

LINDEN HIGH SCHOOL ACADEMY OF SCIENCE & TECHNOLOGY

PHILOSOPHY

It is the philosophy of the Linden High School – Academy of Science & Technology to provide current up-to-date educational programs which will develop each student and enhance their talents to seek higher education or gainful employment. Our program will reflect the individuality of each student and their stated needs. We will advance their preparation and the changes that occur across the years in the industrial, technological, and socio-economic arena and will continuously meet the fluctuations of industry standards. The impetus of our program will be to advance the acquisition of technical skills, encourage higher education and finally promote employment for our graduates.

GOALS

- Provide the learning environment for students to acquire the technological and/or trade related skills.
- Provide a safe learning environment, while practicing processes and using state of the art equipment that meets industry standards.
- Prepare students to advance to institutions of higher learning that may include technical/proprietary schools, county or four-year colleges or seek entry level employment positions in their field of preparation.
- Offer students the preparation and opportunity to practice acquired skills that meet industry standards by participation in the Co-operative Business Education (CBE), Marketing Co-operative or the Co-operative Industrial Education (CIE) programs.
- Develop the foundations for a work ethic that includes appropriate work attitudes, dependability, reliability and how each of these components relate to job security, success, advancement and higher pay as outlined in our school to career curriculum which can be infused in each program.
- Use the commitments made by industrial and community representatives to advise the faculty and the appropriate levels of administration of current industry trends and standards.

I. PROGRAM PHILOSOPHY

Business Education/Computer Science Department

The Business Education/Computer Science Department of Linden High School believes that the mission of business education/computer science is to teach for and about business/computer science. Business education/computer science prepares learners to make wise personal economic and career choices while developing knowledge, skills, and attitudes necessary to succeed in the workforce or to succeed in advanced educational programs at business or technical schools, two-year colleges, and four-year colleges and universities.

Business education means instruction about various roles that all learners will play as economically literate citizens. This instruction includes personal consumer economic skills, knowledge of social and government responsibility, and an understanding of business operations. Learning about business also means developing interpersonal and leadership skills for functioning in multicultural business settings. Preparation for business means building on these general understandings about business in a way that prepares learners to be employed in a variety of careers.

Computer science means the study of computer hardware and computer software design. It includes systems analysis and design, application and system software design, and programming and data center operations. Computer programmers write, test, and maintain detailed instructions that list in a logical order the steps computers must execute to perform their functions. Computer scientists emphasize the application of theory to design computers and software as theorists, researchers, or inventors. Computer engineers apply the theories and principles of science and mathematics to design hardware, software, networks, and processes to solve technical problems. Systems analysts study business, scientific, or engineering data processing problems and design new solutions using computers.

WE BELIEVE THAT, as identified in *Skills and Tasks for Jobs: A SCANS(Secretary's Commission on Achieving Necessary Skills)Report for America 2000 and Skills for the 21st Century*, the business education/computer science curriculum must prepare competent workers who need:

- **Basic Skills:** reading, writing, arithmetic and mathematics, speaking, and listening.
- **Thinking Skills:** ability to learn, to reason, to think creatively, to make decisions, and to solve problems.
- **Personal Qualities:** individual responsibility, self-esteem and self-management, sociability, integrity, and honesty.

WE BELIEVE THAT, as identified in *Skills and Tasks for Jobs: A SCANS Report for America 2000 and Skills for the 21st Century*, the business education/computer science curriculum must prepare effective workers who can productively use:

- **Resources:** they know how to allocate time, money, materials, space, and staff.
- **Interpersonal skills:** they can work on teams, teach others, serve customers, lead, negotiate, and work well with people from culturally diverse backgrounds.
- **Information:** they can acquire and evaluate data, organize and maintain files, interpret and communicate, and use computers to process information.
- **Systems:** they understand social, organizational, and technological systems; monitor and correct performance; and design or improve systems.
- **Technology:** they can select equipment and tools, apply technology to specific tasks, and maintain and troubleshoot equipment.

WE BELIEVE THAT the New Jersey Core Curriculum Cross-Content Workplace Readiness Standards establish the framework for the business education/computer science curriculum. Furthermore, the business education/computer science curriculum supports, addresses, and utilizes many elements of the Language Arts and Literacy Standards, Mathematics Standards, and Science Standards. These standards enable learners to succeed in the workplace and in post-secondary educational programs.

- **Cross-Content Workplace Readiness Standards**

- ✓ Career planning
- ✓ Critical-thinking skills
- ✓ Decision-making skills
- ✓ Problem-solving skills
- ✓ Safety principles
- ✓ Self-management skills
- ✓ Use information
- ✓ Use other tools
- ✓ Use technology
- ✓ Workplace-readiness skills

- **Language Arts and Literacy Standards**

- ✓ Listen actively
- ✓ Read various materials
- ✓ Speak formally and informally
- ✓ Use non-textual visual information
- ✓ Write clear, concise, organized language

- **Mathematics Standards**
 - ✓ Communicate mathematically
 - ✓ Connect mathematics to other learning
 - ✓ Measurement
 - ✓ Number sense
 - ✓ Numerical operations
 - ✓ Reasoning skills
 - ✓ State and solve mathematical problems
 - ✓ Use algebraic concepts/processes to solve problems
 - ✓ Use calculators and computers
 - ✓ Use concepts/methods of discrete mathematics
 - ✓ Use geometric properties/relationships to solve problems
 - ✓ Use high levels of mathematical thought

- **Science Standards**
 - ✓ Formulate usable questions and hypotheses
 - ✓ Plan experiments, investigation, or research
 - ✓ Conduct systematic observations or collect data
 - ✓ Interpret and analyze data
 - ✓ Draw conclusions
 - ✓ Communicate results

WE BELIEVE THAT the following content areas identified by the National Business Education Association constitute a quality business/computer science education:

- **Accounting**
- **Business Law**
- **Career Development**
- **Communications**
- **Computation**
- **Cooperative Work Experience**
- **Economics and Personal Finance**
- **Entrepreneurship**
- **International Business**
- **Interrelationships of Business Functions**

- **Management**
- **Marketing**
- **Safety Principles**
- **Information Technology**

WE BELIEVE THAT our institution of the College Board Advanced Placement Computer Science program and the International Baccalaureate Computer Science program and Business and Management courses enhances our overall program by providing a rigorous preuniversity environment within which we can meet the needs of highly motivated students.

WE BELIEVE THAT a strong business education/computer science program is responsive to shifting educational and instructional paradigms. Therefore, curriculum revision must be continuous and based on a sound, carefully thought-out assessment of many variables. Some variables to consider include changing technology, changing demographics, the economy, political developments with their accompanying rules and regulations, and local educational policies and practices.

WE BELIEVE THAT education for and about business/computer science should be guided by a global vision recognizing business/computer science as an essential educational component involving all learners in real-life applications

II. PROGRAM GOALS

Business Education/Computer Science Department

The program goals of the Business Education/Computer Science Department are based on the New Jersey Core Curriculum Content Standards.

A. Cross-Content Workplace Readiness Standards and Progress Indicators

Standard 9.1: All students will develop career planning and workplace readiness skills.

Students will be expected to develop the skills to seek, obtain, maintain, and change jobs. These skills are critical to each student's future ability to navigate in the complex world of work. Prior to leaving school, each student should possess the skills needed to sustain him/herself as an adult in the labor force.

All students will be able to:

- Demonstrate employability skills and work habits, such as honesty, work ethic, dependability, promptness, and getting along with others, needed to get and keep a job.
- Describe the importance of personal skills and attitudes to job success.
- Identify career interests, abilities, and skills.
- Develop an individual career plan.
- Identify skills that are transferable from one occupation to another.
- Select a career major and appropriate accompanying courses.
- Describe the importance of academic and occupational skills to achievement in the work world.
- Demonstrate occupational skills developed through structured learning experiences, such as volunteer, community service, and work-based experiences or part-time employment.
- Identify job openings.
- Prepare a resume and complete job applications.
- Demonstrate skills and attitudes necessary for a successful job interview.
- Demonstrate consumer and other financial skills.

B. Cross-Content Workplace Readiness Standards and Progress Indicators

Standard 8.1: All students will use information, technology, and other tools.

Students will be expected to develop skills in the use of information, up-to-date educational technology, and other tools to improve learning, achieve goals, and produce products and presentations. They will learn to develop, locate, summarize, organize, synthesize, and evaluate information. Students will be expected to use technological tools, such as telecommunications networking for problem-solving, writing, and research.

All students will be able to:

- Understand how technological systems function.
- Select appropriate tools and technology for specific activities.
- Demonstrate skills needed to effectively access and use technology-based materials through keyboarding, troubleshooting, and retrieving and managing information.
- Develop, search, and manipulate databases.
- Access technology-based communication and information systems.
- Access and assess information on specific topics using both technological (e.g., computer, telephone, satellite) and print resources available in libraries or media centers.
- Use technology and other tools to solve problems, collect data, and make decisions.
- Use technology and other tools, including word-processing, spreadsheet and presentation programs, and print or graphic utilities to produce products.
- Use technology to present designs and results of investigations.
- Discuss problems related to the increasing use of technologies.

B. Cross-Content Workplace Readiness Standards and Progress Indicators

Standard 8.1: All students will use critical thinking, decision-making, and problem-solving skills.

Students will be expected to develop original thoughts and ideas, think creatively, develop habits of inquiry, and take intellectual and performance risks. They will be expected to recognize problems, devise a variety of ways to solve these problems, analyze the potential advantages and disadvantages of each alternative, and evaluate the effectiveness of the method ultimately selected.

All students will be able to:

- Recognize and define a problem or clarify decisions to be made.
- Use models, relationships, and observations to clarify problems and potential solutions.
- Formulate questions and hypotheses.
- Identify and access resources, sources of information, and services in the school and the community.
- Use the library media center as a critical resource for inquiry and assessment of print and nonprint materials.
- Plan experiments, investigation, or research.
- Conduct systematic observations or collect data.
- Organize, synthesize, and evaluate information for appropriateness and completeness.
- Identify patterns and investigate relationships.
- Monitor and validate their own thinking.
- Identify and evaluate the validity of alternative solutions.
- Interpret and analyze data to draw conclusions.
- Select and apply appropriate solutions to problem-solving and decision-making situations.
- Evaluate the effectiveness of various solutions.
- Apply problem-solving skills to original and creative/design projects.
- Utilize practice sets and simulations.

