won a gold key and an American Visions award for his film last year. Last year, even as a 7th grader, his film beat out all other high school competitors in the nation.

There are three students from the Ninth Grade Academy with art teacher, Amanda Tutor. Katherine Dowell's peers say, "she is good at EVERYTHING she does". Katie is in the Honors Academy and is an amazing artist, winning FIVE Scholastic Awards this year! Her Golden Key is for artwork featuring a character she developed for her first graphic novel, which she wrote and illustrated herself.

Maria Gonzales is a naturally gifted artist. Her helpful spirit, huge heart, and friendliness have made her very popular among her peers. Maria is always smiling, and she was smiling big time when her photograph of her cousin earned her a Golden Key!

Nicklaus Kuntzman is a hard-working artist and a Student Ambassador for Bartlett's Ninth Grade Academy. His self-portrait not only won a Golden Key, but also won 2nd place for his entire division, and he received \$250! In fact, his portrait has gone from the Brooks

Museum to the Fogleman Gallery at the University of Memphis, representing BCS in the 2018 Alumni Art exhibit.

### **PUBLIC COMMENT**

*Shoneisha Myers, Bartlett Education Association President  
3046 Leeridge Drive, Bartlett TN 38134  
RE: National Walk Out Day April 20, 2018*

### **APPROVAL OF AGENDA**

Mr. David Cook made the motion to approve the agenda. Ms. Erin Berry seconded the motion. With all ayes, the agenda was approved.

### **APPROVAL OF MINUTES OF PREVIOUS MEETINGS**

#### **January 25, 2018 Business Meeting Minutes**

The approval of the January 25, 2018 Business Meeting Minutes passed with a motion by Mrs. Erin Berry and a second by Mr. Jeff Norris. With all ayes, the Minutes were approved.

### **REPORTS**

#### **Chairman's Report**

Chairman Jackson reminded everyone that there are a variety of events showcasing BCS students in the upcoming weeks. Spring concerts, region tournament, and the production of Tarzan at BHS, to name a few.

#### **Superintendent's Report**

Our continued thoughts and prayers are with the students, families, and school staff in Parkland, Florida during this difficult time for them, their community, and our nation. Since this heartbreaking event happened, Bartlett City Schools has been reviewing all policies and procedures within our district and at each of our eleven schools as it pertains to school safety. We have met with our leadership team, principals, and the Bartlett Police Department this week to review our plans and to look for additional training opportunities for our schools. We will continue to review and redefine our procedures throughout the remainder of the school year. As always, the safety and security of all our students is of the up-most importance.

Superintendent Stephens noted that the Bartlett High School renovation will begin in June. Also, the first BCS Job Fair was held Tuesday evening at Bartlett High School. There was a very good turn out with lots of potential employees.

#### **General Counsel's Report**

No report.

#### **Tennessee Legislative Network (TLN) Representative Report**

No report.

#### **Financial Report**

The January 2017-2018 Financial Report was accepted by the Board. It is a non-voting item.

### **UNFINISHED BOARD BUSINESS**

No unfinished Board Business.

## **BOARD ACTION ITEMS**

### **New Board Business**

#### **Bartlett City Board of Education Schedule 2018-2019**

**Motion Passed:** The Bartlett City Board of Education Schedule for 2018-2019 passed with a motion by Ms. Erin Berry and a second by Mr. David Cook.

Ms. Erin Berry	Yes
Mr. David Cook	Yes
Mrs. Shirley Jackson	Yes
Mr. Jeff Norris	Yes
Mr. Bryan Woodruff	Absent

#### **BCS Local Adoption of Textbooks**

**Motion Passed:** The Bartlett City Schools Local Adoption of Textbooks passed with a motion by Mr. David Cook and a second by Ms. Erin Berry.

Ms. Erin Berry	Yes
Mr. David Cook	Yes
Mrs. Shirley Jackson	Yes
Mr. Jeff Norris	Yes
Mr. Bryan Woodruff	Absent

#### **POLICY 3018: Student Transportation Management REVISED FIRST READING**

**Motion Passed:** The First Reading of Revised POLICY 3018: Student Transportation Management passed with a motion by Ms. Erin Berry and a second by Mr. David Cook.

Ms. Erin Berry	Yes
Mr. David Cook	Yes
Mrs. Shirley Jackson	Yes
Mr. Jeff Norris	Yes
Mr. Bryan Woodruff	Absent

#### **Bid Award #FY180022 Administrative Offices for Bartlett City Schools**

**Motion Passed:** Belz Construction was named for the Bid Award #FY180022 for the Administrative Offices for Bartlett City Schools passed with a motion by Mr. David Cook and a second by Ms. Erin Berry.

Ms. Erin Berry	Yes
Mr. David Cook	Yes
Mrs. Shirley Jackson	Yes
Mr. Jeff Norris	Yes
Mr. Bryan Woodruff	Absent

#### **Resolution 5-8 Education Capital Fund Budget Amendment**

**Motion Passed:** Resolution 5-8 Education Capital Fund Budget Amendment passed with a motion by Ms. Erin Berry and a second by Mr. David Cook.

Ms. Erin Berry	Yes
Mr. David Cook	Yes
Mrs. Shirley Jackson	Yes
Mr. Jeff Norris	Yes
Mr. Bryan Woodruff	Absent

**ADJOURNMENT**

The meeting was adjourned at 7:26 p.m.

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Shirley Jackson  
Chairman

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Dr. David A. Stephens  
Superintendent

## **POLICY 3018: Student Transportation Management REVISED FIRST READING**

### Generally

Transportation shall be provided for all Bartlett residents who live more than 1 ½ miles by the nearest accessible route from the school to which they are assigned. Transportation shall not be provided for resident students attending a non-assigned school or for non-resident students. All accidents, regardless of the damage involved, must be reported to the Transportation Supervisor, including incidents in which any part of the bus contacts any other object or vehicle. The Superintendent shall develop procedures to ensure compliance with the statutory and regulatory requirements for the District's student transportation program.

