Department of College and Career Readiness

Accounting I
Curriculum

5.0 Credits

Unit Four
Computerized Accounting I

Course Description

This course instructs students as to the steps involved in keeping accurate financial records for both small and large businesses. It develops the business and mathematical skills needed to determine the importance of what a business owns, what it owes, and what it is worth. It then develops an understanding of all the factors affecting the daily economic activities of a business. The students will be introduced and received hands-on experience with computer-assisted simulation and an introduction to electronic spreadsheet accounting. Mastering these principles can lead to career in finance and accounting.
## Pacing Guide

<table>
<thead>
<tr>
<th>Unit</th>
<th>Topic</th>
<th>Suggested Timing</th>
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<tbody>
<tr>
<td>Unit 1</td>
<td>Intro to Accounting and The Accounting Equation</td>
<td>approx. 12 weeks</td>
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<tr>
<td>Unit 2</td>
<td>Analyzing Business Transactions</td>
<td>approx. 12 weeks</td>
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<tr>
<td>Unit 3</td>
<td>Journalizing and Posting Business Transactions</td>
<td>approx. 5 weeks</td>
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<tr>
<td>Unit 4</td>
<td>Financial Statements and Completing the Accounting Cycle</td>
<td>approx. 6 weeks</td>
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Educational Technology Standards


- **Technology Operations and Concepts**
  - Create a personal digital portfolio which reflects personal and academic interests, achievements, and career aspirations by using a variety of digital tools and resources.

- **Creativity and Innovation**
  - Apply previous content knowledge by creating and piloting a digital learning game or tutorial.

- **Communication and Collaboration**
  - 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.

- **Digital Citizenship**
  - Demonstrate appropriate application of copyright, fair use and/or Creative Commons to an original work.

- **Research and Information Literacy**
  - Produce a position statement about a real world problem by developing a systematic plan of investigation with peers and experts synthesizing information from multiple sources.

- **Critical Thinking, Problem Solving, Decision Making**
  - Evaluate the strengths and limitations of emerging technologies and their impact on educational, career, personal and or social needs.
## Career Ready Practices

Career Ready Practices describe the career-ready skills that all educators in all content areas should seek to develop in their students. They are practices that have been linked to increase college, career, and life success. Career Ready Practices should be taught and reinforced in all career exploration and preparation programs with increasingly higher levels of complexity and expectation as a student advances through a program of study.

<table>
<thead>
<tr>
<th>CRP1. Act as a responsible and contributing citizen and employee</th>
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<tbody>
<tr>
<td>Career-ready individuals understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.</td>
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<th>CRP2. Apply appropriate academic and technical skills.</th>
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<td>Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive. They make connections between abstract concepts with real-world applications, and they make correct insights about when it is appropriate to apply the use of an academic skill in a workplace situation.</td>
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<th>CRP3. Attend to personal health and financial well-being.</th>
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<td>Career-ready individuals understand the relationship between personal health, workplace performance and personal well-being; they act on that understanding to regularly practice healthy diet, exercise and mental health activities. Career-ready individuals also take regular action to contribute to their personal financial well-being, understanding that personal financial security provides the peace of mind required to contribute more fully to their own career success.</td>
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<th>CRP4. Communicate clearly and effectively and with reason.</th>
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<td>Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others’ time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.</td>
</tr>
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</table>
CRP5. Consider the environmental, social and economic impacts of decisions.
Career-ready individuals understand the interrelated nature of their actions and regularly make decisions that positively impact and/or mitigate negative impact on other people, organization, and the environment. They are aware of and utilize new technologies, understandings, procedures, materials, and regulations affecting the nature of their work as it relates to the impact on the social condition, the environment and the profitability of the organization.

CRP6. Demonstrate creativity and innovation.
Career-ready individuals regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.

CRP7. Employ valid and reliable research strategies.
Career-ready individuals are discerning in accepting and using new information to make decisions, change practices or inform strategies. They use reliable research process to search for new information. They evaluate the validity of sources when considering the use and adoption of external information or practices in their workplace situation.

CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
Career-ready individuals readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of problems when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. They carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through their own actions or the actions of others.

