

Loup City Public Schools Board of Education

Loup City Central Office
800 N. 8th Street
Loup City, NE

Phone: (308) 745-0120
Fax: (308) 745-0130
www.loupcitypublicschools.org

Hearing Session

Monday, November 13, 2023

7:15 PM

Loup City High School, Room 334

7:15 PM

1. Call Meeting to Order
 - A. Roll Call
 - B. Notice of Nebraska Open Meetings Act Posted
 - C. Public Hearing Items - American Civics Hearing
 1. Policies related to American Civics
 2. Loup City Public Schools Social Studies Curriculum
 1. Public Comment
2. Adjournment of American Civics Hearing

Note 1: The Board in its discretion may revise and consider any listed item at any time during the meeting.

Note 2: This agenda does not become final until 24 hours prior to the scheduled commencement of this meeting. All listed reports which are in writing are a part of the Agenda for this meeting and may contain action items or otherwise call for Board action on the subject matter(s) listed therein; complete copies of such reports, except for any legally confidential information are available upon request from the Office of the Superintendent of Schools as part of the agenda.

Note 3: The Board of Education is empowered to act on any item listed on the Agenda at any time during the meeting, irrespective of the order listed. Further detail on agenda items may be obtained by speaking to the Superintendent. The Board of Education by the approval of all consent items is also approving, authorizing and directing the Board President, Board Secretary, the Superintendent or their designees to take or cause to be taken all necessary action and sign all documents necessary or appropriate to complete the matter or transaction as approved.

Note 4: The Open Meetings Act requires that agenda items shall be sufficiently descriptive to give the public reasonable notice of the matters to be considered at the meeting. The Board releases its agenda well in advance of most meetings and desires that all interested persons are fully informed. Any interested person who has a question about a report or needs clarification about the sufficiency of any item on which action could be taken at this meeting should contact the Office of the Superintendent of Schools.

Note 5: The Board of Education reserves the right to go into closed session at its discretion, but will only do so for the prevention of needless injury to a person's reputation or for the protection of the public interest.

6032
Constitution Day Education

Each year on September 17, designated as Constitution Day, the school district will conduct a program designed to highlight the historic and continuing importance of the United States Constitution. When September 17 falls on a Saturday, Sunday, or holiday, the district will provide this program during the preceding or following week.

The program shall be implemented within the guidelines of the U.S. Department of Education and in accordance with any other applicable laws and/or regulations.

Adopted on: _ February 8, 2021

Revised on: _____

Reviewed on: _____

79-724. American citizenship; committee on Americanism; created; duties; required instruction; patriotic exercises; duties of officers.

An informed, loyal, just, and patriotic citizenry is necessary to a strong, stable, just, and prosperous America. Such a citizenry necessitates that every member thereof be fully acquainted with the nation's history and that he or she be in full accord with our form of government and fully aware of the liberties, opportunities, and advantages of which we are possessed and the sacrifices and struggles of those through whose efforts these benefits were gained. Since youth is the time most susceptible to the acceptance of principles and doctrines that will influence men and women 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 love of liberty, justice, democracy, and America will be instilled in the hearts and minds of the youth of the state.

