

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 identify an individual right (e.g., voting) or an example of a common good (e.g., public safety).	Student will identify a government action that prioritizes either an individual right or the common good.	Student will identify and describe a historical example of a government prioritizing individual rights over the common good.	Student will identify and describe 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.

← 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?

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:

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

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

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 identify an individual right (e.g., voting) or an example of a common good (e.g., public safety).	Student will identify a government action that prioritizes either an individual right or the common good.	Student will identify and describe a historical example of a government prioritizing individual rights over the common good.	Student will identify and describe 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	Focus on binary identification using concrete, personal examples (e.g., "my locker" vs. "the park").	Connects a specific rule or law to the group it benefits.	Requires linking a specific historical event to the core concept of individual rights or common good	Synthesis of different time periods to identify patterns in government decision-making.	Nuanced analysis of trade-offs, conflicting values, and long-term societal impact
Success Criteria Ex.	Points to a picture or object representing a common good or individual right.	- Correctly sorts government action cards into the Common Good or Individual Right bin/T-chart. - Uses alternative communication methods to identify government actions that promote an individual right or common good in class discussion	- Uses a sentence frame to explain a historical government example prioritizing individual rights over collective good. - Completes a presentation slide deck showing a historical government examples of individual rights or common good.	Compares a Common Good with Individual Rights on a chart, sorting by current/past and common good or individual right	Independently writes or presents a critique of a government policy using historical evidence.
Instructional Strategy Examples	<u>Visual Supports</u> - High-contrast icons for "One Person" (Right) vs. "A Large Group" (Good). <u>Scaffolds</u> - Physical sorting bins labeled with the icons for "Me" and "Us." <u>Technology</u> - BIG Mack switch to play a recorded definition of a "Right" or a "Good."	<u>Visual Supports</u> - Color-coded scenario cards (e.g., Green for "Me/Rights," Blue for "Everyone/Good"). <u>Scaffolds</u> "Who does this help?" verbal or visual prompts for each scenario card. <u>Technology</u> - Use Interactive Sorting Apps to drag government actions to the "Me" or "Us" icons.	<u>Visual Supports</u> "Then vs. Now" historical photo timelines to ground abstract concepts in time. <u>Scaffolds</u> - Sentence frames: "The government chose [Action] to help [Person/Group]." <u>Technology</u> - AAC devices with a "Civics" page containing terms like <i>History</i>, <i>Law</i>, and <i>Fair</i>.	<u>Visual Supports</u> - Venn Diagrams or T-charts to visually compare two different laws or eras. <u>Scaffolds</u> - Decision matrices that weight the "benefits" vs. "costs" of a specific government rule. <u>Technology</u> - Digital mapping software to create maps linking events to their priorities.	<u>Visual Supports</u> - Policy flowcharts or impact maps showing long-term effects of a law. <u>Scaffolds</u> - CER (Claim, Evidence, Reasoning) templates to structure a written/oral analysis. <u>Technology</u> - News articles with adjusted reading levels to research diverse historical perspectives.

Core Instructional Approaches: Describe the primary teaching strategies and learning activities planned for the whole class.

Prompt: Focus on methods that naturally incorporate the multiple means of engagement, representation, and expression from UDL to support all learners from the start.

Instruction will occur in various groupings and with various modalities and include:

- whole-class engagement activities, small group research and collaborative inquiry, and individual reflection to consolidate learning
- Concrete, locally relevant examples, such as Washington state industries, real objects, and photographs, before moving students toward more abstract categorization and comparison.
- Visual supports including sorting mats, graphic organizers, mind maps, and digital tools will be used consistently across the unit to provide multiple means of engagement and representation.
- Built-in learning progressions so teachers can adjust complexity up or down based on where students are, using the same core activities with differentiated entry points.

What instructional strategies and activities can be used to increase access and progress in the standard?

Students will access the concepts of the types of resources needed to produce Washington goods through:

- Relevant examples and collaborative inquiry (multiple means of engagement)
- Flow charts, visuals, case studies, and technology (multiple means of representation)
- Graphic organizers, choice boards, and shared docs (multiple means of action and expression)

Section 2: Planning for Students with Significant Cognitive Disabilities

Access, Engagement, and Action Analysis: What is one barrier to learning we anticipate for students with significant cognitive disabilities?

- Is it related to how student interest or engagement is addressed in the instruction?
- Is it related to how the student's background knowledge (e.g., vocabulary) is addressed in the learning environment?
- Is it related to options available for how students can show what they know?

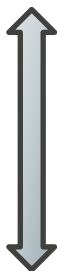
Some students may struggle with abstract thinking and conceptualizing resources into categories of natural, human, and physical.

Brainstorm one way to remove this barrier: What is one way you might remove the identified barrier in the learning environment?

