

# Cooperative Education Overview

Content Area: **Computer Science & Business**  
Course(s): **COOPERATIVE TRADE/OFFICE**  
Time Period:  
Length: **90 Days**  
Status: **Published**

## Cover

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### EAST BRUNSWICK PUBLIC SCHOOLS

East Brunswick New Jersey

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Course Adoption: 4/21/1986

Curriculum Adoption: 4/21/1986

Date of Last Revision Adoption: 9/1/2017

## Course Overview

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## COURSE DESCRIPTION

Cooperative Education is a half year or a full-year course that enables students to gain school credit and experience real-world employment. Students take as many courses as needed and can be dismissed from school early to go to their workstations. Students will meet in class daily, and topic include real-life topics; including, applications, interviews, resumes, online banking, mortgages and many other areas that students will find extremely useful while in high school and after graduation. Students taking the Cooperative Education class will earn 7.5 credits after Semester 1 and another 7.5 credits after Semester 2.

Cooperative Education gives East Brunswick High School students who are 16 or older the opportunity to have part-time jobs that suit their aptitudes, interests and career choices. The students attend school in the morning for a minimum of five periods a day and work for standard wages in the afternoon for a minimum of 15 hours a week. The classroom and workstation are closely integrated, each reinforcing the other. Cooperating employers are carefully selected to provide the most up-to-date training available. The State Department of Education, in cooperation with the State Department of Labor, has established criteria that a prospective employer must meet to qualify. Students may choose cooperative education as a means of earning and saving money for college or for learning a skill that leads directly to employment after high school.

## COURSE SCOPE AND SEQUENCE

Sequential Unit Description	Associated CPI's to be Achieved	Other Pacing Guide References	Proficiency (Summative) Assessments
Unit 1 Finding a Job			- Filling out an Application
· Finding and Applying for a Job			- Mock interviews
Online applications	CRP1, CRP2, CRP3, CRP4, CRP5, CRP6, CRP7 CRP8, CRP9, CRP10, CRP11, CRP12, 9.2.8.B.6, 9.2.8.B.7, 9.3.12.BM.1, 9.3.12.BM.2, 9.3.12.BM.3, 9.3.12.BM.4, 9.3.12.BM.5, 9.3.12.BM.6, 9.3.12.BM-BIM.1-5, 9.3.21.BM-MGT.1, 9.3.12.BM-MGT.2, 9.3.IT.1	26	- Dressing for an Interview
Following up after interviews			- Computer Applications
How to dress for an interview.			- What to do after an interview
Mock Interviews			- Letter of a Job
· Interviewing			- Termination Letters
· Showing up for an Interview			- Worksheet-teacher developed
· After an Interview			- Projects
· Exploring the World of Work			- Career surveys
· The Changing Workplace			
· Getting to know Yourself			

- Decision Making
- Setting Lifestyle Goals
- Researching Careers

- Business Plan
- Journal Entry
- Occupational Outlook Handbook
- Research Colleges and Trade Schools

Unit 2	CRP1, CRP2, CRP3, CRP4, CRP5, CRP6, CRP7 CRP8, CRP9, CRP10, CRP11, CRP12, 9.2.8.B.6,		- Classified ads
Safety on the job	9.2.8.B.7, 9.3.12.BM.1, 9.3.12.BM.2, 9.3.12.BM.3,	25	- Pamphlets from jobs.
Training on the job	9.3.12.BM.4, 9.3.12.BM.5, 9.3.12.BM.6,		- Worksheets
Places that can be considered unsafe	9.3.12.BM-BIM.1-5, 9.3.21.BM-MGT.1, 9.3.12.BM-MGT.2,		- Textbook
EPA and OSHA on the job	9.3.IT.1, 9.3.MN-HSE.1, 9.3.MN-HSE.2, 9.3.MN-HSE.3, 9.3.MN-HSE.4, 9.2.MN-HSE.5, 9.3.MN-HSE.6, 9.3.MN-HSE.7, 9.3.MN-Log.3, 9.3.MN-LOG.4, 9.3.MN-MIR.1, 9.3.MN-MIR.2, 9.3.MN-MIR.3, 9.3.MN-MIR.4, 9.3.MN-MIR.5, 9.3N-MIR.69.3.12.TD-HSE.1, 9.3.12.TD-HSE.2.		- OSHA Laws
When to fill out an accident report			- Fire Hazards
What doctors to go to when you fill out an accident report			- Taking care of each other
How to use a fire extinguisher			- Laws of a job
How to read the differences in fire extinguishers			- Sexual Harassment
Sexual Harassment on the job			- Consequences of not following laws
·			- Surveys of Personal Traits
·			- Group work on Leadership and teamwork/projects
UNIT 3	CRP1, CRP2, CRP3, CRP4, CRP5, CRP6, CRP7 CRP8, CRP9, CRP10, CRP11, CRP12, 9.2.8.B.6, 9.2.8.B.7,		
TAXES			-1040 EZ's
Taxes (Defined)		25	-Show W2/W4

