

Business Capstone Curriculum Guide

Course Name: Business Capstone

Length: Semester

Date of Revision: September 2025

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Course Overview: Objectives, Benchmarking and Screening plan

This course provides students with a foundational and practical understanding of Financial and managerial accounting principles, emphasizing their application in real-world business scenarios through an interactive simulation platform and a cumulative Capstone project. Students will develop critical thinking, data analysis, and problem-solving skills essential for evaluating financial performance and making informed business decisions.

Overall Course Objectives:

Upon successful completion of this course, students will be able to:

- **Understand Core Accounting Principles:** Comprehend fundamental concepts such as the accounting equation, T-accounts, journal entries, general ledger, and the structure of financial statements (Income Statement, Balance Sheet).
- **Apply Accounting Cycles:** Accurately record and process financial transactions through the accounting cycle, including journalizing, posting, and preparing worksheets.
- **Analyze Financial Performance:** Interpret and analyze financial statements to identify trends, assess business performance, and compare financial health across different entities.
- **Conduct Profitability & Ratio Analysis:** Utilize various analytical tools, including profitability analysis (e.g., estimating service-level profitability from source documents) and financial ratios (e.g., liquidity ratios, return on sales), to evaluate business efficiency and financial health.
- **Understand Corporate Equity Transactions:** Describe and journalize the accounting for corporate actions such as cash dividends, stock dividends, stock splits, and treasury stock.
- **Introduce Forensic Accounting:** Understand the role of forensic accounting in identifying and preventing fraud and errors within a business.
- **Apply Data-Driven Decision Making:** Use accounting information and analytical insights to make

strategic business decisions, such as pricing adjustments and operational improvements.

- **Develop Project Management & Presentation Skills:** Plan, develop, refine, and present a comprehensive Capstone project that synthesizes their learning and demonstrates practical application of accounting concepts.

Key Learning Experiences & Methodology:

This course employs a blended learning approach, combining direct instruction with extensive hands-on application:

- **Interactive Simulation (Knowledge Matters):** The core of the course revolves around the vb.KnowledgeMatters.com simulation, where students actively engage in managing a simulated business. This includes:
 - Completing various assignments (Assignments #1-9) covering different accounting concepts.
 - Performing reading and math tasks.
 - Running simulations to observe the impact of their financial decisions.
 - Tracking their progress and grades directly through the platform.
- **Daily "Do Now" & "Closure" Activities:** Regular warm-up exercises and end-of-class discussions reinforce daily learning objectives and provide opportunities for immediate feedback and clarification.
- **PowerPoint Presentations:** Instructor-led presentations introduce new concepts, while student-led presentations (for the Capstone project) allow for demonstration of understanding.
- **Individual & Group Problem Solving:** Students work through textbook exercises and comprehensive problems to solidify their understanding of accounting procedures.
- **Individual Student Meetings:** Regular one-on-one meetings with the instructor provide personalized feedback, address specific challenges, and guide Capstone project development.
- **Capstone Project:** A semester-long project culminating in a comprehensive presentation, serving as a portfolio of their applied learning.

Benchmarking and Progress Monitoring:

Student progress and mastery of course objectives will be continually monitored and benchmarked through a variety of methods:

- **Knowledge Matters Simulation Performance:** The primary benchmark, tracking student scores and progress on all assigned simulation tasks (Assignments #1-9). This provides real-time data on their ability to apply concepts.
- **Reading Quizzes:** Regular quizzes (e.g., Assignment #1, #3, #4, #5, #6, #7, #8, #9 Reading Quizzes)

assess comprehension of theoretical accounting concepts.

- **Math Quizzes:** Regular quizzes (e.g., Assignment #1, #3, #4, #5, #6, #7, #8, #9 Math Quizzes) assess the ability to perform necessary calculations and apply formulas.
- **Textbook Exercises & Problems:** Completion and accuracy of assigned exercises (e.g., EX 12-9, 12-10, 12-11, 12-13, 12-14) and comprehensive problems (e.g., PR-12-3A) provide benchmarks for procedural understanding.
- **Capstone Project Milestones & Final Review:** Ongoing review of Capstone PowerPoint presentations and individual meetings serve as benchmarks for project development, analytical depth, and presentation skills.
- **Instructor Page Tracking:** The Knowledge Matters Instructor page will be utilized to track and monitor student progress and grades throughout the course.

Screening Plan for Understanding and Readiness:

Ongoing screening methods ensure students are grasping concepts and are ready for subsequent material:

- **Daily "Do Now" Activities:** Serve as quick formative checks at the start of each class to gauge prior knowledge and immediate understanding.
- **Class Discussions ("Closure" Activities):** Provide opportunities for students to articulate their understanding, ask questions, and for the instructor to identify areas needing further clarification.
- **Problem Reviews and Revisions:** Requiring students to make revisions to problems and resubmit them allows for continuous assessment of learning and correction of misconceptions.
- **Formative Quizzes (Reading & Math):** These short, frequent assessments provide immediate feedback on comprehension and application of newly introduced concepts.
- **Individual Student Meetings:** Allow for personalized screening of understanding, identification of specific learning gaps, and tailored support.
- **Observation during SIM Exercises:** Direct observation of students working within the Knowledge Matters simulation allows the instructor to identify common errors or areas of confusion in real-time.
- **Review of Capstone PPT Progress:** Regular check-ins on the Capstone project ensure students are on track and applying concepts correctly throughout the semester.

Culminating Project:

The **Capstone Project: Knowledge Matters Experience Portfolio** serves as the culminating assessment for the course. This semester-long project requires students to synthesize their learning from all units, demonstrate their ability to apply accounting principles in a simulated environment, analyze financial data, solve business problems, and present their findings in a comprehensive PowerPoint presentation. The project's development

is integrated throughout the course, with regular check-ins and feedback sessions.

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Unit 1 - Fundamental Accounting Principles

Content Area: **Business**
Course(s):
Time Period: **3rd Marking Period**
Length: **4 weeks**
Status: **Awaiting Review**

Summary of the Unit

This unit focuses on introducing students to fundamental accounting principles, including the accounting equation, T-accounts, types of accounts (asset, liability, owner's equity), normal balances, and the proper application of debits and credits for business transactions. It also delves into the roles of the journal and general ledger, demonstrating how transactions are recorded and tracked. A significant component of the unit involves the initiation and planning of a Capstone project, where students will document their learning experiences with the Knowledge Matters platform throughout the semester. Practical application is emphasized through online simulations and quizzes.

Enduring Understandings

Students will understand that a systematic understanding of accounting principles is crucial for analyzing financial information, making informed business decisions, and effectively managing financial resources. They will also understand that the Capstone project provides a comprehensive opportunity to reflect on and demonstrate their cumulative learning in a practical context.

Essential Questions

- How do fundamental accounting principles (like the accounting equation, debits, and credits) provide a framework for understanding business operations?
- What is the relationship between source documents, journals, and the general ledger in tracking financial transactions?
- How can accounting information be used to identify and solve business problems?
- What is the purpose of a Capstone project, and how can it effectively showcase learning and experiences?

Unit Summative Assessment and Alternate Assessment Options

Unit Summative Assessment on Knowledge Matters

- **Assignment #1 - SIM:** This is listed as both formative and summative, indicating it serves as a final evaluation of initial accounting concepts.
- **Assignment #2 - SIM:** Also listed as formative/summative, assessing understanding of journal entries.
- **Assignment #3 - SIM:** Listed as formative/summative, evaluating the application of general ledger concepts and problem-solving.

Alternate Assessment Options

- **Case Study Analysis:** Provide students with a real-world or simulated business scenario involving financial transactions. Students would be required to analyze the transactions, apply accounting principles (journal entries, T-accounts, general ledger postings), and present their findings and solutions.
- **Financial Statement Project:** Have students create simplified financial statements (e.g., Income Statement, Balance Sheet) based on a given set of transactions or a small business scenario. This would assess their ability to categorize and summarize financial data.
- **Presentation/Demonstration:** Students could present their understanding of a specific accounting concept to the class, perhaps using examples or a mini-tutorial. For the Capstone project, a formal presentation of their PowerPoint could serve as a summative assessment.

- **Problem-Solving Portfolio:** Students could compile a portfolio of solved accounting problems, demonstrating their mastery of various concepts and their ability to apply them correctly.
- **Peer Teaching/Tutorial Creation:** Students could develop and deliver short tutorials or create instructional materials (e.g., videos, guides) on specific accounting topics for their peers.

Resources

- **Knowledge Matters (vb.KnowledgeMatters.com):** This is the primary internal resource mentioned. Students will use this platform daily for:
 - Online Simulation Access
 - Reading Tasks (Assignments #1 and #3)
 - Math Tasks (Assignments #1 and #3)
 - SIM Exercises (Assignments #1, #2, and #3)
 - Tracking Student Progress and Grades (from the Instructor page)
- **OnCourse Classroom:** Used for daily "Do Now" activities, including reviewing and downloading documents.
- **PowerPoint Presentations:** Students will be working on and reviewing these for their Capstone project.
- **Individual Student Meetings:** Direct interaction with the instructor for review and questions.

External Resources (General Suggestions):

- **Online Accounting Textbooks/Courses:**
 - Khan Academy (for fundamental accounting concepts)
 - Coursera/edX (for introductory accounting courses from universities)
 - OpenStax (free, peer-reviewed college textbooks, including accounting)
- **Professional Accounting Organizations:**
 - AICPA (American Institute of Certified Public Accountants) - offers resources, though some may be advanced.
 - IMA (Institute of Management Accountants) - relevant for managerial accounting topics.

- **Business News and Publications:**

- *The Wall Street Journal, Bloomberg, Forbes* (for real-world examples and context of business and finance)

- **Presentation Software Tutorials:**

- Microsoft PowerPoint tutorials
- Google Slides tutorials
- Canva (for design and presentation templates)

- **Project Management Tools/Resources:**

- Simple project planning templates (available online)
- Articles on effective project planning and execution.

Unit Plan

| Topic/Selection Timeframe | General Objectives | Instructional Activities | Formative and Summative Assessments |
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| <p>Accounting Fundamentals & Capstone Project Planning</p> | <ul style="list-style-type: none"> • Students will understand fundamental accounting concepts, including the accounting equation, T-accounts, asset, liability, and owner's equity accounts, normal balances, source documents, and correct debit/credit entries for business transactions. • Students will plan and begin developing their Capstone project, which will document their experiences with Knowledge Matters throughout the semester. | <ul style="list-style-type: none"> • Daily "Do Now": Review and download introductory accounting documents and Capstone project guidelines from Google Classroom. • Online Simulation Access: Students will sign in to ACCOUNTING at vb.KnowledgeMatters.com daily to begin Assignment #1. • Reading Tasks: Students will access and complete the Reading task for Assignment #1 on Knowledge Matters, focusing on core accounting concepts. • Math Tasks: Students will access and complete the Math task for Assignment #1 on Knowledge Matters, applying basic accounting calculations. • SIM Exercises: Students will click "Run SIM" for Assignment #1 and follow lesson instructions to practice debit/credit entries and transaction analysis. • Capstone Project Discussion & Brainstorming: Introduce the Capstone project, discuss its purpose, brainstorm initial ideas with students, and establish a preliminary framework | <ul style="list-style-type: none"> • Assignment #1 - Reading Quiz: (Formative) Assesses understanding of initial accounting concepts. • Assignment #1 - Math Quiz: (Formative) Assesses application of initial accounting concepts. • Assignment #1 - SIM: (Formative/Summative) Tracks student progress and understanding through simulation exercises. • Meeting with Students: (Formative) Individual meetings to discuss initial understanding of accounting concepts and Capstone project ideas. • Student Progress Tracking: (Ongoing Formative) Progress and grades may be tracked from the Instructor page on Knowledge Matters. |
| <p>1 week</p> | | | |

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| | | <p>for the project.</p> <ul style="list-style-type: none"> • Individual Student Meetings: Conduct brief individual meetings to discuss initial understanding of accounting concepts and Capstone project ideas. • Daily "Closure": Review student progress on Assignment #1 tasks and address any immediate questions regarding accounting concepts or the Capstone project. | |
| | <ul style="list-style-type: none"> • Students will reinforce their understanding of fundamental accounting concepts, including the accounting equation, T-accounts, asset, liability, and owner's equity accounts, normal | <ul style="list-style-type: none"> • Daily "Do Now": Review and download any additional resources or clarifications for Assignment #1 from Google Classroom. • Online Simulation Access: Students will continue daily sign-in to ACCOUNTING at vb.KnowledgeMatters.com to complete Assignment #1. • Reading Tasks: Revisit Reading task for Assignment #1 as | <ul style="list-style-type: none"> • Assignment #1 - SIM: (Formative/Summative) Continues to track student progress and understanding through simulation exercises. • Meeting with Students: (Formative) Individual meetings to review completed Assignment #1 tasks and discuss the evolving Capstone |

