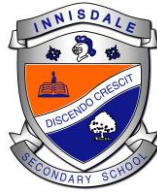


INNISDALE SECONDARY SCHOOL

Phone: (705) 726-2552 Fax: (705) 726-5422
e-mail: innisdale@scdsb.on.ca



95 Little Ave., Barrie, ON L4N 2Z4

Course Name: World History to the End of the 15th Century

Grade: 11

Level: University/College Prep

Course Code: CHW3M

Course Description: This course explores the history of various societies and civilizations around the world, from earliest times to around 1500 CE. Students will investigate a range of factors that contributed to the rise, success, and decline of various ancient and pre-modern societies throughout the world and will examine life in and the cultural and political legacy of these societies. Students will extend their ability to apply the concepts of historical thinking and the historical inquiry process, including the interpretation and analysis of evidence, when investigating social, political, and economic structures and historical forces at work in various societies and in different historical eras. Prerequisite: Canadian History since World War I, Grade 10, Academic or Applied

Course Evaluation Breakdown: 70% Term Work Summative Evaluations
30% Final Summative Evaluations

"The teacher will consider all evidence collected through observations, conversations and student products (tests/exams, assignments for evaluation)...The teacher will weigh all evidence of student achievement in light of these considerations and will use their professional judgment to determine a student's report card grade." (Growing Success 39)

Potential Evaluation Products:

Presentations, Essays, Tests, Quizzes, etc...

Learning Goals and Success Criteria:

Learning goals and success criteria will be posted in the classroom and referred to on a daily basis to guide students in their learning.

Assessment and Evaluation:

The Ministry of Education states: "Teachers will take various considerations into account before making a decision about the grade to be entered on the report card. The teacher will consider all evidence collected through observations, conversations, and student products (tests/exams, assignments for evaluation). The teacher will consider the evidence for all the tests/exams and assignments for evaluation that the student has completed or submitted, the number of tests/exams or assignments for evaluation that were not completed or submitted, and the evidence of achievement that is available for each overall expectation for a subject in a particular grade or course."

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In addition, the teacher will consider that some evidence carries greater weight than other evidence; for example, some performance tasks are richer and reveal more about students' skills and knowledge than others.

Teachers will weigh all evidence of student achievement in light of these considerations and will use their professional judgement to determine the student's report card grade. The report card grade represents a student's achievement of overall curriculum expectations, as demonstrated to that point in time.

Determining a report card grade will involve teachers' professional judgement and interpretation of evidence and should reflect the student's most consistent level of achievement, with special consideration given to more recent evidence."

Growing Success, 2010 p. 39

Teacher Contact Information:

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