CRP9. Model integrity, ethical leadership and effective management.
Career-ready individuals consistently act in ways that align personal and community-held ideals and principles while employing strategies to positively influence others in the workplace. They have a clear understanding of integrity and act on this understanding in every decision. They use a variety of means to positively impact the directions and actions of a team or organization, and they apply insights into human behavior to change others’ action, attitudes and/or beliefs. They recognize the near-term and long-term effects that management’s actions and attitudes can have on productivity, morals and organizational culture.
**CRP10. Plan education and career paths aligned to personal goals.**
Career-ready individuals take personal ownership of their own education and career goals, and they regularly act on a plan to attain these goals. They understand their own career interests, preferences, goals, and requirements. They have perspective regarding the pathways available to them and the time, effort, experience and other requirements to pursue each, including a path of entrepreneurship. They recognize the value of each step in the education and experiential process, and they recognize that nearly all career paths require ongoing education and experience. They seek counselors, mentors, and other experts to assist in the planning and execution of career and personal goals.

**CRP11. Use technology to enhance productivity.**
Career-ready individuals find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks—personal and organizational—of technology applications, and they take actions to prevent or mitigate these risks.

**CRP12. Work productively in teams while using cultural global competence.**
Career-ready individuals positively contribute to every team, whether formal or informal. They apply an awareness of cultural difference to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.
# Differentiated Instruction

## Strategies to Accommodate Students Based on Individual Needs

<table>
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<tr>
<th>Time/General</th>
<th>Processing</th>
<th>Comprehension</th>
<th>Recall</th>
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<tbody>
<tr>
<td>• Extra time for assigned tasks</td>
<td>• Extra Response time</td>
<td>• Precise step-by-step directions</td>
<td>• Teacher-made checklist</td>
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<tr>
<td>• Adjust length of assignment</td>
<td>• Have students verbalize steps</td>
<td>• Short manageable tasks</td>
<td>• Use visual graphic organizers</td>
</tr>
<tr>
<td>• Timeline with due dates for reports and projects</td>
<td>• Repeat, clarify or reword directions</td>
<td>• Brief and concrete directions</td>
<td>• Reference resources to promote independence</td>
</tr>
<tr>
<td>• Communication system between home and school</td>
<td>• Mini-breaks between tasks</td>
<td>• Provide immediate feedback</td>
<td>• Visual and verbal reminders</td>
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<td>• Provide lecture notes/outline</td>
<td>• Provide a warning for transitions</td>
<td>• Small group instruction</td>
<td>• Graphic organizers</td>
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<td></td>
<td>• Reading partners</td>
<td>• Emphasize multi-sensory learning</td>
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## Assistive Technology

- Computer/whiteboard
- Tape recorder
- Spell-checker
- Audio-taped books

## Tests/Quizzes/Grading

- Extended time
- Study guides
- Shortened tests
- Read directions aloud

## Behavior/Attention

- Consistent daily structured routine
- Simple and clear classroom rules
- Frequent feedback

## Organization

- Individual daily planner
- Display a written agenda
- Note-taking assistance
- Color code materials
## Enrichment

### Strategies Used to Accommodate Based on Students Individual Needs:

- Adaption of Material and Requirements
- Evaluate Vocabulary
- Elevated Text Complexity
- Additional Projects
- Independent Student Options
- Projects completed individual or with Partners
- Self Selection of Research
- Tiered/Multilevel Activities
- Learning Centers
- Individual Response Board
- Independent Book Studies
- Open-ended activities
- Community/Subject expert mentorships
### Assessments

**Suggested Formative/Summative Classroom Assessments**

- Timelines, Maps, Charts, Graphic Organizers
- Teacher-created Unit Assessments, Chapter Assessments, Quizzes
- Teacher-created DBQs, Essays, Short Answer
- Accountable Talk, Debate, Oral Report, Role Playing, Think Pair, and Share
- Projects, Portfolio, Presentations, Prezi, Gallery Walks
- Homework
- Concept Mapping
- Primary and Secondary Source analysis
- Photo, Video, Political Cartoon, Radio, Song Analysis
- Create an Original Song, Film, or Poem
- Canva to make Electronic Posters
- Tumblr to create a Blog
## Interdisciplinary Connections

