

# **Pascack Valley Regional High School District**

**Pascack Hills High School, Montvale, New Jersey  
Pascack Valley High School, Hillsdale, New Jersey**

**Course Name:     Accounting**

Born on: July, 2022  
Current Revision: July, 2023  
Board Approval 8/28/23

### **COURSE DESCRIPTION: ACCOUNTING**

Accounting is an accelerated course where students will learn how to record, analyze, interpret, and report financial information in a manual and computerized environment. This course is taught using a college level textbook and covers material similar to a college accounting course. QuickBooks software and Excel spreadsheet applications will be utilized. Curriculum includes the fundamental principles of double-entry bookkeeping for the accounting cycle, creating and analyzing financial statements, cash controls, employer payroll, and recording cash payments and receipts for a merchandising business.

Recommended textbook and simulations:

[McGraw - Hill College Accounting](#)

Online Resources: McGraw-Hill Connect • Supplemental and teacher created problems.

#### **Student Outcomes:**

After successfully completing this course, the student will:

- define accounting and explain the effects on the business world.
- develop an understanding of accounting terms, principles, and theories.
- use appropriateness in their selection and use of accounting terminology.
- describe the role accounting plays in planning, controlling and decision-making by management.
- explain the accounting cycle including how information flows, the accounting equation, usage of debits and credits, and adjusting and closing requirements.
- identify and create the basic financial statements used in a business and explain how the statements interrelate.
- interpret the data presented in financial statements.
- describe the objectives of internal control and define the elements of an internal control system especially as it relates to cash.
- describe the classifications of receivables and the nature of and the accounting for the uncollectible accounts receivables.
- identify current liabilities including payroll liabilities for employees and employers and prepare and analyze payroll reports.
- analyze and solve application problems using mathematical ideas/techniques and accounting principals.
- use accounting information to examine alternatives and draw conclusions.
- apply technology including the use of spreadsheets to the accounting processes.

Course: Accounting

PVRHSD CURRICULUM MAP

Grade Level: 11, 12

**Interdisciplinary Connections**

This course emphasizes real-world math, writing, and economic literacy skills.

<p>NJSLS 9.1: Rapid advancements in technology and subsequent changes in the economy have created opportunities for individuals to compete and connect on a global scale. In this increasingly diverse and complex world, the successful entrepreneur or employee must not only possess the requisite education for specific industry pathways but also employability skills necessary to collaborate with others and manage resources effectively in order to establish and maintain stability and independence.</p>					
Content/Topic:	Key learning items/concepts:	Observable Proficiencies and Skills:	NJSLS	Benchmark Performance and Assessments	Suggested Materials
<p>Unit I – <b>Introduction to Accounting Concepts and Profession</b></p> <p>Time: 6 weeks</p> <p><b>Content Statement:</b> In this unit students will be introduced to accounting as the process of analyzing, classifying, recording, and summarizing business transactions. They will also see how accounting, the language of business, is used to organize a sole proprietorship. Students will learn how businesses use accounting information in making both financial and managerial decisions and the purpose of the accounting system. Students will classify accounts as Assets, Liabilities, or Owner’s Equity and will be introduced to the fundamental accounting equation. Students will also gain insight into their own future careers, possibly in accounting. The unit will conclude with basic safety knowledge regarding safety in the workplace and on the internet.</p>	<ol style="list-style-type: none"> <li>1. Accounting is the language of business.</li> <li>2. There is a fundamental accounting equation.</li> <li>3. Information resulting from the accounting system is used in both financial and management decision making.</li> <li>4. Business transactions are recorded through classifying accounts as assets, liabilities, revenues, expenses, and owner’s equity.</li> <li>5. There is a diversity of accounting career opportunities.</li> <li>6. There are career opportunities in the private and public sector of accounting.</li> <li>7. Computerized accounting software is available for completing</li> </ol>	<p>Proficiencies: <b>Accounting: The Language of Business</b></p> <p>Define accounting.</p> <ul style="list-style-type: none"> <li>• Explain the importance of accounting information.</li> <li>• Identify the stakeholders who use accounting information: Owners, managers, creditors, government agencies</li> </ul> <p>Identify and discuss career opportunities in accounting.</p> <ul style="list-style-type: none"> <li>• Compare and contrast the three types of business entities.</li> <li>• Identify how technology has shaped the accounting profession.</li> <li>• Record in equation form the financial effects of a business transaction</li> <li>• Define, identify, and understand the relationship between asset, liability, and owner’s equity accounts.</li> </ul> <p>3. Information resulting from the accounting system is used in both financial and management decision making.</p> <p>4. Business transactions are recorded through classifying accounts as assets, liabilities, revenues, expenses, and owner’s equity.</p>	<p>9.3.12.FN-ACT.1 9.3.12.FN-ACT.2 9.3.12.FN-ACT.3 9.3.12.FN-ACT.4</p>	<ul style="list-style-type: none"> <li>• Teacher observations - F</li> <li>• Informal checks for understanding F</li> <li>• Class discussions F</li> <li>• Collaboration with others</li> <li>• Group work -F</li> <li>• Classwork-F</li> <li>• Homework F</li> <li>• Teacher-created tests and quizzes -S</li> <li>• Teacher-created multimedia projects F</li> <li>• McGraw-Hill Connect Graded Simulations and Activities- S/F</li> </ul>	<p><b>Selection of sources Suggestion(s):</b></p> <p>Guided Notes on three types of businesses.</p>

