

GMSD Board Work Session
February 10, 2026 5:30 PM
Board Room, GMSD Office

1. Discussion of Insurance Changes & Historical Adjustments
2. Miscellaneous FY 25-26 Budget Amendment #7-9
3. Approval of Special Course Application for *Honors Facing History and Ourselves*
4. Further Business



Germantown Municipal School District Budget Amendment

Fiscal Year: 2025-2026

Amendment # 7

GMSD Acct #	GMSD Acct	Original Budget	Approved Changes	Requested Changes	Amended Budget
141-72310-207	Medical Insurance	500,000		2,469,274	2,969,274
263-79100-280	Health Insurance Claims	6,226,575		2,469,274	8,695,849
263-42100	Employer Contributions	4,675,360		2,469,274	7,144,634
141-39000	Reserves - General Purpose Fund	24,368,712		(2,469,274)	21,899,438
					-
					-
					-
					-
					-
					-

REASON FOR AMENDMENT:

To fund additional board contribution to cover medical and pharmacy claims for the remainder of FY26

APPROVAL / DENIAL:

_____ Budget revision is approved effective _____.

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

 GMSD Board Chair Date

 GMSD Superintendent Date



Germantown Municipal School District Budget Amendment

Fiscal Year: 2025 - 2026

Amendment # 8

GMSD Acct #	GMSD Acct	Original Budget	Approved Changes	Requested Changes	Amended Budget
141-72310-207	Medical Insurance	500,000		30,726	530,726
263-79100-281	Stop Loss Premiums	1,100,000	-	30,726	1,130,726
263-42100	Employer Contributions	4,675,360	-	30,726	4,706,086
141-39000	Reserves - General Purpose Fund	24,368,712	-	(30,726)	24,337,986
		-	-		-

REASON FOR AMENDMENT:

To fund additional board contribution to cover the increase in stop loss premium renewal fees for FY26

APPROVAL / DENIAL:

_____ Budget revision is approved effective _____.

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

GMSD Board Chair Date

GMSD Superintendent Date

FACING HISTORY AND OURSELVES

Name of Course	Facing History and Ourselves
Course Level	3 - Advanced (Honors)
District Name	Germantown Municipal School District
Subject Area	04=Social Studies and History
Credit	.5
Current Course Code	Y04HB0H

Course Justification:

Facing History & Ourselves has long been part of our social studies curriculum. For almost 50 years, Facing History and Ourselves has taken a student-centered approach to teaching and learning which has been applied to the cultivation of this academically rigorous course which directly aligns to Tennessee

Academic Standards in Social Studies and English Language Arts. This unique Facing History elective course uses an in-depth case-study approach with a focus on two pivotal moments in history: the Holocaust and the Armenian Genocide, and it is designed to develop students' historical understanding, literacy, and communication skills. This course utilizes innovative college level preparatory pedagogy and teaching strategies, several of which support current social studies practices embedded within the TN Academic Standards for social studies courses.

Course curriculum includes the use of both informational text and content related literature, along with informational and argumentative writing. Course pedagogy relies heavily on methods of the humanities--inquiry, analysis, and interpretation--to promote the knowledge, agency, and the 21st Century skills needed to preserve and protect democracy. The distinct interdisciplinary approach of this social studies course likewise aligns with Tennessee English Language Arts Standards.

The Facing History Course achieves these standards by providing primary and secondary resources and mediated texts that are complex and ask students to struggle productively, yet the design of the lessons allow for students to expand, strengthen, and develop a strong academic vocabulary as they consider a word or phrase important to comprehension or synthesis. Each lesson includes general academic and content related, domain specific words and phrases, supported by a glossary of over 175 terms. The strategies implemented in each lesson emphasize continued vocabulary growth and literacy skill development as students

engage in analyzing what a text says explicitly, drawing logical inferences, and citing textual evidence to support conclusions in collaborative discussions that promote students' ability to listen carefully and build on peer input, as well as write arguments to support claims with clear reasons and relevant evidence. The lessons in the course curriculum promote the integration of information presented in different media or formats, such as tables, images, film, diagrams, and text, to develop a coherent understanding of a topic or issue. The included readings, primary and secondary source documents, and their accompanying lesson plans are designed to build comprehension skills utilizing a text complexity designed for grades 9 - 12, with a gradual release of scaffolding at the high end as needed.

Facing History and Ourselves offers an important elective opportunity for students to reinforce and further develop reading, critical thinking, and writing skills by analyzing & synthesizing information from multiple informational, historical, and literary sources, which serves to reinforce the generalization of these skills across the curriculum.

Course Description:

The Facing History high school elective course guides teachers and their students through a Facing History and Ourselves case study approach to two pivotal moments in history: the Holocaust and the Armenian Genocide. Facing History courses approach the learning of history through the examination of human behavior and the impact of choices on historical outcomes. This course curriculum is designed to support students through the process of identifying universal themes among historical events, while learning to recognize the specific context and particular choices that make every event unique. The ultimate goal is for students to develop their ability to connect the past to the present and make informed choices in the future.

The included primary and secondary resources and the argumentative writing assessment have been selected and sequenced to foster students' historical thinking, reading, writing, and communication skills.

Throughout this course, students will:

- Expand their proficiency in critical thinking, argumentative and reflective writing, reading comprehension, inquiry, self-discipline, and responsible decision-making.
- Build their capacity for historical understanding and making historical connections
- Analyze a wide variety of primary and secondary sources, increasing their ability to describe, select, interpret, and evaluate relevant historical evidence.
- Contextualize the individual and collective choices that impacted the Holocaust and the Armenian Genocide and synthesize the ways that the legacies of
- history connect with contemporary events and the decisions we make in our own lives.
- Develop their leadership skills and competencies to communicate effectively, listen actively, use evidence to support their ideas, work with others, problem
- solve, demonstrate compassion, and negotiate conflict constructively.
- Be empowered to think deeply about their role and responsibility to actively participate in democracy, society, and civic life.

Course Development:

The Facing History and Ourselves Elective course draws 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 professional development. Facing History's mission is to challenge teachers and their students to use the lessons of history to stand up to bigotry and hate. This course has been approved as a special course in TN for the past 20 years.

This Facing History Elective Course was developed in 2001 by Facing History staff and public school teachers as a humanities based history course in Memphis, TN. The course was approved by the Tennessee Department of Education in 2002 and was piloted by 2 schools (Whitehaven and Ridgeway High School). Shortly thereafter, 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 the point of view of others, to listen well to peers, and to be active participants in promoting democratic practices.

Since 2002 the course has been consistently aligned to the most current TN Social Studies Academic Standards, as well as, regularly updated to reflect the most up-to-date historical scholarship and evidence. Each year more administrators and teachers request the opportunity to offer an elective course that will enable them to more deeply explore with their students the issues raised through the Facing History curriculum. The course is now taught in over 40 Tennessee high schools (public, private, charter, and parochial) in Memphis, Frayser and the greater Shelby County area, including Germantown, Collierville, Millington; additionally this course curriculum is used in high schools in Nashville and Chattanooga.

List the names and titles of individuals who developed this course:

- Facing History and Ourselves, Inc.:
 - Margot Stern Strom, Founder and former Executive Director; Phyllis Goldstein, Senior Associate for Curriculum Resource Development; Rachel Shankman, former Memphis Director, Adam Strom, Chief Officer for Content and Innovation; Daniel Sigward, Researcher and Curriculum Writer. Syllabus designed by Sarah Stuart, Associate Program Director. Dr. Marilyn Taylor, retired legacy Shelby County Schools Social Studies Teacher and District Coordinator.
- Michael Robinson - Social Studies Teacher, Houston High School
- Jordan Bernardini - Social Studies Teacher, Houston High School
- Bill Gillespie - Instructional Supervisor - Germantown Municipal School District;
- Lara Charbonnet - Instructional Supervisor - Germantown Municipal School District

ACADEMIC STANDARDS

Name of Course	Facing History and Ourselves
Course Level	3 - Advanced
District Name	Germantown Municipal School District
Subject Area	04=Social Studies and History

List all academic standards that apply to this single course.

Code	Content Standard - ELA
9-10/11 12.L.VAU.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on 9th-10th grade-level text by choosing flexibly from a range of strategies. a. Use context as a clue to the meaning of a word or a phrase. b. Use common grade-appropriate morphological elements as clues to the meaning of a word or a phrase. c. Consult reference materials, both print and digital, to find the pronunciation of a word or phrase. d. Use etymological patterns in spelling as clues to the meaning of a word or phrase
9-10/11-12.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
9-10/11-12.RL.KID.1	Analyze what a text says explicitly and draw inferences; cite the strongest, most compelling textual evidence to support conclusions.
9-10/11-12.RL.KID.2	Determine multiple themes or central ideas of a text or texts and analyze their development; provide a critical summary
9-10/11-12.RL.KID.3	Analyze how an author's choices regarding the development and interaction of characters, events, and ideas over the course of a text impact meaning
9-10/11-12.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.
9-10/11-12.RI.KID.2	Determine multiple central ideas of a text or texts and analyze their development; provide a critical summary.
9-10/11-12.RI.KID.3	Analyze how an author's choices regarding the ordering of ideas and events, the introduction and development of ideas, and connections among ideas impact meaning.
9-10/11-12.RL.CS.4	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone, such as how language evokes a sense of time and place, and how it communicates an informal or formal tone.
9-11/11-12.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.

9-10/11-12.RL.CS.6	Analyze how point of view and/or author purpose requires distinguishing what is directly stated in texts and what is implied
9-10/11-12.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.
9-10/11-12.RI.IKI.7	Evaluate the topic or subject in multiple diverse formats and media.
9-10/11-12.RI.IKI.8	Evaluate how an author incorporates evidence and reasoning to support the argument and specific claims in a text.
9-10/11-12.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.
9-10/11-12.RI.RRTC.10	Read and comprehend a variety of literary nonfiction at the high end of the grades 11-12 text complexity band independently and proficiently.
9-10/11-12.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 one's own ideas clearly and persuasively.
9-10/11-12.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.
9-10/11-12.SL.CC.3	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric; assess the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
9-10/11-12.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.
9-10/11-12.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. <ul style="list-style-type: none"> a. Introduce precise claim(s). b. 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. c. Create an organization that establishes cohesion and clear relationships among claim(s), counterclaim(s), reasons, and evidence. d. Provide a concluding statement or section that follows from and supports the argument presented. e. Use precise language and domain-specific vocabulary to manage the complexity of the topic. f. Establish and maintain a formal style and objective tone
9-10/11-12.W.RW.10	Write routinely over extended time frames and shorter time frames for a range of tasks, purposes, and audiences.

Code	Content Standard – Social Studies Practices (SSP)
-------------	--

SSP. 01	<p>Collect data and information from a variety of primary and secondary sources, including:</p> <ul style="list-style-type: none"> Printed materials (e.g., literary texts, newspapers, autobiographies, speeches, interviews, letters, personal journals) ■ Media and technology sources
SSP. 02	<p>Critically examine a primary or secondary source in order to:</p> <ul style="list-style-type: none"> Extract and paraphrase significant ideas Discern differences between evidence and assertion Draw inferences and conclusions Recognize author’s purpose, point of view, and potential bias Assess the strengths and limitations of arguments
SSP. 03	<p>Synthesize data from a variety of sources in order to:</p> <ul style="list-style-type: none"> Establish accuracy and validity by comparing sources to each other Recognize disparities among multiple accounts Frame appropriate questions for further investigation
SSP. 04	<p>Construct and communicate arguments by citing supporting evidence to:</p> <ul style="list-style-type: none"> Demonstrate and defend an understanding of ideas Compare and contrast viewpoints Illustrate cause and effect Predict likely outcomes Devise new outcomes or solutions
SSP. 05	<p>Develop historical awareness by:</p> <ul style="list-style-type: none"> 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 Evaluating how unique circumstances of time and place create context and contribute to action and reaction Identifying patterns of continuity and change over time, making connection to the present

Code	Content Standard – Psychology
P.21	Explain how experiences and expectations influence perception.
P.40	Examine the nature and effects of stereotyping, prejudice, and discrimination.
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.