### Transportation Supervisor

The Superintendent shall appoint a Transportation Supervisor who shall be responsible for the monitoring and oversight of transportation services for the District. Upon being appointed, the Transportation Supervisor shall complete a student transportation management training program developed jointly by the Tennessee Department of Safety and Tennessee Department of Education. Each year thereafter, the Transportation Supervisor shall complete a minimum of four (4) hours of student transportation management training. The Transportation Supervisor shall ensure that all transportation records are collected and maintained in accordance with state law and State Board rules and regulations.

### Contracted Bus Service

The Superintendent shall contract for student transportation services annually or as otherwise authorized by the Board. School buses shall be ~~maintained and~~ operated in accordance with ~~State and Federal law and State Board Rules and Regulations,~~ and the Superintendent shall ensure that the following requirements are satisfied.<sup>1</sup>

- a) Each school bus and all related equipment shall be maintained in condition to operate safely at all times during the school year and shall conform to specifications set forth by the State Board of Education and National Highway Traffic Safety Administration.
- b) Each school bus shall be equipped with the phone number for reporting safety complaints on its rear bumper.
- c) Each school bus driver shall obey all applicable state rules and regulations.
- d) Each contractor shall have on file in the Superintendent's office a current statement of liability and property damage insurance coverage in the amounts prescribed by State Board rules.
- e) Each school bus driver shall follow BCS policies regarding the transportation of students or the prohibition against transporting BCS students.
- f) Each school bus driver shall pass an annual physical and mental examination, a drug screen, and a background check or shall be prohibited from transporting BCS students.
- g) Each school bus driver must possess the proper license with school bus and passenger endorsements.
- h) Each contractor shall participate fully in the complaint process and recordkeeping requirements as outlined below.

### Transportation Related Complaints

Students, parents, teachers, staff, and community members are encouraged to report school

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<sup>1</sup> T.C.A. §49-6-2109; TRR/MS 0520-1-5

bus safety complaints on a form that is developed by the Transportation Supervisor. The complaint form shall be available in each school's main office, the Central Office, and on the District's website. Complaints may also be reported to the telephone number displayed on the bumper of each school bus serving the District. If a complaint is received via telephone, the person designated to receive calls shall complete the complaint form and submit it to the Transportation Supervisor. Each complaint form will be time and date stamped upon receipt by the District.

The Transportation Supervisor shall ensure that the investigation of all safety related complaints is commenced within twenty-four (24) hours of receipt. Within forty-eight (48) hours of receipt of a complaint, a preliminary report shall be issued to the Superintendent and shall include the following information:

- a) The time and date of receipt of the complaint;
- b) A copy or summary of the complaint;
- c) The name of the driver of the school bus on which the complaint arose;
- d) A list of all prior complaints or disciplinary actions, if any, taken against the driver.

Within sixty (60) school days of receipt of the complaint, the Transportation Supervisor shall ensure that a final report is submitted to the Superintendent including any findings and any action taken in response to the complaint.

#### Recordkeeping

The Transportation Supervisor shall ensure the following records are collected and maintained:

- a) Bus maintenance and inspection forms;
- b) Bus driver credentials, including required background checks, health records, and performance reviews;
- c) Driver training records;
- d) Accident reports; and
- e) Complaints received and any records related to the investigation of those complaints.

The Transportation Supervisor shall be responsible for ensuring that this policy is included on the District's website and in each of BCS's student handbooks.

~~The school transportation program shall be monitored daily by the principals and the manager of transportation and subjected to periodic evaluations by them as necessary.~~

~~All accidents, regardless of the damage involved, must be reported to the transportation manager, including incidents in which any part of the bus contacts any other object or vehicle.~~

~~The Superintendent shall develop procedures to ensure compliance with the statutory and regulatory requirements for the transportation program.~~



**FACING HISTORY AND OURSELVES (YEAR-LONG) ELECTIVE  
2018-2019 SPECIAL COURSE APPLICATION**

**Contents of this Facing History and Ourselves (Year-Long) Application Package**

- I. Special Course District and School Information (page 2)
- II. Special Course Information (page 3)
  - Course Type
  - Course Delivery & Proposed Level
  - Content Area Credit
- III. Special Course Description (pages 4-6)
  1. Course Title
  2. `
  3. Course Justification
  4. How the Course was Developed
  5. Course Developers: Names and Titles
  6. Pertinent/Additional Course Information
- IV. **NOT APPLICABLE:** CTE Course Information (page 7)
- V. 2018-19 Special Course Local (Shelby County Schools) Approval and Assurances Form (page 8)
- VI. Special Course Information for the *Facing History and Ourselves Year-Long* Elective (page 9-10)
  - Content Area(s)
  - Credits
  - Prerequisites
  - Teacher Endorsement & Requirements
  - Course Description
  - Student Learning Goals
  - Student Outcomes
- VII. Tennessee State Academic Standards Course Alignment (pages 11-22)



## FACING HISTORY AND OURSELVES (YEAR-LONG) ELECTIVE 2018-2019 SPECIAL COURSE APPLICATION

DISTRICT AND SCHOOL INFORMATION	
Special Course Name: Facing History & Ourselves (Year-Long)	
School District Name: <b>Bartlett City Schools</b>	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 2018-19 school year:	
Bartlett High School: 0025	

FACING HISTORY AND OURSELVES (YEAR-LONG) ELECTIVE SPECIAL COURSE INFORMATION	
Type of Course <input type="checkbox"/> Career and Technical Education	<input type="checkbox"/> Enrichment
<input type="checkbox"/> General Education	<input type="checkbox"/> Special Populations
Course Delivery Model: Will any portion of this course be delivered online? <input type="checkbox"/> No <input checked="" type="checkbox"/> Yes <input type="checkbox"/> Blended	If Online Delivery: <input checked="" type="checkbox"/> Asynchronous <input type="checkbox"/> Synchronous
Proposed Level of Special Course: <input type="checkbox"/> Introduction (Level 1) <input type="checkbox"/> Intermediate (Level 2) <input checked="" 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 type="checkbox"/> English Language Arts	<input type="checkbox"/> Career and Technical Education
<input type="checkbox"/> Math	Specify career cluster: _____
<input type="checkbox"/> Science	<input type="checkbox"/> Other Specify subject(s) included: _____
<input checked="" type="checkbox"/> Social Studies	

