

BARTLETT CITY BOARD OF EDUCATION
BARTLETT CITY BOARD OF EDUCATION BUSINESS MEETING
BUSINESS MEETING AGENDA BARTLETT CITY SCHOOLS DISTRICT OFFICE
AUDITORIUM 5705 STAGE ROAD, BARTLETT 7:00 PM
PO Box 341148
Bartlett, TN 38134
March 28, 2019
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 28, 2019 Board Meeting Minutes

REPORTS

Chairman's Report

Superintendent's Report

General Counsel's Report

Tennessee Legislative Network (TLN) Representative Report

Financial Report

UNFINISHED BOARD BUSINESS

BOARD ACTION ITEMS

New Board Business

Policy 4009: Promotion and Retention REVISED FIRST READING

The First Reading of Revised Policy 4009: Promotion and Retention 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

Policy 6011: Student Medicines REVISED FIRST READING

The First Reading of Revised Policy 6011: Student Medicines 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

2019-2020 Special Course Application

The 2019-2020 Special Course Application for Facing History and Ourselves 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

Gym Floor Project - Appling Middle School by Sports Floors

The Gym Floor Project for Appling Middle School by Sports Floors in the amount of \$105,591.58 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: Aye, Bryan Woodruff: Aye

Gym Floor Project - Bon Lin Middle School by Sports Floors

The Gym Floor Project for Bon Lin Middle School by Sports Floors in the amount of \$126,511.60 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

Video and Installation Project - Central Office Auditorium by Howard Technology Solutions

The Video and Installation Project for the Central Office auditorium and conference rooms by Howard Technology Solutions in the amount of \$42,599.00 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

BHS Stadium Lighting Project - PLACEHOLDER

The BHS Stadium Lighting Project by Musco Lighting System in the amount of \$304,670.00 passed with a motion by Bryan Woodruff and a second by Mr. Jeff Norris.

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

Resolution 6-8 Education Capital Projects Fund and Fund Balance Amendment

Resolution 6-8 Education Capital Projects Fund and Fund Balance Amendment passed with a motion by Bryan Woodruff and a second by Mr. Jeff Norris.

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

Resolution 6-9 Accept Surplus Property

Resolution 6-9 Accept Surplus Property passed with a motion by Mr. David Cook and a second by Mr. Jeff Norris.

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**

**AUDITORIUM
5705 STAGE ROAD, BARTLETT**

**FEBRUARY 28, 2019
7:00 P.M.**

INVOCATION AND PLEDGE OF ALLEGIANCE

The Elementary Honor Choir performed prior to the Board Meeting in our new lobby. Board Member Bryan Woodruff said a prayer. The Elementary Honor Choir sang the National Anthem and everyone recited the Pledge of Allegiance. Superintendent Stephens thanked the Choir and their teachers.

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:

Mr. David Cook

Mrs. Shirley Jackson

Mr. Jeff Norris

Mr. Bryan Woodruff

Absent Board Members:

Ms. Erin Berry

SPECIAL PRESENTATIONS

We congratulate our All State Orchestra musicians on their accomplishments and wish them well as they prepare to perform at the TMEA state music conference in April 2019. Their teacher is Michael Neal. The students were recognized and presented a certificate.

Allison Lock, 11, All West & All State

Kevin Flanary, 10, All West & All State

Below are the Gold Key winners in the 2019 Scholastic Art and Writing Contest. These students are on track to compete in the national competition. This is the largest group of Gold Key winners in our school system's history. The students were recognized and presented a certificate.

Bartlett Ninth Grade Academy-

Amanda Tutor, Teacher

David Burks

Aeryn Clark

Andrew Cunningham (4 Gold Key awards)

Sarah Gorham

Autumn Oels

Natalia Ramos

Jocelyn Rocha

Tierstin Taylor (2 Gold Key awards)

Bartlett High School-

Amanda Tutor, Teacher

Jessie Bradley

Hannah Gilmer

Flora Schumacher (2 Gold Key awards)

Addison Sigler

Bon Lin MS-Sydney Smith, Teacher

James Sanders

PUBLIC COMMENT

No public comments.

