

Social Studies: Anthropology

Standards Introduction: The standards of anthropology emphasize the study of early and contemporary human beings in relation to culture and physical environment. Students study language development, social institutions, religion, the arts, physical and mental traits, and similarities and differences among cultures. Students will investigate cultures and plan and develop projects that illustrate cultural diversity of groups.

SK – Skills

The Social Studies program promotes essential skills to increase the students ability to acquire information and manipulate data, develop and present policies and debates, construct new knowledge, and participate in groups. Each skill is dependent upon and enriched by all other skills, so that the learner can:

Skills: **SK1a:** select an appropriate strategy to solve a problem or plan a field study.
SK1b: use a variety of sources to complete oral and written reports on anthropological inquiry.
SK1c: access and use complex electronic databases and communication networks of all types including, but not limited to, the Internet.

Strand/Theme:

SS1 Citizenship

Social studies programs should include experiences that provide for the study of the ideals, principles, and practices of citizenship in a democratic republic, so that the learner can:

Standards: **SS1a:** describe the concept of civilization.
SS1b: identify why humans live in societal patterns.
SS1c: explain how cultural views influence characteristics of citizenship.

Strand/Theme:

SS2 Culture

Social studies programs should include experiences that provide for the study of culture and cultural diversity, so that the learner can:

Standards: **SS2a:** identify characteristics of culture.
SS2b: Explain how various family structures, traditions, celebrations, and heritage affect societal systems.
SS2c: Explain the value of cultural diversity and cohesion within and across groups.
SS2d: Explain the major themes of anthropological inquiry.

Strand/Theme:

SS3 Time, Continuity, and Change

Social studies programs should include experiences that provide for the study of the way human beings view themselves in and over time, so that the learner can:

Standards: **SS3a:** describe the changing relationship between human beings and their environment.
SS3b: Compare and contrast differences in life styles for specific geographical locations and identify changes.
SS3c: Describe ways in which technological, political, economic, or environmental changes affect the structure and function of a social system.
SS3d: Relate how people interpret and view history differently.

Strand/Theme:
SS4 Space and Place

Social studies programs should include experiences that provide for the study of space and place, so that the learner can:

Standards:

- SS4a:** describe the effects of physical environment and population on societal development.
- SS4b:** explain the effects of geography on patterns of global connections and interdependence.
- SS4c:** Identify cultural similarities and differences as influenced by the geography of a region.

Strand/Theme:
SS5 Individual Development and Identity

Social studies programs should include experiences that provide for the study of individual development and identity, so that the learner can:

Standards:

- SS5a:** identify the theories of physical and physiological development of homo sapiens.
- SS5b:** describe the relationship of the individual to various cultures and ethnic groups.
- SS5c:** explain how racial, cultural, economic, and religious status influence an individual's self-concept.

Strand/Theme:
SS6 Individuals, Groups, and Institutions

Social studies programs should provide for the study of the interaction among individuals, groups, and institutions, so that the learner can:

Standards:

- SS6a:** explain how and why groups and institutions are formed.
- SS6b:** describe how individuals, groups, and institutions interact and how beliefs, values, and attitudes influence and perpetuate those interactions.
- SS6c:** explain the role of groups and institutions in furthering continuity and change.
- SS6d:** Identify cultural influences on individuals, groups, and institutions.

Strand/Theme:
SS7 Production, Distribution, and Consumption

Social studies programs should include experiences that provide for the study of how people organize for the production, distribution, and consumption of goods and services, so that the learner can:

Standards:

- SS7a:** describe how civilizations/nations use resources to meet basic needs.
- SS7b:** explain how economics are influenced and affected by individuals, groups, and institutions.
- SS7c:** evaluate the relationship among cultural universals such as food, shelter, and economic systems.
- SS7d:** explain how economic factors such as the impact of money and monetary systems contribute to cultural change and global interdependence.

Strand/Theme:
SS8 Power, Authority, and Governance

Social studies programs should include experiences that provide for the study of how people create and change structures of power, authority, and governance, so that the learner can:

Standards:

- SS8a:** explain the development of and differences among political systems.

- SS8b:** describe the need for and the development of rules and laws.
- SS8c:** compare government institutions, agencies, and organizations.
- SS8d:** explain the concepts and development of civil, equal, and universal human rights.

Strand/Theme:

**SS9 Science,
Technology,
and Society**

Social studies programs should include experiences that provide for the study of the relationships among science, technology, and society, so that the learner can:

Standards:

- SS9a:** explore the historical relationship of science and technology to societal systems.
- SS9b:** evaluate how science and technology have transformed the physical world and human society.
- SS9c:** determine how humans shape and adapt the environment to meet various needs.
- SS9d:** explain how changes in values, beliefs, and attitudes have resulted from scientific knowledge

Strand/Theme:

**SS10 Global
Connections**

Social studies programs should include experiences that provide for the study of global connections and interdependence, so that the learner can:

Standards:

- SS10a:** detail the historical development of a global consciousness and the concept of a world citizen.
- SS10b:** explain why certain areas of the world have been cradles of civilization.
- SS10c:** examine behaviors which foster global cooperation and conflict among individuals, communities, and nations.
- SS10d:** evaluate the effect of cultural conditions and motivations of global cooperation among societies