

FISCAL NOTE
Requested by Legislative Council
12/19/2014

Bill/Resolution No.: HB 1087

- 1 A. **State fiscal effect:** *Identify the state fiscal effect and the fiscal effect on agency appropriations compared to funding levels and appropriations anticipated under current law.*

	2013-2015 Biennium		2015-2017 Biennium		2017-2019 Biennium	
	General Fund	Other Funds	General Fund	Other Funds	General Fund	Other Funds
Revenues	\$0	\$0	\$0	\$0	\$0	\$0
Expenditures	\$0	\$0	\$0	\$0	\$0	\$0
Appropriations	\$0	\$0	\$0	\$0	\$0	\$0

- 1 B. **County, city, school district and township fiscal effect:** *Identify the fiscal effect on the appropriate political subdivision.*

	2013-2015 Biennium	2015-2017 Biennium	2017-2019 Biennium
Counties	\$0	\$0	\$0
Cities	\$0	\$0	\$0
School Districts	\$0	\$0	\$0
Townships	\$0	\$0	\$0

- 2 A. **Bill and fiscal impact summary:** *Provide a brief summary of the measure, including description of the provisions having fiscal impact (limited to 300 characters).*

No fiscal impact noted. Schools can use the existing U.S. Citizenship and Immigration Civics (History and Government) Test at no cost and is available online.

- B. **Fiscal impact sections:** *Identify and provide a brief description of the sections of the measure which have fiscal impact. Include any assumptions and comments relevant to the analysis.*

3. **State fiscal effect detail:** *For information shown under state fiscal effect in 1A, please:*

- A. **Revenues:** *Explain the revenue amounts. Provide detail, when appropriate, for each revenue type and fund affected and any amounts included in the executive budget.*

- B. **Expenditures:** *Explain the expenditure amounts. Provide detail, when appropriate, for each agency, line item, and fund affected and the number of FTE positions affected.*

- C. **Appropriations:** *Explain the appropriation amounts. Provide detail, when appropriate, for each agency and fund affected. Explain the relationship between the amounts shown for expenditures and appropriations. Indicate whether the appropriation or a part of the appropriation is included in the executive budget or relates to a continuing appropriation.*

Name: Dr. Sherry Houdek

Agency: Public Instruction

Telephone: 328-2755

Date Prepared: 12/29/2014

2015 HOUSE EDUCATION

HB 1087

2015 HOUSE STANDING COMMITTEE MINUTES

Education Committee
Pioneer Room, State Capitol

HB 1087
1/14/2015
21972

☐ Subcommittee
☐ Conference Committee

Committee Clerk Signature

Donna Whetnam

Explanation or reason for introduction of bill/resolution:

Relating to the demonstration of proficiency in civics as a condition of high school graduation.

Attachment 1-5.

Minutes:

Chairman Nathe: Opened the hearing on HB 1087.

Vice Chairman Schatz: We will hear testimony on HB 1087.

Chairman Nathe: Introduced HB 1087 commonly known as the civics bill. I will hand out the amendment, it is a hog house amendment and I will explain it. This a bipartisan piece of legislation whose goal is to ensure that our young people who graduate from high school know all about the values and foundations of form of government. All of us want to keep our traditions alive and I believe this bill will help us to do that. It requires that high school students score at least 60% on the citizen exam before they graduate. That will be the first class 2016-2017, after that the classes will have to pass at a 70% rate. This exam is the same test given to Americans new in this country. Explained HB 1087. (See Attached #1).

The Civics test itself is on the website of the Federal Department of Homeland Security. The bill will apply to public schools, non-public students, students enrolled in the center for distance education, students who are studying for general equivalency diploma. It does exempt special education students if it not part of their individual plan and also exempts students who are home schooled unless they are seeking diploma from their home North Dakota School District. The amended bill says the entire test can be given at once or broken up into sections. The current version of the test has 100 questions. Every student shall have the chance to take the test once every school year. We need this bill because research shows American students don't know that much about our countries founding principles and its basic governing structure. We want this bill to be the first step in the rejuvenation of civics education in North Dakota. The more our students know about civics the more they are likely to get involved and take responsibility for their own future in this great country.

Rep Hunskor: The student takes the test and doesn't meet the threshold, then they retake the test, is it always the same test, or are there different versions of it?

Chairman Nathe: I believe that would be whatever the school decides. They can take it until they get the 70% threshold.

Rep Hunskor: If they did that, then the teacher would be making the test up on their own or do we have different versions?

Chairman Nathe: They would have all 100 questions and the teacher would decide if they have 50 questions in the fall and 50 questions in the spring or however the teacher decides to give the test.

Vice Chairman Schatz: Any other testimony in favor of HB 1087.

Representative Carlson: (10:17) I like the fact that kids are required to know something and to take the test. I don't care if they take the same test 10 times to get it right, but I want them to know the basic facts. Example given about being a history teacher. The Civics test is important, people on the street on the Jay Leno show didn't know who the current President was or who the Chief Justices were, not even how many branches of government there are, so this is important that we teach the basics. I feel the standards on the test are too low and should be raised. We expect more from our kids in North Dakota. I think this is a great bill. I hope you give this a pass.

Senator Heckaman: District 23, in support of HB 1807. I have two points to add to this:

1. it has generated interest around my school districts, I had a Science teacher come to me and state the Social Studies teacher heard of this on the news and the students immediately wanted to go to the computer and find the immigration test. The enthusiasm is out there.
2. I endorse the part in special education, while you may think all special education students will not be taking this tests I think you will find a majority of them will but with maybe some accommodations. That completes my testimony.

Betsy Dalrymple, First Lady of North Dakota: (14:30) in support of HB 1087 (See Attachment #2).

Kristen Baesler: State Superintendent of the Department of Public Instruction (20:25) in support of HB 1087. (See Attachment #3) (24:19)

Rep Hunskor: This is not a shot at our Civics teachers but with the emphasis on the stem classes math, science, and English has this just crept into our educational system that the students are not getting all they should in the arena we are dealing with in this bill?

Kristen Baesler: In visiting with the Civics teachers, they do feel they have been pushed somewhat aside, obviously those teachers are very passionate about their subject. They

do feel that the importance of civics is not as valued over the last 10-15 years. This is a way we can say we believe it is important.

Rep Hunskor: I wonder if they give the test can they give a different version of the test or do they do the same one over?

Kristen Baesler: Yes. It would be the same 100 questions but the teachers can determine the questions that are taken and when. They can give the questions as they determine, it could be split up or given all at once. I would be up to the school.

Rep Rohr: You talk about the maximum flexibility, so was there a revue of the standards to make sure this topic is incorporated or did you have to write a separate standard for that?

Kristen Baesler: The standards for the state of North Dakota Social Studies incorporate all of these concepts so this would be part of a schools Social Studies Course work to meet the standards of the state.

Rep Kelsh: We used to have North Dakota history and civics, I am not aware now how it is taught, how do they get all the information they are expected to know on that test?

Kristen Baesler: Most of the questions are dispersed throughout different classes in the schools.

Vice Chairman Schatz: Do we have any statewide contest for Social Studies?

Kristen Baesler: There are numerous contests. We the People, Oratorical Contest, Voices of Democracy, etc. But no state sanctioned Social Studies Contest.

Rep Mock: Could any component of the civics test be incorporated into another assessment or would it all have to be taken stand alone?

Kristen Baesler: I see many opportunities for teachers to work together with this to do a project based learning project together? It could be a real great learning opportunity.

Rep Mock: Is it possible that this would be incorporated into one of the state required assessments or any other assessments the students are taking already?

Kristen Baelser: It would not be a state standardized test at this time.(32:55)

Senator Tim Flakoll: (33:00) District 44, in support of HB 1087 (see Attachment #4)(41:30)

Major General Sprynczynatyk: (42:00) In support of HB 1807 as a member of the committee to promote civic education initiative and also as a member of the military for more than 42 years, I am not representing the Department of Defense nor the North Dakota National Guard. I truly believe that the freedoms that people are willing to die for come with rights and responsibilities. There are more than 56,000 veterans in North Dakota that have put their lives on the line to protect those freedoms. We talk about the responsibility of

freedom, one of those is to know and understand the history of our great nation and the foundation of our great democracy. It's a responsibility of each citizen to know how our country was born and how it evolved to what it is today. The test that would be required by HB 1087 is no more than what we require people who ask to become U.S. citizens. I ask for your favorable consideration of HB 1087. (See Attachment #5).

David A. Johnson, North Dakota Department Adjutant of the American Legion: in support of HB 1087. The need for civics in our educational system is paramount. The veterans of our country also need to know why they are putting their life on the line. The American Legion has been a staunch supporter of civics for over 75 years we have sponsored and hosted the Boy and Girls State Program which is a week long program on civics government. It's important because this is what we put our lives on the line for. We do ask for a do pass on HB 1087.

Chairman Nathe: Any other support on HB 1087? Any opposition to HB 1087?

Chairman Nathe: Closed the hearing on HB 1087.

Vice Chairman Schatz: Moved Do Pass on the amendments to HB 1087.

Rep Looyesen: Seconded the motion.

Rep Olson: I have some questions on what other sections of the Century Code this law would affect, particularly the Section that involve the authority to issued High School diplomas from centers from distance education, non-public schools and general equivalency diplomas. Have we appropriately modified the language of the other statutes that issue high school diplomas or may we have to add more language in order to make it proper?

Chairman Nathe: We've met on this bill several times with the Superintendent Baesler, would you come up and speak to this question?

Kristen Baesler: Could you repeat your question?

Rep Olson: It is just some legal housekeeping I amendment looking at, I amendment definitely in support of the bill I just want make sure it's a good bill as it is written. to know if The language in 15.1-26-06 of the Century Code there is a confidentiality clause that is inserted for those who are seeking as adults equivalency diploma tests, this bill doesn't discuss any confidentiality guarantees that are given to those who are taking the GED test. I just want to make sure that we are harmonious with the intent of the other portions of the code.

