Unit 5: Business Organizations and Insurance

Content Area: **21st Century Life and Careers**
Course(s): **21st Century Life and Careers**
Time Period: **MayJun**
Length: **8 Weeks**
Status: **Published**

Title Section

Department of Curriculum and Instruction

Belleville Public Schools

Curriculum Guide

Unit 5: Business Organizations and Insurance

21st Century Life and Careers

Belleville Board of Education

102 Passaic Avenue

Belleville, NJ 07109

Prepared by: Gerard Fabiano

Dr. Richard Tomko, Superintendent of Schools

Mr. Thomas D'Elia, Director of Curriculum and Instruction

Ms. Diana Kelleher, District Supervisor of ELA/Social Studies

Mr. George Droste, District Supervisor of Math/Science

Board Approved: August 24, 2015

Board Approved Revision: August 22, 2016

Unit Overview

In Unit 5 21st Career Skills Students will cover the following topics:

Sole Proprietorship

Partnership

Corporations

Limited Liability

Legal & Tax issues

Franchising

Ways to become an entrepreneur

Licensing

NJSLS

CAEP.9.2.12.C	Career Preparation
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.

Exit Skills

By the End of Unit 5: Business Organizations and Insurance students will be able to...

1. Understand how economic conditions impact how a business is run.

2. Have the ability to understand the teading of economic conditions influences business decisions.

3. Understand governmental regulations force business owners to adapt.

4. Understand global economic conditions impact business owners on every level.

5. Comprehend that business owners are required to pay employer taxes.

6. Understand that every employee has specific rights which protect them in the workplace

7. Understand how insurance rates will differ based on a varied of factors

8. Define the 3 main types of business ownership.

9. Identify the advantages and disadvantages of each method of ownership.

10. Examine and identify the parts of a partnership agreement.

11. Explore reasons for starting a franchise.

12. Describe the types of businesses that are conducive to each type of ownership.

13. Describe the steps necessary to create each type of business ownership.

14. Analyze the risks of business ownership. 8. Identify laws that business owners must follow.

15. Explain the advantages and disadvantages of starting a family business.

16. Explain the steps in purchasing an existing business.

17. Explain the advantages and disadvantages of purchasing an existing business.

18. Evaluate the different legal forms for a business.

Enduring Understanding

1. Economic conditions impact how a business is run.

2. Reading of economic conditions influences business decisions.

3. Governmental regulations force business owners to adapt.

4. Global economic conditions impact business owners on every level.

5. Business owners are required to pay employer taxes.

6. Every employee has specific rights which protect them in the workplace

7. The factors and rates of different types of insurance

Essential Questions

1. What are the main forms of business ownership?

2. Why does an entrepreneur choose one form of ownership over another?

3. How does a potential entrepreneur find businesses for sale?

4. What would cause someone to start a franchise over starting a business from scratch?

5. What are the advantages and disadvantages to purchasing an existing business?

6. What are the advantages and disadvantages to starting a family business?

7. What are the advantages and disadvantages to starting a franchise?

8. What are the advantages and disadvantages to starting your own business?

9. How does an entrepreneur decide on which form of business ownership fits them best?

10. What tax advantages exist for corporations? 11. How do entrepreneurs protect their assets?

Learning Objectives

Students will be able to:

1. Define the 3 main types of business ownership.

2. Identify the advantages and disadvantages of each method of ownership.

3. Examine and identify the parts of a partnership agreement.

4. Explore reasons for starting a franchise.

5. Describe the types of businesses that are conducive to each type of ownership.

6. Describe the steps necessary to create each type of business ownership.

7. Analyze the risks of business ownership.

8. Identify laws that business owners must follow.

9. Explain the advantages and disadvantages of starting a family business.

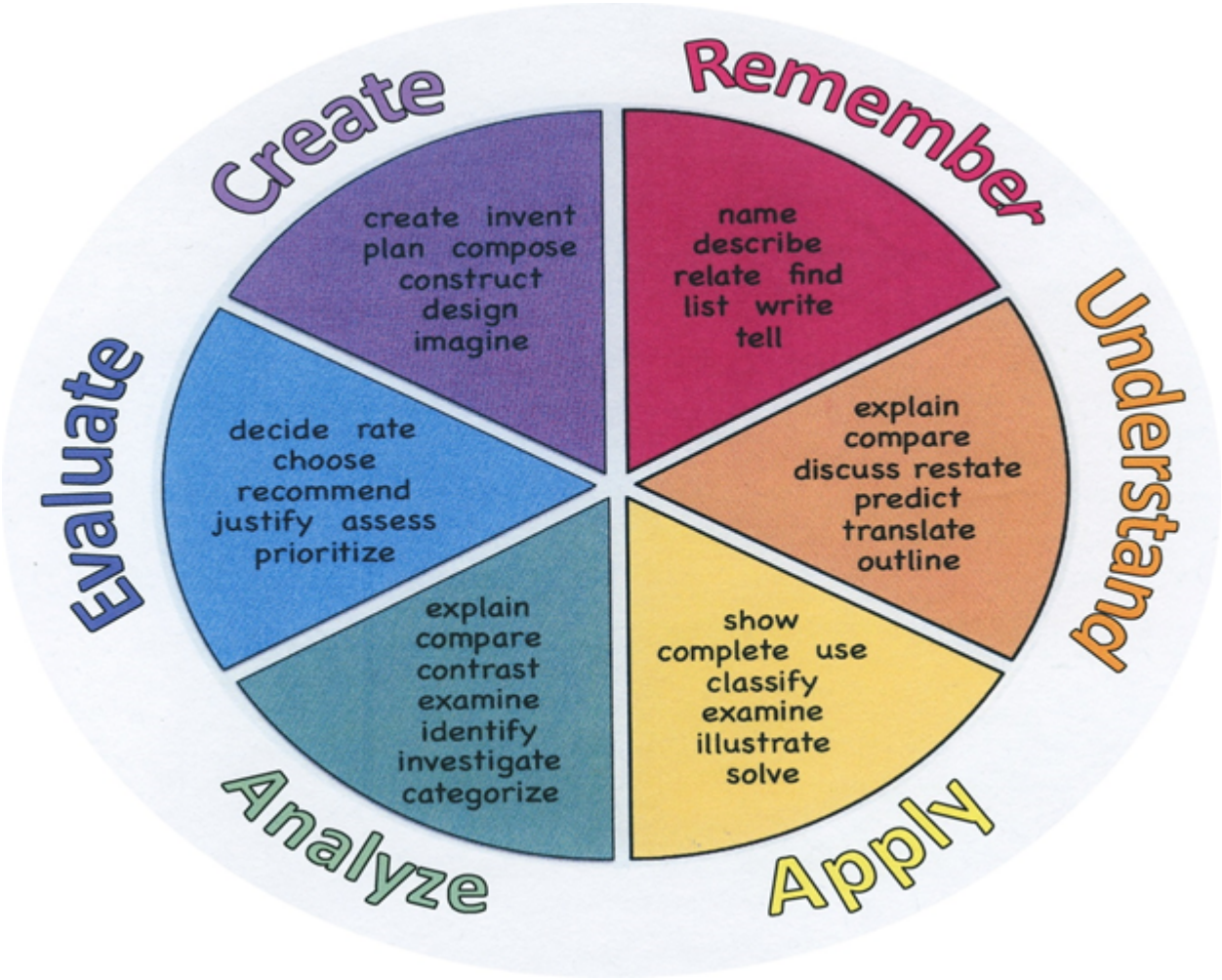
10. Explain the steps in purchasing an existing business.

11. Explain the advantages and disadvantages of purchasing an existing business.

12. Evaluate the different legal forms for a business.

Remember	Understand	Apply	Analyze	Evaluate	Create
Choose	Classify	Choose	Categorize	Appraise	Combine
Describe	Defend	Dramatize	Classify	Judge	Compose
Define	Demonstrate	Explain	Compare	Criticize	Construct
Label	Distinguish	Generalize	Differentiate	Defend	Design
List	Explain	Judge	Distinguish	Compare	Develop
Locate	Express	Organize	Identify	Assess	Formulate
Match	Extend	Paint	Infer	Conclude	Hypothesize
Memorize	Give Examples	Prepare	Point out	Contrast	Invent
Name	Illustrate	Produce	Select	Critique	Make
Omit	Indicate	Select	Subdivide	Determine	Originate
Recite	Interrelate	Show	Survey	Grade	Organize
Select	Interpret	Sketch	Arrange	Justify	Plan
State	Infer	Solve	Breakdown	Measure	Produce
Count	Match	Use	Combine	Rank	Role Play
Draw	Paraphrase	Add	Detect	Rate	Drive
Outline	Represent	Calculate	Diagram	Support	Devise
Point	Restate	Change	Discriminate	Test	Generate
Quote	Rewrite	Classify	Illustrate		Integrate
Recall	Select	Complete	Outline		Prescribe

Recognize Repeat Reproduce	Show Summarize Tell Translate Associate Compute Convert Discuss Estimate Extrapolate Generalize Predict	Compute Discover Divide Examine Graph Interpolate Manipulate Modify Operate Subtract	Point out Separate		Propose Reconstruct Revise Rewrite Transform



Interdisciplinary Connections

Please list all and any cross-curricular content standards that link to this Unit.

MA.S-ID	Interpreting Categorical and Quantitative Data
LA.RH.9-10	Reading History and Social Studies

MA.S-ID.A	Summarize, represent, and interpret data on a single count or measurement variable
LA.RH.9-10.1	Accurately cite strong and thorough textual evidence, to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.
MA.S-ID.A.1	Represent data with plots on the real number line (dot plots, histograms, and box plots).
LA.RH.9-10.4	Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history and the social sciences; analyze the cumulative impact of specific word choices on meaning and tone.
LA.RH.9-10.5	Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.
LA.RH.9-10.6	Compare the point of view of two or more authors in regards to how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.
MA.S-IC.A.1	Understand statistics as a process for making inferences about population parameters based on a random sample from that population.
MA.S-IC.A.2	Decide if a specified model is consistent with results from a given data-generating process, e.g., using simulation.
MA.S-IC.B	Make inferences and justify conclusions from sample surveys, experiments, and observational studies
LA.RST.9-10.5	Analyze the relationships among concepts in a text, including relationships among key terms (e.g., force, friction, reaction force, energy).
SOC.6.1.12	U.S. History: America in the World: All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.

Alignment to 21st Century Skills & Technology

Key SUBJECTS AND 21st CENTURY THEMES

Mastery of key subjects and 21st century themes is essential for all students in the 21stcentury.

Key subjects include:

- English, reading or language arts
- World languages
- Arts
- Mathematics
- Economics
- Science
- Geography
- History
- Government and Civics

21st Century/Interdisciplinary Themes

- Civic Literacy
- Environmental Literacy
- Financial, Economic, Business and Entrepreneurial Literacy
- Global Awareness
- Health Literacy

21st Century Skills

- Communication and Collaboration
- Creativity and Innovation
- Critical thinking and Problem Solving
- ICT (Information, Communications and Technology) Literacy
- Information Literacy
- Life and Career Skills
- Media Literacy

Technology Infusion

Computer

Computer Hardware

SmartBoard

Internet

Google Accounts

Server

Online tools



Differentiation

As a Reminder:

The basis of good differentiation in a lesson lies in differentiating by content, process, and/or product.

