

# Course Outline

School Name: Keewaytinook Internet High School

Department Name: Guidance and Career Education

Ministry of Education Course Title: *Career  
Studies/Co-operative Education*

Grade Level: 10

Ministry Course Code: *GLC20C*

Teacher's Name: Angela Batsford

Developed by: Freda Kenny

Date: October 2005

Revision Date: September 2009

Developed from: The Ontario Curriculum, Guidance and Career Education, 2006

Profile Name:

Text:

Prerequisite: GLC20 - Career Studies

Credits: One

Length: 110 hours

Principal's Name: Darrin Potter

Principal's Approval (signature) \_\_\_\_\_

Approval Date:

## ***Course Description/Rationale***

This course teaches students how to develop and achieve personal goals for future learning, work, and community involvement. Students will assess their interests, skills, and characteristics and investigate current economic and workplace trends, work opportunities, and ways to search for work. The course explores post secondary learning and career options, prepares students for managing work and life transitions, and helps students focus on their goals through the development of a career plan.

Cooperative education is a planned learning experience, for which credits are earned, that integrates classroom theory and learning experiences in the workplace to enable students to apply and refine the knowledge and skills acquired in the related curriculum or locally developed course. Cooperative education includes a classroom component, comprising pre-placement and integration activities, and a placement component. Students apply to take cooperative education. A counseling and interviewing process - conducted by the cooperative education teacher in collaboration with the guidance counselor, mentor and administration- determines applicants' suitability for the program.

In collaboration with students, mentors and placement supervisor, the cooperative education teacher prepared personalized placement learning plans that include a description of the curricular knowledge and skills and the employment skills that students will demonstrate at their placements. Cooperative education teachers also conduct placement learning assessments and evaluate their students' performance in pre-placement, placement and reflective learning activities. Students share and analyze their placement experiences with their teachers and peers in structured integration sessions.

## ***Overall Curriculum Expectations***

### ***Personal Knowledge and Management Skills***

- Use a self-assessment process to develop a personal profile for use in career development planning
- Evaluate and apply the personal-management skills and characteristics needed for school success, document in their portfolio, and demonstrate their use in a variety of settings
- Demonstrate effective use of interpersonal skills within a variety of settings

### ***Exploration of Opportunities***

- Use a research process to locate and select relevant career information from a variety of sources for inclusion in a portfolio;
- Identify current trends in society and the economy and describe their effect on work opportunities and work environments;
- Identify a broad range of options for present and future learning, work, and community involvement.

### ***Preparation for Transitions and Change***

- Use appropriate decision-making and planning processes to set goals and develop a career plan;
- Analyse changes taking place in their personal lives, their community, and the economy, and identify strategies to facilitate smooth transitions during change;
- Demonstrate an understanding of, and the ability to prepare for, the job-search process

## **Co-operative Education - Classroom Component Expectations**

### ***Job Readiness***

- Create effective resumes, 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 (e.g. by telephone, in person, or through the mail or e-mail and the Internet)
- Identify common interview questions and demonstrated the ability to respond appropriately and effectively

### **Health and Safety**

- An understanding of workplace health and safety rules
- The appropriate use of safety equipment, including fire extinguishers and smoke and carbon monoxide detectors
- An understanding of the need for personal protective equipment, including goggles, gloves, boots, and aprons
- An understanding of the Occupational Health and Safety Act
- The correct handling of materials and equipment as specified in the Workplace Hazardous Materials Information Systems (WHMIS) Training Program
- An understanding of the coverage provided by the Workplace Safety and Insurance Act
- The procedures for reporting accidents
- The procedures for reporting unsafe practices

### **Rights and Responsibilities**

- The school and placement expectations that they are to achieve in the cooperative education course
- Placement-specific workplace health and safety considerations
- Issues relating to confidentiality and the right to privacy, as outlined in the Freedom of Information and Protection or Privacy Act
- Work ethics and the responsible use of information technology
- The individual's right to function in a climate free from abuse and harassment
- Relevant sections of the Employment Standards Act and the Human Rights Act
- The history and role of labour unions
- Appropriate methods of dealing with and reporting concerns or problems at the placement

### **Workplace Opportunities and Challenges**

- Demonstrate the ability to access 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 relating to human rights, discrimination, harassment, and disability
- Demonstrate the ability to produce an effective exit resume

### **Reflective Learning**

- Relate the placement experience both to the curriculum expectations of the related course and to the expectations related to cooperative education, using a variety of strategies, activities, and tools
- Reflect on and analyze their placement experience
- Reinforce the job-skills theory acquired in the classroom and the skills, technique

## ***Course Content***

<b>Unit</b>	<b>Length</b>
Pre-placement Orientation	20 hours
Integration	10 hours
Placement Component	80 hours
<b>Total</b>	<b>110 hours</b>

## ***Unit Descriptions***

### **Unit 1 – Pre-placement**

Prior to their placements all cooperative education students must demonstrate an understanding of the pre-placement orientation expectations, as well as the related Career Studies expectations. Students will gain

### **Unit 2 - Integrated Learning Sessions**

Through out the program, regularly scheduled classes are designed and facilitated by the monitoring teacher to clarify for students, the inter-relationship between the in-school course and the experiences of the workplace. In these sessions, students will have an opportunity to reflect upon their experiences and learning; analyze how they relate to the world of work; refine theory and practice and research and discuss future career plans

### **Unit 3 - Workplace Component**

Students are matched by the teacher to appropriate training organizations. The teacher, together with the on-site supervisor, ensures instruction and practice in the student's occupational field. Teachers develop an Personalized Placement Learning Plan (PPLP), monitor students progress throughout the placement, and evaluate student performance. The PPLP outlines the course of study for the placement component and the basis for assessment and evaluation. It identifies the overall and specific curriculum expectations of the related course that describes the knowledge and skills that the student will apply and further develop at the placement, as well as the employers's expectations and the expectations of the classroom component of the course that apply to the placement.

## *Teaching/Learning Strategies*

The strategies used meet the needs of a variety of learners:

- direct instruction – on-line lecture
- small group co-operative learning;
- guided Internet searches;
- multimedia presentations;
- oral presentations;
- small group discussions;
- report, letter, application, resume writing;
- choice in the development of student products (e.g., projects);
- opportunities for practice and frequent feedback;
- graphic organizers (e.g., Venn diagrams, mind maps, tables);
- opportunities for the use of information technologies (e.g., computers, video and digital cameras, scanners, Internet).

Teaching and learning strategies that help students transfer skills and knowledge to other contexts:

- inquiry (e.g., generate questions and communicate findings in a variety of ways)
- problem solving;
- individual and group research;
- problem-based learning;
- explicit teaching and use of thinking skills and strategies;
- explicit use and teaching of self-assessment and reflection;
- interviews;
- portfolio;
- simulation, case studies, role playing;
- community-based learning.

## Evaluation

The student's final grade for this course will be determined as outlined in Program Planning and Assessment 2000 (p.15).

- **Seventy per cent (70%)** of the 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 the course, although special consideration should be given to the more recent evidence of achievement.
- **Thirty per cent (30%)** of the 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

Type of assessment	Category	Details		Weighting (%)
Formative (70%)	Knowledge/ Understanding	- identify roles, responsibilities and expectations of student, supervisor and teacher at school and workplace - identify and list your employability skills - describe 3 rights of workers in Ontario		13%
	Thinking/Inquiry	- analyze potential safety hazards at specific co-op placements - deduce and justify appropriate and ethical behaviors in the workplace - predict growing and declining occupations		19%
	Communication	- use various methods to express and analyze experiences in the workplace - reflect on how the co-op education placement fits into your overall career plan		19%
	Application	- set career goals and develop 5 and 10 year plans - apply knowledge of the <i>Ontario Human Rights Code</i> in real life situations - develop effective strategies for solving potential workplace problems		19%
Summative (30%)	Culminating Activity (30%)	- develop a slide presentation of chronically your experience as a co-op education student - develop an Employability Skills Portfolio	Knowledge/Understanding	6%
			Thinking/Inquiry	8%
			Communication	8%
			Application	8%
	<b>TOTAL</b>			<b>100%</b>

## ***Assessment/Evaluation Strategies***

Assessment will be based on the student's Personalized Placement Plan, assignments, projects, logs and journals and the final employability skills portfolio. Assessment and evaluation will encompass all four categories of achievement: Knowledge/Understanding; Thinking/Inquiry; Communication and Application. This course will involve a number of assessment and evaluation strategies that will provide all students an opportunity for success. Assessment strategies include: Personalized Placement Learning Plan, projects, assignments, self-assessments, performance appraisals, logs and journals and final employability skills portfolio.

## ***Program Planning***

This course is offered to students living in isolated northern Ontario communities which do not have access to regular high school facilities, equipment or teachers associated with secondary education. This course uses the internet for instruction, demonstration and research. It utilized a student-centered semi-virtual classroom which capitalizes on the strengths of internet program delivery to minimize the disadvantages of geographic remoteness.

Cooperative education students are presented with 20 hours of instruction/activity via the internet over the period of two week, followed by 10 hours of instruction/activity via the internet for each of the 6 remaining weeks of the course. They will receive 20 hours of in-class instruction, 10 hours of integrated activities and 80 hours at the workplace. The student and instructor communicate via the internet, while a classroom mentor (a fully qualified teacher) assists students in completing tasks in a timely manner, provides tutoring as required and monitors workplace attendance.