



## EVERETT PUBLIC SCHOOLS ACCOUNTING II

<b>Course:</b> Accounting II		<b>Total Framework Hours:</b> 90 hours
<b>CIP Code:</b> 520301	<input type="checkbox"/> Exploratory <input checked="" type="checkbox"/> Preparatory	<b>Date Last Modified:</b> 12.2022
<b>Career Cluster:</b> Finance		<b>Cluster Pathway:</b> Accounting

### Industry Recognized Certificates:

Microsoft Excel Associate Certification, Excel Expert Certification, Precision Exam, Intuit QuickBooks Certification

### Work-Based Learning:

Job Shadowing, Career Mentorship, Career Related Competitions, Informational Interviews, Paid Internships or Non-paid internships

### COMPONENTS AND ASSESSMENTS

#### Performance Assessments:

- Explain the role that accountants play in business and society.
- Explain career opportunities in the accounting profession.
- Demonstrate the business and professional skills and competencies required to succeed in the accounting profession and/or in an accounting-related career

**Leadership Alignment:** FBLA Accounting II Competencies, 21<sup>st</sup> Century Leadership Skills, Start Here, Go Places, American Institute of CPS's (AICPA) Code of Professional Conduct and Next Gen Personal Finance, and National Business Education Association Standards

Use a wide range of idea creation techniques (such as brainstorming)

Create new and worthwhile ideas (both incremental and radical concepts)

Elaborate, refine, analyze and evaluate their own ideas in order to improve and maximize creative efforts

Prepare a multi-column journal for recording data.

Record transactions such as accounts receivables and accounts payables in appropriate journals.

Journalize or record business transactions in a journal (e.g., cash receipts, cash payments, purchases, sales, and general).

Identify confidentiality concepts and policies.

Identify characteristics of professional conduct.

Identify and practice good ethical behavior.

Differentiate between good and poor business ethics.

Adhere to established company rules, regulations, and policies.

Identify issues and trends affecting computers and information privacy.

Implement security measures to minimize loss and to create trust (e.g., maintain data security, develop strategies to protect data, etc.).

Use various types of reasoning (inductive, deductive, etc.) as appropriate to the situation

Analyze how parts of a whole interact with each other to produce overall outcomes in complex systems

Articulate thoughts and ideas effectively using oral, written, and nonverbal communication skills in a variety of forms and contexts

Motivating others

Fostering potential  
 Inspiring trust  
 Thinking strategically  
**21st Century Skills:**  
Communicate Clearly  
 3.A.2: Listen effectively to decipher meaning, including knowledge, values, attitudes, and intentions  
Financial, Economic, Business and Entrepreneurial Literacy  
 12.B.1: Knowing how to make appropriate personal economic choices  
 12.B.2: Understanding the role of the economy in society  
 12.B.3: Using entrepreneurial skills to enhance workplace productivity and career options

### ***Standards and Competencies***

**Unit 1:** The Accounting Profession and Advanced Accounting Principles and Concepts

#### **Industry Standards and/or Competencies**

**Total Learning Hours for Unit: 20**

- Explain how current events impact the accounting profession.
- Explain how the rapid advances in technology continue to impact the accounting profession.
- Explain how accounting information is used to allocate resources in the business and personal decision-making process.
- Explain the need for a code of ethics in accounting and the ethical responsibilities required of accountants.
- Explain why accounting firms are shifting their hiring models to focus more on technology skills and nonaccountants.
- Explain the areas of specialization within the accounting profession and careers that require a knowledge of accounting.
- Explain the skills and competencies needed to succeed in the accounting profession and how those required skills and competencies are evolving with the rapid advances in technology.
- State and explain the professional designations and certifications in the accounting profession
- Demonstrate ethical decision-making skills and conduct in a business scenario.
- Apply analytical and critical decision-making skills.
- Use information technology productively.
- Exhibit leadership skills.
- Demonstrate the ability to work within a team.
- Demonstrate the ability to draft properly written communication based on the task (e.g., e-mail, memorandum, analytics, process document).

### ***Aligned Washington State Learning Standards***

<b>Mathematics</b>	HSA-APR.A.1 – Perform arithmetic operations on polynomials HSA-SSE.A.1 – Interpret expressions that represent a quantity in terms of its context HSA-SSE.A.2 – Use the structure of an expression to identify ways to rewrite it HSA-SSE.B.3 – Choose and produce an equivalent form of an expression to reveal and explain properties of the quantity represented by the expression HSA-CED.A.1 – Create equations and inequalities in one variable and use them to solve problems.
<b>Financial Education</b>	10.SS.1 – Create a plan to manage spending and achieve financial goals 10.CD.2 – Compare various types of student loans (public and private) as a means of paying for postsecondary education. 10.EI.6 – Differentiate between gross, net, and taxable income. 10.FD.5 – Evaluate whether financial information is objective, accurate, and current. 10.FD.6 – List factors to consider when selecting a financial professional. 10.EI.1 – Identify how non-income factors such as child-care options, cost of living, and work conditions can influence job choice. 10.EI.2 – Outline a career plan that aligns with personal interests, financial goals, and desired lifestyle. 10.EI.3 – Develop a résumé and cover letter for a specific job of interest.

