

HALIBURTON HIGHLANDS SECONDARY SCHOOL



Cooperative Education Evaluation Policy for GWL30S



Course Code: **GWL30S**
Level: **Grade 11 & 12, Open**
Credit Value: **1.0**

Course Description:

Co-operative Education is a planned learning experience program, for which credits are earned, that integrates classroom theory and practical learning experience at the workplace. Co-operative education involves a partnership between education and business, industry or community organizations that includes students, employers and co-op placement supervisors.

Co-op can help students make informed decisions about their future education and occupations and enables them to apply and refine the knowledge and skills acquired in a related curriculum course. Co-operative Education requires a "Personalized Placement Learning Plan" that outlines the course of study for the placement component and overall learning expectations that relates to the specific subject link.

Prerequisite

- Students must have accumulated 16 credits by the end of the current school year.
- Have a GOOD attendance record.
- Are 16 years of age or older by September 1st.
- Have parental approval

Strands of Study and Overall Expectations include:

A. Preparation for the Workplace

- Create effective resume, cover letters, and thank-you letters for the work-search process, using word processing software and appropriate vocabulary and conventions.
- Complete job applications effectively and without spelling or grammatical errors.
- Demonstrate the ability to communicate their interest in a work opportunity effectively.
- Identify common interview questions and demonstrate the ability to respond in an appropriate and effective manner.
- Understand the importance placement specific workplace health and safety.
- Understand issues related to confidentiality, work ethics and responsible use of technology.

B. The Placement Component

- The student will have the opportunity to work one-on-one with a supervisor.
- The student will have a wide range and scope of the learning opportunities and experiences.
- The student will use placement related types of technology, equipment and facilities.
- The student will understand and follow the business's employment policies.
- The student will understand and follow the rules related to providing an environment free from discrimination, violence, and hate.

C. Integration

- Demonstrate the ability to access related career information.
- Demonstrate an understanding of labour market trends and the nature of the workplace in the future.
- Demonstrate an understanding of the changing role of men and women at work.
- Demonstrate an understanding of issues relating to human rights, discrimination, harassment, and disability.
- Demonstrate the ability to produce an effective exit resume.

Efforts will be made to meet the individual learning needs of students in order to ensure these expectations are being met.

Course Outline / Units of Study:

1. Pre-placement Orientation
2. The Placement Component
3. Integration

<p>Evaluation Structure:</p> <p>Knowledge/Understanding 10%</p> <p>Thinking/Inquiry 20%</p> <p>Communication 30%</p> <p>Application 40%</p> <p>The above is reflected both in the term work (worth 70% of the final mark) and the summative culminating activities (worth 30% of the final mark). The culminating activity is a 20% employer evaluation and a 10% portfolio presentation.</p>	<p>Resources:</p> <p>Textbook:</p> <p>MY CO-OP The Guide to Cooperative Education Success.</p> <p>Policy Document:</p> <p>Cooperative Education and Other Forms of Experiential Learning (2000).</p>
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Evaluation:
Students will be assessed & evaluated according to the work produced & skills displayed. Methods of providing feedback will include assessing work in process & evaluating completed assignments, tests, co-operative learning activities, simulations and presentations. Peer & self-evaluations will also be utilized.
Student marks will be determined by evaluating process & product according to 4 categories & 4 levels. Please see the chart below for specific skills and key words used to determine student competency in the different categories.

Category	Level 1: 50-59%	Level 2: 60-69%	Level 3: 70-79%	Level 4: 80-100%
<p>Knowledge/Understanding</p> <ul style="list-style-type: none"> ➤ Knowledge of facts & terms ➤ Understanding of concepts & relationships 	<p>Limited display of knowledge, skills and ability to apply concepts</p>	<p>Some success in displaying knowledge, skills and application of concepts</p>	<p>Considerable display of knowledge skills and ability to apply concepts</p>	<p>Thorough understanding of concepts and ability to communicate, think creatively and apply concepts</p>
<p>Thinking/Inquiry</p> <ul style="list-style-type: none"> ➤ Critical thinking skills ➤ Creative thinking skills ➤ Inquiry Skills 				
<p>Communication</p> <ul style="list-style-type: none"> ➤ Communication of ideas & information ➤ Use of symbols & visuals ➤ Oral & written communication 				
<p>Application</p> <ul style="list-style-type: none"> ➤ Applications in familiar contexts ➤ Transfer of concepts to new contexts ➤ Making logical conclusions and predictions ➤ Use of technology ➤ Making connections 				