- (1) Every school board shall, at the beginning of each school year, appoint from its members a committee of three, to be known as the committee on Americanism. The committee on Americanism shall:
 - (a) Carefully examine, inspect, and approve all textbooks used in the teaching of American history and civil government in the school. Such textbooks shall adequately stress the services of the men and women who achieved our national independence, established our constitutional government, and preserved our union and shall be so written to include contributions by ethnic groups as to develop a pride and respect for our institutions and not be a mere recital of events and dates;
 - (b) Assure themselves as to the character of all teachers employed and their knowledge and acceptance of the American form of government; and
 - (c) Take all such other steps as will assure the carrying out of the provisions of this section.
- (2) All American history courses approved for grade levels as provided by this section shall include and adequately stress contributions of all ethnic groups (a) to the development and growth of America into a great nation, (b) to art, music, education, medicine, literature, science, politics, and government, and (c) to the war services in all wars of this nation.
- (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 recital of stories having to do with American history or the deeds and exploits of American heroes;
 - (b) The singing of patriotic songs and the insistence that every pupil memorize the Star-Spangled Banner and America; and
 - (c) The development of reverence for the flag and instruction as to proper conduct in its presentation.
- (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, at least three periods per week shall be set aside to be devoted to the teaching of American history from approved textbooks, taught in such a way as to make the course interesting and attractive and to develop a love of country.
- (5) In at least two grades of every high school, at least three periods per week shall be devoted to the teaching of civics, during which courses specific attention shall be given to the following matters:
 - (a) The United States Constitution and the Constitution of Nebraska;
 - (b) The benefits and advantages of our form of government and the dangers and fallacies of Nazism, Communism, and similar ideologies; and
 - (c) The duties of citizenship, *including 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.*
- (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 Lincoln's birthday, Washington's birthday, Flag Day, Memorial Day, and Veterans Day, or on the day 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, and neglect thereof by any employee or appointed official shall be considered a dereliction of duty and 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.

Effective Date: August 27, 2011

Cross References

Flag display requirements, see section 79-707.

Violation, penalty, see section 79-727.

6012
Flag Display and Patriotic Observances

The district shall display the flags of the United States of America and the State of Nebraska prominently on the grounds of every school building each day that school is in session.

Each building principal shall be responsible for the care and display of the flags at his/her assigned building, and shall adhere to the rules and customs pertaining to the use and display of the flags as set forth in the United States Code.

Each day, at the time designated by the building administrator, staff shall ensure that students in grades K-12 will be led in the recitation of the Pledge of Allegiance in the presence of the flag of the United States of America. Pupil participation in the recitation of pledge shall be voluntary. Pupils who elect not to participate shall sit or stand silently and must respect the rights of those students choosing to participate.

Adopted on: February 8, 2021

Revised on: _____

Reviewed on: _____

New textbooks/resources were ordered in August 2020

Gr	Class/Theme	LB 399 2019-20	Standard 2020-21
Kind	<p>Myself and Others: In kindergarten, students begin their investigation of the world using perspectives, concepts, and skills from social studies. The context for social studies learning at this grade level is the student's interaction with the classroom and school. The classroom serves as a microcosm of society in which decisions are made with respect to rights, rules, and responsibilities. Students begin to learn the basic concepts of fairness and respect for the rights and opinions of others.</p>		X
	<p>Textbook: The World Around Us Copyright Date: 2018</p>		
1st	<p>Families - Living, Learning, and Working Together: In first grade, students develop their understanding of basic concepts and ideas from civics, economics, geography, and history. The context for social studies learning in first grade is the family and the ways they choose to live and work together. To develop students' understanding of the basic social studies concepts, students are asked to think about families nearby and those far away.</p>		X
	<p>Textbook: Families Living and Working Together Copyright Date: 2018</p>		
2nd	<p>Neighborhood: In second grade, students apply their emerging understanding of civics, economics, geography, and history to their communities and others around the world. Students learn about how their community works as well as the variety of ways that communities organize themselves. To develop conceptual understanding, students examine the geographic and economic aspects of life in their own neighborhoods and compare them to those of people long ago.</p>		X
	<p>Textbook: Neighborhoods and Community Copyright Date: 2018</p>		
3rd	<p>Communities Near and Far: In third grade, students begin to explore more complex concepts and ideas from civics, economics, geography, and history as they study the varied backgrounds of people living in Nebraska and the rest of the United States. Emphasis is on cultures in the United States, including the study of Native Americans. Students examine these cultures from the past and in the present and the impact they have had in shaping our contemporary society. They begin to look at issues and events from more than one perspective.</p>		X
	<p>Textbook: Communities, Near and Far Copyright Date: 2018</p>		
4th	<p>Nebraska Studies: In fourth grade, students use their understanding of</p>	X	X

	<p>social studies concepts and skills to explore Nebraska in the past and present. Students learn about the state’s unique geography and key eras in early Nebraska history, particularly the treaty-making period. They use this historical perspective to help them make sense of the state’s geography, economy, and government today. The cognitive demand of many grade level expectations begins to include analysis and asks students to look at issues and events from multiple perspectives.</p>		
	<p><u>Textbook:</u> <u>Copyright Date:</u></p>		
5th	<p><u>U.S. Studies:</u> In fifth grade, students use their understanding of social studies concepts and cause and effect relationships to study Pre-Columbian cultures, the development of the American colonies, and the creation of the United States through the writing of the U.S. Constitution.. By applying what they know from civics, economics, and geography, students learn the ideals, principles, and systems that shaped this country’s founding. They conclude the fifth grade by applying their understanding of the country’s founding and the ideals in the nation’s fundamental documents to issues of importance to them today. This learning forms the foundation and understanding of social studies concepts that will provide students with the ability to examine their role in the community, state, nation, and world.</p>	X	X
	<p><u>Textbook:</u> The United States <u>Copyright Date:</u> 2018</p>		
6th	<p><u>World Studies I:(Ancient Civilizations)</u> In sixth grade, students are ready to deepen their understanding of the Earth and its peoples through the study of history, geography, politics, culture, and economic systems. Students begin their examination of the world by exploring the location, place, and spatial organization of the world’s major regions. Students are then given an opportunity to study ancient civilizations deeply in these regions. In this way, students develop higher levels of critical thinking by considering why civilizations developed where and when they did, and why they declined. Students will have multiple opportunities to employ maps and timelines, to compare the foundations of economic and political systems, and to engage in content-driven research and inquiry. Students will explore the connections between ancient and classical societies and contemporary civic ideas and issues. Students analyze the interactions among the various cultures, emphasizing their enduring contributions and the link between the contemporary and ancient worlds.</p>		X
	<p><u>Textbook:</u> The Ancient World Through the Renaissance <u>Copyright Date:</u> 2018</p>		
7th	<p><u>World Studies II:</u> (500-1450) In seventh grade, students become more proficient with the core concepts in social studies. This grade level focuses on a regional examination of geography, civics, economics, and history of post-classical societies. The purpose of studying these different regions</p>	X	X

	<p>and eras is to develop an understanding of major factors influencing our world today. The course guides students in exploring the connection between historical developments and contemporary global issues. Students will have multiple opportunities to use geographic concepts and processes, develop economic reasoning, examine specific historical ideas, beliefs, and themes, and analyze how individuals and societies have changed over time. Students will further develop fundamental concepts and processes of authority, power, and influence with particular emphasis on the democratic skills and attitudes necessary to become responsible citizens.</p>		
	<p><u>Textbook:</u> HMH Ancient Civilizations ISBN 978-0-544-66921-5 <u>Copyright Date:</u> 2018</p>		
8th	<p><u>United States History (Colonial Foundations to Gilded Age):</u> In eighth grade, students develop a new, more abstract level of understanding of social studies concepts. The context for developing this understanding is U.S. history and government. After reviewing the Colonial foundations of what became the United States, students explore the ideas, issues, and events from the adoption of the United States Constitution through the Gilded Age (1900). Study of the founding of the United States allows students to explore the development of the United States' unique institutions of government, civic ideals, geography and economy.</p>	X	X
	<p><u>Textbook:</u> HMH American History ISBN 978-0-544-45419-4 <u>Copyright Date:</u> 2018</p>		
9th	<p><u>Geography:</u> To succeed in an increasingly interconnected world, Nebraska's next generation of citizens will need to be fluent in spatial knowledge. Geography at the high school level prepares students to understand the world and their place in it. Beyond merely knowing "Where?" the geographically minded person will be better equipped to answer the question of "Why there?" An integrative study of our planet's human and physical features will involve 21st century technologies and inquiry-based research methods. This approach will expand students' geographic knowledge and enable them to think critically about problems. Through analysis of spatial patterns and relationships over time and place, students will be better able to make sense of both</p>	X	X
	<p><u>Textbook:</u> HMH Global Geography ISBN 978-0-544-92788-9 <u>Copyright Date:</u> 2018</p>		
10th	<p><u>World History (500 CE – Present)</u> History involves acquiring knowledge about significant events, developments, individuals, groups, documents, places, and ideas to support investigations about the past. Acquiring relevant knowledge requires assembling information from a wide variety of sources in an integrative process. Developing historical knowledge in</p>	X	X

