



Pickering High School

"Enter to Learn... Go Forth to Serve."

COOPERATIVE EDUCATION

Linked to a Related Course(s)

And

Creating Opportunities through Co-op (DCO 30)

COURSE OUTLINE

Course Description:

This course consists of a learning experience connected to a community and a cooperative education curriculum, and may incorporate relevant expectations from a related course(s), which is 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.

Prerequisites / Recommended Courses: None

COURSE STRUCTURE:

Classroom Component

- ❑ **Pre-Placement Classes: Preparing for the Community Experience**
 - ✓ School and Workplace Expectations
 - ✓ Health, Safety and Well-Being
 - H&S Legislation, Regulations and Policies
 - ✓ Preparing and Planning for the Experience
 - Employability Skills; Job Readiness Skills; Personal Management Skills; Effective Communication Skills; Technology/Social Media & the Workplace
- ❑ **Reflective Learning Sessions: Integrating Experiential Learning throughout Course**
 - ✓ Student's Cooperative Education Learning Plan (SCELP)
 - Expectations, Goal Setting and Success Criteria; Reflection
 - ✓ Skills for the Future and The Inquiry Process
 - Career Exploration; Future Work Trends; Career Readiness
 - ✓ Decision Making & Leadership

Community Component

- ❑ **Experiential Learning Opportunity** guided by the Student Cooperative Education Learning Plan at a Community Placement

Assessment and Evaluation:

The Cooperative Education Program is assessed and evaluated on the basis of the following four categories of achievement:

Knowledge and Understanding - 20%

Thinking and Inquiry - 30%

Communication - 20%

Application - 30%

Assessment Strategies include: written assignments; tests and quizzes, oral presentations; oral discussions; monitoring meetings; supervisor and co-worker feedback; skills demonstrations; reflective journals and log sheets.

Term work will account for 70% of the final grade and the summative evaluation will account for 30% of the final grade. Please refer to the chart below for the Evaluation Breakdown.

2 CREDITS PROGRAM

ASSESSMENT CATEGORY	ASSESSMENT STRATEGY	PERCENT OF FINAL MARK
FORMATIVE ASSESSMENT		70%
Pre-Placement	Pre-Placement Assignments [K/U, T/I, C] Safety Test [T/I]	10%
Reflection	Logs [T/I, C,A] Journals [T/I,C, A]	20%
Assignments	Safety Assignments [K/U, A] Career Research Assignment [T/I, C] Employment Application Assignment [K/U, T/I, C, A] Demonstration Assignments [K/U, T/I, C, A]	30%
Work Experience	Mid-term Placement Evaluation [A]	10%
SUMMATIVE ASSESSMENT		30%
Summative Project	Placement Presentation/Analysis [K/U, T/I, C, A]	10%
Work Experience	Final Placement Evaluation [A]	20%
TOTAL MARKS		100%

Assessment and Evaluation (cont'd):**4 CREDITS PROGRAM**

ASSESSMENT CATEGORY	ASSESSMENT STRATEGY	PERCENT OF FINAL MARK
FORMATIVE ASSESSMENT		70%
Pre-Placement	Pre-Placement Package [K/U, T/I, C] Safety Test [T/I]	10%
Reflection	Logs [T/I, C,A]	10%
Reflection	Journals [T/I,C, A] In-School Assignments [C]	10%
Assignments	Safety Assignment [K/U, A] Career Research Assignment [T/I, C] Employment Application Assignment [K/U, T/I, C, A] Demonstration Assignments [K/U, T/I, C, A]	30%
Work Experience	Mid-term Placement Evaluations [A]	10%
SUMMATIVE ASSESSMENT		30%
Summative Project	Placement Presentation/Analysis [K/U, T/I, C, A]	10%
Work Experience	Final Placement Evaluation [A]	20%
TOTAL MARKS		100%

Learning skills are assessed and reported separately from the curriculum expectations. Each student's performance in the areas of Responsibility, Organization, Independent Work, Collaboration, Initiative, and Self-Regulation will be monitored throughout the semester and reported on the mid-term and final report cards.

Cooperative education teachers use the information gathered through conversation, observation, and assessment of student products, along with comments, responses, and/or constructive criticism provided by the cooperative education placement supervisor, to inform their professional judgement in determining a grade. Gathering evidence of student learning from multiple and varied sources ensures that the evaluation will be both valid and reliable and will most accurately reflect the learning that has occurred in the cooperative education course. (The Ontario Curriculum 2018: Cooperative Education, pg. 45)

Classroom Requirements:

- ❑ Students require a binder, pen and writing paper.
- ❑ A folder will be provided for pre-placement handouts and information sheets to be submitted.

Course Requirements:

- ❑ Regular attendance, punctuality and participation at the Co-op placement **and** in-school sessions
- ❑ Notification of absences in advance to supervisors (student), Co-op teachers (student) and school attendance line (parent/guardian)
 - **PHONE SUPERVISOR** at placement **before** start time to report illness each day that the student is absent
 - **PHONE TEACHER** (905-683-4760 + extension) **before** start time to report illness each day that the student is absent
 - **PHONE STUDENT ABSENCE LINE (1-844-350-2646)** by 8:00 a.m. to report illness each day that the student is absent
- ❑ Completion and submission of logs weekly
 - Due each Tuesday of the following week
- ❑ Completion and submission of assignments on due date at the **BEGINNING** of scheduled class
 - Due to the nature of our program and the limited number of reflective learning dates, this course has a fewer number of assignments, therefore, an **ABSOLUTE DEADLINE** is attached to each of the major assignments. All assignments must be submitted at the **beginning** of the scheduled in-school session **on the due date**. If the student cannot be in class due to a predetermined event, ie. field trip, sporting event, medical appointment, etc., the assignment must be submitted **prior to the absence**.
 - Late submissions will be assessed to give students feedback and may be used for credit completion at the end of the semester. The Health and Safety assignment **MUST** be submitted to continue to attend placement.
 - Extensions to due dates may be negotiated **prior** to assigned date.
 - Please refer to the school policy in the P.H.S. Student Agenda regarding **Late or Missed Evaluation Tasks and Academic Integrity**.
- ❑ Reliable form of transportation to and from the work placement
- ❑ Personal Protective Equipment (PPE) if required by placement
- ❑ Updated vaccinations/immunization records if required by placement

THE ACCIDENT REPORTING PROCESS

- STUDENT RESPONSIBILITIES if injured at the workplace
 - Seek medical attention.
 - Inform the placement supervisor immediately.
 - Inform the physician that the accident happened while at a Cooperative Education placement (ask for Form 8, Health Professional's Report).
 - Inform the Cooperative Education teacher as soon as possible.
 - If unable to work the next day, inform the teacher and placement supervisor of expected return date.

PICKERING HIGH SCHOOL PROGRESS REPORT DATES **AND PROVINCIAL REPORT CARD DATES**

October 15, 2019 – Semester 1 Progress Reports Distributed
October 17, 2019 – Parent Teacher Interviews
November 19, 2019 – Provincial Mid-Term Report Card Distributed
February 11, 2020 – Semester 1 Provincial Final Report Card Distributed
March 24, 2020 – Semester 2 Progress Reports Distributed
March 26, 2020 – Parent Teacher Interviews
April 28, 2020 – Provincial Mid-Term Report Card Distributed
July 2, 2020 – Semester 2 Provincial Final Report Card Distributed