Jefferson City Public Schools–Curriculum

SUBJECT: Elementary

COURSE: EER

STRAND: Create a Culture

Objectives	Assessment/Evaluation	Instructional Activities
(A) Define culture Recognize differences in cultural practices are based upon values Classify aspects of Alpha and Beta cultures as: • sociological • ideological • technological Identify cultural universals **Performance: 1.6** **Knowledge: (CA) 1 (SS) 6** **SSGLE: RIGIT.6.F (Gr. 6)** **NETS: N/A** **DOK: 4**	• Teacher observation of discussion • Informal teacher assessment of "Everyone Has a Culture" • Definition of "cultural" – assessed using a scoring guide	• Alpha Beta cultural simulation and class discussion • Everyone Has a Culture worksheet • Class discussion • Create a definition of "culture" • Name American values • Classify values as seen and unseen • Create 5 values for an original culture
(B) The world is made up of regions different from each other in climate, geography and animal life: all which affect people's culture **Performance: 1.6** **Knowledge: (SS) 5** **SSGLE: EGSA.5.C (Gr. 7)** **NETS: N/A** **DOK: 4**	Teacher evaluation of chart – assessed using a scoring guide	• Create a chart comparing 4 world region's: • weather • animal life • landforms • culture • Begin creating a climate and geography for their culture

Objectives	Assessment/Evaluation	Instructional Activities

(C) Identify environmental influences on traditional culture
 	
Identify plants and animals important to traditional culture
 	
Interpret identity of traditional culture from objects and a creation story
 	
Performance: 1.6, 3.5
Knowledge: (SS) 5
SSGLE: EGSA.5.I (Gr. 7)
SSCLE: EGSA.5.I (Geography)
NETS: N/A
DOK: 4
	Teacher evaluation of the students' conclusions – assessed using a scoring guide	Students will:
		• read *The Raven Myth* in small groups and:
		  • identify natural environment – include plants and animals
		  • based on the myth, draw conclusions about weather and landscape and which part of the US it is
		  • share ideas with the class
		• read *Bering Sea Environment: Climates & Seasons*
		• complete the planning of geography and housing for culture creation
		• construct a map of an original culture's region

(D) Compare/contrast holidays from 4 different cultures using a 4 circle Venn diagram
 	
Performance: 1.9
Knowledge: (SS) 6
SSCLE: RIGIT.6.I,K (Geography)
NETS: N/A
DOK: 4
	Venn diagram – assessed using a scoring guide	• Divide class into 4 groups and each group:
		  • reads about a given a holiday in a given culture and prepares a handout for other class members
		  • presents information & handouts to each other
		• Students will:
		  • use information to complete a Venn diagram
		  • begin creating an original holiday for their culture

Objectives	Assessment/Evaluation	Instructional Activities

(E) Visit Woodland Cemetery to determine local funerary customs, both past and present
 	
Performance: 1.9
Knowledge: (SS) 6
SSGLE: RIGIT.6.I (Gr. K-8)
NETS: N/A
DOK: 3
	Funerary paragraphs – assessed using a scoring guide	• Field trip to tour the National Cemetery and the Woodland Cemetery to learn about historical and modern day funeral customs
		• Students will:
		  • complete a scavenger hunt
		  • write a paragraph explaining customs and the values that created and continue them
		  • create funeral customs for their original culture

(F) Explore importance of language in a culture
 	
Explore a culture's influence on language
 	
Performance: 1.6
Knowledge: (CA) 7
CAGLE: R.1.Ic (Gr. 4-8); IL.1.A,B (Gr. 8)
NETS: N/A
DOK: 4
	Teacher will assess original words, definitions, and importance to culture – assessed using a scoring guide	• Attempt to play simple card games in a small group using only gestures and facial expressions
		• Each group will be given two words to brainstorm synonyms
		• Students will:
		  • draw the conclusion that more important words have more synonyms
		  • determine and create 10 words and definitions for their original culture

(G) Present an original culture to classmates
 	
Evaluate a peer's presentation
 	
Demonstrate active listening behaviors
 	
Performance: 1.5, 1.6, 1.10
Knowledge: (CA) 5,6
CAGLE: LS.1.A,B (Gr. 5)
NETS: N/A
DOK: 4
	• Using a scoring guide for presentations, teachers and students will assess:
	  • volume
	  • eye contact
	  • posture
	• Anthropologist's Report – assess using a scoring guide
		• Students will present their cultures to the class as a "guest anthropologist"
		• Complete 2 peer evaluations

Objectives	Assessment/Evaluation	Instructional Activities
(H) Create laws for an original culture Identify different types of government **Performance: 2.1, 4.3** **Knowledge: (SS) 3** **SSGLE: PPGS.2.C (Gr. 8)** **SSCLE: PPGS.2.B (Government)** **NETS: N/A** **DOK: 3**	Assess paragraphs using a scoring guide	Students will: • read about various types of governments • present their form of government to the class • complete charts comparing/ contrasting governments • decide on the government for their culture • write a paragraph explaining in detail how their government works and will identify the type