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**Bismarck-Henninq Board Policy Instruction**

**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, (i) social studies, (g) art, (h) music, and
(i) drug and substance abuse prevention.
2. In grades 9 through 12, subjects include: (a) language arts, (b) writing intensive course, (c)
science, (d) mathematics, (e) social studies including U.S. history, (f) foreign language, (g)
music, (h) art. (i) driver and safety education, and (j) vocational education.

Students otherwise eligible to take a driver education course must receive a passing grade in at least 8 courses during the previous 2 semesters before enrolling in the course. The Superintendent or designee may waive this requirement if he or she believes a waiver to be in the student's best interest. The course shall include classroom instruction on distracted driving as a major traffic safety issue. Automobile safety instruction covering traffic regulations and highway safely must include instruction on the consequences of alcohol consumption and the operation of a motor vehicle. The eligibility requirements contained in State law for the receipt of a certificate of completion from the Secretary of Slate shall be provided to students in writing at the time of their registration.

1. In grades 7 through 12, as well as in interscholastic athletic programs, steroid abuse
prevention must be taught.
2. In grades 4 through 12, provided it can be funded by private grants or the federal government,
violence prevention and conflict resolution must be stressed, including: (a) causes of conflict,
(b) consequences of violent behavior, (c) non-violent resolution, and (d) relationships
between drugs, alcohol, and violence.
3. In grades 3 or above, the curriculum contains a unit on Internet safety, the scope of which
shall be determined by the Superintendent or designee.
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.
5. In all schools, citizenship values must be taught, 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, and (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 arc required to engage daily during
the school day in a physical education course. For exemptions and substitutions, see policies

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6:310, *Credit for- Alternative Courses and Programs, and Course Substitution,* and 7:260, *Exemption from Physical Activity.*

1. 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, and (d) dangers
and avoidance of abduction. The Superintendent shall implement a comprehensive health
education program in accordance with State law.
2. In all schools, career/vocational education must be taught, 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. A career awareness and exploration program must be
available at all grade levels.
3. In grades 9 through 12, consumer education must be taught, including: financial literacy;
installment purchasing; budgeting, savings, and investing; banking; simple contracts; income
taxes; personal insurance policies; the comparison of prices; homeownership; and the roles of
consumers interacting with agriculture, business, labor unions, and government in
formulating and achieving the goals of the mixed free enterprise system.
4. In all schools, conservation of natural resources must be taught, 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.
5. In all schools, United States history must be taught, 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 but not limited to, the African Americans, Albanians, Asian Americans,
Bohemians, Czechs, French, Germans, Hispanics (including the events related to the forceful
removal and illegal deportation of Mexican-American U.S. citizens during the Great
Depression), Hungarians, Irish, Italians, Lithuanians, Polish, Russians, Scots, and Slovakians
in the history of this country and State.

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 fails on a Saturday, Sunday, or holiday, Constitution Day shall be held during the preceding or following week.

1. 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.
2. in all schools, the curriculum includes a unit of instruction on the Holocaust and crimes of
genocide, including Nazi atrocities of 1933-19-15, Armenian Genocide, the Famine-Genocide
in Ukraine, and more recent atrocities in Cambodia, Bosnia, Rwanda, and Sudan.
3. In ail schools, the curriculum includes a unit of instruction on the history, struggles, and
contributions of women.
4. In all schools, the curriculum includes a unit of instruction 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.

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1. In all schools offering a secondary agricultural education program, the curriculum includes
courses as required by 105 ILCS 5/2-3.80.
2. 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.

Public Law 108-447, Section 111 of Division J.

105 ILCS 5/2-3.80(e) and (i), 5/27-3, 5/27-3.5, 5/27-5, 5/27-6, 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, 5/27-21, 5/27-22, 5/27-23, 5/27-23.3, 5/27-23.4, 5/27-23.7, 5/27-23.8, 5/27-24.2, 435/, and 110/3.

625 ILCS 5/6-408.5.

23 III.Admin.Code§§ 1.420, 1.430, and 1.440.

CROSS REF.: 6:20 (School Year Calendar and Day), 6:40 (Curriculum Development), 6:70

(Teaching About Religions), 7:190 (Student Discipline); 7:260 (Exemption from Physical Activity)

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