Code	Content Standard – Sociology
-------------	-------------------------------------

S.09	Define and give examples of cultural norms (e.g., folkways, morality, taboos, laws, social expectations, manners).
S.14	Identify and evaluate the functions of social institutions (e.g., family, education, religion, economy, government, etc.).
S.17	Explain how social institutions and cultures change and evolve due to historical changes, globalization, the Internet age, countercultures, and social movements.
S.20	Classify types of social groups that exist in society (i.e., reference groups, primary groups, secondary groups, in-groups, out-groups).
S.22	Explain the process of the social construction of the self (e.g., I and Me, role-taking, generalized other, identity).
S.29	Identify common patterns of social inequality (i.e., privilege, poverty, power, race, ethnicity, class, gender, etc.).
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.).
S.31	Explain how social institutions distribute power among groups and individuals and how institutions can produce, reinforce, or challenge inequality.

Code	Content Standard – Ancient History
AH.08	Describe the origins and central features of Judaism and its distinctions from other early religious traditions: • Key Person(s): Abraham, Moses • Sacred Texts: The Tanakh (Hebrew Bible) • Basic Beliefs: monotheism, Ten Commandments, emphasis on individual worth and personal responsibility.
AH.09	Describe the diffusion of Judaism, and analyze its religious, social, and legal contributions.

Code	Content Standard – World History & Geography - School Year 2026-2027	Content Standard – World History & Geography - School Year 2027-2028 and onward:
W.17	Define nationalism, and explain how nationalism, cultural geography, and physical geography contributed to the unification of nations, such as Germany and Italy.	W.14 Define nationalism, and explain how national identity and political geography contributed to the unification of nations such as Germany and Italy.
W.18	Describe the rise of anti-Semitism in Europe during this time period.	W.15 Describe the rise of anti-Semitism in Europe during this time period.
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.	W.16 Define imperialism, and analyze reasons for imperialism, including: competition between empires, cultural justifications, and the search for natural resources and new markets in response to rapid industrialization.
W.30	Explain how the rise of militarism, alliances, imperialist rivalries, and growing nationalism led to the outbreak of World War I.	W.30 Explain how the rise of militarism, alliances, imperialistic rivalry, and growing nationalism led to the outbreak of World War

		I triggered by the assassination of Archduke Franz Ferdinand.
W.31	Describe how trench warfare, the resulting stalemate, war of attrition, and advances in weaponry affected the course and outcome of World War I.	W.31 Describe how trench warfare, the resulting stalemate, war of attrition, and advances in weaponry (e.g., chemical weapons, machine guns, submarines, tanks) affected the course and outcome of World War I
W.34	Define total war, and describe its effect on European civilian populations, including: Food shortages, Naval/submarine blockades, Women as war worker	W.35 Define total war, and describe its immediate and lasting effects on European civilian populations, including: • Food shortages • Industrial production of war materials • Naval/submarine blockades • Women’s involvement in the war
W.35	Describe the effects of World War I, including the significance of: • Armenian Genocide • Loss of human life • Collapse of major empires • Movement of populations • Economic losses • Spread of disease • Environmental changes	W.36 Describe the effects of World War I, including the significance of: • Armenian genocide • Collapse of major empires • Economic losses • Loss of human life • Movement of populations • Shellshock(i.e., PTSD) • Spread of disease
W.36	Compare the goals of leading nations at the Paris Peace Conference with the outcomes of the Treaty of Versailles and its impact on Germany.	W.37 Analyze the aims and negotiating roles of world leaders at the Paris Peace Conference and their impact on Germany, the League of Nations, and the creation of new states and the Mandate System.
W.37	Analyze the shifts in geopolitical boundaries post-World War I resulting from the Treaty of Versailles and the League of Nations mandate system.	W.37 Analyze the aims and negotiating roles of world leaders at the Paris Peace Conference and their impact on Germany, the League of Nations, and the creation of new states and the Mandate System.
W.39	Analyze the cultural, economic, and intellectual trends of the 1920s.	W.38 Describe the cultural and economic trends of the 1920s.
W.41	Explain how economic instability, nationalism, and political disillusionment in Germany and Japan led to the rise of totalitarian regimes.	W.40 Explain how economic instability, nationalism, and political disillusionment in Germany, Italy, Japan led to the rise of totalitarian regimes.
W.42	Compare and contrast the rise to power, goals, and characteristics of Adolf Hitler, Benito Mussolini, and Joseph Stalin’s totalitarian regimes.	W.41 Compare and contrast the rise to power, goals, and characteristics of Adolf Hitler, Benito Mussolini, and Joseph Stalin’s totalitarian regimes.

Code	Content Standard – Contemporary Issues
CI.02	Locate world regions, and explain how location affects events (e.g., climate, place, resources, globalization, urbanization, cultural diffusion).

CI.08	Analyze how causal factors (e.g., cultural differences, boundary disputes, imperialism, and religious conflicts) fostered past and current conflicts.
CI.11	Analyze the lasting impact of history on contemporary issues (e.g., Treaty of Versailles, Cold War, ethnic cleansing, urbanization, human rights, immigration, modern medicine).
CI.14	Examine factors that influence elections, such as political ideologies, media technologies, social media, societal movements, and other factors.
CI.23	Analyze types, patterns, and attitudes regarding discrimination.

Code	Content Standard – World Geography
WG.06	Read and interpret maps and globes using cardinal directions, latitude and longitude, legends, map scale, and title.
WG.11	Use geographic knowledge, skills, and perspectives to analyze problems and make decisions.

Code	Content Standard – United States History & Geography for School Year 2026-2027	Content Standard – United States History & Geography for School Year 2027-2028 and onward:
US.24	Explain the reasons for American entry into World War I, including: the use of unrestricted submarine warfare, the Zimmerman Telegram, the defense of democracy, and economic motivations.	US.26 Explain the reasons for American entry into World War I, including: the use of unrestricted submarine warfare, the Zimmerman Telegram, the defense of democracy, and economic motivations.
US.25	Identify and explain the impact of the following on World War I (T.C.A. § 49-6-1006): • Trench warfare • Use of new weapons and technology	US.27 Identify and explain the impact of the following on World War I (T.C.A. § 49-6-1006): • Trench warfare • Use of new weapons and technology
US.26	Analyze the political, economic, and social ramifications of World War I on the home front, including: • Role played by women and minorities	US.28 Analyze the political, economic, and social ramifications of World War I on the home front, including: • Role played by women and minorities
US.45	Explain the rise and spread of fascism, communism, and totalitarianism internationally.	US.47 Explain the rise and spread of fascism, communism, and totalitarianism internationally, including the following leaders: • Adolf Hitler • Benito Mussolini • Joseph Stalin • Hideki Tojo

Code	Content Standard – United States Government & Civics for School Year 2026-2027	Content Standard – United States Government & Civics for School Year 2027-2028 and onward:
GC.09	Define the concepts of democracy and republic, and examine the relationship between the two.	GC.02 Compare and contrast different forms of government, such as monarchy, oligarchy, democracy, and republic.

Code	Content Standard - Economics for School Year 2026-2027	Content Standard - Economics for School Year 2027-2028 and onward
E.28	Describe potential factors that influence the earnings of workers.	E.25 Describe potential factors that influence the earnings of workers.
E.41	Identify the different causes of inflation and analyze inflation's impact.	E.38 Identify the different causes of inflation, and analyze its impacts.