APPROVAL OF AGENDA

Chairman Jackson requested that Item #3 Policy 6011 - Student Medicines be removed and the addition of Item #16 Tenure Charges. Board Member Jeff Norris made the motion to approve the agenda as amended. Board Member David Cook seconded the motion. With all ayes, the amended agenda was approved.

APPROVAL OF MINUTES OF PREVIOUS MEETINGS

January 24, 2019 Business Meeting Minutes

Board Member David Cook made the motion to approve the January 24, 2019 Board Business Meeting Minutes. Board Member Bryan Woodruff seconded the motion. With all ayes, the Board Business Meeting Minutes were approved.

REPORTS

Chairman's Report

Chairman Jackson recently visited Oak Elementary for Author Day and Bartlett Elementary for Read Across America.

Superintendent's Report

Jeff Thomason and Aleesha White with Watkins Uiberall reviewed the recently completed audit and shared highlights in a PowerPoint presentation.

Superintendent Dr. David Stephens provided the Board with the following updates:

- The Bartlett Education Foundation Grant Showcase was a great success.
- The BCS Employment Fair was last week and we had over 250 people attend.
- We attended the State of TN Safety and Security meeting today in Jackson.
- The BCS Teacher of the Year Banquet will be held April 11th.
- Construction at the high school has been slowed by the rain. We are monitoring the work and hoping for dry weather. At this time they do not believe it has created a significant delay.
- Boys' Basketball is playing in the Regional Championship game tonight and will play Monday in the Sectionals.

General Counsel's Report

No report.

Tennessee Legislative Network (TLN) Representative Report

Bryan Woodruff, TLN Representative noted that he met recently with Representative Tom Leatherwood. They had a very productive conversation.

Financial Report

The January 2018-19 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

BCS Local Adoption of Textbooks

Motion Passed: The BCS Local Adoption of Textbooks passed with a motion by Mr. David Cook and a second by Mr. Bryan Woodruff.

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

BCS Instructional Calendar 2019-2020 REVISED

Motion Passed: The BCS Instructional Calendar 2019-2020 as Revised passed with a motion by Mr. David Cook and a second by Mr. Bryan Woodruff.

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

Bartlett City Board of Education Meeting Schedule 2019-2020

Motion Passed: The Bartlett City Board of Education Meeting Schedule 2019-2020 passed with a motion by Mr. Bryan Woodruff and a second by Mr. Jeff Norris.

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

Bid for Bartlett High School FF & E

Motion Passed: The Bid for Bartlett High School FF & E awarded to Knowledge Tree, Office Interiors and Wenger in the amount of \$1,567,003.46 passed with a motion by Mr. David Cook and a second by Mr. Bryan Woodruff.

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

Bid for Bartlett High School HVAC Roof Top Units

Motion Passed: Bid #190006 for Bartlett High School HVAC Roof Top Units awarded to M & A Supply in the amount of \$122,286.50 passed with a motion by Mr. Bryan Woodruff and a second by Mr. Jeff Norris.

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

Bid for Bartlett High School Training Center

Motion Passed: Bid #190009 for Bartlett High School Training Center awarded to A & B Construction in the amount of \$455,154.00 passed with a motion by Mr. Bryan Woodruff and a second by Mr. David Cook.

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

Bid for Altruria Elementary Asphalt Project

Motion Passed: Bid #190005 for Altruria Elementary Asphalt Project awarded to Fossett Paving Company in the amount of \$82,105.00 passed with a motion by Mr. Bryan Woodruff and a second by Mr. David Cook.

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

Resolution 6-6 Education Capital Projects Fund and Fund Balance Amendment

Motion Passed: Resolution 6-6 Education Capital Projects Fund and Fund Balance Amendment passed with a motion by Mr. Bryan Woodruff and a second by Mr. Jeff Norris.

