

SB0693



100TH GENERAL ASSEMBLY

State of Illinois

2017 and 2018

SB0693

Introduced 1/30/2017, by Sen. Michael Connelly

SYNOPSIS AS INTRODUCED:

105 ILCS 5/27-22

from Ch. 122, par. 27-22

105 ILCS 5/27-23.11 new

Amends the School Code. Beginning with the 2018-2019 school year, requires every public high school to include in its curriculum instruction in the free enterprise system through a course lasting at least one semester, which each student entering the 9th grade in the 2018-2019 school year or a subsequent school year must successfully complete as a prerequisite to receiving a high school diploma. Requires the State Board of Education to adopt free enterprise content standards and develop the curriculum, carry out appropriate professional development training for teachers of the course, and submit a report to the General Assembly on course implementation. Sets forth minimum areas of instruction to be included in the course.

LRB100 05853 NHT 15878 b

FISCAL NOTE ACT
MAY APPLY

STATE MANDATES
ACT MAY REQUIRE
REIMBURSEMENT

A BILL FOR

1 AN ACT concerning education.

2 **Be it enacted by the People of the State of Illinois,**
3 **represented in the General Assembly:**

4 Section 5. The School Code is amended by changing Section
5 27-22 and by adding Section 27-23.11 as follows:

6 (105 ILCS 5/27-22) (from Ch. 122, par. 27-22)

7 Sec. 27-22. Required high school courses.

8 (a) As a prerequisite to receiving a high school diploma,
9 each pupil entering the 9th grade in the 1984-1985 school year
10 through the 2004-2005 school year must, in addition to other
11 course requirements, successfully complete the following
12 courses:

13 (1) three years of language arts;

14 (2) two years of mathematics, one of which may be
15 related to computer technology;

16 (3) one year of science;

17 (4) two years of social studies, of which at least one
18 year must be history of the United States or a combination
19 of history of the United States and American government;
20 and

21 (5) One year chosen from (A) music, (B) art, (C)
22 foreign language, which shall be deemed to include American
23 Sign Language or (D) vocational education.

1 (b) As a prerequisite to receiving a high school diploma,
2 each pupil entering the 9th grade in the 2005-2006 school year
3 must, in addition to other course requirements, successfully
4 complete all of the following courses:

5 (1) Three years of language arts.

6 (2) Three years of mathematics.

7 (3) One year of science.

8 (4) Two years of social studies, of which at least one
9 year must be history of the United States or a combination
10 of history of the United States and American government.

11 (5) One year chosen from (A) music, (B) art, (C)
12 foreign language, which shall be deemed to include American
13 Sign Language, or (D) vocational education.

14 (c) As a prerequisite to receiving a high school diploma,
15 each pupil entering the 9th grade in the 2006-2007 school year
16 must, in addition to other course requirements, successfully
17 complete all of the following courses:

18 (1) Three years of language arts.

19 (2) Two years of writing intensive courses, one of
20 which must be English and the other of which may be English
21 or any other subject. When applicable, writing-intensive
22 courses may be counted towards the fulfillment of other
23 graduation requirements.

24 (3) Three years of mathematics, one of which must be
25 Algebra I and one of which must include geometry content.

26 (4) One year of science.

1 (5) Two years of social studies, of which at least one
2 year must be history of the United States or a combination
3 of history of the United States and American government.

4 (6) One year chosen from (A) music, (B) art, (C)
5 foreign language, which shall be deemed to include American
6 Sign Language, or (D) vocational education.

7 (d) As a prerequisite to receiving a high school diploma,
8 each pupil entering the 9th grade in the 2007-2008 school year
9 must, in addition to other course requirements, successfully
10 complete all of the following courses:

11 (1) Three years of language arts.

12 (2) Two years of writing intensive courses, one of
13 which must be English and the other of which may be English
14 or any other subject. When applicable, writing-intensive
15 courses may be counted towards the fulfillment of other
16 graduation requirements.

17 (3) Three years of mathematics, one of which must be
18 Algebra I and one of which must include geometry content.

19 (4) Two years of science.

20 (5) Two years of social studies, of which at least one
21 year must be history of the United States or a combination
22 of history of the United States and American government.

