

## ALABAMA

### [Alabama Code Title 16. Education § 16-6B-2](#)

#### *[High School Curriculum Requirements]*

“Four years (equivalent of four credit units) of social studies with an emphasis on history, music history, fine arts history, geography, economics, and political science. History courses shall include material on the history of the United States and the Constitution of the United States. The Legislature further requires that the curriculum content of American history shall include the teaching of important historical documents including the Constitution of the United States, The Declaration of Independence, The Emancipation Proclamation, The Federalist Papers, and other such documents important to the history and heritage of the United States.”

### [Alabama Code Title 16. Education § 16-40-10](#)

#### *[Civics Test High School Graduation Requirement]*

“Beginning in the 2018-2019 school year, as a required component for completing the government course required in the high school course of study, a student shall correctly answer at least 60 of the 100 questions listed on a civics test, which shall be made available in multiple choice format. For the purposes of this section, civics test means the 100 questions that, as of February 1, 2017, officers of the United States Citizenship and Immigration Services use as the basis for selecting the questions posed on applications for naturalization. The civics test shall be completed as part of a required course in government. The school shall document on the transcript of the student that he or she has successfully completed the civics test as required by this subsection.”

### [Alabama Code Title 16. Education § 16-43-1](#)

#### *[US and Alabama Flag Display]*

“Each school and educational institution located in this state, that is supported in whole or in part by public funds, shall display the United States Flag and the Alabama State Flag at all times when the school or educational institution is in session in accordance with appropriate flag display protocol. Both the United States Flag and the Alabama State Flag shall be displayed on a flag pole or flag poles located in front of the main building of the educational institution.”

### [Alabama Code Title 16. Education § 16-43-5](#)

#### *[Voluntary Pledge of Allegiance]*

“The State Board of Education shall afford all students attending public kindergarten, primary and secondary schools the opportunity each school day to voluntarily recite the pledge of allegiance to the United States Flag.”

[Alabama Code Title 16. Education § 16-44A](#)

*[Alabama Compact for Leadership and Citizenship Education]*

**ALASKA**

[AS 14.03.130](#)

*Display of Flags and Pledge of Allegiance*

“(a) United States and Alaska flags shall be displayed upon or near each principal school building during school hours and at other times the governing body considers proper. The governing body shall require that the pledge of allegiance be recited regularly, as determined by the governing body. A person may recite the following salute to the flag of the United States or maintain a respectful silence: “I pledge allegiance to the flag of the United States of America and to the republic for which it stands, one nation under God, indivisible, with liberty and justice for all.”

(b) A school district shall inform all affected persons at the school of their right not to participate in the pledge of allegiance. The exercise of the right not to participate in the pledge of allegiance may not be used to evaluate a student or employee or for any other purpose.”

[AS 14.07.020](#)

*Duties of the Department [of Education and Early Development]*

“The department shall ... prescribe by regulation a minimum course of study for the public schools.”

## ARIZONA

### [A.R.S. § 15-259](#)

*State seal of civics literacy program; requirements; diploma; program termination*

“The superintendent of public instruction shall establish a state seal of civics literacy program to recognize students who graduate from a school operated by a school district or a charter school located in this state and who have attained a high level of proficiency in civics.”

### [A.R.S. § 15-506](#)

*Flag, Constitution and the Bill of Rights display; recitation of the pledge of allegiance; exemption*

“A. School districts and charter schools shall:

1. Acquire United States flags that are manufactured in the United States and that are at least two feet by three feet and hardware to appropriately display the United States flags.
2. For grades seven through twelve, acquire a legible copy of the Constitution of the United States and the Bill of Rights that is manufactured in the United States.
3. Display the flags in accordance with title 4 of the United States Code in each classroom and on or near the outside of the school building during school hours and at such other times as the school authorities direct.
4. For grades seven through twelve, place a legible copy of the Constitution of the United States and the Bill of Rights adjacent to each classroom flag.
5. Set aside a specific time each day for those students who wish to recite the pledge of allegiance to the United States flag.

B. Private schools, parochial schools and homeschools are exempt from this section.”

### [A.R.S. § 15-701](#)

*Common school; promotions; requirements; certificate; supervision of eighth grades by superintendent of high school district; high school admissions; academic credit; definition*

“A. The state board of education shall ... Prescribe competency requirements for the promotion of pupils from the eighth grade and competency requirements for the promotion of pupils from the third grade incorporating the academic standards in at least the areas of reading, writing, mathematics, science and social studies.”

[A.R.S. § 15-701.01](#)

*High schools; graduation; requirements; community college or university courses; transfer from other schools; academic credit*

*[Civics Test High School Graduation Requirement]*

“The academic standards prescribed by the state board in social studies shall include personal finance and American civics education. The state board may consider establishing a required separate personal finance course for the purpose of the graduation of pupils from high school. The state board shall require at least one-half of a course credit in economics, which shall include financial literacy and personal financial management. The competency requirements for social studies shall include a requirement that, in order to graduate from high school or obtain a high school equivalency diploma, a pupil must correctly answer at least sixty of the one hundred questions listed on a test that is identical to the civics portion of the naturalization test used by the United States citizenship and immigration services. A district school or charter school shall document on the pupil’s transcript that the pupil has passed a test that is identical to the civics portion of the naturalization test used by the United States citizenship and immigration services as required by this section.”

[A.R.S. § 15-710](#)

*Instruction in state and federal constitutions, American institutions and history of Arizona*

“All schools shall give instruction in the essentials, sources and history of the Constitutions of the United States and Arizona and instruction in American institutions and ideals and in the history of Arizona, including the history of Native Americans in Arizona. The instruction shall be given in accordance with the state course of study for at least one year of the common school grades and high school grades respectively.”

[A.R.S. § 15-710.01](#)

*Sandra Day O’Connor civics celebration day; civics instruction requirement*

“On Sandra Day O’Connor civics celebration day, each public school in this state shall dedicate the majority of the school day to civics education.”

[A.R.S. § 15-717](#)

*American history and heritage*

“A teacher or administrator in any school in this state may read or post in any school building copies or excerpts of the following materials:

1. The national motto “in God we trust”.
2. The national anthem.
3. The pledge of allegiance.
4. The preamble to the constitution of this state.
5. The declaration of independence.
6. The mayflower compact.
7. Writings, speeches, documents and proclamations of the founding fathers and the presidents of the United States.
8. Published decisions of the United States supreme court.
9. Acts of the United States Congress.
10. The state motto “Ditat Deus”, which means “God enriches”.”

[A.R.S. § 15-717.01](#)

*Bible influence; elective course; requirements; immunity*

“A. The state board of education shall include in history or English arts standards, or both, concepts that include:

1. The history and literature of the old testament era.

2. The history and literature of the new testament era.

B. The standards adopted pursuant to subsection A of this section shall not require that pupils who do not enroll in the elective course prescribed in this section receive instruction on the historical study of biblical text.

C. A school district or charter school may offer an elective course pertaining to how the bible has influenced western culture for pupils in grades nine through twelve. A school may offer this course as an online course. A school district or charter school may develop a new curriculum or use an existing curriculum that includes teachers' guides and that is currently in use in public schools in this state or in other states. An existing curriculum that is used by a school district or charter school shall meet the standards and guidelines prescribed in this section.

D. Before a school offers a course under this section, a legal review shall be conducted to ensure that the course complies with the first amendment to the United States Constitution.

E. A course offered under this section shall be designed to:

1. Familiarize pupils with the contents, characters, poetry and narratives that are prerequisites to understanding society and culture, including literature, art, music, mores, oratory and public policy.

2. Familiarize pupils with the following:

(a) The contents of the old testament and the new testament.

(b) The history recorded by the old testament and the new testament.

(c) The literary style and structure of the old testament and the new testament.

(d) The influence of the old testament and the new testament on laws, history, government, literature, art, music, customs, morals, values and culture.

F. A course offered under this section shall follow applicable law and all federal and state guidelines in maintaining religious neutrality and accommodating the diverse religious or nonreligious views, traditions and perspectives of pupils. This section is not intended to violate any provision of the United States Constitution, the Constitution of Arizona or state law or any rules, guidelines or regulations adopted by the United States department of education, the state board of education or the Arizona department of education.

G. A pupil shall not be required to use a specific translation as the sole text of the old testament or the new testament and may use as the basic textbook a different translation of the old testament or the new testament from that chosen by the school district governing board, the charter school governing body or the pupil's teacher.

H. Personnel shall not be assigned to teach a course offered under this section based on any of the following:

1. A religious or nonreligious test.
2. A profession of faith or lack of faith.
3. Prior or current religious affiliation or a lack of religious affiliation.

I. A teacher who instructs a course offered under this section in its appropriate historical context and in good faith shall be immune from civil liability and disciplinary action pursuant to section 15-535.”

[A.R.S. § 15-719](#)

*Character education program instruction; fund*

“A. Each common, high and unified school district and charter school may provide instruction to kindergarten programs through the twelfth grade on character development.

B. Each district may develop its own course of study for each grade. At a minimum, the character education program must include:

1. Instruction in the definition and application of at least six of the following character traits: truthfulness, responsibility, compassion, diligence, sincerity, trustworthiness, respect, attentiveness, obedience, orderliness, forgiveness, virtue, fairness, caring, citizenship and integrity.”

[A.R.S. § 15-802](#)

*School instruction; exceptions; violations; classification; definitions*

“Every child between the ages of six and sixteen years shall attend a school and shall be provided instruction in at least the subjects of reading, grammar, mathematics, social studies and science.”

**ARKANSAS**

[A.C.A. § 6-10-132](#)

*Patriotic Access to Students in Schools Act*

(b) As used in this section, “patriotic society” means any youth group listed in Title 36 of the United States Code, as it existed on January 1, 2017.

(c)(1) Beginning with the 2017-2018 school year, the principal of a public school shall allow during school hours representatives of a patriotic society the opportunity to:

(A) Speak with and recruit students to participate in the patriotic society; and

(B) Inform the students of how the patriotic society may further the students’ educational interests and civic involvement to better the students’ schools and communities and themselves.

(2) The patriotic society shall provide verbal or written notice to the principal of the patriotic society’s intent to speak to the students.

(3) The principal shall provide verbal or written approval of the specific day and time for the patriotic society to speak to the students.

(d) A patriotic society shall be allowed the use of any school building or property to provide services allowing students to participate in activities provided by the patriotic society at times other than instructional time during the school day.”



[A.C.A. § 6-15-1003](#)

*Academically competent students*

“Students will achieve competency in ... social studies, history, geography, economics, and civic education.”

[ACA § 6-16-101](#)

*Celebrate Freedom Week*

“(a) To educate students about the sacrifices made for freedom in the founding of this country and the values on which this country was founded, the last full week of classes in September in Arkansas public schools shall be recognized as “Celebrate Freedom Week”.

(b)(1) During Celebrate Freedom Week, all social studies classes shall include instruction as determined by each school in each social studies class.

(2) It is recommended that the instruction include discussion about the meaning and importance of the Declaration of Independence and the United States Constitution, with an emphasis on the Preamble and the Bill of Rights, in the document’s historical context.

(3) It is suggested that a study of the Declaration of Independence include exercises related to the relationship of the ideas expressed in that document to subsequent American history, including the relationship among ideas contained in the document and the rich diversity of our people as a nation of immigrants, the American Revolution, the formulation of the United States Constitution, the abolitionist movement and how it led to the adoption of the Emancipation Proclamation, and the women’s suffrage movement.”

[ACA § 6-16-105](#)

*United States flag*

“(a) The directors of any school district shall:

(1) Expend a reasonable sum from the funds of the school district for a United States flag and for the erection of a suitable flagstaff on the schoolhouse or school grounds;

(2) See to it that the pupils are instructed in the etiquette of the flag; and

(3) Cause the flag to be displayed on the flagstaff during school hours when the weather permits.

(b) It shall be the duty of the school authorities of every public or private school in this state to procure a suitable United States flag, flagstaff, and the necessary appliances therefor and to require such flag to be displayed, with all proper courtesy, upon, near, or in the school buildings during the hours of school session and at such other times as the school authorities may direct.”

[ACA § 6-16-106](#)

*Arkansas state flag*

“(a) The official Arkansas flag shall be displayed on the schoolhouse or school grounds of every public school in this state.

(b) The Arkansas flag shall be displayed on the same staff or pole as the United States flag and shall be positioned immediately below the United States flag.

(c) It shall be the duty of the board of directors of every public school district in this state to procure a suitable Arkansas flag for each school and to require the flag to be displayed in the manner required in subsections (a) and (b) of this section.”

[ACA § 6-16-107](#)

*Patriotic holidays—Observance*

“(a) February 22, as the birthday of George Washington, and such other days as may be designated by the State Board of Education for patriotic observance shall be observed with appropriate exercises.”

[ACA § 6-16-108](#)

*Daily recitation of the Pledge of Allegiance*

“(a) The State Board of Education shall adopt a policy to require that public school students in grades kindergarten through twelve (K-12) participate in a daily recitation of the Pledge of Allegiance during the first class of each school day.

(b) The policy shall:

(1) Require that at the time designated for the recitation of the Pledge of Allegiance students shall stand and recite the Pledge of Allegiance while facing the flag with their right hands over their hearts or in an appropriate salute if in uniform;

(2)(A) Provide that no student shall be compelled to recite the Pledge of Allegiance if the student or the student’s parent or legal guardian objects to the student’s participating in the exercise on religious, philosophical, or other grounds.

(B) Students who are exempt from reciting the Pledge of Allegiance under subdivision (b)(2)(A) of this section shall be required to remain quietly standing or sitting at their desks while others recite the Pledge of Allegiance;

(3)(A) Provide that teachers or other school staff who have religious, philosophical, or other grounds for objecting are exempt from leading or participating in the exercise.

(B) If a teacher chooses not to lead the Pledge of Allegiance, the policy shall require that another suitable person shall be designated either by the teacher or principal to lead the class; and

(4) Require the school to provide appropriate accommodations for students, teachers, or other staff who are unable to comply with the procedures described in this section due to disability.”

#### [ACA § 6-16-111](#)

##### *Morals, manners, patriotism, and integrity*

“Curricula in morals, manners, patriotism, and business and professional integrity shall be included in the course of study for the state public schools.”

#### [ACA § 6-16-120](#)

##### *Community service—Academic credit*

“(a) Beginning with the 1996-1997 school year, a student who has completed a minimum of seventy-five (75) clock hours of documented community service in grades nine through twelve (9-12), as certified by the service agency or organization to the school, shall be eligible to receive one (1) academic credit that may be applied toward graduation.

(b) The community service shall be in programs or activities approved by the State Board of Education and the local school district board of directors and shall include preparation, action, and reflection components.”

#### [ACA § 6-16-121](#)

##### *African-American history—Teaching materials*

“(a)(1) The Commissioner of Elementary and Secondary Education shall update the materials and resources for the teaching of historical contributions made by African-Americans in the United States and in other countries before the establishment of the United States for inclusion in the appropriate curricula of all kindergarten through grade twelve (K-12) of all public schools in the State of Arkansas.

(2) Emphasis shall be placed on the historic work of American and Arkansas civil rights leaders and events during the civil rights era, including without limitation Dr. Martin Luther King, Jr., and his pursuit of justice in civil society.

(3)(A) The requirement under this subsection shall be taught in conjunction with corresponding state and federal holidays.

(B) Nothing in subdivision (a)(3)(A) of this section shall be construed to limit the teaching of this history only to the corresponding state and federal holidays.

(b) The commissioner shall ensure that these materials or units are reproduced and sent to all school districts in the state.”

[ACA § 6-16-122](#)

*American heritage*

“(a) Local school district boards of directors shall allow any teacher or administrator in a public school district of this state to read or post in a public school building or classroom, or at an event, any excerpts or portions of:

- (1) The Preamble to the Arkansas Constitution;
- (2) The Declaration of Independence;
- (3) The United States Constitution;
- (4) Amendments 1 - 10 of the United States Constitution , known as “the Bill of Rights”;
- (5) The Mayflower Compact;
- (6) The national motto;
- (7) The national anthem;
- (8) The Pledge of Allegiance;
- (9) The writings, speeches, documents, and proclamations of the founding fathers and presidents of the United States;
- (10) Organic documents from the pre-Colonial, Colonial, Revolutionary, Federalist, and post-Federalist eras;
- (11) United States Supreme Court decisions and records;
- (12) Acts and published records of the United States Congress;
- (13) Thomas Paine’s 1776 pamphlet entitled “Common Sense”;
- (14) Executive orders of the presidents of the United States;
- (15) The Northwest Ordinance;
- (16) President George Washington’s Farewell Address;
- (17) The Emancipation Proclamation;
- (18) The Gettysburg Address; and

(19) Any other document of historical significance relating to the founding of the United States or the State of Arkansas

(b) There shall be no content-based censorship of American history or heritage in this state based on religious or other references in these writings, documents, and records.

(c) A copy of this section shall be distributed to the superintendent of each public school district in the state by the Division of Elementary and Secondary Education, and the public school district superintendents then shall provide a copy of this section to each teacher and each public school district board member.

(d) To ensure public high school students understand the United States' representative form of limited government, the liberties secured in the Bill of Rights, federalism, and other basic principles that are essential to the stability and endurance of our constitutional republic, a public school district may:

(1) Require that public high school students demonstrate knowledge and understanding of the nation's founding and documents relevant to the nation's founding in order to receive a certificate or diploma of graduation from the public high school;

(2) Include among the requirements for graduation from a public high school in the public school district a passing grade in a course that includes without limitation primary instruction regarding:

(A) The Declaration of Independence;

(B) The United States Constitution and its amendments; and

(C) Representative readings from the Federalist Papers; and

(3) Require that a public high school teach public high school students about the nation's founding and documents relevant to the nation's founding, including without limitation:

(A) The Declaration of Independence;

(B) The United States Constitution and its amendments; and

(C) Representative readings from the Federalist Papers.”

#### [ACA § 6-16-124](#)

##### *Arkansas history--Required social studies course*

“(a)(1) A unit of Arkansas history shall be taught as a social studies subject at each elementary grade level in every public elementary school in this state, with greater emphasis at the fourth and fifth grade levels.

(2) At least one (1) full semester of Arkansas history shall be taught to all students at the seventh, eighth, ninth, tenth, eleventh, or twelfth grade level in every public secondary school in this state.

(b)(1) Course guidelines shall ensure that the courses represent the most accurate and historically sound account of the prehistory, history, and culture of Arkansas, including the significant contributions and achievements of all segments of the population.

(2) Any revisions in the Arkansas history course content guidelines shall be reported to the public schools and the House Committee on Education and the Senate Committee on Education no later than July 1 of the year the course guidelines are to be implemented.

(3)(A) The Division of Elementary and Secondary Education shall, in advance of the 2018-2019 school year, develop materials or units relating to Arkansas and the American Civil War.

(B) The emphasis of the curriculum under this subdivision (b)(3) shall be placed upon civilian and military leadership during the period and how the lessons of that era can inform contemporary society.

(C) The course content under this subdivision (b)(3) is not exempt from the reporting requirements under subdivision (b)(2) of this section.”

#### [ACA § 6-16-145](#)

##### *Academic study of the Bible course*

“(a)(1) The State Board of Education shall allow for an elective academic study of the Bible course or courses that consist of a nonsectarian, nonreligious academic study of the Bible and its influence on literature, art, music, culture, and politics to be offered to students in public schools or school districts if the academic study of the Bible course meets the standards listed in this section.

(2) The curriculum standards submitted by a public school or school district for approval of an academic study of the Bible course shall meet the:

(A) Academic rigor and curriculum standards of other elective courses approved by the state board; and

(B) Requirements of the Arkansas Constitution and the United States Constitution.

(b)(1) A public school or school district that elects to offer an academic study of the Bible course shall implement the course in accordance with the Arkansas Constitution and the United States Constitution, including the manner in which the course is taught in the classroom and the assignment of public school or school district personnel teaching the course.

(2) Personnel assigned to teach the course shall be licensed to teach in the State of Arkansas.

(3) Personnel shall not be assigned to teach the course based on any:

- (A) Religious test;
  - (B) Profession of faith or lack of faith;
  - (C) Prior or present religious affiliation or lack of affiliation; or
  - (D) Criteria involving particular beliefs or lack of beliefs about the Bible.
- (c) An academic study of the Bible course offered by a public school or school district shall:
- (1) Be taught in an objective and nondevotional manner with no attempt made to indoctrinate students as to either the truth or falsity of the biblical materials or texts from other religious or cultural traditions;
  - (2) Not include teaching of religious doctrine or sectarian interpretation of the Bible or of texts from other religious or cultural traditions; and
  - (3) Not disparage or encourage a commitment to a set of religious beliefs.
- (d) A public school or school district that elects to offer an academic study of the Bible course shall use only the standards in this section to:
- (1) Evaluate textbooks for an academic study of the Bible course; and
  - (2) Teach an academic study of the Bible course.
- (e) The Division of Elementary and Secondary Education shall, by the 2019-2020 school year, identify, develop, and approve a Bible course for high school credit that meets the requirements in subsections (a)-(c) of this section.”

[ACA § 6-16-149](#)

*United States citizenship civics test*

- “(a)(1) Beginning in the 2018-2019 school year, in order to receive a high school diploma from a public school or a high school equivalency diploma from a state entity, a student shall:
- (A) Take a test that is identical to the civics portion of the naturalization test used by the United States Citizenship and Immigration Services; and
  - (B) Correctly answer at least sixty (60) of the one hundred (100) test questions.
- (2) A student may retake the test as many times as necessary to achieve a passing score.
- (b) The State Board of Education shall determine the method and manner by which to administer a test that is identical to the civics portion of the naturalization test used by the United States Citizenship and Immigration Services.”

## CALIFORNIA

### [Cal Ed Code Div. 2 Part 20 Chap. 4 § 33540](#)

#### *Instructional Quality Commission [33530 - 33546]*

“(a) The state board and the department shall request that the commission review and revise, as necessary, the course requirements in the history-social science framework developed by the History-Social Science Curriculum Framework and Criteria Committee of the state board to ensure that minimum standards for courses in American government and civics include sufficient attention to teaching pupils how to interact, in a practical manner, with state and local governmental agencies and representatives to solve problems and to petition for changes in laws and procedures, and that the course requirements in the history-social science framework are also included in all history and social science courses and all grade levels, as appropriate.

(b) Whenever the history-social science framework is revised as required by law, the commission shall do, as appropriate and based on the subject matter of the course, all of the following:

(1) Receive input from civics learning experts, including civics education program providers, associations of civics educators, and organizations dedicated to research on civics learning, for purposes of integrating civics learning content, concepts, and skills, at all appropriate grade levels, with the standards established by the state board in core curriculum areas, as specified in Section 60605, as that section read on June 30, 2011, and Section 60605.8.

(2) Consider how civics and history instruction, at all appropriate grade levels, includes, in addition to the acquisition of content knowledge, the application of that content to develop the competence and skills needed for civic engagement.

(3) Ensure that voter education information is included in the American government and civics curriculum at the high school level, including, but not limited to, information on the importance of registering to vote in local, state, and federal elections, how to register to vote, both online and by mail, what the requirements are to register to vote, how to request an absentee ballot, how to fill out and return an absentee ballot, what to expect on election day, how to find a polling place, and where and how to access and understand the voter information pamphlet and other materials to become an informed voter.

(4) Ensure the following historical documents are incorporated into the framework:

(A) The Declaration of Independence.

(B) The United States Constitution, including the Bill of Rights.

(C) The Federalist Papers.

(D) The Emancipation Proclamation.



(E) The Gettysburg Address.

(F) George Washington's Farewell Address.

(5) Consider incorporating the following historical documents into the framework:

(A) The Magna Carta.

(B) The Articles of Confederation.

(C) The California Constitution.

(6) Encourage instruction that promotes an understanding of the governments of California and the United States of America, including, but not limited to, the development of democracy and the history of the development of the United States Constitution.

(c) It is the intent of the Legislature, for purposes of the history-social science framework that is revised any time after January 1, 2015, that the commission consider whether and how to incorporate the College, Career, and Civic Life (C3) Framework for Social Studies State Standards into that framework.

(d) It is the intent of the Legislature, for purposes of only the history-social science framework that is revised after January 1, 2015, that the requirements imposed pursuant to paragraphs (1) to (3), inclusive, of subdivision (b) may be satisfied under the framework adoption procedures currently being used by the department as of January 1, 2015.

(e) When the history-social science content standards are next revised after January 1, 2015, the state board shall consider incorporating the College, Career, and Civic Life (C3) Framework for Social Studies State Standards into the history-social science content standards.”

[Cal Ed Code Div. 2 Part 20 Chap. 4 § 33540.2](#)

*Instructional Quality Commission [33530 - 33546]*

“(a) On or before December 31, 2022, the commission shall develop and submit to the state board a model curriculum relative to the Vietnamese American refugee experience that includes, but is not limited to, curriculum on the fall of Saigon in 1975. On or before March 31, 2023, the state board shall adopt, modify, or revise the model curriculum. The commission shall provide a minimum of 45 days for public comment before submitting the model curriculum to the state board.

(b) The model curriculum shall be developed with participation from Vietnamese American cultural centers and community groups located in California, survivors, rescuers, and liberators of the Vietnam War, Vietnamese American refugees, and a group of representatives of local educational agencies, a majority of which are kindergarten and grades 1 to 12, inclusive, teachers who have relevant experience or educational backgrounds in the study and teaching of Vietnamese American history.

(c) (1) The model curriculum shall include the incorporation of writings and other media that represent all perspectives of the Vietnamese refugee experience, including oral testimony by survivors, rescuers, and liberators of the Vietnam War, including Vietnamese American refugees, Vietnamese boat people, and members of the Republic of Vietnam Armed Forces, to ensure quality standards and materials for this area of study.

(2) For purposes of this subdivision, “oral testimony” means the firsthand accounts of significant historical events presented in a format that includes, but is not limited to, in-person testimony, video, or a multimedia option, such as a DVD or an online video.

(d) The model curriculum shall include discussion of the Vietnamese boat people and members of the Republic of Vietnam Armed Forces, the reasons behind the exodus, the hardships faced by the Vietnamese people attempting to flee who were apprehended by the communist government, and the conditions that led to the resettlement of Vietnamese people in the United States.

(e) The model curriculum shall include curriculum appropriate for use in elementary schools, middle schools, and high schools.

(f) The model curriculum shall be written as a guide to allow school districts, charter schools, and county offices of education to adapt their related courses to best meet the educational needs of their communities. The model curriculum developed for use in high schools shall include examples of courses offered by local educational agencies that have been approved as meeting the A–G admissions requirements of the University of California and the California State University, including, to the extent possible, course outlines for those courses.

(g) Beginning in the school year following the adoption of the model curriculum pursuant to subdivision (a), each school district, charter school, or county office of education maintaining kindergarten or any of grades 1 to 12, inclusive, that does not otherwise offer standards-based curriculum relative to the Vietnamese American refugee experience, Vietnamese boat people, and the Republic of Vietnam Armed Forces, is encouraged to offer to pupils a course of study relative to the Vietnamese American refugee experience based on the model curriculum. A school district, charter school, or county office of education that serves pupils in any of grades 7 to 12, inclusive, that elects to offer a course of study in the Vietnamese American refugee experience pursuant to this subdivision, shall offer the course as an elective in the social sciences or world history and shall make the course available in at least one year during a pupil’s enrollment in grades 7 to 12, inclusive.

(h) It is the intent of the Legislature that local educational agencies that maintain high schools submit course outlines for studies relative to the Vietnamese American refugee experience for approval as A–G courses.

(i) The implementation of this section is subject to the receipt of grants, donations, or other financial support from private or public sources for its purposes, including, but not limited to, an appropriation in the annual Budget Act or another statute.”

[Cal Ed Code Div. 2 Pat 20 Chap. 4 § 33540.4](#)

*Instructional Quality Commission [33530 - 33546]*

“(a) On or before December 31, 2022, the commission shall develop and submit to the state board a model curriculum relative to the Cambodian genocide. On or before March 31, 2023, the state board shall adopt, modify, or revise the model curriculum. The commission shall provide a minimum of 45 days for public comment before submitting the model curriculum to the state board.

(b) The model curriculum shall be developed with participation from survivors of the Cambodian genocide and a group of representatives of local educational agencies, a majority of which are kindergarten and grades 1 to 12, inclusive, teachers who have relevant experience or educational backgrounds in the study and teaching of the Cambodian genocide.

(c) (1) The model curriculum shall include the incorporation of writings or other media that represent all perspectives of the Cambodian genocide, including oral testimony by survivors, to ensure quality standards and materials for this area of study.

(2) For purposes of this subdivision, “oral testimony” means the firsthand accounts of significant historical events presented in a format that includes, but is not limited to, in-person testimony, video, or a multimedia option, such as a DVD or an online video.

(d) The model curriculum shall include curriculum appropriate for use in elementary schools, middle schools, and high schools.

(e) The model curriculum shall be written as a guide to allow school districts, charter schools, and county offices of education to adapt their related courses to best meet the educational needs of their communities. The model curriculum developed for use in high schools shall include examples of courses offered by local educational agencies that have been approved as meeting the A–G admissions requirements of the University of California and the California State University, including, to the extent possible, course outlines for those courses.

(f) Beginning in the school year following the adoption of the model curriculum pursuant to subdivision (a), each school district, charter school, or county office of education maintaining kindergarten or any of grades 1 to 12, inclusive, that does not otherwise offer standards-based curriculum relative to the Cambodian genocide, is encouraged to offer to pupils a course of study relative to the Cambodian genocide based on the model curriculum. A school district, charter school, or county office of education that serves pupils in any of grades 7 to 12, inclusive, that elects to offer a course of study in the Cambodian genocide pursuant to this subdivision, shall offer the course as an elective in the social sciences or world history and shall make the course available in at least one year during a pupil’s enrollment in grades 7 to 12, inclusive.

(g) It is the intent of the Legislature that local educational agencies that maintain high schools submit course outlines for studies relative to the Cambodian genocide for approval as A–G courses.

(h) The implementation of this section is subject to the receipt of grants, donations, or other financial support from private or public sources for its purposes, including, but not limited to, an appropriation in the annual Budget Act or another statute.”

[Cal Ed Code Div. 2 Pat 20 Chap. 4 § 33540.6](#)

*Instructional Quality Commission [33530 - 33546]*

“(a) The commission shall develop, and the state board shall adopt, modify, or reject, a model curriculum in Hmong history and cultural studies. The model curriculum shall be developed with participation from representatives of Hmong advocacy, community, social, and cultural organizations; faculty of Hmong studies programs at universities and colleges; and local educational agencies. A majority of the individuals with whom the commission consults shall be teachers of kindergarten or grades 1 to 12, inclusive, who have relevant experiences or educational backgrounds in the study and teaching of Hmong studies. The model curriculum shall identify the ways in which the model curriculum aligns with, and is supportive of, the common core academic content standards and of the goals of the curriculum framework in history-social science adopted by the state board in 2016.

(b) The model curriculum shall include examples of courses offered by local educational agencies that have been approved as meeting the A–G admissions requirements of the University of California and the California State University, including, to the extent possible, course outlines for those courses.

(c) The model curriculum shall address, but shall not necessarily be limited to, all of the following:

- (1) The history of the Hmong people who lived in Laos, Thailand, Vietnam, and China.
- (2) The history of the Hmong migration to the United States and California, as well as other parts of the world.
- (3) Cultural beliefs, practices, and traditions of the Hmong people, including, among other things, Hmong New Year celebrations, marriages, newborns, and funerals.
- (4) Contributions of the Hmong people to California and the United States.
- (5) The contributions and sacrifices of the Lao-Hmong and other Southeast Asians who served in the “Secret Army” in Laos, which was funded by the United States Central Intelligence Agency.

(d) The commission shall hold a minimum of two public hearings in order for the public to provide input on the model curriculum. The public hearings required by this subdivision shall be

held pursuant to the Bagley-Keene Open Meeting Act (Article 9 (commencing with Section 11120) of Chapter 1 of Part 1 of Division 3 of Title 2 of the Government Code).”

[Cal Ed Code Div. 2 Part 20 Chap. 4 § 33543](#)

*Instructional Quality Commission [33530 - 33546]*

“During the next revision of the history-social science curriculum framework, the commission shall consider including, and recommending for adoption by the state board, instruction on the election of President Barack Obama and the significance of the United States electing its first African American President, as appropriate.”

[Cal Ed Code Div. 4 Part 28, Chap. 2 § 51204.5](#)

*General Provisions [51200 - 51206.4]*

“Instruction in social sciences shall include the early history of California and a study of the role and contributions of both men and women, Native Americans, African Americans, Mexican Americans, Asian Americans, Pacific Islanders, European Americans, lesbian, gay, bisexual, and transgender Americans, persons with disabilities, and members of other ethnic and cultural groups, to the economic, political, and social development of California and the United States of America, with particular emphasis on portraying the role of these groups in contemporary society.”

[Cal Ed Code Div. 4 Part 28, Chap. 2 § 51206.4](#)

*General Provisions [51200 - 51206.4]*

“On or before July 1, 2019, the department shall make available to school districts on its Internet Web site a list of resources and instructional materials on media literacy, including media literacy professional development programs for teachers.”

[Cal Ed Code Div. 4 Part 28, Chap. 2 § 51210](#)

*Course of Study, Grades 1 to 6 [51210 - 51212]*

“The adopted course of study for grades 1 to 6, inclusive, shall include instruction, beginning in grade 1 and continuing through grade 6, in the following areas of study ... Social sciences, drawing upon the disciplines of anthropology, economics, geography, history, political science, psychology, and sociology, designed to fit the maturity of the pupils. Instruction shall provide a foundation for understanding the history, resources, development, and government of California and the United States of America; the development of the American economic system, including

the role of the entrepreneur and labor; the relations of persons to their human and natural environment; eastern and western cultures and civilizations; contemporary issues; and the wise use of natural resources.”

[Cal Ed Code Div. 4 Part 28, Chap. 2 § 51220](#)

*Courses of Study, Grades 7 to 12 [51220 - 51230]*

““The adopted course of study for grades 7 to 12, inclusive, shall offer courses in the following areas of study ...

(b) (1) Social sciences, drawing upon the disciplines of anthropology, economics, geography, history, political science, psychology, and sociology, designed to fit the maturity of the pupils. Instruction shall provide a foundation for understanding the history, resources, development, and government of California and the United States of America; instruction in our American legal system, the operation of the juvenile and adult criminal justice systems, and the rights and duties of citizens under the criminal and civil law and the State and Federal Constitutions; the development of the American economic system, including the role of the entrepreneur and labor; the relations of persons to their human and natural environment; eastern and western cultures and civilizations; human rights issues, with particular attention to the study of the inhumanity of genocide, slavery, and the Holocaust; and contemporary issues.

(2) For purposes of this subdivision, genocide may include the Armenian Genocide. The “Armenian Genocide” means the torture, starvation, and murder of 1,500,000 Armenians, which included death marches into the Syrian desert, by the rulers of the Ottoman Turkish Empire and the exile of more than 500,000 innocent people during the period from 1915 to 1923, inclusive.”

[Cal Ed Code Div. 4 Part 28, Chap. 2 § 51220.2](#)

*Courses of Study, Grades 7 to 12 [51220 - 51230]*

“(a) For purposes of subdivision (b) of Section 51220, “instruction in our American legal system, the operation of the juvenile and adult criminal justice systems, and the rights and duties of citizens under the criminal and civil law and the State and Federal Constitutions” may include participation in a teen court or peer court program as described in subdivision (b).

(b) A teen court or peer court program shall include each of the following components:

(1) Adjudicates nonviolent misdemeanor offenses committed by pupils in which both the defendant and the defendant’s parents agree to participate in the teen court or peer court proceedings and agree to abide by the teen court’s or peer court’s ruling.

(2) Uses other pupils as jurors, district attorney, counsel for the defense, bailiff, and court clerk.

(3) Operates in cooperation with the court, probation department, district attorney, and public defender.”

[Cal Ed Code Div. 4 Part 28, Chap. 2 § 51221.3](#)

*Courses of Study, Grades 7 to 12 [51220 - 51230]*

“(a) Instruction in the area of social sciences, as required pursuant to subdivision (b) of Section 51220, may include instruction on World War II and the American role in that war. The Legislature encourages this instruction to include, but not be limited to, a component drawn from personal testimony, especially in the form of oral or video histories, if available, of American soldiers who were involved in World War II and those men and women who contributed to the war effort on the homefront. The oral histories used as part of the instruction regarding World War II shall exemplify the personal sacrifice and courage of the wide range of ordinary citizens who were called upon to participate. The oral histories shall contain the views and comments of their subjects regarding the reasons for American participation in World War II and the actions taken to end the war in the Pacific. These oral histories shall also solicit comments from their subjects regarding the aftermath of World War II in Eastern Europe and the former Soviet Union.

(b) The Legislature finds and declares that the current state-adopted academic content standards already include instruction on the Korean War and the Vietnam War in the appropriate grade level consistent with those standards. The Legislature encourages that this instruction include a component drawn from personal testimony, especially in the form of oral or video histories, if available, of American soldiers who were involved in those wars.

(c) (1) The Legislature encourages the instruction required pursuant to subdivision (b) of Section 51220 to include instruction on World War II and the role of Filipinos in that war, consisting of an accurate history of the contributions of the Filipino American veterans who fought courageously in the United States Army for freedom and democracy in World War II under the leadership of General Douglas MacArthur.

(2) The Legislature encourages the instruction described in paragraph (1) to include a component drawn from personal testimony, especially in the form of oral or video histories of Filipinos who were involved in World War II and those men and women who contributed to the war effort on the homefront. The oral histories used as a part of the instruction regarding the role of Filipinos in World War II are encouraged to do all of the following:

(A) Exemplify the personal sacrifice and courage of the wide range of ordinary citizens who were called upon to participate and to provide intelligence for the United States.

(B) Contain the views and comments of their subjects regarding the reasons for their participation in World War II.

(C) Solicit comments from their subjects regarding the aftermath of World War II and the immigration of Filipinos to the United States.

(d) (1) Instruction in the area of social sciences, as required pursuant to subdivision (b) of Section 51220, may include instruction on the Bracero program.

(2) The instruction described in paragraph (1) may include a component drawn from personal testimony, especially in the form of oral or video histories of individuals who were involved with the Bracero program. Oral histories used as part of the instruction regarding the Bracero program may do all of the following:

(A) Exemplify the economic and cultural effects of the Bracero program during and after World War II, including, but not limited to, its effects on the railroad system, agriculture, and immigration in California and the United States of America.

(B) Contain the views and comments of their subjects regarding the reasons for their participation in the Bracero program and their immigrant story, generally.

(3) This subdivision shall be carried out in a manner that does not result in new duties or programs being imposed on a school district. In that regard, the Legislature finds and declares that this subdivision does not mandate costs to local agencies or school districts and that materials used to comply with this subdivision shall be part of normal curriculum materials purchased by school districts in their normal course of business and purchasing cycles.”

[Cal Ed Code Div. 4 Part 28, Chap. 2 § 51221.4](#)

*Courses of Study, Grades 7 to 12 [51220 - 51230]*

“(a) The Legislature encourages instruction in the area of social sciences, as required pursuant to subdivision (b) of Section 51220, which may include instruction on the Vietnam war including the “Secret War” in Laos and the role of Southeast Asians in that war. The Legislature encourages that this instruction include, but not be limited to, a component drawn from personal testimony, especially in the form of oral or video history of Southeast Asians who were involved in the Vietnam war and those men and women who contributed to the war effort on the homefront. The oral histories used as a part of the instruction regarding the role of Southeast Asians in the Vietnam war and the “Secret War” in Laos shall exemplify the personal sacrifice and courage of the wide range of ordinary citizens who were called upon to participate and provide intelligence for the United States. The oral histories shall contain the views and comments of their subjects regarding the reasons for their participation in the war. These oral histories shall also solicit comments from their subjects regarding the aftermath of the war and the immigration of Southeast Asians to the United States.

(b) This section shall be carried out in a manner that does not result in any new duties or programs being imposed on the school district. In that regard, the Legislature finds and declares that this section does not mandate costs to local agencies or school districts and that materials used to comply with this section shall be part of normal curriculum materials purchased by school districts in their normal course of business and purchasing cycles.”



[Cal Ed Code Div. 4 Part 28, Chap. 2 § 51225.3](#)

*Courses of Study, Grades 7 to 12 [51220 - 51230]*

“A pupil shall complete all of the following while in grades 9 to 12, inclusive, in order to receive a diploma of graduation from high school ... Three courses in social studies, including United States history and geography; world history, culture, and geography; a one-semester course in American government and civics; and a one-semester course in economics.”

[Cal Ed Code Div. 4 Part 28, Chap. 2 § 51226.3](#)

*Courses of Study, Grades 7 to 12 [51220 - 51230]*

“(a) (1) The department shall incorporate into publications that provide examples of curriculum resources for teacher use those materials developed by publishers of nonfiction, trade books, and primary sources, or other public or private organizations, that are age appropriate and consistent with the subject frameworks on history and social science that deal with civil rights, human rights violations, genocide, slavery, and the Holocaust.

(2) The Legislature encourages the department to incorporate into publications that provide examples of curriculum resources for teacher use those materials developed by publishers of nonfiction, trade books, and primary sources, or other public or private organizations, that are age appropriate and consistent with the subject frameworks on history and social science that deal with the Armenian, Cambodian, Darfur, and Rwandan genocides.

(b) (1) The Legislature encourages the incorporation of survivor, rescuer, liberator, and witness oral testimony into the teaching of human rights, the Holocaust, and genocide, including, but not limited to, the Armenian, Cambodian, Darfur, and Rwandan genocides.

(2) As used in this subdivision, “oral testimony” means the firsthand accounts of significant historical events presented in a format that includes, but is not limited to, in-person testimony, video, or a multimedia option, such as a DVD or an online video.

(c) The Legislature encourages all state and local professional development activities to provide teachers with content background and resources to assist them in teaching about civil rights, human rights violations, genocide, slavery, the Armenian Genocide, and the Holocaust.

(d) The Legislature encourages all state and local professional development activities to provide teachers with content background and resources to assist them in teaching about the Great Irish Famine of 1845–50.

(e) The Great Irish Famine of 1845–50 shall be considered in the next cycle in which the history-social science curriculum framework and its accompanying instructional materials are adopted.

(f) (1) The Legislature encourages all state and local professional development activities to provide teachers with content background and resources to assist them in teaching about the Chinese Exclusion Act of 1882 and the contributions of Chinese Americans to the establishment of the transcontinental railroad.

(2) When the state board revises and adopts the curriculum framework for history-social science on or after January 1, 2017, the state board shall consider providing for the inclusion, in that curriculum framework, evaluation criteria, and accompanying instructional materials, of instruction on the Chinese Exclusion Act of 1882 and the contributions of Chinese Americans to the establishment of the transcontinental railroad.

(g) When the history-social science curriculum framework is revised as required by law, the Instructional Quality Commission shall consider including the Armenian, Cambodian, Darfur, and Rwandan genocides in the recommended history-social science curriculum framework.

(h) The Model Curriculum for Human Rights and Genocide adopted by the state board, pursuant to Section 51226, shall be made available to schools in grades 7 to 12, inclusive, as soon as funding is available for this purpose. In addition, the department shall make the curriculum available on its Internet Web site.

(i) For purposes of this article, “Armenian Genocide” means the torture, starvation, and murder of 1,500,000 Armenians, which included death marches into the Syrian desert, by the rulers of the Ottoman Turkish Empire and the exile of more than 500,000 innocent people during the period from 1915 to 1923, inclusive.

(j) When the state board revises and adopts the curriculum framework for history-social science on or after January 1, 2016, the state board shall consider providing for the inclusion, in that curriculum framework, evaluation criteria, and accompanying instructional materials, of instruction on the unconstitutional deportation to Mexico during the Great Depression of citizens and lawful permanent residents of the United States.

(k) As used in subdivisions (b) and (c), “human rights” and “human rights violations” include the unconstitutional deportation to Mexico during the Great Depression of citizens and lawful permanent residents of the United States.”

[Cal Ed Code Div. 4 Part 28, Chap. 2 § 51226.4](#)

*Courses of Study, Grades 7 to 12 [51220 - 51230]*

“Pursuant to subdivision (a) of Section 51226.3, the Legislature encourages all of the following:

(a) Instruction in the origins of genocide as a phenomenon throughout history that continues to the present day.

(b) Content providers and teachers to promote pupil analysis of genocides, including the ethnic, religious, and political causes.

(c) Content providers and teachers to incorporate instructional materials for pupils that examine the possible means of preventing and halting genocide policies or interventions by the United Nations, other groups of nations, or the United States.

(d) Examinations of interventions to prevent genocides should include arguments and evidence for and against intervention, the role of public support for the intervention, and the possible consequences of such interventions.”

[Cal Ed Code Div. 4 Part 28, Chap. 2 § 51226.5](#)

*Courses of Study, Grades 7 to 12 [51220 - 51230]*

“(a) No later than January 1, 1991, the State Board of Education, with the assistance of the Superintendent of Public Instruction, shall establish a list of textbooks and other instructional materials that highlight the contributions of minorities in the development of California and the United States.

(b) No later than April 1, 1991, the Superintendent of Public Instruction shall make that list of textbooks and instructional materials available for use by school districts throughout the state, and shall submit the list to the Legislature.

(c) The Superintendent of Public Instruction shall incorporate the textbooks and instructional materials on the list described in subdivision (a) into the implementation element of the history-social science framework adopted by the State Board of Education in July 1987, and into the implementation element of the framework adopted by the State Board of Education for any other subject area for which those textbooks and instructional materials identify important minority roles and contributions.”

[Cal Ed Code Div. 4 Part 28, Chap. 2 § 51226.7](#)

*Courses of Study, Grades 7 to 12 [51220 - 51230]*

“(a) The Instructional Quality Commission shall develop, and the state board shall adopt, modify, or revise, a model curriculum in ethnic studies to ensure quality courses of study in ethnic studies. The model curriculum shall be developed with participation from faculty of ethnic studies programs at universities and colleges with ethnic studies programs and a group of representatives of local educational agencies, a majority of whom are kindergarten to grade 12, inclusive, teachers who have relevant experience or education background in the study and teaching of ethnic studies.

(b) The model curriculum shall be written as a guide to allow school districts to adapt their courses to reflect the pupil demographics in their communities. The model curriculum shall include examples of courses offered by local educational agencies that have been approved as

meeting the A–G admissions requirements of the University of California and the California State University, including, to the extent possible, course outlines for those courses.

(c) On or before December 31, 2020, the Instructional Quality Commission shall submit the model curriculum to the state board for adoption, and the state board shall adopt the model curriculum on or before March 31, 2021.

(d) The Instructional Quality Commission shall provide a minimum of 45 days for public comment before submitting the model curriculum to the state board.

(e) Beginning in the school year following the adoption of the model curriculum pursuant to this section, each school district or charter school maintaining any of grades 9 to 12, inclusive, that does not otherwise offer a standards-based ethnic studies curriculum is encouraged to offer to all otherwise qualified pupils a course of study in ethnic studies based on the model curriculum. A school district or charter school that elects to offer a course of study in ethnic studies pursuant to this subdivision shall offer the course as an elective in the social sciences or English language arts and shall make the course available in at least one year during a pupil’s enrollment in grades 9 to 12, inclusive.

(f) It is the intent of the Legislature that local educational agencies submit course outlines for ethnic studies for approval as A–G courses.”

[Cal Ed Code Div. 4 Part 28, Chap. 2 § 51226.9](#)

*Courses of Study, Grades 7 to 12 [51220 - 51230]*

“(a) (1) The Instructional Quality Commission shall develop, and the state board shall adopt, modify, or revise, a model curriculum in Native American studies to ensure quality courses of study in Native American studies. The model curriculum shall be developed with participation from federally recognized Native American tribes located in California, California Native American tribes, faculty of Native American studies programs at universities and colleges with Native American studies programs, and a group of representatives of local educational agencies, a majority of whom are kindergarten to grade 12, inclusive, teachers who have relevant experiences or education backgrounds in the study and teaching of Native American studies. The Governor’s Tribal Advisor, the Native American Heritage Commission, and the department shall assist the Instructional Quality Commission in statewide tribal consultations with federally recognized Native American tribes located in California and California Native American tribes.

(2) For purposes of this subdivision, “California Native American tribe” means a Native American tribe that is on the contact list maintained by the Native American Heritage Commission for the purposes of Chapter 905 of the Statutes of 2004 and Chapter 532 of the Statutes of 2014.

(b) The model curriculum shall be written as a guide to allow school districts and charter schools to adapt their related courses to reflect the pupil demographics in their communities. The model

curriculum shall include examples of courses offered by local educational agencies that have been approved as meeting the A-G admissions requirements of the University of California and the California State University, including, to the extent possible, course outlines for those courses.

(c) On or before December 31, 2021, the Instructional Quality Commission shall submit the model curriculum to the state board for adoption, and the state board shall adopt, modify, or revise the model curriculum on or before March 31, 2022.

(d) The Instructional Quality Commission shall provide a minimum of 45 days for public comment before submitting the model curriculum to the state board.

(e) Beginning in the school year following the adoption of the model curriculum pursuant to subdivisions (a) and (c), each school district or charter school maintaining any of grades 9 to 12, inclusive, that does not otherwise offer a standards-based Native American studies curriculum is encouraged to offer to all otherwise qualified pupils a course of study in Native American studies based on the model curriculum. A school district or charter school that elects to offer a course of study in Native American studies pursuant to this subdivision shall offer the course as an elective in the social sciences or English language arts and shall make the course available in at least one year during a pupil's enrollment in grades 9 to 12, inclusive.

(f) It is the intent of the Legislature that local educational agencies submit course outlines for Native American studies for approval as A-G courses.

(g) The implementation of this section is subject to the receipt of grants, donations, or other financial support from private or public sources for its purposes, including, but not limited to, an appropriation in the annual Budget Act or another statute.”

[Cal Ed Code Div. 4 Part 28, Chap. 2 § 51227.3](#)

*Courses of Study, Grades 7 to 12 [51220 - 51230]*

“(a) The Instructional Quality Commission shall ensure that the environmental principles and concepts developed pursuant to Section 71301 of the Public Resources Code are integrated into the content standards and curriculum frameworks in the subjects of English language arts, science, history-social science, health, and, to the extent practicable, mathematics whenever those standards and frameworks are revised.

(b) The environmental principles and concepts shall be incorporated, as the state board determines to be appropriate, in the criteria developed for textbook adoption required pursuant to Section 60200 or 60400.”

[Cal Ed Code Div. 4 Part 28, Chap. 2 § 51230](#)

*Courses of Study, Grades 7 to 12 [51220 - 51230]*

“If the governing board of a school district requires the completion of community service hours as a requirement for graduation from high school, the school district may provide a pupil with credit towards the community service hours required for graduation commensurate with the hours required for completion of a course in community emergency response training.”

[Cal Ed Code Div. 4 Part 28, Chap. 3 § 51470 - 51474](#)

*State Seal of Civic Engagement [51470 - 51474]*

“(a) On or before January 1, 2020, the Superintendent shall recommend to the state board criteria for awarding a State Seal of Civic Engagement to pupils who have demonstrated excellence in civics education and participation and have demonstrated an understanding of the United States Constitution, the California Constitution, and the democratic system of government. In developing criteria for the State Seal of Civic Engagement, the Superintendent shall incorporate the Six Proven Practices for Effective Civic Learning, developed by the Education Commission of the States, and any and all other best practices for civic learning and engagement. In developing criteria for the State Seal of Civic Engagement, the Superintendent shall also consult with a diverse group of credentialed, current, classroom teachers who teach the subject of history-social science, including government, in secondary schools. The Superintendent shall also consider including criteria based on each of the following:

(1) Successful completion of history, government, and civics courses, including courses that incorporate character education.

(2) Voluntary participation in community service or extracurricular activities.

(3) Any other related requirements as it deems appropriate.

(b) In developing criteria pursuant to subdivision (a), the Superintendent shall ensure, to the greatest extent feasible, that the criteria:

(1) Provide all pupils with an opportunity to earn the State Seal of Civic Engagement.

(2) Recognize pupil excellence or outstanding achievement.

(3) Are not based primarily on pupil achievement that is already recognized through grades or other standard measures of pupil achievement.

(4) To the extent possible, result in a seal that confers some benefit to pupils beyond secondary school.

(c) On or before January 31, 2021, the state board shall adopt, reject, or modify the criteria recommended by the Superintendent pursuant to subdivision (a).

(d) School district participation in this program is voluntary.”

[Cal Ed Code Div. 4 Part 28, Chap. 5 § 51810 - 51815](#)

*Community Service Classes [51810 - 51815]*

“The governing board of any school district maintaining secondary schools is authorized without the approval of the department to establish and maintain community service classes in civic, vocational, literacy, health, family and consumer sciences, technical, and general education, including, but not limited to, classes in the fields of dance, music, theater, visual arts, handicraft, science, literature, nature study, nature contacting, aquatic sports, and athletics. These classes shall be designed to provide instruction and to contribute to the physical, mental, moral, economic, or civic development of the individuals or groups enrolled in the classes.”

[Cal Ed Code Div. 4 Part 28, Chap. 11 § 52720](#)

*Patriotic Exercises and Instruction [52720 - 52730]*

“In every public elementary school each day during the school year at the beginning of the first regularly scheduled class or activity period at which the majority of the pupils of the school normally begin the school day, there shall be conducted appropriate patriotic exercises. The giving of the Pledge of Allegiance to the Flag of the United States of America shall satisfy the requirements of this section. In every public secondary school there shall be conducted daily appropriate patriotic exercises. The giving of the Pledge of Allegiance to the Flag of the United States of America shall satisfy such requirement. Such patriotic exercises for secondary schools shall be conducted in accordance with the regulations which shall be adopted by the governing board of the district maintaining the secondary school.”

[Cal Ed Code Div. 4 Part 28, Chap. 11 § 52730](#)

*Patriotic Exercises and Instruction [52720 - 52730]*

“(a) Providing instruction that promotes understanding the concepts of “pledge,” “allegiance,” “republic,” and “indivisible,” and understanding the importance of the pledge as an expression of patriotism, love of country, and pride in the United States of America shall satisfy the requirement of Section 52720.

(b) When pupils in a public school are instructed with regard to the words of the Pledge of Allegiance to the Flag of the United States of America as part of the patriotic exercises conducted pursuant to this article, that public school shall provide a combination of the giving of the Pledge of Allegiance to the Flag of the United States of America and the instruction specified in subdivision (a). School districts shall provide this instruction during the time allotted for the patriotic exercise.”

[Cal Ed Code Div. 4 Part 33 Chap. 1 § 60043](#)



*Requirements, Materials [60040 - 60052]*

“When adopting instructional materials for use in the schools, the governing board shall require, when appropriate to the comprehension of pupils, that textbooks for social science, history or civics classes contain the Declaration of Independence and the Constitution of the United States.”

[Cal Title 1, Div. 2 Chap. 3 § 431](#)

*Display of Flags*

“The Flag of the United States and the Flag of the State shall be prominently displayed during business hours upon or in front of the buildings or grounds of or at each of the following places:

...

(c) At the entrance or upon the grounds of each campus of the University of California.

(d) At the entrance or upon the grounds or upon the administration building of every university, college, high school, and elementary school, both public and private, within the State.”

**COLORADO**

[C.R.S. 22-1-104](#)

*Teaching of history, culture, and civil government*

“(1) (a) The history and civil government of the United States and of the state of Colorado, which includes the history, culture, and social contributions of minorities, including but not limited to American Indians, Latinos, African Americans, and Asian Americans, the lesbian, gay, bisexual, and transgender individuals within these minority groups, and the intersectionality of significant social and cultural features within these communities, and the contributions and persecution of religious minorities, must be taught in all the public schools of the state.

