

**BENNINGTON PUBLIC SCHOOLS
DOUGLAS COUNTY SCHOOL DISTRICT NO. 59
Curriculum Committee Special Meeting
Monday, November 13, 2023 5:30 PM**

Mission Statement

"The mission of Bennington Public Schools is to provide educational opportunities in a safe, caring environment that will prepare all students to meet the challenges of the future."

- I. Presentation on District's Social Studies Curriculum
- II. Public Comment on Social Studies Curriculum

NOTICE: 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 wall of the Board room.

INSTRUCTIONS FOR THOSE WHO WISH TO SPEAK DURING PUBLIC FORUM: Getting Started: When it is your turn to speak during the public forum 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 only one time and must 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 the Board meeting. General Rules: Please remember that this is a public meeting for the conduct of business of the Board of Education. Offensive language, personal attacks and hostile conduct will not be tolerated.

BY: BENNINGTON PUBLIC SCHOOLS

Bennington Public Schools Curriculum & American Civics Committee

November 13, 2023

Purpose of Meeting

- Meet Requirements for Nebraska Revised Statute 79-724 - Civics Education
 - Two Public Meetings Each Year
 - Accept Public Comments at One Meeting
- Examine Social Studies Curriculum

“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.”

Nebraska Statute 79-724

Social Studies Curriculum Requirements



- Aligned to State Standards
- Includes Foundational Knowledge in Civics, History, Economics, Financial Literacy, & Geography
- Incorporates Multicultural Education
- Stresses Contributions of all Ethnic Groups
- Includes Formative, Interim, & Summative Assessments

Second Grade 2019 NE Social Studies Standards/Indicators

CIVICS

| | | |
|------------|--|--------|
| SS 2.1.1 | Investigate and defend the responsibilities and rights of citizens in their communities. | Unit 4 |
| SS 2.1.1.a | Contribute to developing rules by considering multiple points of view. | Unit 4 |
| SS 2.1.1.b | Demonstrate conflict management strategies as individuals, groups, and communities. | Unit 4 |
| SS 2.1.2 | Contribute to making decisions using democratic traditions based on established rules. | Unit 4 |
| SS 2.1.2.a | Identify and apply civic responsibilities that are important to individuals and their communities. | Unit 4 |
| SS 2.1.2.b | Explain how patriotic symbols, songs, actions, celebrations, and holidays reflect democratic traditions. | Unit 4 |
| SS 2.1.2.c | Communicate historical background and significance of national holidays. | Unit 4 |
| SS 2.1.2.d | Investigate ways to be actively engaged to improve family, school, and community. | Unit 4 |
| SS 2.1.2.e | Model and communicate characteristics of good citizenship. | Unit 4 |
| ECONOMICS | | |
| SS 2.2.1 | Evaluate choices about how to use scarce resources that involve prioritizing wants and needs. | Unit 5 |
| SS 2.2.1.a | Justify a decision made by providing evidence of possible gains and losses. | Unit 5 |
| SS 2.2.2 | Demonstrate knowledge of currency, its denominations, and use. | Unit 5 |
| SS 2.2.2.a | Make transactions using currency emphasizing its use as a medium of exchange. | Unit 5 |
| SS 2.2.3 | Describe how producers deliver products/services, earn an income, and satisfy economic needs and wants. | Unit 5 |

