

## Document Status: Draft Update

### Instruction

#### 6:60 Curriculum Content

The curriculum shall contain instruction on subjects required by State statute or regulation as follows:

1. In kindergarten through Grade 8, subjects include: (a) language arts, (b) reading, (c) other communication skills, (d) science, (e) mathematics, (f) social studies, (g) art, (h) music, (i) drug and substance abuse prevention. A reading opportunity of 60 minutes per day will be promoted for all students in kindergarten through grade 3 whose reading levels are one grade level or more lower than their current grade level. Before the completion of grade 5, students will be offered at least one unit of cursive instruction. [PRESSPlus1](#)
2. In grades 7 through 8, as well as in interscholastic athletic programs, steroid abuse prevention must be taught.
3. In grades kindergarten through 8, age-appropriate Internet safety must be taught, the scope of which shall be determined by the Superintendent or designee. The curriculum must incorporate policy 6:235, Access to Electronic Networks and, at a minimum, include: (a) education about appropriate online behavior, (b) interacting with other individuals on social networking websites and in chat rooms, and (c) cyberbullying awareness and response..
4. In all grades, character education must be taught including respect, responsibility, fairness, caring, trustworthiness, and citizenship, in order to raise students' honesty, kindness, justice, discipline, respect for others, and moral courage. Instruction in all grades should include educating students about behaviors that violate Board policy 7:180, *Prevention of and Response to Bullying, Intimidation, and Harassment*.
5. In all grades, citizenship values must be stressed, including: (a) patriotism, (b) democratic principles of freedom, justice, and equality, (c) proper use and display of the American flag, (d) the Pledge of Allegiance, (e) the voting process.
6. In all grades, physical education must be taught including a developmentally planned and sequential curriculum that fosters the development of movement skills, enhances health-related fitness, increases students' knowledge, offers direct opportunities to learn how to work cooperatively in a group setting, and encourages healthy habits and attitudes for a healthy lifestyle. Unless otherwise exempted, all students are required to engage in a physical education course with such frequency as determined by the Board after recommendation from the Superintendent, but at a minimum of three days per five-day week. For exemptions and substitutions, see policy 7:260, *Exemption from Physical Education*.
7. In all schools, health education must be stressed, including: (a) proper nutrition, (b) physical fitness, (c) components necessary to develop a sound mind in a healthy body, (d) dangers and avoidance of abduction, and (e) age-appropriate sexual abuse and assault awareness and prevention education in all grades. The Superintendent shall implement a comprehensive health education program in accordance with State law.
8. In all schools, career/vocational education must be stressed, including (a) the importance of work, (b) the development of basic skills to enter the world of work and/or continue formal education, (c) good work habits and values, (d) the relationship between learning and work, and (e) if possible, a student work program that provides the student with work experience as an extension of the regular classroom.
9. In all schools, consumer education must be stressed, including: (a) knowledge of banking and banking procedures, (b) budgeting, (c) credit cards, credit applications, and credit options, and (d) other related skills and knowledge needed in the modern world.
10. In all schools, conservation of natural resources must be stressed, including: (a) home ecology, (b) endangered species, (c) threats to the environment, and (d) the importance of the environment to life as we know it.
11. In all schools, United States history must be stressed, including: (a) the principles of representative government, (b) the constitutions of the U.S. and Illinois, (c) the role of the U.S. in world affairs, (d) the role of labor unions, and (e) the role and contributions of ethnic groups, including the African Americans, Polish, Lithuanians, Germans, Hungarians, Irish, Bohemians, Russians, Albanians, Italians, Czechs, Slovaks, French, Scots, and Hispanics (including the events related to the forceful removal and illegal deportation of Mexican-American U.S. citizens during the Great Depression), Hungarians, in the history of this country and State.
12. In addition, all schools shall hold an educational program on the United States Constitution on Constitution Day, each September 17, commemorating the September 17, 1787 signing of the Constitution. However, when September 17 falls on a Saturday, Sunday, or holiday, Constitution Day shall be held during the preceding or following week.
13. In grade 7 and all high school courses concerning U.S. history or a combination of U.S. history and American government, students must view a Congressional Medal of Honor film made by the Congressional Medal of Honor Foundation, provided there is no cost for the film.
14. In elementary schools, the curriculum includes a unit of instruction on the Holocaust and crimes of genocide, including Nazi atrocities of 1933-1945, Armenian Genocide, the Famine-Genocide in Ukraine, and more recent atrocities in Cambodia, Bosnia, Rwanda, and Sudan.

