



Illinois Mandated Units of Study Guidance Document

Intended Audiences: District and school administrators, curriculum coordinators, teacher-leaders, and classroom teachers

Description: This document is to serve as a guide for districts, schools, and teachers in interpreting the current mandated units of study in Illinois. A separate document has been created that specifically addresses the civics mandate. Included are the Illinois State Board of Education's interpretation of the law and common misconceptions.

Though Illinois has adopted new learning standards in most subject areas over the last few years, mandated units of study detailed in the Illinois School Code and Illinois Administrative Code are still required to be addressed in public schools.

Below is a table detailing the mandated units of study for all public schools. A modified version of the ROE Compliance Review Visit form has been combined with information and descriptions from the Illinois School code to list and explain the current mandates. In this informational document, the third column provides more clarification about the mandate rather than a place to mark compliance.

Below, in the column to the left, you will find listed areas of study that are mandated by the Illinois School Code and Illinois Administrative Code. Since the Code specifies the grade levels to receive the curriculum, the second column indicates at what grade level(s) the unit(s) should be taught.

Social Science Mandated Units of Instruction/Courses: These mandates are connected to social science content; some are specified to occur in the social sciences while others may be taught in various content areas as fits with school/district curriculum. Additional information about mandates that may not be directly connected to the social sciences appears beneath the table.

Language from the ISBE 23 Administrative Code and/or ISBE Graduation Guidance Document includes citation information but may be reformatted or bolded for ease of use.

Curriculum Area	Grade Level(s) Taught	Mandate Wording and Clarification
*Social Studies	All	Each school system shall provide history and social sciences courses that do the following: 1) analyze the principles of representative government , the Constitutions of both the United States and the State of Illinois , the proper use of the flag , and how these concepts have related and currently do relate in actual practice in the world (see Section 27-21 of the School Code [105 ILCS 5/27-21]);

		<p>2) include in the teaching of United States history the role and contributions of ethnic groups in the history of this country and the State (Section 27-21 of the School Code);</p> <p>3) include in the teaching of United States history the role of labor unions and their interaction with government in achieving the goals of a mixed free-enterprise system (Section 27-21 of the School Code);</p> <p>4) include the study of that period in world history known as the Holocaust (Section 27-20.3 of the School Code [105 ILCS 5/27-20.3]);</p> <p>5) include the study of the events of Black history, including the individual contributions of African-Americans and their collective socio-economic struggles (Section 27-20.4 of the School Code [105 ILCS 5/27-20.4]);</p> <p>6) include the study of the events of women's history in America, including individual contributions and women's struggles for the right to vote and for equal treatment (Section 27-20.5 of the School Code [105 ILCS 5/27-20.5]); and</p> <p>7) include the study of the events related to the forceful removal and illegal deportation of Mexican-American U.S. citizens during the Great Depression (Section 27-21 of the School Code).</p>
African American History	Elem. & Hg. Sch.	<p><i>(105 ILCS 5/27-20.4) (from Ch. 122, par. 27-20.4) Sec. 27-20.4. Black History Study.</i></p> <p>Every public elementary school and high school shall include in its curriculum a unit of instruction studying the events of Black History, including:</p> <ul style="list-style-type: none"> ▪ the history of the African slave trade, ▪ slavery in America, and ▪ the vestiges of slavery in this country. <p>These events shall include not only the contributions made by individual African-Americans in government and in the arts, humanities and sciences to the economic, cultural and political development of the United States and Africa, but also the socio-economic struggle which African-Americans experienced collectively in striving to achieve fair and equal treatment under the laws of this nation. The studying of this material shall constitute an affirmation by students of their commitment to</p>

		<p>respect the dignity of all races and peoples and to forever eschew every form of discrimination in their lives and careers.</p> <p>... Each school board shall itself determine the minimum amount of instruction time which shall qualify as a unit of instruction satisfying the requirements of this Section.</p> <p>(Source: P.A. 94-285, eff. 7-21-05.)</p>
American Patriotism, Principles of Representative Government, and Proper Use and Display of the Flag	All	<p><i>(105 ILCS 5/27-3) (from Ch. 122, par. 27-3) Patriotism and principles of representative government - Proper use of flag - Method of voting - Pledge of Allegiance.</i></p> <p>American patriotism and the principles of representative government, as enunciated in the American Declaration of Independence, the Constitution of the United States of America and the Constitution of the State of Illinois, and the proper use and display of the American flag, shall be taught in all public schools and other educational institutions supported or maintained in whole or in part by public funds. No student shall receive a certificate of graduation without passing a satisfactory examination upon such subjects.</p> <p>Instruction shall be given in all such schools and institutions in the method of voting at elections by means of the Australian Ballot system and the method of the counting of votes for candidates.</p> <p>The Pledge of Allegiance shall be recited each school day by pupils in elementary and secondary educational institutions supported or maintained in whole or in part by public funds.</p> <p>(Source: P.A. 92-612, eff. 7-3-02.)</p> <p>Grades 9-12: Each student shall be required to take a course covering American patriotism and the principles of representative government, as enunciated in the American Declaration of Independence, the Constitution of the United States of America and the Constitution of the State of Illinois, and the proper use and display of the American flag for not less than one hour per week, or the equivalent. <i>(Sections 27-3 and 27-4 of the School Code)</i></p>
Civics		<p>Beginning with pupils entering the 9th grade in the 2016-2017 school year and each school year thereafter, at least one semester must be civics. <i>(105 ILCS 5/27-22)</i></p> <p>A separate Civics Mandate Guidance Document has been created to clarify legislation surrounding this mandate.</p>

Official language on laws comes from Illinois General Assembly Compiled Statutes

(<http://ilga.gov/legislation/ilcs/fulltext.asp?DocName=010500050K27-22>) and/or ISBE's Graduation Guidance Document

(http://www.isbe.net/news/pdf/grad_require.pdf)

January 2017

<p>Holocaust/Genocide Ed (105 ILCS 5/27-20.3)</p>	<p>Elem & Hg Sch</p>	<p>(105 ILCS 5/27-20.3) (from Ch. 122, par. 27-20.3) Sec. 27-20.3. <i>Holocaust and Genocide Study</i></p> <p>Every public elementary school and high school shall include in its curriculum a unit of instruction studying the events of the Nazi atrocities of 1933 to 1945. This period in world history is known as the Holocaust, during which 6,000,000 Jews and millions of non-Jews were exterminated. One of the universal lessons of the Holocaust is that national, ethnic, racial, or religious hatred can overtake any nation or society, leading to calamitous consequences. To reinforce that lesson, such curriculum shall include an additional unit of instruction studying other acts of genocide across the globe. This unit shall include, but not be limited to, the Armenian Genocide, the Famine-Genocide in Ukraine, and more recent atrocities in Cambodia, Bosnia, Rwanda, and Sudan. The studying of this material is a reaffirmation of the commitment of free peoples from all nations to never again permit the occurrence of another Holocaust and a recognition that crimes of genocide continue to be perpetrated across the globe as they have been in the past and to deter indifference to crimes against humanity and human suffering wherever they may occur.</p> <p>... Each school board shall itself determine the minimum amount of instruction time which shall qualify as a unit of instruction satisfying the requirements of this Section.</p> <p>(Source: P.A. 94-478, eff. 8-5-05.)</p>
<p>U.S. History (105 ILCS 5/27-21)</p>	<p>All</p>	<p>(105 ILCS 5/27-21) (from Ch. 122, par. 27-21) Sec. 27-21. <i>History of United States</i>.</p> <p>History of the United States shall be taught in all public schools and in all other educational institutions in this State supported or maintained, in whole or in part, by public funds. The teaching of history shall have as one of its objectives</p> <ul style="list-style-type: none"> ▪ the imparting to pupils of a comprehensive idea of our democratic form of government and the principles for which our government stands as regards other nations, including the studying of the place of our government in world-wide movements and the leaders thereof, with particular stress upon the basic principles and ideals of our representative form of government. ▪ The teaching of history shall include a study of the role and contributions of African Americans and other ethnic groups including but not restricted to Polish, Lithuanian,

