

World History II

MR. REMSEN

COURSE WEBSITE: WH2REMSSEN.WEEBLY.COM

CONTACT INFORMATION:

Room: White 26

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MY SCHEDULE:

A Block: World History II – White 27 (Day1), White 26 (Day 2)

B Block: Free

C Block: Free

D Block: World History II – White 26

FLEX Block: White 22

E Block: World History II – White 26

COURSE DESCRIPTION:

This course begins with a review of geography and World History I. Then, we jump right into the French Revolution and cover about 300 years of world history. The course will look at major themes such as leadership, conflict, technology, and equality. Along the way, you will also complete a research project. The project will allow you to explore, in-depth, one area of history that is of interest to you.

As you learn history, this class will be collaborating with English 2 on four common units – revolutions, imperialism, the individual vs. the collective, and the powerful vs. the powerless. These units will match the four books you will read in English 2. We will work together as your teachers to help you learn more completely, to ask questions, to seek answers to those questions, and critique opinions – yours and others'. We work on many skills that you will need to be successful in any of the paths you choose after this class.

COURSE BIG QUESTIONS:

- What makes a good leader?
- Why do people fight?
- Does technology help or hurt society?
- Why do individuals and groups so often have to struggle to make their voices heard in government?
- Has civilization progressed in the past 250 years?

OVERARCHING STANDARDS FOR THE COURSE

- **Writing:** By the end of the course, the students will be able to write arguments focused on *discipline-specific content*. CCSS.ELA-LITERACY.WHST.9-10.1
- **Reading:** By the end of this course, students will be able to read and comprehend history/social studies texts in the grades 9-10 text complexity band independently and proficiently. CCSS.ELA-LITERACY.RH.9-10.10
- **Speaking/Presenting:** By the end of the course, the students will be able to present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task. CCSS.ELA-LITERACY.SL.9-10.4
- **Research:** By the end of the course, the students will be able to gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation. CCSS.ELA-LITERACY.W.9-10.8
- **Analysis/Critical Thinking:** By the end of the course, the students will be able to evaluate and synthesize evidence from a variety of sources, while providing multiple perspectives and making tentative conclusions on content specific issues.
- **Use of Evidence:** By the end of the course, students will be able to evaluate, assess, and incorporate appropriate and accurate evidence from multiple sources (including primary and secondary) to support content specific assignments and assessments.

COURSE UNITS:

- Unit 1: Geography & Review (a very short unit)
- Unit 2: Revolution and Leadership (French Revolution Case Study)
- Unit 3: Imperialism
- Unit 4: Half-Century of Crisis (World War I, Interwar Period, World War II)
- Unit 5: The Modern Modern World
- Research paper

Each of these units has specific knowledge and skills; these are things you will be expected to know, understand, and do. You will receive a hand out before each unit which will outline these expectations.

REQUIRED MATERIALS:

- A three ring binder (probably 1.5 inches would be best, but you choose...)
 - Organize the binder by the units listed above
- Some lined paper, either in a notebook or loose leaf
- A writing implement (pen/pencil/marker)

If you have trouble getting any of these, please speak with me as soon as possible.

EXPECTATIONS:

- Work hard.
- Be nice.

- Ask for help, if needed.

GRADING:

Your grades in this class will measure what you know and what you can do.

Please see the **Guide to Assessment** for more information on how your learning will be assessed in this class.

ACADEMIC INTEGRITY – FROM OUR HANDBOOK

Academic integrity is a basic value of Rutland High School. Research, scholarship, and teaching are possible only in an environment characterized by honesty and mutual trust. Simply expressed, academic integrity requires that one's work be one's own.

Violations of academic integrity have a serious impact on the intellectual climate of the school. Therefore, they will be taken with the utmost seriousness and appropriate sanctions imposed.

Violations of the academic honesty policy will be addressed with behavioral consequences.

These will be determined on an individual basis and could include detention, in school suspension, apology, loss of privileges, or other appropriate consequences. Assignments that violate academic integrity will not be accepted for credit. Students will be provided the opportunity to recover credit on the assignment to determine their actual level of achievement. It is the student's responsibility to make arrangements with the teacher to recover the credit.

FLEX BLOCK AND HELP:

You have time built into each day during which you can get help or a chance to learn more. I will sign you up when I think the situation merits, but it would be wiser if you were proactive and signed up whenever you need assistance. If you need general history help and I am not available, you can also see Mr. Eisenman, Ms. Siliski, or Ms. Gartner. (See whatever teacher you feel comfortable seeking help from.) Ms. Poremski and Mr. Berryhill are also options if you are seeking help related to reading and writing skills. If you need specific help from me and cannot schedule another time to see me, then let me know and we will work something out.

Please be proactive and come see me when you need help. I am always around to help you. I get to school before 7.30am each day, have B, C, and FLEX Block to help you, and if you set up an appointment, we can meet after school. So, just let me know.