

Milford Public Schools Curriculum



Department: Social Studies
Course Name: Anthropology
Course Description
ANTHROPOLOGY

Grade 11,12 (0.5 Credits)
Level: 2-602340

Anthropology studies the contemporary theories of the origins of man, with emphasis placed on both physical and cultural development. Comparative analysis of modern cultures will also be presented.

UNIT 1

Unit Title: Evolution

LEARNING GOALS

Enduring Understanding(s):

The theory of evolution explains the historical development of people from primates to hominids to humans.

Essential Question(s):

How was the theory of evolution developed?
What led early primates to develop into hominids?
Do modern humans share connections with hominids and primates?

Content and Skills:

This unit should cover the following -
Charles Darwin developed the theory of evolution by proposing the idea of natural selection.
George Mendel's experiments showed that genetics play a role in the evolution of species.
Humans, apes, and monkeys are all considered members of the primate order.
Hominids, or primitive humans, share characteristics with both early primates and modern humans, such as bipedalism.
Evidence suggests that modern humans developed from Neanderthals in Europe.
As modern humans developed and the Earth's geography changed, modern human culture began to spread.

Standards Addressed:

Reading:

CCSS.ELA-Literacy.RH.9-10.2

Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.

CCSS.ELA-Literacy.RH.9-10.4

Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.

Speaking and Listening:

CCSS.ELA-Literacy.SL.11-12.4

Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

Writing:

CCSS.ELA-Literacy.W.11-12.1

Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

CCSS.ELA-Literacy.W.11-12.2

Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

CCSS.ELA-Literacy.W.11-12.3

Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

CCSS.ELA-Literacy.W.11-12.7

Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

NCSS – Culture

Identify the major components of culture. Cite examples of how culture influences the individuals in it, Identify characteristics of groups, as well as the effects groups have on individuals and society, and the effects of individuals and societies on groups.

NCSS – Individual Development and Identity

Personal identity is shaped by an individual’s culture, by groups, by institutional influences, and by lived experiences shared with people inside and outside the individual’s own culture throughout her or his development.

UNIT 2

Unit Title: Rise of Civilization

LEARNING GOALS

Enduring Understanding(s):

As humans spread and faced challenges, they developed different means of supporting themselves.
The change from food gathering to food producing brought about the Neolithic era of history.
Food production led humans to create social and political systems, which in turn created cities and states.

Essential Question(s):

What happened to early humans as civilization spread from southern Africa to other regions?
Why is the change from food gathering to food production significant to human history?
Why did early humans decide to develop civilization into settlements like cities and states?

Content and Skills:

This unit should cover the following -

Early human civilization spread from southern Africa through Europe and Asia, then to Australia and the Americas by glacial land bridges.

Early humans first began to develop broad spectrum economies in Northern Europe, followed by the development of food producing economies in the Middle East.

Humans moved from the Mesolithic era to the Neolithic era as big game diminished and new foods were sought out.

Scholars debate whether early food production resulted from the existence of wild grains or the need to address climate and population change.

Over time, food production led to animal domestication based upon desirable features and behaviors.

Important farming domesticates in the Americas that would prove to be important globally were maize and manioc.

Over time, food production led to the development of human social and political systems.

Human social and political systems led to the development of states, which are societies with formal government and social classes.

Early human cities and states developed best as a result of irrigated river systems, with Mesopotamia as a prime example.

Early human cities and states developed economies based on craft production, trade, and farming.

As cities and states developed, they faced different challenges and threats, such as war, disease, famine, drought, and erosion.

Standards Addressed:

Reading:

CCSS.ELA-Literacy.RH.9-10.2

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CCSS.ELA-Literacy.RH.9-10.4

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Speaking and Listening:

CCSS.ELA-Literacy.SL.11-12.4

Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

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UNIT 3

Unit Title: Cultural Anthropology

LEARNING GOALS

Enduring Understanding(s):

- Each culture reflects the shared beliefs, values and experiences of its people.
- An examination of cultures without judgment allows for a better appreciation and understanding of our world.

Culture has been affected by technological innovations that have made our world more interdependent and interconnected

Essential Question(s):

- What are the components of culture and how does it influence people?
- How does ethnocentrism affect and cloud our understanding of culture?
- How does the study of cultures allow for a broader understanding of the world around us and its connections?

Content and Skills:

1. Culture, cultural universals, generalities and particularities (Chapter 2)
2. Levels of culture – international, national, regional, local, subculture, individual (Chapter 2)
3. Cultural relativism and guarding against ethnocentrism (Chapter 2)
4. Mechanisms of cultural change & globalization (Chapter 2)
5. Ethnographer’s methods and practice (Chapter 13)
6. Theories of cultural anthropology (Chapter 13)
7. Completing an ethnography (Chapter 13)

Standards Addressed:**Reading:**

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CCSS.ELA-Literacy.RH.9-10.4

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Speaking and Listening:

CCSS.ELA-Literacy.SL.11-12.4

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UNIT 4**Unit Title: Society****LEARNING GOALS**

Enduring Understanding(s):

- Each culture reflects the shared beliefs, values and experiences of its people.
- Societies create divisions in order to define the culture and subcultures of their people.
- Societies are diverse, creating varied perspectives, contributions, and challenges.

Essential Question(s):

- Why should we study other cultures and societies and what does it teach us?
- How can cultural divisions affect people and society creating both understandings and challenges?

Content and Skills:

8. Language – its evolution, verbal and non-verbal communication (Chapter 14)
9. Gender – gender roles, gender stereotypes and gender stratification (Chapter 18)
10. Families and Kinship – nuclear / extended, matrilineal/ patrilineal, changes in kinship (Chapter 19)
11. Marriage – exogamy vs. endogamy, monogamy vs. polygamy (polygyny / polyandry) (Chapter 20)
12. Religion – animism, magic, totemism (Chapter 21)

Standards Addressed:**Reading:**

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CCSS.ELA-Literacy.RH.9-10.4

Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.

Speaking and Listening:

CCSS.ELA-Literacy.SL.11-12.4

Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

CCSS.ELA-Literacy.SL.11-12.5

Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

Writing:

CCSS.ELA-Literacy.W.11-12.1

Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

CCSS.ELA-Literacy.W.11-12.2

Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

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