

High School Content Expectations

**Getting the Big Picture:
Making Connections through Collaboration for Success**



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High School Requirements

Legislation signed by Governor Granholm on April 20, 2006 created a set of rigorous high school requirements.

- Cherry Commission on Higher Education and Economic Growth
- Partnership
- Year long study of resources, districts and best practices
- Required for the class 2011



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Credits vs. Courses (cont.)

- Able to be met in variety of ways and in other courses (e.g. CTE, community based learning, independent study/project work, etc.)
- High school credit may be earned for high school level courses taken prior to high school



Credits vs. Courses (cont.)

- Legislation does not prohibit student satisfying credit requirements through:
 - **Dual enrollment**
 - **Advanced Placement**
 - **International Baccalaureate**
 - **Other “early college” experiences or programs**



Sample Student Schedule with Career Technical Education Emphasis

| | Grade 9 | Grade 10 | Grade 11 | Grade 12 |
|----------|-------------------|----------------------------|------------|--------------|
| Period 1 | English 9 | English 10 | English 11 | English 12 |
| Period 2 | Algebra I | Geometry | Algebra II | Math-Related |
| Period 3 | World History | US History | Gov/Econ | Science |
| Period 4 | Biology | Chemistry | CTE | CTE |
| Period 5 | Health/PE | Visual and Performing Arts | | |
| Period 6 | Elective/Elective | Elective/Elective | | |



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7 Period Day

| | Grade 9 | Grade 10 | Grade 11 | Grade 12 |
|----------|-----------------------|-----------------------|-----------------|-----------------|
| Period 1 | English 9 | English 10 | English 11 | English 12 |
| Period 2 | Algebra I | Geometry | Algebra II | Math-Related |
| Period 3 | Earth Science | Biology | Physics | CTE or Elective |
| Period 4 | World History | US History | Government/Econ | CTE or Elective |
| Period 5 | Health/PE | Elective/ Elective | CTE or Elective | CTE or Elective |
| Period 6 | Elective/ Elective | Elective/ Elective | CTE or Elective | CTE or Elective |
| Period 7 | Elective/ Elective | Elective/ Elective | CTE or Elective | CTE or Elective |



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4x4 Block A/B Block

| | Grade 9 | Grade 10 | Grade 11 | Grade 12 |
|---------|-----------|------------|-----------------|-----------------|
| Block 1 | English 9 | English 10 | English 11 | English 12 |
| Block 2 | Algebra 1 | Geometry | Algebra II | Math-Related |
| Block 3 | Health/PE | Elective | CTE or Elective | CTE or Elective |
| Block 4 | Elective | Elective | CTE or Elective | CTE or Elective |

Second Semester or B Schedule

| | Grade 9 | Grade 10 | Grade 11 | Grade 12 |
|---------|------------------|------------|-----------------|-----------------|
| Block 1 | World History | US History | Physics | Gov/ Econ |
| Block 2 | Biology | Chemistry | CTE or Elective | CTE or Elective |
| Block 3 | Visual/Perf Arts | Elective | CTE or Elective | CTE or Elective |
| Block 4 | Elective | Elective | CTE or Elective | CTE or Elective |



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High School Requirements and Content Expectations Overview



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Why...Employers Want

- Strong math and science backgrounds
- Creative problem solvers
- Effective communicators
- Leadership qualities
- Flexibility - ability to adapt



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Why...Student Success

Successful High School Programs incorporate:

- high expectations
- rigorous requirements
- academic studies applied to real-world problems and projects
- challenging career/technical studies in high-demand fields



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What We Know...

College-ready is Work-ready

"...we know that the skills expected for college are also the skills needed to enter today's workforce. So whether students plan further education or work after high school graduation, they need to graduate college-ready."

On Course for Success
ACT



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What We Know... All Students

*The graduation credit requirements are based on **Content Expectations** that:*

- Represent the skills and knowledge that ALL students must have to graduate from high school and be ready for postsecondary options, careers, and active citizenship.
- Challenge all the stakeholders to find the genius in each and every student.



