

13: Inclusive, Inquiry-Based Social Studies for Illinois Mandated Units of Study – Social Studies



Illinois
State Board of
Education



College of Education
UNIVERSITY OF ILLINOIS URBANA-CHAMPAIGN

I3: Inclusive, Inquiry-Based Social Studies for Illinois

Table of Contents

I3: INCLUSIVE, INQUIRY-BASED SOCIAL STUDIES FOR ILLINOIS.....	1
MANDATED UNITS OF STUDY – SOCIAL STUDIES.....	1
SEC. 27-20. AMERICAN INDIAN DAY.....	3
SEC. 27-20.3. HOLOCAUST AND GENOCIDE STUDY.....	3
SEC. 27-20.4. BLACK HISTORY STUDY.....	3
SEC. 27-20.5. STUDY OF THE HISTORY OF WOMEN.....	4
SEC. 27-20.6. “IRISH FAMINE” STUDY.....	4
SEC. 27-20.8. ASIAN AMERICAN HISTORY STUDY.....	5
SEC. 27-21. HISTORY OF UNITED STATES ROLES AND CONTRIBUTIONS OF ETHNIC GROUPS.....	5
AFRICAN AMERICAN.....	6
POLISH,.....	6
LITHUANIAN,.....	6
GERMAN,.....	6
HUNGARIAN,.....	6
IRISH,.....	6
BOHEMIAN,.....	6
RUSSIAN,.....	6
ALBANIAN,.....	6
ITALIAN,.....	6
CZECH,.....	6
SLOVAK,.....	6
FRENCH,.....	6
SCOTS,.....	6
HISPANICS,.....	6
ASIAN AMERICANS,.....	6
DEPORTATION OF MEXICAN-AMERICAN CITIZENS.....	6
ROLES AND CONTRIBUTIONS OF LGBT PEOPLE.....	6
ROLE OF LABOR UNIONS.....	6
AMERICANS OF DIFFERENT FAITH PRACTICES.....	6
<i>Muslim Americans,.....</i>	<i>7</i>
<i>Jewish Americans,.....</i>	<i>7</i>
<i>Christian Americans,.....</i>	<i>7</i>
<i>Hindu Americans,.....</i>	<i>7</i>
<i>Sikh Americans,.....</i>	<i>7</i>
<i>Buddhist Americans,.....</i>	<i>7</i>
<i>and any other collective community of faith that has shaped America.....</i>	<i>7</i>
SEC. 27-23.8. DISABILITY HISTORY AND AWARENESS.....	7
SEC. 27-23.15. STUDY OF THE PROCESS OF NATURALIZATION.....	7
SEC. 27-19. LEIF ERICKSON DAY.....	8
SEC. 27-20.1. ILLINOIS LAW WEEK.....	8

I3: Inclusive, Inquiry-Based Social Studies for Illinois

Sec. 27-20. American Indian day.

The fourth Friday of September is designated "American Indian Day," to be observed throughout the State as a day on which to hold appropriate exercises in commemoration of the American Indians. (Source: Laws 1961, p. 31.)

105 ILCS 5/27-20.1) (from Ch. 122, par. 27-20.1)

Sec. 27-20.3. Holocaust and Genocide Study.

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.

The State Superintendent of Education may prepare and make available to all school boards instructional materials which may be used as guidelines for development of a unit of instruction under this Section; provided, however, that 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. (Source: P.A. 94-478, eff. 8-5-05.)

(105 ILCS 5/27-20.4) (from Ch. 122, par. 27-20.4)

Sec. 27-20.4. Black History study.

Every public elementary school and high school shall include in its curriculum a unit of instruction studying the events of Black History, including the history of the pre-enslavement of Black people from 3,000 BCE to AD 1619, the African slave trade, slavery in America, the study of the

I3: Inclusive, Inquiry-Based Social Studies for Illinois

reasons why Black people came to be enslaved, the vestiges of slavery in this country, and the study of the American civil rights renaissance. 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 respect the dignity of all races and peoples and to forever eschew every form of discrimination in their lives and careers.

The State Superintendent of Education may prepare and make available to all school boards instructional materials, including those established by the Amistad Commission, which may be used as guidelines for development of a unit of instruction under this Section; provided, however, that 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.

A school may meet the requirements of this Section through an online program or course. (Source: P.A. 100-634, eff. 1-1-19; 101-654, eff. 3-8-21.)

(105 ILCS 5/27-20.5) (from Ch. 122, par. 27-20.5)

Sec. 27-20.5. Study of the History of Women

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 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.

The State Superintendent of Education may prepare and make available to all school boards instructional materials that may be used as guidelines for development of a unit of instruction under this Section. 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. (Source: P.A. 86-1256.)

Sec. 27-20.6. "Irish Famine" study

Every public elementary school and high school may include in its curriculum a unit of instruction studying the causes and effects of mass starvation in mid-19th century Ireland. This period in world history is known as the "Irish Famine", in which millions of Irish died or emigrated. The study of this material is a reaffirmation of the commitment of free people of all nations to eradicate the causes of famine that exist in the modern world.

