Nevada Alternative Diploma
Elementary Grades
Vertical Alignment Guidance

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Introduction

Effective July 1, 2017 the Alternative Diploma became Nevada's newest diploma option. Requirements for the Alternative Diploma passed the regulatory process on October 11, 2018. The Alternative Diploma is now available to Nevada's students with disabilities who are assessed on the Nevada Alternate Assessment (NAA). Nevada's requirements for the Alternative Diploma align to the academic coursework and the College and Career Readiness assessment (ACT) requirements for students working to achieve a standard diploma.

The Office of Inclusive Education (formerly the Office of Special Education) has previously issued implementation guidance, as well as standards and credit guidance, for Local Education Agencies (LEAs) to use when planning instruction for high school students with significant cognitive disabilities (SCD) who are pursuing the Alternative Diploma. This guidance can be located on our website at the following link:

https://doe.nv.gov/Inclusive_Education/Alternative_Diploma_Guidance_Documents/

To attain the Alternative Diploma, high school students with SCD must obtain a prescribed number of academic credits that parallel the credit requirements necessary for students to obtain Nevada's standard diploma. The content of the courses that high school students with SCD will take in pursuit of the Alternative Diploma can be significantly modified but should align to the Nevada Academic Content Standard (NVACS) Connectors. Guidance for the development of credited high school courses based on the NVACS Connectors can be located at the aforementioned link and are labeled as follows:

- ELA NVACS Connector Standards
- Math NVACS Connector Standards
- Science NVACS Connector Standards

For academic content areas where no NVACS Connectors exist, guidance for the development of credited high school courses using modified academic standards in those content areas can also be located at the aforementioned link and are labeled:

- AD Computer Education and Technology Credits Guidance
- AD Health Education Guidance
- AD Science Credits Guidance
- AD Social Studies Credits Guidance

It is recommended that elementary and middle school teachers review the high school Alternative Diploma guidance to attain a more comprehensive understanding of the expectations for which they will need to begin preparing students with SCD. Elementary and intermediate schools must begin to vertically align their curriculum and academic expectations for students with SCD so that they enter high school with a skill set that will allow them to successfully pursue the required academic credits to achieve the Alternative Diploma. The remainder of this document provides elementary teachers who serve students

with SCD with standards guidance to begin implementing this vertical alignment.

Elementary School Requirements

The Nevada Administrative Code (NAC) in section 389.195 establishes the required academic course of study for elementary schools:

NAC 389.195 Elementary school. (NRS 385.080, 385.110, 389.0185)

1. The State Board of Education prescribes the following courses of study for elementary schools:

(a) Reading.
(b) Language.
(c) Social studies.
(d) Mathematics.
(e) Science.
(f) Art.
(g) Music.
(h) Health.
(i) Physical education.
(j) Computers.

It is recommended that students with SCD be held accountable to instruction in a parallel course of study. This will both ensure that students with SCD receive grade aligned content, as well as prepare them for future secondary school expectations. Content for this coursework may be significantly modified for students with SCD but should align to the NVACS Connectors, or the modified standards in this document, for each student's corresponding grade level.

Specific standards guidance for elementary school academic content can be found in successive sections of this *Elementary Grades Vertical Alignment* guide. Please refer to the table of contents at the beginning of this guide to locate specific content academic areas and corresponding page numbers.

Grade Assignment

Grades for completed coursework can be assigned by either a special educator who delivers standards aligned curriculum or a general educator who delivers standards aligned curriculum. If a student with SCD is receiving academic content in a self-contained or other special education setting, then it will likely be the special educator teaching within that setting who assigns grades for completed coursework. If a student with SCD is receiving academic content in a general education setting, then the grades may be assigned by the general educator or by the special educator. Within an inclusive general education environment, students with SCD will likely require substantial modifications and accommodations to access standards aligned curriculum. These adaptations will necessitate active team planning and collaboration between the special educator, general educator, and

possibly a paraeducator. Because both the special educator and general educator will take an active and significant role in the delivery of the required curriculum in an inclusive setting, either may assign grades for the completed coursework.

Why Standards Alignment for Elementary Students with SCD?

Just like all other students, students with SCD have the right to a full educational opportunity (Courtade, Spooner, Browder, & Jimenez, 2011). The last twenty plus years have produced a large body of educational research that provides evidence students with SCD can learn state standards that are adapted for alternate achievement (Courtade, Spooner, Browder, & Jimenez, 2011). A selection of this research for elementary school students with SCD is presented in Table 1. below.

Table 1.

Selection of the Research: Teaching Standards Aligned Skills to Elementary Grade Students with SCD

Source	Academic Skills	Evidence-Based Practices Used
Browder, D. M., Jimenez, B. A., Spooner, F., Saunders, A., Hudson, M., & Bethune, K.S. (2012)	Early numeracy skills: • Counting using 1:1 correspondence • Number identification • Rote counting • Composing sets • Addition with sets • Comparing sets • Patterning • Linear measurement • Calendar skills	• Story-based math lessons • Graphic organizers • Manipulatives • System of least prompts • Embedded instruction • Time delay
Hudson, M. E., Browder, D. M., & Jimenez, B. A. (2014)	Science concept comprehension (listening): • Recall comprehension • Inferential comprehension	• Adapted 4th grade science curriculum • System of least prompts • Peer delivery of prompts • Read alouds
Jimenez, B. A., & Kemmery, M. (2013)	Early numeracy skills; • Non-standard measurement • Standard measurement • Counting • Calendar skills • How to create sets • How to identify and work with patterns	• Story-based math lessons • System of least prompts • Time delay
Jimenez, B. A., Lo, Y., & Saunders, A. F. (2014)	Science skills: • Comprehension of science concepts	• Adapted science text and materials • System of least prompts • Time delay • Scripted lessons • Guided notes

Source	Academic Skills	Evidence-Based Practices Used
Jimenez, B. A., & Staples, K. (2015)	Early numeracy skills: • Number identification • Making sets • Addition	• Theme based lessons • Manipulatives • Graphic organizers • System of least prompts • Time delay
Mims, P. J., Browder, D. M., Baker, J. N., Lee, A., & Spooner, F. (2009)	English language arts skills: • Comprehension (listening)	• Concrete symbol use • System of least prompts

Key to this research body, is that when students with SCD have access to rigorous academic learning opportunities and evidence-based instructional methods and strategies, they can learn academic concepts and procedures once thought to exceed their capacities.

Unfortunately, while the research base on the ability of students with SCD to learn increasingly rigorous educational content continues to grow, the actual educational opportunity for them to do so has proven less robust. This lack of opportunity for students with SCD to engage in rigorous academic programming leaves them unprepared for life after high school, and contributes to the high unemployment rates and low rates of meaningful community engagement in their postsecondary life. By specifying standards-based alignment, Nevada seeks to ensure that students with SCD are educated on a similar trajectory as their typically developing peers.

For too long the field of special education has generally implemented a bifurcated curricular system for students with disabilities. Students with SCD and those perceived as "low-functioning" of having "high support needs" have too often seen their educational experiences be restricted within a functional skill domain, while students who are perceived as "high-functioning" or having "low support needs" have more often had the benefit of academic curriculum and instruction that affords them access to the full educational opportunity inherent in our system. By specifying standards alignment, the Nevada Department of Education's Office of Inclusive Education is providing impetus for school districts to transition away from this dual system of educational opportunity.

Are there any skills more functional in life as literacy, numeracy and mathematical competence, intentional personal expression, etc.? Educational research continues to answer this question with a resounding no! All students should have the opportunity to progress and learn academics toward their fullest potential. The Office of Inclusive Education is therefore committed to supporting our schools and school districts in providing students with SCD meaningful access to rigorous, evidence-based instruction in standards-aligned academic content.

Least Restrictive Environment (LRE)

Elementary students with SCD may receive standards aligned academic content in either a general education or special education setting. As per IDEA 2004, decisions regarding a

student's LRE remain at the discretion of the IEP team. However, it is unlikely that special education teachers will possess the academic content knowledge necessary to provide the breadth of aligned academic content alone in a segregated setting. Collaboration with general education teachers that have content expertise in academic subject matter will likely be necessary to provide students with SCD access to the full scope of standards aligned content. Including students with SCD in general education classes and providing modified instructional content to the students may be the best strategy to align students' instruction toward preparedness for eventual attainment of the Alternative Diploma.

As described in the *Nevada Alternative Diploma Implementation Guidance* document (https://doe.nv.gov/uploadedFiles/ndedoenvgov/content/Inclusive_Education/NevadaAlternateDiplomaGuidance(1).pdf), it will be logistically difficult for high school special educators to develop a full sequence of credited academic coursework for students with SCD in a self-contained environment:

Teachers of high school students whose LRE is determined by the IEP team to be a separate special education classroom, and who are pursuing an Alternative Diploma, will need to plan simultaneous, multi grade-level instruction that is standards-based. An approach to implementation that occurs within a special education classroom will require instructional grouping and differentiation based on student ability and grade-level. While this approach to implementation is possible and available to LEAs, it will likely be much more challenging for teachers to accomplish as opposed to an implementation strategy that occurs primarily within general education classes (pp. 10-11).

In short, high school students with SCD will likely see an increase in less restrictive placement decisions due to the credit requirements of the new Alternative Diploma. Meaningful inclusion should not begin for students with SCD when they enter high school; on the contrary, maximizing inclusion for students with SCD should be the default objective for all of Nevada's schools regardless of the students' ages. This is in line with IDEA 2004's LRE requirements that state:

Each public agency must ensure that—
(i) ***To the maximum extent appropriate, children with disabilities, including children in public or private institutions or other care facilities, are educated with children who are nondisabled****; and*
(ii) Special classes, separate schooling, or other removal of children with disabilities from the regular educational environment occurs only if the nature or severity of the disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily. [§300.114(a]

While IDEA 2004 does allow for a continuum of placement and services, over forty years of research indicates that when students with SCD are included in the general education environment with their typically developing peers and provided appropriate supports and modifications, they have better outcomes. This research body provides evidence that when students with disabilities are included, they are more likely to have:

- better communication skills;
- higher academic achievement;
- wider social networks;
- fewer behavior challenges;
- more opportunities for higher education; and
- meaningful employment as adults.

As cited in Causton-Theoharis & Theoharis, 2009; Courtade, Jimenez, & Delano, 2014; Florian, Rouse, Black-Hawkins, & Jull, 2004; Hudson, Browder, & Wood, 2013; Jackson, Ryndak, & Wehmeyer, 2010; Kleinert, Towles-Reeves, Quenemoen, Thurlow, Fluegge, Weseman, & Kerbel, 2015; McDonnell, Mathot-Buckner, Thorson, & Fister, 2001; Oh-Young & Filler, 2015; Peetsma, Vergeerm Roeleveld, & Karsten, 2001; Ryndak, Alper, Hughes, & McDonnell, 2012; and Soresi, Nota, Ferrari, Sgaramella, Ginevra, & Santilli, 2013

In order that students with SCD are prepared for high school inclusion, it will likely be necessary to include them in elementary and intermediate school general education settings as well. "Early inclusion can set a trajectory for inclusion across the life course" (USDHHS & USDOE, 2015, pp. 1-2). The general education classroom is a public learning space and therefore should belong to all students, irrespective of ability, race, gender, wealth, etc. The Nevada Department of Education's 2020 State Improvement Plan embodies this commitment to inclusion in both its defined values (equity, access, inclusivity) and more specifically for students with disabilities in the following inclusivity strategy:

NDE will provide educators and staff with professional learning and technical assistance in evidence-based inclusive practices to achieve a long-term goal of 80% of differently abled students educated in their Least Restrictive Environment (LRE)

The United States Department of Education (USDOE) has stated that it is their vision that "all people be meaningfully included in all facets of society" (USDHHS & USDOE, 2015, pp. 1). The Nevada Department of Education's Office of Inclusive Education is committed to supporting our schools in the creation of collaborative and successful general education classrooms that are inclusive of all forms of diversity inherent to the human condition, including students with the most significant cognitive disabilities.

ELEMENTARY GRADES NVACS CONNECTORS GUIDANCE FOR ENGLISH LANGUAGE ARTS

Guidance for Nevada's teachers and elementary schools for vertically aligning ELA instructional content for students with significant disabilities toward attainment of the Alternative Diploma

Introduction

This guidance document is designed to assist Nevada's elementary schools and teachers in the alignment of instructional content and practice to prepare students with significant cognitive disabilities (SCD) for progression toward attaining the Alternative Diploma. The Nevada Department of Education's Office of Inclusive Education recognizes that students with SCD as a subpopulation are heterogeneous and reflect a broad diversity of abilities and support needs, with some students with SCD having very high support needs. Irrespective of student ability; however, once children reach school age, "reading and writing become social, legal, and educational priorities" (Orlando and Ruppar, 2016, pp. 6). Many students with SCD often enter school without having been exposed to the same opportunities for emergent literacy experiences as their typically developing, same age peers. (Orlando & Ruppar, 2016). In addition, while students with SCD are a subgroup with an extreme heterogeneity of abilities, research suggests that they often do share similar deficit-based learning characteristics, such as "learning slowly, learning less (over time), having difficulty putting together component parts of information, maintaining information, and generalizing information" (Alper, 2003, as cited in Orlando & Ruppar, 2016, pp. 6). Deficits in typical language production and understanding often require students with SCD to use non-traditional communication modalities, both expressive and receptive, to access literacy-based subject matter. This may include the use of a range of symbol types, from concrete symbols (e.g., objects, pictures, graphics) to abstract symbols (e.g., written words), and often the use of augmentative and alternative communication (AAC) devices (e.g., voice output communication devices). Due to their often unique support needs, literacy instruction and meaningful access to English Language Arts (ELA) curriculum for students with SCD may look very different from the instruction and access provided to their typically developing peers; however, literacy should be a mandatory component of all students' instruction and delivered as part of a comprehensive ELA curriculum. As Browder, Spooner, and Ahlgrim-Delzell (2011) state, "literacy is a functional skill that can be used to lead a more independent life" (pp. 130).

Armbruster, Lehr, and Osborn (2003) define literacy as the ability to read, write, and communicate. It is important for teachers who serve students with SCD to embrace this definition in their ELA instruction and recognize that the exploration of available and accessible communication modalities can increase their students' access to literacy in the context of a comprehensive ELA curriculum. For example, some students with SCD may be unable to read for comprehension in the conventional sense, but may be able to show understanding of a text read aloud to them if their listening comprehension is the focus of instruction, and they are provided with understood symbols that will allow them to show their knowledge of the text.

To assist IEP teams in decision making and planning for the Alternative Diploma, we have developed **Recommended Minimum Access Points** as guidance for how students with SCD can enter access to the standards while maintaining alignment. These are intended to provide teachers accessibility points for students with SCD whose learning differences may require significant modifications for access to the NVACS Connectors and other modified standards that they precede in this document.

Nevada assesses elementary students with SCD in English Language Arts (ELA) on the Nevada Alternate Assessment (NAA) during grades 3, 4, and 5. Therefore, there are corresponding Nevada Academic Content Standards (NVACS) Connectors in the ELA subject area for these grades. In addition to the NVACS Connectors for grades 3, 4, and 5; this document also provides recommended modified standards based on the NVACS for grades K, 1, and 2 so that teachers in these grades can begin to align their instruction as well.

The ELA modified standards for grades K, 1, and 2 are organized by grade level and as follows: 1.) Reading Foundational Skills; 2.) Writing; 3.) Language; 4.) Speaking and Listening; and 5.) Research.

The ELA NVACS Connectors for grades 3, 4, and 5 for reading are organized by grade level and under the type of texts for which they are aligned. They include: 1.) Literary Texts; and 2.) Informational Texts. Following the ELA NVACS Connectors for reading are the NVACS Connectors in: 3.) Writing; 4.) Language; 5.) Speaking and Listening; and 6.) Research. Each section of this guidance document is organized as follows:

Grade Level

1. **Primary Heading:** *Identifies ELA instructional content area*

Recommended Minimum Access Point – *Suggests a minimum point of access for students pursuing attainment of the modified standards or NVACS Connectors*
Definitions of Terms – *Defines terms within the Recommended Minimum Access Points for clarification and to ensure broad consideration of students' abilities to access the modified standards or NVACS Connectors*

Target: *Identifies ELA components targeted by the NVACS Connectors or modified standards*
Identifier: *Identifies subsequent information as modified standards (pink shading) or NVACS Connectors (gray shading)*
Modified Standard or NVACS Connector Number – *Identifies the number for the ELA NVACS from which the ELA modified standards and NVACS Connectors are derived* Modified Standard(s) or NVACS Connector(s)

Kindergarten

1. **Reading Foundational Skills**

Recommended Minimum Access Point: Student *accesses* emergent literacy** skill development opportunities
***accesses* -** A student's ability to access emergent literacy development opportunities should be considered within the broadest range of possible options and may include: adaptations, modifications, and alternative versions of presentation and response.
***emergent literacy* -** Emergent literacy encompasses the knowledge, skills, and attitudes

that children develop in relation to reading and writing throughout the early childhood period. Emergent literacy includes such aspects as oral language (both speaking and listening), book knowledge, understanding that print can carry meaning, as well as basic alphabet knowledge, and early phonological awareness (Save the Children US, 2013).

Target: Print concepts
Standards:
RF.K.1 Demonstrate understanding of the organization and basic features of print. 1. Follow words from left to right, top to bottom, and page by page 2. Recognize that spoken words are represented in written language by specific sentence sequences of letters 3. Understand that words are separated by spaces in print 4. Identify all upper- and lowercase letters of the alphabet
Target: Phonological awareness
Standards:
RF.K.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes)
Target: Phonics and word recognition
Standards:
RF.K.3 Know and apply phonics and word analysis skills in decoding words
Target: Fluency
Standards:
RF.K.4 Read emergent-reader texts with purpose and understanding 1. Identify key details of the stories (e.g., characters, associated illustrations/pictures, events, etc.)

2. Writing

**Writing is a form of expressive communication. Writing in the context of implementing standards alignment for students with significant cognitive disabilities should not be narrowly defined as using a pencil, pen, or other writing implement on paper. The broadest possible range of expressive communicative strategies that can provide students curricular access should be considered.*

Recommended Minimum Access Point: Student *develops** use of *accessible modes** of *expressive communication**
***develops* -** The process of acquiring new skills and abilities.
***accessible modes* -** Options to produce expressive communication should be considered within the broadest range of possible options, considering both verbal and non-verbal options, and including augmentative and alternative communication systems as required by the student's needs.
***expressive communication* -** Refers to the conveyance of a thought(s) or feeling(s) to

another person or people.

Target: Text types and purposes
Standards:
W.K.1 Select a familiar book and use an accessible form of expression to state an opinion about it **W.K.2** Select a familiar topic and use an accessible form of expression to share information about the topic **W.K.3** Select an event and use an accessible form of expression to share information about it

3. Language

Recommended Minimum Access Points: Student *develops** use of *accessible modes** of *expressive communication**
***develops* -** The process of acquiring new skills and abilities.
***accessible modes* -** Options to produce expressive communication should be considered within the broadest range of possible options, considering both verbal and non-verbal options, and including augmentative and alternative communication systems as required by the student's needs.
***expressive communication* -** Refers to the conveyance of a thought(s) or feeling(s) to another person or people.

Target: Conventions of standard English
Standards:
L.K.1 Demonstrate standard English conventions when using an accessible form of expression 1. Use nouns and verbs 2. Use plural nouns 3. Understand and use question words (e.g., who, what, where, when, why, how) 4. Use frequently occurring prepositions (e.g., to, from, in, out, on, off, for, by, with) 5. Express complete sentences in shared language activities

4. Speaking and Listening

Recommended Minimum Access Point: Student *develops* responsiveness skills** to *environmental stimuli**
***develops* -** The process of acquiring new skills and abilities.
***responsiveness skills* -** Refers to students' abilities to respond purposefully and meaningfully.

environmental stimuli - Broadly refers to anything in the environment that requires or provokes a response. A student's access to environmental stimuli should be considered during instructional opportunities, including modifications and adaptations to environmental stimuli as necessary to meet the unique communication needs of the learner.

Target: Comprehension and collaboration
Standards:
SL.K.2 Provided meaningful access to the content of an age appropriate text, use an accessible form of expression to identify details, ask and answer questions, or seek clarification about the text **SL.K.3** Using an accessible form of expression, ask for help when needed

5. Research

Recommended Minimum Access Point: Student *develops* preferences** in response to *lived experiences**
develops - The process of acquiring new skills and abilities.
preferences - Refers to the act of showing favorability for something. A student's access to opportunities to display preferences should be considered during instructional opportunities, including modifications and adaptations to presentation as necessary to meet the unique communication needs of the learner.
lived experiences - Refers to encounters one would undergo in typical daily environments.

Target: Research to build and present knowledge
Standards:
W.K.7 With guidance and support from adults, use gathered information to express an informed opinion **W.K.8** Identify information, or representations of information, associated with lived experiences

1st Grade

1. Reading Foundational Skills

Recommended Minimum Access Point: Student *accesses* emergent literacy** skill development opportunities
***accesses* -** A student's ability to access emergent literacy development opportunities should be considered within the broadest range of possible options and may include: adaptations, modifications, and alternative versions of presentation and response.
***emergent literacy* -** Emergent literacy encompasses the knowledge, skills, and attitudes that children develop in relation to reading and writing throughout the early childhood period. Emergent literacy includes such aspects as oral language (both speaking and listening), book knowledge, understanding that print can carry meaning, as well as basic alphabet knowledge, and early phonological awareness (Save the Children US, 2013).

Target: Print Concepts
Standards:
RF.1.1 Demonstrate understanding of the organization and basic features of print 1. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation)
Target: Phonological awareness
Standards:
RF.1.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes)
Target: Phonics and word recognition
Standards:
RF.1.3 Know and apply phonics and word analysis skills in decoding words
Target: Fluency
Standards:
RF.1.4 Read an age-appropriate texts with sufficient accuracy and fluency to support comprehension 1. Identify key details of the stories (e.g., characters, associated illustrations/pictures, events, etc.)

2. Writing

**Writing is a form of expressive communication. Writing in the context of implementing standards alignment for students with significant cognitive disabilities should not be narrowly defined as using a pencil, pen, or other writing implement on paper. The broadest possible range of expressive communicative strategies that can provide students curricular access should be considered.*

Recommended Minimum Access Point: Student *develops** use of *accessible modes** of *expressive communication**
***develops* -** The process of acquiring new skills and abilities.
***accessible modes* -** Options to produce expressive communication should be considered within the broadest range of possible options, considering both verbal and non-verbal options, and including augmentative and alternative communication systems as required by the student's needs.
***expressive communication* -** Refers to the conveyance of a thought(s) or feeling(s) to another person or people.

Target: Test types and purposes
Standards:
W.1.1 Select a familiar book and use an accessible form of expression to state an opinion about it **W.1.2** Select a familiar topic and use an accessible form of expression to share information about it **W.1.3** Select an event and use an accessible form of expression to share information about it
Target: Production and distribution of writing
Standards:
W.1.5 Add more information to an expressive sample to strengthen it

3. Language

Recommended Minimum Access Points: Student *develops** use of *accessible modes** of *expressive communication**
***develops* -** The process of acquiring new skills and abilities.
***accessible modes* -** Options to produce expressive communication should be considered within the broadest range of possible options, considering both verbal and non-verbal options, and including augmentative and alternative communication systems as required by the student's needs.
***expressive communication* -** Refers to the conveyance of a thought(s) or feeling(s) to another person or people.

Target: Conventions of standard English
Standards:
L.1.1 Demonstrate standard English conventions when using an accessible form of expression 1. Use nouns and verbs 2. Use plural nouns 3. Understand and use question words (e.g., who, what, where, when, why, how) 4. Use frequently occurring prepositions (e.g., to, from, in, out, on, off, for, by, with) 5. Express and extend complete sentences in shared language activities **L.1.2** Use letters to create words

4. Speaking and Listening

Recommended Minimum Access Point: Student *develops* responsiveness skills** to *environmental stimuli**
develops - The process of acquiring new skills and abilities.
responsiveness skills - Refers to students' abilities to respond purposefully and meaningfully.
environmental stimuli - Broadly refers to anything in the environment that requires or provokes a response. A student's access to environmental stimuli should be considered during instructional opportunities, including modifications and adaptations to environmental stimuli as necessary to meet the unique communication needs of the learner.

Target: Comprehension and collaboration
Standards:
SL.1.2 Provided meaningful access to the content of an age appropriate text, use an accessible form of expression to identify/recount details, ask and answer questions, or seek clarification about the text **SL.1.3** Using an accessible form of expression, communicate a lack of understanding/confusion ("I don't know.")

5. **Research**

Recommended Minimum Access Point: Student *develops* preferences** in response to *lived experiences**
***develops* -** The process of acquiring new skills and abilities.
***preferences* -** Refers to the act of showing favorability for something. A student's access to opportunities to display preferences should be considered during instructional opportunities, including modifications and adaptations to presentation as necessary to meet the unique communication needs of the learner.
***lived experiences* -** Refers to encounters one would undergo in typical daily environments.

Target: Research to build and present knowledge
Standards:
W.1.7 With guidance and support from adults, use gathered information to express an informed opinion **W.1.8** Use information, or representations of information, to answer questions about lived experiences

2nd Grade

1. **Reading Foundational Skills**

Recommended Minimum Access Point: Student *accesses* emergent literacy** skill development opportunities
***accesses* -** A student's ability to access emergent literacy development opportunities should be considered within the broadest range of possible options and may include: adaptations, modifications, and alternative versions of presentation and response.
***emergent literacy* -** Emergent literacy encompasses the knowledge, skills, and attitudes that children develop in relation to reading and writing throughout the early childhood period. Emergent literacy includes such aspects as oral language (both speaking and listening), book knowledge, understanding that print can carry meaning, as well as basic alphabet knowledge, and early phonological awareness (Save the Children US, 2013).

Target: Phonics and word recognition
Standards:
RF.2.3 Know and apply phonics and word analysis skills in decoding words
Target: Fluency
Standards:

RF.2.4 Read age-appropriate texts with sufficient accuracy and fluency to support comprehension 1. Identify key details of the stories (e.g., characters, associated illustrations/pictures, events, etc.)

2. Writing

**Writing is a form of expressive communication. Writing in the context of implementing standards alignment for students with significant cognitive disabilities should not be narrowly defined as using a pencil, pen, or other writing implement on paper. The broadest possible range of expressive communicative strategies that can provide students curricular access should be considered.*

Recommended Minimum Access Point: Student *develops** use of *accessible modes** of *expressive communication**
***develops* -** The process of acquiring new skills and abilities.
***accessible modes* -** Options to produce expressive communication should be considered within the broadest range of possible options, considering both verbal and non-verbal options, and including augmentative and alternative communication systems as required by the student's needs.
***expressive communication* -** Refers to the conveyance of a thought(s) or feeling(s) to another person or people.

Target: Text types and purposes
Standards:
W.2.1 Select a book and use an accessible form of expression to state an opinion about it **W.2.2** Select a topic and use an accessible form of expression to compose a message with facts about the topic **W.2.3** Select an event and use an accessible form of expression to compose a message about it
Target: Production and distribution of writing
Standards:
W.2.5 Add more information to an expressive sample to strengthen it

3. Language

Recommended Minimum Access Points: Student *develops** use of *accessible modes** of *expressive communication**
***develops* -** The process of acquiring new skills and abilities.
***accessible modes* -** Options to produce expressive communication should be considered within the broadest range of possible options, considering both verbal and non-verbal options, and including augmentative and alternative communication systems as required by the student's needs.

expressive communication - Refers to the conveyance of a thought(s) or feeling(s) to another person or people.

Target: Conventions of standard English
Standards:
L.2.1 Demonstrate standard English conventions when using an accessible form of expression 1. Use nouns and verbs 2. Use plural nouns 3. Understand and use question words (e.g., who, what, where, when, why, how) 4. Use frequently occurring prepositions (e.g., to, from, in, out, on, off, for, by, with) 5. Express and extend complete sentences in shared language activities **L.2.2** Use letters to create words Consult print in the environment to support reading and spelling skill development

4. **Speaking and Listening**

Recommended Minimum Access Point: Student *develops* responsiveness skills** to *environmental stimuli**
develops - The process of acquiring new skills and abilities.
responsiveness skills - Refers to students' abilities to respond purposefully and meaningfully.
environmental stimuli - Broadly refers to anything in the environment that requires or provokes a response. A student's access to environmental stimuli should be considered during instructional opportunities, including modifications and adaptations to environmental stimuli as necessary to meet the unique communication needs of the learner.

Target: Comprehension and collaboration
Standards:
SL.2.2 Provided meaningful access to the content of an age appropriate text, use an accessible form of expression to identify/recount details, ask and answer questions, or seek clarification about the text **SL.2.3** Provided an accessible expressive message/discussion/sentence, recount/identify

corresponding details

5. Research

Recommended Minimum Access Point: Student *develops* preferences** in response to *lived experiences**
develops - The process of acquiring new skills and abilities.
preferences - Refers to the act of showing favorability for something. A student's access to opportunities to display preferences should be considered during instructional opportunities, including modifications and adaptations to presentation as necessary to meet the unique communication needs of the learner.
lived experiences - Refers to encounters one would undergo in typical daily environments.

Target: Research to build and present knowledge
Standards:
W.2.7 Provided accessible information on a single topic, correctly identify corresponding details about the topic **W.2.8** Use information, or representations of information, to answer questions about lived experiences and/or to identify details from digital or print sources

3rd Grade

1. Literary Texts

Recommended Minimum Access Point: Student *accesses* conventional literacy** skill development opportunities using *age appropriate** materials
accesses - A student's ability to access conventional literacy development opportunities should be considered within the broadest range of possible options and may include: adaptations, modifications, and alternative versions of presentation and response.
conventional literacy - Refers to core literacy skills such as phonemic awareness, vocabulary, phonics, comprehension, fluency, etc. (National Reading Panel, 2000)
age appropriate - A student's materials should be appropriate to the student's chronological age.

Target: Key ideas and details
NVACS Connectors:
RL.3.1 Ask and answer who, what, where, and when questions to demonstrate understanding of a literary text **RL.3.2**

Recount key details in stories including fables, folktales, and myths Determine the central message, lesson, or moral using details from a literary text **RL.3.3** Identify key characters in a story Describe key characters in a story (e.g., their traits or feelings) Identify a character's actions in a story Explain how a character's traits and/or actions contribute to the sequence of events
Target: Craft and structure
NVACS Connectors:
RL.3.4 Determine the meaning of words and phrases as they are used in a grade-appropriate literary text **RL.3.6** Identify the narrator and/or character Identify a narrator's or character's point of view using the literary text
Target: Integration of knowledge and ideas
NVACS Connectors:
RL.3.9 Identify similarities and differences in themes or settings of stories written by the same author about the same or similar characters (e.g., in books from a series)

2. Informational Texts

Recommended Minimum Access Point: Student *accesses* conventional literacy** skill development opportunities using *age appropriate** materials
***accesses* -** A student's ability to access conventional literacy development opportunities should be considered within the broadest range of possible options and may include: adaptations, modifications, and alternative versions of presentation and response.
***conventional literacy* -** Refers to core literacy skills such as phonemic awareness, vocabulary, phonics, comprehension, fluency, etc. (National Reading Panel, 2000)
***age appropriate* -** A student's materials should be appropriate to the student's chronological age.

Target: Key ideas and details
NVACS Connectors:
RI.3.1 Ask and answer questions to demonstrate understanding of a text **RI.3.2** Recount key details in an informational text

Determine the main idea of an informational text **RI.3.3** Describe the relationship between a series of events, ideas, or steps in an informational text, using language that pertains to time, sequence, and/or cause/effect
Target: Craft and structure
NVACS Connectors:
RI.3.4 Determine the meaning of general academic and domain specific words and phrases in an informational text **RI.3.5** Identify and use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic **RI.3.6** Identify an author's point of view
Target: Integration of knowledge and ideas
NVACS Connectors:
RI.3.8 Describe the connection between sentences and paragraphs in an informational text (e.g., comparison, cause/effect, first/second/third in a sequence) **RI.3.9** Identify the most important points and details presented in two informational texts on the same topic Compare and/or contrast the most important points and details presented in two informational texts on the same topic

3. Writing

**Writing is a form of expressive communication. Writing in the context of implementing standards alignment for students with significant cognitive disabilities should not be narrowly defined as using a pencil, pen, or other writing implement on paper. The broadest possible range of expressive communicative strategies that can provide students curricular access should be considered.*

Recommended Minimum Access Point: Student *expands* intentionality of communication** using *accessible expressive modes**
***expands* -** Refers to progressive growth of skills and abilities beyond initial developmental periods.
***intentionality of communication* -** Refers to person-to-person communication that is purposeful.
***accessible expressive modes* -** Options to produce expressive communication should be considered within the broadest range of possible options, considering both verbal and non-verbal options, and including augmentative and alternative communication systems as required by the student's needs.

Target: Text types and purposes
NVACS Connectors:
W.3.1 State an opinion based on a topic or text Support the opinion with a reason **W.3.2** Write informative/explanatory texts to examine a topic and convey ideas Supply some facts about the topic to develop points Use linking words (e.g., because, and also) to connect facts to the points being made Provide a sense of closure **W.3.3** Write narratives to develop real or imagined experiences or events
Target: Production and distribution
NVACS Connectors:
W.3.4 With guidance and support from adults, develop writing for an appropriate task and purpose With guidance and support from adults, organize writing for an appropriate task and purpose **W.3.5** With guidance and support from peers and adults, focus on a topic and strengthen writing as needed by revising and editing Editing for conventions should demonstrate command of the use of: • complete sentences; • singular and plural nouns with matching verbs; • past, present, and future verbs; • commonly occurring basic adjectives (size, color, shape); • basic personal pronouns (I, me, my); • basic capitalization and punctuation; • the correct spelling of essential words

4. Language

Recommended Minimum Access Point: Student *expands* intentionality of communication** using *accessible expressive modes**
***expands* -** Refers to progressive growth of skills and abilities beyond initial developmental periods.
***intentionality of communication* -** Refers to person-to-person communication that is purposeful.

accessible expressive modes - Options to produce expressive communication should be considered within the broadest range of possible options, considering both verbal and non-verbal options, and including augmentative and alternative communication systems as required by the student's needs.

Target: Language Skills
NVACS Connectors:
L.3.1 Use singular and plural nouns with matching verbs in simple sentences in speaking and writing Expand complete sentences (with details such as where, when, how) in independent and shared language activities in speaking and writing Use verbs to convey a sense of past, present, and future in speaking and writing Use commonly occurring basic adjectives (size, color, shape) in speaking and writing Use basic personal pronouns (I, me, my) in speaking and writing **L.3.2** With guidance and support from adults, identify and/or name end punctuation With guidance and support from adults, spell essential words (first and last name) With guidance and support from adults, use basic capitalization (beginning of sentence, names, the pronoun I)

5. Speaking and Listening

Recommended Minimum Access Point: Student *develops* intentionality of responsiveness** to *provided messages**
develops - The process of acquiring new skills and abilities.
intentionality of responsiveness - Refers to the purposefulness of communications or actions that are reactive to external stimuli.
provided messages - How information is transmitted to a student should be considered within the broadest range of possible options and in such a way that meets the student's receptive language needs. This should consider: assistive technology, level of symbol understanding, etc.

Target: Listening
NVACS Connectors:
SL.3.2 Identify the main idea and supporting details of a text read aloud **SL.3.3** Ask questions about information presented verbally from a speaker

6. Research

Recommended Minimum Access Points: Student *develops* choice-making skills** responsive to *lived experiences**
develops - The process of acquiring new skills and abilities.
choice-making skills - Refers to an act of selecting or making a decision between two or more options. Choices may be preferential or non-preferential in nature. A student's access to choice-making should be considered during instruction, including modifications and adaptations to presentation as necessary to meet the unique communication needs of the learner.
lived experiences - Refers to encounters one would undergo in typical daily environments.

Target: Research
NVACS Connectors:
W.3.7 Analyze two pieces of information on a topic and write a summative statement **W.3.8** With guidance and support from adults, recall information from experiences or gather information from print and digital sources

4th Grade

1. Literary Texts

Recommended Minimum Access Point: Student *accesses* conventional literacy** skill development opportunities using *age appropriate** materials
accesses - A student's ability to access conventional literacy development opportunities should be considered within the broadest range of possible options and may include: adaptations, modifications, and alternative versions of presentation and response.
conventional literacy - Refers to core literacy skills such as phonemic awareness, vocabulary, phonics, comprehension, fluency, etc. (National Reading Panel, 2000)
age appropriate - A student's materials should be appropriate to the student's chronological age.

Target: Key ideas and details
NVACS Connectors:
RL.4.1 Ask and answer questions (i.e., who, what, where, and when) to demonstrate understanding of a literary text **RL.4.2** Determine a theme or central idea of a story, drama, or poem from details in the text Summarize a literary text **RL.4.3** Identify key characters, settings, or events in a story or drama

Describe a character, setting, or event in a story or drama Identify specific details in a literary text (e.g., a character's thoughts, words, or actions) that contribute to the development of a character, setting, or event
Target: Craft and structure
NVACS Connectors:
RL.4.4 Determine the meaning of words and phrases as they are used in a literary text **RL.4.5** Identify the structural elements of poems (e.g., rhythm and rhyme) **RL.4.6** Identify the points of view from which stories are narrated
Target: Integration of knowledge and ideas
NVACS Connectors:
RL.4.9 Identify a similar theme or topic in at least two texts from different cultures Compare and contrast themes or topics (e.g., opposition of good and evil) in literary texts from different cultures (e.g., stories, myths, and traditional literature)
Target: Research
NVACS Connectors:
W.4.9 With guidance and support from adults, identify evidence from literary texts With guidance and support from adults, support reflection and research with evidence from literary texts

2. Informational Texts

Recommended Minimum Access Point: Student *accesses* conventional literacy** skill development opportunities using *age appropriate** materials
***accesses* -** A student's ability to access conventional literacy development opportunities should be considered within the broadest range of possible options and may include: adaptations, modifications, and alternative versions of presentation and response.
***conventional literacy* -** Refers to core literacy skills such as phonemic awareness, vocabulary, phonics, comprehension, fluency, etc. (National Reading Panel, 2000)
***age appropriate* -** A student's materials should be appropriate to the student's chronological age.

Target: Key ideas and details
NVACS Connectors:
RI.4.1

Ask and answer questions (i.e., who, what, where, and when) to demonstrate understanding of an informational text Refer explicitly to an informational text to answer questions **RI.4.2** Determine the main idea of an informational text Explain how details from an informational text supports the main idea Summarize and informational text **RI.4.3** Identify a key event, procedure, idea, or concept in a historical or scientific text Based on specific information in an informational text, identify what happened and why
Target: Craft and structure
NVACS Connectors:
RI.4.4 Determine the meaning of general academic and domain-specific words or phrases in an informational text **RI.4.5** Determine how events (order of events, problems/solutions, and cause and effect) impact an informational text **RI.4.6** Identify text as a firsthand and secondhand account Compare two accounts of the same event or topic
Target: Integration of knowledge and ideas
NVACS Connectors:
RI.4.8 Explain how an author uses reasons to support particular points in an informational text **RI.4.9** Identify the most important points and details presented in two informational texts on the same topic Use information from two informational texts to write about a topic effectively
Target: Research
NVACS Connectors:
W.4.9 With guidance and support from adults, identify evidence from informational texts With guidance and support from adults, support reflection and research with evidence from informational texts

3. Writing

**Writing is a form of expressive communication. Writing in the context of implementing*

standards alignment for students with significant cognitive disabilities should not be narrowly defined as using a pencil, pen, or other writing implement on paper. The broadest possible range of expressive communicative strategies that can provide students curricular access should be considered.

Recommended Minimum Access Point: Student *expands* intentionality of communication** using *accessible expressive modes**
***expands* -** Refers to progressive growth of skills and abilities beyond initial developmental periods.
***intentionality of communication* -** Refers to person-to-person communication that is purposeful.
***accessible expressive modes* -** Options to produce expressive communication should be considered within the broadest range of possible options, considering both verbal and non-verbal options, and including augmentative and alternative communication systems as required by the student's needs.

Target: Text types and purposes
NVACS Connectors:
W.4.1 State an opinion based on a text Use reasons to support the opinion Use linking words (e.g., because, and, also, since) to connect the opinion and reasons **W.4.2** Write informative/explanatory texts to examine a topic and convey ideas and information Include facts to support points Use linking words (e.g., because, and, also, since) to connect ideas and information Provide a sense of closure **W.4.3** Write narratives to develop real or imagined experiences or events using narrative techniques, descriptive details, and event sequences
Target: Production and distribution
NVACS Connectors:
W.4.4 Produce writing in which the development and organization are appropriate to task and purpose **W.4.5** With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing Editing for conventions should demonstrate command of the use of:

- simple and compound sentences;
- verbs to convey a sense of past, present, and future;
- abstract nouns (e.g., bravery);
- basic personal pronouns (I, me, my);
- basic capitalization and punctuation;
- the correct spelling of high-frequency words

4. Language

Recommended Minimum Access Point: Student *expands* intentionality of communication** using *accessible expressive modes**
***expands* -** Refers to progressive growth of skills and abilities beyond initial developmental periods.
***intentionality of communication* -** Refers to person-to-person communication that is purposeful.
***accessible expressive modes* -** Options to produce expressive communication should be considered within the broadest range of possible options, considering both verbal and non-verbal options, and including augmentative and alternative communication systems as required by the student's needs.

Target: Language skills
NVACS Connectors:
L.4.1 Produce simple and compound sentences in speaking and writing Use verbs to convey a sense of past, present, and future in speaking and writing Use abstract nouns (e.g., bravery) Use basic personal pronouns (I, me, my) in speaking and writing **L.4.2** Identify and/or name end punctuation Spell essential words (first and last name) With guidance and support from adults, spell high-frequency words Use basic capitalization (beginning of sentence, names, the pronoun I) Use reference materials as needed (e.g., Word Walls, picture dictionaries)

5. Speaking and Listening

Recommended Minimum Access Point: Student *develops* intentionality of*

*responsiveness** to *provided messages**
***develops* -** The process of acquiring new skills and abilities.
***intentionality of responsiveness* -** Refers to the purposefulness of communications or actions that are reactive to external stimuli.
***provided messages* -** How information is transmitted to a student should be considered within the broadest range of possible options and in such a way that meets the student's receptive language needs. This should consider: assistive technology, level of symbol understanding, etc.

Target: Listening
NVACS Connectors:
SL.4.2 Determine an appropriate paraphrasing of a text that was read aloud **SL.4.3** Identify a speaker's stance

6. Research

Recommended Minimum Access Points: Student *develops** *choice-making skills** responsive to *lived experiences**
***develops* -** The process of acquiring new skills and abilities.
***choice-making skills* -** Refers to an act of selecting or making a decision between two or more options. Choices may be preferential or non-preferential in nature. A student's access to choice-making should be considered during instruction, including modifications and adaptations to presentation as necessary to meet the unique communication needs of the learner.
***lived experiences* -** Refers to encounters one would undergo in typical daily environments.

Target: Research
NVACS Connectors:
W.4.8 Recall relevant information from experiences or gather relevant information from print and digital sources With guidance and support from adults, take notes and categorize information With guidance and support from adults, provide a list of sources

5th Grade

1. Literary Texts

Recommended Minimum Access Point: Student *accesses* conventional literacy** skill development opportunities using *age appropriate** materials
***accesses* -** A student's ability to access conventional literacy development opportunities should be considered within the broadest range of possible options and may include: adaptations, modifications, and alternative versions of presentation and response.
***conventional literacy* -** Refers to core literacy skills such as phonemic awareness, vocabulary, phonics, comprehension, fluency, etc. (National Reading Panel, 2000)
***age appropriate* -** A student's materials should be appropriate to the student's chronological age.

Target: Key ideas and details
NVACS Connectors:
RL.5.1 Use details and examples in a literary text to answer and ask questions (i.e., who, what, where, when) to demonstrate understanding of a literary text **RL.5.2** Determine a theme or central idea of a story, drama, or poem from details in a literary text Explain how characters in a story or drama respond to challenges **RL.5.3** Identify two characters, settings, or events in a story or drama Compare and/or contrast two characters, settings, or events in a story or drama
Target: Craft and structure
NVACS Connectors:
RL.5.4 Determine the meaning of words and phrases, including hyperbole, personification, and similes in literary text **RL.5.6** Determine the point of view of the narrator or speaker
Target: Integration of knowledge and ideas
NVACS Connectors:
RL.5.9 Identify the similar topic in at least two literary texts in the same genre
Target: Research
NVACS Connectors:
W.5.9 With guidance and support from adults, identify evidence from literary texts

2. Informational Texts

Recommended Minimum Access Point: Student *accesses* conventional literacy** skill development opportunities using *age appropriate** materials
accesses - A student's ability to access conventional literacy development opportunities should be considered within the broadest range of possible options and may include: adaptations, modifications, and alternative versions of presentation and response.
conventional literacy - Refers to core literacy skills such as phonemic awareness, vocabulary, phonics, comprehension, fluency, etc. (National Reading Panel, 2000)
age appropriate - A student's materials should be appropriate to the student's chronological age.

Target: Key ideas and details
NVACS Connectors:
RI.5.1 Use details and examples in a text to answer and ask questions (i.e., who, what, where, when) to demonstrate understanding of an informational text **RI.5.2** Determine two main ideas of an informational text Explain how details from an informational text support the main ideas **RI.5.3** Identify two or more key individuals, events, ideas, or concepts in a historical or scientific text Based on information in a text, explain what happened and why
Target: Craft and structure
NVACS Connectors:
RI.5.4 Determine the meaning of general academic and domain-specific words and phrases in an informational text **RI.5.6** Identify multiple points of view on the same event or topic in an informational text Identify important similarities and differences in the point of view represented in an informational text
Target: Integration of knowledge and ideas
NVACS Connectors:
RI.5.8 Determine how an author uses evidence to support particular points in an informational text **RI.5.9** Identify important information from two informational texts on the same topic
Target: Research

NVACS Connectors:
W.5.9 With guidance and support from adults, identify evidence from informational texts

3. Writing

**Writing is a form of expressive communication. Writing in the context of implementing standards alignment for students with significant cognitive disabilities should not be narrowly defined as using a pencil, pen, or other writing implement on paper. The broadest possible range of expressive communicative strategies that can provide students curricular access should be considered.*

Recommended Minimum Access Point: Student *expands* intentionality of communication** using *accessible expressive modes**
***expands* -** Refers to progressive growth of skills and abilities beyond initial developmental periods.
***intentionality of communication* -** Refers to person-to-person communication that is purposeful.
***accessible expressive modes* -** Options to produce expressive communication should be considered within the broadest range of possible options, considering both verbal and non-verbal options, and including augmentative and alternative communication systems as required by the student's needs.

Target: Text types and purposes
NVACS Connectors:
W.5.1 State an opinion based on a text Use reasons and/or information to support the opinion Use linking words (e.g., because, since, for example) to connect the opinion and reasons **W.5.2** Develop a topic using facts Use linking words (e.g., because, since, for example) to connect ideas and information **W.5.3** Establish a situation Include details to develop events and/or characters Use transition words or phrases to signal event order
Target: Production and distribution
NVACS Connectors:
W.5.4 Produce writing in which the development and organization are appropriate to task,

purpose, and audience
W.5.5
With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing

Editing for conventions should demonstrate command of the use of:

- simple and compound sentences;
- various tenses or irregular verbs (sit/sat/will sit, eat/ate/will eat);
- commonly occurring adjectives;
- basic personal and possessive pronouns (I, me, you, mine, yours);
- standard capitalization and end punctuation;
- conventional spelling of high-frequency words

4. Language

Recommended Minimum Access Point: Student *expands* intentionality of communication** using *accessible expressive modes**
***expands* -** Refers to progressive growth of skills and abilities beyond initial developmental periods.
***intentionality of communication* -** Refers to person-to-person communication that is purposeful.
***accessible expressive modes* -** Options to produce expressive communication should be considered within the broadest range of possible options, considering both verbal and non-verbal options, and including augmentative and alternative communication systems as required by the student's needs.

Target: Language skills
NVACS Connectors:
L.5.1 Produce simple, compound, and complex sentences in speaking and writing Use various tenses or irregular verbs (sit/sat/will sit, eat/ate/will eat) in speaking and writing Use commonly occurring adjectives in speaking and writing Use basic person and possessive pronouns (I, me, you, mine, yours) in speaking and writing **L.5.2** Identify and/or name end punctuation Spell essential words (first and last name) and high-frequency words Use basic capitalization (beginning of sentence, names, pronoun, I) Use reference materials as needed (e.g., Word Walls, picture dictionaries)

5. Speaking and Listening

Recommended Minimum Access Point: Student *develops* intentionality of responsiveness** to *provided messages**
develops - The process of acquiring new skills and abilities.
intentionality of responsiveness - Refers to the purposefulness of communications or actions that are reactive to external stimuli.
provided messages - How information is transmitted to a student should be considered within the broadest range of possible options and in such a way that meets the student's receptive language needs. This should consider: assistive technology, level of symbol understanding, etc.

Target: Speaking and Listening
NVACS Connectors:
SL.5.2 Determine an appropriate summary of a text read aloud **SL.5.3** Determine evidence used to support a speaker's claim

6. Research

Recommended Minimum Access Points: Student *develops* choice-making skills** responsive to *lived experiences**
develops - The process of acquiring new skills and abilities.
choice-making skills - Refers to an act of selecting or making a decision between two or more options. Choices may be preferential or non-preferential in nature. A student's access to choice-making should be considered during instruction, including modifications and adaptations to presentation as necessary to meet the unique communication needs of the learner.
lived experiences - Refers to encounters one would undergo in typical daily environments.

Target: Research
NVACS Connectors:
W.5.8 Recall relevant information from experiences or gather relevant information from print and digital sources

Recommended Minimum Access Point Information

The Recommended Minimum Access Points within this document are repetitive per instructional content area for grade band K-2 and grade band 3-5. Recommended Minimum Access Points are designed as instructional entry points for students with SCD with high instructional support needs. These access points are repetitive by grade bands because the educational research for these students has long established that repetitive, intensive instruction is often necessary for them to acquire, maintain, and generalize new skills and

knowledge. Due to the extreme heterogeneity of the subpopulation of students with SCD, they will access the standards at different entry points based on their learning abilities and support needs; however, as they learn and acquire skills and knowledge it would be expected that this progression of learning is honored with progressive and extended learning opportunities.

Furthermore, we also recognize that both emergent and early conventional learning opportunities may need to be reinforced and embedded throughout students with SCDs' K-12 educational career due to maintenance and generalization needs. However, students should receive this embedded instruction through age-appropriate literacy materials, and to the maximum extent appropriate, in general education learning environments with their typically developing peers. This guidance document is meant to begin elementary students with SCD on a trajectory that will allow them to maximize their contributions to inclusive educational and community environments throughout their lifespan.

ELEMENTARY GRADES NVACS CONNECTORS GUIDANCE FOR MATHEMATICS

Guidance for Nevada's teachers and elementary schools for vertically aligning mathematics instructional content for students with significant disabilities toward attainment of the Alternative Diploma

Introduction

This guidance document is designed to assist Nevada's elementary schools and teachers in the alignment of instructional content and practice to prepare students with significant cognitive disabilities (SCD) for progression toward attaining the Alternative Diploma. Historically, mathematics instruction for students with SCD has been de-emphasized due to erroneous assumptions about their inability to learn mathematics concepts (Browder, Spooner & Trela, 2011). Prior to the early 2000s, the most common mathematics instruction for students with SCD was money counting. Money counting instruction was often decontextualized from real world uses of money and therefore had limited transferability for use in the community (Browder, Spooner, & Trela, 2011). By only teaching restricted functional mathematics content to students with SCD, it has reduced their opportunities as adults to contribute meaningfully to, and be successfully included in, their local communities. In the National Council of Teachers of Mathematic's (NCTM) (2000) *Six Principles for School Mathematics*, the equity principal is stated as follows:

Excellence in mathematics education requires equity—high expectations and strong support for all students. All students, regardless of their personal characteristics, backgrounds, or physical challenges, can learn mathematics when they have access to high-quality mathematics instruction. ***Equity does not mean that every student should receive identical instruction. Rather, it demands that reasonable and appropriate accommodations be made and appropriately challenging content be included to promote access and attainment for all students*** *(pp. 2).*

The NCTM (2000) further states:

The National Council of Teachers of Mathematics (NCTM) challenges the notion that mathematics is for only the select few. On the contrary, everyone needs to understand mathematics. ***All students should have the opportunity and the support necessary to learn significant mathematics with depth and understanding. There is no conflict between equity and excellence*** *(pp. 1).*

Lastly, the NCTM's (2000) curriculum principle states:

A curriculum is more than a collection of activities; it must be coherent, focused on important mathematics, and well-articulated across the grades. *In a coherent curriculum, mathematical ideas are linked to and build on one another so that students' understanding and knowledge deepen and their ability to apply mathematics expands. An effective mathematics curriculum focuses on important mathematics that will prepare students for continued study and for solving problems in a variety of school, home, and work settings.* ***A well-articulated curriculum challenges students to learn increasingly more sophisticated mathematical ideas as they continue their studies.***

Combined, these statements by the NCTM (2000) articulate a vision for K-12 mathematics instruction that is robust, progressive, and inclusive of all students, including students with SCD. In addition, special education research over the last 20 years has accumulated a strong

record of evidence that students with SCD can learn more advanced mathematics concepts when provided accessibility to those concepts in ways that meet their support needs (see introduction to this guide for research samples). Due to these often unique support needs, instruction and meaningful access to mathematics curriculum for students with SCD may look very different from the instruction and access provided to their typically developing peers; however, mathematics should be a mandatory component of all students' instruction and delivered as part of a coherent and progressive curriculum. As Browder, Spooner, and Trela (2011) state,

"IEP teams rarely know what opportunities a student may have as an adult. To limit these based on assumptions about the student's disability would be unfortunate. General education mathematical standards have been developed by experts with deep knowledge of what competencies are needed to be prepared for life in modern society. By teaching to these standards… teachers prepare students for a fuller range of options as adults" (pp. 169).

To assist IEP teams in decision making and planning for the Alternative Diploma, we have developed **Recommended Minimum Access Points** as guidance for how students with SCD can enter access to the standards while maintaining alignment. These are intended to provide teachers accessibility points for students with SCD whose learning differences may require significant modifications for access to the NVACS Connectors and other modified standards that they precede in this document.

Nevada assesses elementary students with SCD in mathematics on the Nevada Alternate Assessment (NAA) during grades 3, 4, and 5. Therefore, there are corresponding Nevada Academic Content Standards (NVACS) Connectors in the mathematics subject area for these grades. In addition to the NVACS Connectors for grades 3, 4, and 5; this document also provides recommended modified standards based on the NVACS for grades K, 1, and 2 so that teachers in these grades can begin to align their instruction as well.

The mathematics modified standards and NVACS Connectors are organized by grade level and by mathematics conceptual categories. Mathematics conceptual categories will differ from grade level to grade level and are designed progressively to expand on students' competencies as they grow and learn new mathematical concepts. Each section of this guidance document is organized as follows:

Grade Level

2. **Primary Heading:** *Identifies mathematics conceptual category*

Recommended Minimum Access Point – *Suggests a minimum point of access for students pursuing attainment of the modified standards or NVACS Connectors*
Definitions of Terms – *Defines terms within the Recommended Minimum Access Points for clarification and to ensure broad consideration of students' abilities to access the modified standards or NVACS Connectors*

Mathematics Cluster – *Identifies the mathematics learning objectives the NVACS Connectors or modified standards target*
Identifier: *Identifies subsequent information as modified standards (pink shading) or NVACS Connectors (gray shading)*
Modified Standard or NVACS Connector Number – *Identifies the number for the mathematics NVACS from which the mathematics modified standards and NVACS Connectors are derived* Modified Standard(s) or NVACS Connector(s)

Kindergarten

Mathematics Conceptual Category: Counting and Cardinality

Recommended Minimum Access Point – Student *develops** ability *to recognize differences in the size of small sets** of everyday objects through *accessible modes of instruction and response**
***develops* -** The process of acquiring new skills and abilities.
***to recognize differences in the size of small sets* -** Often students learn to subitize (recognize quantities in a set without counting) as a precursor to learning how to count. An example may be an awareness of a set of two shoes in a pair of shoes. A student's ability to recognize differences in sizes/number of small sets can be a precursor skill to formal counting.
***accessible modes of instruction and response* -** Instruction and modes of response should use materials and symbols understood by the student or be part of a communication system from which the student is developing understanding. This can include various levels of understood symbols, augmentative and alternative communication systems, etc.

Mathematics Cluster: Know number names and the count sequence
Standards:
K.CC.A.1 Count to 100 **K.CC.A.3** Write numbers from 0-20
Mathematics Cluster: Count to tell the number of objects
Standards:
K.CC.B.4 Count objects and say number names in standard order **K.CC.B.5** Count to answer "How many?" within 20
Mathematics Cluster: Compare numbers
Standards:
K.CC.C.6 Identify whether the number of objects in one group of objects is more than, less than, or

equal to a comparison group of objects

Mathematics Conceptual Category: Operations and Algebraic Thinking

Recommended Minimum Access Point – Student *develops** ability to *problem solve* simple problems** through *accessible modes of instruction and response**
***develops* -** The process of acquiring new skills and abilities.
***problem solve* -** To problem solve a student must be able to recognize a problem exists, find a solution to the problem, and implement the solution. Problem-solving is both a key mathematics skill as well as a critical self-determination skill.
***simple problem* -** Problems students are asked to solve should be simple at first and increase in complexity. Initial problem-solving tasks may not be mathematical in nature due to a lack of early numeracy skills but should progress toward mathematical problem solving as the student's numeracy and problem-solving abilities grow.
***accessible modes of instruction and response* -** Instruction and modes of response should use materials and symbols understood by the student or be part of a communication system from which the student is developing understanding. This can include various levels of understood symbols, augmentative and alternative communication systems, etc.

Mathematics Cluster: Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from
Standards:
K.OA.A.1 Represent addition and subtraction with objects, fingers, mental images, drawings, sounds, acting out situations, verbal explanations, or equations **K.OA.A.2** Solve addition and subtraction problems within 10 using objects or drawings to represent the problem **K.OA.A.5** Fluently add or subtract within 5

Mathematics Conceptual Category: Measurement and Data

Recommended Minimum Access Point – Student *develops** the ability to *purposefully differentiate** between at least two objects with different physical attributes
***develops* -** The process of acquiring new skills and abilities.
***purposefully differentiate* -** Student can intentionally discriminate between two different objects. This skill is foundational to measurement which standardizes object differences. The ability to discriminate between objects is also foundational to choice- and decision-making which are components of self-determination.

Mathematics Cluster: Describe and compare measurable attributes
Standards:
K.MD.A.1 Identify measurable attributes of objects **K.MD.A.2** Compare two objects and identify differences in measurable attributes

Mathematics Conceptual Category: Geometry

Recommended Minimum Access Point – Student *develops** understanding of *spatial relationships** of *environmental objects**
***develops* -** The process of acquiring new skills and abilities.
***spatial relationships* -** Simply refers to how objects are arranged in space in comparison to other objects. Understanding spatial relations of objects is foundational to geometric thinking and can also support orientation and mobility development.
***environmental objects* -** Refers to objects within the student's immediate surroundings.

Mathematics Cluster: Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres)
Standards:
K.G.A.2 Correctly name basic shapes (e.g., circle, square, triangle)

1st Grade

Mathematics Conceptual Category: Number and Operations in Base Ten

Recommended Minimum Access Point – Student *develops* one-to-one correspondence** through *accessible modes of instruction and response**
***develops* -** The process of acquiring new skills and abilities.
***one-to-one correspondence* -** One-to-one correspondence is foundational to a student learning to count. It is the understanding that numbers correspond to specific quantities. One-to-one correspondence learning may begin in play-based learning opportunities that are non-numerical wherein a toy of a particular shape corresponds to a designated space. Students develop a sense of oneness in these activities.
***accessible modes of instruction and response* -** Instruction and modes of response should use materials and symbols understood by the student or be part of a communication system from which the student is developing understanding. This can include various levels of understood symbols, augmentative and alternative communication systems, etc.

Mathematics Cluster: Extend the counting sequence
Standards:
1.NBT.A.1 Count to 120

Mathematics Cluster: Understand place value
Standards:
1.NBT.B.2.a Show an understanding that 10 can be taught as a bundle of ten ones **1.NBT.B.2.c** Count to 100 by tens
Mathematics Cluster: Use place value understanding and properties of operations to add and subtract
Standards:
1.NBT.C.4 Add within 100 using concrete models **1.NBT.C.6** Subtract multiples of 10 within 10-90 using concrete models

Mathematics Conceptual Category: Operations and Algebraic Thinking

Recommended Minimum Access Point – Student *develops** the ability to *problem solve* simple problems** using *accessible quantities/sets**
***develops* -** The process of acquiring new skills and abilities.
***problem solve* -** To problem solve a student must be able to recognize a problem exists, find a solution to the problem, and implement the solution. Problem-solving is both a key mathematics skill as well as a critical self-determination skill.
***simple problems* -** Problems students are asked to solve should be simple at first and increase in complexity. Initial problem-solving tasks may not be mathematical in nature due to a lack of early numeracy skills but should progress toward mathematical problem solving as the student's numeracy and problem-solving abilities grow.
***accessible quantities/sets* -** Representations of quantities or sets should be understood by the student and may include various levels of understood symbols, augmentative and alternative communication systems, etc.

Mathematics Cluster: Represent and solve problems involving addition and subtraction
Standards:
1.OA.A.1 Solve one step word problems within 20 using addition and subtraction in context
Mathematics Cluster: Add and subtract within 20
Standards:
1.OA.C.6 Fluently add and subtract within 10 with non-regrouping numbers
Mathematics Cluster: Work with addition and subtraction equations
Standards:
1.OA.D.7 Show an understanding of the equal sign

Mathematics Conceptual Category: Measurement and Data

Recommended Minimum Access Point – Student *develops** the ability to use the concepts same and different when comparing at least two objects through *accessible modes of instruction and response**
***develops* -** The process of acquiring new skills and abilities.
***accessible modes of instruction and response* -** Instruction and modes of response should use materials and symbols understood by the student or be part of a communication system from which the student is developing understanding. This can include various levels of understood symbols, augmentative and alternative communication systems, etc.

Mathematics Cluster: Measure lengths indirectly and by iterating length units
Standards:
1.MD.A.1 Order 3 objects by length
Mathematics Cluster: Tell and write time
Standards:
1.MD.B.3 Identify time in half hours and hours
Mathematics Cluster: Represent and interpret data
Standards:
1.MD.C.4 Given a representation of data, use concepts of more or less correctly when evaluating the data

Mathematics Conceptual Category: Geometry

Recommended Minimum Access Point – Student *develops** the ability to *meaningfully alter** the *spatial relationships** of *environmental objects** for *improved personal access**
***develops* -** The process of acquiring new skills and abilities.
***meaningfully alter* -** Refers to the intentional movement of objects within a space to change their relationships to other objects within the space.
***spatial relationships* -** Simply refers to how objects are arranged in space in comparison to other objects. Understanding spatial relations of objects is foundational to geometric thinking and can also support orientation and mobility development.
***environmental objects* -** Refers to objects within the student's immediate surroundings.
***improved personal access* -** Obtaining physical access to objects within an environment can improve a person's ability to operate independently in an environment. Being the primary causal agent in improving one's personal access is foundational to a person's self-determination.

Mathematics Cluster: Reason with shapes and their attributes
Standards:
1.G.A.2 Compose two-dimensional shapes

2nd Grade

Mathematics Conceptual Category: Number and Operations in Base Ten

Recommended Minimum Access Point – Student *expands** their understanding of *one-to-one correspondence** and *counts progressively higher** through *accessible modes of instruction and response**
***expands* -** Refers to progressive growth of skills and abilities beyond initial developmental periods.
***one-to-one correspondence* -** One-to-one correspondence is foundational to a student learning to count. It is the understanding that numbers correspond to specific quantities. One-to-one correspondence learning may begin in play-based learning opportunities that are non-numerical wherein a toy of a particular shape corresponds to a designated space. Students develop a sense of oneness in these activities.
***counts progressively higher* -** Over the course of a student's educational life they will be asked to work with higher numbers and quantities and will therefore need to be able to count/access progressively higher numbers or representations of numbers. The term progressively higher is used here to encourage progressive expansion of a student's numeracy skills in line with their individual rates of learning and achievement**.**
***accessible modes of instruction and response* -** Instruction and modes of response should use materials and symbols understood by the student or be part of a communication system from which the student is developing understanding. This can include various levels of understood symbols, augmentative and alternative communication systems, etc.

Mathematics Cluster: Understand place value
Standards:
2.NBT.A.1 Understand that the two-digits of a two-digit number represent amounts of ones and tens **2.NBT.A.2** Count within 100, skip count by 5s and 10s **2.NBT.A.4** Compare two-digit numbers using less than, more than, and equal to

Mathematics Conceptual Category: Operations and Algebraic Thinking

Recommended Minimum Access Point – Student uses *accessible quantities/sets** to *develop** understanding of the concepts of *combining for "more"** and *separating for "less"**
***accessible quantities/sets* -** Representations of quantities or sets should be understood by the student and may include various levels of understood symbols, augmentative and alternative communication systems, etc.
***develop* -** The process of acquiring new skills and abilities.
combining for "more" - Understanding that quantities/sets can be combined for more is a precursor skill to addition.
separating for "less" - Understanding that quantities/sets can be separated for less is a

precursor skill to subtraction.

Mathematics Cluster: Represent and solve problems involving addition and subtraction
Standards:
2.OA.A.1 Solve one step word problems within 20 using addition and subtraction in context
Mathematics Cluster: Add and subtract within 20
Standards:
2.OA.B.2 Fluently add and subtract within 20 with non-regrouping numbers
Mathematics Cluster: Work with equal groups of objects to gain foundations for multiplication
Standards:
2.OA.C.3 Use addition to find the total number of objects that are grouped in equivalent arrays

Mathematics Conceptual Category: Measurement and Data

Recommended Minimum Access Point – Student *develops** use of *accessible representations** to identify differing states of change in *recurring events, phenomenon, etc.**
***develops* -** The process of acquiring new skills and abilities.
***accessible representations* -** State changes should be represented in forms that students can access receptively and use expressively. For instance, changes in weather may be represented as picture icons that represent these state changes or may be represented by real or miniature objects that one may use during different weather phenomenon (e.g., umbrella, sunglasses, etc.). Using representations of differing states of change is foundational to understanding that data is a way to represent things that happen in real life.
***recurring events, phenomenon, etc.* -** Examples of recurring events, phenomenon, etc. could include, but should not be limited to, changes in temperature, weather, passage of time, etc. These are events and phenomenon that can be observed by the student and ultimately tracked/measured through representations of their states of change.

Mathematics Cluster: Measure and estimate lengths in standard units
Standards:
2.MD.A.1 Select an appropriate tool to measure an object's length
Mathematics Cluster: Relate addition and subtraction to length
Standards:
2.MD.B.6 Match consecutive whole numbers to equally spaced points on a number line
Mathematics Cluster: Work with time and money
Standards:
2.MD.C.7 Identify time to the nearest 5 minutes

2.MD.C.8 Solve simple word problems using dollars and cents
Mathematics Cluster: Represent and interpret data
Standards:
2.MD.D.9 Measure objects to the nearest whole unit **2.MD.D.10** Identify parts of a pictograph or bar graph

Mathematics Conceptual Category: Geometry

Recommended Minimum Access Point – Student *develops** the ability to identify *basic shapes* through *accessible modes of instruction and response*
***develops* -** The process of acquiring new skills and abilities.
***basic shapes* -** Refers to common and simple shapes such as squares, circles, triangles, etc.
***accessible modes of instruction and response* -** Instruction and modes of response should use materials and symbols understood by the student or be part of a communication system from which the student is developing understanding. This can include various levels of understood symbols, augmentative and alternative communication systems, etc.

Mathematics Cluster: Reason with shapes and their attributes
Standards:
2.G.A.1 Identify triangles, quadrilaterals, pentagons, hexagons, and cubes **2.GA.2** Given equally partitioned shapes, accurately count the segments

3rd Grade

Mathematics Conceptual Category: Number and Operations in Base Ten

Recommended Minimum Access Point – Student *develops** understanding of *grouping and counting by 10s** numerically or through *accessible representations of numbers**
***develops* -** The process of acquiring new skills and abilities.
***grouping and counting by 10s* -** This skill extends early learning in counting and is preparatory for understanding place value as well as functional skill development in money counting, telling time, etc.
***accessible representations of numbers* -** How base ten numbers are represented to students should consider a variety of representational forms, including: manipulatives, other real objects, pictures, etc. understood by the student.

Mathematics Cluster: Use place value understanding and properties of operations to perform multi-digit arithmetic
NVACS Connectors:
3.NBT.A.1

Use place value to round whole numbers to the nearest 10 **3.NBT.A.2** Fluently add and subtract within 1,000 with non-regrouping numbers

Mathematics Conceptual Category: Operations and Algebraic Thinking

Recommended Minimum Access Point – Student *develops** understanding of foundational symbols used in *mathematical expressions** (+, -, =) through *accessible modes of instruction and response**
***develops* -** The process of acquiring new skills and abilities.
***mathematical expressions* -** (e.g., 2+2)
***accessible modes of instruction and response* -** Instruction and modes of response should use materials and symbols understood by the student or be part of a communication system from which the student is developing understanding. This can include various levels of understood symbols, augmentative and alternative communication systems, etc.

Mathematics Cluster: Represent and solve problems involving multiplication and division
NVACS Connectors:
3.OA.A.1 Represent the multiplication equation by determining the total number of objects in each group
Mathematics Cluster: Understand properties of multiplication and the relationship between multiplication and division
NVACS Connectors:
3.OA.B.5 Identify equivalent expressions
Mathematics Cluster: Solve problems involving the four operations, and identify and explain patterns in arithmetic
NVACS Connectors:
3.OA.D.8 Solve two-step word problems using addition and subtraction in context **3.OA.D.9** Identify addition and subtraction patterns

Mathematics Conceptual Category: Number and Operations – Fractions

Recommended Minimum Access Point – Students *develops** understanding of *"a whole" and "parts of a whole"** through *accessible modes of instruction and response**
***develops* -** The process of acquiring new skills and abilities.
"a whole" and "parts of a whole" - Understanding the relationships of parts and wholes is foundational to learning about fractions and preparatory for functional skill development for activities such as cooking that require an understanding of common fractional measurement.
***accessible modes of instruction and response* -** Instruction and modes of response should use materials and symbols understood by the student or be part of a communication

system from which the student is developing understanding. This can include various levels of understood symbols, augmentative and alternative communication systems, etc.

Mathematics Cluster: Develop understanding of fractions as numbers
NVACS Connectors:
3.NF.A.1 Identify how many equal parts make up a whole **3.NF.A.2 and 3.NF.A.2.a** Identify basic unit fractions on a number line **3.NF.A.3, 3.NF.A.3.a, and 3.NF.A.3.c** Identify basic equivalent fractions

<u>Mathematics Conceptual Category: Measurement and Data</u>

Recommended Minimum Access Point – Student *develops** the ability to compare *patterns of change in reoccurring events, phenomenon, etc.** through *accessible representations of those changes**
***develops* -** The process of acquiring new skills and abilities.
***patterns of change in reoccurring events, phenomenon, etc.* -** Patterns of change may involve, but should not be limited to, tracking/measuring cold days vs. hot days, sunny days versus cloudy days, nighttime hours vs. daytime hours, etc.
***accessible representations of those changes* -** State changes should be represented in forms that students can access receptively and use expressively. For instance, changes in weather may be represented as picture icons that represent these state changes or may be represented by real or miniature objects that one may use during different weather phenomenon (e.g., umbrella, sunglasses, etc.). Using representations of differing states of change is foundational to understanding that data is a way to represent things that happen in real life.

Mathematics Cluster: Solve problems involving measurement and estimation of intervals of time, liquid volumes, and masses of objects
NVACS Connectors:
3.MD.A.1 Identify time to the nearest 15 minutes Determine simple elapsed time
Mathematics Cluster: Represent and Interpret Data
NVACS Connectors:
3.MD.B.3 Solve simple one step problems using pictographs or bar graphs **3.MD.B.4** Use measurement data to solve problems

Mathematics Conceptual Category: Geometry

Recommended Minimum Access Point – Student *develops** the ability to identify *more complex shapes** through *accessible modes of instruction and response**
***develops* -** The process of acquiring new skills and abilities.
***more complex shapes* -** Refers to shapes with more geometric complexity, to include shapes with more sides and angles (e.g., octagon, hexagon). More complex shapes such as octagons, hexagon, etc. show up regularly in the community and the ability to identify them has functional use (e.g., many community signs, such as a stop sign (an octagon), are identifiable through their shapes.
***accessible modes of instruction and response* -** Instruction and modes of response should use materials and symbols understood by the student or be part of a communication system from which the student is developing understanding. This can include various levels of understood symbols, augmentative and alternative communication systems, etc.

Mathematics Cluster: Reason with shapes and their attributes
NVACS Connectors:
3.G.A.1 Identify attributes of quadrilaterals **3.G.A.2** Given a partitioned shape, identify the unit fraction

4th Grade

Mathematics Conceptual Category: Numbers and Operations in Base Ten

Recommended Minimum Access Point – Student *develops** understanding of *grouping and counting by 5s** numerically or through *accessible representations of numbers**
***develops* -** The process of acquiring new skills and abilities.
***grouping and counting by 5s* -** This skill extends early learning in counting and is preparatory for understanding place value as well as functional skill development in money counting, telling time, etc.
***accessible representations of numbers* -** How base 5 numbers are represented to students should consider a variety of representational forms, including: manipulatives, other real objects, pictures, etc. understood by the student.

Mathematics Cluster: Generalize place value understanding for multi-digit whole numbers
NVACS Connectors:
4.NBT.A.1 Recognize, in a two digit number, the value represented by a digit in the tens place, and the ones place **4.NBT.A.2** Read, write, and compare whole numbers **4.NBT.A.3**

Round whole numbers to the nearest 100
Mathematics Cluster: Use place value understanding and properties of operations to perform multi-digit arithmetic
NVACS Connectors:
4.NBT.B.4 Fluently add and subtract multi-digit whole numbers with regrouping

Mathematics Conceptual Category: Operations and Algebraic Thinking

Recommended Minimum Access Point – Student *develops** use of *tools** to access *mathematical expressions** with foundational symbols (+, -, =) through *accessible modes of instruction and response**
***develops* -** The process of acquiring new skills and abilities.
***tools* -** Many students with SCD may not be able to access even simple mathematical expressions using mental problem-solving the same as their typically peers. Learning to use accessible tools such as calculators, adapted calculators, accessible manipulatives, and other forms of both low- and high-tech assistive technology will likely be needed.
***mathematical expressions* -** (e.g., 2+2)
***accessible modes of instruction and response* -** Instruction and modes of response should use materials and symbols understood by the student or be part of a communication system from which the student is developing understanding. This can include various levels of understood symbols, augmentative and alternative communication systems, etc.

Mathematics Cluster: Use the four operations with whole numbers to solve problems
NVACS Connectors:
4.OA.A.1 Represent a multiplication equation as a comparison **4.OA.A.2** Use pictures or equations to solve word problems involving multiplicative comparison
Mathematics Cluster: Gain familiarity with factors and multiples
NVACS Connectors:
4.OA.B.4 Identify factors and multiples of a whole number

Mathematics Conceptual Category: Number and Operations – Fractions

Recommended Minimum Access Point – Student *develops** an understanding of various ways a whole shape or object can be divided into equal parts *accessible modes of instruction and response**
***develops* -** The process of acquiring new skills and abilities.
***accessible modes of instruction and response* -** Instruction and modes of response should use materials and symbols understood by the student or be part of a communication system from which the student is developing understanding. This can include various levels of understood symbols, augmentative and alternative communication systems, etc.

Mathematics Cluster: Extend understanding of fraction equivalence and ordering
NVACS Connectors:
4.NF.A.1 Use two different fraction models to determine equivalence **4.NF.A.2** Compare two fractions using models with same denominators or same numerators

Mathematics Conceptual Category: Measurement and Data

Recommended Minimum Access Point – Student *develops** the ability to use *simple measurement tools** to obtain information on *attributes of objects, events, phenomenon, etc.**
***develops* -** The process of acquiring new skills and abilities.
***simple measurement tools* -** Using simple measurement tools introduces students to the concept of standards of measure. These may be scales, rulers, measuring cups/containers, etc. Accessible measurement tools such as adapted rulers, thermometers, watches, etc. are some of the many available forms of assistive technology that can broaden access to students with SCD.
attributes of objects, events, phenomenon, etc. - Could include, but should not be limited to, length, temperature, weight, etc.

Mathematics Cluster: Solve problems involving measurement and conversion of measurements from a larger unit to a smaller unit
NVACS Connectors:
4.MD.A.1 Determine smaller or larger units in a single system of measurement **4.MD.A.2** Solve word problems involving whole number distances, time, and money using addition and subtraction **4.MD.A.3** Determine the perimeter or area of a basic shape
Mathematics Cluster: Represent and interpret data
NVACS Connectors:
4.MD.B.4 Solve real world problems using a line plot

Mathematics Conceptual Category: Geometry

Recommended Minimum Access Point – Student *develops** an understanding of line, and different types of line, through *accessible modes of instruction and response**
***develops* -** The process of acquiring new skills and abilities.
***accessible modes of instruction and response* -** Instruction and modes of response should use materials and symbols understood by the student or be part of a communication system from which the student is developing understanding. This can include various levels of understood symbols, augmentative and alternative communication systems, etc.

Mathematics Cluster: Draw and identify lines and angles, and classify shapes by properties of their lines and angles
NVACS Connectors:
4.G.A.1 Identify parallel lines, perpendicular lines, points, and angles **4.G.A.2** Identify two-dimensional figures based on an attribute **4.G.A.3** Identify a line of symmetry for a two-dimensional figure

5th Grade

Mathematics Conceptual Category: Number and Operations in Base Ten

Recommended Minimum Access Point – Student *develops* generalization of counting skills across activities and environments** through numbers or *accessible representations of numbers**
***develops* -** The process of acquiring new skills and abilities.
***generalization of counting skills across activities and environments* -** As students with SCD become more proficient in their numeracy skills, they will likely require explicit instruction in the use of those skills in unfamiliar activities, situations, and environments. Students with SCD often struggle to generalize skills taught in the isolation of a classroom to other life areas unless they are taught how to respond to variability in other activities and environments.
***accessible representations of numbers* -** How numbers are represented to students should consider a variety of representational forms, including: manipulatives, other real objects, pictures, etc. understood by the student.

Mathematics Cluster: Understand the place value system
NVACS Connectors:
5.NBT.A.1 Identify the value in a multi-digit number from 0.01 to 100 **5.NBT.A.4** Use place value to round decimals to the nearest hundredths place
Mathematics Cluster: Perform operations with multi-digit whole numbers and with decimals to hundredths
NVACS Connectors:
5.NBT.B.5 Fluently multiply a two-digit number by a one-digit number **5.NBT.B.7** Use concrete models or drawings to add and subtract decimals

Mathematics Conceptual Category: Operations and Algebraic Thinking

Recommended Minimum Access Point – Student *develops** the understanding that smaller equivalent sets of objects can be combined into a *larger predictable quantity** and that a larger quantity can be separated into *smaller predictable equivalent sets** of objects
***develops* -** The process of acquiring new skills and abilities.
***larger predictable quantity* -** Understanding that combining equivalent sets will result in a larger predictable quantity of sets is foundational to multiplication.
***smaller predictable equivalent sets* -** Understanding that a larger quantity can be separated into smaller predictable equivalent sets is foundational to division.

Mathematics Cluster: Write and interpret numerical expressions
NVACS Connectors:
5.OA.A.1 Use parentheses to solve expressions **5.OA.A.2** Interpret simple numeric expressions
Mathematics Cluster: Analyze patterns and relationships
NVACS Connectors:
5.OA.B.3 Identify addition, subtraction, and multiplication relationships in a pattern

Mathematics Conceptual Category: Number and Operations – Fractions

Recommended Minimum Access Point – Student *develops** an understanding that *basic fractions (1/2, 1/3, & 1/4)** represent a part of a whole through *accessible modes of instruction and response**
***develops* -** The process of acquiring new skills and abilities.
basic fractions (1/2, 1/3, & 1/4) - An understanding of basic fractions is foundational to many functional activities including cooking, measuring, etc.
accessible modes of instruction and response - Instruction and modes of response should use materials and symbols understood by the student or be part of a communication system from which the student is developing understanding. This can include various levels of understood symbols, augmentative and alternative communication systems, etc.

Mathematics Cluster: Use equivalent fractions as a strategy to add and subtract fractions
NVACS Connectors:
5.NF.A.1 Add or subtract simple fractions with like denominators **5.NF.A.2** Solve simple addition and subtraction fraction word problems with like denominators using visual fraction models

Mathematics Conceptual Category: Measurement and Data

Recommended Minimum Access Point – Student *develops** the ability to *compare information** obtained using *simple measurement tools**
***develops* -** The process of acquiring new skills and abilities.
***compare information* -** Comparisons of information obtained through measurement is foundational to data interpretation.
***simple measurement tools* -** Using simple measurement tools introduces students to the concept of standards of measure. These may be scales, rulers, measuring cups/containers, etc. Accessible measurement tools such as adapted rulers, thermometers, watches, etc. are some of the many available forms of assistive technology that can broaden access to students with SCD.

Mathematics Cluster: Convert like measurement units within a given measurement system
NVACS Connectors:
5.MD.A.1 Convert among different-sized metric measurement units using one step
Mathematics Cluster: Represent and interpret data
NVACS Connectors:
5.MD.B.2 Use line plots to solve problems using fractions
Mathematics Cluster: Geometric measurement: understand concepts of volume and relate volume to multiplication and to addition
NVACS Connectors:
5.MD.C.3, 5.MD.C.3.a, and 5.MD.C.3.b Identify the volume of a figure by using unit cubes

Mathematics Conceptual Category: Geometry

Recommended Minimum Access Point – Student *develops** an understanding of how lines can be assembled into known two-dimensional shapes through *accessible modes of instruction and response**
***develops* -** The process of acquiring new skills and abilities.
***accessible modes of instruction and response* -** Instruction and modes of response should use materials and symbols understood by the student or be part of a communication system from which the student is developing understanding. This can include various levels of understood symbols, augmentative and alternative communication systems, etc.

Mathematics Cluster: Classify two-dimensional figures into categories based on their properties
NVACS Connectors:
5.G.B.3 Identify attributes that belong in a category of two-dimensional figures **5.G.B.4**

Identify two-dimensional figures based on properties

Recommended Minimum Access Point Information

The Recommended Minimum Access Points within this document reflect a slower progression of learning when compared to the corresponding modified standards and NVACS Connectors. Recommended Minimum Access Points are designed as instructional entry points for students with SCD with higher instructional support needs. Students with SCD often learn slowly, learn less (over time), and have difficulty putting together component parts of information (Alper, 2003, as cited in Orlando & Ruppar). The slower progression of learning and more targeted focus on early numeracy skill development reflected in the access points are designed to meet the learning needs of these students while also maintaining a coherent progression across grade levels, reflective of the NCTM's (2000) principles and guidance.

These access points can accommodate the need for repetitive, intensive instruction that is a known best instructional practice for teaching students with SCD. The development of early numeracy skills is a key feature of the access points in this guidance document. Core numeracy is foundational to all future mathematics learning (Browder, Spooner, & Trela, 2011). The development of early numeracy skills is necessary to prepare students with SCD to access more complex problem-solving tasks as they progress through school.
Due to the extreme heterogeneity of the subpopulation of students with SCD, they will access the standards at different entry points based on their learning abilities and support needs; however, as they learn and acquire skills and knowledge it would be expected that this progression of learning is honored with progressive and extended learning opportunities. Many students with SCD will likely need ongoing, embedded instruction in early numeracy skills throughout their educational lifespan to maintain learning and generalize skills; however, these early numeracy skills can and should be embedded within age- and grade-appropriate activities (Browder, Spooner, & Trela, 2011).

Finally, Browder, Spooner and Trela (2011) emphasize five process standards critical to the mathematical learning of all students, including students with SCD:

- problem solving,
- reasoning and proofing,
- connections,
- communication, and
- representation.

These process standards are embodied throughout this document and should, in some form, be part of the mathematics curriculum for all students, including students with SCD.

ELEMENTARY GRADES NVACS CONNECTORS GUIDANCE FOR SCIENCE

Guidance for Nevada's teachers and elementary schools for vertically aligning science instructional content for students with significant disabilities toward attainment of the Alternative Diploma

Introduction

This guidance document is designed to assist Nevada's elementary schools and teachers in the alignment of instructional content and practice to prepare students with significant cognitive disabilities (SCD) for progression toward attaining the Alternative Diploma. When the National Research Council (NRC) released the National Science Education Standards in 1996 (the precursor to today's Next Generation Science Standards), they opened the document with the following quote from the acclaimed American theoretical physicist, Richard Feynman:

"The world looks so different after learning science. For example, trees are made of air, primarily. When they are burned, they go back to air, and in the flaming heat is released the flaming heat of the sun which was bound in to convert the air into tree. [A]nd in the ash is the small remnant of the part which did not come from air, that came from the solid earth, instead. These are beautiful things, and the content of science is wonderfully full of them. They are very inspiring, and they can be used to inspire others" (pp. viii).

Dr. Feynman is describing the vast wonderment of the natural world that science has the power to unlock for the millions of school children who are provided access to a science education. Unfortunately, the history of public education in this country reveals that most students with SCD have been denied the opportunity to learn about "the wonder of the natural world and their place in it" (Browder, Spooner, and Jimenez, 2011, pp. 202). Prior to the early 2000s, special education research is sparse with studies that involve teaching science concepts to students with SCD, and up until the turn of the century, a science education for these students was commonly supplanted by an instructional focus on daily living skills. Prohibiting students with SCD's participation in a robust science curriculum denies them access to the full educational opportunity available in our schools and deprives them of discovery and understanding of the world that scientific inquiry provides.

In a recent review of the individualized education programs (IEPs) of students with SCD, Burke, Shogren, and Hagiwara (2018) found that a majority of the IEP goals focus on student compliance with adult directive rather than the development of skills and knowledge. An instructional program that is replete with compliance objectives is antithetical to scientific inquiry, which teaches students to classify, observe, experiment, infer, hypothesize, and communicate (Jimenez, et al., 2008), in other words, to be investigators of the world they inhabit.

As the NRC (1996) states:

*"**Science standards (are) for all students.** The phrase embodies both excellence and equity. The Standards apply to all students, regardless of age, gender, cultural or ethnic background, **disabilities**, aspirations, or interest and motivation in science. Different students will achieve understanding in different ways, and different students will achieve different degrees of depth and breadth of understanding depending on interest, ability, and context. But all students can develop the knowledge and skills described in the Standards (pp. 2)."*

Due to their unique learning needs and abilities, science instruction for students with SCD may look very different from the instruction delivered to their typically developing peers, regardless, science education that allows students with SCD to "begin noticing their world, posing questions, and finding answers (Browder, Spooner, & Jimenez, 2011, pp. 2003)" should be a mandatory component of all students' instructional program.

To assist IEP teams in decision making and planning for the Alternative Diploma, we have developed **Recommended Minimum Access Points** as guidance for how students with SCD can enter access to the standards while maintaining alignment. These are intended to provide teachers accessibility points for students with SCD whose learning differences may require significant modifications for access to the NVACS Connectors and other modified standards that they precede in this document.

Nevada assesses elementary students with SCD in science on the Nevada Alternate Assessment (NAA) in grade 5 only. Therefore, there are corresponding Nevada Academic Content Standards (NVACS) Connectors in the science subject area for grade 5. In addition to the grade 5 NVACS Connectors; this document also provides recommended modified standards based on the NVACS for grades K through 4 so that teachers in these grades can begin to align their instruction as well.

The science modified standards and NVACS Connectors are organized by grade level and by science topic areas. Science topic areas will differ from grade level to grade level. Each section of this guidance document is organized as follows:

Grade Level

Primary Heading: *Identifies science topic area*

Recommended Minimum Access Point – *Suggests a minimum point of access for students pursuing attainment of the modified standards or NVACS Connectors*
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 standards or NVACS Connectors*

Identifier: *Identifies subsequent information as modified standards (pink shading) or NVACS Connectors (gray shading)*
Modified Standard or NVACS Connector Number – *Identifies the number for the science NVACS from which the science modified standards and NVACS Connectors are derived* Modified Standard(s) or NVACS Connector(s)

Kindergarten

Forces and Interactions: Pushes and Pulls

Recommended Minimum Access Point – Student *develops** the ability to differentiate between a push and a pull through *accessible modes of instruction and response**
***develops* -** The process of acquiring new skills and abilities.
***accessible modes of instruction and response* -** Instruction and modes of response should use materials and symbols understood by the student or be part of a communication system from which the student is developing understanding. This can include various levels of understood symbols, augmentative and alternative communication systems, etc.

Standards:
K-PS2-1 Model the effects of different strengths or different directions of pushes and pulls on the motion of an object **K-PS2-2** Create a design to change the speed or direction of an object with a push or a pull

Interdependent Relationships in Ecosystems: Animals, Plants, and Their Environment

Recommended Minimum Access Point – Student *develops** the ability to identify various animals and plants through *accessible modes of instruction and response**
***develops* -** The process of acquiring new skills and abilities.
***accessible modes of instruction and response* -** Instruction and modes of response should use materials and symbols understood by the student or be part of a communication system from which the student is developing understanding. This can include various levels of understood symbols, augmentative and alternative communication systems, etc.

Standards:
K-LS1-1 Identify what plants and animals (including humans) need to survive **K-ESS2-2** Identify how plants and animals (including humans) can change the environment to meet their needs **K-ESS3-1** Use a model to identify the needs of different plants and animals (including humans) and the places they live

Weather and Climate

Recommended Minimum Access Point – Student *develops** the ability to identify different weather conditions (e.g., sunny, raining, snowing) through *accessible modes of instruction and response**

develops - The process of acquiring new skills and abilities.
accessible modes of instruction and response - Instruction and modes of response should use materials and symbols understood by the student or be part of a communication system from which the student is developing understanding. This can include various levels of understood symbols, augmentative and alternative communication systems, etc.

Standards:
K-PS3-1 Identify effects of sunlight on the Earth's surface **K-PS3-2** Identify and use tools and structures that reduce the warming effect of sunlight on an area **K-ESS2-1** Use appropriate descriptions of local weather patterns **K-ESS3-2** Identify appropriate ways to prepare for, and respond to, changes in weather

1st Grade

Waves: Light and Sound

Recommended Minimum Access Point – Student *develops** an understanding of changes in the properties of light and sound through *accessible modes of instruction and response**
develops - The process of acquiring new skills and abilities.
accessible modes of instruction and response - Instruction and modes of response should use materials and symbols understood by the student or be part of a communication system from which the student is developing understanding. This can include various levels of understood symbols, augmentative and alternative communication systems, etc.

Standards:
1-PS4-1 Using provided materials, show that vibrating materials can make sound and that sound can make materials vibrate **1-PS4-2** Show that items can be seen only when illuminated **1-PS4-3** Show the effect of placing objects with varying opacity, reflectivity, etc. in the path of a beam of light **1-PS4-4** Using provided materials, show how light or sound can be used to communicate over distance

Structure, Function, and Information Processing

Recommended Minimum Access Point – Student *develops** the ability to meet *personal* health/survival needs through *accessible modes of instruction and response**

develops - The process of acquiring new skills and abilities.
accessible modes of instruction and response - Instruction and modes of response should use materials and symbols understood by the student or be part of a communication system from which the student is developing understanding. This can include various levels of understood symbols, augmentative and alternative communication systems, etc.

Standards:
1-LS1-1 Identify how plants and/or animals use their external parts to help them survive, grow, and meet their needs **1-LS1-2** Identify behaviors of parents and offspring that help offspring survive **1-LS3-1** Identify how young plants and animals are like, but not exactly like, their parents

Space Systems: Patterns and Cycles

Recommended Minimum Access Point – Student *develops** the ability to identify key celestial objects (sun, moon, stars) and their association with different times of the day through *accessible modes of instruction and response**
develops - The process of acquiring new skills and abilities.
accessible modes of instruction and response - Instruction and modes of response should use materials and symbols understood by the student or be part of a communication system from which the student is developing understanding. This can include various levels of understood symbols, augmentative and alternative communication systems, etc.

Standards:
1-ESS1-1 Using models and observations of the sun, moon, and stars identify corresponding patterns **1-ESS1-2** Identify that different times of the year have corresponding differences in the amount of daylight

2nd Grade

Structures and Properties of Matter

Recommended Minimum Access Point – Student *develops** the ability to differentiate objects based on various physical properties through *accessible modes of instruction and response**
develops - The process of acquiring new skills and abilities.
accessible modes of instruction and response - Instruction and modes of response should use materials and symbols understood by the student or be part of a communication system from which the student is developing understanding. This can include various levels of understood symbols, augmentative and alternative communication systems, etc.

Standards:
2-PS1-1 Organize different kinds of materials by observable properties **2-PS1-2** Match materials with specific properties to intended uses/purposes these materials are best suited for **2-PS1-3** Show how an object made of a small set of pieces can be disassembled and made into a new object **2-PS1-4** Show that some changes caused by heating or cooling can be reversed and some cannot

Interdependent Relationships in Ecosystems

Recommended Minimum Access Point – Student *develops** ability to access supports with help from others within their local environment through *accessible modes of instruction and response**
***develops* -** The process of acquiring new skills and abilities.
***accessible modes of instruction and response* -** Instruction and modes of response should use materials and symbols understood by the student or be part of a communication system from which the student is developing understanding. This can include various levels of understood symbols, augmentative and alternative communication systems, etc.

Standards:
2-LS2-1 Grow plants using sunlight and water **2-LS2-2** Show how an animal seeds or pollinates plants **2-LS4-1** Compare the diversity of life (plants and animals) in different habitats

Earth's Systems: Processes that Shape the Earth

Recommended Minimum Access Point – Student *develops** the ability to identify different features of the Earth through *accessible modes of instruction and response**
***develops* -** The process of acquiring new skills and abilities.
***accessible modes of instruction and response* -** Instruction and modes of response should use materials and symbols understood by the student or be part of a communication system from which the student is developing understanding. This can include various levels of understood symbols, augmentative and alternative communication systems, etc.

Standards:
2-ESS1-1 Identify Earth events that occur quickly and slowly

2-ESS2-1 Using provided materials, slow or prevent wind or water from changing the shape of land **2-ESS2-2** Identify land types and bodies of water by shape from the local geographical area **2-ESS2-3** Identify where water is found on Earth and that it can be solid or liquid

Engineering Design

Recommended Minimum Access Point – Student *develops** an understanding of how tools can be used to achieve tasks through *accessible modes of instruction and response**
***develops* -** The process of acquiring new skills and abilities.
***accessible modes of instruction and response* -** Instruction and modes of response should use materials and symbols understood by the student or be part of a communication system from which the student is developing understanding. This can include various levels of understood symbols, augmentative and alternative communication systems, etc.

Standards:
K-2-ETS1-1 Use a tool to solve a simple problem **K-2-ETS1-2** Identify the most appropriately shaped object to solve a simple problem **K-2-ETS1-3** Compare the strengths and weaknesses of two objects in their ability to solve a simple problem

3rd Grade

Forces and Interactions

Recommended Minimum Access Point – Student *develops** an understanding of different ways objects achieve motion through *accessible modes of instruction and response**
***develops* -** The process of acquiring new skills and abilities.
***accessible modes of instruction and response* -** Instruction and modes of response should use materials and symbols understood by the student or be part of a communication system from which the student is developing understanding. This can include various levels of understood symbols, augmentative and alternative communication systems, etc.

Standards:
3-PS2-1 Show the effects of balanced and unbalanced forces on the motion of an object **3-PS2-2** Use patterns of an object's motion to make predictions about future motions **3-PS2-3** Using provided materials, examine the cause and effect relationships of electric and

magnetic interactions between two objects not in contact with each other **3-PS2-4** Use the scientific properties of magnets to solve a simple problem

Interdependent Relationships in Ecosystems

Recommended Minimum Access Point – Student *develops** the ability to match living organisms with favorable habitats through *accessible modes of instruction and response**
***develops* -** The process of acquiring new skills and abilities.
***accessible modes of instruction and response* -** Instruction and modes of response should use materials and symbols understood by the student or be part of a communication system from which the student is developing understanding. This can include various levels of understood symbols, augmentative and alternative communication systems, etc.

Standards:
3-LS2-1 Show how the formation of animal groups helps members survive **3-LS4-1** Identify fossil characteristics that provide evidence of the organisms and the environments in which they long lived **3-LS4-3** Identify reasons that in a particular habitat some organisms can survive well, some survive less well, and some cannot survive at all **3-LS4-4** Identify problems caused when the environment changes and the types of plants and animals that live there may change

Inheritance and Variation of Traits: Life Cycles and Traits

Recommended Minimum Access Point – Student *develops** an understanding of how living organisms change over time through *accessible modes of instruction and response**
***develops* -** The process of acquiring new skills and abilities.
***accessible modes of instruction and response* -** Instruction and modes of response should use materials and symbols understood by the student or be part of a communication system from which the student is developing understanding. This can include various levels of understood symbols, augmentative and alternative communication systems, etc.

Standards:
3-LS1-1 Compare and contrast life cycles of various organisms **3-LS3-1** Provide evidence that plants and animals have traits inherited from parents and that variation of these traits exists in a group of similar organisms **3-LS3-2** Identify traits that can be influenced by the environment

3-LS4-2 Identify variations in characteristics among individuals of the same species and how they may provide advantages in surviving, finding mates, and reproducing

Weather and Climate

Recommended Minimum Access Point – Student *develops** the ability to make personal decisions related to weather conditions through *accessible modes of instruction and response**
***develops* -** The process of acquiring new skills and abilities.
***accessible modes of instruction and response* -** Instruction and modes of response should use materials and symbols understood by the student or be part of a communication system from which the student is developing understanding. This can include various levels of understood symbols, augmentative and alternative communication systems, etc.

Standards:
3-ESS2-1 Using visual displays of weather data, identify typical weather conditions expected during a particular season **3-ESS2-2** Identify/differentiate climates in different regions of the world **3-ESS3-1** Show how design solutions reduce the impacts of weather related hazards

4th Grade

Energy

Recommended Minimum Access Point – Student *develops** an understanding of various kinds of energy through *accessible modes of instruction and response**
***develops* -** The process of acquiring new skills and abilities.
***accessible modes of instruction and response* -** Instruction and modes of response should use materials and symbols understood by the student or be part of a communication system from which the student is developing understanding. This can include various levels of understood symbols, augmentative and alternative communication systems, etc.

Standards:
4-PS3-1 Show an understanding that the speed of an object is related to the energy of that object **4-PS3-2** Using models and provided materials, show that energy can be transferred from place to place by sound, heat, and electric currents **4-PS3-3** Predict outcomes about the changes in energy that occur when objects collide **4-PS3-4**

Assemble and use a device that converts energy from one form to another **4-ESS3-1** Identify the sources of energy and fuels derived from natural resources and how their uses affect the environment

Waves: Waves and Information

Recommended Minimum Access Point – Student *develops** the ability to transmit information to others through *accessible modes of instruction and response**
***develops* -** The process of acquiring new skills and abilities.
***accessible modes of instruction and response* -** Instruction and modes of response should use materials and symbols understood by the student or be part of a communication system from which the student is developing understanding. This can include various levels of understood symbols, augmentative and alternative communication systems, etc.

Standards:
4-PS4-1 Given models of waves, identify patterns in amplitude and wavelength Show how waves can cause objects to move **4-PS4-3** Compare solutions that use patterns to transfer information

Structure, Function, and Information Processing

Recommended Minimum Access Point – Students *develop** an understanding of human senses through *accessible modes of instruction and response**
***develops* -** The process of acquiring new skills and abilities.
***accessible modes of instruction and response* -** Instruction and modes of response should use materials and symbols understood by the student or be part of a communication system from which the student is developing understanding. This can include various levels of understood symbols, augmentative and alternative communication systems, etc.

Standards:
4-PS4-2 Using a model, identify how the parts of the eye use reflected light to allow objects to be seen **4-LS1-1** Using models, identify internal and external structures of plants and animals that function to support survival, growth, behavior, and reproduction **4-LS1-2** Use models to identify ways that animals receive different types of information through their senses, process the information in their brain, and respond to information in different ways

Earth's Systems: Processes that Shape the Earth

Recommended Minimum Access Point – Student *develops** an understanding of ways the Earth changes through *accessible modes of instruction and response**
***develops* -** The process of acquiring new skills and abilities.
***accessible modes of instruction and response* -** Instruction and modes of response should use materials and symbols understood by the student or be part of a communication system from which the student is developing understanding. This can include various levels of understood symbols, augmentative and alternative communication systems, etc.

Standards:
4-ESS1-1 Identify how patterns in rock formations and fossils in rock layers show changes in a landscape over time **4-ESS2-1** Show the effects of weathering on the rate of erosion by water, ice, wind, or vegetation **4-ESS2-2** Use maps to describe patterns of Earth's features **4-ESS3-2** Compare solutions that reduce the impacts of natural Earth processes on humans

5th Grade

Structure and Properties of Matter

Recommended Minimum Access Point – Student *develops** an understanding that the properties of objects can change under different conditions through *accessible modes of instruction and response**
***develops* -** The process of acquiring new skills and abilities.
***accessible modes of instruction and response* -** Instruction and modes of response should use materials and symbols understood by the student or be part of a communication system from which the student is developing understanding. This can include various levels of understood symbols, augmentative and alternative communication systems, etc.

NVACS Connectors:
5-PS1-1 Describe that matter is made of particles too small to be seen **5-PS1-2** Identify a graph that shows how temperature changes affect weight **5-PS1-3** Given two objects, make an observation to identify one based on its property **5-PS1-4** Identify and/or explain that a change has occurred when two substances have been mixed together

Matter and Energy in Organisms and Ecosystems

Recommended Minimum Access Point – Student *develops** an understanding of how plants grow through *accessible modes of instruction and response**
***develops* -** The process of acquiring new skills and abilities.
***accessible modes of instruction and response* -** Instruction and modes of response should use materials and symbols understood by the student or be part of a communication system from which the student is developing understanding. This can include various levels of understood symbols, augmentative and alternative communication systems, etc.

NVACS Connectors:
5-PS3-1 Use a model to identify that the sun is the source of energy in most food chains **5-LS1-1** Identify that plants must have air and water to grow **5-LS2-1** Construct a simple sequence of a food chain

Earth's Systems

Recommended Minimum Access Point – Student *develops** an understanding of weather-related cause and effect through *accessible modes of instruction and response**
***develops* -** The process of acquiring new skills and abilities.
***accessible modes of instruction and response* -** Instruction and modes of response should use materials and symbols understood by the student or be part of a communication system from which the student is developing understanding. This can include various levels of understood symbols, augmentative and alternative communication systems, etc.

NVACS Connectors:
5-ESS2-1 Identify and/or explain how weather affects land **5-ESS2-2** Identify that water is unequally distributed on Earth **5-ESS3-1** Identify and explain ways science ideas are used to protect the Earth

Space Systems: Stars and the Solar System

Recommended Minimum Access Point – Student *develops** an understanding of seasonal changes through *accessible modes of instruction and response**
***develops* -** The process of acquiring new skills and abilities.
***accessible modes of instruction and response* -** Instruction and modes of response should use materials and symbols understood by the student or be part of a communication system from which the student is developing understanding. This can include various

levels of understood symbols, augmentative and alternative communication systems, etc.

NVACS Connectors:
5-PS2-1 Explain that gravitational forces cause objects to fall **5-ESS1-1** Identify and explain that the distance affects the stars' brightness as seen from Earth **5-ESS1-2** Identify that there are more hours of daylight depending on the season

Engineering Design

Recommended Minimum Access Point – Students *develop** the ability to choose tools necessary to solve a problem or meet a need through *accessible modes of instruction and response**
***develops* -** The process of acquiring new skills and abilities.
***accessible modes of instruction and response* -** Instruction and modes of response should use materials and symbols understood by the student or be part of a communication system from which the student is developing understanding. This can include various levels of understood symbols, augmentative and alternative communication systems, etc.

NVACS Connectors:
3-5-ETS1-1 Identify successful criteria for a simple design **3-5-ETS1-2** Identify and/or explain a simple solution to a problem **3-5-ETS1-3** Identify what can be done to improve a design

Recommended Minimum Access Point Information

The Recommended Minimum Access Points within this document reflect a progression of learning that is less intensive when compared to the corresponding modified standards and NVACS Connectors. Recommended Minimum Access Points are designed as instructional entry points for students with SCD with higher instructional support needs. Students with SCD often learn slowly, learn less (over time), and have difficulty putting together component parts of information (Alper, 2003, as cited in Orlando & Ruppar). The progression of learning reflected in the access points and more targeted focus on learning foundational science concepts, many of which have direct transferability to functional skills, are designed to meet the learning needs of these students.

These access points can accommodate the need for repetitive, intensive instruction that is a known best instructional practice for teaching students with SCD. The ability to understand and build upon foundational science concepts can help students with SCD access a broader set of science models and concepts as they progress through school. Due to the extreme

heterogeneity of the subpopulation of students with SCD, they will access the standards at different entry points based on their learning abilities and support needs; however, as they learn and acquire skills and knowledge it would be expected that this progression of learning is honored with progressive and extended learning opportunities. While students with SCD will likely need to revisit foundational science concepts throughout their educational lifespan to maintain and generalize skills, these concepts can be embedded in age- and grade-appropriate learning opportunities. Science education for all students, including students with SCD, should involve opportunities for scientific inquiry and should not be reduced to a recitation of scientific facts and vocabulary. While scientific inquiry may look different for students with SCD, it is nonetheless necessary for these students to experience the full educational opportunity available to their typically developing peers (Browder, Spooner, & Jimenez, 2011).

ELEMENTARY GRADES MODIFIED STANDARDS GUIDANCE FOR SOCIAL STUDIES

Guidance for Nevada's teachers and elementary schools for vertically aligning social studies instructional content for students with significant disabilities toward attainment of the Alternative Diploma

Introduction

This guidance document is designed to assist Nevada's elementary schools and teachers in the alignment of instructional content and practice to prepare students with significant cognitive disabilities (SCD) for progression toward attaining the Alternative Diploma. The National Council for the Social Studies (2002) establishes as priorities of a social studies education, "information, critical thinking skills, and experiences to allow students to grow into responsible and effective citizens" (Browder, Spooner, & Zakas, 2011, pp. 222). Individuals with SCD have been historically shut out of community and civic participation through institutional discrimination and societal prejudices. In America, we value our democratic processes as mechanisms toward achieving 'a more perfect union' and justice for all citizens. To prepare students with SCD for civic engagement and meaningful community participation it is critical that history, financial literacy, and civics be part of their instructional programming, anything less may deny them access to the full educational opportunity available in our schools and the full opportunity to a meaningful life in the community.

The history of people with disabilities is interwoven with both global and U.S. history. Many historic and cultural icons had disabilities, including Franklin D. Roosevelt, Stephen Hawking, and Frida Kahlo. The American story of people with disabilities is one of both heartbreaking tragedies and inspiring victories. People with disabilities in the U.S. have been subject to extreme human and civil rights abuses, including institutionalization, forced sterilization, forced peonage labor, etc. In opposition to this historic reality, disability civil rights history is also rich with its own heroes and icons like Judy Heumann, Ed Roberts, and Helen Keller, as well as, momentous, hard fought human and civil rights achievements like the 504 Act, the Individuals with Disabilities Education Act (IDEA), and the Americans with Disabilities Act (ADA). Still, people with disabilities remain one of the most discriminated against classes of American citizens. An education for students with SCD, as with all students, should provide the knowledge and opportunity necessary for engaged citizenship that allows for informed participation in democratic processes.

Nevada does not assess students with SCD on social studies content on the Nevada Alternate Assessment (NAA) and therefore there are no NVACS Connectors for social studies; however, students with SCD pursuing the Alternative Diploma will be required to earn social studies credits in high school to achieve the diploma. Content for these courses can be significantly modified but should align with the standards being taught in general education courses; therefore, it is critical that elementary schools prioritize social studies content in the instructional programs of students with SCD so as not to inhibit future learning opportunities. This guidance document provides suggested modified standards for teaching social studies to elementary students with SCD.

To assist IEP teams in decision making and planning for the Alternative Diploma, we have also developed **Recommended Minimum Access Points** as guidance for how students with SCD can enter access to the standards while maintaining alignment. These are intended to provide teachers accessibility points for students with SCD whose learning differences may require significant modifications for access to the modified standards that they precede in

this document.

The social studies modified standards are organized by grade level and social studies content areas for that grade level. Each section of this guidance document is organized as follows:

Grade Level

Primary Heading - *Identifies Social Studies content area*

Recommended Minimum Access Point – *Suggests a minimum point of access for students pursuing attainment of the modified 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 standards.*

Content Themes and Modified Standards

Content Theme
Identifier: *Identifies subsequent information as modified standards*
Modified Standard Number – *Identifies the number for the social studies NVACS from which the social studies modified standards are derived* Modified Standard(s)

Kindergarten

Building Community – Learning & Working Together

Recommended Minimum Access Point – Student *develops** the ability to *participate meaningfully* throughout the school community**
***develops* -** The process of acquiring new skills and abilities.
***participate meaningfully* -** A social studies education is designed toward the creation of informed and participatory citizens. This participation should be meaningful and begin within the school community. Student engagement with the school community should make use of the broadest range of accessibility and participation opportunities.
***throughout the school community* -** A student's participation should not be limited to a special classroom or segregated environment. To prepare students for future use of the broader community, the entire school community must be accessible as a learning environment.

Content Themes and Modified Standards:

Identity
Standards:
SS.K.9 Identify items from life in the past and items from life in the present

Social justice, consciousness, and action
Standards:
SS.K.10 Explore acts of honesty, courage, friendship, respect, and responsibility **SS.K.11** Explore appropriate conflict resolution strategies (e.g., sharing)

Respectful engagement with diverse people
Standards:
SS.K.12 Identify diverse cultural events, holidays, and associated symbols

Diverse contributions made by men and women from various racial and ethnic backgrounds including, without limitation, information relating to contributions and impact
Standards:
SS.K.13 Identify different cultures and their characteristics

Civic dispositions and democratic principles
Standards:
SS.K.14 Exhibit respect for individual rights through respectful social interactions

Processes, rules, and laws
Standards:
SS.K.15 Identify appropriate rules for different environments (e.g., rules for the playground, rules for the classroom) **SS.K.16** Identify ways to improve a community

Geographic representations
Standards:
SS.K.17 Using simple geographic models, identify differences between spaces at home and school

Human population, movement, and patterns

Standards:
SS.K.18 Identify reasons people move from place to place

National economy
Standards:
SS.K.19 Identify how scarcity/lack of something affects choice making

1st Grade

The Community We Live In & the Work We Do

Recommended Minimum Access Point – Student *develops** the ability to identify *key features of local communities**
***develops* -** The process of acquiring new skills and abilities.
***key features of local communities* -** An elementary social studies curriculum should help all students understand various communities and their place within those communities. The broadest range of opportunities for engagement with key features of local communities should be considered when teaching students with SCD. Instruction and modes of response should use materials and symbols understood by the student or be part of a communication system from which the student is developing understanding. This can include various levels of understood symbols, augmentative and alternative communication systems, etc.

Content Themes and Modified Standards:

Identity
Standards:
SS.1.9 Identify how different cultural groups lived in the past and the present

Social justice, consciousness, and action
Standards:
SS.1.10 Exhibit various acts of honesty, courage, friendship, respect, and responsibility **SS.1.11** Exhibit appropriate conflict resolution strategies (e.g., sharing)

Respectful engagement with diverse people
Standards:
SS.1.12 Identify ways in which students and families are alike and different across cultures within the community **SS.1.13**

Identify different traditions across cultures within the community

Diverse contributions made by men and women from various racial and ethnic backgrounds, including, without limitation, information relating to contributions and impact
Standards:
SS.1.14 Identify ways cultural differences strengthen a community

Civic and political institutions
Standards:
SS.1.15 Identify important roles people play within the community **SS.1.16** Identify essential public services provided by the local government

Civic dispositions and democratic principles
Standards:
SS.1.17 Identify why the equal treatment of all people is important

Processes, rules, and laws
Standards:
SS.1.18 Identify types of work done by people that contributes to the improvement of their local community

Geographic representations
Standards:
SS.1.19 Using simple geographic models, identify environmental and physical characteristics of the community

Human environment and interaction
Standards:
SS.1.20 Identify ways the environment impacts how people live and work

Exchange and markets
Standards:
SS.1.21 Identify local financial institutions and their purpose

National economy

Standards:
SS.1.22 Identify locally produces goods and services (within the immediate community and in with nearby communities)

2nd Grade

Our National Identity & Culture

Recommended Minimum Access Points – Student *develops** the ability to identify *key features of the national community**
***develops* -** The process of acquiring new skills and abilities.
***identify key features of the national community* -** An elementary social studies curriculum should help all students understand various communities and their place within those communities. The broadest range of opportunities for engagement with key features of the national community should be considered when teaching students with SCD. Instruction and modes of response should use materials and symbols understood by the student or be part of a communication system from which the student is developing understanding. This can include various levels of understood symbols, augmentative and alternative communication systems, etc.

Content Themes and Modified Standards:

Power and politics
Standards:
SS.2.9 Identify major U.S. political leaders (past and present)

Identity
Standards:
SS.2.10 Identify significant events in U.S. history that have impacted our national identity

People and ideas
Standards:
SS.2.11 Identify how individuals have made a difference in their communities

Social justice, consciousness, and action
Standards:
SS.2.12 Identify ways that U.S. racial and ethnic groups have been discriminated against and oppressed **SS.2.13** Identify ways that different groups work to resolve conflicts

Respectful engagement with diverse people
Standards:
SS.2.14 Identify different traditions across cultures within the U.S.

Diverse contributions made by men and women from various racial and ethnic backgrounds, including, without limitation, information relating to contributions and impact
Standards:
SS.2.15 Identify contributions and positive impacts made by culturally, racially, and ethnically diverse people in U.S. History

Civics and political institutions
Standards:
SS.2.16 Identify ways that diverse individuals have helped develop the nation's civic identity towards equality, freedom, and respect for individual rights **SS.2.17** Identify roles and responsibilities performed by the U.S. president

Civic dispositions and democratic principles
Standards:
SS.2.18 Identify democratic principles that have influenced the U.S. **SS.2.19** Identify the rights and responsibilities of U.S. citizenship

Geographic representations
Standards:
SS.2.20 Identify on a map where national historical events occurred **SS.2.21** Identify major national historical landmarks

Human environment interaction
Standards:
SS.2.22 Identify ways the environment shaped the national development

Human population, movements, and patterns
Standards:

SS.2.23 Identify reasons early Americans moved

National economy
Standards:
SS.2.25 Identify ways that natural resources are, and were, used to produce goods and services

3rd Grade

Movement Around Our World

Recommended Minimum Access Points – Student *develops** the ability to identify *key features of the global community**
***develops* -** The process of acquiring new skills and abilities.
***key features of the global community* -** An elementary social studies curriculum should help all students understand various communities and their place within those communities. The broadest range of opportunities for engagement with key features of the global community should be considered when teaching students with SCD. Instruction and modes of response should use materials and symbols understood by the student or be part of a communication system from which the student is developing understanding. This can include various levels of understood symbols, augmentative and alternative communication systems, etc.

Content Themes and Modified Standards:

Power and politics
Standards:
SS.3.11 Identify historic migrations and immigrations that have impacted the U.S.

People and ideas
Standards:
SS.3.12 Compare different migrations and immigrations that have impacted the U.S.

Nevada history
Standards:
SS.2.14 Identify cultural contributions to Nevada's history made by migrant groups

International relations
Standards:

SS.3.14 Identify ways that migrations or immigrations have contributed to global conflicts

Social justice, consciousness, and action
Standards:
SS.3.15 Identify ways that racial and ethnic groups have been discriminated against and oppressed globally
Respectful engagement with diverse people
Standards:
SS.3.16 Identify ways that migrants and immigrants interact with people in their new community

Diverse contributions and impact including, without limitation, information relating to contributions made by men and women from various racial and ethnic backgrounds
Standards:
SS.3.17 Identify contributions and positive impacts made by culturally, racially, and ethnically diverse people globally

Civic dispositions and democratic principles
Standards:
SS.3.18 Identify democratic principles that might encourage migration

Processes, rules, and laws
Standards:
SS.3.19 Identify examples of rules, laws, and authorities that keep people and property safe and secure globally

Geographic representations
Standards:
SS.3.20 Using a map, identify geographic characteristics that might influence people's decision to relocate

Human environmental interaction
Standards:
SS.3.21 Identify cultural and environmental characteristics that influence people's decisions on where they live

Human population, movements, and patterns

Standards:
SS.3.22 Identify natural resources that are related to human settlements and movements

Global interconnections
Standards:
SS.3.23 Identify how various cultures have interacted and influenced one another

Exchange and markets
Standards:
SS.3.24 Identify ways that natural resources, human resources, and physical capital are combined to produce goods and services

Global economy
Standards:
SS.3.25 Identify reasons people trade goods and services with people in other countries

Recommended Minimum Access Points – Student *develops** the ability to *access** a *simple exchange economy**
***develops* -** The process of acquiring new skills and abilities.
***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.
***simple exchange economy* -** Students often develop proto-monetary skills by using simple exchange economies such as token economies. These simple exchange economies can provide access to learning concepts such as earning, mediums of exchange, purchasing, etc.

Content Themes and Modified Standards:

Financial decision making
Standards:
SS.3.26 Identify needs and wants

Savings and spending
Standards:
SS.3.27 Identify differences between saving and spending

Insurance, investing, and risk
Standards:

SS.3.28 Learn critical personal information and identify appropriate sharing and withholding of the information

4th Grade

Nevada: Past & Present

Recommended Minimum Access Points – Student *develops** the ability to identify *key features of the Nevada community**
***develops* -** The process of acquiring new skills and abilities.
***key features of the Nevada community* -** An elementary social studies curriculum should help all students understand various communities and their place within those communities. The broadest range of opportunities for engagement with key features of the Nevada community should be considered when teaching students with SCD. Instruction and modes of response should use materials and symbols understood by the student or be part of a communication system from which the student is developing understanding. This can include various levels of understood symbols, augmentative and alternative communication systems, etc.

Content Themes and Modified Standards:

Power and politics
Standards:
SS.4.11 Identify reasons why Nevada became a state

Identity
Standards:
SS.4.12 Identify ways that Nevada's population and culture have changed over time

People and ideas
Standards:
SS.4.13 Identify the unique experiences and contributions of Native Americans and settlers in Nevada

Nevada history
Standards:
SS.4.14 Identify Nevada's important symbols, mottoes, and slogans

Social justice, consciousness, and action
Standards:

SS.4.15 Identify ways that racial and ethnic groups in Nevada have been discriminated against and oppressed **SS.4.16** Identify ways that Nevadans have led movements to respond to discriminatory practices

Respectful engagement with diverse people
Standards:
SS.4.17 Identify ways that Native people have impacted Nevada culture **SS.4.18** Identify cultural traditions associated with Native Americans and Basque communities

Diverse contributions made by men and women from various racial and ethnic backgrounds, including, without limitation, information relating to contributions and impact
Standards:
SS.4.19 Identify ways that culturally, racially, and ethnically diverse individual Nevadans have contributed to the advancement of Nevada

Civic dispositions and democratic principles
Standards:
SS.4.20 Identify ways that core democratic principles guide local and state government in Nevada

Processes, rules, and laws
Standards:
SS.4.21 Identify examples of rules, laws, and authorities that keep people and property safe and secure in Nevada **SS.4.22** Identify interest groups that have influenced Nevada politics, society, or culture

Geographic representations
Standards:
SS.4.23 Using maps that include human and physical features, identify spatial patterns in Nevada

Human environment interaction
Standards:
SS.4.24 Identify ways that Nevada's landscape has been impacted by humans **SS.4.25** Identify technologies that have impacted the environment and economy in Nevada

Human population, movement, and patterns
Standards:
SS.4.26 Using visual representations, identify differences in population distribution across Nevada

Exchange and markets
Standards:
SS.4.27 Identify major industries in Nevada's economy (past and present)

National economy
Standards:
SS.4.29 Identify ways that Nevada's economy contributes to the national economy

Financial Literacy

Recommended Minimum Access Points – Student *develops** an understanding of *monetary value**
***develops* -** The process of acquiring new skills and abilities.
***monetary value* -** Refers to the understanding that money has inherent value. Instruction and modes of response should use materials and symbols understood by the student or be part of a communication system from which the student is developing understanding. This can include various levels of understood symbols, augmentative and alternative communication systems, etc.

Content Themes and Modified Standards:

Savings and spending
Standards:
SS.4.30 Identify benefits of saving money

Credit and debt
Standards:
SS.4.31 Identify different methods of payment

Insurance, investing, and risk
Standards:
SS.4.32 Identify consequences (good and bad) of sharing personal information with others

College and career preparedness
Standards:

SS.4.33 Identify a career interest and associated jobs

5th Grade

The U.S.: Creating a New Nation

Recommended Minimum Access Points – Student *develops** the ability to *access** *representations** of *national past occurrences**
***develops* -** The process of acquiring new skills and abilities.
***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
Standards:
SS.5.11 Identify important historical U.S. political parties

Identity
Standards:
SS.5.12 Identify differences in the experiences of early Americans who belonged to different groups **SS.5.13** Identify differences between early American colonies **SS.5.14** Identify ways in which conflict and compromise differently impacted Native Americans, African cultures, and Europeans in early American history

People and ideas
Standards:
SS.5.15 Identify ways that political, religious, and intellectual ideas influenced early America

International relations
Standards:

SS.5.16 Identify causes and effects of the American Revolution

Social justice, consciousness, and action
Standards:
SS.5.17 Identify ways that racial, ethnic, and other groups were oppressed in early American history

Respectful engagement with diverse people
Standards:
SS.5.18 Identify America's foundational documents and their impact on American communities

Diverse contributions made by men and women from various racial and ethnic backgrounds, including, without limitation, information relating to contributions and impact
Standards:
SS.5.19 Identify contributions of culturally, racially, and ethnically diverse people in the advancement of the U.S.

Civic and political institutions
Standards:
SS.5.21 Identify key governmental structures and their role in the representative government formed by the U.S. Constitution
Civic dispositions and democratic principles
Standards:
SS.5.23 Identify ways that individuals exercise personal rights and responsibilities

Processes, rules, and laws
Standards:
SS.5.25 Identify rights afforded Americans within the Bill of Rights **SS.5.26** Identify the role of checks and balances in America's constitutional government **SS.5.27** Identify ways that individual rights have been limited/protected throughout American history

Geographic representations
Standards:

SS.5.28 Using maps, identify how environmental, political, and cultural characteristics of a region influenced early American history

Human environment interaction
Standards:
SS.5.29 Identify relationships between humans and the environment in early American history

Human population, movements, and patterns
Standards:
SS.5.31 Identify ways that physical geography and natural resources affected exploration and the settlement of people in early U.S. history

Economics

Exchange and markets
Standards:
SS.5.32 Compare the economies of different colonial regions

National economy
Standards:
SS.5.33 Identify features of the early U.S. economy **SS.5.34** Identify how slavery impacted the early U.S. economy

Global economy
Standards:
SS.5.35 Identify ways that global trade impacted the early history of the U.S.

Financial Literacy

Recommended Minimum Access Points – Student *develops** the ability to *exchange money for goods**
***develops* -** The process of acquiring new skills and abilities.
***exchange money for goods* -** Refers to the understanding that money acts as a mechanism for the exchange of goods. Instruction and modes of response should use materials and symbols understood by the student or be part of a communication system from which the student is developing understanding. This can include various levels of understood symbols, augmentative and alternative communication systems, etc.

Content Themes and Modified Standards:

Financial decision-making
Standards:
SS.5.36 Identify why it is important to set financial goals

Credit and debt
Standards:
SS.5.37 Show how interest rates impact credit and savings

Insurance, investing, and risk
Standards:
SS.5.38 Identify ways to protect one's identity from common threats

College and career preparedness
Standards:
SS.5.39 Use person centered planning tools to discuss high quality of life outcomes

Recommended Minimum Access Point Information

The Recommended Minimum Access Points within this document reflect a progression of learning that is less intensive when compared to the corresponding modified standards. Recommended Minimum Access Points are designed as instructional entry points for students with SCD with higher instructional support needs. Students with SCD often learn slowly, learn less (over time), and have difficulty putting together component parts of information (Alper, 2003, as cited in Orlando & Ruppar). These access points provide students with SCD opportunities to learn about various communities (e.g., school, local, national) and their place within those communities, as well as an introduction to history and financial literacy (begins in 3rd grade), putting them on a path toward informed and participatory citizenship.

Due to the extreme heterogeneity of the subpopulation of students with SCD, they will access the standards at different entry points based on their learning abilities and support needs; however, as they learn and acquire skills and knowledge it would be expected that this progression of learning is honored with progressive and extended learning opportunities. While many students with SCD will likely need ongoing, embedded instruction of early social studies concepts, this should not prohibit their access to age- and grade- appropriate instructional content.

ELEMENTARY GRADES MODIFIED STANDARDS GUIDANCE FOR HEALTH

Guidance for Nevada's teachers and elementary schools for vertically aligning health instructional content for students with significant disabilities toward attainment of the Alternative Diploma

Introduction

This guidance document is designed to assist Nevada's elementary schools and teachers in the alignment of instructional content and practice to prepare students with significant cognitive disabilities (SCD) for progression toward attaining the Alternative Diploma. People with disabilities have disproportionately poorer health outcomes and less access to health services than the general population (Havercamp & Scott, 2015). Adults with SCD experience higher levels of obesity and overall poorer health than their typically developing peers, and many have particular difficulty advocating for their own health with healthcare professionals (Havercamp & Scott, 2015). For some individuals with SCD, trouble locating a qualified healthcare provider due to "social stigma, lack of provider training, and insurance constraints" can compound healthcare deficits (Havercamp & Scott, 2015, pp. 166). People with cognitive disabilities also have higher rates of co-morbid health conditions that increase the need for health awareness and health education. For instance, individuals with Prader-Willi syndrome, a condition whose symptoms include hyperfagia (chronic overeating) that increases risks for obesity and diabetes, also have high co-occurrence rates of intellectual disability (NIH, 2020, & Whittington, 2017). Health risks for individuals with Prader-Willi syndrome and concurrent intellectual disability may be ameliorated through maintaining a healthy diet, increasing their longevity and quality of life.

Many of the healthcare risks associated with people with SCD can be abated through healthy personal choices and healthy personal behaviors, including accessing needed health services. Healthcare advances and increased access to improved medical services are partially responsible for individuals with Down Syndrome in the U.S. having seen their average life expectancy increase from 12 years in 1949 to 60 years today (Esbensen, 2011). This is despite individuals with Down Syndrome being at higher risk for heart defects, obesity, digestive problems, epilepsy, hypothyroidism, leukemia, etc. (NIH, 2017). Health education that empowers students with SCD to make healthy choices and self-direct their personal healthcare is critical to their leading longer and healthier lives. Health education curriculum and instruction in Nevada should meet the unique learning and support needs of students with SCD, while fostering self-determined behavior that prepares them to be healthcare consumers within their communities.

Nevada does not assess students with SCD on health education content on the Nevada Alternate Assessment (NAA) and therefore there are no NVACS Connectors for this content area; however, students with SCD pursuing the Alternative Diploma will be required to earn a half credit in health during high school to achieve the diploma. Content for this course can be significantly modified but should align with the standards being taught in general education courses; therefore, it is critical that elementary schools prioritize health education content in the instructional programs of students with SCD so as not to inhibit future learning opportunities. This guidance document provides suggested modified standards for health education content to elementary students with SCD.

To assist IEP teams in decision making and planning for the Alternative Diploma, we have also developed **Recommended Minimum Access Points** as guidance for how students with SCD can enter access to the standards while maintaining alignment. These are intended to

provide teachers accessibility points for students with SCD whose learning differences may require significant modifications for access to the modified standards that they precede in this document.

The health modified standards are organized by grade bands and health content standards. Each section of this guidance document is organized as follows:

1. **Modified Content Standard** - *Rewritten Nevada Health Education Standard designed to provide increased access to students with significant cognitive disabilities*

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

Standard Details – *When necessary, provides additional details related to the Health Education Standard*

Strands and Suggested Modified Strand Standards:

Health Standard Strand
Identifier: *Identifies subsequent information as modified standards*
Modified Standard Number – *Identifies the number for the health NVACS from which the health modified standards are derived* Modified Standard(s)

<u>Pre-K - 2nd Grade Strand</u>

1. **Students will identify and apply concepts related to health promotion and disease prevention to enhance health**

Recommended Minimum Access Point – Student *develops* positive personal health behaviors** through *accessible modes of instruction and response**
***develops* –** The process of acquiring new skills and abilities.
***positive personal health behaviors* -** Positive personal health behaviors should consider any behavior that increases the safety/health of the student. These may be behaviors that are typical to all individuals or specific to the safety/health needs of the individual student.
***accessible modes of instruction and response* –** Instruction and modes of response should use materials and symbols understood by the student or be part of a communication system from which the student is developing understanding. This can include various levels of understood symbols, augmentative and alternative communication systems, etc.

Define overall wellness

Strands and Modified Strand Standards:

Strand: Personal Health
Standards:
1.2.1 Identify health behaviors that impact personal health

Strand: Growth and Development
Standards:
1.2.2 Identify basic anatomy (e.g., eyes, nose ears, teeth) **1.2.3** Identify and respect various personal differences – including physical, emotional, and intellectual differences

Strand: Personal Safety
Standards:
1.2.13 Model behavior that respects other people's right to feel safe and comfortable **1.2.14** Model maintaining safe personal space for self and others

Strand: Prevention/Control of Disease
Standards:
1.2.9 Recognize germs may cause illness/death **1.2.10** Model basic prevention strategies for common illness/disease (e.g., handwashing)

Strand: Environmental/Consumer Health
Standards:
1.2.11 Identify elements of the environment that affect personal health (e.g., sun, air, water, soil, food, pollutants)

2. **Students will identify how the influence of family, peers, culture, media, technology, and other factors affect health behaviors**

Recommended Minimum Access Point – Student *develops** the ability to *respond healthily to environmental conditions** through *accessible modes of instruction and response**
***develops* –** The process of acquiring new skills and abilities.
***respond healthily to environmental conditions* –** Lived environments contain conditions that must be attended to through healthy personal actions. Activities and lessons should provide broad latitude in teaching positive student health responses to environmental conditions.

***accessible modes of instruction and response* –** Instruction and modes of response should use materials and symbols understood by the student or be part of a communication system from which the student is developing understanding. This can include various levels of understood symbols, augmentative and alternative communication systems, etc.

Various sources may include: family, peer, culture, media, technology, etc.

Strands and Modified Strand Standards:

Strand: Personal Health
Standards:
2.3.1 Identify influences on personal health behaviors

Strand: Nutrition and Physical Activity
Standards:
2.3.3 Identify diverse examples of healthy nutritional choices and physical activities in families

Emphasize peer pressure

Strands and Modified Strand Standards:

Strand: Substance Use and Abuse
Standards:
2.3.4 Identify influences that result in people using helpful and harmful substances

3. **Students will identify sources of reliable health information, products, and services to enhance health, and model appropriate use of these resources**

Recommended Minimum Access Point – Student *develops** the ability to *request support to meet personal health needs** through *accessible modes of instruction and response**
***develops* –** The process of acquiring new skills and abilities.
***request support to meet personal health needs* –** Preparation for supported decision-making and accessing supports for personal health should be embedded, ongoing components of health instruction for students with SCD. Early training in expressive communication related to requesting support to meet personal health needs should focus on increasing the empowerment of students toward self-determined health behaviors.
***accessible modes of instruction and response* –** Instruction and modes of response should use materials and symbols understood by the student or be part of a communication system from which the student is developing understanding. This can include various levels of understood symbols, augmentative and alternative

communication systems, etc.

Emphasize the prevention, early detection, and treatment of health problems

Strands and Modified Strand Standards:

Strand: Prevention/Control of Disease
Standards:
3.3.1 Identify trusted individuals who can help promote health

Strand: Environmental/Consumer Health
Standards:
3.3.2 Identify healthcare workers

Strand: Personal Safety
Standards:
3.3.3 Identify safe uses of accessible digital devices

4. **Students will use self-determination and communication skills to enhance and to avoid or reduce health risks**

Recommended Minimum Access Point – Student *develops** the ability to *expressively communicate needs, wants, and feelings**
***develops* –** The process of acquiring new skills and abilities.
***expressively communicate needs, wants, and feelings* –** A key feature of communicating personal health needs is the ability to express personal information necessary to inform others what assistance is needed. Instruction focused on the expression of personal needs, wants, and feelings begins the process of students becoming self-advocates toward meeting their personal health needs. Instruction and modes of response should use materials and symbols understood by the student or be part of a communication system from which the student is developing understanding. This can include various levels of understood symbols, augmentative and alternative communication systems, etc.

Communication skills may include: listening, verbal tone, non-verbal body language, negotiation strategies, refusal skills, techniques for avoiding violence, etc.

Strands and Modified Strand Standards:

Strand: Personal Health
Standards:
4.2.1

Model ways of communicating to express needs, wants, and feelings

Include: cultural competency, exploration, and questioning techniques

Strands and Modified Strand Standards

Strand: Injury/Violence Prevention and Safety
Standards:
4.2.5 Model the use of expressive communication to report unwanted, threatening, or dangerous situations

Strand: Personal Safety
Standards:
4.2.6 Given explicit examples, identify dangerous and benign situations from accessible digital environments **4.2.7** Identify ways to safely respond when someone is being bullied or made to feel unsafe

5. **Students will identify ways to enhance personal health through health-related decision-making**

Recommended Minimum Access Point – Student *develops** understanding of *safe/unsafe and healthy/unhealthy** through *accessible modes of instruction and response**
***develops* –** The process of acquiring new skills and abilities.
***safe/unsafe and healthy/unhealthy* –** Foundational to health-related choice- and decision-making is the differentiation between options that are harmful and helpful. Activities and lessons should provide broad latitude in the types of safe/unsafe and healthy/unhealthy examples taught so that instruction is accessible to student needs.
***accessible modes of instruction and response* –** Instruction and modes of response should use materials and symbols understood by the student or be part of a communication system from which the student is developing understanding. This can include various levels of understood symbols, augmentative and alternative communication systems, etc.

Sample topics for daily decision-making skills for health: nutrition, sun safety, oral health, physical activity, hygiene habits, etc.

Strands and Modified Strand Standards:

Strand: Personal Health
Standards:
5.2.1 Identify healthy options and unhealthy options

Strand: Substance Use and Abuse

Standards:
5.2.2 Identify supports (resources/individuals) that can aid in healthy decision-making

Strand: Prevention/Control of Disease
Standards:
5.2.3 Identify situations when a health-related decision is needed

Strand: Environmental/Consumer Health
Standards:
5.2.4 Given explicit examples, identify situations when a health-related decision can be made individually or when assistance is needed

Strands: Personal Safety
Standards:
5.2.5 Identify steps to take if separated or lost from a parent, guardian, or caregiver

6. **Students will use personal attributes to enhance health planning and goal setting**

Recommended Minimum Access Point – Student *develops** the ability to *practice good health habits** through *accessible modes of instruction and response**
***develops* –** The process of acquiring new skills and abilities.
***practice good health habits* –** Refers to daily routines and actions necessary for the ongoing maintenance of good personal health.
***accessible modes of instruction and response* –** Instruction and modes of response should use materials and symbols understood by the student or be part of a communication system from which the student is developing understanding. This can include various levels of understood symbols, augmentative and alternative communication systems, etc.

The standard includes the critical steps that are needed to achieve both short-term and long-term health goals. These topics should include: nutrition, physical activity, oral health, personal hygiene, sun safety, and other behaviors applicable to developmental stages

Strands and Modified Strand Standards:

Strand: Personal Health
Standards:
6.2.1 Identify potential short term and long-term health goals

Strand: Prevention/Control of Diseases
Standards:
6.2.2 Practice daily health habits (e.g., personal hygiene, sun safety, nutrition, physical activity)

Strand: Environmental/Consumer Health
Standards:
6.2.3 Identify resources to assist in the development of personal health goals

Strand: Personal Safety
Standards:
6.2.4 Identify ways to maintain interpersonal safety when using accessible media and technology

7. Students will identify personal-health positive choices and decisions and practice health-enhancing behaviors to avoid or reduce health risks

Recommended Minimum Access Point – Student *develops** the ability to *choose between safe/unsafe and healthy/unhealthy options** through *accessible modes of instruction and response**
***develops* –** The process of acquiring new skills and abilities.
***choose between safe/unsafe and healthy/unhealthy options* –** The ability to make correct choices between binary activities/options that are safe/unsafe and healthy/unhealthy are foundational to self-determined personal healthcare.
***accessible modes of instruction and response* –** Instruction and modes of response should use materials and symbols understood by the student or be part of a communication system from which the student is developing understanding. This can include various levels of understood symbols, augmentative and alternative communication systems, etc.

Classroom topics should promote the students' acceptance of personal responsibility for health and encourage the practice of healthy behaviors

Strands and Modified Strand Standards:

Strand: Personal Health
Standards:
7.2.1 Model responsible personal health behaviors

Strand: Nutrition and Physical Activity
Standards:
7.2.2 Choose healthy food that helps you grow **7.2.3**

Identify sedentary and active movements and their impact on personal health

Strand: Injury/Violence Prevention and Safety
Standards:
7.2.5 Use basic safety measures (e.g., sun safety, helmet use)

8. Students will identify and demonstrate ways to support/promote family, personal, and community health

Recommended Minimum Access Point – Student *develops** the ability to *interact in safe and healthy ways with peers** through *accessible modes of instruction and response**
***develops* –** The process of acquiring new skills and abilities.
***interact in safe and healthy ways with peers* –** Healthy, safe, and appropriate interactions/relationships with peers are foundational to students becoming meaningful participants in healthy communities and is preparatory for interpersonal healthcare interactions.
***accessible modes of instruction and response* –** Instruction and modes of response should use materials and symbols understood by the student or be part of a communication system from which the student is developing understanding. This can include various levels of understood symbols, augmentative and alternative communication systems, etc.

Strands and Modified Strand Standards:

Strand: Personal Health
Standards:
8.2.1 Identify ways to promote personal and family health

Strand: Environmental/Consumer Health
Standards:
8.2.2 Identify consumer/environmental health messages

Strand: Personal Safety
Standards:
8.2.3 Identify appropriate responses in bystander/up stander scenarios

3rd – 5th Grade Strand

1. **Students will identify and apply concepts related to health promotion and disease prevention to enhance health**

Recommended Minimum Access Point – Student *develops** an awareness of *health-related cause and effect relationships** through *accessible modes of instruction and response**
***develops* –** The process of acquiring new skills and abilities.
***health-related cause and effect relationships* –** Refers to the health-related outcomes/results of health-related occurrences/actions. Activities and lessons should provide broad latitude in the types cause and effect examples taught so that instruction is accessible to student needs.
***accessible modes of instruction and response* –** Instruction and modes of response should use materials and symbols understood by the student or be part of a communication system from which the student is developing understanding. This can include various levels of understood symbols, augmentative and alternative communication systems, etc.

Define overall wellness

Strands and Modified Strand Standards:

Strand: Personal Health
Standards:
1.5.1 Identify personal health outcomes linked to personal health behaviors

Strand: Growth and Development
Standards:
1.5.2 Identify the functions of human body systems **1.5.3** Identify ways various personal characteristics affect a person's well-being

Strand: Personal Safety
Standards:
1.5.13 Identify reasons it is important to maintain safe personal space

Strand: Prevention/Control of Disease
Standards:
1.5.9 Identify examples of contagious and non-contagious illness/disease **1.5.10** Identify ways to prevent/control contagious/non-contagious illness/disease

Strand: Environmental/Consumer Health
Standards:
1.5.11 Identify programs designed to promote community health (e.g., recycle, water, garbage) **1.5.12** Identify ways the environment relates to positive health behaviors

2. **Students will identify how the influence of family, peers, culture, media, technology, and other factors affect health behaviors**

Recommended Minimum Access Point – Student *develops** the ability to identify *influences on personal health** through *accessible modes of instruction and response**
***develops* –** The process of acquiring new skills and abilities.
***influences on personal health* –** Refers to any influences that may cause the need for health-related responsiveness by the student to improve or maintain personal health/well-being. Activities and lessons should provide broad latitude in the types of influences taught so that instruction is accessible to student needs.
***accessible modes of instruction and response* –** Instruction and modes of response should use materials and symbols understood by the student or be part of a communication system from which the student is developing understanding. This can include various levels of understood symbols, augmentative and alternative communication systems, etc.

Various sources may include: family, peer, culture, media, technology, etc.

Strands and Modified Strand Standards:

Strand: Personal Health
Standards:
2.5.1 Identify influences on thoughts, feelings, and health behaviors

Strand: Nutrition and Physical Activity
Standards:
2.5.3 Identify diverse examples of healthy nutritional and physical activity habits from different cultures

Emphasize peer pressure

Strands and Modified Strand Standards:

Strand: Substance Use and Abuse
Standards:
2.5.4 Identify various sources that influence individual practices and behaviors

Personal health skills for personal hygiene may include: dental health, handwashing, physical activity, sun safety, etc.

Strands and Modified Strand Standards:

Strand: Prevention/Control of Disease
Standards:
2.5.5 Identify ways technology can influence health and disease

Strand: Environmental/Consumer Health
Standards:
2.5.6 Recognize media messages that influence health behaviors

3. **Students will identify sources of reliable health information, products, and services to enhance health, and model appropriate use of these resources**

Recommended Minimum Access Point – Student *develops** the ability to identify *health related resources/information** through *accessible modes of instruction and response**
***develops* –** The process of acquiring new skills and abilities.
***health related resources/information* –** Activities and lessons should provide broad latitude in the types of health-related resources/information taught so that instruction is accessible to student needs.
***accessible modes of instruction and response* –** Instruction and modes of response should use materials and symbols understood by the student or be part of a communication system from which the student is developing understanding. This can include various levels of understood symbols, augmentative and alternative communication systems, etc.

Emphasize the prevention, early detection, and treatment of health problems

Strands and Modified Standards:

Strand: Prevention/Control of Disease
Standards:
3.5.1 Provided example resources from home, school, and community, identify those that provide reliable health information

Strand: Environmental/Consumer Health
Standards:
3.5.2 Identify instances when professional health services are required

Strand: Personal Safety

Standards:
3.5.3 Identify ways that accessible media and technology can be unsafe

4. **Students will use self-determination and communication skills to enhance and to avoid or reduce health risks**

Recommended Minimum Access Point – Student *develops** the *appropriate refusal skills** to reject *unsafe/unhealthy options/activities**
***develops* –** The process of acquiring new skills and abilities.
***appropriate refusal skills* –** In addition to expressive communication that seeks to access healthy options/activities, appropriate refusal of unhealthy options is also critical to personal health. The ability to appropriately express refusal should be part of all students' expressive communicative repertoire.
***unsafe/unhealthy options/activities* -** Foundational to health-related choice- and decision-making is the differentiation between options that are harmful and helpful. Activities and lessons should provide broad latitude in the types of unsafe and unhealthy examples taught so that instruction is accessible to student needs.

Communication skills may include: listening, verbal tone, non-verbal body language, negotiation strategies, refusal skills, techniques for avoiding violence, etc.

Strands and Modified Standards:

Strand: Personal Health
Standards:
4.5.1 Model effective expressive communication using accessible communicative modalities

Strand: Growth and Development
Standards:
4.5.2 Identify ways the body changes at different stages of growth and development

Strand: Substance Use and Abuse
Standards:
4.5.3 Demonstrate appropriate refusal actions **4.5.4** Model refusal actions when offered alcohol, tobacco, or other drugs

Include: cultural competency, exploration, and questioning techniques

Strands and Modified Strand Standards:

Strand: Injury/Violence Prevention and Safety
Standards:
4.5.5 Demonstrate non-violent strategies to manage or resolve conflict

Strand: Personal Safety
Standards:
4.5.6 Identify ways to report unsafe situations that occur in accessible digital environments **4.5.7** Model safe responses to bullying or situations where someone is made to feel unsafe

5. **Students will identify ways to enhance personal health through health-related decision-making**

Recommended Minimum Access Point – Student *develops** the ability to identify *consequences of health-related decisions** through *accessible modes of instruction and response**
***develops* –** The process of acquiring new skills and abilities.
***consequences of health-related decisions* –** Refers to a student's ability to identify specific health outcomes to health-based decisions. Activities and lessons should provide broad latitude in the types of health-related consequences taught so that instruction is accessible to student needs.
***accessible modes of instruction and response* –** Instruction and modes of response should use materials and symbols understood by the student or be part of a communication system from which the student is developing understanding. This can include various levels of understood symbols, augmentative and alternative communication systems, etc.

Sample topics for daily decision-making skills for health: nutrition, sun safety, oral health, physical activity, hygiene habits, etc.

Strands and Modified Strand Standards:

Strand: Personal Health
Standards:
5.5.1 Apply a healthy choice when making personal decisions

Strand: Substance Use and Abuse
Standards:
5.5.2

Identify potential consequences to substance use and abuse

Strand: Prevention/Control of Disease
Standards:
5.5.3 Identify potential consequences to decisions regarding health behaviors

Strand: Environmental/Consumer Health
Standards:
5.5.4 Identify the appropriate health-related assistance for a corresponding need

Strand: Personal Safety
Standards:
5.5.5 Identify the hazards and dangers of becoming separated or lost from a parent, guardian, or caregiver

6. **Students will use personal attributes to enhance health planning and goal setting**

Recommended Minimum Access Point – Student *develops** the ability to identify *positive personal health goals** through *accessible modes of instruction and response**
***develops* –** The process of acquiring new skills and abilities.
***positive personal health goals* -** Activities and lessons should provide broad latitude in the types of health-related goals taught so that instruction is accessible to student needs.
***accessible modes of instruction and response* –** Instruction and modes of response should use materials and symbols understood by the student or be part of a communication system from which the student is developing understanding. This can include various levels of understood symbols, augmentative and alternative communication systems, etc.

The standard includes the critical steps that are needed to achieve both short-term and long-term health goals. These topics should include: nutrition, physical activity, oral health, personal hygiene, sun safety, and other behaviors applicable to developmental stages

Strands and Modified Strand Standards:

Strand: Personal Health
Standards:
6.5.1 Set a personal health goal

Strand: Prevention/Control of Disease

Standards:
6.5.2 Pursue a personal health goal through daily health habits

Strand: Environmental/Consumer Health
Standards:
6.5.3 Compare similar resources when making personal health decisions

Strand: Personal Safety
Standards:
6.5.4 Maintain interpersonal safety when using accessible media and technology

7. Students will identify personal-health positive choices and decisions and practice health-enhancing behaviors to avoid or reduce health risks

Recommended Minimum Access Point – Student *develops** the ability to identify *appropriate resources/tools to address health/safety related issues** through *accessible modes of instruction and response**
***develops* –** The process of acquiring new skills and abilities.
***appropriate resources/tools to address health/safety related issues* -** Activities and lessons should provide broad latitude in the types of health-related resources/information taught so that instruction is accessible to student personal health/safety needs.
***accessible modes of instruction and response* –** Instruction and modes of response should use materials and symbols understood by the student or be part of a communication system from which the student is developing understanding. This can include various levels of understood symbols, augmentative and alternative communication systems, etc.

Classroom topics should promote the students' acceptance of personal responsibility for health and encourage the practice of healthy behaviors

Strands and Modified Strand Standards:

Strand: Personal Health
Standards:
7.5.1 Demonstrate behaviors that avoid or reduce health risks

Strand: Nutrition and Physical Activity
Standards:
7.5.2 Make nutritional food choices when presented with accessible nutrition information

7.5.3 Engage in behaviors that promote physical activity

Strand: Substance Use and Abuse
Standards:
7.5.4 Identify appropriate responses to substance use situations (e.g., medications, alcohol, tobacco, and other drugs)

Strand: Injury/Violence Prevention and Safety
Standards:
7.5.5 Identify basic first aid procedures and responses to common emergencies **7.5.6** Identify safe and unsafe situations and practices

Strand: Prevention/Control of Disease
Standards:
7.5.7 Identify safe and unsafe situations and practices

8. Students will identify and demonstrate ways to support/promote family, personal, and community health

Recommended Minimum Access Point – Student *develops** the ability to *resolve unsafe/unhealthy interactions with others** through *accessible modes of instruction and response**
***develops* –** The process of acquiring new skills and abilities.
***resolve unsafe/unhealthy interactions with others* –** All students should be able to manage conflict/unhealthy interactions in an appropriate manner or recognize when unsafe/unhealthy interactions are occurring so they can seek help or disengage from the interactions. Activities and lessons should provide broad latitude in the types of interactions taught so that instruction is accessible to student personal health/safety needs.
***accessible modes of instruction and response* –** Instruction and modes of response should use materials and symbols understood by the student or be part of a communication system from which the student is developing understanding. This can include various levels of understood symbols, augmentative and alternative communication systems, etc.

Strands and Modified Strand Standards:

Strand: Personal Health
Standards:
8.5.1 Support others to make positive health choices

Strand: Environmental/Consumer Health
Standards:
8.5.2 Compare consumer and environmental health messages

Strand: Personal Safety
Standards:
8.5.3 Differentiate between bystander and up stander behavior

Recommended Minimum Access Point Information

The Recommended Minimum Access Points within this document reflect a progression of learning that is less intensive when compared to the corresponding modified standards. Recommended Minimum Access Points are designed as instructional entry points for students with SCD with higher instructional support needs. Students with SCD often learn slowly, learn less (over time), and have difficulty putting together component parts of information (Alper, 2003, as cited in Orlando & Ruppar). These access points provide students with SCD opportunities to learn about personal and environmental health needs/supports designed to empower their personal health awareness and self-determination.

Due to the extreme heterogeneity of the subpopulation of students with SCD, they will access the standards at different entry points based on their learning abilities and support needs; however, as they learn and acquire skills and knowledge it would be expected that this progression of learning is honored with progressive and extended learning opportunities. While many students with SCD will likely need ongoing, embedded instruction of basic health concepts, this should not prohibit their access to age- and grade- appropriate instructional content.

ELEMENTARY GRADES MODIFIED STANDARDS GUIDANCE FOR COMPUTER EDUCATION & TECHNOLOGY

Guidance for Nevada's teachers and elementary schools for vertically aligning computer education and technology instructional content for students with significant disabilities toward attainment of the Alternative Diploma

Introduction

This guidance document is designed to assist Nevada's elementary schools and teachers in the alignment of instructional content and practice to prepare students with significant cognitive disabilities (SCD) for progression toward attaining the Alternative Diploma. The 21st century has witnessed enormous growth in the use of computers and other technological devices. More and more, workplaces are integrating digital devices and services into their day-to-day operations. "The shift from a print-based to a screen-based society calls for teachers to integrate digital literacy skills into instruction to prepare students for expectations of potential employers; therefore, digital literacy is considered to be an essential life skill" (Bawden, as cited in Cihak et al., 2008, pp.157). Employment expectations for people with SCD have changed. No longer is it the expectation that these individuals will be consigned to the menial tasks of sheltered workshops, but as the Workforce Innovation and Opportunity Act (WIOA) of 2014 makes clear, the ultimate outcome for all students, including students with SCD, is the attainment of integrated, competitive employment. To prepare students with SCD for competitive employment in their local communities, functional digital literacy must be a component of their educational programs.

In addition to the employment implications, many Americans now use social media and other online platforms to interact as digital citizens in their local communities. These platforms offer significant opportunity for students with SCD to develop and maintain social capital, engage in personal expression, and to connect with vital resources and services. Students with SCD, just like all other students, should be taught to use these platforms safely and responsibly. Many students with SCD require the use of assistive technology and other devices to access school and other environments. Many of these devices may serve as the primary digital interface for students with SCD to engage computer education and technology content. This type of content access may look different from that of their typically developing peers who can access technology in more conventional ways, but should nonetheless be honored as a legitimate way to teach students with SCD about digital tools and platforms. Nevada does not assess students with SCD on computer education and technology content on the Nevada Alternate Assessment (NAA) and therefore there are no NVACS Connectors for this content area; however, students with SCD pursuing the Alternative Diploma will be required to earn a computer education and technology half credit in high school to achieve the diploma. Content for this course can be significantly modified but should align with the standards being taught in general education courses; therefore, it is critical that elementary schools prioritize computer education and technology content in the instructional programs of students with SCD so as not to inhibit future learning opportunities. This guidance document provides suggested modified standards for teaching computer education and technology content to elementary students with SCD.

The Nevada Department of Education's Office of Inclusive Education recognizes that students with 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 following **Recommended Minimum Access Point** as guidance. This recommended access point for students with SCD is intended to promote the broadest level of student access to a Computer Education and Technology curriculum, while also ensuring a high level of rigor in

student programming.

Computer Education and Technology Recommended Minimum Access Point

Recommended Minimum Access Point – *Students develops* access** to *technology* for functional and expressive purposes**
***develops** -* The process of acquiring new skills and abilities.
***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.
***technology** -* While computers are a key technology platform for this curricular area, various technological devices perform digital functions similar to computers. A broad consideration should be given to available assistive and common technology devices to provide students with the greatest latitude of access to digital literacy.
***functional and expressive purposes** -* Functional and expressive use of technology is repeated throughout this guidance document. Using technology functionally provides students with significant disabilities applied skills that can be used to ultimately meet their community and employment goals, as well as their daily living skill needs. Using technology expressively in a safe and appropriate manner allows students with significant disabilities access to digital social and entertainment platforms that can improve their quality of life*.*

The computer education and technology modified standards are organized by focus area. Each section of this guidance document is organized as follows:

Grade Level

Focus Area – Identifies the focus area the Computer Education and Technology Standards fall within

Identifier: *Identifies subsequent information as modified standards*
Modified Standard Number – *Identifies the number for the social studies NVACS from which the social studies modified standards are derived* Modified Standard(s)

Kindergarten

Empowered Learner

Standards:
K.EL.A.1 With teacher assistance, students will with a collaborative group of peers to utilize digital and non-digital tools **K.EL.D.1**

Students use the interface(s) on an accessible device to show familiarity with some of the device's basic functions **K.EL.D.2** Students will properly care for and use equipment

Digital Citizen

Standards:
K.IC.C.1 Students identify ways digital devices are used by people in daily life **K.NI.C.1** Students use a password to limit access to important information

Innovative Designer

Standards:
K.ID.A.1 With teacher assistance, students use a deliberate process to collaboratively solve a problem with peers

Computational Thinker

Standards:
K.CT.C.1 With teacher assistance, students work in a team to solve problems using digital tools **K.CT.C.2** With teacher assistance, students reboot a device correctly **K.AP.A.1** Students use a digitally created task analysis to follow and complete step-by-step tasks

1st Grade

Empowered Learner

Standards:
1.EL.B.1 With teacher guidance, students create a non-digital personal learning network of peers who can provide support **1.EL.D.1** Students use the interface(s) on an accessible device to use the device for its designed intent

Digital Citizen

Standards:
1.DC.C.1 Students demonstrate appropriate use of technology **1.NI.C.1** Students identify personal information items that should be kept private (e.g., location, phone number, home address)

Knowledge Constructor

Standards:
1.KC.A.1 With teacher assistance, students collaborate with others to use digital tools to learn about high interest topics

Innovative Designer

Standards:
1.ID.D.1 When working with digital tools, students demonstrate perseverance through self-determined behavior when completing age-appropriate, challenging tasks

Computational Thinker

Standards:
1.CT.A.1 With teacher assistance, students use an understood representation of digitally created data to solve a problem **1.CT.C.1** With teacher assistance, students problem solve simple hardware and software problems (e.g., extension items not plugged in, volume too loud/soft)

Creative Communicator

Standards:
1.CC.A.1 With teacher assistance, students choose different tools to use to create something or communicate with someone **1.CC.B.1** With teacher assistance, students use a digital tool as a means of personal expression

Global Collaborator

Standards:
1.GC.A.1 With teacher assistance, students use a digital tool to connect with people outside of their school

2nd Grade

Empowered Learner

Standards:
2.EL.A.1 With teacher assistance, students use digital and non-digital planning tools **2.EL.D.1/2.EL.D.2** With teacher assistance, students use an accessible device for intentional, functional purposes

Digital Citizen

Standards:
2.DC.C.1 Students use technology and devices responsibly

Knowledge Constructor

Standards:
2.KC.A.1 With teacher assistance, students use technology to find helpful information

Innovative Designer

Standards:
2.ID.B.1 With teacher assistance, students collaborate with peers using digital and/or non-digital tools to plan a project

Computational Thinker

Standards:
2.CT.B.1 With teacher assistance, students use understood samples of classroom data to make a prediction

Creative Communicator

Standards:
2.CC.C.1 With teacher assistance, students use an accessible device for intentional communicative purposes

Global Collaborator

Standards:
2.GC.D.1 With teacher assistance, students use accessible age-appropriate collaborative technology to work with peers to solve problems

3rd Grade

Empowered Learner

Standards:
3.EL.A.1 Students use digital and non-digital planning tools with increasing levels of independence **3.EL.D.1** Students use an accessible digital device for assistance in completing a routine daily task with increasing levels of independence

Digital Citizen

Standards:
3.DC.B.1 Students show an understanding of the consequences of using technology inappropriately at school **3.IC.SLE.1** Students identify unsafe uses of technology

Knowledge Constructor

Standards:
3.KC.B.1 With teacher assistance, students evaluate the usefulness/appropriateness of digital content **3.KC.C.1** With teacher assistance, students use digital content to make meaningful learning connections

Innovative Designer

Standards:
3.ID.B.1 With teacher assistance, use accessible technology to contribute to the creation of a digital product

Computational Thinker

Standards:
3.CT.C.1 With teacher guidance, students work with a team of peers to solve problems using digital tools

Creative Communicator

Standards:
3.CC.A.1 Students show appropriate communicative intent for a given situation using accessible technology

Global Collaborator

Standards:
3.GC.D.1 With teacher assistance, students use digital tools to work with peers to investigate local and global issues

4th Grade

Empowered Learner

Standards:
4.EL.A.1 With teacher assistance, students develop a learning goal that can be accomplished using accessible digital technology **4.EL.B.1** With teacher assistance, students use a digital and non-digital personal learning network for support **4.EL.C.1** With teacher assistance, students use an accessible device to share personal learning examples with peers

Digital Citizen

Standards:
4.DC.C.1 Students practice the safe use of technology

Knowledge Constructor

Standards:
4.KC.A.1 With teacher assistance, students use the search function on an accessible digital device to locate needed information

Innovative Designer

Standards:
4.ID.D.1 When working with digital tools, students demonstrate perseverance through self-determined behavior when completing age-appropriate, challenging tasks

Computational Thinker

Standards:
4.CT.B.1 Students use understood samples of classroom data to independently make a prediction

Creative Communicator

Standards:
4.CC.B.1 With teacher assistance, students create an original expressive product with digital tools through a collaborative process with peers **4.CC.C.1** With teacher assistance, students use accessible digital technology to have a multi-turn reciprocal communication exchange with a peer

Global Collaborator

Standards:
4.GC.C.1 With teacher guidance, work as a part of a peer group to use age-appropriate accessible technology to complete a project or solve a problem

5th Grade

Empowered Learner

Standards:
5.EL.A.1 With teacher assistance, students develop a learning goal and use digital tools to self-monitor progress toward goal attainment **5.EL.D.1** Students use an accessible digital device to assist in completing a routine daily task independently

Digital Citizen

Standards:
5.DC.A.1 With teacher guidance, students explore social media and other online communities

Knowledge Constructor

Standards:
5.KC.D.1 With teacher assistance, students use accessible digital tools to solve a real-world functional problem

Innovative Designer

Standards:
5.ID.B.1 Students use a digital planning tool independently

Creative Communicator

Standards:
5.CC.B.1 With teacher assistance, students use digital tools to edit/change an original expressive product

Global Collaborator

Standards:
5.GC.B.1 With teacher assistance, students use collaborative technologies to connect with and learn from others

Recommended Minimum Access Point Information

The Recommended Minimum Access Point is designed as an instructional entry point for students with SCD with higher instructional support needs. Students with SCD often learn slowly, learn less (over time), and have difficulty putting together component parts of information (Alper, 2003, as cited in Orlando & Ruppar).

Due to the extreme heterogeneity of the subpopulation of students with SCD, they will access the standards at different entry points based on their learning abilities and support needs; however, as they learn and acquire skills and knowledge it would be expected that this progression of learning is honored with progressive and extended learning opportunities.

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