| ***Intro to Business: Accounting and Job Seeking Skills***  ***Weeks 9-16 - January (18 Days)*** | | | | | |
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| **Targeted Standards** (Write the overall NJSLS that are most applicable to this unit. For grades 6-8 in subjects other than ELA/English, be sure to include relevant [companion standards](https://www.state.nj.us/education/cccs/2016/ela/)).  **9.1.12.CDM.1:** Identify the purposes, advantages, and disadvantages of debt.  8.2.12.EC.1: Analyze controversial technological issues and determine the degree to which individuals, businesses, and governments have an ethical role in decisions that are made. | | | | | |
| **Rationale and Transfer Goals**: *This section addresses how students will use what they learned for some useful accomplishment.* *Use a short narrative form to explain what students are learning and learning to do in this unit as a whole experience. Transfer of knowledge should 1) be based on mastery, not just rote knowledge; 2) be connected to real world contexts and/or study of other subjects (How will this help me in life, K-12 school, college, or career?); and 3) offer opportunities to develop 21st century skills and habits of mind. You may wish to include overarching questions or beliefs that guide the whole year’s work, such as “We are learning to read and write with thought and purpose.”*  This unit provides an overview of accounting and job seeking skills. Students will learn what accounting is, how it is used to support a business, who uses the information, the accounting equation, debits, credits, transactions, and accounts. They will recognize debits and credits and practice the double-entry method. For job seeking skills, students will learn about federal and state laws regarding minors in the workforce. In addition, students will learn about searching and applying for jobs, including developing job criteria, finding job openings, Equal Opportunity Employment, job applications, and resumes. Finally, students learn about interview techniques, why people resign, and resignation letters. | | | | | |
| **Enduring Understandings:** What are the most essential conclusions that students should be guided towards throughout this unit?  Any business transaction must be analyzed to identify its effect on the accounting equation and the business’ accounts.  Problem solving skills are an essential part of all jobs and day-to-day life.  It is important for a business to have accounting systems in place in order to successfully manage assets.  A completed application and a resume are critical documents for gaining employment.  Preparing for an interview and anticipating common interview questions is crucial.  There is a professional way to resign from any job. | | | | | |
| **Essential Questions**: What are the questions that will guide critical thinking about the content of this unit? Essential questions should, in part, be thought-starters toward the enduring understandings.   * What is accounting? * How can a person use financial statements to solve business issues? * Why do businesses use accounting? * How do I complete a job application and a resume? * What questions will I be asked in a job interview? * How do people resign from their job? | | | | | |
| **Content/Objectives** | | | **Instructional Actions** | | |
| **Content**  ***What students will know*** | **Skills**  ***What students will be able to do*** | | **Activities/Strategies**  ***How we teach content and skills*** | | **Evidence (Assessments)**  ***How we know students have learned*** |
| * Why accounting is important in business. * Why it is important for businesses to implement an accounting system. * The accounting equation must always be kept in balance. * Understand how transactions affect accounts. * How accounts affect the accounting equation. * Determine the job qualities you desire. * Learn about the benefits of a part-time job. * Understand the basics of federal child labor laws. * Understand the importance of compromise in a job search. * Common job interview questions. * The components of a resume. | * Match terms and definitions related to accounting. * Define accounting. * Identify how accounting is used to support a business. * Identify the different types of business and how they are affected by accounting. * Demonstrate how to record transactions using the Double-Entry Method. * Demonstrate proper job interview techniques. * Know how to find jobs. * Discuss employment related laws. * Explain the importance of a resume when applying for a job. * Give examples of reasons people resign from jobs. * Identify the parts of a letter of resignation. | | * Scenarios and Case Studies. * Class Discussion. * Current Events. * Accounting terms matching activity. * Recording Transactions activity. * The Accounting Equation activity. * Accounting reflection writing. * Research job listings. * Application for Employment activity. * Research how to be prepared for an interview. * Write a letter of resignation. | | * Rubrics. * Exit Tickets. * Challenge Question participation. * Worksheets * Teacher observations and reflections. * Analysis of student reflections. * Quiz. * Unit Test * Quarterly Assessment. * Formal data from activities. |
| **Spiraling for Mastery**  **Where does this unit spiral back to other units from this or previous years**  **in order to ensure that students retain mastery of what they’ve learned?** | | | | | |
| **Content or Skill for this Unit** | | **Spiral Focus from Previous Unit** | | **Instructional Activity** | |
| * Accounting * Job Seeking Skills | | * Marketing concepts - how to market yourself personally when applying for a job. * Management - understand the basics of management and organizational structures when applying for a job. * Recall proper writing skills and use of thesis sentences. * Basic understanding of business. | | * Challenge Questions. * Mini Paragraphs/Sentence Starters. * Use of Google Classroom and Google Drive applications. | |
| **21st Century Skills:** What are the [21st Century Skills](http://www.p21.org/about-us/p21-framework) that are a part of this unit, and where are they experienced? Use [NJSLS Standard 9](https://www.state.nj.us/education/aps/cccs/career/) to document standards taught and associated activities. Be sure to embed specific standards that are used; don’t simply paste all of the standards into this section.  CRP1. Act as a responsible and contributing citizen and employee.  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.  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.  In the literacy block, students will be making judgments and decisions, implementing innovations, thinking creatively, work creatively, communicate clearly, collaborating with others, using visual literacy, applying scientific and numerical literacy, using cross-disciplinary thinking, applying basic literacy, accessing and evaluating information, using and managing information, creating media products, and applying technology effectively. | | | | | |
| **Key resources:** What are the resources that are essential for this unit (may also be listed in “Activities/Strategies”)?   * Applied Educational Systems Business&ITCenter21 Learning Management System. * Quizizz. * Google Classroom. * Google Docs. * Nearpod. * Personal dry erase boards. * Note cards. | | | | | |
| **Interdisciplinary Connections**    **Computer Science and Design** - Students will analyze how new and emerging technologies in accounting have made a difference and caused ethical dilemmas in business from past cases (i.e. Enron scandal) /  **Language Arts** - students will be reading and analyzing different labor laws and collective bargaining agreements. | | | | | |