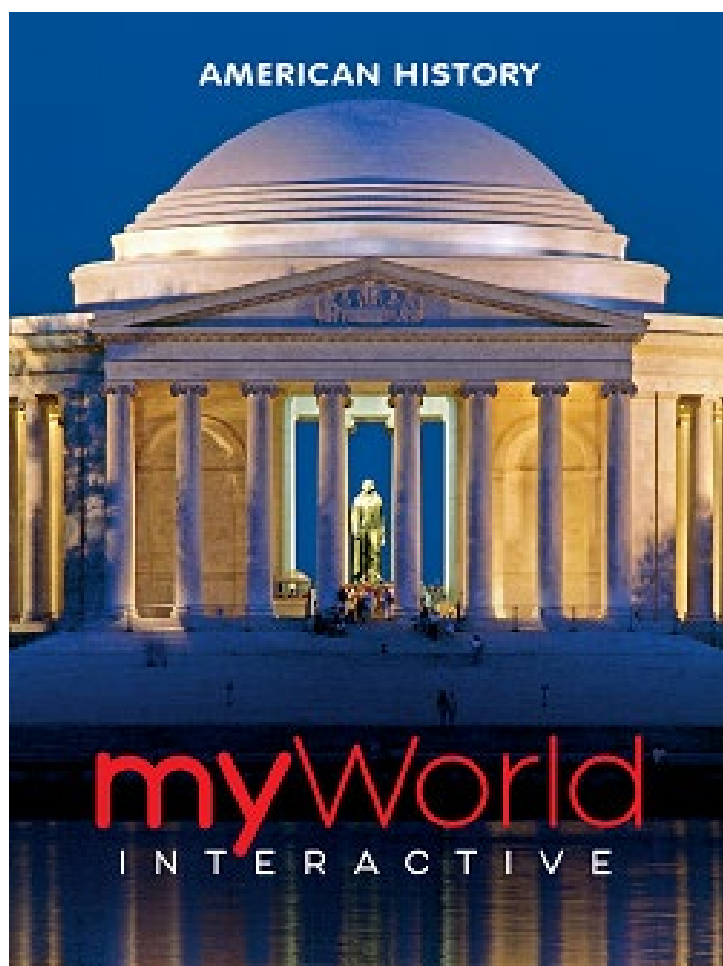


**A Correlation of
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to the
**Illinois Mandated Units of Study
Grades 6-8**

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Illinois Mandated Units of Study

American History, myWorld Interactive is aligned to the areas of study mandated by the Illinois School Code and the Illinois Administrative Code, as of March 2022. Statutory and regulatory references are included for all curriculum areas.

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<p align="center">Illinois Mandated Units of Study Grades 6–8 2022</p>	<p align="center">myWorld Interactive American History ©2019</p>
<p>Holocaust and Genocide 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.</p>	<p>SE/TE: Topic 14, Lesson 4: The Holocaust, 884 Topic 15, Lesson 7: Communism in Cambodia, 951-952</p>

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<p>Black History 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 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.</p>	<p>SE/TE: Topic 2: Lesson 1: The Transatlantic Slave Trade, 63-64 Topic 2: Lesson 2: Africans Arrive in Virginia, 76 Topic 2: Lesson 4: Pennsylvania Expands, 96 Topic 2: Lesson 5: The Slave Trade Expands, 107-109 Topic 2: Lesson 6: African Influences in the Colonies, 112 Topic 3: Lesson 5: How Did African Americans Serve in the War?, 181-183; Biography: Phillis Wheatley, 181 Topic 4: Lesson 2: The Three-Fifths Compromise, 207-208 Topic 5: Lesson 5: African Americans in the War, 313-314 Topic 5: Lesson 6: How Did Sectionalism Affect the Early Republic?, 317-319 Topic 7: Quest Document-Based Writing Inquiry: Slavery and Abolition, 408 Topic 7: Lesson 2: African Americans Face Discrimination, 429-430 Topic 7: Lesson 3: King Cotton and Life in the South, 431-442 Lesson 4: Abolitionism, 443-451 Topic 7: Lesson 5: Expanding Education for African Americans, 457 Topic 8: Lesson 1: Conflicts and Compromise, 479-488 Topic 8: Lesson 2: Growing Tensions, 489-500 Topic 8: Lesson 5: Lincoln’s Emancipation Proclamation, 520-522; Why Did African Americans Fight for the Union?, 523-524 Topic 9: Lesson 1: The Freedman’s Bureau Addresses Economic and Social Needs, 555; The Thirteenth Amendment Changes Life in the United States, 556 Topic 9: Lesson 2: Primary Sources: Frederick Douglass, “What the Black Man Wants,” 564 Topic 9: Lesson 3: Reconstruction and Southern Society, 566-573 Topic 9: Lesson 4: The Aftermath of Reconstruction, 574-579 Topic 10: Lesson 2: African Americans Move West, 603</p>

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<p>Continued: Black History</p>	<p>Continued: Topic 11: Lesson 5: Discrimination Against African Americans, 692-694 Topic 12: Lesson 6: African American Soldiers, 763-764 Topic 13: Lesson 4: Racial Tensions Rise, 810-811 Topic 13: Lesson 7: African Americans Face Hard Times, 837 Topic 14: Lesson 3: New Opportunities for Women and African Americans, 868-871 Topic 15: Lesson 4: The Civil Rights Movement, 916-927 Primary Sources: Martin Luther King, Jr., “I Have a Dream,” 928</p>

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<p>History of Women 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.</p>	<p>SE/TE: Topic 2: Lesson 2: Women in Jamestown, 76 Topic 2: Lesson 6: Colonial Social Classes, 110-120 Topic 3: Lesson 3: A Boycott Against Tea, 155 Topic 3: Lesson 5: How Did Women Contribute to the War Effort?, 180-181 Topic 7: Lesson 2: Women Organize, 427 Topic 7: Lesson 5: Social Reform Movements, 454-456; Early Calls for Women's Rights, 458-459; How Did the Women's Movement Start?, 460-461; Women Gain New Opportunities, 461-463 Topic 7: Lesson 6: Women Writers Flourish, 468-469 Topic 8: Lesson 5: Biography: Mary Edwards Walker, 529; Women Contribute to the War Effort, 530 Topic 10: Lesson 5: Women in the Workplace, 634-635 Topic 11: Lesson 2: What Was the Settlement House Movement?, 667-668 Topic 11: Lesson 5: What Was the Path to Women's Suffrage?, 687-688; What Did the Nineteenth Amendment Guarantee, 688-689; What New Opportunities Opened Up for Women?, 689-692 Topic 12: Lesson 5: Women Enter the Work Force, 758 Topic 13: Lesson 2: How Did Women's Lives Change During the 1920s, 791-792 Topic 13: Lesson 3: Flapper Fashion, 798 Topic 13: Lesson 7: How did the Depression Affect Women?, 835-836 Topic 14: Lesson 3: New Opportunities for Women and African Americans, 868-871 Topic 15: Lesson 5: The Women's and Gay Rights Movements, 933-935</p>

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<p>Irish Famine 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.</p>	<p>SE/TE: From Ireland and Germany, 427–428</p> <p>TE Only: Common Misconceptions: The Potato, 44 Differentiated Instruction: Advanced, 476</p>
<p>Asian American History 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.</p>	<p>SE/TE: Angel Island, 655–656 The Government Restricts Asian Immigration, 695–697 Analyze Graphs: Asian Immigration to the United States, 697 How Was Immigration Restricted?, 809 Asian Americans, 838 Asian Americans, 932 Immigration Brings Changes and Challenges, 1038</p> <p>Realize Digital Resource: Topic 11>Lesson 1>Interactive Chart: Immigration 1870–1910 Topic 17>Lesson 4>Interactive Before and After: America's Changing Demographics</p>

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<p>Patriotism and Principles of Representative Government Sec. 27-3. 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 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>SE/TE: Topic 3, Lesson 4: The Move Towards Independence, 165-177 Topic 4, Lesson 3: Ideas That Influenced the Constitution, 210-216 Topic 4, Lesson 4: Federalists, Antifederalists, and the Bill of Rights, 217-224 Topic 4, Lesson 5: Understanding the Constitution, 225-236 Topic 4, Lesson 6: Federalism and Amendments, 237-246 Topic 4, Lesson 7: Citizens' Rights and Responsibilities, 247-253 Declaration of Independence, 1046-1047 Constitution Quick Study Guide, 1048-1049 United States Constitution, 1050-1071</p>
<p>Sec. 27-21. History of United States. 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 U.S. History must include study of all of the topics outlined in Section 27-21 of the School Code. 105 ILCS 5/27-21.</p>	
<p>Civics Section 27-21 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.</p>	<p>SE/TE: Topic 3, Lesson 4: The Move Towards Independence, 165-177 Topic 4, Lesson 3: Ideas That Influenced the Constitution, 210-216 Topic 4, Lesson 4: Federalists, Antifederalists, and the Bill of Rights, 217-224 Topic 4, Lesson 5: Understanding the Constitution, 225-236 Topic 4, Lesson 6: Federalism and Amendments, 237-246 Topic 4, Lesson 7: Citizens' Rights and Responsibilities, 247-253 Topic 15, Lesson 1: What Postwar Alliances Were Formed?, 896-898 Declaration of Independence, 1046-1047 Constitution Quick Study Guide, 1048-1049 United States Constitution, 1050-1071</p>

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<p>African Americans and Other Ethnic Groups Section 27-21 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, 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>	<p>SE/TE:</p> <p>Topic 2: Lesson 5: The Backcountry Farther Inland, 105-106</p> <p>Topic 2: Lesson 6: African Influences in the Colonies, 112</p> <p>Topic 3: Lesson 5: How Did African Americans Serve in the War?, 181-183; Biography: Phillis Wheatley, 181</p> <p>Topic 5: Lesson 5: African Americans in the War, 313-314</p> <p>Topic 6: Lesson 7: The Effects of Migration to California, 400-401</p> <p>Topic 7: Lesson 2: How Did Ethnic Minorities Fair in the North?, 427-428; A Reaction Against Immigrants, 428-429; African Americans Face Discrimination, 429-430</p> <p>Topic 7: Lesson 3: King Cotton and Life in the South, 431-442</p> <p>Topic 7: Lesson 4: Abolitionism, 443-451</p> <p>Topic 8: Lesson 1: Conflicts and Compromises, 479-488</p> <p>Topic 10: Lesson 2: How Did the Homestead Act Affect the West?, 602-604</p> <p>Topic 11: Quest Document-Based Writing Inquiry: Effects of Immigration, 652</p> <p>Topic 11: Lesson 1, A New Wave of Immigration, 653-660</p> <p>Topic 11: Lesson 5: Progress and Setbacks for Social Justice, 687-698</p> <p>Topic 12: Lesson 6: African American Soldiers, 763-734</p> <p>Topic 13: Lesson 4: How Was Immigration Restricted, 809; Racial Tensions Rise, 810-811</p> <p>Topic 13: Lesson 7: African Americans Face Hard Times, 837</p> <p>Topic 14: Lesson 3: New Opportunities for Women and African Americans, 868-871</p> <p>Topic 15: Lesson 4: The Civil Rights Movement, 916-927; Primary Sources: Martin Luther King, Jr., "I Have a Dream," 928</p> <p>Topic 17: Lesson 4: How Has Society Changed?, 1038-1039</p>

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<p>Hispanic Americans Section 27-21 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.</p>	<p>SE/TE: Topic 13: Lesson 7: How Did Other Americans Weather the Depression? , 838-839</p>
<p>Lesbian, Gay, Bisexual, and Transgender People Section 27-21 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.</p>	<p>SE/TE: Topic 15: Lesson 5: Gay and Lesbian Rights Movement, 934-935 Topic 17: Lesson 4: Questions Over Rights, 1039</p>
<p>Labor Unions Section 27-21 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>	<p>SE/TE: Topic 7: Lesson 2, Industrialization and Immigration, 422-430 Topic 10: Lesson 5: The Labor Movement, 631-637 Topic 13: Lesson 6, Roosevelt’s New Deal, 821-833</p>

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<p>History of Illinois Section 27-21 Beginning with the 2020-2021 school year, the teaching of history must also include instruction on the history of Illinois.</p>	<p>SE/TE: Mound Builders, 15 An Orderly Expansion, 201–202 Efforts to Make Peace, 362 The National Road, 372 The Mormons Move West, 397 Farm Machines, 419 Analyze Images, 449 How Did the Dred Scott Case Affect the Nation?, 493–494 How Did Abraham Lincoln Come to Lead the Republican Party?, 496–497 How Did the Haymarket Riot Hurt Workers?, 633 Labor Faces Challenges, 635–637 Refrigeration, 641 Improvements in Offices and Homes, 641–642 Geography Skills: Chicago Neighborhood, 659 African American Migration, 664 How Did Status Define City Neighborhoods?, 665 Who Was Jane Addams?, 667–668 How Did Addams and Hull House Promote Reform?, 668 How Did Muckrakers Push for Reforms?, 675–676 Analyze Images, 676 Seeking Reform, 690 Touching the Sky, 699–700 Analyze Images, 701 Urban Migration, 758–759 The Rise of Jazz Music, 799 Geography Skills: The Great Migration, 1910–1940, 810 The Great Migration, 811</p> <p>TE Only: Differentiated Instruction: Below Level, 636 History Background: Chicago World’s Fair, 640 Differentiated Instruction: Advanced, 665</p> <p>Realize Digital Resources: Topic 10>Introduction>Topic Video: The McCormicks, Strike and Violence in Chicago</p>

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<p>Americans of Different Faith Practices Section 27-21 The teaching of history shall include the contributions made to society by Americans of different faith practices, including, but not limited to, Muslim Americans, Jewish Americans, Christian Americans, Hindu Americans, Sikh Americans, Buddhist Americans, and any other collective community of faith that has shaped America.</p>	<p>SE/TE: The Pilgrims, 79–80 Forming Massachusetts Bay Colony , 83 Which New Colonies Formed Over Religious Differences?, 84–86 The Puritans Leave a Lasting Legacy , 89 The Quakers Seek Religious Freedom, 94–95 Human Rights Are Often Ignored, 108–109 What Was the Impact of a New Religious Movement?, 114–116 The Growth of Colleges, 117 Analysis Skills: Detect Historical Points of View, 291 The First American Mill, 411 Immigrants Enrich the Nation, 428 What Form Did Early Opposition to Slavery Take?, 443–444 The Second Great Awakening and Its Causes, 453–455 Expanding Education for African Americans, 457 Reforms for People With Disabilities, 457–458 The Contributions of Lucretia Mott and Elizabeth Cady Stanton, 459 American Poetry, 466 Angel Island , 655 A New Wave Brings New People, 657 How Did Religious Groups Help?, 666 What Caused the Montgomery Bus Boycott?, 919–920 A Strong Leader, 921–922 Some Call for Separation, 925 Social and Political Causes, 966</p> <p>TE Only: Classify, 655</p>

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<p>Disability History and Awareness 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.</p>	<p>SE/TE: Reforms for People with Disabilities, 457-458 Social Security, 829</p>

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