

College Accounting Course Compendium

An introduction to basic concepts and principles of recording and posting financial information, preparation of trial balance, worksheet, and financial statements. Current assets and liabilities are emphasized.

UNITS OF STUDY*

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Unit 1- Accounting Principles and the Financial Statements

Unit 2- Analyzing and Recording Business Transactions and Adjusting the Ledger Accounts

Unit 3-Completing the Accounting cycle and Preparing a Classified Balance Sheet

Unit 4- Accounting for Merchandising Operations/Special purpose journals

Unit 5- Inventories

Unit 6- Cash and internal Control

Unit 7- Underlying Concepts of Notes, Accounts receivables, and long-term assets

Unit 8- Current Liabilities and Fair Value Accounting

Unit 9- Accounting for Partnerships

Unit 10- Accounting for Corporations

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.
- CRP7.** Employ valid and reliable research strategies.
- 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
<ul style="list-style-type: none"> - Extended time - Simplified / verbal instructions - Frequent breaks <p>WIDA Can Do Descriptors for Grade 9-12 WIDA Essential Actions Handbook FABRIC Paradigm Wall Township ESL Grading Protocol</p> <p>*Use WIDA Can Do Descriptors in coordination with Student Language Portraits (SLPs).</p>	<ul style="list-style-type: none"> - Small group/One to one - Additional time - Review of directions - Student restates information - Space for movement or breaks - Preferential seating - Follow a routine/schedule - Immediate feedback <p>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.</p> <p>Considerations for Special Education Students 6-12 National Center on Universal Design for Learning - About UDL UDL Checklist UDL Key Terms</p>	<ul style="list-style-type: none"> - Use of high level academic vocabulary/texts - Problem-based learning - Authentic problem-solving - Homogeneous grouping opportunities <p>Knowledge and Skill Standards in Gifted Education for All Teachers Pre-K-Grade 12 Gifted Programming Standards Gifted Programming Glossary of Terms</p>
At Risk Learners / Differentiation Strategies		
<p>Games and Tournaments Homogeneous Grouping</p>	<p>Project-Based Learning Tiered Activities/Assignments Use of Collaboration of Various Activities</p>	<p>Flexible Grouping Goal-Setting with Students Work Alone/Together</p>

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