Kristen Baesler: Yes. We have to be cognizant and aware of all the Century Code. As we would determine the eligibility for the scholarship or anything else we would have to require that confidentiality.

Voice Vote on the amendments taken: All in favor. **Motion passed.**

Vice Chairman Schatz: Moved A Do Pass as Amended on HB 1087.

Rep Mock: Seconded.

A Roll Call Vote was taken. Yes: 11 No: 0 Absent: 2

Representative Schatz: carries the bill.

afk 1/7/15

PROPOSED AMENDMENTS TO HOUSE BILL NO. 1087

Page 1, line 1, after "A BILL" replace the remainder of the bill with "for an Act to create and enact a new section to chapter 15.1-21, relating to the demonstration of proficiency in civics as a condition of high school graduation.

BE IT ENACTED BY THE LEGISLATIVE ASSEMBLY OF NORTH DAKOTA:

SECTION 1. A new section to chapter 15.1-21 of the North Dakota Century Code is created and enacted as follows:

High school graduation requirement - Civics test.

1. For purposes of this section, "civics test" means the one hundred questions that, as of January 1, 2015, officers of the United States citizenship and immigration services use as the basis for selecting the questions posed to applicants for naturalization, in order that the applicants can demonstrate a knowledge and understanding of the fundamentals of United States history and the principles and form of United States government, as required by 8 U.S.C. 1423.
2.
 - a. If a student is enrolled in the twelfth grade during the 2016-17 school year, that student must, as a condition of receiving a high school diploma, correctly answer at least sixty percent of the questions on the civics test.
 - b. Before any other student may be awarded a high school diploma, that student must correctly answer at least seventy percent of the questions on the civics test.
3.
 - a. The requirement set forth in this section applies to each student who is:
 - (1) Enrolled in a public school district;
 - (2) Enrolled in a nonpublic school;
 - (3) Enrolled in the center for distance education;
 - (4) Receiving home education if the student is to be issued a high school diploma in accordance with subsection 1 of section 15.1-23-17; or
 - (5) Pursuing a general equivalency diploma.
 - b. A student may be exempted from the requirement of this section by the provisions of the student's individualized education program plan.
4. The superintendent of public instruction shall, upon request, provide to the person administering the civics test the correct answer or acceptable answers to each question.

5. A student may take the test, in whole or in part, at any time after enrolling in grade seven and may repeat the test, or any portion thereof, as often as necessary to demonstrate proficiency.
6. Neither the superintendent of public instruction nor a school district may impose or collect any fees or charges in connection with this section.
7. This section is applicable to any student who graduates from high school during or after the 2016-17 school year."

Renumber accordingly

Date: 1-14-15
Roll Call Vote #: 1

2015 HOUSE STANDING COMMITTEE
ROLL CALL VOTES
BILL/RESOLUTION NO. 1087

House Education Committee

☐ Subcommittee

Amendment LC# or Description: _____

Recommendation: ☒ Adopt Amendment
☐ Do Pass ☐ Do Not Pass ☐ Without Committee Recommendation
☐ As Amended ☐ Rerefer to Appropriations
☐ Place on Consent Calendar
Other Actions: ☐ Reconsider ☐ _____

Motion Made By Rep Schatz Seconded By Rep Looyzen

Representatives	Yes	No	Representatives	Yes	No
Chairman Nathe			Rep. Hunskor		
Vice Chairman Schatz			Rep. Kelsh		
Rep. Dennis Johnson			Rep. Mock		
Rep. B. Koppelman					
Rep. Looyzen					
Rep. Meier					
Rep. Olson					
Rep. Rohr					
Rep. Schreiber Beck					
Rep. Zubke					

Total (Yes) _____ No _____

Absent _____

Floor Assignment _____

If the vote is on an amendment, briefly indicate intent:

new section to chap. 15.1-71
proficiency in civics
motion passed
Vote!

Date: 1-14-15
Roll Call Vote #: 2

2015 HOUSE STANDING COMMITTEE
ROLL CALL VOTES
BILL/RESOLUTION NO. 1089

House Education Committee

☐ Subcommittee

Amendment LC# or Description: _____

Recommendation: ☐ Adopt Amendment
☒ Do Pass ☐ Do Not Pass ☐ Without Committee Recommendation
☒ As Amended ☐ Rerefer to Appropriations
☐ Place on Consent Calendar
Other Actions: ☐ Reconsider ☐ _____

Motion Made By Rep Schatz Seconded By Rep Mock

Representatives	Yes	No	Representatives	Yes	No
Chairman Nathe	✓		Rep. Hunsakor	✓	
Vice Chairman Schatz	✓		Rep. Kelsh	✓	
Rep. Dennis Johnson	✓		Rep. Mock	✓	
Rep. B. Koppelman	A				
Rep. Looyesen	✓				
Rep. Meier	✓				
Rep. Olson	✓				
Rep. Rohr	✓				
Rep. Schreiber Beck	A				
Rep. Zubke	✓				

Total (Yes) 11 No 0

Absent 2

Floor Assignment Rep. Schatz

If the vote is on an amendment, briefly indicate intent:

REPORT OF STANDING COMMITTEE

HB 1087: Education Committee (Rep. Nathe, Chairman) recommends **AMENDMENTS AS FOLLOWS** and when so amended, recommends **DO PASS** (11 YEAS, 0 NAYS, 2 ABSENT AND NOT VOTING). HB 1087 was placed on the Sixth order on the calendar.

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2. a. If a student is enrolled in the twelfth grade during the 2016-17 school year, that student must, as a condition of receiving a high school diploma, correctly answer at least sixty percent of the questions on the civics test.
b. Before any other student may be awarded a high school diploma, that student must correctly answer at least seventy percent of the questions on the civics test.
3. a. The requirement set forth in this section applies to each student who is:
 - (1) Enrolled in a public school district;
 - (2) Enrolled in a nonpublic school;
 - (3) Enrolled in the center for distance education;
 - (4) Receiving home education if the student is to be issued a high school diploma in accordance with subsection 1 of section 15.1-23-17; or
 - (5) Pursuing a general equivalency diploma.b. A student may be exempted from the requirement of this section by the provisions of the student's individualized education program plan.
4. The superintendent of public instruction shall, upon request, provide to the person administering the civics test the correct answer or acceptable answers to each question.
5. A student may take the test, in whole or in part, at any time after enrolling in grade seven and may repeat the test, or any portion thereof, as often as necessary to demonstrate proficiency.

6. Neither the superintendent of public instruction nor a school district may impose or collect any fees or charges in connection with this section.
7. This section is applicable to any student who graduates from high school during or after the 2016-17 school year."

Renumber accordingly

2015 SENATE EDUCATION

HB 1087

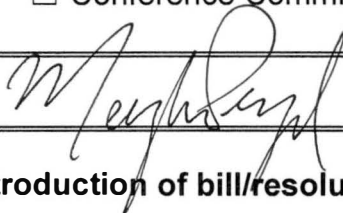
2015 SENATE STANDING COMMITTEE MINUTES

Education Committee
Missouri River Room, State Capitol

HB 1087 (Engrossed)
1/19/2015
Job # 22094 (38:44)

☐ Subcommittee
☐ Conference Committee

Committee Clerk Signature



Explanation or reason for introduction of bill/resolution:

INITIAL HEARING

relating to the demonstration of proficiency in civics as a condition of high school graduation

Minutes:

Attachments #1- #6

Chairman Flakoll called the committee to order at 10am with all committee members present.

-Support

Mike Nathe, District 30 Representative (*see attachment #1*)

Chairman Flakoll: Our committee members have looked at both the original and engrossed version of this bill. Can you please reaffirm the changes that were made in the House chamber?

Representative Nathe: One of them was the homeschool aspect mentioned earlier. The other was the percentage of pass. The original bill said 60% for all students, and we felt we wanted to raise the bar so we put it to 60% for that first class. The reason for this is to let the schools get up to speed and have 70% thereafter.

(6:35) **Joan Heckaman**, District 23 Senator

Senator Heckaman: As a special education teacher I appreciate the part in there that not all special education students will have to take this exam. In my experience, most of them will be able to take it, maybe with a few accommodations. Very few will not have to take it, but that is decided by the individual education team meeting as they work through this requirement. I do think that most of the students will be able to participate in this, and they will look forward to doing so. The other point I'd like to make is at the former school I taught at, I visited with the science teacher and he said that the social studies teacher had seen the bill going to be presented in the press. He claimed he presented it to his students and the first thing they wanted to do for class that day is get on the internet to look it up. There is great enthusiasm for this. It's not only children either. This bill has generated enthusiasm in adults as well. My husband has taken the questions to his coffee clubs in the morning,

and they've had a lot of fun with them as well. This is an exciting opportunity for the state of North Dakota. Please support this bill.

Senator Oban: As a former teacher, can you ease our minds that this is not an unfunded mandate that will lead to teaching to a test? In theory I agree what this is trying to do. I think funding a trip to the legislature for every student would probably benefit the student more than a test. Can you address these concerns?

Senator Heckaman: Like I mentioned, it's an opportunity for Social Studies teachers to get some excitement into their classrooms. I do not think there is an unfunded mandate, and I do not foresee much opposition.

(10:05) **Kirsten Baesler**, State Superintendent for the Department of Public Instruction (see attachment #2)

Baesler: I would also like to acknowledge that in this audience are several young citizens here witnessing a legislative process. I want to bring us back to what this civics bill is all about.

Chairman Flakoll: Can you explain the homeschooling situation that has been changed from the original version to the engrossed version?

Baesler: The homeschool requirement was changed as Representative Nathe has indicated. Some of our homeschool educated students do receive diplomas through their local school district. For those home educated students, they would continue to work with the local school districts and in turn be required to take the civics assessment. Those who don't work with the school district would be a problematic issue for us to require a state law to dictate those programs. Addressing Senator Oban's question earlier, this is not an unfunded mandate. As I stated in my testimony, there is maximum flexibility. A school district can determine whether they will begin giving the test in 7th grade and give 10 questions a year or perhaps embed 5 questions into a unit exam that is already given and so forth. If a student comes in the middle of their senior year, it's really up to the local principal and superintendent to work through those situations. There is not a report system but more so an honor system with integrity of their leadership credentials. When the Superintendent Principal gives that diploma at the end of the senior year, they declare that that student has met all of the policies of North Dakota State Law and of that local school district.

Chairman Flakoll: Have you taken the test?

Baesler: Yes, I have taken the whole test. As Senator Heckaman said, it motivates a lot of excitement.

(18:30) **Betsy Dalrymple**, First Lady (see attachment #3)

Senator Oban: Does the initiative include basic language, is it just to have all states pass this test and they leave the language up to the states that are looking to have it introduced? How did this whole process work?

Dalrymple: This legislation is unique to North Dakota.

Senator Oban: When they brought this initiative forward, did they simply ask you to shepherd that process through getting this bill introduced specifically in North Dakota so we can be creative with the language? Is that how we came to this bill?

Dalrymple: Correct. They approached me to be a Co-Chair, and then I asked others to form the steering committee. We then had discussion on what should be in the North Dakota bill. The main emphasis on the national movement is that something be passed in each state that would have every student take the same test that new Americans need to take.

(24:55) **David Sprynczynatyk**, Major General (*see attachment #4*)

(26:20) **Chairman Tim Flakoll**, District 44 Senator (*see attachment #5*)

Chairman Flakoll: There has been some discussion about Arizona and North Dakota in regards to being first with this legislative concept. My goal is not to be the first. My goal drills deeper than that. As a sponsor I want North Dakota to become the top ranked in terms of the number of students who have first time and overall passage. This summer I had the opportunity to visit New York. It is a great place for new Americans with its rich historical monuments. One of the things I always think about is the saying that was written by Emma Lazarus as part of a fundraiser to build the pedestal in which the Statue of Liberty stands out on the harbor. Part of the New Colossus reads, "Give me your tired, your poor, your huddled masses yearning to breathe free". In many ways, that helps define who we are as a nation. While we have many great things in North Dakota, too few people know about things like the Statue of Liberty, The Colossus, and others that truly define us as a country. I travel from time to time and while visiting Slovakia after they received their independence for the first time in more than 40 years and comparing our form of government to what they were trying to become, I realized that they were looking to the United States as a model country. I would also like to mention a friend of mine who was supported by a resolution from last session. She was captured and held in Abu Ghraib Prison and during her time, she would think of things to sustain herself, which dealt a lot with American history. It is important to learn these things because there will be times when you don't have them available to look up on the internet. These things become a part of you that you cannot possibly unlearn.

-Opposition

(36) **Kirsten Dvorak**, Outreach Coordinator for Pathfinder Parent Center (*see attachment #6*)

Chairman Flakoll closes the hearing on HB 1087.

2015 SENATE STANDING COMMITTEE MINUTES

Education Committee

Missouri River Room, State Capitol

HB 1087 (Engrossed)

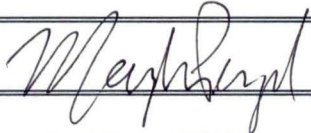
1/19/2015

Job # 22102 (4:17)

☐ Subcommittee

☐ Conference Committee

Committee Clerk Signature



Explanation or reason for introduction of bill/resolution:

Committee Action

Minutes:

No attachments

Chairman Flakoll called the committee to order at 11am with all committee members present.

Vice Chairman Rust: Having grown up in a system in which Civics was a required class, I find this to be a good bill. I am amazed at how little people know about our form of government.

Vice Chairman Rust moved a Do Pass.

Senator Schaible seconded the motion.

Chairman Flakoll: I would like to address the concerns mentioned regarding the special education portion. It seems like there is a provision that will work for the circumstance that was discussed prior.

Senator Schaible: On page 2 lines 2-3b, it states that, "A student may be exempted from the requirement of this section by the provisions of the student's individualized education program plan." I think this issue is covered quite well.

Vice Chairman Rust: I see by the provision of the students individualized educational program plan, if it is a provision of the plan, then it means that it's a part of the contract that has been drawn up by parents and instructional staff. It cannot be an administrative decision. It is a cut and dry contract.

Chairman Flakoll notes for the record that State Superintendent **Kristen Baesler** nods in affirmation to what Vice Chairman Rust claims.

A vote was taken: Yes: 6, No: 0, Absent: 0

Chairman Flakoll will carry the bill

Chairman Flakoll closes the meeting on HB 1087.

**2015 SENATE EDUCATION COMMITTEE
ROLL CALL VOTES
BILL/RESOLUTION NO. HB 1087**

Senate Education Committee

☐ Subcommittee

Amendment LC# or Description: _____

Recommendation: ☐ Adopt Amendment
☒ Do Pass ☐ Do Not Pass ☐ Without Committee Recommendation
☐ As Amended ☐ Rerefer to Appropriations
☐ Place on Consent Calendar

Other Actions: ☐ Reconsider ☐ _____

Motion Made By Vice Chairman Rust Seconded By Senator Schaible

Senators	Yes	No	Senators	Yes	No
Chairman Flakoll	X		Senator Marcellais	X	
Vice Chairman Rust	X		Senator Oban	X	
Senator Davison	X				
Senator Schaible	X				

Total (Yes) 6 No 0

Absent 0

Floor Assignment Chairman Flakoll

If the vote is on an amendment, briefly indicate intent:

REPORT OF STANDING COMMITTEE

HB 1087, as engrossed: Education Committee (Sen. Flakoll, Chairman) recommends
DO PASS (6 YEAS, 0 NAYS, 0 ABSENT AND NOT VOTING). Engrossed HB 1087
was placed on the Fourteenth order on the calendar.

2015 TESTIMONY

HB 1087

PROPOSED AMENDMENTS TO HOUSE BILL NO. 1087

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3.
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 - (4) Receiving home education if the student is to be issued a high school diploma in accordance with subsection 1 of section 15.1-23-17; or
 - (5) Pursuing a general equivalency diploma.
 - b. A student may be exempted from the requirement of this section by the provisions of the student's individualized education program plan.
4. The superintendent of public instruction shall, upon request, provide to the person administering the civics test the correct answer or acceptable answers to each question.

5. A student may take the test, in whole or in part, at any time after enrolling in grade seven and may repeat the test, or any portion thereof, as often as necessary to demonstrate proficiency.
6. Neither the superintendent of public instruction nor a school district may impose or collect any fees or charges in connection with this section.
7. This section is applicable to any student who graduates from high school during or after the 2016-17 school year."

Renumber accordingly

**Testimony of Betsy Dalrymple
First Lady of North Dakota
House Bill 1087
House Education Committee
Jan. 14, 2015**

Mr. Chairman and members of the House Education Committee. Good morning. My name is Betsy Dalrymple. I am here to talk to you about House Bill 1087.

I am honored to be a co-chair of the steering committee for the Civics Education Initiative. The committee is co-chaired by Kirsten Baesler and its members are Representatives Mike Nathe and Bob Hunskor, Senators Tim Flakoll and Joan Heckaman, and Major General David Sprynczynatyk. This proposal will give our North Dakota high school students an added incentive to strengthen their knowledge of our great country and our rights and duties as citizens.

North Dakota is one of the first states where this legislation is being introduced. The goal is to have it approved by all 50 states by Sept. 17, 2017. That is the 230th anniversary of the U.S. Constitution.

On Sept. 17, 1787, the delegates to the Constitutional Convention met for the last time to sign the document they had written.

Chairman Nathe gave you the details of what this bill does. It asks our North Dakota students to pass the same test that's given to people who want to become American citizens.

Before someone may become a citizen, they have to show they can read, write and speak English. And they have to pass a test of their knowledge of United States history and government.

The federal government keeps track of how well these new Americans do on their citizenship tests. In the past five years, through October of 2014, the national success rate of people who took the tests was 91 percent. More than 3-point-8 million naturalization tests were administered nationwide during that five-year period.

On the civics test, the success rate is a lot lower when our native-born high school students take the same exam.

In 2009 – there were separate surveys of high school students in Oklahoma and Arizona.

The students were asked 10 questions. The questions were picked at random from the civics exam.

Again, people who want to be American citizens have to answer at least six of the 10 questions correctly to pass.

In the Oklahoma survey – only 3 percent of the students could answer six of the 10 questions correctly.

Only 23 percent knew that George Washington was our first president. Only 61 percent of the students could tell you which ocean is off the east coast of the United States.

In Arizona the pass rate was 4 percent. In the Arizona test, **not one** of the 1,134 students scored higher than 70 percent.

We in North Dakota must do better.

Attached to my testimony is a copy of the naturalization test. I would like you to look over the questions later but I thought I would mention a few.

Question #5: What do we call the first ten amendments to the constitution? (The Bill of Rights)

Question #13: Name one branch or part of government. (6 answer choices – I believe your favorite would be the Legislative).

Question #26: We elect a President for how many years? (4)

Question #38: What is the highest court in the United States? (Supreme Court)

Question #43: My favorite – Who is the Governor of your state now?

A group of distinguished Americans is supporting this effort. One of the leaders is Sandra Day O'Connor, the first female justice on the U.S. Supreme Court.

Another national advocate is former New York City Mayor Rudy Giuliani.

In other states where this is being introduced – a number of present and former public officials from both parties are supporting it.

The people who favor this bill don't always agree on many things.

But they are united in the belief that it is important for all Americans to know about the first principles of our constitutional government.

I would be grateful if you, as members of the North Dakota House Education Committee, would show similar unity and give this bill a do-pass recommendation. When I was approached this fall to co-chair the steering committee in North Dakota, after some discussion and asking some questions I readily agreed to help with the Civics Education Initiative. I hope you will also quickly agree to support this legislation and pass it on to the Senate as soon as possible.

Thank you and now the other co-chair, Kirsten Baesler, will explain the implementation of this bill. Are there any questions?



Civics (History and Government) Questions for the Naturalization Test

The 100 civics (history and government) questions and answers for the naturalization test are listed below. The civics test is an oral test and the USCIS Officer will ask the applicant up to 10 of the 100 civics questions. An applicant must answer 6 out of 10 questions correctly to pass the civics portion of the naturalization test.

