|  |  |  |
| --- | --- | --- |
|  | **Social Studies Personal Curriculum Plan**  **Civics** | 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.)***

Civics (0.5 credits) Completed:

Economics (0.5 credits) Completed:

US History & Geography Completed:

World History & Geography Completed:

## MMC SOCIAL STUDIES CREDIT DESCRIPTION

* + No modification of Civics (except for Option #1 below)

## MMC SOCIAL STUDIES CREDIT MODIFICATION OPTIONS Option # 1:

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

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

Civics

Option # 1

Completed:

## RATIONALE FOR MODIFICATION:

|  |  |
| --- | --- |
|  |  |
| 1. **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.** | |
| **#** | **High School Content Expectations** |
| C1 | **Foundations of Civics and Political Life – Analyze the roles of both citizens and governments in different political systems, as well as the tools and labels used to define and limit governments** |
| **1** |  |
| **2** |  |
| **3** |  |
| **4** |  |
| **5** |  |
| C2 | **Origins and Foundations of Government of the United States of America – Analyze the role of history (particularly historic documents), including major turning points, in the development of modern United States democracy.** |
| 6 |  |
| 7 |  |
| 8 |  |
| 9. |  |
| 10. |  |

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

|  |  |  |
| --- | --- | --- |
|  | **Social Studies Personal**  **Curriculum Plan**  **Civics** | Date: |

|  |  |
| --- | --- |
| 1. **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.** | |
| **#** | **High School Content Expectations** |
| C3 | **Structure /Function of Government in the United States of America – Identify the major structures and functions of the different branches, agencies and levels of the United States government, with particular attention to how these branches and department interact.** |
| 11. |  |
| 12. |  |
| 13. |  |
| 14. |  |
| C4 | **The Electoral Process – Analyze the process through which individuals are identified and selected to run the State and Federal governments, as well as the policy making process used by those selected.** |
| 15. |  |
| 16. |  |
| 17. |  |
| 18. |  |
| C5 | **The United States of America and World Affairs – Analyze the political, economic and social role of the United States in world affairs, both past and present.** |
| 19. |  |
| 20. |  |
| 21. |  |
| C6 | **Citizenship in the United States – Describe the meaning of citizenship in the Untied States, as well as the rights, privileges and controversies surrounding citizenship.** |
| 22. |  |
| 23. |  |
| 24. |  |
| 25. |  |
| C7 | **Citizenship in the Action – Use inquiry and discourse to engage in civic inquiry and public discourse around policies and issues; describe how citizens can participate in civic life.** |
| 26. |  |
| 27. |  |
| 28. |  |

****

|  |  |  |
| --- | --- | --- |
|  | **Social Studies Personal Curriculum Plan**  **Civics** | 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