

XXX High School

Culture and Success Literacy Class
A/B Day Alternating Schedule
Room/Office #105

Instructor: Ms. Julia
Literacy Coach/Support Teacher
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COURSE DESCRIPTION

In this course, students will study the culture or mental patterns and images guiding the behavior of various people groups by reading excerpts from the book "Culture Matters: How Values Shape Human Progress," as well as other texts. Students will produce a mini-research paper (2-3 pages long) in which they define culture and explain how the authors' main ideas develop throughout each excerpt. This module is designed to strengthen students' abilities in reading informational texts. It will focus on the following College and Career Readiness Standards: RI.9-10.1, RI.9-10.2, RL.I-10.3, RI.9-10.5, RI.9-10.6, and RI.9-10.8.

LEARNING GOALS

1. Define culture and understand the connection between culture and success.
2. RI.9-10.1 - Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
3. RI.9-10.2 - Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
4. RI.9-10.3 - Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.
5. RI.9-10.5 - Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).
6. RI.9-10.6 - Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.
7. RI.9-10.8 - Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.

REQUIRED TEXTS

Students will read the following texts and complete work on the corresponding standards.

1. "Will Your Child Be Rich or Poor" by Thomas Corley– Standard RI.9 – 10.2 – Determine a central idea of a text and analyze its development over the course of a text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
2. "The Nature of Poverty" by David Brooks – Standard RI.9-10.1 – Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

3. "Finding Common Political Ground on Poverty" by Eduardo Porter - Standard RI.9-10.3 – Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed and the connections that are drawn between them.
4. "What Data Can Do to Fight Poverty" by Annie Duflo and Dean Karlan - Standard RI.9-10.8 - Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.
5. Excerpts from the book *Culture Matters: How Values Shape Human Progress* (1440L) by Lawrence E. Harrison and Samuel P. Huntington will be used to address standards RI.9-10.5, RI.9-10.6 and to reinforce standards RI.9-10.1, RI.9-10.2, RI.9-10.3, and RI.9-10.8.
 - a. "Culture Makes Almost All the Difference" by David Landes
 - b. "Culture and the Behavior of Elites in Latin America" by Carlos Alberto Montaner
 - c. "Does Africa Need a Cultural Adjustment Program?" by Daniel Etounga-Manguelle
 - d. "Asian Values": From Dynamos to Dominoes?" by Lucian W. Pye
 - e. "Taking Culture Seriously: A Framework and an Afro-America Illustration" by Orlando Patterson
 - f. "Changing the Mind of a Nation: Elements in a Process for Creating Prosperity" by Michael Fairbanks
 - g. "Culture, Mental Models, and National Prosperity" by Stacy Lindsay
 - h. "Promoting Progressive Cultural Change" by Lawrence E. Harrison

REQUIREMENTS/GRADING

1. Attendance and participation. **15% of the grade.**
2. Written Assignments (in-class and homework assignments) **40% of grade**
3. Behavior **20% of grade**
 Inappropriate/disrespectful behavior will negatively impact a student's grade. Examples include but are not limited to:
 - Eating/Drinking in Class
 - Excessive Chatter/Side Conversations
 - Cell Phone Use
4. Mini-research paper (2-3 pages) using MLA format. **25% of your grade.**

Students will respond to the following prompt.

Culture is defined as the thought patterns and images that guide human behavior. In other words, certain people think a certain way, which causes them to do certain things. The way people think also determines whether or not they will be successful. For the next three weeks, we're going to be reading about different groups of people, the ways they think and how their thinking makes them do certain things. We will be reading articles about African Americans, Africans, Asians and Latin Americans to find out how the people from these groups think and act. Then based on what we read, we will figure out what's keeping these groups from succeeding in life. At the end of the three weeks, you will submit a typed double spaced mini-research paper (2 - 3 pages long) in which you respond to the question, "**What role does culture play in a person's success?**" In the essay, you will write about how the authors' main ideas develop throughout each excerpt. You will use evidence from every source to support your response.

EVALUATION

Attendance/Participation	15%	Behavior	20%
Written Assignments	40%	Mini-Research Paper	25%

GRADING SCALE

Grades are based on your *competency* in performing the assignments referred to in this syllabus.

- 93 – 100 = A (Excellent)
- 85 – 92 = B (Good)
- 75 – 84 = C (Satisfactory)
- 70 – 74 = D (Poor but passing)
- Below 70 = F (Failure)

LATE WORK

All written work is due by the beginning of class on the date assigned. Work will be accepted up to one week late, but grades are lowered 3 points for each day an assignment is late. If students need to make-up work, they have one day to make up work for an unexcused absence.

CLASS SCHEDULE Spring 2016

I. “Promoting Progressive Cultural Change” from *Culture Matters: How Values Shape Human Progress* by Lawrence E. Harrison - **Standard RI.9 – 10.2** - Determine the main idea of a text, analyze its development and provide an objective summary

A. Session 1

1. Bell Work
2. Syllabus Reviewed
3. In-Class Assignments/Activities
4. Exit Ticket

II. “Will Your Child Be Rich or Poor” – **Standard RI.9 – 10.2** - Determine the main idea of a text, analyze its development and provide an objective summary

A. Session 2

1. Bell Work
2. Patterns of Organization
3. In-Class Assignments/ Activities
4. Exit Ticket

III. “The Nature of Poverty” – **Standard RI.9 – 10.1** – Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

A. Session 3

1. Bell Work
2. In-Class Assignments/Activities
3. Exit Ticket

IV. “Finding Common Political Ground on Poverty” – **Standard RI.9 – 10.3** – Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.

A. Session 4

1. Bell Work
2. In-Class Assignments/Activities
3. Exit Ticket

V. “What Data Can Do To Fight Poverty?” – Standard RI.9-10.8 – Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.

A. Session 5

1. Bell Work
2. In-Class Assignments/Activities
3. Exit Ticket

VI. “Culture Matters: How Values Shape Human Progress” – Selected Texts – RI.9 – 10.5 – Analyze in detail how an author’s ideas or claims are developed or refined by particular sentences, paragraphs or larger portions of a text.

A. Session 6

1. Bell Work
2. In-Class Assignments/Activities
3. Exit Ticket

VII. “Culture Matters: How Values Shape Human Progress” – Selected Texts – RI.9-10.6 – Determine an author’s point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.

A. Session 7

4. Bell Work
5. In-Class Assignments/Activities
6. Exit Ticket

VIII. “Culture Matters: How Values Shape Human Progress” – Selected Texts

A. Session 8

1. Bell Work
2. In-Class Assignments/Activities
3. Exit Ticket

This syllabus is subject to change.