

ELEMENTARY SOCIAL STUDIES STANDARDS

CASE STUDY

3rd Grade Economics Social Studies Standard

What are the students learning?

Grade level standard: E2.4.3 Identify examples of the variety of resources (human capital, physical capital, and natural resources) that are used to produce goods and services in Washington state.

Example Learning Progression Elementary 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 identify one natural resource used to produce a good in Washington (e.g., trees are used to make paper).	Student will identify two different types of resources used to produce a Washington good.	Student will categorize a set of examples into human capital, physical capital, and natural resources for a specific WA industry (e.g., fishing).	Student will compare the resources used in two different WA industries and identify one common resource they both require to function.	E2.4.3 Identify examples of the variety of resources (human capital, physical capital, and natural resources) that are used to produce goods and services in Washington state.

Educator adapts instruction to meet the needs of students and deepen learning toward grade level standard

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

Introduce Students to Resources

- **Engagement Activity:** Educators may start with a story or video that highlights the variety of resources in Washington state, such as farming, technology, and natural parks. Facilitate a whole-class discussion to elicit prior knowledge. Ask questions like, "What resources do you think are important in our area?"

Exploring Resources

- **Small Group Research:** Students may be divided into small groups where each group focuses on one type of capital (human, physical, natural). They may explore a variety of resources, including books, articles, and websites accessible through tablets or computers. *Example:* Each group could create a mind map using a digital tool to illustrate their findings, helping visualize connections between resources and their production.

Constructing Understanding

- **Hands-On Activity:** Students can gather items (or images) representing human capital (like pictures of workers), physical capital (like machinery), and natural resources (like plants or minerals). Students can categorize these items on a large board.
- **Design a "Goods and Services Fair":** Students can create booths that showcase what they learned about their assigned resource. Each booth can feature descriptions, examples, and visuals.

Pressing for Reflection

- **Class Presentation:** Host a "Resources Showcase" where each group presents what they learned to their peers, using the mind maps or items they collected.
- **Reflection Journal:** Have students write or draw about the importance of these resources in their community.

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 students are choosing a well-known Washington product (e.g., an apple, a Boeing airplane, or a Microsoft software program) and creating a "recipe" card that lists an example of **Human Capital**, **Physical Capital**, and a **Natural Resource** required to produce that good, engage students with significant cognitive disabilities in the same task, providing accommodations and modifications as necessary.

For students who may need a more structured task, provide alternatives to open written or spoken outputs, allowing flexibility for communicating their learning in various ways using accommodations such as sentence frames, word banks, and visuals.

Economics Recipe Card

Recipe Name: _____

Resources Needed

 **Natural Resource:** _____

 **Human Capital:** _____

 **Physical Capital:** _____

My Sentence:

This recipe needs _____, _____, and _____ to be made.

Word Bank

apple tree | farmer | ladder | soil | tools

Further Complexity towards the Grade-Level Standard

It is important to give the student an opportunity to demonstrate their understanding of the grade level standard. It is possible a student may be able to do more than the WA-AIM Most Complex Access Point. It is essential to challenge them to reach toward the grade level content standard.

However, it is likely they will require some accommodations and possibly modifications in how it is assessed. In this case, two options might be appropriate.

- Increase the amount of scaffolding or accommodations that most students already get on the assessment (e.g., multimodal assessment that includes flexibility in response options, for example, picture response versus written), and/or
- Provide the student an opportunity to demonstrate skills in the grade-level standard with a focus on the essential components and greater instructional scaffolding.

To challenge a student toward the grade-level standard, the teacher adjusted standard states for the student to **compare** two different goods and identify a resource they have in common.

An educator might present an image of a **Salmon Dinner** and an **Apple** and ask the student to find the "Natural Resource" needed for both (e.g., Water). If needed, the team could provide a "Resource Word Bank" with pictures so the student can match the icon to the product.



What natural resource is needed for salmon and an apple?

Trees |  Soil |  Air |  Water

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

More Complex (WA-AIM Access Point)

The More Complex access point states that students will identify examples of **all three types of resources** (human, physical, and natural) used to produce a good or service in Washington. Educators may assess this by providing a "Production Board" for a local service, like a **Library**. Give the student three piles of photos. The student must select **one** from each pile to "complete" the library:

- **Human:** A Librarian.
- **Physical:** A computer or bookshelf.
- **Natural:** Wood for the paper in the books.

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

Intermediate (WA-AIM Access Point)

The Intermediate Access Point states that a student will identify **two types of resources** used to produce a good or service. To assess this Access Point, an educator may show the student a picture of a product (e.g., **Washington Farm**) and ask the student: "Find the **Person** (Human Capital) and the

Tool (Physical Capital) we need to grow the food." If needed, provide the student a limited choice of three icons (e.g., a Farmer, a Tractor, and a Toy Car). The student identifies the two that belong on the farm.

