



1. STUDENT INFORMATION

Name:

DOB:

Current Grade:

2. MMC CREDIT AUDIT - (Check which credits have already been earned & enter date of completion, ___ credits are required.)

Civics (0.5 credits)

Economics (0.5 credits)

US History & Geography

World History & Geography

Completed:

Completed:

Completed:

Completed:

3. MMC SOCIAL STUDIES CREDIT DESCRIPTION

- No modification of Civics
___ credits must be earned

4. MMC SOCIAL STUDIES CREDIT MODIFICATION OPTIONS

Option # 1:

- Modify content expectations or any credit requirements in Social Studies---only available to students eligible for special education with an IEP

5. CREDIT MODIFICATION REQUESTED - (Check & date when modification was completed.)

Civics

Option # 1

Completed:

6. 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 these for students with an IEP, noted by circling the numbered expectations.

Table with 2 columns: #, High School Content Expectations. Rows include Foundations of Civics and Political Life, and Origins and Foundations of Government of the United States of America.

Instructional methods and assessments should be matched to learner needs. These expectations will be assessed using multiple methods with an aggregate proficiency level of 60% or higher.



Student: _____

Content Area: Social Studies/Civics – (Cont.)

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
9.	Explain how the Constitution gives and limits power at both the national and state level.
10.	Identify specific court cases that help US citizens better understand the Constitution.
	Structure /Function of Government in the United States of America – Identify the major structures and functions of the different branches, agencies and levels of the United States government, with particular attention to how these branches and department interact.
11.	Compare and contrast the powers of the national and state government.
12.	Identify the different types of power (implied, enumerated, reserved, concurrent) and given examples of each.
13.	Analyze the give examples of the concepts of checks and balances, separation of powers and federalism.
14.	Explain the federal system and why the Framers chose that system.
	The Electoral Process – Analyze the process through which individuals are identified and selected to run the State and Federal governments, as well as the policy making process used by those selected.
15.	Identify and explain the steps of the electoral process, both for presidential and congressional campaigns,
16.	Analyze the basic debates surrounding the electoral process.
17.	Analyze and explain the role of the media and public opinion in the electoral process.
18.	Explain the basic functions and roles of political parties, interest groups, media and individuals in the electoral process.
	The United States of America and World Affairs – Analyze the political, economic and social role of the United States in world affairs, both past and present.
19.	Create and analyze a timeline with major turning points concerning US foreign policy.
20.	Examine the role of external and internal agencies in the development of foreign policy.
21.	Analyze the changing role of the United States in world affairs.
	Citizenship in the United States – Describe the meaning of citizenship in the Untied States, as well as the rights, privileges and controversies surrounding citizenship.
22.	Compare and contrast the different methods of obtaining citizenship.
23.	Analyze the basic history and debates surrounding immigration.
24.	Identify different rights given to citizens through political documents as well as precedent.
25.	Identify and explain different ways citizens can be involved in a democracy, including the importance of researching public policy issues.

Instructional methods and assessments should be matched to learner needs. These expectations will be assessed using multiple methods with an aggregate proficiency level of 60% or higher.