

RAYMOND CENTRAL PUBLIC SCHOOLS - DISTRICT #55-0161
COMMITTEE ON AMERICAN CIVICS , WEDNESDAY, AUGUST 10, 2022 - 5:45 PM
RAYMOND CENTRAL JR-SR HIGH SCHOOL - MUSTANG ROOM
1800 WEST AGNEW ROAD
RAYMOND, NE 68428-9783

AGENDA

1. Call to Order and Note Attendees
2. Review social studies curriculum, standards, assessments and teaching staff as identified in statute

1. Names and Endorsements of Teachers in the Social Studies Department

- Andrew Placke: Social Science 7-12
- Courtney Polak: History 7-12
- Mike Henderson: Social Science 7-12
- Abby Spangler: Elementary K-6
- Ben Svehla : Business, Marketing, Info Tech 6-12

2. Courses that are taught in the social sciences department with a brief explanation of the course.

- **American Government:** This American Government course will consist of learning the fundamental beliefs and laws of the United States of America. Special emphasis will be placed on historic documents such as the Constitution and the evolution of the American system through Court decisions and other actions or events. Application of principles will be key throughout the course. Students will become knowledgeable in the processes of government, the law, and how they interact to shape your daily experiences. Students will become effective in the process of evaluating and choosing leaders who will best represent your values within the confines of the American system of government.
- **American History:** This course covers American History starting with Reconstruction through the Modern Era. Students will analyze sources, infer meaning from political cartoons, explain events chronologically, and identify similarities and differences between experiences of diverse groups in history.
- **World History:** This World History course will focus on developing your understanding of World History from approximately 8000 B.C.E. to the present. You will investigate the content of World History for significant events, individuals, developments, and processes in SIX historical periods, and develop and use the same thinking skills and methods employed by historians. You will be able to identify and analyze primary and secondary sources, make historical comparisons, and complete chronological reasoning and argumentation
- **Dual Credit World History:** History 2100 World History to 1500: This course is a survey of the world's cultures and their interactions from the rise of civilization through the age of European expansion. Hist 2110 World History Since 1500: This course is a survey of the world's cultures from the era of European expansion to the present day.
- **Geography:** This course covers each region of the world. Each unit will discuss physical characteristics, human/environment interactions, people, culture, governments, and economics for each section. Students will analyze sources, infer meaning from political cartoons, explain events chronologically, and identify similarities and differences between experiences of diverse groups in history.

- **Economics**: A course covering economic concepts such as basic characteristics of the American economic system, how fundamental economic concepts operate, supply and demand, decision making and costs, consumer issues, and the principles that influence business decisions.
- **8th Grade American History:** (Mr. Henderson) This course covers United States History from 1480-1877. This course covers all Nebraska State Standards per the 8th grade level, (which include, historical analysis, citizenship, civics, economics and multicultural education. Key periods covered are: Founding of America, Colonialism, American Revolution, Federal Period, Western Growth, Slavery and the Civil War, and Reconstruction. . 8th Grade Nebraska State Economics Standards are also incorporated and taught.
- **7th Grade World Social Studies:** (Mr. Henderson) This course covers all Nebraska State Standards per the 7th grade level (which include, historical analysis, civics, government, and multicultural education. This world social studies class covers ancient times up through the Renaissance with the focus on Europe, the Middle East, Africa, and Asia. 7th grade State of Nebraska Economic Standards are incorporated and taught in the 4th Quarter.

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Rotating Classes

- **Modern Problems**: Students will explore modern issues they have an interest in learning about. Students will be taught methods for investigation and will participate in a variety of discussion techniques to provide opportunities for civil discourse.
- **Psychology**: Students will learn the basic components of the study of Psychology. This will include involvement in experiments, case studies, research, and application of content knowledge in a number of ways.
- **Sociology**: Studies the patterns of human behavior and how people react in social situations. Covers how Cultures, Families, Gender, Age, Religion, and many other subjects impact human behavior.
- **Holocaust Literature**: One course – or even one lifetime- cannot cover all the aspects of the Holocaust and Genocide; this particular course is devoted to literature and film created by human beings both during and after these unspeakable conditions. This course focuses on literature (fiction, memoir, poetry, non-fiction) created by the victims of the Holocaust – written primarily by Jews, but by other victims also. Our readings and discussions will focus on human suffering, human cruelty, and often deliberately inflicted extreme cruelty, as revealed in what is often referred to as the literature of atrocity.

3. How the curriculum stresses multiculturalism and the role that men and women played in national independence and establishment of our constitution.

High School American History Standards - HS.4.1.a & c, HS.4.2, HS.4.3 (in reference to multiculturalism)

8th Grade American History: (Mr Henderson)

- Forms and Functions of Government SS 7.1.1 Analyze the foundations, structures, and functions of governmental institutions.
- Forms and Functions of Government SS 8.1.1 Investigate and analyze the foundation, structure, and functions of the United States government.
- SS 8.1.1.e Describe how important government principles are shown in American government. For example: freedom, individual rights, representative democracy,
- SS 8.1.2.b Analyze the significance of patriotic symbols, songs and activities in terms of historical, social, and cultural contexts. For example: Pledge of Allegiance, "The Star-Spangled Banner," "America the Beautiful," recognition of Memorial Day, Independence Day, Veterans Day, Martin Luther King, Jr. Day, Constitution Day, Patriot's Day - 9/11, Native American Heritage Day, tribal flag songs

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

- The music curriculum stresses multiculturalism by incorporating repertoire and instruments throughout the year from a variety of cultures which leads to classroom discussions and lectures regarding the various cultures.
- High School and Junior High Choir have memorized and sung My Country Tis of Thee. Towards the end of the year they will learn Star Spangled Banner.
- 5th Grade: Reviewed and sang through Grand Old Flag, My Country Tis of Thee and God Bless America, will be introducing Off We Go Into the Wild Blue Yonder (Air Force) and The Marines Hymn later on in the year.
- 4th Grade: Reviewed You're a Grand Old Flag and My Country Tis of Thee, will be introducing God Bless America and the Nebraska state song later in the year.
- 3rd Grade: Memorized/reviewed My Country tis of Thee, will later review You're a Grand Old Flag later on
- 2nd Grade: Learned You're a Grand Old Flag, will eventually be memorized once we review it later on
- 1st Grade: Learned My Country Tis of Thee, will eventually be memorized once we review it later on
- Learning the songs all incorporate discussions on history and patriotism with the specific songs they learn/review

4. Discuss the assessments that are used to ensure that students achieve mastery of content.

- Civics Test (Citizenship Test)
- Test over how to register to vote
- Test over how to register for the draft
- Letters to senators and representatives
- Unit tests of the 3 branches of the government
- Tests over Standards
- 7th-8th Grade Standards tests
- 8th Grade Citizenship Test
- 8th Grade-Spring projects covering United State Western Growth.

5. In what grades are we specifically teaching American History (two of three grades from 5th - 8th need to be addressing this)

- Juniors (11th): Students take American History
- 5th Grade - Ancient Civilizations to American History before 18–
- 6th Grade
- 8th Grade-American History class from 1480-1877

6. How/where do we teach respect for the flag?

- Pledge of Allegiance done every morning in each building
- Veterans Day Program
- 8th Grade- We teach who was the Author of “Star Spangled Banner.” When it was written and why. Students also analyze the meaning of the words.

5. We are required to do one of the following three components...which one do we do and in what class does it happen

(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; In Government during senior year, all students take the Citizenship test per student file.

In 8th grade all students take the citizenship and Immigration test second semester when covering the 14th Amendment.

*(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; **During senior year, students are required to attend (1) school board meeting and (1) town meeting.***

(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