

By Senator Wise

5-00938A-09

20092396\_\_

1                   A bill to be entitled  
2           An act relating to educational instruction; amending  
3           s. 1003.42, F.S.; requiring that the instructional  
4           staff of a public school teach a thorough presentation  
5           and critical analysis of the scientific theory of  
6           evolution and certain governmental, legal, and civic-  
7           related principles; providing an effective date.  
8

9 Be It Enacted by the Legislature of the State of Florida:  
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11           Section 1. Subsection (2) of section 1003.42, Florida  
12 Statutes, is amended to read:

13           1003.42 Required instruction.—

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

21           (a) A thorough presentation and critical analysis of the  
22 scientific theory of evolution.

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

29           (c) ~~(b)~~ The history, meaning, significance, and effect of

5-00938A-09

20092396\_\_

30 the provisions of the Constitution of the United States and  
31 amendments thereto, with emphasis on each of the 10 amendments  
32 that make up the Bill of Rights and how the constitution  
33 provides the structure of our government.

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

37 (e)~~(d)~~ Flag education, including proper flag display and  
38 flag salute.

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

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

53 (h)~~(f)~~ The history of the United States, including the  
54 period of discovery, early colonies, the War for Independence,  
55 the Civil War, the expansion of the United States to its present  
56 boundaries, the world wars, and the civil rights movement to the  
57 present. American history shall be viewed as factual, not as  
58 constructed, shall be viewed as knowable, teachable, and

5-00938A-09

20092396\_\_

59 testable, and shall be defined as the creation of a new nation  
60 based largely on the universal principles stated in the  
61 Declaration of Independence.

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

72 (j)~~(h)~~ The history of African Americans, including the  
73 history of African peoples before the political conflicts that  
74 led to the development of slavery, the passage to America, the  
75 enslavement experience, abolition, and the contributions of  
76 African Americans to society.

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

78 (l)~~(j)~~ The true effects of all alcoholic and intoxicating  
79 liquors and beverages and narcotics upon the human body and  
80 mind.

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

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

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

84 (p)~~(n)~~ Comprehensive health education that addresses  
85 concepts of community health; consumer health; environmental  
86 health; family life, including an awareness of the benefits of  
87 sexual abstinence as the expected standard and the consequences

5-00938A-09

20092396\_\_

88 of teenage pregnancy; mental and emotional health; injury  
89 prevention and safety; nutrition; personal health; prevention  
90 and control of disease; and substance use and abuse.

91 (q)~~(e)~~ Such additional materials, subjects, courses, or  
92 fields in such grades as are prescribed by law or by rules of  
93 the State Board of Education and the district school board in  
94 fulfilling the requirements of law.

95 (r)~~(p)~~ The study of Hispanic contributions to the United  
96 States.

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

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

101 (u)~~(s)~~ A character-development program in the elementary  
102 schools, similar to Character First or Character Counts, which  
103 is secular in nature. Beginning in school year 2004-2005, the  
104 character-development program shall be required in kindergarten  
105 through grade 12. Each district school board shall develop or  
106 adopt a curriculum for the character-development program that  
107 shall be submitted to the department for approval. The  
108 character-development curriculum shall emphasize ~~stress~~ the  
109 qualities of patriotism; responsibility; citizenship; kindness;  
110 respect for authority, life, liberty, and personal property;  
111 honesty; charity; self-control; racial, ethnic, and religious  
112 tolerance; ~~and~~ cooperation; and conflict-resolution management,  
113 including peer mediation.

114 (v)~~(t)~~ In order to encourage patriotism, the sacrifices  
115 that veterans have made in serving our country and protecting  
116 democratic values worldwide. Such instruction must occur on or

5-00938A-09

20092396\_\_

117 before Veterans' Day and Memorial Day. Members of the  
118 instructional staff are encouraged to use the assistance of  
119 local veterans when practicable.

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

123 Section 2. This act shall take effect July 1, 2009.