COURSE TITLE: Anthropology

DESCRIPTION OF COURSE:

This course introduces students to the discipline of anthropology and its four primary sub-fields: physical anthropology, archaeology, linguistics and cultural anthropology. Students will investigate human origins and evolution, non-human primates, human variation, the concept of race, language systems, past and present human cultures from around the world and the effects of globalization on cultural systems.

MAJOR CONCEPTS AND TOPICS:

1) Physical Anthropology
   a) Physical and behavioral traits of primates
   b) Relationship of humans to primates
   c) Primate evolution
   d) Fossil evidence of hominid evolution
   e) Physical variation among humans
   f) Concept of race

2) Archaeology
   a) Archaeological method
   b) Early human cultures
   c) Origins of agriculture and settlements
   d) Rise of civilizations

3) Linguistics
   a) Verbal communication
   b) Nonverbal communication
   c) Language structure
   d) Relationship between language, thought and culture
   e) Development of human languages

4) Cultural Anthropology
   a) Food
   b) Politics and economics
   c) Sex, gender and family
   d) Globalization
   e) Cultural relativism, ethnocentrism and objectivity

Anthropology COURSE COMPETENCIES
1. Students will demonstrate an understanding of successful and failed efforts at the resolution of conflict and the creation of cooperation between individuals, groups and organizations at the local and national level, and between groups and nations on the international stage.

2. Students will demonstrate an understanding of the core values of the individual, community, state, and nation and the ways in which these values are expressed and practiced in differing societies.

3. Students will demonstrate an understanding of how individuals, groups, and societies interact with each other and with their physical and social environments.

4. Students will demonstrate an understanding of the underlying principles of individual and collective economic choices as well as major systems of production and commerce.

5. Students will demonstrate an understanding of systems of beliefs, knowledge, values, and traditions as well as practices.

6. Students will demonstrate an understanding of exchanges among civilizations from earliest times through the gradual growth of global interaction.

7. Students will demonstrate an understanding of the historic and current impact of the interaction and interdependence of science, technology, and society in a variety of cultural settings.

8. Students will demonstrate an understanding of the tension created by the search for freedom and security, for liberty and equality, and for individualism and the common good.

9. Students will demonstrate an understanding of the changing patterns of class, ethnicity, race, and gender in social and political relations.

10. Students will demonstrate an understanding of how people have expressed their feelings and ideas in art, literature, music, and philosophy.

**SOCIAL STUDIES PROCESS SKILLS**

1. The student will understand that it is important to differentiate and make relevant connections to the past, present and future as well as to changes over time.

2. The student will understand that it is important to detect cause and effect, distinguish fact from opinion, and recognize bias.

3. The student will understand that it is important to evaluate and critique varied sources of information and to use appropriate primary and secondary sources and to use technology to acquire information.
4. The student will understand that it is important to create and test generalizations and theses.

5. The student will understand that it is important to express clear and concise personal opinion supported by evidence.

6. The student will understand that it is important to calculate effects of decisions and decision-making.

Major Concept #1
Physical Anthropology

Topics:
- a) Physical and behavioral traits of primates
- b) Relationship of humans to primates
- c) Primate evolution
- d) Fossil evidence of hominid evolution
- e) Physical variation among humans
- f) Concept of race

Competencies:
3. Students will demonstrate an understanding of how individuals, groups, and societies interact with each other and with their physical and social environments.

4. Student will demonstrate an understanding of the underlying principles of individual and collective economic choices as well as major systems of production and commerce.

Knowledge/Skills:
- SS:GE:12:1.1: Use graphic tools to depict geographic issues
- SS:GE:12:1.3: Analyze spatial interactions and models of spatial organization
- SS:GE:12:3.3: Illustrate the characteristics of different ecosystems
- SS:GE:12:3.4: Compare the carrying capacity of different ecosystems in relation to land use
- SS:GE:12:4.1: Identify world population trends in both numbers and patterns
- SS:GE:12:4.6: Identify economic activities in more developed or less developed countries and their evolution
- SS:GE:12:5.1: Appraise the significance of the global impact of human modification of the physical environment
- SS:GE:12:5.2: Explain how changes in the physical environment can diminish its capacity to support human activity
- SS:GE:12:5.4: Examine how the spatial distribution of resources affects patterns of human settlement
SS:HI:12:4.3: Explain how the development of technology has both simplified and complicated work
SS:WH:12:2.3: Assess the impact of migrations of peoples on the receiving societies
SS:WH:12:3.3: Examine how gender and ethnicity have been conceptualized in the arts
SS:WH:12:3.4: Consider how art, music, and literature often reflect or influence major ideas, values and conflicts of particular time periods

Process Skills:
1. The student will understand that it is important to differentiate and make relevant connections to the past, present and future as well as to changes over time.

2. The student will understand that it is important to detect cause and effect, distinguish fact from opinion, and recognize bias.

3. The student will understand that it is important to evaluate and critique varied sources of information and to use appropriate primary and secondary sources and to use technology to acquire information.

Sample Performance Assessment (SPA) #1

<table>
<thead>
<tr>
<th>Topics in SPA #1</th>
<th>How did the classification of cultures from the mid-19th century through early 20th century project a racist perspective?</th>
</tr>
</thead>
</table>

Social Studies Process Skills Addressed in SPA #1

1. The student will understand that it is important to differentiate and make relevant connections to the past, present and future as well as to changes over time.

2. The student will understand that it is important to detect cause and effect, distinguish fact from opinion, and recognize bias.

3. The student will understand that it is important to evaluate and critique varied sources of information and to use appropriate primary and secondary sources and to use technology to acquire information.

Anthropology Competencies addressed in SPA #1

8. Students will demonstrate an understanding of the tension created by the search for freedom and security, for liberty and equality, and for individualism and the common good.

SPA #1 Rubric

<table>
<thead>
<tr>
<th>Level 4</th>
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The student will produce an essay that:
Shows a clear understanding of the topic;
Is carefully developed with thoughtful and well chosen reasons, examples, and supporting details;
Is clearly, logically, and efficiently organized.

The student will produce an essay that:
Shows an adequate understanding of the topic;
Is adequately developed;
Is generally well organized.

The student will produce an essay that:
Shows a limited understanding of the topic;
Shows some development;
Is adequately organized.

The student will produce an essay that:
Suggests the topic was not understood;
is not adequately developed;
Is not adequately organized.

**Major Concept #2**

**Archaeology**

**Topics:**
- a) Archaeological method
- b) Early human cultures
- c) Origins of agriculture and settlements
- d) Rise of civilizations

**Competencies:**
1. Students will demonstrate an understanding of successful and failed efforts at the resolution of conflict and the creation of cooperation between individuals, groups and organizations at the local and national level, and between groups and nations on the international stage.

3. Students will demonstrate an understanding of how individuals, groups, and societies interact with each other and with their physical and social environments.

4. Student will demonstrate an understanding of the underlying principles of individual and collective economic choices as well as major systems of production and commerce.

5. Students will demonstrate an understanding of systems of beliefs, knowledge, values, and traditions as well as practices.

6. Students will demonstrate an understanding of exchanges among civilizations from earliest times through the gradual growth of global interaction.

9. Students will demonstrate an understanding of how people have expressed their feelings and ideas in art, literature, music, and philosophy.
Knowledge/Skills:

SS:GE:12:1.1: Use graphic tools to depict geographic issues
SS:GE:12:1.3: Analyze spatial interactions and models of spatial organization
SS:GE:12:2.2: Investigate how relationships between humans and the physical environment lead to the formation of place
SS:GE:12:2.3: Describe the structure of regional systems
SS:GE:12:2.5: Recognize that places and regions serve as symbols for individuals and societies
SS:GE:12:3.4: Compare the carrying capacity of different ecosystems in relation to land use
SS:GE:12:4.2: Distinguish how culture traits shape the character of a region
SS:GE:12:4.4: Classify the functions, sizes, and spatial arrangements of urban areas
SS:GE:12:4.5: Demonstrate how cooperation and conflict are involved in shaping the distribution of social, political, and economic spaces on earth at different scales
SS:GE:12:4.6: Identify economic activities in more developed or less developed countries and their evolution
SS:GE:12:5.1: Appraise the significance of the global impact of human modification of the physical environment
SS:GE:12:5.4: Examine how the spatial distribution of resources affects patterns of human settlement
SS:GE:12:5.5: Explore how the use and development of natural resources use change over time
SS:WH:12:1.1: Describe the development of different political systems
SS:WH:12:1.5: Evaluate the influence of religion on political systems
SS:WH:12:2.1: Describe how traders and merchants have been instrumental in spreading ideas and beliefs to new areas
SS:WH:12:2.2: Evaluate the effectiveness of attempts to regulate warfare and sustain peaceful contacts
SS:WH:12:2.3: Assess the impact of migrations of peoples on the receiving societies
SS:WH:12:3.2: Analyze how philosophic systems and social theories are powerful forces throughout history
SS:WH:12:4.3: Analyze the development and impact of various labor systems

Process Skills:

1. The student will understand that it is important to differentiate and make relevant connections to the past, present and future as well as to changes over time.

2. The student will understand that it is important to detect cause and effect, distinguish fact from opinion, and recognize bias.

3. The student will understand that it is important to evaluate and critique varied sources of information and to use appropriate primary and secondary sources and to use technology to acquire information.
The student will understand that it is important to create and test generalizations and theses.

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<th>How does Sofer explain the presence of so many mammoth bones at the Dolni Vestonice site?</th>
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<tr>
<td>Topics in SPA #1</td>
<td>Archaeological method</td>
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<tr>
<td>Social Studies Process Skills in SPA #1</td>
<td>2. The student will understand that it is important to detect cause and effect, distinguish fact from opinion, and recognize bias.</td>
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<td>Anthropology Competencies Addressed in SPA #1</td>
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**SPA #1 Rubric**

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Major Concept #3
Linguistics
Topics:
   a) Verbal communication
   b) Nonverbal communication
   c) Language structure
   d) Relationship between language, thought and culture
   e) Development of human languages

Competencies:

5. Students will demonstrate an understanding of systems of beliefs, knowledge, values, and traditions as well as practices.

6. Students will demonstrate an understanding of exchanges among civilizations from earliest times through the gradual growth of global interaction.

8. Students will demonstrate an understanding of the tension created by the search for freedom and security, for liberty and equality, and for individualism and the common good.

10. Students will demonstrate an understanding of how people have expressed their feelings and ideas in art, literature, music, and philosophy.

Knowledge/Skills:
   SS:GE:12:1.1: Use graphic tools to depict geographic issues
   SS:GE:12:1.3: Analyze spatial interactions and models of spatial organization
   SS:GE:12:2.4: Utilize regions to analyze geographic issues
   SS:GE:12:4.2: Distinguish how culture traits shape the character of a region
   SS:WH:12:2.1: Describe how traders and merchants have been instrumental in spreading ideas and beliefs to new areas
   SS:WH:12:2.3: Assess the impact of migrations of peoples on the receiving societies
   SS:WH:12:3.2: Analyze how philosophic systems and social theories are powerful forces throughout history

Process Skills:

1) The student will understand that it is important to differentiate and make relevant connections to the past, present and future as well as to changes over time.

3) The student will understand that it is important to create and test generalizations and theses.
Lutz claims that the consistent use of doublespeak can have serious and far-reaching consequences. Explain this assertion.

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**Major Concept #4**

Cultural anthropology
Topics:

1. Food
2. Politics and economics
3. Sex, gender and family
4. Globalization
5. Cultural relativism, ethnocentrism and objectivity

Competencies:

1. Students will demonstrate an understanding of successful and failed efforts at the resolution of conflict and the creation of cooperation between individuals, groups and organizations at the local and national level, and between groups and nations on the international stage.

2. Students will demonstrate an understanding of the core values of the individual, community, state, and nation and the ways in which these values are expressed and practiced in differing societies.

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Knowledge/Skills:

SS:CV:12:1.1: Identify the structures and functions of government at various levels
SS:CV:12:1.2: Examine how institutions and individuals make, apply, and enforce rules of law
SS:CV:12:1.3: Evaluate how the purposes of government have been interpreted
SS:EC:12:2.1: Examine the roles of workers and consumers in factor and product markets
SS:EC:12:5.1: Explain how comparative advantage affects trade decisions
SS:GE:12:2.5: Recognize that places and regions serve as symbols for individuals and societies
SS:GE:12:4.2: Distinguish how culture traits shape the character of a region
SS:GE:12:4.6: Identify economic activities in more developed or less developed countries and their evolution
SS:GE:12:5.4: Examine how the spatial distribution of resources affects patterns of human settlement
SS:GE:12:5.6: Evaluate the management and use of renewable, non-renewable, flow and potential resources
SS:HI:12:1.2: Analyze how religion has influenced the political life of the nation
SS:HI:12:5.2: Evaluate the changing roles of gender in society
SS:WH:12.1.1: Describe the development of different political systems
SS:WH:12.1.5: Evaluate the influence of religion on political systems
SS:WH:12.2.1: Describe how traders and merchants have been instrumental in spreading ideas and beliefs to new areas
SS:WH:12.2.2: Evaluate the effectiveness of attempts to regulate warfare and sustain peaceful contacts
SS:WH:12.2.3: Assess the impact of migrations of peoples on the receiving societies
SS:WH:12.2.4: Evaluate the effectiveness of attempts to regulate warfare and sustain peaceful contacts
SS:WH:12.3.1: Describe how people’s differences in religion have often led to conflict in regions of the world
SS:WH:12.3.2: Analyze how philosophic systems and social theories are powerful forces throughout history
SS:WH:12.3.3: Examine how gender and ethnicity have been conceptualized in the arts
SS:WH:12.3.4: Consider how art, music, and literature often reflect or influence major ideas, values and conflicts of particular time periods
SS:WH:12.4.3: Analyze the development and impact of various labor systems
SS:WH:12.4.5: Consider the relationship between weapons development and political or economic power
SS:WH:12.5.2: Examine the role and impact of religious ideas on daily life and social norms
SS:WH:12.5.3: Analyze struggles for cultural continuity by Diaspora communities
SS:WH:12.5.4: Examine gender roles in societies
SS:WH:12.5.5: Determine the basis for ranking social groups within a given culture

Process Skills:

1. The student will understand that it is important to detect cause and effect, distinguish fact from opinion, and recognize bias.
2. The student will understand that it is important to evaluate and critique varied sources of information and to use appropriate primary and secondary sources and to use technology to acquire information.

3. The student will understand that it is important to create and test generalizations and theses.

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4. The student will understand that it is important to calculate effects of decisions and decision-making.

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<th>Sample Performance Assessment (SPA) #1</th>
<th>Define ethnocentrism. What forms does it take in our own society? What can be done to reduce attitudes of ethnocentrism between various groups?</th>
</tr>
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<tbody>
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| SPA #1 Rubric | |
| **Level 4** | **Level 3** | **Level 2** | **Level 1** |
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