	<p>connection with historical investigations not only helps students better remember the content because it has meaning, but also allows students to become better critical thinkers. High school history courses emphasize historical thinking. Historical thinking requires understanding and evaluating change and continuity over time, and making appropriate use of historical evidence in answering questions and developing arguments about the past. It involves going beyond simply asking, “What happened when?” to evaluating why and how events occurred and developments unfolded. It involves locating and assessing historical sources of many different types to understand the contexts of given historical eras and the perspectives of different individuals and groups within geographic units that range from the local to the global. Historical thinking is a process of chronological reasoning, which means wrestling with issues of causality, connections, significance, and context with the goal of developing credible explanations of historical events and developments based on reasoned interpretation of evidence.</p>		
	<p><u>Textbook:</u> HMH World History ISBN 978-0-544-66822-5 <u>Copyright Date:</u> 2018</p>		
11th	<p><u>United States History (Progressive Era – Present)</u> History involves acquiring knowledge about significant events, developments, individuals, groups, documents, places, and ideas to support investigations about the past. Acquiring relevant knowledge requires assembling information from a wide variety of sources in an integrative process. Developing historical knowledge in connection with historical investigations not only helps students better remember the content because it has meaning, but also allows students to become better critical thinkers. High school history courses emphasize historical thinking. Historical thinking requires understanding and evaluating change and continuity over time, and making appropriate use of historical evidence in answering questions and developing arguments about the past. It involves going beyond simply asking, “What happened when?” to evaluating why and how events occurred and developments unfolded. It involves locating and assessing historical sources of many different types to understand the contexts of given historical eras and the perspectives of different individuals and groups within geographic units that range from the local to the global. Historical thinking is a process of chronological reasoning, which means wrestling with issues of causality, connections, significance, and context with the goal of developing credible explanations of historical events and developments based on reasoned interpretation of evidence.</p>	X	X
	<p><u>Textbook:</u> HMH American History ISBN 978-0-544-45419-4 <u>Copyright Date:</u> 2018</p>		
12th	<p><u>Government:</u> In a constitutional republic, productive civic engagement requires knowledge about the functions of state and local government, courts and legal systems, the U.S. Constitution, other nations’ systems</p>	X	X

	<p>and practices, and international institutions. Civics is not limited to the study of politics and society; it also encompasses participation in classrooms and schools, neighborhood, groups, and organizations using civic virtues and principles to guide that participation (which includes the discussion of issues and making choices and judgments with information and evidence, civility and respect, and concern for fair procedures). Civics enables students not only to study how others participate but also to practice participating and taking informed action themselves.</p>		
<p><u>Textbook:</u> HMH ISBN 978-0-544-74268-0 <u>Copyright Date:</u> 2018</p>			
12th	<p><u>Economics:</u>Effective economic decision making requires that students have a keen understanding of the ways in which individuals, businesses, governments, and societies make decisions to allocate human capital, physical capital, and natural resources among alternative uses. This economic reasoning process involves the consideration of costs and benefits with the ultimate goal of making decisions that will enable individuals and societies to be as well off as possible. The study of economics provides students with the concepts and tools necessary for an economic way of thinking and helps students understand the interaction of buyers and sellers in markets, workings of the national economy, and interactions within the global marketplace. Economics is grounded in knowledge about how people choose to use resources. Economic understanding helps individuals, businesses, governments, and societies choose what resources to allocate to work, to school, and to leisure; how many dollars to spend, and how many to save; and how to make informed decisions in a wide variety of contexts. Economic reasoning and skillful use of economic tools draw upon a strong base of knowledge about human capital, land, investments, money, income and production, taxes, and government expenditures. To be effective participants in our representative democracy, students need a minimum basic understanding of economics.</p>	x	x
<p><u>Textbook:</u> HMH Economics ISBN 978-0-544-85929-6 <u>Copyright Date:</u> 2018</p>			