

## Importance of Learning Culture and Cultural Universal in Early Grade education

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### Abstract

Human society in globalization world nowadays, there are rapidly communicated and traveled. So learning is cultivated to learners since early grade education, should learning skills and practices to capably application in real life, besides learning content knowledge. Purpose of this article is demonstrated definition, importance and relationship of curriculum to engaged in culture and cultural universals between Thai and USA (by NCSS). Including, presentation integrated and demonstrated to learners for study subject matters which related to community and universe. And study in depth and created understanding knowledge in universal theme concepts from subject sources about culture and cultural universals.

**Keywords:** Culture, Cultural Universal, Early education

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## Culture and Cultural Universals

What is culture? The word culture is a notoriously difficult term for definition. However, commonly term to define about culture which come from anthropologists and other behavioral scientists and it was used in the way that culture is the full range of learned human behavior patterns. The term was first used in this way by pioneer English Anthropologists Edward B. Tylor in his book, Primitive Culture, published in 1871. Tylor's definition of culture is "that complex whole which includes knowledge, belief, art, law, morals, custom, and any other capabilities and habits acquired by man as a member of society."

Besides that culture is a learned set of ideas and rules about appropriate behavior shared by a group which passed on from one generation to the next not by the genes but which language. (Cameron M. Smith, Evan T. Davies) And our written languages, governments, buildings and other man-made things are merely the products of culture. Especially culture is a powerful human tools for survival, but it's fragile phenomenon which easily lost and changing because it exists only in our minds. ([http://anthro.palomar.edu/culture/culture\\_1.htm](http://anthro.palomar.edu/culture/culture_1.htm).)

Although contents of each culture are different and each culture has specific way or idea in language, ethics, social rules, the supernatural, styles of bodily decoration, family structure and food preferences. (Cameron M. Smith, Evan T. Davies.) But cultural learning support children make sense of the world and understanding in human societies that cultures are complexes of learned behavior patterns and perceptions, societies are group of interacting organisms and human societies also generally perceive their society is distinct from other societies in terms of shared traditions and expectation. Although culture and societies are not the same thing but also they are the continuously evolving products of people interacting with each other and culture is created and transmitted to others in a society. ([http://anthro.palomar.edu/culture/culture\\_1.htm](http://anthro.palomar.edu/culture/culture_1.htm).) (Michael Cole, 2010)

Nevertheless, there are layers or levels of culture that are part of your learned behavior patterns and perception which layers consists of culture is the body of culture traditions that distinguish your specific society such as when people speak of Thai or Western culture, they are referring to the shared language, traditions, and beliefs that set each of these people apart from others. Second layers of culture is a subculture or part of your identity which people is diverse societies who come from many different part of their original cultural traditions. As a result, people who are likely to be part of an identifiable subculture in their new society. And members of each subcultures share a common identity, food tradition,

dialect or language, and other cultural traits that come from their common ancestral background and experience too. ([http://anthro.palomar.edu/culture/culture\\_1.htm](http://anthro.palomar.edu/culture/culture_1.htm).)

Addition to the third layer of culture consists of cultural universals. It's also called an anthropological universal or human universal too. And cultural universals are key ideas that groups of people have shared throughout history, it's help to define about groups of people live and act together. Furthermore, the universals that our cultures share is the location of community, family types, economics, belief systems and education. (<http://darkstarjaket.tripool>)

So cultural knowledge understanding including the layers of culture it's basic and an essential understanding for practice to be alive in nowadays which children have to study since the period of early childhood and childhood for learning involves the interweaving of biological and cultural factors. Moreover, active development of subcultures aiming at expanding and enhancing learning is one promising current approach. (Michael Cole, 2010)

What is cultural universals? Cultural universals are a value, norm or other cultural trait that found in every group. Anthropologists and sociologists discussed definition cultural universal as is an element, pattern, trait or institution that is common to all human cultures world wide and it's taken together. The whole body of cultural universals is known as the human condition. (<http://www.Sociologyguide.com/socio-short-notes/cultural-universals.php>) (<http://www.Jstor.org/topic/cultural-universals>).

