

**GMSD Board Work Session**  
**February 27, 2025 4:30 PM**  
Board Room, GMSD Office

1. Capital Improvement Project Discussion
2. Miscellaneous FY 24-25 Budget Amendments
3. Approval of Special Course Application for Honors Humanities
4. New Club Fee: Duck-Cluck-Goose Poultry Hatching Club
5. Resolution to Meet Requirement for Teacher Bonuses Under Education Freedom Act
6. Further Business



## Germantown Municipal School District Budget Amendment

Fiscal Year: 2024-2025

Amendment # 19

GMSD Acct #	GMSD Acct	Original Budget	Approved Changes	Requested Changes	Amended Budget
142-72210-524	In-Service/Staff Development	103,277	-	858	104,135
142-47189-200	Title II Revenues	174,569	-	858	175,427
142-71100-429	Instructional Supplies & Materials	11,898	-	303	12,201
142-47146-300	Title III Revenues	18,569	-	303	18,872

**REASON FOR AMENDMENT:**

Additional allocations for Titles II and III

**APPROVAL / DENIAL:**

\_\_\_\_\_ Budget revision is approved effective \_\_\_\_\_.

\_\_\_\_\_ Budget revision is denied for the following reason(s):

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## Germantown Municipal School District Budget Amendment

Fiscal Year: 2024-2025

Amendment # 20

GMSD Acct #	GMSD Acct	Original Budget	Approved Changes	Requested Changes	Amended Budget
142-71200-312	Contracts w/Private Agencies	115,000	-	25,159	140,159
142-47143-900	IDEA Part B Revenues	2,348,456	-	25,159	2,373,615
142-99100-504	Indirect Costs	788	-	370	1,158
142-47145-910	IDEA Preschool Revenues	36,249	-	370	36,619

**REASON FOR AMENDMENT:**

Additional allocations for IDEA Part B (vision, speech therapy, etc.) and IDEA Preschool (indirect costs)

**APPROVAL / DENIAL:**

\_\_\_\_\_ Budget revision is approved effective \_\_\_\_\_.

\_\_\_\_\_ Budget revision is denied for the following reason(s):

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# Special Courses Planning Document

**Document Purpose:** The following are questions on the special course application. This document is only for district planning purposes and documentation for local board approval. All responses must be transferred to ePlan and submitted for formal review. This document will not be accepted by the Tennessee Department of Education as an official application.

## Academics Application

*A district may apply for up to twenty academic special courses.*

Cover Page
<b>School District Name:</b> Germantown Municipal School District
<b>Are you a Charter School?</b> No
<b>District Contact Name:</b> Megan Jackson
<b>Contact Email:</b> megan.jackson@gmsdk12.org
<b>Contact Phone Number (include extension):</b> 901-757-6479 ext. 7909
<b>Secondary Contact Name:</b> Missy Abel
<b>Secondary Contact Email:</b> missy.able@gmsdk12.org

Academics Course Details: Course 1		
<p><b>Which content area best describes the academic course?</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> 01 = English Language and Literature</li> <li><input type="checkbox"/> 02 = Mathematics</li> <li><input type="checkbox"/> 03 = Life and Physical Sciences</li> <li><input checked="" type="checkbox"/> 04 = Social Studies and History</li> <li><input type="checkbox"/> 05 = Visual and Performing Arts</li> <li><input type="checkbox"/> 07 = Religion</li> <li><input type="checkbox"/> 08 = Physical Health and Safety Education</li> <li><input type="checkbox"/> 22 = English Language Development (use for EL)</li> <li><input type="checkbox"/> 23 = Early Childhood (non-CTE)</li> <li><input type="checkbox"/> 24 = Foreign Language and Literature</li> <li><input type="checkbox"/> 25 = Non-Subject Specific</li> <li><input type="checkbox"/> 27 = Special Populations (only used for special courses)</li> <li><input type="checkbox"/> 28 = Philosophy</li> </ul>		
<p><b>Course Name</b> Be specific and include district name in the course title. (name+district) Humanities (Honors) Germantown Municipal School District</p>		
<p><b>Renewal</b> <b>What is the course code if previously approved special course?</b></p>		
<table style="width: 100%; border: none;"> <tr> <td style="width: 50%; border: none;"><input checked="" type="checkbox"/> Yes, previously approved special course</td> <td style="width: 50%; border: none;"><input type="checkbox"/> Not previously approved</td> </tr> </table> <p><b>Active Course Code:</b> Y04H25</p>	<input checked="" type="checkbox"/> Yes, previously approved special course	<input type="checkbox"/> Not previously approved
<input checked="" type="checkbox"/> Yes, previously approved special course	<input type="checkbox"/> Not previously approved	
<p><b>Course Level</b> Level 1 (Introduction); <span style="background-color: yellow;">Level 2 (Intermediate)</span>; Level 3 (Advanced)</p>		