(b) In addition to the requirements specified in subsection (1)(a) of this section, courses for teaching the civil government of the United States and of the state of Colorado must include instruction on:

(i) the three branches of government and how they interact; an understanding of how laws are enacted at the federal, state, and local government levels; and the methods by which citizens shape and influence government and governmental actions;

(ii) the formation and development of the governments of the United States and the state of Colorado using federal and state foundational documents and the significance and relevance of those foundational documents in modern society. at a minimum, this instruction must include:



- (a) the historical and modern significance of the Declaration of Independence;
- (b) how the United States Constitution establishes the federal government and the characteristics of the republic that it creates;
- (c) how the Colorado Constitution establishes the state government and its relationship to local governments in the state;
- (d) how the United States Constitution with the Bill of Rights and the state Bill of Rights in Article II of the state Constitution are applicable in modern society;
- (e) how the United States Constitution is amended and the changes that have been made to it since 1787;
- (f) how the Colorado Constitution is amended and the changes that have been made to it since 1876;
- (g) how other foundational documents of the United States and Colorado, including landmark United States supreme court decisions and significant Colorado supreme court decisions, aided in the formation and have subsequently affected the development of the United States and Colorado governments; and
- (h) how to engage with federal, state, and local governments and how to engage with public officials.

(c) notwithstanding the requirement in section 22-7-1005(6) to review the preschool through elementary and secondary education standards every six years, as soon as is practicable after the effective date of this subsection (1)(c), the state board of education shall review the civics portion of the social studies standards and revise them as necessary to comply with the requirements of subsection (1)(b) of this section. the state board of education shall take into consideration any recommendations of the history, culture, social contributions, and civil government in education commission established in section 22-1-104.3 in reviewing the civics standards pursuant to this subsection (1)(c).

(d) each public school and school district is encouraged to partner with local service organizations to solicit donations to improve the quality of the civics education program that the public school or school district provides. donations may be used to pay the cost of developing a high-quality curriculum, inviting speakers to interact with students, and providing students with opportunities for civics learning and engagement outside of the classroom.

(2) Satisfactory completion of a course on the civil government of the United States and the state of Colorado, including the subjects described in subsection (1) of this section, is a condition of high school graduation in the public schools of this state.

(3)

(a) In an effort to increase civic participation among young people, each school district board of education shall convene a community forum on a periodic basis, but

not less than once every six years, for all interested persons to discuss adopted content standards in civics, including the subjects described in subsection (1) of this section. The history, culture, social contributions, and civil government in education commission established in section 22-1-104.3 shall actively participate in any such forums.

(b) Based upon input from this community forum, each school district board of education shall determine how the subject areas specified in subsection (1) of this section are addressed when establishing graduation requirements.

(4)

(a) In an effort to strengthen the teaching of the history, culture, social contributions, and civil government of the state of Colorado and of the United States in all public schools of the state in accordance with the requirements of this section, the department of education, in conjunction with the history, culture, social contributions, and civil government in education commission established in section 22-1-104.3, shall assist the school districts of the state in developing and promoting programs for elementary and secondary students that engage the students in the process of discovery and interpretation of the subjects and topics set forth in subsection (1) of this section.

(b) The department of education is authorized to accept gifts, grants, and donations in furtherance of the objectives specified in subsection (4)(a) of this section.

(c) It is the intent of the general assembly that the objectives specified in subsection (4)(a) of this section are funded through the state education fund created in section 17 (4) of article IX of the state constitution. The general assembly hereby finds that the development, promotion, and maintenance by the school districts of the state of programs for elementary and secondary students that engage such students in the process of discovery and interpretation of the subjects and topics set forth in subsection (1) of this section assist these students in meeting state academic standards and may therefore be funded from money in the state education fund.

(5)

(a) In an effort to strengthen the teaching of history, culture, social contributions, and civil government, as described in subsection (1) of this section, in all public schools of

the state in accordance with the requirements of this section, the department of education, in conjunction with the history, culture, social contributions, and civil government in education commission established in section 22-1-104.3, shall assist the school districts of the state in developing and promoting programs for elementary and secondary students that address the state model content standards for history and civics and promote best practices while also addressing the subjects and topics described in subsection (1) of this section.

(b) It is the intent of the general assembly that the objectives specified in this subsection (5) are funded through the state education fund created in section 17 (4) of article IX of the state constitution. The general assembly hereby finds that the development, promotion, and maintenance by the school districts of the state of programs for elementary and secondary students that address the state model content standards for history and civics and promote best practices while addressing the subjects and topics described in subsection (1) of this section assist these students in meeting state academic standards and may therefore be funded from money in the state education fund.

(6) The state board of education shall take into consideration any recommendations of the history, culture, social contributions, and civil government in education commission established in section 22-1-104.3 when performing its six-year review of the state's education standards pursuant to section 22-7-1005(6).

”

### [C.R.S. 22-1-104.3](#)

*History, culture, social contributions, and civil government in education commission - established - membership – duties*

“(1) There is established the history, culture, social contributions, and civil government in education commission, referred to in this section as the "commission". The purpose of the commission is to make recommendations to the state board of education and department of education to be used in conjunction with the regular six- year review of the state's education standards and programs pursuant to section 22-7-1005 (6). The recommendations must seek to further the discovery, interpretation, and learning of the history, culture, social contributions, and civil government of the United States and Colorado, including the contributions of American Indians, Latinos, African Americans, and Asian Americans, the lesbian, gay, bisexual, and transgender individuals within these minority groups, and the intersectionality of significant

social and cultural features within these communities, and the contributions and persecution of religious minorities. The commission shall work cooperatively and in conjunction with the department of education and local school boards of education as described in section 22-1-104.

(2) The commission consists of sixteen members and, to the extent practicable, must include persons from throughout the state and persons with disabilities and must reflect the ethnic diversity of the state. A majority of the commission members must have either classroom experience or experience in developing education content standards. On or before August 15, 2019, the appointing officials shall appoint membership of the commission as follows:

(a) The governor shall appoint, through the office of boards and commissions, the following members of the commission:

(I) Two members from the American Indian community;

(II) Two members from the Latino community;

(III) Two members from the African American community;

(IV) Two members from the Asian American community;

(V) One member from the lesbian, gay, bisexual, and transgender community;

(VI) One member who is a teacher and holds an initial or professional teacher license pursuant to article 60.5 of this title 22;

(VII) One member from an organization that represents either school superintendents or local school boards; and

(VIII) Two members representing higher education. One member must represent a large state institution of higher education, and one member must represent a smaller state institution of higher education.

(b) The commissioner of education shall appoint two members from the department of education, who are nonvoting members; and

(c) The president of the state historical society, established in part 2 of article 80 of title 24, or the president's designee, who is a nonvoting member.

(3) Commission members serve for terms of four years; except that, of the members first appointed, two members appointed pursuant to each of subsections (2)(a)(I), (2)(a)(II), and (2)(a)(III) of this section and one member appointed pursuant to subsection (2)(a)(IV) of this section, as designated by the governor, serve initial terms of two years. The appointing officials shall fill any vacancies on the commission for the remainder of any unexpired term.

(4) Beginning in September 2019, the commission shall meet a minimum of two times per year and additionally as needed in conjunction with the community forums established in section 22-1-104 (3)(a).

(5) Commission members serve without compensation but may be reimbursed for actual and reasonable expenses incurred in the performance of their duties.”

[C.R.S. 22-1-104.7](#)

*Teaching of Holocaust and genocide studies – definitions*

“(1) As used in this section, unless the context otherwise requires:

(a) "Genocide" means any of the following acts committed with the intent to destroy, in whole or in part, a national, ethnic, racial, or religious group:

(I) Killing members of a national, ethnic, racial, or religious group;

(II) Causing serious bodily or mental harm to members of a national, ethnic, racial, or religious group;

(III) Deliberately inflicting on a national, ethnic, racial, or religious group conditions of life calculated to bring about its physical destruction in whole or in part;

(IV) Imposing measures intended to prevent births within a national, ethnic, racial, or religious group; or

(V) Forcibly transferring children of a national, ethnic, racial, or religious group to another group.

(b) "Holocaust" means the systematic, bureaucratic, state-sponsored persecution and murder of approximately six million Jews and five million individuals targeted for their religion, disability, or identity by the Nazi regime and its collaborators.

(c) "Holocaust and genocide studies" means studies on the Holocaust, genocide, and other acts of mass violence, including but not limited to the Armenian Genocide.

(2) (a) For school years beginning on or after July 1, 2023, each school district board of education and charter school shall incorporate the standards on Holocaust and genocide studies developed by the state board pursuant to section 22-7-1005 (2.7) into an existing course that is currently a condition of high school graduation.

(b) The provisions of subsection (2)(a) of this section applies only if the standards are adopted by the state board on or before July 1, 2023.

(3) A school district or charter school may utilize the resource bank created pursuant to section 22-2-127.3 or other alternative programs or materials to implement the provisions of this section. Any programs or materials used in teaching Holocaust and genocide studies must represent best practices and be developed using input from experts in the area of Holocaust and genocide studies.”

[C.R.S. 22-1-106](#)

*Information as to honor and use of flag*

“(1) The commissioner of education shall provide the necessary instruction and information so that all teachers in the grade and high schools in the state of Colorado may teach the pupils therein the proper respect of the flag of the United States, to honor and properly salute the flag when passing in parade, and to properly use the flag in decorating and displaying. ...

(3) Each school district shall provide an opportunity each school day for willing students to recite the pledge of allegiance in public elementary and secondary educational institutions. Any person not wishing to participate in the recitation of the pledge of allegiance shall be exempt from reciting the pledge of allegiance and need not participate.”

[C.R.S. 22-1-108](#)

*Federal constitution to be taught*

“In all public and private schools located within the state of Colorado, there shall be given regular courses of instruction in the constitution of the United States.”

[C.R.S. 22-1-109](#)

*Taught at what stages*

“Such instruction in the constitution of the United States shall begin not later than the opening of the junior high schools or seventh grade and shall continue in the high school course and in courses in state colleges, universities, and the educational departments of state and municipal institutions to an extent to be determined by the commissioner of education.”

[C.R.S. 22-2-145](#)

*Media literacy - committee - report - strategic plan - resource bank - definition – rules*

“(6) (a) The department shall create and maintain an online resource bank of materials and resources pertaining to media literacy. at a minimum, the resource bank must include the materials and resources recommended in the committee's report created pursuant to subsection (2) of this section. the department shall create the online resource bank on or before the date when revisions are adopted to include knowledge and skills relating to media literacy within the reading, writing, or civics standards, whichever revisions occur first, pursuant to section 22-7-1005 (2.6).”

[C.R.S. 22-7-1005](#)

*Preschool through elementary and secondary education - aligned standards - adoption – revisions*

“(2)(a) The state board shall ensure that the preschool through elementary and secondary education standards, at a minimum, include standards in reading, writing, mathematics, science, history, geography, visual arts, performing arts, physical education, world languages, English language competency, economics, civics, financial literacy, and any other instructional areas for which the state board had adopted standards as of January 1, 2008. ...

(2.6) (a) The state board shall adopt revisions to the reading, writing, and civics standards that identify the knowledge and skills that an elementary through secondary education student should acquire relating to media literacy. the knowledge and skills relating to media literacy must give due consideration to recommendations made by the media literacy advisory committee's report pursuant to section 22-2-145 (2)(a)(i).”

[C.R.S. 22-33-104.5](#)

*Home-based education—legislative declaration—definitions—guidelines*

“[(3)(d)] A nonpublic home-based educational program shall include, but need not be limited to, communication skills of reading, writing, and speaking, mathematics, history, civics, literature, science, and regular courses of instruction in the constitution of the United States as provided in section 22-1-108.”

## CONNECTICUT

[CT Gen Stat § 10-16b](#)

*Prescribed courses of study*

“(a) In the public schools the program of instruction offered shall include at least the following subject matter, as taught by legally qualified teachers, ... social studies, including, but not limited to, citizenship, economics, geography, government, history and Holocaust and genocide education and awareness in accordance with the provisions of § 10-18f ...

(d) The State Board of Education shall make available curriculum materials and such other materials as may assist local and regional boards of education in developing instructional programs pursuant to this section. The State Board of Education, within available appropriations and utilizing available resource materials, shall assist and encourage local and regional boards of

education to include: (1) Holocaust and genocide education and awareness; (2) the historical events surrounding the Great Famine in Ireland; (3) -African-American history; (4) Puerto Rican history; (5) Native American history; (6) personal financial management, including, but not limited to, financial literacy as developed in the plan provided under § 10-16pp; (7) training in cardiopulmonary resuscitation and the use of automatic external defibrillators; (8) labor history and law, including organized labor, the collective bargaining process, existing legal protections in the workplace, the history and economics of free market capitalism and entrepreneurialism, and the role of labor and capitalism in the development of the American and world economies; (9) climate change consistent with the Next Generation Science Standards; (10) topics approved by the state board upon the request of local or regional boards of education as part of the program of instruction offered pursuant to subsection (a) of this section; and (11) instruction relating to the Safe Haven Act, sections 17a-57 to 17a-61, inclusive. The Department of Energy and Environmental Protection shall be available to each local and regional board of education for the development of curriculum on climate change as described in this subsection.”

#### [CT Gen Stat § 10-16ss](#)

##### *African-American and black studies and Puerto Rican and Latino studies instruction*

“(a) For the school year commencing July 1, 2021, and each school year thereafter, each local and regional board of education shall include African-American and black studies and Puerto Rican and Latino studies as part of the curriculum for the school district, pursuant to § 10-16b. In developing and implementing the African-American and black studies and Puerto Rican and Latino studies curriculum, the board may utilize the curriculum materials made available by the State Board of Education pursuant to subsection (d) of § 10-16b or other existing and appropriate public or private materials, personnel and resources, provided such curriculum is in accordance with the state-wide subject matter content standards, adopted by the state board pursuant to § 10-4.

(b) A local or regional board of education may accept gifts, grants and donations, including in-kind donations, designated for the development and implementation of the African-American and black studies and Puerto Rican and Latino studies curriculum under this section.”

#### [CT Gen Stat § 10-16tt](#)

##### *Development of Black and Latino studies course. Audit to ensure course being offered*

“(a)(1) Not later than January 1, 2021, the State Board of Education shall review and approve the black and Latino studies course developed pursuant to subsection (b) of this section by the State Education Resource Center, established pursuant to § 10-357a. The state board shall approve such course if, following a review of such course, the state board determines that the content of such course is rigorous, aligned with curriculum guidelines approved by the state board, and in



accordance with the state-wide subject matter content standards, adopted by the state board pursuant to § 10-4.

(2) Not later than January 15, 2021, the state board, in consultation with the State Education Resource Center, shall submit a description of the black and Latino studies course, which includes the scope and sequence and course objective, and a report on the development and review of such course to the joint standing committee of the General Assembly having cognizance of matters relating to education, in accordance with the provisions of § 11-4a.

(b) The State Education Resource Center shall develop a black and Latino studies course. Such course shall be one credit and offered at the high school level. In developing such course, the State Education Resource Center may utilize existing and appropriate public or private materials, personnel and other resources, including, but not limited to, persons and organizations with subject matter expertise in African-American, black, Puerto Rican or Latino studies, and the curriculum materials made available pursuant to subsection (d) of § 10-16b.

(c) For the school years commencing July 1, 2022, to July 1, 2024, inclusive, the Department of Education shall conduct an annual audit to ensure that the black and Latino studies course approved pursuant to this section is being offered by each local and regional board of education. The department shall annually submit a report on such audit to the joint standing committee of the General Assembly having cognizance of matters relating to education, in accordance with the provisions of § 11-4a.”

#### [CT Gen Stat § 10-16uu](#)

##### *Black and Latino studies course to be offered in grades nine to twelve*

“(a) For the school year commencing July 1, 2021, a local or regional board of education may offer the black and Latino studies course, approved pursuant to § 10-16tt, in grades nine to twelve, inclusive.

(b) For the school year commencing July 1, 2022, a local or regional board of education shall offer the black and Latino studies course in grades nine to twelve, inclusive.”

#### [CT Gen Stat § 10-18](#)

##### *Courses in United States history, government and duties and responsibilities of citizenship*

“(a)(1) All high, preparatory, secondary and elementary schools, public or private, whose property is exempt from taxation, shall provide a program of United States history, including instruction in United States government at the local, state and national levels, and in the duties, responsibilities, and rights of United States citizenship. No student shall be graduated from any such school who has not been found to be familiar with said subjects.

(2) For purposes of subdivision (1) of this subsection, elementary schools shall include in their third, fourth or fifth grade curriculum a program on democracy in which students engage in a participatory manner in learning about all branches of government.

(b) The State Board of Education shall, upon request by a board of education, make samples of materials available for use in the schools required to teach the courses provided for in this section, with supplementary materials for such use.”

#### [CT Gen Stat § 10-18f](#)

##### *Holocaust and genocide education and awareness curriculum*

“(a) For the school year commencing July 1, 2018, and each school year thereafter, each local and regional board of education shall include Holocaust and genocide education and awareness as part of the social studies curriculum for the school district, pursuant to § 10-16b. In developing and implementing the Holocaust and genocide education and awareness portion of the social studies curriculum, the board may utilize existing and appropriate public or private materials, personnel and other resources.

(b) A local or regional board of education may accept gifts, grants and donations, including in-kind donations, designated for the development and implementation of Holocaust and genocide education and awareness under this section.”

#### [CT Gen Stat § 10-221a](#)

##### *High school graduation requirements*

“(c) Commencing with classes graduating in 2023, and for each graduating class thereafter, no local or regional board of education shall permit any student to graduate from high school or grant a diploma to any student who has not satisfactorily completed a minimum of twenty-five credits, including not fewer than: (1) Nine credits in the humanities, including civics and the arts; ...

(g) Only courses taken in grades nine to twelve, inclusive, and that are in accordance with the state-wide subject matter content standards, adopted by the State Board of Education pursuant to § 10-4, shall satisfy the graduation requirements set forth in this section, except that a local or regional board of education may grant a student credit (1) toward meeting the high school graduation requirements upon the successful demonstration of mastery of the subject matter content described in this section achieved through educational experiences and opportunities that provide flexible and multiple pathways to learning, including cross-curricular graduation requirements, career and technical education, virtual learning, work-based learning, service learning, dual enrollment and early college, courses taken in middle school, internships and

student-designed independent studies, provided such demonstration of mastery is in accordance with such state-wide subject matter content standards.”

#### [CT Gen Stat § 10-230](#)

##### *Flags in schoolrooms and schools. Policy on the reciting of the “Pledge of Allegiance”*

“(a) Each local and regional board of education shall provide a United States flag for each schoolroom and shall cause such flag to be displayed therein during each day school is in session. Each such board shall also provide each school with a United States flag of silk or bunting, not less than four feet in length, and a suitable flagstaff or other arrangement whereby such flag may be displayed on the schoolhouse grounds each school day when the weather will permit and on the inside of the schoolhouse on other school days, and renew such flag and apparatus when necessary. If any board of education fails to provide either of the flags or the apparatus as required in this section or to renew any such flag or apparatus when necessary for a period of thirty days after the reception by it of written notice from the State Board of Education that such schoolhouse is not provided with such flag or apparatus or that such flag or apparatus should be renewed, each member of such board of education who has so received notice shall be fined not more than twenty-five dollars.”

#### [Public Act No. 03-54](#)

##### *An Act Establishing an Official State-Wide Student Voter Registration Drive*

“The Secretary of the State shall annually designate, after consultation with registrars of voters, a period of time between January first and May thirty-first for a state-wide student voter registration drive and shall coordinate and publicize such drive.”

#### [Public Act No. 03-108](#)

##### *An Act Concerning Service by Students as Official Checkers at Polling Places*

“(a) Notwithstanding any provision of sections 9-233, 9-235 and 9-258 to the contrary, a United States citizen who is sixteen or seventeen years of age and a bona fide resident of a town may be (1) appointed as a challenger [, voting machine tender] or unofficial checker in an election, [and, after serving as an unofficial checker in an election or as a candidate checker in a primary, may be appointed as a checker in a subsequent election] or (2) appointed as a checker, translator or voting machine tender in an election after (A) attending poll worker training, and (B) receiving the written permission of a parent, guardian or the principal of the school that the citizen attends if the citizen is a secondary school student and the citizen is to be appointed to work on a day when such school is in session.”

**DELAWARE**

## 14 DE Code § 2702

### *[Civic Engagement Excused Absence]*

(h) Every student who is enrolled in a public school of this State in grades 6 through 12 shall be allowed 1 excused absence per school year to attend a civic engagement activity, which includes visiting Capitol Hill in Washington, D.C. or Legislative Hall in Dover, visiting a site of significant historical or cultural importance, advocating for or testifying on behalf of legislation, or participating in a rally, march, or protest.

(1) “One excused absence” is defined as 1 partial or full school day. Students may not take more than 1 excused partial day and combine them to consider them to be “1 excused absence” .

(2) For any civic engagement event that occurs on a day when the student’s school is not in session, the student may not redeem or exchange this nonschool day for an excused absence on a school day.

(3) For a student to attend a civic engagement event, the student’s parent or guardian must provide written permission to the school principal or designee no later than 3 school days prior to the student’s planned absence. It is incumbent upon each school to determine what is acceptable as written permission, either a letter or email from the parent or guardian, or a form designed by the school or school district.

(4) The Delaware Department of Education is not responsible for monitoring, tracking, or gathering any information or data regarding students’ excused absences to participate in civic engagement activities.

## 14 DE Code § 4101

### *Reading of First Amendment of the United States Constitution*

“At the commencement of the first period of study on the first day of school of each school year in all public schools of the State, the First Amendment of the Constitution of the United States of America shall be read or recited by the teacher in charge of such period to the students therein assembled.”

## 14 DE Code § 4103

### *Teaching Constitution of the United States, Constitution and government of Delaware and the free enterprise system*

“(a) In all public and private schools located within this State, there shall be given regular courses of instruction in the Constitution of the United States, Constitution and government of Delaware and the free enterprise system.

(b) The instruction in the Constitution of the United States, Constitution and government of Delaware and the free enterprise system shall begin not later than the opening of the eighth grade and shall continue in the high school courses and in courses in state colleges, universities and the educational departments of state and municipal institutions. The extent and content of such courses below the college level shall be determined by the Department of Education with the approval of the State Board of Education. In institutions of higher learning the trustees or other governing body of such institutions shall determine the extent and content of such courses.

(c) In addition to the general requirements required by subsections (a) and (b) of this section, 1 calendar day per school year may be specifically and solely devoted to the study of the United States Constitution and the Declaration of Independence in every grade consistent with state content standards starting in first grade and continuing through twelfth grade. The program of instruction for each grade shall be determined by each individual school district.”

#### [14 DE Code § 4104](#)

##### *Display of American flag*

“(a) Every board of education in this State shall procure the American flag and cause the same to be displayed out-of-doors (weather permitting) on the school grounds of every school house in this State during school hours.

(b) The Department of Education shall procure American flags for every free public school in this State and cause the same to be displayed in every school house in this State during school hours.

(c) The Department shall make drafts, by warrants upon the State Treasurer from funds not otherwise appropriated, of such sums as are necessary to carry into full effect subsection (b) of this section.”

#### [14 DE Code § 4105](#)

##### *Salute to flag and pledge of allegiance*

“In the opening exercises of every free public school each morning, the teachers and pupils assembled shall salute and pledge allegiance to the American flag as follows:

‘I pledge allegiance to the flag of the United States of America and to the Republic for which it stands, one Nation, under God, indivisible, with liberty and justice for all.’”

## 14 DE Code § 4106

### *Failure to require salute and pledge; penalty*

“When the Department of Education has procured and distributed American flags in each free public school, any principal or teacher of such free public school who fails to require the salute and pledge as set out in § 4105 of this title shall be fined not more than \$50 or imprisoned not more than 10 days.”

## 14 DE Code § 4141

### *Holocaust instruction*

“(a) (1) Each school district and charter school serving students in 1 or more of the grades 6 through 12 shall provide instruction on the Holocaust and genocide at least 1 time in each grade.

(2) The instruction required under paragraph (a)(1) of this section may be provided through any of the following:

- a. An existing course that meets state standards.
- b. Curricula developed or identified by the school district or charter school.
- c. Curricula developed by the United States Holocaust Memorial Museum.

(b) The study of the Holocaust serves as a frame of reference and prepares students to learn about other genocides throughout history. The study of the Holocaust and genocide is intended to do all of the following:

- (1) Examine the ramifications of prejudice, racism, and intolerance.
  - (2) Prepare students to be responsible citizens in a pluralistic democracy.
  - (3) Reaffirm the commitment of free peoples to never again permit such occurrences.
- (c) Instruction required under this section must be designed to do all of the following:
- (1) Prepare students to confront the immorality of the Holocaust, genocide, slavery, and other acts of mass violence and to reflect on the causes of related historical events.
  - (2) Develop students’ respect for cultural diversity and help students gain insight into the importance of the protection of international human rights for all people.
  - (3) Promote students’ understanding of how the Holocaust contributed to the need for the term “genocide” and led to international legislation that recognized genocide as a crime.
  - (4) Stimulate students’ reflection on the roles and responsibilities of citizens in democratic societies to combat misinformation, indifference, and discrimination through tools of resistance such as protest, reform, and celebration.

- (5) Provide students with opportunities to contextualize and analyze patterns of human behavior by individuals and groups who belong in 1 or more categories, including perpetrator, collaborator, bystander, victim, and rescuer.
- (6) Enable students to understand the ramifications of prejudice, racism, and stereotyping.
- (7) Preserve the memories of survivors of genocide and provide opportunities for students to discuss and honor survivors' cultural legacies.
- (8) Provide students with a foundation for examining the history of discrimination in this State.
- (9) Explore the various mechanisms of transitional and restorative justice that help humanity move forward in the aftermath of genocide.
- (d) In establishing and implementing a curriculum on the Holocaust and genocide under this section, a school district or charter school may consult with organizations that have the primary purpose of providing education about the Holocaust, including the Halina Wind Preston Holocaust Education Committee of the Jewish Federation of Delaware.
- (e) School districts and charter schools shall provide in-service training required under this section within the contracted school year.
- (f) (1) No later than June 20 each year, each school district and charter school shall report to the Department of Education regarding how the school district or charter school implemented the requirements under this section.
- (2) The Department of Education may, with the approval of the State Board of Education, adopt regulations to implement and enforce this section.”

## **DISTRICT OF COLUMBIA**

### [Rule 5-A2203.3](#)

#### *Academic Requirements*

“Social Studies; must include World History 1 and 2, United States History; United States Government, and District of Columbia History.”

## FLORIDA

### [Fla. Stat. § 1000.06](#)

#### *Display of flags*

“(1) Every public K-20 educational institution that is provided or authorized by the Constitution and laws of Florida shall display daily the flag of the United States and the official flag of Florida when the weather permits upon one building or on a suitable flagstaff upon the grounds of each public postsecondary educational institution and upon every district school board building or grounds except when the institution or school is closed for vacation, provided that, if two or more buildings are located on the same or on adjacent sites, one flag may be displayed for the entire group of buildings.

(2) Each public K-20 educational institution that is provided or authorized by the Constitution and laws of Florida shall display daily in each classroom the flag of the United States. The flag must be made in the United States, must be at least 2 feet by 3 feet, and must be properly displayed in accordance with Title 4 U.S.C. Each educational institution shall acquire the necessary number of flags to implement the provisions of this subsection. The principal, director, or president of each educational institution shall attempt to acquire the flags through donations or fundraising for 1 year prior to securing other funding sources or allocating funds for the purchase of flags. The president of each state university or Florida College System institution must present to the governing board of the institution the results of donations and fundraising activities relating to the acquisition of flags prior to requesting the governing board to approve a funding source for the purchase of flags.”

### [Fla. Stat. § 1003.41](#)

#### *Next Generation Sunshine State Standards*

“(1) Next Generation Sunshine State Standards establish the core content of the curricula to be taught in the state and specify the core content knowledge and skills that K-12 public school students are expected to acquire. Standards must be rigorous and relevant and provide for the logical, sequential progression of core curricular content that incrementally increases a student’s core content knowledge and skills over time. Curricular content for all subjects must integrate critical-thinking, problem-solving, and workforce-literacy skills; communication, reading, and writing skills; mathematics skills; collaboration skills; contextual and applied-learning skills; technology-literacy skills; information and media-literacy skills; and civic-engagement skills.. ...



(d) Social Studies standards must establish specific curricular content for, at a minimum, geography, United States and world history, government, civics, humanities, economics, and financial literacy.”

[Fla. Stat. § 1003.4156](#)

*General requirements for middle grades promotion*

“Three middle grades or higher courses in social studies. One of these courses must be at least a one-semester civics education course that includes the roles and responsibilities of federal, state, and local governments; the structures and functions of the legislative, executive, and judicial branches of government; and the meaning and significance of historic documents, such as the Articles of Confederation, the Declaration of Independence, and the Constitution of the United States. All instructional materials for the civics education course must be reviewed and approved by the Commissioner of Education, in consultation with organizations that may include, but are not limited to, the Florida Joint Center for Citizenship, the Bill of Rights Institute, Hillsdale College, the Gilder Lehrman Institute of American History, iCivics, and the Constitutional Sources Project, and with educators, school administrators, postsecondary education representatives, elected officials, business and industry leaders, parents, and the public. Any errors and inaccuracies the commissioner identifies in state-adopted materials must be corrected pursuant to s. 1006.35. After consulting with such entities and individuals, the commissioner shall review the current state-approved civics education course instructional materials and the test specifications for the statewide, standardized EOC assessment in civics education and shall make recommendations for improvements to the materials and test specifications by December 31, 2019. By December 31, 2020, the department shall complete a review of the statewide civics education course standards. Each student’s performance on the statewide, standardized EOC assessment in civics education required under s. 1008.22 constitutes 30 percent of the student’s final course grade. A middle grades student who transfers into the state’s public school system from out of country, out of state, a private school, or a home education program after the beginning of the second term of grade 8 is not required to meet the civics education requirement for promotion from the middle grades if the student’s transcript documents passage of three courses in social studies or two year-long courses in social studies that include coverage of civics education.”

[Fla. Stat. § 1003.42](#)

*Required instruction*

“(1) Each district school board shall provide all courses required for middle grades promotion, high school graduation, and appropriate instruction designed to ensure that students meet State Board of Education adopted standards in the following subject areas: ... social studies ...

(2) Members of the instructional staff of the public schools, subject to the rules of the State Board of Education and the district school board, shall teach efficiently and faithfully, using the books and materials required that meet the highest standards for professionalism and historical accuracy, following the prescribed courses of study, and employing approved methods of instruction, the following:

(a) The history and content of the Declaration of Independence, including national sovereignty, natural law, self-evident truth, equality of all persons, limited government, popular sovereignty, and inalienable rights of life, liberty, and property, and how they form the philosophical foundation of our government.

(b) The history, meaning, significance, and effect of the provisions of the Constitution of the United States and amendments thereto, with emphasis on each of the 10 amendments that make up the Bill of Rights and how the constitution provides the structure of our government.

(c) The arguments in support of adopting our republican form of government, as they are embodied in the most important of the Federalist Papers.

(d) Flag education, including proper flag display and flag salute.

(e) The elements of civil government, including the primary functions of and interrelationships between the Federal Government, the state, and its counties, municipalities, school districts, and special districts.

(f) The history of the United States, including the period of discovery, early colonies, the War for Independence, the Civil War, the expansion of the United States to its present boundaries, the world wars, and the civil rights movement to the present. American history shall be viewed as factual, not as constructed, shall be viewed as knowable, teachable, and testable, and shall be defined as the creation of a new nation based largely on the universal principles stated in the Declaration of Independence.

(g)1. The history of the Holocaust (1933-1945), the systematic, planned annihilation of European Jews and other groups by Nazi Germany, a watershed event in the history of humanity, to be taught in a manner that leads to an investigation of human behavior, an understanding of the ramifications of prejudice, racism, and stereotyping, and an examination of what it means to be a responsible and respectful person, for the purposes of encouraging tolerance of diversity in a pluralistic society and for nurturing and protecting democratic values and institutions, including the policy, definition, and historical and current examples of anti-Semitism, as described in s. 1000.05(7), and the prevention of anti-Semitism. Each school district must annually certify and provide evidence to the department, in a manner prescribed by the department, that the requirements of this paragraph are met. The department shall prepare and offer standards and curriculum for the instruction required by this paragraph and may seek input from the Commissioner of Education's Task Force on Holocaust Education or from any state or nationally recognized Holocaust educational organizations. The department may contract with any state or

nationally recognized Holocaust educational organizations to develop training for instructional personnel and grade-appropriate classroom resources to support the developed curriculum.

2. The second week in November shall be designated as “Holocaust Education Week” in this state in recognition that November is the anniversary of Kristallnacht, widely recognized as a precipitating event that led to the Holocaust.

(h) The history of African Americans, including the history of African peoples before the political conflicts that led to the development of slavery, the passage to America, the enslavement experience, abolition, and the contributions of African Americans to society. Instructional materials shall include the contributions of African Americans to American society.

...

(l) The history of the state. ...

(p) The study of Hispanic contributions to the United States.

(q) The study of women’s contributions to the United States.

(r) The nature and importance of free enterprise to the United States economy.

(s) A character development program in the elementary schools, similar to Character First or Character Counts, which is secular in nature. Beginning in school year 2004-2005, the character development program shall be required in kindergarten through grade 12. Each district school board shall develop or adopt a curriculum for the character development program that shall be submitted to the department for approval. The character development curriculum shall stress the qualities of patriotism; responsibility; citizenship; kindness; respect for authority, life, liberty, and personal property; honesty; charity; self-control; racial, ethnic, and religious tolerance; and cooperation. The character development curriculum for grades 9 through 12 shall, at a minimum, include instruction on developing leadership skills, interpersonal skills, organization skills, and research skills; creating a resume; developing and practicing the skills necessary for employment interviews; conflict resolution, workplace ethics, and workplace law; managing stress and expectations; and developing skills that enable students to become more resilient and self-motivated.

(t) In order to encourage patriotism, the sacrifices that veterans and Medal of Honor recipients have made in serving our country and protecting democratic values worldwide. Such instruction must occur on or before Medal of Honor Day, Veterans’ Day, and Memorial Day. Members of the instructional staff are encouraged to use the assistance of local veterans and Medal of Honor recipients when practicable.

The State Board of Education is encouraged to adopt standards and pursue assessment of the requirements of this subsection. A character development program that incorporates the values of the recipients of the Congressional Medal of Honor and that is offered as part of a social studies, English Language Arts, or other schoolwide character building and veteran awareness initiative meets the requirements of paragraphs (s) and (t).”

[Fla. Stat. § 1003.4205](#)

*Disability history and awareness instruction*

“(1) Each district school board may provide disability history and awareness instruction in all K-12 public schools in the district during the first 2 weeks in October each year. The district school board shall designate these 2 weeks as “Disability History and Awareness Weeks.”

(2)(a) During this 2-week period, students may be provided intensive instruction to expand their knowledge, understanding, and awareness of individuals with disabilities, the history of disability, and the disability rights movement. Disability history may include the events and timelines of the development and evolution of services to, and the civil rights of, individuals with disabilities. Disability history may also include the contributions of specific individuals with disabilities, including the contributions of acknowledged national leaders.

(b) The instruction may be integrated into the existing school curriculum in ways including, but not limited to, supplementing lesson plans, holding school assemblies, or providing other school-related activities. The instruction may be delivered by qualified school personnel or by knowledgeable guest speakers, with a particular focus on including individuals with disabilities.

(3) The goals of disability history and awareness instruction include:

(a) Better treatment for individuals with disabilities, especially for youth in school, and increased attention to preventing the bullying or harassment of students with disabilities.

(b) Encouragement to individuals with disabilities to develop increased self-esteem, resulting in more individuals with disabilities gaining pride in being an individual with a disability, obtaining postsecondary education, entering the workforce, and contributing to their communities.

(c) Reaffirmation of the local, state, and federal commitment to the full inclusion in society of, and the equal opportunity for, all individuals with disabilities.”

[Fla. Stat. § 1003.421](#)

*Recitation of the Declaration of Independence*

“(1) To educate students about the sacrifices made for freedom in the founding of this country and the values on which this country was founded, the last full week of classes in September shall be recognized in public schools as Celebrate Freedom Week. Celebrate Freedom Week must include at least 3 hours of appropriate instruction in each social studies class, as determined by each school district, which instruction shall include an in-depth study of the intent, meaning, and importance of the Declaration of Independence.

- (2) To emphasize the importance of this week, at the beginning of each school day or in homeroom, during the last full week of September, public school principals and teachers shall conduct an oral recitation by students of the following words of the Declaration of Independence: “We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain unalienable rights, that among these are life, liberty and the pursuit of happiness. That to secure these rights, governments are instituted among men, deriving their just powers from the consent of the governed.”
- (3) Student recitation of this statement shall serve to reaffirm the American ideals of individual liberty.
- (4) Upon written request by a student’s parent, the student must be excused from the recitation of the Declaration of Independence.”

[Fla. Stat. § 1003.4282](#)

*Requirements for a standard high school diploma*

- “(a) Beginning with students entering grade 9 in the 2013-2014 school year, receipt of a standard high school diploma requires successful completion of 24 credits, an International Baccalaureate curriculum, or an Advanced International Certificate of Education curriculum. ...
- (d) Three credits in social studies.—A student must earn one credit in United States History; one credit in World History; one-half credit in economics; and one-half credit in United States Government, which must include a comparative discussion of political ideologies, such as communism and totalitarianism, that conflict with the principles of freedom and democracy essential to the founding principles of the United States. The United States History EOC assessment constitutes 30 percent of the student’s final course grade. Beginning with the 2021-2022 school year, students taking the United States Government course are required to take the assessment of civic literacy identified by the State Board of Education pursuant to s. 1007.25(4). Students earning a passing score on the assessment are exempt from the postsecondary civic literacy assessment required by s. 1007.25(4).”

[Fla. Stat. § 1003.44](#)

*Patriotic programs; rules*

- “(1) Each district school board may adopt rules to require, in all of the schools of the district, programs of a patriotic nature to encourage greater respect for the government of the United States and its national anthem and flag, subject always to other existing pertinent laws of the United States or of the state. When the national anthem is played, students and all civilians shall stand at attention, men removing the headdress, except when such headdress is worn for religious purposes. The pledge of allegiance to the flag, “I pledge allegiance to the flag of the United

States of America and to the republic for which it stands, one nation under God, indivisible, with liberty and justice for all,” shall be rendered by students standing with the right hand over the heart. The pledge of allegiance to the flag shall be recited at the beginning of the day in each public elementary, middle, and high school in the state. Each student shall be informed by a written notice published in the student handbook or a similar publication pursuant to s. 1006.07(2) that the student has the right not to participate in reciting the pledge. Upon written request by his or her parent, the student must be excused from reciting the pledge, including standing and placing the right hand over his or her heart. When the pledge is given, unexcused students must show full respect to the flag by standing at attention, men removing the headdress, except when such headdress is worn for religious purposes, as provided by Pub. L. ch. 77-435, s. 7, approved June 22, 1942, 56 Stat. 377, as amended by Pub. L. ch. 77-806, 56 Stat. 1074, approved December 22, 1942.

(2) Each district school board may allow any teacher or administrator to read, or to post in a public school building or classroom or at any school-related event, any excerpt or portion of the following historic material: the national motto; the national anthem; the pledge of allegiance; the Constitution of the State of Florida, including the Preamble; the Constitution of the United States, including the Preamble; the Bill of Rights; the Declaration of Independence; the Mayflower Compact; the Emancipation Proclamation; the writings, speeches, documents, and proclamations of the presidents of the United States, the signers of the Constitution of the United States and the Declaration of Independence, and civil rights leaders; and decisions of the United States Supreme Court. However, any material that is read, posted, or taught pursuant to this provision may be presented only from a historical perspective and in a nonproselytizing manner. When less than an entire document is used, the excerpt or portion must include as much material as is reasonably necessary to reflect the sentiment of the entire document and avoid expressing statements out of the context in which they were originally made. If the material refers to laws or judicial decisions that have been superseded, the material must be accompanied by a statement indicating that such law or decision is no longer the law of the land. No material shall be selected to advance a particular religious, political, or sectarian purpose. The department shall distribute a copy of this section to each district school board, whereupon each district school superintendent shall distribute a copy to all teachers and administrators.

(3) All public schools in the state are encouraged to coordinate, at all grade levels, instruction related to our nation’s founding fathers with “American Founders’ Month” pursuant to s. 683.1455.

1(4) Each district school board shall adopt rules to require, in all of the schools of the district and in each building used by the district school board, the display of the state motto, “In God We Trust,” designated under s. 15.0301, in a conspicuous place.

(5) The hours that a high school student devotes to the Florida Debate Initiative, also known as the Central Florida Debate Initiative, the YMCA Youth and Government program, the American Legion Boys State program, the American Legion Girls State program, or other similar programs

approved by the commissioner shall count towards the service work requirement for the Florida Bright Futures Scholarship Program.

(6) To help families, civic institutions, local communities, district school boards, and charter schools prepare students to be civically responsible and knowledgeable adults, the Department of Education shall:

(a) Develop or approve an integrated civic education curriculum that school districts and charter schools must incorporate as part of regular school work in kindergarten through grade 12. The civic education curriculum must assist students in developing:

1. An understanding of their shared rights and responsibilities as residents of the state and of the founding principles of the United States as described in s. 1003.42(2)(a)-(c).

2. A sense of civic pride and desire to participate regularly with government at the local, state, and federal level.

3. An understanding of the process for effectively advocating before government bodies and officials.

4. An understanding of the civic-minded expectations, developed by the State Board of Education, of an upright and desirable citizenry that recognizes and accepts responsibility for preserving and defending the blessings of liberty inherited from prior generations and secured by the United States Constitution.

(b) Curate oral history resources to be used along with the civic education curriculum which provide portraits in patriotism based on the personal stories of diverse individuals who demonstrate civic-minded qualities, including first-person accounts of victims of other nations' governing philosophies who can compare those philosophies with those of the United States. This paragraph may be cited as the "Portraits in Patriotism Act."

(c) Approve integrated civic education curricula submitted by school districts and charter schools that meet the requirements of this subsection."

#### [Fla. Stat. § 1003.45](#)

*Permitting study of the Bible and religion; permitting brief meditation period*

"(1) The district school board may install in the public schools in the district a secular program of education including, but not limited to, an objective study of the Bible and of religion."

#### [Fla. Stat. § 1003.497](#)

*Service learning*

“(1) The Department of Education shall encourage school districts to initiate, adopt, expand, and institutionalize service-learning programs, activities, and policies in kindergarten through grade 12. Service learning refers to a student-centered, research-based teaching and learning strategy that engages students in meaningful service activities in their schools or communities. Service-learning activities are directly tied to academic curricula, standards, and course, district, or state assessments. Service-learning activities foster academic achievement, character development, civic engagement, and career exploration and enable students to apply curriculum content, skills, and behaviors taught in the classroom.

(2) Upon request of any school district that chooses to implement service-learning programs, activities, or policies, the department shall provide assistance in locating, leveraging, and utilizing available or alternative financial resources that will assist school districts or teachers desiring to receive training and other resources to develop and administer service-learning programs or activities. School districts are encouraged to include kindergarten through grade 12 service-learning programs and activities in proposals they submit to the department under federal entitlement grants and competitive state and federal grants administered through the department.

(3)(a) The department shall develop and adopt elective service-learning courses for inclusion in middle and high school course code directories, which will allow additional opportunities for students to engage in service learning. School districts are encouraged to provide support for the use of service learning at any grade level as an instructional strategy to address appropriate areas of state education standards for student knowledge and performance.

(b) The hours that high school students devote to course-based service-learning activities may be counted toward meeting community service requirements for high school graduation and community service requirements for participation in the Florida Bright Futures Scholarship Program. School districts are encouraged to include service learning as part of any course or activity required for high school graduation and to include and accept service-learning activities and hours in requirements for academic awards, especially those awards that currently include community service as a criterion or selection factor.”

[Fla. Stat. § 1006.31](#)

*Duties of the Department of Education and school district instructional materials reviewer*

“When recommending instructional materials, each reviewer shall:

(a) Include only instructional materials that accurately portray the ethnic, socioeconomic, cultural, religious, physical, and racial diversity of our society, including men and women in professional, career, and executive roles, and the role and contributions of the entrepreneur and labor in the total development of this state and the United States.

(b) Include only materials that accurately portray, whenever appropriate, humankind’s place in ecological systems, including the necessity for the protection of our environment and



conservation of our natural resources and the effects on the human system of the use of tobacco, alcohol, controlled substances, and other dangerous substances.

(c) Include materials that encourage thrift, fire prevention, and humane treatment of people and animals.

(d) Require, when appropriate to the comprehension of students, that materials for social science, history, or civics classes contain the Declaration of Independence and the Constitution of the United States. A reviewer may not recommend any instructional materials that contain any matter reflecting unfairly upon persons because of their race, color, creed, national origin, ancestry, gender, religion, disability, socioeconomic status, or occupation.”

#### Fla. Stat. § 1007.25

4)(a) Beginning with students initially entering a Florida College System institution or state university in the 2018-2019 school year and thereafter, each student must demonstrate competency in civic literacy. Students must have the option to demonstrate competency either through successful completion of a civic literacy course or by achieving a passing score on an assessment. The State Board of Education must adopt in rule and the Board of Governors must adopt in regulation at least one existing assessment that measures competencies consistent with the required course competencies outlined in subparagraph (b)2.

(b) Beginning with students initially entering a Florida College System institution or state university in the 2021-2022 school year and thereafter, each student must demonstrate competency in civic literacy by achieving a passing score on an assessment and by successfully completing a civic literacy course. Credits earned for such courses via articulated acceleration mechanisms in s. 1007.27 will count toward the civic literacy competency requirement. The State Board of Education and the Board of Governors shall adopt by rule and regulation, respectively, approved assessments that address the competencies in subparagraph 2. and courses that meet the requirements in subparagraph 1. The chair of the State Board of Education and the chair of the Board of Governors, or their respective designees, shall jointly appoint a faculty committee to:

1. Develop one or more new courses in civic literacy or revise an existing general education core course in American History or American Government to include, at a minimum, opportunities to engage synchronously in political discussions and civil debates with multiple points of view and to master the ability to synthesize information that informs civic decisionmaking.

2. Establish course competencies and identify outcomes that include, at a minimum, an understanding of the basic principles of American democracy and how they are applied in our republican form of government, an understanding of the United States Constitution, knowledge of the founding documents and how they have shaped the nature and functions of our institutions

of self-governance, and an understanding of landmark Supreme Court cases and their impact on law and society.

## GEORGIA

### [O.C.G.A. § 20-2-142](#)

#### *Prescribed courses*

“(a)(1) All elementary and secondary schools which receive in any manner funds from the state shall provide the following course offerings in the manner and at the grade level prescribed by the State Board of Education :

(A) A course of study in the background, history, and development of the federal and state governments and a study of Georgia county and municipal governments; and

(B) A course of study in the history of the United States and in the history of Georgia and in the essentials of the United States and Georgia Constitutions, including the study of American institutions and ideals which shall include a study of the Pledge of Allegiance to the flag of the United States and the Georgia flag in addition to other institutions and ideals. ...

(2) No student shall be eligible to receive a diploma from a high school unless such student has successfully completed the courses in history and government provided for by this subsection, except as provided in paragraphs (3) and (4) of this subsection. For students moving to Georgia and unable to take the course or courses available to fulfill these requirements in the grade level in which such course or courses are ordinarily offered, the State Board of Education may develop alternative methods, which may include but shall not be limited to an on-line course of study, for such students to learn about and demonstrate an adequate understanding of federal or Georgia history and government.”

### [O.C.G.A. § 20-2-142.1](#)

#### *Coursework in the founding philosophy and principles of the United States of America*

“(a) The General Assembly finds that the survival of the Republic requires that the nation’s children, who are the future guardians of its heritage and participants in its governance, have a clear understanding of the founding philosophy and the founding principles of our government, which are found in the Declaration of Independence, the United States Constitution, the Federalist Papers, and the writings of the founders, and an understanding of the preservation of such founding philosophy, principles, and documents.

(b) This Code section shall be known and may be cited as the “America’s Founding Philosophy and Principles Act.”

(c) Each local board of education may require all students, as a condition of graduation, during their ninth through twelfth grade years to complete and pass a separate semester course covering the following founding philosophy and principles of the United States of America:

(1) America's founding philosophy, to include at least the following:

(A) As articulated in the Declaration of Independence the foundational idea of the Creator-endowed unalienable rights of the people;

(B) The purpose of limited government, which is to protect the unalienable rights of the people and to protect the people from violence and fraud;

(C) The structure of government, separation of powers, and checks and balances; and

(D) The rule of law, with frequent and free elections in a representative government which governs by majority vote within a constitutional framework;

(2) America's founding principles, to include at least the following:

(A) Federalism-government as close to the people as possible, limited federal government, and strong state and local government;

(B) Freedoms of speech, press, religion, and peaceful assembly guaranteed by the Bill of Rights;

(C) Rights to private property and freedom of individual enterprise;

(D) The innocence of any crime until proven guilty, with right of habeas corpus, and no unreasonable searches, seizures, or cruel and unusual punishment;

(E) A virtuous and moral people educated in the philosophy and principles of government for a free people;

(F) The right to a speedy trial by a jury of peers;

(G) The principles of economy in spending, constitutional limitations on government power to tax and spend, and prompt payment of public debt;

(H) Economic system of money with intrinsic value;

(I) Equality before the law and due process of law with grand jury indictment for capital crimes before holding a person to account;

(J) The right of people to keep and bear arms, strong defense capability, supremacy of civil authority over military;

(K) Peace, commerce, and honest friendship with all nations, entangling alliances with none;

(L) All laws concise and understandable by the people and not ex post facto laws;

(M) Eternal vigilance by "We the People"; and

(N) Founding documents including Declaration of Independence, the United States Constitution, and the Federalist Papers; and

(3) Transformational movements in American history, to include at least the following:

(A) The antislavery movement;

(B) The Civil Rights movement;

(C) Women's suffrage;

(D) The contributions of immigrants to American society; and

(E) The history of the Native American population.

(d) The Department of Education and local boards of education, as appropriate, may provide, or cause to be provided, curriculum content which reflects the content standards addressed pursuant to subsection (c) of this Code section and teacher training to ensure that the intent and provisions of this Code section are implemented.

(e) This Code section shall apply beginning in school year 2017-2018.”

#### [O.C.G.A. § 20-2-147](#)

*Instructional activities focusing on veterans and the armed forces; closure of schools for Veterans Day*

“On a school day immediately preceding or as close to the annual observance of Veterans Day as practicable as determined by a school's scheduled curriculum, each elementary and secondary school may provide for instructional activity focusing on the contributions of veterans and the importance of the armed forces of the United States. Beginning in the 2010-2011 school year, public elementary and secondary schools may be closed on Veterans Day as provided in paragraph (1) of subsection (c) of Code Section 20-2-168.”

#### [O.C.G.A. § 20-2-148](#)

*Elective course in History and Literature of the Old and New Testaments; religious neutrality*

“(a) (1) All public schools with grade nine or above may make available to eligible students in grades nine through 12 an elective course:

(A) In the History and Literature of the Old Testament Era;

(B) In the History and Literature of the New Testament Era;

(C) On the Hebrew Scriptures, Old Testament of the Bible;

(D) On the New Testament of the Bible; and

(E) On the Hebrew Scriptures and the New Testament of the Bible.

(2) The purpose of such courses shall be to:

(A) Teach students knowledge of biblical content, characters, poetry, and narratives that are prerequisites to understanding contemporary society and culture, including literature, art, music, mores, oratory, and public policy; and

(B) Familiarize students with, as applicable:

(i) The contents of the Hebrew Scriptures or New Testament;

(ii) The history of the Hebrew Scriptures or New Testament;

(iii) The literary style and structure of the Hebrew Scriptures or New Testament; and

(iv) The influence of the Hebrew Scriptures or New Testament on law, history, government, literature, art, music, customs, morals, values, and culture.

(3) A student shall not be required to use a specific translation as the sole text of the Hebrew Scriptures or New Testament.

(b) (1) The State Board of Education shall adopt content standards for each course, including objectives and reading materials which are prepared in accordance with the requirements of this subsection.

(2) The book or collection of books commonly known as the Old Testament shall be the basic text for the course in the History and Literature of the Old Testament Era, and the book or collection of books commonly known as the New Testament shall be the basic text for the course in the History and Literature of the New Testament Era. In addition, students may be assigned a range of reading materials for the courses, including selections from secular historical and cultural works and selections from other religious and cultural traditions. The content standards for the courses shall familiarize students with the customs and cultures of the times and places referred to in the Old and New Testaments. The content standards for the courses shall familiarize the students with the methods and tools of writing at the times the Old and New Testament books were written, the means by which they were preserved, the languages in which they were written and into which they were translated, and the historical and cultural events which led to the translation of the Old and New Testaments into the English language. The local board of education may recommend which version of the Old or New Testament may be used in the course; provided, however, that the teacher of the course shall not be required to adopt that recommendation but may use the recommended version or another version. No student shall be required to use one version as the sole text of the Old or New Testament. If a student desires to use as the basic text a different version of the Old or New Testament from that chosen by the local board of education or teacher, he or she shall be permitted to do so.

(3) The courses provided for in this Code section shall:

(A) Be taught in an objective and nondevotional manner with no attempt made to indoctrinate students as to either the truth or falsity of the biblical materials or texts from other religious or cultural traditions;

(B) Not include teaching of religious doctrine or sectarian interpretation of the Bible or of texts from other religious or cultural traditions; and

(C) Not disparage or encourage a commitment to a set of religious beliefs.”

#### [O.C.G.A. § 20-2-310](#)

*Student directory information; registering to vote and with selective service; pledge of allegiance*

“(c)(1) Each student in the public schools of this state shall be afforded the opportunity to recite the Pledge of Allegiance to the flag of the United States of America during each school day. It shall be the duty of each local board of education to establish a policy setting the time and manner for recitation of the Pledge of Allegiance. Such policy shall be established in writing and shall be distributed to each teacher within the school.

(2) The State School Superintendent shall prepare for the use of the public schools of this state a program of instruction, subject to the approval of the State Board of Education, in the correct use and display of the flag of the United States of America which shall include, as a minimum, specific instruction regarding respect for such flag and its display and use as provided by federal law and regulation, and under such regulations and instructions as may best meet the varied requirements of the different grades in such schools. However, such instruction shall include, as a minimum, the provisions of 36 U.S.C. Sections 170 through 177.”

#### [O.C.G.A. § 50-3-4.1](#)

*School superintendents and administrative officials authorized to display copies of national motto and American and Georgia flags in certain places; means of acquisition*

“(a) Local school superintendents of the public schools in this state and the appropriate administrative officials of the various institutions and agencies of this state, provided that sufficient funds or the items themselves are available as provided in subsection (b) of this Code section, are authorized to place a durable poster or framed copy representing the following which may be displayed in each public elementary and secondary school library and classroom in this state and in each public building or facility in this state which is maintained or operated by state funds:

(1) Our national motto, “In God We Trust”;

(2) A true and correct representation of the American flag, which shall be centered under the national motto; and

(3) A true and correct representation of the Georgia state flag.”

## **HAWAII**

#### [HRS §302A-321](#)

*Standards-based curriculum*

“(b) School complexes may choose to develop an articulated and aligned K-12 standards-based curriculum in one or more of the following core content areas: ... (4) Social studies.”