Special course standards are attached and include all appropriate references to Tennessee Academic Standards  No  Yes

**FACING HISTORY AND OURSELVES (YEAR-LONG) ELECTIVE  
2018-2019 SPECIAL COURSE APPLICATION**

**FACING HISTORY AND OURSELVES (YEAR-LONG) ELECTIVE  
SPECIAL COURSE DESCRIPTION**

**1. Course Title:** *Facing History and Ourselves (Year-Long)*

**2. Course Description:** [Brief course description which includes the overall goals of the course.]

This year-long course draws from the content and methodology of Facing History and Ourselves, an international education foundation focusing on curriculum and teacher development. Facing History engages teachers and students in an examination of racism, prejudice, and antisemitism in order to promote the development of a more humane informed citizenry. Facing History and Ourselves utilizes college level preparatory strategies to increase students' historical understanding and stimulate students' abilities to think and write critically while fostering tolerance, civility, humanity, and compassion. Course pedagogy relies heavily on methods of the humanities--inquiry, analysis, and interpretation--to promote the knowledge, value, and the 21st Century skills needed to preserve and protect democracy. The interdisciplinary approach begins with issues of identity, moves to a consideration of history, the fragility of democracy, judgment, and ends with examples of positive civic participation. Throughout, students and teachers confront the moral questions inherent in a study not only of racism, antisemitism, and violence but also of courage, caring, and compassion.

Through a rigorous examination of the events that led to the Holocaust and issues of membership throughout

United States History, students come to understand that few events in history are inevitable. Most are the result of choices made by countless individuals and groups. Even the smallest of those decisions may have profound consequences that affect generations to come. Students are asked to reflect on the decisions made by the historical figures they study, as well as, the impact of the choices they make every day in their own lives.

How can a study of the Holocaust and other examples of collective violence in world history inform the way we think and act as global citizens today? This question guides our journey throughout the course. It is shaped by three core values fundamental to the mission of FHAO:

1. **Intellectual Rigor:** Students are challenged to develop a deep understanding of history and its relation to their lives through an exposure to rich content, stimulating classroom discussion, activities, and thought provoking assignments.
2. **Ethical Reflection:** The intellectual rigor of this course is rooted in the habit of ethical reflection by students. They ponder the moral implications of decision making and human behavior embedded in the study of historical examples of collective violence.
3. **Emotional Engagement:** Students become emotionally attuned to the past and present lives they study and discuss.
4. **Civic Agency:** Students develop a heightened sense of civic responsibility throughout this FHAO journey.

By the end of this course students learn to appreciate how their own efforts do contribute to building a civil society locally, nationally, and globally.



## FACING HISTORY AND OURSELVES (YEAR-LONG) ELECTIVE 2018-2019 SPECIAL COURSE APPLICATION

**3. Provide justification for offering this special course (reason for including this course in the school program):**

Facing History and Ourselves offers this course in 4 different versions:

- Facing History & Ourselves (Semester Honors)
- Facing History & Ourselves (Semester)
- Facing History & Ourselves (Year-Long Honors)
- Facing History & Ourselves (Year-Long)

The rationale for this is that there are over 30 high schools throughout the state that offer this course to their students. This array of schools includes: Izone, standard, optional, charter and specialized STE(A)M academies. Many of these schools have site-specific schedules. Therefore, the different versions of this course have been created in order to accommodate the differentiated scheduling needs of the schools and students we serve.

For over 40 years, Facing History and Ourselves has engaged students and teachers of diverse backgrounds in an examination of racism, prejudice, and antisemitism in order to promote the development of a more humane, informed citizenry. This year-long in-depth study of human behavior during this pivotal moment in history allows students to deeply analyze the small steps that led to the atrocities of the Holocaust. This academically rigorous course is aligned to Tennessee's State Social Studies Standards and Tennessee's State English Language Arts College and Career Readiness Anchor Standards. This course is designed to develop student's literacy skills and utilizes innovative college level preparatory teaching strategies to increase students' historical understanding, and stimulate students' abilities to think and write critically while fostering tolerance, civility, humanity, and compassion. Course pedagogy relies heavily on methods of the humanities--inquiry, analysis, and interpretation--to promote the knowledge, value, and the 21<sup>st</sup> Century skills needed to preserve and protect democracy. In 2012 the U.S. Department of Education report spotlighted Facing History as a "Next Generation Leader" in civics education in American schools. Studies show that incorporating this course into a school program increases student engagement and historical reasoning, improves students' social, emotional and ethical awareness, moral reasoning, intergroup relations and civic learning; thus promoting safer, more tolerant and inclusive school climate and culture. Additionally, educators who teach this elective participate in ongoing Facing History professional development throughout the school year. Facing History elective teachers report increased teacher and student efficacy, engagement, and empathy; all of which have been shown to positively impact student academic outcomes.

**4. Describe how this course was developed:** The Facing History and Ourselves Elective courses draw from the content and methodology of Facing History and Ourselves, Inc. an international educational non-profit founded in 1976, which focuses on high quality curriculum and teacher development. The mission of Facing History and Ourselves is to engage students of diverse backgrounds in an examination of racism, prejudice, and antisemitism in order to promote the development of a more humane and

## FACING HISTORY AND OURSELVES (YEAR-LONG) ELECTIVE 2018-2019 SPECIAL COURSE APPLICATION

informed citizenry. This course was developed as humanities based history course in Memphis, TN. The course was approved by the TN DOE in 2002 and was piloted by 2 schools (Whitehaven and Ridgeway High School). Shortly there after, a study by Harvard University demonstrated that the Facing History and Ourselves content and pedagogy increases social competence skills-including the student's ability to understand other's point of view, to listen well to peers, and to be active participants in promoting social justice. Each year new schools and teachers request the opportunity to offer an elective course that will enable them to more deeply explore with their students the issues raised through the Facing History curriculum. The course is now taught in over 30 high schools (public, private, charter, and parochial) in Memphis, Frayser and the greater Shelby County area, as well as, Arlington, Germantown, Collierville, Bartlett, and Chattanooga.

5. **List the names/titles of individuals who developed the course:** Margot Stern Strom, Founder and former Executive Director; Phyllis Goldstein, Senior Associate for Curriculum Resource Development; Adam Strom, Chief Officer for Content and Innovation; Daniel Sigward, Researcher and Curriculum Writer. Syllabus designed by Sarah Stuart, Sr. Program Associate

6. **Provide any other pertinent information about this course:**

- A. **Proposed instructional methods and activities:** Socratic seminar, reflective journal writing, collaborative inquiry and discussion, text-dependent questions, research-based argumentative writing, oral presentation, mini-lectures, project-based learning, debate, analysis and interpretation of primary and secondary sources, and interactive online modules.
- B. **Procedure for evaluating the success of this course:** Both informal and formal evaluations will be used to assess students. **Informal Assessments:** reflective journal entries, online module and class participation; **Formal Assessments:** Socratic seminars using evidence logs, text-dependent questions, note catchers and rubrics, ongoing vocabulary and content-based quizzes, exams, research-based argumentative essay, project-based presentation, debate, analysis of primary and secondary sources.



**FACING HISTORY AND OURSELVES (YEAR-LONG) ELECTIVE  
2018-2019 SPECIAL COURSE APPLICATION**

**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 2018-19 school year, upload a detailed transition plan which outlines how the district will phase out this course for the 2019-20 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.



**FACING HISTORY AND OURSELVES (YEAR-LONG) ELECTIVE  
2018-2019 SPECIAL COURSE APPLICATION**

<b>2018-19 FACING HISTORY AND OURSELVES (YEAR-LONG) SPECIAL COURSE LOCAL APPROVAL AND ASSURANCES</b> <i>Required for all special course applications.</i>	
Special Course Name: Facing History and Ourselves (Year-Long) Elective	
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

## FACING HISTORY AND OURSELVES (YEAR-LONG) ELECTIVE 2018-2019 SPECIAL COURSE APPLICATION

### Facing History and Ourselves (Year-Long) Elective

Special Course Information	
<b>Content Area/Career Cluster:</b>	Social Studies
<b>Credit(s):</b>	1 (One Credit) Year Long Course Hours of instruction: 135 (based on 67.5 per semester)
<b>Pre-Requisite(s):</b>	Course name(s) and course code(s) World History & Geography: The Industrial Revolution to the Contemporary World Course Code: 3415
<b>Early Postsecondary Opportunities:</b>	If applicable, list postsecondary institution N/A
<b>Industry Certifications:</b>	If applicable, list certification name, level/module, and certifying agency N/A
<b>Teacher Requirements:</b>	Endorsements: (One or more of the following): 421—History (7-12); 422—Geography (7-12); 423—Government (7-12); 424—Economics (7-12); 425—Sociology (9-12); 426—Psychology (9-12)  Facing History Required trainings: *In order to be qualified to teach the Facing History and Ourselves Elective Course teachers MUST: <ul style="list-style-type: none"> <li>• Attend the Facing History and Ourselves: Holocaust and Human Behavior seminar.</li> <li>• Participate in ongoing Advanced Elective follow-up workshops, seminars, and conferences.</li> </ul>

**Course Description:** [Brief course description which includes the overall goals of the course.]

This year-long course draws from the content and methodology of Facing History and Ourselves, an international education foundation focusing on curriculum and teacher development. Facing History engages teachers and students in an examination of racism, prejudice, and antisemitism in order to promote the development of a more humane informed citizenry. Facing History and Ourselves utilizes college level preparatory strategies to increase students' historical understanding, and stimulate students' abilities to think and write critically while fostering tolerance, civility, humanity, and compassion. Course pedagogy relies heavily on methods of the humanities--inquiry, analysis, and interpretation--to promote the knowledge, value, and the 21st Century skills needed to preserve and protect democracy. The interdisciplinary approach begins with issues of identity, moves to a consideration of history, the fragility of democracy, judgment, and ends with examples of positive civic participation. Throughout, students and teachers confront the moral questions inherent in a study not only of racism, antisemitism, and violence but also of courage, caring, and compassion. Through a rigorous examination of the events that led to the Holocaust and issues of membership throughout United States History, students come to understand that few events in history are inevitable. Most are the result of choices made by countless individuals and groups. Even the smallest of those decisions may have profound consequences that affect generations to come. Students are asked to reflect on the decisions made by the historical figures they study, as well as, the impact of the choices they make every day in their own lives. How can a study of the Holocaust and other examples of collective violence in world history inform the

## FACING HISTORY AND OURSELVES (YEAR-LONG) ELECTIVE 2018-2019 SPECIAL COURSE APPLICATION

way we think and act as global citizens today? This question guides our journey throughout the course. It is shaped by three core values fundamental to the mission of FHAO:

1. **Intellectual Rigor:** Students are challenged to develop a deep understanding of history and its relation to their lives through an exposure to rich content, stimulating classroom discussion, activities, and thought provoking assignments.
2. **Ethical Reflection:** The intellectual rigor of this course is rooted in the habit of ethical reflection by students. They ponder the moral implications of decision making and human behavior embedded in the study of historical examples of collective violence.
3. **Emotional Engagement:** Students become emotionally attuned to the past and present lives they study and discuss.
4. **Civic Agency:** Students develop a heightened sense of civic responsibility throughout this FHAO journey.

By the end of this course students learn to appreciate how their own efforts do contribute to building a civil society locally, nationally, and globally.

### Student learning goals of this course/program:

This course is designed to:

- Foster students' critical thinking, reading comprehension, inquiry, writing, speaking and listening skills; Increase students' historical understanding, reasoning, and their capacity to connect history to contemporary events and their own lives;
- Empower students to actively participate in society and civic life.

