



The Bishop Strachan School
Department Name: Canadian, Business and World Studies

Course Title: Co-Operative Education

Grade Level: 11-12

Ministry Course Code: COOP1

Teacher's Name: Mary Ellen Moran

Developed by: Jodi Rice

Date: August 9, 2007

Revision Date: Sept 9, 2008

**Developed from: Co-operative Education and Other Forms of
Experiential Learning – Policies and Procedures for
Ontario Secondary Schools (2000)**

Text: none

Prerequisite: a course with which student will align Co-op credit(s)

Co-requisite: a course with which student will align Co-op credit(s)

Credits: 1.0 or 2.0

Length: 110 (1 credit) or 220 (2 credit) hours

Course Description/Rationale

Co-operative education is a partnership among education, business, industry, and labour that usually involves students, teachers, parents, employers, and employee supervisors. The goal and primary focus for co-operative education is career exploration, career planning and experiential learning.

The BSS Co-op program is designed for those students wishing to gain practical work experience in areas where they demonstrate particular interests, talents, strengths or have had some previous experience. There is both an in-school and out-of-school component. The in-school component examines a number of topics including resume writing, covering letters and interview skills. The out-of-school evaluation is based upon employer evaluations, teacher observations and a variety of assignments which link the out-of-school learning to the in-school related course. Students will also be required to keep a reflective journal of their experiences.

Overall Curriculum Expectations

Student Preparation for the Workplace

- Create effective resumes and cover letters for the work-search process
- Complete job applications effectively
- Develop a training plan for the placement
- Demonstrate an understanding of the interview process
- Demonstrate an understanding of the Employment Standards Act and the Human Rights Code as it relates to a co-op placement

Health and Safety

- Demonstrate an understanding of workplace health and safety rules
- Understand the process for reporting accidents
- Demonstrate an understanding of the Occupational Health and Safety Act
- Demonstrate an understanding of the Workplace Safety and Insurance Act

The Nature and Future of Work / Integration

- Demonstrate an understanding of organized labour
- Relate the placement experience both to the curriculum expectations of the related course and to the expectations related to co-operative education, using a variety of strategies, activities, and tools
- Reflect on and analyse their placement experiences
- Reinforce the job-skills theory acquired in the classroom and the skills, techniques, and principles learned at the placement
- Demonstrate the ability to access relevant and related career information
- Demonstrate an understanding of labour market trends and of 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 related to human rights, discrimination, harassment, and disability
- Demonstrate the ability to produce an effective exit resume

Placement

Each student, in partnership with her placement supervisor, her teacher, and, if necessary, a subject teacher for the related course, develops a personalized Placement Learning Plan (PLP), which reflects a selection of the overall and specific expectations of the course in the curriculum policy document for the related course, and includes the following:

- the curriculum expectations of the related course that describe the knowledge and skills the student will extend and refine through application and practice at the workplace
- the expectations of the employer
- those expectations included in the classroom component of the course that the student will achieve at the placement
- the opportunities the placement will provide, and the learning strategies that will be employed, to enable the student to apply and refine the required knowledge and skills and to develop an understanding of current industry practices and standards
- the criteria and strategies to be used in assessing and evaluating the student's achievement of the knowledge and skills identified in the plan

Instructional Hours Summary (1 credit)

Course Content Unit	Classroom Hours	Field Trip Hours	Exam Hours	Independent Study/Student Teacher Conference	Total
1. Skills for the Workplace (Pre-placement)	7.5				7.5
2. Workplace Expectations and Responsibilities (Pre-placement)	13.75				13.75
3. Co-op Placement		Job placement 141			141
4. Reflection and Communication (Integration)				Journals / Online discussion / Portfolio development 2	2
5. On the Job (Integration)	9				9
6. Career / Life Planning (Integration)		Job Fair 3			3
Total	33.25	144	none	2	176.25

Instructional Hours Summary (2 credits)

