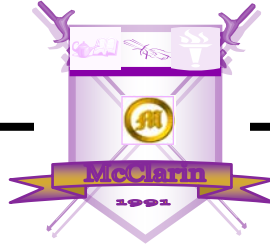


Frank McClarin High School
3605 Main Street
College Park, Georgia 30337
404-669-8080
404-669-8089 (FAX)

Anita Marie Lee, Principal
Shadelle Denson, Assistant Principal
Sabrina Richardson, Administrative Assistant

Stella Wilson, Counselor
Emory Fears, Counselor



INSURANCE AND RISK MANAGEMENT -- 07.42300 2008-2009 Course Outline

INSTRUCTOR:

Mr. Brinkley, Room 208
Phone: (404) 669-8080
email: Brinkley@fulton.k12.ga.us
Webpage: <http://www.fultonschools.org/teacher/brinkley/>

Department Mission Statement: To provide quality educational, technological, and career experiences that will allow our students to become lifelong learners. We believe that our students need to be aware and knowledgeable of the rapidly changing economic and social environment in order to develop the kind of attitudes based on truth, honor, and human dignity, and to attain competencies for making the greatest personal contribution to growth and progress in our society.

COURSE DESCRIPTION:

Using project-based instruction, students analyze risk management techniques from the viewpoints of those employed in the industry as well as from business owners seeking to meet risk management needs. Insurance products are evaluated in relation to cost and effectiveness. The importance of ethical practices is emphasized. Business partnerships with risk management companies, guest speakers, field trips, and work-based learning activities can be incorporated in this course. Mastery of standards through project-based learning and leadership development activities of Future Business Leaders of America (FBLA) will help prepare students with a competitive edge for the global marketplace.

PREREQUISITE(S):

Business Essentials

TEXT/SOFTWARE:

- Microsoft Office Suite & Internet Access

GOALS AND OBJECTIVES:

There are thirteen major units in this course. The GPS standards for each unit are listed below:

UNIT 1: RISK MANAGEMENT

BCS-IRM-1. Students will explain the principles of risk management and insurance.

- a. Examine the concept of risk and probability.
- b. Describe the historical development of insurance.
- c. Explain and illustrate how risk is determined, avoided, controlled, and transferred.
- d. Analyze risk management techniques.
- e. Distinguish between insurable and noninsurable risks and the concept of economic loss.
- f. Analyze the different types of insuring organizations and insurance products.
- g. Explain the items to be considered when selecting an insurance company: product, price, and company stability.
- h. Examine the role of the insurance commission.
- i. Explain the law of large numbers as it relates to insurance and risk management.

ACADEMIC STANDARDS:

SSEPF5. The student will describe how insurance and other risk-management strategies protect against financial loss.

ELA10RCA3. The student acquires new vocabulary in each content area and uses it correctly.

ELA10RC4. The student establishes a context for information acquired by reading across subject areas.

ELA10W3. The student uses research and technology to support writing.

ELA10LSV1. The student participates in student-to-teacher, student-to-student, and group verbal interactions.

UNIT 2: BUSINESS INSURANCE

BCS-IRM – 2. Students will identify risks present in business and the insurance needed to protect business.

- a. Determine different types of insurance coverage needed for business.
- b. Assess the effectiveness of insurance products in relation to cost.

ACADEMIC STANDARDS:

SSEPF5. The student will describe how insurance and other risk-management strategies protect against financial loss.

ELA10RC3. The student acquires new vocabulary in each content area and uses it correctly.

ELA10RC4. The student establishes a context for information acquired by reading across subject areas.

ELA10W3. The student uses research and technology to support writing.

ELA10LSV1. The student participates in student-to-teacher, student-to-student, and group verbal interactions.

MM2P1. Students will solve problems (using appropriate technology).

MM2P4. Students will make connections among mathematical ideas and to other disciplines.

