

# Syllabus for Released-Time Bible Education

## Campbell County Christian Learning Center



**Course Title:** CLC Introductory New Testament

**Instructor:** TBD (holding valid Tennessee teaching license)

**Class Time:** Monday-Friday, designated class period set by Campbell County High School

**Location:** Hillcrest Baptist Church Campus – Campbell County Christian Learning Center

**Textbook:** Gospel Foundations, Volumes 5-6 (Lifeway), Holy Bible (King James Version, English Standard Version, or preferred translation)

**Supplies Needed:** Binder or Notebook, Pencil or Pen

### Learning Objectives:

1. To introduce to students to the Gospel accounts of Jesus Christ, history of the early Christian Church, and the apostle Paul's teachings in the New Testament.
2. To teach students that the Bible is a historical document and is true, trustworthy, and transformational.
3. To help students understand that, according to the Bible, God founded His Church through the apostles who proclaimed the teachings of Jesus Christ.
4. To enable students to know the basic historical facts of the New Testament during and after the earthly life of Jesus Christ.
5. To lead students to see the wondrous nature and character of God revealed through His interaction with mankind in biblical history and teachings.
6. To equip students with practical steps to develop a biblical worldview and defend what they believe.
7. To help students understand how their beliefs impact their personal lives, others, and their future.

### Related TN Standards:

#### Reading –

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

9-10.RI.KID.2 Determine a central idea of a text and analyze its development; provide an objective or critical summary.

9-10.RI.CS.5 Analyze how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text.

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

#### Speaking & Listening –

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

#### Writing –

9-10.W.RBPK.9 Support and defend interpretations, analyses, reflections, or research with evidence found in literature or informational texts, applying grade band 9-10 standards for reading to source material.

#### Social Studies –

AH.08 Describe the origins and central features of Judaism and its distinctions from other early religious traditions: • Key Person(s): Abraham, Moses • Sacred Texts: The Tanakh (Hebrew Bible) • Basic Beliefs: monotheism, Ten Commandments, emphasis on individual worth and personal responsibility

AH.31 Describe the origins, central features, and diffusion of Christianity: • Key Person(s): Jesus, Paul • Sacred Texts: The Bible • Basic Beliefs: monotheism, sin and forgiveness, eternal life, Jesus as the Messiah

**Grading Scale:**

**A** 90-100

**B** 80-89

**C** 70-79

**D** 60-69

**F** 0-59

**Grading Curriculum:**

10% - Personal Reflection & Writing

10% - Research & Presentations

40% - Daily Assignments

40% - Assessments

**Attendance Policy:** Success in this class is dependent on your presence and participation. It is highly encouraged that you attend every class. If you must miss a class, please contact the instructor prior to missing when possible to obtain material that is going to be missed. A student who misses this class without an excuse will not be permitted to makeup the work. Excused absences are at the discretion of the instructor. Your safety is our priority. If a student misses this class after being released by Campbell County Comprehensive High School, that student may forfeit his or her ability to take this class.

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**Textbook:** Gospel Foundations, Volumes 1-4 (Lifeway), Holy Bible (King James Version, English Standard Version, or preferred translation)

**Supplies Needed:** Binder or Notebook, Pencil or Pen

### Learning Objectives:

1. To introduce to students to a chronological study of the Bible.
2. To teach students that the Bible is a historical document and is true, trustworthy, and transformational.
3. To help students understand that, according to the Bible, God created the universe and mankind.
4. To enable students to know the basic historical facts of the Old Testament leading up to the New Testament gospel accounts.
5. To lead students to see the wondrous nature and character of God revealed through His interaction with mankind in biblical history and through His Son, Jesus Christ.
6. To equip students with practical steps to develop a biblical worldview and defend what they believe.
7. To help students understand how their beliefs impact their personal lives, others, and their future.

### Related TN Standards:

#### Reading –

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

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9-10.RI.CS.5 Analyze how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text.

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#### Speaking & Listening –

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

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9-10.W.RBPK.9 Support and defend interpretations, analyses, reflections, or research with evidence found in literature or informational texts, applying grade band 9-10 standards for reading to source material.

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AH.08 Describe the origins and central features of Judaism and its distinctions from other early religious traditions: • Key Person(s): Abraham, Moses • Sacred Texts: The Tanakh (Hebrew Bible) • Basic Beliefs: monotheism, Ten Commandments, emphasis on individual worth and personal responsibility

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## **CAMPBELL COUNTY SCHOOLS CONTRACT SERVICES AGREEMENT**

This contract for contracted services the "contract" is made and entered into this 1<sup>st</sup> day of July 2023 between the Campbell County Schools and Larry Leffew the Provider. For and inconsideration of the mutual promise set forth in the contract the parties do mutually agree as follows:

1. **Obligations of Provider:** The Provider hereby agrees to provide professional services and technical expertise as follow:

The provider proposes to provide regulatory services and operational consulting for the Wynn Habersham School under the following terms:

1. Services shall be provided under a contract agreement.
2. Services shall be provided for and annual fee of \$8,000.00
3. Payment for services shall be made monthly in the amount of \$666.67
4. Regulatory services, as defined below, should not require regular site visits.
5. Operational consulting services, as defined below, will require a minimum of two site visits each month and additional side visits as needed.

### Regulatory Services-

Provide regulatory oversight and reporting as required by the NPDES permit.

### Operational Consulting-

Operational consulting shall consist of trouble shooting operational /regulatory problems and shall include any action necessary for regulatory compliance not requiring tool or apparatus and having no cost. All non-routine facility maintenance is the owner's responsibility.

The NPDES permit requires facility operation and monthly regulatory reporting during the months when school is out for summer break. The \$8,000.00 fee includes operational consulting and regulatory reporting for the entire year.

All maintenance requirements must be addressed within the specified timeframe to ensure regulatory compliance. The Provider maintain, in good standing. Wastewater Operator License issued by the State of Tennessee.

2. **Obligations of the District:** The District agrees to pay the above stated contracted services at a rate of \$666.67
3. **Terms:** The services described in the contract will be provided from July 1, 2023 to June 30, 2024.

4. **Termination for convenience:** The District may terminate this contract at any time as its complete discretion upon twenty (20) calendar day notice in writing from the District to the Provider prior to date of termination. In addition, all finished or unfinished documents and other material produced by the Provider pursuant to this contract shall at the request of the District be turned over to it and become its property.
5. **Termination for Default:** The District may terminate this contract immediately and without prior notice upon breach of this contract by the Provider.
6. **Terms and Methods of Payment:** Provider shall submit to the District monthly invoices itemized by the number of hours worked and the date that such services were provided, and the amount owed to the Provider.
7. **Relationship of Parties:** The provider is an Independent Consultant and not any employee of the District.
8. **Contract Modifications:** This contract may be amended only by the written amendments duly executed by and between the District and the Provider.
9. **Entire Agreement:** This contract constitutes and expresses the entire agreement and understanding between the parties concerning the subject matter of this contract. This document, the purchase order, if any used in connection herewith and any other document incorporated in this contract be reference supersede all prior and contemporaneous discussions, promises, representations, agreements, and understandings relative to the subject matter of this contract.
10. **Severability:** If any provision of this contract shall be declared invalid or unenforceable, the remainder of the contract shall continue in full force and effect.
11. If any issues arise under this contract that have to be litigated proper venue will be Campbell County, Tennessee and the prevailing party will be entitled to recover all costs including attorney's fees.

**IN WITNESS WHEREOF, the parties have hereunto set their hands and seals the day and year indicated below:**

**District** BY: \_\_\_\_\_

**Provider** BY: \_\_\_\_\_

**Board Chairman** BY: \_\_\_\_\_

**Finance Director** BY: \_\_\_\_\_

## **Association Days/Leave**

Officers or official representatives of the Professional Education Association will be granted 15 days leave per school year to conduct association business and not charged accumulated leave when business takes place during school time.

No one person will be allowed to take more than 5 days per school year without the permission of the Director of Schools and no more than 2 days in succession. If a substitute is required, the board will be reimbursed by the association.

Association representatives will be allowed to visit schools where teachers are assigned to conduct association business under the following conditions:

1. Immediately upon arrival on the school site, the association representative will report to the office and indicate the purpose of such visit to the principal or his/her designee. The association representative will sign in/out at each school as well as upon their return to their school.
2. Visits will not disrupt or interfere with a teacher who is engaged in classroom activities requiring student attendance without the principal's consent.

Examples of association business but not limited to:

New teacher/employee orientation

Correction/collection of fall/spring membership rosters

Anyone needing representation

State/National association events

Membership enrollment events (conducted each semester)

## DIRECTOR OF SCHOOLS EVALUATION FORM

The Director of Schools is ultimately responsible for all workings of the school district. While many of the specifics of the day-to-day operations of the district are the primary responsibility of designated employees, the director has final say over all activities.

Scoring instructions: Please assess the Directors performance by scoring each item in the listed category. Indicate on the line to the left of each statement the numeral which best describes your opinion of the director's job performance. The rating scales should reflect the following:

- |   |                                   |  |
|---|-----------------------------------|--|
| 3 | Performance is above expectations | Consistently meets or exceeds expectations |
| 2 | Performance meets expectations.   | Usually meets expectations.                |
| 1 | Performance is below expectations | Seldom meets expectations                  |

### SCHOOL BOARD EVALUATION 75% OF TOTAL EVALUATION

#### RELATIONSHIP WITH THE BOARD

1. \_\_\_\_ Keeps the board informed on issues, needs, and operation of the school system.
2. \_\_\_\_ Offers professional advice to the board on items requiring board action, with appropriate recommendations based on study and analysis.
3. \_\_\_\_ Advises on the need for new/or revised policies and interprets and executes the intent of board policy.
4. \_\_\_\_ Creates a working relationship with the Board that results n a shared vision both short-term and long-term goals for the district based on input from the leadership team.
5. \_\_\_\_ Meets deadlines and follows up on commitments and assignments.
6. \_\_\_\_ Maintains a positive working relationship with the board.



## PERSONNEL

1. \_\_\_\_ Works with administrators and principals to employ the most qualified staff for the school district.
2. \_\_\_\_ Reports to the Board employment, and/or dismissal of personnel.
3. \_\_\_\_ Treats all personnel fairly, without favoritism or discrimination while insisting on performance of duties.
4. \_\_\_\_ Reports unsatisfactory service and takes appropriate action.
5. \_\_\_\_ Holds all district staff accountable for achieving district learning and teaching goals.
6. \_\_\_\_ Holds all staff accountable for attendance.

## COMMUNITY RELATIONSHIPS

1. \_\_\_\_ Gains respect and support of the community on the conduct of school system operation.
2. \_\_\_\_ Represents the school system before the public – maintains a high profile of publicity and public relations.
3. \_\_\_\_ Develops good relationships with the news media to disseminate information about school activities and school achievement.
4. \_\_\_\_ Practices two-way communication with parents and community.
5. \_\_\_\_ Understands the importance of acknowledging concerns and celebrating accomplishments.
6. \_\_\_\_ Effectively communicates with stakeholder groups the successes and shortcomings of the district.
7. \_\_\_\_ Establishes an environment of trust among staff, students, parents and the community at large

## PERSONAL QUALITIES

1. \_\_\_\_ Has a sense of professional effectiveness and belief in his capability to affect positive leadership in the district.
2. \_\_\_\_ Understands the diversity and culture of the school district.
3. \_\_\_\_ Maintains high standards of ethics, honesty, and integrity; models the behavioral and philosophical values of the district.
4. \_\_\_\_ Devotes her time and energy effectively to her job.
5. \_\_\_\_ Works well with individuals and groups
6. \_\_\_\_ Demonstrates professionalism in dress, speech, and written communication.

## ACADEMIC PERMORMANCE 25% of TOTAL EVALUATION

### PRIORITY OBJECTIVE FOR ACADEMIC PERFORMANCE

A director of schools in partnership with the community is to promote and strive to provide an environment for a lifetime of learning and Empower every student for success.

District final accountability determinations based on the following scare:

<b>Exemplary or Advancing</b>	<b>3</b>
<b>Satisfactory</b>	<b>2</b>
<b>In Need of Improvement</b>	<b>1</b>