

High School Graduation Requirements 2006-07 Michigan Merit Curriculum

House Version – HB 5606	Senate Version – SB 1124	Enrolled HB 5606 / SB 1124
Implementation date: with Grade 9 in 2006-07 unless the SBE does adopt the Course Content Expectations (CCEs) by April 15, 2006	Implementation date: with Grade 9 in 2007-08	Implementation date: with Grade 8 beginning in 2006-07 (Gr 9 in '07-08); full implementation contingent on CCEs
		Credit for a course in the Merit Curriculum must be measured “at least in part” by the pupil’s performance on the MDE End of Course Exam or a LEA assessment determined to measure the CCEs; pupils shall also receive credit if they successfully “test out” of a course in the Michigan Merit Curriculum
4 credits of Math; 1 credit required at the Senior level; requires Algebra II; middle school course may be granted high school credit	4 credits Math; 1 credit required at the Senior level; middle school course may be granted high school credit; there are alternative provisions for Algebra II	4 credits Math; 1 credit required at the Senior level; must include Algebra, Geometry, Algebra II plus one credit [see below - personal curriculum modification]
4 credits of ELA	4 credits of ELA	4 credits of ELA; no modification
3 credits of Social Science	3 credits of Social Studies	3 credits of Social Science; must include 1 credit US History & Geography, 1 credit World History & Geography, ½ credit in economics and a Civics course (see below – personal curriculum modification]
3 credits of Science; middle school course may be granted high school credit	3 credits of Science; middle school course may be granted high school credit	3 credits of Science; must include Biology, either Chemistry or Physics; Legislature “strongly encourages” 4 th credit of Science; no modification

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1 credit health and physical education; MDE CCEs may provide opt-out of PE for physical activity but not health	1 credit health and physical education; MDE CCEs may provide opt-out of PE for physical activity but not health	1 credit in course that includes BOTH health and physical education [see below – personal curriculum modification]
1 credit on-line learning “experience”	1 credit on-line learning “experience” or integrated on-line learning	1 credit on-line course or learning experience or pupil completes an integrated on-line experience; district “shall provide” basic technology and internet access
1 credit visual, performing or applied arts	1 credit visual, performing, or applied arts	1 credit visual, performing or applied arts [see below – personal curriculum modification]
Requires MDE to develop curriculum “guidelines” for when districts should offer foreign language; encourages both at elementary and secondary level	Beginning with Grade 9 in 2009-10, 2 credits foreign language either at elementary and/or secondary level	Beginning with Grade 3 in 2006-07, 2 credits of a “language other than English” taken in Grades 9-12 or taken any time in pupil’s K-12 instruction (if equivalent to CCEs); no modification but does include American Sign Language as a “foreign language”
	Beginning with Grade 7 in 2006-07, requires Career Pathway curriculum and EDP	Beginning with Grade 7 in 2006-07, requires Career Pathway curriculum and EDP
Amends Section 380.1280 accreditation as the punitive language for non-compliance	Does not amend Section 380.1280	Amends Section 380.1280 accreditation as the punitive language for non-compliance
Requires MDE to develop voluntary end-of-course exams for Merit curriculum	Requires MDE to develop voluntary end-of-course exams for Merit curriculum	Requires MDE to develop voluntary end-of-course exams for Merit curriculum; however, districts may also use LEA assessment to determine competency

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<p>Provides a district waiver if teacher supply does not provide adequate highly qualified teachers to meet Merit curriculum</p>	<p>Provides a broader school district waiver</p>	<ul style="list-style-type: none"> ▪ Provides a district waiver if teacher supply does not provide adequate ‘highly qualified’ teachers to meet Merit curriculum (district would develop a hiring plan); ▪ Provides a waiver if district cannot meet all requirements (district would develop a phase-in implementation plan) – waiver void if Ed Flex adopted ▪ Provides a waiver if Ed Flex adopted by the Legislature <p>There is also a specific waiver for the State Superintendent to provide up to 15 “specialty schools” broad waivers [no modification of ELA and Social Science and conditional waivers for other credits]</p>
<p>Provides for the development of a student “alternative curriculum plan” involving parents and students and school officials</p>	<p>Provides for the development of a student “alternative curriculum plan” involving parents and students and school officials</p>	<ul style="list-style-type: none"> ▪ Provides for a “Personal Curriculum Plan”; developed by Parent, HS Counselor, Principal / designee; driven by the pupil’s EDP; agreed to by the parent and Superintendent / designee; each teacher must provide quarterly progress reports to student and parent; an IEP shall define student with disabilities personal plan

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		<p>Personal Curriculum Plan changes:</p> <ul style="list-style-type: none"> ▪ ELA not subject to modification ▪ Science not subject to modification ▪ Math, > 2.5 credits, pupil must complete 3.5 credits w/ 1 credit Senior Year; Algebra II credit (> 2 Math credits) may be modified by: 1 successful semester of Algebra II or 1 credit of Algebra II taken over 2 years or CTE w/ same content as Algebra II ▪ Social Science may be modified only after 2 credits completed including Civics – pupil may then complete requirement with one additional credit of either ELA, Math, Science or Language other than English ▪ Health and Physical Education may be modified only if the pupil completes one additional credit of either ELA, Math, Science or Language other than English ▪ Visual, Performing or Applied Arts may be modified only if the pupil completes one additional credit of either ELA, Math, Science or Language other than English

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	Provides some flexibility for districts in sequencing of Math and Science courses	Clarifies that the Merit Curriculum is “in addition to” anything required by the local board of education
		Districts are required to provide all elements of the Merit Curriculum and provide access to all pupils (either directly or through Post-secondary Options, Virtual Learning or Cooperative Agreements)
		Requires that a district “shall” provide High School Credit for the Merit Curriculum for any pupil taking a course meeting the CCEs in Grades 6-8 (there is no course limit to math or science)
		Districts or ISDs that operate CTE programs are “strongly encouraged” to integrate the course requirements of the Merit Curriculum into those programs
		District is required, if a student is at risk of dropping out, to notify the parent of pupil’s right to Tutoring or NCLB Supplemental Services or other services
		SBE is expected to develop the CCEs with broad group input; define several terms as well as to provide districts “guidelines for alternative instructional delivery methods”

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Implementation Plan:

Timeline:	Action Required:
Beginning with Grade 3 in 2006-07	1. A district must determine how they provide Languages other than English; what, if any, courses are taught before High School; will such courses meet the Michigan Merit Curriculum (MMC) Course Content Expectations (CCEs), if so, the district will need to begin documenting those credits for the pupil's High School requirements
Beginning with Grade 9 pupils in 2007-08	2. A district must determine if they are able to provide all required courses; if not, they must determine a plan to provide all pupil's access to the Michigan Merit Curriculum (MMC) under other options; this plan should then be implemented (secure PSOAs, Virtual courses or Cooperative Agreements with area schools)
Beginning with Grade 9 pupils in 2007-08	3. A district must determine if existing courses meet the Course Content Expectations (CCEs) as developed by MDE; do courses match the "course requirements" named; some selective course abandonment might be required or blending of existing courses to meet the CCEs
Beginning with Grade 9 pupils in 2007-08	4. A district must then determine if they have appropriately Highly Qualified teachers (under NCLB) to teach the Michigan Merit Curriculum; if not, they must determine if adequate teacher candidates are available to meet the demand; if not, they then would work with MDE to develop a long-term hiring plan to secure adequate highly qualified teachers for MMC
Beginning with Grade 9 pupils in 2007-08	5. A district must review the MMC to determine their financial ability to implement the plan under the required framework and timeline; if they are unable to do so, they must work with the MDE to develop a phase-in plan for implementation
2006-07	6. A district should review its Middle School curriculum to determine which courses may be offered to pupil's in Grades 6 – 8 that would be taken for High School credit (this would include pupils eligible to take high school courses over one or two years in Middle School); the district is required to provide High School credit for courses that meet the MMC CCEs

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Timeline:	Action Required:
2008-09 when beginning class is in Grade 10; options begin in Grade 11	7. School Officials must begin to determine students for whom a Personal Curriculum Plan modification should be developed; such a plan must meet specific criteria [above]; such a plan requires specific individual participation in development and approval
Beginning with Grade 9 pupils in 2007-08	8. A district should determine if local assessments measure performance of meeting the CCEs; if so, the district may determine to use a local assessment in measuring a pupil's performance for HS credit in the MMC; otherwise the district would use the MDE End of Course Exams
Beginning with Grade 9 pupils in 2007-08	9. A district shall determine if they will use such local assessment or the MDE End of Course Exams for determining credit for the MMC as well as to provide "test out" options for the MMC
Beginning in 2006-07	10. All pupils in Grade 7 must have an EDP developed; parent involvement is expected
2006-07	11. A district must determine if they are able to provide "basic technology and Internet access" to pupils; if not they are required to do so under the MMC
2006-07	12. Districts or ISDs operating CTE programs must review their programs and identify the MMC CCEs that are being taught as a part of their programs; they are encouraged to integrate MMC CCEs into their programs
Beginning with Grade 9 pupils in 2007-08	13. District must provide appropriate parent information relative to eligible tutoring, supplemental services or other LEA services for students at risk of dropping out; some identification of meeting State or Federal criteria may be required

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Appendix A – High School Graduation Requirements – Effective with incoming Grade 8 Pupils in 2006-07¹

Requirement	Specifics	Modification – if applicable
4 Credits of Math	<ul style="list-style-type: none"> ▪ 1 Credit - Algebra I ▪ 1 Credit – Geometry ▪ 1 Credit – Algebra II ▪ OR 3 Credits in integrated course with same content ▪ 1 Additional Credit – such as: Trigonometry, Statistics, Pre-calculus, Calculus, Applied Math, Accounting, Business Math ▪ 1 Credit must be in Senior Year 	<ul style="list-style-type: none"> ▪ All students must have a minimum of 3.5 Credits of Math (including 1 Credit in Senior Year) ▪ After 2.5 Credits; a pupil can modify their personal curriculum IF: <ul style="list-style-type: none"> ○ Successfully completed 1 semester of Algebra II OR ○ Elect to spread Algebra II over 2 years OR ○ Successfully completing the same content of 1 semester of Algebra II in CTE course
4 Credits of English Language Arts		No modification allowed
3 Credits of Social Science	<ul style="list-style-type: none"> ▪ 1 Credit – US History & Geography ▪ 1 Credit – World History & Geography ▪ ½ Credit – Economics ▪ ½ Credit - Civics 	<ul style="list-style-type: none"> ▪ After 2 Credits, including Civics, a pupil can modify their personal curriculum by taking 1 additional credit in: ELA, Math, Science or Language other than English
3 Credits of Science	<ul style="list-style-type: none"> ▪ 1 Credit – Biology ▪ 1 Credit – Chemistry or Physics ▪ Legislature strongly encourages pupils taking a 4th Credit of Science 	<ul style="list-style-type: none"> ▪ No modification allowed
1 Credit of Health and Physical Education	<ul style="list-style-type: none"> ▪ Course must include content on both health and physical education 	<ul style="list-style-type: none"> ▪ Pupil may substitute this course requirement by taking 1 Credit of: ELA, Math, Science or Language other than English
1 Credit in “On-line Learning Experience	<ul style="list-style-type: none"> ▪ Credit may be in on-line course, on-line learning experience or integrated on-line learning 	<ul style="list-style-type: none"> ▪ District <i>shall provide</i> “basic technology and Internet access” ▪ Pupil may substitute this course requirement by taking 1 Credit of: ELA, Math, Science or Language other than English

¹ NOTE: These credits must be measured in part by either an MDE End of Course exam or a LEA equivalent; pupils *shall receive* high school credit a) for completing high school course expectations at below 9th grade, and b) for successfully “testing out” of a course in the Michigan Merit Curriculum.

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Requirement	Specifics	Modification – if applicable
1 Credit of Visual, Performing or Applied Arts	<ul style="list-style-type: none"> ▪ Credit may be earned in any one category of arts 	<ul style="list-style-type: none"> ▪ Pupil may substitute this course requirement by taking 1 Credit of: ELA, Math, Science or Language other than English
2 Credits of a Language other than English ²	<ul style="list-style-type: none"> ▪ MDE will provide guidelines on these credit expectations for ‘foreign language’ ▪ These credits can be earned in high school or anytime throughout the pupil’s K-12 experience 	<ul style="list-style-type: none"> ▪ No modification allowed ▪ American Sign Language does qualify as a “Language other than English”
Education Development Plans (EDP)	<ul style="list-style-type: none"> ▪ EDPs must be developed for all Grade 7 pupils³ ▪ EDP development must include parent, counselor and principal / designee 	<ul style="list-style-type: none"> ▪ All pupil MMC modifications must be supported by their EDP
Personal Curriculum Plan (MMC “modification”)	<ul style="list-style-type: none"> ▪ Must be requested by a parent / guardian ▪ Aligned with the EDP ▪ Developed by parent, counselor and principal / designee ▪ Must be approved by parent and superintendent / designee 	<ul style="list-style-type: none"> ▪ Such a plan must: <ul style="list-style-type: none"> ○ Establish measurable goals for modification ○ Determine a method to evaluate goals ○ Require appropriate teachers to community once each quarter with parent re: pupil’s progress on goals ○ Be revised, if appropriate, using the same development and approval process
Waivers	<ul style="list-style-type: none"> ▪ Inability to find appropriately highly qualified teachers (NCLB) to deliver the MMC ▪ Inability to provide resources for implementation of MMC 	<ul style="list-style-type: none"> ▪ Superintendents will work with Boards of Education and the Michigan Department of Education to develop required waivers and plans
Supplemental Services	<ul style="list-style-type: none"> ▪ If a pupil is at risk of not meeting MMC or dropping out 	<ul style="list-style-type: none"> ▪ District is required to communicate with parent re: tutoring, supplemental or other services to which the pupil is eligible

² This requirement is effective with incoming Grade 3 pupils in 2006-07; if ‘foreign language’ is taken prior to Grade 9, those credits can be counted toward high school curriculum requirements, if the course content meets the MMC CCEs

³ This requirement is effective with incoming Grade 7 pupils in 2006-07