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| | <p>balances, source documents, and correct debit/credit entries for business transactions.</p> <ul style="list-style-type: none"> • Students will continue to plan and develop their Capstone project. | <p>needed for reinforcement.</p> <ul style="list-style-type: none"> • Math Tasks: Revisit Math task for Assignment #1 as needed for reinforcement. • SIM Exercises: Continue with Assignment #1 SIM to solidify understanding of fundamental accounting transactions. • Capstone Project Framework Development: Guide students in refining their Capstone project ideas and developing a more detailed framework, outlining key sections and content. • Individual Student Meetings: Conduct individual meetings to review completed Assignment #1 tasks, address specific challenges, and discuss the evolving Capstone project framework. • Daily "Closure": Review student progress on Assignment #1 completion and discuss next steps for the Capstone project. | <p>project framework.</p> <ul style="list-style-type: none"> • Student Progress Tracking: (Ongoing Formative) Progress and grades may be tracked from the Instructor page on Knowledge Matters. |
| | <ul style="list-style-type: none"> • Students will understand the role of the journal versus T- | <ul style="list-style-type: none"> • Daily "Do Now": Review and download documents related to journals and general ledgers from Google | <ul style="list-style-type: none"> • Assignment #2 - SIM: (Formative/Summative) Tracks student progress and |

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| | <p>accounts, the business meaning of different transactions in the journal, and how to tie journal transactions to source documents.</p> <ul style="list-style-type: none"> • Students will understand what a chart of accounts is and how a general ledger differs from a journal. • Students will be able to use a general ledger to maintain running balances, identify how journal postings are tied to the general ledger, and prove cash by comparing a bank statement to a cash account. • Students will plan and begin developing their Capstone | <p>Classroom.</p> <ul style="list-style-type: none"> • Online Simulation Access: Students will sign in to ACCOUNTING at vb.KnowledgeMatters.com daily to engage with Assignments #2 and #3. • SIM Exercises (Journal Entries): Students will click "Run SIM" for Assignment #2 to practice understanding the role of the journal and entering correct transactions. • Reading Tasks (General Ledger): Students will access and complete the Reading task for Assignment #3 on Knowledge Matters, focusing on charts of accounts and the general ledger. • SIM Exercises (General Ledger): Students will begin Assignment #3 SIM, following instructions to practice maintaining running balances and tying journal postings to the general ledger. • PowerPoint Presentation Work (Capstone): Students will dedicate time to begin working on their Capstone PowerPoint presentations, applying the framework | <p>understanding of journal entries through simulation.</p> <ul style="list-style-type: none"> • Assignment #3 - Reading Quiz: (Formative) Assesses understanding of chart of accounts and general ledger concepts. • Assignment #3 - SIM: (Formative/Summative) Begins tracking student progress and understanding of general ledger applications through simulation. • Meeting with Students: (Formative) Individual meetings to review progress on Assignments #2 and #3, and provide initial feedback on Capstone PowerPoint development. • Review Student PPT: (Formative) Initial review of student Capstone PowerPoint presentations to assess planning and initial development. • Student Progress Tracking: (Ongoing Formative) Progress and grades may be tracked from the Instructor page on |
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| | <p>project, including working on their PowerPoint presentations.</p> | <p>developed in previous weeks.</p> <ul style="list-style-type: none"> • Individual Student Meetings: Meet individually with students to review progress on Assignments #2 and #3, address questions about journals/ledgers, and provide initial feedback on Capstone PowerPoint development. • Daily "Closure": Review student progress on Assignments #2 and #3, highlighting key takeaways regarding journals and general ledgers. Provide brief check-ins on Capstone PPT progress. | <p>Knowledge Matters.</p> |
| | <ul style="list-style-type: none"> • Students will reinforce their understanding of what a chart of accounts is and how a general ledger differs from a journal. • Students will be able to use a general ledger to maintain running balances, identify how journal postings are | <ul style="list-style-type: none"> • Daily "Do Now": Review and download any remaining documents or problem sets for general ledger analysis from Google Classroom. • Online Simulation Access: Students will continue daily sign-in to ACCOUNTING at vb.KnowledgeMatters.com to complete Assignment #3. • Reading Tasks (General Ledger Reinforcement): Revisit Reading task for Assignment #3 as needed for deeper | <ul style="list-style-type: none"> • Assignment #3 - Math Quiz: (Formative) Assesses application of chart of accounts and general ledger concepts. • Assignment #3 - SIM: (Formative/Summative) Completes tracking student progress and understanding of general ledger applications through simulation. • Meeting with Students: (Formative) Individual meetings |

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| | <p>tied to the general ledger, and prove cash by comparing a bank statement to a cash account.</p> <ul style="list-style-type: none"> • Students will be able to identify and solve business issues through analysis of general ledger accounts. • Students will continue to work on and review their Capstone PowerPoint presentations. | <p>understanding.</p> <ul style="list-style-type: none"> • Math Tasks (General Ledger): Students will access and complete the Math task for Assignment #3 on Knowledge Matters, focusing on proving cash and identifying business issues through ledger analysis. • SIM Exercises (General Ledger Application): Students will complete Assignment #3 SIM, applying their knowledge to identify and solve business problems using general ledger accounts. • PowerPoint Presentation Work & Review (Capstone): Students will continue to work on their Capstone PowerPoint presentations, focusing on content and design. The instructor will conduct initial reviews of student PPTs, providing constructive feedback for refinement. • Individual Student Meetings: Conduct individual meetings to review completed Assignment #3 tasks, discuss solutions to business problems, and provide detailed feedback on Capstone PowerPoint | <p>to review completed Assignment #3 tasks and provide detailed feedback on Capstone PowerPoint presentations.</p> <ul style="list-style-type: none"> • Review Student PPT: (Formative) Continued review of student Capstone PowerPoint presentations to assess planning and initial development. • Student Progress Tracking: (Ongoing Formative) Progress and grades may be tracked from the Instructor page on Knowledge Matters. |
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| | | <p>presentations.</p> <ul style="list-style-type: none"> • Daily "Closure": Final review of student progress for the month, addressing any lingering questions on accounting concepts or Capstone project requirements. | |
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Standards for Course Content Area and Cross Content Standards Addressed

Course Content Area Standards:

- Career & Technical Education Content Area: 21st Century Life & Careers-9.3.12.FN-ACT.1

Cross-Content Standards Addressed (NJSLS):

- **NJSLS.ELA-LITERACY.RST.11-12.7:** Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem. (Relevant for analyzing data in simulations and for the Capstone project research).
- **NJSLS.ELA-LITERACY.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. (Relevant for Capstone project research and development).
- **NJSLS.ELA-LITERACY.SL.11-12.4:** Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks. (Relevant for Capstone project presentations).
- **NJSLS.MATH.MP.4:** Model with mathematics. (Students will apply mathematical concepts to real-world accounting scenarios within the simulations).
- **NJSLS.TECH.8.1.12.E.1:** Evaluate the impact of digital tools and resources on society. (Students use online simulation platform and Google Classroom).
- **NJSLS.FINANCIAL LITERACY.9.1.12.F.1:** Assess the impact of financial decisions on individuals, families, businesses, and communities. (Directly related to understanding accounting's role in business).

- **NJSLS.FINANCIAL LITERACY.9.1.12.F.2:** Analyze the various types of financial products and services available to consumers and businesses. (Indirectly supported by understanding business transactions).

Suggested Modifications for Students with Disabilities, 504 eligible, Multilingual Learners, At Risk Students and Gifted Students

For Students with Disabilities/504 Eligible Students:

- **Extended Time:** Provide extended time for completing assignments, quizzes, and simulation tasks as per IEP/504 plans.
- **Chunking Information:** Break down complex accounting concepts and multi-step procedures into smaller, manageable chunks.
- **Visual Aids:** Utilize diagrams, flowcharts, and color-coding to illustrate accounting processes (e.g., T-accounts, journal entries).
- **Guided Practice:** Offer more frequent guided practice sessions, walking through examples step-by-step.
- **Reduced Workload:** Modify the number of problems or transactions in assignments if appropriate, focusing on core concepts.
- **Alternative Formats:** Provide reading materials in alternative formats (e.g., larger print, digital text-to-speech options) if needed.
- **Preferential Seating:** Arrange seating to minimize distractions and maximize access to instruction.
- **Frequent Check-ins:** Conduct regular check-ins to monitor understanding and provide immediate feedback and support.
- **Use of Calculators/Tools:** Allow appropriate use of calculators or other assistive technology.
- **Capstone Project Support:** Provide templates or structured outlines for the Capstone PowerPoint, offer sentence starters for explanations, and break down the project into very small, achievable milestones.

For Multilingual Learners (MLLs):

- **Vocabulary Support:** Pre-teach key accounting vocabulary using visuals, cognates, and simplified definitions. Create a glossary of terms.
- **Bilingual Resources:** Provide access to bilingual dictionaries or online translation tools.
- **Simplified Language:** Use clear, concise language in instructions and explanations, avoiding idioms

or complex sentence structures.

- **Visuals and Demonstrations:** Rely heavily on visual aids, demonstrations, and hands-on activities to convey meaning.
- **Peer Support:** Pair MLLs with supportive, English-proficient peers for collaborative tasks.
- **Sentence Frames/Starters:** Provide sentence frames or starters for written responses and discussions to support language production.
- **Knowledge Matters Support:** Ensure the Knowledge Matters platform has any available language support or provide supplementary materials in their native language if feasible.
- **Capstone Project Support:** Encourage the use of visuals and simple, direct language in their Capstone presentations. Allow for native language support during brainstorming or outline creation if possible.

For At-Risk Students:

- **Targeted Intervention:** Provide small-group or individual tutoring for specific areas of difficulty.
- **Frequent Feedback:** Offer frequent, constructive feedback on assignments to guide learning and correct misconceptions early.
- **Positive Reinforcement:** Emphasize effort and progress, celebrating small successes to build confidence and motivation.
- **Clear Expectations:** Ensure all instructions, expectations, and deadlines are clearly communicated verbally and in writing.
- **Structured Routines:** Maintain consistent classroom routines to provide predictability and reduce anxiety.
- **Mentorship/Peer Support:** Connect students with a mentor or provide opportunities for peer tutoring.
- **Relevance:** Explicitly connect accounting concepts to real-world scenarios and future career opportunities to enhance engagement.
- **Capstone Project Scaffolding:** Provide extensive scaffolding for the Capstone project, breaking it into very small, manageable steps with clear checkpoints.

For Gifted Students:

- **Deeper Dive into Concepts:** Provide opportunities to explore advanced accounting topics or delve deeper into specific areas of interest (e.g., forensic accounting, international accounting standards).
- **Complex Problem Solving:** Offer more challenging case studies or multi-layered simulation scenarios that require higher-order thinking and critical analysis.

- **Independent Research:** Encourage independent research on current accounting trends, ethical dilemmas in finance, or the impact of technology on the accounting profession.
- **Mentorship/Leadership Roles:** Allow gifted students to mentor peers, lead small group discussions, or assist in creating supplementary learning materials.
- **Capstone Project Extension:** Encourage gifted students to incorporate more complex data analysis, conduct interviews with accounting professionals, or develop a more sophisticated financial model for their Capstone project.
- **Real-World Application:** Connect them with real-world accounting professionals or organizations for informational interviews or virtual job shadowing.
- **Accelerated Pace:** Allow for an accelerated pace through foundational concepts if mastery is demonstrated early, freeing up time for enrichment activities.

Computer Sci Design Thinking

Computer Science & Design Thinking (NJSL 2020):

- **8.1.12.DA.1:** Create a data display to illustrate the relationships between two variables. (Applicable when students analyze data from simulations or financial statements for their Capstone project).
- **8.1.12.DA.5:** Analyze the sources of data and the methods of data collection to evaluate the reliability and accuracy of the data. (Relevant when students are working with "source documents" in accounting and considering the reliability of financial information).
- **8.1.12.AP.5:** Decompose a problem into smaller components through the use of functions or modules to develop an efficient solution. (Applicable to understanding how accounting systems break down complex transactions into manageable entries and ledgers, and for structuring the Capstone project).
- **8.2.12.ETW.3:** Analyze the impact of a product, system, or environment on society and the environment. (Students can analyze the impact of financial decisions or business practices within the accounting context).
- **8.2.12.ITH.4:** Evaluate the impact of technology on society and the environment. (Students are using an online simulation platform, which is a technology, and can discuss its impact on learning and the accounting profession).

Career Readiness, Life Literacies and Key Skills (NJSLs 2020):

- **9.1.12.C.1:** Evaluate the impact of economic decisions on individuals, families, businesses, and communities.
- **9.2.12.CAP.1:** Evaluate a variety of factors that impact the selection of a career and postsecondary options.
- **9.4.12.CT.1:** Identify and solve complex problems using critical thinking skills.
- **9.4.12.IML.1:** Analyze and interpret information from diverse sources to make informed decisions.

Unit 2: General Ledger, Worksheets & Capstone Project

Content Area: **Business**
Course(s):
Time Period:
Length:
Status: **Awaiting Review**

Summary of the Unit

This unit builds upon foundational accounting concepts by focusing on the general ledger and the role of the accounting worksheet. Students will deepen their understanding of how transactions are recorded and maintained in the general ledger, how to reconcile cash balances, and how to identify and solve business issues through ledger analysis. A significant portion of the unit is dedicated to understanding and applying the accounting worksheet, including concepts like trial balance, adjusting entries, adjusted trial balance, and computing net income. Throughout the month, students will also continue to develop and refine their Capstone project, working on their PowerPoint presentations and meeting individually with the instructor for feedback and guidance.

Enduring Understandings

Students will understand that accurate and organized financial record-keeping, particularly through the use of general ledgers and accounting worksheets, is fundamental for preparing financial statements, assessing a business's performance, and making informed strategic decisions. They will also recognize the importance of

ongoing project development and presentation skills in demonstrating comprehensive learning.

Essential Questions

- How do the general ledger and accounting worksheets provide a structured approach to organizing and analyzing a business's financial data?
- What is the purpose of a trial balance and adjusting entries in preparing accurate financial statements?
- How can the accounting worksheet be used to compute net income and ensure the balance sheet remains in balance?
- What are the critical steps in developing and refining a comprehensive Capstone project, and how does it reflect cumulative learning?

Unit Summative Assessment and Alternate Assessment Options

- **Assignment #3 - SIM:** This simulation, tracked in Week 1, serves as a summative assessment for understanding and applying general ledger concepts.
- **Assignment #4 - SIM:** This simulation, tracked across Weeks 2, 3, and 4, is a key summative assessment for understanding and applying accounting worksheet concepts, including trial balance, adjusting entries, and net income calculation.
- **Review Student's PPT / Meeting with Students (Capstone Project):** While primarily formative throughout the month, the final review of the Capstone PowerPoint presentations and the individual meetings at the end of March serve as a summative evaluation of the students' progress and development of their Capstone project.

Alternate Assessment Options:

- **Comprehensive Accounting Cycle Project:** Students could be given a set of initial transactions for a simulated business and be required to complete the entire accounting cycle, including journalizing, posting to the general ledger, preparing a trial balance, making adjusting entries, completing a worksheet, and preparing basic financial statements (Income Statement and Balance Sheet).
- **Worksheet Analysis and Correction:** Provide students with a partially completed or intentionally erroneous accounting worksheet. Their task would be to identify and correct errors, complete the worksheet, and explain the impact of their adjustments on the financial statements.
- **"Explain and Apply" Presentation:** Students could choose a specific complex concept from the unit (e.g., adjusting entries, proving cash with a bank statement, computing net income on a worksheet) and

create a short presentation or tutorial explaining the concept and demonstrating its application with a practical example.

- **Capstone Project Milestone Presentation:** Instead of just a review, a formal presentation of the Capstone project's progress, including a detailed outline, research findings, and a demonstration of how accounting principles are integrated into their project, could serve as a summative assessment.
- **Problem-Solving Scenario with Justification:** Present a detailed business problem that requires students to analyze financial data from a general ledger or worksheet, identify the root cause of an issue (e.g., a discrepancy in cash, an incorrect net income), propose a solution, and provide a written justification for their approach using accounting terminology.

Resources

- **Knowledge Matters (vb.KnowledgeMatters.com):** This is your primary platform for:
 - Online Simulation Access (Assignments #3 and #4)
 - Reading Tasks (Assignments #3 and #4)
 - Math Tasks (Assignments #3 and #4)
 - Tracking Student Progress and Grades (from the Instructor page)
- **Oncourse Classroom:** Used for daily "Do Now" activities, including reviewing and downloading documents.
- **PowerPoint Presentations:** Students will be working on and reviewing these for their Capstone project.
- **Individual Student Meetings:** Direct interaction with the instructor for review and questions regarding both accounting concepts and Capstone project development.

External Resources (General Suggestions):

- **Online Accounting Textbooks/Courses:**
 - **Investopedia:** Offers clear explanations of accounting terms and concepts (e.g., "What is a General Ledger?", "Understanding the Accounting Worksheet").
 - **Khan Academy:** Continues to be a good resource for foundational accounting, including modules on the accounting cycle, general ledger, and financial statements.
 - **YouTube Tutorials:** Many educators and professionals create video tutorials on specific accounting topics like "how to prepare a trial balance" or "adjusting entries explained."

- **Professional Accounting Resources:**

- **AICPA (American Institute of Certified Public Accountants):** While often advanced, they have educational resources and publications that can provide real-world context.
- **IMA (Institute of Management Accountants):** Relevant for managerial accounting aspects, which ties into understanding business decisions from financial data.

- **Spreadsheet Software (e.g., Google Sheets, Microsoft Excel):** While the simulations are online, understanding how to apply worksheet concepts in a spreadsheet program can be a valuable skill. Tutorials for these programs can be helpful.

- **Business News and Publications:**

- *The Wall Street Journal, Financial Times, Bloomberg:* These sources provide real-world examples of financial reporting and business analysis, connecting abstract concepts to current events.

- **Project Management Tools/Resources:**

- **Trello, Asana (or simpler checklist apps):** Can help students organize their Capstone project tasks.
- **Presentation Software Tutorials:** Resources for advanced features in PowerPoint or Google Slides for enhancing their Capstone presentations.

Unit Plan

| Topic/Selection Timeframe | General Objectives | Instructional Activities | Formative and Summative Assessments |
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| <p>General Ledger, Worksheets & Capstone Project Development</p> <p>1 week</p> | <ul style="list-style-type: none"> • Students will reinforce their understanding of what a chart of accounts is and how a general ledger differs from a journal. • Students will be able to use a general ledger to maintain running balances, identify how journal postings are tied to the general ledger, and prove cash by comparing a bank statement to a cash account. • Students will be able to identify and solve business issues through analysis of general ledger accounts. • Students will continue to work on and review their | <ul style="list-style-type: none"> • Daily "Do Now": Review any questions students may have regarding general ledger concepts. • Online Simulation Access: Students will sign in to ACCOUNTING at vb.KnowledgeMatters.com daily. • Reading Tasks: Students will access and complete the Reading task for Assignment #3 on Knowledge Matters. • Math Tasks: Students will access and complete the Math task for Assignment #3 on Knowledge Matters. • SIM Exercises: Students will click "Run SIM" for Assignment #3 and follow lesson instructions. • PowerPoint Presentation Work (Capstone): Students will work on their PowerPoint Presentation. • Individual Student Meetings: Meet with each student individually to review weekly progress and answer questions regarding their Capstone project. • Daily "Closure": | <ul style="list-style-type: none"> • Assignment #3 - Reading Quiz: (Formative) Assesses understanding of chart of accounts and general ledger concepts. • Assignment #3 - Math Quiz: (Formative) Assesses application of chart of accounts and general ledger concepts. • Assignment #3 - SIM: (Formative/Summative) Tracks student progress and understanding of general ledger applications through simulation. • Meeting with Students: (Formative) Individual meetings to review progress and provide feedback on Capstone project development. • Review student's PPT: (Formative) Initial review of student Capstone PowerPoint presentations. • Student Progress Tracking: (Ongoing Formative) Progress and grades may be tracked from the Instructor page on |
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| | Capstone PowerPoint presentations. | Review student progress or answer any follow-up questions. | Knowledge Matters. |
| General Ledger, Worksheets & Capstone Project Development 1 week | <ul style="list-style-type: none"> • Students will understand the role of the worksheet in organizing account balances for business decisions. • Students will explain the concepts of trial balance, adjusting entries, and adjusted trial | <ul style="list-style-type: none"> • Daily "Do Now": Review any questions students may have regarding worksheets. • Online Simulation Access: Students will sign in to ACCOUNTING at vb.KnowledgeMatters.com daily. • Reading Tasks: Students will access and complete the Reading task for Assignment #4 on Knowledge Matters. | <ul style="list-style-type: none"> • Assignment #4 - Reading Quiz: (Formative) Assesses understanding of worksheet concepts. • Assignment #4 - Math Quiz: (Formative) Assesses application of worksheet concepts. • Assignment #4 - SIM: (Formative/Summative) Tracks student progress and understanding of |

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| | <p>balance.</p> <ul style="list-style-type: none"> • Students will compute net income from a worksheet and apply net income (or loss) correctly to keep the balance sheet in balance. • Students will complete a partially completed monthly worksheet. • Students will update their Capstone project. | <ul style="list-style-type: none"> • Math Tasks: Students will access and complete the Math task for Assignment #4 on Knowledge Matters. • SIM Exercises: Students will click "Run SIM" for Assignment #4 and follow lesson instructions. • PowerPoint Presentation Work (Capstone): Students will work on their PowerPoint Presentation. • Individual Student Meetings: Meet with each student individually to review weekly progress and answer questions regarding their Capstone project. • Daily "Closure": Review student progress or answer any follow-up questions. | <p>worksheet applications through simulation.</p> <ul style="list-style-type: none"> • Meeting with Students: (Formative) Individual meetings to review progress and provide feedback on Capstone project updates. • Review student's PPT: (Formative) Review of student Capstone PowerPoint presentations. • Student Progress Tracking: (Ongoing Formative) Progress and grades may be tracked from the Instructor page on Knowledge Matters. |
| <p>General Ledger, Worksheets & Capstone Project Development</p> <p>1 week</p> | <ul style="list-style-type: none"> • Students will reinforce their understanding of the role of the worksheet in organizing account balances for business decisions. • Students will explain the | <ul style="list-style-type: none"> • Daily "Do Now": Review any questions students may have regarding worksheets. • Online Simulation Access: Students will sign in to ACCOUNTING at vb.KnowledgeMatters.com daily. • Reading Tasks: Students will access and complete the Reading | <ul style="list-style-type: none"> • Assignment #4 - Reading Quiz: (Formative) Assesses understanding of worksheet concepts. • Assignment #4 - Math Quiz: (Formative) Assesses application of worksheet concepts. • Assignment #4 - SIM: (Formative/Summati |

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| | <p>concepts of trial balance, adjusting entries, and adjusted trial balance.</p> <ul style="list-style-type: none"> • Students will compute net income from a worksheet and apply net income (or loss) correctly to keep the balance sheet in balance. • Students will complete a partially completed monthly worksheet. • Students will update their Capstone project. | <p>task for Assignment #4 on Knowledge Matters.</p> <ul style="list-style-type: none"> • Math Tasks: Students will access and complete the Math task for Assignment #4 on Knowledge Matters. • SIM Exercises: Students will click "Run SIM" for Assignment #4 and follow lesson instructions. • PowerPoint Presentation Work (Capstone): Students will work on their PowerPoint Presentation. • Individual Student Meetings: Meet with each student individually to review weekly progress and answer questions regarding their Capstone project. • Daily "Closure": Review student progress or answer any follow-up questions. | <p>ve) Continues to track student progress and understanding of worksheet applications through simulation.</p> <ul style="list-style-type: none"> • Meeting with Students: (Formative) Individual meetings to review progress and provide feedback on Capstone project updates. • Review student's PPT: (Formative) Review of student Capstone PowerPoint presentations. • Student Progress Tracking: (Ongoing Formative) Progress and grades may be tracked from the Instructor page on Knowledge Matters. |
| <p>General Ledger, Worksheets & Capstone Project Development</p> <p>1 week</p> | <ul style="list-style-type: none"> • Students will reinforce their understanding of the role of the worksheet in organizing account balances for business | <ul style="list-style-type: none"> • Daily "Do Now": Review any questions students may have regarding worksheets and Capstone project updates. • Online Simulation Access: Students will sign in to ACCOUNTING at vb.KnowledgeMatters.c | <ul style="list-style-type: none"> • Assignment #4 - Reading Quiz: (Formative) Assesses understanding of worksheet concepts. • Assignment #4 - Math Quiz: (Formative) Assesses application of worksheet concepts. |

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| | <p>decisions.</p> <ul style="list-style-type: none"> • Students will explain the concepts of trial balance, adjusting entries, and adjusted trial balance. • Students will compute net income from a worksheet and apply net income (or loss) correctly to keep the balance sheet in balance. • Students will complete a partially completed monthly worksheet. • Students will update their Capstone project. | <p>om daily.</p> <ul style="list-style-type: none"> • Reading Tasks: Students will access and complete the Reading task for Assignment #4 on Knowledge Matters. • Math Tasks: Students will access and complete the Math task for Assignment #4 on Knowledge Matters. • SIM Exercises: Students will click "Run SIM" for Assignment #4 and follow lesson instructions. • PowerPoint Presentation Work (Capstone): Students will work on their PowerPoint Presentation. • Individual Student Meetings: Meet with each student individually to review weekly progress and answer questions regarding their Capstone project. • Daily "Closure": Review student progress or answer any follow-up questions. | <ul style="list-style-type: none"> • Assignment #4 - SIM: (Formative/Summative) Completes tracking student progress and understanding of worksheet applications through simulation. • Meeting with Students: (Formative) Individual meetings to review progress and provide feedback on Capstone project updates. • Review student's PPT: (Formative) Final review of student Capstone PowerPoint presentations for the month. • Student Progress Tracking: (Ongoing Formative) Progress and grades may be tracked from the Instructor page on Knowledge Matters. |
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Standards for Course Content Area and Cross Content Standards Addressed

Course Content Area Standard:

- **Career & Technical Education Content Area: 21st Century Life & Careers-9.3.12.FN-ACT.1:** This overarching standard is directly addressed as students are applying practical financial and accounting skills through the simulations and project work.

