



THAMES VALLEY DISTRICT SCHOOL BOARD

Oakridge Secondary School

COURSE OUTLINE 2018-2019 Semester 1

Course Name:	Cooperative Education		
Course Type:	Grade 11 Open	Credit Value:	2
Teacher(s):	Martha McIntosh, Jamie Cushing		

Name of the Related Course:

A cooperative education course must be based on a related course (or courses) from an Ontario curriculum policy document or on a ministry-approved locally developed course in which the student is enrolled or which he or she has successfully completed. The cooperative education course and the related course (or courses) together constitute a student's cooperative education program, designed to suit the student's strengths, interests, and needs and to enhance the student's preparation for the future.

Course Overall Expectations:

Strand	Overall Expectations
JOB READINESS	<p>J1: Create effective resumes, cover letters and thank you letters for the work search process, using word-processing software and appropriate vocabulary and conventions</p> <p>J2: Complete job applications effectively and without spelling or grammatical errors</p> <p>J3: Demonstrate the ability to communicate their interest in a work opportunity effectively (eg. by telephone, in person or through mail or email and the Internet)</p> <p>J4: Identify common interview questions and demonstrate the ability to respond appropriately and effectively</p>
HEALTH AND SAFETY	<p>H1: An understanding of workplace health and safety rules</p> <p>H2: The appropriate use of safety equipment, including fire extinguishers and smoke and carbon monoxide detectors</p> <p>H3: An understanding of the need for personal protective equipment, including goggles, gloves, boots and aprons</p> <p>H4: An understanding of the Occupational Health and Safety Act</p> <p>H5: The correct handling of materials and equipment as specified in the Workplace Hazardous Materials Information Systems (WHIMS) Training Program</p> <p>H6: An understanding of the coverage provided by the Workplace Safety and Insurance Act</p> <p>H7: The procedures for reporting accidents</p> <p>H8: The procedures for reporting unsafe practices</p>

Course Overall Expectations:	
Strand	Overall Expectations
RIGHTS AND RESPONSIBILITIES:	R1: Know the school and placement expectations which they are to achieve in the cooperative education course R2: Know the placement specific workplace health and safety considerations R3: Know issues relating to confidentiality and the right to privacy, as outlined in the Freedom of Information and Protection or Privacy Act R4: Know work ethics and the responsible use of information technology R5: The individual's right to function in a climate free from abuse and harassment R6: Know relevant sections of the Employment Standards Act and the Human Rights Act. R7: Know the history and the role of labour unions R8: Know appropriate methods of dealing with and reporting concerns or problems at the placement
WORKPLACE OPPORTUNITIES AND CHALLENGES:	W1: Demonstrate the ability to access related career information W2: Demonstrate an understanding of labour market trends and of the nature of the workplace in the future W3: Demonstrate an understanding of the changing role of men and women at work W4: Demonstrate an understanding of issues relating to human rights, discrimination, harassment and disability W5: Demonstrate the ability to produce an effective exit resume
REFLECTIVE LEARNING:	RL1: Relate the placement experience both to the curriculum expectations of the related course and to the expectations related to cooperative education, using a variety of strategies, activities and tools RL2: Reflect on and analyze their placement experiences RL3: Reinforce the job-skills theory acquired in the classroom and the skills, techniques and principles learned at the placement
EMPLOYERS EXPECTATIONS:	The employers' expectations are the same as those identified from the related courses and the Cooperative Education course.

Assessment and Evaluation Strategies:

The purpose of assessment and evaluation is to improve student learning. Assessment and evaluation is based on the provincial curriculum expectations and the achievement levels outlined in the curriculum document. In order to ensure that assessment and evaluation are valid and reliable, and that they lead to the improvement of student learning, teachers use a variety of strategies throughout the course, including: providing students with feedback about their work (known as assessment for learning), helping to set learning goals and monitor their own progress (known as assessment as learning), and evaluation and reporting of progress in the form of grades and marks (known as assessment of learning).

Unit Overview:

Pre-Placement (First weeks of in class)

Placement (12.5 hours per week)

Integration Days (as scheduled through the semester)

Assessment and Evaluation Methods:

Weekly Logs and Journals (major evaluations)

Assignments, Online Discussion on Blended Learning Site (tvdsb.elearningontario.ca)

Pre-Placement Tests (WHMIS, Co-op Knowledge Test- major evaluations)

Performance Appraisals (major evaluations)

Culminating Activity (Career Fair, Presentation, Portfolio- major evaluations)

Personalized Placement Learning Plan (PPLP)

For student placement expectations please refer to their individualized Personalized Placement Learning Plan (PPLP) This will be created with input from student, teacher, and employer.

Assessment and Evaluation Categories and Weights:

(Percentages based on the most recent Assessment information for Co-op Education)

Achievement Chart Categories		Evaluation/Weight of Marks	
Achievement Category	Percentage	Evaluation	Percentage
Knowledge/Understanding	15%	Term Evaluation	70%
Thinking/Inquiry	15%	Final Evaluation	
Communication	30%	• ISP	30%
Application	40%	• Exam	N/A

Learning Skills and Work Habits Assessment:

The development of learning skills and work habits is an integral part of student learning. These skills are:

- | | |
|--------------------|-------------------|
| • Responsibility | • Collaboration |
| • Organization | • Initiative |
| • Independent Work | • Self-Regulation |

Learning skills and work habits influence student achievement and are included as a formal part of the assessment and evaluation process. Learning skills and work habits will be assessed through a variety of teacher strategies. (e.g. observation, student /teacher conference, self-reflection, checklists, exit cards, etc.) These important learning skills and work habits will be formally reported on the Provincial Report Card according to the following scale: E- Excellent, G- Good, S- Satisfactory, N- Needs Improvement.

Academic Dishonesty - Cheating and Plagiarism:

Learning tasks that students complete, as well as all assignments, tests and exams which students submit for evaluation must be their own work. Cheating and plagiarism is a serious offence which will not be condoned. Academic consequences will result.

Late and Missed Assignments - Student Roles and Responsibilities:

Students are expected to:

- be responsible for providing evidence of their achievement of the overall expectations within the time frame specified by the teacher, and in a form approved by the teacher;
- understand that there will be consequences for not completing assignments for evaluation and/or for submitting those assignments late;
- use class time productively;
- in extenuating circumstances, request an extension from the teacher before the due date.

Mark deductions for late and missed assignments may apply to major assignments only.

- Note that online Journal Drop boxes are locked at midnight each Friday night.

Attendance:

In a program such as Cooperative Education, it is essential that students have excellent attendance and punctuality. **Completing 220+ hours (2.5 hours / school day) is an Ontario Ministry of Education requirement to achieve 2 credits in Co-op. Discuss any expected absences with your Co-op teacher and your employer. You must have a meeting with your teacher to discuss how to make up any missed time.** Logs are handed in each week by the student, with an employer signature, as proof of the time spent at placement.

Co-op students are requested to **exchange texting information** with their teacher in order to facilitate **daily attendance reporting**. Co-op students text their teachers every day. If a student cannot text their attendance info, they can work out an alternative daily plan with their teacher.

References:

TVDSB Assessment & Evaluation Policy, September 2011; Growing Success - Assessment and Evaluation, and Reporting in Ontario Schools, 2010.

Oakridge Student Planner and School Web site

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PLEASE REMOVE THIS PAGE FROM COURSE OUTLINE, SIGN AND RETURN TO CO-OP TEACHER.

I have read the Cooperative Education Course outline. I understand the evaluation policy and the attendance policy, which includes daily texting from the student to the teacher.

Print Student name: _____

Student signature and date _____

Parent/Guardian signature and date _____

THANK YOU, AND LOOKING FORWARD TO A GREAT SEMESTER IN CO-OP!