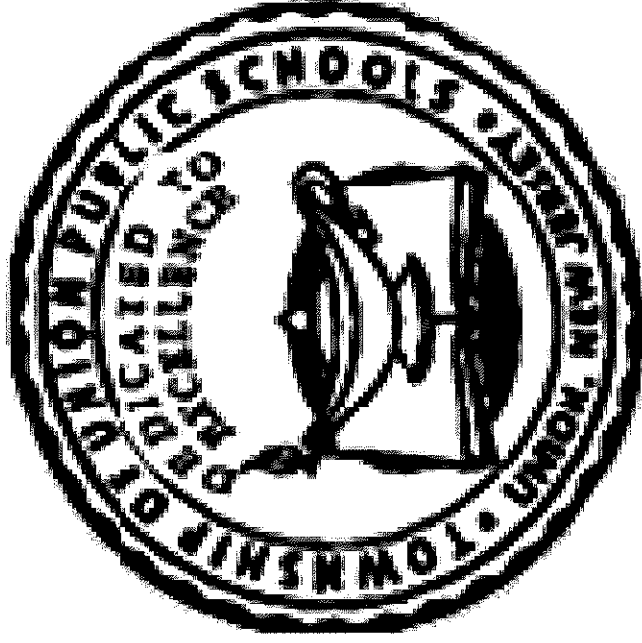


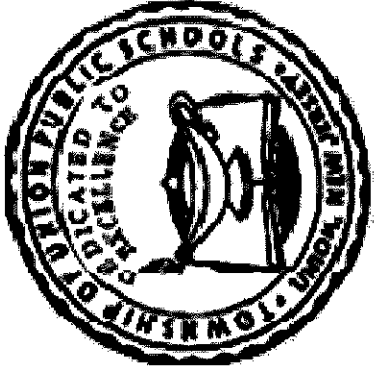
TOWNSHIP OF UNION PUBLIC SCHOOLS



BE160 Accounting 1

Curriculum Guide 2015

Curriculum Guide Approved June 2015



Board Members

David Arminio, President

Vito Nufrio, Vice President

Guy Francis

Richard Galante

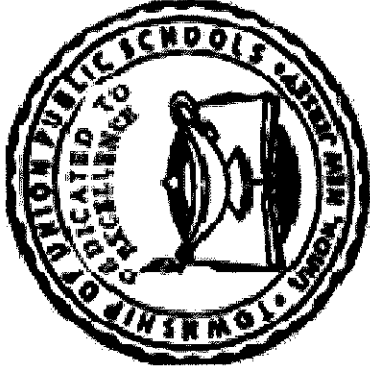
Lois Jackson

Thomas Layden

Ronald McDowell

Angel Salcedo

Nancy Zuena



TOWNSHIP OF UNION PUBLIC SCHOOLS
Administration

District Superintendent Mr. Martin Tatum

Assistant Superintendent Dr. Noreen Lishak

Director of Curriculum K-12 Dr. Noreen Lishak

Director of Student Information/TechnologyMs. Ann M.
Hart

Director of Athletics, Health, Physical Education and Nurses.....Ms. Linda
Ionta

DEPARTMENT SUPERVISORS

Language Arts/Social Studies 3-5 Ghiretti	Mr. Robert
Mathematics/Science 3-5	Ms. Terri Mathews
Elementary Pre K-2 (All Subjects) Corbett	Ms. Maureen
Guidance K-12/SAC	Ms. Nicole Ahern
Language Arts/Library Services 6-12 Malyska	Ms. Mary
Math 6-12	Mr. Jason Mauriello
Science 6-12	Ms. Maureen Guilfoyle
Social Studies/Business 6-12	Ms. Libby Galante
World Language/ESL/Career Education/G&T/Technology	Ms. Yvonne Lorenzo
Art/Music	Mr. Ronald Rago

Curriculum Committee

Dominic Cuniglio

Marjorie Hargrave

Table of Contents

Title Page
Board Members
Administration
Department Supervisors
Curriculum Committee
Table of Content
District Mission/Philosophy Statement
District Goals
Course Description
Recommended Texts
Course Proficiencies
Curriculum Units
Appendix: New Jersey Core Curriculum Content Standards

Mission Statement

The Township of Union Board of Education believes that every child is entitled to an education designed to meet his or her individual needs in an environment that is conducive to learning. State standards, federal and state mandates, and local goals and objectives, along with community input, must be reviewed and evaluated on a regular basis to ensure that an atmosphere of learning is both encouraged and implemented. Furthermore, any disruption to or interference with a healthy and safe educational environment must be addressed, corrected, or when necessary, removed in order for the district to maintain the appropriate educational setting.

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.

Statement of District Goals

- **Develop reading, writing, speaking, listening, and mathematical skills.**
- **Develop a pride in work and a feeling of self-worth, self-reliance, and self discipline.**
- **Acquire and use the skills and habits involved in critical and constructive thinking.**
- **Develop a code of behavior based on moral and ethical principals.**
- **Work with others cooperatively.**
- **Acquire a knowledge and appreciation of the historical record of human achievement and failures and current societal issues.**
- **Acquire a knowledge and understanding of the physical and biological sciences.**
- **Participate effectively and efficiently in economic life and the development of skills to enter a specific field of work.**
- **Appreciate and understand literature, art, music, and other cultural activities.**
- **Develop an understanding of the historical and cultural heritage.**
- **Develop a concern for the proper use and/or preservation of natural resources.**
- **Develop basic skills in sports and other forms of recreation.**

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.

Recommended Textbooks

- **Century 21 Accounting: General Journal, 2012 Update, 9th Edition**

- Claudia Bienias Gilbertson - North Hennepin Community College

- Mark W. Lehman - Mississippi State University

- ISBN-10: 1111988625 ISBN-13: 9781111988623

- 832 Pages Hardcover

- ©2012 Published

AND

- Century 21 Accounting on-line working papers:

- Gilbertson/Lehman 9th Edition [Professional and Educational, 2009] 9780538448123 / 0538448121

Course Proficiencies

Students will be able to...

- Demonstrate appropriate, meaningful study skills such as listening, note taking, study environment, test preparation, prioritization of tasks, and efficient use of time
- Demonstrate knowledge regarding cyber safety utilizing internet safety guidelines
- Balance the accounting equation $\text{Assets} = \text{Liabilities} + \text{Owners Equity}$
- Analyze 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, and owner investments in the company as well as owners drawing money for personal use.
- Recording transactions into a General Journal, Purchases Journal, Sales Journal, Cash Receipts Journal, and Cash Payments Journal
- Post Transactions to a General Ledger and Subsidiary Ledgers including Accounts Payable and Accounts Receivable
- Prepare a worksheet to calculate a net income or a net loss
- Complete financial statement for a service business organized as a sole proprietorship and a merchandising business organized as a corporation
- Prepare checks, balance, and reconcile a checkbook and bank statement
- Prepare Payroll registers
- Calculate payroll taxes

Curriculum Units

Unit 1: Accounting for a Service Business Organized as a Sole Proprietorship

- Chapters 1-8
- Reinforcement Activities

Unit 2: Accounting for a Merchandising Business Organized as a Corporation

- Chapter 9-13
- Reinforcement Activities

Pacing Guide – Course

<u>Content</u>	Number of Days
Unit 1: <u>Accounting for a Service Business Organized as a Sole Proprietorship</u>	118
• Chapter 1	5
• Chapter 2	5
• Chapter 3	12
• Chapter 4	12
• Chapter 5	16
• Chapter 6	16
• Chapter 7	16
• Chapter 8	16
• Reinforcement Activities/Review Mid/Term	10
Unit 2: <u>Accounting for a Merchandising Business Organized as a Corporation</u>	52
• Chapter 9	8
• Chapter 10	8
• Chapter 11	10
• Chapter 12	10
• Chapter 13	10
• Final Exam review	6

Unit 1:

#	STUDENT LEARNING OBJECTIVES	In Class Sources	CORRESPONDING CCSS/NJCCCS
1.	Identify accounting concepts and practices related to starting a service business organized as a sole proprietorship and changes that affect the accounting equation	<i>Text and online working papers chapter 1</i>	9.1, 9.2, 9.3
2.	Classify accounts as assets, liabilities, and owner's equity and demonstrate their relationship in the accounting equation	<i>Text and online working papers chapter 1</i>	9.1, 9.2, 9.3
3.	Analyze how transactions affect the accounting equation	<i>Text and online working papers chapter 1</i>	9.1, 9.2, 9.3
4.	Define accounting terms related to analyzing transactions into debit and credit parts	<i>Text and online working papers chapter 2</i>	9.1, 9.2, 9.3
5.	Journalize transactions into a general journal	<i>Text and online working papers chapter 3</i>	9.1, 9.2, 9.3
6.	Post amounts from a journal into a general ledger	<i>Text and online working papers chapter 4</i>	9.1, 9.2, 9.3

7.	Define accounting terms related to cash controls including petty cash and checking account	<i>Text and online working papers chapter 5</i>	9.1, 9.2, 9.3
8.	Complete checks, check stubs and reconcile a bank statement	<i>Text and online working papers chapter 5</i>	9.1, 9.2, 9.3
9.	Complete a worksheet for a service business organized as a sole proprietorship	<i>Text and online working papers chapter 6</i>	9.1, 9.2, 9.3
10.	Prepare financial statements including a balance sheet and income statement	<i>Text and online working papers chapter 7</i>	9.1, 9.2, 9.3
11.	Record adjusting and closing entries in a general journal	<i>Text and online working papers chapter 8</i>	9.1, 9.2, 9.3
12.	Prepare a post-closing trial balance	<i>Text and online working papers chapter 8</i>	9.1, 9.2, 9.3

Unit 2

#	STUDENT LEARNING OBJECTIVES	In Class Sources	CORRESPONDING CCSS/NJCCS
1.	Define accounting terms related to purchases, cash payments, cash receipts, and sales journals	<i>Text and online working papers chapter 9/10</i>	9.1, 9.2, 9.3
2.	Identify accounting concepts and practices related to purchases, cash payments, cash receipts, and sales for a merchandising business	<i>Text and online working papers chapter 9/10</i>	9.1, 9.2, 9.3
3.	Journalize purchase of merchandise, cash payments, cash discounts, cash receipts, and sales of merchandise using special journals	<i>Text and online working papers chapter 9/10</i>	9.1, 9.2, 9.3
4.	Journalize purchases returns and allowances and sales returns and allowances	<i>Text and online working papers chapter 9/10</i>	9.1, 9.2, 9.3
5.	Post separate items from purchases, cash payments, sales, and cash receipts journals	<i>Text and online working papers chapter 11</i>	9.1, 9.2, 9.3
6.	Post separate information to the accounts payable and accounts receivable subsidiary ledgers.	<i>Text and online working papers chapter 11</i>	9.1, 9.2, 9.3

7.	Post column totals from special journals	Text and online working papers chapter 11	9.1, 9.2, 9.3
8.	Complete a payroll register by calculating employee earnings and taxes.	Text and online working papers chapter 12	9.1, 9.2, 9.3
9.	Journalize transactions related to the payroll	Text and online working papers chapter 13	9.1, 9.2, 9.3

New Jersey Core Curriculum Content Standards Language Arts

Standard 6.RL.1-10 (Reading Literature)

Standard 6.RIT.1-10 (Reading Informational Text)

Standard 6.W.1-10 (Writing)

Standard 6.SL.1-6 (Speaking & Listening)

Standard 6.L.1-6 (Language)

New Jersey Scoring Rubric

New Jersey Registered Holistic Scoring Rubric

	Inadequate Command	Limited Command	Partial Command	Adequate Command	Strong Command	Superior Command
Score:	1	2	3	4	5	6
	May lack opening and/or closing	May lack opening and/or closing	May lack opening and/or closing	Generally has opening and/or closing	Opening and closing	Opening and closing
	Minimal response to topic; uncertain focus	Attempts to focus May drift or shift focus	Usually has single focus	Single focus	Single focus Sense of unity and coherence Key ideas developed	Single, distinct focus Unified and coherent Well-developed
<u>Content and Organization</u>	No planning evident; disorganized	Attempts organization Few, if any, transitions between ideas	Some lapses or flaws in organization May lack some transitions between ideas	Ideas loosely connected Transitions evident	Logical progression of ideas Moderately fluent Attempts compositional risks	Logical progression of ideas Fluent, cohesive Compositional risks successful
<u>Usage</u>	Details random, inappropriate, or barely apparent	Details lack elaboration, i. e., highlight paper	Repetitious details Several unelaborated details	Uneven development of details	Details appropriate and varied	Details effective, vivid, explicit, and/ or pertinent
	No apparent control Severe/ numerous errors	Numerous errors	Errors/ patterns of errors may be evident	Some errors that do not interfere with meaning	Few errors	Very few, if any, errors

Sentence Construction	Assortment of incomplete and/ or incorrect sentences	Excessive monotony/ same structure	Little variety in syntax Some errors	Some variety Generally correct	Variety in syntax appropriate and effective Few errors	Precision and/or sophistication Very few, if any, errors
	NR	No Response	Student wrote too little to allow a reliable judgement of his/her writing.			
	OT	Off Topic/Off Task	Student did not write on the assigned topic/ task, or the student attempted to copy the prompt.			
	NE	Not English	Student wrote in a language other than English.			
WF	Wrong Format	Student refused to write on the topic, or the writing task folder was blank.				
Content/ Organization		Usage		Sentence Construction		Mechanics
<ul style="list-style-type: none"> Communicates intended message to intended audience Relates to topic Opening and closing Focused Logical progression of ideas Transitions Appropriate details and information 		<ul style="list-style-type: none"> Tense formation Subject-verb agreement Pronouns usage/ agreement Word choice/ meaning Proper Modifiers 		<ul style="list-style-type: none"> Variety of type, structure, and length Correct construction 		<ul style="list-style-type: none"> Spelling Capitalization Punctuation

Non-Scorable Responses

Language Arts Literacy Open-Ended Scoring Rubric

Points Criteria

- 4** A 4-point response clearly demonstrates understanding of the task, completes all requirements, and provides an insightful explanation/opinion that links to or extends aspects of the text.
- 3** A 3-point response demonstrates an understanding of the task, completes all requirements, and provides some explanation/opinion using situations or ideas from the text as support.
- 2** A 2-point response may address all of the requirements, but demonstrates a partial understanding of the task, and uses text incorrectly or with limited success resulting in an inconsistent or flawed explanation.
- 1** A 1-point response demonstrates minimal understanding of the task, does not complete the requirements, and provides only a vague reference to or no use of the text.
- 0** A 0-point response is irrelevant or off-topic.