Cross-Content Standards Addressed (NJSLs):

- **NJSLs.ELA-LITERACY.RST.11-12.7:** Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem. (Relevant for analyzing data in the SIMs and understanding information for the Capstone project).
- **NJSLs.ELA-LITERACY.SL.11-12.4:** Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks. (Directly relevant to the review and potential presentation of the Capstone PowerPoint).
- **NJSLs.MATH.MP.4:** Model with mathematics. (Crucial for the Math Quizzes and SIMs where students apply mathematical concepts to accounting problems, particularly with worksheets).
- **NJSLs.FINANCIAL LITERACY.9.1.12.F.1:** Assess the impact of financial decisions on individuals, families, businesses, and communities. (The application of worksheet concepts and understanding net income directly relates to evaluating business financial health).

Suggested Modifications for Students with Disabilities, 504 eligible, Multilingual Learners, At Risk Students and Gifted Students

For Students with Disabilities/504 Eligible Students (for Week 4 Assessments):

- **Extended Time:** Provide extended time for completing Assignment #4 quizzes and SIM, and for the Capstone PPT final review.
- **Chunking Information:** Break down complex questions on quizzes or multi-step processes within the SIM into smaller, more manageable parts.
- **Visual Aids/Graphic Organizers:** Offer graphic organizers or templates for organizing thoughts on worksheet concepts for quizzes, or for structuring the Capstone PPT content.
- **Reduced Distractions:** Provide a quiet testing environment for quizzes and SIM if needed.
- **Read Aloud/Clarification:** Read quiz questions aloud or clarify instructions for SIM tasks as per

IEP/504 accommodations.

- **Scaffolding for SIM:** Provide additional hints or step-by-step guidance within the SIM if the platform allows, or through direct instructor support.
- **Capstone PPT Support:** Offer specific feedback on one section at a time for the Capstone PPT, provide a checklist for final review, and allow for a practice run-through of the presentation.

For Multilingual Learners (MLLs) (for Week 4 Assessments):

- **Vocabulary Support:** Pre-teach or provide a glossary of key terms related to worksheets (e.g., trial balance, adjusting entries, net income) for quizzes and SIM.
- **Simplified Language:** Rephrase complex quiz questions or SIM instructions in simpler language.
- **Visual Supports:** Utilize diagrams or examples to explain worksheet concepts during instruction that will aid in quiz and SIM performance.
- **Bilingual Dictionaries/Tools:** Allow the use of bilingual dictionaries or online translation tools during quizzes and SIM.
- **Capstone PPT Support:** Encourage the use of visuals and clear, concise language in the Capstone PPT. Allow for script practice or pre-recording if presentation anxiety is a factor.

For At-Risk Students (for Week 4 Assessments):

- **Targeted Review Sessions:** Offer small-group or individual review sessions focused on challenging worksheet concepts before quizzes and SIM.
- **Frequent Progress Checks:** Conduct frequent, informal check-ins during SIM work to catch and correct errors early.
- **Positive Reinforcement:** Provide specific praise for effort and correct application of concepts on quizzes and in SIM.
- **Clear Rubrics/Checklists:** Provide clear rubrics for the Capstone PPT final review and checklists for SIM completion to ensure understanding of expectations.
- **Prioritized Concepts:** If time is a constraint, prioritize the most essential worksheet concepts for mastery on quizzes and SIM.
- **Capstone PPT Scaffolding:** Ensure the Capstone project has been broken into manageable parts with clear deadlines leading up to the final review.

For Gifted Students (for Week 4 Assessments):

- **Advanced Problem-Solving:** Provide optional, more complex worksheet scenarios or "what-if" analysis questions within the SIM or as a supplementary quiz challenge.

- **Error Detection/Correction:** Task them with identifying and correcting common errors in a pre-prepared, flawed worksheet.
- **Financial Statement Impact Analysis:** Challenge them to analyze how changes in specific transactions or adjusting entries would impact various financial statements beyond just the worksheet.
- **Capstone PPT Extension:** Encourage them to incorporate more sophisticated financial analysis, present multiple scenarios, or propose strategic business recommendations based on their Capstone project findings.
- **Peer Tutoring:** Allow them to assist peers who are struggling with worksheet concepts or Capstone PPT development.
- **Research Application:** Encourage them to research real-world examples of accounting worksheets or financial reporting issues and connect them to the unit's concepts.

Computer Sci Design Thinking

CURRICULUM WRITERS: PLEASE SELECT ACTIONS TO THE RIGHT OF THIS SECTION TITLE AND CHOOSE ADD STANDARDS.

- **8.1.12.DA.1:** Create a data display to illustrate the relationships between two variables. (Applicable if students are expected to visualize data from their worksheet analysis or Capstone project).
- **8.1.12.AP.5:** Decompose a problem into smaller components through the use of functions or modules to develop an efficient solution. (Relevant as students work with the structured nature of accounting worksheets and break down financial problems).

Career Readiness, Life Literacies and Key Skills Practice

- **9.4.12.CT.1:** Identify and solve complex problems using critical thinking skills. (Directly applicable to the SIMs where students must analyze scenarios and apply accounting principles to solve problems).
- **9.4.12.IML.1:** Analyze and interpret information from diverse sources to make informed decisions. (Relevant for interpreting data from the worksheets and simulations, and for the Capstone project).

Unit 3: Financial Statements, Profitability Analysis & Capstone Project Refinement

Content Area: **Business**
Course(s):
Time Period:
Length:
Status: **Awaiting Review**

Summary of the Unit

This unit focuses on students' understanding of financial statements (Balance Sheet and Income Statement), their purpose in public communication, and how to identify trends and make business decisions based on the information presented. It also delves into profitability analysis, including reading worksheets for actionable information, analyzing time sheets and pay records, and using this data to estimate service-level profitability and make pricing decisions. Students will continue to refine and update their Capstone project presentations, demonstrating their cumulative learning.

Enduring Understandings

Students will understand that financial statements are vital tools for communicating a business's health and performance to various stakeholders, and that the ability to analyze these statements and related operational data (like time sheets and pay records) is critical for making strategic decisions that impact profitability and business improvement. They will also recognize the importance of refining and presenting a comprehensive Capstone project as a culmination of their learning.

Essential Questions

- How do financial statements differ from accounting worksheets, and what unique insights do they provide for decision-making?
- How can financial statements be used to identify trends and compare the performance of businesses within an industry?
- What role does profitability analysis play in making informed pricing decisions and improving business performance?
- How can the ongoing refinement of a Capstone project enhance understanding and demonstrate

mastery of accounting concepts?

Unit Summative Assessment and Alternate Assessment Options

- **Assignment #5 - SIM (Weeks 1 & 2):** This simulation serves as a summative assessment for understanding and applying financial statement analysis.
- **Assignment #6 - SIM (Week 4):** This simulation is a key summative assessment for understanding and applying profitability analysis and decision-making.
- **Meeting with Students / Review student's PPT (Capstone Project):** While primarily formative throughout the month, the individual meetings and reviews of the Capstone PowerPoint presentations at the end of April serve as a summative evaluation of the students' progress and refinement of their Capstone project.

Alternate Assessment Options:

- **Financial Statement Analysis Report:** Provide students with a set of real or simulated financial statements (Income Statement and Balance Sheet) for a business. Students would be required to analyze the statements, identify trends, calculate key ratios (e.g., profitability ratios, liquidity ratios, if covered), and write a report summarizing their findings and providing recommendations for business improvement.
- **Business Performance Case Study:** Present a case study of a struggling or successful business. Students would use provided financial data, time sheets, and pay records to estimate profitability, analyze pricing strategies, and propose solutions or improvements. This could involve a written report or a presentation.
- **Comparative Financial Analysis Project:** Students select two businesses within the same industry (e.g., two coffee shops, two retail stores) and compare their financial statements. They would identify strengths and weaknesses of each, analyze trends, and present their findings on which business appears to be performing better and why.
- **"Pitch a Pricing Strategy" Presentation:** Based on a given business scenario and operational data (like time sheets, pay records, cost information), students develop and present a recommended pricing strategy for a product or service, justifying their decisions with their profitability analysis.
- **Capstone Project Final Presentation/Defense:** Elevate the Capstone project review to a formal summative assessment where students present their refined PowerPoint to an audience (e.g., peers, instructor, guest professionals) and defend their findings and insights about their Knowledge Matters experience.

Resources

Internal Resources

- **Knowledge Matters (vb.KnowledgeMatters.com):** This is primary platform for:
 - Online Simulation Access (Assignments #5 and #6)
 - Reading Tasks (Assignments #5 and #6)
 - Math Tasks (Assignments #5 and #6)
 - Tracking Student Progress and Grades (from the Instructor page)
- **Google Classroom:** Used for daily "Do Now" activities, including reviewing and downloading documents.
- **PowerPoint Presentations:** Students will be working on and refining these for their Capstone project.
- **Individual Student Meetings:** Direct interaction with the instructor for review and questions regarding both accounting concepts and Capstone project development.

External Resources

- **Online Accounting Textbooks/Courses:**
 - **Investopedia:** Excellent for clear explanations of financial statements (Income Statement, Balance Sheet), profitability ratios, and pricing strategies.
 - **Khan Academy:** Offers modules on financial accounting, including income statements and balance sheets, and financial analysis.
 - **Corporate Finance Institute (CFI):** Provides free resources and articles on financial analysis, financial modeling, and valuation, which can be useful for more advanced students.
 - **YouTube Tutorials:** Numerous videos explain how to read financial statements, calculate profitability, and analyze business performance.
- **Business News and Publications:**
 - **The Wall Street Journal, Financial Times, Bloomberg, Forbes:** These sources provide real-world examples of financial statements, company performance analysis, and articles on business strategy and pricing. Encourage students to find and analyze simplified financial statements of public companies.
- **Spreadsheet Software (e.g., Google Sheets, Microsoft Excel):** Essential for students to practice creating simple financial statements, calculating ratios, and analyzing data from time sheets and pay records. Tutorials for these programs can be very beneficial.
- **Presentation Software Tutorials:** Resources for advanced features in PowerPoint or Google Slides to

help students create professional and engaging Capstone presentations.

- **Industry-Specific Data:** If possible, provide access to simplified industry benchmark data (e.g., average profit margins for coffee shops) to help students compare financial statements across businesses.