### English Language Arts
- Journal writing
- Close reading of industry-related content
- Create a brochure for a specific industry
- Keep a running word wall of industry vocabulary

### Social Studies
- Research the history of a given industry/profession
- Research prominent historical individuals in a given industry/profession
- Use historical references to solve problems

### World Language
- Translate industry-content
- Create a translated index of industry vocabulary
- Generate a translated list of words and phrases related to workplace safety

### Math
- Research industry salaries for a geographic area and juxtapose against local cost of living
- Go on a geometry scavenger hunt
- Track and track various data, such as industry’s impact on the GDP, career opportunities or among of individuals currently occupying careers

### Fine & Performing Arts
- Create a poster recruiting young people to focus their studies on a specific career or industry
- Design a flag or logo to represent a given career field

### Science
- Research the environmental impact of a given career or industry
- Research latest developments in industry technology
- Investigate applicable-careers in STEM fields
New Jersey Student Learning Standards

9.3– Career and Technical Education

Career Cluster: Business Management & Administration (BM)

- 9.3.12.BM.1: Utilize mathematical concepts, skills and problem solving to obtain necessary information for decision-making in business.
- 9.3.12.BM.2: Describe laws, rules and regulations as they apply to effective business operations.
- 9.3.12.BM.3: Explore, develop and apply strategies for ensuring a successful business career.
- 9.3.12.BM.5: Implement systems, strategies and techniques used to manage information in a business.
- 9.3.12.BM.6: Implement, monitor and evaluate business processes to ensure efficiency and quality results.

Pathway: Business Information Management (BM-BIM)

- 9.3.12.BM-BIM.2: Plan, monitor, manage and maintain the use of financial resources to ensure a business's financial wellbeing.

Pathway: Accounting (FN-ACT)

- 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.4: Utilize career-planning concepts, tools and strategies to explore, obtain and/or develop an accounting career.
Common Career Technical Core (CCTC)

Career Cluster Business Management & Administration

BM 1 – Utilize mathematical concepts, skills and problem solving to obtain necessary information for decision-making in business.

• 1. Solve mathematical problems using numbers and operations.

BM 2 – Describe laws, rules and regulations as they apply to effective business operations.

• 1. Obtain and provide information in a business setting.

BM 3 – Explore, develop and apply strategies for ensuring a successful business career.

• 1. Develop self-understanding to recognize the impact of personal actions on others.

BM 5 – Implement systems, strategies and techniques used to manage information in a business.

• 1. Explain the nature and scope of knowledge management practices within a business.

BM 6 – Implement, monitor and evaluate business processes to ensure efficiency and quality results.

• 1. Explain the nature and scope of quality management practices within a business.

Career Pathway: Accounting

FN-ACT 1 – Describe and follow laws and regulations to manage accounting operations and transactions.

• 1. Describe regulation of accounting.
FN-ACT 2 – Utilize accounting tools, strategies and systems to plan, monitor, manage and maintain the use of financial resources.

  • 1. Classify, record and summarize financial data.

FN-ACT 3 – Process, evaluate and disseminate financial information to assist business decision making.

  • 1. Utilize accounting technology.

FN-ACT 4 – Utilize career-planning concepts, tools and strategies to explore, obtain and/or develop an accounting career.

  • 1. Describe careers in accounting.
Common Core State Standards (CCSS)

CCSS - English-Language Arts

Comprehension and Collaboration:

- CCSS.ELA-LITERACY.SL.11-12.2 Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

Presentation of Knowledge and Ideas:

- CCSS.ELA-LITERACY.SL.11-12.5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

Production and Distribution of Writing:

- CCSS.ELA-LITERACY.W.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- CCSS.ELA-LITERACY.W.11-12.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 11-12 here.).
- CCSS.ELA-LITERACY.W.11-12.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

Research to Build and Present Knowledge:

- CCSS.ELA-LITERACY.W.11-12.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
Range of Writing:

- CCSS.ELA-LITERACY.W.11-12.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Common Core State Standards (CCSS)

CCSS – Mathematics

Make inferences and justify conclusions from sample surveys, experiments, and observational studies:

- CCSS.MATH.CONTENT.HSS.IC.B.6 Evaluate reports based on data.
**Course:** Accounting I  
**Unit:** Financial Statements and Completing the Accounting Cycle  
**Grade Level:** 9-12

**Unit Overview:** Students will learn how to prepare and analyze financial statements for making sound business decisions. All businesses complete the accounting cycle by preparing statements which report the financial condition to stakeholders. This unit concludes with an introduction to US Federal Taxation for individuals and businesses.


**Common Career Technical Core (CCTC):** BM 1, BM 2, BM 3, BM5, BM 6, FN-ACT 1, FN-ACT 2, FN-ACT 3, FN-ACT 4.


<table>
<thead>
<tr>
<th>Student Learning Objectives (SLOs)</th>
<th>Essential Questions</th>
<th>Skills &amp; Indicators</th>
<th>Sample Activities</th>
<th>Resources</th>
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</table>
| Prepare an income statement for a Sole Proprietorship. | Is a work sheet considered a financial statement?  
What are the four financial statements?  
What financial statement is prepared first?  
What is the purpose of the income statement?  
What are the four sections of the income statement? | • Explain the purpose of the income statement.  
• Prepare an income statement.  
• Apply information from source documents.  
• Classify, record, and summarize financial data.  
• Make decisions using | **Graphic Organizer:**  
Provide students with a “Series of Event Graphic Organizer”.  
Using the graphic organizer, summarize the steps for creating an income statement.  
**Short Answer:**  
Write two complete paragraphs answering | **Sequence of Events Chart:**  
[http://www.readwritethink.org/classroom-resources/printouts/sequence-events-chart-30580.html](http://www.readwritethink.org/classroom-resources/printouts/sequence-events-chart-30580.html)  
**Income Statement:**  
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<td>Prepare a statement of</td>
<td>Why is the statement of</td>
<td>Explain the purpose</td>
<td><strong>Writing: Compare and</strong></td>
<td><strong>What are the</strong></td>
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**Writing: Compare and Contrast**

<p>| Why is the statement of | Explain the purpose | Writing: Compare and Contrast | What are the |</p>
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<td>changes in owner’s equity.</td>
<td>changes in owner’s equity important for a business? Where do you find the information needed to prepare the statement of changes in owner’s equity? How do you prepare the statement of changes in owner’s equity? In the preparation of this statement, what two items would increase equity? What two items would decrease equity?</td>
<td>of the statement of changes in owner’s equity. • Prepare the statement of changes in owner’s equity. • Apply basic accounting concepts and terminology • Follow oral and written instructions • Organize steps logically. • Gather technical information and data using a variety of resources. • Compose multi-paragraph documents clearly, succinctly, and accurately.</td>
<td><strong>Contrast</strong> In what ways are the income statement and statement of changes in owner’s equity similar? How are they different? <strong>Graphic Organizer</strong> Provide students with a “Series of Event Graphic Organizer”. Using the graphic organizer, summarize the steps for creating a statement of changes in owner’s equity. <strong>Preparing a Statement of Changes in Owner’s Equity.</strong> Provide students with a completed work sheet. Using the work sheet prepare a statement of changes in owner’s equity.</td>
<td>differences between comprehensive income and other comprehensive income? <a href="http://www.investopedia.com/ask/answers/102714/what-are-differences-between-comprehensive-income-and-other-comprehensive-income.asp">http://www.investopedia.com/ask/answers/102714/what-are-differences-between-comprehensive-income-and-other-comprehensive-income.asp</a> <strong>Show Me: How Do I Prepare a Statement of Changes in Owner’s Equity?</strong> <a href="http://glencoe.com/sites/common_assets/accounting/audit_alex/Player.htm">http://glencoe.com/sites/common_assets/accounting/audit_alex/Player.htm</a> <strong>Let Me Try: How Do I Prepare a Statement of Changes in Owner’s Equity?</strong> <a href="http://glencoe.com/sites/common_assets/accounting/audit_alex/Player.htm">http://glencoe.com/sites/common_assets/accounting/audit_alex/Player.htm</a></td>
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<td><strong>CCTC:</strong> FN-ACT 2, FN-ACT 3.</td>
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<td><strong>CCSS:</strong> RI.11-12.7, W.11-12.4, HSS.IC.B.6</td>
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<td><strong>NJSLS:</strong> 9.3.12.BM.3, 9.3.12.BM.6, 9.3.12.FN-ACT.2, 9.3.12.FN-ACT.4.</td>
<td>What activities have to be done at the end of an accounting period? What are the last two steps in the accounting cycle? What is the purpose of</td>
<td>• Discuss the nature of the accounting cycle. • Explain why it is necessary to update accounts through closing entries. • Journalize closing entries.</td>
<td><strong>Short Answer:</strong> How is the Income Summary account different from other temporary accounts? <strong>Preparing Closing Entries:</strong></td>
<td><strong>Closing Entries Explanation</strong> <a href="http://www.quickmba.com/accounting/fin/closing-entries/">http://www.quickmba.com/accounting/fin/closing-entries/</a> <strong>Show Me: What is the Closing Process?</strong></td>
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<td><strong>CCTC:</strong> BM 1, BM 3, BM</td>
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<td>6, FN-ACT 2, FN-ACT 4. CCSS: SL.11-12.2, W.11-12.7, W.11-12.10.</td>
<td>closing entries? What is the purpose of the income summary account?</td>
<td>• Apply information from source documents. • Discuss the role and responsibilities of auditors. • Research local and regional labor (workforce) market and job growth information to project potential for advancement. • Implement multi-media strategies for presentations.</td>
<td>Provide student with a completed work sheet. Using the information from the work sheet, prepare the journal entries to close the temporary accounts. Predict the balance of the capital account after the closing entries are posted.</td>
<td><a href="http://glencoe.com/sites/common_assets/accounting/audit_alex/Player.htm">http://glencoe.com/sites/common_assets/accounting/audit_alex/Player.htm</a></td>
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<td><strong>Let Me Try: What is the Closing Process?</strong> <a href="http://glencoe.com/sites/common_assets/accounting/audit_alex/Player.htm">http://glencoe.com/sites/common_assets/accounting/audit_alex/Player.htm</a></td>
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<td><strong>Types of Audit Engagements</strong> <a href="http://accountingsimplified.com/audit/introduction/types-of-audits.html">http://accountingsimplified.com/audit/introduction/types-of-audits.html</a></td>
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<tr>
<td>Post closing entries and prepare a post-closing</td>
<td>What is special about</td>
<td>• Post closing entries to the general</td>
<td>Short Answer:</td>
<td>Post-Closing Trial</td>
</tr>
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| trial balance.                    | posting the closing entries?  
Why is it necessary to prepare a post-trial balance?  
What are the steps for closing the temporary capital accounts?  
How does the closing procedure for net loss differ from the closing procedure for a net income?  
Why do only the balances of permanent accounts appear on the post-closing trial balance? | ledger.  
• Prepare a post-closing trial balance.  
• Apply information from source documents.  
• Follow written and oral instructions.  
• Communicate information, data, and observations to apply information learned from reading to actual practice.  
• Demonstrate time management skills.  
• Implement stress management techniques. | How is the post-closing trial balance similar to the trial balance? How are they different?  
Posting Closing Entries and Preparing a Post-Closing Trial Balance:  
Using the working papers, post the closing entries to the appropriate general ledger accounts and prepare a post-closing trial balance.  
21st Century Skills:  
Job Stress  
Use the internet to research what makes a healthy career. Look for ways researchers can gauge stress levels in people and ways they determine the stress levels of different jobs.  
Write a paragraph about what you find. | Balance  
Video: Post-Closing Trial Balance: Preparation & Purpose  
Show Me: How Do I Prepare and Post Closing Entries?  
http://glencoe.com/sites/common_assets/accounting/audit_alex/Player.htm!  
Let Me Try: How Do I Prepare and Post Closing Entries?  
http://glencoe.com/sites/common_assets/accounting/audit_alex/Player.htm! |

**NJSLS:** 9.3.12.BM.5, FN-ACT.2, 9.3.12.FN-ACT.3.  
**CCTC:** BM 5, FN-ACT 2, FN-ACT 3.  
**CCSS:** SL.11-12.2, W.11-12.7.
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</thead>
</table>
| Complete basic personal federal tax forms and a 1040EZ. | What are examples of taxes?  
What are some examples where tax revenues are spent?  
What information is requested on a W-4?  
What information is provided on a W-2 form?  
Who must file an income tax return?  
What conditions must be met to qualify as a dependent on an income tax return?  
What are examples of taxable income that must be reported on an income tax return?  
What income tax forms must be filed annually? | • Complete personal tax forms.  
• Identify a W2/W4  
• Explain the difference between forms 1040/1040A and 1040-EZ,  
• Identify taxable income.  
• Navigate IRS.gov web site.  
• Gather technical information and data using a variety of resources.  
• Predict potential outcomes and/or solutions based on oral and written information regarding trends. | Short Answer:  
Compare and contrast the difference between an independent contractor and an employee for tax purposes.  
Searching the IRS web site:  
Use the Internal Revenue web site to find out: (1) News Releases, (2) Form 1040 with instructions, (3) two to three Tax Pros in your area. Record your findings in a table using Google Docs, Sheets or MS Docs or Excel.  
Prepare a 1040-EZ:  
Use the information provided to prepare a 1040 EZ. | What is a W-2? A Beginners' Guide To Filing Taxes In 2015 [link]  
Video: Teens 'n Taxes What's a W-2 form? [link]  
Form 1040EZ, Income Tax Return for Single and Joint Filers With No Dependents [link]  
Video: How to fill out a 1040EZ [link] |

**NJSLS:** 9.3.12.FN-ACT.2, 9.3.12.FN-ACT.3,  
**CCTC:** FN-ACT 2, FN-ACT 3  
**CCSS:** W.11-12.6, W.11-12.7
<table>
<thead>
<tr>
<th>Student Learning Objectives (SLOs)</th>
<th>Essential Questions</th>
<th>Skills &amp; Indicators</th>
<th>Sample Activities</th>
<th>Resources</th>
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<tbody>
<tr>
<td></td>
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<td></td>
<td></td>
<td>1040ez.html</td>
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</table>

## Unit 4 Vocabulary

<table>
<thead>
<tr>
<th>Accurate</th>
<th>Compute</th>
<th>Matching principle</th>
<th>Net income</th>
<th>Net loss</th>
<th>Work sheet</th>
</tr>
</thead>
</table>

## Suggested Unit Projects

**Choose At Least One**

**Using QuickBooks**

Students will set up accounting records and complete the accounting cycle for a service business.

**Summary of Steps**
- Open general ledger accounts.
- Analyze, journalize, and post transactions.
- Prepare a trial balance, a work sheet, and the financial statements.
- Journalize and post the closing entries.
- Prepare a post-closing trial balance.

**Using Excel or Google sheets**

Students will set up accounting records and complete the accounting cycle for a service business.

**Summary of Steps**
- Open general ledger accounts.
- Analyze, journalize, and post transactions.
- Prepare a trial balance, a work sheet, and the financial statements.
- Journalize and post the closing entries.
- Prepare a post-closing trial balance.
<table>
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<th>Suggested Structured Learning Experiences</th>
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<tbody>
<tr>
<td>William Paterson University SBDC</td>
</tr>
<tr>
<td>Job shadow, accounting assistant or clerk.</td>
</tr>
<tr>
<td>131 Ellison St, Paterson, NJ 07505</td>
</tr>
<tr>
<td>Phone: (973) 321-1378</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>St. Joseph's Regional Medical Center</td>
</tr>
<tr>
<td>Job shadow, accounting assistant or clerk.</td>
</tr>
<tr>
<td>703 Main St, Paterson, NJ 07503</td>
</tr>
<tr>
<td>Phone: (973) 754-2000</td>
</tr>
</tbody>
</table>