

**FORMAT FOR CORRELATION TO THE GEORGIA PERFORMANCE STANDARDS**

**Subject Area:** Business and Computer Science

**State-Funded Course:** Principles of Accounting I

**Textbook Title:** Introductory Accounting

**Publisher:** EMC Publishing, LLC

*The Georgia Performance Standards for Grades 6-12 Career, Technical and Agricultural Education (CTAE) may be accessed on-line at: <http://www.georgiastandards.org/>.*

<b><u>Standard</u></b> (Cite Number)	<b><u>Standard</u></b> (Cite specific standard)	<b><u>Where Taught</u></b> (If print component, cite page number; if non-print, cite appropriate location.)
<b>BCS-PAI-1</b>	<p><b><u>The Accounting Profession</u></b></p> <p>Students will evaluate the role that accountants play in business and society.</p> <p>a. Explain the regulatory environment of the accounting profession.</p> <p>b. Explain the significance of the Securities and Exchange Acts of 1933 and 1934 in relation to the accounting profession.</p> <p>c. Describe how current issues and developments impact the accounting profession.</p> <p>d. Explain the need for a code of ethics in accounting and the ethical responsibilities required of accountants.</p>	<p><b>SE:</b> 4-5, 71</p> <p><b>TE:</b> 856</p> <p><b>SE:</b> 8, 31-32</p> <p><b>SE:</b> 30-32, 38 (#10), 39 (#17), 51 (Ethics), 71, 86 (Ethics), 109, 131 (Ethics), 153, 191-192, 242, 307, 526, 561</p>

<p><b>BCS-PAI-2</b></p>	<p>e. Explain how accounting information is used in the business and personal decision-making process to allocate resources.</p> <p>Students will describe career opportunities in the accounting profession.</p> <p>a. Identify professional accounting organizations and associations.</p> <p>b. Identify the state and national educational and licensing requirements, including the CPA exam, for careers in the accounting profession.</p> <p>c. Describe the skills and competencies needed to be successful in the accounting profession.</p> <p>d. Describe the areas of specialization within the accounting profession (i.e., financial accounting, management accounting, auditing) and careers that require knowledge of accounting.</p>	<p><b>SE:</b> 16-30, 33-53</p> <p><b>SE:</b> 4-5</p> <p><b>SE:</b> 3, 6-8</p> <p><i>This standard is addressed throughout the text, representative citations include the following:</i></p> <p><b>SE:</b> 16-30, 55-70, 89-108, 133-151, 177-190, 219-240, 281-306, 333-356, 407-423, 449-473, 507-525</p> <p><b>SE:</b> 1-4</p>
<p><b>BCS-PAI-3</b></p>	<p>Students will demonstrate the skills and competencies required to be successful in the accounting profession and in an accounting-related career.</p>	

<p><b>ACADEMIC STANDARDS:</b></p> <p><i>ELA10RC3</i></p> <p><i>ELA10C1</i></p> <p><i>ELA10SLVI</i></p>	<p>a. Demonstrate ethical decision-making and conduct in a business scenario related to accounting.</p> <p>b. Use information technology productively in an accounting application.</p> <p>c. Demonstrate the ability to work within a team concept.</p> <p><i>The student acquires new vocabulary in each content area and uses it correctly.</i></p> <p><i>The student demonstrates understanding and control of the rules of the English language, realizing that usage involves the appropriate application of conventions and grammar in both written and spoken formats.</i></p> <p><i>The student participates in student-to-teacher, student-to-student, and group verbal interactions.</i></p>	<p><b>SE:</b> 30-32, 38 (#10), 39 (#17), 51 (Ethics), 71, 86 (Ethics), 109, 131 (Ethics), 153, 191-192, 242, 307, 526, 561</p> <p><b>SE:</b> 8, 51 (Team Internet Project), 68 (Figure 2-6), 86 (Team Internet Project), 131 (Team Internet Project), 173 (Team Internet Project), 210 (Team Internet Project), 440 (Team Internet Project), 521 (Team Internet Project), 537</p> <p><b>SE:</b> 51 (Team Internet Project), 86 (Team Internet Project), 131 (Team Internet Project), 173 (Team Internet Project), 210 (Team Internet Project), 257 (Team Internet Project), 329 (Team Internet Project), 385 (Team Internet Project), 440 (Team Internet Project), 494 (Team Internet Project), 537 (Team Internet Project)</p> <p><b>SE:</b> 38, 75, 117, 159, 196, 247, 270, 312-313, 366, 428, 481, 531, 566</p> <p><i>Opportunities to address this standard appear on the following pages:</i>  <b>SE:</b> 38, 75, 117, 159, 196, 247, 270, 312-313, 366, 428, 481, 531, 566</p> <p><b>SE:</b> 51 (Team Internet Project), 86 (Team Internet Project), 131 (Team Internet Project), 173 (Team Internet Project), 210 (Team Internet Project), 257 (Team Internet Project), 329 (Team Internet Project), 385 (Team Internet Project), 440 (Team Internet Project), 521 (Team Internet Project)</p>
--	---	--

<p>SSEPF6</p>	<p><i>The student will describe how the earnings of workers are determined in the marketplace.</i></p>	<p><b>SE:</b> 508-509, 531 (#3)</p>
<p><b>BCS-PAI-4</b></p>	<p><b><u>Accounting Cycle</u></b></p> <p>Students will understand and apply the various steps of the accounting cycle for proprietorships and corporations and explain the purpose of each step.</p> <p>a. Explain the purpose of the accounting system.</p> <p>b. Classify items as assets, liabilities, or owner's equity.</p> <p>c. Describe the purpose of journals and ledgers and their relationship.</p> <p>d. Identify and explain the advantages and disadvantages of different types of accounting systems.</p> <p>e. Analyze the effects of revenue, expense, and drawing accounts on owner's equity.</p> <p>f. Identify and describe source documents.</p> <p>g. Analyze business transactions and their effect on the accounting equation.</p>	<p><b>SE:</b> 13-14, 35 (#2)</p> <p><b>SE:</b> 16-26, 33-36, 39-40, 44-49</p> <p><b>SE:</b> 56, 90-92, 97-102, 111 (#1), 113 (#5), 131 (Communications)</p> <p><b>SE:</b> 86 (Team Internet Project)</p> <p><b>SE:</b> 21-24, 26-30, 33, 36 (#8), 39 (#11), 64</p> <p><b>SE:</b> 90-91, 104, 110, 117</p> <p><b>SE:</b> 18-25, 36 (#7), 39 (1-3), 42 (1-2, 1-3), 44, 45 (1-3A), 46 (1-1B), 47-48, 55-70</p>

	<p>h. Apply the double-entry system of accounting to record business transactions and prepare a trial balance.</p> <p>i. Prepare and use an 8- and/or 10-column worksheet.</p> <p>j. Explain the need for adjusting entries and record adjusting entries.</p> <p>k. Prepare financial statements and explain their interrelationship.</p> <p>l. Describe the impact of the closing process and make appropriate closing entries.</p>	<p><b>SE:</b> 59-60, 66-68, 74 (#7), 77 (2-5, 2-6, 2-7), 78 (2-3), 79 (2-5, 2-6, 2-1A), 80 (2-3A), 81 (2-4A), 82 (2-5A, 2-1B), 83 (2-3B), 84 (2-4B, 2-5B), 85 (Challenge Problem), 103, 115 (#6), 119 (3-8), 122 (3-5), 124 (3-3A), 125 (3-5A), 127 (3-3B), 128 (3-5B), 130 (Challenge Problem)</p> <p><b>SE:</b> 144-147, 148-151, 156-157, 163 (4-2), 166 (4-2A), 173</p> <p><b>SE:</b> 134-144, 151-152, 154, 155 (#1-2)</p> <p><b>SE:</b> 26-29, 34, 37, 39 (#14), 40 (1-4, 1-5, 1-6), 42 (1-4, 1-5), 43 (1-7, 1-8), 45 (1-4A), 46 (1-5A), 48, 50, 85 (Challenge Problem), 130 (Challenge Problem), 148-151</p> <p><b>SE:</b> 177-189, 243-258</p>
<p><b>ACADEMIC STANDARDS:</b></p>		
<p><i>ELA10RC3</i></p>	<p><i>The student acquires new vocabulary in each content area and uses it correctly.</i></p>	<p><b>SE:</b> 38, 75, 117, 159, 196, 247, 270, 312-313, 366, 428, 481, 531, 566</p>
<p><i>ELA10C1</i></p>	<p><i>The student demonstrates understanding and control of the rules of the English language, realizing that usage involves the appropriate application of conventions and grammar in both written and spoken formats.</i></p>	<p><i>Opportunities to address this standard appear on the following pages:</i>  <b>SE:</b> 38, 75, 117, 159, 196, 247, 270, 312-313, 366, 428, 481, 531, 566</p>
<p><i>ELA10SLVI</i></p>	<p><i>The student participates in student-to-teacher, student-to-student, and group verbal interactions.</i></p>	<p><b>SE:</b> 51 (Team Internet Project), 86 (Team Internet Project), 131 (Team Internet Project), 173 (Team Internet Project), 210 (Team Internet Project), 257 (Team Internet Project), 329 (Team Internet Project), 385 (Team Internet Project), 440</p>

<p><i>MM2P1</i></p>	<p><i>Students will solve problems (using appropriate technology).</i></p>	<p>(Team Internet Project), 521 (Team Internet Project)</p> <p><b>SE:</b> 8, 51 (Team Internet Project), 68 (Figure 2-6), 86 (Team Internet Project), 131 (Team Internet Project), 173 (Team Internet Project), 210 (Team Internet Project), 440 (Team Internet Project), 521 (Team Internet Project), 537</p>
<p><i>MM2P4</i></p>	<p><i>Students will make connections among mathematical ideas and to other disciplines.</i></p>	<p><b>SE:</b> 16, 18, 104-108, 116, 117 (#11)</p>
<p><b>BCS-PAI-5</b></p>	<p><b><u>Accounting Process</u></b></p> <p>Students will use Generally Accepted Accounting Principles (GAAP) to determine the value of assets.</p> <p>a. Define and identify current and long-term assets and explain their impact on financial statements.</p> <p>b. Identify cash control techniques.</p> <p>c. Establish and maintain petty cash and change accounts.</p> <p>d. Examine the benefits of electronic fund transfers, ATM transactions, and uses of a debit card.</p> <p>e. Create and maintain the accounts receivable subsidiary ledger and account for credit card sales and apply appropriate accounting techniques for uncollectible</p>	<p><b>SE:</b> 138-141, 154, 159 (#6), 161 (4-9), 191, 413</p> <p><b>SE:</b> 219-224, 244, 247 (#1-3), 252</p> <p><b>SE:</b> 224-229, 244-245, 248 (6-1), 250, 253</p> <p><b>SE:</b> 235, 248 (#18)</p> <p><b>SE:</b> 339-340, 354-356, 363-365, 366 (#4, 10), 370 (8-1), 373-375, 378-379</p>

<p><b>BCS-PAI-6</b></p>	<p>accounts.</p> <p>f. Establish and maintain accounts for receivables.</p> <p>g. Calculate sales and purchases discounts.</p> <p>h. Calculate depreciation and apply appropriate accounting concepts and techniques for acquisition, depreciation, and disposal of property, plant, and equipment.</p> <p>i. Reconcile bank statements.</p> <p>j. Prepare, analyze, and maintain accounting records for short- and long-term assets using spreadsheet and/or accounting software.</p> <p>Students will use Generally Accepted Accounting Principles (GAAP) to determine the value of liabilities.</p> <p>a. Define and identify current and long-term liabilities and explain their impact on financial statements.</p> <p>b. Create and maintain the accounts payable subsidiary ledger.</p>	<p><b>SE:</b> 339-340, 354-356, 363-365, 370 (8-1), 373-375, 378-379</p> <p><b>SE:</b> 297-298, 311, 343-344, 363, 368 (8-7), 371 (8-5)</p> <p><b>SE:</b> 138-141, 154-156, 159 (#6), 161 (4-8), 413-414, 429 (9-4)</p> <p><b>SE:</b> 236-239, 240-241, 243, 246-247, 249 (6-7, 6-8), 251 (6-7, 6-9), 254 (6-4A), 255-256 (6-4B)</p> <p><b>SE:</b> 138-141, 154, 159 (#6), 161 (4-9), 191, 413</p> <p><b>SE:</b> 458, 481 (#7)</p> <p><b>SE:</b> 290-293, 300, 301, 304-305, 310, 318-324, 327-329</p>
-------------------------	--	--

