

Course: *Accounting 1*

Unit #1: Accounting Equation, T-Accounts and a Sole Proprietorship

Year of Implementation: 2024-2025

Curriculum Team Members

Michael Smith, msmith@lrhdsd.org

Leah Mahr, lmahr@lrhdsd.org

Stage One - Desired Results

Link(s) to New Jersey Student Learning Standards for this course:

<https://www.state.nj.us/education/cccs/2020/>

https://www.nj.gov/education/standards/clicks/Docs/2014_9.3_21LifeAndCareers.pdf

● **Unit Standards:** *(keep each of the following headings in place)*

○ **Content Standards**

- 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

○ **21st Century Life & Career Standards**

- 9.1.2.CAP.3: Define entrepreneurship and social entrepreneurship.
- 9.1.2.CAP.4: List the potential rewards and risks to starting a business.
- 9.2.5.CAP.7: Identify factors to consider before starting a business
- 9.2.8.CAP.20: Identify the items to consider when estimating the cost of funding a business

- 9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive).
- 9.1.12.CDM.1: Identify the purposes, advantages, and disadvantages of debt.
- 9.1.12.CP.6: Explain the effect of debt on a person's net worth.
- **English Companion Standards**
 - Grade 9-10 Companion Standards:
 - https://www.nj.gov/education/standards/ela/Docs/2016NJSLA-ELA_Companion9-10.pdf
 - Grade 11-12 Companion Standards:
 - https://www.nj.gov/education/standards/ela/Docs/2016NJSLA-ELA_Companion11-12.pdf
 - NJSLA.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.9-10.2. Determine the theme, central ideas, key information and/or perspective(s) presented in a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.
 - RH.9-10.9. Compare and contrast treatments of the same topic, or of various perspectives, in several primary and secondary sources; analyze how they relate in terms of themes and significant historical concepts.
 - RST.9-10.3. Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in the text.
 - RST.9-10.4. Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9-10 texts and topics.
- **Interdisciplinary Content Standards**
 - NJSLA.SL1. 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.
 - NJSLA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
- **NJ Statutes:** NJ State law mandates the inclusion of the following topics in lesson design and instruction as aligned to elementary and secondary curriculum.

Amistad Law: N.J.S.A. 18A 52:16A-88 Every board of education shall incorporate the information regarding the contributions of African-Americans to our country in an appropriate place in the curriculum of elementary and secondary school students.

Holocaust Law: N.J.S.A. 18A:35-28 Every board of education shall include instruction on the Holocaust and genocides in an appropriate place in the curriculum of all elementary and secondary school pupils. The instruction shall further emphasize the personal responsibility that each citizen bears to fight racism and hatred whenever and wherever it happens.

LGBT and Disabilities Law: N.J.S.A. 18A:35-4.35 A board of education shall include instruction on the political, economic, and social contributions of persons with disabilities and lesbian, gay, bisexual, and transgender people, in an appropriate place in the curriculum of middle school and high school students as part of the district's implementation of the New Jersey Student Learning Standards (N.J.S.A. 18A:35-4.36) A board of education shall have policies and procedures in place pertaining to the selection of instructional materials to implement the requirements of N.J.S.A. 18A:35-4.35.

Diversity and Inclusion (N.J.S.A. 18A:35-4.36a) A board of education shall incorporate instruction on diversity and inclusion in an appropriate place in the curriculum of students in grades kindergarten through 12 as part of the district's implementation of the New Jersey Student Learning Standards.

Asian American and Pacific Islanders (AAPI) P.L.2021, c.410 Ensures that the contributions, history, and heritage of Asian Americans and Pacific Islanders (AAPI) are included in the New Jersey Student Learning Standards (NJSLS) for Social Studies in kindergarten through Grade 12 (P.L.2021, c.416)

For additional information, see

NJ Amistad Curriculum: <https://www.nj.gov/education/amistad/about/>

Diversity and Inclusion: <https://www.nj.gov/education/standards/dei/index.shtml>

- (Sample Activities/ Lessons): <https://www.nj.gov/education/standards/dei/samples/index.shtml>

Asian American and Pacific Islanders:

- [Asian American and Pacific Islander Heritage and History in the U.S.](#)

A Teacher's Guide from EDSITEment offering a collection of lessons and resources for K-12 social studies, literature and arts classrooms that center around the experiences, achievements and perspectives of Asian Americans and Pacific Islanders across U.S. history.

Transfer Goal: Students will be able to independently use their learning to manage financial records.

As aligned with LRHSD Long Term Learning Goal(s): <https://www.lrhdsd.org/Page/6163>

1. utilize and integrate essential communication and technical skills significant to 21st century life, work, and community
2. understand financial literacy and responsibility as personal and professional members of society
3. create authentic learning experiences to successfully transfer knowledge into real-world experiences preparing them for life and career

Enduring Understandings

Students will understand that. . .

EU 1

accounting is essential for financial success in society.

EU 2

the accounting equation is the basis for keeping all accounting records in balance.

Essential Questions

- How do accounting concepts govern accounting practices?
- How does knowledge of accounting principles affect an individual's financial well being?

Knowledge

Students will know . . .

EU 1

- how accounting is used to make business decisions. (9.3.12.FN-ACT.2, 9.3.12.FN-ACT.1)

EU 2

- the accounting equation: assets = liabilities + owner's equity. (9.3.12.FN-ACT.2, 9.3.12.FN-ACT.1)

Skills

Students will be able to. . .

EU 1

- identify accounting concepts and practices related to starting a service business organized as a proprietorship. (9.3.12.FN-ACT.2)

EU 2

- classify accounts as assets, liabilities, or owner's equity. (9.3.12.FN-ACT.2, 9.3.12.FN-ACT.1)

- normal account balances are determined by their position in the accounting equation. (9.3.12.FN-ACT.2, 9.3.12.FN-ACT.1)
- revenue increases the owner's equity account. (9.3.12.FN-ACT.2, 9.3.12.FN-ACT.1)
- expenses and withdrawals decrease the owner's equity account. (9.3.12.FN-ACT.2, 9.3.12.FN-ACT.1)

- analyze how transactions affect accounts in an accounting equation. (9.3.12.FN-ACT.2, 9.3.12.FN-ACT.1)
- analyze transactions into debit and credit parts. (9.3.12.FN-ACT.2, 9.3.12.FN-ACT.1)
- analyze how transactions affect owners' equity accounts. (9.3.12.FN-ACT.2, 9.3.12.FN-ACT.1)
- prepare T-accounts and identify normal balances. (9.3.12.FN-ACT.2, 9.3.12.FN-ACT.1)

Stage Two - Assessment

-

Stage Three - Instruction

Learning Plan: Suggested Learning Activities to Include Differentiated Instruction and Interdisciplinary Connections: Each learning activity listed must be accompanied by a learning goal of A= Acquiring basic knowledge and skills, M= Making meaning and/or a T= Transfer. {place A, M and/or T along with the applicable EU number in parentheses after each statement} All knowledge and skills must be addressed in this section with a corresponding lesson/activity which teaches each concept. The following color codes are used to notate activities that correspond with interdisciplinary connections and 21st Century Life & Career Connections (which involves Technology Literacy):
Red = Interdisciplinary Connection; Purple = 21st Century Life & Career Connection

