

# **Arapahoe-Holbrook Public School**

## **High School**

### **American Civics/History Across the Curriculum - April 10, 2023**

#### **Agriculture**

**Hambidge** - In the agriculture education classroom, we cover American civics in a variety of ways. We begin each morning reciting the pledge of allegiance. Throughout the many classes, we discuss many different aspects of American civics as they relate to each class. At the beginning of each year, students are reminded/taught the history of FFA/ag education starting with the Morrill Land Grants and Smith-Hughes Acts. Students are also introduced to the history of the National FFA Organization, the history behind the FFA creed and motto, and the founding of New Farmers of America along with its merging with the FFA.

Students also look back on the history of agriculture, seeing how agriculture has changed since the mechanization of agriculture in the 1880s, like the creation of the moldboard plow or the vice grip (De Witt, Ne), the importation of different breeds of cattle and other livestock into the U.S., and many notable people from agricultural history. Students also look to the present and future by looking at the current events in agriculture like changes in consumption trends among the U.S. population. The impacts of nation/world issues on agricultural economics and prices. The development of new technologies like precision ag, biotechnology, and GMO's and how they impact agriculture.

#### **Art**

**Woosley** - I believe teaching history within the art room is necessary for students to have a well rounded education within the arts. Almost every lesson I teach has historical ties. In elementary, I often teach students about a specific artist and we discuss how and why they were important. Then, we create a work of art inspired by this artist and/or the movement associated with the artist. The older students get, the more information I include in lessons. Around 6th grade, students begin to learn more about different art movements and the artists associated with them rather than just one artist. High Schoolers learn more complex artistic movements and look at the history of different

artistic processes, such as printmaking and relief carving. We discuss what was going on in the world at the time that influenced certain artistic movements as well. Students are expected to take what they learned about famous artists and movements and apply it to their art projects.

American civics is also an important part of my curriculum. We discuss civics by doing the Pledge of Allegiance and by creating "Valentine's for Vets" around Valentine's Day. We also discuss American artists, African American artists, Native American artists, and American artistic movements. Students learn about artists such as Thomas Moran, who played a huge role in the development of the National Park System in the United States. Other topics and artists include the Harlem Renaissance, artwork that is decided by veterans, and the role of artists during wars like WWI and WWII.

### **Business Education**

**Crosley** - The following activities are conducted in each individual Business Education Classes:

- The pledge is recited at the beginning of period 1.
- News articles are read by students, summarized, and shared every Friday in each class.
- Federal Holidays are mentioned and discussed in each class. In some classes, Power Points are created and presented in some classes.
- Several classes engage in learning various Economics Systems.
- Information regarding the American Flag are discussed during several classes.
- Sixth grade Keyboarding research Nebraska counties and cities. Students write paragraphs individually and then in groups, and present.

### **English**

**Rawson** - In my (Mrs. Rawson's) English classes we often discuss holidays and where they derive from. Many times, we will incorporate a short research project to learn about the holiday as well. I have some of our lessons aligned with certain holidays. During the first period of the day after attendance, we recite the National Anthem. We also do many historical background lessons to incorporate with the plot, setting, and events of the novels we are reading.

**Dirgo** – In my English classes, I incorporate the social studies standards by having students practice their reading skills by reading current events. We also watch all the videos that Mr. Kronhofman puts out for his classes.

We also do a lot of discussion of social studies and historical background with the students depending on the novel we are reading. They all have a historical context or

background that requires some discussion to allow for a greater understanding of not only the novel but of the themes within.

### **Family and Consumer Science**

**Spaulding** - FCS classroom we begin the day, each day, covering the announcements and the happenings from the news/world. We also recite the pledge as a class. During the course of the year, I also have students complete various projects/worksheets that incorporate holidays. Occasionally, I have students' complete news articles and summaries on Friday's. This is typically where students choose a topic from the news, read the article, and summarize it for the class. My Life and Career class covers budgeting and the economy through EverFi. Students spend the period listening and interacting through the Everfi simulations and then we discuss what students learned the next class period. Conclusively, students are engaged through civics topics throughout the academic year in a variety of ways.

### **Math**

**Strand** - We do the pledge of allegiance at the beginning of the day. In Algebra 2 and Geometry, our books have a snippet every Chapter or two focusing on famous mathematicians and contributions that they have made. Most of the time we read through them and talk about some of the ways that we might have used their discoveries or formulas. We also have used presidents and important historical dates when discussing elapsed time and trying to figure out how long ago something happened. We also apply some geometric concepts to historical monuments, where we might be finding surface area or volume, or just comparing it to something in a word problem.

**Eman** - In the math classroom we discuss civics and history by: saying The Pledge of Allegiance, discussing math trends with voting, and discussing the history of math and how it will change in the future. The Pledge of Allegiance is very important and teaches our students how to have pride in their country. There is always something in the news that can relate to math whether it's the stock market, voter turnouts, or even how COVID-19 grew exponentially. In March, we always take the day of 3/14 and discuss the history of pi. It always amazes students how long of a process it was for people to calculate even a few digits of pi. There is always a lot of interesting moments to look back at with history and math.

### **Media/Library**

**Klein** - The library has numerous books that explore history and civics concepts. A number of these books are added to our collection each year in effort to supplement our curriculum. We currently have a little over 600 books in our Social Science and History/Geography sections of our library. The following books related to these categories were added during the 2021/2022 school year:

*The U.S. Congress* by Melissa McDaniel

*The Bill of Rights* by Ruth Bjorklund

*The U.S. Constitution* by Moira Rose Donohue

*The Supreme Court* by Liz Sonneborn

*The Presidency* by Karen Kellaheer

*Nebraska* by Rachel A. Koestler-Grack

*Nebraska* by Ann Heinrichs

*Nebraska* by Jennifer Zeiger

*1935 Republican River Flood* by Joy Hayden

*The Civil War: 1850-1876* by Saddleback Educational Publishing

*World War II and the Cold War: 1940-1960* by Saddleback Educational Publishing

*Historical Atlas of the Word* by Rand McNally

*On the Horizon* by Lois Lowry

*Meet Miss Fancy* by Irene Latham

*Ground Zero* by Alan Gratz

*Out of Hiding: A Holocaust Survivor's Journey to America* by Ruth Gruener

*Escape from Chernobyl* by Andy Marino

*The End of the Line* by Sharon E. McKay

*Rescue* by Jennifer A. Nielsen

*Traitors Among Us* by Marsha Forchuk Skrypuch

*The War Below* by Marsha Forchuk Skrypuch

*The Enemy Above* by Michael P. Spradlin

These books, along with others already in the collection, were promoted and displayed throughout the year as special days were observed including Columbus Day, Veteran's Day, Thanksgiving Day, President's Day, and Nebraska Statehood Day. Additionally, during library skills, elementary students learned about library etiquette and being responsible for books. Students in grades K-2 also completed a unit on Golden Sower nominated books. The Golden Sower award is an award that is given annually to a book that demonstrates exemplary literature. Students began the unit by learning about Nebraska's State Capitol building, the Sower who stands atop the capitol, and the

explanation behind the name of the award. Then, after hearing each book, students voted for their favorite book.

### **Physical Education**

**Blackmore** - In my Lifetime Sports class, for each unit we go over I give them the history of the sport/activity. How it was invented and why it was invented. Then we have a short discussion about it as a group.

We have always said the Pledge of Allegiance with my 1<sup>st</sup> hour class weights class.

### **Science**

**Snyder** - Along with watching and discussing the History videos sent out by Mr. Kronhofman in our classroom, we take time to discuss many noteworthy scientists. Specifically, we will talk about how scientists have historically impacted not only our daily lives but the country and world as a whole.

**Huxoll** - Biology this year we discussed scientists in history and how they have changed the world. We just got done discussing Joseph Lister and his discovery in 1867 using carbolic acid as a germicide. President Garfield died a grim death 11 weeks after he was shot due to infection when doctors used dirty equipment and didn't wash their hands before surgery. We have discussed what is happening in the world today and how what we are learning pertains to that. We discussed microbiology and COVID. We worked on what a pandemic is and how it is different from an epidemic and endemic.

We discussed Alexander Fleming and his discovery of penicillin. He discovered it by accident and found it when he left for the weekend. Penicillin was a huge stepping stone in our history and the way that we treat bacterial infections.

The pasteurization of milk has kept people from getting Typhoid, Tuberculosis, and Undulant Fever. That is why we no longer have unpasteurized milk sold at the grocery stores.

### **Social Studies**

**Kronhofman** - My 8th Grade US History, 11th Grade Junior History, and Senior Government Classes curriculum is all Americanism.

**Government Curriculum** - we go through the entire structure of the 3 branches of government and how they work.

We will also do projects with the units:

Video green screen projects for our Constitution Day, Amendments Unit, Significant Court cases. We also do presentations on current members of Congress, Current political events worldwide, we have a political cartoon project, Presidential qualities project, and a mythical continent project where they create their own nation and government. We hold current event debates each year past topics include Gun Control, Border Wall, transgender participation in athletics, Military use of unmanned aircraft, and the Death Penalty. We do these projects periodically throughout the year when going through the structure of the US Government.