Course Content Unit	Classroom Hours	Field Trip Hours	Exam Hours	Independent Study/Student Teacher Conference	Total
1. Skills for the Workplace (Pre-placement)	7.5				7.5
2. Workplace Expectations and Responsibilities (Pre-placement)	13.75				13.75
3. Co-op Placement		Job placement 186			186
4. Reflection and Communication (Integration)				Journals / Online discussion / Portfolio development 2	2
5. On the Job (Integration)	9				9
6. Career / Life Planning (Integration)		Job Fair 3			3
Total	33.25	189	none	2	221.25

Unit Descriptions

Unit 1 – Skills for the Workplace (Pre-Placement Orientation)

This unit introduces students to the skills necessary for successful employment, and gives them the opportunity to identify their own skills, strengths, and values. Activities are designed to help students decide on placements and build on their previous experiences to design effective resumes and cover letters, and to perform well in a job interview. Students workshop their resumes and do mock interviews.

Unit 2 – Workplace Expectations and Responsibilities (Pre-Placement Orientation)

Students learn about the expectations of the workplace, including the responsibilities of the employer and the employee. Topics include Health and Safety, Labour Law and Unions, the Employment Standards Act, and Human Rights Code, employer/employee relations, and workplace ethics. Students work together to create a co-op handbook for their own reference while on the job. Students also work to develop Personalized Learning Plans (PLPs) that reflect the expectations of the co-op course and the related subject-area course, in preparation for developing a version of the PLP that they will take with them to the workplace.

Unit 3 – Co-op Placement

The Co-op placement begins in mid-October and continues through the end of May. Students will have had a formal interview with their potential placement supervisors, and, within the first three weeks of the placement period, will have a PLP on which they will begin to work while on the job. Assessment takes place during this ongoing period through formal evaluations by placement supervisors, in partnership with the Co-op teacher and, where necessary, a subject teacher for the related course. The student will be visited on the job by the Co-op teacher at least three times during the year, at which time she will have the opportunity to showcase her skills and knowledge.

Unit 4 – Reflection and Communication (Integration)

As the students participate in their job placements, they also participate in periodic integration activities, which include classroom seminars, journals and portfolios, as well as online interactions with their classmates to compare notes about their placement experiences. Students will be building a work portfolio that they may use to further their career goals.

Unit 5 – On the Job (Integration)

As the placement continues, students will learn about and put into practice skills for communicating with others in their work environment, managing their time effectively, and developing good habits and lifelong, transferable skills for the workplace.

Unit 6 – Career / Life Planning (Integration)

The focus in this unit is on how the skills and knowledge learned through the Co-op course may be transferred to future education and careers. Students will conduct research about the career field(s) related to their placement, with a focus on growth, opportunity, education/preparation and advancement within that field. They will complete their portfolios with an emphasis on summarizing their skills in a visible/tangible way. Finally, a Job Fair will showcase the highlights of their Co-op experience to an audience.

Teaching/Learning Strategies

<input type="checkbox"/> Lecture	<input checked="" type="checkbox"/> Brainstorming	<input checked="" type="checkbox"/> Group critique
<input type="checkbox"/> Demonstration	<input checked="" type="checkbox"/> Group work	<input checked="" type="checkbox"/> Videotape critique
<input checked="" type="checkbox"/> Reading	<input type="checkbox"/> Committee	<input checked="" type="checkbox"/> Self analysis
<input checked="" type="checkbox"/> Structured discussion	<input type="checkbox"/> Debate	<input checked="" type="checkbox"/> Peer analysis
<input checked="" type="checkbox"/> Practical exercise	<input type="checkbox"/> Forum	<input type="checkbox"/> Tutor analysis
<input type="checkbox"/> Drill	<input checked="" type="checkbox"/> Panel	<input checked="" type="checkbox"/> Teacher analysis
<input checked="" type="checkbox"/> Case study	<input checked="" type="checkbox"/> Seminar	<input type="checkbox"/> Field trip
<input checked="" type="checkbox"/> Role play	<input type="checkbox"/> Symposium	<input type="checkbox"/> Game
<input type="checkbox"/> Algorithm	<input type="checkbox"/> Listening team	<input checked="" type="checkbox"/> Independent study
<input checked="" type="checkbox"/> Discovery	<input checked="" type="checkbox"/> Research project	
<input checked="" type="checkbox"/> Conference	<input checked="" type="checkbox"/> Workshop	
<input checked="" type="checkbox"/> Interview		

