

Related Entries: (1.04, 3.01, 3.02, 3.03, 3.04, 3.05, 3.06, 3.071, 3.08)

Program of Instruction

The School Board's program of instruction shall provide all courses required for middle grades promotion, high school graduation, and appropriate instruction designed to ensure that students meet State Board of Education adopted standards in the following subject areas: reading and other language arts, mathematics, science, computer science and technology, social studies, foreign languages, health, physical education, and the arts.

Development of Program of Instruction

A program of instruction shall be developed and implemented by the Superintendent as follows:

A. Elementary School

The primary purpose of the elementary school shall be to serve each individual student by promoting opportunities for optimum learning development. The program of instruction in the elementary school shall promote the language arts, mathematics, social studies, science, health and physical education, music, art, and other disciplines as shall be considered necessary to a well-rounded elementary school program. A procedure shall be established by which schools may recommend for approval of courses or programs to meet the unique needs of students. Each subject field shall, insofar as practicable, embrace in the materials used and in the teaching, procedures employed, instruction in study and work habits, career awareness, media usage, safety, conservation, health and hygiene, citizenship, the establishment of purpose, and the development of character and morality. Provision shall be made for the inculcation of ideals of group and individual behavior; to this end, organized play, intramural sports and games, hobby groups, and other organized student activities shall be fostered.

B. Middle School

The primary purpose of the middle school shall be to promote an expanded educational experience to meet the needs of the students in the sixth, seventh and eighth grades of school. The District-wide program of studies and services adopted by the Board shall determine the specific offerings. An approval process shall be established by which schools may recommend courses or programs to meet the unique needs of students. Activities which offer desirable experience, such as band (or music), dance, visual arts, drama, creative writing, athletics, and student government, etc., shall be promoted.

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C. High School

The primary purpose of the high school shall be to promote education which fits the needs of all students. Courses shall be offered at a level which will challenge students to perform to their highest personal potential. The District-wide program of studies adopted by the Board shall determine the specific offerings. School counseling services shall be provided to enable educational objectives to be met. Student government, publications, drama, music, visual arts, a broad program of athletics, and social activities, etc., shall be promoted for the development of well-rounded citizens.

D. Instruction in Sexual Orientation/Gender Identity

Classroom instruction by school personnel or third parties on sexual orientation or gender identity may not occur in kindergarten through grade 3 or in other grades in a manner that is not age-appropriate or developmentally appropriate for students, in accordance with State standards and F.S. 1001.42 (8)(c).

Required Instruction

Instructional staff members, subject to Board policy and State Board of Education rules, shall teach using the books and materials required that meet the highest standards of professionalism and historic accuracy, following the prescribed courses of study, and employment approved methods of instruction, the following:

- 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.
- 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 ten (10) amendments that make up the Bill of Rights and how the constitution provides the structure of our government.
- C. The arguments in support of adopting our republican form of government as they are embodied in the most important of the Federalist Papers.
- D. Flag education including proper flag display and flag salute.
- E. The elements of civil government, including the primary function of and interrelationships between the federal government, the State, and its counties, municipalities, school districts, and special districts.
- F. The history of the United States, including the period of discovery, early colonies, the

89 war for independence, the Civil War, the expansion of the United States to its
90 present boundaries, the world wars, and the civil rights movement to the present.
91 American history shall be viewed as factual, not as constructed, shall be viewed
92 as knowable, teachable, and testable, and shall be defined as the creation of a
93 new nation based largely on the universal principles stated in the Declaration of
94 Independence.

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96 G. The history of the Holocaust (1933-1945), the systematic, planned annihilation
97 of European Jews and other groups by Nazi Germany, a watershed event in the
98 history of humanity, to be taught in a manner that leads to an investigation of human
99 behavior, an understanding of the ramifications of prejudice, racism, and
100 stereotyping, and an examination of what it means to be a responsible and respectful
101 person, for the purposes of encouraging tolerance of diversity in a pluralistic
102 society and for nurturing and protecting democratic values and institutions,
103 including the policy, definition, and historical and current examples of anti-
104 Semitism, as described in F.S. 1000.05(8), and the prevention of anti-Semitism.

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106 The Superintendent will annually certify and provide evidence to the Florida
107 Department of Education, in a manner prescribed by the Department, that the
108 requirements of this paragraph have been met.

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110 H. The history of African Americans, including the history of African peoples before
111 the political conflicts that led to the development of slavery, the passage to America,
112 the enslavement experience, abolition, and the history and contributions of Americans
113 of the African diaspora to society. Instructional materials shall include the
114 contributions of African Americans to American society. Students shall develop an
115 understanding of the ramifications of prejudice, racism, and stereotyping on individual
116 freedoms, and examine what it means to be a responsible and respectful person, for
117 the purpose of encouraging tolerance of diversity in a pluralistic society and for
118 nurturing and protecting democratic values and institutions. Instruction shall include
119 the roles and contributions of individuals from all walks of life and their endeavors to
120 learn and thrive throughout history as artists, scientists, educators, business people,
121 influential thinkers, members of the faith community, and political and
122 governmental leaders and the courageous steps they took to fulfill the promise of
123 democracy and unite the nation. Instructional materials shall include the vital
124 contributions of African Americans to build and strengthen American society and
125 celebrate the inspirational stories of African Americans who prospered, even in the
126 most difficult circumstances. Instructional personnel may facilitate discussions and
127 use curricula to address, in an age-appropriate manner, how the individual freedoms
128 of persons have been infringed by slavery, racial oppression, racial segregation, and
129 racial discrimination, as well as topics relating to the enactment and enforcement
130 of laws resulting in racial oppression, racial segregation, and racial discrimination
131 and how recognition of these freedoms has overturned these unjust laws. However,
132 classroom instruction and curriculum may not be used to indoctrinate or persuade
133 students to a particular point of view inconsistent with the principles enumerated in
134 F.S. 1003.42 or the State academic standards.

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136 I. The elementary principles of agriculture.
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138 J. The true effects of all alcoholic and intoxicating liquors and beverages and
139 narcotics upon the human body and mind.
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141 K. Kindness to animals.
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143 L. The history of the State.
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145 M. The conservation of natural resources.
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147 N. Comprehensive age-appropriate and developmentally appropriate K-12 instruction
148 on:
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150 1. health education that addresses concepts of community health, consumer
151 health, environmental health, and family life, including:
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153 a) injury prevention and safety;
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155 b) Internet safety;
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157 c) nutrition;
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159 d) personal health;
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161 e) prevention and control of disease;
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163 f) substance use and abuse; and
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165 g) prevention of child sexual abuse, exploitation, and human trafficking.
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167 2. For students in grades 7 through 12, teen dating violence and abuse. This
168 component must include, but not be limited to, the definition of dating
169 violence and abuse, the warning signs of dating violence and abusive
170 behavior, the characteristics of healthy relationships, measures to prevent
171 and stop dating violence and abuse, and community resources available to
172 victims of dating violence and abuse.
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174 3. For students in grades 6 through 12, awareness of the benefits of sexual
175 abstinence as the expected standard and the consequences of teenage
176 pregnancy.
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178 4. Life skills that build confidence, support mental and emotional health, and
179 enable students to overcome challenges, including:

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- 181 a. self-awareness and self-management;
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- 183 b. responsible decision-making;
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- 185 c. resiliency;
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- 187 d. relationship skills and conflict resolution;
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- 189 e. understanding and respecting other viewpoints and backgrounds; and,
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- 191 f. for grades 9 through 12, developing leadership skills, interpersonal
- 192 skills, organizational skills, and research skills; creating a resume,
- 193 including a digital resume; exploring career pathways; using State
- 194 career planning resources; developing and practicing the skills
- 195 necessary for employment interviews; workplace ethics and
- 196 workplace law; managing stress and expectations; and self-motivation
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198 Health education and life skills instruction and materials will not

199 contradict the principles enumerated in F.S. 1003.42.

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201 The health education curriculum will include basic training in first aid,

202 including at least one (1) hour of cardiopulmonary resuscitation (CPR)

203 instruction for students in grades 9 and 11.

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- 205 O. Personal financial literacy and money management. Beginning with students
- 206 entering grade 9 in the 2023-2024 school year each student must earn one-half (1/2)
- 207 credit.
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209 Instruction must include discussion or instruction in all of the following: types of

210 bank accounts offered, opening and managing a bank account, and assessing the

211 quality of a depository institution's services; balancing a checkbook; basic

212 principles of money management, such as spending, credit, credit scores, and

213 managing debt, including retail and credit card debt; completing a loan application;

214 receiving an inheritance and related implications; basic principles of personal

215 insurance policies; computing Federal income taxes; local tax assessments;

216 computing interest rates by various mechanisms; simple contracts; contesting an

217 incorrect billing statement; types of savings and investments; State and Federal

218 laws concerning finance.

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- 220 P. Such additional materials, subjects, courses, or fields in such grades as are
- 221 prescribed by law or by rules of the State Board of Education and the Board in
- 222 fulfilling the requirements of law.
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- 224 Q. The study of Hispanic contributions to the United States.
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- 226 R. The study of women contributions to the United States.
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228 S. The nature and importance of free enterprise to the United States economy.
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230 T. Civic and character education on the qualities and responsibilities of patriotism
231 and citizenship including, kindness, respect for authority, life, liberty, personal
232 property, honesty, charity, racial, ethnic, and religious tolerance and cooperation.
233 Additionally, for grades 11 and 12, the education shall include the topic of voting
234 using the uniform primary and general election ballot described in F.S. 101.151.
235 An integrated civic education curriculum shall meet the requirements of F.S.
236 1003.44(6)(a).
237
238 U. In order to encourage patriotism, instruction shall include the sacrifices that veterans
239 and Medal of Honor recipients have made in serving our country and protecting
240 democratic values worldwide. Such instruction must occur on or before Medal
241 of Honor Day, Veterans' Day, and Memorial Day. Members of the instructional staff
242 are encouraged to use the assistance of local veterans and Medal of Honor recipients
243 when practicable.
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245 Teaching of the required topics must be consistent with the State academic standards,
246 the Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards, and the principles
247 stated in F.S. 1003.42. This further means that any discussion is appropriate for the age
248 and maturity level of the students, and teachers serve as facilitators for student discussion
249 and do not share their personal views or attempt to indoctrinate or persuade students to a
250 particular point of view that is inconsistent with the State academic standards and the
251 B.E.S.T. Standards.
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253 Instruction on the required topics must be factual and objective, and may not suppress or
254 distort significant historical events, such as the Holocaust, and may not define American
255 history as something other than the creation of a new nation based largely on universal
256 principles stated in the Declaration of Independence.
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258 **Computer Science and Technology Instruction**

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260 "Computer science" is the study of computers and algorithmic process, including their
261 principles, hardware and software designs, applications, and their impact on society. This
262 includes computer coding and computer programming.
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264 The Board shall provide students in grades K-12 opportunities for learning computer science
265 including, but not limited to, computer coding and computer programming. Computer
266 science courses offered in middle and high schools shall include the opportunity to earn
267 industry certifications, when possible. Coding instruction may be provided in elementary and
268 middle schools. Instruction to develop students' computer usage and digital literacy skills
269 may be provided in middle school.
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271 **Exemptions from Certain Instruction**

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273 A public-school student whose parent makes a written request to the school Principal shall
274 be exempted from the teaching of reproductive health or any disease, including HIV/AIDS,
275 its symptoms, development, and treatment. A student so exempted may not be penalized
276 by reason of that exemption. In lieu of this instruction, the student will be given an alternative
277 assignment(s) in an alternative location.

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279 **STATUTORY AUTHORITY:** 1000.05, 1001.42, 1003.42, 1006.31 FS

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281 Adopted:

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