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 requires a student to identify one resource used to produce a good or service. To assess this Access Point, an educator might show the student a finished good, like a Wooden Chair. Ask: "Which natural resource did we need to make this?" If needed, provide two very distinct choices for the student (e.g., A Tree (Natural Resource) and a Pizza).

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?** To keep students engaged, it's important to tailor activities to their interests and provide support that fosters participation without overwhelming them. Educators can do this by integrating examples that are relevant to the students' own experiences. For instance, discuss local farms they might visit or community resources they are familiar with, making the content relatable. Another option is to incorporate hands-on learning: Build opportunities for experiential learning, such as a "resource exploration day" where students can touch and interact with real objects representing each type of capital (e.g., soil for natural resources, toy tools for physical capital).
- **Background knowledge?** To ensure students can access and comprehend the content related to human capital, physical capital, and natural resources, it's essential to present information in multiple formats. One way to do this is to incorporate tactile experiences, such as using real objects (e.g., soil, small tools) to represent resources. This can help students make concrete connections to abstract concepts.
- **Showing what they know?** Provide various means for students to express their understanding to cater to the diverse abilities of students with significant cognitive disabilities. One way to do this is to offer graphic organizers or templates to assist students in categorizing resources. These can have pre-defined labels for human capital, physical capital, and natural resources, with space for images or drawings. Additionally, consider how assistive technology tools such as speech-to-text software, visuals, or tablets with apps that allow students to create presentations or record their ideas verbally, could make the process more accessible.

Use these [Inclusive Strategies](#) to help reduce barriers³.

³ The Inclusive Big Ideas were adapted from resources created by the [NCSC Project](#), a federal grant from the US Department of Education (PR/Award #: H373X100002). However, the contents do not necessarily represent the policy of the US Department of Education and no assumption of endorsement by the Federal government should be made.

Expanded Learning Progression for Elementary Social Studies

	Teacher Adjusted Complexity				Grade Level Standard
	Less Complex	Intermediate	More Complex	Further Complexity	Grade Level Standard
Student Skill	Student will identify one natural resource used to produce a good in Washington (e.g., trees are used to make paper).	Student will identify two different types of resources used to produce a Washington good.	Student will categorize a set of examples into human capital, physical capital, and natural resources for a specific Washington industry (e.g., fishing).	Student will compare the resources used in two different WA industries and identify one common resource they both require to function.	E2.4.3 Identify examples of the variety of resources (human capital, physical capital, and natural resources) that are used to produce goods and services in Washington state.
Complexity Details	Focus on a direct link between a resource and a final product (e.g., Tree -> Paper).	Recognizing that production requires both a person (human) and a thing (natural or physical).	Understanding product production, including labor, tools, and materials that are needed.	Analyzing how different industries (e.g., Tech vs. Agriculture) rely on different types of capital.	Broad application across various state industries (Aviation, Apples, Software, etc.).
Success Criteria Ex:	Given a product or picture of a product, the student selects a resource needed to make it.	- Selects visuals to fill out a chart of two types of resources needed for a product - Sort resources photos by type (e.g., human vs. natural)	For a product, selects a human, physical, and natural resource needed to produce it from a bank.	- Fills out Venn diagram to compare/contrast resources needed for two different products - Explains that one product may need different types of resources (physical, human, natural)	Correctly labels a set of 10 mixed resources into the three categories for a variety of WA goods.
Instructional Strategy Examples	<u>Visual Supports</u> - High-contrast "Resource vs. Not a Resource" cards. <u>Scaffolds</u> - Using real-life objects (a real apple and a real leaf). <u>Technology</u> - Use a switch or a single-button app to "name" a resource when shown a product.	<u>Visual Supports</u> - Sorting mat with two columns. <u>Scaffolds</u> "Who works here?" and "What tool do they use?" Prompts. <u>Technology</u> - Use Boom Cards or a Slide with "locking" backgrounds where the student drags icons into a simple chart.	<u>Visual Supports</u> - Three-way Graphic Organizer (People/Tools/Nature). <u>Scaffolds</u> "Production Recipe" template. <u>Technology</u> - Multimedia Choice Boards: Use a digital "Recipe Card" where students insert photos or videos they took in class.	<u>Visual Supports</u> - Industry comparison Venn Diagram. <u>Scaffolds</u> "Resource Scavenger Hunt" in the community. <u>Technology</u> - Use Digital Mind Mapping tools to create a visual map comparing a "Farm" to a "Factory."	<u>Visual Supports</u> - Economic flow charts of WA state. <u>Scaffolds</u> - Case studies on major WA companies (Microsoft, Starbucks) <u>Technology</u> - Use a tool like Google Earth to "visit" a Washington orchard, a dam, and a Boeing hangar to find resources.