23 (6) One year chosen from (A) music, (B) art, (C)
24 foreign language, which shall be deemed to include American
25 Sign Language, or (D) vocational education.

26 (e) As a prerequisite to receiving a high school diploma,

1 each pupil entering the 9th grade in the 2008-2009 school year
2 or a subsequent school year must, in addition to other course
3 requirements, successfully complete all of the following
4 courses:

5 (1) Four years of language arts.

6 (2) Two years of writing intensive courses, one of
7 which must be English and the other of which may be English
8 or any other subject. When applicable, writing-intensive
9 courses may be counted towards the fulfillment of other
10 graduation requirements.

11 (3) Three years of mathematics, one of which must be
12 Algebra I, one of which must include geometry content, and
13 one of which may be an Advanced Placement computer science
14 course if the pupil successfully completes Algebra II or an
15 integrated mathematics course with Algebra II content.

16 (4) Two years of science.

17 (5) Two years of social studies, of which at least one
18 year must be history of the United States or a combination
19 of history of the United States and American government
20 and, beginning with pupils entering the 9th grade in the
21 2016-2017 school year and each school year thereafter, at
22 least one semester must be civics, which shall help young
23 people acquire and learn to use the skills, knowledge, and
24 attitudes that will prepare them to be competent and
25 responsible citizens throughout their lives. Civics course
26 content shall focus on government institutions, the

1 discussion of current and controversial issues, service
2 learning, and simulations of the democratic process.
3 School districts may utilize private funding available for
4 the purposes of offering civics education.

5 (6) One year chosen from (A) music, (B) art, (C)
6 foreign language, which shall be deemed to include American
7 Sign Language, or (D) vocational education.

8 (7) Beginning with pupils entering the 9th grade in the
9 2018-2019 school year and each school year thereafter, one
10 semester of free enterprise education under Section
11 27-23.11 of this Code.

12 (f) The State Board of Education shall develop and inform
13 school districts of standards for writing-intensive
14 coursework.

15 (f-5) If a school district offers an Advanced Placement
16 computer science course to high school students, then the
17 school board must designate that course as equivalent to a high
18 school mathematics course and must denote on the student's
19 transcript that the Advanced Placement computer science course
20 qualifies as a mathematics-based, quantitative course for
21 students in accordance with subdivision (3) of subsection (e)
22 of this Section.

23 (g) This amendatory Act of 1983 does not apply to pupils
24 entering the 9th grade in 1983-1984 school year and prior
25 school years or to students with disabilities whose course of
26 study is determined by an individualized education program.

1 This amendatory Act of the 94th General Assembly does not
2 apply to pupils entering the 9th grade in the 2004-2005 school
3 year or a prior school year or to students with disabilities
4 whose course of study is determined by an individualized
5 education program.

6 (h) The provisions of this Section are subject to the
7 provisions of Section 27-22.05 of this Code and the
8 Postsecondary and Workforce Readiness Act.

9 (Source: P.A. 98-885, eff. 8-15-14; 99-434, eff. 7-1-16 (see
10 P.A. 99-485 for the effective date of changes made by P.A.
11 99-434); 99-485, eff. 11-20-15; 99-674, eff. 7-29-16.)

12 (105 ILCS 5/27-23.11 new)

13 Sec. 27-23.11. Free enterprise education.

14 (a) The General Assembly makes the following findings and
15 declarations:

16 (1) A flourishing economy arises from private sector
17 initiative and entrepreneurship working in a free market
18 protected by the rule of law and nurtured by limited
19 government that guarantees private ownership rights,
20 economic liberty, and equality of opportunity. The
21 foundation of a growing national economy, the free
22 enterprise system creates wealth, jobs, and prosperity and
23 sustains political stability.

24 (2) The American free enterprise system depends on
25 well-educated citizens. Today, too many students in the

1 United States do not understand the basic characteristics
2 of the free enterprise system and its importance to
3 economic growth and the creation of wealth and jobs. These
4 students do not understand the free enterprise system's
5 central role in the tremendous economic growth experienced
6 in the United States since its founding, as well as the
7 challenges faced by individuals, companies, and
8 entrepreneurs in establishing, building, and managing a
9 business and their contributions to American society.

