



EVERETT PUBLIC SCHOOLS ACCOUNTING I

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

- Students will learn the fundamental concepts of Accounting I. Topics covered include terminology, accounting cycle, basic concepts, financial statements, roles of accountants and ethics in accounting.
- 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 I Competencies, 21st 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

Prepare a multi-column journal for recording data.

Record transactions such as accounts receivable and accounts payable 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 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

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

21st Century Leadership Skills:

Thinking Creatively

1.A.1: Use a wide range of idea creation techniques (such as brainstorming)

Working 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

Communicate Clearly

3.B.3: Assume shared responsibility for collaborative work, and value the individual contributions made by each team member

Work Effectively in Diverse Teams

9.B.2 Respond open-mindedly to different ideas and values

Produce Results

10.B.1.f: Collaborate and cooperate effectively with teams

10.B.1.h: Be accountable for results

Standards and Competencies

Unit 1: The Accounting Profession and Accounting Fundamental Principles and Concepts

Industry Standards and/or Competencies

Total Learning Hours for Unit: 20

- Explain the role that accountants play in business and society
- Explain career opportunities in the accounting profession
- Understand basic accounting principles such as the accounting equation and its application.
- Explain the accounting cycle and its components.
- Explain how financial information is organized and recorded.
- Demonstrate an understanding of the reporting of financial information by preparing a balance sheet and income statement.
- Understand and utilize bookkeeping methods such as journals, ledgers, and software applications.

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.
Financial Education	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.
English Language Arts	<u>Reading</u> RI.9-10.2 – 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.9-10.5 – 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.9-10.7 – 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. <u>Writing</u>

	<p>W.9-10.1 – Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>W.9-10.2 – 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 & Listening</u></p> <p>SL.9-10.2 – 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.9-10.3 – Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.</p>
Computer Science	<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>
Social Studies	<p>E1.9-10.1 – Analyze how the costs and benefits of economic choices have shaped events in the world in the past and present.</p> <p>E1.9-10.2 – Analyze how choices made by individuals, firms, or governments are constrained by the resources to which they have access.</p> <p>E2.9-10.1 – Explain how a variety of economies have shaped the production, distribution, and consumption of goods, services, and resources around the world in the past or present.</p> <p>E4-9-10-2 – Analyze why specialization is used to help countries increase their overall economy, contribute to globalization, or solve economic challenges.</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 I Competencies, 21st 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

Classify account titles into assets, liabilities, and owners' equity for balance sheet.

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

Interpret the information found on a balance sheet.

Maintain a check register.

Compare checkbook to bank statement.

Identify inequalities and make adjusting entry.

Prepare a bank reconciliation statement.

Journalize banking transactions.

Knowing how to make appropriate personal economic choices

Understanding the role of the economy in society

Using entrepreneurial skills to enhance workplace productivity and career options

21st Century Leadership Skills

Think Creatively

1.A.1: Use a wide range of idea creation techniques (such as brainstorming)

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

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

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

Collaborate With Others

3.B.3: Assume shared responsibility for collaborative work, and value the individual contributions made by each team member

Access and Evaluate Information

4.A.2: Evaluate information critically and competently

Work Effectively in Diverse Teams

9.B.2: Respond open-mindedly to different ideas and values

Produce Results

10.B.1.f: Collaborate and cooperate effectively with teams

10.B.1.h: Be accountable for results

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 2: Financial Reports & Analysis

Industry Standards and/or Competencies

Total Learning Hours for Unit: 20

- Identify the sections in an annual report and explain the purpose of each.
- Explain the role of management and the auditor in preparing and issuing an annual report.
- State and explain the different forms of business ownership and the advantages and disadvantages of each form.
- 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.
- Discuss the information that can be obtained from analyzing financial statements.
- Recognize the primary areas of analysis and explain the information that can be obtained from each type of analysis.

