

Florida Statute 1003.42 – Required Instruction

The following social studies aligned topics are part of required instruction per Florida state statute [1003.42](#). Please indicate below if your instructional materials under adoption review meet these requirements. If yes, please indicate what type of resource is available and where teachers can find these resources.

Publisher Name: [Click or tap here to enter text.](#)

Title: [Click or tap here to enter text.](#)

2		Members of the instructional staff of the public schools, subject to the rules of the State Board of Education and the district school board, shall teach efficiently and faithfully, using the books and materials required that meet the highest standards for professionalism and historical accuracy, following the prescribed courses of study, and employing approved methods of instruction, the following:			
Part of Statute	Statute Description	Included in the materials under adoption review?	Grade Level	What type of resource(s) is available?	Where can teachers find this resource within the materials under adoption review?
2(a)	The history and content of the Declaration of Independence, including national sovereignty, natural law, self-evident truth, equality of all persons, limited government, popular sovereignty, and inalienable rights of life, liberty, and property, and how they form the philosophical foundation of our government.	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5	<input type="checkbox"/> Main text <input type="checkbox"/> Supplementary article <input type="checkbox"/> Primary source <input type="checkbox"/> Secondary source <input type="checkbox"/> Video <input type="checkbox"/> Audio file <input type="checkbox"/> Other _____	Click or tap here to enter text.
2(b)	The history, meaning, significance, and effect of the provisions of the Constitution of the United States and amendments thereto, with emphasis on each of the 10 amendments that make up the Bill of Rights and how the constitution provides the structure of our government.	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5	<input type="checkbox"/> Main text <input type="checkbox"/> Supplementary article <input type="checkbox"/> Primary source <input type="checkbox"/> Secondary source <input type="checkbox"/> Video <input type="checkbox"/> Audio file <input type="checkbox"/> Other _____	Click or tap here to enter text.
2(c)	The arguments in support of adopting our republican form of government, as they are embodied in the most important of the Federalist Papers.	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5	<input type="checkbox"/> Main text <input type="checkbox"/> Supplementary article <input type="checkbox"/> Primary source <input type="checkbox"/> Secondary source <input type="checkbox"/> Video <input type="checkbox"/> Audio file <input type="checkbox"/> Other _____	Click or tap here to enter text.

2(d)	Flag education, including proper flag display and flag salute.	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5	<input type="checkbox"/> Main text <input type="checkbox"/> Supplementary article <input type="checkbox"/> Primary source <input type="checkbox"/> Secondary source <input type="checkbox"/> Video <input type="checkbox"/> Audio file <input type="checkbox"/> Other _____	Click or tap here to enter text.
2(e)	The elements of civil government, including the primary functions of and interrelationships between the Federal Government, the state, and its counties, municipalities, school districts, and special districts.	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5	<input type="checkbox"/> Main text <input type="checkbox"/> Supplementary article <input type="checkbox"/> Primary source <input type="checkbox"/> Secondary source <input type="checkbox"/> Video <input type="checkbox"/> Audio file <input type="checkbox"/> Other _____	Click or tap here to enter text.
2(f)	The history of the United States, including the period of discovery, early colonies, the War for Independence, the Civil War, the expansion of the United States to its present boundaries, the world wars, and the civil rights movement to the present. American history shall be viewed as factual, not as constructed, shall be viewed as knowable, teachable, and testable, and shall be defined as the creation of a new nation based largely on the universal principles stated in the Declaration of Independence.	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5	<input type="checkbox"/> Main text <input type="checkbox"/> Supplementary article <input type="checkbox"/> Primary source <input type="checkbox"/> Secondary source <input type="checkbox"/> Video <input type="checkbox"/> Audio file <input type="checkbox"/> Other _____	Click or tap here to enter text.
2(g)	1.The history of the Holocaust (1933-1945), the systematic, planned annihilation of European Jews and other groups by Nazi Germany, a watershed event in the history of humanity, 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 purposes of encouraging tolerance of diversity in a pluralistic society and for nurturing and protecting democratic values and institutions, including the policy, definition, and historical and current examples of anti-	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5	<input type="checkbox"/> Main text <input type="checkbox"/> Supplementary article <input type="checkbox"/> Primary source <input type="checkbox"/> Secondary source <input type="checkbox"/> Video <input type="checkbox"/> Audio file <input type="checkbox"/> Other _____	Click or tap here to enter text.

	<p>Semitism, as described in s. 1000.05(8), and the prevention of anti-Semitism.</p> <p>2. The second week in November shall be designated as "Holocaust Education Week" in this state in recognition that November is the anniversary of Kristallnacht, widely recognized as a precipitating event that led to the Holocaust.</p>				
2(h)	<p>The history of African Americans, including the history of African peoples before the political conflicts that led to the development of slavery, the passage to America, the enslavement experience, abolition, and the history and contributions of Americans of the African diaspora to society. Students shall develop an understanding of the ramifications of prejudice, racism, and stereotyping on individual freedoms, and examine 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. Instruction shall include the roles and contributions of individuals from all walks of life and their endeavors to learn and thrive throughout history as artists, scientists, educators, businesspeople, influential thinkers, members of the faith community, and political and governmental leaders and the courageous steps they took to fulfill the promise of democracy and unite the nation. Instructional materials shall include the vital contributions of African Americans to build and strengthen American society and celebrate the inspirational stories of African Americans who prospered, even in the most difficult circumstances. Instructional personnel may facilitate discussions and use curricula to address, in an age-appropriate manner, how the individual freedoms of persons have been infringed by slavery, racial oppression, racial segregation, and</p>	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5	<input type="checkbox"/> Main text <input type="checkbox"/> Supplementary article <input type="checkbox"/> Primary source <input type="checkbox"/> Secondary source <input type="checkbox"/> Video <input type="checkbox"/> Audio file <input type="checkbox"/> Other _____	<p>Click or tap here to enter text.</p>

	<p>racial discrimination, as well as topics relating to the enactment and enforcement of laws resulting in racial oppression, racial segregation, and racial discrimination and how recognition of these freedoms has overturned these unjust laws. However, classroom instruction and curriculum may not be used to indoctrinate or persuade students to a particular point of view inconsistent with the principles enumerated in subsection (3) or the state academic standards.</p>				
2(k)	Kindness to animals.	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5	<input type="checkbox"/> Main text <input type="checkbox"/> Supplementary article <input type="checkbox"/> Primary source <input type="checkbox"/> Secondary source <input type="checkbox"/> Video <input type="checkbox"/> Audio file <input type="checkbox"/> Other _____	Click or tap here to enter text.
2(l)	The history of the state.	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5	<input type="checkbox"/> Main text <input type="checkbox"/> Supplementary article <input type="checkbox"/> Primary source <input type="checkbox"/> Secondary source <input type="checkbox"/> Video <input type="checkbox"/> Audio file <input type="checkbox"/> Other _____	Click or tap here to enter text.
2(p)	The study of Hispanic contributions to the United States.	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5	<input type="checkbox"/> Main text <input type="checkbox"/> Supplementary article <input type="checkbox"/> Primary source <input type="checkbox"/> Secondary source <input type="checkbox"/> Video <input type="checkbox"/> Audio file <input type="checkbox"/> Other _____	Click or tap here to enter text.
2(q)	The study of women’s contributions to the United States.	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5	<input type="checkbox"/> Main text <input type="checkbox"/> Supplementary article <input type="checkbox"/> Primary source <input type="checkbox"/> Secondary source <input type="checkbox"/> Video <input type="checkbox"/> Audio file <input type="checkbox"/> Other _____	Click or tap here to enter text.

2(r)	The nature and importance of free enterprise to the United States economy.	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5	<input type="checkbox"/> Main text <input type="checkbox"/> Supplementary article <input type="checkbox"/> Primary source <input type="checkbox"/> Secondary source <input type="checkbox"/> Video <input type="checkbox"/> Audio file <input type="checkbox"/> Other _____	Click or tap here to enter text.
2(s)	Civic and character education on the qualities and responsibilities of patriotism and citizenship, including kindness; respect for authority, life, liberty, and personal property; honesty; charity; racial, ethnic, and religious tolerance; and cooperation and, for grades 11 and 12, voting using the uniform primary and general election ballot described in s. 101.151(9) .	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5	<input type="checkbox"/> Main text <input type="checkbox"/> Supplementary article <input type="checkbox"/> Primary source <input type="checkbox"/> Secondary source <input type="checkbox"/> Video <input type="checkbox"/> Audio file <input type="checkbox"/> Other _____	Click or tap here to enter text.
2(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.	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5	<input type="checkbox"/> Main text <input type="checkbox"/> Supplementary article <input type="checkbox"/> Primary source <input type="checkbox"/> Secondary source <input type="checkbox"/> Video <input type="checkbox"/> Audio file <input type="checkbox"/> Other _____	Click or tap here to enter text.

3	The Legislature acknowledges the fundamental truth that all persons are equal before the law 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:		
Part of Statute	Statute Description	Does instructional materials under adoption review align with these beliefs?	Comments/Notes
3(a)	No person is inherently racist, sexist, or oppressive, whether consciously or unconsciously, solely by virtue of his or her race or sex.	<input type="checkbox"/> Yes <input type="checkbox"/> No	Click or tap here to enter text.
3(b)	No race is inherently superior to another race.	<input type="checkbox"/> Yes <input type="checkbox"/> No	Click or tap here to enter text.
3(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.	<input type="checkbox"/> Yes <input type="checkbox"/> No	Click or tap here to enter text.
3(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.	<input type="checkbox"/> Yes <input type="checkbox"/> No	Click or tap here to enter text.
3(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.	<input type="checkbox"/> Yes <input type="checkbox"/> No	Click or tap here to enter text.
3(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.	<input type="checkbox"/> Yes <input type="checkbox"/> No	Click or tap here to enter text.
4	The State Board of Education shall develop or adopt a curriculum to inspire future generations through motivating stories of American history that demonstrate important life skills and the principles of individual freedom that enabled persons to prosper even in the most difficult circumstances. This curriculum shall be known as "Stories of Inspiration" and made available to schools to implement the requirements of subsection (3).	<input type="checkbox"/> Yes <input type="checkbox"/> No	Click or tap here to enter text.