

# Personal Curriculum

[2015]

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# Personal Curriculum Data Review for Course of Study

Student: \_\_\_\_\_ Date of Birth: \_\_\_\_\_ Current Grade: \_\_\_\_\_  
 School: \_\_\_\_\_ District: \_\_\_\_\_ Date: \_\_\_\_\_

Data Sources <i>Factors to be considered in the analysis of Course of Study</i>	Student Data <i>List existing student data</i>	Action Plan for Additional Data	Analysis and Implications
Student Profile <i>-State and district-wide assessment results</i> <i>-Current evaluation results</i>			What if any implications can be drawn regarding the student's performance in the general curriculum?
K-12 Transcript History <i>-Courses and grades</i> <i>-On track to meet MMC requirements?</i>	Attach transcript.		This may have implications for ongoing review of the Course of Study decision.
Attendance/Discipline <i>-IEP supports adequate if disability related?</i>			Mere absence from school is not a determinant of Course of Study
Present Level of Academic Achievement and Functional Performance <i>-Activities of Daily Living</i> <i>-Work Habits</i> <i>-Rote vs abstract reasoning, generalization, problem solving</i> <i>-State and district assessment as compared to classroom assessment</i> <i>-Performance of student with disability and typically developing peers in comparison to exiting 8<sup>th</sup> grade content expectations and end of course expectation for 9<sup>th</sup> grade credits</i>			How do the student's functional skills "fit" with the regular diploma MMC requirement? How do they "fit" with the regular diploma MMC requirements as modified by a Personal Curriculum (PC), including a PC that makes as many modifications as possible within the decision rules adopted by the district (i.e., without creating an alternate curriculum)?

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Data Sources <b>Factors to be considered in the analysis of Course of Study</b>	Student Data <b>List existing student data</b>	Action Plan for Additional Data	Analysis and Implications
Goals/Objectives including Progress Data			
Accommodation History <i>For each accommodation previously provided, identify</i> -What student need addressed -Whether the accommodation was aligned with the need -Resulting student performance <i>Are there any additional accommodations that should be considered prospectively?</i>	Attach Accommodation History form.		Review of student performance in the context of the student’s accommodation history helps the IEP team to filter out disability related input and output issues and to focus on the student’s ability to demonstrate proficiency on MMC content expectations.
Modification History <i>Any evidence of modified or alternate curriculum</i> -Extended GLCE’s referred to in PLAAFP and G/O -State Assessment/Alternate Assessment			The legislature requires that the regular high school diploma be based on the general curriculum as defined by the MMC.
EDP/Transition Plan <i>What is the student’s postsecondary vision?</i>			Even if the EDP/Transition Plan appears challenging, the Course of Study should support the student’s vision.
PC <i>Have there been any prior PC requests? Did the student satisfactorily complete the PC(s)?</i>		If suspect that not on track to meet MMC requirements and PC not previously requested, complete <b>Checklist for PC Request</b>	Successful completion of prior PCs is a favorable prognosticator for continued regular diploma Course of Study.
<p>Summary Analysis: Does it appear that accommodations, in conjunction with specialized instruction and/or a Personal Curriculum provide a meaningful opportunity for the student to demonstrate sufficient mastery of the MMC to attain a regular high school diploma?  If No, the team should discuss what non-diploma study options(s) are appropriate.  If Yes, the team should discuss a Course of Study leading to a diploma.</p>			

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## Personal Curriculum Secondary Education Exit Document Considerations

Documentation upon exit from secondary education (Note: A student might exit with more than one of the options listed.)	Is it a "regular high school diploma"?	Is the documentation accepted by...					
		Employers?	Technical Centers?	Community Colleges?	State Universities?	Private Colleges?	Military?
<b>"MMC Plus" Diploma</b> <i>Student meets MMC requirements with or without PC, plus any additional district requirements</i>	Yes	Yes	Yes	Yes	Yes	Yes	Yes
<b>MMC Diploma</b> <i>Student meets MMC requirements, with or without PC</i>	Yes	Yes	Yes	Yes	Yes	Yes	Yes
<b>Certificate of Performance</b> <i>1.Student completes vocational program and worksite based learning. 2.Instructor rates performance on associated skill sets and related skills (e.g., attendance, social skills, following rules and directions, hygiene, self-advocacy)</i>	No	Maybe	Need Info	Yes, except may require placement testing	Maybe (likely not)	Need Info	Maybe
<b>Certificate of Academic Achievement</b> <i>Student demonstrates a minimum proficiency on the ACT WorkKeys in academic skills of reading for information, locating information, and applied mathematics</i>	No	Maybe	Need Info	Yes, except may require placement testing	Maybe (likely not)	Need Info	Maybe
<b>Certificate of Participation</b> <i>Individualized participation and integration into the community</i>	No	Maybe	Need Info	No	No	Need Info	No
<b>Certificate of Completion (as historically issued)</b>	No	Maybe	Need Info	Maybe-but will require placement testing	No	Need Info	No
<b>GED</b>	No	Yes	Yes	Yes, except may require placement testing	Yes	Yes	Maybe

Please note that the answers in this chart are reflective of the data currently available. An answer of "maybe" indicates a lack of consensus in the schools polled within the category or a lack of an applicable policy in the schools' current structure.