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

Student Teaching Affiliation Agreement with The University of Memphis
Student Teaching Affiliation Agreement with Christian Brothers University
Student Teaching Affiliation Agreement with Harding University
Student Teaching Affiliation Agreement with Western Governors University
Student Teaching Affiliation Agreement with Grand Canyon University
Student Teaching Affiliation Agreement with Vanderbilt University

Motion Passed: The approval of grouping the six Student Teaching Affiliation Agreements into one agenda item passed with a motion by Mr. David Cook and a second by Mr. Bryan Woodruff.

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

Motion Passed: The Student Teaching Affiliation Agreements with University of Memphis, Christian Brothers University, Harding University, Western Governors University, Grand Canyon University and Vanderbilt University passed with a motion by Mr. David Cook and a second by Mr. Bryan Woodruff.

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

Resolution 6-7 Tenure Charges

Dr. David Stephens read the Written Charges directed to Elizabeth Ann Butner into the Record.



WRITTEN CHARGES DIRECTED TO ELIZABETH ANN BUTNER

I, Dr. David A. Stephens, Superintendent of the Bartlett City Board of Education, charge Elizabeth Ann Butner, a tenured teacher, with the following offenses:


I. Description of Charges:

- a. Conduct unbecoming to a member of the teaching profession T.C.A. § 49-5-501(3).
- b. Insubordination T.C.A. §49-5-501(7).

II. Examples of actions in support of the Charges include, but are not limited to:

- a. Ms. Butner engaged in inappropriate physical contact with a student when she pulled a student's hair at a school sponsored bowling event. Ms. Butner unlawfully, unnecessarily, and/or unjustifiably intervened in a dispute between a student and that student's parent, and Ms. Butner pulled the student's hair as a means of redirection and/or discipline.
- b. Ms. Butner engaged in inappropriate explicit conversations with students. Specifically, Ms. Butner discussed sexual acts, specific sex toys, and related sexual jokes with students at a sanctioned bowling tournament in Hardin County, Tennessee.
- c. Ms. Butner engaged in inappropriate conversations with students. Specifically, on at least two separate occasions, Ms. Butner used profane and/or embarrassing language when referring to a student's body and a student's homework.
- d. Violation of Tennessee Teacher Code of Ethics.
- e. Violation of BCBE Policy 5024: Ethics.
- f. Violation of BCS written and verbal directives as presented in annual mandatory professionalism training.

Based on the foregoing Charges, individually and/or collectively, I recommend the dismissal of Elizabeth Ann Butner.


Dr. David A. Stephens, Superintendent
Bartlett City Board of Education

Date: February 28, 2019

www.bartlettschools.org O: 901.202.0855 F: 901.202.0854

Bartlett City Schools offers educational and employment opportunities without regard to race, color, creed, national origin, religion, sex, age, or disability and adheres to the provisions of the Family Educational Rights and Privacy Act (FERPA).

Bethany Horn, Board Secretary read Resolution 6-7 Tenure Charges against Elizabeth Ann Butner into the Record.



RESOLUTION 6-7

BE IT RESOLVED, that the Bartlett City Board of Education at its February 28, 2019 meeting has entertained written Charges made by Dr. David A. Stephens, Superintendent, against Elizabeth Ann Butner, a tenured teacher in the Bartlett City Schools district, and the Board finds that the Charges individually and/or collectively are of such a nature as to warrant the dismissal of Ms. Butner as a tenured teacher. The charges shall be made a part of the Minutes of this Board, and the Superintendent shall give the teacher a copy of said Charges, this Resolution, and a copy of the form which has been provided by the State Commissioner of Education advising teachers of their legal rights and recourse under the Tennessee Teacher Tenure Act.

On this 28th day of February, 2019.

CERTIFIED a true copy of the Resolution



Chairman of the Board
Bartlett City Board of Education

Motion Passed: Resolution 6-7 Tenure Charges passed with a motion by Mr. Jeff Norris and a second by Mr. Bryan Woodruff.

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

ADJOURNMENT

The Board Meeting adjourned at 8:00 p.m.

Shirley Jackson
Chairman

Dr. David A. Stephens
Superintendent

Bartlett City Board of Education		4009
Descriptor Term: PROMOTION AND RETENTION	Descriptor Code: Instructional Services	Issue Date: 06/23/2014
	Rescinds:	Revised:

1 Promotion

2 The Superintendent or his/her designee shall promote students to the next grade level
3 based on the successful completion of required academic work and on the satisfactory
4 progress in relevant academic areas. However, no student enrolled in the third grade shall
5 be promoted unless the student has shown a basic understanding of curriculum and
6 ability to perform the skills required in the subject of reading as demonstrated by the
7 student's grades or standardized test results. This requirement shall not apply to students
8 who have participated in research-based intervention prior to the beginning of the next
9 school year or to students who have an individualized education program (IEP) pursuant
10 to 20 U.S.C. §1400 et seq.

11 Retention

12 Students who have difficulty in achieving the requirements for promotion may be
13 considered for retention. Retention will be considered on an individual basis, and factors
14 used to identify students for retention shall include, but not be limited to:

- 15 1. The student's ability to perform at the current grade level;
- 16 2. The results of local or state assessments, if applicable;
- 17 3. The overall academic achievement of the student;
- 18 4. The student's chance for success with more difficult materials if promoted;
- 19 5. Attendance; and
- 20 —Social and emotional maturity. Promotion shall be considered on the basis of what
21 is best for the child in terms of school success. Special consideration for promotion
22 and/or retention shall be given to students with special academic, social, and
23 emotional needs.
- 24 6. In the case of failing work being done by the child, the parents shall be informed early so that
25 the school and home may cooperate in helping him/her improve.

26 If a student is considered for retention, the school shall notify the student's parent or
27 guardian within fifteen (15) days of identification and develop an individualized promotion
28 plan to help the student avoid retention. All promotion plans shall include evidence-based
29 promotion strategies and materials and shall be tailored to the student's individual
30 learning needs. Promotion plans shall also include expectations and metrics to verify that

1 a student has made sufficient progress to be promoted. A copy of the student's promotion
2 plan shall be provided to the parent or guardian, and the school shall offer to hold a
3 parent-teacher conference to discuss the promotion plan.~~Retention is used to help~~
4 ~~students improve their knowledge base by providing an additional year of instruction, thus~~
5 ~~addressing the frustration and failure often associated with inadequate skills mastery.~~

6
7 A student who demonstrates sufficient progress on his or her promotion plan during the
8 school year shall be promoted to the next grade level. If a student does not make progress
9 on his or her promotion plan, the promotion strategies should be modified to support the
10 student in the goal of promotion to the next grade level.

11 If a student has not demonstrated sufficient progress on his or her promotion plan by the
12 end of the school year, then the student shall be enrolled in a summer reading or learning
13 program, if available. If enrolled, a decision for retention may be made after completion
14 of the summer program but shall be communicated to the parent or guardian at least ten
15 (10) days prior to the start of the next school year. If a student is not enrolled in a summer
16 program, then a decision for retention shall be communicated to the parent or guardian
17 at least thirty (30) days prior to the start of the next school year.

