Forest Hill Collegiate Institute  
Course of Study and Evaluation Statement  
Grade 11 and 12 Cooperative Education

Note 1: All Ontario Ministry of Education curriculum documents with full course content information can be located at http://www.edu.gov.on.ca/eng/curriculum/secondary/subjects.html


Note 3: TDSB Website, TDSB required forms and procedures

1. **Course Details:**
   - Program Area: Experiential Learning  
   - Course title: Grade 11 and 12 Cooperative Education, Open  
   - Credit Value: 2.0/4.0  
   - Prerequisite(s) and co-requisite(s): None; recommendation by Principal  
   - Assistant Curriculum Leader: Jasmine Ng  
   - Teachers: Rosemary Jackson, Sylwia Halas

2. **Course Description**
   This course consists of a learning experience connected to a community and a cooperative education curriculum focused on developing skills, knowledge, and habits of mind that will support students in their learning, including their education and career/life planning, at school and beyond, today and in the future. Within the context of their experience connected to a community, students will apply skills, knowledge, and habits of mind that will protect and promote their health, safety, and well-being and that will strengthen their inquiry, decision-making, and leadership skills. Students will create and implement a learning plan that meets their particular interests and needs, reflect on their learning, and make connections between their experience in the community and other aspects of their lives.

**Course Objectives:** Cooperative Education students will have the opportunity to:
   - Obtain concrete learning experiences in a specific career area  
   - Explore and clarify career goals and objectives  
   - Develop a clearer understanding of, and appreciation for, the demands of the work environment  
   - Receive a structured period of training and personal growth that will ease the transition from school to employment  
   - Demonstrate workplace learning in a culminating project
3. Overall & Specific Expectations:

Overall Expectations:
A. Preparing for the Experience: Health and Safety, Well-Being, and Initial Requirements:
   A1. Health, Safety, and Well-Being: demonstrate an understanding of legislation, practices, and
      behaviours related to health, safety, and well-being in connection with the cooperative
      education experience
   A2. Preparing and Planning for the Experience: demonstrate an understanding of requirements
      and various considerations related to the cooperative education experience, in preparation for
      the experience

B. Experiential Learning and Transfer of Skills and Knowledge:
   B1. The Student’s Cooperative Education learning Plan: develop, implement, and reflect on a
      learning plan, including learning related to health, safety, and well-being, to maximize success in
      the cooperative education experience
   B2. Skills for the Future: demonstrate the skills and knowledge developed or refined through
      the cooperative education experience, including skills and knowledge related to health, safety,
      and well-being, and explain how they might use what they have learned in other aspects of their
      lives, now and in the future.

C. The Inquiry Process:
   C1. Exploration and Investigation: explore and investigate a topic, issue, or process relevant to
      the cooperative education experience, formulating questions to guide research, gathering
      information, and making connections to the cooperative education experience and other
      current and future endeavours.
   C2. Analysis and Communication: analyse the information gathered through the investigation
      and communicate results, making connections to the cooperative education experience and
      other current and future endeavours.

D. Building Capacity for Learning:
   D1. Decision Making: demonstrate an understanding of decision making and analyse how the
      decisions they make can impact their cooperative education experience and their future
      endeavours
   D2. Leadership: demonstrate and understanding of effective leadership and how they can
      incorporate it into their lives

4. Course Content
   The course is divided into three components:
   1. Pre-Placement Component (approximately 20-25 hours)
      Students begin the course with several in-class sessions to prepare for their work
      placement. Topics covered:
      ● Course Overview
      ● School and Work Expectations
      ● Job Readiness:
         Essential Job Skills/Work Habits
         Resume review, revision and refinement
         Cover Letter and Thank You letters
         Applications and other forms
Interview Skills

- Health and Safety
  - Workplace Safety and Insurance Board (WSIB)
  - TDSB Workplace Hazardous Materials Information System (WHMIS)
  - Ministry of Labour: Worker Health and Safety Awareness in 4 Steps
  - 7 Things You’d Better Know About Health and Safety Worksheet
  - Passport to Safety
  - Strategies and skills that support well-being

- Right and Responsibilities
  - Workplace ethics and responsibilities
  - Workplace discrimination and harassment
  - Human Rights and Equity
  - Labour Unions

- Reflective Learning
  - Goal Setting
  - Reflective Responses

No student will begin working at a placement until job readiness has been effectively demonstrated, at the discretion of the Cooperative Education Teacher.