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What We Know...

Performance Matters

What's New

- Meet or exceed content expectations
- Perform and demonstrate competency
- Assign credit based on meeting expectations

Currently

- Pass or fail
- Seat time
- Individual courses



How...Re-thinking

Optimize Opportunities and Options

- Across the Content Areas
- Career and Technical Education
- Special Education
- Support Structures
- Community Resources
- Technology
- Existing Enrichment Programs



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The Expectations

- **Revise and extend** the current Michigan Curriculum Framework High School Standards and Benchmarks.
- They will also become *the basis* for the non-ACT elements within the **Michigan Merit Exam**.



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Content Development Process

Many documents were reviewed in preparing these expectations.

- Builds on the work of the middle school Grade Level Content Expectations
 - i.e. variables and graphing
- Made sure to include ACT content
 - i.e. **A1.2.10** Use special values of the inverse trigonometric functions to solve trigonometric equations over specific intervals (e.g., $2\sin x - 1 = 0$ for $0 \leq x \leq 2$).



Content Development Criteria

- the **relevance** of the topic for secondary school **students**
- the **importance** of the topic in the **workplace** or for informed **citizenship**



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Components of Mathematical Proficiency

Adding It Up, National Research Council, 2001

✓ Conceptual Understanding

- Comprehension of mathematical concepts, operations, and relations

✓ Procedural Fluency

- Skill in carrying out procedures flexibly and accurately

✓ Strategic Competence

- Ability to formulate, represent, and solve mathematical problems

✓ Adaptive Reasoning

- Capacity for logical thought, reflection, explanation, and justification

✓ Productive Disposition

- Habitual inclination to see mathematics as sensible, useful, and worthwhile, coupled with a belief in diligence



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Components of Mathematical Proficiency (cont.)

“The integrated and balanced development of all five strands of mathematical proficiency should guide the teaching and learning of school mathematics.”

National Research Council. 2001. Adding it up: Helping children learn mathematics.

So how do we do this?



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Components of Mathematical Proficiency (cont.)

“Good tasks can help students to develop skills in the context of their usefulness...Such tasks can illuminate mathematics as an intriguing and worthwhile domain of inquiry.”



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Components of Mathematical Proficiency (cont.)

The teacher of mathematics should pose tasks that

- develop students' mathematical understandings and skills
- stimulate students to make connections and develop a coherent framework for mathematical ideas



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Components of Mathematical Proficiency (cont.)

- call for problem formulation, problem solving, and mathematical reasoning
- display sensitivity to, and draw on, students' diverse background experiences and dispositions
- promote the development of all students' dispositions to do mathematics



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High School Content Expectations



ENGLISH LANGUAGE ARTS

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ELA Expectations

New emphasis...

- ✓ Informational Text
- ✓ Writing, speaking, and expressing for multiple purposes
- ✓ Reading fluency, reading comprehension and critical reading
- ✓ Listening and viewing
- ✓ Media
- ✓ The power of language



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Critical Response / Stance

Essential Questions:

- Who do I want to be?
- What can I become in the future?
- Who are my role models?
- What human attributes do I admire?

Thinking:

- Analyze from a different perspective
- Critical analysis
- Creative



Transformational Thinking

Essential Questions:

- What does the world need of me/us?
- What must I know to become who or what I want to become?
- Where and how do I find and learn life's lessons?

Thinking:

- Analogical-patterns
- Looking for the unique or unusual
- Seeking wisdom
- Tolerance of change or chaos



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ELA Expectations

Organized by **strand** and standard

Writing, Speaking, and Representing

- Writing Process (8)
- Personal Growth (4)
- Audience and Purpose (9)
- Inquiry and Research (7)
- Finished Products (5)

Reading, Listening, and Viewing

- Strategy Development (12)
- *Meaning Beyond the Literal Level* (3)
- Independent Reading (8)

Literature and Culture

- Close Literary Reading (10)
- Reading and Response (5)
(varied genre and time periods)
- Text Analysis (6)
- Mass Media (4)

Language

- Effective English Language Use (5)
- Language Variety (5)



ELA Expectations

Constructing Meaning Example

Strand 2: Reading, Listening, and Viewing

Standard – 2.2

Use a variety of reading, listening, and viewing strategies to construct meaning beyond the literal level (e.g., drawing inferences; confirming and correcting; making comparisons, connections, and generalizations; and drawing conclusions).

Expectation – CE2.2.1

Recognize literary and persuasive strategies as ways in which communication can be influenced through imagery, irony, satire, parody, propaganda, overstatement/understatement, omission, and multiple points of view.



Four Dispositions

- Inter-relationships and Self-reliance
- Critical Response / Stance
- Transformational Thinking
- Leadership Qualities

Rigor, Relevance and Relationships



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Consider all “big ideas” the text could support

Big Ideas in *Of Mice and Men*

- Dreams/Visions
- Relationships
- Survival
- Journey



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Determine Culminating Activity

Dreams / Visions

Dispositions (page 4 of the ELA HSCEs):

1. Inter-relationships and Self Reliance

How can I realize my own dreams? How can I use visions to shape my life?

2. Critical Response / Stance

Under what conditions do dreams / visions work positively. What caused the dreams of Lennie, George, Beneatha, Walter, or others to fail?



Determine Culminating Activity

3. Transformational Thinking

What are the patterns for realized dreams/visions?

Where are the patterns for dreams/visions failed or deferred?

4. Leadership Qualities

Based on what I have learned about visions or dreams, what can I do to better plan for successful outcomes for me, for my school, my district, my community, my state, my country, my world?



Now You Are Ready To... Develop a Thematic Unit

Step 1: Begin with the “End in Mind”

Identify the instructional sequence (activities) that will take the students through the text (s) to the culminating activity.



Writing prompts

Focus questions

Answer plans

Research

Critical reading protocol

Profundity scale

Reflective writing (response to literature, journal, note taking...)



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Continue ...

Step 2: Analyze the text (s) for their potential for teaching the ELA HSCEs:

Reading Skills: fluency, comprehension, and critical skills

Writing Skills: author's craft, modes of discourse & writing process

Speaking, Listening, Viewing, and Expressing Skills

Media Skills

Literary Skills: elements and devices historical/cultural perspectives

Language Skills: vocabulary, word study and grammar



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Now it is your turn!

Table Groups

- Identify a recorder (the person with the most buttons)
- Identify all the core literature used in your districts.
- Recorder lists all text on yellow paper. (3 minutes)



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Still your turn...

- From the list of core literature, select the one best known by the group.
- Brainstorm all the “big ideas” that piece of literature could support.
- Record your ideas.
(3 minutes)



Still your turn...

- Think of your selected text and one of your “Big Ideas.”
- Brainstorm text(s) you could “link” with your selected text.
- Think about....



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Select a linking text that:

- Is an unlikely match with your core text
- Will “push” your students’ thinking
- Connects the big idea with your students’ lives
- Together with the selected text, will move students to new knowledge leading to wisdom so they can see the world anew



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You're still "it" ...

- Now, brainstorm what text you could link with your selected text and your "big idea."
- Record your ideas.
(3 minutes)



Tables Share

- Recorder reads table's selected text, big ideas, linking text, and the culminating activities



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MDE Next Steps

August

Michigan Merit Curriculum Credit Requirements

- English 9,10,11,12 Model Unit Descriptions
- Math Credit Models for:
 - Algebra I, II, Geometry,
 - PreCalculus, Statistics,
 - Guidelines for Integrated Courses

Regional Meetings

Website



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MDE Next Steps...

Needs Survey

- Companion Documents
- Professional Development

Feedback Form



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