

Committee on American Civics
Monday, October 11, 2021 6:30 PM
High School Library
P.O. Box 8400
Ravenna, NE 68869-8400

1. Call to Order and Roll Call - Open Meeting Law
2. Approval of Agenda
3. Discussion Items
 - 3.1. Discuss, consider, and take all action necessary to elementary and secondary principals' annual multi-cultural reports
 - 3.2. Discuss, consider, and take all action necessary to LB 399
 - 3.3. Guest Presentation: Secondary Social Studies Teachers-How are we meeting the requirement of LB 399 in the secondary social studies classroom?
4. Adjournment

Ravenna Elementary School

Multicultural Report

October 11, 2021

The lessons listed provide students of Ravenna Elementary School a wide range of experiences and activities meant to expose them to the cultures and customs of various peoples.

Kindergarten

- Students are exposed to stories that relate to different cultures.
- Videos displaying various cultures will be shown to the students.
- Teachers create lessons that emphasize the holidays of different cultures.
- Students will study Pilgrims, Native Americans, The First Thanksgiving, and Native American Heritage Day in the month of November.
- Students will participate in Martin Luther King Jr. Day activities.
- Students study George Washington Carver, Harriet Tubman, and Jackie Robinson.
- Teachers create lessons to recognize Black History Month (February).

First Grade

- Students are exposed to different cultures through literature, stories, legends, history, and a trip to the Stuhr Museum.
- Videos portraying Native Americans today.
- Teachers create lessons that emphasize the holidays of different cultures.
- Students will participate in Martin Luther King Jr. Day activities.
- Teachers create lessons to recognize Black History Month (February).
- Students participate in a Native American Unit.
- Students learn about the Constitution and why it is important today.

Second Grade

- Students study Plains Indians on a field trip to the Hastings Museum.
- Students study North American mammals through a field trip to the Hastings Museum.
- Students study Pilgrims and Native Americans during a Thanksgiving Unit.
- Students are exposed to different cultures through literature, stories, legends, and history lessons.
- Teachers present social units that emphasize the acceptance of people that look and dress differently.
- Teachers create lessons that emphasize the holidays of different cultures.
- Students will participate in Constitution Day, Martin Luther King Jr. Day, and Black History Month activities that include information concerning Ruby Bridges and Rosa Parks

Third Grade

- Teachers create lessons that emphasize the holidays of different cultures.
- Students are exposed to different kinds of literature including folklore, fables, and tall tales.
- Students learn about various geographical regions, Native American Tribes, European History, and contributions of minority groups in America.
- Teachers read with students biographies of persons from other cultural backgrounds.
- Students will read stories that include different ethnic groups.
- Students learn about foods from around the world during a health unit.
- Students are asked to share current events.
- Students learn about Constitution Day and think about how it changed the course of our country and our rights.
- Students write about Constitution Day and create their own law/rights.
- Students research information and present on the First Thanksgiving and Martin Luther King, Jr. Days
- Students learn facts about presidents and focus on the contributions of George Washington and Abraham Lincoln.
- Students attend a Veteran's Day program on or around Veteran's Day presented by the high school and the local VFW.

Fourth Grade

- Students will read stories that include different ethnic groups.
- Students do an extensive study of Native Americans during Nebraska History studies.
- Students learn about the Christmas traditions of different cultures.
- Students will evaluate the historical significance of voting rights of African Americans, Native Americans, and other ethnic groups in the United States.
- Students study the lives of Martin Luther King Jr., as well as, Harriet Tubman and the Underground Railroad.
- Teachers create lessons dealing with early explorers of Nebraska from other nations.
- Fourth-grade students study different countries and their ancestries.
- Teachers create lessons that emphasize the holidays of different cultures.
- Teachers read with students biographies of persons from other cultural backgrounds.

Fifth Grade

- Students study Native Americans, Explorers, and Colonists in social studies.
- Students will participate in Martin Luther King Jr. Day and Black History Month activities.
- Teachers will use biographies from different cultures and will select authors from varying backgrounds.
- Students will participate in an immigration unit
- Students will read stories about different cultures and backgrounds.
- Students use metric units of length, area, volume, weight, and capacity.
- Students use temperature scales of both Fahrenheit and Celsius.
- Students convert units of measure between the US Customary System and the Metric System.
- Students will learn about the rights and responsibilities of all citizens.

Sixth Grade

- Students will explore, through literature, concepts of racism, segregation and the mistreatment of others.
- Students will participate in Martin Luther King Jr. Day and Black History Month activities.
- Students create family trees to explore different ethnic backgrounds and cultures.

- Students learn about the cultures of different countries through a research project.
- Students will read stories about different cultures and backgrounds.
- Students use metric units of length, area, volume, weight, and capacity
- Students use temperature scales of both Fahrenheit and Celsius.
- Students convert units of measure between the US Customary System and the Metric System.
- Students will read about and discuss the development of early cultures in the world and in America.

