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| **MASSCORE FRAMEWORK**  Adopted by the Board of Elementary and Secondary Education in 2007 and amended in 2018, MassCore is a state-recommended program of study intended to align high school coursework with college and workforce expectations. Fulfilling MassCore is just a start. Students should also engage in a full range of additional learning opportunities, such as: accelerated/advanced coursework; capstones or senior projects; dual enrollment courses; online courses; service learning; work-based learning; clubs and student organizations; varsity and intramural athletics; and part-time employment.   | **English Language Arts** | 4 units1 | | --- | --- | | **Mathematics** | 4 units; including completion of Algebra II or the Integrated Math equivalent. A math course during senior year is recommended for all students. Certain **Computer Science** courses can substitute for a mathematics course. | | **Science** | 3 units of lab-based science; coursework in technology/engineering courses may also count for MassCore science credit. Certain **Computer Science** courses can substitute for a laboratory science course. | | **History & Social Science** | 3 units, including U.S. History & World History | | **World Language** | 2 units of the same language | | **Physical Education** | As required by law | | **Arts** | 1 unit | | **Additional Core Courses2** | 5 units | | **WHAT EDUCATORS CAN DO** |
| ***Provide Access to Courses***  Provide students access to appropriately rigorous, standards-aligned coursework and other learning experiences that accommodate the full range of academic, advanced, elective, early college, and career and technical courses students need to excel in college, career, and civic life. A wide range of quality courses (face-to-face, blended, and fully online) expands curricular options for students, includes a range of instructional approaches, and offers students flexibility in meeting their diverse learning needs. Identify opportunities beyond traditional coursework like jobs, internships, and volunteer opportunities that build workplace and interpersonal skills.  ***Ensure Broad Participation***  Set ambitious goals for increasing student participation in rigorous coursework, especially for historically underserved grou ps: students who are English learners, those receiving special education services, economically disadvantaged students, and/or members of racial and ethnic minority groups. Support guidance counselors in helping students and teachers understand that all students can benefit from challenging coursework. Address implicit bias, stereotypes, or misconceptions about who takes advanced coursework.  ***Support High Performance***  Success in ninth grade is highly predictive of later outcomes in high school and beyond: be proactive with students and families in keeping students on track to earn credit in core subjects like English Language Arts, Mathematics, Science, and History and Social Science. Recommend tutoring, counseling, and advising – among other supports - to ensure all students get the academic help they need and are known well by the adults in your school. |
| 1 A **unit** represents a full academic year of study or its equivalent in a subject, but it does not mean that students must be seated in a class for specific number of hours to receive credit for the course; rather, students demonstrate mastery of the knowledge and skills represented by a unit of instruction. Students may also earn credit for “testing out of,” recovering, or accelerating a course on their official high school transcript depending upon individual district policies.  2**Additional core courses** provide flexibility to students seeking to take multiple electives and/or additional coursework to fill specific interests or follow specific career pathways, including Career Technical Education. |
| **DEFINITION OF COLLEGE, CAREER, & CIVIC PREPARATION**  Massachusetts students who are college and career ready and prepared for civic life will demonstrate the knowledge, skills and abilities that are necessary to successfully complete entry-level, credit-bearing college courses, participate in certificate or workplace training programs, enter economically viable career pathways, and engage as active and responsible citizens in our democracy. | **MORE INFORMATION**  College and career readiness supports and initiatives: [www.doe.mass.edu/ccr/initiatives/](http://www.doe.mass.edu/ccr/initiatives/)  MassCore: [www.doe.mass.edu/ccr/masscore/](http://www.doe.mass.edu/ccr/masscore/) |

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| **MASSCORE AND STATE ADMISSIONS STANDARDS**  Taking MassCore means students are more likely to meet the admissions standards of the Massachusetts State University System and the University of Massachusetts (see comparison table below). It gives students a better chance at getting into private colleges as well. Beyond this, MassCore prepares students for college and career success. If students want a job that will support a family, provide health benefits, and offer a chance for career advancement, they’re likely to need an education beyond high school: at least a two-or four-year degree, apprenticeship program, military training, or workplace license or certification.   |  | ***MassCore*** | ***State Admissions Standards*** | | --- | --- | --- | | **English Language Arts** | 4 units | 4 courses[[1]](#footnote-1) | | **Mathematics** | 4 units; including completion of Algebra II or the Integrated Math equivalent. A math course during senior year is recommended for all students. Students may substitute 1 unit of **Computer Science** that includes rigorous mathematical concepts and aligns with the Digital Literacy and Computer Science standards for a mathematics course. | 4 courses (including Algebra I & II and Geometry or Trigonometry, or comparable coursework) including math in senior year. **Computer Science** courses may be considered a mathematics course based on the inclusion of rigorous mathematical concepts and topics. | | **Science** | 3 units of lab-based science; coursework in technology/engineering courses may also count for MassCore science credit. Students may substitute 1 unit of **Computer Science** that includes rigorous scientific concepts and aligns with the Digital Literacy and Computer Science standards for a laboratory science course. | 3 courses of lab-based science (drawn from natural science and/or physical science and/or technology/engineering). **Computer Science** courses may be considered a science course based on the inclusion of rigorous science concepts and topics. | | **History & Social Science** | 3 units, including U.S. History and World History | 2 courses, including U.S. History | | **World Language** | 2 units of the same language | 2 courses of the same language | | **Physical Education** | As required by law | - | | **Arts** | 1 unit | - | | **Additional Core Courses** | 5 units | 2 courses (from the above subjects or from the arts and humanities or computer sciences) | | |
| **WHY MASSCORE?**  **Consider this:** Graduates of four-year colleges earn an average $1.4 million more than high school dropouts. Students who take a challenging program of study like MassCore in high school are more likely to enroll in college, forego academic remediation and earn a college degree.[[2]](#footnote-2) | Chart comparing the unemployment rate (percent) compared to median usual weekly earnings (dollars). The higher the educational attainment, the lower the unemployment rate and the higher weekly earnings. |

1. While the Massachusetts Department of Higher Education refers to “courses” instead of “units”, the meaning (equivalent to one full school year of study) is the same. [↑](#footnote-ref-1)
2. Source: Current Population Survey, U.S. Department of Labor, U.S. Bureau of Labor Statistics, 2017. [↑](#footnote-ref-2)