**IDAHO**

[Idaho Code § 33-1602](#)

*United States Constitution — National Flag and Colors — National Anthem — “America” — Citizenship — Civics Test*

“33-1602. UNITED STATES CONSTITUTION — NATIONAL FLAG AND COLORS — NATIONAL ANTHEM — “AMERICA” — CITIZENSHIP — CIVICS TEST. (1) Instruction in the Constitution of the United States shall be given in all elementary and secondary schools. The state board of education shall adopt such materials as may be deemed necessary for said purpose and shall also determine the grades in which such instruction shall be given.

(2) Instruction in the proper use, display and history of and respect for the American flag and the national colors shall be given in all elementary and secondary schools. Such instruction shall include the pledge of allegiance to the flag and the words and music of the national anthem and of “America.”

(3) Every school board of trustees shall cause the United States flag to be displayed in every classroom during the school hours of each school day.

(4) Every public school shall offer the pledge of allegiance or the national anthem in grades 1 through 12 at the beginning of each school day.

(5) No pupil shall be compelled, against the pupil’s objections or those of the pupil’s parent or guardian, to recite the pledge of allegiance or to sing the national anthem.

(6) Instruction in citizenship shall be given in all elementary and secondary schools. Citizenship instruction shall include lessons on the role of a citizen in a constitutional republic, how laws are made, how officials are elected, and the importance of voting and of participating in government. Such instruction shall also include the importance of respecting and obeying statutes that are validly and lawfully enacted by the Idaho legislature and the congress of the United States.

(7) Starting with the 2016-2017 school year, all secondary pupils must show they have met the state civics and government standards for such instruction through the successful completion of the civics test, participation in a course in United States government and politics and participation in an associated college credit-bearing examination, or alternate path established by the local school district or charter school that shows the student has met the standards. Assessment of standards shall be included as part of the course at the secondary level. A school

district or public charter school shall document on the pupil's transcript that the pupil has passed the civics test pursuant to this subsection. The school district or governing body of the charter school may determine the method and manner in which to administer the civics test. A pupil may take the civics test, in whole or in part, at any time after enrolling in grade 7 and may repeat the test as often as necessary to pass the test. The applicability of this subsection to a pupil who receives special education services shall be governed by such pupil's individualized education plan. For the purposes of this subsection, "civics test" means the one hundred (100) questions used by officers of the United States citizenship and immigration services as a 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. section 1423. The state board of education may promulgate rules implementing the provisions of this subsection.

(8) Subject to state-appropriated funds, the state department of education shall make available funding for high quality professional development focused on advanced high school civics or government courses, including those with college credit-bearing civics or government examinations. Allowable expenses include summer institutes offered at different sites throughout the state and workshops to help high school teachers prepare students for success in college-level courses."

#### [Idaho Code § 33-1604](#)

##### *Bible Reading in Public Schools*

"33-1604. BIBLE READING IN PUBLIC SCHOOLS. Selections from the Bible, to be chosen from a list prepared from time to time by the state board of education, shall be read daily to each occupied classroom in each school district. Such reading shall be without comment or interpretation. Any question by any pupil shall be referred for answer to the pupil's parent or guardian."

#### **ILLINOIS**

#### [5 ILCS 465](#)

##### *Flag Display Act*

"Sec. 2. The commissioners or trustees of all penal and reformatory, State educational and State charitable institutions of this State shall provide United States national flags of not less than ten by twenty feet in size and cause the same to be unfurled and kept floating above the said penal and reformatory, State educational and State charitable institutions or on a suitable flag pole from eight o'clock a.m. to five o'clock p.m. on each and every legal holiday in the year and on such other days as the commissioners or trustees may determine.



(Source: Laws 1897, p. 229.)

(5 ILCS 465/3) (from Ch. 1, par. 3303)

Sec. 3. The directors or board of education of every school district in the State of Illinois shall cause to be erected and shall keep in repair on all public school houses or within the school grounds surrounding such public school buildings which may be in their respective school districts, a good and sufficient flag-staff or pole, together with all necessary adjustments, and shall provide a United States national flag of not less than four by eight feet in size, which shall be floated from such flag-staff or pole during the school hours of such days as the directors or board of education may determine: Provided, that the flag shall not be hoisted on any court house, State institution or public school building during any day when a violent storm or inclement weather would destroy or materially injure such flag.

(Source: P.A. 81-1509.)

(5 ILCS 465/3a) (from Ch. 1, par. 3304)

Sec. 3a. The directors or board of education of every school district in the State of Illinois shall cause to be displayed in each class room of all public schools during the school hours of each school day the United States national flag of not less than eleven by eighteen inches in size.

(Source: Laws 1939, p. 651.)”

### [105 ILCS 5/27-3](#)

*Patriotism and principles of representative government - Proper use of flag - Method of voting - Pledge of Allegiance*

“American patriotism and the principles of representative government, as enunciated in the American Declaration of Independence, the Constitution of the United States of America and the Constitution of the State of Illinois, and the proper use and display of the American flag, shall be taught in all public schools and other educational institutions supported or maintained in whole or in part by public funds. No student shall receive a certificate of graduation without passing a satisfactory examination upon such subjects, which may be administered remotely.

Instruction shall be given in all such schools and institutions in the method of voting at elections by means of the Australian Ballot system and the method of the counting of votes for candidates.

The Pledge of Allegiance shall be recited each school day by pupils in elementary and secondary educational institutions supported or maintained in whole or in part by public funds.”

### [105 ILCS 5/27-3.5](#)

*Congressional Medal of Honor film*

“Each school district shall require that all students in grade 7 and all high school students enrolled in a course concerning history of the United States or a combination of history of the United States and American government view a Congressional Medal of Honor film made by the Congressional Medal of Honor Foundation. This requirement does not apply if the Congressional Medal of Honor Foundation charges the school district a fee for a film.”

#### [105 ILCS 5/27-3.10](#)

##### *Elementary school civics course of study*

“In addition to the instruction required to be provided under Section 27-3 of this Code, every public elementary school shall include in its 6th, 7th, or 8th grade curriculum, beginning with the 2020-2021 school year, at least one semester of civics education, which shall help young people acquire and learn to use the skills, knowledge, and attitudes that will prepare them to be competent and responsible citizens throughout their lives. Civics education course content shall focus on government institutions, the discussion of current and societal issues, service learning, and simulations of the democratic process. Civics education in 6th, 7th, or 8th grade shall be in accordance with Illinois Learning Standards for social science. Additionally, school districts may consult with civics education stakeholders, deemed appropriate by the State Board of Education, with regard to civics education curriculum for 6th, 7th, or 8th grade. School districts may utilize private funding available for the purposes of offering civics education.”

#### [105 ILCS 5/27-19](#)

##### *Leif Erickson day*

“October 9, if a school day, otherwise the school day nearest such date, is designated as Leif Erikson Day. On such day one-half hour may be devoted in the schools to instruction and appropriate exercises relative to and in commemoration of the life and history of Leif Erickson and the principles and ideals he fostered.”

#### [105 ILCS 5/27-20.1](#)

##### *Illinois Law Week*

“The first full school week in May is designated “Illinois Law Week”. During that week, the public schools may devote appropriate time, instruction, study, and exercises in the procedures of the legislature and the enactment of laws, the courts and the administration of justice, the police and the enforcement of law, citizen responsibilities, and other principles and ideals to promote the importance of government under law in the State.”

### [105 ILCS 5/27-20.3](#)

#### *Holocaust and Genocide Study*

“Every public elementary school and high school shall include in its curriculum a unit of instruction studying the events of the Nazi atrocities of 1933 to 1945. This period in world history is known as the Holocaust, during which 6,000,000 Jews and millions of non-Jews were exterminated. One of the universal lessons of the Holocaust is that national, ethnic, racial, or religious hatred can overtake any nation or society, leading to calamitous consequences. To reinforce that lesson, such curriculum shall include an additional unit of instruction studying other acts of genocide across the globe. This unit shall include, but not be limited to, the Armenian Genocide, the Famine-Genocide in Ukraine, and more recent atrocities in Cambodia, Bosnia, Rwanda, and Sudan. The studying of this material is a reaffirmation of the commitment of free peoples from all nations to never again permit the occurrence of another Holocaust and a recognition that crimes of genocide continue to be perpetrated across the globe as they have been in the past and to deter indifference to crimes against humanity and human suffering wherever they may occur.

The State Superintendent of Education may prepare and make available to all school boards instructional materials which may be used as guidelines for development of a unit of instruction under this Section; provided, however, that each school board shall itself determine the minimum amount of instruction time which shall qualify as a unit of instruction satisfying the requirements of this Section.”

### [105 ILCS 5/27-20.4](#)

#### *Black History study*

“Every public elementary school and high school shall include in its curriculum a unit of instruction studying the events of Black History, including the history of the pre-enslavement of Black people from 3,000 BCE to AD 1619, the African slave trade, slavery in America, the study of the reasons why Black people came to be enslaved, the vestiges of slavery in this country, and the study of the American civil rights renaissance. These events shall include not only the contributions made by individual African-Americans in government and in the arts, humanities and sciences to the economic, cultural and political development of the United States and Africa, but also the socio-economic struggle which African-Americans experienced collectively in striving to achieve fair and equal treatment under the laws of this nation. The studying of this material shall constitute an affirmation by students of their commitment to respect the dignity of all races and peoples and to forever eschew every form of discrimination in their lives and careers.

The State Superintendent of Education may prepare and make available to all school boards instructional materials, including those established by the Amistad Commission, which may be

used as guidelines for development of a unit of instruction under this Section; provided, however, that each school board shall itself determine the minimum amount of instruction time which shall qualify as a unit of instruction satisfying the requirements of this Section.

A school may meet the requirements of this Section through an online program or course.”

#### 105 ILCS 5/27-20.5

##### *Study of the History of Women*

“Every public elementary school and high school shall include in its curriculum a unit of instruction studying the events of the history of women in America. These events shall include not only the contributions made by individual women in government, the arts, sciences, education, and in the economic, cultural, and political development of Illinois and of the United States, but shall also include a study of women’s struggles to gain the right to vote and to be treated equally as they strive to earn and occupy positions of merit in our society.

The State Superintendent of Education may prepare and make available to all school boards instructional materials that may be used as guidelines for development of a unit of instruction under this Section. Each school board shall determine the minimum amount of instructional time that shall qualify as a unit of instruction satisfying the requirements of this Section.”

#### 105 ILCS 5/27-20.6

##### *“Irish Famine” study*

“Every public elementary school and high school may include in its curriculum a unit of instruction studying the causes and effects of mass starvation in mid-19th century Ireland. This period in world history is known as the “Irish Famine”, in which millions of Irish died or emigrated. The study of this material is a reaffirmation of the commitment of free people of all nations to eradicate the causes of famine that exist in the modern world.

The State Superintendent of Education may prepare and make available to all school boards instructional materials that may be used as guidelines for development of a unit of instruction under this Section; provided, however, that each school board shall itself determine the minimum amount of instruction time that shall qualify as a unit of instruction satisfying the requirements of this Section.”

#### 105 ILCS 5/27-20.8

##### *Asian American history study*

(a) Beginning with the 2022-2023 school year, every public elementary school and high school shall include in its curriculum a unit of instruction studying the events of Asian American

history, including the history of Asian Americans in Illinois and the Midwest, as well as the contributions of Asian Americans toward advancing civil rights from the 19th century onward. These events shall include the contributions made by individual Asian Americans in government and the arts, humanities, and sciences, as well as the contributions of Asian American communities to the economic, cultural, social, and political development of the United States. The studying of this material shall constitute an affirmation by students of their commitment to respect the dignity of all races and peoples and to forever eschew every form of discrimination in their lives and careers.

(b) The State Superintendent of Education may prepare and make available to all school boards instructional materials, including those established by the Public Broadcasting Service, that may be used as guidelines for development of a unit of instruction under this Section. However, each school board shall itself determine the minimum amount of instructional time that qualifies as a unit of instruction satisfying the requirements of this Section.

(c) The regional superintendent of schools shall monitor a school district's compliance with this Section's curricular requirements during his or her annual compliance visit.

(d) A school may meet the requirements of this Section through an online program or course.

#### [105 ILCS 5/27-21](#)

##### *History of United States*

“History of United States. History of the United States shall be taught in all public schools and in all other educational institutions in this State supported or maintained, in whole or in part, by public funds. The teaching of history shall have as one of its objectives the imparting to pupils of a comprehensive idea of our democratic form of government and the principles for which our government stands as regards other nations, including the studying of the place of our government in world-wide movements and the leaders thereof, with particular stress upon the basic principles and ideals of our representative form of government. The teaching of history shall include a study of the role and contributions of African Americans and other ethnic groups, including, but not restricted to, Polish, Lithuanian, German, Hungarian, Irish, Bohemian, Russian, Albanian, Italian, Czech, Slovak, French, Scots, Hispanics, Asian Americans, etc., in the history of this country and this State. To reinforce the study of the role and contributions of Hispanics, such curriculum shall include the study of the events related to the forceful removal and illegal deportation of Mexican-American U.S. citizens during the Great Depression. In public schools only, the teaching of history shall include a study of the roles and contributions of lesbian, gay, bisexual, and transgender people in the history of this country and this State. The teaching of history also shall include a study of the role of labor unions and their interaction with government in achieving the goals of a mixed free enterprise system. Beginning with the 2020-2021 school year, the teaching of history must also include instruction on the history of Illinois. No pupils shall be graduated from the eighth grade of any public school unless he or she has

received such instruction in the history of the United States and gives evidence of having a comprehensive knowledge thereof, which may be administered remotely.”

### [105 ILCS 5/27-22](#)

#### *Required high school courses*

“(5) Two years of social studies, of which at least one year must be history of the United States or a combination of history of the United States and American government and, beginning with pupils entering the 9th grade in the 2016-2017 school year and each school year thereafter, at least one semester must be civics, which shall help young people acquire and learn to use the skills, knowledge, and attitudes that will prepare them to be competent and responsible citizens throughout their lives. Civics course content shall focus on government institutions, the discussion of current and controversial issues, service learning, and simulations of the democratic process. School districts may utilize private funding available for the purposes of offering civics education.”

### [105 ILCS 5/27-22.3](#)

#### *Volunteer service credit program*

“(a) A school district may establish a volunteer service credit program that enables secondary school students to earn credit towards graduation through performance of community service. This community service may include participation in the organization of a high school or community blood drive or other blood donor recruitment campaign. Any program so established shall begin with students entering grade 9 in the 1993-1994 school year or later. The amount of credit given for program participation shall not exceed that given for completion of one semester of language arts, math, science or social studies.

(b) Any community service performed as part of a course for which credit is given towards graduation shall not qualify under a volunteer service credit program. Any service for which a student is paid shall not qualify under a volunteer service credit program. Any community work assigned as a disciplinary measure shall not qualify under a volunteer service credit program.

(c) School districts that establish volunteer service credit programs shall establish any necessary rules, regulations and procedures.”

### [105 ILCS 5/27-23.8](#)

#### *Disability history and awareness*

“(a) A school district shall provide instruction on disability history, people with disabilities, and the disability rights movement. Instruction may be included in those courses that the school

district chooses. This instruction must be founded on the principle that all students, including students with disabilities, have the right to exercise self-determination. When possible, individuals with disabilities should be incorporated into the development and delivery of this instruction. This instruction may be supplemented by knowledgeable guest speakers from the disability community. A school board may collaborate with community-based organizations, such as centers for independent living, parent training and information centers, and other consumer-driven groups, and disability membership organizations in creating this instruction.

(b) The State Board of Education may prepare and make available to all school boards resource materials that may be used as guidelines for the development of instruction for disability history and awareness under this Section.

(c) Each school board shall determine the minimum amount of instructional time required under this Section.

(d) The regional superintendent of schools shall monitor a school district's compliance with this Section's curricular requirement during his or her annual compliance visit."

## **INDIANA**

### [IC 20-19-2-14.7](#)

*[Civics education standards]*

"(a) Not later than July 1, 2022, the state board shall, in coordination with the department, establish standards for civics education.

(b) The standards established under subsection (a) and in effect on July 2, 2022, may only be changed by the express authorization of the general assembly."

### [IC 20-19-10](#)

*Indiana Civic Education Commission*

"Sec. 1. As used in this chapter, "commission" refers to the Indiana civic education commission established by section 2 of this chapter.

Sec. 2. The Indiana civic education commission is established.

Sec. 3. The commission consists of the following fifteen (15) members:

- (1) The lieutenant governor or the lieutenant governor's designee.
- (2) The chief justice of Indiana or the chief justice's designee.

(3) The secretary of state or the secretary of state's designee. (4) The secretary of education or the secretary's designee. (5) One (1) legislative member appointed by the speaker of the house of representatives.

(6) One (1) legislative member appointed by the minority leader of the house of representatives.

(7) One (1) legislative member appointed by the president pro tempore of the senate.

(8) One (1) legislative member appointed by the minority leader of the senate.

(9) The following members appointed by the governor:

(A) One (1) member representing the Indiana Bar Foundation.

(B) One (1) member representing a nonprofit organization that has expertise working with urban youth.

(C) One (1) member who is a superintendent of a school corporation.

(D) Two (2) members who:

(i) are teachers; and

(ii) hold a teaching license in social studies, history, or government.

(E) Two (2) members representing teacher preparation programs.

Sec. 4. (a) The lieutenant governor or the lieutenant governor's designee shall serve as the chairperson of the commission.

(b) The commission shall meet at the call of the chairperson. Sec. 5. (a) Eight (8) members of the commission constitute a quorum.

(b) The affirmative vote of at least a majority of the members of the commission is necessary for the commission to take official action other than to meet and take testimony.

Sec. 6. (a) A member of the commission appointed under section 3(5) through 3(9) of this chapter may be removed from the commission by the member's appointing authority for just cause.

(b) Vacancies in the appointments to the commission shall be filled by the appointing authority. A member appointed under this subsection serves for the remainder of the unexpired term.

Sec. 7. (a) Each member of the commission who is not a state employee is entitled to the minimum salary per diem provided by IC 4-10-11-2.1(b). The member is also entitled to reimbursement for traveling expenses as provided under IC 4-13-1-4 and other expenses actually incurred in connection with the member's duties



as provided in the state policies and procedures established by the Indiana department of administration and approved by the budget agency.

(b) Each member of the commission who is a state employee is entitled to reimbursement for traveling expenses as provided under IC 4-13-1-4 and other expenses actually incurred in connection with the member's duties as provided in the state policies and procedures established by the Indiana department of administration and approved by the budget agency.

(c) Each member of the commission who is a member of the general assembly is entitled to receive the same per diem, mileage, and travel allowances paid to members of the general assembly serving on interim study committees created by the legislative council.

Sec. 8. The commission shall do the following:

(1) Discuss and review the most up to date information regarding best practices, pedagogy, and policy for civics education.

(2) Make recommendations and provide guidance for statewide implementation of the recommendations established by the 2020 Indiana civic education task force and any other recommendations established by the commission.

(3) Make, as applicable, recommendations to the general assembly, the state board, and the department regarding civics education.

Sec. 9. The department shall staff the commission.”

### [IC 20-30-3-3](#)

#### *National anthem*

“The state board shall:

(1) require the singing of the entire national anthem, “The Star Spangled Banner”, in each school on all patriotic occasions; and

(2) arrange to supply the words and music in sufficient quantity for these purposes.”

### [IC 20-30-3-4](#)

#### *United States flag*

“(a) Each governing body shall procure a United States flag that is four (4) feet by six (6) feet for each school under the governing body’s supervision.

(b) If weather conditions permit, each governing body shall require that the United States flag be displayed on every school under the governing body’s control on every day the school is in session. If the flag is not displayed outdoors for any reason, the flag must be displayed in the

principal room or assembly hall. Each governing body shall establish rules and regulations for the proper care, custody, and display of the flag.

(c) A person who violates subsection (b) commits a Class C infraction.”

#### IC 20-30-3-5

##### *National motto*

“(a) Subject to subsection (b), each school corporation and charter school may place a durable poster or framed picture representing:

(1) the national motto of the United States, “In God We Trust”; and

(2) an accurate representation of the:

(A) United States flag; and

(B) Indiana state flag;

which may be positioned under the national motto described in subdivision (1);

in each school library and classroom within the school corporation or charter school.

(b) The durable poster or framed picture described in subsection (a) may be at least eleven (11) inches in height by seventeen (17) inches in width. The dimensions of the national motto described in subsection (a)(1) may be at least four (4) inches in height by fifteen (15) inches in width and include print large enough to fill the dimensions established by this subdivision.

(c) If a school corporation or charter school places a poster or framed picture under subsection (a), the representation of the United States flag and the Indiana state flag as described in subsection (a)(2) must comply with any applicable federal or state laws concerning the design, dimensions, or presentation of the respective flags.”

#### IC 20-30-4-1.5

##### *Grade 6 initial graduation plan*

“(a) In grade 6, a student and the student’s parent shall develop an initial graduation plan. The plan must include the following:

(1) A statement of intent to graduate from high school.

(2) An acknowledgment of the importance of:

(A) good citizenship;

(B) school attendance; and

(C) diligent study habits.

(b) The plan must become part of the student's permanent school record.”

#### [IC 20-30-5-0.5](#)

##### *Display of United States flag; Pledge of Allegiance*

“(a) The United States flag shall be displayed in each classroom of every school in a school corporation.

(b) The governing body of each school corporation shall provide a daily opportunity for students of the school corporation to voluntarily recite the Pledge of Allegiance in each classroom or on school grounds. A student is exempt from participation in the Pledge of Allegiance and may not be required to participate in the Pledge of Allegiance if:

- (1) the student chooses to not participate; or
- (2) the student's parent chooses to have the student not participate.”

#### [IC 20-30-5-1](#)

##### *Constitutions*

“(a) In each of grades 6 through 12, every public and nonpublic school shall provide instruction on the constitutions of:

- (1) Indiana; and
- (2) the United States.

(b) In public elementary schools, instruction on the constitutions shall be included as a part of American history. In public high schools, instruction on the constitutions shall be included as a part of civics or another course, as the state board may require by rules. Failure of any public school teacher or principal to comply with this requirement constitutes misconduct in office under IC 20-28-5-7.

(c) Each nonpublic elementary school and high school shall provide instruction under this section as required by the state board.”

#### [IC 20-30-5-2](#)

##### *Constitutions; interdisciplinary course*

“(a) Each public and nonpublic high school shall provide a required course that is:

- (1) not less than one (1) year of school work; and
- (2) in the:

- (A) historical;
- (B) political;
- (C) civic;
- (D) sociological;
- (E) economical; and
- (F) philosophical;

aspects of the constitutions of Indiana and the United States.

(b) The state board shall:

- (1) prescribe the course described in this section and the course's appropriate outlines; and
- (2) adopt the necessary curricular materials for uniform instruction.

(c) Except as provided in IC 20-32-4-13, a high school student may not receive an Indiana diploma unless the student has successfully completed the interdisciplinary course described in this section.”

### [IC 20-30-5-3](#)

*Protected writings, documents, and records of American history or heritage*

“(a) This section applies to the following writings, documents, and records:

- (1) The Constitution of the United States.
- (2) The national motto.
- (3) The national anthem.
- (4) The Pledge of Allegiance.
- (5) The Constitution of the State of Indiana.
- (6) The Declaration of Independence.
- (7) The Mayflower Compact.
- (8) The Federalist Papers.
- (9) “Common Sense” by Thomas Paine.
- (10) The writings, speeches, documents, and proclamations of the founding fathers and presidents of the United States.
- (11) United States Supreme Court decisions.
- (12) Executive orders of the presidents of the United States.

(13) Frederick Douglas' Speech at Rochester, New York, on July 5, 1852, entitled "What to a Slave is the Fourth of July?"

(14) Appeal by David Walker.

(15) Chief Seattle's letter to the United States government in 1852 in response to the United States government's inquiry regarding the purchase of tribal lands.

(b) A school corporation may allow a principal or teacher in the school corporation to read or post in a school building or classroom or at a school event any excerpt or part of a writing, document, or record listed in subsection (a).

(c) A school corporation may not permit the content based censorship of American history or heritage based on religious references in a writing, document, or record listed in subsection (a).

(d) A library, a media center, or an equivalent facility that a school corporation maintains for student use must contain in the facility's permanent collection at least one (1) copy of each writing or document listed in subsection (a)(1) through (a)(9).

(e) A school corporation:

(1) shall allow a student to include a reference to a writing, document, or record listed in subsection (a) in a report or other work product; and

(2) may not punish the student in any way, including a reduction in grade, for using the reference."

#### [IC 20-30-5-4](#)

##### *System of government; American history*

"(a) Each public school and nonpublic school shall provide within the two (2) weeks preceding a general election for all students in grades 6 through 12 five (5) full recitation periods of class discussion concerning:

(1) the system of government in Indiana and in the United States;

(2) methods of voting;

(3) party structures;

(4) election laws; and

(5) the responsibilities of citizen participation in government and in elections.

(b) Except as provided in IC 20-32-4-13, a student may not receive an Indiana diploma unless the student has completed a two (2) semester course in American history.

(c) If a public school superintendent violates this section, the state superintendent shall receive and record reports of the violations. The general assembly may examine these reports."

### IC 20-30-5-5

#### *Morals instruction*

“(a) Each public school teacher and nonpublic school teacher who is employed to instruct in the regular courses of grades 1 through 12 shall present the teacher’s instruction with special emphasis on:

- (1) honesty;
- (2) morality;
- (3) courtesy;
- (4) obedience to law;
- (5) respect for the national flag and the Constitution of the State of Indiana and the Constitution of the United States;
- (6) respect for parents and the home;
- (7) the dignity and necessity of honest labor; and
- (8) other lessons of a steadying influence that tend to promote and develop an upright and desirable citizenry.

(b) The state superintendent shall prepare outlines or materials for the instruction described in subsection (a) and incorporate the instruction in the regular courses of grades 1 through 12.”

### IC 20-30-5-6

#### *Good citizenship instruction*

“(a) This section applies only to public schools.

(b) As used in this section, “good citizenship instruction” means integrating instruction into the current curriculum that stresses the nature and importance of the following:

- (1) Being honest and truthful.
- (2) Respecting authority.
- (3) Respecting the property of others.
- (4) Always doing the student’s personal best.
- (5) Not stealing.
- (6) Possessing the skills (including methods of conflict resolution) necessary to live peaceably in society and not resorting to violence to settle disputes.

- (7) Taking personal responsibility for obligations to family and community.
- (8) Taking personal responsibility for earning a livelihood.
- (9) Treating others the way the student would want to be treated.
- (10) Respecting the national flag, the Constitution of the United States, and the Constitution of the State of Indiana.
- (11) Respecting the student's parents and home.
- (12) Respecting the student's self.
- (13) Respecting the rights of others to have their own views and religious beliefs.

(c) The department shall:

- (1) identify; and
- (2) make available;

models of conflict resolution instruction to school corporations. The instruction may consist of a teacher education program that applies the techniques to the students in the classroom to assist school corporations in complying with this section.”

#### [IC 20-30-5-7](#)

*Curriculum; ethnic and racial groups course; naturalization examination report; posting pass rate*

“(a) Each school corporation shall include in the school corporation's curriculum the following studies: ...

(3) Social studies and citizenship, including the:

- (A) constitutions;
- (B) governmental systems; and
- (C) histories;

of Indiana and the United States, including an enhanced study of the Holocaust in each high school United States history course. As part of the United States government credit awarded for the general, Core 40, Core 40 with academic honors, and Core 40 with technical honors designation, each high school shall administer the naturalization examination provided by the United States Citizenship and Immigration Services. ...

(b) Each:

- (1) school corporation;
- (2) charter school; and

(3) state accredited nonpublic school;

shall offer the study of ethnic and racial groups as a one (1) semester elective course in its high school curriculum at least once every school year. ...

(d) Not later than November 1, 2022, and not later than November 1 each year thereafter, the department shall report to the general assembly in an electronic format under IC 5-14-6 the following:

(1) The number of students who took the naturalization examination described in subsection (a)(3).

(2) The number of students who passed the naturalization examination described in subsection (a)(3) by a score of not less than sixty percent (60%) on their first attempt.

(3) The pass rate of the naturalization examination regarding the students who passed as described in subdivision (2).

(e) Not more than thirty (30) days after the department reports to the general assembly the information under subsection (d), the department shall post the pass rate under subsection (d)(3) on the department's Internet web site."

### [IC 20-30-5-7.3](#)

*[Civics education course]*

"Beginning with students entering grade 6 in the 2023-2024 school year, each school corporation, charter school, and state accredited nonpublic school shall require each student of the school corporation, charter school, or state accredited nonpublic school to successfully complete in grade 6, 7, or 8 one (1) semester of a civics education course."

### [IC 20-30-5-22](#)

*Elective course on Indiana studies*

"(a) Each:

(1) school corporation;

(2) charter school; and

(3) state accredited nonpublic school;

shall offer Indiana studies as a one (1) semester elective course in its high school curriculum at least once every school year.



(b) The course described in subsection (a) may be offered by the school corporation, charter school, or state accredited nonpublic school through a course access program administered by the department.”

## IOWA

### [Iowa Code § 256.7](#)

#### *Duties of state board*

“[T]he state board shall ...

26. a. Adopt rules that establish a core curriculum and high school graduation requirements for all students in school districts and accredited nonpublic schools that include at a minimum satisfactory completion of four years of English and language arts, three years of mathematics, three years of science, and three years of social studies. ...

(3) The rules establishing a core curriculum shall address the core content standards in subsection 28 and the skills and knowledge students need to be successful in the twenty-first century. The core curriculum shall include social studies and twenty-first century learning skills which include but are not limited to civic literacy, health literacy, technology literacy, financial literacy, family life and consumer sciences, and employability skills; and shall address the curricular needs of students in kindergarten through grade twelve in those areas. The state board shall further define the twenty-first century learning skills components by rule.”

### [Iowa Code § 256.11](#)

#### *Educational standards*

“The rules of the state board shall require that a multicultural, gender-fair approach is used by schools and school districts. The educational program shall be taught from a multicultural, gender-fair approach. Global perspectives shall be incorporated into all levels of the educational program. ...

3. The following areas shall be taught in grades one through six: English-language arts, social studies, mathematics, science, health, age-appropriate and research-based human growth and development, physical education, traffic safety, music, and visual art. ...

4. The following shall be taught in grades seven and eight: English-language arts; social studies; mathematics; science; health; age-appropriate and research-based human growth and development; career exploration and development; physical education; music; and visual art. ...

5. In grades nine through twelve, a unit of credit consists of a course or equivalent related components or partial units taught throughout the academic year. The minimum program to be offered and taught for grades nine through twelve is: ...

b. Five units of the social studies including instruction in voting statutes and procedures, voter registration requirements, the use of paper ballots and voting systems in the election process, and the method of acquiring and casting an absentee ballot. All students shall complete a minimum of one-half unit of United States government and one unit of United States history. The one-half unit of United States government shall include the voting procedure as described in this lettered paragraph and section 280.9A. The government instruction shall also include a study of the Constitution of the United States and the Bill of Rights contained in the Constitution and an assessment of a student's knowledge of the Constitution and the Bill of Rights.”

#### [Iowa Code § 256.37](#)

##### *School restructuring and effectiveness — policy — findings*

“3. Students graduating from Iowa’s education system must demonstrate competency in challenging subject matter, and must have learned to use their minds well, so they may be prepared for responsible citizenship, further learning, and productive employment in a global economy. ...

5. Every adult Iowan must be literate and possess the knowledge and skills necessary to compete in a global economy and exercise the rights and responsibilities of citizenship.”

#### [Iowa Code § 280.5](#)

##### *Display of United States flag and Iowa state flag*

“The board of directors of each public school district and the authorities in charge of each nonpublic school shall provide and maintain a suitable flagstaff on each school site under its control, and the United States flag and the Iowa state flag shall be raised on all school days when weather conditions are suitable.”

#### [Iowa Code § 280.9A](#)

##### *History and government required — voter registration*

“1. The board of directors of each local public school district and the authorities in charge of each nonpublic school shall require that all students in grades nine through twelve complete, as a

condition of graduation, instruction in American history and the governments of Iowa and the United States, including instruction in voting statutes and procedures, voter registration requirements, the use of paper ballots and voting systems in the election process, and the method of acquiring and casting an absentee ballot.

2. The county auditor, upon request and at a site chosen by the county auditor, shall make available to schools within the county voting equipment or sample ballots that are generally used within the county, at times when this equipment or sample ballots are not in use for their recognized purpose.

3. At least twice during each school year, the board of directors of each local public school district operating a high school and the authorities in charge of each accredited nonpublic school operating a high school shall offer the opportunity to register to vote to each student who is at least seventeen years of age, as required by section 48A.23.”

## **KANSAS**

### [K.S.A. 72-3214](#)

#### *Required subjects in elementary schools*

“Every accredited elementary school shall teach reading, writing, arithmetic, geography, spelling, English grammar and composition, history of the United States and of the state of Kansas, civil government and the duties of citizenship, health and hygiene, together with such other subjects as the state board may determine. The state board shall be responsible for the selection of subject matter within the several fields of instruction and for its organization into courses of study and instruction for the guidance of teachers, principals and superintendents.”

### [K.S.A. 72-3217](#)

#### *Required courses of instruction; graduation requirements*

“All accredited schools, public, private or parochial, shall provide and give a complete course of instruction to all pupils, in civil government, and United States history, and in patriotism and the duties of a citizen, suitable to the elementary grades; in addition thereto, all accredited high schools, public, private or parochial, shall give a course of instruction concerning the government and institutions of the United States, and particularly of the constitution of the United States; and no student who has not taken and satisfactorily passed such course shall be certified as having completed the course requirements necessary for graduation from high school.”

[K.S.A. 72-3218](#)

*Accredited schools; mandatory subjects and areas of instruction; legislative goal of providing certain educational capacities*

“(c) Subjects and areas of instruction shall be designed by the state board of education to achieve the goal established by the legislature of providing each and every child with at least the following capacities:

- (1) Sufficient oral and written communication skills to enable students to function in a complex and rapidly changing civilization;
- (2) sufficient knowledge of economic, social, and political systems to enable the student to make informed choices;
- (3) sufficient understanding of governmental processes to enable the student to understand the issues that affect his or her community, state, and nation;
- (4) sufficient self-knowledge and knowledge of his or her mental and physical wellness;
- (5) sufficient grounding in the arts to enable each student to appreciate his or her cultural and historical heritage;
- (6) sufficient training or preparation for advanced training in either academic or vocational fields so as to enable each child to choose and pursue life work intelligently; and
- (7) sufficient levels of academic or vocational skills to enable public school students to compete favorably with their counterparts in surrounding states, in academics or in the job market.”

[K.S.A. 72-3231](#)

*Character development programs*

“(a) Upon request of a school district, the state board shall assist in the development of a grade appropriate curriculum for character development programs which may be offered to students in the school district. Nothing in this subsection shall be construed as requiring the state board to develop a new curriculum or a new character development program.

(b) As used in this section:

- (1) “Character development program” means a program which is secular in nature and which stresses character qualities.
- (2) “Character qualities” means positive character qualities which include, but is not limited to, honesty, responsibility, attentiveness, patience, kindness, respect, self-control, tolerance, cooperation, initiative, patriotism and citizenship.
- (3) “State board” means the state board of education.”

[K.S.A. 72-3232](#)

*Community service programs; duties of state board*

“(a) The state board of education shall provide for a community service program to be offered to all accredited high schools in this state.

(b) As used in this section, the term “community service” means a service performed by a high school student, without monetary compensation or remuneration, for the purpose of benefiting the student’s community. The service performed may include, but not by way of limitation, mentoring or tutoring elementary school pupils, assisting in a nursing home or adult care center, providing lawn care or performing other tasks for senior citizens or disabled persons, assisting in a homeless shelter or a soup kitchen, organizing or assisting in fund raisers for disaster victims and other needy persons, assisting community-based nonprofit agencies that provide programs and services for low-income people, the disabled and the elderly, assisting fraternal organizations in charitable activities.”

[K.S.A. 72-3233](#)

*Celebrate freedom week*

“(a) In order to educate students about the sacrifices made for freedom in the founding of this country and the values on which this country was founded, the week of September containing the 17th day of such month in each year thereafter is hereby designated as “celebrate freedom week” in each public school offering any of the grades kindergarten through eight.

(b) The state board of education, in cooperation with such other state agencies or private entities who voluntarily participate, shall promote “celebrate freedom week” through a coordinated program.

(c) For purposes of this section, Sunday is deemed to be the first day of the week.”

[K.S.A. 72-3234](#)

*Same; state board of education; rules and regulations*

“On or before December 31, 2013, the state board of education shall adopt rules and regulations requiring appropriate instruction be provided as part of the curriculum for grades kindergarten through eight on history and government concerning the original intent, meaning and importance of the declaration of independence and the United States constitution, including the bill of rights of the United States constitution, in their historical contexts. The religious references in the writings of the founding fathers shall not be censored when presented as part of such instruction. Such rules and regulations shall provide that the study of the declaration of independence include the study of the relationship of the ideas expressed in that document to subsequent American history, including the relationship of such ideas to the rich diversity of our people as a nation of

immigrants, the American revolution, the formulation of the United States constitution and the abolitionist movement, which led to the emancipation proclamation and the women's suffrage movement. Such instruction shall be taught during "celebrate freedom week," established under K.S.A.72-3233, and amendments thereto, or during such other full school week as determined by the board of education of the school district."

#### [K.S.A. 72-3235](#)

##### *Kansas history and government, required course; duties of state board*

"(a) The state board of education shall provide for a course of instruction in Kansas history and government, which shall be required for all students graduating from an accredited high school in this state."

#### [K.S.A. 72-3237](#)

##### *Disability history and awareness; objectives, guidelines and goals*

"(a) The state board of education shall designate a period of time each school year as a time for disability history and awareness.

(b) The state board of education shall develop objectives and guidelines for disability history and awareness, for all grade levels, within the existing curriculum for history, social studies or other appropriate subject-matter curriculum. The components of disability history and awareness may include, but not be limited to, the events and time lines relating to the development and evolution of services provided to individuals with disabilities and information relating to the contributions of specific individuals with disabilities, including the contributions of acknowledged national leaders.

(c) The goals of disability history and awareness instruction include:

- (1) Encouraging the better treatment of individuals with disabilities, especially for school-age children.
- (2) Increasing attention to the prevention of bullying or harassment of students with disabilities.
- (3) Encouraging the development of self-esteem in individuals with disabilities.
- (4) Encouraging individuals with disabilities to obtain a postsecondary education which will empower such individuals to enter the workforce and contribute to their communities.
- (5) Reaffirming the local, state and federal commitment to providing an equal opportunity for, and the full inclusion in society of, all individuals with disabilities.

(d) Each school district shall include disability history and awareness within the district's curriculum as deemed appropriate by the district."

[K.S.A. 72-9928](#)

*Patriotic exercises; flag etiquette; observation of holidays*

“(a) The state board of education shall prepare for the use of the public schools a program providing for patriotic exercises the board deems to be expedient, under such instructions as may best meet the varied requirements of the different grades in such schools. The program of patriotic observation of every school district shall include:

(1) A daily recitation of the pledge of allegiance to the flag of the United States of America;

(2) instructions relating to flag etiquette, use and display; and

(3) provisions relating to the observance in public schools of Lincoln’s birthday, Washington’s birthday, Memorial day, and Flag day and such other legal holidays designated by law.

(b) The state board of education shall adopt any rules and regulations necessary to implement the provisions of subsection (a).”

**KENTUCKY**

[KRS § 158.005](#)

*Definition of “character education.”*

“As used in KRS Chapters 156 and 158, unless the context requires otherwise, “character education” means instructional strategies and curricula that:

(1) Instill and promote core values and qualities of good character in students including altruism, citizenship, courtesy, honesty, human worth, justice, knowledge, respect, responsibility, and self-discipline;

(2) Reflect the values of parents, teachers, and local communities; and

(3) Improve the ability of students to make moral and ethical decisions in their lives.”

[KRS § 158.075](#)

*Veterans Day observance in public schools*

“All public schools shall observe Veterans Day under this section.

(1) On Veterans Day, or one (1) of the five (5) school days preceding Veterans Day, one (1) class or instructional period shall be devoted to the observance of Veterans Day.

(2) Students shall assemble in one (1) or more groups, as decided by the school principal, to attend the Veterans Day program.

(3) The program shall be approved by the principal and, at a minimum, shall consist of a teacher and a veteran speaking on the meaning of Veterans Day.

(4) To develop a Veterans Day program, Kentucky public schools are encouraged to seek advice from the Kentucky Department of Veterans' Affairs and veterans' service organizations, including but not limited to the American Legion and the Veterans of Foreign Wars."

#### [KRS § 158.141](#)

##### *Passing grade on civics test required for high school graduation*

"(1) Beginning on July 1, 2018, to graduate from a Kentucky public high school with a regular diploma, a student shall pass a civics test composed of one hundred (100) questions drawn from those that are set forth within the civics test administered by the United States Citizenship and Immigration Services to persons seeking to become naturalized citizens.

(2) A local board of education shall prepare or approve a test composed of the questions described in subsection (1) of this section and shall disseminate the test to all public high schools of the district. The test shall be administered by the public high schools in each district.

(3) A public high school shall provide each student with the opportunity to take the test as many times as necessary for the student to pass the test. A student shall not receive a regular high school diploma until the student passes the test.

(4) A student passes the test if at least sixty percent (60%) of the questions are answered correctly.

(5) A student who has passed a similar test within the previous five (5) years shall not be required to take the test under this section

(6) Provisions of this section shall be subject to the requirements and accommodations of a student's individualized education program as defined in KRS 158.281 or a Section 504 Plan as defined in KRS 156.027."

#### [KRS § 158.170](#)

##### *Bible to be read*

"The teacher in charge shall read or cause to be read a portion of the Bible daily in every classroom or session room of the common schools of the state in the presence of the pupils therein assembled, but no child shall be required to read the Bible against the wish of his parents or guardian."



[KRS § 158.175](#)

*Recitation of Lord's prayer and pledge of allegiance -- Instruction in proper respect for and display of the flag -- Observation of moment of silence or reflection*

“(1) As a continuation of the policy of teaching our country's history and as an affirmation of the freedom of religion in this country, the board of education of a local school district may authorize the recitation of the traditional Lord's prayer and the pledge of allegiance to the flag in public elementary schools. Pupil participation in the recitation of the prayer and pledge of allegiance shall be voluntary. Pupils shall be reminded that this Lord's prayer is the prayer our pilgrim fathers recited when they came to this country in their search for freedom. Pupils shall be informed that these exercises are not meant to influence an individual's personal religious beliefs in any manner. The exercises shall be conducted so that pupils shall learn of our great freedoms, including the freedom of religion symbolized by the recitation of the Lord's prayer.

(2) The board of education of each school district shall establish a policy and develop procedures whereby the pupils in each elementary and secondary school may participate in the pledge of allegiance to the flag of the United States at the commencement of each school day.

(3) The Kentucky Board of Education shall develop a program of instruction relating to the flag of the United States of America, including instruction in etiquette, the correct use and display of the flag, and other patriotic exercises as may be related. This program of instruction shall be provided to each public school for use in its course of instruction. The program of instruction, at a minimum, shall include the provisions of 4 U.S.C. secs. 1 to 3 and 4 U.S.C. secs. 5 to 9.

(4) The board of education of each local school district may purchase or otherwise acquire and provide for display in each classroom copies of the Declaration of Independence, the Gettysburg Address, and other documents the local board deems significant to the history of Kentucky and the United States.

(5) At the commencement of the first class of each day in all public schools, the teacher in charge of the room may announce that a moment of silence or reflection not to exceed one (1) minute in duration shall be observed.”

[KRS § 158.178](#)

*Ten Commandments to be displayed*

“(1) It shall be the duty of the Superintendent of Public Instruction, provided sufficient funds are available as provided in subsection (3) of this section, to ensure that a durable, permanent copy of the Ten Commandments shall be displayed on a wall in each public elementary and secondary school classroom in the Commonwealth. The copy shall be sixteen (16) inches wide by twenty (20) inches high.

(2) In small print below the last commandment shall appear a notation concerning the purpose of the display, as follows: “The secular application of the Ten Commandments is clearly seen in its adoption as the fundamental legal code of Western Civilization and the Common Law of the United States.”

(3) The copies required by this section shall be purchased with funds made available through voluntary contributions made to the State Treasurer for the purposes of this section.”

#### [KRS § 158.188](#)

*Teaching activities permitted in the secular study of religion with the use of the Bible or other scripture*

“A teacher in a public school shall be permitted to:

(1) Teach about religion with the use of the Bible or other scripture, but without providing religious instruction, for the secular study of:

(a) The history of religion;

(b) Comparative religions;

(c) The Bible as literature;

(d) The role of religion in the history of the United States and other countries; and

(e) Religious influences on art, music, literature, and social studies; and

(2) Teach about religious holidays, including religious aspects, and celebrate the secular aspects of holidays”

#### [KRS § 158.194](#)

*Bill of Rights to be displayed*

“Each public elementary and secondary school classroom in the Commonwealth of Kentucky shall prominently display a copy of the Bill of Rights, embodying the individual liberties safeguarded by the Constitution of the United States.”

#### [KRS § 158.195](#)

*Display of national motto in public elementary and secondary schools -- Reading and posting in public schools of texts and documents on American history and heritage*

“(1) (a) Beginning in the 2019-2020 school year, local boards shall require each public elementary and secondary school to display the national motto of the United States, “In God We Trust,” in a prominent location in the school.

(b) The display required in paragraph (a) of this subsection may take the form of but is not limited to a mounted plaque or student artwork.

(c) For purposes of this section, “prominent location” means a school entryway, cafeteria, or common area where students are likely to see the national motto.

(2) Local boards may allow any teacher or administrator in a public school district of the Commonwealth to read or post in a public school building, classroom, or event any excerpts or portions of: the national motto; the national anthem; the pledge of allegiance; the preamble to the Kentucky Constitution; the Declaration of Independence; the Mayflower Compact; the writings, speeches, documents, and proclamations of the founding fathers and presidents of the United States; United States Supreme Court decisions; and acts of the United States Congress including the published text of the Congressional Record. There shall be no content-based censorship of American history or heritage in the Commonwealth based on religious references in these writings, documents, and records.”

#### [KRS § 158.197](#)

*Elective course on religious scripture -- Purpose -- Restrictions -- School council or governing body authorized to display historic religious and nonreligious artifacts, monuments, symbols, and texts in conjunction with course of study*

“(1) A school-based decision making council under administrative regulations of the Kentucky Board of Education may offer students in grade nine (9) or above:

(a) An elective social studies course on the Hebrew Scriptures, Old Testament of the Bible;

(b) An elective social studies course on the New Testament of the Bible; or

(c) An elective social studies course on the Hebrew Scriptures and the New Testament of the Bible.

(2) The purpose of a course under this section is to:

(a) Teach students knowledge of biblical content, characters, poetry, and narratives that are prerequisites to understanding contemporary society and culture, including literature, art, music, mores, oratory, and public policy; and

(b) Familiarize students with, as applicable:

1. The contents of the Hebrew Scriptures or New Testament;

2. The history of the Hebrew Scriptures or New Testament;

3. The literary style and structure of the Hebrew Scriptures or New Testament; and

4. The influence of the Hebrew Scriptures or New Testament on law, history, government, literature, art, music, customs, morals, values, and culture.

(3) A student shall not be required to use a specific translation as the sole text of the Hebrew Scriptures or New Testament and may use as the basic textbook a different translation of the Hebrew Scriptures or New Testament from that chosen by the school council.

(4) A course offered under this section shall follow applicable law and all federal and state guidelines in maintaining religious neutrality and accommodating the diverse religious views, traditions, and perspectives of students in the school. A course under this section shall not endorse, favor, or promote, or disfavor or show hostility toward, any particular religion or nonreligious faith or religious perspective. A school-based decision making council, in complying with this section, shall not violate any provision of the United States Constitution or federal law, the Kentucky Constitution or any state law, or any administrative regulations of the United States Department of Education or the Kentucky Department of Education.

(5) Any school council organized pursuant to KRS 160.345 or, if none exists, the principal, may authorize the display of historic artifacts, monuments, symbols, and texts, including but not limited to religious materials, in conjunction with a course of study that includes an elective course in history, civilization, ethics, comparative religion, literature, or other subject area that uses such artifacts, monuments, symbols, and texts as instructional material if the display is:

- (a) Appropriate to the overall educational purpose of the course; and
- (b) Consistent with the requirements of KRS 42.705.”

#### [KRS § 158.645](#)

##### *Capacities required of students in public education system*

“It is the intent of the General Assembly to create a system of public education which shall allow and assist all students to acquire the following capacities:

- (1) Communication skills necessary to function in a complex and changing civilization;
- (2) Knowledge to make economic, social, and political choices;
- (3) Core values and qualities of good character to make moral and ethical decisions throughout his or her life;
- (4) Understanding of governmental processes as they affect the community, the state, and the nation;
- (5) Sufficient self-knowledge and knowledge of his mental and physical wellness;
- (6) Sufficient grounding in the arts to enable each student to appreciate his or her cultural and historical heritage;

- (7) Sufficient preparation to choose and pursue his life's work intelligently; and
- (8) Skills to enable him to compete favorably with students in other states.”

[KRS § 158.6450](#)

*Instruction in voter registration and election procedures*

“(1) The General Assembly hereby finds that knowledge of procedures for voter registration and participation in elections is essential for all Kentucky students to acquire the capacities established in KRS 158.645(2) and (4). Instruction in election procedures is consistent with the goals of responsible citizenship established in KRS 158.6451.

(2) Every secondary school shall provide students in the twelfth grade information on:

- (a) How to register to vote;
- (b) How to vote in an election using a ballot; and
- (c) How to vote using an absentee ballot.

(3) A school may provide this information through classroom activities, written materials, electronic communication, Internet resources, participation in mock elections, and other methods identified by the principal after consulting with teachers.”

[KRS § 158.6451](#)

*Legislative declaration on goals for Commonwealth's schools – Model curriculum framework*

“(1) The General Assembly finds, declares, and establishes that:

(a) Schools shall expect a high level of achievement of all students.

(b) Schools shall develop their students' ability to:

1. Use basic communication and mathematics skills for purposes and situations they will encounter throughout their lives;
2. Apply core concepts and principles from mathematics, the sciences, the arts, the humanities, social studies, and practical living studies to situations they will encounter throughout their lives;
3. Become self-sufficient individuals of good character exhibiting the qualities of altruism, citizenship, courtesy, hard work, honesty, human worth, justice, knowledge, patriotism, respect, responsibility, and self-discipline;
4. Become responsible members of a family, work group, or community, including demonstrating effectiveness in community service;
5. Think and solve problems in school situations and in a variety of situations they will encounter in life;

6. Connect and integrate experiences and new knowledge from all subject matter fields with what they have previously learned and build on past learning experiences to acquire new information through various media sources; and

7. Express their creative talents and interests in visual arts, music, dance, and dramatic arts.”

## **LOUISIANA**

### [La. R.S. 17:24.4](#)

*Louisiana Competency-Based Education Program; statewide standards for required subjects; Louisiana Educational Assessment Program; parish or city school board comprehensive pupil progression plans; waivers*

“(4)(a) In addition to the other requirements of this Subsection, the state Department of Education shall establish, subject to the approval of the State Board of Elementary and Secondary Education, the level of achievement on certain of the tests or on certain portions of the tests given as required in this Subsection in fourth and eighth grades as definitive of the level of the student’s proficiency in mathematics, English language arts, science, and social studies. Fourth and eighth grade students shall be required to demonstrate proficiency on such tests in order to advance to grades five and nine, pursuant to rules adopted by the State Board of Elementary and Secondary Education in accordance with the Administrative Procedure Act. ...

F.(1)(a) The Department of Education shall implement the Louisiana Educational Assessment Program with the approval of the State Board of Elementary and Secondary Education.

(b) Developmental readiness student screening for placement and for planning instruction shall occur upon initial school entry into kindergarten.

(c) Standards-based assessments in English language arts, mathematics, science, and social studies based on state content standards and rigorous student achievement standards set with reference to test scores of students of the same grade level nationally shall be implemented by the State Board of Elementary and Secondary Education. Such tests shall be administered, at a minimum, in grades three through eleven.”

### [La.R.S. 17:183.3](#)

*Career major; description; curriculum and graduation requirements*

“B.(1) Students in a career major program shall complete an academic core of courses and a career and technical sequence of courses or approved training programs that lead to an approved industry-based credential.

(2) The course requirements for the career major shall consist of the following: ...

(d) At least two social studies credits, including one credit from among the following: U.S. History, AP U.S. History, or IB U.S. History; one credit from among the following: Civics, Government, AP U.S. Government and Politics: Comparative, or AP U.S. Government and Politics: United States.”

[La. R.S. 17:261](#)

*Constitution of the United States*

“Regular courses of study on the Constitution of the United States shall be given, beginning with the eighth grade and continuing thereafter, in all the public schools, high schools, colleges, universities and other educational institutions supported wholly or in part with the public funds of the state or of any political subdivision thereof.”

[La. R.S. 17:262](#)

*Flag and patriotic customs of the United States; required instruction*

“§262. Flag and patriotic customs of the United States; required instruction

A.(1) A program of instruction on the flag of the United States of America shall be provided to students by the fifth grade as part of the social studies curriculum in the public elementary schools of this state. Such instruction, at a minimum, shall include the history of the American flag, etiquette, customs pertaining to the display and use of the flag, and such other patriotic customs as provided by and in accordance with the provisions of 36 U.S.C. 170 et seq. on patriotic customs.

(2) Not later than the 2019-2020 school year, the program of instruction on patriotic customs required by this Section shall include instruction on the national motto, “In God We Trust”, and each public school governing authority shall display the national motto in each building it uses and in each school under its jurisdiction. The nature of the display shall be determined by each governing authority with a minimum requirement of a paper sign.”

[La. R.S. 17:264](#)

*Community service; high school diploma endorsement program*

“A.(1) The State Board of Elementary and Secondary Education may establish a “Distinction for Community Service” diploma endorsement program to recognize high school students who perform a certain number of hours of documented community service. The number of service hours required to earn a diploma endorsement shall be determined by the state board and shall accrue from the ninth grade through the twelfth grade.

(2) Not later than March first of each year, provided that a diploma endorsement program as authorized in Paragraph (1) of this Subsection is implemented, the state board shall provide a written report to the House Committee on Education and the Senate Committee on Education, which shall contain, at a minimum, the following:

- (a) The goals and objectives of the diploma endorsement program.
- (b) The number of community service endorsements awarded to students for the preceding school year.
- (c) The types of community service performed by students for the preceding school year.
- (d) The results and effectiveness of the program.

B. The State Board of Elementary and Secondary Education shall adopt necessary rules and guidelines for the proper implementation of any diploma endorsement program for community service developed pursuant to Paragraph (A)(1) of this Section, and each city, parish, and other local public school board shall provide for such community service in accordance with such rules and guidelines.”

[La. R.S. 17:265](#)

*The Founding Principles of the United States of America; required instruction*

“A. The governing authority of each public school that offers courses in American history and civics as prerequisites to graduation shall integrate into such courses instruction regarding the Founding Principles of the United States of America.

B. Such instruction shall include but need not be limited to providing students with information on the following:

- (1) The Creator-endowed unalienable rights of the people.
- (2) Structure of government and separation of powers with checks and balances.
- (3) Frequent and free elections in a representative government.
- (4) Rule of law.
- (5) Equal justice under the law.
- (6) Private property rights.
- (7) Federalism.
- (8) Due process.
- (9) Individual rights as set forth in the Bill of Rights.
- (10) Individual responsibility.”



[La. R.S. 17:268](#)

*Declaration of Independence and Federalist Papers*

“A. The Declaration of Independence of the United States of America shall be made required study in all elementary schools throughout the state.

