

## A Career and College Ready Agenda

“Our state took a major leap forward in 2004, with the release of new grade level content expectations in K-8 English Language Arts (ELA) and mathematics. At the time of their release these expectations were considered some of the most rigorous in the nation. Two years later we adopted a rigorous new set of statewide graduation requirements designed to ensure that all students graduate from high school career- and college-ready. No longer is it acceptable to graduate high school with credit based on seat time. Instead, all Michigan students are required to demonstrate proficiency in required academic standards in order to receive a diploma.

By the end of 2008, Michigan had K-12 content expectations in ELA, mathematics, science, and social studies as well the visual and performing arts, physical education/health, and world languages. Subsequent adoption in June 2010

of the Common Core State Standards (CCSS) in mathematics and ELA served to validate Michigan’s already rigorous standards in these content areas, as evidenced by key crosswalk documents. Although in some cases content shifted grades, essentially the content required by the Common Core was already represented in Michigan’s content expectations. This past year, in a message to the Michigan Legislature, Governor Snyder proposed a new public school learning model: students should be able to learn “Any Time, Any Place, Any Way, Any Pace.” These shifts have put a spotlight on the need for teaching rigorous content with multiple access points and opportunities for success. Our challenge now is to support schools with instituting systems of instruction that provide all students with opportunities to learn this content.”

*From Michigan’s ESEA Flexibility Request (pg.23); [http://www.michigan.gov/mde/0,4615,7-140-37818\\_60094---,00.html](http://www.michigan.gov/mde/0,4615,7-140-37818_60094---,00.html)*

Use **technology and tools** strategically in learning and communicating



Use **argument and reasoning** to do research, construct arguments, and critique the reasoning of others

**Communicate and collaborate** effectively with a variety of audiences explanations and design solutions



**Solve problems,** construct explanations and design solutions



## Model Courses

There are varied pathways to help students successfully demonstrate proficiency in meeting the content defined by [Michigan's English Language Arts \(ELA\) Standards](#) for high school. The ELA standards constitute the minimum content for earning the 4 required ELA credits.

Michigan doesn't require end-of-course exams; the only state-required high-school assessment is the Michigan Merit Exam (MME), administered at the end of the student's junior year. This provides districts with flexibility in designing courses that meet the needs of their student population. As guidance for development of local curriculum that fulfills the MMC requirements, the following resources may be helpful:

- [Career and College Readiness Standards Project](#) includes CCSS aligned curriculum and resources to support local school implementation.
- [Tri-State ELA Rubric](#) can be used to evaluate the quality of lessons and units intended to address the CCSS.

Other resources might be available through your ISD/RESA. Texts and other curriculum materials may also serve as course models if they address all of the required standards.

## Implementing the English Language Arts and Literacy in History/Social Studies, Science and Technical Subjects Common Core State Standards

In English Language Arts (ELA) local curriculum will need to consider the capacities of a literate individual as described in the [Common Core State Standards for English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects](#). These capacities define

what it means for students to be career- and college-ready in ELA. The CCSS bring forward several areas of focus. Key characteristics of the ELA CCSS include the following:

- 1 Building knowledge through content-rich nonfiction
- 2 Reading, writing and speaking grounded in evidence from text, both literary and informational
- 3 Regular practice with complex text and its academic language

To meet the MMC requirements it is necessary to fully understand the CCSS. The standards documents themselves provide support and guidance. [Appendix A](#) includes the research that supports the key elements of the standards. Suggestions for complex text can be found in [Appendix B](#). Student writing samples are provided in CCSS ELA [Appendix C](#).