

HOUSE BILL No. 6052

November 29, 2016, Introduced by Rep. Pagan and referred to the Committee on Education.

A bill to amend 1976 PA 451, entitled
"The revised school code,"
by amending section 1278 (MCL 380.1278), as amended by 2016 PA 170,
and by adding section 1167.

THE PEOPLE OF THE STATE OF MICHIGAN ENACT:

1 SEC. 1167. (1) BEGINNING WITH PUPILS ENTERING GRADE 8 IN 2016,
2 THE BOARD OF A SCHOOL DISTRICT OR BOARD OF DIRECTORS OF A PUBLIC
3 SCHOOL ACADEMY SHALL NOT AWARD A HIGH SCHOOL DIPLOMA TO A PUPIL
4 UNLESS THE PUPIL HAS SATISFACTORILY COMPLETED AT LEAST 40 HOURS OF
5 INSTRUCTION DURING EACH GRADE LEVEL FOR GRADES 9 TO 12 ON
6 SUSTAINABILITY AND ENVIRONMENTAL LITERACY AS DESCRIBED IN THIS
7 SECTION.
8 (2) INSTRUCTION ON SUSTAINABILITY AND ENVIRONMENTAL LITERACY
9 SHALL BE DESIGNED TO ADVANCE A PUPIL'S KNOWLEDGE, CONFIDENCE,
10 SKILLS, AND MOTIVATION TO MAKE DECISIONS AND TAKE ACTIONS THAT

1 CREATE AND MAINTAIN AN OPTIMAL RELATIONSHIP BETWEEN THE PUPIL AND
2 THE ENVIRONMENT AND TO PRESERVE AND PROTECT THE UNIQUE NATURAL
3 RESOURCES OF THIS STATE. INSTRUCTION ON SUSTAINABILITY AND
4 ENVIRONMENTAL LITERACY SHALL PROVIDE A PUPIL AN OPPORTUNITY TO
5 INVESTIGATE AND ANALYZE ENVIRONMENTAL ISSUES, RANGING FROM LOCAL TO
6 GLOBAL PERSPECTIVES, AND TO DEVELOP AND IMPLEMENT A LOCAL ACTION
7 PROJECT THAT PROTECTS, SUSTAINS, OR ENHANCES THE NATURAL
8 ENVIRONMENT. INSTRUCTION ON SUSTAINABILITY AND ENVIRONMENTAL
9 LITERACY SHALL INCLUDE ALL OF THE FOLLOWING TOPICS OR
10 CHARACTERISTICS:

11 (A) INTERACTION OF EARTH'S SYSTEMS, SUCH AS THE BIOSPHERE,
12 GEOSPHERE, HYDROSPHERE, ATMOSPHERE, AND CRYOSPHERE.

13 (B) MOVEMENT OF MATTER AND ENERGY THROUGH INTERACTIONS OF THE
14 EARTH'S SYSTEMS AND THE INFLUENCE OF THIS MOVEMENT ON WEATHER
15 PATTERNS, CLIMATIC ZONES, AND THE DISTRIBUTION OF LIFE.

16 (C) PHYSICAL, CHEMICAL, BIOLOGICAL, AND ECOLOGICAL CONCEPTS
17 APPLIED TO EXPLAIN THE INTERDEPENDENCE OF HUMANS AND ORGANISMS IN
18 POPULATIONS, COMMUNITIES, AND ECOSYSTEMS.

19 (D) CHEMISTRY, PHYSICS, BIOLOGY, AND ECOLOGY CONCEPTS APPLIED
20 TO EXPLAIN POSITIVE AND NEGATIVE IMPACTS OF HUMAN ACTIVITIES ON
21 EARTH'S NATURAL SYSTEMS AND RESOURCES.

22 (E) SCIENCE, SOCIAL STUDIES, ECONOMICS, AND HEALTH CONCEPTS
23 APPLIED TO EXPLAIN POSITIVE AND NEGATIVE IMPACTS OF NATURAL EVENTS
24 AND HUMAN ACTIVITIES ON HUMAN HEALTH.

25 (F) THE INFLUENCE OF INTERACTIONS OF HEREDITY, EXPERIENCE,
26 LEARNING, AND CULTURE ON SOCIAL DECISIONS AND CHANGE.

27 (G) SUSTAINABILITY, INCLUDING ECOLOGICAL, ECONOMIC, POLITICAL,

1 AND SOCIAL SYSTEMS OF HUMAN COMMUNITIES AND HOW INDIVIDUAL AND
2 COLLECTIVE ACTIONS AFFECT THE SUSTAINABILITY OF THESE INTERRELATED
3 SYSTEMS.

4 (H) AN AUTHENTIC CONTEXT FOR THE APPLICATION OF LEARNING.

5 (I) INSTRUCTION THAT ADJUSTS TO THE EVOLVING NATURE AND
6 CONTEXT OF THE CONCEPT OF SUSTAINABILITY.

7 (J) INSTRUCTION THAT BUILDS CAPACITY FOR COMMUNITY-BASED
8 DECISION-MAKING, EMPATHY, ENVIRONMENTAL STEWARDSHIP, WORKFORCE
9 ADAPTABILITY, AND QUALITY OF LIFE.

10 Sec. 1278. (1) In addition to the requirements for
11 accreditation under section 1280 specified in that section, if the
12 board of a school district wants all of the schools of the school
13 district to be accredited under section 1280, the board shall
14 provide to all pupils attending public school in the district a
15 core academic curriculum in compliance with subsection (3) in each
16 of the curricular areas specified in the state board recommended
17 model core academic curriculum content standards developed under
18 subsection (2). The state board model core academic curriculum
19 content standards shall encompass academic and cognitive
20 instruction only. For purposes of this section, the state board
21 model core academic curriculum content standards shall not include
22 attitudes, beliefs, or value systems that are not essential in the
23 legal, economic, and social structure of our society and to the
24 personal and social responsibility of citizens of our society.

25 (2) Recommended model core academic curriculum content
26 standards shall be developed and periodically updated by the state
27 board, shall be in the form of knowledge and skill content

standards that are recommended as state standards for adoption by public schools in local curriculum formulation and adoption, and shall be distributed to each school district in the state. The recommended model core academic curriculum content standards shall set forth desired learning objectives in math, science, reading, history, geography, economics, American government, and writing for all children at each stage of schooling and be based upon the "Michigan K-12 Program Standards of Quality" to ensure that high academic standards, academic skills, and academic subject matters are built into the instructional goals of all school districts for all children. The state board shall ensure that the recommended model core academic curriculum content standards for history for grades 8 to 12 include learning objectives concerning genocide, including, but not limited to, the Holocaust and the Armenian Genocide. **THE STATE BOARD SHALL ENSURE THAT THE RECOMMENDED MODEL CORE ACADEMIC CURRICULUM CONTENT STANDARDS FOR SCIENCE FOR GRADES K-12 INCLUDE LEARNING OBJECTIVES CONSISTENT WITH THE SUSTAINABILITY AND ENVIRONMENTAL LITERACY INSTRUCTION DESCRIBED IN SECTION 1167, AS MODIFIED TO BE AGE-APPROPRIATE.** The state board also shall ensure that the state assessment program and the Michigan merit examination are based on the state recommended model core curriculum content standards, are testing only for proficiency in basic and advanced academic skills and academic subject matter, and are not used to measure pupils' values or attitudes.

(3) The board of each school district, considering academic curricular objectives defined and recommended pursuant to subsection (2), shall do both of the following:

1 (a) Establish a core academic curriculum for its pupils at the
2 elementary, middle, and secondary school levels. The core academic
3 curriculum shall define academic objectives to be achieved by all
4 pupils and shall be based upon the school district's educational
5 mission, long-range pupil goals, and pupil performance objectives.
6 The core academic curriculum may vary from the model core academic
7 curriculum content standards recommended by the state board
8 pursuant to subsection (2).

9 (b) After consulting with teachers and school building
10 administrators, determine the aligned instructional program for
11 delivering the core academic curriculum and identify the courses
12 and programs in which the core academic curriculum will be taught.

13 (4) The board may supplement the core academic curriculum by
14 providing instruction through additional classes and programs.

15 (5) For all pupils, the subjects or courses, and the delivery
16 of those including special assistance, that constitute the
17 curriculum the pupils engage in shall assure the pupils have a
18 realistic opportunity to learn all subjects and courses required by
19 the district's core academic curriculum. A subject or course
20 required by the core academic curriculum pursuant to subsection (3)
21 shall be provided to all pupils in the school district by a school
22 district, a consortium of school districts, or a consortium of 1 or
23 more school districts and 1 or more intermediate school districts.

24 (6) To the extent practicable, the state board may adopt or
25 develop academic objective-oriented high standards for knowledge
26 and life skills, and a recommended core academic curriculum, for
27 special education pupils for whom it may not be realistic or

1 desirable to expect achievement of initial mastery of the state
2 board recommended model core academic content standards objectives
3 or of a high school diploma.

4 (7) The state board shall make available to all nonpublic
5 schools in this state, as a resource for their consideration, the
6 model core academic curriculum content standards developed for
7 public schools pursuant to subsection (2) for the purpose of
8 assisting the governing body of a nonpublic school in developing
9 its core academic curriculum.

10 (8) Excluding special education pupils, pupils having a
11 learning disability, and pupils with extenuating circumstances as
12 determined by school officials, a pupil who does not score
13 satisfactorily on the fourth or seventh grade state assessment
14 program reading test shall be provided special assistance
15 reasonably expected to enable the pupil to bring his or her reading
16 skills to grade level within 12 months.

17 (9) Any course that would have been considered a nonessential
18 elective course under Snyder v Charlotte School Dist, 421 Mich 517
19 (1984), on April 13, 1990 shall continue to be offered to resident
20 pupils of nonpublic schools on a shared time basis.

21 (10) As used in this section, "Armenian Genocide", "genocide",
22 and "Holocaust" mean those terms as defined in section 1168.

23 Enacting section 1. This amendatory act takes effect 90 days
24 after the date it is enacted into law.