



## FOUNDATION SKILLS

**PATHWAY:** All Pathways  
**COURSE:** All CTAE Courses  
**UNIT 6.1:** Types of Business Ownership



## INTRODUCTION

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**Annotation:** Briefly describe the unit topics, tasks, methods, etc.

In this unit, students will learn about the different types of organizations and compare and contrast each. Students will be able to participate in a number of activities in which they can imagine themselves starting or becoming an owner of a business. To do so, students will need to understand the steps and work involved with becoming a business owner.

**Grade(s):**

X	9 <sup>th</sup>
X	10 <sup>th</sup>
X	11 <sup>th</sup>
X	12 <sup>th</sup>

**Time:** Six 50 minute periods.

**Author:** Katherine Hudson

**Students with Disabilities:**

For students with disabilities, the instructor should refer to the student's IEP to be sure that the accommodations specified are being provided. Instructors should also familiarize themselves with the provisions of Behavior Intervention Plans that may be part of a student's IEP. Frequent consultation with a student's special education instructor will be beneficial in providing appropriate differentiation.



## FOCUS STANDARDS

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**GPS Focus Standards:** Please list the standard and elements covered.

CTAE-FS-6 Systems: Learners understand a variety of organizational structures and functions.

**GPS Academic Standards:**

**National / Local Standards / Industry / ISTE:**

ESS05 Systems: Understand roles within teams, work units, departments, organizations, inter-organizational systems, and the larger environment. Identify how key organizational systems affect organizational performance and the quality of products and services. Understand global context of industries and careers.



## UNDERSTANDINGS & GOALS

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**Enduring Understandings:** Enduring understandings are statements summarizing important ideas and have lasting value beyond the classroom. They synthesize what students should understand – not just know.

Students will understand the different forms of business ownership and why one may be advantageous over others in specific situations.

**Essential Questions:** Essential questions probe for deeper meaning and understanding while fostering the development of critical thinking and problem-solving skills. Example: Why is life-long learning important in the modern workplace?

- What are the types of business ownership?
- What are the advantages and disadvantages of each type of ownership?
- What is a franchise and how does a person become part of a franchise?
- Why is it important to develop a business plan?

**Knowledge from this Unit:** Factual information.

- Students will define the types of business ownership.
- Students will compare and contrast different franchises.

**Skills from this Unit:** Performance.

- Students will be able to label businesses as a sole proprietorship, partnership, corporation, or franchise.
- Students will be able to complete a partnership agreement.
- Students will justify a structuring change and evaluate possible outcomes.



# ASSESSMENT(S)

**Assessment Method Type:** Select one or more of the following. Please consider the type(s) of differentiated instruction you will be using in the classroom.

- Pre-test
- Objective assessment - multiple-choice, true- false, etc.
  - Quizzes/Tests
  - Unit test
- Group project
- Individual project
- Self-assessment - May include practice quizzes, games, simulations, checklists, etc.
  - Self-check rubrics
  - Self-check during writing/planning process
  - Journal reflections on concepts, personal experiences and impact on one's life
  - Reflect on evaluations of work from teachers, business partners, and competition judges
  - Academic prompts
  - Practice quizzes/tests
- Subjective assessment/Informal observations
  - Essay tests
  - Observe students working with partners
  - Observe students role playing
- Peer-assessment
  - Peer editing & commentary of products/projects/presentations using rubrics
  - Peer editing and/or critiquing
- Dialogue and Discussion
  - Student/teacher conferences
  - Partner and small group discussions
  - Whole group discussions
  - Interaction with/feedback from community members/speakers and business partners
- Constructed Responses
  - Chart good reading/writing/listening/speaking habits
  - Application of skills to real-life situations/scenarios
- Post-test

**Assessment(s) Title:**

1. Partnership Agreement
2. Business Ownership Worksheet
3. Ownership Factors Worksheet
4. Structuring Change Activity
5. Interview a Business Owner
6. Business Ownership Quiz

**Assessment(s) Description/Directions:**

1. Go over the Partnership Agreement document with students. An optional activity would be to divide the class into groups of two and have each come up with their own partnership. Have each group fill out the Partnership Agreement form as if they were starting their own partnership.
2. Assign the Business Ownership Worksheet for classwork or homework. Ask students to define each vocabulary word.
3. Assign the Ownership Factors worksheet as individual work or go through each statement and answer as a class.
4. Divide students into three groups: partnership, corporation, or hybrid. Present the class with the T-shirt business scenario and ask them to answer the accompanying questions, with each group approaching the questions from their assigned ownership standpoint.
5. Ask students to interview a local business owner using the Interview a Business Owner questionnaire.
6. Evaluate students' knowledge by quizzing them on the types of organizations. An answer key for the quiz is provided as an attachment.

**Attachments for Assessment(s):** Please list.

Partnership Agreement

Business Ownership Worksheet

Ownership Factors Worksheet & Answer Key

Structuring Change & Answer Key

Interview a Business Owner

Business Ownership Quiz & Answer Key



## LEARNING EXPERIENCES

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**Instructional planning:** Include lessons, activities and other learning experiences in this section with a brief description of the activities to ensure student acquisition of the knowledge and skills addressed in the standards. Complete the sequence of instruction for each lesson/task in the unit.

### Sequence of Instruction

1. Identify the Standards. Standards should be posted in the classroom for each lesson.  
CTAE-FS-6 Systems: Learners understand a variety of organizational structures and functions.
2. Review Essential Questions.

- What are the types of business ownership?
- What are the advantages and disadvantages of each type of ownership?
- What is a franchise and how does a person become part of a franchise?

3. Identify and review the unit vocabulary.

Business Plan

Corporation

Franchise

Intermediaries

Limited liability

Manufacturers

Nonprofit

Partnership

Processors

Producer

Retailer

Service

Sole proprietorship

Stock

Unlimited liability

Wholesaler

4. Present the Forms of Business Ownership PowerPoint to the class and ask students to name local businesses that are sole proprietorships, partnerships, and corporations.

5. Assessment Activities

6. Divide students into groups of 3 or 4 for the franchising activity. The class will compare franchise opportunities and discuss the advantages and disadvantages of being part of a franchise versus owning your own business. Directions and rubric for this activity can be found in the Franchising document.

7. In either new groups or the groups used in the franchising activity, assign the Fast Food Franchise activity. Students will compare fast food franchises from a business prospective and investigate owning a franchise. Directions and rubric for this activity can be found in the Fast Food Franchise document.

**Attachments for Learning Experiences:** Please list.

Forms of Business Ownership PowerPoint

**Notes & Reflections:** May include notes to the teacher, pre-requisite knowledge & skills, suggestions, etc.



## CULMINATING PERFORMANCE TASK (Optional)

### Culminating Unit Performance Task Title:

1. Franchising Activity
2. Fast Food Franchise

### Culminating Unit Performance Task Description/Directions/Differentiated Instruction:

Worksheets and activities are self-explanatory; please see each worksheet and activity file for complete directions.

**Attachments for Culminating Performance Task:** Please list.

Grading of the worksheets should be based on the percentage of questions that a student answers correctly. Rubrics for Franchising and Fast Food Franchise are below.

### Franchising Activity Rubric:

<i>Performance Indicators</i>	<i>Yes</i> ✓	<i>No</i> ✓	<i>Comments</i>
<b>Job 1—Web Sites and Links</b>			
Accessed appropriate sites/links (teacher observation)			
<b>Job 2—Franchise Categories Research</b>			
Selected three (3) franchise categories to research			
<b>Job 3—Franchise Opportunities Profiles</b>			
Selected two (2) appropriate franchise opportunities from each category			
Created and printed profile for each of the selected companies that included: <ul style="list-style-type: none"><li>• Description of product/services offered</li></ul>			

<i>Performance Indicators</i>	<i>Yes</i> ✓	<i>No</i> ✓	<i>Comments</i>
<ul style="list-style-type: none"> <li>• Franchise fee</li> <li>• Start-up costs</li> <li>• Royalty fees</li> <li>• “Entrepreneurs Franchise 500” ranking</li> </ul>			
<b>Job 4—Graphs for Selected Franchises</b>			
Created appropriate graph to display franchise fee comparisons			
Created appropriate graph to display comparison of average start-up costs			
Formatted charts appropriately to include all necessary information			
<b>Job 5—Report on Selected Franchise Business</b>			
<p>Composed a report about the chosen franchise that included:</p> <ul style="list-style-type: none"> <li>• Description of products/services</li> <li>• Company background/history</li> <li>• Current number of franchises</li> <li>• Corporate information</li> <li>• Type of training offered</li> <li>• Qualifications required</li> <li>• Company logo and slogan</li> <li>• Advantages and disadvantages of owning a franchise</li> </ul>			
Formatted properly using MLA style			
<p>Created an error-free document</p> <ul style="list-style-type: none"> <li>• Demonstrated knowledge and use of correct grammar, spelling, punctuation, word usage, sentence structure, etc.</li> <li>• Proofread and corrected all typographical errors</li> </ul>			

<i>Performance Indicators</i>	<i>Yes</i> ✓	<i>No</i> ✓	<i>Comments</i>
<b>Job 6—Report on Advantages/Disadvantages of Owning a Franchise</b>			
Composed a one-page report that discussed: <ul style="list-style-type: none"> <li>• Advantages and disadvantages of purchasing a franchise versus starting own business <ul style="list-style-type: none"> <li>▪ Advantages and disadvantages of business ownership</li> </ul> </li> </ul>			
Formatted properly using MLA style			
Created an error-free document <ul style="list-style-type: none"> <li>• Demonstrated knowledge and use of correct grammar, spelling, punctuation, word usage, sentence structure, etc.</li> <li>• Proofread and corrected all typographical errors</li> </ul>			
<b>Work Habits (Teacher Observation)</b>			
Remained on task and on appropriate web sites			
Worked independently			
Completed assignment in allotted time			





## UNIT RESOURCES

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### Web Resources:

<http://www.franchise1.com/>  
<http://www.bison1.com/>  
<http://www.entrepreneurmag.com>

### Attachment(s):

### Materials & Equipment:

### What 21st Century Technology was used in this unit:

<input type="checkbox"/>	Slide Show Software	<input checked="" type="checkbox"/>	Graphing Software	<input type="checkbox"/>	Audio File(s)
<input type="checkbox"/>	Interactive Whiteboard	<input checked="" type="checkbox"/>	Calculator	<input type="checkbox"/>	Graphic Organizer
<input type="checkbox"/>	Student Response System	<input type="checkbox"/>	Desktop Publishing	<input type="checkbox"/>	Image File(s)
<input type="checkbox"/>	Web Design Software	<input type="checkbox"/>	Blog	<input type="checkbox"/>	Video
<input type="checkbox"/>	Animation Software	<input type="checkbox"/>	Wiki	<input type="checkbox"/>	Electronic Game or Puzzle Maker
<input type="checkbox"/>	Email	<input checked="" type="checkbox"/>	Website		