10 (3) Most efforts by federal and state governments have
11 generally focused on economics and personal financial
12 literacy, but a full and complete understanding of the
13 American free enterprise system requires a diligent study
14 of not only economics and personal finance but also other
15 disciplines, including history, political science,
16 geography, culture, and current events.

17 (4) According to the Council for Economic Education's
18 2009 Survey of the States, titled Economic and Personal
19 Finance Education in Our Nation's Schools, 21 states now
20 require an economics course as a high school graduation
21 requirement while 13 states require students to take
22 personal finance (individually or as a component of an
23 economics course) as a high school graduation requirement.
24 Four states require a course in entrepreneurship as a
25 component of a high school course (usually economics) in
26 order to graduate.

1 (5) These efforts have met with limited success. The
2 Nation's Report Card, the most recent test of students in
3 economics at grade 12 in the National Assessment of
4 Educational Progress, shows the overall average economics
5 score to be at the Basic achievement level on a 3-tiered
6 system of Basic, Proficient, and Advanced.

7 (6) Although the United States Congress provides funds
8 to promote student economic and personal financial
9 literacy through the federal Excellence in Economic
10 Education Act of 2001, the Act focuses narrowly upon the
11 promotion of economic and personal financial literacy,
12 rather than a study of the American free enterprise system,
13 which requires an interdisciplinary study of economics,
14 political science, history, geography, culture, and
15 current events.

16 (7) In recent years, Americans have endured difficult
17 economic circumstances, resulting in the loss of millions
18 of jobs, businesses, and homes. Only a vibrant free
19 enterprise system can meet the challenge our nation faces
20 to revive the economy, to restore the millions of jobs
21 lost, and to create the millions of new jobs needed in
22 coming years simply to track population growth. Students
23 should have a thorough understanding of the crucial role
24 the American free enterprise system has played and can
25 continue to play in achieving economic growth and
26 prosperity and political stability in the United States.

1 (8) The study of the free enterprise system is critical
2 to the development of students as productive citizens who
3 understand the American economic and political system and
4 the critical and central role of American business and
5 entrepreneurs in the creation of wealth, jobs, and economic
6 growth and prosperity.

7 (b) Beginning with the 2018-2019 school year, every public
8 high school shall include in its curriculum instruction in the
9 free enterprise system through a course lasting at least one
10 semester, which each student entering the 9th grade in the
11 2018-2019 school year or a subsequent school year must take.

12 (c) The State Board of Education shall adopt free
13 enterprise content standards consistent with this Section. The
14 State Board of Education shall determine or otherwise develop
15 the curriculum, which shall include, at a minimum, the areas of
16 instruction designated in subsection (f) of this Section. In
17 carrying out this subsection (c), the State Board of Education
18 may contract with one or more organizations that have expertise
19 in the development of standards and curriculum in the areas of
20 instruction designated in subsection (f) of this Section.

21 (d) The State Board of Education shall carry out
22 appropriate professional development training for teachers of
23 the free enterprise course required under this Section. In
24 carrying out this subsection (d), the State Board of Education
25 may contract with one or more organizations that have expertise
26 in the areas of instruction designated in subsection (f) of

1 this Section.

2 (e) Not later than 18 months after the effective date of
3 this amendatory Act of the 100th General Assembly, the State
4 Board of Education shall submit a report to the General
5 Assembly on implementation of this Section.

6 (f) At a minimum, the following areas of instruction shall
7 be included in the free enterprise course required under this
8 Section:

9 (1) The basic characteristics of a free enterprise
10 system, including the roles played by the rule of law,
11 private property ownership, profit and loss, competition
12 and regulation, supply and demand, consumers and
13 producers, and technological innovation in creating and
14 sustaining a free enterprise system.

15 (2) The benefits of economic growth, wealth creation,
16 and technological innovation and the role played by the
17 free enterprise system in achieving these benefits as
18 compared to other economic systems.

19 (3) The importance of the rule of law, private
20 ownership rights, economic liberty, and equality of
21 opportunity to the free enterprise system, and the role of
22 the United States Constitution and Declaration of
23 Independence in preserving these rights and freedoms.

24 (4) The impact of government spending, regulations,
25 and tax, monetary, and trade policies upon economic growth,
26 entrepreneurship, productivity, and technological

1 innovation.

2 (5) The opportunities presented by, and the challenges

3 of, starting a business.