

By Senator Wise

5-01631-11

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1                   A bill to be entitled  
2           An act relating to required instruction in the public  
3           schools; amending s. 1003.42, F.S.; requiring that the  
4           instructional staff of a public school teach a  
5           thorough presentation and critical analysis of the  
6           scientific theory of evolution and certain  
7           governmental, legal, and civic-related principles;  
8           revising the curriculum of the character-development  
9           program required for students in kindergarten through  
10          grade 12 and requiring school districts to annually  
11          inform certain personnel of that curriculum; amending  
12          s. 1006.148, F.S.; conforming a cross-reference;  
13          providing an effective date.

14  
15 Be It Enacted by the Legislature of the State of Florida:

16  
17           Section 1. Subsection (2) of section 1003.42, Florida  
18           Statutes, is amended to read:

19           1003.42 Required instruction.—

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

27           (a) A thorough presentation and critical analysis of the  
28           scientific theory of evolution.

29           (b) ~~(a)~~ The history and content of the Declaration of

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30 Independence, including national sovereignty, natural law, self-  
31 evident truth, equality of all persons, limited government,  
32 popular sovereignty, and inalienable rights of life, liberty,  
33 and property, and how they form the philosophical foundation of  
34 our government.

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

40 (d) ~~(e)~~ The arguments in support of adopting our republican  
41 form of government, as they are embodied in the most important  
42 of the Federalist Papers.

43 (e) ~~(d)~~ Flag education, including proper flag display and  
44 flag salute.

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

49 (g) The historical context in which the Declaration of  
50 Independence was drafted and signed; the purposes, functions,  
51 and limitations of the legislative, executive, and judicial  
52 branches of the federal, state, and local governments; the  
53 significance of common law, state and federal constitutional  
54 law, statutory law, procedural law, and local ordinances or  
55 codes; an understanding of important legal principles, including  
56 the rule of law, stare decisis, and the federal supremacy  
57 clause; and the duties that all citizens share in order to know  
58 and protect the rule of law.

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

68        (i)~~(g)~~ The history of the Holocaust (1933-1945), the  
69 systematic, planned annihilation of European Jews and other  
70 groups by Nazi Germany, a watershed event in the history of  
71 humanity, to be taught in a manner that leads to an  
72 investigation of human behavior, an understanding of the  
73 ramifications of prejudice, racism, and stereotyping, and an  
74 examination of what it means to be a responsible and respectful  
75 person, for the purposes of encouraging tolerance of diversity  
76 in a pluralistic society and for nurturing and protecting  
77 democratic values and institutions.

78        (j)~~(h)~~ The history of African Americans, including the  
79 history of African peoples before the political conflicts that  
80 led to the development of slavery, the passage to America, the  
81 enslavement experience, abolition, and the contributions of  
82 African Americans to society. Instructional materials shall  
83 include the contributions of African Americans to American  
84 society.

85        (k)~~(i)~~ The elementary principles of agriculture.

86        (l)~~(j)~~ The true effects of all alcoholic and intoxicating  
87 liquors and beverages and narcotics upon the human body and

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88 mind.

89 (m)~~(k)~~ Kindness to animals.

90 (n)~~(l)~~ The history of the state.

91 (o)~~(m)~~ The conservation of natural resources.

92 (p)~~(n)~~ Comprehensive health education that addresses  
93 concepts of community health; consumer health; environmental  
94 health; family life, including an awareness of the benefits of  
95 sexual abstinence as the expected standard and the consequences  
96 of teenage pregnancy; mental and emotional health; injury  
97 prevention and safety; nutrition; personal health; prevention  
98 and control of disease; and substance use and abuse. The health  
99 education curriculum for students in grades 7 through 12 shall  
100 include a teen dating violence and abuse component that  
101 includes, but is not limited to, the definition of dating  
102 violence and abuse, the warning signs of dating violence and  
103 abusive behavior, the characteristics of healthy relationships,  
104 measures to prevent and stop dating violence and abuse, and  
105 community resources available to victims of dating violence and  
106 abuse.

107 (q)~~(o)~~ Such additional materials, subjects, courses, or  
108 fields in such grades as are prescribed by law or by rules of  
109 the State Board of Education and the district school board in  
110 fulfilling the requirements of law.

111 (r)~~(p)~~ The study of Hispanic contributions to the United  
112 States.

113 (s)~~(q)~~ The study of women's contributions to the United  
114 States.

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

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117       (u)~~(s)~~ A character-development program in kindergarten  
118 through grade 12 ~~the elementary schools~~, similar to Character  
119 First or Character Counts, ~~which is secular in nature.~~ The  
120 program must emphasize the core values of honesty, virtue, moral  
121 courage, dignity of honest labor, patriotism, self-discipline,  
122 self-respect, perseverance, duty, honor, compassion, charity,  
123 conflict-resolution management, peer mediation, and other  
124 qualities of character that better prepare students to recognize  
125 and accept the responsibility for preserving the blessings of  
126 liberty inherited from prior generations. The goal is for these  
127 core values to be integrated into primary classroom instruction  
128 for students in kindergarten through grade 5. Beginning in  
129 ~~school year 2004-2005, the character-development program shall~~  
130 ~~be required in kindergarten through grade 12.~~ Each district  
131 school board shall develop or adopt a curriculum for the  
132 character-development program that shall be submitted to the  
133 department for approval. Each school district shall inform its  
134 principals, administrators, teachers, and any other appropriate  
135 school personnel of this paragraph at the beginning of each  
136 school year. The character-development curriculum shall stress  
137 ~~the qualities of patriotism; responsibility; citizenship;~~  
138 ~~kindness; respect for authority, life, liberty, and personal~~  
139 ~~property; honesty; charity; self-control; racial, ethnic, and~~  
140 ~~religious tolerance; and cooperation.~~

141       (v)~~(t)~~ In order to encourage patriotism, the sacrifices  
142 that veterans have made in serving our country and protecting  
143 democratic values worldwide. Such instruction must occur on or  
144 before Veterans' Day and Memorial Day. Members of the  
145 instructional staff are encouraged to use the assistance of

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146 local veterans when practicable.

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148 The State Board of Education is encouraged to adopt standards  
149 and pursue assessment of the requirements of this subsection.

150 Section 2. Subsection (1) of section 1006.148, Florida  
151 Statutes, is amended to read:

152 1006.148 Dating violence and abuse prohibited.—

153 (1) Each district school board shall adopt and implement a  
154 dating violence and abuse policy. The policy shall:

155 (a) Prohibit dating violence and abuse by any student on  
156 school property, during a school-sponsored activity, or during  
157 school-sponsored transportation.

158 (b) Provide procedures for responding to such incidents of  
159 dating violence or abuse, including accommodations for students  
160 experiencing dating violence or abuse.

161 (c) Define dating violence and abuse and provide for a teen  
162 dating violence and abuse component in the health education  
163 curriculum, according to s. 1003.42(2)(p) ~~s. 1003.42(2)(n)~~, with  
164 emphasis on prevention education.

165 (d) Be implemented in a manner that is integrated with a  
166 school district's discipline policies.

167 Section 3. This act shall take effect July 1, 2011.