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## Personal Curriculum

# Checklist for PC Request Under 5(K) Based on Recommended Decision Rules

Student: \_\_\_\_\_

Date of Birth: \_\_\_\_\_

Current Grade: \_\_\_\_\_

School: \_\_\_\_\_

District: \_\_\_\_\_

Date: \_\_\_\_\_

AREA OF POSSIBLE NEED (enter only one content credit requirement per row)	DOES THE AREA OF POSSIBLE NEED ALIGN WITH A DISABILITY IDENTIFIED IN THE STUDENT'S IEP?	HIGHEST MASTERY OF CORE STANDARDS W/O MODIFICATION (NOTE: For students with IEP goals based on extended GLCEs/HSCEs or essential elements of the common core standards and who have been assessed using MI-Access in a particular core subject, performance should be "translated" into unmodified core standard baseline.)	NUMBER OF POWER/CORE STANDARDS THAT STUDENT LIKELY TO MASTER WITHIN A SCHOOL YEAR IF ALTERNATE PROFICIENCY 60% OR ABOVE	IS THE NUMBER TO THE LEFT AT LEAST 90% OF THE CORE STANDARDS?	IS THIS NUMBER THE BASIS FOR PARTIAL CREDIT?	WITH EXTENDED TIME (E.G. MORE THAN ONE YEAR) COULD ADDITIONAL PARTIAL/FULL CREDIT BE OBTAINED?
	YES-Proceed with rest of chart.  NO-The student would be limited to PC options for gen ed students.			YES-Good candidate for 5(k) PC.  NO-Student at risk of not meeting allowable PC modifications. Consider partial credit/extended time options.	YES  NO	YES  NO
1.	YES  NO			YES  NO	YES  NO	YES  NO
2.	YES  NO			YES  NO	YES  NO	YES  NO
3.	YES  NO			YES  NO	YES  NO	YES  NO
4.	YES  NO			YES  NO	YES  NO	YES  NO

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# Special Education Personal Curriculum Information Sheet

## **Definition:**

A personal curriculum is a documented process that modifies certain requirements of the Michigan Merit Curriculum.

## **Who is Eligible for a Personal Curriculum?**

All students in grades 9—12 are eligible. Students with a documented disability and Individualized Education Plan (IEP) are eligible to modify the Michigan Merit Curriculum to a greater extent than their non disabled peers.

## **Can a Personal Curriculum be Used to Modify the Entire Michigan Merit Curriculum?**

- The purpose of the personal curriculum is to modify **portions** of the Michigan Merit Curriculum that are not appropriate for the student;
- Graduation with a diploma requires mastery of as much of the Michigan Merit Curriculum content expectations as possible;
- Students **without** a disability: modification is limited to a specific set of options set forth in the law;
- Students **with** a disability who **have an IEP**: modifications of credit requirements may be sought;
- Because a personal curriculum leads to a high school diploma, it cannot modify the Michigan Merit Curriculum to the extent that it creates an alternative curriculum;

## **Is a Student Eligible for a High School Diploma if They Have a Personal Curriculum?**

A student who completes a personal curriculum **and** fulfills any additional local board of education graduation requirements is to be awarded a high school diploma

## **Who Can Request a Personal Curriculum?**

- Parent or legal guardian
- Student with adult status (age of majority)
- Emancipated minor
- School staff

## **When Can a Personal Curriculum be Requested?**

- Any time for students with disabilities;
- For more information, contact the guidance counselor/administrator.

## **What is the Process for Requesting a Personal Curriculum?**

Complete a *Personal Curriculum Request Form* found in the guidance office and submit it to a guidance counselor/administrator.



## PERSONAL CURRICULUM PROCESS

### PROCESS OVERVIEW

The Michigan Merit Curriculum requires that the student earn credits in the subject areas listed on the *Personal Curriculum Request* form in order to graduate from high school. Credits are earned when the student demonstrates competencies in content expectations in the given subject areas. The law allows certain modifications of these credits and/or expectations through the development of a personal curriculum. A personal curriculum committee will be created to determine modifications.

### KEY TERMS

EDP=Education Development Plan  
 IEP=Individual Education Plan  
 MME=Michigan Merit Exam  
 MMC=Michigan Merit Curriculum  
 MEAP=Michigan Education Assessment Program  
 PC=Personal Curriculum

### PERSONAL CURRICULUM PROCESS

#### Eligibility Screening (steps 1-4):

1.	<input type="checkbox"/>	PC is requested by a parent/legal guardian, emancipated student or school staff member.
2.	<input type="checkbox"/>	Staff collects documents for committee review. PC committee, including the student, parent/legal guardian, general education teacher, special education teacher, or counselor reviews necessary documents in order to make a recommendation to approve or deny eligibility for a personal curriculum.  The committee will write the PC using the student's EDP (and IEP if special education eligible).
3.	<input type="checkbox"/>	PC is agreed to in writing by student, parent/legal guardian at the meeting.
4.	<input type="checkbox"/>	Appropriate staff implements approved PC. The PC must meet as much of the MMC as possible and must include measurable goals and a method of evaluation.
5.	<input type="checkbox"/>	Student progress is monitored by parents/legal guardian at each marking period.
6.	<input type="checkbox"/>	Revision to a PC may be made by revisiting steps 2 through 5.



## Michigan Merit Curriculum Changes – Effective April 2015

With the passing of House Bills 4465 and 4466 in June 2014, Graduation Requirements now include:

<b>Mathematics</b>	
<b>Michigan Merit Curriculum</b>	<b>Personal Curriculum Options</b>
4 credits of mathematics, including: 380.1278a (1,a,i)	3 ½ credits of mathematics, including: MCL 380.1278b (5,g)
Algebra I (may be granted prior to grade 9)	Algebra I (may be granted prior to grade 9)
Geometry	Geometry
Algebra II <b>or</b> <ul style="list-style-type: none"> <li>• Algebra II over 2 years for 2 credits</li> <li>• Algebra II over 1.5 years for 1.5 credits</li> <li>• A MDE-approved CTE program such as machining, electronics, construction, welding, engineering, computer science, renewable energy if course includes same algebra II content assessed on the state high school test</li> </ul>	Algebra II may be modified if the student meets <b>one or more of the following:</b> <ul style="list-style-type: none"> <li>• One semester of algebra II</li> <li>• Algebra II over two years for 2 credits</li> <li>• MDE-approved CTE program or curriculum that completes the same content as algebra II benchmarks assessed on State HS Assessment</li> <li>• One semester of statistics, functions and data analysis or technical mathematics</li> </ul>
An additional math credit (trigonometry, statistics, pre-calculus, calculus, applied math, accounting, business math, a retake of Algebra II, or financial literacy)	
Students must successfully complete at least one math course during final High School year	Students must successfully complete at least 1 math credit during his or her final 2 years of high school
<b>English Language Arts (no modifications)</b>	
At least 4 credits of <b>English Language Arts</b> MCL 380.1278b (1,b)	At least 3 credits of <b>English Language Arts</b> MCL 380.1278b (5,f)
<b>Science (no modifications)</b>	
At least 3 credits of <b>science</b> , including: MCL 380.1278b (1,b)	At least 3 credits of <b>science</b> , including: MCL 380.1278b (5, f)
Biology	Biology
Chemistry, physics, anatomy, ag science, or MDE-approved program with the same chemistry or physics content	Chemistry, physics, anatomy, ag science, or MDE-approved program with the same chemistry or physics content
One additional science credit or MDE-approved computer science or CTE program	One additional science credit or MDE-approved computer science or CTE program
<b>Social Science</b>	
At least 3 credits in <b>Social Science</b> , including; MCL 380.1278a (1,a,ii)	At least 2 credits of social science, including ½ credit of civics MCL 380.1278b (5,h)
1 credit in United States history and geography	1 additional credit in ELA, mathematics, science, a language other than English, or a CTE program
1 credit in world history and geography	
½ credit in economics	
½ Credit in civics	
<b>Health and Physical Education</b>	
At least 1 credit that includes both <b>health and physical education</b> MCL 380.1278a (1,a iii)	May substitute an additional credit in ELA, mathematics, science, a language other than English, or CTE program MCL 380.1278b (5,i)
<b>OR</b> ½ credit in health, plus ½ credit for district-approved participation in extra-curricular athletics or activities involving physical activity	

<b>Visual, Performing or Applied Arts</b>	
At least 1 credit of <b>visual, performing, or applied arts</b> MCL 380.1278a (1,a,iv)	May substitute an additional credit in ELA, mathematics, science, a language other than English, or a CTE program MCL 380.1278b (5, j)
<b>World Languages</b>	
Two <b>world language</b> credits, both in the SAME language other than English, Can be earned anytime, K-12, if grade-appropriate. MCL 380.1278a (2) (Effective class of 2016)	
For Graduating Classes of 2015 through 2020 only, may partially or fully substitute 1 world language credit with a MDE-approved CTE program or by completing an additional visual or performing arts course	
American Sign Language “counts” as a world language	
May be an online world language course	
<b>Sub-section K – Students with Disabilities</b>	
	Any modification not otherwise allowed but necessary because the pupil is a child with a disability and modification is consistent with both the students EDP and IEP MCL 380.1278b (5, k)
<b>Sub-section L – Transfer Students</b>	
	Student transfers in with at least 2 years of HS credits from an out-of-state or from nonpublic school MCL 380.1278b (5, l)
	The Personal Curriculum includes as much of the subject content as practicable.
	Must include at least 1 math class during final year of HS.
	If the transfer student is enrolled for at least one full school year: <ul style="list-style-type: none"> <li>• Must take at least algebra I <b>or</b></li> <li>• Must take a course normally taken after algebra I</li> </ul>
	Must include civics course
<b>Online Learning Requirement</b>	
A separate online course or learning experience OR integrated online experience throughout each MMC course (MCL 380.1278a (1, b)	



