BENNINGTON PUBLIC SCHOOLS
DOUGLAS COUNTY SCHOOL DISTRICT NO. 59
CURRICULUM COMMITTEE SPECIAL HEARING
Monday, November 10, 2025 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. Call Meeting to Order
II. Presentation on District's Social Studies Curriculum
III. Public Forum
IV. Adjourn

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 Committee on American Civics

November 11th, 2025

Committee on American Civics Yearly Requirements

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

Social Studies Curriculum Requirements

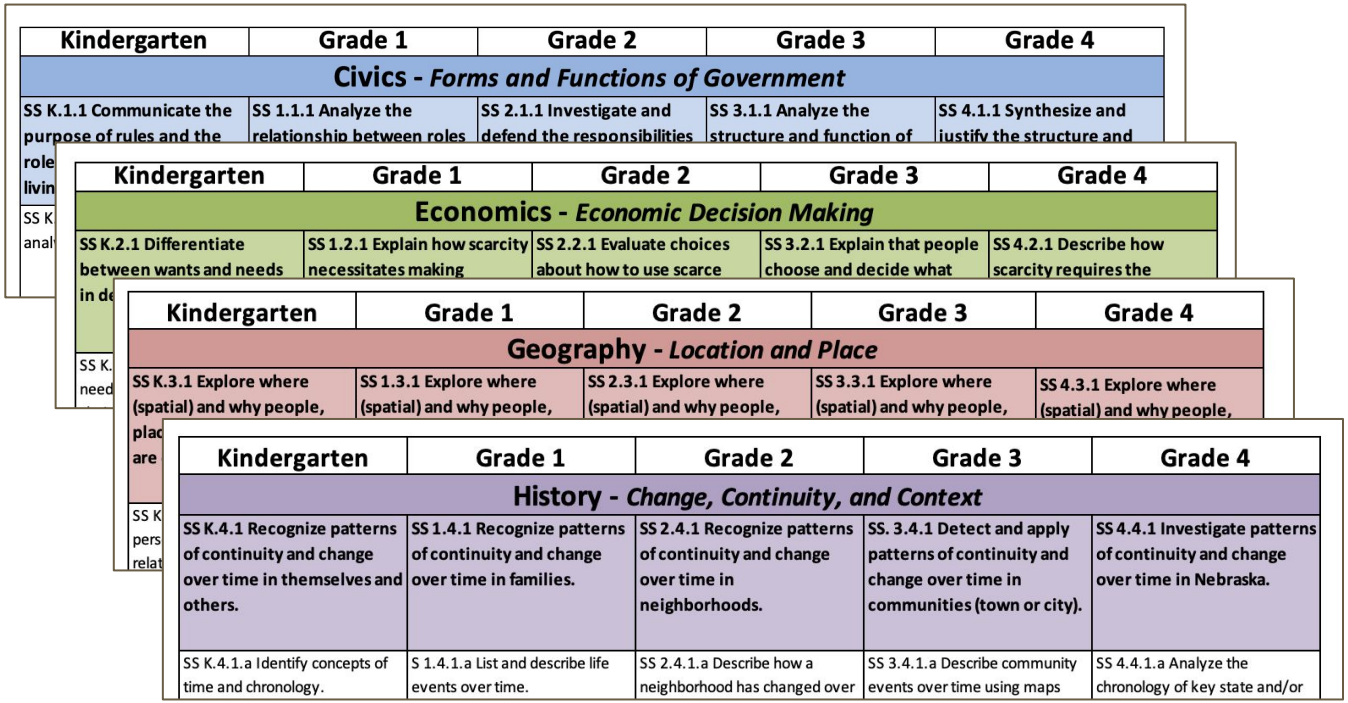


- Align to State Standards
- Develop informed patriotic citizens
- Include Foundational Knowledge in Civics, History, Economics, Financial Literacy, & Geography
- Stress the service of individuals in the achievement of independence, establishment of our constitutional government, and preservation of the union
- Stress the Contributions of All Ethnic Groups in the development of America
- Incorporate Multicultural Education
- Include Formative, Interim, & Summative Assessments

Social Studies Standards & Indicators

The standards and indicators are organized within four disciplines by big ideas.

