

**Content Area: Social Studies**  
**Grade/Course: Cultural Anthropology / ACCN: No ACCN**

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| <b>Strand</b>  | <b>Cultural Anthropology</b> |
| <b>Standard 1: Understand anthropological theories and methods</b> |                              |

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| <b>Topic</b>   | Anthropological Theory  |  |  |
| <b>Benchmark SS.CA.1.1</b>   | Differentiate between various concepts (e.g., culture, relativism, holism) and theories (e.g., diffusionism, structuralism, cultural ecology) in anthropology |  |  |
| <b>Sample Performance Assessment (SPA)</b>   | The student: Critiques the effects of feminist, interpretive, and post-modernist theories on anthropology.  |  |  |
| <b>Rubric</b>  |   |  |  |
| <b>Advanced</b>  | <b>Proficient</b>   | <b>Partially Proficient</b>  | <b>Novice</b>  |
| Differentiate, with well-supported detail, between various concepts and theories in anthropology | Differentiate, with supported detail, between various concepts and theories in anthropology   | Differentiate, with weakly associated details, between various concepts and theories in anthropology | Differentiate, with unrelated details, between various concepts and theories in anthropology |

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| <b>Topic</b>  | Anthropological Theory  |  |   |
| <b>Benchmark SS.CA.1.2</b>  | Assess the role of evolutionary theory in cultural anthropology (e.g., early evolution concepts, unilinear and multilinear evolution, sociobiology) |  |   |
| <b>Sample Performance Assessment (SPA)</b>  | The student: Compares sociological and biological approaches to evolutionary concepts in cultural anthropology.                                     |  |   |
| <b>Rubric</b>   |   |  |   |
| <b>Advanced</b>   | <b>Proficient</b>   | <b>Partially Proficient</b>  | <b>Novice</b>   |
| Assess, in great detail, the role of evolutionary theory in cultural anthropology | Assess, in detail, the role of evolutionary theory in cultural anthropology   | Assess, in some detail, the role of evolutionary theory in cultural anthropology | Assess, in minimal detail, the role of evolutionary theory in cultural anthropology |

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| <b>Topic</b>   | Anthropological Methodologies   |   |  |
| <b>Benchmark SS.CA.1.3</b>   | Assess how cultural anthropology uses case studies, participant observation, and ethnography            |   |  |
| <b>Sample Performance Assessment (SPA)</b>   | The student: Compares the goals and methods of cultural anthropology with those of natural science.     |   |  |
| <b>Rubric</b>  |   |   |  |
| <b>Advanced</b>  | <b>Proficient</b>   | <b>Partially Proficient</b>   | <b>Novice</b>  |
| Assess, in great detail, how cultural anthropology uses case studies, participant observation, and ethnography | Asses, in detail, how cultural anthropology uses case studies, participant observation, and ethnography | Assess, in some detail, how cultural anthropology uses case studies, participant observation, and ethnography | Assess, in minimal detail, how cultural anthropology uses case studies, participant observation, and ethnography |

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| <b>Strand</b>   | <b>Cultural Anthropology</b> |
| <b>Standard 2: Understand varieties of communication, kinship, and social relationships</b> |                              |

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| <b>Topic</b>   | Cultural Communication   |   |  |
| <b>Benchmark SS.CA.2.1</b>   | Describe how culture is produced and negotiated through audio and visual language systems, writing, and electronic media             |   |  |
| <b>Sample Performance Assessment (SPA)</b>   | The student: Explains ways in which the internet affects cross-cultural developments.  |   |  |
| <b>Rubric</b>  |  |   |  |
| <b>Advanced</b>  | <b>Proficient</b>  | <b>Partially Proficient</b>   | <b>Novice</b>  |
| Describe, in great detail, how culture is produced and negotiated through audio and visual language systems, writing, and electronic media | Describe, in detail, how culture is produced and negotiated through audio and visual language systems, writing, and electronic media | Describe, in some detail, how culture is produced and negotiated through audio and visual language systems, writing, and electronic media | Describe, in minimal detail, how culture is produced and negotiated through audio and visual language systems, writing, and electronic media |

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| <b>Topic</b>   | Roles Based on Reproduction, Kinship, and Group   |  |  |
| <b>Benchmark SS.CA.2.2</b>   | Compare how gender, biological relationship, and social identity have been used to determine family structure and roles/relations in different cultures and time periods                              |  |  |
| <b>Sample Performance Assessment (SPA)</b>   | The student: Assesses the role of extended family structures in various cultures (e.g., Chinese, Polynesian, Iroquois, Bantu).  |  |  |
| <b>Rubric</b>  |   |  |  |
| <b>Advanced</b>  | <b>Proficient</b>   | <b>Partially Proficient</b>  | <b>Novice</b>  |
| Compare, with well-supported detail, how gender, biological relationship, and social identity have been used to determine family membership and structure relations in different cultures and time periods | Compare, with supported detail, how gender, biological relationship, and social identity have been used to determine family membership and structure relations in different cultures and time periods | Compare, with weakly associated details, how gender, biological relationship, and social identity have been used to determine family membership and structure relations in different cultures and time periods | Compare, with unrelated details, how gender, biological relationship, and social identity have been used to determine family membership and structure relations in different cultures and time periods |

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| <b>Topic</b>   | Roles Based on Reproduction, Kinship, and Group  |   |  |
| <b>Benchmark SS.CA.2.3</b>   | Describe forms of social stratification (e.g., based on class, ethnicity, religion, race, gender) in various times and/or places |   |  |
| <b>Sample Performance Assessment (SPA)</b>   | The student: Provides examples of ethnic and/or racial stratification in local communities or regions.                           |   |  |
| <b>Rubric</b>  |  |   |  |
| <b>Advanced</b>  | <b>Proficient</b>  | <b>Partially Proficient</b>   | <b>Novice</b>  |
| Describe, in great detail, forms of social stratification in various times and/or places | Describe, in detail, forms of social stratification in various times and/or places   | Describe, in some detail, forms of social stratification in various times and/or places | Describe, in minimal detail, forms of social stratification in various times and/or places |
| <b>Strand</b>  | <b>Cultural Anthropology</b>   |   |  |

**Standard 3: Understand varieties of economic and political patterns**

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| <b>Topic</b>  | Economic Evolution and History  |  |   |
| <b>Benchmark SS.CA.3.1</b>  | Trace the development of food acquisition from hunting-gathering through the rise and spread of agriculture and pastoralism               |  |   |
| <b>Sample Performance Assessment (SPA)</b>  | The student: Compares conflicting and peaceful transitions from hunter-gatherer to agricultural and pastoral systems of food acquisition. |  |   |
| <b>Rubric</b>   |   |  |   |
| <b>Advanced</b>   | <b>Proficient</b>   | <b>Partially Proficient</b>  | <b>Novice</b>   |
| Trace, in great detail, the development of food acquisition from hunting-gathering through the rise and spread of agriculture and pastoralism | Trace, in detail, the development of food acquisition from hunting-gathering through the rise and spread of agriculture and pastoralism   | Trace, in some detail, the development of food acquisition from hunting-gathering through the rise and spread of agriculture and pastoralism | Trace, in minimal detail, the development of food acquisition from hunting-gathering through the rise and spread of agriculture and pastoralism |

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| <b>Topic</b>   | Economic Systems  |  |  |
| <b>Benchmark SS.CA.3.2</b>   | Compare the economic systems (e.g., resource bases, production and distribution modes, and/or socioeconomic allocation patterns) of agrarian, industrial, and post-industrial societies |  |  |
| <b>Sample Performance Assessment (SPA)</b>   | The student: Assesses how railroad systems affect agrarian and rural societies.   |  |  |
| <b>Rubric</b>  |   |  |  |
| <b>Advanced</b>  | <b>Proficient</b>   | <b>Partially Proficient</b>  | <b>Novice</b>  |
| Compare, with well-supported detail, the economic systems of agrarian, industrial, and post-industrial societies | Compare, with supported detail, the economic systems of agrarian, industrial, and post-industrial societies   | Compare, with weakly associated details, the economic systems of agrarian, industrial, and post-industrial societies | Compare, with unrelated details, the economic systems of agrarian, industrial, and post-industrial societies |

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| <b>Topic</b>   | Political Systems  |  |  |
| <b>Benchmark SS.CA.3.3</b>   | Compare how different kinds of political organization (e.g., democratic, communist, theocratic, military/police state) have managed authority, freedom, laws, values, and conflict |  |  |
| <b>Sample Performance Assessment (SPA)</b>   | The student: Evaluates, in terms of strength and weakness, the role of habeas corpus in the legal systems of various types of political organization.                              |  |  |
| <b>Rubric</b>  |  |  |  |
| <b>Advanced</b>  | <b>Proficient</b>  | <b>Partially Proficient</b>  | <b>Novice</b>  |
| Compare, with well-supported detail, how different kinds of political organization have managed authority, freedom, laws, values, and conflict | Compare, with supported detail, how different kinds of political organization have managed authority, freedom, laws, values, and conflict  | Compare, with weakly associated details, how different kinds of political organization have managed authority, freedom, laws, values, and conflict | Compare, with unrelated details, how different kinds of political organization have managed authority, freedom, laws, values, and conflict |

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| <b>Strand</b>  | <b>Cultural Anthropology</b> |
| <b>Standard 4: Understand varieties of belief and creativity</b> |                              |

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| <b>Topic</b>  | Comparative Religion  |   |   |
| <b>Benchmark SS.CA.4.1</b>  | Compare the beliefs, symbols, and practices of various religions  |   |   |
| <b>Sample Performance Assessment (SPA)</b>  | The student: Distinguishes between the theological and social beliefs of monotheistic and polytheistic religions. |   |   |
| <b>Rubric</b>   |   |   |   |
| <b>Advanced</b>   | <b>Proficient</b>   | <b>Partially Proficient</b>   | <b>Novice</b>   |
| Compare, with well-supported detail, the beliefs, symbols, and practices of various religions | Compare, with supported detail, the beliefs, symbols, and practices of various religions                          | Compare, with weakly associated details, the beliefs, symbols, and practices of various religions | Compare, with unrelated details, the beliefs, symbols, and practices of various religions |

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| <b>Topic</b>  | Cultural Exchange  |  |  |
| <b>Benchmark SS.CA.4.2</b>  | Describe ways that cross-cultural encounters have affected artistic expression                               |  |  |
| <b>Sample Performance Assessment (SPA)</b>  | The student: Provides examples of the influence of British architecture on India's public buildings.         |  |  |
| <b>Rubric</b>   |  |  |  |
| <b>Advanced</b>   | <b>Proficient</b>  | <b>Partially Proficient</b>  | <b>Novice</b>  |
| Describe, providing highly relevant examples, ways that cross-cultural encounters have affected artistic expression | Describe, providing relevant examples, ways that cross-cultural encounters have affected artistic expression | Describe, providing partially relevant examples, ways that cross-cultural encounters have affected artistic expression | Describe, providing irrelevant examples, ways that cross-cultural encounters have affected artistic expression |

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| <b>Strand</b>   | <b>Cultural Anthropology</b> |
| <b>Standard 5: Understand interactions between local and global cultural patterns</b> |                              |

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| <b>Topic</b>  | Local Impacts of Global Change   |  |  |
| <b>Benchmark SS.CA.5.1</b>  | Explain the effects of globalization on regional and local cultures (e.g., gender roles, education, language, the arts, law) |  |  |
| <b>Sample Performance Assessment (SPA)</b>  | The student: Explains the effect of global economic changes on the rise of female education.                                 |  |  |
| <b>Rubric</b>   |  |  |  |
| <b>Advanced</b>   | <b>Proficient</b>  | <b>Partially Proficient</b>  | <b>Novice</b>  |
| Explain, with well-supported conclusions, the effects of globalization on regional and local cultures | Explain, with supported conclusions, the effects of globalization on regional and local cultures                             | Explain, with partially supported conclusions, the effects of globalization on regional and local cultures | Explain, with unsupported conclusions, the effects of globalization on regional and local cultures |

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| <b>Topic</b>  | Local Impacts of Global Change   |  |  |
| <b>Benchmark SS.CA.5.2</b>  | Describe ways indigenous people are using contemporary resources to revitalize and protect their cultures                                      |  |  |
| <b>Sample Performance Assessment (SPA)</b>  | The student: Describes the economic and political methods used by tribal groups in the Amazon Basin to protect their cultures and territories. |  |  |
| <b>Rubric</b>   |  |  |  |
| <b>Advanced</b>   | <b>Proficient</b>  | <b>Partially Proficient</b>  | <b>Novice</b>  |
| Describe, with well-supported conclusions, ways indigenous people are using contemporary resources to revitalize and protect their cultures | Describe, with supported conclusions, ways indigenous people are using contemporary resources to revitalize and protect their cultures         | Describe, with partially supported conclusions, ways indigenous people are using contemporary resources to revitalize and protect their cultures | Describe, with unsupported conclusions, ways indigenous people are using contemporary resources to revitalize and protect their cultures |

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| <b>Topic</b>   | Cultural Conflict   |  |  |
| <b>Benchmark SS.CA.5.3</b>   | Explain causes and resolutions of cultural conflict (e.g., tribal, national, ethnic, religious, racial) |  |  |
| <b>Sample Performance Assessment (SPA)</b>                                       | The student: Describes the history of the Indo-Pakistani conflict in Kashmir.                           |  |  |
| <b>Rubric</b>  |   |  |  |
| <b>Advanced</b>  | <b>Proficient</b>   | <b>Partially Proficient</b>  | <b>Novice</b>  |
| Explain, with well-supported detail, causes and resolutions of cultural conflict | Explain, with supported details, causes and resolutions of cultural conflict                            | Explain, with weakly associated details, causes and resolutions of cultural conflict | Explain, with unrelated details, causes and resolutions of cultural conflict |