



December 17, 2015

Owen Daniel-McCarter
Illinois Safe School Alliance
180 N. Michigan Avenue
Suite 1200
Chicago, IL 60601-1287

VIA EMAIL – owen@illinoisafeschools.org

Re: FOIA Request Dated October 20, 2015 and received October 20, 2015 FOIA ID #15-43
Subject: Copies of:

1. Documents related to the District's policies and practices relating to transgender and gender non-conforming students
2. State whether the district or any district schools have a student organization devoted to LGBTQ issues, including but not limited to a Gay Straight Alliance.
3. State whether any district school provides sexual health education courses to students in any grades K thru 12.
4. Provide instruction on disability history, people with disabilities and the disability rights movement.
5. Provide policies or practices relating to bullying, harassment, discrimination limited to January 1, 2013 to Present.
6. Name of any computer program or software that the district uses to track student records and produce all contracts.
7. State whether the district's policy on the maintenance of discipline includes the use of isolated time out or physical restraint.
8. Provide a list of all textbooks used in the district to satisfy the goals of the Illinois Learning Standards.

Dear Mr. Daniel-McCarter:

This letter will serve as Community Unit School District 308's response to your October 20, 2015 request under the Freedom of Information Act (5ILCS 140/1 et seq.), in which you asked for the above referenced information. The information responsive to your request is attached.

To promote district transparency and assist others who may have a similar question, this responsive document will be posted online on the district's website. To access it, go to www.sd308.org and select *Our District > Freedom of Information Act Request > FOIA Request Responses*, then select *FOIA ID #15-43*.

Please be advised that to comply with your FOIA request, the district incurred the expense of \$583.66. comprised of the cost of labor and resources used to search for records responsive to your request. You are not legally required to reimburse the district for the amount incurred. Please let me know if you have additional questions. Thank you.

A handwritten signature in black ink, appearing to read "Brian Graves".

Brian Graves
Freedom of Information Officer



District 308 Comprehensive Plan for
Erin's Law: 105 ILCS 110/3
2013-2014

August 22, 2013

To: District 308 Administration

In response to recent legislation signed by Governor Quinn, our school district has developed a comprehensive plan for sexual abuse awareness and prevention education.

Erin's Law: Erin Merry, a child sexual abuse survivor, is the namesake of Erin's Law. She has written two books, about her experience, "Stolen Innocence," and "Living for Today". She has a master's degree in social work and is working to get Erin's Law passed across America at the state and federal level. So far she has passed Erin's Law in the Illinois state legislature unanimously, without receiving a single no vote.

In state legislation 105 ILCS 110/3 the change in codes states, "age-appropriate sexual abuse and assault awareness and prevention education in grades pre-kindergarten through 12..."

Our plan for the 2013-2014 school year is to continue and grow our partnership with Mutual Ground, Inc. Mutual Ground has been partnering with Oswego CUSD 308 for many years, and is going to expand their program to meet the needs of our district within Erin's Law. As a comprehensive plan we are going to address students at the early childhood level, first grade, fourth grade, seventh grade, and ninth grade.

A parent presentation is already in place to correspond with the first grade and fourth grade programs. Along with these grade levels, a parent outreach program will be created for a district-wide event in April, 2014.

Please see overview of each program.

Respectfully,

Melissa McDowell
Assistant Director of Elementary Education
Oswego CUSD 308

Mutual Ground Inc.
Preschool Personal Body Safety Program
(15 to 20 minute lesson delivered to individual classrooms)

Student Objectives:

- Students will identify safe and unsafe touch
- Identify the private parts of the body
- Learn and understand the safety rule “No one should touch your private parts except to keep you clean and healthy”
- Know to yell NO and TELL an adult if someone breaks the safety rule
- Identify adults whom they can tell if someone breaks the safety rule
- Gain self-empowerment

Program Details:

- I. Introduction of presenter and program
- II. Safety
 - A. General safety concepts and classroom rules
 - B. Importance of safety rules
 - i. So we can grow up to be SAFE, STRONG, and FREE!
 - C. Recognition of safe and unsafe touches
 - i. How to tell the difference
 - D. Identification of private parts using paper dolls wearing bathing suit
 - i. The parts of the body covered by a bathing suit and the mouth are private parts
 - E. Personal Body Safety Rule
 - i. No one should touch your private parts except to keep you clean and healthy
 - F. What to do if someone breaks the rule
 - i. Say NO and tell an adult
 - ii. Who can you tell?
 - 1. Mom, Dad, Teacher, Coach, Babysitter, etc...

For additional information contact Rhonda Annala at the Mutual Ground Prevention Education Department, 630.897.0084 extension 107.

Mutual Ground Inc.
First Grade Personal Body Safety Program
(2 Day Program)

Student Objectives:

- Identify safe touch, unsafe touch, and mixed up touch
- Identify the private parts: mouth, and body parts covered by a swimsuit
- Learn and understand the rule: “No one should touch our private parts except to keep us clean and healthy”
- Identify whose fault it is if someone touches them in an unsafe or mixed up way
- Identify adults whom they can trust
- Know when to yell “no” and tell a trusted adult if they feel uncomfortable
- Gain self-empowerment

Program Details:

Day One (45 Minutes)

- I. Introduction
 - A. Presenter
 - B. Safety program about touches
 - C. Discuss what safety means
 - i. Safety rules at school and home
 - ii. Why we need to keep ourselves safe
- II. Most important thing in the world (our bodies)
 - A. Are there times when you may not have an adult with you?
 - B. Important to keep your body safe
 - C. Three types of touch and how they make you feel
 - i. Safe- hug, high five, handshake, etc. safe touch makes you feel good on inside and outside (your heart or feelings)
 - ii. Unsafe- punch, kick, pinch, slap, etc. unsafe touch makes you feel hurt on the outside and the inside (your heart or feelings)
 - iii. Mixed-up tickling, wrestling (sometimes students will discuss other types of touches that make them feel mixed-up)
- III. Feelings Associated with touch
 - A. How feelings make us feel inside and outside
 - i. Safe touches make us feel-good, safe, warm, happy, on the inside and outside of our bodies
 - ii. Unsafe touches make us feel-hurt, sad, upset on the inside and outside of our bodies
 - iii. Mixed up touches make us feel uncertain and “icky” on the inside and outside of our bodies
- IV. Private parts
 - A. Mouth
 - B. Body parts covered by swimsuit
- V. Safety rule/No one should touch your private parts excepts to keep you clean and healthy
- VI. Identification of fault
 - A. Unsafe touch is *always* the offender’s fault

- VII. Trusted adults
 - A. How to trust someone
 - B. Exercise: Each child names a trusted adult
 - C. What to do if trusted adult is unavailable
- VIII. Compare differences between safe and unsafe secrets
- IX. Self-Empowerment/What to do
 - A. Yell “NO!” Get away and tell a trusted adult if someone breaks the safety rule
 - B. Practice yelling “No!”

Day Two (45 Minutes)

- I. Review—Day 1 (Activity)
- II. View and discuss video—“Joey Learns the Touching Rule”
- III. Practice yelling “No!”/handout coloring book goodie bags

**Parent workshop included twice a year (fall and winter).

For additional information contact Rhonda Annala at the Mutual Ground Prevention Education Department, 630.897.0084 extension 107.

Mutual Ground Inc.
Fourth Grade Personal Body Safety Program
(2 Day Program)

Student Objectives:

- Identify safe touch, unsafe touch, and mixed-up touch
- Identify the private parts: the mouth and body parts covered by a swimsuit
- Learn and understand the rule: “No one should touch our private parts except to keep us clean and healthy”
- Identify whose fault it is if someone touches them in an unsafe or mixed-up way
- Identify adults whom they can trust
- Know when to yell “no” and tell a trusted adult if they feel uncomfortable
- Gain self-empowerment

Program Details:

Day One (45 Minutes)

- I. Introduction
 - A. Presenter, shelter, and phone number
 - B. Quiz
 - C. Safety program about touches
 - D. Discuss what safety means
 - i. Safety rules at school and home
 - ii. Why we need to keep ourselves safe
- II. Most important thing in the world (our bodies)
 - A. Are there times when you may not have an adult with you?
 - B. Important to keep your body safe
 - C. Three types of touch
 - i. Safe-hug, high five, handshake, etc. safe touch makes you feel good on inside and outside (your heart or feelings)
 - ii. Unsafe-punch, kick, pinch, slap, etc. unsafe touch makes you feel hurt on the outside and the inside (your heart or feelings)
 - iii. Mixed-up-tickling, wrestling, (sometimes students will discuss other types of touches that make them feel mixed-up)
- III. Feelings associated with touch
 - A. How feelings make us feel inside and outside
 - i. Safe touches make us feel-good, safe, warm, happy, on the inside and outside of our bodies
 - ii. Unsafe touches make us feel-hurt, sad, upset on the inside and outside of our bodies
 - iii. Mixed-up touches can hurt or may not hurt the outside of our bodies, but definitely make us feel mixed up or icky inside
 1. Instinct-we all have a feeling in our bodies that lets us know if something just isn't right
- IV. Private Parts
 - A. Do we all have private parts of our bodies?

- i. Guessing game-what piece of clothing covers up your private parts and you can wear it when it's hot outside (may need more clues-ultimate goal is swimsuit)
 - ii. Mouth is also a private part (even though it isn't covered)
- V. Safety Rule
 - A. No one should touch your private except to keep you clean and healthy
 - i. All grown-ups, teenagers, and most kids know the safety rule
 - ii. Breaking the safety rule is against the law
 - B. Who are people that can help keep you clean and healthy?
 - i. Mom/dad (whoever takes care of you at home)
 - ii. Doctor/medical staff
 - iii. Dentist etc.
 - C. What if someone was to break the safety rule or wanted you to break the rule?
 - i. Yell NO!
 - ii. Get away
 - iii. Tell an adult...if that adult isn't listening tell another and another
 - D. Why should you tell?
 - i. So the person stops
 - ii. So you can get help
 - iii. So others won't get hurt
- VI. Trusted adults
 - A. How to trust someone-you know them and you can get in touch with them easily-you feel comfortable talking to them
 - B. Exercise: Each child names a trusted adult
 - C. What to do if trusted adult is unavailable-tell someone else
- VII. Identification of fault
 - A. Touches that make you feel confused or unsafe are *always* the offender's fault
 - B. If an offender told you to touch them it would *always* be the offender's fault
- VIII. If an offender used tricks to confuse you still not your fault
 - i. Money/bribes
 - ii. Threats
 - iii. Gifts
 - iv. Secrets
 - B. When is it okay to say no to an adult-if you are in a situation that makes you feel confused or unsafe?
- IX. Compare differences between safe and unsafe secrets
 - A. A safe secret is like a surprise (it's fun and no one gets hurt) ex: a surprise birthday party
 - B. An unsafe secret is one that you don't know will end and can hurt someone ex: someone touching your private parts or wanting you to touch theirs
- X. Wrap Up (Self-Empowerment/What to do)
 - A. Yell "NO!" and tell a trusted adult if someone breaks the safety rule
 - B. Practice yelling "NO!"
 - C. Introduce "What if..."

Day Two (45 Mintues)

- I. Review—Day One (Activity)
- II. View and Discuss Video—"Yes, You Can Say No"
 - A. Questions about the video

- B. Discuss and role-play the words passive, assertive, and aggressive
- III. Review what you could do if someone breaks the safety rule
 - A. Yell NO!
 - B. Get away
 - C. Tell an adult
- IV. Hand out pencils to the students

**Parent workshop included twice a year (fall and winter).

For additional information contact Rhonda Annala at the Mutual Ground Prevention Education Department, 630.897.0084 extension 107.

Mutual Ground Inc.
Seventh Grade Sexual Harassment, Cyber-Bullying, and Sexting Program
(2 Day Program)

Student Objectives:

- Define sexual harassment, sexting, and cyber-bullying
- Identify behaviors which constitute sexual harassment, sexting, and cyber-bullying
- Discuss laws and school policy
- Identify effects of sexual harassment, sexting, and cyber-bullying
- Recognize how to assess and respond to sexual harassment, sexting, and cyber-bullying effectively.

Program Details:

Day One (45 Minutes)

- I. Introduction of presenter, shelter, and program
 - A. Explanation of Mutual Ground
 - B. Private Room
 - i. Room set-aside after presentation to discuss any issues of concern student(s) may have regarding presentation
 - ii. Confidential UNLESS student states they want to hurt themselves, hurt others, or are being abused by a person in a care giving situation
 - iii. Pre-Quiz
- II. Definition of sexual harassment and harassment
 - A. Repeated, unwelcome, sexual attention, and behavior
 - B. Verbal, non-verbal, physical
- III. Examples of sexual harassment behaviors
 - A. Eye of the Beholder
 - B. Flirting vs. Sexual Harassment
 - C. Motivations
- IV. Introduce Cyber-Bullying
 - A. Examples
 - B. How to keep yourself safe
 - C. What to do if you are a victim
- V. Introduce sexting
 - A. Sexting Myths
 - B. What to do if you are sent and/or receive an inappropriate text

Day Two (45 Minutes)

- I. Review—Day One
 - A. Review
 - B. Questions and answers
- II. View video “Sexual Harassment”
 - A. Flirting vs. Hurting
 - B. Questions/Discussions

- III. Jeopardy Review Game
- IV. Resources
 - A. Private room
 - B. Counselors/teachers
 - C. Parents
- V. Wrap-up
 - A. Post-quiz
 - B. Resource pencils available

For additional information contact Rhonda Annala at the Mutual Ground Prevention Education Department, 630.897.0084 extension 107.

Mutual Ground Inc.
Seventh Grade Sexual Abuse Prevention Program
(3 Day Program)

Student Objectives:

- Define touch and non-touch offenses of sexual abuse
- Discuss situations in which sexual abuse occurs
- Emphasize the fact that sexual abuse is *never the victim's fault*
- Discuss the motivation for sexual abuse: *Power and Control*
- Achieve a understanding of strategies for risk reduction
- Emphasize the importance of telling a trusted adult
- Empower students to use resources

Program Details:

Day One (45 Minutes)

- I. Introduction of presenter, shelter, and program
 - A. Shelter details and hotline number
 - B. Private room
 - C. Be respectful and mature
 - D. Pre-Quiz
- II. Definitions
 - A. Offender
 - B. Victim
 - C. Crimes of Sexual Abuse
 - i. Non-Touch Offenses (Activity)
 1. Sexual Harassment
 2. Stalking
 3. Peeping Tom/Voyeurism
 4. Flashing/Exhibitionism
 5. Child Pornography
 6. Movies and Magazines
 7. Obscene Phone Calls
 8. Internet/Technology
 9. Exposing a Child to Sexual Behavior
- III. What to do if sexually abused
 - A. Tell a trusted adult
 - B. Legal Assistance
 - C. Counseling

Day Two (45 Minutes)

- I. Touch Offenses (explanation of terms)
 - A. Private parts
 - B. Incest
 - C. Molestation (over or under clothes)

- i. Movie "It's Not Your Fault")
 - 1. Discussion Questions
 - D. Rape
- II. Consent
 - A. Legal Aspects
 - i. Age (17 years old-but also values, beliefs, etc.)
 - ii. No Drugs/Alcohol
 - iii. Yes/Consent
 - 1. Coercion (physical/verbal confinement)
 - 2. Always ask (get consent) every time
- III. Motivation of sexual assault
 - A. Myth busters
 - B. Power and Control
- IV. Fault
 - A. Never the victim's fault
 - B. Always the offender's choice and fault
 - C. Only the offender can control his/her actions
- V. Discuss what to do if sexually abused
 - A. Tell a trusted adult
 - B. Go to the hospital
 - C. Legal assistance
 - D. Counseling
 - i. Personal/community resources

Day Three (45 Minutes)

- I. Date Rape
 - A. Statistics
 - B. Alcohol
 - C. Date rape drugs
- II. Date Rape Scenario
 - A. Ryan and Christina Activity
 - B. Questions
 - C. Interactive discussion
- III. Risk Reduction Strategies
 - A. Discussion Exercise
- IV. Review what to do if sexually abused
- V. Wrap-Up
 - A. Post-Quiz
 - B. Resource pencils available

For additional information contact Rhonda Annala at the Mutual Ground Prevention Education Department, 630.897.0084 extension 107.

Mutual Ground Inc.
Ninth Grade Date Rape/Date Rape Drugs Program
(1 Day Program)

Student Objectives:

**Follows the high school “Dating Violence” program

- Define offenses of sexual abuse/date rape
- Discuss situations in which sexual abuse/date rape occurs
- Emphasize the fact that sexual abuse is *never the victims fault*
- Discuss the motivation for sexual abuse: *Power and Control*
- Expound on victimization
- Achieve an understanding of strategies for risk reduction
- Emphasize the importance of *telling a trusted adult*
- Empower students to use resources

Program Details:

Day One (45 Minutes)

- I. Introduction of presenter, shelter, and program
 - A. Shelter details and hotline number
 - B. Private Room
- II. Topic: Date Rape
 - A. Discuss victim/offender
 - B. Statistics
 - C. Different crimes of sexual abuse
 - i. Touch Offenses
 1. Rape
 2. Molestation
 3. Incest
- III. Motivation of sexual assault/date rape
 - A. Power
 - B. Control
 - i. Force, trick, confuse
- IV. Consent to touch or have intercourse
 - A. Legal aspects
 - i. Age
 - ii. Drugs/Alcohol
 - iii. Consent
- V. Date Rape Drugs
 - A. Define/Name
 - B. Impact/Statistics
- VI. Fault
 - A. Never the victim’s fault
 - B. Always the offender’s choice and fault
- VII. Risk Reduction strategies for both potential victim and offender

- A. Discussion exercise
- VIII. What to do if you are sexually abused/how to help a friend
 - A. Tell trusted adult
 - B. Hospital
 - C. Legal
- IX. Movie
 - A. "The Truth about Alcohol and Sex"
 - B. Megan/Matthew

For additional information contact Rhonda Annala at the Mutual Ground Prevention Education Department, 630.897.0084 extension 107.

Mutual Ground Inc.
Ninth Grade Dating Violence Program
(1 Day Program)

Student Objectives:

****Accompanied by Date Rape-Date Rape Drugs Program**

- Learn about Mutual Ground
- Discuss feelings and beliefs about domestic and dating violence
- Learn definition of domestic and dating violence, victim, and abuser
- Discuss motivation for abuse, and why a victim stays
- Identify healthy and unhealthy relationships
- Discuss four types of abuse
- Watch and discuss video
- Identify the cycle of violence
- Develop a break-up plan
- Problem solve dating violence situations

Program Details:

Day One (45 Minutes)

- I. Introduction of presenter, shelter, and program
 - A. Explanation of Mutual Ground
 - i. Define shelter
 - ii. Our shelter helps people stay safe from violence in the home
 - B. Private room
 - i. Room set aside after presentation to discuss any issues of concern student(s) may have regarding presentation
 - ii. Confidential UNLESS student states they want to hurt themselves, hurt others, or are being abused by a person in a care-giving position
- II. Topic: Dating and Domestic Violence
 - A. Definitions
 - i. Domestic Violence-violence in the home (excluding child abuse)
 - ii. Dating Violence-violence in a dating situation (past or present)
 - iii. Victim-person being abused
 - iv. Abuser-person abusing the victim
 - B. Statistics/Laws
 - i. 95% of reported DV cases are women
 - ii. Boys who witness DV are twice as likely to become abusers/Girls who witness DV are twice as likely to become victims
 - iii. 1 out of 8 high school students and 1 out of 4 college students will experience dating violence in a relationship
 - iv. 30% of women that are killed, are killed by their boyfriends or husbands
 - v. Same laws apply to domestic violence and dating violence
 - C. Why abusers abuse
 - i. Power and control
 - D. Why victims stay
 - i. Number one reason is fear

- ii. Financial, low self-esteem, children, think that can change the abuser, they love them
- III. Healthy VS Un-Healthy Relationships
 - A. Examples
 - i. Healthy-communication, trust, honesty...etc.
 - ii. Unhealthy-jealousy, controlling, put-downs...etc.
 - B. Stories or situations
 - i. Ask audience for input (no names just situations)
 - C. Video
- IV. Types of Abuse
 - A. Emotional-hardest to heal, brainwashing, doubting oneself...
 - B. Verbal-earliest signs, putdowns, threats, cursing, yelling...
 - C. Physical-pushing, punching, pinching...
 - D. Sexual-any unwanted sexual touching or contact
- V. Non-fictional Articles and Stories
 - A. Magazine overloads of dating violence scenarios
 - B. Cassie's story
- VI. Cycle of Violence
 - A. Tension-build-up, walking on eggshells
 - B. Violence-physical abuse, wounds, emergency room, death
 - C. Make-up-honeymoon, "I'm sorry but..."
 - D. Calm-the calm before the storm
 - i. The cycle continues and gets worse until the victim leaves or the abuser gets help
- VII. Break-up Plan
 - A. What could you do to help yourself or a friend
- VIII. Personal and community resources
 - A. Personal-neighbor, friend, family
 - B. Community-Mutual Ground, Inc., police, church, school

For additional information contact Rhonda Annala at the Mutual Ground Prevention Education Department, 630.897.0084 extension 107.

Kindergarten	ISBN
Kdg. Student Classroom Package, 5-yr subscription	978-0-02-119779-8
MY MATH ONLINE ETEACHER EDITION 5 YEAR SUBSCRIPTION GRADE K	978-0-02-117120-0
MY MATH TEACHER EDITION PACKAGE GRADE K	978-0-02-135817-5
Assessment Masters	978-0-02-116177-5
MY MATH SPANISH ASSESSMENT MASTERS GRADE K	978-0-02-128534-1
MY MATH REAL WORLD PROBLEM SOLVING LEVEL READER TEACHER GUIDE GRADE K	978-0-02-117153-8

First Grade	ISBN
Gr.1 Student Classroom Package, 5-yr subscription	978-0-02-119780-4
MY MATH ONLINE ETEACHER EDITION 5 YEAR SUBSCRIPTION GRADE 1	978-0-02-117133-0
MY MATH TEACHER EDITION PACKAGE GRADE 1	978-0-02-140870-2
Assessment Masters	978-0-02-116178-2
MY MATH SPANISH ASSESSMENT MASTERS GRADE 1	978-0-02-128535-8
MY MATH REAL WORLD PROBLEM SOLVING LEVEL READER TEACHER GUIDE GRADE 1	978-0-02-117154-5

Second Grade	ISBN
MY MATH - STUDENT CLASSROOM PACKAGE 5 YEAR SUBSCRIPTION GRADE 2	978-0-02-119781-1
MY MATH ONLINE ETEACHER EDITION 5 YEAR SUBSCRIPTION GRADE 2	978-0-02-117134-7
MY MATH TEACHER EDITION PACKAGE GRADE 2	978-0-02-140871-9
Assessment Masters	978-0-02-116179-9
MY MATH SPANISH ASSESSMENT MASTERS GRADE 2	978-0-02-128743-7
MY MATH REAL WORLD PROBLEM SOLVING LEVEL READER TEACHER GUIDE GRADE 2	978-0-02-117155-2

Third Grade	ISBN
MY MATH - STUDENT CLASSROOM PACKAGE 5 YEAR SUBSCRIPTION GRADE 3	978-0-02-119782-8
MY MATH ONLINE ETEACHER EDITION 5 YEAR SUBSCRIPTION GRADE 3	978-0-02-117135-4
MY MATH TEACHER EDITION PACKAGE GRADE 3	978-0-02-140872-6
Assessment Masters	978-0-02-116209-3
MY MATH SPANISH ASSESSMENT MASTERS GRADE 3	978-0-02-128744-4
MY MATH REAL WORLD PROBLEM SOLVING LEVEL READER TEACHER GUIDE GRADE 3	978-0-02-117156-9

Fourth Grade	ISBN
MY MATH - STUDENT CLASSROOM PACKAGE 5 YEAR SUBSCRIPTION GRADE 4	978-0-02-119783-5
MY MATH ONLINE ETEACHER EDITION 5 YEAR SUBSCRIPTION GRADE 4	978-0-02-117136-1
MY MATH TEACHER EDITION PACKAGE GRADE 4	978-0-02-138517-1
Assessment Masters	978-0-02-116210-9
MY MATH SPANISH ASSESSMENT MASTERS GRADE 4	978-0-02-128745-1
MY MATH REAL WORLD PROBLEM SOLVING LEVEL READER TEACHER GUIDE GRADE 4	978-0-02-117157-6

Fifth Grade	ISBN
MY MATH - STUDENT CLASSROOM PACKAGE 5 YEAR SUBSCRIPTION GRADE 5	978-0-02-119792-7
MY MATH ONLINE ETEACHER EDITION 5 YEAR SUBSCRIPTION GRADE 5	978-0-02-117137-8
MY MATH TEACHER EDITION PACKAGE GRADE 5	978-0-02-138518-8
Assessment Masters	978-0-02-116211-6
MY MATH SPANISH ASSESSMENT MASTERS GRADE 5	978-0-02-128746-8
MY MATH REAL WORLD PROBLEM SOLVING LEVEL READER TEACHER GUIDE GRADE 5	978-0-02-117158-3

K-5 Learning Stations	ISBN
MY MATH LEARNING STATION GRADE K	978-0-02-117159-0
MY MATH LEARNING STATION GRADE 1	978-0-02-117160-6
MY MATH LEARNING STATION GRADE 2	978-0-02-117161-3
MY MATH LEARNING STATION GRADE 3	978-0-02-117162-0
MY MATH LEARNING STATION GRADE 4	978-0-02-117163-7
MY MATH LEARNING STATION GRADE 5	978-0-02-117164-4
MY MATH - MY LEARNING STATIONS SPANISH ADD-ON GRADE K	978-0-02-117234-4
MY MATH - MY LEARNING STATIONS SPANISH ADD-ON GRADE 1	978-0-02-117235-1
MY MATH - MY LEARNING STATIONS SPANISH ADD-ON GRADE 2	978-0-02-117236-8
MY MATH - MY LEARNING STATIONS SPANISH ADD-ON GRADE 3	978-0-02-117237-5
MY MATH - MY LEARNING STATIONS SPANISH ADD-ON GRADE 4	978-0-02-117238-2
MY MATH - MY LEARNING STATIONS SPANISH ADD-ON GRADE 5	978-0-02-117239-9

K-5 Manipulative Kits	ISBN
MATH 2009 GR K CLASSROOM MANIPULATIVE KIT	978-0-02-106481-6
MATH 2009 GR 1-2 CLASSROOM MANIPULATIVE KIT	978-0-02-106482-3
MATH 2009 GR 3-5 CLASSROOM MANIPULATIVE KIT	978-0-02-106483-0

Oswego_ReadyGen_2016 Gen Ed Materials List

	Description	ISBN	Quantity	
ReadyGEN2016				
Grade K - ReadyGEN2016				
4	ReadyGEN Kindergarten Package	9780328853588	1	per teacher
5	Grade K Text Collection Package (Big Book Format)	9780328853090	1	per student
#	Grade K Text Collection Package (Little Book Format)	9780328853106	1	per student
#	ReadyGEN Classroom Library Grade K (includes all 12 titles below; 1 copy of each)	9780328853175	1	per student
#	Unit Module Teacher's Guide Package	9780328853243	1	per teacher
#	Reader's & Writer's Journal Teacher's Guide Grade K	9780328851621	1	per teacher
#	Scaffolded Strategies Handbook Grade K	9780328851690	1	per teacher
#	Assessment Book TM Grade K	9780328852444	1	per teacher
#	Assessment Student Book Grade K	9780328852512	1	per teacher
#	Kindergarten Student Readers Bookshelf (6 copies of 36 titles)	9780328467266	1	per teacher
#	Picture Word Cards	9780328147007	1	per teacher
#	Alphabet Cards (English/Spanish)	9780328146987	1	per teacher
#	High-Frequency Words Cards	9780328791958	1	per teacher
#	Letter Tiles	9780328056958	1	per teacher
#	Phonics Activity Mats	9780328118038	1	per teacher
#	Phonics Songs & Rhymes Chart	9780328145461	1	per teacher
#	Phonics Songs & Rhymes Audio CD	9780328169511	1	per teacher
#	Reader's and Writer's Journal	9780328851553	1	per student
	READYGEN Oswego Custom LEVELED TEXT LIBRARY GRADE K	9780328870257	1	per teacher
#	READYGEN 2014 LEVELED TEXT LIBRARY GRADE K	9780328814176	0	Digital Access

Grade 1 - ReadyGEN2016

#	Student Package Grade 1 (Includes Text Collection Package and Sleuth & full Digital Access)	9780328853595	1	per student
#	ReadyGEN Classroom Library Single Copies Grade 1 (includes 1 copy each of 12 titles)	9780328853380	1	per student
#	Unit Module Teacher's Guide Package Grade 1	9780328853250	1	per teacher
#	Reader's & Writer's Journal Teacher's Guide Grade 1	9780328851638	1	per teacher
#	Scaffolded Strategies Handbook Grade 1	9780328851706	1	per teacher
#	Assessment Book TM Grade 1	9780328852451	1	per teacher
#	Assessment Student Book Grade 1	9780328852529	1	per teacher
#	Decodable Practice Readers Bookshelf Grade 1 (3 volumes; 6 copies each)	9780328466122	1	per student
#	Picture Word Cards	9780328147007	1	per teacher
#	Alphabet Cards (English/Spanish)	9780328146987	1	per teacher
#	High-Frequency Word Cards Grade 1	9780328791965	1	per teacher
#	Sound Spelling Cards Grades 1/3	9780328477418	1	per teacher
#	Letter Tiles	9780328056958	1	per teacher
#	Phonics Activity Mats	9780328118038	1	per teacher
#	Reader's and Writer's Journal Grade 1 (purchased separately)	9780328851560	1	per student
	"ReadyGen Osweog Custom Trade book Library Grade 1	9780328870264	1	per teacher
#	"ReadyGen Leveled Text Library Grade 1 (60 titles, 6 copies each)"	9780328814183	0	Digital Access

Grade 2 - ReadyGEN2016

#	Student Package Grade 2 (includes Text Collection Package and Sleuth and full Digital Access)	9780328853601	1	per student
#	ReadyGEN Classroom Library Single Copies Grade 2 (includes 1 copy each of 12 titles)	9780328853397	1	per student
#	Unit Module Teacher's Guide Package Grade 2	9780328853267	1	19
#	Reader's & Writer's Journal Teacher's Guide Grade 2	9780328851645	1	0
#	Scaffolded Strategies Handbook Grade 2	9780328851713	1	19
#	Assessment Book TM Grade 2	9780328852468	1	19
#	Assessment Student Book Grade 2	9780328852536	1	0
#	Decodable Practice Readers Bookshelf Grade 2 (2 volumes; 6 copies each)	9780328466139	1	per student
#	Picture Word Cards	9780328147007	1	0
#	Alphabet Cards (English/Spanish)	9780328146987	1	0
#	Sight Word Cards Grade 2	9780328857784	1	0
#	Sound Spelling Cards Grades 1/3	9780328477418	1	0
#	Letter Tiles	9780328056958	1	0
#	Phonics Activity Mats	9780328118038	1	0
#	Reader's and Writer's Journal Grade 2 (purchased separately)	9780328851577	1	per student
	"ReadyGen Osweog Custom Trade book Library Grade 2	9780328870271	1	59
#	"ReadyGen Leveled Text Library Grade 2 (60 titles, 6 copies each)"	9780328814190	0	Digital Access

Grade 3 - ReadyGEN2016

#	Student Package Grade 3 (includes Text Collection Package and Sleuth and full Digital Access)	9780328853618	1	per student
#	ReadyGEN Classroom Library Single Copies Grade 3 (includes 1 copy each of 12 titles)	9780328853403	1	per teacher
#	Unit Module Teacher's Guide Package Grade 3	9780328853274	1	per teacher
#	Reader's & Writer's Journal Teacher's Guide Grade 3	9780328851652	1	per teacher
#	Scaffolded Strategies Handbook Grade 3	9780328851720	1	per teacher
#	Assessment Book TM Grade 3	9780328852475	1	pert teacher
#	Assessment Student Book Grade 3	9780328852543	1	per teacher
#	Decodable Practice Readers Bookshelf Grade 3 (2 volumes; 6 copies each)	9780328466146	1	per student
#	Picture Word Cards	9780328147007	1	per teacher
#	Alphabet Cards (English/Spanish)	9780328146987	1	per teacher
#	Sound Spelling Cards Grades 1/3	9780328477418	1	per teacher
#	Letter Tiles	9780328056958	1	per teacher
#	Phonics Activity Mats	9780328118038	1	per teacher
#	Reader's and Writer's Journal Grade 3	9780328851584	1	per student
	"ReadyGen Osweog Custom Trade book Library Grade 3	9780328870288	1	per teacher
#	"ReadyGen Leveled Text Library Grade 3 (60 titles, 6 copies each)"	9780328814206	0	Digital Access

Grade 4 - ReadyGEN2016

#	"Student Package Grade 4 (includes Text Collection Package, Sleuth Close Reading Collection and full Digital Access)"	9780328853625	1	per student
#	ReadyGEN Classroom Library Single Copies Grade 4 (includes 1 copy each of 12 titles)	9780328853410	1	per teacher
#	Unit Module Teacher's Guides Package Grade 4	9780328853281	1	per teacher
#	Reader's & Writer's Journal Teacher's Guide Grade 4	9780328851669	1	per teacher
#	Scaffolded Strategies Handbook Grade 4	9780328851737	1	per teacher
#	Assessment Book TM Grade 4	9780328852482	1	per teacher
#	Assessment Student Book Grade 4	9780328852550	1	per teacher
#	Practice Readers Bookshelf Grade 4 (2 volumes; 6 copies each)	9780328789474	1	per student
#	Reader's and Writer's Journal Grade 4	9780328851591	1	per student
	"ReadyGen Osweog Custom Trade book Library Grade 4	9780328870295	1	per teacher
#	"ReadyGen Leveled Text Library Grade 4 (60 titles, 6 copies each)"	9780328814213	0	Digital Access

Grade 5 - ReadyGEN2016

#	Student Package Grade 5 (Includes Text Collection Package and Sleuth and full Digital Access)	9780328853632	1	per student
#	ReadyGEN Classroom Library Single Copies Grade 5 (includes 1 copy each of 12 titles)	9780328853427	1	per teacher
#	Unit Module Teacher's Guide Package Grade 5	9780328853298	1	per teacher
#	Reader's & Writer's Journal Teacher's Guide Grade 5	9780328851676	1	per teacher
#	Scaffolded Strategies Handbook Grade 5	9780328851744	1	per teacher
#	Assessment Book TM Grade 5	9780328852499	1	per teacher
#	Assessment Student Book Grade 5	9780328852567	1	per teacher
#	Practice Readers Bookshelf Grade 5 (2 volumes; 6 copies each)	9780328789481	1	per student
#	Reader's and Writer's Journal Grade 5 (purchased separately)	9780328851607	1	per student
	"ReadyGen Osweog Custom Trade book Library Grade 5	9780328870301	1	per teacher

#

"ReadyGen Leveled Text Library Grade 5 (60 titles, 6 copies each)"

9780328814220

0

Digital Access

Kindergarten Spring Inventory 2015

TEACHER:		SCHOOL:			
ORDER #	Title	Publisher	Date	# ON HAND	# NEEDED
0-618-42415-6 1-57270	*My World Big Book Grade K	Houghton-Mifflin Social Studies	2005		
0-618-45728-3 1-57276	*The Holidays Book Grade K	Houghton-Mifflin Social Studies	2005		
0-618-42365-6 1-57220	*My World TE	Houghton-Mifflin Social Studies	2005		
0-618-46313-5 1-57650	*Teacher Resource Kit	Houghton-Mifflin Social Studies	2005		
0-618-47802-7 1-57890	*Extra Support Level K 4 copies	Houghton-Mifflin Social Studies	2005		
0-618-47812-4 1-57900	*On Level Level K 4 copies	Houghton-Mifflin Social Studies	2005		
0-618-47822-1 1-57910	*Challenge Level K 4 copies	Houghton-Mifflin Social Studies	2005		
0-618-54276-0 1-56960	*Illinois Teaching Resources Level K	Houghton-Mifflin Social Studies	2005		
Other:					
Other:					
Other:					

First Grade Spring Inventory 2015

TEACHER:		SCHOOL:			
ORDER #	Title	Publisher	Date	# ON HAND	# NEEDED
0-618-42416-4 1-57271	*Big books (Set of 6)	Houghton-Mifflin Social Studies	2005		
0-618-32006-7 1-57221	*Teacher's Edition	Houghton-Mifflin Social Studies	2005		
0-618-46314-3 1-57651	*Teacher's Resource Kit	Houghton-Mifflin Social Studies	2005		
0-395-76540-4 1-52351	*Let's Read Biographies Level 1 Complete	Houghton-Mifflin Social Studies	2005		
0-618-47803-5 1-57891	*Independent Books - Extra support, Level 1 5 Titles	Houghton-Mifflin Social Studies	2005		
0-618-47813-2 1-57901	*Independent books - On level, Level 1 5 Titles	Houghton-Mifflin Social Studies	2005		
0-618-47832-X 1-57911	*Independent books, Challenge Set, Level 1 5 Titles	Houghton-Mifflin Social Studies	2005		
0-618-54277-9 1-56961	*Illinois Teaching Resources Level 1	Houghton-Mifflin Social Studies	2005		
Other:					
Other:					
Other:					
Other:					

Second Grade Spring Inventory 2015

TEACHER:			SCHOOL:		
ORDER #	Title	Publisher	Date	# ON HAND	# NEEDED
0-618-42360-5 1-57212	Student book Neighborhoods	Houghton-Mifflin Social Studies	2005		
0-618-42366-4 1-57222	Teacher Edition	Houghton-Mifflin Social Studies	2005		
0-618-46315-1 1-57652	Teacher Resource Kit	Houghton-Mifflin Social Studies	2005		
0-395-80627-5 1-52359	Let's Read Biographies	Houghton-Mifflin Social Studies	2005		
0-618-47804-3 1-57892	Extra support Set LV 2 (6 Titles)	Houghton-Mifflin Social Studies	2005		
0-618-47814-0 1-57902	On Level Set Lv 2 (6 Titles)	Houghton-Mifflin Social Studies	2005		
0-618-47824-8 1-57912	Challenge Set Lv 2 (6 titles)	Houghton-Mifflin Social Studies	2005		
0-618-54278-7 1-56962	Illinois Teaching Resources Lv 2	Houghton-Mifflin Social Studies	2005		

Third Grade Spring Inventory 2015

TEACHER:		SCHOOL:			
ORDER #	Title	Publisher	Date	# ON HAND	# NEEDED
0-618-42361-3 1-57213	Student Edition <i>Communities</i>	Houghton-Mifflin Social Studies	2005		
0-618-46316-X 1-57653	Teacher Resource Kit w/ BLM	Houghton-Mifflin Social Studies	2005		
0-395-81239-9 1-52640	Desk maps	Houghton-Mifflin Social Studies	2005		
0-618-47805-1 1-57893	Extra Support 5 bks of 6 titles	Houghton-Mifflin Social Studies	2005		
0-618-47815-9 1-57903	On Level Set 5 bks of 6 titles	Houghton-Mifflin Social Studies	2005		
0-618-47856-2 1-57913	Challenge Set 5 bks of 6 titles	Houghton-Mifflin Social Studies	2005		
0-618-42362-1 1-57214	States and Regions	Houghton-Mifflin Social Studies	2005		
Other:					
Other:					

Fourth Grade Spring Inventory 2015

TEACHER:		SCHOOL:			
ORDER #	Title	Publisher	Date	# ON HAND	# NEEDED
0-618-42368-0 1-57224	Teacher's Ed w/My State Handbook BLM	Houghton-Mifflin Social Studies	2005		
0-618-43617-8 1-57654	Teacher's Resource Kit	Houghton-Mifflin Social Studies	2005		
0-618-54280-9 1-56964	Illinois Teaching Resource Level 4	Houghton-Mifflin Social Studies	2005		
0-618-47806-X 1-57894	Extra Support Set 6 titles	Houghton-Mifflin Social Studies	2005		
0-618-47816-7 1-57904	On Level Set 6 titles	Houghton-Mifflin Social Studies	2005		
0-618-47826-4 1-57914	Challenge Set 6 titles	Houghton-Mifflin Social Studies	2005		
0-618-42885-2 1-57217	Student Book Early Years Lvl 5	Houghton-Mifflin Social Studies	2005		
0-618-44170-0 1-57227	Teacher's Edition Early Years Lvl 5	Houghton-Mifflin Social Studies	2005		
0-618-46319-8 1-61055	Teachers Resource Kit Early Years	Houghton-Mifflin Social Studies	2005		
0-618-47810-8 1-57896	Early Years Extra Support, 7 titles	Houghton-Mifflin Social Studies	2005		
0-618-47820-5 1-57906	Early Years On Level 7 titles	Houghton-Mifflin Social Studies	2005		
0-618-47830-2 1-57916	Early Years Challenge Level 7 titles	Houghton-Mifflin Social Studies	2005		
Other:					
Other:					
Other:					

Fifth Grade Spring Inventory 2015

TEACHER:			SCHOOL:		
ORDER #	Title	Publisher	Date	# ON HAND	# NEEDED
0-618-42886-0 1-57218	Student Book Civil War Lvl 5	Houghton-Mifflin Social Studies	2005		
0-618-54281-7 1-56965	Illinois Resources Early Years	Houghton-Mifflin Social Studies	2005		
0-618-44171-9 1-57228	TE : Civil War	Houghton-Mifflin Social Studies	2005		
0-618-46320-8 1-61056	Teacher Resource Kit Civil War	Houghton-Mifflin Social Studies	2005		
0-618-54281-7 1-56965	Illinois Resources Civil War	Houghton-Mifflin Social Studies	2005		
0-618-47811-6 1-57897	Civil War Extra Support 7 Titles	Houghton-Mifflin Social Studies	2005		
0-618-47821-3 1-57907	Civil War On Level 7 titles	Houghton-Mifflin Social Studies	2005		
0-618-47831-0 1-57917	Civil War Challenge Level 7 Titles	Houghton-Mifflin Social Studies	2005		
0-395-81241-0 1-52642	Desk Maps Grade 5	Houghton-Mifflin Social Studies	2005		
0-618-33054-2	Above Level Kit 25 Titles	Houghton-Mifflin Reading	2005		
Other:					
Other:					

#7 – SpecEd Response:

I have attached the Policy concerning discipline for students with disabilities and the administrative procedures. Through Multi-tiered Systems of Support (MTSS) the district is moving towards a preventive positive approach to discipline for all students. The expectations will be that all buildings will have common expectations that will be taught systemically often throughout the school year. Certain special education staff are trained in the concepts and strategies utilized by Crisis Prevention Institute. CPI is an international training organization committed to best practices and safe behavior management methods that focus on prevention. Through a variety of specialized offerings and innovative resources, CPI educates and empowers professionals to create safe and respectful classroom environments. The cornerstone of CPI is the *Nonviolent Crisis Intervention*[®] program, which is considered the worldwide standard for crisis prevention and intervention training. With a core philosophy of providing for the *Care, Welfare, Safety, and Security*SM of everyone involved in a crisis situation, the program's proven strategies give educators the skills to safely and effectively respond to anxious, hostile, or violent behavior. Isolation Time Out is not a method that is currently being used and Physical restraint is only used by a professional that is trained in CPI and in a means to keep individuals safe from hurting others or self. It must be reported to my office and a parent must be notified on that school day. The incidence of occurrence is very rare.



COMMUNITY UNIT SCHOOL DISTRICT 308

POLICY 7:230AP

Administrative Procedure – Misconduct by Students with Disabilities

CUSD 308 shall comply with the provisions of the Individuals With Disabilities Education Act of 2004 (IDEA) when disciplining students. No special education student will be expelled if the student's particular act of gross disobedience or misconduct is a manifestation of his/her disability.

Any special education student whose gross disobedience or misconduct is not a manifestation of his/her disability may be expelled pursuant to the same expulsion procedures that apply to a regular education student, except that such child shall continue to receive educational services as provided in IDEA during the period of expulsion. A special education student may be suspended for periods of no more than 10 consecutive school days each in response to separate incidents of gross disobedience or misconduct, regardless of whether the student's gross disobedience or misconduct is a manifestation of his/her disability, as long as the repeated removals do not constitute a pattern that amounts to a change in placement (considering factors such as the length of each removal, the total amount of time the child is removed, and the proximity of the removals to one another) and provided that such child receives educational services to the extent required by IDEA during such removals.

Any special education student may be temporarily excluded from school by court order or by order of a duly appointed State of Illinois impartial due process hearing officer changing the student's placement to an appropriate interim alternative educational setting for up to 45 school days, if CUSD 308 demonstrates that maintaining the child in his/her current placement is substantially likely to result in injury to the child or others.

A special education student who has carried a weapon to school or to a school function or who knowingly possesses or uses illegal drugs or sells or solicits the sale of controlled substance while at school or a school function or who has inflicted serious bodily injury upon another person while at school or at a school related activity may be removed from his/her current placement. All such children shall be placed in an appropriate interim alternative educational setting for no more than 45 school days in accordance with IDEA. The length of time a child with a disability is placed in an alternative educational setting must be the same amount of time that a child without a disability would be subject to discipline.

Upon the occurrence of any act that may subject the student either to expulsion from school or suspension resulting in more than ten cumulative days of suspension during any one school year, CUSD 308 shall convene a meeting of the IEP Team to review the student's behavioral intervention plan or, if a behavioral intervention plan has not yet been developed, to develop one.

A. Special Education Suspension Procedures

1. All suspension notices and suspension review procedures established by The School Code shall be followed when suspending a special education student. In addition, a special education student who is suspended from school for more than 10 cumulative school days in a school year shall receive educational services in accordance with IDEA.
2. The first time a child is removed for more than 10 cumulative days during the school year, CUSD 308 shall, no later than 10 school days after the decision to suspend a child is made, convene an IEP meeting to review and, if appropriate, modify the student's behavioral intervention plan, as necessary, to address the student's behavior. If no behavioral intervention plan is in place, the IEP Team shall develop a plan for a functional behavioral assessment that must be used to develop a behavioral intervention plan.
3. For all subsequent removals of the child that do not constitute a change in placement the IEP Team members must review the behavioral intervention plan and its implementation. If any team member indicates that the plan may need to be modified, the IEP Team must be convened to review the plan and revise it, if appropriate. If a subsequent removal does not constitute a change in placement a manifestation determination is required.
4. For all removals that exceed 10 cumulative days during one school year, CUSD 308 must provide services to the student. School personnel, in consultation with at least one of the child's teachers, shall determine the services to be provided. Such services must be designed to enable the child to progress in the general curriculum and advance toward his/her IEP goals.

B. Special Educational Procedures for Expulsion or Disciplinary Change in Placement

1. A disciplinary removal constitutes a "change of placement" if:
 - a. A student is removed from the his/her current educational placement for more than 10 consecutive school days; or
 - b. The student has been subjected to a series of removals that constitute a pattern:
 - (1) Because the series of removals total more than 10 school days in a school year;
 - (2) Because the child's behavior is substantially similar to the child's behavior in previous incidents that resulted in the series of removals; and
 - (3) Because of such additional factors as the length of each removal, the total amount of time the child has been removed, and the proximity of the removals to one another.
2. CUSD 308 shall notify the student's Parent(s) of the gross disobedience or misconduct and whether the child shall be recommended for expulsion. All procedural protections pertaining to notice provided under CUSD 308's discipline policy shall apply to a notice of recommended expulsion in the case of a special

education student. The Parent(s) shall also receive a copy of the procedural safeguard and written notification that a manifestation determination review must be made to determine whether the student's act of gross disobedience or misconduct is a manifestation of his/her disability. The manifestation determination review shall take place as soon as possible, but no later than 10 school days after the decision related to the discipline of the child is made.

3. The manifestation determination review must be completed by relevant members of the child's IEP Team, including the Parents and others as determined by CUSD 308.
4. In carrying out the manifestation determination review, the team shall consider, in terms of the behavior subject to the disciplinary action, all relevant information in the student's file, including:
 - a. The child's IEP;
 - b. Any teacher observations of the student; and
 - c. Any relevant information provided by the Parent(s).
5. The conduct must be determined to be a manifestation of the student's disability if it is determined that:
 - a. The conduct in question was caused by, or had a direct and substantial relationship to, the child's disability; or
 - b. The conduct in question was the direct result of CUSD 308's failure to implement the student's IEP.
6. If, at the manifestation determination review conference, it is determined that the behavior of the child was a manifestation of his/her disability, the authorized administrator shall not continue with his/her recommendation for expulsion. The authorized administrator may request a review of the appropriateness of the educational placement of the child in accordance with the federal and State law. During the period necessary to propose a new placement, the child will remain in his/her then-current placement unless:
 - a. The child has not served a full 10 school day suspension imposed for the gross disobedience or misconduct, in which case the child may be required to serve the remaining days of his/her suspension; or
 - b. The Parent(s) and CUSD 308 agree on an interim placement; or
 - c. CUSD 308 obtains an order from a court of competent jurisdiction or a State of Illinois impartial due process hearing officer decision changing the then-current placement or providing for other appropriate relief.

7. If, at the manifestation determination review conference, it is determined that the behavior of the child was not a manifestation of his/her disability, the authorized administrator may continue with his/her recommendation that the child be considered for expulsion by the School Board. In addition to issues regularly determined at an expulsion hearing, the authorized administrator must present evidence that the IEP team met and concluded that the student's misconduct was not a manifestation of his/her disability, which shall be duly noted by the Board. The administration shall ensure that relevant special education and disciplinary records of the child are transmitted for consideration by the Board.
8. If a special education student is expelled from school in accordance with the procedures set forth above, the student's IEP shall remain in place and transfer to any new placement. If the student's IEP is not adequate for the change in placement, CUSD 308 may convene an IEP meeting to develop a new educational plan to deliver educational services to the child during such period of expulsion.

C. Misconduct Involving Weapons, Drugs, or Infliction of Serious Bodily Injury.

1. In accordance with the above procedures, CUSD 308 may take one or more of the following steps when a child with a disability carries a weapon to school or to a school function, or knowingly possesses or uses illegal drugs or sells or solicits the sale of a controlled substance while at school or at a school-related function, or has inflicted serious bodily injury upon another person while at school or a school-related function:
 - a. Suspend the child from school for 10 school days or less.
 - b. Convene an IEP conference to: (a) determine placement in an interim alternative educational setting for up to 45 school days, (b) review and, if appropriate, modify the student's behavior intervention plan, as necessary, to address the student's behavior (if no behavior intervention plan is in place, the IEP Team shall develop a plan for a functional behavioral assessment that must be used to develop a behavior intervention plan), and (c) conduct a manifestation determination review.
 - (1) The child may be placed in an interim alternative educational setting even if the behavior is a manifestation of the student's disability.
 - (2) The interim alternative educational setting must:
 - (a) Enable the child to continue to progress in the general curriculum;
 - (b) Enable the child to receive the services and modifications set forth in his/her IEP; and
 - (c) Include services and modifications designed to address the misconduct to prevent it from recurring.

2. If the Parent(s) disagree with the interim alternative educational placement or with CUSD 308-proposed placement and initiate a due process hearing, the child must remain in the interim alternative educational setting during the authorized review proceedings, unless the Parent(s) and CUSD 308 agree on another placement.

D. Change of Placement if Maintenance of Current Placement Is Likely to Result in Injury

1. In the event that maintenance of a student's current placement is substantially likely to result in injury to the child or to others, CUSD 308 may seek an order from a court of competent jurisdiction or a State of Illinois impartial due process hearing officer to change the student's placement to an appropriate interim alternative educational setting for one or more 45 school day periods after convening an IEP meeting to:
 - a. Conduct a manifestation determination review following procedures described under sub-heading "Special Education Expulsion Procedures," above, and
 - b. Determine a proposed interim alternative educational setting that meets the requirements under sub-heading "Misconduct Involving Weapons, Drugs, or Infliction of Serious Bodily Injury," above.
2. The length of time a child with a disability is placed in an alternative educational setting must be the same amount of time that a child without a disability would be subject to discipline.

E. Protections for Children Not Yet Eligible Under IDEA

1. Any child who has not been determined to be eligible for special education and related services and who engages in behavior that violates CUSD 308's code of conduct shall be disciplined in accordance with CUSD 308's discipline policy for nondisabled students, unless CUSD 308 had knowledge that the child was a child with a disability.
2. CUSD 308 will be deemed as having knowledge that a child may be eligible for special education and related services prior to the disciplinary incident, if any one of the following conditions exists:
 - a. The Parent(s) of the child expressed concern in writing (or orally if the Parent(s) does not know how to write or has a disability that prevents a written statement) to supervisory or administrative CUSD 308 personnel that the child is in need of special education and related services;
 - b. The Parent(s) of the child has requested an evaluation of the child; or
 - c. The child's teacher or other CUSD 308 personnel expressed specific concerns about a pattern of behavior demonstrated by the child directly to CUSD 308's Director of Special Education or to other CUSD 308 supervisory personnel.
3. CUSD 308 will not be deemed to have knowledge if:
 - a. The Parent(s) of the child has not allowed their child to be evaluated after he/she was referred for such evaluation by CUSD 308;

- b. The Parent(s) has refused special education services; or
 - c. Documentation maintained in the school student records affirm that an evaluation to determine the presence of a disability was either conducted and the child was found not eligible for special educational and related services or the Parent(s) was provided with written notice that CUSD 308 had considered the need to conduct an evaluation and had determined that an evaluation was not warranted.
4. If, following CUSD 308's decision to discipline a child who has not been determined to be eligible for special education and related services, the child's Parent(s) request a full and individual evaluation, the evaluation shall be conducted in an expedited manner. Until the evaluation is completed, the child shall remain in the educational placement determined by CUSD 308, which may include suspension or expulsion without educational services.

F. Referral to and Action by Law Enforcement and Judicial Authorities

CUSD 308 is not prohibited from reporting a crime committed by a child with a disability to appropriate authorities. CUSD 308 shall ensure that copies of special education and disciplinary records are also transmitted to the authorities in such instances, subject to the requirements of federal and State law.

LEGAL REF.: 20 U.S.C. §§ 1412, 1413, 1415 (Individuals with Disabilities Education Act).
 34 C.F.R. §§ 300.101, 300.530-300.535.
 105 ILCS 5/10-22.6, 5/14-8.05.
 23 Ill. Admin. Code §§ 226.50 (requirements for FAPE), 226.75 (definitions),
 226.220 (factors in development of the IEP), 226.400 (disciplinary actions),
 226.655 (expedited due process hearing).

STUDENTS

Misconduct by Students with Disabilities

Behavioral Interventions

Behavioral interventions shall be used with students with disabilities to promote and strengthen desirable behaviors and reduce identified inappropriate behaviors. The School Board will establish and maintain a committee to develop, implement, and monitor procedures on the use of behavioral interventions for children with disabilities.

Discipline of Special Education Students

The District shall comply with the Individuals With Disabilities Education Improvement Act of 2004 and the Illinois State Board of Education's *Special Education* rules when disciplining special education students. No special education student shall be expelled if the student's particular act of gross disobedience or misconduct is a manifestation of his or her disability.

LEGAL REF.: Individuals With Disabilities Education Improvement Act of 2004, 20 U.S.C. §§1412, 1413, and 1415.
Gun-Free Schools Act, 20 U.S.C. §3351 et seq.
34 C.F.R. §§300.101, 300.530 - 300.536.
105 ILCS 5/10-22.6 and 5/14-8.05.
23 Ill.Admin.Code §226.400.
Honig v. Doe, 108 S.Ct. 592 (1988).

CROSS REF.: 2:150 (Committees), 6:120 (Education of Children with Disabilities), 7:130 (Student Rights and Responsibilities), 7:190 (Student Discipline), 7:200 (Suspension), 7:210 (Expulsion), 7:220 (Bus Conduct)

Revised: January 26, 2009
Adopted: February 9, 2009
Revised: January 12, 2015
Adopted: January 26, 2015

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 Gun-Free Schools Act, 20 U.S.C. §3351 et seq.
 34 C.F.R. §§300.101, 300.530 - 300.536.
 105 ILCS 5/10-22.6 and 5/14-8.05.
 23 Ill.Admin.Code §226.400.
 Honig v. Doe, 108 S.Ct. 592 (1988).

CROSS REF.: 2:150 (Committees), 6:120 (Education of Children with Disabilities), 7:130 (Student Rights and Responsibilities), 7:190 (Student Discipline), 7:200 (Suspension), 7:210 (Expulsion), 7:220 (Bus Conduct)

Revised: January 26, 2009
Adopted: February 9, 2009
Revised: January 12, 2015
Adopted: January 26, 2015

Response to #6:

The request here reads:

"related to the development/administration of Student Information System Database." This specifically identifies a single database.

The district operates one Student Information System Database - eSchool.

SunGard Public Sector Client Profile

DATE SUBMITTED: 12/14/09		SUBMITTED BY: Tor J. S. Taitzsky	
CONTRACT <input type="checkbox"/>	ADD-ON <input checked="" type="checkbox"/>	SaaS MIGRATION <input type="checkbox"/>	RSA / RSP <input type="checkbox"/>
MIGRATION <input type="checkbox"/>	SaaS <input type="checkbox"/>	ASP HOSTING <input type="checkbox"/>	OTHER <input type="checkbox"/>
DEMOERS: (Please list all demoers involved with this sale)		BETHLEHEM <input type="checkbox"/>	CHICO <input type="checkbox"/>
Demoer 1: _____		Demoer 3: _____	
Demoer 2: _____		Demoer 4: _____	
PERFORMANCE BOND REQUIRED? (Y/N) <input type="checkbox"/>		BACKGROUND / SECURITY CHECK REQUIRED? (Y/N) <input type="checkbox"/>	
COMMENTS: Enrollment online Early Adopter			
CUSTOMER INFORMATION Oswego Comm Unit Dist # 308			
Customer Name: _____			
Enrollment/Population: _____			
Billing Address: 4175 Rt. 71		City Oswego	ST IL Zip Code 60543
Address for shipping Software: _____		City _____	ST _____ Zip Code _____
Technical Contact: Allen Clausen		Title: _____	
Phone: _____	e-mail: _____	Fax: _____	
Administrative Contact: _____		Title: _____	
Phone: _____	e-mail: _____	Fax: _____	
Other Contact: _____		Title: _____	
Phone: _____	e-mail: _____	Fax: _____	
Other Contact: _____		Title: _____	
Phone: _____	e-mail: _____	Fax: _____	
FOR ACCOUNTING USE ONLY:			

SUNGARD® PUBLIC SECTOR

ADDENDUM

Name and Address of Client:

Oswego Community Unit District #308
4175 Route 71
Oswego, IL 60543
Telephone: (630) 636-3677
Attn: John Petzke

Licensor:

SunGard Public Sector
3 West Broad Street
Bethlehem, PA 18018
Telephone: (610) 691-3616
Fax: (610) 954-8378

SunGard Public Sector (SunGard) and Client agree to amend their existing agreement, dated January 10, 1996, to add the following as attached hereto and part of this Agreement. The applications defined in the attachment become effective upon availability of the Software.

Products and Services

Investment Summary

Licensed Software

Professional Services

Hardware Components

All terms and conditions of the existing Agreement shall remain in effect (with the exception of prices and payment terms indicated herein). Payment terms are as follows: 100% of Licensed Software will be due upon Delivery of Software. The initial Maintenance and Support term shall be for a period of one year commencing with the month the Software is delivered.

Delivery Date is the date on which SunGard Public Sector first ships the Component System to the Delivery Address F.O.B. SunGard Public Sector's place of shipment.

IN WITNESS WHEREOF AND INTENDING TO BE LEGALLY BOUND, the parties have caused this Agreement to be signed by its duly authorized officer.

SUNGARD PUBLIC SECTOR

By: _____

Print Name: Bronne J. BruzgoPrint Title: Vice President of SalesDate Signed: August 3, 2009**OSWEGO COMMUNITY UNIT DIST #308**

By: _____

Print Name: JOHN PETZKEPrint Title: Exec. Dir. TechnologyDate Signed: 8-4-09

SUNGARD® PUBLIC SECTOR

August 3, 2009

Prepared for Oswego SD, IL
Based on an Enrollment of 14000 Students

Investment Summary

Pricing Summary	Optional	Price
Licensed Software		
Products in Development - Enrollment Online	-	\$10,794
Professional Services		
Products in Development - Enrollment Online	-	640
Hardware Components		
Installation Services	-	500
Total	\$0	\$11,934

* Travel and living expenses are not included in this total and will be invoiced at actual cost

Year 2 Support Summary	Optional	Price
Licensed Software		
Products in Development	-	1,873
Total	\$0	\$1,873

Detailed Pages Follow

Licensed Software

eSchoolPLUS Footnotes:

Products in Development	License Fee *	2nd Year Maintenance
Enrollment Online	\$10,794	\$1,873
Total Proposed Products in Development:	\$10,794	\$1,873

* First year maintenance and support included at no additional cost.

Products in Development Footnote:

- 1 Currently in development and cannot be included in a contract until the product is available for general distribution.

Professional Services

Products in Development			
Consulting and Training	Consulting Days	Training Days	Price
Enrollment Online	0.50	-	\$640
Total:	0.50	-	\$640

Additional Professional Services Notes:

Professional Services rates for the above are as follows:

- Training - \$1,280/day plus travel related expenses
- Consulting - \$1,480/day plus travel related expenses
- Schools Interoperability Framework (SIF) - \$1,800/day
- Project Management and Implementation Coordination - \$1,600/day

Some training sessions may be accomplished via the Internet thereby reducing travel and living expenses.

Should additional daily time be needed for implementation assistance beyond the standard eight hour day, this can be scheduled with the Project Manager for the standard training rate of \$160/hour.

Any training and implementation required beyond those days indicated above will be performed at the then standard per diem or hourly training rate.

Training day counts are based on a maximum class size of 16 individuals.

Any training and implementation scheduled more than 12 months after the execution date of this agreement will be at our then standard per diem rate.

The schedule for the above training and implementation services will occur as mutually agreed by SunGard and Client and as documented in a training agenda that will be sent to the Client. SunGard's cancellation policy requires a 21-day advance notice to cancel scheduled training. Cancellations within 6-21 days of the scheduled service will be invoiced at 50% of the total quoted service cost. Cancellation within 5 days, or on the scheduled date, the service will be invoiced at 100% of the quoted cost. For any cancellation of on-site services, any non-refundable travel expenses will be invoiced to your organization at cost.

Hardware Components

Hardware Equipment / Services		Cost
Installation Services		\$500
Total		\$500

CLIENT PROFILE_[JK1]

Date Submitted:	6/27//11
Sales Rep:	Joe Sarnitsky
Customer Name:	Oswego Community Unit District 308
Enrollment:	
Contract Type:	New Contract <input type="checkbox"/> Add-On <input checked="" type="checkbox"/> Migration <input type="checkbox"/>
Deployment:	Traditional <input checked="" type="checkbox"/> SaaS <input type="checkbox"/> SaaS migration <input type="checkbox"/> Application Hosting <input type="checkbox"/> RSA <input type="checkbox"/> Application Backup <input type="checkbox"/>
Products:	eSP <input checked="" type="checkbox"/> IEP <input type="checkbox"/> BP <input type="checkbox"/> eFP <input type="checkbox"/> PT/AB <input type="checkbox"/> CC <input type="checkbox"/> Professional Services Only <input type="checkbox"/>
Existing Customer:	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>
Performance Bond Required:	Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>
Background/Security Check Required:	Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>

Key Addresses

Billing Address	4175 Route 71
(if different than contract address):	Oswego, IL 60543
Shipping Address:	

Technical Contact

John Petzke
 Title: Director of Instructional Technology
 Email: jpetzke@oswego308.org
 Phone: 630-636-3949

Name & Title:	
Phone:	
E-mail:	
Fax:	

Project Manager Contact

Name & Title:	
Phone:	
E-mail:	
Fax:	

FOR ACCOUNTING USE:

--

SALES HANDOFF**BACKGROUND**

- List any relevant client or sales related background information here (key reasons for changing; leadership structure; goals of the project, etc.):

PURCHASE = STANDARDS BASED GRADEBOOK

IMPLEMENTATION EXPECTATIONS

- List any software implementation expectations or product functionality that is key (i.e. Workflow, Regulatory, etc.):

PROJECT DETAIL IS ON ATTACHED QUOTE

- Select the level of project management: Remote ☐ Onsite Full-Time ☐ Onsite Half-Time ☐
- Select the implementation approach: Express ☐ OnTrack ☒
- Provide the target go live date(s):
- Are there any implementation timeline specific expectations?

DEVELOPMENT COMMITMENTS OF CONTRACT

- Are there any customizations included in the contract? Yes ☐ No ☒
- For regulatory reporting, is this a new state? Yes ☐ No ☒

TERMS OF CONTRACT

- List any unique or non-standard terms and conditions of the contract:

- Are there discounts on services? Yes ☐ No ☒

If so, list:

- Are the services a fixed fee? Yes ☐ No ☐
- Is travel bundled within the services rate or capped? Yes ☐ No ☒
- Are there milestone payments? Yes ☐ No ☒

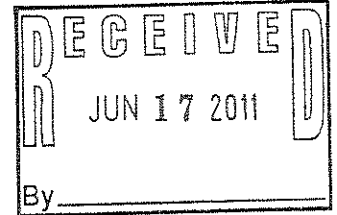
ADDITIONAL INFORMATION

- Provide any additional information that may be useful for the project team:

CONTRACT NO. 06/11-1545

SUNGARD PUBLIC SECTOR

ADDENDUM



Client:

Oswego Community Unit School District 308
4175 Route 71
Oswego, IL 60543
Telephone: (630) 636-3949
Fax: (630) 554-2168
Attn: John Petzke, Director of Instructional Technology

Licensor:

SunGard Public Sector
3 West Broad Street
Bethlehem, PA 18018
Telephone: (610) 691-3616
Fax: (610) 954-8378

SunGard Public Sector (SunGard) and Client agree to amend their existing agreement, dated January 10, 1996, to add the following as attached hereto and part of this Agreement.

EXHIBITS

A. PAYMENT SUMMARY AND SCHEDULE

B. SOFTWARE AND SERVICES

1. License Software (Perpetual License)
 - i. eSchoolPLUS
2. Software as a Service (Term License) – **Not Applicable**
3. Third Party and Pay Agency Applications – **Not Applicable**
4. Professional Services
 - i. eSchoolPLUS
5. Managed Services – **Not Applicable**
6. Hardware Components
7. System Requirements – **Not Applicable**
8. Regulatory Reporting – **Not Applicable**
9. Pricing Notes
10. Express Track Learning Content – **Not Applicable**

C. EQUIPMENT AND EQUIPMENT INSTALLATION

D. MANAGED SERVICES – Not Applicable

E. SERVICES – CLIENT RESPONSIBILITIES – Not Applicable

F. STUDENT TRANSCRIPTS – Not Applicable

G. CUSTOM PROGRAMMING SERVICES – Not Applicable

H. MAINTENANCE AND SUPPORT

1. License Software (Perpetual License)
2. Software as a Service (Term License) – **Not Applicable**
3. Equipment – **Not Applicable**

All terms and conditions of the existing Agreement shall remain in effect (with the exception of prices and payment terms indicated herein). For payment terms, refer to the payment schedule in Exhibit A.

Delivery Date is the date on which SunGard Public Sector first ships the Component System to the Delivery Address F.O.B. SunGard Public Sector's place of shipment.

IN WITNESS WHEREOF AND INTENDING TO BE LEGALLY BOUND, the parties have caused this Agreement to be signed by its duly authorized officer.

Oswego Community Unit School District 308

SunGard Public Sector Inc.

BY: 

BY: 

PRINT NAME: John Petzke

PRINT NAME: Bronne J. Bruzgo

PRINT TITLE: Exec. Dir. of Technology

PRINT TITLE: Vice President, Sales

DATE SIGNED: 6-8-11

DATE SIGNED: June 6, 2011

A. PAYMENT SCHEDULE

SOFTWARE AND SERVICES

1	License Software (Perpetual License)		\$6,085
	(refer to Sections B1 for Detail)		
	25% due upon Contract Execution	\$1,521	
	75% due upon Software Delivery	\$4,564	
2	Professional Services		\$1,580
	eSchoolPLUS		
	(refer to Section B4 for Detail)		
	Remote Project Management	\$200	
	100% due upon Execution Date		
	Other Professional Services	\$1,380	
	Due monthly as incurred		
3	Hardware Components		\$500
	(refer to Section B6 for Detail)		
	Including Installation and Integration		
	100% due upon Execution Date		
TOTAL SOFTWARE AND SERVICES ⁽¹⁾:			\$8,165

¹ Travel and living expenses are not included in this Professional Services cost.

Note that the escrow fee, if applicable, is not included in the payment schedule.

YEAR 2 MAINTENANCE ⁽¹⁾

1	Perpetual Software Maintenance	\$1,056
TOTAL YEAR 2 MAINTENANCE:		\$1,056

¹ Maintenance after the first Contract Year is optional, and will renew on a Contract Year-to Contract Year basis, unless Customer elects not to renew Maintenance for the upcoming Contract Year by notifying the other party in writing of non-renewal at least sixty (60) days prior to the expiration of the then-current Contract Year. Either party has the option to elect not to renew Maintenance after the second Contract Year by notifying the other party in writing of non-renewal at least sixty (60) days prior to the expiration of the then-current Contract Year. Maintenance fees for each subsequent Contract Year are payable within one year commencing with the month this Agreement is signed based on the Order Form to which these Exhibits are attached. Maintenance fees for the third Contract Year and for each subsequent Contract Year are subject to annual escalation and will be specified by SunGard Public Sector in an annual invoice provided to Customer at least ninety (90) days prior to the expiration of the then-current Contract Year.

B. SOFTWARE AND SERVICES

1. LICENSE SOFTWARE (Perpetual License)

eSchoolPLUS		Licensed Software	
(1)	Applications	License Fee	2nd Year Maintenance
	Standards Based Gradebook Uplift	6,085	1,056
	Subtotal Proposed Applications:	\$6,085	\$1,056

eSchoolPLUS OnTrack Footnotes:

- 1 First year maintenance and support included at no additional cost.

2. SOFTWARE AS A SERVICE (Term License)

Not applicable.

3. THIRD PARTY/PAY AGENCY PRODUCTS

Not applicable.

4. PROFESSIONAL SERVICES

eSchoolPLUS		Professional Services	
	OnTrack Consulting and Training	Consulting Days	Training Days
	Standards Based Gradebook Uplift	0.50	0.50
	Subtotal Proposed Services:	0.50	0.50

	Value Added Services	Days	Price	2nd Year Maintenance
	Remote Project Manager	Fixed Fee	200	N/A
	Subtotal Proposed Services:	-	\$200	\$0

TOTAL eSchoolPLUS Proposed Services:	\$1,580
--------------------------------------	---------

5. MANAGED SERVICES

Not applicable.

6. HARDWARE COMPONENTS

Hardware Components	
Hardware Equipment and Services	Cost
Installation Services	\$500
Total	\$500

A CD, 4mm DAT or DLT drive is a necessary component of the computer hardware configuration to facilitate the distribution of the application software.

The computer hardware configuration needs to include reliable access to the system via the Internet, a dedicated dial-up phone telephone line with a diagnostic modem of SunGard K-12 Education's specifications and a "superuser" system log-in account with privileges for SunGard K-12 Education's use in providing support for the application software system.

7. SYSTEM REQUIREMENTS

Not applicable

8. REGULATORY SOFTWARE

Not applicable

9. PRICING NOTES

Pricing Notes

- 1 SunGard K-12 Education's pricing for services are bill as incurred unless otherwise indicated within the Investment Summary.
- 2 For eSchoolPLUS, IEPPLUS, eFinancePLUS and BusinessPLUS products, installation, training and consulting rates do not include the cost of travel and living expenses for SunGard K-12 Education personnel. These are billable to the Customer at our cost. For PerformancePLUS, travel and living expenses are included.
- 3 Should additional daily time be needed for implementation assistance beyond the standard eight hour day, this can be scheduled with your Project Manager. Any services required beyond those days indicated will be performed at our then current rates.
- 4 Training day counts are based on a maximum class size of 16 individuals.
- 5 Any training and implementation scheduled more than 12 months after the Contract Execution date of this agreement will be at our then current rates.
- 6 The schedule for the above training and implementation services will occur as mutually agreed by SunGard K-12 Education and Client and as documented in a training agenda that will be sent to the Client. SunGard K-12 Education's cancellation policy requires a 21-day advance notice to cancel scheduled training. Cancellations within 6-21 days of the scheduled service will be invoiced at 50% of the total quoted service cost. Cancellation within 5 days, or on the scheduled date, the service will be invoiced at 100% of the quoted cost. For any cancellation of on-site services, any non-refundable travel expenses will be invoiced to your organization at cost.
- 7 In order to meet desired implementation schedules, SunGard K-12 Education offers temporary application hosting services for an additional fee. Once hardware is available for installation, client data files and software will be migrated to the in-house system.

10. EXPRESS TRACK LEARNING CONTENT

Not applicable.

C. EQUIPMENT AND EQUIPMENT INSTALLATION

- a. Equipment Prices.** SunGard Public Sector agrees to sell to Client and Client agrees to purchase the equipment identified in these Exhibits for the prices as set forth in these Exhibits.

- b. Equipment Installation Services.**

- 2.1 SunGard Public Sector will use its standard system assurance programs to individually test each unit of the Equipment according to the manufacturer's specifications, and when practical, integrate each unit for a total system test prior to shipment and installation at the Initial Installation Location.
- 2.2 If Client elects to have SunGard Public Sector provide the Equipment installation services, then, at least 25 days prior to installation of the Equipment, representatives from SunGard Public Sector will visit the Client's facilities on a mutually agreed date for the purpose of approving the locations for computer systems and principal components of the communications network and establishing plans for the installation of the Equipment and communications facilities. Travel costs incurred by SunGard Public Sector associated with this visit are the responsibility of the Client, are additional, and will be billed by SunGard Public Sector on a monthly, as-incurred basis.
- 2.3 SunGard Public Sector or its designee will perform the installation services, for the installation fees provided for in these Exhibits, for the Equipment at the "Initial Installation Location" designated by the Client. Equipment installation will be completed on a mutually agreed date, subject to the obligations of Client to provide the operational environment for the equipment as provided below under "Client Responsibilities" but no later than 10 days prior to the date for which such installation is scheduled (the "Scheduled Installation Date").
- 2.4 SunGard Public Sector will provide the Client with any manufacturer-provided reference documentation for operation of the Equipment.

- c. Client Responsibilities.**

- 3.1 Client, at its own expense, must provide a suitable operating environment, appropriate power supplies and adequate workspace for the Equipment to be maintained in accordance with the manufacturer's recommendations. Client must provide access to Client's hardware system(s) and/or operational system software where and when necessary for SunGard Public Sector to provide these services. Client is responsible to provide adequately trained personnel and hardware adequate to support their applications and user load as required to accommodate normal growth. Client must also provide trained personnel to administer these systems and perform software and data backups as required.
- 3.2 Client is responsible for the cost of all cabling, phone equipment, services and facilities needed to attach servers, workstations, printers and the like to the Equipment. This includes installing the cables and the labor or installation fees associated with the preparation of device locations.
- 3.3 Client will pay all costs of transportation and in-transit insurance for the Equipment to its facilities and all other related costs that may include special rigging, storage, packaging and similar charges. SunGard Public Sector will not be responsible for any loss or damage to the Equipment caused by the fault or negligence of Client or

its agents or employees, by non-SunGard Public Sector alterations or servicing, by common carriers, force majeure, fire or other casualty.

d. Other Terms Applicable to Equipment Sales.

- 4.1 SunGard Public Sector's installation personnel will remain on Client's site not more than one day in the event of Client's failure to fulfill its site preparation obligations. Return trips, if necessary, will be invoiced to Client at SunGard Public Sector's then prevailing service rates, plus expenses.

D. MANAGED SERVICES

Not applicable.

E. SERVICES – CLIENT RESPONSIBILITIES

Not applicable.

F. STUDENT TRANSCRIPTS

Not applicable.

G. CUSTOM PROGRAMMING SERVICES

Not applicable.

H. MAINTENANCE AND SUPPORT

a. License Software (Perpetual License)

i. Services to be Provided

- a. Provide standard product enhancements when and as the same are developed by SunGard Public Sector; SunGard Public Sector will make available to Client one copy of such product enhancements or corrected programs as soon as it is available. Client will be responsible for incorporating such enhancements in each copy of the applicable SunGard Public Sector Software licensed by Client.
- b. Provide programming modifications and support for the Regulatory Software identified in these Exhibits. Modifications and updates will be provided and are limited to those which use data supported within the baseline application software and are required by regulatory changes.
- c. Provide assistance to Client in the use of the SunGard Public Sector Application Software via telephone inquiries to SunGard Public Sector's designated software support offices. Telephone support services are available weekdays, excluding holidays, during normal business hours. Normal business hours are 8:00 AM - 5:00 PM Client local time.

- d. Investigate errors in the intended capabilities of SunGard Public Sector Application Software upon receipt of notification from Client and provide Client with an alternate procedure or programming modifications to correct errors. SunGard Public Sector will distribute to Client one copy of such product enhancements or corrected programs as soon as it is available. Client will be responsible for incorporating such enhancements in each copy of the applicable SunGard Public Sector Software licensed by Client.

All of the above services will be provided by Internet or telephone communication contact between SunGard Public Sector and Client.

e. Exclusions

1. **System Requirements.** SunGard Public Sector solutions are designed to function at optimum levels when integrated with dedicated hardware resources. The addition of non-SunGard Public Sector provided software may adversely affect the performance or functionality of the SunGard Public Sector provided applications. Accordingly, SunGard Public Sector will not be responsible for system malfunctions or loss of functionality caused by the addition of non-SunGard Public Sector provided applications or utility software. Applications that alter the basic architecture of the operating environment such as VMWare, will be supported, however SunGard Public Sector PLUS Solutions were written to run natively under the host operating system. As such, we do not routinely or rigorously test our applications, or those of our partners, under such third-party applications. SunGard Public Sector will use commercially reasonable efforts to investigate potential issues with the application software running in conjunction with the VMWare. As part of that investigation, SunGard Public Sector may require the issue to be reproduced independently from the hardware virtualization software. Should issues be reported that can reasonably be linked to the virtual hardware environment, SunGard Public Sector will make reasonable and commercially viable efforts to resolve the issue, as long as it can be done in such a way as to not affect the same software when run natively. Corrective measures for malfunctions caused by such additions will be at the option of SunGard Public Sector and will be billable at SunGard Public Sector's then-current hourly rate.

ii. Client Responsibilities

Internet access is required for delivery of Maintenance and will be the primary connectivity medium for all support activities. Client will be responsible to provide access to each server via the SunGard Public Sector SecureLink gateway. A "super-user" system log-in account with privileges for SunGard Public Sector's use in support of this agreement is also required.

- a. Client will be responsible to provide a CD/DVD drive which may be used to install new software releases, updates, enhancements, and the like.

- b. Prohibited table changes include the addition of triggers – small programs in the database that run automatically when an INSERT, UPDATE, or DELETE statement is issued against the associated table and data element – to SunGard Public Sector data elements.
- c. Client will designate, by name, a limited number of individuals for the purpose of logging calls with SunGard Public Sector central support. Client will appoint one of these individuals to serve as central liaison between SunGard Public Sector technicians and other named callers or Client end users.
- d. Client is obligated to fulfill the responsibilities of system administrator as identified in these Exhibits. This may be accomplished as part of the central liaison's job responsibilities or by contracting with SunGard Public Sector for Remote System Administration Services.

Client will be responsible for acquiring any necessary Microsoft Client access licenses used in conjunction with the Licensed Software

iii. System Administration Job Responsibilities

System Administrative personnel should have or possess the potential to develop the following knowledge and skills:

- General understanding of computer systems' architecture as well as a firm knowledge of Client's site-specific network configuration.
- Understanding of general computer concepts such as relational database, operating systems, application software, and current programming languages and tools.
- Strong verbal and written communication skills with administrators, programmers, and system maintenance personnel.
- Understanding of the importance of data integrity and security (file backups and password control).
- Understanding of Client's organizational requirements for the Licensed Software.

Client system administration responsibilities include, but are not limited to, the following:

General Responsibilities:

- Sole responsibility for communications with SunGard Public Sector Maintenance personnel.
- Provide first level support to end users and manage support calls.
- Upgrade system software in conjunction with SunGard Public Sector and the computer hardware manufacturer.
- Manage workload.
- Train department personnel to use Report Writer.
- Maintain Documentation.

- Diagnose and resolve minor hardware problems.
- Maintain currency on Maintenance, including ongoing subscription to SunGard Public Sector Maintenance program and maintenance/support programs for third party dependencies.
- Implement and manage disaster recovery plan.
- Manage third party support contracts as well as update and install third party products.
- Manage support calls.
- Attend appropriate system management classes as required.

Operating System/Network Administration:

- Install, configure and maintain Client desktop software, including network software (e.g., OS, Browser, and TCP/IP).
- Monitor operating system and modify operating system parameters as required. *
- Create and maintain cron jobs, scheduled tasks, maintenance plans, or other batch processes. *
- Verify software licensing. *
- Install operating system patches. *
- Install, configure and maintain Sendmail.
- Install/reinstall operating system as required.
- Develop backup strategy, manage the file system backup process and procedures, maintain backup scripts and verify backups execute properly on a daily basis. *
- Maintain on and off site storage of backup media.
- Restore files, file systems or databases as required. *
- Monitor system performance and tune operating system parameters for maximum efficiency. *
- Monitor disk and file system utilization/permissions and adjust to meet site requirements. Backup or delete temporary files and logs as appropriate. *
- Maintain login scripts.
- Add, delete, archive, and maintain configuration of users (for example, to access specific software packages), and maintain user environments.
- Configure communication port(s). *
- Set or modify IP address. *
- Install microcode or firmware updates as required.
- Monitor hardware reliability, check error logs, and initiate corrective action when warranted. *
- Create and maintain printer configurations, print queues and virtual printers. Setup and manage print spooler.
- Maintain access to server(s) for support (i.e., Internet and backup modem access).
- Create or modify default gateway.
- Maintain Active Directory.
- Maintain connectivity of host to LAN.
- Evaluate application software utilization and setup.

- Load application software updates and existing hardware customizations, if any.
- Recompile applications as required.
- Install and configure IIS. *
- Install and configure .Net Framework. *

Database Administration

- Maintain database security and access/permissions.
- Backup and restore specific databases or entire database environment. *
- Backup and restore specific tables within database(s). *
- Import or export databases as required. *
- Monitor and modify data allocation. *
- Add DB space.
- Create test (or other special purpose) databases as required.
- Maintain maintenance plans.
- Manage transaction log files, backup and restoration of log files.
- Perform checks for data consistency. *
- Monitor database table extents and adjust as needed. *
- Update database statistics and table indices. *
- Maintain production and test databases.
- Configure, upgrade and install database software.
- Verify software licensing and maintain currency on support agreements, software licensing and documentation.
- Monitor database engine performance and tune as needed. *
- Monitor database size and growth. *
- Manage database product support calls.
- Attend appropriate database classes for system administration, SQL, and database tuning.

System Security

- Ensure data and equipment security (physical and electronic).
- Monitor system access via modem or Internet.
- Investigate attempted security breaches. *
- Monitor application software utilization and setup to ensure authorizations are administered correctly. *
- Monitor file and database permissions and accounts. *
- Acquire, install and maintain anti-virus, anti-malware or any other necessary software (firewalls etc.) to ensure adequate security for the application environment and user data.

SunGard Pubic Sector offers telephone support agreements for operating system, database and utility software packages to assist the Client system administrator in the execution of basic and advanced administrative functions. For Clients who contract with SunGard Public Sector for these services, we will provide additional assistance (via remote Internet or dial access) for the basic functions designated with an asterisk (*) in the above list for the first six months subsequent to installation (operating system, database software, utility software, application software) by SunGard Public Sector. After six months, Clients who do not contract with SunGard

Public Sector for Remote System Administration Services will be invoiced on a per-call basis when SunGard Public Sector is required to perform basic administrative tasks via remote access on behalf of the Client system administrator.

b. Software as a Service (SaaS) (Term License)

Not applicable.

c. Equipment

Not applicable.

SunGard Pentamation Client Profile

DATE SUBMITTED: 5/29/2008		SUBMITTED BY Joe Sarnitsky	
CONTRACT <input type="checkbox"/>		ADDENDUM <input checked="" type="checkbox"/>	
MIGRATION <input type="checkbox"/>		ASP <input type="checkbox"/>	
PERFORMANCE BOND REQUIRED? (Y/N)		ASP Backup Service <input type="checkbox"/>	
COMMENTS: Reportnet for eSchool and eFinancePlus Anonymous Consumer, 1 business, 1 professional author, installation and training			
CUSTOMER INFORMATION		CONTRACT ID#	
Customer Name Oswego Community Unit School District #308			
Enrollment/Population:			
Mailing Address		City	ST Zip Code
4175 Route 71		Oswego	IL 60543
Shipping Address		City	ST Zip Code
Billing Address		City	ST Zip Code
Administrative Contact		Phone	e-mail
John Petzke		630-636-3677	jpetzke@oswego308.org
Title		Fax #	
Technical Contact		Phone	e-mail
Title		Fax #	
OTHER CONTACTS		Phone	e-mail
Title		Fax #	
		Phone	e-mail
Title		Fax #	

FOR INTERNAL USE ONLY

SUNGARD PUBLIC SECTOR PENTAMATION INC.

ADDENDUM

Name and Address of Client:

Oswego Community Unit School District #308
4175 Route 71
Oswego, IL 60543
Telephone: (630) 636-3677
Attn: John Petzke,
Director of Instructional Technology

Licensor:

SunGard Public Sector Pentamation Inc
3 West Broad Street
Bethlehem, PA 18018
Telephone: (610) 691-3616
Fax: (610) 954-8378

1. SunGard Public Sector Pentamation Inc. (SunGard) and Client agree to amend their existing agreement dated 1996, to add the following as attached hereto and part of this Agreement.

Products and Services

Appendix 1 – Licensed Software, Training and Support
Appendix 2 – Implementation Services *N/A*
Appendix 3 – Hardware Equipment / Services

All terms and conditions of the existing Agreement shall remain in effect (with the exception of prices and payment terms indicated herein). Payment terms are as follows: 100% of Licensed Software will be due upon execution of this Agreement. The initial Maintenance and Support term shall be for a period of one year commencing with the month this Agreement is signed. Training and other professional services will be invoiced on a monthly basis as incurred.

IN WITNESS WHEREOF AND INTENDING TO BE LEGALLY BOUND, the parties have caused this Agreement to be signed by its duly authorized officer.

**SUNGARD PUBLIC
SECTOR PENTAMATION INC**

**OSWEGO COMMUNITY UNIT
SCHOOL DISTRICT #308, IL**

By: _____

Print Name: Dorald V. Appleton

Print Title: President & Chief Operating Officer

Date Signed: May 28, 2008

By: _____

Print Name: John Petzke

Print Title: Director of Instructional Technology

Date Signed: 5-28-08

Oswego Community Unit School District 308, IL

Investment Summary

May 28, 2008

Pricing Summary	
	Price
Appendix 1 - Licensed Software, Training and Support	
ReportNet - Per Named User Impromptu Upgrade	\$1,956
ReportNet - Anonymous Consumer Upgrade for Current Customer with IWR	17,291
Report Writer Training	9,000
Appendix 2 - Implementation Services	
	N/A
Appendix 3 - Hardware Equipment/Services	
Installation Services	1,500
Total *	\$29,747

* Travel and living expenses are not included in this total and will be invoiced at actual cost

Year 2 Support Summary	
	Price
ReportNet - Per Named User Impromptu Upgrade	\$537
ReportNet - Anonymous Consumer Upgrade for Current Customer with IWR	5,953
Total:	\$6,490

Detailed Pages Follow

APPENDIX 1 - LICENSED SOFTWARE

ReportNet - Per Named User Impromptu Upgrade ***	# of Users	License Fee *	Year 2 Maint	Training Days	Training Cost
ReportNet Business Author (1)	1	\$507	\$168	**	**
ReportNet Professional Author (2)	1	1,449	369	**	**
Total:		\$1,956	\$537		

* First year maintenance and support included at no additional cost.

**See following section for Cognos training days and costs.

*** Upgrade pricing is for existing Impromptu Customers who are current on maintenance. A 'Named User' means an individual who is authorized by Licensee to use the specified Software, whether or not that individual is logged on to that Software. The above number of users is an estimate. Further discussion is required in order to determine your exact needs. Multiple copy pricing is available.

Customers with modified Impromptu catalogues will require an automated conversion from SunGard Pentamotion or they may opt to manually modify the new ReportNet framework models. Conversion costs can be provided upon request.

¹ Includes Consumer.

² Includes Business Author.

Recipient

User has access via Cognos Connection or by e-mail to: view reports, set personal preference for language, time zones, etc. Recipient can access reports in a Microsoft Windows or Macintosh environment.

Consumer

User has Recipient capabilities plus rights to: run and schedule reports; interact with prompts; out reports to other formats such as PDF and CSV, subscribe to a scheduled report, create and manage report folders and personalized standard reports. Recipient can access reports in a Microsoft Windows or Macintosh environment.

Business Author

User has Consumer capabilities plus Query Studio which provides the ability to do ad hoc querying, create simple reports and charts, define prompting, filtering and calculations, share reports with other Personalized standard reports. Can be used only for reporting against SunGard Pentamotion application databases. Can NOT be used to report against a Data Warehouse / Data Mart. Requires Microsoft Internet Explorer.

Professional Author

User has all the Business Author capabilities plus: Report Studio which provides the ability to create sophisticated, multi-page, richly formatted reports and charts with complex prompts and filters. User has the ability to create and distribute personalized reports via report bursting. Can be used only for reporting against SunGard Pentamotion application databases. Can NOT be used to report against a Data Warehouse / Data Mart. Requires Microsoft Internet Explorer.

Administrator

User has all the Professional Author rights plus can administer the ReportNet environment in terms of server administration, security administration, report scheduling administration and modeling metadata. One copy is required for each site. Requires Microsoft Internet Explorer.

ReportNet - Anonymous Consumer Upgrade for Current Customer with IWR***	License Fee *	Year 2 Maint	Training Days	Training Cost
eSchoolPLUS (1)	\$13,623	\$4,690	**	**
eFinancePLUS (1)	3,668	1,263	**	**
Total:	\$17,291	\$5,953		

* First year maintenance and support included at no additional cost.

**See following section for Cognos training days and costs.

*** Upgrade pricing is for existing IWR Customers who are current on maintenance.

- 1 The ReportNet Anonymous Consumer provides unlimited ReportNet recipients/consumers for a particular SunGard Pentamotion product suite. A ReportNet recipient has access via Cognos Connection or by e-mail to: view reports; set personal preference for language, time zones, etc. A ReportNet Consumer has Recipient capabilities plus the rights to: run and schedule reports; interact with prompts; out reports to other formats such as PDF and CSV, subscribe to a scheduled report, create and manage report folders and personalized standard reports. One copy of ReportNet Administrator is required for each site; one copy of ReportNet Administrator which includes one copy of ReportNet Professional Author is included with the ReportNet Anonymous Consumer. Consumer can access reports in a Microsoft Windows or Macintosh environment. ReportNet Administrator and Professional Author require Microsoft Internet Explorer and a dedicated native Microsoft Windows server(s).

ReportNet requires the availability of a SQL Server database.

Cognos software is licensed by Pentamotion to the customer for use only with Pentamotion applications and/or applications developed by the customer which utilize Pentamotion application data.

Telephone support for Cognos products is provided to the customer by Pentamotion. License and/or maintenance agreements do not entitle the customer to access any Cognos technical support facility directly via either telephone or other means of communication.

Report Writer Training	Days	Cost Per Day	Cost
eSchoolPLUS Software	2.0	\$1,500	\$3,000
eFinancePLUS Software	2.0	1,500	3,000
Anonymous Consumers	2.0	1,500	3,000
Total:			\$9,000

Training quoted is for either Impromptu or ReportNet, but not both.

APPENDIX 2 - IMPLEMENTATION SERVICES

N/A

APPENDIX 3 - HARDWARE EQUIPMENT / SERVICES

Hardware Equipment / Services	Cost
Installation Services	\$1,500
Total:	\$1,500

SunGard Public Sector Client Profile

DATE SUBMITTED: 12/14/09		SUBMITTED BY: Joe Scutitsky	
CONTRACT <input type="checkbox"/>	ADD-ON <input checked="" type="checkbox"/>	SaaS MIGRATION <input type="checkbox"/>	RSA / RSP <input type="checkbox"/>
MIGRATION <input type="checkbox"/>	SaaS <input type="checkbox"/>	ASP HOSTING <input type="checkbox"/>	OTHER <input type="checkbox"/>
DEMOERS: (Please list all demoers involved with this sale)		BETHLEHEM <input type="checkbox"/>	CHICO <input type="checkbox"/>
Demoer 1: _____		Demoer 3: _____	
Demoer 2: _____		Demoer 4: _____	
PERFORMANCE BOND REQUIRED? (Y/N) <input type="checkbox"/>		BACKGROUND / SECURITY CHECK REQUIRED? (Y/N) <input type="checkbox"/>	
COMMENTS: Enrollment online Early Adopter			
CUSTOMER INFORMATION Oswego Comm Unit Dist # 308			
Customer Name: _____			
Enrollment/Population: _____			
Billing Address: 4175 Rt. 71		City Oswego	ST IL Zip Code 60543
Address for shipping Software: _____		City _____	ST _____ Zip Code _____
Technical Contact: Allen Clausen		Title: _____	
Phone: _____	e-mail: _____	Fax: _____	
Administrative Contact: _____		Title: _____	
Phone: _____	e-mail: _____	Fax: _____	
Other Contact: _____		Title: _____	
Phone: _____	e-mail: _____	Fax: _____	
Other Contact: _____		Title: _____	
Phone: _____	e-mail: _____	Fax: _____	
FOR ACCOUNTING USE ONLY:			

SUNGARD® PUBLIC SECTOR

ADDENDUM

Name and Address of Client:

Oswego Community Unit District #308
4175 Route 71
Oswego, IL 60543
Telephone: (630) 636-3677
Attn: John Petzke

Licensor:

SunGard Public Sector
3 West Broad Street
Bethlehem, PA 18018
Telephone: (610) 691-3616
Fax: (610) 954-8378

SunGard Public Sector (SunGard) and Client agree to amend their existing agreement, dated January 10, 1996, to add the following as attached hereto and part of this Agreement. The applications defined in the attachment become effective upon availability of the Software.

Products and Services

Investment Summary

Licensed Software

Professional Services

Hardware Components

All terms and conditions of the existing Agreement shall remain in effect (with the exception of prices and payment terms indicated herein). Payment terms are as follows: 100% of Licensed Software will be due upon Delivery of Software. The initial Maintenance and Support term shall be for a period of one year commencing with the month the Software is delivered.

Delivery Date is the date on which SunGard Public Sector first ships the Component System to the Delivery Address F.O.B. SunGard Public Sector's place of shipment.

IN WITNESS WHEREOF AND INTENDING TO BE LEGALLY BOUND, the parties have caused this Agreement to be signed by its duly authorized officer.

SUNGARD PUBLIC SECTOR

By: _____

Print Name: Bronne J. BruzgoPrint Title: Vice President of SalesDate Signed: August 3, 2009**OSWEGO COMMUNITY UNIT DIST #308**

By: _____

Print Name: JOHN PETZKEPrint Title: Exec. Dir. TechnologyDate Signed: 8-4-09

SUNGARD® PUBLIC SECTOR

August 3, 2009

Prepared for Oswego SD, IL
Based on an Enrollment of 14000 Students

Investment Summary

Pricing Summary	Optional	Price
Licensed Software		
Products in Development - Enrollment Online	-	\$10,794
Professional Services		
Products in Development - Enrollment Online	-	640
Hardware Components		
Installation Services	-	500
Total	\$0	\$11,934

* Travel and living expenses are not included in this total and will be invoiced at actual cost

Year 2 Support Summary	Optional	Price
Licensed Software		
Products in Development	-	1,873
Total	\$0	\$1,873

Detailed Pages Follow

Licensed Software

eSchoolPLUS Footnotes:

Products in Development	License Fee *	2nd Year Maintenance
Enrollment Online	\$10,794	\$1,873
Total Proposed Products in Development:	\$10,794	\$1,873

* First year maintenance and support included at no additional cost.

Products in Development Footnote:

- 1 Currently in development and cannot be included in a contract until the product is available for general distribution.

Professional Services

Products in Development			
Consulting and Training	Consulting Days	Training Days	Price
Enrollment Online	0.50	-	\$640
Total:	0.50	-	\$640

Additional Professional Services Notes:

Professional Services rates for the above are as follows:

- Training - \$1,280/day plus travel related expenses
- Consulting - \$1,480/day plus travel related expenses
- Schools Interoperability Framework (SIF) - \$1,800/day
- Project Management and Implementation Coordination - \$1,600/day

Some training sessions may be accomplished via the Internet thereby reducing travel and living expenses.

Should additional daily time be needed for implementation assistance beyond the standard eight hour day, this can be scheduled with the Project Manager for the standard training rate of \$160/hour.

Any training and implementation required beyond those days indicated above will be performed at the then standard per diem or hourly training rate.

Training day counts are based on a maximum class size of 16 individuals.

Any training and implementation scheduled more than 12 months after the execution date of this agreement will be at our then standard per diem rate.

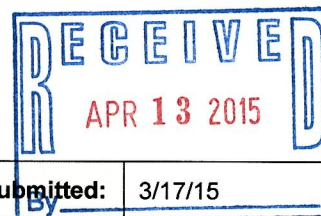
The schedule for the above training and implementation services will occur as mutually agreed by SunGard and Client and as documented in a training agenda that will be sent to the Client. SunGard's cancellation policy requires a 21-day advance notice to cancel scheduled training. Cancellations within 6-21 days of the scheduled service will be invoiced at 50% of the total quoted service cost. Cancellation within 5 days, or on the scheduled date, the service will be invoiced at 100% of the quoted cost. For any cancellation of on-site services, any non-refundable travel expenses will be invoiced to your organization at cost.

Hardware Components

Hardware Equipment / Services		Cost
Installation Services		\$500
Total		\$500

SUNGARD® K-12 EDUCATION

CLIENT PROFILE DOCUMENT



Sales Rep/CRM:	Mary Toner	Date Submitted:	3/17/15
Client Name:	Oswego Community Unit School District 308, IL	Enrollment:	18,500
Existing Client:	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	Contract Type:	New Contract <input type="checkbox"/> Addendum <input checked="" type="checkbox"/> Migration <input type="checkbox"/> Other <input type="checkbox"/>
Deployment:	Traditional <input checked="" type="checkbox"/> SaaS <input type="checkbox"/> SaaS migration <input type="checkbox"/> Application Hosting <input type="checkbox"/> RSA <input type="checkbox"/> Application Backup <input type="checkbox"/> Temporary Hosting <input type="checkbox"/>		
Products:	eSP <input checked="" type="checkbox"/> IEP <input type="checkbox"/> BP <input type="checkbox"/> PT <input type="checkbox"/> AB <input type="checkbox"/> CC <input type="checkbox"/> OLA <input type="checkbox"/> eFP <input type="checkbox"/> eFP 5.0 Upgrade <input type="checkbox"/> Services Only <input type="checkbox"/> eduplanet <input type="checkbox"/> Mizuni Aspire <input type="checkbox"/> Other Third Party Products <input type="checkbox"/>		
PLUS 360 Integration included:	eSP <input type="checkbox"/> IEP <input type="checkbox"/> PP <input type="checkbox"/> BP <input type="checkbox"/> eFP <input type="checkbox"/> Third Party <input type="checkbox"/>		
Performance Bond Required:	Yes <input type="checkbox"/> No <input type="checkbox"/>		
Background/Security Check Required:	Yes <input type="checkbox"/> No <input type="checkbox"/>		
Target Date for Contract Execution:		BDR Lead:	Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>

Key Addresses	
Contract Address:	4175 Route 71, Oswego, IL 60543
Billing Address:	
Shipping Address:	

Contract Contact Information (who will be signing the contract)	
Name & Title:	Dr Brenda Dixon
Phone Number:	630.636.3086
Fax Number:	
Email address	bdixon@sd308.org

Technical Contact Information	
Name & Title:	Allen Clasen
Phone Number:	630.636.3950
Fax Number:	
Email address	aclasen@oswego308.org

Project Manager Contact Information	
Name & Title:	
Phone Number:	
Fax Number:	
Email address	

FOR ACCOUNTING USE:

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SUNGARD® K-12 EDUCATION

SALES HANDOFF

BACKGROUND

- List any relevant client or sales related background information here (key reasons for changing; leadership structure; goals of the project, etc)

- Please list the name of the client project sponsor(s) who were influential in selecting our solution :

- Please list the product consultant(s) who demoed to the client:

- List anything that came up during the demonstration(s) or conversations with the customer that might cause problems during the implementation (i.e. workarounds that were suggested):

- Were any sample forms/documents provided to the client during the sales process? If so, please provide copies to the SunGard K-12 Education Project Manager. Yes ☐ No ☐

- What product(s) are they moving off of:

IMPLEMENTATION EXPECTATIONS

- List any software implementation expectations or product functionality that is key (i.e. Workflow, Regulatory, etc.):

- Select the level of project management: Remote ☐ Onsite Full-Time ☐ Onsite Half-Time ☐

- Select the implementation approach: Express ☐ OnTrack ☐ Mixed ☐

- Provide the target go live date(s):

- Are there any implementation timeline specific expectations?

DEVELOPMENT COMMITMENTS OF CONTRACT

- Are there any customizations expected by the client with this contract? Yes ☐ No ☒
- For regulatory reporting, is this a new state? Yes ☐ No ☒

TERMS OF CONTRACT

- Are there any special payments terms or discounts for:
 - License fees? Yes ☐ No ☒
 - SaaS fees? Yes ☐ No ☒
 - Services? Yes ☐ No ☒
 - Expenses? Yes ☐ No ☒
 - Escalation limits? Yes ☐ No ☒
 - Other (list below)? Yes ☐ No ☒

- Are the services a fixed fee? Yes ☐ No ☐
- Were any additional services added to the contract? Yes ☐ No ☒
- Is travel bundled within the services rate or capped? Yes ☐ No ☒
- Are receipts required for Travel and Living Expenses Yes ☒ No ☐
- Are there milestone payments? Yes ☐ No ☒
- Is there a retainage on payments? Yes ☐ No ☒

ADDITIONAL INFORMATION

- Provide any additional information that may be useful for the project/implementation team:

CONTRACT NO. 2372

SunGard Public Sector Inc.

d/b/a "SUNGARD K-12 EDUCATION"

ADDENDUM

Client:

Oswego Community Unit School District 308
4175 Route 71
Oswego, IL 60543
Telephone: (630) 636-3086
Fax: (630) 554-2168
Attn: Dr. Brenda Dixon

Licensors:

SunGard K-12 Education
3 West Broad Street
Bethlehem, PA 18018
Telephone: (610) 691-3616
Fax: (610) 954-8378

SunGard K-12 Education and Client agree to amend their existing agreement, dated January 10, 1996 ("Agreement"), to add the following as attached hereto and part of this Addendum.

EXHIBITS TO ORDER FORM

EXHIBIT A: PAYMENT SUMMARY AND SCHEDULE

EXHIBIT B: LICENSED SOFTWARE AND SERVICES

1. Software (Perpetual License)
 - i. eSchoolPLUS
2. Professional Services
 - i. eSchoolPLUS
3. Hardware Components
4. Pricing Notes

All terms and conditions of the existing Agreement shall remain in effect (with the exception of any conditions, prices and payment terms indicated herein). For payment terms, refer to the payment schedule in Exhibit A.

Delivery Date is the date on which SunGard K-12 Education first ships the Component System to the Delivery Address F.O.B. SunGard K-12 Education's place of shipment.

IN WITNESS WHEREOF AND INTENDING TO BE LEGALLY BOUND, the parties have caused this Addendum to be signed by its duly authorized officer.

Oswego Community Unit
School District 308

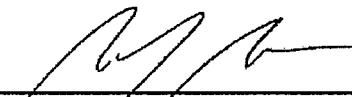
SunGard Public Sector Inc.

BY: 

PRINT NAME: Dr. Paul D'Malley

PRINT TITLE: Assoc. Superintendent

DATE SIGNED: 4-10-15

BY: 

PRINT NAME: Bronne J. Bruzgo

PRINT TITLE: Vice President, Sales

DATE SIGNED: March 23, 2015

EXHIBIT A: PAYMENT SCHEDULE

LICENSED SOFTWARE AND SERVICES

1	Software (Perpetual License) (refer to Exhibit B for detail) eSchoolPLUS 100% due upon Software Delivery	\$12,063 \$12,063
2	Professional Services (refer to Exhibit B for detail) Fixed Fee Services 100% due upon Execution Date Other Services Due monthly as incurred	\$2,220 \$300 \$1,920
3	Hardware Components (refer to Exhibit B for detail) Including Installation and Integration 100% due upon Execution Date	\$500

TOTAL SOFTWARE AND SERVICES ⁽¹⁾:	\$14,783
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¹ Travel and living expenses are not included in this Professional Services cost.

YEAR 2 MAINTENANCE

1	Perpetual Software Maintenance	\$2,508
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TOTAL YEAR 2 MAINTENANCE:	\$2,508
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EXHIBIT B: LICENSED SOFTWARE AND SERVICES

1. SOFTWARE (Perpetual License)

eSchoolPLUS		Software
Applications	License Fee	2nd Year Maintenance
Student Success Plan	12,063	2,508
Subtotal Proposed Applications:	\$12,063	\$2,508

eSchoolPLUS Footnotes:

- 1 First year maintenance and support included at no additional cost

Maintenance after the first Contract Year is optional, and will renew on a Contract Year-to Contract Year basis, unless Client elects not to renew Maintenance for the upcoming Contract Year by notifying the other party in writing of non-renewal at least sixty (60) days prior to the expiration of the then-current Contract Year. Either party has the option to elect not to renew Maintenance after the second Contract Year by notifying the other party in writing of non-renewal at least sixty (60) days prior to the expiration of the then-current Contract Year. Maintenance fees for each subsequent Contract Year are payable within one year commencing with the month this Agreement is signed based on the Order Form to which these Exhibits are attached. Maintenance fees for the third Contract Year and for each subsequent Contract Year are subject to annual escalation and will be specified by SunGard K-12 Education in an annual invoice provided to Client at least ninety (90) days prior to the expiration of the then-current Contract Year.

2. PROFESSIONAL SERVICES

eSchoolPLUS		Professional Services
	Training Days	Price
Student Success Plan	1.50	1,920
Subtotal Proposed Services:	1.50	\$1,920

Value Added Services	Days	Price	2nd Year Maintenance
Remote Project Manager	Fixed Fee	300	NA
Subtotal Proposed Services:	-	\$300	\$0

TOTAL eSchoolPLUS Proposed Services:	\$2,220
---	----------------

3. HARDWARE COMPONENTS

Hardware Components	
Hardware Equipment and Services	Cost
Installation Services	\$500

4. PRICING NOTES

- 1 SunGard K-12 Education's pricing for services are bill as incurred unless otherwise indicated within the Payment Summary and Schedule.
- 2 Training and Consulting services are provided through a Blended learning approach; comprised of instructor lead onsite, distant learning (webex), and self-paced on-line elearning. The method of blended learning is determined by content.
- 3 Travel and living expenses are not included in the Professional Services costs.
- 4 Should additional daily time be needed for implementation assistance beyond the standard eight hour day, this can be scheduled with your Project Manager. Any services required beyond those days indicated will be performed at our then current rates.
- 5 Training day counts are based on a maximum class size of 16 individuals. SunGard K-12 Education training methodology is based on a train-the-trainer deployment.
- 6 The schedule for the above Training, Consulting and Professional Development services will occur as mutually agreed by SunGard K-12 Education and client and as documented in a training agenda that will be sent to the client. SunGard K-12 Education's cancellation policy requires a 21-day advance notice to cancel scheduled training. Cancellations within 6-21 days of the scheduled service will be invoiced at 50% of the total quoted service cost. Cancellation within 5 days, or on the scheduled date, the service will be invoiced at 100% of the quoted cost. For any cancellation of on-site services, any non-refundable travel expenses will be invoiced to your organization at cost.
- 7 SunGard K-12 Education's current Professional Services rates are as follows:
Training / Consulting Rate: 1,280 per day.
Data Conversion (BusinessPLUS): 1,280 per day, Data Conversion (eSchoolPLUS, IEPPLUS, eFinancePLUS) Rate: 1,500 per day.
Custom Programming Rate: 1,500 per day.
Project Management / Business Process Review / Schools Interoperability Framework (SIF) Rate 1,600 per day.

SUNGARD PENTAMATION INC.

ADDENDUM

Name and Address of Client:

Oswego Community Unit School District #308
4175 Route 71
Oswego, IL 60543

Contact & Title: Joel Murphy, Assistant Superintendent
of Planning, Technology & Operations

Telephone: 630-554-3447

Fax: 630-554-2168

Licensor:

SunGard Pentamation Inc
3 West Broad Street, Suite 1
Bethlehem, PA 18018

Telephone: (610) 691-3616

Fax: (610) 861-9323

1. SunGard Pentamation and Client agree to amend their existing agreement, Year 1996, to add the following as attached hereto and part of this Agreement.

Products and Services:

Appendix 1 - Licensed Software, Training and Support

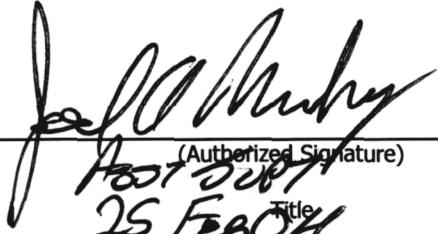
Appendix 2 - Implementation Services

Appendix 3 - Hardware Equipment/Services

All terms and conditions of the existing agreement shall remain in effect (with the exception of prices and payment terms indicated herein). Payment terms are as follows: 25% will be due upon execution of agreement. 75% due upon delivery of software. The initial Maintenance and Support term shall be for a period of one year commencing upon execution of this Agreement. Pentamation may refer services under this addendum to Pentasun Professional Services LLC. Pentasun contractors will adhere to the terms of this contract and to the same policies and standards as SunGard Pentamation staff. Pentasun contractors will contact the Client only after a referral from SunGard Pentamation management. If services are provided by a Pentasun consultant, Client organization will be invoiced for those services and any associated reimbursable expenses directly by Pentasun.

IN WITNESS WHEREOF AND INTENDING TO BE LEGALLY BOUND, the parties have caused this Agreement to be signed by its duly authorized officer.

OSWEGO COMMUNITY UNIT SCHOOL DISTRICT #308


(Authorized Signature)

25 FEB 04
(Date)

SUNGARD PENTAMATION INC


Bronne J. Bruzgo

Vice President Sales & Marketing

Title
February 20, 2004
(Date)

Oswego Community School District #308

Investment Summary

January 28, 2004

Pricing Summary		
	Optional Total	Total

Appendix 1 - Licensed Software, Training and Support

eSchoolPLUS*		\$155,115
Cognos Report Writer - With IWRS *		18,975
System Software*		480
Recommended Training - Student		37,400
Cognos Report Writer Training		4,000

Appendix 2 - Implementation Services

Implementation Coordination		9,000
Student Interface	1,800	
Data Conversion Services - Student	22,200	11,400

Appendix 3 - Hardware Equipment/Services

Hardware, Operating System, Installation, Training and Setup **		13,250
---	--	--------

Total ***	\$24,000	\$249,620
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* First year maintenance and support included at no additional cost.

** First year maintenance and support included at no additional cost. See attached Engineering quote for detail

*** Travel and living expenses are not included in this total and will be invoiced at actual cost

Year 2 Support Summary		
	Optional Total	Total
Student Applications		\$42,490
Cognos Report Writer - With IWRS		4,994
System Software*		480
Student Interfaces	300	
Total:	\$300	\$47,964

Years 3, 4 & 5 Support Summary			
	Year 3	Year 4 *	Year 5 *
Student Applications	\$44,190	\$45,957	\$47,795
Cognos Report Writer - With IWRS	\$5,193	\$5,401	\$5,617
System Software*	\$499	\$519	\$540

* Maintenance fees for years 4 and 5 are estimates subject to change based upon prevailing economic conditions.

Detailed Pages Follow

APPENDIX 1 - LICENSED SOFTWARE

Student Software	License Fees *	Year 2 Maint	Training Days	Training Cost
Basic System	\$118,315	\$38,315	29.0	\$29,400
Demographics ⁽¹⁾				
Discipline ⁽²⁾				
Scheduling				
Dashboard ⁽³⁾				
Mark Reporting ⁽²⁾				
Attendance ⁽²⁾				
Medical Records ⁽²⁾				
Longitudinal Testing Database ⁽⁴⁾				
Schools Interoperability Framework (SIF) Agent ⁽⁵⁾				
Teacher Access Center				
Implementation Plan				
Regulatory Software - Illinois ⁽⁶⁾	7,400	1,375	1.0	1,000
Additional Applications				
Home Access Center ⁽⁷⁾	8,715	1,090	1.0	1,000
Master Schedule Builder	6,510	460	2.0	2,000
Student Fees ⁽³⁾	6,825	550	2.0	2,000
Elementary Report Cards ⁽³⁾	7,350	700	2.0	2,000
Total :	\$155,115	\$42,490	37.0	\$37,400

Footnotes:

- ¹ The GeoCode and Locker Assignment features are currently in development.
- ² The Microsoft Word for Windows Version 6.0 word processing package is required in order to use the letter feature of this system. This commercially available product is not included in the pricing but is available directly through its manufacturer with educational discounts.
- ³ Currently in development.
- ⁴ SunGard Pentamotion can provide assistance writing uploads if necessary
- ⁶ Please see attachment for Regulatory Software detail.
- ⁷ For security reasons, the district may choose to install the Home Access Center on a separate server. The customer must also subscribe to Verisign for an SSL certificate (approximate cost - \$1,000/year).

Additional Notes:

The training fee for the above applications is \$1,000 per day plus travel related expenses. Some training sessions maybe accomplished via the internet thereby reducing travel and living expenses.

Training days are based upon an eight hour day, which includes setup time.

Should additional daily time be needed for implementation assistance beyond the standard eight hour day, this can be scheduled with the trainer for the standard training rate of \$150/hour.

Any training required beyond those days indicated above will be performed at the then standard per diem or hourly training rate.

Training day counts are based on a maximum class size of 16 individuals (eight desktops with two individuals per desktop).

Cognos - With IWRS	License Fees *	Year 2 Maint	Training Days	Training Cost
Bundle H - 15 named users (2)	\$18,975	\$4,994	**	**
Total :	\$18,975	\$4,994		

* First year maintenance and support included at no additional cost.

**See following section for Cognos training days and costs.

- ² Includes 15 named users as selected, in the aggregate of Impromptu User, 1 copy of Impromptu Administrator and Impromptu Web Reports Server for use on a single Network Server for unlimited users solely in conjunction with Impromptu, excluding the PerformancePLUS option. Number of users capable of accessing Impromptu Web Reports Server is subject to the size of the Network Server.

A "named user" means an individual who is authorized by the customer to use the software irrespective of whether that individual is logged on to the customer's Intranet. There is no obligation to identify a "named user" by name. "Impromptu Runtime" means a contractually limited user version of Impromptu user with fixed, frozen catalogs which permits a user to view and print pre-defined reports but does not permit a user to alter existing reports or create new reports. Impromptu requires a NT or Novell server. Recommended minimum for the desktop is 96mb of memory and 100 MHz.

Cognos software is licensed by Pentamation to the customer for use only with Pentamation applications and/or applications developed by the customer which utilize Pentamation application data.

Telephone support for Cognos products is provided to the customer by Pentamation. License and/or maintenance agreements do not entitle the customer to access any Cognos technical support facility directly via either telephone or other means of communication.

Cognos Training	Days	Cost Per Day	Cost
eSchoolPLUS Software	2.0	\$1,000	\$2,000
Impromptu Web Reports	2.0	1,000	2,000
Total:			\$4,000

Training quoted is for the Impromptu product and Impromptu Web Reports Server (IWRS). If PowerPlay training is desired, it would be offered at our regular per diem rates.

Database Access /Program Software **	# of Users	License Fees *	Year 2 Maint
Data Junction Runtime (8)	1	480	480
Total:		\$480	\$480

• * First year maintenance and support included at no additional cost.

** SQL database pricing is not included included. Database can be purchased from SunGard Pentamation or from manufacturer.

° Requires one per installation for data conversions.

APPENDIX 2 - IMPLEMENTATION SERVICES

Implementation Coordination*	Cost
eSchoolPLUS 10-15 Student	\$9,000
Total :	\$9,000

*Pentamation assigns each new client Implementation Coordination Resources for each product area, stationed at Pentamation, to be the customer's focal point of contact during the implementation of our products.

Student Interfaces*	# of Interfaces	License Fees**	Year 2 Maint
Interface List:	1.0	\$1,800	\$300
Total:	1.0	\$1,800	\$300

* Maintenance fee does not cover modifications to the interface required by new releases of the third party software. These modifications are available on a time and materials basis.

** Includes first year maintenance and support.

Data Conversion Services - Student

Application/Files	File Build Method	Conversion Cost
Registration		
Registration File	Conversion Program	\$4,800
Entry Withdrawal File *	Conversion Program <i>Optional</i>	2,400
Scheduling		
Course File	Data Entry Recommended	N/A
Teacher File	Data Entry Recommended	N/A
Master Schedule	Data Entry Recommended	N/A
Student Request File *	Conversion Program <i>Optional</i>	2,400
Student Schedule File *	Conversion Program <i>Optional</i>	4,200
Reports Cards		
Reports Cards Course File	Build from Student Scheduling at start of school year	N/A
Class Rank File *	Conversion Program <i>Optional</i>	3,600
Attendance		
All Files	Data entered as part of the normal school year start-up	N/A
Transcripts *		
	Conversion program or key entry of prior years; data requirements and exact cost to be determined on a per case basis	6,600
Longitudinal Testing Database *	Conversion program <i>Optional</i>	4,800
Medical Records *	Conversion Program <i>Optional</i>	4,800
Total (Without Optional Items):		\$11,400
Total (Optional Items):		\$22,200

NOTE: Our approach to data file conversion is that it be performed with a combination of Pentamation-provided programming resources and data entry. The major data files can be converted with the remainder of the smaller application files being entered directly into the system. The cost for our programming conversion services is based on a rate of \$1,200 per day. All work will be performed at Pentamation's facilities and requires submission of data files in flat ASCII format, along with record layouts describing the data files. All estimated costs for conversion programs are based on receiving one file format for converting the file indicated above. An additional charge may apply if the conversion requires multiple input files or if a file conversion is desired for files other than those indicated. Additional travel/living expenses should be budgeted if programmatic data conversion is required.

* Not typically required as part of conversion effort. Can be included if desired.

PRICING TERMS AND CONDITIONS

Sales taxes are not included in the quoted prices. All applicable sales taxes will be included on invoices.

Installation, training and consulting prices quoted within this proposal do not include the cost of travel and living expenses for SunGard Pentamation personnel. These are billable at our cost.

In the event that Pentamation will be required to furnish a Performance Bond, this is optionally available for the additional fee of 4.5% of the total bond amount per year. Excluded are any products which are not purchased directly through Pentamation.

Pentamation provides custom programming for a fee of \$150/hour.

Additional Prerequisites:

Implementation within the Pentamation operating environment requires the availability of an ANSI compatible "C" compiler.

A CD, 4mm DAT or DLT drive is a necessary component of the computer hardware configuration to facilitate the distribution of the application software.

The computer hardware configuration needs to include reliable access to the system via the Internet, a dedicated dial-up phone telephone line with a diagnostic modem of Pentamation's specifications and a "superuser" system log-in account with privileges for Pentamation's use in providing support for the application software system.

REGULATORY SOFTWARE

Illinois

The following programs/reports are included with the *eSchool PLUS* Student Management System:

- State Requirements:
- School Report Card
- General State Aid Entitlement Report
- Public School Fall Enrollment/Housing Report
- General State Aid Audit Report
- Quarterly Report of Pupils Not Enrolled
- End of Year Report

Notes:

☐ The output provided for these reports includes data and totals, supported within the application software, which are required by your organization to complete the mandated government form. This data will be formatted correctly for electronic submission when the state or federal agency requires electronic submission.

SunGard Pentamation Inc.
Appendix 3 - Hardware/Services
Oswego Community Unit School District #308
20-Feb-04

Qty.	Description	Type	AMC	Unit Price	Line Total
Installation and Setup Services					
1	Installation and Setup Services			\$19,500	\$12,250
	(4) System Setup, Burnin, System Test in Bethlehem...Install and certify system and network on customer's site				
	(4) Installation and Setup of Windows Operating System				
	(1) Installation and Setup of Student Applications				
	(1) Installation and Setup of SQL				
	(1) Installation and Setup of Cognos				
Freight and Handling					
1	Freight and Handling			1,000	1,000
Note: SPI requires a 10/100MB Hub between the application and the data base server.					
Price does not include Taxes and Travel Expense.					
TOTAL					\$13,250

SunGard Pentamation Client Profile

DATE SUBMITTED: 3/1/04		SUBMITTED BY: MIKE LOVET	
CONTRACT <input type="checkbox"/>	ADDENDUM <input checked="" type="checkbox"/>	MIGRATION <input type="checkbox"/>	ASP <input type="checkbox"/>
COMMENTS: Oswego purchaser eSchool PLUS			
CUSTOMER INFORMATION		CONTRACT ID#	
Customer Name: Oswego SD			
Mailing Address		City	ST Zip Code
Shipping Address		City	ST Zip Code
Billing Address		City	ST Zip Code
Administrative Contact		Phone	e-mail
Title: Joel Murphy		Fax #	
Technical Contact		Phone	e-mail
Title		Fax #	
OTHER CONTACTS		Phone	e-mail
Title		Fax #	
		Phone	e-mail
Title		Fax #	
		Phone	e-mail
Title		Fax #	
		Phone	e-mail

FOR INTERNAL USE ONLY

SUNGARD PENTAMATION INC.

ADDENDUM

Name and Address of Client:

Oswego Community Unit School District #308
4175 Route 71
Oswego, IL 60543

Contact & Title: Joel Murphy, Assistant Superintendent
of Planning, Technology & Operations

Telephone: 630-554-3447

Fax: 630-554-2168

Licensor:

SunGard Pentamation Inc
3 West Broad Street, Suite 1
Bethlehem, PA 18018

Telephone: (610) 691-3616

Fax: (610) 861-9323

1. SunGard Pentamation and Client agree to amend their existing agreement, Year 1996, to add the following as attached hereto and part of this Agreement.

Products and Services:

Appendix 1 - Licensed Software, Training and Support

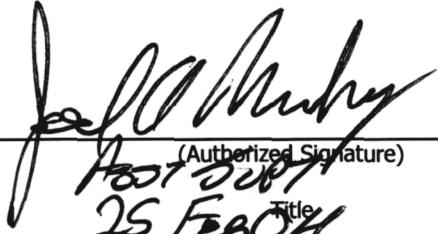
Appendix 2 - Implementation Services

Appendix 3 - Hardware Equipment/Services

All terms and conditions of the existing agreement shall remain in effect (with the exception of prices and payment terms indicated herein). Payment terms are as follows: 25% will be due upon execution of agreement. 75% due upon delivery of software. The initial Maintenance and Support term shall be for a period of one year commencing upon execution of this Agreement. Pentamation may refer services under this addendum to Pentasun Professional Services LLC. Pentasun contractors will adhere to the terms of this contract and to the same policies and standards as SunGard Pentamation staff. Pentasun contractors will contact the Client only after a referral from SunGard Pentamation management. If services are provided by a Pentasun consultant, Client organization will be invoiced for those services and any associated reimbursable expenses directly by Pentasun.

IN WITNESS WHEREOF AND INTENDING TO BE LEGALLY BOUND, the parties have caused this Agreement to be signed by its duly authorized officer.

OSWEGO COMMUNITY UNIT SCHOOL DISTRICT #308


(Authorized Signature)

25 FEB 04
(Date)

SUNGARD PENTAMATION INC


Bronne J. Bruzgo

Vice President Sales & Marketing

Title
February 20, 2004
(Date)

Oswego Community School District #308

Investment Summary

January 28, 2004

Pricing Summary		
	Optional Total	Total

Appendix 1 - Licensed Software, Training and Support

eSchoolPLUS*		\$155,115
Cognos Report Writer - With IWRS *		18,975
System Software*		480
Recommended Training - Student		37,400
Cognos Report Writer Training		4,000

Appendix 2 - Implementation Services

Implementation Coordination		9,000
Student Interface	1,800	
Data Conversion Services - Student	22,200	11,400

Appendix 3 - Hardware Equipment/Services

Hardware, Operating System, Installation, Training and Setup **		13,250
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Total ***	\$24,000	\$249,620
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* First year maintenance and support included at no additional cost.

** First year maintenance and support included at no additional cost. See attached Engineering quote for detail

*** Travel and living expenses are not included in this total and will be invoiced at actual cost

Year 2 Support Summary		
	Optional Total	Total
Student Applications		\$42,490
Cognos Report Writer - With IWRS		4,994
System Software*		480
Student Interfaces	300	
Total:	\$300	\$47,964

Years 3, 4 & 5 Support Summary			
	Year 3	Year 4 *	Year 5 *
Student Applications	\$44,190	\$45,957	\$47,795
Cognos Report Writer - With IWRS	\$5,193	\$5,401	\$5,617
System Software*	\$499	\$519	\$540

* Maintenance fees for years 4 and 5 are estimates subject to change based upon prevailing economic conditions.

Detailed Pages Follow

APPENDIX 1 - LICENSED SOFTWARE

Student Software	License Fees *	Year 2 Maint	Training Days	Training Cost
Basic System	\$118,315	\$38,315	29.0	\$29,400
Demographics ⁽¹⁾				
Discipline ⁽²⁾				
Scheduling				
Dashboard ⁽³⁾				
Mark Reporting ⁽²⁾				
Attendance ⁽²⁾				
Medical Records ⁽²⁾				
Longitudinal Testing Database ⁽⁴⁾				
Schools Interoperability Framework (SIF) Agent ⁽⁵⁾				
Teacher Access Center				
Implementation Plan				
Regulatory Software - Illinois ⁽⁶⁾	7,400	1,375	1.0	1,000
Additional Applications				
Home Access Center ⁽⁷⁾	8,715	1,090	1.0	1,000
Master Schedule Builder	6,510	460	2.0	2,000
Student Fees ⁽³⁾	6,825	550	2.0	2,000
Elementary Report Cards ⁽³⁾	7,350	700	2.0	2,000
Total :	\$155,115	\$42,490	37.0	\$37,400

Footnotes:

- ¹ The GeoCode and Locker Assignment features are currently in development.
- ² The Microsoft Word for Windows Version 6.0 word processing package is required in order to use the letter feature of this system. This commercially available product is not included in the pricing but is available directly through its manufacturer with educational discounts.
- ³ Currently in development.
- ⁴ SunGard Pentamotion can provide assistance writing uploads if necessary
- ⁶ Please see attachment for Regulatory Software detail.
- ⁷ For security reasons, the district may choose to install the Home Access Center on a separate server. The customer must also subscribe to Verisign for an SSL certificate (approximate cost - \$1,000/year).

Additional Notes:

The training fee for the above applications is \$1,000 per day plus travel related expenses. Some training sessions maybe accomplished via the internet thereby reducing travel and living expenses.

Training days are based upon an eight hour day, which includes setup time.

Should additional daily time be needed for implementation assistance beyond the standard eight hour day, this can be scheduled with the trainer for the standard training rate of \$150/hour.

Any training required beyond those days indicated above will be performed at the then standard per diem or hourly training rate.

Training day counts are based on a maximum class size of 16 individuals (eight desktops with two individuals per desktop).

Cognos - With IWRS	License Fees *	Year 2 Maint	Training Days	Training Cost
Bundle H - 15 named users (2)	\$18,975	\$4,994	**	**
Total :	\$18,975	\$4,994		

* First year maintenance and support included at no additional cost.

**See following section for Cognos training days and costs.

- ² Includes 15 named users as selected, in the aggregate of Impromptu User, 1 copy of Impromptu Administrator and Impromptu Web Reports Server for use on a single Network Server for unlimited users solely in conjunction with Impromptu, excluding the PerformancePLUS option. Number of users capable of accessing Impromptu Web Reports Server is subject to the size of the Network Server.

A "named user" means an individual who is authorized by the customer to use the software irrespective of whether that individual is logged on to the customer's Intranet. There is no obligation to identify a "named user" by name. "Impromptu Runtime" means a contractually limited user version of Impromptu user with fixed, frozen catalogs which permits a user to view and print pre-defined reports but does not permit a user to alter existing reports or create new reports. Impromptu requires a NT or Novell server. Recommended minimum for the desktop is 96mb of memory and 100 MHz.

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Telephone support for Cognos products is provided to the customer by Pentamation. License and/or maintenance agreements do not entitle the customer to access any Cognos technical support facility directly via either telephone or other means of communication.

Cognos Training	Days	Cost Per Day	Cost
eSchoolPLUS Software	2.0	\$1,000	\$2,000
Impromptu Web Reports	2.0	1,000	2,000
Total:			\$4,000

Training quoted is for the Impromptu product and Impromptu Web Reports Server (IWRS). If PowerPlay training is desired, it would be offered at our regular per diem rates.

Database Access /Program Software **	# of Users	License Fees *	Year 2 Maint
Data Junction Runtime (8)	1	480	480
Total:		\$480	\$480

• * First year maintenance and support included at no additional cost.

** SQL database pricing is not included included. Database can be purchased from SunGard Pentamation or from manufacturer.

° Requires one per installation for data conversions.

APPENDIX 2 - IMPLEMENTATION SERVICES

Implementation Coordination*	Cost
eSchoolPLUS 10-15 Student	\$9,000
Total :	\$9,000

*Pentamation assigns each new client Implementation Coordination Resources for each product area, stationed at Pentamation, to be the customer's focal point of contact during the implementation of our products.

Student Interfaces*	# of Interfaces	License Fees**	Year 2 Maint
Interface List:	1.0	\$1,800	\$300
Total:	1.0	\$1,800	\$300

* Maintenance fee does not cover modifications to the interface required by new releases of the third party software. These modifications are available on a time and materials basis.

** Includes first year maintenance and support.

Data Conversion Services - Student

Application/Files	File Build Method	Conversion Cost
Registration		
Registration File	Conversion Program	\$4,800
Entry Withdrawal File *	Conversion Program <i>Optional</i>	2,400
Scheduling		
Course File	Data Entry Recommended	N/A
Teacher File	Data Entry Recommended	N/A
Master Schedule	Data Entry Recommended	N/A
Student Request File *	Conversion Program <i>Optional</i>	2,400
Student Schedule File *	Conversion Program <i>Optional</i>	4,200
Reports Cards		
Reports Cards Course File	Build from Student Scheduling at start of school year	N/A
Class Rank File *	Conversion Program <i>Optional</i>	3,600
Attendance		
All Files	Data entered as part of the normal school year start-up	N/A
Transcripts *		
	Conversion program or key entry of prior years; data requirements and exact cost to be determined on a per case basis	6,600
Longitudinal Testing Database *	Conversion program <i>Optional</i>	4,800
Medical Records *	Conversion Program <i>Optional</i>	4,800
Total (Without Optional Items):		\$11,400
Total (Optional Items):		\$22,200

NOTE: Our approach to data file conversion is that it be performed with a combination of Pentamation-provided programming resources and data entry. The major data files can be converted with the remainder of the smaller application files being entered directly into the system. The cost for our programming conversion services is based on a rate of \$1,200 per day. All work will be performed at Pentamation's facilities and requires submission of data files in flat ASCII format, along with record layouts describing the data files. All estimated costs for conversion programs are based on receiving one file format for converting the file indicated above. An additional charge may apply if the conversion requires multiple input files or if a file conversion is desired for files other than those indicated. Additional travel/living expenses should be budgeted if programmatic data conversion is required.

* Not typically required as part of conversion effort. Can be included if desired.

PRICING TERMS AND CONDITIONS

Sales taxes are not included in the quoted prices. All applicable sales taxes will be included on invoices.

Installation, training and consulting prices quoted within this proposal do not include the cost of travel and living expenses for SunGard Pentamation personnel. These are billable at our cost.

In the event that Pentamation will be required to furnish a Performance Bond, this is optionally available for the additional fee of 4.5% of the total bond amount per year. Excluded are any products which are not purchased directly through Pentamation.

Pentamation provides custom programming for a fee of \$150/hour.

Additional Prerequisites:

Implementation within the Pentamation operating environment requires the availability of an ANSI compatible "C" compiler.

A CD, 4mm DAT or DLT drive is a necessary component of the computer hardware configuration to facilitate the distribution of the application software.

The computer hardware configuration needs to include reliable access to the system via the Internet, a dedicated dial-up phone telephone line with a diagnostic modem of Pentamation's specifications and a "superuser" system log-in account with privileges for Pentamation's use in providing support for the application software system.

REGULATORY SOFTWARE

Illinois

The following programs/reports are included with the *eSchool PLUS* Student Management System:

- State Requirements:
- School Report Card
- General State Aid Entitlement Report
- Public School Fall Enrollment/Housing Report
- General State Aid Audit Report
- Quarterly Report of Pupils Not Enrolled
- End of Year Report

Notes:

☐ The output provided for these reports includes data and totals, supported within the application software, which are required by your organization to complete the mandated government form. This data will be formatted correctly for electronic submission when the state or federal agency requires electronic submission.

SunGard Pentamation Inc.
Appendix 3 - Hardware/Services
Oswego Community Unit School District #308
20-Feb-04

Qty.	Description	Type	AMC	Unit Price	Line Total
Installation and Setup Services					
1	Installation and Setup Services			\$19,500	\$12,250
	(4) System Setup, Burnin, System Test in Bethlehem...Install and certify system and network on customer's site				
	(4) Installation and Setup of Windows Operating System				
	(1) Installation and Setup of Student Applications				
	(1) Installation and Setup of SQL				
	(1) Installation and Setup of Cognos				
Freight and Handling					
1	Freight and Handling			1,000	1,000
Note: SPI requires a 10/100MB Hub between the application and the data base server.					
Price does not include Taxes and Travel Expense.					
TOTAL					\$13,250

SunGard Pentamation Client Profile

DATE SUBMITTED: 3/1/04		SUBMITTED BY: MIKE LOVETZ	
CONTRACT <input type="checkbox"/>	ADDENDUM <input checked="" type="checkbox"/>	MIGRATION <input type="checkbox"/>	ASP <input type="checkbox"/>
COMMENTS: Oswego purchaser eSchool PLUS			
CUSTOMER INFORMATION		CONTRACT ID#	
Customer Name: Oswego SD			
Mailing Address		City	ST Zip Code
Shipping Address		City	ST Zip Code
Billing Address		City	ST Zip Code
Administrative Contact		Phone	e-mail
Title: Joel Murphy		Fax #	
Technical Contact		Phone	e-mail
Title		Fax #	
OTHER CONTACTS		Phone	e-mail
Title		Fax #	
		Phone	e-mail
Title		Fax #	
		Phone	e-mail
Title		Fax #	
		Phone	e-mail

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Students

Administrative Procedure - Guidelines for Investigating Sexting Allegations

Establishing procedures with local law enforcement agencies and State's attorneys to investigate allegations of sexting protects the District, its staff and its students from the broad legal implications that sexting allegations present. This administrative procedure contains three sections:

1. Glossary of Terms
2. Preparation of Guidelines for Investigating Sexting Allegations
3. Investigation and Management of Sexting Allegations

Glossary of Terms

Electronic device: any type of electronic communication device, defined at 705 ILCS 405/3-40(a), added by P.A. 96-1087. It includes, but is not limited to, a wireless telephone, personal digital assistant, or a portable or mobile computer, that is capable of transmitting images or pictures. This includes cellular telephones (see www.thesaurus.com, listing cellular and wireless telephones as synonyms). For more discussion, see f/n 3 in 7:190 - AP5, *Electronic Devices - Student Handbook*.

Sexting: a portmanteau word of sex and texting with no clear definition. It is commonly explained as the act of sending sexually explicit photos, images, or messages electronically, primarily by mobile phone or the internet, that are taken with or without consent. It also includes *indecent visual depictions*, which means a depiction or portrayal in any pose, posture, or setting involving a lewd exhibition of the unclothed or transparently clothed genitals, pubic area, buttocks, or, if such person is female, a fully or partially developed breast of the person (705 ILCS 405/3-40(a), added by P.A. 96-1087, eff. 1-1-11).

Preparation of Guidelines for Investigating Sexting Allegations

This section identifies best practices for creating guidelines for investigating sexting allegations at the District-wide level. The Superintendent should discuss this procedure with local law enforcement agencies and State's attorneys to minimize the potential legal implications for students and administrators that sexting presents. Customize the procedure to each District's specific needs.

Actor	Action
Superintendent or designee	<p>Convene a meeting with Board attorney, local law enforcement agencies, and State's attorney to determine best practices and procedures for investigating sexting. Use the Investigation and Management of Sexting Allegations section (see below) as a template for discussion at the meeting and customize it to meet local considerations as necessary.</p> <p>Ask the Board attorney to provide direction about searching student owned electronic devices in Step 2: Isolate Evidence / Confiscate Device in the Investigation and Management of Sexting Allegations section (see below).</p> <p>Searching electronic devices involves Fourth Amendment search and seizure and the federal Stored Communication Act (SCA) (18 U.S.C. §2701) issues. Generally asking for permission, calling the parents to come and look through the phone, or getting a warrant solves this issue. Note: See the Dept. of Justice's, "The Stored Communication Act, in Searching and Seizing Computers and Obtaining Electronic Evidence Manual" (Sept. 2009), available at: www.justice.gov/criminal/cybercrime/ssmanual/03ssma.html and</p>

Actor	Action
	<p>Orin S. Kerr, A User's Guide to the Stored Communications Act, and a Legislator's Guide to Amending It, George Washington Law Review (Aug. 2004).</p> <p>Identify and list all State's attorneys and local law enforcement agencies with jurisdiction over the District's boundaries. Provide this list to all Building Principals in the District.</p> <p>Provide the local State's attorney offices and law enforcement agencies with an annual list of school buildings and the names of each building's administrators that are located within their jurisdictions.</p> <p>Invite local State's attorney offices and law enforcement agencies to meet with District school officials to provide input on how the District should manage identified indecent visual depictions.</p> <p>Add an agenda item about sexting to a Parent Teacher Advisory Committee meeting (see policy 2:150, <i>Committees</i>). Include information from discussions with State's attorneys and local law enforcement about the issue. Discuss local considerations for:</p> <ol style="list-style-type: none"> 1. Disciplinary actions and consequences in response to sexting; and 2. Sexting education and prevention efforts. <p>Consider adding information about the negative consequences of sexting to the District's sex education curriculum. See, U.S. Dept. of Justice Guide titled <i>Citizen's Guide to United States Federal Child Exploitation Laws</i>, available at: www.justice.gov/criminal/ceos/citizensguide_porn.html; MTV's four-part series titled <i>Sexting in America: When Privates Go Public</i>, available at: www.mtv.com/videos/news/483801/sexting-in-america-when-privates-go-public-part-1.html#id=1631892 and www.athinline.org. Consider adding these to 7:190-AP6, E1, <i>Exhibit-Letter to Parents/Guardians About Preventing and Reducing Incidences of Sexting</i>.</p> <p>Convene a meeting with Building Principals to inform them of the District's Investigation and Management of Sexting Allegations procedures (see below).</p> <p>Raise awareness of and increase educational opportunities about sexting as necessary. Follow the Parent Teacher Advisory Committee's recommendations for providing sexting education and prevention efforts. Invite the local State's attorney and local law enforcement to participate in the District's education and prevention efforts.</p>
Building Principals	<p>Educate building staff members about the procedures for Investigation and Management of Sexting Allegations (see below).</p> <p>Follow the Investigation and Management of Sexting Allegations.</p>

Investigation and Management of Sexting Allegations

This section relies upon the Building Principal or designee to manage several practical and legal implications when conducting sexting allegation investigations.

Actor	Action
Building Principal or	Step 1: Investigate

Actor	Action
designee	<p>Determine where actions took place.</p> <p>Contact parents/guardians of all students involved.</p> <p>Contact the Superintendent and request permission to contact the Board Attorney.</p> <p>Step 2: Isolate Evidence / Confiscate Device</p> <p>NEVER transfer or store depictions on personal or school electronic devices to minimize accusations of possession of child pornography. (See 625 ILCS 5/11-20.1 <i>et seq.</i> and 18 U.S.C. §§2251, 2252, and 2252A). Also see the U.S. Dept. of Justice's Child Exploitation and Obscenity Section discussing child pornography issues, available at: www.justice.gov/criminal/ceos/childporn.html.</p> <p>Contact local law enforcement.</p> <p>See Joshua D. Herman, <i>Criminal Law: Sexting: It's No Joke, It's a Crime</i>. Illinois Bar Journal, Volume 98, No. 4, P. 192 at f/n 42 (published April 2010), online at: www.isba.org/ibj/2010/04/criminallaw, (quoting an attorney in the Illinois Attorney General's High Tech Crimes Bureau who advises school administrators to immediately confiscate devices with such material on them and report the incident to law enforcement immediately, stating that possession of a sext message that is child pornography is no different than possessing a "kilo of cocaine.")</p> <p>Follow board policy 7:140, <i>Search and Seizure</i> and 7:150-AP, <i>Administrative Procedure, Agency and Police Interviews</i>.</p> <p>Follow the Board Attorney's direction regarding searches of student owned technological devices. See Preparation of Guidelines for Investigating Sexting Allegations (above).</p> <p>Step 3: Follow the reporting requirements of Board policy 5:90, <i>Abused and Neglected Child Reporting</i>, when applicable</p> <p>A <i>sexted</i> image may constitute child abuse depending upon the visual depiction and the circumstances. See 325 ILCS 5/3 and 705 ILCS 405/2-3 (2) which includes sex offenses defined at 720 ILCS 5/1-1 <i>et seq.</i> School personnel are granted broad immunities against civil and criminal claims for filing reports in good faith, even if the report is unfounded. In contrast, school personnel who willfully fail to report may be guilty of a Class A misdemeanor (325 ILCS 5/4) and face suspension of their teaching certificates (105 ILCS 5/21-23, amended by P.A. 96-431).</p> <p>Step 4: Determine appropriate disciplinary actions for all students involved in the incident</p> <p>Evaluate disciplinary options. Remember that a student who forwards sexts of himself or herself likely expected the depiction to remain private. As a result, consider the social stigma, bullying, harassment, and severe embarrassment issues involved in the issue.</p> <p>Provide an equivalent discipline to all students involved in the creation,</p>

Actor	Action
	<p>dissemination and storage of the sexted image, whenever possible.</p> <p>See Sorenen, Vitale, and Haase, <i>Sexting at School: Lessons Learned the Hard Way</i>. National School Board Association, Council of School Attorney's Inquiry & Analysis, f/n 40 (published February 2010) discussing several sex equality claims against school districts for punishing students differently when they are involved in the same incident.</p> <p>For situations that may require unequal punishment, contact the Superintendent so that he or she may consult the Board Attorney.</p> <p>Step 5: Prepare a plan to prevent harassment and bullying of involved students</p> <p>Remind the students and their parents/guardians of the Board's policy 7:180, <i>Preventing Bullying Intimidation and Harassment</i>.</p> <p>Instruct involved students not to harass anyone involved in the sexting incident and keep the issues confidential.</p> <p>Consider involving the social worker or guidance counselor, if available, in the process to assist students.</p> <p>Follow 7:180, <i>Preventing Bullying Intimidation and Harassment</i>, for students who violate the policy.</p>

Professional PersonnelMaintaining Student Discipline

Maintaining an orderly learning environment is an essential part of the instructional responsibilities of teachers, other certificated educational employees, and any other person, whether or not a certificated employee, providing a related service for or with respect to a student. In all matters relating to the discipline in and conduct of the schools, they stand in the relationship of parents and guardians to the students. A teacher's ability to foster appropriate student behavior is an important factor in the teacher's educational effectiveness. The Superintendent shall ensure that all teachers, other certificated employees, and persons providing a student's related service(s): (1) maintain discipline in the schools as required in the School Code, and (2) follow the School Board policies and administrative procedures on student conduct and discipline.

When a student's behavior is unacceptable, the teacher, certificated educational employee or any other person, whether nor a certificated employee, providing a related service for or with respect to a student should first discuss the matter with the student. If the unacceptable behavior continues, the teacher or other employee described above should consult with the Building Principal and/or discuss the problem with the parent(s)/guardian(s).. A teacher or other employee described above may remove any student from the learning setting whose behavior interferes with the lessons or participation of fellow students. A student's removal must be in accordance with Board policy and administrative procedures.

Teachers or other employees described above shall not use disciplinary methods which may be damaging to students, such as ridicule, sarcasm, or excessive temper displays. Corporal punishment (including slapping, paddling, or prolonged maintenance of a student in physically painful positions, and intentional infliction of bodily harm) may not be used, but teachers or other employees described above may use reasonable force as needed to keep students, school personnel, and others safe, or for self-defense or defense of property.

LEGAL REF.: 105 ILCS 5/24-24.
23 Ill.Admin.Code §1.280

CROSS REF.: 2:150 (Committees)
7:190 (Student Discipline)
7:230 (Misconduct by Students with Disabilities)

Revised: January 11, 1999
Revised: February 10, 2014
Adopted: March 10, 2014

StudentsEqual Educational Opportunities

Equal educational and extracurricular opportunities shall be available for all students without regard to race, color, national origin, sex, sexual orientation, ancestry, age, religious beliefs, physical or mental disability, status as homeless, or actual or potential marital or parental status, including pregnancy. Further, the District will not knowingly enter into agreements with any entity or any individual that discriminates against students on the basis of sex or any other protected status, except that the District remains viewpoint neutral when granting access to school facilities under School Board policy 8:20, *Community Use of School Facilities*. Any student may file a discrimination grievance by using Board policy 2:260, *Uniform Grievance Procedure*.

Sex Equity

No student shall, based on sex or sexual orientation, be denied equal access to programs, activities, services, or benefits or be limited in the exercise of any right, privilege, advantage, or denied equal access to educational and extracurricular programs and activities.

Any student may file a sex equity complaint by using Board policy 2:260, *Uniform Grievance Procedure*. A student may appeal the Board's resolution of the complaint to the Regional Superintendent (pursuant to 105 ILCS 5/3-10) and, thereafter, to the State Superintendent of Education (pursuant to 105 ILCS 5/2-3.8).

Administrative Implementation

The Superintendent shall appoint a Nondiscrimination Coordinator. The Superintendent and Building Principal shall use reasonable measures to inform staff members and students of this policy and grievance procedure.

LEGAL REF.: McKinney Homeless Assistance Act, 42 U.S.C. §11431 et seq.
Title IX, 20 U.S.C. §1681 et seq.; 34 C.F.R. Part 106.
Rehabilitation Act of 1973, 29 U.S.C. §791 et seq.
Religious Freedom Restoration Act, 775 ILCS 35/5.
Ill. Constitution, Art. I, §18.
Good News Club v. Milford Central School, 121 S.Ct. 2093 (2001).
105 ILCS 5/10-20.12; 5/10-22.5; and 5/27-1
Illinois Human Rights Act, 775 ILCS 5/1-101 et seq.
23 Ill.Admin.Code §1.240 and Part 200.

CROSS REF.: 2:260 (Uniform Grievance Procedure), 6:220 (Instructional Materials Selection and Adoption), 7:20 (Harassment of Students Prohibited), 7:130 (Student Rights and Responsibilities), 7:330 (Student Use of Buildings - Equal Access), 8:20 (Community Use of School Facilities)

Revised: January 26, 2009
Adopted: February 9, 2009
Revised: November 10, 2014
Adopted: December 8, 2014

Students

Harassment of Students Prohibited

No person, including a District employee or agent, or student, shall harass, intimidate or bully another student based upon a student's race, color, national origin, sex, sexual orientation, ancestry, age, religion, creed, physical or mental disability, status as homeless, or actual or potential marital or parental status, including pregnancy. The District will not tolerate harassing, intimidating conduct, or bullying whether verbal, physical, or visual, that affects the tangible benefits of education, that unreasonably interferes with a student's educational performance, or that creates an intimidating, hostile, or offensive educational environment. Examples of prohibited conduct include name-calling, using derogatory slurs, causing psychological harm, threatening or causing physical harm, or wearing or possessing items depicting or implying hatred or prejudice of one of the characteristics stated above.

Complaints of harassment, intimidation or bullying are handled according to the provisions on sexual harassment below. The Superintendent shall use reasonable measures to inform staff members and students that the District will not tolerate harassment, intimidation or bullying by including this policy in the appropriate handbooks.

Sexual Harassment Prohibited

Sexual harassment of students is prohibited. Any person, including a district employee or agent, or student, engages in sexual harassment whenever he or she makes sexual advances, requests sexual favors, and engages in other verbal or physical conduct of a sexual or sex-based nature, imposed on the basis of sex, that:

1. Denies or limits the provision of educational aid, benefits, services, or treatment; or that makes such conduct a condition of a student's academic status; or
2. Has the purpose or effect of:
 - a. Substantially interfering with a student's educational environment;
 - b. Creating an intimidating, hostile, or offensive educational environment;
 - c. Depriving a student of educational aid, benefits, services, or treatment; or
 - d. Making submission to or rejection of such conduct the basis for academic decisions affecting a student.

The terms "intimidating," "hostile," and "offensive" include conduct that has the effect of humiliation, embarrassment, or discomfort. Examples of sexual harassment include touching, crude jokes or pictures, discussions of sexual experiences, teasing related to sexual characteristics, and spreading rumors related to a person's alleged sexual activities.

Students who believe they are victims of sexual harassment or have witnessed sexual harassment, are encouraged to discuss the matter with the student Nondiscrimination Coordinator, Building Principal, Assistant Building Principal, Dean of Students, or a Complaint Manager. Students may choose to report to a person of the student's same sex. Complaints will be kept confidential to the extent possible given the need to investigate. Students who make good faith complaints will not be disciplined.

An allegation that one student was sexually harassed by another student shall be referred to the Building Principal, Assistant Building Principal, or Dean of Students for appropriate action.

The Superintendent shall insert into this policy the names, addresses, and telephone numbers of the District's current Nondiscrimination Coordinator and Complaint Managers. At least one of these individuals will be female, and at least one will be male.

Nondiscrimination Coordinator:Dr. John Sparlin

Name

Associate Superintendent for
Administrative Services

Address

District Administration Center
4175 Route 71
Oswego, IL 60543630-636-3080

Telephone

Complaint Managers:Dr. Judith Minor

Name

Assistant Superintendent for
Teaching & Learning

Address

District Administration Center
4175 Route 71
Oswego, IL 60543630-636-3080

Telephone

Ms. Roxana Sanders

Name

Director of Human Resources

Address

District Administration Center
4175 Route 71
Oswego, IL 60543630-636-3080

Telephone

The Superintendent shall use reasonable measures to inform staff members and students that the District will not tolerate sexual harassment, such as by including this policy in the appropriate handbooks.

Any District employee who is determined, after an investigation, to have engaged in sexual harassment will be subject to disciplinary action up to and including discharge. Any District student who is determined, after an investigation, to have engaged in sexual harassment will be subject to disciplinary action, including but not limited to, suspension and expulsion consistent with the discipline policy. Any person making a knowingly false accusation regarding sexual harassment will likewise be subject to disciplinary action up to and including discharge, with regard to employees, or suspension and expulsion, with regard to students.

STUDENTS

Student Rights and Responsibilities

All students are entitled to enjoy the rights protected by the U.S. and Illinois Constitutions and laws for persons of their age and maturity in a school setting. These rights include the right to voluntarily engage in individually initiated, non-disrupted prayer that, consistent with the Free Exercise and Establishment Clauses of the U.S. and Illinois Constitutions, is not sponsored, promoted, or endorsed in any manner by the school or any school employee. Students should exercise these rights reasonably and avoid violating the rights of others. Students who violate the rights of others or violate District policies or rules will be subject to disciplinary measures.

LEGAL REF.: 20 U.S.C. § 7904
105 ILCS 20/5.

Tinker v. Des Moines Independent School District, 393 U.S. 504 (1969).

CROSS REF.: 7:140 (Search and Seizure), 7:150 (Agency and Police Interviews), 7:160, (Student Appearance), 7:190 (Student Discipline).

Revised: November 18, 2003
Adopted: December 15, 2003
Revised: January 12, 2015
Adopted: January 26, 2015

STUDENTS

Prohibited Student Conduct

The school administration is authorized to discipline students for gross disobedience or misconduct, including but not limited to:

1. Using, possessing, distributing, purchasing, or selling tobacco materials or electronic cigarettes.
2. Using, possessing, distributing, purchasing, or selling alcoholic beverages. Students who are under the influence of an alcoholic beverage are not permitted to attend school or school functions and are treated as though they had alcohol in their possession.
3. Using, possessing, distributing, purchasing, or selling:
 - a. Any illegal drug, controlled substance, or cannabis (including medical cannabis, marijuana and hashish).
 - b. Any anabolic steroid unless being administered in accordance with a physician's or licensed practitioner's prescription.
 - c. Any performance-enhancing substance on the Illinois High School Association's most current banned substance list unless administered in accordance with a physician's or licensed practitioner's prescription.
 - d. Any prescription drug when not prescribed for the student by a physician or licensed practitioner, or when used in a manner inconsistent with the prescription or prescribing physician's or licensed practitioner's instructions. The use or possession of medical cannabis, even by a student for whom medical cannabis has been prescribed, is prohibited.
 - e. Any inhalant, regardless of whether it contains an illegal drug or controlled substance: (a) that a student believes is, or represents to be capable of, causing intoxication, hallucination, excitement, or dulling of the brain or nervous system; or (b) about which the student engaged in behavior that would lead a reasonable person to believe that the student intended the inhalant to cause intoxication, hallucination, excitement, or dulling of the brain or nervous system. The prohibition in this section does not apply to a student's use of asthma or other legally prescribed inhalant medications.
 - f. "Look-alike" or counterfeit drugs, including a substance not containing an illegal drug or controlled substance, but one: (a) that a student believes to be, or represents to be, an illegal drug or controlled substance; or (b) about which a student engaged in behavior that would lead a reasonable person to believe that the student expressly or impliedly represented to be an illegal drug or controlled substance.
 - g. Drug paraphernalia, including devices that are or can be used to: (a) ingest, inhale, or inject cannabis or controlled substances into the body; and (b) grow, process, store, or conceal cannabis or controlled substances.

Students who are under the influence of any prohibited substance are not permitted to attend school or school functions and are treated as though they had the prohibited substance, as applicable, in their possession.

4. Using, possessing, controlling, or transferring a "weapon" as that term is defined in the *Weapons* section of this policy, or any component of a weapon, or look-alike weapon, or violating the *Weapons* section of this policy.

5. Using or possessing an electronic paging device. Using a cellular telephone, video recording device, personal digital assistant (PDA), or other electronic device in any manner that disrupts the educational environment or violates the rights of others, including using the device to take photographs in locker rooms or bathrooms, cheat, or otherwise violate student conduct rules. Unless otherwise banned under this policy or by the Building Principal, all electronic devices must be kept powered-off and out-of-sight during the regular school day unless: (a) the supervising teacher grants permission; (b) use of the device is provided in a student's individualized education program (IEP); or (c) it is needed in an emergency that threatens the safety of students, staff, or other individuals.
6. Using or possessing a laser pointer unless under a staff member's direct supervision and in the context of instruction.
7. Disobeying rules of student conduct or directives from staff members or school officials. Examples of disobeying staff directives include refusing a District staff member's request to stop, present school identification, or submit to a search.
8. Engaging in academic dishonesty, including cheating, intentionally plagiarizing, wrongfully giving or receiving help during an academic examination, and wrongfully obtaining test copies or scores.
9. Engaging in hazing or any kind of bullying or aggressive behavior that does physical or psychological harm to another or any urging of other students to engage in such conduct. Prohibited conduct includes, without limitation, any use of violence, force, noise, coercion, threats, intimidation, stalking, fear, harassment, sexual harassment, public humiliation, destruction of property, retaliation, hazing, bullying, with or without the use of a school computer, or other comparable conduct. Teen dating violence, as described in Board policy 7:185, *Teen Dating Violence Prohibited*, is prohibited.
10. Causing or attempting to cause damage to, or stealing or attempting to steal, school property or another person's personal property.
11. Being absent without a recognized excuse; State law and School Board policy regarding truancy control will be used with chronic and habitual truants.
12. Being involved with any public school fraternity, sorority, or secret society, by: (a) being a member; (b) promising to join; (c) pledging to become a member; or (d) soliciting any other person to join, promise to join, or be pledged to become a member.
13. Being involved in gangs or gang-related activities, including displaying gang symbols or paraphernalia.
14. Violating any criminal law, including but not limited to, assault, battery, arson, theft, gambling, hazing, and sending nude or semi-nude pictures by cell phone or other electronic media (sexting).
15. Engaging in any activity, on or off campus, that interferes with, disrupts, or adversely affects the school environment, school operations, or an educational function, including but not limited to, conduct that may reasonably be considered to: (a) be a threat or an attempted intimidation of a staff member; or (b) endanger the health or safety of students, staff, or school property.

16. Making an explicit threat on an Internet website against a school employee, a student, or any school-related personnel if the Internet website through which the threat was made is a site that was accessible within the school at the time the threat was made or was available to third parties who worked or studied within the school grounds at the time the threat was made, and the threat could be reasonably interpreted as threatening to the safety and security of the threatened individual because of his or her duties or employment status or status as a student inside the school.

For purposes of this policy, the term "possession" includes having control, custody, or care, currently or in the past, of an object or substance, including situations in which the item is: (a) on the student's person; (b) contained in another item belonging to, or under the control of, the student, such as in the student's clothing, backpack, or automobile; (c) in a school's student locker, desk, or other school property; or (d) at any location on school property or at a school-sponsored event.

Efforts, including the use of early intervention and progressive discipline, shall be made to deter students, while at school or a school-related event, from engaging in aggressive behavior that may reasonably produce physical or physiological harm to someone else. The Superintendent or designee shall ensure that the parent/guardian of a student who engages in aggressive behavior is notified of the incident. The failure to provide such notification does not limit the Board's authority to impose discipline, including suspension or expulsion, for such behavior.

No disciplinary action shall be taken against any student that is based totally or in part on the refusal of the student's parent/guardian to administer or consent to the administration of psychotropic or psychostimulant medication to the student.

The grounds for disciplinary action, including those described more thoroughly later in this policy, apply whenever the student's conduct is reasonably related to school or school activities, including, but not limited to:

1. On, or within sight of, school grounds before, during, or after school hours or at any time;
2. Off school grounds at a school-sponsored activity or event, or any activity or event that bears a reasonable relationship to school;
3. Traveling to or from school or a school activity, function, or event; or
4. Anywhere, if the conduct interferes with, disrupts, or adversely affects the school environment, school operations, or an educational function, including, but not limited to, conduct that may reasonably be considered to: (a) be a threat or an attempted intimidation of a staff member; or (b) endanger the health or safety of students, staff, or school property.

Disciplinary Measures

Disciplinary measures may include:

1. Disciplinary conference.
2. Withholding of privileges.
3. Seizure of contraband.
4. Suspension from school and all school activities for up to 10 days, provided that appropriate procedures are followed. A suspended student is prohibited from being on school grounds.
5. Suspension of bus riding privileges, provided that appropriate procedures are followed.

6. Expulsion from school and all school-sponsored activities and events for a definite time period not to exceed 2 calendar years, provided that the appropriate procedures are followed. An expelled student is prohibited from being on school grounds.
7. Notifying juvenile authorities or other law enforcement whenever the conduct involves illegal drugs (controlled substances), "look-alikes," alcohol, or weapons.
8. Notifying parents/guardians.
9. Temporary removal from the classroom.
10. In-school suspension for a period not to exceed 5 school days. The Building Principal or designee shall ensure that the student is properly supervised.
11. After-school study or Saturday study provided the student's parent/guardian has been notified. If transportation arrangements cannot be agreed upon, an alternative disciplinary measure must be used. The student must be supervised by the detaining teacher or the Building Principal or designee.
12. Community service with local public and nonprofit agencies that enhances community efforts to meet human, educational, environmental, or public safety needs. The District will not provide transportation. School administration shall use this option only as an alternative to another disciplinary measure giving the student and/or parent/guardian the choice.
13. Other restorative measures.

A student may be immediately transferred to an alternative program if the student is expelled or otherwise qualifies for the transfer under State law. The transfer shall be in the manner provided in Article 13A or 13B of the School Code.

Corporal punishment shall not be used. Corporal punishment is defined as slapping, paddling, or prolonged maintenance of students in physically painful positions, or intentional infliction of bodily harm. Corporal punishment does not include reasonable force as needed to maintain safety for students, staff, or other persons, or for the purpose of self-defense or defense of property.

Weapons

A student who is determined to have brought one of the following objects to school, any school-sponsored activity or event, or any activity or event that bears a reasonable relationship to school shall be expelled for a period of at least one calendar year but not more than 2 calendar years:

1. A firearm, meaning any gun, rifle, shotgun, or weapon as defined by Section 921 of Title 18 of the United States Code (18 U.S.C. § 921), firearm as defined in Section 1.1 of the Firearm Owners Identification Card Act (430 ILCS 65/), or firearm as defined in Section 24-1 of the Criminal Code of 1961 (720 ILCS 5/24-1).
2. If used or attempted to be used to cause bodily harm, a knife, brass knuckles, or other knuckle weapon regardless of its composition, a billy club, or any other object including "look-alikes" of any firearm as defined above.

The expulsion requirement under either paragraph 1 or 2 above may be modified by the Superintendent, and the Superintendent's determination may be modified by the Board on a case-by-case basis. The Superintendent or designee may grant an exception to this policy, upon the prior request of an adult supervisor, for students in theatre, cooking, ROTC, martial arts, and similar programs, whether or not school-sponsored, provided the item is not equipped, nor intended, to do bodily harm.

This policy's prohibitions concerning weapons apply regardless of whether: (1) a student is licensed to carry a concealed firearm, or (2) the law permits individuals, who are licensed to carry a concealed firearm, to store a firearm in a locked vehicle in a school parking lot.

Required Notices

A school staff member shall immediately notify the office of the Building Principal in the event that he or she: (1) observes any person in possession of a firearm on or around school grounds; however, such action may be delayed if immediate notice would endanger students under his or her supervision, (2) observes or has reason to suspect that any person on school grounds is or was involved in a drug-related incident, or (3) observes a battery committed against any staff member. Upon receiving such a report, the Building Principal or designee shall immediately notify the local law enforcement agency, State Police, and any involved student's parent/guardian. "School grounds" includes modes of transportation to school activities and any public way within 1000 feet of the school, as well as school property itself.

Delegation of Authority

Each teacher, and any other school personnel when students are under his or her charge, is authorized to impose any disciplinary measure, other than suspension, expulsion, corporal punishment, or in-school suspension, that is appropriate and in accordance with the policies and rules on student discipline. Teachers, other certificated educational employees, and other persons providing a related service for or with respect to a student, may use reasonable force as needed to maintain safety for other students, school personnel, or other persons, or for the purpose of self-defense or defense of property. Teachers may temporarily remove students from a classroom for disruptive behavior.

The Superintendent, Building Principal, Assistant Building Principal, or Dean of Students is authorized to impose the same disciplinary measures as teachers and may suspend students guilty of gross disobedience or misconduct from school (including all school functions) and from riding the school bus, up to 10 consecutive school days, provided the appropriate procedures are followed. The Board may suspend a student from riding the bus in excess of 10 school days for safety reasons.

Student Handbook

The Superintendent, with input from the parent-teacher advisory committee, shall prepare disciplinary rules implementing the District's disciplinary policies. These disciplinary rules shall be presented annually to the Board for its review and approval.

A student handbook, including the District disciplinary policies and rules, shall be distributed to the students' parents/guardians within 15 days of the beginning of the school year or a student's enrollment.

- LEGAL REF.: Gun-Free Schools Act, 20 U.S.C. §7151 et seq.
Pro-Children Act of 1994, 20 U.S.C. §6081.
Compassionate Use of Medical Cannabis Pilot Program, 410 ILCS 130/1 et seq.
Firearm Concealed Carry Act, 430 ILCS 66/1 et seq.
105 ILCS 5/10-20.5b, 5/10-20.14, 5/10-20.28, 5/10-20.36, 5/10-21.7, 5/10-21.10, 5/10-22.6, 5/10-27.1A, 5/10-27.1B, 5/24-24, 5/26-12, 5/27-23.7, 5/31-3, and 110/3.10.
23 Ill.Admin.Code §1.280.
- CROSS REF.: 2:240 (Board Policy Development), 5:230 (Maintaining Student Discipline), 6:110 (Programs for Students At Risk of Academic Failure and/or Dropping Out of School and Graduation Incentives Program), 7:70 (Attendance and Truancy), 7:130 (Student Rights and Responsibilities), 7:140 (Search and Seizure), 7:150 (Agency and Police Interviews), 7:160 (Student Appearance), 7:170 (Vandalism), 7:180 (Preventing Bullying, Intimidation, and Harassment), 7:185 (Teen Dating Violence Prohibited), 7:200 (Suspension Procedures), 7:210 (Expulsion Procedures), 7:220 (Bus Conduct), 7:230 (Misconduct by Students with Disabilities), 7:240 (Conduct Code for Participants in Extracurricular Activities), 7:270 (Administering Medicines to Students), 7:310 (Restrictions on Publications and Written or Electronic Material), 8:30 (Visitors to and Conduct on School Property)

Revised: May 31, 2005
Adopted: July 25, 2005
Revised: November 23, 2009
Adopted: December 14, 2009
Revised: November 10, 2014
Adopted: December 8, 2014

STUDENTS

Preventing Bullying, Intimidation, and Harassment

Bullying is contrary to Illinois Law and the policy of this District. Bullying, intimidation, and harassment diminish a student's ability to learn and a school's ability to educate. Preventing students from engaging in these disruptive behaviors is an important District goal.

Bullying on the basis of actual or perceived race, color, religion, national origin, sex, sexual orientation, gender identity, gender-related identity or expression, ancestry, age, religion, physical or mental disability, military status, order of protection status, status of being homeless, or actual or potential marital or parental status, including pregnancy, association with a person or group with one or more of the aforementioned actual or perceived characteristics, or any other distinguishing characteristic is prohibited in each of the following situations:

1. During any school sponsored education program or activity.
2. While in school, on school property, on school buses or other school vehicles, at designated school bus stops waiting for the school bus, or at school sponsored or school sanctioned events or activities.
3. Through the transmission of information from a school computer, a school computer network, or other similar electronic school equipment.
4. Through the transmission of information from a computer that is accessed at a non-school-related location, activity, function, or program or from the use of technology or an electronic device that is not owned, leased, or used by a school district or school if the bullying causes a substantial disruption to the educational process or orderly operation of a school.

For purposes of this policy, the term *bullying* includes *cyberbullying* and means any severe or pervasive physical or verbal act or conduct, including communications made in writing or electronically, directed toward a student that has or can be reasonably predicted to have the effect of one or more of the following:

1. Placing the student in reasonable fear of harm to the student's person or property.
2. Causing a substantially detrimental effect on the student's physical or mental health.
3. Substantially interfering with the student's academic performance.
4. Substantially interfering with the student's ability to participate in or benefit from the services, activities, or privileges provided by a school.

Bullying, intimidation, and/or harassment may take various forms, including without limitation, threats, stalking, physical violence, sexual harassment, sexual violence, theft, public humiliation, destruction of property, or retaliation for asserting or alleging an act of bullying. For purposes of this policy, the term "bullying" includes harassment, intimidation, retaliation, and school violence.

"Cyberbullying" means bullying through the use of technology or any electronic communication, including without limitation any transfer of signs, signals, writing, images, sounds, data, or intelligence of any nature transmitted in whole or in part by a wire, radio, electromagnetic system, photoelectronic system, or photooptical system, including without limitation e-mail, Internet communications, instant messages, or facsimile communications. Cyberbullying includes the creation of a webpage or weblog in which the creator assumes the identity of another person or the knowing impersonation of another person as the author of posted content or messages if the creation or impersonation creates any of the effects enumerated in the definition of bullying,

Revised: January 28, 2008

Adopted: February 4, 2008

Revised: November 10, 2014

Adopted: December 8, 2014

above. Cyberbullying also includes the distribution by electronic means of a communication to more than one person or the posting of material on an electronic medium that may be accessed by one or more persons if the distribution or posting creates any of the effects enumerated in the definition of bullying, above.

For purposes of this policy, "restorative measures" means a continuum of school-based alternatives to exclusionary disciplines, such as suspensions and expulsions, that (i) are adapted to the particular needs of the school and community; (ii) contribute to maintaining school safety; (iii) protect the integrity of a positive and productive learning climate; (iv) teach students the personal and interpersonal skills they will need to be successful in school and society; (v) serve to build and restore relationships among students, families, schools and communities; and (vi) reduce the likelihood of future disruption by balancing accountability with an understanding of students' behavioral health needs in order to keep students in school.

A student who is being bullied is encouraged to immediately report it orally or in writing to the building administration or any staff member with whom the student is comfortable speaking. Anyone who has information about actual or threatened bullying is encouraged to report it to the building administration or any staff member. A report of bullying made be made anonymously. The District will not punish anyone because he or she made a complaint or report, supplied information, or otherwise participated in an investigation or proceeding, provided the individual did not make a knowingly false accusation or provide knowingly false information. Any person who has filed a complaint at the building level may also file a complaint with one of the District Complaint Managers.

The District Complaint Managers are:

Dr. Judith Minor

Name

Assistant Superintendent for

Teaching & Learning

Address

District Administration Center

4175 Route 71

Oswego, IL 60543

630-636-3080

Telephone

Ms. Roxana Sanders

Name

Director of Human Resources

Address

District Administration Center

4175 Route 71

Oswego, IL 60543

630-636-3080

Telephone

The Superintendent or designee shall develop and maintain a program that:

1. Fully implements and enforces each of the following Board policies:
 - a. 2:260, *Uniform Grievance Procedure*. This policy contains the process for an individual to seek resolution of a complaint. A student may use this policy to complain about bullying. The District Complaint Manager shall address the complaint promptly and equitably. The Complaint Manager shall make all reasonable efforts to complete the investigation within 10 school days after receiving the report of the bullying incident and taking into consideration additional relevant information received during the course of the investigation; involve appropriate

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school support personnel and other staff persons with knowledge, experience, and training on bullying prevention, as necessary, in the investigation process; and provide parents / guardians of the students who are parties to the investigation information about the investigation and an opportunity to meet to discuss the investigation, the findings of the investigation, and the actions taken to address the reported incident of bullying (consistent with federal / state laws regarding student privacy rights). After an investigation, the Complaint Manager shall file a report of his or her findings with the Superintendent for his or her action. The student may appeal any decision to the Board.

- b. 6:235, *Access to Electronic Networks*. This policy states that the use of the District's electronic networks is limited to: (1) support of education and/or research, or (2) a legitimate business use. It subjects any individual to the loss of privileges, disciplinary action, and/or appropriate legal actions for violating the District's *Authorization of Electronic Network Access*.
- c. 7:20, *Harassment of Students Prohibited*. This policy prohibits any person from harassing, intimidating or bullying a student based upon an actual or perceived characteristic that is identified in this policy.
- d. 7:185, *Teen Dating Violence Prohibited*. This policy prohibits teen dating violence on school property, at school sponsored activities, and in vehicles used for school-provided transportation. It encourages anyone with information about an incident of teen dating violence to report it to any school staff member.
- e. 7:190, *Student Discipline*. This policy prohibits students from engaging in hazing or any kind of aggressive behavior that does physical or psychological harm to another or any urging of other students to engage in such conduct; prohibited conduct includes any use of violence, force, noise, coercion, threats, intimidation, fear, harassment, bullying, hazing, or other comparable conduct.
- f. 7:310, *Restrictions on Publications and Written or Electronic Material*. This policy prohibits students from: (i) accessing and/or distributing at school any written or electronic material, including material from the Internet, that will cause substantial disruption of the proper and orderly operation and discipline of the school or school activities, and (ii) creating and/or distributing written or electronic material, including Internet material and blogs, that causes substantial disruption to school operations or interferes with the rights of other students or staff members.

Full implementation of the above policies includes: (1) conducting a prompt and thorough investigation of alleged incidents of bullying, (2) providing each student who violates one or more of these policies with appropriate consequences and remedial action, (3) protecting students against reprisal or retaliation for reporting bullying; (4) providing appropriate consequences and remedial actions or a person who engages in reprisal or retaliation; and (5) providing appropriate consequences and remedial actions for a person who falsely accuses another of bullying as a means of retaliation or as a means of bullying.

- 2. Examines the appropriate steps to understand and rectify conditions that foster bullying, intimidation, and harassment; this contemplates taking action to eliminate or prevent these disruptive behaviors beyond traditional punitive disciplinary actions.
- 3. Includes bullying prevention and character instruction in all grades in accordance with State law and Board policy 6:60, *Curriculum Content*. This includes incorporating student social and emotional development into the District's educational program as required by State law and in alignment with Board policy 6:65, *Student Social and Emotional Development*.

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4. Fully informs staff members of the District's goal to prevent students from engaging in bullying and the measures being used to accomplish it. This includes each of the following:
 - a. Communicating the District's expectation – and State law requirement – that teachers and other certificated or licensed employees maintain discipline.
 - b. Establishing the expectation that staff members: (1) intervene immediately to stop a bullying incident that they witness or immediately contact building security and/or law enforcement if the incident involves a weapon or other illegal activity, (2) report bullying, whether they witness it or not, to an administrator, and (3) inform the administration of locations on school grounds where additional supervision or monitoring may be needed to prevent bullying.
 - c. Where appropriate in the staff development program, providing strategies to staff members to effectively prevent bullying and intervene when it occurs.
 - d. Establishing a process for staff members to fulfill their obligation to report alleged acts of bullying
 - e. Annually distributing a copy of this policy to staff members.
5. Encourages all members of the school community, including students, parents, volunteers, and visitors, to report: (a) alleged acts of bullying, intimidation, harassment, and other acts of actual or threatened violence, and (b) locations on school grounds where additional supervision or monitoring may be needed to prevent bullying.
6. Actively involves students' parents/guardians in the remediation of the behavior(s) of concern. This includes ensuring that all parents/guardians are notified, as required by State law, whenever their child engages in aggressive behavior and discussing, as appropriate, availability of social work services, counseling, school psychological services, other interventions, and restorative measures
7. Promptly informs parents/guardians of all students involved in alleged incident of bullying and discussing, as appropriate, availability of social work services, counseling, school psychological services, other interventions, and restorative measures
8. Identifies the interventions that can be taken to address bullying which may include, but are not limited to, school social work services, restorative measures, social-emotional skill building, counseling, school psychological services and community based services.
9. Communicates the District's expectation that all students conduct themselves with a proper regard for the rights and welfare of other students. This includes a process for commending or acknowledging students for demonstrating appropriate behavior.
10. Annually communicates this policy to students and their parents/guardians. This includes annually disseminating information to all students and parents/guardians explaining the serious disruption caused by bullying, intimidation, or harassment and that these behaviors will be taken seriously and are not acceptable in any form. Such communication shall be posted on the District's website, included in the student handbook, posted with other District policies, and distributed annually to students and their parent/guardians.

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Adopted: December 8, 2014

11. Engages in ongoing evaluation that includes collecting and analyzing appropriate data on the nature and extent of bullying in the District's schools and including frequency of victimization; student, staff and family observances of school safety; identification of areas of a school where bullying occurs; the types of bullying utilized; and bystander intervention or participation. After identifying appropriate indicators, assesses the effectiveness of the various strategies, programs, and procedures and reports the results of this assessment to the Board along with recommendations to enhance effectiveness, and posts the results of the policy evaluation on the District's website.
12. Complies with State and federal law and is in alignment with Board policies. This includes prompting the Board to update the policy beginning every 2 years after its initial adoption and filing this policy with the Illinois State Board of Education after the Board adopts or updates it.

This policy is not intended to infringe upon any right to exercise free expression or the free exercise of religion or religiously based views protected under the First Amendment to the U.S. Constitution or under Section 3 of Article 1 of the Ill. Constitution.

LEGAL REF.: Children's Mental Health Act, 405 ILCS 49/1 et seq.
105 ILCS 5/10-20.14, 5/24-24, and 5/27-23.7.
23 Ill.Admin.Code §§1.240 and 1.280.

CROSS REF.: 2:240 (Board Policy Development), 2:260 (Uniform Grievance Procedure), 4:170 (Safety), 5:230 (Maintaining Student Discipline), 6:60 (Curriculum Content), 6:65 (Student Social and Emotional Development), 6:235 (Access to Electronic Networks), 7:20 (Harassment of Students Prohibited), 7:185 (Teen Dating Violence Prohibited) 7:190 (Student Discipline), 7:220 (Bus Conduct), 7:230 (Misconduct by Students with Disabilities), 7:240 (Conduct Code for Participants in Extracurricular Activities), 7:310 (Restrictions on Publications and Written or Electronic Material)

- LEGAL REF.: Title IX of the Educational Amendments, 20 U.S.C. §1681 et seq.
34 C.F.R. Part 106.
105 ILCS 5/10-22.5, 5/27-1, and 5/27-23.7.
Illinois Human Rights Act, 775 ILCS 5/1-101 et seq.
23 Ill.Admin.Code §1.240 and Part 200.
Davis v. Monroe County Board of Education, 119 S.Ct. 1661 (1999).
Franklin v. Gwinnett Co. Public Schools, 112 S.Ct. 1028 (1992).
Gebser v. Lago Vista Independent School District, 118 S.Ct. 1989 (1998).
West v. Derby Unified School District No. 260, 206 F.3d 1358 (10th Cir., 2000).
- CROSS REF.: 2:260 (Uniform Grievance Procedure), 5:20 (Sexual Harassment), 7:10 (Equal Educational Opportunities), 7:190 (Student Discipline), 7:192 (Preventing Bullying, Intimidation, and Harassment)

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AP United States History

Course Overview

AP United States History is a challenging year-long class that is designed to be the equivalent of a freshman college course in a high school setting. The key goals of this class are to (1) provide you with a strong overview of major trends and developments in American history, (2) prepare you to take the Advanced Placement exam in May, (3) improve your ability to analyze documents, and (4) strengthen your ability to convey your analysis in written form. This course is divided into periods of time, starting from colonization and going through present day, and focuses on United States History themes and historical thinking skills [CR4] [CR8-11].

In AP United States History, solid reading and writing skills, along with a willingness to devote considerable time to homework and study, are necessary to succeed. Emphasis is placed on critical thinking skills, essay writing, and interpretation of original documents. Besides direct instruction and presentations, students are expected to participate in class verbally through discussions of primary documents and events, debates of key issues, possible role-playing of historic figures and mock trials. Furthermore, they are expected to continually develop their writing skills through weekly essays, essay exams, and to maintain a notebook of all class materials. The volume of material involved in a survey course of American history is extensive and students can expect to do a lot of reading not only in the textbook, but also from outside sources and research. [CR1] [CR5] [CR6]

AP United States History is challenging and stimulating and, compared with other high school courses, takes more time and requires more homework. Consequently, there will be a focus on strengthening skills in taking reading quizzes, objective exams, in addition to writing clear and compelling essays and doing research and analysis of historical data. Therefore, regular study, frequent practice in writing, historical analysis, class discussions/debates/seminars, and study/review/and test-taking strategies are major elements of the course.

Course Objectives

- (1) Examine the principal themes in United States History [CR4]
- (2) Develop historical thinking skills [CR 8-11]
- (3) Analyze primary and secondary sources to defend and support basic arguments and positions [CR 1]
- (4) Express historical analysis and understanding effectively in writing [CR5]
- (5) Examine basic chronology and major events from colonization through present day.
- (6) Prepare for and receive a grade of 3 or higher on the AP United States History Exam

Required Textbook [CR1a]

Kennedy, David M. and Lizabeth Cohen. *The American Pageant: A History of the Republic, AP Edition*. 15th ed. Boston: Houghton Mifflin, 2012.

Supplementary Source Readings [CR1b] [CR1c]

Boezi, Michael, ed. *America Through the Eyes of Its People*. 3rd ed. 2 vols. New York: Pearson-Longman, 2006.

Kennedy, David M. and Thomas A. Bailey, ed. *The American Spirit: United States History as Seen by Contemporaries*. 2 vols. Boston: Houghton Mifflin Company, 2009.

Lindaman, Dana and Kyle Ward. *History Lessons: How Textbooks from Around the World Portray U.S. History*. New York: The New Press, 2006.

McClellan, Jim R. *Historical Moments: Changing Interpretations of America's Past*. 2nd ed. 2 vols. New York: Dushkin/McGraw-Hill, 2000.

Marcus, Robert D., David Burner, and Anthony Marcus. *America Firsthand*. 7th ed. 2 vols. New York: St. Martin's Press, 2006.

Monk, Linda R., ed. *Ordinary Americans: U.S. History Through the Eyes of Everyday People*. Close Up, 1994.

Newman, John J., and John M. Schmalbach. *United States History: Preparing for the Advanced Placement Examination*. 3rd ed. New York: Amsco School Publishing, 2004.

Oates, Stephen B., et.al. *Portrait of America*, 8th ed. 2 vols. Boston, New York: Houghton Mifflin Co., 2003.

Schweikart, Larry and Michael Allen. *A Patriot's History of the United States*. New York: Sentinel – Penguin Group Inc, 2009.

Ward, Kyle. *History in the Making: An Absorbing Look at How American History Has Changed in the Telling over the Last 200 Years*. New York: The New Press, 2007.

Zinn, Howard. *A People's History of the United States*. New York: Harper Perennial Modern Classics, 2005.

Student Evaluation

Students will be assessed in the following ways:

- Homework/Notebook
- Group Work

- Participation – Debates and H-O-H's [CR7]
- Reading Quizzes
- Projects
- Simulations [CR3]
- Papers
- DBQ essays [CR5] [CR12] [CR13]
- Long Essays [CR8-11]
- Unit Tests

Assignments and Projects

Daily/Weekly/Monthly

- Students are required to read at least 1.5 chapters per week from their primary textbook as well as complete supplemental readings from Web sites, articles, and other texts. [CR1]
- Quizzes are given often to ensure that the students are reading the text and taking notes
- Review sessions are offered before each unit test and before the midterm/final. Review sessions are also offered before the AP test.
- Students work in groups or partners on several projects – typically one project per unit.
- Students will participate in debates as well as Hands-On-History discussions. The students are required to read a packet of documents as well as the text before the discussion. Annotated notes are expected before the discussion begins. [CR7]
- Students will write a DBQ or a Long Essay every unit. [CR5, 8-13]
- Students are expected to complete terms for each chapter. They are given a list of chapter terms and they must write a paragraph for each (definition and significance). Students have a separate notebook for this.

Unit 1. Time Period 1 & 2 (1491-1754) [CR2]

Major Themes: Identity, Peopling, Environment and Geography, Ideas/Beliefs/Culture, Work/Exchange/Technology [CR4]

<u>Textbook</u>	<u>Unit Readings</u>
Kennedy [CR1a]	Chapter 1-5
<u>Other Sources</u> [CR1b] [CR1c]	
Hernando Cortes , Dispatches of the Conquest from the New World	
Juan de Sepulveda, The Second Democrates	
Bartolome de Las Casas, Destruction of the Indies	
John Smith, Description of Virginia	
Mary Jemison, Captured by Indians	
Ann Putnam et al., The Case Against George Burroughs	
Cotton Mather et al, Reconsidering the Verdict	
Olaudah Equiano, The African Slave Trade	

Gottlieb Mittelberger, On the Misfortune of Indentured Servants
 Mayflower Compact
 John Winthrop, "A Modell of Christian Charity"
 Excerpt from the Trial of Anne Hutchinson
 Mary Rowlandson, "So Many Christians Lying in Their Blood"
 Colonists in Bondage
 Gary B. Nash, Black People in a White People's Country
 Bacon's Rebellion: The Declaration
 Jonathan Edwards, "Sinners in the Hands of an Angry God"
 Benjamin Franklin, "Upon Hearing George Whitefield Preach"

Unit 1 Day by Day

Day 1. Introductions, Pass out AP United States History Toolkit, pass out textbooks, give out reading schedule and chapter terms for the unit

- Discusses the uses of history and why we study history [C6]
- Play clip from *The Newsroom* – response: Is America the greatest country in the world? Defend your answer
- US Map work

Day 2. History Seminar

- Go over syllabus
- History packet: Primary v. secondary sources, types of primary sources and their uses, inferences from primaries, discuss bias and point-of-view (Football DBQ), categorizing, and analysis of evidence using APPARTS [CR7]

Day 3. New World Beginnings (Chapter 1)

- Introduce Historical Thinking Skills and APUSH themes – matching activity [CR4] [CR8-13]
- Native Americans, Early Explorers, consequences of discovery, Mexico, Spain builds an empire
- Columbus vs. Zinn comparison [CR6]
- Completion of Explorer Chart, Exploration Map
- Clash of Cultures DBQ Exercise [CR5]

Day 4. New World Beginnings

- Computer Lab – work on Native American tribe comparison chart [CR11]

Day 5. New World Beginnings

- Presentations on Native American tribes and the environment – students must explain how each tribe worked with/adapted the environment [CR4 - Environment]
- Early Explorers, Consequences of Discovery, Mexico, Spain builds an empire
- Completion of Explorer Chart, Exploration Map
- Columbian Exchange Article – who got the better deal?
- Historical interpretations lesson: Adam Smith and the Market System

Day 6. New World Beginnings

- Effects of Exploration on Europeans vs. Indians – Students discuss in groups the effects on each group as more people came to the Americas [CR4 - Peopling] [CR11]
- Sepulveda vs. Las Casas [CR6]
- French Exploration – European Comparison Chart [CR11]

Day 7. Planting of English America (Chapter 2)

- 13 colonies: Royal, Propriety, Charter
- England, Elizabeth I, Jamestown, Cultural Clash, Virginia and Tobacco
- Begin Colony Chart
- John Smith, Thoughts on Virginia

Day 8. Planting of English America

- Jamestown Video Clip with Essay on the successes and failures of Jamestown

Day 9. Planting of English America

- Maryland and the West Indies
- Carolinas and Georgia
- Colony Chart
- European Comparison Chart [CR11]

Day 10. Settling the Northern Colonies (Chapter 3)

- Debate on Separatists, Puritans, Quakers, and the Crown
- Winthrop, City on a Hill
- Puritans, Plymouth, Mayflower Compact, Massachusetts Bay Colony, John Winthrop
- Anne Hutchinson and Roger Williams
- Rhode Island, Connecticut

Day 11. Settling the Northern Colonies

- Puritans vs. Indians
- Seeds of Colonial Unity and Independence [C5]
- Start work for Anne Hutchinson Trial [C1]

Day 12. Trial work

Day 13 and 14. Anne Hutchinson Trial [CR3]

- Colonists in Bondage Article

Day 15. Settling the Northern Colonies

- Dutch New York – European Comparison Chart
- Penn's Holy Experiment
- Middle Colonies

Day 16. American Life in the 17th century (Chapter 4)

- Analysis of Passenger lists to Jamestown vs. New England
- Life in the Chesapeake
- Bacon's rebellion reading

Day 17. American Life in the 17th century

- Life in New England

- Group discussion: reasons for development of different labor systems in New England vs. Chesapeake vs. South [CR4 – Work/Exchange/Technology]

- Salem Witch Trials Document Analysis – thesis writing activity

Day 18 & 19. Colonial Society on the Eve of Revolution (Chapter 5)

- PowerPoint Project in groups [CR3]
- Great Awakening readings – Edwards and Franklin

Day 20. How to do a Long-Essay

Day 21. Long Essay - Analyze the similarities and differences between TWO European countries in their conquest of North America between 1600 and 1754. [CR11] [CR13b]

Day 22. Test (Multiple Choice & Short Answer)

Activities and Assessments

Anne Hutchinson Trial - As a class, students will recreate a trial in which Anne Hutchinson was tried for heresy. Each student will have a role: lawyers, judge, witnesses, journalists, or jury. This is not scripted. Lawyers must come up with their own questions for each witness and the lead attorneys must have opening and closing statements.

Witnesses must write their own biography as well as answer questions on the stand. The judge will provide structure for the trial and journalists must write an article detailing our trial. The jury will take notes during the trial on what is said and also come up with the final verdict. [CR3]

Colonial Society Group PowerPoint projects - As a group, students must prepare a PPT presentation on their topic of Chapter 5. The topics include: Population growth, mingling of the races, structure of colonial society, occupations, horsepower and sailpower, dominant denominations, the Great Awakening, schools and colleges, a provincial culture, pioneer presses, politics, and colonial folkways. [CR3] [CR4 – Ideas/Beliefs/Culture]

Unit 2. Time Period 3 (1754-1800) [CR2]

Major Themes: Identity, Politics and Power, America in the World [CR4]

<u>Textbook</u>	<u>Unit Readings</u>
Kennedy [CR1a]	Chapter 6-10
<u>Other Sources [CR1b] [CR1c]</u>	
Fred Anderson, The Real First World War Thomas Preston, Boston Massacre: A British Officer's Description Thomas Paine, "Common Sense" Declaration of Independence Patrick Henry, "Give Me Liberty or Give Me Death" Herman Mann, "An Extraordinary Instance of Virtue in a Female Solider: The Story of Deborah Sampson" George Robert Twelves Hewes, John Tudor, the Boston Gazette, and Country Journal, Colonial Accounts	

Paul Revere, "The Bloody Massacre" Engraving
 David McCullough, John Adams and the Coming of the Revolution
 Eliza Pinckney and Abigail Adams, Republican Motherhood
 J. Hector St. John de Crevecoeur, "What Then is the American?"
 Publius (James Madison), *Federalist Paper #10*
 George Washington, Farewell Address
 Gordon S. Wood, The Greatness of George Washington

Unit 2 Day by Day

Day 1. The Duel for North America (Chapter 6)

- French Exploration
- Battle for N. America
- Political Cartoon: Join or Die

Day 2. The Duel for North America

- French and Indian War
- Why 1763 was a turning point [CR10]
- Proclamation of 1763
- French and Indian War Chart
- Last of the Mohicans clip
- Fred Anderson's, The First Real World War

Day 3. Road to Revolution (Chapter 7)

- Mercantilism
- Road to Revolution Chart: Act, Rationale, Colonial Response
- Boston Massacre: Opposing Viewpoints – students look at contradictory evidence and decide what really happened. [CR13a]

Day 4. Road to Revolution

- Computer Lab: Causes of the American Revolution - Pictorial Analysis
- Imperial Strengths and Weaknesses, Colonial Strengths and Weaknesses

Day 5: Road to Revolution

- Who Fired the First Shot? Document Analysis with Essay [CR13a]

Day 6: American Revolution (Chapter 8)

- 4 X 4 Race - Evaluate the importance as factors prompting rebellion: taxation, civil liberties, military measures, legacy of religious and political ideas [CR8]
- Washington, Bunker Hill, Canada
- Patrick Henry, Abigail Adams, Thomas Paine

Day 7: American Revolution

- Common Sense and Declaration of Independence w/ Q's
- Patriots and Loyalists
- Burgoyne, Ben Franklin, French involvement, land and sea, Yorktown, Paris Peace

Day 8: American Revolution

- Battle Chart
- Patrick Henry and Deborah Sampson
- American Revolution Chart
- Prepare for Debate: Was the American Revolution a conservative or radical movement? How revolutionary was the American Revolution? [CR7]

Day 9: FALL TESTING

Day 10: American Revolution Debate [CR7]

Day 11: The Confederation and the Constitution (Chapter 9)

- Crevecoeur, "What Then is the American?"
- Issues and the Articles of Confederation
- Land Ordinance of 1785 and the Northwest Ordinance
- Chart – Articles vs. Constitution

Day 12: The Confederation and the Constitution

- Shays's Rebellion
- Compromises
- DBQ Exercise: Federalists vs. Anti-Federalists, Federalist #10 [CR5]
- Constitution Packet

Day 13 & 14 : The Confederation and the Constitution

- Introduce Constitutional Convention Simulation
- Computer Lab work

Day 15 & 16: Constitutional Convention Simulation [CR3]

- Washington Chart
- Class discussions on taxation without representation and colonial leadership. In-class debate between Federalists and Anti-Federalists. Document analysis: excerpt from *Common Sense*. Historical interpretations activity building on summer reading: Edmund Morgan, Charles Beard, Forrest McDonald, and Bernard Bailyn's competing interpretations of the American Revolution. [CR6]

Day 17: Launching the Ship of the New State (Chapter 10)

- Washington's Presidency
- Jefferson v. Hamilton
- French Revolution and Neutrality Proclamation
- Farewell Address

Day 18: Launching the Ship of the New State

- John Adams Chart
- Federalists v. Democratic Republicans
- Begin document analysis for DBQ

Day 19: How to do a DBQ

- Grouping of documents
- Outline DBQ

Day 20: DBQ - Analyze the struggles of the new American republic to create a new social, political, and economic identity between the years 1776–1801. [CR4 – Identity] [CR5] [CR12] [CR13b]

Day 21: Test (Multiple Choice & Short Answer)

Activities and Assessments

Debate – American Revolution: Each student is given a set of documents that they must analyze (primary sources and secondary interpretations). They do not know ahead of time who is on the radical side and who is on the conservative side. They must come to class knowing both sides. Once in class, each student is assigned one side and they must debate whether the revolution was radical or conservative. The focus is on women, African-Americans, and Native Americans. Several other questions will be asked that students must answer regarding the American Revolution. [CR3] [CR6] [CR7]

Constitutional Convention Simulation - During this historical role-playing of the 1787 Constitutional Convention, students participate in the environment and take on the ideology of the actual delegates. They are called from their state to revise the Articles of Confederation, but upon the first order of business, they may realize that they face a much larger task: students must create, from the very foundation, “a more perfect union.” By advocating the delegates’ viewpoints, students encounter the real conflicts, decision-making, and compromises of the original delegates. [CR3]

Unit 3: Time Period 4 (1800-1848) [CR2]

Major Themes: Politics and Power, Work/Exchange/Technology, America in the World, Environment and Geography, Ideas/Beliefs/Culture [CR4]

<u>Textbook</u>	<u>Unit Readings</u>
Kennedy [CR1a]	Chapter 11-16
<u>Other Sources</u> [CR1b] [CR1c]	
Jefferson, Inaugural Address <i>Marbury v. Madison</i> Brian McGinty, The Great Chief Justice Meriwether Lewis, Journal Margaret Bayard Smith, “It Was the People’s Day” Henry Clay, Speech Opposing President Jackson’s Veto of the Bank Bill Joe B. Frantz, A Giant of Contradictions: The Irrepressible Sam Houston Dorothea Dix, Appeal on Behalf of the Insane William Lloyd Garrison, from <i>The Liberator</i> Elizabeth Cady Stanton, Declaration of Sentiments <i>The Harbinger</i> , Female Workers of Lowell Nat Turner, Confession Henry David Thoreau, from “Civil Disobedience” John Ross, “The Trail of Tears”	

Nat Turner, "A Slave Insurrection"
 William Lloyd Garrison et al., "Who is to Blame?"
 Ira Berlin, I Will Be Heard!: William Lloyd Garrison and the Struggle Against Slavery
 Charles Ball et al., "Life Under the Lash"
 Harriet Jacobs, "Life of a Female Slave"
 Several art images

Unit 3 Day by Day

Day 1: Jeffersonian Republic (Chapter 11)

- Jefferson's Inaugural Address
- Marbury v. Madison
- Jefferson's Presidency
- Louisiana Purchase and Lewis and Clark
- Start Madison Chart

Day 2: Jeffersonian Republic and Second War for Independence (Chapter 11 & 12)

- Louisiana Purchase, Lewis and Clark
- Legacy of Jefferson
- War of 1812
- Prepare for War of 1812 debate

Day 3: The Second War for Independence and the Upsurge of Nationalism (Chapter 12)

- Madison's Presidency
- War of 1812
- Hartford Convention, Treaty of Ghent
- Court Cases

Day 4: The Second War for Independence and the Upsurge of Nationalism

- Debate – War of 1812 [CR3] [CR6] [CR7]

Day 5: The Second War for Independence and the Upsurge of Nationalism [C5]

- Monroe's Presidency
- Monroe Doctrine
- Response: Was the "Era of Good Feelings" an appropriate title? [CR10]

Day 6: The Rise of Mass Democracy (Chapter 13)

- Work on J.Q. Adams Chart
- Foreign Policy WS [CR3]

Day 7: The Rise of Mass Democracy

- "It was a people's day"
- Review JQ Adams
- Jackson's Presidency
- Political Cartoon Analysis – Spoils System, Jackson v. Clay, King Andrew
- Begin outline of Jackson DBQ

Day 7: The Rise of Mass Democracy

- Democrats vs. Whigs Chart [CR11]
- Continue Jackson's Presidency

- Work on outline of Jackson DBQ - The Jacksonian Era (1824-1848) has been celebrated as the era of the "common man." To what extent did the period live up to its characterization? Consider the following in your response.

Economic opportunities

Politics

Individual liberties

[CR5] [CR10] [CR13a]

Day 8: The Rise of Mass Democracy

- Van Buren's Presidency
- Harrison's Presidency

Day 9: Forging the National Economy (Chapter 14)

- Review Immigration reading
- Views of Immigrants – document analysis
- Invention Chart

Day 10: Forging the National Economy

- Lowell documents with Questions
- Review Invention Chart
- Discuss the Industrial Revolution
- DBQ Exercise: Factors leading to the Industrial Revolution, rank factors, thesis

[CR5]

Day 11: Slavery and the South (Chapter 16)

- Discussion: What was slavery like?
- Southern Society
- Life in Bondage Document Analysis

Day 12: Slavery and the South

- Nat Turner – 3 source activity: Hero or Madman?
- **HOH – How did southerners justify slavery? [CR7] [CR4 – Work/Exchange/Technology]**

Day 13: Slavery and the South

- Unchained Memories Video

Day 14: Age of Reform and Culture (Chapter 15)

- Cult of Domesticity
- Reform and Culture
- **Computer lab – Reform movement manifesto [CR4 – Politics and Power]**

Day 14: Age of Reform and Culture

- Emerson and Thoreau quotes – analyze
- Reform and Culture - Literature
- Computer lab – Reform movement manifesto

Day 15: Present manifestos

Day 16: Test – Multiple Choice & Short Answer

- Work on Tyler Chart

Activities and Assessments

Debate – War of 1812: Each student is given a set of documents that they must analyze. They do not know ahead of time who is for the war and who is against the war. They must come to class knowing both sides. Once in class, each student is assigned one side

and they must debate whether to go to war. Several other questions will be asked that students must answer regarding the War of 1812. [CR3] [CR6] [CR7]

H-O-H Discussion – How did Southerners justify slavery? The objective of this discussion is to make students comfortable with analyzing and discussing historical issues/problems through the use of primary sources. Students will read a packet of primary sources before coming to class. These documents must be annotated to show they have read the packet. Students will be asked several critical thinking questions upon which they must be able to answer as well as pose other questions. [CR7] [CR4-Work/Exchange/Technology]

Reform Movement Manifesto: In the early 1800s, a third revolution accompanied the reformation of American politics and the transformation of the American economy. This was a commitment to improve the character of ordinary Americans, to make them more upstanding, God-fearing, and literate. Reform campaigns of all types flourished. These campaigns ranged from religious revivals and educational reforms to women's rights and scientific achievements. Each reform movement along with the reforms believed that knew the way to change society. But which way was right? What would truly lead to reform? Or was this even possible? Students will work in groups of three or four to prepare a manifesto advocating a specific reform movement and to come up with critiques of the other reform movements. The manifestos will vary but should include the causes, personalities, and effects of the reform movement. How does each fit into broader patterns of antebellum reform? Certain questions must be answered: What is the biggest issue facing American society today? Why? Why is this the best way to reform society? Is human nature fundamentally good or bad? Should we seek gradual or immediate changes to society? What makes a good society? [CR4 – Politics and Power]

Unit 4: Time Period 5 (1844-1877) [CR2]

Major Themes: Identity, Work/Exchange/Technology, Politics and Power, Ideas/Beliefs/Culture [CR4]

<u>Textbook</u> [CR1a]	<u>Unit Readings</u>
Kennedy	Chapter 17-22
<u>Other Sources</u> [CR1b] [CR1c]	
John L. O'Sullivan, "The Great Nation of Futurity" The Ostend Manifesto Guadalupe Vallejo et al., Life in California before the Gold Discovery Joseph B. Starkweather, Miners During the California Gold Rush Daguerreotype John Brown, "The Early Life of this Boy" Harriet Beecher Stowe, from <i>Uncle Tom's Cabin</i> <i>Dred Scott v. Sanford</i> Ken Chowder, The Father of American Terrorism (John Brown) Frederick Douglass, Independence Day Speech John Brown, Address to the Virginia Court	

Jefferson Davis, Second Inaugural Address as President of the Confederate States of America
 Clara Barton, Medical Life at the Battlefield
 Franklin Haskell, "The Last and Bloodiest Fight": A Union Account
 Walter Harrison, "Field of Carnage": A Confederate Account
 Ellen Leonard. Three Days of Terror
 Abraham Lincoln, Gettysburg Address
 James M. McPherson, A War that Never Goes Away
 Felix Haywood et al., "African Americans During Reconstruction"
 Eric Foner, The Checkered History of the Great Fourteenth Amendment
 Caleb G. Forshey and Reverend James Sinclair, "White Southerners' Reactions to Reconstruction"

Unit 4 Day by Day

Day 1: Manifest Destiny and Its Legacy (Chapter 17)

- Review John Tyler's Presidency
- John L. O'Sullivan's Manifest Destiny w/questions

Day 2 : Manifest Destiny and Its Legacy

- John Gast's *American Progress* painting – analysis
- Polk's Presidency
- **HOH – Mexican-American War [CR4 – America in the World] [CR6] [CR7] [CR13b]**
- Begin Long Essay - Analyze the changes and continuities during the time between the expansionist foreign policies under Presidents Thomas Jefferson and James K. Polk. [CR9]

Day 3: Sectionalism (Chapter 18 & 19)

- Taylor's Presidency
- California Gold Rush activity – document analysis
- Continue with Long Essay

Day 4: Sectionalism

- Fillmore's Presidency
- Underground Railroad excerpts w/ Questions and Fugitive Slave Law Political Cartoon
- *Uncle Tom's Cabin* analysis

Day 5: Sectionalism

- Pierce's Presidency
- Westward Expansion Questions and Map [CR9]

Day 6: Drifting Toward Disunion (Chapter 19)

- 4x4 – Arguments regarding slavery – Missouri Compromise, Compromise of 1850, Mexican-American War, Kansas-Nebraska Act [CR9]
- Discuss Uncle Tom's Cabin and Dred Scott Decision
- Buchanan's Presidency
- Ken Chowder's "Father of American Terrorism"

Day 7: Drifting Toward Disunion

- What do you know about Lincoln?

- House Divided Speech w/ questions
- 1860 Platforms
- Lincoln's Election
- Secession and Disunion Packet w/ Questions

Day 8: Girding for War: The North and the South (Chapter 20)

- Chronology activity – events leading up to the war [CR8]
- Review events that led to war

Day 9: Girding for War: The North and the South

- Review North vs. South
- Intro to Debate

Day 10: Girding for War: The North and the South

- Billy Yank vs. Johnny Reb
- N vs. S – economy
- Begin Battle Chart

Day 11: Civil War (Chapter 21)

- Battle Stations – students analyze documents focusing on one significant battle of the Civil War –rotate after 10 minutes

Day 12: Civil War

- Finish Battle Stations
- Emancipation Proclamation
- Women's Roles
- Gettysburg Address

Day 13: Computer Lab

- Debate work
- Finish Battle Chart

Day 14: Civil War

- Lincoln's Second Inaugural Address
- Appomatox
- Assassination
- Aftermath

Day 15 & 16: Civil War

- Debates [CR3] [CR4 – Politics and Power]
- Civil War Chart
- McPherson's "A War that Never Goes Away"

Day 17: Reconstruction (Chapter 22)

- Groups – create a reconstruction plan
- Presidential v. Congressional Plans

Day 18: Reconstruction

- "President on trial"
- Johnson's Presidency
- Reconstruction Packet – document analysis

Day 19: Reconstruction

- Computer Lab – trial summaries
- Causes and Effects of the Civil War – response [CR8]

Day 20: Midterm

****Winter Break**

Activities and Assessments

H-O-H Mexican American War: The objective of this discussion is to make students comfortable with analyzing and discussing historical issues/problems through the use of primary sources. Students will read a packet of primary sources before coming to class. These documents must be annotated to show they have read the packet. Half of the students will be on the side that is pro-war and the other half must debate that the war should not have happened. Students must also reflect on whether there are comparisons between this and the wars in Iraq and Afghanistan. Whichever side that is chosen first must sit in the inner circle. I will pose a critical thinking question and the discussion must flow from there. Students should ask each other questions and pose alternative points of view. Students on the outer circle should be quiet and listen to the discussion. They will also write key points on their discussion sheet. After about 20 minutes, I will stop the discussion and the outer circle may make comments or ask questions of the inner circle. Once this is complete, the inner and outer circles will switch. **[CR4 – America in the World] [CR6] [CR7] [CR13b]**

Chronology Activity – The class will be divided into three groups. Each person will be given an event that led up to the Civil War. Before getting in order, each student must write on their event the background of that event. When I say to start, the groups must put the events in chronological order in the least amount of time. The winning group will stand in front of the class and go through the chronology, while detailing the events.

Civil War debate – North v. South: Students will be placed on either the North or South side of the Civil War. Then each side will break up into specific groups that will focus on causes, government, generals, important battles, effect on the economy, and slavery. Students will base their research and arguments based on these categories. In a one page position paper that needs to be cited and include a bibliography (all research assignments do), students will argue why their person's accomplishments or their aspect of the Civil War was more beneficial than the other area. Students must also provide two pieces of visual evidence to bulk up their argument. **[CR3] [CR4 – Politics and Power]**

Andrew Johnson Trial Project: Students must write a detailed analysis of who each person is and what each had to do with the trial of Andrew Johnson. The key people are: Andrew Johnson, Benjamin Franklin Wade, Benjamin Curtis, Lyman Trumbull, Thaddeus Stevens, Benjamin F. Butler, Edwin Stanton, and Charles Sumner.

Unit 5: Time Period 6 (1865-1898) **[CR2]**

Major Themes: Politics and Power, Peopling, Work/Exchange/Technology, Environment and Geography, Ideas/Beliefs/Culture [CR4]

<u>Textbook</u>	<u>Unit Readings</u>
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Kennedy [CR1a]	Chapter 23-26
Other Sources [CR1b] [CR1c]	
William T. Riordon, from <i>Plunkitt of Tammany Hall</i> George Plunkitt, “How I Got Rich by Honest Graft” Andrew Carnegie, from “The Gospel of Wealth” Helen Hunt Jackson, from <i>A Century of Dishonor</i> Frederick Jackson Turner, “The Significance of the Frontier in American History” The Omaha Platform of the Populist Party <i>Plessy v. Ferguson</i> Booker T. Washington, Atlanta Exposition Address W.E.B. Du Bois, from “Of Mr. Booker T. Washington and Others” Ida M. Tarbell, from <i>The History of the Standard Oil Company</i> Jane Addams, from <i>Twenty Years at Hull House</i> Carrie Nation, “Suppressing the ‘Dreadful Curse of Liquor’” Robert L Heilbroner, <i>The Master of Steel: Andrew Carnegie</i> Paula A. Treckel, <i>The Lady Versus Goliath: Ida Tarbell Takes on the Standard Oil Co.</i> Several art images	

Unit 5 Day by Day

Day 1: Gilded Age (Chapter 23)

- Review Midterm
- Introduction to the AP exam
- Grant’s Presidency

Day 2: Gilded Age

- “How I got rich by honest graft”
- Discuss political machines
- Tweed Political Cartoons w/ questions

Day 3: Gilded Age

- Hayes’ Presidency
- *Plessy v. Ferguson*
- Garfield, Arthur, Cleveland, Harrison Presidencies

Day 4: Gilded Age and Industry (Chapter 24)

- Second Industrial Revolution
- Robber Barons or Captains of Industry?
- Railroads and Trusts

Day 5: Industry

- Unions – Knights of Labor, AFL, IWW [CR11]
- Labor Contract Activity
- Begin DBQ activity

Day 6: DBQ – Big Business - Analyze the rise of big business and its effects on the economy and politics. Confine your answer to the period 1870 to 1900. [CR5] [CR8] [CR12] [CR13b]

Day 7: Urbanization (Chapter 25) [C5]

- Modern Times – Charlie Chaplain
- Gilded Age Simulation – discussion

- Urbanization Packet
- Booker T. Washington v. WEB Dubois [CR11]

Day 8: Ellis Island Simulation and discussion

- Immigrants: then vs. now –students discuss how immigrants were treated during this era compared to the 1800s and to now [CR4 - Peopling] [CR13b]

Day 9: Urbanization

- Ellis Island Video Clips
- Gangs of NY movie clip
- Urbanization
- Aschan School
- Jacob Riis

Day 10: Computer Lab – simulation work

Day 11 & 12: Gilded Age Simulation [CR3] [CR4 – Politics and Power] [CR6]

- Recommendations to the Senate Committee based on simulation
- Themes of the Gilded Age

Day 13: The West (Chapter 26)

- Frontier thesis w/ questions
- Traits of the old west
- Tombstone clip
- Native American policies – discuss change over time [CR9]
- Native Americans and the Western Legend document analysis

Day 14: The West

- Mining, Cattle Ranching, farming
- Famous cowboys
- Grange, Greenback party, Farmers Alliance, Populists [CR11]
- Populist DBQ Activity

Day 15: Populism

- Populism and the Election of 1896
- Cross of Gold
- McKinley's Presidency
- Wizard of Oz

Day 16: Wrap up, Farmer activity WS

Day 17: Test – Multiple Choice and Short Answer

Activities and Assessments

Gilded Age Simulation: This simulation takes place during Gilded Age, a time of amazing wealth and conspicuous consumption, but also a time of hardship, poverty, and brutality. The Senate Urban Living Conditions Committee is holding hearings in 1897 in response to public pressure to rein in the "robber barons" of the era. The committee will hear from both industrialists and common laborers in an attempt to determine whether the U.S. is still living up to the promises of freedom, democracy, and equality contained in the spirit of the American Revolution. The committee will hear from the witnesses and then convene to recommend steps (if needed) that the U. S. government should take in response. Witnesses include: Boss Tweed, Andrew Carnegie, John D. Rockefeller, J.P.

Morgan, Eugene Debs, W.E.B. Du Bois, Carrie Chapmen Catt, Carrie A. Nation, Samuel Gompers, Henry Clay Frick, Emma Goldman, Jane Addams, Jacob Riis, Washington Gladden, and William Graham Sumner. Each witness will prepare a 2-3 page preliminary brief giving his or her living circumstances yearly income, home(s) conditions, and working conditions and his views on the living/working conditions of the average working man. At the hearing, the witness will be allowed 2-3 minutes of testimony before the committee and will then answer questions from the Senators (the rest of the class). Senators must obviously have questions prepared for each witness (around 5 each). Based on the content at the hearing, each person will then write a bulleted list of recommendations for the Senate to take up in the next legislative session in order to respond to public pressure to restore the promise of equality and democracy in America. [CR3] [CR4 – Politics and Power] [CR6]

Unit 6: Time Period 7 Part 1 (1890-1918) [CR2]

Major Themes: Work/Exchange/Technology, Peopling, Politics and Power, America in the World [CR4]

<u>Textbook</u>	<u>Unit Readings</u>
Kennedy [CR1a]	Chapter 27-30
<u>Other Sources [CR1b] [CR1c]</u>	
William McKinley, “Decision on the Philippines” The Roosevelt Corollary to the Monroe Doctrine Theodore Roosevelt, from <i>The New Nationalism</i> Woodrow Wilson, from <i>The New Freedom</i> Woodrow Wilson, The Fourteen Points Pauline Newman, “Conditions at the Triangle Shirtwaist Company” William Gunn Shepherd, “A Fire Trap” David R. Kohler and James W. Wensyel, America's First Southeast Asian War: The Philippine Insurrection V. Currents of the Progressive Era Edmund Morris, Theodore Roosevelt, President	

Unit 6 Day by Day

Day 1: Imperialism (Chapter 27)

- Causes of Imperialism
- Imperialism cartoons
- Begin analysis of Philippines documents

Day 2: Imperialism

- Spanish American War – was this a turning point? [CR10]
- HOH Debate – should we have taken over the Philippines? [CR4 – America in the World] [CR7] [CR12]

Day 3: DBQ – Imperialism – Compare and contrast views of US overseas expansion in the late 19th and 20th centuries. Evaluate how understandings of national identity, at the time, shaped these views. [CR5] [CR6] [CR11] [CR12] [CR13b]

Day 4: TR

- Election of 1900 and TR foreign policy
- Monroe vs. Roosevelt Corollary

Day 5 : Progressive Movement (Chapter 28)

- “Ignorance is the Real Enemy”
- Difference between populists and progressives
- Progressive platform
- TR domestic policy
- Triangle Shirtwaist article w/ questions

Day 6: Progressives

- Upton Sinclair’s *Jungle*
- Taft’s Presidency
- Computer Lab – final preparations for simulation

Day 7: Computer Lab – prep for Chautauqua

Day 8 & 9: Chautauqua simulation [CR3] [CR4 – Ideas/Beliefs/Culture]

Day 10: Wilsonian Progressivism (Chapter 29)

- 4x4 – How successful were progressive reforms with respect to: industrial conditions, urban life, politics
- After reading the work of historians Richard Hofstadter and Ronald G. Walters, students are asked to write an essay agreeing or disagreeing with Hofstadter’s arguments by referencing one reform movement from the antebellum or progressive eras.(POL-3) [CR4] [CR5]
- Second Great Awakening vs. Progressive Movement [CR11]
- New Nationalism v. New Freedom [CR11]
- Election of 1912
- Begin Wilson’s Presidency

Day 11: Wilson

- Comparing Progressive Presidents [CR11]
- Finish Wilson’s Presidency
- World War I

Day 12: World War I (Chapter 30)

- Quickwrite – did we enter WWI to make the world safe for democracy? What does that mean? Were we justified in going to war?
- WWI Chart
- Treaty of Versailles assignment

Day 13: Test – Multiple Choice and Short Answer

Activities and Assessments

H-O-H Imperialism: The objective of this discussion is to make students comfortable with analyzing and discussing historical issues/problems through the use of primary sources. Students will read a packet of primary sources before coming to class. These documents must be annotated to show they have read the packet. Half of the students will

be on the side that is pro-imperialism in the Philippines and the other half must debate that imperialism is wrong. Students must also link American imperialism to European imperialism (learned in AP Euro the previous year) Whichever side that is chosen first must sit in the inner circle. I will pose a critical thinking question and the discussion must flow from there. Students should ask each other questions and pose alternative points of view. Students on the outer circle should be quiet and listen to the discussion. They will also write key points on their discussion sheet. After about 20 minutes, I will stop the discussion and the outer circle may make comments or ask questions of the inner circle. Once this is complete, the inner and outer circles will switch. [CR4 – America in the World] [CR7] [CR12]

Chautauqua Simulation: The purpose of this activity is to enhance students' understanding of several American figures and what their contributions were to the Progressive movement. This will be done as a hybrid of an Enlightenment salon and a Progressive Chautauqua. A salon is a gathering of intellectuals to discuss ideas, whereas a Chautauqua incorporated more speeches and entertainment. Students will research their characters and determine his or her positions on the issues to be discussed during the simulation. Not only should they know where their character stands on these issues, they should know how he or she would react in conversation to other guests. Students must dress up as their character for the simulation and also write a 2pg paper about themselves. This is not just a biography – they must include the issues, discuss his/her major written works, and any other pertinent info of significant interest. They will also be graded on your performance during the Chautauqua. [CR3] [CR4 – Ideas/Beliefs/Culture]

Treaty of Versailles assignment: Students must make a list of rules and regulations to put in their new treaty. They should think about what Europe needs to bring about peace and restore the economy. Issues to discuss are: payment of the war, policies, what to do with governments, limitations on armed forces, colonies, creation of a council to keep the peace. The goal of the creation of a treaty is to prevent any further wars. [CR3] [CR13b]

Unit 7: Time Period 7 Part 2 (1919-1945) [CR2]

Major Themes: Identity, Work/Exchange/Technology, Peopling, America in the World, Ideas/Beliefs/Culture [CR4]

<u>Textbook</u>	<u>Unit Readings</u>
Kennedy [CR1a]	Chapter 31-35
<u>Other Sources [CR1b] [CR1c]</u>	
A. Mitchell Palmer, "The Case Against the Reds" Preston William Slosson, "The Flapper Grew Bolder" Marcus Garvey, Aims and Objectives of the UNIA Franklin D. Roosevelt, First Inaugural Address Huey Long, "Share Our Wealth" Albert Einstein, Letter to President Roosevelt Franklin D. Roosevelt, The Four Freedoms <i>Korematsu v. United States</i> Harry S. Truman, The Truman Doctrine	

George Marshall, The Marshall Plan
Brown v. Board of Education
 Jo Ann Gibson Robinson, The Montgomery Bus Boycott
 William Jennings Bryan and Clarence Darrow, "In Defense of the Bible"
 H.L. Mencken, "An Odd Eulogy for William Jennings Bryan"
 Langston Hughes, "The Harlem Renaissance"
 J. Robert Oppenheimer, "To Build an Atomic Bomb"
 Paul Tibbets and George Weller, "To Use an Atomic Bomb"
 Fany Christina Hill, "Rosie the Riveter"
 Ben Yoritaka and Philip Hayasaka, "Memories of the Internment Camp"
 Blair Robinett, "The Bataan Death March"
 Ring Lardner Jr, "Blacklist: Post-World War II Red Scare"
 "Levittown: Making America Suburban"
 William Lavender and Mary Lavender, Suffragists' Storm Over Washington
 James West Davidson and Mark Hamilton Lytle, Justice Denied: The Trial of Sacco and Vanzetti
 James MacGregor Burns, Government in Action: FDR and the Early New Deal
 Fletcher Knebel and Charles W. Bailey II, Hiroshima: The Victims

Unit 7 Day by Day

Day 1: 1920s Presentations Preparation (Chapter 31)

- Computer Lab
- Scopes Trial Document Analysis
- Flapper Article w/ questions

Day 2: Presentations of 1920s aspects [CR4 – Ideas/Beliefs/Culture]

Day 3: 1920s

- Finish presentations
- Movie Clips: Untouchables
- Document Analysis: Life in the 1920s

Day 4: Harding and Coolidge (Chapter 32)

Day 5: Hoover

- Hoover's presidency
- Hoover's "Rugged Individualism" vs. FDR's "Only thing we have to fear is fear itself"

Day 6: FDR (Chapter 33)

- FDR's Presidency
- Alphabet Agencies Chart

Day 7: Great Depression

- Causes [CR8]
- Movie Clip – Cinderella Man
- New Deal Posters
- Effects [CR8]

Day 8: Boom to Bust - video

Day 9: World War II (Chapter 34 & 35)

- Path to WWII

- Quarantine speech
- Pearl Harbor
- Key Events

Day 10: World War II

- Computer Lab: WWII Poster Analysis [CR 6]

Day 11: World War II

- Dr. Seuss
- Holocaust reading

Day 12: Homefront

- Homefront stations – WWI vs. WWII
- Analysis of Atomic bomb docs

Day 13: End of WWII

- Debate: Atomic Bomb [CR6] [CR7]
- End of WWII

Day 14: Test – Multiple Choice and Short Answer

Activities and Assessments

1920s Group PowerPoint projects - As a group, students must prepare a PPT presentation on their topic of Chapter 31. The topics include: Red Scare, immigration restrictions, prohibition and gangsters, the Scopes trial, a mass-consumption economy, automobile age, radio and the movies, jazz age culture, and the economic boom. [CR4 – Ideas/Beliefs/Culture]

New Deal Posters – Each student will be assigned a specific alphabet agency. Some will be replicas. Students must create a poster that endorses their agency without actually stating what their agency is. On the back of the poster, students must write the agency and facts about it. In class, students will go around and try to guess which agency is being endorsed by each poster.

Debate: Atomic Bomb – This will be a full-class debate without any inner or outer circles. I will pose several critical thinking questions and students must debate whether the creation of the bomb was necessary and whether the bombs should have been dropped. Students must have researched and prepared the night before and have notes ready during the debate. [CR6] [CR7]

Unit 8: Time Period 8 (1945-1980) [CR2]

Major Themes: Identity, Politics and Power, America in the World, Ideas/Beliefs/Culture [CR4]

<u>Textbook</u>	<u>Unit Readings</u>
Kennedy [CR1a]	Chapter 36-39
<u>Other Sources</u> [CR1b] [CR1c]	

Martin Luther King, Jr., Letter from Birmingham Jail
 Stokely Carmichael and Charles Hamilton, from *Black Power*
 John F. Kennedy, Cuban Missile Crisis
 Richard M. Nixon, Speech on Vietnamization Policy
 Lyndon Johnson, The War on Poverty
Roe v. Wade
 Ronald L. Ridenhour, "Disbelief and Corroborating" (My Lai)
 General Westmoreland, President Nixon, et. al. "Cover-Up and Outcome"
 Michael Harrington, from *The Other America* (1962)
 Students for a Democratic Society, The Port Huron Statement (1962)
 Rachel Carson, *Silent Spring* (1962)
 National Organization of Women, Statement of Purpose (1966)
 Michael R. Beschloss, Eisenhower and Kennedy: Contrasting Presidencies in a Fearful World
 Larry L. King, Trapped: Lyndon Johnson and the Nightmare of Vietnam
 Stephen B. Oates, Trumpet of Conscience: Martin Luther King, Jr.
 Marcia Cohen, Betty Friedan Destroys the Myth of the Happy Housewife
 Nicholas Lehman, How the Seventies Changed America
 George Kennan, "The Sources of Soviet Conduct"

Unit 8 Day by Day

Day 1: Truman and the Beginning of the Cold War (Chapter 36)

- Video Clip: The Bomb
- Beginning of the Cold War
- Truman's Presidency
- In-class document analysis: excerpt from "The Sources of Soviet Conduct," by George Kennan. Students working in small groups compare the underlying causes of WWI, WWII, and the Cold War and make an argument that U.S. foreign policy in the 20th century did or did not promote democratic governments around the world. (WOR-7) [CR4]

Day 2: Korea Video

- How Korean War is portrayed in textbooks (N vs. S Korea) [CR6]

Day 3: 1950s culture

- 1950s document packet

Day 4: Best Years – video

****SPRING BREAK**

Day 5: Happy Daze – video

Day 6: Eisenhower

- Eisenhower's presidency – Foreign Policy

Day 7: 1950s (Chapter 37)

- Happy Days Clip

- 1950s Culture – Part 2
- Brown v. Board of Education
- Start 1950s scrapbook [CR7]

Day 8: Red Scare

- McCarthyism – which previous events are similar? [CR11]
- Red Scare comparison
- 1950s teen culture

Day 9: JFK (Chapter 38)

- 1960s Living Room Candidate – JFK v. Nixon debates
- JFK's Inaugural Address
- JFK's Presidency
- Cuban Missile Crisis

Day 10: Civil Rights

- Civil Rights Timeline
- Response: When did the Civil Rights movement begin? [CR10]
- MLK Jr. v. Malcolm X – DBQ Exercise [CR5]

Day 11: LBJ

- Daisy Ad
- LBJ's Presidency
- Great Society Chart
- Progressives vs New Deal vs. Great Society [CR11]

Day 12: Vietnam

- Vietnam Document Packet [CR6] [CR7]
- Peace without Conquest
- Vietnam DBQ outline [CR5]
- Prepare for HOH – Hawks v. Doves

Day 13: Unpinned – Video

Day 14: Counterculture

- Vietnam songs
- Anti-war demonstrations
- Kent State: What really happened? [CR13a]
- Groups: women, homosexuals, Native Americans, Mexican Americans, SDS

Day 15: Nixon (Chapter 39)

- End of Vietnam
- Watergate
- Resignation speech
- My Lai Document Analysis

Day 16: HOH Debate – Hawks vs Doves [CR7]

Day 17: Test – Multiple Choice and Short Answer

Activities and Assessments

1950s scrapbook – Student will create a scrapbook that encompasses the Fifties! In all they will have 15 pages as well as a title page. Make sure each page has a subtitle and

include student-made artifacts that go with each theme. The themes include: Eisenhower, economy, suburbs and Levittowns, baby boom, women's roles, tv/movies, fashion, cars, consumer culture, music, sports, Red Scare, desegregation and Civil Rights, space race, and literature. [CR7] [CR4 – Ideas/Beliefs/Culture]

Vietnam H-O-H: Students will role-play a conference between the hawks and doves. For the first part of the conference students must discuss the Vietnam War without the benefit of hindsight. Students must have prepared notes to discuss during the debate the night before. The second part of the conference can include the benefit of hindsight. Each round will allow hawks and doves to respond to several critical thinking questions. [CR7]

Unit 9: Time Period 9 (1980-Present) [CR2]

Major Themes: Identity, Work/Exchange/Technology, Peopling, Politics and Power, America in the World, Environment and Geography, Ideas/Beliefs/Culture [CR4]

<u>Textbook</u>	<u>Unit Readings</u>
Kennedy [CR1a]	Chapter 39-42
<u>Other Sources</u> [CR1b] [CR1c]	
Lisa McGirr, <i>Suburban Warriors</i> Ronald Reagan, Speech to the House of Commons David Wildom, The Conscience of a Christian Conservative George Bush, Address to the Nation Announcing Allied Military Action in the Persian Gulf Al Gore, from <i>Earth in the Balance</i> Articles of Impeachment against William Jefferson Clinton (1998) Barbara Lee, Speech in Opposition to the U.S. War in Afghanistan (2001) Owen Burdick, Witnessing the 9-11 Terrorist Attack in New York (2001) Wayne Allard, Testifying in Favor of The Federal Marriage Amendment (2004) Richard Brookhiser, Reagan: His Place in History Arthur M. Schlesinger, Jr., Some Lessons from the Cold War Walter Isaacson, Bill Gates: Enigmatic Genius of Microsoft John Lewis Gaddis, The Lessons of September 11	

Unit 9 Day by Day

Day 1: Ford and Carter (Chapter 39)

- 1970s music
- Crisis of Confidence Speech
- Using Lisa McGirr's *Suburban Warriors*, students map the ideas and strategies of the New Right and compare this movement to earlier moments (1880s, 1920s, 1950s) of conservative activism. What values remained constant over this long period of time? (CUL-7) [CR4]

Day 2: Reagan (Chapter 40)

- Morning in America

- Evil Axis Speech
- Reagan's Presidency
- Comparison of Cold War Presidents [CR11]

Day 3: Long Essay – Analyze the political, economic, and social impact of the Cold War on American society between the years 1945 to 1980. [CR10]

Day 4: Bush Sr.

- Bush Sr's Presidency
- Persian Gulf War
- Foreign Policy WS – change over time - [CR9]

Day 5: Clinton (Chapter 41)

Day 6: Bush

- Debate: Ford, Carter, Reagan, Bush Sr., Clinton, G.W. Bush [CR6] [CR7]

Day 7: Obama

Day 8: Modern Day Issues (Chapter 42)

Day 9: Test – Multiple Choice

Day 10-??? – Review Days

Activities and Assessments

Debate: Ford, Carter, Reagan, Bush Sr., Clinton, G.W. Bush – Each student will have chosen a different president randomly. They must use their resources at home to research their president and find ways to spin any negative events/choices that happened during their presidency. In class, each presidential group will discuss why their president was the BEST out of the last presidents. Each group will get 2 minutes. After each group has presented, questions can be asked of any group. This debate will take about 45-50 minutes. [CR6] [CR7]

US History Syllabus 2015-2016
Instructors: Mr. Engelhardt & Mr. Brady
Phone # 630-636-2364
Emails: mengelhardt@sd308.org
sbrady@sd308.org

Description:

This chronological survey of United States history will help the student acquire a descriptive knowledge of U.S. History including relevant facts, key ideas, salient themes and critical thinking skills through which the history of our nation's past may be interpreted. Students will understand events, trends, individual and social movements that shaped both the history of Illinois and the nation. In addition, students will be introduced to a variety of social study disciplines that include psychology, sociology, and economics.

Meaning:

The purpose of taking US History is to acquire a broad and basic knowledge of the United States history and to ***critically apply*** that knowledge to understand past, present, and future events and movements that shape the world in which you live.

Daily Materials:

You are expected to bring the following items to class daily.

- Textbook
- Notebook
- Pen or Pencil

Expectations:

1. RESPECT: This means keeping quiet while others are talking—there will be plenty of opportunities for you to speak.
2. Turn in all assignments and complete required readings by the start of class on the day they are due.
3. You are to be responsible for all material covered during the course of the semester (including make up work and missed tests).
4. Drinks are allowed. If this privilege is abused, you will lose the privilege to have drinks in class.
5. ANY form of vandalism or damage done to school property will not be tolerated. This includes writing on desks!
6. Participation is a key component of this course and your grade. Enter class with a positive attitude and willingness to learn.
7. Bathroom and Locker Policy: Sign in and out: Pass Policy
8. Unless directed, students should not be using their cell phones in class. In addition, unless directed, the phones should be on silent and stored in a safe location.

Tardy Policy:

BE ON TIME! The school tardy policy will be strictly enforced. Students arriving after the bell must have a pass to be admitted to the classroom.

Missed Assignments:

You are responsible for finding out what assignments you missed and completing them in a timely manner. If you are absent, you will have 2 days to complete any missed work. If you are absent for an extended time period, you will be given additional time to complete appropriate assignments. Work due while a student was absent may be turned in to the drawer assigned to your class. (Graded work can be picked up from the same set of drawers before or after class.) After this time period, work will be considered late, and marked down accordingly or not accepted.

Late Assignments:

Late work may be turned in to the assigned bin in the classroom. Work submitted late will lose 1 letter grade per day. After 1 week, late work can only earn 50% of the assigned point value.

<u>Quarter Grade:</u>	*Daily Work/Homework/Projects	50%
	*Tests and Quizzes	50%

<u>Semester Grade:</u>	-1 st Quarter	40%
	-2 nd Quarter	40%
	-MidTerm/Final Exam (ch1-11)	20%

2 nd Semester Grade:	-3 rd Quarter	40%
	-4 th Quarter	40%
	-MidTerm/Final Exam (ch12-25)	20%

<u>Grading Scale:</u>	A	90-100
	B	80-89
	C	70-79
	D	60-69
	F	59 AND BELOW

Course Outline:

I New World	VII Immigrants and Industrialism	XIII Cold War
II Revolution	VIII Progressive Era	XIV Pop Culture
III Jefferson Era	IX Imperialism	XV Civil Rights
IV Jackson Era	X WWI	XVI Vietnam
V Civil War	XI Great Depression	XVII Nixon, Carter, Reagan
VI Reconstruction	XII WWII	XVIII Western Civ. today

US HISTORY BUDDY #1: _____ Phone: _____

US HISTORY BUDDY #2: _____ Phone: _____

1st Term Goal: _____

5 Words You Would Like Mr. Engelhardt to use when describing your attitude, effort, and ability at the parent-teacher conferences:_____

Specific Actions you will take to accomplish the above:_____

Course Description

AP U.S. History is a survey course covering American History from the Pre-Columbian period to the present. The class is taught in accordance with the *AP U.S. History Curriculum Framework*, and is designed to prepare students for the AP U.S. History Exam in May 2015.

Textbooks, Supplemental Texts and Resources

Dudley, William and John C. Chalberg. *Opposing Viewpoints*, 2 vols. Farmington Hills: Greenhaven Press, 2007.

Hoffman, Elizabeth Cobbs and Jon Gjerde. *Major Problems in American History*, 2 vols. Boston: Houghton Mifflin Harcourt, 2007. [CR1c]

Kennedy, David and Elizabeth Cohen. *The American Pageant*. 15th ed. Boston: Wadsworth, Cengage Learning, 2013. [CR1a]

Kennedy, David and Thomas Bailey. *The American Spirit: United States History as Seen by Contemporaries*. 2 vols. Boston: Houghton Mifflin Harcourt, 2002.

Leach, Roberta. *Advanced Placement U.S. History*, 3 vols. Rocky River: Center for Learning, 2011.

McClellan, Jim R. *Changing Interpretations of America's Past*. 2 vols. Guilford: Dushkin/McGraw-Hill, 2000.

Schweikart, Larry and Michael Allen. *A Patriot's History of the United States*. New York: Sentinel, 2004.
Stanford History Education Group. *Reading Like a Historian*. <http://sheg.stanford.edu>.

Zinn, Howard. *A People's History of the United States*. New York: Harper Collins, 2003. [CR1c]

UNITS OF STUDY

PERIOD 1: 1491–1607

PERIOD 2: 1607–1754

PERIOD 3: 1754–1800

PERIOD 4: 1800–1848

PERIOD 5: 1844-1877

PERIOD 6: 1865-1898

PERIOD 7: 1890-1945

PERIOD 8: 1945-1980

PERIOD 9: 1980-Present

Each unit of study will address the concept questions as related to the time period.

Themes	Concept Questions
Identity	How has the American nation identity changed over time?
Work, Exchange, and Technology	How have changes in markets, transportation and technology affected American society?

Peopling	How have changes in migration and population patterns affected American life?
Politics and Power	How have various groups sought to change the federal government's role in American political, social and economic life?
America in the World	How has U.S. involvement in global conflicts set the stage for domestic social changes?
Environment and Geography	How did the institutions and values between the environment and Americans shape various groups in North America?
Ideas, Beliefs and Cultures	How have changes in moral, philosophical, and cultural values affected U.S. History?

First Grading Period

Introduction

The student will identify the different schools of historiography and the historians associated with each.

“Reading like a Historian” lessons “What is History?” and “Historical Thinking Skills”—contextualization, evaluating sources, corroboration. Students will write an essay that compares the ideological framework in Howard Zinn’s *A People’s History of the United States* with that in *The American Pageant*.

PERIOD 1: 1491–1607 [CR2]

[CR2]—Each of the course historical periods receives explicit attention.

Content

Demographics of Europe, the Americas, and West Africa; Meso-American culture; transatlantic commerce; comparison of colonies across the Americas (religion, economies, politics, cultures); and foundations of slavery.

Reading Assignments

The American Pageant, Chapters 1–2

Activities

-History Logs—informal writing in class

1. Read your notes and write a 1-2 sentence summary at the bottom of each page.
2. Underline or highlight the important facts.
3. Choose one idea or event that is most important.
4. On your dated History Log, write a short essay using the following to stimulate your thinking: What have you learned? What have you thought about? What questions do you have?

-Students will be divided into groups, each one given a different pre-contact native population to research. As part of an oral presentation, groups will create a visual showing the social, political, and economic structures and interaction with the environment and other groups.

-Working in groups, students develop a class presentation that analyzes reasons for the development of different labor systems in any two of the following regions of British colonial settlement: New England, the Chesapeake, the southernmost Atlantic coast, and the British West Indies.(WXT-4) [CR4]

-Students will read the first chapter of *A People’s History of the United States* and identify the main ideas through participation in a Paideia Seminar. Following the seminar, students will read the first chapter of *A Patriot’s History of the United States* and create a chart indicating the strongest arguments from each chapter based on historical evidence. Following these discussions, students will write an in-class essay, which includes a thesis statement, responding to the question, “Columbus: hero or villain?”

-Using *The American Spirit* (pages 3-6) readings, students will identify the European view of Native Americans, “Juan Gines de Sepulveda Belittles the Indians” (1547) and “Bartoleme de Las Casas Defends the Indians” (1552).

-Students will complete a Semantic Features Chart comparing England, France, and Spain during the period of exploration and colonization. Once the chart is completed, students will write an essay on the following: *Analyze the cultural and economic responses of TWO of the following groups to the Indians of North America before 1750.*

A) British

B) French

C) Spanish

[CR4]—The course provides students with opportunities for instruction in the learning objectives in each of the seven themes throughout the course, as described in the *AP U.S. History Curriculum Framework*.

Review

As a review for this unit, students will work in groups discussing and framing answers to the following:

Themes	Concept Questions
Identity	How did the identities of colonizing and indigenous American societies change as a result of contact in the Americas?
Work, Exchange, and Technology	How did the Columbian Exchange-the mutual transfer of material, goods, commodities, animals, and diseases-affect interaction between Europeans and natives and among indigenous people in North America?
Peopling	Where did different groups settle in the Americas (before contact) and how and why did they move to and within the Americas (after contact)?
Politics and Power	How did Spain’s early entry into colonization in the Caribbean, Mexico, and South America shape European and American developments in this period?
America in the World	How did European attempts to dominate the Americas shape relations between Native Americans, Europeans and Africans?
Environment and Geography	How did pre-contact populations of North America relate to their environments? How did contact with Europeans and Africans change these relations in North America?
Ideas, Beliefs, and Cultures	How did cultural contact challenge the religious and other values systems of peoples from the Americas, Africa, and Europe?

PERIOD 2: 1607–1754 [CR2]

[CR2]—Each of the course historical periods receives explicit attention.

Content

European colonization; American Indian resistance; economic and population patterns; formation of race and identity; and tensions with Britain.

Reading Assignments

The American Pageant, Chapters 2–5

Activities: Colonization

- Complete a map showing the resources and products for different regions. Describe the settlement of Northern, Middle, and Southern colonies showing motives, location, religious influences, political

system, economic structure, labor source, relations with natives, etc. Discuss in small groups the environmental and geographic impact on the development of each region.

- Center for Learning Lesson—Compare Great Awakening, Puritans, and Enlightenment and the influence of each on colonial ideology and development.
- Students will read articles from *Opposing Viewpoints*, and be ready to discuss the two articles in small groups, focusing on sourcing and contextualization. “A Defense of the Salem Witch Trials” (1692) Cotton Mather and “An Attack on the Salem Witch Trials” (1692) Thomas Brattle. **[CR1b]**
- After studying colonial development and utilizing all readings, students will write an essay on the following: *Early encounters between American Indians and European colonists led to a variety of relationships among the different cultures. Analyze how the actions taken by BOTH American Indians and European colonists shaped those relationships in TWO of the following regions. Confine your answers to the 1600s.*

A) New England

B) Chesapeake

C) Spanish Southwest

D) New York and New France

[CR11] [CR1b]— The course includes diverse primary sources consisting of written documents, maps, images, quantitative data (charts, graphs, tables), and works of art.

[CR11]—The course provides opportunities for students to compare historical developments across or within societies in various chronological and geographical contexts. — Comparison

PERIOD 3: 1754–1800 [CR2]

[CR2]—Each of the course historical periods receives explicit attention.

Content

British colonial policies; enlightenment ideas; war for independence; formation of republic and national identity; work and labor (free and unfree); and regional economic differences.

Reading Assignments

The American Pageant, Chapters 6–10

Activities: American Revolution

-Students examine two charts representing two time periods of riots and rebellions, looking for patterns of location and categories of unrest for each time period. Students will then draw conclusions based on the chart and conversation.

-Introduce the DBQ with students working in groups, reading and analyzing the documents to answer the prompt: *In what ways did the French and Indian War (1754-1763) alter political, economic, and ideological relations between Britain and its American colonies?* Students will also utilize information from lessons and articles to answer prompt: “The Real First World War and the Making of America” by Fred Anderson.

-Students read and discuss in small groups Howard Zinn’s Chapter 2 “Drawing the Color Line” from *A People’s History of the United States*. Students will then organize the pre-writing for the prompt: *How did economic, geographic, and social factors encourage the growth of slavery as an important part of the economy of the Southern colonies between 1607 and 1775?*

-Students will read Gordon S. Wood, “Radical Possibilities of the American Revolution” and Gary B. Nash, “The Radical Revolution from the Bottom Up” from *Major Problems in American History* to help them determine: “Who was the real patriot?” Students also read “Mohawk Leader Joseph Brant Commits

the Loyalty of His People to Britain” and “Virginian Patrick Henry Warns the British to Maintain America’s Liberties.”

-Students will list the 10 events that led directly to the Revolution. Students will defend their choices, then pick the one event that made the Revolution inevitable.

-Students look at primary and secondary sources on the Articles of Confederation and U.S. Constitution, then debate the degree to which the Constitution reflected an emerging sense of American national identity. (ID-1) [CR4]

[CR4]—The course provides students with opportunities for instruction in the learning objectives in each of the seven themes throughout the course, as described in the *AP U.S. History Curriculum Framework*.

Art Day

Using OPTICS as an analytical tool, students—working in small groups—will examine specific works of art by Paul Revere, Joseph Blackburn, Charles Wilson Peale, John Trumbull, John Singleton Copley, and Benjamin West. Students will then discuss what the work of these artists tells us about the role of class, race, gender, and nationality in late 18th century America.[CR1b]

[CR1b]— The course includes diverse primary sources consisting of written documents, maps, images, quantitative data (charts, graphs, tables), and works of art.

As a review for the unit, students will work in groups discussing and framing answer to the essential questions.

Themes	Content Questions
Identity	What were the chief similarities and differences among the development of English, Spanish, Dutch and French colonies in America?
Work, Exchange, and Technology	How did distinct economic systems, most notably a slavery system based on African labor, develop in British North America? What was their effect on emerging cultural and regional differences?
Peopling	Why did various colonists go to the New World? How did the increasing integration of the Atlantic World affect the movement of peoples between its different regions?
Politics and Power	In what ways did the British Government seek to exert control over its American Colonies in the 17 th and 18 th Centuries?
America in the World	How did the competition between European empires around the world affect relations among the various peoples in North America?
Environment and Geography	How and why did the English North American colonies develop into distinct regions?
Ideas, Beliefs, and Cultures	How did the expansion of cultural contact that took place with permanent colonization alter conditions in North America and affect intellectual and religious life, the growth of trade, and the shape of political institutions?

Second Grading Period

PERIOD 3: 1754–1800 continued [CR2]

[CR2]—Each of the course historical periods receives explicit attention.

Content

British colonial policies; enlightenment ideas; war for independence; formation of republic and national identity; work and labor (free and unfree); and regional economic differences.

Activities: Early Nationhood

-Students will read “The War for Independence was Not a Social Revolution” by Howard Zinn and “The War for Independence Was a Social Revolution” by Gordon S. Wood. Using these articles as well as the primary documents (Declaration of Independence, U.S. Constitution, Abigail and John Adams, etc.) from the period, students will write an essay responding to the following: *Based on the arguments provided by Zinn and Wood as well as the primary source documents, to what extent did the American Revolution fundamentally change American society? In your answer, be sure to address the political, economic, and social effects of the Revolution in the period from 1775 to 1800.* [CR6]

-Read excerpts from writings of John Winthrop, Cotton Mather, and George Washington about American exceptionalism. How did the time period of these writings influence differences, if any, of the concept of American exceptionalism?

-Using Linda Kerber’s “The Fears of the Federalists” and Drew McCoy’s “The Fears of the Jeffersonian Republicans” as sources, students will compare and contrast the ideologies of Hamilton and Jefferson in terms of the role of government, individual rights, and the economic destiny of the United States.[CR6]

-Students will create a double bubble graphic organizer comparing the Articles of Confederation with the Constitution. Students will write an essay on the prompt FRQ: *Evaluate the extent to which the Articles of Confederation were effective in solving the problems of the new nation. What promises of republicanism did the Articles offer?*

[CR6]—The course provides opportunities for students to identify and evaluate diverse historical interpretations.— Interpretation

Art Day

Students will analyze American art by Gilbert Stuart, William Rush, Washington Allston, Samuel Morse, and Mather Brown using race, democracy, class, and nationalism, and then present their findings to the class. [CR1b]

[CR1 b]— The course includes diverse primary sources consisting of written documents, maps, images, quantitative data (charts, graphs, tables), and works of art.

-Students will write an essay on the following: *Analyze the contributions of TWO of the following in helping establish a stable government after the adoption of the Constitution:*

- A) John Adams
- B) Thomas Jefferson
- C) George Washington

As a review for this unit, students will work in groups discussing and framing answers to the following:

Themes	Concept Questions
Identity	How did different social group identities evolve during the revolutionary struggle? How did leaders of the new United States attempt to form a national identity
Work, Exchange and Technology	How did the newly independent United States attempt to formulate a national economy?
Peopling	How did the revolutionary struggle and its aftermath reorient white-American Indian relations and affect subsequent population movements?
Politics and Power	How did the ideology behind the revolution affect power relationships between different ethnic, racial, and social groups?
America in the World	How did the revolution become an international conflict involving competing European and American powers?
Environment and Geography	How did the geographical and environmental characteristics of regions that were opened up to white settlement after 1763 affect their subsequent development?

Ideas, Beliefs, and Cultures	Why did the patriot cause spread so quickly among the colonists after 1763? How did the republican ideals of the revolutionary cause affect the nation's political culture after independence?
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PERIOD 4: 1800–1848 [CR2]

[CR2]—Each of the course historical periods receives explicit attention.

Content

Definition of democratic practices; expansion of the vote; market revolution; territorial and demographic growth; two-party system; Andrew Jackson; and role of the federal government in slavery and the economy.

Reading Assignments

The American Pageant, Chapters 11–17

Activities: Nationalism/Jackson

- Students will examine cases of the Marshall Court and create a comic strip case study of each. After the information has been shared in a gallery walk, students will determine which case is the most important in the development of the U.S.
- Sectionalism simulation—students will role-play members of Congress and rise of sectionalism as reflected in issues such as the Bank of the U.S., sales of western lands, tariffs, slave importation, Native American removal, and internal improvements. Debriefing will focus on historical causation.
- Students are given an assignment to research one antebellum reform movement and explain how it fit into broader patterns of antebellum reform. (POL-3) [CR4]
- Students will write an essay responding to the following question: *To what extent did the debates about the Mexican War and its aftermath reflect the sectional interests of New Englanders, westerners, and southerners in the period from 1845 to 1855?*

[CR4]—The course provides students with opportunities for instruction in the learning objectives in each of the seven themes throughout the course, as described in the *AP U.S. History Curriculum Framework*.

Activities: 19th Century Reform

- Students will conduct research and read selections from Chapter 10 in *Major Problems in American History*, both primary sources and the secondary sources Paul E. Johnson's, "Religious Reform as a Form of Social Control" and Nell Irvin Painter's, "Religion as Inhibiting and Liberating: The Complicated Case of Sojourner Truth" to create their character for the Reform Coffeehouse. During the role play, students will interact with the other characters, discussing views on abolition, women's rights, religious revivals, etc.
- Students will read Nancy Cott's, "The Market Revolution and Changes in Women's Work" and Daniel Walker Howe's, "The Changes Wrought by Cotton, Transportation, and Communication."
- Students will read from *Major Problems in American History* as preparation for a class discussion of the following question: *In what ways did developments in transportation bring about economic and social change in the U.S. in the period 1820 to 1860?*

As a review for the unit, students will work in groups discussing and framing answer to the following:

Themes	Concept Questions
Identity	How did debates over American democratic culture and the proximity of many different cultures living in close contact affect changing definitions of national identity?
Work, Exchange, and	How did the growth of mass manufacturing in the rapidly urbanizing North

Technology	affect definitions and relationships between workers, and those for whom they worked? How did the continuing dominance of agriculture and the slave system affect southern social, political, and economic life?
Peopling	How did the continued movement of individuals and groups into, out of, and within the United States shape the development of new communities and the evolution of old communities?
Politics and Power	How did the growth of ideals and mass democracy, including such concerns as expanding suffrage, public education, abolitionism, and care for the needy affect political life and discourse?
America in the World	How did the United States use diplomatic and economic means to project its power in the western hemisphere? How did foreign governments and individuals describe and react to the new American nation?
Environment and Geography	How did environmental and geographic factors affect the development of sectional economics and identities?
Ideas, Beliefs, and Cultures	How did the idea of democratization shape and reflect American arts, literature, ideals, and culture?

Third Grading Period

PERIOD 5: 1844–1877 [CR2]

[CR2]—Each of the course historical periods receives explicit attention.

Content

Tensions over slavery; reform movements; imperialism; women and nonwhites; public education; Mexican War; public education; Civil War; and Reconstruction.

Reading Assignments

The American Pageant, Chapters 17–22

Activities: Sectionalism

-Students read the sources in a document-based question on the Mexican-American War and engage in a classroom debate on President Polk’s motives for entering the war.(WOR-5) [CR4]

-Students will read “Popular Sovereignty Should Settle the Slavery Question” by Stephen A.Douglass; “Slavery Should Not Be Allowed to Spread” by Abraham Lincoln from *Opposing Viewpoints*.Students will identify major arguments of each man, and then debate whose argument was most persuasive.Their analysis should address at least two of the following features from each of the documents: audience, purpose, point of view, format, argument, limitations, and content germane to the evidence considered.[CR7]

-Students will read *The Spectator* article “White Southerners Defense of Slavery.” What were the moral, political, and economic arguments for slavery?

-In small groups, students create and perform the Northern News Network program about the events from Gold Rush through the 1860 election that led to the Civil War.Students must present the information from a northern perspective.

-Utilizing information from presentations, articles, and textbooks, students will write an essay addressing the question: *Assess the moral arguments and political actions of those opposed to the expansion of slavery in the context of TWO of the following:*

A) *Missouri Compromise*

- B) Mexican War
- C) Compromise of 1850
- D) Kansas-Nebraska Act

[CR4]—The course provides students with opportunities for instruction in the learning objectives in each of the seven themes throughout the course, as described in the *AP U.S. History Curriculum Framework*.

[CR7]—The course provides opportunities for students to analyze evidence about the past from diverse sources, such as written documents, maps, images, quantitative data (charts, graphs, tables), and works of art.— Appropriate use of historical evidence

Activities: Civil War/Reconstruction

-“Reading Like a Historian” lesson: Students chart the evolution of northern attitudes toward freedmen during Reconstruction by analyzing two Thomas Nast cartoons 10 years apart.

-Working in groups of three, and using the following articles as a basis for their arguments, students will have a class discussion focused on the question: “What caused the Civil War?”

1. *Magazine of History*, “The Economic Origins of the Civil War” by Marc Egna
2. “The Political Origins of the Civil War” by Jonathan Earle
3. “Slavery, the Constitution, and the Origins of the Civil War” by Paul Finkelman

-Working in small groups, students will prepare for the following DBQ: *Discuss the changing ideals of American womanhood between the American Revolution and the outbreak of the Civil War. What factors fostered the emergence of “republican motherhood” and the “cult of domesticity”? Assess the extent to which these ideals influenced lives of women during this period. In your answer, consider issues of class and race.* Students then write a take home essay on this question.

Art Day

Students will analyze American art including the works of Thomas Cole, Samuel Colman, Asher Brown Durand, and Sanford Robinson Gifford (The Hudson River School).

As a review for the unit, students will work in groups discussing and framing answers to the following:

Themes	Concept Questions
Identity	How did migration to the United States change popular ideas of American identity and citizenship as well as regional and racial identities? How did the conflicts that led to the Civil War change popular ideas about national, regional, and racial identities throughout this time period?
Work, Exchange, and Technology	How did the maturing of northern manufacturing and the adherence of the South to an agricultural economy change the national economic system by 1877?
Peopling	How did the growth of mass migration to the United States and the railroad affect settlement patterns in cities and the West?
Politics and Power	Why did attempts at compromise before the war fail to prevent the conflict? To what extent, and in what ways, did the Civil War and Reconstruction transform American political and social relationships?
America in the World	How was the American conflict over slavery part of larger global events?
Environment and Geography	How did the end of slavery and technological and military developments transform the environment and settlement patterns in the South and the West?
Ideas, Beliefs, and Cultures	How did the doctrine of Manifest Destiny affect debates over territorial expansionism and the Mexican War? How did the Civil War struggle shape Americans’ beliefs about equality, democracy, and national destiny?

Review and Semester Exam

Fourth Grading Period

PERIOD 6: 1865–1898 [CR2]

[CR2]—Each of the course historical periods receives explicit attention.

Content

Reconstruction; U.S. imperialism, industrialization, immigration, urbanization; women's movement; and working class culture and leisure.

Reading Assignments

The American Pageant, Chapters 23–26

Activities: Gilded Age

-“Reading Like a Historian” lesson: Students examine a political cartoon, a muckraker text, and the defense of a political boss to determine the extent to which political bosses were corrupt. Students will discuss the arguments in small groups and then individually write a response to the question.

-Interpret statistics: Using data from the Digital History website on farming in the Gilded Age, students will use OPTICS to discuss their findings in small groups and report their conclusions to the class.

[CR1b]

-Students will write an essay on this DBQ: *In the post–Civil War United States, corporations grew significantly in number, size, and influence. Analyze the impact of big business on the economy and politics and the responses of Americans to these changes. Confine your answer to the period 1870 to 1900.* [CR8] [CR13a]

-Students will read pages 69–82 from *Major Problems in American History* about workers and unions. *Students then choose TWO of the following organizations and explain their strategies for advancing the interests of the workers. To what extent were these organizations successful in achieving their objectives? Confine your answer to the period from 1875 to 1925.*

A) *Knights of Labor*

B) *American Federation of Labor*

C) *Socialist Party of America*

D) *Industrial Workers of the World*

[CR1b]— The course includes diverse primary sources consisting of written documents, maps, images, quantitative data (charts, graphs, tables), and works of art.

[CR8]—The course provides opportunities for students to examine relationships between causes and consequences of events or processes.— Historical causation

[CR13a]—The course provides opportunities for students to combine disparate, sometimes contradictory evidence from primary sources and secondary works in order to create a persuasive understanding of the past.— Synthesis

As a review for the unit, students will work in groups discussing and framing answers to the following:

Themes	Concept Questions
Identity	How did the rapid influx of immigrants from places other than northern and western Europe affect debates about American national identity?
Work, Exchange, and Technology	How did technological and corporate innovations help to vastly increase industrial production? What was the impact of these innovations on the lives of workers?
Peopling	How and why did the sources of migration to the United States change dramatically during this period?
Politics and Power	How did the political culture of the Gilded Age reflect the emergence of new corporate power? How successful were the challenges to this power? Why did challenges to this power fail?
America in the World	How did the search for new global markets affect American foreign policy and territorial ambitions?
Environment and Geography	In what ways, and to what extent, was the West “opened” for further settlement through connection to eastern political, financial, and transportation systems?
Ideas, Beliefs, and Cultures	How did artistic and intellectual movements both reflect and challenge the emerging corporate order?

Fifth Grading Period

PERIOD 7: 1890–1945 [CR2]

[CR2]—Each of the course historical periods receives explicit attention.

Content

Progressive reform; radicalism; World War I and Russian revolution; first red scare; first great migration of African Americans; race riots; culture wars of the 1920s; Hoover and FDR in the capitalist crisis; New Deal; and World War II.

Reading Assignments

The American Pageant, Chapters 27–35

Activities: Expansionism/Progressivism

- “Reading Like a Historian” lesson: Students examine Jacob Riis’s photographs and his written descriptions and explore the context of his work. In PowerPoint presentations, students must provide evidence to support or refute the validity of his depictions of urban life.
- Students will write a response to the following FRQ: *Analyze the roles that women played in Progressive Era reforms from the 1880s through 1920. Focus your essay on TWO of the following: politics; social conditions; or labor and working conditions.* [CR5]
- “Reading Like a Historian” lesson: Students examine how advocates and critics used political cartoons to express their positions on annexation of the Philippines.

[CR5]—The course provides opportunities for students to develop coherent written arguments that have a thesis supported by relevant historical evidence. — Historical argumentation

Activities: War, Boom, and Bust

- World War I simulation focusing on the U.S. entrance into the War. Students working in small groups will answer the following: “Was World War I an extension of the Progressive Movement?”

- Students will write an essay comparing Wilson’s Neutrality document to George Washington’s, and discuss the changes, if any, in the context in which U.S. foreign policy was made. [CR13b]
- Students will read selections from Chapter 32 of the American Spirit and write a response to the following:

Analyze the origins and outcomes of the intense cultural conflicts of the 1920s. In your response, focus on TWO of the following: Immigration, Prohibition, Religion.

[CR13b]—The course provides opportunities for students to apply insights about the past to other historical contexts or circumstances, including the present. — Synthesis

Activities: FDR Era

-Digital History: The Great Depression Statistics in maps—maps include data from 1920, 1930, and 1940 that focus on wealth and income broken down by race and gender. What do the numbers say? Not say? In small groups, students will draw conclusions and share results with the large group. [CR1b]

-Debate Topic: *The New Deal was an effective answer to the Great Depression.*

-Students will write an essay on the following FRQ: *To what extent were the policies of the New Deal a distinct turning point in U.S. history, and to what extent were they merely an extension of Progressive Era policy goals? Confine your answer to programs/ policies that addressed the specific needs of American workers.* [CR10]

-“Debating the Documents” Lesson: *America First; Isolationism and World War II.* Students will interpret alternative viewpoints in primary documents, both visual and textual.

-“Reading Like a Historian” lesson: Students investigate a series of primary documents to address the question: *Why were Japanese-Americans interned during the Second World War?*

[CR1b]— The course includes diverse primary sources consisting of written documents, maps, images, quantitative data (charts, graphs, tables), and works of art.

[CR10]—The course provides opportunities for students to investigate and construct different models of historical periodization.— Periodization

As a review for the unit, students will work in groups discussing and framing answers to the following:

Themes	Concept Questions
Identity	How did continuing debates over immigration and assimilation reflect changing ideals of national and ethnic identity? How did class identities change in this period?
Work, Exchange, and Technology	How did movements for political and economic reform take shape in this period, and how effective were they in achieving their goals?
Peopling	Why did public attitudes towards immigration become negative during this time period? How and why did people migrate within the U.S. during this time period?
Politics and Power	How did reformist ideals change as they were taken up by reformers in different time periods? Why did opposition emerge to various reform programs?
America in the World	Why did U.S. leaders decide to become involved in global conflicts such as the Spanish American War, World War I, and World War II? How did debates over intervention reflect public views of America’s role in the world?
Environment and Geography	Why did reformers seek for the government to wrest control of the environment and national resources from commercial interests?
Ideas, Beliefs, and Cultures	How did “modern” cultural values evolve in response to developments in technology? How did debates over the role of women in American public life reflect changing social realities?

PERIOD 8: 1945–1980 [CR2]

[CR2]—Each of the course historical periods receives explicit attention.

Content

Atomic age and the Cold War; suburban development and the affluent society; the other America; Vietnam; social movements of the long 1960s; Great Society programs; economic and political decline in the 1970s; and rise of conservatism.

Reading Assignments

The American Pageant, Chapters 36–39

Activities: The Cold War Begins

-Complete a map highlighting Cold War hot spots. Identify specific locations/events on all continents and include the U.S. president involved. Write an essay on the following: *Analyze the successes and failures of the U.S. Cold War policy of containment as it developed in TWO of the following regions during the period 1945 to 1975:*

A) Europe

B) Asia and Southeast Asia

C) Latin America

D) Middle East

-By looking at various primary sources, students debate the global implications of the Atomic age.[CR3]

[CR3]—The course provides opportunities for students to apply detailed and specific knowledge (such as names, chronology, facts, and events) to broader historical understandings.

Activities: 1960s–1990s

-Students take notes on a lecture about suburban patterns in the 1940s and 1950s and discuss how these patterns reflected and contributed to larger inequalities based on race, gender, and class.

-Students read Michael Harrington's, *The Other America* and then in a five-page, double-spaced essay, students write about the relationship between wealth and poverty and the social movements of the 1960s. Which movement had the best chance of solving the problems that Harrington wrote about?

-Students write an essay debating the role of popular music in affecting public attitudes toward the Vietnam War.(CUL-6) [CR4]

-Show DVD 1968 and then ask students to summarize the developments and characteristics of social and political movements in the United States for that year. *To what extent were events in the United States connected to what was happening in Paris, Prague, and Mexico City?* [CR12]

-“Reading Like a Historian” lesson: Students consider Kennedy’s commitment to civil rights by comparing speeches from Kennedy and SNCC leader John Lewis.

[CR4]—The course provides students with opportunities for instruction in the learning objectives in each of the seven themes throughout the course, as described in the *AP U.S. History Curriculum Framework*.

[CR12]—The course provides opportunities for students to connect historical developments to specific circumstances of time and place, and to broader regional, national, or global processes.— Contextualization

As review of the unit, students will work in groups discussing and framing answers to the following:

Themes	Concept Questions
Identity	How did the African-American Civil Rights movement affect the development of other movements based on asserting the rights of different groups in American society? How did American involvement in the Cold War affect debates over American national identity?
Work, Exchange, and Technology	How did the rise of American manufacturing and global economic dominance in the years after World War II affect standards of living among and opportunities for different social groups?
Peopling	How did the growth of migration to and within the United States influence demographic

	change and social attitudes in the nation?
Politics and Power	How did the changing fortunes of liberalism and conservatism in these years affect broader aspects of social and political power?
America in the World	Why did Americans endorse a new engagement in international affairs during the Cold War? How did this belief change over time in response to particular events?
Environment and Geography	Why did public concern about the state of the natural environment grow during this period, and what major changes in public policy did this create?
Ideas, Beliefs, and Cultures	How did changes in popular culture reflect or cause changes in social attitudes? How did the reaction to these changes affect political and public debates?

PERIOD 9: 1980–present [CR2]

[CR2]—Each of the course historical periods receives explicit attention.

Content

Reagan at home and abroad; growth of poverty; Bush, Sr. and end of Cold War; Clinton and the internet; race relations; NAFTA and other trade agreements; 9/11; Patriot Act; education policies of George W. Bush and Obama; and environmental policies.

Reading Assignments

The American Pageant, Chapters 39–42

Activities:

- Students use a graphic organizer to compare and contrast the causes and goals of each act as described in excerpts from the 1924, 1965, and 1990 Immigration Acts.(PEO-7) [CR4] [CR9]
- Students will examine the Battle of Seattle (1999) and write an essay that explores this event in light of U.S. foreign policy and trade agreements around the world.
- Students write an essay that compares technological developments from 1800 to 2013, noting the impact of technology on culture and politics.[CR3] [CR5]
- Students write a mock op-ed article for or against drilling for oil in the Arctic National Wildlife Refuge that cites precedents in U.S. law and history to justify their position.(ENV-5) [CR4]
- In a five-page, double-spaced essay, students compare the evidence and analysis in *The American Pageant* to that in *A People's History of the United States*. The essay should assess the goals and accomplishments of the Reagan; Bush, Sr.; Clinton; and Bush, Jr. administrations. Students must bring in evidence from both sources and make an argument about which administration did the most for democracy.
- Students break into groups to examine different genres of music (punk, folk, country, rock and roll, rap, etc.) and then present to the class how their music helps us understand national political and cultural changes and continuities.
- Looking at economic data about employment, compensation, and household data broken down by race, gender, and education from the 1970s to 2010, each student will write an essay that makes an argument about whether or not the American Dream existed.[CR1b]

[CR4]—The course provides students with opportunities for instruction in the learning objectives in each of the seven themes throughout the course, as described in the *AP U.S. History Curriculum Framework*.

[CR9]—The course provides opportunities for students to identify and analyze patterns of continuity and change over time and connect them to larger historical processes or themes.— Patterns of change and continuity over time

[CR3]—The course provides opportunities for students to apply detailed and specific knowledge (such as names, chronology, facts, and events) to broader historical understandings.

[CR5]—The course provides opportunities for students to develop coherent written arguments that have a thesis supported by relevant historical evidence.— Historical argumentation

[CR1b]— The course includes diverse primary sources consisting of written documents, maps, images, quantitative data (charts, graphs, tables), and works of art.

Review and AP Exam

Review and Semester Exam

As review for the unit, students will work in groups discussing and framing answers to the following:

Themes	Concept Questions
Identity	How did demographic and economic changes in American society affect popular debates over American national identity?
Work, Exchange, and Technology	How did the shift to a global economy affect American economic life? How did scientific and technological developments in these years change how Americans lived and worked?
Peopling	How did increased migration raise questions about American identity and affect the nation demographically, culturally, and politically?
Politics and Power	How successful were conservatives in achieving their goals? To what extent did liberalism remain influential politically and culturally?
America in the World	How did the end of the Cold War affect American foreign policy? How did the terror attacks of September 11, 2001 impact America's role in the world?
Environment and Geography	How did debates over climate change and energy policy affect broader social and political movements?
Ideas, Beliefs, and Cultures	How did technological and scientific innovations in areas such as electronics, biology, medicine, and communications affect society, popular culture, and public discourse? How did a more demographically diverse population share popular culture?

Attached are the elementary response to #4.

4. Pursuant to 105 ILCS 5/27--23.8(c), each school district is required to provide instruction on disability history, people with disabilities, and the disability rights movement. Please produce all records including any procedures, policies, directives, guidance, guidelines or other documents containing the following information:

a. The District's determination of the minimum amount of required instructional time needed to comply with 105 ILCS 5/27-23.8(c). **Integrated through social studies curriculum.**

b. For each of the District's schools and for each grade, provide a copy or description of each syllabus that was developed in compliance with 105 ILCS 5/27-23.8(c). **(Social Studies descriptions on district website by grade level: <http://www.sd308.org/Page/6241>)**

c. For each of the District's schools and for each grade, provide a list of all the materials used in any curriculum that was developed to comply with 105 ILCS 5/27-23.8(c), including but not limited to books, articles, websites, resources, and videos. **(Social Studies Textbook Inventory Attached.)**

Kindergarten Spring Inventory 2015

TEACHER:		SCHOOL:			
ORDER #	Title	Publisher	Date	# ON HAND	# NEEDED
0-618-42415-6 1-57270	*My World Big Book Grade K	Houghton-Mifflin Social Studies	2005		
0-618-45728-3 1-57276	*The Holidays Book Grade K	Houghton-Mifflin Social Studies	2005		
0-618-42365-6 1-57220	*My World TE	Houghton-Mifflin Social Studies	2005		
0-618-46313-5 1-57650	*Teacher Resource Kit	Houghton-Mifflin Social Studies	2005		
0-618-47802-7 1-57890	*Extra Support Level K 4 copies	Houghton-Mifflin Social Studies	2005		
0-618-47812-4 1-57900	*On Level Level K 4 copies	Houghton-Mifflin Social Studies	2005		
0-618-47822-1 1-57910	*Challenge Level K 4 copies	Houghton-Mifflin Social Studies	2005		
0-618-54276-0 1-56960	*Illinois Teaching Resources Level K	Houghton-Mifflin Social Studies	2005		
Other:					
Other:					
Other:					

First Grade Spring Inventory 2015

TEACHER:		SCHOOL:			
ORDER #	Title	Publisher	Date	# ON HAND	# NEEDED
0-618-42416-4 1-57271	*Big books (Set of 6)	Houghton-Mifflin Social Studies	2005		
0-618-32006-7 1-57221	*Teacher's Edition	Houghton-Mifflin Social Studies	2005		
0-618-46314-3 1-57651	*Teacher's Resource Kit	Houghton-Mifflin Social Studies	2005		
0-395-76540-4 1-52351	*Let's Read Biographies Level 1 Complete	Houghton-Mifflin Social Studies	2005		
0-618-47803-5 1-57891	*Independent Books - Extra support, Level 1 5 Titles	Houghton-Mifflin Social Studies	2005		
0-618-47813-2 1-57901	*Independent books - On level, Level 1 5 Titles	Houghton-Mifflin Social Studies	2005		
0-618-47832-X 1-57911	*Independent books, Challenge Set, Level 1 5 Titles	Houghton-Mifflin Social Studies	2005		
0-618-54277-9 1-56961	*Illinois Teaching Resources Level 1	Houghton-Mifflin Social Studies	2005		
Other:					
Other:					
Other:					
Other:					

Second Grade Spring Inventory 2015

TEACHER:			SCHOOL:		
ORDER #	Title	Publisher	Date	# ON HAND	# NEEDED
0-618-42360-5 1-57212	Student book Neighborhoods	Houghton-Mifflin Social Studies	2005		
0-618-42366-4 1-57222	Teacher Edition	Houghton-Mifflin Social Studies	2005		
0-618-46315-1 1-57652	Teacher Resource Kit	Houghton-Mifflin Social Studies	2005		
0-395-80627-5 1-52359	Let's Read Biographies	Houghton-Mifflin Social Studies	2005		
0-618-47804-3 1-57892	Extra support Set LV 2 (6 Titles)	Houghton-Mifflin Social Studies	2005		
0-618-47814-0 1-57902	On Level Set Lv 2 (6 Titles)	Houghton-Mifflin Social Studies	2005		
0-618-47824-8 1-57912	Challenge Set Lv 2 (6 titles)	Houghton-Mifflin Social Studies	2005		
0-618-54278-7 1-56962	Illinois Teaching Resources Lv 2	Houghton-Mifflin Social Studies	2005		

Third Grade Spring Inventory 2015

TEACHER:		SCHOOL:			
ORDER #	Title	Publisher	Date	# ON HAND	# NEEDED
0-618-42361-3 1-57213	Student Edition <i>Communities</i>	Houghton-Mifflin Social Studies	2005		
0-618-46316-X 1-57653	Teacher Resource Kit w/ BLM	Houghton-Mifflin Social Studies	2005		
0-395-81239-9 1-52640	Desk maps	Houghton-Mifflin Social Studies	2005		
0-618-47805-1 1-57893	Extra Support 5 bks of 6 titles	Houghton-Mifflin Social Studies	2005		
0-618-47815-9 1-57903	On Level Set 5 bks of 6 titles	Houghton-Mifflin Social Studies	2005		
0-618-47856-2 1-57913	Challenge Set 5 bks of 6 titles	Houghton-Mifflin Social Studies	2005		
0-618-42362-1 1-57214	States and Regions	Houghton-Mifflin Social Studies	2005		
Other:					
Other:					

Fourth Grade Spring Inventory 2015

TEACHER:		SCHOOL:			
ORDER #	Title	Publisher	Date	# ON HAND	# NEEDED
0-618-42368-0 1-57224	Teacher's Ed w/My State Handbook BLM	Houghton-Mifflin Social Studies	2005		
0-618-43617-8 1-57654	Teacher's Resource Kit	Houghton-Mifflin Social Studies	2005		
0-618-54280-9 1-56964	Illinois Teaching Resource Level 4	Houghton-Mifflin Social Studies	2005		
0-618-47806-X 1-57894	Extra Support Set 6 titles	Houghton-Mifflin Social Studies	2005		
0-618-47816-7 1-57904	On Level Set 6 titles	Houghton-Mifflin Social Studies	2005		
0-618-47826-4 1-57914	Challenge Set 6 titles	Houghton-Mifflin Social Studies	2005		
0-618-42885-2 1-57217	Student Book Early Years Lvl 5	Houghton-Mifflin Social Studies	2005		
0-618-44170-0 1-57227	Teacher's Edition Early Years Lvl 5	Houghton-Mifflin Social Studies	2005		
0-618-46319-8 1-61055	Teachers Resource Kit Early Years	Houghton-Mifflin Social Studies	2005		
0-618-47810-8 1-57896	Early Years Extra Support, 7 titles	Houghton-Mifflin Social Studies	2005		
0-618-47820-5 1-57906	Early Years On Level 7 titles	Houghton-Mifflin Social Studies	2005		
0-618-47830-2 1-57916	Early Years Challenge Level 7 titles	Houghton-Mifflin Social Studies	2005		
Other:					
Other:					
Other:					

Fifth Grade Spring Inventory 2015

TEACHER:			SCHOOL:		
ORDER #	Title	Publisher	Date	# ON HAND	# NEEDED
0-618-42886-0 1-57218	Student Book Civil War Lvl 5	Houghton-Mifflin Social Studies	2005		
0-618-54281-7 1-56965	Illinois Resources Early Years	Houghton-Mifflin Social Studies	2005		
0-618-44171-9 1-57228	TE : Civil War	Houghton-Mifflin Social Studies	2005		
0-618-46320-8 1-61056	Teacher Resource Kit Civil War	Houghton-Mifflin Social Studies	2005		
0-618-54281-7 1-56965	Illinois Resources Civil War	Houghton-Mifflin Social Studies	2005		
0-618-47811-6 1-57897	Civil War Extra Support 7 Titles	Houghton-Mifflin Social Studies	2005		
0-618-47821-3 1-57907	Civil War On Level 7 titles	Houghton-Mifflin Social Studies	2005		
0-618-47831-0 1-57917	Civil War Challenge Level 7 Titles	Houghton-Mifflin Social Studies	2005		
0-395-81241-0 1-52642	Desk Maps Grade 5	Houghton-Mifflin Social Studies	2005		
0-618-33054-2	Above Level Kit 25 Titles	Houghton-Mifflin Reading	2005		
Other:					
Other:					

Unit: Sexuality **Lesson#:** 4

Topic: Teen Pregnancy

Grade Level: 11/12

Number of Students: 33

Duration: 48 minutes

Student Learning Outcomes:

By the completion of this lesson, students will be able to...

1. Understand common issues that teen parents face by looking at statistics
2. Analyze data and discuss reasons for teen pregnancy trends in the U.S. starting in the 1960's until present day.

State and National Standards Applicable to the Lesson:

Illinois Learning Standards

- State Goal 24: Promote and enhance health and well being through the use of effective communication and decision-making skills.
 - 24.B.5 Explain immediate and long-term impacts of health decisions to the individual, family and community.