18 Retention shall be considered only when it is in the best interest of the student and should
19 never be used as a punitive measure or as a voluntary delay to promotion. Retention
20 decisions shall not be based solely on English language proficiency or a student's social
21 and emotional maturity. Retention decisions affecting a student receiving special
22 education services shall be made in consultation with the IEP team.~~Retention will be~~
23 ~~considered on an individual basis. Assessment of the student in the context of the total~~
24 ~~learning situation and its attendant circumstances should be used to determine what is~~
25 ~~best for the student. If a student's ability to succeed at the next grade level is highly~~
26 ~~questionable, then consideration shall be given to conditional promotion and/or~~
27 ~~assignment to transitional classes if such classes exist.~~

28
29 The Director of Teaching and Learning or his/her designee shall monitor the progress of
30 retained students. Once a decision to retain a student has been made, the school shall
31 develop an individualized academic remediation plan incorporating evidence-based
32 support strategies prior to the start of the next school year. Any such remediation plan
33 must include at least one of the following strategies:

- 34 1. Adjustment to the current instructional strategies or materials;
- 35 2. Additional instruction time;
- 36 3. Individual tutoring outside of school hours;

- 1 4. Modification to the student's classroom assignment to ensure the student
- 2 receives instruction from a highly effective teacher; or
- 3 5. Attendance or truancy interventions.

4 A copy of the student's remediation plan shall be provided to the parent or guardian within
5 ten (10) days of its development. Factors to be considered in deciding what is best for the
6 student should include, but not be limited to, the following considerations:

- 7 ~~1. Current skill level;~~
- 8 ~~2. Student's age;~~
- 9 ~~3. Achievement potential;~~
- 10 ~~4. Previous potential;~~
- 11 ~~5. Evaluative data;~~
- 12 ~~6. Chances for success with more difficult materials when current skills are inadequate;~~
- 13 ~~7. Number of absences;~~
- 14 ~~8. Previous retention;~~
- 15 ~~9. Maturity level; and most importantly~~
- 16 ~~10. What benefits can be accomplished by retention.~~

17 ~~A student in the third grade shall not be promoted to the next grade level unless the~~
18 ~~student has shown a basic understanding of curriculum and ability to perform the skills~~
19 ~~required in the subject of reading as demonstrated by the student's grades or~~
20 ~~standardized test results. However, such student may be promoted if the student~~
21 ~~participates in a Bartlett City Schools approved research-based intervention prior to the~~
22 ~~beginning of the next school year. This provision shall not apply to students who have~~
23 ~~IEPs pursuant to 20 U.S.C. §1400 et seq.~~

24 ~~A collectively developed educational plan, which suggests different strategies and~~
25 ~~materials should be considered for every student to be retained. The Director of Teaching~~
26 ~~and Learning or his/her designee shall monitor the progress of retained students.~~

27 ~~Deficiencies in several of the above areas indicate that retention shall be considered.~~
28 ~~Retention, however, should not be used as a punitive measure or as a way to hold a~~
29 ~~student back because of parental wishes when a student's performance does not warrant~~
30 ~~it or when the school feels retention is inappropriate.~~

- 1 Parents who disagree with the decision of the teacher(s) and Principal regarding the
- 2 promotion or retention of any student may appeal the decision to the Superintendent or
- 3 his/her designee. The decision of the Superintendent or his designee shall be final.¹

¹ TRR/MS 0520-01-03.05(3)(b); *Tennessee State Board of Education Policy 3.300*

POLICY 6011: Student Medicines

If under exceptional circumstances a child is required to take non-prescription or prescription medication during school hours and the parent cannot be at school to administer the medication, only the school nurse, the ~~Principal,~~ or the Principal's designee will assist the student in self-administering ~~the medication if the student is competent to self-administer medicine with assistance~~ in compliance with the following regulations/guidelines:¹

1. The student must be competent to self-administer the medication with assistance;
2. The parent or guardian must give written permission for school staff to assist with self-administration of medication; and
3. A written physician's order and authorization instructions signed by the parent will be required and will include:

1. Child's name;
2. Parent or guardian's name and phone number;
3. Name of medication and reason for administration;
4. Name of physician;
5. Time medication is to be self-administered;
6. Dosage and directions for self-administration (prescription medicines must be in the original container with prescribing information; and non-prescription medicines must be in the original container with label direction and student's name);
7. Possible side effects, if known; and
8. Termination date for self-administration of the medication.

Students may not possess, store, or transport any medication unless the student is doing so in accordance with an established Individual Health Plan (IHP). The medication must be delivered to the Principal Nurse's office in person by the parent or guardian of the student unless the physician advises that the medication must be retained by the student for immediate self-administration to treat a life-threatening condition. (i.e. students with asthma). Alternative, holistic, or homeopathic medications will not be administered by any school personnel.

In the case of necessary self-administration, the administrator/nurse/designee will:

1. Inform appropriate school personnel of the medication to be self-administered;
2. Keep written instructions/physician's order and consent from parent in student's record;
3. Keep an accurate record of the self-administration of the medication;
4. Keep all medication in a locked cabinet except medication retained by a student per physician's order;
5. Return unused prescription to the parent or guardian only; and
6. Ensure that all guidelines developed by the Department of Health and the Department of Education are followed.

The parent or guardian is responsible for informing the designated official of any change in the student's health or change in medication.

¹ T.C.A. §49-5-415

A copy of this policy will be provided to a parent or guardian upon receipt of a request for long-term administration of medication.

The school nurse shall be responsible for updating and maintaining each IHP, including required parent/guardian signatures authorizing administration of medication at school.

BLOOD GLUCOSE SELF-CHECKS STUDENTS WITH DIABETES

Each student diagnosed with diabetes shall have an Individual Health Plan (IHP). Upon written request of a parent or guardian, and if included in the student's medical management plan and in the IHP, a student with diabetes shall be permitted to perform a blood glucose check or administer insulin using any necessary diabetes monitoring and treatment supplies, including sharps. The student shall be permitted to perform the testing in any area of the school or school grounds at any time necessary as ordered by a physician and in keeping with the guidelines set forth by the Tennessee Occupational Safety and Health Administration (TOSHA).

Sharps shall be stored in a secure, but accessible location, including the student's person, until use of such sharps is appropriate.

Use and disposal of sharps shall be in compliance with the guidelines set forth by the Tennessee Occupational Safety and Health Administration (TOSHA).²

Guidelines

In addition to the requirements of each IHP for the care of students with diabetes, the District shall adhere to the following guidelines and training requirements:

1. Maintain on file physicians' orders and parent/guardian permission and instructions for any medication to be administered at school;
2. Complete and maintain volunteer personnel training as described below and in accordance with the *Guidelines for Use of Health Care Professionals and Health Care Procedures in a School Setting*;
3. Assess competency and independent skill in blood glucose monitoring by the student and/or trained personnel;
4. Provide the most appropriate setting for glucose monitoring as determined by the school principal, school nurse, the student, the parent/guardian, and the student's health care provider.
5. Permit students with diabetes unrestricted access to necessary food, water, and bathroom facilities on schedule and as needed.
6. School meals shall not be withheld due to inability to pay. Meal charges shall be billed and collected in accordance with Board policy.

ANTI-SEIZURE MEDICATIONS

School personnel, who volunteer, under no duress or pressure and who have been properly trained by a registered nurse may administer anti-seizure medications, including glucagon, epinephrine, and diazepam gel, to a student in an emergency situation if such medication is provided for by the student's Individual Health Plan. Training provided to volunteer school personnel shall be in accordance with the *Guidelines for Use of Health Care Professionals and Health Care Procedures in a School Setting* and shall evaluate the competencies necessary to

² T.C.A. §49-5-415(d)(7)

administer anti-seizure medications. All volunteers trained to administer anti-seizure medications shall also be trained in cardiopulmonary resuscitation (CPR).

If a school nurse or licensed health care professional is immediately available, then such nurse or health care professional shall administer anti-seizure medications. When a school nurse or health care professional is not immediately available, a trained volunteer may administer anti-seizure medication.

Prior to administration of an anti-seizure medication to a student by a school nurse or volunteer school personnel in an emergency situation, the parent or guardian shall provide written authorization to administer the medication at school. The request shall include:

1. Written authorization to administer the medication at school;
2. A written statement from the student's health care practitioner containing the student's name, name and purpose of the medication, the prescribed dosage, the route of administration, the frequency that the medication may be administered, and the circumstances under which the medication may be administered; and
3. Prior to its date of expiration, the prescribed medication to the school in its unopened, sealed package, with the intact label affixed by the dispensing pharmacy.

The written authorization shall be kept on file in the office. Unless rescinded in writing, the authorization shall be effective for the entirety of the school year in which it is granted.

The school nurse shall check monthly the expiration date for each anti-seizure medication in possession of the school. At least one (1) month prior to the expiration date of each medication, the school nurse or principal shall inform the parent or guardian of the expiration date.

A student's parent or guardian who has given the school written authorization to administer anti-seizure medication shall, in accordance with the student's IHP, notify the principal or school nurse if anti-seizure medication or prescription over-the-counter medicines are administered to the student at a time at which the student is not present at school. The student's IHP shall set forth with specificity the requirements of reporting administration of medication and for the dissemination of such information to volunteer school personnel trained to administer anti-seizure medication. The notification shall be given after administration of medication before or at the beginning of the next school day in which the student is in attendance.

STUDENTS WITH PANCREATIC INSUFFICIENCY OR CYSTIC FIBROSIS

The parent or legal guardian of a student diagnosed with pancreatic insufficiency or cystic fibrosis shall notify the District of the student's diagnosis. Once notified, an IHP shall be developed by a registered nurse in collaboration with the family, student, student's healthcare providers, and school personnel for the management of pancreatic insufficiency or cystic fibrosis while in school, participating in school-sponsored activities, and in transit to or from school or school-sponsored activities. The IHP shall be child-specific and shall address or include:

1. A written format for nursing assessment that includes health status, risks, concerns, and strengths;
2. Nursing diagnoses;
3. Interventions;
4. Delegation;
5. Training;
6. Expected outcomes; and

7. Goals to:

- A. Meet the healthcare needs of a student with pancreatic insufficiency or cystic fibrosis; and
- B. Protect the safety of all students from the misuse or abuse of medication.

With written authorization from the healthcare provider and parent, a student with pancreatic insufficiency or cystic fibrosis shall be allowed to carry and self-administer pancreatic enzymes.

STUDENTS WITH ADRENAL INSUFFICIENCY

The parent or legal guardian of a student diagnosed with adrenal insufficiency shall notify the District of the student's diagnosis and shall provide the school with medication prescribed by the student's licensed health care provider. Once notified, the District shall train necessary school personnel who will be responsible for administering medication for the treatment of adrenal crisis. Such training shall be conducted under the supervision of a physician or nurse practitioner or by any other health care professional licensed by state law under the supervision of a physician or nurse practitioner. The training shall include, at a minimum, the following:

1. General information about adrenal insufficiency and the dangers associated with adrenal insufficiency;
2. Recognition of the symptoms of a person who is experiencing an adrenal crisis;
3. The types of medications that are available for treating adrenal insufficiency; and
4. Proper administration of medications that treat adrenal insufficiency.

The District shall annually offer training to employees who volunteer to be responsible for the administration of the medication for the treatment of adrenal crisis. If a student is suffering from an adrenal crisis, a school nurse or other licensed health care professional may administer the prescribed medication to the student. When a school nurse or health care professional is not immediately available, properly trained school personnel may administer the prescribed medication in an emergency situation. School personnel that are not health care professionals shall not administer adrenal insufficiency medications unless they have received appropriate training.

The District shall maintain a record of all school personnel who have completed adrenal insufficiency training.

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)**
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FACING HISTORY AND OURSELVES ELECTIVE 2019-2020 SPECIAL COURSE APPLICATION

DISTRICT AND SCHOOL INFORMATION		
Special Course Name: Facing History & Ourselves (Year-Long)		
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 2019-20 school year:		
Bartlett Ninth Grade Academy: 025		
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 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 checked="" 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.

**FACING HISTORY AND OURSELVES ELECTIVE
2019-2020 SPECIAL COURSE APPLICATION**

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.

English Language Arts

Math

Science

Social Studies

Fine Arts

World Language

Wellness & P.E.

Special Populations

Career and Technical Education

Specify career cluster: _____

Other Specify subject(s) included:

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

FACING HISTORY AND OURSELVES ELECTIVE 2019-2020 SPECIAL COURSE APPLICATION

FACING HISTORY AND OURSELVES (YEAR-LONG) ELECTIVE SPECIAL COURSE DESCRIPTION
<p>1. Course Title: <i>Facing History and Ourselves (Year-Long)</i></p>
<p>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:</p> <ol style="list-style-type: none"> 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. <p>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.</p>
<p>3. Provide justification for offering this special course (reason for including this course in the school program):</p>

FACING HISTORY AND OURSELVES ELECTIVE 2019-2020 SPECIAL COURSE APPLICATION

- Facing History & Ourselves (Semester)

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 21st 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 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

FACING HISTORY AND OURSELVES ELECTIVE 2019-2020 SPECIAL COURSE APPLICATION

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.

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CAREER AND TECHNICAL EDUCATION (CTE) COURSES <i>Complete this section if CTE credit will be awarded.</i>
<p>1. Will this course be included in a CTE Special Program of Study application? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No <i>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.</i></p>
<p>2. Explain how this course fits into a CTE Special Program of Study aligned with postsecondary and local/regional labor market opportunities.</p>
<p>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</p>
<p>4. Are there identified early postsecondary opportunities and/or industry certifications aligned to this course? <i>If yes, please list the postsecondary institution and/or the certifying agency.</i></p>
<p>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.</p>

**FACING HISTORY AND OURSELVES ELECTIVE
2019-2020 SPECIAL COURSE APPLICATION**

2017-18 FACING HISTORY AND OURSELVES (YEAR-LONG) SPECIAL COURSE LOCAL APPROVAL AND ASSURANCES <i>Required for all special course applications.</i>	
Special Course Name: Facing History and Ourselves (Year-Long) Elective	
School District: Bartlett City Schools	
<p>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.</p>	
Date of Approval by Local Board of Education:	
Chairperson's Signature	Date
Director of Schools' Signature	Date

FACING HISTORY AND OURSELVES ELECTIVE 2019-2020 SPECIAL COURSE APPLICATION

Facing History and Ourselves Elective

Special Course Information	
Content Area/Career Cluster:	Social Studies
Credit(s):	.5 (Half Credit) Semester Course Hours of instruction: 67.5
Pre-Requisite(s):	Course name(s) and course code(s) None
Early Postsecondary Opportunities:	If applicable, list postsecondary institution N/A
Industry Certifications:	If applicable, list certification name, level/module, and certifying agency N/A
Teacher Requirements:	<p>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)</p> <p>Facing History Required trainings: *In order to be qualified to teach the Facing History and Ourselves Elective Course teachers MUST:</p> <ul style="list-style-type: none"> • Attend the Facing History and Ourselves: Holocaust and Human Behavior seminar. • Participate in ongoing Advanced Elective follow-up workshops, seminars, and conferences.

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

FACING HISTORY AND OURSELVES ELECTIVE 2019-2020 SPECIAL COURSE APPLICATION

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 ELECTIVE 2019-2020 SPECIAL COURSE APPLICATION

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

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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, 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)

FACING HISTORY AND OURSELVES ELECTIVE 2019-2020 SPECIAL COURSE APPLICATION

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 Nuremburg 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

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)

FACING HISTORY AND OURSELVES ELECTIVE 2019-2020 SPECIAL COURSE APPLICATION

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.

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

P.59 Discuss influences on aggression and conflict.

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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.