



Sandra Day O'Connor High School



Sandra Day O'Connor High School
Career & Technical Education Business Department
Advanced Accounting and Rio Salado Community College ACC115
Course Instructor: Mrs. Tiffany Kurtz---Room: 420---Prep: 3rd hour
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Tutoring Hours: Monday, Tuesday, and Thursday 2:20 – 2:40 & by appointment

In this course, students will expand upon advanced payroll and tax accounting principles and procedures through simulations and case studies. Students will engage in the IRS Volunteer Income Tax Assistance program and will pursue basic and advanced IRS VITA tax preparation certification.

- 3 Demonstrate the steps of the accounting cycle
- 3 Generate procedures for cash control
- 3 Determine procedures for accounts receivable and accounts payable
- 3 Determine payroll
- 3 Evaluate assets, liabilities, equity
- 3 Demonstrate an understanding of basic business, economic and financial management practices
- 3 Appraise components of business operations
- 3 Assess the financial performance of a business
- 3 Use accounting technology in managing financial information
- 3 Examine ethical standards in accounting

Outside of Class Expectations:

This course requires a time commitment outside of our scheduled class period. During the spring semester VITA students will participate in tax preparation centers outside of the school day. These will take place 1-2 days per week after school from the second week of February to the first week of April. If you are unable to commit to this please contact Mrs. Kurtz immediately to see if accommodations can be made or if you will need a schedule change.

Grading Policy

O'Connor High School believes that authentic grading accurately measures and reflects a student's performance based upon mastery of the standards.

O'Connor High School implements a research-based, unified grading and reporting policy that is focused on a standards-based mindset in which all grades are proficiency-based that effectively communicate what students know and can do, so students can focus on growth and learning. Grades will have consistent meaning throughout the system and be based upon grade level standards.

In order to increase grading consistency, accuracy, equity, and focus on learning, O'Connor High School strives to employ the following tenets:

A student's grade should reflect academic learning and should never be used as a punitive tool.

Grades are for reporting the status of academic learning, not behavioral conduct.

The primary purpose of assessment and grading is to provide detailed feedback to inform student learning.

Learning is a process that takes place over time and at different speeds for different students.

A coordinated assessment and grading system clarifies the expectations for all students and maximizes academic opportunities.

This year's gradebook will be a Standards Based Gradebook that will have anchor standards tagged aligned to each assessment, project or assignment. A student earn a grade of A – F from an aligned and provided rubric. Teachers will provide one meaningful grade per week that will assist student and parent in determining their learning progression towards the tagged/targeted standard.

For the 2022-2023 school year, all O'Connor High School courses will utilize the below grade scale that aligns to the essential standards of the course:

In order to accurately reflect a student's academic performance level, teachers will accept late work and missing work for full credit if the work is submitted within the timeframe of the current unit of study. A zero will be entered in the gradebook until the work is submitted. Students will be responsible for turning in late work in addition to their current work, which results in the natural consequence of a heavier workload. The primary consequence for not completing the work is to complete the work. Students may be assigned to our academic intervention time, assigned behavioral consequences such as lunch and/or after school detention for not completing work. It is the expectation that during these assigned intervention and/or detentions, the student utilizes the time to complete the missing work.

While there is no late penalty for work, there is also a need to protect teachers' work time for grading. If a student does not turn in work during the current unit of study, the teacher will enter a "0" (i.e. "No Evidence") for the assignment. The only exception for this is for an assignment that is due near the end of the unit of study. In this case, the student would have until the end of the unit of study or two weeks from the due date (whichever is greater) to turn in the work.

Long-Term Project Procedure

There is an important distinction between daily/formative assignments and long-term/summative projects. Make-up policies regarding long-term/summative projects are based on the timeframe of the student's absence and the requirements of the long-term project. It is the expectation that students submit long-term projects on the day they are due.

Social emotional learning (SEL) is an important process through which students are supported in social skill development to engage in positive relationships with their peers, teachers, and other adults while learning to access their emotional intelligence to foster awareness of self and others.

Integrated through a whole-school approach in the teaching and learning communities, school climate and culture, and supporting structures, SEL can promote good decision-making, positive relationships, and self-care. By implementing SEL in a school-wide approach, educators can help students become more successful in high school and beyond.

There are five interrelated sets of cognitive, affective and behavioral competencies. These along with our Standards Based Mindset Academic Behavior Framework and Flowchart. Assist our teachers in helping our students make good educational choices, along with assisting students with self-advocating, responsible and self-awareness of their academic choices.

Self-awareness: The ability to accurately recognize one's emotions and thoughts and their influence on behavior. This includes accurately assessing one's strengths and limitations and possessing a well-grounded sense of confidence and optimism.

Self-management: The ability to regulate one's emotions, thoughts, and behaviors effectively in different situations. This includes managing stress, controlling impulses, motivating oneself, and setting and working toward achieving personal and academic goals.

Social awareness: The ability to take the perspective of and empathize with others from diverse backgrounds and cultures, to understand social and ethical norms for behavior, and to recognize family, school, and community resources and supports.

Relationship skills: The ability to establish and maintain healthy and rewarding relationships with diverse individuals and groups. This includes communicating clearly, listening actively, cooperating, resisting inappropriate social pressure, negotiating conflict constructively, and seeking and offering help when needed.

Responsible decision-making: The ability to make constructive and respectful choices about personal behavior and social interactions based on consideration of ethical standards, safety concerns, social norms, the realistic evaluation of consequences of various actions, and the well-being of self and others.

Electronic Device Use

Technology (cell phones, iPads, hand-held devices, etc.) use in the classroom is intended to