- Civics
- Economics
- Geography
- History



Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4
Civics - *Forms and Functions of Government*				
SS K.1.1 Communicate the purpose of rules and the role	SS 1.1.1 Analyze the relationship between roles	SS 2.1.1 Investigate and defend the responsibilities	SS 3.1.1 Analyze the structure and function of	SS 4.1.1 Synthesize and justify the structure and

Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4
Economics - *Economic Decision Making*				
SS K.2.1 Differentiate between wants and needs	SS 1.2.1 Explain how scarcity necessitates making	SS 2.2.1 Evaluate choices about how to use scarce	SS 3.2.1 Explain that people choose and decide what	SS 4.2.1 Describe how scarcity requires the

Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4
Geography - *Location and Place*				
SS K.3.1 Explore where (spatial) and why people,	SS 1.3.1 Explore where (spatial) and why people,	SS 2.3.1 Explore where (spatial) and why people,	SS 3.3.1 Explore where (spatial) and why people,	SS 4.3.1 Explore where (spatial) and why people,

Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4
History - *Change, Continuity, and Context*				
SS K.4.1 Recognize patterns of continuity and change over time in themselves and others.	SS 1.4.1 Recognize patterns of continuity and change over time in families.	SS 2.4.1 Recognize patterns of continuity and change over time in neighborhoods.	SS. 3.4.1 Detect and apply patterns of continuity and change over time in communities (town or city).	SS 4.4.1 Investigate patterns of continuity and change over time in Nebraska.
SS K.4.1.a Identify concepts of time and chronology.	S 1.4.1.a List and describe life events over time.	SS 2.4.1.a Describe how a neighborhood has changed over	SS 3.4.1.a Describe community events over time using maps	SS 4.4.1.a Analyze the chronology of key state and/or

Components of a Comprehensive Social Studies Curriculum

- Below the sixth grade, schools shall devote at least one hour per week to exercises or teaching the following purpose:
  - Noteworthy events pertaining to American history
  - Background, memorization, and singing of patriotic songs
  - Star-Spangled Banner & America the Beautiful
  - Respect and conduct for the American flag

- Two of the three grades from fifth grade to the eighth grade will teach American history and two courses in every high school will teach civics and American history to include:
  - the Declaration of Independence, the United States Constitution, the Constitution of Nebraska, and the structure and function of local government
  - benefits and advantages of representative government, the rights and responsibilities of citizenship

- 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

3rd Grade Curriculum Guide

Quarters		ELA	Writing	Math	Social Studies	Science
	Standard Alignment	Amplify correlations	Amplify correlations	Bridge Correlations Standards	NE Standards	NE Standards
Grades by Quarters	Assessment Links	Grades by Standards Unit Folders with Assessments & Keys	Personal Narrative Rubric Codex Rubric Biography Rubric	Assessments Checkpoint Retakes Faces, Edges, Vertices (Complete in	Assessments	Graded Assignments List
Quarter 1	Aug. 13-15 (3 days)	U1L1 U1L2				
	Aug. 18-22	U1L3				

Standards	Where it is assessed		
Civics	Unit Test	Lesson Test	Summative Exam
SS 5.1.1.a Investigate and summarize contributions that resulted in the historical foundation and formation of the United States constitutional government.	U2: 4, 24 U3: 16-18 U4: 2, 3, 8, 23	Lesson 7: 2 & 19 Lesson 9: 2, 4, 7, 11, 12 Lesson 12: 4, 5, 9-18 Lesson 14: 8-10, 18 Lesson 15: 8, 18	#14, 16, 17, 19
SS 5.1.1.b Identify and explain the structure and functions of the three branches of government.	U4: 4-5	Lesson 14: 1, 3, 4, 11, 12, 14-17	
SS 5.1.1.c Analyze how colonial and new states' governments' laws affected majority groups and marginalized groups within their population.	U2: 4, 24	Lesson 7: 2 & 19 Lesson 9: 2, 4, 7, 11, 12 Lesson 14: 5, 7	

8th Grade American History Curriculum Guide

Hexter 1 Revolution in the Colonies (Unit 3) UNIT 1				NEB SS G8 Standard
Chapter 1	*"Towards Independence"* *Lesson 7*	Lesson 7: Introduction (135)	"Toward Indpendence"	8.1.2.d, SS 8.4.1.a, SS 8.4.1.b, SS 8.4.2.a, SS 8.4.2.b, SS 8.8.4.a, SS 8.8.4.b, SS 8.4.5.a, SS 8.4.5.b, SS 8.4.5.c
		Lesson 7 Section 1 (136-137)	"Before 1763"	
		Lesson 7 Section 2 (138-140)	"Early British Actions in the Colonies"	
		Lesson 7 Section 3 (140-141)	"The Townshend Acts"	
		Lesson 7 Section 4 (141-143)	"The Boston Masacre"	
		Lesson 7 Section 5 (143-144)	"The Boston Tea Party"	
		Lesson 7 Section 6 (145-146)	"The Intolerable Acts"	
		Lesson 7 Section 7 (147-149)	"Lexington & Concord"	
		Lesson 7: Summary (149)	"Lesson Summary"	
Chapter 2	*"The Declaration of Independence"* *Lesson 8*	Lesson 8: Introduction (155)	"The Declaration of Indepedence"	SS 8.1.1.c, SS 8.1.2.b, SS 8.1.2.d, SS 8.4.1.a, SS 8.4.1.b, SS 8.4.2.a, SS 8.4.2.b, SS 8.4.3.a, SS 8.4.3.b, SS 8.8.4.a, SS 8.8.4.b, SS 8.4.5.a, SS 8.4.5.b, SS 8.4.5.c
		Lesson 8 Section 1 (156-157)	"The Continental Congress Organizes an Army"	
		Lesson 8 Section 2 (158)	"On the Eve of Independence from Great Britian"	
		Lesson 8 Section 3 (158-159)	"Drafting the Declartion"	
		Lesson 8 Section 4 (160-161)	"The Final Break"	
		Lesson 8: Summary (161)	"Lesson Summary"	
Chapter 3	"The American Revolution" Lesson 9	Lesson 9: Introduction (167)	"The American Revolution"	SS 8.1.1.c, SS 8.1.2.b, SS 8.1.2.d, SS 8.4.1.a, SS 8.4.1.b, SS 8.4.2.a, SS 8.4.2.b, SS 8.4.3.a, SS 8.4.3.b, SS 8.8.4.a, SS 8.8.4.b, SS 8.4.5.a, SS 8.4.5.b, SS 8.4.5.c
		Lesson 9 Section 1 (168)	"American Strengths & Weaknesses"	
		Lesson 9 Section 2 (169)	"British Strengths & Weaknesses"	
		Lesson 9 Section 3 (170-171)	"Great Britain Almost Wins the War"	
		Lesson 9 Section 4 (172)	"A Pep Talk & Surprise Victories"	
		Lesson 9 Section 5 (173-175)	"The Tide Begins to Turn"	
		Lesson 9 Section 6 (176-179)	"The War Moves South"	
		Lesson 9 Section 7 (180-181)	"The War Ends"	
		Lesson 9: Summary (181)	"Lesson Summary"	

High School US History Curriculum Guide

Timeline	Topics	Text	State Skills Standards:	Learning Objectives:
Unit 1: 2 wks August 23 -Sept 3	**Foundations of United States**	Ch. 1	Nebraska Standards in this Unit: SSHS. 4.1 (US) - Change, Continuity and Context 4.1a (US) - Evaluate cause and effect 4.1b (US) - Select, record, and interpret key national events 4.1c (US) - Evaluate the impact SSHS. 4.2 (US) - Multiple Perspectives 4.2a (US) - Identify and evaluate how considering multiple perspectives facilitates understanding 4.2b (US) - Evaluate the relevancy, accuracy, and completeness of multiple perspectives SSHS. 4.3 (US) - Multiple Perspectives 4.3a (US) - Identify how differing experiences leads to multiple perspectives 4.3b (US) - Interpret how and why	British policies, such as the Proclamation of 1763, the Stamp Act, and the Townshend Acts, led to growing resentment among American colonists. Colonists protested taxation without representation through petitions, boycotts, and violent resistance, such as the Boston Tea Party. Britain responded to colonial resistance with increasingly harsh measures, including the Intolerable Acts, which further united the colonies against British rule. The First and Second Continental Congresses organized resistance against Britain and ultimately led to the Declaration of Independence in 1776. The Declaration of Independence, written primarily by Thomas Jefferson, outlined Enlightenment principles of government and justified breaking away from Britain. The Revolutionary War began in 1775 with the Battles of Lexington and Concord and continued until the Treaty of Paris in 1783. George Washington, Lord Cornwallis, etc. Key battles, such as Saratoga and Yorktown, turned the tide of the war in favor of the Americans. The war was influenced by foreign assistance, particularly from France, which provided troops, naval support, and supplies. The Articles of Confederation, the first governing document of the United States, created a weak national government that struggled with economic issues and maintaining order. Shays' Rebellion highlighted the weaknesses of the Articles of Confederation and the need for a stronger national government. The Constitutional Convention of 1787 resulted in a new framework of government that balanced power between state and federal authority. The Great Compromise settled disputes between large and small states over representation in Congress. The Three-Fifths Compromise addressed how enslaved people would be counted for taxation and representation. The U.S. Constitution established the principles of separation of powers and checks and balances to prevent tyranny. The Federalist and Anti-Federalist debates shaped the ratification of the Constitution, with Anti-Federalists demanding a Bill of Rights to protect individual liberties. The Bill of Rights, ratified in 1791, ensured protections such as freedom of speech, religion, and due process under the law.

Required between 8th and 12th Grade

- 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

Public Meeting Requirement

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:** _____		

Patriotic Observances

- 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
- Thanksgiving Day



Elementary Required Curriculum

	All School (Announcements)	Kindergarten	1st Grade
Patriot Day September 11		X	X
Constitution Day - September 17		X	X
Missing Persons Day - October 17th	School Announcement	X	X
Veteran's Day - November 11		X	X
Thanksgiving Day - November		X	X
Native American Heritage Day - Last Friday in November		X	X
Dr. Martin Luther King, Jr. - 3rd Monday of January		X	X
George Washington - February 22		X	X
Abraham Lincoln - February 12		X	X
I-Hajj Malik ElShabazz or Malcolm X Day - March 19th	School Announcement	X	X
Memorial Day - May 25		X	X

Music Elementary	Activities, songs, etc to celebrate the			
	Kindergarten	1st	2nd	3rd
Patriots Day September 11	You're a Grand Old Flag	America	America, the Beautiful	This Is My Country
	-Spangled Banner	Star-Spangled Banner	Star-Spangled Banner	Star-Spangled Bar
	re a Grand Old Flag	America	America, the Beautiful	This Land Is Your L
	song list	See song list	See song list	See song list

	Activities completed, songs, etc to celebrate the holiday
	Optical Illusion Flags
17	
17th	
Veteran's Day - November 11	Optical Illusion Flags, USA patterned heart paintings
Thanksgiving Day - November	Turkey/Pie/Football /Oil Pastel and watercolor
Native American Heritage Day - Last Friday in November	Value/Symbolic Feathers
Dr. Martin Luther King, Jr. - 3rd Monday of	

Middle School Curriculum & Observances

MIDDLE SCHOOL

Required Patriotic Observances:

	Course Instruction	Patriotic Observance Activity
Patriot Day September 11th	6th & 7th Grade Social Studies 8th Grade American History Choir	Classroom Lessons Classroom Activities
Constitution Day September 17th Celebrated the 17th-23rd	6th & 7th Grade Social Studies 8th Grade American History	Classroom Lessons Classroom Activities
Veteran's Day November 11th	6th & 7th Grade Social Studies 8th Grade American History Choir & Band	Classroom Lessons Classroom Activities
Thanksgiving Day Fourth Thursday in November	7th Grade Social Studies 8th Grade American History	Classroom Lessons Classroom Activities
Native American Heritage Day Day After Thanksgiving	7th Grade Social Studies 8th Grade American History	Classroom Activities
Dr. Martin Luther King, Jr. Day Third Monday of January	6th & 7th Grade Social Studies 8th Grade American History	Advisory Lesson Classroom Activities
Abraham Lincoln Day February 12th	8th Grade American History	Classroom Activities
George Washington Day February 22nd	8th Grade American History	Schoolwide Announcement Advisory Lesson
Memorial Day Last Monday in May	8th Grade American History	Advisory Lesson Classroom Activities

High School Curriculum & Observances

HIGH SCHOOL

Required Patriotic Observances:

	Course Instruction	Patriotic Observance Activity
Patriot Day September 11th	U.S. History & AP U.S. History Government & AP Government	Schoolwide Announcement Classroom Lessons Classroom Activities
Constitution Day September 17th Celebrated the 17th-23rd	U.S. History & AP U.S. History Government & AP Government	Classroom Lessons Classroom Activities
Veteran's Day November 11th	U.S. History & AP U.S. History Choir & Band	Schoolwide Announcement Classroom Activities
Thanksgiving Day Fourth Thursday in November	U.S. History & AP U.S. History	Classroom Activities
Native American Heritage Day Day After Thanksgiving	U.S. History & AP U.S. History Geography	Classroom Activities
Dr. Martin Luther King, Jr. Day Third Monday of January	U.S. History & AP U.S. History Government & AP Government	Classroom Lessons Classroom Activities
Abraham Lincoln Day February 12th	U.S. History & AP U.S. History Government & AP Government	Classroom Activities
George Washington Day February 22nd	U.S. History & AP U.S. History Government & AP Government	Classroom Lessons Classroom Activities
Memorial Day Last Monday in May	U.S. History & AP U.S. History	Classroom Activities

*Patriotic Observances serve as an opportunity for classroom activities and discussions that supplement course curriculum. For example, World Geography uses "World A to Z Video" on each day to lead a discussion.

Other American Civics Updates

- Adoption of revised K-12 Social Studies curriculum in 2025-2026.
- Updated requirements in 2024-2025:
  - Mercator Maps
  - Created two Days of Observance
    - Nebraska Missing Persons Day
    - Malcolm X Day
- Heritage Elementary School is the host for the BPS Community Veterans' Day Celebration in 2025 and Anchor Pointe Elementary will host in 2026.
  - Veteran's Day Assembly: schedule

Committee on American Civics Checklist

- ❏ 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 that the curriculum approved by the Committee is available for public inspection.
- ❏ 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.

Committee on American Civics Checklist, cont.

- ❏ 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'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 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.

Questions & Comments