Taxes deducted from your paychecks.	9.3.12.BM.1, 9.3.12.BM.2, 9.3.12.BM.3, 9.3.12.BM.4, 9.3.12.BM.5, 9.3.12.BM.6,	-Review pay stubs to show payments to taxes and Social Security
Social Security (FICA)	9.3.12.BM.5, 9.3.12.BM.6, 9.3.12.BM-BIM.1-5, 9.3.21.BM-MGT.1,	-Termination Letters
Federal	9.3.12.BM-MGT.2, 9.3.IT., 9.1.8.B.9,	-Worksheets to allow students to balance work/personal life
State		-Textbook to reinforce lessons.
Local (Property Taxes)		
Sales Tax		
Filing out a 1040		
W2 and W4 forms		
IRS		
Refunds versus Owing money to the IRS.		
Unit 4	NJCCS: CRP1, CRP2, CRP3, CRP4, CRP5, CRP6, CRP7 CRP8, CRP9,	-Mock interviews
Banking Services	CRP10, CRP11, 25 CRP12, 9.2.8.B.6, 9.2.8.B.7,	-Preparation of - Questions
Banking Services	9.3.12.BM.1, 9.3.12.BM.2, 9.3.12.BM.3,	-Place students in situations where they have to make decisions quickly.
On-line banking	9.3.12.BM.4, 9.3.12.BM.5, 9.3.12.BM.6,	-Re-evaluation of decision
Banks and the services a bank	9.3.12.BM-BIM.1-5, 9.3.21.BM-MGT.1,	-Make a schedule of all that needs to be

provides	9.3.12.BM-MGT.2, 9.3.IT., 9.3.12.FN- BNK.1, 9.3.12.FN- BNK.2, 9.3.12.FN- BNK.3, 9.3.12.FN- BNK.4, 9.3.12.FN- BNK.5, 9.3.12.FN- BNK.6, 9.3.12.FN- BNK.7, 9.1.2.B.4, 9.1.12.B.9,	completed.  -Re-evaluate schedule  -Why your job is important.  -How your job affects the economy.  -How your purchasing power affects the economy.
Interest Rates		
Applying for a loan		
Credit cards		
All types of loans		
Car/Mortgage/Personal Loan/ etc.		
Using Checks and Check Registers		
CD's		
Unit 5		
Insurance		
Insurance Policy	CRP1, CRP2, CRP3, CRP4, CRP5, CRP6, CRP7 CRP8, CRP9, CRP10, CRP11, CRP12, 9.2.8.B.6, 9.2.8.B.7,	-Use of computer lab for research  -Use of computer lab for training purposes
Policy Holder	9.3.12.BM.1, 9.3.12.BM.2, 9.3.12.BM.3,	-Worksheets for helping students to use time effectively
Deductibles	9.3.12.BM.4, 9.3.12.BM.5, 9.3.12.BM.6,	-Textbook work to reinforce lessons.
Different companies, different costs	9.3.12.BM-BIM.1-5, 9.3.21.BM-MGT.1, 9.3.12.BM-MGT.2, 9.3.IT., 9.1.12.G.1, 9.1.12.G.2, 9.1.12.G.3, 9.1.12.G.4, 9.1.12.G.5,	-Wall Street Journal to discuss our economic system  -Rights of the consumer
How to obtain insurance		

Various types of insurance available 9.1.12.G.6,  
9.1.12.G.7.

Car insurance

Collision, Comprehensive and Liability

Homeowners Insurance

Renters Insurance

Insurance on important items

Unit 6

Credit

What is a credit score

How do you maintain your credit score

Experian, Equifax, Experian

Making Payments on Time

What Good Credit Can do for you

CRP1, CRP2, CRP3,  
CRP4, CRP5, CRP6,  
CRP7 CRP8, CRP9,  
CRP10, CRP11,  
CRP12, 9.2.8.B.6,  
9.2.8.B.7,  
9.3.12.BM.1,  
9.3.12.BM.2,  
9.3.12.BM.3,  
9.3.12.BM.4,  
9.3.12.BM.5,  
9.3.12.BM.6,  
9.3.12.BM-BIM.1-5, 25  
9.3.21.BM-MGT.1,  
9.3.12.BM-MGT.2,  
9.3.IT., 9.1.12.G.1,  
9.1.12.G.2,  
9.1.12.G.3,  
9.1.12.G.4,  
9.1.12.G.5,  
9.1.12.G.6,  
9.1.12.G.7.

- Creating a budget
- Re-evaluate budget
- Read credit reports
- Discuss credit score
- Opening a checking account
- How to keep a credit score up-to-date
- Worksheets and book work for insurance
- Social Security worksheets
- How to keep your job.
- Survey on whether it's time to change your job.

Jobs, doing credit checks before hiring

- Making a schedule for your job and personal time

How to mess up your credit score

- Mortgages
- Balance schedule for work, family and community life.

## Unit 7

Budgeting

CRP1, CRP2, CRP3, CRP4, CRP5, CRP6, CRP7 CRP8, CRP9, CRP10, CRP11,

What to do with the money you have earned.

CRP12, 9.2.8.B.6, 9.2.8.B.7,

Disposable Income

9.3.12.BM.1, 9.3.12.BM.2, 9.3.12.BM.3,

9.3.12.BM.4, 9.3.12.BM.5, 9.3.12.BM.6,

Emergency Fund

9.3.12.BM-BIM.1-5, 9.3.21.BM-MGT.1, 9.3.12.BM-MGT.2, 9.3.IT., 9.1.12.G.1,

What are the typical bills you will pay

9.1.12.G.2, 9.1.12.G.3, 9.1.12.G.4, 9.1.12.G.5, 9.1.12.G.6,

Creating a budget with a Savings and an Emergency Fund.

9.1.12.G.7.

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## CONTENT FOCUS AREA AND COURSE NAME

**Course Name: Cooperative Education #1433**

Course Number	School Numbers	Course Level	Grads(s)	Credits	Min. Per Week	Elective/Required	Initial Course Adopted
1433	050	S	11-12	7.50	630	E	04/21/1986

## Textbooks and Other Resources

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### Standards

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9.3.12.BM.1	Utilize mathematical concepts, skills and problem solving to obtain necessary information for decision-making in business.
9.3.12.BM.2	Describe laws, rules and regulations as they apply to effective business operations.
9.3.12.BM.3	Explore, develop and apply strategies for ensuring a successful business career.
9.3.12.BM.4	Identify, demonstrate and implement solutions in managing effective business customer relationships.
9.3.12.BM.5	Implement systems, strategies and techniques used to manage information in a business.
9.3.12.BM.6	Implement, monitor and evaluate business processes to ensure efficiency and quality results.
9.3.12.BM-BIM.1	Describe and follow laws and regulations affecting business operations and transactions.
9.3.12.BM-BIM.2	Plan, monitor, manage and maintain the use of financial resources to ensure a business's financial wellbeing.
9.3.12.BM-BIM.3	Access, evaluate and disseminate information for business decision making.
9.3.12.BM-BIM.4	Plan, monitor and manage day-to-day business activities to sustain continued business functioning.
9.3.12.BM-BIM.5	Plan, organize and manage an organization/department to achieve business goals.
9.3.12.BM-MGT.2	Access, evaluate and disseminate information for business decision making.
9.3.12.BM-MGT.3	Apply economic concepts fundamental to global business operations.
9.3.21.BM-MGT.1	Describe and follow laws and regulations affecting business operations and transactions.
12.9.3.MN-HSE.1	Demonstrate the safe use of manufacturing equipment.
12.9.3.MN-HSE.2	Develop safety plans for production processes that meet health, safety and environmental standards.
12.9.3.MN-HSE.3	Demonstrate a safety inspection process to assure a healthy and safe manufacturing environment.
12.9.3.MN-HSE.4	Evaluate a system of health, safety and/or environmental programs, projects, policies or procedures to determine compliance.
12.9.3.MN-HSE.5	Evaluate continuous improvement protocols and techniques in health, safety and/or environmental practices.
12.9.3.MN-HSE.6	Conduct job safety and health analysis for manufacturing jobs, equipment and processes.
12.9.3.MN-HSE.7	Develop the components of a training program based on environmental health and safety regulations.
12.9.3.MN-MIR.1	Demonstrate maintenance skills and proficient operation of equipment to maximize manufacturing performance.
12.9.3.MN-MIR.2	Demonstrate the safe use of manufacturing equipment to ensure a safe and healthy environment.
12.9.3.MN-MIR.3	Diagnose equipment problems and effectively repair manufacturing equipment.
12.9.3.MN-MIR.4	Investigate and employ techniques to maximize manufacturing equipment performance.



