

**Michigan Merit Curriculum
House Bill 5606 and Senate Bill 1124
Public Acts 123 and 124 of 2006**

Requirement	Provisions
Implementation Date	Requirements would first apply to the high school class of 2011.
English Language Arts	<p>4 Credits.</p> <p>No opt-out allowed.</p> <p>High school English Language Arts classes taken in middle school count toward the high school requirement.</p>
Mathematics	<p>4 Credits (Algebra I, Algebra II, Geometry, and 1 Additional).</p> <p>Opt-outs include: going into Career Tech after 2 ½ credits in the Merit Curriculum and getting at least the equivalent content of one semester of Algebra II; spreading Algebra II out over two years and getting two credits; or “successfully completing” at least one semester of an Algebra II class before graduating.</p> <p>High school Math classes taken in middle school count toward the high school requirement.</p> <p>At least 1 Math course must be completed during grade 12.</p>
Science	<p>3 Credits (1 Biology, 1 Chemistry or Physics, and at least 1 additional).</p> <p>No opt-out allowed.</p> <p>High school Science classes taken in middle school count toward the high school requirement.</p>
Social Science	<p>3 Credits (½ Civics, ½ Economics, 1 U.S. History & Geography, 1 World History & Geography).</p> <p>Opt-out is allowed only after two credits (including at least Civics) and only if the third credit is taken in one of the following subject areas: English, Science, Math, or Foreign Language.</p> <p>High school Social Science classes taken in middle school count toward the high school requirement.</p>
Health and Physical Education	<p>1 Credit.</p> <p>Opt-out, but only if the one credit is taken in one of the following areas: English, Science, Math, or Foreign Language.</p>

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Visual, Performing, or Applied Arts	1 Credit. Opt-out, but only if the one credit is taken in one of the following areas: English, Science, Math, or Foreign Language.
Foreign Language (Including American Sign Language)	2 Credits taken in high school or its equivalent in any of grades K-12. Beginning with 2006 3 rd grade pupils. Requirement may be met with online course work.
Online Course	1 Credit, as defined by the Department, or the student’s district must integrate and “online experience” throughout each of the components of the prescribed curriculum. The State Board of Education would be required to determine what basic level technology is needed to complete this requirement.
Total Required Credits	16 - 18
Personalized Curriculum (Monitored by parent and teachers at least quarterly.)	Developed to by the pupil, parent, high school counselor or designee and agreed to by the superintendent. The English Language Arts and Science credit requirements are not subject to modification. Mathematics modifications are allowed only after pupil has completed at least 2 ½ credits of mathematics and only if the pupil successfully completes at least 3 ½ total credits of the requirement before completing high school. Modifications include: going into Career Tech after two credits Merit Curriculum and getting at least the equivalent content of one semester of Algebra II; spreading Algebra II out over two years and getting two credits; or “successfully completing” at least one semester of an Algebra II class before graduating. One Math course must be completed during grade 12. Social Science modifications are allowed only after two credits (including at least Civics) and only if the third credit is an additional credit taken in one of the following subject areas: English, Science, Math, or Foreign Language. Health and Physical Education modifications are allowed only if one additional credit is taken in one of the following areas: English, Science, Math, or Foreign Language. Visual, Performing, or Applied Arts modifications are allowed only if one additional credit is taken in one of the following areas: English, Science, Math, or Foreign Language.
Special Education	If a student receives special education services, his or her Individualized Education Program will identify the most appropriate course of study and necessary academic support for that pupil to proceed with either the requirements of this legislation or more personalized requirements.
At-Risk	If a student does not successfully complete a credit requirement for graduation, or is at risk of dropping out , the district would have to notify the pupil’s parents of the availability of tutoring, counseling, and supplemental educational support programs that are currently provided under the state and federal law.