C. **Cross-Content Workplace Readiness Standards and Progress Indicators**

Standard 9.2: All students will demonstrate self-management skills.

Students will be expected to address issues related to personal development, such as accepting responsibility for their own learning and understanding expectations for performance. They are also expected to demonstrate positive work behaviors and ethics, the ability to work individually and cooperatively in groups, and respect for others of diverse cultural and social backgrounds.

All students will be able to:

- Set short- and long-term goals.
- Work cooperatively with others to accomplish a task.
- Evaluate their own actions and accomplishments.
- Describe constructive responses to criticism.
- Provide constructive criticism to others.

- Describe actions that demonstrate respect for people of different races, ages, religions, ethnicity, and gender.
- Describe the roles people play in groups.
- Describe how one's behavior influences the feelings and actions of others.
- Demonstrate refusal skills.
- Use time efficiently and effectively.
- Apply study skills to expand their own knowledge and skills.
- Describe how ability, effort, and achievement are interrelated.

D. Cross-Content Workplace Readiness Standards and Progress Indicators

Standard 9.2: All students will apply safety principles.

Safety is an important component of all content areas, especially the arts, health and physical education, science, occupational education programs, and any content area where hands-on activities take place. Students need to learn behaviors that will ensure their own safety and health and that of others. They also should become familiar with the rules and laws governing safety and health so that they can act responsibly and implement these standards.

All students will be able to:

- Explain how common injuries can be prevented.
- Develop and evaluate an injury prevention program.
- Demonstrate principles of safe physical movement.
- Demonstrate safe use of tools and equipment.
- Identify and demonstrate the use of recommended safety and protective devices.
- Identify common hazards and describe methods to correct them.
- Identify and follow safety procedures for computer laboratory and other hands-on experiences.
- Discuss rules and laws designed to promote safety and health and their rationale.
- Discuss procedures for basic first aid and safety precautions.

E. Language Arts and Literacy Standards

- **Standard 3.1:** All students will speak for a variety of real purposes and audiences.
- **Standard 3.2:** All students will listen actively in a variety of situations to information from a variety of sources.
- **Standard 3.3:** All students will write in clear, concise, organized language that varies in content and form for different audiences and purposes.

- **Standard 3.4:** All students will read various materials and texts with comprehension and critical analysis.
- **Standard 3.5:** All students will view, understand, and use nontextual visual information.

G. Mathematics Standards

- **Standard 4.1:** All students will develop the ability to pose and solve mathematical problems in mathematics, other disciplines, and everyday experiences.
- **Standard 4.2:** All students will communicate mathematically through written, oral, symbolic, and visual forms of expression.
- **Standard 4.3:** All students will connect mathematics to other learning by understanding the interrelationships of mathematical ideas and the roles that mathematics and mathematical modeling play in other disciplines and in life.
- **Standard 4.4:** All students will develop reasoning ability and will become self-reliant, independent mathematical thinkers.
- **Standard 4.5:** All students will regularly and routinely use calculators, computers, manipulatives, and other mathematical tools to enhance mathematical thinking, understanding, and power.
- **Standard 4.6:** All students will develop number sense and an ability to represent numbers in a variety of forms and use numbers in diverse situations.
- **Standard 4.7:** All students will develop spatial sense and an ability to use geometric properties and relationships to solve problems in mathematics and in everyday life.
- **Standard 4.8:** All students will understand, select, and apply various methods of performing numerical operations.
- **Standard 4.9:** All students will develop an understanding of and will use measurement to describe and analyze phenomena.
- **Standard 4.13:** All students will develop an understanding of algebraic concepts and processes and will use them to represent and analyze relationships among variable quantities and to solve problems.
- **Standard 4.14:** All students will apply the concepts and methods of discrete mathematics to model and explore a variety of practical situations.
- **Standard 4.16:** All students will demonstrate high levels of mathematical thought through experiences which extend beyond traditional computation, algebra, and geometry.

H. Science Standard

- **Standard 5.2:** All students will develop problem-solving, decision-making, and inquiry skills, reflected by formulating usable questions and hypotheses, planning experiments, conducting systematic observations, interpreting and analyzing data, drawing conclusions, and communicating results.

Business Education/Computer Science Department

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Content Area of Study

New Jersey Core Curriculum Mathematics Standards

Communicate mathematically
Connect mathematics to other learning
Measurement
Number sense
Numerical operations
Reasoning skills
State and solve mathematical problems
Use algebraic concepts/processes to solve problems
Use calculators and/or computers
Use concepts/methods of discrete mathematics
Use geometric properties/relationships to solve problems
Use high levels of mathematical thought

New Jersey Core Curriculum Science Standards

Formulate usable questions and hypotheses
Plan experiments, investigation, or research
Conduct systematic observations or collect data
Interpret and analyze data
Draw conclusions
Communicate results

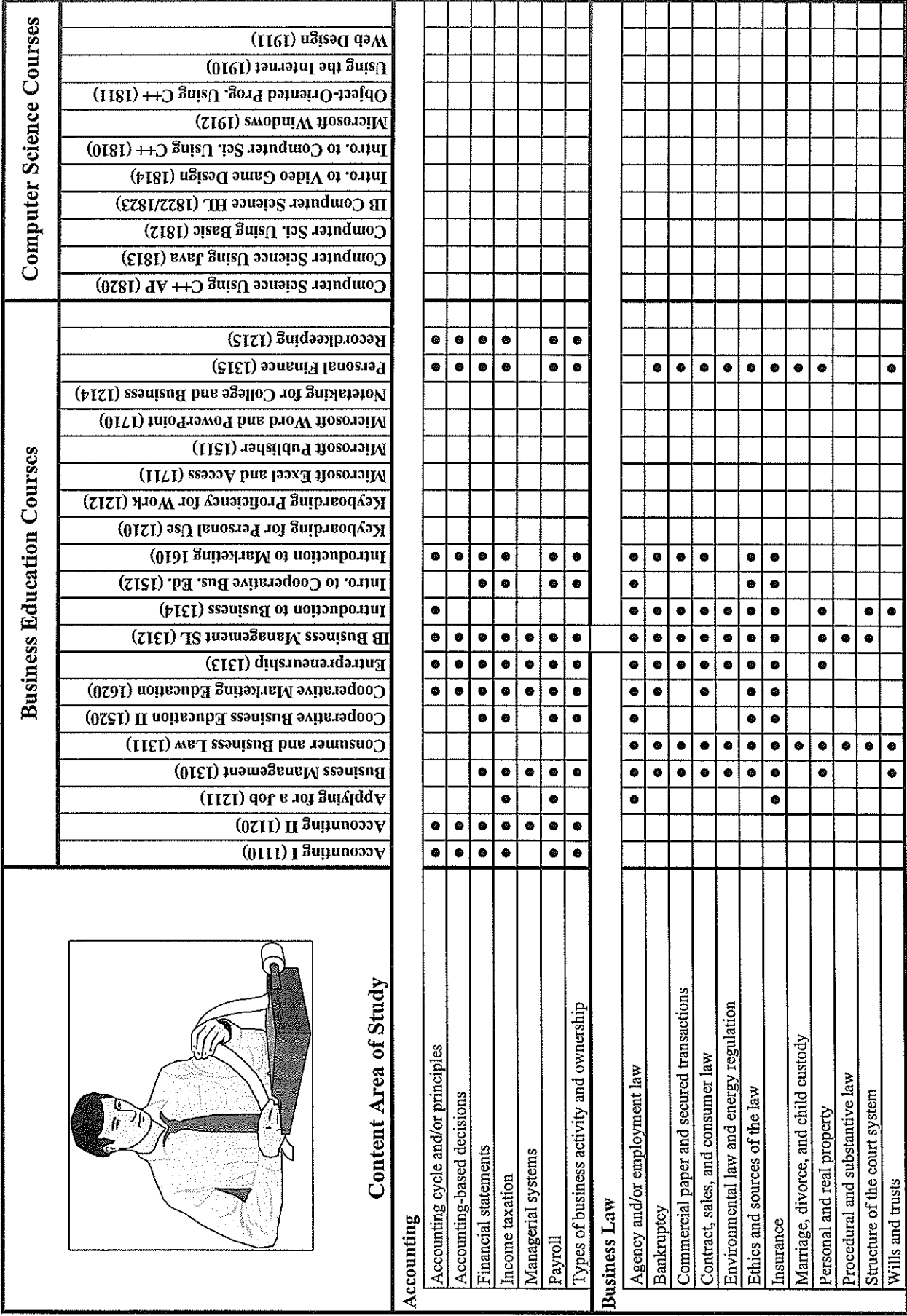
Business Education Courses

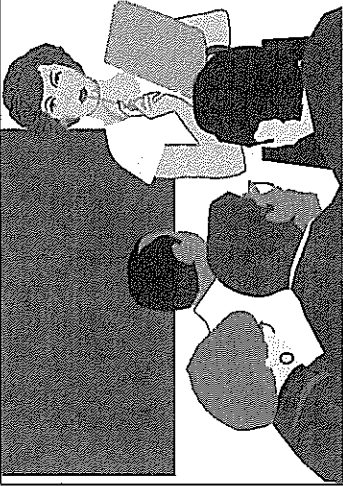
Accounting I (1110)
Accounting II (1120)
Applying for a Job (1211)
Business Management (1310)
Consumer and Business Law (1311)
Cooperative Business Education II (1520)
Cooperative Marketing Education (1620)
Entrepreneurship (1313)
RB Business Management SL (1312)
Introduction to Business (1314)
Intro. to Cooperative Bus. Ed. (1512)
Introduction to Marketing (1610)
Keyboarding for Personal Use (1210)
Keyboarding Proficiency for Work (1212)
Microsoft Excel and Access (1711)
Microsoft Publisher (1511)
Microsoft Word and PowerPoint (1710)
Notetaking for College and Business (1214)
Personal Finance (1315)
Recordkeeping (1215)

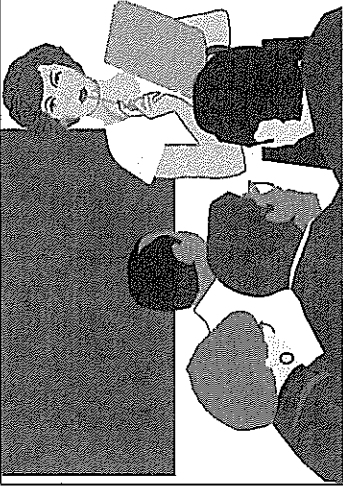
Computer Science Courses

Computer Science Using C++ AP (1820)
Computer Science Using Java (1813)
Computer Sci.Using Basic (1812)
IB Computer Science HL (1822/1823)
Intro.to Video Game Design (1814)
Intro. to Computer Sci. Using C++ (1810)
Microsoft Windows (1912)
Object-Oriented Prog. Using C++ (1811)
Using the Internet (1910)
Web Design (1911)

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	Business Education Courses	Computer Science Courses
Content Area of Study		
Career Development		
Career resources, success, and lifelong learning		
Goals and an individual career path		
Personal strengths and weaknesses		
Strategies for transition from school to work		
Work ethic		
Workplace communication skills		
Workplace diversity and relationships		
Communications		
Customer-service strategies		
Forms of communication in pursuit of career		
Leadership and supervision techniques		
Social communication skills		
Standards of personal ethics		
Technology to enhance effectiveness		
Verbal communication skills		
Written communication skills		



Content Area of Study

Career Development

- Career resources, success, and lifelong learning
- Goals and an individual career path
- Personal strengths and weaknesses
- Strategies for transition from school to work
- Work ethic
- Workplace communication skills
- Workplace diversity and relationships

Communications

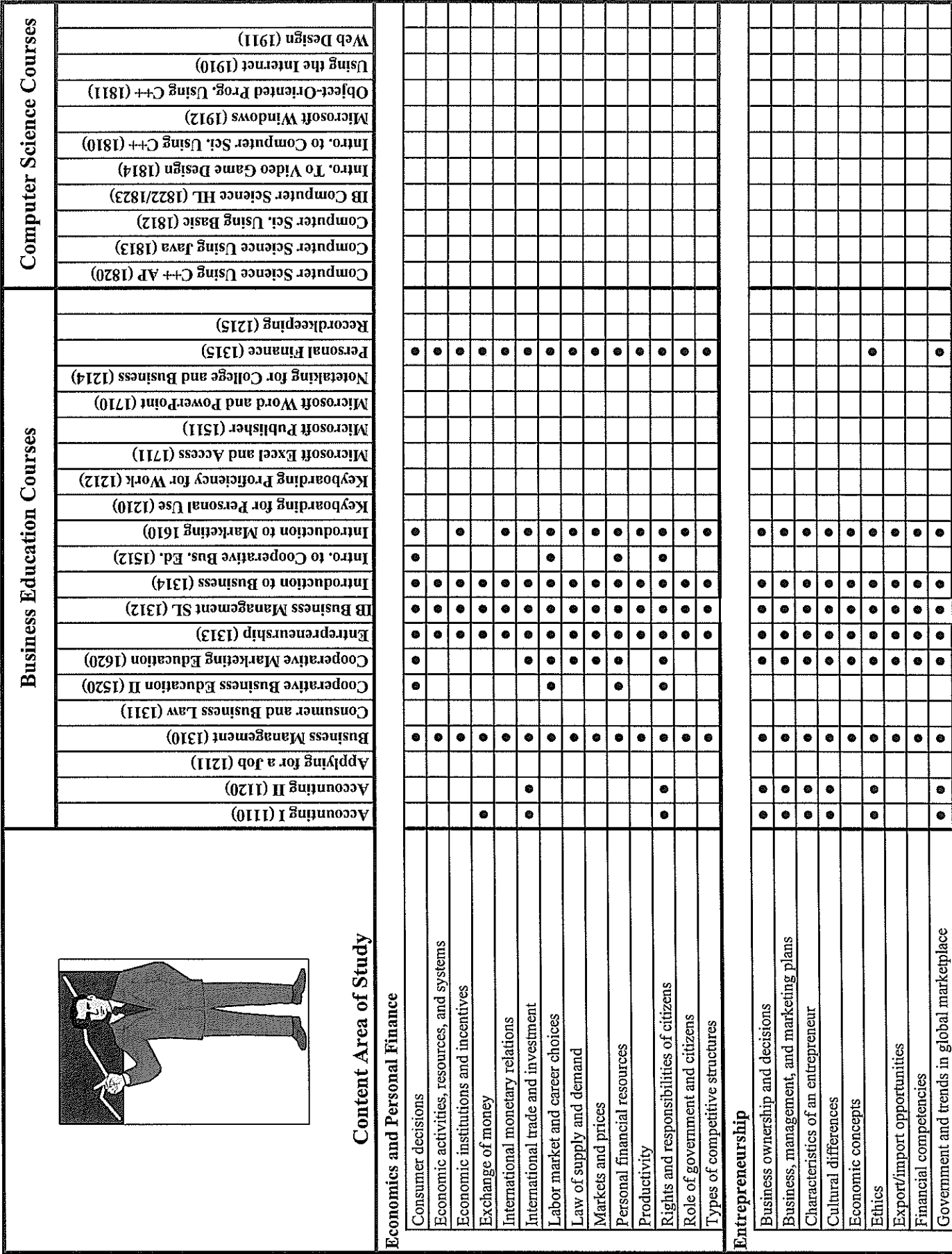
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- Forms of communication in pursuit of career
- Leadership and supervision techniques
- Social communication skills
- Standards of personal ethics
- Technology to enhance effectiveness
- Verbal communication skills
- Written communication skills

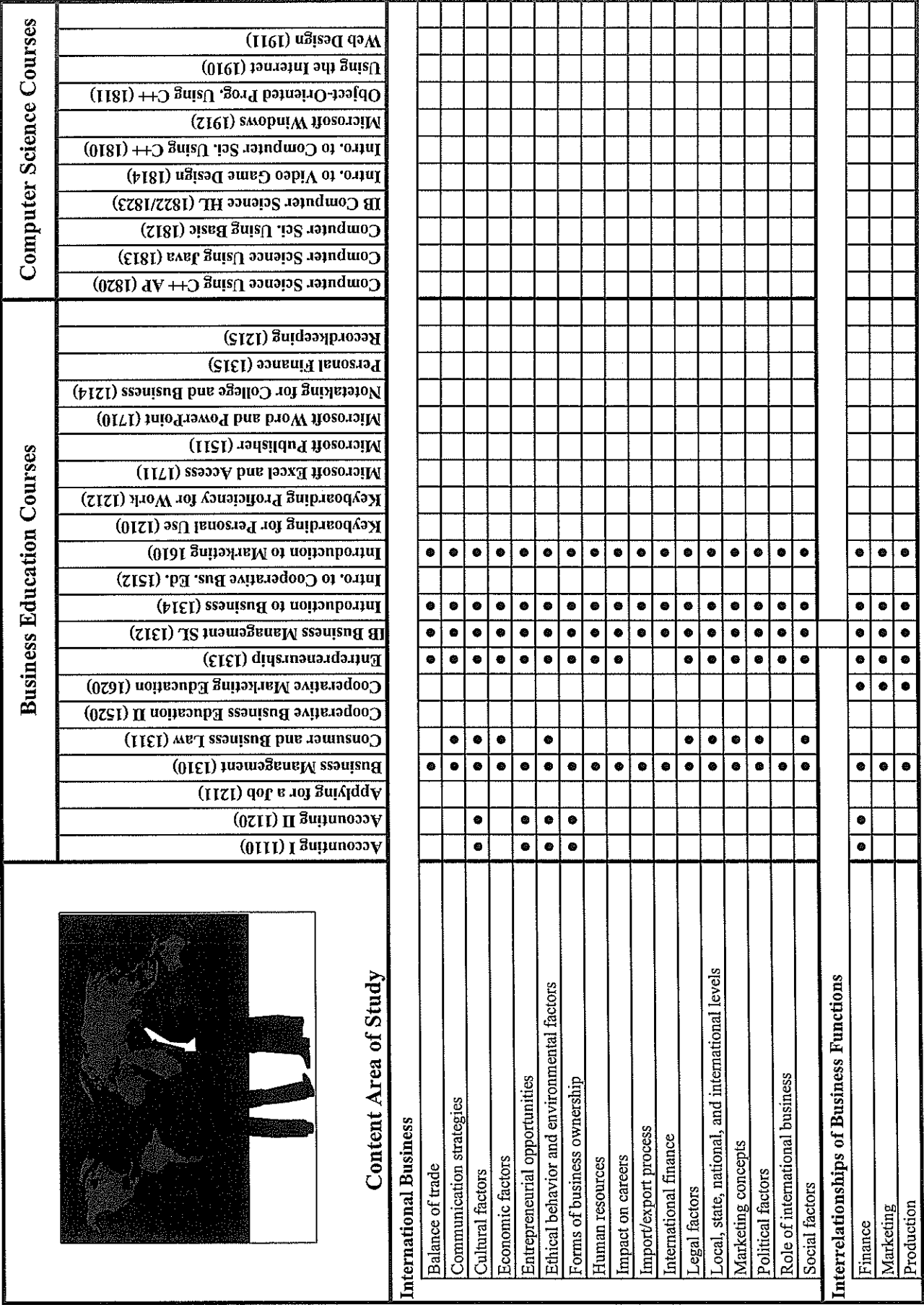
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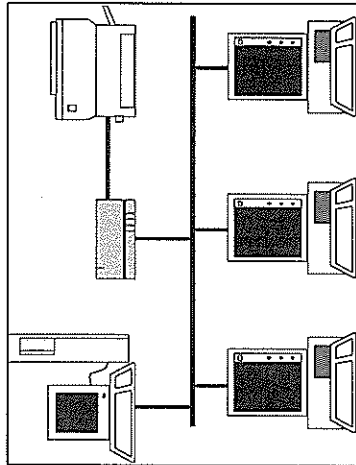
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- Web Design (1911)





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Content Area of Study

Technology: Computer Science and Information Systems

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IV. COURSE DESCRIPTION

Accounting II

Prerequisite: Accounting I

Credits: 5

Grades: 10, 11, 12

This course introduces students to specialized accounting concepts and principles. ; Topics covered include departmentalized accounting, a voucher control system, depreciation, uncollectible accounts, accrued expenses and revenues, corporation accounting, management accounting, cost accounting, and not-for-profit organization accounting.

This course is beneficial for the college-bound student majoring in accounting, management, or economics and the work-bound student. Hands-on computerized accounting applications are integrated into the course content.

V. COURSE GOALS

Accounting II will be divided into seven parts containing twenty-four chapters to prepare the student for the world of business. It will prepare the student with the advanced features of keeping the financial records for a merchandising business operated as a corporation and a partnership, for management accounting, cost accounting and various other accounting systems.

- Record departmental purchases and cash payments
- Record departmental sales and cash receipts
- Calculate and record departmental payroll data
- Prepare financial reports for a departmentalized business
- Use a voucher system
- Plan inventory and valuation
- Prepare entries for uncollectible accounts
- Prepare entries for plant assets (purchase, depreciation and disposal)
- Record notes payable, prepaid expenses, and accrued expenses.
- Record notes receivable, unearned revenue, and accrued revenue
- Organize a corporation and pay dividends.
- Acquire additional capital for a corporation
- Prepare financial analysis and statements for a corporation
- Prepare budgetary planning and control
- Analyze accounting information for management decisions
- Prepare financial statement analysis
- Prepare statement of cash flows
- Prepare cost accounting documentation for a merchandising business
- Record cost accounting documentation for a manufacturing business
- Prepare accounting entries and financial reporting for a manufacturing business
- Prepare an organizational structure of a partnership
- Compete financial reporting for a partnership
- Budget and prepare accounting records for a not-for-profit organization
- Prepare financial statements for a not-for-profit organization
- Demonstrate safety principles
- Identify careers and career paths

VI. CURRICULUM CHART - Accounting II

CHAPTERS	OBJECTIVES	STANDARD	RESOURCE
Recording Departmental Purchases and Cash Payments	<i>All students will be able to:</i> • Use accounting principles and records • Journalize and post purchases and purchases returns. • Journalize and post cash payments. • Reconcile the bank statement.	9.2	The following are suggested resources to be used <i>throughout</i> the course where appropriate: Textbook Workbook Instructor's Resource Kit Software associated with text Internet <u>Dictionary of Occupational Titles</u> Videos Supplements Magazines and newspaper articles Program and Course Bibliography and Resources
Recording Departmental Sales and Cash Receipts	• Journalize departmental sales on account and sales returns and allowances. • Journalize and post cash receipts	9.2	
Calculating and Recording Departmental Payroll Data	• Calculate employee benefits and earnings. • Complete payroll records. • Journalize and pay payroll and payroll taxes.	9.2	

CHAPTERS	OBJECTIVES	STANDARD	RESOURCE
Financial Reporting for a Departmentalized Business	<i>All students will be able to:</i> • Prepare interim departmental statement of gross profit. • Prepare a worksheet for a departmentalized business. • Prepare financial statements for a departmentalized business. • Prepare end-of-period work for a departmentalized business.	9.2	See previously suggested resources.
A Voucher System	• Use vouchers and voucher registers. • Use voucher checks and check registers. • Prepare selected transactions in a voucher system.	9.2	
Inventory Planning and Valuation	• Describe the nature of merchandise inventory. • Calculate inventory costing using various methods. • Estimate the inventory.	9.2	
Accounting for Uncollectible Accounts	• Use the direct-write off method of recording uncollectible accounts. • Use the allowance method of recording uncollectible accounts expense. • Calculate the accounts receivable turnover ratio.	9.2	
Accounting for Plant Assets	• Buy plant assets. • Calculate and journalize depreciation expense. • Dispose and plant assets. • Be able to use various methods of depreciation (straight-line, declining balance and sum-of-the –years digits).	9.2	
Accounting for Notes Payable, Prepaid Expenses, and Accrued Expenses	• Record notes payable. • Record prepaid expenses. • Record accrued expenses	9.2	

CHAPTERS	OBJECTIVES	STANDARD	RESOURCE
Accounting for Notes Receivable, Unearned Revenue, and Accrued Revenue	<i>All students will be able to:</i> • Record notes receivable. • Record unearned and accrued revenue.business.	9.2	See previously suggested resources.
Organizing a Corporation and Paying Dividends	• Start a corporation. • Journalize stock subscriptions and prepare a balance sheet. • Calculate and journalize dividends for a corporation.	9.2	
Acquiring Additional Capital for a Corporation	• Journalize capital stock transactions. • Journalize treasury stock transactions. • Journalize bonds payable transactions.	9.2	
Financial Analysis and Reporting for a Corporation	• Prepare a worksheet for a corporation. • Prepare financial statements and analysis. • Prepare other end-of-fiscal period work.	9.2	
Budgetary Planning and Control	• Prepare budgets. • Prepare budgeted income statement. • Prepare cash budgets and performance reports.	9.2	
Accounting Information for Management Decisions	• Prepare cost characteristics that influence decisions. • Determine breakeven. • Make decisions that affect net income.	9.2	

CHAPTERS	OBJECTIVES	STANDARD	RESOURCE
Financial Statement Analysis	<i>All students will be able to:</i> • Calculate trend analysis and component percentages. • Calculate earnings performance and efficiency analysis. • Calculate financial strength analysis.	9.2	See previously suggested resources.
Statement of Cash Flows	• Describe cash flow analysis. Prepare the operating activities section of a statement of cash flows. • Complete the statement of cash flows.	9.2	
Cost Accounting for a Merchandising Business	• Describe what the features of responsibility accounting for a merchandising business are. • Prepare responsibility statements for a merchandising business	9.2	
Cost Accounting for a Manufacturing Business	• Describe the three elements of manufacturing cost (direct material, direct labor, and factory overhead). • Maintain manufacturing records	9.2	
Accounting Transactions and Financial Reporting for a Manufacturing Business	• Journalize manufacturing accounting transactions. • Prepare end-of-fiscal period statements.	9.2	
Organizational Structure of a Partnership	• Form a partnership. • Admit partners to existing partnerships.	9.2	

CHAPTERS	OBJECTIVES	STANDARD	RESOURCE
Financial Reporting for a Partnership	<i>All students will be able to:</i> • Prepare a distribution and withdrawal of partnership earnings. • Prepare end-of-fiscal period work for a partnership. • Perform the liquidation of a partnership.	9.2	See previously suggested resources.
Budgeting and Accounting for a Not-For-Profit Organization	• Describe the nature of not-for-profit organizations. • Journalize revenues. • Journalize expenditures, encumbrances, and other transactions.	9.2	
Financial Reporting for a Not-for-Profit Organization	• Prepare a worksheet for a governmental organization. • Prepare financial statements for a governmental organization. • Prepare adjusting and closing entries for a governmental organization.	9.2	
Safety Principles	• Explain common hazards in the computer laboratory and how to eliminate them. • Explain common injuries that could occur in the computer laboratory. • Identify laws established to promote safety and health in environments like the computer laboratory. • Explain safe physical movement in the computer laboratory. • Identify safety and protective devices in the computer laboratory. • Explain the use of tools and equipment in the computer laboratory.	9.1 9.2	

CHAPTERS	OBJECTIVES	STANDARD	RESOURCE
Careers and Career Paths	<i>All students will be able to:</i> • Explain career resources, success, and lifelong learning in accounting. • Explain goals and an individual career path in accounting. • Identify personal strengths and weakness as they relate to accounting. • Explain strategies for transition from school to work in accounting. • Explain work ethics as it relates to accounting. • Explain workplace communication skills as they relate to accounting. • Explain workplace diversity and relationships as they relate to accounting.	9.1 9.2	See previously suggested resources.

VII. EVALUATION

The student's work will be monitored daily by written homework assignments from the textbook. Students' workbook assignments are monitored and graded daily during class time. Students will be checked informally on their preparedness by oral participation. Quizzes will be given weekly on the chapter work covered during the week.

A minimum of two chapter exams will be given during each marking period. A final examination will also be administered at the conclusion of the course.

Students will adhere to the district attendance policy as outlined in the student handbook.

The course grade reflecting the student's overall performance will consist of five parts: four grading period averages and the final examination grade.

Grades will be assigned using the following scale:

A	90 – 100
B	82 – 89
C	75 – 81
D	70 – 74

VIII. RESOURCES

Books

Gilbertson, Claudia and Lehman, Mark, Century 21 Accounting, General Journal, 9th Edition. Mason, Oh. Cengage Learning. 2008.

Mullis, Darrell, and Orloff, Judith, The Accounting Game. Naperville, Illinois. Sourcebook, Inc. 1998

Ross, Kenton E., et. al. Century 21 Accounting, General Journal Approach, (6th edition). Cincinnati, Ohio: South-Western Educational Publishing, 1995.

Ross, Kenton E., et. al. Century 21 Accounting, Advance, Anniversary Edition. Cincinnati, Ohio: South-Western Educational Publishing, 2003..

Business References, Including Websites

Dictionary of Occupational Titles (DOT)

National Standards for Business Education 2007 National Business Education Association, 1914 Association Drive, Reston, Va. 20191

Outside Resources

School-to-Careers Lending Library of Union County College, School-to-Careers Consortium, Linden High School Media Center

Tiger Paw Enterprises Multi-Media Lending Library, Linden High School Media Center

NEWSPAPERS

The Star Ledger - Business Section

The Wall Street Journal – Business Section

Internet Reference Sites

National Business Education Association. Curriculum Forum. <http://www.nbea.org/curriculum.html>

Secretary's Commission on Achieving Necessary Skills (SCANS), U.S. Department of Labor, 2009 <http://wdr.doleta.gov/SCANS>

New Jersey Department of Education: New Jersey Core Content Curriculum Standards 2004 - <http://www.state.nj.us/education/cccs>

Investment Research

Investopedia.com

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