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|  | **Social Studies Personal Curriculum Plan**  **World 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 credit) Completed:

Economics (0.5 credit) 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 for students with IEPS).

### 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.)***

World History/Geography

Option # 1

Option # 2

Option # 3

Completed:

### RATIONALE FOR MODIFICATION:

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|  |  |
| --- | --- |
| 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** |
|  | **Era 4: Analyze the consequences of the collapse of empires the interactions between different cultural and religious groups, and the growing complexity of economic systems between 300 and 1500 CE.** |
| 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**  **World History/Geography** | Date: |

Student:

Content Area: World History/Geography – (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** |
|  | **Era 5: Analyze the causes and consequences of the emerging global system by examining exploration, the exchange of goods, ideas and people, and changing power structures between the 15th and 18th century.** |
| 5. |  |
| 6. |  |
| 7. |  |
| 8. |  |
|  | **Era 6: Analyze the causes and consequences of revolutions, the movement of people and imperialism between the 18th century and 1914.** |
| 9. |  |
| 10. |  |
| 11. |  |
| 12. |  |
| 13. |  |
| 14. |  |
|  | **Era 7: Analyze the economic, political and social causes and consequences of war (including independence movements and genocide) during the first half of the 20th century.** |
| 15. |  |
| 16. |  |
| 17. |  |
| 18. |  |
| 19. |  |
|  | **Era 8: Analyze the political, social and economic climate of the Cold War and compare this to the post-Cold War world.** |
| 20. |  |
| 21. |  |
| 22. |  |
| 23. |  |

**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**  **World History/Geography** | Date: |

Student:

Content Area: World History/Geography – (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** |
|  | **World Religions: Explain the growth of the world’s major religions and belief systems (Hinduism, Judaism, Confucianism, Buddhism, Christianity & Islam) while identifying the causes for how and where they spread.** |
| 24 |  |
| 25. |  |
| 26. |  |
| 27. |  |
|  | **World Trade: Trace the early systems of trade starting with traditional economic systems through modern- day globalization.** |
| 28. |  |
| 29. |  |
| 30. |  |
| 31. |  |
| 32. |  |
|  | **Human Organizations: Analyze how humans have evolved from early nomadic tribes, civilizations, and empires to modern-day nation-states and supranational organizations (i.e. UN, NATO, Warsaw Pact).** |
| 33. |  |
| 34. |  |
| 35. |  |
| 36. |  |
|  | **Population: Analyze the causes and consequences of population changes throughout world history from early nomadic patterns to today’s problems of overpopulation.** |
| 37. |  |
| 38. |  |
| 39. |  |
| 40. |  |
| 41. |  |

**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**  **World History/Geography** | Date: |

# Student:

Content Area: World History/Geography (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