2. Integration Sessions (approximately 10-15 hours)

Students attend reflective sessions at school periodically during their work placement, as per Coop Calendar. These sessions include discussions and activities related to:

- Assessing Personal Values
- Co-op Experiences
- Issues and Problems in the workplace
- Conflict Resolution
- Unionized/non-unionized jobs
- Quality of work vs. Quantity
- Progress checks
- Time, Stress and Personal Management
- Trends in the workplace

Students are also responsible to complete a variety of assignments during the semester. These assignments are mandatory and form a part of the Co-operative Education mark.

A calendar with the dates for in-class sessions and assignment due dates will be given to the student during the pre-placement component of the course.

3. Practical Experience (200+ hours)

Students attend their assigned work placement during the agreed upon hours (normally three hours per day) every school day that is not an in-class session day (the semester calendar has the specific details). During work placement each student must:

- Complete Work Education Agreement (WEA) form and obtain all required signatures on or before their first day
- Understand and perform duties assigned by the supervisor at the work placement
- Assist in the preparation of a Personal Learning Plan
● Arrive on time and ready to work every day
● Follow rules of the workplace
● Maintain professionalism and a positive attitude in the workplace
● Accurately track work hours completed each day and have it signed by supervisor each Friday, and then submit to Co-op teacher on time each week
● Inform work supervisor at work and Co-op teacher at the school before any absence/lateness due to illness, etc.
● Complete various reflection tasks on workplace learning experience and submit to Co-op teacher on time each week.
● Demonstrate learning in Culminating Assessment

5. Learning Skills
Learning Skills are skills and habits that are essential to success in school and in the workplace. The Learning Skills evaluated are: Responsibility, Organization, Independent Work, Collaboration, Initiative, and Self-Regulation. Teachers report achievement on the five Learning Skills using letter symbols: E = Excellent, G = Good, S = Satisfactory, N = Needs Improvement.

Learning Skills clearly affect levels of achievement, but they are not part of the evaluation of achievement and are not included in the midterm mark or final course mark.

6. Academic Honesty: Cheating and Plagiarism
Students are expected to submit only their own original work on evaluations done in class or out of class. Plagiarism is claiming the ideas or writings of another as one's own. Cases of academic dishonesty (cheating and/or plagiarism) will be dealt with on a case-by-case basis, but each case will involve an investigation, communication with the student and his/her parent/guardian, and a mark of zero for the plagiarized work. Whether the student has an opportunity to demonstrate his/her learning in another assignment will be at the discretion of the Teacher and/or Principal. This course uses the program Turnitin.com, to assist with identifying plagiarism.

7. Teaching Strategies
Teachers use a variety of teaching strategies to maximize student learning. The following teaching strategies will be used in this course:
● Helping students become self-directed, lifelong learners is the fundamental aim of this course. Teaching must not only convey the knowledge and skills of the subject, but also provide students with a process for effective learning that they can use throughout their lives.
● A variety of activities and learning experiences are offered, including, but not restricted to: questioning, demonstrations, role-plays, simulations, co-operative group learning, brainstorming, discussion, peer coaching, interviewing, reflective writing, reflective thinking exercises, concept mapping, reading, tutoring, direct instruction, one-on-one teaching, experiential learning and the creation of a personal portfolio.
● Teachers will find ways throughout the course for students to make authentic learning connections with their other courses, the school, and placement environment.
Assessment and Evaluation of Student Achievement:

Assessment and evaluation strategies planned for this course are:
- assignments, tests, reflections
- attendance/participation in class and in the work placement
- workplace performance and appraisals
- timesheets with reflection
- culminating project
- participation in Co-op events

Achievement Chart:
The achievement chart provides a standard, province-wide method for teachers to use in assessing and evaluating their students’ achievement. Students are evaluated according to major categories or strands in each course. Ministry curriculum documents provide detailed description of student achievement levels.