		<p>German, Hungarian, Irish, Bohemian, Russian, Albanian, Italian, Czech, Slovak, French, Scots, Hispanics, Asian Americans, etc., in the history of this country and this State.</p> <ul style="list-style-type: none"> ▪ To reinforce the study of the role and contributions of Hispanics, such curriculum shall include the study of the events related to the forceful removal and illegal deportation of Mexican-American U.S. citizens during the Great Depression. ▪ The teaching of history also shall include a study of the role of labor unions and their interaction with government in achieving the goals of a mixed free enterprise system. <p>No pupils shall be graduated from the eighth grade of any public school unless he has received such instruction in the history of the United States and gives evidence of having a comprehensive knowledge thereof.</p> <p>(Source: P.A. 96-629, eff. 1-1-10.)</p>
<p>United States & Illinois Constitutions (105 ILCS 5/27-3)</p>	<p>Between 7th gr and HS grad.</p>	<p><i>(105 ILCS 5/27-3) (from Ch. 122, par. 27-3) Patriotism and principles of representative government - Proper use of flag - Method of voting - Pledge of Allegiance.</i></p> <p>American patriotism and the principles of representative government, as enunciated in the American Declaration of Independence, the Constitution of the United States of America and the Constitution of the State of Illinois, and the proper use and display of the American flag, shall be taught in all public schools and other educational institutions supported or maintained in whole or in part by public funds. No student shall receive a certificate of graduation without passing a satisfactory examination upon such subjects.</p> <p>Instruction shall be given in all such schools and institutions in the method of voting at elections by means of the Australian Ballot system and the method of the counting of votes for candidates.</p> <p>The Pledge of Allegiance shall be recited each school day by pupils in elementary and secondary educational institutions supported or maintained in whole or in part by public funds.</p> <p>(Source: P.A. 92-612, eff. 7-3-02.)</p> <p>Mandate Clarification: Students must pass a satisfactory examination upon the Declaration of Independence, Constitution of the United States of America, the Constitution of the State of Illinois, and the proper use and display of the American flag in</p>

		order to graduate high school. Students may be evaluated on their knowledge during middle school or high school but must pass a satisfactory examination at least one time between 7 th grade and graduation of high school.
Women in History (105 ILCS 5/27-20.5)	Elem & Hg Sch	<p>(105 ILCS 5/27-20.5) (from Ch. 122, par. 27-20.5) Sec. 27-20.5. Study of the History of Women.</p> <p>Every public elementary school and high school shall include in its curriculum a unit of instruction studying the events of the history of women in America. These events shall include</p> <ul style="list-style-type: none"> ▪ not only the contributions made by individual women in government, the arts, sciences, education, and in the economic, cultural, and political development of Illinois and of the United States, ▪ but shall also include a study of women's struggles to gain the right to vote and to be treated equally as they strive to earn and occupy positions of merit in our society. <p>... Each school board shall determine the minimum amount of instructional time that shall qualify as a unit of instruction satisfying the requirements of this Section.</p> <p>(Source: P.A. 86-1256.)</p>
Congressional Medal of Honor Video (105 ILCS 5/27.3.5)	7 th , HS Hist/Gov.	<p>(105 ILCS 5/27-3.5) Sec. 27-3.5. Congressional Medal of Honor film.</p> <p>Each school district shall require that all students in grade 7 and all high school students enrolled in a course concerning history of the United States or a combination of history of the United States and American government view a Congressional Medal of Honor film made by the Congressional Medal of Honor Foundation. This requirement does not apply if the Congressional Medal of Honor Foundation charges the school district a fee for a film.</p> <p>(Source: P.A. 96-99, eff. 7-27-09.)</p> <p>https://www.isbe.net/Pages/Medal-of-Honor.aspx</p>
Disability History and Awareness (105 ILCS 5/27-23.8)	No grade or time specified but done in each district	<p>(105 ILCS 5/27-23.8) Sec. 27-23.8. Disability history and awareness.</p> <p>(a) A school district shall provide instruction on disability history, people with disabilities, and the disability rights movement. Instruction may be included in those courses that the school district chooses. This instruction must be founded on the principle that all students, including students with disabilities, have the right to exercise self-determination. When possible, individuals with disabilities should be incorporated into the</p>

		<p>development and delivery of this instruction. This instruction may be supplemented by knowledgeable guest speakers from the disability community. A school board may collaborate with community-based organizations, such as centers for independent living, parent training and information centers, and other consumer-driven groups, and disability membership organizations in creating this instruction.</p> <p>... Each school board shall determine the minimum amount of instructional time required under this Section.</p> <p>(Source: P.A. 96-191, eff. 1-1-10.)</p>
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*Requirements for these items are found in 23 Ill Admin. Code in 1.420, 1.430, and/or 1.440

Additional K-8 clarification language from:

“ISBE 23 ILLINOIS ADMINISTRATIVE CODE 1.430 SUBTITLE A SUBCHAPTER a”

Index of code pertaining to public schools can be found at:

<ftp://www.ilga.gov/JCAR/AdminCode/023/02300001sections.html>

Section 1.430 Additional Criteria for Elementary Schools

- a) A district shall provide the following coordinated and supervised courses of study. The time allotment, unless specified by the School Code or applicable rules, is the option of the local board of education.
 - 1) Language Arts, Reading and other Communication Skills
 - 2) Science
 - 3) Mathematics
 - 4) Social Studies
 - 5) Music
 - 6) Art
 - 7) Health Education (see the Critical Health Problems and Comprehensive Health Education Act)
 - 8) Physical Education (see Section 27-6 of the School Code)
 - 9) Career Education--Awareness and Exploration

10) Safety Education (see Section 27-17 of the School Code)

11) Conservation of Natural Resources (see Section 27-13.1 of the School Code)

12) *Instruction, study, and discussion in grades kindergarten through 8 of effective methods for the prevention and avoidance of drug and substance abuse* (Section 27-13.2 of the School Code)

b) *American patriotism and the principles of representative government, as enunciated in the American Declaration of Independence, the Constitution of the United States of America and the Constitution of the State of Illinois, and the proper use and display of the American flag shall be taught in all public schools. Not less than one hour per week, or the equivalent, shall be devoted to the study of this subject matter in the 7th and 8th grade or the equivalent, and no student shall receive a certificate of graduation without passing an examination on these subjects* (Sections 27-3 and 27-4 of the School Code [105 ILCS 5/27-3 and 27-4]).

c) *No student shall be graduated from the 8th grade unless he or she has received instruction in the history of the United States and has given evidence of comprehensive knowledge of the subject* (Section 27-21 of the School Code, which may include, without limitation, a written test or the teacher's evaluation of the student's work.

(Source: Amended at 32 Ill. Reg. 10229, effective June 30, 2008)

Additional high school clarification language from:

"Illinois State Board of Education STATE GRADUATION REQUIREMENTS (105 ILCS 5/27-22, 27-22.05, 27-22.10) February 2016 Guidance Document"

Full document can be found at: https://www.isbe.net/Documents/grad_require.pdf

Appendix D

Other Instructional Requirements for High School

Article 27 of the School Code (105 ILCS 5/Art. 27) and rules governing Public Schools Evaluation, Recognition and Supervision (23 Ill. Adm. Code 1) outline curricular requirements for public school students. These requirements are summarized below around four general parameters:

1. units of instruction or courses that **school districts must offer** but students are not required to take;
2. units of instruction or courses that **students are required to take** but are not state-imposed requirements for graduation;
3. coursework that students **must have in order to receive a high school diploma**; and
4. **optional units of instruction** that if offered must meet certain requirements.

These requirements that apply to high schools are presented under the appropriate heading in alphabetical order by topic. This listing is being provided as a resource for school districts to use in planning curriculum.

1. Units of Instruction/Courses that Must be Offered

- **Abduction** (Section 27-13.2). All public schools must include instruction, study and discussion of effective methods by which pupils may recognize the danger of and avoid abduction.
- **Anabolic Steroids** (Section 27-23.3). School districts shall provide instruction in the prevention of abuse of anabolic steroids in science, health, drug abuse, physical education or other appropriate courses of instruction in grades 7 through 12 and to students who participate in interscholastic athletic programs; particular topics listed.
- **Art** (Section 27-1 and 23 Ill. Adm. Code 1.440(a)(7)). The time allotment is up to the school district to determine.
- **Black History Study** (Section 27-20.4). All public schools must include in their curricula a unit of instruction studying the events of Black history; particular topics are listed, to include the history of the African slave trade, slavery in America and the vestiges of slavery in the United States.
- **Career Education and Technical Education – Orientation and Preparation** (23 Ill. Adm. Code 1.440(a)(8)). The time allotment is up to the school district to determine.
- **Conservation Education** (Section 27-13.1). All public schools must provide instruction, study and discussion of current problems and needs in the conservation of natural resources.
- **Disability History and Awareness** (Section 27-23.8). Each school district shall provide instruction about disability history, people with disabilities and the disability rights movement, to be presented in any course that the district chooses and for a minimum amount of time as determined by the district.
- **Driver's and Safety Education** (Sections 27-24 through 27-24.8, and 23 Ill. Adm. Code 1.440(a)(13) and 252). All school districts with grades 9 through 12 shall provide the approved driver's education course that includes both classroom and behind-the-wheel components. In addition, the course must include classroom instruction on distracted driving as a major traffic safety issue.
- **Foreign Language** (23 Ill. Adm. Code 1.440(a)(5)). The time allotment is up to the school district to determine.
- **History of Women** (Section 27-20.5). All public schools must include in their curricula a unit of instruction studying the events in the history of women; particular topics are listed.
- **History of the United States** (Section 27-21). All public schools must teach the history of the United States; particular topics are specified, to include the study of the events related to the forceful removal and illegal deportation of Mexican-Americans during the Great Depression.
- **Holocaust and Genocide Study** (Section 27-20.3). All public schools must provide a unit of instruction studying the events of the Nazi atrocities from 1933 to 1945 and include lessons studying other acts of genocide to include those in Armenia, Ukraine, Cambodia, Bosnia, Rwanda and the Sudan.
- **Internet Safety** (Section 27-13.3). Each public school must incorporate into the school curriculum instruction about Internet safety, which must be taught at least once each school year to students in grade 3 or above; the scope and the duration of the course is determined locally.
- **Music** (Section 27-1 and 23 Ill. Adm. Code 1.440(a)(6)). The time allotment is up to the school district to determine.

- **Violence Prevention and Conflict Resolution Education** (Section 27-23.4). School districts shall provide instruction in violence prevention and conflict resolution education for kindergarten through grade 12 and may include such instruction in courses of study regularly taught.

2. Units of Instruction/Courses Students Must Take *(other than courses required for graduation)*

- **American Patriotism, Principles of Representative Government, and Proper Use and Display of the Flag** (Section 27-3 and 27-4). Public schools must devote not less than one hour of each school week to the study of these subjects. All students must pass an examination of this content in order to receive a “certificate of graduation.”
- **Congressional Medal of Honor film** (Section 27-3.5). Each student in grade 7 and all high school students enrolled in a course concerning the history of the United States or a combination of U.S. history and American government must view a Congressional Medal of Honor film made by the Congressional Medal of Honor Foundation, provided that there is no fee charged to the school district for the film.
- **Consumer Education** (Section 27-12.1). All students must study certain topics that comprise consumer education. State Board of Education rules at 23 Ill. Adm. Code 1.440(b)(3) require that the course be equivalent to nine weeks, 50 minutes a day, of instruction.
- **Health Education** (105 ILCS 110 and Section 27-5). All students must take the health education curriculum required under the Critical Health Problems and Comprehensive Health Education Act (105 ILCS 110), as further defined under 23 Ill. Adm. Code 1.420(n). Section 27-5 of the School Code allows that curriculum to be offered as part of physical education in grades 5 through 10. Agency rules at 23 Ill. Adm. Code 1.440(b)(1) require that students take the equivalent of one semester of health education (18 weeks) during high school.
- **Physical Education** (Section 27-6). All students must participate in physical education courses on a daily basis; certain exemptions are provided in the law. Agency rules at 23 Ill. Adm. Code 1.420(p)(1) require that the time allotted to physical education “compare favorably with other courses in the curriculum.”

3. Coursework Required for Receipt of a High School Diploma

These requirements are outlined in a narrative format under Question 1 and presented as a chart in Appendix A.

4. Optional Units of Instruction School Districts May Offer

- **Family Life** (Section 27-9.2). School districts may offer a family life course, but if they do, then they must meet the requirements of the law.
- **Gang Resistance Education and Training** (Section 27-23.10). School district may “make suitable provisions” for instruction in all grades pertaining to resisting gangs and include the instruction in courses regularly taught; particular topics listed.
- **Irish Famine Study** (Section 27-20.6). School districts may include a unit of instruction studying the causes and effects of mass starvation in the mid-19 century Ireland.

- **Organ/Tissue and Blood Donor and Transplantation Programs** (Section 27-23.5). School districts may provide one unit of such instruction either in grade 9 or 10.
- **Parenting Education** (Section 27-23.1). School districts may provide instruction in parenting education and include such instruction in courses of study regularly taught; particular topics listed.
- **Recognizing and Avoiding Sexual Abuse** (Section 27-13.2). School districts may offer a course or class for students in kindergarten through grade 8, provided notice is provided to parents and there is no punishment (failing grades, suspension, expulsion, etc.) for a student whose parents object to the child's participation.
- **Safety Education** (Section 27-17). School boards may offer this instruction, which is defined in the law and includes cardio-pulmonary resuscitation for students in grades 9 through 11 and for students in grades 6 through 8, viewing a training video on cardio-pulmonary resuscitation and use of automated external defibrillators.
- **Sex Education** (Section 27-9.1). School districts may offer comprehensive sex education, but if they do, then they must meet the requirements of the law.
- **Volunteer Service Credit Program** (Section 27-22.3). School districts may establish a program that enables secondary students to earn credit towards graduation through performance of community services.

Special Recognition Days

Additionally, Article 27 designates certain “special recognition days” for the following purposes:

- Section 27-18, **Arbor and Bird Day**, last Friday in April, “to be observed” as a day for planting and conducting appropriate exercises to show the value of trees and birds.
- Section 27-19, **Leif Erickson Day**, October 9 or the school date nearest to that day, on which a half hour “may” be devoted to the study of Leif Erickson.
- Section 27-20, **American Indian Day**, fourth Friday in September, “to be observed” in order to hold appropriate exercises in commemoration of the American Indians.
- Section 27-20.1, **Illinois Law Week**, first full school week in May, which school districts “may” devote appropriate time to the study of government and the legal system in Illinois.
- Section 27-20.2, **“Just Say No” Day**, to be designated by official proclamation of the Governor, to be observed by children and teenagers as the day to “declare and reaffirm their commitment to living a life free of drugs and alcohol abuse.”

Additional information about mandate compliance can be found on the Illinois Association of Regional Superintendents of Schools webpage under the service of compliance:

<http://iarss.org/compliance/>