15. In elementary schools, a unit of instruction on the history, struggles, and contributions of women and African Americans must be stressed.
16. In grades kindergarten through 8, violence prevention and conflict resolution must be stressed, including: (a) causes of conflict, (b) alternative solutions, (c) non-violent resolution, (d) consequences of violent behavior, and (e) relationships between drugs, alcohol, and violence, provided it can be funded by private grants or the federal government.
17. In all schools, a unit of instruction must be included on Black History, including the history of the African slave trade, slavery in America, and the vestiges of slavery in this country, as well as the struggles and contributions of African-Americans.
18. In all schools, instruction during courses as determined by the Superintendent or designee on disability history, awareness, and the disability rights movement.

LEGAL REF.:

[5 ILCS 465/3](#) and [465/3a](#).

[20 ILCS 2605/2605-480](#).

105 ILCS 5/2-3.80(e) and (f), 5/27-3, 5/27-3.5, 5/27-5, 5/27-6, 5/27-6.5, 5/27-7, 5/27-12, 5/27-12.1, 5/27-13.1, 5/27-13.2, 5/27-20.3, 5/27-20.4, 5/27-20.5, [5/27-20.7](#), 5/27-21, 5/27-22, 5/27-23.3, 5/27-23.4, 5/27-23.7, 5/27-23.8, 5/27-23.10, 5/27-24.2, 435/, and 110/3.

[625 ILCS 5/6-408.5](#).

[23 Ill.Admin.Code §§1.420, 1.425, 1.430](#), and [1.440](#).

Consolidated Appropriations Act of 2005, [Pub. L. No. 108-447](#), Section 111 of Division J.

Protecting Children in the 21<sup>st</sup> Century Act, [Pub. L. No. 110-385](#), Title II, 122 stat. 4096 (2008).

[47 C.F.R. §54.520](#).

CROSS REF.: 6:20 (School Year Calendar and Day), 6:40 (Curriculum Development), 6:70 (Teaching About Religions), 6:235 (Access to Electronic Networks), 7:180 (Prevention of and Response to Bullying, Intimidation, and Harassment, 7:185 (Teen Dating Violence Prohibited), 7:190 (Student Behavior); 7:260 (Exemption from Physical Education)

ADOPTED: September 10, 2002

REVISED: March 8, 2005; November 1, 2005; December 5, 2006; December 4, 2007; December 2, 2008; May 4, 2010; February 2, 2012; February 7, 2013; February 6, 2014; February 5, 2015; February 2, 2017; March 1, 2018

Question 1. Would the Board like to specify in policy the grade level(s) in which cursive instruction will be offered? If no, type no. If yes, indicate the grade level(s) in which cursive instruction will be offered. See Comment PRESSPlus 1 for more information.  
Answer:

### **PRESSPlus Comments**

PRESSPlus 1. 105 ILCS 5/27-20.7, added by P.A. 100-548, eff. 7-1-18, requires districts to offer students a unit of cursive instruction before they complete grade 5, and to include this requirement in Board policy. Other than before completing grade 5, the law is silent about what grade level(s) in which students must receive their unit of cursive instruction. This provides an opportunity for a board to have a conversation with the superintendent about local community expectations and direct him or her to determine the appropriate grade level(s) in which students will be offered a unit of cursive instruction.

Use the following alternative if the board would like to specify in policy the grade level(s) before the end of grade 5 in which cursive instruction will be offered: "A unit of cursive instruction will be offered in grade(s) \_\_\_\_\_." See **Question 1** to indicate whether the Board would like to specify the grade level(s) in policy. **Issue 98, May/June 2018**