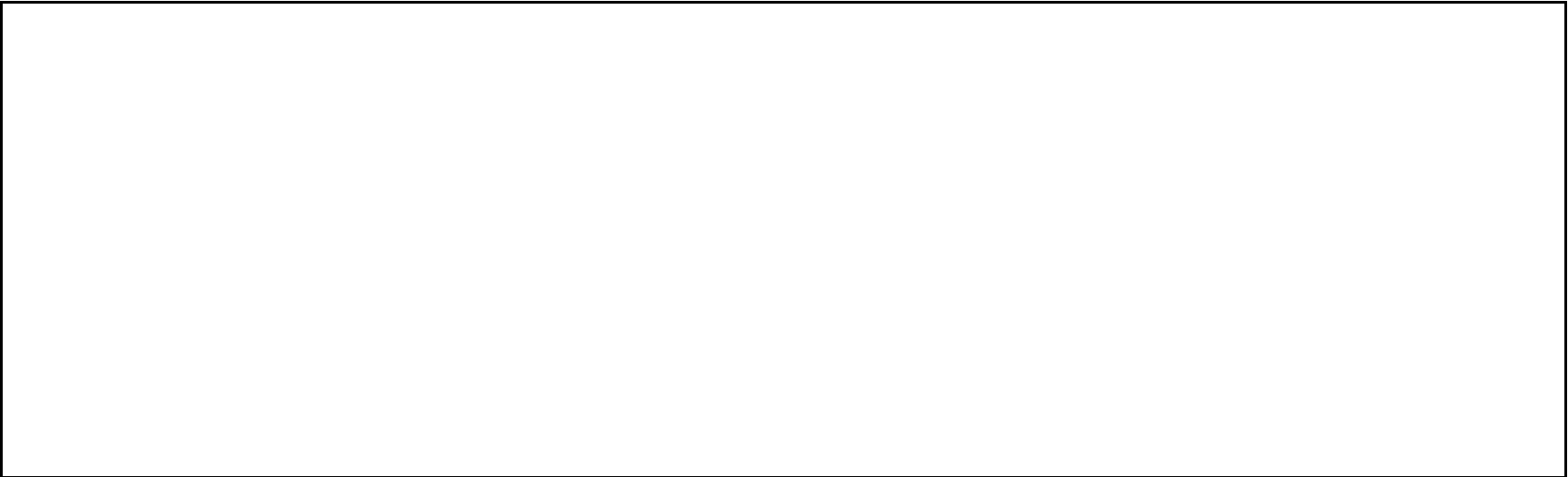
- Define unit terms and concepts (A, EU1)
- Describe the different users of accounting information (A, EU1)
- Distinguish between cash and on account transactions (A, EU1)
- Prepare T-accounts to identify the debit and credit side, the increase and decrease side, and the balance side of various accounts (A, EU2)
- Demonstrate the relationship between the accounting equation and a T-account (A, M, EU2)
- Compare and contrast the types of transactions that increase and decrease owner's equity. (M, EU1, EU2)
- Explain the two rules that are associated with the increased side of an account. (M, EU2)

- Explain the four questions necessary to analyze transactions for starting a business into debit and credit parts. (M, EU2)
- Analyze the effects of transactions on the accounting equation (M, T, EU1, EU2)
- Explain the difference between expenses and liabilities (M, T, EU2)
- Take a graded assignment and explain where you made a mistake(s) and what you would do to fix it.(M, T, EU1, EU2)
- Calculate personal net worth using the accounting equation (A, EU2)
- Analyze transactions for operating a business into debit and credit parts. (M, T, EU2)
- Prepare a net worth statement and explain its purpose (A, M, T, EU2)
- Classify accounts as assets, liabilities, and owner's equity and demonstrate their relationship in the accounting equation. (A, M, T, EU2)

Pacing Guide

{This chart will be identical in all of the units for this course.}

<i>Unit #</i>	<i>Title of Unit</i>	<i>Approximate # of teaching days</i>
1	Accounting Equation, T-Accounts and a Sole Proprietorship	24
2	Journalizing and Posting Transactions and Cash Control Systems	28
3	Financial Report Preparations and End of Fiscal Period Activities	25
4	Special Journals and Payroll for a Merchandising Business Organized as a Corporation	58



Instructional Materials

Century 21 Accounting: General Journal 11e with MindTap
Computer Lab
Google Suite
Microsoft Excel

Accommodations

Special Education: The curriculum will be modified as per the Individualized Education Plan (IEP). Students will be accommodated based on specific accommodations listed in the IEP.

Students with 504 Plans: Students will be accommodated based on specific accommodations listed in the 504 Plan.

English Language Learners: Students will be accommodated based on individual need and in consultation with the ELL teacher.

Students at Risk of School Failure: Students will be accommodated based on individual need and provided various structural supports through their school.

Gifted and Talented Students: Students will be challenged to enhance their knowledge and skills through acceleration and additional independent research on the subject matter.