

Committee Report

CONSENT CALENDAR

February 5, 2019

HOUSE OF REPRESENTATIVES

REPORT OF COMMITTEE

The Committee on Education to which was referred HB
170,

AN ACT requiring a civics examination as a high school
requirement. Having considered the same, report the
same with the following resolution: RESOLVED, that it
is INEXPEDIENT TO LEGISLATE.

Rep. Mark Vallone

FOR THE COMMITTEE

COMMITTEE REPORT

Committee:	Education
Bill Number:	HB 170
Title:	requiring a civics examination as a high school requirement.
Date:	February 5, 2019
Consent Calendar:	CONSENT
Recommendation:	INEXPEDIENT TO LEGISLATE

STATEMENT OF INTENT

The State of New Hampshire already requires a course in high school civics. Requiring a particular civics examination limits local school districts' ability to develop assessments that fit their curriculum.

Vote 18-1.

Rep. Mark Vallone
FOR THE COMMITTEE

Original: House Clerk
Cc: Committee Bill File

CONSENT CALENDAR

Education

HB 170, requiring a civics examination as a high school requirement. **INEXPEDIENT TO LEGISLATE.**

Rep. Mark Vallone for Education. The State of New Hampshire already requires a course in high school civics. Requiring a particular civics examination limits local school districts' ability to develop assessments that fit their curriculum. Vote 18-1.

COMMITTEE REPORT

COMMITTEE: Education V. Allone

BILL NUMBER: HB 170

TITLE: Requiring a civics examination as a high school requirement.

DATE: 2-5-2019 CONSENT CALENDAR: YES NO

- OUGHT TO PASS
- OUGHT TO PASS W/ AMENDMENT
- INEXPEDIENT TO LEGISLATE
- INTERIM STUDY (Available only 2nd year of biennium)

Amendment No.

STATEMENT OF INTENT:

The State of New Hampshire already requires a course in high school Civics. Requiring a particular civics examination limits local school districts' ability to develop assessments that fit their curricula.

COMMITTEE VOTE: 18-1

M

RESPECTFULLY SUBMITTED

- Copy to Committee Bill File
- Use Another Report for Minority Report

Rep. Mark Valeri
For the Committee

Voting Sheets

2019 SESSION

Education

Bill #: HB170 Motion: ITL AM #: _____ Exec Session Date: 2-5-2019

Requiring a civics examination as a high school requirement.

<u>Members</u>	<u>YEAS</u>	<u>Nays</u>	<u>NV</u>
Myler, Mel Chairman	10		
Luneau, David J. Vice Chairman	1		
Shaw, Barbara E.	2		
Cornell, Patricia	3		
Doherty, David B.	4		
Le, Tamara N.	5		
Tanner, Linda L. Clerk	6		
Ellison, Arthur S.	7		
Mullen, Sue M.	8		
Riel, Cole J.	9		
Vallone, Mark	10		
Woodcock, Stephen L.	11		
Ladd, Rick M.	12		
Cordelli, Glenn	13		
Elliott, Robert J.	14		
Boehm, Ralph G.	15		
Wolf, Dan H.			
Allard, James C.	16		
Forsythe, Robert L.		1	
Lekas, Alicia D.	17		
TOTAL VOTE:	10	1	

Hearing Minutes

HOUSE COMMITTEE ON EDUCATION

PUBLIC HEARING ON HB 170

BILL TITLE: requiring a civics examination as a high school requirement.

DATE: January 16, 2019

LOB ROOM: 207

Time Public Hearing Called to Order: 1:00 p. m.

Time Adjourned: 1:43 p. m.

Committee Members: Reps. Myler, Luneau, Tanner, Shaw, Cornell, Le, Ellison, Mullen, Riel, Vallone, Woodcock, Ladd, Cordelli, Elliott, Boehm, Allard, Forsythe and A. Lekas

Bill Sponsors:

Rep. Lang
Sen. French

Rep. Pearl
Sen. Fuller Clark

Rep. Alexander Jr.
Sen. Giuda

TESTIMONY

* Use asterisk if written testimony and/or amendments are submitted.

(1.) Rep. Tim Lang - Sponsor - Supports

- Local competencies and citizens test 70% graduation
- No time when it had to be given

Question: Why just civics tied to graduation?

Ans: Purpose of school = civics large component-measure and require.

Question: Do schools ignore this now?

Ans: Maybe

Question: Why requirement of pen and pencil test when we have competencies?

Ans: To standardize for State.

(2.) *Mike Moffett - Loudon - Support

- Concern is mandate - However, times when it is needed there is a role for committee to require some course.
- When you see the lack of civics basic knowledge.
- Gives teachers a guide for subject/testing
- Can amend grading %.

(3.) Emily Rachel - Girls Rock Program - Girls Scout - Support

- Important to students - most lack knowledge
- Know your Rights - can make decisions
- Can look up, but don't always get correct information
- This test you can trust
- Civics in elementary, but need refresher in High School.
- Mandatory gets student/teachers attention/focus
- STEM schools - not much emphasis on humanities

Question: What if you had a cold/headache/personal tragedy - failed test by one point?

Ans: Schools/teachers/counselors are emphatic and make some arrangements.

(3.) Emily Rachel (Continued from Page One)

Question: 70% is in writing?

Ans: Make an amendment.

Question: This law there is not a make-up?

Ans: Amendment flexibility

Question: No make-up in finals?

Ans: Yes

Question: How did you come here? Know about this?

Ans: Girls Scout Project

Question: Who knows Civics better? Class or Test?

Ans: Class

(4.) Jerry Frew - NHSAA - Oppose

- Hooray - History - Civics emphasis
- Graduation Certificate - What is it?
- 60 days implement is problematic
- Just doing Civics Class
- Just doing Social Studies new standards
- Consideration on Districts on practical application

D

Question: Student - have to take civic class?

Ans: Yes

(5.) Ken Page - NHASP - Oppose

- Goal is worthy
- Testing does not = learning
- Written, taught, learn curriculum
- Learning happens over time - test not right vehicle


(6.) Nicole Heimarck - NHSBA - Oppose

- Take note of students here today
- An authentic learning experience
- Goal is worthy
- Opposition is in strategy = high states testing
- Don't move in that direction
- Graduation Certificate - Is that diploma
- Merge with another bill to promote civic engagement

Question: How many schools use a citizenship test?

Ans: Don't know - maybe more toward competency based.

Respectfully submitted:



Rep. Linda Tanner, Clerk

HOUSE COMMITTEE ON EDUCATION

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Committee Members: (Reps. Myler, Luneau, Shaw, Cornell, Doherty, Le, Tanner, Ellison, Mullen, Riel, Vallone, Woodcock, Ladd, Cordelli, Pitre, Elliott, Boehm, Wolf, Forsythe and A. Lekas)

ALLARD

Bill Sponsors:

Rep. Lang
Sen. French

Rep. Pearl
Sen. Fuller Clark

Rep. Alexander Jr.
Sen. Giuda

TESTIMONY

* Use asterisk if written testimony and/or amendments are submitted.

