Nevada Alternative Diploma
Intermediate Grades
Vertical Alignment Guide

Nevada Department of Education
Office of Inclusive Education
700 East Fifth Street, Suite 106
Carson City, Nevada 89701
(775) 687-9171

Table of Contents

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:

http://www.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 intermediate teachers who serve students with SCD with

standards guidance to begin implementing this vertical alignment.

Intermediate School Credits

The Nevada Administrative Code (NAC) in section 389.445 establishes the required academic credits that 7th and 8th grade students must earn for promotion to high school (see Table 1).

Table 1.

7th and 8th Grade Credit Minimums for High School Promotion

Academic Content Area	Minimum Number of Units
English	1.5
Mathematics	1.5
Science	1
Social Studies	1

It is recommended that students with SCD be held accountable to attaining a parallel set of credits as those described in Table 1. This will both ensure that students with SCD receive grade aligned content, as well as prepare them for future high school expectations related to earning credit. Content for these courses 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.

Course codes for credited classes whose contents meet the NVACS Connectors or that contain modified standards aligned content will need to be added to each LEA's scheduling and grading systems and be differentiated to such an extent that they will be identifiable from their aligned, general education counterpart. LEAs should create local course codes for these courses that will ultimately attach to School Codes for the Exchange of Data (SCED) (to be created by the Nevada Department of Education). It is important that courses are not labeled in such a way that students are identified as being in special education.

In addition to the required credits, NAC 389.195 also prescribes a course of study in Introduction to Technology for pupils in 6th, 7th, or 8th grade, as well as a course of study in academic achievement, career exploration, and personal and social development for pupils in 7th or 8th grade. In order to provide access to the full educational opportunity available in our education system, intermediate schools should consider ways to make these prescribed content areas accessible to their students with SCD.

Specific standards guidance for middle school academic content can be found in successive sections of this *Intermediate 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.

Credit Issuance

Credit for completed courses can be issued 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 issues the credit for completed coursework. If a student with SCD is receiving academic content in a general education setting, then the credit may be issued 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 issue the credit for the completed coursework.

Why Standards Alignment for Intermediate 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 intermediate school students with SCD is presented in Table 2. below.

Table 2.

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

Source	Academic Skills	Evidence-Based Practices Used
Browder, D. M., Jimenez, B. A., & & Trela, K. (2012)	Mathematics problem solving: • Algebra • Geometry • Measurement • Data analysis	• Story-based math problems • Task analysis • System of least prompts • Graphic organizer • Manipulatives

Mims, P. J., Lee, A., Browder, D. M., Zakas, T., & Flynn, S. (2012)	English language arts skills:
	• Vocabulary acquisition
	• Comprehension:
	  o Familiar texts
	  o Unfamiliar texts
	• Poetry
	• Research
	• Writing skills
		• Adapted age-appropriate/grade-level texts
		• Time delay
		• System of least prompts

Source	Academic Skills	Evidence-Based Practice Used
Mims, P. J., Stranger, C., Sears, J. A., & White, W. B. (2018)	English language arts skills: • Comprehension (listening) • Vocabulary acquisition	• Adapted age-appropriate/grade-level texts • iPad app with text-to-speech • Time delay • 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" or 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 then literacy, numeracy and mathematical competence, intentional personal expression, etc.? 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)

Intermediate 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 (http://www.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.

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; as cited by Habib, 2019.

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 age, gender, socio-economic status, religion, race, ethnicity, sexual orientation, ability, native language, national origin, or citizenship status. 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 students with disabilities educated in their Least Restrictive Environment (LRE)

The United States Department of Education (USED) has stated that it is their vision that "all people be meaningfully included in all facets of society" (USDHHS & USED, 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.

INTERMEDIATE GRADES NVACS CONNECTORS GUIDANCE FOR ENGLISH LANGUAGE ARTS

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

Introduction

This guidance document is designed to assist Nevada's intermediate 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.
This guidance document includes the Nevada Academic Content Standards (NVACS) Connectors in the English Language Arts (ELA) subject area. The ELA NVACS Connectors for reading are organized under the type of texts for which they are aligned and 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 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 NVACS Connectors*

Target: *Identifies ELA components targeted by the NVACS Connectors*
Identifier: *Identifies subsequent information as NVACS Connectors*
NVACS Connector Number – *Identifies the number for the ELA NVACS from which the ELA NVACS Connectors are derived* NVACS Connector(s)

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

6Th Grade

1. Literary Texts

Recommended Minimum Access Point: Student can *access** an *age appropriate* literary text**
***access* -** A student's ability to access curriculum materials should be considered within the broadest range of possible options and may include: adaptations, modifications, and alternative versions of presentation and response.
***age appropriate* -** A student's materials should be appropriate to the student's chronological age.
***literary text* -** A literary text should be broadly considered as any written text (e.g., book, short story, poem, etc.) that tells a story or entertains.

Target: Key ideas and details
NVACS Connectors:
RL.6.1 Identify supporting details using evidence in a literary text **RL.6.2** Determine a theme or central idea of a literary text and provide supporting details Identify a summary of a literary text that is free of personal opinions or judgments **RL.6.3** Explain the importance of key events in a literary text Explain the series of episodes in the plot (sequence the events of plot) Identify how characters respond and/or change as the result of key events in a literary text
Target: Craft and structure
NVACS Connectors:
RL.6.4 Determine the meaning of words and phrases in context (e.g., literal and figurative language) **RL.6.5** Explain how a particular sentence fits into the overall structure of a literary text Explain how a particular sentence contributes to the development of the theme, setting, or plot **RL.6.6** Identify the point of view of the narrator or speaker in a literary text
Target: Integration of knowledge and ideas
NVACS Connectors:
RL.6.9 Compare and contrast themes or topics in literary texts in different forms or genres
Target: Research

NVACS Connectors:
W.6.9 Identify evidence from a literary text

2. Informational Texts

Recommended Minimum Access Point: Student can *access** an *age appropriate** *informational text**
access - A student's ability to access curriculum materials should be considered within the broadest range of possible options and may include: adaptations, modifications, and alternative versions of presentation and response.
age appropriate - A student's materials should be age appropriate to the student's chronological age.
informational text - An informational text should be broadly considered as any non-fiction text that's primary purpose is to inform the reader.

Target: Key ideas and details
NVACS Connectors:
RI.6.1 Identify supporting details using evidence in an informational text **RI.6.2** Determine a central idea of a text Explain how details support a central idea of an informational text Identify a summary of an informational text that is free of personal opinions or judgments **RI.6.3** Identify key individuals, events, or ideas in an informational text Identify how a key individual, event, or idea is described in an informational text (e.g. through examples)
Target: Craft and structure
NVACS Connectors:
RI.6.4 Determine the meaning of words and phrases in context (e.g., literal, figurative, and connotative meaning) **RI.6.5** Identify the organizational structure of an informational text (e.g., chronology, comparison, cause/effect, problem/solution) Explain how a particular sentence, paragraph, chapter, or section fits into the overall structure of an informational text Explain how a particular sentence, paragraph, chapter, or section contributes to the development of the ideas in an informational text

RI.6.6 Identify an author's point of view Identify an author's purpose
Target: Integration of knowledge and ideas
NVACS Connectors:
RI.6.8 Identify the claims in an argument Identify evidence that supports the claims in an argument **RI.6.9** Identify similarities and/or differences between two or more texts on the same topic (e.g., a memoir written by and a biography about the same person)
Target: Research
NVACS Connectors:
W.6.9 Identify evidence from an informational text

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 produces *intentional communication** with *increasing intelligibility** using *accessible expressive modes**
***intentional communication* -** A student's communicative intent should have a clear purpose.
***increasing intelligibility* -** A student's expressive communication should grow to be understood by wider audiences and not just those intimately familiar with the student.
***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.6.1 Support a given claim with clear reasons and/or relevant evidence Use transitional language Write a conclusion **W.6.2**

Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information

Introduce a topic

Include illustrations and/or graphics when useful for comprehension

Develop the topic with relevant details

Use transitional language

Write a conclusion

W.6.3

Write narratives to develop real or imagined experiences or events using narrative techniques, descriptive details, and event sequences

Establish a situation and a narrator

Use transitional language

State a conclusion

Target: Production and distribution

NVACS Connectors:

W.6.4

Develop ideas with supporting details appropriate for task, purpose, and audience

Coherently organize ideas and supporting details appropriate for task, purpose, and audience

W.6.5

With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing

Editing for conventions should determine command of use:

- complete sentences without fragments and run-ons;
- verb tense to convey various times, sequences, states, and conditions;
- conjunctions;
- standard capitalization and end punctuation;
- conventional spelling of high-frequency words

4. Language

Recommended Minimum Access Point: Student produces *intentional communication** with *increasing intelligibility** using *accessible expressive modes**

***intentional communication* -** A student's communicative intent should have a clear purpose.

increasing intelligibility - A student's expressive communication should grow to be understood by wider audiences and not just those intimately familiar with the student.
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.6.1 Produce complete sentences Use verb tense to convey various times, sequences, states, and conditions **L.6.2** Use capitalization and punctuation for clarity of sentence structure (e.g., correct use of end marks)

5. Speaking and Listening

Recommended Minimum Access Points: Student *expands* receptive understanding** and *intentionality of responsiveness** to *provided messages**
expands - Refers to progressive growth of skills and abilities beyond initial developmental periods.
receptive understanding - Receptive understanding refers to a student's ability to receive information in a format that is understood by the student.
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.6.2 Determine which information contributes to a topic **SL.6.3** Determine evidence that supports and does not support a speaker's claim

6. Research

Recommended Minimum Access Point: Student *expands* choice-making skills* responsive to** lived experiences, resources, information, etc.
expands - Refers to progressive growth of skills and abilities beyond initial developmental periods.

