

NSQ Appendices for Social Studies Grade 4

5021060

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Appendix 1 Course Overview and Syllabus

This appendix provides the course overview and syllabus components visible to learners and families at course entry.

Course description

Social Studies Grade 4 develops knowledge and skills in Florida history, civics and government, economics and financial literacy, and geography. The course uses source based learning, map and timeline tasks, and structured writing to build disciplinary literacy alongside content knowledge.

Course structure

1. Units are organized around Florida standards clusters and are presented in a consistent sequence
2. Each unit includes lessons, guided practice, independent practice, and a mastery check
3. Major units include at least one performance task scored with a rubric
4. A cumulative portfolio is maintained across units

Participation expectations

1. Learners engage in lessons and required tasks on a regular schedule aligned to the pacing guide
2. Learners complete mastery checks and resubmit work when needed to meet the mastery threshold
3. Learners participate in assigned discussions or collaborative tasks when required

Communication and support

1. Learners contact the instructor through secure platform messaging for academic questions and feedback
2. Families request conferences to review progress and plan targeted supports
3. Technical support requests are routed through a help form and tracked to resolution

Grading and mastery

Grades are based on evidence of mastery through practice activities, mastery checks, and rubric scored projects and written responses. Learners may revise and resubmit major work products based on feedback to demonstrate mastery.

Appendix 2 Scope and Sequence

This appendix documents the instructional sequence, major topics, and assessment checkpoints.

Unit	Focus	Major assessments
Unit 1	Early Florida and exploration	Baseline knowledge check, map skills task, short response
Unit 2	Colonial and territorial Florida	Source analysis task, mastery check, short response
Unit 3	Growth and change in Florida	Timeline project, mastery check
Unit 4	Modern Florida	Project based demonstration and mastery check
Unit 5	Civics and government in Florida	Civics scenario task and mastery check
Unit 6	Economics and financial literacy	Applied economics and finance task and mastery check
Unit 7	Geography and maps	Geography performance task and mastery check
Unit 8	Portfolio review and reflection	Portfolio submission and reflection conference

Teachers monitor progress and assign targeted support or enrichment based on performance evidence and pacing needs.

Appendix 3 Student Digital Readiness and Minimum Skills

Learners demonstrate basic digital literacy skills needed to navigate the course and submit

work.

1. Log in securely and manage credentials appropriately
 2. Navigate modules, open assignments, and locate feedback
 3. Type and format short responses and multi paragraph writing
 4. Upload or attach files and submit assignments
 5. Use basic revision tools such as spell check where available
 6. Use built in accessibility tools such as zoom, read aloud, captions, and keyboard navigation when needed
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Appendix 4 Orientation Module and Readiness Check

Learners complete an orientation module prior to beginning Unit 1. Orientation confirms technology readiness and establishes course routines.

Orientation outline

1. Course tour and navigation practice
 2. How mastery works and what to do when mastery is not met
 3. How to submit work and review feedback
 4. Academic integrity and appropriate source use
 5. Digital citizenship and communication norms
 6. Readiness check quiz and practice submission
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Appendix 5 Instructor Profile Format and Communication Plan

Instructor information and communication expectations are posted at course entry and remain accessible.

Instructor profile fields

1. Instructor name and role
2. Certification and relevant experience summary
3. Office hours or availability windows
4. Communication channels available to students and families
5. Expected response times for messages and feedback on graded work

Communication plan

1. Weekly progress message to families for learners needing pacing support
2. Unit completion message summarizing mastery status and next steps

Appendix 6 Course Policies

Academic integrity and source use

Learners submit original work. When learners use sources, they quote or paraphrase accurately and cite the source using the format provided in the course.

Participation and pacing

Learners follow the pacing plan and complete checkpoints. Teachers monitor engagement and progress and initiate documented interventions when learners fall behind.

Revisions

Major tasks include structured revision opportunities. Teachers provide rubric aligned feedback and require resubmission when criteria are not met.

Communication norms

Course communication is respectful and evidence based. Teachers moderate discussion spaces and apply course norms consistently.

Privacy

Student data access is role based. Public reporting uses aggregated information with suppression or combining for small groups to avoid identification.

Accessibility

Course design supports accessibility. When barriers are identified, alternate formats and supports are provided so learners can access instruction and demonstrate mastery.

