



**Meeting the challenge, Exceeding expectations  
and Continuing our legacy of excellence**

**Committee**

Monday, March 29, 2021 5:00 PM

Board Room

520 East 9th Street

Imperial, NE 69033

**Agenda**

- I. Receive an update from the district's social studies department on how they are addressing all of the state required regulations that are set in place.
- II. Go through state legislature 79-724 to make sure our social studies standards are in compliance.

**79-724. Committee on American civics; created; duties; school board, State Board of Education, and superintendent; duties.**

It is the responsibility of society to ensure that youth are given the opportunity to become competent, responsible, patriotic, and civil citizens to ensure a strong, stable, just, and prosperous America. Such a citizenry necessitates that every member thereof be knowledgeable of our nation's history, government, geography, and economic system. The youth in our state should be committed to the ideals and values of our country's democracy and the constitutional republic established by the people. Schools should help prepare our youth to make informed and reasoned decisions for the public good. Civic competence is necessary to sustain and improve our democratic way of life and must be taught in all public, private, denominational, and parochial schools. A central role of schools is to impart civic knowledge and skills that help our youth to see the relevance of a civic dimension for their lives. Students should be made fully aware of the liberties, opportunities, and advantages we possess and the sacrifices and struggles of those through whose efforts these benefits were gained. Since young people are most susceptible to the acceptance of principles and doctrines that will influence them throughout their lives, it is one of the first duties of our educational system to conduct its activities, choose its textbooks, and arrange its curriculum in such a way that the youth of our state have the opportunity to become competent, responsible, patriotic, and civil American citizens.

(1) The school board of each school district shall, at the beginning of each calendar year, appoint from its members a committee of three, to be known as the committee on American civics, which shall:

(a) Hold no fewer than two public meetings annually, at least one when public testimony is accepted;

(b) Keep minutes of each meeting showing the time and place of the meeting, which members were present or absent, and the substance and details of all matters discussed;

(c) Examine and ensure that the social studies curriculum used in the district is aligned with the social studies standards adopted pursuant to section 79-760.01 and teaches foundational knowledge in civics, history, economics, financial literacy, and geography;

(d) Review and approve the social studies curriculum to ensure that it stresses the services of the men and women who played a crucial role in the achievement of national independence, establishment of our constitutional government, and preservation of the union and includes the incorporation of multicultural education as set forth in sections 79-719 to 79-723 in order to instill a pride and respect for the nation's institutions and not be merely a recital of events and dates;

(e) Ensure that any curriculum recommended or approved by the committee on American civics is made readily accessible to the public and contains a reference to this section;

(f) Ensure that the district develops and utilizes formative, interim, and summative assessments to measure student mastery of the social studies standards adopted pursuant to section 79-760.01;

(g) Ensure that the social studies curriculum in the district incorporates one or more of the following for each student:

(i) Administration of a written test that is identical to the entire civics portion of the naturalization test used by United States Citizenship and Immigration Services prior to the completion of eighth grade and again prior to the completion of twelfth grade with the individual score from each test for each student made available to a parent or guardian of such student; or

(ii) Attendance or participation between the commencement of eighth grade and completion of twelfth grade in a meeting of a public body as defined by section 84-1409 followed by the completion of a project or paper in which each student demonstrates or discusses the personal learning experience of such student related to such attendance or participation; or

(iii) Completion of a project or paper and a class presentation between the commencement of eighth grade and the completion of twelfth grade on a person or persons or an event commemorated by a holiday listed in subdivision (6) of this section or on a topic related to such person or persons or event; and

(h) Take all such other steps as will assure the carrying out of the provisions of this section and provide a report to the school board regarding the committee's findings and recommendations.

(2) All social studies courses approved for grade levels as provided by this section shall include and adequately stress contributions of all ethnic groups to (a) the development and growth of America into a great nation, (b) art, music, education, medicine, literature, science, politics, and government, and (c) the military in all of this nation's wars.

(3) All grades of all public, private, denominational, and parochial schools, below the sixth grade, shall devote at least one hour per week to exercises or teaching periods for the following purpose:

(a) The discussion of noteworthy events pertaining to American history or the exceptional acts of individuals and groups of Americans;

(b) The historical background, memorization, and singing of patriotic songs such as the Star-Spangled Banner and America the Beautiful;

(c) The development of respect for the American flag as a symbol of freedom and the sacrifices of those who secured that freedom; and

(d) Instruction as to proper conduct in the presentation of the American flag.

(4) In at least two of the three grades from the fifth grade to the eighth grade in all public, private, denominational, and parochial schools, time shall be set aside for the teaching of American history from the social studies curriculum, which shall be taught in such a manner that all students are given the opportunity to (a) become competent, responsible, patriotic, and civil citizens who possess a deep understanding of and respect for both the Constitution of the United States and the Constitution of Nebraska and (b) prepare to preserve, protect, and defend freedom and democracy in our nation and our world.