<p><b>BCS-PAI-7</b></p>	<p>c. Establish and maintain accounts for payables.</p> <p>d. Prepare and maintain accounting records for short- and long-term liabilities using spreadsheet and/or accounting software.</p> <p>Students will use Generally Accepted Accounting Principles (GAAP) to determine the value of owners' equity.</p> <p>a. Explain the purpose of the capital and drawing accounts for a sole proprietorship.</p> <p>b. Explain the purpose of the following capital accounts for a corporation: common stock, preferred stock, paid-in capital, retained earnings, and dividends.</p> <p>c. Analyze and record investments by stockholders and the declaration and payment of dividends for a corporation.</p> <p>d. Differentiate between stockholders' equity and retained earnings.</p> <p>e. Use manual and computerized accounting systems for stockholders' equity.</p>	<p><b>SE:</b> 318-324, 327-329</p> <p><b>SE:</b> 458, 481 (#7)</p> <p><b>SE:</b> 60-66, 88</p> <p><i>Opportunities to address this standard appear on the following pages:</i> <b>SE:</b> 60-66, 88</p> <p><i>Opportunities to address this standard appear on the following pages:</i> <b>SE:</b> 60-66, 88</p> <p><i>Opportunities to address this standard appear on the following pages:</i> <b>SE:</b> 60-66, 88</p> <p><i>Opportunities to address this standard appear on the following pages:</i> <b>SE:</b> 60-66, 88</p>
<p><b>BCS-PAI-8</b></p>		



	<p>Students will use Generally Accepted Accounting Principles (GAAP) to determine the value of revenue, expenses, gains, and losses.</p> <p>a. Describe the criteria used to determine revenue recognition.</p> <p>b. Record revenue-related transactions.</p> <p>c. Describe the criteria used to determine expense recognition.</p> <p>d. Record expense-related transactions.</p> <p>e. Distinguish between revenue and gains.</p> <p>f. Distinguish between expenses and losses.</p> <p>g. Record transactions resulting in gains and losses.</p>	<p><b>SE:</b> 24</p> <p><b>SE:</b> 18-26, 33-37, 39-51, 56-70, 72-86</p> <p><b>SE:</b> 22-26, 33-51, 61-64, 70, 72-86</p> <p><b>SE:</b> 22-26, 33-51, 56-70, 72-86</p> <p><i>Opportunities to address this standard appear on the following page:</i> <b>SE:</b> 24</p> <p><b>SE:</b> 22-26, 33-51, 61-64, 70, 72-86</p> <p><i>Opportunities to address this standard appear on the following pages:</i> <b>SE:</b> 22-26, 33-51, 61-64, 70, 72-86</p>
<p><b>ACADEMIC STANDARDS:</b></p>	<p><i>ELA10RC3</i></p> <p><i>The student acquires new vocabulary in each content area and uses it correctly.</i></p>	<p><b>SE:</b> 38, 75, 117, 159, 196, 247, 270, 312-313, 366, 428, 481, 531, 566</p>
<p><i>ELA10C1</i></p>	<p><i>The student demonstrates understanding and control of the rules of the English language, realizing that usage involves the appropriate application of</i></p>	<p><i>Opportunities to address this standard appear on the following pages:</i> <b>SE:</b> 38, 75, 117, 159, 196, 247, 270, 312-313, 366, 428, 481, 531, 566</p>

<p><i>ELA10SLV1</i></p>	<p><i>conventions and grammar in both written and spoken formats.</i></p> <p><i>The student participates in student-to-teacher, student-to-student, and group verbal interactions.</i></p>	<p><b>SE:</b> 51 (Team Internet Project), 86 (Team Internet Project), 131 (Team Internet Project), 173 (Team Internet Project), 210 (Team Internet Project), 257 (Team Internet Project), 329 (Team Internet Project), 385 (Team Internet Project), 440 (Team Internet Project), 521 (Team Internet Project)</p>
<p><i>MM2P1</i></p>	<p><i>Students will solve problems (using appropriate technology).</i></p>	<p><b>SE:</b> 8, 51 (Team Internet Project), 68 (Figure 2-6), 86 (Team Internet Project), 131 (Team Internet Project), 173 (Team Internet Project), 210 (Team Internet Project), 440 (Team Internet Project), 521 (Team Internet Project), 537</p>
<p><i>MM2P4</i></p>	<p><i>Students will make connections among mathematical ideas and to other disciplines.</i></p>	<p><b>SE:</b> 16, 18, 104-108, 116, 117 (#11)</p>
<p><b>BCS-PAI-9</b></p>	<p><b><u>Financial Statements</u></b></p> <p>Students will interpret and analyze financial statements.</p> <p>a. Explain how generally accepted accounting principles provide guidance and structure for preparing financial statements.</p> <p>b. Prepare and analyze the income statement and balance sheet of a business using vertical analysis.</p> <p>c. Prepare and analyze a statement of stockholders' equity.</p>	<p><b>SE:</b> 26-29, 34-38, 41 (1-9), 45-46, 48</p> <p><i>Opportunities to address this standard appear on the following pages:</i> <b>SE:</b> 1011-1014</p> <p><i>Opportunities to address this standard appear on the following pages:</i> <b>SE:</b> 849-852</p>

<p><b>ACADEMIC STANDARDS:</b></p> <p><i>ELA10RC3</i></p> <p><i>ELA10C1</i></p>	<p>d. Evaluate the impact of changes in operating procedures, accounting methods, and estimates on the financial statements and ratios using spreadsheet and/or accounting software.</p> <p>e. Prepare charts and graphs useful in analyzing the financial condition of the business using a spreadsheet and/or accounting software.</p> <p>f. Apply the revenue realization and matching principles to income statements for service and merchandising businesses.</p> <p>g. Determine the cost of goods sold and gross profit for a merchandising business.</p> <p>h. Prepare an income statement for a merchandising business.</p> <p><i>The student acquires new vocabulary in each content area and uses it correctly.</i></p> <p><i>The student demonstrates understanding and control of the rules of the English language, realizing that usage involves the appropriate application of conventions and grammar in both written and spoken formats.</i></p>	<p><b>SE: 8</b></p> <p><b>SE: 98, 407-408</b></p> <p><b>SE: 24, 143-144</b></p> <p><b>SE: 451-453</b></p> <p><b>SE: 27-28, 34, 37, 40, 42 (1-4), 148, 451-456</b></p> <p><b>SE: 38, 75, 117, 159, 196, 247, 270, 312-313, 366, 428, 481, 531, 566</b></p> <p><i>Opportunities to address this standard appear on the following pages:</i>  <b>SE: 38, 75, 117, 159, 196, 247, 270, 312-313, 366, 428, 481, 531, 566</b></p>
--	---	---

<i>ELA10SLVI</i>	<i>The student participates in student-to-teacher, student-to-student, and group verbal interactions.</i>	<b>SE:</b> 51 (Team Internet Project), 86 (Team Internet Project), 131 (Team Internet Project), 173 (Team Internet Project), 210 (Team Internet Project), 257 (Team Internet Project), 329 (Team Internet Project), 385 (Team Internet Project), 440 (Team Internet Project), 521 (Team Internet Project)
<i>MM2P1</i>	<i>Students will solve problems (using appropriate technology).</i>	<b>SE:</b> 8, 51 (Team Internet Project), 68 (Figure 2-6), 86 (Team Internet Project), 131 (Team Internet Project), 173 (Team Internet Project), 210 (Team Internet Project), 440 (Team Internet Project), 521 (Team Internet Project), 537
<i>MM2P4</i>	<i>Students will make connections among mathematical ideas and to other disciplines.</i>	<b>SE:</b> 16, 18, 104-108, 116, 117 (#11)
<b>BCS-PAI-10</b>	<p><b><u>Special Topics</u></b></p> <p>Students will apply Generally Accepted Accounting Principles (GAAP) to various forms of ownership and payroll.</p> <p>a. Compare the advantages and disadvantages of the three forms of business ownership—sole proprietorships, partnerships, and corporations.</p> <p>b. Prepare and maintain payroll records using manual and computerized systems.</p> <p>c. Calculate earnings at an hourly and piece rate and on a salary, commission, and salary/commission basis.</p> <p>d. Compute employee gross earnings, deductions, and withholdings to determine</p>	<p><b>SE:</b> 14-15, 35 (#3)</p> <p><b>SE:</b> 509-525, 527-538, 541-560, 562-578</p> <p><b>SE:</b> 508-509</p> <p><b>SE:</b> 509-516, 528-529, 532 (11-5)</p>