I3: Inclusive, Inquiry-Based Social Studies for Illinois

The State Superintendent of Education may prepare and make available to all school boards instructional materials that may be used as guidelines for development of a unit of instruction under this Section; provided, however, that each school board shall itself determine the minimum amount of instruction time that shall qualify as a unit of instruction satisfying the requirements of this Section. (Source: P.A. 95-331, eff. 8-21-07.)

(105 ILCS 5/27-20.8)

Sec. 27-20.8. Asian American history study.

(a) Beginning with the 2022-2023 school year, every public elementary school and high school shall include in its curriculum a unit of instruction studying the events of Asian American history, including the history of Asian Americans in Illinois and the Midwest, as well as the contributions of Asian Americans toward advancing civil rights from the 19th century onward. These events shall include the contributions made by individual Asian Americans in government and the arts, humanities, and sciences, as well as the contributions of Asian American communities to the economic, cultural, social, and political development of the United States. The studying of this material shall constitute an affirmation by students of their commitment to respect the dignity of all races and peoples and to forever eschew every form of discrimination in their lives and careers.

(b) The State Superintendent of Education may prepare and make available to all school boards instructional materials, including those established by the Public Broadcasting Service, that may be used as guidelines for development of a unit of instruction under this Section. However, each school board shall itself determine the minimum amount of instructional time that qualifies as a unit of instruction satisfying the requirements of this Section.

(c) The regional superintendent of schools shall monitor a school district's compliance with this Section's curricular requirements during his or her annual compliance visit.

(d) A school may meet the requirements of this Section through an online program or course. (Source: P.A. 102-44, eff. 1-1-22.)

(105 ILCS 5/27-21) (from Ch. 122, par. 27-21)

Sec. 27-21. History of United States Roles and Contributions of Ethnic Groups.

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 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

I3: Inclusive, Inquiry-Based Social Studies for Illinois

contributions of African Americans and other ethnic groups, including, but not restricted to,

African American

Polish,

Lithuanian,

German,

Hungarian,

Irish,

Bohemian,

Russian,

Albanian,

Italian,

Czech,

Slovak,

French,

Scots,

Hispanics,

Asian Americans,

etc., in the history of this country and this State.

Deportation of Mexican-American citizens

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.

Roles and contributions of LGBT people

In public schools only, the teaching of history shall include a study of the roles and contributions of lesbian, gay, bisexual, and transgender people in the history of this country and this State.

Role of Labor Unions

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. Beginning with the 2020-2021 school year, the teaching of history must also include instruction on the history of Illinois.

Americans of different faith practices

The teaching of history shall include the contributions made to society by Americans of different faith practices, including, but not limited to,

I3: Inclusive, Inquiry-Based Social Studies for Illinois

Muslim Americans,
Jewish Americans,
Christian Americans,
Hindu Americans,
Sikh Americans,
Buddhist Americans,
and any other collective community of faith that has shaped America.

No pupils shall be graduated from the eighth grade of any public school unless he or she has received such instruction in the history of the United States and gives evidence of having a comprehensive knowledge thereof, which may be administered remotely. (Source: P.A. 101-227, eff. 7-1-20; 101-341, eff. 1-1-20; 101-643, eff. 6-18-20; 102-411, eff. 1-1-22.)

(105 ILCS 5/27-23.8)

Sec. 27-23.8. Disability history and awareness.

(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 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.

(b) The State Board of Education may prepare and make available to all school boards resource materials that may be used as guidelines for the development of instruction for disability history and awareness under this Section.

(c) Each school board shall determine the minimum amount of instructional time required under this Section.

(d) The regional superintendent of schools shall monitor a school district's compliance with this Section's curricular requirement during his or her annual compliance visit. (Source: P.A. 96-191, eff. 1-1-10.)

(Text of Section from P.A. 102-472)

Sec. 27-23.15. Study of the process of naturalization.

Every public high school may include in its curriculum a unit of instruction about the process of naturalization by which a foreign citizen or foreign

I3: Inclusive, Inquiry-Based Social Studies for Illinois

national becomes a U.S. citizen. The course of instruction shall include content from the components of the naturalization test administered by the U.S. Citizenship and Immigration Services. Each school board shall determine the minimum amount of instructional time under this Section. (Source: P.A. 102-472, eff. 8-20-21.)

Sec. 27-19. Leif Erickson day.

October 9, if a school day, otherwise the school day nearest such date, is designated as Leif Erikson Day. On such day one-half hour may be devoted in the schools to instruction and appropriate exercises relative to and in commemoration of the life and history of Leif Erickson and the principles and ideals he fostered. (Source: Laws 1961, p. 31.)

(105 ILCS 5/27-20) (from Ch. 122, par. 27-20)

Sec. 27-20.1. Illinois Law Week.

The first full school week in May is designated "Illinois Law Week". During that week, the public schools may devote appropriate time, instruction, study, and exercises in the procedures of the legislature and the enactment of laws, the courts and the administration of justice, the police and the enforcement of law, citizen responsibilities, and other principles and ideals to promote the importance of government under law in the State. (Source: P.A. 92-85, eff. 7-12-01.)

(105 ILCS 5/27-20.3) (from Ch. 122, par. 27-20.3)