Resources:

- NJDOE: Instructional Supports and Scaffolds for Success in Implementing the Common Core State Standards http://www.state.nj.us/education/modelcurriculum/success/math/k2/

Special Education

- printed copy of board work/notes provided
- additional time for skill mastery
- assistive technology
- behavior management plan
- Center-Based Instruction
- check work frequently for understanding
- computer or electronic device utilizes
- extended time on tests/ quizzes
- have student repeat directions to check for understanding
- highlighted text visual presentation
- modified assignment format
- modified test content
- modified test format
- modified test length
- multi-sensory presentation
- multiple test sessions
- preferential seating
- preview of content, concepts, and vocabulary
- reduced/shortened reading assignments
- Reduced/shortened written assignments
- secure attention before giving instruction/directions
- shortened assignments
- student working with an assigned partner
- teacher initiated weekly assignment sheet
- Use open book, study guides, test prototypes

ELL

- teaching key aspects of a topic. Eliminate nonessential information

- using videos, illustrations, pictures, and drawings to explain or clarif
- allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slide shows, videos, etc.) to demonstrate student's learning;
- allowing students to correct errors (looking for understanding)
- allowing the use of note cards or open-book during testing
- decreasing the amount of workpresented or required
- having peers take notes or providing a copy of the teacher's notes
- modifying tests to reflect selected objectives
- providing study guides
- reducing or omitting lengthy outside reading assignments
- reducing the number of answer choices on a multiple choice test
- tutoring by peers
- using computer word processing spell check and grammar check features
- using true/false, matching, or fill in the blank tests in lieu of essay tests

Intervention Strategies

- allowing students to correct errors (looking for understanding)
- teaching key aspects of a topic. Eliminate nonessential information
- allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slide shows, videos, etc.) to demonstrate student's learning
- allowing students to select from given choices
- allowing the use of note cards or open-book during testing
- collaborating (general education teacher and specialist) to modify vocabulary, omit or modify items to reflect objectives for the student, eliminate sections of the test, and determine how the grade will be determined prior to giving the test.
- decreasing the amount of workpresented or required
- having peers take notes or providing a copy of the teacher's notes
- marking students' correct and acceptable work, not the mistakes
- modifying tests to reflect selected objectives
- providing study guides
- reducing or omitting lengthy outside reading assignments
- reducing the number of answer choices on a multiple choice test
- tutoring by peers
- using authentic assessments with real-life problem-solving
- using true/false, matching, or fill in the blank tests in lieu of essay tests
- using videos, illustrations, pictures, and drawings to explain or clarify

Evidence of Student Learning-CFU's

Please list ways educators may effectively check for understanding in this secion.

- Admit Tickets
- Anticipation Guide
- Common benchmarks
- Compare & Contrast
- Create a Multimedia Poster
- Define
- Describe
- Evaluate
- Evaluation rubrics
- Exit Tickets
- Explaining
- Fist- to-Five or Thumb-Ometer
- Illustration
- Journals
- KWL Chart
- Newspaper Headline
- Outline
- Question Stems
- Quickwrite
- Quizzes
- Red Light, Green Light
- Self- assessments
- Socratic Seminar
- Study Guide
- Teacher Observation Checklist
- Think, Pair, Share
- Think, Write, Pair, Share
- Top 10 List
- Unit tests

Primary Resources

Text Book- Working 5e -Career Exploration, Personal Finance, Leadership, Independent Living- Bailey

Computer/Email Log in Google Accounts

Media Center

Online Articles/Websites

Ancillary Resources

Youtube Training Videos

Scholarly Articles with personailty charts/careers

Insurance guidlines sites/ Google Document Add-ons

Sample Lesson

One Lesson per Curriculum must bein this lesson plan template. I.e. one lesson in one unit

Unit Name:

NJSLS:

Interdisciplinary Connection:

Statement of Objective:

Anticipatory Set/Do Now:

Learning Activity:

Student Assessment/CFU's:

Materials:

21st Century Themes and Skills:

Differentiation/Modifications:

Integration of Technology: