To amend chapter 160, RSMo, by adding thereto one new section relating to public school curriculum and instruction.

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 160.2550, to read as follows:

160.2550. 1. As used in this section, the term "divisive concepts" shall mean concepts that:

   1. One race or sex is inherently superior to another race or sex;
   2. The United States is fundamentally racist or sexist;
   3. An individual, by virtue of his or her race or sex, is inherently racist, sexist, or oppressive, whether consciously or unconsciously;
   4. An individual should be discriminated against or receive adverse treatment solely or partly because of his or her race or sex;
   5. Members of one race or sex cannot avoid treating others differently with respect to race or sex;
   6. An individual's moral character is necessarily determined by his or her race or sex;
(7) An individual, by virtue of his or her race or
sex, bears responsibility for actions committed in the past
by other members of the same race or sex;

(8) Any individual should feel discomfort, guilt,
anguish, or any other form of psychological distress on
account of his or her race or sex;

(9) Meritocracy or traits such as a hard work ethic
are racist or sexist, or were created by a particular race
to oppress another race;

(10) Promote any form of race or sex stereotyping,
including ascribing character traits, values, moral and
ethical codes, privileges, status, or beliefs to a race, sex,
or an individual because of his or her race or sex; or

(11) Promote any form of race or sex scapegoating,
including assigning fault, blame, or conscious or
unconscious bias to one or more members of a race or sex and
including claims that, consciously or unconsciously, any
person is inherently racist, sexist, or inclined to oppress
others by virtue of their race or sex.

2. School districts are prohibited from the following:

(1) Teaching about The 1619 Project or any successor
theory or concept, critical race theory or any successor
theory or concept, any divisive concepts, or any successor
concepts or theories substantially similar to The 1619
Project or critical race theory;

(2) Implementing training or orientation for teachers
or staff that involves racial stereotyping or that seeks to
assign blame to individuals based on race or sex;

(3) Creating projects or assignments that compel
students to lobby or engage in political activism on behalf
of a specific policy or social issue;
(4) Forcing teachers to discuss a current controversial topic of public policy or any particular social issues. If a teacher does choose to teach such topics, the teaching shall be done with an aim to teach the issue from both sides and without showing preference or deference to one perspective;

(5) Enforcing policies at schools that prevent students from engaging in and discussing concepts and topics of traditional American history such as founding documents and the founding fathers.

3. In adopting the essential knowledge and skills for the social studies curriculum for each grade level from kindergarten through grade twelve, each school district shall adopt essential knowledge and skills that develop each student’s civic knowledge, including:

(1) An understanding of:
   (a) The fundamental moral, political, and intellectual foundations of the American experiment in self-government;
   (b) The history, qualities, traditions, and features of civic engagement in the United States;
   (c) The structure, function, and processes of government institutions at the federal, state, and local levels;
   (d) The founding documents of the United States, including:
      a. The Declaration of Independence;
      b. The United States Constitution;
      c. The Federalist Papers, including Essays 10 and 51;
      d. Excerpts from Alexis de Tocqueville’s Democracy in America;
      e. The transcript of the first Lincoln-Douglas debate; and
f. The writings of the founding fathers of the United States; and

e. The history and importance of:
   a. The federal Civil Rights Act of 1964, as amended; and
   b. The Thirteenth, Fourteenth, and Nineteenth Amendments to the United States Constitution;

   (2) The ability to:
   (a) Analyze and determine the reliability of information sources;
   (b) Formulate and articulate reasoned positions;
   (c) Understand the manner in which local, state, and federal government works and operates through the use of simulations and models of governmental and democratic processes;
   (d) Actively listen and engage in civil discourse, including discourse with those with different viewpoints;
   (e) Responsibly participate as a citizen in a constitutional democracy; and
   (f) Effectively engage with governmental institutions at the local, state, and federal levels; and

   (3) An appreciation of:
   (a) The importance and responsibility of participating in civic life;
   (b) A commitment to the United States and its form of government; and
   (c) A commitment to free speech and civil discourse.

4. School districts are prohibited from accepting private funding for the purposes of teaching any curriculum substantially similar to critical race theory or The 1619 Project.
5. The attorney general may investigate school districts to determine compliance with this section. If any school district is determined to have violated the provisions of this section, such district shall have fifty percent of its state aid under chapter 163 withheld, until the district presents evidence to the department of elementary and secondary education that the district is no longer in violation of this section.