	net pay.	
	e. Calculate employer’s payroll taxes including Social Security, Medicare, federal unemployment, state unemployment, other taxes, and other employee benefits paid by the employer.	<b>SE:</b> 511-516, 528-529, 532 (11-3, 11-4)
	f. Prepare federal, state, and local payroll reports.	<b>SE:</b> 511-516, 532 (11-4), 533 (11-4)
<b>ACADEMIC STANDARDS:</b>		
<i>ELA10RC3</i>	<i>The student acquires new vocabulary in each content area and uses it correctly.</i>	<b>SE:</b> 38, 75, 117, 159, 196, 247, 270, 312-313, 366, 428, 481, 531, 566
<i>ELA10C1</i>	<i>The student demonstrates understanding and control of the rules of the English language, realizing that usage involves the appropriate application of conventions and grammar in both written and spoken formats.</i>	<i>Opportunities to address this standard appear on the following pages:</i> <b>SE:</b> 38, 75, 117, 159, 196, 247, 270, 312-313, 366, 428, 481, 531, 566
<i>ELA10SLV1</i>	<i>The student participates in student-to-teacher, student-to-student, and group verbal interactions.</i>	<b>SE:</b> 51 (Team Internet Project), 86 (Team Internet Project), 131 (Team Internet Project), 173 (Team Internet Project), 210 (Team Internet Project), 257 (Team Internet Project), 329 (Team Internet Project), 385 (Team Internet Project), 440 (Team Internet Project), 521 (Team Internet Project)
<i>MM2P1</i>	<i>Students will solve problems (using appropriate technology).</i>	<b>SE:</b> 8, 51 (Team Internet Project), 68 (Figure 2-6), 86 (Team Internet Project), 131 (Team Internet Project), 173 (Team Internet Project), 210 (Team Internet Project), 440 (Team Internet Project), 521 (Team Internet Project), 537
<i>MM2P4</i>	<i>Students will make connections among mathematical ideas and to other</i>	<b>SE:</b> 16, 18, 104-108, 116, 117 (#11)

	<i>disciplines.</i>	
<b>BCS-PAI-11</b>	<p><b><u>Interpretation and Use of Data</u></b></p> <p>Students will use appropriate data to evaluate the performance of an organization.</p> <p>a. Interpret and evaluate financial statements to make sound business decisions.</p> <p>b. Interpret and evaluate industry trends and other relevant data to make sound business decisions.</p> <p>c. Read and interpret financial statements.</p> <p>d. Write summaries of financial statements.</p> <p>e. Present summaries for decision making.</p> <p>f. Use appropriate industry terminology.</p>	<p><b>SE:</b> 26-29, 34, 37, 43 (1-8), 148-151</p> <p><b>SE:</b> 537 (Team Internet Project) <b>TE:</b> 217, 441, 495</p> <p><b>SE:</b> 26-29, 34, 37, 43 (1-8), 148-151</p> <p><b>SE:</b> 26-29, 34, 37, 40 (1-4, 1-5, 1-6), 42 (1-4, 1-5), 43 (1-7), 45 (1-4A), 46 (1-5A), 48, 50, 85 (Challenge Problem), 130 (Challenge Problem), 148-151</p> <p><b>SE:</b> 13-14, 25-27, 35 (#1)</p> <p><b>SE:</b> 38, 75, 117, 159, 196, 247, 270, 312-313, 366, 428, 481, 531, 566</p>
<b>ACADEMIC STANDARDS:</b>		
<i>ELA10RC3</i>	<i>The student acquires new vocabulary in each content area and uses it correctly.</i>	<b>SE:</b> 38, 75, 117, 159, 196, 247, 270, 312-313, 366, 428, 481, 531, 566

