

1-1 By: Creighton S.B. No. 2202
 1-2 (In the Senate - Filed April 12, 2021; April 12, 2021, read
 1-3 first time and referred to Committee on State Affairs;
 1-4 April 21, 2021, reported adversely, with favorable Committee
 1-5 Substitute by the following vote: Yeas 6, Nays 3; April 21, 2021,
 1-6 sent to printer.)

1-7 COMMITTEE VOTE

	Yea	Nay	Absent	PNV
1-8				
1-9	X			
1-10	X			
1-11	X			
1-12	X			
1-13		X		
1-14	X			
1-15		X		
1-16	X			
1-17		X		

1-18 COMMITTEE SUBSTITUTE FOR S.B. No. 2202 By: Birdwell

1-19 A BILL TO BE ENTITLED
 1-20 AN ACT

1-21 relating to the social studies curriculum in public schools.
 1-22 BE IT ENACTED BY THE LEGISLATURE OF THE STATE OF TEXAS:
 1-23 SECTION 1. Section 28.002, Education Code, is amended by
 1-24 adding Subsections (h-2), (h-3), and (h-4) to read as follows:
 1-25 (h-2) In adopting the essential knowledge and skills for the
 1-26 social studies curriculum, the State Board of Education shall adopt
 1-27 essential knowledge and skills that develop each student's civic
 1-28 knowledge, including an understanding of:
 1-29 (1) the fundamental moral, political, and
 1-30 intellectual foundations of the American experiment in
 1-31 self-government;
 1-32 (2) the history, qualities, traditions, and features
 1-33 of civic engagement in the United States;
 1-34 (3) the structure, function, and processes of
 1-35 government institutions at the federal, state, and local levels;
 1-36 and
 1-37 (4) the founding documents of the United States,
 1-38 including:
 1-39 (A) the Declaration of Independence;
 1-40 (B) the United States Constitution;
 1-41 (C) the Federalist Papers, including Essays 10
 1-42 and 51;
 1-43 (D) excerpts from Alexis de Tocqueville's
 1-44 Democracy in America;
 1-45 (E) the transcript of the first Lincoln-Douglas
 1-46 debate; and
 1-47 (F) the writings of the founding fathers of the
 1-48 United States.
 1-49 (h-3) For courses in the social studies curriculum in Texas
 1-50 history, United States history, world history, government, civics,
 1-51 social studies, or other similar subjects:
 1-52 (1) a teacher may not be compelled to discuss current
 1-53 events or widely debated and currently controversial issues of
 1-54 public policy or social affairs;
 1-55 (2) a teacher who chooses to discuss topics described
 1-56 by Subdivision (1) shall, to the best of the teacher's ability,
 1-57 strive to explore those topics from diverse and contending
 1-58 perspectives without giving deference to any one perspective;
 1-59 (3) a school district, open-enrollment charter
 1-60 school, or teacher may not require, make part of a course, or award

2-1 a grade or course credit, including extra credit, for a student's:
 2-2 (A) work for, affiliation with, or service
 2-3 learning in association with any organization engaged in:
 2-4 (i) lobbying for legislation at the
 2-5 federal, state, or local level; or
 2-6 (ii) social or public policy advocacy;
 2-7 (B) political activism, lobbying, or efforts to
 2-8 persuade members of the legislative or executive branch at the
 2-9 federal, state, or local level to take specific actions by direct
 2-10 communication; or
 2-11 (C) participation in any practicum or similar
 2-12 activity involving social or public policy advocacy; and
 2-13 (4) a teacher, administrator, or other employee of a
 2-14 state agency, school district, or open-enrollment charter school
 2-15 may not:

2-16 (A) be required to engage in training,
 2-17 orientation, or therapy that presents any form of race or sex
 2-18 stereotyping or blame on the basis of race or sex; and

2-19 (B) require or make part of a course the concept
 2-20 that:

2-21 (i) one race or sex is inherently superior
 2-22 to another race or sex;

2-23 (ii) an individual, by virtue of the
 2-24 individual's race or sex, is inherently racist, sexist, or
 2-25 oppressive, whether consciously or unconsciously;

2-26 (iii) an individual should be discriminated
 2-27 against or receive adverse treatment solely or partly because of
 2-28 the individual's race or sex;

2-29 (iv) members of one race or sex cannot and
 2-30 should not attempt to treat others without respect to race or sex;

2-31 (v) an individual's moral character is
 2-32 necessarily determined by the individual's race or sex;

2-33 (vi) an individual, by virtue of the
 2-34 individual's race or sex, bears responsibility for actions
 2-35 committed in the past by other members of the same race or sex;

2-36 (vii) an individual should feel discomfort,
 2-37 guilt, anguish, or any other form of psychological distress on
 2-38 account of the individual's race or sex; or

2-39 (viii) meritocracy or traits such as a hard
 2-40 work ethic are racist or sexist or were created by members of a
 2-41 particular race to oppress members of another race.

2-42 (h-4) A state agency, school district, or open-enrollment
 2-43 charter school may not accept private funding for the purpose of
 2-44 developing a curriculum, purchasing or selecting curriculum
 2-45 materials, or providing teacher training or professional
 2-46 development for a course described by Subsection (h-3).

2-47 SECTION 2. (a) Except as provided by Subsection (b) of
 2-48 this section, this Act applies beginning with the 2021-2022 school
 2-49 year.

2-50 (b) Section 28.002(h-2), Education Code, as added by this
 2-51 Act, applies beginning with the 2022-2023 school year.

2-52 SECTION 3. Not later than December 31, 2022, the State Board
 2-53 of Education shall review and revise, as needed, the essential
 2-54 knowledge and skills of the social studies curriculum as required
 2-55 by Section 28.002(h-2), Education Code, as added by this Act.

2-56 SECTION 4. This Act takes effect immediately if it receives
 2-57 a vote of two-thirds of all the members elected to each house, as
 2-58 provided by Section 39, Article III, Texas Constitution. If this
 2-59 Act does not receive the vote necessary for immediate effect, this
 2-60 Act takes effect September 1, 2021.

2-61 * * * * *