Cooperative Education "Linked to a Related Course(s)" Course Outline

Credit Value: 1.0, 2.0, 3.0, or 4.0
Grade: 11 or 12
Prerequisite: None

Department: Guidance & Technology		Teacher: Mr. Ramos
Course Description:		This course consists of a learning experience connected to a community and a cooperative education curriculum that incorporates relevant expectations from the student's related course (or courses). Students will develop skills, knowledge, and habits of mind that will support them 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, extend, and refine skills and knowledge acquired in their related course or courses and will apply skills, knowledge, and habits of mind that will protect and promote their health, safety, and well-being. They 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.

Unit Title	Unit Description	Time Allocation
1	**Pre-placement** *Description: A two to three week period at the start of the semester where students learn in a traditional classroom setting and demonstrate an understanding of a variety of topics such as: health and safety, Workplace Safety and Insurance Act, human rights and stress management. No student can begin their co-op placement unless they have a passing grade in this unit.* ***Summative Evaluation:*** *Student Readiness Assessment, Let's Find A Placement Task, Resume Assignment, Cover Letter Assignment, Mock Interview Presentation, Tieback Assignment, WHMIS Training Module, Worker Health and Safety Training, Employment Standards Act Test.*	10 hours
2	**Placement** *Description: A 4-month period where students report to a work placement. This experience provides students with sufficient time and opportunity in a given placement for satisfactory skill development, career exploration, and personal growth. Students will receive ongoing placement evaluations from their placement supervisor and teacher.* ***Summative Evaluation:*** *1st Monitoring Assessment, 2nd Monitoring Assessment, 3rd Monitoring Assessment, Weekly Logs*	1 Credit = 100 2 Credit = 200 3 Credit = 300 4 credit = 400 hours
3	**Integration Work** *Description: Every 3 weeks, during the placement portion of the course, students will return to class to complete a wide range of activities designed to provide students with an opportunity to relate placement experience with curriculum expectations, reflect and analyze their placement experiences, and reinforce job-skills theory.* ***Summative Evaluation:*** *Journal Reflection*	1 Credit = 10 2 Credit = 20 3 Credit = 30 4 credit = 40 hours

CPT	SCELP & Culminating Performance Task	20 hours

Assessment & Evaluation:

Category Weightings	Weight
Knowledge	20%
Thinking	20%
Application	40%
Communication	20%

Final Summative Assessments	Grade Distribution
Term Work	70%
SCELP	10%
CPT	20%

Overall Curriculum Expectations:

Curriculum Policy Document: Cooperative Education (Linked to a Related Course or Courses)
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 and to relevant expectations from the related course or courses, 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 to relevant expectations from the related course or courses, and explain how they might use what they have learned in other aspects of their lives, now and in the future.

Focus on Learning Skills:

Responsibility	Organization	Independent Work	Collaboration	Initiative	Self Regulation
-Demonstrates accountability for their own learning and actions. -Follows through on	-Establishes and maintains an organized system for materials and information. -Manages time effectively to	-Works productively and efficiently without constant supervision. -Demonstrates self-motivation and takes initiative in	-Actively participates in group discussions and contributes ideas. -Demonstrates effective communication and	-Takes proactive steps to enhance their learning and personal growth. -Seeks opportunities to go beyond	-Follows instructions and guidelines effectively. -Manages time wisely and prioritizes tasks

| commitments and deadlines.

-Takes ownership of their learning and seeks help when needed. | meet deadlines and goals.

-Demonstrates attention to detail. | completing tasks.

-Shows resourcefulness in seeking solutions and finding information independently. | listening skills through tasks.

-Respects the opinions and perspectives of others, and works towards common goals. | requirements and explore new ideas.

-Shows a willingness to take risks and embrace challenges. | accordingly.

-Demonstrates consistency and commitment in completing tasks. |
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Course Information

Instructional Approaches
The instructional strategies below are tailored to ensure student success in an online asynchronous cooperative education course. These strategies align with the *Ontario Growing Success* document and are adapted to support independent, reflective, and experiential learning.

1. Respecting Student Strengths
- **Personalized Learning Pathways**: Students progress at their own pace, with flexible timelines for completing video lessons, reflection logs, and assignments.
- **Choice in Assignments**: Students can select topics or formats for reflective journals, culminating tasks, or placement-related projects, allowing them to connect their learning to personal goals and interests.

2. Differentiated Instruction
- **Video Lessons with Embedded Questions**: Lessons include interactive questions to assess comprehension and provide immediate feedback.
- **Multiple Content Formats**: Lessons are available as videos, downloadable guides, and infographics to accommodate diverse learning styles.
- **Scaffolded Tasks**: Assignments are broken into smaller, manageable steps with clear instructions to support students at various skill levels.

3. Opportunities for Practice and Application
- **Placement Logs and Reflections**: Weekly logs encourage students to document their experiences and analyze the application of skills learned.
- **Role-Playing Scenarios**: Simulated work situations in video lessons prepare students for workplace challenges, such as conflict resolution or proper use of WHMIS training.

4. Encouraging Self-Reflection and Metacognition
- **Guided Self-Assessments**: Checklists and rubrics are provided for students to evaluate their performance and set goals for improvement.
- **Learning Journals**: Students reflect on their placement experiences and connections to curriculum expectations, reinforcing metacognitive skills.

5. Asynchronous Collaboration Opportunities
- **Discussion Forums**: Students share insights about their placements and respond to peers' experiences, fostering collaboration and critical thinking.
- **Peer Feedback**: Students give and receive constructive feedback on mock interviews and resumes using rubrics to guide their assessments.

Assessment & Evaluation:

At Ontario Education Online our focus is to enhance student learning through the use of the Ontario Secondary School Curriculum and in accordance with the Growing Success document. As students work through the course material, they will be assessed on assessment *for, of* and *as* learning.

> ***Assessment for*** learning will assist student learning for formative purposes. Examples of this include: Self-assessments, peer assessments, formative assessments (used in our video lessons), teacher observations in the online tasks, descriptive feedback from our teachers, rubrics and goal setting.

> ***Assessment as*** learning helps students to develop their metacognitive skills by encouraging them to reflect on their own learning and progress. Examples of this include: Self-reflections, discussion forums, video practice questions, rubrics, checklists, and conferencing.

> ***Assessment of*** Learning is used to confirm that students have achieved curriculum outcomes and contribute directly to the students overall grade. Examples of this include: Quizzes, tests, essays, interactive projects, digital presentations and portfolios.

	Assessment For	**Assessment As**	**Assessment Of**
Amount	50	50	16
Examples	- Interactive questions embedded in video lessons. - Teacher feedback on mock interview presentations and resumes. - Performance checklists during pre-placement activities (e.g., WHMIS training, Worker Health and Safety).	- Weekly placement logs where students analyze their experiences. - Peer feedback in discussion forums and on resumes or cover letters. - Goal-setting exercises during integration activities.	- Pre-placement summative tasks, such as the Employment Standards Act Test. - Mid-placement and final placement evaluations by supervisors and teachers. - Culminating Performance Task (CPT): Reflective analysis of skills learned and how they connect to future goals.

Course evaluations are divided into two sections:
- Term (70% of overall grade)
- Culminating Performance Task (CPT) (30% of overall grade).

Class Requirements:
All required and supplemental reading are provided in the Google Classroom; no textbooks are required.

Online Classroom Behaviour/ Ethics
Respectful Communication: It is expected that students use respectful and appropriate language when interacting with teachers, administration and classmates. This includes refraining from using offensive, discriminatory, or disrespectful comments or engaging in such behavior. Active listening is encouraged,

and students are urged to consider different perspectives before responding to foster constructive and inclusive discussions.

Professional Conduct: Students are required to dress appropriately and maintain a suitable learning environment during video tasks. This means dressing in a manner that reflects professionalism and creating a workspace free from distractions. Students are expected to be attentive and minimize any potential disruptions to maximize their engagement in the learning process. Demonstrating professionalism and courtesy in all online interactions, including with teachers and classmates, is crucial for fostering a respectful and collaborative academic community.

Attendance: Regular attendance is crucial for academic success. Students must participate consistently in their online courses to fully benefit from the learning experience. Attendance records will be maintained by the Principal and teachers, expecting students to log in regularly (at least one lesson completed per week). There is no fixed calendar due to the continuous entry and exit model, but all courses must meet the 110-hour requirement, taking approximately four months to complete. Students may complete the course in as little as 4 weeks, and have a limit of 365 days. Attendance will be measured through assignment completion, video engagement, and class participation. Failure to complete a course within 12 months will result in automatic removal unless an extension is arranged. Parents/guardians should ensure regular attendance.

Cheating & Plagiarism: Plagiarism and cheating are serious offenses in our academic environment. Plagiarism involves using someone else's ideas or work without proper acknowledgment, submitting purchased or computerized material as one's own, or submitting the same work in multiple courses without permission. Cheating includes having others prepare or copy assignments. While AI can be used for generating ideas, submitting AI-generated work as one's own is not permitted and will constitute as plagiarism. Students must respect intellectual property and submit their own work. Acts of academic dishonesty will result in consequences, such as a 0% mark, suspension, or expulsion for repeated offenses. It is crucial to remain vigilant to prevent inappropriate use and maintain academic integrity.

Considerations for Program Planning
Instructional Approaches
This course has been meticulously designed to ensure the success of all students as language learners. Quality instruction is pivotal in achieving this goal, and our teachers employ effective approaches, including respecting students' strengths, differentiating instruction, and providing opportunities for practice and application. This involves using assessment information to clarify learning purposes, and encouraging students to articulate their thinking processes.

Accommodations for Students with an IEP In an Online School:
Accommodations for this course will be determined through meetings with parents, teachers, administration; as well as, use of external educational assessments. Three types of accommodations may be provided: instructional, environmental, and assessment accommodations. Additional examples of accommodations and aids for this course include providing step-by-step instructions, helping students create organizers, permitting options for reading and writing tasks, providing advance reading materials, and offering enrichment opportunities.

Planning for English Language Learners
Acknowledging the linguistic diversity in Ontario schools, our teachers recognize the significance of orientation for English Language Learners (ELLs). They actively encourage the use of first languages at home, supporting the development of both oral fluency and literacy in English. Program adaptations and

assessment accommodations are implemented, and there is a strong emphasis on fostering intercultural communication and respect for diverse backgrounds.

Antidiscrimination Education
At Ontario Education Online we prioritizes creating a safe, inclusive environment. This is achieved by promoting fairness, healthy relationships, and active citizenship. The curriculum reflects diversity in learning materials, encourages critical thinking on issues of discrimination, bullying, and violence, and utilizes literature and media to explore societal perspectives and challenges.

The Role of Technology
Information and communications technologies (ICT) play a crucial role in the curriculum at Ontario Education Online. They are integrated to enrich instructional strategies, support language learning, encourage responsible internet use, and connect students to global communities and resources. This incorporation of technology facilitates diverse approaches to learning, catering to individual student needs within the online learning environment. It's important to note that while accommodations are limited due to the asynchronous nature of the school, efforts are made to ensure a supportive online learning experience.

Course Development Date: April 16, 2024
Course Reviser: Andrew Ramos
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