Music

- Students sing songs from various cultures, including several Folk songs from other countries, and learn about their origin.
- Students sing songs for various Holidays, including Martin Luther, King Jr. songs, songs for Black History Month, Irish songs for St. Patrick's Day, and some carols that originated in Europe.
- Students sing a few songs in other languages including Spanish and Latin.
- Students will listen to and experience music from many different cultures.
- Students will learn about multicultural instruments and get to play them.

Physical Education

In PE class I will introduce games from cultures around the world to show the common joy all people have through being physically active. Doing this will help students understand and accept others while helping develop an appreciation for all cultures. These games include:

- Spearing the Disc (Ethiopia)
- Pebble Toss (Guinea)
- Catch Your Tail (Nigeria)
- Battledore & Shuttlecock (North American Indian)
- Bola (Peru)
- Soccer (England)
- Tumbling (China)
- Football, Volleyball, Kickball (United States of America)

2021-2022 Secondary MultiCultural Activities

In Choir, the music is in several different languages. In Band, we have music originating from several countries. On the last day of the week I will have them do a 'special listening' which is typically several different genres of music.

In AcaDeca, which is an extracurricular activity, the students study the economy, music, art, history, language, literature, and science of this era, specifically centered on the current events going on associated with the resource of water in different cultures all over the world.

In Science courses, past scientists who have made significant contributions from around the world and their discoveries throughout history are discussed. Scientific techniques in measurement, analysis, and prediction as developed by past scientists from various parts of the world are utilized in multiple classes. In addition, the context of the place and time in which discoveries were made is discussed.

In robotics, students are exposed to other students from all over the world, with various cultural backgrounds, through competing in robotics. We use a "vex forum" language to communicate with robotic students from all over the world as a resource to improve design and strategy.

Grade 9 ELA classes define what it means to be American by reading several related texts (*Music for My Mother, A Quilt of Country, Immigrant Contribution, Rules of the Game, and The Writing on the Wall*). Students are asked to consider the immigrants' experience and contributions to the American Identity. Additionally students read *To Kill a Mockingbird* and analyze various themes (racial injustice, coming of age, feminism). Students are asked to consider how these themes relate to current social unrest and injustices.

Grade 10 ELA classes define what it means to be an outsider/outcast by reading several related texts (*The Metamorphosis, The Doll's House, Encountering the Other: The Challenge for the 21st Century, By Any Other Name*). Students are asked to consider why people need to feel a sense of belonging and how social isolation impacts the individual. Additionally students read *Of Mice and Men* and explore the theme of friendship, social injustice, and loneliness. Students are asked to consider how the mistreatment of individuals with differences gives rise to misunderstanding and conflict.

The 7th and 8th grade English students read, analyze, and discuss literature in varying genres, including nonfiction articles that explore various cultures, ethnicities, and races. Additionally, students are asked to consider varying perspectives as they write in several genres.

The 8th grade Reading class reads *The Diary of Anne Frank* which explores one young girl's experience with the Holocaust.

In both English III and IV, students read and analyze literature from a variety of authors, including authors of all colors, races, religions, and both genders.

In Spanish classes students explore different cultures from multiple Spanish countries. The students learn about the different holidays that each country celebrates, the different structures of government, local traditions, and ethnic foods. Students create a project or presentation each chapter over a specific cultural component of the country being studied. At the beginning of each year, students create a “country presentation,” where each student researches a country and finds the information they need to complete their presentation. Students present their country to the class. Students are introduced to different cultural phenomena every chapter and are asked to compare/contrast and further explore them in comparison to their own cultural beliefs/society.

In ELL class students discuss the social and cultural relationships that exist within the United States. Students specifically look at how to act in different cultural instances and how to verbally respond. They compare and contrast their own cultural habits with those of the U.S. and do numerous projects that involve cultural events that happen.

Mathematics courses focus on contributions to mathematicians from various cultures around the world, such as the German, Italian, & Aztec cultures.

In Mathematics, word problems involving multi-cultural names and activities are included; metric conversion activities are also done and other countries’ use of the metric system is discussed.

High School social studies classes explore the contributions various cultures have made to the world and to the United States. Social studies classes are an ongoing and repetitive exploration of all races, creeds, and religions and their interactions with each other.

Art classes explore the contributions of artists from around the world and around the country. We also examine how culture is reflected in art and compare different cultures’ artistic traditions in how they are similar or different. In Art 3&4 we examine how wealth, power and discrimination motivate some of the most politically charged works of art. Including current artists from the Art21 database each week is bringing a wider range of artists to our curriculum in Art I-IV.

In Sociology, students analyze issues of sexism in the media, and also racism.

In American History, students analyze the different cultures that came to America.

In Geography, students learn about the different countries around the world and study their culture and traditions.

In Woods, students identify different wood materials from different countries. They compare the availability to the cost of the material. They also study the methods of harvesting the materials as compared to the methods used in the United States.

In Construction, students study housing designs, needs, and construction methods of other countries. They then state similarities and differences of those in the US. They also study the environment because it has a direct impact on those items.

Automotive students study the manufacturing of foreign makes and models of cars. They also become familiar with the impact that has on the US industries and markets.

In High School Agriculture, students look at supervised agricultural experiences and how they differ across the nation and cultural backgrounds.

In Jr. High Agriculture students discuss history and cultural differences when they look at the agriculture industry and exports as well as imports for agriculture products from other countries. The price of the agriculture products and what consumer food costs are in the United States compared to other countries is also discussed.

In Sociology, students analyze issues of sexism and racism in the media.

In American History, students analyze the different cultures that came to America and their contributions and impact on the history of America.

In Geography, students learn about the different countries around the world by studying their cultures and traditions.

In Intro to Business, we study the impact and attributes of globalisation, as well as international business which includes but is not limited to tariffs, trade agreements, international monetary exchanges, external influences such as conflicts and embargoes, trade blocs, and international conglomerates as well as the marketing mix and how advertising impacts the culture in which the product is being promoted. We look at market research among different cultures including marketing segmentation.

In Personal Finance, we discuss different socioeconomic statuses as well as ethnic assumptions and how it plays a factor through taxation, budgeting, and savings. We also compare different expectations for living in rural vs metropolitan areas, as well as how gender, religion, age, and background influence the financial habits of people. Ethical decision making is also incorporated throughout the curriculum.

In Info Tech, we compare technology utilized in different cultures and how the internet is used in various countries through digital citizenship on a global level.

In World History, we have been analyzing various cultures and how they have contributed to society and how it's shaped our society and cultures today.

In my resource math classes the students did a research project on the development of math signs. They were to identify when the sign was invented or developed, who developed or invented it (person/culture), and why it was necessary to develop.

In American Government, students analyze and evaluate different types of governmental systems as well as examine and analyze different demographics and how they vary in different parts of the world.

Legislative Bill 399

— In Mrs. Jacobsen's & —
Mr. Rossman's Classrooms

District Curriculum Section 1 C

https://drive.google.com/drive/folders/1sUkJ0uUhUF4qBxSvh_Bn0ytW4h5zomna?usp=sharing

In the social studies department, we are now using updated, new textbooks that align with the new standards that have been adopted.

Formative/Interim/Summative Assessments Section F

We use a variety of strategies to check for understanding with our students.

Examples: Multiple-Choice, Essay Questions, Matching, Quizzes, Tests, Homework Worksheets, Individual and Group Projects, Bell Ringers, Exit Tickets, Graphic Organizers, Think-Pair-Share, Observations, Questioning, Discussions

Social Studies curriculum incorporates 1 or more of following: Section G

(i) Administration of a written test that is identical to the naturalization test:

--7th grade: Quarter quiz of 25 questions off of naturalization test, at the end of the year they will take the full 100 question naturalization test.

--12 grade: Will be given 4 practice tests of the naturalization test, and then will be given a 100 question test that will need to be passed with an 80% or above by the end of their senior year. Scores will be out of 100 points and the students and parents will be notified of their student's results via Infinite Campus

In reviewing the law, it seems the easiest way to meet this requirement would be to administer a copy of the naturalization test once in 8th grade and then again as Brett Plans to. I spoke with Shari. She can easily archive these scores in Infinite Campus and send a mailing based on the student's scores. I would suggest 1 test before the end of 8th grade and then the other's Brett plans, with grades for both dumped into IC and reports generated as sent from the office. That way all the data is in one spot.

HOWEVER, if you wanna meet the requirements in some other way, we sure can.

Social Studies curriculum incorporates 1 or more of following: Section G

(ii) Attendance or participation between 8th-12th grade in a meeting of a public body followed by the completion of a project or paper discussing the personal learning experience.

We could easily have the 8th graders attend a public meeting, namely, the school board meeting and then have them write a one page report about what they learned.

8th Graders attend School Board Meeting after completion of Patriot Pen Essay detailing what they wrote about and write a 1-page report on their experience at the board meeting (November one)

Social Studies curriculum incorporates 1 or more of following: Section G

(iii) Project/Paper with a class presentation of a person/event commemorated by a holiday:

- **8th grade American History:** “Presidents Project” with presentation over George Washington and Abraham Lincoln, amongst other Presidents, reviewing their lives and accomplishments beginning with their births through their presidency.
- **11th grade American History:** Holiday project with presentation over Dr. Martin Luther King Jr., Native American Heritage Day, Constitution Day, Memorial Day, Veterans Day, and Thanksgiving Day.

Section 3 (Does not pertain to 7-12)

Patriotic exercises for the occasions (Section 6)

-George Washington's Birthday, Abraham Lincoln's Birthday, Dr. Martin Luther King Jr.'s Birthday, Native American Heritage Day, Constitution Day, Memorial Day, Veteran's Day, Thanksgiving Day

- We will teach every occasion listed above within a week of their happening, in both American History/Civics/Government classes.
 - Through a short essay, video, small project, or other classroom activity that brings recognition and understanding to these important historical events.

Legislative Bill 399

— In Mr. Mauler & Mrs. Jacobsen's —
Classrooms

District Curriculum Section 1 C

Our standards are subject to change within the year, and we will be attending a professional development opportunity at the ESU to learn about the final draft of the standards and to write a new curriculum that aligned to the new standards.

As of right now we are following the school curriculum in its current form and using the current state standards.

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