

Verona Public School District Curriculum Overview

Introduction to Financial Accounting - Honors (SUPA)



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Curriculum Developed:
Syracuse University - ACC151
Whitman School of Management
May 2016

Board Approval Date:
August 30, 2016

Verona Public Schools
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Verona Public Schools Mission Statement:

The mission of the Verona Public Schools, the center of an engaged and supportive community, is to empower students to achieve their potential as active learners and productive citizens through rigorous curricula and meaningful, enriching experiences.

Course Description:

Accounting is the universal language of all business. Introduction to Financial Accounting (ACC151) introduces students to financial accounting concepts that aid entrepreneurs, managers, and investors in planning, operating, and analyzing a business. Through its emphasis on creating and interpreting financial statements, students will learn the common language to discuss financial decisions. Throughout this course, students learn the essential accounting principles, including Generally Accepted Accounting Principles (GAAP), and practices needed to create a foundation of understanding for managing a business, such as internal controls and ethics, for making appropriate investment decisions. Students are required to complete a comprehensive project that demonstrates their ability to analyze the financial statements and accounting ratios of publicly traded companies to make an informed investment decisions based on profitability and longevity. This is a college course offered through Syracuse University, and students paying the (discounted) fee for SU credit will receive a Syracuse University transcript.

Prerequisite(s):

11th or 12th grade only - Introduction to Business, Introduction to Financial Literacy (minimum grade of C)

Standard 8: Technology Standards

8.1: Educational Technology: <i>All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.</i>	8.2: Technology Education, Engineering, Design, and Computational Thinking - Programming: <i>All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.</i>
X A. Technology Operations and Concepts B. Creativity and Innovation X C. Communication and Collaboration D. Digital Citizenship X E. Research and Information Fluency X F. Critical thinking, problem solving, and decision making	X A. The Nature of Technology: Creativity and Innovation X B. Technology and Society C. Design D. Abilities for a Technological World E. Computational Thinking: Programming

SEL Competencies and Career Ready Practices

Social and Emotional Learning Core Competencies: <i>These competencies are identified as five interrelated sets of cognitive, affective, and behavioral capabilities</i>	Career Ready Practices: <i>These practices outline the skills that all individuals need to have to truly be adaptable, reflective, and proactive in life and careers. These are researched practices that are essential to career readiness.</i>
Self-awareness: The ability to accurately recognize one's emotions and thoughts and their influence on behavior. This includes accurately assessing one's strengths and limitations and possessing a well-grounded sense of confidence and optimism.	X CRP2. Apply appropriate academic and technical skills. X CRP9. Model integrity, ethical leadership, and effective management. X CRP10. Plan education and career paths aligned to personal goals.
Self-management: The ability to regulate one's emotions, thoughts, and behaviors effectively in different situations. This includes managing stress, controlling impulses, motivating oneself, and setting and working toward achieving personal and academic goals.	CRP3. Attend to personal health and financial well-being. X CRP6. Demonstrate creativity and innovation. X CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. X CRP11. Use technology to enhance productivity.
Social awareness: The ability to take the perspective of and empathize with others from diverse backgrounds and cultures, to understand social and ethical norms for behavior, and to recognize family, school, and community resources and supports.	X CRP1. Act as a responsible and contributing citizen and employee. X CRP9. Model integrity, ethical leadership, and effective management.
Relationship skills: The ability to establish and maintain healthy and rewarding relationships with diverse individuals and groups. This includes communicating clearly, listening actively, cooperating, resisting inappropriate social pressure, negotiating conflict constructively, and seeking and offering help when needed.	X CRP4. Communicate clearly and effectively and with reason. X CRP9. Model integrity, ethical leadership, and effective management. X CRP12. Work productively in teams while using cultural global competence.
Responsible decision making: The ability to make constructive and respectful choices about personal behavior and social interactions based on consideration of ethical standards, safety concerns, social norms, the realistic evaluation of consequences of various actions, and the well-being of self and others.	X CRP5. Consider the environmental, social, and economic impact of decisions. X CRP7. Employ valid and reliable research strategies. X CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. X CRP9. Model integrity, ethical leadership, and effective management.

