

American Civics Committee Meeting by Videoconference

Thursday, May 21, 2020 7:00 PM

1. Discussion on Multiculturalism (LB399) and Americanism (79-724)
2. Public Comment

Americanism & Multiculturalism Requirements
Franklin Public Schools
Devin Solko & Taylor Janssen

Multiculturalism (LB399)

- Requires that all social studies courses approved for grade levels as noted below must include and adequately stress contributions of all ethnic groups:
 - To the development and growth of America into a great nation
 - To art, music, education, medicine, literature, science, politics, and government
 - To the war services in all wars of this nation
- What are we doing?
 - Through our standards, we are covering this requirement throughout the school year in all history classes 7-12

Americanism (79-724)

- Appropriate patriotic exercises suitable to the occasion must be held on the day or week preceding or following such holiday, if the school is in session:
 - George Washington's birthday
 - Fulfilled - In class discussion
 - Abraham Lincoln's birthday
 - Fulfilled - In class discussion
 - Dr. Martin Luther King Jr.'s birthday
 - Fulfilled - In class discussion
 - Native American Heritage Day
 - Fulfilled - In class discussion
 - Constitution Day
 - Fulfilled - In class discussion
 - Memorial Day
 - Fulfilled - Not in Session
 - Veteran's Day
 - Fulfilled - Veteran's Day Program
 - Thanksgiving Day
 - Fulfilled - In class discussion before & after - Not in session
- The social studies curriculum in the district must incorporate one or more of the following for each student between the commencement of 8th grade and the completion of 12th grade
 - (1) Administer a written test that is identical to the entire civics portion of the naturalization test used by U.S. Citizenship and Immigration Services with the individual score from each test for each student made available to a parent or guardian of the student
 - (2) Attend or participate 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

- (3) Complete a project or paper and a class presentation on a person or persons or an event commemorated by a holiday (George Washington's birthday, Abe Lincoln's birthday, Dr. Martin Luther King, Jr.'s birthday, Native American Heritage Day, Constitution Day, Memorial Day, Veterans Day, Thanksgiving Day) or on a topic related to such person or persons or event

High School Requirements (Taylor Janssen):

- County Government Day
 - All juniors attend at the county courthouse
 - They are sworn in by the county attorney
 - They learn about all of the county offices
 - Sit in on a county assessor meeting
 - At the end of the day, students reflect on their learning by doing a scavenger hunt activity, a quiz bowl, and a reflective writing piece in the classroom
- Civics class take practice civics test
 - During the immigration unit in freshman civics class, students take practice citizenship tests
 - We do this to learn how hard it can be for immigrants coming to this country to become citizens

Middle School Requirements (Devin Solko):

- Founding Fathers Research Assignment
 - Completed: February 10th - 13th
 - Rubric Provided
 - Google Slide/Poster Presentation
 - 2x 50mn periods to work on this assignment
 - Presentation on 3rd Day
 - Research one of the following Founding Fathers of the United States:
 - George Washington, Alexander Hamilton, Samuel Adams, John Jay, Thomas Jefferson, etc.
 - Provide a 1 page write-up of their life and contributions to the forming of the United States. (Hardcopy)
 - Provide details of holidays, commemorative monuments, historical sights, etc. associated with their choice.
 - Must Include:
 - 2 Primary Sources (Cited)
 - 2 Portraits of their Founding Father
 - Works Cited Page
 - 1 page write up (Life & Contributions to US)
 - Examples of monuments, celebrations, holidays, etc.
 - Standards:
 - SOC.6-8.SS 8.4.5.b (US) - Obtain, analyze and cite appropriate sources for research about Nineteenth-Century U.S. History,

incorporating primary and secondary sources (e.g., Cite sources using a prescribed format)

- SOC.6-8.SS 8.4.5.c (US) - Gather historical information about the United States (e.g., document archives, artifacts, newspapers, interviews)
- SOC.6-8.SS 8.4.5.d (US) - Present an analysis of historical information about the United States (e.g., pictures, posters, oral/written narratives, and electronic presentations)