UNIT 3: PRODUCT LIABILITY

BCS-IRM-3. Students will describe product liability in the business environment and ways to manage this risk.

- a. Investigate product liability and punitive damages cases in the business environment.
- b. Determine business insurance needs and ways to limit losses stemming from product liability.
- c. Evaluate the effect of lawsuits involving product liability and punitive damages.

ACADEMIC STANDARDS:

SSEPF5. The student will describe how insurance and other risk-management strategies protect against financial loss.

ELA10RC3. The student acquires new vocabulary in each content area and uses it correctly.

ELA10RC4. The student establishes a context for information acquired by reading across subject areas.

ELA10W3. The student uses research and technology to support writing.

ELA10LSV1. The student participates in student-to-teacher, student-to-student, and group verbal interactions.

UNIT 4: AUTOMOBILE INSURANCE

BCS-IRM-4. Students will describe the principles of automobile insurance and identify types of coverage and policy types available.

- a. Evaluate different types of automobile insurance coverage, including riders and endorsements.
- b. Determine the effect of various factors on insurance rates.
- c. Examine ways to reduce the cost of insurance.
- d. Examine an automobile insurance application.
- e. Review claim procedures.
- f. Identify reasons for policy cancellation.

ACADEMIC STANDARDS:

SSEPF5. The student will describe how insurance and other risk-management strategies protect against financial loss.

ELA10RC3. The student acquires new vocabulary in each content area and uses it correctly.

ELA10RC4. The student establishes a context for information acquired by reading across subject areas.

ELA10W3. The student uses research and technology to support writing.

ELA10LSV1. The student participates in student-to-teacher, student-to-student, and group verbal interactions.

UNIT 5: HOMEOWNER'S/RENTER'S INSURANCE

BCS-IRM-5. Students will describe the principles of homeowner's insurance and identify types of coverage and policy types available.

- a. Describe coverage common to most homeowner/renter/business property policies and explain how the amount of coverage needed is determined.
- b. Describe special coverage available.
- c. Explain variances in homeowner/renter/business property rates and determine how to obtain the best rates.
- d. Compare the difference between replacement and value coverage.
- e. Examine types of business and personal property coverage.
- f. Explain why business and personal property rates vary and how to obtain the best rates.
- g. Explain how to inventory and document all business and personal property and how to use riders and endorsements to cover specific needs.
- h. Assess the need for umbrella and excess liability coverage.
- i. Examine property insurance applications.
- j. Identify reasons for policy cancellation.

ACADEMIC STANDARDS:

SSEPF5. The student will describe how insurance and other risk-management strategies protect against financial loss.

ELA10RC3. The student acquires new vocabulary in each content area and uses it correctly.

ELA10RC4. The student establishes a context for information acquired by reading across subject areas.

ELA10W3. The student uses research and technology to support writing.

ELA10LSV1. The student participates in student-to-teacher, student-to-student, and group verbal interactions.

UNIT 6: HEALTH/MEDICAL INSURANCE

BCS-IRM-6. Students will describe the principles of health insurance and identify types of coverage and policy types available.

- a. Identify basic types of coverage offered by health insurance companies and describe different health/medical insurance plans.
- b. Identify the features of various health insurance policies.
- c. Define the responsibility of the insured for co-pay, deductible, and no covered medical expenses.
- d. Determine insurability and identify reasons for policy cancellation.
- e. Explain why health/medical insurance rates vary and how to obtain the best rates.
- f. Examine a health insurance claim form.
- g. Compare and contrast the services and the cost of employee health/medical insurance plans available for businesses.
- h. Identify how Medicaid, Medicare, and Medigap programs work.
- i. Describe the role of supplementary and transitional insurance (i.e., hospital indemnity, HIPAA, COBRA).

ACADEMIC STANDARDS:

SSEPF5. The student will describe how insurance and other risk-management strategies protect against financial loss.

ELA10RC3. The student acquires new vocabulary in each content area and uses it correctly.