B. The Federalist Papers shall be made required study in all the high schools throughout the state.”

[La. R.S. 17:269](#)

*Selective service obligation orientation program*

“The state board of education may establish and administer, and each parish and city school board in the state may maintain in each public school to which applicable a selective service obligation orientation program of instruction which may be part of the required curriculum for all male students in grades higher than the eighth grade in the public schools of this state.

The program so established may require that every male student in the ninth, tenth and eleventh grades be given one hour of non credit instruction during each semester of each of such grades, by representatives of the Louisiana Selective Service System, in subject matter pertaining to armed forces obligations.

During the second semester of the twelfth grade every male student may be given six hours of instruction, without credit, in matters pertaining to his armed forces obligations, including but not necessarily restricted to matters relating to service in the regular armed forces, the reserves and officer procurement. Such instruction may include one hour of lecture by representatives of each of the following: (1) the Louisiana Selective Service System, (2) the Air Forces of the United States, (3) the United States Army, (4) the United States Navy, (5) the United States Marine Corps and (6) the United States Coast Guard.”

[La. R.S. 17:274](#)

*Free enterprise; elective course*

“Public high schools may give instruction in an elective course in free enterprise in accordance with a course of study prescribed by the State Board of Elementary and Secondary Education for at least one semester, equal to one-half unit of credit. The State Board of Elementary and Secondary Education shall prescribe suitable teaching materials for the instruction.”

[La. R.S. 17:274.1](#)

*Civics and Free Enterprise; required; exceptions*

“ A. Except as provided in Subparagraph (B)(1)(b) of this Section, all public high schools shall give instruction in Civics and Free Enterprise as a prerequisite to graduation. Instruction shall be given in accordance with the course of study prescribed by the State Board of Elementary and Secondary Education as provided in this Section. The State Board of Elementary and Secondary Education shall prescribe suitable teaching materials for the instruction.

B.(1)(a) For students who enter the ninth grade on or after July 1, 2011, instruction in Civics shall be given for two semesters, equal to one unit of credit; such instruction shall include a section on Free Enterprise.

(b) For students who enter the ninth grade on or after July 1, 2014, Government, AP US Government and Politics: Comparative, or AP US Government and Politics: United States may be substituted for Civics as required by this Section and shall satisfy the Civics and Free Enterprise instruction as a prerequisite to graduation.

(2) Students who enter the ninth grade prior to July 1, 2011, shall be allowed to choose from the following:

(a) Instruction in Civics for two semesters, equal to one unit of credit, which shall include a section on Free Enterprise.

(b) Instruction in Civics and Free Enterprise in separate courses, and instruction shall be given in each course for one semester, equal to one-half unit of credit, respectively.

C.(1) The legislature finds that the study of Free Enterprise is crucial in the development of students as thoughtful, active citizens who understand the American economic system, appreciate democratic values, and can function productively in society. The legislature further finds it appropriate that the important principles of Free Enterprise be incorporated into the Civics curriculum as essential components of the way the nation and state operate. For the purposes of this Section, "Free Enterprise" means an economic system characterized by private or corporate ownership of capital goods, by investments that are determined by private decision rather than state control and by prices, production, and the distribution of goods that are determined in a free manner. Such instruction shall emphasize the positive values of profit and competition in a free economy and the enhancement of the worth and dignity of the individual under such a system.

(2) Free Enterprise instruction shall include coursework on personal finance, which shall include but not be limited to the following components:

(a) Income.

(b) Money management.

(c) Spending and credit.

(d) Savings and investing.

D.(1) The legislature, in recognition of the national Civics Education Initiative's efforts to ensure that every citizen can, at a minimum, demonstrate the same knowledge and understanding of the fundamentals of the history, principles, and form of the United States government required of naturalized citizens, hereby provides for the Louisiana Civics Education Initiative.

(2)(a) Beginning with the 2016-2017 school year:

(i) The curriculum for Civics, and courses permitted to substitute for Civics, shall contain a unit of study that includes civics-related subject matter of which naturalized citizens are required to demonstrate a knowledge.

(ii) As a means to inform civics-related curricula and instruction, each student enrolled in Civics, or a course permitted to substitute for Civics, shall be administered a test based upon the civics portion of the naturalization test used by the United States Citizenship and Immigration Services to survey his knowledge of the fundamentals of the history, principles, and form of the United States government.

(b) The State Board of Elementary and Secondary Education shall promulgate rules and regulations to implement the provisions of this Subsection.”

[La. R.S. 17:277](#)

*Black history and the historical contributions of all nationalities; required study*

“A. Not later than the 1988-1989 school year each public high school shall offer instruction in black history and the historical contributions of all nationalities. Instruction shall be given as prescribed by the State Board of Elementary and Secondary Education. With the advice of the Louisiana Black Culture Commission, pursuant to the provisions of R.S. 25:833(4), the State Board of Elementary and Secondary Education shall prescribe suitable curricula and teaching materials for the required instruction.”

[La. R.S. 17:282.2](#)

*Character education programs; legislative findings; clearinghouse for information; permissive curriculum; dissemination of information; progress reports; rules and regulations*

“A. The legislature finds and acknowledges that while character development is a parental responsibility, the responsibility also extends to others. The legislature further finds that character education must be augmented and reinforced by public schools in order to prepare students to be productive, self-sufficient citizens who can ably assume societal responsibilities.”

[La. R.S. 17:3996](#)

*Charter schools; exemptions; requirements*

“B. Notwithstanding any state law, rule, or regulation to the contrary and except as may be otherwise specifically provided for in an approved charter, a charter school established and operated in accordance with the provisions of this Chapter and its approved charter and the school’s officers and employees shall be exempt from all statutory mandates or other statutory requirements that are applicable to public schools and to public school officers and employees except for the following laws otherwise applicable to public schools with the same grades: ...

(12) Teaching regarding the Federalist Papers and the Declaration of Independence, R.S. 17:268.

...

(14) Teaching regarding Civics and Free Enterprise, R.S. 17:274.1.”

[La. R.S. 24:971 – 974](#)

*Louisiana Commission on Civic Education*

“A. The Louisiana Commission on Civic Education, hereinafter referred to as “commission”, is hereby established.

B. The purposes of the commission shall include the following:

(1) To educate citizens in the community as well as students in schools on the importance of citizen involvement in a representative democracy.

(2) To promote communication and collaboration among organizations in the state that conduct civic education programs.”

**MAINE**

[M.R.S. Title 20-A §4010](#)

*Pledge of Allegiance*

“A school administrative unit shall allow every student enrolled in the school administrative unit the opportunity to recite the Pledge of Allegiance at some point during a school day in which students are required to attend. A school administrative unit may not require a student to recite the Pledge of Allegiance.”

[M.R.S. Title 20-A §4706](#)

*Instruction in American history, Maine studies and Maine Native American history*

“§4706. Instruction in American history, Maine studies and Maine Native American history  
Instruction in American history, government, citizenship and Maine studies must be aligned with the parameters for essential instruction and graduation requirements established under section 6209. [PL 2009, c. 313, §8 (AMD).]

1. American history. American history, government and citizenship, including the Constitution of the United States, the Declaration of Independence, the importance of voting and the privileges and responsibilities of citizenship, must be taught in and required for graduation from all elementary and secondary schools, both public and private.

[PL 2009, c. 313, §9 (AMD).]

2. Maine studies. Maine history, including the Constitution of Maine, Maine geography and environment and the natural, industrial and economic resources of Maine and Maine’s cultural and ethnic heritage, must be taught. A required component of Maine studies is Maine Native American studies, which must be included in the review of content standards and performance indicators of the learning results conducted in accordance with section 6209, subsection 4. The Maine Native American studies must address the following topics:

A. Maine tribal governments and political systems and their relationship with local, state, national and international governments; [PL 2003, c. 510, Pt. B, §5 (RPR).]

B. Maine Native American cultural systems and the experience of Maine tribal people throughout history; [PL 2003, c. 510, Pt. B, §5 (RPR).]

C. Maine Native American territories; and [PL 2003, c. 510, Pt. B, §5 (RPR).]

D. Maine Native American economic systems. [PL 2003, c. 510, Pt. B, §5 (RPR).]”

### [M.R.S. Title 20-A §4711](#)

#### *Elementary course of study*

“The basic course of study for the elementary schools must provide for the instruction of all students in career and education development, English language arts, world languages, health education and physical education, mathematics, science and technology, social studies and visual and performing arts, as described in the parameters for essential instruction and graduation requirements subject to the schedule specified in section 6209.”

### [M.R.S. Title 20-A §4712](#)

#### *Junior high school or middle school course of study*

“The basic course of study for the junior high schools or middle schools must provide for the instruction of all students in career and education development, English language arts, health

education and physical education, mathematics, science and technology, social studies, visual and performing arts and world languages, as described in the parameters for essential instruction and graduation requirements subject to the schedule specified in section 6209.”

#### [M.R.S. Title 20-A §4721](#)

##### *General requirement*

“A secondary school shall provide a comprehensive program of instruction of at least 2 years in length, which must meet the requirements of this chapter and the parameters for essential instruction and graduation requirements established under section 6209. The program must include instruction for all students in career and education development, English language arts, health education and physical education, mathematics, science and technology, social studies, visual and performing arts and world languages.”

#### [M.R.S. Title 20-A §4722](#)

##### *High school diploma standards*

“2. Required subjects. Instruction in the following subjects must be provided in separate or integrated study programs, and students must complete the following minimum requirements for a high school diploma: ...

B. Social studies and history, including American history, government, civics and personal finance--2 years or the equivalent in standards achievement.”

#### [M.R.S. Title 20-A §4803](#)

##### *Special observance days*

“Days marked by special observances shall be established as follows: ...

2. Washington’s Birthday. Washington’s Birthday, the 3rd Monday in February, if the school board votes to keep schools open. The day shall be observed with appropriate exercises; ...

3. Lincoln’s Birthday. Lincoln’s Birthday shall be observed by studying the life and character of Abraham Lincoln during part of the school day; ...

6. John F. Kennedy Day. John F. Kennedy Day, November 2nd, shall be observed by studying the life and character of John F. Kennedy during part of the school day; ...

7. Martin Luther King Day. ...

8. Statehood Day. Statehood Day, March 15th, as specified in Title 1, section 116.”

[M.R.S. Title 20-A §4805](#)

*Other special observances*

“Other special observances shall be as follows. ...

1. Flag. It shall be the duty of instructors to impress upon the youth by suitable references and observances the significance of the flag, to teach them the cost, the object and principles of our government, the inestimable sacrifices made by the founders of our Nation, the important contribution made by all who have served in the armed services of our country since its inception and to teach them to love, honor and respect the flag of our country that costs so much and is so dear to every true American citizen. ...
3. American History Month. American History Month is the month of February, in accordance with Title 1, section 113. ...
4. Maine Cultural Heritage Week. Maine Cultural Heritage Week is the week containing March 15th, in accordance with Title 1, section 118. ...
6. National Women’s History Week. National Women’s History Week is the week containing March 8th, in accordance with Title 1, section 122. ...
7. Maine Business Women’s Week. Maine Business Women’s Week is the 3rd full week in October in accordance with Title 1, section 124. ...
8. Deaf Culture Week. Deaf Culture Week is the last full week in September in accordance with Title 1, section 132. ...
9. Religious holidays. A public school may acknowledge religious holidays by conveying a message of pluralism and freedom of belief in some manner or form that does not endorse religion. In determining whether an acknowledgement endorses religion, school officials shall consider the context in which the acknowledgement appears or occurs.”

[M.R.S. Title 20-A §6209](#)

*System of learning results established*

“The department in consultation with the state board shall establish and implement a comprehensive, statewide system of learning results, which may include a core of standards in English language arts and mathematics for kindergarten to grade 12 established in common with the other states, as set forth in this section and in department rules implementing this section and other curricular requirements. The department must establish accountability standards at all grade levels in the areas of mathematics; reading; and science and technology. The department shall establish parameters for essential instruction in English language arts; mathematics; science and technology; social studies; career and education development; visual and performing arts; health, physical education and wellness; and world languages.”

## MARYLAND

### [Md. Code Regs. 13A.03.02.03](#)

#### *Enrollment and Credit Requirements*

“B. To be awarded a diploma, a student shall be enrolled in a Maryland public school system and shall have earned a minimum of 21 credits that include the following specified credits: ...

(7) Social studies-three credits including one credit in United States history, one credit in world history, and one credit in local, State, and national government aligned with the Maryland High School Assessment for government.”

### [Md. Code Regs. 13A.03.02.05](#)

#### *Student Service*

“To graduate, students shall complete one of the following:

A. 75 hours of student service that includes preparation, action, and reflection components and that, at the discretion of the local school system, may begin during the middle grades; or

B. A locally designed program in student service that has been approved by the State Superintendent of Schools.”

### [Md. Code Regs. 13A.03.02.06](#)

#### *Maryland High School Assessments*

“A. A student shall take the requisite Maryland High School Assessment during its next regular administration if the student received credit for taking, by the methods identified in Regulations .03 and .04 of this chapter, any of the following courses aligned with the Maryland High School Assessment:

(1) Algebra;

(2) Science;

(3) English; or

(4) Government.”

### [Md. Code Regs. 13A.04.08.01](#)



*Requirements for Social Studies Instructional Programs for Grades Prekindergarten - 12*

“A. Each local school system shall:

(1) Provide in public schools an instructional program in social studies each year for all students in grades prekindergarten-8; and

(2) Offer in public schools a social studies program in grades 9-12 which enables students to meet graduation requirements and to select social studies electives.

B. Maryland Social Studies Program. The comprehensive instructional program shall provide for the diversity of student needs, abilities, and interests at the early, middle, and high school learning years, and shall include the content standards set forth in the College, Career, and Civic Life (C3) Framework for Social Studies State Standards under §§C-H of this regulation.

C. Social Studies Processes and Skills. Students shall inquire about civics, geography, economics, history, and people and nations of the world using disciplinary literacy skills and processes to critically evaluate content through a variety of source materials across disciplines and use reading, writing, and other forms of communication to develop, defend, and critique arguments in order to take informed action.

D. Civics. Students shall inquire about the historical development of the fundamental concepts and processes of authority, power, and influence with particular emphasis on civic reasoning in order to become informed, responsible citizens, engage in the political process, and contribute to society.

E. Peoples of the Nation and the World. Students shall inquire about the people of the United States and the world using a historically grounded, multidisciplinary approach in order to recognize multiple narratives and acknowledge the diversity and commonality of the human experience.

F. Geography. Students shall inquire about the role of culture, technology, and the environment in the location, distribution, and impact of human activities using geographic tools and spatial thinking in order to demonstrate a significance of place.

G. Economics. Students shall inquire about decisions made by individuals and groups using economic reasoning in order to understand the historical development and current status of economic principles, institutions, and processes needed to be effective citizens, consumers, and workers participating in local communities, the nation, and the world.

H. History. Students shall inquire about significant events, ideas, beliefs, and themes to identify patterns and trends and to analyze how individuals and societies have changed over time to make connections to the present in their communities, Maryland, the United States, and the world.

I. Curriculum Documents. Consistent with Education Article, § 4-111, Annotated Code of Maryland, each local system shall provide social studies curriculum documents for the elementary and secondary schools under its jurisdiction that:

- (1) Include the content standards set forth in §§C-H of this regulation; and
- (2) Are aligned with the State Curriculum, as developed by the Maryland State Department of Education in collaboration with local school systems.

J. Student Participation. Each student shall participate in the comprehensive social studies program required by this chapter.”

### [MD Educ Code § 7-103](#)

#### *Required school days and holidays*

“(3) The public schools shall devote a part of at least one day to appropriate exercises for each of the following:

- (i) Washington's Birthday;
- (ii) Lincoln's Birthday;
- (iii) Veterans' Day;
- (iv) Columbus Day;
- (v) Arbor Day;
- (vi) Black History Month, with an emphasis on Harriet Tubman and Frederick Douglass and the contributions they made in the fight against slavery; and
- (vii) Any other day of national significance.”

### [MD Educ Code § 7-105](#)

#### *Display of flag; patriotic exercises*

“(a) This section is enacted so that the love of freedom and democracy, shown in the devotion of all true and patriotic Americans to their flag and country, shall be instilled in the hearts and minds of the youth of America.

(b) Each county board shall:

- (1) Require the display of an American flag on the site of each public school building in its county while the school is in session;
- (2) Buy all necessary flags, staffs, and appliances for the flags; and
- (3) Adopt rules and regulations for the proper custody, care, and display of the flag.

(c) Each county board shall:

- (1) Provide each public school classroom with an American flag;

(2) Prepare a program for each public school classroom for the beginning of each school day that provides for the salute to the flag and other patriotic exercises that are approved by the United States government; and

(3) Require all students and teachers in charge to stand and face the flag and while standing give an approved salute and recite in unison the pledge of allegiance as follows: “I pledge allegiance to the flag of the United States of America and to the Republic for which it stands, one nation under God, indivisible, with liberty and justice for all.”

(d) Any student or teacher who wishes to be excused from the requirements of subsection (c)(3) of this section shall be excused.

(e) Each county board may provide for any other patriotic exercises it considers appropriate under the regulations and instruction that best meet the requirements of the different grades in the schools.

(f) Any individual who commits an act of disrespect, either by word or action, is in violation of the intent of this section.”

#### [MD Educ Code § 7-116](#)

##### *Constitution Day and Citizenship Day*

“(a) The purpose of this section is to:

(1) Acknowledge 36 U.S.C. § 106, which designates September 17 of each year as “Constitution Day and Citizenship Day” to commemorate the signing of the United States Constitution on September 17, 1787; and

(2) Celebrate “Constitution Day and Citizenship Day” in the public schools and help instill in students knowledge of the history, importance, and enduring meaning of the United States Constitution and of the Maryland Constitution on the citizens of the State.

(b) (1) In accordance with Pub. L. 108–447 § 111(b), each county board may establish a program of education to be held on “Constitution Day and Citizenship Day” each year to teach students about:

(i) The United States Constitution; and

(ii) The Maryland Constitution.

(2) The program of education may include:

(i) Special assemblies, discussions, presentations, and events commemorating the United States Constitution and the Maryland Constitution;

(ii) The opportunity for eligible students to register to vote; and

(iii) Efforts to reinforce existing curricula.”

## MASSACHUSETTS

### [Ma. Gen. Laws, Ch.69, §1D](#)

*Statewide educational goals; academic standards; vocational training; grant program*

“The board shall direct the commissioner to institute a process to develop academic standards for the core subjects of mathematics, science and technology, history and social science, English, foreign languages and the arts. The standards shall cover grades kindergarten through twelve and shall clearly set forth the skills, competencies and knowledge expected to be possessed by all students at the conclusion of individual grades or clusters of grades. ...

The standards shall provide for instruction in at least the major principles of the Declaration of Independence, the United States Constitution, and the Federalist Papers. They shall be designed to inculcate respect for the cultural, ethnic and racial diversity of the commonwealth and for the contributions made by diverse cultural, ethnic and racial groups to the life of the commonwealth. The standards may provide for instruction in the fundamentals of the history of the commonwealth as well as the history of working people and the labor movement in the United States. The standards shall provide for instruction in the issues of nutrition and exercise. The standards may provide for instruction in the issues of physical education, human immunodeficiency virus and acquired immune deficiency syndrome education, violence prevention, including teen dating violence, bullying prevention, conflict resolution and drug, alcohol and tobacco abuse prevention. The board may also include the teaching of family life skills, financial literacy and consumer skills, and basic career exploration and employability skills. The board may also include in the standards a fundamental knowledge of technology education and computer science and keyboarding skills; the major principles of environmental science and environmental protection; and an awareness of global education and geography. The board may set standards for student community service-learning activities and programs. The board may also institute a process for drawing up additional standards in other areas of education.

Academic standards shall be designed to avoid perpetuating gender, cultural, ethnic or racial stereotypes. The academic standards shall reflect sensitivity to different learning styles and impediments to learning.”

### [Ma. Gen. Laws, Ch.69, §10A](#)

*Education for American citizenship; director*

“The department is charged with responsibility for leadership in the co-operative study and fuller use, in the public schools and teachers colleges of the commonwealth, of teaching materials and methods, student activities, and administrative and supervisory procedures directed toward more effective preparation for the duties of American citizenship. The board of education shall appoint a director to carry out the purposes of this section, and shall provide said director with such facilities and assistance as may be requisite for the discharge of his duties.”

[Ma. Gen. Laws, Ch.69, §11](#)

*Powers and duties of the division of immigration and Americanization*

“The division of immigration and Americanization shall employ such methods, consistent with law, as in its judgment, will tend to bring into sympathetic and mutually helpful relations the commonwealth and its residents of foreign origin, protect immigrants from exploitation and abuse, stimulate their acquisition and mastery of English, develop their understanding of American government, institutions and ideals, and generally promote their assimilation and naturalization. For the above purposes, the division may co-operate with other officers and departments of the commonwealth and with all public agencies, federal, state or municipal. It may investigate the exploitation or abuse of immigrants and in making any investigation may require the attendance and testimony of witnesses and the production of books and documents relating to the matter under investigation. Subject to the approval of the department and of the commission on administration and finance, the division may make reasonable charges for any service rendered or material furnished by it.”

[Ma. Gen. Laws, Ch. 71, §2](#)

*Teaching of history and social science; professional development; student-led civic projects; commonwealth civics challenge*

“Section 2. (a) In all public schools, history of the United States of America and social science, including civics, shall be taught as required subjects to promote civic service and a greater knowledge thereof and to prepare students, morally and intellectually, for the duties of citizenship. Instruction within the history and social science academic standards required in section 1D of chapter 69 shall include: (i) history of the United States of America; (ii) the Constitution of the United States, including the Bill of Rights; (iii) the Declaration of Independence; (iv) the constitution of the commonwealth; (v) local history and government; (vi) the function and composition of the branches of local, state and federal government; (vii) the roles and responsibilities of a citizen in a democracy; (viii) the development of skills to access, analyze and evaluate written and digital media as it relates to history and civics; (ix) community diversity and historical trends in voter registration and civic participation relative to

disenfranchised voter populations; (x) opportunities to identify and debate issues relative to power, economic status and the common good in democracy; and (xi) a program relating to the flag of the United States of America including, but not limited to, proper etiquette and the correct use and display of the flag, the importance of participation in the electoral process and the provisions of 4 U.S.C. sections 7 to 9, inclusive, and 36 U.S.C. section 301.

(b) The department of elementary and secondary education shall provide professional development opportunities for educators on the history and social science framework, and subject to sufficient resources in the Civics Project Trust Fund established under section 2CCCCC of chapter 29, create tools aligned with the framework to support districts in the implementation process. Additional support and outreach from the department may include statewide and regional trainings, meetings or conferences, including opportunities for districts and stakeholders to assess and share evidence-based best practices in support of civics education and provide feedback and recommendations to the department.

(c) Each public school serving students in the eighth grade and each public high school shall provide not less than 1 student-led, non-partisan civics project for each student; provided, however, that each such project shall be consistent with the history and social science curriculum frameworks adopted by the board pursuant to section 1E of chapter 69 and with structured learning time requirements as required under regulations promulgated by the board of elementary and secondary education. Civics projects may be individual, small group or class wide, and designed to promote a student's ability to: (i) analyze complex issues; (ii) consider differing points of view; (iii) reason, make logical arguments and support claims using valid evidence; (iv) engage in civil discourse with those who hold opposing positions; and (v) demonstrate an understanding of the connections between federal, state and local policies, including issues that may impact the student's school or community. Any student choosing not to participate in a particular group or class-wide project shall be offered the opportunity to develop an individual civics project, with approval by the principal.

(d) Subject to appropriation, the department shall establish the commonwealth civics challenge and shall establish guidelines for implementation. The challenge shall be available to all eighth grade public school students to showcase student-led civics projects that promote and demonstrate an understanding of civic engagement, citizenship and community service. The department may partner with a college, university, museum, library or other similar non-profit entity for the establishment of the challenge.”

[Ma. Gen. Laws, Ch. 71, §69](#)

*Display of national flags; pledge of allegiance; penalty for violation*

“The school committee shall provide for each schoolhouse under its control, which is not otherwise supplied, flags of the United States of silk or bunting not less than two feet long, such flags or bunting to be manufactured in the United States, and suitable apparatus for their display

as hereinafter provided. A flag shall be displayed, weather permitting, on the school building or grounds on every school day and on every legal holiday or day proclaimed by the governor or the President of the United States for especial observance; provided, that on stormy school days, it shall be displayed inside the building. A flag shall be displayed in each assembly hall or other room in each such schoolhouse where the opening exercises on each school day are held. Each teacher at the commencement of the first class of each day in all grades in all public schools shall lead the class in a group recitation of the “Pledge of Allegiance to the Flag”. A flag shall be displayed in each classroom in each such schoolhouse. Failure for a period of five consecutive days by the principal or teacher in charge of a school equipped as aforesaid to display the flag as above required, or failure for a period of two consecutive weeks by a teacher to salute the flag and recite said pledge as aforesaid, or to cause the pupils under his charge so to do, shall be punished for every such period by a fine of not more than five dollars. Failure of the committee to equip a school as herein provided shall subject the members thereof to a like penalty.”

[Ma. Gen. Laws, Ch. 71, §69A](#)

*Plaque reading "For God and Country"; placement on public school buildings*

“On every public school building within the commonwealth there may be placed in a conspicuous location a suitable plaque which shall contain the words “For God and Country”. Such plaques may be donated by veterans or civic organizations or individuals.”

**MICHIGAN**

[MCL 380.1164b](#)

*African history; course content*

“A school district or public school academy that teaches world history in a middle school or high school grade is encouraged to focus the content of instruction regarding Africa on at least 1 or more of the following kingdoms: Ghana, Mali, Songhay, Benin, Bornu, Nubia, Axum, Meroe, Monomotapa, or medieval Ethiopia, or on the Swahili coast prior to 1750. This section is not intended to prohibit or limit teaching about other areas of African history.”

[MCL 380.1166](#)

*Constitution and government; civics; mandatory courses; commencement of instruction; exception; revision of state curriculum content standards for high school social studies; definition*

“(1) In all public and nonpublic schools in this state regular courses of instruction shall be given in the constitution of the United States, in the constitution of Michigan, and in the history and present form of government of the United States, Michigan, and its political subdivisions.

Instruction shall begin not later than the opening of the eighth grade, or its equivalent, except in schools maintaining a junior high school, in which case it may begin in the ninth grade.

(2) A high school in this state shall require a 1-semester course of study of 5 periods per week in civics. The course shall include the form and functions of the federal, state, and local governments and shall stress the rights and responsibilities of citizens. A diploma shall not be issued by a high school to a pupil who has not successfully completed this course. This course requirement is not a graduation requirement for a high school pupil who has enlisted or been inducted into military service.

(3) By not later than May 1, 2018 or the next update of the state curriculum content standards after the effective date of this subsection, whichever occurs first, the state board shall revise the state curriculum content standards for high school social studies to ensure that those content standards cover the same content as covered by the 100 questions on the civics portion of the naturalization test used by the United States Citizenship and Immigration Services as of December 1, 2016.

(4) Beginning with the first state high school social studies assessment administered after the state academic curriculum content standards are revised as required under subsection (3), the superintendent of public instruction shall ensure that the high school social studies assessment includes questions related to the learning objectives in the state curriculum standards for high school social studies as revised under subsection (3).

(5) As used in this section, “state curriculum content standards” means the state board recommended model curriculum content standards developed and periodically updated under section 1278.”

#### [MCL 380.1168](#)

*Social studies curriculum; inclusion of age- and grade-appropriate instruction about genocide; governor's council on genocide and Holocaust education; creation; members; appointment; vacancy; removal; meetings; election of chairperson and other officers; quorum; conduct of business at public meeting; writing subject to freedom of information act; expenses; use of state funds; duties; advisory body; definitions.*

“ (1) Beginning in the 2016-2017 school year, the board of a school district or board of directors of a public school academy shall ensure that the school district’s or public school academy’s social studies curriculum for grades 8 to 12 includes age- and grade-appropriate instruction about genocide, including, but not limited to, the Holocaust and the Armenian Genocide. The legislature recommends a combined total of 6 hours of this instruction during grades 8 to 12.

(2) Subsection (1) does not preclude a school district or public school academy from including instruction described in subsection (1) in other subject areas. ...



(b) “Genocide” means any of the following acts committed with intent to destroy, in whole or in part, a national, ethnical, racial, or religious group, as such: killing members of the group; causing serious bodily or mental harm to members of the group; deliberately inflicting on the group conditions of life calculated to bring about its physical destruction in whole or in part; imposing measures intended to prevent births within the group; or forcibly transferring children of the group to another group.”

#### [MCL 380.1278](#)

##### *Core academic curriculum*

“(2) Recommended model core academic curriculum content standards shall be developed and periodically updated by the state board, shall be in the form of knowledge and skill content standards that are recommended as state standards for adoption by public schools in local curriculum formulation and adoption, and shall be distributed to each school district in the state. The recommended model core academic curriculum content standards shall set forth desired learning objectives in math, science, reading, history, geography, economics, American government, and writing for all children at each stage of schooling and be based upon the “Michigan K-12 Program Standards of Quality” to ensure that high academic standards, academic skills, and academic subject matters are built into the instructional goals of all school districts for all children. The state board shall ensure that the recommended model core academic curriculum content standards for history for grades 8 to 12 include learning objectives concerning genocide, including, but not limited to, the Holocaust and the Armenian Genocide. The state board also shall ensure that the state assessment program and the Michigan merit examination are based on the state recommended model core curriculum content standards, are testing only for proficiency in basic and advanced academic skills and academic subject matter, and are not used to measure pupils’ values or attitudes.”

#### [MCL 380.1278a](#)

##### *Requirements for high school diploma*

“(1) Except as otherwise provided in this section or section 1278b, beginning with pupils entering grade 8 in 2006, the board of a school district or board of directors of a public school academy shall not award a high school diploma to a pupil unless the pupil meets all of the following: ...

(ii) At least 3 credits in social science that are aligned with subject area content expectations developed by the department and approved by the state board under section 1278b, including completion of at least 1 credit in United States history and geography, 1 credit in world history and geography, 1/2 credit in economics, and the civics course described in section 1166(2). The 1/2-credit economics requirement may be satisfied by completion of at least a 1/2-credit course

in personal economics that includes a financial literacy component as described in section 1165, if that course covers the subject area content expectations for economics developed by the department and approved by the state board under section 1278b.”

#### [MCL 380.1278b](#)

*Award of high school diploma; credit requirements; personal curriculum; annual report*

“(1) Except as otherwise provided in this section or section 1278a, beginning with pupils entering grade 8 in 2006, as part of the requirements under section 1278a the board of a school district or board of directors of a public school academy shall not award a high school diploma to a pupil unless the pupil has successfully completed all of the following credit requirements of the Michigan merit standard before graduating from high school: ...

(h) The social science credit requirements of section 1278a(1)(a)(ii) may be modified as part of a personal curriculum only if all of the following are met:

(i) The pupil has successfully completed 2 credits of the social science credits required under section 1278a(1), including the civics course described in section 1166(2).

(ii) The modification requires the pupil to complete 1 additional credit in English language arts, mathematics, or science or 1 additional credit in a language other than English, or requires the pupil to complete a formal career and technical education program. This additional credit must be in addition to the number of those credits otherwise required under subsection (1) and section 1278a(1) or under section 1278a(2).”

#### [MCL 380.1279c](#)

*Use of tests to measure pupils' values or attitudes prohibited*

“The state board, the superintendent of public instruction, the board of each school district, and each public school academy shall ensure that the Michigan educational assessment program (MEAP) tests and the Michigan merit examination are not used to measure pupils’ values or attitudes.”

#### [MCL 380.1279g](#)

*Michigan merit examination; definitions*

“(13) The purpose of the Michigan merit examination is to assess pupil performance in mathematics, science, social studies, and English language arts for the purpose of improving academic achievement and establishing a statewide standard of competency. The assessment under this section provides a common measure of data that will contribute to the improvement of Michigan schools’ curriculum and instruction by encouraging alignment with Michigan’s

curriculum framework standards and promotes pupil participation in higher level mathematics, science, social studies, and English language arts courses. These standards are based upon the expectations of what pupils should learn through high school and are aligned with national standards.”

#### [MCL 380.1347](#)

*United States flag; purchase or possession; size; appliances; display*

“(1) For each public school building it operates, the board of a school district shall purchase or possess a United States flag of a size of not less than 4 feet 2 inches by 8 feet, flag staff, and the necessary appliances for displaying the flag upon the flag staff; shall erect the flag staff on the public school building or on a conspicuous place upon the school grounds; and shall display the flag upon the flag staff at all times during school hours, inclement weather excepted, in which case the flag shall be prominently displayed within the school building.

(2) In addition to the display of the flag at the school required under subsection (1), the board or board of directors shall ensure that a United States flag is displayed in each classroom or other instructional site in which pupils recite the pledge of allegiance to the flag of the United States.”

#### [MCL 380.1347a](#)

*Pledge of allegiance; recitation; definition*

“(1) Beginning with the 2013-2014 school year, the board of a school district or intermediate school district or board of directors of a public school academy shall ensure that an opportunity to recite the pledge of allegiance to the flag of the United States is offered each school day to all public school pupils in each public school it operates.

(2) A pupil shall not be compelled, against the pupil's objections or those of the pupil's parent or legal guardian, to recite the pledge of allegiance.

(3) The board of a school district or intermediate school district or board of directors of a public school academy, and the school administrator in charge of a school building, shall ensure that a pupil is not subject to any penalty or bullying at school as a result of not reciting the pledge of allegiance.

(4) As used in this section, "pledge of allegiance to the flag of the United States" or "pledge of allegiance" means the pledge of allegiance to the flag prescribed in 4 USC 4.”

## MINNESOTA

### [Minn. Stat. § 120A.22](#)

#### *Compulsory instruction*

“Subd. 9. Knowledge and skills. Instruction must be provided in at least the following subject areas: ...

(3) social studies including history, geography, economics, government, and citizenship.”

### [Minn. Stat. § 120A.42](#)

#### *Conduct of school on certain holidays*

“(a) The governing body of any district may contract with any of the teachers of the district for the conduct of schools, and may conduct schools, on either, or any, of the following holidays, provided that a clause to this effect is inserted in the teacher's contract: Martin Luther King's birthday, Lincoln's and Washington's birthdays, Columbus Day and Veterans' Day. On Martin Luther King's birthday, Washington's birthday, Lincoln's birthday, and Veterans' Day at least one hour of the school program must be devoted to a patriotic observance of the day.

(b) A district may conduct a school program to honor Constitution Day and Citizenship Day by providing opportunities for students to learn about the principles of American democracy, the American system of government, American citizens' rights and responsibilities, American history, and American geography, symbols, and holidays. Among other activities under this paragraph, districts may administer to students the test questions United States Citizenship and Immigration Services officers pose to applicants for naturalization.”

### [Minn. Stat. § 120B.02](#)

#### *Educational expectations and graduation requirements for Minnesota's students*

“Subd. 3. Required knowledge and understanding of civics. (a) For purposes of this subdivision, "civics test questions" means 50 of the 100 questions that, as of January 1, 2015, United States Citizenship and Immigration Services officers use to select the questions they pose to applicants for naturalization so the applicants can demonstrate their knowledge and understanding of the fundamentals of United States history and government, as required by United States Code, title 8, section 1423. The Learning Law and Democracy Foundation, in consultation with Minnesota civics teachers, must select by July 1 each year 50 of the 100 questions under this paragraph to serve as the state's civics test questions for the proximate school year and immediately transmit the 50 selected civics test questions to the department and to the Legislative Coordinating

Commission, which must post the 50 questions it receives on the Minnesota's Legacy website by August 1 of that year.

(b) A student enrolled in a public school must correctly answer at least 30 of the 50 civics test questions. A school or district may record on a student's transcript that the student answered at least 30 of 50 civics test questions correctly. A school or district may exempt a student with disabilities from this requirement if the student's individualized education program team determines the requirement is inappropriate and establishes an alternative requirement. A school or district may administer the civics test questions in a language other than English to students who qualify for English learner services.

(c) Schools and districts may administer civics test questions as part of the social studies curriculum. A district must not prevent a student from graduating or deny a student a high school diploma for failing to correctly answer at least 30 of 50 civics test questions.

(d) The commissioner and public schools and school districts must not charge students any fees related to this subdivision.”

#### [Minn. Stat. § 120B.021](#)

##### *Required academic standards*

“Subdivision 1. Required academic standards. (a) The following subject areas are required for statewide accountability: ...

(4) social studies, including history, geography, economics, and government and citizenship that includes civics consistent with section 120B.02, subdivision 3.”

#### [Minn. Stat. § 120B.235](#)

##### *American heritage education*

“(a) School districts shall permit grade-level instruction for students to read and study America's founding documents, including documents that contributed to the foundation or maintenance of America's representative form of limited government, the Bill of Rights, our free-market economic system, and patriotism.

(b) Districts may not censor or restrain instruction in American or Minnesota state history or heritage based on religious references in original source documents, writings, speeches, proclamations, or records.”

#### [Minn. Stat. § 120B.30](#)

##### *Statewide testing and reporting system*

“The commissioner must not develop statewide assessments for academic standards in social studies, health and physical education, and the arts.”

## MISSISSIPPI

### [Miss. Code Ann. § 37-13-5](#)

#### *Display of Mississippi and United States flags; course of study*

“(1) The flag of the State of Mississippi and the flag of the United States shall be displayed in close proximity to the school building at all times during the hours of daylight when the school is in session when the weather will permit without damage to the flag. It shall be the duty of the board of trustees of the school district to provide for the flags and their display.

(2) Whenever the flag of the United States is to be flown at half-staff by order or instructions of the President or pursuant to federal law, all public schools shall lower the United States flag in accordance with the executive order or instructions or federal law. The school shall announce the reason that the flag is being flown at half-staff to all students in assembly or by teachers in the various classrooms or by prominently displaying written notice throughout the school stating the reason that the flag has been lowered.

(3) In all public schools there shall be given a course of study concerning the flag of the United States and the flag of the State of Mississippi. The course of study shall include the history of each flag and what they represent and the proper respect therefor. There also shall be taught in the public schools the duties and obligations of citizenship, patriotism, Americanism and respect for and obedience to law.”

### [Miss. Code Ann. § 37-13-6](#)

#### *Display of United States flag near public school buildings and in classrooms; student instruction in proper flag etiquette; daily recitation of pledge of allegiance at beginning of school day*

“(1) The flag of the United States shall be displayed in close proximity to the school building, on a proper staff, at all times during the hours of daylight when the school is in session when the weather will permit without damage to the flag. In addition, the flag of the United States shall be displayed in each classroom and in each principal room of the school building at all times while school is in session. It shall be the duty of the school boards of each school district to provide for the flags, proper flag staffs and their proper display. Each school district shall provide student instruction in the proper etiquette toward, correct display of, and respect for the flag, and in patriotic exercises. The instruction shall be a part of the district’s fifth grade social studies curriculum or history curriculum, with the assistance of the State Department of Education.

(2) From and after July 1, 2002, the school boards of all public schools of this state shall require the teachers under their control to have all pupils repeat the oath of allegiance to the flag of the

United States of America at the beginning of the first hour of class each day school is in session, such oath of allegiance being as follows:

“I pledge allegiance to the flag of the United States of America, and to the Republic for which it stands, one nation under God, indivisible, with liberty and justice for all.”

Any student or teacher who objects to reciting the oath of allegiance shall be excused from participating without penalty.”

[Miss. Code Ann. § 37-13-7](#)

*Pledges of allegiance to United States and Mississippi flags*

“(1) The boards of trustees of the public schools of this state shall require the teachers under their control to have all pupils repeat the oath of allegiance to the flag of the United States of America at least once during each school month, such oath of allegiance being as follows:

“I pledge allegiance to the flag of the United States of America, and to the Republic for which it stands, one nation under God, indivisible, with liberty and justice for all.”

(2) The official pledge of the State of Mississippi shall read as follows:

“I salute the flag of Mississippi and the sovereign state for which it stands with pride in her history and achievements and with confidence in her future under the guidance of Almighty God.”

The pledge of allegiance to the Mississippi flag shall be taught in the public schools of this state, along with the pledge of allegiance to the United States flag.”

[Miss. Code Ann. § 37-13-163](#)

*Posting or reading of historical documents with religious references; display of motto “In God We Trust.”*

“(1) Any teacher, administrator, school council or local school board in any public school district in this state may post in a public school building, classroom or at any school event or read from any historical document or writing relating to the founding of the United States of America or this state, or both, notwithstanding the fact that such materials may include religious quotations, references or illustrations. There shall be no content-based censorship of American or Mississippi History, heritage or culture based on any religious references contained in such documents, writings or records.

(2) Principals and teachers in each public elementary and secondary school of each school district in this state shall display on an appropriately framed background with minimum dimensions of eleven (11) inches by fourteen (14) inches, the following motto of the United States of America in each classroom, school auditorium and school cafeteria under his or her

supervision: “IN GOD WE TRUST.” For purposes of this provision, “classroom” shall mean any room of a public school where instruction takes place.”

[Miss. Code Ann. § 37-13-181](#)

*Character education programs in public schools authorized*

“The local school boards of the public school districts, in their discretion, may develop and implement, at the beginning of the 1999-2000 school year, a comprehensive program for character education in Grades K-12. The definition of the character traits chosen by the school district for implementation shall reflect and be in keeping with both the spirit and the letter of the following founding documents: the Mississippi Constitution of 1890; the Constitution of the United States of America; the Declaration of Independence; and state and federal law. A public school may not define or teach character or character traits in any manner that might promote or encourage students to participate in conduct that would violate any state or federal law.”

[Miss. Code Ann. § 37-13-183](#)

*Assessment of students’ understanding of character traits*

“Assessment of the students’ understanding of the character traits chosen to be taught in public school shall be limited to and must reflect the material taught in the classroom. Students shall not be evaluated in any way as to whether or not the students evidence a specific character trait in their own lives.”

[Miss. Code Ann. § 37-13-191](#)

*Legislative intent*

“Understanding the important role the Civil Rights Movement had on the State of Mississippi and understanding the importance of teaching Mississippi’s children all of our history, it is the goal of this Legislature to provide meaningful support to this most important endeavor. Mississippi’s central role in the civil rights struggle needs to be formalized and taught as a beacon of hope for all of our citizens.”

[Miss. Code Ann. § 37-13-193](#)

*Civil rights and human rights education in public schools authorized; guidelines to be implemented*



“The State Board of Education may make civil rights and human rights education a part of the K-12 curriculum of instruction in Mississippi public schools. The State Department of Education shall work with the Mississippi Civil Rights Education Commission established in Section 37-13-195 in implementing these five (5) guidelines: (a) provide assistance and advice to K-12 schools with respect to the Civil Rights Movement and human rights education and awareness programs; (b) survey and catalog the extent to which civil rights and human rights education exists in state curricula; (c) inventory civil rights memorials, exhibits and resources that could be used in classrooms and other educational programs; (d) compile a list of volunteers who are willing to share their knowledge and experiences concerning the struggle for civil rights; (e) prepare reports for the Governor and the State Legislature on the inclusion of civil rights studies into the educational systems of the state.”

[Miss. Code Ann. § 37-13-195](#)

*Mississippi Civil Rights Education Commission created; membership; terms of members; rules, regulations, standards and policies; funding*

“(1) There is created the Mississippi Civil Rights Education Commission. The commission shall be assigned to the Office of the Secretary of State for administrative purposes only. The commission shall provide or assist education officials and other organizations with information, coordination and modification of courses or programs that include the Civil Rights Movement, and will carry out the specific responsibilities set forth in Section 37-13-193. In completing this task, the commission may act as a liaison with various bodies, including the United States Congress, the State Legislature, Teaching for Change, the William Winter Institute for Racial Reconciliation, as well as other national and international agencies. The commission shall consist of no more than fifteen (15) members, eleven (11) positions of which will be voluntary, to serve with a term of three (3) years on a rotating basis. These positions will be filled by application submitted to a joint committee formed by the William Winter Institute at the University of Mississippi, Tougaloo College, the Oral History Project at the University of Southern Mississippi and Jackson State University. Each of these four (4) entities shall remain permanent members of this commission, with representatives to be appointed by the President or Chancellor of the appropriate institution.

(2) The members of the commission shall be residents of this state and shall be appointed with due regard for broad geographic representation.

(3) The commission shall have a chairperson who shall be designated by the State Superintendent of Education from the commission membership for a term of four (4) years and eight (8) members of the commission shall constitute a quorum for the transaction of the business of the commission.

(4) The Mississippi Commission on Civil Rights Education shall adopt rules and regulations and set standards and policies for the organization, operation, management, budgeting and programs of the commission.

(5) The commission may apply for and receive gifts, grants and donations from any public or private sources, including federal and private foundation grants. Members of the commission may not be compensated for the performance of their duties except from nonstate funds that are specifically available therefor.”

## MISSOURI

### [RSMo 160.257](#)

*Pupil testing for competency in certain subjects — each school district to establish — department of elementary and secondary education, duties, limitations*

“1. The commissioner of education shall direct the department of elementary and secondary education to insure that all school districts have a program of pupil testing which shall test competency in the subject areas of English, reading, language arts, science, mathematics, social studies and civics.”

### [RSMo 161.104](#)

*State board to adopt rules on instruction of etiquette concerning the U.S. flag*

“The state board of education shall provide by rule for a program of instruction relating to the flag of the United States of America and instruction in etiquette and in its correct use and display and such other patriotic exercises as may be expedient. Such instruction, at a minimum, shall include sections 36 U.S.C. 170 to 177.”

### [RSMo 161.700](#)

*Holocaust Education and Awareness Commission Act*

“2. There is hereby created a permanent state commission known as the "Holocaust Education and Awareness Commission". The commission shall be housed in the department of elementary and secondary education and shall promote implementation of holocaust education and awareness programs in Missouri in order to encourage understanding of the holocaust and discourage bigotry.

3. The commission shall be composed of twelve members to be appointed by the governor with advice and consent of the senate. The makeup of the commission shall be:

- (1) The commissioner of higher education;
- (2) The commissioner of elementary and secondary education;
- (3) The president of the University of Missouri system; and
- (4) Nine members of the public, representative of the diverse religious and ethnic heritage groups populating Missouri.

4. The holocaust education and awareness commission may receive such funds as appropriated from public moneys or contributed to it by private sources. It may sponsor programs or publications to educate the public about the crimes of genocide in an effort to deter indifference to crimes against humanity and human suffering wherever they occur.

5. The term "holocaust" shall be defined as the period from 1933 through 1945 when six million Jews and millions of others were murdered by Nazi Germany and its collaborators as part of a structured, state-sanctioned program of genocide.

6. The commission may employ an executive director and such other persons to carry out its functions.”

#### [RSMo 170.011](#)

*Courses in the constitutions, American history and Missouri government, required, penalty — waiver, when — student awards — requirements not applicable to foreign exchange students*

“170.011. Courses in the constitutions, American history and Missouri government, required, penalty — waiver, when — student awards — requirements not applicable to foreign exchange students. — 1. Regular courses of instruction in the Constitution of the United States and of the state of Missouri and in American history and institutions shall be given in all public and private schools in the state of Missouri, except proprietary schools, and shall begin not later than the seventh grade and continue in high school to an extent determined by the state commissioner of education, and shall continue in college and university courses to an extent determined by the state commissioner of higher education. In the 1990-91 school year and each year thereafter, local school districts maintaining high schools shall comply with the provisions of this section by offering in grade nine, ten, eleven, or twelve a course of instruction in the institutions, branches and functions of the government of the state of Missouri, including local governments, and of the government of the United States, and in the electoral process. A local school district maintaining such a high school shall require that prior to the completion of the twelfth grade each pupil who receives a high school diploma or certificate of graduation on or after January 1, 1994, shall satisfactorily complete such a course of study. Such course shall be of at least one semester in length and may be two semesters in length. The department of elementary and secondary

education may provide assistance in developing such a course if the district requests assistance. A school district may elect to waive the requirements of this subsection for any student who transfers from outside the state to a Missouri high school if the student can furnish documentation deemed acceptable by the school district of the student's successful completion in any year from the ninth through the twelfth grade of a course of instruction in the institutions, branches, and functions of state government, including local governments, and of the government of the United States, and in the electoral process.

2. American history courses at the elementary and secondary levels shall include in their proper time-line sequence specific referrals to the details and events of the racial equality movement that have caused major changes in United States and Missouri laws and attitudes.

3. No pupil shall receive a certificate of graduation from any public or private school other than private trade schools unless he or she has satisfactorily passed an examination on the provisions and principles of the Constitution of the United States and of the state of Missouri, and in American history, American institutions, and American civics. A school district may elect to waive the requirements of this subsection for any student who transfers from outside the state to a Missouri high school if the student can furnish documentation deemed acceptable by the school district of the student's successful completion in any year from the ninth through the twelfth grade of a course of instruction in the institutions, branches, and functions of state government, including local governments, and of the government of the United States, and in the electoral process. A student of a college or university, who, after having completed a course of instruction prescribed in this section and successfully passed an examination on the United States Constitution, and in American history and American institutions required hereby, transfers to another college or university, is not required to complete another such course or pass another such examination as a condition precedent to his graduation from the college or university.

4. In the 1990-91 school year and each year thereafter, each school district maintaining a high school may annually nominate to the state board of education a student who has demonstrated knowledge of the principles of government and citizenship through academic achievement, participation in extracurricular activities, and service to the community. Annually, the state board of education shall select fifteen students from those nominated by the local school districts and shall recognize and award them for their academic achievement, participation and service.

5. The provisions of this section shall not apply to students from foreign countries who are enrolled in public or private high schools in Missouri, if such students are foreign exchange students sponsored by a national organization recognized by the department of elementary and secondary education.”

*Missouri higher education civics achievement examination, required when — question requirements*

“1. Any student entering a public institution of higher education for the first time after July 2019 who is pursuing an associate’s or bachelor’s degree from such institution shall successfully pass an examination on the provisions and principles of American civics with a score of seventy percent or greater as a condition of graduation from such institution. The examination shall be known as the “Missouri Higher Education Civics Achievement Examination”.

2. The examination required under this section shall consist of at least fifty questions, but shall not exceed one hundred questions, and shall be similar to the one hundred questions administered to applicants for United States citizenship by the United States Citizenship and Immigration Services division of the Department of Homeland Security. Subject matter on the examination shall include the United States Constitution, the United States Bill of Rights, governmental institutions, historical manifestations of federalism, and history of constitutional interpretation and amendments.

3. The examination required under this section may be included within any other examination that is administered on the provisions and principles of the Constitution of the United States and the Constitution of the state of Missouri, and on American history and American institutions, as required in subsection 3 of section 170.011.”

[RSMo 170.037](#)

*Adoption of service-learning programs and projects encouraged — state board of education to provide assistance, when*

“1. The state board of education shall encourage the adoption of service-learning programs and projects among school districts. As used in this section, the term “service-learning programs and projects” means a student-centered, research-based method of teaching and learning which engages students of all ages in solving problems and addressing issues in their school or greater community as part of the academic curriculum. As a result, service-learning fosters academic achievement, civic engagement, and character development.

2. Upon request of any school district that elects to implement service-learning programs or projects, the state board of education shall provide any assistance needed to districts in locating, leveraging, and utilizing alternative financial resources that will assist teachers desiring to receive training in developing and administering service-learning programs or projects.

3. Any local board of education that maintains a high school may include service-learning as part of any course contributing to the satisfaction of credits necessary for high school graduation and provide support for the use of service-learning as an instructional strategy at any grade level to address appropriate areas of current state educational standards for student knowledge and performance.”

[RSMo 170.345](#)

*Missouri civics education initiative — examination required — waiver, when*

“1. This section shall be known as the “Missouri Civics Education Initiative”.

2. Any student entering the ninth grade after July 1, 2017, who is attending any public, charter, or private school, except private trade schools, as a condition of high school graduation shall pass an examination on the provisions and principles of American civics.

3. The examination shall consist of one hundred questions similar to the one hundred questions used by the United States Citizenship and Immigration Services (USCIS) that are administered to applicants for United States citizenship.

4. The examination required under this section may be included in any other examination that is administered on the provisions and principles of the Constitution of the United States and of the state of Missouri, and in American history and American institutions, as required in subsection 3 of section 170.011.

5. School districts may use any online test to comply with the provisions of this section.

6. Each school district shall adopt a policy to permit the waiver of the requirements of this section for any student with a disability if recommended by the student’s IEP committee. For purposes of this subsection, “IEP” means individualized education program.”

[RSMo 170.350](#)

*Constitution Project of the Missouri Supreme Court, participation in, effect of*

“A school district may develop a policy that allows student participation in the Constitution Project of the Missouri Supreme Court to be recognized by:

(1) The granting of credit for some portion of, or in collaboration with:

(a) Inclusion in the student’s record of good citizenship as required by the A+ tuition reimbursement program under section 160.545; or

(b) The Missouri and United States Constitution course required under section 170.011; or

(c) Any relevant course or instructional unit in American government or a similar subject; or

(2) District or school-level awards including, but not limited to, certificates or assemblies.”

**MONTANA**

[Mont. Code Ann. § 20-1-102](#)

*Legislative goals for public elementary and secondary schools*

“It is the goal of the legislature that Montana’s public elementary and secondary school system, in cooperation with parents or guardians, create a learning environment for each student that:

- (1) develops a sound foundation for literacy and numeracy during the early years that is built upon and reinforced throughout the educational experience;
- (2) furthers the ability to reason critically, creatively, and strategically;
- (3) fosters the ability to effectively understand and communicate ideas, knowledge, and thoughts;
- (4) develops a sense of personal and civic responsibility;
- (5) provides an in-depth understanding of the American political, social, and economic systems and the historical context from which they arose;
- (6) provides familiarization with political, social, and economic systems found elsewhere in the world;
- (7) develops a strong work ethic, postsecondary readiness, and employment skills; and
- (8) encourages a healthy lifestyle.”

[Mont. Code Ann. § 20-1-306](#)

*Commemorative exercises on certain days*

“(1) All districts shall conduct appropriate exercises during the school day on the following commemorative days:

- (a) Lincoln's Birthday (February 12);
- (b) Washington's Birthday (February 22);
- (c) Arbor Day (last Friday in April);
- (d) Flag Day (June 14);
- (e) Citizenship Day (September 17);
- (f) American Indian Heritage Day (fourth Friday in September);
- (g) Columbus Day (October 12);
- (h) Pioneer Day (November 1);
- (i) other days designated by the legislature or governor as legal holidays.

(2) When these commemorative days fall on Saturday or Sunday, exercises may be conducted the preceding Friday.”

[Mont. Code Ann. § 20-1-501](#)

*Recognition of American Indian cultural heritage – legislative intent*

“(1) It is the constitutionally declared policy of this state to recognize the distinct and unique cultural heritage of American Indians and to be committed in its educational goals to the preservation of their cultural heritage.

(2) It is the intent of the legislature that in accordance with Article X, section 1(2), of the Montana constitution:

(a) every Montanan, whether Indian or non-Indian, be encouraged to learn about the distinct and unique heritage of American Indians in a culturally responsive manner; and

(b) every educational agency and all educational personnel will work cooperatively with Montana tribes or those tribes that are in close proximity, when providing instruction or when implementing an educational goal or adopting a rule related to the education of each Montana citizen, to include information specific to the cultural heritage and contemporary contributions of American Indians, with particular emphasis on Montana Indian tribal groups and governments.

(3) It is also the intent of this part, predicated on the belief that all school personnel should have an understanding and awareness of Indian tribes to help them relate effectively with Indian students and parents, that educational personnel provide means by which school personnel will gain an understanding of and appreciation for the American Indian people.”

[Mont. Code Ann. § 20-7-119](#)

*Administration Of United States Civics Test*

“(1) Each public high school in the state is encouraged to administer to each student, except as provided in subsection (2), at least once during a student’s high school career, a United States civics test administered by the United States citizenship and immigration services to persons seeking to be naturalized citizens.

(2) A public high school may provide each student with the opportunity to take the test as many times as necessary for the student to pass the test. A student who has an individualized education program under which the civics test is determined to be an inappropriate requirement for the student may not be required to take the civics test.

(3) A student passes the civics test if the student correctly answers at least 70% of the questions.



(4) The superintendent of public instruction is encouraged to annually publish a list of high schools in the state whose seniors receiving a regular diploma, except for those exempted from taking the test under subsection (2), all pass the United States civics test under subsection (1) and recognize these schools as United States civics all-star schools for that school year.”

[Mont. Code Ann. § 20-7-133](#)

*Pledge of allegiance required – exemption for students and teachers*

“(1) Except as provided in subsection (4), the pledge of allegiance to the flag of the United States of America must be recited in all public schools of the state.

(2) The recitation required in subsection (1) must be conducted at the beginning of the first class:

(a) of each school day in kindergarten through grade 6; and

(b) of each school week in grades 7 through 12.

(3) The recitation must be conducted:

(a) by each individual classroom teacher or the teacher’s surrogate; or

(b) over the school intercom system by a faculty member or person designated by the principal.

(4) A school district shall inform all students and teachers of their right to not participate in recitation of the pledge. Any student or teacher who, for any reason, objects to participating in the pledge exercise must be excused from participation. A student or teacher who declines to participate in the pledge may engage in any alternative form of conduct so long as that conduct does not materially or substantially disrupt the work or discipline of the school.

(5) If a student or teacher declines to participate in the recitation of the pledge pursuant to this section, a school district may not for evaluation purposes include any reference to the student’s or teacher’s not participating.”

## **NEBRASKA**

[Neb. Rev. Stat. § 79-701](#)

*Mission of public school system*

“The Legislature hereby finds and declares that the mission of the State of Nebraska, through its public school system, is to:

- (1) Offer each individual the opportunity to develop competence in the basic skills of communications, computations, and knowledge of basic facts concerning the environment, history, and society;
- (2) Offer each individual the opportunity to develop higher order thinking and problem-solving skills by means of adequate preparation in mathematics, science, the social sciences, and foreign languages and by means of appropriate and progressive use of technology;...
- (4) Encourage knowledge and understanding of political society and democracy in order to foster active participation."

[Neb. Rev. Stat. § 79-707](#)

*Flags; United States; State of Nebraska; display*

“The flags of the United States of America and of the State of Nebraska shall be prominently displayed on the school grounds of every public school in the state on each day that such school is in session, in accordance with the standards prescribed for the display of the flag of the United States of America. For the purposes of this section and section 79-708, public school shall mean all institutions of learning supported in whole or in part by public funds, including those providing postsecondary education.”

[Neb. Rev. Stat. § 79-719](#)

*Multicultural education, defined*

“For purposes of sections 79-719 to 79-723, multicultural education includes, but is not limited to, studies relative to the culture, history, and contributions of African Americans, Hispanic Americans, Native Americans, and Asian Americans. Special emphasis shall be placed on human relations and sensitivity toward all races.”

[Neb. Rev. Stat. § 79-720](#)

*Multicultural education program; incorporation into curriculum; department; duties*

- “(1) Each school district, in consultation with the State Department of Education, shall develop for incorporation into all phases of the curriculum of grades kindergarten through twelve a multicultural education program.
- (2) The department shall create and distribute recommended multicultural education curriculum guidelines to all school districts. Each district shall create its own multicultural education program based on such recommended guidelines.

(3) The incorporation of the multicultural education program into the curriculum of each district shall not change (a) the number of instructional hours prescribed for elementary and high school students or (b) the number of instructional hours dedicated to the existing curriculum of each district.”

[Neb. Rev. Stat. § 79-721](#)

*Multicultural education; school districts and department; duties; loss of accreditation*

“(1) Each school district shall present evidence annually, in a form prescribed by the State Department of Education, to the department that multicultural education is being taught to students pursuant to section 79-720. The department shall evaluate the effectiveness of the multicultural education program and establish reasonable timelines for the submission of such evidence.

(2) A school district which fails to provide or fails to provide evidence annually of multicultural education pursuant to such section shall lose its accreditation status.”

[Neb. Rev. Stat. § 79-722](#)

*Evaluation of multicultural education program; report*

“In conjunction with the multicultural education program prescribed in section 79-720, the State Department of Education shall design a process for evaluating the implementation and effectiveness of each multicultural education program, including the collection of baseline data. The collection of baseline data for evaluating the implementation and effectiveness of each multicultural education program shall not include the testing, assessment, or evaluation of individual students’ attitudes or beliefs. An evaluation of the implementation and effectiveness of each multicultural education program shall be conducted every five school years. On or before November 1, 2013, and on or before November 1 every five years thereafter, the department shall report the results of each evaluation to the Clerk of the Legislature, the Education Committee of the Legislature, and the State Board of Education and publish such report on a web site established by the department. The report submitted to the Clerk of the Legislature and the committee shall be submitted electronically.”

[Neb. Rev. Stat. § 79-723](#)

*Multicultural education; rules and regulations*

“The State Department of Education shall adopt and promulgate rules and regulations to carry out sections 79-719 to 79-722.”

[Neb. Rev. Stat. § 79-724](#)

*Committee on American civics; created; duties; school board, State Board of Education, and superintendent; duties*

“It is the responsibility of society to ensure that youth are given the opportunity to become competent, responsible, patriotic, and civil citizens to ensure a strong, stable, just, and prosperous America. Such a citizenry necessitates that every member thereof be knowledgeable of our nation’s history, government, geography, and economic system. The youth in our state should be committed to the ideals and values of our country’s democracy and the constitutional republic established by the people. Schools should help prepare our youth to make informed and reasoned decisions for the public good. Civic competence is necessary to sustain and improve our democratic way of life and must be taught in all public, private, denominational, and parochial schools. A central role of schools is to impart civic knowledge and skills that help our youth to see the relevance of a civic dimension for their lives. Students should be made fully aware of the liberties, opportunities, and advantages we possess and the sacrifices and struggles of those through whose efforts these benefits were gained. Since young people are most susceptible to the acceptance of principles and doctrines that will influence them throughout their lives, it is one of the first duties of our educational system to conduct its activities, choose its textbooks, and arrange its curriculum in such a way that the youth of our state have the opportunity to become competent, responsible, patriotic, and civil American citizens.

(1) The school board of each school district shall, at the beginning of each calendar year, appoint from its members a committee of three, to be known as the committee on American civics, which shall:

- (a) Hold no fewer than two public meetings annually, at least one when public testimony is accepted;
- (b) Keep minutes of each meeting showing the time and place of the meeting, which members were present or absent, and the substance and details of all matters discussed;
- (c) Examine and ensure that the social studies curriculum used in the district is aligned with the social studies standards adopted pursuant to section 79-760.01 and teaches foundational knowledge in civics, history, economics, financial literacy, and geography;
- (d) Review and approve the social studies curriculum to ensure that it stresses the services of the men and women who played a crucial role in the achievement of national independence, establishment of our constitutional government, and preservation of the union and includes the incorporation of multicultural education as set forth in sections 79-719 to 79-723 in order to instill a pride and respect for the nation’s institutions and not be merely a recital of events and dates;
- (e) Ensure that any curriculum recommended or approved by the committee on American civics is made readily accessible to the public and contains a reference to this section;

(f) Ensure that the district develops and utilizes formative, interim, and summative assessments to measure student mastery of the social studies standards adopted pursuant to section 79-760.01;

(g) Ensure that the social studies curriculum in the district incorporates one or more of the following for each student:

(i) Administration of a written test that is identical to the entire civics portion of the naturalization test used by United States Citizenship and Immigration Services prior to the completion of eighth grade and again prior to the completion of twelfth grade with the individual score from each test for each student made available to a parent or guardian of such student; or

(ii) Attendance or participation between the commencement of eighth grade and completion of twelfth grade in a meeting of a public body as defined by section 84-1409 followed by the completion of a project or paper in which each student demonstrates or discusses the personal learning experience of such student related to such attendance or participation; or

(iii) Completion of a project or paper and a class presentation between the commencement of eighth grade and the completion of twelfth grade on a person or persons or an event commemorated by a holiday listed in subdivision (6) of this section or on a topic related to such person or persons or event; and

(h) Take all such other steps as will assure the carrying out of the provisions of this section and provide a report to the school board regarding the committee's findings and recommendations.

(2) All social studies courses approved for grade levels as provided by this section shall include and adequately stress contributions of all ethnic groups to (a) the development and growth of America into a great nation, (b) art, music, education, medicine, literature, science, politics, and government, and (c) the military in all of this nation's wars.

(3) All grades of all public, private, denominational, and parochial schools, below the sixth grade, shall devote at least one hour per week to exercises or teaching periods for the following purpose:

(a) The discussion of noteworthy events pertaining to American history or the exceptional acts of individuals and groups of Americans;

(b) The historical background, memorization, and singing of patriotic songs such as the Star-Spangled Banner and America the Beautiful;

(c) The development of respect for the American flag as a symbol of freedom and the sacrifices of those who secured that freedom; and

(d) Instruction as to proper conduct in the presentation of the American flag.

(4) In at least two of the three grades from the fifth grade to the eighth grade in all public, private, denominational, and parochial schools, time shall be set aside for the teaching of American history from the social studies curriculum, which shall be taught in such a manner that all students are given the opportunity to (a) become competent, responsible, patriotic, and civil

citizens who possess a deep understanding of and respect for both the Constitution of the United States and the Constitution of Nebraska and (b) prepare to preserve, protect, and defend freedom and democracy in our nation and our world.

(5) In at least two courses in every high school, time shall be devoted to the teaching of civics and American history as outlined in the social studies standards adopted pursuant to section 79-760.01, during which specific attention shall be given to the following matters:

(a) The Declaration of Independence, the United States Constitution, the Constitution of Nebraska, and the structure and function of local government in this state;

(b) The benefits and advantages of representative government, the rights and responsibilities of citizenship in our government, and the dangers and fallacies of forms of government that restrict individual freedoms or possess antidemocratic ideals such as, but not limited to, Nazism and communism;

(c) The duties of citizenship, which include active participation in the improvement of a citizen's community, state, country, and world and the value and practice of civil discourse between opposing interests; and

(d) The application of knowledge in civics, history, economics, financial literacy, and geography to address societal issues.

(6) Appropriate patriotic exercises suitable to the occasion shall be held under the direction of the superintendent in every public, private, denominational, and parochial school on George Washington's birthday, Abraham Lincoln's birthday, Dr. Martin Luther King, Jr.'s birthday, Native American Heritage Day, Constitution Day, Memorial Day, Veterans Day, and Thanksgiving Day, or on the day or week preceding or following such holiday, if the school is in session.

(7) Every school board, the State Board of Education, and the superintendent of each school district in the state shall be held directly responsible in the order named for carrying out this section. Neglect thereof by any employee may be considered a cause for dismissal."

[Neb. Rev. Stat. § 79-725](#)

*Character education; principles of instruction; duty of teachers*

"Each teacher employed to give instruction in any public, private, parochial, or denominational school in the State of Nebraska shall arrange and present his or her instruction to give special emphasis to common honesty, morality, courtesy, obedience to law, respect for the national flag, the United States Constitution, and the Constitution of Nebraska, respect for parents and the home, the dignity and necessity of honest labor, and other lessons of a steadying influence which tend to promote and develop an upright and desirable citizenry."

[Neb. Rev. Stat. § 79-726](#)

*Character education; outline of instruction; duty of Commissioner of Education*

“The Commissioner of Education shall prepare an outline with suggestions such as in his or her judgment will best accomplish the purpose set forth in section 79-725 and shall incorporate the same in the regular course of study for the first twelve grades of all schools of the State of Nebraska.”

[Neb. Rev. Stat. § 79-727](#)

*Rules and regulations; State Department of Education; duties*

“The State Board of Education shall adopt and promulgate rules and regulations to carry out the provisions of sections 79-724 to 79-726. The State Department of Education shall ensure that all requirements of such sections and such rules and regulations are carried out by each school district.”

[Neb. Rev. Stat. § 79-760.01](#)

*Academic content standards; State Board of Education; duties*

“The State Board of Education shall adopt measurable academic content standards for at least the grade levels required for statewide assessment pursuant to section 79-760.03. The standards shall cover the subject areas of reading, writing, mathematics, science, and social studies.”

## NEVADA

[NV Rev Stat § 389.009](#)

*Public high school to administer certain examination concerning civics; requirements for administration of examination; pupil required to take examination as condition for graduation; waiver from examination*

“1. A public high school shall administer an examination containing a number of questions, determined by the public high school, which are identical to the questions contained in the civics portion of the naturalization test adopted by the United States Citizenship and Immigration

Services of the Department of Homeland Security to each pupil enrolled in the public high school.

2. A public high school shall:

- (a) Determine the course in which the examination will be administered;
- (b) Establish the number of questions which will be included on the examination, which must not be less than 50;
- (c) Determine the desired score on the examination and the manner in which the results of the examination administered to a pupil will affect the grade of the pupil in the course in which the examination is administered; and
- (d) Not later than August 31 of each year, aggregate the results of the examination for all pupils at the public high school and report the aggregated results to the board of trustees of the school district in which the public high school is located.

3. Except as otherwise provided in subsection 4, no pupil in any public high school may receive a certificate or diploma of graduation without having taken the examination described in subsection 1.”

#### [NV Rev Stat § 389.014](#)

##### *Patriotic observance*

“Each public school shall set aside appropriate time at the beginning of each school day for pupils to pledge their allegiance to the flag of the United States. In addition, each public school may set aside appropriate time during the school day for additional patriotic observance. Each public school shall set aside appropriate time at the beginning of each school day for pupils to pledge their allegiance to the flag of the United States. In addition, each public school may set aside appropriate time during the school day for additional patriotic observance.”

#### [NV Rev Stat § 389.018](#)

*Designation of core academic subjects; minimum units of credit required in high school; exception; additional subjects to be taught. [Effective July 1, 2022.]*

“1. The following subjects are designated as the core academic subjects that must be taught, as applicable for grade levels, in all public schools, the Caliente Youth Center, the Nevada Youth Training Center and any other state facility for the detention of children that is operated pursuant to title 5 of NRS: ...

- (d) Social studies, which includes only the subjects of history, geography, economics, civics, financial literacy and multicultural education.



2. Except as otherwise provided in this subsection, a pupil enrolled in a public high school must enroll in a minimum of: ...

(d) Three units of credit in social studies, including, without limitation:

- (1) One-half unit of credit in American government;
- (2) Two units of credit in American history, world history or geography; and
- (3) One-half unit of credit in economics.”

[NV Rev Stat § 389.054](#)

*Instruction in American government; exception*

“1. In all public schools, the Caliente Youth Center, the Nevada Youth Training Center and any other state facility for the detention of children that is operated pursuant to title 5 of NRS, instruction must be given in American government, including, without limitation, instruction on:

(a) The essentials of:

- (1) The Constitution of the United States, including, without limitation, the Bill of Rights;
- (2) The Constitution of the State of Nevada; and
- (3) The Declaration of Independence;

(b) The origin and history of the Constitutions;

(c) The study of and devotion to American institutions and ideals; and

(d) Civics.

2. Except as otherwise provided in NRS 388C.120, the instruction required in subsection 1 must be given during at least 1 year of the elementary school grades and for a period of at least 1 year in all high schools.

[NV Rev Stat § 389.057](#)

*Instruction in American history; exception*

“Except as otherwise provided in NRS 388C.120, American history, including, without limitation, the history of the:

1. Constitution of the United States, including, without limitation, the Bill of Rights;
2. State of Nevada, including, without limitation, the Constitution of the State of Nevada; and
3. Declaration of Independence,

must be taught in all of the public schools in the State of Nevada for a period of at least 1 year.”

[NV Rev Stat § 389.077](#)

*Satisfactory completion of courses in American government and American history required for graduation; exception for certain pupils*

“1. Except as otherwise provided in subsections 2 and 3, no pupil in any public high school, the Caliente Youth Center, the Nevada Youth Training Center or any other state facility for the detention of children that is operated pursuant to title 5 of NRS may receive a certificate or diploma of graduation without having passed a course in American government and American history as required by NRS 389.054 and 389.057.”

[NV Rev Stat § 389.520](#)

*Establishment of standards; periodic review of standards; adoption of standards by State Board; establishment of policy for ethical, safe and secure use of computers*

1. The Council shall:

(a) Establish standards of content and performance, including, without limitation, a prescription of the resulting level of achievement, for the grade levels set forth in subsection 5, based upon the content of each course, that is expected of pupils for the following courses of study: ...

(4) Social studies, which includes only the subjects of **history, geography, economics, civics, financial literacy and multicultural education;**”

[NV Rev Stat § 389.525](#)

*Establishment of standards of content and performance for ethnic and diversity studies for pupils enrolled in high school; provision of instruction in ethnic and diversity studies; regulations*

“1. The Council shall establish standards of content and performance for ethnic and diversity studies for pupils enrolled in high school. The Council shall develop the standards in consultation with:

(a) Faculty of ethnic or diversity studies at colleges and universities in this State that have an ethnic or diversity studies program;

(b) Representatives of the school districts in this State, a majority of whom are teachers in kindergarten through grade 12 and who have experience or an educational background in the study and teaching of ethnic or diversity studies; and

(c) Other qualified persons who represent the diverse communities of this State and the United States.

2. The standards established pursuant to subsection 1 must:

- (a) Examine the culture, history and contributions of diverse American communities, including, without limitation, African Americans, Hispanic Americans, Native Americans, Asian Americans, European Americans, Basque Americans and any other ethnic or diverse American communities the Council deems appropriate;
  - (b) Emphasize human relations, sensitivity towards all races and diverse populations and work-related cultural competency skills;
  - (c) Be written in a manner that allows a school district or charter school to modify the content to reflect and support the demographics of pupils in the community, as long as the prescribed standard is met; and
  - (d) Comply with any applicable admissions requirements for colleges and universities in this State.
3. The board of trustees of a school district and the governing body of a charter school that operates as a high school may provide instruction in ethnic and diversity studies to pupils enrolled in high school within the school district or in the charter school, as applicable. If provided, the instruction must comply with the standards of content and performance established by the Council pursuant to this section.
4. The State Board shall adopt such regulations as necessary to carry out the provisions of this section.

## **NEW HAMPSHIRE**

### [NH RSA §189:11](#)

#### *Instruction in National and State History and Government*

“I. In all public and private schools in the state there shall be given regular courses of instruction in the history, government and constitutions of the United States and New Hampshire, including the organization and operation of New Hampshire municipal, county and state government and of the federal government. Such instruction shall begin not later than the beginning of the eighth grade and shall continue in all high schools as a component of a one credit course of instruction required for high school graduation in United States and New Hampshire history and a one-half credit course of instruction required for high school graduation in United States and New Hampshire government/civics. A school district shall develop and offer the United States and New Hampshire government/civics course and at a minimum, the course shall include instruction in the following areas:

- (a) Opportunities and responsibilities for civic involvement.
- (b) Skills to effectively participate in civic affairs.

(c) The U.S. Constitution and the principles stated in the Articles and Amendments of the U.S. Constitution that provide the foundation for the democratic government of the United States.

(d) The New Hampshire constitution and the principles stated in the articles of the New Hampshire constitution that provide the foundation for the democratic government of New Hampshire.

(e) The structure and functions of the 3 branches comprising federal and state governments: legislative, judicial, and executive.

(f) The role, opportunities, and responsibilities of a citizen to engage in civic activity.

(g) The role and interactions of the state of New Hampshire and local governments within the framework of the U.S. Constitution and of extended powers and functions provided to local governments.

(h) How federal, state, and local governments address problems and issues by making decisions, creating laws, enforcing regulations, and taking action.

(i) The role and actions of government in the flow of economic activity and the regulation of monetary policy.

(j) How intolerance, bigotry, antisemitism, and national, ethnic, racial, or religious hatred and discrimination have evolved in the past, and can evolve, into genocide and mass violence, such as the Holocaust, and how to prevent the evolution of such practices.

II. As a component of instruction under paragraph I, a locally developed competency assessment of United States government and civics that includes, but is not limited to, the nature, purpose, structure, function, and history of the United States government, the rights and responsibilities of citizens, and noteworthy government and civic leaders, shall be administered to students as part of the high school course in history and government of the United States and New Hampshire. Students who attain a passing grade on the competency assessment shall be eligible for a certificate issued by the school district. The United States Citizenship and Immigration Services (USCIS) test may be used to satisfy the requirement of this paragraph. By June 30 of each year, each school district shall submit the results of either the locally developed competency assessment of United States government and civics or the United States Citizenship and Immigration Services (USCIS) test to the department of education.”

#### [NH RSA §189:17](#)

##### *Flags; Penalty*

“The school board shall supply a United States and a New Hampshire state flag; the flags shall be made not less than 5 feet in length, with a flagstaff and appliances for displaying the same, for every schoolhouse in the district in which a public school is taught, at the expense of the district. They shall prescribe rules and regulations for the proper custody, care and display of these flags;

the regulations shall require that wherever possible, the United States flag and the New Hampshire state flag shall be displayed on separate staffs of equal height. When the flags are displayed on the same staff, the United States flag shall be displayed above the New Hampshire flag. The regulations shall further require that such flags shall be displayed prominently outside of the schoolhouse. When they are otherwise displayed, the flags shall be placed conspicuously in the principal room of assembly of the schoolhouse. The governing board of every private school shall supply a United States flag, such flag to be made not less than 5 feet in length, with a flagstaff and appliances for displaying same. They shall make provisions similar to those required in the public schools for the display of said flag. Any members of a school board or the governing board who shall refuse or neglect to comply with the provisions of this section shall be guilty of a violation.”

#### [NH RSA §189:18](#)

##### *Patriotic Exercises*

“In all public schools of the state one session, or a portion thereof, during the weeks in which Memorial Day and Veterans Day fall, shall be devoted to exercises of a patriotic nature, which shall include a discussion of the words, meaning, and history of the Pledge of Allegiance and the Star Spangled Banner.”

#### [NH RSA §189:22](#)

##### *Copies of State Constitution and Election Laws to be Furnished*

“The secretary of state is hereby directed to furnish to the state board of education such number of copies of the state constitution and the election laws as may be necessary.”

#### [NH RSA §189:23](#)

##### *Distribution*

“The state board of education is hereby directed to distribute copies of the state constitution and election laws to all teachers of history and civics in the upper grades of elementary schools and to teachers of United States history in junior and senior high schools to be used by them in instructing their pupils relative to the laws governing election and voting.”

#### [NH RSA §193-E:2](#)

##### *Criteria for an Adequate Education*

“An adequate education shall provide all students with the opportunity to acquire:

- I. Skill in reading, writing, and speaking English to enable them to communicate effectively and think creatively and critically.
- II. Skill in mathematics and familiarity with methods of science to enable them to analyze information, solve problems, and make rational decisions.
- III. Knowledge of the biological, physical, and earth sciences to enable them to understand and appreciate the world around them.
- IV. Knowledge of civics and government, economics, geography, history, and Holocaust and genocide education to enable them to participate in the democratic process and to make informed choices as responsible citizens.
- V. Grounding in the arts, languages, and literature to enable them to appreciate our cultural heritage and develop lifelong interests and involvement in these areas.
- VI. Sound wellness and environmental practices to enable them to enhance their own well-being, as well as that of others.
- VII. Skills for lifelong learning, including interpersonal and technological skills, to enable them to learn, work, and participate effectively in a changing society.”

## **NEW JERSEY**

### [N.J. Stat. § 18A:6-3](#)

#### *Courses in Constitution of United States*

“Regular courses of instruction in the Constitution of the United States shall be given in all public schools and in all private schools, attendance at which is a sufficient compliance with the compulsory educational requirements of this title in this State, which instruction shall begin not later than the opening of the seventh grade in public schools and of the equivalent grade in private schools and shall continue in the high school course and in courses of State colleges and universities and the educational departments of the State and municipal institutions.”

### [N.J. Stat. § 18A:35-1](#)

#### *2-year course of study in history*

“The superintendent of schools in each school district shall prepare and recommend to the board of education of the district, and the board of education shall adopt a suitable two-year course of

study in the history of the United States, including the history of New Jersey, to be given to each student during the last four years of high school. Said course of study shall include materials recommended by the commissioner dealing with the history of the Negro in America.”

[N.J. Stat. § 18A:35- 2](#)

*Contents of course of study*

“Such course of study shall include instruction in

(1) The principles and ideals of the American form of representative government as expressed in the Declaration of Independence and the Constitution of the United States and particularly in the Bill of Rights; and

(2) The history of the origin and growth of the social, economic and cultural development of the United States, of American family life and of the high standard of living and other privileges enjoyed by the citizens of the United States; and

(3) Such other events in the history of the United States as will tend to instill, into every girl and boy, a determination to preserve these principles and ideals as those of citizens of the United States and an appreciation of their solemn duty and obligation to exercise the privilege of the ballot, upon their reaching voting age, to the end that said principles and ideals may be so preserved; and

(4) The history of the State of New Jersey.”

[N.J. Stat. § 18A:35- 2 .1](#)

*Civics curriculum guidelines*

“The New Jersey Center for Civic Education at Rutgers, The State University shall prepare curriculum guidelines and provide professional development for high school social studies teachers to help local school boards in fulfilling the requirements of integrating civics, economics, and the history of New Jersey as part of the required United States history course established pursuant to N.J.S. 18A:35-1 and N.J.S. 18A:35-2”

[N.J. Stat. New Section](#)

Beginning in the 2022-2023 school year, each board of education shall provide a course of study in civics, which shall be taken by all students in an appropriate middle school grade. The course shall address: the values and principles underlying the American system of constitutional democracy; the function and limitations of government; and the role of a citizen in a democratic society. The board shall ensure that the course of study includes a minimum of two quarters of instruction, or the equivalent.

### [N.J. Stat. New Section](#)

A minimum of \$300,000 shall annually be appropriated to the New Jersey Center for Civic Education at Rutgers, the State University. The purpose of the appropriation shall be to enable the center to provide a clearinghouse of materials, an online resource center, technical assistance, professional development and any other activities to encourage the integration of civics, economics, and New Jersey history in the teaching of United States history pursuant to N.J.S.18A:35-1 and N.J.S.18A:35-2 and to enhance the middle school civics course of study as required pursuant to section 3 of this act.

### [N.J. Stat. § 18A:35-3](#)

*Course in civics, geography and history of New Jersey*

“Each board of education shall adopt a course of study in community civics, the geography, history and civics of New Jersey, and the privileges and responsibilities of citizenship as they relate to community and national welfare, which course shall be taken by all pupils in the public elementary schools in the grade or grades in which it is given, with the object of producing the highest type of patriotic citizenship.”

### [N.J. Stat. § 18A:35-4.35](#)

*History of disabled and LGBT persons included in middle and high school curriculum*

“A board of education shall include instruction on the political, economic, and social contributions of persons with disabilities and lesbian, gay, bisexual, and transgender people, in an appropriate place in the curriculum of middle school and high school students as part of the district's implementation of the New Jersey Student Learning Standards.”

### [N.J. Stat. § 18A:35-4.36](#)

*Policies, procedures pertaining to inclusive instructional materials*

“A board of education shall have policies and procedures in place pertaining to the selection of instructional materials to implement the requirements of section 1 of this act. When adopting instructional materials for use in the schools of the district, a board of education shall adopt inclusive instructional materials that portray the cultural and economic diversity of society including the political, economic, and social contributions of persons with disabilities and lesbian, gay, bisexual, and transgender people, where appropriate.”

### [N.J. Stat. § 18A:35-4.36a](#)



*Curriculum to contain instruction on diversity and inclusion*

“1. a. Beginning in the 2021-2022 school year, each school district shall incorporate instruction on diversity and inclusion in an appropriate place in the curriculum of students in grades kindergarten through 12 as part of the district's implementation of the New Jersey Student Learning Standards.

b. The instruction shall:

(1) highlight and promote diversity, including economic diversity, equity, inclusion, tolerance, and belonging in connection with gender and sexual orientation, race and ethnicity, disabilities, and religious tolerance;

(2) examine the impact that unconscious bias and economic disparities have at both an individual level and on society as a whole; and

(3) encourage safe, welcoming, and inclusive environments for all students regardless of race or ethnicity, sexual and gender identities, mental and physical disabilities, and religious beliefs.

c. The Commissioner of Education shall provide school districts with sample learning activities and resources designed to promote diversity and inclusion.”

[N.J. Stat. § 18A:35-4.42](#)

*Findings, declarations relative to the Amistad Commission*

“3. The Legislature finds and declares that:

a. Since the days of slavery, public school curricula have consistently omitted or misrepresented the history of African Americans.

b. To correct these omissions, all public schools in the State of New Jersey should include instruction that infuses into all courses on the United States, the centuries of contributions and accomplishments by African Americans in the building and development of America.

c. The Amistad Commission, created pursuant to P.L.2002, c.75 (C.52:16A-86 et seq.), is responsible for designing and promoting the implementation of education and awareness programs in New Jersey concerned with slavery in America and the contributions of African Americans, and for developing curriculum guidelines for the teaching of this information. The Amistad Commission is an ideal agency to recommend curricular materials to school districts.”

[N.J. Stat. § 18A:35-4.43](#)

*Infusion of African American accomplishments into school curricula*

“4. a. Every board of education shall include, in the curriculum of all elementary and secondary school students, instruction that infuses into all courses on the United States, the centuries of

accomplishments by African Americans in the building and development of America including, but not limited to, the areas of industry, military, government, and the professions; local communities; math, science, medicine, and space; architecture and the arts; social institutions and culture; and other aspects of life in America.

b. The instruction shall enable students to identify and analyze applicable theories concerning human nature and behavior; to know and understand the nation's heritage of slavery and freedom; to know and understand the impact of African diasporic cultures and institutions on the Americas; to know and understand the contributions of African Americans to all areas of American society throughout its history, beginning with the colonial period; to know and understand that inequality is a consequence of prejudice and discrimination in the pursuit of maintaining power and dominance over certain portions of society; to know and understand citizenship and disenfranchisement; and to understand that issues of moral dilemma and conscience have a profound impact on the nation and the self-image and self-realization of its entire population, especially the personal and civic development of students in grades kindergarten through 12. The instruction shall also emphasize the personal responsibility of each citizen to fight racism and hatred whenever and wherever it happens and to uphold the national ideals of freedom and justice for all.

c. The Department of Education shall work with the Amistad Commission to ensure that all department assessment tools for New Jersey schools are inclusive of the curricular requirements established pursuant to this section.”

#### [N.J. Stat. § 18A:35-28](#)

*Instruction on Holocaust, genocides required in elementary, secondary school curriculum*

“2. a. Every board of education shall include instruction on the Holocaust and genocides in an appropriate place in the curriculum of all elementary and secondary school pupils.

b. The instruction shall enable pupils to identify and analyze applicable theories concerning human nature and behavior; to understand that genocide is a consequence of prejudice and discrimination; and to understand that issues of moral dilemma and conscience have a profound impact on life. The instruction shall further emphasize the personal responsibility that each citizen bears to fight racism and hatred whenever and wherever it happens. “

#### [N.J. Stat. § 18A:36-3](#)

*Display of and salute to flag; pledge of allegiance*

“Every board of education shall:

(a) Procure a United States flag, flagstaff and necessary appliances therefor for each school in the district and display such flag upon or near the public school building during school hours;

(b) Procure a United States flag, flagstaff and necessary appliances or standard therefor for each assembly room and each classroom in each school, and display such flag in the assembly room and each classroom during school hours and at such other time as the board of education may deem proper; and

(c) Require the pupils in each school in the district on every school day to salute the United States flag and repeat the following pledge of allegiance to the flag: "I pledge allegiance to the flag of the United States of America and to the republic for which it stands, one nation, under God, indivisible, with liberty and justice for all," which salute and pledge of allegiance shall be rendered with the right hand over the heart, except that pupils who have conscientious scruples against such pledge or salute, or are children of accredited representatives of foreign governments to whom the United States government extends diplomatic immunity, shall not be required to render such salute and pledge but shall be required to show full respect to the flag while the pledge is being given merely by standing at attention, the boys removing the headdress."

[N.J. Stat. § 18A:36-6](#)

*Observance of flag day*

"The principals and teachers in the public schools shall make suitable arrangements for the celebration, by appropriate exercises among the pupils in the schools, of June 14 in each year, as the day of the adoption of the American flag by the Continental congress."

[N.J. Stat. § 18A:36-10](#)

*Designation of Commodore Barry Day*

"September 13 in each year shall be known as Commodore John Barry Day, except when such day shall fall on Saturday, then the day preceding, or on Sunday, then the day following."

[N.J. Stat. § 18A:36-11](#)

*Observance of Commodore Barry Day*

"It shall be the duty of the authorities of every public school in this state to assemble the pupils in their charge on such day in the school building, or elsewhere, as they may deem proper, and to provide for and conduct such exercises or instructions as shall tend to (1) acquaint such pupils with the achievements of Commodore John Barry, "father of the American navy," and (2) honor the memory of Commodore Barry."

[N.J. Stat. § 18A:36-12](#)

*Exercises on Commodore Barry Day*

“The commissioner shall prescribe a course of exercises or instructions which shall be adopted and observed by public school authorities on Commodore John Barry Day.”

[N.J. Stat. § 18A:36-13](#)

*Patriotic exercises preceding holidays*

“Appropriate exercises for the development of a higher spirit of patriotism shall be held in all public schools on the last school day preceding Washington’s Birthday (also celebrated as President’s Day), Decoration or Memorial Day, Columbus Day, and Veterans Day.”

[N.J. Stat. § 18A:36-13.1](#)

*Observation of certain holidays by school district*

“5. A school district may conduct a course of exercises or instruction in accordance with the core curriculum content standards to observe holidays, including, but not limited to, Lincoln's Birthday, Thanksgiving Day, and Arbor Day.”

[N.J. Stat. §18A:36-27](#)

*Voting information*

“1. The board of education of each school district and the appropriate school officials in each nonpublic school shall provide a voter registration form, a summary of voter registration eligibility requirements, and material describing the role of a citizen and the importance of voting to each eligible high school pupil prior to the graduation date for the school year. This material shall be nonpartisan and conform to the provisions of N.J.S.18A:42-4.”

**NEW MEXICO**

[NMSA §22-2-9](#)

*United States and New Mexico flags; display regulations*

“The flag of the United States and the flag of the State of New Mexico shall be displayed in each classroom and on or within all public school buildings of this state according to the regulations adopted by the state board department.”

#### [NMSA §22-5-4.5](#)

##### *Pledge of allegiance*

“Local school boards shall provide that the pledge of allegiance shall be recited daily in each public school in the school district according to regulations adopted by the state department.”

#### [NMSA §22-13-1](#)

##### *Subject areas; minimum instructional areas required; accreditation*

“C. All first, second and third grade classes shall provide instruction in art, music and a language other than English, and instruction that meets content and performance standards shall be provided in science, social studies, physical education and health education.

D. In fourth through eighth grades, instruction that meets academic content and performance standards shall be provided in the following subject areas:

- (1) reading and language arts skills, with an emphasis on writing and editing for at least one year and an emphasis on grammar and writing for at least one year; ...
- (8) social studies;
- (9) New Mexico history;
- (10) United States history;
- (11) geography; ....”

#### [NMSA §22-13-1.1](#)

##### *Graduation requirements*

“G. Successful completion of a minimum of twenty-three units aligned to the state academic content and performance standards shall be required for graduation. These units shall be as follows: ...

- (4) three units in social science, which shall include United States history and geography, world history and geography and government and economics; ...
- (7) one-half unit in New Mexico history for students entering the ninth grade beginning in the 2005-2006 school year. ...

J. Successful completion of the requirements of the New Mexico diploma of excellence shall be required for graduation for students entering the ninth grade beginning in the 2009-2010 school year. Successful completion of a minimum of twenty-four units aligned to the state academic content and performance standards shall be required to earn a New Mexico diploma of excellence. These units shall be as follows: ...

(4) three and one-half units in social science, which shall include United States history and geography, world history and geography, government and economics and one-half unit of New Mexico history. ...

O. Beginning with the 2010-2011 school year, a student shall not receive a New Mexico diploma of excellence if the student has not demonstrated competence in the subject areas of mathematics, reading and language arts, writing, social studies and science, including a section on the constitution of the United States and the constitution of New Mexico, based on a standards-based assessment or assessments or a portfolio of standards-based indicators established by the department by rule.”

## **NEW YORK**

### [NY CLS Title 1, Article 17, § 801](#)

#### *Courses of instruction in patriotism and citizenship and in certain historic documents*

“1. In order to promote a spirit of patriotic and civic service and obligation and to foster in the children of the state moral and intellectual qualities which are essential in preparing to meet the obligations of citizenship in peace or in war, the regents of The University of the State of New York shall prescribe courses of instruction in patriotism, citizenship, civic education and values, our shared history of diversity, the role of religious tolerance in this country, and human rights issues, with particular attention to the study of the inhumanity of genocide, slavery (including the freedom trail and underground railroad), the Holocaust, and the mass starvation in Ireland from 1845 to 1850, to be maintained and followed in all the schools of the state. The boards of education and trustees of the several cities and school districts of the state shall require instruction to be given in such courses, by the teachers employed in the schools therein. All pupils attending such schools, over the age of eight years, shall attend upon such instruction.

Similar courses of instruction shall be prescribed and maintained in private schools in the state, and all pupils in such schools over eight years of age shall attend upon such courses. If such

courses are not so established and maintained in a private school, attendance upon instruction in such school shall not be deemed substantially equivalent to instruction given to pupils of like age in the public schools of the city or district in which such pupils reside.

2. The regents shall prescribe courses of instruction in the history, meaning, significance and effect of the provisions of the constitution of the United States, the amendments thereto, the declaration of independence, the constitution of the state of New York and the amendments thereto, to be maintained and followed in all of the schools of the state. The boards of education and trustees of the several cities and school districts of the state shall require instruction to be given in such courses, by the teachers employed in the schools therein. All pupils attending such schools, in the eighth and higher grades, shall attend upon such instruction.

Similar courses of instruction shall be prescribed and maintained in private schools in the state, and all pupils in such schools in grades or classes corresponding to the instruction in the eighth and higher grades of the public schools shall attend upon such courses. If such courses are not so established and maintained in a private school, attendance upon instruction in such school shall not be deemed substantially equivalent to instruction given to pupils in the public schools of the city or district in which such pupils reside.

3. The regents shall determine the subjects to be included in such courses of instruction in patriotism, citizenship, civic education and values, our shared history of diversity, the role of history of diversity, the role of religious tolerance in this country, and human rights issues, with particular attention to the study of the inhumanity of genocide, slavery (including the freedom trail and underground railroad), the Holocaust, and the mass starvation in Ireland from 1845 to 1850, and in the history, meaning, significance and effect of the provisions of the constitution of the United States, the amendments thereto, the declaration of independence, the constitution of the state of New York and the amendments thereto, and the period of instruction in each of the grades in such subjects. They shall adopt rules providing for attendance upon such instruction and for such other matters as are required for carrying into effect the objects and purposes of this section. The commissioner shall be responsible for the enforcement of such section and shall cause to be inspected and supervise the instruction to be given in such subjects. The commissioner may, in his discretion, cause all or a portion of the public school money to be apportioned to a district or city to be withheld for failure of the school authorities of such district or city to provide instruction in such courses and to compel attendance upon such instruction, as herein prescribed, and for a non-compliance with the rules of the regents adopted as herein provided.

4. The regents shall designate a week during each year and prescribe a uniform course of exercises in the public schools of the state suitable for pupils of various ages to instill into the minds of such pupils the purpose, meaning and importance of the bill of rights articles in the federal and state constitutions. Such exercises shall be in addition to any prescribed courses of study in the schools.

5. The regents shall make available to all elementary schools in the state suitable curriculum materials to aid in the instruction of pupils in grades kindergarten through six in the understanding and acceptance of children with disabilities as defined in section forty-four hundred one of this chapter.”

[NY CLS Title 1, Article 17, § 801-a](#)

*Instruction in civility, citizenship and character education*

“The regents shall ensure that the course of instruction in grades kindergarten through twelve includes a component on civility, citizenship and character education. Such component shall instruct students on the principles of honesty, tolerance, personal responsibility, respect for others, with an emphasis on discouraging acts of harassment, bullying, discrimination, observance of laws and rules, courtesy, dignity and other traits which will enhance the quality of their experiences in, and contributions to, the community. Such component shall include instruction of safe, responsible use of the internet and electronic communications. The regents shall determine how to incorporate such component in existing curricula and the commissioner shall promulgate any regulations needed to carry out such determination of the regents. For the purposes of this section, “tolerance,” “respect for others” and “dignity” shall include awareness and sensitivity to harassment, bullying, discrimination and civility in the relations of people of different races, weights, national origins, ethnic groups, religions, religious practices, mental or physical abilities, sexual orientations, genders, and sexes.”

[NY CLS Title 1, Article 17, § 802](#)

*Instruction relating to the flag; holidays*

“1. It shall be the duty of the commissioner to prepare, for the use of the public schools of the state, a program providing for a salute to the flag and a daily pledge of allegiance to the flag, and instruction in its correct use and display which shall include, as a minimum, specific instruction regarding respect for the flag of the United States of America, its display and use as provided by federal statute and regulation and such other patriotic exercises as may be deemed by him to be expedient, under such regulations and instructions as may best meet the varied requirements of the different grades in such schools. However, such instruction shall include, as a minimum, the provisions of sections one hundred seventy through one hundred seventy-seven of title thirty-six of the United States Code.

2. a. It shall also be the duty of the commissioner to make special provision for the observance in the public schools of Lincoln’s birthday, Washington’s birthday, Memorial day and Flag day, and such other legal holidays of like character as may be hereafter designated by law when the legislature makes an appropriation therefor.



b. It shall also be the duty of the commissioner to make special provision for the observance of a brief period of silence for September 11th Remembrance Day.

3. Nothing herein contained shall be construed to authorize military instruction or drill in the public schools during school hours, except that the board of education of any school district may offer during school hours a junior reserve officer training program in conjunction with the United States Department of Defense to those students in grades nine through twelve who are at least fourteen years of age provided that enrollment and participation in such program is voluntary on the part of the student and written consent of a parent or guardian is submitted by such student and further provided, that the conduct of instruction on or the presence within any school of any type of current or future weaponry as part of such program is prohibited.”

[NY CLS Title 1, Article 17, § 802-a](#)

*Instruction relating to general elections*

“Every school and teacher or instructor shall utilize a sample or facsimile ballot, provided by the appropriate board of elections pursuant to section 7-118 of the election law, when providing instruction in the electoral process relating to an ongoing general election, for which a sample or facsimile ballot has been created, or when holding mock elections.”

[NY CLS Title 4, Article 65, Part 1, § 3207-a](#)

*Service of persons seventeen years of age as election inspectors or poll clerks*

“Service of persons seventeen years of age as election inspectors or poll clerks. A school district may permit an enrolled student, with the consent of such student’s parent, guardian, or other person in parental relation, to serve as an election inspector or poll clerk pursuant to section 3-400 of the election law (and other applicable provisions of this chapter and the labor law). For the purposes of attendance, any student so serving while school is in session shall be recorded as in attendance.”

**NORTH CAROLINA**

[N.C. Gen. Stat. § 115C-12](#)

*Powers and duties of the Board generally*

“[9c] a. The Board shall develop a comprehensive plan to revise content standards and the standard course of study in the core academic areas of reading, writing, mathematics, science, history, geography, and civics.”

[N.C. Gen. Stat. § 115C-47](#)

*Powers and duties generally*

“In addition to the powers and duties designated in G.S. 115C-36, local boards of education shall have the power or duty: ...

(29a) To Require the Display of the United States and North Carolina Flags, and to Require the Recitation of the Pledge of Allegiance. - Local boards of education shall adopt policies to (i) require the display of the United States and North Carolina flags in each classroom, when available, (ii) require that recitation of the Pledge of Allegiance be scheduled on a daily basis, and (iii) provide age-appropriate instruction on the meaning and historical origins of the flag and the Pledge of Allegiance. These policies shall not compel any person to stand, salute the flag, or recite the Pledge of Allegiance. If flags are donated or are otherwise available, flags shall be displayed in each classroom. ...

(29c) To Allow and Encourage the Reading and Posting of Documents on the History of the United States and With Historical Significance for the United States.

a. Local boards of education shall allow and may encourage any public school teacher or administrator to read or post in a public school building, classroom, or event excerpts or portions of writings, documents, and records that reflect the history of the United States, including, but not limited to:

1. The preamble to the North Carolina Constitution.
2. The Declaration of Independence.
3. The United States Constitution.
4. The Mayflower Compact.
5. The national motto.
6. The National Anthem.
7. The Pledge of Allegiance.
8. The writings, speeches, documents, and proclamations of the founding fathers and Presidents of the United States.
9. Decisions of the Supreme Court of the United States.
10. Acts of the Congress of the United States, including the published text of the Congressional Record.

b. Local boards, superintendents, principals, and supervisors shall not allow content-based censorship of American history in the public schools of this State, including religious references in these writings, documents, and records. Local boards and professional school personnel may

develop curricula and use materials that are limited to specified topics, provided the curricula and materials are aligned with the standard course of study or are grade level appropriate.

c. A local school administrative unit may display on real property controlled by that local school administrative unit documents and objects of historical significance that have formed and influenced the United States legal or governmental system and that exemplify the development of the rule of law, such as the Magna Carta, the Mecklenburg Declaration, the Ten Commandments, the Justinian Code, and documents set out in sub-subdivision a. of this subdivision. Such displays are subject to the following requirements:

1. The display may include, but shall not be limited to, documents that contain words associated with a religion; provided, however, no display shall seek to establish or promote religion or to persuade any person to embrace a particular religion, denomination of a religion, or other philosophy.

2. The display of a document containing words associated with a religion shall be in the same manner and appearance generally as other documents and objects displayed and shall not be presented or displayed in any fashion that results in calling attention to it apart from the other displayed documents and objects. The display also shall be accompanied by a prominent sign quoting the First Amendment of the United States Constitution as follows: "Congress shall make no law respecting an establishment of religion, or prohibiting the free exercise thereof; or abridging the freedom of speech, or of the press; or the right of the people peaceably to assemble, and to petition the government for a redress of grievances."

#### [N.C. Gen. Stat. §115C.81.5](#)

##### *Standard course of study*

“Instruction shall be offered in the areas of arts, communication skills, physical education and personal health and safety, mathematics, media and computer skills, science, second languages, social studies, and career and technical education.”

#### [N.C. Gen. Stat. §115C.81.40](#)

##### *North Carolina history and geography*

“The standard course of study shall include the requirement that the public schools provide to all students one yearlong course of instruction on North Carolina history and geography in elementary school and one yearlong course of instruction in middle school on North Carolina history with United States history integrated into this instruction. The course of instruction shall include contributions to the history and geography of the State and the nation by the racial and ethnic groups that have contributed to the development and diversity of the State and nation.

Each course of instruction may include up to two weeks of instruction relating to the local area in which the students reside.”

[N.C. Gen. Stat. §115C.81.45](#)

*Classes conducted in English; citizenship; and civic literacy*

“(b) Local boards of education shall provide for the efficient teaching at appropriate grade levels of all materials set forth in the standard course of study, including integrated instruction in the areas of citizenship in the United States of America, government of the State of North Carolina, government of the United States, fire prevention, the free enterprise system, and the dangers of harmful or illegal drugs, including alcohol.

(c) Democratic Process and Citizenship Education for Middle School Social Studies. – The State Board of Education shall include instruction in civic and citizenship education in the standard course of study for middle school social studies. The State Board of Education is strongly encouraged to include, at a minimum, the following components in the middle school civic and citizenship education standard course of study:

1. (1) A tour of representative local government facilities, such as the local jail, the courthouse, or a town hall, to help students understand the way their community is governed.
2. (2) Allowing students to choose and analyze a community problem and offer public policy recommendations on the problem to local officials.
3. (3) Information about getting involved in community groups.

(d) (Applicable to students entering the ninth grade before the 2021-2022 school year)

Civic Literacy. – (1)

The State Board of Education shall require during the high school years the teaching of a semester course on the Founding Principles of the United States of America and the State of North Carolina. A passing grade in the course shall be required for graduation from high school, and the course shall include at least the following subjects:

- a. The Creator-endowed inalienable rights of the people.
- b. Structure of government, separation of powers with checks and balances.
- c. Frequent and free elections in a representative government.
- d. Rule of law.
- e. Equal justice under the law.
- f. Private property rights.

- g. Federalism.
- h. Due process.
- i. Individual rights as set forth in the Bill of Rights.
- j. Individual responsibility.
- k. Constitutional limitations on government power to tax and spend, and prompt payment of public debt.
- l. Strong defense and supremacy of civil authority over military.
- m. Peace, commerce, and honest friendship with all nations, entangling alliances with none.

(2) The State Board of Education shall require that any high school level curriculum based tests for the course required in subdivision (1) of this subsection developed and administered statewide beginning with the 2016 2017 academic year include questions related to the philosophical foundations of our form of government and the principles underlying the Declaration of Independence, the United States Constitution and its amendments, and the most important of the Federalist Papers.

(3) The Department of Public Instruction and the local boards of education, as appropriate, shall provide or cause to be provided curriculum content for the semester course required in subdivision (1) of this subsection and professional development to ensure that the intent and provisions of this subsection are carried out. The curriculum content established shall include a review of the contributions made by Americans of all races.

(4) The Department of Public Instruction shall submit a biennial report by October 15 of each odd numbered year to the Joint Legislative Education Oversight Committee covering the implementation of this subsection.

(d) (Applicable to students entering the ninth grade in the 2021-2022 school year) Founding Principles of the United States of America and North Carolina: Civic Literacy. –

(1) The State Board of Education shall require instruction in civic and citizenship education in the standard course of study for high school social studies through the teaching of a full-credit course that shall be called Founding Principles of the United States of America and North Carolina: Civic Literacy. A passing grade in the course shall be required for graduation from high school.

(1a) The course required by subdivision (1) of this subsection shall be solely focused on civics and citizenship education, and shall include at least the following subjects:

- a. The Creator-endowed inalienable rights of the people.
- b. Structure of government, separation of powers with checks and balances.

- c. Frequent and free elections in a representative government.
- d. Rule of law.
- e. Equal justice under the law.
- f. Private property rights.
- g. Federalism.
- h. Due process.
- i. Individual rights as set forth in the Bill of Rights.
- j. Individual responsibility.
- k. Constitutional limitations on government power to tax and spend, and prompt payment of public debt.
- l. Strong defense and supremacy of civil authority over military.
- m. Peace, commerce, and honest friendship with all nations, entangling alliances with none.

(1b) The State Board of Education is strongly encouraged to include the following components in the course required by subdivision (1) of this subsection:

- a. That students write to a local, State, or federal elected official about an issue that is important to them.
- b. Instruction on the importance of voting and otherwise participating in the democratic process, including instruction on voter registration.
- c. Information about current events and governmental structure.
- d. Information about the democratic process and how laws are made.

(2) The State Board of Education shall require that any high school level curriculum-based tests for the course required in subdivision (1) of this subsection developed and administered statewide include questions related to the philosophical foundations of our form of government and the principles underlying the Declaration of Independence, the United States Constitution and its amendments, and the most important of the Federalist Papers.

(3) The Department of Public Instruction and the local boards of education, as appropriate, shall provide or cause to be provided curriculum content for the course required in subdivision (1) of this subsection and professional development to ensure that the intent and provisions of this subsection are carried out. The curriculum content established shall include a review of the contributions made by Americans of all races.”

[N.C. Gen. Stat. §115C.81.55](#)

*Current events*

“Schools should encourage discussions of current events in a wide range of classes, especially social studies and language arts classes. All high schools and middle schools are encouraged to have at least two classes per grade level to offer interactive current events discussions at least every four weeks.”

[N.C. Gen. Stat. §115C.81.60](#)

*Character education*

“(a) Each local board of education shall develop and implement character education instruction with input from the local community. The instruction shall be incorporated into the standard curriculum and should address the following traits: ...

(b) In addition to the instruction under subsection (a) of this section, local boards of education are encouraged to include instruction on the following responsibilities: ...

(3) Service to others. – Engaging in meaningful service to their schools and their communities. Schools may teach service-learning by (i) incorporating it into their standard curriculum or (ii) involving a classroom of students or some other group of students in one or more hands-on community service projects. All schools are encouraged to provide opportunities for student involvement in community service or service-learning projects.

(4) Good citizenship. – Obeying the laws of the nation and this State; abiding by school rules; and understanding the rights and responsibilities of a member of a republic.”

[N.C. Gen. Stat. §115C.81.70](#)

*Disability history and awareness*

“(a) Each local board of education shall provide instruction on disability, people with disabilities, and the disability rights movement in conjunction with Disability History and Awareness Month, established pursuant to G.S. 103-11.

(b) This instruction shall be incorporated through measures that include any of the following:

(1) Supplementing existing lesson plans.

(2) Holding school assemblies.

(3) Hosting disability-focused film festivals.

(4) Organizing other school activities.

Local boards of education are encouraged to incorporate individuals with disabilities or knowledgeable guest speakers from the disability community into the delivery of this instruction.”

## **NORTH DAKOTA**

### [N.D. Cent. Code § 15.1-06-17](#)

#### *United States flag – Display*

“The board of a school district shall display a United States flag on the grounds of each school in the district during each schoolday in seasonable weather.”

### [N.D. Cent. Code § 15.1-06-17.1](#)

#### *Religious objects or documents – Display*

“A religious object or document of cultural, legal, or historical significance which has influenced the legal and governmental systems of the United States and this state may be displayed in a public school building together with other objects or documents of cultural, legal, or historical significance, which have influenced the legal and governmental systems of the United States and this state. The display of a religious object or document under this section must be in the same manner and appearance generally as other objects and documents displayed and may not be presented or displayed in any fashion that results in calling attention to the religious object or document apart from the other displayed objects or documents. A school board shall develop a policy for the proper display of any religious objects or documents.”

### [N.D. Cent. Code § 15.1-06-17.2](#)

#### *National motto - Display in schools*

“The motto of the United States of America "IN GOD WE TRUST" may be displayed in each public school.”

### [N.D. Cent. Code § 15.1-21-NEW](#) [unnumbered as yet]

#### *North Dakota scholarship*

“Any resident student who meets the requirements of section 15.1-21-02.6 is eligible to receive a North Dakota scholarship if the student: ...

2. Completed the civics test under section 15.1-21-27;
5. Completed the requirements in at least four of the following while enrolled in grades nine through twelve:
  - a. Twenty-five hours of community service;



- b. A ninety-five percent attendance rate as determined under section 15.1-20-02.1, not including any school-related absences;
- c. A career exploration experience, as determined by the superintendent of public instruction;
- d. At least two years in organized cocurricular activities;
- e. At least two years in organized extracurricular activities;
- f. A capstone project, as determined by the superintendent of public instruction;
- g. An online learning course; and
- h. Successful demonstration of competency in twenty-first century skills, as determined by the superintendent of public instruction”

[N.D. Cent. Code § 15.1-21-01](#)

*Elementary and middle schools - Required instruction*

“In order to be approved by the superintendent of public instruction, each public and nonpublic elementary and middle school shall provide to students instruction in: ...

3. Social studies, including:

- a. The United States Constitution;
- b. United States history;
- c. Geography;
- d. Government; and
- e. North Dakota studies, with an emphasis on the geography, history, and agriculture of this state, in the fourth and eighth grades.”

[N.D. Cent. Code § 15.1-21-02](#)

*High schools - Required units*

“1. In order to be approved by the superintendent of public instruction, each public and nonpublic high school shall make available to each student: ...

d. Four units of social studies, including:

- (1) One unit of world history;
- (2) One unit of United States history, including Native American tribal history; and
- (3)
- (a) One unit of problems of democracy; or

(b) One-half unit of United States government and one-half unit of economics. ...

2. In addition to the requirements of subsection 1, each public and nonpublic high school shall make available to each student, at least once every two years, one-half unit of North Dakota studies, with an emphasis on the geography, history, and agriculture of this state.”

#### [N.D. Cent. Code § 15.1-21-02.2](#)

##### *High school graduation - Minimum requirements*

“1. Except as provided in section 15.1-21-02.3 and subsection 2, the following twenty-two units of high school coursework constitute the minimum requirement for high school graduation: ...

d. Three units of social studies, including:

(1) One unit of United States history, including Native American tribal history;

(2)

(a) One-half unit of United States government and one-half unit of economics; or

(b) One unit of problems of democracy; and

(3) One unit or two one-half units of any other social studies, which may include civics, civilization, geography and history, multicultural studies, North Dakota studies, psychology, sociology, and world history.”

#### [N.D. Cent. Code § 15.1-21-22](#)

##### *Required reading of historical documents*

“Before a student is deemed to have successfully completed either United States government or problems of democracy, as required by section 15.1-21-02.1, the student’s school district shall ensure that the student has read the Declaration of Independence, the United States Constitution, and the Bill of Rights.”

#### [N.D. Cent. Code § 15.1-21-25](#)

##### *High school graduation - Minimum requirements*

“Except as provided in section 15.1-21-02.3, the following twenty-two units of high school coursework constitute the minimum requirement for high school graduation: ...

4. Three units of social studies, including:

a. One unit of United States history;

b.

- (1) One-half unit of United States government and one-half unit of economics; or
- (2) One unit of problems of democracy; and
- c. One unit or two one-half units of any other social studies, which may include civics, civilization, geography and history, multicultural studies, North Dakota studies, psychology, sociology, and world history”

N.D. Cent. Code § 15.1-21-27

*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.”

N.D. Cent. Code § 15.1-21-NEW

*North Dakota Scholarship*

Any resident student who meets the requirements of section 15.1-21-02.6 is eligible to receive a North Dakota scholarship if the student: ...

2. Completed the civics test under section 15.1-21-27; ...

5. Completed the requirements in at least four of the following while enrolled in grades nine through twelve:

a. Twenty-five hours of community service; ...

d. At least two years in organized cocurricular activities;

## OHIO

### [Ohio Rev. Code Ann. §3313.60](#)

#### *Prescribed curriculum*

“(A) The board of education of each city, exempted village, and local school district and the board of each cooperative education school district established, pursuant to section 3311.521 of the Revised Code, shall prescribe a curriculum for all schools under its control. Except as provided in division (E) of this section, in any such curriculum there shall be included the study of the following subjects: ...

(2) Geography, the history of the United States and of Ohio, and national, state, and local government in the United States, including a balanced presentation of the relevant contributions to society of men and women of African, Mexican, Puerto Rican, and American Indian descent as well as other ethnic and racial groups in Ohio and the United States; ...

(B) Except as provided in division (E) of this section, every school or school district shall include in the requirements for promotion from the eighth grade to the ninth grade one year’s course of study of American history. A board may waive this requirement for academically accelerated students who, in accordance with procedures adopted by the board, are able to demonstrate mastery of essential concepts and skills of the eighth grade American history course of study.

(C) As specified in divisions (B)(6) and (C)(6) of section 3313.603 of the Revised Code, except as provided in division (E) of this section, every high school shall include in the requirements for graduation from any curriculum one-half unit each of American history and government.

(D) Except as provided in division (E) of this section, basic instruction or demonstrated mastery in geography, United States history, the government of the United States, the government of the state of Ohio, local government in Ohio, the Declaration of Independence, the United States Constitution, and the Constitution of the state of Ohio shall be required before pupils may participate in courses involving the study of social problems, economics, foreign affairs, United Nations, world government, socialism, and communism.”

### [Ohio Rev. Code Ann. §3313.602](#)

#### *Pledge of allegiance - principles of democracy and ethics - Veterans' day observance*

“(A) The board of education of each city, local, exempted village, and joint vocational school district shall adopt a policy specifying whether or not oral recitation of the pledge of allegiance to the flag shall be a part of the school’s program and, if so, establishing a time and manner for the recitation. However, no board of education shall prohibit a classroom teacher from providing in the teacher’s classroom reasonable periods of time for the oral recitation of the pledge of

allegiance to the flag. The policy adopted under this division, and a teacher who includes recitation of the pledge in the classroom, shall not require any student to participate in the recitation and shall prohibit the intimidation of any student by other students or staff aimed at coercing participation.

No board of education or employee of a city, local, exempted village, or joint vocational school district shall alter the words used in the oral recitation of the pledge of allegiance to the flag from the words set forth in 4 U.S.C. 4.

(B) In the development of its graded course of study, the board of education of each city and exempted village school district and the governing board of each educational service center shall ensure that the principles of democracy and ethics are emphasized and discussed wherever appropriate in all parts of the curriculum for grades kindergarten through twelve.

(C) Each city, local, exempted village, and joint vocational school board shall adopt policies that encourage all certificated and noncertificated employees to be cognizant of their roles in instilling ethical principles and democratic ideals in all district pupils.

(D) The board of education of each city, local, joint vocational, chartered community, and exempted village school district, and the Cleveland scholarship and tutoring program, shall require each district school to devote time on or about Veterans' day to an observance that conveys the meaning and significance of that day. The amount of time each school devotes to this observance shall be at least one hour or, in schools that schedule class periods of less than one hour, at least one standard class period. The board shall determine the specific activities to constitute the observance in each school in the district after consultation with the school's administrators."

[Ohio Rev. Code Ann. §3313.603](#)

*Requirements for high school graduation; workforce or college preparatory units*

“(C) Beginning with students who enter ninth grade for the first time on or after July 1, 2010, except as provided in divisions (D) to (F) of this section, the requirements for graduation from every public and chartered nonpublic high school shall include twenty units that are designed to prepare students for the workforce and college. The units shall be distributed as follows: ...

(6) History and government, one unit, which shall comply with division (M) of this section and shall include both of the following:

- (a) American history, one-half unit;
- (b) American government, one-half unit.

(7) Social studies, two units. ...

Beginning with students who enter ninth grade for the first time on or after July 1, 2017, the two units of instruction prescribed by division (C)(7) of this section shall include at least one-half unit of instruction in the study of world history and civilizations.”

[Ohio Rev. Code Ann. §3313.605](#)

*Community service education program*

“(A) As used in this section:

(1) "Civic responsibility" means the patriotic and ethical duties of all citizens to take an active role in society and to consider the interests and concerns of other individuals in the community.

(2) "Volunteerism" means nonprofit activity in the United States, the benefits and limitations of nonprofit activities, and the presence and function of nonprofit civic and charitable organizations in the United States.

(3) "Community service" means a service performed through educational institutions, government agencies, nonprofit organizations, social service agencies, and philanthropies and generally designed to provide direct experience with people or project planning, with the goal of improving the quality of life for the community. Such activities may include but are not limited to tutoring, literacy training, neighborhood improvement, encouraging interracial and multicultural understanding, promoting ideals of patriotism, increasing environmental safety, assisting the elderly or disabled, and providing mental health care, housing, drug abuse prevention programs, and other philanthropic programs, particularly for disadvantaged or low-income persons.

(B) The board of education of each city, local, exempted village, and joint vocational school district, the governing authority of each community school established under Chapter 3314. of the Revised Code, and the governing body of each STEM school established under Chapter 3326. of the Revised Code may include community service education in its educational program. A governing board of an educational service center, upon the request of a local school district board of education, may provide a community service education program for the local district pursuant to this section. ...

(C) Under this section, a board, governing authority, or governing body may only grant high school credit for a community service education course if approximately half of the course is devoted to classroom study of such matters as civic responsibility, the history of volunteerism, and community service training and approximately half of the course is devoted to community service.

Each board, governing authority, or governing body shall determine which specific activities will serve to fulfill the required hours of community service.”

[Ohio Rev. Code Ann. §3313.80](#)

*Display of the national flag*

“All boards of education, all proprietors or principals of private schools, and all authorities in control of parochial schools or other educational institutions shall display the United States flag, not less than five feet in length, over, near, or within all schoolhouses under their control, during each day such schools are in session.

No person, having control of any schoolhouse or other educational institution either as an individual or in connection with any person, shall neglect or refuse to carry out this section. Each day of such refusal or neglect constitutes a separate offense.”

[Ohio Rev. Code Ann. §3313.801](#)

*Display of national and Ohio mottoes*

“(A) Except as provided in division (B) of this section, if a copy of the official motto of the United States of America “In God We Trust” or the official motto of Ohio “With God, All Things Are Possible” is donated to any school district, or if money is donated to the district specifically for the purpose of purchasing such material, the board of education of the school district shall accept the donation and display the motto in an appropriate manner in a classroom, auditorium, or cafeteria of a school building in the district, provided all of the following conditions are satisfied:

- (1) The motto is printed on durable, poster-quality paper or displayed in a frame.
- (2) The dimensions of the paper or frame are at least eight and one-half inches by eleven inches.
- (3) The copy contains no words other than the motto and language identifying the motto as the motto of the United States of America or Ohio.
- (4) The copy contains no images other than appropriate representations of the flag of the United States of America or Ohio.

(B) In lieu of complying with division (A) of this section, the board of education of any school district may adopt, by a majority vote of its membership, a resolution describing appropriate design requirements for copies of the official mottoes of the United States of America and Ohio that are different from the design requirements described in divisions (A)(1) to (4) of this section. If a copy of the official motto of the United States of America or Ohio that meets the design requirements described in the board’s resolution is donated to the district, or if money is donated to the district specifically for the purpose of purchasing such material, the board shall accept the donation and display the motto in an appropriate manner in a classroom, auditorium, or cafeteria of a school building in the district.”

**OKLAHOMA**

[Okla. Stat. tit. 70, § 11-103](#)

*Courses for instruction - What to include*

“A. Courses of instruction approved by the State Board of Education for use in school years prior to 1993-94 shall be those courses that are necessary to ensure:

1. The teaching of the necessary basic skills of learning and communication, including reading, English, writing, the use of numbers and science; and
2. The teaching of citizenship in the United States, in the State of Oklahoma, and in other countries, through the study of the United States Constitution, the amendments thereto, and the ideals, history, and government of the United States, other countries of the world, and the State of Oklahoma and through the study of the principles of democracy as they apply in the lives of citizens. In study of the United States Constitution, a written copy of the document itself shall be utilized.

The public school districts of this state shall ensure that each child enrolled therein is provided with adequate instruction in the basic skills as set out in paragraphs 1 and 2 of this subsection. Each local board of education shall annually evaluate the district's curriculum in order to determine whether each child in the district is receiving adequate basic skill instruction as set out in paragraphs 1 and 2 of this subsection. The evaluation process shall provide for parental involvement. Effective July 1, 1990, each district shall submit its annual evaluation of the district's curriculum to the State Board of Education. The State Board shall make this information available to the Oklahoma Curriculum Committee and, beginning with the 1996-97 school year, shall utilize such information in its periodic evaluation of curriculum.”

[Okla. Stat. tit. 70, § 11-103.6](#)

*State Board of Education - Adoption of subject matter standards - Option for high school graduation - Adoption and approval of promotional system*

“3. All students shall gain literacy at the elementary and secondary levels. Students shall develop skills in reading, writing, speaking, computing and critical thinking. For purposes of this section, critical thinking means a manner of analytical thinking which is logical and uses linear factual analysis to reach a conclusion. They also shall learn about cultures and environments - their own and those of others with whom they share the earth. Students, therefore, shall study social studies, literature, languages, the arts, mathematics and science. Such curricula shall provide for the teaching of a hands-on career exploration program in cooperation with technology center schools. ...

4. The subject matter standards shall be designed to teach the competencies for which students shall be tested as provided in Section 1210.508 of this title, and shall be designed to prepare all



students for active citizenship, employment and/or successful completion of postsecondary education without the need for remedial coursework at the postsecondary level. ...

4. Three units or sets of competencies of history and citizenship skills, including one unit of American History, 1/2 unit of Oklahoma History, 1/2 unit of United States Government and one unit from the subjects of History, Government, Geography, Economics, Civics, or non-Western culture and approved for college admission requirements; ...

8. The subject matter standards for history, social studies and United States Government shall include study of important historical documents, including the United States Constitution, Declaration of Independence, Emancipation Proclamation, Federalist Papers and other documents with significant history and heritage of the United States, and the content of the United States naturalization test, with an emphasis on the specific content of the test and the ideas and concepts it references. **Beginning with the 2022-2023 school year, the United States naturalization test shall be administered in accordance with subsection F of this section.**

9. The subject matter standards for United States Government shall include an emphasis on civics, the structure and relationship between the national, state, county and local governments and simulations of the democratic process. For the purposes of this section, "civics" means the study of the rights and duties of Oklahoma and United States citizens and of how those governments work. ...

F. 1. In addition to the curriculum requirements of either subsection B or D of this section, beginning with ninth graders in the 2021-22 school year, in order to graduate from a public high school accredited by the State Board of Education, students shall pass the United States naturalization test pursuant to the provisions of this subsection.

2. School districts shall offer the United States naturalization test to students at least once per school year, beginning as early as eighth grade at the discretion of the school district; provided, any student may retake the exam upon request, and as often as desired, until earning a passing score. For purposes of this subsection, a passing score shall be 60 out of 100 questions.

3. School districts shall exempt students with disabilities whose individualized education program (IEP), consistent with state law, indicates that the student is to be assessed with alternate achievement standards through the Oklahoma Alternate Assessment Program (OAAP).

[Okla. Stat. tit. 70, § 11-103.6a-1](#)

*Legislative review of standards – Final approval*

“A. All subject matter standards and revisions to the standards adopted by the State Board of Education pursuant to Section 11-103.6a of Title 70 of the Oklahoma Statutes shall be subject to legislative review as set forth in this section. The standards shall not be implemented by the State Board of Education until the legislative review process is completed as provided for in this section.

B. Upon adoption of any subject matter standards, the State Board of Education shall submit the adopted standards to the Speaker of the House of Representatives or a designee and the President Pro Tempore of the Senate or a designee prior to the last thirty (30) days of the legislative session.

C. By adoption of a joint resolution, the Legislature shall approve the standards, disapprove the standards in whole or in part, amend the standards in whole or in part or disapprove the standards in whole or in part with instructions to the State Board of Education, provided that such joint resolution becomes law in accordance with Section 11 of Article VI of the Oklahoma Constitution. If the joint resolution is vetoed by the Governor in accordance with Section 11 of Article VI of the Oklahoma Constitution and the veto has not been overridden, the standards shall be deemed approved. If the Legislature fails to adopt a joint resolution within thirty (30) legislative days following submission of the standards, the standards shall be deemed approved.

D. If the subject matter standards are disapproved in whole or are disapproved in whole with instructions as provided for in this section, the State Board of Education may adopt new standards and submit the new standards for legislative review pursuant to this section. The State Board of Education shall continue to implement current standards in place until the new standards have been reviewed by the Legislature and approved as provided for in this section. If the subject matter standards are amended, approved in part or are disapproved in part with instructions, the State Board of Education may revise the standards in accordance with the legislative changes and implement the standards.

E. Upon final approval of the standards, the standards shall be considered final agency rules. The Board shall submit a copy of the standards to the Secretary of State, who shall include the standards in the publication known as the “Oklahoma Administrative Code” in the same manner as agency rules are published in the “Code” as provided for in the Administrative Procedures Act. All standards approved and published as provided for in this subsection shall have the same force and effect of law as agency rules promulgated pursuant to the Administrative Procedures Act.

F. Unless otherwise provided by specific vote of the Legislature, joint resolutions introduced for purposes of approving, disapproving, amending or disapproving with instructions any subject matter standards shall not be subject to regular legislative cutoff dates, shall be limited to such provisions as may be necessary for approving, disapproving, amending or disapproving with instructions any subject matter standards and any such other direction or mandate regarding the standards deemed necessary by the Legislature. The joint resolution shall contain no other provisions.”

[Okla. Stat. tit. 70, § 11-103.6b](#)

*Social studies curriculum and textbooks to reflect American diversity*

“A. The State Board of Education shall adopt a social studies core curriculum with courses of instruction for all students enrolled in the public schools that reflect the racial, ethnic, religious, and cultural diversity of the United States of America. The United States history and Oklahoma history components required in the social studies curriculum for all students shall include, but not be limited to, African Americans, Native Americans, and Hispanic Americans.

B. The State Textbook Committee, when adopting textbooks, shall incorporate the provisions of subsection A of this section into the criteria used to evaluate United States history and Oklahoma history textbooks. Any United States history or Oklahoma history textbook on the state adopted textbook list shall conform to the purposes of this act. The State Textbook Committee shall ensure that all social studies textbooks and supplementary materials selected to be purchased with state funds for use in Oklahoma classrooms reflect the racial, ethnic, religious, and cultural diversity of the United States.

C. It is the intent of the Legislature that a portion of the state funds appropriated for professional development in local school districts be used for workshops, seminars, guest lecturers, and other methods which further the purposes of this act.”

[Okla. Stat. tit. 70, § 11-103.6i](#)

*Adoption of Oklahoma City bombing to curriculum*

“A. The State Board of Education shall adopt a social studies core curriculum with courses of instruction in Oklahoma history for all students enrolled in the public schools that incorporates information about the April 19, 1995, bombing of the Alfred P. Murrah Federal Building in Oklahoma City and the role it played in the history of Oklahoma and the nation from April 19, 1995, to the present. A study of the bombing and its aftermath can help students learn the impact of violence, the senselessness of using violence to solve problems or change their government, and the importance of personal responsibility.

B. The State Department of Education may make program materials and resources concerning the April 19, 1995, bombing of the Alfred P. Murrah Federal Building in Oklahoma City provided by the Oklahoma City National Memorial and Museum available to the public schools of this state.

C. The State Textbook Committee, when adopting textbooks, shall incorporate the provisions of subsection A of this section into the criteria used to evaluate United States history and Oklahoma history textbooks.”

[Okla. Stat. tit. 70, § 11-103.11](#)

*Elective course offering on Old and New Testament*

“A. A school district may offer to students in grade nine or above:

1. An elective course on the Hebrew Scriptures (Old Testament) and its impact and an elective course on the New Testament and its impact; or
2. An elective course that combines the courses described in paragraph 1 of this subsection.

B. The purposes of courses authorized by this section are to:

1. Teach students knowledge of biblical content, characters, poetry, and narratives that are prerequisites to understanding contemporary society and culture, including literature, art, music, mores, oratory, and public policy; and
2. Familiarize students with, as applicable:
  - a. the contents of the Hebrew Scriptures or New Testament,
  - b. the history of the Hebrew Scriptures or New Testament,
  - c. the literary style and structure of the Hebrew Scriptures or New Testament, and
  - d. the influence of the Hebrew Scriptures or New Testament on law, history, government, literature, art, music, customs, morals, values, and culture.

C. The Bible shall be the primary text of the course and may be supplemented with additional resources. The primary text for the course will be a parallel translation Bible or multi-translation Bible that uses more than one translation for side-by-side comparison chosen by the school district. However, a student may not be required to use a specific translation as the sole text of the Hebrew Scriptures or New Testament and may use as the basic textbook a different translation of the Hebrew Scriptures or New Testament from that chosen by the district board of education or the student’s teacher.

D. A course offered pursuant to this section shall follow applicable law and all federal and state guidelines in maintaining religious neutrality and accommodating the diverse religious views, traditions, and perspectives of students in the school district. A course offered pursuant to this section shall not endorse, favor, or promote, or disfavor or show hostility toward, any particular religion or nonreligious faith or religious perspective. Nothing in this section is intended to violate any provision of the United States Constitution or federal law, the Oklahoma Constitution or any state law, or any rules or guidelines provided by the United States Department of Education or the State Department of Education.

E. A teacher of a course offered pursuant to this section must be certified to teach social studies or literature.”

[Okla. Stat. tit. 70, § 11-108.2](#)

*Secondary educational credit for community service*

“School districts may establish as part of the curriculum a youth community service program for secondary students which includes youth community service activities integrated with study and reflection on the experiences gained through youth community service activities. A student may receive elective credit for participating in a youth community service program as long as the outcomes of the program reflect the competencies outlined in the Oklahoma Learner Outcomes adopted by the State Board of Education. A student may perform youth community service activities for educational credit only under the sponsorship of an organization approved by the State Department of Education. Youth community service activities shall not be used to displace any employees or reduce the number of hours for which any employee is paid.”

[Component of [Okla. Stat. tit. 70, § 11-108](#) (*Oklahoma Youth Community Services Act*), accompanied by [Okla. Stat. tit. 70, § 11-108.1](#), [Okla. Stat. tit. 70, § 11-108.3](#), and [Okla. Stat. tit. 70, § 11-108.4](#).]

[Okla. Stat. tit. 70, § 11-111](#)

*College preparatory curriculum - Parental approval for exemption*

“A. Beginning with students entering the ninth grade in the 2006-2007 school year, all students shall complete the following college preparatory curricular requirements: ...

4. Three units of history and citizenship skills, including one unit of American History and two units from the subjects of History, Government, Geography, Economics, Civics, or Non-Western culture.”

[Okla. Stat. tit. 70, § 24-106](#)

*United States flag – Display - Instruction in history and etiquette - Pledge of allegiance*

“A. The board of education of every school district in this state shall be required to own and display, either inside or outside each classroom building in the district, a United States Flag.

B. Instruction in the history and etiquette relating to the United States Flag shall be given in one or more grades in the schools in every school district in this state.

C. Students in all public schools are authorized to recite, at the beginning of each school day, the pledge of allegiance to the flag of the United States of America as enumerated at 36 U.S.C., Section 172; however, they shall recite the pledge of allegiance to the flag of the United States of America once every school week. Each student shall be informed by posting a notice in a

conspicuous place that students not wishing to participate in the pledge shall not be required to do so.”

[Okla. Stat. tit. 70, § 24-106.1](#)

*Classroom display – Motto of the United States of America – Classroom use of founding documents*

“A. Principals and teachers in each public school in this state may display in each classroom, school auditorium, and school cafeteria under their supervision the following motto of the United States of America: “E PLURIBUS UNUM (Out of Many One)” and "IN GOD WE TRUST". For purposes of this subsection, "classroom" means any room of a public school where instruction takes place.

B. Each school district in the state shall permit a principal or teacher to utilize in a public school building, classroom, or at any public school event any grade-level-appropriate excerpts or portions of the documents, writings, speeches, proclamations, or records relating to the history, heritage, or foundation of the United States or the State of Oklahoma including, but not limited to, the:

1. Mayflower Compact;
2. Declaration of Independence;
3. Constitutions of the United States and the State of Oklahoma;
4. Federalist Papers;
5. Pledge of Allegiance;
6. National anthem;
7. Presidential records and speeches;
8. Acts and published records of Congress; and
9. United States Supreme Court decisions and records.

C. School districts shall not limit or restrain instruction in American or Oklahoma state history or heritage based on religious references in documents, writings, speeches, proclamations, or the materials described in subsection B of this section. These and any other materials shall be used for educational purposes only and not to establish or promote any religion.”

[Okla. Stat. tit. 70, § 24-109](#)

*Oklahoma Statehood Day - November 16*

“The date of November 16 of each year is hereby designated "Oklahoma Statehood Day" in and for the public schools of this state. Any year in which the date of November 16 is a Saturday or Sunday the public schools of this state shall observe the next succeeding school day as "Oklahoma Statehood Day," as provided herein.”

[Okla. Stat. tit. 70, § 24-110](#)

*Oklahoma Statehood Day - Program for*

“The several school boards of this state and the superintendents, principals, and other school officials may on "Oklahoma Statehood Day" plan and conduct programs commemorating Oklahoma history and the achievements of Oklahoma from an historical viewpoint and may in other appropriate manner conduct a program or programs for the purpose of teaching and inspiring the school children of our state in the appreciation of the rich Oklahoma heritage and the achievements of the sons and daughters of Oklahoma in peace and war.”

[Okla. Stat. tit. 70, § 24-119](#)

*Ethnic and racial history coverage*

“The State Board of Education shall adopt necessary rules and regulations providing coverage of the outstanding historical events which recognize the contributions made by African Americans, Hispanic Americans, Native Americans and other ethnic groups to Oklahoma's rich cultural history and heritage.”

[Okla. Stat. tit. 70, § 24-152](#)

*Veterans Day and Celebrate Freedom Week in public schools - Instruction on Declaration of Independence and U.S. Constitution*

“A. In order to educate students about the sacrifices made for freedom on behalf of this country and the values on which this country was founded, the date of November 11 is hereby designated "Veterans Day", and the week in which November 11 falls is hereby designated “Celebrate Freedom Week” in and for the public schools of this state. In any year in which the date of November 11 is a Saturday or Sunday or classes are not in regular session, the public schools of this state shall observe the previous school day as "Veterans Day" as provided for in this section. For purposes of this subsection, Sunday shall be considered the first day of the week.

B. The board of education of each public school district shall ensure that each school in its district will on Veterans Day conduct and observe an appropriate program of at least one class period remembering and honoring American veterans. In addition, schools may choose, if scheduling allows, to have a one-minute moment of silence beginning at 11:00 a.m. on November 11 of each year. The benefit of such activity, in addition to honoring American veterans, is to serve to educate students about the termination of World War I at 11:00 a.m. on

November 11, 1918, which was first recognized by United States President Woodrow Wilson on the first anniversary of the truce in a proclamation eulogizing fallen Allied soldiers and referring to November 11 as Armistice Day.

C. By December 31, 2007, the State Board of Education shall adopt rules which require each public school district in the state to include, as a part of a social studies class, during Celebrate Freedom Week or during another full school week as determined by the board of education, grade-appropriate instruction concerning the intent, meaning, and importance of the Declaration of Independence and the United States Constitution, including the Bill of Rights, in their historical contexts. The religious references in the writings of the founding fathers shall not be censored. The rules shall require appropriate grade level study of the Declaration of Independence to include the study of the relationship of the ideas expressed in that document to subsequent American history, including the relationship of its ideas to the rich diversity of our people as a nation of immigrants, the American Revolution, the formulation of the United States Constitution, and the abolitionist movement, which led to the Emancipation Proclamation, the women's suffrage movement, and the civil rights movement and the passage of civil rights legislation.

D. The rules adopted by the State Board of Education pursuant to subsection C of this section shall establish different levels of content and rigor of the subject matter required to be covered during Celebrate Freedom Week that is appropriate for the different grade levels and that meet state and national standards.

E. The rules adopted by the State Board of Education pursuant to subsection C of this section shall also provide that during Celebrate Freedom Week or another week of instruction selected by the board of education, students in grades three through twelve study and recite the text quoted below:

"We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty and the pursuit of Happiness.--That to secure these rights, Governments are instituted among Men, deriving their just powers from the consent of the governed."

F. Students may be excused from the recitation of the text set forth in subsection D of this section, if:

1. The parent or guardian of the student submits to the school district a written request that the student be excused;
2. As determined by the school district, the student has a conscientious objection to the recitation; or
3. The student is the child of a representative of a foreign government to whom the United States government extends diplomatic immunity."



[Okla. Stat. tit. 70, § 1210.508](#)

*Statewide student assessment system*

“E. 1. Beginning with the 2017-2018 school year, the statewide student assessment system shall include assessments in: ...

c. United States History not less than once during the grade span of nine through twelve.”

## **OREGON**

[ORS 329.025](#)

*Characteristics of school system*

“It is the intent of the Legislative Assembly to maintain a system of public elementary and secondary schools that allows students, parents, teachers, administrators, school district boards and the State Board of Education to be accountable for the development and improvement of the public school system. The public school system shall have the following characteristics: ...

(4) Provides special education, compensatory education, linguistically and culturally appropriate education and other specialized programs to all students who need those services; ...

(8) Provides for rigorous academic content standards and instruction in mathematics, science, English, history, geography, economics, civics, physical education, health, the arts and world languages; ...

(10) Provides students an educational background to the end that they will function successfully in a constitutional republic, a participatory democracy and a multicultural nation and world;

(11) Provides students with the knowledge and skills that will provide the opportunities to succeed in the world of work, as members of families and as citizens;”

[ORS 329.045](#)

*Revision of Common Curriculum Goals, performance indicators, diploma requirements, Essential Learning Skills and academic content standards*

“(a) In order to achieve the goals contained in ORS 329.025 (Characteristics of school system), the State Board of Education shall regularly and periodically review and revise its Common Curriculum Goals, performance indicators and diploma requirements.

(b) The review and revision conducted under this section shall:

(A) Include Essential Learning Skills and rigorous academic content standards in mathematics, science, English, history, geography, economics, civics, physical education, health, the arts and world languages. ...

(i) Students with instruction in core academic subjects, including mathematics, science, English, history, geography, economics, civics, the arts and world languages;

(ii) Students with instruction in subjects other than the subjects identified in sub-subparagraph (i) of this subparagraph, including health and physical education;

(iii) Students with the opportunity to participate in enrichment activities that contribute to a well-rounded education, including learning opportunities that may be based on service, experience or work and that may be provided through partnerships with other organizations; and

(iv) Teachers with the opportunity to collaborate, plan and engage in professional development within and across grades and subjects.

(c) Nothing in this subsection prevents a school district or public charter school from maintaining control over course content, format, materials and teaching methods. ...

(3)(a) School districts and public charter schools must offer students instruction in mathematics, science, English, history, geography, economics, civics, physical education, health, the arts and world languages.

(b) Instruction required under paragraph (a) of this subsection must:

(A) Meet the academic content standards adopted by the State Board of Education; and

(B) Meet the requirements adopted by the State Board of Education and the board of the school district or public charter school.

(4) School districts and public charter schools are encouraged to offer students courses or other educational opportunities in civics and financial literacy to allow every student who wants to receive instruction in civics and financial literacy to be able to receive the instruction. ...

The review and revision conducted under this section shall:

(A) Include Essential Learning Skills and rigorous academic content standards in mathematics, science, English, history, geography, economics, civics, physical education, health, the arts and world languages.

(B) Ensure that the academic content standards for history, geography, economics and civics include sufficient instruction on the histories, contributions and perspectives of individuals who:

- (i) Are Native American;
  - (ii) Are of African, Asian, Pacific Island, Chicano, Latino or Middle Eastern descent;
  - (iii) Are women;
  - (iv) Have disabilities;
  - (v) Are immigrants or refugees; or
  - (vi) Are lesbian, gay, bisexual or transgender....
- (3)(a) School districts and public charter schools must offer students instruction in mathematics, science, English, history, geography, economics, civics, physical education, health, the arts and world languages.
- (b) Instruction required under paragraph (a) of this subsection must:
- (A) Meet the academic content standards adopted by the State Board of Education; and
  - (B) Meet the requirements adopted by the State Board of Education and the board of the school district or public charter school.
- (4) School districts and public charter schools are encouraged to offer students courses or other educational opportunities in civics and financial literacy to allow every student who wants to receive instruction in civics and financial literacy to be able to receive the instruction.”

#### [ORS 329.049](#)

##### *Plan to encourage voter registration and voting*

- (1) Each school district that includes a public high school shall adopt a plan to encourage students to register to vote and vote in elections, including but not limited to:
- (a) Posting a link to the electronic voter registration website maintained by the Secretary of State on the Internet home webpage, if any, of each public high school; and
  - (b) Making materials developed by the Secretary of State relating to voting and voter registration readily available to students at each public high school.
- (2) The State Board of Education shall by rule incorporate voter registration skills into the Essential Learning Skills. [2009 c.702 §1]

#### [ORS 329.451](#)

##### *High school diploma; modified diploma; extended diploma; alternative certificate; grade level advancement*

“(2)(a) In order to receive a high school diploma from a school district or public charter school, a student must satisfy the requirements established by the State Board of Education and the school

district or public charter school and, while in grades 9 through 12, must complete at least 24 total credits, which must include at least: ...

(C) One half-credit of civics.”

#### [ORS 329.485](#)

##### *Statewide assessment system*

“(a) The Department of Education shall implement statewide a valid and reliable assessment system for all students that meets technical adequacy standards. The assessment system shall include criterion-referenced assessments including performance-based assessments, content-based assessments, and other valid methods to measure the academic content standards and to identify students who meet or exceed the standards.

(b) The department shall develop the statewide assessment system in mathematics, science, English, history, geography, economics and civics. ...

(a) School districts and public charter schools shall implement the statewide assessment system in mathematics, science and English. In addition, school districts and public charter schools may implement the statewide assessment system in history, geography, economics and civics.”

#### [ORS 329.492](#)

##### *Oregon Studies*

“(1) The Department of Education shall develop academic content standards for Oregon Studies and shall prepare materials to support teacher training and classroom instruction in Oregon Studies.

(2) In the development of the academic content standards in Oregon Studies and in the preparation of materials to support teacher training and classroom instruction in Oregon Studies, the department shall consult with:

(a) The Oregon Historical Society;

(b) The Commission on Black Affairs;

(c) The Commission on Hispanic Affairs;

(d) The Commission on Indian Services;

(e) The Commission on Asian and Pacific Islander Affairs; and

(f) Any other organization identified by the Superintendent of Public Instruction.

(3) The materials prepared as provided by subsection (2) of this section shall include a balanced presentation of the relevant contributions to society by men and women of African-American, Hispanic, Native American, Asian-American and other racial groups in Oregon.

(4) The Oregon Historical Society or any commission identified in subsection (2) of this section may use any public funds allocated to the society or commission for the purposes of this section. In addition, the Oregon Historical Society or any commission identified in subsection (2) of this section may raise additional funds from private sources for the purposes of this section. [1999 c.1023 §3; 2003 c.303 §11; 2013 c.777 §1]”

### [ORS 329.493](#)

#### *Curriculum relating to Native American experience in Oregon*

“(1) The Department of Education shall:

(a) Develop a curriculum relating to the Native American experience in Oregon and make the curriculum available to school districts; and

(b) Provide professional development to teachers and administrators relating to the curriculum.

(2) The curriculum required by this section must be:

(a) For students in kindergarten through grade 12;

(b) Related to the Native American experience in Oregon, including tribal history, sovereignty issues, culture, treaty rights, government, socioeconomic experiences and current events;

(c) Historically accurate, culturally relevant, community-based, contemporary and developmentally appropriate; and

(d) Aligned with the academic content standards adopted under ORS 329.045 (Revision of Common Curriculum Goals, performance indicators, diploma requirements, Essential Learning Skills and academic content standards).

(3) School districts must implement the curriculum developed under subsection (1) of this section for students in kindergarten through grade 12.

(4) The department may contract for the development of the curriculum under this section or for the provision of professional development.

(5) The department shall ensure that the federally recognized Indian tribes in Oregon are given the opportunity to collaborate in the development of the curriculum and the provision of professional development, and may make moneys available to those tribes to support collaboration efforts. [2017 c.632 §2]”

### [ORS 329.494](#)

*Instruction about the Holocaust and genocide*

“(1) School districts must provide instruction about the Holocaust and genocide.

(2) Instruction required under this section must be designed to:

(a) Prepare students to confront the immorality of the Holocaust, genocide and other acts of mass violence and to reflect on the causes of related historical events;

(b) Develop students’ respect for cultural diversity and help students gain insight into the importance of the protection of international human rights for all people;

(c) Promote students’ understanding of how the Holocaust contributed to the need for the term “genocide” and led to international legislation that recognized genocide as a crime;

(d) Stimulate students’ reflection on the roles and responsibilities of citizens in democratic societies to combat misinformation, indifference and discrimination through tools of resistance such as protest, reform and celebration;

(e) Provide students with opportunities to contextualize and analyze patterns of human behavior by individuals and groups who belong in one or more categories, including perpetrator, collaborator, bystander, victim and rescuer;

(f) Enable students to understand the ramifications of prejudice, racism and stereotyping;

(g) Preserve the memories of survivors of genocide and provide opportunities for students to discuss and honor survivors’ cultural legacies;

(h) Provide students with a foundation for examining the history of discrimination in this state; and

(i) Explore the various mechanisms of transitional and restorative justice that help humanity move forward in the aftermath of genocide.

(3) The Department of Education shall provide technical assistance to school districts for the purpose of providing instruction required by this section. [2019 c.253 §2]

Note: 329.494 (Instruction about the Holocaust and genocide) becomes operative July 1, 2020, and first applies to the 2020-2021 school year. See section 3, chapter 253, Oregon Laws 2019.

Note: The amendments to 329.494 (Instruction about the Holocaust and genocide) by section 4, chapter 253, Oregon Laws 2019, become operative September 1, 2025, and first apply to the 2025-2026 school year. See section 5, chapter 253, Oregon Laws 2019. The text that is operative on and after September 1, 2025, is set forth for the user’s convenience.

329.494 (Instruction about the Holocaust and genocide). (1) The State Board of Education, in consultation with a local organization that has the primary purpose of providing education about the Holocaust, shall develop academic content standards for Holocaust and genocide studies that

comply with the requirements of this section. School districts must provide instruction on the Holocaust and genocide based on standards adopted by the board under this section.

(2) Instruction required under this section must be designed to:

(a) Prepare students to confront the immorality of the Holocaust, genocide and other acts of mass violence and to reflect on the causes of related historical events;

(b) Develop students' respect for cultural diversity and help students gain insight into the importance of the protection of international human rights for all people;

(c) Promote students' understanding of how the Holocaust contributed to the need for the term "genocide" and led to international legislation that recognized genocide as a crime;

(d) Stimulate students' reflection on the roles and responsibilities of citizens in democratic societies to combat misinformation, indifference and discrimination through tools of resistance such as protest, reform and celebration;

(e) Provide students with opportunities to contextualize and analyze patterns of human behavior by individuals and groups who belong in one or more categories, including perpetrator, collaborator, bystander, victim and rescuer;

(f) Enable students to understand the ramifications of prejudice, racism and stereotyping;

(g) Preserve the memories of survivors of genocide and provide opportunities for students to discuss and honor survivors' cultural legacies;

(h) Provide students with a foundation for examining the history of discrimination in this state; and

(i) Explore the various mechanisms of transitional and restorative justice that help humanity move forward in the aftermath of genocide.

(3) The Department of Education shall provide technical assistance to school districts for the purpose of providing instruction required by this section."

### [ORS 336.029](#)

#### *Oregon Civics Day for Teachers*

"(1) The first Friday in December is known as the Oregon Civics Day for Teachers.

(2) The purpose of the Oregon Civics Day for Teachers is to give teachers the opportunity to learn about civics in Oregon for the purpose of assisting them in providing high-quality instruction in civics.

(3) School districts are urged to encourage teachers to participate in professional development opportunities that are focused on civics and that are provided on the first Friday in December.

(4)(a) The Department of Education shall administer a process for providing funding for activities related to an annual conference dedicated to Oregon civics and held on Oregon Civics Day for Teachers. Moneys distributed under this subsection must be used to:

(A) Award grants to two public school teachers from each legislative district to assist the teachers with paying expenses incurred to attend the conference.

(B) Assist a nonprofit organization with operating expenses incurred in relation to the conference.

(C) Provide technical and professional assistance to teachers who attended the conference.

(b) The department may enter into a contract with a nonprofit organization for the purpose of awarding grants under this subsection. [2009 c.419 §1; 2015 c.731 §1]”

### [ORS 336.057](#)

#### *Courses in Constitution and history of United States*

“In all public schools, courses of instruction shall be given in the Constitution of the United States and in the history of the United States. These courses shall:

(1) Begin not later than the opening of the eighth grade and shall continue in grades 9 through 12.

(2) Be required in all public universities listed in ORS 352.002 (Public universities) and in all state and local institutions that provide education for patients or adults in custody to an extent to be determined by the Superintendent of Public Instruction.”

### [ORS 336.067](#)

#### *Topics given special emphasis in instruction*

“(1) In public schools special emphasis shall be given to instruction in:

(a) Honesty, morality, courtesy, obedience to law, respect for the national flag, the Constitution of the United States and the Constitution of the State of Oregon, respect for parents and the home, the dignity and necessity of honest labor and other lessons that tend to promote and develop an upright and desirable citizenry.

(b) Respect for all humans, regardless of race, color, creed, national origin, religion, age, sex or disability.

(c) Acknowledgment of the dignity and worth of individuals and groups and their participative roles in society.

(d) Humane treatment of animals.



- (e) The effects of tobacco, alcohol, drugs and controlled substances upon the human system.
- (2) The Superintendent of Public Instruction shall prepare an outline with suggestions that will best accomplish the purpose of this section, and shall incorporate the outline in the courses of study for all public schools.”

### [ORS 336.113](#)

#### *Multicultural education*

“(1) The Superintendent of Public Instruction shall direct the Department of Education to increase efforts to:

- (a) Evaluate the distribution of ethnic, racial and cultural backgrounds of the public school students of Oregon and the use of demographic data by school districts for curricula and program planning as reflected in district continuous improvement plans;
- (b) Examine strategies to inform school district boards, school administrators, teachers, parents of students and the public about multicultural and diversity laws and policies;
- (c) Identify and review exemplary multicultural curricula for different grade levels based on the needs of Oregon’s public school students;
- (d) Identify and review strategies to integrate a multicultural education program with other education programs of school districts; and
- (e) Evaluate how current laws on diversity and multicultural education are being implemented and applied at the state and school district levels.

(2) The superintendent shall:

- (a) Seek federal and other funds to develop and implement multicultural education;
- (b) Seek federal and other funds to provide funding and technical support for school districts to develop and implement multicultural curricula and educational programs; and
- (c) Report to the State Board of Education on the funds available, the success in obtaining funds, the plans to develop and implement multicultural education and the development of a system for evaluation.

(3) The superintendent may appoint an advisory committee to accomplish the requirements of this section. The superintendent and the advisory committee shall seek and incorporate input from the business community, educators and minority representatives that reflect the demographics and geographic regions of this state. [1999 c.1042 §1; 2007 c.858 §32a]”

### [ORS 339.875](#)

#### *Procurement, display and salute of flags*

“(1) Each district school board and public charter school governing body shall:

(a) Procure a United States flag and an Oregon State flag of suitable sizes and shall cause the flags to be displayed upon or near each school building under the control of the board or used by the governing body:

(A) During school hours, except in unsuitable weather; and

(B) At any other time the board or the governing body deems proper.

(b) Procure United States flags of a suitable size for classrooms and cause a flag to be displayed in each classroom in each school building under the control of the board or used by the governing body.

(c) Provide students with the opportunity to salute the United States flag at least once each week of the school year by reciting: “I pledge allegiance to the Flag of the United States of America, and to the Republic for which it stands, one Nation under God, indivisible, with liberty and justice for all.”

(2) Notwithstanding subsection (1)(a) of this section, a public charter school governing body is required to procure and display a flag upon or near a public charter school building only if:

(a) The public charter school is located in a public building; or

(b) The public charter school is located in a private building and proper equipment is readily available for the purpose of displaying the flag.

(3) Students who do not participate in the salute provided for by this section must maintain a respectful silence during the salute.”

## **PENNSYLVANIA**

### [24 P.S. § 7-771](#)

#### *Display of United States flag; development of patriotism*

“(a) The board of school directors in each district shall, when they are not otherwise provided, purchase a United States flag, flagstaff, and the necessary appliances therefor, and shall display said flag upon or near each public school building in clement weather, during school hours, and at such other times as the board may determine.

(b) All boards of school directors, all proprietors or principals of private schools, and all authorities in control of parochial schools or other educational institutions, shall display the United States national flag, not less than three feet in length, within all school buildings under their control during each day such schools are in session. In all public schools, the board of school directors shall make all rules and necessary regulations for the care and keeping of such flags. The expense thereof shall be paid by the school district.

(c) (1) All supervising officers and teachers in charge of public, private or parochial schools shall cause the Flag of the United States of America to be displayed in every classroom during the hours of each school day and shall provide for the recitation of the Pledge of Allegiance or the national anthem at the beginning of each school day. Students may decline to recite the Pledge of Allegiance and may refrain from saluting the flag on the basis of religious conviction or personal belief. The supervising officer of a school subject to the requirements of this subsection shall provide written notification to the parents or guardian of any student who declines to recite the Pledge of Allegiance or who refrains from saluting the flag.

(2) This subsection shall not apply to any private or parochial school for which the display of the flag, the recitation of the Pledge of Allegiance or the salute of the flag violates the religious conviction on which the school is based.

(d) The supervising officers and teachers in charge of public, private or parochial schools may offer at least one full period per week, for the purpose of affirming and developing allegiance to and respect for the Flag of the United States of America, and for the promoting of a clear understanding of our American way of life, with all of the unparalleled individual opportunities, and our republican form of government, with its responsiveness to majority decisions and demands. Such elements shall be included in this program as instruction in the fundamental principles of our form of government, an understanding of the provisions of the Constitution of the Commonwealth of Pennsylvania and the Constitution of the United States of America, the values to be found in the freedom of speech, of religion and of the press, the values to be found in obedience to the laws of the land and the Commonwealth, the importance of exercising the right of franchise, the obligation of every citizen to stand ready to defend our country at all times from infiltration or aggression by those whose acts and ideologies are contrary to our American philosophy of life.”

#### [24 P.S. § 13-1327.1](#)

##### *Home education program*

“(c) A child who is enrolled in a home education program and whose education is therefore under the direct supervision of his parent, guardian or other person having legal custody shall be deemed to have met the requirements of section 1327 if that home education program provides a minimum of one hundred eighty (180) days of instruction or nine hundred (900) hours of instruction per year at the elementary level, or nine hundred ninety (990) hours per year at the secondary level:

(1) At the elementary school level, the following courses shall be taught: English, to include spelling, reading and writing; arithmetic; science; geography; history of the United States and Pennsylvania; civics; safety education, including regular and continuous instruction in the dangers and prevention of fires; health and physiology; physical education; music; and art.”

24 P.S. § 15-1501-E - § 15-1506-E

[24 P.S. § 15-1502-E](#)

*Character education program*

“(a) Authorization.--The board of school directors of a school district may establish and implement a character education program in its schools.

(b) Curriculum contents.--The program may include and teach the following basic civil values and character traits:

- (1) Trustworthiness, including honesty, integrity, reliability and loyalty.
- (2) Respect, including regard for others, tolerance and courtesy.
- (3) Responsibility, including hard work, economic self-reliance, accountability, diligence, perseverance and self-control.
- (4) Fairness, including justice, consequences of bad behavior, principles of nondiscrimination and freedom from prejudice.
- (5) Caring, including kindness, empathy, compassion, consideration, generosity and charity.
- (6) Citizenship, including love of country, concern for the common good, respect for authority and the law and community mindedness.

(c) Additional elements.--The program may also include and teach the importance of a service ethic and community outreach.

(d) Character education advisory group.--

(1) If a board of school directors elects to establish the program, the board of school directors shall develop the program in consultation with a character education advisory group. The board of directors of a school district shall appoint the members of the character education advisory group.

(2) A character education advisory group shall consult with and advise the board of school directors in the development of the program. The members of the character education advisory group shall elect a chairperson of the group.

(3) The board of school directors shall appoint to the character education advisory group no less than two representatives from each of the following groups:

- (i) Parents and legal guardians of students in the school district.
- (ii) Teachers and administrators employed by the school district.
- (iii) Other members of the community where the school district is located, including social, cultural, business and religious leaders.

(4) The board of school directors shall:

(i) Cooperate and consult with the character education advisory group.

(ii) Provide assistance and relevant materials to the character education advisory group.

(5)(i) The character education advisory group shall consult with and advise the board of school directors until such time that the program is fully developed and deemed completed.

(ii) The board of school directors shall have the sole authority to determine the completion of the program and may elect to continue the duration of the character education advisory group for up to two additional years for the purpose of receiving consultation and advice from the character education advisory group regarding the school district's implementation of the program.

(e) Integration of concepts into total curriculum.--The program shall be integrated into the school procedures and environment and structured to instruct primarily through example. Classroom instruction may also be used to supplement the program.”

[Accompanied by [24 P.S. § 15-1501-E](#), [24 P.S. § 15-1503-E](#), [24 P.S. § 15-1504-E](#), [24 P.S. § 15-1505-E](#), and [24 P.S. § 15-1506-E](#).]

#### [24 P.S. § 15-1511](#)

##### *Subjects of instruction; flag code*

“In every elementary public and private school, established and maintained in this Commonwealth, the following subjects shall be taught, in the English language and from English texts: English, including spelling, reading and writing, arithmetic, geography, the history of the United States and of Pennsylvania, civics, including loyalty to the State and National Government, safety education, and the humane treatment of birds and animals, health, including physical education, and physiology, music and art. Other subjects shall be taught in the public elementary schools and also in the public high schools as may be prescribed by the standards of the State Board of Education. All such subjects, except foreign languages, shall be taught in the English language and from English texts: Provided, however, That, at the discretion of the Superintendent of Public Instruction, 1 the teaching of subjects in a language other than English may be permitted as part of a sequence in foreign language study or as part of a bilingual education program if the teaching personnel are properly certified in the subject fields. Each school district shall provide and distribute to each pupil, enrolled in the eighth grade of the public schools, one illustrated copy of the National Flag Code, and shall, from time to time, make available such copies as are necessary for replacements from year to year. It shall be the duty of each teacher in the public schools to make such use of the code as may, from time to time, seem proper.”

[24 P.S. § 15-1515](#)

*Religious literature*

“(a) Courses in the literature of the Bible and other religious writings may be introduced and studied as regular courses in the literature branch of education by all pupils in the secondary public schools. Such courses shall be elective only and not required of any student.

(b) Such courses shall be prepared and adopted according to age levels by the Department of Public Instruction 1 with the advice and counsel of the Council of Basic Education and the approval of the State Board of Education.”

[24 P.S. § 15-1542](#)

*Frances Willard Day*

“September twenty-eighth, or the school day nearest such day, in each year, shall be designated as Frances Willard Day, and in each school district and in each school a part of such day may be set apart for instruction in the life of, and the principles 1 advocated by, Frances Willard.”

[24 P.S. § 15-1543](#)

*William Penn Day*

“In pursuance to proclamation of the Governor, designating and calling for the observance of the birthday of William Penn, appropriate exercises with respect to the life of William Penn, the Founder and Proprietor and Governor of Pennsylvania, and the principles advocated by him in founding Pennsylvania, shall be held in the public schools and other educational institutions under the Commonwealth.”

[24 P.S. § 15-1544](#)

*Free School Day*

“The Governor shall annually issue his proclamation, designating and calling upon the public schools of this Commonwealth to observe Free School Day in commemoration of the founding and development of free public schools within this Commonwealth. Free School Day shall be designated and observed each year between the dates of April first and April eleventh, both days inclusive. In pursuance to said proclamation of the Governor, appropriate exercises with respect to, and special study concerning, the founding and development of free public schools within this Commonwealth, and the recognition of the efforts and achievements of Honorable George Wolf, former Governor of this Commonwealth, Honorable Samuel Breck, former State Senator,

Honorable Thaddeus Stevens, a member of the Legislature, relative thereto, shall be held in the public schools and other educational institutions within this Commonwealth.”

[24 P.S. § 15-1545](#)

*Bill of Rights Week*

“The Department of Public Instruction shall designate a week during each year and prescribe a uniform course of exercises to be carried out during that week in the public schools to instill into the minds of the pupils thereof the purpose, meaning and importance of that portion of the Constitutions of the United States and of this Commonwealth known as the “Bill of Rights”. Such exercises shall be in addition to the prescribed courses of study in such schools.”

[24 P.S. § 15-1554](#)

*Holocaust, genocide and human rights violations instruction*

“(a)(1) Beginning with school year 2015-2016, each school entity may offer instruction in the Holocaust, genocide and human rights violations to students. The instruction shall be integrated within the social studies and language arts courses of study required in accordance with State Board of Education regulations. Instruction may also be integrated into other appropriate courses of study.

(2) The Holocaust, genocide and human rights violations instruction permitted pursuant to paragraph (1) shall:

- (i) Be age appropriate.
- (ii) Be sequential in method of study.
- (iii) Communicate the connection between national, ethnic, racial or religious intolerance and the subjects described in subsection (b).
- (iv) Communicate the impact of personal responsibility, civic engagement and societal response within the context of the subjects described in subsection (b).

(3) School entities may utilize any appropriate public or private materials, personnel and other resources in developing and implementing the program of instruction permitted pursuant to paragraph (1). The Department of Education shall distribute information about appropriate curriculum materials to each school entity. School entities may utilize any curriculum that complies with the requirements of this subsection.

(b)(1) The Department of Education shall establish curriculum guidelines no later than twelve (12) months after the effective date of this section. The guidelines shall encourage the inclusion of all of the following subjects where appropriate in the instruction:

(i) The breadth of the history of the Holocaust, including the Third Reich dictatorship, concentration camp system, persecution of Jews and non-Jews, Jewish and non-Jewish resistance and post-World War II trials.

(ii) The definition, history, response and actions taken in the face of genocide, including the Holocaust and any other genocide perpetrated against humanity, including the Rwandan genocide and other genocides committed in Africa, Asia and Europe.

(iii) Human rights violations.

(iv) Anti-Semitism, racism and the abridgment of civil rights.

(2) The Department of Education shall work in consultation with organizations and individuals that provide educational expertise and resources related to the Holocaust, genocide and human rights violations to develop the curriculum guidelines. The guidelines shall state the minimum amount of instruction necessary to adequately educate students on the Holocaust, genocide and human rights violations.

(c) Beginning with the 2015-2016 school year, the Department of Education shall make available, to all school entities, in-service training programs based upon the instruction provided for under subsection (a) and the curriculum guidelines established pursuant to subsection (b).

(d)(1) Beginning with the 2015-2016 school year, each school entity providing instruction under subsection (a) shall provide, as part of its in-service training, programs on the Holocaust, genocide and human rights violations for all instructors whose teaching responsibilities include courses of study in which instruction concerning the Holocaust, genocide and human rights violations is integrated. A school entity may utilize the programs made available by the Department of Education or use other alternative programs that are consistent with the provisions of this section.

(2) Employees required to complete continuing professional education under section 1205.2 1 shall receive credit toward the continuing professional education requirements where the training program provided pursuant to paragraph (1) has been approved by the Department of Education.

(e) The Department of Education shall provide the guidelines, in-service training and any other materials developed in accordance with this section to any nonpublic school within this Commonwealth upon receiving a request from the nonpublic school.

(f) The State Board of Education shall:

(1) Conduct a study regarding the manner in which instruction in the Holocaust, genocide and human rights violations is offered by school entities in this Commonwealth. In conducting the study, the State Board of Education shall request that each school entity provide the State Board of Education with information concerning whether the school entity offers such instruction and the manner in which such instruction is offered. Each school entity shall provide information to the State Board of Education in response to a request under this paragraph. Following the 2016-2017 school year, but not later than November 30, 2017, the State Board of Education shall issue



a report to the Governor, the Secretary of Education, the Chairman and Minority Chairman of the Education Committee of the Senate and the Chairman and Minority Chairman of the Education Committee of the House of Representatives addressing the following:

- (i) The number of school entities offering instruction in the Holocaust, genocide and human rights violations.
  - (ii) The number of school entities using the curriculum guidelines established by the Department of Education under subsection (b).
  - (iii) The number of school entities using the in-service training programs made available by the Department of Education under subsection (c).
  - (iv) A description of the manner in which school entities are offering instruction in the Holocaust, genocide and human rights violations, including the number of hours of instruction offered, the grade levels at which such instruction is offered and the course within such instruction is integrated.
  - (v) The recommendations for improvements to the offering of instruction in the Holocaust, genocide and human rights violations, including recommended legislation.
- (2) Adopt a regulation, pursuant to the act of June 25, 1982 (P.L. 633, No. 181), 2 known as the “Regulatory Review Act,” to require school entities to offer instruction in the Holocaust, genocide and human rights violations that is consistent with subsections (a) and (b), if the study conducted by the State Board of Education under paragraph (1) demonstrates that less than ninety percent of the school entities are offering instruction in the Holocaust, genocide and human rights violations consistent with subsections (a) and (b).
- (3) Adopt rules and regulations necessary for the implementation of this section pursuant to the “Regulatory Review Act.”
- (g) For purposes of this section, the term “school entity” shall mean a school district, charter school, regional charter school, cyber charter school, intermediate unit or area career and technical school.”

