

# Accounting I

## Grades 9 - 12

**Prepared by:**

Rosemary Filev

*Superintendent of Schools:*

Marie C. Cirasella, Ed.D.

Approved by the Midland Park Board of Education on  
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# Accounting I

## Course Description:

Accounting I is a semester course that covers basic fundamentals of the accounting cycle and an introduction to the accounting equation. Students will learn the sequence of activities that are involved in completing the accounting cycle as well as the double entry system of accounting. These skills will be applied to practice activities based upon the business transactions of a service type business operating as a sole proprietorship.

Accounting I is designed to provide each student with a fundamental understanding of the accounting cycle and how that cycle interacts with business operations. The student will complete activities included in the accounting cycle, including journalizing business transactions and posting to the general ledger. The student will also learn the appropriate procedures related to maintaining checking accounts; including the preparation of checks, updating check registers, and preparing bank reconciliations.

## Course Sequence:

Unit 1: Introduction to Accounting: Approximately 7 days

Unit 2: Analyzing Accounting Equation Activities for a Proprietorship: Approximately 20 days

Unit 3: Recording Transactions in a General Journal: Approximately 25 days

Unit 4: Posting Journal Entries to General Ledger Accounts: Approximately 20 days

Unit 5: Cash Controls Systems: Approximately 18 days

**Pre-requisite:** None Required

<b>Unit # 1</b>		
<b>Content Area:</b> Accounting I		
<b>Unit Title:</b> Introduction to Accounting		
<b>Grade Level:</b> 9 – 12		
<p><b>Core Ideas:</b> In this unit, students will learn about the accounting industry, explore accounting career opportunities, and the methods of communicating accounting information. Students will also explore how ethical decisions are made in business and the laws that govern compliance. Students will become familiar with GAAP (Generally Accepted Accounting Principles) and understand how these principles guide financial reporting.</p>		

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<b>Standards (Content and Technology):</b>			
<b>CPI#:</b>	<b>Statement:</b>		
<b>Performance Expectations (NJSLs)</b>			
<b>9.1.12.CDM.1</b>	Identify the purposes, advantages, and disadvantages of debt.		
<b>9.1.12.CP.6</b>	Explain the effect of debt on a person's net worth.		
<b>9.1.12.EG.2</b>	Explain why various forms of income are taxed differently.		
<b>9.1.12.EG.3</b>	Explain how individuals and businesses influence government policies.		
<b>9.1.12.FP.7</b>	Determine how multiple sources of objective, accurate, and current financial information affect the prioritization of financial decisions (print information, prospectus, internet, certified financial planners, etc).		
<b>9.3.12.FN ACT.1</b>	Describe and follow laws and regulations to manage accounting operations and transactions.		
<b>9.3.12.FN ACT.2</b>	Utilize accounting tools, strategies, and systems to plan, monitor, manage and maintain the use of financial resources.		
<b>9.3.12.FN ACT.3</b>	Process, evaluate, and disseminate financial information to assist business decision making.		
<b>9.3.12.FN ACT.4</b>	Utilize career-planning concepts, tools, and strategies to explore, obtain, and/or develop an accounting career.		
<b>9.3.12.FN.1</b>	Utilize mathematical concepts, skills, and problem solving to obtain necessary information for decision making in the finance industry.		
<b>9.3.12.FN.2</b>	Utilize tools, strategies and systems to plan, monitor, manage, and maintain the use of financial resources.		
<b>9.3.12.BM.1</b>	Utilize mathematical concepts, skills, and problem solving to obtain necessary information for decision-making in business.		
<b>9.3.12.BM.2</b>	Describe laws, rules and regulations as they apply to effective business operations.		
<b>9.3.12.BM.3</b>	Explore, develop, and apply strategies for ensuring a successful business career.		
<b>9.3.12.BM ADM.2</b>	Access, evaluate, and disseminate information for business decision making.		
<b>9.3.12.BM ADM.3</b>	Plan, monitor, and manage day-to-day business activities.		
<b>9.3.12.BM BIM.4</b>	Plan, monitor, and manage day-to-day business activities to sustain continued business functions.		

<b>Career Readiness, Life Literacies, and Key Skills</b>		
<b>9.1.12.CFR.3</b>	Research companies with corporate governance policies supporting the common good and human rights.	
<b>9.1.12.CFR.6</b>	Identify and explain the consequences of breaking federal and/or state employment or financial laws.	
<b>9.2.12.CAP.4</b>	Evaluate different careers and develop various plans and timetables for achieving them, including educational/training requirements, costs, loans, and debt repayment.	


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<b>9.2.12.CAP.8</b>	Determine job entrance criteria (education credentials, math/writing/reading comprehension tests) used by employers in various industry sectors.	
<b>9.4.12.CI.1</b>	Demonstrate the ability to reflect, analyze, and use creative skills.	
<b>9.4.12.TL.2</b>	Generate data using formula-based calculations in a spreadsheet and draw conclusions about the data.	
<b>9.4.12.TL.3</b>	Analyze the effectiveness of the process and quality of collaborative environments.	
<b>Computer Science and Design Thinking</b>		
<b>8.2.12.IT H. 1</b>	Analyze a product to determine the impact that economic, political, social, and/or cultural factors have had on its design, including design constraints.	
<b>8.2.12.NT.1</b>	Explain how different groups can contribute to the overall design of a product.	
<b>8.2.12.IT H. 3</b>	Analyze the impact that globalization, social media, and access to open source technologies has had on innovation and on a society's economy, politics, and culture.	
<b>8.2.12.NT.1</b>	Explain how different groups can contribute to the overall design of a product.	
<b>Intercultural Statements (Amistad, Holocaust, LGBT, etc...)</b>		
<b>CASEL 5 SEL Framework</b>		
<b>9.1.12.CFR.4</b>	Demonstrate an understanding of the interrelationships among attitudes, assumptions, and patterns of behavior regarding money, saving, investing, and work across cultures.	
<b>9.1.12.FP.6</b>	Evaluate the relationship of familial patterns, cultural traditions, and historical influences on financial practice.	
<b>LGBTQ and Disabilities Law: NJSA 18A:35-4.35</b>	When exploring business leadership and entrepreneurship, we will explore the works of famous entrepreneurs, including women in business and the LGBTQ community, such as Business Strategist Andrea Minkow and entrepreneurs Brandy Hoffman and Collette Divitto.	

<b>AAPI (Asian American and Pacific Islander) S4021</b>	The works of legendary Asian American entrepreneurs, such as Eric Yuan, founder of Zoom, and fashion designer Vera Wang will also be studied.	
<b>Amistad Law: NJSA18A 52:16A-88</b>	Explore African American Certified Public Accountants in history, including the first African American female CPA, Dr. Ruth Coles Harris, and the founder of the largest black-owned CPA firm, Mitchell & Titus, LLP.	
<b>Holocaust Law: NJSA 18A: 35-28</b>	When studying family business ownership, successful business founder and entrepreneur Maurice Ostro, son of a Holocaust survivor, will also be examined.	
<b>SEL Framework: Self Awareness</b>	<ul style="list-style-type: none"> <li>• Integrate personal and social identities</li> <li>• Identify personal, cultural, and linguistic assets</li> <li>• Develop interests and a sense of purpose</li> </ul>	
<b>SEL Framework: Self Management</b>	<ul style="list-style-type: none"> <li>• Set personal and collective goals</li> <li>• Use planning and organizational skills</li> <li>• Demonstrate personal and collective agency</li> </ul>	
<b>SEL Framework: Social Awareness</b>	<ul style="list-style-type: none"> <li>• Understand the influences of organizations/systems on behavior</li> <li>• Take others' perspectives</li> <li>• Recognize situational demands and opportunities</li> </ul>	
<b>SEL Framework: Relationship Skills</b>	<ul style="list-style-type: none"> <li>• Communicate effectively</li> <li>• Practice teamwork and collaborative problem-solving</li> <li>• Show leadership in groups</li> </ul>	

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<b>SEL Framework: Responsible Decision Making</b>	<ul style="list-style-type: none"> <li>• Recognize how critical thinking skills are useful both inside &amp; outside of schools</li> <li>• Evaluate personal, interpersonal, community, and institutional impacts</li> <li>• Learn to make a reasoned judgment after analyzing information, data, facts</li> </ul>	
<b>Interdisciplinary Connection</b>		
<b>NJSLA.W.4</b>	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	

NJSLA.W.6	Use technology, including the internet, to produce and publish writing and to interact and collaborate with others.	
NJSLSA.W9	Draw evidence from literary or informational texts to support analysis, reflection, and research.	
NJSLS.SIC.B.3	Make inferences and justify conclusions from sample surveys, experiments, and observational studies.	
NJSLS.SIC.B.6	Evaluate reports based on data.	
<p><b>Unit Essential Question(s):</b></p> <ul style="list-style-type: none"> <li>• Why is accounting the language of business?</li> <li>• How does GAAP guide financial reporting?</li> </ul>	<p><b>Unit Enduring Understandings:</b></p> <ul style="list-style-type: none"> <li>• Knowledge of accounting careers and various business types sets the stage for students to begin using and applying accounting concepts</li> <li>• The accounting system is an integral aspect of all business activities</li> <li>• Accounting interpretations impact business decisions</li> <li>• There are various opportunities for employment and career advancement in the accounting profession</li> </ul>	
		
<p><b>Formative Assessments:</b> Warm-up activities, entrance tickets, class discussion, online discussions via Google Classroom, jigsaw activities, think-pair-share, exit cards</p> <p><b>Summative/Benchmark Assessment(s):</b> Accounting careers research project, case studies, vocabulary quizzes, financial statements on Google Sheets</p> <p><b>Alternative Assessments:</b> Accounting portfolios</p>		
<p><b>Resources/Materials:</b> <i>Century 21 Accounting</i>, Gilbertson and Lehman, Thomson South Western Cengage  <i>Business Ethics: Ethical Decision Making and Cases</i>, Ferrell, Fraedrich, and Ferrell  Google Classroom  Google Docs  Google Sheets  Journal paper  T-accounts  <a href="https://www.accountingtoday.com/news">https://www.accountingtoday.com/news</a></p>	<p><b>Key Vocabulary:</b>  accounting  accounting system  accounting equation  financial statements  business ethics  asset  liability  owner's equity  GAAP (Generally Accepted Accounting Principles)  proprietorship  net worth statement  managerial (internal) vs. financial (external)</p>	

[REDACTED]				
Lesson Name/Topic	Student Learning Objective(s)	Suggested Tasks/Activities:	Day(s) to Complete	
Accounting: The Universal Language of Business	<ul style="list-style-type: none"> <li>To become familiar with the accounting process and the accounting equation (Assets = Liabilities + Owner's Equity)</li> <li>To identify the three accounting assumptions (business entity, accounting period, going concern)</li> <li>To differentiate between financial accounting (external) and management accounting (internal)</li> <li>To become familiar with GAAP (generally accepted accounting principles)</li> </ul>	<ul style="list-style-type: none"> <li>Apply business transactions to the accounting equation</li> <li>Generate a Net Worth Statement (individual) on Google Sheets and compare to a Balance Sheet (business)</li> </ul>	<ul style="list-style-type: none"> <li>2 to 3 days</li> </ul>	
Accounting & Ethics	<ul style="list-style-type: none"> <li>To evaluate how ethical decisions and accounting principles guide business operations</li> <li>To explore current events in accounting</li> </ul>	<ul style="list-style-type: none"> <li>Case studies in business</li> <li>Current events assignment</li> </ul>	<ul style="list-style-type: none"> <li>1 to 2 days</li> </ul>	
Careers in Accounting	<ul style="list-style-type: none"> <li>To identify and explore various career opportunities in the accounting profession (public, private, auditing, tax, forensic, financial planning)</li> </ul>	<ul style="list-style-type: none"> <li>Accounting Careers Research Project</li> </ul>	<ul style="list-style-type: none"> <li>1 to 2 days</li> </ul>	
<b>Teacher Notes:</b>				
<b>Additional Resources:</b> <i>Entrepreneurship: Owning Your Future</i> , Marriotti				
[REDACTED]				
<b>Students with Disabilities</b>	<b>English Language Learners</b>	<b>Gifted and Talented Students</b>	<b>Students at Risk</b>	<b>504Students</b>

<ul style="list-style-type: none"> <li>● Allow errors</li> <li>● Rephrase questions, directions, and explanations</li> </ul>	<ul style="list-style-type: none"> <li>● Assign a buddy, same language or English speaking</li> </ul>	<ul style="list-style-type: none"> <li>● Provide extension activities</li> <li>● Build on students'</li> </ul>	<ul style="list-style-type: none"> <li>● Provide extended time to complete tasks</li> <li>● Consult with Guidance</li> </ul>	<ul style="list-style-type: none"> <li>● Clarify directions to check for student understanding</li> </ul>	
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<ul style="list-style-type: none"> <li>● Allow extended time to answer questions, and permit drawing, as an explanation</li> <li>● Accept participation at any level, even one word</li> <li>● Consult with Case Managers and follow IEP accommodations/modifications</li> </ul>	<ul style="list-style-type: none"> <li>● Allow errors in speaking</li> <li>● Rephrase questions, directions, and explanations</li> <li>● Allow extended time to answer questions</li> <li>● Accept participation at any level, even one word</li> </ul>	<p>intrinsic motivations</p> <ul style="list-style-type: none"> <li>● Consult with parents to accommodate students' interests in completing tasks at their level of engagement</li> </ul>	<p>Counselors and follow I&amp;RS procedures/action plans</p> <ul style="list-style-type: none"> <li>● Consult with classroom teacher(s) for specific behavior interventions</li> <li>● Provide rewards as necessary</li> </ul>	<ul style="list-style-type: none"> <li>● Extended time on tests, quizzes, assessments</li> <li>● Redirection, including prompting to stay on task</li> <li>● Preferential seating</li> <li>● Chunk assignments into manageable tasks</li> </ul>	
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<b>Unit # 2</b>		
<b>Content Area:</b> Accounting I		
<b>Unit Title:</b> Analyzing Accounting Equation Transactions Into Debit and Credit Parts		
<b>Grade Level:</b> 9 – 12		



<b>Core Ideas:</b> In this unit, students will apply knowledge of the accounting equation to set up the books for a proprietorship, to utilize T-accounts, to journalize transactions, and to classify transactions into debit and credit parts. Students will apply GAAP (Generally Accepted Accounting Principles) when preparing journal entries and financial statements.		
<b>Standards (Content and Technology):</b>		
<b>CPI#:</b>	<b>Statement:</b>	
<b>Performance Expectations (NJSLS)</b>		
<b>9.1.12.CDM.1</b>	Identify the purposes, advantages, and disadvantages of debt.	
<b>9.1.12.CP.6</b>	Explain the effect of debt on a person's net worth.	
<b>9.1.12.EG.2</b>	Explain why various forms of income are taxed differently.	
<b>9.1.12.EG.3</b>	Explain how individuals and businesses influence government policies.	
<b>9.1.12.FP.7</b>	Determine how multiple sources of objective, accurate, and current financial information affect the prioritization of financial decisions (print information, prospectus, internet, certified financial planners, etc).	
<b>9.3.12.FN ACT.1</b>	Describe and follow laws and regulations to manage accounting operations and transactions.	
<b>9.3.12.FN ACT.2</b>	Utilize accounting tools, strategies, and systems to plan, monitor, manage and maintain the use of financial resources.	
<b>9.3.12.FN ACT.3</b>	Process, evaluate, and disseminate financial information to assist business decision making.	
<b>9.3.12.FN ACT.4</b>	Utilize career-planning concepts, tools, and strategies to explore, obtain, and/or develop an accounting career.	
<b>9.3.12.FN.1</b>	Utilize mathematical concepts, skills, and problem solving to obtain necessary information for decision making in the finance industry.	
<b>9.3.12.FN.2</b>	Utilize tools, strategies and systems to plan, monitor, manage, and maintain the use of financial resources.	
<b>9.3.12.BM.1</b>	Utilize mathematical concepts, skills, and problem solving to obtain necessary information for decision-making in business.	
<b>9.3.12.BM.2</b>	Describe laws, rules and regulations as they apply to effective business operations.	
<b>9.3.12.BM.3</b>	Explore, develop, and apply strategies for ensuring a successful business career.	
<b>9.3.12.BM ADM.2</b>	Access, evaluate, and disseminate information for business decision making.	
<b>9.3.12.BM</b>	Plan, monitor, and manage day-to-day business activities.	

