

# Bell High School



Ottawa-Carleton District School Board  
**Co-operative Education Department**  
Course Outline

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<b>Course Title:</b> Cooperative Education (Linked to a Related Course or Courses)	<b>Grade Level:</b> 11, 12
<b>Course Code:</b> Dependent upon curriculum link	<b>Credit Value:</b> 2
<b>Prerequisite:</b> None	

## **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.

<http://www.edu.gov.on.ca/eng/curriculum/secondary/cooperative-education-2018.pdf>

## **Strand A. Preparing for the Experience: Health and Safety, Well-Being and Initial Requirements**

- A1. Health and Safety and Well-Being:** demonstrate an understanding of legislation, practices and behaviours related to health, safety and well-being in connection with the co-operative education experience
- Demonstrate an understanding of workplace health and safety rules, including placement specific health and safety considerations and the procedures for reporting accidents.
  - Demonstrate an understanding of the need for personal protective equipment, including goggles, gloves, boots and aprons.
- A2. Preparing and Planning for the Experience:** demonstrate an understanding of requirements and various considerations related to the co-operative education experience, in preparation for the experience
- 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 of Privacy Act
  - Work Ethics and the responsible use of Information Technology
  - The individual's rights to function in a climate free from abuse and harassment
  - Relevant sections of the Employment Standards Act and the Human Rights Act

## **Strand 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 the 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

- Reflect on and analyze their placement experiences
- Relate the placement experience both to curriculum expectation of the related course and to the expectations related to co-operative education

### **Teaching Strategies**

A variety of teaching strategies will be used throughout the course. The strategies used meet the needs of a variety of learners. Strategies include: Guest Speakers, Employer-Student-Teacher Conferencing, Assignments, Small Group Work, Investigative Research, Brainstorming, Discussion/Reflection, Oral Presentations and Multimedia Presentations.

The placement component is *experiential learning*. Students apply the learning of the related course in the workplace. Throughout the course, students come together to discuss their experiences, reflect on their progress and determine their next steps for learning in the workplace.

### **Assessment and Evaluation Strategies and Tools**

Rubrics, Marking Schemes, Checklists, Anecdotal Comments, Rating Scales

**Learning Skills** are an integral part of student learning. Learning Skills such as *responsibility, organization, initiative, collaboration, working independently* and *self regulation* will be assessed and recorded on the report card.

### **Evaluation Summary**

<b>Term Evaluation</b>	<b>Weight</b>
<ul style="list-style-type: none"><li>● This portion of your mark is based on any assessment (e.g. all pre-placement assignments, (resume, cover letter, WHMIS, interview preparation, Health &amp; Safety awareness) weekly log sheets, reflection(s), integrations assignments, exit thank you letter, supervisor evaluations etc)</li><li>● There will be a balance of Knowledge/Understanding , Thinking/Inquiry, Application and Communication assessments</li></ul>	70%
<b>Final Evaluation</b> CELP and Summative Assignment	30%

### **References**

<http://www.edu.gov.on.ca/eng/curriculum/secondary/cooperative-education-2018.pdf>

### **Student Resources / Texts**

OCEA Resource Manual	Young Workers Awareness Program
Health & Safety - 4 Steps	Virtual WHMIS
www.curriculum.org	Google Classroom (Co-op / Hemstreet & Smith)