<p><i>ELA10C1</i></p>	<p><i>The student demonstrates understanding and control of the rules of the English language, realizing that usage involves the appropriate application of conventions and grammar in both written and spoken formats.</i></p>	<p><i>Opportunities to address this standard appear on the following pages:</i>  <b>SE:</b> 38, 75, 117, 159, 196, 247, 270, 312-313, 366, 428, 481, 531, 566</p>
<p><i>ELA10SLV1</i></p>	<p><i>The student participates in student-to-teacher, student-to-student, and group verbal interactions.</i></p>	<p><b>SE:</b> 51 (Team Internet Project), 86 (Team Internet Project), 131 (Team Internet Project), 173 (Team Internet Project), 210 (Team Internet Project), 257 (Team Internet Project), 329 (Team Internet Project), 385 (Team Internet Project), 440 (Team Internet Project), 521 (Team Internet Project)</p>
<p><i>MM2P1</i></p>	<p><i>Students will solve problems (using appropriate technology).</i></p>	<p><b>SE:</b> 8, 51 (Team Internet Project), 68 (Figure 2-6), 86 (Team Internet Project), 131 (Team Internet Project), 173 (Team Internet Project), 210 (Team Internet Project), 440 (Team Internet Project), 521 (Team Internet Project), 537</p>
<p><i>MM2P4</i></p>	<p><i>Students will make connections among mathematical ideas and to other disciplines.</i></p>	<p><b>SE:</b> 16, 18, 104-108, 116, 117 (#11)</p>
<p><b>BCS-AI-12</b></p>	<p><b><u>Global Perspective</u></b></p> <p>Students will research and discuss international accounting societies and theories in accounting and finance.</p> <p>a. Compare and contrast International Accounting Standards (IAS) with Generally Accepted Accounting Principles (GAAP).</p>	<p><b>SE:</b> 4-5</p>

<p><b>ACADEMIC STANDARDS:</b></p>	<p>b. Discuss basic international terminology and theories in accounting and finance.</p> <p>c. Identify global/international concerns related to accounting (i.e., time zones, monetary conversions, customs, and language).</p>	<p><b>SE:</b> 38, 75, 117, 159, 196, 247, 270, 312-313, 366, 428, 481, 531, 566</p> <p><b>SE:</b> 494 (Team Internet Project)</p>
<p><i>ELA10RC3</i></p>	<p><i>The student acquires new vocabulary in each content area and uses it correctly.</i></p>	<p><b>SE:</b> 38, 75, 117, 159, 196, 247, 270, 312, 313, 366, 428, 481, 531, 566</p>
<p><i>ELA10C1</i></p>	<p><i>The student demonstrates understanding and control of the rules of the English language, realizing that usage involves the appropriate application of conventions and grammar in both written and spoken formats.</i></p>	<p><i>Opportunities to address this standard appear on the following pages:</i>  <b>SE:</b> 38, 75, 117, 159, 196, 247, 270, 312-313, 366, 428, 481, 531, 566</p>
<p><i>ELA10SLV1</i></p>	<p><i>The student participates in student-to-teacher, student-to-student, and group verbal interactions.</i></p>	<p><b>SE:</b> 51 (Team Internet Project), 86 (Team Internet Project), 131 (Team Internet Project), 173 (Team Internet Project), 210 (Team Internet Project), 257 (Team Internet Project), 329 (Team Internet Project), 385 (Team Internet Project), 440 (Team Internet Project), 521 (Team Internet Project)</p>
<p><i>MM2P1</i></p>	<p><i>Students will solve problems (using appropriate technology).</i></p>	<p><b>SE:</b> 8, 51 (Team Internet Project), 68 (Figure 2-6), 86 (Team Internet Project), 131 (Team Internet Project), 173 (Team Internet Project), 210 (Team Internet Project), 440 (Team Internet Project), 521 (Team Internet Project), 537</p>
<p><i>MM2P4</i></p>	<p><i>Students will make connections among mathematical ideas and to other disciplines.</i></p>	<p><b>SE:</b> 16, 18, 104-108, 116, 117 (#11)</p>