Aligned Washington State Learning Standards

Mathematics	<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 $V = IR$ to highlight resistance R.</p> <p>HAS-REI.A.1 – Explain each step in solving a simple equation as follows 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 f is a function and x is an element of its domain, then $f(x)$ denotes the output of f corresponding to the input x. The graph of f is the graph of the equation $y = f(x)$.</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.
Financial Education	<p>10.SS.1 – Create a plan to manage spending and achieve financial goals</p> <p>10.SS.2 – Determine if and how charitable giving fits into a spending plan.</p> <p>10.SS.3 – Compare checking, savings, and credit card accounts that financial institutions provide.</p> <p>10.SS.4 – Summarize the risks and protections of checks, prepaid cards, debit cards, gift cards, and online or mobile payment systems.</p> <p>10.SS.5 – Compare the features and costs of personal checking accounts offered by different financial institutions.</p> <p>10.SS.6 – Identify the costs of cashing a check with various third parties, such as banks and credit unions, check-cashing services, and retail outlets.</p> <p>10.SS.7 – Demonstrate how to use comparison shopping skills to buy or finance a major purchase.</p> <p>10.SS.8 – Research the cost of expenses associated with postsecondary education and the financial impact of dual-credit or technical training opportunities in high school.</p> <p>10.SS.9 – Research the costs and benefits of a new versus used car (e.g., maintenance, safety, financing, and gas mileage) versus alternative forms of transportation.</p> <p>10.CD.1 – Compare the cost of borrowing \$1,000 by means of different consumer credit options</p> <p>10.CD.2 – Compare various types of student loans (public and private) as a means of paying for postsecondary education.</p> <p>10.CD.3 – Explore alternatives to loans such as educational ladder opportunities (i.e., acquiring skills incrementally as a person moves along their career path) as a means of paying for postsecondary education.</p> <p>10.EI.6 – Differentiate between gross, net, and taxable income.</p> <p>10.FD.5 – Evaluate whether financial information is objective, accurate, and current.</p> <p>10.FD.6 – List factors to consider when selecting a financial professional.</p>
English Language Arts	<p><u>Reading</u></p> <p>RI.9-10.2 – 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.9-10.5 – 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.9-10.7 – 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.9-10.1 – Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>W.9-10.2 – 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 & Listening</u></p> <p>SL.9-10.1 – 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.9-10.2 – 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.9-10.3 – Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.</p>
Computer Science	<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>

	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
Social Studies	E1.9-10.1 – Analyze how the costs and benefits of economic choices have shaped events in the world in the past and present. E1.9-10.2 – Analyze how choices made by individuals, firms, or governments are constrained by the resources to which they have access. E2.9-10.1 – Explain how a variety of economies have shaped the production, distribution, and consumption of goods, services, and resources around the world in the past or present. E4-9-10-2 – Analyze why specialization is used to help countries increase their overall economy, contribute to globalization, or solve economic challenges.

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 I Competencies, 21st 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 purpose of accounting and the role it plays in our economy.

Describe the purpose of GAAP.

Identify information needed in preparation of a worksheet.

Record adjustments on the worksheet.

Prepare trial balance, income statement, and balance sheet sections of the worksheet.

Apply income statement equation to determine revenue and expenses.

Prepare an income statement that reports the results of operations for any entity.

Interpret the information on an income statement.

Develop, implement, and communicate new ideas to others effectively

Be open and responsive to new and diverse perspectives; incorporate group input and feedback into the work

Demonstrate originality and inventiveness in work and understand the real world limits to adopting new ideas

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

21st Century Leadership Skills:

Thinking Creatively

1.A.1: Use a wide range of idea creation techniques (such as brainstorming)

Working 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

Communicate Clearly

3.B.3: Assume shared responsibility for collaborative work, and value the individual contributions made by each team member

Work Effectively in Diverse Teams

9.B.2 Respond open-mindedly to different ideas and values

Produce Results

10.B.1.f: Collaborate and cooperate effectively with teams

10.B.1.h: Be accountable for results

Standards and Competencies

Unit 3: 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.
- 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	<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> <p>HSS-IC.A.1 – Understand statistics as a process for making inferences about population parameters based on a random sample from that population</p> <p>HSS-IC.B.6 – Evaluate reports based on data</p> <p>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).</p> <p>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.</p>
Financial Education	<p>10.SS.1 – Create a plan to manage spending and achieve financial goals</p> <p>10.CD.2 – Compare various types of student loans (public and private) as a means of paying for postsecondary education.</p> <p>10.EI.6 – Differentiate between gross, net, and taxable income.</p> <p>10.FD.5 – Evaluate whether financial information is objective, accurate, and current.</p> <p>10.FD.6 – List factors to consider when selecting a financial professional.</p>

English Language Arts	<p><u>Reading</u> RI.9-10.2 – 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.9-10.5 – 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.9-10.7 – 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.9-10.1 – Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. W.9-10.2 – 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 & Listening</u> SL.9-10.2 – 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.9-10.3 – Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.</p>
Computer Science	<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</p>
Social Studies	<p>E1.9-10.1 – Analyze how the costs and benefits of economic choices have shaped events in the world in the past and present. E1.9-10.2 – Analyze how choices made by individuals, firms, or governments are constrained by the resources to which they have access. E2.9-10.1 – Explain how a variety of economies have shaped the production, distribution, and consumption of goods, services, and resources around the world in the past or present. E4-9-10-2 – Analyze why specialization is used to help countries increase their overall economy, contribute to globalization, or solve economic challenges.</p>

COMPONENTS AND ASSESSMENTS

Performance Assessments

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

Leadership Alignment: FBLA Accounting I Competencies, 21st 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

Identify the steps in the accounting cycle.

Identify and apply the accounting equation.

Maintain knowledge of current financial laws, regulations, and policies to ensure compliance in financial practices.

Identify resources to provide information on financial laws, regulations, and policies.

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

Define general accounting terms such as asset, liability, accounts payable, capital, income, expense, etc.

Define double entry accounting, debits, and credits.

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

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)

21st Century Leadership Skills:

Thinking Creatively

1.A.1: Use a wide range of idea creation techniques (such as brainstorming)

Working 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

Communicate Clearly

3.B.3: Assume shared responsibility for collaborative work, and value the individual contributions made by each team member

Access and Evaluate Information

4.A.1 – Access information efficiently (time) and effectively (sources)

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

Work Effectively in Diverse Teams

9.B.2 Respond open-mindedly to different ideas and values

Produce Results

10.B.1.f: Collaborate and cooperate effectively with teams

10.B.1.h: Be accountable for results

Standards and Competencies

Unit 4: Learning 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 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

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.
Financial Education	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.
English Language Arts	<u>Reading</u> RI.9-10.2 – 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>RI.9-10.5 – 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.9-10.7 – 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.9-10.1 – Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>W.9-10.2 – 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 & Listening</u></p> <p>SL.9-10.1 – 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.9-10.2 – 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.9-10.3 – Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.</p>
Computer Science	<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>
Social Studies	<p>E1.9-10.1 – Analyze how the costs and benefits of economic choices have shaped events in the world in the past and present.</p> <p>E1.9-10.2 – Analyze how choices made by individuals, firms, or governments are constrained by the resources to which they have access.</p> <p>E2.9-10.1 – Explain how a variety of economies have shaped the production, distribution, and consumption of goods, services, and resources around the world in the past or present.</p> <p>E4-9-10-2 - Analyze why specialization is used to help countries increase their overall economy, contribute to globalization, or solve economic challenges.</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 I Competencies, 21st 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

Operate appropriate financial software to generate usable data.

Operate electronic spreadsheet software to create formulas and reports.

Adapt accounting and recordkeeping functions to current computerized systems.

Use a spreadsheet to prepare payroll, create worksheets, and other reports.

Enter appropriate data and print checks to process payroll.

Identify and review financial management software packages that meet company needs.

Identify the appropriate method for calculating depreciation.

Determine depreciation using straight-line, units of production, double-declining balance, and sum of the years' digits.

Maintain records for depreciation of plant assets.

Journalize and post depreciation on plant assets.
 Interpret information and draw conclusions based on the best analysis
 Reflect critically on learning experiences and processes
 Solve different kinds of non-familiar problems in both conventional and innovative ways
 Identify and ask significant questions that clarify various points of view and lead to better solutions
 Articulate thoughts and ideas effectively using oral, written, and nonverbal communication skills in a variety of forms and contexts
 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

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.1: Effectively analyze and evaluate evidence, arguments, claims and beliefs

2.C.2: Analyze and evaluate major alternative points of view

2.C.3: Synthesize and make connections between information and arguments

Standards and Competencies

Unit 5: Compliance

Industry Standards and/or Competencies

Total Learning Hours for Unit: 10

- Apply cost-volume- profit and contribution margin analysis in planning operations.
- 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

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.
Financial Education	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.5 – Complete IRS form W-4 (Employee's Withholding Allowance Certificate) to determine the optimal amount to withhold for personal income tax. 10.EI.6 – Differentiate between gross, net, and taxable income. 10.EI.7 – Complete IRS Form 1040EZ, Form 1040, and applicable state income tax forms. 10.FD.5 – Evaluate whether financial information is objective, accurate, and current. 10.FD.6 – List factors to consider when selecting a financial professional.
English Language Arts	<u>Reading</u> RI.9-10.2 – 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>RI.9-10.5 – 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.9-10.7 – 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.9-10.1 – Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>W.9-10.2 – 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.9-10.7 – 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.9-10.8 – 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.9-10.9 – Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p><u>Speaking & Listening</u></p> <p>SL.9-10.2 – 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.9-10.3 – Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.</p>
Computer Science	<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>3A-NA-05 – Give examples to illustrate how sensitive data can be affected by malware and other attacks.</p>
Social Studies	<p>E1.9-10.1 – Analyze how the costs and benefits of economic choices have shaped events in the world in the past and present.</p> <p>E1.9-10.2 – Analyze how choices made by individuals, firms, or governments are constrained by the resources to which they have access.</p> <p>E2.9-10.1 – Explain how a variety of economies have shaped the production, distribution, and consumption of goods, services, and resources around the world in the past or present.</p> <p>E3.9-10.1 – Analyze the costs and benefits of government trade policies from around the world in the past and present.</p> <p>E4-9-10-2 – Analyze why specialization is used to help countries increase their overall economy, contribute to globalization, or solve economic challenges.</p> <p>H1.9-10.1 – Analyze change and continuity within a historical time period</p> <p>H1.9-10.2 – Assess how historical events and developments were shaped by unique circumstances of time and place as well as broader historical contexts</p>
21st Century Skills	
Check those that students will demonstrate in this course:	

<p>LEARNING & INNOVATION</p> <p>Creativity and Innovation</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Think Creatively <input checked="" type="checkbox"/> Work Creatively with Others <input checked="" type="checkbox"/> Implement Innovations <p>Critical Thinking and Problem Solving</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Reason Effectively <input checked="" type="checkbox"/> Use Systems Thinking <input checked="" type="checkbox"/> Make Judgments and Decisions <input checked="" type="checkbox"/> Solve Problems <p>Communication and Collaboration</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Communicate Clearly <input checked="" type="checkbox"/> Collaborate with Others 	<p>INFORMATION, MEDIA & TECHNOLOGY SKILLS</p> <p>Information Literacy</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Access and /evaluate Information <input checked="" type="checkbox"/> Use and Manage Information <p>Media Literacy</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Analyze Media <input checked="" type="checkbox"/> Create Media Products <p>Information, Communications and Technology (ICT Literacy)</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Apply Technology Effectively 	<p>LIFE & CAREER SKILLS</p> <p>Flexibility and Adaptability</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Adapt to Change <input checked="" type="checkbox"/> Be Flexible <p>Initiative and Self-Direction</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Manage Goals and Time <input checked="" type="checkbox"/> Work Independently <input checked="" type="checkbox"/> Be Self-Directed Learners <p>Social and Cross-Cultural</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Interact Effectively with Others <input checked="" type="checkbox"/> Work Effectively in Diverse Teams <p>Productivity and Accountability</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Manage Projects <input checked="" type="checkbox"/> Produce Results <p>Leadership and Responsibility</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Guide and Lead Others <input type="checkbox"/> Be Responsible to Others
--	---	---