

Committee on American Civics - Open Meeting  
Tuesday, June 2, 2026 5:00 PM  
Supt Office

1. Call Meeting to Order - This Committee on American Civics meeting of the Plattsmouth Community Schools Board of Education is called to order on June 2, 2026, at 5:00 PM in the Plattsmouth Community Schools Administration Center Boardroom at 1912 Old Hwy. 34, Plattsmouth, NE.
2. Acknowledge Open Meetings Law posted on the wall in the boardroom.
3. Publication of Meeting - Notice of the meeting was published in the May 29, 2026 edition of The Daily Record and posted in the display case outside the administration center, at the Plattsmouth location of the U.S. Postal Service, and on the district website at [www.pcsd.org](http://www.pcsd.org).
4. Pledge of Allegiance
5. Roll Call: Shuey, Miller Pearson, Woracek
6. 3. Discuss and review the social studies curriculum to ensure alignment with the Nebraska Department of Education standards and LB 399.
  - 6.1. Open the hearing for public input at \_\_\_\_\_ PM.
  - 6.2. Close the hearing at \_\_\_\_\_ PM.
7. Next open meeting: 5:00 PM on Jan. 7, 2027
8. Adjournment. Time\_\_



**LB 399 Nebraska Statute §79-724**

Compliance Documentation

**Committee on American Civics**

## Statutory Purpose

Plattsmouth Community Schools affirms its responsibility to prepare students to become competent, responsible, patriotic, and civil American citizens. Civic competence is embedded throughout the district's social studies curriculum and instructional practices, ensuring students gain foundational knowledge in civics, history, economics, financial literacy, and geography while understanding the sacrifices and contributions that shaped our nation.

### **79-724. American citizenship; committee on Americanism; created; duties; required instruction; patriotic exercises; duties of officers. [Effective September 7, 2019]**

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.

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## **(1) Committee on American Civics**

### **Committee Composition**

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:

- Holds no fewer than two public meetings annually, including at least one meeting accepting public testimony
- Maintains meeting minutes, including date, time, attendance, and discussion summaries

### **(1)(c) Curriculum Alignment to Nebraska Social Studies Standards (§79-760.01) -**

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

#### **Evidence of Compliance:**

- All social studies courses are aligned to [Nebraska Social Studies Standards](#)
- Ongoing standards review process
- [Textbook adoption process with evaluation instruments](#)
- [Social Studies textbook checklist](#)
- Curriculum maps reflecting standards alignment
  - [ES Sample](#)
  - [MS Sample](#)
  - [HS Sample](#)

**Foundational Knowledge Areas** - and teaches foundational knowledge in civics, history, economics, financial literacy, and geography;

#### **Civics**

- Civics content embedded in all social studies textbooks (*designated texts*)
- Cass County Constitution Day (High School)
- Middle School citizenship responsibilities tests and activities
- Student Council and club-led civic engagement and community service:
  - Make-A-Wish
  - Cancer awareness and fundraising initiatives

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### **History, Economics, and Geography**

#### **Elementary**

- Community-focused learning (helping family, friends, and school)
- [BIST integration](#)
- [Studies Weekly](#)

#### **Middle School**

- Grade 5: *SAVVAS My World – Building Our Country*
- Grade 6: *HMH Into Social Studies*
- Grade 7: *TCI – The Medieval World and Beyond*

- Grade 8: *TCI – The U.S. Through Industrialism*

### High School

- *HMH World History*
  - *HMH American History: Reconstruction to the Present*
  - *HMH Global Geography*
  - *HMH Government*
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## **Financial Literacy**

### **Elementary**

- Personal financial literacy embedded in math curriculum
- Economics instruction through Studies Weekly

### **Middle School**

- Personal financial literacy embedded in math curriculum
- Economics instruction through social studies texts

### **High School**

- [Required Personal Finance course](#)
  - Personal financial literacy is embedded in math curriculum
  - Economics instruction through social studies texts
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**(1)(d) Curriculum Review & Multicultural Education** - 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;

### **Evidence of Compliance:**

- [Textbook adoption process and evaluation instruments](#)
- [Social Studies Program Guide](#)

- Multicultural education embedded in all textbook reviews
  - Curriculum emphasizes contributions of diverse individuals and groups
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**(1)(d) Public Accessibility** - 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;

- [Curriculum and Instruction webpage](#)
  - [Published textbook lists](#)
  - [Program Guides available to the public](#)
  - Reference to §79-724 included in curriculum documentation
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**(1)(e) Assessment of Student Mastery**- 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;

**Evidence of Compliance:**

- Formative, interim, and summative assessments used districtwide
  - [Elementary assessment sample](#)
  - [Middle School assessment sample](#) (1) [Middle School assessment sample](#) (2)
  - [High school assessment sample](#) (1) [High school assessment sample](#) (2)
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**(1)(f)(i) Civics Naturalization Test - (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;

**Implementation:**

- Administered in Grade 8 and prior to Grade 12 completion (2023-2024)
- Individual scores shared with parents/guardians
- Note: Prior to full implementation, all 100 questions were consistently reviewed through classroom instruction

**(1)(f)(iii) Civic Projects - (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

**Evidence:**

- Grade 8 Constitution Day project
  - Amendments project with presentation requirement
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**(1)(h) Reporting Responsibilities** - 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.

- Committee reports findings and recommendations to the Board of Education
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**(2) Contributions of Ethnic Groups** - 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.

- [All textbook reviews include evaluation of ethnic and gender representation](#)
- Curriculum highlights contributions to:
  - National development
  - Arts, sciences, medicine, literature, and government
  - Military service in all U.S. wars

**(3) Patriotic Instruction Below Grade 6** - 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) Noteworthy Historical Events** - The discussion of noteworthy events pertaining to American history or the exceptional acts of individuals and groups of Americans;

- Social studies instruction
- Nonfiction ELA texts connected to social studies
- Veterans Day celebrations (Elementary, Middle, High School)
- Historical holiday discussions

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

### **Elementary**

- Memorized by Grade 2:
  - America (My Country 'Tis of Thee)
  - Yankee Doodle
  - Star-Spangled Banner
  - You're a Grand Old Flag
- Memorized in Grade 4:
  - Beautiful Nebraska

### **Middle School**

- Reinforced annually

### **High School**

- Reinforced and memorized by new choir students

Historical background: The historical background of the patriotic songs is addressed when the students are being taught the songs.

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

- Daily Pledge of Allegiance
- Flags displayed in all classrooms
- [Veterans Day recognition \(MS\)](#)

- [Veterans Day recognition](#) (HS)

**(d) Proper Conduct of the Flag** - Instruction as to proper conduct in the presentation of the American flag.

- Daily instruction through pledge practices
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**(4) Grades 5-8 American History Instruction** - 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.

**Required Courses:**

- Grade 5: *SAVVAS My World – Building Our Country*
- Grade 8: *TCI – The U.S. Through Industrialism*

**Supporting Courses:**

- Grade 6: *HMH Into Social Studies*
  - Grade 7: *TCI – The Medieval World and Beyond*
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**(5) High School Civics & American History** - 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.

**Courses:**

- American History
- American Government

**Content Includes:**

- U.S. Constitution and Nebraska Constitution
- Structure and function of government
- Rights and responsibilities of citizenship
- Civil discourse
- Application of civic knowledge to societal issues
- Historical analysis through research and film study

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**(6) Patriotic Observances** - 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.

**Evidence:**

- Building announcements
- Curriculum map integration
- [District-created resource document \(2024-2025\)](#)
- [2025-2026 Required Patriotic Observation Days document](#)

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**(7) Accountability**

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.