

SECOND REGULAR SESSION  
HOUSE COMMITTEE SUBSTITUTE FOR  
**HOUSE BILL NO. 1835**  
**101ST GENERAL ASSEMBLY**

3090H.03C

DANA RADEMAN MILLER, Chief Clerk

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**AN ACT**

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

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

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.

- 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) Frederick Douglass's "What to the Slave is the Fourth of July?" speech;**  
29           **(c) The federal Civil Rights Act of 1964 (42 U.S.C. Section 2000a et seq.), as**  
30 **amended;**  
31           **(d) The United States Supreme Court's decisions in Dred Scott v. Sandford,**  
32 **Plessy v. Ferguson, Brown v. Board of Education, Loving v. Virginia, and Korematsu v.**  
33 **United States; and**  
34           **(e) The Emancipation Proclamation; and**  
35           **(9) The history and importance of the women's suffrage movement including,**  
36 **but not limited to, the following documents:**  
37           **(a) The federal Voting Rights Act of 1965 (52 U.S.C. Section 10101 et seq.), as**  
38 **amended;**  
39           **(b) The Fourteenth, Fifteenth, Nineteenth, and Twenty-Sixth Amendments to the**  
40 **Constitution of the United States;**  
41           **(c) Abigail Adams's letter titled "Remember the Ladies"; and**  
42           **(d) The works of Susan B. Anthony.**  
43           **2. For any social studies course in the required curriculum established under**  
44 **subsection 1 of this section:**  
45           **(1) A teacher shall not be compelled to discuss a particular current event or**  
46 **widely debated and currently controversial issue of public policy or social affairs;**  
47           **(2) A teacher who chooses to discuss a topic described under subdivision (1) of**  
48 **this subsection shall, to the best of the teacher's ability, strive to explore the topic from**  
49 **diverse and contending perspectives; and**  
50           **(3) A teacher, administrator, or other employee of a state agency, school district,**  
51 **or open-enrollment charter school shall not:**  
52           **(a) Be required to engage in training, orientation, or therapy that presents any**  
53 **form of race or sex stereotyping or blame on the basis of race or sex; or**  
54           **(b) Compel a student to adopt, affirm, adhere to, or profess the idea that:**  
55           **a. One race or sex is inherently superior to another race or sex;**

56           **b. An individual, solely by virtue of the individual's race or sex, is inherently**  
57 **racist, sexist, or oppressive, whether consciously or unconsciously;**

58           **c. An individual should be discriminated against or receive adverse treatment**  
59 **solely or partly because of the individual's race or sex;**

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

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

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

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

68           **h. The advent of slavery in the territory that is now the United States constituted**  
69 **the true founding of the United States.**

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

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