<b>ADM.3</b>		
<b>9.3.12.BM BIM.4</b>	Plan, monitor, and manage day-to-day business activities to sustain continued business functions.	
<b>Career Readiness, Life Literacies, and Key Skills</b>		
<b>9.1.12.CFR.3</b>	Research companies with corporate governance policies supporting the common good and human rights.	
<b>9.1.12.CFR.6</b>	Identify and explain the consequences of breaking federal and/or state employment or financial laws.	
<b>9.2.12.CAP.4</b>	Evaluate different careers and develop various plans and timetables for achieving them, including educational/training requirements, costs, loans, and debt repayment.	

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<b>9.2.12.CAP.8</b>	Determine job entrance criteria (education credentials, math/writing/reading comprehension tests) used by employers in various industry sectors.	
<b>9.4.12.CI.1</b>	Demonstrate the ability to reflect, analyze, and use creative skills.	
<b>9.4.12.TL.2</b>	Generate data using formula-based calculations in a spreadsheet and draw conclusions about the data.	
<b>9.4.12.TL.3</b>	Analyze the effectiveness of the process and quality of collaborative environments.	
<b>Computer Science and Design Thinking</b>		
<b>8.2.12.IT H. 1</b>	Analyze a product to determine the impact that economic, political, social, and/or cultural factors have had on its design, including design constraints.	
<b>8.2.12.NT.1</b>	Explain how different groups can contribute to the overall design of a product.	
<b>8.2.12.IT H. 3</b>	Analyze the impact that globalization, social media, and access to open source technologies has had on innovation and on a society's economy, politics, and culture.	
<b>8.2.12.NT.1</b>	Explain how different groups can contribute to the overall design of a product.	
<b>Intercultural Statements (Amistad, Holocaust, LGBT, etc...) CASEL 5 SEL Framework</b>		
<b>9.1.12.CFR.4</b>	Demonstrate an understanding of the interrelationships among attitudes, assumptions, and patterns of behavior regarding money, saving, investing, and work across cultures.	
<b>9.1.12.FP.6</b>	Evaluate the relationship of familial patterns, cultural traditions, and historical influences on financial practice.	
<b>LGBTQ and Disabilities Law: NJSA 18A:35-4.</b>	Explore successful entrepreneurs in the LGBTQ community, including Tim Cook, CEO of Apple, Inc., Megan Smith, technology expert and entrepreneur, and Isabella Segal, a transgender accountant and business advisor.	

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<b>AAPI (Asian American and Pacific Islander) S4021</b>	Explore successful Asian American and Pacific Islander entrepreneurs and their contributions to business, including Amrita Ahuja, CFO of Square.	
<b>Amistad Law: NJSA18A 52:16A-88</b>	Explore successful entrepreneurs in the African American community, including the legendary Madam C.J. Walker, and Daymond John, CEO and founder of FUBU.	
<b>Holocaust Law: NJSA 18A: 35-28</b>	Discuss Harris Ness, a young entrepreneur who was inspired to start a business, Limeberry Drive, by his grandfather and great aunt who were both Holocaust survivors.	
<b>SEL Framework k: Self Awareness</b>	<ul style="list-style-type: none"> <li>• Integrate personal and social identities</li> <li>• Identify personal, cultural, and linguistic assets</li> <li>• Develop interests and a sense of purpose</li> </ul>	
<b>SEL Framework k: Self Management</b>	<ul style="list-style-type: none"> <li>• Set personal and collective goals</li> <li>• Use planning and organizational skills</li> <li>• Demonstrate personal and collective agency</li> </ul>	
<b>SEL Framework k: Social Awareness</b>	<ul style="list-style-type: none"> <li>• Understand the influences of organizations/systems on behavior</li> <li>• Take others' perspectives</li> <li>• Recognize situational demands and opportunities</li> </ul>	
<b>SEL Framework k: Relationship Skills</b>	<ul style="list-style-type: none"> <li>• Communicate effectively</li> <li>• Practice teamwork and collaborative problem-solving</li> <li>• Develop positive relationships</li> </ul>	
<b>SEL Framework:</b>	<ul style="list-style-type: none"> <li>• Recognize how critical thinking skills are useful both inside &amp; outside of schools</li> <li>• Evaluate personal, interpersonal, community, and institutional impacts</li> </ul>	

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<b>Responsible Decision Making</b>	<ul style="list-style-type: none"> <li>• Learn to make a reasoned judgment after analyzing information, data, facts</li> </ul>	
<b>Interdisciplinary Connection</b>		

NJSLA.W.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	
NJSLA.W.6	Use technology, including the internet, to produce and publish writing and to interact and collaborate with others.	
NJSLSA.W9	Draw evidence from literary or informational texts to support analysis, reflection, and research.	
NJSLS.SIC .B. 3	Make inferences and justify conclusions from sample surveys, experiments, and observational studies.	
NJSLS.SIC .B. 6	Evaluate reports based on data.	
<p><b>Unit Essential Question(s):</b></p> <ul style="list-style-type: none"> <li>• Why is accounting the language of business?</li> <li>• How do business transactions affect the accounting equation?</li> </ul>	<p><b>Unit Enduring Understandings:</b></p> <ul style="list-style-type: none"> <li>• Planning, recording, analyzing, and interpreting financial information begins with understanding the applications of the accounting equation</li> <li>• The accounting system of a business summarizes data to produce financial information</li> <li>• GAAP principles impact the recording of financial transactions and the preparation of financial statements</li> <li>• Business owners and managers use financial statements to make important business decisions</li> </ul>	
<b>Evidence of Learning</b>		
<p><b>Formative Assessments:</b> Warm-up activities, entrance tickets, class discussion, online discussions via Google Classroom, jigsaw activities, exit cards</p> <p><b>Summative/Benchmark Assessment(s)</b> T-account transactions, journal entries, case studies, vocabulary quizzes, financial statements on Google Sheets</p> <p><b>Alternative Assessments:</b> Accounting portfolios</p>		
<p><b>Resources/Materials:</b> <i>Century 21 Accounting</i>, Gilbertson and Lehman, Thomson South Western Cengage  <i>Business Ethics: Ethical Decision Making and Cases</i>, Ferrell, Fraedrich, and Ferrell  Google Classroom  Google Docs  Google Sheets  Journal paper  T-accounts  <a href="https://www.accountingtoday.com/news">https://www.accountingtoday.com/news</a></p>	<p><b>Key Vocabulary:</b>  GAAP  debit  credit  normal balance  contra account  T-account  journal entries</p>	
<b>Suggested Pacing Guide</b>		

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Lesson Name/Topic	Student Learning Objective(s)	Suggested Tasks/Activities:	Day(s) to Complete	
The Accounting Equation	<ul style="list-style-type: none"> <li>● To become familiar with the accounting equation</li> <li>● To classify accounts as assets, liabilities, owner's equity</li> </ul>	<ul style="list-style-type: none"> <li>● Charts and tables to show the impact on the accounting equation</li> <li>● Classifying accounts activity</li> </ul>	<ul style="list-style-type: none"> <li>● 2 to 3 days</li> </ul>	
How Business Activities Affect the Accounting Equation	<ul style="list-style-type: none"> <li>● To develop an understanding of business transactions</li> <li>● To determine the effects of transactions on the accounting equation</li> </ul>	<ul style="list-style-type: none"> <li>● Activity to show increases/decreases affecting the accounting equation</li> </ul>	<ul style="list-style-type: none"> <li>● 2 to 3 days</li> </ul>	
How Transactions Change Owner's Equity in an Accounting Equation	<ul style="list-style-type: none"> <li>● To analyze the effect of transactions on owner's equity accounts</li> </ul>	<ul style="list-style-type: none"> <li>● Show capital account/drawing account balances and how transactions affect these accounts</li> </ul>	<ul style="list-style-type: none"> <li>● 2 to 3 days</li> </ul>	
Using T accounts	<ul style="list-style-type: none"> <li>● To become familiar with a double-entry accounting system</li> <li>● To identify the normal balances of accounts</li> <li>● To utilize T-accounts as a tool for analyzing double-entry accounting transactions</li> <li>● To apply the rules of debit/credit</li> </ul>	<ul style="list-style-type: none"> <li>● T-account activity</li> </ul>	<ul style="list-style-type: none"> <li>● 5 to 6 days</li> </ul>	
Analyzing How Transactions Affect Accounts and	<ul style="list-style-type: none"> <li>● To analyze transactions into debit and credit parts</li> <li>● To utilize spreadsheet/accounting software when recording</li> </ul>	<ul style="list-style-type: none"> <li>● Debit/credit transactions on Google Sheets</li> </ul>	<ul style="list-style-type: none"> <li>● 5 days</li> </ul>	

Owner's Equity	transactions			
<b>Teacher Notes:</b>				
<b>Additional Resources:</b> <i>Entrepreneurship: Owning Your Future</i> , Marriotti				
<b>Differentiation/Modification Strategies</b>				

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<b>Students with Disabilities</b>	<b>English Language Learners</b>	<b>Gifted and Talented Students</b>	<b>Students at Risk</b>	<b>505Students</b>
<ul style="list-style-type: none"> <li>● Allow errors</li> <li>● Rephrase questions, directions, and explanations</li> <li>● Allow extended time to answer questions, and permit drawing, as an explanation</li> <li>● Accept participation at any level, even one word</li> <li>● Consult with Case Managers and follow IEP accommodations/modifications</li> </ul>	<ul style="list-style-type: none"> <li>● Assign a buddy, same language or English speaking</li> <li>● Allow errors in speaking</li> <li>● Rephrase questions, directions, and explanations</li> <li>● Allow extended time to answer questions</li> <li>● Accept participation at any level, even one word</li> </ul>	<ul style="list-style-type: none"> <li>● Provide extension activities</li> <li>● Build on students' intrinsic motivations</li> <li>● Consult with parents to accommodate students' interests in completing tasks at their level of engagement</li> </ul>	<ul style="list-style-type: none"> <li>● Provide extended time to complete tasks</li> <li>● Consult with Guidance Counselors and follow I&amp;RS procedures/action plans</li> <li>● Consult with classroom teacher(s) for specific behavior interventions</li> <li>● Provide rewards as necessary</li> </ul>	<ul style="list-style-type: none"> <li>● Clarify directions to check for student understanding</li> <li>● Extended time on tests, quizzes, assessments</li> <li>● Redirection, including prompting to stay on task</li> <li>● Preferential seating</li> <li>● Chunk assignments into manageable tasks</li> </ul>

<b>Unit # 3</b>			
<b>Content Area:</b> Accounting I			
<b>Unit Title:</b> Recording Transactions in a General Journal			
<b>Grade Level:</b> 9 – 12			
<p><b>Core Ideas:</b> In this unit, students will learn about the accounting cycle, the two types of accounting periods, and how to record transactions in a general journal. Students will understand the meaning behind each step in the accounting cycle by recording transactions, journalizing entries, posting to the ledger, generating a trial balance, and preparing financial statements in accordance with GAAP.</p>			
<b>Standards (Content and Technology):</b>			
<b>CPI#:</b>	<b>Statement:</b>		
<b>Performance Expectations (NJSLs)</b>			
<b>9.1.12.CDM.1</b>	Identify the purposes, advantages, and disadvantages of debt.		
<b>9.1.12.CP.6</b>	Explain the effect of debt on a person’s net worth.		
<b>9.1.12.EG.2</b>	Explain why various forms of income are taxed differently.		
<b>9.1.12.EG.3</b>	Explain how individuals and businesses influence government policies.		
<b>9.1.12.FP.7</b>	Determine how multiple sources of objective, accurate, and current financial information affect the prioritization of financial decisions (print information, prospectus, internet, certified financial planners, etc).		
<b>9.3.12.FN ACT.1</b>	Describe and follow laws and regulations to manage accounting operations and transactions.		
<b>9.3.12.FN ACT.2</b>	Utilize accounting tools, strategies, and systems to plan, monitor, manage and maintain the use of financial resources.		
<b>9.3.12.FN ACT.3</b>	Process, evaluate, and disseminate financial information to assist business decision making.		
<b>9.3.12.FN ACT.4</b>	Utilize career-planning concepts, tools, and strategies to explore, obtain, and/or develop an accounting career.		
<b>9.3.12.FN.1</b>	Utilize mathematical concepts, skills, and problem solving to obtain necessary information for decision making in the finance industry.		
<b>9.3.12.FN.2</b>	Utilize tools, strategies and systems to plan, monitor, manage, and maintain the use of financial resources.		
<b>9.3.12.BM.1</b>	Utilize mathematical concepts, skills, and problem solving to obtain necessary information		

	for decision-making in business.	
<b>9.3.12.BM.2</b>	Describe laws, rules and regulations as they apply to effective business operations.	
<b>9.3.12.BM.3</b>	Explore, develop, and apply strategies for ensuring a successful business career.	
<b>9.3.12.BM ADM.2</b>	Access, evaluate, and disseminate information for business decision making.	
<b>9.3.12.BM ADM.3</b>	Plan, monitor, and manage day-to-day business activities.	
<b>9.3.12.BM BIM.4</b>	Plan, monitor, and manage day-to-day business activities to sustain continued business functions.	
<b>Career Readiness, Life Literacies, and Key Skills</b>		
<b>9.1.12.CFR.3</b>	Research companies with corporate governance policies supporting the common good and human rights.	
<b>9.1.12.CFR.6</b>	Identify and explain the consequences of breaking federal and/or state employment or financial laws.	
<b>9.2.12.CAP.4</b>	Evaluate different careers and develop various plans and timetables for achieving them, including educational/training requirements, costs, loans, and debt repayment.	

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<b>9.2.12.CAP.8</b>	Determine job entrance criteria (education credentials, math/writing/reading comprehension tests) used by employers in various industry sectors.	
<b>9.4.12.CI.1</b>	Demonstrate the ability to reflect, analyze, and use creative skills.	
<b>9.4.12.TL.2</b>	Generate data using formula-based calculations in a spreadsheet and draw conclusions about the data.	
<b>9.4.12.TL.3</b>	Analyze the effectiveness of the process and quality of collaborative environments.	
<b>Computer Science and Design Thinking</b>		
<b>8.2.12.ITH.1</b>	Analyze a product to determine the impact that economic, political, social, and/or cultural factors have had on its design, including design constraints.	
<b>8.2.12.NT.1</b>	Explain how different groups can contribute to the overall design of a product.	
<b>8.2.12.ITH.3</b>	Analyze the impact that globalization, social media, and access to open source technologies has had on innovation and on a society's economy, politics, and culture.	
<b>8.2.12.NT.1</b>	Explain how different groups can contribute to the overall design of a product.	
<b>Intercultural Statements (Amistad, Holocaust, LGBT, etc...) CASEL 5 SEL Framework</b>		
<b>9.1.12.CFR.4</b>	Demonstrate an understanding of the interrelationships among attitudes, assumptions, and patterns of behavior regarding money, saving, investing, and work across cultures.	



9.1.12.FP.6	Evaluate the relationship of familial patterns, cultural traditions, and historical influences on financial practice.	
<b>LGBTQ and Disabilities Law:</b> NJS 18A:35-4.35	Research <i>The Franchising Pride Council</i> , established in 2019, to support diversity and inclusiveness among its franchisors, franchisees, and employees, at every level of franchising.	
<b>AAPI Asian Americans and Pacific Islander Law:</b> S4021	Research Asian American, Hawaiian, and Pacific Islander leaders in business using resources from The Small Business Administration( SBA): <a href="https://www.sba.gov/about-sba/organization/observances/asian-american-native-hawaiian-pacific-islander-heritage-month-2022">https://www.sba.gov/about-sba/organization/observances/asian-american-native-hawaiian-pacific-islander-heritage-month-2022</a>	
<b>Amistad Law:</b> NJS 18A 52 16A:88	Explore founding member of the Black Franchise Leadership Council, Ruth Abaji, and her coding franchise, Code Wiz.	
<b>Holocaust Law:</b> NJS 18A: 35 - 28	Research “ <i>Holocaust Survivor Owned Businesses in South Jersey</i> ,” comprised of twenty-six businesses started by Holocaust survivors located in Atlantic, Cape May, and Cumberland counties	
<b>Interdisciplinary Connection</b>		
<b>NJSLA.W.4</b>	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	
<b>NJSLA.W.6</b>	Use technology, including the internet, to produce and publish writing and to interact and collaborate with others.	
<b>NJSLA.W.9</b>	Draw evidence from literary or informational texts to support analysis, reflection, and research.	
<b>NJSL.SIC.B.3</b>	Make inferences and justify conclusions from sample surveys, experiments, and observational studies.	
<b>NJSL.SIC.B.6</b>	Evaluate reports based on data.	
<b>Unit Essential Question(s):</b> <ul style="list-style-type: none"> <li>● Why is accounting the language of business?</li> <li>● How do businesses keep permanent records of transactions?</li> </ul>	<b>Unit Enduring Understandings:</b> <ul style="list-style-type: none"> <li>● The accounting cycle is imperative to keep records in an orderly fashion</li> <li>● The general journal is a record of all the transactions of a business</li> </ul>	

		<ul style="list-style-type: none"> <li>GAAP principles impact the recording of financial transactions and the preparation of financial statements</li> </ul>	
<b>Evidence of Learning</b>			
<p><b>Formative Assessments:</b> Warm-up activities, entrance tickets, class discussion, online discussions via Google Classroom, jigsaw activities, exit cards</p> <p><b>Summative/Benchmark Assessment(s):</b> Journal entries, T-account transactions, case studies, vocabulary quizzes, financial statements on Google Sheets</p> <p><b>Alternative Assessments:</b> Accounting portfolios</p>			
<p><b>Resources/Materials:</b> <i>Century 21 Accounting</i>, Gilbertson and Lehman, Thomson South Western Cengage  <i>Business Ethics: Ethical Decision Making and Cases</i>, Ferrell, Fraedrich, and Ferrell          Google Classroom          Google Docs          Google Sheets          Journal paper          T-accounts  <a href="https://www.accountingtoday.com/news">https://www.accountingtoday.com/news</a></p>		<p><b>Key Vocabulary:</b>          Accounting cycle          Journalizing          Posting          General Ledger          Fiscal year vs. Calendar year          Accounts Receivable          Accounts Payable          Source document</p>	
<b>Suggested Pacing Guide</b>			
Lesson Name/Topic	Student Learning Objective(s)	Suggested Tasks/Activities:	Day(s) to Complete
Journals, Source Documents, and Recording Entries in a Journal	<ul style="list-style-type: none"> <li>To understand journalizing as part of the accounting cycle</li> <li>To analyze a source document</li> <li>To record general journal entries from T accounts affecting cash</li> </ul>	<ul style="list-style-type: none"> <li>Accounting cycle chart</li> <li>Generate journal entries using a general journal</li> </ul>	<ul style="list-style-type: none"> <li>7 to 8 days</li> </ul>
Journalizing “Buying on Account” and “Paying on Account”	<ul style="list-style-type: none"> <li>To record general journal entries from T accounts affecting Accounts Receivable and Accounts Payable</li> </ul>	<ul style="list-style-type: none"> <li>Generate journal entries using a general journal</li> </ul>	<ul style="list-style-type: none"> <li>5 to 6 days</li> </ul>

Journalizing Transactions that affect Owner's	<ul style="list-style-type: none"> <li>To analyze the effect of transactions on owner's equity accounts</li> </ul>	<ul style="list-style-type: none"> <li>Show capital account/drawing account balances and</li> </ul>	<ul style="list-style-type: none"> <li>2 to 3 days</li> </ul>
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Equity accounts	<ul style="list-style-type: none"> <li>To become familiar with a double-entry accounting system</li> </ul>	how transactions affect these accounts	
Analyzing How Transactions Affect Accounts and Owner's Equity	<ul style="list-style-type: none"> <li>To utilize T-accounts as a tool for analyzing double-entry accounting transactions</li> <li>To apply the rules of debit/credit</li> <li>To analyze transactions into debit and credit parts</li> <li>To utilize spreadsheet/accounting software when recording transactions</li> </ul>	<ul style="list-style-type: none"> <li>T-account transactions <ul style="list-style-type: none"> <li>Debit/credit transactions on Google Sheets</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>2 to 3 days</li> </ul>
Proving A Journal and Correcting Errors	<ul style="list-style-type: none"> <li>To utilize the process of proving a general journal and correcting errors</li> </ul>	<ul style="list-style-type: none"> <li>Correcting journal entries</li> </ul>	5 days

**Teacher Notes:**

**Additional Resources:** *Entrepreneurship: Owning Your Future*, Marriotti

**Differentiation/Modification Strategies**

<b>Students with Disabilities</b>	<b>English Language Learners</b>	<b>Gifted and Talented Students</b>	<b>Students at Risk</b>	<b>506Students</b>
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<ul style="list-style-type: none"> <li>● Allow errors</li> <li>● Rephrase questions, directions, and explanations</li> <li>● Allow extended time to answer questions, and permit drawing, as an explanation</li> <li>● Accept participation at any level, even one word</li> </ul>	<ul style="list-style-type: none"> <li>● Assign a buddy, same language or English speaking</li> <li>● Allow errors in speaking</li> <li>● Rephrase questions, directions, and explanations</li> <li>● Allow extended time to</li> </ul>	<ul style="list-style-type: none"> <li>● Provide extension activities</li> <li>● Build on students' intrinsic motivations</li> <li>● Consult with parents to accommodate students' interests in completing tasks at their</li> </ul>	<ul style="list-style-type: none"> <li>● Provide extended time to complete tasks</li> <li>● Consult with Guidance Counselors and follow I&amp;RS procedures/action plans</li> <li>● Consult with classroom teacher(s) for</li> </ul>	<ul style="list-style-type: none"> <li>● Clarify directions to check for student understanding</li> <li>● Extended time on tests, quizzes, assessments</li> <li>● Redirection, including prompting to stay on task</li> </ul>	
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<ul style="list-style-type: none"> <li>● Consult with Case Managers and follow IEP accommodations/modifications</li> </ul>	<p>answer questions</p> <ul style="list-style-type: none"> <li>● Accept participation at any level, even one word</li> </ul>	<p>level of engagement</p>	<p>specific behavior interventions</p> <ul style="list-style-type: none"> <li>● Provide rewards as necessary</li> </ul>	<ul style="list-style-type: none"> <li>● Preferential seating</li> <li>● Chunk assignments into manageable tasks</li> </ul>	
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<b>Unit # 4</b>		
<b>Content Area:</b> Accounting I		
<b>Unit Title:</b> Posting Journal Entries to General Ledger Accounts		
<b>Grade Level:</b> 9 – 12		
<p><b>Core Ideas:</b> In this unit, students will learn how to prepare a chart of accounts, to post amounts from a general journal to a general ledger, and to generate correcting entries. Students will apply file maintenance when setting up a chart of accounts to ensure accounts are numbered correctly. Students will also calculate ledger balances after posting journal entries to detect any errors.</p>		