<b>English Language Arts</b>	<p><u>Reading</u>  RI.11-12.2 – Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.  RI.11-12.5 – Analyze in detail how an author’s ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter)  RI.11-12.7 – Analyze various accounts of a subject told in different mediums (e.g., a person’s life story in both print and multimedia), determining which details are emphasized in each account.</p> <p><u>Writing</u>  W.11-12.1 – Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.  W.11-12.2 – Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p><u>Speaking &amp; Listening</u>  SL.11-12.1 – Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.  SL.11-12.2 – Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.  SL.11-12.3 – Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.</p>
<b>Computer Science</b>	<p>3A-IC-24 – Evaluate the ways computing impacts personal, ethical, social, economic, and cultural practices.  3A-IC-27 – Use tools and methods for collaboration on a project to increase connectivity of people in different cultures and career fields.  3A-IC-29 – Explain the privacy concerns related to the collection and generation of data through automated processes that may not be evident to users.  3A-IC-30 – Evaluate the social and economic implications of privacy in the context of safety, law, or ethics  3B-IC-27 – Predict how computational innovations that have revolutionized aspects of our culture might evolve.  3B-IC-28 – Debate laws and regulations that impact the development and use of software.</p>
<b>Social Studies</b>	<p>E1.11-12.1 – Analyze how economic incentives influence choices that may result in policies with a range of costs and benefits for different groups in the United States  E1.11-12.2 – Assess the optimal level of a public service with the marginal costs and benefits of providing a service in the United States.  E1.11-12.4 – Use marginal benefits and marginal costs to construct an argument for or against an approach or solution to an economic issue.  E2.11-12.1 – Analyze how comparative advantage has affected the United States’ imports and exports in the past or present.  E4.11-12.5 – Explain how current globalization trends and policies affect economic growth, labor markets, rights of citizens, the environment, and resource and income distribution in different nations.  E4.11-12.6 – Use economic indicators to analyze the current and future state of an economy.</p>

### COMPONENTS AND ASSESSMENTS

#### Performance Assessments:

- Use an annual report and financial statements to make informed business decisions.
- Assess the financial condition and operating results of a company and analyze and interpret financial statements and information to make informed business decisions.

**Leadership Alignment:** FBLA Accounting II Competencies, 21<sup>st</sup> Century Leadership Skills, Start Here, Go Places, American Institute of CPAs (AICPA) Code of Professional Conduct and Next Gen Personal Finance, and National Business Education Association Standards

Compute financial ratios and analyze financial statements using horizontal analysis, vertical analysis, and commonly used financial ratios.

Analyze and describe how a change in an independent variable can produce a change in a dependent variable.

Calculate financial strength analysis by determining current ratio of assets to liabilities, acid-test ratio, debt ratio, working capital, equity ratio, and equity and earnings per share.

Apply differential analysis to make decisions such as buying or making a product; leasing or buying an asset; discontinuing a department, plant, or product; replacing or repairing equipment; or offering discounted prices on special orders.

Review revenues, expenditures, trends, priorities, and projections in preparation of a budget.

Prepare master and flexible budgets and describe how they are each used.

Compare the projected budgeted amounts with the actual amounts through preparation of a performance report.

Use cost-volume-profit and contribution margin analysis to plan operations.

Prepare budget analysis using spreadsheet software.

Calculate and prepare cash flow statements.

Determine cash flows from operating activities, investing activities, and financing activities.

Describe the different types of financial statements; explain their purpose and compare the difference.

Prepare a trial balance, a worksheet (8 and 10 columns), and an adjusted trial balance.

Prepare and interpret an income statement.

Prepare and interpret a balance sheet that reports the financial condition of the entity.

Prepare a statement of Owner's Equity/Partner's Equity/Retained Earnings.

Explain the purposes of each financial statement and describe the way they articulate with each other.

Analyze the effects of revenue on financial statements.

Use manual and computerized accounting systems for preparing financial statements and evaluating the effect of changes.

Determine acceptable levels of financial performance to be used as a basis for management decisions.

Define terminology and classifications necessary for financial statements.

Listen effectively to decipher meaning, including knowledge, values, attitudes, and intentions

Evaluate information critically and competently

Knowing how to make appropriate personal economic choices

### **21st Century Skills**

#### Think Creatively

1.A.2: Create new and worthwhile ideas (both incremental and radical concepts)

#### Reason Effectively

2.A.1: Use various types of reasoning (inductive, deductive, etc.) as appropriate to the situation

#### Use Systems Thinking

2.B.1: Analyze how parts of a whole interact with each other to produce overall outcomes in complex systems

#### Communicate Clearly

3.A.1: Articulate thoughts and ideas effectively using oral, written, and nonverbal communication skills in a variety of forms and contexts

#### Financial, Economic, Business and Entrepreneurial Literacy

12.B.2: Understanding the role of the economy in society

12.B.3: Using entrepreneurial skills to enhance workplace productivity and career options

### ***Standards and Competencies***

### **Unit 2: Advanced Financial Reports & Complex Analysis**

#### **Industry Standards and/or Competencies**

**Total Learning Hours for Unit: 20**

- State and explain the types of audit opinions.
- Explain the role of accounting and regulatory organizations in relation to financial reports.

- State and explain the information provided in each financial statement and how the statements articulate with each other.
- State and explain the different formats of an income statement.
- State the classifications in an income statement and explain their relationship to each other (e.g., revenue, expenses, gains, losses).
- Explain changes in the ownership structure using the statement of equity.
- Explain how and why the conceptual framework of accounting and generally accepted accounting principles provide guidance and structure for preparing financial statements.
- Explain how the different forms of business ownership are reported in the financial statements.
- State and explain the different types of business operations.
- Explain how the different types of business operations are reflected in the financial statements.
- State and explain the business activities reported in a statement of cash flow (e.g., operating, investing, financing).
- Define other comprehensive income (loss) and explain its relationship to operating results.
- Explain how disclosure requirements impact financial reporting.
- Discuss the information that can be obtained from analyzing financial statements.
- Recognize the primary areas of analysis (e.g., trend analysis, profitability, liquidity, capital structure) and explain the information that can be obtained from each type of analysis.
- Perform a horizontal and vertical analysis of the income statement and balance sheet.
- Assess profitability by calculating and interpreting financial ratios (e.g., gross profit margin, operating profit margin, net profit margin, return on assets, return on operating assets, sales turnover).
- Assess liquidity and solvency by calculating and interpreting financial ratios (e.g., working capital, current ratio, quick ratio, cash ratio, inventory turnover, accounts receivable turnover, operating cycle).
- Compare and contrast debt and equity financing and explain the impact on the financial statements.
- Assess capital structure by calculating and interpreting financial ratios (e.g., debt ratio, long-term debt ratio, debt-to-equity ratio, Times-Interest Earned ratio).
- Research industry averages and explain their use in assessing the financial condition, operating results, profitability, liquidity, and capital structure.
- Use current technology, research tools, financial/business or data analytic software to conduct financial analysis.
- State and explain common methods for manipulating financial statements and financial ratios.
- Explain the ethical and legal implications resulting from the manipulation of financial statements and financial ratios.
- Use the statement of cash flow to analyze business activities (e.g., operating, investing, financing)
- Analyze cash flow from operating activities to assess profitability and liquidity.

