

**TOWNSHIP OF UNION PUBLIC SCHOOLS**



**Accounting I**  
**June 2021**

## **Mission Statement**

The mission of the Township of Union Public Schools is to build on the foundations of honesty, excellence, integrity, strong family, and community partnerships. We promote a supportive learning environment where every student is challenged, inspired, empowered, and respected as diverse learners. Through cultivation of students' intellectual curiosity, skills and knowledge, our students can achieve academically and socially, and contribute as responsible and productive citizens of our global community.

## **Philosophy Statement**

The Township of Union Public School District, as a societal agency, reflects democratic ideals and concepts through its educational practices. It is the belief of the Board of Education that a primary function of the Township of Union Public School System is to formulate a learning climate conducive to the needs of all students in general, providing therein for individual differences. The school operates as a partner with the home and community.

## Course Description

College Accounting I provides a solid foundation in the basics of Accounting, dealing with the two fundamentals, i.e. completing the accounting cycle for a service business organized as a sole proprietorship, and a merchandising business organized as a corporation. These fundamentals are then divided by analyzing transactions and preparing financial records for a service business using a General Journal, and completing the accounting cycle by analyzing transactions and preparing financial statements for a merchandising business organized as a corporation in specialty journals such as cash receipts, sales, purchases, and cash payments. Students explore the functions of accounting by analyzing the concepts, researching existing company's financial statements, and by participating in activities that illustrate and demonstrate a thorough understanding of the accounting cycle.

## Curriculum Units/Pacing Guide

Unit # / Title	Number of Days
Unit 1: Accounting for a Service Business Organized as a Sole Proprietorship	90
Unit 2: Accounting for a Merchandising Business Organized as a Corporation	90

## Unit Standards Overview

Overview	Unit Skills Focus	Content-Specific Practices (when applicable)
<p><b>Unit 1: Accounting for a Service Business</b></p>	<ul style="list-style-type: none"> <li>Identify accounting concepts and practices related to starting a service business organized as a sole proprietorship and changes that affect the accounting equation</li> <li>Classify accounts as assets, liabilities, and owner's equity and demonstrate their relationship in the accounting equation</li> <li>Analyze how transactions affect the accounting equation</li> <li>Journalize transactions into a general journal</li> <li>Post amounts from a journal into a general ledger</li> <li>Define accounting terms related to cash and controls including petty cash and checking account</li> <li>Complete checks, check stubs and reconcile a bank statement</li> <li>Complete a worksheet for a service business organized as a sole proprietorship</li> <li>Prepare financial statements including a balance sheet and income statement</li> </ul>	<ul style="list-style-type: none"> <li>Annotations and close reading activities</li> <li>Classroom Discussions, Socratic seminars, and Debates</li> <li>Analysis of graphic organizers and notes</li> <li>Annotated Timelines</li> <li>Teacher and student led PowerPoints</li> <li>Presentations</li> <li>Class Trips to applicable historical sites/monuments</li> <li>Definitions of key terms and concepts</li> <li>Individual/Group Presentations</li> <li>Document Based Question analysis and essays</li> <li>Written responses to queries</li> <li>Summary and Analysis of</li> </ul>

	<ul style="list-style-type: none"> <li>● Record adjusting and closing entries in a general journal</li> <li>● Post adjusting and closing entries to the general ledger</li> <li>● Prepare a post-closing trial balance</li> </ul>	<p>Videos/Documentaries /Films</p> <ul style="list-style-type: none"> <li>● Summary and analysis of guest speakers</li> </ul>
<p><b>Suggested Resources</b>  <i>Provide links to specific resources/activities</i></p>	<p><a href="https://login.cengage.com/cb/"><u>https://login.cengage.com/cb/</u></a>  <a href="http://www.C21accounting.com"><u>www.C21accounting.com</u></a>  <a href="http://www.accountingcoach.com"><u>www.accountingcoach.com</u></a>  <a href="http://www.smallbizu.org/a101/"><u>www.smallbizu.org/a101/</u></a>  <a href="http://www.accounting-world.com"><u>www.accounting-world.com</u></a>  <a href="http://www.Misscpa.com"><u>www.Misscpa.com</u></a>  <a href="http://www.principlesofaccounting.com"><u>www.principlesofaccounting.com</u></a></p>	

Unit 2: Accounting for  
a Merchandising  
Business

- Journalize purchases of merchandise using a purchases journal
- Journalize cash payments and cash discounts using a cash payments journal
- Prepare a petty cash report and journalize the reimbursement of petty cash funds
- Journalize sales on account using a sales journal
- Journalize cash receipts using a cash receipts journal
- Record sales, sales returns and allowances, purchases, and purchases returns and allowances using a general journal
- Post separate as well as column totals from the purchases, cash payments, sales, and cash receipts journals to the accounts payable, accounts receivable subsidiary ledgers and general ledgers
- Post individual amounts from general journal to general ledger as well as subsidiary ledgers
- Complete a payroll register and employee earning records

**Suggested Resources**  
*Provide links to specific  
resources/activities*

<https://login.cengage.com/cb/>

[www.C21accounting.com](http://www.C21accounting.com)

[www.accountingcoach.com](http://www.accountingcoach.com)

[www.smallbizu.org/a101/](http://www.smallbizu.org/a101/)

[www.accounting-world.com](http://www.accounting-world.com)

[www.Misscpa.com](http://www.Misscpa.com)

[www.principlesofaccounting.com](http://www.principlesofaccounting.com)

# Curricular Units

## Unit 1: Accounting for a Service Business

Critical Knowledge & Skills (“Unpacked” Standards)	Content-Specific Practices	Standard Mastery Examples (The Student will be able to:)
<ul style="list-style-type: none"> <li>• What is Accounting?</li> <li>• What are the 9 steps in the accounting cycle for a service business?</li> <li>• Why must we balance the accounting equation Assets = Liabilities + Owners Equity?</li> </ul>	<p>Annotations and close reading activities Classroom Discussions and Debates Analysis of graphic organizers and notes Teacher and student led PowerPoint Presentations Definitions of key terms and concepts Individual/Group Presentations Written responses to queries Summary and Analysis of Videos/Documentaries/Films Summary and analysis of guest speakers</p>	<ul style="list-style-type: none"> <li>• Students will complete a “work together” problem in each chapter that will be worked on as a total class with the instructor leading the discussion and demonstrating the item to be completed</li> <li>• Students will complete an “on your own” problem in each chapter that will be completed after the students have been walked through the initial problem with the instructor</li> <li>• Students will complete an application problem in each chapter that the students will complete on their own to show that they have mastered the skill from the section</li> </ul>
<ul style="list-style-type: none"> <li>• What is the purpose of analyzing transactions that relate to purchasing basic assets for cash and on account, paying for expenses, receiving cash from customers for cash sales as well as on account,</li> </ul>	<p>Annotations and close reading activities Classroom Discussions and Debates</p>	<ul style="list-style-type: none"> <li>• Students will complete a mastery problem in each chapter that will combine all of</li> </ul>



<p>and owner investments in the company as well as owners drawing money for personal use?</p> <ul style="list-style-type: none"> <li>• What are the forms used to analyze transactions?</li> <li>• What are the banking procedures companies use?</li> <li>• How do we calculate if a business is doing well or failing?</li> </ul>	<p>Analysis of graphic organizers and notes Teacher and student led PowerPoint Presentations Definitions of key terms and concepts Individual/Group Presentations Written responses to queries Summary and Analysis of Videos/Documentaries/Films Summary and analysis of guest speakers</p>	<p>the items learned in the entire chapter into 1 total problem</p> <ul style="list-style-type: none"> <li>• The students complete a challenge problem using the information learned in the chapter in a challenging way</li> </ul>
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Unit 1 Assessment Plan		
Formative Assessment	Summative Assessment	
<p><i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i></p> <p>Group Discussions, Graphic Organizers, Class Participation, Exit Tickets, Study guides,</p>	<p><i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i></p> <p>Tests, Quizzes, Projects</p>	

Unit 1 Suggested Modifications/Accommodations/Extension Activities		
English Language Learners (ELL)	Special Education / 504	Gifted and Talented
<p><i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i></p> <p>a. Read written instructions/Google translate b. Students may be provided with note organizers /study guides to reinforce key topics. c. Model and provide examples d. Extended time on assessments when needed. e. Establish a non-verbal cue to redirect students when not on task.</p>	<p><i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i></p> <p>a. Students may be provided with note organizers / study guides to reinforce key topics. b. Extended time on assessments when needed. c. Preferred seating to be determined by student and teacher. d. Provide modified assessments when necessary.</p>	<p><i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i></p> <p>a. Use of Higher Level Questioning Techniques b. Extension/Challenge Questions c. Provide Assessments at a Higher Level of Thinking d. Enrichment Activities</p>

Unit 1 Connections	
<p style="text-align: center;"><b>NJSLS - Technology</b></p> <p style="text-align: center;"><i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i> Refer to the NJ Technology Standards</p> <p>8.1.12.A.1: Create a personal digital portfolio which reflects personal and academic interests, achievements, and career aspirations by using a variety of digital tools and resources.</p> <p>8.1.12.A.2: Produce and edit a multi-page digital document for a commercial or professional audience and present it to peers and/or professionals in that related area for review.</p> <p>8.1.12.A.3: Collaborate in online courses, learning communities, social networks or virtual worlds to discuss a resolution to a problem or issue.</p> <p>8.1.12.A.4: Construct a spreadsheet workbook with multiple worksheets, rename tabs to reflect the data on the worksheet, and use mathematical or logical functions, charts and data from all worksheets to convey the results.</p> <p>8.1.12.A.5: Create a report from a relational database consisting of at least two tables and describe the process, and explain the report results.</p> <p>8.1.12.B.2: Apply previous content knowledge by creating and piloting a digital learning game or tutorial.</p> <p>8.1.12.C.1: Develop an innovative solution to a real world problem or issue in collaboration with peers and experts, and present ideas for feedback through social media or in an online community.</p>	<p style="text-align: center;"><b>Career Readiness Practices</b></p> <p style="text-align: center;"><i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i> Refer to the NJ Career Readiness Practices</p> <p>CRP1. Act as a responsible and contributing citizen and employee.</p> <p>CRP2. Apply appropriate academic and technical skills.</p> <p>CRP3. Attend to personal health and financial well-being.</p> <p>CRP4. Communicate clearly and effectively and with reason.</p> <p>CRP5. Consider the environmental, social and economic impacts of decisions.</p> <p>CRP6. Demonstrate creativity and innovation.</p> <p>CRP7. Employ valid and reliable research strategies.</p> <p>CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</p> <p>CRP9. Model integrity, ethical leadership and effective management.</p> <p>CRP10. Plan education and career paths aligned to personal goals.</p> <p>CRP11. Use technology to enhance productivity.</p> <p>CRP12. Work productively in teams while using cultural global competence.</p>
<p style="text-align: center;"><b>21st Century Skills</b></p> <p style="text-align: center;"><i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i> Refer to the 21st Century Life and Skills</p>	<p style="text-align: center;"><b>Interdisciplinary Connections</b></p> <p style="text-align: center;"><i>When possible, provide links to specific ELA/Math/Sci/SS standards as well as samples/ documents/ assignments/ etc.</i></p>

Refer to the NJ Student Learning Standards	
<p>9.1 Personal Financial Literacy</p> <p>9.2 Career Awareness, Exploration, and Preparation</p> <p>9.3 Career and Technical Education</p> <p>9.4 Life Literacies &amp; Key Skills</p>	<p>Content Workplace Readiness Skills/Standards as directed by the New Jersey Student Learning Standards are infused into the curriculum.</p> <p>English: Written reports &amp; projects</p>

## Unit 2: Accounting for a Merchandising Business

Critical Knowledge & Skills (“Unpacked” Standards)	Content-Specific Practices (when applicable)	Standard Mastery Examples <i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i>
<ul style="list-style-type: none"> <li>What is a special journal?</li> <li>What are the 9 steps in the accounting cycle for a merchandising business organized as a corporation?</li> </ul>	<p>Annotations and close reading activities</p> <p>Classroom Discussions and Debates</p> <p>Analysis of graphic organizers and notes</p> <p>Teacher and student led PowerPoint Presentations</p> <p>Definitions of key terms and concepts</p> <p>Individual/Group Presentations</p> <p>Written responses to queries</p> <p>Summary and Analysis of Videos/Documentaries/Films</p>	<ul style="list-style-type: none"> <li>Students will complete a “work together” problem in each chapter that will be worked on as a total class with the instructor leading the discussion and demonstrating the item to be completed</li> <li>Students will complete an “on your own” problem in each chapter that will be completed after the students have been</li> </ul>

<ul style="list-style-type: none"> <li>● Why do corporations utilize subsidiary ledgers?</li> <li>● How do businesses prepare payroll records?</li> <li>● What happens to the tax collected from the customers?</li> </ul>	<p>Summary and analysis of guest speakers</p>	<p>walked through the initial problem with the instructor</p>
<ul style="list-style-type: none"> <li>● Annotations and close reading activities</li> <li>● Classroom Discussions and Debates</li> <li>● Analysis of graphic organizers and notes</li> <li>● Teacher and student led PowerPoint Presentations</li> <li>● Definitions of key terms and concepts</li> <li>● Individual/Group Presentations</li> <li>● Written responses to queries</li> <li>● Summary and Analysis of Videos/Documentaries/Films</li> <li>● Summary and analysis of guest speakers</li> </ul>	<ul style="list-style-type: none"> <li>● Students will complete an application problem in each chapter that the students will complete on their own to show that they have mastered the skill from the section</li> <li>● Students will compete a mastery problem in each chapter that will combine all of the items learned in the entire chapter into 1 total problem</li> <li>● The students complete a challenge problem using the information learned in the chapter in a challenging way</li> </ul>	<ul style="list-style-type: none"> <li>● Students will complete a mastery problem in each chapter that will combine all of the items learned in the entire chapter into 1 total problem</li> <li>● The students complete a challenge problem using the information learned in the chapter in a challenging way</li> </ul>
<ul style="list-style-type: none"> <li>● How do you distribute dividends?</li> <li>● How do we calculate if a merchandising business is doing well or failing?</li> </ul>	<p>Annotations and close reading activities</p> <p>Classroom Discussions and Debates</p> <p>Analysis of graphic organizers and notes</p> <p>Teacher and student led PowerPoint Presentations</p> <p>Definitions of key terms and concepts</p> <p>Individual/Group Presentations</p> <p>Written responses to queries</p>	<ul style="list-style-type: none"> <li>● Students will complete a mastery problem in each chapter that will combine all of the items learned in the entire chapter into 1 total problem</li> <li>● The students complete a challenge problem using the information learned in the chapter in a challenging way</li> </ul>

<ul style="list-style-type: none"> <li>• What changes can be made when a merchandising business is performing poorly?</li> </ul>	<p>Summary and Analysis of Videos / Documentaries / Films Summary and analysis of guest speakers</p>	
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Unit 2 Assessment Plan		
<p><b>Formative Assessment</b> <i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i></p>		<p><b>Summative Assessment</b> <i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i></p>
<p>Group Discussions, Graphic Organizers, Class Participation, Exit Tickets, Study guides,</p>		<p>Tests, Quizzes, Projects</p>

Unit 2 Suggested Modifications/Accommodations/Extension Activities		
<p><b>English Language Learners (ELL)</b> <i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i></p>	<p><b>Special Education / 504</b> <i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i></p>	<p><b>Gifted and Talented</b> <i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i></p>
<p>a. Read written instructions b. Students may be provided with note organizers/ study guides to reinforce key topics. c. Model and provide examples d. Extended time on assessments when needed.</p>	<p>a. Students may be provided with note organizers / study guides to reinforce key topics. b. Extended time on assessments when needed. c. Preferred seating to be determined by student and teacher. d. Provide modified assessments when necessary.</p>	<p>a. Use of Higher Level Questioning Techniques b. Extension/Challenge Questions c. Provide Assessments at a Higher Level of Thinking d. Enrichment Activities</p>

Unit 2 Connections		
<p><b>NJSLS - Technology</b> <i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i> Refer to the NJ Technology Standards</p>		<p><b>Career Readiness Practices</b> <i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i> Refer to the NJ Career Readiness Practices</p>
<p>8.1.12.A.1: Create a personal digital portfolio which reflects personal and academic interests, achievements, and career aspirations by using a variety of digital tools and resources.</p> <p>8.1.12.A.2: Produce and edit a multi-page digital document for a commercial or professional audience and present it to peers and/or professionals in that related area for review.</p> <p>8.1.12.A.3: Collaborate in online courses, learning communities, social networks or virtual worlds to discuss a resolution to a problem or issue.</p>		<p>CRP1. Act as a responsible and contributing citizen and employee. CRP2. Apply appropriate academic and technical skills. CRP3. Attend to personal health and financial well-being. 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.</p>

<p>8.1.12.A.4: Construct a spreadsheet workbook with multiple worksheets, rename tabs to reflect the data on the worksheet, and use mathematical or logical functions, charts and data from all worksheets to convey the results.</p> <p>8.1.12.A.5: Create a report from a relational database consisting of at least two tables and describe the process, and explain the report results.</p> <p>8.1.12.B.2: Apply previous content knowledge by creating and piloting a digital learning game or tutorial.</p> <p>8.1.12.C.1: Develop an innovative solution to a real world problem or issue in collaboration with peers and experts, and present ideas for feedback through social media or in an online community.</p>	<p>CRP10. Plan education and career paths aligned to personal goals.</p> <p>CRP11. Use technology to enhance productivity.</p> <p>CRP12. Work productively in teams while using cultural global competence.</p>
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<p><b>9.1 Personal Financial Literacy</b></p> <p><b>9.2 Career Awareness, Exploration, and Preparation</b></p> <p><b>9.3 Career and Technical Education</b></p> <p><b>9.4 Life Literacies &amp; Key Skills</b></p>	<p>Content Workplace Readiness Skills/Standards as directed by the New Jersey Student Learning Standards are infused into the curriculum.</p> <p>English: Written reports &amp; projects</p>