



## KPR Secondary Course Outline

School Name: \_\_\_\_\_ Course Code /Title **CO-OP** Credit Value \_\_\_\_\_

Teacher Name: \_\_\_\_\_ Email/Phone / Class website \_\_\_\_\_

### Course Description:

Area of emphasis (as applicable for focus courses)

### Learning Skills and Work Habits

*Responsibility, Organization, Independent Work, Collaboration, Initiative, Self Regulation*

Learning skills and work habits will be intentionally taught, assessed and evaluated separately from curriculum. They are strong indicators of potential successes and difficulties. Parents can help students by supporting the use of these skills and consistent efforts to learn.

Learning Skills and Work Habits are reported on by E (Excellent), G (Good), S (Satisfactory) and N (Needs Improvement) on Progress Reports and Provincial Report Cards.

### Assessment and Evaluation:

The grade on a student's report card will involve teachers' professional judgement and interpretation of evidence using the achievement charts. The averaging of marks shall not be the *sole* determinant of a final grade.

Teachers will take all observations, conversations and products as evidence that students are learning the curriculum. This learning is more than just knowing the facts, it refers also to the ways students show their thinking, communicate their understanding and apply what they have learned through use of critical thinking and problem solving.

Teacher professional judgement will be informed by most consistent, more recent evidence of student learning based on *assessment for learning opportunities, achievement chart weighting, and assignments for evaluation* and support the determination of the final grade.

- 70 % of the final grade will be based on assessments and assignments for evaluations conducted throughout the course
- 30 % of the final grade will be based on rich assignments for evaluation in the form of written exams, demonstrations, performances, presentations and /or other methods of assessment suitable to the course content and administered toward the end of the course reflective of the achievement chart categories

### Homework

Homework is work that students do at home to practise learned skills, consolidate knowledge and skills, and/or prepare for the next class. Information collected through homework completion will be used as data to inform instruction.

### Late and Missed Assignments

Students will provide evidence of their learning within established timelines and recognize that there will be consequences for not completing work or submitting work late. The teacher will clearly indicate the due date for completion of an assignment. A missed *assignment for evaluation* is one that is not submitted or completed. Before an assignment can be considered missed:

- the student must be given an opportunity to explain the incompleteness
- students and parents have been informed of the late assignment and the consequences for a missed assignment.

**Assessment** is the process of gathering, from a variety of sources, information that accurately reflects how well a student is achieving the curriculum expectations in a subject or course and the learning skills and work habits.

**Assessment for learning** is the ongoing process of gathering and interpreting evidence about student learning. The information gathered is used by teachers to adjust instruction and provide feedback and by students to focus their learning and next steps. Assessment for learning takes place while the student is still learning and serves to promote learning.

**Evaluation** is the process of judging the quality of student learning on the basis of established criteria and assigning a value to represent that quality. Evaluation is based on assessments of learning that provide data on student achievement.

**An assignment for evaluation** is used to evaluate student learning. Most assignments for evaluation are rich performance tasks, demonstrations, projects or essays. Assignments for evaluation will be instructed and worked on in class with ongoing descriptive feedback from the teacher; there could be times when assignments for evaluation are refined at home.

## Cheating and Plagiarism

All student evidence of learning must be his/her own, original work. Academic honesty is a cornerstone of student learning. Cheating and plagiarism are academic dishonesty; both are forms of lying and they are a serious academic offense. When a principal determines that a student has cheated or plagiarized, there will be a continuum of behavioural and academic responses and consequences based on the grade level of the student, the maturity of the student, the number and frequency of incidents and the individual circumstances of the student. For additional information about Cheating and Plagiarism see KPR's Assessment, Evaluation and Reporting Policy <http://kprcontentlibrary.kprdsb.ca:8080/docushare/dsweb/View/Collection-55>

### Overview of Study

## Course Code / Title: CO-OP

<b>Strands of Study</b> <i>(70 % of the final grade will be based on assessments and assignments for evaluations conducted throughout the course)</i>	<b>Distribution of Achievement Chart Categories</b> <i>(Knowledge &amp; Understanding, Thinking, Communication and Application)</i>	<b>Culminating Tasks and/or Exam</b> <i>(30 % of the final grade will be based on rich assignments for evaluations toward the end of the course reflective of the achievement chart categories.)</i>	<b>Distribution of Achievement Chart Categories for each culminating task and/or exam</b> <i>(Knowledge &amp; Understanding, Thinking, Communication and Application)</i>
<b>Pre-Placement</b> (related to Career Studies Achievement chart)  <b>Reflective Learning</b> (related to Career Studies Achievement chart)  <b>Personalized Placement Learning Plan</b> (related to Career Studies Achievement chart as well as the in-school related course)	Knowledge and Understanding <b>30%</b>  Thinking <b>20%</b>  Communication <b>20%</b>  Application <b>30%</b>		

## COMMON COURSE OUTLINE - ACHIEVEMENT CHARTS

### Guidance and Career Education, Grades 11 - 12

**Knowledge and Understanding - Subject-specific content acquired in each course (knowledge), and the comprehension of its meaning and significance (understanding).**

Knowledge of content (e.g., terminology, vocabulary, information)  
 Understanding of content (e.g., theories, concepts, skills, processes)

**Thinking - The use of critical and creative thinking skills and/or processes.**

Use of planning skills (e.g., focusing research, identifying a problem, locating and gathering information, organizing an inquiry)  
 Use of processing skills (e.g. analyzing, reflecting, integrating, synthesizing, evaluating, forming conclusions)  
 Use of critical/creative thinking processes (e.g. reading process, inquiry, decision making, research, problem solving)

**Communication - The conveying of meaning through various forms**

Expression and organization of ideas and information (e.g., clarity of expression, logical organization) in oral, visual and written forms (e.g., interviews, presentations, portfolios, graphic organizers, posters, letters, résumés, personal profiles, charts, reports, summaries)  
 Communication for different audiences (e.g., peers, employers, adults) and purposes (e.g., to inform, to persuade) in oral, visual, and written forms  
 Use of conventions (e.g., appropriate style and format for cover letters, applications, résumés, e-mails, journals, telephone calls) and of appropriate vocabulary and terminology in oral, visual and written forms

**Application - The use of knowledge and skills to make connections within and between various contexts**

Application of knowledge and skills (e.g., in the areas of personal management, interpersonal relations, learning, and technology, goal setting, planning) in familiar contexts  
 Transfer of knowledge and skills (e.g., in the areas of personal management, interpersonal relations, learning technology, goal setting, planning) to new contexts  
 Making connections within and between various contexts (e.g., within and between disciplines; between learning in school and learning in the workplace; between different jobs within a workplace)