Furthermore, cultural universals are present in all cultures by activities such as marriage, funerals, games, laws, music, myths, incest taboos, etc. (George Murdock, 1945: [www.sociologyguide.com/socio-short-notes/cultural-universals.php](http://www.sociologyguide.com/socio-short-notes/cultural-universals.php)) And it's those guiding principles of human civilization that are so central to human identity that we can find them, in some form, in all societies- past and present – around the world. (<http://study.com/academy/lesson/cultural-universals-in-sociology.Definition-examples-quiz.html>)

As a result of cultural universals is a layer of culture and in globalization world, children could study about it for more knowledge understanding in everyday experiences. (Brophy Jere and Alleman Janet, 2002: 99) So children are learned behavior patterns of cultural universals that are shared by all of humanity collectively and share these universals traits, no matter where people live in the world. Examples of such “human cultural” traits include:

1. communicating with a verbal language consisting of a limited set of sounds and grammatical rules for constructing sentences.
2. using age and gender to classify people (e.g., teenager, senior citizen, woman, man)
3. classifying people based on marriage and descent relationships and having kinship terms to refer to them (e.g., wife, mother, uncle, cousin)
4. raising children in some sort of family setting.
5. having a sexual division of labor (e.g., men's work versus woman's work)
6. having a concept of privacy.
7. having roles to regulate sexual behavior.
8. distinguishing between good and bad behavior.
9. having some sort of body ornamentation.
10. making jokes and playing games
11. having art
12. having some sort of leadership roles for the implementation of community decisions.

While all cultures have these and possibly many other universal traits, different cultures have developed their own specific way of carrying out or expressing them. (<http://anthro.palomar.edu/culture/culture-1.html>) And for learning and teaching about cultural universals, we can take a list of cultural universals for examples there are 10 topics include:

1. Theme: a) Values b) Ethics c) Symbols
2. Economics: a) Trade and money b) Division of labor c) Technology:
  - i) Communication systems
  - ii) Transportation
  - iii) Inventions
3. Geographic setting: a) Influence of civilizations b) Resources c) Topographical characteristics
4. Food, Clothing, and Shelter: a) Food (method of production and animal domestication) b) Clothing and adornment c) Shelter, dwelling, and architecture.
5. Political Organization: a) Government b) Law enforcement c) War and Peace.
6. Family and Kin: a) Marriage and type of family grouping b) Child training and rites of passage c) Roles and responsibilities
7. Attitude toward the “Unknown”: a) Religious beliefs b) Religious practices c) Death rituals

8. Esthetic Values: a) Art b) Music c) Dance, drama, literature

9. Communications: a) Language b) Number systems

10. Recreation: a) Games and sports b) Use of leisure time

(Source: Adapted by Jennifer HanZak, FAIR School, Minneapolis, Minn., from DIG Simulation by Jerry Lipetsky, published by Interact)

As follows cultural universals is a value or norm that found in every group and it is a layer of culture in globalization world. So children must has studied all traits and topics of cultural universals for getting knowledge and applied it nowadays's life.

### **Relationship between learning culture and cultural universals with 21<sup>st</sup> century student outcomes and Social Studies Programs.**

When culture is learned from the people who interact with as you are socialized and it's also taught by the explanations people receive for the natural and human events around them. In addition, cultural universals which part of culture and its basic needs and social experiences found in all societies, past and present. (Alleman and Brophy, 2002, Lustig and Koester 1999: 31-32) So these notions, results to culture must be a subject course for study. Moreover, cultural learning, it's related to 21<sup>st</sup> century student outcomes and social studies programs.

#### **21<sup>st</sup> century outcome**

“21<sup>st</sup> century student outcome” are knowledge, skills and expertise which students should master to succeed in work and life in globalization world nowadays. The elements of 21<sup>st</sup> century student outcomes are many features, such as consist of core subjects and 21<sup>st</sup> century themes which it's essential for all students in nowadays. Core subjects include: English, reading or language arts, world languages, Arts, Mathematics, Economics, Science, Geography, History, Government and civics these subjects, school must arranged and focus on mastery of core subjects and promote understanding of academic content at higher level by weaving 21<sup>st</sup> century inter disciplinary themes into core subjects. And the comprise core subjects that directly related to culture and cultural universals learning such as global awareness and civic literacy.

1. Aspects of global awareness include:

1.1 Using 21<sup>st</sup> century skills to understand and address global issue.

1.2 Learning from and working collaboratively with individuals representing diverse cultures, religious and lifestyles in a spirit of mutual respect and open dialogue in personal, work and community contexts.

1.3 Understanding others nations and cultures, including the use of non- English languages.

2. Aspects of civic literacy include:

2.1 Participating effectively in civic life through knowing how to stay informed and understanding governmental processes.

2.2 Exercising the rights and obligations of citizenship at local, state, national and global levels.

2.3 Understanding the local and global implications of civic decisions.

Besides, outcome of student in nowadays consist of others features but there are aspects of life and career skills in topic social and cross- cultural skills that related to culture and cultural universals too.

3. Aspects of social and cross- cultural skills include:

3.1 Interact effectively with others: a) Know when it is appropriate to listen and when to speak. b) Conduct themselves in a respectable, professional manner.

3.2 Work effectively in diverse Teams: a) Respect cultural difference and work effectively with people from a range of social and cultural backgrounds b) Respond open- mindedly to different ideas and values c) Leverage social and cultural differences to create new ideas and increase both innovation and quality of work. (Partnership for 21<sup>st</sup> centuryP21frameworkDefinitions.([http://www.p21.org/storage/documents/P21\\_Framework\\_Definitions.pdf](http://www.p21.org/storage/documents/P21_Framework_Definitions.pdf))

So, all aspects above, its cultural literacy as the basic for curriculum development. Furthermore, from a socio-cultural perspective, culture, learning, and development are seen as dynamic, created, and variably distributed and transformed within and across groups and involve a reciprocal and evolving relationship between individual's goals perspective, values and their environment. (Megan Bang, 2015: 221 and Brophy Jere and Alleman Janet, 2002: 105) So these aspects are in social studies programs and in social studies, the early grades would be devoted to teaching traditional cultural knowledge and related values to equip students with a common base of prior knowledge to inform their social and civic decision making.

#### **Social studies curriculum program and instructional**

Social study instruction is an instructional management for a good civilization development. At early stage, the curriculum development focuses on establishing the essential knowledge in social living instruction. The social study instructional curriculum also focuses on a guideline for instructors to choose a suitable concept or topic for their

implementation. (Herman, 1983: 94 - 100) The essential scope content for a good civic education development focuses on knowledge, understanding and attitude.

Continuity of culture and cultural universals provided concepts and a thematic frame for organizing interdisciplinary information. Moreover, it's related and a part of major themes for social studies by the National Council for the Social Studies (NCSS). The NCSS (2010) provides an example of early grade performance expectations which social studies programs should experiences and provided for the study of culture and cultural universals. And cultural universal may be a thematic approach to address social studies instruction, as well as, making cross- curricular connections (NCSS, 2010: 3 and Brophy and Alleman, 2007)

#### **Relationship between learning culture and social studies curriculum program**

Social studies programs by NCSS, there are the 10 primary themes for providing curriculum standards, a framework for professional deliberation and planning about what should occur in a social studies programs in grades pre-K through 12. But themes which related to culture and cultural universals include: culture, Global connections and civic Ideas and practices (NCSS: 10).

1. Purposes, questions, knowledge, processes and products for social studies in culture theme for early grades include:

The study of culture examines the socially transmitted beliefs, values, institutions, behaviors, traditions and way of life a groups of people; it also encompasses other cultural attributes and products such as language, literature, music, arts and artifacts, and foods.

So purposes of culture study, learners will understand how human create, learn, share and adapt to culture. They will appreciate the role of culture in shaping their lives and the society in which they live. By recognizing various culture perspectives, learners become capable of understanding diverse perspectives, thereby acquiring the potential to foster more positive relations and interactions with diverse people within our own nation and other nations. Cultural understanding will help learners make informed decisions in a increasingly interdependent society and interconnected world.

From purposes of culture study, there are question for educations prior knowledge and plan for engagement at / in early grades education such as:

- a) What question are important to ask about culture?
- b) How are groups of people alike and different?

c) What is culture diversity, and how does diversity develop both within and across cultures?

Beside when learners study of culture by NCSS, knowledge at early grades that learners will understand such as:

- a) “Culture” refer to the behaviors, beliefs, values, traditions, institutions, and way of living together of a group of people.
- b) Concepts such as: similarities, differences, beliefs. Values, cohesion and diversity.
- c) How cultural beliefs, behaviors, and values allow human group to solve the problems of daily living.
- d) How individuals learn the elements of their culture through interactions with other members of the culture group.
- e) How people from different cultures develop different values and way of interpreting experience.

From knowledge that learners will understand the study of culture. After that NCSS provided processes at early grades that learners will be able to do such as:

- a) Ask and find answers to questions related to culture in the contexts of school, community, state and region.
- b) Explore and describe similarities and differences in the ways various cultural groups meet similar needs and concerns.
- c) Give examples of how information and experiences may be interpreted differently by people from different cultural groups.
- d) Describe the value of both cultural until and diversity within and across groups.

Ultimately, NCSS provided products at early grades that learners demonstrate understanding by:

- a) Interviewing and reporting on observations and developing a description of a sub-culture to which they belong or have access.
- b) Selecting a social group, investigation the commonly held beliefs, values, behaviors and traditions that characterize the culture of that group and creating an illustrated description of findings.
- c) Presenting a “compare and contrast” chart demonstrating the similarities and differences between two or more cultural groups in given categories (such as: food, shelter, language, religion, arts or beliefs)

d) Role- playing ways in which cultural difference between two or more groups can cause conflict or contribute to solving problems.

2. Purposes, questions, knowledge, processes and products for social studies in global connections theme for early grades include:

Global connections of many types (social, political, economic, cultural and environmental) have increased at the personal, local, national and international levels. New global connections have created both opportunities and challenges. The resulting global interdependence requires an understanding of the increasingly complex connections among individuals, groups, institutions, nations and world communities in order to identify the issues arising from global connections and to support informed and ethical decision-making.

From purpose of global connections, there are question for exploration prior knowledge and plan for engagement in early grade education such as:

- a) How are people, places and environments connected around the globe?
- b) What are examples of global connections in our community or state and what are the effects?
- c) What actions can we suggest and take in response to global changes?

Beside when learners study of global connections by NCSS, knowledge at early grades that learners will understand such as:

- a) Global connections may be of various types (e.g. cultural exchange, trade, political, economic or travel)
- b) Global connections affect daily life for individuals and those around them.
- c) Some global issues have persisted over time while others are more contemporary or emerging (e.g. technology enabling rapid communication across the earth)

From knowledge that learners will understand the global connections. After that NCSS provided processes at early grades that learners will be able to do such as:

- a) Identify examples of global connections in their community, state or region.
- b) Describe examples in which language, art, music, belief systems and other cultural elements can facilitate global understanding or cause misunderstanding.
- c) Give examples of conflict and cooperation among individuals, groups and nations in different parts of the world.

Ultimately, NCSS provided products at early grades that learners demonstrate understanding by:

- a) Constructing collages illustrating similarities and difference across cultures and connections that link cultures.
- b) Participating in a regular exchange of information between their class and a class in another nation about cultural practices events and materials.
- c) Discussing what right are fundamental for humans in all parts of the world.

3. Purposes, questions, knowledge, processes and products for social studies in civic ideas and practices theme for early grades in clued:

An understanding of civic ideals and practices is a fundamental goal of education for citizenship in a democratic society. Civic ideals and practices have developed over centuries and are found in societies throughout the world. Important documents that articulate civic ideas have served as milestones in the development of these ideals in different nations and worldwide. Basic freedoms and rights and the institutions and practices that support shared democratic principles are foundations of a democratic republic. In some instance, civic practices and their consequences are becoming more congruent with ideals, while in other cases, the gap is wide and calls for continued civic action by individuals and groups to sustain and improve the society. Learning how to apply civic ideals to inform civic action is essential to participation in a democracy and support for the common good.

From purposes of civic ideals and practices, there are questions for exploration prior knowledge and plan for engagement at early grade education such as:

- a) what is civic life and ideals?
- b) what are civic practices?
- c) how can we apply civic ideals and practices in home, school and the community?

Besides when learners study civic ideals and practices by NCSS, knowledge at early grades that learners will understand such as: (the National Council for the Social Studies)

- a) the theme of civic ideals and practices helps us know how we can have influence on how people live and act together.
- b) Democratic ideals and practices are often represented in excerpts from contemporary and historical sources, quotations and stories.
- c) the importance of gathering information as the basis for informed civic action.

From knowledge that learners will understand the study of civic ideals and practices.

After that NCSS provided processes at early grades that learners will be able to do such as:

- a) Ask and find answer to questions about how to plan for action with others to improve life in the school, community and beyond.
- b) Identify and exercise the right and responsibilities of citizens.
- c) Locate, access, organize and apply information from multiple sources reflecting multiple points of view.
- d) Develop a position on a school or local issue and defend it with evidence.

Ultimately, NCSS provided products at early grades that learner demonstrate understanding by:

- a) Participating in civic discussion and action about a school or community issue.
- b) Drawing illustrations of examples of participation supportive of civic ideals and practices.
- c) Developing a plan in collaboration with others to carry out a school improvement project.

Relation of social studies programs by NCSS and culture and cultural universals which participants have to provide for students in grades pre-K through 12 for learning knowledge and application. And when analyze themes which be relevant to study, there are 3 part ; i.e 3 culture, global connections and civic ideas and practices. Furthermore, each theme it's already explain concepts of purposes, questions, knowledge, processes and products, for implementation of instruction.

#### **Comparisons of curriculum in culture and cultural universal between Thai and USA.**

When comparisons curriculum issues and core concepts about study of culture for early grades between NCSS (2010) with the basic education core curriculum of Thai (2008), there are coherent ideas that appears in stands and theme and learning standards for social studies education. And implication relationship of attention provided the study of culture and cultural universals in both curriculum which appears by interpretation from analysis and synthesis stands and core concepts including processes by NCSS with grade level indicators of Thai curriculum.

The basic education core curriculum of Thai, there are divided into 8 learning areas and each area comprise bodies of knowledge, skills or learning processes and desirable characteristic, attainment of which is required of all basic education learners. (core curriculum of Thai, 2008) However, social studies was 1 of 8 learning areas, there are divided 5 stands include:

- Stand 1 Religion, Morality and Ethics
- Stand 2 Civics, Culture and Living in Society
- Stand 3 Economics
- Stand 4 History
- Stand 5 Geography

Stand 2 about civics, culture and living in society within social studies area of Thai curriculum, from the main stands appear what's desirable learning from students which focus on learning about importance of good citizenship, cultural difference and diversity and awareness in values under constitutional monarchy : right, duties and freedoms in peaceful existence in Thai society and the world community. Moreover, when comparison major significant consistency in what learners will be able to do which Thai curriculum's social studies appears in level indicators of early grade which processes by NCSS. Although, NCSS provided exactly suggestion to be a guild line for teachers and learners (already show at topic about purposes, questions, knowledge, processes and products) but also social studies indicators of Thai curriculum, there are same a guide line by prescription words such as: tell their own behavior in life and that of others in the tide of diversified cultures (Grade 3), Explain cultural differences of various groups of local people (grade 4), analyze cultural change over time and preserve the fine culture (grade 6). Furthermore, there are coherent ideas that appears by prescription words in Grade level indicators of Stand2. And it's show relationship about study of civics, culture and living (stand 2 of social studies areas in Thai curriculum) with stands and themes of culture, Global connections and civics ideas and practices by NCSS. The significant consistency is learning knowledge and talking a good practices for a good national and global citizenship. So learners must to study in many courses and subjects, especially study of culture and cultural universals as a basis for prior knowledge to inform their social and civic decision making. (see table 1)

Table 1 Comparison about stands of cultural study by NCSS and social studies areas of Thai curriculum.

NCSS	The basic education core curriculum of Thailand (2008)
Stands and theme of culture, Global connections and Civic Ideas and practices (p.3)	Stands and learning standards of social studies, Religion and culture
<p><b>Stands of Culture:</b></p> <p>Through the study of culture and cultural diversity, learners understand how human beings create, learn, share and adapt to culture and appreciate the role of culture in shaping their lives and society as well as the lives and societies of others. In schools this theme typically appears in units and courses dealing with geography, history, sociology and anthropology, as well as multicultural topics across the curriculum.</p> <p><b>Stands and theme of Global Connection</b></p> <p>The realities of global intercultural require an understanding of the increasingly important and diverse global connections among world societies. This theme prepares students to study issues arising from globalization. It typically appears in units or courses dealing with geography, culture, economics, history, political science, government and technology.</p> <p><b>Stands and theme of Civic Ideas and Practices</b></p> <p>An understanding of civic ideas and practices critical to full participation in society and is an essential component of education for citizenship. This theme enables students to learn about the rights and responsibilities of citizens of a democracy and to appreciate the importance of active citizenship. In schools, the theme typically appears in units or courses dealing with civics, history, political science, cultural anthropology, and fields such as global studies, law-related education and humanities.</p>	<p>Stand 2 Civics, Culture and living in Society</p> <p>Standard So 2.1:</p> <p>Understanding and personal conduct in accord with duties and responsibilities of good citizens observance and preservation of Thai tradition and culture; and enjoying peaceful coexistence in Thai society and the world community.</p> <p>Stand So 2.2:</p> <p>Understanding of political and administrative systems of the present society; adherence to, faith in, and upholding of the democratic form of government under constitutional monarchy.</p>

### Teaching and learning culture and cultural universals.

Culture, human learning and development are seen as dynamic from sociocultural perspective. Including, it's contested, variably distributed and transformed within and across groups. (Bang, 2015: 221) And for children, these topics are important to provided in educational engagement for early learning cognitive development and advantage for culturally- based understanding in globalization world and consists of teaching and learning which participants should provide to students include: essential question, basic and result of cultural instruction, method, and core concepts of activities for instruction.

1. Instruction or teaching and learning culture include cultural universals, the essential question is how children learn and can demonstrate in deeper of understanding about culture and cultural universals. (Ball, 2010: 3) And for respond the question, this article try to suggest concepts idea of content and method of teaching including benefit of cultural instruction since early grade and children which continuity of culture is embodied in the ways that children are raised and the environmental context where they grow, besides, it's consists of the historical accumulated knowledge, tools and attitudes that dedicate the child's proximal ecology including the cultural practices which learning outcome in culture, children must showed as a relatively permanent change in behavior and understanding. (Cole, 2010: 1 and Ball, 2010: 1) For that reason, teachers have to be a facilitator, help to choose and purpose, exhibit issues and topics and instructional idea including subject matter for deeper and meaningful learning.

2. Basic for cultural instruction, teachers should know a thematic framework for understanding idea or abstract concepts and organizing interdisciplinary information. (Winstead and Gautream, 2014: 1) About concepts idea themes and relationship between issues topics of standard and stand and themes of NCSS and Thai curriculum in social studies, I already show by analysis and synthesis. Consequently, cultural instruction in culture and cultural universals topic, it's related in social studies course and it's involved in others themes of social studies instruction such as global connection, civic ideas and practices and living in society.

3. As a result of cultural instruction, there is related to others dimension of cultures, such as cultural diversity, cross- culture and multicultural but in this article, I would like to focus on cultural universals. And it can advice in the field of basis knowledge to support another kinds of culture and it's in everyday experience that can using as are centerpiece for early grades in elementary social studies for all children. (Alleman, Kinghton and Brophy, 2007: 166 – 170 and Brophy and Alleman, 2002: 99 – 100)

4. Method of instructional design for study of culture and cultural universal should set in units. And teachers are more easily to inform planning for more powerful instruction. And then, asking for assertion prior knowledge about cultural universals because there are always misunderstanding that these topics children already know from everyday life. After that making set of questions and create active learning activities for instruction. (Brophy and Alleman, 2002: 100-101)

5. Core concepts of activities for instruction, teacher have to focus on teaching concepts idea or Big idea and their application. And evaluate assessment by decision- making from summarizing and results from the qualitative analysis reports of children. For examples, developing unit plans for teaching emphasize understanding, teachers can choose a topic from everyday life and then adding more complex topics for instruction such as shelter chrome), clothing, food, family living, communication, transportation and government.

Components of units feature such as

(1) Beginning with focus on the cultural universal as experienced in contemporary (homes and neighborhood) for knowing more clearly.

(2) Consider how the material cultural and technology associated with the cultural universal have evolved over time.

(3) Address variation in today's world in the way that the cultural universal is experienced in different places and culture.

(4) Include physical examples, class room visitors, fieldtrips and especially, children's literature selection as a sources of information.

(5) Include home activities that call for students to interact with parents and other family members.

(6) Engage students in thinking about the implications of all of this personal, social, and civic decision making in the present and future.

Ultimately, Advantage of instruction in culture and cultural universal are both for teachers and students. For teachers, it will be a benefit for making connections between students and subject matter in culturally relevant and personal way. Especially, when teaching concepts that focus on factual versus concept knowledge. And for students, teaching that focus on concepts from each units will help students gain an understanding of society and open mind dynamically changing through participation in social practices and making sense of life. Moreover, study of culture related to recognize race and culture as social constructions in

developing and understanding of human cognition. (Winstead and Gautreau, 2014: 7-8; Bang, 2015: 221-222)

And continuation, 21<sup>st</sup> century student outcome, instructional units of culture and cultural universal, it should be emphasize for understanding by building on prior knowledge and developing key ideas in depth and application for students outside school. And students will be create understanding and generalize the big idea too. (Alleman, Knighton and Brophy, 2007: 172-173)

Therefore learning and teaching culture and cultural universals for children in early grade education is important for create new generation who can know more knowledge but also application in daily life of globalization world. And for succeed, we purpose this article since definition and relationship of curriculum to engaged by focus on comparison between Thai and USA for basically guild line and especially in topic of teaching and learning culture and cultural universal, we proposal example units and component of instruction for participants.

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