### Upon completion of the Facing History course, students will:

- Utilize critical thinking and inquiry skills to analyze primary, secondary, and literary sources.
- Apply historical reasoning in selecting, evaluating and citing evidence from text to support, modify or refute claims; articulate and formulate plausible thesis statements, arguments, and conclusions.
- Analyze the influence of propaganda, conformity and obedience on human behavior;
- Evaluate economic, political, and cultural elements that influence the fragility of democracy, contemplate the dangers to civil liberties and basic freedoms when a democracy is subjected to extreme crisis
- Examine the processes of dehumanization in a society; identify some of the preconditions and conditions for genocide to occur;
- Identify some legacies of the Holocaust;
- Explore other contemporary examples of human rights violations (e.g. genocide, discrimination) and assess the effectiveness of responses to such violations (e.g. NGO's, media scrutiny, political responses, military intervention, international tribunals, etc.)
- Demonstrate foundational digital media literacies: **Digital literacy** is the ability to effectively and critically navigate, evaluate and create information using a range of digital technologies. **Research literacy** refers to the ability to perform effective, critical online research; knowledge of academically appropriate protocols for selection, citation and attribution of source materials; and knowledge of fair use and copyright issues. (See syllabus for details).

**FACING HISTORY AND OURSELVES (YEAR-LONG) ELECTIVE  
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The Facing History and Ourselves (Year-Long) Elective Course is aligned to the following Tennessee State Interdisciplinary Standards

**Course Standards Alignment to Tennessee's Academic Standards:**

1. Tennessee's State Standards for World History & Geography Grades 9-12
2. Tennessee's State Standards for United States History & Geography Grades 9-12
3. Tennessee's State Standards for Psychology: Sociocultural Context Domain Social Interactions (9-12)
4. Tennessee's State Standards for United States Government and Civics Grades 9-12
5. Tennessee English Language Arts Standards Grades 9-12

**1. TN State Standards for World History and Geography**

W.23 Evaluate primary source documents while analyzing the role of political and economic rivalries, ethnic and ideological conflicts, domestic discontent, disorder, propaganda, and nationalism in mobilizing the civilian population in leading to the outbreak of World War I. (C, E, P)

W.26 Explain how the Russian Revolution and the entry of the United States into the conflict affected the course and outcome of the war. (H, P)

W.27 Argue human rights violations and genocide, including the Armenian genocide in Turkey, through collaborative discussions. (C, P)

W.28 Explain the nature of the war and its human costs (military and civilian) on all sides of the conflict, including unprecedented loss of life from prolonged trench warfare. (C, E, H, P)

W.29 Trace advances in weaponry, the belief that the "Great War" would end war, and disarmament movements. (H)

W.30 Describe the effects of the war and resulting peace treaties on population movement, environmental changes resulting from trench warfare, the international economy, and shifts in the geographic and political borders of Europe and the Middle East. (E, G, H, P)

W.31 Analyze the aims and negotiating roles of world leaders, including Woodrow Wilson's Fourteen Points, and the causes and effects of the United States' rejection of the League of Nations on world politics. (H, P)

W.32 Compare the conflicting aims and aspirations of the conferees at Versailles and the Treaty of Versailles'

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economic and moral effects on Germany. (C, E, G, H, P)

W.33 Explain how the outcome of World War I contributed to nationalist movements in the Middle East, India, Africa, and Southeast Asia. (C, H, P)

W.34 Analyze various accounts of the impact of World War I on women and minorities. (C, H)

W.37 Describe the collapse of international economies in 1929 that led to the Great Depression, including the relationships that had been forged between the United States and European economies after World War I. (E, H)

W.38 Gather information from multiple sources describing issues of overproduction, unemployment, and inflation. (E, P)

W.39 Use technology to produce, publish, and update individual or shared writing projects describing how economic instability led to political instability in many parts of the world and helped to give rise to dictatorial regimes such as Adolf Hitler's in Germany and the military's in Japan. (E, H, P)

W.40 Explain the widespread disillusionment with prewar institutions, authorities, and values that resulted in a void that was later filled by totalitarians. (C, H, P)

W.43 Analyze the assumption of power by Adolf Hitler in Germany and the resulting acts of oppression and aggression of the Nazi regime. (C, H, P)

W.45 Compare the German, Italian, and Japanese drives to expand their empires in the 1930s, including atrocities in China, Italian invasion of Ethiopia, German militarism, and the Stalin- Hitler Pact of 1939. (C, G, H, P)

W.46 Explain the role of appeasement, isolationism, and the domestic distractions in Europe and the United States prior to the outbreak of World War II. (H, P)

W.47 Identify and locate the Allied and Axis powers and explain the major battles of the Pacific and European theaters of war including the blitzkrieg, Dunkirk, Battle of Britain, Stalingrad, Normandy, Midway, Battle of the Bulge, Iwo Jima, and island hopping. (G, H, P)

W.48 Analyze the major turning points of the war, key strategic decisions, and the resulting war conferences and political resolutions, with emphasis on the importance of geographic factors. (G, H, P)

W.49 Utilize primary and secondary sources to describe the contributions and roles of leaders during the war,

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including Winston Churchill, Franklin Delano Roosevelt, Emperor Hirohito, Hideki Tōjō, Adolf Hitler, Benito Mussolini, Joseph Stalin, Harry Truman, Douglas MacArthur, and Dwight Eisenhower. (H, P)

W.50 Write an opinion piece on the impact of the Holocaust on the Jewish populations in Europe and Israel. (C, G, P)

W.52 Describe the casualties of the war, with particular attention to the civilian and military losses in Russia, Germany, Britain, the United States, China, and Japan. (C, H, P)

W.53 Evaluate the goals, leadership, and postwar plans of the principal allied leaders: the Atlantic Conference, Yalta, and the Potsdam Conference using text evidence. (H, P)

W.54 Summarize the reasons for the establishment of the United Nations and the main ideas of the Universal Declaration of Human Rights and their impact on the globalization of diplomacy and conflict and the balance of power. (C, H, P)

W.55 Describe the nature of reconstruction in Europe after 1945, including the purpose of the Marshall Plan, creation of NATO, and division of Germany. (E, G, H, P)

W.56 Explain the origins, significance, and effect of the establishment of the State of Israel. (G, H, P)

**Primary Documents and Supporting Texts to Consider:** excerpts from Wilfred Owen's "Dulce et Decorum Est"; excerpts from Erich Maria Remarque's "All Quiet on the Western Front"; excerpts from Adolph Hitler's "Mein Kampf"; excerpts from "The Nuremberg Laws"; excerpts from Elie Wiesel's "Night."

