

**As Introduced**

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**H. B. No. 171**

**Representative Lightbody**

**Cosponsors: Representatives Abdullahi, Blackshear, Brewer, Brown, Forhan, Galonski, Grim, Isaacsohn, McNally, Mohamed, Somani, Thomas, C., Weinstein**

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**A BILL**

To amend section 3301.079 of the Revised Code to 1  
include instruction on the migration, 2  
experiences, and contributions of a range of 3  
communities in the social studies model 4  
curriculum. 5

**BE IT ENACTED BY THE GENERAL ASSEMBLY OF THE STATE OF OHIO:**

**Section 1.** That section 3301.079 of the Revised Code be 6  
amended to read as follows: 7

**Sec. 3301.079.** (A) (1) The state board of education 8  
periodically shall adopt statewide academic standards with 9  
emphasis on coherence, focus, and essential knowledge and that 10  
are more challenging and demanding when compared to 11  
international standards for each of grades kindergarten through 12  
twelve in English language arts, mathematics, science, and 13  
social studies. 14

(a) The state board shall ensure that the standards do all 15  
of the following: 16

(i) Include the essential academic content and skills that 17

students are expected to know and be able to do at each grade 18  
level that will allow each student to be prepared for 19  
postsecondary instruction and the workplace for success in the 20  
twenty-first century; 21

(ii) Include the development of skill sets that promote 22  
information, media, and technological literacy; 23

(iii) Include interdisciplinary, project-based, real-world 24  
learning opportunities; 25

(iv) Instill life-long learning by providing essential 26  
knowledge and skills based in the liberal arts tradition, as 27  
well as science, technology, engineering, mathematics, and 28  
career-technical education; 29

(v) Be clearly written, transparent, and understandable by 30  
parents, educators, and the general public. 31

(b) Not later than July 1, 2012, the state board shall 32  
incorporate into the social studies standards for grades four to 33  
twelve academic content regarding the original texts of the 34  
Declaration of Independence, the Northwest Ordinance, the 35  
Constitution of the United States and its amendments, with 36  
emphasis on the Bill of Rights, and the Ohio Constitution, and 37  
their original context. The state board shall revise the model 38  
curricula and achievement assessments adopted under divisions 39  
(B) and (C) of this section as necessary to reflect the 40  
additional American history and American government content. The 41  
state board shall make available a list of suggested grade- 42  
appropriate supplemental readings that place the documents 43  
prescribed by this division in their historical context, which 44  
teachers may use as a resource to assist students in reading the 45  
documents within that context. 46

(c) When the state board adopts or revises academic content standards in social studies, American history, American government, or science under division (A) (1) of this section, the state board shall develop such standards independently and not as part of a multistate consortium.

(2) After completing the standards required by division (A) (1) of this section, the state board shall adopt standards and model curricula for instruction in technology, financial literacy and entrepreneurship, fine arts, and foreign language for grades kindergarten through twelve. The standards shall meet the same requirements prescribed in division (A) (1) (a) of this section.

(3) The state board shall adopt the most recent standards developed by the national association for sport and physical education for physical education in grades kindergarten through twelve or shall adopt its own standards for physical education in those grades and revise and update them periodically.

The department of education shall employ a full-time physical education coordinator to provide guidance and technical assistance to districts, community schools, and STEM schools in implementing the physical education standards adopted under this division. The superintendent of public instruction shall determine that the person employed as coordinator is qualified for the position, as demonstrated by possessing an adequate combination of education, license, and experience.

(4) Not later than September 30, 2022, the state board shall update the standards and model curriculum for instruction in computer science in grades kindergarten through twelve, which shall include standards for introductory and advanced computer science courses in grades nine through twelve. When developing

the standards and curriculum, the state board shall consider 77  
recommendations from computer science education stakeholder 78  
groups, including teachers and representatives from higher 79  
education, industry, computer science organizations in Ohio, and 80  
national computer science organizations. 81

Any district or school may utilize the computer science 82  
standards or model curriculum or any part thereof adopted 83  
pursuant to division (A) (4) of this section. However, no 84  
district or school shall be required to utilize all or any part 85  
of the standards or curriculum. 86

(5) When academic standards have been completed for any 87  
subject area required by this section, the state board shall 88  
inform all school districts, all community schools established 89  
under Chapter 3314. of the Revised Code, all STEM schools 90  
established under Chapter 3326. of the Revised Code, and all 91  
nonpublic schools required to administer the assessments 92  
prescribed by sections 3301.0710 and 3301.0712 of the Revised 93  
Code of the content of those standards. Additionally, upon 94  
completion of any academic standards under this section, the 95  
department shall post those standards on the department's web 96  
site. 97

(B) (1) The state board shall adopt a model curriculum for 98  
instruction in each subject area for which updated academic 99  
standards are required by division (A) (1) of this section and 100  
for each of grades kindergarten through twelve that is 101  
sufficient to meet the needs of students in every community. The 102  
model curriculum shall be aligned with the standards, to ensure 103  
that the academic content and skills specified for each grade 104  
level are taught to students, and shall demonstrate vertical 105  
articulation and emphasize coherence, focus, and rigor. When any 106

model curriculum has been completed, the state board shall 107  
inform all school districts, community schools, and STEM schools 108  
of the content of that model curriculum. 109

(2) Not later than June 30, 2013, the state board, in 110  
consultation with any office housed in the governor's office 111  
that deals with workforce development, shall adopt model 112  
curricula for grades kindergarten through twelve that embed 113  
career connection learning strategies into regular classroom 114  
instruction. 115

(3) Not later than July 1, 2024, the state board shall 116  
begin to update the model curriculum for social studies in 117  
grades kindergarten to twelve to include age- and grade- 118  
appropriate instruction in the migration journeys, experiences, 119  
and societal contributions of a range of communities in Ohio and 120  
the United States, including all of the following: 121

(a) African American communities; 122

(b) Asian American and Pacific Islander communities; 123

(c) Arab, African, and North African immigrant, refugee, 124  
and asylee communities; 125

(d) Appalachian communities; 126

(e) Jewish communities; 127

(f) Latin American communities; 128

(g) Native American communities. 129

The state board shall include the instruction listed in 130  
division (B) (3) of this section in the first update of the 131  
social studies model curriculum adopted after July 1, 2024. 132

(4) All school districts, community schools, and STEM 133

schools may utilize the state standards and the model curriculum 134  
established by the state board, together with other relevant 135  
resources, examples, or models to ensure that students have the 136  
opportunity to attain the academic standards. Upon request, the 137  
department shall provide technical assistance to any district, 138  
community school, or STEM school in implementing the model 139  
curriculum. 140

Nothing in this section requires any school district to 141  
utilize all or any part of a model curriculum developed under 142  
this section. 143

(C) The state board shall develop achievement assessments 144  
aligned with the academic standards and model curriculum for 145  
each of the subject areas and grade levels required by divisions 146  
(A) (1) and (B) (1) of section 3301.0710 of the Revised Code. 147

When any achievement assessment has been completed, the 148  
state board shall inform all school districts, community 149  
schools, STEM schools, and nonpublic schools required to 150  
administer the assessment of its completion, and the department 151  
shall make the achievement assessment available to the districts 152  
and schools. 153

(D) (1) The state board shall adopt a diagnostic assessment 154  
aligned with the academic standards and model curriculum for 155  
each of grades kindergarten through two in reading, writing, and 156  
mathematics and for grade three in reading and writing. The 157  
diagnostic assessment shall be designed to measure student 158  
comprehension of academic content and mastery of related skills 159  
for the relevant subject area and grade level. Any diagnostic 160  
assessment shall not include components to identify gifted 161  
students. Blank copies of diagnostic assessments shall be public 162  
records. 163

(2) When each diagnostic assessment has been completed, 164  
the state board shall inform all school districts of its 165  
completion and the department shall make the diagnostic 166  
assessment available to the districts at no cost to the 167  
district. 168

(3) School districts shall administer the diagnostic 169  
assessment pursuant to section 3301.0715 of the Revised Code 170  
beginning the first school year following the development of the 171  
assessment. 172

However, beginning with the 2017-2018 school year, both of 173  
the following shall apply: 174

(a) In the case of the diagnostic assessments for grades 175  
one or two in writing or mathematics or for grade three in 176  
writing, a school district shall not be required to administer 177  
any such assessment, but may do so at the discretion of the 178  
district board; 179

(b) In the case of any diagnostic assessment that is not 180  
for the grade levels and subject areas specified in division (D) 181  
(3)(a) of this section, each school district shall administer 182  
the assessment in the manner prescribed by section 3301.0715 of 183  
the Revised Code. 184

(E) The state board shall not adopt a diagnostic or 185  
achievement assessment for any grade level or subject area other 186  
than those specified in this section. 187

(F) Whenever the state board or the department consults 188  
with persons for the purpose of drafting or reviewing any 189  
standards, diagnostic assessments, achievement assessments, or 190  
model curriculum required under this section, the state board or 191  
the department shall first consult with parents of students in 192

kindergarten through twelfth grade and with active Ohio 193  
classroom teachers, other school personnel, and administrators 194  
with expertise in the appropriate subject area. Whenever 195  
practicable, the state board and department shall consult with 196  
teachers recognized as outstanding in their fields. 197

If the department contracts with more than one outside 198  
entity for the development of the achievement assessments 199  
required by this section, the department shall ensure the 200  
interchangeability of those assessments. 201

(G) Whenever the state board adopts standards or model 202  
curricula under this section, the department also shall provide 203  
information on the use of blended, online, or digital learning 204  
in the delivery of the standards or curricula to students in 205  
accordance with division (A) (5) of this section. 206

(H) The fairness sensitivity review committee, established 207  
by rule of the state board of education, shall not allow any 208  
question on any achievement or diagnostic assessment developed 209  
under this section or any proficiency test prescribed by former 210  
section 3301.0710 of the Revised Code, as it existed prior to 211  
September 11, 2001, to include, be written to promote, or 212  
inquire as to individual moral or social values or beliefs. The 213  
decision of the committee shall be final. This section does not 214  
create a private cause of action. 215

(I) Not later than sixty days prior to the adoption by the 216  
state board of updated academic standards under division (A) (1) 217  
of this section or updated model curricula under division (B) (1) 218  
of this section, the superintendent of public instruction shall 219  
present the academic standards or model curricula, as 220  
applicable, in person at a public hearing of the respective 221  
committees of the house of representatives and senate that 222



consider education legislation.	223
(J) As used in this section:	224
(1) "Blended learning" means the delivery of instruction	225
in a combination of time primarily in a supervised physical	226
location away from home and online delivery whereby the student	227
has some element of control over time, place, path, or pace of	228
learning and includes noncomputer-based learning opportunities.	229
(2) "Online learning" means students work primarily from	230
their residences on assignments delivered via an internet- or	231
other computer-based instructional method.	232
(3) "Coherence" means a reflection of the structure of the	233
discipline being taught.	234
(4) "Digital learning" means learning facilitated by	235
technology that gives students some element of control over	236
time, place, path, or pace of learning.	237
(5) "Focus" means limiting the number of items included in	238
a curriculum to allow for deeper exploration of the subject	239
matter.	240
(6) "Vertical articulation" means key academic concepts	241
and skills associated with mastery in particular content areas	242
should be articulated and reinforced in a developmentally	243
appropriate manner at each grade level so that over time	244
students acquire a depth of knowledge and understanding in the	245
core academic disciplines.	246
<b>Section 2.</b> That existing section 3301.079 of the Revised	247
Code is hereby repealed.	248