

## Wilson Area High School Planned Course Guide

**Title of Planned Course:** Accounting 3

**Subject Area:** Business

**Grade Level:** 11-12

**Course Description:**

This course will build on basic principles learned in Accounting I and Accounting II. In addition to the review of basic accounting procedures, students will learn to make decisions as a manager would from an accounting point-of-view. Students will also learn strategies and structures for the control of money within a business as a way to help fight white-collar crimes.

**Time/Credit for this Course:** Half Year / 0.5 Credit

**Curriculum Writing Committee:** Daniel Loudenslager

**Wilson Area School District  
Planned Course Materials**

**Course Title:** Accounting 3

**Textbook:** Century 21 Accounting: Advanced 10<sup>th</sup> Ed.  
Cengage Learning  
2015  
[www.cengage.com](http://www.cengage.com)

**Supplemental Books:** Century 21 Accounting: Advanced, 10th ed. Working Papers  
Chapters 15-24

**Teacher Resources:** Century 21 Accounting: Advanced, 10th ed. Chapter and  
Cycle Tests, Teacher Edition  
Century 21 Accounting: Advanced, 10th ed. Working Papers  
Chapters 15-24, Teacher's Edition

## Curriculum Map

<b><u>August/January:</u></b>	Accounting 2 Review
<b><u>September/February:</u></b>	Accounting 2 Review Accounting Careers and White Collar Crimes Budgetary Planning and Control
<b><u>October/March:</u></b>	Management Decision Making Using Cost-Volume-Profit Analysis Job Order Costing Management Decision Making Using Differential Analysis
<b><u>November/April:</u></b>	Process Costing, Activity-Based Costing, and Product Pricing Internal Control Organizational Structure of a Partnership
<b><u>December/May:</u></b>	Financial Reporting for a Partnership Budgeting and Accounting for a Not-for-Profit Organization Financial Reporting for a Not-for-Profit Organization
<b><u>January/June:</u></b>	Financial Reporting for a Not-for-Profit Organization

## Curriculum Scope and Sequence

**Planned Course:** Accounting 3

**Unit:** Accounting 2 Review

**Time Frame:** 1 Week

**State Standards:** 2.1.3 ABCKL, 2.1.8 A, 2.2.5 AI, 2.2.8 A, 2.5.8 B, 1.2.8 A, 1.6.11 A-E, 15.1.12CDN

**Essential Content/Objectives:** At the end of the unit, students will be able to:

- Demonstrate their knowledge of Accounting 2 material
- Demonstrate competency in using the Automated Accounting program through the completion of an Accounting 2 level computer problem
- Define the vocabulary terms learned in Accounting 2
- Discuss the concepts learned in Accounting 2 by providing detailed descriptions of specific tasks completed in Accounting 2

**Core Activities:** Students will complete/participate in the following

- Accounting Equation and related parts labeling
- Debit and Credit practice
- Given a transaction, list the journal to be used
- Given a picture of a journal, explain how a transaction would be written out
- Draw an end-of-fiscal-period task from a jar, then must explain how it is completed to the class

**Extensions:**

- Give a presentation, including visual aids on a topic learned in Accounting 2
- Teach a lesson to classmates on a topic learned in Accounting 2
- Complete computer simulation with minimal help of a teacher; demonstrate for classmates how to use different controls and features of Automated Accounting
- Find and discuss a current event related to accounting

**Remediation:**

- Create flashcards for the vocabulary terms related to Accounting 2
- Discuss with partners concepts learned in Accounting 2 while taking notes
- Work along with the teacher to complete an Automated Accounting Problem
- Printed class notes and a review worksheet for Accounting 2 material
- Additional practice of concepts learned in Accounting 2

**Instructional Methods:**

- Direct instruction
- Guided and independent reading
- Large and small group discussion and activities
- Independent practice and projects
- Simulations

**Materials & Resources:**

- Teacher generated guided notes
- Accounting working papers

**Assessments:**

- **Formative:**
  - Observation
  - Multi-level questioning
  - Discussions
  - Class assignments
  - Homework assignments
  - Quizzes
- **Summative:**
  - Rubric guided projects

## Curriculum Scope and Sequence

**Planned Course:** Accounting 3

**Unit:** Accounting Careers and White-Collar Crimes

**Time Frame:** 1-2 Weeks

**State Standards:** 2.1.3 ABCKL, 2.1.8 A, 2.2.5 AI, 2.2.8 A, 2.5.8 B, 1.2.8 A, 1.6.11 A-E, 15.1.12ABZ

**Essential Content/Objectives:** At the end of the unit, students will be able to:

- Describe various careers related to the accounting field
- Explain the meaning of white-collar crimes
- Explain the process of different types of white-collar crimes
- Define laws and rules put into place by government and businesses related to white-collar crimes

**Core Activities:** Students will complete/participate in the following:

- Using the Internet, research and present on various careers related to the accounting field
- Record information for different careers related, but not limited, to the following topics:
  - Job description, educational requirements, work environment, pay, job outlook
- Using the Internet, research and present on various types of white-collar crimes
- Summarize past and present news stories related to white-collar crimes

**Extensions:**

- Create a review game for the class to play on white-collar crimes
- Interview a person in a career related to the field of accounting and share your interview with the class
- Write a fictitious news story about a white-collar crime that has been committed

**Remediation:**

- Create flashcards for accounting careers and white-collar crimes
- Work with groups to complete the concepts learned in this unit

**Instructional Methods:**

- Direct instruction
- Guided and independent reading
- Large and small group discussion and activities
- Independent practice and projects
- Simulations

**Materials & Resources:**

- Teacher generated guided notes
- Teacher generated examples and worksheets
- Accounting working papers
- Automated Accounting Online

**Assessments:**

- **Formative:**
  - Observation
  - Multi-level questioning
  - Discussions
  - Class assignments
  - Homework assignments
  - Quizzes
- **Summative:**
  - Unit quizzes
  - Projects
  - Tests

## Curriculum Scope and Sequence

**Planned Course:** Accounting 3

**Unit:** Budgetary Planning and Control

**Time Frame:** 1-2 Weeks

**State Standards:** 2.1.3 ABCKL, 2.1.8 A, 2.2.5 AI, 2.2.8 A, 2.5.8 B, 1.2.8 A, 1.6.11 A-E, 15.1.12BEQS

**Essential Content/Objectives:** At the end of the unit, students will be able to:

- Define the vocabulary terms and identify concepts and practices related to budgetary planning and control
- Prepare various types of business budgets
- Prepare a performance report
- Identify performance measures in a balanced scorecard system

**Core Activities:** Students will complete/participate in the following:

- Discuss the use of budgets in daily life
- Practice creating a budget for daily life, given fictitious information from the teacher
- Using working papers, lined paper, or online software create the following types of budgets
  - sales, purchases, selling expenses, administrative expenses, other revenue and expenses, cash receipts, cash payments, cash
- Complete activities using working papers
- Complete activities using Automated Accounting Online

**Extensions:**

- Students talk to adults about budgeting and report to the class
- Students prepare and teach a lesson to classmates related to budgeting
- Find and discuss a current event related to cash control
- Students research and present a well-known accounting scandal that took place in a corporation

**Remediation:**

- Create flashcards for the vocabulary terms related to budgetary planning and control
- Work with groups to complete the concepts learned in this unit
- Work along with the teacher to complete budgets and performance records
- Printed class notes and a review worksheet
- Additional practice for creating budgets and performance records

**Instructional Methods:**

- Direct instruction
- Guided and independent reading
- Large and small group discussion and activities
- Independent practice and projects
- Simulations

**Materials & Resources:**

- Teacher generated guided notes
- Teacher generated examples and worksheets
- Accounting working papers
- Automated Accounting Online

**Assessments:**

- **Formative:**
  - Observation
  - Multi-level questioning
  - Discussions
  - Class assignments
  - Homework assignments
  - Quizzes
- **Summative:**
  - Unit quizzes
  - Projects
  - Tests

## Curriculum Scope and Sequence

**Planned Course:** Accounting 3

**Unit:** Management Decision Making Using Cost-Volume-Profit Analysis

**Time Frame:** 1-2 Weeks

**State Standards:** 2.1.3 ABCKL, 2.1.8 A, 2.2.5 AI, 2.2.8 A, 2.5.8 B, 1.2.8 A, 1.6.11 A-E, 15.1.12BENQRSX

**Essential Content/Objectives:** At the end of the unit, students will be able to:

- Define the vocabulary terms and identify concepts and practices related to management decision making using cost-volume-profit analysis
- Differentiate fixed and variable costs
- Prepare an income statement reporting contribution margin
- Calculate the contribution margin per unit and the contribution margin rate
- Calculate the breakeven point
- Prepare a breakeven income statement
- Calculate the sales dollars and sales units required to earn a planned amount of net income
- Determine the effect of changes in sales volume, unit costs, and unit sales prices on net income
- Calculate a sales mix

**Core Activities:** Students will complete/participate in the following:

- List various ways to increase net income for a business
- Create income statements
- Practice calculation worksheets
- Discuss the characteristics of a financially strong business
- Complete activities using working papers
- Complete activities using Automated Accounting Online

**Extensions:**

- Students present a topic from the unit to the class
- Complete an activity on what it means to be “house poor”

**Remediation:**

- Create flashcards for the vocabulary terms related to the unit
- Work with groups to complete the concepts learned in this unit
- Work along with the teacher to complete work using Automated Accounting Online
- Printed class notes and a review worksheet
- Additional practice on calculations from the unit

**Instructional Methods:**

- Direct instruction
- Guided and independent reading
- Large and small group discussion and activities
- Independent practice and projects
- Simulations

**Materials & Resources:**

- Teacher generated guided notes
- Teacher generated examples and worksheets
- Accounting working papers
- Automated Accounting Online

**Assessments:**

- **Formative:**
  - Observation
  - Multi-level questioning
  - Discussions
  - Class assignments
  - Homework assignments
  - Quizzes
- **Summative:**
  - Unit quizzes
  - Projects
  - Tests

## Curriculum Scope and Sequence

**Planned Course:** Accounting 3

**Unit:** Job Order Costing

**Time Frame:** 2-3 Weeks

**State Standards:** 2.1.3 ABCKL, 2.1.8 A, 2.2.5 AI, 2.2.8 A, 2.5.8 B, 1.2.8 A, 1.6.11 A-E, 15.1.12BCDEFKNQRS

**Essential Content/Objectives:** At the end of the unit, students will be able to:

- Define the vocabulary terms and identify concepts and practices related to job order costing
- Classify manufacturing costs as direct materials, direct labor, and factory overhead
- Prepare ledgers and cost sheets for a manufacturing business
- Maintain records and prepare journal entries for materials purchased and used in production
- Maintain and prepare journal entries for labor costs used in production
- Maintain and prepare journal entries for factory overhead
- Journalize the transfer of work in process to finished goods
- Journalize the sale and the related costs of goods sold
- Prepare a statement of cost of goods manufactured
- Understand the differences on the income statement and balance sheet for a manufacturing business
- Calculate and analyze variances related to direct materials
- Calculate and analyze variances related to direct labor

**Core Activities:** Students will complete/participate in the following:

- Vocabulary practice on terms related to job order costing
- Discussion on prior knowledge of manufacturing businesses
- Make a list of materials, labor, and overhead needed for a fictitious manufacturing business
- Transaction practice using T Accounts
- Transaction practice using journals
- Transaction practice using Automated Accounting Online

**Extensions:**

- Research companies with the most efficient manufacturing processes and present findings to the class
- Teach a lesson to classmates on a topic from the unit
- Research and give a presentation on outsourcing materials and labor in the manufacturing process

**Remediation:**

- Create flashcards for the vocabulary terms related to the unit
- Work with groups to complete the concepts learned in this unit
- Work along with the teacher to complete work using Automated Accounting Online
- Printed class notes and a review worksheet
- Additional practice for journalizing transactions from the unit

**Instructional Methods:**

- Direct instruction
- Guided and independent reading
- Large and small group discussion and activities
- Independent practice and projects
- Simulations

**Materials & Resources:**

- Teacher generated guided notes
- Teacher generated examples and worksheets
- Accounting working papers
- Automated Accounting Online

**Assessments:**

- **Formative:**
  - Observation
  - Multi-level questioning
  - Discussions
  - Class assignments
  - Homework assignments
  - Quizzes
- **Summative:**
  - Unit quizzes
  - Projects
  - Tests

## Curriculum Scope and Sequence

**Planned Course:** Accounting 3

**Unit:** Management Decision Making Using Differential Analysis

**Time Frame:** 1-2 Weeks

**State Standards:** 2.1.3 ABCKL, 2.1.8 A, 2.2.5 AI, 2.2.8 A, 2.5.8 B, 1.2.8 A, 1.6.11 A-E, 15.1.12BENRW

**Essential Content/Objectives:** At the end of the unit, students will be able to:

- Define the vocabulary terms and identify concepts and practices related to management decision making using differential analysis
- Use differential analysis for:
  - Make or buy decisions, special order decisions, discontinuing a segment decisions, sell or process further decisions
- Calculate the future value and present value of an amount
- Calculate the future value and present value of an annuity
- Use net present value of an annuity to evaluate business decisions
- Use net present value of unequal cash flows to evaluate business decisions
- Use net present value to evaluate a lease or buy decision

**Core Activities:** Students will complete/participate in the following:

- Analyze the decision making process as it applies to daily life
- Create a pros and cons charts for decisions that might need to be made throughout life
- Use online calculators to see how an investment will grow into the future
- Discuss inflation and the effect it has on future money
- Calculation practice worksheets
- Demonstrate the idea of an annuity when it comes to winning the lottery
- Create a pro and con list for leasing vs buying a car

**Extensions:**

- Create a chart of the growth of an investment and present to the class
- Students prepare and teach a lesson to classmates related to the unit
- Find and discuss a current event related to investing

**Remediation:**

- Create flashcards for the vocabulary terms related to the unit
- Work with groups to complete the concepts learned in this unit
- Work along with the teacher to complete work using Automated Accounting Online
- Printed class notes and a review worksheet
- Additional practice for completing accounting forms and journalizing transactions from the unit

**Instructional Methods:**

- Direct instruction
- Guided and independent reading
- Large and small group discussion and activities
- Independent practice and projects
- Simulations

**Materials & Resources:**

- Teacher generated guided notes
- Teacher generated examples and worksheets
- Accounting working papers
- Automated Accounting Online

**Assessments:**

- **Formative:**
  - Observation
  - Multi-level questioning
  - Discussions
  - Class assignments
  - Homework assignments
  - Quizzes
- **Summative:**
  - Unit quizzes
  - Projects
  - Tests

## Curriculum Scope and Sequence

**Planned Course:** Accounting 3

**Unit:** Process Costing, Activity-Based Costing, and Product Pricing

**Time Frame:** 1-2 Weeks

**State Standards:** 2.1.3 ABCKL, 2.1.8 A, 2.2.5 AI, 2.2.8 A, 2.5.8 B, 1.2.8 A, 1.6.11 A-E, 15.1.12BCDEKN

**Essential Content/Objectives:** At the end of the unit, students will be able to:

- Define the vocabulary terms and identify concepts and practices related to process costing, activity-based costing, and product pricing
- Compare job order costing and process costing
- Calculate equivalent units of production
- Develop a cost or production report
- Journalize the transfer of costs in a process costing system
- Identify cost pools and cost drivers and calculate activity rates in activity-based costing
- Use activity-based costing to allocate overhead costs
- Use activity-based costing to calculate the total product cost
- Use cost-based pricing to calculate the price of a product
- Calculate the target cost of a product

**Core Activities:** Students will complete/participate in the following:

- Calculation practice worksheets
- Transaction practice using T Accounts
- Transaction practice using journals
- Transaction practice using Automated Accounting Online

**Extensions:**

- Students prepare and teach a lesson to classmates related to the unit

**Remediation:**

- Create flashcards for the vocabulary terms related to the unit
- Work with groups to complete the concepts learned in this unit
- Create a chart showing the differences between writing off and reopening an account
- Work along with the teacher to complete work using Automated Accounting Online
- Printed class notes and a review worksheet
- Additional practice for completing accounting forms and journalizing transactions from the unit

**Instructional Methods:**

- Direct instruction
- Guided and independent reading
- Large and small group discussion and activities
- Independent practice and projects
- Simulations

**Materials & Resources:**

- Teacher generated guided notes
- Teacher generated examples and worksheets
- Accounting working papers
- Automated Accounting Online

**Assessments:**

- **Formative:**
  - Observation
  - Multi-level questioning
  - Discussions
  - Class assignments
  - Homework assignments
  - Quizzes
- **Summative:**
  - Unit quizzes
  - Projects
  - Tests

## Curriculum Scope and Sequence

**Planned Course:** Accounting 3

**Unit:** Internal Control

**Time Frame:** 1-2 Weeks

**State Standards:** 2.1.3 ABCKL, 2.1.8 A, 2.2.5 AI, 2.2.8 A, 2.5.8 B, 1.2.8 A, 1.6.11 A-E, 15.1.12BCDEGZ

**Essential Content/Objectives:** At the end of the unit, students will be able to:

- Define the vocabulary terms and identify concepts and practices related to internal control
- Explain the difference between error and fraud
- Describe how past events have affected the development of internal control and auditing standards
- Identify tasks that should be segregated in an accounting system
- Use a flowchart to understand an accounting system
- Journalize data from vouchers in a voucher register
- Journalize voucher payment transactions in a check register
- Describe the key controls of a voucher system

**Core Activities:** Students will complete/participate in the following:

- Discuss the job of an auditor
- Transaction practice using T Accounts
- Transaction practice using journals
- Transaction practice using Automated Accounting Online

**Extensions:**

- Students prepare and teach a lesson to classmates related to the unit
- Research an article related to business fraud and present to the class

**Remediation:**

- Create flashcards for the vocabulary terms related to the unit
- Work with groups to complete the concepts learned in this unit
- Extra depreciation calculation problems
- Work along with the teacher to complete work using Automated Accounting Online
- Printed class notes and a review worksheet
- Additional practice for completing accounting forms and journalizing transactions from the unit

**Instructional Methods:**

- Direct instruction
- Guided and independent reading
- Large and small group discussion and activities
- Independent practice and projects
- Simulations

**Materials & Resources:**

- Teacher generated guided notes
- Teacher generated examples and worksheets
- Accounting working papers
- Automated Accounting Online

**Assessments:**

- **Formative:**
  - Observation
  - Multi-level questioning
  - Discussions
  - Class assignments
  - Homework assignments
  - Quizzes
- **Summative:**
  - Unit quizzes
  - Projects
  - Tests

## Curriculum Scope and Sequence

**Planned Course:** Accounting 3

**Unit:** Organizational Structure of a Partnership

**Time Frame:** 1-2 Weeks

**State Standards:** 2.1.3 ABCKL, 2.1.8 A, 2.2.5 AI, 2.2.8 A, 2.5.8 B, 1.2.8 A, 1.6.11 A-E, 15.1.12BCDEN

**Essential Content/Objectives:** At the end of the unit, students will be able to:

- Define the vocabulary terms and identify concepts and practices related to the organizational structure of a partnership
- Explain the organizational structure of a partnership
- Journalize transactions related to the formation of a partnership
- Journalize transactions to admit a new partner to an existing partnership

**Core Activities:** Students will complete/participate in the following:

- List pros and cons of a business partnership
- Outline a basic partnership agreement
- Transaction practice using T Accounts
- Transaction practice using journals
- Transaction practice using Automated Accounting Online

**Extensions:**

- Give a presentation to the class on LLCs
- Write up a fictitious partnership agreement
- Students prepare and teach a lesson to classmates related to the unit
- Find and discuss a current event related to accounting

**Remediation:**

- Create flashcards for the vocabulary terms related to the unit
- Work with groups to complete the concepts learned in this unit
- Work along with the teacher to complete work using Automated Accounting Online
- Printed class notes and a review worksheet
- Additional practice for completing accounting forms and journalizing transactions from the unit

**Instructional Methods:**

- Direct instruction
- Guided and independent reading
- Large and small group discussion and activities
- Independent practice and projects
- Simulations

**Materials & Resources:**

- Teacher generated guided notes
- Teacher generated examples and worksheets
- Accounting working papers
- Automated Accounting Online

**Assessments:**

- **Formative:**
  - Observation
  - Multi-level questioning
  - Discussions
  - Class assignments
  - Homework assignments
  - Quizzes
- **Summative:**
  - Unit quizzes
  - Projects
  - Tests

## Curriculum Scope and Sequence

**Planned Course:** Accounting 3

**Unit:** Financial Reporting for a Partnership

**Time Frame:** 1-2 Weeks

**State Standards:** 2.1.3 ABCKL, 2.1.8 A, 2.2.5 AI, 2.2.8 A, 2.5.8 B, 1.2.8 A, 1.6.11 A-E, 15.1.12BCDENQ

**Essential Content/Objectives:** At the end of the unit, students will be able to:

- Define the vocabulary terms and identify concepts and practices related to financial reporting for a partnership
- Calculate the distribution of partnership earnings
- Journalize entries for the withdrawal of partnership earnings
- Complete end-of-period work for a partnership
- Journalize entries for liquidating a partnership

**Core Activities:** Students will complete/participate in the following:

- Calculation practice worksheets
- Financial statement creation on paper and using technology
- Transaction practice using T Accounts
- Transaction practice using journals
- Transaction practice using Automated Accounting Online

**Extensions:**

- Write a letter to a fictitious partner stating reasons for wanting to dissolve the partnership
- Students prepare and teach a lesson to classmates related to the unit
- Find and discuss a current event related to accounting

**Remediation:**

- Create flashcards for the vocabulary terms related to the unit
- Work with groups to complete the concepts learned in this unit
- Work along with the teacher to complete work using Automated Accounting Online
- Printed class notes and a review worksheet
- Additional practice for completing accounting forms and journalizing transactions from the unit

**Instructional Methods:**

- Direct instruction
- Guided and independent reading
- Large and small group discussion and activities
- Independent practice and projects
- Simulations

**Materials & Resources:**

- Teacher generated guided notes
- Teacher generated examples and worksheets
- Accounting working papers
- Automated Accounting Online

**Assessments:**

- **Formative:**
  - Observation
  - Multi-level questioning
  - Discussions
  - Class assignments
  - Homework assignments
  - Quizzes
- **Summative:**
  - Unit quizzes
  - Projects
  - Tests

## Curriculum Scope and Sequence

**Planned Course:** Accounting 3

**Unit:** Budgeting and Accounting for a Not-for-Profit Organization

**Time Frame:** 1-2 Weeks

**State Standards:** 2.1.3 ABCKL, 2.1.8 A, 2.2.5 AI, 2.2.8 A, 2.5.8 B, 1.2.8 A, 1.6.11 A-E, 15.1.12BCDELN

**Essential Content/Objectives:** At the end of the unit, students will be able to:

- Define the vocabulary terms and identify concepts and practices related to budgeting and accounting for a not-for-profit organization
- Describe the characteristics of not-for-profit organizations
- Describe the process used to develop an operating budget for a not-for-profit organization
- Journalize budget transactions for a not-for-profit organization
- Journalize revenues for a not-for-profit organization
- Journalize expenditures, encumbrances, and other transactions for a not-for-profit organization

**Core Activities:** Students will complete/participate in the following:

- List examples of not-for-profit organizations
- Transaction practice using T Accounts
- Transaction practice using journals
- Transaction practice using Automated Accounting Online

**Extensions:**

- Give a presentation on a not-for-profit organization
- Research tax laws for not-for-profit organizations
- Students prepare and teach a lesson to classmates related to the unit
- Find and discuss a current event related to accounting

**Remediation:**

- Create flashcards for the vocabulary terms related to the unit
- Work with groups to complete the concepts learned in this unit
- Work along with the teacher to complete work using Automated Accounting Online
- Printed class notes and a review worksheet
- Additional practice for completing accounting forms and journalizing transactions from the unit

**Instructional Methods:**

- Direct instruction
- Guided and independent reading
- Large and small group discussion and activities
- Independent practice and projects
- Simulations

**Materials & Resources:**

- Teacher generated guided notes
- Teacher generated examples and worksheets
- Accounting working papers
- Automated Accounting Online

**Assessments:**

- **Formative:**
  - Observation
  - Multi-level questioning
  - Discussions
  - Class assignments
  - Homework assignments
  - Quizzes
- **Summative:**
  - Unit quizzes
  - Projects
  - Tests

## Curriculum Scope and Sequence

**Planned Course:** Accounting 3

**Unit:** Financial Reporting for a Not-for-Profit Organization

**Time Frame:** 1-2 Weeks

**State Standards:** 2.1.3 ABCKL, 2.1.8 A, 2.2.5 AI, 2.2.8 A, 2.5.8 B, 1.2.8 A, 1.6.11 A-E, 15.1.12BCDENQ

**Essential Content/Objectives:** At the end of the unit, students will be able to:

- Define the vocabulary terms and identify concepts and practices related to financial reporting for a not-for-profit organization
- Prepare adjusting entries for a general fund
- Prepare financial statements for a general fund
- Prepare closing entries for a general fund
- Prepare a post-closing trial balance
- Describe the components of a comprehensive annual financial report

**Core Activities:** Students will complete/participate in the following:

- Calculation practice worksheets
- Financial statement creation on paper and using technology
- Transaction practice using T Accounts
- Transaction practice using journals
- Transaction practice using Automated Accounting Online

**Extensions:**

- Students prepare and teach a lesson to classmates related to the unit
- Find and discuss a current event related to accounting

**Extensions:**

- Play an online stock market game as a class
- Research and present on white collar crimes involving corporations
- Research and present information about stock splits
- Students prepare and teach a lesson to classmates related to the unit
- Find and discuss a current event related to accounting

**Remediation:**

- Create flashcards for the vocabulary terms related to the unit
- Work with groups to complete the concepts learned in this unit
- Work along with the teacher to complete work using Automated Accounting Online
- Printed class notes and a review worksheet
- Additional practice for completing accounting forms and journalizing transactions from the unit

**Instructional Methods:**

- Direct instruction
- Guided and independent reading
- Large and small group discussion and activities
- Independent practice and projects
- Simulations

**Materials & Resources:**

- Teacher generated guided notes
- Teacher generated examples and worksheets
- Accounting working papers
- Automated Accounting Online

**Assessments:**

- **Formative:**
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