Standard 9: 21st Century Life and Careers

9.1: Personal Financial Literacy: <i>This standard outlines the important fiscal knowledge, habits, and skills that must be mastered in order for students to make informed decisions about personal finance. Financial literacy is an integral component of a student's college and career readiness, enabling students to achieve fulfilling, financially-secure, and successful careers.</i>	9.2: Career Awareness, Exploration & Preparation: <i>This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.</i>	9.3: Career and Technical Education: <i>This standard outlines what students should know and be able to do upon completion of a CTE Program of Study.</i>
X A. Income and Careers X B. Money Management X C. Credit and Debt Management X D. Planning, Saving, and Investing X E. Becoming a Critical Consumer X F. Civic Financial Responsibility X G. Insuring and Protecting	X A. Career Awareness (K-4) X B. Career Exploration (5-8) X C. Career Preparation (9-12)	A. Agriculture, Food & Natural Res. B. Architecture & Construction C. Arts, A/V Technology & Comm. X D. Business Management & Admin. X E. Education & Training X F. Finance G. Government & Public Admin. H. Health Science I. Hospital & Tourism J. Human Services X K. Information Technology L. Law, Public, Safety, Corrections & Security M. Manufacturing N. Marketing O. Science, Technology, Engineering & Math P. Transportation, Distribution & Log.

Course Materials

Core Instructional Materials: <i>These are the board adopted and approved materials to support the curriculum, instruction, and assessment of this course.</i>	Differentiated Resources: <i>These are teacher and department found materials, and also approved support materials that facilitate differentiation of curriculum, instruction, and assessment of this course.</i>
<ul style="list-style-type: none"> ● Financial Accounting Fundamentals (4e) © 2014 ● McGraw Hill Case Reader 	<ul style="list-style-type: none"> ● Syracuse University Instructor Materials ● Kofi Appiah Okyere, Professor of Accounting Practice ● "Enron: The Smartest Guys in the Room" (2005) Documentary



Unit #1 / Topic: Introduction to Financial Accounting - Users/uses and Basic Transactional Analysis

Unit Duration: 8 weeks

Stage 1: Desired Results

Established Goals:

- 9.1.12.A.3 Analyze the relationship between various careers and personal earning goals.
- 9.1.12.E.1 Evaluate the appropriateness of different types of monetary transactions (e.g., electronic transfer, check, certified check, money order, gift card, barter) for various situations.
- 9.1.12.E.2 Analyze and apply multiple sources of financial information when prioritizing financial decisions.
- 9.1.12.E.3 Determine how objective, accurate, and current financial information affects the prioritization of financial decisions.
- 9.2.12.C.3 Identify transferable career skills and design alternate career plans.
- 9.2.12.C.4 Analyze how economic conditions and societal changes influence employment trends and future education.
- 9.2.12.C.5 Research career opportunities in the United States and abroad that require knowledge of world languages and diverse cultures
- 9.3.12.BM.3 Explore, develop and apply strategies for ensuring a successful business career.
- 9.3.12.BM.4 Identify, demonstrate and implement solutions in managing effective business customer relationships.
- 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.
- 9.3.12.BM-MGT.4 Employ and manage techniques, strategies and systems to enhance business relationships.
- 9.3.12.BM-MGT.5 Plan, monitor, manage and maintain the use of financial resources to ensure a business's financial wellbeing.
- 9.3.12.BM-MGT.6 Plan, monitor and manage day-to-day business activities to sustain continued business functioning.

Transfer Goal:

Students will be able to independently use their learning to...

explain the overall importance of accounting and describe the various users and uses of accounting information to begin the process of financial accounting.

Enduring Understandings

Students will understand that:

- There are internal and external users of accounting
- There are numerous opportunities within the field of accounting
- The SEC governs all financial institutions
- Accounting standards differ between the US and foreign countries

Essential Questions:

- What are the positive and negative outcomes of internal users in accounting?
- What are the positive and negative outcomes of external users in accounting?
- What is the importance of ethics and understanding fraud in accounting?