Learning Skills: Students are expected to reflect the following skills throughout the course:

Responsibility:	Fulfils responsibilities. Completes & submits work ON TIME. Manages own behaviour.
Organization:	Devises & follows a plan. Establishes priorities & manages time. Uses resources to complete tasks.
Independent Work:	Monitors, assesses & revises plans to complete tasks & meet goals. Uses class time wisely. Follows instructions with minimal supervision.
Collaboration:	Accepts various roles in a group. Responds positively to ideas, opinions of others. Builds healthy peer relationships. Resolves conflict and builds consensus. Shares resources and promotes critical thinking to solve problems and make decisions.
Initiative:	Looks for and acts on new ideas. Innovative and takes risks. Demonstrates curiosity and an interest in learning. Approaches new tasks with a positive attitude. Advocates for all appropriately.
Self-Regulation:	Sets goals. Seeks help when needed. Reflects on own strengths, needs & interests. Identifies learning opportunities, choices and strategies. Perseveres and makes an effort when responding to challenges.

Students will receive the following letter grades: **E** - Excellent **G** - Good **S** - Satisfactory **N** - Needs Improvement

HALIBURTON HIGHLANDS SECONDARY SCHOOL

COURSE EXPECTATIONS AND EVALUATION POLICY



Welcome to COOP3S

Attendance

Regular attendance is essential for academic success in school. It is the student's responsibility to inform the teacher beforehand of any planned absences. It is the student's responsibility to get notes assignments and any other information missed while absent from class. This should be done on the student's first day back, either during class, lunch hour or after school. **Any student that is truant the last three days of a semester will not be allowed to write his/her final examination.**

Tests

Students must be prepared to write tests on the assigned day. Students who miss a test for no valid reason will receive a mark of zero. Any student who knows that he/she will be absent for a valid reason during a test must make arrangements with the teacher before the period in which the test is to be written. Students who miss a test for any valid reason should be prepared to write the test on the first day back at school or should make suitable arrangements with the teacher on the first day back.

Assignments

If a student is absent on the day work is assigned, it is his/her responsibility to get the assignment from the teacher. If a student is absent when an assignment is collected, it is to be submitted at the beginning of the period on the first day back.

Late Assignment Policy "Not Done is not Acceptable"

Please adhere to our new HHSS Late Assignment Policy. Students received this in their period one class on the first day of the semester.

Plagiarism

Plagiarism is the act of taking someone else's ideas or writing and passing it off as your own. Whatever material students consult in the preparation of essays/projects should be properly credited to the writer or source. Material may be quoted if the student identifies it as a quotation and cites the author. Copying another student's work is cheating, and is also called plagiarism. **A first offense may result in a mark of zero or an opportunity to redo/resubmit the evaluation, after consultation with the student, parent, teacher, department head and school administrator. A second offense will result in a mark of zero, a call home and the student will be referred to the Principal. A third offense will result in a mark of zero and may result in an in-school suspension.**

Computers are tools for education; not entertainment devices. Students who are not on task may have their computer account disabled for the remainder of the day (or longer.)

I hereby acknowledge that I am fully aware of the expectations and evaluation in **2 Credit Co-operative Education** course.

Student Signature: _____ **Parent's/Guardian Signature:** _____

Should it be necessary to contact you about your child's progress, it would be helpful if you would provide the appropriate information below:

Parent(s)/Guardian(s):

_____ Phone: (H) _____ (W) _____

E-mail: _____

_____ Phone: (H) _____ (W) _____

E-mail: _____

For students 18 years of age and over or who will turn 18 during the course:

I give permission for my teacher to contact my parents/guardians with regard to this course: