

**MISSISSAUGA SECONDARY SCHOOL – Guidance and Career Education
COURSE INFORMATION**



COURSE: GLN400 / GLN40C - Navigating the Workplace

Course Description:

Cooperative Education allows students to earn up to four (4) credits through a semester of work experience. These credits are related to two (2) different in-school credits previously earned by the student. Students prepare for their work experience by participating in approximately 3 weeks of pre-placement training in the school. Then, students report to work placements for the following 15 weeks. Students return to school approximately every second week on Fridays to conduct integrative learning. During the program, students strive to exceed 440 hours (110 hours per credit minimum) of combined in-school and work experience. Student, teacher, supervisor and parent (if necessary) sign a Work Education Agreement (WEA) that acts as a 'work contract' for the Co-op placement. This WEA must be signed by all parties prior to starting the placement.

Ministry Course Overall Expectations:

By the end of the course, students will:

- Demonstrate an understanding of the workplace *Essential Skills* necessary for success in life, school and work.
- Demonstrate the skills and strategies for continuous learning.
- Demonstrate understanding of the nature of work and how to find work.
- Research information about learning and work.
- Use skills and strategies to work effectively with others and manage own behaviour.
- Make informed educational and career choices and plan smooth transitions to post-secondary learning and work.

Course Weighting

Term	70%
Knowledge	10
Thinking	20
Communication	20
Application	20
Final Exam/ Summative	30%

Course Units and Learning Goals

Unit 1: Student Preparation for the Workplace

- Create effective resumes, cover letters, and thank you letters for the work-search process, using word-processing software and appropriate vocabulary and conventions.
- Identify common interview questions and demonstrate the ability to respond appropriately and effectively.
- Demonstrate self-assessment skills, job-readiness skills, and an understanding work ethics and the responsible use of information technology.
- Demonstrate an understanding of relevant sections of the Employment Standards Act and Human Rights Act

Unit 2: Health and Safety

- Develop an understanding of workplace health and safety rules.
- Demonstrate the appropriate use of safety equipment.
- Demonstrate an understanding of the need for personal protective equipment, including goggles, gloves, boots, and aprons.

Unit 3: Career Opportunities and the Nature of Work

- Demonstrate the ability to access career related information.
- Demonstrate an understanding of labour market trends and of the nature of the workplace in the future
- Describe the transferability of the work-place essential skills the basis of their experiences in the community or the workplace.
- Summarize and communicate information about occupations of interest.

Unit 4: Integration and Moving On

- 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.
- Identify the possible changes they will encounter in the transition from secondary school to their first postsecondary destination.

Assessment and Evaluation (Key Terms and Definitions)

Assessment for Learning: The ongoing process of gathering and interpreting evidence about student learning for the purpose of determining where students are in their learning, where they need to go, and how best to get there (e.g. portfolios, observations, conversations, written assignments, interviews, progress monitoring). The information gathered is used by teachers to provide feedback and adjust instruction and by students to focus their learning.

Assessment as Learning: The process of developing and supporting student learning and problem solving. Students are actively engaged in this assessment process: that is, they monitor their own learning (e.g. learning logs, self-assessment, Interviews, and conferences); use assessment feedback from teacher, self, and placement supervisor to determine next steps; and set individual learning goals (e.g. goal setting). Assessment as learning requires students to have a clear understanding of the learning goals and success criteria (e.g. rubrics/check lists, self assessment, and peer assessment).

Assessment of Learning: The process of collecting and interpreting evidence for the purpose of summarizing learning at a given point in time, to make judgements about the quality of student learning on the basis of established criteria, and to assign a value to represent that quality. (e.g. test, summative assignment) The information gathered may be used to communicate the student's achievement to parents, other teachers, students themselves, and others. It occurs at or near the end of a cycle of learning.

STUDENT ASSESSMENT, EVALUATION, AND REPORTING IN PEEL SECONDARY SCHOOLS

(Growing Success Policy 2010 and Peel Policy 14)

Achievement Chart Category			
Knowledge	Thinking/Inquiry	Communication	Application
-Knowledge of content (e.g., facts, terms, definitions) standing of content (e.g., concepts, ideas, theories, procedures, processes)	- Use of planning skills (e.g., focusing research, gathering information,) -Use of processing skill (e.g., analysing, generating, integrating, synthesizing) -Use of critical/creative thinking processes (e.g., inquiry process, problem-solving)	- Expression and organization of ideas and information (e.g., clear expression) - Communication for different audiences and purposes in oral, written, and visual forms -Use of conventions vocabulary, and terminology of the discipline in oral, written, and visual forms	- Application of knowledge and skills (e.g., concepts, procedures, processes, and/or technologies) in familiar contexts -Transfer of knowledge and skills (e.g., concepts, procedures, methodologies, technologies) to new contexts -Making connections within and between various contexts
EVIDENCE OF LEARNING			
OBSERVATIONS	CONVERSATIONS	PRODUCTS	
<ul style="list-style-type: none"> Homework Checklist Group Work Presentations Role Play 	<ul style="list-style-type: none"> Group Work Records Student-Teacher Conferences Class Discussion Role Play 	<ul style="list-style-type: none"> Notebooks Projects Tests Portfolio/ Final Interview Assignment Career Fair Presentation 	

Success Criteria for completing this course:

Learning Skills:

It is an expectation that each student is assessed not only on their academic achievement but also on their Learning Skills. These skills include: *Responsibility, Organization, Independent Work, Collaboration, Initiative, and Self Regulation*. Learning skills will not be factored into the grade for this course but will appear on the report card. It is important to remember that the development and consistent practice of these skills will influence academic achievement.

Late and Missed Assignments

Please see the Policy on Absence of Evidence of Student Achievement as outlined on page 28 of the student agenda

Plagiarism and Cheating

Please see the Policy on Plagiarism and Cheating as outline on page 29 in the student agenda

Homework, Assignments and Effective Communication

To earn a credit students have a responsibility to submit sufficient evidence of understanding within established deadlines. It is in the student's best interest to submit evidence of learning at every opportunity that is provided, so that his/her grade accurately reflects what was learned. In the event that a student produces insufficient evidence in the key understandings for the course, the entire credit is at stake.

Student Signature: _____

Parent Signature: _____