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|  | **Social Studies Personal Curriculum Plan****Economics** | 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 #2 below)
	+ No modification of Civics (except for 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.)***

Economics

Option # 1

Option # 2

Option # 3 Completed:

### RATIONALE FOR MODIFICATION:

|  |  |
| --- | --- |
|  |  |
| **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 - Economics** |
| E1.1 | **The Market Economy: Individual, Business, and Government Choices – Explain and demonstrate how economic organizations confront scarcity and market forces when organizing, producing, using, and allocating resources to supply the marketplace.** |
| 1 |  |
| 2 |  |
| 3 |  |
| 4 |  |

**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****Economics** | Date: |

Student:

Content Area: Economics – (Cont.)

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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 - Economics** |
| E1.2 | **The Market Economy: Competitive Markets – Analyze how the functions and constraints of business structures, the role of price in the market, and relationships of investment to productivity and growth impact competitive markets.** |
| 5. |  |
| 6. |  |
| 7. |  |
| 8. |  |
| 9. |  |
| E1.3 | **The Market Economy: Prices, Supply, and Demand – Compare how supply, demand, price, equilibrium, elasticity, and incentives affect the workings of a market.** |
| 10. |  |
| 11. |  |
| 12. |  |
| 13. |  |
| E1.4 | **The Market Economy: Role of the Government in the Market – Describe the varied ways government can impact the market through policy decisions, protection of consumers, and as a producer and consumer of goods and services, and explain how economic incentives affect government decisions.** |
| 14. |  |
| 15. |  |
| 16. |  |
| E2.1 | **National Economy: Understanding National Markets – Describe inflation, unemployment, output, and growth, and the factors that cause changes in those conditions, and describe the role of money and interest rates in national markets.** |
| 17. |  |
| 18. |  |
| 19. |  |

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Content Area: Economics – (Cont.)

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| **#** | **High School Content Expectations - Economics** |
| E2.2 | **National Economy: Role of Government in the United States Economy – Analyze the role of government in the United States economy by identifying macroeconomic goals; comparing perspectives on government roles; analyzing fiscal and monetary policy; and describing the role of government as a producer and consumer of public goods and services. Analyze how governmental decisions on taxation, spending, protections, and regulation impact macroeconomic goals.** |
| 20. |  |
| 21. |  |
| 22. |  |
| 23. |  |
| E3.1 | **International Economy: Economic Systems – Explain how different economic systems, including free market, command, and mixed systems, coordinate and facilitate the exchange, production, distribution, and consumption of goods and services.** |
| 24. |  |
| 25. |  |
| 26. |  |
| 27. |  |
| E3.2 | **International Economy: Economic Interdependence through Trade – Describe how trade generates economic development and interdependence and analyze the resulting challenges and benefits for individuals, producers and government.** |
| 28. |  |
| 29. |  |
| 30. |  |
| E4.1 | **Personal Finance: Decision Making – Describe and demonstrate how the economic forces of scarcity and opportunity costs impact individual and household choices.** |
| 31. |  |
| 32. |  |
| 33. |  |

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|  | **Social Studies Personal Curriculum Plan****Economics** | Date: |

# Student:

Content Area: Economics (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