<p><b>Essential Question:</b></p> <p>1.How is accounting fundamental to all aspects of the business process?</p> <p>2.How are accounting skills transferable?</p> <p>3.What is the need for a uniform system of accounting guidelines?</p> <p>4.Where do career opportunities exist in the field of accounting?</p> <p>5.What skills are needed to secure a job in the accounting field?</p> <p>6.What are the safety and security concerns over accounting records and the electronic age?</p>		<p>5. There is a diversity of accounting career opportunities.</p> <p>6. There are career opportunities in the private and public sector of accounting.</p> <p>7. Computerized accounting software is available for completing</p> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>• Analyze the effects of business transactions on a firm’s assets, liabilities, and owner’s equity and record these effects in accounting equation form.</li> <li>• Record, in column form, a group of business transactions involving debits, credits, liabilities and assets.</li> </ul> <p>Define and identify revenue and expense accounts</p> <ul style="list-style-type: none"> <li>• Record, in column form, a group of approximately 20 business transactions that involve all five elements of the fundamental accounting equation.</li> <li>• Classify accounts in a chart of accounts</li> <li>• Create income statements, statements of owner’s equity, and balance sheets.</li> </ul> <p><b>Differentiation for Diverse Learners/Accommodations Special Ed/504:</b></p> <ul style="list-style-type: none"> <li>• Re-teaching and review</li> <li>• Graphic organizers</li> </ul>			
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		<ul style="list-style-type: none"><li>• Guided questions and note taking</li></ul> <p>Multilingual Learners:</p> <ul style="list-style-type: none"><li>• Provide student with essential vocabulary</li></ul> <p>At Risk Students:</p> <ul style="list-style-type: none"><li>• Provide an Outline for writing assessments</li></ul> <p>Gifted and Talented:</p> <ul style="list-style-type: none"><li>• Vary level of reading and primary source documents</li><li>• Elevated vocabulary</li><li>• Individual presentation</li><li>• Provide choices of modes working</li></ul>			
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Content/Topic:	Key learning items/concepts:	Observable Proficiencies and Skills:	NJSLs	Benchmark Performance and Assessments	Suggested Materials
<p>Unit II – : <b>The Accounting Cycle</b></p> <p>Time: 6-8 weeks</p> <p><b>Content Statement:</b> Students will learn the basic accounting equation and how to use the equation to analyze business transactions. Students will use T- accounts to analyze transactions into debit and credit parts. Students will use their knowledge of business organization and accounting assumptions to learn how to analyze financial records for a business. They will learn the steps in the accounting cycle and use a general journal to record transactions, post to a general ledger, adjust and close the books, prepare a trial balance, income statement, statement of owner’s equity, balance sheet, and a post-closing trial balance</p> <p><b>Essential Question:</b></p> <ol style="list-style-type: none"> <li>How does a debit and credit differ from the banking terms debit and credit?</li> <li>How does a business know if their accounts are in balance and their records are accurate?</li> </ol>	<ol style="list-style-type: none"> <li>The accounting cycle represents the sequence of steps in the accounting process during a fiscal period.</li> <li>There are rules of debit and credit for accounts in each part of the equation.</li> <li>There are rules for assets, liabilities, and owner equity accounts.</li> <li>Business transactions affect revenue, expenses, and withdrawals.</li> <li>The source document is proof that a transaction happened.</li> <li>Each transaction affects at least 2 accounts and has a debit and credit part.</li> <li>Transactions are recorded in a general journal as the book of original entry.</li> <li>Trial balance is a list of all the account balances used to prove that the total debit balances equal the total credit balances.</li> <li>A balance sheet shows only the balances of the asset, liability, and owner’s equity.</li> <li>Accurate recordkeeping is the key for accounting success.</li> <li>The T account form is compared with the column arrangement.</li> </ol>	<p><b>Proficiencies:</b> Determine balances of T accounts having entries recorded on both sides of the accounts.</p> <ul style="list-style-type: none"> <li>Present the fundamental accounting equation with the T account form and label the plus and minus sides and the debit and credit sides.</li> <li>Record directly in T accounts a group of business transactions involving changes in asset, liability, owner’s equity, revenue, and expense accounts for a service business.</li> <li>Prepare trial balance.</li> <li>Prepare (a) an income statement, a statement of owner’s equity, and a balance sheet.</li> <li>Recognize the effect of transpositions and slide errors on account balances.</li> </ul> <p><b>Skills:</b> *Define fiscal period and fiscal year.</p> <ul style="list-style-type: none"> <li>List the classifications of the accounts that occupy each column of a ten-column work sheet.</li> <li>Complete a work sheet for a service enterprise, involving adjustments for expired insurance, depreciation, and accrued wages.</li> </ul>	<p>9.3.12.FN-ACT.1 9.3.12.FN-ACT.2 9.3.12.FN-ACT.3 9.3.12.FN-ACT.4</p>	<ul style="list-style-type: none"> <li>Teacher observations - F</li> <li>Informal checks for understanding F</li> <li>Class discussions F</li> <li>Collaboration with others</li> <li>Group work -F</li> <li>Classwork-F</li> <li>Homework F</li> <li>Teacher-created tests and quizzes -S</li> <li>Teacher-created multimedia projects F</li> <li>McGraw-Hill Connect Graded Simulations and Activities- S/F</li> </ul>	<p><b>Selection of sources <i>Suggestion(s):</i></b></p> <p><a href="http://www.Accountingcoach.com">www.Accountingcoach.com</a></p> <ul style="list-style-type: none"> <li>AICPA “Start Here, Go Places” <a href="https://www.startheregoplaces.com/">https://www.startheregoplaces.com/</a></li> </ul>

