Black Horse Pike Regional School District
580 Erial Road, Blackwood, NJ 08012

Accounting

COURSE OF STUDY

Business Department

Written By:
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Date:
Aug 2026

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Approved by:
Marcie Geyer, Director of Curriculum & Instruction

Black Horse Pike Regional School District

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Accounting

Course Curriculum

Course Overview
This course introduces students to the fundamental principles of accounting, often called the "language of business". Students will master this language from the ground up. Progressing from basic concepts, such as the accounting equation and T-accounts, to executing double-entry bookkeeping and analyzing corporate financial statements. Students will work directly with journals, ledgers, and platform software like Excel, MindTap, and Stukent, to gain practical financial skills designed for career success in the business industry.

The course content below follows the 21st Century Life and Careers.

Course Content and Outline:		
	Topics	**Timeline**
Unit 1: Foundations of Accounting	1. Accounting in Action 2. Types of Businesses and Business Ownership 3. Business Activities & Accounting Cycles 4. Introduction to Financial Statements 5. Career Paths in Accounting 6. Employability Skills and Considerations in Accounting 7. Personal Accounting 8. How business activities change the accounting equation	8 Weeks

	9. How transactions change owner's equity in the accounting equation 10. Using T accounts 11. Analyzing how transactions affect accounts 12. Analyzing how transactions affect owner's equity accounts	
Unit 2: Accounting Mechanics	1. Recording transactions and the general journal 2. Transactions affecting prepaid insurance 3. Transactions affecting owner's equity and asset accounts 4. Starting a new journal page 5. Using accounts and preparing and maintaining a chart of accounts 6. Posting from a general journal 7. Journalizing correcting entries and correcting posting errors 8. Checking accounts 9. Bank reconciliation 10. Dishonored checks and electronic banking 11. Petty cash	10 Weeks
Unit 3:Completing the Accounting Cycle	1. Creating a work sheet 2. Planning adjusting entries on a work sheet 3. Completing the work sheet and finding errors on the work sheet 4. Journalizing and positing adjusting entries 5. Preparing an income statement 6. Preparing a statement of owner's equity and a balance sheet 7. Recording closing entries 8. Preparing a post-closing trial balance	9 Weeks

Unit 4: Accounting for Merchandising Corporations	1. Vertical analysis of an income statement 2. Vertical analysis of a balance sheet 3. Horizontal analysis 4. Analyzing financial statements using financial ratios 5. Subsidiary ledgers 6. Accounting for merchandise purchases 7. Accounting for cash payments 8. Accounting for sales on account 9. Accounting for cash and credit card sales 10. Accounting for purchase transactions using a general journal 11. Recording sales transactions using a general journal	9 Weeks

Course Expectations and Skills

- Define, analyze, and solve financial problems and communicate results.
- Describe the characteristics, skills and educational requirements necessary to maintain a successful career in the field of accounting.
- Identify and apply fundamental financial accounting theory and terminology to business transactions and events.
- Identify, analyze and record business transactions in accounting records according to the rules of double-entry accounting.
- Perform the steps to complete the accounting cycle.
- Classify accounts as asset, liability, equity, revenues or expenses and apply the rules of debit and credit to each.
- Evaluate financial statements to express an opinion on the profitability and financial strength of a business organization.
- Apply the relationship of revenues and expenses using the realization and matching principles.
- Apply reasoning to business situations in order to make ethical decisions.
- Calculate and record a variety of adjusting entries and explain their effects on the financial statements.
- Prepare journal entries specific to inventory transactions with credit terms for both the buyer and seller.
- Account for notes receivable and notes payable and calculate and record the related interest for each.
- Use EXCEL/QuickBooks/MindTap and other financial software to work with accounting data.

Materials Needed

- Chromebook
- Notebook and/or three-ring binder with lined paper (as needed)
- Daily planner/Student organizer
- Pen or pencil

Resources

- Gilbertson, Lehman, Gentene (2027) Century 21 Accounting: General Journal 12e. Independence, KY: Cengage Learning
- Gilbertson, Lehman, Gentene (2017) Century 21 Accounting: General Journal 10e. Boston, MA: South-Western Cengage Learning

Grading Scale

Students will earn their grades based on the following categories of assignments:

- Assessments: 40%
- Classwork Assignments: 60%

Late Work Submission Policy

Daily Work: A pupil who has been absent from school will be given an opportunity to make up assignments, provided the assignments are completed during a period equal to the length of his/her absence. That period may be extended for the completion of long term assignments at the discretion of the teacher (on an individual basis and specific to the reason for absence when clearly communicated with the teacher) When Due Dates are Posted for Assignments: There will be a 10% reduction for every day late after the posted due date in Genesis, with a maximum of five days late.

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Accounting
Unit 1: Foundations of Accounting

Updated: July 2026

Unit 1 Title: Foundations of Accounting	
This unit introduces students to the foundational principles of accounting and the accounting cycle. Students learn to analyze business transactions using the accounting equation, T-accounts, and the rules of debits and credits while exploring the role of GAAP, ethics, and business ownership in financial reporting. These concepts provide the foundation for future accounting coursework and careers in business and finance.	
Essential Questions	**Enduring Understanding**

1. Why is accounting considered "the language of business," and who relies on it to make decisions? 2. Why do businesses need standard rules and ethics when tracking their money? 3. How does the way a business is set up change how it operates and reports its finances? 4. How does every business choice impact the fundamental financial equation? 5. How do debits, credits, and T-accounts keep a company's financial records in balance? 6. How can learning accounting prepare you for future careers and personal financial success?	1. Accounting is known as the "language of business" because it organizes financial data so internal managers can make operational decisions and external users like banks and investors can evaluate the company's health. 2. Businesses follow standardized rules called GAAP and strict ethical guidelines to ensure financial statements are accurate, consistent, and trustworthy for investors and lenders. 3. A company's legal setup determines its liability and reporting requirements, ranging from simple sole proprietorships with unlimited personal liability to corporations with limited liability protection and strict regulations. 4. Every business transaction impacts the accounting equation (Assets = Liabilities + Equity) by changing at least two accounts to keep the financial records in perfect balance. 5. Using double-entry mechanics, accountants track financial changes in T-accounts where debits on the left must equal credits on the right, with each account type increasing on its designated normal balance side. 6. Learning accounting develops essential financial literacy that prepares students for high-demand careers in public accounting, auditing, and business management, while also improving personal money management skills.
Tier 2 Vocabulary *High-frequency words used throughout the unit*	**Tier 3 Vocabulary** *Discipline-specific words used throughout the unit*
Balancing (equations), increase, decrease, value, debt, insurance, sale, sold, sell, paid, received, services, row, column, total, proprietorship, partnership, corporation, service business, manufacturing business, merchandising business, professionalism, confidentiality, objectivity, financial literacy, budget.	Managerial accounting, financial accounting, financial statements, equity, GAAP, CPA, CFO, public accounting, private accounting, auditing, assets, liabilities, owner's equity, account title, account balance, capital account, creditor, sale on account, revenue, expense, withdrawals, T-account, debit, credit, normal balance.