Appendix 7 Technology Requirements

1. Device: current laptop, desktop, or tablet capable of running a modern browser
 2. Connectivity: stable broadband connection suitable for interactive content
 3. Audio: headphones or speakers for media content
 4. Microphone: used for conferencing and oral response options when assigned
 5. Accessibility tools: captions, zoom, read aloud, and keyboard navigation support
-

Appendix 8 Technical Support Plan

Support channels

- 1. Help request form within the learning platform
- 2. Support email for families who cannot access the platform
- 3. Phone escalation for urgent access issues during scheduled assessments

Response targets

- 1. Ticket acknowledgement within one business day
- 2. Common issue resolution target within three business days
- 3. Critical access issue triage includes same day workaround plan when needed

Documentation

- 1. Ticket log includes issue category, timestamps, actions taken, and closure note
- 2. Recurring issues are reviewed for root cause and corrective action

Appendix 9 Assessment and Grading Framework

Assessment types

- 1. Formative checks: practice activities with immediate feedback
- 2. Mastery checks: standards aligned checks requiring a mastery threshold
- 3. Projects: timelines, maps, and explanatory writing scored with rubrics
- 4. Portfolio: cumulative evidence of learning growth and reflection

Grading categories and weights

Category	Weight	Description
Mastery checks	40 percent	Standards aligned evidence by unit
Projects and written responses	45 percent	Rubric scored performance tasks
Practice and participation	15 percent	Required practice, discussions, and reflections

Mastery expectations

1. Mastery threshold is at least 90 percent on mastery checks
2. Revisions are required when project criteria are not met
3. Teachers document reteach and reassessment decisions for consistency

Appendix 10 Standards and Benchmarks Coverage Map

This coverage map lists Grade 4 Social Studies benchmarks and indicates where each benchmark is taught and assessed in the course.

Benchmark code	Benchmark statement	Primary unit coverage	Evidence of mastery
SS.4.A.1.1	Analyze primary and secondary resources to identify significant individuals and events throughout Florida history.	Unit 1 Early Florida and exploration	Source based response or project artifact plus mastery check
SS.4.A.1.2	Synthesize information related to Florida history through print and electronic media.	Unit 1 Early Florida and exploration	Source based response or project artifact plus mastery check
SS.4.A.2.1	Compare Native American tribes in Florida. 27	Unit 1 Early Florida and exploration	Source based response or project artifact plus mastery check
SS.4.A.3.1	Identify explorers who came to Florida and the motivations for their expeditions.	Unit 2 Colonial	Source based

		and territorial Florida	response or project artifact plus mastery check
SS.4.A.3.2	Describe causes and effects of European colonization on the Native American tribes of Florida.	Unit 2 Colonial and territorial Florida	Source based response or project artifact plus mastery check
SS.4.A.3.3	Identify the significance of St. Augustine as the oldest permanent European settlement in the United States.	Unit 2 Colonial and territorial Florida	Source based response or project artifact plus mastery check
SS.4.A.3.4	Explain the purpose of and daily life on missions (San Luis de Talimali in present day Tallahassee).	Unit 2 Colonial and territorial Florida	Source based response or project artifact plus mastery check
SS.4.A.3.5	Identify the significance of Fort Mose as the first free African community in the United States.	Unit 2 Colonial and territorial Florida	Source based response or project artifact plus mastery check

SS.4.A.3.6	Identify the effects of Spanish rule in Florida.	Unit 2 Colonial and territorial Florida	Source based response or project artifact plus mastery check
SS.4.A.3.7	Identify nations (Spain, France, England) that controlled Florida before it became a United States territory.	Unit 2 Colonial and territorial Florida	Source based response or project artifact plus mastery check
SS.4.A.3.8	Explain how the Seminole tribe formed and the purpose for their migration.	Unit 2 Colonial and territorial Florida	Source based response or project artifact plus mastery check
SS.4.A.3.9	Explain how Florida (Adams Onis Treaty) became a United States territory.	Unit 2 Colonial and territorial Florida	Source based response or project artifact plus mastery check
SS.4.A.3.10	Identify the causes and effects of the Seminole Wars.	Unit 2 Colonial and territorial Florida	Source based response or project artifact plus mastery

