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|  | **Social Studies Personal Curriculum Plan**  **US History/Geography** | 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

* + 2 credits must be earned prior to modification (except for option #2 below)
  + No modification of Civics (except content for students with an IEP)

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

* + Student takes additional credit(s) beyond the required credits in English Language Arts, Math, Science, or World Languages

## Option # 2:

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

## Option # 3:

* Student completes a state approved CTE program in lieu of Social Studies credit other than Civics

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

US History/Geography Option # 1

Option # 2

Option # 3 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** |
|  | **Eras 1-5: Analyze the foundations of the core democratic values of American society and examine the U.S. Constitution as a living, working document throughout American History.** |
| 1. |  |
| 2. |  |
| 3. |  |
| 4. |  |
| 5. |  |

**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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|  | **Social Studies Personal**  **Curriculum Plan**  **US History/Geography** | 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.** | |
| **#** | **High School Content Expectations** |
|  | **Era 6: Analyze the development of a post-Civil War, industrial nation, and explore the causes and consequences of industrialization and urbanization and the United States as a world power. (1870-1930)** |
| 6. |  |
| 7. |  |
| 8. |  |
| 9. |  |
| 10. |  |
| 11. |  |
| 12. |  |
|  | **Era 7: Evaluate the key events and decisions surrounding the causes and consequences of the global depression of the late 1930s and World War II. Examine the causes and course of World War II, and the effects of the war on United States society and culture. (1920-1945)** |
| 13. |  |
| 14. |  |
| 15. |  |
| 16. |  |
| 17. |  |
| 18. |  |
| 19. |  |
|  | **Era 8: Identify, analyze, and explain the causes, conditions, and impact of the Cold War Era on the United States. Analyze and explain domestic policies, conflicts and tensions in Post-WWII America. (1945-1989)** |
| 20. |  |
| 21. |  |
| 22. |  |
| 23. |  |

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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.** | | |
| **#** | **High School Content Expectations** | |
|  | | **Era 9: Explain the impact of globalization on the United States’ economy, politics, society and role in the world, and examine the shifting role of the United States on the world stage during the period from 1980 to the present.** | |
| 24. |  | |
| 25. |  | |
| 26. |  | |
| 27. |  | |
| 28. |  | |
|  | **Describe the migration and immigration trends found throughout the United States since 1877** | |
| 29. |  | |
| 30. |  | |
| 31. |  | |
|  | **Analyze the changing roles of the United States in the global community.** | |
| 32. |  | |
| 33. |  | |
| 34. |  | |
| 35. |  | |
| 36. |  | |
|  | **Describe how technological advances (i.e. inventions) have enabled the United States to become a world leader over the past century** | |
| 37. |  | |
| 38. |  | |
| 39. |  | |
| 40. |  | |

**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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|  | **Social Studies Personal**  **Curriculum Plan**  **U.S. History/Geography** | Date: |

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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