



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.)**

Grade 9

Grade 10

Grade 11

Grade 12

Completed::

Completed:

Completed:

Completed:

3. **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

4. **CONTENT MODIFICATION REQUESTED- (Check & date when modification was completed.)**

Grade 9

Grade 10

Grade 11

Grade 12

Completed::

Completed:

Completed:

Completed:

5. **RATIONALE FOR MODIFICATION:** _____

6 **PERSONAL CURRICULUM – Complete only for students with an IEP who require modified content expectations.** Below are suggested essential learning targets 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 Targets – English Language Arts	Grade Addressed
	Writing	
	Understand and apply the writing process using a variety of genre (for example, fiction, poetry, literary analysis, persuasive, essay, research, digital stories, blogs, wikis, web pages, etc.).	
1.	Know and use a variety of prewriting strategies and technology tools to generate, focus, and organize ideas.	
2.	Know that different types of language are used for different situations/audiences and apply that understanding.	
3.	Write a draft, considering audience and purpose.	
4.	Edit for grammar/mechanics and revise for content based on self and peer editing.	
5.	Write in a wide variety of genres for a variety of purposes.	
	Use writing for personal understanding and growth.	
6.	Identify strengths and weaknesses in a collection of their writing over time.	
7.	Ask themselves questions to determine how the content relates to them.	
8.	Articulate how they have developed as a writer.	

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



Student: _____

Content Area: English Language Arts – (Cont.)

6. PERSONAL CURRICULUM – Complete only for students with an IEP who require modified content expectations. List or review the essential learning targets for the student in the specified content area above.		
#	Essential Learning Targets	+ Grade Addressed
9.	Write and create artistic representations (personal narrative, poetry, imaginative writing, blogs, web pages etc.) to develop self-awareness and insight.	
10.	Develop voice in their writing.	
	Use the writing process to create an essay (for example, persuasive, research paper, literary analysis, etc.),	
11.	Know the parts of an essay.	
12.	Develop and refine an appropriate thesis (main idea statement).	
13.	Develop an engaging introduction with a clear thesis (main idea) as appropriate.	
14.	Develop well-constructed paragraphs that support the thesis and/or explore the counter arguments.	
15.	Use transitional devices.	
16.	Write a strong conclusion, to summarize the main points of the essay.	
	Use the writing process to persuade and inform an appropriate audience.	
17.	Write in a range of genres (personal purpose, work related, academic, and creative) and demonstrate logical thinking.	
18.	Put themselves in the shoes of someone who has opposing beliefs (for purposes of a counter argument).	
19.	Appeal to different audiences.	
	Write a research project to inform an appropriate audience.	
20.	Identify appropriate topics for research.	
21.	Know the difference between a credible resource and a unreliable resource.	
22.	Develop a system for gathering, organizing, paraphrasing, and summarizing information.	
23.	Understand terminology and language related to their topic.	

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



Student: _____

Content Area: English Language Arts – (Cont.)

6. PERSONAL CURRICULUM – Complete only for students with an IEP who require modified content expectations. List or review the essential learning targets for the student in the specified content area above.		
#	Essential Learning Targets	+ Grade Addressed
	Reading	
	Develop essential reading strategies for informational texts.	
1.	Construct meaning using context clues, dictionaries, root words, and appropriate resource materials.	
2.	Use a variety of pre-reading strategies to make choices about how to approach the reading based on purpose, genre, and level of difficulty.	
3.	Make inferences and draw conclusions based on print and multimedia features (for example, prefaces, illustrations, graphs, maps, etc.) to build a structure for understanding information.	
4.	Demonstrate understanding of a text by restating, paraphrasing, or summarizing the information.	
5.	Identify and evaluate the primary focus, logical argument, structure and style of a text.	
	Develop as a reader, for personal, social and political purposes, using a variety of strategies to construct meaning.	
6.	Interpret the meaning of texts by drawing on different perspectives, personal experience and prior knowledge.	
7.	Respond to literature in a variety of ways, (small and large group discussions, reader's theatre, dramatic interpretations, etc.) providing examples of how texts connect with their lives and the contemporary world.	
8.	Engage in self-assessment and fix-up strategies such as monitoring comprehension to overcome difficulties when constructing meaning.	
9.	Read and interpret instructions for a variety of tasks such as using software and writing college and job applications.	
10.	Reflect on the ways in which prior knowledge and personal experience affect understanding and take responsibility for personal growth.	
11.	Participate as an active member of a reading, listening community, (book talks, literature circles) collaboratively selecting materials based on student interests.	
12.	Choose their own books based on personal interest, curiosity and criteria.	

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



Student: _____

Content Area: English Language Arts – (Cont.)

6. PERSONAL CURRICULUM – Complete only for students with an IEP who require modified content expectations. List or review the essential learning targets for the student in the specified content area above.		
#	Essential Learning Targets	+ Grade Addressed
	Reading (cont.)	
	Develop the skills of close and contextual literary reading (recognizing literary devices such as symbolism, imagery, characterization, voice, mood, etc.).	
13.	Recognize a variety of plot structure and describe their impact on the reader in specific literary works.	
14.	Understand character development, functions and motives of characters and how they reflect human experience.	
15.	Analyze features of specific works and authors (for example, voice, mood, audience, purpose, irony, satire, etc.).	
16.	Understand and interpret literary language such as imagery, allusions, symbolism and metaphor.	
17.	Be critical consumers and understand that every text has some kind of built-in bias or context and understand how the author's beliefs and experience influence the work.	
	Read and respond to various types of literature, representing many time periods and authors in a variety of ways (for example, myth, epic, folklore, drama, poetry, autobiography, novels, short stories, philosophical pieces, science fiction, fantasy, young adult literature, creative non-fiction, hypertext fiction).	
18.	Recognize a variety of literary genres and forms (poetry, drama, novels, short stories, autobiographies, biographies, multi-genre texts, satire, parody, allegory, etc.) and demonstrate understanding of the ways in which genre and form influence meaning.	
	Use knowledge of literary history, traditions, and theory to respond to and analyze the meaning of texts.	
19.	Read and analyze classic and contemporary works of British, American, world and minority literature representing a variety of genres and consider their significance in their own time period as well as today's.	
20.	Explore the relationship among individual works, authors, and literary movements in English and American literature (Romanticism, Puritanism, the Harlem Renaissance), and consider the historical, cultural, and societal contexts in which the works were produced.	
	Viewing	
	Examine mass media and other texts from popular culture.	
1.	Understand how the commercial and political purposes of producers influence the nature of advertisements and selection and bias of media content.	

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



Student: _____

Content Area: English Language Arts – (Cont.)

6. PERSONAL CURRICULUM – <i>Complete only for students with an IEP who require modified content expectations.</i> List or review the essential learning targets for the student in the specified content area above.		
#	Essential Learning Targets	+ Grade Addressed
	Language	
	Understand how language reflects and shapes experience, including one’s own use of language.	
1.	Understand the implications and potential consequences of language that is designed to control others and the harmful effects of its use on targeted individuals or groups (propaganda, homophobic language, and racial, ethnic, or gender epithets).	
2.	Recognize and appreciate language variety, understand that all dialects are rule-governed, and respect the differences of other speech communities. For example, people whose speech differs from mainstream society are not necessarily less intelligent.	
	Understand and use the English language effectively in a variety of contexts and settings.	
3.	Use sentence structure and vocabulary effectively within different modes of communication (oral, written, formal and informal) for various purposes.	
4.	Use dictionaries, thesauruses, glossaries and other resources to determine word meanings and pronunciations.	
5.	Use language carefully and precisely to accomplish different purposes (for example, formal speaking, academic writing, business and public writing.)	
	Speaking	
	Use speaking for personal understanding and growth.	
1.	Speak to understand and discover complex ideas.	
2.	Discuss personal experiences and perspective through artistic representations (blogs, wiki, webpages, podcasts, etc.) to develop self-awareness and insight.	
	Consider audience and purpose when speaking.	
3.	Communicate in a range of genres for speaking that serve a variety of purposes (for example, expressive, informative, creative, persuasive, etc.).	
4.	Participate collaboratively and productively in groups: fulfilling roles and responsibilities, posing relevant questions, giving and following instructions, building on ideas of others to answer questions or solve problems, and disagreeing with courtesy.	
5.	Evaluate own and others’ effectiveness in group discussions and formal presentations considering accuracy, relevancy, clarity and delivery, audience, content, types of arguments and tone.	

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



Student: _____

Content Area: English Language Arts – (Cont.)

6. PERSONAL CURRICULUM – <i>Complete only for students with an IEP who require modified content expectations.</i> List or review the essential learning targets for the student in the specified content area above.		
#	Essential Learning Targets	+ Grade Addressed
	Speaking (cont.)	
	Prepare spoken and multimedia presentations that effectively address audiences by careful use of voice, pacing, gestures, eye contact, visual aids, audio and visual technology.	
6.	Use speaking and visual expression to develop powerful, creative and critical messages. (blogs, digital stories, webpages, wikis, etc.)	
7.	Use technology tools to produce polished speeches. (business presentations, advertisements, proposals)	
8.	Respond to and use feedback to strengthen presentations.	
	Listening	
	Develop critical listening strategies for personal, social, and political purposes.	
1.	Use a variety of pre-listening strategies. (acknowledge own prior knowledge, make connections, generate questions, make predictions, etc.)	
2.	Listen to diverse texts for multiple purposes (for example, learning complex procedures, making work-place decisions, pursuing in-depth studies etc.).	
3.	Listen independently to a variety of fiction, nonfiction, and multimedia genres based on student interest and curiosity.	
4.	Engage in self assessment as a listener and reflect on personal understanding by setting learning goals and taking responsibility for personal growth.	
5.	Use a variety of strategies to enhance listening comprehension (e.g., monitor message for clarity and understanding, ask relevant questions, provide verbal and nonverbal feedback, notice cues such as change of pace or emphasis that indicate a new point is about to be made; and take notes to organize the essential information.	

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