**US History 11th grade** - the curriculum is post-Civil war to Present day

We have projects on Great Plains Native American Tribes, American Imperialism, Progressive Era, WWI, Great Depression, African American History, Green Screen video projects of WWII

**US History 8th Grade** - the curriculum is early American Civilizations - Civil War

Projects include Eastern and Early native American Peoples, Pre-Revolutionary War Political Protest Posters, Revolutionary War, Lewis and Clark, Manifest Destiny, and the Civil War

In all of my classes, we always have at least a brief discussion if it is a significant day of the year. For example: VJ Day, Constitution Day, Election Day, Armistice/Veterans Day, Dec 7, VE Day etc.

**Foley - 7<sup>th</sup> grade World History class** has covered the Roman Republic, Roman Empire, Byzantine Empire, The Rise of Christianity, The Rise of Islam, Islamic Empires, West African Empires, Chinese Empires, and the Mongol Empire. In all of these units, the elements of civilization are taught which includes government. During these lessons comparisons are made between the United States' system of government and those of the empires. For example: while teaching about the Roman Republic the students read about Cincinnatus and compared his model of leadership to that of George Washington. Along with that lesson we watched a video produced by Senator Sasse about Cincinnatus.

**9<sup>th</sup> grade World History class** covers the era from "The Age of Exploration" to modern times. The units include African history and geography, western Asian history and geography, and European history. In all of these units, the elements of civilization are taught which includes government. For example: while teaching Russian history comparisons were made between the United States' system of government and that of Czarist Russia and then the USSR.

## **Spanish**

**Foley - Junior high Spanish class** has an A and a B curriculum that is taught every other year. The A curriculum includes the geography of South American and the development of the modern-day Spanish-speaking countries. The B curriculum includes the geography of Central America and the development of the modern-day Spanish-speaking countries.

**Spanish I** class includes lessons about Spain and Costa Rica that include their governmental systems that are taught in Spanish. In addition, the class learns about the Battle of Cinco de Mayo and the French takeover of Mexico. The Spanish II class learns about Peru and the Dominican Republic. While learning about the Dominican Republic, it includes information about US intervention in the region.

## **Special Education**

**Huxoll** - Each morning in the special education classroom we recite the pledge of allegiance. We discuss current events and what is happening in the world. The social studies teacher sends out videos and we watch them during Warrior Time and we discuss the videos. We discuss Veteran's Day and Pearl Harbor as well.

## **Technology**

**Reid Stagemeyer** – I try to incorporate various history/civics topics into my technology classes. My homeroom starts each day with the Pledge of Allegiance. Throughout the year in my Warrior Time, we have watched videos made by other classes on Constitution Day and Veterans Day among others. On Fridays, I try to show a new tech gadgets video or students will find and write an article summary on a current event that relates to technology. My Video Production class has helped to produce several historical event videos made throughout the year. Additionally, their first-semester final project was a video about the history of their hometown. Finally, we worked on digitizing over 2,900 class photos that we organized and put on our website. We are also in the process of digitizing area yearbooks and have completed almost 30 this year. We have numerous other pages with hundreds of historical photos and stories that we will continue to add to each year.

## **Music**

### **Instrumental Music**

**Gardner** - There is a lot of history discussed in music. In theory, we learn about several composers as well as the different time periods. In each period, we overview what was happening in the world at that time (wars, technology development, movements, trends, etc.) because those things often effected and/or was reflected in the music of that period. In all instrumental music classes, there is usually some history or social studies in every song that we play. Even if they don't have words, the tunes have history and stories behind them.

For example, one song we played this year was "Anasazi." It was inspired by the Anasazi Indians, so we learned about their culture and the mysterious disappearance of the tribe through the summary in the music score, videos, listening to examples of traditional Native American music, and practicing smooth, quiet Indian walking.

Another group learned about and experienced the format of a traditional march through America's national march "Stars and Stripes Forever. We learned some history of the composer (John Phillip Sousa) and the President's Own Marine Band and mapped out the format of a march as we listened.

Throughout the year, each class plays a variety of music from different countries, time periods, and genres. Learning the history and stories behind the songs helps the students actually perform the music rather than just playing notes.

### **Vocal Music**

#### **Patriotism in Vocal Music - 2023**

All students in grades K-12 have had exposure to The Star Spangled Banner. Grade 3 sings the song at a basketball game. High School choir performs the Star Spangled Banner at their conference choral clinic and before several home games.

Elementary music students learn American folk songs and the culture behind them.

Jr. High and High School students learn about American composers and they sing American music in class.