Give the student multiple examples and non examples of each type of resource (natural, human, physical), and potentially some pre-teaching and re-teaching of the terms using explicit instruction.

Complexity Adjustment Planning: Use this space to brainstorm how the content and tasks can be adjusted so that students can access the grade level standard(s) at different complexity levels. Once the list is built, then order it by complexity to create a continuum of complexity for how students can deepen their understanding in the unit.

Prompt: Consider how abstract concepts can be made more concrete and complex tasks broken into manageable components. Collaboration between general education and special education staff will enhance this exercise.



- Identify/select a question about cause (magnetic interaction)
- Ask a question about cause OR effect (magnetic or electric interaction)
- Ask a question about cause AND effect (magnetic or electric interaction)
- Ask multiple questions about cause AND effect (magnetic or electric interaction)
- Ask questions about cause AND effect (magnetic or electric interaction).

TEAM UNIT PLANNING EXERCISE

Secondary Social Studies Case Study

Increasing Student Access and Progress in Grade Level Standards by Adjusting Complexity

Found within the [Reaching Every Learner Companion Tools](#) document, the **Team Unit Planning Exercise Template** is designed to help educators apply the *Reaching Every Learner* approach in their planning and instruction. Grounded in the Universal Design for Learning (UDL) framework, it supports the creation of accessible, inclusive, and appropriately challenging units for all students.

Educators and teams can use these tools during co-planning, lesson design, and ongoing instructional adjustments to meet diverse learner needs.

This case study demonstrates how to use the **Team Unit Planning Exercise Template** to support students with significant cognitive disabilities in making progress in grade-level standards within a unit. It maps to the Expanded Learning Progression for Secondary Math (found on page 29) and can be a helpful process when building out the **Expanded Learning Progression Template**.

Section 1: Whole Class

Unit Content Overview: Begin by writing a clear, short description of your unit's core content. This statement should capture the essential learning that will take place and provide a foundation for planning inclusive instruction for all learners.

Students will analyze how governments throughout history have or have not valued individual rights over the common good.

Standards Alignment: Document the grade-level standards and corresponding WA-AIM Access Points that will be addressed in this unit. Include both content standards and any relevant supporting standards that will help guide instruction and measurement of student learning.

Grade Level and Supporting Standard(s)

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

Are there WA-AIM Access Points for the Standard(s)? If Yes, detail them in Section 1 of the Team Unit Planning Exercise:

No there are not WA-AIM Access Points for the standards however, teacher adjusted complexity could include:

- More Complex: Student will identify and describe a historical example of a government prioritizing individual rights over the common good
- Intermediate: Student will identify a government action that prioritizes either an individual right or the common good
- Less Complex: Student will identify an individual right (e.g., voting) or an example of a common good (e.g., public safety).

Learning Outcomes: Think about the unit's standards in terms of transferable understanding. What are the 2–4 fundamental skills that represent the learning all students should achieve through this unit.

For each learning outcome, develop 2–3 success criteria to demonstrate multiple ways a student could demonstrate their learning.

Prompt: Success criteria should be:

- *Observable and measurable*
- *Allow for multiple demonstration methods*
- *Support differentiated instruction*
- *Connect to real-world applications*
- *Enable student self-assessment to the extent appropriate*

Learning Outcome 1: Students discuss the differences between individual rights and common good.

- Sort actions into individual rights or common good
- Identify examples of individual rights and common good.

Learning Outcome 2: Students identify historical examples of governments prioritizing either individual rights or the common good and the impacts of those decisions.

- Explain a government action that prioritizes either individual rights or collective good
- Compare a common good with individual rights on a chart, sorting by current/past
- Write or present a critique of a government policy using historical evidence

Core Instructional Approaches: Describe the primary teaching strategies and learning activities planned for the whole class.

Prompt: Focus on methods that naturally incorporate the multiple means of engagement, representation, and expression from UDL to support all learners from the start.

Instruction will be provided allowing for flexible means of engagement, representation, and action/expression through the following format:

- Introduction to concepts through exploration of a primary source and discussion
- Group work investigating different historical contexts and various sources
- Critical analysis of government actions using structured debate formats and reflection

What instructional strategies and activities can be used to increase access and progress in the standard?

Students will access the social studies content and activities through:

- Multiple examples of primary sources (photos video, written case studies) (multiple means of representation)
- Collaborative discussion and activity with embedded choice (multiple means of engagement)
- Sentence frames, AAC, and structured debate protocols (multiple means of action and expression)

Section 2: Planning for Students with Significant Cognitive Disabilities

Access, Engagement and Action Analysis: What is one barrier to learning we anticipate for students with significant cognitive disabilities?

- Is it related to how student interest or engagement is addressed in the instruction?
- Is it related to how the student's background knowledge (e.g., vocabulary) is addressed in the learning environment?
- Is it related to options available for how students can show what they know?

Some students may struggle with abstract concepts of individual rights versus collective good.

Brainstorm one way to remove this barrier: What is one way you might remove the identified barrier in the learning environment?

One way to remove this barrier is with relevant and engaging examples that directly impact students today and including multiple representations of those examples (photos, video, discussion)

Complexity Adjustment Planning: Use this space to brainstorm how the content and tasks can be adjusted so that students can access the grade level standard(s) at different complexity levels. Once the list is built, then order it by complexity to create a continuum of complexity for how students can deepen their understanding in the unit.

Prompt: Consider how abstract concepts can be made more concrete and complex tasks broken into manageable components. Collaboration between general education and special education staff will enhance this exercise.



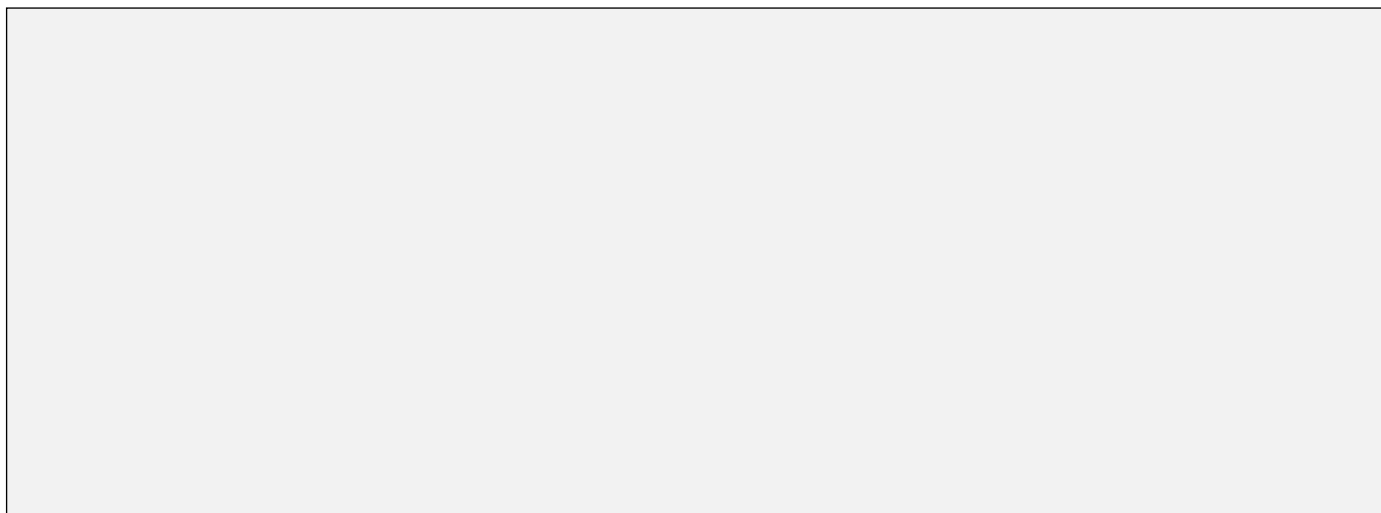
- Identification of a common good or individual right
- Connects a specific rule or law to the group it benefits
- Linking a specific historical event to common good or individual rights
- Synthesis of different time periods to identify patterns in government decision-making
- Nuanced analysis of trade-offs, conflicting values, and long-term societal impact

Bank of Support Strategies: Outline a bank of instructional strategies that will assist students with significant cognitive disabilities to access and make meaningful progress in the learning activities. Consider visual supports, scaffolds and technology.

- Visuals and graphic organizers to organize and represent complex terms/vocabulary
- Task analysis (broken down steps) for structured debate
- Claim, Evidence, Reasoning (CER) writing templates
- Adjusted reading levels

Ongoing Planning for Individualized Support Strategies: Use this space as you are planning and refining instruction to document the individual support strategies students are needing. This box is intentionally shaded as educators may choose to leave this blank initially and instead update this over time.

Remember: For students who have an IEP, accommodations, modifications and support strategies that are determined to be needed may already be documented.



Progress Monitoring Approach Describe how you will measure learning for students with significant cognitive disabilities. Include multiple ways students can demonstrate understanding and how data will be gathered to inform instructional decisions.

Prompt: The progress monitoring approaches outlined should tie back to the learning outcomes and success criteria you identified in section 1.

Evidence of learning could be collected through:

- Multimodal assessments (student responds in multiple means, such as use of word banks, picture supports, graphic organizers, verbal/nonverbal communication)
- Modified assessments with reduced answer choices and/or structured response options
- Exit tickets with visual support options