8th Grade US History Curriculum Map

UNIT 1: The Constitution & Responsibilities of Government

| Timeline | NDE Standards | Resources | Content/Skills/Objectives | Assessments / (Form & Summ) | Grading Plan | |
|----------|--|--|--|--|---|---|
| Hexter 1 | <p>SS 8.1.1.b Describe the structure and roles of government</p> <p>SS 8.1.1.d-e Describe important government principles (e.g., freedom, democracy, equality, rule of law, popular sovereignty, justice) and explain how various government decisions impact people, places, and history</p> <p>SS 8.4.4.b Evaluate the relationships among historical events in the United States and relevant contemporary issues</p> <p>SS 8.4.4.e Analyze the relationships among historical events in the United States and the students' lives today (i.e., current events)</p> <p>SS 8.1.2.c Demonstrate civic engagement (e.g., service learning projects, volunteerism)</p> | <ul style="list-style-type: none"> ✓ Chapter 7 Section 1.1 ✓ Chapter 7 Section 1.3 ✓ Chapter 7 Section 2.1 ✓ Chapter 7 Section 2.2 ✓ Chapter 8 Section 1.1 ✓ Chapter 8 Section 1.2 ✓ Chapter 7 Section 2.3 ✓ Chapter 7 Section 3.1 ✓ Chapter 8 Section 2.1 ✓ Chapter 7 Section 3.3 ✓ Chapter 16 Section 4.1 ✓ Chapter 20 Section 3.3 | <p>Students will summarize the foundation, structure, and function of the United States Government.</p> <p>Students will describe the roles, responsibilities, and rights as local, state, national, and international citizens and participate in civic service.</p> <p>Examples:</p> <ol style="list-style-type: none"> Describe the Articles of Confederation and explain why they failed. Explain the influence the Articles of Confederation had on the US Constitution. Understand and explain major principles found in the constitution: popular sovereignty, republicanism, federalism, checks and balances. Be able to list powers given to states vs. power given to the national government. Be able to list the rights secured in the Bill of Rights. Explain the power of the three branches. Describe the qualifications to be in each of the three branches. Students will know and be able to describe the impact of the 13th, 14th, 15th & 19th Amendments. Students will be able to explain how the powers of the Supreme Court & Federal Law were extended in cases such as: Marbury v. Madison, McCulloch v. Maryland, & Gibbons v. Ogden. Students will be able to compare and contrast the differences between Federalists and Anti-Federalists. | <p>Quizzes</p> <ul style="list-style-type: none"> ✓ 13,14,15 & 19th Amendments Quiz ✓ 1st Amendment Quiz ✓ Branches of Govt. Quiz ✓ Constitutional Compromises Quiz ✓ Federalist vs. Antifederalist Quiz ✓ Marbury v. Madison Quiz ✓ Washington's Cabinet Quiz ✓ Washington's Farewell Address Quiz | <p>Formative</p> <p>½ point per question on each quiz</p> | |
| | | <p>Topics</p> <p>Part 1 Articles I, II & III Part 2 Articles I, II & III Part 3 Articles I, II & the Amendments Part 4 Articles I, II & the Amendments</p> | | | <p>Learning Checks</p> <p>Unit 1 Part 1 Learning Check Unit 1 Part 2 Learning Check Unit 1 Part 3 Learning Check Unit 1 Part 4 Learning Check</p> | <p>Summative</p> <p>U1CH1 = 55 pts U1CH2 = 50 pts U1CH3 = 55 pts U1CH4 = 50 pts</p> |
| | | <p>Unit Plan</p> <p>Unit 1 Part 1 II Assignment Tracker Unit 1 Part 2 II Assignment Tracker Unit 1 Part 3 II Assignment Tracker Unit 1 Part 4 II Assignment Tracker</p> | | | <p>Summative Assessment</p> <ul style="list-style-type: none"> ✓ Government/US Citizenship Test ✓ Bill of Rights Hand Game Flipgrid ✓ Netflx Series Page for the Constitution | <p>* re-takes available * upon completion of re-learning tasks</p> |
| | | | <p>25 pts. = A 22 pts. = B 20 pts. = C</p> | | | |
| | | | | | | |

Bennington Public Schools

Course & Grade: Government

12th

Curriculum Map/Pacing Guide

School Year: 2023-2024

Definitions:

Standards – Identify Standard Number covered by the lessons in this week/unit. If these are linked to national standards, please attach a copy to this guide.

Lesson/Resources – Identify textbook, chapter, or unit title. Include required supplemental materials to achieve the objectives like video, project, demonstration, etc.

Content/Skills/Objectives – Identify the knowledge or skills the student will learn in this week/chapter/unit.

Assessments – Identify the methods used to measure student understanding and achievement on these objectives.

| Time Line | Standards | Lesson/Resource s | Content/Skills/Objective s | Assessments | Grading |
|--------------------------|--|--|---|---|---|
| Week(s)/Dates: 9 DAYS | SS HS.1.1.a SS HS.1.1.b SS HS.1.2.b | <i>Ch1 textbook</i> | Origin, types, and roles of Government | <i>presentation</i> | <i>Presentation 45 points</i> |
| Week(s)/Dates: 3 DAYS | SS HS.1.1.a SS HS.1.1.b SS HS.1.2.b | <i>Ch 2, primary sources</i> | Colonial government, Articles of Confederation, Constitution | <i>Writing assignment</i> | <i>Dec. of Ind. 10 points</i> |
| Week(s)/Dates: 4 DAYS | SS HS.1.1.a SS HS.1.1.b SS HS.1.2.c SS HS.1.2.d | <i>Ch. 3, primary sources</i> | Constitutional principles, state constitution, 3 branches intro | <i>Ch 3 test</i> | <i>Test 50 points</i> |
| Week(s)/Dates: 4 DAYS | SS HS.1.1.b SS HS.1.1.c SS HS.1.1.d | <i>Ch 13, news articles, SECTION 2</i> | Local, state, and federal courts/cases | <i>Writing assignment, ch 13 test, small group disc. ?'s, term quiz</i> | <i>Current events 20 points, discussion ?'s 10 points, Law and Order 20 points, test 50 points, term quiz 24 points</i> |
| Week(s)/Dates: 7 DAYS | SS HS.1.1.c SS HS.1.2.a SS HS.1.2.b SS HS.1.2.e | <i>Ch 15 test, news accounts</i> | Constitutional freedoms (1st, 14th amendments) | <i>Term quiz, ch. 15 test, writing assignment</i> | <i>Current events 20 points, term quizzes 30 points, writing act. 10</i> |

Social Studies Curriculum Requirements

- Primary purpose is to develop students' ability to make informed and reasoned decisions as good citizen of a culturally diverse, interdependent democratic society
- Instills Pride & Respect for the Nation's Institutions
- Communicate historical background and significance of national 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

| ELEMENTARY - PATRIOTIC CELEBRATIONS | |
|---|--|
| Kindergarten | Activities, songs, etc to celebrate the holiday |
| Patriot Day September 11 | Pledge of Allegiance Watch "Jack Hartman America to Me" on Youtube, Discuss what it means to be a patriot and what makes America great., color Patriotic coloring page, red, white and blue heart craft |
| Constitution Day - September 17 | read "We the Kids The Preamble to the Constitution of the United States"-David Catrow created our own classroom Constitution |
| Veteran's Day - November 11 | Read stories about veterans in our community and then had students bring pictures of veterans in their family. Read little readers about different branches of military. Veteran directed draw. Speaker came in to talk to whole school about Veterans. Veterans coloring page. Made a heart and decorated it in camouflage for Veterans. Thank you cards to veterans, assembly, social studies booklet |
| Thanksgiving Day - November | Read a story about the history of Thanksgiving, created a list of things we were thankful for. Created a bracelet where beads symbolized different parts of the first Thanksgiving., had a thanksgiving meal with the class Page in social Studies book Thanksgiving book- make hats, thankful feather turkeys |
| Native American Heritage Day - Last Friday in November | http://www.nativeamericanactivities.com/misc.html |
| Dr. Martin Luther King, Jr. - 3rd Monday of January | We read Martin's Big Words in Kindergarten and put together a book about the holiday. Write about "I have a dream" Read Martin's Big Words, watched Kid President video on MLK, made mini MLK book |
| George Washington - February 22 | Read a story about George Washington Read the story "Presidents' Day" by Anne Rockwell. Created a craft depicting Abraham Lincoln and George Washington. |
| Abraham Lincoln - February 12 | Read a story about Abraham Lincoln. directed drawing of Abraham Lincoln, read "Abraham Lincoln" and "I am Abraham Lincoln" from the library Read the story "Presidents' Day" by Anne Rockwell. Created a craft depicting Abraham Lincoln and George Washington. Made a log cabin |
| Memorial Day - May 25 | Read a story about Memorial Day and discuss what the children can do on that day. Write letters to veterans/active service. |

| BENNINGTON MIDDLE SCHOOL - PATRIOTIC CELEBRATIONS | | | | |
|---|--|---|--|--------------------------|
| Event - LB 399 | Activities / Recognition on the Holiday | Class Instruction / Lessons | Fine Arts | 2023 Presentation |
| Patriot Day September 11 | Discuss in Homeroom | Sixth graders make "We Remember" patriotic posters for those who lost their lives on 9-11 | 7/8 Choir Video: "When The World Stopped Turning" (Alan Jackson) - Write about the lyrics and feelings brought out from the song. | Friday, September 9 |
| | 7th: Video | | | |
| | SST - Article & Discussion 9-11 Memorial & Museum Moving Forward After Tragedy High School Media Center 9-11 Memorial & Museum Anniversary in the Schools Program | | | |
| Flag Day June 14 | Video: The Story of Patriot Day September 11th. 6 minutes 23 seconds https://www.youtube.com/watch?v=ssFLGRTxmY0 Pledge of Alligence Every Day/Flag folding at the end of the year | Presented with Bill of Rights, specifically Johnson v. Texas and 1st Amendment protections. Can we involve the American Legion, or some other organization? | | 8th Grade ONLY |
| Constitution Day September 17 | 8th Grade: Folds Flags. | Bill of Rights Hand Game (Flipgrid) - in 8th grade class | All Choirs: - Star Spangled Banner Day - September 13 - Students either perform the song for me or take a fill in the blank lyric quiz. Each grade has a different level of quiz. | 9/16/2022 Homeroom |
| Veteran's Day November 11 | Video: Constitution Facts For Kids, 6 minutes and 23 seconds https://www.youtube.com/watch?v=6gVAHjI5_6E | Around the Room Poster Board Walk and Video, Collaborative Posters, Veteran's Day Cards, Class Discussion | 7/8 Band: Star Spangled Banner (Arr. Randall Standridge) | |
| | SST activities for the week of -- three summative options at the bottom. | | Old Glory (Les Taylor), Marches Of The Armed Forces (arr. Michael Sweeney) | |
| Thanksgiving Day November | Veterans Day Video - https://www.youtube.com/watch?v=PksSjMFA6N0 Business Class- Type a "Thank You" letter a Veteran's Home or the V/A hospital | https://www.youtube.com/watch?v=lsiqUMwDxA | All Choirs: - "Notes Of Thanks" - Team Building Activity - Students create slides with positive affirmations for each Choir member. | Saturday, November 12 |
| Native American Heritage Day Last Friday in November | 8th Grade - The Real Story of Plymouth - 2 articles & 2 videos included in the 8th grade curriculum | 2 days leading up to Thanksgiving | | |
| | Love this website: CLICK HERE . | https://www.youtube.com/watch?v=IRR87oITbCc | | Friday, November 25 |
| Dr. Martin Luther King, Jr. 3rd Monday of January | Every team select a tribe and each SST learns more about them (i.e. Nomads, agriculture, land they once owned, reservations today, culture, traditions, etc) | 6 minutes video on MLK Jr. including excerpts of, I Have a Dream, and I Have Been to the Promised Land, speeches. | All Choirs: - "Lift Every Voice And Sing" - African American National Anthem - We learn and perform this song in class. How does it differ (musically and lyrically) from the "SSB"? | |
| | Maybe??? <u>THOUGHTS?</u> Possibly SST...again. Other link | https://www.youtube.com/watch?v=pG8X0vOvi7Q | Each grade has a different level of quiz | 1/13/2023 Homeroom |
| George Washington February 22 | I love this speech by RFK - RFK SPEECH | https://www.youtube.com/watch?v=3lXnftSoYw | | Wednesday, February 22 |
| Abraham Lincoln February 12 | Let kids explore HERE . And bio VIDEO . SST. | https://www.youtube.com/watch?v=fTIYG1Tyaos | | Friday February 10, 2023 |
| Memorial Day Last Monday in May | Let kids explore HERE . And bio VIDEO . SST. | https://www.youtube.com/watch?v=NJeYo6cmwUK | | Thursday May 26, 2022 |
| | Cool website -- could also use for Vetrans Day. Little flags - Decorate a family members grave | | All Choirs: - Verbally Discuss the Difference between Memorial Day and Veterans' Day. What songs that you know would be appropriate for this day? | |

| BENNINGTON HIGH SCHOOL -PATRIOTIC CELEBRATIONS | | | |
|---|--|---|---|
| Event - LB 388 | Activities / Recognition on the Holiday | Class Instruction / Lessons | State Standards |
| Patriot Day September 11 | Student News Special Feature | US Hist- Founding fathers, Declaration of Independence activities | SS HS.1.2.b Analyze and communicate the significance and impacts of patriotic symbols, songs, holidays, and activities in terms of historical, social, and cultural contexts. |
| | 9/11 Podcast from 9/11 Museum | Video Clip and Discussion | SS HS.1.2.b Analyze and communicate the significance and impacts of patriotic symbols, songs, holidays, and activities in terms of historical, social, and cultural contexts. |
| Constitution Day September 17 | School announcement - PA reading by teacher | US History- Unit 1 Constitution overview, Bill of Rights | SS HS.1.1.a Examine the historical foundation that influenced the creation of the United States Constitution. |
| | Student News Special Feature, Crash Course - Constitution | Constitution, Bill of Rights unit, Constitution Worksheet | SS HS.1.2.b Analyze and communicate the significance and impacts of patriotic symbols, songs, holidays, and activities in terms of historical, social, and cultural contexts. |
| Veteran's Day November 11 | Student News Special Feature | Army National Guard Speaker | SS HS.1.2.b Analyze and communicate the significance and impacts of patriotic symbols, songs, holidays, and activities in terms of historical, social, and cultural contexts. |
| | School announcement - PA reading by teacher | Lesson - American involvement in WWI and the establishment of Armistice Day (Veteran's Day) | SS HS.1.2.b Analyze and communicate the significance and impacts of patriotic symbols, songs, holidays, and activities in terms of historical, social, and cultural contexts. |
| Thanksgiving Day November | Friendsgiving. Also showed a brief video about the history of Thanksgiving. Students also completed a FlipGrid talking about what Thanksgiving means to them and discussed what they were thankful | Lesson - Puritan colonization of New England. The role of Squanto and the first Thanksgiving. European policy towards Native Americans in New England. | SS HS.3.2.b Examine the importance of places & regions to individual & social identity and how identities change over space & time. |
| | Student News Special Feature | | SS HS.1.2.b Analyze and communicate the significance and impacts of patriotic symbols, songs, holidays, and activities in terms of historical, social, and cultural contexts. |
| Native American Heritage Day Last Friday in November | Student News Special Feature, Flipgrid, Cultural Food Day | US Hist- Nebraska Native American Tribal Impact, settlement | SS HS.4.1.c (US) Evaluate the impact of people, events, and ideas, including various cultures and ethnic groups, on the United States. |
| Native American Heritage Day Last Friday in November | Westward Expansion Perspectives Activity | Native American/US Government primary source comparison documents | SS HS.4.3.b (US) Interpret how and why marginalized and underrepresented groups and/or individuals might understand historical events similarly or differently. |
| Dr. Martin Luther King, Jr. 3rd Monday of January | Student News Special Feature | US Hist- too have a Dream project | SS HS.4.1.c (US) Evaluate the impact of people, events, and ideas, including various cultures and ethnic groups, on the United States. |
| | School announcement - PA reading by teacher | | SS HS.1.2.b Analyze and communicate the significance and impacts of patriotic symbols, songs, holidays, and activities in terms of historical, social, and cultural contexts. |
| | Quotes of Martin Luther King | Civil Rights unit | SS HS.1.2.b Analyze and communicate the significance and impacts of patriotic symbols, songs, holidays, and activities in terms of historical, social, and cultural contexts. |
| George Washington February 22 | Student News Special Feature | Lesson on (young) Col. Washington's service and involvement in the French and Indian War Lesson on Washington's role in the American Revolution Lessons on Washington's role in shaping the office of POTUS and the two-party system | SS HS.4.2.a (US) Identify and evaluate how considering multiple perspectives facilitates an understanding of history. |
| | School announcement - PA reading by teacher | | |
| Abraham Lincoln February 12 | Student News Special Feature | Lesson on young Lincoln and early involvement in the Whig Party Lesson on Lincoln's racial and political views leading up to the Civil War Lesson on Lincoln's role as Commander in Chief during Civil War Lesson on the justification for the Emancipation Proclamation Lesson on Lincoln's role in the creation of the 14th Amendment | SS HS.4.2.a (US) Identify and evaluate how considering multiple perspectives facilitates an understanding of history. |
| | School announcement - PA reading by teacher | Lincoln-Douglas Debate - Primary source activity | SS HS.4.2.a (US) Identify and evaluate how considering multiple perspectives facilitates an understanding of history. |
| | | | |
| Memorial Day Last Monday in May | YouTube Clip | US Hist- Vietnam activities, Letters From Vietnam film and project | SS HS.4.1.a (US) Evaluate the cause and effect of historical events on various groups in the United States. |
| | Student News Special Feature | Defense department and Veterans affairs | SS HS.1.2.b Analyze and communicate the significance and impacts of patriotic symbols, songs, holidays, and activities in terms of historical, social, and cultural contexts. |

