



GEORGE S. HENRY ACADEMY COURSE OUTLINE



COURSE NAME

COURSE CODE	COOPAM/PM	GRADE	11 & 12
TEACHER(S)	S. Benoit, J. Brinder	CREDIT VALUE	1.0/2.0/3.0/4.0
DEPARTMENT	Experiential Learning	PREREQUISITE	None

COURSE DESCRIPTION:

The purpose of the GSHA Cooperative Education program is to provide students with meaningful work experience in an out-of-school work environment. The Co-op program enables students to further develop the necessary skills and acquire appropriate work habits necessary for successful employment. Students will be placed in a work environment where their learning will be linked to their in-school course.

GSHA Co-op allows students to earn Cooperative Education credits through a combination of [on-line](#)/classroom activities and assignments, homework and demonstrations of learning that will be assessed at the work place. Credits will be based on the students' ability to demonstrate the expectations from workplace and a related Ontario high school credit course. A final mark will be determined through the assessment of the students' in-school learning and their practical application of the related course expectations in the workplace.

Additional information can be found at: <http://www.edu.gov.on.ca/eng/curriculum/secondary/subjects.html>

COMMUNICATION

Please direct all questions or concerns regarding student progress or program of study to the course teacher. Please call the main office to leave a message at 416-395-3240 Ext. 20155

DIGITAL LEARNING RESOURCES

2018 Cooperative Education Curriculum Document	My School Day App
Remind 101	Google Classroom

GEORGE S. HENRY ACADEMY'S COURSE WORK POLICY

For each evaluation, the teacher will inform students of the **due date** and the **ultimate deadline**. The ultimate deadline is the last opportunity for students to submit an assignment for evaluation. Teachers may also use a variety of other methods for dealing with late and missed assignments at their discretion.

Strategies to assist students in meeting deadlines include:

- Peer tutoring
- Using the school app
- Using a personal agenda
- Seeking extra help from teachers
- Requesting for assistance with time management and organizational skills
- Getting help from parents/guardians
- Getting help from a caring adult in the school

ASSESSMENT AND EVALUATION OF STUDENT ACHIEVEMENT

Each course follows an achievement chart which enables teachers to make judgements about student work that are based on clear performance standards and on a body of evidence collected over time. Additional information can be found on the Ministry of Education website noted within the course description.

ACHIEVEMENT CHART CATEGORIES

Knowledge and Understanding (K & U): Subject-specific content acquired in each course (knowledge), and the comprehension of its meaning and significance (understanding)

Thinking (T): The use of critical and creative thinking skills and/or processes

Communication (C): The conveying of meaning through various forms

Application (A): The use of knowledge and skills to make connections within and between various contexts

COURSE WORK (70% of your overall grade)

Categories	%	Possible Assessments of Learning
K & U	10%	Knowledge of content (e.g., information; terminology; vocabulary; health, safety, and well-being practices and procedures) <i>Mid-Term Exam, Career Research Assignment, Resume, Cover Letter</i>
		Understanding of content (e.g., skills, processes, concepts, techniques) <i>Mid-Term Exam, Career Research Assignment, Resume, Cover Letter</i>
T	10%	Use of planning skills (e.g., setting goals, locating and gathering information, organizing an inquiry) <i>Career Research Assignment, Learning Plan</i>
		Use of processing skills (e.g., analysing, reflecting, revising, refining, extending, integrating, forming conclusions, evaluating risks and following appropriate safety measures) <i>Journals,</i>
		Use of critical/creative thinking processes (e.g., use of inquiry, decision-making, research, innovation, problem-solving, and design processes) <i>Journals</i>
C	10%	Expression and organization of ideas and information (e.g., clarity of expression, logical organization) in oral, visual, and/or written forms (e.g., interviews, presentations, portfolios, graphic organizers, posters, letters, résumés, personal profiles, charts, reports, summaries) <i>Career Research Assignment Journals, Health and Safety Assignment, Language of the Workplace Assignment</i>
		Communication for different audiences (e.g., peers, placement supervisors, placement employers) and purposes (e.g., to inform, to persuade, to question) in oral, visual, and/or written forms. <i>Career Research Assignment Journals, Health and Safety Assignment, Language of the Workplace Vocabulary Assignment, Career Research Assignment Journals, Health and Safety Assignment, Language of the Workplace Assignment</i>
		Use of conventions (e.g., style and format for résumés, online communications, journals, telephone calls), vocabulary, and terminology of the discipline/sector/workplace in oral, visual, and/or written forms. <i>Workplace Vocabulary Assignment Career Research Assignment Journals, Health and Safety Assignment, Language of the Workplace Assignment</i>
A	40%	Application of knowledge and skills (e.g., education and career/life planning, goal setting; health, safety, and well-being; use of technology, supervisor evaluation) in familiar contexts. <i>Supervisor Evaluations, Workplace Vocabulary Assignment Career Research Assignment Journals, Health and Safety Assignment, Language of the Workplace Assignment</i>
		Transfer of knowledge and skills (e.g., skills in interpersonal relations, learning skills, education and career/life planning; use of specialized equipment, techniques) to new contexts (e.g., refining and extending skills in a cooperative education placement) <i>Supervisor Evaluations, Workplace Vocabulary Assignment Career Research Assignment Journals, Health and Safety Assignment, Language of the Workplace Assignment</i>
		Making connections within and between various contexts (e.g., within and between courses and disciplines; between learning in school and learning in the community component of the cooperative education experience; between learning in cooperative education, personal experiences, and future opportunities) <i>Supervisor Evaluations, Workplace Vocabulary Assignment Career Research Assignment Journals, Health and Safety Assignment, Language of the Workplace Assignment</i>

FINAL EVALUATION (30% of your overall grade)

Type	Description	%
Culminating Task(s)	Placement Reflection Portfolio	30%

COURSE ROAD MAP

Pre Placement

Learning Plan
Résumés/Cover letters
Human Rights
Personal Responsibility
Time Management
Work Ethics
Health & Safety
WHMIS
ESA Assignments/Labour Unions
Career Research

Placement/Integration

Learning Plan
Health and Safety
Mid-Term Exam
Reflections
Placement Meetings
In-Class Days

Post Placement

Learning Plan
Placement Reflection Portfolio

GEORGE S. HENRY ACADEMY'S LATE & MISSED EVALUATION POLICY

It is the responsibility of the student to make arrangements with their teacher for any missed course material and/or assignments. Extenuating circumstances will be considered on a case-by-case basis.

GEORGE S. HENRY ACADEMY'S ACADEMIC DISHONESTY POLICY

Cheating and plagiarism will not be condoned. For more information, refer to the Academic Honesty Policy found in the Student Handbook. The Student Handbook can be found in the George S. Henry Academy app.

SPECIALIST HIGH SKILLS MAJOR (SHSM) REQUIREMENTS

GRADE 11 AND 12 CREDITS	ENVIRONMENT	HEALTH & WELLNESS	HOSPITALITY & TOURISM
Major Credits	4	4	4
English (<i>including a CLA*</i>)	2	1	1
Mathematics (<i>including a CLA</i>)	1	1	1
Science or Social Sciences and Humanities (<i>including a CLA</i>) (<i>May be substituted with 1 coop credit</i>)	-	1	-
Business Studies or Science (<i>including a CLA</i>) (<i>May be substituted with 1 coop credit</i>)			1
Cooperative Education	2	2	2
TOTAL	9	9	9

*Contextualized Learning Activity