

**MALCOLM PUBLIC SCHOOLS, DISTRICT #148**  
**BOARD OF EDUCATION REGULAR MEETING AGENDA**  
**Monday, November 17, 2025 6:00 PM**  
**SCHOOL DISTRICT BOARD ROOM**

{{Name: Agenda Item Name}}

1. **Call Regular Board Meeting to Order - Roll Call**
2. **Communication From the Public: Communications in general or about a specific agenda item.**
3. **Discuss the purpose, direction and expectations of the Committee on American Civics.**
4. **Adjournment**

**NOTICES:**

**COPY OF OPEN MEETINGS ACT:** The Board of Education makes available at least one current copy of the Open Meetings Act posted in the meeting room at a location accessible to members of the public. The Act is posted on the Bulletin Board on the North wall of the meeting room.

**INSTRUCTIONS FOR THOSE WHO WISH TO SPEAK DURING PUBLIC FORUM:**

**Getting Started:** The Board of Education will receive public comment on individual agenda items or communication from any district patron on any issue. When it is your turn to speak during the “Communications from the Public” portion of the agenda, please come forward to the table situated immediately in front of the Board, sign your name and address on the sign-in sheet and state your name to the Board of Education.

**Time Limit:** You may speak one time, but please limit comments to 5 minutes or less.

**Personnel or Student Topic:** If you are planning to speak about a personnel or student matter involving an individual, please understand that our policies require that such concerns initially be directed to the administration for consideration. Board members will generally not respond to any questions you ask or comments you may make about individual staff members or students. You are cautioned that slanderous comments are not protected just because they are made at a Board of Education meeting.

**General Rules:** Please remember that this is a public meeting for the conduct of the business of the Board of Education. Offensive language, personal attacks and hostile conduct will not be tolerated.

SCHOOLS

BY: MALCOLM PUBLIC

BOARD OF EDUCATION

Columbus Public Schools Board of Education  
Committee on American Civics  
Statute 79-724  
August 18, 2025

It is the responsibility of society to ensure that youth are given the opportunity to become competent, responsible, patriotic, and civil citizens to ensure a strong, stable, just, and prosperous America. Such a citizenry necessitates that every member thereof be knowledgeable of our nation's **history, government, geography, and economic system**. The youth in our state should be committed to the ideals and values of our country's democracy and the constitutional republic established by the people. Schools should help prepare our youth to make informed and reasoned decisions for the public good. Civic competence is necessary to sustain and improve our democratic way of life and must be taught in all public, private, denominational, and parochial schools. **A central role of schools is to impart civic knowledge and skills that help our youth to see the relevance of a civic dimension for their lives. Students should be made fully aware of the liberties, opportunities, and advantages we possess and the sacrifices and struggles of those through whose efforts these benefits were gained.** Since young people are most susceptible to the acceptance of principles and doctrines that will influence them 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 youth of our state have the opportunity to become competent, responsible, patriotic, and civil American citizens.

**School District's Requirements:**

1. BOE forms a Committee on American Civics: Mr. Jeffryes, Ms. Seipel & Mr. Molczyk
2. Hold at least two public meetings annually, at least one when public testimony is accepted;
  - Meeting 1: August 18, 2025 (Education Committee)
  - Meeting 2: January 12, 2026 BOE
    - Teachers from different grade levels will present their curriculum, assessment samples, and patriotic school traditions
3. Ensure and approve K-12 Social Studies Curriculum is aligned to the NE Social Studies Standards
  - Fall of 2019 BOE approved the 2019 NE Social Studies Standards
  - Spring of 2020 BOE approved the CPS K-12 Social Studies Curriculum & Resources
    - Ensured the curriculum includes the rights, responsibilities and duties of citizenship
    - Nebraska Social Studies Standards will be revised starting in the Spring of 2025 with a target completion date of Fall 2026
4. Provide required Social Studies Courses:
  - Grades K-8
  - Grade 9: Geography
  - Grade 10: World History
  - Grade 11: US History
  - Grade 12: American Government & Economics

## **Committee on American Civics Meeting**

Monday, May 12, 2025 6:00 PM

Bayard High School Library  
726 4th Avenue  
Bayard, NE 69334

Jessica Dankowski: Absent  
Bill Ferrero: Present  
Donna Stuart: Present

### **Opening the Meeting**

Meeting was opened at 6:05p.m.

#### **I.A. Call to Order**

Board member Donna Stuart and Bill Ferrero were present. Administrators present were Superintendent Olson and Principal Rice and Mrs. Rafferty.

#### **I.B. Open Meetings Act**

#### **I.C. Notice of Meeting**

#### **I.D. Roll Call of Committee Members**

Board member Donna Stuart and Bill Ferrero were present.

#### **I.E. Status of Absent Committee Members**

### **II. Approval of Agenda**

### **III. Introduction of Guests**

### **IV. Public Comments**

### **V. Review Nebraska State Statute 79-724**

### **VI. Committee Discussion Items**

**VI.A. Discussion Regarding Social Studies Curriculum and Instruction Compliance with Nebraska State Statutes 79-719 to 79-723 and the Social Studies Standards Adopted by the Nebraska State Board of Education.**

**VI.B. Discussion Regarding Compliance with Statutory Requirements for Students**

**VI.C. Discussion Regarding Curricular Materials/Resources and Recommendations for Updating of Altering Curricular Resources**

**VI.D. Discussion Regarding Potential Strategies to Increase Positive Student Civics Participation in the Bayard Public Schools Community**

### **VII. Set Next Meeting Date**

Next American Civics meeting is set for 6:00p.m. November 10, 2025

### **VIII. Adjourn**

Meeting ended at 6:24p.m.

PRESENT:

Chad Carlson  
Tessa Stevens  
Cyndi Muilenburg

ABSENT:

The American Civics, Curriculum, and Technology Committee of the Board of Education of Hamilton County School District #0405 (a.k.a. Aurora Public Schools) held a public committee meeting on Monday, June 2, 2025 in the Superintendent's Office, 300 L St., Aurora, NE 68818. The meeting was convened in open and public session with advanced notice published in the Aurora News Register on Wednesday, May 28, 2025 and the District's website. Availability of the agenda was communicated in the publicized notice and a current copy of the agenda was kept continuously current and available for inspection at the office of the Superintendent of Schools. All proceedings of the Committee, except as may be hereinafter noted, were taken while the convened hearing was open to the attendance of the public.

Chairwoman Muilenburg opened the meeting at 5:02 p.m..

Chairwoman Muilenburg acknowledged the meeting publication that was published in the May 28, 2025 edition of the Aurora News Register.

There were no requests to speak before the committee.

Superintendent Phillips provided the committee with the American Civics law (79-724) and requirements.

Mrs. Teahon presented the Social Studies Curriculum and State Standards to the committee. Textbooks were available from each grade level (K-12). A copy of the state Social Studies standards were discussed and available to review.

Mrs. Teahon reviewed the patriotic exercises each school has performed and includes in its curriculum.

Mrs. Teahon presented an update regarding the Science curriculum materials adoption. The elementary (K-5) will be recommending remaining with Foss Science and Mystery Science. Middle School will be recommending OpenSci Ed, from Activate Learning, and High School is recommending Inspire Series by McGraw Hill. Mrs. Teahon presented the materials to the committee and had samples available for review. The adoption of the new materials will be on the June board agenda for full board approval.

Superintendent Phillips discussed the use of the 1:1 initiative with iPads and Chromebooks, textbooks, and AI in schools and classes.

Chairwoman Muilenburg closed the meeting at 6:17 p.m.

Respectfully Submitted:

Cyndi Muilenburg  
Chair  
American Civics, Curriculum, and Technology Committee

# JUSTIA

[Go to Previous Versions of this Statute](#) ▾

## 2024 Nebraska Revised Statutes

### Chapter 79 - Schools

#### 79-724 - Committee on American civics; created; duties; school board, State Board of Education, and superintendent; duties.

##### Universal Citation:

NE Code § 79-724 (2024) ○

[◀ Previous](#)

[Next ▶](#)

#### **79-724. Committee on American civics; created; duties; school board, State Board of Education, and superintendent; duties.**

It is the responsibility of society to ensure that youth are given the opportunity to become competent, responsible, patriotic, and civil citizens to ensure a strong, stable, just, and prosperous America. Such a citizenry necessitates that every member thereof be knowledgeable of our nation's history, government, geography, and economic system. The youth in our state should be committed to the ideals and values of our country's democracy and the constitutional republic established by the people. Schools should help prepare our youth to make informed and reasoned decisions for the public good. Civic competence is necessary to sustain and improve our democratic way of life and must be taught in all public, private, denominational, and parochial schools. A central role of schools is to impart civic knowledge and skills that help our youth to see the relevance of a civic dimension for their lives. Students should be made fully aware of the liberties,

opportunities, and advantages we possess and the sacrifices and struggles of those through whose efforts these benefits were gained. Since young people are most susceptible to the acceptance of principles and doctrines that will influence them 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 youth of our state have the opportunity to become competent, responsible, patriotic, and civil American citizens.

(1) The school board of each school district shall, at the beginning of each calendar year, appoint from its members a committee of three, to be known as the committee on American civics, which shall:

(a) Hold no fewer than two public meetings annually, at least one when public testimony is accepted;

(b) Keep minutes of each meeting showing the time and place of the meeting, which members were present or absent, and the substance and details of all matters discussed;

(c) Examine and ensure that the social studies curriculum used in the district is aligned with the social studies standards adopted pursuant to section 79-760.01 and teaches foundational knowledge in civics, history, economics, financial literacy, and geography;

(d) Review and approve the social studies curriculum to ensure that it stresses the services of the men and women who played a crucial role in the achievement of national independence, establishment of our constitutional government, and preservation of the union and includes the incorporation of multicultural education as set forth in sections 79-719 to 79-723 in order to instill a pride and respect for the nation's institutions and not be merely a recital of events and dates;

(e) Ensure that any curriculum recommended or approved by the committee on American civics is made readily accessible to the public and contains a reference to this section;

(f) Ensure that the district develops and utilizes formative, interim, and summative assessments to measure student mastery of the social studies standards adopted pursuant to section 79-760.01;

(g) Ensure that the social studies curriculum in the district incorporates one or more of the following for each student:

(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; or

(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; or

(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

(h) Take all such other steps as will assure the carrying out of the provisions of this section and provide a report to the school board regarding the committee's findings and recommendations.

(2) All social studies courses approved for grade levels as provided by this section shall include and adequately stress contributions of all ethnic groups to (a) the development and growth of America into a great nation, (b) art, music, education, medicine, literature, science, politics, and government, and (c) the military in all of this nation's wars.

(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 discussion of noteworthy events pertaining to American history or the exceptional acts of individuals and groups of Americans;

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

(c) The development of respect for the American flag as a symbol of freedom and the sacrifices of those who secured that freedom; and

(d) Instruction as to proper conduct in the presentation of the American flag.

(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, time shall be set aside for the teaching of

American history from the social studies curriculum, which shall be taught in such a manner that all students are given the opportunity to (a) become competent, responsible, patriotic, and civil citizens who possess a deep understanding of and respect for both the Constitution of the United States and the Constitution of Nebraska and (b) prepare to preserve, protect, and defend freedom and democracy in our nation and our world.

(5) In at least two courses in every high school, time shall be devoted to the teaching of civics and American history as outlined in the social studies standards adopted pursuant to section 79-760.01, during which specific attention shall be given to the following matters:

(a) The Declaration of Independence, the United States Constitution, the Constitution of Nebraska, and the structure and function of local government in this state;

(b) The benefits and advantages of representative government, the rights and responsibilities of citizenship in our government, and the dangers and fallacies of forms of government that restrict individual freedoms or possess antidemocratic ideals such as, but not limited to, Nazism and communism;

(c) The duties of citizenship, which include 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; and

(d) The application of knowledge in civics, history, economics, financial literacy, and geography to address societal issues.