#### [24 P.S. § 16-1605](#)

##### *Courses of study*

“(a) In all public, private or parochial schools, there shall be integrated in the social studies curriculum courses of study as provided in this act. It shall be the duty of the superintendent having supervision over any high school to prepare, and recommend to the board of school directors maintaining the same, suitable courses of study, which shall be adopted by said board of school directors, with such changes as they may deem wise, subject to the provisions of this act. During grades seven through twelve inclusive, there shall be included at least four semesters or equivalent study in the history and government of that portion of America which

has become the United States of America, and of the Commonwealth of Pennsylvania, of such nature, kind or quality, as to have for its purpose the developing, teaching and presentation of the principles and ideals of the American republican representative form of government, as portrayed and experienced by the acts and policies of the framers of the Declaration of Independence and framers of the Constitution of the United States and the Bill of Rights. The study of the history of the United States, including the study of the Constitution of the United States and the study of the history and Constitution of this Commonwealth, shall also be such as will emphasize the good, worthwhile and best features and points of the social, economic and cultural development, the growth of the American family life, high standard of living of the United States citizen, the privileges enjoyed by such citizens, their heritage and its derivations of and in our principles of government. Such instruction shall have for its purpose also the instilling into every boy and girl who comes out of our public, private and parochial schools their solemn duty and obligation to exercise intelligently their voting privilege and to understand the advantages of the American republican form of government as compared with various other forms of government.

Such instruction shall continue in courses in the State Colleges to an extent to be determined by the Superintendent of Public Instruction.”

#### [24 P.S. § 16-1605.1](#)

##### *Assessment of civic knowledge*

“(a) Beginning with the 2020-2021 school year, each school entity:

- (1) Shall administer at least once to students during grades seven through twelve a locally developed assessment of United States history, government and civics that includes the nature, purpose, principles and structure of United States constitutional democracy, the principles, operations and documents of United States government and the rights and responsibilities of citizenship. Each school entity shall determine the form of the assessment and the manner in which the assessment shall be administered and may administer the assessment at the conclusion of the course of study required under section 1605(a) or at the conclusion of another related course or instructional unit. A school entity may use the United States Citizenship and Immigration Services Test to satisfy the requirements of this paragraph.
- (2) Shall issue a certificate of recognition, developed by the department, to students who achieve a perfect score on the assessment administered under paragraph (1).”

#### [24 P.S. § 16-1613](#)

##### *High school certificates*

“(b) For those pupils graduating at the close of the school year 1989-1990, and each school year thereafter, the following minimum courses in grades nine through twelve are established as a requirement for high school graduation in schools operated by a bona fide church or other religious body: ...

(4) Three years of social studies.”

## **RHODE ISLAND**

### [R.I. Gen. Laws § 16-2.1-2](#)

*Power and Duties [of Civic Education Commission]*

“(a) The commission is empowered to appoint committees to study specialized areas of concern and to report their findings and recommendations to the commission; provided, however, that one of these committees shall be a Rhode Island history committee.

(b) All departments and agencies of the state shall furnish advice and information, documentary and otherwise, to the commission and its agents as may be necessary or desirable to facilitate the purposes of this chapter.

(c) The commission shall report its findings and/or recommendations to the speaker of the house of representatives, the senate president, and the commissioner of elementary and secondary education.”

[Accompanied by [R.I. Gen. Laws § 16-2.1-1](#), and [R.I. Gen. Laws § 16-2.1-3](#).]

### [R.I. Gen. Laws § 16-9-10](#)

*Display of flags*

“The school committees of the several towns shall cause the United States flag to be displayed upon the public school buildings or premises during school hours if in their best judgment it is practicable, otherwise at any times that they may direct, and the committees shall also establish rules and regulations for the proper care, custody, and display of the flag; and when for any cause it is not displayed, it shall be placed conspicuously in the principal room of the school building.”

[R.I. Gen. Laws § 16-22-2](#)

*Civics education*

“(a) The general assembly recognizes the importance of a citizenry well educated in the principles of democracy as enunciated in the constitutions of the state of Rhode Island and the United States. The general assembly directs the board of regents for elementary and secondary education to develop and adopt a set of grade level standards K-12 in civics education no later than August 31, 2007. These standards shall include, but not be limited to, the history of the state of Rhode Island, representative government, the rights and duties of actively engaged citizenship, and the principals of democracy. These civic education standards shall be used in the public schools of this state beginning in kindergarten and continuing through to and including grade 12. No private school or private instruction shall be approved for the purposes of chapter 19 of this title unless the course of study shall make provision for instruction substantially equivalent to that required by this chapter for public schools.

(b) All middle and high school students attending public schools, or any other schools managed and controlled by the state, shall demonstrate proficiency, as defined by the local school district, in civics education that shall also satisfy half credit or course requirement in history and social studies.

(c) Each public school district shall provide not less than one student-led civics project for students during either middle or high school; provided, however, that each such project shall be consistent with the history and social studies standards and frameworks promulgated by the Rhode Island board of education. Civics projects may be individual, small group or class wide, and designed to promote a student's ability to:

(1) Reason, make logical arguments and support claims using valid evidence; and

(2) Demonstrate an understanding of the connections between federal, state and local policies, including issues that may impact the student's community.

(d) The department of education shall begin implementing subsections (b) and (c) of this section for the 2022-2023 academic year.”

[R.I. Gen. Laws § 16-22-11](#)

*Pledge of allegiance*

“(a) All public schools, commencing with preprimary school through and including high school, shall commence each day with the following pledge:

“I pledge allegiance to the flag of the United States of America and to the republic for which it stands, one nation, under God, indivisible, with liberty and justice for all.”

(b) Any person not wishing to participate in the “pledge of allegiance” is exempt from participation and need not participate in the pledge.”

#### [R.I. Gen. Laws § 16-22-21](#)

##### *Community service learning*

“(a) The legislature recognizes the importance of community service learning as a means of enhancing life in the community and as a way of enlightening young people about the needs of others. Whenever young people are led through teaching and example, the likelihood of their becoming productive citizens in society is increased a thousandfold.

(b) The department of elementary and secondary education shall encourage the establishment of community service learning programs in local school districts by developing a model program and appropriate guidelines for implementation of the model program. Any local school district may petition the commissioner of education for approval of its community service learning program, which may be used in partial fulfillment of the requirement for obtaining a high school diploma. The commissioner shall develop criteria that local school districts may use as a means of determining and recognizing community service learning activities for credit towards a high school diploma. Local school districts that elect to establish community service learning programs pursuant to this section shall submit community service learning program plans for approval by the commissioner every five (5) years.”

#### [R.I. Gen. Laws § 16-22-22](#)

##### *Genocide and human rights education*

“The department of elementary and secondary education shall, pursuant to rules promulgated by the commissioner of elementary and secondary education, develop curricular material on genocide and human rights issues and guidelines for the teaching of that material. The material and guidelines shall include, but not be limited to: (1) the period of the transatlantic slave trades and the middle passage; (2) the great hunger period in Ireland; (3) the Armenian genocide; (4) the Holocaust; and (5) the Mussolini fascist regime and other recognized human rights violations. In formulating this program the department shall consult with practicing teachers, principals, superintendents and experts knowledgeable in genocide and human rights issues. Local school committees may incorporate the material into their elementary and secondary school curriculum.”

#### [R.I. Gen. Laws § 16-22-28](#)

##### *Instruction in media literacy*

“The department of elementary and secondary education shall consider, in consultation with national or statewide organizations focused on media literacy, the incorporation of media literacy education into the board of education's basic education program regulations.

For the purposes of this section, "media literacy" means the ability to access, analyze, evaluate, create, and communicate using a variety of forms, including, but not limited to, print, visual, audio, interactive, and digital texts.”

## **SOUTH CAROLINA**

### [S.C. Code Ann. §59-1-320](#)

#### *Display of United States and State flags*

“The State Board of Education shall make such rules and regulations, not inconsistent with the National Flag Code, for the display of the flag of the United States of America and for the display of the flag of the State at public schools. The person at the head of any public school in the State shall display the flag of the United States and the flag of the State at such times and at such places under such restrictions and rules as may be adopted by the State Board of Education.”

### [S.C. Code Ann. §59-1-330](#)

#### *Pledge to State flag*

“The pledge to the flag of South Carolina shall be as follows: “I salute the flag of South Carolina and pledge to the Palmetto State, love, loyalty and faith.””

### [S.C. Code Ann. §59-29-10](#)

#### *Required subjects*

“The county board of education and the board of trustees for each school district shall see that in every school under their care there shall be taught, as far as practicable, orthography, reading, writing, arithmetic, geography, English grammar and instruction in phonics, the elements of agriculture, the history of the United States and of this State, the principles of the Constitutions of the United States and of this State, morals and good behavior, algebra, physiology and hygiene (especially as to the effects of alcoholic liquors and narcotics upon the human system), English literature, and such other branches as the state board may from time to time direct.”

[S.C. Code Ann. §59-29-55](#)

*Instruction on Black history*

“The State Board of Education shall examine the current status of the teaching of South Carolina History. By the 1989-1990 school year, each public school of the State must instruct students in the history of the black people as a regular part of its history and social studies courses. The State Board of Education shall establish regulations for the adoption of history and social studies textbooks which incorporate black history and shall, through the State Department of Education, assist the school districts in developing and locating suitable printed materials and other aids for instruction in black history. The State Board of Education shall examine curricular material for grades 1-6 to determine the level of emphasis on the relationship of agriculture and other industries to the South Carolina economy.”

[S.C. Code Ann. §59-29-120](#)

*Study of United States Constitution requisite for graduation; attendance at veteran's activities*

“(A)(1) All public high schools must give instruction in the essentials of the United States Constitution, the Declaration of Independence, the Emancipation Proclamation, and the Federalist Papers. No student in any such school may receive a certificate of graduation without previously passing a course that includes instruction in the provisions and principles of the United States Constitution, the Declaration of Independence, the Emancipation Proclamation, and the Federalist Papers.

(B) On November eleventh of each year which is a legal holiday in this State as provided by Section 53-5-10 to commemorate and honor veterans, all elementary, middle, and high schools in this State if they are open, shall devote at least one hour of the school day in either classroom instruction or at a student body assembly program to study the United States Constitution and the Declaration of Independence. If any such school is not open on November eleventh, this instruction or assembly program must be given on the day the school is open immediately preceding November eleventh.

(C) On November eleventh of each year, schools may permit students to attend activities to commemorate and honor veterans that are held at locations within their respective counties. The

parent of a student seeking to be excused pursuant to this subsection shall provide prior written consent to the appropriate school personnel. Attendance at such activities shall count as a part of the instructional day for purposes of Section 59-1-440.”

[S.C. Code Ann. §59-29-130](#)

*Duration of instruction in essentials of United States Constitution*

“(A)(1)(a) A public institution of higher learning, as defined in Section 59-103-5, that offers classes which may fulfill general education or liberal arts requirements shall require each undergraduate student, except a student eligible for the exemption provided in item (2), to complete no fewer than three semester credit hours or their equivalent in American history, American government, or another equivalent course of instruction that provides a comprehensive overview of the major events and turning points of American history and government which includes, at a minimum, reading:

- (i) the United States Constitution in its entirety;
  - (ii) the Declaration of Independence in its entirety;
  - (iii) the Emancipation Proclamation in its entirety;
  - (iv) a minimum of five essays in their entirety from the Federalist Papers as selected by an instructor; and
  - (v) one or more documents that are foundational to the African American Freedom struggle.
- (b) No public institution of higher learning may grant a certificate of graduation for a baccalaureate degree program to a student unless he successfully completes the requirements of this subsection.

(2) A public institution of higher learning may exempt a student who has completed three semester credit hours, or their equivalent, in an Advanced Placement, International Baccalaureate (IB), or dual-credit course with a passing grade in the subject of American government or American history, provided the completed three semester credit hours, or their equivalent, in an Advanced Placement, International Baccalaureate, or dual-credit course must satisfy the requirements of item (1).

(B) The board of trustees of a public institution of higher learning shall ensure that the requirements of this section are incorporated into the degree requirements of all undergraduate degree programs in a manner that does not:

- (1) add to the total number of credit hours for any degree; and
- (2) conflict with any school accreditation process.

(C) The Commission on Higher Education shall ensure the compliance of each public institution of higher learning with all provisions of this section. The commission annually shall



collect information necessary to ensure that a public institution of higher learning is in compliance with this section. This information annually must be reported to the Chairman of the House of Representatives Ways and Means Committee, the Chairman of the House of Representatives Education and Public Works Committee, the Chairman of the Senate Finance Committee, and the Chairman of the Senate Education Committee.”

[S.C. Code Ann. §59-29-150](#)

*Willful noncompliance with requirements for program of study of United States Constitution as cause for dismissal*

“Willful neglect or failure on the part of any public school superintendent, principal or teacher or the president, teacher or other officer of any high school, normal school, university or college to observe and carry out the requirements of Sections 59-29-120 to 59-29-140 shall be sufficient cause for the dismissal or removal of such person from his position.”

[S.C. Code Ann. §59-29-155](#)

*Founding principles instruction required; reporting requirements; professional development*

“(A) The State Board of Education and Education Oversight Committee shall incorporate instruction on the founding principles that shaped the United States into the required study of the United States Constitution as provided in Section 59-29-120, and the South Carolina Social Studies Standards upon the next cyclical review. The board and committee shall include, at a minimum, the Federalist Papers and instruction on the structure of government and the role of the separation of powers and the freedoms guaranteed by the Bill of Rights to the United States Constitution.

(B) The State Department of Education biennially shall submit a report by October fifteenth of each odd-numbered year, commencing in 2017, to the Senate Education Committee and the House Education and Public Works Committee documenting the implementation of this section.

(C) The State Department of Education shall make available professional development opportunities to teachers regarding subsection (A) by physical or electronic means.”

[S.C. Code Ann. §59-29-230](#)

*Old and New Testament era courses*

“(A)(1) A school district board of trustees may authorize, to be taught in the district's high schools, an elective course concerning the history and literature of the Old Testament era and an elective course concerning the history and literature of the New Testament era.

(2) Each course offered must be taught in an objective manner with no attempt to influence the students as to either the truth or falsity of the materials presented.

(3) Students must be awarded the same number of Carnegie units that are awarded to other classes of similar duration.

(4) A particular version of the Old or New Testament to be used in either course may be recommended by the board of trustees; provided, that the teacher of the course and students enrolled in the course may use any version of the Old and New Testaments.

(B) The board of trustees of a district that offers a course pursuant to this section must:

(1) maintain supervision and control of the course;

(2) hire any new teachers that it determines are required to teach the course in the same manner all other teachers are hired;

(3) assure that all teachers teaching the course are certified by the State; and

(4) make no inquiry into the religious beliefs, or the lack of religious beliefs, held by a teacher when determining which teacher shall teach the class.

(C) The State Board of Education shall develop and adopt academic standards and appropriate instructional materials that must be used by high schools offering a course pursuant to this section. These academic standards and instructional materials must ensure that the courses do not disparage or encourage a commitment to a set of religious beliefs.

(D) The academic standards and appropriate instructional materials developed and adopted by the board must:

(1) be designed to help students gain a greater appreciation of the Old Testament and the New Testament as great works of literature, art, and music; assist students in gaining greater insight into the many historical events recorded in the Old Testament and the New Testament; and provide students with a greater awareness of the many social customs that the Old Testament and the New Testament have significantly influenced; and

(2) provide that the Old Testament is the primary text for the course exploring the history and literature of the Old Testament era and that the New Testament is the primary text for the course exploring the history and literature of the New Testament era.

(E) The academic standards developed and adopted may provide that students may be assigned period-appropriate secular historical and literary works to supplement the primary text.”

[S.C. Code Ann. §59-29-240](#)

*Civics test required; report*

“(A) For purposes of this section, “civics test” means the one hundred questions that, as of January 1, 2015, and updated accordingly, officers of the United States Citizenship and Immigration Services use 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.

(B) As part of the high school curriculum regarding the United States government required credit, students are required to take the civics test, as defined in subsection (A), provided there is no cost to a school or school district for obtaining and giving the test, but are not required to obtain a minimum score. However, a student who receives a passing grade, as determined by the United States Citizenship and Immigration Services, or better, may be recognized by the school district. This requirement applies to each student enrolled in a public or charter school in this State. This requirement does not apply to a student who is exempted in accordance with the student’s individualized education program plan.

(C) Each public school, including charter schools, must report the percentage of students at or above the designated passing score on the test to the South Carolina Education Oversight Committee which must then include such on the school report card.

(D) No school or school district of this State may impose or collect any fees or charges in connection with this section.

(E) This section must be applied to any student entering ninth grade beginning in the 2016-2017 school year.”

## **SOUTH DAKOTA**

### [SDCL 13-24-17](#)

#### *Flagpole required--Display of flag*

“All school boards are authorized and required to erect and maintain upon each public school building or upon the grounds surrounding the same, a good and sufficient flagstaff or pole, together with all necessary appliances, and to provide a United States flag of not less than three by five feet, which shall be floated from such flagstaff or pole during the school hours of each school day, except when a violent storm or inclement weather would destroy or materially injure such flag. The expenses shall be paid as other incidental expenses of the school district.”

### [SDCL 13-24-17.1](#)

#### *Display of Ten Commandments permitted—Conditions*

“An object or document containing the words of the Ten Commandments may be displayed in any public school classroom, public school building, or at any public school event, along with other objects and documents of cultural, legal, or historical significance that have formed and influenced the legal and governmental systems of the United States and the State of South Dakota. Such display of an object or document containing the words of the Ten Commandments:

- (1) Shall be in the same manner and appearance generally as other objects and documents displayed; and
- (2) May not be presented or displayed in any fashion that results in calling attention to it apart from the other displayed objects and documents.”

### [SDCL 13-24-17.2](#)

#### *Right to post flag--Opportunity to recite pledge of allegiance--National anthem*

“The right to post the United States flag shall not be limited or infringed upon in any public school classroom, public school building, at any public school event, or on any public school uniform. Each school district shall provide students the opportunity to salute the United States and the flag each day by reciting the pledge of allegiance to the flag of the United States. A student may choose not to participate in the salute to the United States and the flag. However, a student who does not participate in the salute shall maintain a respectful silence during the salute. The national anthem may be sung during any school day or school event.”

### [SDCL 13-33-4](#)

#### *Instruction on United States and state Constitutions required--Years when given*

“In all public and nonpublic schools located within the state there shall be given regular courses of instruction in the Constitutions of the United States and the State of South Dakota. Such instruction shall begin not later than the opening of the eighth grade and shall continue in the high school to an extent to be determined by the South Dakota Board of Education Standards.”

### [SDCL 13-33-6.1](#)

#### *Character development instruction*

“Unless the governing body elects, by resolution, effective for not less than one or more than four school terms, to do otherwise, character development instruction shall be given in all public

and nonpublic elementary and secondary schools in the state to impress upon the minds of the students the importance of citizenship, patriotism, honesty, self discipline, self respect, sexual abstinence, respect for the contributions of minority and ethnic groups to the heritage of South Dakota, regard for the elderly, and respect for authority.”

## TENNESSEE

### [Tenn. Code Ann. § 49-6-305](#)

#### *Patriotic societies*

“(a) As used in this section, "patriotic society" or "society" means a group or organization listed in title 36 of the United States Code that is a youth membership organization with an educational purpose that aligns with the curriculum standards and promotes civic involvement.

(b) Beginning with the 2016-2017 school year, the principal of each school shall allow representatives of a patriotic society the opportunity to speak with students during school hours to inform the students of how the patriotic society may further the student's educational interest and civic involvement to better their schools, communities, and themselves.

(c) The patriotic society shall be given only one (1) day at the beginning of each academic school year, as approved by the principal, for the society to speak to the students at the school for no more than ten (10) minutes.

(d) The patriotic society shall provide verbal or written notice to the principal of the society's intent to speak to the students. The principal shall provide verbal or written approval of the specific day and time for the society to address the students.”

### [Tenn. Code Ann. § 49-6-408](#)

#### *Administration of United States civics test*

“(a) Beginning January 1, 2017, except as provided in subsection (c), a student, during the student's high school career, shall be given a United States civics test composed of questions from the one hundred (100) questions that are set forth within the civics test administered by the United States citizenship and immigration services to persons seeking to become naturalized citizens.(b) An LEA shall prepare a test for its students composed of at least fifty (50) questions from those questions described in subsection (a). The test must be composed of at least twenty-nine (29) questions on American government, at least sixteen (16) questions on American history, and at least seven (7) questions on integrated civics. The LEA may prepare multiple

versions of the test for use in different schools and at different times.(c) A public high school may provide each student with the opportunity to take the test as many times as necessary for the student to pass the test.(d) A student must correctly answer at least seventy percent (70%) of the questions to receive a passing score on the test.(e) The department shall recognize a school on the department's website as a United States civics all-star school for any school year in which all of the school's seniors receiving a regular diploma make a passing grade of eighty-five percent (85%) or more on the United States civics test required under subsection (a).(f) Notwithstanding § 49-6-6001(a), a student must take and pass the civics test required by this section in order to meet the social studies course credit requirements to earn a full diploma upon graduation from high school. A passing score on the civics test must be noted on a student's transcript.(g) Notwithstanding subsection (f), for the 2019-2020 school year, a student is not required to take and pass the civics test required in this section to meet the social studies course credit requirements to earn a full diploma upon graduation from high school.”

[Tenn. Code Ann. § 49-6-1001](#)

*Flag - Recitation of the Pledge of Allegiance - Display of flag*

“(a) All boards of education shall direct and all teachers employed by the public schools shall give instructions to the pupils of the schools, and shall have the pupils study as a part of the curriculum, the uses, purposes and methods of displaying the American flag and other patriotic emblems, and the history and usage of the pledge of allegiance to the flag of the United States of America.

(b) In recognition of the civic heritage of the United States of America, all students shall be required to learn the Pledge of Allegiance and to demonstrate such knowledge.

(c)(1) Each board of education shall require the daily recitation of the Pledge of Allegiance in each classroom in the school system in which a flag is displayed. Each LEA is encouraged to have a flag in each classroom and patriotic, fraternal and other organizations or individuals are encouraged to donate flags to schools to enable them to have the flag of the United States of America present in each classroom. Each board of education shall determine the appropriate time during the school day for the recitation of the Pledge of Allegiance. At the time designated for the recitation of the Pledge of Allegiance, students shall stand and recite the Pledge of Allegiance while facing the flag with their right hands over their hearts or in an appropriate salute if in uniform; provided, however, that no student shall be compelled to recite the Pledge of Allegiance if the student or the student’s parent or legal guardian objects on religious, philosophical or other grounds to the student participating in such exercise. Students who are thus exempt from reciting the pledge of allegiance shall remain quietly standing or sitting at their desks while others recite the Pledge of Allegiance and shall make no display that disrupts or distracts others who are reciting the Pledge of Allegiance. Teachers or other school staff who have religious, philosophical or other grounds for objecting are likewise exempt from leading or

participating in the exercise. If a teacher chooses not to lead the Pledge, another suitable person shall be designated either by the teacher or principal to lead the class. Each board of education shall provide appropriate accommodations for students, teachers or other staff who are unable to comply with the procedures described in this subdivision (c)(1) due to disability.

(2) The board of education's code of conduct shall apply to disruptive behavior during the recitation of the Pledge of Allegiance in the same manner as provided for other circumstances of such behavior.

(d)(1) To promote compliance with constitutional restrictions, as well as observance of constitutional rights, the state board of education shall, in consultation with the attorney general and reporter, develop guidelines on constitutional rights and restrictions relating to the recitation of the Pledge of Allegiance to the American flag in public schools.

(2) The state board of education's guidelines shall include, but shall not be limited to, provisions that address the following:

(A) The initiative and involvement of local boards of education and individual schools, administrators, teachers and students;

(B) The propriety and constitutionality of any recitation or participation requirements;

(C) Appropriate etiquette and conventions for respecting the dignity and appropriate display of the flag of the United States; and

(D) Relevant state and federal constitutional concerns, such as freedom of speech and religion.”

#### [Tenn. Code Ann. § 49-6-1006](#)

##### *Black history and culture*

“(a) The course of instruction in all public schools should include, at some appropriate grade level or levels, as determined by the local board of education, courses and content designed to educate children in black history and culture and the contribution of black people to the history and development of this country and of the world. The general assembly finds that the goal of curriculum shall include the history, heritage, culture, experience and ultimate destiny of all social, ethnic, gender and national groups and individuals, and that such are represented as interdependent, interactive and complementary. The state board of education shall include multicultural diversity when developing frameworks and curricula to be taught at appropriate grade levels kindergarten through grade twelve (K-12).”

#### [Tenn. Code Ann. § 49-6-1007](#)

##### *Character education*

“(a) The course of instruction in all public schools shall include character education to help each student develop positive values and improve student conduct as students learn to act in harmony with their positive values and learn to become good citizens in their school, community and society. Public schools are urged to include the use of nonviolence as a means of conflict resolution within character education.

(b)(1) The department of education shall provide the appropriate method of instruction in kindergarten through grade twelve (K-12), in conformity with the elementary school curriculum provided for in subsection (c).

(2) Local boards of education may implement additional courses and materials in character education at their discretion.

(c) Each LEA shall provide the character education curriculum set forth in the curriculum provided by the department or a comparable program approved by the department.

(d)(1) The department shall annually appear before the education committee of the senate and the education instruction and programs committee of the house of representatives to report the following:

(A) The number of schools in which character education was an integral part of the curriculum in the most recent academic year;

(B) The number of students receiving character education in the most recent academic year;

(C) A sample teaching method of character education used in the most recent academic year; and

(D) A summary of the effectiveness of such teaching methods.

(2) Based upon the findings of the annual report required by subdivision (d)(1), the department of education shall institute a program to recognize those schools that have developed model instructional methods and administrative policies for the delivery of character education and provide professional development opportunities for the dissemination of these best practices to LEAs statewide. The department will utilize existing resources in the implementation of this subdivision (d)(2).

(e) Human resource agencies created pursuant to title 13, chapter 26 may serve as the service delivery system for the character education program.

(f) Local education agencies are authorized and encouraged to adopt as their course of instruction in character education the Congressional Medal of Honor Character Development Program. This program may be adopted for the appropriate grade levels and integrated into a number of academic subjects, including, but not limited to, government, contemporary issues, history, sociology, psychology, language arts, leadership, and mathematics.”



*Historical documents, writings and records - Use in classrooms - Censorship prohibited*

“(a) No teacher or administrator in an LEA shall be prohibited from using or reading from, during the course of educational instruction, or from posting in a public school building, classroom or event, any of the following or any excerpts or portions of the following:

- (1) The national motto;
- (2) The national anthem;
- (3) The Pledge of Allegiance;
- (4) The Constitution of Tennessee;
- (5) The Declaration of Independence;
- (6) The writings, speeches, documents and proclamations of the founders or presidents of the United States or the founders or governors of this state;
- (7) Opinions of the United States and Tennessee supreme courts;
- (8) Acts of the United States congress and acts of the Tennessee general assembly; and
- (9) The United States Constitution.

(b) The list of historically significant or venerated documents, writings or records set out in subsection (a) shall not be construed to be exclusive, and the doctrine of ejusdem generis shall not be applied to prohibit the use, reading or posting of other such documents, writings or records.

(c) The use, reading or posting of the types of documents, writings and records authorized by this section shall be undertaken for educational purposes only and shall not be used to promote or establish any religion or religious belief.

(d) There shall be no content-based censorship of American or Tennessee history or heritage based on any religious references contained in such documents, writings or records.

(e) Each student shall be taught the documents, writings or records set out in subsection (a).

(f) The documents, writings or records set out in subsection (a) shall be taught at an age appropriate time prior to graduation from high school as determined by the state board of education.”

[Tenn. Code Ann. § 49-6-1014](#)

*Celebrate Freedom Week*

“(a)

(1) As used in this section, "Constitution Day" means a federal observance that recognizes the adoption of the United States Constitution and those who have become United States citizens

that is normally observed on September 17, the day in 1787 that delegates to the Constitutional Convention signed the document in Philadelphia, unless the day falls on a weekend or on another holiday, in which schools observe the holiday during the week of classes in which the seventeenth day of such month falls.

(2) For purposes of subdivision (a)(1), Sunday shall be considered the first day of the week.

(b) To educate students in grades kindergarten through twelve (K-12) about the sacrifices made for freedom in the founding of this country and the values upon which this country was founded, the week of September 17, 2018, and annually thereafter, is designated as Celebrate Freedom Week to honor Constitution Day in all public schools.

(c) The department of education shall promote Celebrate Freedom Week.

(d) During Celebrate Freedom Week, all students in grades kindergarten through twelve (K-12) shall receive instruction on Celebrate Freedom Week topics, including the resources and materials in subsection (f) to be determined by each school.

(e) Each topic of Celebrate Freedom Week shall be taught in compliance with § 49-6-1011.

(f) No later than December 31, 2017, the department of education shall provide each LEA with a variety of age and grade appropriate internet resources and materials for instructional use for Celebrate Freedom Week. The resources and materials shall be provided to aid educators and curriculum coordinators in creating programs and lesson plans for Celebrate Freedom Week. The department and LEA shall post information about Constitution Day and Celebrate Freedom Week, as well as the recommended resources and materials on their respective websites.

(g) Schools are encouraged to:

(1) Create materials and resources for the week in accordance with this section;

(2) Study the meaning and importance of the Declaration of Independence and the United States constitution with an emphasis on the preamble and the bill of rights; and

(3) Provide for the study of the Declaration of Independence to include study of the relationship between ideas expressed in that document and subsequent American history, including:

(A) The rich diversity of American people as a nation of immigrants;

(B) The American revolution;

(C) The formulation of the United States constitution; and

(D) The abolitionist movement, including the emancipation proclamation and the women's suffrage movement.

(h) During Celebrate Freedom Week, all students are encouraged to study and recite the following language from the Declaration of Independence that sum up the American philosophy of freedom:

We hold these truths to be self-evident, that all men are created equal, that they are endowed by their creator with certain unalienable rights, that among these are life, liberty, and the pursuit of happiness. That to secure these rights, governments are instituted among men, deriving their just powers from the consent of the governed.”

[Tenn. Code Ann. § 49-6-1015](#)

*Senator Douglas Henry Tennessee History Act*

“(a) This section shall be known and may be cited as the "Senator Douglas Henry Tennessee History Act."

(b) The general assembly finds that:

(1) It is essential for all citizens to know and understand the unique heritage and history of the state of Tennessee;

(2) A clear and full understanding of Tennessee's history is fundamental to understanding Tennessee's place in the United States and the world; and

(3) Providing and promoting Tennessee history should be a core mission of our system of education.

(c) Beginning with the 2019-2020 school year, the state board of education shall require a course in Tennessee history for students.”

[Tenn. Code Ann. § 49-6-1018](#)

*Governor's Civics Seal*

“(a) There is established the Governor's Civics Seal to recognize public schools and local education agencies that implement high-quality civic education programs that prepare students for career and civic life.

(b) The department of education shall identify on the state report card:

(1) Each school earning the Seal as a Tennessee Excellence in Civics Education School; and

(2) Each local education agency in which at least eighty percent (80%) of the LEA's schools earn the Seal as a Tennessee Excellence in Civics Education District.

(c) The department shall develop, and the state board of education shall adopt, criteria that a school must meet to earn the Seal. The criteria must require the school to:

(1) Incorporate civic learning across a broad range of grades and academic subjects that build on the Tennessee academic standards, such as the civics lesson plans and the blue book lesson plans provided by the secretary of state;

- (2) In accordance with § 49-6-1028, provide instruction regarding our nation's democratic principles and practices, the significant events and individuals responsible for the creation of our foundational documents, and the formation of the governments of the United States and the State of Tennessee using the federal and state foundational documents;
- (3) Provide professional development opportunities or student resources that facilitate civics education, such as civics education workshops offered by the secretary of state;
- (4) Provide opportunities for students to engage in real-world learning activities, including the secretary of state's student mock election and civics essay contest;
- (5) Have fully implemented a high-quality, project-based assessment in accordance with § 49-6-1028(d), if applicable; and
- (6) Be recognized as a civics all-star school in accordance with § 49-6-408, if applicable.”

[Tenn. Code Ann. § 49-6-1026](#)

*Approval for elective state funded course for nonsectarian, nonreligious academic study of the Bible - Course requirements*

“(a) The state board of education is authorized to approve academic standards for an elective state-funded course consisting of a nonsectarian, nonreligious academic study of the Bible. The course may include the impact of the Bible on literature, art, music, culture and politics. The curriculum and associated textbooks and instructional materials shall meet academic rigor and standards of the state board of education in the same manner as required for approval of any other elective course, textbook and instructional materials approved by the state board and shall meet the requirements of the constitutions of the United States and of this state. The course provided for in this section shall:

- (1) Be taught in an objective and nondevotional manner with no attempt made to indoctrinate students;
- (2) Not include teaching of religious doctrine or sectarian interpretation of the Bible or of texts from other religious or cultural traditions; and
- (3) Not disparage or encourage a commitment to a particular set of religious beliefs.”

[Tenn. Code Ann. § 49-6-1028](#)

*Legislative findings - Public school courses and content to educate children in the United States and Tennessee governments*

“(a) The general assembly finds that:

- (1) Effective and responsible participation in political life as competent citizens requires the acquisition of a body of knowledge and of intellectual and participatory skills;
- (2) It is essential to the future health of our republic that all citizens be knowledgeable about democratic principles and practices, including fundamental documents such as the state and federal constitutions, the Declaration of Independence, and the Gettysburg Address;
- (3) Individuals who have a clear and full understanding of the rights and responsibilities of citizens in a republic are more likely to exercise and defend those rights and responsibilities; and
- (4) Providing civic education and promoting good citizenship and understanding fundamental democratic principles should be core missions of Tennessee secondary schools.

(b)(1) The state board of education shall include in the social studies curriculum standards, at the appropriate grade level or levels in high school, as determined by the state board of education through curriculum standards and the local board of education through curriculum, courses and content designed to educate children about the United States and Tennessee governments. The curriculum standards shall include the three (3) branches of government, the fundamental documents identified in § 49-6-1011(a) that underpin our form of government, an understanding of how laws are enacted, and ways citizens shape and influence government and governmental actions.

(2) Students shall be taught about the formation of the governments of the United States and Tennessee using federal and state foundational documents. They shall also be taught the significance and relevance of those federal and state foundational documents today. This instruction shall include:

- (A) The historical and present-day significance of the Declaration of Independence;
- (B) How the United States Constitution establishes the federal government and the characteristics of the republic created by it;
- (C) How the United States Constitution with the Bill of Rights and the Tennessee Constitution with the Declaration of Rights are applicable in today's society;
- (D) How the United States Constitution is changed and the changes that have been made to it since 1787;
- (E) Why Tennessee has had three (3) constitutions, the Constitutions of 1796, 1834, and 1870, and how changes have been made to the Tennessee Constitution of 1870; and
- (F) How other foundational documents of the United States and Tennessee aided in the formation of the federal and state governments.

(c) The commissioner of education shall advise all local boards of education of the requirements of this section.

(d) The state board of education shall submit a report to the members of the general assembly concerning implementation of this act by August 1, 2014, and each year thereafter. The report may be sent to the members electronically or in an existing annual report.

(e)(1) Beginning with the 2012-2013 school year, in conjunction with the social studies curriculum, all LEAs shall implement a project-based assessment in civics at least once in grades four through eight (4-8) and at least once in grades nine through twelve (9-12). The assessments shall be developed by the LEA and designed to measure the civics learning objectives contained in the social studies curriculum and to demonstrate understanding and relevance of public policy, the structure of federal, state and local governments and both the Tennessee and the United States constitutions.

(2) The department of education may seek the assistance of appropriate outside entities, including the Tennessee Center for Civic Learning and Engagement, to assist it with the implementation of any necessary professional development on the use of project-based assessments of civics learning.

(3) For the purposes of this section, “project-based” means an approach that engages students in learning essential knowledge and skills through a student-influenced inquiry process structured around complex, authentic questions and carefully designed products and tasks.

(4) LEAs shall submit verification of implementation of this section to the department of education.”

[Tenn. Code Ann. § 49-6-1202](#)

*American history and government*

“(a)(1) Every four-year high school that receives public funds from city, county or state governments shall require every student to have at least one (1) year of instruction in American history and government, preferably in the fourth year.

(2) Any student in any of the designated schools who fails or refuses to take the subjects named in subdivision (a)(1) shall not be admitted to the University of Tennessee or the state university and community college system of Tennessee unless and until the student agrees to earn credit in these subjects in the first or second year of attendance.

(b)(1) Every private high school in Tennessee that gives a four-year course in literary branches is subject to the same requirements as are the public high schools in this state with regard to teaching American history and government.

(2) Failure or refusal to comply with subsection (a) and subdivision (b)(1) by private high schools will automatically remove them from the list of accredited high schools in Tennessee.

(c) Failure to carry out subsection (a) constitutes a Class A misdemeanor on the part of any principal of a public high school in this state and causes the school to be removed from the accredited list of high schools, and the teaching license of the teacher to be revoked.

(d) Any dean of the University of Tennessee or dean of any state college who violates this section shall be removed from such position and shall not be permitted to engage in any form of public school or college work in this state for the five (5) years next succeeding such dismissal. This subsection (d) also applies to any person who may be substituting for any of the deans.”

### [Tenn. Code Ann. § 49-6-1203](#)

#### *Federal and state constitutions*

“(a) A treatise on the history and interpretation of the constitution of the United States approved or adopted by the state board of education is required to be taught in the high schools of this state.

(b)(1) It is the duty of the state board of education and all local boards of education to cause to be taught in each public high school in this state the constitution of Tennessee.

(2) The state board of education shall determine the nature and extent of the instruction to be given on the constitutions and the credits to be given for the course; provided, that the course need not extend for more than one (1) year.”

### [Tenn. Code Ann. § 49-6-1205](#)

#### *Free enterprise system*

“(a) The state board of education shall establish a program of instruction for the public high schools on the essentials of the free enterprise system. Instruction shall be given in accordance with the course of study prescribed by the state board of education for at least one (1) semester, equal to one-half ( 1/2 ) unit of credit. The state board of education shall prescribe suitable teaching material for the instruction.

(b) As used in this section, “instruction on the essentials of the free enterprise system” may be construed to include a minimum of thirty (30) weeks participation in the Junior Achievement Program, and such participation shall render the student eligible for the one-half ( 1/2 ) unit of credit granted under this section.

(c) As used in this section, “free enterprise” means an economic system characterized by private or corporate ownership of capital goods, by investments that are determined by private decision rather than by state control and by prices, production and the distribution of goods that are determined in a free manner.”

[Tenn. Code Ann. § 49-6-2502](#)

*"In God We Trust" national motto to be displayed in prominent school location*

“(a) Beginning in the 2018-2019 school year, an LEA shall require all schools within the LEA to display the national motto of the United States, "In God We Trust," in a prominent location in each school.

(b) The display required in subsection (a) may take the form of, but is not limited to, a mounted plaque or student artwork.

(c) For purposes of this section, "prominent location" means a school entry way, cafeteria, or common area where students are likely to see the national motto display.”

## **TEXAS**

[Texas Education Code §1.003](#)

*The Flying of the United States and Texas Flags*

“On all regular school days, every school and other educational institution to which this code applies shall fly the United States and Texas flags.”

[Texas Education Code §1.004](#)

*Display of National Motto*

“ A public elementary or secondary school or an institution of higher education as defined by Section 61.003 may display the United States national motto, “In God We Trust,” in each classroom, auditorium, and cafeteria.”

[Texas Education Code §4.001](#)

*Public Education Mission and Objectives*

“(a) The mission of the public education system of this state is to ensure that all Texas children have access to a quality education that enables them to achieve their potential and fully participate now and in the future in the social, economic, and educational opportunities of our state and nation. That mission is grounded on the conviction that a general diffusion of



knowledge is essential for the welfare of this state and for the preservation of the liberties and rights of citizens. It is further grounded on the conviction that a successful public education system is directly related to a strong, dedicated, and supportive family and that parental involvement in the school is essential for the maximum educational achievement of a child.

(b) The objectives of public education are: ...

OBJECTIVE 5: Educators will prepare students to be thoughtful, active citizens who have an appreciation for the basic values of our state and national heritage and who can understand and productively function in a free enterprise society.”

#### [Texas Education Code §4.002](#)

##### *Public Education Academic Goals*

“To serve as a foundation for a well-balanced and appropriate education: ...

GOAL 4: The students in the public education system will demonstrate exemplary performance in the understanding of social studies.”

#### [Texas Education Code §25.082](#)

##### *Pledges of Allegiance; Minute of Silence*

(b) The board of trustees of each school district and the governing board of each open-enrollment charter school shall require students, once during each school day at each campus, to recite:

- (1) the pledge of allegiance to the United States flag in accordance with 4 U.S.C. Section 4; and
- (2) the pledge of allegiance to the state flag in accordance with Subchapter C (Pledge), Chapter 3100 (State Flag), Government Code.

(b-1) The board of trustees of each school district and the governing board of each open-enrollment charter school shall require that the United States and Texas flags be prominently displayed in accordance with 4 U.S.C. Sections 5-10 and Chapter 3100 (State Flag), Government Code, in each campus classroom to which a student is assigned at the time the pledges of allegiance to those flags are recited. A district or school is not required to spend federal, state, or local district or school funds to acquire flags required under this subsection. A district or school may raise money or accept gifts, grants, and donations to acquire flags required under this subsection.

(c) On written request from a student’s parent or guardian, a school district or open-enrollment charter school shall excuse the student from reciting a pledge of allegiance under Subsection (b).

#### [Texas Education Code §25.0822](#)

### *Patriotic Society Access to Students*

(a) In this section, “patriotic society” means a youth membership organization listed in Title 36 of the United States Code with an educational purpose that promotes patriotism and civic involvement.

(b) At the beginning of each school year, the board of trustees of an independent school district shall adopt a policy to allow the principal of a public school campus to provide representatives of a patriotic society with the opportunity to speak to students during regular school hours about membership in the society and the ways in which membership may promote a student’s educational interest and level of civic involvement, leading to the student’s increased potential for self-improvement and ability to contribute to improving the student’s school and community.

(c) The board policy shall give a principal complete discretion over the specific date and time of the opportunity required to be provided under this section, except that the policy shall allow the principal to limit:

- (1) the opportunity provided to a patriotic society to a single school day; and
- (2) any presentation made to students as a result of the opportunity to 10 minutes in length.

### [Texas Education Code §28.002](#)

#### *Required Curriculum*

“Sec. 28.002. REQUIRED CURRICULUM. (a) Each school district that offers kindergarten through grade 12 shall offer, as a required curriculum:

(1) a foundation curriculum that includes:

(A) English language arts;

(B) mathematics;

(C) science; and

(D) social studies, consisting of Texas, United States, and world history, government, economics, with emphasis on the free enterprise system and its benefits, and geography...

(h) The State Board of Education and each school district shall foster the continuation of the tradition of teaching United States and Texas history and the free enterprise system in regular subject matter and in reading courses and in the adoption of instructional materials. A primary purpose of the public school curriculum is to prepare thoughtful, active citizens who understand the importance of patriotism and can function productively in a free enterprise society with appreciation for the basic democratic values of our state and national heritage. ...

(z) The State Board of Education by rule shall require each school district to incorporate instruction in digital citizenship into the district's curriculum, including information regarding the potential criminal consequences of cyberbullying. In this subsection:

(1) "Cyberbullying" has the meaning assigned by Section 37.0832.

(2) "Digital citizenship" means the standards of appropriate, responsible, and healthy online behavior, including the ability to access, analyze, evaluate, create, and act on all forms of digital communication. ...

(h-2) In adopting the essential knowledge and skills for the social studies curriculum, the State Board of Education shall adopt essential knowledge and skills that develop each student's civic knowledge, including an understanding of:

(1) the fundamental moral, political, and intellectual foundations of the American experiment in self-government;

(2) the history, qualities, traditions, and features of civic engagement in the United States;

(3) the history of Native Americans;

(4) the structure, function, and processes of government institutions at the federal, state, and local levels;

(5) the founding documents of the United States, including:

(A) the Declaration of Independence;

(B) the United States Constitution;

(C) the Federalist Papers;

(D) the transcript of the first Lincoln-Douglas debate;

(E) the writings of and about the founding fathers and mothers and other founding persons of the United States, including the writings of:

(i) George Washington;

(ii) Ona Judge;

- (iii) Thomas Jefferson;
- (iv) Sally Hemings; and
- (v) any other founding persons of the United States;

(F) writings from Frederick Douglass's newspaper, the North Star;

(G) the Book of Negroes;

(H) the Fugitive Slave Acts of 1793 and 1850;

(I) the Indian Removal Act;

(J) Thomas Jefferson's letter to the Danbury Baptists; and

(K) William Still's Underground Railroad Records;

(6) historical documents related to the civic accomplishments of marginalized populations, including documents related to:

(A) the Chicano movement;

(B) women's suffrage and equal rights;

(C) the civil rights movement;

(D) the Snyder Act of 1924; and

(E) the American labor movement;

(7) the history of white supremacy, including but not limited to the institution of slavery, the eugenics movement, and the Ku Klux Klan, and the ways in which it is morally wrong;

(8) the history and importance of the civil rights movement, including the following documents:

(A) Martin Luther King Jr.'s "Letter from a Birmingham Jail" and "I Have a Dream" speech;

- (B) the federal Civil Rights Act of 1964 (42 U.S.C. Section 2000a et seq.);
  - (C) the United States Supreme Court's decision in *Brown v. Board of Education*;;
  - (D) the Emancipation Proclamation;
  - (E) the Universal Declaration of Human Rights;
  - (F) the Thirteenth, Fourteenth, and Fifteenth Amendments to the United States Constitution;
  - (G) the United States Court of Appeals for the Ninth Circuit decision in *Mendez v. Westminster*;
  - (H) Frederick Douglass's *Narrative of the Life of Frederick Douglass, an American Slave*;;
  - (I) the life and work of Cesar Chavez; and
  - (J) the life and work of Dolores Huerta;
- (9) the history and importance of the women's suffrage movement, including the following documents:
- (A) the federal Voting Rights Act of 1965 (52 U.S.C. Section 10101 et seq.);
  - (B) the Fifteenth, Nineteenth, and Twenty-Sixth Amendments to the United States Constitution;
  - (C) Abigail Adams's letter "Remember the Ladies";
  - (D) the works of Susan B. Anthony; and
  - (E) the Declaration of Sentiments;
- (10) the life and works of Dr. Hector P. Garcia;
- (11) the American GI Forum;
- (12) the League of United Latin American Citizens; and

(13) *Hernandez v. Texas* (1954).

(h-3) For any social studies course in the required curriculum:

(1) a teacher may not be compelled to discuss a particular current event or widely debated and currently controversial issue of public policy or social affairs;

(2) a teacher who chooses to discuss a topic described by Subdivision (1) shall, to the best of the teacher's ability, strive to explore the topic from diverse and contending perspectives without giving deference to any one perspective;

(3) a school district, open-enrollment charter school, or teacher may not require, make part of a course, or award a grade or course credit, including extra credit, for a student's:

(A) political activism, lobbying, or efforts to persuade members of the legislative or executive branch at the federal, state, or local level to take specific actions by direct communication; or

(B) participation in any internship, practicum, or similar activity involving social or public policy advocacy; and

(4) a teacher, administrator, or other employee of a state agency, school district, or open-enrollment charter school may not:

(A) be required to engage in training, orientation, or therapy that presents any form of race or sex stereotyping or blame on the basis of race or sex;

(B) require or make part of a course the concept that:

(i) one race or sex is inherently superior to another race or sex;

(ii) an individual, by virtue of the individual's race or sex, is inherently racist, sexist, or oppressive, whether consciously or unconsciously;

(iii) an individual should be discriminated against or receive adverse treatment solely or partly because of the individual's race;

(iv) members of one race or sex cannot and should not attempt to treat others without respect to race or sex;

(v) an individual's moral character, standing, or worth is necessarily determined by the individual's race or sex;

(vi) an individual, by virtue of the individual's race or sex, bears responsibility for actions committed in the past by other members of the same race or sex;

(vii) an individual should feel discomfort, guilt, anguish, or any other form of psychological distress on account of the individual's race or sex;

(viii) meritocracy or traits such as a hard work ethic are racist or sexist or were created by members of a particular race to oppress members of another race;

(ix) the advent of slavery in the territory that is now the United States constituted the true founding of the United States; or

(x) with respect to their relationship to American values, slavery and racism are anything other than deviations from, betrayals of, or failures to live up to, the authentic founding principles of the United States, which include liberty and equality; and

(C) require an understanding of The 1619 Project.

(h-4) A state agency, school district, or open-enrollment charter school may not accept private funding for the purpose of developing a curriculum, purchasing or selecting curriculum materials, or providing teacher training or professional development for a course described by Subsection (h-3)(3).

(h-5) A school district or open-enrollment charter school may not implement, interpret, or enforce any rules or student code of conduct in a manner that would result in the punishment of a student for discussing, or have a chilling effect on student discussion of, the concepts described by Subsection (h-3)(4).”

[Texas Education Code §28.0025](#)

*High School Diploma and Certificate; Academic Achievement Record*

“Sec. 28.025. HIGH SCHOOL DIPLOMA AND CERTIFICATE; ACADEMIC ACHIEVEMENT RECORD. ...

(4) three credits in social studies under Section 28.002(a)(1)(D), including one credit in United States history, at least one-half credit in government and at least one-half credit in economics, and one credit in world geography or world history.”

[Texas Education Code §29.906](#)

*Character Traits Instruction*

“Sec. 29.906. CHARACTER TRAITS INSTRUCTION. (a) The State Board of Education shall integrate positive character traits into the essential knowledge and skills adopted for kindergarten through grade 12, as appropriate.

(b) The State Board of Education must include the following positive character traits:

- (1) courage;
- (2) trustworthiness, including honesty, reliability, punctuality, and loyalty;
- (3) integrity;
- (4) respect and courtesy;
- (5) responsibility, including accountability, diligence, perseverance, and self-control;
- (6) fairness, including justice and freedom from prejudice;
- (7) caring, including kindness, empathy, compassion, consideration, patience, generosity, and charity;
- (8) good citizenship, including patriotism, concern for the common good and the community, and respect for authority and the law;
- (9) school pride; and
- (10) gratitude.”

[Texas Education Code §29.907](#)

*Celebrate Freedom Week*

“Sec. 29.907. CELEBRATE FREEDOM WEEK. (a) To educate students about the sacrifices made for freedom in the founding of this country and the values on which this country was founded, the week in which September 17 falls is designated as Celebrate Freedom Week in public schools. For purposes of this subsection, Sunday is considered the first day of the week.

(b) The agency, in cooperation with other state agencies who voluntarily participate, may promote Celebrate Freedom Week through a coordinated program. Nothing in this subsection shall give any other state agency the authority to develop a program that provides instruction unless funds are specifically appropriated to that agency for that purpose.”

[Texas Education Code §29.9071](#)



### *Texas Military Heroes Day*

“(a) To educate students about the sacrifices made by brave Texans who have served in the armed forces of the United States, the governor shall designate a day to be known as Texas Military Heroes Day in public schools.

(b) Texas Military Heroes Day shall include appropriate instruction, as determined by each school district. Instruction may include:

(1) information about persons who have served in the armed forces of the United States and are from the community or the geographic area in which the district is located; and

(2) participation, in person or using technology, in age-appropriate learning projects at battlefields and gravesites associated with a person who has served in the armed forces.

(c) The agency may collaborate with other state agencies to promote Texas Military Heroes Day.”

### [Texas Education Code §29.9072](#)

#### *Holocaust Remembrance Week*

“Sec. 29.9072. HOLOCAUST REMEMBRANCE WEEK. (a) In this section, “Holocaust” has the meaning assigned by Section 449.001, Government Code.

(b) To educate students about the Holocaust and inspire in students a sense of responsibility to recognize and uphold human value and to prevent future atrocities, the governor shall designate a week to be known as Holocaust Remembrance Week in public schools.

(c) Holocaust Remembrance Week shall include age-appropriate instruction, as determined by each school district. Instruction shall include:

(1) information about the history of and lessons learned from the Holocaust;

(2) participation, in person or using technology, in learning projects about the Holocaust; and

(3) the use of materials developed or approved by the Texas Holocaust and Genocide Commission.”

### [Texas Education Code §39.023](#)

#### *Adoption and Administration of Instruments*

“(c-7) The United States history end-of-course assessment instrument adopted under Subsection (c) must include 10 questions randomly selected by the agency from the civics test administered by the United States Citizenship and Immigration Services as part of the naturalization process under the federal Immigration and Nationality Act (8 U.S.C. Section 1101 et seq.). The agency shall:

(1) ensure that the questions included in the assessment instrument align with the essential knowledge and skills adopted for the United States history course for which the instrument is administered; and

(2) annually issue a report:

(A) providing the questions included in the assessment instrument under this subsection and the answers to those questions; and

(B) detailing student performance on the questions included in the assessment instrument under this subsection, both statewide and disaggregated by school district and campus.”

[Texas Government Code, Title 4, Subtitle D, Chapter 451](#)

*Texas 1836 Project*

“Sec. 451.001. DEFINITIONS. In this chapter:

(1) "1836 Project" means the advisory committee established under this chapter.

(2) "Patriotic education" includes the:

(A) presentation of the history of this state's founding and foundational principles;

(B) examination of how this state has grown closer to those principles throughout its history; and

(C) explanation of why commitment to those principles is beneficial and justified.

(3) "State agency" means a department, commission, board, office, or other agency in the executive branch of state government that is created by the constitution or a statute of this state.

Sec. 451.002. ESTABLISHMENT. (a) The 1836 Project is established as an advisory committee to promote patriotic education and increase awareness of the Texas values that continue to stimulate boundless prosperity across this state.

(b) The 1836 Project is composed of nine members reflective of the diversity of the state. The governor, lieutenant governor, and speaker of the house of representatives shall each appoint three members. The appointees may include persons in the private sector with relevant experience or subject matter expertise.

(c) Members serve two-year terms and may not be removed except for inefficiency, neglect of duty, or malfeasance.

(d) The governor shall appoint one member of the 1836 Project as the presiding officer.

(e) The presiding officer shall:

(1) convene regular meetings of the 1836 Project; and

(2) coordinate and direct the activities of the 1836 Project.

Sec. 451.003. DUTIES. (a) The 1836 Project shall:

(1) promote awareness among residents of this state of the following as they relate to the history of prosperity and democratic freedom in this state:

(A) Texas history, including the indigenous peoples of this state, the Spanish and Mexican heritage of this state, Tejanos, the African-American heritage of this state, the Texas War for Independence, Juneteenth, annexation of Texas by the United States, the Christian heritage of this state, and this state's heritage of keeping and bearing firearms in defense of life and liberty and for use in hunting;

(B) the founding documents of this state;

(C) the founders of this state;

(D) state civics; and

(E) the role of this state in passing and reauthorizing the federal Voting Rights Act of 1965 (52 U.S.C. Section 10101 et seq.), highlighting:

(i) President Lyndon B. Johnson's signing of the act;

(ii) President George W. Bush's 25-year extension of the act; and

(iii) Congresswoman Barbara Jordan's successful efforts to broaden the act to include Spanish-speaking communities;

(2) advise the governor on the core principles of the founding of this state and how those principles further enrich the lives of its residents;

(3) facilitate the development and implementation of the Gubernatorial 1836 Award to recognize student knowledge of Texas Independence and other items listed in Subdivisions (1)(A)-(D);

(4) advise state agencies with regard to their efforts to ensure patriotic education is provided to the public at state parks, battlefields, monuments, museums, installations, landmarks, cemeteries, and other places important to the Texas War for Independence and founding of this state, as appropriate and consistent with applicable law; and

(5) facilitate, advise on, and promote other activities to support public knowledge of and patriotic education on the Texas War for Independence and founding of this state, as appropriate and consistent with applicable law.

(b) In carrying out its duties under Subsection (a)(2), the project may solicit statements and contributions from intellectual and cultural figures.”

## **UTAH**

### [Utah Code Ann. § 53B-29-302](#)

#### *Civic Thought and Leadership Initiative*

“(1) The university shall establish the Civic Thought and Leadership Initiative within the Center for Constitutional Studies to facilitate nonpartisan political discussion and provide civic education and research.

(2) The initiative shall:

(a) provide courses in and related to philosophy, history, economics, and political science;

(b) provide resources to students, outside academic institutions, government agencies, and other persons regarding civic affairs; and

(c) foster thoughtful civic engagement in Utah and the surrounding region.”

### [Utah Code Ann. § 53E-4-202](#)

#### *Core standards for Utah public schools*

“(2) The state board shall, in establishing the core standards for Utah public schools:

- (a) identify the basic knowledge, skills, and competencies each student is expected to acquire or master as the student advances through the public education system; and
- (b) align with each other the core standards for Utah public schools and the assessments described in Section 53E-4-303.”

[Utah Code Ann. § 53E-4-205](#)

*American civics education initiative*

“53E-4-205. American civics education initiative.

(1) As used in this section:

(a) “Adult education program” means an organized educational program below the postsecondary level, other than a regular full-time K-12 secondary education program, provided by an LEA or nonprofit organization that provides the opportunity for an adult to further the adult’s high school level education.

(b) “Basic civics test” means a test that includes 50 of the questions on the civics test form used by the United States Citizenship and Immigration Services:

(i) to determine that an individual applying for United States citizenship meets the basic citizenship skills specified in 8 U.S.C. Sec. 1423; and

(ii) in accordance with 8 C.F.R. Sec. 312.2.

(2)

(a) Except as provided in Subsection (2)(b), the state board shall require:

(i) a public school student who graduates on or after January 1, 2016, to pass a basic civics test as a condition for receiving a high school diploma; and

(ii) a student enrolled in an adult education program to pass a basic civics test as a condition for receiving an adult education secondary diploma.

(b) The state board may require a public school student to pass an alternate assessment instead of a basic civics test if the student qualifies for an alternate assessment, as defined in state board rule made in accordance with Title 63G, Chapter 3, Utah Administrative Rulemaking Act.

(3) An individual who correctly answers a minimum of 35 out of the 50 questions on a basic civics test passes the test and an individual who correctly answers fewer than 35 out of 50 questions on a basic civics test does not pass the test.

(4) In accordance with Title 63G, Chapter 3, Utah Administrative Rulemaking Act, the state board shall make rules that:

(a) require an LEA that serves secondary students to administer a basic civics test or alternate assessment to a public school student enrolled in the LEA;

- (b) require an adult education program provider to administer a basic civics test to an individual who intends to receive an adult education secondary diploma;
- (c) allow an individual to take a basic civics test as many times as needed in order to pass the test; and
- (d) for the alternate assessment described in Subsection (2)(b), describe:
  - (i) the content of an alternate assessment;
  - (ii) how a public school student qualifies for an alternate assessment; and
  - (iii) how an LEA determines if a student passes an alternate assessment.”

[Utah Code Ann. § 53E-4-205.1](#)

*Waiver of basic civics test graduation requirement*

- “(1) As used in this section, “basic civics test” means the same as that term is defined in Section 53E-4-205 or an alternate assessment described in Subsection 53E-4-205(2)(b).
- (2) A student who graduates high school between January 1, 2020, and September 30, 2020, is not required to meet the requirements of Section 53E-4-205 as a condition of receiving a high school diploma if:
- (a) the student is unable to complete the basic civics test due to public health related school closures;
  - (b) the student’s LEA submits an application to the state board for a waiver of the requirement to complete the basic civics test that includes an explanation for why the student was unable to complete the basic civics test due to public health related school closures; and
  - (c) the state board grants a waiver requested under Subsection (2)(b).
- (3) The state board may grant a waiver under this section if the state board determines that a student who graduates between January 1, 2020, and September 30, 2020, was unable to complete the basic civics test due to public health related school closures.
- (4) This section supersedes conflicting provisions of Utah law.”

[Utah Code Ann. § 53G-10-204](#)

*Civic and character education -- Definitions -- Legislative finding -- Elements -- Reporting requirements*

- “(1) As used in this section:
- (a) “Character education” means reaffirming values and qualities of character which promote an upright and desirable citizenry.

(b) “Civic education” means the cultivation of informed, responsible participation in political life by competent citizens committed to the fundamental values and principles of representative democracy in Utah and the United States.

(c) “Civics engagement pilot program” means the pilot program described in Subsection (6).

(d) “Civics engagement project” means the civics engagement project described in Subsection (6), which a student enrolled in a participating LEA may complete.

(e) “Participating LEA” means an LEA that meets the eligibility criteria, and is selected by the state board, to participate in the civics engagement pilot program.

(f) “Values” means time-established principles or standards of worth.

(2) The Legislature recognizes that:

(a) Civic and character education are fundamental elements of the public education system’s core mission as originally intended and established under Article X of the Utah Constitution;

(b) Civic and character education are fundamental elements of the constitutional responsibility of public education and shall be a continuing emphasis and focus in public schools;

(c) the cultivation of a continuing understanding and appreciation of a constitutional republic and principles of representative democracy in Utah and the United States among succeeding generations of educated and responsible citizens is important to the nation and state;

(d) the primary responsibility for the education of children within the state resides with their parents and that the role of state and local governments is to support and assist parents in fulfilling that responsibility;

(e) public schools fulfill a vital purpose in the preparation of succeeding generations of informed and responsible citizens who are deeply attached to essential democratic values and institutions; and

(f) the happiness and security of American society relies upon the public virtue of its citizens which requires a united commitment to a moral social order where self-interests are willingly subordinated to the greater common good.

(3) Through an integrated curriculum, students shall be taught in connection with regular school work:

(a) honesty, integrity, morality, civility, duty, honor, service, and obedience to law;

(b) respect for and an understanding of the Declaration of Independence and the constitutions of the United States and of the state of Utah;

(c) Utah history, including territorial and preterritorial development to the present;

(d) the essentials and benefits of the free enterprise system;

(e) respect for parents, home, and family;

(f) the dignity and necessity of honest labor; and

(g) other skills, habits, and qualities of character which will promote an upright and desirable citizenry and better prepare students to recognize and accept responsibility for preserving and defending the blessings of liberty inherited from prior generations and secured by the constitution.

(4) Local school boards and school administrators may provide training, direction, and encouragement, as needed, to accomplish the intent and requirements of this section and to effectively emphasize civic and character education in the course of regular instruction in the public schools.

(5) Civic and character education in public schools are:

(a) not intended to be separate programs in need of special funding or added specialists to be accomplished; and

(b) core principles which reflect the shared values of the citizens of Utah and the founding principles upon which representative democracy in the United States and the state of Utah are based.

(6)

(a) In accordance with this section, subject to appropriations by the Legislature for this purpose, beginning with the 2020-21 school year, the state board shall administer a three-year civics engagement pilot program to assess the benefits of, and methods for, implementing a requirement to complete a civics engagement project as a condition for receiving a high school diploma.

(b) The state board shall:

(i) make rules in accordance with Title 63G, Chapter 3, Utah Administrative Rulemaking Act:

(A) to create a civics engagement project that complies with core standards for Utah public education for social studies and prepares students for lifelong civic motivation and participation through applied learning of civics content;

(B) to establish eligibility requirements for participating LEAs;

(C) to create an application process for LEAs to apply to participate in the pilot program; and

(D) for a report that a participating LEA is required to submit to the state board at the end of the pilot program;

(ii) select participating LEAs:

(A) from diverse geographic areas within the state; and

(B) with a range of student population sizes; and



(iii) subject to appropriations by the Legislature for this purpose, in cooperation with school districts, charter schools, and interested private and nonprofit entities, provide training that prepares teachers in a participating LEA to assist students to successfully complete the civics engagement project.

(c) A participating LEA shall submit a report to the state board in accordance with the rules described in Subsection (6)(b)(i)(D).”

[Utah Code Ann. § 53G-10-302](#)

*Instruction in American history and government -- Study and posting of American heritage documents*

“(1) The Legislature recognizes that a proper understanding of American history and government is essential to good citizenship, and that the public schools are the primary public institutions charged with responsibility for assisting children and youth in gaining that understanding.

(2)

(a) The state board and local school boards shall periodically review school curricula and activities to ensure that effective instruction in American history and government is taking place in the public schools.

(b) The boards shall solicit public input as part of the review process.

(c) Instruction in American history and government shall include a study of:

(i) forms of government, such as a republic, a pure democracy, a monarchy, and an oligarchy;

(ii) political philosophies and economic systems, such as socialism, individualism, and free market capitalism; and

(iii) the United States’ form of government, a compound constitutional republic.

(3) School curricula and activities shall include a thorough study of historical documents such as:

(a) the Declaration of Independence;

(b) the United States Constitution;

(c) the national motto;

(d) the pledge of allegiance;

(e) the national anthem;

(f) the Mayflower Compact;

(g) the writings, speeches, documents, and proclamations of the Founders and the Presidents of the United States;

- (h) organic documents from the pre-Colonial, Colonial, Revolutionary, Federalist, and post Federalist eras;
  - (i) United States Supreme Court decisions;
  - (j) Acts of the United States Congress, including the published text of the Congressional Record; and
  - (k) United States treaties.
- (4) To increase student understanding of, and familiarity with, American historical documents, public schools may display historically important excerpts from, or copies of, those documents in school classrooms and common areas as appropriate.
- (5) There shall be no content-based censorship of American history and heritage documents referred to in this section due to their religious or cultural nature.
- (6) Public schools shall display “In God we trust,” which is declared in 36 U.S.C. 302 to be the national motto of the United States, in one or more prominent places within each school building.”

[Utah Code Ann. § 53G-10-304](#)

*Instruction on the flag of the United States of America*

- “(1) In accordance with Title 63G, Chapter 3, Utah Administrative Rulemaking Act, the state board shall provide by rule for a program of instruction within the public schools relating to the flag of the United States.
- (2) The instruction shall include the history of the flag, etiquette, customs pertaining to the display and use of the flag, and other patriotic exercises as provided by 4 U.S.C. Secs. 1 to 10.
- (3)
- (a) The pledge of allegiance to the flag shall be recited once at the beginning of each day in each public school classroom in the state, led by a student in the classroom, as assigned by the classroom teacher on a rotating basis.
  - (b) Each student shall be informed by posting a notice in a conspicuous place that the student has the right not to participate in reciting the pledge.
  - (c) A student shall be excused from reciting the pledge upon written request from the student’s parent.
  - (d)
    - (i) At least once a year students shall be instructed that:
      - (A) participation in the pledge of allegiance is voluntary and not compulsory; and

(B) not only is it acceptable for someone to choose not to participate in the pledge of allegiance for religious or other reasons, but students should show respect for any student who chooses not to participate.

(ii) A public school teacher shall strive to maintain an atmosphere among students in the classroom that is consistent with the principles described in Subsection (3)(d)(i).”

## **VERMONT**

### [Vt. Stat. Ann. tit. 16 § 906](#)

#### *Course of study*

“(a) In public schools, approved and recognized independent schools, and in home study programs, learning experiences shall be provided for students in the minimum course of study.

(b) For purposes of this title, the minimum course of study means learning experiences adapted to a student’s age and ability in the fields of:

- (1) basic communication skills, including reading, writing, and the use of numbers;
- (2) citizenship, history, and government in Vermont and the United States;
- (3) physical education and comprehensive health education, including the effects of tobacco, alcoholic drinks, and drugs on the human system and on society;
- (4) English, American, and other literature;
- (5) the natural sciences; and
- (6) the fine arts.”

### [Vt. Stat. Ann. tit. 16 § 907](#)

#### *Lincoln's birthday*

“Exercises in commemoration of the birth, life, and services of Abraham Lincoln shall be conducted in all public and independent schools on the last school day before February 12, annually.”

### [Vt. Stat. Ann. tit. 16 § 908](#)

#### *Pre-Memorial Day exercises*

“The last half-day’s session of the public schools before Memorial Day shall be devoted to exercises commemorative of the history of the nation during its wars and to patriotic instruction in the principles of liberty and the equal rights of man.”

[Vt. Stat. Ann. tit. 16 § 3742](#)

*Flag display*

“Each school district shall erect a flag pole on the building or premises of each public school and, while school is in session, at such times as it directs, shall cause a United States flag, which shall not be lettered or marked in any way, to be displayed. A United States flag and a State flag may be displayed inside the school building. A person who violates this section shall be fined not more than \$10.00.”

**VIRGINIA**

[Va. Code Ann. § 22.1-200](#)

*Subjects taught in elementary grades*

“A. In the elementary grades of every public school the following subjects shall be taught: Spelling, reading, writing, arithmetic, grammar, geography, health and physical education, drawing, civil government, history of the United States and history of Virginia.”

[Va. Code Ann. § 22.1-200.2](#)

*Minimum instructional time; optional unstructured recreational time*

“A. Local school boards shall provide (i) a minimum of 680 hours of instructional time to students in elementary school, except for students in half-day kindergarten, in the four academic disciplines of English, mathematics, science, and history and social science and (ii) a minimum of 375 hours of instructional time to students in half-day kindergarten in the four academic disciplines of English, mathematics, science, and history and social science.”

[Va. Code Ann. § 22.1-201](#)

*Study of documents of Virginia history and United States Constitution*

“To increase knowledge of citizens’ rights and responsibilities thereunder and to enhance the understanding of Virginia’s unique role in the history of the United States, the Declaration of American Independence, the general principles of the Constitution of the United States, including the Bill of Rights, the Virginia Statute of Religious Freedom, the charters of the Virginia Company of April 10, 1606, May 23, 1609, and March 12, 1612, and the Virginia Declaration of Rights shall be thoroughly explained and taught by teachers to pupils in public

elementary, middle, and high schools. Emphasis shall be given to the relationship between these documents and Virginia history and to citizenship responsibilities inherent in the rights included in these documents. Each teacher shall ensure that all supplementary written materials that he uses to teach these documents contain accurate restatements of the principles contained in such documents. Written examinations as to each of such documents shall be given.

The Department of Education shall develop guidelines for supplementary written materials that teachers use to teach the Declaration of American Independence, the general principles of the Constitution of the United States, including the Bill of Rights, the Virginia Statute of Religious Freedom, the charters of the Virginia Company of April 10, 1606, May 23, 1609, and March 12, 1612, and the Virginia Declaration of Rights.”

[Va. Code Ann. § 22.1-202](#)

*Instruction in history and principles of flags of United States and Virginia; pledge of allegiance to American flag; guidelines developed by the Board*

“A. Instruction in the history and principles of the flag of the United States and the flag of the Commonwealth shall be given in one or more grades in every school division. The instruction shall include the pledge of allegiance and the appropriate etiquette and conventions for respecting the dignity and appropriate display of such flags.

In recognition of the civic heritage of the United States of America, all students shall be required to learn the Pledge of Allegiance and to demonstrate such knowledge.

B. To promote compliance with constitutional restrictions as well as observance of constitutional rights, the Board of Education shall, in consultation with the Office of the Attorney General, develop guidelines on constitutional rights and restrictions relating to the recitation of the pledge of allegiance to the American flag in public schools.

The Board’s guidelines shall include, but shall not be limited to, provisions which address the following: the initiative and involvement of local school boards, individual schools, administrators, teachers, and students; the propriety and constitutionality of any recitation or participation requirements; appropriate etiquette and conventions for respecting the dignity and appropriate display of the flag of the United States and the flag of the Commonwealth; and relevant state and federal constitutional concerns, such as freedom of speech and religion.

These guidelines shall not be subject to the requirements of the Administrative Process Act (§ 2.2-4000 et seq.). However, to provide appropriate opportunity for involvement by the general public, teachers, and local school boards, the Board of Education shall conduct public hearings prior to establishing such guidelines. Thirty days prior to conducting such hearings, the Board shall give written notice by mail of the date, time, and place of the hearings to all local school boards and any other persons requesting to be notified of the hearings and publish notice of its intention to hold such hearings in the Virginia Register of Regulations. Interested parties shall be

given reasonable opportunity to be heard and present information prior to the adoption of such guidelines.

C. Each school board shall require the daily recitation of the Pledge of Allegiance in each classroom of the school division and shall ensure that the flag of the United States is in place in each such classroom. Each school board shall determine the appropriate time during the school day for the recitation of the Pledge. During such Pledge of Allegiance, students shall stand and recite the Pledge while facing the flag with their right hands over their hearts or in an appropriate salute if in uniform; however, no student shall be compelled to recite the Pledge if he, his parent or legal guardian objects on religious, philosophical or other grounds to his participating in this exercise. Students who are thus exempt from reciting the Pledge shall remain quietly standing or sitting at their desks while others recite the Pledge and shall make no display that disrupts or distracts others who are reciting the Pledge. School boards shall provide appropriate accommodations for students who are unable to comply with the procedures described herein due to disability.

The school board's code of conduct shall apply to disruptive behavior during the recitation of the Pledge in the same manner as provided for other circumstances of such behavior.

D. The Office of the Attorney General shall intervene on behalf of local school boards and shall provide legal defense of the provisions of this section.”

#### [Va. Code Ann. § 22.1-203.4](#)

##### *Public high schools; Virginia voter registration*

“Each public high school shall provide to any enrolled student who is of voting age or is eligible to register to vote pursuant to § 24.2-403 (i) mail voter registration applications and voter registration information provided by the Department of Elections or (ii) access to the Virginia online voter registration system on a school-owned computing device that is accessible to such student. Each student who is eligible to register to vote shall be provided the opportunity to complete an application form during the normal course of the school day.”

#### [Va. Code Ann. § 22.1-208.01](#)

##### *Character education required*

“A. Each school board shall establish, within its existing programs or as a separate program, a character education program in its schools, which may occur during the regular school year, during the summer in a youth development academy offered by the school division, or both. The Department of Education shall develop curricular guidelines for school divisions to use in establishing a character education program through a summer youth development academy. The purpose of the character education program shall be to instill in students civic virtues and

personal character traits so as to improve the learning environment, promote student achievement, reduce disciplinary problems, and develop civic-minded students of high character. The components of each program shall be developed in cooperation with the students, their parents, and the community at large. The basic character traits taught may include (i) trustworthiness, including honesty, integrity, reliability, and loyalty; (ii) respect, including the precepts of the Golden Rule, tolerance, and courtesy; (iii) responsibility, including hard work, economic self-reliance, accountability, diligence, perseverance, and self-control; (iv) fairness, including justice, consequences of bad behavior, principles of nondiscrimination, and freedom from prejudice; (v) caring, including kindness, empathy, compassion, consideration, generosity, and charity; and (vi) citizenship, including patriotism, the Pledge of Allegiance, respect for the American flag, concern for the common good, respect for authority and the law, and community-mindedness.

Classroom instruction may be used to supplement a character education program; however, each program shall be interwoven into the school procedures and environment and structured to instruct primarily through example, illustration, and participation, in such a way as to complement the Standards of Learning. The program shall also address the inappropriateness of bullying, as defined in § 22.1-276.01.

This provision is intended to educate students regarding those core civic values and virtues that are efficacious to civilized society and are common to the diverse social, cultural, and religious groups of the Commonwealth. Consistent with this purpose, Virginia's civic values, which are the principles articulated in the Bill of Rights (Article I) of the Constitution of Virginia and the ideals reflected in the seal of the Commonwealth, as described in § 1-500, may be taught as representative of such civic values. Nothing herein shall be construed as requiring or authorizing the indoctrination in any particular religious or political belief.

B. The Board of Education shall establish criteria for character education programs consistent with the provisions of this section. The Department of Education shall assist school divisions in implementing character education programs and practices that are designed to promote the development of personal qualities as set forth in this section and the Standards of Quality and that will improve family and community involvement in the public schools. With such funds as are made available for this purpose, the Department of Education shall provide resources and technical assistance to school divisions regarding successful character education programs and shall (i) identify and analyze effective character education programs and practices and (ii) collect and disseminate among school divisions information regarding such programs and practices and potential funding and support sources. The Department of Education may also provide resources supporting professional development for administrators and teachers in the delivery of any character education programs.

C. The Department of Education shall award, with such funds as are appropriated for this purpose, grants to school boards for the implementation of innovative character education programs, including a summer youth development academy.”

[Va. Code Ann. § 22.1-208.02](#)

*Culturally Relevant and Inclusive Education Practices Advisory Committee*

“A. The Department of Education, in consultation with the Commonwealth’s Director of Diversity, Equity, and Inclusion, shall establish and appoint such members as deemed appropriate to the Culturally Relevant and Inclusive Education Practices Advisory Committee (the Advisory Committee) for the purpose of strengthening culturally relevant education practices and supporting anti-bias education and response in the Commonwealth. The Advisory Committee shall include but not be limited to a geographically, ethnically, and religiously diverse representation of teachers, curriculum specialists, principals, superintendents, advocates, higher education institutions, parents, legislators, and community-based organizations. The Advisory Committee shall report its recommendations to the Board of Education, the Governor, and the Chairpersons of the House Committee on Education and the Senate Committee on Education and Health no later than July 1, 2021. The Committee shall issue interim reports as it deems necessary.

B. The Advisory Committee shall provide standards recommendations to the Virginia Department of Education, and they shall be considered by the Board of Education, during the 2021-2022 review of the history and social science Standards of Learning. Such recommendations shall include:

1. The historical underpinnings of the Holocaust and other historical genocides in the context of how increased lower levels of hate, ridicule, and dehumanization led to larger acts of violence and state-sponsored discrimination and violence;
2. Slavery, anti-Semitism, Islamophobia, and other forms of historical dehumanizing injustice and discrimination;
3. The ignored and untold history of the indigenous people of Virginia and North America; and
4. The untold histories of other groups historically underrepresented in American and world history.

C. The Advisory Committee shall provide recommendations for the issuance of Board of Education guidelines for local school division staff, including teachers and school counselors, to offer age-appropriate anti-bias education to students. The recommendations for such guidelines shall include:

1. Recognition that anti-bias and anti-discrimination education is the work and responsibility of all staff within the local school division;
2. An emphasis on diversity and building a community of empathy, respect, understanding, and connection;



3. Examination of how lower levels of hate, ridicule, and dehumanization lead to larger acts of violence, discrimination and violence;
4. Acknowledgment of inequity on the individual level, such as biased speech and harassment, and injustice at the institutional or systemic level, such as discrimination, and the harmful impact of inequity and injustice on the community, historically and today;
5. School-based and classroom-based responses, which are student centered and proven effective, to various forms of racism, bigotry, and discrimination through empathy, respect, understanding, and connection; and
6. Updates to the Department of Education’s teacher’s manual, as required by action taken by the 2009 Session of the General Assembly, that emphasizes the causes and ramifications of the Holocaust and genocide.

D. The Advisory Committee shall provide recommendations on meaningful professional development with school personnel related to culturally relevant and inclusive education practices. In addition to the Board of Education, the Governor, and the Chairpersons of the House Committee on Education and the Senate Committee on Education and Health, these recommendations shall also be provided to the Advisory Board on Teacher Education and Licensure and the State Council for Higher Education in Virginia. This shall include but not be limited to considerations for:

1. The policies and regulations governing teacher preparation programs; and
2. The policies and regulations governing teacher licensure and professional development requirements for licensure renewal.”

[Va. Code Ann. § 22.1-253.13:1](#)

*Standard 1. Instructional programs supporting the Standards of Learning and other educational objectives*

“D. Local school boards shall also implement the following: ...

18. A program of instruction in the high school Virginia and U.S. Government course on all information and concepts contained in the civics portion of the U.S. Naturalization Test.”

[Va. Code Ann. § 22.1-254](#)

*Guidelines on excused student absences; civic engagement*

“K. Subject to guidelines established by the Department of Education, each school board (i) shall permit one school day-long excused absence per school year for any middle school or high school student in the local school division who is absent from school to engage in a civic event and (ii) may permit additional excused absences for such students who are absent for such

purpose. Local school boards may require that the student provide advance notice of the intended absence and require that the student provide documentation of participation in a civic event.”

## WASHINGTON

### [Rev. Code Wash. § 28A.150.200](#)

#### *Program of basic education*

“(2) The legislature defines the program of basic education under this chapter as that which is necessary to provide the opportunity to develop the knowledge and skills necessary to meet the state-established high school graduation requirements that are intended to allow students to have the opportunity to graduate with a meaningful diploma that prepares them for postsecondary education, gainful employment, and citizenship. Basic education by necessity is an evolving program of instruction intended to reflect the changing educational opportunities that are needed to equip students for their role as productive citizens.”

### [Rev. Code Wash. § 28A.150.210](#)

#### *Basic education—Goals of school districts*

“A basic education is an evolving program of instruction that is intended to provide students with the opportunity to become responsible and respectful global citizens, to contribute to their economic well-being and that of their families and communities, to explore and understand different perspectives, and to enjoy productive and satisfying lives. Additionally, the state of Washington intends to provide for a public school system that is able to evolve and adapt in order to better focus on strengthening the educational achievement of all students, which includes high expectations for all students and gives all students the opportunity to achieve personal and academic success. To these ends, the goals of each school district, with the involvement of parents and community members, shall be to provide opportunities for every student to develop the knowledge and skills essential to:

- (1) Read with comprehension, write effectively, and communicate successfully in a variety of ways and settings and with a variety of audiences;
- (2) Know and apply the core concepts and principles of mathematics; social, physical, and life sciences; civics and history, including different cultures and participation in representative government; geography; arts; and health and fitness;
- (3) Think analytically, logically, and creatively, and to integrate technology literacy and fluency as well as different experiences and knowledge to form reasoned judgments and solve problems; and

(4) Understand the importance of work and finance and how performance, effort, and decisions directly affect future career and educational opportunities.”

[Rev. Code Wash. § 28A.150.211](#)

*Values and traits recognized*

“The legislature also recognizes that certain basic values and character traits are essential to individual liberty, fulfillment, and happiness. However, these values and traits are not intended to be assessed or be standards for graduation. The legislature intends that local communities have the responsibility for determining how these values and character traits are learned as determined by consensus at the local level. These values and traits include the importance of:

- (1) Honesty, integrity, and trust;
- (2) Respect for self and others;
- (3) Responsibility for personal actions and commitments;
- (4) Self-discipline and moderation;
- (5) Diligence and a positive work ethic;
- (6) Respect for law and authority;
- (7) Healthy and positive behavior; and
- (8) Family as the basis of society.”

[Rev. Code Wash. § 28A.230.020](#)

*Common school curriculum*

“All common schools shall give instruction in reading, handwriting, orthography, written and mental arithmetic, geography, the history of the United States, English grammar, physiology and hygiene with special reference to the effects of alcohol and drug abuse on the human system, science with special reference to the environment, and such other studies as may be prescribed by rule of the superintendent of public instruction. All teachers shall stress the importance of the cultivation of manners, the fundamental principles of honesty, honor, industry and economy, the minimum requisites for good health including the beneficial effect of physical exercise and methods to prevent exposure to and transmission of sexually transmitted diseases, and the worth of kindness to all living creatures and the land. The prevention of child abuse may be offered as part of the curriculum in the common schools.”

[Rev. Code Wash. § 28A.230.094](#)

### *High school civics course*

“(1)(a) Beginning with or before the 2020-21 school year, each school district that operates a high school must provide a mandatory one-half credit stand-alone course in civics for each high school student. Except as provided by (c) of this subsection, civics content and instruction embedded in other social studies courses do not satisfy the requirements of this subsection.

(b) Credit awarded to students who complete the civics course must be applied to course credit requirements in social studies that are required for high school graduation.

(c) Civics content and instruction required by this section may be embedded in social studies courses that offer students the opportunity to earn both high school and postsecondary credit.

(2) The content of the civics course must include, but is not limited to:

(a) Federal, state, tribal, and local government organization and procedures;

(b) Rights and responsibilities of citizens addressed in the Washington state and United States Constitutions;

(c) Current issues addressed at each level of government;

(d) Electoral issues, including elections, ballot measures, initiatives, and referenda;

(e) The study and completion of the civics component of the federally administered naturalization test required of persons seeking to become naturalized United States citizens; and

(f) The importance in a free society of living the basic values and character traits specified in RCW 28A.150.211.

(3) By September 1, 2020, the office of the superintendent of public instruction, in collaboration with the Washington state association of county auditors and a 501(c)(3) nonprofit organization engaged in voter outreach and increasing voter participation, shall identify and make available civics materials and resources for use in courses under this section. The materials and resources must be posted on the office of the superintendent of public instruction’s web site.”

### [Rev. Code Wash. § 28A.230.095](#)

#### *Essential academic learning requirements and assessments—Verification reports*

“(1) By the end of the 2008-09 school year, school districts shall have in place in elementary schools, middle schools, and high schools assessments or other strategies chosen by the district to assure that students have an opportunity to learn the essential academic learning requirements in social studies, the arts, and health and fitness. Social studies includes history, geography, civics, economics, and social studies skills. Health and fitness includes, but is not limited to, mental health and suicide prevention education. Beginning with the 2008-09 school year, school districts shall annually submit an implementation verification report to the office of the superintendent of public instruction. The office of the superintendent of public instruction may

not require school districts to use a classroom-based assessment in social studies, the arts, and health and fitness to meet the requirements of this section and shall clearly communicate to districts their option to use other strategies chosen by the district.

(2) Beginning with the 2008-09 school year, school districts shall require students in the seventh or eighth grade, and the eleventh or twelfth grade to each complete at least one classroom-based assessment in civics. Beginning with the 2010-11 school year, school districts shall require students in the fourth or fifth grade to complete at least one classroom-based assessment in civics. The civics assessment may be selected from a list of classroom-based assessments approved by the office of the superintendent of public instruction. Beginning with the 2008-09 school year, school districts shall annually submit implementation verification reports to the office of the superintendent of public instruction documenting the use of the classroom-based assessments in civics.

(3) Verification reports shall require school districts to report only the information necessary to comply with this section.”

[Rev. Code Wash. § 28A.230.140](#)

*United States flag—Procurement, display, exercises—National anthem*

“The board of directors of every school district shall cause a United States flag being in good condition to be displayed during school hours upon or near every public school plant, except during inclement weather. They shall cause appropriate flag exercises to be held in each classroom at the beginning of the school day, and in every school at the opening of all school assemblies, at which exercises those pupils so desiring shall recite the following salute to the flag: “I pledge allegiance to the flag of the United States of America and to the republic for which it stands, one nation under God, indivisible, with liberty and justice for all”. Students not reciting the pledge shall maintain a respectful silence. The salute to the flag or the national anthem shall be rendered immediately preceding interschool events when feasible.”

[Rev. Code Wash. § 28A.230.150](#)

*Temperance and Good Citizenship Day—Aids in programming—Voter registration—Report*

“(1) On January 16th of each year or the preceding Friday when January 16th falls on a nonschool day, there shall be observed within each public school “Temperance and Good Citizenship Day.” Annually the state superintendent of public instruction shall duly prepare and publish for circulation among the teachers of the state a program for use on such day embodying topics pertinent thereto and may from year to year designate particular laws for special observance.

(2) Each year on “Temperance and Good Citizenship Day,” social studies teachers must, as resources allow, coordinate a voter registration event in each history or social studies class attended by high school seniors. This event is part of the future voter program. Teachers must make voter sign up and registration available to all students.

(3) County auditors may, as resources allow, help coordinate elements of the future voter program, and participate in voter registration events for students on “Temperance and Good Citizenship Day.”

(4) On each temperance and good citizenship day all students who will be eighteen years of age or older by the time of the next general election will be given the opportunity to register to vote online in the classroom. Paper registration must also be made available in the classroom. Students who do not possess a state identicard or driver’s license must be provided a paper registration form. The event must include adequate time for students to complete the registration process in class.

(5) The superintendent of public instruction, in consultation with the secretary of state, must update and distribute youth voter registration materials annually, by December 1st, for eligible students to register to vote at school. Electronic notification of the availability of the materials must be distributed to high school principals and secondary social studies and history teachers.

(6) The superintendent of public instruction must consult with the secretary of state to provide registration methods that enable the electronic collection of information on the number of students who registered to vote on “Temperance and Good Citizenship Day,” with the goal of achieving at least fifty thousand new voter registrations for seventeen and eighteen year olds annually, beginning in January 2020.

(7) Beginning March 1, 2020, and annually thereafter, the superintendent of public instruction must report on yearly progress toward the goal established in \*subsection (5) of this section, including the number of seventeen and eighteen year olds registered to vote by county and recommendations for increasing youth voter registration, to the governor and the appropriate standing committees of the legislature in accordance with RCW 43.01.036.

(8) For the purposes of this section:

(a) “Future voter program” refers to the information that may be collected by a number of processes about a future voter. Information that is otherwise disclosable under chapter 29A.08 RCW cannot be disclosed on the future voter until the person reaches age eighteen, except for the purpose of processing and delivering ballots.

(b) “Sign up” means the act of providing information relevant to eventual official voter registration, prior to such time that he or she will be eighteen years of age by the next election.”

*Disability history month—Activities*

“Annually, during the month of October, each public school shall conduct or promote educational activities that provide instruction, awareness, and understanding of disability history and people with disabilities. The activities may include, but not be limited to, school assemblies or guest speaker presentations.”

[Rev. Code Wash. § 28A.230.160](#)

*Educational activities in observance of Veterans’ Day*

“During the school week preceding the eleventh day of November of each year, there shall be presented in each common school as defined in RCW 28A.150.020 educational activities suitable to the observance of Veterans’ Day.

The responsibility for the preparation and presentation of the activities approximating at least sixty minutes total throughout the week shall be with the principal or head teacher of each school building and such program shall embrace topics tending to instill a loyalty and devotion to the institutions and laws of this state and nation.

The superintendent of public instruction and each educational service district superintendent, by advice and suggestion, shall aid in the preparation of these activities if such aid be solicited.”

[Rev. Code Wash. § 28A.230.170](#)

*Study of constitutions compulsory—Rules*

“The study of the Constitution of the United States and the Constitution of the state of Washington shall be a condition prerequisite to graduation from the public and private high schools of this state. The superintendent of public instruction shall provide by rule for the implementation of this section. The superintendent of public instruction may adopt a rule permitting students who meet the criteria in RCW 28A.230.122 to meet the prerequisite through noncredit-based study.”

[Rev. Code Wash. § 28A.230.178](#)

*Civil rights education*

“School districts are encouraged to prepare and conduct a program at least once a year to commemorate the history of civil rights in our nation, including providing an opportunity for students to learn about the personalities and convictions of heroes of the civil rights movement and the importance of the fundamental principle and promise of equality under our nation’s Constitution.”

## WEST VIRGINIA

### [W. Va. Code § 18-2-8b](#)

#### *West Virginia Remembers Program; rulemaking*

“(a) There is hereby created the “West Virginia Remembers Program” whereby children in the public schools may learn about military service, patriotism and courage in the defense of our country from veterans who volunteer to share their experiences in the educational setting. Participation in the program by classroom teachers is voluntary and may not be considered a course requirement or mandatory in any other way.

(b) The state board may promulgate a rule in accordance with §29A-3B-1 et seq. of this code to implement this section with regard to solicitation of speakers from veterans’ groups and maintenance of lists by county boards of available speakers.”

### [W. Va. Code § 18-2-9](#)

#### *Required course of instruction*

“(a) (1) In all public, private, parochial, and denominational schools located within this state there shall be given prior to the completion of the eighth grade at least one year of instruction in the history of the State of West Virginia. The schools shall require regular courses of instruction by the completion of the 12th grade in the history of the United States, in civics, in the Constitution of the United States, and in the government of the State of West Virginia for the purpose of teaching, fostering, and perpetuating the ideals, principles, and spirit of political and economic democracy in America, and increasing the knowledge of the organization and machinery of the government of the United States and of the State of West Virginia. The required courses shall include instruction on the institutions and structure of American government, such as the separation of powers, the Electoral College, and federalism. The required courses shall include instruction that provides students an understanding of American political philosophy and history, utilizing writings from prominent figures in Western civilization, such as Aristotle, Thomas Hobbes, John Locke, and Thomas Jefferson. The courses of instruction shall offer an objective and critical analysis of ideologies throughout history including, but not limited to, capitalism, republicanism, democracy, socialism, communism, and fascism. The required courses shall emphasize the use of primary sources and interactive learning techniques, such as mock scenarios, debates, and open and impartial discussions.



(2) The state board shall, with the advice of the state superintendent, and after consultation with other entities, prescribe the courses of study, including the basic course requirements for middle school and high school, and the academic standards listed in subdivision (1) of this subsection for these courses of study covering these subjects for the public schools, and publish an approved list of instructional resources pursuant to §18-2A-1 *et seq.* of this code. The curriculum used in the delivery of instruction shall cover the standards adopted for such courses. The other entities for consultation may include such organizations as the Florida Joint Center for Citizenship, the College Board, the Bill of Rights Institute, Hillsdale College, the Gilder Lehrman Institute of American History, the Constitutional Sources Project, educators, school administrators, postsecondary education representatives, elected officials, business and industry leaders, parents, and the public. Officials or boards having authority over the respective private, parochial, and denominational schools shall prescribe courses of study for the schools under their control and supervision similar to those required for the public schools.

(3) The state board shall provide testing or assessment instruments for the history and civics courses of instruction required by this section. These testing instruments shall:

(A) Be aligned with the academic standards required by this section;

(B) Be mandatory for students enrolled in those courses of instruction;

(C) Be cumulative by including questions about knowledge learned in prior history and civics courses; and

(D) Measure students' factual and conceptual knowledge including how the facts interrelate and the reasons behind historical documents and events.

(4) To further this study, every high school student eligible by age for voter registration shall be afforded the opportunity to register to vote pursuant to §3-2-22 of this code.

(b) The state board shall cause to be taught in all public schools of this state the subject of health education, including instruction in any of the grades six through 12 as considered appropriate by the county board, on: (1) The prevention, transmission, and spread of acquired immune deficiency syndrome and other sexually transmitted diseases; (2) substance abuse, including the nature of alcoholic drinks and narcotics, tobacco products, and other potentially harmful drugs, with special instruction as to their effect upon the human system and upon society in general; (3) the importance of healthy eating and physical activity in maintaining healthy weight; and (4) education concerning cardiopulmonary resuscitation and first aid, including instruction in the care for conscious choking, and recognition of symptoms of drug or alcohol overdose. The course curriculum requirements and materials for the instruction shall be adopted by the state board by rule in consultation with the Department of Health and Human Resources. The state board shall prescribe a standardized

health education assessment to be administered within health education classes to measure student health knowledge and program effectiveness.

(c) An opportunity shall be afforded to the parent or guardian of a child subject to instruction in the prevention, transmission, and spread of acquired immune deficiency syndrome and other sexually transmitted diseases to examine the course curriculum requirements and materials to be used in the instruction. The parent or guardian may exempt the child from participation in the instruction by giving notice to that effect in writing to the school principal.

(d) After July 1, 2015, the required instruction in cardiopulmonary resuscitation in subsection (b) of this section shall include at least 30 minutes of instruction for each student prior to graduation on the proper administration of cardiopulmonary resuscitation (CPR) and the psychomotor skills necessary to perform cardiopulmonary resuscitation. The term “psychomotor skills” means the use of hands-on practicing to support cognitive learning. Cognitive-only training does not qualify as “psychomotor skills”. The CPR instruction shall be based on an instructional program established by the American Heart Association or the American Red Cross, or another program which is nationally recognized and uses the most current national evidence-based emergency cardiovascular care guidelines and incorporates psychomotor skills development into the instruction. A licensed teacher is not required to be a certified trainer of cardiopulmonary resuscitation to facilitate, provide, or oversee such instruction. The instruction may be given by community members, such as emergency medical technicians, paramedics, police officers, firefighters, licensed nurses, and representatives of the American Heart Association or the American Red Cross. These community members are encouraged to provide necessary training and instructional resources such as cardiopulmonary resuscitation kits and other material at no cost to the schools. The requirements of this subsection are minimum requirements. A local school district may offer CPR instruction for longer periods of time and may enhance the curriculum and training components, including, but not limited to, incorporating into the instruction the use of an automated external defibrillator (AED): *Provided*, That any instruction that results in a certification being earned shall be taught by an authorized CPR/AED instructor.

(e) A full week of classes during the week selected by the county board of education shall be recognized as Celebrate Freedom Week. The purpose of Celebrate Freedom Week is to educate students about the sacrifices made for freedom in the founding of this country and the values on which this country was founded.

Celebrate Freedom Week shall include appropriate instruction in each social studies class which:

(1) Includes an in-depth study of the intent, meaning, and importance of the Declaration of Independence, the Emancipation Proclamation, and the Constitution of the United States with an emphasis on the amendments that are crucial to the survival of democracy and freedom, such as the Bill of Rights and the thirteenth, fourteenth, fifteenth, and nineteenth amendments;

(2) Uses the historical, political, and social environments surrounding each document at the time of its initial passage or ratification; and

(3) Includes the study of historical documents to firmly establish the historical background leading to the establishment of the provisions of the constitution and Bill of Rights by the founding fathers for the purposes of safeguarding our constitutional republic.

The requirements of this subsection are applicable to all public, private, parochial, and denominational schools located within this state. Nothing in this subsection creates a standard or requirement subject to state accountability measures.

(f) Beginning the 2018-2019 school year, students in public schools shall be administered a test the same as or substantially similar to the civics portion of the naturalization test used by the United States Citizenship and Immigration Services between their ninth and 12th grade years as an indicator of student achievement in the area of civics education. The test results may be reported in the aggregate to the county board for evaluation by the board's curriculum director and reported to the board members. Nothing in this subsection creates a standard or requirement subject to state accountability measures."

#### [W. Va. Code § 18-2-9a](#)

##### *Elective courses of instruction on the Bible*

“(a) County boards of education may offer to students in grade nine or above:

- (1) An elective social studies course on the Hebrew Scriptures, Old Testament of the Bible;
- (2) An elective social studies course on the New Testament of the Bible; or
- (3) An elective social studies course on the Hebrew Scriptures and the New Testament of the Bible.

(b) The purpose of a course under this section is to:

- (1) Teach students knowledge of biblical content, characters, poetry, and narratives that are prerequisites to understanding the development of American society and culture, including literature, art, music, mores, oratory, and public policy; and
- (2) Familiarize students with, as applicable:
  - (A) The contents of the Hebrew Scriptures or New Testament;
  - (B) The history of the Hebrew Scriptures or New Testament;
  - (C) The literary style and structure of the Hebrew Scriptures or New Testament; and
  - (D) The influence of the Hebrew Scriptures or New Testament on law, history, government, literature, art, music, customs, morals, values, and culture.

(c) A student may not be required to use a specific translation as the sole text of the Hebrew Scriptures or New Testament and may use as the basic textbook a different translation of the Hebrew Scriptures or New Testament from that chosen by the county board or school.

(d) The county board of education shall submit to the West Virginia Department of Education the course standards for any elective to be offered pursuant to subsection (a), of this section including the teacher qualifications and required professional development.

(e) A course offered under this section shall follow applicable law and all federal and state guidelines in maintaining religious neutrality and accommodating the diverse religious views, traditions, and perspectives of students in the school. A course under this section may not endorse, favor, promote, disfavor, or show hostility toward, any particular religion or nonreligious faith or religious perspective. Any county board offering a course under this section, shall not violate any provision of the United States Constitution or federal law, the West Virginia Constitution or any state law, any administrative regulations of the United States Department of Education, or any rule of the state board. The state board shall provide guidance to the county boards on complying with the requirements of this subsection.”

#### [W. Va. Code § 18-2-13](#)

##### *Character education integration*

“(a) The state board shall establish a comprehensive approach to integrate character education into all aspects of school culture, school functions and existing curriculum.

(b) The state board shall require all public schools that operate from preschool to grade twelve to develop and integrate components of character development into their existing curriculum. The schools may incorporate such programs as “life skills”, “responsible students”, or any other program encompassing any of the following components:

- (1) Honesty;
- (2) Caring;
- (3) Citizenship;
- (4) Justice;
- (5) Fairness;
- (6) Respect;
- (7) Responsibility;
- (8) Voting;
- (9) Academic achievement;
- (10) Completing homework assignments;

- (11) Improving daily attendance;
  - (12) Avoiding and resolving conflicts;
  - (13) Alternatives to violence;
  - (14) Contributing to an orderly positive school environment;
  - (15) Participating in class;
  - (16) Resisting social peer pressures to smoke, drink and use drugs;
  - (17) Developing greater self-esteem and self-confidence;
  - (18) Effectively coping with social anxiety;
  - (19) Increasing knowledge of the immediate consequences of substance abuse;
  - (20) Increasing knowledge of the consequences of ones actions;
  - (21) The corrupting influence and chance nature of gambling; and
  - (22) The value of decent, honest work.
- (c) Character education shall be integrated into each public school curriculum by September 1, 2001.
- (d) The state board shall assist county boards in developing in-service training regarding integrated character education as provided in this section.
- (e) The State Department of Education is encouraged to utilize any existing moneys available to the department for existing character development programs, along with any new funds appropriated for the purposes of this section, to secure the maximum amount of any federal funding available for which the state department is eligible to receive for implementing character development in the schools.”

[W. Va. Code § 18-5-15a](#)

*Study of multicultural education for school personnel*

“County boards of education shall annually provide a program, during at least one noninstructional day of the school term, for the study of multicultural education for all school personnel as defined in subsection (a), section one, article one, chapter eighteen-a of this code. The study provided shall be in compliance with regulations to be developed by the state Board of Education.

As used in this section, multicultural education means the study of the pluralistic nature of American society, including its values, institutions, organizations, groups, status positions and social roles.”

[W. Va. Code § 18-5-15b](#)

*Pledge of allegiance to the flag*

“Every instructional day in the public schools of this state shall be commenced with a pledge of allegiance to the flag of the United States. Pupils who do not wish to participate in this exercise shall be excused from making such pledge.”

[W. Va. Code § 18-5-24](#)

*Purchase and display of United States flag; penalty for failure to display*

“Boards of education shall purchase United States flags, four by six feet, of regulation bunting, for schools in its district, and require the flags to be displayed from the schools during the time the school is in session, except in inclement weather. The teacher, custodian or other person in charge of the building during the session is responsible for this flag being displayed at the school.

Any United States flag or flag of the State of West Virginia purchased out of the county board building fund must be manufactured in the United States.”

[W. Va. Code § 18-100-5](#)

*Disability History Week designated*

“(a) The third week of October annually is designated as Disability History Week for the State of West Virginia.

(b) In recognition of and to further the purposes of Disability History Week, each public school shall provide instruction on disability history, people with disabilities and the disability rights movement. The instruction shall be integrated into the existing school curriculum in a manner such as, but not limited to, supplementing existing lesson plans, holding school assemblies or providing other school activities. The instruction may be delivered by school personnel or by guest speakers.

(c) State institutions of higher education are encouraged to conduct and promote activities that provide education, awareness and understanding of disability history, people with disabilities and the disability rights movement.

(d) The Legislature is encouraged to annually recognize Disability History Week by introducing a concurrent resolution to:

- (1) Recognize youth leaders in the disability rights movement;
- (2) Reaffirm a commitment to the full inclusion of people with disabilities in society; and

(3) Recognize the disability rights movement as an important part of the history of this state and nation.

(e) Recognized resources for information, materials and speakers regarding disability history, people with disabilities and the disability rights movement include, but are not limited to:

(1) Centers for Independent Living;

(2) The Statewide Independent Living Council;

(3) The Developmental Disabilities Council; and

(4) The State Americans with Disabilities Act Coordinator.

(f) The provisions of this article are not intended to create a burden, financial or otherwise, for public schools, teachers or state institutions of higher education.”

## WISCONSIN

### [Wi. Stat. § 115.28](#)

*General duties. The state superintendent shall: ...*

“(17) American Indian language and culture education.

(a) Establish by rule standards for certifying the abilities of teachers participating in American Indian language and culture education programs under subch. IV to read and write or speak an American Indian language and to possess knowledge of American Indian history and culture.

(b) Establish by rule standards for certifying the abilities of home school coordinators, counselors and aides participating in American Indian language and culture education programs under subch. IV to possess knowledge of American Indian history and culture.

(c) Promulgate rules which further define “American Indian” under s. 115.71 (2) (d).

(d) Develop a curriculum for grades 4 to 12 on the Chippewa Indians’ treaty-based, off-reservation rights to hunt, fish and gather. ...

(55) Social studies standards. Incorporate the history of organized labor and the collective bargaining process into the model academic standards for social studies. ...

(55m) The Holocaust and other genocides; model standards, curricula, and instructional materials. (a) Incorporate the Holocaust, as defined in s. 121.02 (1) (L) 8. a., and other genocides into the model academic standards for social studies. (b) Develop a model curriculum and related instructional materials for pupils in grades 5 to 8 on the Holocaust, as defined in s. 121.02 (1) (L)

8. a., and other genocides. (c) Develop a model curriculum and related instructional materials for pupils in grades 9 to 12 on the Holocaust, as defined in s. 121.02 (1) (L) 8. a., and other genocides.”

[Wi. Stat. § 118.01](#)

*Educational goals and expectations*

“(c) Citizenship. Each school board shall provide an instructional program designed to give pupils:

1. An understanding of the basic workings of all levels of government, including the duties and responsibilities of citizenship.
2. A commitment to the basic values of our government, including by appropriate instruction and ceremony the proper reverence and respect for and the history and meaning of the American flag, the Declaration of Independence, the U.S. constitution and the constitution and laws of this state.
3. The skills to participate in political life.
4. An understanding of the function of organizations in society.
5. Knowledge of the role and importance of biological and physical resources.
6. Knowledge of state, national and world history.
7. An appreciation and understanding of different value systems and cultures.
8. At all grade levels, an understanding of human relations, particularly with regard to American Indians, Black Americans and Hispanics.”

[Wi. Stat. § 118.06](#)

*Flag, pledge of allegiance, and national anthem*

“(1) Every school board and the governing body of every private school shall cause the U.S. flag to be displayed in the schoolroom or from a flagstaff on each school ground during the school hours of each school day.

(2) Every public school shall offer the pledge of allegiance or the national anthem in grades one to 12 each school day. Every private school shall offer the pledge of allegiance or the national anthem in grades one to 12 each school day unless the governing body of the private school determines that the requirement conflicts with the school’s religious doctrines. No pupil may be compelled, against the pupil’s objections or those of the pupil’s parents or guardian, to recite the pledge or to sing the anthem.”



[Wi. Stat. sec. 118.33](#)

*High school graduation standards; criteria for promotion*

“(1)

(a) Except as provided in pars. (d), (e), (em), and (es), a school board may not grant a high school diploma to any pupil unless the pupil satisfies the requirement under sub. (1m) (a) and has earned:

1. In the high school grades, all of the following: ...

b. At least 3 credits of social studies including state and local government. ...

(c) A school board may require a pupil to participate in community service activities in order to receive a high school diploma. ...

(1m)

(a)

1. Beginning in the 2016-17 school year, no school board, operator of a charter school under s. 118.40 (2r) or (2x), or governing body of a private school participating in a program under s. 118.60 or 119.23 may, except as provided in subd. 2. and subject to the policies under sub. (2) (m), grant a high school diploma to any pupil unless the pupil takes, during the high school grades, a civics test comprised of 100 questions that are identical to the 100 questions that may be asked of an individual during the process of applying for U.S. citizenship by the United States Citizenship and Immigration Services and the pupil correctly answers at least 65 of those questions.”

[Wi. Stat § 121.02](#)

*School district standards*

“ [(1)(L)] 1. In the elementary grades, provide regular instruction in reading, language arts, social studies, mathematics, science, health, physical education, art and music.

2. In grades 5 to 8, provide regular instruction in language arts, social studies, mathematics, science, health, physical education, art and music. The school board shall also provide pupils with an introduction to career exploration and planning.

3. In grades 9 to 12, provide access to an educational program that enables pupils each year to study English, social studies, mathematics, science, vocational education, foreign language, physical education, art and music. In this subdivision, “access” means an opportunity to study through school district course offerings, independent study, cooperative educational service agencies, or cooperative arrangements between school boards or between school boards and postsecondary educational institutions.

4. Beginning September 1, 1991, as part of the social studies curriculum, include instruction in the history, culture and tribal sovereignty of the federally recognized American Indian tribes and bands located in this state at least twice in the elementary grades and at least once in the high school grades. ...

(1) (L) 8. a. In this subdivision, “Holocaust” means the systematic state-sponsored killing of 6 million Jewish men, women, and children and millions of others by Nazi Germany and its collaborators between 1933 and 1945. b. By July 1, 2022, as a part of the social studies curriculum, include instruction on the Holocaust and other genocides at least once in grades 5 to 8 and at least once in grades 9 to 12.”

## WYOMING

### [Wyo. Stat. Ann. § 21-3-110](#)

#### *Duties of boards of trustees*

“[(a)(xii)] Cause the United States and Wyoming flags to be properly displayed in, upon, or around school buildings within the district.”

### [Wyo. Stat. Ann. § 21-9-101](#)

#### *Educational programs for schools; standards; core of knowledge and skills; special needs programs; class size requirements; cocurricular activities*

“(b) Each school district within the state shall provide educational programs sufficient to meet uniform student content and performance standards at the level established by the state board of education in the following areas of knowledge and skills:

- (i) Common core of knowledge:
  - (A) Reading/language arts;
  - (B) Social studies;
  - (C) Mathematics;
  - (D) Science;
  - (E) Fine arts and performing arts;

- (F) Physical education;
- (G) Health and safety;
- (H) Humanities;
- (J) Career/vocational education;
- (K) Foreign cultures and languages;
- (M) Repealed by Laws 2018, ch. 123, § 2.
- (N) Government and civics including state and federal constitutions pursuant to W.S. 21-9-102 .
- (O) Computer science.”

[Wyo. Stat. Ann.. § 21-9-102](#)

*Instruction in state and federal constitutions required; satisfactory examination a prerequisite to graduation*

“All schools and colleges in this state that are supported in any manner by public funds shall give instruction in the essentials of the United States constitution and the constitution of the state of Wyoming, including the study of and devotion to American institution and ideals, and no student shall receive a high school diploma, associate degree or baccalaureate degree without satisfactorily passing an examination on the principles of the constitution of the United States and the state of Wyoming. The instruction shall be given for at least three (3) years in kindergarten through grade eight (8) and for one (1) year each in the secondary and college grades.”

[Wyo. Stat. Ann.. § 21-9-103](#)

*Penalty for failure to carry out requirements of W.S. 21-9-102*

Willful failure on the part of any school or college administrator or instructor to carry out the requirements of W.S. 21-9-102 shall be sufficient cause for the removal of such person from his position.