

UNDERSTANDING CULTURE, SOCIETY AND POLITICS
ACHIEVEMENT TEST

Multiple Choice:

Read the questions properly. Then, choose the correct answer from the following.

1. It is a study of humanity, specifically human groups and its culture.
a. Anthropology b. Culturology c. Politics d. Sociology
2. It is the investigation of the structure of groups, organizations, and societies, and how people interact within these contexts.
a. Anthropology b. Politics c. Sociology d. Structuralism
3. It deals with the activities that relate to influencing the actions and policies and of a government or getting and keeping power in a government.
a. Governance b. Anthropology c. Politics d. Sociology
4. These govern how we live and interact with each other in a given society like the family, school, religion, mass media and others.
a. Culture b. Society c. Government d. Social Structures
5. It is a social science that deals with humans and their interactions.
a. Sociology b. Political Science c. Anthropology d. Culture
6. It is used to analyze and explain object of social study, and facilitate organizing sociological knowledge.
a. Theoretical perspective b. Cultural perspective c. Conflict Perspective
d. Functionalist Perspective
7. It sees social life as a competition, and focuses on the distribution of resources, power, and inequality.
a. Theoretical perspective b. Cultural perspective c. Conflict Perspective
d. Functionalist Perspective
8. It is a state of habit of mind in which trust or confidence is placed in some person or thing.
a. Beliefs b. Custom c. Tradition d. Norms
9. It attempts to explain how the social world operates.
a. Political Theory b. Sociological Theory c. Cultural Theory d. Anthropological Theory
10. It is an aspect of culture which states that culture through its element is enjoyed by group of people who lived together.
a. Dynamic b. Integrated c. Transmitted d. Shared and Contested
11. Which of the following is an example of a material culture?
a. Food b. Religion c. Language d. Religion
12. Doing "Mano Po!" and "Bayanihan" are examples of ____?
a. Culture b. Folkways c. Laws d. Mores
13. These are norms that are crucial to a society's moral center, involving behaviors that are always negatively sanctioned.
a. Mores b. Folkways c. Symbols d. Taboos
14. It is a characteristic of society which consists of individuals interacting with each other.

Unit 11 Achievement Test

Vivian Allen Charles Henmon



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PM-JC United States. Department of Labor, 1969 **Dream in English 1** Matt Cotter, Kenlay Friesen, Don Hinkelman, Robert Olson, Kate Sato, Peter Schinckel, 2014-02-02 Dream in English is the first book in a series of English as a Foreign Language EFL textbooks It is a communication focused text in 12 units designed for a one year course with Japanese first year university students Basic Math Simplified C. Thomas Olivo, 1972-05 *Achievement Tests in the Modern Foreign Languages* Vivian Allen Charles Henmon, 1929 The present work reports on one phase of an inquiry carried on from 1924 to 1927 by the Modern Foreign Language Study and the Canadian Committee on Modern Languages Working with subventions granted by the Carnegie Corporation of New York and under the sponsorship of the American Council on Education the two Committees sought to explore as fully as circumstances permitted the situation of modern language teaching in the United States and Canada in respect to enrollment standards of achievement the objectives organization materials and methods of instruction and the training of teachers The ultimate object of the investigation was to ascertain the conditions now prevailing in order to be able to draw conclusions for the future and to make suggestions for improvement in instruction As it was necessary to bring the inquiry to an end within a period of three years the Committees were obliged to limit their activities in the main to the secondary schools and the corresponding levels of college instruction *The Effects of Cooperative and Competitive Task Structures on Sixth-grade Students of Different Learning Predispositions and Ability Levels* Steven R. Warrington, 1987 **Ability Standards for Standardized Achievement Tests in the High School** Percival Mallon Symonds, 1927 **Assessment Pack** Irene Schoenberg, Joan Jamieson, Jay Maurer, 2006-05 Focus on Grammar series is more practical and accessible than ever Known for its focus on English grammar through contextualized listening speaking reading and writing activities this lively integrated skills course helps students bridge the gap between comprehending grammatical structures and actually using them **A Study of Some of the Available Achievement Tests in Reading, Arithmetic and English** Irene Elizabeth Connoran, 1926 **A Survey of the Methods of Providing for Individual Differences in the High Schools of Illinois, Indiana and Michigan** Alice Margaret Epple, 1930 Basic Mathematics Simplified C. Thomas Olivo, 1953 **Otto E. Miller, Plaintiff-Respondent, Against Fred W. Smythe, Defendant-Appellant** , "Code of Massachusetts regulations, 2001" , 2001 Archival snapshot of entire looseleaf Code of Massachusetts Regulations held by the Social Law Library of Massachusetts as of January 2020 "Code of Massachusetts regulations, 2000" , 2000 Archival snapshot of entire looseleaf Code of Massachusetts Regulations held by the Social Law Library of Massachusetts as of January 2020 **Bulletin** University of Illinois (Urbana-Champaign campus). Bureau of Educational Research, 1929 *Reconstruction of the Secondary-school Curriculum* Walter Scott Monroe, Marion Eugene Herriott, 1928 **Bulletin of the School of Education, Indiana University** , 1929 Vol 1 7 9 10 include Proceedings of the High School Principals Conference 1923 1929 v 1 7 9 18 include Proceedings of the Conference on Educational

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Cooperative School Bulletin ,1928 Indian Educational Review ,1978

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