Students will know (declarative):

- Double-entry accounting
- Generally Accepted Accounting Principles (GAAP)
- Sarbanes-Oxley (SOX)
- Double-entry accounting
- Basic accounting equation
- Source documents
- Debits
- Credits
- Internal users of accounting
- External users of accounting
- Career opportunities in accounting

Students will be able to (procedural):

- Analyze a financial accounting entry
- Prepare a general journal
- Define relevant, reliable, and accountable accounting information
- Create a transaction analysis worksheet
- Differentiate between normal debit and normal credit accounts
- Post journal entries to T-accounts

Stage 2: Acceptable Evidence

Transfer Task

Project #1: Students will analyze source documents and identify relevant, reliable, and comparable accounting information to prepare a transaction analysis worksheet, record appropriate journal entries, and post to T-accounts in order to begin identifying internal/managerial decisions and external/financial decisions of public companies.



Unit #2 / Topic: The Accounting Equation -
Journalizing, Recording, and Balancing

Unit Duration: 12 weeks

Stage 1: Desired Results

Established Goals:

- 9.1.12.A.1 Differentiate among the types of taxes and employee benefits.
- 9.1.12.A.2 Differentiate between taxable and nontaxable income.
- 9.1.12.A.3 Analyze the relationship between various careers and personal earning goals.
- 9.1.12.A.7 Analyze and critique various sources of income and available resources (e.g., financial assets, property, and transfer payments) and how they may substitute for earned income.
- 9.1.12.A.10 Demonstrate how exemptions and deductions can reduce taxable income.
- 9.1.12.A.13 Analyze the impact of the collective bargaining process on benefits, income, and fair labor practice
- 9.1.12.C.1 Compare and contrast the financial benefits of different products and services offered by a variety of financial institutions.
- 9.1.12.C.2 Compare and compute interest and compound interest and develop an amortization table using business tools.
- 9.1.12.C.3 Compute and assess the accumulating effect of interest paid over time when using a variety of sources of credit.
- 9.1.12.E.2 Analyze and apply multiple sources of financial information when prioritizing financial decisions.
- 9.1.12.E.3 Determine how objective, accurate, and current financial information affects the prioritization of financial decisions.
- 9.3.12.BM-MGT.4 Employ and manage techniques, strategies and systems to enhance business relationships.
- 9.3.12.BM-MGT.5 Plan, monitor, manage and maintain the use of financial resources to ensure a business's financial wellbeing.
- 9.3.12.BM-MGT.6 Plan, monitor and manage day-to-day business activities to sustain continued business functioning.

Transfer Goal:

Students will be able to independently use their learning to...

Identify all account types (assets, liabilities, revenues, expenses, and equity) to properly record accounting information to bring a company through its accounting cycle with simple financial statements.

Enduring Understandings

Students will understand that:

- Each company has its own fiscal accounting cycle
- There is a difference between the cash basis of accounting and the accrual basis of accounting
- Companies must adjust their financial records and period- and year-end
- The accounting cycle for a service-business is different than a merchandiser
- Ownership of shipped goods changes based on stipulations within an invoice
- FOB Shipping Point and FOB Destination determine who pays transportation costs
- Perpetual inventory systems and periodic inventory systems calculate inventory differently
- Short-term receivables impact financial statements differently than long-term receivables
- Bonds are issued at face value, premiums, or discounts, based on the bond market
- Stockholders have rights within a company
- There is a hierarchy of rights and ownership within a company
- Businesses cannot issue and have more shares outstanding than they have authorized on their corporate charter
- Stock splits benefit the company and its shareholders
- "Cash is king" and must be monitored
- Internal controls are necessary for separation of responsibility
- Technological advancements have impacted internal controls

Essential Questions:

- Why might competing businesses in a related industry utilize different accounting cycles?
- What are the repercussions of business who follow the cash basis of accounting or do not properly adjust their year-end financials?
- What are the positives and negatives of various inventory systems?
- How might simple financial statements differ between service companies and merchandisers?
- Why would businesses select FIFO over LIFO? Vice-versa?
- Why do businesses analyze and determine uncollectible amounts?
- What are the impacts for different income tax brackets on an individual's salary?
- What are the positives and negatives of various financing options for businesses?
- Explain the need for treasury stock.

Students will know (declarative):

- Assets
- Liabilities
- Equity accounts
- Revenues
- Expenses
- Cash basis
- Accrual basis
- Inventory accounts
- Sales
- Cost of Goods Sold

Students will be able to (procedural):

- Identify which financial statement each account is found on
- Prepare a simple balance sheet
- Prepare a simple income statement
- Prepare a simple statement of retained earnings
- Record adjusting entries
- Calculate net income
- Balance assets = liabilities + equity
- Journalize the purchase process of a merchandiser
- Account for discounts
- Account for sales returns and allowances

- FIFO
- LIFO
- Weighted-average
- Specific identification
- Lower-of-Cost-or-Market (LCM)
- Accounts Receivable
- Depreciation
- Depletion
- Amortization
- FICA-Medicare
- FICA-Social Security
- FUTA
- SUTA
- Par value
- Paid-in-capital (PIC) Excess of par
- Common Stock
- Treasury Stock
- Preferred Stock
- Cash dividends
- Stock Dividends
- Cash equivalents
- Liquidity
- Cash flows from operating activities
- Cash flows from investing activities
- Cash flows from financing activities

- Analyze costs included in overall inventory valuation
- Estimate bad debts and uncollectibles
- Distinguish between land and land-improvements
- Compute and assign values for lump sum purchases
- Calculate and record payroll entries as an employee and an employer
- Determine current market value of bonds
- Explain how corporations are formed
- Analyze and reconcile financial statements vs bank statements
- Create a Statement of Cash Clows

Stage 2: Acceptable Evidence

Transfer Task

Project #2 - "Project DJ": Students will analyze relevant, reliable, and accountable accounting information to determine transactions necessary to be recorded for a service-business (DJ) while analyzing merchandising implications and completing the entire accounting cycle to ensure a balanced accounting equation.



Unit #3 / Topic: Creating Itemized Financial Statements | **Unit Duration:** 3 weeks

Stage 1: Desired Results

Established Goals:

- 9.1.12.E.2 Analyze and apply multiple sources of financial information when prioritizing financial decisions.
- 9.1.12.E.3 Determine how objective, accurate, and current financial information affects the prioritization of financial decisions.
- 9.3.12.BM-BIM.3 Access, evaluate and disseminate information for business decision making.
- 9.3.12.BM-BIM.5 Plan, organize and manage an organization/department to achieve business goals.
- 9.3.12.BM-MGT.4 Employ and manage techniques, strategies and systems to enhance business relationships.
- 9.3.12.BM-MGT.5 Plan, monitor, manage and maintain the use of financial resources to ensure a business's financial wellbeing.
- 9.3.12.BM-MGT.6 Plan, monitor and manage day-to-day business activities to sustain continued business functioning.

Transfer Goal:

Students will be able to independently use their learning to...

Expand on various accounts through the entire accounting cycle and properly record them on complex and itemized financial statements.

Enduring Understandings

Students will understand that:

- Each accounting cycle needs to be closed out
- Temporary accounts must be zeroed while permanent accounts carry over to the next accounting period
- All three main financial statements are directly connected
- Income statements calculate net income by deducting expenses from revenues
- Net income is added to prior period's retained earning and then dividends are deducted to calculate the current period's retained earnings
- The balance sheet needs to be itemized between current assets, long-term assets, current liabilities, long-term liabilities, and equity accounts need to be classified in financing categories, then add current retained earnings
- Statement of Cash Flows is classified between three different activities and can be checked against the cash balance on the balance sheet

Essential Questions:

- What is the impact if a business does not close all temporary accounts?
- Why must businesses follow the proper order of financial statements leading up to the closing process?

Students will know (declarative):

- Net Income
- Beginning Retained Earnings
- Ending Retained Earnings
- Dividends paid
- Beginning Cash Balance
- Net Cash Increase/(Decrease) from Cash Flows
- Each financial statements has a specific date or period of time that it represents
- Temporary accounts
- Permanent accounts

Students will be able to (procedural):

- Prepare a classified balance sheet
- Create an itemized balance sheet
- Prepare a specific income statement
- Calculate ending retained earnings on the statement of retained earnings
- Create a statement of cash flows
- Record closing entries
- Create a post-closing trial balance

Stage 2: Acceptable Evidence

Transfer Task

Project #3: Students will create a personal financial statement portfolio by analyzing all "asset" and "liabilities" aspects of their lives and determine appropriate revenues and expenses to calculate an equity value. The three main financial statements for each student will be shared by describing the overall values of each financial statement to their life. Lastly, students will analyzing their actual cash inflow and outflow to create a personal statement of cash flows.



Unit #4 / Topic: Analyzing and Interpreting Financial Statements **Unit Duration:** 5 weeks

Stage 1: Desired Results

Established Goals:

- 9.1.12.A.9 Analyze how personal and cultural values impact spending and other financial decisions.
- 9.1.12.B.1 Prioritize financial decisions by systematically considering alternatives and possible consequences.
- 9.1.12.B.2 Compare strategies for saving and investing and the factors that influence how much should be saved or invested to meet financial goals.
- 9.1.12.D.4 Assess factors that influence financial planning.
- 9.1.12.D.7 Explain the risk, return, and liquidity of various savings and investment alternatives.
- 9.1.12.D.13 Determine the impact of various market events on stock market prices and on other savings and investments.
- 9.1.12.E.2 Analyze and apply multiple sources of financial information when prioritizing financial decisions.
- 9.1.12.E.3 Determine how objective, accurate, and current financial information affects the prioritization of financial decisions.
- 9.1.12.G.1 Analyze risks and benefits in various financial situations.
- 9.3.12.BM.3 Explore, develop and apply strategies for ensuring a successful business career.
- 9.3.12.BM.4 Identify, demonstrate and implement solutions in managing effective business customer relationships.
- 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.
- 9.3.12.BM-BIM.3 Access, evaluate and disseminate information for business decision making.
- 9.3.12.BM-MGT.4 Employ and manage techniques, strategies and systems to enhance business relationships.
- 9.3.12.BM-MGT.5 Plan, monitor, manage and maintain the use of financial resources to ensure a business's financial wellbeing.
- 9.3.12.BM-MGT.6 Plan, monitor and manage day-to-day business activities to sustain continued business functioning.

Transfer Goal:

Students will be able to independently use their learning to...

Analyze and interpret financial statements to make sound investing decisions.

Enduring Understandings

Students will understand that:

- Financial statements are analyzed to determine profitability and the investment options
- Financial statements are compared over consecutive periods
- Profitability is described by various ratios
- Revenue recognition impacts overall profitability ratios

Essential Questions:

- What businesses would you invest in and why?

Students will know (declarative):

- 10-K
- Industry analysis
- Business strategies
- SWOT analysis
- Acid-test ratio
- Asset turnover ratio
- Return on assets
- Debt ratio
- Current ratio
- Profit margin
- Gross margin
- Inventory turnover
- Days' Sales
- Debt-to-equity ratio
- Dividend yield
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Students will be able to (procedural):

- Analyze financial statements
- Compare stock price performances
- Calculate profitability ratios
- Analyze industry trends
- Identify company business strategies
- Sound investment decisions based on financial statement analysis

Stage 2: Acceptable Evidence

Transfer Task

Final Project: Each team should prepare a report that is approximately ten pages that incorporates industry analysis, company business strategy, stock price performance, significant accounting policies, and ratio analysis. **Investment**

Decision: Based on the background information and your financial statement analysis, how would you allocate \$100,000 between your stocks?

Why?