

ALTERNATIVE DIPLOMA SOCIAL STUDIES GUIDANCE

Guidance for Nevada's teachers and high schools regarding the implementation of the Social Studies credit requirements for the Alternative Diploma for students with significant cognitive disabilities



Introduction

This guidance document is designed to assist Nevada’s schools and teachers in the implementation of the credit requirements necessary for a student to attain an Alternative Diploma. The Nevada Revised Statute (NRS) requires students pursuing the Alternative Diploma to attain a minimum number of high school credits (Table 1), including two credits in Social Studies. Currently, Nevada does not have approved NVACS Connectors in the Social Studies subject area. This document provides suggestions for modified standards that align to the Nevada Social Studies Standards, which can be used to inform the content of a Social Studies classes for students with significant cognitive disabilities (SCD).

Table 1.

Credit Minimums for Graduating Cohorts 2022 and After

Required Course	Minimum Number of Units
Social Studies	2.0
Arts and Humanities, Junior Reserve Officers’ Training Corps (Level III or Level IV) or Career and Technical Education	1.0
College and Career Ready Flex Credit (see notes below for details)	2.0
English Language Arts	4.0
Health Education	0.5
Mathematics	3.0
Physical Education	2.0
Computer Education and Technology	0.5
Science	2.0
Electives	6.0
TOTAL	23 Units

Note. The course of study in college and career ready flex credit must include:

1. Level II or Level III course of study in a program area prescribed pursuant to NAC 389.803 (*Career and Technical Education courses that are Level II and Level III fulfill this requirement*);
2. Fourth year of mathematics;
3. Third year of social studies; or
4. Third year of science.

Primary Heading - *Identifies Social Studies content area*

Recommended Minimum Access Point – *Suggests a minimum point of access for students pursuing attainment of the modified Social Studies Standards*

Definitions of Terms – *Defines terms within the Recommended Minimum Access Points for clarification and to ensure broad consideration of students' ability to access the modified Social Studies Standards*

Content Themes and Modified Standards:

Content Theme

Standard No. and Modified Social Studies Standard – *Identifies the modified Social Studies Standard to guide content and instruction*

The Nevada Department of Education's Office of Special Education recognizes that students with significant cognitive disabilities (SCD) represent a broad diversity of abilities and support needs. In an effort to assist IEP teams in decision making and planning for the Alternative Diploma, we have developed the aforementioned Recommended Minimum Access Points as guidance. These recommended access points for students with SCD are intended to promote the broadest level of student access while also ensuring a high level of rigor in student programming.

1. World History and Geography (1300-Present)

Recommended Minimum Access Point – *Student can access* representations* of global past occurrences**

access* - A student's ability to access curriculum materials should be considered within the broadest range of possible options and should consider: adaptations, modifications, and alternative versions of presentation and response.

representations* - Representations of concepts and curricular materials should consider the student's receptive communicative abilities and make use of modalities of representation understood by the student.

global past occurrences* - World history provides thousands of years of events and people from which to design lessons and represent concepts. Teachers and staff should make use of the diversity of history to increase student access to the curriculum.

Content Themes and Modified Standards

Power and politics

SS.9-12.WH.13 Identify historical global regimes and their artifacts

Identity

SS.9-12.WH.16 Provided an example of an individual, group, or nation; identify corresponding institutions religions, languages, geography, culture, or social customs for which they are associated

People and ideas

SS.9-12.WH.19 Given an artistic, architectural, scientific, or technological development; identify an associated event, people, or culture

International relations

SS.9-12.WH.21 Identify causes and effects of major war and global conflicts

Social justice, consciousness, and action

SS.9-12.WH.24 Identify individuals and reform movements and the civil rights or liberties for which they fought

Respectful engagement with diverse people

SS.9-12.WH.25 Identify ways to promote respect, equity, and diversity at the school and local level

Diverse contributions made by men and women from various racial and ethnic backgrounds, including, without limitation, information relating to contributions and impact

SS.9-12.WH.28 Identify how diverse individuals have made intellectual, cultural, religious, and artistic contributions to the modern world

Civil and political institutions

SS.9-12.WH.29 Identify political and religious groups and how they have influenced governments

Processes, rules, and laws

SS.9-12.WH.31 Compare and contrast two or more historical systems of government

Geographic representations

SS.9-12.WH.33 Using a map, identify the location of historic peoples and cultures

Human population, movements, and patterns

SS.9-12.WH.35 Identify variables that have affected human populations and geographic distribution

Global interconnections

SS.9-12.WH.36 Identify ways globalization and resource availability affect countries

Exchange markets, national economy, and global economy

SS.9-12.WH.37, 38, 39, & 40 Compare and contrast different economic systems

2. United States History (1877-Present)

Recommended Minimum Access Point – *Student can access* representations* of national past occurrences**

access* - A student's ability to access curriculum materials should be considered within the broadest range of possible options and should consider: adaptations, modifications, and alternative versions of presentation and response.

representations* - Representations of concepts and curricular materials should consider the student's receptive communicative abilities and make use of modalities of representation understood by the student.

national past occurrences* - U. S. history provides decades of events and people from which to design lessons and represent concepts. Teachers and staff should make use of the diversity of U.S. history to increase student access to the curriculum.

Content Themes and Modified Standards

Power and politics

SS.9-12.US.14 Identify American reformers and reform movements and the civil rights or liberties for which they fought

Identity

SS.9-12.US.15 Identify characteristics of American identity and how those characteristics have changed over time

SS.9-12.US.16 Identify impactful historical groups and how they have shaped America

People and ideas

SS.9-12.US.17 Show how gender roles in America have changed over time

SS.9-12.US.18 Identify American social and economic classes and their roles in American life

SS.9-12.US.19 Show how religious, intellectual, and artistic ideas have influenced American life

Nevada history

SS.9-12.US.20 Show ways Nevada history has been influenced by national issues

SS.9-12.US.21 Show ways migration and immigration has changed Nevada since 1877

SS.9-12.US.22 Show ways that Nevada's economy has changed over time

International relations

SS.9-12.US.23, 24, & 25 Identify ways America's international relations have changed over time

Social justice, consciousness, and action

SS.9-12.US.26 & 27 Identify ways that groups in America have been oppressed and how they have resisted their oppression

Respectful engagement with diverse people

SS.9-12.US.28 & 29 Identify ways that schools and local communities can promote respect, equity, and diversity

Diverse contributions made by men and women from various racial and ethnic backgrounds, including, without limitation, information related to contributions and impact

SS.9-12.US.30 & 31 Identify important U.S. historical figures from diverse populations and their influences on American society

Civic and political institutions

SS.9-12.US.32 Identify important, historical U.S. political leaders and their influence on U.S. politics

Civic dispositions and democratic principles

SS.9-12.US.35 & 36 Identify historical U.S. documents and political and democratic institutions, and show ways that they impact American identity

Processes, rules, and laws

SS.9-12.US.37 & 38 Identify key U.S. historical documents and legal decisions and how they affect American life

Geographic representations

SS.9-12.US.39 Using a map, identify cultural, economic, political, and environmental characteristics of the U.S. recognizing change over time

Human environment interaction

SS.9-12.US.40 Identify ways the American landscape has changed over time

Human population, movement, and patterns

SS.9-12.US.41 Identify ways that ideas, technology, and culture have influenced U.S. population changes

Global interconnections

SS.9-12.US.42 Identify ways that global interactions have influenced America

Exchange and markets

SS.9-12.US.43 Show how individuals and groups have impacted the U.S. economy over time

National economy

SS.9-12.US.44 Identify factors that have influenced the U.S. economy over time

Global Economy

SS.9-12.US.45 Identify ways that global interaction impacts the U.S. economy

3. Civics and Economics

Recommended Minimum Access Point – *Students can access* representations* of civic processes*, civic institutions*, and economies**

access* - A student's ability to access curriculum materials should be considered within the broadest range of possible options and should consider: adaptations, modifications, and alternative versions of presentation and response.

representations* - Representations of concepts and curricular materials should consider the student's receptive communicative abilities and make use of modalities of representation understood by the student.

civic processes* - Civic processes may include voting, advocacy, organizing, etc. Teachers should broadly consider how students can be engaged in civic processes as active citizens.

civic institutions* - Civic institutions may include government bodies, agencies, and services. Teachers should broadly consider how these civic institutions might be engaged by students and prioritize governmental agencies/services students are likely to use.

economies* - Teachers should broadly consider how economic systems might be engaged by students and prioritize instruction around student use and access to economic systems.

Content Themes and Modified Standards

Power and politics

SS.9-12.CE.13 Identify factors that influence political identity and ideology

Identity

SS.9-12.CE.15 Identify ways government shapes American identity

SS.9-12.CE.16 Show how U.S. founding documents and their interpreted meanings have changed over time

People and ideas

SS.9-12.CE.17 Show how various American groups have been impacted by U.S. governmental policies

Nevada history

SS.9-12.CE.18 Identify current issues in Nevada politics

SS.9-12.CE.19 Identify ways that the Nevada and U.S. Constitutions are alike and different

International relations

SS.9-12.CE.20 Identify key international conflicts and diplomacy in which the U.S. has been involved

Social justice, consciousness, and action

SS.9-12.CE.24 Identify how individuals can take civic action to create positive community change

Respectful engagement with diverse people

SS.9-12.CE.25 Identify ways individuals can use civic action to help build communities of respect, equity, and diversity

Diverse contributions made by men and women from various racial and ethnic backgrounds, including, without limitation, information regarding contributions and impact

SS.9-12.CE.26 Identify diverse leaders and how they have impacted American policies

Civic and political institutions

SS.9-12.CE.27 Identify and describe the three branches of government

SS.9-12.CE.28 Identify ways in which a system of checks and balances influence the three branches of government

SS.9-12.CE.29 Identify ways that laws are created at different levels of government

SS.9-12.CE.30 Identify ways the U.S. media influences the American government and U.S. politics

SS.9-12.CE.31 Identify ways that special interest groups impact the U.S. government

SS.9-12.CE.33 Identify various ways taxes are collected/paid and how taxes that are collected are used by various levels of government

Civic dispositions and democratic principles

SS.9-12.CE.34 Show how political roles for U.S. citizens have changed over time

Processes, rules, and laws

SS.9-12.CE.36 Identify key features and processes of the judicial process

SS.9-12.CE.37 Identify reasons that government is necessary

Geographic representation

SS.9-12.CE.38 Using a map, identify regional political differences and possible reasons for those differences

Human environment interaction

SS.9-12.CE.39 Identify how U.S. environmental policies address issues created by human/environment interactions

Human population, movement, and patterns

SS.9-12.CE.40 Identify political differences between urban and rural municipalities and possible reasons for those differences

Global interconnections

SS.9-12.CE.42 Identify current political systems and their effects on U.S. citizens
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Exchange and markets

SS.9-12.CE.44 Identify goods and services and ways to access them using credit and monetary systems
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National economy

SS.9-12.CE.51 Identify economic and employment opportunities within the U.S. economy

Global economy

SS.9-12.CE.53 Identify ways that globalization has impacted the American economy

4. Financial Literacy (*Financial literacy must be taught as part of the required Economics coursework*)

Recommended Minimum Access Point – Students can access* monetary concepts*

access* - A student's ability to access curriculum materials should be considered within the broadest range of possible options and should consider: adaptations, modifications, and alternative versions of presentation and response.

monetary concepts* - Financial systems are based on the exchange of goods and services using standard currency mechanisms. Foundational to financial literacy is the understanding of how currency is used to obtain goods and services. Teachers and staff should ensure students can access basic money concepts and use in order to access financial literacy concepts.

Content Themes and Modified Standards

Financial decision-making

SS.9-12.FL.1 Develop financial goals necessary to meet daily living needs

SS.9-12.FL.2 Identify different taxes and their purposes

SS.9-12.FL.3 Locate financial information and resources

Savings and spending

SS.9-12.FL.4 Develop a spending and savings plan to meet financial goals

Credit and debt

SS.9-12.FL.5 Show how to obtain and responsibly use credit and debt markets, and how to meet associated obligations

SS.9-12.FL.6 Identify ways to establish a good credit history and how it affects borrowing

SS.9-12.FL.7 Identify how to acquire a loan to make a purchase and key features of a loan

Insurance, investing, and risk

SS.9-12.FL.8 Identify financial dangers associated with identity theft and fraud

SS.9-12.FL.9 Identify the benefits of placing money in Nevada ABLÉ accounts

SS.9-12.FL.10 Identify different types of insurance and the protections they provide

College and career preparedness

SS.9-12.FL.11 Explore career options and pathways, and their impact on financial well-being

SS.9-12.FL.12 Practice completing important forms and documents necessary to daily living and postsecondary outcomes

SS.9-12.FL.13 Show an understanding of postsecondary services and benefits

The modified standards included in this document inform the content for the Social Studies credits required for students to attain the Alternative Diploma (Figure 1). These standards can be used to develop World History, U.S. History, American Government, and Economics courses. U.S. History, American Government, and Economics courses are required. Delivery of the content required to meet the Social Studies credit requirements may occur in the general education setting with modified content, or it may occur in a segregated special education setting, depending on the least restrictive environment (LRE) determinations made by the IEP team.

Figure 1.

Example Four Year Course of Study Based on 2022 Requirements

Period	Freshman Year	Sophomore Year	Junior Year	Senior Year
1 st Period	ELA I (1 Credit)	ELA II (1 Credit)	ELA III (1 Credit)	ELA IV (1 Credit)
2 nd Period	Algebra I (1 Credit)	Geometry (1 Credit)	Mathematics for Everyday Living (1 Credit)	
3 rd Period	Biology (1 Credit)	Physical Science (1 Credit)	Elective Credit (1 Credit)	
4 th Period	*Economics (.5 Credit) *American Government (.5 Credit)	*American History (1 Credit)	Elective Credit (1 Credit)	
5 th Period	Health Education (.5 Credit)	Physical Education (1 Credit)	Physical Education (1 Credit)	
	Computer Science and Applications (.5 Credit)			
6 th Period	Culinary I (1 Credit)	Culinary II (1 Credit) *Flex Credit	Culinary III (1 Credit) * Flex Credit	
7 th Period	Elective Credit (1 Credit)	Elective Credit (1 Credit)	Elective Credit (1 Credit)	Elective Credit (1 Credit)

***Note.** Economics (w/ Financial Literacy), American Government, and American History are required courses.