Assessment/Evaluation Strategies

Paper and Pencil	Performance Methods	Personal Communication	Other
Work sheets	Projects	Interviews	Teacher anecdotal records
	Portfolios	Conferences	Teacher log
	Presentations	Classroom discussion	Checklists
	Role playing	Seminars	Rubrics
	Journals	Portfolio interview	
	Test	Self evaluation	
		Peer evaluation	

Assessment/Evaluation

Seventy per cent (70%) of the final grade will be based on evaluations conducted throughout this course. This portion of the grade should reflect the students' *most consistent level of achievement* throughout this course, although special consideration should be given to the more recent evidence of achievement.

Thirty per cent (30%) of the final grade will be based on a final evaluation in the form of an examination, performance, essay, and/or other method of evaluation suitable to the course content and administered towards the end of the course.

Teachers will ensure that student work is assessed and/or evaluated in a balanced manner with respect to the four categories (see below), and that achievement of particular expectations is considered within the appropriate categories. The four categories should be considered as interrelated, reflecting the wholeness and interconnectedness of learning. The categories of knowledge and skills are:

- Knowledge and Understanding (20-30%)
- Thinking (20-30%)
- Communication (20-30%)
- Application (20-30%)

Type of Assessment	Unit Title/Length	Overall Expectations (see pg 2)	Assessment Strategies
70%	1. Skills for the Workplace (Pre-placement)	1, 2, 3, 4, 11, 13	Personal interview and career interest/ aptitude test (diagnostic)
			Training Plan draft (formative)
			Resume and cover letters
			Mock interview (formative)
	2. Workplace Expectations and Responsibilities (Pre-placement)	5, 6, 7, 8, 9, 10, 12, 13, 14, 15, 16, 17	Workplace practices quizzes / role plays (formative)
			Workplace Handbook project
			Workplace Expectations and Responsibilities Test
	3. Co-op Placement	11, 13	Placement supervisor's evaluations (x2)
			Personalized application task
	4. Reflection and Communication (Integration)	3, 12	Training Plan
5. On the Job (Integration)	11, 12, 13, 14, 15, 16	Journal entries (marked)	
		Placement investigation report	
30%	6. Final Assessment Career/Life Planning	1, 11, 12, 13, 14, 15, 18	Career Portfolio
			Job Fair
			Final Placement supervisor's evaluation
			Total

Course Resources

Teacher resources:

Online student and teacher resources:

Job search and education sites including Monster.ca and Workopolis.ca

Ontario Ministry of Labour website (www.labour.gov.on.ca)

Ontario Human Rights Commission website (www.ohrc.on.ca)

WorkSmart Ontario website (www.worksmartontario.gov.on.ca)

Other online resources as required and available

Achievement Chart – Business Studies, Grades 9–12

Categories	50–59% (Level 1)	60–69% (Level 2)	70–79% (Level 3)	80–100% (Level 4)
Knowledge and Understanding <i>Subject-specific content acquired in each grade (knowledge), and the comprehension of its meaning and significance (understanding)</i>				
The student:				
Knowledge of content (e.g., facts, vocabulary and terms, procedures)	– demonstrates limited knowledge of content	– demonstrates some knowledge of content	– demonstrates considerable knowledge of content	– demonstrates thorough knowledge of content
Understanding of content (e.g., concepts, principles, theories, methodologies, relationships)	– demonstrates limited understanding of content	– demonstrates some understanding of content	– demonstrates considerable understanding of content	– demonstrates thorough understanding of content
Thinking <i>The use of critical and creative thinking skills and/or processes</i>				
The student:				
Use of planning skills (e.g., focusing research, formulating questions, gathering information, selecting strategies, organizing a project)	– uses planning skills with limited effectiveness	– uses planning skills with some effectiveness	– uses planning skills with considerable effectiveness	– uses planning skills with a high degree of effectiveness
Use of processing skills (e.g., analysing, interpreting, assessing, reasoning, generating, evaluating, integrating, synthesizing, seeking a variety of perspectives, forming conclusions)	– uses processing skills with limited effectiveness	– uses processing skills with some effectiveness	– uses processing skills with considerable effectiveness	– uses processing skills with a high degree of effectiveness
Use of critical/creative thinking processes (e.g., evaluation of business situations, decision making, problem solving)	– uses critical/creative thinking processes with limited effectiveness	– uses critical/creative thinking processes with some effectiveness	– uses critical/creative thinking processes with considerable effectiveness	– uses critical/creative thinking processes with a high degree of effectiveness
Communication <i>The conveying of meaning through various forms</i>				
The student:				
Expression and organization of ideas and information (e.g., clear expression, logical organization) in oral, visual, and written forms, including electronic forms (e.g., presentations, charts, graphs, tables, maps, models, web pages, spreadsheets, flyers, financial statements, letters, memos, reports)	– expresses and organizes ideas and information with limited effectiveness	– expresses and organizes ideas and information with some effectiveness	– expresses and organizes ideas and information with considerable effectiveness	– expresses and organizes ideas and information with a high degree of effectiveness

Categories	50–59% (Level 1)	60–69% (Level 2)	70–79% (Level 3)	80–100% (Level 4)
Communication (cont.)				
The student:				
Communication for different audiences and purposes in oral, visual, and written forms, including electronic forms	– communicates for different audiences and purposes with limited effectiveness	– communicates for different audiences and purposes with some effectiveness	– communicates for different audiences and purposes with considerable effectiveness	– communicates for different audiences and purposes with a high degree of effectiveness
Use of conventions, vocabulary, and terminology of the discipline in oral, visual, and written forms, including electronic forms	– uses conventions, vocabulary, and terminology of the discipline with limited effectiveness	– uses conventions, vocabulary, and terminology of the discipline with some effectiveness	– uses conventions, vocabulary, and terminology of the discipline with considerable effectiveness	– uses conventions, vocabulary, and terminology of the discipline with a high degree of effectiveness
Application <i>The use of knowledge and skills to make connections within and between various contexts</i>				
The student:				
Application of knowledge and skills (e.g., concepts, processes, use of technology and materials) in familiar contexts	– applies knowledge and skills in familiar contexts with limited effectiveness	– applies knowledge and skills in familiar contexts with some effectiveness	– applies knowledge and skills in familiar contexts with considerable effectiveness	– applies knowledge and skills in familiar contexts with a high degree of effectiveness
Transfer of knowledge and skills (e.g., choice of tools and software, ethical use, concepts, procedures) to new contexts	– transfers knowledge and skills to new contexts with limited effectiveness	– transfers knowledge and skills to new contexts with some effectiveness	– transfers knowledge and skills to new contexts with considerable effectiveness	– transfers knowledge and skills to new contexts with a high degree of effectiveness
Making connections within and between various contexts (e.g., connections between business studies and personal experiences, opportunities, social and global challenges and perspectives; cross-curricular and multi-disciplinary connections)	– makes connections within and between various contexts with limited effectiveness	– makes connections within and between various contexts with some effectiveness	– makes connections within and between various contexts with considerable effectiveness	– makes connections within and between various contexts with a high degree of effectiveness