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|  | **Mathematics Personal Curriculum Plan****Geometry - Michigan Academic Standards (CCSS)** | Date: |

## STUDENT INFORMATION

Name: DOB: Current Grade:

1. **MMC CREDIT AUDIT – (*Check which credits have already been earned & enter date of completion, 4 credits are required.)***

Algebra I Geometry Algebra II Additional Credit

 Completed: Completed: Completed: Completed:

 Integrated Math I Integrated Math II Integrated Math III

 Completed: Completed: Completed:

## MMC MATH CREDIT DESCRIPTION

* 3 credits aligned with required state content expectations; may be in Algebra I, Geometry, Algebra II, or in an Integrated Mathematics sequence (Integrated Mathematics I, II, and III).
* All students will complete at least four math or math-related credits, unless they have a Personal Curriculum for Algebra II/Integrated

Math III.

* All students will complete a math or math-related credit in their final year of high school, unless they have a Personal Curriculum for Algebra II/Integrated Math III.  Students with a Personal Curriculum for Algebra II or Integrated Math III must complete a math credit in their final two years of high school.
* The local district identifies those courses available for mathematics credit and for mathematics-related credit.

## MMC MATH CREDIT MODIFICATION OPTION

* + OPTION # 1: Modify content expectations in Geometry – only available to students eligible for special education with an IEP
1. **CREDIT MODIFICATION REQUESTED – (*Check & date when modification was completed.)***

Geometry

Option # 1 Completed:

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| --- |
| **6. PERSONAL CURRICULUM – *Complete only for students with an IEP who require modified content expectations*. Below are suggested essential learning standards in this content area for students. They are considered appropriate for most students. The Personal Curriculum allows for the use of these for students with an IEP.** |
| **#** | **Essential Learning Standards- Geometry - Michigan Academic Standards (CCSS)****\*NOTE:  Local districts may wish to organize required standards by unit of study rather than by MAS/CCSS domain.** |
| **Number and Quantity** |
| 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.**

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|  | **Mathematics Personal Curriculum Plan****Geometry - Michigan Academic Standards (CCSS)** | Date: |

Student:

Content Area: Geometry – Michigan Academic Standards (CCSS) (cont.)

|  |
| --- |
| **Algebra** |
| 9. |  |
| 10. |  |
| 11. |  |
| 12. |  |
| 13. |  |
| 14. |  |
| 15. |  |
| 16. |  |
| 17. |  |
| 18. |  |
| 19. |  |
| 20. |  |
| 21. |  |
| 22. |  |
| **Functions** |
| 23. |  |
| 24. |  |
| 25. |  |
| **Modeling** |
| 26. |  |
| 27. |  |
| 28. |  |
| 29. |  |
| 30. |  |
| **Geometry** |
| 31. |  |
| 32. |  |
| 33. |  |
| 34. |  |

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Student:

Content Area: Geometry - Michigan Academic Standards (CCSS) (cont.)

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| 35. |  |
| 36. |  |
| 37. |  |
| 38. |  |
| 39. |  |
| 40. |  |
| 41. |  |
| **Statistics and Probability** |
| 42. |  |
| 43. |  |
| 44. |  |
| 45. |  |
| 46. |  |
| **Mathematical Practices** (to be embedded in all content) |
| P1. | 1) Make sense of problems and persevere in solving them. |
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|  |  |
| P2. | 2) Reason abstractly and quantitatively. |
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|  |  |
| P3. | 3) Construct viable arguments and critique the reasoning of others. |
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| P4. | 4) Model with mathematics. |
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| P5. | 5) Use appropriate tools strategically. |
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|  |  |
| P6. | 6) Attend to precision. |
|  |  |
|  |  |
| P7. | 7) Look for and make use of structure. |
|  |  |
|  |  |
| P8. | 8) Look for and express regularity in repeated reasoning. |
|  |  |

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|  | **Mathematics Personal Curriculum Plan****Geometry - Michigan Academic Standards (CCSS)** | Date: |

Student:

Content Area: Geometry - Michigan Academic Standards (CCSS) (cont.)

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| Reporting Period | Status\* | Comments |
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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