

**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 2:** Ontario Ministry of Education, Cooperative Education, The Ontario Curriculum Grades 11 and 12, 2018.

**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 DCO3OC
- Credit Value 2.0/4.0
- Prerequisite(s) and co-requisite(s): None; recommendation by Principal
- Assistant Curriculum Leader: Eunice Kim
- Teacher: Rosemary Jackson

**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 through self-reflections

**3. Overall & Specific Expectations:**

Please refer to the Ontario Ministry of Education curriculum document for details of Specific Expectations:

[www.edu.gov.on.ca/eng/curriculum/secondary/cooperative-education-2018.pdf](http://www.edu.gov.on.ca/eng/curriculum/secondary/cooperative-education-2018.pdf)

## 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 an 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
  - COVID-19 Safety Protocols
  - 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 mental health and 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**

Students attend reflective sessions at school periodically during their work placement, as per the 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 (six 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
- Prepare and update the Co-op Learning Plan
- Arrive on time and ready to work every day
- Follow rules of the workplace including the **COVID screening and safety protocols**
- Maintain professionalism and a positive attitude in the workplace
- Accurately track work hours completed each day and have the timesheet signed by supervisor each alternate Friday, and then submit to Co-op teacher on time each alternate week
- **Inform the supervisor at work, the Co-op teacher and the school before any absence/lateness due to illness, etc.**
- Demonstrate learning by completing various reflection assignments on workplace learning experience and submit to the Co-op teacher on time each week for evaluation.

## 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
- 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 descriptions of student achievement levels.

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

<b>Knowledge and Understanding</b>	<b>Application</b>	<b>Thinking</b>	<b>Communication</b>
<b>25%</b>	<b>25%</b>	<b>25%</b>	<b>25%</b>

**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, biweekly 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. Evaluations that are late, missing, and/or incomplete will affect a student’s 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 (20%)**

Students will not begin their work placement until in-class pre-placement work has been completed and approved by the Co-op teacher. These may include:

- Essential Skills and Work Habits assessment
- Job Search Package (resume, cover letter, interview)
- COVID Safety protocol
- 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 (50%)**

In keeping workplace expectations, due dates are to be respected and will form part of the student's evaluation. **Assignments, time sheets and biweekly reflections must be submitted online through Brightspace**, as advised by the Teacher. Please see the semester calendar for specific due dates.

***Biweekly Assignments:***

- Day 1 to Now
- Issues and Problems
- Self-Assessment and Learning Plan Review (multiple)
- Work-Related Stress
- Coop Learning Plan (On-going)
- Career Report

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

**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**

- 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. 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 reasons, the student must contact the Co-op Teacher, the supervisor and the school by 8:00 am on the day of the absence.**

N.B. Factors such as time, student needs, and unforeseen events can affect the delivery of a course. Therefore, this plan is subject to change.

**13. Teacher-Specific Information**

- Teacher is available for extra help upon request
- Parents and students can contact the Co-op Office at (416) 393-1860 x 20150