**11th Grade World History Syllabus**

Mr. Crandall

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**Course Description**

This course focuses on key themes and events in World History, with an equal emphasis on social and political history. We will use historical case studies to examine people’s beliefs, the organization of their societies, the outcome of their interactions with other groups, and how they challenged the religious, social, and political status quo. While it is not possible to study all of the world’s history in one year (or ever, really), our goal will be to use case studies to examine central themes throughout history and practice the skills that historians use.

**Course Goals and Objectives**

* Develop as stronger readers, writers, speakers, listeners and critical thinkers
* Identify, describe, and evaluate evidence from the past
* Write historical arguments in academic language accepted by historians
* Create historical arguments from historical evidence
* Identify, analyze and evaluate cause and effect relationships in a historical context
* Contextualize and connect events that take place across time and place
* Compare and contrast differing sets of ideas
* Apply insights about the past to events happening today

**Course Outline**

This course follows the central components and standards of the Utah World Civilization curriculum.

The class will also align with content being learned in other 11th grade classes whenever possible.

Generally, the class will be split into four units with each unit corresponding to a quarter of the school year.

 1st Quarter: World Religions and their effect on history and society

 2nd Quarter: The History and Purpose of Government

 3rd Quarter: National History Day and ACT Preparation

 4th Quarter: Colonialism and The European Union

Materials You Need EVERY Day

* Pencil or pen
* Binder with four dividers and at least 100 sheets of lined paper
* Planner

**Weekly Routine**

Each week we will have at least one essential question. Every class will begin with an At the Bell (ATB) activity where students will briefly write or draw something related to what we are learning in class. Monday and Tuesday/Wednesday classes will be focused on learning new material. Thursday’s class will usually be an opportunity for students to demonstrate learning and thinking through a discussion, writing sample, or quiz. Friday’s classes (every other week) will be focused on either continuing Thursday’s discussion, or current events and their connection to history.

**Texts**

Throughout the year we will use many resources, but we do not have a “textbook.” That’s why it’s so important to stay organized! It will be crucial to keep class notes and readings in order to effectively use evidence for writing and speaking assignments.

Grading Policies

50% Process: classwork, homework, participation, and organization

50% Product: tests, projects, quizzes, Socratic circles, and essays

* If you need an extension on an assignment, I encourage you to speak with me before the assignment is due. Late work will be accepted for half credit.
* If you are absent, you have 2 days to make up the missed work, unless other arrangements have been made.
* “On time” means it is physically present and ready to turn in at the appointed time. Examples of LATE: “I just need to print it after school” or “My mom is bringing it later.”
* Need help? Schedule a time with me after school or go to the Homework Hall.
* Grades at the end of each term (quarter) are FINAL.

Honors

All students may choose to take the class for honors credit. In addition to all of the regular assignments, honors students will complete some assignments and a project outside of class. You may opt-in to honors the first two weeks of the school year. After that, you are assumed to be in honors unless you speak with me (Mr. Crandall) to remove yourself from the class. Failure to complete honors projects will negatively impact your grade. Honors students must meet after-school until around 4:15 on these dates: 8/11, 9/15, 10/6, 10/27, 11/17, 12/8 and 01/14.

Class Behavior Expectations

1. Be on time—in your seat, silently working on the ATB when the bell rings
2. Be prepared—have your materials and completed homework with you
3. Be respectful—of others’ identities, ideas, belongings, and personal space
4. Be focused—working on the class activity
5. Be proactive—think ahead and advocate for yourself. Please talk to me if you are stressed or confused
6. Leave no trace. Pick up your stuff. Push your chairs in.

And, it might go without saying, but in case not: no food, open drinks, or electronics should be out. If we are doing ***extended*** silent work, I may give you permission to listen to your headphones. Otherwise, the answer will always be no.

**Conduct**

The nature of this course is that we will examine some difficult dilemmas and have some challenging conversations. This course raises some very tough historical dilemmas without clear-cut answers. It is imperative that you thoughtfully listen to those who have different opinions from your own. You do not need to agree with your classmates or me, however you must speak and listen with respect. In addition, the nature of historical study is that we look at some terrible things that human beings have done to one another. Genuine questions are always appreciated, but a serious tone that respects the lives and deaths of the people we study is expected.

If something in class is offense, confusing, or controversial to you: please talk to me about it. I am here to provide you with an excellent education and I want to make sure that your opinions and beliefs are valued. You can always talk to me outside of class, or write me a letter, if something is concerning or uncomfortable for you. I promise to respect your feelings and work together with you to resolve any issues.

Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Period: \_\_\_\_\_\_\_\_\_\_\_\_\_\_

**11th Grade World History: First Day Student Questionnaire**

1. Are you excited about taking this class? Why or why not?

2. Are there specific historical events or themes that you want to learn about this year?

3. Please reread the Class Behavior Expectations and Conduct sections of the syllabus. Do you disagree with any of these expectations? Do you think that you will be able to meet these expectations?

4. Are you considering taking this class for Honors credit? Why or why not?

5. Do you have any advice for me as a new teacher to SLCSE? Do you have any questions for me?

**111h Grade World History Disclosure** to be read and signed by a family member:

Dear 11th grade families,

This year I am your child’s 11th grade World History teacher. This yearlong Social Studies class will use significant themes, topics and events from history to help everyone build essential skills. The attached syllabus offers information on what and how our class time will be spent, if you have more specific questions: please ask your student or feel free to contact me. I am happy to share the rationale behind our units of study.

If you have any questions or concerns, the best way to reach me is via email at myles.crandall@slcschools.org or you can call me at 720-648-7571. Please note that I don’t get cell phone reception in my classroom, so I won’t know you’ve called until I leave for the day.

We will have at least one essential question each week. These are large questions without one simple answer, I encourage you to ask your student about what we’re discussing in class and their working opinion.

I look forward to getting to know you over the course of the year.

If there is a topic that you know about that you feel would benefit the class, and you would be willing to come into class, then please let me know. Potential topics include: your culture, **your religion and how you practice it**, your experience in a foreign country, **your knowledge of a historical event**, or your ideas about an essential question within our class. If you have an idea of something that you would like to discuss with our class then please share that below and I will try to reach out to you to see if we can align your schedule with our class (this is totally **optional** and you may leave this section blank):

Please sign below indicating that you have seen this syllabus and gone over it with your child.

Thanks so much,

Myles Crandall

Parent/Guardian Signature \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date \_\_\_\_\_\_\_\_\_\_

Name of Parent/Guardian \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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Phone of Parent/Guardian \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Receive texts?

Any comments for me?