

TOWNSHIP OF UNION PUBLIC SCHOOLS



Accounting II June 2021

Mission Statement

The mission of the Township of Union Public Schools is to build on the foundations of honesty, excellence, integrity, strong family, and community partnerships. We promote a supportive learning environment where every student is challenged, inspired, empowered, and respected as diverse learners. Through cultivation of students' intellectual curiosity, skills and knowledge, our students can achieve academically and socially, and contribute as responsible and productive citizens of our global community.

Philosophy Statement

The Township of Union Public School District, as a societal agency, reflects democratic ideals and concepts through its educational practices. It is the belief of the Board of Education that a primary function of the Township of Union Public School System is to formulate a learning climate conducive to the needs of all students in general, providing therein for individual differences. The school operates as a partner with the home and community.

Course Description

College Accounting II expands on basic concepts learned in the first year of accounting. Topics will expand to cover managerial accounting as well as financial analysis. This course will provide an excellent background and preparation for students who seek to continue studies as a business or accounting major. Accounting II will allow students to apply mastered manual accounting concepts in an automated system. Students will use computer software to complete the accounting cycle.

Curriculum Units/Pacing Guide

| Unit # / Title | Number of Days |
|--|----------------|
| Unit 1: Accounting for a Merchandising Business Organized as a Corporation | 95 |
| Unit 2: Accounting for a Business Organized as a Corporation Adjustments and Valuation | 60 |
| Unit 3: Additional Accounting Procedures | 25 |

Unit Standards Overview

| Overview | Unit Skills Focus | Content-Specific Practices (when applicable) |
|---|---|--|
| <p>Unit 1</p> <p>Accounting for a Merchandising Business Organized as a Corporation</p> | <ul style="list-style-type: none"> ● Journalize purchases of merchandise using a purchases journal ● Journalize cash payments and cash discounts using a cash payments journal ● Prepare a petty cash report and journalize the reimbursement of petty cash funds ● Journalize sales on account using a sales journal ● Journalize cash receipts using a cash receipts journal ● Record sales, sales returns and allowances, purchases, and purchases returns and allowances using a general journal ● Post separate as well as column totals from the purchases, cash payments, sales, and cash receipts journals to the accounts payable, accounts receivable subsidiary ledgers and general ledgers ● Post individual amounts from general journal to general ledger as well as subsidiary ledgers ● Complete a payroll register and employee earning records ● Journalize a declaration and payment of dividends ● Prepare a worksheet for a corporation ● Prepare financial statements for a corporation ● Record adjusting and closing entries for a merchandising business organized as a corporation ● Prepare a post-closing trial balance | <ul style="list-style-type: none"> ● Annotations and close reading activities ● Classroom Discussions, Socratic seminars, and Debates ● Analysis of graphic organizers and notes ● Annotated Timelines ● Teacher and student led PowerPoint Presentations ● Class Trips to applicable historical sites/monuments ● Definitions of key terms and concepts ● Individual/Group Presentations ● Document Based Question analysis and essays ● Written responses to queries |

| | | |
|---|--|--|
| | | <ul style="list-style-type: none"> ● Summary and Analysis of Videos/Documentaries/Films ● Summary and analysis of guest speakers |
| <p>Suggested Resources</p> <p><i>Provide links to specific resources/ activities</i></p> | <p><u>https://login.cengage.com/cb/</u></p> <p><u>www.C21accounting.com</u></p> <p><u>www.accountingcoach.com</u></p> <p><u>www.smallbizu.org/a101/</u></p> <p><u>www.accounting-world.com</u></p> <p><u>www.Misscpa.com</u></p> <p><u>www.principlesofaccounting.com</u></p> | |

| | | |
|---|--|--|
| <p>Unit 2</p> <p>Accounting for a Business Organized as a Corporation Adjustments and Valuation</p> | <ul style="list-style-type: none"> ● Define accounting terms related to uncollectible accounts ● Calculate, journalize, and post estimated uncollectible accounts expense ● Journalize and post entries related to writing off and collecting uncollectible accounts receivable ● Record the buying of a plant asset and the paying of property tax ● Calculate depreciation expense and book value using straight-line method of depreciation ● Record entries related to disposing of plant assets ● Prepare a stock record ● Determine the cost of merchandise inventory using the FIFO, LIFO, and weighted average inventory costing methods ● Calculate interest and maturity dates for notes ● Analyze and record transactions for notes payable and receivable ● Record adjusting and closing entries for accrued revenue ● Record adjusting, closing, and reversing entries for accrued expenses | |
| <p>Suggested Resources</p> <p><i>Provide links to specific resources/ activities</i></p> | <p><u>https://login.cengage.com/cb/</u></p> <p><u>www.C21accounting.com</u></p> <p><u>www.accountingcoach.com</u></p> <p><u>www.smallbizu.org/a101/</u></p> <p><u>www.accounting-world.com</u></p> <p><u>www.Misscpa.com</u></p> <p><u>www.principlesofaccounting.com</u></p> | |

| | | |
|--|---|--|
| <p>Unit 3</p> <p>Additional Accounting Procedures</p> | <ul style="list-style-type: none"> ● Identify accounting concepts and practices to forming, dissolving, and distributing earnings of a partnership ● Journalize entries related to forming, dissolving, and distributing earnings of a partnership ● Calculate the distribution of partnership earnings ● Prepare an owner's equity statement for a business organized as a partnership ● Identify accounting practices related to international and Internet sales ● Record transactions for international and Internet sales | |
| <p>Suggested Resources</p> <p><i>Provide links to specific resources/ activities</i></p> | <p><u>https://login.cengage.com/cb/</u></p> <p><u>www.C21accounting.com</u></p> <p><u>www.accountingcoach.com</u></p> <p><u>www.smallbizu.org/a101/</u></p> <p><u>www.accounting-world.com</u></p> <p><u>www.Misscpa.com</u></p> <p><u>www.principlesofaccounting.com</u></p> | |

Curricular Units

Unit 1: Accounting for a Merchandising Business Organized as a Corporation

| Critical Knowledge & Skills (“Unpacked” Standards) | Content-Specific Practices | Standard Mastery Examples <i>(The Student will be able to:)</i> |
|--|---|---|
| <ul style="list-style-type: none">• What is a special journal?• What are the 9 steps in the accounting cycle for a merchandising business organized as a corporation? | Annotations and close reading activities Classroom Discussions and Debates Analysis of graphic organizers and notes Teacher and student led PowerPoint Presentations | <ul style="list-style-type: none">• Each chapter contains a work together problem that will be worked on as a total class with the instructor leading the discussion and demonstrating the item to be completed |

| | | |
|---|---|---|
| <ul style="list-style-type: none"> • Why do corporations utilize subsidiary ledgers? | <p>Definitions of key terms and concepts Individual/Group Presentations Written responses to queries Summary and Analysis of Videos/Documentaries/Films Summary and analysis of guest speakers</p> | <ul style="list-style-type: none"> • Each chapter contains a problem called on your own that will be completed after the students have been walked through the initial problem with the instructor |
| <ul style="list-style-type: none"> • How do businesses prepare payroll records? • What happens to the tax collected from the customers? • How do you distribute dividends? | <p>Annotations and close reading activities Classroom Discussions and Debates Analysis of graphic organizers and notes Teacher and student led PowerPoint Presentations Definitions of key terms and concepts Individual/Group Presentations Written responses to queries Summary and Analysis of Videos/Documentaries/Films Summary and analysis of guest speakers</p> | <ul style="list-style-type: none"> • Each chapter section contains an application problem that the students will complete on their own to show that they have mastered the skill from the section • Reinforcement problems when students have completed the first 4 steps on the accounting cycle as well as the last 5 steps |
| <ul style="list-style-type: none"> • How do end of fiscal period financial statements differ for a corporation? • How do we calculate if a merchandising business is doing well or failing? | <p>Annotations and close reading activities Classroom Discussions and Debates Analysis of graphic organizers and notes Teacher and student led PowerPoint Presentations Definitions of key terms and concepts Individual/Group Presentations Written responses to queries</p> | <ul style="list-style-type: none"> • Each chapter contains a mastery problem that will combine all of the items learned in the entire chapter into 1 total problem • Each chapter will have the students complete a challenge problem using the information learned in the chapter in a challenging way. |

| | | |
|--|--|--|
| <ul style="list-style-type: none"> What changes can be made when a merchandising business is performing poorly? | Summary and Analysis of Videos/Documentaries/Films | |
|--|--|--|

| Unit 1 Assessment Plan | |
|---|---|
| Formative Assessment <i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i> | Summative Assessment <i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i> |
| Group Discussions, Graphic Organizers, Class Participation, Exit Tickets, Study guides, | Tests, Quizzes, Projects |

| Unit 1 Suggested Modifications/Accommodations/Extension Activities | | |
|--|--|---|
| English Language Learners (ELL) <i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i> | Special Education / 504 <i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i> | Gifted and Talented <i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i> |
| a. Read written instructions/Google translate b. Students may be provided with note organizers/study guides to reinforce key topics. c. Model and provide examples d. Extended time on assessments when needed. e. Establish a non-verbal cue to redirect students when not on task. | a. Students may be provided with note organizers / study guides to reinforce key topics. b. Extended time on assessments when needed. c. Preferred seating to be determined by student and teacher. d. Provide modified assessments when necessary. | a. Use of Higher Level Questioning Techniques b. Extension/Challenge Questions c. Provide Assessments at a Higher Level of Thinking d. Enrichment Activities |

| Unit 1 Connections | |
|--|--|
| NJSL - Technology <i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i> Refer to the NJ Technology Standards | Career Readiness Practices <i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i> Refer to the NJ Career Readiness Practices |
| 8.1.12.A.1: Create a personal digital portfolio which reflects personal and academic interests, achievements, and career aspirations by using a variety of digital tools and resources. 8.1.12.A.2: Produce and edit a multi-page digital document for a commercial or professional audience and present it to peers and/or professionals in that related area for review. 8.1.12.A.3: Collaborate in online courses, learning communities, social networks or virtual worlds to discuss a resolution to a problem or issue. | CRP1. Act as a responsible and contributing citizen and employee. CRP2. Apply appropriate academic and technical skills. CRP3. Attend to personal health and financial well-being. CRP4. Communicate clearly and effectively and with reason. CRP5. Consider the environmental, social and economic impacts of decisions. CRP6. Demonstrate creativity and innovation. CRP7. Employ valid and reliable research strategies. CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. CRP9. Model integrity, ethical leadership and effective management. |

| | |
|--|--|
| <p>8.1.12.A.4: Construct a spreadsheet workbook with multiple worksheets, rename tabs to reflect the data on the worksheet, and use mathematical or logical functions, charts and data from all worksheets to convey the results.</p> <p>8.1.12.A.5: Create a report from a relational database consisting of at least two tables and describe the process, and explain the report results.</p> <p>8.1.12.B.2: Apply previous content knowledge by creating and piloting a digital learning game or tutorial.</p> <p>8.1.12.C.1: Develop an innovative solution to a real world problem or issue in collaboration with peers and experts, and present ideas for feedback through social media or in an online community.</p> | <p>CRP10. Plan education and career paths aligned to personal goals.</p> <p>CRP11. Use technology to enhance productivity.</p> <p>CRP12. Work productively in teams while using cultural global competence.</p> |
| <p style="text-align: center;">21st Century Skills</p> <p style="text-align: center;"><i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i> Refer to the 21st Century Life and Skills</p> | <p style="text-align: center;">Interdisciplinary Connections</p> <p style="text-align: center;"><i>When possible, provide links to specific ELA/Math/Sci/SS standards as well as samples/ documents/ assignments/ etc.</i> Refer to the NJ Student Learning Standards</p> |
| <p>9.1 Personal Financial Literacy</p> <p>9.2 Career Awareness, Exploration, and Preparation</p> <p>9.3 Career and Technical Education</p> <p>9.4 Life Literacies & Key Skills</p> | <p>Content Workplace Readiness Skills/Standards as directed by the New Jersey Student Learning Standards are infused into the curriculum.</p> <p>English: Written reports & projects</p> |

Unit 2: Accounting for a Business Organized as a Corporation Adjustments and Valuation

| Critical Knowledge & Skills (“Unpacked” Standards) | Content-Specific Practices (when applicable) | Standard Mastery Examples <i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i> |
|--|--|---|
| <ul style="list-style-type: none"> • What accounting procedures result in additional end of year activities that need to be completed? • How do you write off uncollectible accounts? • How do you report plant assets? | Annotations and close reading activities Classroom Discussions and Debates Analysis of graphic organizers and notes Teacher and student led PowerPoint Presentations Definitions of key terms and concepts Individual/Group Presentations Written responses to queries Summary and Analysis of Videos/Documentaries/Films Summary and analysis of guest speakers | <ul style="list-style-type: none"> • Class discussions and power point presentations • Note taking • Problem demonstrations via the work together problems at the end of each section • On your own problems at the end of each section |
| <ul style="list-style-type: none"> • What are FIFO, LIFO, and the Average Methods used for? • What do we use notes payable and receivable for? • How do you handle end of fiscal period work for a merchandising business organized as a corporation? | Annotations and close reading activities Classroom Discussions and Debates Analysis of graphic organizers and notes Teacher and student led PowerPoint Presentations Definitions of key terms and concepts Individual/Group Presentations Written responses to queries Summary and Analysis of Videos/Documentaries/Films Summary and analysis of guest speakers | <ul style="list-style-type: none"> • Application problems at the end of each chapter • Mastery and challenge problems at the end of each chapter • Reinforcement activities at midpoint • Accounting Simulation at the end of the Unit |

| Unit 2 Assessment Plan | |
|--|--|
| Formative Assessment <i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i> | Summative Assessment <i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i> |

| | |
|---|--------------------------|
| Group Discussions, Graphic Organizers, Class Participation, Exit Tickets, Study guides, | Tests, Quizzes, Projects |
|---|--------------------------|

Unit 2 Suggested Modifications/Accommodations/Extension Activities

| English Language Learners (ELL) <i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i> | Special Education / 504 <i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i> | Gifted and Talented <i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i> |
|---|--|---|
| a. Read written instructions b. Students may be provided with note organizers/study guides to reinforce key topics. c. Model and provide examples d. Extended time on assessments when needed. | a. Students may be provided with note organizers / study guides to reinforce key topics. b. Extended time on assessments when needed. c. Preferred seating to be determined by student and teacher. d. Provide modified assessments when necessary. | a. Use of Higher Level Questioning Techniques b. Extension/Challenge Questions c. Provide Assessments at a Higher Level of Thinking d. Enrichment Activities |

Unit 2 Connections

| NJSLS - Technology <i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i> Refer to the NJ Technology Standards | Career Readiness Practices <i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i> Refer to the NJ Career Readiness Practices |
|--|--|
| 8.1.12.A.1: Create a personal digital portfolio which reflects personal and academic interests, achievements, and career aspirations by using a variety of digital tools and resources. 8.1.12.A.2: Produce and edit a multi-page digital document for a commercial or professional audience and present it to peers and/or professionals in that related area for review. 8.1.12.A.3: Collaborate in online courses, learning communities, social networks or virtual worlds to discuss a resolution to a problem or issue. 8.1.12.A.4: Construct a spreadsheet workbook with multiple worksheets, rename tabs to reflect the data on the worksheet, and use mathematical or logical functions, charts and data from all worksheets to convey the results. 8.1.12.A.5: Create a report from a relational database consisting of at least two tables and describe the process, and explain the report results. | CRP1. Act as a responsible and contributing citizen and employee. CRP2. Apply appropriate academic and technical skills. CRP3. Attend to personal health and financial well-being. CRP4. Communicate clearly and effectively and with reason. CRP5. Consider the environmental, social and economic impacts of decisions. CRP6. Demonstrate creativity and innovation. CRP7. Employ valid and reliable research strategies. CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. CRP9. Model integrity, ethical leadership and effective management. CRP10. Plan education and career paths aligned to personal goals. CRP11. Use technology to enhance productivity. CRP12. Work productively in teams while using cultural global competence. |

| | |
|--|--|
| <p>8.1.12.B.2: Apply previous content knowledge by creating and piloting a digital learning game or tutorial.</p> <p>8.1.12.C.1: Develop an innovative solution to a real world problem or issue in collaboration with peers and experts, and present ideas for feedback through social media or in an online community.</p> | |
| <p style="text-align: center;">21st Century Skills</p> <p style="text-align: center;"><i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i> Refer to the 21st Century Life and Skills</p> | <p style="text-align: center;">Interdisciplinary Connections</p> <p style="text-align: center;"><i>When possible, provide links to specific ELA/Math/Sci/SS standards as well as samples/ documents/ assignments/ etc.</i> Refer to the NJ Student Learning Standards</p> |
| <p>9.1 Personal Financial Literacy</p> <p>9.2 Career Awareness, Exploration, and Preparation</p> <p>9.3 Career and Technical Education</p> <p>9.4 Life Literacies & Key Skills</p> | <p>Content Workplace Readiness Skills/Standards as directed by the New Jersey Student Learning Standards are infused into the curriculum.</p> <p>English: Written reports & projects</p> |

Unit 3: Additional Accounting Procedures

| | | |
|--|--|---|
| <p style="text-align: center;">Critical Knowledge & Skills (“Unpacked” Standards)</p> | <p style="text-align: center;">Content-Specific Practices (when applicable)</p> | <p style="text-align: center;">Standard Mastery Examples <i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i></p> |
|--|--|---|

| | | |
|---|---|---|
| <ul style="list-style-type: none"> • What is accounting for partnerships? • What is a partnership? • How do you form, dissolve, and distribute earnings to partnerships? • How do you record transactions for both international and internet sales | <p>Annotations and close reading activities Classroom Discussions and Debates Analysis of graphic organizers and notes Teacher and student led PowerPoint Presentations Definitions of key terms and concepts Individual/Group Presentations Written responses to queries Summary and Analysis of Videos/Documentaries/Films Summary and analysis of guest speakers</p> | <ul style="list-style-type: none"> • Class discussions and power point presentations • Note taking • Problem demonstrations via the work together problems at the end of each section • On your own problems at the end of each section • Application problems at the end of each chapter • Mastery and challenge problems at the end of each chapter • Accounting Simulation at the end of the Unit |
|---|---|---|

| Unit 3 Assessment Plan | |
|---|---|
| Formative Assessment <i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i> | Summative Assessment <i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i> |
| Group Discussions, Graphic Organizers, Class Participation, Exit Tickets, Study guides, | Tests, Quizzes, Projects |

| Unit 3 Suggested Modifications/Accommodations/Extension Activities | | |
|---|--|---|
| English Language Learners (ELL) <i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i> | Special Education / 504 <i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i> | Gifted and Talented <i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i> |
| a. Read written instructions b. Students may be provided with note organizers/study guides to reinforce key topics. c. Model and provide examples d. Extended time on assessments when needed. | a. Students may be provided with note organizers / study guides to reinforce key topics. b. Extended time on assessments when needed. c. Preferred seating to be determined by student and teacher. d. Provide modified assessments when necessary. | a. Use of Higher Level Questioning Techniques b. Extension/Challenge Questions c. Provide Assessments at a Higher Level of Thinking d. Enrichment Activities |

Unit 3 Connections

| NJSLS - Technology <i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i> Refer to the NJ Technology Standards | Career Readiness Practices <i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i> Refer to the NJ Career Readiness Practices |
|--|---|
| <p>8.1.12.A.1: Create a personal digital portfolio which reflects personal and academic interests, achievements, and career aspirations by using a variety of digital tools and resources.</p> <p>8.1.12.A.2: Produce and edit a multi-page digital document for a commercial or professional audience and present it to peers and/or professionals in that related area for review.</p> <p>8.1.12.A.3: Collaborate in online courses, learning communities, social networks or virtual worlds to discuss a resolution to a problem or issue.</p> <p>8.1.12.A.4: Construct a spreadsheet workbook with multiple worksheets, rename tabs to reflect the data on the worksheet, and use mathematical or logical functions, charts and data from all worksheets to convey the results.</p> <p>8.1.12.A.5: Create a report from a relational database consisting of at least two tables and describe the process, and explain the report results.</p> <p>8.1.12.B.2: Apply previous content knowledge by creating and piloting a digital learning game or tutorial.</p> <p>8.1.12.C.1: Develop an innovative solution to a real world problem or issue in collaboration with peers and experts, and present ideas for feedback through social media or in an online community.</p> | <p>CRP1. Act as a responsible and contributing citizen and employee.</p> <p>CRP2. Apply appropriate academic and technical skills.</p> <p>CRP3. Attend to personal health and financial well-being.</p> <p>CRP4. Communicate clearly and effectively and with reason.</p> <p>CRP5. Consider the environmental, social and economic impacts of decisions.</p> <p>CRP6. Demonstrate creativity and innovation.</p> <p>CRP7. Employ valid and reliable research strategies.</p> <p>CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</p> <p>CRP9. Model integrity, ethical leadership and effective management.</p> <p>CRP10. Plan education and career paths aligned to personal goals.</p> <p>CRP11. Use technology to enhance productivity.</p> <p>CRP12. Work productively in teams while using cultural global competence.</p> |
| 21st Century Skills <i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i> Refer to the 21st Century Life and Skills | Interdisciplinary Connections <i>When possible, provide links to specific ELA/Math/Sci/SS standards as well as samples/ documents/ assignments/ etc.</i> Refer to the NJ Student Learning Standards |

9.1 Personal Financial Literacy

9.2 Career Awareness, Exploration, and Preparation

9.3 Career and Technical Education

9.4 Life Literacies & Key Skills

Content Workplace Readiness Skills/Standards as directed by the New Jersey Student Learning Standards are infused into the curriculum.

English: Written reports & projects