

Personal Curriculum



ADDITIONAL RESOURCES

Supplement to the Personal Curriculum Parent and Educator Guide

Six Steps to a Diploma via the Personal Curriculum (PC)
Mathematics Options and Sample Scenarios
Educational Development Plan (EDP) Overview
Diploma vs. Completion Without a Diploma
School Improvement Framework
Content Expectations Overview

Additional Resources: Supplement to the Personal Curriculum Parent and Educator Guide

This document is to enhance the understanding of the *Personal Curriculum Parent and Educator Guide*. This supplement provides information to help frame the personal curriculum guidelines, and sample scenarios to illustrate how the personal curriculum can be used.

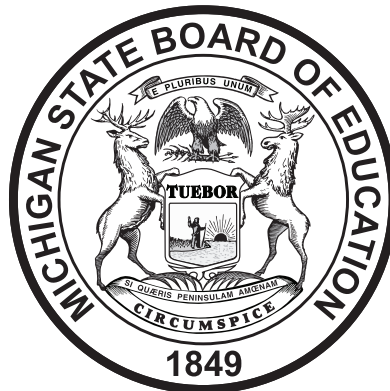
The Revised School Code for the Michigan Merit Curriculum and personal curriculum can be found online at www.michigan.gov/highschool. Direct links are provided below:

Section 380.1278a of the Revised School Code regarding the Michigan Merit Curriculum requirements for a high school diploma may be accessed and read online at:

[www.legislature.mi.gov/\(hzka3q2cfmj4r0vc4mdmp055\)/documents/mcl/pdf/mcl-380-1278a.pdf](http://www.legislature.mi.gov/(hzka3q2cfmj4r0vc4mdmp055)/documents/mcl/pdf/mcl-380-1278a.pdf)

Section 380.1278b of the Revised School Code regarding the Michigan Merit Curriculum and personal curriculum may be accessed and read online at:

[www.legislature.mi.gov/\(hzka3q2cfmj4r0vc4mdmp055\)/documents/mcl/pdf/mcl-380-1278b.pdf](http://www.legislature.mi.gov/(hzka3q2cfmj4r0vc4mdmp055)/documents/mcl/pdf/mcl-380-1278b.pdf)



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Six Steps to a Diploma via the Personal Curriculum (PC)

Step 1: Parent, student, or school personnel requests a personal curriculum (PC). Request is reviewed to determine if modifications are consistent with state and district policy.

Step 2: PC team meets, including student, parent, counselor or designee, and teachers or others familiar with the student. The PC team

- Reviews Educational Development Plan (EDP), student information, performance data, supports and interventions already implemented, and decides whether to recommend a PC.
- Analyzes student needs and Michigan Merit Curriculum (MMC) content to determine appropriate modifications.
- Determines how much of MMC content is practicable.
- Develops measurable performance goals and evaluation standards aligned to the goals for student success.
- Provides a method for evaluating progress.
- Confirms alignment with EDP goals.

Additional considerations for Students with an Individualized Education Program (IEP)

- Add school psychologist to PC team (if available/appropriate).
- Confirms consistency with Individualized Education Program (IEP).

Additional considerations for Transfer Students who have completed the equivalent of two years of high school credit

- Reviews credits earned (based on transcript and appropriate assessments) to satisfy the curricular requirements of the MMC.
- Determines the MMC content and credit requirements necessary for the student to earn a diploma.
 - ◇ Requirements must include one-half (0.5) credit in Civics and math or math-related credit in final year of high school (Algebra I or higher if enrolled for at least one full school year).
- Confirms alignment with EDP or postsecondary career goals.

Step 3: PC team writes agreement and gets sign-off from superintendent or chief executive, parent, and student.

Step 4: PC is implemented.

Step 5: Parent monitors progress through quarterly communication with each teacher of modified curriculum area. If revisions are needed, PC team reconvenes and revises using same process.

Step 6: The board of local school district or public school academy may award a diploma to students completing all requirements of a PC.

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Mathematics Options and Sample Scenarios

While it is not possible to anticipate all the situations that may prompt a student to seek a personal curriculum modification in mathematics, these scenarios may represent some common situations that schools may encounter.

Mathematical Proficiency

“Mathematics can and must be learned by all students” (NCTM Principles and *Standards for School Mathematics* ©2000; page 13). It is essential that all students be provided the opportunity to learn a challenging and viable mathematics curriculum.

