Tomah Area School District

High Quality Student Learning
Every Child. Every Day.

Essential Learning

Grade/Course: HS Social Studies - World History, US History I/II, Economics, Civics

Essential Knowledge:

Students will examine individual cognition, perception, behavior, and identity (Psychology). Learning about individual cognition, perception, and behavior.

- Analyze biological and environmental factors that influence a person's cognition, perception, and behavior.
- Explain the interaction of biology and experience (i.e., nature and nurture) and its influence on behavior.
- Using scientific practices, conduct research related to a problem or issue affecting individuals and/or society.

Students will investigate and interpret interactions between individuals and groups (Sociology). Learning about the relationship of people and groups as well as cultural patterns.

- Investigate how language and culture can unify a group of people.
- Evaluate the factors that contribute to cooperation and conflict among peoples of a country and the world (e.g., language, religion, culture, race, ethnicity, gender, social or financial inequity, political beliefs, access to resources, economics, environment).
- Critique interpretations of how different cultures interact with their environment.

Students will assess the role that human behavior and cultures play in the development of social endeavors (Anthropology). Learning about the social interactions.

- Analyze the means by and extent to which groups and institutions can influence people, events, and cultures in both historical and contemporary settings.
- Become critically aware of ethnocentrism, its manifestations, and consequences in a world that is increasingly interconnected.

Students will examine the progression of specific forms of technology and their influence within various societies. Learning about the progression of technology.

- Evaluate the purpose for which a technology is created, and analyze the consequences (intended and unintended) to different cultures.

Students will evaluate government decisions and their impact on individuals, businesses, markets, and resources (Role of Government). Learning about the impact of specialization, trade and interdependence.

- Draw conclusions of the effect of specialization and trade on production and consumption of goods and services upon individuals, businesses, and societies.
- Analyze the role of comparative advantage in international trade of goods and services.

Students will use geographic tools and ways of thinking to analyze the world. Learning through the Spatial thinking (map interpretation)

- Interpret maps and images (e.g., political, physical, relief, thematic, virtual/electronic) to analyze geographic problems and changes over time.

Students will analyze human movement and population patterns. Learning the role of reasons people move.

- Evaluate the impact of major international migrations, both past and present, on physical and human systems.

Students will evaluate the relationship between identity and place. Learning the role of characteristics of place.

- Evaluate the effect of culture on a place over time.
- Analyze how physical and human characteristics interact to give a place meaning and significance (e.g., Panama Canal, Chunnel) and shape culture.
- Explain how and why place-based identities can shape events at various scales (e.g., neighborhood, regional identity).
- Explain how and why people view places and regions differently as a function of their ideology, race, ethnicity, language, gender, age, religion, politics, social class, and economic status.

Students will analyze, recognize, and evaluate patterns of continuity and change over time and contextualization of historical events. Contextualization.

- Evaluate how the historical context influenced the process or nature of the continuity or change that took place.

Students will connect past events, people, and ideas to the present; use different perspectives to draw conclusions; and suggest current implications. Connections.

- Analyze significant historical periods and their relationship to present issues and events.

Students will evaluate a variety of primary and secondary sources to interpret the historical context, intended audience, purpose, or author's point of view (Historical Methodology). Purpose.

- Analyze the intended purpose of a specific primary or secondary source.

Students will examine and interpret rights, privileges, and responsibilities in society. Learning the fundamentals of citizenship.

- Assess the difference in constitutional and legal protections for citizens vs. noncitizens.
- Demonstrate the skills necessary to participate in the election process (i.e., registering to vote, identifying and evaluating candidates and issues, and casting a ballot).