National Health Education Standards

- Standard 1: Students will comprehend concepts related to health promotion and disease prevention to enhance health.
 - 1.12.5 Propose ways to reduce or prevent injuries and health problems
- Standard 2: Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.
 - Analyze how the family influences the health of individuals.

Materials Needed:

The materials used for this lesson include:

- Computer/Projector
- Pregnancy script (10 copies for students reading statistics)
- Teen Pregnancy Info graphic
- 5 sheets of big white paper
- Markers

Modification/Diversity:

- Copies of script available for students

Multiple Intelligences:

Visual/Spatial

- Teen pregnancy data represented on projector through an interactive infographic.

Body Kinesthetic

- Students will move around the room while collaborating.

Interpersonal

- Students will work in groups to discuss reasons for teen pregnancy and what influences teen pregnancy rates.

Vocabulary and Skills:

Vocabulary

- Trends
- Influences

Skills

- Group collaboration
- Critical thinking

Content Outlines:

I. Teen Pregnancy Statistics (TeenHelp)

- a. 80 percent of teenage pregnancies are unintended
- b. The main rise in the teen pregnancy rate is among girls younger than 15
- c. Close to 25 percent of teen mothers have a second child within two years of the first birth.
- d. Teen pregnancy costs the United States over 7 billion dollars each year.
- e. Only one third of teenage mothers complete high school and receive their diplomas.
- f. 80% of unmarried teenage mothers end up on welfare.
- g. Daughters of teen mothers are 22 percent more likely than their peers to become teen mothers.
- h. Sons of teenage mothers have a 13 percent greater chance of ending up in prison as compared to their peers.

Instructional Strategies:

1. Attendance/Discussion question (5 minutes) On a scratch piece of paper write down what you think the number one reason for teen pregnancy is.
2. Pregnancy story (10 minutes)
 - What part of the story surprised you the most?
 - What do you think influences teen pregnancy rates?
3. Teen Pregnancy Trends (5 minutes)
 - What may be the cause of the increase and decrease of teen pregnancy rates throughout the history of the U.S.?
 - Why do teen pregnancy rates differ from state to state?
4. Carousel Activity (25 minutes) 5 sheets of paper around the room with possible influences of teen pregnancy rates. (Family/culture, friends, media, environment, Socio-economic conditions) Students are broken up into groups. They will each have 3-4 minutes at each paper to discuss with their group and write down opinions on how each of those things may affect teen pregnancy rates. After groups have written on multiple sheets the class will discuss as a group each influence.
5. Closure (3 minutes) "How can you/your community do a better job of preventing teen pregnancies?"

Homework: none

Assessment:

Objective 1: (Understand common issues that teen parents face by looking at statistics) Students will get a taste of what teen parents may go through by reading and acting out a story that is lead by popular statistics. At the end of the story students will discuss the significance of the statistics and the cause of them. Students will meet this objective through meaningful discussion of multiple statistics.

Objective 2: (Analyze data and discuss reasons for teen pregnancy trends in the U.S. starting in the 1960's until present day.) By looking at teen pregnancy rates through time as well as across states, students will form thoughts on by rates have changed and why they are different depending on where you live. Students will form opinions on impacts of various influences in our lives on teen pregnancy rates.

References:

<http://www.teenhelp.com/teen-pregnancy/teen-pregnancy-statistics.html>

Interactive map: <http://www.nbcnews.com/id/39727979/#.USGIXuhRPak>

Info-Graphic: <http://infogr.am/U-S--Teen-Pregnancy-Rates/>

NAME: _____

Teen Pregnancy Quiz

Multiple Choice:

1. Girls born to teen mothers are ____% more likely to become mothers as teens themselves.
 - a) 22%
 - b) 50%
 - c) It's not a factor at all

2. Teen pregnancy costs the United States over how much money each year?
 - a) 1 million dollars
 - b) 100 million dollars
 - c) 7 billion dollars

3. Nearly ____% of the fathers of babies born to teen mothers do not marry their babies' mothers. On average, these absent fathers pay less than \$800 annually for child support.
 - a) 25%
 - b) 60%
 - c) 80%

4. Less than ____ of teens who become pregnant before age 18 complete high school. This leaves them unprepared for the job market and more likely to raise their children in poverty.
 - a) 1 out of 3
 - b) 1 out of 5
 - c) 1 out of 7

5. The average child, from birth until age 17, costs how much to raise?
 - a) \$100,000
 - b) \$250,000
 - c) \$500,000

6. Human papillomavirus (HPV) infections account for about ____% of STIs diagnosed among 15-24 year-olds each year.
 - a) 25%
 - b) 50%
 - c) 75%

FLIP OVER

True or False:

7. T/F If a baby is born to a teenage mom, the baby has an increased risk of low birth weight and other health problems such as: mental retardation, blindness, deafness, mental illness, cerebral palsy and infant death.
8. T/F Sons of teen mothers are more likely to end up in jail.
9. T/F The United States has the lowest rates of teen pregnancy and births in the industrialized world.
10. T/F In your baby's first year alone, you can easily spend between \$9,000-\$11,000 (for diapers, formula, baby furniture, clothing, baby gear, etc.)
11. T/F Childcare, in Illinois, costs an average of \$10,000 for the baby's 1st year.
12. T/F In the US, around 75,000 teenage girls become pregnant each year.
13. T/F 57% of teen pregnancies end in birth (14% end in miscarriage, 29% in abortion).

Short Answer:

For nearly 15 years teen pregnancy was on the decline. Suddenly, in 2006, the national teenage birth rate rose and continues to rise to this day.

14. What do you think are reasons for this sudden rise in teenage pregnancies?

15. What steps or measures should be done that would help lower the teenage birth rate?

Extra Credit: Do you think your parents did a good job teaching you values/morals when it comes to your body and sex? What things would you do differently if you were a parent or what things would you do that were the same as what your parents did?

Welcome to Health Education!

Mr. Heath – Room K204

Office: Boys Silver Athletic Locker Room

Voicemail: 630-636-2362 Email: mheath@sd308.org

Goal of the class:

- Gain knowledge about all aspects of health.
- Recognize how all of the health topics we talk about are related to real everyday life.
- Inspire young adults to become health conscious and to develop more knowledge of health topics.
- Lead a healthy lifestyle not only now but into their future.
- Have fun and enjoy yourself!

Topics:

Wellness, Stress Management, Chronic Illnesses/Diseases, Drug Use/Effects, Peer Pressure, Media Influences, Nutrition, Mental/Emotional Health, Coping w/loss, Suicide, STI Prevention, Disease Prevention, Anatomy, Body Systems, Sexuality, Decision-Making Skills

Bring to class everyday:

- Textbook (will be provided in class)
- A spiral notebook for note-taking and journal reflections
- Pen/Pencil – *You must be prepared for class!*
- Folder to keep worksheets in

Your grade will consist of:

- Classwork (30%) - Journal Entries – Book work - Participation points – Class activities
- Projects (30%) - Group Projects - Individual Projects
- Tests/Quizzes (30%) – Formal and informal assessments
- Final Exam (10%) – Cumulative End of Semester

Grading Scale:

A 90-100
B 80-89
C 70-79
D 60-69
F 59 and below

Late work Policy:

Any work turned in one day late, from the due date, will receive half credit. Work turned in two or more days late counts as a zero. If you turn in work the 2nd day after it is due, it could still be to your advantage because you will receive a 0L. 0L means you receive a zero for the assignment but you turned it in late (this could be the difference between letter grades, when the final grades come out).

STD Assignment

Instructions

Group 1: p.649 “High Risk Behaviors & Std’s”

Group 2: p.650-651 “Consequences of STD’s”

Group 3: p.652-653 “Human Papillomavirus”

Group 4: p.654 “Chlamydia”

Group 5: p.654 “Genital Herpes”

Group 6: p.655 “Gonorrhea”

Group 7: p. 655 “Trichomoniasis”

Group 8: p.655 “Syphilis”

Group Members

1

2

3

4

5

6

7

8

Read the assigned paragraph in the book.

Groups 1 & 2: Summarize what you read about on the large paper. Come up with a creative way to share with the class the information that you found. All group members need to tell us something!

Groups 3-8: Write the following information on the board when you present:

- What causes it?
- Is it preventable? Curable?
- How can it be transmitted?
- How can it affect the body? Symptoms?

Come up with an Acronym for the STD that your paragraph was about.

Acronym EXAMPLE

Having HIV can lead to AIDS which can lead to death

Immune system gets weaker/destroyed

Very transmittable through sexual body fluids

Always preventable by practicing abstinence

Infections that are opportunistic can occur which
means only a person with AIDS would get these
infections

Don't do drugs and share needles

Symptoms often don't occur until after the person has
had HIV for 6 months to 10 years



Sexually Transmitted Infections



Cause of Chlamydia

- Bacterium *CHLAMYDIA TRACHOMATIS*
- Transmitted by vaginal, anal, and oral sex
- An estimated 2.8 million Americans are infected with Chlamydia each year.
- Women are frequently re-infected if their sex partners are not treated.



Symptoms of Chlamydia

- “Silent” Disease because there are NO SYMPTOMS
- IF there are symptoms they appear 1-3 weeks after exposure.



Symptoms of Chlamydia

■ FEMALE

- ☐ Infects cervix and urethra
- ☐ Abnormal vaginal discharge
- ☐ Burning sensation while urinating
- ☐ Low back pain
- ☐ Nausea
- ☐ Fever

■ MALE

- ☐ Discharge from penis
- ☐ Burning sensation while urinating
- ☐ Burning and itching around the opening of the penis



Consequences of Chlamydia

■ FEMALE

- ☐ PID (pelvic inflammatory disease)
- ☐ Damage reproductive organs and tissue.
- ☐ Pelvic pain
- ☐ Infertility

■ MALE

- ☐ Complications are rare
- ☐ Spreads to epididymis causing pain, fever, and sterility.



Treatment for Chlamydia

- Can be easily treated and cured with antibiotics.
- Re-infection is possible.

Cause of Gonorrhea

- Bacterium *Neisseria Gonorrhoeae*
- Grows in moist areas
 - Cervix, uterus, fallopian tubes and urethra
 - Mouth, throat, eyes, and anus.
- Contact with penis, vagina, mouth, anus, mother to baby.
- Ejaculation does not have to occur.



Symptoms of Gonorrhea

■ WOMEN

- ☐ No Symptoms
- ☐ Mild
- ☐ Mistaken for bladder or vaginal infection.
- ☐ Painful, burning sensation with urinating
- ☐ Vaginal discharge
- ☐ Vaginal bleeding

■ MEN

- ☐ No Symptoms
- ☐ Burning sensation while urinating.
- ☐ White, yellow, green discharge from penis.
- ☐ Painful or swollen testicles.



Consequences of Gonorrhea

Gonorrhea can spread to the blood or joints and this can be life threatening.

■ WOMEN

- ☐ PID
- ☐ Chronic pelvic pain
- ☐ Infertility

■ MEN

- ☐ Epididymitis – painful condition of the testicles that can lead to infertility if left untreated.



Treatment of Gonorrhea

- Several antibiotics can successfully cure gonorrhea, however, drug resistant strains of gonorrhea are increasing and successful treatment is more difficult.
- Many people with Gonorrhea also have chlamydia.



Causes of Syphilis

- Bacterium *Treponenma Pallidum*
- “The great imitator” because so many signs and symptoms are indistinguishable from other diseases.
- Passed from person to person through direct contact with a syphilis sore.

Symptoms/Consequences

■ Primary Stage

- Appearance of a single sore or multiple sores
 - Start of the this stage can range from 10-90 days
 - Firm, round, small and painless

■ Secondary Stage

- Skin rash and mucous membrane lesions.
 - Rough, red or reddish brown spots both on palms and feet.
- Fever, swollen lymph glands, sore throat, patchy hair loss, weight loss, muscles aches.

■ Late Stage (Hidden Stage) NO SYMPTOMS

- Damage the internal organs, brain, nerves, eyes, heart, blood vessels, liver, bones and joints.



Treatment of Syphilis

- Easy to cure in early stages.
- Injection of penicillin, or an antibiotic
- Can not repair any damage that already exists.



Cause of Hepatitis B

- Serious liver disease caused by a virus. (HBV)
- Sexual contact with an infected person.
- Exposure to infected blood from skin puncture
- Contact with mucous membrane
- 1 out 20 people have Hepatitis B



Symptoms of Hepatitis B

- No Symptoms
- Yellow skin or yellowing of the whites of your eyes (jaundice), tiredness, loss of appetite, nausea, abdominal discomfort, dark urine, grey-colored bowel movements, or joint pain.



Consequences of Hepatitis B

- Some people who become infected develop chronic (lifelong) infection.
- Chronic infection increases risk for Cirrhosis (scarring of liver), liver cancer, and liver failure.



Treatment of Hepatitis B

- No medications
- Antiviral drugs available for the treatment.



Cause of Herpes

- Herpes simplex virus type 1 and type 2
- Most genital herpes is caused by HSV-2



Symptoms of Herpes

- No signs or symptoms
- One more blisters on or around the genitals.
- Blisters break, leaving tender ulcers (sores) that may take 2-4 weeks to heal.



Consequences of Herpes

- Another outbreak can appear weeks or months after the first.
- The virus remains in body for life.
- Outbreaks will most likely decrease over a period of years.



Treatment of Herpes

- NO CURE
- Antiviral medications can shorten and prevent outbreaks during the time the person is on the medication.



Causes of Genital Warts

- Virus or *Condyloma*
- Passed through sexual contact, anal, vaginal, and sometimes oral.
- Carry the wart on penis, around vagina.




Symptoms of Genital Warts

- Not everyone will have signs.
- Painless wart-like growths on or in sex organs.
- Warts may vary in size and be bumpy or flat.



Treatment of Genital Warts

- Women will need to have a pap smear (part of a pelvic exam) every six months to one year.
- Warts may be treat if wanted.
- Cold liquid chemical
- More than one visit



Causes of HPV (human papillomavirus)

- Genital contact
- Sexual contact



Symptoms of HPV

- No signs or symptoms
- Abnormal pap smear for women.
- There are no tests for men.



Consequences of HPV

- Some people get genital warts
- Some people get pre-cancerous changes in cervix, vulva, anus, and penis.
- HPV can develop into life threatening cervical cancer.
- No “cure”



Trichomoniasis

- Trichomoniasis (or “trich”) is a very common sexually transmitted disease (STD) that is caused by infection with a protozoan parasite.



Symptoms of Trichomoniasis

- Although symptoms of the disease vary, most women and men who have the parasite cannot tell they are infected.
- **Men** with trichomoniasis may feel itching or irritation inside the penis, burning after urination or ejaculation, or some discharge from the penis.
- **Women** with trichomoniasis may notice itching, burning, redness or soreness of the genitals, discomfort with urination, or a thin discharge with an unusual smell that can be clear, white, yellowish, or greenish.



Transmitted -Trichomoniasis

- The parasite is passed from an infected person to an uninfected person during sex. In women, the most commonly infected part of the body is the lower genital tract (vulva, vagina, or urethra), and in men, the most commonly infected body part is the inside of the penis (urethra). During sex, the parasite is usually transmitted from a penis to a vagina, or from a vagina to a penis, but it can also be passed from a vagina to another vagina.



Trichomoniasis Treatment

- Trichomoniasis can be cured with a single dose of prescription antibiotic medication (either metronidazole or tinidazole), pills which can be taken by mouth
- People who have been treated for trichomoniasis can get it again. About 1 in 5 people get infected again within 3 months after treatment.



HIV AND AIDS

Human Immunodeficiency Virus

Acquired Immune Deficiency
Syndrome



HIV and AIDS

- HIV- a virus that attacks immune system
- AIDS – disease where immune system is weakened.



HIV and AIDS

- As number of viruses increase and number of T cells decrease, immune system becomes less capable of preventing infections and cancer.
- OPPORTUNISTIC INFECTIONS
- Cells are destroyed over many months/years.
- AIDS is the advanced stage of HIV



Modes of Transmission

- Four “life-giving” fluids:

- ☐ Blood

- ☐ Semen

- ☐ Vaginal secretion

- ☐ Breast Milk



Modes of Transmission

- Sexual Intercourse: oral, anal, vaginal
 - STD infection increases risk
 - Sharing needles



Symptoms of HIV

- Fever
 - Rash
 - Headache
 - Body Ache
 - Swollen Glands
-
- Symptoms often disappear and are mistaken for the flu.



Stages of HIV Infection

- Asymptomatic - NO SYMPTOMS
 - 6 months to 10 years or more
 - Symptomatic – symptoms develop as a result of severe drop in immune cells: swollen glands, weight loss and yeast infections
- AIDS
 - Severely damaged immune system
 - Low number of T cells
 - Opportunistic infections
 - Attacks Brain Cells: difficulty thinking

Detecting HIV

- EIA Test – screens for presence of HIV antibodies in the blood
 - May give a FALSE NEGATIVE RESULT
 - Developing antibodies takes time
 - Most test positive 3-4 weeks but some take up to 6 months to test positive
- Western Blot Test (Final Exam Test Question)
 - Most commonly used test in USA.
 - If repeat EIA test is positive
 - If done properly, 100% accurate results



Prevention

■ ABSTINENCE!!!!

- Avoid high-risk situations
- Practice good refusal skills
- Choose your relationships/partners
CAREFULLY

Get in groups and discuss.

1. It used to be impossible, in most parts of the country, for a gay or lesbian person or couple to become foster parents or to adopt children. That is beginning to change in some states. Some laws and judges do allow gay and lesbian parents to adopt or become foster parents. Do you believe gay and lesbian people should be allowed to be foster parents or to adopt children? *Why or why not? Does it depend? If so, on what?*
2. Suppose your friend told you he or she was gay, lesbian or bisexual. How would you feel? *What would you say or do? Would it make any difference if your friend were male or female? Would you be proud or ashamed of what you said? Why?*
3. Suppose a student in your school writes an article for the school newspaper about his being gay. The next day, his locker has graffiti on it: "queer" "pervert". Would you do or say anything? *What? Why or why not? Would your own sexual orientation make any difference? Would you be proud or ashamed of your reaction? Why?*
4. Suppose one of your parents finally came out and told you they were gay, lesbian or bisexual. How would you feel? *What would you say or do? Would it make any difference if it was your dad or your mom? Would you be proud or ashamed of what you said? Why?*
5. A transsexual (Transsexuals commonly use hormone treatments, and to a lesser extent surgery, to make their appearance better match the sex opposite to the one assigned at birth) Junior, at your high school, wants to try-out for the soccer team. Which team do they try-out for? Why?
6. You've been dating your boyfriend/girlfriend for 3 years now. You are 100% in love and can't imagine being with anyone else. One day your boyfriend/girlfriend tells you that they have to tell you something. They tell you that they too are 100% in love with you and can't imagine being with anyone else, but they want you to know everything about them...so, they continue to tell you that they are bisexual. How do you react? What do you do?
7. One of your fellow classmates, and friends, is a transgender teenager (they feel as though they were born in the wrong body) who has been saving up for reassignment surgery. They suffer from depression, anxiety, and often self-medicate through substance abuse just to get through their day. They have been saving up for the surgery for years and have decided to hold a fundraiser to help them become the person they feel they were born to be. Do you attend? Do you donate? Why or why not?

SD308 Fifth Grade
Robert Crown for Health

LINDA - PUBERTY EDUCATION FOR GIRLS – Grades 4-5; 85 Minutes

The Linda program provides a unique “girls-only” format for puberty education. It compares female and male reproductive anatomy and introduces the physiological changes that occur during adolescence. Educators address secondary physical changes such as breast development, increased production of sweat and oil, acne, increased body fat, and the growth of body hair, as well as the menstrual cycle.

Program Goals:
Students will...

1. Increase their knowledge of human anatomy
2. Understand that changes are a normal part of human development
3. Increase their comfort in discussing and caring for their changing bodies

Standards Alignment:

ISBE Health Standards: 23.A.2a, 23.C.2a, 23.C.2b

ISBE Social Emotional Learning Standards: 1A.2a, 1A.2b

National Sexuality Education Standards: AP.5.CC.1, AP.5.AI.1, PD.5.CC.1, PD.5.INF.1, PD.5.SM.1, PD.5.CC.2, PD.5.AI.2, PAD.5.CC.3

*Meets IL school code section 105 ILCS 110/3



ADAPTED LINDA –PUBERTY EDUCATION FOR GIRLS WITH SPECIAL NEEDS – Grades 5-9; 60 Minutes

The Linda program provides a unique “girls-only” format for puberty education. This puberty program, tailored to students with special needs, focuses on the physical and emotional changes that are a part of growing up. The program addresses personal care and hygiene skills related to puberty, such as menstruation. It teaches students to identify appropriate adults with whom they might discuss these issues, how to distinguish between appropriate public and private behavior and safe and unsafe touch.

Program Goals:
Students will...

1. Recognize physical and emotional changes
2. Demonstrate related personal care and hygiene skills
3. Determine appropriate adults with whom they might discuss changes
4. Develop awareness of appropriate public v. private behavior.
5. Understand what safe touch is and what unsafe touch is not.

Standards Alignment:

ISBE Health Standards 23.C.2a, 23.C.2b

ISBE Social Emotional Learning Standards: 1A.2a

National Sexuality Education Standards: AP.5.CC.1, AP.5.A1.1, PD.5.CC.1, PD.5.INF.1, PD.5.SM.1, PD.5.CC.2, PD.5.A1.2

* Meets IL school code section 105ILC 110/3



MICHAEL - PUBERTY EDUCATION FOR BOYS – Grades 4-5; 85 Minutes

SD308 Fifth Grade
Robert Crown for Health

The Michael Program provides a unique “boys-only” format for puberty education. It compares female and male reproductive anatomy and introduces the physiological changes that occur during adolescence. Educators address secondary physical changes such as voice change, increased production of sweat and oil, acne, and the growth of body hair, as well nocturnal emissions and spontaneous erections.

Program Goals:
Students will...

1. Increase their knowledge of human anatomy
2. Understand that changes are a normal part of human development
3. Increase their comfort in discussing and caring for their changing bodies

Standards Alignment:

ISBE Health Standards: 23.A.2a, 23.C.2a, 23.C.2b,

ISBE Social Emotional Learning Standards: 1A.2a, 1A.2b

National Sexuality Education Standards: AP.5.CC.1, AP.5.AI.1, PD.5.CC.1, PD.5.INF.1, PD.5.SM.1, PD.5.CC.2, PD.5.AI.2, PAD.5.CC.3

*Meets IL school code section 105 ILCS 110/3



ADAPTED MICHAEL - PUBERTY EDUCATION FOR BOYS WITH SPECIAL NEEDS— Grades 5-9; 60 Minutes

The Michael Program provides a unique “boys-only” format for puberty education. This puberty program, tailored to students with special needs, focuses on the physical and emotional changes that are a part of growing up. The program addresses personal care and hygiene skills related to puberty, such as spontaneous erections and ejaculations. It teaches students to identify appropriate adults with whom they might discuss these issues, how to distinguish between appropriate public and private behavior and safe and unsafe touch.

Program Goals:
Students will...

1. Recognize physical and emotional changes
2. Demonstrate related personal care and hygiene skills
3. Determine appropriate adults with whom they might discuss changes
4. Develop awareness of appropriate public v. private behavior.
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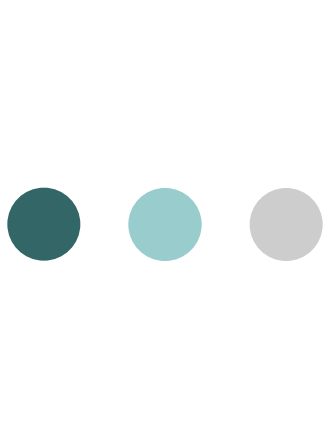
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*Meets IL school code section 105ILC 110/3



Reproduction

Health



- The female reproductive cell



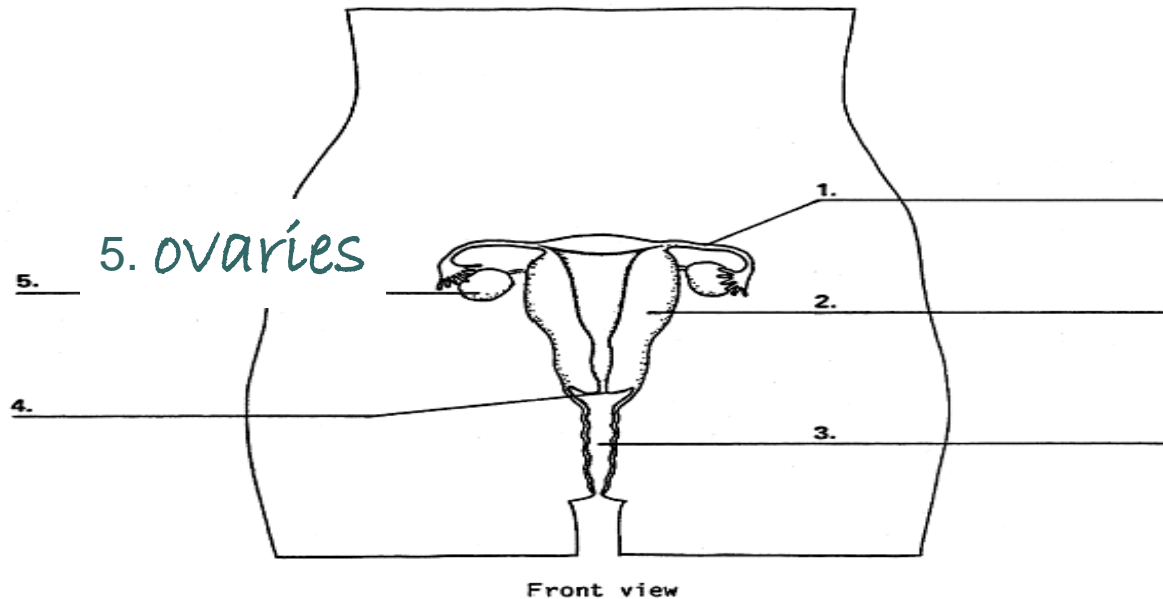
Ovaries

- Female sex glands that store the ova

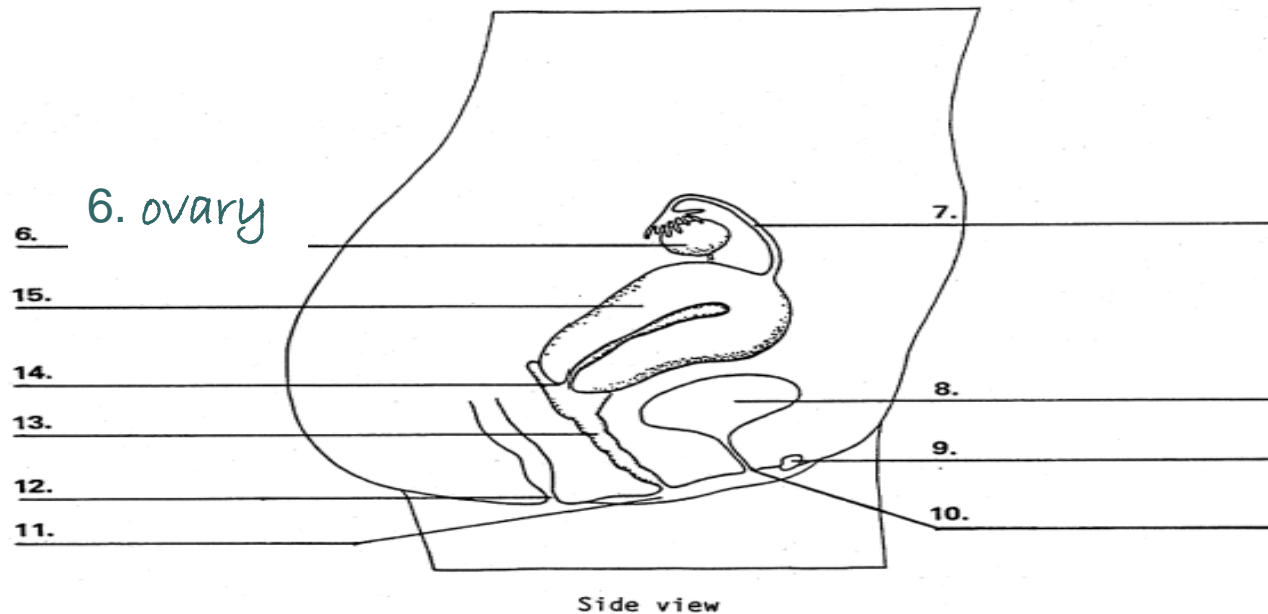
Reproductive System Transparency/Worksheet 2

DIRECTIONS:

Fill in the name of each body part. Some will be repeated. Use correct spelling and medical, not slang, words.



Reproductive System Transparency/Worksheet 2 continued...



NOTE: #8, 10, and 12 are not part of the reproductive system



Ovulation

- The time when the egg (ova) is released from the ovary



Fertilization

- When the egg and the sperm meet



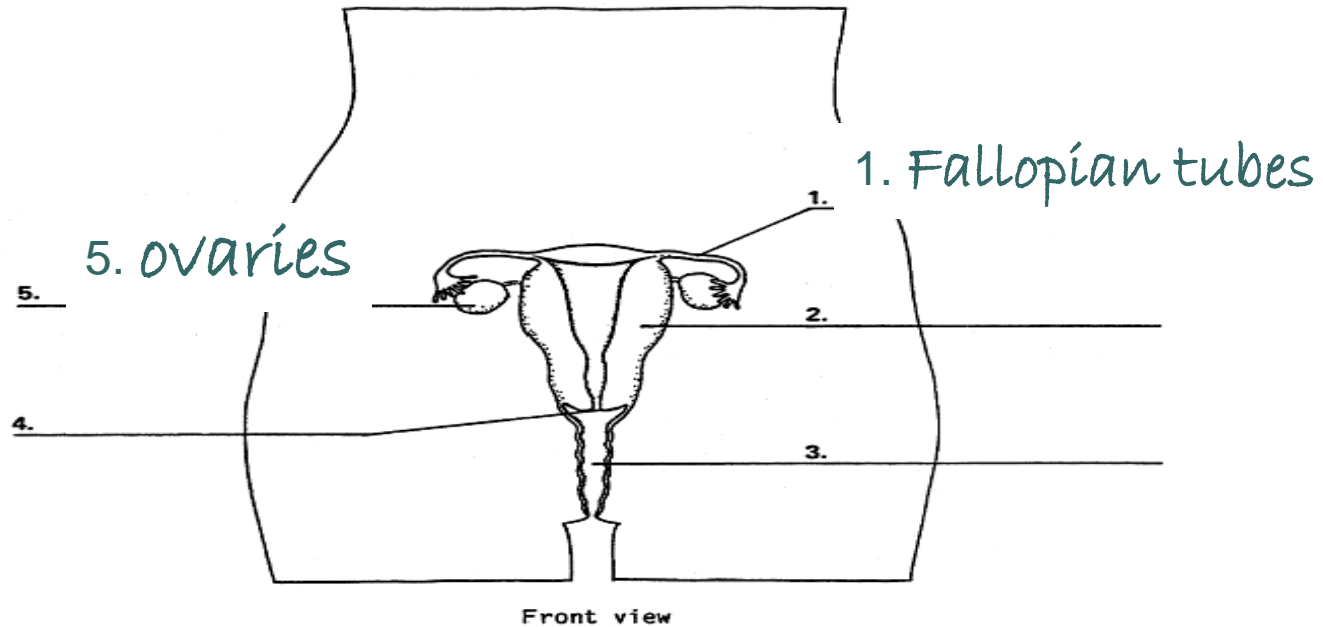
Fallopian Tubes

- Where fertilization takes place

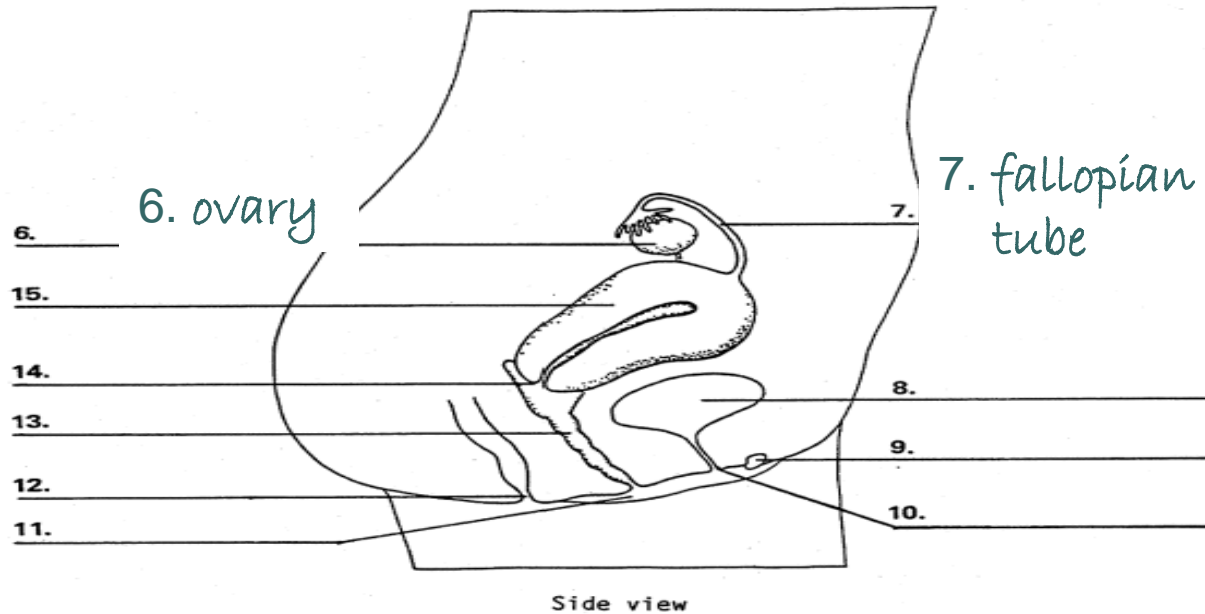
Reproductive System Transparency/Worksheet 2

DIRECTIONS:

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Reproductive System Transparency/Worksheet 2 continued...



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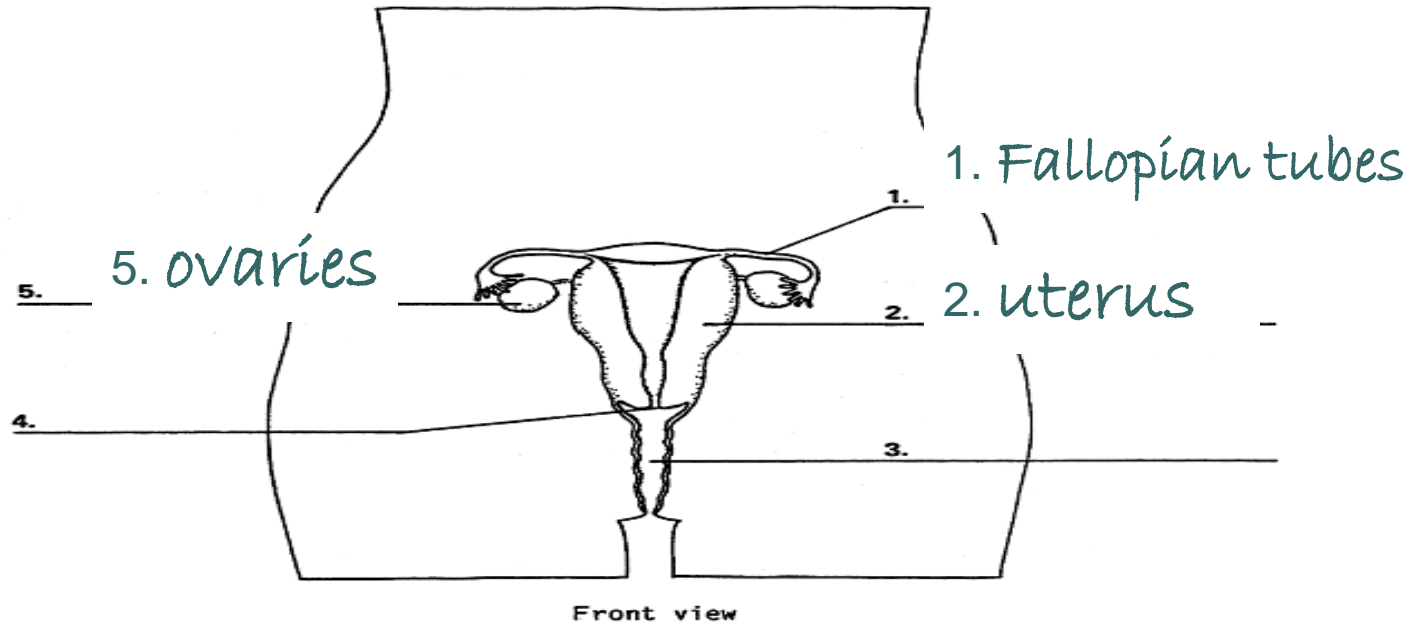
Uterus

- Hollow, pear-shaped organ inside the female's body that nourishes and protects the fertilized ovum from conception until birth

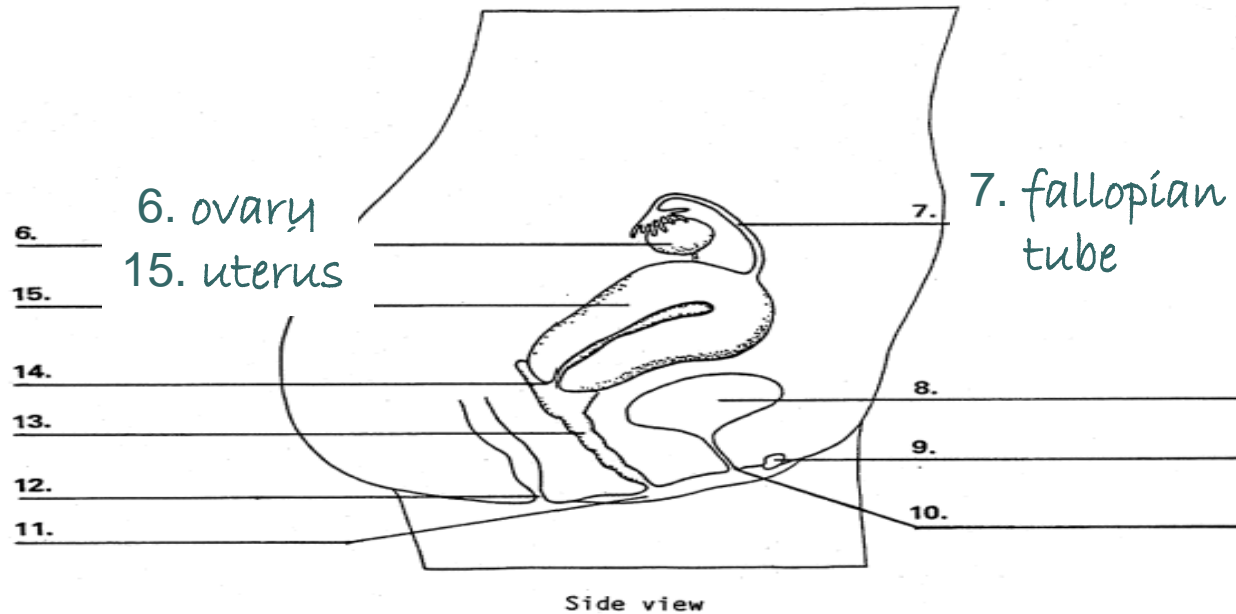
Reproductive System Transparency/Worksheet 2

DIRECTIONS:

Fill in the name of each body part. Some will be repeated. Use correct spelling and medical, not slang, words.



Reproductive System Transparency/Worksheet 2 continued...



NOTE: #8, 10, and 12 are not part of the reproductive system



Endometrium

- The uterine lining



Menstrual Period

- The time of bleeding



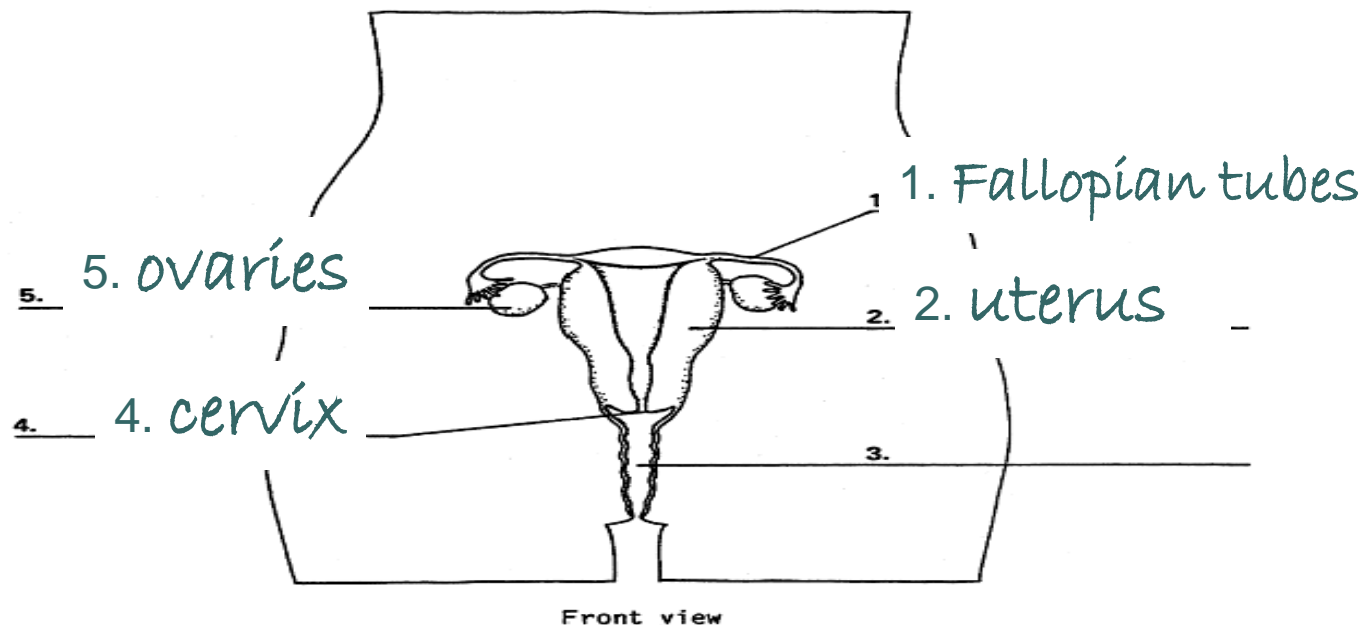
Cervix

- The opening to the uterus

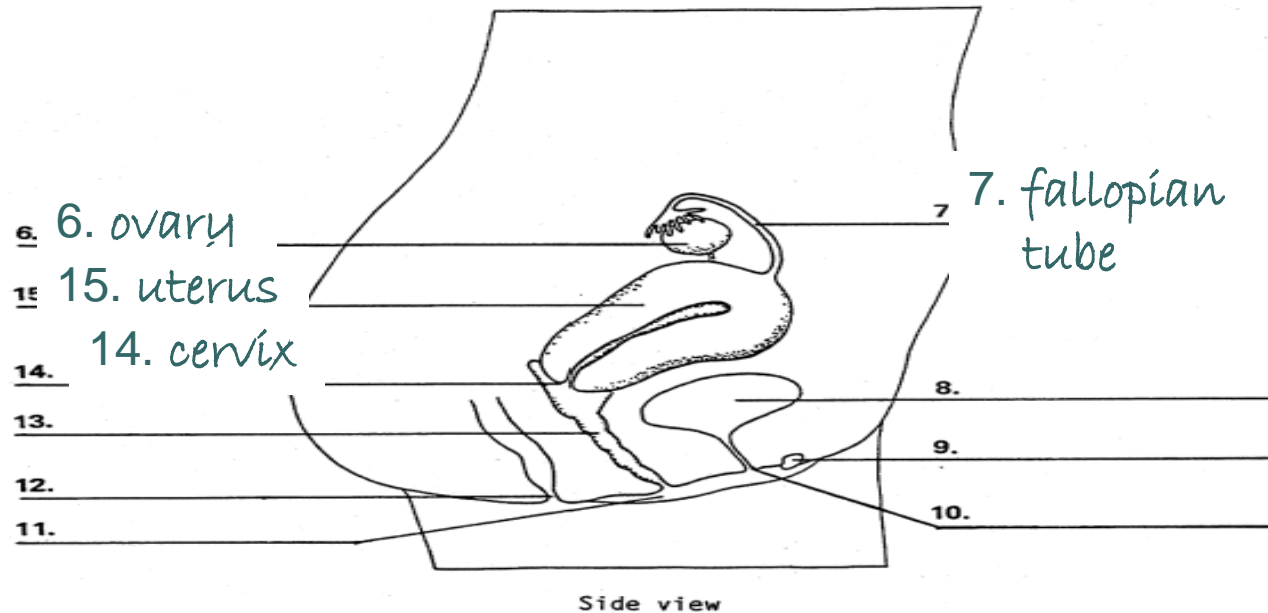
Reproductive System Transparency/Worksheet 2

DIRECTIONS:

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Reproductive System Transparency/Worksheet 2 continued...



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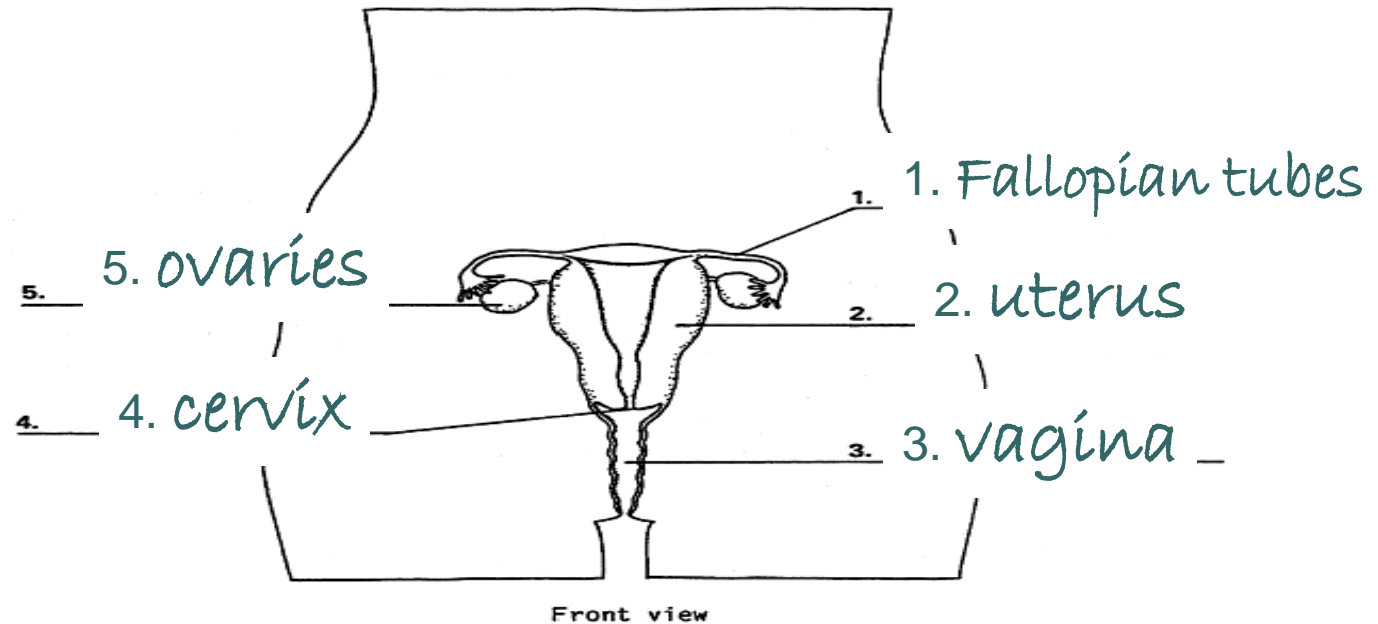
Vagina

- Muscular, elastic passageway extending from the uterus to the outside of the body

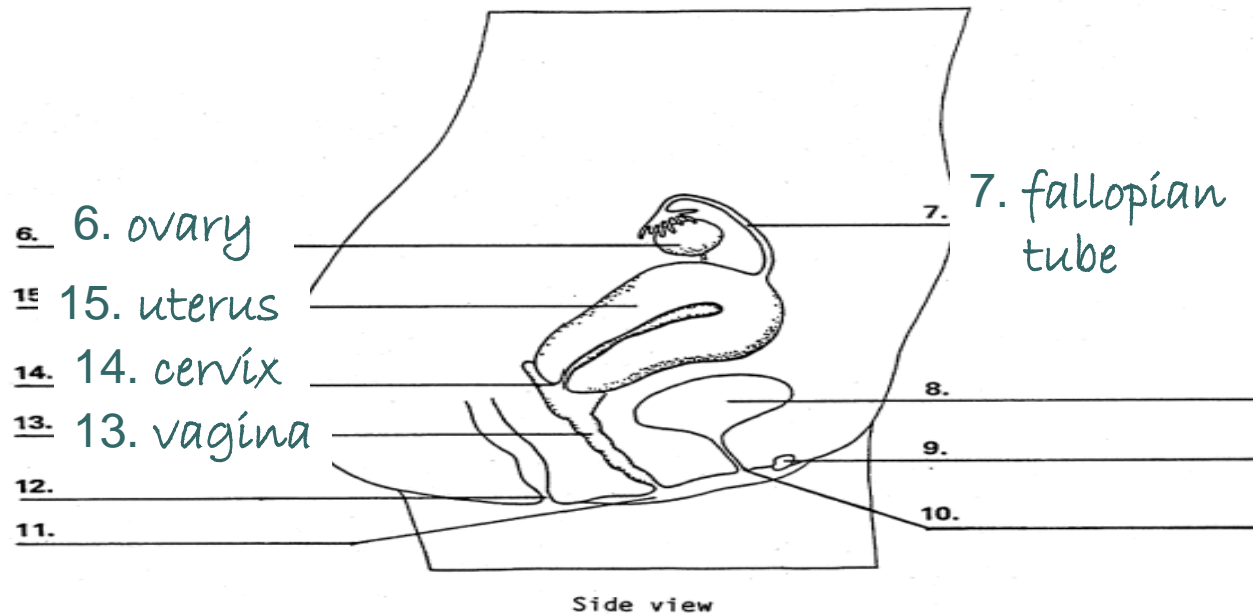
Reproductive System Transparency/Worksheet 2

DIRECTIONS:

Fill in the name of each body part. Some will be repeated. Use correct spelling and medical, not slang, words.



Reproductive System Transparency/Worksheet 2 continued...



NOTE: #8, 10, and 12 are not part of the reproductive system



Hymen

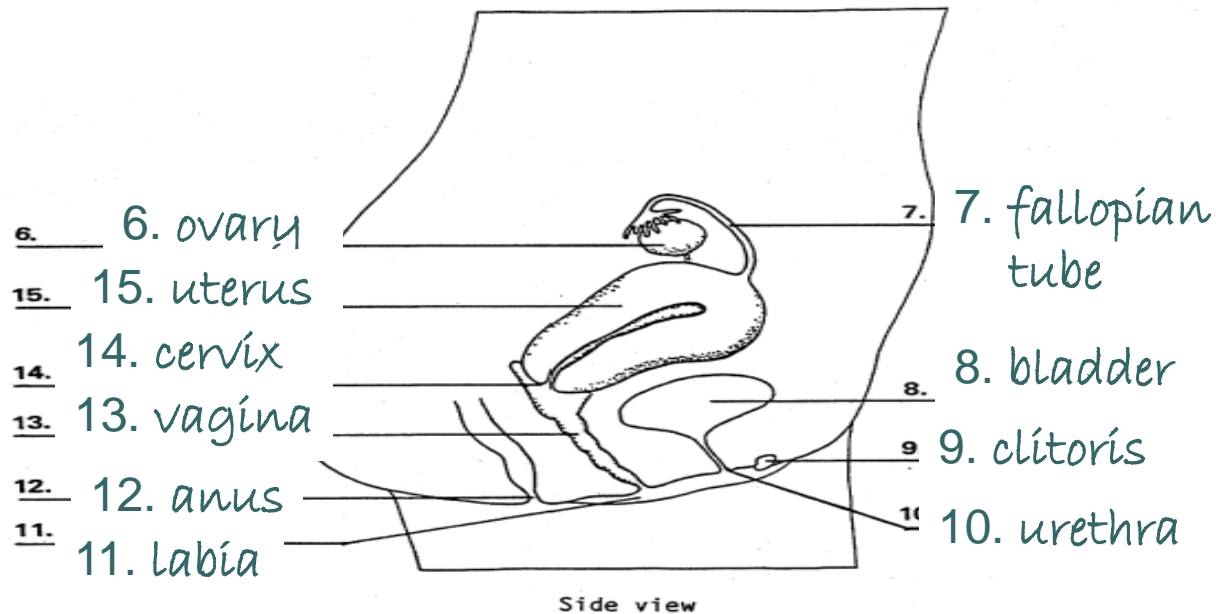
- Paper thin membrane that covers the vaginal opening.



Vulva and Labia

- The external female anatomy

Reproductive System Transparency/Worksheet 2 continued...



