

Verona Public School District Curriculum Overview

Anthropology (8th Grade Cycle)

**Curriculum Committee Members:**

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Verona Public Schools Mission Statement:

The mission of the Verona Public Schools, the center of an engaged and supportive community, is to empower students to achieve their potential as active learners and productive citizens through rigorous curricula and meaningful, enriching experiences.

Course Description:

Have you ever wondered why your body makes that little "jerk" before you fall asleep or why kids in the US eat cereal or pancakes for breakfast, but kids in Japan eat rice, miso soup and broiled fish? Maybe you've wondered how forensic scientists on shows like CSI figure out ailments from bones or have been curious as to why certain objects are called different names depending on the region of the US, like subs, hoagies, grinders, po' boys or heroes? Then Anthropology has the answer for you! The study of Anthropology combines both science and social studies to help explain not just the complexities of culture, but who we are and were as humans, both past and present. We'll learn about how social practices and patterns like music, dance, clothing, medicine, holidays, festivals and celebrations are different across world cultures. We'll also look at how humans have adapted to diverse environments and how human biology has been shaped over time. You'll understand how verbal and nonverbal language influences your social life, and how we can learn about past cultures through archaeology. Every day will be filled with new and fascinating facts that will enable you to not only travel the world from your classroom, but will help you understand and appreciate who you are as an individual, as well as your role as a global citizen.

Prerequisite(s):

none

Standard 8: Technology Standards

8.1: Educational Technology: <i>All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.</i>	8.2: Technology Education, Engineering, Design, and Computational Thinking - Programming: <i>All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.</i>
A. Technology Operations and Concepts B. Creativity and Innovation X C. Communication and Collaboration D. Digital Citizenship X E. Research and Information Fluency X F. Critical thinking, problem solving, and decision making	A. The Nature of Technology: Creativity and Innovation B. Technology and Society C. Design D. Abilities for a Technological World E. Computational Thinking: Programming

SEL Competencies and Career Ready Practices

Social and Emotional Learning Core Competencies: <i>These competencies are identified as five interrelated sets of cognitive, affective, and behavioral capabilities</i>	Career Ready Practices: <i>These practices outline the skills that all individuals need to have to truly be adaptable, reflective, and proactive in life and careers. These are researched practices that are essential to career readiness.</i>
Self-awareness: The ability to accurately recognize one's emotions and thoughts and their influence on behavior. This includes accurately assessing one's strengths and limitations and possessing a well-grounded sense of confidence and optimism.	X CRP2. Apply appropriate academic and technical skills. CRP9. Model integrity, ethical leadership, and effective management. CRP10. Plan education and career paths aligned to personal goals.
Self-management: The ability to regulate one's emotions, thoughts, and behaviors effectively in different situations. This includes managing stress, controlling impulses, motivating oneself, and setting and working toward achieving personal and academic goals.	CRP3. Attend to personal health and financial well-being. X CRP6. Demonstrate creativity and innovation. X CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. CRP11. Use technology to enhance productivity.
Social awareness: The ability to take the perspective of and empathize with others from diverse backgrounds and cultures, to understand social and ethical norms for behavior, and to recognize family, school, and community resources and supports.	X CRP1. Act as a responsible and contributing citizen and employee. CRP9. Model integrity, ethical leadership, and effective management.
Relationship skills: The ability to establish and maintain healthy and rewarding relationships with diverse individuals and groups. This includes communicating clearly, listening actively, cooperating, resisting inappropriate social pressure, negotiating conflict constructively, and seeking and offering help when needed.	X CRP4. Communicate clearly and effectively and with reason. CRP9. Model integrity, ethical leadership, and effective management. X CRP12. Work productively in teams while using cultural global competence.
Responsible decision making: The ability to make constructive and respectful choices about personal behavior and social interactions based on consideration of ethical standards, safety concerns, social norms, the realistic evaluation of consequences of various actions, and the well-being of self and others.	X CRP5. Consider the environmental, social, and economic impact of decisions. X CRP7. Employ valid and reliable research strategies. X CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. CRP9. Model integrity, ethical leadership, and effective management.

Standard 9: 21st Century Life and Careers

9.1: Personal Financial Literacy: <i>This standard outlines the important fiscal knowledge, habits, and skills that must be mastered in order for students to make informed decisions about personal finance. Financial literacy is an integral component of a student's college and career readiness, enabling students to achieve fulfilling, financially-secure, and successful careers.</i>	9.2: Career Awareness, Exploration & Preparation: <i>This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.</i>	9.3: Career and Technical Education: <i>This standard outlines what students should know and be able to do upon completion of a CTE Program of Study.</i>
A. Income and Careers B. Money Management C. Credit and Debt Management D. Planning, Saving, and Investing E. Becoming a Critical Consumer F. Civic Financial Responsibility G. Insuring and Protecting	X A. Career Awareness (K-4) B. Career Exploration (5-8) C. Career Preparation (9-12)	X A. Agriculture, Food & Natural Res. B. Architecture & Construction C. Arts, A/V Technology & Comm. D. Business Management & Admin. E. Education & Training F. Finance G. Government & Public Admin. H. Health Science I. Hospital & Tourism J. Human Services K. Information Technology L. Law, Public, Safety, Corrections & Security M. Manufacturing N. Marketing X O. Science, Technology, Engineering & Math P. Transportation, Distribution & Log.

Course Materials

Core Instructional Materials: <i>These are the board adopted and approved materials to support the curriculum, instruction, and assessment of this course.</i>	Differentiated Resources: <i>These are teacher and department found materials, and also approved support materials that facilitate differentiation of curriculum, instruction, and assessment of this course.</i>
<ul style="list-style-type: none"> ● Chromebooks ● Projector 	<ul style="list-style-type: none"> ● Google Applications For Education ● Various YouTube and TED videos ● DVDs including Dances of Life, Whale Rider, The Real Tomb Hunters, A Conversation with Koko, Jane Goodall's Wild Chimpanzees, The Human Family Tree, Bill Nye: Archaeology, The Real Eve, Ice Age Columbus: Who Were the First Americans?, Indiana Jones and the Raiders of the Lost Ark <ul style="list-style-type: none"> ○ Books and Resource books ○ Go and Come Back by Joan Ablove ○ Digging Deeper to Learn about the Past ○ Cultural Awareness for Children ○ Learn about Cultures ○ Comparing Cultures ● Catalhoyuk Interactive Dig and other interactive dig activities ● Bridges to Understanding endangered cultures exploration ● Indiana Jones vs. the Real Life Archaeologist activity



Anthropology (8th Grade Cycle)

Unit Title / Topic: Anthropology

Unit Duration: one marking period

Stage 1: Desired Results

Established Goals:

NJCCCS Standards

6.1 - US History - America in the World: All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.

Strand D - History, Culture and Perspectives

6.1.8.D.1.a Compare and contrast gender roles, religion, values, cultural practices, and political systems of Native American groups

6.1.8.D.1.b Explain how interactions among African, European, and Native American groups began a cultural transformation

6.1.8.D.1.c Evaluate the impact of the Columbian Exchange on ecology, agriculture, and culture from different perspectives.

6.2 - World History and Global Studies: All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century

6.2.8.B.4.f Explain how the geographies and climates of Asia, Africa, Europe, and the Americas influenced their economic development and interaction or isolation with other societies.

6.2.8.C.4.a Explain how and why the interrelationships among improved agricultural production, population growth, urbanization, and commercialization led to the rise of powerful states and kingdoms (i.e., Europe, Asia, Americas).

6.2.8.D.4 Analyze the role of religion and economics in shaping each empire's social hierarchy, and evaluate the impact these hierarchical structures had on the lives of various groups of people.

6.3 - Active Citizenship in the 21st Century. All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.

6.3.8.D.1 Engage in simulated democratic processes (e.g., legislative hearings, judicial proceedings, elections) to understand how conflicting points of view are addressed in a democratic society

NGSS Standards:

MS-LS2-2 - Construct an explanation that predicts patterns of interactions among organisms across multiple ecosystems.

Engaging in Argument from Evidence

Engaging in argument from evidence in 6–8 builds on K–5 experiences and progresses to constructing a convincing argument that supports or refutes claims for either explanations or solutions about the natural and designed world(s).

- Construct an oral and written argument supported by empirical evidence and scientific reasoning to support or refute an explanation or a model for a phenomenon or a solution to a problem.

Transfer Goal:

Students will be able to appreciate the similarities and differences among the Earth's different peoples and their place in that global population. Students will realize that there is tremendous diversity in biology, language, music, art, food, architecture, communication and other cultural aspects, and that all of these are affected by their geographical location, changes to their physical environment and the passage of time.

Students will understand that:

- Their culture is just one of many among the world's peoples.
- Culture is the way of life of a specific group of people including, among other things, traditions, customs, values, and technology.
- A group's culture is affected by its physical environment.
- As we become global citizens, many customs and traditions that make up many cultures are disappearing.
- Knowledge of ancient civilizations is gained through the study of archeology.
- Many conflicts throughout history have been a result of cultural differences, misunderstandings and insensitivities.

Essential Questions:

- What are aspects of my culture and how do they compare to other cultures?
- How does globalization affect existing cultures?
- How will understanding a variety of cultures help students become better global citizens?
- How does the science of archeology enable students to understand and appreciate past cultures?

Students will know:

- that there are 4 branches of anthropology (cultural, linguistics, biological, archeology)
- culture is the way of life of a group of people.
- customs, traditions, technology and values make up a culture
- indigenous people are the descendents of the original inhabitants of many lands and have strikingly varied cultures.
- despite racial differences, humans are more genetically similar than different.
- global human dissemination affected how cultures developed and how they currently interact.
- how we and learn about an individual's way of life from skeletal evidence.
- how archeology can help us learn about the workings of pre-historic cultures.

Cultural Anthropology, Linguistics, physical/biological anthropology, archeology, primate, adaptations, osteology, forensics, population genetics, prehistoric, culture, custom, traditions, technology, values, indigenous culture, artifact, ritual, rite of passage, oral tradition, communication (verbal/non-verbal) matrilineal, patrilineal, hominid, evolution, nomadic, human migration, gender, artifact, ecofact, stratigraphy, site map, feature, datum point, flake, post hole, grid unit, sherd, societal intrusion

Students will be able to:

- Identify various aspects of culture and how they compare between differing groups.
- Understand and discuss how interactions between different groups affect and/or alter their individual cultures and values and values.
- Recognize how verbal and non-verbal communication differs between cultures.
- Employ archeological techniques and methodologies to investigate and understand prior cultures.
- Comprehend how one's culture affects their personal values and beliefs.

Stage 2: Acceptable Evidence

Transfer Task

Indigenous Cultures Project - Each student will select an indigenous culture that they will focus on throughout the course. As different cultural aspects and global implications are studied, students will research how these relate to their own culture and prepare a Google Slides presentation. At the conclusion of the course, they will present their culture to the class with a focus on its unique aspects. They will also address how outside factors have affected and continue to influence their culture for better or worse. Presentations will be multifaceted and include video, photos, music, etc. and will utilize proper research techniques.

Grading Rubric: <https://docs.google.com/document/d/1aDPuRjHy35JkAgZ2A-7SbR1TUSco76IAKf0NFVL6M/edit?usp=sharing>