

**MOORESTOWN TOWNSHIP PUBLIC SCHOOLS  
MOORESTOWN, NEW JERSEY**

*Moorestown High School  
Arts & Technology: Business*

*Honors Accounting II  
Grades – 10-12*

**Date: July 2022**

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## [Course Description and Fundamental Concepts](#)

Honors Accounting II provides for the study of records kept by corporations. The course is designed for students who wish to increase their knowledge in this field. Areas studied include: recording purchases and cash payments; recording sales and cash receipts; accounting for uncollectible accounts receivable; plant assets and depreciation, inventory, notes and interest; accrued revenue and expenses; distributing dividends; preparing a worksheet; financial statements and end of fiscal period entries for a corporation; computer applications, Excel and the Internet are integrated throughout the course.

- Departmentalized Accounting
- Inventory Planning and Valuation
- Accounting for Uncollectible Accounts
- Accounting for Plant Assets
- Accounting for Notes Payable and Notes Receivable
- Organizing a Corporation
- Acquiring Additional Capital for a Corporation
- Financial Analysis and Reporting for a Corporation

## [New Jersey Student Learning Standards \(NJSLS\)](#)

### Career Readiness, Life Literacies & Key Skills

#### 9.1 PERSONAL FINANCIAL LITERACY

<b>CONTENT AREA:</b>	<b>21<sup>st</sup> CENTURY LIFE AND CAREERS</b>
<b>STRAND A:</b>	<b>INCOME AND CAREERS</b>
<b>NUMBER</b>	<b>STANDARD STATEMENT</b>
<i>By the end of Grade 12, students will be able to:</i>	
9.1.12.EG.1	Differentiate among the types of taxes and employee benefits.
9.1.12.EG.2	Differentiate between taxable and nontaxable income.
9.1.12.EG.4	Demonstrate how exemptions and deductions can reduce taxable income.

<b>CONTENT AREA:</b>	<b>STANDARD 9.3 CAREER AND TECHNICAL EDUCATION</b>
<b>FINANCE CAREER CLUSTER<sup>®</sup></b>	
<b>PATHWAY:</b>	<b>ACCOUNTING (FN-ACT)</b>
<b>Number</b>	<b>Standard Statement</b>
9.3.12.FN-ACT.1	Describe and follow laws and regulations to manage accounting operations and transactions.
9.3.12.FN-ACT.2	Utilize accounting tools, strategies and systems to plan, monitor, manage and maintain the use of financial resources.
9.3.12.FN-ACT.3	Process, evaluate and disseminate financial information to assist business decision making.
9.3.12.FN-ACT.4	Utilize career-planning concepts, tools and strategies to explore, obtain and/or develop an accounting career.

### [English Companion Standards](#)

List grade-level appropriate companion standards for *History, Social Studies, Science and Technical Subjects (CTE/Arts) 6-12*. English Companion Standards are required in these subject/content areas.

Unit Addressed	Standard #	Standard Description
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	<b>NJSLSA.R1</b>	Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
	<b>NJSLSA.R2</b>	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
	<b>NJSLSA.R3</b>	Analyze how and why individuals, events, and ideas develop and interact over the course of a text
	<b>NJSLSA.R4</b>	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
	<b>NJSLSA.R5</b>	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
	<b>NJSLSA.R6</b>	Assess how point of view or purpose shapes the content and style of a text.
<b>1,2,3,4</b>	<b>NJSLSA.R7</b>	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
	<b>NJSLSA.R8</b>	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.
	<b>NJSLSA.R10</b>	Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
	<b>NJSLSA.W1</b>	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
	<b>NJSLSA.W2</b>	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
	<b>NJSLSA.W3</b>	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
	<b>NJSLSA.W4</b>	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
	<b>NJSLSA.W5</b>	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

1,2,3,4	NJSLSA.W6	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
	NJSLSA.W7	Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation.
	NJSLSA.W8	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
	NJSLSA.W9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
	NJSLSA.W10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

### Life Literacies and Key Skills ([Standard 9.4](#))

List appropriate units below for which standards will be addressed

By Grade 12		
Unit Addressed	Core Idea	Standard / Description
1,2,3,4	<b>Creativity and Innovation:</b> With a growth mindset, failure is an important part of success.	<b>9.4.12.CI.1:</b> Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).
	<b>Creativity and Innovation:</b> Innovative ideas or innovation can lead to career opportunities.	<b>9.4.12.CI.2:</b> Identify career pathways that highlight personal talents, skills, and abilities (e.g., 1.4.12prof.CR2b, 2.2.12.LF.8). <b>9.4.12.CI.3:</b> Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1).
	<b>Critical Thinking and Problem-solving:</b> Collaboration with individuals with diverse experiences can aid in the problem-solving process, particularly for global issues where diverse solutions are needed.	<b>9.4.12.CT.1:</b> Identify problem-solving strategies used in the development of an innovative product or practice (e.g., 1.1.12acc.C1b, 2.2.12.PF.3). <b>9.4.12.CT.2:</b> Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a). <b>9.4.12.CT.3:</b> Enlist input from a variety of stakeholders (e.g., community members, experts in the field) to design a service learning activity that addresses a local or global issue (e.g., environmental justice).

		<i>9.4.12.CT.4: Participate in online strategy and planning sessions for course-based, school-based, or other projects and determine the strategies that contribute to effective outcomes.</i>
	<b>Digital Citizenship:</b> Laws govern the use of intellectual property and there are legal consequences to utilizing or sharing another’s original works without permission or appropriate credit.	<i>9.4.12.DC.1: Explain the beneficial and harmful effects that intellectual property laws can have on the creation and sharing of content (e.g., 6.1.12.CivicsPR.16.a).</i> <i>9.4.12.DC.2: Compare and contrast international differences in copyright laws and ethics</i>
	<b>Digital Citizenship:</b> Laws govern many aspects of computing, such as privacy, data, property, information, and identity. These laws can have beneficial and harmful effects, such as expediting or delaying advancements in computing and protecting or infringing upon people’s rights.	<i>9.4.12.DC.3: Evaluate the social and economic implications of privacy in the context of safety, law, or ethics (e.g., 6.3.12.HistoryCA.1).</i> <i>9.4.12.DC.4: Explain the privacy concerns related to the collection of data (e.g., cookies) and generation of data through automated processes that may not be evident to users (e.g., 8.1.12.NI.3).</i> <i>9.4.12.DC.5: Debate laws and regulations that impact the development and use of software.</i>
	<b>Digital Citizenship:</b> Cultivating online reputations for employers and academia requires separating private and professional digital identities.	<i>9.4.12.DC.6: Select information to post online that positively impacts personal image and future college and career opportunities.</i>
	<b>Digital Citizenship:</b> Digital communities influence many aspects of society, especially the workforce. The increased connectivity between people in different cultures and different career fields have changed the nature, content, and responsibilities of many careers.	<i>9.4.12.DC.7: Evaluate the influence of digital communities on the nature, content and responsibilities of careers, and other aspects of society (e.g., 6.1.12.CivicsPD.16.a).</i>



	<p><b>Digital Citizenship:</b> Network connectivity and computing capability extended to objects, sensors and everyday items not normally considered computers allows these devices to generate, exchange, and consume data with minimal human intervention. Technologies such as Artificial Intelligence (AI) and blockchain can help minimize the effect of climate change.</p>	<p><i>9.4.12.DC.8: Explain how increased network connectivity and computing capabilities of everyday objects allow for innovative technological approaches to climate protection.</i></p>
	<p><b>Global and Cultural Awareness:</b> Solutions to the problems faced by a global society require the contribution of individuals with different points of view and experiences.</p>	<p><i>9.4.12.GCA.1: Collaborate with individuals to analyze a variety of potential solutions to climate change effects and determine why some solutions (e.g., political, economic, cultural) may work better than others (e.g., SL.11-12.1., HS-ETS1-1, HS-ETS1-2, HS-ETS1-4, 6.3.12.GeoGI.1, 7.1.IH.IPERS.6, 7.1.IL.IPERS.7, 8.2.12.ETW.3).</i></p>
1,2,3,4	<p><b>Information and Media Literacy:</b> Advanced search techniques can be used with digital and media resources to locate information and to check the credibility and the expertise of sources to answer questions, solve problems, and inform the decision-making.</p>	<p><i>9.4.12.IML.1: Compare search browsers and recognize features that allow for filtering of information.</i></p> <p><i>9.4.12.IML.2: Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources (e.g., NJSLSA.W8, Social Studies Practice: Gathering and Evaluating Sources).</i></p>
	<p><b>Information and Media Literacy:</b> Digital tools such as artificial intelligence, image enhancement and analysis, and sophisticated computer modeling and simulation create new types of information that may have profound effects on society. These new types of information must be evaluated carefully</p>	<p><i>9.4.12.IML.3: Analyze data using tools and models to make valid and reliable claims, or to determine optimal design solutions (e.g., S-ID.B.6a., 8.1.12.DA.5, 7.1.IH.IPRET.8)</i></p> <p><i>9.4.12.IML.4: Assess and critique the appropriateness and impact of existing data visualizations for an intended audience (e.g., S-ID.B.6b, HS-LS2-4).</i></p>