Grade Level: 11, 12

<p>3. What are the steps in processing a business process?          4. What is the ethical need to have accurate accounting records?          5. What type of business reports do businesses use to manage their financials?          6. How does a business owner know the “state of the business” to make financial decisions?</p>	<p>12. In the T account form of the fundamental accounting equation, plus (+) and minus (-) signs should be inserted on the correct side of each of the five classifications of accounts.          13. The normal balance of an account is on the plus side.          14. The debit side of any T account is the left side.          15. The credit side of any T account is the right side</p>	<ul style="list-style-type: none"> <li>• Prepare an income statement, a statement of owner’s equity, and a balance sheet for a service business directly from the worksheet.</li> <li>• Journalize and post the adjusting entries.</li> <li>• Prepare (a) an income statement involving more than one revenue account and a net loss, (b) a statement of owner’s equity with an additional investment and either a net income or a net loss, (c) a balance sheet for a business having more than one accumulated depreciation account, and (d) a balance sheet containing the statement of owner’s equity information.</li> <li>• List the steps in the accounting cycle.</li> <li>• Journalize and post-closing entries for a service enterprise.</li> <li>• Prepare a post- closing trial balance.</li> <li>• Define the following methods of accounting: accrual basis and modified cash flow.</li> </ul> <p><b>Differentiation for Diverse Learners/Accommodations Special Ed/504:</b></p> <ul style="list-style-type: none"> <li>• Re-teaching and review</li> <li>• Graphic organizers</li> <li>• Guided questions and note taking</li> </ul> <p>Multilingual Learners:</p>			
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Grade Level: 11, 12

		<ul style="list-style-type: none"><li>● Provide student with essential vocabulary</li></ul> <p>At Risk Students:</p> <ul style="list-style-type: none"><li>● Provide an Outline for writing assessments</li></ul> <p>Gifted and Talented:</p> <ul style="list-style-type: none"><li>● Vary level of reading and primary source documents</li><li>● Elevated vocabulary</li><li>● Individual presentation</li><li>● Provide choices of modes working</li></ul>			
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Content/Topic:	Key learning items/concepts:	Observable Proficiencies and Skills:	NJSLs	Benchmark Performance and Assessments	Suggested Materials
<p>Unit III – Accounting for Merchandising Operations</p> <p>Time: 6-8 weeks</p> <p><b>Content Statement:</b></p> <p>Students will learn the difference between a service and merchandising business and will complete transactions for a merchandise business. They will journalize general purchasing and sales transactions as well as utilize subsidiary ledgers for account receivable and accounts payable controlling accounts. Students will analyze and record merchandising transactions using general and/or special journals. They will then learn how to further analyze financial reports for business evaluation and decision making.</p> <p><b>Essential Question:</b></p> <ol style="list-style-type: none"> <li>1. What type of transactions occur in a merchandising business that wouldn't occur in a service business?</li> <li>2. What would be the purpose of offering a cash discount to a customer for prompt payment?</li> <li>3. Why is accepting or making payments at a later date crucial</li> </ol>	<ol style="list-style-type: none"> <li>1. Source documents for transactions are sales invoices, receipts, and cash register tapes.</li> <li>2. Special journals completely replace the general journal, and each business can decide the type of journal to use in its operations.</li> <li>3. Journals are developed to record the same type of repetitive business transactions.</li> <li>4. There are different procedures for sales returns and allowances and purchases returns and allowances.</li> <li>5. Transportation charges on merchandise and other goods are journalized using the freight-in account.</li> <li>6. Businesses offer cash discounts to encourage prompt payment.</li> <li>7. A merchandising firm must use specific accounts and procedures to record transactions involving the purchase, handing, and sale of its merchandise.</li> <li>8. The entries in the sales journal represent sales of merchandise on account and are posted daily to the accounts receivable ledger. Totals are posted monthly to the general ledger.</li> </ol>	<p><b>Proficiencies:</b></p> <p>Describe the specific accounts used by a merchandising firm.</p> <ul style="list-style-type: none"> <li>• Journalize transactions in a sales journal. Other Evidence: <ul style="list-style-type: none"> <li>• Teacher observations</li> <li>• Informal checks for understanding</li> </ul> </li> <li>• Post sales journal transactions to an accounts receivable ledger and a general ledger. <ul style="list-style-type: none"> <li>• Prepare a schedule of accounts receivable.</li> </ul> </li> <li>• Journalize sales returns and allowances, including credit memorandums and returns involving sales tax, in a general journal, and post to the accounts receivable ledger and general ledger. <ul style="list-style-type: none"> <li>• Compute Trade Discounts.</li> </ul> </li> </ul> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>• Record Credit card sales in appropriate journals</li> <li>• Calculate when sales tax is due.</li> <li>• Journalize purchase transactions in a three-column purchases journal</li> </ul> <p><b>Differentiation for Diverse Learners/Accommodations Special Ed/504:</b></p>	<p>9.3.12.FN-ACT.1 9.3.12.FN-ACT.2 9.3.12.FN-ACT.3 9.3.12.FN-ACT.4</p>	<ul style="list-style-type: none"> <li>• Teacher observations - F</li> <li>• Informal checks for understanding F</li> <li>• Class discussions F</li> <li>• Collaboration with others</li> <li>• Group work -F</li> <li>• Classwork-F</li> <li>• Homework F</li> <li>• Teacher-created tests and quizzes -S</li> <li>• Teacher-created multimedia projects F</li> <li>• McGraw-Hill Connect Graded Simulations and Activities- S/F</li> </ul>	<p><b>Selection of sources Suggestion(s):</b></p> <p>Home Depot Consolidated Statements</p> <p>*<a href="https://courses.lumenlearning.com/finaccounting/chapter/the-account-needed-for-a-merchandising-business/">https://courses.lumenlearning.com/finaccounting/chapter/the-account-needed-for-a-merchandising-business/</a></p>

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<p>for the survival of many businesses, both small and large.</p>	<p>9. The Accounts Receivable account balance, when all the postings are up to date, should equal the total of all the individual balances of the charge customers' accounts in the accounts receivable ledger.</p>	<ul style="list-style-type: none"> <li>● Re-teaching and review</li> <li>● Graphic organizers</li> <li>● Guided questions and note taking</li> </ul> <p>Multilingual Learners:</p> <ul style="list-style-type: none"> <li>● Provide student with essential vocabulary</li> </ul> <p>At Risk Students:</p> <ul style="list-style-type: none"> <li>● Provide an Outline for writing assessments</li> </ul> <p>Gifted and Talented:</p> <ul style="list-style-type: none"> <li>● Vary level of reading and primary source documents</li> <li>● Elevated vocabulary</li> <li>● Individual presentation</li> <li>● Provide choices of modes working</li> </ul>			
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Content/Topic:	Key learning items/concepts:	Observable Proficiencies and Skills:	NJSLs	Benchmark Performance and Assessments	Suggested Materials
<p>Unit IV: <b>Accounting for Cash</b></p> <p>Time: 6-8 weeks</p> <p><b>Content Statement:</b> Students will gain an appreciation that although internal control policies of a company will depend on things such as number of employees, company size, and source of cash, all business structures should follow an accurate and efficient management of cash. Students will state the major steps in achieving internal control over cash transactions. Students will learn to use a checking account and to record bank service charges in the accounting records for a business. Students will learn to utilize a petty cash fund, change fund, and a cash short and over system. Students will also learn the importance of reconciling a bank account and developing a system of internal controls. Research will be conducted on the various types of banking and accounting fraud that deter accurate cash controls.</p>	<ol style="list-style-type: none"> <li>1. The cash receipts journal is used to record all transactions involving receipts of cash or increases in cash.</li> <li>2. The totals of the special columns of the cash receipts journal are posted at the end of the month to the respective general ledger accounts.</li> <li>3. Sales Discounts are treated as a deduction from Sales.</li> <li>4. The cash payments journal is used to record all transactions involving payments of cash or decreases in cash.</li> <li>5. The cash discount is based on the total amount of the invoice after deducting freight charges billed on the invoice and any returns and allowances.</li> <li>6. Limiting the people who can handle cash accounts is an important internal control.</li> <li>7. Internal controls are just as important as external factors for cash control.</li> <li>8. There are three basic types of fraud: asset misappropriation, bribery and corruption, and financial statement fraud. In many fraud schemes perpetrated by employees, more than one type of fraud is present.</li> </ol>	<p><b>Proficiencies:</b></p> <p>Journalize transactions for a retail merchandising business in a cash receipts journal.</p> <ul style="list-style-type: none"> <li>• Post from a cash receipts journal to a general ledger and an accounts receivable ledger.</li> <li>• Determine cash discounts according to credit terms, and record cash receipts from charge customers who are entitled to deduct the cash discount.</li> <li>• Journalize transactions in a cash payments journal for a service enterprise.</li> <li>• Post from a cash payments journal to a general ledger and an accounts payable ledger.</li> <li>• Journalize transactions involving cash discounts in a cash payments journal for a merchandising enterprise.]</li> <li>• Journalize transactions in a check register.</li> <li>• Journalize transactions involving trade discounts.</li> <li>• Record cash receipts in a cash receipts journal or the general journal</li> </ul> <p><b>Skills:</b></p> <p>*Post cash receipts to subsidiary Accounts Receivable journal and general ledgers.</p>	<p>9.3.12.FN-ACT.1 9.3.12.FN-ACT.2 9.3.12.FN-ACT.3 9.3.12.FN-ACT.4</p>	<ul style="list-style-type: none"> <li>• Teacher observations - F</li> <li>• Informal checks for understanding F</li> <li>• Class discussions F</li> <li>• Collaboration with others</li> <li>• Group work -F</li> <li>• Classwork-F</li> <li>• Homework F</li> <li>• Teacher-created tests and quizzes -S</li> <li>• Teacher-created multimedia projects F</li> <li>• McGraw-Hill Connect Graded Simulations and Activities- S/F</li> </ul>	<p><b>Selection of sources Suggestion(s):</b></p> <p>*<a href="http://www.IRS.gov">www.IRS.gov</a></p> <ul style="list-style-type: none"> <li>• Association of Certified Fraud Examiners- <a href="http://www.ACFE.com">www.ACFE.com</a></li> </ul>

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<p><b>Essential Question:</b></p> <ol style="list-style-type: none"> <li>1. How does a business keep track of their money?</li> <li>2. What controls are used in the business world to ensure safe handling of money?</li> <li>3. How do checks affect the financial world?</li> <li>4. What could happen to a company that does not reconcile its bank statements?</li> <li>5. What type of business would use a petty cash system?</li> <li>6. How does a business handle a situation that occurs when their records don't match the cash drawer?</li> </ol>	<ol style="list-style-type: none"> <li>9. Verifying signatures and keeping records is an external control.</li> <li>10. When a bank credits your account it is increasing the balance.</li> <li>11. Check stubs are filled out before a check is written.</li> <li>12. There are certain procedures to follow when writing or endorsing checks to avoid bank fraud or mistakes.</li> <li>13. Checks, Cash, and Credit cards are all recorded as Cash.</li> <li>14. A bank statement needs to be reconciled as soon as it is received to account for unrecorded changes to the cash account.</li> <li>15. Petty cash is an asset on the balance sheet.</li> <li>16. Change funds are used for daily cash on hand transactions.</li> </ol>	<ul style="list-style-type: none"> <li>• Record cash payments in a cash payments journal or the general journal.</li> <li>• Post cash payments to subsidiary Accounts Payable journal and general ledgers.</li> <li>• Describe the procedure for writing a deposit slip and depositing checks.</li> <li>• Complete the steps to write a check, fill out a check stub, and record transactions in a transaction ledger.</li> <li>• Identify types of fraud in the banking and accounting industry</li> <li>• Research prior examples of fraud by accounting and financial institutions.</li> <li>• Demonstrate knowledge of procedures for cash funds such as petty cash and change funds. Record journal entries to establish and reimburse a Petty Cash Fund.</li> <li>• Complete petty cash vouchers and petty cash payments records.</li> <li>• Record the journal entries to establish a Change Fund.</li> <li>• Record journal entries for transactions involving Cash Short and Over.             <ul style="list-style-type: none"> <li>• Reconcile a monthly bank statement.</li> <li>• Record the required adjusting journal entries directly from the bank reconciliation.</li> </ul> </li> </ul>			
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		<ul style="list-style-type: none"><li>• Understand how businesses use online banking to manage cash activities</li></ul> <p><b>Differentiation for Diverse Learners/Accommodations</b> <b>Special Ed/504:</b></p> <ul style="list-style-type: none"><li>• Re-teaching and review</li><li>• Graphic organizers</li><li>• Guided questions and note taking</li></ul> <p>Multilingual Learners:</p> <ul style="list-style-type: none"><li>• Provide student with essential vocabulary</li></ul> <p>At Risk Students:</p> <ul style="list-style-type: none"><li>• Provide an Outline for writing assessments</li></ul> <p>Gifted and Talented:</p> <ul style="list-style-type: none"><li>• Vary level of reading and primary source documents</li><li>• Elevated vocabulary</li><li>• Individual presentation</li><li>• Provide choices of modes working</li></ul>			
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Grade Level: 11, 12

Content/Topic:	Key learning items/concepts:	Observable Proficiencies and Skills:	NJSLs	Benchmark Performance and Assessments	Suggested Materials
<p><b>Unit V – Accounting for Payroll</b></p> <p>Time: 6-8 weeks</p> <p><b>Content Statement:</b></p> <p>Payroll can be a significant factor in operating a business. Companies must comply with a growing number of federal and state payroll regulations. Students will learn how payroll is calculated, how it is affected by government regulations, and how payroll records and accounting entries are made to record payroll information. They will also learn about typical payroll taxes and how to record the accrual and payment of taxes.</p> <p><b>Essential Question:</b></p> <ol style="list-style-type: none"> <li>1. What are the requirements of a payroll department of a company?</li> <li>2. Why is an employer required to withhold payroll taxes rather than having an employee be responsible for their own contributions?</li> <li>3. Explain the tax implications of a worker classified as an employee vs an independent contractor.</li> </ol>	<ul style="list-style-type: none"> <li>• Payroll accounting is a vital tool for anyone employed in accounting. payroll deductions and contributions.</li> <li>• In order for the rules of the Fair Labor Standards Act to apply to an employer the company must be involved in interstate commerce.</li> <li>• Payroll taxes, consisting of the employer’s matching of FICA along with state and federal unemployment taxes, are debited to the Payroll Tax Expense account.</li> <li>• The amounts of an employer’s FICA and unemployment taxes are determined by multiplying. There is a distinction between an employee and an independent contractor.</li> <li>• There are many federal and state laws pertaining to employment.</li> <li>• The payroll register summarizes the information about employees’ wages and salaries for a given payroll period.</li> <li>• It is necessary to make a journal entry in order to record the information from</li> </ul>	<p><b>Proficiencies:</b></p> <ul style="list-style-type: none"> <li>• Understand the role of laws that affect payroll deductions and contributions.</li> <li>• Calculate total earnings based on an hourly, piece- rate, or commission basis.</li> <li>• Determine deductions using tables of employees’ income tax withholding.</li> <li>• Complete a payroll register.</li> <li>• Journalize the payroll entry from a payroll register.</li> <li>• Maintain employees’ individual earnings records.</li> <li>• Calculate the amount of payroll tax expense and journalize for related entry.</li> <li>• Journalize the entry for the deposit of employees’ federal income taxes withheld and FICA taxes (both employees’ withheld and employers’ matching share) and prepare the deposit coupon.</li> </ul> <p><b>Skills:</b></p> <p>Journalize the entry for the deposit of employees’ state income taxes withheld.</p> <ul style="list-style-type: none"> <li>• Complete Employer’s Quarterly Federal Tax Return, Form 941.</li> <li>• Prepare W-2 and W-3 forms and Form 940.</li> <li>• Calculate the premium for workers’ compensation</li> </ul>	<p>9.3.12.FN-ACT.1 9.3.12.FN-ACT.2 9.3.12.FN-ACT.3 9.3.12.FN-ACT.4</p>	<ul style="list-style-type: none"> <li>• Teacher observations - F</li> <li>• Informal checks for understanding F</li> <li>• Class discussions F</li> <li>• Collaboration with others</li> <li>• Group work -F</li> <li>• Classwork-F</li> <li>• Homework F</li> <li>• Teacher-created tests and quizzes -S</li> <li>• Teacher-created multimedia projects F</li> <li>• McGraw-Hill Connect Graded Simulations and Activities- S/F</li> </ul>	<p><b>Selection of sources</b> <b>Suggestion(s):</b></p> <p>QuickBooks Accounting Software</p> <ul style="list-style-type: none"> <li>• Intuit Website Unit</li> </ul>

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	<p>the payroll register in the ledger accounts.</p> <ul style="list-style-type: none"> <li>• The information in the payroll register is transferred to the employees' individual earnings records each payday.</li> <li>• The employer identification number must be listed on every federal tax report.</li> <li>• One goal of a payroll system is to collect and process information to prepare payroll checks.</li> <li>• Payroll deductions include state and federal income tax, FICA tax (Social Security and Medicare) and unemployment taxes.</li> <li>• The employer holds the withheld taxes until they are to be paid in the future.</li> </ul>	<p>insurance and prepare the entry for payment in advance.</p> <ul style="list-style-type: none"> <li>• Determine the amount of the end- of-the-year adjustments for (a) workers' compensation insurance and (b) accrued salaries and wages</li> </ul> <p><b>Differentiation for Diverse Learners/Accommodations Special Ed/504:</b></p> <ul style="list-style-type: none"> <li>• Re-teaching and review</li> <li>• Graphic organizers</li> <li>• Guided questions and note taking</li> </ul> <p>Multilingual Learners:</p> <ul style="list-style-type: none"> <li>• Provide student with essential vocabulary</li> </ul> <p>At Risk Students:</p> <ul style="list-style-type: none"> <li>• Provide an Outline for writing assessments</li> </ul> <p>Gifted and Talented:</p> <ul style="list-style-type: none"> <li>• Vary level of reading and primary source documents</li> <li>• Elevated vocabulary</li> <li>• Individual presentation</li> <li>• Provide choices of modes working</li> </ul>			
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**9.1-4: Career Readiness, Life Literacies, and Key Skills Standards:**

The NJSLS-CLKS provide a framework of concepts and skills to be integrated into the foundational, academic and technical content areas to prepare students to engage in the postsecondary options of their choice. The personal financial literacy standard promotes not only the exploration of money management but also the psychology of spending and saving that influences decisions related to finances. From discovering the concept and forms of money to exploring lines of credit and types of insurance, these standards ensure a robust and comprehensive education in financial literacy from early elementary grades through high school. 9.4 Life Literacies and Key Skills, ensures our students are prepared with the necessary knowledge, skills and dispositions to thrive in an interconnected global economy. For example, as a member of any community, the ability to communicate while collaborating in a group is crucial to function effectively. In addition, whether in their personal lives or at work, individuals will need to be able to discern accurate and valid information – given the unprecedented amount of information that is posted on the Internet daily – as well as leverage creativity and critical thinking skills to solve local and global problems. In short, these standards provide students with a guide to interact in life and work regardless of the domain-specific environment.

The NJSLS-CLKS reflect national and state standards as well as other national and international documents such as the National Financial Educators Council Learner Framework & Standards for High School, College & Adults as well as those published Pascack Valley Regional High School District, by the Council for Economic Education, JumpStart Coalition for Personal Financial Literacy, and the Partnership for 21st Century Skills.

Revised Standards Framework for NJ Designed Standards: The design of this version of the NJSLS-Career Readiness, Life Literacies, and Key Skills (NJSLS-CLKS) is intended to,

- promote the development of curricula and learning experiences that reflect the vision and mission of Career Readiness, Life Literacies, and Key Skills;
- foster greater coherence and appropriate progressions across grade bands; • establish meaningful connections among the major areas of study;
- prioritize the important ideas and core processes that are central and have lasting value beyond the classroom; and
- reflect the habits of mind central to Career Readiness, Life Literacies, and Key Skills that lead to post-secondary success.

Possible Curricular Modifications:

<p><b>Interdisciplinary Connections</b></p>	<p><b><u>Connections to NJSL – English Language Arts:</u></b>  <b>WHST.9-12.2:</b> Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes  <b>WHST.9-12.9:</b> Draw evidence from informational texts to support analysis, reflection, and research  <b>RST.11-12.1:</b> Accurately cite strong and thorough evidence from the text to support analysis of science and technical texts, attending to precise details for explanations or descriptions.</p> <p><b><u>Connections to NJSL – Mathematics</u></b>  <b>MP.4:</b> Model with mathematics.  <b>NJSLSA.SL1</b> Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively.  <b>NJSLSA.SL2</b> Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.</p>
<p><b>Career Readiness, Life Literacies, and Key Skills</b></p>	<ul style="list-style-type: none"> <li>● 9.1.12.CFR.1: Compare and contrast the role of philanthropy, volunteer service, and charities in community development and quality of life in a variety of cultures.</li> <li>● 9.1.12.CFR.2: Summarize causes important to you and compare organizations you seek to support to other organizations with similar missions.</li> <li>● 9.1.12.CFR.3: Research companies with corporate governance policies supporting the common good and human rights.</li> <li>● 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)</li> <li>● 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).</li> <li>● 9.4.12.TL.3: Analyze the effectiveness of the process and quality of collaborative environments.</li> </ul>

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	<ul style="list-style-type: none"> <li>● 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).</li> <li>● 9.4.12.IML.8: Evaluate media sources for point of view, bias, and motivations (e.g., NJLSA.R6, 7.1.AL.IPRET.6).</li> <li>● 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).</li> </ul>
<p><b>Computer Science and Design Thinking</b></p>	<ul style="list-style-type: none"> <li>● 8.2.12.ETW.2: Synthesize and analyze data collected to monitor the effects of a technological product or system on the environment.</li> <li>● 8.2.12.ETW.3: Identify a complex, global environmental or climate change issue, develop a systemic plan of investigation, and propose an innovative sustainable solution.</li> <li>● 8.2.12.EC.1: Analyze controversial technological issues and determine the degree to which individuals, businesses, and governments have an ethical role in decisions that are made.</li> <li>● 8.2.12.EC.2: Assess the positive and negative impacts of emerging technologies on developing countries and evaluate how individuals, non-profit organizations, and governments have responded.</li> <li>● 8.2.12.EC.3: Synthesize data, analyze trends, and draw conclusions regarding the effect of a technology on the individual, culture, society, and environment and share this information with the appropriate audience.</li> <li>● 8.2.12.ETW.4: Research historical tensions between environmental and economic considerations as driven by human needs and wants in the development of a technological product and present the competing viewpoints.</li> </ul>

Course: Accounting

PVRHSD CURRICULUM MAP

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<b>Modifications</b>			
<b>Multilingual Learners</b>	<b>Special Education</b>	<b>At-Risk</b>	<b>Gifted and Talented</b>

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<p>Display labeled images of individuals, terms and content</p> <p>Use body movement and gestures to further explain concepts to students.</p> <p>Restate design steps aloud before project activity.</p> <p>Assign a native language partner.</p>	<p>Provide adequate scaffolds for the educational process.</p> <p>Provide alternative choices (i.e. verbal or visual) to demonstrate proficiency.</p> <p>Provide an outline of lessons</p> <p>Get a written list of instructions</p> <p>Work or take a test in a different setting, such as a quiet room with few distractions.</p> <p>Sit where they learn best (for example, near the teacher).</p> <p>Use an alarm to help with time management.</p> <p>Work with a partner.</p>	<p>Incorporate student choice</p> <p>Invite parents, neighbors, friends, the school principal and other community members to support classroom activities.</p> <p>Provide peer mentoring to improve techniques.</p>	<p>Take on an additional or more complex reading and writing prompts</p> <p>Investigate different levels and concepts relevant to the presented topics</p>
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**Career information - Business**

A business degree is a great way to develop many of the transferable skills needed for working in a business environment. There are a number of business degrees which you can undertake, one of the most common of which is an undergraduate business studies degree. Often a business studies degree will cover subjects such as accounting, finance, management and, increasingly, entrepreneurship. This wide range of subjects reflects the multidisciplinary nature of business, and the importance of understanding all the key elements needed to make a business successful.

If you're looking for a degree which specializes more in a particular aspect of the business world (e.g. economics or marketing), consider taking a dedicated program in that area, or a joint honors degree (e.g. Business & Economics). The advantage of a joint degree is that you acquire general business skills along with more specialized ones, leaving you well placed when it comes to applying for graduate jobs.

Corporate business careers are available in pretty much every sector you can think of; all industries need strong leaders, managers, financial advisors and market-savvy decision-makers. For many business graduates, however, the traditional pathways still hold a strong appeal – including careers in the banking and financial sectors, consultancy, human resources and marketing roles.

If a straightforward corporate career is failing to get you excited, then a business program can also give you the skills to create your own business, or to take on business and management roles within more creative industries, be that fashion, media, or even the charity sector.

The good thing about a business studies qualification is that it can lead to many entry-level roles upon graduation, while still allowing those who wish to specialize further the chance to improve their return on investment with a graduate degree. Examples of postgraduate programs include Masters in Management, Masters in Finance and (for those who've gained some professional experience) the Masters in Business Administration (MBA).

**Typical careers with a business degree**

Don't assume that studying business is a one-way route into business leadership and management roles – while this is a common path, business careers span multiple industries. Good business and management skills are key elements of any profitable company, and therefore effective leaders, strategic thinkers and financial experts are all in great demand. Big or small, global or local, companies all over the world are looking for business graduates like you.

**Business careers in accounting and finance**

Generalized business studies degrees will usually cover aspects of accountancy and finance, however, if you wish to pursue a career in accounting or finance, you'll usually need to gain further qualifications. A good option for business graduates is to apply for a graduate role and complete a specialized qualification while you work. In many larger companies, the course costs will be covered by the employer.

If you decide to go into accounting or finance, your job may involve reviewing your company's financial situation both past and present; advising clients and colleagues on tax and expenditure; managing records and business transactions; playing a role in mergers and acquisitions; and taking responsibility for preventing bad practice as well as fraud and negligence.

**Business careers in management**

Becoming a manager is a tough job, with long hours and heavy responsibilities. The upside is that managerial roles are known for being higher-paid, as well as boasting many opportunities for career progression or even a career U-turn. Managers can be found across all industries and fields, and their job is to provide structure and strategy to a workplace.



Because of the responsibility of such positions, it's unlikely you'll find a managerial role without first gaining a further degree or a number of years of mid-level work experience. Despite this, business graduates are well-placed to become managers later on in life, and with determination and steady career progression an additional degree may not be necessary.

### **Business careers in consultancy**

Another option which may appeal is the field of business consultancy. This means working as part of a team, combining your business expertise and analytical skills in order to provide advice to other companies, usually focusing on how to optimize a specific project or part of the business. Projects and clients may vary widely, ensuring plenty of fresh challenges to get to grips with. Or you may specialize in a particular type of business, combining your business knowledge with a second field of interest, such as engineering or logistics.

### **Business careers in retail and sales**

There's much more to retail and sales than shelf-stacking and cold-calling, especially if you're armed with a business degree. Opportunities within sales and retail are numerous, including shop-based and office-based roles, as well as traveling positions for which a good knowledge of global markets is a must.

For those looking to rise to the higher levels of retail and sales careers, large companies often offer the chance to undertake a graduate training program or trainee management program, in order to fast-track your position within the company. This can be highly valuable in gaining on-the-job experience, while continuing to develop your business and management skills in a commercial world.

Other common graduate careers with a business degree include roles within auditing, banking, communications, distribution, energy and utilities, hospitality and leisure, IT, insurance, journalism, law, logistics, manufacturing, media administration, production management, public relations, the public sector and defense, risk management and tax.

**Less typical careers with a business degree**

What can you do with a business degree *without* following the typical routes? Well, you can do a lot. Roles requiring business acumen and analytical thinking are innumerable, and your choice of which industry to head into is likely to be based on personal interests. It's a cliché, but true – if you work for a company, product or service you truly believe in, you're likely to be more motivated and effective in your role and progress more rapidly.

**Business careers in media**

Although business studies degrees may not seem like the most creative of pathways, they can in fact lead to many roles within creative industries. Media is one such widespread industry, an umbrella term covering TV, film, online, newspaper and magazine publishing, events and more. While you're unlikely to be directly involved in creative tasks such as writing, video editing or animation production, you'll need a solid understanding of the media sector within which you're working. Business careers in media include roles in sales, human resources, PR, finance and accounting, operations, marketing and branding, as well as overall management and strategic direction.

**Business careers in marketing and advertising**

Opportunities in marketing and advertising are numerous for business graduates, particularly for those with a bit of creative flair. In these industries, business graduates can use the analysis and report-writing skills honed during their degree in order to conduct market research, develop marketing strategies, manage client relationships, liaise with copywriters, designers and printers, analyze markets and evaluate campaign results. You're likely to be working alongside specialists such as designers, video producers and copywriters, and will need to continually broaden your own skillset to keep pace with changes in technology and market trends.

**Business careers in human resources**

Business doesn't have to be a dog-eat-dog world, and careers within human resources offer roles which require both business acumen and highly honed interpersonal skills. Recruitment, training and pay are all areas handled by the HR department. Great communication skills are essential, but you'll also be expected to have a good basic understanding of business operations and management as well as detailed and up-to-date knowledge of employment laws and company regulations.