Secondary Social Studies Must Include One or More:

- Written test identical to the civics portion of the naturalization test
 - Before completing 8th grade **AND**
 - Before completing 12th grade
- ***Attendance or participation in a meeting of a public body followed by a project or written paper about personal learning experience in 9th-12th grades***
- Project or paper and class presentation on person(s) or event commemorated by a holiday
 - 9th-12th grade
 - 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

Bennington Civics Requirement: Information Letter



To: Bennington Students/Parents
From: Bennington High School Administration
Re: New Graduation Requirement, LB 399

What is the new law?

Last spring, the Nebraska Legislature adopted a law called LB 399. This law requires all Nebraska schools incorporate an additional Civics requirement in order for students to graduate. According to the legislature, the goal of this law is to “ensure that Nebraska’s schools will continue to prepare students to be competent and responsible citizens who engage in public debate knowledgeably and in a civil manner”. Districts were given three suggested options to fulfill this requirement: 1) civics/naturalization test, 2) paper/project on an important American historical figure, or 3) attendance of a public meeting. The option selected by the Bennington School Board was to have students attend a public meeting and write a subsequent reflection.

What does this mean for Bennington students?

All students graduating from Bennington High School must fulfill this requirement. This requirement can be filled at any point during a student’s high school career.

How do students fulfill the requirement?

- 1) Print the “Bennington Civics Requirement: Meeting Organizer” (front and back)
- 2) Select a meeting from the provided Meeting Menu
- 3) Attend meeting, complete the Meeting Organizer within 2 weeks (front and back)
- 4) Submit to Mrs. Bruck before April. Seniors who have not done so will be required to attend the April School Board meeting.

Questions?

If parents/students have questions about this new requirement, they may speak to Dr. Bloemenkamp, Mr. Wieme, or Mrs. Bruck.

Bennington Civics Requirement: Meeting Organizer



Instructions: Print this document and complete it during/after the meeting you attend. *Your submission must be handwritten on this document and turned in to Mrs. Guynan.*

Electronic/typed submissions will not be accepted. In order to get credit, you will need to provide additional evidence you attended the meeting by-

- Get a signature from a member of the elected board (someone involved in the meeting). Be sure you are polite when you approach this person and that the request comes at an appropriate time. Note the individual’s title below their signature.

| | | | |
|---|-------------------------|-------------------------|--------------------|
| Student Name: | | Graduation Year: | |
| Meeting Title: | | | |
| Date/Time/Location: | | | |
| Agenda Topics: | | | |
| Primary Discussion Points: | | | |
| Potential Impacts of Decisions Made: | | | |
| Proof of Attendance Either obtain a signature from someone involved in the meeting, or take/print/attach a selfie proving attendance: | Signature: _____ | | Date: _____ |

Other Components:

- **Include and stress contributions of all ethnic groups to the growth and development of America**
 - Art, music, medicine, literature, science, politics & government, military

At least one hour per week:

- Discussion of noteworthy events and people in American history
- Background, memorization, and singing of patriotic songs
 - Star-Spangled Banner & America the Beautiful
- Development of respect for the American flag as a symbol of freedom and sacrifice
- Instruction on proper conduct in the presentation of the American flag

- **Two grades between 5th and 8th teach American History**
 - 5th and 8th grade
- **At least two high school courses teach Civics & American history**
- **Benefits and advantages of representative government**
 - Rights and responsibilities of citizenship
 - Dangers and fallacies of governments that restrict individual freedoms or possess anti democratic ideals
 - Nazism & Communism
- **Duties of citizenship**
- **Application of knowledge in civics, history, economics, financial literacy, and geography to address societal issues**

American Civics Updates for 2023-24

- Curriculum Maps updated during Summer Curriculum Days 2023
- Summarized and reflected on annual Patriotic Celebrations Summer Curriculum Days 2023
- Host school [schedule](#) for Community Veterans' Day Celebration



Questions & Comments

- Accept Public Comments
- Adjourn