


General Cooperative Education


This course is designed to provide students with part-time work experience in various occupations combined with classroom instruction in their perspective fields of study. Emphasis is placed on skill development in personal career management and human relations. Critical thinking skills, oral and written communication skills are reinforced in this course through the use of business application projects. Work-based learning strategies appropriate for this course are service learning, field trips, and job shadowing, internships and apprenticeships. Simulations, projects, teamwork, DECA and FBLA leadership activities, meetings, conferences, and competition provide opportunities for application of instructional competencies.


Prerequisite: None

Table of Contents

Louisiana Related Content Standards	2
Content Guideline	
Workplace Readiness—Problem Solving	5
Workplace Readiness—Teamwork	5
Workplace Readiness—Self-Management	5
Planning Your Future	6
Conducting a Job Search	6
Employee Expectations	6
Human Relations	6
Communication Skills	7
Our Economic System	7
Budgeting	7
Banking Services	7
Paying Taxes	8
Safety in the Workplace	8
Working to Accomplish Specific Goals	8
Resources	6
Internet Sites	6

General Cooperative Education		Content Guideline																	
Louisiana Related Content Standards		Problem Solving	Teamwork	Self-Management	Planning Your Future	Conducting a Job Search	Employee Expectations	Human Relations	Communication Skills	Our Economic System	Budgeting	Banking Services	Paying Taxes	Safety in the Workplace	Working to Accomplish Specific Goals				
		Standard One: Research careers and apply skills needed for initial and continued employment.																	
a. Identify individual assets, interests, aptitudes, talents, and occupational abilities.				•	•														
b. Use available tools, including Internet technology, to research local, national, and global employment opportunities and qualifications.					•														
c. Select a career pathway, and complete a career plan.					•														
d. Begin a personal portfolio for employment purposes.					•	•													
e. Identify the steps to conduct a job search.					•	•													
f. Explain the job application process and complete an application form, compose a resume, and write a letter of application.						•													
g. Apply and interview for a job.						•													
h. Apply appropriate follow-up after job interview.						•													
i. Identify and apply workplace skills (SCANS) to maintain successful employment.				•										•					
j. Evaluate various benefit packages.					•	•	•				•		•						
k. Identify and define employee rights and responsibilities and review legal aspects of employment.		•												•					
l. Relate lifelong learning to employment.				•	•		•												
m. Define work ethics and professionalism.					•		•							•					
Standard Two: Develop attitudes, procedures, and skills necessary to function effectively in a variety of work situations.																			
a. Select and utilize equipment and technology appropriate for successfully completing various tasks.			•	•				•											
b. Compose and produce a variety of job- related documents using correct grammar, punctuation, and format with current and emerging technology.								•											

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		c. Use appropriate resources as needed for decision-making and problem solving.	•	•						•							
d. Demonstrate appropriate personal qualities and work ethics.								•									
e. Demonstrate effective interpersonal skills.								•									
f. Demonstrate responsible work ethics and business etiquette.								•									
g. Apply positive attitudes and communications skills.								•									
h. Recognize privacy issue in the business environment.								•									
i. Understand the consequences of unethical conduct								•									
j. Demonstrate procedures for treating coworkers fairly.		•						•									
k. Develop skills needed to maintain effective working relationships.		•						•									
l. Demonstrate characteristics for working effectively in teams.		•						•									
m. Understand strategies for adapting to change.				•				•						•			
Standard Three: Use appropriate communication skills to communicate in the working environment.																	
a. Improve listening, comprehension, vocabulary, reading, and analytical skills.									•								
b. Demonstrate ability to use oral and interpersonal communications skills effectively.									•								
c. Apply standard rules of grammar and usage.									•								
d. Improve mechanics of writing to include: capitalization, number usage, punctuation, spelling, and proofreading.									•								
e. Demonstrate effective oral and written communication skills.									•								
f. Recognize barriers to effective communication.									•								

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		g. Demonstrate proficiency in communication on a professional level.									•						
Standard Four: Understand the American business system in order to function as a productive citizen, consumer and worker.																	
a. Explore and describe basic economic concepts and their applications.										•		•	•				
b. Analyze business career opportunities, and formulate a career plan.										•							
c. Identify consumer rights and responsibilities of consumer credit.				•						•		•					
d. Describe financial institutions, and interpret banking services.										•		•					
e. Discuss protection from different types of economic loss.										•	•						
f. Explain and apply the concepts of financial management to personal and business situations.										•	•	•					
Standard Five: Demonstrate the ability to maintain business and personal records.																	
a. Maintain personal records for financial planning, banking, and taxes.							•				•		•				
b. Compute personal payroll and calculate personal business expenses.							•				•		•				
Standard Six: Apply math computational and problem-solving skills in personal, business, and consumer applications.																	
a. Demonstrate competency in fundamental calculations using whole numbers, fractions, decimals, and percents.											•		•				
b. Apply fundamental knowledge to assorted business and personal financial situations.											•		•				
c. Use manual and electronic methods to perform calculations.											•		•				
d. Apply mathematical concepts to business and personal financial situations such as payroll, budget, and income tax.											•		•				
e. Solve problems presented in narrative and unarranged form.		•	•								•		•				

General Cooperative Education Content Guideline

(The student will be able to. . .)

Unit One

Workplace Readiness – Problem Solving

1. Identify three factors that create a need for employee problem solving.
2. Examine and discuss the effects of problem solving skills to employers.
3. Examine and discuss the effects of problem solving skills to employees.
4. List and explain the problem-solving steps.
5. Define and explain terminology related to problem solving.

Unit Two

Workplace Readiness – Teamwork

1. Define and explain terminology related to teamwork.
2. Discuss the difference between change and revolution.
3. Compare/contrast types of teams in the workplace.
4. Demonstrate the ability to be a good team member.
5. Explain the advantages of teamwork in the workplace.
6. Document the stages in the growth of a team.
7. Analyze the characteristics of an effective team.
8. To brainstorm.
9. Examine and summarize the importance of setting and achieving goals.
10. List and explain skills.
 - a. Task
 - b. Process
11. Identify and discuss types of behaviors that promote teamwork.
12. Explain the importance of communication to effective teamwork.
13. Describe and explain behaviors that inhibit effective teamwork.
14. Analyze the importance of recognizing and accepting diversity in the workplace.
15. Analyze the five-step approach to resolving conflict.

Unit Three

Workplace Readiness – Self-Management

1. Define and explain terminology related to self-management.
2. Identify and demonstrate competencies and skills needed in the changing workplace.
3. Compare and contrast traditional workplaces and high-performance workplaces.
4. Analyze the connections between taking responsibility and success on the job.
5. Identify and discuss ways to evaluate and improve work performance.
6. Explain the personal and organizational consequences of meeting or failing to meet performance requirements.

7. Apply problem-solving steps to a situation.
8. Identify and explain the importance of taking responsibility for personal transitions.
9. Assess the importance of work values to job success.

Unit Four

Planning Your Future

1. Define and explain terms related to planning our future.
2. Relate work choices to one's lifestyle.
3. Investigate and explain the importance of work.
4. Explain the importance of planning for a career.
5. Explore and discuss personal choices that influence career planning.
6. Examine interests and preferences in relation to career planning.
7. Identify personal aptitude, abilities, and personality type.
8. Prepare a written career plan with specific and realistic goals.

Unit Five

Conducting a Job Search

1. Define and explain terms associated with a job search.
2. Explore and discuss sources of job leads.
3. Complete job application forms.
4. Write a letter of application.
5. Prepare a resume.
6. Demonstrate interviewing skills.
7. Write a follow-up letter.

Unit Six

Employee Expectations

1. Define and explain terms related to employee expectations.
2. Classify types of payment made to employees.
3. Describe and discuss employee expectations from employers.
4. Discuss job evaluations and their purpose.
5. List and explain examples of fringe benefits.
6. Explain employer expectations from employee.

Unit Seven

Human Relations

1. Define and explain terms related to human relations.
2. Consider and discuss the importance of a positive attitude.
3. Demonstrate examples of cooperativeness, honesty, and initiative on the job.
4. Display the value of willingness to learn and following directions.
5. Exemplify and demonstrate the importance of enthusiasm, ability to accept criticism, and loyalty.

6. Explain the importance of getting along with coworkers.
7. Explain factors that contribute to good relationships with coworkers.

Unit Eight

Communication Skills

1. Define and explain terms related to communication skills.
2. Demonstrate the four primary communication skills.
3. Examine purposes in speaking.
4. Demonstrate the ability to speak well.
5. Demonstrate the ability to listen effectively.
6. Review the basic forms of written communication used in business.
7. Assess the importance of good reading skills.

Unit Nine

Our Economic System

1. Define and explain terms related to our economic system.
2. Identify and discuss characteristics of a free enterprise system.
3. Describe the roles of consumers and producers.
4. Analyze factors that affect prices.
5. List and explain areas of government regulations of business.
6. Outline the role of the federal reserve system.
7. Explore the ideas and concepts of a labor union.

Unit Ten

Budgeting

1. Define and explain terms related to budgeting.
2. Evaluate the value of budgeting.
3. List the steps involved in preparing a budget.
4. Demonstrate the importance of financial responsibility.
5. Describe and explain the effects of inflation and deflation.

Unit Eleven

Banking Services

1. Define and explain terms related to banking.
2. Determine the advantages of banking.
3. Identify and discuss types of savings plans.
4. State reasons for opening a checking account.
5. Demonstrate opening a checking account.
6. Demonstrate the procedure for writing checks.
7. Demonstrate the procedure for completing a deposit slip.

Unit Twelve

Paying Taxes

1. Define and explain terms related to taxes.
2. Classify ways taxes are spent.
3. Examine and discuss three types of federal income tax returns.
4. Complete a 1040 EZ.
5. Complete a Louisiana State Income Tax Return.
6. Analyze types of Social Security benefits.
7. List and discuss examples of situations for which individuals would be entitled to unemployment benefits.

Unit Thirteen

Safety in the Workplace

1. Define and explain terms related to safety.
2. Determine where accidents occur.
3. Explore the causes of accidents.
4. Identify ways to prevent accidents.
5. Discuss the roles of OSHA and EPA.
6. Demonstrate basic first aid procedures.

Unit Fourteen

Working to Accomplish Specific Goals

Each student in the General Cooperative Education class should have a training plan designed specifically for them. This plan shall be specific to the student's job. The plan shall include:

1. their training agreement, listing those tasks the student will be expected to perform, and
2. an educational component (lesson plans) displaying educational activities that will reinforce and compliment the learning the student will acquire on the job.

Resources

Curriculum Content Framework: GENERAL COOPERATIVE EDUCATION

Samson, Harland E. and Little, Wayne G. *Retail Merchandising Consumer Goods and Services* 11th Edition. South-Western Publishing Company. 1993

Oliverio, Mary Ellen et al. *The Office Procedure and Technology*. South-Western Educational Publishing. 1998

Internet Sites

www.NCPUBLICSchools.org. Curriculum guides and information on career and technical education, 2002.

www.marketing.glenco.com