

SECOND REGULAR SESSION

# HOUSE BILL NO. 1835

101ST GENERAL ASSEMBLY

---

INTRODUCED BY REPRESENTATIVE WIEMANN.

3090H.011

DANA RADEMAN MILLER, Chief Clerk

---

## AN ACT

To amend chapter 160, RSMo, by adding thereto one new section relating to academic performance standards and learning standards.

---

*Be it enacted by the General Assembly of the state of Missouri, as follows:*

Section A. Chapter 160, RSMo, is amended by adding thereto one new section, to be known as section 160.515, to read as follows:

**160.515. 1. In establishing, evaluating, modifying, and revising the academic performance standards and learning standards authorized under sections 160.514 and 160.526 as such standards relate to social studies curriculum, the state board of education shall adopt essential knowledge, skills, and competencies necessary to develop each student's civic knowledge including, but not limited to, an understanding of:**

**(1) The fundamental moral, political, and intellectual foundations of the American experiment in self-government;**

**(2) The history of the debate in the First Continental Congress during the formation of the Constitution of the United States;**

**(3) The founding documents of the United States including, but not limited to:**

**(a) The Declaration of Independence;**

**(b) The Constitution of the United States; and**

**(c) The Federalist Papers;**

**(4) The differences between a constitutional republic and a democracy and that the government of the United States is based on a constitutional republican form;**

**(5) The transcript of the first Lincoln-Douglas debate;**

EXPLANATION — Matter enclosed in bold-faced brackets **[thus]** in the above bill is not enacted and is intended to be omitted from the law. Matter in **bold-face** type in the above bill is proposed language.

17           **(6) The writings of and about founders of the United States including, but not**  
18 **limited to, the writings of:**

19           **(a) George Washington;**

20           **(b) Thomas Jefferson;**

21           **(c) James Madison; and**

22           **(d) Abigail Adams;**

23           **(7) Thomas Jefferson's letter to the Danbury Baptists;**

24           **(8) The history and importance of the civil rights movement including, but not**  
25 **limited to, the following documents:**

26           **(a) Martin Luther King Jr.'s "Letter from Birmingham Jail" and "I Have a**  
27 **Dream" speech;**

28           **(b) The federal Civil Rights Act of 1964 (42 U.S.C. Section 2000a et seq.), as**  
29 **amended;**

30           **(c) The United States Supreme Court's decision in Brown v. Board of Education;**  
31 **and**

32           **(d) The Emancipation Proclamation; and**

33           **(9) The history and importance of the women's suffrage movement including,**  
34 **but not limited to, the following documents:**

35           **(a) The federal Voting Rights Act of 1965 (52 U.S.C. Section 10101 et seq.), as**  
36 **amended;**

37           **(b) The Fifteenth, Nineteenth, and Twenty-Sixth Amendments to the**  
38 **Constitution of the United States;**

39           **(c) Abigail Adams's letter titled "Remember the Ladies"; and**

40           **(d) The works of Susan B. Anthony.**

41           **2. For any social studies course in the required curriculum established under**  
42 **subsection 1 of this section:**

43           **(1) A teacher shall not be compelled to discuss a particular current event or**  
44 **widely debated and currently controversial issue of public policy or social affairs;**

45           **(2) A teacher who chooses to discuss a topic described under subdivision (1) of**  
46 **this subsection shall, to the best of the teacher's ability, strive to explore the topic from**  
47 **diverse and contending perspectives without giving deference to any one perspective;**

48           **(3) A school district, open-enrollment charter school, or teacher shall not**  
49 **require, make part of a course, award a grade or course credit, or award extra credit for**  
50 **a student's:**

51           **(a) Political activism, lobbying, or efforts to persuade members of the legislative**  
52 **or executive branch at the federal, state, or local level to take specific actions by direct**  
53 **communication; or**

54 (b) Participation in any internship, practicum, or similar activity involving  
55 social or public policy advocacy; and

56 (4) A teacher, administrator, or other employee of a state agency, school district,  
57 or open-enrollment charter school shall not:

58 (a) Be required to engage in training, orientation, or therapy that presents any  
59 form of race or sex stereotyping or blame on the basis of race or sex; or

60 (b) Require or make part of a course the concept that:

61 a. One race or sex is inherently superior to another race or sex;

62 b. An individual, by virtue of the individual's race or sex, is inherently racist,  
63 sexist, or oppressive, whether consciously or unconsciously;

64 c. An individual should be discriminated against or receive adverse treatment  
65 solely or partly because of the individual's race;

66 d. An individual's moral character, standing, or worth is necessarily determined  
67 by the individual's race or sex;

68 e. An individual, by virtue of the individual's race or sex, bears responsibility for  
69 actions committed in the past by other members of the same race or sex;

70 f. An individual should feel discomfort, guilt, anguish, or any other form of  
71 psychological distress on account of the individual's race or sex;

72 g. Meritocracy or traits such as a strong work ethic are racist or sexist or were  
73 created by members of a particular race to oppress members of another race;

74 h. The advent of slavery in the territory that is now the United States constituted  
75 the true founding of the United States; or

76 i. With respect to their relationship to American values, slavery and racism are  
77 anything other than deviations from, betrayals of, or failures to live up to the authentic  
78 founding principles of the United States, which include liberty and equality.

79 3. A state agency, school district, or open-enrollment charter school shall not  
80 accept private funding for the purpose of developing a curriculum, purchasing or  
81 selecting curriculum materials, or providing teacher training or professional  
82 development for a course described in subdivision (3) of subsection 2 of this section.

83 4. A school district or open-enrollment charter school shall not implement,  
84 interpret, or enforce any rules or student code of conduct in a manner that results in the  
85 punishment of a student for discussing, or has a chilling effect on student discussion of,  
86 the concepts described in subdivision (4) of subsection 2 of this section.

✓