TRUMBULL PUBLIC SCHOOLS
Trumbull, Connecticut

Cultural Anthropology

Social Studies Department

2016

(Last revised 1997)

Curriculum Writing Team

Kathy Rubano	Social Studies Department Chair
Vincent A. Artese	Teacher
Daniel Uhrlass	Teacher

Jonathan S. Budd, Ph.D., Director of Curriculum, Instruction & Assessments

Cultural Anthropology

Table of Contents

The Trumbull Board of Education will continue to take Affirmative Action to ensure that no persons are discriminated against in its employment.

CORE VALUES AND BELIEFS

The Trumbull High School community engages in an environment conducive to learning which believes that all students will **read** and **write effectively**, therefore communicating in an articulate and coherent manner. All students will participate in activities **that present problem-solving through critical thinking**. Student will use technology as a tool applying it to decision making. We believe that by fostering self-confidence, self-directed and student-centered activities, we will promote **independent thinkers and learners**. We believe **ethical conduct** to be paramount in sustaining the welcoming school climate that we presently enjoy.

Approved 8/26/2011

INTRODUCTION

Cultural Anthropology is a course offered by the Social Studies Department of Trumbull High School. Students earn a half elective credit in Social Studies. This course is aligned with the 2015 Connecticut Social Studies Frameworks and the 2010 Connecticut Core Standards for Literacy. Engaging a range of approaches, students in the course consider political, economic, cultural, and social histories while paying particular attention to various aspects of culture: food, economy, social stratification, gender, marriage and family, interest groups, political life, psychology, religion, and the arts. Emphasis is given to cultural comparisons, how cultures are expressed, and how cultures change over time. Students study different regions of the world as the semester progresses. Much of the student work is project-based, portraying how people live in other parts of the world. Throughout the entire course is an emphasis on improving students' reading comprehension, critical thinking, verbal expression, and writing skills. Insightful and respectful debate is encouraged. Building on the Connecticut Frameworks, an increased emphasis is placed on developing questions and planning inquiry, applying disciplinary concepts and tools, evaluating sources and using evidence, and communicating conclusions and taking informed action. This 2016 revised curriculum guide also emphasizes literacy in history/social studies and technology competency standards, both of which prepare students for college and career opportunities.

PHILOSOPHY

The study of Cultural Anthropology allows students to consider how people in the rest of the world live. Many social studies courses put heavy emphasis on war and significant political changes, but Cultural Anthropology focuses on everyday life of people in other cultures all around the world. Students are asked to consider how culture is expressed in a given place. This can be seen visually through architecture and the arts, audibly through music and language, and socially through how people develop pastimes and traditions. Cultural Anthropology analyzes how common people live around the world and asks questions about how their ways of life have come to be.

COURSE DESCRIPTION AND SYLLABUS

Course Name
Cultural Anthropology

Course Credit
.5 Trumbull High School Social Studies credit

Prerequisites
Students in grades 11-12 may enroll.

General Description of the Course Content
This course is a study of cultures around the world. Students will study various aspects of culture: food, economy, social stratification, gender, marriage and family, interest groups, political life, psychology, religion, and the arts. Emphasis will be given to cultural comparisons, how cultures are expressed, and how cultures change over time. Students will cover different regions of the world as the semester progresses. Much of the student work will be project-based, portraying how people live in other parts of the world.

Text
Ember, Carol R., and Melvin R. Ember. *Cultural Anthropology*. 12th ed. Saddle River, NJ:
Prentice Hall, 2006. Print.

Additional Resources
To supplement units studied, selected handouts, web-based resources, guest speakers, and videos/documentaries will also be used. Some material will be provided to students in class; other material will be available electronically. More detailed information is outlined in each unit overview.

GOALS

Upon completion of this course, students will:

- Gather, analyze, and reconcile historical information, including contradictory data, from primary and secondary sources to support or reject hypotheses
- Demonstrate an understanding of the ways in which different cultures interacted in pre-modern and modern times, and how they have shaped new identities and ways of life
- Initiate questions and hypotheses about historic events they are studying
- Describe the multiple intersecting causes of events
- Describe, explain, and analyze political, economic and social consequences that came about as the resolution of a conflict
- Evaluate the roles and contributions of individuals and groups
- Analyze the connections and interactions of people over time and space
- Develop critical thinking skills by inquiry, research, and organizing information
- Describe and analyze, using historical data and understandings, the options that are available to parties involved in contemporary conflicts of decision making
- Evaluate whether and/or when their obligations as citizens require that their personal desires, beliefs, and interests be subordinated to the public good
- Demonstrate an understanding of political concepts of power, authority, governance and law
- Apply critical thinking skills in determining the degrees of interdependence of economic, political, and social systems throughout the world
- Support and defend oral presentations and writing prompts by evaluating a variety of resources
- Incorporate technology by researching topics related to the curriculum
- Describe relationships among historical subject matter and other subjects they study, current issues, and personal concerns

The following course goals derive from the 2015 Connecticut Elementary and Secondary Social Studies Frameworks.

DIMENSION 1: DEVELOPING QUESTIONS AND PLANNING INQUIRY

Constructing Compelling Questions

It is expected that students will work individually and with others to:

INQ 9-12.1	Explain how a question reflects an enduring issue in the field.
INQ 9-12.2	Explain points of agreement and disagreement experts have about interpretations and applications of disciplinary concepts and ideas associated with a compelling question.
INQ 9-12.3	Explain points of agreement and disagreement experts have about interpretations and applications of disciplinary concepts and ideas associated with a supporting question.
INQ 9-12.4	Explain how supporting questions contribute to an inquiry and how, through engaging source work, new compelling and supporting questions emerge.
INQ 9-12.5	Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration multiple points of view represented in the sources, the types of sources available, and the potential uses of the sources.

DIMENSION 2: APPLYING DISCIPLINARY CONCEPTS AND TOOLS

Geographic Representations: Spatial Views of the World

It is expected that students will work individually and with others to:

GEO 9-12.1	Use geospatial and related technology to create maps to display and explain the spatial patterns of cultural and environmental characteristics.
GEO 9-12.2	Use maps, satellite images, photographs, and other representations to explain relationships between the locations of places and regions and their political, cultural, and economic dynamics.
GEO 9-12.3	Use geographic data to analyze variations in the spatial patterns of cultural and environmental characteristics at multiple scales.

Human-Environmental Interaction: Places, Regions, and Culture

It is expected that students will work individually and with others to:

GEO 9-12.4   Evaluate how political and economic decisions throughout time have influenced cultural and environmental characteristics of various places and regions.

Human Population: Spatial Patterns and Movement

It is expected that students will work individually and with others to:

GEO 9-12.5   Analyze the reciprocal nature of how historical events and the spatial diffusion of ideas, technologies, and cultural practices have influenced migration patterns and the distribution of human population.

GEO 9-12.6   Evaluate the impact of economic activities and political decisions on spatial patterns within and among urban, suburban, and rural regions.

Global Interconnections: Changing Spatial Patterns

It is expected that students will work individually and with others to:

GEO 9-12.7   Evaluate how changes in the environmental and cultural characteristics of a place or region influence spatial patterns of trade and land use.

GEO 9-12.8   Evaluate the consequences of human-made and natural catastrophes on global trade, politics, and human migration.

Civic and Political Institutions

It is expected that students will work individually and with others to:

CIV 9-12.1   Distinguish the powers and responsibilities of local, state, tribal, national, and international civic and political institutions to address social and political problems.

Participation and Deliberation: Applying Civic Virtues and Democratic Principles

It is expected that students will work individually and with others to:

CIV 9-12.2   Evaluate social and political systems in different contexts, times, and places, that promote civic virtues and enact democratic principles.

CIV 9-12.3   Analyze the impact and the appropriate roles of personal interests and perspectives on the application of civic virtues, democratic principles, constitutional rights, and human rights.

Processes, Rules, and Laws

It is expected that students will work individually and with others to:

CIV 9-12.4   Evaluate multiple procedures for making governmental decisions at the local, state, national, and international levels in terms of the specific purposes achieved.

CIV 9-12.5   Analyze how people use and challenge local, state, national, and international laws to address a variety of public issues.

CIV 9-12.6   Evaluate public policies in terms of intended and unintended outcomes, and related consequences.

CIV 9-12.7   Analyze historical, contemporary, and emerging means of changing societies, promoting the common good, and protecting rights.

Economic Decision-Making

It is expected that students will work individually and with others to:

ECO 9-12.1   Analyze how incentives influence choices that may result in policies with a range of costs and benefits for different groups.

Exchange and Markets

It is expected that students will work individually and with others to:

ECO 9-12.2   Describe the possible consequences, both intended and unintended, of government policies to improve market outcomes.

The National Economy

It is expected that students will work individually and with others to:

ECO 9-12.3   Explain why advancements in technology and investments in capital goods and human capital increase economic growth and standards of living.

The Global Economy

It is expected that students will work individually and with others to:

ECO 9-12.4   Analyze the role of comparative advantage in international trade of goods and services.

| ECO 9-12.5 | Explain how current globalization trends and policies affect economic growth, labor markets, rights of citizens, the environment, and resource and income distribution in different nations. |

Change, Continuity, and Context

It is expected that students will work individually and with others to:

HIST 9-12.1	Evaluate how historical events and developments were shaped by unique circumstances of time and place as well as broader historical contexts.
HIST 9-12.2	Analyze change and continuity in historical eras.
HIST 9-12.3	Use questions generated about individuals and groups to assess how the significance of their actions changes over time and is shaped by the historical context.

Perspectives

It is expected that students will work individually and with others to:

HIST 9-12.4	Analyze complex and interacting factors that influenced the perspectives of people during different historical eras.
HIST 9-12.5	Analyze how historical contexts shaped and continue to shape people's perspectives.
HIST 9-12.6	Analyze the ways in which the perspectives of those writing history shaped the history that they produced.
HIST 9-12.7	Explain how the perspectives of people in the present shape interpretations of the past.
HIST 9-12.8	Analyze how current interpretations of the past are limited by the extent to which available historical sources represent perspectives of people at the time.

Historical Sources and Evidence

It is expected that students will work individually and with others to:

| HIST 9-12.9 | Analyze the relationship between historical sources and the secondary interpretations made from them. |
| HIST 9-12.10 | Detect possible limitations in various kinds of historical evidence and differing secondary interpretations. |

HIST 9-12.11	Critique the usefulness of historical sources for a specific historical inquiry based on their maker, date, place of origin, intended audience, and purpose.
HIST 9-12.12	Use questions generated about multiple historical sources to pursue further inquiry and investigate additional sources.
HIST 9-12.13	Critique the appropriateness of the historical sources used in a secondary interpretation.

Causation and Argumentation

It is expected that students will work individually and with others to:

HIST 9-12.14	Analyze multiple and complex causes and effects of events in the past.
HIST 9-12.15	Distinguish between long-term causes and triggering events in developing a historical argument.
HIST 9-12.16	Integrate evidence from multiple relevant historical sources and interpretations into a reasoned argument about the past.
HIST 9-12.17	Critique the central arguments in secondary works of history on related topics in multiple media in terms of their historical accuracy.

DIMENSION 3: EVALUATING SOURCES AND USING EVIDENCE

It is expected that students will work individually and with others to:

INQ 9-12.6	Gather relevant information from multiple sources representing a wide range of views while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection.
INQ 9-12.7	Evaluate the credibility of a source by examining how experts value the sources.
INQ 9-12.8	Identify evidence that draws information directly and substantively from multiple sources to detect inconsistencies in evidence in order to revise or strengthen claims.
INQ 9-12.9	Refine claims and counterclaims attending to precision, significance, and knowledge conveyed through the claim while pointing out the strengths and limitations of both.

DIMENSION 4: COMMUNICATING CONCLUSIONS AND TAKING INFORMED ACTION

It is expected that students will work individually and with others to:

INQ 9-12.10   Construct arguments using precise and knowledgeable claims, with
                   evidence from multiple sources, while acknowledging counterclaims and
                   evidentiary weaknesses.

INQ 9-12.11   Construct explanations using sound reasoning, correct sequence (linear or
                   non-linear), examples, and details with significant and pertinent
                   information and data, while acknowledging the strengths and weaknesses
                   of the explanation given its purpose (e.g., cause and effect, chronological,
                   procedural, technical).

INQ 9-12.12   Present adaptations of arguments and explanations that feature evocative
                   ideas and perspectives on issues and topics to reach a range of audiences
                   and venues outside the classroom using print and oral technologies (e.g.,
                   posters, essays, letters, debates, speeches, reports, and maps) and digital
                   technologies (e.g., Internet, social media, and digital documentary).

INQ 9-12.13   Critique the use of claims and evidence in arguments for credibility.

INQ 9-12.14   Critique the use of the reasoning, sequencing, and supporting details of
                   explanations.

INQ 9-12.15   Use disciplinary and interdisciplinary lenses to understand the
                   characteristics and causes of local, regional, and global problems;
                   instances of such problems in multiple contexts; and challenges and
                   opportunities faced by those trying to address these problems over time
                   and place.

INQ 9-12.16   Assess options for individual and collective action to address local,
                   regional, and global problems by engaging in self-reflection, strategy
                   identification, and complex causal reasoning.

INQ 9-12.17   Apply a range of deliberative and democratic strategies and procedures to
                   make decisions and take action in their classrooms, schools, and out-of-
                   school civic contexts.

The following course goals derive from the 2010 Connecticut Core Standards.

CCSS.ELA-Literacy.RH.11-12.1   Cite specific textual evidence to support analysis of
                                    primary and secondary sources, connecting insights gained
                                    from specific details to an understanding of the text as a
                                    whole.

CCSS.ELA-Literacy.RH.11-12.2   Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.

CCSS.ELA-Literacy.RH.11-12.3   Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.

CCSS.ELA-Literacy.RH.11-12.4   Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text.

CCSS.ELA-Literacy.RH.11-12.5   Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.

CCSS.ELA-Literacy.RH.11-12.6   Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.

CCSS.ELA-Literacy.RH.11-12.7   Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.

CCSS.ELA-Literacy.RH.11-12.8   Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.

CCSS.ELA-Literacy.RH.11-12.9   Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

CCSS.ELA-Literacy.RH.11-12.10   Read and comprehend history/social studies texts in the grades 11-CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.