On the naturalization test, some answers may change because of elections or appointments. As you study for the test, make sure that you know the most current answers to these questions. Answer these questions with the name of the official who is serving at the time of your eligibility interview with USCIS. The USCIS Officer will not accept an incorrect answer.

Although USCIS is aware that there may be additional correct answers to the 100 civics questions, applicants are encouraged to respond to the civics questions using the answers provided below.

AMERICAN GOVERNMENT

A: Principles of American Democracy

1. **What is the supreme law of the land?**
 - *the Constitution*
2. **What does the Constitution do?**
 - *sets up the government*
 - *defines the government*
 - *protects basic rights of Americans*
3. **The idea of self-government is in the first three words of the Constitution. What are these words?**
 - *We the People*
4. **What is an amendment?**
 - *a change (to the Constitution)*
 - *an addition (to the Constitution)*
5. **What do we call the first ten amendments to the Constitution?**
 - *the Bill of Rights*
6. **What is one right or freedom from the First Amendment?***
 - *speech*
 - *religion*
 - *assembly*
 - *press*
 - *petition the government*
7. **How many amendments does the Constitution have?**
 - *twenty-seven (27)*

* If you are 65 years old or older and have been a legal permanent resident of the United States for 20 or more years, you may study just the questions that have been marked with an asterisk.

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)*
9. **What are two rights in the Declaration of Independence?**
 - *life*
 - *liberty*
 - *pursuit of happiness*
10. **What is freedom of religion?**
 - *You can practice any religion, or not practice a religion.*
11. **What is the economic system in the United States?***
 - *capitalist economy*
 - *market economy*
12. **What is the “rule of law”?**
 - *Everyone must follow the law.*
 - *Leaders must obey the law.*
 - *Government must obey the law.*
 - *No one is above the law.*

B: System of Government

13. **Name one branch or part of the government.***
 - *Congress*
 - *legislative*
 - *President*
 - *executive*
 - *the courts*
 - *judicial*
14. **What stops one branch of government from becoming too powerful?**
 - *checks and balances*
 - *separation of powers*
15. **Who is in charge of the executive branch?**
 - *the President*
16. **Who makes federal laws?**
 - *Congress*
 - *Senate and House (of Representatives)*
 - *(U.S. or national) legislature*
17. **What are the two parts of the U.S. Congress?***
 - *the Senate and House (of Representatives)*
18. **How many U.S. Senators are there?**
 - *one hundred (100)*

* If you are 65 years old or older and have been a legal permanent resident of the United States for 20 or more years, you may study just the questions that have been marked with an asterisk.

19. **We elect a U.S. Senator for how many years?**
 - *six (6)*
20. **Who is one of your state's U.S. Senators now?***
 - *Answers will vary. [District of Columbia residents and residents of U.S. territories should answer that D.C. (or the territory where the applicant lives) has no U.S. Senators.]*
21. **The House of Representatives has how many voting members?**
 - *four hundred thirty-five (435)*
22. **We elect a U.S. Representative for how many years?**
 - *two (2)*
23. **Name your U.S. Representative.**
 - *Answers will vary. [Residents of territories with nonvoting Delegates or Resident Commissioners may provide the name of that Delegate or Commissioner. Also acceptable is any statement that the territory has no (voting) Representatives in Congress.]*
24. **Who does a U.S. Senator represent?**
 - *all people of the state*
25. **Why do some states have more Representatives than other states?**
 - *(because of) the state's population*
 - *(because) they have more people*
 - *(because) some states have more people*
26. **We elect a President for how many years?**
 - *four (4)*
27. **In what month do we vote for President?***
 - *November*
28. **What is the name of the President of the United States now?***
 - *Barack Obama*
 - *Obama*
29. **What is the name of the Vice President of the United States now?**
 - *Joseph R. Biden, Jr.*
 - *Joe Biden*
 - *Biden*
30. **If the President can no longer serve, who becomes President?**
 - *the Vice President*
31. **If both the President and the Vice President can no longer serve, who becomes President?**
 - *the Speaker of the House*
32. **Who is the Commander in Chief of the military?**
 - *the President*
33. **Who signs bills to become laws?**
 - *the President*
34. **Who vetoes bills?**
 - *the President*

* If you are 65 years old or older and have been a legal permanent resident of the United States for 20 or more years, you may study just the questions that have been marked with an asterisk.

35. What does the President's Cabinet do?

- *advises the President*

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*

37. What does the judicial branch do?

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

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

- *the Supreme Court*

39. How many justices are on the Supreme Court?

- *nine (9)*

40. Who is the Chief Justice of the United States now?

- *John Roberts (John G. Roberts, Jr.)*

41. Under our Constitution, some powers belong to the federal government. What is one power of the federal government?

- *to print money*
- *to declare war*
- *to create an army*
- *to make treaties*

42. Under our Constitution, some powers belong to the states. What is one power of the states?

- *provide schooling and education*
- *provide protection (police)*
- *provide safety (fire departments)*
- *give a driver's license*
- *approve zoning and land use*

* If you are 65 years old or older and have been a legal permanent resident of the United States for 20 or more years, you may study just the questions that have been marked with an asterisk.

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.]*

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.]*

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

- *Democratic and Republican*

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

- *Democratic (Party)*

47. **What is the name of the Speaker of the House of Representatives now?**

- *(John) Boehner*

C: Rights and Responsibilities

48. **There are four amendments to the Constitution about who can vote. Describe one of them.**

- *Citizens eighteen (18) and older (can vote).*
- *You don't have to pay (a poll tax) to vote.*
- *Any citizen can vote. (Women and men can vote.)*
- *A male citizen of any race (can vote).*

49. **What is one responsibility that is only for United States citizens?***

- *serve on a jury*
- *vote in a federal election*

50. **Name one right only for United States citizens.**

- *vote in a federal election*
- *run for federal office*

51. **What are two rights of everyone living in the United States?**

- *freedom of expression*
- *freedom of speech*
- *freedom of assembly*
- *freedom to petition the government*
- *freedom of worship*
- *the right to bear arms*

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

- *the United States*
- *the flag*

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*

* If you are 65 years old or older and have been a legal permanent resident of the United States for 20 or more years, you may study just the questions that have been marked with an asterisk.

54. **How old do citizens have to be to vote for President?***
- *eighteen (18) and older*
55. **What are two ways that Americans can participate in their democracy?**
- *vote*
 - *join a political party*
 - *help with a campaign*
 - *join a civic group*
 - *join a community group*
 - *give an elected official your opinion on an issue*
 - *call Senators and Representatives*
 - *publicly support or oppose an issue or policy*
 - *run for office*
 - *write to a newspaper*
56. **When is the last day you can send in federal income tax forms?***
- *April 15*
57. **When must all men register for the Selective Service?**
- *at age eighteen (18)*
 - *between eighteen (18) and twenty-six (26)*

AMERICAN HISTORY

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*
59. **Who lived in America before the Europeans arrived?**
- *American Indians*
 - *Native Americans*
60. **What group of people was taken to America and sold as slaves?**
- *Africans*
 - *people from Africa*
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*
62. **Who wrote the Declaration of Independence?**
- *(Thomas) Jefferson*

* If you are 65 years old or older and have been a legal permanent resident of the United States for 20 or more years, you may study just the questions that have been marked with an asterisk.

63. **When was the Declaration of Independence adopted?**
- *July 4, 1776*
64. **There were 13 original states. Name three.**
- *New Hampshire*
 - *Massachusetts*
 - *Rhode Island*
 - *Connecticut*
 - *New York*
 - *New Jersey*
 - *Pennsylvania*
 - *Delaware*
 - *Maryland*
 - *Virginia*
 - *North Carolina*
 - *South Carolina*
 - *Georgia*
65. **What happened at the Constitutional Convention?**
- *The Constitution was written.*
 - *The Founding Fathers wrote the Constitution.*
66. **When was the Constitution written?**
- *1787*
67. **The Federalist Papers supported the passage of the U.S. Constitution. Name one of the writers.**
- *(James) Madison*
 - *(Alexander) Hamilton*
 - *(John) Jay*
 - *Publius*
68. **What is one thing Benjamin Franklin is famous for?**
- *U.S. diplomat*
 - *oldest member of the Constitutional Convention*
 - *first Postmaster General of the United States*
 - *writer of "Poor Richard's Almanac"*
 - *started the first free libraries*
69. **Who is the "Father of Our Country"?**
- *(George) Washington*
70. **Who was the first President?***
- *(George) Washington*

B: 1800s

71. **What territory did the United States buy from France in 1803?**
- *the Louisiana Territory*
 - *Louisiana*

* If you are 65 years old or older and have been a legal permanent resident of the United States for 20 or more years, you may study just the questions that have been marked with an asterisk.

72. Name one war fought by the United States in the 1800s.

- *War of 1812*
- *Mexican-American War*
- *Civil War*
- *Spanish-American War*

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

- *the Civil War*
- *the War between the States*

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

- *slavery*
- *economic reasons*
- *states' rights*

75. What was one important thing that Abraham Lincoln did?*

- *freed the slaves (Emancipation Proclamation)*
- *saved (or preserved) the Union*
- *led the United States during the Civil War*

76. What did the Emancipation Proclamation do?

- *freed the slaves*
- *freed slaves in the Confederacy*
- *freed slaves in the Confederate states*
- *freed slaves in most Southern states*

77. What did Susan B. Anthony do?

- *fought for women's rights*
- *fought for civil rights*

C: Recent American History and Other Important Historical Information

78. Name one war fought by the United States in the 1900s.*

- *World War I*
- *World War II*
- *Korean War*
- *Vietnam War*
- *(Persian) Gulf War*

79. Who was President during World War I?

- *(Woodrow) Wilson*

80. Who was President during the Great Depression and World War II?

- *(Franklin) Roosevelt*

81. Who did the United States fight in World War II?

- *Japan, Germany, and Italy*

82. Before he was President, Eisenhower was a general. What war was he in?

- *World War II*

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83. During the Cold War, what was the main concern of the United States?

- *Communism*

84. What movement tried to end racial discrimination?

- *civil rights (movement)*

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

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

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

- *Terrorists attacked the United States.*

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

INTEGRATED CIVICS

A: Geography

88. Name one of the two longest rivers in the United States.

- *Missouri (River)*
- *Mississippi (River)*

89. What ocean is on the West Coast of the United States?

- *Pacific (Ocean)*

* If you are 65 years old or older and have been a legal permanent resident of the United States for 20 or more years, you may study just the questions that have been marked with an asterisk.

90. What ocean is on the East Coast of the United States?

- *Atlantic (Ocean)*

91. Name one U.S. territory.

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

92. Name one state that borders Canada.

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

93. Name one state that borders Mexico.

- *California*
- *Arizona*
- *New Mexico*
- *Texas*

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

- *Washington, D.C.*

95. Where is the Statue of Liberty?*

- *New York (Harbor)*
- *Liberty Island*

[Also acceptable are New Jersey, near New York City, and on the Hudson (River).]

B: Symbols

96. Why does the flag have 13 stripes?

- *because there were 13 original colonies*
- *because the stripes represent the original colonies*

97. Why does the flag have 50 stars?*

- *because there is one star for each state*
- *because each star represents a state*
- *because there are 50 states*

* If you are 65 years old or older and have been a legal permanent resident of the United States for 20 or more years, you may study just the questions that have been marked with an asterisk.

98. What is the name of the national anthem?

- *The Star-Spangled Banner*

C: Holidays

99. When do we celebrate Independence Day?*

- *July 4*

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*

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#3
HB1087
1/14/15

TESTIMONY ON HB 1087
HOUSE EDUCATION COMMITTEE
January 14, 2015
By: Kirsten Baesler, State Superintendent
701-328-4570
Department of Public Instruction

Chairman Nathe and Members of the Committee:

I am Kirsten Baesler, State Superintendent of the Department of Public Instruction. I am here to support House Bill 1087.

This bill takes us back to our first principles as a nation. The United States was the first country in the history of the world to provide a free and public education to all. Our Founding Fathers knew better than anyone how important an education is for people who desire to govern themselves. This is something that the founders of our state knew as well. Article Eight of our state constitution requires that our state offer a free and universal public school system to foster a “high degree of intelligence, patriotism, integrity and morality.” It says a free and public education is “necessary to ensure the continuance of self-government and the prosperity and happiness of the people.”

When I was growing up in Flasher in southwestern North Dakota, my father was the state commander of the American Legion. “God, family and country” was part of the fabric of our lives. I am passionate about the need for our North Dakota young people to know the foundations of our republic government. Students need

this knowledge to become informed as voters. They need this knowledge to be the future leaders of our communities, state and country.

This bill says before a student can graduate from a North Dakota high school, he or she has to pass the same civics exam that is given to new Americans who are applying for citizenship.

Will a test alone ensure that our students become active, engaged citizens who vote, happily show up for jury duty, or run for elected office? No, it probably won't. But what this bill will do is let our students know that we as a state understand that civics knowledge is just as important as math, English or science. It will show our support for our civics, government and geography teachers, because when you assess something it demonstrates the belief that this knowledge is especially important. It puts value on what civics teachers are doing.

I sincerely hope this test is not the be-all and end-all of civics education in our schools. I believe it as an opportunity to provide rich instruction and context to the subjects that are mentioned in the test. I hope it opens the door to form partnerships within a community with local veterans' groups, jury systems, and numerous other civic organizations.

This bill does not include more reporting requirements to the state. Students can take the test as often as necessary to pass the exam. There will be no extra cost

for a school district and local school districts will have maximum flexibility in determining the best model of delivery for their students and community.

The next generation of North Dakota students must know about the foundation of our republic, and there should be some accountability expected that they do.

President Reagan once said “Freedom is never more than one generation away from extinction. We didn't pass it to our children in the bloodstream. It must be fought for, protected, and handed on for them to do the same...”

Our veterans have fought and died for hundreds of years to preserve our country's traditions. It is our responsibility to teach these important traditions to our children.

HB 1087 is a worthwhile effort. I ask you as members of the North Dakota House Education Committee, to vote yes on a do-pass recommendation. Thank you and I would be pleased to take any questions.

HB 1087
Civics Education
Senator Tim Flakoll

#4
Page 1 of 3
HB 1087
1/14/15

Chairman Nathe and members of the House Education committee. For the record, I am Senator Tim Flakoll of District 44 in Fargo.

In North Dakota we have an advantage over many states in that a high percentage of our people are directly involved in various civic minded positions such as the school board, township board, library board, city government, etc. In fact North Dakota is near, or at the top in the percentage of people holding positions of some kind. This high level of direct exposure helps promote a greater understanding by our children and other citizens of the rights and responsibilities of a civic minded society. Because our citizens just don't learn it we see it and live it on a regular basis.

But we still have our own great challenges in North Dakota. I would dare say that many of you since first elected have heard "so how are things in Washington DC these days" from friends and acquaintances. I know I have been asked that many times, especially during my first few terms in office.

In a way it is a sad testament to the strong lack of understanding of civics in our country. It is evidence that even in North Dakota we need to do more.

I like many of you have been to not just the North Dakota State Capitol, but also to our nation's capital in Washington DC. I have seen national treasures such as the Declaration of Independence and the US Constitution and while they are national treasures, I also consider them family heirlooms that are a rich part of our past and help define who we are today both as individuals but also as a country. And these documents also guide us toward the future.

In North Dakota, civics is not just something you learn, but it is something that we are expected to live. Part of our "secret sauce" in North Dakota is that we recognize and value and understanding of civics and that we also understand that it is a precursor to a better community and state. In North Dakota, learned traits such as Civic dispositions, public spiritedness, civility, and the respect for the rule of law are all important.

The study of civics is important because it helps people to understand how government works, and it provides people with knowledge about how to influence government as a citizen in order to move agendas forward. The history behind documents and other things that define us also gives us a longer lens so that we don't just think in terms of today, but in terms of the next 100 years or more.

Civic education helps citizens understand the valuable role they play in society. It helps people understand their rights but it also helps them understand their duties.

Because there are also *duties* of citizenship. That doesn't mean that everyone has to exert themselves to become a great political leader, although they can if you want. But, if you're familiar with the basic principles of civics, you'll be a better informed voter. You'll be able to examine politicians' positions, and determine whether or not they'll be good for the community, state and country, or for the cause of liberty. You'll be able to determine if the candidates' positions are in line with the State and US Constitution. As a result, you'll not only be helping to protect your own freedom, but also that of your fellow citizens.

If you read the Education section of our North Dakota Constitution it is clear that those authors support the concept of HB 1087.

An excerpt of Article VIII reads as follows.

North Dakota Constitution

ARTICLE VIII

EDUCATION

Section 1. "A high degree of intelligence, patriotism, integrity and morality on the part of every voter in a government by the people being necessary in order to insure the continuance of that government and the prosperity and happiness of the people, "
End of citation.

North Dakotans also realize that civic education is essential to sustain our constitutional democracy. The "habits of the mind," as well as "habits of the heart," the dispositions that inform the democratic ethos, are not inherited from our parents.

As Alexis de Toqueville (Frenchman who visited America to learn of our government) pointed out, each new generation is a new people that must acquire the knowledge, learn the skills, and develop the dispositions or traits of private and public character that undergird a constitutional democracy. Those dispositions must be fostered and nurtured by word and study and by the power of example. Democracy is not a "machine that would go on by itself," but must be consciously reproduced, one generation after another.

Civic education, therefore, is-or should be-a prime concern. There is no more important task than the development of an informed, effective, and responsible citizenry. Democracies are sustained by citizens who have the requisite knowledge, skills, and dispositions. Absent a reasoned commitment on the part of its citizens to the fundamental values and principles of democracy, a free and open society cannot succeed. It is imperative; therefore, that educators, policymakers, and members of civil society make the case and ask for the support of civic education from all segments of society but especially from our schools.

Instruction in the history of the United States, as a unique engine of human liberty notwithstanding its faults, is an indispensable foundation for solid civics training for all North Dakotans.


The idea that American schools have a distinctively civic mission has been recognized since the earliest days of the Republic. Jefferson, Madison, Adams, and others realized that the establishment of well-constructed political institutions was not in itself a sufficiently strong foundation to maintain a strong constitutional democracy. They knew that ultimately a free society in the United States must depend on its citizens on their knowledge, skills, and civic virtues. They believed that the civic mission of the schools is to foster the qualities of mind and heart required for successful government within a constitutional democracy.

Americans still believe that schools have a civic mission and that education for good citizenship should be the schools' top priority. The 28th Annual Phi Delta Kappa/Gallup Poll conducted in 1996 asked respondents what they considered to be the most important purpose of the nation's schools, apart from providing a basic education. "To prepare students to be responsible citizens" was considered "very important" by more people than any other goal.

Civics is the science that refers to the rights and responsibilities of citizens. It tells how a country is governed. It speaks of the units into which the country is divided like the states, districts, municipalities and village units. It describes the powers of the units and their inter relationship. It gives an insight into the working of the constitution and how the workings of the three branches of government, namely, the Legislature, the Executive Branch and the Judicial Branch function.

Education can engage students through the powerful ideas behind their civic institutions. Such teaching is important for someone to be a full participant in a democratic society.

Chairman Nathe and members of the committee that is just a thumbnail sketch as to why I think HB 1087 is important and I ask for your swift passage of this bill.



End

5
HB 1087
1/14/15

TESTIMONY OF
MAJOR GENERAL DAVID A. SPRYNCZYNATYK
BEFORE THE
HOUSE EDUCATION COMMITTEE
14 JANUARY 2015
HOUSE BILL 1087

Mr. Chairman and members of the committee, I am Major General David Sprynczynatyk. I am testifying today in support of HB 1087 as a member of the committee to promote the Civic Education Initiative and also as a member of the military for more than 42 years. I am not representing the Department of Defense nor the North Dakota National Guard.

I truly believe that the freedoms we so much cherish and that people are willing to die for, come with rights and responsibilities. One of those responsibilities is to know and understand the history of our great nation and the foundations of our great democracy. It is a responsibility of each citizen to know how our country was born and how it evolved to what it is today.

The test that would be required by HB1087 is no more then what we require of people who ask to be United States Citizens, thus it is only logical to require it of all young citizens. We need to be the example.

Mr. Chairman and members of the committee I ask for your favorable consideration of HB 1087 and will try to answer any questions you may have.

#1
1/19/2015

Testimony of Mike Nathe
Chairman, North Dakota House Education Committee
House Bill 1087
House Education Committee
Jan. 14, 2015

For the record, my name is Mike Nathe. I am a state representative from District 30. It includes parts of south and east Bismarck.

I am the prime sponsors of House Bill 1087. We have other legislative sponsors here who will speak on this bill. We also have the first lady, Betsy Dalrymple, state superintendent Kirsten Baisler, and General Dave Sprynczynatyk.

To start off, we have some amendments. We'll be handing out a revised version of the bill that includes these changes. I'll be explaining the amended bill.

This is a bipartisan piece of legislation. Its goal is to ensure that when our young people graduate from high school, they know about the values and foundations of our form of government.

I believe our Legislature is responsive to the people and accessible to them. All of us want our young people to keep those traditions alive. I believe this bill will help us to do that.

It requires that our high school students score at least 60 percent on a citizenship exam before they can graduate from high school.

The 60 percent minimum score will apply to the high school Class of 2016. The Class of 2017 and the students who follow them will have to get at least 70 percent of the questions right to pass.

This exam is the same test that is given to new Americans. These are people who have come to the United States legally and want to become citizens.

The test has 100 questions. When people take the citizenship exam, they are asked 10 out of the 100 questions. They have to get at least six of the questions right to pass. I should add that most of the new Americans who take the test do better than that.

This bill is different from the citizenship exam. Our students will be asked all 100 questions on the exam- not just 10.

The test itself is on the website of the federal Department of Homeland Security. The first lady will be distributing copies of the test later in our presentation, so get ready.

The civics requirement will apply to:

- Public school students,
- Nonpublic school students,
- Students enrolled in the Center for Distance Education, which is part of the Department of Public Instruction, and
- Students who are studying for a general equivalency diploma.

This bill exempts special education students if the civics exam is not part of their individual education plan.

The amended bill would also exempt students who are taught at home from having to take the civics test --unless they are seeking a diploma from their home North Dakota school district.

The reason for this is -- most home schoolers do not get a diploma from their home school district. Many of them work with private correspondence schools in other states. Applying this requirement to home-school students could cause logistical problems.

The amended bill says the entire civics test may be given at once, or it could be broken up into sections. Again, the current version of the test has 100 questions. Our students will have to answer at least 60 or 70 of the test questions correctly.

The amended bill also takes out an earlier requirement that every student have a chance to take the test at least once every school year. We want to give the school districts maximum flexibility in giving this test.

The test and its answers are freely available on the Department of Homeland Security's website. The cost or availability of the test should not be a problem.

Why do we need this bill?

There have been several surveys that show American high school students don't know much about our country's founding principles and its basic governing structure.

Let me give you an example.

This bill is being promoted nationally by an organization called the Joe Foss Institute. It's based in Arizona. Joe Foss is a former governor of South Dakota. He was an ace Marine fighter pilot in the Pacific theater during World War Two. His service earned him the medal of honor.

In January 2002, Joe Foss was trying to board a plane in Phoenix. He was going to speak to cadets at West Point. He was carrying his Medal of Honor with him. He thought the cadets would like to see it.

The security people at the Phoenix airport didn't know what the medal was. It's shaped like a star and they thought it was dangerous.

Foss told the screeners it was his Medal of Honor, but I'm afraid that explanation didn't mean anything to them. They didn't know what the Medal of Honor was.

I think the incident shows the importance of civics education. Joe Foss put his life on the line to preserve our freedoms and our form of government. The people who come after him should know the reasons he was making this sacrifice.

Every single student across North Dakota should have the basic knowledge and understanding of this country and our form of government.

We want this Bill to be the first step in the rejuvenation of civics education in North Dakota, the more our North Dakota students know about civics, the more likely they are to vote, get involved, and start taking responsibility for their own future in this great country of ours.

Thank you Mr. Chairman.

#2
1/19/2015

TESTIMONY ON HB 1087
SENATE EDUCATION COMMITTEE
January 19, 2015
By: Kirsten Baesler, State Superintendent
701-328-4570
Department of Public Instruction

Chairman Flakoll and Members of the Committee:

I am Kirsten Baesler, State Superintendent of the Department of Public Instruction. I am here to support House Bill 1087.

This bill takes us back to our first principles as a nation. The United States was the first country in the history of the world to provide a free and public education to all. Our Founding Fathers knew better than anyone how important an education is for people who desire to govern themselves. This is something that the founders of our state knew as well. Article Eight of our state constitution requires that our state offer a free and universal public school system to foster a "high degree of intelligence, patriotism, integrity and morality." It says a free and public education is "necessary to ensure the continuance of self-government and the prosperity and happiness of the people."

When I was growing up in Flasher in southwestern North Dakota, my father was the state commander of the American Legion. "God, family and country" was part of the fabric of our lives. I am passionate about the need for our North Dakota young people to know the foundations of our republic government. Students need

this knowledge to become informed as voters. They need this knowledge to be the future leaders of our communities, state and country.

This bill says before a student can graduate from a North Dakota high school, he or she has to pass the same civics exam that is given to new Americans who are applying for citizenship.

Will a test alone ensure that our students become active, engaged citizens who vote, happily show up for jury duty, or run for elected office? No, it probably won't. But what this bill will do is let our students know that we as a state understand that civics knowledge is just as important as math, English or science. It will show our support for our civics, government and geography teachers, because when you assess something it demonstrates the belief that this knowledge is especially important. It puts value on what civics teachers are doing.

I sincerely hope this test is not the be-all and end-all of civics education in our schools. I believe it as an opportunity to provide rich instruction and context to the subjects that are mentioned in the test. I hope it opens the door to form partnerships within a community with local veterans' groups, jury systems, and numerous other civic organizations.

This bill does not include more reporting requirements to the state. Students can take the test as often as necessary to pass the exam. There will be no extra cost

for a school district and local school districts will have maximum flexibility in determining the best model of delivery for their students and community.

The next generation of North Dakota students must know about the foundation of our republic, and there should be some accountability expected that they do.

President Reagan once said "Freedom is never more than one generation away from extinction. We didn't pass it to our children in the bloodstream. It must be fought for, protected, and handed on for them to do the same..."

Our veterans have fought and died for hundreds of years to preserve our country's traditions. It is our responsibility to teach these important traditions to our children.

HB 1087 is a worthwhile effort. I ask you as members of the North Dakota Senate Education Committee, to vote yes on a do-pass recommendation. Thank you and I would be pleased to take any questions.

**Testimony of Betsy Dalrymple
First Lady of North Dakota
House Bill 1087
Senate Education Committee
Jan. 19, 2015**

Mr. Chairman and members of the Senate Education Committee. Good morning. My name is Betsy Dalrymple. I am here to talk to you about House Bill 1087.

I am honored to be a co-chair of the steering committee for the Civics Education Initiative. The committee is co-chaired by Kirsten Baesler, State Superintendent of Public Instruction, and its members are Senators Tim Flakoll and Joan Heckaman, Representatives Mike Nathe and Bob Hunskor, and Major General David Sprynczynatyk. This proposal will give our North Dakota high school students an added incentive to strengthen their knowledge of our great country and our rights and duties as citizens.

North Dakota is one of the first states where this legislation is being introduced. The goal is to have it approved by all 50 states by Sept. 17, 2017. That is the 230th anniversary of the U.S. Constitution.

On Sept. 17, 1787, the delegates to the Constitutional Convention met for the last time to sign the document they had written.

Representative Nathe gave you the details of what this bill does. It asks our North Dakota students to pass the same test that's given to people who want to become American citizens.

Before someone may become a citizen, they have to show they can read, write and speak English. And they have to pass a test of their knowledge of United States history and government.

The federal government keeps track of how well these new Americans do on their citizenship tests. In the past five years, through October of 2014, the national success rate of people who took the tests was 91 percent. More than 3-point-8 million naturalization tests were administered nationwide during that five-year period.

On the civics test, the success rate is a lot lower when our native-born high school students take the same exam.

In 2009 – there were separate surveys of high school students in Oklahoma and Arizona.

The students were asked 10 questions. The questions were picked at random from the civics exam.

Again, people who want to be American citizens have to answer at least six of the 10 questions correctly to pass.

In the Oklahoma survey – only 3 percent of the students could answer six of the 10 questions correctly.

Only 23 percent knew that George Washington was our first president. Only 61 percent of the students could tell you which ocean is off the east coast of the United States.

In Arizona the pass rate was 4 percent. In the Arizona test, **not one** of the 1,134 students scored higher than 70 percent.

We in North Dakota must do better.

Attached to my testimony is a copy of the naturalization test. I would like you to look over the questions later but I thought I would mention a few.

Question #5: What do we call the first ten amendments to the constitution? (The Bill of Rights)

Question #13: Name one branch or part of government. (6 answer choices – I believe your favorite would be the Legislative).

Question #26: We elect a President for how many years? (4)

Question #38: What is the highest court in the United States? (Supreme Court)

Question #43: My favorite – Who is the Governor of your state now?

A group of distinguished Americans is supporting this effort. One of the leaders is Sandra Day O'Connor, the first female justice on the U.S. Supreme Court.

Another national advocate is former New York City Mayor Rudy Giuliani.

In other states where this is being introduced – a number of present and former public officials from both parties are supporting it.

The people who favor this bill don't always agree on many things.

But they are united in the belief that it is important for all Americans to know about the first principles of our constitutional government.