Unit Learning Targets/Goals/Outcomes	
Learning Target	**Standards:**
1. Describe the different users of accounting information 2. Prepare a net worth statement and explain its purpose 3. Classify accounts as assets, liabilities, or owner's equity and demonstrate their relationship in the accounting equation 4. Analyze the effects of transactions on the accounting equation 5. Distinguish between cash and on account transactions 6. Compare and contrast the types of transactions that increase and decrease owner's equity 7. Explain the difference between expenses and liabilities 8. Show the relationship between the accounting equation and a T account 9. Identify the debit and credit side, the increase and decrease side, and the balance side of various accounts 10. Restate and apply the two rules that are associated with the increase side of an account 11. Restate and apply the four questions necessary to analyze transactions for starting a business into debit and credit parts 12. Analyze transactions for operating a business into debit and credit parts.	1. 9.3.12.FN ACT.3 2. 9.3.FN ACT.2 3. 9.3.12.FN ACT.2 4. 9.3.12.FN ACT.3 5. 9.3.12.FN ACT.3 6. 9.3.12.FN ACT.2 7. 9.3.12.FN ACT.2 8. 9.3.12.FN ACT.2 9. 9.3.12.FN ACT.2 10. 9.3.12.FN ACT.2 11. 9.3.12.FN ACT.3 12. 9.3.12.FN ACT.3

Instructional Strategies & Resources	
Activities/Assignments	**Instructional and Supplemental Materials and Texts**

• Teacher Guided Instruction
• Textbook Exercises
    ○ Terms Review
    ○ Audit Your Understanding
	• Century 21 Accounting: General Journal
	• MindTap
	• Stukent
	• EdPuzzle

◦ Work Together ◦ On Your Own ◦ Summary of key points • Accounting FAQS • Web links • Crossword puzzles • Automated Accounting Software (Excel, QuickBooks or MindTap) • Recycled Problems • Extra Practice Problems ◦ Application Problem ◦ Mastery Problem ◦ Challenge Problem	• NGPF • Canva • Adobe Express • Google Sheets

Assessments:	
Formative	**Summative**
• Daily warm-up questions & discussion • Daily exit checks • Unit vocabulary assignments • Whole-class discussion during content lectures • EDpuzzle videos • Accounting in the Real World • Think Like an Accountant • Forensic Accounting • Nike Financial Statements	• Personal Budget • Accounting Monopoly • End of Chapter Tests

Interdisciplinary Connections:

English Language Arts (ELA) Standards (NJSLS-ELA):

- RI.11-12.1 - Cite strong and thorough evidence to support analysis (ex: explaining the concept of marketing
- RI.11-12.3 - Analyze complex ideas or sequences of events (ex: marketing segmentation approaches)
- RI.11-12.6 - Determine an author's point of view and how rhetoric advances it (ex: mass marketing vs. segmentation)
- RI.11-12.7 - Integrate and evaluate multiple sources of information (ex: identifying target markets)
- W.11-12.1 - Write arguments to support claims with valid reasoning (ex: selecting a target market)
- W.11-12.2 - Write informative/explanatory texts to examine complex ideas (ex: 7 Functions of Marketing)
- W.11-12.4 - Produce clear and coherent writing (ex: conducting a SWOT analysis)
- SL.11-12.1 - Initiate and participate effectively in collaborative discussion (ex: defining ideal customer)
- SL.11-12.4 - Present information clearly and persuasively (ex: explaining the 4 Ps of Marketing)

Mathematics Standards (NJSLS-Math):

- N-Q.A.1 - Use units to solve multi-step real-world problems (ex: calculating pricing strategies)
- A-CED.A.1 - Create equations and inequalities to represent relationships (ex: price-demand relationships)
- S-ID.A.1 - Represent data with plots and interpret results (ex: target market selections)
- S-ID-B.6 - Use scatter plots and regression to analyze relationships (ex: segmenting based on behavior or demographics)
- S-ID-C.9 - Distinguish between correlation and causation in marketing research

Social Studies Standards (NJSLS-SS):

- 6.1.12.EconEM.2.a - Explain innovation's role in economic development (ex: marketing as economic driver)
- 6.1.12.Econ.EM.9.a - Analyze how supply and demand influence pricing (ex: identifying target markets)
- 6.1.12.Civics.PI.14.a - Evaluate how economic opportunities affect decision making (ex: SWOT analysis)
- 6.3.12.EconET.3 - Evaluate economic systems and consumer choices globally (ex: mass marketing vs. segmentation)

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Accounting

Unit 2: Accounting Mechanics

Updated: July 2026

Unit 2 Title: Accounting Mechanics

This unit introduces students to the process of recording, organizing, and managing financial transactions within the accounting cycle. Students learn to journalize transactions, post entries to the general ledger, maintain accurate accounting records, and apply cash control procedures, including bank reconciliations and petty cash management. These skills provide the foundation for maintaining reliable financial records and ensuring the accuracy of business information.

Essential Questions	Enduring Understanding
1. How do source documents and journals serve as the initial, chronological record of business transactions? 2. How do daily transactions impact specific asset, liability, and owner's equity accounts? 3. How do accountants transfer financial data to the general ledger and fix errors along the way? 4. How do businesses safely control, track, and use their cash resources? 5. Why do internal bank records and business cash balance records rarely match, and how are discrepancies handled?	1. Source documents provide the objective proof needed to enter transactions chronologically into a journal, creating an accurate step-by-step history of a business's financial activity. 2. Transactions change account balances by increasing or decreasing specific assets, liabilities, or owner's equity depending on whether cash, goods, or services were exchanged. 3. Accountants post debit and credit entries from the journal to individual ledger accounts to summarize balances, using correcting entries whenever mistakes are discovered. 4. Businesses protect and manage cash by implementing internal controls, setting up petty cash funds for minor expenses, and carefully tracking all cash inflows and outflows. 5. Timing differences, outstanding checks, deposits in transit, bank fees, or dishonored checks cause record discrepancies, which businesses resolve using monthly bank reconciliations.
Tier 2 Vocabulary *High-frequency words used throughout the unit*	**Tier 3 Vocabulary** *Discipline-specific words used throughout the unit*
Balancing (equations), increase, decrease, value, debt, insurance,	Journal, journalizing, double-entry accounting, source document,

sale, sold, sell, paid, received, services, transaction, total, subtotal, less, plus, spreadsheet, row, column	invoice, memorandum, ledger, general ledger, account number, file maintenance, proving cash, correcting entry, deposit slip, blank endorsement, special endorsement, restrictive endorsement, postdated check, voided check, bank statement, canceled check, dishonored check, non-sufficient funds check, electronic funds transfer, petty cash, petty cash slip, cash short, cash over

Unit Learning Targets/Goals/Outcomes	
Learning Target	**Standards:**
1. Define what a journal is and explain why it is used to record transactions 2. Compare and contrast different types of source documents 3. Identify the four parts of a journal entry 4. Analyze and record cash transactions using source documents 5. Analyze and record transactions for buying and paying on account 6. Analyze and record transactions that affect owner's equity 7. Analyze and record sales and receipt of cash on account 8. Demonstrate when to end and how to start a new journal page 9. Identify and correct errors using standard accounting practices 10. Construct a chart of accounts for a service business organized as a proprietorship 11. Demonstrate correct principles for numbering accounts 12. Apply file maintenance principles to update a chart of accounts 13. Complete the steps necessary to open general ledger accounts 14. Post amounts from a general journal 15. Demonstrate how to prove cash 16. Analyze incorrect journal entries and prepare correcting entries 17. Demonstrate how to correct errors made during the posting process 18. Record a deposit on a check stub	1. 9.3.FN-ACT.2 2. 9.3.FN-ACT.2 3. 9.3.FN-ACT.2 4. 9.3.FN-ACT.2 5. 9.3.FN-ACT.2 6. 9.3.FN-ACT.2 7. 9.3.FN-ACT.2 8. 9.3.FN-ACT.2 9. 9.3.FN-ACT.2 10. 9.3.FN-ACT.3 11. 9.3.FN-ACT.3 12. 9.3.FN-ACT.3 13. 9.3.FN-ACT.3 14. 9.3.FN-ACT.2 15. 9.3.FN-ACT.6 16. 9.3.FN-ACT.2 17. 9.3.FN-ACT.2 18. 9.3.FN-ACT.6 19. 9.3.FN-ACT.6 20. 9.3.FN-ACT.6 21. 9.3.FN-ACT.6 22. 9.3.FN-ACT.2

19. Endorse checks using blank, special, and restrictive endorsements 20. Prepare a check stub and a check 21. Complete a bank statement reconciliation 22. Record and journalize a bank service charge 23. Complete recordkeeping for a dishonored check 24. Journalize an electronic funds transfer 25. Journalize a debit card transaction 26. Establish a petty cash fund 27. Prepare a petty cash report 28. Replenish a petty cash fund	23. 9.3.FN-ACT.2, 9.3.FN-ACT.6 24. 9.3.FN-ACT.6 25. 9.3.FN-ACT.6 26. 9.3.FN-ACT.6 27. 9.3.FN-ACT.6 28. 9.3.FN-ACT.6

Instructional Strategies & Resources	
Activities/Assignments	**Instructional and Supplemental Materials and Texts**

• Teacher Guided Instruction
• Textbook Exercises
  ○ Terms Review
  ○ Audit Your Understanding
  ○ Work Together
  ○ On Your Own
  ○ Summary of key points
  ○ Accounting in the Real World
  ○ Ethics in Action
• Accounting FAQS
• Web links
• Crossword puzzles
• Automated Accounting Software (Excel, QuickBooks or MindTap)
• Recycled Problems
• Extra Practice Problems
	• Century 21 Accounting: General Journal
	• MindTap
	• Stukent
	• EdPuzzle
	• NGPF
	• Canva
	• Adobe Express
	• Google Sheets

◦ Application Problem ◦ Mastery Problem ◦ Challenge Problem ◦ Source Document Problem	

Assessments:	
Formative	**Summative**
• Daily warm-up questions & discussion • Daily exit checks • Unit vocabulary assignments • Whole-class discussion during content lectures • EDpuzzle videos • Accounting in the Real World • Think Like an Accountant • Forensic Accounting • Nike Financial Statements	• End of Chapter Tests • Reinforcement Activity 1A • Stukent Accounting Simulation

Interdisciplinary Connections:

English Language Arts

- NJSLSA.R1. 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.
- NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
- NJSLSA.W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
- NJSLSA.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.

Mathematics

- MP.2. Reason abstractly and quantitatively.
- MP.4. Model with mathematics.
- A.CED.A.1. Create equations and inequalities in one variable and use them to solve problems.
- N.Q.A.1. Use units as a way to understand problems and to guide the solution of multi-step problems.

Computer Science and Design Thinking
- 8.1.12.DA.5. Create data visualizations from large data sets to summarize, communicate, and support different interpretations of real-world phenomena.
- 8.1.12.IC.1. Evaluate the ways computing impacts personal, ethical, social, economic, and cultural practices.

Career Readiness, Life Literacies, and Key Skills
- 9.4.A.5. Investigate and analyze the impact of financial decisions and actions on personal, social, and economic outcomes.
- 9.4.C.1. Practice effective communication skills in digital and in-person interactions.
- 9.4.D.1. Demonstrate creativity and innovation in solving authentic problems.

Technology
- 8.2.12.ITH.3. Analyze the impact of emerging technologies on business and financial systems.

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Accounting
Unit 3: Completing the Accounting Cycle

Updated: July 2026

Unit 3 Title: Completing the Accounting Cycle
This unit focuses on preparing and adjusting financial records at the end of an accounting period. Students use worksheets, adjusting entries, and

financial statements to ensure accurate reporting, analyze business performance, and communicate financial information. The unit concludes with closing entries and a post-closing trial balance to complete the accounting cycle and prepare the business for the next fiscal period.	
Essential Questions	**Enduring Understanding**
1. How do accounting worksheets help organize financial data, identify errors, and prepare a business for period-end reporting? 2. How do adjusting entries ensure that revenues and expenses are reported in the correct time period? 3. Why is it necessary to formalize worksheet adjustments by recording and posting them to the general ledger? 4. How do financial statements communicate a business's profitability, overall financial position, and changes in ownership value? 5. Why are closing entries and a post-closing trial balance essential for resetting the books and starting a new fiscal period?	● Worksheets give accountants an informal workspace to organize financial data, calculate net income, and catch errors before final statements are prepared. ● Adjusting entries apply the matching principle by updating account balances so that revenues and their related expenses are recognized in the period they actually occurred. ● Posting adjusting entries to the general ledger makes the temporary worksheet calculations official, ensuring permanent accounts reflect true financial balances. ● Financial statements break down profitability on the income statement while detailing the company's net worth, overall financial health, and equity changes on the balance sheet. ● Closing entries reset temporary revenue and expense accounts to zero for the next fiscal period, while the post-closing trial balance proves that permanent accounts remain in balance.
Tier 2 Vocabulary *High-frequency words used throughout the unit*	**Tier 3 Vocabulary** *Discipline-specific words used throughout the unit*
Balancing (equations), increase, decrease, paid, received, transaction, cycle, trial, adjust, on hand, paper value, extend, ratio, percentage, heading, reset, spreadsheet, row, column, autosum, functions.	Work sheet, adjusting entry, balance sheet, income statement, statement of owner's equity, fiscal period, closing entry, post-closing trial balance, accounting cycle.

Unit Learning Targets/Goals/Outcomes

Learning Target	Standards:
1. Prepare the heading of a worksheet 2. Prepare the trial balance section of a work sheet 3. Analyze and explain the adjustments for supplies and prepaid insurance 4. Complete the Adjustments columns of a work sheet 5. Prepare the Balance Sheet and Income Statement columns of a work sheet 6. Total and rule the work sheet 7. Apply the steps for finding errors on a work sheet 8. Journalize and post the adjusting entries for supplies and prepaid insurance 9. Prepare an income statement for a service business 10. Calculate and analyze financial ratios using income statement amounts 11. Prepare a balance sheet for a service business organized as a proprietorship 12. Journalize and post closing entries for a service business organized as a proprietorship 13. Prepare a post-closing trial balance	1. 9.3.FN-ACT.2 2. 9.3.FN-ACT.2 3. 9.3.FN-ACT.2 4. 9.3.FN-ACT.2 5. 9.3.FN-ACT.2 6. 9.3.FN-ACT.2 7. 9.3.FN-ACT.2 8. 9.3.FN-ACT.2 9. 9.3.FN-ACT.5 10. 9.3.FN-ACT.5 11. 9.3.FN-ACT.5 12. 9.3.FN-ACT.2 13. 9.3.FN-ACT.2

Instructional Strategies & Resources	
Activities/Assignments	**Instructional and Supplemental Materials and Texts**

• Teacher Guided Instruction
• Textbook Exercises
    ○ Terms Review
    ○ Audit Your Understanding
    ○ Work Together
    ○ On Your Own
	• Century 21 Accounting: General Journal
	• MindTap
	• Stukent
	• EdPuzzle
	• NGPF
	• Canva

◦ Summary of key points ◦ Accounting in the Real World ◦ Ethics in Action • Accounting FAQS • Web links • Crossword puzzles • Automated Accounting Software (Excel, QuickBooks or MindTap) • Recycled Problems • Extra Practice Problems ◦ Application Problem ◦ Mastery Problem ◦ Challenge Problem	• Adobe Express • Google Sheets

Assessments:	
Formative	**Summative**
• Daily warm-up questions & discussion • Daily exit checks • Unit vocabulary assignments • Whole-class discussion during content lectures • EDpuzzle videos • Accounting in the Real World • Think Like an Accountant • Forensic Accounting • Nike Financial Statements	• End of Chapter Tests • Reinforcement Activity 1B • Stukent Accounting Simulation • Red Carpet Events Automated Accounting Simulation

Interdisciplinary Connections:

English Language Arts

- NJSLSA.R1. 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.
- NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
- NJSLSA.W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
- NJSLSA.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.

Mathematics

- MP.2. Reason abstractly and quantitatively.
- MP.4. Model with mathematics.
- A.CED.A.1. Create equations and inequalities in one variable and use them to solve problems.
- N.Q.A.1. Use units as a way to understand problems and to guide the solution of multi-step problems.

Computer Science and Design Thinking

- 8.1.12.DA.5. Create data visualizations from large data sets to summarize, communicate, and support different interpretations of real-world phenomena.
- 8.1.12.IC.1. Evaluate the ways computing impacts personal, ethical, social, economic, and cultural practices.

Career Readiness, Life Literacies, and Key Skills

- 9.4.A.5. Investigate and analyze the impact of financial decisions and actions on personal, social, and economic outcomes.
- 9.4.C.1. Practice effective communication skills in digital and in-person interactions.
- 9.4.D.1. Demonstrate creativity and innovation in solving authentic problems.

Technology

- 8.2.12.ITH.3. Analyze the impact of emerging technologies on business and financial systems.

Accounting
Unit 4: Accounting for Merchandising Corporations

Updated: July 2026

Unit 4 Title: Accounting for Merchandising Corporations	
This unit introduces students to financial statement analysis, merchandising business operations, and specialized accounting procedures. Students learn to evaluate business performance using financial ratios and trend analysis while recording purchasing, sales, cash, and inventory transactions using specialized journals and subsidiary ledgers. By applying these accounting practices, students develop the skills needed to maintain accurate financial records and support effective business decision-making.	
Essential Questions	**Enduring Understanding**
1. How do businesses use financial ratio and trend analysis to evaluate their overall performance and stability? 2. How do an organization's structure and business model shape its financial operations? 3. How do specialized journals and ledgers streamline the recording and tracking of complex transactions? 4. How do businesses account for and manage the daily flow of purchasing and selling inventory? 5. How do businesses correct errors and account for routine adjustments like returns to maintain accurate records?	1. Financial ratios and vertical or horizontal trend analysis allow businesses to measure profitability, liquidity, and overall financial health over time. 2. An organization's legal setup and industry type dictate how it structures its operations, sources merchandise, and manages owner liability. 3. Specialized journals and subsidiary ledgers group similar high-volume transactions together, keeping the general ledger organized and easy to reconcile. 4. Businesses track inventory by recording purchases, sales, and returns across dedicated sales and cash journals to maintain control over stock and costs. 5. Accountants use general journal entries and ledger updates to fix recording mistakes and account for returns so all financial

	balances remain accurate.
Tier 2 Vocabulary *High-frequency words used throughout the unit*	**Tier 3 Vocabulary** *Discipline-specific words used throughout the unit*
Horizontal, vertical, subsidiary, merchandise, purchase, ratio, percentage	Corporation, income statement, balance sheet, vertical analysis, horizontal analysis,

Unit Learning Targets/Goals/Outcomes	
Learning Target	**Standards:**
1. Analyze an income statement using vertical analysis 2. Perform vertical analysis of a balance sheet 3. Analyze a balance sheet using vertical analysis 4. Perform horizontal analysis on a balance sheet 5. Calculate earnings per share 6. Calculate and interpret market ratios 7. Calculate and interpret liquidity ratios 8. Distinguish among service, retail merchandising, and wholesale merchandising businesses 9. Identify differences between a sole proprietorship and a corporation 10. Explain the relationship between a subsidiary ledger and a controlling account 11. Describe accounting procedures used in ordering merchandise 12. Discuss the purpose of a special journal 13. Journalize purchases of merchandise on account using a purchases journal 14. Post merchandise purchases to an accounts payable ledger and a general ledger 15. Record cash payments using a cash payments journal 16. Record replenishment of a petty cash fund	1. 9.3.FN-ACT.5 2. 9.3.FN-ACT.5 3. 9.3.FN-ACT.5 4. 9.3.FN-ACT.5 5. 9.3.FN-ACT.5 6. 9.3.FN-ACT.5 7. 9.3.FN-ACT.5 8. 9.3.FN-ACT.1 9. 9.3.FN-ACT.1 10. 9.3.FN-ACT.3 11. 9.3.FN-ACT.2 12. 9.3.FN-ACT.3 13. 9.3.FN-ACT.2 14. 9.3.FN-ACT.3 15. 9.3.-FN-ACT.2 16. 9.3.FN-ACT.6 17. 9.3.FN-ACT.3 18. 9.3.FN-ACT.3 19. 9.3.FN-ACT.2 20. 9.3.FN-ACT.3 21. 9.3.FN-ACT.2

17. Post cash payments to an accounts payable ledger and a general ledger 18. Explain the relationship between the accounts receivable ledger and its controlling account 19. Record sales on account using a sales journal 20. Explain the relationship between the accounts receivable ledger and its controlling account 21. Record sales on account using a sales journal 22. Record cash and credit card sales using a cash receipts journal 23. Journalize cash receipts on account using a cash receipts journal 24. Explain the purpose of a general journal 25. Account for purchases returns and allowances 26. Post a general journal to the accounts payable ledger and general ledger 27. Account for sales returns and allowances 28. Post a general journal to the accounts receivable ledger and general ledger 29. Record a correcting entry to the accounts receivable ledger	22. 9.3.FN-ACT.2 23. 9.3.FN-ACT.2 24. 9.3.FN-ACT.2 25. 9.3.FN-ACT.2 26. 9.3.FN-ACT.3 27. 9.3.FN-ACT.2 28. 9.3.FN-ACT.3 29. 9.3.FN-ACT.2

Instructional Strategies & Resources	
Activities/Assignments	**Instructional and Supplemental Materials and Texts**

• Teacher Guided Instruction
• Textbook Exercises
    ○ Terms Review
    ○ Audit Your Understanding
    ○ Work Together
    ○ On Your Own
    ○ Summary of key points
    ○ Accounting in the Real World
	• Century 21 Accounting: General Journal
	• MindTap
	• Stukent
	• EdPuzzle
	• NGPF
	• Canva
	• Adobe Express
	• Google Sheets

◦ Ethics in Action • Accounting FAQS • Web links • Crossword puzzles • Automated Accounting Software (Excel, QuickBooks or MindTap) • Recycled Problems • Extra Practice Problems ◦ Application Problem ◦ Mastery Problem ◦ Challenge Problem	

Assessments:	
Formative	**Summative**
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Interdisciplinary Connections:

English Language Arts

- NJSLSA.R1. 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.
- NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
- NJSLSA.W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
- NJSLSA.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.

Mathematics

- MP.2. Reason abstractly and quantitatively.
- MP.4. Model with mathematics.
- A.CED.A.1. Create equations and inequalities in one variable and use them to solve problems.
- N.Q.A.1. Use units as a way to understand problems and to guide the solution of multi-step problems.

Computer Science and Design Thinking

- 8.1.12.DA.5. Create data visualizations from large data sets to summarize, communicate, and support different interpretations of real-world phenomena.
- 8.1.12.IC.1. Evaluate the ways computing impacts personal, ethical, social, economic, and cultural practices.

Career Readiness, Life Literacies, and Key Skills

- 9.4.A.5. Investigate and analyze the impact of financial decisions and actions on personal, social, and economic outcomes.
- 9.4.C.1. Practice effective communication skills in digital and in-person interactions.
- 9.4.D.1. Demonstrate creativity and innovation in solving authentic problems.

Technology

- 8.2.12.ITH.3. Analyze the impact of emerging technologies on business and financial systems.