12.9.3.MN-MIR.5	Implement a preventative maintenance schedule to maintain manufacturing equipment, tools and workstations.
12.9.3.MN-MIR.6	Implement an effective, predictive and preventive manufacturing equipment maintenance program.
CAEP.9.2.12.C.1	Review career goals and determine steps necessary for attainment.
CAEP.9.2.12.C.2	Modify Personalized Student Learning Plans to support declared career goals.
CAEP.9.2.12.C.3	Identify transferable career skills and design alternate career plans.
CAEP.9.2.12.C.4	Analyze how economic conditions and societal changes influence employment trends and future education.
CAEP.9.2.12.C.5	Research career opportunities in the United States and abroad that require knowledge of world languages and diverse cultures.
CAEP.9.2.12.C.6	Investigate entrepreneurship opportunities as options for career planning and identify the knowledge, skills, abilities, and resources required for owning and managing a business.
CAEP.9.2.12.C.7	Examine the professional, legal, and ethical responsibilities for both employers and employees in the global workplace.
CAEP.9.2.12.C.8	Assess the impact of litigation and court decisions on employment laws and practices.
CAEP.9.2.12.C.9	Analyze the correlation between personal and financial behavior and employability.

## **Grading and Evaluation Guidelines**

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### **GRADING PROCEDURES**

In terms of proficiency level the East Brunswick grades equate to:

- A    Excellent - Advanced Proficient
- B    Good Above Average - Proficient
- C    Fair - Proficient
- D    Poor - Minimally proficient
- F    Failing - Partially Proficient

### **COURSE EVALUATION**

Each quarter students will be evaluated with tests and programming assignments using a total point basis to determine the quarter average. The semester/course average will be a weighted average of the 2 quarter averages (40% each) and a final exam (20%); in a full year course, each quarter is worth 20% of a student's final grade and each exam (midterm & final) is worth 10% of the student's final grade.

Course achievement will be evaluated based on the percent of all pupils who achieve the minimum level of proficiency (final average grade) in the course. Student achievement levels above minimum proficiency will also be reported. Final grades, and where relevant mid-term and final exams, will be analyzed by staff for the total cohort and for sub-groups of students to determine course areas requiring greater support or

modification.)

## Other Details

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### **22153 Diversified Occupations**

Diversified Occupations courses help students enter the workforce through career exploration, job search and application, and the development of positive work attitudes and work-related skills. These courses typically cover such topics as career planning and selection, money management, communication skills, interpersonal business relationships and behaviors, and personal responsibility. Employment may be a required component of these courses, or students may be required to enroll concurrently in a work experience course.

### **22998 Miscellaneous—Workplace Experience**

Miscellaneous—Workplace Experience courses provide students with work experience in a field related to their interests. Goals are typically set cooperatively by the student, teacher, and employer (although students are not necessarily paid). These courses may include classroom activities as well, involving further study of the field or discussion regarding experiences that students encounter in the workplace. Note: if the particular subject area is known, use the code associated with the Workplace Experience course within that subject area.