I would be grateful if you, as members of the North Dakota Senate Education Committee, would show similar unity and give this bill a do-pass recommendation. When I was approached this fall to co-chair the steering committee in North Dakota, after some discussion and asking some questions I readily agreed to help with the Civics Education Initiative. I hope you will also quickly agree to support this legislation and pass it on for signature by the Governor as soon as possible.

Thank you and now the other co-chair, Kirsten Baesler, will explain the implementation of this bill. Are there any questions?



Civics (History and Government) Questions for the Naturalization Test

The 100 civics (history and government) questions and answers for the naturalization test are listed below. The civics test is an oral test and the USCIS Officer will ask the applicant up to 10 of the 100 civics questions. An applicant must answer 6 out of 10 questions correctly to pass the civics portion of the naturalization test.

On the naturalization test, some answers may change because of elections or appointments. As you study for the test, make sure that you know the most current answers to these questions. Answer these questions with the name of the official who is serving at the time of your eligibility interview with USCIS. The USCIS Officer will not accept an incorrect answer.

Although USCIS is aware that there may be additional correct answers to the 100 civics questions, applicants are encouraged to respond to the civics questions using the answers provided below.

AMERICAN GOVERNMENT

A: Principles of American Democracy

- 1. What is the supreme law of the land?**
 - *the Constitution*
- 2. What does the Constitution do?**
 - *sets up the government*
 - *defines the government*
 - *protects basic rights of Americans*
- 3. The idea of self-government is in the first three words of the Constitution. What are these words?**
 - *We the People*
- 4. What is an amendment?**
 - *a change (to the Constitution)*
 - *an addition (to the Constitution)*
- 5. What do we call the first ten amendments to the Constitution?**
 - *the Bill of Rights*
- 6. What is one right or freedom from the First Amendment?***
 - *speech*
 - *religion*
 - *assembly*
 - *press*
 - *petition the government*
- 7. How many amendments does the Constitution have?**
 - *twenty-seven (27)*

* If you are 65 years old or older and have been a legal permanent resident of the United States for 20 or more years, you may study just the questions that have been marked with an asterisk.

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)*
9. **What are two rights in the Declaration of Independence?**
 - *life*
 - *liberty*
 - *pursuit of happiness*
10. **What is freedom of religion?**
 - *You can practice any religion, or not practice a religion.*
11. **What is the economic system in the United States?***
 - *capitalist economy*
 - *market economy*
12. **What is the “rule of law”?**
 - *Everyone must follow the law.*
 - *Leaders must obey the law.*
 - *Government must obey the law.*
 - *No one is above the law.*

B: System of Government

13. **Name one branch or part of the government.***
 - *Congress*
 - *legislative*
 - *President*
 - *executive*
 - *the courts*
 - *judicial*
14. **What stops one branch of government from becoming too powerful?**
 - *checks and balances*
 - *separation of powers*
15. **Who is in charge of the executive branch?**
 - *the President*
16. **Who makes federal laws?**
 - *Congress*
 - *Senate and House (of Representatives)*
 - *(U.S. or national) legislature*
17. **What are the two parts of the U.S. Congress?***
 - *the Senate and House (of Representatives)*
18. **How many U.S. Senators are there?**
 - *one hundred (100)*

* If you are 65 years old or older and have been a legal permanent resident of the United States for 20 or more years, you may study just the questions that have been marked with an asterisk.

19. **We elect a U.S. Senator for how many years?**
 - *six (6)*
20. **Who is one of your state's U.S. Senators now?***
 - *Answers will vary. [District of Columbia residents and residents of U.S. territories should answer that D.C. (or the territory where the applicant lives) has no U.S. Senators.]*
21. **The House of Representatives has how many voting members?**
 - *four hundred thirty-five (435)*
22. **We elect a U.S. Representative for how many years?**
 - *two (2)*
23. **Name your U.S. Representative.**
 - *Answers will vary. [Residents of territories with nonvoting Delegates or Resident Commissioners may provide the name of that Delegate or Commissioner. Also acceptable is any statement that the territory has no (voting) Representatives in Congress.]*
24. **Who does a U.S. Senator represent?**
 - *all people of the state*
25. **Why do some states have more Representatives than other states?**
 - *(because of) the state's population*
 - *(because) they have more people*
 - *(because) some states have more people*
26. **We elect a President for how many years?**
 - *four (4)*
27. **In what month do we vote for President?***
 - *November*
28. **What is the name of the President of the United States now?***
 - *Barack Obama*
 - *Obama*
29. **What is the name of the Vice President of the United States now?**
 - *Joseph R. Biden, Jr.*
 - *Joe Biden*
 - *Biden*
30. **If the President can no longer serve, who becomes President?**
 - *the Vice President*
31. **If both the President and the Vice President can no longer serve, who becomes President?**
 - *the Speaker of the House*
32. **Who is the Commander in Chief of the military?**
 - *the President*
33. **Who signs bills to become laws?**
 - *the President*
34. **Who vetoes bills?**
 - *the President*

* If you are 65 years old or older and have been a legal permanent resident of the United States for 20 or more years, you may study just the questions that have been marked with an asterisk.

35. **What does the President's Cabinet do?**
- *advises the President*
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*
37. **What does the judicial branch do?**
- *reviews laws*
 - *explains laws*
 - *resolves disputes (disagreements)*
 - *decides if a law goes against the Constitution*
38. **What is the highest court in the United States?**
- *the Supreme Court*
39. **How many justices are on the Supreme Court?**
- *nine (9)*
40. **Who is the Chief Justice of the United States now?**
- *John Roberts (John G. Roberts, Jr.)*
41. **Under our Constitution, some powers belong to the federal government. What is one power of the federal government?**
- *to print money*
 - *to declare war*
 - *to create an army*
 - *to make treaties*
42. **Under our Constitution, some powers belong to the states. What is one power of the states?**
- *provide schooling and education*
 - *provide protection (police)*
 - *provide safety (fire departments)*
 - *give a driver's license*
 - *approve zoning and land use*

* If you are 65 years old or older and have been a legal permanent resident of the United States for 20 or more years, you may study just the questions that have been marked with an asterisk.

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.]*

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.]*

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

- *Democratic and Republican*

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

- *Democratic (Party)*

47. **What is the name of the Speaker of the House of Representatives now?**

- *(John) Boehner*

C: Rights and Responsibilities

48. **There are four amendments to the Constitution about who can vote. Describe one of them.**

- *Citizens eighteen (18) and older (can vote).*
- *You don't have to pay (a poll tax) to vote.*
- *Any citizen can vote. (Women and men can vote.)*
- *A male citizen of any race (can vote).*

49. **What is one responsibility that is only for United States citizens?***

- *serve on a jury*
- *vote in a federal election*

50. **Name one right only for United States citizens.**

- *vote in a federal election*
- *run for federal office*

51. **What are two rights of everyone living in the United States?**

- *freedom of expression*
- *freedom of speech*
- *freedom of assembly*
- *freedom to petition the government*
- *freedom of worship*
- *the right to bear arms*

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

- *the United States*
- *the flag*

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*

* If you are 65 years old or older and have been a legal permanent resident of the United States for 20 or more years, you may study just the questions that have been marked with an asterisk.

54. **How old do citizens have to be to vote for President?***
- *eighteen (18) and older*
55. **What are two ways that Americans can participate in their democracy?**
- *vote*
 - *join a political party*
 - *help with a campaign*
 - *join a civic group*
 - *join a community group*
 - *give an elected official your opinion on an issue*
 - *call Senators and Representatives*
 - *publicly support or oppose an issue or policy*
 - *run for office*
 - *write to a newspaper*
56. **When is the last day you can send in federal income tax forms?***
- *April 15*
57. **When must all men register for the Selective Service?**
- *at age eighteen (18)*
 - *between eighteen (18) and twenty-six (26)*

AMERICAN HISTORY

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*
59. **Who lived in America before the Europeans arrived?**
- *American Indians*
 - *Native Americans*
60. **What group of people was taken to America and sold as slaves?**
- *Africans*
 - *people from Africa*
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*
62. **Who wrote the Declaration of Independence?**
- *(Thomas) Jefferson*

* If you are 65 years old or older and have been a legal permanent resident of the United States for 20 or more years, you may study just the questions that have been marked with an asterisk.

63. **When was the Declaration of Independence adopted?**
- *July 4, 1776*
64. **There were 13 original states. Name three.**
- *New Hampshire*
 - *Massachusetts*
 - *Rhode Island*
 - *Connecticut*
 - *New York*
 - *New Jersey*
 - *Pennsylvania*
 - *Delaware*
 - *Maryland*
 - *Virginia*
 - *North Carolina*
 - *South Carolina*
 - *Georgia*
65. **What happened at the Constitutional Convention?**
- *The Constitution was written.*
 - *The Founding Fathers wrote the Constitution.*
66. **When was the Constitution written?**
- *1787*
67. **The Federalist Papers supported the passage of the U.S. Constitution. Name one of the writers.**
- *(James) Madison*
 - *(Alexander) Hamilton*
 - *(John) Jay*
 - *Publius*
68. **What is one thing Benjamin Franklin is famous for?**
- *U.S. diplomat*
 - *oldest member of the Constitutional Convention*
 - *first Postmaster General of the United States*
 - *writer of "Poor Richard's Almanac"*
 - *started the first free libraries*
69. **Who is the "Father of Our Country"?**
- *(George) Washington*
70. **Who was the first President?***
- *(George) Washington*

B: 1800s

71. **What territory did the United States buy from France in 1803?**
- *the Louisiana Territory*
 - *Louisiana*

* If you are 65 years old or older and have been a legal permanent resident of the United States for 20 or more years, you may study just the questions that have been marked with an asterisk.