			check
SS.4.A.4.1	Explain the effects of technological advances on Florida.	Unit 2 Colonial and territorial Florida	Source based response or project artifact plus mastery check
SS.4.A.4.2	Describe pioneer life in Florida.	Unit 2 Colonial and territorial Florida	Source based response or project artifact plus mastery check
SS.4.A.5.1	Describe Florida's involvement (secession, blockades of ports, the battles of Ft. Pickens, Olustee, Ft. Brooke, Natural Bridge, food supply) in the Civil War.	Unit 3 Growth and change in Florida	Source based response or project artifact plus mastery check
SS.4.A.5.2	Summarize challenges that Floridians faced during Reconstruction. 28	Unit 3 Growth and change in Florida	Source based response or project artifact plus mastery check
SS.4.A.6.1	Describe the economic development of Florida's major industries.	Unit 3 Growth and change in Florida	Source based response or project artifact

			plus mastery check
SS.4.A.6.2	Summarize contributions that immigrant groups made to Florida.	Unit 3 Growth and change in Florida	Source based response or project artifact plus mastery check
SS.4.A.6.3	Describe the contributions of significant individuals to Florida.	Unit 3 Growth and change in Florida	Source based response or project artifact plus mastery check
SS.4.A.6.4	Describe effects of the Spanish American War on Florida.	Unit 3 Growth and change in Florida	Source based response or project artifact plus mastery check
SS.4.A.7.1	Describe the causes and effects of the 1920's Florida land boom and bust.	Unit 4 Modern Florida	Source based response or project artifact plus mastery check
SS.4.A.7.2	Summarize challenges Floridians faced during the Great Depression.	Unit 4 Modern Florida	Source based response

			or project artifact plus mastery check
SS.4.A.7.3	Identify Florida's role in World War II.	Unit 4 Modern Florida	Source based response or project artifact plus mastery check
SS.4.A.8.1	Identify Florida's role in the Civil Rights Movement.	Unit 4 Modern Florida	Source based response or project artifact plus mastery check
SS.4.A.8.2	Describe how and why immigration impacts Florida today.	Unit 4 Modern Florida	Source based response or project artifact plus mastery check
SS.4.A.8.3	Describe the effect of the United States' space program on Florida's economy and growth.	Unit 4 Modern Florida	Source based response or project artifact plus mastery check
SS.4.A.8.4	Explain how tourism affects Florida's	Unit 4	Source

	economy and growth.	Modern Florida	based response or project artifact plus mastery check
SS.4.A.9.1	Thinking Utilize timelines to sequence key events in Florida history. African American History	Unit 4 Modern Florida	Source based response or project artifact plus mastery check
SS.4.AA.1.1	Identify African American community leaders who made positive contributions in the state of Florida (e.g., Zora Neale Hurston, Florida Highwaymen, Mary McLeod Bethune, Evan B. Forde, Bessie Coleman, Gen. Daniel “Chappie” James, Bob Hayes, Sylvia Fowles). 29	Integrated in Units 1 through 4	Source based response or project artifact plus mastery check
SS.4.CG.1.1	Explain why the Florida government has a written Constitution. Students will recognize that every state has a state constitution. Students will explain the relationship between a written constitution, the government the citizens.	Unit 5 Civics and government in Florida	Scenario based response plus mastery check
SS.4.CG.2.1	Identify and describe how citizens work with local and state governments to solve problems. Students will explain how public issues, such as taxation, roads, zoning, and schools, daily lives.	Unit 5 Civics and government in Florida	Scenario based response plus mastery check
SS.4.CG.2.2	Explain the importance of voting, public service, and volunteerism to the state and nation. Students will explain how voting,	Unit 5 Civics and government	Scenario based response

	public service, and volunteerism contribute to the	in Florida	plus mastery check
SS.4.CG.2.3	Identify individuals who represent the citizens of Florida at the state level. Students will identify their local state senator and state representative. Students will identify appropriate methods for communicating with elected officials. Students will recognize that Florida has a representative government.	Unit 5 Civics and government in Florida	Scenario based response plus mastery check
SS.4.CG.3.1	Explain the structure and functions of the legislative, executive, and judicial branches of government in Florida. Students will compare the powers of Florida's three branches of government. Students will explain how the Declaration of Rights in the Florida Constitution protects	Unit 5 Civics and government in Florida	Scenario based response plus mastery check
SS.4.CG.3.2	Compare the structure, functions, and processes of local and state government. 30	Unit 5 Civics and government in Florida	Scenario based response plus mastery check
SS.4.E.1.1	Identify entrepreneurs from various demographic backgrounds who have influenced Florida and local economy.	Unit 6 Economics and financial literacy	Applied economics or finance task plus mastery check
SS.4.E.1.2	Explain Florida's role in the national and international economy and the conditions that attract businesses to the state. Financial Literacy	Unit 6 Economics and financial literacy	Applied economics or finance task plus mastery check
SS.4.FL.1.1	Identify different jobs requiring people to have different skills.	Unit 6 Economics	Applied economics

