

Unit 5, Career Exploration / Computerized Accounting Capstone Project

Content Area: **21st Century Life and Careers**
Course(s): **Sample Course**
Time Period: **MayJun**
Length: **Full Year**
Status: **Published**

Unit 5, Career Exploration - Capstone Project / Computerized Accounting **Department of Curriculum and Instruction**



Belleville Public Schools

Curriculum Guide

Accounting 3, Computerized Accounting Career Exploration/Capstone Project

Belleville Board of Education

102 Passaic Avenue

Belleville, NJ 07109

Prepared by: Teacher, Corey Woodring

Dr. Richard Tomko, Ph.D., M.J., Superintendent of Schools
Dr. Giovanni Cusmano, Director of Elementary Education K - 8
Mr. George Droste, Director of Secondary Education

Board Approved:7/16/2018

Unit Overview

Students will build on their understanding of the world of work. They will add to their Personalized Learning Plans as they continue with Career Exploration. Students will recognize the 16 Career Clusters and will select one or two with which they can align their personal interests and academic abilities. In addition to taking an interest inventory, Coin Career Targets, students will explore on-line resources such as O*NET and www.states'careerclusters.org, to identify and research possible career choices.

Additionally students will work on and end of the year computerized accounting project tying all the units learned together showing mastery of areas.

During the months of May - June, students participate in the Capstone Project, completing their accounting experience. The Capstone Project allows each student to explore an area of interest within Accounting. Students are challenged to demonstrate their passion for discovery beyond the limits of the curriculum. By engaging in a meaningful “capstone” to their business education, students set reasonable goals, manage time wisely, act responsibly, and demonstrate initiative, which are all key skills necessary for success in future business and educational endeavors and beyond.

Enduring Understanding

ENDURING UNDERSTANDING(S)

- Choices and experiences in high school can impact one's future
- In choosing a career, you must first understand your strengths and areas in need of improvement.
- Transferable skills, content knowledge and positive attributes help prepare student for employment and educational opportunities.
- Individual and business ethical practices directly affect reputation and ability to be competitive in the marketplace.
- Success in careers requires the ability to adapt in a changing environment

Essential Questions

ESSENTIAL QUESTION(S)

- What do I need to understand about myself to choose a career?
- How will experiences in high school impact your future?
- Where do I see myself in 10 years?
- How does lifelong learning relate to the changing workplace?

Exit Skills

Students will know...

- how to identify their personal interests and link those interests to a particular career cluster .
- how to research specific careers through exploring online resources, such as O*NET and states'careerclusters.org .
- that careers are categorized in 16 different clusters .
- that each cluster contains careers that require academic or technical training .
- the definition of "career" .

Students will be able to... • distinguish a job from a career . • identify one or a few of the 16 career clusters that align with their personal interests and academic strengths . • outline requirements for specific career interests

according to: education needed, description of the career, tasks specific to the career, personal skills and abilities required to perform the job, and salary potential . • research career clusters for specific jobs/careers contained therein . • use an interest inventory

New Jersey Student Learning Standards (NJSL-S)

Develop a Personalized Student Learning Plan with the assistance of an adult mentor that includes information about career areas of interest, goals and an educational plan.

Career Exploration Plan education and career paths aligned to personal goals.

Research careers within the 16 Career Clusters ® and determine attributes of career success.

| | |
|-----------------|---|
| CRP.K-12.CRP2 | Apply appropriate academic and technical skills. |
| 9.3.12.FN-ACT.4 | Utilize career-planning concepts, tools and strategies to explore, obtain and/or develop an accounting career. |
| CRP.K-12.CRP2.1 | Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive. They make connections between abstract concepts with real-world applications, and they make correct insights about when it is appropriate to apply the use of an academic skill in a workplace situation. |
| CRP.K-12.CRP4 | Communicate clearly and effectively and with reason. |
| CRP.K-12.CRP1.1 | Career-ready individuals understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good. |
| CRP.K-12.CRP7.1 | Career-ready individuals are discerning in accepting and using new information to make |

decisions, change practices or inform strategies. They use reliable research process to search for new information. They evaluate the validity of sources when considering the use and adoption of external information or practices in their workplace situation.

9.3.12.FN-ACT.3

Process, evaluate and disseminate financial information to assist business decision making.

CRP.K-12.CRP4.1

Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others' time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.

9.3.12.FN-ACT.2

Utilize accounting tools, strategies and systems to plan, monitor, manage and maintain the use of financial resources.

CRP.K-12.CRP7

Employ valid and reliable research strategies.

CRP.K-12.CRP3.1

Career-ready individuals understand the relationship between personal health, workplace performance and personal well-being; they act on that understanding to regularly practice healthy diet, exercise and mental health activities. Career-ready individuals also take regular action to contribute to their personal financial well-being, understanding that personal financial security provides the peace of mind required to contribute more fully to their own career success.

