

CURRICULUM

FOR

ACCOUNTING I

GRADES 9-12

This curriculum is part of the Educational Program of Studies of the Rahway Public Schools.

ACKNOWLEDGMENTS

**Dr. Susan Dube, Program Supervisor of Science, Technology Education, Business, and
World Languages**

The Board acknowledges the following who contributed to the preparation of this curriculum.

Maria Dagiantis

Tiffany A. Beer, Director of Curriculum and Instruction

Subject/Course Title:
Accounting I
Grades 9-12

Date of Board Adoption:
September 15, 2020

RAHWAY PUBLIC SCHOOLS CURRICULUM

Accounting I Grades 9-12

PACING GUIDE

Unit	Title	Pacing
1	Service Business Organized as a Proprietorship	10 weeks
2	Service Business Organized as a Proprietorship: Post Closing Trial Balance	10 weeks
3	Merchandising Business Organized as a Corporation	10 weeks
4	Merchandising Business Organized as a Corporation: Part II Payroll	10 weeks

ACCOMMODATIONS

<p>504 Accommodations:</p> <ul style="list-style-type: none"> • Provide scaffolded vocabulary and vocabulary lists. • Provide extra visual and verbal cues and prompts. • Provide adapted/alternate/excerpted versions of the text and/or modified supplementary materials. • Provide links to audio files and utilize video clips. • Provide graphic organizers and/or checklists. • Provide modified rubrics. • Provide a copy of teaching notes, especially any key terms, in advance. • Allow additional time to complete assignments and/or assessments. • Provide shorter writing assignments. • Provide sentence starters. • Utilize small group instruction. • Utilize Think-Pair-Share structure. • Check for understanding frequently. • Have student restate information. • Support auditory presentations with visuals. • Weekly home-school communication tools (notebook, daily log, phone calls or email messages). • Provide study sheets and teacher outlines prior to assessments. • Quiet corner or room to calm down and relax when anxious. • Reduction of distractions. • Permit answers to be dictated. • Hands-on activities. • Use of manipulatives. • Assign preferential seating. • No penalty for spelling errors or sloppy handwriting. • Follow a routine/schedule. • Provide student with rest breaks. • Use verbal and visual cues regarding directions and staying on task. • Assist in maintaining agenda book. 	<p>IEP Accommodations:</p> <ul style="list-style-type: none"> • Provide scaffolded vocabulary and vocabulary lists. • Differentiate reading levels of texts (e.g., Newsela). • Provide adapted/alternate/excerpted versions of the text and/or modified supplementary materials. • Provide extra visual and verbal cues and prompts. • Provide links to audio files and utilize video clips. • Provide graphic organizers and/or checklists. • Provide modified rubrics. • Provide a copy of teaching notes, especially any key terms, in advance. • Provide students with additional information to supplement notes. • Modify questioning techniques and provide a reduced number of questions or items on tests. • Allow additional time to complete assignments and/or assessments. • Provide shorter writing assignments. • Provide sentence starters. • Utilize small group instruction. • Utilize Think-Pair-Share structure. • Check for understanding frequently. • Have student restate information. • Support auditory presentations with visuals. • Provide study sheets and teacher outlines prior to assessments. • Use of manipulatives. • Have students work with partners or in groups for reading, presentations, assignments, and analyses. • Assign appropriate roles in collaborative work. • Assign preferential seating. • Follow a routine/schedule.
<p>Gifted and Talented Accommodations:</p> <ul style="list-style-type: none"> • Differentiate reading levels of texts (e.g., Newsela). • Offer students additional texts with higher lexile levels. • Provide more challenging and/or more supplemental readings and/or activities to deepen understanding. • Allow for independent reading, research, and projects. • Accelerate or compact the curriculum. • Offer higher-level thinking questions for deeper analysis. • Offer more rigorous materials/tasks/prompts. 	<p>ELL Accommodations:</p> <ul style="list-style-type: none"> • Provide extended time. • Assign preferential seating. • Assign peer buddy who the student can work with. • Check for understanding frequently. • Provide language feedback often (such as grammar errors, tenses, subject-verb agreements, etc...). • Have student repeat directions. • Make vocabulary words available during classwork and exams. • Use study guides/checklists to organize information. • Repeat directions.

<ul style="list-style-type: none"> • Increase number and complexity of sources. • Assign group research and presentations to teach the class. • Assign/allow for leadership roles during collaborative work and in other learning activities. 	<ul style="list-style-type: none"> • Increase one-on-one conferencing. • Allow student to listen to an audio version of the text. • Give directions in small, distinct steps. • Allow copying from paper/book. • Give student a copy of the class notes. • Provide written and oral instructions. • Differentiate reading levels of texts (e.g., Newsela). • Shorten assignments. • Read directions aloud to student. • Give oral clues or prompts. • Record or type assignments. • Adapt worksheets/packets. • Create alternate assignments. • Have student enter written assignments in criterion, where they can use the planning maps to help get them started and receive feedback after it is submitted. • Allow student to resubmit assignments. • Use small group instruction. • Simplify language. • Provide scaffolded vocabulary and vocabulary lists. • Demonstrate concepts possibly through the use of visuals. • Use manipulatives. • Emphasize critical information by highlighting it for the student. • Use graphic organizers. • Pre-teach or pre-view vocabulary. • Provide student with a list of prompts or sentence starters that they can use when completing a written assignment. • Provide audio versions of the textbooks. • Highlight textbooks/study guides. • Use supplementary materials. • Give assistance in note taking • Use adapted/modified textbooks. • Allow use of computer/word processor. • Allow student to answer orally, give extended time (time-and-a-half). • Allow tests to be given in a separate location (with the ESL teacher). • Allow additional time to complete assignments and/or assessments. • Read question to student to clarify. • Provide a definition or synonym for words on a test that do not impact the validity of the exam. • Modify the format of assessments. • Shorten test length or require only selected test items. • Create alternative assessments. • On an exam other than a spelling test, don't take points off for spelling errors.
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RAHWAY PUBLIC SCHOOLS CURRICULUM

UNIT OVERVIEW

Content Area: Accounting I

Unit Title: Service Business Organized as a Proprietorship

Target Course/Grade Level: 9 - 12

Unit Summary: This unit will discuss information on changes that affect the accounting equation, analyze transactions into debit and credit parts, journalize transactions and post to a general ledger.

Approximate Length of Unit: 10 Weeks

LEARNING TARGETS

NJ Student Learning Standards:

Career Readiness, Life Literacies, and Key Skills:

Credit and Debt Management:

9.1.12.CDM.3: Determine ways to leverage debt beneficially.

Credit Profile:

9.1.12.CP.2: Identify the advantages of maintaining a positive credit history.

9.1.12.CP.6: Explain the effect of debt on a person's net worth.

9.1.12.CP.7: Summarize factors that affect a particular credit scoring system.

Economic and Government Influences:

9.1.12.EG.4: Explain the relationship between your personal financial situation and the broader economic and governmental policies.

9.1.12.EG.5: Relate a country's economic system of production and consumption to building personal wealth, the mindset of social comparison, and achieving societal responsibilities.

Personal Financial Literacy:

9.1.12.FI.4: Research benefits and drawbacks of products offered by financial and non-financial companies (e.g., banks, credit unions, check-cashing stores, product warranty insurance).

9.1.12.FP.1: Create a clear long-term financial plan to ensure its alignment with your values.

9.1.12.FP.2: Explain how an individual's financial values and goals may change across a lifetime and the adjustments to the personal financial plan that may be needed.

Planning and Budgeting:

9.1.12.PB.1: Explain the difference between saving and investing.

9.1.12.PB.2: Prioritize financial decisions by considering alternatives and possible consequences.

9.1.12.PB.3: Design a personal budget that will help you reach your long-term and short-term financial goals.

9.1.12.PB.4: Explain how you would revise your budget to accommodate changing circumstances.

9.1.12.PB.5: Analyze how changes in taxes, inflation, and personal circumstances can affect a personal budget.

9.1.12.PB.6: Describe and calculate interest and fees that are applied to various forms of spending, debt and saving.

Career Awareness and Planning:

9.2.12.CAP.21: Explain low-cost and low-risk ways to start a business.

9.2.12.CAP.22: Compare risk and reward potential and use the comparison to decide whether starting a business is feasible.

9.2.12.CAP.23: Identify different ways to obtain capital for starting a business.

Creativity and Innovation

9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas.

Career Ready Practices:

CRP1. Act as a responsible and contributing citizen and employee.

CRP2. Apply appropriate academic and technical skills. .

CRP4. Communicate clearly and effectively and with reason.

CRP5. Consider the environmental, social and economic impacts of decisions.

CRP6. Demonstrate creativity and innovation.

CRP7. Employ valid and reliable research strategies.

CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.

CRP9. Model integrity, ethical leadership and effective management.

CRP11. Use technology to enhance productivity.

CRP12. Work productively in teams while using cultural global competence.

Interdisciplinary Connections and Standards:

NJ SLS Companion Standards: Reading and Writing Standards for History, Social Studies, Science, and Technical Subjects:

NJLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

NJLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

NJLSA.R8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

NJLSA.R10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.

RH.9-10.7. Integrate quantitative or technical analysis (e.g., charts, research data) with

qualitative analysis in print or digital text, to analyze information presented via different mediums.

RST.9-10.1. Accurately cite strong and thorough evidence from the text to support analysis of science and technical texts, attending to precise details for explanations or descriptions.

Unit Understandings:

Students will understand...

- The changes that affect the accounting equation
- Analyze transactions into debit and credit parts
- Journalize transactions
- Post to a General Ledger

Unit Essential Questions:

- Determine how revenue, expense and withdrawal transactions change an accounting equation.
- Analyze revenue, expense and withdrawal transactions into debit and credit parts.
- Journalize transactions and start a new journal page.
- Journalize transactions and post to a General Ledger.

Knowledge and Skills:

Students will know.....

- How a service business is organized as a proprietorship.

Students will be able to

- Understand the various types of business activities that change the accounting equation.
- Analyze transactions from source documents into debits and credits parts.
- Record the various transactions in the General Journal.
- Post from a General Journal to a General Ledger and Prove Cash.

<i>EVIDENCE OF LEARNING</i>

Assessment:

What evidence will be collected and deemed acceptable to show that students truly “understand”?

- **End of Unit Assessments**
 - Students will create a new journal page, journalize transactions and post them to a general ledger
- Students will participate in group discussions on current topics as they relate to each lesson
- Students will be given assignments to test their practical knowledge of the topic

Learning Activities:

What differentiated learning experiences and instruction will enable all students to achieve the desired results?

- Students participate in seminars with guest speakers from various accounting firms and colleges.
- Students participate in critical thinking activities in “Accounting in the Real World” assignments.
- Students participate in Challenge Problems to help them think outside the box.

RESOURCES

Teacher Resources:

- Century 21 Accounting General Journal 10e Textbook
- Century 21 Accounting General Journal 10e Working Paper

Equipment Needed:

- Overhead Projector
- Laptop for projects

RAHWAY PUBLIC SCHOOLS CURRICULUM

UNIT OVERVIEW

Content Area: Accounting I

Unit Title: Service Business Organized as a Proprietorship

Target Course/Grade Level: 9 - 12

Unit Summary: This unit will discuss information on cash control systems, completing worksheet and adjusting entries, financial statements for a proprietorship and recording closing entries and preparing a Post Closing Trial Balance.

Approximate Length of Unit: 10 Weeks

LEARNING TARGETS

NJ Student Learning Standards:

Career Readiness, Life Literacies, and Key Skills:

Credit and Debt Management:

9.1.12.CDM.3: Determine ways to leverage debt beneficially.

Credit Profile:

9.1.12.CP.2: Identify the advantages of maintaining a positive credit history.

9.1.12.CP.6: Explain the effect of debt on a person's net worth.

9.1.12.CP.7: Summarize factors that affect a particular credit scoring system.

Economic and Government Influences:

9.1.12.EG.4: Explain the relationship between your personal financial situation and the broader economic and governmental policies.

9.1.12.EG.5: Relate a country's economic system of production and consumption to building personal wealth, the mindset of social comparison, and achieving societal responsibilities.

Personal Financial Literacy:

9.1.12.FI.4: Research benefits and drawbacks of products offered by financial and non-financial companies (e.g., banks, credit unions, check-cashing stores, product warranty insurance).

9.1.12.FP.1: Create a clear long-term financial plan to ensure its alignment with your values.

9.1.12.FP.2: Explain how an individual's financial values and goals may change across a lifetime and the adjustments to the personal financial plan that may be needed.

