

## Course Title – MD World Cultures

Implement start year – 2018-19

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## Unit #2 , topic – Culture

Please note: All units of this MD World Cultures curriculum are written to be used across the region or country selected by the teacher. All units can be addressed with each region.

## Transfer Goal

Students will be able to independently use their learning to appreciate diversity in culture and become advocates for acceptance in their communities.

## Stage 1 – Desired Results

### Established Goals

#### **2014 NJCCC Standard(s), Strand(s)/CPI #**

(<http://www.nj.gov/education/cccs/2014/final.htm>)

#### **Common Core Curriculum Standards for Math and English**

(<http://www.corestandards.org/>)

6.2.12.D.5.a Relate the lingering effects of colonialism to the efforts of Latin American, African, and Asian nations to build stable economies and national identities.

### 21<sup>st</sup> Century Themes

( [www.21stcenturyskills.org](http://www.21stcenturyskills.org) )

Global Awareness

Financial, Economic, Business and Entrepreneurial Literacy

Civic Literacy

Health Literacy

Environmental Literacy

21<sup>st</sup> Century Skills

6.2.12.D.5.c Assess the influence of television, the Internet, and other forms of electronic communication on the creation and diffusion of cultural and political information, worldwide.

6.2.12.C.6.a Evaluate efforts of governmental, nongovernmental, and international organizations to address economic imbalances and social inequalities.

6.2.12.C.6.d Determine how the availability of scientific, technological, and medical advances impacts the quality of life in different countries.

6.2.12.D.6.a Assess the role of increased personal and business electronic communications in creating a “global” culture, and evaluate the impact on traditional cultures and values.

6.3.4.D.1 Identify actions that are unfair or discriminatory, such as bullying, and propose solutions to address such actions.

6.3.4.A.3 Select a local issue and develop a group action plan to inform school and/or community members about the issue.

6.3.4.A.2 Examine the impact of a local issue by considering the perspectives of different groups, including community members and local officials.

CCSS.ELA-LITERACY.RH.9-10.2 Determine the central ideas or information of a primary and secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.

- Learning and Innovation Skills:*
- Creativity and Innovation
  - Critical Thinking and Problem Solving
  - Communication and Collaboration
- Information, Media and Technology Skills:*
- Information Literacy
  - Media Literacy
  - ICT (Information, Communications and Technology) Literacy
- Life and Career Skills:*
- Flexibility and Adaptability
  - Initiative and Self-Direction
  - Social and Cross-Cultural Skills
  - Productivity and Accountability
  - Leadership and Responsibility

**Enduring Understandings:**

*Students will understand that . . .*

*EU 1*

Social differences shape culture and life.

*EU 2*

Unique aspects of a population create their cultural identity.

*EU 3*

**Essential Questions:**

*EU 1*

- How does income affect your standard of living in a given culture?
- Why are social classes established in certain countries?

*EU 2*

- How does cultural identity continue from one generation to the next?
- Why is cultural identity important?

<p>Being a productive member of a community involves acceptance and appreciation for diversity.</p>	<p><i>EU 3</i></p> <ul style="list-style-type: none"> <li>• What factors contribute to cultural differences?</li> <li>• How can acceptance of different cultures be established within your community?</li> </ul>
<p><b>Knowledge:</b> <i>Students will know . . .</i></p> <p><i>EU 1</i></p> <ul style="list-style-type: none"> <li>• The definition of culture.</li> <li>• The different social classes within a country.</li> <li>• The impact of socioeconomics on daily life.</li> </ul> <p><i>EU 2</i></p> <ul style="list-style-type: none"> <li>• The origin of traditions.</li> <li>• Customs and practices of a culture.</li> <li>• Daily routines of everyday life.</li> </ul> <p><i>EU 3</i></p> <ul style="list-style-type: none"> <li>• The definition of diversity.</li> <li>• Forms of discrimination.</li> <li>• The impact of discrimination on a member of a specific culture.</li> <li>• Examples past or present of discrimination.</li> <li>• Appropriate ways to advocate.</li> </ul>	<p><b>Skills:</b> <i>Students will be able to . . .</i></p> <p><i>EU 1</i></p> <ul style="list-style-type: none"> <li>• Identify different aspects of culture.</li> <li>• Describe criteria of different social classes.</li> <li>• Analyze the social differences within a country.</li> <li>• Explain how socioeconomic status is determined within a culture.</li> </ul> <p><i>EU 2</i></p> <ul style="list-style-type: none"> <li>• Describe traditions of a culture.</li> <li>• Compare and contrast different cultures.</li> <li>• Analyze family dynamics within a culture.</li> <li>• Identify key components of social customs.</li> </ul> <p><i>EU 3</i></p> <ul style="list-style-type: none"> <li>• Describe the importance of diversity.</li> <li>• Explain different forms of discrimination.</li> <li>• Advocate for a cultural group.</li> </ul>
<p><b>Stage 2 – Assessment Evidence</b></p>	
<p><b>Other Recommended Evidence:</b></p> <ul style="list-style-type: none"> <li>• Tests/Quizzes</li> <li>• Maps</li> <li>• Observations</li> </ul>	

- Class Discussions
- Presentations
- Community Based Experience

### Stage 3 – Learning Plan

**Suggested Learning Activities to Include Differentiated Instruction and Interdisciplinary Connections:** *Consider the WHERETO elements. Each learning activity listed must be accompanied by a learning goal of A= Acquiring basic knowledge and skills, M= Making meaning and/or a T= Transfer.*

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- Chart unique characteristics of each social class within a culture. (A)
- Create a collage of different job opportunities for each social class in a culture. (M)
- Create a Venn Diagram of the social classes within the student's own community or the United States. (T)
- Outline the story of a teenager's daily life of a particular culture. (A,M)
- Develop a scenario using the "Choose Your Own Adventure" series on culture. (M)
- Translate selected words from the cultural language of a specific region. (A)
- Create a family dinner of a specific culture. (M,T)
- Celebrate a holiday from a certain culture. (M,T)
- Create a video comparing different holidays from around the world. (M)
- Match artist with selected artwork. (A)
- Create an art piece based on a certain artist, style, movement or period. (T)
- Outline the rules of a sport or game from a specific culture. (A)
- Play a sport or game from a specific culture. (M,T)
- Design outfits for paper dolls based on traditional clothing from a specific culture. (M,T)
- List and define different forms of discrimination and prejudice. (A)
- Create an upstander poster outlining acceptance of diversity. (M,T)
- Plan and visit a community based experience to a museum specializing in diversity (i.e. National Liberty Museum). (M)