Unit Plan

| Topic/Selection n Timeframe | General Objectives | Instructional Activities | Formative and Summative Assessments |
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| Financial Statements, Profitability Analysis & Capstone Project Refinement 1 week | <ul style="list-style-type: none"> • Students will understand how financial statements are different from worksheets. • Students will understand the role of financial statements in communicating with the public. • Students will be able to identify trends from financial statements. • Students will distinguish between items found on a balance sheet and an | <ul style="list-style-type: none"> • Daily "Do Now": Review any questions students may have. (Monday: NO SCHOOL) • Online Simulation Access: Students will sign in to ACCOUNTING at vb.KnowledgeMatters.com daily (starting Tuesday). • Reading Tasks: Students will access and complete the Reading task for Assignment #5 on Knowledge Matters. • Math Tasks: Students will access and complete the Math task for Assignment #5 on Knowledge Matters. • SIM Exercises: Students will click "Run SIM" for Assignment #5 and follow lesson instructions. • PowerPoint Presentation Work (Capstone): Students will work on their PowerPoint Presentation. | <ul style="list-style-type: none"> • Assignment #5 - Reading Quiz: (Formative) Assesses understanding of financial statement concepts. • Assignment #5 - Math Quiz: (Formative) Assesses application of financial statement concepts. • Assignment #5 - SIM: (Formative/Summative) Tracks student progress and understanding of financial statement analysis through simulation. • Meeting with Students: (Formative) Individual meetings to review progress and provide |

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| | <p>income statement.</p> <ul style="list-style-type: none"> • Students will compare financial statements across businesses in the same industry. • Students will make decisions, based on financial statement information, to improve the performance of a business. • Students will update their Capstone project. | <ul style="list-style-type: none"> • Individual Student Meetings: Meet with each student individually to review weekly progress and answer questions regarding their Capstone project. • Daily "Closure": Review student progress or answer any follow-up questions. | <p>feedback on Capstone project updates.</p> <ul style="list-style-type: none"> • Review student's PPT: (Formative) Initial review of student Capstone PowerPoint presentations. • Student Progress Tracking: (Ongoing Formative) Progress and grades may be tracked from the Instructor page on Knowledge Matters. |
| <p>Financial Statements, Profitability Analysis & Capstone Project Refinement</p> <p>1 week</p> | <ul style="list-style-type: none"> • Students will reinforce their understanding of how financial statements are different from worksheets. • Students will reinforce their understanding of the role of financial statements in | <ul style="list-style-type: none"> • Daily "Do Now": Review any questions students may have. • Online Simulation Access: Students will sign in to ACCOUNTING at vb.KnowledgeMatters.com daily. • Reading Tasks: Students will access and complete the Reading task for Assignment #5 on Knowledge Matters. • Math Tasks: Students will access and complete the Math task for Assignment #5 on | <ul style="list-style-type: none"> • Assignment #5 - Reading Quiz: (Formative) Continues to assess understanding of financial statement concepts. • Assignment #5 - Math Quiz: (Formative) Continues to assess application of financial statement concepts. • Assignment #5 - SIM: |

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| | <p>communicating with the public.</p> <ul style="list-style-type: none"> • Students will reinforce their ability to identify trends from financial statements. • Students will reinforce their ability to distinguish between items found on a balance sheet and an income statement. • Students will reinforce their ability to compare financial statements across businesses in the same industry. • Students will reinforce their ability to make decisions, based on financial statement information, to improve the performance of a | <p>Knowledge Matters.</p> <ul style="list-style-type: none"> • SIM Exercises: Students will click "Run SIM" for Assignment #5 and follow lesson instructions. • PowerPoint Presentation Work (Capstone): Students will work on their PowerPoint Presentation. • Individual Student Meetings: Meet with each student individually to review weekly progress and answer questions regarding their Capstone project. • Daily "Closure": Review student progress or answer any follow-up questions. | <p>(Formative/Summative) Continues to track student progress and understanding of financial statement analysis through simulation.</p> <ul style="list-style-type: none"> • Meeting with Students: (Formative) Individual meetings to review progress and provide feedback on Capstone project updates. • Review student's PPT: (Formative) Review of student Capstone PowerPoint presentations. • Student Progress Tracking: (Ongoing Formative) Progress and grades may be tracked from the Instructor page on Knowledge Matters. |
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| | <p>business.</p> <ul style="list-style-type: none"> • Students will update their Capstone project. | | |
| <p>Financial Statements, Profitability Analysis & Capstone Project Refinement</p> <p>1 week</p> | <ul style="list-style-type: none"> • Students will read a worksheet for actionable information. • Students will analyze time sheets. • Students will read and extract information from pay records. • Students will use math to combine source information and estimate service-level profitability. • Students will make decisions about pricing based on overall accounting information and source document details. • Students will | <ul style="list-style-type: none"> ○ Daily "Do Now": Review any questions students may have. ○ Online Simulation Access: Students will sign in to ACCOUNTING at vb.KnowledgeMatters.com daily. ○ Reading Tasks: Students will access and complete the Reading task for Assignment #6 on Knowledge Matters. ○ Math Tasks: Students will access and complete the Math task for Assignment #6 on Knowledge Matters. ○ SIM Exercises: Students will click "Run SIM" for Assignment #6 and follow lesson instructions. ○ PowerPoint Presentation Work (Capstone): Students will work on their PowerPoint Presentation. ○ Individual Student Meetings: Meet with each student individually to review | <ul style="list-style-type: none"> • Assignment #6 - Reading Quiz: (Formative) Assesses understanding of profitability analysis concepts. • Assignment #6 - Math Quiz: (Formative) Assesses application of profitability analysis concepts. • Assignment #6 - SIM: (Formative/Summative) Tracks student progress and understanding of profitability analysis and decision-making through simulation. • Meeting with Students: (Formative) Individual meetings to review progress and provide feedback on Capstone project updates. • Review student's PPT: (Formative) Review of student Capstone PowerPoint |

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| | <p>update their Capstone project.</p> | <p>weekly progress and answer questions regarding their Capstone project.</p> <ul style="list-style-type: none"> ○ Daily "Closure": Review student progress or answer any follow-up questions. | <p>presentations.</p> <ul style="list-style-type: none"> ● Student Progress Tracking: (Ongoing Formative) Progress and grades may be tracked from the Instructor page on Knowledge Matters. |
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Standards for Course Content Area and Cross Content Standards Addressed

Course Content Area Standards:

- **9.3.12.FN-ACT.1:** Analyze the impact of financial decisions on individuals, families, businesses, and communities. (Directly addressed through profitability analysis and decision-making in Assignment #6 SIM).
- **9.3.12.FN-ACT.2:** Evaluate financial data to make informed business decisions. (Central to Assignment #6, where students read worksheets, analyze time/pay records, and make pricing decisions).
- **9.3.12.FN-ACT.3:** Apply accounting principles to analyze and interpret financial information. (Applicable to both quizzes and the SIM for Assignment #6).

Cross-Content Standards Addressed:

- **ELA-LITERACY.RST.11-12.7:** Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem. (Relevant for analyzing data from worksheets, time sheets, pay records, and the SIM).
- **ELA-LITERACY.SL.11-12.4:** Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks. (Directly relevant to the review and potential presentation of the Capstone PowerPoint).
- **MATH.MP.4:** Model with mathematics. (Crucial for the Math Quiz and SIM for Assignment #6,

where students apply mathematical concepts to estimate profitability and make pricing decisions).

Suggested Modifications for Students with Disabilities, 504 eligible, Multilingual Learners, At Risk Students and Gifted Students

For Students with Disabilities/504 Eligible Students (for Week 4 Assessments):

- **Extended Time:** Provide extended time for completing Assignment #4 quizzes and SIM, and for the Capstone PPT final review.
- **Chunking Information:** Break down complex questions on quizzes or multi-step processes within the SIM into smaller, more manageable parts.
- **Visual Aids/Graphic Organizers:** Offer graphic organizers or templates for organizing thoughts on worksheet concepts for quizzes, or for structuring the Capstone PPT content.
- **Reduced Distractions:** Provide a quiet testing environment for quizzes and SIM if needed.
- **Read Aloud/Clarification:** Read quiz questions aloud or clarify instructions for SIM tasks as per IEP/504 accommodations.
- **Scaffolding for SIM:** Provide additional hints or step-by-step guidance within the SIM if the platform allows, or through direct instructor support.
- **Capstone PPT Support:** Offer specific feedback on one section at a time for the Capstone PPT, provide a checklist for final review, and allow for a practice run-through of the presentation.

For Multilingual Learners (MLLs) (for Week 4 Assessments):

- **Vocabulary Support:** Pre-teach or provide a glossary of key terms related to worksheets (e.g., trial balance, adjusting entries, net income) for quizzes and SIM.
- **Simplified Language:** Rephrase complex quiz questions or SIM instructions in simpler language.
- **Visual Supports:** Utilize diagrams or examples to explain worksheet concepts during instruction that will aid in quiz and SIM performance.
- **Bilingual Dictionaries/Tools:** Allow the use of bilingual dictionaries or online translation tools during quizzes and SIM.
- **Capstone PPT Support:** Encourage the use of visuals and clear, concise language in the Capstone PPT. Allow for script practice or pre-recording if presentation anxiety is a factor.

For At-Risk Students (for Week 4 Assessments):

- **Targeted Review Sessions:** Offer small-group or individual review sessions focused on challenging

worksheet concepts before quizzes and SIM.

- **Frequent Progress Checks:** Conduct frequent, informal check-ins during SIM work to catch and correct errors early.
- **Positive Reinforcement:** Provide specific praise for effort and correct application of concepts on quizzes and in SIM.
- **Clear Rubrics/Checklists:** Provide clear rubrics for the Capstone PPT final review and checklists for SIM completion to ensure understanding of expectations.
- **Prioritized Concepts:** If time is a constraint, prioritize the most essential worksheet concepts for mastery on quizzes and SIM.
- **Capstone PPT Scaffolding:** Ensure the Capstone project has been broken into manageable parts with clear deadlines leading up to the final review.

For Gifted Students (for Week 4 Assessments):

- **Advanced Problem-Solving:** Provide optional, more complex worksheet scenarios or "what-if" analysis questions within the SIM or as a supplementary quiz challenge.
- **Error Detection/Correction:** Task them with identifying and correcting common errors in a pre-prepared, flawed worksheet.
- **Financial Statement Impact Analysis:** Challenge them to analyze how changes in specific transactions or adjusting entries would impact various financial statements beyond just the worksheet.
- **Capstone PPT Extension:** Encourage them to incorporate more sophisticated financial analysis, present multiple scenarios, or propose strategic business recommendations based on their Capstone project findings.
- **Peer Tutoring:** Allow them to assist peers who are struggling with worksheet concepts or Capstone PPT development.
- **Research Application:** Encourage them to research real-world examples of accounting worksheets or financial reporting issues and connect them to the unit's concepts.

Computer Sci Design Thinking

- **Computer Science & Design Thinking (NJSL 2020):**

- **8.1.12.DA.1:** Create a data display to illustrate the relationships between two variables. (Applicable if students are expected to visualize profitability data or trends from their analysis).
- **8.1.12.DA.5:** Analyze the sources of data and the methods of data collection to evaluate the reliability and accuracy of the data. (Relevant when students are working with time sheets and pay records as source documents for profitability analysis).
- **8.2.12.ETW.3:** Analyze the impact of a product, system, or environment on society and the environment. (Students can analyze the impact of pricing decisions on a business and its stakeholders).

Career Readiness, Life Literacies and Key Skills Practice

- **Career Readiness, Life Literacies and Key Skills (NJSL 2020):**

- **9.1.12.C.1:** Evaluate the impact of economic decisions on individuals, families, businesses, and communities. (Directly linked to understanding how pricing and profitability decisions affect a business).
- **9.4.12.CT.1:** Identify and solve complex problems using critical thinking skills. (Directly applicable to the SIM for Assignment #6, where students must analyze scenarios and make strategic decisions).
- **9.4.12.IML.1:** Analyze and interpret information from diverse sources to make informed decisions. (Relevant for interpreting data from worksheets, time sheets, pay records, and the SIM to make pricing and profitability decisions).

Unit 4: Income Statement Analysis, Ratio Analysis & Capstone Project Finalization

Content Area: **Business**
Course(s):
Time Period: **4th Marking Period**
Length: **4 weeks**
Status: **Awaiting Review**

Summary of the Unit

This unit focuses on students' ability to analyze income statements to assess business performance, understand individual line items, and use source documents to assess productivity. It also covers creating and testing hypotheses for business improvement based on this analysis. A significant portion of the unit is dedicated to ratio analysis, including explaining and computing liquidity ratios and return on sales, evaluating what constitutes a "good" ratio, and using this information to improve business performance. Throughout this unit, students will continue to update and finalize their Capstone project presentations.

Enduring Understandings

Students will understand that comprehensive analysis of financial statements, particularly income statements, and the application of ratio analysis are essential for diagnosing business performance, identifying areas for improvement, and making data-driven decisions to enhance profitability and operational efficiency. They will also recognize that the Capstone project serves as a culminating demonstration of their integrated accounting knowledge and analytical skills.

Essential Questions

- How can an income statement be effectively used to assess a business's performance and identify areas for improvement?
- What is the significance of various financial ratios (e.g., liquidity ratios, return on sales) in evaluating a business's health and efficiency?
- How can data from income statements and other source documents be used to formulate and test hypotheses for improving business productivity and profitability?
- What is the process for finalizing and effectively presenting a Capstone project that synthesizes learning and demonstrates practical application of accounting principles?

Unit Summative Assessment and Alternate Assessment Options

Unit Summative Assessments:

- **Assignment #6 - SIM (Week 1):** This simulation serves as a summative assessment for understanding and applying profitability analysis and decision-making.
- **Assignment #7 - SIM (Weeks 2 & 3):** This simulation is a key summative assessment for understanding and applying income statement analysis and business improvement through hypothesis testing.
- **Assignment #8 - SIM (Weeks 4 & 5):** This simulation is a key summative assessment for understanding and applying ratio analysis and business performance improvement.
- **Meeting with Students / Review student's PPT (Capstone Project):** While primarily formative throughout the month, the individual meetings and reviews of the Capstone PowerPoint presentations at the end of May (Week 5) serve as a final summative evaluation of the students' progress and finalization of their Capstone project.

Alternate Assessment Options:

- **Comprehensive Financial Performance Report:** Students could be given a detailed set of financial statements (Income Statement and Balance Sheet) for a simulated business. They would be required to analyze the income statement, calculate relevant profitability and liquidity ratios (as covered in Assignment #8), identify key trends, and write a comprehensive report summarizing their findings, diagnosing business performance, and providing actionable recommendations for improvement.
- **Business Improvement Proposal Presentation:** Based on a given business scenario with suboptimal performance (similar to Assignment #7), students would develop a proposal outlining a hypothesis for improvement, how they would test it using financial data, and the expected impact on the income statement and key ratios. They would then present this proposal.
- **Comparative Ratio Analysis Project:** Students select two or more real or simulated companies within the same industry. They would gather their income statement data, calculate and compare a set of relevant ratios (liquidity, return on sales), and present their findings on which company is performing better financially and why, supported by their ratio analysis.
- **"Ask the Accountant" Role-Play/Interview:** Students could prepare to answer questions as if they were an accountant explaining the financial health of a company to a non-financial stakeholder (e.g., a potential investor, a bank loan officer), using income statement and ratio analysis to support their explanations.
- **Capstone Project Final Defense:** Elevate the Capstone project review to a formal defense where students present their finalized PowerPoint to an audience (e.g., peers, instructor, guest professionals) and answer questions, demonstrating their integrated understanding of accounting principles and their application throughout the semester.

Resources

Internal Resources:

- **Knowledge Matters (vb.KnowledgeMatters.com):** This is your primary platform for:
 - Online Simulation Access (Assignments #6, #7, and #8)
 - Reading Tasks (Assignments #6, #7, and #8)
 - Math Tasks (Assignments #6, #7, and #8)
 - Tracking Student Progress and Grades (from the Instructor page)
- **Google Classroom:** Used for daily "Do Now" activities, including reviewing and downloading documents.
- **PowerPoint Presentations:** Students will be working on and refining these for their Capstone project.
- **Individual Student Meetings:** Direct interaction with the instructor for review and questions regarding both accounting concepts and Capstone project development.

External Resources (General Suggestions):

- **Online Accounting Textbooks/Courses:**
 - **Investopedia:** Excellent for clear explanations of income statement line items, profitability metrics, liquidity ratios, and return on sales.
 - **Khan Academy:** Offers modules on financial accounting, including detailed explanations of the income statement and various financial ratios.
 - **Corporate Finance Institute (CFI):** Provides free resources and articles on financial statement analysis, ratio analysis, and business valuation, which can be useful for more advanced students.
 - **YouTube Tutorials:** Numerous videos are available explaining how to read income statements, calculate different financial ratios, and interpret their meaning for business performance.
- **Business News and Publications:**
 - **The Wall Street Journal, Financial Times, Bloomberg, Forbes:** These sources provide real-world examples of company income statements, performance analysis, and articles discussing business strategies and financial health using ratios. Encourage students to find and analyze simplified income statements of public companies and discuss their profitability.
- **Spreadsheet Software (e.g., Google Sheets, Microsoft Excel):** Essential for students to practice creating simple income statements, calculating various financial ratios, and analyzing data from time

sheets and pay records to estimate profitability. Tutorials for these programs can be very beneficial.

- **Presentation Software Tutorials:** Resources for advanced features in PowerPoint or Google Slides to help students create professional and engaging Capstone presentations.
- **Industry-Specific Data/Benchmarks:** If possible, provide access to simplified industry benchmark data (e.g., average profit margins, common liquidity ratios for specific industries) to help students evaluate what constitutes a "good" ratio for the examples they are working with.
- **Case Study Examples:** Seek out simple case studies or scenarios that demonstrate how businesses use income statements and ratio analysis to identify problems, create hypotheses, and implement solutions.

Unit Plan

| Topic/Selection Timeframe | General Objectives | Instructional Activities | Formative and Summative Assessments |
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| <p>Income Statement Analysis, Ratio Analysis & Capstone Project Finalization</p> <p>1 week</p> | <ul style="list-style-type: none"> • Students will read a worksheet for actionable information. • Students will analyze time sheets. • Students will read and extract information from pay records. • Students will use math to combine source information and estimate service-level profitability. • Students will make decisions about pricing based on overall accounting information and source document details. • Students will update their Capstone project. | <ul style="list-style-type: none"> • Daily "Do Now": Review any questions students may have. • Online Simulation Access: Students will sign in to ACCOUNTING at vb.KnowledgeMatters.com daily. • Reading Tasks: Students will access and complete the Reading task for Assignment #6 on Knowledge Matters. • Math Tasks: Students will access and complete the Math task for Assignment #6 on Knowledge Matters. • SIM Exercises: Students will click "Run SIM" for Assignment #6 and follow lesson instructions. • PowerPoint Presentation Work (Capstone): Students will work on their PowerPoint Presentation. • Individual Student Meetings: Meet with each student individually to review weekly progress and answer questions regarding their Capstone project. • Daily "Closure": Review student progress or answer any follow-up | <ul style="list-style-type: none"> • Assignment #6 - Reading Quiz: (Formative) Assesses understanding of profitability analysis concepts. • Assignment #6 - Math Quiz: (Formative) Assesses application of profitability analysis concepts. • Assignment #6 - SIM: (Formative/Summative) Tracks student progress and understanding of profitability analysis and decision-making through simulation. • Meeting with Students: (Formative) Individual meetings to review progress and provide feedback on Capstone project updates. • Review student's PPT: (Formative) Review of student Capstone PowerPoint presentations. • Student Progress Tracking: (Ongoing Formative) Progress and grades may be tracked from the Instructor page on Knowledge Matters. |
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| | | questions. | |
| Income Statement Analysis, Ratio Analysis & Capstone Project Finalization 1 week | <ul style="list-style-type: none"> • Students will read an income statement to assess business performance. • Students will understand individual income statement line items and their meanings. • Students will | <ul style="list-style-type: none"> • Daily "Do Now": Review any questions students may have. • Online Simulation Access: Students will sign in to ACCOUNTING at vb.KnowledgeMatters.com daily. • Reading Tasks: Students will access and complete the Reading task for Assignment #7 on Knowledge Matters. • Math Tasks: Students | <ul style="list-style-type: none"> • Assignment #7 - Reading Quiz: (Formative) Assesses understanding of income statement analysis and productivity assessment. • Assignment #7 - Math Quiz: (Formative) Assesses application of income statement analysis and productivity assessment. • Assignment #7 - |

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| | <p>use source documents to assess productivity.</p> <ul style="list-style-type: none"> • Students will create hypotheses of why performance is suboptimal and how it could be fixed. • Students will test hypotheses and use test results to improve a business. • Students will update their Capstone project. | <p>will access and complete the Math task for Assignment #7 on Knowledge Matters.</p> <ul style="list-style-type: none"> • SIM Exercises: Students will click "Run SIM" for Assignment #7 and follow lesson instructions. • PowerPoint Presentation Work (Capstone): Students will work on their PowerPoint Presentation. • Individual Student Meetings: Meet with each student individually to review weekly progress and answer questions regarding their Capstone project. • Daily "Closure": Review student progress or answer any follow-up questions. | <p>SIM: (Formative/Summative) Tracks student progress and understanding of income statement analysis and business improvement through simulation.</p> <ul style="list-style-type: none"> • Meeting with Students: (Formative) Individual meetings to review progress and provide feedback on Capstone project updates. • Review student's PPT: (Formative) Review of student Capstone PowerPoint presentations. • Student Progress Tracking: (Ongoing Formative) Progress and grades may be tracked from the Instructor page on Knowledge Matters. |
| <p>Income Statement Analysis, Ratio Analysis & Capstone Project Finalization</p> <p>1 week</p> | <ul style="list-style-type: none"> • Students will reinforce their ability to read an income statement to assess business performance. • Students will reinforce their understanding of | <ul style="list-style-type: none"> • Daily "Do Now": Review any questions students may have. • Online Simulation Access: Students will sign in to ACCOUNTING at vb.KnowledgeMatters.com daily. • Reading Tasks: Students will access and complete the Reading task for Assignment #7 | <ul style="list-style-type: none"> • Assignment #7 - Reading Quiz: (Formative) Continues to assess understanding of income statement analysis and productivity assessment. • Assignment #7 - Math Quiz: (Formative) Continues to assess application of income |

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| | <p>individual income statement line items and their meanings.</p> <ul style="list-style-type: none"> • Students will reinforce their ability to use source documents to assess productivity. • Students will reinforce their ability to create and test hypotheses for business improvement . • Students will reinforce their ability to use test results to improve a business. • Students will update their Capstone project. | <p>on Knowledge Matters.</p> <ul style="list-style-type: none"> • Math Tasks: Students will access and complete the Math task for Assignment #7 on Knowledge Matters. • SIM Exercises: Students will click "Run SIM" for Assignment #7 and follow lesson instructions. • PowerPoint Presentation Work (Capstone): Students will work on their PowerPoint Presentation. • Individual Student Meetings: Meet with each student individually to review weekly progress and answer questions regarding their Capstone project. • Daily "Closure": Review student progress or answer any follow-up questions. | <p>statement analysis and productivity assessment.</p> <ul style="list-style-type: none"> • Assignment #7 - SIM: (Formative/Summative) Continues to track student progress and understanding of income statement analysis and business improvement through simulation. • Meeting with Students: (Formative) Individual meetings to review progress and provide feedback on Capstone project updates. • Review student's PPT: (Formative) Review of student Capstone PowerPoint presentations. • Student Progress Tracking: (Ongoing Formative) Progress and grades may be tracked from the Instructor page on Knowledge Matters. |
| <p>Income Statement Analysis, Ratio Analysis & Capstone Project Finalization</p> <p>1 week</p> | <ul style="list-style-type: none"> • Students will explain what ratio analysis is. • Students will give examples of liquidity | <ul style="list-style-type: none"> • Daily "Do Now": Review any questions students may have. • Online Simulation Access: Students will sign in to ACCOUNTING at vb.KnowledgeMatters.c | <ul style="list-style-type: none"> • Assignment #8 - Reading Quiz: (Formative) Assesses understanding of ratio analysis concepts. • Assignment #8 - Math Quiz: |

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| | <p>ratios and explain how to compute them.</p> <ul style="list-style-type: none"> • Students will explain and compute return on sales. • Students will evaluate what a good ratio is for the above examples. • Students will use information from ratio analysis to improve business performance. • Students will update their Capstone project. | <p>om daily.</p> <ul style="list-style-type: none"> • Reading Tasks: Students will access and complete the Reading task for Assignment #8 on Knowledge Matters. • Math Tasks: Students will access and complete the Math task for Assignment #8 on Knowledge Matters. • SIM Exercises: Students will click "Run SIM" for Assignment #8 and follow lesson instructions. • PowerPoint Presentation Work (Capstone): Students will work on their PowerPoint Presentation. • Individual Student Meetings: Meet with each student individually to review weekly progress and answer questions regarding their Capstone project. • Daily "Closure": Review student progress or answer any follow-up questions. | <p>(Formative) Assesses application of ratio analysis concepts.</p> <ul style="list-style-type: none"> • Assignment #8 - SIM: (Formative/Summative) Tracks student progress and understanding of ratio analysis and business performance improvement through simulation. • Meeting with Students: (Formative) Individual meetings to review progress and provide feedback on Capstone project updates. • Review student's PPT: (Formative) Review of student Capstone PowerPoint presentations. • Student Progress Tracking: (Ongoing Formative) Progress and grades may be tracked from the Instructor page on Knowledge Matters. |
| <p>Income Statement Analysis, Ratio Analysis & Capstone Project Finalization</p> | <ul style="list-style-type: none"> • Students will reinforce their understanding of ratio analysis, including | <ul style="list-style-type: none"> • Online Simulation Access: Students will sign in to ACCOUNTING at vb.KnowledgeMatters.com daily (starting | <ul style="list-style-type: none"> • Assignment #8 - Math Quiz: (Formative) Continues to assess application of ratio analysis concepts. |

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| <p>1 week</p> | <p>liquidity ratios and return on sales.</p> <ul style="list-style-type: none"> • Students will reinforce their ability to evaluate ratios and use information from ratio analysis to improve business performance. • Students will update their Capstone project. | <p>Tuesday).</p> <ul style="list-style-type: none"> • Reading Tasks: Students will access and complete the Reading task for Assignment #8 on Knowledge Matters. • Math Tasks: Students will access and complete the Math task for Assignment #8 on Knowledge Matters. • SIM Exercises: Students will click "Run SIM" for Assignment #8 and follow lesson instructions. • PowerPoint Presentation Work (Capstone): Students will work on their PowerPoint Presentation. • Individual Student Meetings: Meet with each student individually to review weekly progress and answer questions regarding their Capstone project. • Daily "Closure": Review student progress or answer any follow-up questions. | <ul style="list-style-type: none"> • Assignment #8 - SIM: (Formative/Summative) Completes tracking student progress and understanding of ratio analysis and business performance improvement through simulation. • Meeting with Students: (Formative) Individual meetings to review progress and provide feedback on Capstone project updates. • Review student's PPT: (Formative) Final review of student Capstone PowerPoint presentations for the month. • Student Progress Tracking: (Ongoing Formative) Progress and grades may be tracked from the Instructor page on Knowledge Matters. |
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Standards for Course Content Area and Cross Content Standards Addressed

Course Content Area Standards:

- **9.3.12.FN-ACT.1:** Analyze the impact of financial decisions on individuals, families, businesses, and communities. (Directly addressed through ratio analysis and business performance improvement in Assignment #8 SIM).
- **9.3.12.FN-ACT.2:** Evaluate financial data to make informed business decisions. (Central to Assignment #8, where students use ratio analysis to improve business performance).
- **9.3.12.FN-ACT.3:** Apply accounting principles to analyze and interpret financial information. (Applicable to both the Math Quiz and the SIM for Assignment #8).

Cross-Content Standards Addressed:

- **ELA-LITERACY.RST.11-12.7:** Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem. (Relevant for analyzing data in the SIM and for the Capstone project).
- **ELA-LITERACY.SL.11-12.4:** Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks. (Directly relevant to the final review and potential presentation of the Capstone PowerPoint).
- **MATH.MP.4:** Model with mathematics. (Crucial for the Math Quiz and SIM for Assignment #8, where students apply mathematical concepts to ratio analysis).

Suggested Modifications for Students with Disabilities, 504 eligible, Multilingual Learners, At Risk Students and Gifted Students

For Students with Disabilities/504 Eligible Students (for Week 4 Assessments):

- **Extended Time:** Provide extended time for completing Assignment #4 quizzes and SIM, and for the Capstone PPT final review.
- **Chunking Information:** Break down complex questions on quizzes or multi-step processes within the SIM into smaller, more manageable parts.
- **Visual Aids/Graphic Organizers:** Offer graphic organizers or templates for organizing thoughts on worksheet concepts for quizzes, or for structuring the Capstone PPT content.

- **Reduced Distractions:** Provide a quiet testing environment for quizzes and SIM if needed.
- **Read Aloud/Clarification:** Read quiz questions aloud or clarify instructions for SIM tasks as per IEP/504 accommodations.
- **Scaffolding for SIM:** Provide additional hints or step-by-step guidance within the SIM if the platform allows, or through direct instructor support.
- **Capstone PPT Support:** Offer specific feedback on one section at a time for the Capstone PPT, provide a checklist for final review, and allow for a practice run-through of the presentation.

For Multilingual Learners (MLLs) (for Week 4 Assessments):

- **Vocabulary Support:** Pre-teach or provide a glossary of key terms related to worksheets (e.g., trial balance, adjusting entries, net income) for quizzes and SIM.
- **Simplified Language:** Rephrase complex quiz questions or SIM instructions in simpler language.
- **Visual Supports:** Utilize diagrams or examples to explain worksheet concepts during instruction that will aid in quiz and SIM performance.
- **Bilingual Dictionaries/Tools:** Allow the use of bilingual dictionaries or online translation tools during quizzes and SIM.
- **Capstone PPT Support:** Encourage the use of visuals and clear, concise language in the Capstone PPT. Allow for script practice or pre-recording if presentation anxiety is a factor.

For At-Risk Students (for Week 4 Assessments):

- **Targeted Review Sessions:** Offer small-group or individual review sessions focused on challenging worksheet concepts before quizzes and SIM.
- **Frequent Progress Checks:** Conduct frequent, informal check-ins during SIM work to catch and correct errors early.
- **Positive Reinforcement:** Provide specific praise for effort and correct application of concepts on quizzes and in SIM.
- **Clear Rubrics/Checklists:** Provide clear rubrics for the Capstone PPT final review and checklists for SIM completion to ensure understanding of expectations.
- **Prioritized Concepts:** If time is a constraint, prioritize the most essential worksheet concepts for mastery on quizzes and SIM.
- **Capstone PPT Scaffolding:** Ensure the Capstone project has been broken into manageable parts with clear deadlines leading up to the final review.

For Gifted Students (for Week 4 Assessments):

- **Advanced Problem-Solving:** Provide optional, more complex worksheet scenarios or "what-if" analysis questions within the SIM or as a supplementary quiz challenge.
- **Error Detection/Correction:** Task them with identifying and correcting common errors in a pre-prepared, flawed worksheet.
- **Financial Statement Impact Analysis:** Challenge them to analyze how changes in specific transactions or adjusting entries would impact various financial statements beyond just the worksheet.
- **Capstone PPT Extension:** Encourage them to incorporate more sophisticated financial analysis, present multiple scenarios, or propose strategic business recommendations based on their Capstone project findings.
- **Peer Tutoring:** Allow them to assist peers who are struggling with worksheet concepts or Capstone PPT development.
- **Research Application:** Encourage them to research real-world examples of accounting worksheets or financial reporting issues and connect them to the unit's concepts.

Computer Sci Design Thinking

- **8.1.12.DA.1:** Create a data display to illustrate the relationships between two variables. (Applicable if students are expected to visualize ratio data or trends from their analysis).
- **8.1.12.DA.5:** Analyze the sources of data and the methods of data collection to evaluate the reliability and accuracy of the data. (Relevant when students are working with financial data for ratio analysis).
- **8.2.12.ETW.3:** Analyze the impact of a product, system, or environment on society and the environment. (Students can analyze the impact of financial decisions based on ratio analysis).

Career Readiness, Life Literacies and Key Skills Practice

- **9.1.12.C.1:** Evaluate the impact of economic decisions on individuals, families, businesses, and communities. (Directly linked to understanding how ratio analysis informs business decisions).
- **9.4.12.CT.1:** Identify and solve complex problems using critical thinking skills. (Directly applicable to

the SIM for Assignment #8, where students must analyze scenarios and make strategic decisions based on ratios).

- **9.4.12.IML.1:** Analyze and interpret information from diverse sources to make informed decisions. (Relevant for interpreting ratio data from the SIM to make business performance improvement decisions).

Unit 5: Dividends, Stock Splits, Treasury Stock, Forensic Accounting & Capstone Project Completion

Content Area: **Business**
Course(s):
Time Period: **4th Marking Period**
Length: **4 weeks**
Status: **Awaiting Review**

Summary of the Unit

This unit delves into advanced corporate accounting topics, specifically the accounting treatment and impact of cash dividends, stock dividends, stock splits, and treasury stock transactions on a company's financial statements and stockholder's equity. It also introduces students to the field of forensic accounting, covering the identification of various types of fraud and errors, and the methods used to uncover them through visual observation and review of accounting and source documents. The unit culminates with students working on and completing their Capstone project presentations, synthesizing their learning from the entire semester.

Enduring Understandings

Students will understand that corporate financial actions like dividends, stock splits, and treasury stock transactions have specific accounting implications that impact a company's financial structure and investor perception. They will also recognize the critical role of forensic accounting in maintaining financial integrity and that the Capstone project serves as a comprehensive demonstration of their cumulative accounting knowledge and analytical skills.

Essential Questions

- How do corporate actions such as dividends, stock splits, and treasury stock transactions impact a company's financial statements and stockholder's equity?
- What are the key principles and methods used in forensic accounting to identify and prevent fraud and errors in business operations?
- How can a comprehensive understanding of accounting principles and analytical skills be applied to real-world financial scenarios and presented effectively in a Capstone project?

Unit Summative Assessment and Alternate Assessment Options

Unit Summative Assessments:

- **PR-12-3A (Comprehensive Problem):** This assessment from Week 1 serves as a summative evaluation of students' comprehensive understanding of Chapter 12 skills, covering dividends, stock splits, and treasury stock.
- **Assignment #9 - SIM:** This simulation from Week 2 acts as a summative assessment, tracking student progress and understanding of forensic accounting, fraud detection, and business performance improvement.
- **Meeting with Students / Review student's PPT (Capstone Project):** The individual meetings and review of the Capstone PowerPoint presentations in Week 2, while also serving formative purposes throughout the project, represent the final summative evaluation of the students' Capstone project completion.

Alternate Assessment Options:

- **Corporate Finance Decision Case Study:** Provide students with a real-world or simulated business scenario where a company is considering various corporate actions (e.g., declaring a dividend, implementing a stock split, repurchasing treasury stock). Students would analyze the financial implications of each option, prepare journal entries for the chosen action, and present a recommendation to management, justifying their choice based on financial impact and stockholder equity.
- **Forensic Accounting Investigation Report:** Present students with a set of simulated financial records (e.g., general ledger entries, invoices, bank statements, employee time cards) that contain intentional errors or signs of fraud. Students would act as forensic accountants, identifying discrepancies, documenting their findings, and writing a formal report outlining the nature of the fraud/error, its financial impact, and recommended internal controls to prevent future occurrences.
- **Capstone Project Final Presentation & Defense:** Elevate the Capstone project review to a formal, graded presentation where students present their finalized PowerPoint to a panel (e.g., instructor, peers, guest professionals). This would include a Q&A session where students must defend their research, analysis, and conclusions, demonstrating their integrated understanding of all accounting concepts covered throughout the semester.
- **Comprehensive Accounting Cycle Audit Simulation:** A more extensive simulation or problem set that requires students to not only record transactions but also to identify and correct errors, similar to an internal audit, applying principles of forensic accounting and ensuring the accuracy of financial records.

Resources

Internal Resources:

- **Knowledge Matters (vb.KnowledgeMatters.com):** This is your primary platform for:
 - Online Simulation Access (Assignment #9)
 - Reading Tasks (Assignment #9)
 - Math Tasks (Assignment #9)
 - Tracking Student Progress and Grades (from the Instructor page)
- **Oncourse Classroom:** Used for daily "Do Now" activities, including reviewing and downloading documents.
- **PowerPoint Presentations:** Used for instruction on dividends, stock splits, and treasury stock, and for students to work on and finalize their Capstone project.
- **Individual Student Meetings:** Direct interaction with the instructor for review and questions regarding both accounting concepts and Capstone project development.
- **Textbook Exercises:** Specific exercises (e.g., BE 12-1, EX 12-9, 12-10, 12-11, 12-13, 12-14, PR-12-3A) are used for practice and assessment.

External Resources (General Suggestions):

- **Online Accounting Textbooks/Courses:**
 - **Investopedia:** Excellent for clear explanations of corporate accounting topics (dividends, stock splits, treasury stock) and forensic accounting concepts (types of fraud, fraud detection).
 - **Khan Academy:** Offers modules on advanced financial accounting topics, which may include corporate equity and basic fraud concepts.
 - **Corporate Finance Institute (CFI):** Provides free resources and articles on corporate finance, including equity transactions, and introductory materials on forensic accounting.
 - **YouTube Tutorials:** Numerous videos are available explaining how to journalize corporate equity transactions and basic principles of forensic accounting.
- **Professional Accounting Organizations:**
 - **AICPA (American Institute of Certified Public Accountants):** Offers resources on corporate accounting and forensic accounting, including white papers and articles that can provide deeper insights.
 - **ACFE (Association of Certified Fraud Examiners):** The leading organization for anti-fraud professionals; their website offers resources, articles, and case studies related to fraud detection and prevention.

- **Business News and Publications:**

- **The Wall Street Journal, Financial Times, Bloomberg, Forbes:** These sources often report on corporate actions like dividend declarations or stock buybacks, and sometimes feature articles on financial fraud cases, providing real-world context.

- **Spreadsheet Software (e.g., Google Sheets, Microsoft Excel):** Useful for students to practice calculating the impact of corporate actions on equity accounts or for organizing data during a simulated forensic accounting investigation.

- **Presentation Software Tutorials:** Resources for advanced features in PowerPoint or Google Slides to help students create professional and engaging Capstone presentations.

- **Case Study Examples (Forensic Accounting):** Look for simplified case studies or scenarios of corporate fraud or accounting errors that students can analyze and "investigate."

Unit Plan

| Topic/Selection Timeframe | General Objectives | Instructional Activities | Formative and Summative Assessments |
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| <p>Dividends, Stock Splits, Treasury Stock, Forensic Accounting & Capstone Project Completion</p> <p>1 week</p> | <ul style="list-style-type: none"> • Students will describe the accounting for cash dividends and stock dividends. • Students will journalize the entries for the distribution of dividends. • Students will describe the effect of stock splits on stockholder's equity. • Students will journalize the distribution of both cash and stock dividends. • Students will describe and illustrate the accounting for treasury stock transactions. • Students will complete a comprehensive problem on skills learned in Chapter 12 (Dividends, Stock Splits, Treasury | <ul style="list-style-type: none"> • Daily "Do Now": Complete warm-up exercises (e.g., BE 12-1, Problem on smartboard, Review yesterday's work, BE 12-4). • Problem Review: Review yesterday's problems and student revisions. • Class Discussion: Have students share knowledge of dividends and who receives them. Discuss declaration date, record date, and payment date. Discuss which class of stock normally splits. Discuss the difference between treasury stock and dividends. • PowerPoint Presentations: Share PowerPoints on the accounting for dividends, stock splits, and treasury stock. • Exercises: Complete and submit exercises (EX 12-9, 12-10, 12-11, 12-13, 12-14). • Comprehensive Problem: Complete PR-12-3A, a comprehensive problem covering Chapter 12 skills. • Daily "Closure": Engage in discussion questions related to the day's topic (e.g., Why may you not be able to | <ul style="list-style-type: none"> • Exercises (EX 12-9, 12-10, 12-11, 12-13, 12-14): (Formative) Assesses understanding and application of concepts related to dividends, stock splits, and treasury stock. • Problem Revisions/Resubmission: (Formative) Provides feedback on understanding and allows for correction of errors. • PR-12-3A (Comprehensive Problem): (Summative) Assesses comprehensive understanding of Chapter 12 skills. |
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| | Stock). | declare a dividend even when retained earnings is large enough? How does a 3-for-1 stock split affect stockholder's equity? What is the difference between treasury stock and dividends? Discuss problem 12-3A). | |
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| <p>Dividends, Stock Splits, Treasury Stock, Forensic Accounting & Capstone Project Completion</p> <p>1 week</p> | <ul style="list-style-type: none"> • Students will understand the role of forensic accounting. • Students will identify the types of fraud and errors that a business may encounter. • Students will use visual observation to uncover fraud. • Students will review accounting documents for errors or inappropriate entries and review source documents for conflicts. • Students will find specific instances of fraud or accounting errors in a business. • Students will explain what ratio analysis is, give examples of liquidity ratios, compute | <ul style="list-style-type: none"> • Daily "Do Now": Review any questions students may have. • Online Simulation Access: Students will sign in to ACCOUNTING at vb.KnowledgeMatters.com daily. • Reading Tasks: Students will access and complete the Reading task for Assignment #9 on Knowledge Matters. • Math Tasks: Students will access and complete the Math task for Assignment #9 on Knowledge Matters. • SIM Exercises: Students will click "Run SIM" for Assignment #9 and follow lesson instructions. • PowerPoint Presentation Work (Capstone): Students will work on their PowerPoint Presentation. • Individual Student Meetings: Meet with each student individually to review weekly progress and answer questions regarding their Capstone project. • Daily "Closure": Review student progress or answer any follow-up | <ul style="list-style-type: none"> • Assignment #9 - Reading Quiz: (Formative) Assesses understanding of forensic accounting and fraud detection concepts. • Assignment #9 - Math Quiz: (Formative) Assesses application of forensic accounting concepts. • Assignment #9 - SIM: (Formative/Summative) Tracks student progress and understanding of forensic accounting, fraud detection, and business performance improvement through simulation. • Meeting with Students: (Formative) Individual meetings to review progress and provide feedback on Capstone project updates. • Review student's PPT: (Formative) Review of student Capstone PowerPoint presentations. • Student Progress Tracking: (Ongoing Formative) Progress and grades may be tracked from the Instructor page on Knowledge Matters. |
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| | <p>them, explain and compute return on sales, evaluate what a good ratio is, and use this information to improve business performance.</p> | <p>questions.</p> | |
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Standards for Course Content Area and Cross Content Standards Addressed

Course Content Area Standards:

- **9.3.12.FN-ACT.1:** Analyze the impact of financial decisions on individuals, families, businesses, and communities. (Directly addressed through the forensic accounting and ratio analysis aspects of Assignment #9 SIM, where students evaluate business performance and identify issues).
- **9.3.12.FN-ACT.2:** Evaluate financial data to make informed business decisions. (Central to Assignment #9, where students analyze data to uncover fraud/errors and use ratios to improve performance).
- **9.3.12.FN-ACT.3:** Apply accounting principles to analyze and interpret financial information. (Applicable to both quizzes and the SIM for Assignment #9, as students apply accounting knowledge

to identify discrepancies and assess performance).

Cross-Content Standards Addressed:

- **ELA-LITERACY.RST.11-12.7:** Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem. (Relevant for analyzing data in the SIM, reviewing accounting documents, and for the Capstone project).
- **ELA-LITERACY.SL.11-12.4:** Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks. (Directly relevant to the review and potential final presentation of the Capstone PowerPoint).
- **MATH.MP.4:** Model with mathematics. (Crucial for the Math Quiz and SIM for Assignment #9, where students apply mathematical concepts to ratio analysis and identifying financial discrepancies).

Suggested Modifications for Students with Disabilities, 504 eligible, Multilingual Learners, At Risk Students and Gifted Students

For Students with Disabilities/504 Eligible Students:

- **Extended Time:** Provide extended time for completing exercises, comprehensive problems, quizzes, and simulation tasks as per IEP/504 plans.
- **Chunking Information:** Break down complex accounting procedures (e.g., journalizing treasury stock, forensic investigation steps) into smaller, more manageable parts.
- **Visual Aids:** Utilize diagrams, flowcharts, and simplified examples to illustrate corporate equity transactions and fraud detection processes.
- **Guided Practice:** Offer more frequent guided practice sessions, walking through examples of journal entries or fraud scenarios step-by-step.
- **Reduced Workload:** Modify the number of exercises or transactions in comprehensive problems/SIMs if appropriate, focusing on core concepts.
- **Alternative Formats:** Provide reading materials in alternative formats (e.g., larger print, digital text-to-speech options) if needed.
- **Preferential Seating:** Arrange seating to minimize distractions and maximize access to instruction.
- **Frequent Check-ins:** Conduct regular check-ins to monitor understanding and provide immediate feedback and support.

- **Use of Calculators/Tools:** Allow appropriate use of calculators or other assistive technology.
- **Capstone Project Support:** Provide templates or structured outlines for the Capstone PowerPoint, offer sentence starters for explanations, and break down the project into very small, achievable milestones for finalization.

For Multilingual Learners (MLLs):

- **Vocabulary Support:** Pre-teach key vocabulary related to corporate accounting (e.g., dividends, stock splits, treasury stock, stockholder's equity) and forensic accounting (e.g., fraud, error, discrepancy, audit). Create a glossary of terms with visuals.
- **Bilingual Resources:** Provide access to bilingual dictionaries or online translation tools.
- **Simplified Language:** Use clear, concise language in instructions and explanations, avoiding idioms or complex sentence structures.
- **Visuals and Demonstrations:** Rely heavily on visual aids, demonstrations, and hands-on activities to convey meaning, especially for abstract concepts like stock splits.
- **Peer Support:** Pair MLLs with supportive, English-proficient peers for collaborative tasks and problem-solving.
- **Sentence Frames/Starters:** Provide sentence frames or starters for written responses and discussions to support language production in complex accounting scenarios.
- **Knowledge Matters Support:** Ensure the Knowledge Matters platform has any available language support or provide supplementary materials in their native language if feasible.
- **Capstone Project Support:** Encourage the use of visuals and simple, direct language in their Capstone presentations. Allow for script practice or pre-recording if presentation anxiety is a factor.

For At-Risk Students:

- **Targeted Intervention:** Provide small-group or individual tutoring for specific areas of difficulty, especially with the comprehensive problem (PR-12-3A) or complex SIM scenarios.
- **Frequent Feedback:** Offer frequent, constructive feedback on exercises and SIM tasks to guide learning and correct misconceptions early.
- **Positive Reinforcement:** Emphasize effort and progress, celebrating small successes to build confidence and motivation.
- **Clear Expectations:** Ensure all instructions, expectations, and deadlines are clearly communicated verbally and in writing for all assignments and the Capstone project.
- **Structured Routines:** Maintain consistent classroom routines to provide predictability and reduce anxiety.

- **Mentorship/Peer Support:** Connect students with a mentor or provide opportunities for peer tutoring on specific concepts.
- **Relevance:** Explicitly connect corporate accounting actions and forensic accounting to real-world business news or ethical considerations to enhance engagement.
- **Capstone Project Scaffolding:** Provide extensive scaffolding for the Capstone project finalization, breaking it into very small, manageable steps with clear checkpoints and frequent review opportunities.

For Gifted Students:

- **Deeper Dive into Concepts:** Provide opportunities to explore advanced aspects of corporate finance (e.g., different types of preferred stock, complex treasury stock strategies, advanced ratio analysis) or specialized areas of forensic accounting (e.g., specific fraud schemes, data analytics in fraud detection).
- **Complex Problem Solving:** Offer more challenging comprehensive problems or multi-layered simulation scenarios that require higher-order thinking and critical analysis, perhaps involving ethical dilemmas in financial reporting.
- **Independent Research:** Encourage independent research on recent corporate accounting scandals, the role of auditors in preventing fraud, or the impact of regulatory changes on corporate finance.
- **Mentorship/Leadership Roles:** Allow gifted students to mentor peers, lead small group discussions on challenging topics, or assist in creating supplementary learning materials or practice problems.
- **Capstone Project Extension:** Encourage gifted students to conduct a mock audit of a simplified financial statement, develop a fraud prevention plan for a hypothetical business, or analyze real-world corporate financial reports for their Capstone project.
- **Real-World Application:** Connect them with real-world accounting or finance professionals for informational interviews or discussions on current industry challenges.
- **Accelerated Pace:** Allow for an accelerated pace through foundational concepts if mastery is demonstrated early, freeing up time for enrichment activities.

Computer Sci Design Thinking

- **8.1.12.DA.1:** Create a data display to illustrate the relationships between two variables. (Applicable if students are expected to visualize data from their forensic analysis or ratio calculations).
- **8.1.12.DA.5:** Analyze the sources of data and the methods of data collection to evaluate the reliability

and accuracy of the data. (Highly relevant to forensic accounting, where students must critically evaluate accounting documents and source data for accuracy and potential fraud).

- **8.2.12.ETW.3:** Analyze the impact of a product, system, or environment on society and the environment. (Students can analyze the societal and ethical impact of fraud and the importance of financial integrity).

Career Readiness, Life Literacies and Key Skills Practice

- **9.1.12.C.1:** Evaluate the impact of economic decisions on individuals, families, businesses, and communities. (Directly linked to understanding the consequences of financial errors and fraud).
- **9.4.12.CT.1:** Identify and solve complex problems using critical thinking skills. (Directly applicable to forensic accounting tasks in Assignment #9, where students must identify and resolve complex financial problems).
- **9.4.12.IML.1:** Analyze and interpret information from diverse sources to make informed decisions. (Relevant for interpreting various accounting documents and data in the SIM to detect fraud/errors and make performance improvement decisions).