(5) In at least two courses in every high school, time shall be devoted to the teaching of civics and American history as outlined in the social studies standards adopted pursuant to section 79-760.01, during which specific attention shall be given to the following matters:

(a) The Declaration of Independence, the United States Constitution, the Constitution of Nebraska, and the structure and function of local government in this state;

(b) The benefits and advantages of representative government, the rights and responsibilities of citizenship in our government, and the dangers and fallacies of forms of government that restrict individual freedoms or possess antidemocratic ideals such as, but not limited to, Nazism and communism;

(c) The duties of citizenship, which include active participation in the improvement of a citizen's community, state, country, and world and the value and practice of civil discourse between opposing interests; and

(d) The application of knowledge in civics, history, economics, financial literacy, and geography to address societal issues.

(6) Appropriate patriotic exercises suitable to the occasion shall be held under the direction of the superintendent in every public, private, denominational, and parochial school on George Washington's birthday, Abraham Lincoln's birthday, Dr. Martin Luther King, Jr.'s birthday, Native American Heritage Day, Constitution Day, Memorial Day, Veterans Day, and Thanksgiving Day, or on the day or week preceding or following such holiday, if the school is in session.

(7) Every school board, the State Board of Education, and the superintendent of each school district in the state shall be held directly responsible in the order named for carrying out this section. Neglect thereof by any employee may be considered a cause for dismissal.

**Source:** Laws 1949, c. 256, § 19, p. 697; Laws 1969, c. 705, § 1, p. 2705; Laws 1971, LB 292, § 3; R.S.1943, (1994), § 79-213; Laws 1996, LB 900, § 398; Laws 1999, LB 272, § 86; Laws 2011, LB544, § 1; Laws 2019, LB399, § 1.

#### **Cross References**

**Flag display requirements**, see section 79-707.

**79-724. Committee on American civics; created; duties; school board, State Board of Education, and superintendent; duties.**

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*work towards  
both parties*

*X*

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Classroom level

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8th grade

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H.S.

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what groups?

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Noteworthy events

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- Have books  
put flag out  
5th grade

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**Cross References**

**Flag display requirements, see section 79-707.**

4th grade if Absorb the flag

if meeting

4th 12th books

5th and 6th Social Studies Meyer

1st semester 5th grade - Regions of the United States,  
Founding of the United States  
Nebraska Standards covered - 5.1.1, 5.1.2,  
5.3.1, 5.3.2, 5.3.5, 5.4.1, 5.4.2, 5.4.3

Methods used: Lecture  
Textbook- American History (Holt)  
Internet Activities or searches

2nd semester 5th grade - Events leading to Revolutionary War  
Revolutionary War  
Civil War  
Nebraska Standards covered - same as  
above

1st semester 6th grade - World History  
Development of Ancient Empires  
Nebraska Standards covered - 6.1.1, 6.1.2,  
6.3.1, 6.3.4, 6.4.1

Methods used- Lecture  
Textbook- American History (Holt)  
Internet Activities or searches

2nd semester 6th grade- World History  
Development of Ancient Empires  
Nebraska Standards covered - 6.1.1, 6.1.2,  
6.3.1, 6.3.4, 6.4.1

Methods used- Lecture  
Textbook- American History (Holt)  
Internet Activities or searches

The assessments I use are chapter tests and quizzes. Generally, we use our Fridays for working on Seterra, an online games to help learn geography.

7th and 8th Social Studies      Burrell

1st Semester 7th grade - World Geography

Nebraska Standards covered - 7.3.1 - 7.3.2 - 7.3.3 - 7.3.4 - 7.3.

Methods used: Lecture

Film

Internet Activities - Same as 7th grade 2nd semester

Textbook - World Geography - Holt - McDougal

2nd Semester 7th Grade - CIVICS

Nebraska Standards covered - 7.1.1 - 7.1.2

Methods used: Lecture

Film

Internet Activities ie - [citizenhipstudyguide.com](http://citizenhipstudyguide.com) - seterra - [icivics.org](http://icivics.org) - quizziz

Textbook - Civics In Practice - Principles of Government and Economics

8th Grade - American History - All year with integration of 7th grade civics review

Nebraska Standards covered - 8.4.1 - 8.4.2 - 8.4.3 - 8.4.4 - 8.4.5

Methods used: Lecture

Film

Internet Activities - Same as 7th grade

Textbook - United States History - Beginnings to 1877

My method of meeting the Civics requirements begin in the 7th grade. We go over the citizenship written test as a class to make sure students have a basic understanding of the U.S. government. Once this is accomplished the students have the rest of the year to pass the on-line test. If they receive a 100% they get a certificate to hang on the wall. If a student does not get a 100% they will receive the grade earned.

The students 8th grade year begins with review of the citizenship test. They will also have the entire year to accomplish a 100% on the on-line test.

Assessments that I use throughout the year are History and Geography oral presentations using slides.

Chapter written reviews

Chapter sections quizzes - (usually around 2-3 per week, these include a combination of matching, fill in the blank, and true - false)

Ch. Tests

I will at times assess class discussion.

I agree that teaching flag etiquette is important and Careers class would be a great place to implement these types of activities. Careers class at this time is not being offered for next year. The only other option would be to take time out of Civics class.

The Ethnic groups discussed and their contributions take place mostly in 8th grade History. We discuss how the Asian groups were discriminated against during the California Gold Rush and how they overcame discrimination to become highly successful business people.

We cover the Native American groups from their migration through North and South America. We study the Black Americans from their journey from Africa to the Americas and their eventually gaining freedom from centuries of slavery.

7th and 8th Social Studies      Burrell

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Methods used: Lecture

Film

Internet Activities - Same as 7th grade 2nd semester

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## American Government Nebraska Standards:

### Standards

- SS 12.1.1 Students will analyze and evaluate the foundation, structures, and functions of the United States government as well as local, state, and international governments. Nebraska Grades 9, 10, 11, 12 Social Studies
- SS 12.2.10 Students will analyze the roles and responsibilities of government in various economic systems. Nebraska Grades 9, 10, 11, 12 Social Studies
- SS 12.4.1 (US) Students will analyze how major past and current US events are chronologically connected, and evaluate their impact(s) upon one another. Nebraska Grades 9, 10, 11, 12 Social Studies
- SS 12.4.4.c (US) Evaluate how decisions affected events in the United States (e.g., Supreme Court Decisions, revolutions, alliances, treaties) Nebraska Grades 9, 10, 11, 12 Social Studies

Summarize the historical foundation that influenced the creation of the United States Constitution (e.g., philosophers, social contract theory, natural rights, Constitutional Convention, Federalist, and Anti-Federalist Papers) SS 12.1.1.a

Analyze and evaluate the structure of American constitutional government (e.g., federalism, democracy, representative government, branches of the government, separation of powers, checks and balances, amendment process, concurrent/enumerated/implied powers, electoral college) SS 12.1.1.b

Evaluate how individuals and groups can effectively use the structure and functions of various levels of government to shape policy (e.g., lobbying, voting, contacting government officials, petitioning) SS 12.1.2.a

Analyze the significance and benefits of patriotic symbols, songs, holidays, and activities (e.g. Pledge of Allegiance, "The Star Spangled Banner", "America", Veteran's Day, Martin Luther King, Jr. Day, American Indian Day, Constitution Day) SS 12.1.2.b

**Primary Text: United States Government "Principles in Practice" by Holt McDougal. 2012.**

### Topics Covered:

\*Foundations and Origins of American Government, The Constitution, Federalism, The Legislative Branch, The Presidency, The Executive Branch, The Federal Courts and Judicial Branch, The Political Process, Civil Liberties, Civil Rights, Understanding Elections, Supreme Court Cases, Making Foreign Policies, Comparing Political and Economic Systems, and State and Local Government.

**Teaching Methods:** Lecture, class discussion, peer groups, enrichment worksheets and activities, guest speakers, video, audio, reading assignments, case studies, and writing activities.

**Formative Assessments:** We use both written and oral feedback to check for understanding and mastery. Peer grouping is often utilized so students may discuss and ask questions to gain better understanding. Review questions on Canvas generally focus on the main 2-3 ideas of each section, allowing students to show the depth of their understanding of a given lesson.

**Summative Assessments:** These assessments generally come at the end of each chapter. Matching, multiple choice, short answer essay, long form essay, opinion writing, and fill-in-the-blank are most commonly used. The goal of the summative assessment is to ensure not only an understanding of vocabulary and concepts, but also we take a close look at the main idea of each chapter, generally this is done in essay form.

**Meeting Citizenship Requirements:** We do several things to attempt to meet the citizenship requirements. First, every chapter and section topic carries with it question and answer work that explores how each student is impacted by government and how every citizen may have an impact in the democratic process. We explore voter registration, volunteering for a campaign, joining student or organizational government, and even running for public office. Bonus points have been offered to attend such events as city council meetings, political debates, and campaign events. We also try to bring in some speakers to discuss government and execution of our laws. Each year we engage in a class project where we plan a 48 hour campaign schedule, exploring the best uses of media, engagement, and time in order to get our candidate elected. In the end, we explore and discuss citizenship throughout the year and touch on pretty much every essential part of local, state, and federal government.