INSTRUCTIONAL TEACHING STRATEGIES

Annotation & Guided Annotation, Anticipation Guides, Article Discussions, Brainstorming, Comprehension Questions based on class readings, Case Studies, Categorizing, Clustering, Comparing and Contrasting, Cuing Expected Behavior, Debates, Direct Instruction, Discovery

Lessons, Discussion Groups (small & large groups), Editing and Revising, Essays, Encouraging Students to Clarify & Expand Ideas, Graphic Organizers, Group Projects, Guided Notes, Heterogeneous & Homogenous Grouping, Lecture, Narrated Reading, Needs-Based Grouping, Peer Editing, Peer Modeling, Reflections, Persuasive Writing, Primary Source Discussions, Question & Answer Sessions, Refocusing Students, Research using Technology, Restating & Rephrasing Key Concepts, Role-Playing Scenarios, Round-Table Discussion, Secondary Source Discussions, Student Presentations, Study Groups, Study Guides, Visualization, Wait Time

TECHNOLOGY COMPETENCY STANDARDS

1. Creativity and Innovation – Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology.
2. Communication and Collaboration – Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.
3. Research and Information Fluency – Students apply digital tools to gather, evaluate, and use information.
4. Critical Thinking, Problem Solving, and Decision Making – Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.
5. Digital Citizenship – Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.

Unit 1 – Introduction: American Culture

Essential Question:

- What are the significant features of American culture, and how have they changed over time?

Focus Questions:

- Food: What kinds of food do Americans eat?

- Economy: What kind of economic system does America have?

- Social Stratification: How is American society divided into social classes?

- Gender: How has the construct of gender changed from earlier generations to current times in American society?

- Marriage and Family: How have marriage and family changed over time in America, including as a result of changes in gender roles?

- Interest Groups: What are some examples of interest groups in the United States?

- Political Life: How are Americans active in the political life of the nation?

- Psychology: What is the mentality of the American people, and how does it differ in different regions throughout the nation?

- Religion: How does religion play a role in American culture?

- Arts: How do the arts impact American culture?

- Architecture: What are some significant features of American architecture?

- Recreation: What are popular pastimes of Americans, and why?

Scope and Sequence:

- In this unit, students will explore aspects of American culture through the following categories: food, economy, social stratification, gender, marriage and family, interest groups, political life, psychology, religion, arts, architecture, and recreation.

- Eight skills are emphasized in this unit and all others:

    - Demonstrate an ability to find good sources to study modern culture

    - Identify and describe significant aspects of culture

    - Display the qualities of a critical thinker

    - Read firsthand accounts to study different perspectives on cultural issues

    - Compare cultural differences between regions and/or countries

- Determine cultural similarities between regions and/or countries
- Analyze how cultures change over time
- Analyze continuity in aspects of culture to determine which aspects of culture change, and how, over time

Assured Experiences:
- Generational Study: Students will research their family histories to learn about the cultural heritage of their ancestors, focusing on the twelve major aspects of culture. They will present their findings to the rest of the class using Prezi, Google Slides, etc.
- Change in American Culture: Students will write an essay applying to American society one of the twelve major aspects of culture: food, economy, social stratification, gender, marriage and family, interest groups, political life, psychology, religion, arts, architecture, and recreation. Special emphasis should be placed on how the student's chosen aspect of culture has changed over time in America.

Resources*:
- Generational Study:
    - http://www.ancestry.com/
    - https://www.myheritage.com/
    - http://www.findmypast.com/
- Change in American Culture:
    - http://guides.newman.baruch.cuny.edu/AllOne
    - http://www.apnorc.org/projects/Pages/general-social-survey-chronicling-changes-in-american-society.aspx

* Teachers may use some or all of the resources based on the individual needs of the students.

Time Allocation: Approximately 1 week

Unit 2 – North America

Essential Question:

- How different are regional cultures in the United States and Canada?

Focus Questions:

- Food: To what extent does America have a wide variety of cuisine, and are there traditional foods unique to different regions of North America?

- Economy: What kinds of economic system does the United States and Canada have, and to what extent is America more capitalist and Canada more socialist?

- Social Stratification: Which social classes face discrimination in both the United States and Canada, for what reasons do these groups face discrimination, and why are social classes less fixed in North America than they are in Europe?

- Gender: How have gender roles changed over time in North America?

- Marriage and Family: How have marriage and family changed over time in North America, including as a result of changes in gender roles?

- Interest Groups: What are some examples of interest groups in Canada, and how do they compare to interest groups in the United States?

- Political Life: How are American and Canadian citizens differently active in the political lives of their nations?

- Psychology: What is the mentality of the American people, and how does it differ in different regions throughout the nation? What is the mentality of the Canadian people, and how does it differ in different regions throughout the nation?

- Religion: How does religion play a role in American and Canadian cultures, and how have immigrants influenced religious practice in different regions of these two countries?

- Arts: How do the arts impact American and Canadian cultures?

- Architecture: What are some regional architectural features of the United States and of Canada?

- Recreation: What are popular pastimes of Americans and Canadians, and why?

Scope and Sequence:

- In this unit, students will explore aspects of North American culture (both the culture of the United States and the culture of Canada) through the following categories: food,

economy, social stratification, gender, marriage and family, interest groups, political life, psychology, religion, arts, architecture, and recreation.

- o Eight skills are emphasized in this unit and all others:
  - Demonstrate an ability to find good sources to study modern culture
  - Identify and describe significant aspects of culture
  - Display the qualities of a critical thinker
  - Read firsthand accounts to study different perspectives on cultural issues
  - Compare cultural differences between regions and/or countries
  - Determine cultural similarities between regions and/or countries
  - Analyze how cultures change over time
  - Analyze continuity in aspects of culture to determine which aspects of culture change, and how, over time

Assured Experiences:
- Comparison of American and Canadian Cultures: In groups, students will choose one aspect of culture and compare that aspect of both American and Canadian cultures. They will present their findings to the rest of the class using Prezi, Google Slides, etc.
- Subcultural Analysis: Students will compare two different regions of the United States in terms of culture. They will present their findings to the rest of the class using Prezi, Google Slides, etc.

Resources*:
- Comparison of American and Canadian Cultures:
  - o http://www.diffen.com/difference/Canada_vs_United_States
  - o http://www.unitednorthamerica.org/simdiff.htm
  - o http://country-facts.findthedata.com/compare/1-31/United-States-vs-Canada
  - o http://www.indexmundi.com/factbook/compare/united-states.canada
- Subcultural Analysis:
  - o https://www.washingtonpost.com/blogs/govbeat/wp/2013/11/08/which-of-the-11-american-nations-do-you-live-in/
  - o http://www.businessinsider.com/the-11-nations-of-the-united-states-2015-7
  - o https://www.interexchange.org/american-culture/us-culture-regionstate/
  - o http://www.npr.org/2013/11/11/244527860/forget-the-50-states-u-s-is-really-11-nations-says-author

* Teachers may use some or all of the resources based on the individual needs of the students.

Time Allocation: Approximately 2 weeks

Unit 3 – Latin America

Essential Question:

- What are the significant features of culture in different countries in Latin America, and how are they shaped by relationships with the United States?

Focus Questions:

- Food: What foods are Latin Americans known for, and are there traditional foods unique to different regions of Latin America?

- Economy: What kinds of economic systems do the various countries in Latin America have, and why does there remain a large gap between the rich and the poor in Latin America?

- Social Stratification: Which social classes face discrimination in Latin American countries, for what reasons do these groups face discrimination, and what elements of social stratification remain from the Colonial Era?

- Gender: What gender roles exist in Latin America?

- Marriage and Family: How have marriage and family changed over time in Latin America, including as a result of changes in gender roles?

- Interest Groups: What are some examples of interest groups in Latin America?

- Political Life: How have political leaders and regimes attempted to address the economic problems of Latin America?

- Psychology: What is the mentality of Latin American peoples, and how does it differ in different countries throughout the region?

- Religion: How does the Catholic Church influence religion in Latin America?

- Arts: How do the arts display the cultures of Latin America?

