



## DCO30 - Creating Opportunities through Co-op

**Credit Value:** 1.0 or 2.0

**Grade:** 11 or 12

**Prerequisite:** None

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| <b>Department: Guidance &amp; Technology</b> | <b>Teacher: Mr. Ramos</b>   |
| <b>Course Description:</b>                   | This course integrates a community-based learning experience with the cooperative education curriculum, incorporating relevant expectations from the student's related course(s). Students will develop essential skills, knowledge, and mindsets to support their education, career/life planning, and future endeavors. They will apply and enhance skills and knowledge from their related course(s) within the community context, prioritizing their health, safety, and well-being. By creating and implementing a personalized learning plan, students will reflect on their experiences, establish connections between their community involvement and other areas of their lives. |

| Unit Title | Unit Description   | Time Allocation                          |
|------------|--|--|
| 1          | <p><b>Pre-placement</b></p> <p><b>Description:</b> A series of 10 modules where students learn and demonstrate an understanding of a variety of topics such as: finding a placement, resume and cover letter building, health and safety, WHMIS, human rights and stress management. No student can begin their co-op placement unless they have completed all of these tasks, as well as a passing grade in this unit.</p> <p><b>Summative Evaluation:</b> <i>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.</i></p>                        | 10 hours                                 |
|            | <p><b>Placement</b></p> <p><b>Description:</b> 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.</p> <p><b>Summative Evaluation:</b> <i>1st Monitoring Assessment, 2nd Monitoring Assessment, 3rd Monitoring Assessment, Weekly Logs</i></p>  | 1 Credit = 75<br>2 Credit = 185<br>hours |
| 2          | <p><b>Transfer of Skills &amp; Knowledge<br/>(Completed during placement)</b></p> <p><b>Description:</b> This component focuses on transferring the skills and knowledge, particularly related to health, safety, and well-being practices, acquired during the cooperative education experience to other areas of life. Students will explore strategies to identify, articulate, and apply the developed competencies in future educational pursuits, career aspirations, and personal growth. Through reflective exercises, they will recognize the value of their experience and its potential for lifelong learning and adaptability.</p> <p><b>Summative Evaluation:</b> <i>Health and Safety Journal, Bring and Brag Assignment</i></p> | 5 hours                                  |

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| 3          | <p align="center"><b>Inquiry Process<br/>(Completed during placement)</b></p> <p><b>Description:</b> This component introduces students to the inquiry process, a systematic approach for exploring topics, issues or challenges related to their cooperative education experience. Students will develop skills in formulating guiding questions, gathering relevant information from diverse sources, analyzing and interpreting data, and drawing informed conclusions. Through guided inquiry activities, they will critically examine their work placement, identify areas for further exploration, engage in purposeful research, evaluate source credibility, and synthesize findings to gain deeper insights.</p> <p><b>Summative Evaluation:</b> <i>Facing Challenges Journal, Company Research Assignment.</i></p> | 5 hours  |
| 4          | <p align="center"><b>Building Capacity For Learning<br/>(Completed during placement)</b></p> <p><b>Description:</b> This component develops students' skills and mindsets for continuous learning through self-assessment, goal-setting, and metacognition strategies. Students cultivate the ability to identify strengths, areas for growth, learning preferences, and set meaningful goals. They learn to monitor thought processes, learning approaches, and adapt strategies for effective learning. By building this capacity, students become lifelong learners, capable of embracing new experiences, overcoming challenges, and continually expanding their knowledge and skills.</p> <p><b>Summative Evaluation:</b> <i>Developing and Applying Your Skills Reflection, Financial Literacy Assignment.</i></p>     | 5 hours  |
| <b>CPT</b> | <b>SCELP &amp; Culminating Performance Task</b>  | 10 hours |

#### Assessment & Evaluation:

| Category Weightings  | Weight |
|----------------------|--------|
| <b>Knowledge</b>     | 20%    |
| <b>Thinking</b>      | 20%    |
| <b>Application</b>   | 30%    |
| <b>Communication</b> | 30%    |

| Final Summative Assessments | Grade Distribution |
|-----------------------------|--------------------|
| <b>Term Work</b>            | 70%                |
| <b>SCELP</b>                | 10%                |
| <b>CPT</b>                  | 20%                |

#### Overall Curriculum Expectations:

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| Curriculum Policy Document: <a href="#">Cooperative Education (Linked to a Related Course or Courses)</a> |  |
| <b>A. PREPARING FOR THE EXPERIENCE: HEALTH AND SAFETY, WELL-BEING, AND INITIAL REQUIREMENTS</b>           |  |
| <b>A1.</b>  | <b>Health, Safety, and Well-Being:</b> demonstrate an understanding of legislation, practices, and behaviours related to health, safety, and well-being in connection with the cooperative education experience. |

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| <b>A2.</b>   | <b>Preparing and Planning for the Experience:</b> demonstrate an understanding of requirements and various considerations related to the cooperative education experience, in preparation for the experience.   |
| <b>B. EXPERIENTIAL LEARNING AND TRANSFER OF SKILLS AND KNOWLEDGE</b> |   |
| <b>B1.</b>   | <b>The Student's Cooperative Education Learning Plan:</b> 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.  |
| <b>B2.</b>   | <b>Skills for the Future:</b> 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. | -Establishes and maintains an organized system for materials and information. | -Works productively and efficiently without constant supervision.                  | -Actively participates in group discussions and contributes ideas.                 | -Takes proactive steps to enhance their learning and personal growth. | -Follows instructions and guidelines effectively.             |
| -Follows through on commitments and deadlines.                   | -Manages time effectively to meet deadlines and goals.                        | -Demonstrates self-motivation and takes initiative in completing tasks.            | -Demonstrates effective communication and listening skills through tasks.          | -Seeks opportunities to go beyond requirements and explore new ideas. | -Manages time wisely and prioritizes tasks accordingly.       |
| -Takes ownership of their learning and seeks help when needed.   | -Demonstrates attention to detail.  | -Shows resourcefulness in seeking solutions and finding information independently. | -Respects the opinions and perspectives of others, and works towards common goals. | -Shows a willingness to take risks and embrace challenges.            | -Demonstrates consistency and commitment in completing tasks. |

## Course Information

### Instructional Approaches

The instructional strategies below align with the *Ontario Growing Success* document and are tailored for the asynchronous delivery of **DCO30 – Creating Opportunities through Co-op**. These strategies prioritize independent learning, reflective practice, and real-world application of skills.

#### 1. Interactive Video-Based Learning

- **Embedded Questions in Videos:** Videos include interactive comprehension questions to encourage active engagement and provide immediate feedback.
- **Scenario-Based Learning:** Videos simulate real-life workplace scenarios (e.g., responding to workplace challenges) to develop critical-thinking skills.

#### 2. Scaffolding and Differentiation

- **Step-by-Step Instructions:** Complex tasks, such as the Resume Assignment or Placement Journals, are broken into smaller, manageable steps, with examples and detailed rubrics provided.

- **Choice in Assignments:** Students can choose formats (e.g., written, multimedia, infographic) for reflective activities, such as the “Facing Challenges Journal.”

### 3. Practice and Reflection

- **Guided Reflections:** Weekly logs and journals encourage students to connect their placement experiences to curriculum objectives and personal growth.
- **Goal-Setting Activities:** Students identify short- and long-term goals during the “Building Capacity for Learning” unit and track progress throughout the course.

### 4. Collaboration in Asynchronous Spaces

- **Discussion Forums:** Students share insights from their placements, compare experiences, and receive peer feedback on assignments such as the “Bring and Brag” task.
- **Virtual Peer Review:** Students collaborate asynchronously by reviewing each other’s resumes, cover letters, and mock interview videos.

### 5. Metacognitive Skill Development

- **Self-Assessment Checklists:** Students use checklists to evaluate their own progress, such as identifying strengths and areas for growth in the “Developing and Applying Your Skills Reflection.”
- **Rubric Comparison:** Students are encouraged to compare their work against rubrics before submission to foster self-regulation.

### 6. Inquiry-Based Learning

- **Guided Inquiry Activities:** Students conduct research about their placement organization or industry, applying the inquiry process to analyze workplace challenges and solutions.
- **Open-Ended Questions:** Prompts in the “Company Research Assignment” encourage students to think critically about organizational practices.

## 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               |
|-----------------|----------------------------|-------------------------|-----------------------------|
| <b>Amount</b>   | 15                         | 15                      | 18                          |
| <b>Examples</b> | - Interactive questions in | - Weekly placement logs | - Pre-placement evaluations |

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|  | pre-placement videos with immediate feedback.<br>- Teacher feedback on Resume and Cover Letter Assignments.<br>- Teacher-monitored WHMIS and Worker Safety Training progress. | where students analyze their performance and highlight successes and challenges.<br>- Self-assessments for the “Developing and Applying Your Skills Reflection.”<br>- Peer feedback on mock interviews and resumes through discussion forums. | such as the Employment Standards Act Test and Mock Interview Presentation.<br>- Placement evaluations conducted by placement supervisors and teachers.<br>- Culminating Performance Task: A reflective report or multimedia presentation summarizing the co-op experience. |
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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 prioritize 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**

**Course Revision Date: August 20, 2025**