

Subject/Grade: Social Studies 8		Lesson Title: What is Culture		Teacher: Christopher Roney	
Stage 1: Identify Desired Results					
Established Goals: (Learning outcomes)					
<ul style="list-style-type: none"> ● IN8.1: Investigate the meaning of culture and the origins of Canadian cultural diversity. <ul style="list-style-type: none"> ○ Indicators: (a) <ul style="list-style-type: none"> ■ Create an inventory of cultural elements people throughout the world have in common, regardless of where they live (e.g., transmission of values through education, spiritual systems, ways of governing themselves, ways of satisfying needs and wants, family structure, means of self-expression, strategies for recreation and play). ○ (b) <ul style="list-style-type: none"> ■ Formulate a definition of culture from responses to the question, "What is culture?" (e.g., A group's beliefs, norms, institutions, and communication patterns; a learned way of living shared by a group of people). ● CC8.2: Create and present a group inquiry project related to a topic, theme, or issue studied in English language arts. <ul style="list-style-type: none"> ○ Indicators: (b) <ul style="list-style-type: none"> ■ Formulate relevant questions on a topic to establish a purpose for gathering information. ○ (d) <ul style="list-style-type: none"> ■ Collaborate with others using technology to plan inquiry. 					
Understandings: (can also be written as 'I Can' statements) Students will understand what goes into defining a culture.			<i>U</i>		
I can see how other cultures fit into Canada's Mosaic. I can build off of my personal experiences and background to help understand Canadian culture. I can answer the question "what is culture?" I can present to my class my findings by myself or with a partner.			Essential Questions: <ul style="list-style-type: none"> ● What is Culture? ● What goes into defining a culture? ● How is Canada known as a "mosaic" of cultures? 		
Students will Know <i>K</i>			Students will be able to do <i>D</i>		
Students will be building on their prior knowledge of their own experiences from their background, Whether it's that they have lived in Canada their whole life or if they have recently come to Canada. Students will have understanding on how to build a slide show presentation.			Students will be able to research and gather information on an inquiry question posed to them. Will be able to define what goes into a Country's culture Will be able to use technology to assist them in their inquiry presentation and research. Students will be able to formulate a response to the question "what is culture?" Students will be able to present their inquiry project.		

Instructional Strategies:

The main Instructional Strategy is **Inquiry based learning**, I am concerned about the **Process** of their inquiry question to answer what is culture? and what parts of a culture make it up and makes it up to what it is. they should show evidence of resources and thought provoking questions behind their learning and exploration into the subject and to better understand other cultures so that they can look at their own background and experiences in Canada. As it is an inquiry project most of it will be independent study and research gathering by themselves or with their partners. Using the teacher as an overseer of the class and to come to if they are struggling to find certain aspects of their journey to what is culture? The students should be using their own experiences and background when looking to Canadian culture and supplementing their idea of Canadian culture with research and resources supporting them or adding to their understanding.

Stage 2: Determine Evidence for Assessing Learning

Formative assessments, there will be the assessment of their classwork by observation of the teacher. The students will be following a rubric based on the key questions of the inquiry and a rubric on their presentation as well, stating if they have correct grammar, format, and have a slide for every aspect of the cultures they are comparing. The students will be assessed on the process of their learning in the research and inquiry by observation and a list of their information and resources. And assessed on the product of their presentation. The students should be able to clearly answer their understanding of the key question, “what is culture?” they should be able to answer it and provide examples to their understanding. As well they should be able to provide what goes into defining a culture and the aspects to look for when researching their culture and comparing it to the Canadian culture that they live in and have experienced and using research and resources to supplement their understandings of Canadian culture, whether it is supporting their claims or adding to their understanding of the complexity that is Canadian culture. There should be evidence of learning that Canada is a multicultural country (First one officially in the world).

<p>0-1. Students have shown very little to no evidence to answer the question “what is culture?” they have not answered the question.</p>	<p>2. Students did little to answer the question “what is culture?” They show little research and evidence supporting their answer.</p>	<p>3. Student has answered the questions posed “what is culture?” But, has left some aspects out, they have not completely answered the question.</p>	<p>4. Student has answered the question “what is Culture?” Fully and thoroughly has expressed learned knowledge from the inquiry research.</p>
<p>0-1. Students have shown very little preparation and resources to finding aspects of culture.</p>	<p>2. Students have covered few aspects of finding cultures answering few.</p>	<p>3. Students have covered the majority of finding cultures but are missing a few. (beliefs, social norms, communication patterns)</p>	<p>4. Student has covered all aspects of finding culture (beliefs, social norms, communication patterns)</p>
<p>0-1. Students have shown very little evidence showing comparisons between cultures and have either one or no contrasts between the two cultures.</p>	<p>2. Students have compared their chosen culture and the Canadian culture, showing few comparisons and contrasts.</p>	<p>3. Students have found multiple things in common with their chosen culture and the Canadian culture they have experienced.</p>	<p>4. Students have found many things in common with their researched culture with the Canadian culture they have experienced, finding both comparisons and contrasts between the</p>

			two.
0-1. Students have struggled to be on task and are not following classroom guidelines, have distracted other students in their work.	2. Students have been distracted and caused distractions throughout the learning process, having trouble following classroom guidelines.	3. Students have been majority on task and following classroom guidelines with very minimal distractions.	4. Students have been engaged and on task for the entire time the teacher has been observing and following classroom guidelines.

0-1. Students have very little to no resources on their slideshow.	2. Students have 3-5 resources on their slideshow with the use of wikipedia	3. Students have 5-7 resources on their slide show	4. Students will have at least 8 resources they used on the slideshow none wikipedia
0.1. Students have very hard to follow presentation with little communication	2. Students have a hard to follow presentation with little eye contact and hard to understand.	3. Students will have an easy to follow presentation with some struggle presenting with little eye contact.	4. Students have a very easy to follow presentation with clear speech.
0.1. Students have answered very little questions in slideshow and is not clear at all.	2. Students have answered little questions in the slideshow, and presentation.	3. Students have answered most of the questions in the slide show.	4. Students Have answered all questions clearly in the slideshow

Stage 3: Build Learning Plan

<p>Set (Engagement): What is Culture? can we answer that before this inquiry based assignment, so we will be looking at the Canadian Culture and what even is that? Canada was the first official multicultural country in the world and we are known to have a “mosaic” of cultures that make up our own, so for this assignment the students will take a culture whether is it their home country or they just pick a random country or even a culture within Canada that is different to their own, they will then follow a series of questions to find what their culture is and what makes it their culture, in the second half of their assignment they will be building off their own experiences and knowledge that they have seen in their time in Canada and supplementing it with inquiry research and comparing it to the other culture and if they are represented in Canada’s Mosaic.</p>	<p>Length of Time: 1 class (60 min)</p>	<p>Materials/Resources: Students will be using technology to find information and drive their inquiry projects and to build their presentation by themselves or with a partner. They will use one of powerpoint, prezi, or google slides to create their presentation.</p> <p>Possible Adaptations/ Differentiation: If students may not have access to technology to use for research purposes</p>
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My professional development goal is to be able to drive a successful inquiry based project and be able to correctly assess them from rubrics that I have made, I would like to be able to do the project within the time that I have stated but for a lot of people we have all experienced the attention span of a grade 8 classroom so we might need one more class period to work at it and have the students more time to present their findings. This is a cross curricular assignment and we are working to two outcomes and four indicators so it should be a longer learning plan.