# Accounting I
# Course Compendium

**ACCOUNTING 1 Credits: 5 Grades: 10, 11, 12 This course fulfills the graduation requirement for career education/practical arts.**

The study of accounting helps the student develop an overall picture of the financial process involved in running a business. The students learn to organize and summarize financial facts and information to make fiscally responsible decisions. The computer is used in conjunction with manual exercises. This course also provides an excellent starting point for students thinking of pursuing a career as an accountant, accounting clerk, bookkeeper, or entrepreneur.

## UNITS OF STUDY*
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Unit 1- **Starting a Proprietorship**
Unit 2- **Analyzing and Journalizing Transactions**
Unit 3-**Posting to a General Ledger**
Unit 4- **Preparing a worksheet for a  service business**
Unit 5- **Preparing  Financial Statements for a Proprietorship**
Unit 6- **Preparing End of Fiscal Period Reports/**
**Starting a merchandising business**
Unit 7- **Journalizing Sales  and cash receipts  and posting to**
**General Ledger and Subsidiary Ledgers**
Unit 8- **Preparing Payroll Records**
Unit 9- **Preparing Sales and Cash Receipts**
Unit 10-

## INTERDISCIPLINARY CONNECTIONS

### NJSLS Companion Standards Grades 9-12 (Reading & Writing in Science & Technical Subjects)

**NJSLSA.R7.** Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
**NJSLSA.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.
**RH.11-12.7.** Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, qualitatively, as well as in words) in order to address a question or solve a problem.

*See individual units for Pacing Guide, NJSLS Standards, Transfer Skills, Enduring Understandings, Essential Questions, Learning Objectives, Key Vocabulary, Skills,  Resources, & Assessments*

# 21st Century Life and Careers

**CRP1.** Act as a responsible and contributing citizen and employee.
**CRP3.** Attend to personal health and financial well-being.
**CRP4**. Communicate clearly and effectively and with reason.
**CRP9.** Model integrity, ethical leadership and effective management.
**CRP10.** Plan education and career paths aligned to personal goals.
**CRP11**. Use technology to enhance productivity.
**CRP12.** Work productively in teams while using cultural global competence

**9.1 PERSONAL FINANCIAL LITERACY**
**9.1.12.A.1** Differentiate among the types of taxes and employee benefits.
**9.1.12.A.2** Differentiate between taxable and nontaxable income.
**9.1.12.A.3** Analyze the relationship between various careers and personal earning goals.
**9.1.12.A.4** Identify a career goal and develop a plan and timetable for achieving it, including educational/training requirements, costs, and possible debt.
**9.1.12.A.6** Summarize the financial risks and benefits of entrepreneurship as a career choice.
**9.1.12.A.7** Analyze and critique various sources of income and available resources (e.g., financial assets, property, and transfer payments) and how they may substitute for earned income.
**9.1.12.B.1** Prioritize financial decisions by systematically considering alternatives and possible consequences.
**9.1.12.D.11** Assess the role of revenue-generating assets as mechanisms for accruing and managing wealth.
**9.1.12.E.1** Evaluate the appropriateness of different types of monetary transactions (e.g., electronic transfer, check, certified check, money order, gift card, barter) for various situations.
**9.1.12.E.2** Analyze and apply multiple sources of financial information when prioritizing financial decisions.
**9.1.12.E.3** Determine how objective, accurate, and current financial information affects the prioritization of financial decisions.
**9.1.12.E.5** Evaluate business practices and their impact on individuals, families, and societies.
**9.3.12.BM.1** Utilize mathematical concepts, skills and problem solving to obtain necessary information for decision-making in business.
**9.3.12.BM.2** Describe laws, rules and regulations as they apply to effective business operations.
**9.3.12.BM.3** Explore, develop and apply strategies for ensuring a successful business career.
**9.3.12.BM.4** Identify, demonstrate and implement solutions in managing effective business customer relationships.
**9.3.12.BM.5** Implement systems, strategies and techniques used to manage information in a business.
**9.3.12.BM.6** Implement, monitor and evaluate business processes to ensure efficiency and quality results.
**9.3.12.FN.1** Utilize mathematical concepts, skills and problem solving to obtain necessary information for decision making in the finance industry.
**9.3.12.FN.6** Plan, monitor and manage day-to-day activities to ensure effective and efficient finance operations.
**9.3.12.FN.9** Plan, manage and maintain the use of financial resources to protect solvency.
**9.3.12.FN.10** Plan, organize and manage a finance organization/department.
**9.3.12.FN.11** Plan, monitor and manage day-to-day activities required to sustain continued business functioning.
**9.3.12.FN.12** Access, evaluate and disseminate financial information to enhance financial decision-making processes.

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# Technology

**8.2.8.E.1** Identify ways computers are used that have had an impact across the range of human activity and within different careers where they are used.

| GENERAL CONSIDERATIONS FOR DIVERSE LEARNERS | | |
|---|---|---|
| **English Language Learners** | **Students Receiving Special Education Services** | **Advanced Learners** |
| - Extended time<br>- Simplified / verbal instructions<br>- Frequent breaks<br><br>WIDA Can Do Descriptors for Grade 9-12<br>WIDA Essential Actions Handbook<br>FABRIC Paradigm<br>Wall Township ESL Grading Protocol<br><br>*Use WIDA Can Do Descriptors in coordination with Student Language Portraits (SLPs). | - Small group/One to one<br>- Additional time<br>- Review of directions<br>- Student restates information<br>- Space for movement or breaks<br>- Preferential seating<br>- Follow a routine/schedule<br>- Immediate feedback<br><br>Students receiving Special Education programming have specific goals and objectives, as well as accommodations and modifications outlined within their Individualized Education Plans (IEP) due to an identified disability and/or diagnosis. In addition to exposure to the general education curriculum, instruction is differentiated based upon the student's needs. The IEP acts as a supplemental curriculum guide inclusive of instructional strategies that support each learner.<br><br>Considerations for Special Education Students 6-12<br>National Center on Universal Design for Learning - About UDL<br>UDL Checklist<br>UDL Key Terms | - Use of high level academic vocabulary/texts<br>- Problem-based learning<br>- Authentic problem-solving<br>- Homogeneous grouping opportunities<br>Knowledge and Skill Standards in Gifted Education for All Teachers<br>Pre-K-Grade 12 Gifted Programming Standards<br>Gifted Programming Glossary of Terms |
| | | **Students with 504 Plan** |
| | | Teachers are responsible for implementing designated services and strategies identified on a student's 504 Plan. |
| **At Risk Learners / Differentiation Strategies** | | |
| Games and Tournaments<br>Leveled Rubrics<br>Homogeneous Grouping | Project-Based Learning<br>Tiered Activities/Assignments<br>Use of Collaboration of Various Activities | Flexible Grouping<br>Goal-Setting with Students<br>Work Alone/Together |

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