Planning and Budgeting:

9.1.12.PB.1: Explain the difference between saving and investing.

- 9.1.12.PB.2:** Prioritize financial decisions by considering alternatives and possible consequences.
- 9.1.12.PB.3:** Design a personal budget that will help you reach your long-term and short-term financial goals.
- 9.1.12.PB.4:** Explain how you would revise your budget to accommodate changing circumstances.
- 9.1.12.PB.5:** Analyze how changes in taxes, inflation, and personal circumstances can affect a personal budget.
- 9.1.12.PB.6:** Describe and calculate interest and fees that are applied to various forms of spending, debt and saving.

Career Awareness and Planning:

- 9.2.12.CAP.21:** Explain low-cost and low-risk ways to start a business.
- 9.2.12.CAP.22:** Compare risk and reward potential and use the comparison to decide whether starting a business is feasible.
- 9.2.12.CAP.23:** Identify different ways to obtain capital for starting a business.

Creativity and Innovation

- 9.4.12.CI.1:** Demonstrate the ability to reflect, analyze, and use creative skills and ideas.

Career Ready Practices:

- CRP1.** Act as a responsible and contributing citizen and employee.
- CRP2.** Apply appropriate academic and technical skills. .
- CRP4.** Communicate clearly and effectively and with reason.
- CRP5.** Consider the environmental, social and economic impacts of decisions.
- CRP6.** Demonstrate creativity and innovation.
- CRP7.** Employ valid and reliable research strategies.
- CRP8.** Utilize critical thinking to make sense of problems and persevere in solving them.
- CRP9.** Model integrity, ethical leadership and effective management.
- CRP11.** Use technology to enhance productivity.
- CRP12.** Work productively in teams while using cultural global competence.

Interdisciplinary Connections and Standards:

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- NJLSA.R1.** Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- NJLSA.R7.** Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
- NJLSA.R8.** Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
- NJLSA.R10.** Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.
- RH.9-10.7.** Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text, to analyze information presented via different mediums.

RST.9-10.1. Accurately cite strong and thorough evidence from the text to support analysis of science and technical texts, attending to precise details for explanations or descriptions.

Unit Understandings:

Students will understand

- Cash Control Systems
- Worksheets and adjusting entries
- Financial Statements
- Recording closing entries and preparing a Post-Closing Trial Balance

Unit Essential Questions:

- Reconcile a bank statement, journalize a bank service charge, a dishonored check and petty cash transactions
- Complete an 8 column worksheet, journalize and post the adjusting entries
- Prepare financial statements, Income Statement and Balance Sheet, with a net income and a net loss
- Journalize and post closing entries
- Prepare a post-closing trial balance

Knowledge and Skills:

Students will know.....

- How a service business is organized as a proprietorship

Students will be able to

- Analyze transactions in a cash control system
- Analyze adjustments and extend account balances on a worksheet
- Analyze Income Statement and Balance Sheet procedures
- Analyze accounts affected by adjusting and closing entries

<i>EVIDENCE OF LEARNING</i>

Assessment:

What evidence will be collected and deemed acceptable to show that students truly “understand”?

- **End of Unit Assessment**
 - Students will prepare an accounting cycle-end of fiscal period work
- Students will participate in group discussions on current topics as they relate to each lesson
- Students will be given assignments to test their practical knowledge of the topic

Learning Activities:

What differentiated learning experiences and instruction will enable all students to achieve the desired results?

- Students participate in seminars with guest speakers from various accounting firms and colleges.
- Students participate in critical thinking activities in “Accounting in the Real World” assignments.
- Students participate in Challenge Problems to help them think outside the box.

RESOURCES

Teacher Resources:

- Century 21 Accounting General Journal 10e Textbook
- Century 21 Accounting General Journal 10e Working Papers

Equipment Needed:

- Overhead Projector
- Laptop for projects

RAHWAY PUBLIC SCHOOLS CURRICULUM

UNIT OVERVIEW

Content Area: Accounting I

Unit Title: Merchandising Business Organized as a Corporation

Target Course/Grade Level: 9-12

Unit Summary: This unit will discuss accounting for purchases and cash payments, sales and cash receipts and transactions using a general journal.

