

# Unit: Accounting 1 Business Studies

Content Area: **Business**  
Course(s): **Accounting I**  
Time Period: **Generic Time Period**  
Length: **Throughout year as applicable**  
Status: **Published**

## Unit Overview

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Students will be able to apply business concepts and/or terminology to think outside the box and beyond the curriculum.

## Transfer

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Students will be able to apply business concepts and/or terminology to think outside the box and beyond the curriculum to make meaningful connections to their business class.

*Big Picture: Students will be able to independently use their learning to enabling them to plan, record, analyze, and interpret financial information to make sound business decisions.*

## Meaning

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## Understandings

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Students will understand ...

- General business concepts and/or vocab
- Ethical decision making concepts
- Effective and professional communication skills
- Connections between multiple units
- Connections between multiple business classes
- Connections between business concepts and/or vocab and the “real world”
- Cross curricular connections
- The positives and negatives of living and working in a high-technology environment (i.e. security, ethics and privacy)
- The connections to careers of interest related to the course of study

## Essential Questions

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- What general business concepts and/or vocab apply to this unit?
- What ethical decision making concepts can you apply?
- How can you developing and/or apply effective and professional communication skills?
- What connections can be made between the units in this class?
- What connections can be made between our business classes at WHS?
- What connections can be made between business concepts and/or vocab and the “real world”?
- What cross curricular connections can be made?
- What are the positives and negatives of living and working in a high-technology environment (i.e. security, ethics and privacy)?
- What connections to careers of interest related to the course of study

## **Application of Knowledge and Skill**

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### **Students will know...**

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Students will know...

- General business concepts and/or vocab
- Ethical decision making concepts
- Effective and professional communication skills
- Connections between multiple units
- Connections between multiple business classes
- Connections between business concepts and/or vocab and the “real world”
- Cross curricular connections
- The positives and negatives of living and working in a high-technology environment (i.e. security, ethics and privacy)
- The connections to careers of interest related to the course of study

### **Students will be skilled at...**

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Students will be skilled at...

- Identifying and/or applying general business concepts and/or vocab
- Identifying and/or applying ethical decision making concepts
- Developing and/or applying effective and professional communication skills
- Making connections between multiple units
- Making connections between multiple business classes
- Making connections between business concepts and/or vocab and the “real world”
- Making cross curricular connections
- Identify and assess the positives and negatives of living and working in a high-technology environment

(i.e. security, ethics and privacy)

- Making connections to careers of interest related to the course of study

## **Academic Vocabulary**

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- Subject terms related to business, i.e., ethics, entrepreneurship, accounting, marketing, investing, business law, computer applications, computer science, financial literacy, etc.

## **Learning Goal 1**

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Students will be able to apply business concepts and/or terminology to think outside the box and beyond the curriculum to make meaningful connections to their business class.

- Students will be able to apply business concepts and/or terminology to think outside the box and beyond the curriculum to make meaningful connections to their business class.

CRP.K-12.CRP8

Utilize critical thinking to make sense of problems and persevere in solving them.

CRP.K-12.CRP11

Use technology to enhance productivity.

PFL.9.1.12.B.1

Prioritize financial decisions by systematically considering alternatives and possible consequences.

PFL.9.1.12.E.2

Analyze and apply multiple sources of financial information when prioritizing financial decisions.

PFL.9.1.12.E.3

Determine how objective, accurate, and current financial information affects the prioritization of financial decisions.

PFL.9.1.12.E.5

Evaluate business practices and their impact on individuals, families, and societies.

PFL.9.1.12.G.1

Analyze risks and benefits in various financial situations.

CAEP.9.2.12.C.9

Analyze the correlation between personal and financial behavior and employability.

TECH.8.1.12.A.CS2

Select and use applications effectively and productively.

## **Target 1**

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Students will be able to identify and/or apply general business concepts and/or vocab

- Students will be able to identify and/or apply general business concepts and/or vocab

## **Target 2**

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Students will be able to identify and/or apply ethical decision making concepts

- Students will be able to identify and/or apply ethical decision making concepts

### **Target 3**

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Students will be able to develop and/or apply effective and professional communication skills

- Students will be able to develop and/or apply effective and professional communication skills

### **Target 4**

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Students will be able to make connections between multiple units

- Students will be able to make connections between multiple units

### **Target 5**

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Students will be able to make connections between multiple business classes

- Students will be able to make connections between multiple business classes

### **Target 6**

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Students will be able to make connections between business concepts and/or vocab and the “real world”

- Students will be able to make connections between business concepts and/or vocab and the “real world”

### **Target 7**

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Students will be able to make cross curricular connections

- Students will be able to make cross curricular connections

### **Target 8**

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Identify and assess the positives and negatives of living and working in a high-technology environment (i.e. security, ethics and privacy)

- Identify and assess the positives and negatives of living and working in a high-technology environment (i.e. security, ethics and privacy)

### **Target 9**

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Making connections to careers of interest related to the course of study

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## **Formative Assessment and Performance Opportunities**

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- • Role Play completion
- Analysis completion
- Class discussion
- Presentation of ideas
- Productive discussion
- Project completion
- Teacher observation
- Use of technological resources for quick assessment i.e. Socrative.com
- Worksheet completion

## **Summative Assessment**

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- Debates
- DECA Role Plays
- Entrepreneurial Projects
- Financial Analysis
- Guest Speakers
- Mock Trials
- Researching and/or discussing Current Events
- Transitional and complimentary lessons between units and/or timely lessons to engage students in business
- Viewing Business Related Videos/TV Clips

## **Accommodations/Modifications**

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- Personal Business Letter - Describe what skills the student has learned from a given activity and how they will apply it in the future as a professional
- Students work collaboratively

## **Unit Resources**

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Teacher can choose from the following resources:

- Book Companion Website
- Century 21 Accounting 9E

- Century 21 Accounting Simulation
- Chapter PowerPoints
- Computer
- Document Camera
- Guest Speakers
- Interactive Excel Spreadsheets
- Quickbooks
- Videos
- Whiteboards
- Workbook

## Interdisciplinary Connections

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MA.K-12.1	Make sense of problems and persevere in solving them.
MA.K-12.4	Model with mathematics.
MA.K-12.5	Use appropriate tools strategically.
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.
LA.RST.11-12.3	Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.
LA.RST.11-12.4	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11-12 texts and topics.
MA.S-IC.B.6	Evaluate reports based on data.
LA.RST.11-12.9	Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.
MA.S-MD.A	Calculate expected values and use them to solve problems
LA.WHST.11-12.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
LA.WHST.11-12.6	Use technology, including the Internet, to produce, share, and update writing products in response to ongoing feedback, including new arguments or information.
LA.WHST.11-12.9	Draw evidence from informational texts to support analysis, reflection, and research.
MA.S-MD.B.5b	Evaluate and compare strategies on the basis of expected values.