***Aligned Washington State Learning Standards***

<b>Mathematics</b>	<p>HSA-CED.A.2 – Create equations in two or more variables to represent relationships between quantities; graph equations on coordinate axes with labels and scales.</p> <p>HSA-CED.A.4 – Rearrange formulas to highlight a quantity of interest, using the same reasoning as in solving equations. For example, rearrange Ohm's law <math>V = IR</math> to highlight resistance <math>R</math>.</p> <p>HAS-REI.A.1 – Explain each step in solving a simple equation as following from the equality of numbers asserted at the previous step, starting from the assumption that the original equation has a solution. Construct a viable argument to justify a solution method.</p> <p>HAS-REI.D.10 – Understand that the graph of an equation in two variables is the set of all its solutions plotted in the coordinate plane, often forming a curve (which could be a line).</p> <p>HSF-IF.A.1 – Understand that a function from one set (called the domain) to another set (called the range) assigns to each element of the domain exactly one element of the range. If <math>f</math> is a function and <math>x</math> is an element of its domain, then <math>f(x)</math> denotes the output of <math>f</math> corresponding to the input <math>x</math>. The graph of <math>f</math> is the graph of the equation <math>y = f(x)</math>.</p> <p>HSF-IF.C.7 – Graph functions expressed symbolically and show key features of the graph, by hand in simple cases and using technology for more complicated cases.</p>
<b>Financial Education</b>	12.SS.1 – Specify how monetary and non-monetary assets can contribute to net worth.

	<p>12.SS.3 – Differentiate between an expense that is tax deductible and one that is not.</p> <p>12.SS.4 – Devise a system to retain evidence of tax-deductible expenditures.</p> <p>12.SS.5 – Investigate the records required to claim possible tax deductions or credits</p> <p>12.SS.6 – Compare the features and costs of online and mobile bill payment services offered by different institutions.</p> <p>12.SS.7 – Compare the costs of cashing a check with various third parties, such as banks and credit unions, check-cashing services, and retail outlets.</p> <p>12.SS.8 – Demonstrate how to schedule and manage bill payments.</p> <p>12.SS.10 – Reconcile the balance of a checking account and verify the balance of a debit account.</p> <p>12.EI.6 – Calculate the future income needed to maintain a current standard of living.</p> <p>12.FD.12 – Demonstrate how to negotiate the sales price of a major purchase, such as a car or a motorcycle</p> <p>12.FD.13 – Summarize the factors that make a contract legal and binding.</p>
<b>English Language Arts</b>	<p><u>Reading</u></p> <p>RI.11-12.2 – Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.</p> <p>RI.11-12.5 – Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter)</p> <p>RI.11-12.7 – Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.</p> <p><u>Writing</u></p> <p>W.11-12.1 – Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>W.11-12.2 – Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p><u>Speaking &amp; Listening</u></p> <p>SL.11-12.1 – Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p> <p>SL.11-12.2 – Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.</p> <p>SL.11-12.3 – Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.</p>
<b>Computer Science</b>	<p>3B-AP-12 – Compare and contrast fundamental data structures and their uses.</p> <p>3B-DA-05 – Use data analysis tools and techniques to identify patterns in data representing complex systems.</p> <p>3A-IC-24 – Evaluate the ways computing impacts personal, ethical, social, economic, and cultural practices.</p> <p>3A-IC-27 – Use tools and methods for collaboration on a project to increase connectivity of people in different cultures and career fields.</p> <p>3A-IC-29 – Explain the privacy concerns related to the collection and generation of data through automated processes that may not be evident to users.</p> <p>3A-IC-30 – Evaluate the social and economic implications of privacy in the context of safety, law, or ethics</p> <p>3B-IC-27 – Predict how computational innovations that have revolutionized aspects of our culture might evolve.</p> <p>3B-IC-28 – Debate laws and regulations that impact the development and use of software.</p>
<b>Social Studies</b>	<p>E1.11-12.1 – Analyze how economic incentives influence choices that may result in policies with a range of costs and benefits for different groups in the United States</p> <p>E1.11-12.2 – Assess the optimal level of a public service with the marginal costs and benefits of providing a service in the United States.</p>

	<p>E1.11-12.4 - Use marginal benefits and marginal costs to construct an argument for or against an approach or solution to an economic issue.</p> <p>E2.11-12.1 – Analyze how comparative advantage has affected the United States' imports and exports in the past or present.</p> <p>E4.11-12.5 – Explain how current globalization trends and policies affect economic growth, labor markets, rights of citizens, the environment, and resource and income distribution in different nations.</p> <p>E4.11-12.6 – Use economic indicators to analyze the current and future state of an economy.</p>
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## COMPONENTS AND ASSESSMENTS

### Performance Assessments:

- State and explain generally accepted accounting principles (GAAP) and explain how applying GAAP impacts the recording of financial transactions and the preparation of financial statements.

**Leadership Alignment:** FBLA Accounting II Competencies Start Here, Go Places, American Institute of CPS's (AICPA) Code of Professional Conduct and Next Gen Personal Finance, and National Business Education Association Standards

Define terminology related to departmentalized accounting.

Analyze and journalize departmental purchases/cash payments and sales/cash receipts in special journals and posts to ledgers.

Create a departmental statement of gross profit, financial statements, and end-of-period work.

Prepare and maintain payroll records for a departmentalized business.

Journalize and post adjusting and closing entries for a departmentalized business.

Apply appropriate software to maintain departmentalized records.

Identify the methods for forming a corporation and complete the various steps of the accounting cycle for a corporation or for a not-for-profit business.

Identify and describe the different classes of stock and explain the rights afforded each class of stock.

Journalize transactions: capital stock issuance, organization costs, stock subscriptions, and dividend declaration and payment to stockholders.

Differentiate between stock splits and stock dividends and explain how each affect equity.

Determine stockholders' equity and earnings per share and prepare a statement of stockholders' equity for a corporation.

Perform all of the functions of the closing process, journalize and post the closing entries, prepare the post-closing trial balance, and prepare all of the appropriate financial statements and reports for a corporation.

Apply appropriate accounting techniques for the formation, allocation, and distribution of earnings and dissolution of corporations.

Describe the purposes of the revenue, expense, and drawing accounts and illustrate the effects on capital/owner's or stockholder's equity.

Describe the different levels of liability and taxation for Subchapter S Corporations and Limited Liability Corporations.

Analyze the information derived from the corporate financial statements.

Listen effectively to decipher meaning, including knowledge, values, attitudes, and intentions

Knowing how to make appropriate personal economic choices

Understanding the role of the economy in society

### 21st Century Skills:

#### Work Creatively With Others

1.B.1: Develop, implement and communicate new ideas to others effectively

1.B.2: Be open and responsive to new and diverse perspectives; incorporate group input and feedback into the work

1.B.3: Demonstrate originality and inventiveness in work and understand the real world limits to adopting new ideas

1.B.4: View failure as an opportunity to learn; understand that creativity and innovation is a long-term, cyclical process of small successes and frequent mistakes

#### Reason Effectively

2.A.1: Use various types of reasoning (inductive, deductive, etc.) as appropriate to the situation

#### Use Systems Thinking

2.B.1: Analyze how parts of a whole interact with each other to produce overall outcomes in complex systems

#### Make Judgements and Decisions

2.C.4: Interpret information and draw conclusions based on the best analysis

#### Communicate Clearly

3.A.1: Articulate thoughts and ideas effectively using oral, written, and nonverbal communication skills in a variety of forms and contexts

### ***Standards and Competencies***

#### **Unit 3: Advanced Accounting Principles**

#### **Industry Standards and/or Competencies**

**Total Learning Hours for Unit: 20**

- Distinguish between the accrual basis of accounting and the cash basis of accounting and discuss the impact each has on the financial statements.
- Determine the cost of inventory for merchandising and manufacturing businesses and apply appropriate valuation methods.
- State and explain the cost flow assumptions for inventory and explain the impact on the balance sheet and income statement.
- Explain the criteria used to distinguish between capital expenditures and revenue expenditures.
- Determine the costs of property, plant and equipment, natural resources, and intangible assets.
- Calculate and record depreciation, depletion, and amortization expense and explain the impact on the financial statements.
- Explain the purpose of cost allocation.
- Explain the advantages of using "special purpose" journals instead of a single "general" journal.
- Determine the impact on the financial statements when assets are sold, disposed of, or rendered obsolete.
- Determine the initial valuation of long-term debt instruments and their impact on the financial statements.
- Explain why businesses issue bonds and why they are issued at a discount or premium.
- Calculate the cost of borrowed funds and determine the impact on the financial statements.
- Record bond-related transactions, including issuance, payment of interest, and retirement of bonds.
- Differentiate between a cash dividend and a stock dividend and explain the impact on the financial statements.
- Prepare an end-of period spreadsheet (worksheet). From the information contained in the worksheet, prepare an income statement, statement of owner's equity, and a balance sheet in good form. Develop and record the necessary adjusting and closing entries in the journal and ledger.
- Explain how other comprehensive income/(loss) affects equity.
- Explain how the acquisition and sale of a company's own stock impacts the financial statements.
- Explain a stock split and the impact on equity.
- Record revenue-related transactions, including unearned portions of revenue.
- Record expense-related transactions.
- Record transactions resulting in gains and losses.
- Distinguish between revenue, gains, and other comprehensive income.
- Distinguish between expenses, losses, and other comprehensive losses.
- Record transactions resulting in other comprehensive income or loss.

### ***Aligned Washington State Learning Standards***

#### **Mathematics**

HSA-APR.A.1 – Perform arithmetic operations on polynomials  
 HSA-SSE.A.1 – Interpret expressions that represent a quantity in terms of its context  
 HSA-SSE.A.2 – Use the structure of an expression to identify ways to rewrite it  
 HSA-SSE.B.3 – Choose and produce an equivalent form of an expression to reveal and explain properties of the quantity represented by the expression  
 HSA-CED.A.1 – Create equations and inequalities in one variable and use them to solve problems.  
 HSS-IC.A.1 – Understand statistics as a process for making inferences about population parameters based on a random sample from that population  
 HSS-IC.B.6 – Evaluate reports based on data  
 HSS-ID.A.3 – Interpret differences in shape, center, and spread in the context of the data sets, accounting for possible effects of extreme data points (outliers).



	HSS-ID.A.4 – Use the mean and standard deviation of a data set to fit it to a normal distribution and to estimate population percentages. Recognize that there are data sets for which such a procedure is not appropriate. Use calculators, spreadsheets, and tables to estimate areas under the normal curve.
<b>Financial Education</b>	<p>11.SS.1 – Specify how monetary and non-monetary assets can contribute to net worth</p> <p>11.CD.2 – List the types of information needed when applying for a credit card.</p> <p>11.CD.3 – Compare the total cost of reducing a credit card balance to zero with minimum payments versus above-minimum payments, all other terms being equal and no further purchases being made.</p> <p>11.I.1 – Compare strategies for investing as part of a comprehensive financial plan.</p> <p>11.I.2 – Give examples of how employer matching contributions to employer-sponsored retirement savings plans and vesting schedules affect participating employees.</p> <p>10.EI.6 – Differentiate between gross, net, and taxable income.</p> <p>11.FD.3 – Evaluate whether financial information is objective, accurate, and current.</p> <p>11.FD.9 – Identify the factors that make a contract legal and binding</p>
<b>English Language Arts</b>	<p><u>Reading</u></p> <p>RI.11-12.2 – Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.</p> <p>RI.11-12.5 – Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter)</p> <p>RI.11-12.7 – Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.</p> <p><u>Writing</u></p> <p>W.11-12.1 – Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>W.11-12.2 – Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p><u>Speaking &amp; Listening</u></p> <p>SL.11-12.1 – Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p> <p>SL.11-12.2 – Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.</p> <p>SL.11-12.3 – Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.</p>
<b>Computer Science</b>	<p>3B-AP-12 – Compare and contrast fundamental data structures and their uses.</p> <p>3B-DA-05 – Use data analysis tools and techniques to identify patterns in data representing complex systems.</p> <p>3A-IC-24 – Evaluate the ways computing impacts personal, ethical, social, economic, and cultural practices.</p> <p>3A-IC-27 – Use tools and methods for collaboration on a project to increase connectivity of people in different cultures and career fields.</p> <p>3A-IC-29 – Explain the privacy concerns related to the collection and generation of data through automated processes that may not be evident to users.</p> <p>3A-IC-30 – Evaluate the social and economic implications of privacy in the context of safety, law, or ethics</p> <p>3B-IC-27 – Predict how computational innovations that have revolutionized aspects of our culture might evolve.</p> <p>3B-IC-28 – Debate laws and regulations that impact the development and use of software.</p>
<b>Social Studies</b>	E1.11-12.1 – Analyze how economic incentives influence choices that may result in policies with a range of costs and benefits for different groups in the United States

	<p>E1.11-12.2 – Assess the optimal level of a public service with the marginal costs and benefits of providing a service in the United States.</p> <p>E1.11-12.4 – Use marginal benefits and marginal costs to construct an argument for or against an approach or solution to an economic issue.</p> <p>E2.11-12.1 – Analyze how comparative advantage has affected the United States' imports and exports in the past or present.</p> <p>E4.11-12.5 – Explain how current globalization trends and policies affect economic growth, labor markets, rights of citizens, the environment, and resource and income distribution in different nations.</p> <p>E4.11-12.6 – Use economic indicators to analyze the current and future state of an economy.</p>
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## COMPONENTS AND ASSESSMENTS

### Performance Assessments

- Complete the steps in the accounting cycle to prepare financial statements.

**Leadership Alignment:** FBLA Accounting II Competencies, 21<sup>st</sup> Century Leadership Skills, Start Here, Go Places, American Institute of CPS's (AICPA) Code of Professional Conduct and Next Gen Personal Finance, and National Business Education Association Standards

Analyze and journalize cash receipts and cash payment transactions and post to proper ledger accounts.

Analyze and journalize purchases and sales on account.

Analyze and journalize transactions for the return of merchandise and post to the appropriate ledger accounts.

Journalize and post the adjusting and closing entries for a business.

Record business transactions in the general journal and the special journals using appropriate correction methods.

Post business transactions to the general and subsidiary ledger accounts and prove their accuracy.

Evaluate a business's sales and purchasing activities to minimize expenses.

Differentiate between cost of sales and general operating expenses.

Compare and contrast transactions recorded as assets versus expenses, such as supplies inventory/supplies expense.

Calculate sales dollars and sales units required to earn a set amount of net income.

Calculate the contribution margin rate, breakeven point, sales dollars, and units required to earn a planned amount of net income.

Describe the effects of changes in sales volume, unit costs, and unit sales prices on net income.

Calculate the cost of goods sold for a specified period.

Calculate earnings at an hourly and piece rate; and on a salary, commission, and salary/commission basis.

Calculate and journalize deductions including federal income tax, social security tax, Medicare tax, state income tax, and other deductions to determine net pay.

Calculate and journalize employer's payroll taxes (e.g., social security, Medicare, federal unemployment, state unemployment) and employee benefits paid by the employer.

Prepare payroll checks and vouchers.

Record payroll earnings and deductions in a payroll register.

Maintain employee earnings record.

Complete federal and state employment tax forms such as W-4, W-2, quarterly reports, and unemployment tax forms.

Calculate amount due with given terms of sales, sales tax, discounts, etc.

Calculate cash discounts/trade discounts with given terms of sale, shipping, etc.

Identify the difference between debit and credit memorandums.

Listen effectively to decipher meaning, including knowledge, values, attitudes, and intentions

Use communication for a range of purposes (e.g. to inform, instruct, motivate and persuade)

Access information efficiently (time) and effectively (sources)

### 21st Century Skills:

#### Reason Effectively

2.A.1: Use various types of reasoning (inductive, deductive, etc.) as appropriate to the situation

#### Use Systems Thinking

2.B.1: Analyze how parts of a whole interact with each other to produce overall outcomes in complex systems

Communicate Clearly

3.A.1: Articulate thoughts and ideas effectively using oral, written, and nonverbal communication skills in a variety of forms and contexts

Access and Evaluate Information

4.A.2: Evaluate information critically and competently

Use and Manage Information

4.B.1: Use information accurately and creatively for the issue or problem at hand

4.B.2: Manage the flow of information from a wide variety of sources

**Standards and Competencies****Unit 4: Application of the Accounting Process****Industry Standards and/or Competencies****Total Learning Hours for Unit: 20**

- Apply the double-entry system of accounting to record business transactions and prepare a trial balance.
- Explain the need for adjusting entries and record adjusting entries.
- Explain the purposes of the closing process and record closing entries.
- Prepare the financial statements for the different types of business operations and ownership structures.
- Explain the purpose of "subsidiary ledgers and their relationship to the general ledger."
- Prepare in good form an income statement for a merchandising firm which includes a detailed Cost of Goods Sold section. 10. Prepare a simple payroll register by calculating gross pay, payroll deductions, and net pay from basic payroll data, and formulate the journal entries required to record a payroll and the associated employer payroll taxes.
- Explain the relationship between the closing process, the financial statements, and the post-closing trial balance.
- Use ledgers and financial statements to determine the business transactions that occurred and to trace back to source documents.

**Aligned Washington State Learning Standards**

<b>Mathematics</b>	<p>HSA-APR.A.1 – Perform arithmetic operations on polynomials</p> <p>HSA-SSE.A.1 – Interpret expressions that represent a quantity in terms of its context</p> <p>HSA-SSE.A.2 – Use the structure of an expression to identify ways to rewrite it</p> <p>HSA-SSE.B.3 – Choose and produce an equivalent form of an expression to reveal and explain properties of the quantity represented by the expression</p> <p>HSA-CED.A.1 – Create equations and inequalities in one variable and use them to solve problems.</p>
<b>Financial Education</b>	<p>12.SS.1 – Specify how monetary and non-monetary assets can contribute to net worth.</p> <p>12.CD.1 – Explain how credit card grace periods, methods of interest calculation (e.g., annual percentage rate) and fees affect borrowing costs</p> <p>12.CD.2 – Categorize the types of information needed when applying for credit</p> <p>12.EI.3 – Analyze employee benefits and explain why they are forms of compensation.</p> <p>12.EI.4 – Differentiate between required employer contributions and additional benefits that an employer might offer.</p> <p>12.EI.5 – Analyze the monetary and non-monetary value of employee benefits in addition to wages and salaries.</p> <p>12.EI.6 – Calculate the future income needed to maintain a current standard of living.</p> <p>12.EI.7 – Identify typical sources of income in retirement.</p> <p>12.I.1 – Compare strategies for investing as part of a comprehensive financial plan.</p> <p>12.I.2 – Describe the importance of various sources of income in retirement, including Social Security, employer-sponsored retirement savings plans, and personal investments.</p> <p>12.FD.13 – Summarize the factors that make a contract legal and binding.</p> <p>12.FD.14 – Compare the terms of a credit card or other loan agreement.</p>
<b>English Language Arts</b>	<p>Reading</p> <p>RI.11-12.2 – Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.</p>

	<p>RI.11-12.5 – Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter)</p> <p>RI.11-12.7 – Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.</p> <p><u>Writing</u></p> <p>W.11-12.1 – Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>W.11-12.2 – Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p><u>Speaking &amp; Listening</u></p> <p>SL.11-12.1 – Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p> <p>SL.11-12.2 – Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.</p> <p>SL.11-12.3 – Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.</p>
<b>Computer Science</b>	<p>3B-AP-12 – Compare and contrast fundamental data structures and their uses.</p> <p>3B-DA-05 – Use data analysis tools and techniques to identify patterns in data representing complex systems.</p> <p>3A-IC-24 – Evaluate the ways computing impacts personal, ethical, social, economic, and cultural practices.</p> <p>3A-IC-27 – Use tools and methods for collaboration on a project to increase connectivity of people in different cultures and career fields.</p> <p>3A-IC-29 – Explain the privacy concerns related to the collection and generation of data through automated processes that may not be evident to users.</p> <p>3A-IC-30 – Evaluate the social and economic implications of privacy in the context of safety, law, or ethics</p> <p>3B-IC-27 – Predict how computational innovations that have revolutionized aspects of our culture might evolve.</p> <p>3B-IC-28 – Debate laws and regulations that impact the development and use of software.</p>
<b>Social Studies</b>	<p>E1.11-12.1 – Analyze how economic incentives influence choices that may result in policies with a range of costs and benefits for different groups in the United States</p> <p>E1.11-12.2 – Assess the optimal level of a public service with the marginal costs and benefits of providing a service in the United States.</p> <p>E1.11-12.4 – Use marginal benefits and marginal costs to construct an argument for or against an approach or solution to an economic issue.</p> <p>E2.11-12.1 – Analyze how comparative advantage has affected the United States' imports and exports in the past or present.</p> <p>E4.11-12.5 – Explain how current globalization trends and policies affect economic growth, labor markets, rights of citizens, the environment, and resource and income distribution in different nations.</p> <p>E4.11-12.6 – Use economic indicators to analyze the current and future state of an economy.</p>

### COMPONENTS AND ASSESSMENTS

#### Performance Assessments:

- Use planning and control principles to evaluate the organization's performance and apply differential analysis and present-value concepts to make informed business decisions.

**Leadership Alignment:** FBLA Accounting II Competencies, 21<sup>st</sup> Century Leadership Skills, Start Here, Go Places, American Institute of CPS's (AICPA) Code of Professional Conduct and Next Gen Personal Finance, and National Business Education Association Standards

Describe the importance of integrity, confidentiality, and high ethical standards in preparation of financial statements, and in interpretation and use of data.

Explain the importance of ethical business decisions.

Adhere to financial laws and regulations and to established company rules, regulations, and policies.  
 Utilize security measures to minimize loss and to create trust (e.g., maintain data security, develop strategies to protect data).  
 Explain the importance of an inventory system and its valuation.  
 Determine the value of inventory using various costing methods, such as LIFO, FIFO, or Weighted Average method.  
 Estimate the cost of inventory using the retail and the gross profit methods.  
 Calculate and analyze merchandise turnover ratio.  
 Determine costs of obsolete inventory and/or materials.  
 Explain the need for recording the depreciation of assets.  
 Calculate and journalize annual and partial-year depreciation for plant assets using straight line, sum-of-the-year's digits, declining balance, production unit, MACRS, and depletion of natural resources.  
 Record disposition of plant assets through buying, selling, or trading.  
 Explain, compare, and analyze various depreciation methods and their effect on the value of assets.  
 Identify property, plant, and equipment assets; and record their initial costs.  
 Prepare adjustments using aging accounts receivable, percentage of sales, and percentage of accounts receivable methods.  
 Explain the purpose of notes payable and notes receivable and calculate, record transactions, and journalize interest and payment of notes payable and receivable.  
 Prepare adjusting and reversing entries for prepaid and accrued expenses and unearned and accrued revenue.  
 Effectively analyze and evaluate evidence, arguments, claims and beliefs  
 Analyze and evaluate major alternative points of view  
 Synthesize and make connections between information and arguments  
 Interpret information and draw conclusions based on the best analysis

### **21st Century Skills:**

#### Think Creatively

1.A.3: Elaborate, refine, analyze and evaluate their own ideas in order to improve and maximize creative efforts

#### Reason Effectively

2.A.1: Use various types of reasoning (inductive, deductive, etc.) as appropriate to the situation

#### Use Systems Thinking

2.B.1: Analyze how parts of a whole interact with each other to produce overall outcomes in complex systems

#### Make Judgements and Decisions

2.C.5: Reflect critically on learning experiences and processes

#### Solve Problems

2.D.1: Solve different kinds of non-familiar problems in both conventional and innovative ways

2.D.2: Identify and ask significant questions that clarify various points of view and lead to better solutions

#### Communicate Clearly

3.A.1: Articulate thoughts and ideas effectively using oral, written, and nonverbal communication skills in a variety of forms and contexts

3.A.2: Listen effectively to decipher meaning, including knowledge, values, attitudes, and intentions

#### Financial, Economic, Business and Entrepreneurial Literacy

12.B.1: Knowing how to make appropriate personal economic choices

12.B.2: Understanding the role of the economy in society

### ***Standards and Competencies***

#### **Unit 5: Interpretation and Use of Data**

#### **Industry Standards and/or Competencies**

**Total Learning Hours for Unit: 10**

- State and explain internal control procedures used to safeguard assets and ensure the integrity of the accounting information system.
- State and explain the most effective way to test internal controls.
- Explain how to apply appropriate information technology to the accounting system.
- Prepare a bank statement reconciliation and the related journal entries.

- Explain the appropriate method of accounting for petty cash transactions.
- Explain how to use activity-based costing in the planning process.
- Explain and compare the behavior of fixed, variable, and mixed costs.
- Apply cost-volume- profit and contribution margin analysis in planning operations.
- Explain how accounting information facilitates management decision-making.
- Apply differential analysis to make the following types of decisions: make or buy a product; lease or buy an asset; discontinue a department, plant, or product; offer discounted prices on special orders; replace or repair equipment.
- Apply present-value concepts to evaluate capital investment opportunities.

***Aligned Washington State Learning Standards***

<b>Mathematics</b>	<p>HSA-APR.A.1 – Perform arithmetic operations on polynomials</p> <p>HSA-SSE.A.1 – Interpret expressions that represent a quantity in terms of its context</p> <p>HSA-SSE.A.2 – Use the structure of an expression to identify ways to rewrite it</p> <p>HSA-SSE.B.3 – Choose and produce an equivalent form of an expression to reveal and explain properties of the quantity represented by the expression</p> <p>HSA-CED.A.1 – Create equations and inequalities in one variable and use them to solve problems.</p>
<b>Financial Education</b>	<p>12.SS.1 – Specify how monetary and non-monetary assets can contribute to net worth.</p> <p>12.CD.1 – Explain how credit card grace periods, methods of interest calculation (e.g., annual percentage rate) and fees affect borrowing costs</p> <p>12.CD.2 – Categorize the types of information needed when applying for credit</p> <p>12.EI.3 – Analyze employee benefits and explain why they are forms of compensation.</p> <p>12.EI.4 – Differentiate between required employer contributions and additional benefits that an employer might offer.</p> <p>12.EI.5 – Analyze the monetary and non-monetary value of employee benefits in addition to wages and salaries.</p> <p>12.EI.6 – Calculate the future income needed to maintain a current standard of living.</p> <p>12.EI.7 – Identify typical sources of income in retirement.</p> <p>12.I.1 – Compare strategies for investing as part of a comprehensive financial plan.</p> <p>12.I.2 – Describe the importance of various sources of income in retirement, including Social Security, employer-sponsored retirement savings plans, and personal investments.</p> <p>12.I.7 – Give examples of how economic conditions and business factors affect the market value of a stock.</p> <p>12.I.8 – Use various sources of information, including prospectuses, online resources, and financial publications to gather data about specific investments.</p> <p>12.I.9 – Devise evaluation strategies, including risk tolerance, for selecting investments that meet the objectives of a personal financial plan.</p> <p>12.I.10 – Analyze the advantages and disadvantages of buying and selling investments through various channels including employer-sponsored retirement plans, investment advisors, brokerage firms, and direct purchase.</p> <p>12.RM.1 – Research insurance for the types of risks that young adults might face after graduation.</p> <p>12.RM.2 – Investigate consequences of insurance fraud.</p> <p>12.RM.3 – Describe the functions of the agency or agencies that regulate insurance in one's state of residence.</p> <p>12.FD.13 – Summarize the factors that make a contract legal and binding.</p> <p>12.FD.14 – Compare the terms of a credit card or other loan agreement.</p>
<b>English Language Arts</b>	<p><u>Reading</u></p> <p>RI.11-12.2 – Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.</p> <p>RI.11-12.5 – Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter)</p>

	<p>RI.11-12.7 – Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.</p> <p><u>Writing</u></p> <p>W.11-12.1 – Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>W.11-12.2 – Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>W.11-12.7 – Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation</p> <p>W.11-12.8 – Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.</p> <p>W.11-12.9 – Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p><u>Speaking &amp; Listening</u></p> <p>SL.11-12.1 – Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p> <p>SL.11-12.2 – Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.</p> <p>SL.11-12.3 – Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.</p>
<b>Computer Science</b>	<p>3A-IC-30 – Evaluate the social and economic implications of privacy in the context of safety, law, or ethics</p> <p>3A-NA-05 – Give examples to illustrate how sensitive data can be affected by malware and other attacks.</p> <p>3B-AP-12 – Compare and contrast fundamental data structures and their uses.</p> <p>3B-DA-05 – Use data analysis tools and techniques to identify patterns in data representing complex systems.</p> <p>3A-IC-24 – Evaluate the ways computing impacts personal, ethical, social, economic, and cultural practices.</p> <p>3A-IC-27 – Use tools and methods for collaboration on a project to increase connectivity of people in different cultures and career fields.</p> <p>3A-IC-29 – Explain the privacy concerns related to the collection and generation of data through automated processes that may not be evident to users.</p> <p>3A-IC-30 – Evaluate the social and economic implications of privacy in the context of safety, law, or ethics</p> <p>3B-IC-27 – Predict how computational innovations that have revolutionized aspects of our culture might evolve.</p> <p>3B-IC-28 – Debate laws and regulations that impact the development and use of software.</p>
<b>Social Studies</b>	<p>E1.11-12.1 – Analyze how economic incentives influence choices that may result in policies with a range of costs and benefits for different groups in the United States</p> <p>E1.11-12.2 – Assess the optimal level of a public service with the marginal costs and benefits of providing a service in the United States.</p> <p>E1.11-12.4 - Use marginal benefits and marginal costs to construct an argument for or against an approach or solution to an economic issue.</p> <p>E2.11-12.1 – Analyze how comparative advantage has affected the United States' imports and exports in the past or present.</p> <p>E2.11-12.2 – Describe how imports are paid for by exports, savings, or borrowing in the United States.</p> <p>E2.11-12.5 – Evaluate the effects of specialization, availability of resources, and technology on a variety of economies.</p> <p>E3.11-12.1 – Evaluate the role of the United States government in regulating a market economy in the past or present.</p> <p>E3.11-12.2 – Use data to explain the government's influence on spending, production, and the money supply when economic conditions change.</p>

	H1.11-12.1 – Evaluate how historical events and developments were shaped by unique circumstances of time and place as well as broader historical contexts.
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### **21<sup>st</sup> Century Skills**

Check those that students will demonstrate in this course:

<p><b>LEARNING &amp; INNOVATION</b></p> <p><b>Creativity and Innovation</b></p> <p><input checked="" type="checkbox"/> Think Creatively</p> <p><input checked="" type="checkbox"/> Work Creatively with Others</p> <p><input checked="" type="checkbox"/> Implement Innovations</p> <p><b>Critical Thinking and Problem Solving</b></p> <p><input checked="" type="checkbox"/> Reason Effectively</p> <p><input checked="" type="checkbox"/> Use Systems Thinking</p> <p><input checked="" type="checkbox"/> Make Judgments and Decisions</p> <p><input checked="" type="checkbox"/> Solve Problems</p> <p><b>Communication and Collaboration</b></p> <p><input checked="" type="checkbox"/> Communicate Clearly</p> <p><input checked="" type="checkbox"/> Collaborate with Others</p>	<p><b>INFORMATION, MEDIA &amp; TECHNOLOGY SKILLS</b></p> <p><b>Information Literacy</b></p> <p><input checked="" type="checkbox"/> Access and /evaluate Information</p> <p><input checked="" type="checkbox"/> Use and Manage Information</p> <p><b>Media Literacy</b></p> <p><input checked="" type="checkbox"/> Analyze Media</p> <p><input checked="" type="checkbox"/> Create Media Products</p> <p><b>Information, Communications and Technology (ICT Literacy)</b></p> <p><input checked="" type="checkbox"/> Apply Technology Effectively</p>	<p><b>LIFE &amp; CAREER SKILLS</b></p> <p><b>Flexibility and Adaptability</b></p> <p><input checked="" type="checkbox"/> Adapt to Change</p> <p><input checked="" type="checkbox"/> Be Flexible</p> <p><b>Initiative and Self-Direction</b></p> <p><input checked="" type="checkbox"/> Manage Goals and Time</p> <p><input checked="" type="checkbox"/> Work Independently</p> <p><input checked="" type="checkbox"/> Be Self-Directed Learners</p> <p><b>Social and Cross-Cultural</b></p> <p><input checked="" type="checkbox"/> Interact Effectively with Others</p> <p><input checked="" type="checkbox"/> Work Effectively in Diverse Teams</p> <p><b>Productivity and Accountability</b></p> <p><input checked="" type="checkbox"/> Manage Projects</p> <p><input checked="" type="checkbox"/> Produce Results</p> <p><b>Leadership and Responsibility</b></p> <p><input checked="" type="checkbox"/> Guide and Lead Others</p> <p><input type="checkbox"/> Be Responsible to Others</p>
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