**Course Justification**

*Respond to why this course should be offered to your students. Be thorough and specific. Your responses will be read by state board members pending approval.*

Honors Humanities offers students a unique and enriching opportunity to explore the foundations of human culture, creativity, and intellectual thought. This course goes beyond traditional history and literature classes by weaving together art, philosophy, religion, and political thought into a comprehensive study of human civilization.

Students who take this course will develop critical thinking, analytical, and interpretative skills essential for success in college and beyond. By engaging in Socratic seminars, art and music analyses, and project-based learning, students will refine their ability to articulate complex ideas, engage in meaningful discussions, and make connections between historical movements and contemporary issues.

In an increasingly interconnected world, understanding diverse cultural perspectives is more important than ever. This course fosters global awareness by examining how different civilizations have influenced one another and how ideas have shaped societies over time.

For students seeking an intellectually stimulating environment that promotes discussion, creativity, and a deeper appreciation for human achievement, Honors Humanities is a course that will enhance their academic experience and broaden their worldview.

**Course Description**

*Describe the course content and overview of the material to be taught. Be thorough and specific. Your responses will be read by state board members pending approval.*

Honors Humanities is an interdisciplinary exploration of human culture, creativity, and intellectual achievements, spanning from the classical world of the Greeks and Romans to the contemporary era. This course integrates literature, history, philosophy, art, music, and architecture to examine the interconnectedness of human expression and experience across time.

Students will engage with primary and secondary sources to analyze the evolution of culture and society, studying major historical periods such as the Ancient World, the Medieval and Gothic Age, the Renaissance and Reformation, the Enlightenment, and the Modern World. Through Socratic seminars, research projects, and artistic analyses, students will develop critical thinking skills while exploring fundamental human questions: Who am I? Why am I here? How should I relate to others?

Designed for students seeking an advanced, discussion-based learning experience, this course fosters a deeper appreciation for diverse cultural perspectives and the enduring influence of historical ideas on the modern world.

**Required Teacher Endorsements**

Include all that apply to the specific course content. *At least one selection must be made.*

**Pre-Requisite Course(s)**

Yes       No

If yes, list pre-requisite course(s).

<p><b>When will this course be offered?</b></p> <p><input type="checkbox"/> Semester   <input checked="" type="checkbox"/> Year-long</p>
<p><b>Credit</b></p> <p><input type="checkbox"/> 0.5   <input checked="" type="checkbox"/> 1.0</p>
<p><b>Will any portion of this Year 1 course be delivered online?</b></p> <p><input type="checkbox"/> Yes   <input checked="" type="checkbox"/> No</p> <p>If yes, online delivery will be:</p> <p><input type="checkbox"/> Synchronous   <input type="checkbox"/> Asynchronous   <input type="checkbox"/> Combination of Synchronous and Asynchronous</p>
<p><b>Course Development</b></p> <p>Describe if it is a for-profit course. If so, which one, specifically? Explain if the idea, structure, and curriculum was district developed or modeled from an existing for-profit course.</p> <p>The course was developed as a result of researching current collegiate and university Humanities course scope and syllabi coupled with an alignment to current TN Academic standards in social studies, English language arts, and fine arts.</p>
<p><b>Course Developers</b></p> <p>List the names and titles of individuals who developed this course.</p> <p>Houston High School Social Studies faculty</p>
<p><b>Tennessee Academic Standards</b></p> <p>Certify the course standards are uploaded to the required documents section and include all appropriate references to Tennessee Academic Standards. <i>Use the provided template in ePlan.</i></p> <p><input checked="" type="checkbox"/> TN Academic standards uploaded to “Required Documents” section in ePlan</p>

*Assurance statements may change or be added for each application period. Below are assurance statements that will likely appear in the formal ePlan application but are not guaranteed. Be sure to review each assurance statement in ePlan before confirming and submitting the application.*

<b>Assurance Statements</b>	
<input checked="" type="checkbox"/>	A public charter school shall certify that it has provided written notice to its authorizer of its intent to seek approval of the special course. Documentation may be requested verifying the notification to the authorizer.
<input checked="" type="checkbox"/>	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.
<input checked="" type="checkbox"/>	We understand that district special courses will not satisfy the “third lab science” graduation requirement. Consider using State Board approved standards for Scientific Research (G03H35) as it will satisfy the third lab science requirement, does not require a special course application, and a student may earn this credit multiple times for a series of special courses.
<input checked="" type="checkbox"/>	We understand that special courses and special programs of study courses are only for 9-12 grade students and are considered elective courses.
<input checked="" type="checkbox"/>	We agree to comply with and verify that this application for a special course or special program of study is not in conflict with, T.C.A. § 49-6-2206(b)(2), which prohibits the use of textbooks and instructional materials that were “created to align exclusively with the Common Core State Standards or that are marketed as Common Core textbooks or materials.”
<input checked="" type="checkbox"/>	We agree to comply with Tenn. Code Ann. § 49-6-1019 and State Board of Education Rule <a href="#">0520-12-04</a> relating to Prohibited Concepts in Instruction. We verify that the prohibited topics set forth in state law shall not be taught within this special course or special program of study.
<input checked="" type="checkbox"/>	We understand the Tennessee Department of Education or the State Board of Education may require instructional materials to be submitted for further review to include, but not limited to articles, texts, academic standards, course syllabus, links to videos or websites, and student activities or assignments. Failure to provide these materials upon request may result in a denial of the special course.
<input checked="" type="checkbox"/>	We verify that our local board of education has approved for this course to be offered. Include the date this/these course(s) was/were presented to your local board of education and appear on an official agenda and include a link to the meeting minutes.
<input checked="" type="checkbox"/>	We understand that special course requests may not include Advance Placement, International Baccalaureate, Cambridge, and Dual Enrollment courses and that special courses must align with <a href="#">Special Course Policy 3.201</a> .
<input checked="" type="checkbox"/>	We understand special courses are approved individually and not as a special program of study and must align with <a href="#">Special Course Policy 3.201</a> . The application allows a special program of study to be submitted as such; however, the special courses shall be recommended to the State Board of Education as individual courses.

<input checked="" type="checkbox"/>	We understand CTE special courses are not eligible for TISA funding.
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<b>Required Documents</b>	
<b>Course Standards Download Template</b>	Applicants download this template and completes
<b>Course Standards Upload Document</b>	Applicant uploads the completed document

# ACADEMIC STANDARDS

Name of Course	Humanities (Honors)
Course Level	Intermediate (Level 2)
District Name	Germantown Municipal School District
Subject Area	Social Studies

List all academic standards that apply to this single course.

Code	Content Standard
SSP.01	Collect data & information from a variety of primary and secondary sources including: <ul style="list-style-type: none"> <li>○ printed materials</li> <li>○ graphic representations</li> <li>○ field observations</li> <li>○ artifacts</li> </ul>
SSP.02	Critically examine a primary or secondary source in order to: <ul style="list-style-type: none"> <li>○ Extract and paraphrase significant ideas</li> <li>○ Discern differences between evidence and assertion</li> <li>○ Draw inferences and conclusions</li> <li>○ Recognize author's purpose, point of view, and potential bias</li> <li>○ Assess the strengths and limitations of arguments</li> </ul>
SSP.03	Synthesize data from a variety of sources in order to: <ul style="list-style-type: none"> <li>○ Establish accuracy and validity by comparing sources to each other</li> <li>○ Recognize disparities among multiple accounts</li> <li>○ Frame appropriate questions for further investigation</li> </ul>
SSP.04	Construct and communicate arguments citing supporting evidence to: <ul style="list-style-type: none"> <li>○ Demonstrate and defend an understanding of ideas</li> <li>○ Compare and contrast viewpoints</li> <li>○ Illustrate cause and effect</li> <li>○ Predict likely outcomes</li> <li>○ Devise new outcomes or solutions</li> </ul>
SSP.05	Develop historical awareness by: <ul style="list-style-type: none"> <li>○ Recognizing how and why historical accounts change over time</li> <li>○ Perceiving and presenting past events and issues as they might have been experienced by the people of the time, with historical empathy rather than present-mindedness</li> <li>○ Evaluating how unique circumstances of time and place create context and contribute to action and reaction</li> <li>○ Identifying patterns of continuity and change over time, making connections to the present</li> </ul>
SSP.06	Develop geographic awareness by: <ul style="list-style-type: none"> <li>○ Using the geographic perspective to analyze relationships, patterns, and diffusion across space at multiple scales (e.g., local, national, global)</li> </ul>

	<ul style="list-style-type: none"> <li>○ Analyzing and determining the use of diverse types of maps based on the origin, authority, structure, context, and validity</li> <li>○ Analyzing locations, conditions, and connections of places and using maps to investigate spatial associations among phenomena</li> <li>○ Examining how geographers use regions and how perceptions of regions are fluid</li> </ul>
AH.03	Describe how the domestication of plants and animals gave rise to stable communities. (C, E, G, H, P)
AH.05	Identify and locate early civilizations & explain why civilizations arose in those places (G, H)
AH.06	Compare and contrast the rise of early civilizations in terms of social, political, and economic development (C, E, G, H, P)
AH.07	Describe the origins and central features of Hinduism and its distinctions from other early religious traditions: <ul style="list-style-type: none"> <li>• Key Person(s): origins in Aryan traditions</li> <li>• Sacred Texts: The Vedas</li> <li>• Basic Beliefs: dharma, karma, reincarnation, and moksha (C, G, H, P)</li> </ul>
AH.08	Describe the origins and central features of Judaism and its distinctions from other early religious traditions: <ul style="list-style-type: none"> <li>• Key Person(s): Abraham, Moses</li> <li>• Sacred Texts: The Tanakh (Hebrew Bible)</li> <li>• Basic Beliefs: monotheism, Ten Commandments, emphasis on individual worth and personal responsibility (C, G, H, P)</li> </ul>
AH.10	Describe the origins and central features of Zoroastrianism <ul style="list-style-type: none"> <li>• Key Person(s): Zoroaster</li> <li>• Sacred Texts: the Avesta</li> <li>• Basic Beliefs: monotheism, dualism, and humanity (C, G, H, P)</li> </ul>
AH.13	Describe the origins and central features of Shintoism <ul style="list-style-type: none"> <li>• Key Person(s): No singular founder</li> <li>• Sacred Texts: No sacred text</li> <li>• Basic Beliefs: localized tradition that focuses on ritual practices that are carried out with discipline to maintain connections with ancient past; animism (C, H, P)</li> </ul>
AH.14	Describe the origins and central features of Buddhism: <ul style="list-style-type: none"> <li>• Key Person(s): Siddhartha Gautama (Buddha)</li> <li>• Sacred Texts: Tripitaka</li> <li>• Basic Beliefs: Four Noble Truths, Eightfold Path, Nirvana (C, H, P)</li> </ul>
AH.15	Describe the characteristics of early civilizations in Japan, with emphasis on the impact of Shinto and Buddhist traditions and the influence of Chinese culture.
AH.16	Describe the characteristics of early civilizations in China, with emphasis on the development of an empire, the construction of the Great Wall, and the Han Dynasty (C, E, G, H, P)
AH.17	Compare and contrast the impact of eastern religions (e.g., Confucianism, Taoism) on cultural traditions and social relationships (C, G, H)

AH.21	Describe early Greek society, with an emphasis on social classes, cultural traditions, and religious beliefs (C, H)
AH.24	Explain the conquest of Greece by Macedonia and the formation and spread of Hellenistic culture by Alexander the Great. (C, G, H)
AH.25	Identify the significant developments and contributions of Greece to the following: Architecture, Law, Philosophy, Art/Drama, Literature, Religious institutions, History, Medicine, Science, Language, Technology (C, E, H, P)
AH.27	Explain the social and political structures of the Roman Republic, including: the role of slavery, significance of citizenship, and development of democratic features in the government (C, E, H, P)
AH.28	Explain the rise of the Roman military and impacts of its conquests on political affairs, the economy, social structures, and spread of Roman culture (C, E, G, H, P)
AH.31	Describe the origins and central features and diffusion of Christianity: <ul style="list-style-type: none"> <li>• Key Person(s): Jesus, Paul</li> <li>• Sacred Texts: The Bible</li> </ul> Basic Beliefs: monotheism, sin and forgiveness, eternal life, Jesus as messiah (C, H, P)
AH.33	Identify the significant developments and contributions of Rome to the following: <ul style="list-style-type: none"> <li>• Architecture      Law                      Philosophy</li> <li>• Art/Drama        Literature              Religious institutions</li> <li>• History            Medicine                Science</li> <li>• Language                                      Technology (C, E, H, P)</li> </ul>
AH.36	Describe the contributions of Justinian (e.g., the codification of Roman law) and the economic and political expansion of the Byzantine Empire (C, E, H, P)
AH.37	Compare and contrast Byzantine art and architecture with previous Greek and Roman traditions (C, G, H)
AH.43	Describe cultural and scientific contributions and achievements of Islamic civilization. (C, H)
AH.48	Describe the characteristics of civilizations in the Americas, with emphasis on the Maya and Incans, in terms of geography, society, economy, and religion (C, E, G, H, P)
AH.53	Identify patterns of crisis and recovery related to the Black Death (Bubonic plague). (E, G, H)
AH.57	Examine how economic growth in the Italian city-states enabled patronage for the arts. (C,E,H)
AH.58	Describe how Renaissance art, literature, and philosophy (e.g., Petrarch) differed from those in the medieval period. (C,H)
AH.59	Compare and contrast the Italian and the Northern Renaissances, citing the contributions of writers and artists. (C,G,H)
W.03	Compare the major ideas of philosophers during the Age of Enlightenment, such as Charles- Louis de Montesquieu, Thomas Hobbes, John Locke, and Jean-Jacques Rousseau. (C, E, H, P)
W.04	Examine the causes and consequences of the English Civil War (C,E,H,P)

W.05	Identify the causes of the French Revolution, including the impact of: The American Revolution, Enlightenment Political Thought, Conflicting social classes, Governmental corruption and weakness, Economic factors
W.06	Summarize the major events of the French Revolution (e.g., storming of the Bastille, execution of Louis XVI, reign of terror), and trace the evolution of France's government from constitutional monarchy to democratic despotism to the Napoleonic Empire. (C,E,G,H,P)
W.08	Identify how the ideas of the Enlightenment inspired Thomas Jefferson and the Declaration of Independence, and compare the American Revolution with the French Revolution. (C,G,H,P)
W.10	Explain how the Agricultural Revolution, mechanization, and the "enclosure movement" led to rapid population growth, rural to urban migration, and the growth of major cities in Europe and North America. (C,E, G,H,P)
W.11	Explain the geographic and economic reasons why the Industrial Revolution began in England, including: natural resources, entrepreneurship, labor, and access to capital. (E,G,H)
W.14	Explain how scientific and technological innovations (e.g., the steam engine, new textile technology, steel processing, medical advances, electricity, and new methods of transportation) led to massive social, economic, cultural, and demographic changes. (C,E, G,H,P)
W.15	Evaluate the industrialization in Europe in terms of: <ul style="list-style-type: none"> <li>• Social benefits (e.g., increases in productivity and life expectancy)</li> <li>• Social costs (e.g., harsh working and living conditions, pollution, child labor, and income inequality)</li> <li>• Attempts to address these costs (e.g., political reform, urban planning, philanthropy, labor unionism, education reform, and public health and sanitation) (C,E, G,H,P)</li> </ul>
W.17	Define nationalism, and explain how nationalism, cultural geography, and physical geography contributed to the unification of nations, such as Germany and Italy. (C,G,H,P)
W.18	Describe the rise of anti-Semitism in Europe during this time period (C,G,H,P)
W.19	Define imperialism, and analyze reasons for 19th century imperialism, including: competition between empires, cultural justifications, and the search for natural resources and new markets in response to rapid industrialization. (C,E,G,H,P)
W.21	Analyze the outcomes of the Berlin Conference and the impact of superimposed boundaries on African indigenous populations, and compare the geographic progression of imperialistic claims on the African continent by European empires. (C,E,G,H,P)
W.39	Analyze the cultural, economic, and intellectual trends of the 1920s (C,E,H,T)
S.08	Explain how the various components of culture form a whole culture (C)
S.10	Compare and contrast various cultures of the world (C)
S.14	Identify and evaluate the functions of social institutions (e.g., family, education, religion, economy, government, etc.). (C,E,P)

S.20	Classify types of social groups that exist in society (i.e., reference groups, primary groups, secondary groups, in-groups, out-groups, etc.). (C)
S.21	Describe group roles, their dynamics, and their impact on group behavior. (C)
S.29	Identify common patterns of social inequality (i.e., privilege, poverty, power, race, ethnicity, class, gender, etc.). (C)
S.30	Analyze effects of social inequality on groups and individuals (e.g., life chances, social problems, achievement, education, inter- and intra- group conflict among groups and individuals, etc.). (C)
P.38	Describe the relationship between attitudes (implicit and explicit) and behavior, including attributes associated with different types of behavior.
P.39	Describe the situational effects and group dynamics associated with individual behavior, including how an individual can influence group norms.
P.43	Define culture and diversity
P.44	Examine cultural change, including variations within and across nations, and consider the following factors using psychological research: gender, race, ethnicity, socioeconomic status, and societal norms.
P.45	Explain how social power structures relate to stereotypes, prejudice, and discrimination.
P.46	Examine how perspectives influence stereotypes and the treatment of minority and majority groups in society.
11-12.LCSE.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.
11-12.L.CSE.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; when reading and writing, use knowledge of punctuation to enhance sentence style to support the content of the sentence; write and edit work so that it conforms to a style guide appropriate for the discipline and writing type.
11-12.L.KL.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening; consult references for guidance, and apply an understanding of syntax to the study of complex texts.
11-12.L.VAU.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on 11th -12th grade-level text by choosing flexibly from a range of strategies.
11-12.L.VAU.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings in grades 11-12 reading and content; interpret figures of speech in context and analyze their role in a text; analyze nuances in the meaning of words with similar denotations.
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.

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.
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.
11-12.RL.CS.4	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings and language that is stylistically poignant and engaging.
11-12.RL.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
11-12.RL.RRTC.10	Read and comprehend a variety of literature at the high end of the grades 11-12 text complexity band independently and proficiently.
11-12.RI.RRT.10	Read and comprehend a variety of literary nonfiction at the high end of the grades 11-12 text complexity band independently and proficiently.
11-12.SL.CC.1	Initiate and participate effectively with varied partners in a range of collaborative discussions on appropriate 11th - 12th grade topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
11-12.SL.PKI.5	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.
Fine Arts Standard 4.1	Demonstrate an understanding of the ways in which history and culture influence the production of art and architecture. <ul style="list-style-type: none"> <li>Identify artworks in a specific time period that show the influence of changes or advances in society (i.e., historical events, technology, cultural ideas).</li> </ul>
Fine Arts Standard 4.2	Research, analyze, and explain how visual art/architecture reflects and influences societies and cultures. <ul style="list-style-type: none"> <li>Compare and contrast how the art/architecture of a given period simultaneously reflects and influences change in its culture.</li> </ul>
Gen. Music 8.1	Compare stylistic characteristics of two or more arts within a particular historical period. <ul style="list-style-type: none"> <li>Compare a musical work to another art work (i.e., dance, theatre, or visual art) within the same historical period.</li> </ul>
Gen. Music 8.2	Explore the relationship between the arts and other academic disciplines. <ul style="list-style-type: none"> <li>Identify the relationship of music to another academic discipline (e.g., science, history, language arts, world languages).</li> </ul>



## **GBOE RESOLUTION 02/2024-2025**

### **A RESOLUTION OF THE GERMANTOWN BOARD OF EDUCATION AFFIRMING THAT GMSD WOULD LIKE TO PARTICIPATE IN SECTION 4 OF THE EDUCATION FREEDOM ACT OF 2025**

**WHEREAS**, the Tennessee General Assembly passed the “Education Freedom Act of 2025” during the first Extraordinary Session of the 114<sup>th</sup> General Assembly; and

**WHEREAS**, Section 4 of said law provides that, “the department of education shall award a one-time bonus in the amount that is no less than two thousand dollars (\$2,000) to each teacher employed in a kindergarten through grade twelve (K-12) public school in this state for the 2024-2025 school year”; and

**WHEREAS**, Section 4 of said law also provides that, “In order to receive funds from the department for purposes of awarding the teacher bonuses described in subsection (a) the local board of education for the LEA must first adopt a resolution affirming that the LEA would like to participate in Section 4 of the Education Freedom Act of 2025”; and

**WHEREAS**, the aforementioned law provides in Section 4 that, “ ‘teacher’ has the same meaning as ‘existing educator’, as that term is defined in § 49-3-104.”

**NOW, THEREFORE, BE IT RESOLVED, THAT**, the Germantown Board of Education hereby affirms that GMSD would like to participate in Section 4 of the “Education Freedom Act of 2025”.

On this \_\_\_\_\_ day of February 2025.

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**Angela Griffith, Chair**  
**Germantown Municipal School District**  
**Board of Education**

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**Jason Manuel, Superintendent**  
**Germantown Municipal School District**  
**Board of Education**