



COURSE OUTLINE 2018

Course Name:	Cooperative Education	Course Code:	GWL 30D
Course Type:	Grade 11 or 12 University/College/Workplace	Credit Value:	2.0
Teacher:	Mr. Summers website: https://sites.google.com/gotvdsb.ca/summers/home		

Name of the Related Course: **Creating Opportunities through Co-op, Grade 11 (Open) DCO 30**

In this course, students can explore a range of interests and or create a focused experience based on a particular interest. Within the context of an experience connected to the community, students work towards achieving the course expectations, which focus on developing skills, knowledge, and habits of mind that will support them in their education and Career / life planning; protect and promote their health, safety, and well-being; and strengthen their inquiry, decision-making, and leadership skills. Throughout the course, they make connections between their experience in the community and other aspects of their lives.

<http://www.edu.gov.on.ca/eng/curriculum/secondary/cooperative-education-2018.pdf>

Course Overall Expectations:

Strand	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 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. C2. Analysis and Communication: analyse the information gathered through the investigation and communication results, making connections to the cooperative education experience and other current and future endeavors.
D Building Learning Capacity	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 endeavors. D. Leadership: demonstrate an understanding of effective leadership and how they can incorporate it into their lives.
EMPLOYERS EXPECTATIONS:	The employer's expectations are the same as those identified from the related courses and the Cooperative Education course.

Assessment and Evaluation Strategies:

The primary purpose of assessment and evaluation is to improve student learning. By its very nature, cooperative education provides rich opportunities for students to acquire skills, knowledge, and habits of mind in a variety of ways, and this richness should be reflected in the assessment and evaluation of student learning. Assessment and evaluation is based on the provincial curriculum expectations and the achievement levels outlined in the curriculum document. Cooperative education teachers gather assessment information in both the classroom and community components of the course through a variety of means. In order to ensure that assessment and evaluation are valid and reliable, and that they lead to the improvement of student learning, teachers use a variety of strategies throughout the course, including: providing students with feedback about their work (known as assessment for learning), helping to set learning goals and monitor their own progress (known as assessment as learning), and evaluation and reporting of progress in the form of grades and marks (known as assessment of learning).

Student's Cooperative Education Learning Plan (LP)

For student placement expectations please refer to their individualized Personalized Placement Learning Plan (LP)

Assessment and Evaluation Categories and Weights:

(Percentages based on the most recent Assessment information for Co-op Education)

Achievement Chart Categories	
Achievement Category	Percentage
Knowledge and Understanding	15%
Thinking	15%
Communication	30%
Application	40%

Evaluation/Weight of Marks	
Evaluation	Percentage
Term Evaluation	70%
Final Evaluation	30%

Learning Skills and Work Habits Assessment:

The development of learning skills and work habits is an integral part of student learning. These skills are:

- Responsibility
- Organization
- Independent Work
- Collaboration
- Initiative
- Self-Regulation

Learning skills and work habits influence student achievement and are included as a formal part of the assessment and evaluation process. Learning skills and work habits will be assessed through a variety of teacher strategies. (e.g. observation, student /teacher conference, self-reflection, checklists, exit cards, etc.) These important learning skills and work habits will be formally reported on the Provincial Report Card according to the following scale: E- Excellent, G- Good, S- Satisfactory, N- Needs Improvement.

Academic Dishonesty - Cheating and Plagiarism:

Learning tasks that students complete, as well as all assignments, tests and exams which students submit for evaluation must be their own work. Cheating and plagiarism is a serious offence which will not be condoned. Academic consequences will result.

Late and Missed Assignments - Student Roles and Responsibilities

Students are expected to:

- be responsible for providing evidence of their achievement of the overall expectations within the time frame specified by the teacher, and in a form approved by the teacher;
- understand that there will be consequences for not completing assignments for evaluation and/or for submitting those assignments late;
- use class time productively;
- in extenuating circumstances, request an extension from the teacher before the due date.

Mark deductions for late and missed assignments may apply to major assignments only.

References: *TVDSB Assessment & Evaluation Policy*, September 2011; *Growing Success - Assessment and Evaluation, and Reporting in Ontario Schools*, 2010.
Student Planner and School Web site