|  |  |  |
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|  | **English Language Arts Personal Curriculum Plan***9th-10th Grade 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.)***

Grade 9 Completed:

Grade 10 Completed:

Grade 11 Completed:

Grade 12 Completed:

## MMC ENGLISH LANGUAGE ARTS CONTENT MODIFICATION OPTION

* + Modify content expectations in English Language Arts—only available to students eligible for special education with an IEP
1. **CONTENT MODIFICATION REQUESTED- *(Check & date when modification was completed.)***

Grade 9 Completed:

Grade 10 Completed:

Grade 11 Completed:

Grade 12 Completed:

## RATIONALE FOR MODIFICATION:

|  |  |
| --- | --- |
| **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 – English Language Arts** |
|  | **Reading (Literature)** |
|  |  **Key Ideas and Details.** |
| 1. |  |
| 2. |  |
| 3. |  |
|  |  **Craft and Structure.** |
| 4. |  |
| 5. |  |
| 6. |  |

**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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|  | **English Language Arts Personal Curriculum Plan***9th-10th Grade Michigan Academic Standards (CCSS)* | Date: |

Student: Content Area: English Language Arts - (Cont.)

|  |  |
| --- | --- |
|  |  **Integration of Knowledge and Ideas.** |
| 7. |  |
| 8. |  |
|  |  **Range of Reading and Level of Text Complexity.** |
| 9. |  |
| 10. |  |
|  | **Reading (Informational Text)** |
|  | **Key Ideas and Details.** |
| 1. |  |
| 2. |  |
| 3. |  |
|  | **Craft and Structure.** |
| 4. |  |
| 5. |  |
| 6. |  |
|  | **Integration of Knowledge and Ideas.** |
| 7. |  |
| 8. |  |
|  | **Range of Reading and Level of Text Complexity.** |
| 9. |  |
|  | **Writing** |
|  | **Text Types and Purposes.** |
| 1. |  |

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|  |  |  |
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|  | **English Language Arts Personal Curriculum Plan***9th-10th Grade Michigan Academic Standards (CCSS)* | Date: |

Student: Content Area: English Language Arts - (Cont.)

|  |  |
| --- | --- |
| 2. |  |
| 3. |  |
| 4. |  |
| 5. |  |
| 6. |  |
| 7. |  |
| 8. |  |
|  | **Production and Distribution of Writing.** |
| 9. |  |
| 10. |  |
| 11. |  |
|  | **Research to Build and Present Knowledge.** |
| 12. |  |
| 13. |  |
| 14. |  |
|  | **Range of Writing.** |
| 16. |  |
|  | **Speaking and Listening** |
|  | **Comprehension and Collaboration.** |
| 1. |  |
| 2. |  |

**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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|  | **English Language Arts Personal Curriculum Plan***9th-10th Grade Michigan Academic Standards (CCSS)* | Date: |

Student: Content Area: English Language Arts - (Cont.)

|  |  |
| --- | --- |
| 3. |  |
| 4. |  |
| 5. |  |
| 6. |  |
| 7. |  |
|  | **Presentation of Knowledge and Ideas.** |
| 8. |  |
| 9. |  |
| 10. |  |
|  | **Language** |
|  | **Conventions of Standard English.** |
| 1. |  |
| 2. |  |
| 3. |  |
|  | **Knowledge of Language.** |
| 4. |  |
|  | **Vocabulary Acquisition and Use** |
| 5. |  |
| 6. |  |
| 7. |  |
| 8. |  |
| 9. |  |
| 10. |  |

**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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|  | **English Language Arts Personal Curriculum Plan***(only available to students eligible for special education)* | Date: |

Student:

Content Area: English Language Arts \_ (Cont.)

|  |  |  |
| --- | --- | --- |
| 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