ELA10RC4. The student establishes a context for information acquired by reading across subject areas.

ELA10W3. The student uses research and technology to support writing.

ELA10LSV1. The student participates in student-to-teacher, student-to-student, and group verbal interactions.

UNIT 7: LIFE INSURANCE

BCS-IRM-7. Students will describe the principles of life insurance and identify types of coverage and policy types available.

- a. Compare different types of life insurance programs and how to determine the best coverage.
- b. Explain why life insurance rates vary and how to obtain the best rates and enumerate common exclusions.
- c. Determine variables to consider when naming beneficiaries.
- d. Evaluate possible tax consequences for beneficiaries.
- e. Identify different life insurance settlement options.
- f. Identify reasons for policy cancellation.
- g. Describe mortgage protection insurance.
- h. Examine a life insurance application.

ACADEMIC STANDARDS:

SSEPF5. The student will describe how insurance and other risk-management strategies protect against financial loss.

ELA10RC3. The student acquires new vocabulary in each content area and uses it correctly.

ELA10RC4. The student establishes a context for information acquired by reading across subject areas.

ELA10W3. The student uses research and technology to support writing.

ELA10LSV1. The student participates in student-to-teacher, student-to-student, and group verbal interactions.

UNIT 8: DISABILITY INSURANCE

BCS-IRM-8. Students will describe the principles of disability insurance and identify types of coverage and policy types available.

- a. Explain the benefits of disability coverage.
- b. Describe disabling conditions that qualify for benefits.
- c. Explain why disability rates vary and how to obtain the best rates.
- d. Evaluate the role of Social Security in providing disability benefits.

ACADEMIC STANDARDS:

SSEPF5. The student will describe how insurance and other risk-management strategies protect against financial loss.

ELA10RC3. The student acquires new vocabulary in each content area and uses it correctly.

ELA10RC4. The student establishes a context for information acquired by reading across subject areas.

ELA10W3. The student uses research and technology to support writing.

ELA10LSV1. The student participates in student-to-teacher, student-to-student, and group verbal interactions.

UNIT 9: LONG-TERM CARE INSURANCE

BCS-IRM-9. Students will describe the principles of long-term care insurance and identify types of coverage and policy types available.

- a. Evaluate the need for long-term care insurance.
- b. Determine who should purchase long-term care insurance.
- c. Explain why long-term care insurance rates vary and how to obtain the best rates.
- d. Examine a long-term care insurance application.

ACADEMIC STANDARDS:

SSEPF5. The student will describe how insurance and other risk-management strategies protect against financial loss.

ELA10RC3. The student acquires new vocabulary in each content area and uses it correctly.

ELA10RC4. The student establishes a context for information acquired by reading across subject areas.

ELA10W3. The student uses research and technology to support writing.

ELA10LSV1. The student participates in student-to-teacher, student-to-student, and group verbal interactions.

UNIT 10: WORKPLACE RISK

BCS-IRM-10. Students will explain the purpose of worker's compensation insurance, its responsibility, and its benefits.

- a. Explain the role of workers compensation insurance.
- b. Explain the benefits of workers compensation insurance to policyholders.

BSC-IRM-11. Students will explain the purpose of unemployment insurance, its responsibility, and its benefits.

- a. Define unemployment insurance.
- b. Explain how state and federal legislation affect unemployment insurance.
- c. Explain the financial obligation of the employer as it pertains to unemployment insurance.

ACADEMIC STANDARDS:

SSEPF5. The student will describe how insurance and other risk-management strategies protect against financial loss.

- ELA10RC3. The student acquires new vocabulary in each content area and uses it correctly.*
- ELA10RC4. The student establishes a context for information acquired by reading across subject areas.*
- ELA10W3. The student uses research and technology to support writing.*
- ELA10LSV1. The student participates in student-to-teacher, student-to-student, and group verbal interactions.*

UNIT 11: OTHER TYPES OF INSURANCE

BCS-IRM-12. Students will identify other types of insurance in the industry and the risks the types protect.

- a. Explain the advantages of other types of insurance (i.e., identity theft, title, malpractice, and gap).
- b. Explain the disadvantages of other types of insurance (i.e., identity theft, title, malpractice, and gap).

ACADEMIC STANDARDS:

SSEPF5. The student will describe how insurance and other risk-management strategies protect against financial loss.

ELA10RC3. The student acquires new vocabulary in each content area and uses it correctly.

ELA10RC4. The student establishes a context for information acquired by reading across subject areas.

ELA10W3. The student uses research and technology to support writing.

ELA10LSV1. The student participates in student-to-teacher, student-to-student, and group verbal interactions.

UNIT 12: INSURANCE ETHICS AND INSURANCE FRAUD

BCS-IRM-13. Students will describe the ethical responsibilities of the insurance company, the agent, and the insured.

- a. Describe each of the four categories of regulations for insurance companies (i.e., financial condition of the insurer, standard provisions in contracts, licensing of companies and agents, and premium rates).
- b. Describe how the company and laws of the state regulate an agent.
- c. Describe the major rights and responsibilities of an insured (i.e., researching the policy and company, honesty in filing claims and applying for policies, maintaining state compulsory coverage, paying premiums on time, and protecting dependents).

BCS-IRM-14. Students will list different types of insurance fraud and explain how fraud affects policyholders.

- a. Describe the differences between internal and external fraud.
- b. List examples of internal and external fraud.
- c. Explain how to avoid insurance fraud.

ACADEMIC STANDARDS:

SSEPF5. The student will describe how insurance and other risk-management strategies protect against financial loss.

ELA10RC3. The student acquires new vocabulary in each content area and uses it correctly.

ELA10RC4. The student establishes a context for information acquired by reading across subject areas.

ELA10W3. The student uses research and technology to support writing.

ELA10LSV1. The student participates in student-to-teacher, student-to-student, and group verbal interactions.

UNIT 13: CAREERS IN INSURANCE

BCS-IRM-15. Students will identify three segments of insurance company operations and evaluate advantages to a career in the insurance industry.

- a. Describe careers in insurance underwriting (i.e., underwriter, management, and actuary).

- b. Describe careers in insurance marketing (i.e., independent agent, exclusive agent, direct writing, direct response, advertising, and management).
- c. Describe careers in insurance claims (i.e., adjuster and estimator).
- d. Identify advantages to a career in insurance (i.e., recognition, rewards, flexibility, challenge, variety, advancement).

ACADEMIC STANDARDS:

SSEPF5. The student will describe how insurance and other risk-management strategies protect against financial loss.

ELA10RC3. The student acquires new vocabulary in each content area and uses it correctly.

ELA10RC4. The student establishes a context for information acquired by reading across subject areas.

ELA10W3. The student uses research and technology to support writing.

ELA10LSV1. The student participates in student-to-teacher, student-to-student, and group verbal interactions.

CTAE Foundation Skills

The Foundation Skills for Career, Technical and Agricultural Education (CTAE) are critical competencies that students pursuing any career pathway should exhibit to be successful. As core standards for all career pathways in all program concentrations, these skills link career, technical and agricultural education to the state's academic performance standards. The CTAE Foundation Skills are aligned to the foundation of the U. S. Department of Education's 16 Career Clusters. Endorsed by the National Career Technical Education Foundation (NCTEF) and the National Association of State Directors of Career Technical Education Consortium (NASDCTEc), the foundation skills were developed from an analysis of all pathways in the sixteen occupational areas. These standards were identified and validated by a national advisory group of employers, secondary and postsecondary educators, labor associations, and other stakeholders. The Knowledge and Skills provide learners a broad foundation for managing lifelong learning and career transitions in a rapidly changing economy.

CTAE-FS-1 Technical Skills: Learners achieve technical content skills necessary to pursue the full range of careers for all pathways in the program concentration.

CTAE-FS-2 Academic Foundations: Learners achieve state academic standards at or above grade level.

CTAE-FS-3 Communications: Learners use various communication skills in expressing and interpreting information.

CTAE-FS-4 Problem Solving and Critical Thinking: Learners define and solve problems, and use problem-solving and improvement methods and tools.

CTAE-FS-5 Information Technology Applications: Learners use multiple information technology devices to access, organize, process, transmit, and communicate information.

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

CTAE-FS-7 Safety, Health and Environment: Learners employ safety, health and environmental management systems in corporations and comprehend their importance to organizational performance and regulatory compliance.

CTAE-FS-8 Leadership and Teamwork: Learners apply leadership and teamwork skills in collaborating with others to accomplish organizational goals and objectives.

CTAE-FS-9 Ethics and Legal Responsibilities: Learners commit to work ethics, behavior, and legal responsibilities in the workplace.

CTAE-FS-10 Career Development: Learners plan and manage academic-career plans and employment relations.

CTAE-FS-11 Entrepreneurship: Learners demonstrate understanding of concepts, processes, and behaviors associated with successful entrepreneurial performance.

ASSIGNMENTS/INSTRUCTIONS:

The student is to complete the following coursework in each of the assigned modules. A unit test/evaluation will be given after each unit. All materials pertaining to the course must remain in the classroom.

Units 1-13

1. Review Vocabulary Terms/Complete Vocabulary Assignment
2. Review Facts and Ideas for Each Unit
3. All Assigned Module Work
4. Internet Projects and Additional Assignments (if applicable)*

* The instructor reserves the right to assign additional coursework when deemed necessary.

Follow the same procedure for each chapter:

- Read all assigned activities for the unit
- Complete all assigned textbook work
- Complete all assignments in the module provided
- Review for test
- Take test

If you do not score 70% or better on the chapter test, you must retest to score 70% or better before going on to the next chapter

STUDENT EVALUATION PROCEDURES:

Textbook/Packet work	30%
Class Participation (Including Character Education)	25%
Tests	25%
Internet Projects	20%

GENERAL INFO:

This is a 60-day course. Failure to satisfactorily complete this course in the 60-day schedule will result in a failing grade for the course. Students who do not receive a passing grade for the course on the 60th day will be required to take the ENTIRE course over as a repeat course in order to receive credit. Students who are taking this course as a repeat course must complete all requirements within 60 days. Otherwise, the ENTIRE course must be retaken (as a repeater).

RECOVERY/MAKE-UP:

Per Fulton County Board of education:

1. Opportunities designed to allow students to recover from a low or failing cumulative grade will be allowed when all work required to date has been completed and the student has demonstrated a legitimate effort to meet all course requirements including attendance. Students should contact the teacher concerning recovery opportunities. Teachers are expected to establish a reasonable time period for recovery work to be completed during the semester. All recovery work must be directly related to course objectives and must be completed ten school days prior to the end of the semester.
2. Teachers will determine when and how students with extenuating circumstances may improve their grades.

* Students have an opportunity to come in before school and during the afternoon enrichment period to make up work. However, ALL REQUIREMENTS must be met within the 60-day period or the student will receive a failing grade (see above).

ATTENDANCE POLICY:

Students must attend class daily. Lack of daily attendance may result in failure of the course and/or withdrawal from McClarin High School.

CLASS RULES:

The following are a list of class rules that I expect you to follow in the classroom. Failure to adhere to these policies may result in a referral to the administration and/or failure of the class.

- Report to class on time every day
- Wear your school ID badge at all times. NO ID = NO ADMITTANCE TO CLASS!
- No sleeping in class → this will count as an absence!
- No electronic devices of any kind (including cell phones, radios, cd's, ipods, mp3 players, etc.)
- No improper use of the Internet
- No food (including candy)
- No drinks

I understand and agree to abide by the outline set forth for this course.

Student Signature