

# Blackhawk School District

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## CURRICULUM

Course Title:	Anthropology
Course Number:	0249
Grade Level(s):	11-12
Length of Period:	45 Minutes
Length of Course:	Semester
Faculty Author(s):	Debbie Daquila
Date:	November 2012

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### **SOCIAL STUDIES MISSION:**

The purpose for learning social studies is to prepare students to be responsible, productive citizens who possess an awareness of local, regional and global issues. Students will use problem-solving, critical thinking and analytical skills based upon knowledge of the past in order to successfully impact the present and the future. By building a frame of reference, students will learn to understand and appreciate overarching concepts in literature, film, art and science.

### **COURSE DESCRIPTION:**

Anthropology is a discipline of boundless curiosity concerning human beings and their world. It examines humans and their relationship to their distant past, hoping to answer questions about humans concerning how and why societies in the past and present have varied in their customary ideas and practices.

### **PA Common Core Standards for Reading and Writing in Social Studies:**

Pennsylvania Department of Education has released standards that describe what students in the social studies classroom should know and be able to do with the English language in reading and writing, grade 6 through 12. The standards provide the targets for instruction and student learning essential for success in all academic areas, not just language arts classrooms. Although the standards are not a curriculum or a prescribed series of activities, Blackhawk School District has used them to develop this social studies curriculum.

The standards for Reading are available at:

[http://static.pdesas.org/content/documents/PA\\_Common\\_Core\\_Standards\\_for\\_Reading\\_in\\_History\\_and\\_Social\\_Studies\\_8-7-12.pdf](http://static.pdesas.org/content/documents/PA_Common_Core_Standards_for_Reading_in_History_and_Social_Studies_8-7-12.pdf)

The standards for Writing are available at:

[http://static.pdesas.org/content/documents/PA\\_Common\\_Core\\_Standards\\_for\\_Writing\\_in\\_History\\_and\\_Social\\_Studies\\_8-7-12.pdf](http://static.pdesas.org/content/documents/PA_Common_Core_Standards_for_Writing_in_History_and_Social_Studies_8-7-12.pdf)

## **ESSENTIAL QUESTIONS:**

Essential questions are the heart of the curriculum. Essential questions are conceptual commitments that teachers will use to guide instructional decision-making. In addition, they are kid friendly so that students can easily understand them. Essential questions are meant to be shared with students in either discussion or posting in the classroom.

Essential questions provide the focus for teaching and learning. The following are the Essential Questions for this class:

- 1. How would your life be different if you never saw this film or read this article?**
- 2. Is there a common thread that binds all humanity after you saw this film or read this article?**
- 3. Describe cultural universals and explain why they exist in our world?**
- 4. How do are present lives reflect those of people who came before us?**
- 5. Why study civilization which no longer exist-do they tell us anything about ourselves?**
- 6. How is language like a special pair of glasses through which we view the world?**

Assessing Essential Questions is key to a robust curriculum. If Essential Questions are the focal point of learning, how then do we assess students? The following is an overview of recommended assessments to the Essential Questions. In addition, Differentiated learning opportunities are embedded as well (noted by DI)

**This class is mainly based on discussion and writings. Therefore, the Essential Questions will be assessed through Class Essays and Discussion.**

## **ROBUST VOCABULARY:**

Robust vocabulary words are Tier 2 words, meaning that they are complex, powerful, and generalizable. Robust vocabulary words support language development of both lower and high level learners. In addition, robust vocabulary instruction helps prepare students for SATs, upper level high school classes, and college. "Studies showed that robust instruction was quite effective not only for learning the meanings of words but also for affecting reading comprehension." (p. 2 *Bringing Words to Life*)

Teachers are asked to commit to teaching and students USING these words throughout the entire year. Using a variety of instructional strategies, students will learn the meaning of these words in a deep and meaningful way in this content and across other content areas.

The Robust Vocabulary for this class are: **Ethnocentrism, Cultural Relativism, Symbolic, Comprehensive, Ethnic, Sphere, Infrastructure, Diverse, Hierarchy, Phenomenon**

COURSE OUTLINE PROPOSED TIME RESOURCES	OBJECTIVES (PA standard)	LESSON REFLECTION
	<p><b>HISTORICAL AND SOCIAL SCIENCES ANALYSIS SKILLS</b> The skills noted below are skills that students need to practice using to fully understand the concepts found in the social sciences. These general skills should be applied when teaching the content standards. Students should be able to demonstrate the following intellectual, reasoning, reflection, and research skills:</p> <p><b>A. Chronological and Spatial Thinking</b></p> <ol style="list-style-type: none"> <li>1. Compare the present with the past, evaluating the consequences of past events and decisions and determining the lessons that were learned.</li> <li>2. Analyze how change happens at different rates at different times; understand that some aspects can change while others remain the same; and understand that change is complicated and affects not only the technology and politics, but also values and beliefs.</li> <li>3. Use a variety of maps and documents to interpret human movement, including major patterns of domestic and international migration, changing environmental preferences and settlement patterns, the frictions that develop between population groups, and the diffusion of ideas, technological innovations, and goods.</li> <li>4. Relate current events to the physical and human characteristics of places and regions.</li> </ol> <p><b>B. Historical Research, Evidence, and Point of View</b></p> <ol style="list-style-type: none"> <li>1. Distinguish valid arguments from fallacious arguments in historical interpretations.</li> <li>2. Identify bias and prejudice in historical interpretations.</li> <li>3. Evaluate major debates among historians concerning alternative interpretations of the past, including an analysis of authors' use of evidence and the distinctions between sound generalizations and misleading oversimplifications.</li> <li>4. Construct and test hypothesis; collect, evaluate, and employ information from multiple primary and secondary sources; apply it in oral and written presentations.</li> </ol> <p><b>C. Historical Interpretation</b></p> <ol style="list-style-type: none"> <li>1. Show the connections, casual and otherwise, between particular historical events and larger social, economic, and political trends and developments.</li> <li>2. Recognize the complexity of historical causes and effects, including the limitations on determining the cause and effect.</li> <li>3. Interpret past events and issues within the context in which an event unfolded rather than solely in terms of present-day norms and values.</li> <li>4. Understand the meaning, implication, and impact of historical events and recognize that events could have taken other directions.</li> <li>5. Analyze human modifications of landscapes and examine the resulting environmental policy issues.</li> <li>6. Conduct cost-benefit analyses and apply basic economic indicators to analyze the aggregate economic behavior of the U.S. Economy.</li> <li>7. Relate current events to the physical and human characteristics of past events on places and regions.</li> </ol> <p><b>*Students shall complete one social studies response per 9-week period (refer to Appendix I for Social Studies Response Form). The response must be scored using the Social Studies Rubric in Appendix II.</b></p>	

COURSE OUTLINE PROPOSED TIME RESOURCES	OBJECTIVES (PA standard)	LESSON REFLECTION
<p><b><u>Ethnology</u></b> *35 days</p> <ol style="list-style-type: none"> <li>1. Study of Culture</li> <li>2. Cross Cultural</li> <li>3. Holistic Approach</li> <li>4. Famous Anthropologists</li> <li>5. Cultural Habits</li> <li>6. Diffusion of Ideas</li> <li>7. Role of Language in Cultural Exchange</li> </ol> <p><b><u>Resources</u></b></p> <p>Extensive Outside Reading</p> <p>Extensive Film Study</p> <p>Lecture Notes</p> <p>Projects</p> <p>Research</p> <p>Handouts from 4 Texts</p> <p>Teacher Generated materials</p> <p>Extensive Classroom Discussions</p> <p>Extensive Writing</p>	<p><b>A wide range and profound number of movies and articles are used in the class for evaluation and learning purposes. The information found in the movies and articles appear on the test and are used in essay evaluations throughout the course. The movies and articles change each year.</b></p> <ol style="list-style-type: none"> <li>1. Identify the two types of anthropology and the sub categories of each (e.g., cultural: ethnology, linguistics, and archeology and physical: paleoanthropology).</li> <li>2. Review the first comprehensive definition of culture as given by Sir Edward Bennet Tyler. Evaluate its importance today.</li> <li>3. Define the term culture. Explain how a shared way of life includes values, beliefs, and norms transmitted within a particular society.</li> <li>4. Demonstrate how culture is based on meanings that provide designs or recipes for surviving and contributing to culture.</li> <li>5. Discuss how man uses ideological communication to express culture and ideas within society.</li> <li>6. Explain and give examples to demonstrate how culture is not biologically determined or based on instincts and innate reflexes.</li> <li>7. Define values, beliefs, attitudes, and feelings. Explain their function within a given culture.</li> <li>8. Define enculturation (socialization) and show an understanding of how it is a process by which people acquire and learn their culture. Example: Pain is both cultural and gender basis.</li> <li>9. Describe how in order for something to be cultural, it must be shared. Compare and contrast the importance of norms, folkways, and mores within this framework.</li> <li>10. Discuss the importance of direct and indirect cultural restraints to the survival of culture. Explain how restraints insure members of a society confirm to the rules and regulations of that society.</li> <li>11. Demonstrate how culture is learned through formal learning (e.g., conscious) and information learning (e.g., unconscious).</li> <li>12. Compare and contrast the different methods for acquiring cultural habits (e.g., situational and social learning).</li> <li>13. Discuss the relevance of symbolic learning. Explain how it is based on our linguistic capacity and our understanding of symbols (e.g., wedding bands, Star of David).</li> <li>14. Define cultural relativism and the way in which it plays in global charity and how it fosters cross-cultural understanding.</li> <li>15. Define ethnocentrism and the way in which it hinders diversity and global unity.</li> <li>16. Describe how our ideal cultural image and our real cultural image are vastly different. Outline the possible reasons for this discrepancy and the problems it creates.</li> <li>17. Pinpoint the importance of social stratification upon culture. Describe the different types of stratification used by both technologically advanced societies and primitive societies.</li> <li>18. Identify unfamiliar and familiar differences within our school, our society, and our world.</li> <li>19. Discuss the varied facets of a holistic approach to culture (e.g., science, religion, mythology, and medicine). Explain what these differences signify.</li> <li>20. Define and describe the various rites of passage. Review the methods of passages used within a variety of cultures and how these rites facilitate change.</li> <li>21. Define acquired status and inherited status within a culture.</li> </ol>	

COURSE OUTLINE PROPOSED TIME RESOURCES	OBJECTIVES (PA standard)	LESSON REFLECTION
	22. Assess the ideas of Abram Kardiner, paying particular attention to his concept of the share experiences. Explain how this structure avoids stereotyping. 23. Identify and discuss important anthropologists and their contributions to the science (e.g., Frank Boaz, Ruth Benedict, Margaret Mead, Bransilaw Malinowski, Abram Kardiner, and Leslie White).	
<p><b>Linguistics</b> *20 days</p> <ol style="list-style-type: none"> <li>1. Development of Language</li> <li>2. Language Structure</li> <li>3. Systems of Language</li> <li>4. Symbolic Aspect of Language</li> <li>5. Sapir Wharf</li> <li>6. Children and Language Development</li> <li>7. Famous Theories</li> </ol> <p><b>Resources</b></p> <p>Extensive Outside Reading</p> <p>Film Study</p> <p>Projects</p> <p>Research</p> <p>Handouts</p> <p>Teacher Generated materials</p> <p>Extensive Classroom Discussions</p> <p>Extensive Writing</p>	<p><b>Linguistics</b></p> <ol style="list-style-type: none"> <li>1. Trace the physical development of man, which led to his ability to use language.</li> <li>2. Discuss the differences between the brain and anatomy of humans and chimpanzees as it is related to speech.</li> <li>3. List both the advantages and disadvantages of the vocal structure of humans.</li> <li>4. Examine the structure of the human brain demonstrating a grasp of the function of each (e.g., right side, left side, center, Wernickes area, and Brocas area).</li> <li>5. Discuss why languages have diminished from 5000 to 2000 since man began to use language.</li> <li>6. Define the three systems of language used by all animals (e.g., odor, movement, and sound).</li> <li>7. Give examples of how language is decoded by our cultural understanding of sarcasm, symbolic, verbal, stance, gesture intonation, signs, symbols, algebraic equations, and writing.</li> <li>8. Explain what is meant by open language and closed language. Determine the significance as it applies to humans and animals.</li> <li>9. Show how symbolic language separates us from animals (e.g., giving us the ability to produce ambiguous meaning, sarcasm, discussion of objects not present, etc.).</li> <li>10. Identify the only animal known to use symbolic language. Explain how the use if symbolic laws is significant.</li> <li>11. Explain how words are arbitrarily assigned to objects, making the memorization of vocabulary essential to understanding languages.</li> <li>12. Explain the study of sound (phonology). Discuss how this study led to the formation of the International Phonetic Alphabet (IPA).</li> <li>13. Analyze the importance of the development of the IPA in reference to the understanding and development of language.</li> <li>14. Define and apply each of these terms in reference to the importance in the structure of language: morphology, kinesics, semantics, and syntax.</li> <li>15. List and explain universal signs, gestures, and facial expressions.</li> <li>16. Explain how posture, movements of the head and eyebrows are a few examples of how the body is used both symbolically and culturally within the confines of language.</li> <li>17. Describe how ones body language and verbal language must be coherent in order to understand and decode the message of language.</li> <li>18. Understand the concept presented by the Sapir Whorf theory in relevance to language and its effect on man.</li> <li>19. Interpret how the Sapir Whorf theory of language provides us with a special pair of glasses that heighten certain perceptions and dim others. Show how language alters our judgments and perceptions of our world.</li> <li>20. Analyze how the Sapir Whorf theory applies to gender speech. Give specific examples of how woman use different phrases and pronounce words differently and send different signals within the confines of a language.</li> <li>21. Apply the ideas of the Sapir Whorf theory to the modifications within our own language to express the changing beliefs of our culture (e.g., chairman to chairperson, firemen to firefighter, etc.).</li> </ol>	

COURSE OUTLINE PROPOSED TIME RESOURCES	OBJECTIVES (PA standard)	LESSON REFLECTION (for future revisions)
	<p>22. Discuss the statement, <i>Anthropologists in both simple and complex societies have not found a “primitive language” because all languages have potential to become complex; all languages are equally able to produce complex and intricate ideas.</i></p> <p>23. Examine how languages differ in superficial ways.</p> <p>24. Discuss Proto-Languages as parent languages (e.g., Latin is the mother language of all romance languages: Portuguese, Italian, French, Spanish, and Romanian).</p> <p>25. Explain why basic conceptual processes are universal and vocabulary and grammatical differences of languages have an impact.</p> <p><b>Discussion on the Development of Language</b></p> <ol style="list-style-type: none"> <li>1. Give a detailed explanation of the development of Creole and Pidgin languages. Discuss how they developed between a master language and a slave language (e.g., English and Hawaiian, Dutch and South African).</li> <li>2. Explain how Creole languages around the world share similar grammatical patterns despite lack of contact between the originators of given languages.</li> <li>3. Compare how Pidgin languages are similar to Creole languages with the exception of having a simpler grammatical structure.</li> <li>4. Discuss the ideas of Derek Bickerton. Explain how both Creole and Pidgin languages are formed from cross-cultural contact between speakers of mutually unintelligible languages.</li> <li>5. Analyze why Bickerton surmised that the ability to speak must then be biologically programmed although specific language is learned and that humans have a universal linguistic acquisition device.</li> <li>6. Outline the reasons that the Bickerton study suggests that Creole languages mirror parallel the evolution of language.</li> <li>7. List the factors that allow us to conclude that there is an innate grammatical component of the mind, and that language emerges in a uniform way, giving way to the theory that prehistoric language structure must have been similar to Creole languages.</li> <li>8. Analyze why linguists believe that the development of speech in human must mirror the development of language skills in children.</li> <li>9. Interpret and discuss the importance of the statement, <i>Learning language is the single most difficult intellectual accomplishment of one’s life and is completed by one year of age.</i></li> <li>10. Trace the theories that lead linguists to believe that all children are born with capacity to learn all the languages of the world and can reproduce all sounds and learn all grammatical systems.</li> <li>11. Outline language development in children.</li> </ol>	

<p><b>Archaeology</b>  <b>*20 days</b></p> <ol style="list-style-type: none"> <li>1. Prehistory</li> <li>2. Archaeology Questions</li> <li>3. Cultural Heritage of Pre-History People Define Terms associated with Archaeological Excavation</li> <li>4. Global Understanding</li> <li>5. Relative Dating</li> <li>6. Absolute Dating</li> <li>7. How Civilizations Develop (Agriculture)</li> <li>8. Early Archeologists</li> </ol> <p><b>Resources</b></p> <p>Extensive Outside Reading</p> <p>Extensive Film Study</p> <p>Projects and Research</p> <p>Handouts</p> <p>Teacher Generated materials</p> <p>Extensive Classroom Discussions</p> <p>Extensive Writing</p>	<p><b>Archeology</b></p> <ol style="list-style-type: none"> <li>1. Relate through examples why archeologists reach back further in time than historians and deal primarily with pre-history.</li> <li>2. Answer the following archeological questions: How have ways of life changed throughout time? Why have ways of life changed through time? How have ways of life changed differently in different environments?</li> <li>1. Analyze what recent cities have in common with the past existence of cities and how this understanding can help us speculate on future changes in the learning patterns of man. List ways in which we can preserve the cultural heritage of people from the past.</li> <li>2. Define the following terms and place them within the context of archeology excavation: Site, artifact, Potsherd, Grid System, Cone Distributions</li> <li>3. Explain how artifacts reconstruct daily life and customs of past people.</li> <li>4. Use this information to trace cultural changes in societies to explain possible trends and changes in the development of man.</li> <li>5. Discuss examples of changes within our global world; understand how these changes are a result of primary and secondary diffusion.</li> <li>6. List reasons for the destruction of archeological sites (e.g., war, human activity, vandals, weather).</li> <li>7. Discuss how archeological sites are being destroyed today at an alarming rate. Use Iraqi War as an example.</li> <li>8. Interpret the statement, <i>“Archeological sites are non-renewable resource.”</i></li> <li>9. List ways in which archeological sites are discovered (e.g., Biblical writings, oral traditions, soil marks, by accident).</li> <li>10. Discuss the statement, <i>When an artifact is found, we can tell what the artifact can do, but not if the artifact was actually used in that manner.</i> Explain its impact on archeological discoveries.</li> <li>11. Define the importance of imagination and skepticism in archeology.</li> <li>12. Explain what an object tells us about a civilization (e.g., from pottery, we learn about food preparation, technology, rites).</li> <li>13. Define and list different types of relative dating of artifacts (e.g., Stratigraphy, Biostratigraphy, Polynology, and Paleo-magnetism).</li> <li>14. Define and list different types of absolute dating of an artifact (e.g., Dendrochronolgy, Cross-dating, Carbon-14, and Glacier Chronology).</li> <li>15. Describe how information in archeology is used. Explain how the collection of data, integration of the data, drawing inferences from the information, and the final integration data serve as explanations of patterns in cultural terms.</li> <li>16. Explain how civilizations develop. Discuss the four major theories (e.g., Multi-crop, Hydraulic, Population Stability, and Religion).</li> <li>17. Give a comprehensive definition of a fossil.</li> <li>18. Trace the development of fossil knowledge through the work of early Egyptians, Hippocrates, Leonardo da Vinci, Gesner, and Agricola.</li> <li>19. Discuss vertebrate paleontology and the importance of the science on the development of man.</li> <li>20. Define and discuss the different types of fossils (e.g., Imprint, Litho, Matrix, Coprolites, and Mudflats).</li> </ol>	
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	<p><b>Standards addressed in the Archeology Unit are:</b></p> <p>8.1.12 A Evaluate chronological thinking (sequential order of historical narrative, continuity and change, and context for events).</p> <p>8.1.12 B Synthesize and evaluate historical sources.</p> <p>8.1.12 C Evaluate historical interpretations of events.</p> <p>8.1.12 D Synthesize historical research</p>	
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<b>COURSE OUTLINE PROPOSED TIME RESOURCES</b>	<b>OBJECTIVES (PA standard)</b>	<b>LESSON REFLECTION</b>
<p><b><u>Project</u></b> *5-10 days</p> <ol style="list-style-type: none"> <li>1. Students choose from 3 Subfields above</li> <li>2. Topic of Choice</li> <li>3. Use 5 Articles</li> <li>4. Summarize and Analyze topic</li> </ol> <p><b><u>Resources</u></b> Library Resources</p>	<p>7.1.12 A Analyze data and issues from a spatial perspective using the appropriate geographic tools.</p> <p>7.4.12 A Analyze the impacts of physical systems on people.</p>	