72. Name one war fought by the United States in the 1800s.

- *War of 1812*
- *Mexican-American War*
- *Civil War*
- *Spanish-American War*

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

- *the Civil War*
- *the War between the States*

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

- *slavery*
- *economic reasons*
- *states' rights*

75. What was one important thing that Abraham Lincoln did?*

- *freed the slaves (Emancipation Proclamation)*
- *saved (or preserved) the Union*
- *led the United States during the Civil War*

76. What did the Emancipation Proclamation do?

- *freed the slaves*
- *freed slaves in the Confederacy*
- *freed slaves in the Confederate states*
- *freed slaves in most Southern states*

77. What did Susan B. Anthony do?

- *fought for women's rights*
- *fought for civil rights*

C: Recent American History and Other Important Historical Information

78. Name one war fought by the United States in the 1900s.*

- *World War I*
- *World War II*
- *Korean War*
- *Vietnam War*
- *(Persian) Gulf War*

79. Who was President during World War I?

- *(Woodrow) Wilson*

80. Who was President during the Great Depression and World War II?

- *(Franklin) Roosevelt*

81. Who did the United States fight in World War II?

- *Japan, Germany, and Italy*

82. Before he was President, Eisenhower was a general. What war was he in?

- *World War II*

* If you are 65 years old or older and have been a legal permanent resident of the United States for 20 or more years, you may study just the questions that have been marked with an asterisk.

83. During the Cold War, what was the main concern of the United States?

- *Communism*

84. What movement tried to end racial discrimination?

- *civil rights (movement)*

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

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

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

- *Terrorists attacked the United States.*

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

INTEGRATED CIVICS

A: Geography

88. Name one of the two longest rivers in the United States.

- *Missouri (River)*
- *Mississippi (River)*

89. What ocean is on the West Coast of the United States?

- *Pacific (Ocean)*

* If you are 65 years old or older and have been a legal permanent resident of the United States for 20 or more years, you may study just the questions that have been marked with an asterisk.

90. **What ocean is on the East Coast of the United States?**
▪ *Atlantic (Ocean)*
91. **Name one U.S. territory.**
▪ *Puerto Rico*
▪ *U.S. Virgin Islands*
▪ *American Samoa*
▪ *Northern Mariana Islands*
▪ *Guam*
92. **Name one state that borders Canada.**
▪ *Maine*
▪ *New Hampshire*
▪ *Vermont*
▪ *New York*
▪ *Pennsylvania*
▪ *Ohio*
▪ *Michigan*
▪ *Minnesota*
▪ *North Dakota*
▪ *Montana*
▪ *Idaho*
▪ *Washington*
▪ *Alaska*
93. **Name one state that borders Mexico.**
▪ *California*
▪ *Arizona*
▪ *New Mexico*
▪ *Texas*
94. **What is the capital of the United States?***
▪ *Washington, D.C.*
95. **Where is the Statue of Liberty?***
▪ *New York (Harbor)*
▪ *Liberty Island*
[Also acceptable are New Jersey, near New York City, and on the Hudson (River).]

B: Symbols

96. **Why does the flag have 13 stripes?**
▪ *because there were 13 original colonies*
▪ *because the stripes represent the original colonies*
97. **Why does the flag have 50 stars?***
▪ *because there is one star for each state*
▪ *because each star represents a state*
▪ *because there are 50 states*

* If you are 65 years old or older and have been a legal permanent resident of the United States for 20 or more years, you may study just the questions that have been marked with an asterisk.

98. What is the name of the national anthem?

- *The Star-Spangled Banner*

C: Holidays

99. When do we celebrate Independence Day?*

- *July 4*

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*

* If you are 65 years old or older and have been a legal permanent resident of the United States for 20 or more years, you may study just the questions that have been marked with an asterisk.

#4

1/19/2015

TESTIMONY OF
MAJOR GENERAL DAVID A. SPRYNCZYNATYK
BEFORE THE
SENATE EDUCATION COMMITTEE
19 JANUARY 2015
HOUSE BILL 1087

Mr. Chairman and members of the committee, I am Major General David Sprynczynatyk. I am testifying today in support of HB 1087 as a member of the committee to promote the Civic Education Initiative and also as a member of the military for more than 42 years. I am not representing the Department of Defense nor the North Dakota National Guard.

I truly believe that the freedoms we so much cherish and that people are willing to die for, come with rights and responsibilities. In North Dakota we have more than 57,000 Veterans that have been willing to die for our freedom and its rights and responsibilities. One of those responsibilities is to know and understand the history of our great nation and the foundations of our great democracy. It is a responsibility of each citizen to know how our country was born and how it evolved to what it is today.

The test that would be required by HB1087 is no more than what we require of people who ask to be United States Citizens, thus it is only logical to require it of all young citizens. We need to be the example.

Mr. Chairman and members of the committee I ask for your favorable consideration of HB 1087 and will try to answer any questions you may have.

HB 1087
Civics Education
Senator Tim Flakoll

#5

1/19/20

Mr. Chairman and members of the Senate Education committee. For the record, I am Senator Tim Flakoll of District 44 in Fargo and I serve as one of the bill sponsors for HB 1087.

In North Dakota we have an advantage over many states in that a high percentage of our people are directly involved in various civic minded positions such as the school board, township board, library board, city government, etc. In fact North Dakota is near, or at the top in the percentage of people holding positions of some kind. This high level of direct exposure helps promote a greater understanding by our children and other citizens of the rights and responsibilities of a civic minded society. Because our citizens just don't learn it, we see it and live it on a regular basis.

But we still have our own great challenges in North Dakota. I would dare say that many of you since first elected have heard "so how are things in Washington DC these days" from friends and acquaintances. I know I have been asked that many times, especially during my first few terms in office.

In a way it is a sad testament to the strong lack of understanding of civics in our country. It is evidence that even in North Dakota we need to do more. Civics is the cornerstone for the heart, mind and soul of our country.

I like many of you have to our nation's capital in Washington DC. I have seen national treasures such as the Declaration of Independence and the U.S. Constitution and while they are national treasures, I also consider them to be like family heirlooms that are a rich part of our past and help define who we are today both as individuals but also as a country.

In North Dakota, civics is not just something you learn, but it is something that we are expected to live. Part of our "secret sauce" in North Dakota is that we recognize and value and understanding of civics and that we also understand that it is a precursor to a better community and state. In North Dakota, learned traits such as civic dispositions, public spiritedness, civility, and the respect for the rule of law are all important.

The study of civics is important because it helps people to understand how government works, and it provides people with knowledge about how to influence government as a

citizen in order to move agendas forward. The history behind documents and other things that define us also gives us a longer lens so that we don't just think in terms of today, but in terms of the next 100 years or more.

If you think in terms of world history, America's greatest contribution to the world is our form of government. These documents and laws help us define and understand the units into which the country is divided like the states, districts, municipalities and village units. It describes the powers of the units and their inter relationship. It gives an insight into the working of the constitution and how the workings of the three branches of government, namely, the Legislature, the Executive Branch and the Judicial Branch function.

Civics is the window that shows us our American exceptionalism.

Civic education helps citizens understand the valuable role they play in society. It helps people understand their rights but it also helps them understand their duties.

Because there are also *duties* of citizenship. That doesn't mean that everyone has to exert themselves to become a great political leader, although they can if you want. But, if you're familiar with the basic principles of civics, you'll be a better informed voter. As a result, you'll not only be helping to protect your own freedom, but also that of your fellow citizens.

If you read the Education section of our North Dakota Constitution it is clear that those authors support the concept of HB 1087.

An excerpt of Article VIII reads as follows.

North Dakota Constitution

ARTICLE VIII

EDUCATION

Section 1. "A high degree of intelligence, patriotism, integrity and morality on the part of every voter in a government by the people being necessary in order to insure the continuance of that government and the prosperity and happiness of the people..."

End of citation.

North Dakotans also realize that civic education is essential to sustain our constitutional democracy. The "habits of the mind," as well as "habits of the heart," the dispositions that inform the democratic ethos, are not inherited from our parents.

As Alexis de Toqueville (Frenchman who visited America to learn of our government) pointed out, each new generation is a new people that must acquire the knowledge, learn the skills, and develop the dispositions or traits of private and public character that undergird a constitutional democracy. Those dispositions must be fostered and nurtured by word and study and by the power of example. Democracy is not a "machine that would go on by itself," but must be consciously reproduced, one generation after another.

Civic education, therefore, is or should be a prime concern. There is no more important task than the development of an informed, effective, and responsible citizenry. Democracies are sustained by citizens who have the requisite knowledge, skills, and dispositions. Absent a reasoned commitment on the part of its citizens to the fundamental values and principles of democracy, a free and open society cannot succeed. It is imperative; therefore, that educators, policymakers, and members of civil society make the case and ask for the support of civic education from all segments of society, but especially from our schools.

Instruction in the history of the United States, as a unique engine of human liberty notwithstanding its faults, is an indispensable foundation for solid civics training for all North Dakotans.

Americans still believe that schools have a civic mission and that education for good citizenship should be the schools' top priority. The 28th Annual Phi Delta Kappa/Gallup Poll conducted in 1996 asked respondents what they considered to be the most important purpose of the nation's schools, apart from providing a basic education. "To prepare students to be responsible citizens" was considered "very important" by more people than any other goal.

Members of the Senate Education committee that is just a thumbnail sketch as to why I think HB 1087 is important and I ask for your support of this bill.



#6

1/19/2015

HB 1087

My name is Kirsten Dvorak. I am the Outreach Coordinator for Pathfinder Parent Center, and we are funded through the U.S. Office of Special education. We help families who have children with learning difficulties to navigate the world of special education, and teach them how to advocate for their children. I am also a parent of a child with Autism.

Pathfinder is neutral on HB 1087, however there is concern that the decision to administer the civics test to the student will not be an IEP Team decision but an administrative decision as the bill stands.

An IEP is to be determined by the students IEP Team, which consist of the parents, case manager, special education teacher, general education teacher, administration, and those that administer support services such as Speech Therapy.

Parents just want to make sure that it is a team decision and the decision is the best for their child. As part of the team, teachers can contribute by communicating why they feel the student may or may not be able to take the test, and how to administer the test so that the student can be successful.

Thank you.

Kirsten Dvorak, Outreach Coordinator

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