NOTE: #8, 10, and 12 are not part of the reproductive system



Menstrual Cycle

- Day 1 of bleeding until the day before bleeding starts again



Menopause

- The gradual loss of the menstrual cycle



Pregnancy Vocabulary

- **Placenta:** An organ that grows inside the uterus during pregnancy to carry food and oxygen from the mother and waste from the embryo or fetus.
- **Umbilical Cord:** The tube leading from the navel of the embryo or fetus to the placenta. It carries food and oxygen to the developing baby, and waste from the developing baby/

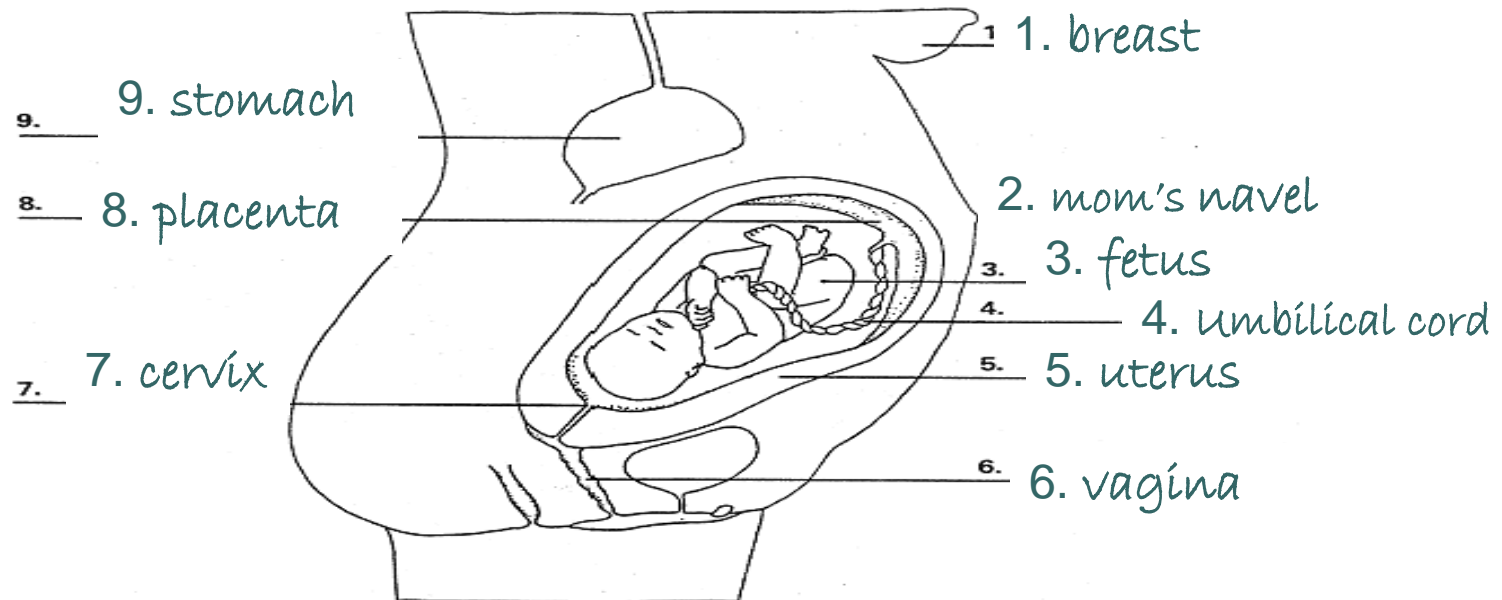
Pregnancy Transparency/Worksheet 1

NAME _____ DATE _____

DIRECTIONS: Fill in the chart, using the following terms:

BREAST
CERVIX
FETUS
PLACENTA

MOTHER'S NAVEL (clue: it is not connected to the baby)
UMBILICAL CORD (clue: this is not where a baby develops)
STOMACH (clue: this is also called the "womb")
UTERUS (clue: this is also called the "womb")
VAGINA (clue: this is also called the "birth canal")





Pregnancy Vocab Cont...

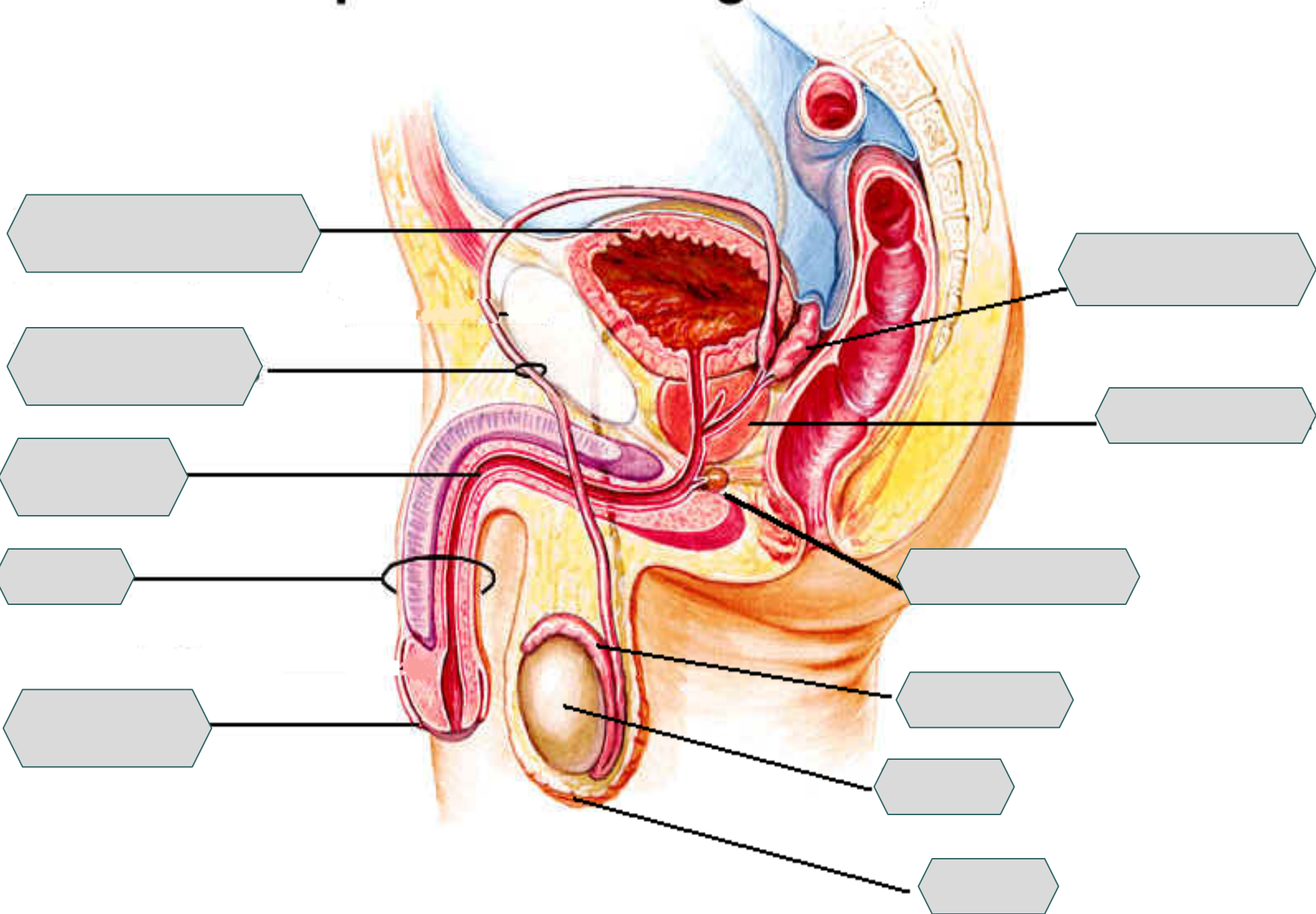
- **Amniotic Sac:** The thin membrane (like the skin inside of a chicken egg) that surrounds the amniotic fluid and the fetus.
- **Amniotic Fluid:** The “water” in which a developing baby floats. It acts as a cushion.



Male Reproductive System

- Use the diagram on the next slide to help fill in the diagram on your notes packet.

Male Reproductive Organs





Sperm Cell

- The male reproductive cell



Testicles (Testes)

- Small glands that produce sperm and secrete testosterone



Scrotum

- Helps to regulate the temperature of the testes



Epididymis

- Large coiled tube where sperm mature and are stored



Vas deferens

- Sperm travel through these tubes that extend from the epididymis to the urethra



Erection

- Blood entering erectile tissue as sexual arousal increases



Seminal Vesicle

- Produces nutrients to nourish the sperm



Prostate Gland

- Secretions from this gland combine with sperm to form semen



Semen

- Thick fluid containing sperm and other secretions



Urethra

- Where both semen and urine pass through



Ejaculation

- The release of semen from the urethra



Cowper's gland

- A doctor found that this gland functions to help produce a fluid to neutralize acid in the urethra. Located beneath the prostate gland.



Penis

- The reproductive organ that introduces semen into the vagina



Foreskin

- Extra tissue that covers the tip of the penis



Nocturnal Emission

- A normal, involuntary ejaculation of semen while a male is sleeping.

Billy and Sally are both 17 and have been dating for four months. They both feel they are 100% in love and are often seen walking the halls of Oswego East holding hands. They both can't wait to take their relationship to the next level, they figure they're going to be together forever so why not? Since they both had never been with anyone else they were not too worried about STI's and figured it would be fine if Billy would just pull out. They didn't want to risk their parents finding anything in their rooms!! A few weeks and a missed period later Sally was worried. She thought back to freshman health class and the signs that someone who is pregnant would have. She shook her head, there was no way, they had only had sex a few times! This was not supposed to happen! In fact...

80% of teen pregnancies are unintended

Sally took a test and called Billy, telling him he had to come over immediately. When Billy heard the news he ran out, not knowing how to deal with what had just been told to him. Later he texted Sally "I'm sorry I just need to think about this. I'll see you at school tomorrow".

The next morning at school Sally went to her counselor. Her head was hurting with the amount of questions she had. She asked the nurse "how could this happen to me, we only had sex a few times!" The nurse replied...

The United States has the highest rates of teen pregnant and births in the industrialized world. In the US, around 750,000 teenage girls become pregnant each year

Wow, Sally didn't believe something like this would happen to her. She had straight A's and was accepted into a great college. "What should I do?!" she asked the nurse. The nurse replied that it was her decision but statistics show...

57% of teen pregnancies end in birth (14% end in miscarriage, 29% in abortion)

"Well I want to keep my baby!" Sally exclaimed. The nurse nodded. "I just want to prepare you with the facts" she said,

If a baby is born to a teenage mom, the baby has an increased risk of low birth weight and other health problems such as mental retardation, blindness, deafness, mental illness, cerebral palsy and infant death.

Sally left the office knowing she had a lot to think about. She knew she wanted to keep the baby and hoped Billy would feel the same way. To her excitement, Billy was happy with her decision. He jumped up and down and even told her he wanted to marry her when they graduated next year!

Fast forward a few weeks. Sally knew that her parents were going to start noticing, there was no hiding this secret. She had been dreading this moment and wanted to

cry, why couldn't this all just go away? At dinner that night Sally told her parents. They were absolutely shocked. "How did this happen!?" they exclaimed "You are doing so well in school and are planning on going to college in a year." They even pointed out that...

Less than 1 out of 3 teens that become pregnant before age 18 complete high school. That leaves them unprepared for the job market and more likely to raise their children in poverty.

Sally knew they would be mad, but not that mad. Her dad stormed out of the room, her mother cried, it hit her that this was actually happening and her whole life was going to change.

Fast forward 9 months later, Sally has a newborn baby girl. Three months after the baby was born Billy stopped talking to her, he was sick of having to come to her house all the time to help with the baby and they fought a lot about money and their relationship. This is not uncommon...

Nearly 80% of the fathers of babies born to teen mothers do not marry their babies' mothers. On average, these absent fathers pay less than \$800 annually for child support.

Being a single parent, Sally also fell behind in school... it was just way too hard to take care of a newborn and go back to school. I mean who would watch the baby? After all...

Childcare, in Illinois, costs an average of \$10,000 for the baby's 1st year.

"I have to stay home with her!" she thought. "There is no way I can go to school and raise a baby at the same time. "I'll just have to get my GED later". Even without the childcare bills Sally still would have to come up with money since...

In the baby's first year alone, you can easily spend between \$9,000-\$11,000 on essentials like diapers, clothes and formula.

"I'll just get a part-time job" thought Sally. But at 17, without a high school diploma and limited hours that she could work, the only job she could find was working weekends at Wendy's for minimum wage. "I'll be broke forever!" she thought. After all...

The average child, from birth until age 17, costs \$250,000 to raise.

And as a total...

Teen pregnancy costs the United States over 7 billion dollars each year.

Besides the cost of having her child, Sally's baby will have to beat the odds seeing as...

Sons of teen mothers are more likely to end up in jail and girls born to teenage mothers are 22% more likely to become mothers as teens themselves.

As babies first year goes by Sally cant help but wish she had made different decisions in her past. She gave up so many things in her life including graduation high school, going onto college, traveling the world and having the life that she had envisioned her whole life.

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this moment and wanted to cry, why couldn't this all just go away? At dinner that night Sally told her parents. They were absolutely shocked. "How did this happen!?" they exclaimed "You are doing so well in school and are planning on going to college in a year." They even pointed out that...

Sally knew they would be mad, but not that mad. Her dad stormed out of the room, her mother cried, it hit her that this was actually happening and her whole life was going to change.

Fast forward 9 months later, Sally has a newborn baby girl. Three months after the baby was born Billy stopped talking to her, he was sick of having to come to her house all the time to help with the baby and they fought a lot about money and their relationship. This is not uncommon...

Being a single parent, Sally also fell behind in school... it was just way too hard to take care of a newborn and go back to school. I mean who would watch the baby? After all...

"I have to stay home with her!" she thought. "There is no way I can go to school and raise a baby at the same time. "I'll just have to get my GED later". Even without the childcare bills Sally still would have to come up with money since...

"I'll just get a part-time job" thought Sally. But at 17, without a high school diploma and limited hours that she could work, the only job she could find was working weekends at Wendy's for minimum wage. "I'll be broke forever!" she thought. After all...

And as a total...

Besides the cost of having her child, Sally's baby will have to beat the odds seeing as...

As babies first year goes by Sally can't help but wish she had made different decisions in her past. She gave up so many things in her life including graduation high school, going onto college, traveling the world and having the life that she had envisioned her whole life.



High Academic Expectations within a Caring School Climate

Dear District 308 Parent:

This letter is to inform you about some of the material covered in your student's health education class. We believe that health education is a combined responsibility of school, community and home and our mission is to inspire our youth to become responsible for their overall wellness in the hope that they will choose healthy lifestyle enhancing behaviors both now and in the future. Health is a one-term course, incorporated within the Kinetic Wellness Department at the freshmen level and is **REQUIRED FOR GRADUATION**. Health class includes the following areas of study:

- | | |
|--|---|
| 1. Wellness | 7. Male & Female Reproductive |
| 2. Nutrition | Anatomy & Physiology |
| 3. Eating Disorders/Body Image | 8. Human Growth/Development |
| 4. Prevention of Alcohol, Tobacco,
And other Drug Abuse | 9. Abstinence/Pregnancy/
Contraception Education |
| 5. Injury Prevention and Safety | 10. Marriage and the Family |
| 6. Mental/Emotional Health | 11. Sexually Transmitted |
| * <i>Stress/Anger Management</i> | Diseases/Infections |
| * <i>Self-Injury</i> | 12. Disease Prevention and Control |
| * <i>Coping With Grief (death/dying)</i> | |
| * <i>Depression/Suicide Prevention</i> | |

Units 7-12 may cause some concern among parents and we are hereby informing you of our "opt-out" policy whereby your child would be given alternative lessons for these units but are still responsible for assessments. This is your right according to the laws of the State of Illinois. Feel free to contact either Laura Nussle or your child's Health teacher if you have any questions or concerns regarding this policy.

Sincerely,

Laura Nussle, Department Chair
Kinetic Wellness Department
636-2252
lnussle@sd308.org

Mike Heath
Health Educator
636-2362
mheath@sd308.org

Jeremy Main
Health Educator
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Ryan Velasquez
Health Educator
636-2281
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I have read and understand all the information regarding my child's Health Education curriculum as stated above.

Please check one of the options below and return by _____

I choose to:

_____ Allow my student to fully participate in all of the Health curriculum.

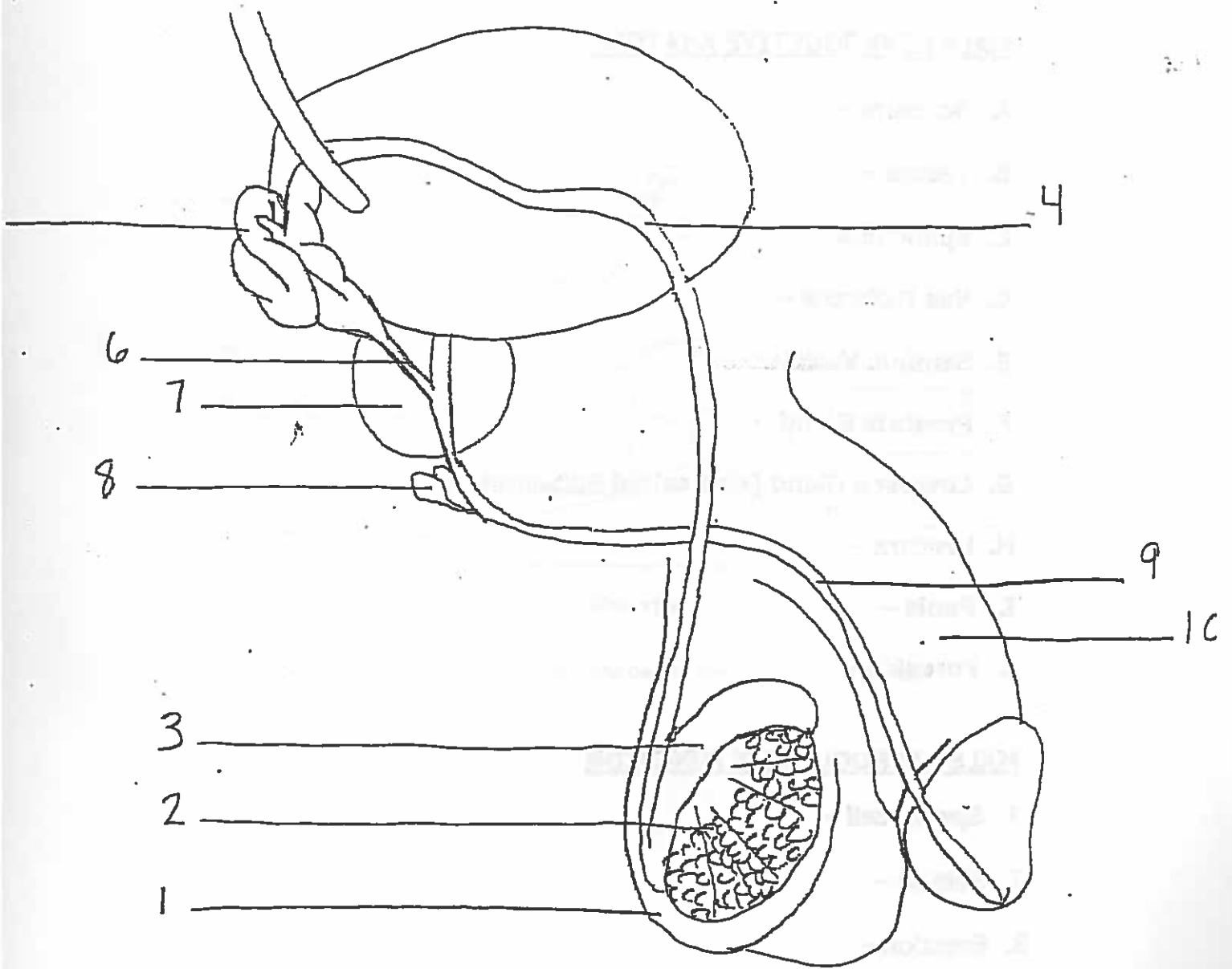
_____ "Opt-Out" my student from the following curriculum units _____
(please write number(s) of unit from list above)

Student Name (please print)

Parent/Guardian Signature

Date

MALE



Notesheet for the Male Reproductive System

From the lecture, know the **LOCATION** and the **FUNCTION** of the following organs in the body. If you did not attend class, you are responsible for obtaining the notes from another student and consulting the text pp. 468-473.

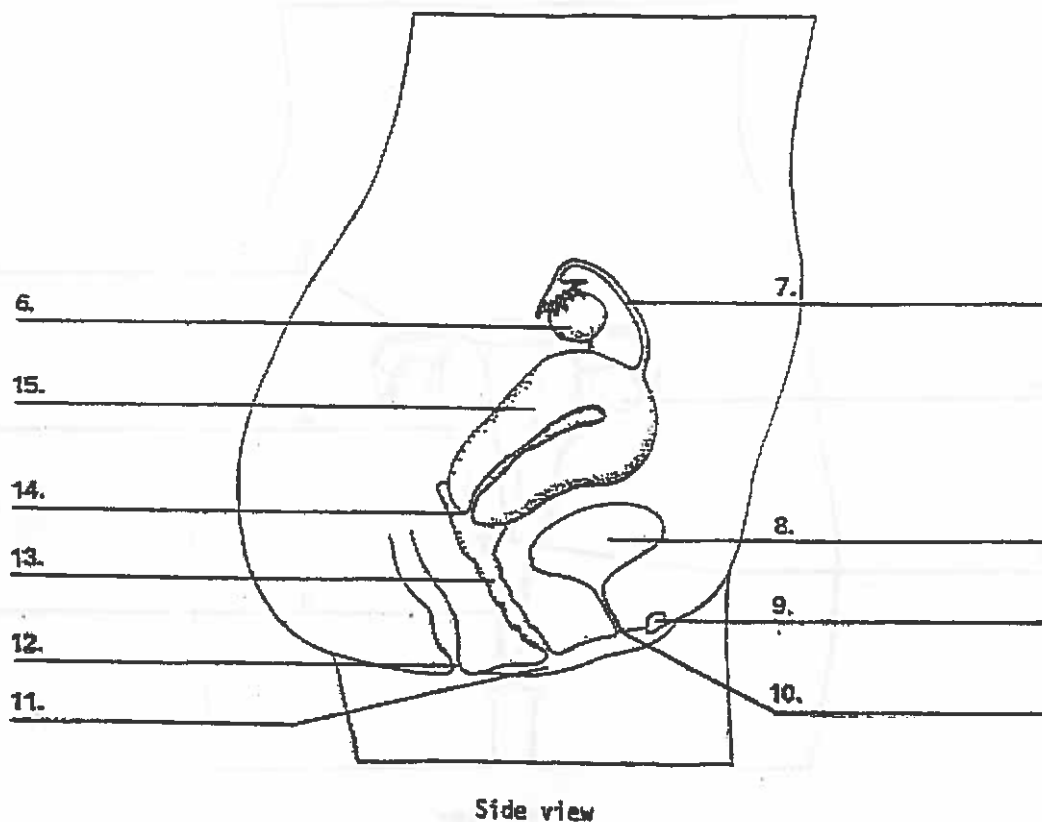
MALE REPRODUCTIVE ANATOMY

- A. Scrotum –
- B. Testes –
- C. Epididymis –
- D. Vas Deferens –
- E. Seminal Vesicles –
- F. Prostate Gland –
- G. Cowper's Gland (also called Bulbourethral) –
- H. Urethra –
- I. Penis –
- J. Foreskin –

MALE REPRODUCTIVE FUNCTION

- 1. Sperm cell –
- 2. Semen –
- 3. Erection –
- 4. Ejaculation –
- 5. Nocturnal Emission –

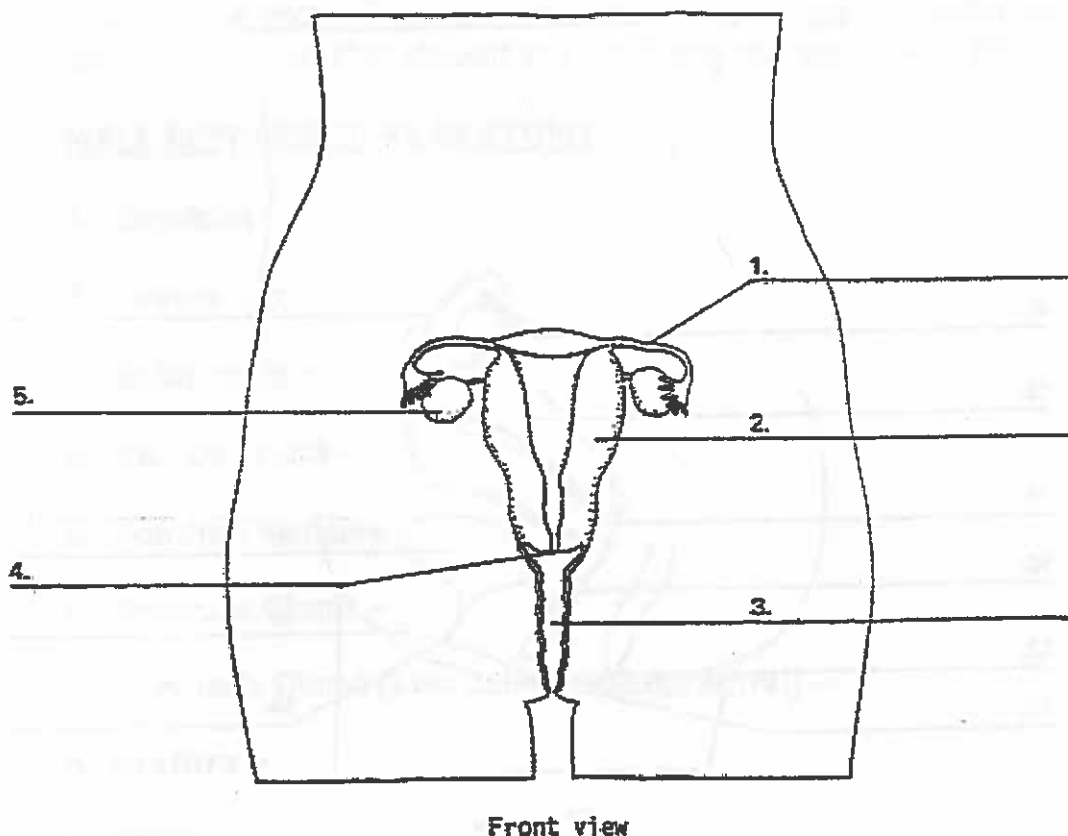
Reproductive System Transparency/Worksheet 2 continued...



NOTE: #8, 10, and 12 are not part of the reproductive system

Reproductive System Transparency/Worksheet 2

DIRECTIONS: Fill in the name of each body part. Some will be repeated. Use correct spelling and medical, not slang, words.



Front view

89F2999

Notesheet for the Female Reproductive System

From the lecture, know the LOCATION and FUNCTION of the following organs in the body. If you did not attend class, you are responsible for obtaining another student's notes and consulting the text pp. ~~458-459~~ 477-479

FEMALE REPRODUCTIVE ANATOMY

A. Ovaries -

B. Fallopian Tubes -

C. Uterus - (3 Main functions)

Layers of the Uterus & function

1. Endometrium - (inner layer) -

~~2. Myometrium - (middle, muscular layer) -~~

~~3. Perimetrium - (outer layer)~~

D. Cervix -

E. Vagina -

F. Hymen - (not pictured)

G. Vulva and other external anatomy -

FEMALE REPRODUCTIVE FUNCTION

1. Ovulation -

2. Menstruation -

3. Menopause - the gradual but eventual loss of the menstrual cycle.

Male and Female Reproductive System Quiz

Male Reproductive System

DO NOT WRITE ON THIS TEST! Please fill out the appropriate letter using your scantron answer sheet.

- | | | |
|------------------------------|-----------------------------|------------------------|
| A. Prostate Gland | AB. Urethra | BD. Sperm Cell |
| B. Foreskin | AC. Penis | BE. Ejaculation |
| C. Scrotum | AD. Testes | CD. Semen |
| D. Cowper's Gland | AE. Vas Deferens | CE. Erection |
| E. Nocturnal Emission | BC. Seminal Vesicles | DE. Epididymis |

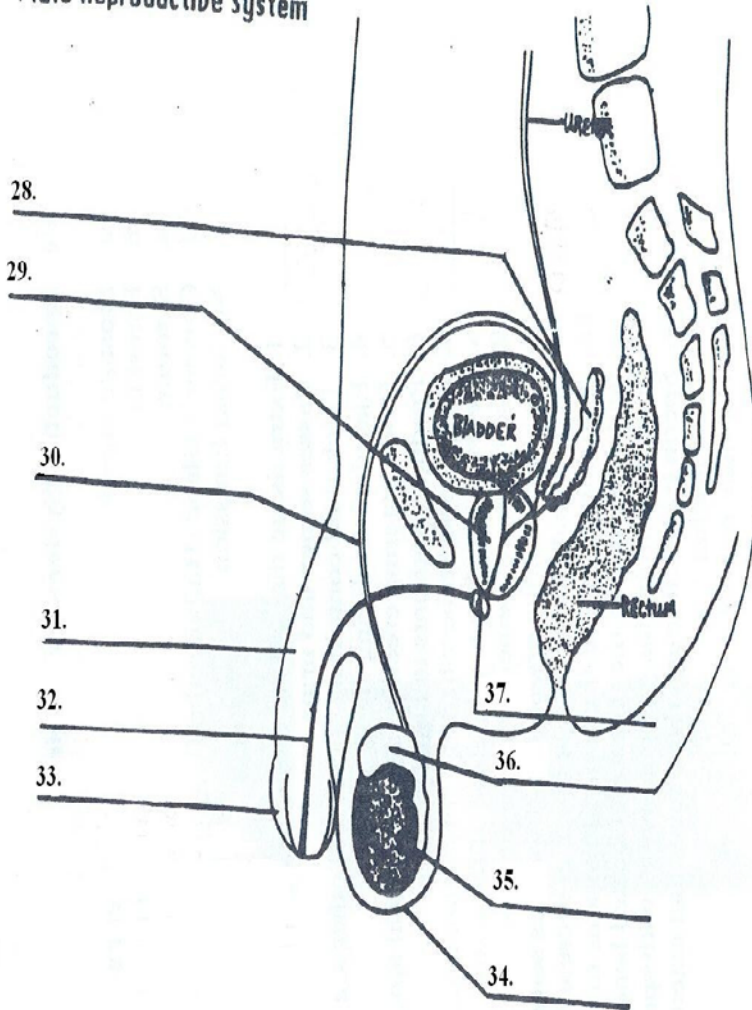
- _____ 1. Extra tissue that covers the tip of the penis
- _____ 2. Passes semen and urine
- _____ 3. Thick fluid containing sperm and other secretions
- _____ 4. Ejaculations during sleep
- _____ 5. Blood entering erectile tissue as sexual arousal increases
- _____ 6. Produces nutrients to nourish sperm
- _____ 7. Large coiled tube where sperm mature and are stored
- _____ 8. Helps to regulate temperature of the testes
- _____ 9. The release of semen from the urethra
- _____ 10. The reproductive organ that introduces semen into the vagina
- _____ 11. Small glands to produce sperm and secrete testosterone
- _____ 12. A doctor found that this gland functions to help produce a fluid to neutralize acid in the urethra. Located beneath the prostate gland
- _____ 13. Secretions from this gland combine with sperm to form semen
- _____ 14. Sperm travels through these tubes that extend from the epididymis to the urethra
- _____ 15. The male reproductive cell

Female Reproductive System

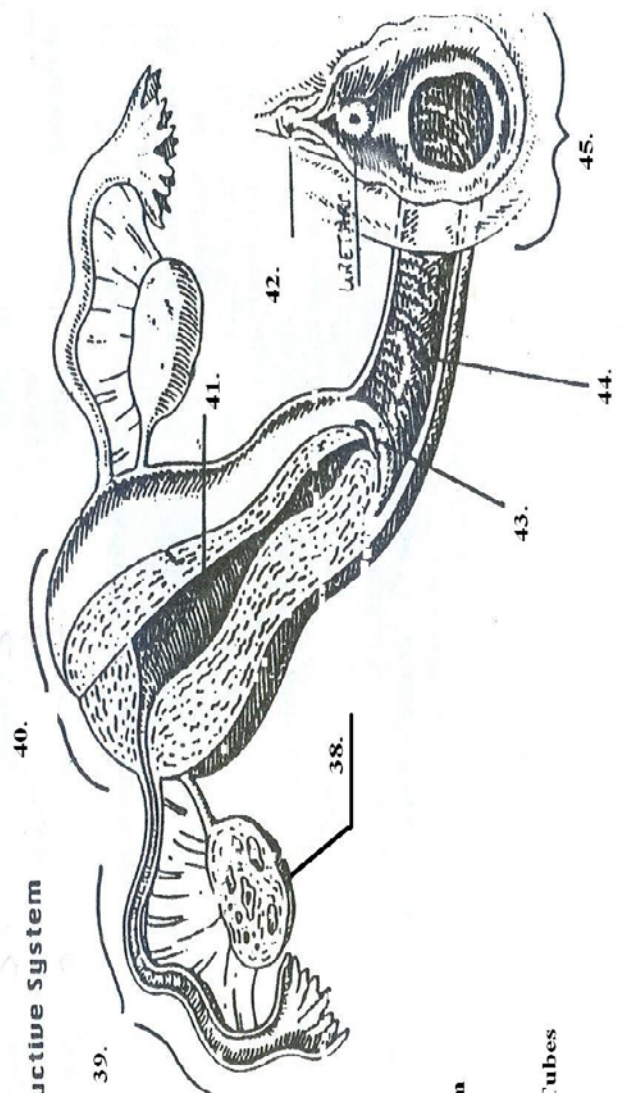
- | | | | |
|----------------------------|-------------------|------------------------|----------------------------|
| A. Ovulation | D. Vulva | AC. Vagina | BC. Menopause |
| B. Menstrual Cycle | E. Cervix | AD. Endometrium | BD. Ova |
| C. Menstrual Period | AB. Uterus | AE. Ovaries | BE. Fallopian Tubes |

- _____ 16. Day 1 of bleeding to the day before bleeding begins again
- _____ 17. The female reproductive cell
- _____ 18. The uterine lining
- _____ 19. The opening to the uterus
- _____ 20. The external female anatomy
- _____ 21. Where fertilization takes place
- _____ 22. Muscular, elastic passageway extending from uterus to outside the body
- _____ 23. The gradual loss of menstrual cycle
- _____ 24. The time of bleeding
- _____ 25. The time when the egg (ova) is released from the ovary.
- _____ 26. Hollow, pear-shaped organ inside the female's body that nourishes and protects the fertilized ovum from conception until birth
- _____ 27. Female sex glands that store the ova

Male Reproductive System



- A. Prostate Gland
- B. Scrotum
- C. Urethra
- D. Testes
- E. Penis
- AB. Seminal Vesicle
- AC. Cowper's Gland
- AD. Vas Deferens
- AE. Epididymis
- BC. Foreskin



Female Reproductive System

- A. Vulva
- B. Endometrium
- C. Ovaries
- D. Uterus
- E. Vagina
- AB. Fallopian Tubes
- AC. Cervix
- AD. Clitoris

CONTRACEPTIVES

Health

Why learn about these?

- ❑ Some people have intercourse in their teens.
- ❑ Other people choose not to have intercourse in their teens, but almost everyone- even those who wait till marriage will have intercourse at some time in his or her life.
- ❑ Most of you will make a decision about birth control some day.
- ❑ [Planned Parenthood Website](#) – Birth Control Options

Types of Contraceptives

Behavioral: Abstinence, withdrawal, fertility awareness, combining two methods (ex: condoms with a hormonal method like the pill)

Barrier: Male condom, female condom, diaphragm

Hormonal: The pill, the patch, the vaginal ring, the shot (depo-provera), the implant (Implanon), Hormonal IUD (Mirena intra-uterine device), emergency contraceptive(plan B) pills

Spermicide: Foam, cream

Other: Sterilization

Worksheet



WORKSHEET
WORK TIME!!

Worksheet

1. Abstinence
2. About 85
3. Abstinence, Implanon, Combining two methods, Depo, The pill
4. Abstinence, Condom
5. All of them
6. All of these
7. Plan B

Worksheet

8. Why is it good to talk with parents, guardians or other trusted adults about birth control, if you can?

- Avoids secrecy, lying, guilt, mistrust
- May bring family closer together
- May offer support in going to the doctor or pharmacy
- May offer help in decision-making about intercourse or about birth control, from their experience
- Lets you share beliefs

Worksheet

9. Why is it good to talk to your boyfriend/girlfriend/husband/wife about this if you can?

- Avoids secrecy, lying, guilt, mistrust
- May bring couple closer together
- Protects both from unintended pregnancy
- May support each other in going to the doctor or pharmacy
- Can help each other use a method correctly, consistently
- Lets you share beliefs
- Can make decisions together

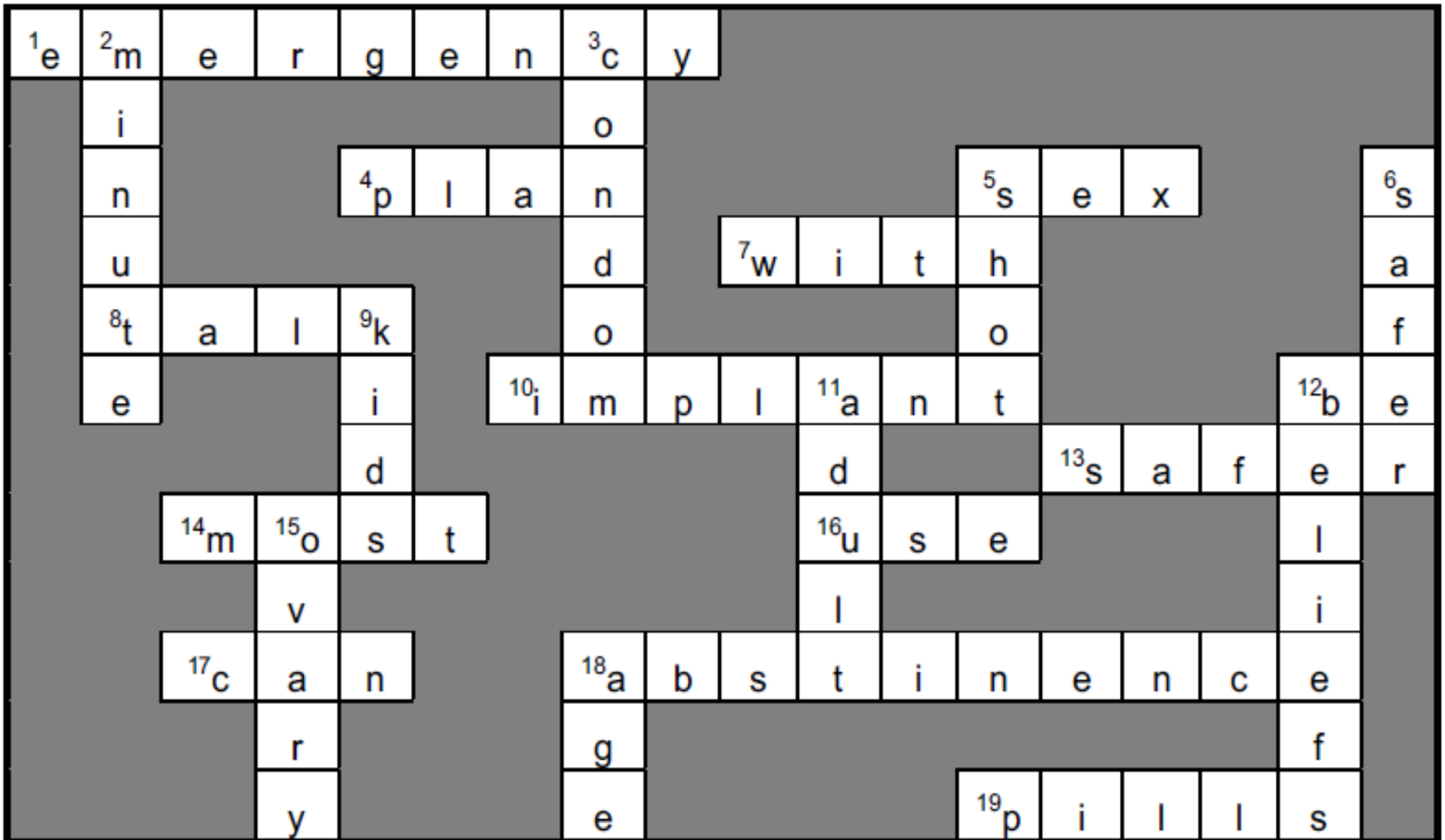
Worksheet

10. Where else besides this class, could a person get accurate up-to-date information about birth control?

- Parent/ Guardian
- Other trusted adult
- Family doctor
- Gynecologist
- Pharmacist
- Clergy
- Internet
- Public Library
- Family Planning Clinic, like planned parenthood

Worksheet

Answer key – Birth Control Worksheet:



SEXUALITY

The word "SEXUALITY" is rendered in a bold, three-dimensional serif font. The letters are white with a thick orange-brown outline, giving them a 3D appearance. The word is positioned diagonally, sloping upwards from left to right. Below the word, there are several dark blue, wavy, horizontal lines that resemble ripples on water, set against a solid medium blue background.

Write down your definition of the following...

■ BIOLOGICAL SEX

- whether a person's body is male or female

Question to help understand biological sex

‘When a baby is born, how do we know its sex?’

Scenario: a baby is born with *a naturally occurring variation*. This means the baby has genitals that are either a small penis or a large clitoris and the doctors aren't sure whether the baby is a girl or boy...what would help them determine the correct sex?

- **Answer:** If the baby had gonads (ovaries or testicles), the doctors would use them to help determine the baby's sex. The doctor would also analyze the baby's chromosomes (XX=girl XY=boy) and hormones.



- The doctor could figure out if the baby's brain is wired to be more male or more female.

If you consider yourself male: make a
mental picture of a *yellow square*
If you consider yourself female: make a
mental picture of a *green circle*

Easy...right?

I didn't have to specify the kinds of genital, gonads or
chromosomes you have for you to know which
instructions to follow....you just knew!

That's because you not only have *biological sex*, but also
GENDER IDENTITY. You were able to follow an
instruction based on your gender identity (you didn't
have to look in your pants to figure it out).

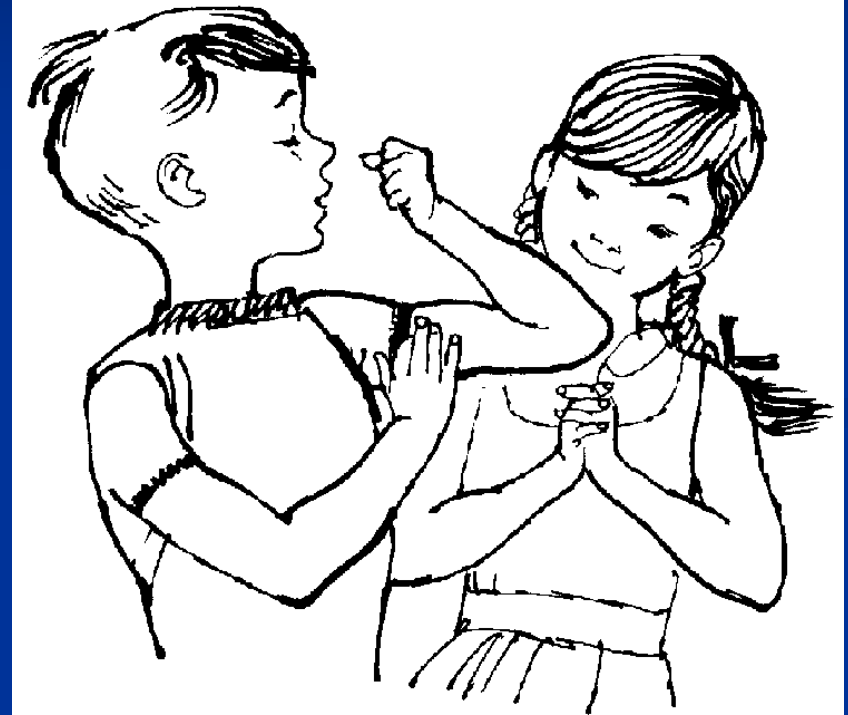


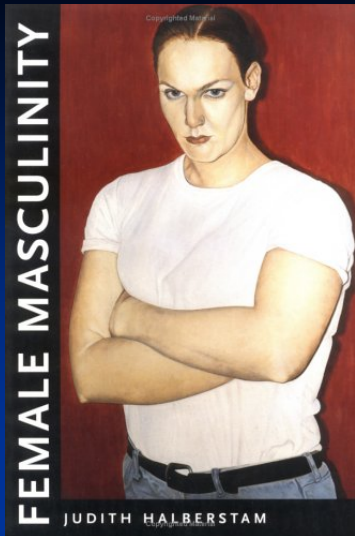
■ GENDER IDENTITY

- A person's sense on the inside that he or she is male or female (emotionally and spiritually, not just physically).

- Regardless of what your genitals or chromosomes look like, you know in your heart whether you feel like a girl or a guy.

- Most people feel like they are male or female and that's usually the same as their biological sex. When it's not, they may eventually describe themselves as transgender or transsexual





Trapped...

“Transgender” = someone whose gender identity is not the same as his/her biological sex at birth or someone whose most comfortable gender expression doesn't conform to his/her culture's expectations for people of his/her birth sex. That is, a very masculine girl or, a very feminine boy or man.

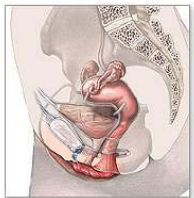
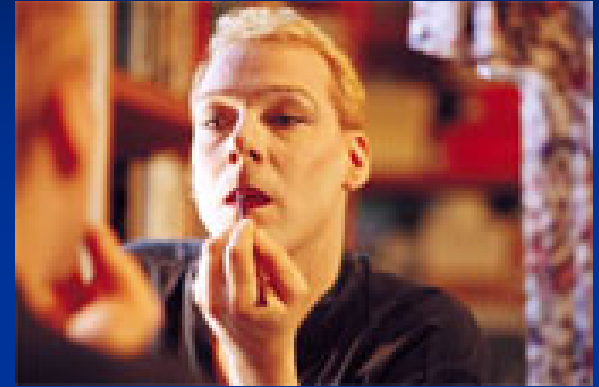
■ Transsexuals: people who believe that they are the opposite sex of the bodies they inhabit. Can only (legally & ethically) achieve their goals through intense psychological therapy (a licensed psychologist must give the go-ahead in order for the person to "become" their believed true gender) followed by surgery and prescription medicines



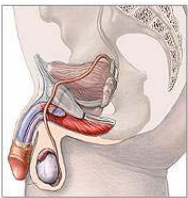
Sexuality Terms

■ Transvestites/Cross-dressers:

primarily heterosexual, mostly males who enjoy – or just feel comfortable in -- women's clothing. Gay men (drag queens) who wear women's clothing and act traditionally female do it for the fun of it & not so much as a sexual turn-on. Female impersonators are show-biz types who imitate women as a career choice; some are gay & some are straight.



Female reproductive system



Male reproductive system

ADAM

* Hermaphrodite: has both male and female reproductive organs.

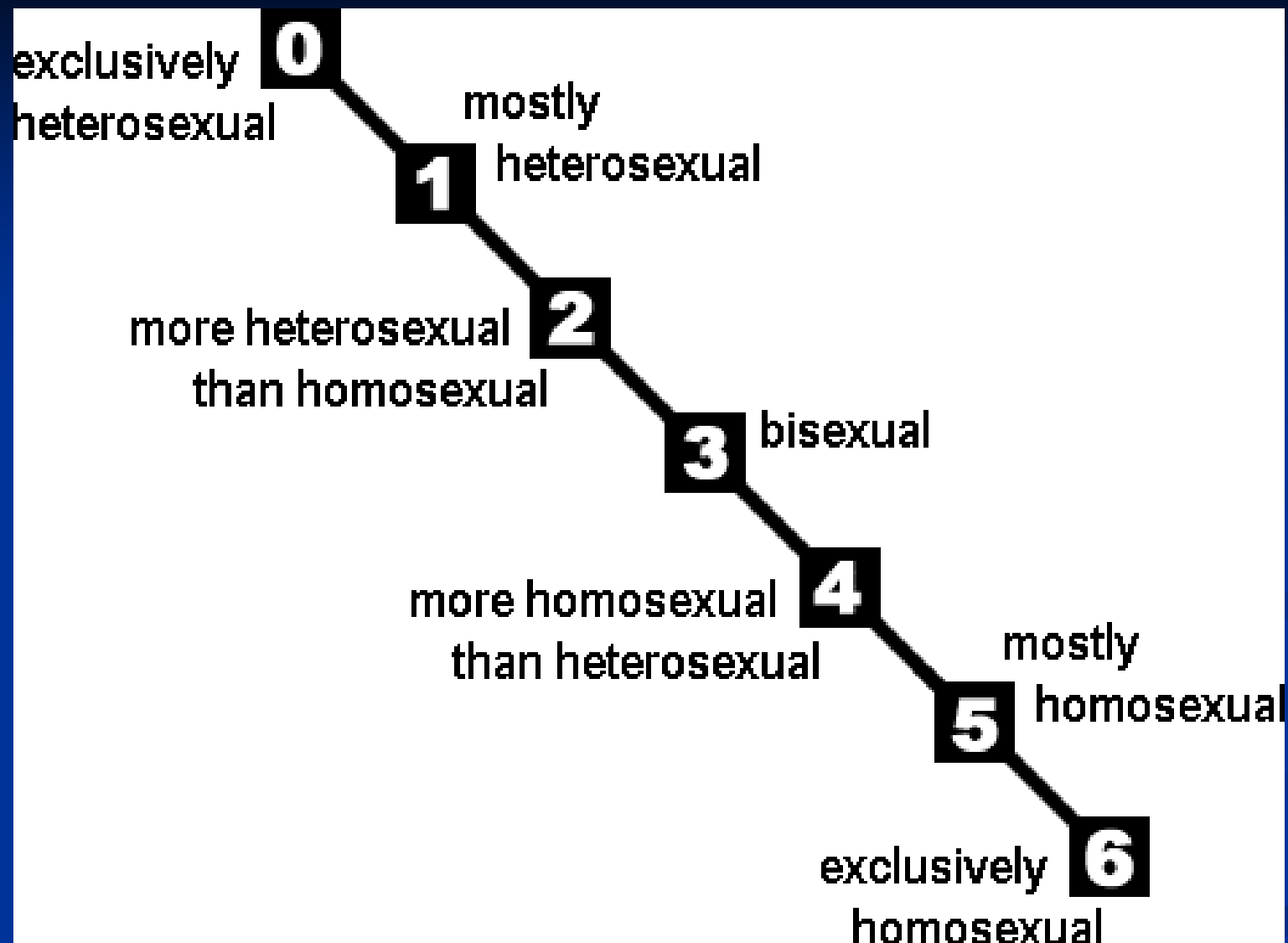
“Heterosexual Person” (straight) = someone who is most often attracted (romantically, physically, emotionally, spiritually, intellectually) to people of another gender (the “opposite sex”)

“Homosexual Person” (gay/lesbian) = someone who is most often attracted (romantically, physically, emotionally, spiritually, intellectually) to people of the same gender

“Bisexual Person” = someone who feels romantically attracted about as often to a man as to a woman, or who could fall in love with someone of either gender.

“Asexual Person” (nonsexuality) = describes lack of sexual attraction or interest in or desire for sex (1%)

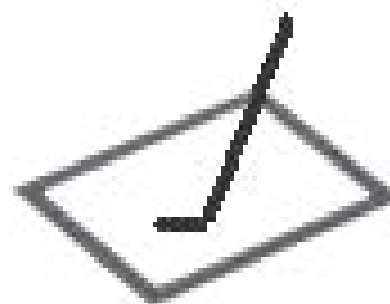
- 0 = **completely heterosexual**: only ever attracted to, dream about, have sexual touch with, or fall in love with people of the other gender
- 1 = **mostly heterosexual**: usually romantically attracted to people of the other gender, but have occasionally fantasized about, or had sexual feelings for, someone of own gender, perhaps with incidental same-sex experience
- 2 = **more heterosexual than homosexual**: have crushes, loves, possibly relationships with people of both genders, but somewhat more often with people of the other gender
- 3 = **bisexual**: romantically, spiritually, emotionally, intellectually, sexually attracted just as often to a man as to a woman, or able to fall just as much in love with a person of either gender
- 4 = **more homosexual than heterosexual**: have crushes, loves, possibly relationships with people of both genders, but somewhat more often with people of own gender
- 5 = **mostly homosexual**: usually romantically attracted to people of own gender, but have occasionally fantasized about, or had sexual feelings for, someone of the other gender, perhaps with incidental other-sex experience
- 6 = **completely homosexual**: only ever attracted to, dream about, have sexual touch with, or fall in love with people of own gender



Prevention

What is **PREVENTION!**

- A prevention or preventive measure is a way to avoid an injury, sickness, or disease in the first place, and generally it will not help someone who is already ill (though there are exceptions).
- *Do YOU use prevention in your life???*



False



True

Myths...

You CAN NOT get pregnant if
you have sex when you're
having your period...?

MYTH

THEY'VE DONE STUDIES?



- It's not likely for most women, but it **CAN** happen. It is possible for a woman to get pregnant from intercourse during her period, especially if her menstrual cycle is brief or irregular.

Condoms break frequently and really don't work.

- **FALSE!** When used correctly, condoms are 98% effective in preventing pregnancy. And latex condoms are the best way to avoid sexually transmitted infections for people who are sexually active.



Most breakage happens because condoms are used incorrectly.

Remember: STD/STI's are smaller than sperm!!! Condom tests say that out of a box of 12. 5-7 can leak.

- **They Should Put That On The Box!**

Most Teens Are Having Sex...

The 2013 national Youth Risk Behavior Survey indicates that among U.S. high school students:

Sexual Risk Behaviors

- 47% ever had sexual intercourse.
- 6% had sexual intercourse for the first time before age 13 years.
- 15% had sexual intercourse with four or more persons during their life.
- 34% had sexual intercourse with at least one person during the 3 months before the survey.
- 41% did not use a condom during last sexual intercourse.
- 14% did not use any method to prevent pregnancy during last sexual intercourse.
- 81% did not use birth control pills to prevent pregnancy during last sexual intercourse.



Reasons why teens think differently:

- 1) We receive thousands of impressions from the media that suggest it's true. Teens today spend between six and seven hours a day with some form of media. On prime-time TV alone there are about 10 instances of sexual behavior per hour. Combine that with sexual images on YouTube and in magazine ads, music videos, billboards, pop-ups, and movies, and it all adds up to A LOT of sexual content that we're being exposed to.
- 2) It seems like most teens are having sex is that there is a lot of bragging, rumors, gossip, and guessing amongst teens. All this speculation can start to feel like "the truth," but it really is just hearsay. Teens need to decide for themselves when they are ready for sexual activity and know that it is perfectly "normal" to wait.

Sex on TV

You can't get pregnant the first time you have sex ... or if you don't really have sex that often.

- *I didn't know I was pregnant!?!*
- *You can! You can!*
- If you are having unprotected sex you can get pregnant. Whether it is the first time or the one hundred and first time!
- It is even possible for a girl to get pregnant before she has her first period because an egg is released before menstruation can happen.



A DOCTOR CAN TELL IF A GIRL IS NOT A VIRGIN.



- Not generally. Even pelvic exams can't reveal if you've had vaginal intercourse.
- People used to think that if a woman's hymen (the thin membrane that stretches partway over the opening to the vagina) was perfectly intact a doctor could tell she was a virgin. But women are born with varying amounts of hymenal tissue. Some have so little that it may seem they have none at all. Many activities besides vaginal intercourse can stretch open the hymen. These include bike-riding, using tampons, or playing certain sports. For these reasons, the state of a woman's hymen is not a reliable indicator of whether she has had sex.

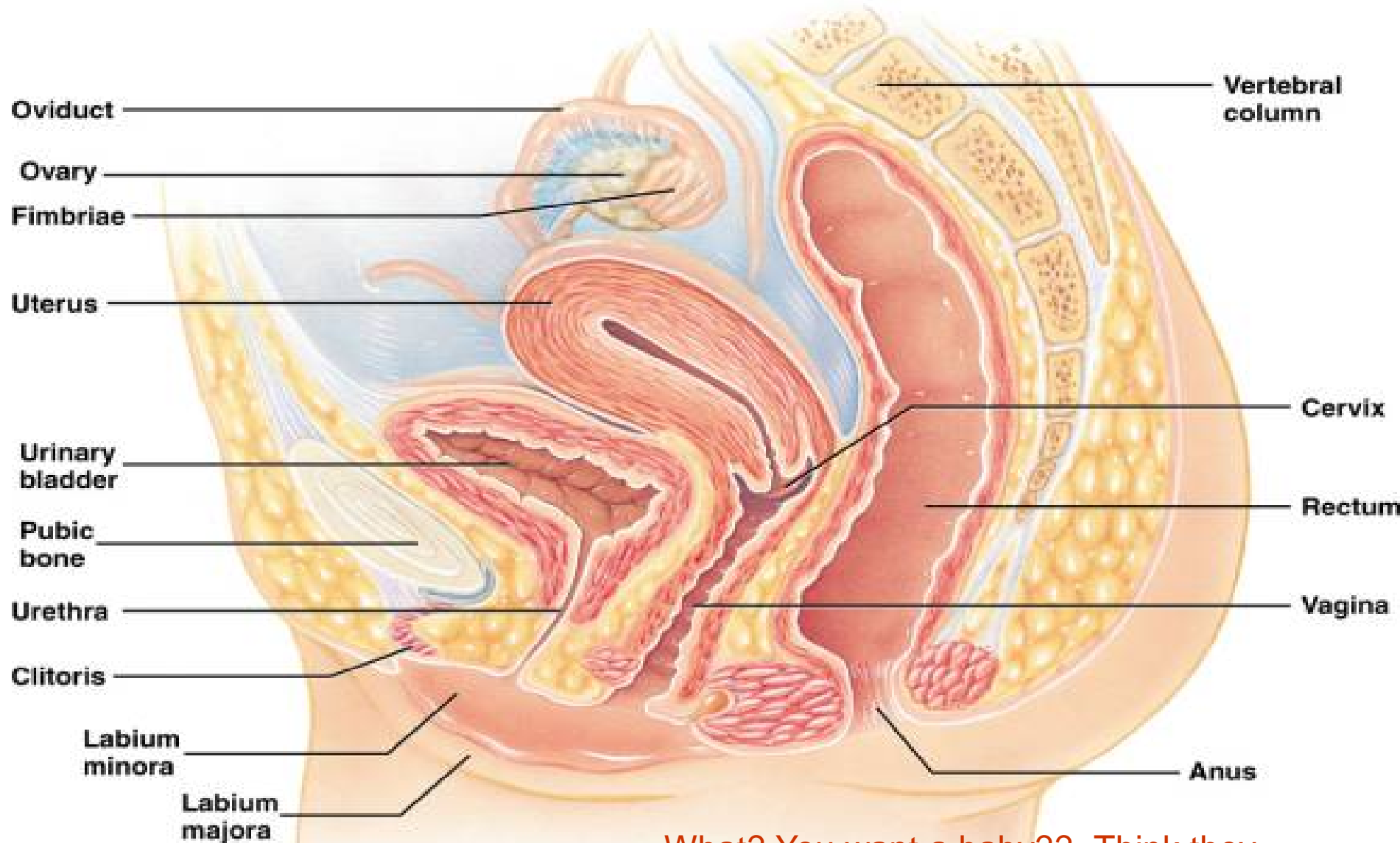




CONDOMS

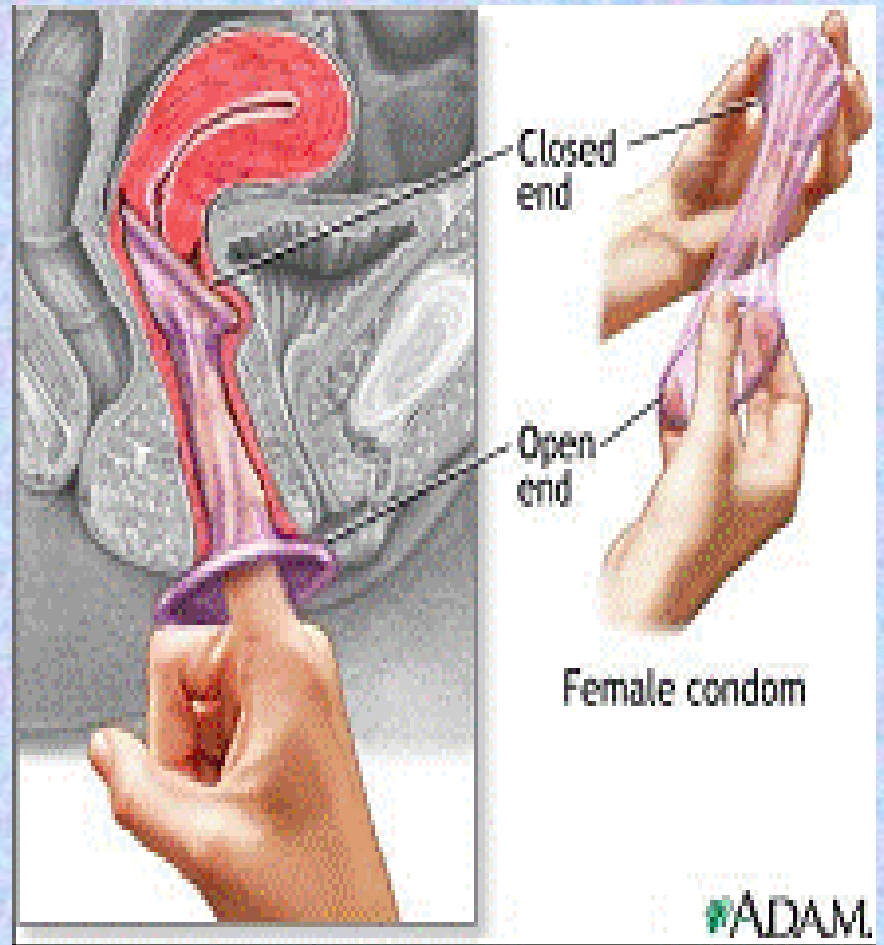
- The condom is made of latex or polyurethane that is placed on the penis just prior to intercourse to prevent sperm from entering the uterus.
- Latex condoms, when used consistently and correctly, provide the best available means of reducing the risk of transmission of many STD'S.
- Condoms also can reduce the risk of STD'S (oral, vagina, or anal sex) but only when the infected areas are covered or protected by the condom.
- The only 100% way to be free of STD's or pregnancy is abstinence.

Female Reproductive System



What? You want a baby?? Think they
are cute?

Female Condom



Female Condom

- Although it is not as effective at preventing pregnancy as the male condom (with an average failure rate of 21% per year), it is the only other effective method of preventing STDs aside from male condoms and abstinence.
- Has two soft, flexible rings at either end and is worn internally by the woman during sex.



DON'T DOUBLE UP!

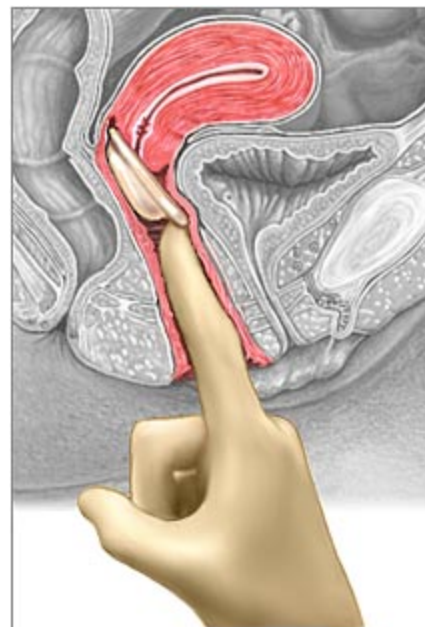
- It should also not be used with a male condom.

Diaphragm/Cervical Cap



- These barrier contraceptives require a prescription and initial fitting by a health care professional.
- The diaphragm is a soft rubber dome with a flexible rim that covers the cervix.

- The cervical cap fits snugly on the surface of the cervix.
- These will not protect from STD's.



Barrier method:
The diaphragm fits
over the cervical
opening, preventing
sperm from entering
the uterus

THE
PILL

Birth Control Pills

THE
PILL

HOW DOES IT WORK?

- Stops ovulation, preventing the ovaries from releasing eggs.
- Thickens cervical mucus, making it harder for sperm to enter the uterus.
- Hormones in the Pill prevent fertilization.



Take correctly for 3 months to be fully effective!!!

Always read the small print!!!

THE
PILL

THE
PILL

Risks to Birth Control Pills



Women with certain health conditions may not be able to use birth control pills.

Side Effects May Include:

Irregular bleeding or spotting

Nausea

Breast tenderness

Weight gain and/or water retention

Spotty darkening of the skin

Mood changes

Most side effects decrease or disappear after three months of continuous use.

Switching to another BCP formulation can also relieve side effects.

Remember: that the use of drugs (tobacco, antibiotics, illegal drugs, and other medication can alter the functioning of the pills)

Other side effects may occur...these are just the some of the common side effects.



Birth Control Patch

** The birth control patch, sold under the brand name Ortho Evra, is a relatively new form of contraception*

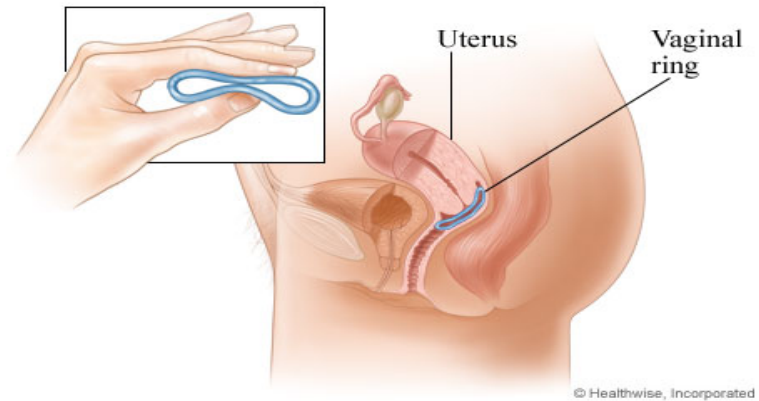
- The birth control patch is a thin, beige, 1¾-inch square patch that sticks to the skin.*
- It releases hormones through the skin into the bloodstream to prevent pregnancy.*



Since 2006 a warning label has been put on the patch with a increase chance of getting blood clots.



The Ring



- The Nuva Ring is a small ring that is inserted into the vagina, near the cervix
- It slowly releases estrogen and progesterone into your body.
- Like the combination birth control pill, the hormones work to suppress ovulation and thicken cervical mucus (thereby creating a natural barrier for sperm).
- Worn for 3 weeks, removed 1 week, re-inserted

- ***Side Effects of the Ring***

The most common ones include:

- Yeast Infections
- Vaginal Discharge and Irritation
- Sinus Infections
- Headaches/Migraines
- Weight Gain/ Nausea
- Mood Swings
- Heart Attack
- Stroke
- Cancer
- Blood Clots
- ETC....



Doesn't protect against
STD's!

Depo Provera (NOT Gardasil)

- *Depo Provera is a hormone injection that lasts for 3 months to prevent pregnancy.*
- *The injection contains synthetic progesterone and no estrogen. It is usually given in the the arm, hip, upper thigh, or abdomen, delivering a high level of progesterone into the body.*
- *Depo Provera stops the ovaries from releasing eggs.*

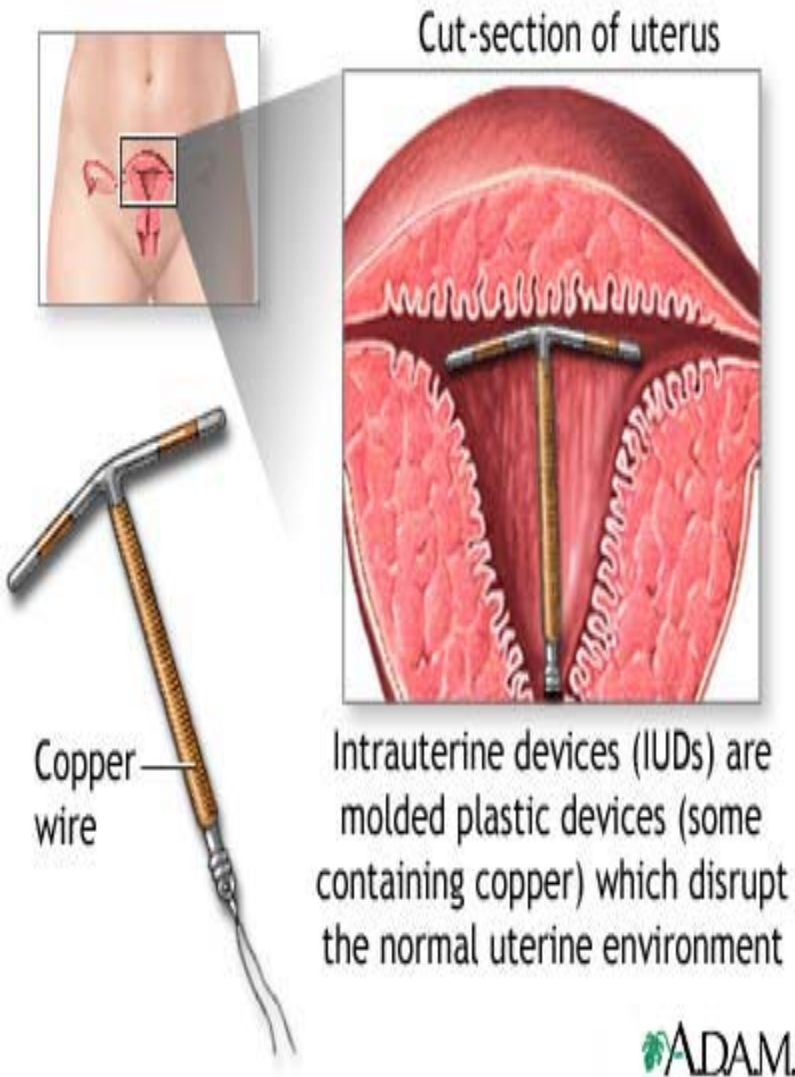
On a different note: (**Not** dealing with pregnancy prevention)



Gardasil, the First HPV Vaccine

- Gardasil, the HPV vaccine made by Merck & Co., was licensed for use in June 2006. It targets four types of HPV: 6, 11, 16 and 18. Types 16 and 18 lead to cervical cancer. HPV 6 and HPV 11 cause about 90% of genital warts.

IUD'S



- The IUD is a plastic, T-shaped device that is inserted by a health care professional into the uterus.
- One type of IUD, known as a "copper-T" IUD, is coiled with copper and can be kept in place for up to 10 years.
- However, you shouldn't use the IUD if you have any risk factors for pelvic inflammatory disease (PID) or have a recent history of pelvic inflammatory disease or experience heavy menstrual bleeding because a copper-IUD can increase heavy bleeding.

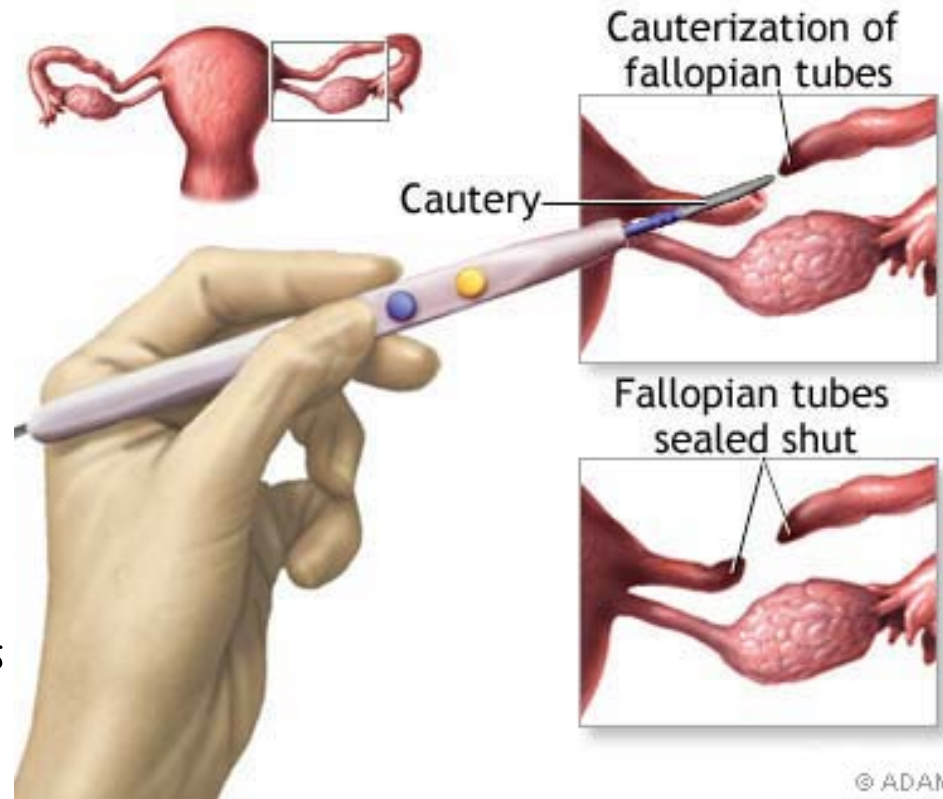


Spermicides

- Spermicides are nonprescription, non-hormonal chemical products containing the active ingredient nonoxynol-9 (N-9) or octoxynol-9 (O-9).
- They can be used alone or in combination with other barrier contraceptives.
- Spermicides are available as foam, cream, gel, suppository and film, and, when used with other barrier contraceptives, are more effective than either method used alone (from pregnancy – NOT STD's).

'Permanent' Contraception (Sterilization)

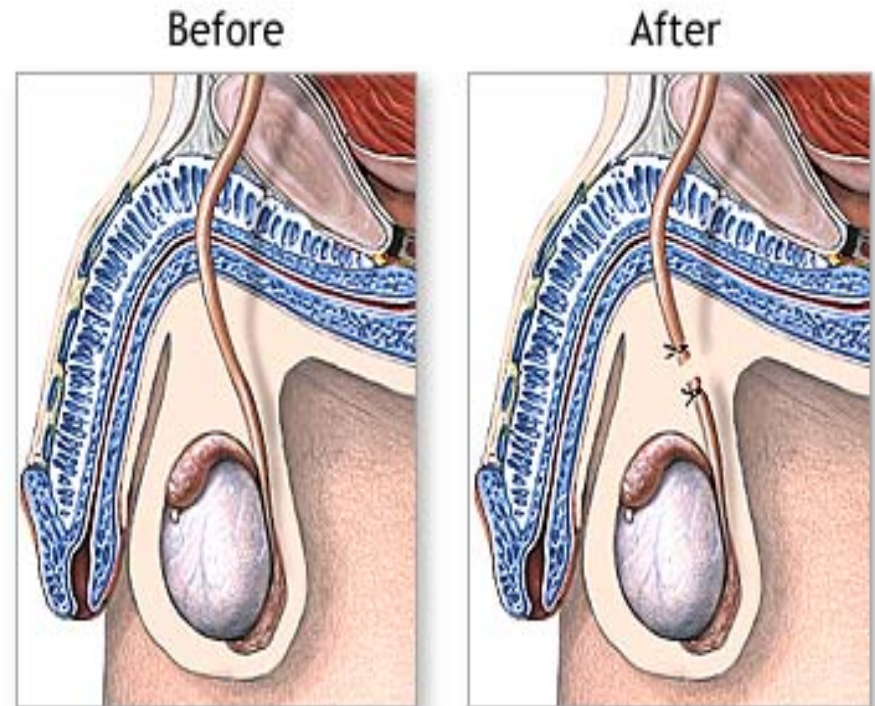
- ***Female Tubal ligation:*** With this type of sterilization procedure, your fallopian tubes are blocked with a ring or burned or clipped shut.
- This procedure is typically performed under general anesthesia in a hospital.
- The surgeon makes a small incision through the abdomen and inserts a special instrument called a laparoscope to view the pelvic region and tubes and to perform the procedure.
- Recovery typically takes four to six days or up to three months if complication happen.
- Risks include pain, bleeding, infection and other postsurgical complications, as well as an ectopic, or loss of sex drive.



These procedures are not usually preformed until 35yrs or older. These will not protect from STD's.

‘Permanent’ Contraception (Sterilization)

- *Male sterilization* is called a *vasectomy*.
- This procedure is performed in the doctor's office. The scrotum is numbed with an anesthetic, so the doctor can make a small incision to access the vas deferens, the tubes through which sperm travels from the testicle to the penis.
- The doctor then seals, ties or cuts the vas deferens. Following a vasectomy, a man continues to ejaculate, but the fluid does not contain sperm.
- Temporary swelling and pain are common side effects of surgery. A newer approach to this procedure can reduce swelling and bleeding.
- Recovery one day to a week.



The Plan Book

For the sexuality unit you will need to create a book based on the concepts we have discussed in class. You will be graded on the quality of your responses as well as your creativity. Each of these “chapters” should equal a typed, one page document. You are allowed to use your creativity in writing and design during this assignment!

- **COVER PAGE:** This page should include your name, **a creative title for the project (Different than “The Plan Book”)** and some pictures and/or clip art representing your project. Be creative, it’s part of your grade on this project!
- **ALL ABOUT SEX:** This page should contain your thoughts on sex. **NOT** your personal experiences, but things such as: Is it important to talk to your partner before deciding to have sex? Should people know the person for a certain amount of time, be in a relationship, be married, etc. before they have sex? Is there a certain age people should be before they have sex? How does someone know when they are ready to have sex?
- **ABORTION:** This page should include your thoughts on abortion. Are you pro-life or pro-choice? Why do you feel this way? Should abortions be legal or illegal in cases of rape or incest? Is there a certain number of weeks of pregnancy that abortions should be legal or illegal?
- **ADOPTION:** This page should include your thoughts on adoption. Do you think adoption is a positive or negative thing, why? Do you feel that it would be emotionally taxing on the mother and/or the baby to go through with adoption? Do you feel that a baby would be better off with a teenage birth mother/incapable parent or an adoptive family?
- **TEEN PARENTING:** This page should include your thoughts on teenagers being parents. What skills are required to be a good parent? Is it possible for a teen to a good parent? How would your life be different if you had a child? Should teen parents be required to take certain classes on how to be a good parent? Do you know teen parents? How would you make it work if you had to?
- **CONCLUSION PAGE:** This page should include what you have learned in the sexuality unit. Was there anything that you wanted to learn about that we didn’t in class? Have we instructed you about keeping yourself safe? Did I give you enough information on all topics? What was the most interesting or most educational portion of the sexuality unit?

NAME: _____

THE PLAN BOOK RUBRIC

(All chapters will be graded on: spelling, grammar, length (including your insight, thoughts, opinions typed out in a well-organized, thought-out manner). Each chapter should meet the requirements of a typed, one page document. Please be creative while writing, not just standard writing format!

- **COVER PAGE:** _____/10
- **ALL ABOUT SEX PAGE:** _____/20
- **ABORTION PAGE:** _____/20
- **ADOPTION PAGE:** _____/20
- **TEEN PARENTING PAGE:** _____/20
- **CONCLUSION PAGE:** _____/20
- **CREATIVITY:** _____/20
- **TOTAL POINTS:** _____/130

COMMENTS:

Pregnancy!



Am I Pregnant?

- "Am I pregnant?"
 - It's a really nerve-racking thought. But before you freak out, take a deep breath and take the following steps.
1. Access the situation!
 2. Did you get your period?
 3. Take a pregnancy test?
 4. Look at the timing of the last period and when you last had sex.
 5. Prepare for the situation?



YOU HAVE OPTIONS!

- Local Resources
 - Waterleaf Woman's Center (Eola and New York)
 - Will have a guest speaker during our time together
 - <http://www.waterleafwc.org/>
 - CareNet Pregnancy Services of Dupage
 - Will have a guest speaker during our time together
 - www.pregnanthelp.com
 - PASS IMPACT
 - Info in room, back board
- Many more options locally, check online.

Talk with your partner before you have sex!!!

1. *Have a plan before you have sex!*
2. *If you have a plan then you will know what each other will want to do and what to do if you get pregnant.*
3. *You can also have a plan for STD's!*
4. *Talk with you parents!*
5. *Don't change your mind in the middle because you don't have protection!*

Remember: You can't call something an accident if you already know the outcome of your actions!!!

SEX= BABY



Assess the Situation

- *Don't panic! (If you had sex you know the result should be pregnancy)*
- *So ask yourself if it's actually possible that you could be pregnant.*
- *What did you do, sexually speaking?*



Did You Get Your Period?

- It isn't possible to have a period and be pregnant.
- **But** it is possible to be pregnant and have vaginal bleeding that may seem to be a period.
- Keep in mind that while a missed period is a symptom of pregnancy, there are many other reasons why a girl might miss her period.
- Such as stress, illness, or a diet that's too low in fat.
- Of course, if you've been having unprotected vaginal intercourse and you've missed a period, a pregnancy test may be the wisest choice you can make.



Take a Pregnancy Test

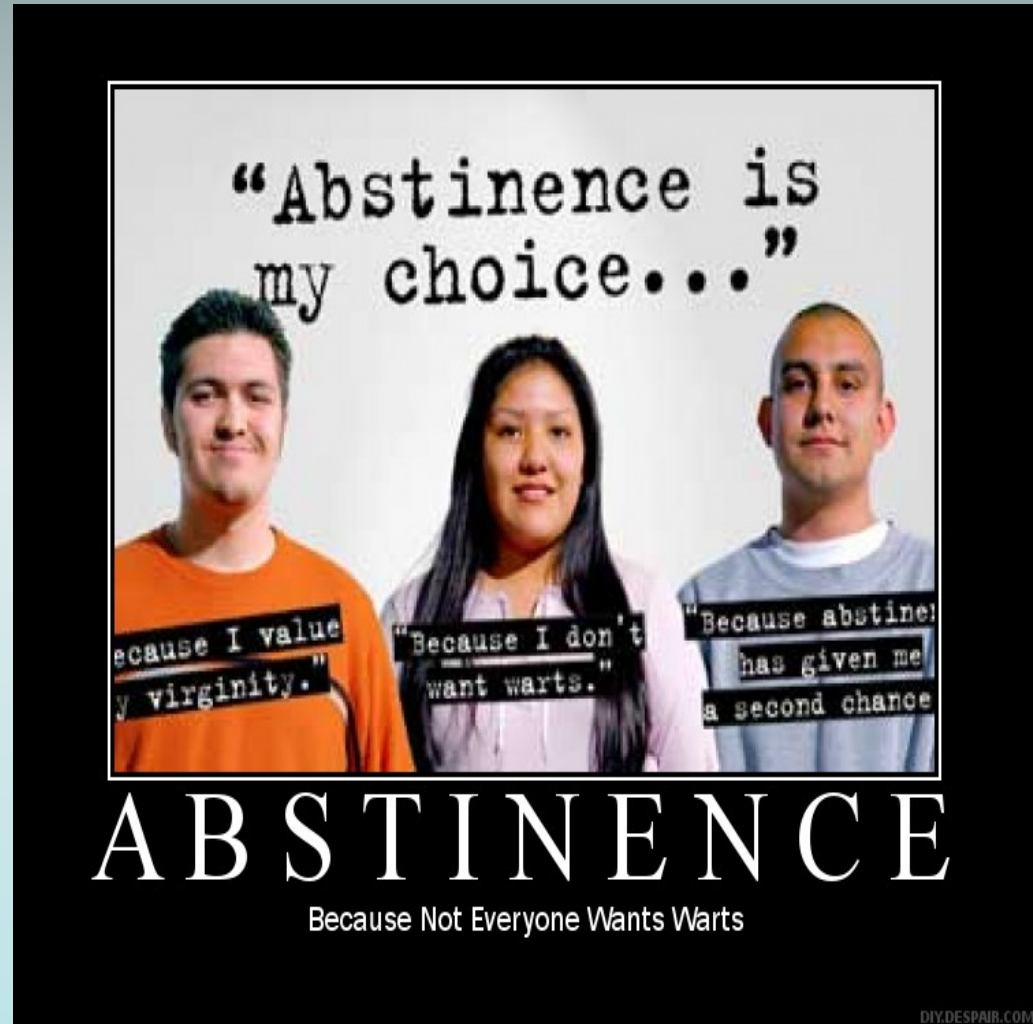
- If a woman thinks she might be pregnant, the first thing she needs to do is find out for sure, either by going to a health clinic for confidential testing or by taking a home pregnancy test.



- Home pregnancy tests are available at pharmacies, and they usually cost about \$8-15 in the U.S. Pregnancy tests are effective early as soon as a few days after a missed period.
- But be sure to follow exactly the directions on the package in order to get an accurate result.

It's All in the Timing

- *Keep in mind that it could take up to 14-17 (on average) after you have sex to find out if you are pregnant!*
- *Remember the video we watched at the beginning of this power point!*



If It's Positive ...

- *You have three choices if you are pregnant.*
 1. *You can choose to have a baby and raise the child.*
 2. *You can choose to have a baby and place the child for adoption.*
 3. *You can choose to have an abortion and end the pregnancy.*



FLIES SPREAD

DISEASES

SO KEEP YOURS

ZIPPED.



COOLVIRGINITY.COM

Birth Control Basics

Grade 7 and 8, Lesson #14

Time Needed

50 minutes

Student Learning Objectives

To be able to...

1. List at least four birth control methods, including abstinence, with no prompt.
2. Name seven methods, given a description of each.
3. Explain that any method is more effective than not using a method and is safer than pregnancy and childbirth.
4. List at least two good reasons to communicate with parents and loved ones about birth control.

Agenda

1. Explain the relevance of today's lesson.
2. Brainstorm birth control methods, including abstinence.
3. Introduce 7 methods, focusing on what each is and how it reduces pregnancy risk. (Use the *Birth Control Reference Sheets 1 and 2* and, optionally, display actual methods.)
4. Have students, individually or in small groups, fill out the second page of *Reference Sheet 1*. Discuss and debrief it.
5. Answer students' verbal and anonymous questions.
6. Optional: Assign homework.

Note: The teacher's script is indicated by italics. This script is meant to be a guide for teachers who might find it helpful.

Materials Needed

Classroom Materials: (1 per class)

- Optional set of birth control methods¹
(Should include a card with "NO".)

Student Materials: (1 per student)

- *Birth Control Reference Sheets 1 and 2*
- OPTIONAL: *Family Homework Exercise: Birth Control*
- OPTIONAL: *Birth Control Worksheet*

Activities:

1. Explain the relevance of today's lesson.

Explain that today's lesson is focusing on PEOPLE, not just teens, and emphasize that you are not assuming that all your students - or even the majority - are having intercourse:

Today's lesson is on birth control. We are doing this lesson for three reasons. Some people have intercourse in their teens. For them, knowing about birth control is important. That's one reason we're studying it. Other people choose not to have intercourse in their teens, but almost everyone - even those who wait until marriage or who are gay or lesbian - will have intercourse at some time in his or her life. So, the second reason we're doing this is that most of you will want to make decisions about birth control some day.

The third reason is that I want you to be able to help your friends and brothers and sisters figure out what's truth and what's myth. The teen community is one another's most common source of sexual information and, often, misinformation. Today, you can learn the difference, so you can help other people you care about to prevent unplanned pregnancies.

2. Brainstorm birth control methods, including abstinence.

Ask the class, **"If a person wanted to NOT have a baby this year, what could he or she do?"** (Answer: *Use abstinence or some other kind of birth control.*)

Point out that each culture, religion and family has its own beliefs about which method(s), if any, are OK. Today you will focus on which ones are legally available, not on individuals' beliefs. Suggest that students find out what their religion (if they have one) and their parent(s) or guardian(s) believe.

Brainstorm all the kinds of birth control anyone in the class has heard of. If they include non-methods like douching (which doesn't work), male pills (which don't exist yet), or abortion (which doesn't prevent pregnancy and is therefore not counted as a method of birth control) list them separately from actual methods. This lesson will cover just 7 of the 17 methods² (see endnote for an explanation of why we chose these 7 to focus on) available in the United States – those bolded in the list here – but write on the board any of these that students may know about, **adding just the bolded ones** they may forget or not have heard of:

- BEHAVIORAL: **abstinence**, withdrawal, fertility awareness, **combining two methods** (e.g., condoms with a hormonal method, like the pill).
- BARRIER: "male" **condom**³, "female" condom⁴, diaphragm.
- HORMONAL: the **pill**, the patch, the vaginal ring, the **shot** (Depo-Provera), the **implant** (Implanon), hormonal IUD (Mirena intra-uterine device), emergency contraceptive (**Plan B**) pills.
- SPERMICIDES: foam, cream, gel, suppositories, tablets, film and the sponge.
- OTHER: copper IUD (intra-uterine device), sterilization.

3. Introduce 7 methods, focusing on what each is and how it reduces pregnancy risk. (Use the *Birth Control Reference Sheets 1 and 2*, and optionally display actual methods.)

Hand out the *Birth Control Reference Sheet 1*. Describe each of the 7 methods utilizing the *Birth Control Reference Sheet 2* for speaker notes. Emphasis should be on what each method is and how it reduces pregnancy risk. It is probably not necessary in 7th and 8th grade to go into much detail about how a method is used, its benefits, its side effects, its medical risks, its cost, etc. If questions about these issues are asked, do answer them to the best of your knowledge (or say "I don't know"), but we don't recommend raising them yourself.

If you have your district's approval, hold up each method as you describe it. We recommend this because students find them much easier to visualize if they can actually see them. We do not recommend passing the devices around. Very few middle school classes have sufficient maturity.

If you do not consider yourself knowledgeable enough to do such a lecture/demonstration, it is fine to use a guest speaker – your school nurse or a family planning educator -- instead (see page 8 in your **FLASH** binder for suggestions regarding working with guest speakers).

4. Have students, individually or in small groups, fill out the second page of *Birth Control Reference Sheet 1*, using *Birth Control Reference Sheet 2*. Discuss and debrief it.

Hand out *Birth Control Reference Sheet 2*. Allow students five minutes to try, individually or in small work groups, filling in the second page of the *Birth Control Reference Sheet 1*. Encourage guessing. It will help you uncover myths and misconceptions. Require pencil so students can correct any misunderstandings, incorrect guesses, and counter-productive attitudes in the discussion that will follow.

Creative alternatives: Post questions 1-7 around the room and have small groups rotate to the stations and use markers to propose answers (a different color marker for each small group). Debrief those seven questions. Then give each small group *either* question 8, 9 or 10. As they report back, everyone fills in their *Reference Sheet*.

As you debrief through discussion, elicit as much input from students as possible. Be careful to affirm students for contributing their answers, even when their answers are wrong. These are some points to raise and emphasize as you review the answers:

1. Which method of birth control works 100% of the time (if people are careful to "use" it all of the time)?
 - **Abstinence** ... *but only if sperm are not ejaculated on the woman's genitals.*
2. If a hundred couples had intercourse for a year without any kind of birth control, how many would start a pregnancy?
 - **About 85⁵** ... *in other words, MOST of them (Some of the other 15 couples out of the hundred are fertile, but it may take them longer to become pregnant. Some of the other 15 couples are infertile. Of the 85 couples, some got pregnant on their first*

intercourse of year. Others got pregnant on the 5th, 12th, or 30th time of having intercourse, etc.)

3. Of the seven kinds of birth control on the first side of this reference sheet, name three that are more than 90% effective in preventing pregnancy? (Accept any 3 of these 5)
 - **abstinence** ... *nobody really knows how well people do, on average, at sticking to the decision, but it works 100% of the time that it is actually accomplished*
 - **Implanon** (the implant) is 99.95% effective ⁶
 - **combining two methods** (e.g., condoms with a hormonal method) ... *nobody has studied the effectiveness of combining two methods but it would be higher than either alone and it would also reduce STD risk*
 - **Depo** (Depo-Provera, the shot) is typically 97% effective ⁷
 - **The pill** is typically 92% effective ⁸

Bottom line: These are 92-100% effective in actual use. So how many pregnancies would 100 average couples have after using one of these for a year? 8 or fewer!

What if students ask about condoms and Plan B? *Condoms are almost as effective against pregnancy as these other 5 options (85% typically).⁹ With Plan B it depends when she takes it. If a woman takes it in the first 24 hours after she has unprotected sex or after a condom breaks, it reduces pregnancy risk by up to 95%.¹⁰ That percentage drops each day, though it can be used up to 5 days after sex.*

4. Which methods give the most protection from STDs (sexually transmitted diseases)?
 - **Abstinence**
 - **Condom**

Bottom line: Only abstinence is a guarantee, but it has to mean abstaining not only from vaginal sex, but also oral and anal sex in order to really protect people from STDs.

5. Which methods are safer than having a baby?

- **All of them** ... *and especially abstinence*

Prescription methods are only safe under doctor's orders, of course.

6. Which methods can teenagers get without parental consent?

- **All of these** ... *which is not to imply that this is ideal*

Although we realize that in an ideal world every child could share this "coming-of-age" decision with his or her family, the law recognizes that some families can't / don't talk about sexual issues, and the most important thing is helping people prevent unintended pregnancy.

7. What contraceptive method can be used to prevent pregnancy following unprotected intercourse or a birth control failure (e.g. if a condom breaks)? The sooner a woman takes it, the better it will work.

- **Plan B**

To be most effective it must be taken as soon as possible, but within 120 hours (5 days) of unprotected intercourse. This can reduce the risk of pregnancy by 89% on average and up to 95% taken the first day. ¹¹ Men and women age 17 or older can get it at a pharmacy or clinic without a prescription. ¹² Women under age 17 can get it at clinics, doctors' offices and, in Washington and some other states, from some pharmacists. ^{13, 14} People need to call ahead.

8. Why is it good to talk with your parents, guardians or other trusted adults about birth control, if you can?
 - *avoids secrecy, lying, guilt, mistrust*
 - *may bring family closer together*
 - *may offer support in going to the doctor or pharmacy*
 - *may offer help in decision-making about intercourse or about birth control, from their experience*
 - *lets you share beliefs*
9. Why is it good to talk with your boyfriend/girlfriend/husband/wife about this if you can?
 - *avoids secrecy, lying, guilt, mistrust*
 - *may bring couple closer together*
 - *protects both from unintended pregnancy*
 - *may support each other in going to a doctor or pharmacy*
 - *can help each other use a method correctly, consistently*
 - *lets you share beliefs*
 - *can make decisions together*
10. Where else besides this class, could a person get accurate up-to-date information about birth control?

<ul style="list-style-type: none"> • <i>Parents or Guardians</i> • <i>Other trusted adults</i> • <i>Family Doctor</i> • <i>Gynecologist</i> • <i>Family Planning Clinic, like Health Department or Planned Parenthood</i> • <i>Facts of Life Line (sexuality educators are available to answer your questions live by phone Monday-Thursday, from 3-6pm Pacific Time at 888-307-9275; otherwise you get recorded information on various sexual health subjects)</i> 	<ul style="list-style-type: none"> • <i>Pharmacist</i> • <i>Clergy</i> • <i>Internet</i> • <i>Public Library</i>
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5. Answer students' verbal and anonymous questions.

6. Optional: Assign homework.

Possible assignments might be...

- *A Family Homework Exercise: Birth Control*
- *The Birth Control Worksheet*

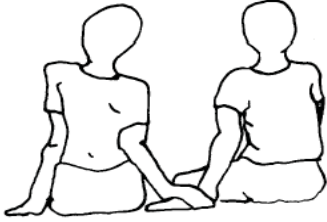



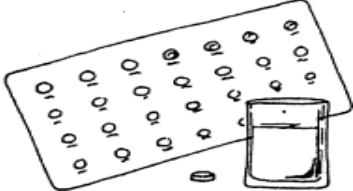


[illegible]

Birth Control Reference Sheet 1

Name _____

Date _____

Seven of the ways people can reduce the risk of pregnancy.

 <p>abstinence</p>	 <p>Implanon or the implant</p>	 <p>condom PLUS another method</p>
 <p>Depo or the shot</p>	 <p>the pill</p>	 <p>condoms</p>
 <p>Plan B or emergency contraception</p>		

Birth Control Reference Sheet 1, continued ...

1. Which method of birth control works 100% of the time (if people are careful to “use” it all the time)?

2. If a hundred couples had intercourse for a year without any kind of birth control, how many would start a pregnancy? Circle one.

15 35 55 75 85

3. Of the seven kinds of birth control on the first side of this reference sheet, name three that are more than 90% effective in preventing pregnancy.

4. Which methods give the most protection from STDs (sexually transmitted diseases)?

5. Which methods are safer for most people than having a baby?

A _____ of t _____

6. Which methods can teenagers get, without parental consent?

A _____ of t _____

7. What contraceptive method can be used to prevent pregnancy after unprotected intercourse or a birth control failure (e.g. if a condom breaks)? The sooner a woman takes it, the better it will work.

P _____ B

Birth Control Reference Sheet 1, continued ...

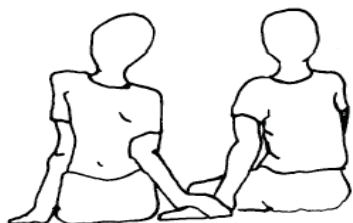
8. Why is it good to talk with your parents, guardians or other trusted adults about birth control, if you can?

9. Why is it good to talk with your boyfriend/girlfriend/husband/wife about this, if you can?

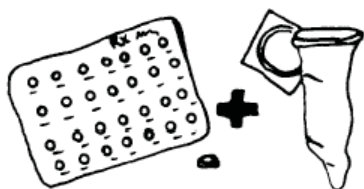
10. Where else, besides this class, could a person get accurate up-to-date information about birth control?

Birth Control Reference Sheet 2: A Birth Control Glossary

Abstinence, also called celibacy or "saying no," is the most effective way to not start a pregnancy. When it's used to prevent pregnancy, abstinence means not having sexual intercourse (not putting the penis in the vagina) and not ejaculating near the opening of the vagina.



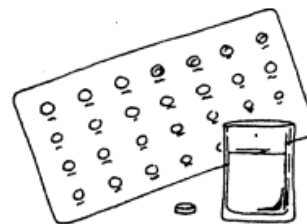
Combining Two Methods -- For extra protection, couples can combine a condom with another method of birth control (for example: birth control pills). A combination like this will help cut down the risk of pregnancy, HIV and many other sexually transmitted diseases (STDs).



Condoms, also known as rubbers, are like very thin, very strong gloves. A condom is worn over the penis to catch the sperm so they can't enter the uterus and fallopian tubes. Condoms can be bought in a drugstore. They can only be used once and then thrown away. They cut down the risk of pregnancy, HIV and other STDs.



Pills, also known as oral contraceptives, are hormones (like the ones already in her body) that keep a woman's ovaries from releasing eggs as long as she keeps taking them. They must be prescribed by a health care provider. She takes one pill by mouth at the same time every day (not just when she has intercourse).



The Shot, also known as Depo-Provera or depo, is made of hormones. It's given into a woman's muscle (in her arm or hip) and lasts 3 months. It keeps her ovaries from releasing eggs. The shot must be prescribed by a health care provider; she needs to get a shot every 12 weeks.



The Implant, also known as Implanon, is one small tube that is placed under the skin of a woman's upper, inner arm. It prevents pregnancy for up to 3 years by releasing a hormone that prevents her ovaries from releasing eggs. It must be prescribed by a health care provider (a doctor or nurse practitioner). The woman must go to her health care provider's office to have it put in or removed, which only takes a few minutes.



Emergency Contraception, also known as EC, the morning after pill, and Plan B, are one or two pills that, when taken soon after intercourse, can prevent pregnancy. Women who have had unprotected intercourse, whose method of birth control has failed (such as a condom breaking), or who have been forced to have intercourse can take EC to prevent pregnancy. This will not harm the pregnancy if she does become pregnant. EC is different from the "abortion pill". It does not work if a woman is already pregnant.



The pills should be taken within 120 hours (5 days) after intercourse, but the sooner that a woman takes the pills, the better chance she has at preventing an unplanned pregnancy (up to 95%).

They're available from a doctor, at many health clinics, at emergency rooms, and in Washington and some other states from some drug stores. The website <http://ec.princeton.edu> has information about nearby clinics and drug stores that have EC pills, but it is always a good idea to call ahead.

Note: Using the pill, the shot, the implant or Plan B alone does not protect against STDs or HIV. They can be used together with a condom to cut down the risk of HIV and other STDs.

Family Homework Exercise: Birth Control

ALL FAMILY HOMEWORK EXERCISES ARE OPTIONAL

First: The student has created the "*Birth Control Reference Sheet 1*" in class. The adult should begin by reading it, too.

Next: Discuss together what your culture, your religion, and the two of you believe about:

- **Family Size**

What is the ideal family size? Why?

If a couple chooses not to have children, are they still a family?

What is a good age to have a first child?

Who is responsible for the children?

- **Birth Control**

What kinds are OK, if any? Why?

Are some kinds of birth control wrong, in your opinion? Which kinds? Why?

Does it depend on whether a person is married?

What if they are developmentally delayed? otherwise disabled? have a genetic disease?

What if they just don't want a baby now?

Whose responsibility is birth control, the man's or the woman's?

- **Parental Consent**

Do you agree or disagree with the laws that say teens can get non-prescription birth control from any drug store without their parents' permission? Why?

What about prescription methods from doctors?

If you're a parent, would you hope your child would or would not tell you if he or she were using or wanted to use a birth control method besides abstinence? Why?

NOTE: Turn in a Family Homework Confirmation Slip by _____, if you want credit.



FAMILY HOMEWORK CONFIRMATION SLIP

We have completed "Family Homework Exercise: Birth Control".

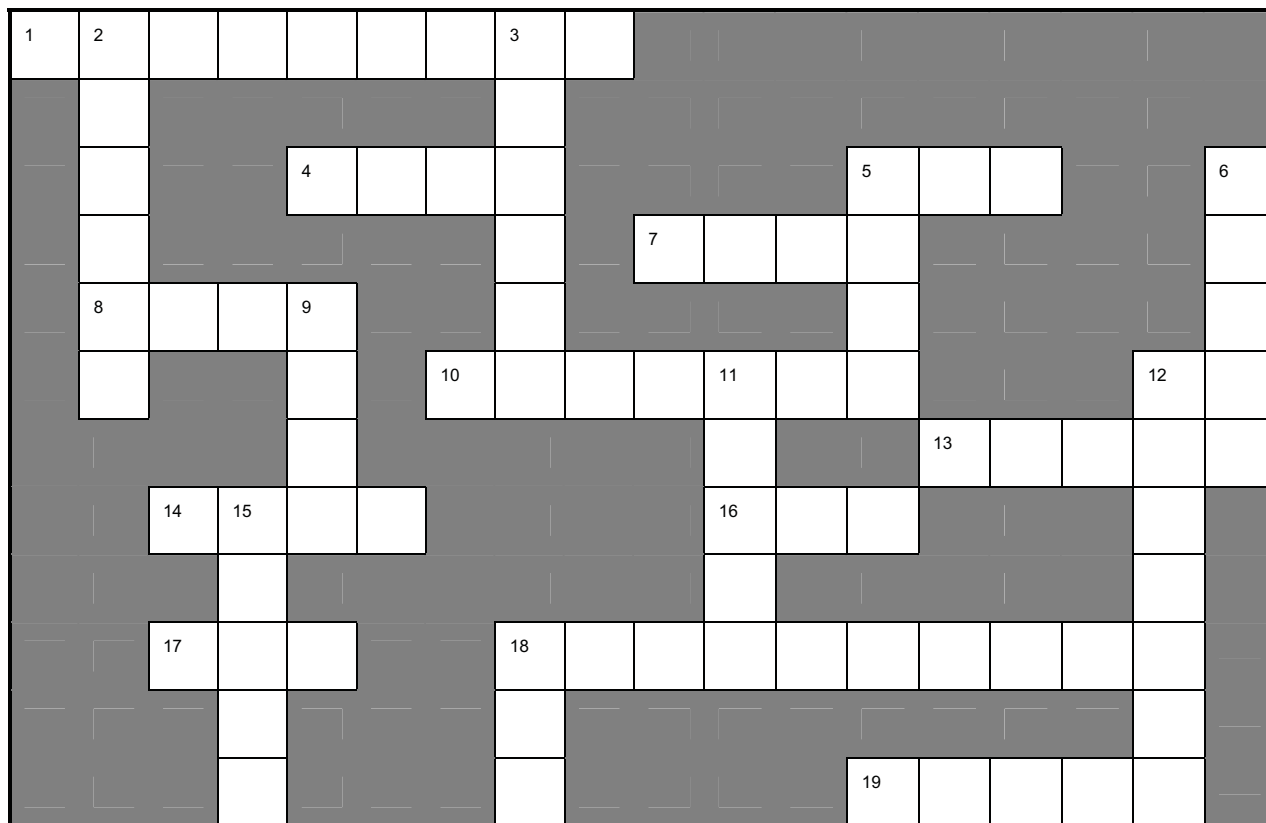
Date: _____

Student's signature: _____

Adult's signature: _____

Birth Control Worksheet

Name _____ Date _____



ACROSS

1. Another name for Plan B is _____ contraception.
4. The brand name for the kind of birth control that people use up to 5 days **after** sex is _____ B.
5. Not all touch includes _____ and even sexual touch doesn't have to include intercourse.
7. People can use a condom _____ another method of birth control to increase their protection against pregnancy and *also* reduce their risk of giving or getting germs.
8. If a person is too embarrassed to _____ about birth control, they might be happier waiting to share sexual touch.

ACROSS, continued ...

10. Implanon is the brand name for birth control that a health care provider can _____ just under the skin of a woman's arm to protect her from pregnancy for three years.
12. If you have correct information, even if you don't need birth control yourself, you can _____ a health educator for your friends and family.
13. Every kind of birth control is _____ than having a baby.
14. _____ people would start a pregnancy within one year if they had intercourse and did not use any kind of birth control. Some would even start a pregnancy the very FIRST time they had intercourse.
16. If a couple wants to be extra careful, they may _____ two methods of birth control at the same time ... like condoms and a hormonal method (such as birth control pills).
17. People _____ start a pregnancy the first time they have intercourse. They _____ even start one WITHOUT intercourse, if sperm are ejaculated on the genitals.
18. _____ is the only 100% perfect birth control, if people do it all the time.
19. Hormones that a woman can take by mouth, to keep from releasing any eggs, are called birth control _____.

DOWN

2. It takes less than a _____ to put a condom on or in. It can also take less than a _____ to start a pregnancy. Think about it.
3. A _____ or "rubber" is worn over the penis. It keeps the sperm away from the egg. It also cuts down both people's risk from germs that can cause STDs (sexually transmitted diseases).
5. Depo is another name for a _____ a woman can get every 3 months to keep from getting pregnant.
6. Even the least effective birth control is _____ than not protecting each other ... and the ones we studied today were all at least 92% effective.
9. If a couple wants to wait until they are older to start a family or they already have enough _____ they need to abstain (not allow sperm inside the woman's vagina) or else use birth control.
11. It's a good idea for teens to talk with a trusted _____ about birth control, if they can.
12. Each family and religion has its own _____ about birth control. Now is a good time to talk about them.
15. Birth control pills stop eggs from being release from a woman's _____ so they can't get fertilized by a sperm cell.
18. People of any _____ can get birth control in most states.

NOTES & REFERENCES

- ¹ A set of birth control methods may be purchased from Planned Parenthood education department or if you teach in King County, Washington, contact your local Health Educator at Public Health - Seattle & King County - see links below:
<http://www.plannedparenthood.org/ppgnw/birth-control-resource-kit-23208.htm>
<http://www.kingcounty.gov/healthservices/health/locations>
- ² The **FLASH** curricula introduce all 17 methods in high school (**9/10 FLASH**). We focus on these 7 in middle school for the following reasons:
- a) **abstinence**, because it is always available and protects against disease, although we don't know typical user effectiveness rates
 - b) **combining condoms and a hormonal method**, in order to encourage BOTH pregnancy and STD prevention, although we don't know typical user effectiveness rates
 - c) **condoms**, because they are effective against pregnancy (85% typical use rate; 98% perfect use rate, per Contraceptive Technology, 19th Rev. Ed., Hatcher, Robert A. et al, 2007) and also protect against disease
 - d) **emergency contraception**, because it is all that's available after the fact and it is very effective if used soon after sex, reducing pregnancy risk somewhat for up to 5 days (WomensHealth.gov, a site run by the U.S. Department of Health and Human Services, explains, "Consider that about 8 in 100 women who have unprotected sex one time during the fertile part of their cycle will become pregnant. If these 100 women take progestin-only ECPs [like Plan B], about 1 will become pregnant." Retrieved August 18, 2009: <http://womenshealth.gov/faq/emergency-contraception.cfm#c>)
 - e) **the pill**, because it is very effective (92% typical use rate; 99.7% perfect use rate, per Contraceptive Technology, 19th Rev. Ed.) and a very common choice among teens (see the Centers for Disease Control publication "Teenagers in the United States: Sexual Activity, Contraceptive Use, and Childbearing, 2002" retrieved August 18, 2009: http://www.cdc.gov/nchs/data/series/sr_23/sr23_024.pdf)
 - f) **the shot** (Depo-Provera), because it is extremely effective (97% typical use rate; 99.7% perfect use rate, per Contraceptive Technology, 19th Rev. Ed.) and a very common choice among teens
 - h) **the implant** (Implanon), because it is the *most* effective reversible contraceptive (99.95% in typical and perfect use, per Contraceptive Technology, 19th Rev. Ed.)
- ³ Although this is called a "male" condom, it can be worn on a penis or used on a sex toy.
- ⁴ Although this is called a "female" condom, it can be used by any gender, vaginally or anally.
- ⁵ Hatcher, Robert A. et al (2007) Contraceptive Technology (19th Rev. Ed.) New York: Ardent Media, Inc.
- ⁶ *ibid* (Hatcher is also cited here http://www.acog.org/publications/patient_education/ab020a.cfm by the American College of Obstetrics and Gynecology, retrieved August 18, 2009)
- ⁷ *ibid*
- ⁸ *ibid*
- ⁹ *ibid*
- ¹⁰ Office of Population Research & Association of Reproductive Health Professionals (2009) *Answers to Frequently Asked Questions About ... Effectiveness*. Retrieved August 18, 2009 from The Emergency Contraception Website: <http://ec.princeton.edu/questions/effect.html>
- ¹¹ *ibid*
- ¹² *FDA ... Lowers Age for Obtaining Two-Dose Plan B Emergency Contraceptive without a Prescription*. (2009) Retrieved August 18, 2009 from U.S. Food and Drug Administration web site: <http://www.fda.gov/Drugs/DrugSafety/PostmarketDrugSafetyInformationforPatientsandProviders/UCM109775>
- ¹³ Washington State Pharmacy Association. *Service to Minors*. Retrieved August 18, 2009 from the Pharmacy Access Project Web site: www.go2ec.org/pdfs/WA_ServiceToMinors.pdf
- ¹⁴ *Providing Health Care to Minors under Washington Law*. Retrieved August 20, 2009 from the Washington State Department of Health Web site: www.doh.wa.gov/CFH/fprh/4-Resource-Exch/MinorCare-06.pdf