	<p><b>Information and Media Literacy:</b> In order for members of our society to participate productively, information needs to be shared accurately and ethically.</p>	<p><i>9.4.12.IML.5: Evaluate, synthesize, and apply information on climate change from various sources appropriately (e.g., 2.1.12.CHSS.6, S.IC.B.4, S.IC.B.6, 8.1.12.DA.1, 6.1.12.GeoHE.14.a, 7.1.AL.PRSNT.2).</i></p> <p><i>9.4.12.IML.6: Use various types of media to produce and store information on climate change for different purposes and audiences with sensitivity to cultural, gender, and age diversity (e.g., NJSLA.SL5).</i></p>
	<p><b>Information and Media Literacy:</b> Accurate information may help in making valuable and ethical choices.</p>	<p><i>9.4.12.IML.7: Develop an argument to support a claim regarding a current workplace or societal/ethical issue such as climate change (e.g., NJSLA.W1, 7.1.AL.PRSNT.4).</i></p>
	<p><b>Information and Media Literacy:</b> Media have embedded values and points of view.</p>	<p><i>9.4.12.IML.8: Evaluate media sources for point of view, bias, and motivations (e.g., NJSLA.R6, 7.1.AL.IPRET.6).</i></p> <p><i>9.4.12.IML.9: Analyze the decisions creators make to reveal explicit and implicit messages within information and media (e.g., 1.5.12acc.C2a, 7.1.IL.IPRET.4).</i></p>
	<p><b>Technology Literacy:</b> Digital tools differ in features, capacities, and styles. Knowledge of different digital tools is helpful in selecting the best tool for a given task.</p>	<p><i>9.4.12.TL.1: Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specific task (e.g., W.11-12.6).</i></p> <p><i>9.4.12.TL.2: Generate data using formula-based calculations in a spreadsheet and draw conclusions about the data.</i></p>
	<p><b>Technology Literacy:</b> Collaborative digital tools can be used to access, record and share different viewpoints and to collect and tabulate the views of groups of people.</p>	<p><i>9.4.12.TL.3: Analyze the effectiveness of the process and quality of collaborative environments.</i></p> <p><i>9.4.12.TL.4: Collaborate in online learning communities or social networks or virtual worlds to analyze and propose a resolution to a real-world problem (e.g., 7.1.AL.IPERS.6).</i></p>