(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 George Washington's birthday, Abraham Lincoln's birthday, Dr. Martin Luther King, Jr.'s birthday, Native American Heritage Day, Constitution Day, Memorial Day, Veterans Day, and Thanksgiving Day, or on the day or week 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. Neglect thereof by any employee may be considered a 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;  
Laws 2019, LB399, § 1.

## Cross References

Flag display requirements, see section 79-707.

[← Previous](#)

[Next →](#)

**Disclaimer:** These codes may not be the most recent version. Nebraska may have more current or accurate information. We make no warranties or guarantees about the accuracy, completeness, or adequacy of the information contained on this site or the information linked to on the state site. Please check official sources.

This site is protected by reCAPTCHA and the Google Privacy Policy and Terms of Service apply.

**SEPTEMBER 29, 2025**

The Committee on American Civics meeting was called to order by Hoffman at 7:30 pm. Members present: Hoffman, DeNaeyer. Members absent: Burk. Also present: Superintendent Dahlberg.

A public comment period was opened. There was no public comment..

Superintendent Dahlberg led a discussion with committee members about the Nebraska State Social Studies Standards and the Thedford Public School's Social Studies Curriculum. The following was confirmed by Superintendent Dahlberg:

- Curriculum and activities at Thedford Public Schools are aligned to the Nebraska State Standards.
- Curriculum stresses the required patriotic themes.
- Social Studies curriculum includes a requirement, in accordance with state law, that high school students (i) complete a written test; (ii) attend a public meeting, or (iii) present or write a paper on an appropriate topic.
- Social Studies curriculum, along with any curriculum the school uses, is available for public inspection.
- Curriculum scope and sequence looks like this:
  - K-3 focus is more local with civics education taking place on the local level
  - 4<sup>th</sup> grade focuses on Nebraska history, geography, and government.
  - 5<sup>th</sup> and 8<sup>th</sup> grade focuses on American history, geography, and government.
  - 6<sup>th</sup> and 7<sup>th</sup> grade focuses on World history, geography, and government.
  - 9<sup>th</sup> grade focuses on American history, geography, and government.
  - 10<sup>th</sup> grade focuses on World history, geography, and government.
  - 11<sup>th</sup> grade focuses on American government and civics.
  - 12<sup>th</sup> grade focuses on World geography.
  - Seniors also take Personal Finance and Economics as required classes.
- The scope and sequence meet the requirements of 2 years of American History in grades 5-8.
- The high school civics requirement is covered in the 9<sup>th</sup> grade American History and 11<sup>th</sup> grade Government courses. Although government concepts are taught throughout the curriculum.
- Classroom activities and learning are conducted for the required holidays.
- Veteran's Day activities include a program presented to the community where we invite veterans into the school to celebrate them and thank them for their service. The 11<sup>th</sup> grade government class organizes the program and students in grades PK-8 participate in the program.

Discussion was held on when the Social Studies curriculum is up for review and/or renewal.

The meeting was adjourned at 7:45 p.m.

The next regular board meeting will be held on Monday, October 13<sup>th</sup>, 2025 at Thedford High School at 6:30 p.m.

 [Download](#)

### View Options:

- Show Everything
- Rationale
- Attachments
- Hide Everything

# October 28, 2025 at 4:30 PM - Board of Education Wellness, American Civics, Multicultural Committee Meeting

## Agenda

1. Call to Order

2. New Business


2.1. Public Hearing on American Civics Curriculum

2.2. Social Studies Overview

**Attachments:** (2)

 [Committee on American Civics Presentation, October 28, 2025](#)

10/22/2025 at 3:26 PM

 [Committee on American Civics Report - 2025\\_26 School Year](#)

10/22/2025 at 3:26 PM

2.3. PROMISES Project Update

2.4. PE Health Update

2.5. Requirements for USDA Review for Triennial Assessment and WellStat Evaluation

3. Standing Items

3.1. Meeting Minutes and Committee Report

3.2. Board Goals

4. Follow-Up from Past Meetings

5. Future Agenda Items

6. Findings and Recommendations to the Board

7. Request for Closed Session

8. Adjournment

[<< Back to the Public Page for Lincoln Public Schools](#)



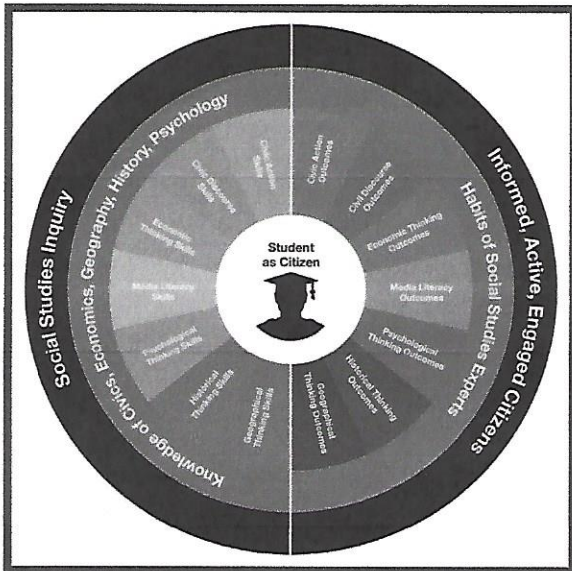
# Report: Committee on American Civics; 2025-2026 School Year

Jaci Kellison, K-12 Social Studies Curriculum Specialist, Lincoln Public Schools

Reference: [Nebraska Revised Statute 79-724](#) (in effect September 1, 2019)

## Social Studies Mission for Lincoln Public Schools

Social Studies education in Lincoln Public Schools engages all students with the knowledge and skills necessary to be informed and active citizens, while also contributing to our diverse and interdependent world.



The Lincoln Public Schools [Social Studies Blueprint](#) provides a frontpage for important resources for social studies teachers while also representing a design for the integration of social studies content and skills across a student's career as a social studies learner. The "Student as Citizen" reminds us that student learning is at the center and emphasizes a broad definition of "citizen" that includes all students as participants in their communities, nations, and world. Students learn to become informed, active, and engaged citizens. As the left-hand outer arc of the blueprint indicates, this is accomplished through a guided inquiry approach. Students are presented with important questions in history, government, geography, and economics and teachers facilitate students through an investigative process to answer these essential questions by gathering evidence from multiple sources.

## Students in Lincoln Public Schools will

### Know

- how to become engaged participants in public life
- differences between democratic and nondemocratic political systems
- realities of global interdependence
- rights and responsibilities of citizens of a democracy
- historical and contemporary understandings of basic freedoms and rights

### Understand

- the human story across time at a local, national and global level
- the role culture plays in human and societal development
- interactions between humans and their environment
- the historical development of ideas of human rights
- how they fit into their community, nation and world
- how people organize for the production, distribution and consumption of goods and services

### Be able to

- think flexibly about complex issues facing human societies
- apply decision-making and problem-solving skills to real world issues
- analyze causes and consequences of events and decisions
- apply research methods associated with historical and social science inquiry
- evaluate historical accounts made by others
- use historical thinking skills to interpret the past
- examine human thinking and behavior using multiple perspectives

# Lincoln Public Schools K-12 Social Studies Scope and Sequence

Every student receives instruction acquainting them with our nation's history and government. In addition to content, students also learn the critical thinking skills necessary to understand liberty, justice, and democracy.

Please note that the 6th, 7th and 10th grade curriculum focuses on World History. During these courses, U.S. history is considered within a global context, and key historical figures and events in U.S. history are reviewed. Please also note that the Amplify CKLA reading curriculum (implemented in LPS during the 2023-2024 school year) enhances many of these objectives throughout its K-6 scope and sequence.

## (Selected) Essential Questions

### Kindergarten

- How do rules help us?
- What are symbols of the United States?
- How do people celebrate?
- Where do we live?

### First Grade

- How does our school work?
- How does our neighborhood work?
- How has our country changed (maps/ flags)?
- What is life like in other cities in the U.S.?

### Second Grade

- What does it take to be a good community member?
- How does our government work?
- How can one person make a difference?
- How can I be an engaged community member?

### Third Grade

- What does a community need to succeed?
- Why do we need the Constitution?
- Why was Lincoln chosen as Nebraska's capital?
- How has our community changed over time?

### Fourth Grade

- Why did settlers come to Nebraska?
- What makes Nebraska unique?
- How have Nebraskans made a difference?

### Fifth Grade

- What was life like in the American colonies?
- How did the Declaration of Independence impact the colonies?
- What changes in government happened after the American Revolution?
- How does the Constitution impact citizens?

### Eighth Grade

- How was the Constitution the result of compromise?
- How did women, immigrants, and people of color impact the Civil War?
- How did the period of Reconstruction shape the future of the United States?
- What challenges existed as a result of immigration, industrialization and urbanization?

## **Ninth Grade**

- What rights and responsibilities do U.S. citizens have?
- How do I become an informed citizen?
- Who makes decisions for my school, neighborhood, and city?
- What makes a state government work for people?
- How do citizens influence local government decisions?
- What protects my rights?
- How have concepts of citizenship changed over time?

## **Eleventh Grade**

- How did the United States become a global and economic military power?
- How did the United States respond to the crises of the Great Depression and the rise of fascism?
- What were the defining ideas and concerns of the Civil Rights Movement?
- How did Ronald Reagan bring conservatism into the political mainstream?

## **Twelfth Grade**

- How can we pursue responsible and informed civic participation?
- How does our government work?
- How can the government secure the common good and protect individual liberty?

## **Additional Curriculum Opportunities**

Lincoln Public Schools offers many elective courses that expand the American History narrative including Native American Studies, the History of the Civil Rights Movement, and AP African American Studies.

## **Additional Information on LPS Activities**

### **Grant Projects**

Over the course of about a decade, Teaching American History (TAH) Grants provided the opportunity for over 200 K-12 LPS teachers to receive their Master's degrees in Historical Studies. This particular grant funding ended in 2014.

Between 2016 and 2022, LPS was involved in three "Teaching with Primary Sources" grants from the Library of Congress to offer expanded professional learning opportunities for over 100 secondary social studies teachers.

In September of 2023, LPS was the named partner for a 3-year, \$1.9 million federal grant through the "American History and Civics National Activities Grant" Program. Even though funding for the project was discontinued after the second fiscal year, close to 60 LPS secondary social studies teachers will earn 18 graduate hours focused on increasing rigor and opportunity in social studies classes.

### **Patriotic Holidays**

Every classroom, K-12, learns about the Constitution during the week of September 17th. Other patriotic holidays are also appropriately celebrated. Recommendations for recognizing these holidays are shared with teachers and administrators.

### **We the People Program**

The We the People Program and curriculum was developed by the Center for Civic Education. Every 9th and 12th grade classroom in LPS has access to a classroom set of books to aid in teaching this program. The curriculum culminates in a mock congressional hearing. During the 2024-2025 school year four teams from LPS competed at the state competition, with two teams qualifying and competing at the national competition in Washington, D.C.

### **Civil Discourse & Media Literacy**

In order to address sensitive and controversial topics, secondary social studies teachers in LPS receive professional learning regarding the incorporation of civil discourse and media literacy into social studies courses. Lesson plans and assessments to teach and practice these skills are available in all social studies courses, and required in Civics and Government courses.

### **Student Vote**

Every two years, all students grades 4-12 participate in a mock vote on leaders and issues that mirror the Lancaster County ballot. The last Student Vote was held on October 30th, 2024 and the next Student Vote will be held the week before the general election in 2026. The social studies curriculum team sends lesson materials for Grades 4-12 to teach the importance of informed voting ahead of this event.

### **American History Project/Paper & Presentation**

Every student in grades 8 and 11 completes a project or paper and presentation related to a patriotic holiday, as outlined in NE 79-724.

### **Voter Registration**

All high schools organize a voter registration drive at least once a year. In each school, a social studies teacher works with the Election Commission to hold the drive. LPS high schools registered 714 new voters in person during March 2025 (in addition to more online throughout the school year). Dozens of students were also deputized as registrars.

### **Service-Learning**

Every senior completes a service-learning project. Students have more than one pathway to complete the project, through a variety of actions that fulfill the learning objectives, one of which is volunteer hours with non-profit agencies in their community. Curricular emphasis on the service-learning component of the course has been in place since the 2018-19 school year.



**Hastings Public Schools  
Committee on American Civics Minutes**

October 20, 2025 5:30 PM

Board Room at HPS District Offices, 1515 W 8th St, Hastings, NE 68901

The meeting was advertised in the Hastings Tribune on Friday, October 10, 2025

**1. Roll Call**

Superintendent Prosocki called the Committee on American Civics meeting to order at 5:30 p.m. and the following Board Committee members were present: Chris Shade, Andrew McCarty, and Stacie Widhelm.

Others in attendance: Dr. Christopher Prosocki, Superintendent; Kristen Slechta, Director of Learning; Denise Behrends, Administrative Assistant to the Superintendent; Terry Julian, Technology Facilitator; Deb Miles, HMS Social Studies Teacher; Will Vraspir, Hastings Tribune

**2. Committee on American Civics Statute 79-724**

Superintendent Prosocki reviewed statute 79-724 with the committee members on American Civics.

**3. Opportunity for the public to be heard**

There were no public comments.

**4. Review of the K-12 Social Studies Curriculum**

Director of Learning Kristen Slechta reviewed the K-12 Social Studies curriculum.

Committee members held a discussion about the social studies curriculum.

**5. Patriotic Exercises**

Director of Learning Kristen Slechta reviewed the schedule of Patriotic activities.

**6. Requirements (8th & 12th Grade) Related to the American Civics Statute**

Director of Learning, Kristen Slechta noted that all 10th grade students will be taking the civics portion of the naturalization test used by the U.S. Citizenship and Immigration Services to fulfill the requirement under state statute 79-724.

Committee members held a discussion about the US Citizenship testing.

**7. Adjournment**

Meeting adjourned at 5:52 p.m.

Denise Behrends, Board Recording Secretary

### View Options:

- Show Everything
- Attachments
- Public Information
- Hide Everything

# October 15, 2025 at 5:30 PM - Board of Education Curriculum and Americanism Committee

## Agenda

1. Call to Order and Note Members in Attendance
2. Discussion Items

2.1. The Committee on American Civics must meet at least twice per year. One meeting must include public testimony. During the meetings, the Committee is to review the social studies curriculum to ensure that it aligns with NDE standards and all other LB399 requirements.

This meeting is advertised to take public testimony. There will be an opportunity at the end of the meeting for that purpose.

### Attachments: (3)

 <a href="#">6121--Curriculum_Review_Cycle</a>	10/10/2025 at 9:54 AM
 <a href="#">6121--Curriculum_Review_Cycle</a>	10/10/2025 at 10:00 AM
 <a href="#">Americanism Board Report 2025</a>	10/15/2025 at 9:45 AM

3. Adjournment

[<< Back to the Public Page for Raymond Central Public Schools](#)

Sparq Data Solutions | 1311 Stockwell Street | Lincoln, NE 68502 | (402) 817-0120 | (800) 422-4572

Copyright © 2015-2025. Sparq Data Solutions Inc. - All Rights Reserved.

[Privacy Policy](#)

[Terms and Conditions of Use](#)



**Curriculum Review Cycle**

**TEXTBOOK ADOPTION SCHEDULE**

<u>EVALUATION</u>	<u>IMPLEMENTATION</u>	<u>SUBJECT</u>
2022-2023	2023-2024	English Language Arts
<ul style="list-style-type: none"> <li>Completed with an adjustment made to high school this year.</li> </ul>		
2023-2024	2024-2025	Character Education/School Counseling Art, Music, PE, Health, Business
<ul style="list-style-type: none"> <li>We were off schedule, but we have added Character Education and School Counseling and are having the teachers review the other areas for needs.</li> </ul>		
2024-2025	2025-2026	Math
<ul style="list-style-type: none"> <li>Completed and currently being implemented</li> </ul>		
2025-2026	2026-2027	Science
<ul style="list-style-type: none"> <li>Review possible options on November 14<sup>th</sup> at 1:00</li> </ul>		
2026-2027	2027-2028	World Language, Journalism
2027-2028	2028-2029	Social Studies, Gifted
<ul style="list-style-type: none"> <li>Online resources selected during the last rotation are no longer available. We will be reviewing resources this spring.</li> </ul>		
2028-2029	2029-2030	Industrial Technology, FCS, Ag
2029-2030	2030-2031	Repeat the cycle

- Periodic Review of Curricular Areas integrated in Curriculum include Multicultural Education, Gifted Education, Remedial/Title Services, Technology, and Safety
- Raymond Central Curriculum will be revised as needed to comply with State Standards and State and Federal Regulations.

Date of Adoption: May 18, 2009  
Date of Revision: February 14, 2024

**Curriculum Review Cycle****TEXTBOOK ADOPTION SCHEDULE**

<u>EVALUATION</u>	<u>IMPLEMENTATION</u>	<u>SUBJECT</u>
2022-2023	2023-2024	English Language Arts
2023-2024	2024-2025	Character Education/School Counseling Art, Music, PE, Health, Business
2024-2025	2025-2026	Math
2025-2026	2026-2027	Science
2026-2027	2027-2028	World Language, Journalism
2027-2028	2028-2029	Social Studies, Gifted
2028-2029	2029-2030	Industrial Technology, FCS, Ag
2029-2030	2030-2031	Repeat the cycle

- Periodic Review of Curricular Areas integrated in Curriculum include Multicultural Education, Gifted Education, Remedial/Title Services, Technology, and Safety
- Raymond Central Curriculum will be revised as needed to comply with State Standards and State and Federal Regulations.

Date of Adoption: May 18, 2009

Date of Revision: February 14, 2024

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

- Andrew Placke: Social Science 7-12
- Jackson Hilyard: Social Science 7-12
- Courtney Polak: History 7-12
- Mike Henderson: Social Science 7-12
- Traci Hummel: Social Studies Grade 6
- Ben Svehla : Intro to Business, Leadership and Management, Business Law, 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/Dual Credit 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.
- **6th Grade Social Studies:** (Mrs. Hummel) In this course students “deepen their understanding of the Earth and its peoples through the study of history, geography, politics, culture, and economic systems. Students examine the world by exploring the location, place, and spatial organization of the world’s ancient civilizations.” -Nebraska State Standards.
- **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.

### **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

**(c) Elementary Observance of Patriotic Exercises**

- Proposed Elementary Schedule of Americanism Events

**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
- 6th Grade - Multi-Intelligence Projects
- 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 Civil War
- 6th Grade - Ancient Civilizations
- 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 (K-12)
- 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.
- 5th Grade Flag Bearers at each Elementary Raise / Lower and Fold the American Flag and Nebraska Flag on a rotation so every student is involved.

**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

<u>Holiday</u>	<u>Date</u>	<u>Grade Level Responsible</u>	<u>Notes</u>
George Washington's Birthday/ Presidents Day	3rd Monday in February 16, 2026	Kindergarten	Can be combined with Abe Lincoln's Birthday / Presidents Day
Abe Lincoln's Birthday	February 12th	1st	
Dr. Martin Luther King Jr. Birthday	January 15th	2nd	
Native American Heritage Day	Day after Thanksgiving / 12.1.2025	3rd	
Constitution Day	September 17th	4th	
Memorial Day	Last Monday of May - Week before	5th	
Veteran's Day	November 11th / 11.11.25	Committee	

**PAPILLION LA VISTA COMMUNITY SCHOOLS #27**  
**American Civics Curriculum Hearing**  
**February 10, 2025**

The Board of Education of the School District of Papillion La Vista, in the County of Sarpy, in the State of Nebraska, met in open and public session at 6:00 p.m., Monday, February 10, 2025. The American Civics Hearing was held at the Papillion La Vista Community School District Administration Office, 420 South Washington Street, Papillion, Nebraska.

Notice of the American Civics Hearing was provided in advance by publication in the *Sarpy Times*, February 5, 2025. Notice of the hearing was simultaneously given to all members of the Board of Education. Their acknowledgment of receipt of the agenda is maintained at the Papillion La Vista Community Schools Administration Office. The proceedings, hereafter shown, were taken while the convened hearing was open to the attendance of the public.

Call to Order

Board President SuAnn Witt called the hearing to order, led the group in the Pledge of Allegiance and publicly stated a copy of the Nebraska Open Meetings Law is posted at the entrance to the Board Room. All board members were present at the meeting. Roll Call was taken: Ms. Elizabeth Butler, Mr. Marcus Madler, Ms. SuAnn Witt, Mr. Brian Lodes, Ms. Lisa Wood, and Mr. Skip Bailey.

American Civics Hearing

The purpose of the annual hearing is to allow public comment on the district's compliance to Neb. Stat. 79-724 regarding American Civics Curriculum relative to the 2023-2024 school year.

Ms. Shureen Seery provided the Board with an update of the Board Subcommittees meetings, Elementary grade level social studies, middle & high school courses, and Patriotic exercises from this past year. An update on the curriculum cycle was given. Social Studies is in full implementation with current curriculum that aligns with the Nebraska State standards. Personal Finance has also been added as a graduation requirement as required by law.

There being no further discussion or questions, the hearing was adjourned by Board President Witt at 6:07pm.

Lisa Wood, Secretary  
Board of Education

**APPROVED MINUTES**  
**Board of Education Work Session**  
**Education Committee on American Civics Meeting**  
**Monday, April 8 at 5:30 PM**  
**Boardroom at Central Office**  
**1700 14th Avenue**  
**Nebraska City, NE 68410**

The News Press and B103 were notified.

Notice was published in the Nebraska City News Press on Friday, March 29, 2024 and on the Nebraska City Public Schools website on Friday, March 15, 2024 stating the time and place of the meeting and stating that the known subjects on the agenda were on file and available for public inspection at the District Central Office, 1700 14th Avenue, Nebraska City, Nebraska. Copies of the postings from Friday, March 29, 2024 and Friday, March 15, 2024 are attached to these minutes.

This meeting is subject to the Open Meetings Law and Availability of the Agenda pursuant to Nebr. Rev. Stat. Chapter 84, Article 1412(8). A current copy of the Open Meeting Act is posted in the meeting room and the agenda is available.

**1. Call to Order**

Board President Jim Nemec called the meeting to order at 5:30 PM.

**1.1 Roll Call**

Kent Blum: Present  
Lisa Chaney: Present  
Don Loseke: Present  
Jeff Frields: Present  
Stacie Higgins: Present  
Jim Nemec: Present  
Nick Schmitz: Present  
Rob Elson: Present  
Brent Shanholtz: Absent  
Present: 8, Absent: 1

Board Member Stacie Higgins joined at 5:37 PM.

**2. Public Comment Time**

No one addressed the board during Public Comment Time.

**3. Review Checklist**

Kate Sherwin reviewed the checklist with the Board and Superintendent Fritch followed by discussion. Included in her presentation were examples of classroom lessons and student work across all grade levels as it pertains to the items on the checklist for American Civics.

**Order #17094-Motion Passed:** Motion to adjourn at 5:50 PM passed with a motion by Kent Blum and seconded by Don Loseke. No discussion.

Kent Blum:	Yea
Lisa Chaney:	Yea
Don Loseke:	Yea
Jeff Frields:	Yea
Stacie Higgins:	Yea
Brent Shanholtz:	Absent
Jim Nemec:	Yea
Nick Schmitz:	Yea
Rob Elson:	Yea

Yea: 8, Nay: 0, Absent: 1

Submitted by Mark Fritch, Secretary

**APPROVED MINUTES**  
**Board of Education Work Session**  
**Education Committee on American Civics Meeting**  
**Monday, October 14, 2024 at 5:30 PM**  
**Boardroom at Central Office**  
**1700 14th Avenue**  
**Nebraska City, NE 68410**

The News Press and B103 were notified.

Notice was published in the Nebraska City News Press on Friday, October 4, 2024 and on the Nebraska City Public Schools website on Tuesday, September 10, 2024 stating the time and place of the meeting and stating that the known subjects on the agenda were on file and available for public inspection at the District Central Office, 1700 14th Avenue, Nebraska City, Nebraska. Copies of the postings from Friday, October 4, 2024 and Tuesday, September 10, 2024 are attached to these minutes.

This meeting is subject to the Open Meetings Law and Availability of the Agenda pursuant to Nebr. Rev. Stat. Chapter 84, Article 1412(8). A current copy of the Open Meeting Act is posted in the meeting room and the agenda is available.

**1. Call to Order**

Board President Jim Nemec called the meeting to order at 5:30 PM.

**1.1 Roll Call**

Kent Blum: Present  
Lisa Chaney: Present  
Don Loseke: Present  
Jeff Frields: Absent  
Stacie Higgins: Present  
Jim Nemec: Present  
Nick Schmitz: Present  
Rob Elson: Present  
Brent Shanholtz: Present  
Present: 8, Absent: 1

**2. Public Comment Time**

No one addressed the board during Public Comment Time.

**3. Review Checklist**

Kate Sherwin reviewed the checklist with the Board and Superintendent Fritch followed by discussion. Included in her presentation were examples of classroom lessons and student work across all grade levels as it pertains to the items on the checklist for American Civics.

**4. Adjournment**

**Order #17221-Motion Passed:** Motion to adjourn at 5:57 PM passed with a motion by Kent Blum and seconded by Don Loseke. No discussion.

Kent Blum: Yea  
Lisa Chaney: Yea  
Don Loseke: Yea  
Jeff Frields: Absent  
Stacie Higgins: Yea  
Brent Shanholtz: Yea  
Jim Nemec: Yea  
Nick Schmitz: Yea  
Rob Elson: Yea

Yea: 8, Nay: 0, Absent: 1

Submitted by Mark Fritch, Secretary

**APPROVED MINUTES**  
**Board of Education Work Session**  
**Education Committee on American Civics Meeting**  
**Monday, April 14, 2025 at 5:30 PM**  
**Boardroom at Central Office**  
**1700 14th Avenue**  
**Nebraska City, NE 68410**

The News Press and B103 were notified.

Notice was published in the Nebraska City News Press on Friday, April 4, 2025 and on the Nebraska City Public Schools website on Monday, March 24, 2025 stating the time and place of the meeting and stating that the known subjects on the agenda were on file and available for public inspection at the District Central Office, 1700 14th Avenue, Nebraska City, Nebraska. Copies of the postings from Friday, April 4, 2025 and Monday, March 24, 2025 are attached to these minutes.

This meeting is subject to the Open Meetings Law and Availability of the Agenda pursuant to Nebr. Rev. Stat. Chapter 84, Article 1412(8). A current copy of the Open Meeting Act is posted in the meeting room and the agenda is available.

**1. Call to Order**

Board President Lisa Chaney called the meeting to order at 5:30 PM.

**1.1 Roll Call**

Kent Blum: Absent  
Lisa Chaney: Present  
Sally Schreiner: Present  
Pattie Lant: Present  
Stacie Higgins: Present  
Jim Nemeec: Present  
John Hodges: Present  
Rob Elson: Present  
Brent Shanholtz: Present  
Present: 8, Absent: 1

**2. Public Comment Time**

No one addressed the board during Public Comment Time.

**3. Review Checklist**

Kate Sherwin reviewed the required American Civics Checklist with the Board and Superintendent Fritch. She led discussion and included in her presentation were examples of classroom lessons and student work across all grade levels as it pertains to the items on the checklist. Special guests included Kat DeVorss, JAG Teacher at NCHS and Lilian Graham, current JAG student. They shared information with the Board about their day visiting the Nebraska State Capitol and observing the legislative session.

**4. Adjournment**

**Order #17317-Motion Passed:** Motion to adjourn at 5:53 PM passed with a motion by Jim Nemeec and seconded by John Hodges. No discussion.

Kent Blum:	Absent
Lisa Chaney:	Yea
Sally Schreiner:	Yea
Patty Lant:	Yea
Stacie Higgins:	Yea
Brent Shanholtz:	Yea
Jim Nemeec:	Yea
John Hodges:	Yea
Rob Elson:	Yea

Yea: 8, Nay: 0, Absent: 1

Submitted by Mark Fritch, Secretary

**Elm Creek Public Schools**  
**Americanism, Curriculum, & Technology Committee Meeting**  
**October 13, 2025**

The committee meeting was called to order by Kim Beran, Superintendent at **5:30** p.m. in the administration office conference room.

Committee Members Present: Alicia Beavers, Jacob Kringle, Cole Brodine

Committee Members Absent: None

Also Present: Kim Beran, Superintendent; Terah Williams, Elementary Principal; Brandon Marquez, HS Principal; Jordan High, Social Studies Teacher

The Committee Reviewed & Discussed:

- Discuss the Checklist & Review the Curriculum
  - Americanism Checklist
    - 7-12 Social Studies
    - PK-6 Social Studies
    - Music Correlation with SS:

---

**Re: Star Spangled Banner & America**

Amber Reiter <amber.reiter@elmcreekschools.org>  
To: Kim Beran <kim.beran@elmcreekschools.org>

Yes, I do teach this in several grade levels. Starting with Kindergarten through 6th grade, they have a unit over the SSB each year in the 2nd quarter. It is also (of course) a performance piece for my  
In the K-6, the lessons vary based on grade level, but I cover everything from lyrics/what the words mean, to the history and why Francis Scott Key originally was inspired to write the poem, to the tu  
The following are a few of the music standards that correlate:

FA 2.4.2 Students will sing and/or play instruments to a variety of music that includes music elements of rhythm, pitch, dynamics, and form.

FA 5.4.3 Students will identify and describe elements of music to discern how music is appropriate for specific purposes/settings (intent of music).

FA 12.4.3 Students will analyze and evaluate how music elicits intended response.

Thanks!

Meeting ended at : p.m.

**COMMITTEE ON AMERICAN CIVICS CHECKLIST**

For the calendar year 2025-2026, the Board appointed the following three members to serve on the Committee on American Civics: Alicia Beavers, Jacob Kringle, & Cole Brodine.

The Committee on American Civics met on the following dates: 10-13-25 and \_\_\_\_\_. *(At least two meetings per year are required.)* The Committee accepted public testimony on the following date: 10-13-25.

The Committee completed the following tasks *(check when completed)*:

\_\_\_\_\_ Minutes of the Committee on American Civics' meetings have been kept and show the time and place of the meeting, which members were present or absent, and the substance and details of all matters discussed.

\_\_\_\_\_ Confirmed the District's social studies curriculum is aligned with NDE standards.

\_\_\_\_\_ Confirmed that the District's social studies curriculum stresses the required patriotic themes.

\_\_\_\_\_ Confirmed that the District's social studies curriculum includes a requirement, in accordance with state law, that high school students (i) complete a written test; (ii) attend a public meeting; or (iii) present or write a paper on an appropriate topic.

\_\_\_\_\_ Confirmed that the curriculum approved by the Committee is available for public inspection.

\_\_\_\_\_ Confirmed that the District's social studies curriculum includes all required components, in accordance with state law and NDE standards, including (a) one hour per week of patriotic instruction for grade levels below sixth grade; (b) a set amount of time to teach American history for grade levels from fifth grade to eighth grade; and (c) at least two courses in high school that teach American civics.

\_\_\_\_\_ Confirmed that the District will conduct appropriate patriotic exercises for the following holidays: George Washington's birthday, Abraham Lincoln's birthday, Dr. Martin Luther King, Jr.'s birthday, Native American Heritage Day, Constitution Day, Memorial Day, Veterans Day, and Thanksgiving Day.



# ELM CREEK PUBLIC SCHOOLS

230 E. Calkins Ave, PO Box 490

Elm Creek, NE 68836

Phone:(308) 856-4300

Fax: (308) 856-4907

Kim Beran, Superintendent -- Brandon Marquez, 7-12 Principal/Activities Director -- Terah Williams, PK-6 Principal


---

## **Elm Creek Elementary School Americanism Summary:**

### **Daily Practices**

- The Pledge of Allegiance is recited daily in every classroom.
- Classroom discussions about respect, responsibility, and citizenship tie into character education.

### **Curriculum Integration**

- Social Studies (Networks Curriculum): Students learn about community, state, and national symbols; U.S. history; and government foundations.
- Literacy (CKLA): Units include American history, biographies of U.S. leaders, and themes of democracy and freedom.
- Science & Cross-Curricular Lessons: Connections to famous American scientists, inventors, and contributions to society.
  -  CKLA-Science/SS Crosswalk

### **Annual Events & Activities**

- Veterans Day Program: Students honor veterans through music, art, and letters.
- Patriot Day (9/11): Age-appropriate lessons on resilience, unity, and the importance of first responders.
- Constitution Day (Sept. 17): Lessons and activities highlighting the U.S. Constitution and democratic values.
- Martin Luther King Jr. Day & Presidents' Day: Classroom lessons on leadership, equality, and democracy.

**“Love Blue, Live Gold”**



### **Student Involvement**

- The Leadership Committee promotes leadership, responsibility, and school improvement.
- Community service projects (food drives, fundraisers, ELF project) encourage students to be involved in the community.

### **Multicultural & Inclusive Education**

- Lessons incorporate contributions of diverse Americans to the nation's growth and culture.
- Discussions highlight shared American values of freedom, justice, and equality.

**Schoolwide**

- Pledge of Allegiance - every morning
- Class Service project
- All curriculum follows SS Standards
- Leadership opportunities
  - NHS, StuCo, Extracurriculars

**Class: American Government**

- Discuss American Government
  - Branches
  - Parties
  - U.S. Constitution
    - Influences
    - Articles
    - Amendments
    - Effects
    - Project
  - Citizenship
  - Media Literacy
  - Elections
- Role of the Supreme Court and cases involved in shaping U.S. Government and History
- Holidays & Important Dates Discussed and Lessons
  - September 11, 2022
  - Constitution Day (Sept. 17, 2022)
  - Midterm Elections (Nov. 8, 2022)
  - Veterans Day (Nov. 11, 2022)
  - MLK Day (Jan. 16, 2023)
  - Presidents Day (Feb. 20, 2023)
  - Summer Holidays
    - Flag Day (April, 2023)
    - Independence Day (May, 2023)
- Citizenship Test
  - Must pass before graduating

**Class of 7th Grade Social Studies**

- Breakdown all states and capitals of the US with weekly quizzes, breakdown of regional areas and conclude with a states and capitals quiz at the end of quarter. This is done with Sheppard's Software and note taking.
- Discussion/notetaking about Republic and Democratic Governmental Systems.
- Discussion/Notetaking about Capitalism/Market Economic System.
- 13 Original Colonies, discussion on formation.
- Bill of Rights, how it was created. Federalists and Anti-Federalists negotiations.
- Discussions and picture representation of Manifest Destiny.

**Class: 8th Grade Social Studies**

- Important topics pertaining to early U.S. History
- Focus on early U.S. government including the U.S. Constitution
- Important elections of early U.S. history
  - People and parties involved
- Important dates and holidays in the U.S.

**Class: US History**

- Important topics pertaining to Modern U.S. History
- Focus on U.S. government role in events
- Important elections of modern U.S. History
  - People and parties involved
- Important dates and holidays in the U.S.

**Every Class**

- Current Events
  - News Update Activity
    - Focusing on enduring issues regarding world and country
    - Teaching media literacy
  - NewzBrain Current Events Game
    - Positive incentive to pay attention to current events
- Holidays & Important Dates Discussed and Lessons