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.
responsive to - Refers to the purposefully communicating verbally or through other actions in response to a choice-making opportunity.

Target: Research
NVACS Connectors:
W.6.7 Conduct short research projects that use multiple sources to answer a question **W.6.8** Gather information from multiple print and digital sources Cite the sources of information used

7th Grade

1. **Literary Texts**

Recommended Minimum Access Point: Student can *access** an *age appropriate* literary text**
access - A student's ability to access curriculum materials should be considered within the broadest range of possible options and may include: adaptations, modifications, and alternative versions of presentation and response.
age appropriate - A student's materials should be appropriate to the student's chronological age.
literary text - A literary text should be broadly considered as any written text (e.g., book, short story, poem, etc.) that tells a story or entertains.

Target: Key ideas and details
NVACS Connectors:
RL.7.1 Identify supporting details in a literary text **RL.7.2** Determine main idea and supporting details of a literary text **RL.7.3** Explain relationships between characters and setting
Target: Craft and structure
NVACS Connectors:
RL.7.4 Identify the meaning of words and phrases in a literary context **RL.7.6** Compare and contrast different points of view of characters and/or narrators

Target: Integration of knowledge and ideas
NVACS Connectors:
RL.7.9 Compare and contrast a historical fiction passage to an informative text about the same topic and/or time period
Target: Research
NVACS Connectors:
W.7.9 Identify evidence from a literary text

2. Informational Texts

Recommended Minimum Access Point: Student can *access** an *age appropriate* informational text**
***access* -** A student's ability to access curriculum materials should be considered within the broadest range of possible options and may include: adaptations, modifications, and alternative versions of presentation and response.
***age appropriate* -** A student's materials should be age appropriate to the student's chronological age.
***informational text* -** An informational text should be broadly considered as any non-fiction text that's primary purpose is to inform the reader.

Target: Key ideas and details
NVACS Connectors:
RI.7.1 Identify supporting details in an informational text **RI.7.2** Determine main idea and supporting details of an informational text **RI.7.3** Identify key individuals, events, or ideas in an informational text Identify how ideas, individuals, and events affect one another
Target: Craft and structure
NVACS Connectors:
RI.7.4 Identify the meaning of words and phrases in an informational text **RI.7.5** Identify the organizational structure of an informational text **RI.7.6** Identify an author's point of view in an informational text Identify an author's purpose

Compare and contrast the author's position with the position of others
Target: Integration of knowledge and ideas
NVACS Connectors:
RI.7.8 Identify evidence that supports the claims in an argument Identify if an author's evidence is or is not relevant in an informational text **RL.7.9** Compare and contrast a historical fiction passage to an informative text about the same topic and/or time period **RI.7.9** Identify key information (e.g., main idea, supporting details) in two informational texts about the same topic Compare and contrast how two authors have presented key information
Target: Research
NVACS Connectors:
W.7.9 Identify evidence from an informational text

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 produces *intentional communication** with *increasing intelligibility** using *accessible expressive modes**
***intentional communication* -** A student's communicative intent should have a clear purpose.
***increasing intelligibility* -** A student's expressive communication should grow to be understood by wider audiences and not just those intimately familiar with the student.
***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.7.1 Support a given claim with clear reasons and/or relevant evidence Use transitional language

Write a conclusion **W.7.2** Develop a topic with relevant details Use transitional language Write a conclusion **W.7.3** Use dialogue and/or description to develop events and/or characters Use transitional language Use descriptive language State a conclusion
Target: Production and distribution
NVACS Connectors:
W.7.4 Produce ideas with supporting details appropriate for task, purpose, and audience with logical organization **W.7.5** With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed Editing for conventions: • complete sentences; • verbs, nouns, modifiers, conjunctions, and pronouns for clarity; • clearly communicates ideas for purpose and audience; • capitalization and punctuation for clarity of sentence structure, including end punctuation and use of commas in a series; • conventional spelling of high-frequency words

4. Language

Recommended Minimum Access Point: Student produces *intentional communication** with *increasing intelligibility** using *accessible expressive modes**
***intentional communication* -** A student's communicative intent should have a clear purpose.
***increasing intelligibility* -** A student's expressive communication should grow to be understood by wider audiences and not just those intimately familiar with the student.
***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.7.1 Produce complete sentences Use verbs, nouns, modifiers, conjunctions, and pronouns correctly for clarity **L.7.2** Use capitalization and punctuation for clarity of sentence structure (e.g., correct use of end marks) Use commas in a series Use possessives Use conventional spelling for high-frequency words

5. Speaking and Listening

Recommended Minimum Access Points: Student *expands* receptive understanding** and *intentionality of responsiveness* to provided messages**
***expands* -** Refers to progressive growth of skills and abilities beyond initial developmental periods.
***receptive understanding* -** Receptive understanding refers to a student's ability to receive information in a format that is understood by the student.
***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.7.2 Determine the main idea and supporting details of an issue under study **SL.7.3** Determine the soundness of a speaker's claim

6. Research

Recommended Minimum Access Point: Student *expands* choice-making skills* responsive to** lived experiences, resources, information, etc.
***expands* -** Refers to progressive growth of skills and abilities beyond initial developmental periods.

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.
responsive to - Refers to the purposefully communicating verbally or through other actions in response to a choice-making opportunity.

Target: Research
NVACS Connectors:
W.7.8 Use search terms effectively to gather information from multiple print and digital sources

8th Grade

1. **Literary Texts**

Recommended Minimum Access Point: Student can *access** an *age appropriate* literary text**
access - A student's ability to access curriculum materials should be considered within the broadest range of possible options and may include: adaptations, modifications, and alternative versions of presentation and response.
age appropriate - A student's materials should be appropriate to the student's chronological age.
literary text - A literary text should be broadly considered as any written text (e.g., book, short story, poem, etc.) that tells a story or entertains.

Target: Key ideas and details
NVACS Connectors:
RL.8.1 Identify supporting details using evidence in a literary text **RL.8.2** Identify main idea and supporting details of a text Explain how details support the main idea of a literary text Explain the relationship of the main idea to the characters and setting **RL.8.3** Explain how particular details in a story contribute to the sequence of events Compare and contrast individuals, ideas, or events
Target: Craft and structure
NVACS Connectors:
RL.8.4 Determine the meaning of words and phrases in a literary context

Identify the impact of specific word choices on meaning and tone **RL.8.5** Compare and contrast the structure of two or more literary texts **RL.8.6** Identify components of a text that show suspense or humor
Target: Integration of knowledge and ideas
NVACS Connectors:
RL.8.9 Identify the similarities and differences in the theme, events, or characters in a modern work of fiction and a myth or traditional story
Target: Research
NVACS Connectors:
W.8.9 Identify evidence from a literary text

2. Informational Texts

Recommended Minimum Access Point: Student can *access** an *age appropriate** *informational text**
access - A student's ability to access curriculum materials should be considered within the broadest range of possible options and may include: adaptations, modifications, and alternative versions of presentation and response.
age appropriate - A student's materials should be age appropriate to the student's chronological age.
informational text - An informational text should be broadly considered as any non-fiction text that's primary purpose is to inform the reader.

Target: Key ideas and details
NVACS Connectors:
RI.8.1 Identify supporting details using evidence in an informational text **RI.8.2** Determine a central idea of a text Summarize facts from an informational text **RI.8.3** Identify key individuals, events, or ideas in an informational text Compare and contrast individuals, ideas, or events
Target: Craft and structure
NVACS Connectors:
RI.8.4 Determine the meaning of words and phrases in informational context

Identify the impact of specific word choices on meaning and tone **RI.8.5** Explain the structure of a specific part of an informational text **RI.8.6** Identify an author's point of view Identify an author's purpose Identify how the author acknowledges and/or responds to conflicting evidence or viewpoints
Target: Integration of knowledge and ideas
NVACS Connectors:
RI.8.8 Identify the main argument and/or specific claims in an informational text Identify evidence that supports the claims in an argument in an informational text Explain why an author's evidence is or is not relevant and/or sufficient in an informational text **RI.8.9** Identify conflicting information in two or more informational texts on the same topic Explain the ways two or more informational texts disagree on matters of fact or interpretation
Target: Research
NVACS Connectors:
W.8.9 Identify evidence from an informational text

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 produces *intentional communication** with *increasing intelligibility** using *accessible expressive modes**
***intentional communication* -** A student's communicative intent should have a clear purpose.
***increasing intelligibility* -** A student's expressive communication should grow to be understood by wider audiences and not just those intimately familiar with the student.
***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.8.1 Support a claim with clear reasons and/or relevant evidence Use transitional language Write a conclusion **W.8.2** Write informative/explanatory texts to examine and convey ideas, concepts, and information Develop the topic with relevant details Use transitional language Write a conclusion **W.8.3** Establish a situation and a narrator Use description to develop events and/or characters Use transitional language State a conclusion
Target: Production and distribution
NVACS Connectors:
W.8.4 Produce ideas with supporting details appropriate for task, purpose, and audience, with logical organization **W.8.5** With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed Editing for conventions: • complete sentences while avoiding fragments; • verbs, nouns, modifiers, conjunctions, and pronouns for clarity; • clearly communicates ideas for purpose and audience; • capitalization and punctuation for clarity of sentence structure, including end punctuation and commas in a series; • conventional spelling of high-frequency words

4. Language

Recommended Minimum Access Point: Student produces *intentional communication** with *increasing intelligibility** using *accessible expressive modes**
***intentional communication* -** A student's communicative intent should have a clear purpose.
***increasing intelligibility* -** A student's expressive communication should grow to be understood by wider audiences and not just those intimately familiar with the student.
***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.8.1 Produce complete sentences while using correct syntax and avoiding fragments Use verbs, nouns, modifiers, conjunctions, and pronouns correctly for clarity **L.8.2** Use capitalization and punctuation for clarity of sentence structure (e.g., correct use of end marks) Use commas in a series Use possessives Use conventional spelling for high-frequency words Use references as needed

5. Speaking and Listening

Recommended Minimum Access Points: Student *expands* receptive understanding** and *intentionality of responsiveness* to provided messages**
***expands* -** Refers to progressive growth of skills and abilities beyond initial developmental periods.
***receptive understanding* -** Receptive understanding refers to a student's ability to receive information in a format that is understood by the student.
***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.8.2 Determine the purpose of a presentation **SL.8.3** Identify irrelevant evidence given in a speech

6. Research

Recommended Minimum Access Point: Student *expands* choice-making skills* responsive to** lived experiences, resources, information, etc.
***expands* -** Refers to progressive growth of skills and abilities beyond initial developmental periods.
***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.
***responsive to* -** Refers to the purposefully communicating verbally or through other actions in response to a choice-making opportunity.

Target: Research
NVACS Connectors:
W.8.7 Conduct research to answer a question (including a self-generated question) using multiple sources Generate questions that allow for multiple avenues of exploration (e.g., visiting a museum or conducting an interview) **W.8.8** Use search terms effectively to gather information from multiple print and digital sources Cite sources of information used

Recommended Minimum Access Point Information

The Recommended Minimum Access Points within this document are repetitive per instructional content area for grade bands 6-8. 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. These access points are progressive and build on the access points in the *Elementary Grades NVACS Connectors Guidance for English Language Arts* document. Due to the extreme heterogeneity of the

population 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, both emergent and early conventional learning opportunities may need to be reinforced and embedded throughout students with SCD's 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 continue intermediate grade students with significant cognitive disabilities on a trajectory that will allow them to maximize their contributions to inclusive educational and community environments throughout their lifespan.

INTERMEDIATE GRADES NVACS CONNECTORS GUIDANCE FOR MATHEMATICS

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

Introduction

This guidance document is designed to assist Nevada's intermediate schools and teachers in the alignment of instructional content and practice to prepare students with significant cognitive (SCD) disabilities for progression toward attaining the Alternative Diploma.

The 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 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 NVACS Connectors*

Mathematics Cluster – *Identifies the mathematics learning objectives the NVACS Connectors target*
Identifier: *Identifies subsequent information as NVACS Connectors*
NVACS Connector Number – *Identifies the number for the mathematics NVACS from which the mathematics NVACS Connectors are derived* NVACS Connector(s)

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

6th Grade

Mathematics Conceptual Category: Ratios and Proportional Relationships

Recommended Minimum Access Point – Student *develops** the ability to compare relationships of quantities/numbers (representations of numbers) and make *appropriate functional decisions** based on those comparisons
***develops* -** The process of acquiring new skills and abilities.
***appropriate functional decisions* -** Functional decisions regarding quantity/numbers may

include, but should not be limited to, comparing prices, acknowledging when more or less of an item is beneficial or harmful, etc.

Mathematics Cluster: Understand ratio concepts and use ratio reasoning to solve problems
NVACS Connectors:
6.RP.A.1 Identify or describe simple ratio relationships between two quantities Describe ratio relationships between two quantities for a given situation

Mathematics Conceptual Category: The Number System

Recommended Minimum Access Point – Student *develops** an understanding that *decimals and percentages**, like fractions, represent a part of a whole through *accessible modes of instruction and response**
***develops* -** The process of acquiring new skills and abilities.
***decimals and percentages* -** An understanding of decimals and percentages is foundational to many functional activities including financial literacy, shopping, 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 which the student understands. This can include various levels of understood symbols, augmentative and alternative communication systems, etc.

Mathematics Cluster: Compute fluently with multi-digit numbers and find common factors and multiples
NVACS Connectors:
6.NS.B.3 Fluently add, subtract, and multiply decimal numbers **6.NS.B.4** Identify common multiples or factors between two numbers **6.NS.C.6 and 6.NS.C.6.a** Represent positive integers and negative integers on a number line
Mathematics Cluster: Apply and extend previous understandings of numbers to the system of rational numbers
NVACS Connectors:
6.NS.C.8 Determine the distance between two points on a coordinate plane

Mathematics Conceptual Category: Expressions and Equations

Recommended Minimum Access Point – Student *develops** understanding of foundational symbols used in *mathematical expressions** (x & ÷) through *accessible modes of instruction and response**
***develops* -** The process of acquiring new skills and abilities.

mathematical expressions - (e.g., 2x2)
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 which the student understands. This can include various levels of understood symbols, augmentative and alternative communication systems, etc.

Mathematics Cluster: Apply and extend previous understandings of arithmetic to algebraic expressions
NVACS Connectors:
6.EE.A.2 and 6.EE.A.2.a Represent a real-world situation using an algebraic expression **6.EE.A.4** Identify when two expressions are equivalent
Mathematics Cluster: Reason about and solve one-variable equations and inequalities
NVACS Connectors:
6.EE.B.6 Use a variable to represent numbers and write expressions to solve real-world problems **6.EE.B.7** Solve one-step real-world problems using equations in which the quantities in the problem are all positive integers

Mathematics Conceptual Category: Statistics and Probability

Recommended Minimum Access Point – Student *develops** an understanding that varying line types and characteristics can be used to *communicate information** (e.g., direction, amount, organization, distance) through *accessible modes of instruction and response**
develops - The process of acquiring new skills and abilities.
communicate information - An understanding that lines can communicate information such as direction, organization, and distance has both functional applications as well as being foundational to certain types of data interpretation.
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 which the student understands. This can include various levels of understood symbols, augmentative and alternative communication systems, etc.

Mathematics Cluster: Summarize and describe distributions
NVACS Connectors:
6.SP.B.4 Display data on a line plot, such as dot plots and histograms **6.SP.B.5, 6.SP.B.5.a, and 6.SP.B.5.b** Summarize numerical data

Mathematics Conceptual Category: Geometry

Recommended Minimum Access Point – Student *develops** an understanding of two-dimensional and three-dimensional as concepts of shape and form using *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 which the student understands. This can include various levels of understood symbols, augmentative and alternative communication systems, etc.

Mathematics Cluster: Solve real-world and mathematical problems involving area, surface area, and volume
NVACS Connectors:
6.G.A.3 Draw polygons on a coordinate plane relating to real-world and mathematical problems **6.G.A.4** Find the surface area of a three-dimensional figure by using two-dimensional nets

7th Grade

Mathematics Conceptual Category: Ratios and Proportional Relationships

Recommended Minimum Access Point – Student *develops** use of *tools** to access *functional activities** which require working with decimals and percentages
***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.
***functional activities* -** May include, but should not be limited to, financial literacy, shopping, etc.

Mathematics Cluster: Analyze proportional relationships and use them to solve real-world and mathematical problems
NVACS Connectors:
7.RP.A.3 Solve one-step percent problems

Mathematics Conceptual Category: The Number System

Recommended Minimum Access Point – Student *develops** the ability to use basic fractions (1/2, 1/3, & 1/4) in *functional activities**
***develops* -** The process of acquiring new skills and abilities.
***functional activities* -** May include, but should not be limited to, cooking, measuring, etc.

Mathematics Cluster: Apply and extend previous understandings of operations and fractions
NVACS Connectors:
7.NS.A.1, 7.NS.A.1.a, and 7.NS.A.1.b Given a labeled horizontal number line diagram, represent addition and subtraction of rational numbers. Identify opposite quantities that combine to make zero Use a number line to show that a number and its opposite have a sum of zero **7NS.A.3** Solve real-world and mathematical problems with rational numbers using models

Mathematics Conceptual Category: Expressions and Equations

Recommended Minimum Access Point – Student *develops** use of *tools** to access *mathematical expressions** with foundational symbols (x & ÷) *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., 2x2)
***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 which the student understands. This can include various levels of understood symbols, augmentative and alternative communication systems, etc.

Mathematics Cluster: Solve real-life and mathematical problems using numerical and algebraic expressions and equations
NVACS Connectors:
7.EE.B.3 Solve one-step real-life and mathematical problems using positive and negative numbers **7.EE.B.4** Identify and solve simple equations and inequalities using variables to represent quantities

Mathematics Conceptual Category: Statistics and Probability

Recommended Minimum Access Point – Student *develops** the ability to *generalize understood data representations** to determine likelihood of real-world occurrence
***develops* -** The process of acquiring new skills and abilities.
***generalize understood data representations* -** Data representations should use materials and modes of communication understood by the student and should have transferability to

real-world use. Students with SCD will likely require explicit instruction in the use of data in environments outside of the classroom to generalize learned information.

Mathematics Cluster: Use random sampling to draw inferences about a population
NVACS Connectors:
7.SP.A.1 Identify and/or make generalizations about a population based on a sample
Mathematics Cluster: Investigate chance processes and develop, use, and evaluate probability models
NVACS Connectors:
7.SP.C.6 Determine the likelihood of a future event

Mathematics Conceptual Category: Geometry

Recommended Minimum Access Point – Student *develops** the ability to recognize similar shapes with variability in orientation and size 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 which the student understands. This can include various levels of understood symbols, augmentative and alternative communication systems, etc.

Mathematics Cluster: Draw, construct, and describe geometrical figures and describe the relationships between them
NVACS Connectors:
7.G.A.1 Solve problems using scale drawings of rectangles **7.G.A.2** Identify types of triangles with given angle characteristics, such as obtuse, acute, or right

8th Grade

Mathematics Conceptual Category: Functions

Recommended Minimum Access Point – Student can *access** sets of problems with *consistent relationships**
***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.
***consistent relationships* -** A function relates an input to an output. A set of problems using the same function with different inputs, will provide a set of unique outputs (e.g., 3**+2**=5, 4**+2**=6, 5**+2**=7)

Mathematics Cluster: Define, evaluate, and compare functions
NVACS Connectors:
8.F.A.1 Identify a function using an input/output table **8.F.A.2** Compare the properties of two functions **8.F.A.3** Identify linear and nonlinear functions

Mathematics Conceptual Category: The Number System

Recommended Minimum Access Point – Student can use numbers or *representations of numbers** to *access* problem solving tasks**
***representations of numbers* -** How numbers are represented to students should consider a variety of representational forms, including: manipulatives, other real objects, pictures, etc.
***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.
***problem solving tasks* -** Problem solving tasks that are mathematical should not be limited to typical written or text-based representations.

Mathematics Cluster: Know that there are numbers that are not rational, and approximate them by rational numbers
NVACS Connectors:
8.NS.A.1 Identify numbers as being either rational or irrational numbers

Mathematics Conceptual Category: Expressions and Equations

Recommended Minimum Access Point – Student can *access** a *simple mathematical expression** through numbers or *representations of numbers**
***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 mathematical expression* -** (e.g., 9 + 5)
***representations of numbers* -** How numbers are represented to students should consider a variety of representational forms, including: manipulatives, other real objects, pictures, etc.

Mathematics Cluster: Expressions and equations work with radicals and integer exponents
NVACS Connectors:
8.EE.A.1 Identify equivalent expressions involving integer exponents

8.EE.A.3 Write a number in scientific notation
Mathematics Cluster: Understand the connections between proportional relationships, lines, and linear equations
NVACS Connectors:
8.EE.B.5 Identify unit rate Identify positive or negative slopes represented in a graph
Mathematics Cluster: Analyze and solve linear equations and pairs of simultaneous linear equations
NVACS Connectors:
8.EE.C.7 and 8.EE.C.7.a Solve linear equation with one variable

Mathematics Conceptual Category: Statistics and Probability

Recommended Minimum Access Point – Student can *access* various forms of data** that describe *real-world occurrences**
***access* -** A student's ability to access curriculum materials should be considered within the broadest range of possible options and should consider: adaptations, modifications, and alternative versions of presentation and response.
***various forms of data* -** Data can be represented in a variety of ways, including pictorially, through manipulatives and objects, etc. Representations of data should not be restricted to conventional displays such as bar graphs, scatter plots, etc. Foremost to data representation should be student understanding of graphic or physical representations used.
***real-world occurrences* -** Data representations of real-world or familiar occurrences will provide more saliency to students.

Mathematics Cluster: Investigate patterns of association in bivariate data
NVACS Connectors:
8.SP.A.2 Use a scatterplot to determine the line of best fit

Mathematics Conceptual Category: Geometry

Recommended Minimum Access Point – Student can *access** problems that contain variability in size and form
***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.

Mathematics Cluster: Understand congruence and similarity using physical models, transparencies, or geometry software

NVACS Connectors:
8.G.A.1, 8.G.A.1.a, 8.G.A.1.b, and 8.G.A.1.c Identify congruent line segments and congruent angles **8.G.A.2** Given two figures on a coordinate plane, identify whether the image is a result of translation, rotation, or reflection of the preimage **8.G.A.3** Describe the effects of transformations of a figure shown on a coordinate plane

Recommended Minimum Access Point Information

The Recommended Minimum Access Points within this document reflect a slower progression of learning when compared to the corresponding 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 reflected in the access points is designed to meet the learning needs of students with SCD with higher support needs while also maintaining a coherent progression across grade levels. These access points are progressive and build on the access points in the *Elementary Grades NVACS Connectors Guidance for Mathematics* document. Due to the extreme heterogeneity of the population 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. By the time students with SCD near the end of intermediate school, they should have developed a foundation in numeracy skills that will allow them to access progressively challenging problem-solving using those skills.

Furthermore, 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 students with SCD.

INTERMEDIATE GRADES NVACS CONNECTORS GUIDANCE FOR SCIENCE

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

Introduction

This guidance document is designed to assist Nevada's intermediate schools and teachers in the alignment of instructional content and practice to prepare students with significant cognitive (SCD) disabilities for progression toward attaining the Alternative Diploma.

Nevada assesses intermediate students with SCD in science on the Nevada Alternate Assessment (NAA) in 8th grade only; however, the 8th grade NAA is based on all intermediate grade NVACS Connectors, which should be taught to students from 6th through 8th grade.

The intermediate science NVACS Connectors are organized by science content area 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:

Primary Heading - *Identifies Science content area*

1. **Science Topic:** *Identifies Science topic area*

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

Modified Standards

Standard No. - *Identifies the number for the Next Generation Science Standards from which the science NVACS Connectors are derived*
Modified Science Standard – *Identifies the modified Science Standard to guide content and instruction*

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

Physical Science

Structure and Properties of Matter

Recommended Minimum Access Point – Student *develops** an understanding that matter is made up of smaller parts of matter 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
MS-PS1-1 Develop models to describe the atomic composition of simple atomic structures **MS-PS1-3** Examine where resources for man-made materials are found **MS-PS1-4** Make a model that describes how changes in temperature cause changes in particle motion (Molecules)

Chemical Reactions

Recommended Minimum Access Point – Student *develops** the ability to identify various common chemical reactions 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
MS-PS1-2 Determine if a chemical reaction has occurred when two substances are combined **MS-PS1-5** Use a model to describe how chemical changes do not change the total number of atoms **MS-PS1-6** Investigate chemical reactions that either produce or absorb thermal energy

Forces and Interactions

Recommended Minimum Access Point – Student *develops** an understanding of what occurs when forces interact 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
MS-PS2-1

Use “equal but opposite force” concepts to explain the motion of two objects colliding **MS-PS2-2** Explain how an object’s motion depends on the force and/or mass of the object **MS-PS2-3** Examine the relationship between the distance and the strength of magnetic forces of two magnets **MS-PS2-4** Use evidence to describe how gravitational forces are related to both mass and distance **MS-PS2-5** Understand that forces can occur across distances without contact (Field forces such as gravity, magnets, electric fields)

Energy

Recommended Minimum Access Point – Student *develops** an understanding that energy can travel/be transmitted 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
MS-PS3-1 Use graphs or charts to explain how energy is related to the speed and mass of an object **MS-PS3-2** Describe the relationship between distance from Earth’s surface and the amount of potential stored energy of an object **MS-PS3-3** Use materials as insulators or conductors based on their ability to support or prevent temperature changes of an object **MS-PS3-4** Use energy concepts to explain how the temperature of an object can change **MS-PS3-5** Recognize that energy can be transferred from one object to another

Waves and Electromagnetic Radiation

Recommended Minimum Access Point – Students *develop** the ability to identify functional ways that energy waves are used 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
MS-PS4-1 Describe that all waves transfer energy and the size (height) of the wave is related to energy **MS-PS4-2** Use a model to explain what happens when waves hit a new material **MS-PS4-3** Understand that waves are used in communication

Life Sciences

Structure, Function, and Information Processing

Recommended Minimum Access Point – Student *develops** the ability to identify vital body parts/functions that sustain human life 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
MS-LS1-1 Examine the provided evidence to prove that living things are made of cells **MS-LS1-2** Demonstrate how cells can organize and work together in large groups **MS-LS1-3** Examine evidence of how body systems work together (Nervous system – the senses, muscular system) **MS-LS1-8** Gather information about how the brain interprets interactions with the environment (senses)

Matter and Energy in Organisms and Ecosystems

Recommended Minimum Access Point – Student *develops** an understanding of where in the community to a obtain resources for daily living 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
MS-LS1-6 Use explanations to describe how plants cycle matter as they transfer energy from the sun (Photosynthesis) **MS-LS1-7** Develop an explanation from a model about how food is used to provide for growth and energy **MS-LS2-1** Use data to explain how populations are dependent upon resource availability in the ecosystem **MS-LS2-3** Explain Earth's resources are unequally distributed due to past Earth processes (Mineral, energy, and water)

Interdependent Relationships in Ecosystems

Recommended Minimum Access Point – Student *develops** an understanding of how living organisms survive in 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.