- 1 ~~##~~ Tim Lang Representative Support
- 2 & Mike Moffett electronic materials Support
- 3 Emily (deb) Rachel Pelham Support
- 4 Jerry Frew NH SAA Oppose
- 5 Ken Page NHA SP Oppose
- 6 Nicole Heimaek NH SBA Oppose

170

#1 Tim Lang Rep. Support
local competencies + Citizens Test FOR
~~Take test to opt out~~ 70% GRADUATION
NO TIME when it had to be given

- ? Why just civics tied to graduation? purpose of school = civics large component - measure + require
- ? Do schools ignore this now? ANS maybe
- ? Why requirement of pen + pencil test when we have competencies. — ANS to STANDARDIZE FOR STATE
- ? Why not one or other test? — ANS STANDARDIZE

#2 Mike Moffett

Support

concern is MANDATE → however - times when it is needed
there is a role for comm. to REQUIRE some course
When you see the LACK of CIVICS BASIC knowledge
Gives teachers a guide for subject / testing
Can Amend GRADING %

#3

Emily Rachel - Girls Rock Program - Girls Scout
Important to students - most lack knowledge
know your rights - can make decisions
- can look up but don't always get correct INFO
this test you can trust
CIVICS in elementary but need refresher in High School
MANDATORY gets student / teachers attention / focus
STEM schools - not much emphasis on humanities

? What if you had a cold / headache / personal tragedy - fail test by 1 point

Ans - Schools/Teachers/Counselors are emphatic
AND make some arrangements

? - 70% is in writing. Ans - make an amendment

? this law there is not a make-up Ans - Amendament flexibility

? No make-up in finals - yes

? How did you come here know about this Ans Girls Scout project

? How do you know girls behave - class or just that Ans - Class

Henry Freu - NH SAA

history - history - gives emphasis

GRADUATION CERTIFICATE - what is it?

60 days implement in probability

Just doing gives class

Just doing Social Studies new standards

Consideration on districts on practical Application

? Student - have to take give class - Ans yes

Ken Page - NH ASST
Oppose

GOAL is worthy

Testing does not = learning

written, taught, learn curriculum

learning happens over time - test not right vehicle

Nicole Heimerl
NH SBA

- Take note of students here today

An authentic learning experience

- Goal is worthy -

Opposition is in strategy = high stakes testing

Don't move in that direction

graduation certificate - is that diploma

3

Merge with Another bill to promote Civic
Engagement

? How many Schools use a citizenship test? Ans don't
know - maybe move toward competency based

Testimony

2

HB 170 "Civics" Testimony – 16 Jan 2019 (Hon. Michael Moffett)

Thank you Mr. Chairman. For the record, my name is Mike Moffett. I'm a resident of Loudon.

This bill is a reprise of an earlier bill that deserves continued attention.

My original version was a bipartisan bill, co-sponsored by Senator Martha Fuller Clark and inspired by the continuing efforts of Senator Lou D'Allesandro, whom I've worked with and known for over 40 years.

I recall when sitting here a year ago to introduce this bill that Rep. Mary Gile responded with great enthusiasm, as an immigrant herself who had to study some civics and history as part of the naturalization process. She seemed very excited about this committee and our legislature taking substantive action to improve civics education in this state.

So I was a bit disappointed that following the committee caucuses, Rep. Gile and others did not support OTP.

The biggest concern, as I recall, involved a reticence to have the legislature get overly involved with curriculum mandates. We all support local control to varying degrees.

But there are times when governing bodies could—and SHOULD—get involved when localities are not doing what they could – and should.

A prominent example of this involves President Eisenhower's decision in 1957 to deploy the 101st Airborne Division to Little Rock, Arkansas to make sure Central High School accepted and accommodated minority students who had a right to attend school there. If Ike had just deferred

to local control, then segregated schools would have continued in the south for far too long.

Now we don't need to deploy the 101st Airborne Division to address shortcomings in civics or history education. We just need to pass this Civics Bill and all kinds of good things will happen.

Is there a need for this?

Yes there is. Yes there is.

I taught in the University System and the Community College System for over 20 years. I was routinely disappointed if not horrified by the absolute lack of basic civics and historical knowledge displayed by many college students.

Now some high schools do better than others in terms of civics. But it is very uneven. Some schools simply require some activity like attending a town meetings or a political event to satisfy requirements. A common, basic assessment like the naturalization exam would ensure that ALL schools pay a small measure of attention to basic fundamentals in this area.

The test exists. I earlier shared copies of it. There is no cost or need to create any assessment. But it would bring some commonality of an academic experience to every NH student.

I envision students from all over NH comparing notes on how they did on the test. Now if a college freshman wants to strike up a conversation with another student, instead of saying "What's your major?" or "What's your sign?" they can ask, 'So how did YOU do on the NH Civics test. I got a 95!'

As a former public school history and government teacher, this subject remains near and dear to my heart. In fact, Dr. Carl Ladd is one of my former students.

But I will share that not long ago I was speaking about my beloved subject with an educator tasked with teaching civics, and I excitedly asked some subject matter questions. I quickly learned that she didn't know much at all about the subject. She apologized and explained that she'd majored in something else, but was asked to teach Civics by her district because of personnel issues.

Requiring this test will help teachers such as the one I just mentioned. And beyond creating that unified and shared academic experience, it will increase confidence in our public schools. It will increase support for public schools.

If this committee and this legislature move this bill forward, you will receive kudos and plaudits from all over the state. There will be some initial grumbling. Of course. When I was teaching, if the state added a new requirement, my first reaction would have been to resist. That's human nature. But I'm sure I'd have eventually bought into something that would guarantee that every student gets a solid foundation in this important area.

This is not a radical initiative. Other states already have this requirement in place. My original bill called for an 85 to be a passing grade. After all, the questions are already public. But Rep. Ladd talked me down to 70. Which is still higher than the 60 that some other states have. And we also added language allowing districts latitude to administer the exam in different ways to accommodate students with IEPs.

I've been told that a superintendent opined that adding this requirement might increase the drop-out rate. I don't really believe that, but if an easy assessment like this is too much for schools or students to handle, then that goes a long ways towards explaining why many folks have lost confidence in public education. Again, I'm a product of public schools. Have taught in public schools. Served on a public school board. I truly believe, again, that adding this modest civics requirement would increase confidence and support for public education.

This bill now belongs to this committee. I've heard it suggested that perhaps the test be required but without any passing grade. Or leave what constitutes passing to localities. That's not how the bill was originally submitted, but that would be an improvement over what now exists statewide.

Because I know a bit about civics and government, and because I previously served in this body, I understand that there are committee caucuses before executive session. Good politics doesn't always mean good policy. I believe this bill is good politics and good policy. Mr. Chairman, in all candor, you and your caucus have all the power. I hope that your caucus will genuinely consider this on its merits, and recapture that initial enthusiasm that Rep. Gile showed for the concept. If you move it forward, many good things will happen. You will receive kudos, huzzahs and plaudits from all over.

After all, we require citizens to pass a drivers' test because we think it's important that they know traffic laws and how a car works. Isn't it at least as important that they know how their country works?

I'll be happy to take any questions.

Learn About the United States

Civics Test

#1

AMERICAN GOVERNMENT

In the United States, the government gets its power to govern from the people. We have a government of the people, by the people, and for the people. Citizens in the United States shape their government and its policies, so they must learn about important public issues and get involved in their communities. Learning about American government helps you understand your rights and responsibilities and allows you to fully participate in the American political process. The Founders of this country decided that the United States should be a representative democracy. They wanted a nation ruled by laws, not by men. In a representative democracy, the people choose officials to make laws and represent their views and concerns in government. The following section will help you understand the principles of American democracy, the U.S. system of government, and the important rights and responsibilities of U.S. citizenship.

A: Principles of American Democracy

1. What is the supreme law of the land?

- ★ the Constitution

The Founding Fathers of the United States wrote the Constitution in 1787. The Constitution is the "supreme law of the land." The U.S. Constitution has lasted longer than any other country's constitution. It establishes the basic principles of the United States government. The Constitution establishes a system of government called "representative democracy." In a representative democracy, citizens choose representatives to make the laws. U.S. citizens also choose a president to lead the executive branch of government. The Constitution lists fundamental rights for all citizens and other people living in the United States. Laws made in the United States must follow the Constitution.

2. What does the Constitution do?

- ★ sets up the government
- ★ defines the government
- ★ protects basic rights of Americans

The Constitution of the United States divides government power between the national government

and state governments. The name for this division of power is "federalism." Federalism is an important idea in the Constitution. We call the Founding Fathers who wrote the Constitution the "Framers" of the Constitution. The Framers wanted to limit the powers of the government, so they separated the powers into three branches: executive, legislative, and judicial. The Constitution explains the power of each branch. The Constitution also includes changes and additions, called "amendments." The first 10 amendments are called the "Bill of Rights." The Bill of Rights established the individual rights and liberties of all Americans.

3. The idea of self-government is in the first three words of the Constitution. What are these words?

- ★ We the People

The Constitution says:

"We the People of the United States, in Order to form a more perfect Union, establish Justice, insure domestic Tranquility, provide for the common defence, promote the general Welfare, and secure the Blessings of Liberty to ourselves and our Posterity, do ordain and establish this Constitution for the United States of America."

8. What did the Declaration of Independence do?

- ★ announced our independence (from Great Britain)
- ★ declared our independence (from Great Britain)
- ★ said that the United States is free (from Great Britain)

The Declaration of Independence contains important ideas about the American system of government. The Declaration of Independence states that all people are created equal and have "certain unalienable rights." These are rights that no government can change or take away. The author of the Declaration, Thomas Jefferson, wrote that the American colonies should be independent because Great Britain did not respect the basic rights of people in the colonies. Jefferson believed that a government exists only if the people think it should. He believed in the idea that the people create their own government and consent, or agree, to follow laws their government makes. This idea is called "consent of the governed." If the government creates laws that are fair and protect people, then people will agree to follow those laws. In the Declaration of Independence, Jefferson wrote a list of complaints the colonists had against the King of England. Jefferson ended the Declaration with the statement that the colonies are, and should be, free and independent states. The Second Continental Congress voted to accept the Declaration on July 4, 1776.

9. What are two rights in the Declaration of Independence?

- ★ life
- ★ liberty
- ★ pursuit of happiness

The Declaration of Independence lists three rights that the Founding Fathers considered to be natural and "unalienable." They are the right to life, liberty, and the pursuit of happiness. These ideas about freedom and individual rights were the basis for declaring America's independence. Thomas Jefferson and the other Founding Fathers believed that people are born with natural rights that no government can take away. Government exists to protect these rights. Because the people voluntarily give up power to a government, they can take that power back. The British government was not protecting the rights of the colonists, so the colonies took back their power and separated from Great Britain.



Benjamin Franklin, John Adams, and Thomas Jefferson in "Writing the Declaration of Independence, 1776," by Jean Leon Jerome Ferris. Courtesy of the Library of Congress, LC-USZC4-9904.

10. What is freedom of religion?

- ★ You can practice any religion, or not practice a religion.

Colonists from Spain, France, Holland, England, and other countries came to America for many different reasons. One of the reasons was religious freedom. The rulers of many of these countries told their citizens that they must go to a certain church and worship in a certain way. Some people had different religious beliefs than their rulers and wanted to have their own churches. In 1620, the Pilgrims were the first group that came to America seeking religious freedom. Religious freedom was also important to the Framers. For this reason, freedom of religion was included in the Constitution as part of the Bill of Rights. The First Amendment to the Constitution guarantees freedom of religion. The First Amendment states, "Congress shall make no law respecting an establishment of religion, or prohibiting the free exercise thereof." The First Amendment also prohibits Congress from setting up an official U.S. religion, and protects citizens' rights to hold any religious belief, or none at all.

11. What is the economic system in the United States?*

- ★ capitalist economy
- ★ market economy

The economic system of the United States is capitalism. In the American economy, most businesses are privately owned. Competition and profit motivate businesses. Businesses and consumers interact in the marketplace, where prices can be negotiated. This is

Court, the president names a new member. However, the Senate has the power to reject the president's choices. This limit on the power of the president is an example of checks and balances.

16. Who makes federal laws?

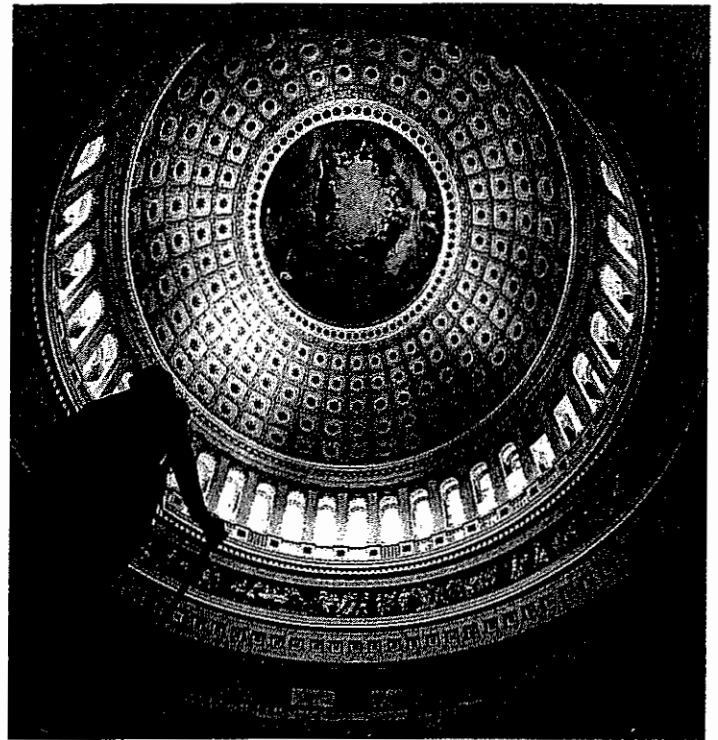
- ★ Congress
- ★ Senate and House (of Representatives)
- ★ (U.S. or national) legislature

Congress makes federal laws. A federal law usually applies to all states and all people in the United States. Either side of Congress—the Senate or the House of Representatives—can propose a bill to address an issue. When the Senate proposes a bill, it sends the bill to a Senate committee. The Senate committee studies the issue and the bill. When the House of Representatives proposes a bill, it sends the bill to a House of Representatives committee. The committee studies the bill and sometimes makes changes to it. Then the bill goes to the full House or Senate for consideration. When each chamber passes its own version of the bill, it often goes to a “conference committee.” The conference committee has members from both the House and the Senate. This committee discusses the bill, tries to resolve the differences, and writes a report with the final version of the bill. Then the committee sends the final version of the bill back to both houses for approval. If both houses approve the bill, it is considered “enrolled.” An enrolled bill goes to the president to be signed into law. If the president signs the bill, it becomes a federal law.

17. What are the two parts of the U.S. Congress?*

- ★ the Senate and House (of Representatives)

Congress is divided into two parts—the Senate and the House of Representatives. Because it has two “chambers,” the U.S. Congress is known as a “bicameral” legislature. The system of checks and balances works in Congress. Specific powers are assigned to each of these chambers. For example, only the Senate has the power to reject a treaty signed by the president or a person the president chooses to serve on the Supreme Court. Only the House of Representatives has the power to introduce a bill that requires Americans to pay taxes.



The Rotunda of the U.S. Capitol.
Courtesy of the Architect of the Capitol.

18. How many U.S. Senators are there?

- ★ one hundred (100)

There are 100 senators in Congress, two from each state. All states have equal power in the Senate because each state has the same number of senators. States with a very small population have the same number of senators as states with very large populations. The Framers of the Constitution made sure that the Senate would be small. This would keep it more orderly than the larger House of Representatives. As James Madison wrote in *Federalist Paper #63*, the Senate should be a “temperate and respectable body of citizens” that operates in a “cool and deliberate” way.

19. We elect a U.S. Senator for how many years?

- ★ six (6)

The Framers of the Constitution wanted senators to be independent from public opinion. They thought a fairly long, six-year term would give them this protection. They also wanted longer Senate terms to balance the shorter two-year terms of the members of the House, who would more closely follow public opinion. The Constitution puts no limit on the number of terms a senator may serve. Elections for U.S. senators take place on even-numbered years. Every two years, one-third of the senators are up for election.

country through the Electoral College. The Electoral College is a process that was designed by the writers of the Constitution to select presidents. It came from a compromise between the president being elected directly by the people and the president being chosen by Congress. Citizens vote for electors, who then choose the president. Before 1951, there was no limit on the number of terms a president could serve. With the 22nd Amendment to the Constitution, the president can only be elected to two terms (four years each) for a total of eight years.

