



S.B. 203

124th General Assembly
(As Introduced)

Sens. Prentiss, Ryan, Hagan, Herington

BILL SUMMARY

- Requires the statewide academic standards and model curriculum in social studies to include coverage of the topics of racism, genocide, and religious persecution.
- Directs the Department of Education to provide a professional development program for social studies teachers to familiarize them with the content of the academic standards regarding issues of racial, ethnic, and religious intolerance.
- Requires the achievement tests in social studies to evaluate knowledge of the history, causes, and effects of racism, genocide, and religious persecution.

CONTENT AND OPERATION

Inclusion of racism, genocide, and religious persecution in academic standards, model curriculum, and achievement tests

Background

By December 31, 2002, current law requires the State Board of Education to adopt statewide academic standards in social studies for each of grades kindergarten through 12. Like the academic standards developed for other core subject areas, the social studies standards must describe the academic content and skills that students are expected to learn and display at a particular grade level.¹ In

¹ *The other subject areas for which the State Board of Education must adopt academic standards are reading, writing, math, and science (sec. 3301.079(A), not in the bill). When standards for those core subjects have been completed, the State Board must adopt academic standards in computer literacy for grades three through 12 and in both fine*

addition, the State Board is required to adopt a model curriculum in social studies for each grade level by June 30, 2004. The model curriculum must be aligned with the social studies standards so that school districts may use it as an instructional tool to help students meet the academic expectations established by the State Board. However, school districts are explicitly *not required* to use the model curricula.

Continuing law requires the phasing in of achievement tests aligned with the academic standards and model curriculum.² Eventually, students in fifth, eighth, and tenth grades will take achievement tests in social studies to demonstrate their mastery of the academic standards.³

The bill

(secs. 3301.0710(F) and 3301.0721)

The bill explicitly includes the topics of racism, genocide, and religious persecution as components of the academic standards, model curriculum, and achievement tests in social studies adopted by the State Board. First, the bill specifies that the social studies standards must include "expectations for learning about issues of racial, ethnic, and religious intolerance and hatred" for each grade level.

Second, the model social studies curriculum must emphasize the historical context of racism, genocide, and religious persecution in Ohio, the United States,

arts and foreign languages for grades kindergarten through 12 (sec. 3301.0718(A), not in the bill).

² *Sec. 3301.079, not in the bill.*

³ *Am. Sub. S.B. 1 of the 124th General Assembly required the current proficiency tests to be replaced with new achievement tests. As a result, the proficiency tests in citizenship are being phased out in favor of achievement tests in social studies. Under the scheduled phase-in, the achievement tests in social studies will be administered for the first time as indicated in the chart below.*

Grade	School Year
Five	2005-2006
Eight	2006-2007
Ten	2004-2005

and the world and its relevance for contemporary times. Specific topics concerning racial/ethnic and religious persecution must be included in the curriculum, including slavery, "Jim Crow" laws, the Holocaust, Indian wars in the United States, ethnic cleansing, and anti-sectarian movements. The curriculum must also contain an exploration of the relationship of economics to discrimination and the long-term consequences of institutionalized discrimination for society, as well as for the victims of ethnic or religious persecution or hate crimes.

Finally, when the achievement tests in social studies are administered, they must measure students' knowledge of the historical development and contemporary manifestations of racism, genocide, and religious persecution. The current proficiency tests in citizenship are *not* required to cover these topics while the tests are being phased out (although proficiency test questions *may* still deal with such issues).

Professional development for social studies teachers

(sec. 3301.0721(A))

Upon completion of the academic standards in social studies, the Department of Education must provide all primary and secondary social studies teachers with a professional development program to familiarize them with the specific standards regarding racial, ethnic, and religious intolerance and hatred. Such training will assist teachers in adjusting their classroom teaching to reflect the expectations outlined in the standards.

HISTORY

ACTION	DATE	JOURNAL ENTRY
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