Unit 5, Career Exploration / Computerized Accounting Capstone Project

Content Area: **CTE**
Course(s): **Sample Course**
Time Period: **MayJun**
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Department of Curriculum and Instruction

Belleville Public Schools

Curriculum Guide

Accounting 3, Computerized Accounting

Career Exploration/Capstone Project

Belleville Board of Education

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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 understandings:

- Summarize important ideas and core processes that are central to a discipline and have lasting value beyond the classroom;
- Synthesize what students should understand - not just know or do - as a result of studying a particular content area;
- Frame the Big Ideas that give meaning and lasting importance to such discrete curriculum elements as facts and skills;
- Transfer to other fields and adult life;
- "Unpack" areas of the curriculum where students may struggle to gain understanding or where they demonstrate misunderstandings and misconceptions;
- Provide a conceptual foundation for studying the content area;
- Articulate what students should "revisit" over the course of their lifetimes in relationship to the content area;
- Are framed as declarative sentences that present major curriculum generalizatios and recurent ideas.

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 (NJSLS-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.CRP1	Act as a responsible and contributing citizen and employee.
CRP.K-12.CRP2	Apply appropriate academic and technical skills.
CRP.K-12.CRP4	Communicate clearly and effectively and with reason.
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.
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.
TECH.8.1.12	Educational Technology: 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.

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.

LA.RH.11-12.7	Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, qualitatively, as well as in words) in order to address a question or solve a problem.
PFL.9.1.12.A.4	Identify a career goal and develop a plan and timetable for achieving it, including educational/training requirements, costs, and possible debt.

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: 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

Assessment Evidence - Checking for Understanding (CFU)

Create a Multimedia poster-benchmark assessment
- Self- assessments
- Unit tests-summative assessment
- Quizzes
- Journals
- KWL Chart-alternate assessment
- Teacher Observation Checklist
- Explaining-formative assessment
- Evaluate
- Admit Tickets

- Anticipation Guide
- Common Benchmarks
- Compare & Contrast
- Create a Multimedia Poster
- DBQ's
- Define
- Describe
- Evaluate
- Evaluation rubrics
- Exit Tickets
- Explaining
- Fist- to-Five or Thumb-Ometer
- Illustration
- Journals
- KWL Chart
- Learning Center Activities
- Multimedia Reports
- Newspaper Headline
- Outline
- Question Stems
- Quickwrite
- Quizzes
- Red Light, Green Light
- Self- assessments
- Socratic Seminar
- Study Guide
- Surveys
- Teacher Observation Checklist
- Think, Pair, Share
- Think, Write, Pair, Share
- Top 10 List
- Unit review/Test prep
- Unit tests
- Web-Based Assessments
- Written Reports

Primary Resources & Materials

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

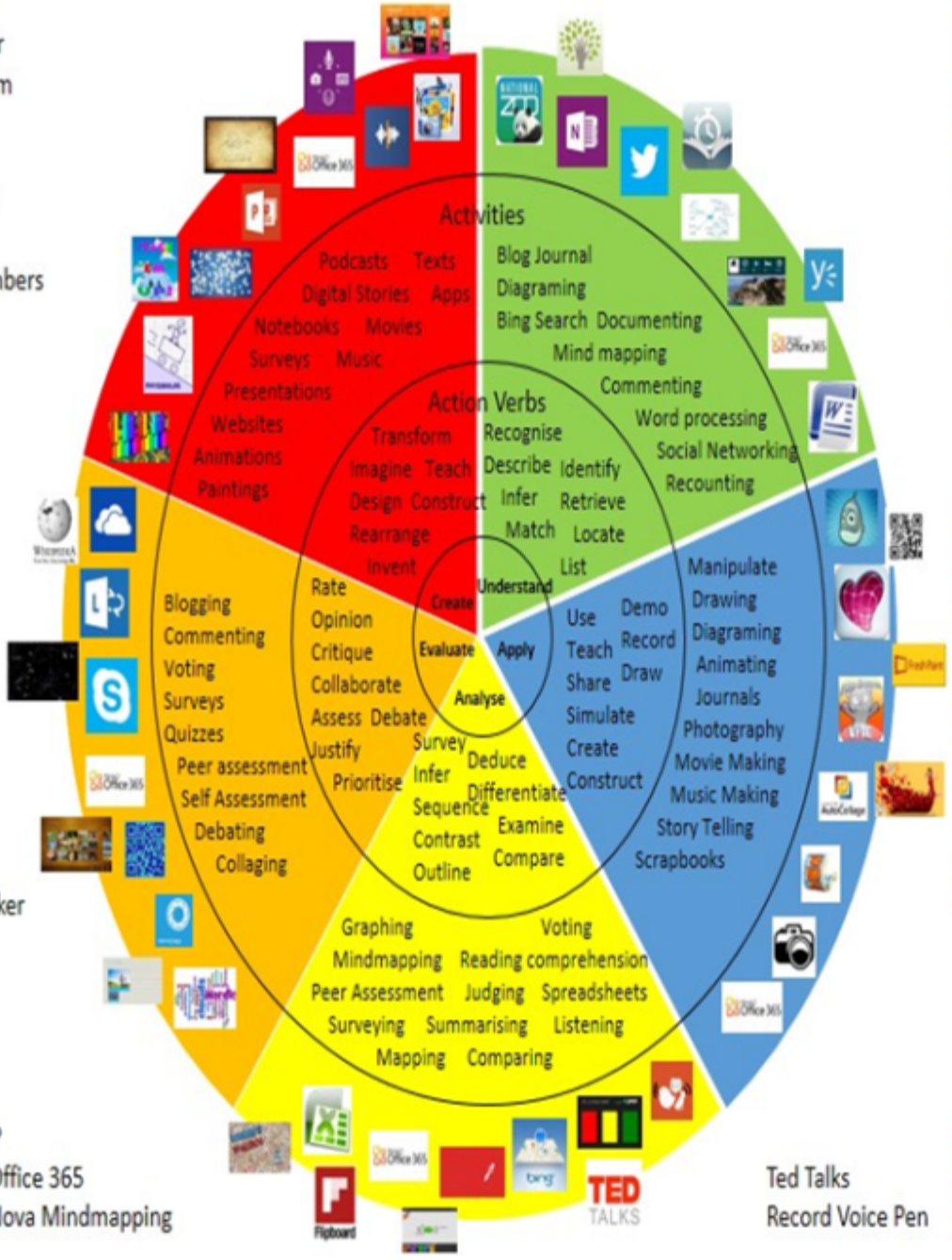
Technology Infusion and/or strategies are integrated into this unit to enhance learning - INSTRUCTIONAL STRATEGIES/APPROACHES • Computer research

INSTRUCTIONAL STRATEGIES/APPROACHES • Computer research

Win 8.1 Apps/Tools Pedagogy Wheel

Podcasts
Photostory 3
Kid Story Builder
Music Maker Jam
Paint A Story
Office 365
MS PowerPoint
Stack 'Em Up
NqSquared Numbers
Physamajig
Xylophone 8

Wikipedia
Skydrive
Lync
SkyMap
Skype
Office 365
Puzzle Touch
Easy QR
Memorylage
Life Moments
Word Cloud Maker



Where's Waldo?
MS Excel Office 365
Flipboard Nova Mindmapping

Ted Talks
Record Voice Pen

Originally taken from http://www.coetail.com/vzimmer/files/2013/02/iPadagogy-Wheel.001.jpg
And adapted for Windows 8.1 devices by Charlotte Beckhurst @CharBeckhurst

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.

9.3.12.FN-ACT	Accounting
9.3.12.FN-ACT.2	Utilize accounting tools, strategies and systems to plan, monitor, manage and maintain the use of financial resources.
9.3.12.FN-ACT.3	Process, evaluate and disseminate financial information to assist business decision making.
9.3.12.FN-ACT.4	Utilize career-planning concepts, tools and strategies to explore, obtain and/or develop an accounting career.

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

LA.RH.6-8.7	Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
TECH.8.1.12	Educational Technology: 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.3	Collaborate in online courses, learning communities, social networks or virtual worlds to discuss a resolution to a problem or issue.
TECH.8.1.12.A.4	Construct a spreadsheet workbook with multiple worksheets, rename tabs to reflect the data on the worksheet, and use mathematical or logical functions, charts and data from all worksheets to convey the results.
TECH.8.1.12.C.CS1	Interact, collaborate, and publish with peers, experts, or others by employing a variety of digital environments and media.
TECH.8.1.12.F	Critical thinking, problem solving, and decision making: Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.

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

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.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.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.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.
CRP.K-12.CRP5.1	Career-ready individuals understand the interrelated nature of their actions and regularly make decisions that positively impact and/or mitigate negative impact on other people,

	organization, and the environment. They are aware of and utilize new technologies, understandings, procedures, materials, and regulations affecting the nature of their work as it relates to the impact on the social condition, the environment and the profitability of the organization.
CRP.K-12.CRP6.1	Career-ready individuals regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.

Differentiation

Assistive Technology

Study Guide

Modeling

Differentiation in a lesson lies within content, process, and/or product, some of the possible differentiation that could be used in this lesson is:

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

Special Education Learning (IEP's & 504's)

preview of content, concepts, and vocabulary

Special Education Learning adaptations that will be employed in this unit, some of the adaptions will be implemented using the adaptions identified below.

- 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
- multi-sensory presentation
- multiple test sessions
- preferential seating
- preview of content, concepts, and vocabulary
- Provide modifications as dictated in the student's IEP/504 plan
- 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)

- Allowing students to correct errors (looking for understanding)

English Language Learning adaptations that will be employed in this unit, some of the adaptions will be implemented using the adaptions identified below.

- teaching key aspects of a topic. Eliminate nonessential information
- using videos, illustrations, pictures, and drawings to explain or clarif
- 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 workpresented 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

At Risk

- Allowing the use of note cards or open-book during testing

Intervention Strategies for At Risk that will be employed in this unit, using possibly some of the interventions 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 workpresented 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

Talented and Gifted Learning (T&G)

Higher order, critical & creative thinking skills, and discovery

Talented and Gifted adaptations that will be employed in this unit, using some of the adaptions identified below.

- Above grade level placement option for qualified students
- Advanced problem-solving
- Allow students to work at a faster pace
- Cluster grouping
- Complete activities aligned with above grade level text using Benchmark results
- Create a blog or social media page about their unit
- Create a plan to solve an issue presented in the class or in a text
- Debate issues with research to support arguments
- Flexible skill grouping within a class or across grade level for rigor
- Higher order, critical & creative thinking skills, and discovery
- Multi-disciplinary unit and/or project
- Teacher-selected instructional strategies that are focused to provide challenge, engagement, and growth opportunities
- Utilize exploratory connections to higher-grade concepts
- Utilize project-based learning for greater depth of knowledge

Sample Lesson

Using the template below, please develop a **Sample Lesson** for the first unit only.

Unit Name:

NJSLS:

Interdisciplinary Connection:

Statement of Objective:

Anticipatory Set/Do Now:

Learning Activity:

Student Assessment/CFU's:

Materials:

21st Century Themes and Skills:

Differentiation/Modifications:

Integration of Technology: