

Boonton School District

Course Title:	Social and Cultural Anthropology	Grade Level(s):	10-12		
Curriculum Area / Level:	Social Studies/ High School	Credits:	2.5		
Course prerequisites and/or co-requisites:	Sociology				
Course Description:	<p>In this class, students will acquire an understanding of the differences and similarities, both biological and cultural, in human societies. Students recognize the characteristics that define their culture and gain an appreciation for the cultures of others. This is an elective course, content includes, but not be limited to, the following: human biological and cultural origins - family, kinship, gender roles and sexuality, religion and magic, politics and social order, leadership, and the arts. In it, you use your prior knowledge, personal experiences, firsthand observations, writings and films made by anthropologists to wrestle with these questions: What do human societies and cultures have in common; how do they differ, and why? In the end, students will study culture, socially learned traditions of the past and the present age and do ethnography research project.</p>				
Created by:	Matthew Podwoski	Date:	8/15/16	BOE Approval:	9/26/16
District Equity Statement:	<p>As required by state law, it is the policy of Boonton School District not to discriminate on the basis of race, color, creed, religion, sex, ancestry, national origin, social or economic status, pregnancy, or physical handicap in its educational programs or activities and to maintain a learning environment that is free from sexual harassment. Courses of study and instructional materials shall be designed and selected in order to eliminate discrimination and promote understanding, sex equity, and mutual respect among people. No course offering, including but not limited to physical education, health, technology education, vocational, home economics, music and adult education, shall be limited on the basis of race, color, creed, religion, sex, ancestry, national origin, social or economic status, pregnancy, or physical handicap. Furthermore, there shall be no discrimination against students as to any educational activity or program because of pregnancy, childbirth, pregnancy-related disabilities, actual or potential parenthood, or family or marital status. If a student requests to be excluded or a physician certifies that such is necessary for her physical, mental, or emotional well-being, she must be provided with adequate and timely opportunity for instruction to continue or make up her schoolwork without prejudice or penalty.</p>				

Division of Umbrella & Mini Units

**Umbrella Unit 1 Topic / Name:
Introduction to Anthropology**

Mini Unit(s)

1A. Introduction: What is Anthropology?

1B. Ancient City of Machu Picchu

1C. Sample Ethnography study

**Umbrella Unit 2 Topic / Name:
Religion & Belief Systems**

Mini Unit(s)

2A. Role of religion in culture

2B. Magic and witchcraft

2C. Burial rituals

**Umbrella Unit 3 Topic / Name:
Gender & Sexuality**

Mini Unit(s)

3A. Biology, Gender Roles in the United States, and communication

3B. Different Cultural Views of Gender

3C. Gender & Violence

**Umbrella Unit 4 Topic / Name:
Globalization**

Mini Unit(s)

4A. Country Life Expectancy: Rich vs. Poor

4B. Indigenous People

4C. Immigration

UMBRELLA UNIT 1

Title:	Introduction: What is Anthropology?
Duration:	4 Weeks
Essential Questions:	<ul style="list-style-type: none"> ● How can we use the field of Anthropology to seek answers to human trends and behaviors? ● How do the subfields of Anthropology help us understand culture? ● How is ethnocentrism dangerous? ● What characteristics and features do all cultures share? How do cultures differ? ● How can we use understandings from the past to help us with answers to the future? ● How can the study of multiple perspectives, beliefs systems, and cultures provide a context for understanding and challenging public actions and decisions in a diverse and interdependent world? ● Why do we bother to study/examine the past, present or future? ● What are the recurrent motifs of history and in what ways have they changed or remained the same?
Summative Assessments: (Assessment at the end the learning period)	<ol style="list-style-type: none"> 1. Students will explore four different cultures and will need to find out all of the features that these cultures have in common and the features that are different. 2. Students will look at different photographs from various cultures and write down the aspects that make them feel uncomfortable and the aspects that are interesting and intriguing. 3. Do a cultural observation 4. Write an introduction to their own ethnographic research 5. Students will use the case study of Machu Picchu to identify all of the major areas and subfields that will study in Anthropology this year.
Formative Assessments: (Ongoing assessments during the learning period)	<ul style="list-style-type: none"> ● Check in on reading comprehension and questions from assigned articles. ● Identify areas of student interest for places for deeper investigations. ● Observations of students during warm up and group work activities. ● Progress during time given for research will be assessed anecdotally. ● Individual contributions given during Think-Pair-Share will be assessed informally through observation. ● Participation in class discussions. ● Effective use of inference skills during inquiry periods.
Differentiation:	We will feature and model one ethnographic study and go into detail on this study and then we will also feature a number of other studies so students have a good grasp of Anthropological methods and systems for

	understanding cultures. Once these investigations and models are complete, students will be able to choose their own ethnographic study that they wish to do within the semester.
TECHNOLOGY STANDARD (STANDARD 8)	
CPI #	CUMULATIVE PROGRESS INDICATOR (CPI)
	8.1.12.A.3
21ST CENTURY LIFE AND CAREER (STANDARD 9)	
CPI #	CUMULATIVE PROGRESS INDICATOR (CPI)
	9.2

MINI UNIT 1A	
Title:	How do we do a Cultural Analysis?
Duration:	1 Week
Overview:	We will explore and define culture and the different ways to do a cultural analysis. We will also discover the methods used in performing a cultural analysis. We will learn about the importance in studying culture in order to discover similarities in ourselves and our culture. In the end, students will have an appreciation for differences and similarities in our shared cultures and understand the dangers of ethnocentrism.
Essential Outcomes - Upon completion of this course students will know (declarative):	Alignment to Standards
The different methods used in a cultural analysis	CCSS.ELA-LITERACY.CCRA.R.2

The different ways that we define and explore cultures	CCSS.ELA-LITERACY.CCRA.R.2
The dangers of ethnocentrism	6.3.12.D.1
The methods used by Margaret Meade	CCSS.ELA-LITERACY.CCRA.R.2
The contributions that Margaret Meade had on the field of Anthropology	CCSS.ELA-LITERACY.CCRA.R.2
Essential Outcomes - Upon completion of this course students will be able to (procedural):	Alignment to Standards
Define 17 elements used in cultural analysis	CCSS.ELA-LITERACY.RH.11-12.1
Define 6 methods used in cultural analysis	CCSS.ELA-LITERACY.RH.11-12.1
Read and respond to the article: "Body Ritual Among the Nacirema"	CCSS. ELA-Literacy. RH.11-12.1-10
Do research on Margaret Meade and discover her contributions to the field of Anthropology	CCSS. ELA-Literacy. RH.11-12.1-10
Use National Geographic magazine images to make inferences about certain cultures	CCSS. ELA-Literacy. RH.11-12.1-10
Write about the personal qualities that Meade displayed over the course of her career	CCSS. ELA-Literacy. RH.11-12.1-10
Essential Outcomes - Upon completion of this course students will understand (conceptual):	Alignment to Standards
The reasons ethnocentrism is a dangerous quality used in life and within Anthropological research.	CCSS.ELA-LITERACY.RI.11-12.3
How Margaret Meade left a lasting impact in the field of Anthropology and our understandings of cultures throughout the world.	CCSS.ELA-LITERACY.CCRA.R.2

The methods used and ways to do a cultural analysis.	CCSS.ELA-LITERACY.CCRA.R.2
Resources Mini Unit 1A:	<ol style="list-style-type: none"> 1. Margaret Meade Lesson Plan 2. Middlesex County Community College Curriculum 3. Review of Margaret Meade study 4. Indigenous Tribes 5. Textbook: Cultural Anthropology; Conrad Philip Kottak, McGraw Hill Pub, 2014 6. Supplemental Reader: Applying Anthropology; Aaron Podolefsky, McGraw Hill Pub., 2015

MINI UNIT 1B	
Title:	Ancient City in the Sky
Duration:	1 Week
Overview:	<p>In this mini-unit, we will explore the establishment of the Inca Empire and the building of the city Machu Pichu and discover how archaeology provides historical and scientific explanations for how ancient people lived. We will also use digital forensics to reconstruct parts of this ancient civilization. In the end, students will apply anthropological methods to further understand the dynamics of ancient Incan culture.</p>
Essential Outcomes - Upon completion of this course students will know (declarative):	Alignment to Standards
Why this ancient city was established	6.2.12.D.1.e
How the Peruvian capital was constructed into such a large city	6.2.12.D.1.e
How the city of Machu Pichu was built	6.2.12.D.1.d
Describe how the development of both written and unwritten languages impacted human understanding, development of culture, and social structure.	6.2.12.D.1.b

Explain how archaeological discoveries are used to develop and enhance understanding of life prior to written records.	6.2.12.D.1.c
Essential Outcomes - Upon completion of this course students will be able to (procedural):	Alignment to Standards
	CCSS. ELA-Literacy. RH.11-12.1-10
Assess the impact of the interactions and conflicts between native groups and North American settlers	6.1.12.D.1.a
Apply anthropological methods to understand an ancient culture	6.2.12.D.1.c
Essential Outcomes - Upon completion of this course students will understand (conceptual):	Alignment to Standards
Reconstruct history through forensics	6.2.12.D.1.c
Understand various aspects of Incan culture	6.2.12.D.1.b
Resources Mini Unit 1B:	<ol style="list-style-type: none"> 1. “National Geographic: Megastructures: Machu Pichu”, 2. Ghosts of Machu Pichu- Nova” 3. PBS Machu Picchu 4.. Textbook: Cultural Anthropology; Conrad Philip Kottak, McGraw Hill Pub, 2014 5. Supplemental Reader: Applying Anthropology; Aaron Podolefsky, McGraw Hill Pub., 2015

MINI UNIT 1C	
Title:	Ethnographic Research
Duration:	2 week introduction and a whole semester of research and cultural study.
Overview:	Students will begin their ethnographic fieldwork in an American cultural scene that is already familiar to the student or in a field that they are unfamiliar, but are curious about. A cultural scene may be defined as

	<p>“a geographic or symbolic place where two or more people repeatedly share activities that lead to shared understandings.” Examples are abundant: schools, playgrounds, farms, nursing homes, restaurants and grocery stores would all qualify as cultural scenes.</p> <p>Students will also explore four recent ethnographic studies, looking to compare, contrast, and critique these studies.</p> <p>Additionally, students will do a cultural observation at a mall or school.</p>
Essential Outcomes - Upon completion of this course students will know (declarative):	Alignment to Standards
How to write a research prospectus.	<p>CCSS. ELA-Literacy. RH.11-12.1-10 CCSS.ELA-LITERACY.W.11-12.1.A</p>
The structure and procedures involves in an Ethnographic research project.	<p>CCSS.ELA-LITERACY.W.11-12.1.B</p>
How to do a cultural observation.	<p>6.3.4.D.1</p>
Essential Outcomes - Upon completion of this course students will be able to (procedural):	Alignment to Standards
Write an introduction to their Ethnographic study.	<p>CCSS.ELA-LITERACY.W.11-12.1</p>
Read and do a written and oral critique of a recent Anthropological study	<p>CCSS.ELA-LITERACY.W.11-12.1.A</p>
Do a cultural observation at a mall of their choice or within Boonton High School.	<p>6.3.4.D.1</p>
Essential Outcomes - Upon completion of this course students will understand (conceptual):	Alignment to Standards
How to write their Ethnographic research paper.	<p>CCSS.ELA-LITERACY.W.11-12.1.A</p>
Have a solid grasp of what undertaking anthropological fieldwork entails.	<p>CCSS.ELA-LITERACY.W.11-12.1.A CCSS.ELA-LITERACY.RI.11-12.1</p>

Resources Mini Unit 1C:

1. [Middlesex County Community College Curriculum](#)
2. Students will also read excerpts from the following Ethnographic research books:

Sleeping Rough in Port-au-Prince: An Ethnography of Street Children and Violence in Haiti by J. Christopher Kovats-Bernat, 2006, based on fieldwork conducted from 1994 to 2004, the decade of Haiti's transition from a dictatorship to a democracy. The author lived on the streets with many children and looked to advance the study of children in anthropology as important informants and agents of cultural change.

Colin Turnbull's The Mbuti Pygmies: Change and Adaptation, a more classic ethnography first published in 1983 and based on work done with the Mbuti of the Ituri Rain Forest in the geographical center of Africa in what was known at the time of the fieldwork as the Belgian Congo, and now known as Zaire. We learn about how the Mbuti organize themselves around the centrality of the forest, which is, to them, sacred.

Across the Wire: Life and Hard Times on the Mexican Border by Luis Alberto Urrea, published in 1993. A contemporary ethnography about refugees living on the Mexican side of the border, only twenty-some miles from San Diego and yet a world apart. Urrea, who now lives in Boulder, Colorado, writes about his work as a translator working with a crew of relief workers. He pulls no punches in his writing and declares himself to be openly and rightfully subjective.

With No Direction Home by Marni Finkelstein, published in 2005, using data collected from 50 homeless kids in the East Village of NY City over two consecutive summers. Finkelstein wished to investigate the kids' actual experience on the streets, their own explanations for being there, what it takes to be on the streets, as well as background factors involved in getting them to the streets.

A Tribe Apart by Patricia Hersch, published in 1999, six-years of ethnographic work with eight Reston, Virginia, students.

[Washington Post Article](#): "Today's Teens:

3. [Sunny Geneseo Anthropology Class](#)
4. Textbook: Cultural Anthropology: Conrad Philip Kottak, McGraw Hill Pub, 2014
5. Supplemental Reader: Applying Anthropology: Aaron Podolefsky, McGraw Hill Pub., 2015

UMBRELLA UNIT 2

Title:	Religion
Duration:	3 weeks
Essential Questions:	<ol style="list-style-type: none"> 1. Why has spirituality become so important to human existence? 2. What role or purpose does religion / spirituality serve in a culture? 3. How are religions similar yet different? 4. How can religion shape society?
Summative Assessments: (Assessment at the end the learning period)	<ul style="list-style-type: none"> ● Quiz on the universals of religion ● Describe a worship service other than their own and describe what they understood and learned. ● Research and present on a specific burial ritual
Formative Assessments: (Ongoing assessments during the learning period)	<ul style="list-style-type: none"> ● Check in on reading comprehension and questions from assigned articles. ● Identify areas of student interest for places for deeper investigations. ● Observations of students during warm up and group work activities. ● Progress during time given for research will be assessed anecdotally. ● Individual contributions given during Think-Pair-Share will be assessed informally through observation. ● Participation in class discussions. ● Effective use of inference skills during inquiry periods.
Differentiation:	Students will have choice in describing a worship service. Additionally, students will work in pairs to research, describe, and present a specific burial ritual or service.

TECHNOLOGY STANDARD (STANDARD 8)

CPI #	CUMULATIVE PROGRESS INDICATOR (CPI)
	8.1.12.A.3

21ST CENTURY LIFE AND CAREER (STANDARD 9)	
CPI #	CUMULATIVE PROGRESS INDICATOR (CPI)
	9.2

MINI UNIT 2A	
Title:	Role of religion in culture
Duration:	1 Week
Overview:	Spiritual beliefs and religions are rooted in the attempt by humans to explain the inexplicable. Students will explore the universal traits and discover the reasons and function that religion serves in society.
Essential Outcomes - Upon completion of this course students will know (declarative):	Alignment to Standards
Evaluate the role of religion on cultural and social mores	6.1.12.D.14.e
Understand the foundations of religion and spirituality and the function it plays in societies	6.1.12.D.14.e
Identify cultural universals and universals that have formed within specific facets of culture (ex. universal traits in religions and other spiritual belief structures)	6.1.12.D.14.e
Essential Outcomes - Upon completion of this course students will be able to (procedural):	Alignment to Standards
Describe the importance of a society's religion on its	CCSS.ELA-LITERACY.SL.11-12.1.A

world view	
Describe the four types of religious organizations (individualistic, shamanistic, communal, and ecclesiastical) and explain the differences between them	CCSS.ELA-LITERACY.SL.11-12.1
Discuss the three types of functions that religion serves: intellectual understanding, psychological-anxiety and reversion to childhood feelings, and sociological-need for community.	CCSS.ELA-LITERACY.SL.11-12.1.A
Essential Outcomes - Upon completion of this course students will understand (conceptual):	Alignment to Standards
The importance and roles that region play within cultures	6.1.12.D.14.e
Resources Mini Unit 2A:	<ol style="list-style-type: none"> 1. Anthropology of Religion: University course syllabus 2. Anthropology in the News 3. Textbook: Cultural Anthropology; Conrad Philip Kottak, McGraw Hill Pub, 2014 4. Supplemental Reader: Applying Anthropology; Aaron Podolefsky, McGraw Hill Pub., 2015

MINI UNIT 2B	
Title:	Magic and witchcraft
Duration:	1 week
Overview:	Students will explore and analyze the role the witchcraft has played in both Western and Non-Western religion.

Essential Outcomes - Upon completion of this course students will know (declarative):		Alignment to Standards
That various cultures define and view magic and witchcraft differently		6.1.12.D.14.e
How the Azande people view witchcraft		6.1.12.D.14.e
The view of witchcraft in Western religion		6.1.12.D.14.e
Essential Outcomes - Upon completion of this course students will be able to (procedural):		Alignment to Standards
Describe the role that shamans play within an indigenous culture		CCSS.ELA-LITERACY.SL.11-12.1
Essential Outcomes - Upon completion of this course students will understand (conceptual):		Alignment to Standards
That spirituality is represented in different cultures in different ways		6.1.12.D.14.e
Resources Mini Unit 2B:	<ol style="list-style-type: none"> 1. Witchcraft and the Azande People 2. Controversial Case in New Guinea 3. Saudi Case 4. Textbook: Cultural Anthropology: Conrad Philip Kottak, McGraw Hill Pub, 2014 5. Supplemental Reader: Applying Anthropology: Aaron Podolefsky, McGraw Hill Pub., 2015 	

MINI UNIT 2C	
Title:	Burial Practices
Duration:	1 week
Overview:	During this investigation, students will explore various burial rituals in understanding different cultures values as they relate to death.
Essential Outcomes - Upon completion of this course students will know (declarative):	Alignment to Standards
How various cultures treat death and the afterlife	6.1.12.D.14.e
Essential Outcomes - Upon completion of this course students will be able to (procedural):	Alignment to Standards
Research and report out on a specific burial ritual	CCSS.ELA-LITERACY.RI.11-12.1
Essential Outcomes - Upon completion of this course students will understand (conceptual):	Alignment to Standards
The reasons that various cultures have for different burial rituals	6.1.12.D.14.e
Resources Mini Unit 2C:	<ol style="list-style-type: none"> 1. Sati Burial Practices 2. Neanderthal Burials 3. 10 Burial Rituals from around the world 4. Textbook: Cultural Anthropology; Conrad Philip Kottak, McGraw Hill Pub, 2014 5. Supplemental Reader: Applying Anthropology; Aaron Podolefsky, McGraw Hill Pub., 2015

UMBRELLA UNIT 3

Title:	Gender
Duration:	4-5 weeks
Essential Questions:	<ol style="list-style-type: none"> 1. How are biology and culture expressed in human sex/ gender systems? 2. How do gender roles differ among various cultures? 3. What is sexual orientation and how do sexual practices vary cross-culturally? 4. 5. Why do certain societies have a higher rate of violence against women? <p>Explain the difference between sex and gender and describe gender construction among the Hua people of Papua New Guinea.</p> <ol style="list-style-type: none"> 2. Describe gender crossing and multiple gender identities. 3. Explain the four main characteristics of gender variants among many Native Americans. 3. Explain the importance of the sexual division of labor and why the sexual stereotypes of man the breadwinner and woman the caretaker are not true. 4. Discuss the patterns in different cultures of the sexual division of labor and explain the four factors that influence these patterns, such as physical strength, fertility maintenance, childcare compatibility, and reproductive roles. 5. Explain why biological differences between the sexes cannot account for the cross- cultural variations in the sexual division of labor. 6. Discuss the complexity of the factors that influence the degree of female involvement in cultivation tasks. 8. Describe gender stratification and discuss the causes of its cultural diversity.
Summative Assessments: (Assessment at the end the learning period)	<ul style="list-style-type: none"> ● Read and respond to excerpts from the book: <u>Guyland</u> ● Quiz: Biological differences: New Sex Scorecard ● ● Research and present on gender violence in India ● Exogamy and Endogamy Assignment
Formative Assessments:	<ul style="list-style-type: none"> ● Check in on reading comprehension and questions from assigned articles. ● Identify areas of student interest for places for deeper investigations.

(Ongoing assessments during the learning period)	<ul style="list-style-type: none"> ● Observations of students during warm up and group work activities. ● Progress during time given for research will be assessed anecdotally. ● Individual contributions given during Think-Pair-Share will be assessed informally through observation. ● Participation in class discussions. ● Effective use of inference skills during inquiry periods.
Differentiation:	Students will have choice in who they interview about gender roles in the United States.
TECHNOLOGY STANDARD (STANDARD 8)	
CPI #	CUMULATIVE PROGRESS INDICATOR (CPI)
	8.1.12.A.3
21ST CENTURY LIFE AND CAREER (STANDARD 9)	
CPI #	CUMULATIVE PROGRESS INDICATOR (CPI)
	9.2

MINI UNIT 3A	
Title:	Gender Roles in the United States and communication patterns
Duration:	1 week
Overview:	Students will explore and analyze the biological differences among genders and determine how culture and society create roles for both men and women. Additionally, students will analyze the communication patterns for men and women in the United States, determining linguistic patterns that lead to dominance.

Essential Outcomes - Upon completion of this course students will know (declarative):	Alignment to Standards
The biological differences between men and women	CCSS. ELA-Literacy. RH.11-12.1-10
That there are communication differences among genders and these are culturally influences	CCSS. ELA-Literacy. RH.11-12.1-10
Essential Outcomes - Upon completion of this course students will be able to (procedural):	Alignment to Standards
Be able to explain assertive communication styles that can be adopted by both genders	CCSS.ELA-LITERACY.SL.11-12.1
Evaluate the extent to which women, minorities, individuals with gender preferences, and individuals with disabilities have met their goals of equality in the workplace, politics, and society.	6.1.12.D.14.d
Analyze how feminist movements and social conditions have affected the lives of women in different parts of the world, and evaluate women's progress toward social equality, economic equality, and political equality in various countries.	6.2.12.D.5.d
Determine the biological differences among both genders	CCSS.ELA-LITERACY.RI.11-12.2
Read and discuss conflicts within <u>Guyland</u>	CCSS.ELA-LITERACY.RI.11-12.2
Discuss various gender roles defined in the United States as well as in other cultures	CCSS.ELA-LITERACY.SL.11-12.1.A

Essential Outcomes - Upon completion of this course students will understand (conceptual):	Alignment to Standards
How genders differ biologically and how cultures influence gender roles	CCSS.ELA-LITERACY.SL.11-12.1.A
Resources Mini Unit 3A:	<ol style="list-style-type: none"> 1. The New Sex Scorecard 2. Guyland, Michael Kimmel 3. Textbook: Cultural Anthropology; Conrad Philip Kottak, McGraw Hill Pub, 2014 4. Supplemental Reader: Applying Anthropology; Aaron Podolefsky, McGraw Hill Pub., 2015

MINI UNIT 3B	
Title:	Different cultural views on sexuality
Duration:	2 weeks
Overview:	
Essential Outcomes - Upon completion of this course students will know (declarative):	Alignment to Standards
That perceptions of gender and sexuality vary based on culture.	CCSS. ELA-Literacy. RH.11-12.1-10
Essential Outcomes - Upon completion of this course students will be able to (procedural):	Alignment to Standards
Prepare and conduct an interview with a woman that	CCSS.ELA-LITERACY.SL.11-12.1.A

can discuss gender roles in the United States over the past forty years.	
Research and report out on one of 4 cultural case studies that investigate the role of gender and sexuality.	CCSS.ELA-LITERACY.SL.11-12.1.A
Essential Outcomes - Upon completion of this course students will understand (conceptual):	Alignment to Standards
How gender and sexuality are perceived differently within different cultures.	CCSS.ELA-LITERACY.SL.11-12.1.A
Resources Mini Unit 3B:	<ol style="list-style-type: none"> 1. Neither Man or Woman: The Hira of India 2. Ritual, Sexuality, and Change in Papua New Guinea 3. Becoming Two Spirit: Gay Identity and Social Acceptance in Indian Country 4. The Gender Egalitarian: Batak of Malaysia 5. Textbook: Cultural Anthropology; Conrad Philip Kottak, McGraw Hill Pub, 2014 6. Supplemental Reader: Applying Anthropology; Aaron Podolefsky, McGraw Hill Pub., 2015

MINI UNIT 3C	
Title:	Gender & Violence
Duration:	1-2 Weeks
Overview:	During this investigation, students will research and explore issues of violence against women with a specific focus on India and within the United States.

Essential Outcomes - Upon completion of this course students will know (declarative):		Alignment to Standards
That violence against women is a major problem.		6.1.12.D.14.d
Essential Outcomes - Upon completion of this course students will be able to (procedural):		Alignment to Standards
Respond and critique the video Killing Us Softly		CCSS.ELA-LITERACY.SL.11-12.1.A
Research and report out on violence against women India		CCSS.ELA-LITERACY.RI.11-12.1 CCSS.ELA-LITERACY.SL.11-12.1.A CCSS.ELA-LITERACY.W.11-12.1.B
Research and discuss issues of violence against women on college campusus.		CCSS.ELA-LITERACY.RI.11-12.1
Essential Outcomes - Upon completion of this course students will understand (conceptual):		Alignment to Standards
That violence against women is prevalent.		6.1.12.D.14.d
Certain cultural norms lead to an increase in violence against women		6.1.12.D.14.d
Resources Mini Unit 3C:	<ol style="list-style-type: none"> 1. Killing us Softly: Video Gender, advertising, violence in the media 2. Various articles on violence against women in India 3. Textbook: Cultural Anthropology; Conrad Philip Kottak, McGraw Hill Pub, 2014 3. Supplemental Reader: Applying Anthropology; Aaron Podolefsky, McGraw Hill Pub., 2015 	

UMBRELLA UNIT 4	
Title:	Globalization
Duration:	5 weeks
Essential Questions:	<ol style="list-style-type: none"> 1. Why do different countries have different life expectancies? 2. How does access to resources affect a country's development? 3. What aspects of indigenous cultures do we hope to keep in our own societies? 4. Why do people immigrate?
Summative Assessments: (Assessment at the end the learning period)	<ul style="list-style-type: none"> ● Create a poster exploring the differences between chosen “rich and poor” nations ● Research and report out about an endangered indigenous culture ● Interview someone that has immigrated to the United States after the age of 12
Formative Assessments: (Ongoing assessments during the learning period)	<ul style="list-style-type: none"> ● Check in on reading comprehension and questions from assigned articles. ● Identify areas of student interest for places for deeper investigations. ● Observations of students during warm up and group work activities. ● Progress during time given for research will be assessed anecdotally. ● Individual contributions given during Think-Pair-Share will be assessed informally through observation. ● Participation in class discussions. ● Effective use of inference skills during inquiry periods.
Differentiation:	Students get to work in pairs on their investigation of the countries that they will research and also be able to collaborate and work in pairs on the endangered indigenous people research. During these two investigations, students will have choice in their research. Additionally, students will be able to choose someone that has immigrated to the United States, design their own questions, and conduct an interview.
TECHNOLOGY STANDARD (STANDARD 8)	
CPI #	CUMULATIVE PROGRESS INDICATOR (CPI)
	8.1.12.A.3

21ST CENTURY LIFE AND CAREER (STANDARD 9)	
CPI #	CUMULATIVE PROGRESS INDICATOR (CPI)
	9.2

MINI UNIT 4A	
Title:	Globalization: Country Analysis
Duration:	1 week
Overview:	During this investigation, students will explore the differences and similarities between countries with longer and shorter life expectancies. Students will present their findings to the class and discuss what they learned.
Essential Outcomes - Upon completion of this course students will know (declarative):	Alignment to Standards
How access to resources impacts the development of nations.	CCSS. ELA-Literacy. RH.11-12.1-10
Essential Outcomes - Upon completion of this course students will be able to (procedural):	Alignment to Standards
Design a poster displaying the major differences between developed and underdeveloped countries	CCSS.ELA-LITERACY.RI.11-12.3
Discuss and present findings from this research project	CCSS.ELA-LITERACY.SL.11-12.1

Essential Outcomes - Upon completion of this course students will understand (conceptual):	Alignment to Standards
The major differences that exist between countries based on resources and wealth	CCSS.ELA-LITERACY.SL.11-12.1
Resources Mini Unit 4A:	<ol style="list-style-type: none"> 1. www.nationmaster.com 2. World Health Organization http://www.who.int/countries/en/ 3. CIA World Factbook https://www.cia.gov/library/publications/the-world-factbook/ 4. Textbook: <u>Cultural Anthropology</u>; Conrad Philip Kottak, McGraw Hill Pub, 2014 5. Supplemental Reader: <u>Applying Anthropology</u>; Aaron Podolefsky, McGraw Hill Pub., 2015

MINI UNIT 4B:	
Title:	Indigenous Peoples Study
Duration:	2 Weeks
Overview:	During this investigation, students will learn about indigenous people and their rights.
Essential Outcomes - Upon completion of this course students will know (declarative):	Alignment to Standards
More about indigenous cultures and their struggles in a post-modern world.	6.3.12.D.1
Essential Outcomes - Upon completion of this course students will be able to (procedural):	Alignment to Standards

Research and report out about an endangered indigenous tribe.	6.3.12.D.1
Read and discuss the Declaration of Indigenous Rights.	6.3.12.D.1
Essential Outcomes - Upon completion of this course students will understand (conceptual):	Alignment to Standards
The struggles that indigenous people have.	6.3.12.D.1
The contributions that indigenous cultures give to the global world.	6.3.12.D.1
Resources Mini Unit 4B:	<ol style="list-style-type: none"> 1. www.firstpeople.org 2. Indigenous People 3. Surviving Indigenous Tribes 4. Textbook: Cultural Anthropology; Conrad Philip Kottak, McGraw Hill Pub, 2014 5. Supplemental Reader: Applying Anthropology; Aaron Podolefsky, McGraw Hill Pub., 2015

MINI UNIT 4C	
Title:	Immigration & Globalization
Duration:	2 weeks
Overview:	During this course of study, students will explore ethnographic studies centered around the Mexican / US border. Additionally, students will need to conduct an interview with someone that immigrated to the United States after the age of 12.
Essential Outcomes - Upon completion of this course	Alignment to Standards

students will know (declarative):	
The motivations for immigration across the world.	6.3.12.D.1
The complex issues involved in global immigration.	6.3.12.D.1
Essential Outcomes - Upon completion of this course students will be able to (procedural):	
Conduct an interview of someone that immigrated to the United States, write a formal paper that summarizes the interview and report out to the class.	6.3.12.D.1 CCSS.ELA-LITERACY.W.11-12.2
Essential Outcomes - Upon completion of this course students will understand (conceptual):	
The motivations and struggles of people that immigrate to different countries.	6.3.12.D.1
Resources Mini Unit 4C:	<ol style="list-style-type: none"> 1. Facing History and Ourselves: Unit on Immigration 2. Sample Interview Questions 3. Textbook: Cultural Anthropology; Conrad Philip Kottak, McGraw Hill Pub, 2014 4. Supplemental Reader: Applying Anthropology; Aaron Podolefsky, McGraw Hill Pub., 2015

Board of Education Adoption Date: 09/26/16