<b>Standards (Content and Technology):</b>		
<b>CPI#:</b>	<b>Statement:</b>	
<b>Performance Expectations (NJSLs)</b>		
<b>9.1.12.CDM.1</b>	Identify the purposes, advantages, and disadvantages of debt.	
<b>9.1.12.CP.6</b>	Explain the effect of debt on a person's net worth.	
<b>9.1.12.EG.2</b>	Explain why various forms of income are taxed differently.	
<b>9.1.12.EG.3</b>	Explain how individuals and businesses influence government policies.	
<b>9.1.12.FP.7</b>	Determine how multiple sources of objective, accurate, and current financial information affect the prioritization of financial decisions (print information, prospectus, internet, certified financial planners, etc).	
<b>9.3.12.FN ACT.1</b>	Describe and follow laws and regulations to manage accounting operations and transactions.	
<b>9.3.12.FN ACT.2</b>	Utilize accounting tools, strategies, and systems to plan, monitor, manage and maintain the use of financial resources.	
<b>9.3.12.FN ACT.3</b>	Process, evaluate, and disseminate financial information to assist business decision making.	
<b>9.3.12.FN ACT.4</b>	Utilize career-planning concepts, tools, and strategies to explore, obtain, and/or develop an accounting career.	
<b>9.3.12.FN.1</b>	Utilize mathematical concepts, skills, and problem solving to obtain necessary information for decision making in the finance industry.	
<b>9.3.12.FN.2</b>	Utilize tools, strategies and systems to plan, monitor, manage, and maintain the use of financial resources.	
<b>9.3.12.BM.1</b>	Utilize mathematical concepts, skills, and problem solving to obtain necessary information for decision-making in business.	
<b>9.3.12.BM.2</b>	Describe laws, rules and regulations as they apply to effective business operations.	
<b>9.3.12.BM.3</b>	Explore, develop, and apply strategies for ensuring a successful business career.	
<b>9.3.12.BM ADM.2</b>	Access, evaluate, and disseminate information for business decision making.	
<b>9.3.12.BM ADM.3</b>	Plan, monitor, and manage day-to-day business activities.	
<b>9.3.12.BM BIM.4</b>	Plan, monitor, and manage day-to-day business activities to sustain continued business functions.	
<b>Career Readiness, Life Literacies, and Key Skills</b>		

9.1.12.C FR. 3	Research companies with corporate governance policies supporting the common good and human rights.	
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9.1.12.CF R. 6	Identify and explain the consequences of breaking federal and/or state employment or financial laws.	
9.2.12.C AP. 4	Evaluate different careers and develop various plans and timetables for achieving them, including educational/training requirements, costs, loans, and debt repayment.	
9.2.12.C AP. 8	Determine job entrance criteria (education credentials, math/writing/reading comprehension tests) used by employers in various industry sectors.	
9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills.	
9.4.12.TL.2	Generate data using formula-based calculations in a spreadsheet and draw conclusions about the data.	
9.4.12.TL.3	Analyze the effectiveness of the process and quality of collaborative environments.	
<b>Computer Science and Design Thinking</b>		
8.2.12.ITH.1	Analyze a product to determine the impact that economic, political, social, and/or cultural factors have had on its design, including design constraints.	
8.2.12.NT.1	Explain how different groups can contribute to the overall design of a product.	
8.2.12.ITH.3	Analyze the impact that globalization, social media, and access to open source technologies has had on innovation and on a society's economy, politics, and culture.	
8.2.12.NT.1	Explain how different groups can contribute to the overall design of a product.	
<b>Intercultural Statements (Amistad, Holocaust, LGBT, etc...) CASEL 5 SEL Framework</b>		
9.1.12.CFR.4	Demonstrate an understanding of the interrelationships among attitudes, assumptions, and patterns of behavior regarding money, saving, investing, and work across cultures.	
9.1.12.FP.6	Evaluate the relationship of familial patterns, cultural traditions, and historical influences on financial practice.	
<b>LGBTQ and Disabilities Law: NJSA 18A:35-4. 35</b>	Utilize the Small Business Administration resources at <a href="http://www.sba.gov">www.sba.gov</a> to research LGBTQ-owned businesses and small business opportunities.	
<b>Amistad Law: NJSA</b>	Utilize the Small Business Administration resources at <a href="http://www.sba.gov">www.sba.gov</a> to research black-owned businesses and small business opportunities.	

<b>18A 52 16A:88</b>		
<b>Holocaust Law: NJSA 18A: 35 - 28</b>	Utilize the Small Business Administration resources <i>at www.sba.gov</i> to research Holocaust survivors and their impact on small businesses.	
<b>AAP Asian American s and Pacific Islander Law: S4021</b>	Utilize the Small Business Administration resources at <i>www.sba.gov</i> to research AAP-owned business and small business opportunities.	
<b>SEL Framework: Self Awareness</b>	<ul style="list-style-type: none"> <li>• Experience self-advocacy</li> <li>• Have a growth mindset</li> <li>• Develop interests and a sense of purpose</li> </ul>	
<b>SEL Framework: Self Management</b>	<ul style="list-style-type: none"> <li>• Set personal and collective goals</li> <li>• Use planning and organizational skills</li> <li>• Demonstrate personal and collective agency</li> </ul>	
<b>SEL Framework: Social Awareness</b>	<ul style="list-style-type: none"> <li>• Take others' perspectives</li> <li>• Recognize situational demands and opportunities</li> <li>• Understand the influences of organizations/systems on behavior</li> </ul>	

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<b>SEL Framework: Relationship Skills</b>	<ul style="list-style-type: none"> <li>• Communicate effectively</li> <li>• Practice teamwork and collaborative problem-solving</li> <li>• Develop positive relationships</li> </ul>	
<b>SEL Framework: Responsible Decision Making</b>	<ul style="list-style-type: none"> <li>• Recognize how critical thinking skills are useful both inside &amp; outside of school</li> <li>• Learn to make a reasoned judgment after analyzing information, data, facts</li> <li>• Evaluate personal, interpersonal, community, and institutional impacts</li> </ul>	
<b>Interdisciplinary Connection</b>		
<b>NJSLA.W.4</b>	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	

NJSLSA.W.6	Use technology, including the internet, to produce and publish writing and to interact and collaborate with others.	
NJSLSA.W9	Draw evidence from literary or informational texts to support analysis, reflection, and research.	
NJSLS.SIC.B.3	Make inferences and justify conclusions from sample surveys, experiments, and observational studies.	
NJSLS.SIC.B.6	Evaluate reports based on data.	
<p><b>Unit Essential Question(s):</b></p> <ul style="list-style-type: none"> <li>• Why is accounting the language of business?</li> <li>• Why must information be posted from the journal to the ledger?</li> </ul>	<p><b>Unit Enduring Understandings:</b></p> <ul style="list-style-type: none"> <li>• Knowledge of posting is essential in getting financial information from the journal to the financial statements</li> <li>• Posting begins with the understanding of the journal and the necessity of transferring information from the journal to the ledger</li> <li>• GAAP principles impact the recording of financial transactions and the preparation of financial statements</li> </ul>	
<b>Evidence of Learning</b>		
<p><b>Formative Assessments:</b> Warm-up activities, entrance tickets, class discussion, online discussions via Google Classroom, jigsaw activities, exit cards</p> <p><b>Summative/Benchmark Assessment(s):</b> T-account analysis, journal entries, case studies, vocabulary quizzes, financial statements on Google Sheets</p> <p><b>Alternative Assessments:</b> Accounting portfolios</p>		
<p><b>Resources/Materials:</b> <i>Century 21 Accounting</i>, Gilbertson and Lehman, Thomson South Western Cengage  <i>Business Ethics: Ethical Decision Making and Cases</i>, Ferrell, Fraedrich, and Ferrell          Google Classroom          Google Docs          Google Sheets          Journal paper          T-accounts</p>	<p><b>Key Vocabulary:</b>          Ledger          General Ledger          File maintenance          Posting          Correcting entry          Transposition error</p>	

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<p><a href="https://www.accountingtoday.com/news">https://www.accountingtoday.com/news</a></p>		
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### Suggested Pacing Guide

Lesson Name/Topic	Student Learning Objective(s)	Suggested Tasks/Activities:	Day(s) to Complete
Preparing a Chart of Accounts	<ul style="list-style-type: none"> <li>● To prepare a chart of accounts for a proprietorship</li> </ul>	<ul style="list-style-type: none"> <li>● Chart of Accounts on Google Sheets</li> </ul>	<ul style="list-style-type: none"> <li>● 1 day</li> </ul>
Posting Separate Amounts From a Journal to a General Ledger	<ul style="list-style-type: none"> <li>● To understand posting to the ledger as the fourth step in the accounting cycle</li> <li>● To apply the steps necessary to open general ledger accounts (file maintenance)</li> <li>● To differentiate between journals and ledgers</li> <li>● To post amounts to the general ledger</li> </ul>	<ul style="list-style-type: none"> <li>● Open ledger accounts and post amounts on Google Sheets</li> </ul>	<ul style="list-style-type: none"> <li>● 5 to 7 days</li> </ul>
Posting Column Totals from a Journal to a General Ledger	<ul style="list-style-type: none"> <li>● To utilize the process of posting separate amounts from a journal to a general ledger</li> </ul>	<ul style="list-style-type: none"> <li>● Posting activity</li> </ul>	<ul style="list-style-type: none"> <li>● 5 to 6 days</li> </ul>
Proving a Journal and Correcting Errors	<ul style="list-style-type: none"> <li>● To utilize the process of proving a general journal and correcting errors</li> </ul>	<ul style="list-style-type: none"> <li>● Correcting journal entries</li> </ul>	<ul style="list-style-type: none"> <li>● 5 to 6 days</li> </ul>

**Teacher Notes:**

**Additional Resources:** *Entrepreneurship: Owning Your Future*, Marriotti

### Differentiation/Modification Strategies

Students with Disabilities	English Language Learners	Gifted and Talented Students	Students at Risk	507Students
<ul style="list-style-type: none"> <li>● Allow errors</li> <li>● Rephrase questions, directions, and</li> </ul>	<ul style="list-style-type: none"> <li>● Assign a buddy, same language or English</li> </ul>	<ul style="list-style-type: none"> <li>● Provide extension activities</li> <li>● Build on</li> </ul>	<ul style="list-style-type: none"> <li>● Provide extended time to complete</li> </ul>	<ul style="list-style-type: none"> <li>● Clarify directions to check for student</li> </ul>

explanations	speaking	students'	tasks	understanding	
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<ul style="list-style-type: none"> <li>● Allow extended time to answer questions, and permit drawing, as an explanation</li> <li>● Accept participation at any level, even one word</li> <li>● Consult with Case Managers and follow IEP accommodations/modifications</li> </ul>	<ul style="list-style-type: none"> <li>● Allow errors in speaking</li> <li>● Rephrase questions, directions, and explanations</li> <li>● Allow extended time to answer questions</li> <li>● Accept participation at any level, even one word</li> </ul>	<p>intrinsic motivations</p> <ul style="list-style-type: none"> <li>● Consult with parents to accommodate students' interests in completing tasks at their level of engagement</li> </ul>	<ul style="list-style-type: none"> <li>● Consult with Guidance Counselors and follow I&amp;RS procedures/action plans</li> <li>● Consult with classroom teacher(s) for specific behavior interventions</li> <li>● Provide rewards as necessary</li> </ul>	<ul style="list-style-type: none"> <li>● Extended time on tests, quizzes, assessments</li> <li>● Redirection, including prompting to stay on task</li> <li>● Preferential seating</li> <li>● Chunk assignments into manageable tasks</li> </ul>	
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<b>Unit # 5</b>		
<b>Content Area:</b> Accounting I		
<b>Unit Title:</b> Cash Controls System		
<b>Grade Level:</b> 9 – 12		
<p><b>Core Ideas:</b> In this unit, students will learn how to maintain proper internal controls of a proprietorship by managing cash accounts, preparing bank reconciliations, recording and posting petty cash journal transactions, and preparing necessary correcting entries. Students will understand that proper internal controls guided by GAAP are imperative to prevent fraud and inaccuracies that impact financial reporting.</p>		

<b>Standards (Content and Technology):</b>			
<b>CPI#:</b>	<b>Statement:</b>		
<b>Performance Expectations (NJSL)</b>			
<b>9.1.12.CDM.1</b>	Identify the purposes, advantages, and disadvantages of debt.		
<b>9.1.12.CP.6</b>	Explain the effect of debt on a person's net worth.		
<b>9.1.12.EG.2</b>	Explain why various forms of income are taxed differently.		
<b>9.1.12.EG.3</b>	Explain how individuals and businesses influence government policies.		
<b>9.1.12.FP.7</b>	Determine how multiple sources of objective, accurate, and current financial information affect the prioritization of financial decisions (print information, prospectus, internet, certified financial planners, etc).		
<b>9.3.12.FN ACT.1</b>	Describe and follow laws and regulations to manage accounting operations and transactions.		
<b>9.3.12.FN ACT.2</b>	Utilize accounting tools, strategies, and systems to plan, monitor, manage and maintain the use of financial resources.		
<b>9.3.12.FN ACT.3</b>	Process, evaluate, and disseminate financial information to assist business decision making.		
<b>9.3.12.FN ACT.4</b>	Utilize career-planning concepts, tools, and strategies to explore, obtain, and/or develop an accounting career.		
<b>9.3.12.FN.1</b>	Utilize mathematical concepts, skills, and problem solving to obtain necessary information for decision making in the finance industry.		
<b>9.3.12.FN.2</b>	Utilize tools, strategies and systems to plan, monitor, manage, and maintain the use of financial resources.		
<b>9.3.12.BM.1</b>	Utilize mathematical concepts, skills, and problem solving to obtain necessary information for decision-making in business.		
<b>9.3.12.BM.2</b>	Describe laws, rules and regulations as they apply to effective business operations.		
<b>9.3.12.BM.3</b>	Explore, develop, and apply strategies for ensuring a successful business career.		
<b>9.3.12.BM ADM.2</b>	Access, evaluate, and disseminate information for business decision making.		
<b>9.3.12.BM ADM.3</b>	Plan, monitor, and manage day-to-day business activities.		

<b>9.3.12.BM BIM.4</b>	Plan, monitor, and manage day-to-day business activities to sustain continued business functions.
<b>Career Readiness, Life Literacies, and Key Skills</b>	
<b>9.1.12.CFR.3</b>	Research companies with corporate governance policies supporting the common good and human rights.
<b>9.1.12.CFR.6</b>	Identify and explain the consequences of breaking federal and/or state employment or financial laws.
<b>9.2.12.CAP.4</b>	Evaluate different careers and develop various plans and timetables for achieving them, including educational/training requirements, costs, loans, and debt repayment.
<b>9.2.12.CAP.8</b>	Determine job entrance criteria (education credentials, math/writing/reading comprehension tests) used by employers in various industry sectors.
<b>9.4.12.CI.1</b>	Demonstrate the ability to reflect, analyze, and use creative skills.
<b>9.4.12.TL.2</b>	Generate data using formula-based calculations in a spreadsheet and draw conclusions about the data.
<b>9.4.12.TL.3</b>	Analyze the effectiveness of the process and quality of collaborative environments.
<b>Computer Science and Design Thinking</b>	
<b>8.2.12.IT H. 1</b>	Analyze a product to determine the impact that economic, political, social, and/or cultural factors have had on its design, including design constraints.
<b>8.2.12.NT.1</b>	Explain how different groups can contribute to the overall design of a product.
<b>8.2.12.IT H. 3</b>	Analyze the impact that globalization, social media, and access to open source technologies has had on innovation and on a society's economy, politics, and culture.
<b>8.2.12.NT.1</b>	Explain how different groups can contribute to the overall design of a product.
<b>Intercultural Statements (Amistad, Holocaust, LGBT, etc...) CASEL 5 SEL Framework</b>	
<b>9.1.12.CFR.4</b>	Demonstrate an understanding of the interrelationships among attitudes, assumptions, and patterns of behavior regarding money, saving, investing, and work across cultures.
<b>9.1.12.FP.6</b>	Evaluate the relationship of familial patterns, cultural traditions, and historical influences on financial practice.
<b>LGBTQ and Disabilities Law: NJSA 18A:35-4. 35</b>	When exploring accounting and business leadership, research the LGBTQ initiatives issued by the AICPA (Association of International Certified Professional Accountants).
<b>Amistad Law: NJSA</b>	Explore African American Certified Public Accountants in history, including the first African American female CPA, Dr. Ruth Coles Harris, and the founder of the largest black-owned CPA firm, Mitchell & Titus, LLP.

<b>18A 52 16A:88</b>		
<b>Holocaust Law: NJSA 18A: 35 - 28</b>	When studying family business ownership, successful business founder and entrepreneur Maurice Ostro, son of a Holocaust survivor, will also be examined.	
<b>AAPI Asian American s and Pacific Islander Law: S4021</b>	Analyze and discuss an article in <i>Journal of Accountancy</i> written by Lisa M. Ong, diversity, equity, and inclusion consultant, who discusses supporting AAPI individuals in the workplace.	
<b>SEL Framework: Self Awareness</b>	<ul style="list-style-type: none"> <li>• Experience self-advocacy</li> <li>• Have a growth mindset</li> <li>• Develop interests and a sense of purpose</li> </ul>	
<b>SEL Framework: Self Management</b>	<ul style="list-style-type: none"> <li>• Set personal and collective goals</li> <li>• Use planning and organizational skills</li> <li>• Demonstrate personal and collective agency</li> </ul>	

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<b>SEL Framework: Social Awareness</b>	<ul style="list-style-type: none"> <li>• Recognize situational demands and opportunities</li> <li>• Understand the influences of organizations/systems on behavior</li> <li>• Take others' perspectives</li> </ul>	
<b>SEL Framework: Relationship Skills</b>	<ul style="list-style-type: none"> <li>• Communicate effectively</li> <li>• Practice teamwork and collaborative problem-solving</li> <li>• Show leadership in groups</li> </ul>	
<b>SEL Framework: Responsible Decision Making</b>	<ul style="list-style-type: none"> <li>• Recognize how critical thinking skills are useful both inside and outside of school</li> <li>• Learn to make a reasoned judgment after analyzing information, data, facts</li> <li>• Anticipate and evaluate the consequences of one's actions</li> </ul>	
<b>Interdisciplinary Connection</b>		
<b>NJSLA.W.4</b>	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	

NJSLA.W.6	Use technology, including the internet, to produce and publish writing and to interact and collaborate with others.	
NJSLA.W9	Draw evidence from literary or informational texts to support analysis, reflection, and research.	
NJSL.SIC .B. 3	Make inferences and justify conclusions from sample surveys, experiments, and observational studies.	
NJSL.SIC .B. 6	Evaluate reports based on data.	
<p><b>Unit Essential Question(s):</b></p> <ul style="list-style-type: none"> <li>● Why is accounting the language of business?</li> <li>● What is the importance of cash controls in the business world?</li> </ul>	<p><b>Unit Enduring Understandings:</b></p> <ul style="list-style-type: none"> <li>● Keeping various records of cash helps maintain better internal control</li> <li>● Maintaining a checkbook is essential in helping to maintain your cash account in the general ledger</li> <li>● Knowledge of bank reconciliation is useful in determining the necessity of cash controls</li> <li>● GAAP principles impact the recording of financial transactions and the preparation of financial statements</li> </ul>	
<b>Evidence of Learning</b>		
<p><b>Formative Assessments:</b> Warm-up activities, entrance tickets, class discussion, online discussions via Google Classroom, jigsaw activities, exit cards</p> <p><b>Summative/Benchmark Assessment(s):</b> Bank reconciliation, journal entries, case studies, vocabulary quizzes, financial statements on Google Sheets</p> <p><b>Alternative Assessments:</b> Accounting portfolios</p>		
<p><b>Resources/Materials:</b> <i>Century 21 Accounting</i>, Gilbertson and Lehman, Thomson South Western Cengage</p>	<p><b>Key Vocabulary:</b> internal controls bank reconciliation</p>	

<p><i>Business Ethics: Ethical Decision Making and Cases</i>, Ferrell, Fraedrich, and Ferrell</p> <p>Google Classroom          Google Docs          Google Sheets          Journal paper          T-accounts  <a href="https://www.accountingtoday.com/news">https://www.accountingtoday.com/news</a></p>	<p>petty cash fund          cash short &amp; over          NSF (non sufficient funds)          outstanding check          Electronic Funds Transfer</p>	
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**Suggested Pacing Guide**

<b>Lesson Name/Topic</b>	<b>Student Learning Objective(s)</b>	<b>Suggested Tasks/Activities:</b>	<b>Day(s) to Complete</b>
Maintaining a Checking Account	<ul style="list-style-type: none"> <li>● To apply the steps necessary to prepare a cash proof</li> <li>● To understand how to account for a cash shortage or overage</li> <li>● To prepare and post necessary journal entries to adjust cash accounts</li> </ul>	<ul style="list-style-type: none"> <li>● Cash proof and journal entries on Google Sheets</li> </ul>	<ul style="list-style-type: none"> <li>● 3 to 5 days</li> </ul>
Preparing a Bank Reconciliation	<ul style="list-style-type: none"> <li>● To prepare a business bank reconciliation</li> <li>● To create any necessary journal entries to reconcile cash accounts</li> </ul>	<ul style="list-style-type: none"> <li>● Bank Reconciliation</li> <li>● Journal entries</li> </ul>	<ul style="list-style-type: none"> <li>● 3 to 5 days</li> </ul>
Dishonored Checks and Electronic Banking	<ul style="list-style-type: none"> <li>● To differentiate between Electronic Funds Transfer Systems and normal check processing</li> </ul>	<ul style="list-style-type: none"> <li>● Check register on Google Sheets</li> </ul>	<ul style="list-style-type: none"> <li>● 3 to 4 days</li> </ul>

The Petty Cash Fund	<ul style="list-style-type: none"> <li>• To establish and replenish the petty cash fund</li> <li>• To reconcile the petty cash fund</li> <li>• To prepare a petty cash fund requisition order</li> <li>• To create necessary journal entries to account for petty cash</li> </ul>	<ul style="list-style-type: none"> <li>• Petty cash fund reconciliation, requisition, and journal entries</li> </ul>	<ul style="list-style-type: none"> <li>• 2 to 3 days</li> </ul>	
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	fund shortage or overage			
<b>Teacher Notes:</b>				
<b>Additional Resources:</b> <i>Entrepreneurship: Owning Your Future</i> , Marriotti				
<b>Differentiation/Modification Strategies</b>				
<b>Students with Disabilities</b>	<b>English Language Learners</b>	<b>Gifted and Talented Students</b>	<b>Students at Risk</b>	<b>508Students</b>



<ul style="list-style-type: none"> <li>● Allow errors</li> <li>● Rephrase questions, directions, and explanations</li> <li>● Allow extended time to answer questions, and permit drawing, as an explanation</li> <li>● Accept participation at any level, even one word</li> <li>● Consult with Case Managers and follow IEP accommodations/modifications</li> </ul>	<ul style="list-style-type: none"> <li>● Assign a buddy, same language or English speaking</li> <li>● Allow errors in speaking</li> <li>● Rephrase questions, directions, and explanations</li> <li>● Allow extended time to answer questions</li> <li>● Accept participation at any level, even one word</li> </ul>	<ul style="list-style-type: none"> <li>● Provide extension activities</li> <li>● Build on students' intrinsic motivations</li> <li>● Consult with parents to accommodate students' interests in completing tasks at their level of engagement</li> </ul>	<ul style="list-style-type: none"> <li>● Provide extended time to complete tasks</li> <li>● Consult with Guidance Counselors and follow I&amp;RS procedures/action plans</li> <li>● Consult with classroom teacher(s) for specific behavior interventions</li> <li>● Provide rewards as necessary</li> </ul>	<ul style="list-style-type: none"> <li>● Clarify directions to check for student understanding</li> <li>● Extended time on tests, quizzes, assessments</li> <li>● Redirection, including prompting to stay on task</li> <li>● Preferential seating</li> <li>● Chunk assignments into manageable tasks</li> </ul>
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