CRP.K-12.CRP1

Act as a responsible and contributing citizen and employee.

9.3.12.FN-ACT.1

Describe and follow laws and regulations to manage accounting operations and transactions.

CRP.K-12.CRP10.1

Career-ready individuals take personal ownership of their own education and career goals, and they regularly act on a plan to attain these goals. They understand their own career interests, preferences, goals, and requirements. They have perspective regarding the pathways available to them and the time, effort, experience and other requirements to pursue each, including a path of entrepreneurship. They recognize the value of each step in the education and experiential process, and they recognize that nearly all career paths require ongoing education and experience. They seek counselors, mentors, and other experts to assist in the planning and execution of career and personal goals.

Interdisciplinary Connections

Integrated/Cross-Disciplinary Instruction Language Arts/Writing: Students will reinforce their writing skills when summarizing their research work for their PSLP's. Technology/Research: Students will reinforce their research skills using online websites.

TECH.8.1.12

All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.

TECH.8.1.12.A

Students demonstrate a sound understanding of technology concepts, systems and operations.

LA.WHST.11-12.9

Draw evidence from informational texts to support analysis, reflection, and research.

Range of Writing

Learning Objectives

LEARNING OBJECTIVES – The student will: 4.1 Complete an interest inventory assessment 4.2 Explore a variety of business careers 4.3 Research careers using a variety of sources 4.4 Prepare resume and cover letter 4.5 Participate in mock interviews 4.6 Analyze the factors that affect the changing workplace.

Suggested Activities & Best Practices

Activities Week 1: Review and Update Personalized Student Learning Plan. Students will update the information contained within their PSLP's, specifically their "High School School Career Plan". □ Week 2: Coin Career Targets: Interest Inventory. Students will take a paper and pencil interest inventory that will link their interests to the 16 Career Clusters. Students will identify their top three career clusters of interest. □ Week 3: Online Research Using O*NET. Students will research one of their top three career clusters of interest using O*NET Online. They will use a worksheet to answer specific questions about academic preparation, subject areas to study, salary, potential growth, skills and abilities needed for the career, etc. □ Week 4: Online Research Using www.state'scareerclusters.org. Students will use a worksheet that will guide their research using an alternate website for career information: www.state'scareerclusters.org. Students will identify career opportunities in their field of interest regionally, nationally, and internationally. □ Week 5: Course Test and PSLP Review. Students will take their end-of-course benchmark assessment. They will define terms, such as career, job, and occupation. They will distinguish the various types of academic degrees and the types of colleges/schools that grant them. They will be able to identify their personal career cluster and career choice/interest and elaborate information they gleaned in their research, such as the education required for the job, skills, technical knowledge, and personal abilities needed to perform the work. They will be able to identify the type of work environment as well as potential salary and opportunities for job growth

Evidence of Student Learning - Checking for Understanding (CFU)

In choosing a career, you must first understand your strengths and areas in need of Business 101 Page 2 of 6 improvement. • Transferable skills, content knowledge and positive attributes help prepare students for employment and educational opportunities. • Individual and business ethical practices directly affect reputation and ability to be competitive in the marketplace. • Success in careers requires the ability to adapt in a changing environment

- Self- assessments
- Unit tests
- Quizzes
- Journals
- KWL Chart
- Teacher Observation Checklist
- Explaining
- Evaluate
 - Admit Tickets
 - Anticipation Guide
 - Common benchmarks
 - Compare & Contrast
 - Create a Multimedia Poster
 - Define
 - Describe
 - Evaluate
 - Evaluation rubrics
 - Exit Tickets
 - Explaining
 - Fist- to-Five or Thumb-Ometer
 - Illustration
 - Journals
 - KWL Chart
 - Newspaper Headline
 - Outline
 - Question Stems
 - Quickwrite
 - Quizzes
 - Red Light, Green Light
 - Self- assessments
 - Socratic Seminar
 - Study Guide
 - Teacher Observation Checklist
 - Think, Pair, Share
 - Think, Write, Pair, Share
 - Top 10 List
 - Unit tests

Textbook

Resources Online Career Websites: O*NET Online

www.state'scareerclusters.org Coin: Career Targets: Career Exploration and Educational Planning Guide Teacher-made benchmarks and research guide

Ancillary Resources

INSTRUCTIONAL SUPPORT MATERIALS • Online interest inventory assessment CHOICES • Occupational Outlook Handbook • www.monster.com • www.ctnow.com • www.nhregisterclassifieds.com • NEFE Handbook • Videos/DVD

Technology Infusion

INSTRUCTIONAL STRATEGIES/APPROACHES • Computer research

Technology Infusion and/or strategies are integrated into this unit to enhance learning

Alignment to 21st Century Skills & Technology

21st Century Skills & Technology and their Alignment to the core content areas is essential to student learning. The core content areas include:

- English Language Arts;
- Mathematics;
- Science and Scientific Inquiry (Next Generation);
- Social Studies, including American History, World History, Geography, Government and Civics, and Economics;
- World languages;
- Technology;
- Visual and Performing Arts.

21st Century Skills/Interdisciplinary Themes

21st Century/Interdisciplinary Themes that will be incorporated into this unit.

- Communication and Collaboration
- Creativity and Innovation
- Critical thinking and Problem Solving
- ICT (Information, Communications and Technology) Literacy
- Information Literacy
- Life and Career Skills
- Media Literacy

21st Century Skills

21st Century Skills that will be incorporated into this unit.

- Civic Literacy
- Environmental Literacy
- Financial, Economic, Business and Entrepreneurial Literacy
- Global Awareness
- Health Literacy

Differentiation

Differentiation in a lesson lies within content, process, and/or product.

Differentiations:

- Small group instruction
- Small group assignments
- Extra time to complete assignments
- Pairing oral instruction with visuals
- Repeat directions
- Use manipulatives
- Center-based instruction
- Token economy
- Study guides
- Teacher reads assessments allowed
- Scheduled breaks
- Rephrase written directions
- Multisensory approaches
- Additional time
- Preview vocabulary
- Preview content & concepts
- Story guides
- Behavior management plan
- Highlight text
- Student(s) work with assigned partner
- Visual presentation
- Assistive technology
- Auditory presentations
- Large print edition
- Dictation to scribe
- Small group setting

Hi-Prep Differentiations:

- Alternative formative and summative assessments
- Choice boards
- Games and tournaments
- Group investigations
- Guided Reading
- Independent research and projects
- Interest groups
- Learning contracts
- Leveled rubrics
- Literature circles
- Multiple intelligence options
- Multiple texts
- Personal agendas
- Project-based learning

- Problem-based learning
- Stations/centers
- Think-Tac-Toes
- Tiered activities/assignments
- Tiered products
- Varying organizers for instructions

Lo-Prep Differentiations

- Choice of books or activities
- Cubing activities
- Exploration by interest
- Flexible grouping
- Goal setting with students
- Jigsaw
- Mini workshops to re-teach or extend skills
- Open-ended activities
- Think-Pair-Share
- Reading buddies
- Varied journal prompts
- Varied supplemental materials

Intervention Strategies

Intervention Strategies that will be employed in the unit, using the ones identified below.

- allowing students to correct errors (looking for understanding)
- teaching key aspects of a topic. Eliminate nonessential information
- allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slide shows, videos, etc.) to demonstrate student's learning
- allowing students to select from given choices
- allowing the use of note cards or open-book during testing
- collaborating (general education teacher and specialist) to modify vocabulary, omit or modify items to reflect objectives for the student, eliminate sections of the test, and determine how the grade will be determined prior to giving the test.
- decreasing the amount of work presented or required
- having peers take notes or providing a copy of the teacher's notes
- marking students' correct and acceptable work, not the mistakes
- modifying tests to reflect selected objectives
- providing study guides
- reducing or omitting lengthy outside reading assignments

- reducing the number of answer choices on a multiple choice test
- tutoring by peers
- using authentic assessments with real-life problem-solving
- using true/false, matching, or fill in the blank tests in lieu of essay tests
- using videos, illustrations, pictures, and drawings to explain or clarify

Special Education Learning

Special Education Learning adaptations that will be employed in this unit.

- printed copy of board work/notes provided
- additional time for skill mastery
- assistive technology
- behavior management plan
- Center-Based Instruction
- check work frequently for understanding
- computer or electronic device utilizes
- extended time on tests/ quizzes
- have student repeat directions to check for understanding
- highlighted text visual presentation
- modified assignment format
- modified test content
- modified test format
- modified test length
- multiple test sessions
- multi-sensory presentation
- preferential seating
- preview of content, concepts, and vocabulary
- reduced/shortened reading assignments
- Reduced/shortened written assignments
- secure attention before giving instruction/directions
- shortened assignments
- student working with an assigned partner
- teacher initiated weekly assignment sheet
- Use open book, study guides, test prototypes

English Language Learning (ELL)

English Language Learning adaptations that will be employed in this unit, using the ones identified below.

- teaching key aspects of a topic. Eliminate nonessential information
- using videos, illustrations, pictures, and drawings to explain or clarify
- allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slide shows, videos, etc.) to demonstrate student's learning;
- allowing students to correct errors (looking for understanding)
- allowing the use of note cards or open-book during testing
- decreasing the amount of work presented or required
- having peers take notes or providing a copy of the teacher's notes
- modifying tests to reflect selected objectives
- providing study guides
- reducing or omitting lengthy outside reading assignments
- reducing the number of answer choices on a multiple choice test
- tutoring by peers
- using computer word processing spell check and grammar check features
- using true/false, matching, or fill in the blank tests in lieu of essay tests

Sample Lesson
