

Course Title: Anthropology 1 & 2

State: WA

State Course Title: Social Studies

State Standards: Learning Standards for Social Studies

Percentage of Course Aligned: 100% aligned

Standards	Course Title (a or b), if applicable, e.g. Game Design 1a	Unit Name(s)	Lesson(s) Numbers	How Standard is Taught	How Standard is Assessed	Standard Rating (Fully Met / Partially Met / Not Met)
SSS1: Uses critical reasoning skills to analyze and evaluate claims.						
SSS1.9-12.1 Critique the precision of a claim about an issue or event.	Anthropology 2	Unit 4: Art and Culture	Discussion 2	In Discussion 2, students complete a writing assignment where they critique the argument that "...art is a collective creation...". Students agree or disagree with the assertion, and critique the precision and reasonableness of the given statement.	Discussion 2	Fully Met
SSS1.9-12.2 Critique the use of reasoning, sequencing, and details supporting the claim.	Anthropology 1	Unit 8: Family Ties and Social Bonds: What Keeps Us Together	Activity 1	In Activity 1, students begin a long-term research project where they investigate a culture different from their own. During their research and drafting phase students are expected to critique the reasoning, sequencing, and supporting details found in their research and present their comparison research in paper format.	Activity 1	Fully Met
SSS1.9-12.3 Explain points of agreement and disagreement that experts have regarding interpretations of sources.	Anthropology 1	Unit 8: Family Ties and Social Bonds: What Keeps Us Together	Activity 1	In Activity 1, students begin a long-term research project where they investigate a culture different from their own. During their research and writing phase, students are expected to explain points of agreement and disagreement among experts within varying interpretation of sources.	Activity 1	Fully Met
SSS1.9-12.4 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.	Anthropology 1	Unit 4: Culture and Language: Why Humans Are Special	Activity 1	In Activity 1, students begin a long-term research project where they investigate a culture different from their own. During their research and writing phase, students are expected to gather multiple and varying sources of information to include in their final paper.	Activity 1	Fully Met
SSS1.9-12.5 Explain the challenge and opportunities of addressing problems over place and time using disciplinary and interdisciplinary lenses.	Anthropology 2	Unit 5: Cultural Evolution	Discussion 1	Students complete Discussion 1 to discuss cultural changes over the last century, and explain the challenge and opportunity in addressing long term cultural issues.	Discussion 2	Fully Met
SSS2: Uses inquiry-based research.						

SSS2.9-12.1 Create compelling and supporting questions that focus on an idea, issue, or event.	Anthropology 1	Unit 4: Culture and Language: Why Humans Are Special	Activity 1	In Activity 1, students begin a long-term research project where they investigate a culture different from their own. During their research and writing phase, students create compelling investigative questions that focus on their topic.	Activity 1	Fully Met
SSS2.9-12.2 Evaluate the validity, reliability, and credibility of sources when researching an issue or event.	Anthropology 1	Unit 4: Culture and Language: Why Humans Are Special	Activity 1	In Activity 1, students begin a long-term research project where they investigate a culture different from their own. During their research and writing phase, students evaluate the validity and reliability of their sources to ensure their research properly supports their thesis.	Activity 1	Fully Met
SSS2.9-12.3 Determine the kinds of sources and relevant information that are helpful, taking into consideration multiple points of view represented in the sources, the types of sources available, and the potential uses of the sources.	Anthropology 1	Unit 4: Culture and Language: Why Humans Are Special	Activity 1	In Activity 1, students begin a long-term research project. During their research and writing phase, students determine the types of sources that are most appropriate for their research topic, and work to include sources that offer multiple points of view.	Activity 1	Fully Met
SSS2.9-12.4 Explain how supporting questions contribute to an inquiry and how, through engaging source work, new compelling and supporting questions emerge.	Anthropology 1	Unit 4: Culture and Language: Why Humans Are Special	Activity 1	In Activity 1, students begin a long-term research project. During their research and writing phase, students analyze how supporting questions contribute to inquiry, and how thorough analysis can create new compelling questions to explain in the research project.	Activity 1	Fully Met
SSS3: Deliberates public issues.						
SSS3.9-12.1 Evaluate one's own viewpoint and the viewpoints of others in the context of a discussion.	Anthropology 1	Unit 7: Religion: What We Believe	Discussion 1	Students complete Discussion 1 where they discuss how religion affects their life and their surrounding community. Students evaluate their own viewpoint and the viewpoints of others in their community.	Discussion 1	Fully Met
SSS3.9-12.2 Apply a range of deliberative and democratic strategies and procedures to make decisions and take action in their classrooms, school, or out-of-school civic context.	Anthropology 1	Unit 10: Anthropology in Current Cultures	Discussion 2	Students complete Discussion 2 where they describe social issues in their own community, and apply a range of deliberative and democratic strategies to identify which groups need to work together to solve issues.	Discussion 2	Fully Met
SSS3.9-12.3 Use appropriate deliberative processes in multiple settings.	Anthropology 1	Unit 10: Anthropology in Current Cultures	Discussion 2	Throughout this course, students complete Discussion items that apply appropriate deliberative strategies to address current social issues. In Discussion 2, students describe existing social issues in their community and identify strategies to make change.	Discussion 2	Fully Met
SSS3.9-12.4 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.	Anthropology 1	Unit 10: Anthropology in Current Cultures	Discussion 1	Students complete Discussion 1 and analyze the impact that personal perspectives have on current social issues, including genocide. Students identify examples in modern history of genocide and discuss current international factors that contributed.	Discussion 1	Fully Met

SSS3.9-12.5 Integrate evidence from multiple relevant historical sources and interpretations into a reasoned argument about the past and its relationship to the present.	Anthropology 2	Unit 5: Cultural Evolution	Discussion 1	Students complete Discussion 1 where they analyze and discuss great cultural changes that have occurred in the last century. Students integrate evidence from multiple sources to create a reasoned argument about the past and its relationship to the present.	Discussion 1	Fully Met
SSS3.9-12.6 Assess options for individual and collective action to address local, regional, or global problems by engaging in self-reflection, strategy identification, and complex causal reasoning.	Anthropology 1	Unit 10: Anthropology in Current Cultures	Discussion 2	Students complete Discussion 2 to assess options for individuals and collective groups to address existing social issues in a community. Students discuss which groups need to work together and what calls to action need to occur.	Discussion 2	Fully Met
SSS4: Creates a product that uses social studies content to support a claim and presents the product in an appropriate manner to a meaningful audience.						
SSS4.9-12.1 Evaluate multiple reasons or factors to develop a position paper or presentation.	Anthropology 1	Unit 8: Family Ties and Social Bonds: What Keeps Us Together	Activity 1	In Activity 1, students begin a long-term research project where they investigate a culture different from their own. During their research and writing phase, students are expected to evaluate multiple reasons or factors in developing their research draft.	Activity 1	Fully Met
SSS4.9-12.2 Construct arguments using precise and knowledgeable claims, with evidence from multiple and reliable sources, while acknowledging counterclaims and evidentiary weaknesses.	Anthropology 1	Unit 8: Family Ties and Social Bonds: What Keeps Us Together	Activity 1	In Activity 1, students begin a long-term research project where they investigate a culture different from their own. During their research and writing phase, students construct arguments using precise claims and incorporate multiple and reliable sources into their research draft.	Activity 1	Fully Met
SSS4.9-12.3 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).	Anthropology 1	Unit 10: Anthropology in Current Cultures	Activity 1	After careful and thorough research, students complete their final draft of their research presentation. Students present and write their arguments and explanations that incorporate a wide variety of sources and viewpoints.	Activity 1	Fully Met
SSS4.9-12.4 Create strategies to avoid plagiarism and respect intellectual property when developing a paper or presentation	Anthropology 1	Unit 8: Family Ties and Social Bonds: What Keeps Us Together	Activity 1	In Activity 1, students begin a long-term research project where they investigate a culture different from their own. During their research and writing phase, students create strategies and follow a rubric to avoid plagiarism and respect intellectual property.	Activity 1	Fully Met