

**BENNINGTON PUBLIC SCHOOLS
DOUGLAS COUNTY SCHOOL DISTRICT NO. 59
CURRICULUM COMMITTEE SPECIAL MEETING
Monday, June 10, 2024 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

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

June 10, 2024

Purpose of Meeting

- Meet Requirements for Nebraska Revised Statute 79-724 - Civics Education
 - Two Public Meetings Each Year
 - Accept Public Comments at One Meeting (November 2023)
- 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
- Uses Inquiry Based Learning- Questioning, Applying, Evaluating, and Communicating
- Supports the C3 Framework- College, Career, and Civic Life

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>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 Assessment</p> <ul style="list-style-type: none"> ✓ Government/US Citizenship Test ✓ Bill of Rights Hand Game Flipgrid ✓ Netflix Series Page for the Constitution 	<p>Formative</p> <p>½ point per question on each quiz</p> <p>Summative</p> <p>U1CH1 = 55 pts U1CH2 = 50 pts U1CH3 = 55 pts U1CH4 = 50 pts</p> <p>* re-takes available * upon completion of re-learning tasks</p>	
		Topics	<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>			
		Unit Plan	<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>			
			25 pts. = A 22 pts. = B 20 pts. = C			

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*

2nd Grade	Activities, songs, etc to celebrate the holiday
Patriot Day September 11	Kid friendly video about 9/11 Read a picture book Craft with writing assignment
Constitution Day - September 17	Complete a flip book activity We the Kids book by David Catrow Brain Pop Video
Veteran's Day - November 11	Write letters to Veterans Agamograph (soldier/eagle) Collaborative Posters (eagle/flag) Veterans Day Assembly and Speakers
Thanksgiving Day - November	Read stories about Thanksgiving, watched scholastic videos about life around the time of Thanksgiving. We also made a book about the history of Thanksgiving, things we are thankful for, history about turkeys and vocabulary relevant to the holiday. Lap Book Macy's Day Parade
Native American Heritage Day - Last Friday in November	Unit 2 Social Studies Read Squanto book Amplify CKLA units Trail of Tears
George Washington - February	President Book We read a story about President's Day and discussed the reason for the holiday. Then we read I am George Washington / Abraham Lincoln and completed graphic organizer about his life. An Interview with George Washington Reader's Theater Amplify CKLA units
Abraham Lincoln - February	President book We read a story about President's Day and discussed the reason for the holiday. Then we read I am Abraham Lincoln and completed graphic organizer about his life. Amplify CKLA units
Memorial Day - May 25	Activity booklet

Patriotic Celebrations

Patriotic Celebrations

Thanksgiving Day November	Thanksgiving Trivia in Homeroom	8th Grade - The Real Story of Plymouth - 2 articles & 2 videos included in the 8th grade curriculum; https://www.youtube.com/watch?v=IslqtUMwDxA	All Choirs: - "Notes Of Thanks" - Team Building Activity - Students create slides with positive affirmations for each Choir member.	Week of November 20th
Native American Heritage Day Last Friday in November	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)	2.5 days leading up to Thanksgiving Indigenous People study		Week of November 20th
Dr. Martin Luther King, Jr. 3rd Monday of January	SST: Mix It Up Other link .	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".	Delivered Wednesday, January 17 due to Snow Day.
		Meet Martin Luther King video	Each grade has a different level of quiz.	
George Washington February 22	Washington's Farewell Address Refresher	Meet George Washington video		February 22nd
	Let kids explore Mount Vernon virtual tour . And bio George Washington . SST.			
	Article: " Lincoln's Inaugural Address "			
Abraham Lincoln February 12	Let kids explore Lincoln home virtual tour . And bio Abraham Lincoln . SST.	Meet Abraham Lincoln		February 9th
Memorial Day Last Monday in May	Cool website -- could also use for Vetrans Day. Little flags - Decorate a family members grave	What is Memorial Day video		
			All Choirs: - Verbally Discuss the Difference between Memorial Day and Veterans' Day. What songs that you know would be appropriate for this day?	

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.
	World Language: Calendar Talk		
Dr. Martin Luther King, Jr. 3rd Monday of January	Student News Special Feature	US Hist-I 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.
	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"? Each grade has a different level of quiz. World Language: Calendar Talk	Fine Arts	
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 World Language: Calendar Talk		
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.
	World Language: Calendar Talk		
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.
	All Choirs: - Verbally Discuss the Difference between Memorial Day and Veterans' Day. What songs that you know would be appropriate for this day? World Language: Compare to Dia de los Muertos	Fine Arts	

Patriotic Celebrations

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 2024-25

- Curriculum Maps updated during Summer Curriculum Days 2024
- Summarized and reflected on annual Patriotic Celebrations Summer Curriculum Days 2024
- Addition of HS AP/Dual Enrolled Government Course Fall 2024
- Social Studies Adoption Process 2024-2025 School Year
- Host school [schedule](#) for Community Veterans' Day Celebration



Questions & Comments

- Adjourn