Approximate Length of Unit: 10 Weeks

LEARNING TARGETS

NJ Student Learning Standards:

Career Readiness, Life Literacies, and Key Skills:

Credit and Debt Management:

9.1.12.CDM.3: Determine ways to leverage debt beneficially.

Credit Profile:

9.1.12.CP.2: Identify the advantages of maintaining a positive credit history.

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Planning and Budgeting:

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Career Awareness and Planning:

9.2.12.CAP.21: Explain low-cost and low-risk ways to start a business.

9.2.12.CAP.22: Compare risk and reward potential and use the comparison to decide whether starting a business is feasible.

9.2.12.CAP.23: Identify different ways to obtain capital for starting a business.

Creativity and Innovation

9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas.

Career Ready Practices:

CRP1. Act as a responsible and contributing citizen and employee.

CRP2. Apply appropriate academic and technical skills. .

CRP4. Communicate clearly and effectively and with reason.

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RST.9-10.1. Accurately cite strong and thorough evidence from the text to support analysis of

science and technical texts, attending to precise details for explanations or descriptions.

Unit Understandings:

Students will understand

- Purchases and cash payments journals
- Sales and cash receipts journals
- Transactions using a General Journal

Unit Essential Questions:

- Journalize purchases and cash payments transactions
- Journalize sales and cash receipts transactions
- Journalize and post transactions using all special journals

Knowledge and Skills:

Students will know.....

- How a merchandising business is organized as a corporation.

Students will be able to

- Start an accounts payable ledger form
- Journalize purchases using a purchases journal
- Posting from a purchases journal
- Journalize cash payments using a cash payments journal
- Post from a cash payments journal
- Journalize sales on account
- Post from a sales journal
- Post from a cash receipts journal
- Journalize and post purchases transactions using a general journal
- Journalize sales returns and allowances using a general journal
- Journalize the declaration and payment of dividends

<i>EVIDENCE OF LEARNING</i>

Assessment:

What evidence will be collected and deemed acceptable to show that students truly “understand”?

- **End of Unit Assessment**
 - Students will prepare an accounting cycle for a corporation: journalizing and posting various transactions
- Students will participate in group discussions on current topics as they relate to each lesson
- Students will be given assignments to test their practical knowledge of the topic

Learning Activities:

What differentiated learning experiences and instruction will enable all students to achieve the desired results?

- Students participate in seminars with guest speakers from various accounting firms and colleges.
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RESOURCES

Teacher Resources:

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RAHWAY PUBLIC SCHOOLS CURRICULUM

UNIT OVERVIEW

Content Area: Accounting I

Unit Title: Merchandising Business Organized as a Corporation: Part II Payroll

Target Course/Grade Level: 9-12

Unit Summary: This unit will discuss information on preparing payroll records and accounting for payroll and payroll taxes.

Approximate Length of Unit: 10 Weeks

LEARNING TARGETS

NJ Student Learning Standards:

Career Readiness, Life Literacies, and Key Skills:

Credit and Debt Management:

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mediums.

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Unit Understandings:

Students will understand

- Payroll records
- Accounting for payroll and payroll taxes

Unit Essential Questions:

- Analyze payroll procedures
- Analyze transactions affecting payroll
- Analyze Form W-2

Knowledge and Skills:

Students will know.....

- How a merchandising business is organized as a corporation.

Students will be able to

- Calculate total earnings
- Determine payroll tax withholdings
- Prepare a payroll register
- Prepare an earnings record
- Prepare payroll checks
- Record a payroll
- Record employer payroll taxes
- Report withholding and payroll taxes
- Pay withholding and payroll taxes

<i>EVIDENCE OF LEARNING</i>

Assessment:

What evidence will be collected and deemed acceptable to show that students truly “understand”?

- **End of Unit Assessment**
 - Students will prepare an accounting cycle for a corporation: journalizing and posting transactions
- Students will participate in group discussions on current topics as they relate to each lesson
- Students will be given assignments to test their practical knowledge of the topic

Learning Activities:

What differentiated learning experiences and instruction will enable all students to achieve the desired results?

- Students participate in seminars with guest speakers from various accounting firms and colleges.
- Students participate in critical thinking activities in “Accounting in the Real World” assignments.
- Students participate in Challenge Problems to help them think outside the box.

RESOURCES

Teacher Resources:

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Equipment Needed:

- Overhead Projector
- Laptop for projects