“A recent report of the National Research Council, *Adding It Up* argues for an instructional goal of “mathematical proficiency,” a much broader outcome than mastery of procedures. The report argues that five intertwining strands constitute mathematical proficiency:

1. *Conceptual understanding*—comprehension of mathematical concepts, operations, and relations
2. *Procedural fluency*—skill in carrying out procedures flexibly, accurately, efficiently, and appropriately
3. *Strategic competence*—ability to formulate, represent, and solve mathematical problems
4. *Adaptive reasoning*—capacity for logical thought, reflection, explanation, and justification
5. *Productive disposition*—habitual inclination to see mathematics as sensible, useful, and worthwhile, coupled with a belief in diligence and one’s own efficacy.”¹

These five strands constitute the Michigan Department of Education’s Components of Mathematical Proficiency outlined on page 4 of the *High School Content Expectations for Mathematics*.

“These strands map directly to the principles of *How People Learn*. Principle 2 argues for a foundation of factual knowledge (procedural fluency), tied to a conceptual framework (conceptual understanding), and organized in a way to facilitate retrieval and problem solving (strategic competence). Metacognition and adaptive reasoning both describe the phenomenon of ongoing sense making, reflection, and explanation to oneself and others. And, as we argue below, the preconceptions students bring to the study of mathematics affect more than their understanding and problem solving; those preconceptions also play a major role in whether students have a productive disposition toward mathematics, as do, of course, their experiences in learning mathematics.”¹

A review of the 16 Career Pathways listed at www.careerclusters.org indicates many career clusters require mathematics courses consistent with the Michigan Merit Curriculum (MMC).

1 M. Suzanne Donovan and John D. Bransford, editors, Committee on How People Learn: A Targeted Report for Teachers, National Research Council ©2005

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Mathematics Options and Sample Scenarios *continued*

Option 1: Traditional Course Sequence

The Michigan K-8 Grade Level Content Expectations (GLCE) for mathematics provide a foundation that prepares students to enter high school and successfully complete the MMC requirements in four years. Districts typically offer one or both of the course/credit options below.

		MMC Math Credits	District Credits
9th Grade	Algebra I	1	1
10th Grade	Geometry	1	1
11th Grade	Algebra II	1	1
12th Grade	Mathematics or Math-related course	1	1
TOTAL CREDITS		4	4

OR

		MMC Math Credits	District Credits
9th Grade	Integrated Mathematics 1	1	1
10th Grade	Integrated Mathematics 2	1	1
11th Grade	Integrated Mathematics 3	1	1
12th Grade	Mathematics or Math-related course	1	1
TOTAL CREDITS		4	4

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Mathematics Options and Sample Scenarios *continued*

Option 2: Struggling Student Course Sequence

Some districts may also offer alternative course/credit options for struggling students or students performing in the lower quartile. These other options provide students an opportunity to meet the MMC requirements **without** a personal curriculum (PC).

Jessica

Jessica exited 8th grade having failed one or more middle grades mathematics courses and she is not proficient on the Grade 6, 7, or 8 MEAP mathematics assessments. Jessica will need extra time and differentiated instruction to be successful in meeting the Algebra I expectations. The district may choose to place Jessica in a two-hour block of Algebra I with an extra hour of support each day, or they may place her in a regular Algebra I course with a follow-up support course also scheduled. The district may decide to offer the following course/credit option for Jessica with flexibility in awarding MMC credit. Jessica may earn a full district credit toward graduation for each course she takes. Thus, Jessica does not need a PC.

		MMC Math Credits	District Credits
9th Grade	Algebra I	1	1
9th Grade	Algebra I Support	0 or 1 Math-related	1
10th Grade	Geometry	1	1
11th Grade	Algebra II Part A	½ or 1	1
12th Grade	Algebra II Part B	½ or 1	
TOTAL CREDITS		4	5

Benjamin

Benjamin has struggled with math, so his district decides to offer him Algebra I and Algebra II over two years. Algebra I Part A lays the foundation and Algebra I Part B builds on and assesses the High School Content Expectations (HSCE) for Algebra I. Benjamin will take Algebra II over two years for two credits to meet the MMC requirements. He may also benefit from a Geometry support class. Benjamin does not need a PC.

		MMC Math Credits	District Credits
8th Grade	Algebra I Part A	0	0
9th Grade	Algebra I Part B	1	1
10th Grade	Geometry	1	1
10th Grade	Geometry Support	0 or 1 Math-related	1
11th Grade	Algebra II Part A	1	1
12th Grade	Algebra II Part B	1	1
TOTAL CREDITS		4	5

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Mathematics Options and Sample Scenarios *continued*

Stephanie (Credit Recovery Student)

Stephanie's attendance was problematic during her 9th grade year. She missed 35 days due to absences and suspensions. She failed both semesters of Algebra I. Results from Career Cruising activities indicate that Stephanie is interested in a career in health and human services. Her Educational Development Plan (EDP) indicates her career goal is to work in the healthcare field. Her parents, teachers, and counselors encouraged her to stay in school and enroll in a credit recovery program during the summer between her 9th and 10th grade. Stephanie's parents are encouraging her to continue in her regular courses, and to take Algebra II over two years, receiving one MMC each year. This option does not require a PC. The Human Services Career Pathway recommends Algebra I, Geometry, Algebra II, and a fourth mathematics course/credit during the high school years.

		MMC Math Credits	District Credits
9th Grade	Algebra I	0	0
Summer	Algebra I	1	1
10th Grade	Geometry	1	1
11th Grade	Algebra II Part A	1	1
12th Grade	Algebra II Part B	1	1
TOTAL CREDITS		4	4

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Mathematics Options and Sample Scenarios *continued*

Option 3: Personal Curriculum Course Sequence

Although districts plan courses of study to meet the needs of all their students, occasionally a situation may arise that requires a modification or PC in order for a student to meet the MMC requirements.

Casey (Career and Technical Education Student)

Casey, a tenth grade student, is very interested in enrolling in a two-year auto mechanics training program at the Career and Technical Education (CTE) Center during his junior and senior years. Since the auto mechanics course meets daily for three hours, Casey's parents believe it will be difficult for him to meet all of the MMC requirements without a PC. The PC allows Casey to meet one-half (0.5) of the Algebra II expectations. He will earn one-half (0.5) credit of Algebra II over two years in his Auto Mechanics course as well as one-and-a-half (1.5) math-related credits.

		MMC Math Credits	District Credits
9th Grade	Algebra I	1	1
10th Grade	Geometry	1	1
11th Grade	Auto Mechanics (3 hour block)	¼ Algebra II AND ½ Math-related	3
12th Grade	Auto Mechanics (3 hour block)	¼ Algebra II AND 1 Math-related	3
TOTAL CREDITS		4	8

Joe (Transfer Student)

Joe's family recently moved to Michigan. Joe's father was promoted to a regional sales position in Michigan. Joe and his family were not aware of Michigan's high school graduation requirements and are not sure Joe can meet all the MMC requirements without a PC. Joe plans to work right out of high school and save money to get a degree in business. Joe is entering 11th grade, and his transcripts show that he received a B in Business Math in the 9th grade and a B- in Pre-Algebra in the 10th grade. Joe and his parents want him to complete as much math content as possible during high school and still graduate on time. His parents are requesting a PC to allow Joe to graduate on time without earning a full credit in Algebra II.

		MMC Math Credits	District Credits
9th Grade	Business Math	1 Math-related	1
10th Grade	Pre-Algebra	0.5 Math-related	1
11th Grade	Algebra I	1	0.5
11th Grade	Geometry A	0.5	0.5
12th Grade	Geometry B	0.5	0.5
12th Grade	Algebra II Part A	0.5 (PC)	1
TOTAL CREDITS		4	4.5

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Educational Development Plan (EDP) Overview

What are the Essential Elements of an EDP?

No specific form or format is required for an EDP. Schools may custom design EDPs that work best for their local needs. The following are some essential elements to include in any EDP.

- **Personal Information:** This usually includes the student's name, date of birth, and grade level in school. The school could use a personal identification number for each student to maintain confidentiality when sharing information among staff or publishing information online. The EDP is a learning and planning document and should be maintained with the same policies governing other student records, as required in the Family Education Rights and Privacy Act (FERPA).
- **Career Goal(s):** Each student should identify a career pathway and goals for achieving success. These may be more general in middle school and become more specific as the student progresses through high school.
- **Educational/Training Goal(s):** Each student should identify the level of educational preparation that will be needed to meet his or her career goal. This encourages the student to think beyond high school graduation and to set long-range goals. Options include on-the-job training, military service, certificate programs, two-year associate degree programs, apprenticeship programs, trade or technical education, four-year university programs, and advanced university degree or professional preparation programs.
- **Assessment Results:** The student may summarize the results of various assessments, highlighting information that is relevant to making career decisions. Assessment data may include formal and informal data such as: career interest surveys, aptitude testing, informal observations, student projects or hobbies, academic achievement, values assessments, and extra curricular activities. From this information, students will be able to identify individual interests and strengths. They may also set improvement goals. Over time, students will be able to use this information to confirm career decisions or adjust goals.
- **Plan(s) of Action:** The action plan should include high school course selections, projected completion date, desired degree, certificate or other credential, timeline for college application, financial assistance deadlines, and employment opportunities. The plan may also identify special resources and supports needed for the student's success in the Personal Curriculum. For example, an EDP might contain a personal literacy plan to aid students who are struggling readers, or a prevention plan for students who have been identified as at risk of dropping out. Activities may include volunteer or work-related experiences, including job shadowing, mentorship programs in community businesses, or part-time employment in areas related to the career goal(s).

The scope of student planning may include career awareness or exploration activities, work-based activities, and course selections that will prepare her or him for greater understanding of career options and achievement of career goals. Students may also investigate educational programs available within the school or college curriculum that will provide opportunities to become more aware and skilled in a career pathway (e.g., an internship in a community agency or intensive project-based learning in a particular course). The student should also take the time to explore the opportunities for earning college credit while still in high school through Advanced Placement (AP) courses, dual enrollment, International Baccalaureate, and other programs.

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EDP Overview *continued*

- **Parent Consultation/Endorsement:** Parents/guardians should have the opportunity to review and endorse their child's EDP. This will give parents access to information about emerging careers and employment trends so they can help their children prepare for the future. Parents/guardians may also need to discuss assessment results and may need assistance with interpreting them. Students should be encouraged to discuss career-related issues with their parents and share their goals and action plans.

How Does the EDP Coordinate with Other Plans

- **IEP/EDP Alignment—Transition:** The Individuals with Disabilities Act (IDEA) 2004 states the IEP shall contain "appropriate, measurable postsecondary goals ... related to education, training, employment, and, where appropriate, independent living skills; (and) the transition services (including courses of study) needed to assist the child in reaching those goals..."

"Transition services are a coordinated set of activities ... that focus on improving the academic and functional achievement of the child with a disability to facilitate the child's movement from school to post-school activities..." and "includes instruction, related services, community experiences, the development of employment, and other post-school adult living objectives ..." Thus, the EDP and the IEP are distinct documents with the common goal of improved postsecondary outcomes.

For students with disabilities, the EDP fulfills many of the secondary transition requirements of IDEA 2004 long before the federal mandates take effect. Since the EDP addresses education, career goals, strategies, and classes, it makes sense to complete the initial planning for students with disabilities by incorporating training goals and adult living goals as appropriate. This helps create alignment between the essential accountabilities of both general and special education.

As described above, during the EDP process, students identify education, pathway, and career goals in planning for the courses they will take throughout high school. For students receiving special education services, this may fulfill (at least in part) the IDEA requirement to identify courses of study. The EDP outlines the "academic course of study" and the IEP identifies the supports, accommodations, and services that are necessary to support the student's success toward the EDP goals. The IEP should refer to the EDP when addressing courses of study. If the EDP contains the essential elements outlined in the next section, it creates an important and necessary link required by the Michigan Merit Curriculum (MMC) legislation. The EDP can provide support and documentation for a Personal Curriculum (PC) modification. Students with a disability are allowed a Personal Curriculum modification only if "the modification is consistent with both the pupil's Educational Development Plan ... and the pupil's Individualized Education Program." To show alignment with these documents, it will be necessary to clearly specify a student's postsecondary goals in his or her IEP using the same or similar language as used in the EDP.

The role of the IEP is to support the student's progress in the general curriculum, not to make exceptions to it. The statute is specific about modifications to the MMC made through the Personal Curriculum, indicating that modifications must be consistent with both the EDP and the IEP.

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EDP Overview *continued*

- ***Universal elements of quality planning may be blended with the current EDP process including the:***
 - 1) Development of postsecondary goals in education, training, employment, and adult living (when appropriate).
 - 2) Identification of student preferences, interests, strengths, and needs.
 - 3) Review of academic performance, learning style, and effective support strategies for students K-8.
 - 4) Identification and coordination of course(s) and support and possible consideration of a PC.
 - 5) Annual review.

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Diploma vs. Completion Without a Diploma

With a high school diploma a student may be eligible for:

- Entering any branch of the U.S. military and armed forces.
- Attending a community college or four-year university.
- Entering a trade or vocational school.
- Applying for scholarships and financial aid (certain test scores such as the MME, ACT, and SAT are also considered).

With a high school diploma a student may be eligible for:

- Michigan Promise Scholarship.
- Tuition Incentive Program (TIP).
- GEAR UP Michigan Scholarship (federal funds).
- Robert C. Byrd Honors Scholarship (federal funds).

Without a diploma a student may:

- Enter trade or vocational school (“Ability to Benefit” admission method which is usually based on the results of a standardized test such as the ACT, SAT, Work Keys, etc.)
- Attend most community colleges (“Ability to Benefit” admission method which is usually based on the results of a standardized test such as the ACT, SAT, Work Keys, etc. Most community colleges also require students to take placement exams).
- Enter certain branches of the U.S. armed forces
 - ◇ The U.S. armed forces will accept applicants who possess a “Certificate of Attendance”. These are sometimes called certificates of competency or completion, but they are based on course completion rather than a test such as the GED or CHSPE. These applicants are called Tier II candidates.
 - ◇ Less than 1% Air Force enlistees are Tier II candidates each year. Approximately 10% of Army and Navy enlistees are Tier II candidates. Approximately 5% of Marines enlistees are Tier II candidates.
- Apply for scholarships and financial aid such as:
 - ◇ Michigan Competitive Scholarship
 - ◇ Michigan Tuition Grant
 - ◇ Michigan Nursing Scholarship
 - ◇ Children of Veterans Tuition Grant
 - ◇ Adult Part-Time Grant
 - ◇ Michigan Educational Opportunity Grant
 - ◇ Michigan Work-Study
 - ◇ Federal Title IV Student Aid (Pell Grant, Supplemental Grant, Perkins Loan, Stafford Student Loan, Federal Work-Study)

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Diploma vs. Completion Without a Diploma *continued*

Abbreviations

TIP: Tuition Incentive Program

MME: Michigan Merit Exam

ACT: American College Testing Program

SAT: Scholastic Aptitude Test

GEAR UP: Program that targets middle school students in urban areas. The mission of GEAR UP is to significantly increase the number of low-income students who are prepared to enter and succeed in postsecondary education

GED: General Education Diploma

CHSPE: California High School Proficiency Exam

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School Improvement Framework Chart

Districts continue to be responsible for curriculum and assessment planning as indicated in the School Improvement Planning Process. This chart provided additional information that supports the development and monitoring of aligned, coherent, inclusive, and articulated curriculum and assessment.

The Michigan School Improvement Framework can be accessed online at:

www.michigan.gov/documents/SIF_4-01-05_130701_7.pdf

Strand I—Teaching for Learning

1. Curriculum
 - Aligned, Reviewed, and Monitored
 - ◇ Aligned, Coherent, and Inclusive Curriculum
 - Communicated
 - ◇ Communicated and Articulated Curriculum
2. Instruction
 - Planning
 - ◇ Systematic Planning for Quality Instruction
 - Delivery
 - ◇ Coherent and Effective Support for the Delivery of Instruction
3. Assessment
 - Aligned to Curriculum and Instruction
 - ◇ Use of Multiple Measures to Support School-Wide Decision-Making
 - Data Reporting and Use

Strand II—Leadership

1. Instructional Leadership
 - Educational Program
 - ◇ High Standards and Clear Expectations
 - Instructional Support
 - ◇ Culture of Collaboration
 - ◇ Instructional Program Coherence
2. Shared Leadership
 - School Culture and Climate
 - ◇ Coordinated Policies and Procedures
 - Continuous Improvement
 - ◇ Culture of Collective Responsibility
 - ◇ Continuous Improvement
3. Operational Resource Management
 - Resource Allocation
 - ◇ Accountability and Strategic Resource Allocation
 - Operational Management

Strand III—Personnel and Professional Learning

1. Personnel Qualifications
 - Requirements
 - ◇ Highly Qualified Personnel
 - Skills, Knowledge, Dispositions
2. Professional Learning
 - Collaboration
 - ◇ Coordinated Professional Development Based Upon Common Principles
 - Content and Pedagogy
 - Alignment

Strand IV—School and Community Relations

1. Parent/Family Involvement
 - Communication
 - ◇ Purposeful Communication and Collaborative Relationships
 - Engagement
2. Community Involvement
 - Communication
 - ◇ Purposeful Communication and Collaborative Relationships
 - Engagement

Strand V—Data and Information Management

1. Data Management
 - Data Generation, Identification, and Collection
 - ◇ Comprehensive, Accessible and Meaningful Data System
 - Data Accessibility
 - Data Support
2. Information Management
 - Analysis and Interpretation
 - ◇ Systematic Support for Data Analysis
 - Applications
 - ◇ Informed Data-Based Decision-Making

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Content Expectations Overview

This chart provided additional information that supports the development and monitoring of aligned, coherent, inclusive, and articulated curriculum and assessment.

Postsecondary Success	
Overarching Expectations	
21st Century Learning Skills	Habits of Mind—Dispositions
SBE Policy on Learning Expectations	ELA, Math, Science, Social Studies
Cross-Content Expectations	
ELA Strand 1—Writing, Speaking, Visually Representing	Science—Inquiry and Reflection
ELA Strand 2—Reading, Listening, Viewing	Social Studies—General Knowledge, Processes, and Skills
Mathematics Strand 1—Quantitative Literacy and Logic	ACT College Readiness Standards

High School Content Expectations			
English Language Arts	Mathematics	Science	Social Studies
<p>Strand 1: Writing, Speaking, and Expressing</p> <ul style="list-style-type: none"> • Writing Process • Personal Growth • Purpose and Audience • Inquiry and Research • Finished Products <p>Strand 2: Reading, Listening, and Viewing</p> <ul style="list-style-type: none"> • Strategy Development • Meaning Beyond the Literal Level • Independent Reading <p>Strand 3: Literature and Culture</p> <ul style="list-style-type: none"> • Close Literary Reading • Reading and Response • Text Analysis • Mass Media <p>Strand 4: Language</p> <ul style="list-style-type: none"> • Effective Use of the English Language • Language Variety 	<p>Strand 1: Quantitative Literacy and Logic</p> <ul style="list-style-type: none"> • Reasoning About Numbers, Systems, and Quantitative Situations • Calculation, Algorithms, and Estimation • Mathematical Reasoning, Logic, and Proof <p>Strand 2: Algebra and Functions</p> <ul style="list-style-type: none"> • Expressions, Equations, and Inequalities • Functions • Families of Functions <p>Strand 3: Geometry and Trigonometry</p> <ul style="list-style-type: none"> • Figures and Their Properties • Relationships Between Figures • Transformations of Figures in the Plane <p>Strand 4: Statistics and Probability</p> <ul style="list-style-type: none"> • Univariate Data – Examining Distributions • Bivariate Data – Examining Relationships • Samples, Surveys, and Experiments • Probability Models and Probability Calculation 	<p>Inquiry, Reflection, Social Implications</p> <p>Earth Science <i>Essential Expectations; Core Expectations</i></p> <ul style="list-style-type: none"> • Earth Systems • Solid Earth • Fluid Earth • Earth in Space and Time <p>Biology <i>Essential Expectations; Core Expectations</i></p> <ul style="list-style-type: none"> • Organization and Development of Living Systems • Interdependence of Living Systems and the Environment • Genetics • Evolution and Biodiversity <p>Physics <i>Essential Expectations; Core Expectations</i></p> <ul style="list-style-type: none"> • Motion of Objects • Forces and Motion • Forms of Energy and Energy Transformations <p>Chemistry <i>Essential Expectations; Core Expectations</i></p> <ul style="list-style-type: none"> • Forms of Energy • Energy Transformation and Conservation • Properties of Matter • Changes in Matter 	<p>General Social Studies Knowledge, Processes, and Skills</p> <p>World History and Geography</p> <ul style="list-style-type: none"> • Historical and Geographical Knowledge, Perspective, Analysis, and Interpretation • Global Analysis of World History Eras 4–8 from Three Perspectives: Global, Interregional, Regional <p>United States History and Geography</p> <ul style="list-style-type: none"> • Historical and Geographical Knowledge, Perspective, Analysis, and Interpretation • Thematic Analysis of United States History Eras 6 – 9 <p>Civics and Government</p> <ul style="list-style-type: none"> • Civics Knowledge • Intellectual Skills • Participatory Skills • Civic Dispositions <p>Economics</p> <ul style="list-style-type: none"> • Economics Knowledge • Intellectual Skills • Economic Literacy