# REQUEST for PERSONAL CURRICULUM

Date of Request: \_\_\_\_\_ School District: \_\_\_\_\_

## STUDENT INFORMATION - (Complete all sections)

Name of Student: \_\_\_\_\_ Grade: \_\_\_\_\_

Name of Parent/Guardian: \_\_\_\_\_ Counselor: \_\_\_\_\_

Requested By:  Parent  Guardian  Student (18 or older)

## MODIFICATION REQUEST - (Select what area(s) to Michigan Merit Curriculum are in need of proposed modification(s))

<b>English Language Arts – 4 Credits</b> <i>(Available only to special education students.)</i> <input type="checkbox"/> Grade 9 <input type="checkbox"/> Grade 10 <input type="checkbox"/> Grade 11 <input type="checkbox"/> Grade 12	<b>Mathematics – 3 ½ Credits</b> <input type="checkbox"/> Algebra 1 <input type="checkbox"/> Geometry <input type="checkbox"/> Algebra 2 <input type="checkbox"/> CTE Program with Algebra 2 <input type="checkbox"/> Additional Credit
<b>Science – 3 Credits</b> <i>(Available only to special education students.)</i> <input type="checkbox"/> Biology <input type="checkbox"/> Chemistry or Physics or CTE Program <input type="checkbox"/> Additional Science	<b>Social Studies – 2 Credits</b> <input type="checkbox"/> World History/Geography <input type="checkbox"/> US History/Geography <input type="checkbox"/> Economics <input type="checkbox"/> Civics
<b>Foreign Language – 2 Credits</b> <i>(Beginning with Class of 2016)</i> <i>(Available only to special education students.)</i> <input type="checkbox"/> Spanish <input type="checkbox"/> French	<b>Physical Education &amp; Health – 1 Credit</b> <input type="checkbox"/> PE <input type="checkbox"/> Health
<input type="checkbox"/> Online Learning Experience – 1 Credit <i>(Available only to special education students.)</i>	<input type="checkbox"/> Visual, Performing, or Applied Arts – 1 Credit <input type="checkbox"/> CTE Program

## Signatures (Parent/Guardian, Student, Staff)

Requested by: \_\_\_\_\_ Date: \_\_\_\_\_

Requested by: \_\_\_\_\_ Date: \_\_\_\_\_

*The student's Personal Curriculum (PC) will be reviewed annually in conjunction with the student's Educational Development Plan (EDP)*

## Eligibility for Use of Personal Curriculum (PC) Modification (For Office Use Only)

A personal curriculum may be appropriate for a student who has demonstrated one or more of the following:

- Ability in a specific skill area consistent with a career pathway and/or a post-secondary goal or plan as determined by the EDP that requires additional or specialized instruction when there are limitations in time available for elective opportunities.
- Desire to complete math requirements, including the first half credit of Algebra II, through CTE or other programs.
- Eligibility for special education services and a documented need to make modifications determined to be necessary because of the student's disability.
- Lack of progress on the MMC despite documented interventions, supports, and accommodations for a student with an IEP.

Received by: \_\_\_\_\_ Date: \_\_\_\_\_

Verified by: \_\_\_\_\_ Date: \_\_\_\_\_

Sent to Parent by: \_\_\_\_\_ Date: \_\_\_\_\_



# PERSONAL CURRICULUM PLAN

Initial Date: \_\_\_\_\_

## STUDENT INFORMATION

Name: \_\_\_\_\_ DOB: \_\_\_\_\_ Grade: \_\_\_\_\_

School: \_\_\_\_\_ Date of PC Request: \_\_\_\_\_

The committee has reviewed all eligibility criteria and has attached a plan for each of the following subject areas checked (*check all that apply*):

### Available to all students:

- Mathematics
- Social Studies
- Physical Education & Health
- Visual, Performing, or Applied Arts

### Available to special education students only:

- English Language Arts
- Science
- Foreign Language
- Online Learning Experience

## PC Team Meeting Participants in Attendance (Signature indicates participation.)

Agree       Disagree

Student: \_\_\_\_\_

Parent/Guardian: \_\_\_\_\_

Parent/Guardian: \_\_\_\_\_

Counselor/Designee: \_\_\_\_\_

Special Education Administrator/Designee: \_\_\_\_\_  
(Only for special education students)

Other: \_\_\_\_\_

Other: \_\_\_\_\_

## Parent/Student Commitment

Agree       Disagree

Student: \_\_\_\_\_ Date: \_\_\_\_\_

Parent: \_\_\_\_\_ Date: \_\_\_\_\_

## Superintendent Commitment and Signature:

Agree       Disagree

Superintendent/Designee: \_\_\_\_\_ Date: \_\_\_\_\_



# HIGH SCHOOL ENGLISH LANGUAGE ARTS PERSONAL CURRICULUM PLAN

*(Only available to special education eligible students)*

Start Date: \_\_\_\_\_ End Date: \_\_\_\_\_

**STUDENT INFORMATION-***(Complete all sections.)*

Name: \_\_\_\_\_ DOB: \_\_\_\_\_ Current Grade: \_\_\_\_\_

School: \_\_\_\_\_

**MMC CREDIT AUDIT-***(Check which credits have already been earned & enter date of completion. 4 credits are required.)*

<input type="checkbox"/> Grade 9	<input type="checkbox"/> Grade 10	<input type="checkbox"/> Grade 11	<input type="checkbox"/> Grade 12
Completed: _____	Completed: _____	Completed: _____	Completed: _____

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

<input type="checkbox"/> Grade 9	<input type="checkbox"/> Grade 10	<input type="checkbox"/> Grade 11	<input type="checkbox"/> Grade 12
Completed: _____	Completed: _____	Completed: _____	Completed: _____

**PERSONAL CURRICULUM-***List the expectations to achieve & indicate the method of evaluation for each expectation.)*

	Content Expectation:	Evaluation Method
<input type="checkbox"/>		<input type="checkbox"/> End of course assessment <input type="checkbox"/> Other
<input type="checkbox"/>		<input type="checkbox"/> End of course assessment <input type="checkbox"/> Other
<input type="checkbox"/>		<input type="checkbox"/> End of course assessment <input type="checkbox"/> Other
<input type="checkbox"/>		<input type="checkbox"/> End of course assessment <input type="checkbox"/> Other
<input type="checkbox"/>		<input type="checkbox"/> End of course assessment <input type="checkbox"/> Other
<input type="checkbox"/>		<input type="checkbox"/> End of course assessment <input type="checkbox"/> Other
<input type="checkbox"/>		<input type="checkbox"/> End of course assessment <input type="checkbox"/> Other
<input type="checkbox"/>		<input type="checkbox"/> End of course assessment <input type="checkbox"/> Other



# HIGH SCHOOL MATHEMATICS PERSONAL CURRICULUM PLAN

Start Date: \_\_\_\_\_ End Date: \_\_\_\_\_

**STUDENT INFORMATION** - *(Complete all sections.)*

Name: \_\_\_\_\_ DOB: \_\_\_\_\_ Current Grade: \_\_\_\_\_  
 School: \_\_\_\_\_

**MMC CREDIT AUDIT** - *(Check which credits have already been earned & enter date of completion. 3.5 credits are required.)*

<input type="checkbox"/> Algebra 1 Completed: _____	<input type="checkbox"/> Geometry Completed: _____	<input type="checkbox"/> Algebra 2 Completed: _____	<input type="checkbox"/> Additional Credit Completed: _____	<input type="checkbox"/> CTE Program with Algebra 2 Completed: _____
--	---	--	--	---

**MMC MATH CREDIT DESCRIPTION**

- All students will complete at least 3.5 math or math-related credits
- All students will complete a math or math-related credit in the final year of high school

**MMC MATH CREDIT MODIFICATION OPTIONS** - *(Only these Algebra 2 modification options are permissible for General Education.)  
(Special Education may modify as Team determines)*

- OPTION #1: Complete 2.5 credits of math including 0.5 credit of Algebra 2
- OPTION #2: Complete a two year Career & Technical education curriculum, which includes 0.5 credit of Algebra 2 content

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

<input type="checkbox"/> Algebra 1 Completed: _____	<input type="checkbox"/> Geometry Completed: _____	<input type="checkbox"/> Algebra 2 <input type="checkbox"/> Option #1 <input type="checkbox"/> Option #2 Completed: _____	<input type="checkbox"/> Additional Credit Completed: _____	<input type="checkbox"/> CTE Program with Algebra 2 Completed: _____
--	---	--	--	---

**PERSONAL CURRICULUM** - *List the expectations to achieve & indicate the method of evaluation for each expectation.)*

Content Expectation (Special Education Only):		Evaluation Method
<input type="checkbox"/>		<input type="checkbox"/> End of course assessment <input type="checkbox"/> Other
<input type="checkbox"/>		<input type="checkbox"/> End of course assessment <input type="checkbox"/> Other
<input type="checkbox"/>		<input type="checkbox"/> End of course assessment <input type="checkbox"/> Other
<input type="checkbox"/>		<input type="checkbox"/> End of course assessment <input type="checkbox"/> Other
<input type="checkbox"/>		<input type="checkbox"/> End of course assessment <input type="checkbox"/> Other
<input type="checkbox"/>		<input type="checkbox"/> End of course assessment <input type="checkbox"/> Other



# HIGH SCHOOL SCIENCE PERSONAL CURRICULUM PLAN

Start Date: \_\_\_\_\_ End Date: \_\_\_\_\_

**STUDENT INFORMATION**-(Complete all sections.)

Name: \_\_\_\_\_ DOB: \_\_\_\_\_ Current Grade: \_\_\_\_\_

School: \_\_\_\_\_

**MMC CREDIT AUDIT**-(Check which credits have already been earned & enter date of completion. 3 credits are required.)

<input type="checkbox"/> Biology	<input type="checkbox"/> Chemistry	<input type="checkbox"/> Physics	<input type="checkbox"/> 1 Additional Science Credit	<input type="checkbox"/> CTE Program
Completed: _____	Completed: _____	Completed: _____	Completed: _____	Completed: _____

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

<input type="checkbox"/> Biology	<input type="checkbox"/> Chemistry	<input type="checkbox"/> Physics	<input type="checkbox"/> 1 Additional Science Credit	<input type="checkbox"/> CTE Program
Completed: _____	Completed: _____	Completed: _____	Completed: _____	Completed: _____

**PERSONAL CURRICULUM**-(List the expectations to achieve & indicate the method of evaluation for each expectation.)

	Content Expectation (Special Education Only):	Evaluation Method
<input type="checkbox"/>		<input type="checkbox"/> End of course assessment <input type="checkbox"/> Other
<input type="checkbox"/>		<input type="checkbox"/> End of course assessment <input type="checkbox"/> Other
<input type="checkbox"/>		<input type="checkbox"/> End of course assessment <input type="checkbox"/> Other
<input type="checkbox"/>		<input type="checkbox"/> End of course assessment <input type="checkbox"/> Other
<input type="checkbox"/>		<input type="checkbox"/> End of course assessment <input type="checkbox"/> Other
<input type="checkbox"/>		<input type="checkbox"/> End of course assessment <input type="checkbox"/> Other
<input type="checkbox"/>		<input type="checkbox"/> End of course assessment <input type="checkbox"/> Other
<input type="checkbox"/>		<input type="checkbox"/> End of course assessment <input type="checkbox"/> Other
<input type="checkbox"/>		<input type="checkbox"/> End of course assessment <input type="checkbox"/> Other



# HIGH SCHOOL SOCIAL STUDIES PERSONAL CURRICULUM PLAN

Start Date: \_\_\_\_\_ End Date: \_\_\_\_\_

**STUDENT INFORMATION-** *(Complete all sections.)*

Name: \_\_\_\_\_ DOB: \_\_\_\_\_ Current Grade: \_\_\_\_\_  
 School: \_\_\_\_\_

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

<input type="checkbox"/> Civics (0.5 credits) Completed: _____	<input type="checkbox"/> Economics (0.5 credits) Completed: _____	<input type="checkbox"/> US History & Geography Completed: _____	<input type="checkbox"/> World History & Geography Completed: _____
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**MMC SOCIAL STUDIES CREDIT DESCRIPTION**

- No modification of Civics
- 2 credits must be earned

**MMC SOCIAL STUDIES CREDIT MODIFICATION**

- Modified only if student takes additional credit(s) beyond the required credits in English Language Arts, Math, Science, or World Languages

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

<input type="checkbox"/> Economics (0.5 credits) Completed: _____	<input type="checkbox"/> US History & Geography Completed: _____	<input type="checkbox"/> World History & Geography Completed: _____	<input type="checkbox"/> Civics Completed: _____
--	---	--	---

**PERSONAL CURRICULUM-** *List the expectations to achieve & indicate the method of evaluation for each expectation.)*

	Content Expectation (Special Education Only):	Evaluation Method
<input type="checkbox"/>		<input type="checkbox"/> End of course assessment <input type="checkbox"/> Other
<input type="checkbox"/>		<input type="checkbox"/> End of course assessment <input type="checkbox"/> Other
<input type="checkbox"/>		<input type="checkbox"/> End of course assessment <input type="checkbox"/> Other
<input type="checkbox"/>		<input type="checkbox"/> End of course assessment <input type="checkbox"/> Other
<input type="checkbox"/>		<input type="checkbox"/> End of course assessment <input type="checkbox"/> Other





# HIGH SCHOOL VISUAL, PERFORMING, & APPLIED ARTS PERSONAL CURRICULUM PLAN

Start Date: \_\_\_\_\_ End Date: \_\_\_\_\_

### STUDENT INFORMATION-*(Complete all sections.)*

Name: \_\_\_\_\_ DOB: \_\_\_\_\_ Current Grade: \_\_\_\_\_

School: \_\_\_\_\_

### MMC CREDIT AUDIT-*(Check which credits have already been earned & enter date of completion. 1 credit is required.)*

<input type="checkbox"/> Visual Arts OR <input type="checkbox"/> CTE Program Completed: _____	<input type="checkbox"/> Performing Arts OR <input type="checkbox"/> CTE Program Completed: _____	<input type="checkbox"/> Applied Arts OR <input type="checkbox"/> CTE Program Completed: _____
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### MMC VISUAL, PERFORMING & APPLIED ARTS CREDIT DESCRIPTION

- Credit guidelines developed by the Michigan Department of Education
- 1 credit must be earned

### MMC VISUAL, PERFORMING & APPLIED ARTS CREDIT MODIFICATION

- Modified only if student takes additional credit(s) beyond the required credits in English Language Arts, Math, Science, or World Languages

### CREDIT MODIFICATION REQUESTED-*(Check & date when modification was completed)*

<input type="checkbox"/> Visual Arts OR <input type="checkbox"/> CTE Completed: _____	<input type="checkbox"/> Performing Arts OR <input type="checkbox"/> CTE Completed: _____	<input type="checkbox"/> Applied Arts OR <input type="checkbox"/> CTE Completed: _____
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### PERSONAL CURRICULUM-*List the expectations to achieve & indicate the method of evaluation for each expectation.)*

**Content Expectation (Special Education Only):**

**Evaluation Method**

<input type="checkbox"/>		<input type="checkbox"/> End of course assessment <input type="checkbox"/> Other
<input type="checkbox"/>		<input type="checkbox"/> End of course assessment <input type="checkbox"/> Other
<input type="checkbox"/>		<input type="checkbox"/> End of course assessment <input type="checkbox"/> Other
<input type="checkbox"/>		<input type="checkbox"/> End of course assessment <input type="checkbox"/> Other
<input type="checkbox"/>		<input type="checkbox"/> End of course assessment <input type="checkbox"/> Other
<input type="checkbox"/>		<input type="checkbox"/> End of course assessment <input type="checkbox"/> Other



# HIGH SCHOOL WORLD LANGUAGES PERSONAL CURRICULUM PLAN

Start Date: \_\_\_\_\_ End Date: \_\_\_\_\_

**STUDENT INFORMATION-** *(Complete all sections.)*

Name: \_\_\_\_\_ DOB: \_\_\_\_\_ Current Grade: \_\_\_\_\_  
 School: \_\_\_\_\_

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

<input type="checkbox"/> Grades 6-8 Completed: _____	<input type="checkbox"/> Grade 9 Completed: _____	<input type="checkbox"/> Grade 10 Completed: _____	<input type="checkbox"/> Grade 11 Completed: _____	<input type="checkbox"/> Grade 12 Completed: _____
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**MMC WORLD LANGUAGES CREDIT DESCRIPTION**

- No modification of World Languages
- 2 credits must be earned
- Begins with class of 2016

**MMC WORLD LANGUAGES CREDIT MODIFICATION**

- Only available to special education eligible students.

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

<input type="checkbox"/> Grades 6-8 Completed: _____	<input type="checkbox"/> Grade 9 Completed: _____	<input type="checkbox"/> Grade 10 Completed: _____	<input type="checkbox"/> Grade 11 Completed: _____	<input type="checkbox"/> Grade 12 Completed: _____
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**PERSONAL CURRICULUM-** *List the expectations to achieve & indicate the method of evaluation for each expectation.)*

	Content Expectation (Special Education Only):	Evaluation Method
<input type="checkbox"/>		<input type="checkbox"/> End of course assessment <input type="checkbox"/> Other
<input type="checkbox"/>		<input type="checkbox"/> End of course assessment <input type="checkbox"/> Other
<input type="checkbox"/>		<input type="checkbox"/> End of course assessment <input type="checkbox"/> Other
<input type="checkbox"/>		<input type="checkbox"/> End of course assessment <input type="checkbox"/> Other
<input type="checkbox"/>		<input type="checkbox"/> End of course assessment <input type="checkbox"/> Other
<input type="checkbox"/>		<input type="checkbox"/> End of course assessment <input type="checkbox"/> Other
<input type="checkbox"/>		<input type="checkbox"/> End of course assessment <input type="checkbox"/> Other



# HIGH SCHOOL HEALTH & PHYSICAL EDUCATION PERSONAL CURRICULUM PLAN

Start Date: \_\_\_\_\_ End Date: \_\_\_\_\_

**STUDENT INFORMATION-***(Complete all sections.)*

Name: \_\_\_\_\_ DOB: \_\_\_\_\_ Current Grade: \_\_\_\_\_

School: \_\_\_\_\_

**MMC CREDIT AUDIT-***(Check which credits have already been earned & enter date of completion. 1 credit is required.)*

<input type="checkbox"/> Health Completed: _____	<input type="checkbox"/> Physical Education Completed: _____
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**MMC HEALTH & PHYSICAL EDUCATION CREDIT DESCRIPTION**

- Credit guidelines developed by the Michigan Department of Education
- 1 credit must be earned

**MMC HEALTH & PHYSICAL EDUCATION CREDIT MODIFICATION**

- Modified only if student takes additional credit(s) beyond the required credits in English Language Arts, Math, Science, or World Languages

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

<input type="checkbox"/> Health Completed: _____	<input type="checkbox"/> Physical Education Completed: _____
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**PERSONAL CURRICULUM-***List the expectations to achieve & indicate the method of evaluation for each expectation.)*

	Content Expectation (Special Education Only):	Evaluation Method
<input type="checkbox"/>		<input type="checkbox"/> End of course assessment <input type="checkbox"/> Other
<input type="checkbox"/>		<input type="checkbox"/> End of course assessment <input type="checkbox"/> Other
<input type="checkbox"/>		<input type="checkbox"/> End of course assessment <input type="checkbox"/> Other
<input type="checkbox"/>		<input type="checkbox"/> End of course assessment <input type="checkbox"/> Other
<input type="checkbox"/>		<input type="checkbox"/> End of course assessment <input type="checkbox"/> Other
<input type="checkbox"/>		<input type="checkbox"/> End of course assessment <input type="checkbox"/> Other
<input type="checkbox"/>		<input type="checkbox"/> End of course assessment <input type="checkbox"/> Other



# HIGH SCHOOL ONLINE LEARNING EXPERIENCE PERSONAL CURRICULUM PLAN

Start Date: \_\_\_\_\_ End Date: \_\_\_\_\_

**STUDENT INFORMATION**-(Complete all sections.)

Name: \_\_\_\_\_ DOB: \_\_\_\_\_ Current Grade: \_\_\_\_\_  
 School: \_\_\_\_\_

**MMC CREDIT AUDIT**-(Check when online course or learning experience was completed.)

<input type="checkbox"/> Grade 9 Completed: _____	<input type="checkbox"/> Grade 10 Completed: _____	<input type="checkbox"/> Grade 11 Completed: _____	<input type="checkbox"/> Grade 12 Completed: _____
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**MMC ONLINE LEARNING EXPERIENCE DESCRIPTION**

- Requirement can be fulfilled by taking an online course or learning experience
- Requirement can be fulfilled by an online experience incorporated into each of the required MMC credits

**MMC ONLINE LEARNING EXPERIENCE MODIFICATION**

- Only available to special education eligible students.

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

<input type="checkbox"/> Grade 9 Completed: _____	<input type="checkbox"/> Grade 10 Completed: _____	<input type="checkbox"/> Grade 11 Completed: _____	<input type="checkbox"/> Grade 12 Completed: _____
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**PERSONAL CURRICULUM**-(List the expectations to achieve & indicate the method of evaluation for each expectation.)

	Content Expectation (Special Education Only):	Evaluation Method
<input type="checkbox"/>		<input type="checkbox"/> End of course assessment <input type="checkbox"/> Other
<input type="checkbox"/>		<input type="checkbox"/> End of course assessment <input type="checkbox"/> Other
<input type="checkbox"/>		<input type="checkbox"/> End of course assessment <input type="checkbox"/> Other
<input type="checkbox"/>		<input type="checkbox"/> End of course assessment <input type="checkbox"/> Other
<input type="checkbox"/>		<input type="checkbox"/> End of course assessment <input type="checkbox"/> Other
<input type="checkbox"/>		<input type="checkbox"/> End of course assessment <input type="checkbox"/> Other
<input type="checkbox"/>		<input type="checkbox"/> End of course assessment <input type="checkbox"/> Other



# PERSONAL CURRICULUM PROGRESS REVIEW

**STUDENT INFORMATION:**

Name: \_\_\_\_\_ DOB: \_\_\_\_\_ Current Grade: \_\_\_\_\_

School: \_\_\_\_\_ School Year: \_\_\_\_\_

Status key for planned Personal Curriculum area:

1. All Expectations in this curriculum area are met.
2. Making progress sufficient to meet expectations in this area by end of semester/trimester.
3. Needs to improve progress to meet expectations in this area by end of semester/trimester.
4. A personal curriculum is planned for the current year, but the student is not scheduled for this area at this time.

Date ➡	Reporting Period					
English Language Arts						
Health & Physical Education						
Mathematics						
Online Learning Experiences						
Science						
Social Studies						
Visual, Performing, & Applied Arts						
World Languages						

Additional Comments: