

Peel Secondary Schools – Course Outline 2011

<p>Secondary School Department/Grade:  <i>Lorne Park S.S Guidance and Career Education.</i></p>	<p>Ministry Course Code, Title and Description:  <b>COP4XC – <u>Cooperative Education</u></b>  <i>Pre-requisite – 16 credits/16 years</i></p>	<p>Course Units and Learning Goals</p> <p>Unit 1 <b><u>JOB READINESS</u></b></p> <ul style="list-style-type: none"> <li>• self-assessment (career goals/skills)</li> <li>• understanding employability skills</li> <li>• creating effective resumes, cover letters, and thank-you letters for to know each other and our school</li> <li>• interview preparation through mock interviews</li> </ul>
<p>Ministry Course Overall Expectations:</p> <ul style="list-style-type: none"> <li>• Demonstrate self-assessment skills</li> <li>• Demonstrate the ability to communicate effectively through resumes, cover letters and interviewing.</li> <li>• Demonstrate the ability to respond to common interview questions</li> <li>• Identify their strongest transferable skills and personal characteristics most valued by employers</li> <li>• Show an understanding of workplace health and safety rules</li> <li>• Demonstrate an understanding of labour market trends and the nature of the workplace in the future</li> <li>• Select and organize documentation from their employer and present in a comprehensive personal portfolio</li> </ul>		<p>Unit 2 <b><u>HEALTH AND SAFETY</u></b></p> <ul style="list-style-type: none"> <li>• develop an understanding of workplace health and safety rules</li> <li>• be familiarized with the Occupational Health and Safety Act</li> <li>• the correct handling of materials and equipment as specified in the Workplace Hazardous Materials Information Systems (WHMIS) training</li> <li>• know health and safety reporting procedures</li> </ul> <p>Unit 3 <b><u>RIGHTS AND RESPONSIBILITIES</u></b></p> <ul style="list-style-type: none"> <li>• the individual's right to function in a climate free from abuse and harassment</li> <li>• relevant section of the Employment Standards Act and the Human Rights Act</li> <li>• the history and role of labour unions</li> <li>• issues relating to confidentiality and the right to privacy</li> </ul>
<p>Course Weighting for the 70%</p> <p>Thinking: 15% Application: 20% Communication: 15% Knowledge and Understanding: 20%</p>		<p>Unit 4 <b><u>WORKPLACE OPPORTUNITIES AND CHALLENGES</u></b></p> <ul style="list-style-type: none"> <li>• demonstrate the ability to access related career information</li> <li>• demonstrate an understanding of labour market trends</li> <li>• examine the changing role of men and women at work</li> </ul>
<p>Achievement Chart Category</p>		<p>Evidence of Learning from Observations, Conversations, Student Products</p>
<p>Knowledge: Subject-specific content acquired in each grade/course (knowledge), and the comprehension of its meaning and significance (understanding)</p>		<p>Resume and cover letter assignment, on-line surveys, passport to safety certificate, unit tests</p>
<p>Thinking: The use of critical and creative thinking skills and/or processes</p>		<p>Personalized Placement Learning Plan, journals, internet research, assignments, quizzes and tests.</p>
<p>Application: The use of knowledge and skills to make connections within and between various contexts</p>		<p>mock interview, CPR certificate, career fair, presentations, performance appraisal, culminating task</p>
<p>Communication: The conveying of meaning through various forms</p>		<p>mock interview, journals, weekly logs, group and individual presentations, career fair.</p>
<p style="text-align: center;"><b>Student Responsibilities with Respect to Evidence for Evaluation – Vital Information for Students</b></p> <p><b>Success Criteria for completing this course (including learning skills and work habits):</b> Completing all assigned work and submitting weekly logs. Demonstrating responsibility, collaboration, organization, initiative and self-regulation both at school and the work placement .</p> <p><b>Late and Missed Assignments:</b> If students have not provided evidence of their learning before evaluation takes place, teachers may use a zero as a placeholder in their mark book. A zero provides teachers with an opportunity to discuss with the student and parent the student's obligation to provide evidence of learning and for the student to be responsible for their learning. A zero may also be used to assign value to student work where the student has plagiarized or cheated until the student has demonstrated his or her learning. Work that is not completed on either a negotiated or absolute deadline may not be evaluated and may result in a mark of zero. In some cases, according to the professional judgment of the teacher, a late penalty of up to 10 per cent may be deducted from the student's assignment mark for work handed in up to five school days after a negotiated deadline.</p>		

## Peel Secondary Schools – Course Outline 2011

(Please refer to the student planner for full assessment policy details)

**Plagiarism and Cheating:** It is your right to be evaluated fairly and to be given honest feedback about your academic progress and achievement. It is your responsibility to ensure that all work that you submit for evaluation is your own.

**Plagiarism** is the action of taking and using as one's own, the thoughts, writings or inventions of another. It could be an idea, design, passage or work. Plagiarism exists if a student copies word for word and it also exists if a student takes and uses an idea or work without giving proper annotation (i.e. to note the author or source of the information including the internet). For proper documenting and acknowledging of sources, consult with the subject teacher or the teacher-librarian.

**Cheating in any form is unacceptable.** Cheating may include but is not limited to: asking another student for information from a previous test, glancing at another student's test paper, copying homework or using information from the internet without quoting sources, Provision of your work to another student for the purpose of allowing them to achieve a better result would also be considered academic dishonesty. Use of electronic devices to transmit materials to other students during assessments or to share information about what is on an assessment is prohibited.

L.P.S.S has a very detailed plagiarism policy based upon progressive discipline. Consequences for academic dishonesty range from re-writing the assignment under supervision, assignment of a zero, suspension, or possibly loss of credit. The plagiarism policy was distributed to all students at the start of the school year and is posted on the school website.

**Homework, Assignments and Effective Communication: Students are expected to attend their placements and report absences. They must submit weekly logs and return the PPLP to school for their evEach of you will receive monitoring sessions .**

<p style="text-align: center;"><b>Course Weighting for the 30%</b></p> <p><b>Knowledge/Understanding: 5%</b>  <b>Thinking: 5%</b>  <b>Application: 15%</b>  <b>Communication: 5%</b></p>	<p style="text-align: center;"><b>Course Learning Goals (based on overall curriculum expectations)</b></p> <ul style="list-style-type: none"> <li>• <b>This course aims to assist all students in making career decisions as well as in developing the knowledge, skills, and attitudes that are essential in today's society.</b></li> </ul>
--	---

**Timeline and Due Dates for Completion of all Final Evaluation Components:**  
*Final evaluation due dates are negotiated with employer, student and teacher.*