Representative Benjamin offered the following:

Amendment (with title amendment)
Remove lines 352-492 and insert:
African Americans to society. Instructional materials shall include the contributions of African Americans to American society, to be taught in a manner that leads to an investigation of human behavior, an understanding of the ramifications of prejudice, racism, and stereotyping, and an examination of what it means to be a responsible and respectful person, for the purpose of encouraging tolerance of diversity in a pluralistic society and for nurturing and protecting democratic values and institutions. Instructional personnel may facilitate discussions
and use curricula to address, in an age-appropriate manner, how the freedoms of persons have been infringed by slavery, racial oppression, racial segregation, and racial discrimination, including topics relating to the enactment and enforcement of laws resulting in racial oppression, racial segregation, and racial discrimination. Each school district must annually certify and provide evidence to the department, in a manner prescribed by the department, that the requirements of this paragraph are met. The department shall prepare and offer standards and curriculum for the instruction required by this paragraph and may seek input from the National Association for the Advancement of Colored People or from any state or nationally recognized educational organization. The department may contract with any state or nationally recognized educational organization to develop training for instructional personnel and grade-appropriate classroom resources to support the developed curriculum.

(i) The elementary principles of agriculture.

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

(k) Kindness to animals.

(l) The history of the state.

(m) The conservation of natural resources.
(n) 1. Comprehensive age-appropriate and developmentally appropriate K-12 instruction on: health education that addresses:
   1. Health education that addresses concepts of community health, consumer health, environmental health, and family life, including:
      a. Mental and emotional health.
      b. Injury prevention and safety.
      c. Internet safety.
      d. Nutrition.
      e. Personal health.
      f. Prevention and control of disease.
      g. Prevention of child sexual abuse, exploitation, and human trafficking.

   2. The health education curriculum for students in grades 7 through 12 shall include a teen dating violence and abuse component that includes, but is not limited to, the definition of dating violence and abuse, the warning signs of dating violence and abusive behavior, the characteristics of healthy relationships, measures to prevent and stop dating violence and abuse, and community resources available to victims of dating violence and abuse.

   3. The health education curriculum for students in grades 6 through 12 shall include an awareness of the benefits of...
sexual abstinence as the expected standard and the consequences of teenage pregnancy.

4. Life skills that build confidence, support mental and emotional health, and enable students to overcome challenges, including:
   a. Self-awareness and self-management.
   b. Responsible decisionmaking.
   c. Resiliency.
   d. Relationship skills and conflict resolution.
   e. Understanding and respecting other viewpoints and backgrounds.
   f. For grades 9 through 12, developing leadership skills, interpersonal skills, organization skills, and research skills; creating a resume, including a digital resume; exploring career pathways; using state career planning resources; developing and practicing the skills necessary for employment interviews; workplace ethics and workplace law; managing stress and expectations; and self-motivation.

Health education and life skills instruction and materials may not contradict the principles enumerated in subsection (3).

(o) Such additional materials, subjects, courses, or fields in such grades as are prescribed by law or by rules of the State Board of Education and the district school board in fulfilling the requirements of law.
(p) The study of Hispanic contributions to the United States.
(q) The study of women's contributions to the United States.
(r) The nature and importance of free enterprise to the United States economy.
(s) Civic and character education on a character development program in the elementary schools, similar to Character First or Character Counts, which is secular in nature. Beginning in school year 2004-2005, the character development program shall be required in kindergarten through grade 12. Each district school board shall develop or adopt a curriculum for the character development program that shall be submitted to the department for approval.

1. The character development curriculum shall stress the qualities and responsibilities of patriotism and responsibility; citizenship, including kindness; respect for authority, life, liberty, and personal property; honesty; charity; self-control; racial, ethnic, and religious tolerance; and cooperation and:

2. The character development curriculum for grades 9 through 12 shall, at a minimum, include instruction on developing leadership skills, interpersonal skills, organization skills, and research skills; creating a resume, including a digital resume; exploring career pathways; using state career
planning resources; developing and practicing the skills
necessary for employment interviews; conflict resolution,
workplace ethics, and workplace law; managing stress and
expectations; and developing skills that enable students to
become more resilient and self-motivated.

3. The character development curriculum for grades 11 and
12 shall include instruction on voting using the uniform
primary and general election ballot described in s. 101.151(9).

(t) In order to encourage patriotism, the sacrifices that
veterans and Medal of Honor recipients have made in serving our
country and protecting democratic values worldwide. Such
instruction must occur on or before Medal of Honor Day,
Veterans' Day, and Memorial Day. Members of the instructional
staff are encouraged to use the assistance of local veterans and
Medal of Honor recipients when practicable.

The State Board of Education is encouraged to adopt standards
and pursue assessment of the requirements of this subsection.
Instructional programming A character development program that
incorporates the values of the recipients of the Congressional
Medal of Honor and that is offered as part of a social studies,
English Language Arts, or other schoolwide character building
and veteran awareness initiative meets the requirements of
paragraph (t) paragraphs (s) and (t).
(3) The Legislature acknowledges the fundamental truth that all persons are equal and have inalienable rights. Accordingly, instruction and supporting materials on the topics enumerated in this section must be consistent with the following principles of individual freedom:

(a) No person is inherently racist, sexist, or oppressive, whether consciously or unconsciously, solely by virtue of his or her race or sex.

(b) No race is inherently superior to another race.

(c) No person should be discriminated against or receive adverse treatment solely or partly on the basis of race, color, national origin, religion, disability, or sex.

(d) Meritocracy or traits such as a hard work ethic are not racist but fundamental to the right to pursue happiness and be rewarded for industry.

(e) A person, by virtue of his or her race or sex, does not bear responsibility for actions committed in the past by other members of the same race or sex.

(f) A person should not be instructed that he or she must feel guilt, anguish, or other forms of psychological distress for actions, in which he or she played no part, committed in the past by other members of the same race or sex.

Instructional personnel may facilitate discussions and use curricula to address, in an age-appropriate manner, how the
freedoms of persons have been infringed by sexism, slavery, racial oppression, racial segregation, and racial discrimination, including topics relating to the enactment and enforcement of laws resulting in sexism, racial oppression, racial segregation, and racial discrimination, including how recognition of these freedoms have overturned these unjust laws. However, classroom instruction and curriculum may not be used to indoctrinate students to a particular point of view.

T I T L E  A M E N D M E N T

Remove lines 24-30 and insert:
revising requirements for required instruction on the history of African-Americans; authorizing instructional personnel to facilitate discussions and use curricula for specified purposes; requiring school districts to annually certify and provide evidence to the department that certain requirements are met; requiring the department to prepare and offer certain standards and curriculum; authorizing the department to seek input or contract with specified organizations for certain purposes; providing legislative findings; requiring instruction to be consistent with specified principles of individual freedom; authorizing instructional personnel to facilitate discussions and
use curricula to address, in an age-appropriate manner, specified topics; prohibiting classroom instruction and curricula from being used to indoctrinate