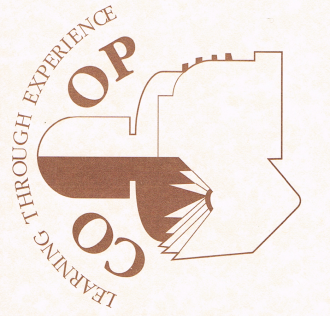
**Co-operative Education**

Upper Canada District School Board

**Co-op Course Outline – Grade 11/12**

**Course Description**

A cooperative education course must be based on a related course (or courses) in which the student is enrolled or which has been successfully completed. The cooperative education course and the related course (or courses) together constitute a student’s cooperative education program. Cooperative education courses include a classroom component, comprising pre-placement and integration activities and a placement component.

Students must apply for the cooperative education program and participate in a counselling and interviewing process to determine the applicant’s suitability for the program. Prior to their placements, students must attend structured orientation sessions as part of the classroom component of the program and complete a coop portfolio.

Each student will receive a personalized placement learning plan that includes a description of the curricular knowledge and skills and the employability skills that students will demonstrate at their placements. Cooperative education teachers conduct placement learning assessments and evaluate each student’s performance in pre-placement, placement, and reflective learning activities. Students share and analyse their placement experiences with their teachers and peers in structured integration sessions.

Program Leader: Dominique Bertrand

Principal: Jeff Curtis

Teacher: Christopher Bourne

**Overall Expectations in this Course**

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| --- | --- |
| Pre-Placement Orientation | |
| **Ministry Lingo** | **Translation** |
| * Student preparation for the workplace | * To get YOU ready for the world of work |
| * Health and Safety | * Accident and Injury prevention and treatment |
| * Coverage under WSIB | * Insurance if something goes wrong |
| * Unions and collective bargaining | * The role of unions |

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| Integration | |
| **Ministry Lingo** | **Translation** |
| * Demonstrate the ability to access related career information | * Learn to research your career |
| * Demonstrate understanding of labour market trends and the nature of the workplace in the future | * Learn about job availability in your field, wages and job duties |
| * Demonstrate an understanding of the changing role of men and women at work | * Learn about how men and women are becoming involved in non-“traditional” careers i.e. female engineers, male nurses |
| * Demonstrate an understanding of issues relating to human rights, discrimination, harassment and disability | * Learn your right to work in a safe and comfortable environment |
| * Demonstrate the ability to produce an effective exit resume | * Create a complete resume you can use to apply to jobs by the end of the course! |
| Establishment of Initial Placement | |
| **Ministry Lingo** | **Translation** |
| * Placement of students at workplace linked to in-school related subject. | * Your placement is connected with a course you take at school i.e. Parenting connected to working in a daycare |
| * Personalized placement learning plan outlines the course of study for the placement component and the basis of assessment and evaluation and for the granting of two or more credits for the specific subjects. Individual PPLP will identify the overall and specific curriculum expectations of the related course that describe the knowledge and skills the student will apply and further develop at the placement, as well as the employer’s expectations and the expectations of the classroom component of the course that apply to the placement. | * Your PPLP shows how you will be evaluated and assessed, how you are meeting course expectations, what you will learn at your placement and what your employer and teachers expect of you. |

**Assessment/Evaluation**

The Ontario Curriculum, Grades 9, 10 and 11, identifies four major categories of knowledge and skills which are the basis for assessment and evaluation in this course. Level 3 represents the provincial standard. Each unit will include a variety of formative assessment activities from the four major categories that provide students with the tools and the practice required to demonstrate their learning in Summative Assessment activities that culminate each unit and form 70% of the final mark. A final project and/or examination which include the four categories of Knowledge/Understanding, Thinking/Inquiry, Communication and Application will result in 30% of the final mark. Learning skills (Works Independently, Teamwork, Organization, Work Habits/Homework and Initiative) are assessed separately with a letter symbol: E, G, S, N.

**Translation:** Your mark will be split – 70% of work in the regular year, and 30% at the end of the year.

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| **TERM WORK** | | | | **FINAL WORK** | | | |
| **Category** | **Value** | **Task(s) –** Students will have in-class and out-class assignments, projects, tests and/or presentations and different activities to make up the 70% | | **Task(s)** | | **Value** |
| Knowledge | 15% | * Final Summative Evaluations | | 30% |
| Thinking/Inquiry | 20% |
| Communication | 15% |
| Application | 20% |
| **Term Work Total** | | **70%** | **+** | | **Final Work Total** | **30%** | |

**Course Grading**

**Coop Evaluation Breakdown**

Employer Evaluation 35%

Log Sheets 5%

Pre-placement Folder 15%

Integration Days 15% Assignments 4%

Journals 4%

Co-op Fair 7%

Summative 30% Portfolio Assignment 20%

Self-Evaluation 5%

Exit Interview 5%

\_\_\_\_\_\_\_\_

Total 100%

**Assessment/Evaluation Strategies:**

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| --- |
| Weighting & Policies |
| This course will use various assessment tools for example, rubrics, tests, assignments, projects, checklists, portfolio, and workplace observation.  \*\*The above areas will be assessed through the following categories: knowledge/understanding of course content, application of course content, communication of course material, and thinking /inquiry ability. Note: The categories being assessed or evaluated will be clearly indicated and not all categories will be assessed in every evaluation.  \*\*If a student is absent for a quiz, test, or in-class evaluation without a valid reason, the student will receive a mark of zero (if a parental note is received for absence, the evaluation will be written the first day the student returns to class). Students are responsible for getting any work that they missed while absent.  \*\* The evaluation and assessment guidelines are in accordance with the Assessment and Evaluation Policy of Russell High School |

**Contact Information**

Please do not hesitate to contact me if you have any questions about this course and/or your child’s progress.

Email: [christopher.bourne@ucdsb.on.ca](mailto:christopher.bourne@ucdsb.on.ca) Telephone: (613) 445 – 2659

Website: <http://mrbourne.weebly.com>

**Texts/Resource Materials/Course Fee**

Course Texts: Materials and resources to be provided in class

Course Fees: There MAY be costs associated with this course, depending on the chosen placement and location.

Included in this package are a number of permission forms that must be signed by all parties before the student is allowed to start at his/her placement. Please filling in the following forms completely and sign where it is required. If the placement is to be determined, that information can be filled in at a later date. The following is a list of the forms included and who is required to sign:

**Coop Attendance Procedures** - None (FYI)

**Being Successful at Coop -** None (FYI)

**Weekly Log Sheet** - None (FYI)

**Coop Calendar** - None (FYI)

**Memorandum of Agreement** - Student, Parent, Placement supervisor, Coop Teacher

**Work Education Agreement** - Student, Parent, Placement supervisor, Coop Teacher

**Transportation Form** - Student, Parent, Placement supervisor, Coop Teacher

**Coop Informed Consent Form** - Student, Parent

**Media Release Agreement** - Student, Parent

**Contractual Agreement -** Student, Parent, Coop Teacher

**MTEL Release** - Student, Parent

**Disciplinary Procedures** - Student, Parent, Placement supervisor

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Student Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (Please detach and return, signed, to the school)

**Parent/Guardian**

Please read this through with your son/daughter. (Additional sheets attached) If you have any questions or concerns, please contact Mr. Bourne at the school. Please sign below to indicate that you and your son/daughter have read this course outline.

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Student Signature Date Parent/Guardian Signature Date