|  |  |  |
| --- | --- | --- |
|  | **Science Personal Curriculum Plan**  **Anatomy** | Date: |

## STUDENT INFORMATION

Name: DOB: Current Grade:

1. **MMC CREDIT AUDIT – (*Check which credits have already been earned & enter date of completion, 3 credits are required.)***

Biology Completed:

Earth Science

Completed:

Chemistry

Completed:

Physical Science

Completed:

Physics

Completed:

Agricultural Science

Completed:

Additional Science Credit

Completed:

## MMC SCIENCE CREDIT DESCRIPTION

* + 1 credit of Biology required
  + 2 credits of either Chemistry, Physics, Anatomy or Agricultural Science
  + May fulfill 3rd science credit by completing an approved computer science programs, state approved CTE program, or other local district approved science course.

## MMC SCIENCE CONTENT MODIFICATION OPTION

* + Modify content expectations in Anatomy ---only available to students eligible for special education with an IEP

1. **CREDIT MODIFICATION REQUESTED – (*Check & date when modification was completed.)***

Anatomy Completed:

## RATIONALE FOR MODIFICATION:

|  |  |
| --- | --- |
| **7. PERSONAL CURRICULUM – *(List the essential learning standards for the student to achieve. Complete only for students with an IEP who require modified content expectations.)*** | |
| **#** | **Essential Learning Standards – Anatomy** |
| 1. |  |
| 2. |  |
| 3. |  |
| 4. |  |
| 5. |  |
| 6. |  |
| 7. |  |
| 8. |  |

**Instructional methods and assessments should be matched to learner needs. These essential learning standards will be assessed using multiple methods with an aggregate proficiency level of 60% or higher.**

|  |  |  |
| --- | --- | --- |
|  | **Science**  **Personal Curriculum Plan**  **Anatomy** | Date: |

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| --- | --- |
| **7. PERSONAL CURRICULUM – *Complete only for students with an IEP who require modified content expectations*. Below are the High School Content Expectations for this content area, organized under a listing of power standards. The Personal Curriculum allows for the use of a *selection* of these for students with an IEP, noted by circling the numbered expectations.** | |
| **#** | **Essential Learning Standards – Anatomy** |
| 9. |  |
| 10. |  |
| 11. |  |
| 12. |  |
| 13. |  |
| 14. |  |
| 15. |  |
| 16. |  |
| 17. |  |
| 18. |  |
| 19. |  |
| 20. |  |
| 21. |  |
| 22. |  |
| 23. |  |
| 24. |  |
| 25. |  |
| 26. |  |
| 27. |  |

**Instructional methods and assessments should be matched to learner needs. These essential learning standards will be assessed using multiple methods with an aggregate proficiency level of 60% or higher.**

|  |  |  |
| --- | --- | --- |
|  | **Science**  **Personal Curriculum Plan**  **Anatomy** | Date: |

|  |  |  |
| --- | --- | --- |
| Reporting Period | Status\* | Comments |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |

Additional Comments:

# \*Status Key: 1 – All essential learning standards are met

1. – Making progress to meet essential learning standards by the end of semester/trimester
2. – Needs to improve progress to meet essential learning standards by the end of semester/trimester