**Career Awareness, Exploration, Preparation, and Training ([Standard 9.2](#))**

List appropriate units below for which standards will be addressed

By Grade 12		
Unit Addressed	Core Idea	Standard / Description

1,2,3,4	There are strategies to improve one’s professional value and marketability.	<p><b>9.2.12.CAP.1:</b> Analyze unemployment rates for workers with different levels of education and how the economic, social, and political conditions of a time period are affected by a recession.</p> <p><b>9.2.12.CAP.2:</b> Develop college and career readiness skills by participating in opportunities such as structured learning experiences, apprenticeships, and dual enrollment programs.</p> <p><b>9.2.12.CAP.3:</b> Investigate how continuing education contributes to one's career and personal growth.</p>
1,2,3,4	Career planning requires purposeful planning based on research, self-knowledge, and informed choices.	<p><b>9.2.12.CAP.4:</b> Evaluate different careers and develop various plans (e.g., costs of public, private, training schools) and timetables for achieving them, including educational/training requirements, costs, loans, and debt repayment.</p> <p><b>9.2.12.CAP.5:</b> Assess and modify a personal plan to support current interests and postsecondary plans.</p> <p><b>9.2.12.CAP.6:</b> Identify transferable skills in career choices and design alternative career plans based on those skills.</p> <p><b>9.2.12.CAP.7:</b> Use online resources to examine licensing, certification, and credentialing requirements at the local, state, and national levels to maintain compliance with industry requirements in areas of career interest.</p> <p><b>9.2.12.CAP.8:</b> Determine job entrance criteria (e.g., education credentials, math/writing/reading comprehension tests, drug tests) used by employers in various industry sectors.</p> <p><b>9.2.12.CAP.9:</b> Locate information on working papers, what is required to obtain them, and who must sign them.</p> <p><b>9.2.12.CAP.10:</b> Identify strategies for reducing overall costs of postsecondary education (e.g., tuition assistance, loans, grants, scholarships, and student loans).</p> <p><b>9.2.12.CAP.11:</b> Demonstrate an understanding of Free Application for Federal Student Aid (FAFSA) requirements to apply for postsecondary education.</p>
1	An individual’s income and benefit needs and financial plan can change over time.	<p><b>9.2.12.CAP.12:</b> Explain how compulsory government programs (e.g., Social Security, Medicare) provide insurance against some loss of income and benefits to eligible recipients.</p>

		<i>9.2.12.CAP.13: Analyze how the economic, social, and political conditions of a time period can affect the labor market.</i>
	Securing an income involves an understanding of the costs and time in preparing for a career field, interview and negotiation skills, job searches, resume development, prior experience, and vesting and retirement plans.	<i>9.2.12.CAP.14: 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.</i>
1	Understanding income involves an analysis of payroll taxes, deductions and earned benefits.	<p><i>9.2.12.CAP.15: Demonstrate how exemptions, deductions, and deferred income (e.g., retirement or medical) can reduce taxable income.</i></p> <p><i>9.2.12.CAP.16: Explain why taxes are withheld from income and the relationship of federal, state, and local taxes (e.g., property, income, excise, and sales) and how the money collected is used by local, county, state, and federal governments.</i></p> <p><i>9.2.12.CAP.17: Analyze the impact of the collective bargaining process on benefits, income, and fair labor practice.</i></p> <p><i>9.2.12.CAP.18: Differentiate between taxable and nontaxable income from various forms of employment (e.g., cash business, tips, tax filing and withholding).</i></p> <p><i>9.2.12.CAP.19: Explain the purpose of payroll deductions and why fees for various benefits (e.g., medical benefits) are taken out of pay, including the cost of employee benefits to employers and self-employment income.</i></p> <p><i>9.2.12.CAP.20: Analyze a Federal and State Income Tax Return.</i></p>
	There are ways to assess a business's feasibility and risk and to align it with an individual's financial goals.	<p><i>9.2.12.CAP.21: Explain low-cost and low-risk ways to start a business.</i></p> <p><i>9.2.12.CAP.22: Compare risk and reward potential and use the comparison to decide whether starting a business is feasible.</i></p> <p><i>9.2.12.CAP.23: Identify different ways to obtain capital for starting a business</i></p>

## Interdisciplinary Connections

List any other content standards addressed as well as appropriate units

<b>Mathematics:</b> <i>Numbers and Quantity.</i>		<b>Reason quantitatively and use units to solve problems</b>
<b>1,2,3,4</b>	<b>N-Q.1</b>	<i>Use units as a way to understand problems and to guide the solution of multi-step problems; choose and interpret units consistently in formulas; choose and interpret the scale and the origin in graphs and data displays.</i>
<b>1,2,3,4</b>	<b>N-Q.2</b>	<i>Define appropriate quantities for the purpose of descriptive modeling.</i>
<b>1,2,3,4</b>	<b>N-Q.3</b>	<i>Choose a level of accuracy appropriate to limitations on measurement when reporting quantities.</i>

**Pacing Guide** (All Dates are approximate based on the school calendar)

<b>Unit/ Topic</b>	<b>Month</b> (w/Approx number of Teaching Days)
<b>Unit 1: Departmentalized Accounting</b> <ul style="list-style-type: none"> <li>● Departmental Purchases and Cash Payments</li> <li>● Departmental Sales and Cash Receipts</li> </ul>	<b>September</b> (~19 days)
<b>Unit 1: Departmentalized Accounting</b> <ul style="list-style-type: none"> <li>● Calculating and Reporting Departmental Payroll Data</li> </ul>	<b>October</b> (~19 days)
<b>Unit 1: Departmentalized Accounting</b> <ul style="list-style-type: none"> <li>● Financial Reporting for a Departmentalized Business</li> </ul>	<b>November</b> (~16 days)
<b>Unit 2: Accounting Adjustments and Valuation</b> <ul style="list-style-type: none"> <li>● Cash and Inventory Control</li> </ul>	<b>December</b> (~15 days)
<b>Unit 2: Accounting Adjustments and Valuation</b> <ul style="list-style-type: none"> <li>● Uncollectible Accounts</li> </ul>	<b>January</b> (~18 days)
<b>Unit 3: General Accounting Adjustments</b> <ul style="list-style-type: none"> <li>● Accounting for Plant Assets</li> </ul>	<b>February</b> (~18 days)
<b>Unit 3: General Accounting Adjustments</b> <ul style="list-style-type: none"> <li>● Accounting for Notes Payable, Notes Receivable</li> <li>● Prepaid and Accrued Expenses</li> <li>● Unearned and Accrued Revenue</li> </ul>	<b>March</b> (~15-20 days)
<b>Unit 4: Corporation Accounting</b> <ul style="list-style-type: none"> <li>● Organizing a Corporation</li> <li>● Paying Dividends</li> </ul>	<b>April</b> (~15-20 days)
<b>Unit 4: Corporation Accounting</b> <ul style="list-style-type: none"> <li>● Acquiring Additional Capital for a Corporation</li> <li>● Financial Analysis and Reporting for a Corporation</li> </ul>	<b>May</b> (~18 days)
<b>Final Project</b>	<b>June</b> (~15 days)

## Units Scope and Sequence

### Unit Name: Departmentalized Accounting

#### Step 1 – Desired Results: What do I want my students to learn?

##### Standards

[NJSLs](#) - *Content Specific Standards: 9.3.12.FN-ACT.1, 9.3.12.FN-ACT.2, 9.3.12.FN-ACT.3, 9.3.12.FN-ACT.4, 9.1.12.EG.1, 9.1.12.EG.2, 9.1.12.EG.4*

[NJSLs](#) - *Life Literacies and Key Skills*

[NJSLs](#) - *Career Awareness, Exploration, Preparation, and Training*

[NJSLs](#) - *Mathematics: N-Q.1, N-Q.2, N-Q.3*

[English Companion Standards: NJSLSA.R7, NJSLSA.W6](#)

##### Unit Big Ideas:

##### (What Fundamental Concepts Should be Learned during this Unit?)

- As a business grows in size, breaking it into departments allows management to make more informed decisions.

##### Objectives

*Students will be able to...*

- Journalize and post departmental purchases and purchase returns.
- Journalize and post departmental cash payments.
- Journalize and post departmental sales on account and sales returns and allowances.
- Journalize and post departmental cash receipts.
- Prepare a commissions report and calculate commission on net sales.
- Complete payroll records.
- Journalize payroll transactions.
- Distinguish between direct and indirect expenses.
- Prepare an interim departmental statement of gross profit.
- Prepare a worksheet for a departmentalized merchandising business.
- Prepare financial statements for a departmentalized merchandising business.
- Analyze financial statements using selected component percentages.
- Complete end of period work for a departmentalized merchandising business.

## Unit 2: Accounting Adjustments and Valuation

### Step 1 – Desired Results: What do I want my students to learn?

#### Standards

[NJSLs](#) - Content Specific Standards: 9.3.12.FN-ACT.1, 9.3.12.FN-ACT.2, 9.3.12.FN-ACT.3, 9.3.12.FN-ACT.4

[NJSLs](#) - Life Literacies and Key Skills

[NJSLs](#) - Career Awareness, Exploration, Preparation, and Training

[NJSLs](#) - Mathematics: N-Q.1, N-Q.2, N-Q.3

[English Companion Standards](#): NJSLSA.R7, NJSLSA.W6

#### Unit Big Ideas:

#### (What Fundamental Concepts Should be Learned during this Unit?)

- Management uses control systems to protect assets.

#### Objectives

*Students will be able to...*

- Prepare a voucher.
- Journalize data from vouchers in a voucher register.
- Journalize voucher payment transactions in a check register.
- Journalize purchases, returns and allowances and payroll transactions in a voucher system.
- Describe the nature of merchandise inventory.
- Determine the cost of merchandise inventory using selected costing methods.
- Estimate the cost of merchandise inventory using selected estimating methods.
- Calculate merchandise inventory turnover ratio and average number of days' sales in merchandise inventory.
- Calculate and record uncollectible accounts expense using the direct-write-off method.
- Calculate and record estimate uncollectible accounts expense using the allowance method.
- Calculate and analyze accounts receivable turnover ratios.



## Unit 3: General Accounting Adjustments

### Step 1 – Desired Results: What do I want my students to learn?

#### Standards

[NJSLs](#) - Content Specific Standards: 9.3.12.FN-ACT.1, 9.3.12.FN-ACT.2, 9.3.12.FN-ACT.3, 9.3.12.FN-ACT.4

[NJSLs](#) - Life Literacies and Key Skills

[NJSLs](#) - Career Awareness, Exploration, Preparation, and Training

[NJSLs](#) - Mathematics: N-Q.1, N-Q.2, N-Q.3

[English Companion Standards](#): NJSLSA.R7, NJSLSA.W6

#### Unit Big Ideas:

##### (What Fundamental Concepts Should be Learned during this Unit?)

- Accounting often involves making adjustments for certain assets and liabilities to reflect changes in their values.

#### Objectives

*Students will be able to...*

- Journalize entries for buying plant assets.
- Calculate and record property tax expenses.
- Calculate and record depreciation expense for a plant asset using straight-line depreciation.
- Journalize entries for disposing of plant assets.
- Calculate depreciation expense using other methods.
- Journalize transactions for notes payable.
- Journalize adjusting and reversing entries for prepaid expenses initially recorded as expenses.
- Journalize adjusting and reversing entries for accrued expenses.
- Journalize transactions for notes receivable.
- Journalize adjusting and reversing entries for unearned revenue initially recorded as earned revenue.
- Journalize adjusting and reversing entries for accrued revenue.
- Journalize transactions related to starting a corporation.
- Journalize transactions related to stock subscriptions.
- Prepare a balance sheet for a newly formed corporation.
- Calculate dividends for a corporation.
- Journalize transactions of a corporation related to declaring and paying dividends.

## Unit 4: Corporation Accounting

### Step 1 – Desired Results: What do I want my students to learn?

#### Standards

[NJSLs](#) - *Content Specific Standards: 9.3.12.FN-ACT.1, 9.3.12.FN-ACT.2, 9.3.12.FN-ACT.3, 9.3.12.FN-ACT.4*

[NJSLs](#) - *Life Literacies and Key Skills*

[NJSLs](#) - *Career Awareness, Exploration, Preparation, and Training*

[NJSLs](#) - *Mathematics: N-Q.1, N-Q.2, N-Q.3*

[English Companion Standards](#): *NJSLSA.R7, NJSLSA.W6*

#### Unit Big Ideas:

##### (What Fundamental Concepts Should be Learned during this Unit?)

- Organizing a corporation is more complicated than other business forms. It requires specific accounting transactions and accounting cycle procedures.

#### Objectives

*Students will be able to...*

- Journalize entries for issuing additional capital stock.
- Journalize entries for buying and selling treasury stock.
- Journalize entries for bonds payable
- Prepare a worksheet for a corporation
- Calculate federal income tax for a corporation
- Prepare and analyze financial statements for a corporation
- Prepare selected end of fiscal period work for a corporation.

Please contact the content supervisor for any questions.