

Senate Bill 26

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SUMMARY

The following summary is not prepared by the sponsors of the measure and is not a part of the body thereof subject to consideration by the Legislative Assembly. It is an editor's brief statement of the essential features of the measure **as introduced**.

Requires that students in every grade from kindergarten through grade 12 receive at least half of semester, or equivalent of half of semester, of instruction in civics. Directs Department of Education to develop academic content standards for civics and to prepare materials to support classroom instruction in civics.

A BILL FOR AN ACT

1
2 Relating to civics education; creating new provisions; and amending ORS 329.045.

3 **Be It Enacted by the People of the State of Oregon:**

4 **SECTION 1.** ORS 329.045 is amended to read:

5 329.045. (1)(a) In order to achieve the goals contained in ORS 329.025, the State Board of Edu-
6 cation shall regularly and periodically review and revise its Common Curriculum Goals, performance
7 indicators and diploma requirements.

8 (b) The review and revision conducted under this section shall:

9 (A) Include Essential Learning Skills and rigorous academic content standards in mathematics,
10 science, English, history, geography, economics, civics, physical education, health, the arts and
11 world languages.

12 (B) Involve teachers and other educators, parents of students and other citizens and shall pro-
13 vide ample opportunity for public comment.

14 (C) Encourage increased learning time. As used in this subparagraph, "increased learning
15 time" means a schedule that encompasses a longer school day, week or year for the purpose of in-
16 creasing the total number of school hours available to provide:

17 (i) Students with instruction in core academic subjects, including mathematics, science, English,
18 history, geography, economics, civics, the arts and world languages;

19 (ii) Students with instruction in subjects other than the subjects identified in sub-subparagraph
20 (i) of this subparagraph, including health and physical education;

21 (iii) Students with the opportunity to participate in enrichment activities that contribute to a
22 well-rounded education, including learning opportunities that may be based on service, experience
23 or work and that may be provided through partnerships with other organizations; and

24 (iv) Teachers with the opportunity to collaborate, plan and engage in professional development
25 within and across grades and subjects.

26 (c) Nothing in this subsection prevents a school district or public charter school from main-
27 taining control over course content, format, materials and teaching methods.

28 (2) The State Board of Education shall continually review and revise all adopted academic con-
29 tent standards necessary for students to successfully transition to the next phase of their education.

NOTE: Matter in **boldfaced** type in an amended section is new; matter *[italic and bracketed]* is existing law to be omitted. New sections are in **boldfaced** type.

1 (3)(a) School districts and public charter schools must offer students instruction in mathematics,
 2 science, English, history, geography, economics, civics, physical education, health, the arts and
 3 world languages.

4 (b) Instruction required under paragraph (a) of this subsection must:

5 **(A) Ensure that students in every grade from kindergarten through grade 12 receive at**
 6 **least half of a semester, or the equivalent of half of a semester, of instruction in civics;**

7 [(A)] **(B)** Meet the academic content standards adopted by the State Board of Education; and

8 [(B)] **(C)** Meet the requirements adopted by the State Board of Education and the board of the
 9 school district or public charter school.

10 (4) School districts and public charter schools are encouraged to offer students courses or other
 11 educational opportunities in [*civics and*] financial literacy to allow every student who wants to re-
 12 ceive instruction in [*civics and*] financial literacy to be able to receive the instruction.

13 **SECTION 2.** ORS 329.045, as amended by section 1, chapter 202, Oregon Laws 2019, is amended
 14 to read:

15 329.045. (1)(a) In order to achieve the goals contained in ORS 329.025, the State Board of Edu-
 16 cation shall regularly and periodically review and revise its Common Curriculum Goals, performance
 17 indicators and diploma requirements.

18 (b) The review and revision conducted under this section shall:

19 (A) Include Essential Learning Skills and rigorous academic content standards in mathematics,
 20 science, English, history, geography, economics, civics, physical education, health, the arts and
 21 world languages.

22 (B) Ensure that the academic content standards for history, geography, economics and civics
 23 include sufficient instruction on the histories, contributions and perspectives of individuals who:

24 (i) Are Native American;

25 (ii) Are of African, Asian, Pacific Island, Chicano, Latino or Middle Eastern descent;

26 (iii) Are women;

27 (iv) Have disabilities;

28 (v) Are immigrants or refugees; or

29 (vi) Are lesbian, gay, bisexual or transgender.

30 (C) Involve teachers and other educators, parents of students and other citizens and shall pro-
 31 vide ample opportunity for public comment.

32 (D) Encourage increased learning time. As used in this subparagraph, “increased learning
 33 time” means a schedule that encompasses a longer school day, week or year for the purpose of in-
 34 creasing the total number of school hours available to provide:

35 (i) Students with instruction in core academic subjects, including mathematics, science, English,
 36 history, geography, economics, civics, the arts and world languages;

37 (ii) Students with instruction in subjects other than the subjects identified in sub-subparagraph
 38 (i) of this subparagraph, including health and physical education;

39 (iii) Students with the opportunity to participate in enrichment activities that contribute to a
 40 well-rounded education, including learning opportunities that may be based on service, experience
 41 or work and that may be provided through partnerships with other organizations; and

42 (iv) Teachers with the opportunity to collaborate, plan and engage in professional development
 43 within and across grades and subjects.

44 (c) Nothing in this subsection prevents a school district or public charter school from main-
 45 taining control over course content, format, materials and teaching methods.

1 (2) The State Board of Education shall continually review and revise all adopted academic con-
 2 tent standards necessary for students to successfully transition to the next phase of their education.

3 (3)(a) School districts and public charter schools must offer students instruction in mathematics,
 4 science, English, history, geography, economics, civics, physical education, health, the arts and
 5 world languages.

6 (b) Instruction required under paragraph (a) of this subsection must:

7 **(A) Ensure that students in every grade from kindergarten through grade 12 receive at**
 8 **least half of a semester, or the equivalent of half of a semester, of instruction in civics;**

9 [(A)] **(B) Meet the academic content standards adopted by the State Board of Education; and**

10 [(B)] **(C) Meet the requirements adopted by the State Board of Education and the board of the**
 11 school district or public charter school.

12 (4) School districts and public charter schools are encouraged to offer students courses or other
 13 educational opportunities in [*civics and*] financial literacy to allow every student who wants to re-
 14 ceive instruction in [*civics and*] financial literacy to be able to receive the instruction.

15 **SECTION 3. (1) The amendments to ORS 329.045 by sections 1 and 2 of this 2021 Act be-**
 16 **come operative on July 1, 2022.**

17 **(2) The amendments to ORS 329.045 by sections 1 and 2 of this 2021 Act first apply to the**
 18 **2022-2023 school year.**

19 **SECTION 4. Section 5 of this 2021 Act is added to and made a part of ORS chapter 329.**

20 **SECTION 5. (1) The Department of Education shall develop academic content standards**
 21 **for civics and prepare materials to support classroom instruction in civics.**

22 **(2) In the development of the academic content standards for civics and in the prepara-**
 23 **tion of materials to support classroom instruction in civics, the department shall:**

24 **(a) Collaborate with the Secretary of State; and**

25 **(b) Consult with other public and private entities in this state dedicated to providing**
 26 **civics education.**

27 **(3) The academic content standards developed under this section must require instruc-**
 28 **tion in:**

29 **(a) Federal, state, local and tribal governments, including:**

30 **(A) The role of each government in society;**

31 **(B) The history of the formation of those governments; and**

32 **(C) The reasons those governments are important.**

33 **(b) The importance of community involvement and civic engagement, and how students**
 34 **can become involved in civics throughout their lives.**

35 **(4) Materials to support classroom instruction in civics that are prepared under this**
 36 **section must include lesson plans and other classroom materials.**