		and financial literacy	or finance task plus mastery check
SS.4.FL.1.2	Explain why employers are willing to pay people to do their work.	Unit 6 Economics and financial literacy	Applied economics or finance task plus mastery check
SS.4.FL.1.3	Explain the ways in which workers are paid. Example: Explain how a waitress, a teacher, and a realtor are paid.	Unit 6 Economics and financial literacy	Applied economics or finance task plus mastery check
SS.4.FL.1.4	Explain why banks and financial institutions pay people interest when they deposit their money at those institutions.	Unit 6 Economics and financial literacy	Applied economics or finance task plus mastery check
SS.4.FL.1.5	Identify different types of property (such as apartments, automobiles, or tools) that people own and on which rent is paid. 31	Unit 6 Economics and financial literacy	Applied economics or finance task plus mastery check
SS.4.FL.1.6	Describe ways that people who own a business can earn a profit, which is a source of income.	Unit 6 Economics and financial literacy	Applied economics or finance task plus mastery check
SS.4.FL.1.7	Identify ways in which starting a business is risky for entrepreneurs.	Unit 6 Economics and financial	Applied economics or finance task plus

		literacy	mastery check
SS.4.FL.1.8	Describe ways that the revenue from these taxes is used to pay for government provided goods and services.	Unit 6 Economics and financial literacy	Applied economics or finance task plus mastery check
SS.4.FL.2.1	Explain that economic wants are desires that can be satisfied by consuming a good, a service, or a leisure activity.	Unit 6 Economics and financial literacy	Applied economics or finance task plus mastery check
SS.4.FL.2.2	Explain that people make choices about what goods and services they buy because they can't have everything they want. This requires individuals to prioritize their wants.	Unit 6 Economics and financial literacy	Applied economics or finance task plus mastery check
SS.4.FL.2.3	Identify some of the ways that people spend a portion of their income on goods and services in order to increase their personal satisfaction or happiness.	Unit 6 Economics and financial literacy	Applied economics or finance task plus mastery check
SS.4.FL.2.4	Discuss that whenever people buy something, they incur an opportunity cost. Opportunity cost is the value of the next best alternative that is given up when a person makes a choice.	Unit 6 Economics and financial literacy	Applied economics or finance task plus mastery check
SS.4.FL.2.5	Explain that costs are things that a decision maker gives up; benefits are things that a decision maker gains. Make an informed decision by comparing the costs and benefits of spending alternatives.	Unit 6 Economics and financial literacy	Applied economics or finance task plus mastery

			check
SS.4.FL.2.6	Predict how people's spending choices are influenced by prices as well as many other factors, including advertising, the spending choices of others, and peer pressure.	Unit 6 Economics and financial literacy	Applied economics or finance task plus mastery check
SS.4.FL.2.7	Develop a budget plan for spending, saving, and managing income.	Unit 6 Economics and financial literacy	Applied economics or finance task plus mastery check
SS.4.FL.3.1	Identify ways that income is saved, spent on goods and services, or used to pay taxes. 32	Unit 6 Economics and financial literacy	Applied economics or finance task plus mastery check
SS.4.FL.3.2	Explain that when people save money, they give up the opportunity to buy things now in order to buy things later.	Unit 6 Economics and financial literacy	Applied economics or finance task plus mastery check
SS.4.FL.3.3	Identify ways that people can choose to save money in many places for example, at home in a piggy bank or at a commercial bank, credit union, or savings and loan.	Unit 6 Economics and financial literacy	Applied economics or finance task plus mastery check
SS.4.FL.3.4	Identify savings goals that people set as incentives to save. One savings goal might be to buy goods and services in the future.	Unit 6 Economics and financial literacy	Applied economics or finance task plus mastery check

SS.4.FL.3.5	Explain that when people deposit money into a bank (or other financial institution), the bank may pay them interest. Banks attract savings by paying interest. People also deposit money into banks because banks are safe places to keep their savings.	Unit 6 Economics and financial literacy	Applied economics or finance task plus mastery check
SS.4.FL.4.1	Discuss that interest is the price the borrower pays for using someone else's money.	Unit 6 Economics and financial literacy	Applied economics or finance task plus mastery check
SS.4.FL.4.2	Identify instances when people use credit, that they receive something of value now and agree to repay the lender over time, or at some date in the future, with interest.	Unit 6 Economics and financial literacy	Applied economics or finance task plus mastery check
SS.4.FL.5.1	Explain that after people have saved some of their income, they must decide how to invest their savings so that it can grow over time.	Unit 6 Economics and financial literacy	Applied economics or finance task plus mastery check
SS.4.FL.5.2	Explain that a financial investment is the purchase of a financial asset, such as a stock, with the expectation of an increase in the value of the asset and/or increase in future income.	Unit 6 Economics and financial literacy	Applied economics or finance task plus mastery check
SS.4.FL.6.1	Explain that risk is the chance of loss or harm.	Unit 6 Economics and financial literacy	Applied economics or finance task plus mastery check
SS.4.FL.6.2	Explain that risk from accidents and	Unit 6	Applied

	unexpected events is an unavoidable part of daily life.	Economics and financial literacy	economics or finance task plus mastery check
SS.4.FL.6.3	Describe ways that individuals can either choose to accept risk or take steps to protect themselves by avoiding or reducing risk. 33	Unit 6 Economics and financial literacy	Applied economics or finance task plus mastery check
SS.4.FL.6.4	Discuss that one method to cope with unexpected losses is to save for emergencies.	Unit 6 Economics and financial literacy	Applied economics or finance task plus mastery check
SS.4.G.1.1	Identify physical features of Florida.	Unit 7 Geography and maps	Map or spatial task plus mastery check
SS.4.G.1.2	Locate and label cultural features on a Florida map.	Unit 7 Geography and maps	Map or spatial task plus mastery check
SS.4.G.1.3	Explain how weather impacts Florida.	Unit 7 Geography and maps	Map or spatial task plus mastery check
SS.4.G.1.4	Interpret political and physical maps using map elements (title, compass rose, cardinal directions, intermediate directions, symbols, legend, scale, longitude, latitude). 34	Unit 7 Geography and maps	Map or spatial task plus mastery check

Appendix 11 Intervention and Enrichment Menu

Targeted supports

- 1. Vocabulary and background knowledge supports
- 2. Guided source reading and annotation routines
- 3. Writing scaffolds including organizers and modeled responses
- 4. Map skills practice with teacher checks

Enrichment options

- 1. Independent investigation projects with teacher approved sources
- 2. Advanced mapping tasks and comparative source analysis
- 3. Extended explanatory writing connecting unit topics to Florida contexts

Appendix 12 Source Set List and Representation Notes

The course uses curated primary and secondary sources appropriate for Grade 4. Source selection supports multiple perspectives and avoids stereotypes. A source log is maintained using the format below.

Unit	Source type	Title	Creator	Date	Location	License basis	Accessibility note	Representation note
Unit 1	Primary							
Unit 1	Secondary							
Unit 2	Primary							
Unit 2	Secondary							
Unit 3	Primary							
Unit	Secondary							

Representation review checks include accuracy, age appropriateness, and whether a source reinforces stereotypes or omits relevant perspectives. When concerns are identified, the source is replaced or additional context is provided.

Appendix 13 Instructional Materials Review Process

1. Annual review of core materials and embedded links prior to each school year
2. Standards alignment check using the coverage map and assessment blueprint
3. Quality check for clarity, appropriateness, bias, and accessibility
4. Licensing verification for third party content
5. Documentation of changes and approvals in a materials log

Appendix 14 Third Party Content and Attribution Protocol

Attribution rules

1. Every third party text, image, audio, or video includes attribution identifying the source and license basis
2. External links are reviewed for appropriateness, privacy impact, and stability prior to publication
3. Attribution records are updated when content is updated or replaced

Attribution log format

Item	Type	Source	License basis	Placement in course	Date verified	Reviewer
	Image					
	Text excerpt					
	Video					

Appendix 15 Teacher Facilitation Guide

Weekly cadence

1. Review progress dashboards and identify learners needing reteach or enrichment
2. Provide rubric based feedback on written responses and projects
3. Conduct small group support sessions aligned to benchmark gaps
4. Document contacts and interventions for learners off pace

Mastery verification

1. Confirm mastery check integrity through item level review when results are anomalous
 2. Use conferences and short oral checks when authenticity or understanding needs verification
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Appendix 16 Student Goal Setting and Reflection Routine

Weekly routine

1. Set one content goal and one skill goal
 2. Track completion of assigned tasks and note questions for the teacher
 3. Reflect on feedback and identify one improvement action
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Appendix 17 Lesson Structure Blueprint

1. Objective stated in learner friendly language
 2. Direct instruction with an example using a source or map
 3. Guided practice with feedback
 4. Independent practice aligned to the objective
 5. Checkpoint and teacher review point
 6. Optional scaffolds and optional enrichment
-

Appendix 18 Structured Peer Interaction Plan

1. Discussion prompts requiring evidence from sources or content readings
 2. Peer response expectations focused on clarifying reasoning and adding evidence
 3. Teacher moderation and enforcement of communication norms
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Appendix 19 Feedback and Conferencing Protocol

1. Written feedback is specific, actionable, and tied to rubric criteria and benchmark language
2. Conferences are scheduled for learners needing reteach or verification of understanding
3. Each conference ends with a documented action plan

Action plan record format

Learner	Benchmark focus	Support action	Due date	Evidence to collect	Family contact note

Appendix 20 Project Portfolio Requirements

Portfolio artifacts

1. Timeline project
2. Map skills artifact
3. Explanatory writing product using sources
4. Reflection entries documenting growth

Portfolio review checklist

1. All required artifacts present
2. Rubrics attached for scored artifacts
3. Learner reflections completed for each unit
4. Teacher verification note recorded

Appendix 21 Alternate Demonstration Options Guidance

When a learner requires an alternate method to demonstrate mastery, the teacher selects an option that measures the same benchmark demand and uses a comparable scoring guide.

1. Oral response recorded and scored with the same evidence criteria
 2. Graphic organizer plus short explanation for some tasks when appropriate
 3. Multimedia presentation in place of a written report when appropriate and documented
-

Appendix 22 Rubrics

Rubrics are shared at the start of each major task. Rubrics define criteria and performance levels aligned to Grade 4 expectations.

Project and writing rubric criteria

Criteria	Level 4	Level 3	Level 2	Level 1
Content accuracy	Accurate and complete explanation	Mostly accurate with minor gaps	Some inaccuracies or gaps	Many inaccuracies or unclear
Evidence use	Uses multiple sources with explanation	Uses at least one source appropriately	Limited or unclear evidence	No evidence
Organization	Logical structure and clear sequencing	Clear structure with minor issues	Some structure but hard to follow	Disorganized
Conventions	Few errors do not impede meaning	Some errors rarely impede meaning	Frequent errors sometimes impede meaning	Errors impede meaning

Appendix 23 Course Navigation and Readability Standards

Navigation is consistent across units so learners can locate lessons, tasks, and feedback efficiently.

Navigation rules

1. Each unit contains the same sequence: overview, lessons, practice, assessment, reflection
2. Assignments include clear titles and submission expectations
3. Rubrics are attached to major tasks in a consistent location within each unit

Appendix 24 Accessibility and UDL Implementation Guide

1. Multiple means of representation through text, visuals, and models

2. Multiple means of engagement through choice based tasks and interest aligned projects
 3. Multiple means of action and expression through documented alternate demonstration options when appropriate
 4. Accessibility features including headings, alt text, captions, transcripts, and keyboard navigation compatibility
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Appendix 25 Multimedia Accessibility and Usability Requirements

1. Video includes captions and audio includes transcripts when used for instruction
 2. Images include descriptive alt text when they convey meaning
 3. Interactive elements include clear instructions and are operable using keyboard navigation where applicable
 4. Media is tested on common devices and browsers used by families
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Appendix 26 Vendor Accessibility Statements and Conformance References

For each required technology used in the course, the provider maintains an accessibility statement and conformance documentation and makes it available for review.

Technology	Purpose	Accessibility statement availability	Conformance documentation
Learning platform	Content delivery, submissions, feedback	Available in platform help resources	Accessibility conformance report or equivalent
Assessment engine	Mastery checks and quizzes	Available from vendor	Accessibility conformance report or equivalent
Media tools	Instructional media delivery	Available from vendor	Accessibility conformance report or equivalent

Appendix 27 Student Data Privacy and Security Policy

Principles

- 1. Data minimization for instruction and reporting needs
- 2. Role based access limited to staff with legitimate educational interest
- 3. Security controls including encryption in transit and at rest where supported
- 4. Vendor management with contractual privacy and security obligations
- 5. Incident response process for suspected breaches

Public reporting

Public reporting uses aggregated data with suppression or combining for small groups to avoid identification.

Appendix 28 Access Control and Role Permissions

Role	Typical access	Key restrictions
Student	Own coursework, submissions, feedback, grades	No access to other students records
Parent or guardian	Own student progress and communications	No access to other families
Teacher	Assigned rosters, coursework data, assessment results	Access limited to assigned students
School administrator	Schoolwide reports and audit views	Access logged and reviewed
Support staff	Technical diagnostics and ticketing	Access limited to what is needed for resolution

Appendix 29 Course Tool Inventory and Purpose Mapping

Tool category	Use in this course	Data elements used	Notes
Learning platform	Delivers lessons and collects	Student identifiers, progress, submissions,	Primary system for coursework records

	submissions	feedback	
Assessment engine	Mastery checks and quizzes	Item responses and scores	Supports progress monitoring
Messaging	Student teacher communication	Message content and timestamps	Retention consistent with policy
Media delivery	Instructional demonstrations	Access logs when enabled	Captions and transcripts provided for instructional media

Appendix 30 Gradebook and Assessment Scoring Description

1. Every graded item is associated with a category and a benchmark reference where applicable
 2. Scores are recorded at the item level and roll up to category weights
 3. Teachers score projects with rubrics and attach feedback
 4. Grade exports support records and reporting workflows
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Appendix 31 Adaptive and Automated Feedback Use Protocol

Automated supports may provide immediate practice feedback. Teachers remain responsible for instructional decisions and scoring of major work products.

1. Teachers review performance data to assign targeted instruction and practice
 2. Major work products are scored by teachers using rubrics
 3. Automated feedback is monitored for alignment to Grade 4 expectations
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Screens referenced in appendices

The following screens illustrate how learners and families access required information within the public site and within the learning platform.

Unbound Social Studies Grade 4 Course Overview	
<div>Menu</div> <div>Course overview</div> <div>Syllabus</div> <div>Units</div> <div>Teacher contact</div> <div>Support</div>	<div>What you will learn</div> <div>Florida history from early Florida through modern Florida</div> <div>Civics and government in Florida</div> <div>Economics and financial literacy in real contexts</div> <div>Geography and map skills across units</div> <div>How grading and mastery work</div> <div>How to get help and contact your teacher</div>

Screen 1 Course overview page

Orientation Module Social Studies Grade 4	
<div>Menu</div> <div>Start here</div> <div>How mastery works</div> <div>How to submit work</div> <div>Accessibility settings</div> <div>Digital citizenship</div>	<div>Orientation checklist</div> <div>Complete navigation tour</div> <div>Review course policies</div> <div>Complete readiness activity</div> <div>Set weekly learning goal</div> <div>Confirm you can access support</div>

Screen 2 Orientation module

Teacher Contact and Conferences	
Menu Message teacher Conference request Office hours Feedback	Contact options Send a secure message in the platform Request a conference time View office hours and response time expectations Escalate urgent access issues through support

Screen 3 Teacher contact and conferences

Learner Progress Dashboard	
Menu Units Mastery status Written work Projects Attendance	Progress overview Unit mastery status with percent complete Recent feedback on written responses Upcoming mastery checks and project due dates Recommended practice based on recent results

Screen 4 Learner progress dashboard

Support Center	
<div>Menu</div> <div>Help articles</div> <div>Submit a ticket</div> <div>Live support</div> <div>Device check</div>	<div>Submit a support request</div> <div>Select issue category</div> <div>Describe the problem and attach screenshot if needed</div> <div>Provide learner name and course</div> <div>Track ticket status and resolution notes</div>

Screen 5 Support center