In this course, students are evaluated in four strands, according to the weightings shown:

<table>
<thead>
<tr>
<th>Knowledge and Understanding</th>
<th>Application</th>
<th>Thinking</th>
<th>Communication</th>
</tr>
</thead>
<tbody>
<tr>
<td>25%</td>
<td>25%</td>
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70% Mark on Course Work

- Students’ performance in the course work and in the work placement is assessed continuously and reported at the regular intervals through marked assignments, timesheets, weekly reflections, placement performance appraisals, mark printouts, student teacher conferencing and through the Interim, Midterm and Final Reports. Students need to demonstrate achievement of all the overall expectations of the course. 70% of the final mark in the course will be based on work done prior to the culminating activities. Evaluations that are late, missing, and/or incomplete will affect a student’s 70% grade. See FHCI Evaluation Policy as printed in the Student Agenda Book for information about late, missed, and/or incomplete assignments.

1) Assessment during Pre-Placement Component

Students will not begin their work placement until in-class pre-placement work has been completed and approved by Co-op teacher. These include:
- Essential Skills and Work Habits assessment
- Job Search Package (resume, cover letter, reference letter)
- WHMIS and/or WSIB
- MOL 4 Steps
- 7 Things You’d Better Know About Safety
- Placement Interviews and preliminary research

2) Assessments during Workplace Component

In keeping workplace expectations, due dates are to be respected and will form part of the student’s evaluation. Assignments, time sheets and weekly reflections must be placed in the folders provided outside the Coop office (G52), or online through Google Classroom, as advised by Teacher. Please see the semester calendar for specific due dates.
Weekly Assignments
- Reflecting on the Interview
- Safety Survey
- Day 1 to Now
- Issues and Problems
- Self-Assessment and Learning Plan Review (multiple)
- Career Report and Interview
- Work-Related Stress

3) Workplace Performance Appraisal(s): Completed by Teacher, in dialogue with Supervisor

4) Learning Skills Assessments: Completed by Teacher, based on attendance, punctuality, responsibility, leadership/initiative, reflections, and time sheets.

30% Grade Based on Course Culminating Activities & Final Performance Appraisal

- All students must take part in the culminating activities for each course at every grade and level of study. The steps to follow when a student is absent from one or more culminating activities is included in the FHCI evaluation policy as printed in the Student Agenda Book.
- Culminating activities that occur in class are held within the last three weeks of classes. Culminating activities that are formal examinations occur within the last nine days of the semester.

Attendance is crucial to the success of students in Co-op. If student has two (2) absences during the pre-placement classroom component of the course, the administration will be informed and a decision will be made as to whether the student can remain in Co-op.

During the semester, attendance will be monitored closely. Students should avoid scheduling medical appointments during the Co-op hours where possible. In the event of a necessary absence for illness or other, the student must contact the Co-op Teacher, the supervisor and the school by 8:30 am on the day of the absence.

Determining Marks for the Midterm Provincial Reports in November and April:
This grade will be based on the evaluations that have been conducted to the midterm point in the course. Some of the Overall Expectations, categories/strands, and units will not have been addressed by the midterm, and the students’ grades will most likely change when the students’ entire work is evaluated by the end of the course.

Determining the Mark for the Final Report Card:
The mark for the final will report card will be the sum of the 70% mark and the 30% mark.

13. Teacher-Specific Information

- Teachers are available for extra help upon request
- Student grades are recorded on Markbook software
- Parents can contact Ms. Jackson or Ms. Halas at (416) 393-1860 x 20150 or via email:
  Rosemary.Jackson@tdsb.on.ca  Sylwia.Halas@tdsb.on.ca