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<p>Speciality Schools (15 high schools)</p>	<p>Pupils of “Specialty High Schools” are not required to successfully complete the 4 credits in English Language Arts or the 3 credits in Social Science and the school district is not required to ensure that each pupil is offered the curriculum necessary for meeting those credit requirements.</p> <p>All pupils are required to meet the mathematics credit requirements with no modification.</p> <p>All pupils are required to meet the science credit requirements, and at least 1 additional science credit for a total of 4 science credits, with no modification.</p>
<p>Educational Development Plan</p>	<p>Districts must provide students in grade 7 with the opportunity to develop an Education Development Plan. The plan would be developed by the student under the supervision of his or her counselor.</p>
<p>Credit Definition</p>	<p>Districts would determine whether students successfully complete credits. This determination would be based, at least in part, on the student’s performance on one or more assessments aligned with that course content expectations either developed by the Department or the district.</p> <p>There is also a “test-out” option. If the exam used for this option was developed by the Department, the qualifying score would be set by the Department. If the exam was chosen locally, the qualifying score would be determined by the district.</p> <p>The Department would be required to develop end of course exams within three years of the bill’s enactment.</p>
<p>High School Assessment</p>	<p>Districts would be permitted to establish additional requirements. One of these requirements <u>could be</u> participation in the Michigan Merit Exam or MI-Access (for Special Education students), as applicable.</p>
<p>Format for Teaching Content</p>	<p>Schools may use Alternative Instructional Delivery Methods (alternative course work, humanities course sequences, career and technical education, industrial technology courses, or vocational education, or by a combination) to ensure that content expectations for the courses are met, if approved by the Department.</p> <p>Schools are encouraged to incorporate expectations into career and technical education programs.</p> <p>These requirements do not prevent students from satisfying or exceeding these requirements through advanced studies, dual enrollment, or the international baccalaureate program.</p> <p>If a school district does not offer all of the required credits access, to the courses must be made available by another means, such as enrollment in a postsecondary course; enrollment in an online course, cooperative arrangement with a neighboring school district; or granting approval for the pupil to be counted in membership in another school district.</p>

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High Qualified Teachers	All components of the curriculum would be required to be taught by highly qualified teachers, as required by the federal No Child Left Behind Act. If a district can demonstrate that it cannot hire enough highly qualified teachers to meet this bill's requirements, the Department would be required to help the district develop a plan to hire enough highly qualified teachers.
Course Content Expectations	<p>Requires the Department to develop course content expectations or guidelines for all elements of the curriculum, consistent with the State Board's recommended model core academic curriculum content standards, and approved by the State Board.</p> <p>Content expectation shall state in clear and measurable terms what students were expected to know upon completion of each course.</p> <p>The development of expectations/guidelines necessary for Algebra I and the on-line experience must be completed by August 1, 2006. The other expectations must be completed one year in advance of when they will be needed.</p> <p>The Department is required to include parents, school and university personnel, experts in relevant subject areas, representatives from the business community, vocational and career and technical education providers, and government officials in the development of content expectations.</p> <p>The Department is required to allow at least 15 business days for public review and input on the subject area content expectations before they are submitted to the state board for approval.</p> <p>If the Department has not completed content expectations by the required dates, districts would be allowed to align their content with locally adopted standards. However, the Department would have to report to the House and Senate Education Committees every six months on the status of the content expectations. It would have to give reasons it has failed to meet prescribed deadlines, if applicable, until all of the content expectations are approved by the State Board.</p>
Phase-In Plan	If a school district is unable to implement all of the curricular requirements of this section for pupils entering Grade 9 in 2007, the school district may submit a "phase-in plan" for one or more of the requirements to the Department for approval.
Ed Flex Contracts (This would replace the "Phase-In" plan if enacted.)	If a school district does not offer all of the required credits and if legislation is enacted that adds Section 1290 to allow school districts to apply for a contract that waives certain state or federal requirements, then school districts are encouraged to apply for such a contract. The purpose of this contract to improve pupil performance.
Reporting Requirements	The Department must annually report to the Legislature by April 1 of each year on the overall success of the requirements on this legislation.