

# SECONDARY SOCIAL STUDIES CASE STUDY

## Social Studies Standard for Civics

### What are the students learning?

**Grade level standard:** C4.9-10.2 Analyze how governments throughout history have or have not valued individual rights over the common good.

### Example Learning Progression for Secondary Social Studies

| Teacher Adjusted (Access Points are not developed for Social Studies)   |  |   |   | Grade Level Standard   |
|---|--|---|---|--|
| Less Complex  | Intermediate   | More Complex  | Further Complexity  | Grade Level Standard   |
| Student will <b>identify</b> an individual right (e.g., voting) or an example of a common good (e.g., public safety). | Student will <b>identify</b> a government action that prioritizes either an individual right or the common good. | Student will <b>identify and describe</b> a historical example of a government prioritizing individual rights over the common good. | Student will <b>identify and describe</b> multiple historical examples of a government prioritizing individual rights over the common good. | C4.9-10.2 Analyze how governments throughout history have or have not valued individual rights over the common good. |



## How could I teach this standard in general education to all students?

### Introduction to Concepts

- **Engagement Activity:** Start with an impactful video or a primary source document emphasizing historical decisions about individual rights versus the common good. For example, excerpts from the Declaration of Independence or speeches during civil rights movements.
- **Discussion Prompt:** Facilitate a class discussion using guiding questions, such as, "What happens when individual rights conflict with the needs of society?"

### Historical Case Studies

- **Group Work:** Divide students into small groups, each focusing on a different historical context (e.g., Ancient Rome, the American Revolution, modern-day legislation). Provide a variety of sources, including texts, documents, and multimedia resources for analysis.
- **Graphic Organizers:** Use tools like Venn diagrams to help students compare and contrast different cases focusing on how each government dealt with individual rights and common good.

## Analyzing Impacts

- **Critical Analysis:** Ask students to consider the outcomes of these decisions. How did prioritizing one over the other impact different groups within society? Encourage them to evaluate the perspectives of marginalized communities.
- **Support for Discussion:** Use structured debate formats to encourage students to defend their positions based on evidence from class discussions and readings.

## Reflection and Connection

- **Reflection Journals:** Have students write journal entries discussing their views on the balance between individual rights and the common good. Prompt them to relate their reflections to current events, fostering a sense of relevance.
- **Final Projects:** Conclude with presentations of their research papers or creative projects, allowing students to express what they learned about the implications of governmental responsibilities.

## How could I measure understanding of the standard for students with significant cognitive disabilities?

Start with how you measure student understanding for all students and adapt from there.

For example, if you ask the class to write a comparative essay on a historical event like Japanese Internment or the implementation of seatbelt laws, start there for your students who have significant cognitive disabilities (may decide to simplify the "conflict" into a visual choice task). If the student requires scaffolds to support their engagement, you might give them a "Who Benefits?" sorting mat where they place government actions into categories of "Me/One Person" (Individual Rights) or "Everyone/Us" (Common Good) to design scaffolded supports and prompts. If a student needs scaffolds at a certain Access Point for one standard, don't assume they will need this level of scaffolding for every other standard.

## Further Complexity towards the Grade-Level Standard

Students may be able to do more than the WA-AIM More Complex Access Point. In this case, it is essential to challenge them to reach toward the grade-level content standard. In this case, they may be evaluating a current event (like a new school rule or a community law) to argue whether it is fair to the individual or the community, using a "Claim and Evidence" scaffold to justify their position. They might move beyond identifying a single priority and begin to recognize the "trade-off" or compromise a government must make.

*If the student requires additional scaffolding, consider the More Complex Access Point.*

## More Complex (WA-AIM Access Point)



To measure the student's demonstration of the standard according to the More Complex Access Point, the student is required to **identify a specific historical government action and describe how it prioritized either an individual right or the common good**. An example of this would be using a historical photo of a "Public Health Clinic" and describing how the government's action helped the whole community stay healthy (Common Good).




*If the student requires additional scaffolds beyond the More Complex Access Point, consider using the*

*Intermediate Access Point.*

*Intermediate (WA-AIM Access Point)*

To measure the student’s Intermediate Access Point understanding of the standard, the WA-AIM Access Point says the **student will identify a government action and determine if it prioritizes an individual right or the common good, given a choice of simplified scenarios.** Given accommodations and communication support, their graphic organizer may look something like this:

| <b>Government Rule</b>  | <b>Who does it help?</b> | <b>Is it a Right or Common Good?</b> |
|---|--------------------------|--------------------------------------|
| <i>Stop Sign</i><br> | Everyone on the road     | <b>Common Good</b>                   |
| <i>Voting</i><br>    | One person’s voice       | <b>Individual Right</b>              |

| <b>Scenario Icon</b>  | <b>Government Action</b>   | <b>Choice A: Me/One (Right)</b> | <b>Choice B: Us/All (Good)</b> |
|---|--|---------------------------------|--------------------------------|
|  | <b>Voting:</b> A person picks a leader.                              | <b>X</b>                        |                                |
|  | <b>Stop Signs:</b> Everyone must stop.                               |                                 | <b>X</b>                       |
|  | <b>Public Education:</b> All children have access to free education. |                                 | <b>X</b>                       |

*If the student continues to require additional scaffolding given the Intermediate Access Point, consider the Less Complex Access Point.*

*Less Complex (WA-AIM Access Point)*

The Less Complex Access Point for this standard is to “Identify an individual right or an example of a common good.” To measure this Access Point aligned to the standard, students with significant cognitive disabilities will need concrete, high-contrast visual supports that contrast "Individual" (One) and "Common Good" (All).

An example of this could be showing a photo of a student’s own private locker (Individual Right/Space) versus the school cafeteria (Common Good/Space). The student demonstrates understanding by correctly identifying which photo represents a "Common Good" when prompted.

## Reducing Barriers for Learners who have Significant Cognitive Disabilities in Large Group Lessons

Make reducing barriers an ongoing practice embedded in the instructional process - take a few minutes to think about your process! Is there a barrier related to:

- **Interest or engagement?** Think about how to incorporate the student's lived experiences, culture, and interests into word problems, instruction, and materials. For example, start each lesson with a brief story or a current event scenario that ties into individual rights and the common good, focusing on relatable themes, such as school rules or community laws.
- **Background knowledge?** Introduce a vocabulary bank with visual aids (icons, images) that represent critical terms in a concrete way. For instance, use a simple picture for "individual right" (like a person voting) and for "common good" (like people using a park). This supports understanding by making abstract concepts more tangible.
- **Showing what they know?** Allow students to demonstrate understanding through multiple means, such as through a choice board where they might present what they've learned using visuals (like a poster), or by acting out scenarios, or even using digital tools like simple presentation software. This accommodates different modes of expression and allows students to showcase their learning in ways that suit their strengths.

# Expanded Learning Progression for Secondary Social Studies

|                                 |  | Teacher Adjusted Complexity   |  |  |  | Grade Level Standard   |
|---------------------------------|--|---|--|--|--|--|
|                                 |  | Less Complex  | Intermediate   | More Complex   | Further Complexity   | Grade Level Standard   |
| Student Skill                   |  | Student will <b>identify</b> an individual right (e.g., voting) or an example of a common good (e.g., public safety).   | Student will <b>identify</b> a government action that prioritizes either an individual right or the common good.   | Student will <b>identify and describe</b> a historical example of a government prioritizing individual rights over the common good.  | Student will <b>identify and describe</b> multiple historical examples of a government prioritizing individual rights over the common good.  | C4.9-10.2 Analyze how governments throughout history have or have not valued individual rights over the common good.   |
| Complexity                      |  | <ul style="list-style-type: none"> <li>Focus on binary identification using concrete, personal examples (e.g., "my locker" vs. "the park").</li> </ul>  | <ul style="list-style-type: none"> <li>Connects a specific rule or law to the group it benefits.</li> </ul>  | <ul style="list-style-type: none"> <li>Requires linking a specific historical event to the core concept of individual rights or common good</li> </ul>   | <ul style="list-style-type: none"> <li>Synthesis of different time periods to identify patterns in government decision-making.</li> </ul>  | <ul style="list-style-type: none"> <li>Nuanced analysis of trade-offs, conflicting values, and long-term societal impact</li> </ul>  |
| Success Criteria Ex.            |  | <ul style="list-style-type: none"> <li>Points to a picture or object representing a common good or individual right.</li> </ul>   | <ul style="list-style-type: none"> <li>Correctly sorts government action cards into the Common Good or Individual Right bin/T-chart.</li> <li>Uses alternative communication methods to identify government actions that promote an individual right or common good in class discussion</li> </ul>   | <ul style="list-style-type: none"> <li>Uses a sentence frame to explain a historical government example prioritizing individual rights over collective good.</li> <li>Completes a presentation slide deck showing a historical government examples of individual rights or common good.</li> </ul>   | <ul style="list-style-type: none"> <li>Compares a Common Good with Individual Rights on a chart, sorting by current/past and common good or individual right</li> </ul>  | <ul style="list-style-type: none"> <li>Independently writes or presents a critique of a government policy using historical evidence.</li> </ul>  |
| Instructional Strategy Examples |  | <p><u>Visual Supports</u></p> <ul style="list-style-type: none"> <li>High-contrast icons for "One Person" (Right) vs. "A Large Group" (Good).</li> </ul> <p><u>Scaffolds</u></p> <ul style="list-style-type: none"> <li>Physical sorting bins labeled with the icons for "Me" and "Us."</li> </ul> <p><u>Technology</u></p> <ul style="list-style-type: none"> <li>BIG Mack switch to play a recorded definition of a "Right" or a "Good."</li> </ul> | <p><u>Visual Supports</u></p> <ul style="list-style-type: none"> <li>Color-coded scenario cards (e.g., Green for "Me/Rights," Blue for "Everyone/Good").</li> </ul> <p><u>Scaffolds</u></p> <ul style="list-style-type: none"> <li>"Who does this help?" verbal or visual prompts for each scenario card.</li> </ul> <p><u>Technology</u></p> <ul style="list-style-type: none"> <li>Use Interactive Sorting Apps to drag government actions to the "Me" or "Us" icons.</li> </ul> | <p><u>Visual Supports</u></p> <ul style="list-style-type: none"> <li>"Then vs. Now" historical photo timelines to ground abstract concepts in time.</li> </ul> <p><u>Scaffolds</u></p> <ul style="list-style-type: none"> <li>Sentence frames: "The government chose [Action] to help [Person/Group]."</li> </ul> <p><u>Technology</u></p> <ul style="list-style-type: none"> <li>AAC devices with a "Civics" page containing terms like <i>History</i>, <i>Law</i>, and <i>Fair</i>.</li> </ul> | <p><u>Visual Supports</u></p> <ul style="list-style-type: none"> <li>Venn Diagrams or T-charts to visually compare two different laws or eras.</li> </ul> <p><u>Scaffolds</u></p> <ul style="list-style-type: none"> <li>Decision matrices that weight the "benefits" vs. "costs" of a specific government rule.</li> </ul> <p><u>Technology</u></p> <ul style="list-style-type: none"> <li>Digital mapping software to create maps linking events to their priorities.</li> </ul> | <p><u>Visual Supports</u></p> <ul style="list-style-type: none"> <li>Policy flowcharts or impact maps showing long-term effects of a law.</li> </ul> <p><u>Scaffolds</u></p> <ul style="list-style-type: none"> <li>CER (Claim, Evidence, Reasoning) templates to structure a written/oral analysis.</li> </ul> <p><u>Technology</u></p> <ul style="list-style-type: none"> <li>News articles with adjusted reading levels to research diverse historical perspectives.</li> </ul> |