27. In what month do we vote for President?*

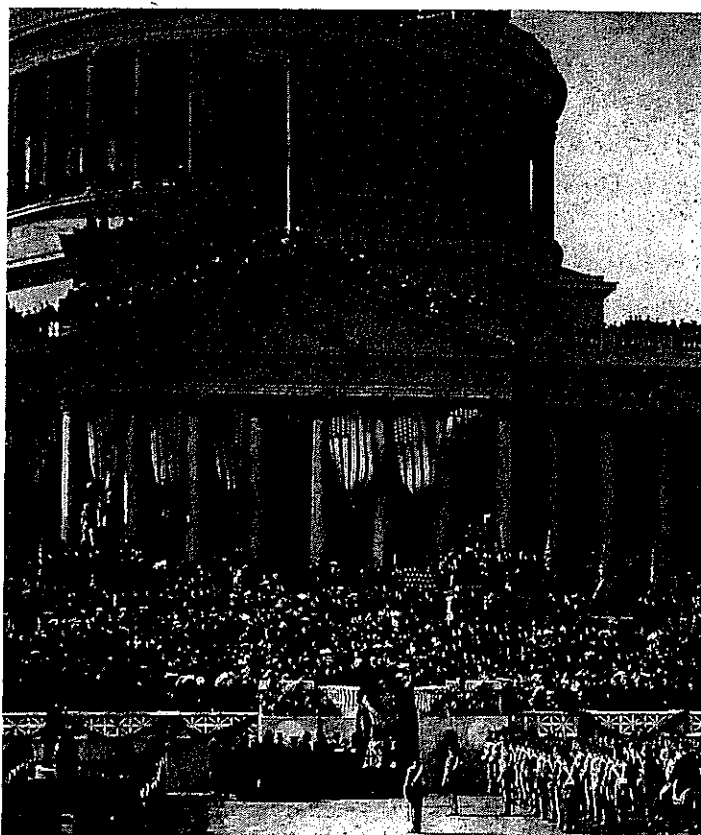
- ★ November

The Constitution did not set a national election day. In the past, elections for federal office took place on different days in different states. In 1845, Congress passed legislation to designate a single day for all Americans to vote. It made Election Day the Tuesday after the first Monday in November. Congress chose November because the United States was mostly rural. By November, farmers had completed their harvests and were available to vote. Another reason for this date was the weather. People were able to travel because it was not yet winter. They chose Tuesday for Election Day so that voters had a full day after Sunday to travel to the polls.

28. What is the name of the President of the United States now?*

- ★ Barack Obama
- ★ Obama

Barack Obama is the 44th president of the United States. After winning the presidential election of 2008, he became the first African American president of the United States. He won a second term in 2012. As president, he is the head of the executive branch. As commander in chief, he is also in charge of the military. Obama was born in Hawaii on August 4, 1961. He graduated from Columbia University in New York. Obama also studied law and graduated from Harvard University in Massachusetts. He served as a U.S. senator for the state of Illinois before being elected president. President Obama's wife, called "the First Lady," is Michelle Obama.



The inauguration of President Theodore Roosevelt on March 4, 1905. Courtesy of the Library of Congress, LC-USZ62-231.

29. What is the name of the Vice President of the United States now?

- ★ Joseph R. Biden, Jr.
- ★ Joe Biden
- ★ Biden

Joseph (Joe) R. Biden, Jr. is the 47th vice president of the United States. Biden was born November 20, 1942 in Pennsylvania. Later, his family moved to Delaware. He graduated from the University of Delaware in 1965. In 1968, he graduated from law school at Syracuse University in New York. From 1972-2009, Biden served as a U.S. senator for the state of Delaware. As vice president, Biden is president of the U.S. Senate and a top advisor to the president. Vice President Biden is married to Jill Biden.

30. If the President can no longer serve, who becomes President?

- ★ the Vice President

If the president dies, resigns, or cannot work while still in office, the vice president becomes president. For this reason, the qualifications for vice president and president are the same. A vice president became

cabinet members to be his advisors. For a nominee to be confirmed, a majority of the Senate must approve the nominee. Throughout history, presidents have been able to change who makes up the cabinet or add departments to the cabinet. For example, when the Department of Homeland Security was created, President George W. Bush added the leader of this department to his cabinet.

36. What are two Cabinet-level positions?

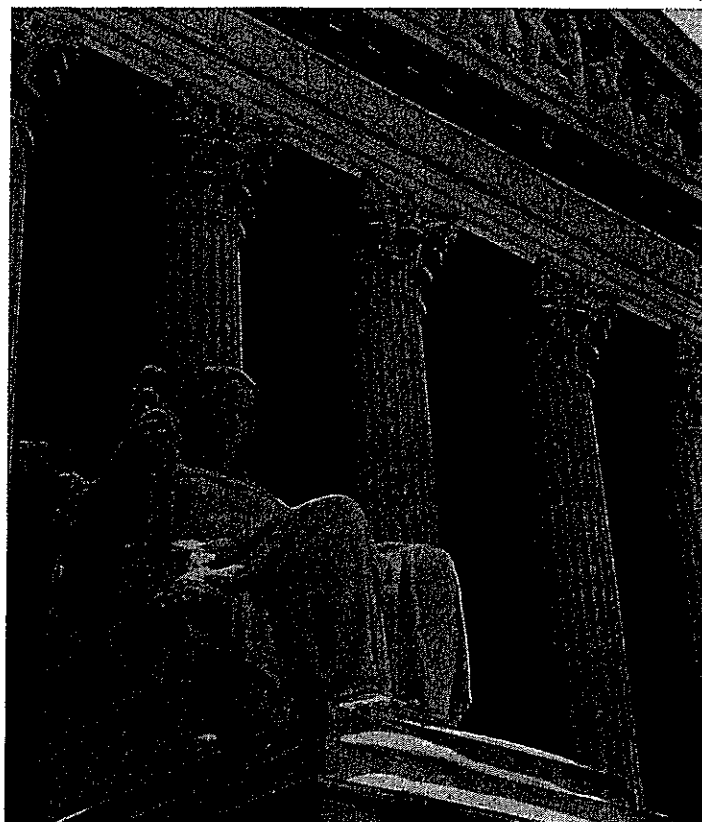
- ★ Secretary of Agriculture
- ★ Secretary of Commerce
- ★ Secretary of Defense
- ★ Secretary of Education
- ★ Secretary of Energy
- ★ Secretary of Health and Human Services
- ★ Secretary of Homeland Security
- ★ Secretary of Housing and Urban Development
- ★ Secretary of the Interior
- ★ Secretary of Labor
- ★ Secretary of State
- ★ Secretary of Transportation
- ★ Secretary of the Treasury
- ★ Secretary of Veterans Affairs
- ★ Attorney General
- ★ Vice President

The people on the president’s cabinet are the vice president and the heads of the 15 executive departments. The president may appoint other government officials to the cabinet. When George Washington was president, there were only four cabinet members: the secretary of state, secretary of the treasury, secretary of war, and attorney general. The government established the other executive departments later.

37. What does the judicial branch do?

- ★ reviews laws
- ★ explains laws
- ★ resolves disputes (disagreements)
- ★ decides if a law goes against the Constitution

The judicial branch is one of the three branches of government. The Constitution established the judicial



The Contemplation of Justice statue outside the U.S. Supreme Court building in Washington, D.C.
 Courtesy of the Collection of the Supreme Court of the United States.

branch of government with the creation of the Supreme Court. Congress created the other federal courts. All these courts together make up the judicial branch. The courts review and explain the laws, and they resolve disagreements about the meaning of the law. The U.S. Supreme Court makes sure that laws are consistent with the Constitution. If a law is not consistent with the Constitution, the Court can declare it unconstitutional. In this case, the Court rejects the law. The Supreme Court makes the final decision about all cases that have to do with federal laws and treaties. It also rules on other cases, such as disagreements between states.

38. What is the highest court in the United States?

- ★ the Supreme Court

The U.S. Supreme Court has complete authority over all federal courts. Its rulings have a significant effect. A Supreme Court ruling can affect the outcome of many cases in the lower courts. The Supreme Court’s interpretations of federal laws and of the Constitution are final. The Supreme Court is limited in its power over the states. It cannot make decisions about state

43. Who is the Governor of your state now?

- ★ *Answers will vary. [District of Columbia residents should answer that D.C. does not have a Governor.]*

To learn the name of the governor of your state or territory, go to www.nga.org/governors. Similar to the federal government, most states have three branches of government. The branches are executive, legislative, and judicial. The governor is the chief executive of the state. The governor's job in a state government is similar to the president's job in the federal government. However, the state laws that a governor carries out are different from the federal laws that the president carries out. The Constitution says that certain issues are covered by federal, not state, laws. All other issues are covered by state laws. The governor's duties and powers vary from state to state. The number of years that a governor is elected to serve—called a "term"—is four years. The exceptions are New Hampshire and Vermont, where governors serve for two years.

44. What is the capital of your state?*

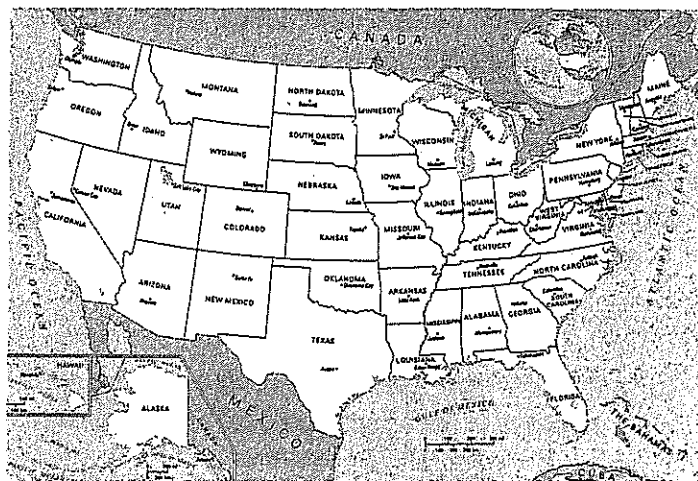
- ★ *Answers will vary. [District of Columbia residents should answer that D.C. is not a state and does not have a capital. Residents of U.S. territories should name the capital of the territory.]*

To learn the capital of your state or territory, go to <http://bensguide.gpo.gov/3-5/state/index.html>. Each state or territory has its own capital. The state capital is where the state government conducts its business. It is similar to the nation's capital, Washington, D.C., where the federal government conducts its business. Some state capitals have moved from one city to another over the years, but the state capitals have not changed since 1910. Usually, the governor lives in the state's capital city.

45. What are the two major political parties in the United States?*

- ★ *Democratic and Republican*

The Constitution did not establish political parties. President George Washington specifically warned against them. But early in U.S. history, two political



Map of the United States including state capitals.
Courtesy of the National Atlas of the United States, March 5, 2003,
<http://nationalatlas.gov>.

groups developed. They were the Democratic-Republicans and the Federalists. Today, the two major political parties are the Democratic Party and the Republican Party. President Andrew Jackson created the Democratic Party from the Democratic-Republicans. The Republican Party took over from the Whigs as a major party in the 1860s. The first Republican president was Abraham Lincoln. Throughout U.S. history, there have been other parties. These parties have included the Know-Nothing (also called American Party), Bull-Moose (also called Progressive), Reform, and Green parties. They have played various roles in American politics. Political party membership in the United States is voluntary. Parties are made up of people who organize to promote their candidates for election and to promote their views about public policies.

46. What is the political party of the President now?

- ★ *Democratic (Party)*

The two major political parties in the United States today are the Democratic and Republican parties. The current president, Barack Obama, is a member of the Democratic Party. Other notable Democratic presidents include Woodrow Wilson, Franklin D. Roosevelt, Harry Truman, John F. Kennedy, Lyndon B. Johnson, Jimmy Carter, and William "Bill" Clinton. Notable Republican presidents include Abraham Lincoln, Theodore Roosevelt, Warren Harding, Herbert Hoover, Dwight Eisenhower, Ronald Reagan, and George H. W. Bush. Since the middle of the 19th

rights." Millions of immigrants have come to America to have these rights. The Constitution and the Bill of Rights give many of these rights to all people living in the United States. These rights include the freedom of expression, of religion, of speech, and the right to bear arms. All people living in the United States also have many of the same duties as citizens, such as paying taxes and obeying the laws.

52. What do we show loyalty to when we say the Pledge of Allegiance?

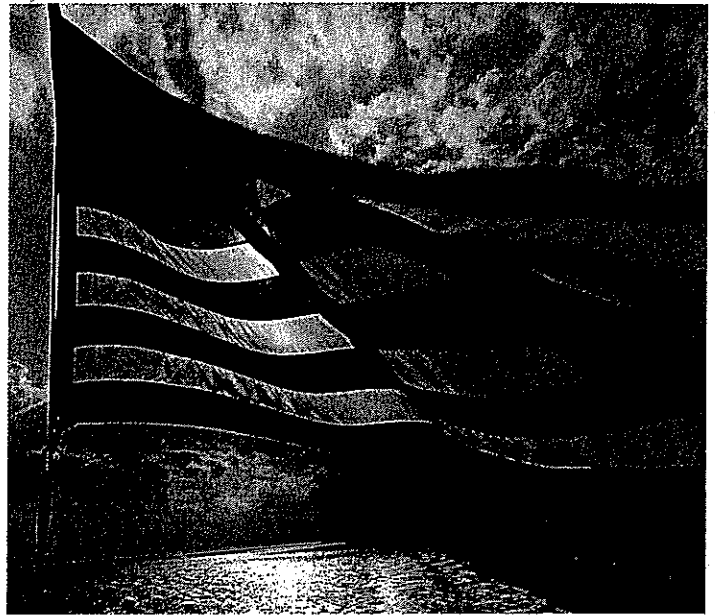
- ★ the United States
- ★ the flag

The flag is an important symbol of the United States. The Pledge of Allegiance to the flag states, "I pledge allegiance to the Flag of the United States of America, and to the Republic for which it stands, one Nation under God, indivisible, with liberty and justice for all." When we say the Pledge of Allegiance, we usually stand facing the flag with the right hand over the heart. Francis Bellamy wrote the pledge. It was first published in *The Youth's Companion* magazine in 1892 for children to say on the anniversary of Columbus's discovery of America. Congress officially recognized the pledge on June 22, 1942. Two changes have been made since it was written in 1892. "I pledge allegiance to my flag" was changed to "I pledge allegiance to the Flag of the United States of America." Congress added the phrase "under God" on June 14, 1954.

53. What is one promise you make when you become a United States citizen?

- ★ give up loyalty to other countries
- ★ defend the Constitution and laws of the United States
- ★ obey the laws of the United States
- ★ serve in the U.S. military (if needed)
- ★ serve (do important work for) the nation (if needed)
- ★ be loyal to the United States

When the United States became an independent country, the Constitution gave Congress the power to establish a uniform rule of naturalization. Congress made rules about how immigrants could become citizens. Many of these requirements are still valid today, such as the requirements to live in the United States for a specific period of time, to be of good



The American flag is an important symbol of the United States.

moral character, and to understand and support the principles of the Constitution. After an immigrant fulfills all of the requirements to become a U.S. citizen, the final step is to take an Oath of Allegiance at a naturalization ceremony. The Oath of Allegiance states, "I hereby declare, on oath, that I absolutely and entirely renounce and abjure all allegiance and fidelity to any foreign prince, potentate, state, or sovereignty of whom or which I have heretofore been a subject or citizen; that I will support and defend the Constitution and laws of the United States of America against all enemies, foreign and domestic; that I will bear true faith and allegiance to the same; that I will bear arms on behalf of the United States when required by the law; that I will perform noncombatant service in the Armed Forces of the United States when required by the law; that I will perform work of national importance under civilian direction when required by the law; and that I take this obligation freely without any mental reservation or purpose of evasion; so help me God."

54. How old do citizens have to be to vote for President?*

- ★ eighteen (18) and older

For most of U.S. history, Americans had to be at least 21 years old to vote. At the time of the Vietnam War, during the 1960s and 1970s, many people thought that people who were old enough to fight in a war should also be old enough to vote. In 1971, the 26th

AMERICAN HISTORY

For more than 200 years, the United States has strived to become a "more perfect union." Its history has been one of expansive citizenship for all Americans. By learning about our shared history, you will be able to understand our nation's traditions, milestones, and common civic values. Our country is independent because of the strength, unity, and determination of our forefathers. It is important for future Americans to know this story. We are people working toward great ideals and principles guided by equality and fairness. This is important to keep our country free. As Americans, we have been committed to each other and our country throughout our history. The following section will help you understand American history from the colonial period and independence to the Civil War and other important events during the 1800s, 1900s, and today.

A: Colonial Period and Independence

58. What is one reason colonists came to America?

- ★ freedom
- ★ political liberty
- ★ religious freedom
- ★ economic opportunity
- ★ practice their religion
- ★ escape persecution

In the 1600s and 1700s, colonists from England and other European countries sailed across the Atlantic Ocean to the American colonies. Some left Europe to escape religious restrictions or persecution, to practice their religion freely. Many came for political freedom, and some came for economic opportunity. These freedoms and opportunities often did not exist in the colonists' home countries. For these settlers, the American colonies were a chance for freedom and a new life. Today, many people come to the United States for these same reasons.

59. Who lived in America before the Europeans arrived?

- ★ American Indians
- ★ Native Americans

Great American Indian tribes such as the Navajo, Sioux, Cherokee, and Iroquois lived in America at the time the Pilgrims arrived. The Pilgrims settled in an area where a tribe called the Wampanoag lived. The Wampanoag taught the Pilgrims important skills, such as how to farm with different methods and how to grow crops such as corn, beans, and squash. Relations

with some American Indian tribes became tense and confrontational as more Europeans moved to America and migrated west. Eventually, after much violence, the settlers defeated those American Indian tribes and took much of their land.

60. What group of people was taken to America and sold as slaves?

- ★ Africans
- ★ people from Africa

Slavery existed in many countries long before America was founded. By 1700, many Africans were being brought to the American colonies as slaves. Men, women, and children were brought against their will. They were often separated from their families when they were sold as slaves. Slaves worked without payment and without basic rights. Most worked in agriculture, but slaves did many other kinds of work in the colonies, too. Slavery created a challenge for a nation founded on individual freedoms and democratic beliefs. It was one of the major causes of the American Civil War.

61. Why did the colonists fight the British?

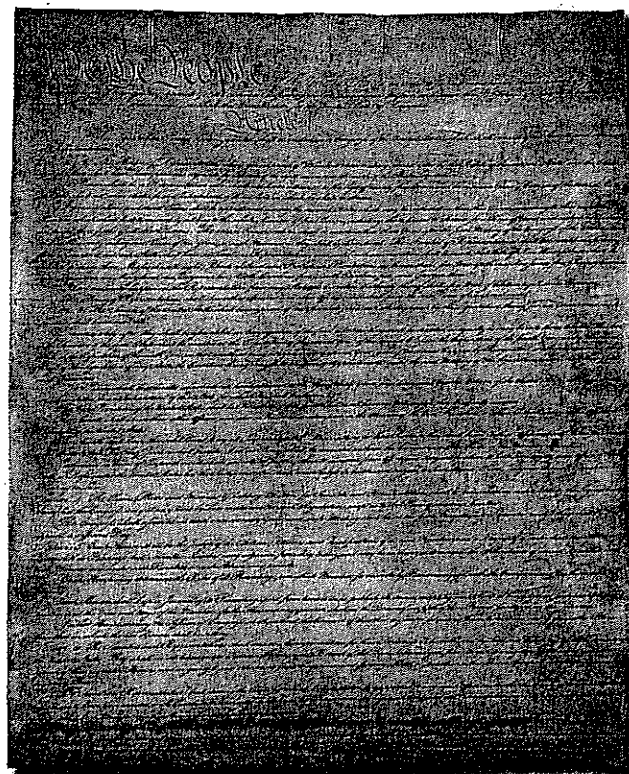
- ★ because of high taxes (taxation without representation)
- ★ because the British army stayed in their houses (boarding, quartering)
- ★ because they didn't have self-government

The American colonists' anger had been growing for years before the Revolutionary War began in 1775. The decision to separate from the British was not an easy choice for many colonists. However, Great

65. What happened at the Constitutional Convention?

- ★ The Constitution was written.
- ★ The Founding Fathers wrote the Constitution.

The Constitutional Convention was held in Philadelphia, Pennsylvania, from May to September 1787. Fifty-five delegates from 12 of the original 13 states (except for Rhode Island) met to write amendments to the Articles of Confederation. The delegates met because many American leaders did not like the Articles. The national government under the Articles of Confederation was not strong enough. Instead of changing the Articles of Confederation, the delegates decided to create a new governing document with a stronger national government—the Constitution. Each state sent delegates, who worked for four months in secret to allow for free and open discussion as they wrote the new document. The delegates who attended the Constitutional Convention are called “the Framers.” On September 17, 1787, 39 of the delegates signed the new Constitution.



The Constitution of the United States.
Courtesy of the National Archives.

66. When was the Constitution written?

- ★ 1787

The Constitution, written in 1787, created a new system of U.S. government—the same system we have today. James Madison was the main writer of the Constitution. He became the fourth president of the United States. The U.S. Constitution is short, but it defines the principles of government and the rights of citizens in the United States. The document has a preamble and seven articles. Since its adoption, the Constitution has been amended (changed) 27 times. Three-fourths of the states (9 of the original 13) were required to ratify (approve) the Constitution. Delaware was the first state to ratify the Constitution on December 7, 1787. In 1788, New Hampshire was the ninth state to ratify the Constitution. On March 4, 1789, the Constitution took effect and Congress met for the first time. George Washington was inaugurated as president the same year. By 1790, all 13 states had ratified the Constitution.

67. The Federalist Papers supported the passage of the U.S. Constitution. Name one of the writers.

- ★ (James) Madison
- ★ (Alexander) Hamilton
- ★ (John) Jay
- ★ Publius

The Federalist Papers were 85 essays that were printed in New York newspapers while New York State was deciding whether or not to support the U.S. Constitution. The essays were written in 1787 and 1788 by Alexander Hamilton, John Jay, and James Madison under the pen name “Publius.” The essays explained why the state should ratify the Constitution. Other newspapers outside New York also published the essays as other states were deciding to ratify the Constitution. In 1788, the papers were published together in a book called *The Federalist*. Today, people still read the Federalist Papers to help them understand the Constitution.

and the U.S. Capitol was burned. The Americans won the war. This was the first time after the Revolutionary War that America had to fight a foreign country to protect its independence.

The Mexican-American War was a conflict between Mexico and America. The war began in Texas in 1846. President James Polk ordered General Zachary Taylor and his forces to occupy land claimed by both the United States and Mexico. President Polk believed westward expansion was important for the United States to grow. When Mexico attacked, the United States went to war with Mexico. When the war ended in February 1848, the United States and Mexico signed the Treaty of Guadalupe Hidalgo. This treaty gave Texas to the United States and extended the boundaries of the United States west to the Pacific Ocean.

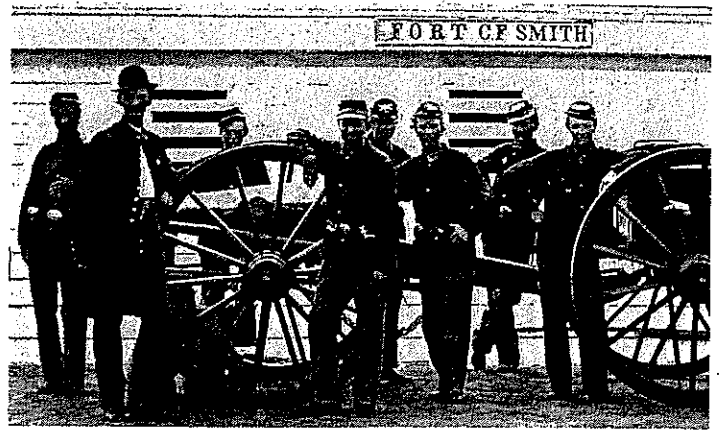
In the Civil War, the people of the United States fought against each other. Americans in the northern states fought to support the federal government ("the Union") against Americans from the southern states. The southern states were trying to separate themselves to form a new nation, the Confederate States of America ("the Confederacy"). The war lasted from 1861 to 1865, when the Confederate army surrendered to the Union army. Many lives were lost in the American Civil War.

In 1898, the United States fought Spain in the Spanish-American War. The United States wanted to help Cuba become independent from Spain because the United States had economic interests in Cuba. The war began when a U.S. battleship was sunk near Cuba. Many Americans believed it was the Spanish who attacked the ship. For this reason, America went to war with Spain. By the end of 1898, the war was over with a victory for the United States. Cuba had its independence, and Guam, Puerto Rico, and the Philippines became territories of the United States.

73. Name the U.S. war between the North and the South.

- ★ the Civil War
- ★ the War between the States

The American Civil War is also known as the War between the States. It was a war between the people in the northern states and those in the southern



Civil War soldiers with cannon and caisson, Fort C.F. Smith, Co. L, 2d New York Artillery.
Courtesy of the Library of Congress, LC-USZ62-115177.

states. The Civil War was fought in many places across the United States, but most battles were fought in the southern states. The first battle was at Fort Sumter, South Carolina. The first major battle between the northern (Union) army and the southern (Confederate) army took place at Bull Run, in Manassas, Virginia, in July 1861. The Union expected the war to end quickly. After its defeat at the Battle of Bull Run, the Union realized that the war would be long and difficult. In 1865, the Civil War ended with the capture of the Confederate capital in Richmond, Virginia. Confederate General Robert E. Lee surrendered to Lt. General Ulysses S. Grant of the Union army at Appomattox Courthouse in central Virginia. Over the four-year period, more than 3 million Americans fought in the Civil War and more than 600,000 people died.

74. Name one problem that led to the Civil War.

- ★ slavery
- ★ economic reasons
- ★ states' rights

The Civil War began when 11 southern states voted to secede (separate) from the United States to form their own country, the Confederate States of America. These southern states believed that the federal government of the United States threatened their right to make their own decisions. They wanted states' rights with each state making their own decisions about their government. If the national government contradicted the state, they did not want to follow the national government. The North and South had very

World War I began in 1914. It was a long and bloody struggle. The United States entered the war in 1917 after German submarines attacked British and U.S. ships, and the Germans contacted Mexico about starting a war against the United States. The war ended in 1918 when the Allied Powers (led by Britain, France, Italy, and the United States) defeated the Central Powers (led by Germany, Austria-Hungary, and the Ottoman Empire). The Treaty of Versailles officially ended the war in 1919. World War I was called "the war to end all wars."

World War II began in 1939 when Germany invaded Poland. France and Great Britain then declared war on Germany. Germany had alliances with Italy and Japan, and together they formed the Axis powers. The United States entered World War II in 1941, after the Japanese attacked Pearl Harbor, Hawaii. The United States joined France, Great Britain, and the Soviet Union as the Allied powers and led the 1944 invasion of France known as D-Day. The liberation of Europe from German power was completed by May 1945. World War II did not end until Japan surrendered in September 1945.

The Korean War began in 1950 when the North Korean Army moved across the 38th parallel into South Korea. The 38th parallel was a boundary established after World War II. This boundary separated the northern area of Korea, which was under communist influence, from the southern area of Korea, which was allied with the United States. At the time, the United States was providing support to establish a democratic South Korean government. The United States provided military support to stop the advance of the North Korean Army. In the Korean conflict, democratic governments directly confronted communist governments. The fighting ended in 1953, with the establishment of the countries of North Korea and South Korea.

From 1959 to 1975, United States Armed Forces and the South Vietnamese Army fought against the North Vietnamese in the Vietnam War. The United States supported the democratic government in the south of the country to help it resist pressure from the communist north. The war ended in 1975 with the fall of Saigon, the capital of South Vietnam. In 1976,



"Raising the Flag on Iwo Jima," photographed by Joe Rosenthal, Associated Press, 1945. Courtesy of the National Archives, 80-G-413988.

Vietnam was under total communist control. Almost 60,000 American men and women in the military died or were missing as a result of the Vietnam War.

On August 2, 1990, the Persian Gulf War began when Iraq invaded Kuwait. This invasion put the Iraqi Army closer to Saudi Arabia and its oil reserves, which supplied much of the world with oil. The United States and many other countries wanted to drive the Iraqi Army out of Kuwait and prevent it from invading other nearby countries. In January 1991, the United States led an international coalition of forces authorized by the United Nations into battle against the Iraqi Army. Within a month, the coalition had driven the Iraqis from Kuwait. The coalition declared a cease-fire on February 28, 1991.

79. Who was President during World War I?

★ (Woodrow) Wilson

Woodrow Wilson was the 28th president of the United States. President Wilson served two terms from 1913 to 1921. During his first term, he was able to keep the United States out of World War I. By 1917, Wilson knew this was no longer possible, and he asked

African Americans and to gain full and equal rights for Americans of all races. Using nonviolent strategies such as bus boycotts, sit-ins, and marches, people came together to demand social change. As a result, Congress passed the Civil Rights Act of 1964 and the Voting Rights Act of 1965. The Civil Rights Act made segregation in public facilities and racial discrimination in employment and education illegal. The law protects African Americans, women, and others from discrimination. The Voting Rights Act banned literacy tests and other special requirements that had been used to stop African Americans from registering to vote.

85. What did Martin Luther King, Jr. do?*

- ★ fought for civil rights
- ★ worked for equality for all Americans

Martin Luther King, Jr. was a Baptist minister and civil rights leader. He worked hard to make America a more fair, tolerant, and equal nation. He was the main leader of the civil rights movement of the 1950s and 1960s. Because of this movement, civil rights laws were passed to protect voting rights and end racial segregation. King believed in the ideals of the Declaration of Independence—that every citizen deserves America’s promise of equality and justice. In 1963, King delivered his famous “I Have a Dream” speech, which imagines an America in which people of all races exist together equally. He was only 35 years old when he received the Nobel Peace Prize in 1964 for his civil rights work. King was killed on April 4, 1968.

86. What major event happened on September 11, 2001, in the United States?

- ★ Terrorists attacked the United States.

On September 11, 2001, four airplanes flying out of U.S. airports were taken over by terrorists from the Al-Qaeda network of Islamic extremists. Two of the planes crashed into the World Trade Center’s Twin Towers in New York City, destroying both buildings. One of the planes crashed into the Pentagon in Arlington, Virginia. The fourth plane, originally aimed at Washington, D.C., crashed in a field in Pennsylvania. Almost 3,000 people died in these attacks, most of them civilians. This was the worst attack on American soil in the history of the nation.



American Indian woman and her baby in 1899.
 Courtesy of the Library of Congress, LC-USZ62-94927.

87. Name one American Indian tribe in the United States.

[USCIS Officers will be supplied with a list of federally recognized American Indian tribes.]

- | | |
|-------------|------------|
| ★ Cherokee | ★ Cheyenne |
| ★ Navajo | ★ Arawak |
| ★ Sioux | ★ Shawnee |
| ★ Chippewa | ★ Mohegan |
| ★ Choctaw | ★ Huron |
| ★ Pueblo | ★ Oneida |
| ★ Apache | ★ Lakota |
| ★ Iroquois | ★ Crow |
| ★ Creek | ★ Teton |
| ★ Blackfeet | ★ Hopi |
| ★ Seminole | ★ Inuit |

American Indians lived in North America for thousands of years before the European settlers arrived. Today there are more than 500 federally recognized tribes in the United States. Each tribe has its own social and political system. American Indian cultures are different from one tribe to another, with different languages, beliefs, stories, music, and foods. Earlier in their history, some tribes settled in villages and farmed the land for food. Other tribes moved frequently as they hunted and gathered food and resources. The federal government signed treaties with American Indian tribes to move the tribes to reservations. These reservations are recognized as domestic, dependent nations.

91. Name one U.S. territory.

- ★ Puerto Rico
- ★ U.S. Virgin Islands
- ★ American Samoa
- ★ Northern Mariana Islands
- ★ Guam

There are five major U.S. territories: American Samoa, Guam, the Northern Mariana Islands, Puerto Rico, and the U.S. Virgin Islands. A U.S. territory is a partially self-governing piece of land under the authority of the U.S. government. U.S. territories are not states, but they do have representation in Congress. Each territory is allowed to send a delegate to the House of Representatives. The people who live in American Samoa are considered U.S. nationals; the people in the other four territories are U.S. citizens. Citizens of the territories can vote in primary elections for president, but they cannot vote in the general elections for president.

92. Name one state that borders Canada.

- | | |
|-----------------|----------------|
| ★ Maine | ★ Minnesota |
| ★ New Hampshire | ★ North Dakota |
| ★ Vermont | ★ Montana |
| ★ New York | ★ Idaho |
| ★ Pennsylvania | ★ Washington |
| ★ Ohio | ★ Alaska |
| ★ Michigan | |

The northern border of the United States stretches more than 5,000 miles from Maine in the East to Alaska in the West. There are 13 states on the border with Canada. The Treaty of Paris of 1783 established the official boundary between Canada and the United States after the Revolutionary War. Since that time, there have been land disputes, but they have been resolved through treaties. The International Boundary Commission, which is headed by two commissioners, one American and one Canadian, is responsible for maintaining the boundary.



Old Spanish Bridge in Umatac, Guam.
 Courtesy of the Office of U.S. Representative Madeleine Z. Bordallo.

93. Name one state that borders Mexico.

- ★ California
- ★ Arizona
- ★ New Mexico
- ★ Texas

The border between the United States and Mexico is about 1,900 miles long and spans four U.S. states—Arizona, California, New Mexico, and Texas. The United States established the border with Mexico after the Mexican-American War and the Gadsden Purchase in 1853. The Gadsden Purchase helped the United States get the land it needed to expand the southern railroad. The United States bought this land for \$10 million. The land bought through the Gadsden Purchase is now part of the states of Arizona and New Mexico. The U.S. border with Mexico is one of the busiest international borders in the world.

94. What is the capital of the United States?*

- ★ Washington, D.C.

When the Constitution established our nation in 1789, the capital of the United States was in New York City. Congress soon began discussing the location of a permanent capital city. In Congress, representatives of northern states argued with representatives of southern states. Each side wanted the capital to be in its own region. As part of the Compromise of 1790, the capital would be located in the South. In return, the North did not have to pay the debt it owed from the Revolutionary War. George Washington

C: Holidays

99. When do we celebrate Independence Day?*

★ July 4

In the United States, we celebrate Independence Day on July 4 to mark the anniversary of the adoption of the Declaration of Independence. After signing the Declaration of Independence, John Adams wrote to his wife, "I am apt to believe that it will be celebrated, by succeeding Generations, as the great anniversary Festival." The Declaration of Independence, written by Thomas Jefferson, explained why the colonies had decided to separate from Great Britain. Americans celebrate the Fourth of July as the birthday of America, with parades, fireworks, patriotic songs, and readings of the Declaration of Independence.



In "The Star-Spangled Banner," by Percy Moran, Francis Scott Key reaches toward the flag flying over Fort Mifflin.
Courtesy of the Library of Congress, LC-USZC4-6200.

100. Name two national U.S. holidays.

- ★ New Year's Day
- ★ Martin Luther King, Jr. Day
- ★ Presidents' Day
- ★ Memorial Day
- ★ Independence Day
- ★ Labor Day
- ★ Columbus Day
- ★ Veterans Day
- ★ Thanksgiving
- ★ Christmas

Many Americans celebrate national or federal holidays. These holidays often honor people or events in our American heritage. These holidays are "national" in a legal sense only for federal institutions and in the District of Columbia. Typically, federal offices are closed on these holidays. Each state can decide whether or not to celebrate the holiday. Businesses, schools, and commercial establishments may choose whether or not to close on these days. Since 1971, federal holidays are observed on Mondays except for New Year's Day, Independence Day, Veterans Day, Thanksgiving, and Christmas.

Bill as
Introduced

HB 170 - AS INTRODUCED

2019 SESSION

19-0119
06/01

HOUSE BILL **170**

AN ACT requiring a civics examination as a high school requirement.

SPONSORS: Rep. Lang, Belk. 4; Rep. Pearl, Merr. 26; Rep. Alexander Jr., Hills. 6; Sen. French, Dist 7; Sen. Fuller Clark, Dist 21; Sen. Giuda, Dist 2

COMMITTEE: Education

ANALYSIS

This bill requires high school students to attain a grade of 70 percent or better on the civics naturalization examination developed by the United States Citizen and Immigration Service.

Explanation: Matter added to current law appears in *bold italics*.
Matter removed from current law appears [~~in brackets and struck through.~~]
Matter which is either (a) all new or (b) repealed and reenacted appears in regular type.

STATE OF NEW HAMPSHIRE

In the Year of Our Lord Two Thousand Nineteen

AN ACT requiring a civics examination as a high school requirement.

Be it Enacted by the Senate and House of Representatives in General Court convened:

1 1 Civics Instruction. Amend RSA 189:11, II to read as follows:

2 II. As a component of instruction under paragraph I, a locally developed competency
3 assessment of United States government and civics that includes, but is not limited to, the nature,
4 purpose, structure, function, and history of the United States government, the rights and
5 responsibilities of citizens, and noteworthy government and civic leaders, shall be administered to
6 students as part of the *required* high school course in history and government of the United States
7 and New Hampshire. ~~[Students who attain a passing grade on the competency assessment shall be~~
8 ~~eligible for a certificate issued by the school district. The United States Citizenship and~~
9 ~~Immigration Services (USCIS) test may be used to satisfy the requirement of this paragraph.]~~ *To*
10 *be eligible for a graduation certificate, a student shall attain a locally sanctioned passing*
11 *grade on the competency assessment, and a grade of 70 percent or better on the 100*
12 *question civics (history and government) naturalization examination developed by the*
13 *United States Citizen and Immigration Services. Schools may modify the naturalization*
14 *examination for a child with a disability in accordance with the child's individualized*
15 *education program.* By June 30 of each year, each school district shall submit the results of
16 ~~[either]~~ the locally developed competency assessment of United States government and civics ~~[or]~~
17 *and* the United States Citizenship and Immigration Services (USCIS) test to the department of
18 education.

19 2 Effective Date. This act shall take effect 60 days after its passage.