NVACS Connectors
MS-LS2-2 Interpret the patterns of different organisms in different ecosystems, which allow them to survive (Ex., wolves, lions, whales hunting in packs) **MS-LS-5** Determine which solution would best support a sustained ecosystem

Growth, Development, and Reproduction of Organisms

Recommended Minimum Access Point – Student *develops** an understanding that parents and their offspring share similar and different characteristics 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
MS-LS1-4 Identify characteristics and behaviors that will allow plants and animals to survive **MS-LS1-5** Explain how the environment and genetics influences the growth of an organism **MS-LS3-1** Understand that the genetic makeup can change; some of these changes help an organism survive, some have no effect, while others can be harmful **MS-LS3-2** Identify organisms that reproduce identical offspring and organisms that reproduce offspring with different characteristics **MS-LS4-5** Use evidence to explain how humans artificially select for desired characteristics of plants and animals

Natural Selection and Adaptations

Recommended Minimum Access Point – Student *develops** an understanding that Earth's history contains life that no longer exists 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
MS-LS4-1 Recognize that patterns in the fossil record show how life has changed over time **MS-LS4-2** Compare anatomical similarities and differences between fossils and modern organisms to show evolutionary relationships **MS-LS4-3** Compare similarities between embryotic stages of development from different organisms to identify common features not found in adults **MS-LS4-4** Explain how adaptations/genetics influence survival of an organism and its population **MS-LS4-6** Use mathematical representation (arrows, +, -, =) to describe how natural selection causes traits to change

Earth and Space Sciences

Space Systems

Recommended Minimum Access Point – Student *develops** an understanding of the effects of gravity on 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.

NVACS Connectors
MS-ESS1-1 Use representations of the Earth, sun, or moon to explain that seasons are a direct result of Earth's tilt, not the distance from the sun **MS-ESS1-2** Understand that gravitation force is the main mechanism controlling motion in the solar system **MS-ESS1-3** Use data to describe the sizes of objects in the solar system

History of Earth

Recommended Minimum Access Point – Student *develops** an understanding that Earth has changed 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.

NVACS Connectors
MS-ESS1-4 Explain how rock layers are used to organize Earth's geologic history **MS-ESS2-2** Use examples from evidence to explain Earth's surface has changed both rapidly and slowly over time **MS-ESS2-3** Use the location of fossils, rocks, and land shapes to describe plate tectonics

Earth's Systems

Recommended Minimum Access Point – Student *develops** the ability to identify 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.

NVACS Connectors
MS-ESS2-1 Use a model to describe how Earth's materials change through time **MS-ESS2-4** Use a model to describe how the sun and gravity cycle water on Earth **MS-ESS3-1** Explain Earth's resources are unequally distributed due to past Earth processes (Mineral, energy, and water)

Weather and Climate

Recommended Minimum Access Point – Student *develops** an understanding that different locations experience different weather 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
MS-ESS2-5 Explain that weather is caused by changes in air masses **MS-ESS2-6** Describe how regional climates (weather over greater than 30-year periods of time) are controlled by the unequal heating of Earth's surface **MS-ESS3-5** Compare the last 300 years of human activity and changes in global temperatures

Human Impacts

Recommended Minimum Access Point – Student *develops** and understanding of how humans impact 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.

NVACS Connectors
MS-ESS3-2 Use data to describe how some geological processes can and cannot be predicted **MS-ESS3-3** Describe ways humans monitor and minimize their impact on the environment **MS-ESS3-4** Describe how changes in human population result in the demand for natural resources

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 slower 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 are progressive and build on the access points in the *Elementary Grades NVACS Connectors Guidance for Science* document. Due to the extreme heterogeneity of the population 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, and Jimenez, 2011). By the time students with SCD near the end of intermediate school, they should have developed a

foundation in science concepts.

INTERMEDIATE GRADES MODIFIED STANDARDS GUIDANCE FOR SOCIAL STUDIES

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

Introduction

This guidance document is designed to assist Nevada's intermediate schools and teachers in the alignment of instructional content and practice to prepare students with significant cognitive (SCD) disabilities for progression toward attaining the Alternative Diploma.

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 intermediate 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.

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

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)

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

Grades 6th – 8th

Early World Civilizations (prior to 1500)

Recommended Minimum Access Points – Student *develops** the ability to *access** *representations** of *global 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.
***global past occurrences* -** World history provides thousands of years of events and people from which to design lessons and represent concepts. Teachers and staff should make use of the diversity of history to increase student access to the curriculum.

Content Themes and Modified Standards

Power and politics
Standards:
SS.6-8.EWC.12 Identify kingdoms and empires across the ancient world **SS.6-8.EWC.13** Identify key historical events and how they shaped the ancient world – may include conflicts, oppression, human rights violations, and genocide

Identity
Standards:
SS.6-8.EWC.14 Compare the identities of ancient civilizations – may include comparisons of institutions, religions, language, social class, geography culture, and society **SS.6-8.EWC.15** Use historic rivalries (e.g. Romans vs. barbarians, Greeks vs. Persians), to compare cultural perspectives

People and ideas
Standards:
SS.6-8.EWC.16 Identify differences in cultural developments among ancient civilizations – may include belief systems, philosophies, ideologies, and the arts **SS.6-8.EWC.17** Identify important technologies that impacted ancient civilizations

International relations
Standards:
SS.6-8.EWC.18 Identify important conflicts/acts of diplomacy within the ancient world

Social justice, consciousness, and action
Standards:
SS.6-8.EWC.19 Identify ways dominant cultures oppressed conquered peoples or minority groups within early civilizations

Respectful engagement with diverse people
Standards:
SS.6-8.EWC.21 Identify ways that early civilizations built communities of respect, equity, and diversity

Diverse contributions made by men and women from various racial and ethnic backgrounds, including, without limitation, information relating to contributions and impact
Standards:
SS.6-8.EWC.22 Identify intellectual, cultural, religious, and artistic contributions by racially and ethnically diverse people from ancient civilizations

Civic and political institutions
Standards:
SS.6-8.EWC.23 Compare organizational structures of ancient civilizations – may include political, civil, religious, and economic organizations

Civic dispositions and democratic principles
Standards:
SS.6-8.EWC.24 Compare a current global issue/event to a historical event from an ancient civilization

Processes, rules, and laws
Standards:
SS.6-8.EWC.25 Compare government structures, processes, and laws across early civilizations

Geographic representations
Standards:
SS.6-8.EWC.26 Use maps to identify regional, environmental, and cultural characteristics in early

civilizations

Human environment interaction
Standards:
SS.6-8.EWC.27 Identify ways cultural, physical, and environmental characteristics of places and regions impacted the lives of those who lived there in the ancient world

Human population, movements, and patterns
Standards:
SS.6-8.EWC.28 Identify how changes in transportation, communication, and technology influenced the movement of people, goods, and ideas in early civilizations

Global interconnections
Standards:
SS.6-8.EWC.29 Identify how changes in population distribution patterns affected land use in early civilizations

Exchange and markets
Standards:
SS.6-8.EWC.30 Identify differences in the economic systems of early civilizations

Global economy
Standards:
SS.6-8.EWC.32 Identify ways that trade impacted the economies of early civilizations

World Geography & Global Studies

Recommended Minimum Access Points – Student *develops** the ability to *access** *representations** of *global geographic features**
***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.
***global geographic features* -** The Earth provides a wealth of geographic diversity from which to design lessons and represent concepts. Teachers and staff should make use of the diversity of this geography to increase student access to the curriculum.

Content Themes and Modified Standards

Power and politics
Standards:
SS.6-8.WGGS.12 Compare governmental systems across the world (past and present) **SS.6-8.WGGS.13** Identify how key events have impacted global societies – may include conflict, oppression, human rights violations, and genocide

Identity
Standards:
SS.6-8.WGGS.14 Explore how factors shape identity – may include institutions, religion, language, social class, geography, culture, and society **SS.6-8.WGGS.15** Use current events as a catalyst to explore different cultural perspectives

People and ideas
Standards:
SS.6-8.WGGS.16 Identify differences in cultural developments within and across human societies – may include belief systems, philosophies, ideologies, and the arts **SS.6-8.WGGS.17** Identify technologies that impact societies across the world

Nevada history
Standards:
SS.6-8.WGGS.18 Identify ways that Nevada has a global impact

International relations
Standards:
SS.6-8.WGGS.19 Identify important conflicts/acts of diplomacy that have impacted global societies

Social justice, consciousness, and action
Standards:
SS.6-8.WGGS.20 Identify ways people in the modern world have been, or are being, oppressed

Respectful engagement with diverse people
Standards:
SS.6-8.WGGS.21

Identify examples of communities of respect, equity, and diversity across the world today.

Diverse contributions made by men and women from various racial and ethnic backgrounds, including, without limitation, information relating to contributions and impact
Standards:
SS.6-8.WGGS.22 Identify the important contributions of racially and ethnically diverse leaders to the advancements of communities and nations around the world

Civic and political institutions
Standards:
SS.6-8.WGGS.23 Identify the powers and responsibilities of global citizens, interest groups and the media in both governmental and nongovernmental contexts **SS.6-8.WGGS.24** Identify the roles of political, civil, and economic organizations in shaping people's lives

Civic dispositions and democratic principles
Standards:
SS.6-8.WGGS.25 Identify a possible solution to a current global issue

Processes, rules, and laws
Standards:
SS.6-8.WGGS.26 Identify how laws, treaties, and international agreements impact people and countries

Geographic representations
Standards:
SS.6-8.WGGS.27 Use visual representations to identify regional, environmental, and cultural characteristics of places around the world

Human environment interaction
Standards:
SS.6-8.WGGS.28 Identify the cultural, physical, and environmental characteristics of places and regions and how they affect the lives of people who live there

Human population, movement, and patterns
Standards:
SS.6-8.WGGS.29 Identify ways that transportation, communication, and technology influence the movement of people, goods, and ideas

SS.6-8.WGGS.30 Identify how global changes in population distribution patterns affect changes in land use

Exchange and markets
Standards:
SS.6-8.WGGS.32 Identify ways that supply and demand influences economics – may include prices, wages, social, and environmental factors **SS.6-8.WGGS.33** Identify ways that economic policies impact individuals, businesses, governments, and international organizations

National economy
Standards:
SS.6-8.WGGS.34 Compare the economies of various nations

Global economy
Standards:
SS.6-8.WGGS.35 Identify ways global trade impacts nations and their citizens

Early U.S. History & Civic Ideals

Recommended Minimum Access Points – Student *expands** ability to *access** *representations** of *national past occurrences**
***expands* -** Refers to progressive growth of skills and abilities beyond initial developmental periods.
***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.6-8.EUSH.12 Identify ways that diverse ideologies influenced politics, society, and culture in early U.S. history

Identity
Standards:
SS.6-8.EUSH.13 Identify factors that shaped national identity in early U.S. history and in America today **SS.6-8.EUSH.14** Use historic rivalries (e.g., Native Americans vs. settlers, Northerners vs. Southerners), to compare cultural perspectives

People and ideas
Standards:
SS.6-8.EUSH.15 Identify the causes and effects of regional differences in early U.S. history **SS.6-8.EUSH.16** Identify influences of diverse cultural traditions on early American society **SS.6-8.EUSH.17** Identify the impacts of cultural developments throughout U.S. history – may include impacts on political, social, cultural, economic, religious, geographic, intellectual, and artistic domains

Nevada history
Standards:
SS.6-8.EUSH.18 Identify how individuals and events in Nevada's history have influenced, or been influenced by, the national context **SS.6-8.EUSH.19** Identify ways that westward expansion impacted the Native communities of Nevada **SS.6-8.EUSH.20** Identify migration and immigration movements to Nevada as part of U.S. history

International relations
Standards:
SS.6-8.EUSH.21 Identify ways that conflict and diplomacy have impacted international relations from a U.S. perspective **SS.6-8.EUSH.22** Identify the causes and effects of conflict and war from early U.S. history

Social justice, consciousness, and action
Standards:
SS.6-8.EUSH.23 Identify the causes and effects of the abolition of slavery in the U.S. **SS.6-8.EUSH.24** Identify ways that dominant cultures have used institutional discrimination to oppress groups within U.S. history

SS.6-8.EUSH.25 Identify individuals and reform movements that struggled for greater civil rights and liberties throughout early U.S. history

Respectful engagement with diverse people
Standards:
SS.6-8.EUSH.26 Identify ways that diverse groups interacted within early U.S. history **SS.6-8.EUSH.27** Identify ways that individuals and groups built communities of respect, equity, and diversity throughout early U.S. history

Diverse contributions made by men and women from various racial and ethnic backgrounds, including, without limitation, information relating to contributions and impact
Standards:
SS.6-8.EUSH.28 Identify ways ethnically and racially diverse leaders have advanced our community and nation **SS.6-8.EUSH.29** Identify how diverse individuals made intellectual, cultural, religious, and artistic contributions in early U.S. history

Civic and political institutions
Standards:
SS.6-8.EUSH.30 Identify ways the media has influenced public perception and policies throughout early U.S. history **SS.6-8.EUSH.31** Identify and compare political, civil, religious, and economic organizations throughout U.S. history

Civic dispositions and democratic principles
Standards:
SS.6-8.EUSH.33 Compare a historical U.S. event to a current event

Process, rules, and laws
Standards:
SS.6-8.EUSH.34 Identify ways that laws have changed in response to social, political, and economic changes

Geographic representations
Standards:
SS.6-8.EUSH.35

Use maps to identify regional, environmental, and cultural characteristics in early U.S. history

Human environment interaction
Standards:
SS.6-8.EUSH.36 Identify ways human, physical, and environmental characteristics of early U.S. regions have impacted cultures

Human population, movements, and patterns
Standards:
SS.6-8.EUSH.37 Identify how changes in transportation, communication, and technology influenced the movement of people, goods, and ideas throughout early U.S. history **SS.6-8.EUSH.38** Identify the causes, motivations, and consequences of important migrations and immigrations in early U.S. history – may include: Trail of Tears, western movement, Great Migration, various waves of immigration

Global interactions
Standards:
SS.6-8.EUSH.39 Identify ways that global circumstances affected changes in immigration, land use, and population distributions across early U.S. history

Exchange and markets
Standards:
SS.6-8.EUSH.40 Identify famous American entrepreneurs and innovations from throughout early U.S. history **SS.6-8.EUSH.41** Identify ways economic policies have impacted individuals, businesses, and society – may include: the Louisiana Purchase, the slave trade, plantation economy, and Reconstruction

National economy
Standards:
SS.6-8.EUSH.42 Identify key factors of the early U.S. economy – may include: trade, resources, labor, and monetary system

Global economy
Standards:
SS.6-8.EUSH.43 Identify how U.S. foreign economic decision impacted the national and global economy

Financial Literacy

Recommended Minimum Access Points – Student *expands** ability to *access* monetary concepts**
***expands* -** Refers to progressive growth of skills and abilities beyond initial developmental periods.
***access* -** A student's ability to access curriculum materials should be considered within the broadest range of possible options and should consider: adaptations, modifications, and alternative versions of presentation and response.
***monetary concepts* -** Financial systems are based on the exchange of goods and services using standard currency mechanisms. Foundational to financial literacy is the understanding of how currency is used to obtain goods and services. Teachers and staff should ensure students can access basic money concepts and use in order to access financial literacy concepts.

Content Themes and Modified Standards

Financial decision-making
Standards:
SS.6-8.FL.1 Create a personal finance goal **SS.6-8.FL.2** Compare the costs and benefits of various personal financial decisions **SS.6-8.FL.3** Identify financial services offered by financial institutions and government agencies

Savings and spending
Standards:
SS.6-8.FL.4 Develop a personal budget

Credit and debt
Standards:
SS.6-8.FL.5 Identify differences between debit cards and credit cards **SS.6-8.FL.6** Identify the consumer rights and responsibilities of an individual **SS.6-8.FL.7** Identify the pros and cons of borrowing money to make a purchase

Insurance, investing, and risk
Standards:
SS.6-8.FL.8 Identify ways to prevent and limit identity theft and fraud

College and career preparedness
Standards:
SS.6-8.FL.10 Identify college and career options and their effect on employment **SS.6-8.FL.11** Identify financing options for post-secondary education and training programs

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 are progressive and build on the access points in the *Elementary Modified Standards Guidance for Science* document.

Due to the extreme heterogeneity of the population 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.

INTERMEDIATE GRADES MODIFIED STANDARDS GUIDANCE FOR HEALTH

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

Introduction

This guidance document is designed to assist Nevada's intermediate schools and teachers in the alignment of instructional content and practice to prepare students with significant cognitive (SCD) disabilities for progression toward attaining the Alternative Diploma.

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 intermediate schools prioritize health education content in the instructional programs of students with SCD, as not to inhibit future learning opportunities. This guidance document provides suggested modified standards for health education content to intermediate students with SCD.

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

Grade Level

1. **Content Standard Area**

   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*

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)

The Nevada Department of Education's Office of Inclusive Education recognizes that students with significant cognitive disabilities (SCD) represent a broad diversity of abilities and support needs. To assist IEP teams in decision making and planning for the Alternative Diploma, we have developed the aforementioned **Recommended Minimum Access Points**

as guidance. These recommended access points for students with SCD are intended to promote the broadest level of student access while also ensuring a high level of rigor in student programming.

Middle School

1. Core Concepts

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

Recommended Minimum Access Point - Student *expands** abilities to *identify and apply* core concepts related to personal health**
***expands* -** Refers to progressive growth of skills and abilities beyond initial developmental periods.
***identify and apply* -** A student's ability to identify and apply health related concepts should incorporate curriculum materials that are accessible to the student's unique needs and should consider: adaptations, modifications, and alternative versions of presentation and response. Application of core health concepts should include real-world opportunities relevant to the student's daily life activities.
***core concepts related to personal health* -** There are a variety of ways in which personal health can be promoted and the core concepts within the standards reflect this diversity, both on a localized personal level via information on healthy behaviors, as well as on a more expansive level via information on broader personal health related concepts such as stress reduction, substance use, etc. To increase student access to the curriculum, the scope and format of information on personal health promotion should be given broad consideration to allow students varied points of access to lessons.

Personal, Community, and Environmental Health
Standards
1.PCE.MS.1 Compare healthy practices and behaviors that maintain or improve personal, community, and environmental health **1.PCE.MS.2** Compare various communicable and non-communicable diseases **1.PCE.MS.3** Identify how respect for the similarities and differences of others impact personal, community, and environmental health (without discrimination or segregation on the ground of race, color, religion, national origin, disability, sexual orientation, sex, gender identity or expression, **per NRS 651.070**) **1.PCE.MS.4** Identify personal roles within the family structure and community **1.PCE.MS.5** Identify potential personal susceptibilities to injury, illness, or death based on family history and health behaviors **1.PCE.MS.6.a**

Identify the steps required to register as an organ donor **(Per NRS 389.021)** **1.PCE.MS.6b** Identify benefits of organ and tissue donation **(Per NRS 389.021)** **1.PCE.MS.6c** Identify facts about organ and tissue donation **(Per NRS 389.021)**

Mental and Emotional Health
Standards
1.ME.MS.1 Identify ways that mental health and physical health are related **(Per NRS 389.520)** **1.ME.MS.2** Identify how loss, grief, trauma, and emotional distress influence self-destructive behaviors **(Per NRS 389.021)**

Nutrition and Physical Activity
Standards
1.NP.MS.1 Connect healthy eating patterns, in accordance to the current federal Dietary Guidelines for Americans, to positive health and disease prevention outcomes **1.NP.MS.2** Identify physical benefits of physical activity **(Per NRS 389.520)** **1.NP.MS.3** Identify the benefits of participating in an annual physical health examination **(Per NRS 389.018)**

Substance Use and Abuse
Standards
1.SUA.MS.1 Identify pros and cons of using over-the-counter and prescription medications **1.SUA.MS.2** Identify how alcohol, tobacco, marijuana, and other drugs impact health and disease prevention

Safety Practices, Injury Prevention, and CPR/AED
Standards
1.SIC.MS.1 Identify ways health risk behaviors influence safety practices **1.SIC.MS.2a** Identify steps necessary to correctly administer CPR in accordance with the American Heart Association guidelines **(Per NRS 389.021)** **1.SIC.MS.2b** Identify the purpose and steps required for operation and safe use of and AED **(Per NRS 389.021)**

Personal Safety
Standards
1.PS.MS.1 Develop personal boundaries and clear limits for self and recognize the personal boundaries and clear limits of others **1.PS.MS.2** Identify mental, physical, social, economic, and legal consequences of abusive and coercive behaviors **1.PS.MS.3** Identify the where, when, and whom for reporting various unsafe situations **1.PS.MS.5** Define human trafficking and identify ways to get help **1.PS.MS.6** Compare the advantages and disadvantages of using technology to communicate

Human Reproductive System, HIV/AIDS, Related Communicable Diseases, and Sexual Responsibility
Standards
1.HRS.MS.1 Show an understanding of the structures and functions of the human reproductive system **1.HRS.MS.2** Identify social, cognitive, and emotional changes that occur during adolescence **1.HRS.MS.3** Identify the scientific processes of human reproduction **1.HRS.MS.4a** Identify signs and symptoms of pregnancy **1.HRS.MS.4b** Identify protective and preventative strategies that limit the potential of contracting an STD or pregnancy **1.HRS.MS.4c** Identify prenatal practices that can impact the health of a pregnancy **1.HRS.MS.4d** Identify how laws affect pregnancy, abortion, adoption, and parenting **1.HRS.MS.5a** Match signs, symptoms, treatments, and modes of transmission to related communicable diseases (STDs/STIs), including HIV/AIDS **1.HRS.MS.5b** Identify approaches that can prevent the acquisition of HIV/AIDS and related communicable diseases (STDs/STIs) **1.HRS.MS.5d** Identify behaviors that prevent and promote transmission of related communicable diseases (STDs/STIs), including HIV/AIDS **1.HRS.MS.6** Identify characteristics of unhealthy relationships

1.HRS.MS.7a Define sexual consent **1.HRS.MS.7b** Identify how laws relate to the sexual conduct of minors

2. Analyze Influences

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

Recommended Minimum Access Point - Student *expands** abilities to *identify external health influences and associate them with health behaviors**
***expands* -** Refers to progressive growth of skills and abilities beyond initial developmental periods.
***identify external health influences and associate them with health behaviors* -** There exists a broad range of health influences that can/may elicit health behaviors in individuals and groups. Broad consideration should be given to the diversity of health influences and corresponding health behaviors when creating instructional opportunities to provide access to students with significant cognitive disabilities.

Standards
2.AF.MS.1 Identify ways social expectations influence healthy and unhealthy behaviors

3. Access Information

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

Recommended Minimum Access Point - Student *expands** abilities to *identify and use** *health promoting resources**
***expands* -** Refers to progressive growth of skills and abilities beyond initial developmental periods.
***identify and use* -** A student's ability to identify and use health promoting resources should incorporate curriculum materials that are accessible to the student's unique needs and should consider: adaptations, modifications, and alternative versions of presentation and response. Use of health promoting resources should include real-world opportunities relevant to the student's daily life activities.
***health promoting resources* -** Health promoting resources maybe physically accessible resources, representations of resources, community-based resources, etc. Health promoting resources should be varied and consider multiple modalities of presentation to increase student access to the curriculum.

Standards
3.AI.MS.1 Compare health information, products and services

4. Interpersonal Communication

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

Recommended Minimum Access Point - Student *expands* health-related* expressive communication abilities**
***expands* -** Refers to progressive growth of skills and abilities beyond initial developmental periods.
***health-related* -** Health related communication may include requesting access to health promoting items, processes, or routines to meet health needs, or may be more complex expressions of health positive concepts.
***expressive communication abilities* -** Student modes of expression should be given the widest possible consideration and may include behavioral responses such as gesturing, use of assistive technologies, use of visual supports, etc. Expressive communication modalities should reflect the ability level and needs of the student.

Standards
4.IC.MS.1 Practice effective communication skills to enhance health **4.IC.MS.2** Identify negotiation strategies that avoid or reduce health risks

5. Decision Making

Students will identify and apply health related decision-making to enhance personal health

Recommended Minimum Access Point - Student *expands** abilities to make *health-related decisions**
***expands* -** Refers to progressive growth of skills and abilities beyond initial developmental periods.
***health-related decisions* -** Lessons should consider a broad range of health-related decision-making opportunities, including: adaptations, modifications, and alternative versions of presentation and response.

Standards
5.DM.MS.1 Predict outcomes of healthy and unhealthy decisions on self and others **5.DM.MS.2** Determine ways health related outcomes impact one's self and others **5.DM.MS.3** Choose healthy alternatives over unhealthy options

6. Goal Setting

Students will apply health planning skills/strategies to meet established health goals

Recommended Minimum Access Point - Student *expands** abilities to attain *targeted health outcomes**
***expands* -** Refers to progressive growth of skills and abilities beyond initial developmental periods.
***targeted health outcomes* -** Targeted health outcomes may be related to personal health routines and needs, or to broader health goals. To increase student access to the curriculum, how students pursue health-related outcomes should consider adaptations, modifications, and alternative versions of presentation and response.

Standards
6.GS.MS.1 Identify strategies and skills needed to attain health goals **6.GS.MS.2** Identify when/how health goals change due to circumstances and priorities changing

7. Self-Management

Students will identify and model health-enhancing behaviors that avoid or reduce health risks

Recommended Minimum Access Point - Student *expands* routines that improve and maintain personal health**
***expands* -** Refers to progressive growth of skills and abilities beyond initial developmental periods.
***routines that improve and maintain personal health* -** Healthy routines are critical to improving and maintaining personal health. Routines require the combination of multiple health-related behaviors for completion. Teachers and staff should consider a broad range of health maintenance routines based on the students' abilities and needs and how these routines can be facilitated to provide meaningful learning experiences.

Standards
7.SM.MS.1 Demonstrate age-appropriate behaviors that maintain or improve the health of one's self and others **7.SM.MS.2** Demonstrate age-appropriate behaviors that mitigate risks to one's self and others **7.SM.MS.3** Identify reasons it is important to assume responsibility for personal health behaviors

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

Recommended Minimum Access Point - Student *expands** abilities to *promote the health of self and others**
***expands* -** Refers to progressive growth of skills and abilities beyond initial developmental periods.
***promote the health of self and others* -** Opportunities to promote the health of self and others may involve advocating for/choosing healthy personal options, peer-to-peer interactions, student and family interactions, etc. Teachers and staff should consider how interactions can be facilitated to allow students access to opportunities to promote the health of self and others.

Standards
8.AV.MS.1 Demonstrate supporting others to make good health choices

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 are progressive and build on the access points in the *Elementary Modified Standards Guidance for Health* document.

Due to the extreme heterogeneity of the population 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.

INTERMEDIATE GRADES MODIFIED STANDARDS GUIDANCE FOR COMPUTER EDUCATION & TECHNOLOGY

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

Introduction

This guidance document is designed to assist Nevada's intermediate schools and teachers in the alignment of instructional content and practice to prepare students with significant cognitive (SCD) disabilities for progression toward attaining the Alternative Diploma.

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 intermediate 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 intermediate 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.

Recommended Minimum Access Point – *Students expands* access** to *technology* for functional and expressive purposes**
***expands* -** Refers to progressive growth of skills and abilities beyond initial developmental periods.
***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:

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)

Intermediate School (Grade 6-8)

Empowered Learner

Standards:
6-8.EL.A.1 Students use digital tools to explore community-based interests and to set personal goals related to those interests **6-8.EL.B.1** With teacher support and guidance, students develop a localized digital social network **6-8.EL.C.1** When using digital tools to support/complete functional activities, students respond to feedback/constructive criticism to improve performance

Digital Citizen

Standards:
6-8.DC.A.1 Students identify positive and negative consequences of using social media **6-8.DC.B.1** Given explicit examples, students differentiate between dangerous and benign uses of social networks **6-8.DC.D.1** Students identify personal information that is appropriate to share online and personal information that is inappropriate to share online

Knowledge Constructor

Standards:
6-8.KC.A.1

With guided practice, students use digital tools to search for information on high interest topics **6-8.KC.B.1** Given explicit examples, students differentiate between credible and non-credible digital information **6-8.KC.C.1** With teacher assistance, students use accessible technology to explore and collect artifacts related to future career interests **6-8.KC.D.1** With decreasing teacher assistance, use digital tools to solve real-world functional problems with increasing independence

Innovative Designer

Standards:
6-8.ID.A.1 With teacher and/or peer support, students use digital tools to create a functional or expressive product **6-8.ID.B.1** With teacher and/or peer support, students use digital tools to edit/revise a created product **6-8.ID.D.1** When working with digital tools, students demonstrate perseverance through self-determined behavior when completing age-appropriate, challenging tasks

Computational Thinker

Standards:
6-8.CT.A.1 With teacher assistance, students use digital tools to develop a plan to accomplish a functional task **6-8.CT.C.1** With teacher assistance, students use digital tools to break down a complex task into smaller, simpler steps

Creative Communicator

Standards:
6-8.CC.A.1/6-8.CC.B.1 Students use digital tools to create an original expressive product and to edit/change the product based on provided feedback **6-8.CC.C.1** With teacher assistance, students explore digital tools that can create a product with graphic images

Global Collaborator

Standards:
6-8.GC.A.1 With teacher assistance, students use collaborative technologies to explore different cultures/perspectives **6-8.GC.B.1** With teacher assistance, students use collaborative technologies to connect with peers and local community members **6-8.GC.C.1** Students work with a team of peers to use age-appropriate accessible technologies to solve problems

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). This access point is progressive and builds on the access points in the *Elementary Modified Standards Guidance for Computer Education and Technology* document.

Due to the extreme heterogeneity of the population 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.

References

Browder, D. M., Jimenez, B. A., & & Trela, K. (2012). Grade-aligned math instruction for secondary students with moderate intellectual disability. Education and Training in Autism and Developmental Disabilities, 47(3), 373-388.

Browder, D. M., Spooner, F., & Jimenez, B. (2011). Science. In Browder, D. M., & Spooner, F. (2011). Teaching students with moderate and severe disabilities (pp. 201-221). The Guilford Press.

Browder, D. M., Spooner, F., & Trela, K. (2011). Mathematics. In Browder, D. M., & Spooner, F. (2011). Teaching students with moderate and severe disabilities (pp. 168-200). The Guilford Press.

Causton-Theoharis, J., & Theoharis, G. (2009). Creating inclusive schools for all students. The School Administrator, 65, 24-31.

Courtade, G., Jimenez, B., & Delano, M. (2014). Providing effective instruction in core content areas (literacy, mathematics, science, and social studies) in inclusive schools. In Handbook of Effective Inclusive Schools (pp. 362-372). Routledge.

Courtade, G., Spooner, F., Browder, D., & Jimenez, B. (2012). Seven reasons to promote standards-based instruction for students with severe disabilities: A reply to Ayres, Lowrey, Douglas, & Seviers. Education and Training in Autism and Developmental Disabilities, 47(1), 3-13.

Florian, L., Rouse, M., Black-Hawkins, K., & Jull, S. (2004). What can national data sets tell us about inclusion and pupil achievement? British Journal of Special Education, 31(3), 115-121.

Habib, D. (2019). Keynote presentation. *CEC Convention and Expo.* Indianapolis, IN.

Hudson, M. E., Browder, D. M., & Wood, L. A. (2013). Review of experimental research on academic learning by students with moderate to severe intellectual disability in general education. Research & Practice for Persons with Severe Disabilities, 38(1), 17-29.

Individuals with Disabilities Education Act, 20 U.S.C. § 1400 (2004).

Jackson, L. B., Ryndak, D. L., & Wehmeyer, M. L. (2010). The dynamic relationship between context, curriculum, and student learning: A case for inclusive education as a research-based practice. Research & Practice for Persons with Severe Disabilities, 33-4(4-1). 175-195.

Kleinert, H., Towles-Reeves, E., Quenemoen, R., Thurlow, M., Fluegge, L., Weseman, L., & Kerbel, A. (2015). Where students with the most significant cognitive disabilities are taught: Implications for general curriculum access. Exceptional Children, 81(3), 312-328.

McDonnell, J., Mathot-Buckner, C., Thorson, N., & Fister, S. (2001). Supporting the inclusion of students with moderate and severe disabilities in junior high school general education classes: The effects of classwide peer tutoring, multi-element curriculum, and accommodations. Education and Treatment of Children, 24(2), 141-160.

Mims, P. J., Lee, A., Browder, D. M., Zakas, T., & Flynn, S. (2012). Effects of treatment package to facilitate English/language arts for middle school students with moderate to severe disabilities. Education and Training in Autism and Developmental Disabilities, 47(4), 414-425.

Mims, P. J., Stranger, C., Sears, J. A., & White, W. B. (2018). Applying systemic instruction to teach ELA skills using fictional novels via an iPad app. Rural Special Education Quarterly, 37(4), 197-206.

Oh-Young, C., & Filler, J. (2015). A meta-analysis of the effects of placement on academic and social skill outcome measures of students with disabilities. Research in Developmental Disabilities, 47, 80-92.

Orlando, A., & Ruppar, A. (2016). Literacy instruction for students with multiple and severe disabilities who use augmentative/alternative communication. Ceedar Center.

Peetsma, T., Vergeer, M., Roeleveld, J., & Karsten, S. (2001). Inclusion in education: Comparing pupils' development in special and regular education. Educational Review, 53(2).

Ryndak, D. L., Alper, S., Hughes, C., & McDonnell, J. (2012). Documenting impact of educational contexts on long-term outcomes for students with significant disabilities. Education and Training in Autism and Developmental Disabilities, 47(2), 127-138.

Soresi, S., Nota, L., Ferrari, L., Sgaramella, T. M., Ginevra, M. C., & Santilli, S. (2013). Inclusion in Italy: From numbers to ideas…that is from "special" visions to the promotion of inclusion for all persons. Life Span and Disability, 16(2), 187-217.

U.S. Department of Health and Human Services (USDHHS) and U.S. Department of Education. (2015). Policy statement on inclusion of children with disabilities in early childhood programs. Retrieved from: https://www2.ed.gov/policy/speced/guid/earlylearning/joint-statement-full-text.pdf