

COURSE STATEMENT

LAMBTON CENTRAL COLLEGIATE AND VOCATIONAL INSTITUTE

G. Nemcek, B.A., B.Ed.
Principal

S. Watson, B.A., B.Ed.
Vice Principal



4141 Dufferin
Ave.
Petrolia, Ontario
N0N 1R0

Telephone:
(519) 882-1910

Fax:
(519) 882-1860

Welcome to Grade 11 World History to the End of the Fifteenth Century. This is a summary sheet for parents and students that outlines our course evaluation and expectations.

Teacher:

Course Name: World History to the End of the Fifteenth Century, Grade 11 University/College Preparation

Course Code: CHW 3M1

Credit Value: 1

Ministry Document: *The Ontario Curriculum, Grade 11 and 12: Canadian and World Studies*

Development Date: 2015

Mission Statement:

Teachers at LCCVI are dedicated to providing the following:

- ✓ access for all students
- ✓ a safe learning environment
- ✓ quality educational opportunities
- ✓ high professional standards

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.

Overall and Specific Curriculum Expectations:

Refer to the Ministry of Education document entitled *The Ontario Curriculum, Grades 11 and 12 – Canadian and World Studies* which is available on the Ministry of Education website

(<http://www.edu.gov.on.ca/eng/curriculum/secondary/2015cws11and12.pdf>)

Course Content Outline: The following five curriculum strands will be explored throughout the course:

Strand A	Historical Inquiry and Skill Development
Strand B	Early Societies and Rising Civilizations
Strand C	Flourishing Societies and Civilizations
Strand D	Civilizations in Decline
Strand E	The Legacy of Civilizations

Assessment and Evaluation Strategies:

There are four achievement categories of knowledge and skills that encompass all the curriculum expectations in the Ontario Curriculum for CHW 3M1. The four categories and their value for the term are as follows:

Knowledge	25%	Thinking	25%	Communication	25%	Application	25%
------------------	------------	-----------------	------------	----------------------	------------	--------------------	------------

The breakdown of your mark will be based on your level of achievement as follows:

Term Work – 70%

The above achievement categories will be used to evaluate tests, quizzes, assignments, etc. as part of your term mark.

Final Evaluation Activities – 30%

All students must participate in the final evaluation activities towards the end of the semester. These final evaluation activities allow students opportunities to demonstrate their achievement of course expectations and represent 30% of a student's final mark.

Learning Skills

Provincial Report Cards will be marked with each student's performance in the five Learning Skills areas:

1. Responsibility 2. Organization 3. Independent Work 4. Collaboration 5. Initiative 6. Self-Regulation

These Learning Skills will be assessed regularly by your teacher. They are an important statistic to understand how well students perform in the class. These are not considered in the determination of the final grade. For each of the Learning Skills one of the following achievement letters will be given:

E = Excellent

G = Good

S = Satisfactory

N = Needs Improvement

ATTENDANCE

Regular attendance is vital to the process of learning. When the process and content of learning is disrupted by irregular attendance, both the individual and his/her classmates suffer a loss of experience that cannot be entirely regained. Students who miss class will suffer in the process because their participation and achievement cannot be fully assessed. Students are expected to complete any expectations missed due to absence.

LATE & MISSED ASSIGNMENT POLICY

Students are expected to submit all assignments within the time frame specified by the teacher. Teachers will consider extenuating circumstances when assignments are late or missing. When assignments are late or missing, evidence of student learning is considered to be missing since the student has not demonstrated the expectation(s) being evaluated. Missing evidence of learning may impact a student's final grade.

If there is a pattern of late or missed assignments, or absences on the day assignments are due, the teacher will work with the parent / guardian, administration and a school team including the Student Success teacher, to determine the reason and plan next steps to help prevent and/or address late and missed assignments.

If a student misses an evaluation or a due date due to an absence, the student and teacher will determine a date for completion upon the student's return to school.

Should you have any questions or concerns, please contact the teacher at 519-882-1910.

I have read and understand the handout on course expectations and evaluation policies.

Student Signature: _____ Parent/Guardian Signature: _____

Date: _____ Date: _____