- Architecture: What are some regional architectural features of Latin America?

- Recreation: What are popular pastimes of Latin Americans, and why?

Scope and Sequence:

- In this unit, students will explore aspects of Latin American culture through the following categories: food, economy, social stratification, gender, marriage and family, interest groups, political life, psychology, religion, arts, architecture, and recreation. Focus will be paid to:

- global interconnections between Latin American countries and their neighbors;
- the reasons for the migrations of people within Latin America as well as from Latin America to the United States; and
- how the physical features (e.g., Andes Mountains, Pampas region, Amazon River) and availability of natural resources in Latin America influence population patterns and ways of making a living.
  - Eight skills are emphasized in this unit and all others:
    - Demonstrate an ability to find good sources to study modern culture
    - Identify and describe significant aspects of culture
    - Display the qualities of a critical thinker
    - Read firsthand accounts to study different perspectives on cultural issues
    - Compare cultural differences between regions and/or countries
    - Determine cultural similarities between regions and/or countries
    - Analyze how cultures change over time
    - Analyze continuity in aspects of culture to determine which aspects of culture change, and how, over time

Assured Experiences:
- Architectural Comparison: Students will choose two different types of architecture of Latin America and research their histories and stylistic differences. They will present their findings to the rest of the class using Prezi, Google Slides, etc.
- Cultural Island Roots: Students will research the cultural history of a specific Caribbean island to discover how various cultural influences have shaped the island into what it is today. They will present their findings to the rest of the class using Prezi, Google Slides, etc.

Resources*:

- Architectural Comparison:
  - https://www.britannica.com/art/Latin-American-architecture
  - http://www.architectural-review.com/archive/reviews/latin-america-was-a-place-where-modernist-dreams-came-true/8681565.fullarticle
  - http://www.scholastic.com/browse/article.jsp?id=3753884
- Subcultural Analysis:
  - http://caribya.com/caribbean/culture/
  - http://www.caribbeantraveler.com/caribbean-culture.html
  - http://www.socialstudies.org/system/files/publications/se/6402/640201.html
  - https://en.wikipedia.org/wiki/Culture_of_the_Caribbean
* Teachers may use some or all of the resources based on the individual needs of the students.

Time Allocation: Approximately 2 weeks

Unit 4 – Europe

Essential Questions:

- How has Europe developed so many distinct cultural identities within such a relatively small geographic area/region?
- Why has European culture been the most dominant culture historically?

Focus Questions:

- Food: What are the traditional staple foods among different European nations? How has European cuisine spread across the world?
- Economy: Why does socialism have greater appeal in Europe than in the United States, and why have certain regions of Europe economically struggled? How has the European Union impacted the Western European economy?
- Social Stratification: What elements of feudal society (e.g., monarchy, nobility, counts, dukes, duchesses, etc.) still remain in Europe, and why? How have various marginalized groups in European societies been treated over time, and why have these marginalized groups not been assimilated into European societies?
- Gender: What gender roles exist in Europe, and which countries have been more progressive, and which more traditional, in regard to gender roles?
- Marriage and Family: How have marriage and family changed over time in Europe, including as a result of changes in gender roles?
- Interest Groups: What are some examples of interest groups in European countries?
- Political Life: How have political leaders and regimes attempted to address the economic problems of European countries?
- Psychology: What is the mentality of European peoples, and how does it differ in different countries throughout the region?
- Religion: How has religious identity contributed to strong cultural identities throughout Europe, and why has Europe become the most secular continent in the world?
- Arts: Why is there a greater artistic display in European villages and towns compared to in the United States?
- Architecture: What are the different periods of European architectural history, and what are their main features?

- Recreation: What are popular sports of various European nations, and why are sports so closely connected with local social life? How is the role of sports in Europe different from the role of sports in the United States?

Scope and Sequence:

- o In this unit, students will explore aspects of European culture through the following categories: food, economy, social stratification, gender, marriage and family, interest groups, political life, psychology, religion, arts, architecture, and recreation. Focus will be paid to:
    - analyzing how Western European geographic features and population patterns encourage unity, as well as geographic and societal features that make a "Western European Union" possible;
    - analyzing how Western European societal, political, and economic structures today are products of Western Europe's past;
    - analyzing how the geographic features and population patterns of Eastern Europe differ from those of Western Europe, including why certain geographic and social factors make political and social unity difficult in Eastern Europe; and
    - analyzing how Eastern European societal, political, and economic structures today are products of Eastern Europe's past;
- o Eight skills are emphasized in this unit and all others:
    - Demonstrate an ability to find good sources to study modern culture
    - Identify and describe significant aspects of culture
    - Display the qualities of a critical thinker
    - Read firsthand accounts to study different perspectives on cultural issues
    - Compare cultural differences between regions and/or countries
    - Determine cultural similarities between regions and/or countries
    - Analyze how cultures change over time
    - Analyze continuity in aspects of culture to determine which aspects of culture change, and how, over time

Assured Experiences:

- European Influence on American Cultures: How have communities of European descent in the United States maintained their cultural traditions and also developed their own traditions? Students will choose a specific group of Americans descended from

Europeans (e.g., Irish-Americans, Italian-Americans, German-Americans, French-Americans) and research ways in which this specific group has maintained its cultural traditions and also developed its own American traditions (e.g., how Irish-Americans have developed eating corned beef and cabbage, which is not native to Ireland). Students will present their findings to the rest of the class using Prezi, Google Slides, etc.

- Traditional European Folk Music Research: Students will choose a specific European country's traditional folk music, finding songs within that genre to play for the rest of the class along with a brief presentation of the context of traditional folk music within that European country.

Resources*:
- European Influence on American Cultures:
    - http://euroamericans.org/
    - http://www.everyculture.com/North-America/European-Americans.html
    - https://en.wikipedia.org/wiki/European_Americans
    - http://uh.edu/honors/Programs-Minors/honors-and-the-schools/houston-teachers-institute/curriculum-units/pdfs/2003/no-place-like-home/gogova-03-home.pdf
- Traditional European Folk Music Research:
    - http://www.allmusic.com/subgenre/traditional-european-folk-ma0000012056
    - http://www.cabrillo.edu/~mstrunk/Music12/Wk11/European%20Folk%20Music.htm
    - http://ethnomusicologyreview.ucla.edu/content/origin-european-folk-music-scale-new-theory

* Teachers may use some or all of the resources based on the individual needs of the students.

Time Allocation: Approximately 2 weeks

Unit 5 – Sub-Saharan Africa

Essential Questions:

- What are the defining aspects of culture in Africa, and how have they developed?
- How have the cultures of African countries been overlooked by the economic, social, and political problems the continent has faced?

Focus Questions:

- Food: What are some traditional foods unique to various countries in Africa?
- Economy: What kinds of economic systems exist in different countries in Africa? What historical events have hindered Africa's economic progress?
- Social Stratification: How are African countries socially divided among tribal groups, and what elements of social stratification remain from the Imperial Era?
- Gender: What gender roles exist in Africa?
- Marriage and Family: How do marriage and family roles differ among various religious and tribal groups in Africa?
- Interest Groups: What are some examples of interest groups in Africa?
- Political Life: How have political leaders and regimes hindered and helped the progress of African countries?
- Psychology: What is the mentality of African peoples, and how does it differ in different countries throughout the region?
- Religion: How do Christianity, Islam, Judaism, and indigenous beliefs influence cultural practices in Africa?
- Arts: How do the arts display local cultures throughout Africa?
- Architecture: How has geography contributed to such unique architecture in different regions of Africa?
- Recreation: What are popular pastimes of Africans, and why?

Scope and Sequence:

- o In this unit, students will explore aspects of sub-Saharan African culture through the following categories: food, economy, social stratification, gender, marriage and family, interest groups, political life, psychology, religion, arts, architecture, and recreation. Focus will be paid to:

- analyzing how the physical geography of many sub-Saharan African countries contributes to a tribal form of government and a lack of typical Western democracy;
- evaluating the impact of European colonization on the cultures, governments, and economies of sub-Saharan African regions; and
- analyzing the impact of human rights abuses (e.g., genocide in Rwanda, apartheid in South Africa) on the peoples of sub-Saharan Africa.

- Eight skills are emphasized in this unit and all others:
  - Demonstrate an ability to find good sources to study modern culture
  - Identify and describe significant aspects of culture
  - Display the qualities of a critical thinker
  - Read firsthand accounts to study different perspectives on cultural issues
  - Compare cultural differences between regions and/or countries
  - Determine cultural similarities between regions and/or countries
  - Analyze how cultures change over time
  - Analyze continuity in aspects of culture to determine which aspects of culture change, and how, over time

Assured Experiences:
- African Expression in the Arts: Students will research a specific type of African art form (e.g., painting, pottery, music, metalwork), collecting a large sampling of images or songs of their chosen art form to present to the rest of the class using Prezi, Google Slides, etc.
- Written Essay on Neighboring African Cultures: Often, students have the false impression that African countries are more similar than they are. Students will choose two neighboring African countries and research their differences, including how they have historically and culturally developed those differences. Students will write a short essay based on their research and will present their findings to the rest of the class.

Resources*:
- African Expression in the Arts:
  - http://artkhade.com/en
  - http://www.tribalindex.com/
  - http://library.si.edu/libraries/african-art/subjectguide
  - http://www.lib.uiowa.edu/art/african/
- Written Essay on Neighboring African Cultures:
  - http://www.afdb.org/en/news-and-events/article/comparing-the-real-size-of-african-economies-13030/
  - https://www.theguardian.com/commentisfree/datablog/2015/sep/10/africa-in-numbers-how-its-countries-compare

- http://country-facts.findthedata.com/d/a/Africa

* Teachers may use some or all of the resources based on the individual needs of the students.

Time Allocation: Approximately 2 weeks

Unit 6 – The Middle East and North Africa

Essential Questions:

- How have the cultures of the Middle East and North Africa developed over time?

- How are the cultures of the Middle East and North Africa unified culturally, and how are they culturally different?

Focus Questions:

- Food: What are some features of Middle Eastern and North African cuisine?

- Economy: What natural resources are key to the economies of the Middle East and North Africa? What economic resources have drawn foreign powers into the Middle East and North Africa?

- Social Stratification: How are Middle Eastern and North African countries socially divided among tribal, ethnic, and religious groups?

- Gender: What gender roles exist in the Middle East and North Africa, and how do they differ from gender roles of Western countries?

- Marriage and Family: How do marriage and family roles differ among various religious, ethnic, and tribal groups in the Middle East and North Africa?

- Interest Groups: What are some examples of religious and political sects in the Middle East and North Africa?

- Political Life: How have political leaders and regimes hindered and helped the progress of the Middle East and North Africa?

- Psychology: What is the mentality of Middle Eastern and North African peoples, and how does it differ from the mentality of peoples of other parts of the world?

- Religion: How do Christianity, Islam, and Judaism influence cultural practices in the Middle East and North Africa?

- Arts: How do the arts display the cultures of the Middle East and North Africa?

- Architecture: What are the significant features of Middle Eastern and North African architecture?

- Recreation: What are popular pastimes of Middle Eastern and North African peoples, and why?

Scope and Sequence:

- o In this unit, students will explore aspects of Middle Eastern and North African culture through the following categories: food, economy, social stratification, gender, marriage and family, interest groups, political life, psychology, religion, arts, architecture, and recreation. Focus will be paid to:
    - analyzing the critical geographic features that have affected settlement patterns in the Middle East and North Africa, both in ancient and modern times, considering how water and policies concerning water have been critical for societies in the region;
    - evaluating important factors that have made political and cultural unity in the region difficult, both in ancient and modern times; and
    - analyzing how the physical features of Israel help to explain the conflicts between Israel and its neighboring nations (e.g., security concerns and the Golan Heights, use of land for housing in the West Bank, water resources).
- o Eight skills are emphasized in this unit and all others:
    - Demonstrate an ability to find good sources to study modern culture
    - Identify and describe significant aspects of culture
    - Display the qualities of a critical thinker
    - Read firsthand accounts to study different perspectives on cultural issues
    - Compare cultural differences between regions and/or countries
    - Determine cultural similarities between regions and/or countries
    - Analyze how cultures change over time
    - Analyze continuity in aspects of culture to determine which aspects of culture change, and how, over time

Assured Experiences:
- Reflective Essay Contrasting Cultural Portrayals: Students will find and read one news article from the American media portraying a particular event, group of people, or country in the Middle East. They will then find a first-person narrative written by someone experiencing the event, part of the group of people, or living in the country. Students will write a reflective essay about the differences between how the Western media portrayed the region and how the people actually living their lives described experiencing events in the Middle East.
- Middle Eastern Restaurant Menu and Presentation: Students will create a menu for a Middle Eastern restaurant complete with descriptions of all food and the history behind the development of each. Students will present their menus to the class and bring in Middle Eastern dishes for everyone in the class to try.

Resources*:
- Reflective Essay Contrasting Cultural Portrayals:
    - http://www.bbc.com/news/world/middle_east
    - http://www.cnn.com/middle-east
    - http://www.aljazeera.com/topics/regions/middleeast.html
    - http://www.jpost.com/Middle-East
    - http://www.nytimes.com/pages/world/middleeast/index.html
    - http://www.independent.co.uk/news/world/middle-east
    - http://www.telegraph.co.uk/middle-east/
    - https://www.washingtonpost.com/world/middle-east/
- Middle Eastern Restaurant Menu and Presentation:
    - http://travel.cnn.com/20-best-middle-east-dishes-324556/
    - http://allrecipes.com/recipes/235/world-cuisine/middle-eastern/
    - http://www.saveur.com/tags/middle-eastern-recipes
    - http://www.foodnetwork.com/topics/middle-eastern.html
    - http://www.pbs.org/food/cuisine/middle-eastern/

* Teachers may use some or all of the resources based on the individual needs of the students.

Time Allocation: Approximately 2 weeks

Unit 7 – Asia

Essential Questions:

- How is Asia divided into different regions – Central Asia, South Asia, Southeast Asia, Maritime Southeast Asia, and East Asia – and what are their major cultural differences?
- How does each different cultural region of Asia affect the larger area and the global community?

Focus Questions:

- Food: What are some distinctive features of Asian cuisine?
- Economy: What economic roles do Asian countries play in the world? How has globalization impacted the workers in Asian economies?
- Social Stratification: How have political and religious policies impacted social standing in Asian countries?
- Gender: What influences gender roles throughout the different regions of Asia?
- Marriage and Family: How do marriage and family roles differ among the regions of Asia?
- Interest Groups: What are some examples of religious and political sects in Asia?
- Political Life: Why has Asia had such a variety of political experiences, including communism, democracy, and military dictatorship?
- Psychology: What is the mentality of peoples from different regions of Asia, and how does it differ from the mentality of peoples of other parts of the world?
- Religion: How do Christianity, Islam, Hinduism, Buddhism, Daoism, Confucianism, Shinto, Sikhism, and Jainism influence cultural practices in different regions of Asia?
- Arts: How does Asian art display religion and philosophy in regions throughout Asia?
- Architecture: What are some different architectural styles in Asia?
- Recreation: What are popular pastimes in the different regions of Asia, and why?

Scope and Sequence:

- In this unit, students will explore aspects of Asian culture through the following categories: food, economy, social stratification, gender, marriage and family, interest groups, political life, psychology, religion, arts, architecture, and recreation. Focus will be paid to:

- analyzing the reasons for and the results of environmental problems of modern China, evaluating China's policies for dealing with pollution;
- examining the issues associated with China's substantial population, comparing China's response to these issues to the responses of China's neighbors;
- analyzing how Japan's geographic location has affected its historical, cultural, and economic development;
- exploring the historical reasons for the division of Korea and the modern-day impact on military strategy for the United States;
- analyzing how the physical geography and religious diversity of modern India and Pakistan contribute to the tension between the two countries;
- analyzing the impact of India's substantial population on its environment, economy, and government; and
- analyzing the historical events that have created disunity and conflict in subcontinental Asia.

o Eight skills are emphasized in this unit and all others:
- Demonstrate an ability to find good sources to study modern culture
- Identify and describe significant aspects of culture
- Display the qualities of a critical thinker
- Read firsthand accounts to study different perspectives on cultural issues
- Compare cultural differences between regions and/or countries
- Determine cultural similarities between regions and/or countries
- Analyze how cultures change over time
- Analyze continuity in aspects of culture to determine which aspects of culture change, and how, over time

Assured Experiences:
- Research and Presentation on the Global Appeal of Asian Cuisine: Students will research the global spread of Asian cuisine, with the desire for Asian food not limited to the United States. Students will present their findings to the rest of the class using Prezi, Google Slides, etc.
- Research and Presentation on Aspect of Chinese New Year Celebration: Students will choose a specific aspect of the Chinese New Year Celebration, research the history and role of that aspect, and present their findings to the rest of the class using Prezi, Google Slides, etc.

Resources*:
- Research and Presentation on the Global Appeal of Asian Cuisine:
  - http://www.businessdestinations.com/relax/food-and-drink/chinese-cuisine-takes-centre-stage-across-the-world/
  - http://www.asian-recipe.com/cuisine-evolution.html
  - http://apjjf.org/-Sidney-Mintz/3135/article.html
- Research and Presentation on Aspect of Chinese New Year Celebration:
  - http://www.chinahighlights.com/travelguide/festivals/chinese-new-year-celebration.htm
  - http://www.chinesenewyears.info/chinese-new-year-traditions.php
  - http://www.history.com/topics/holidays/chinese-new-year-traditions
  - https://www.travelchinaguide.com/essential/holidays/new-year/customs.htm

* Teachers may use some or all of the resources based on the individual needs of the students.

Time Allocation: Approximately 2 weeks

Unit 8 – Australia and Oceania

Essential Questions:

- How has the remoteness of Australia and Oceania contributed to its culture?
- What are the tensions between native cultures and the influence of foreign countries, and how do they affect the region of Australia and Oceania?

Focus Questions:

- Food: What foods native to Oceania have become common staples of Western cuisine?
- Economy: What role does Oceania play in the global economy?
- Social Stratification: How have aboriginal and native populations suffered discrimination in the history of Oceania?
- Gender: To what extent do gender roles differ between native communities and Western communities?
- Marriage and Family: How do marriage and family roles differ among the regions of Oceania?
- Interest Groups: What are some examples of religious and tribal sects in Oceania?
- Political Life: Why has the political history of Oceania been relatively stable compared to the rest of the world?
- Psychology: What is the mentality of peoples from different regions of Oceania, and how does it differ from the mentality of peoples of other parts of the world?
- Religion: How has Christianity impacted Oceania? How have the major religions of the world affected the animist beliefs of native populations?
- Arts: What are some characteristics of the arts of the native populations of Oceania?
- Architecture: What are some different architectural styles in Oceania?
- Recreation: What are popular pastimes in the different regions of Oceania, and why? Why are the people of Oceania known for their love of the outdoors?

Scope and Sequence:

- o In this unit, students will explore aspects of Oceanic culture through the following categories: food, economy, social stratification, gender, marriage and family, interest groups, political life, psychology, religion, arts, architecture, and recreation. Focus will be paid to:

- analyzing how ethnic and religious groups of contemporary Oceania have impacted culture;
- exploring how customs and traditions contribute to the formation of culture;
- examining how the governments of Australia and New Zealand influence society; and
- evaluate the extent to which geographically isolated regions can remain intact, and the extent to which patterns of human settlement make geographic isolation a relative impossibility.

- Eight skills are emphasized in this unit and all others:
  - Demonstrate an ability to find good sources to study modern culture
  - Identify and describe significant aspects of culture
  - Display the qualities of a critical thinker
  - Read firsthand accounts to study different perspectives on cultural issues
  - Compare cultural differences between regions and/or countries
  - Determine cultural similarities between regions and/or countries
  - Analyze how cultures change over time
  - Analyze continuity in aspects of culture to determine which aspects of culture change, and how, over time

Assured Experiences:
- Research and Presentation on the Transmission of British Culture: Students will research one aspect of British culture transmitted to Australia or New Zealand, and the adaptation and modification of that cultural aspect in the context of the new country. Students will also draw comparisons between the modifications of that cultural aspect in Australia or New Zealand compared to the modifications of that aspect in Canada or the United States. Students will present their findings to the rest of the class using Prezi, Google Slides, etc.
- Research Paper and Presentation on Aboriginal Treatment: Students will write a historical research paper on the treatment of aborigines in Australia and Oceania, drawing comparisons between the treatment of aborigines and the treatment of Native Americans in Latin America, Canada, and the United States. Students will present their findings to the rest of the class using Prezi, Google Slides, etc.

Resources*:
- Research and Presentation on the Transmission of British Culture:
  - http://www.skwirk.com/p-c_s-14_u-189_t-507_c-1880/nsw/history/australia's-social-and-cultural-history-in-the-post-war-period/social-and-cultural-features-of-the-1960s/american-and-british-cultural-influence-1960s

- o http://www.ehow.com/info_8525429_british-influence-australian-way-life.html
      - o https://www.themonthly.com.au/issue/2006/november/1166765106/gideon-haigh/british-rules
      - o http://www.lowyinterpreter.org/post/2012/06/01/The-slow-death-of-British-Australia.aspx
      - o http://50schristian.weebly.com/british--american-influences.html
- Research Paper and Presentation on Aboriginal Treatment:
      - o http://www.aboriginalheritage.org/history/history/
      - o https://en.wikipedia.org/wiki/History_of_Indigenous_Australians
      - o https://en.wikipedia.org/wiki/Indigenous_Australians
      - o http://www.worldpolicy.org/blog/2016/04/14/australia%E2%80%99s-treatment-aboriginal-people-its-dirty-secret
      - o http://utopiajohnpilger.co.uk/

* Teachers may use some or all of the resources based on the individual needs of the students.

Time Allocation: Approximately 2 weeks

CULMINATING ACTIVITY

Final Project

Name _____ **Date** _____

BACKGROUND/TASK:

During the course of Cultural Anthropology, you have learned the various aspects of culture and how they vary throughout different countries around the world. Now, you will choose two of the countries you have studied as well as one aspect of culture. You will research and compare your chosen aspect of culture between the two countries, and share your analysis to the class in a multimedia presentation.

Your chosen aspect of culture: _____

> **Aspects of Culture:**
> Art/Architecture, Clothing, Economy, Education, Food, Government, Language/Communication, Marriage/Family, Psychology/Mentality, Recreation, Religion, Social Stratification: class/ethnicity/race/gender

Your two chosen countries: _____ & _____

Grading – Your grade will be based on both your multimedia presentation and your written essay.

Multimedia Presentation: will be scored with rubric assessing creativity & innovation

1. For your presentation, use pictures that tell the story. Do not fill slides with your notes.
2. In preparation, you should include an outline that you will follow and the sources that you used.
3. Your presentation should focus on comparisons and your viewpoint.

Written Essay: will be scored with THS School-Wide Writing Rubric

> Your individually written essay should give comparisons, analysis, and your own reaction (so writing in the first person will be allowed).

METHODS OF ASSESSMENT

Teachers of Cultural Anthropology will evaluate students in a variety of ways in order to address both academic and critical thinking skills in addition to multiple learning styles. Assessments should include a combination of both traditional and alternative forms of assessment.

A. Assessment Goals

Assessments should require students to:
- Describe, analyze, and explain the topics taught in a unit of study
- Understand and evaluate reading material
- Synthesize and express their own ideas
- Make connections (text-to-text, text-to-self, text-to-world)
- Answer the given question and not stray from the topic
- Write developed, organized, focused, and supported writing pieces
- Research and present on a variety of given topics
- Utilize technology to support topics covered in class

B. Student Class Contribution (involvement with the whole class as well as in small-group activity) should demonstrate:
- Ability in discussion – quality as well as quantity of participation
- Critical thinking and depth of insight
- Ability to develop a critical stance
- Ability and willingness to work as part of a team

C. Traditional Assessments

1. Quizzes should be used to address students' knowledge and comprehension of key ideas and concepts on a regular basis. This approach allows students the opportunity to apply short-term objectives within the context of weekly and unit goals. Each quiz also provides students the opportunity to practice test-taking skills.

2. Tests should allow students to demonstrate mastery of content and skills. Questions should include recall questions, higher-level questions to test students' comprehension of main ideas and concepts, and short-answer questions calling for critical thinking. Critical thinking questions should ask students to analyze, interpret, and evaluate the concepts learned in a chapter or unit.

3. Student writing assignments should require students to apply interdisciplinary skills necessary for the mastery of the social sciences. Writing assignments should include, but not be limited to:
- Research and Position Papers
- Document-Based Essays
- Thematic Essays
- Authentic Activities

SUPPLEMENTAL MATERIALS AND INTERNET RESOURCES

American Anthropological Association. http://www.americananthro.org/.

Cultural Anthropology Teaching Tools. https://culanth.org/conversations/16-teaching-tools.

Discover Anthropology. http://www.discoveranthropology.org.uk/for-teachers/teaching-resources.html.

NOVA Teachers: Anthropology/Archeology: Classroom Activities.
http://www.pbs.org/wgbh/nova/education/resources/subj_01_03.html.

SACC: The Society for Anthropology in Community Colleges: We're All about Teaching.
http://sacc.americananthro.org/662-2/teaching-activities-sacctivities/.

SCHOOL-WIDE RUBRICS

Rubric 1: Read Effectively

Category/ Weight	Exemplary 4	Goal 3	Working Toward Goal 2	Needs Support 1-0
Respond X_____	Demonstrates exceptional understanding of text by: · Clearly identifying the purpose of the text · Providing initial reaction richly supported by text · Providing a perceptive interpretation	Demonstrates understanding of text by: · Identifying the fundamental purpose of the text · Providing initial reaction supported by text · Providing a clear/straight-forward interpretation of the text	Demonstrates general understanding of text by: · Partially identifying the purpose of the text · Providing initial reaction somewhat supported by text · Providing a superficial interpretation of the text	Demonstrates limited or no understanding of text by: · Not identifying the purpose of the text · Providing initial reaction not supported by text · Providing an interpretation not supported by the text
Interpret X_____	Demonstrates exceptional interpretation of text by: · Extensively reshaping, reflecting, revising, and/or deepening initial understanding · Constructing insightful and perceptive ideas about the text. · Actively raising critical questions and exploring multiple interpretations of the text	Demonstrates ability to interpret text by: · Reshaping, reflecting, revising, and/or deepening initial understanding · Summarizing main ideas of text · Actively interpreting text by raising questions and looking for answers in text	Demonstrates general ability to interpret text by: · Guided reflection and/or revision of initial understanding · Summarizing some of the main ideas of text · Guided interpretation of text by locating answers to given questions in text	Demonstrates limited ability to interpret text as evidenced by: · Struggle to implement guided reflection and/or revision of initial understanding · Struggle to summarize any main ideas of text · Struggle to answer questions by locating responses in text
Connect X_____	Demonstrates perceptive connections · text-to-text · text-to-self · text-to-world	Demonstrates specific connections · text-to-text · text-to-self · text-to-world	Demonstrates general connections · text-to-text · text-to-self · text-to-world	Struggles to make connections · text-to-text · text-to-self · text-to-world
Evaluate X_____	Demonstrates insightful evaluation of text by one or more of the following: · Critical analysis to create a conclusion supported by the text · Perceptive judgments about the quality of the text · Synthesis of text · Expression of a personal opinion	Demonstrates an evaluation of text by one or more of the following: · Critical analysis to form a conclusion from the text · Thoughtful judgments about the quality of the text · Evaluation of text to express personal opinion(s)	Demonstrates a general evaluation of text by one or more of the following: · Formulation of a superficial conclusion from the text · Assessment of the quality of the text · Use of text to express personal opinion(s)	Demonstrates a struggle to evaluate the text by one or more of the following: · Formulation of a conclusion from the text · Assessment of the quality of the text · Use of text to express personal opinion(s)

Rubric 2: Write Effectively

Category/ Weight	Exemplary 4 Student work:	Goal 3 Student work:	Working Toward Goal 2 Student work:	Needs Support 1-0 Student work:
Purpose X_____	· Establishes and maintains a clear purpose · Demonstrates an insightful understanding of audience and task	· Establishes and maintains a purpose · Demonstrates an accurate awareness of audience and task	· Establishes a purpose · Demonstrates an awareness of audience and task	· Does not establish a clear purpose · Demonstrates limited/no awareness of audience and task
Organization X_____	· Reflects sophisticated organization throughout · Demonstrates logical progression of ideas · Maintains a clear focus · Utilizes effective transitions	· Reflects organization throughout · Demonstrates logical progression of ideas · Maintains a focus · Utilizes transitions	· Reflects some organization throughout · Demonstrates logical progression of ideas at times · Maintains a vague focus · May utilize some ineffective transitions	· Reflects little/no organization · Lacks logical progression of ideas · Maintains little/no focus · Utilizes ineffective or no transitions
Content X_____	· Is accurate, explicit, and vivid · Exhibits ideas that are highly developed and enhanced by specific details and examples	· Is accurate and relevant · Exhibits ideas that are developed and supported by details and examples	· May contain some inaccuracies · Exhibits ideas that are partially supported by details and examples	· Is inaccurate and unclear · Exhibits limited/no ideas supported by specific details and examples
Use of Language X_____	· Demonstrates excellent use of language · Demonstrates a highly effective use of standard writing that enhances communication · Contains few or no errors. Errors do not detract from meaning	· Demonstrates competent use of language · Demonstrates effective use of standard writing conventions · Contains few errors. Most errors do not detract from meaning	· Demonstrates use of language · Demonstrates use of standard writing conventions · Contains errors that detract from meaning	· Demonstrates limited competency in use of language · Demonstrates limited use of standard writing conventions · Contains errors that make it difficult to determine meaning

Rubric 3: Problem Solving through Critical Thinking

Category/Weight	Exemplary 4	Goal 3	Working Toward Goal 2	Needs Support 1-0
Understanding X_____	Student demonstrates clear understanding of the problem and the complexities of the task	Student demonstrates sufficient understanding of the problem and most of the complexities of the task	Student demonstrates some understanding of the problem but requires assistance to complete the task	Student demonstrates limited or no understanding of the fundamental problem after assistance with the task
Research X_____	Student gathers compelling information from multiple sources including digital, print, and interpersonal	Student gathers sufficient information from multiple sources including digital, print, and interpersonal	Student gathers some information from few sources including digital, print, and interpersonal	Student gathers limited or no information
Reasoning and Strategies X_____	Student demonstrates strong critical thinking skills to develop a comprehensive plan integrating multiple strategies	Student demonstrates sufficient critical thinking skills to develop a cohesive plan integrating strategies	Student demonstrates some critical thinking skills to develop a plan integrating some strategies	Student demonstrates limited or no critical thinking skills and no plan
Final Product and/or Presentation X_____	Solution shows deep understanding of the problem and its components. Solution shows extensive use of 21st Century Technology Skills.	Solution shows sufficient understanding of the problem and its components. Solution shows sufficient use of 21st Century Technology Skills.	Solution shows some understanding of the problem and its components. Solution shows some use of 21st Century Technology Skills.	Solution shows limited or no understanding of the problem and its components. Solution shows limited or no use of 21st Century Technology Skills.

Rubric 4: Social and Civic Expectations

Category/Weight	Exemplary 4	Goal 3	Working Toward Goal 2	Needs Support 1-0
Responsibility for Self X_____	Highly self-directed: consistently displays ethical conduct in the classroom and on campus	Self-directed: displays ethical conduct in the classroom and on campus	Occasionally self-directed: at times displays ethical conduct in the classroom and on campus	Rarely self-directed: seldom displays ethical conduct in the classroom and on campus
Respects others X_____	Sensitive and considerate to others	Considerate to others	At times considerate to others	Insensitive to others
Practices Interpersonal Skills X_____	Champions discussions to resolve differences through active listening and offers opinions without prompting in a positive and rational manner.	Actively discusses avenues to resolve differences when appropriate, and offers encouraging opinions when prompted.	At times, appears indifferent to others, does not seek avenues to resolve differences, and is inflexible in his or her own opinions.	Demonstrates intolerance and lacks social interaction skills.
Cultural Understanding X_____	Demonstrates a high level of cultural understanding and respect for the uniqueness of others, their practices and perspectives.	Demonstrates an appreciation of cultural understanding and respect for the uniqueness of others, their practices and perspectives.	Demonstrates little appreciation of cultural understanding and respect for the uniqueness of others, their practices and perspectives.	Demonstrates a lack of appreciation of cultural understanding and respect for the uniqueness of others, their practices and perspectives.

Rubric 5: Independent Learners and Thinkers

Category/Weight	Exemplary 4	Goal 3	Working Toward Goal 2	Needs Support 1-0
Proposal X_____	Student demonstrates a strong sense of initiative by generating compelling questions, creating uniquely original projects/work.	Student demonstrates initiative by generating appropriate questions, creating original projects/work.	Student demonstrates some initiative by generating questions, creating appropriate projects/work.	Student demonstrates limited or no initiative by generating few questions and creating projects/work.
Independent Research & Development X_____	Student is analytical, insightful, and works independently to reach a solution.	Student is analytical, and works productively to reach a solution.	Student reaches a solution with direction.	Student is unable to reach a solution without consistent assistance.
Presentation of Finished Product X_____	Presentation shows compelling evidence of an independent learner and thinker. Solution shows deep understanding of the problem and its components. Solution shows extensive and appropriate application of 21st Century Skills.	Presentation shows clear evidence of an independent learner and thinker. Solution shows adequate understanding of the problem and its components. Solution shows adequate application of 21st Century Skills.	Presentation shows some evidence of an independent learner and thinker. Solution shows some understanding of the problem and its components. Solution shows some application of 21st Century Skills.	Presentation shows limited or no evidence of an independent learner and thinker. Solution shows limited or no understanding of the problem. Solution shows limited or no application of 21st Century Skills.

CULTURAL ANTHROPOLOGY SHARED INQUIRY RUBRIC

	Advanced	**Proficient**	**Basic**	**Needs Improvement**
Listening, reading, & questioning	Student listens/reads carefully, consistently asking challenging questions and leading others to greater participation.	Student often asks questions.	Student sometimes responds with a question.	Student rarely shows active listening behaviors and/or rarely responds with questions.
Awareness of others	Student consistently shows understanding by responding directly and with focus to the question asked.	Student often uses this skill.	Student sometimes uses this skill.	Student rarely responds effectively to questions asked.
Inquiry process	Student consistently follows, monitors, and reflects on an inquiry process by locating and selecting appropriate text in response to discussion questions.	Student often follows an inquiry process.	Student sometimes follows an inquiry process.	Student rarely follows an inquiry process.
Exchange of ideas	Student consistently shows evidence of collaborative, cooperative, and independent thinking during shared inquiry.	Student often uses this skill during shared inquiry.	Student sometimes shows evidence of this skill.	Student rarely shows evidence of this skill.

CULTURAL ANTHROPOLOGY PRESENTATION RUBRIC

	4	3	2	1
Required Elements	The poster includes all required elements as well as additional information.	All required elements are included on the poster.	All but one of the required elements are included on the poster.	Required elements are missing from the poster.
Labels	All items of importance on the poster are clearly labeled with labels than can be read from at least 3 feet away.	Several items of importance on the poster are clearly labeled with labels that can be read from at least 3 feet away.	Some items of importance on the poster are clearly labeled with labels that can be read from at least 3 feet away.	No important items are clearly labeled with labels that can be read from at least 3 feet away.
Relevance of Graphics	All graphics relate to the topic and make it easier to understand. All borrowed graphics have a source citation.	All graphics relate to the topic, and most make it easier to understand. Most borrowed graphics have a source citation.	All graphics relate to the topic. Some borrowed graphics have a source citation.	Graphics do not relate to the topic, or several borrowed graphics do not have a source citation.
Attractiveness	The poster is exceptionally attractive in terms of design, layout, and neatness.	The poster is attractive in terms of design, layout, and neatness.	The poster is acceptably attractive.	The poster is distractingly messy, very poorly designed, or lacks attractiveness.
Grammar/ Mechanics	Impeccable grammatical/ mechanical syntax evident.	Accurate grammatical/ mechanical syntax evident.	Some grammatical/ mechanical mistakes evident.	Multiple grammatical/ mechanical mistakes evident.

CURRENT REFERENCES

Common Core State Standards – 6 through 12 Literacy in History/Social Studies
http://www.corestandards.org/ELA-Literacy/RH/11-12

Connecticut State Frameworks for Social Studies
http://www.sde.ct.gov/sde/lib/sde/pdf/board/ssframeworks.pdf

Technology Competency Standards
http://www.iste.org/standards/nets-for-students/nets-student-standards-2007