## 2. TN State Standards for United States History and Geography

US.26 Explain the causes of World War I in 1914 and the reasons for the initial declaration of United States' neutrality. (G, H, P)

US.27 Justify with supporting detail from text, the reasons for American entry into World War I, including the use of unrestricted submarine warfare by the Germans, the Zimmerman Note, the defense of democracy, and economic motivations. (E, H, P).

US.28 Identify and explain the impact of the following events and people during World War I: (G, H, P, TN)

- Major turning points
- Impact of trench warfare
- Use of new weapons and technologies
- Herbert Hoover

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US.29 Analyze the aims and negotiating roles of world leaders, including Woodrow Wilson's Fourteen Points, and the causes and effects of the United States' rejection of the League of Nations on world politics. (H, P)

### **Between the Wars and World War II (1921-1947)**

*Students analyze the inter-war years and America's participation in World War II.*

US.54 Examine the impact of American actions in foreign policy in the 1920's, including the refusal to join the League of Nations, the Washington Disarmament Conference, and the Kellogg- Briand Pact. (H, P)

US.56 Analyze the reasons for and consequences of the rise of fascism and totalitarianism in Europe during the 1930's, including the actions of Hitler, Mussolini, and Stalin. (H, P)

US.57 Examine President Roosevelt's response to the rise of totalitarianism, including the Quarantine Speech, the Four Freedoms Speech, the Atlantic Charter, and Lend-Lease. (E, P)

US.58 Explain the reasons for American entry into World War II, including the attack on Pearl Harbor. (H, P)

US.59 Identify and locate on a map the Allied and Axis countries and the major theatres of the war. (G)

US.62 Identify the roles played and significant actions of the following individuals in World War II: (H, P)

- |                      |                      |
|----------------------|----------------------|
| · Franklin Roosevelt | · Benito Mussolini   |
| · Winston Churchill  | · Hideki Tōjō        |
| · Joseph Stalin      | · Dwight Eisenhower  |
| · Harry Truman       | · George C. Marshall |
| · Adolph Hitler      | · Douglas MacArthur  |

US.70 Examine the American reaction and response to the Holocaust. (C, H, P) US.71 Explain major outcomes of the Yalta and Potsdam Conferences. (G, H, P)

US.72 Identify and explain the reasons for the founding of the United Nations, including the role of Cordell Hull. (P, H, TN)

### **3. TN State Standards for Psychology: Sociocultural Context Domain Social Interactions**

P.52 Describe the relationship between attitudes (implicit and explicit) and behavior.

P.53 Identify persuasive methods used to change attitudes.

P.54 Describe the power of the situation.

P.55 Describe the effects of others' presence on individuals' behavior.

P.56 Describe how group dynamics influence behavior and how an individual influences group behavior.

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P.57 Elaborate on the nature and effects of stereotyping, prejudice, and discrimination.

P.59 Discuss influences on aggression and conflict.

P.62 Identify how cultures change over time and vary within and across nations.

P.63 Analyze the relationship between culture and conceptions of self and identity.

P.64 Interpret and explain the psychological research that examines race and ethnicity.

P.66 Discuss how privilege and social power structures relate to stereotypes, prejudice, and discrimination.

P.69 Examine how perspectives affect stereotypes and treatment of minority and majority groups in society.

### **4. TN State Standards for United States Government and Civics**

GC.8 Assess the claims, reasoning, and evidence of various authors to analyze the tensions within our Republic and the importance of maintaining a balance between the following concepts: (H, P)

- Majority rule and individual rights
- Liberty and equality
- State and national authority in a federal system
- Civil disobedience and the rule of law
- Freedom of the press and censorship
- Relationship of religion and government
- Relationship of legislation and morality
- Government regulation and free enterprise

GC.32 Cite textual evidence to defend a point of view about the meaning and importance of a free and responsible press. (P)

GC.34 Explain how public officials use the media to communicate with the citizenry and to shape public opinion. (P)

GC.35 Analyze the meaning and importance of each of the rights guaranteed under the Bill of Rights and how each is secured (e.g., freedom of religion, speech, press, assembly, petition, and privacy). (P)

GC.36 Explain how economic rights are secured and their importance to the individual and to society, including the right to acquire, use, transfer, and dispose of property; right to choose one's work; the purpose of labor unions; copyrights and patents. (P)

GC.37 Describe the individual's legal obligations to obey the law, serve as a juror, and pay taxes. (P)

GC.38 Connect insights gained from appropriate informational text to describe the obligations of civic-

mindedness, including voting, being informed on civic issues, volunteering and performing public service, and serving in the military or alternative service. (P)

GC.39 Describe the reciprocity between rights and obligations, that is enjoying rights means fulfilling certain obligations and respecting the rights of others. (P)

GC.41 Summarize the central ideas of iconic primary documents to identify the fundamental values and principles of a free society and evaluate their meaning and importance, including the writings and speeches of Thomas Jefferson, Abraham Lincoln, Franklin Roosevelt, John Kennedy, and Ronald Reagan.

GC.42 Explain how civil society provides opportunities for individuals to associate for social, cultural, religious, economic, and political purposes. (C, P)

GC.43 Explain how civil society makes it possible for people, individually or in association with others, to bring their influence to bear on government in ways other than voting and elections. (C, P)

GC.44 Examine the historical role of religion and religious diversity and their impact on society. (C, H, P)

GC. 45 Compare and contrast the relationship of government and civil society in constitutional democracies to the relationship of government and civil society in authoritarian and totalitarian regimes. (H, P)

## **5 Tennessee English Language Arts Standards Grades 9-12**

### **Facing History and Ourselves Course Alignment to Updated TENNESSEE ENGLISH LANGUAGE ARTS STANDARDS:**

One of the primary goals of the content and pedagogy of Facing History and Ourselves is to increase students' efficacy and outcomes as it relates to historical understandings and reasoning. Furthermore, Facing History and Ourselves seeks to help students make the essential connections between history and its relevance to the events we see unfolding today. In order to have an informed understanding of history and to be able to take informed civic action, it is important that students also work to hone their literacy skills while in a social studies context. The Facing History and Ourselves course uses thematic conceptual frameworks, rooted in an exploration of rigorous fiction and nonfiction texts, as well as, documentary film and other multi-media resources, so students can explore this complex history through a critical lens from a variety of perspectives. Although this is a Social Studies course, it is directly aligned with several of the essential components of the new TN English Language Arts Standards. In the Facing History and Ourselves course, students practice language, reading, writing, speaking, and listening skills everyday. English Language Arts Standards are taught using scaffolding strategies throughout the course, therefore, the 9-10 and the 11-12 strands for many of the NEW ELA standards have been included below. While the course includes the use of fictional literary resources, for the purposes of this application we have placed a primary focus on the alignment of standards for informational texts. The ELA standards listed below are met through a variety of research-based instructional strategies, which include, but are not limited to: *(see curriculum guide for specific content and instructional strategy examples)*.



- **READING and LANGUAGE:** Daily reading and critical analysis of complex texts, which include acquisition of both domain specific and academic vocabulary and demonstrating a command of standard English.
- **WRITING:** Regular writing activities, such as journal writing, responding to short answer and essay text dependent questions, and completing a culminating argumentative essay.
- **SPEAKING and LISTENING:** Ongoing structured discussions, such as Socratic seminars; and formal assessments based on multi-media presentations.

### Tennessee LANGUAGE STANDARDS: Conventions of Standard English

- **Standard #1 Cornerstone:** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
  - 11-12.L.CSE.1** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; consider complex and contested matters of usage and convention.
  - 9-10.L.CSE.1** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; use effective parallel structure and various types of phrases and clauses to convey specific meaning and add variety and interest to writing or presentations.

### Tennessee READING STANDARDS: Vocabulary Acquisition and Use

- **Standard #6 Cornerstone:** Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the post-secondary and workforce level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
  - 11-12.L.VAU.6** Acquire and accurately use general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the post-secondary and workforce readiness level; demonstrate independence in building vocabulary knowledge when considering a word or phrase important to comprehension or expression.
  - 9-10.L.VAU.6** Acquire and accurately use general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the post-secondary and workforce readiness level; demonstrate independence in building vocabulary knowledge when considering a word or phrase important to comprehension or expression.

### Tennessee READING STANDARDS: Key Ideas and Details

- **Standard #1 Cornerstone:** Read closely to determine what a text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

#### LITERATURE

- 11-12.RL.KID.1** Analyze what a text says explicitly and draw inferences; support an interpretation of a text by citing and synthesizing relevant textual evidence from multiple sources.
- 9-10.RL.KID.1** Analyze what a text says explicitly and draw inferences; cite the strongest, most compelling textual evidence to support conclusions.



### INFORMATIONAL TEXT

**11-12.RI.KID.1** Analyze what a text says explicitly and draw inferences; support an interpretation of a text by citing and synthesizing relevant textual evidence from multiple sources.

**9-10.RI.KID.1** Analyze what a text says explicitly and draw inferences; cite the strongest, most compelling textual evidence to support conclusions.

### Tennessee READING STANDARDS: Craft and Structure

- **Standard #4 Cornerstone:** Interpret words and phrases as they are used in a text, including technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

#### INFORMATIONAL TEXT

**11-12.RI.CS.4** Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text.

**9-10.RI.CS.4** Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone.

- **Standard #6 Cornerstone:** Assess how point of view or purpose shapes the content and style of a text.

#### INFORMATIONAL TEXT

**11-12.RI.CS.6** Determine an author's point of view and/or purpose in a text, analyzing how style and content contribute to its effectiveness.

**9-10.RI.CS.6** Determine an author's point of view or purpose and analyze how an author uses rhetoric to advance that point of view or purpose.

### Tennessee READING STANDARDS: Integration of Knowledge and Ideas

- **Standard #7 Cornerstone:** Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.

#### INFORMATIONAL TEXT

**11-12.RI.IKI.7** Evaluate the topic or subject in multiple diverse formats and media.

- **Standard #8 Cornerstone:** Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

#### INFORMATIONAL TEXT

**11-12.RI.IKI.8** Evaluate how an author incorporates evidence and reasoning to support the argument and specific claims in a text.

**9-10.RI.IKI.8** Evaluate how reasoning and evidence affects the argument and specific claims in a text.

- **Standard #9 Cornerstone:** Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches an author takes.

#### INFORMATIONAL TEXT

**11-12.RI.IKI.9** Analyze and evaluate a variety of thematically-related texts of historical and literary significance for their topics, facts, purposes, and rhetorical features.

**9-10.RI.IKI.9** Analyze a variety of thematically-related texts of historical and literary significance for the way they address related topics, facts, and concepts.

### Tennessee READING STANDARDS: Range of Reading and Level of Text Complexity

- **Standard #10 Cornerstone:** Read and comprehend complex literary and informational texts independently and proficiently.

#### LITERATURE & INFORMATIONAL TEXT

**12.RL.RI.RRTC.10** Read and comprehend a variety of literature and literary nonfiction at the high end of the grades 11-12 text complexity band independently and proficiently.

**11.RL.RI.RRTC.10** Read and comprehend a variety of literature and literary nonfiction throughout the grades 11-12 text complexity band proficiently, with a gradual release of scaffolding at the higher end as needed.

**10.RL.RI.RRTC.10** Read and comprehend a variety of literature and literary nonfiction at the high end of the grades 9-10 text complexity band independently and proficiently

**9.RL.RI.RRTC.10** Read and comprehend a variety of literature and literary nonfiction throughout the grades 9-10 text complexity band proficiently, with a gradual release of scaffolding at the higher end as needed.

### Tennessee SPEAKING AND LISTENING STANDARDS: Comprehension and Collaboration

- **Standard #1 Cornerstone:** Prepare for and participate effectively in a range of conversations and collaborations with varied partners, building on others' ideas and expressing their own clearly and persuasively.

**11-12.SL.CC.1** Initiate and participate effectively with varied partners in a range of collaborative discussions on appropriate 11-12 grade topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

**9-10.SL.CC.1** Initiate and participate effectively with varied partners in a range of collaborative discussions on appropriate 9-10 grade topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

- **Standard #2 Cornerstone:** Integrate and evaluate information presented in diverse media formats, such as visual, quantitative, and oral formats.

**11-12.SL.CC.2** Integrate multiple sources of information presented in diverse media formats in order to make informed decisions and solve problems; evaluate the credibility and accuracy of each source and note any discrepancies among the data.

**9-10.SL.CC.2** Integrate and evaluate multiple sources of information presented in diverse media formats; evaluate the credibility and accuracy of each source.

### Tennessee SPEAKING AND LISTENING STANDARDS: Presentation of Knowledge and Ideas

- **Standard #4 Cornerstone:** Present information, findings, and supporting evidence such that listeners can follow the line of reasoning; the organization, development, and style are appropriate to task, purpose, and audience.

**11-12.SL.PKI.4** Present information, findings, and supporting evidence, conveying a clear and distinct perspective so that listeners can follow the line of reasoning; address alternative or opposing perspectives; and organize and develop substance and style appropriate to task, purpose, and audience.

9-10.SL.PKI.4 Present information, findings, and supporting evidence clearly, concisely, and logically, so that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

### Tennessee WRITING STANDARDS: Text Types and Protocol

- **Standard #1 Cornerstone:** Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

**11-12.W.TTP.1** Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning supported by relevant and sufficient evidence.

- Introduce precise claim(s).
- Develop claim(s) and counterclaim(s) fairly, supplying evidence for each claim and counterclaim while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.
- Create an organization that establishes cohesion and clear relationships among claim(s), counterclaim(s), reasons, and evidence.
- Provide a concluding statement or section that follows from and supports the argument presented.
- Use precise language and domain-specific vocabulary to manage the complexity of the topic.
- Establish and maintain a formal style and objective tone.

**9-10.W.TTP.1** Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning supported by relevant and sufficient evidence.

- Introduce precise claim(s).
- Develop claim(s) and counterclaim(s) fairly, supplying evidence for each claim and counterclaim while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.
- Create an organization that establishes cohesion and clear relationships among claim(s), counterclaim(s), reasons, and evidence.
- Provide a concluding statement or section that follows from and supports the argument presented.
- Use precise language and domain-specific vocabulary to manage the complexity of the topic.
- Establish and maintain a formal style and objective tone.

### Tennessee WRITING STANDARDS: Text Types and Protocol

- **Standard #2 Cornerstone:** Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

**11-12.W.TTP.2** Write informative/explanatory texts to analyze, synthesize, and convey complex ideas, concepts, and information clearly and accurately through the effective selection and organization of content.

- Provide an introduction that is relevant to the rest of the text and effectively engages the audience.
- Organize ideas to create cohesion and clarify relationships among ideas and concepts, including but not limited to use of appropriate and varied transitions.



- c. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
- d. Provide a concluding statement or section that follows from and supports the information or explanation presented.
- e. Use appropriate formatting, graphics, and multimedia to aid comprehension
- f. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
- g. Establish and maintain a formal style and objective tone.

**9-10.W.TTP.2** Write informative/explanatory texts to analyze and convey complex ideas, concepts, and information clearly and accurately through the effective selection and organization of content.

- a. Provide an introduction that is relevant to the rest of the text and effectively engages the audience.
- b. Organize ideas to create cohesion and clarify relationships among ideas and concepts, including but not limited to use of appropriate and varied transitions.
- c. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
- d. Provide a concluding statement or section that follows from and supports the information or explanation presented.
- e. Use appropriate formatting, graphics, and multimedia to aid comprehension.
- f. Use precise language and domain-specific vocabulary to manage the complexity of the topic.
- g. Establish and maintain a formal style and objective tone.

### Tennessee WRITING STANDARDS: Research to Build and Present Knowledge

- **Standard #7 Cornerstone:** Conduct short as well as more sustained research projects based on focus questions, demonstrating new understanding of the subject under investigation.
  - 11-12.W.RBPK.7** Conduct and write short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem by narrowing or broadening the inquiry when appropriate, synthesizing multiple sources on the subject, and demonstrating a new understanding of the subject under investigation.
  - 9-10.W.RBPK.7** Conduct and write short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem by narrowing or broadening the inquiry when appropriate, synthesizing multiple sources on the subject, and demonstrating a new understanding of the subject under investigation.
- **Standard #8 Cornerstone:** Integrate relevant and credible information from multiple print and digital sources while avoiding plagiarism.
  - 11-12.W.RBPK.8** Use advanced searches effectively, assessing the credibility and effectiveness of sources in answering a research question; integrate relevant and credible information selectively, while avoiding plagiarism and overreliance on any one source and following a standard format for citation.
  - 9-10.W.RBPK.8** Use multiple search terms to generate a variety of print and digital sources; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.



- **Standard #9 Cornerstone:** Draw evidence from literary or informational texts to support analysis, reflection, and research.
  - 11-12.W.RBPK.9** Support and defend interpretations, analyses, reflections, or research with evidence found in literature or informational texts, applying grade band 11-12 standards for reading to source material.
  - 9-10.W.RBPK.9** Support and defend interpretations, analyses, reflections, or research with evidence found in literature or informational texts, applying grade band 9-10 standards for reading to source material.

### **Tennessee WRITING STANDARDS: Range of Writing**

- **Standard #10 Cornerstone:** Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
  - 11-12.W.RW.10** Write routinely over extended time frames and shorter time frames for a range of tasks, purposes, and audiences.
  - 9-10.W.RW.10** Write routinely over extended time frames and shorter time frames for a range of tasks, purposes, and audiences.