



BOE Approved 8/18

Cliffside Park Public Schools

GRADE: 11-12

SUBJECT: Accounting

Unit Name: Careers			
Duration: December			
Essential Questions	<ul style="list-style-type: none">• How do you record a deposit on a business check stub?• Why is it important to reconcile a business checking account?• How do I prove cash?• How do I show a loss		
Enduring Understandings	<p>Financial Reporting of Cash Control Systems</p> <ul style="list-style-type: none">• Prepare business papers related to using a checking account• Define accounting terms, concepts, and practices related to worksheets for service business proprietorships• Prepare business papers related to using a checking account• Reconcile a bank statement• Establish and replenish a petty cash fund		



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- Record selected transactions related to using checking accounts and petty cash funds
- Journalize transactions into a general journal
- Post from the general journal to a ledger
- Proof cash amounts at the conclusion of the ledger

Relevant Standards:

NJSLS: 9.3.12 Career Awareness, Exploration & Preparation
NJSLS: 9.1A; 9.2A; 9.2B; 9.2C 9.2E; 9.2F
Technology:

(i.e; NJSLS; NGSS)

Interdisciplinary Connections: ELA, Math, Social Studies, Science

Tier 2 Vocabulary: Analyze, Contrast, Compare, Demonstrate, Apply, Resume, Transactions

Tier 3 Vocabulary: Transactions, Journalizing, Debit, Ledger

Core Instructional Materials/Resources/Digital Tools

Websites- NJCAN, Almostrealproducts.com, Learndoearn.com, Schmoop.com
Text-Investigating Your Career, Jordan and Crews, 2013



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Sources

New Jersey Student Learning Standards (2016) - <http://www.state.nj.us/education/cccs/2016/math/standards.pdf>

New Jersey Student Learning Standards - Technology (2014) - <http://www.state.nj.us/education/cccs/2014/tech/8.p>

Career Ready Practices (2014) - <http://www.state.nj.us/education/cccs/2014/career/CareerReadyPractices.pdf>

Pearson enVision 2.0 (2016) - <https://www.pearsonrealize.com>

21st Century Themes and Skills:

(CRP /NJSLS Standards)

To apply the standards that apply copy and paste from the link.

12 Career Ready Practices follow the link below. NJSLS

<http://www.state.nj.us/education/cccs/2014/career/CareerReadyPractices.pdf> **CRP1.** Act as a responsible and contributing citizen and employee. **CRP2.** Apply appropriate academic and technical skills. **CRP3.** Attend to personal health and financial well-being. **CRP4.** Communicate clearly and effectively and with reason. **CRP5.** Consider the environmental, social and economic impacts of decisions. **CRP6.** Demonstrate creativity and innovation. **CRP7.** Employ valid and reliable research strategies.

CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. **CRP9.** Model integrity, ethical leadership and effective management. **CRP10.** Plan education and career paths aligned to personal goals.

CRP11. Use technology to enhance productivity. **CRP12.** Work productively in teams while using cultural global competence.



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<p>8.1 Educational Technology</p> <p>8.2 Technology Education, Engineering, Design, and Computation</p>	<p>http://www.stste.nj.us/education/ccss/2014/tech/8.pdf</p> <p>NJSLS Technology Literacy 8.1A, 8.1B</p>	
<p>Assessments and Performance Tasks:</p>	<p>Formative: Teacher created individual and group projects Home work Written and oral tests and quizzes</p> <p>Summative: Quarterly assessments with standards embedded within</p> <p>Alternative: Field trip to shadow an Accountant and report back to class with a presentation</p>	

<p>Differentiation/Accommodations/Modifications</p>	
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Gifted and Talented	English Language Learners		Students with Disabilities 504 Plans Students at risk of academic failure	
<p><i>(content, process, product and learning environment)</i></p> <p>Debate topics of interest / subject importance.</p> <p>Authentic listening and reading</p> <p>Use of Higher Level Questioning Techniques</p> <p>Differentiation of the presentation strategies</p>	<p>Highlight key vocabulary through close reading</p> <p>Use graphic organizers</p> <p>Modified Assignments</p> <p>Native Language Translation (peer, online assistive technology, translation device, bilingual dictionary)</p> <p>Extended time to complete class work</p> <p>Differentiation of the presentation strategies and student expectations</p> <p>Small group work</p> <p>Paired Learning</p>		<p><i>(appropriate accommodations, instructional adaptations, and/or modifications as determined by the IEP or 504 team) Such as but not limited to the following:</i></p> <p>Debate topics of interest / subject importance.</p> <p>Authentic listening and reading</p> <p>Model skills / techniques to be mastered.</p> <p>Extended time to complete class work</p>	



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and student expectations Small group work Students present on topic of interest and curriculum related	Alternative assignments Culturally related project based assignments	Differentiation of the presentation strategies and student expectations Small group work	
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