



BOE Approved 8/18

Cliffside Park Public Schools

GRADE: 11-12

SUBJECT: Accounting

Unit Name: Careers		
Duration: March		
Essential Questions	<ul style="list-style-type: none">• How are accounts balanced?• How are financial statements generated?• How does a sole proprietor work through the accounting cycle?	
Enduring Understandings	<ul style="list-style-type: none">• Complete the accounting cycle for a sole proprietorship service business• Prepare a worksheet, balance sheet from information in an accounting equation• Calculate an income statement, balance sheet, and post-closing trial balance	
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)	<ul style="list-style-type: none">• Complete the accounting cycle for a sole proprietorship service business• Prepare a worksheet, balance sheet from information in an accounting equation• Calculate an income statement, balance sheet, and post-closing trial balance	
Interdisciplinary Connections: ELA, Math, Social Studies, Science		
Tier 2 Vocabulary: Analyze, Contrast, Compare, Demonstrate, Apply, Resume, Transactions, Balance, Entries, Equation, Income		



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Tier 3 Vocabulary: Transactions, Journalizing, Debit, Ledger, Proprietorship, Entries

Core Instructional Materials/Resources/Digital Tools

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

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.pdf>

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

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

21st Century Themes and Skills:

(CRP/NJSLS Standards)

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

12 Career Ready Practices follow the link below.

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

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Differentiation/Accommodations/Modifications			
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>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><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>	



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<p>Differentiation of the presentation strategies and student expectations</p> <p>Small group work</p> <p>Students present on topic of interest and curriculum related</p>	<p>Paired Learning</p> <p>Alternative assignments</p> <p>Culturally related project based assignments</p>	<p>Extended time to complete class work</p> <p>Differentiation of the presentation strategies and student expectations</p> <p>Small group work</p>	
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