

**Wilson Area High School
Planned Course Guide**

Title of Planned Course: Accounting 1

Subject Area: Business

Grade Level: 10-12

Course Description: This first-year course will provide students with basic accounting procedures used to operate a business. The accounting procedures will also provide a steady background for immediate employment in office jobs or for college bound business majors. Students planning on majoring in business, finance, accounting, or management will be required to take accounting courses at the college level. Accounting is the “language of business” and necessary for anyone working in the business world today. Students will learn the accounting language, be introduced to accounting related fields, and be able to make basic financial accounting decisions.

Time/Credit for this Course: 1 Year / 1 Credit

Curriculum Writing Committee: Daniel Loudenslager

**Wilson Area School District
Planned Course Materials**

Course Title: Accounting 1

Textbook: Century 21 Accounting: General Journal 10th Ed.
South-Western Cengage Learning
2017
www.swep.com

Supplemental Books: Century 21 Accounting: General Journal Working Papers Chapters 1-17
10th Edition

Century 21 Accounting: General Journal Study Guide and Recycling
Problem Working Papers 10th Edition

Teacher Resources: Century 21 Accounting: General Journal Chapter and Cycle Tests
Google Sheets 10th Edition

Curriculum Map

- August:** Introduction to Accounting as a Career
- September:** Introduction to Accounting as a Career / Starting a Proprietorship / Analyzing Transactions Into Debit and Credit Parts
- October:** Analyzing Transactions Into Debit and Credit Parts / Journalizing Transactions / Posting From a General Journal to a General Ledger
- November:** Posting From a General Journal to a General Ledger / Cash Control Systems
- December:** Worksheet for a Service Business Organized as a Proprietorship / Financial Statements for a Service Business Organized as a Proprietorship
- January:** Financial Statements for a Service Business Organized as a Proprietorship / End-of-Fiscal-Period Work for a Service Business Organized as a Proprietorship / Journalize and Post Using a Purchases and Cash Payments Journal
- February:** Journalize and Post Using a Purchases and Cash Payments Journal / Journalize and Post Using a Sales, Cash Receipts, and General Journal
- March:** Journalize and Post Using a Sales, Cash Receipts, and General Journal / Preparing Payroll Records /
- April:** Preparing Payroll Records / Journalizing Payroll Transactions
- May:** End-of-Fiscal-Period Work for a Merchandising Business Organized as a Partnership
- June:** End-of-Fiscal-Period Work for a Merchandising Business Organized as a Partnership

Curriculum Scope & Sequence

Planned Course: Accounting 1

Unit: Introduction to Accounting as a Career (Unit 1)

Time Frame: 1-2 Weeks

State Standards:

- Academic Standards for Accounting:
 - 15.1.5A: Explore various accounting careers.
 - 15.1.8A: Identify knowledge, skills, and attitudes needed for careers in accounting.
 - 15.1.8B: Describe ethical and unethical business practices related to accounting.
 - 15.1.8N: Discuss the advantages and disadvantages of the different forms of business ownership (proprietorship, partnership, and corporation, etc.).
 - 15.1.8Z: Identify the importance of good record keeping for businesses.
 - 15.1.12A: Summarize professional designations, careers, and organizations within the field of accounting, including education and certification requirements.
 - 15.1.12B: Analyze the roles of policy-setting bodies in the accounting profession, e.g., American Institute of Certified Public Accountants (AICPA), Pennsylvania Institute of Certified Public Accountants (PICPA), Generally Accepted Accounting Principles (GAAP), and Securities and Exchange Commission (SEC).

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

- Define the term accounting.
- Describe the use and importance of accounting in our daily lives.
- Identify the origins of modern accounting.
- Define and identify the concept of Generally Accepted Accounting Principles.
- Describe the responsibilities involved in the accounting career.
- Identify various types of accounting careers.

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

- Notes/discussion of related terms and concepts
- Provide their own definition of accounting on a post-it and compare with classmates
- Read and discuss articles related to the importance of accounting
- Research the father of modern accounting and double-entry bookkeeping
- Read about the 10 G.A.A.P. and why they are important in accounting
- Research the career of accounting using the Occupational Outlook Handbook
- Match various types of accounting careers with their descriptions

Extensions:

- Create a collage of images related to accounting
- Create a Slideshow containing various activities in life that require the use of accounting concepts
- Interview an accountant about the job and provide a summary of what was learned to the class
- Present a type of accounting career to the class

Remediation:

- Utilization of notes and vocab for test study
- Modified extensions and tests based on IEP
- Review exercises at end of section/chapter
- Homework
- Notes
- Review of terms
- Application of principles through case studies
- Project/activity assistance

Instructional Methods:

- Higher order questioning
- Internet research webbing
- Direct lecturing
- Teacher modeling and visual aids
- Referencing through current events and news
- Project related to content

Materials & Resources

- Library sources from district library site
- Online sources
- Textbook
- Student/teacher experiences
- Guest speakers

Assessments:

- Objective/subjective testing
- Rubric guided projects
- Homework
- Essays

Curriculum Scope & Sequence

Planned Course: Accounting 1

Unit: Starting a Proprietorship (Unit 2)

Time Frame: 2-3 Weeks

State Standards:

- Academic Standards for Accounting:
 - 15.1.5J: Discuss supplies needed to run a business.
 - 15.1.5K: Recognize and give examples of revenue.
 - 15.1.5L: Recognize and give examples of expenses.
 - 15.1.8C: Identify the parts of the accounting equation.
 - 15.1.8D: Describe the components of the accounting cycle.
 - 15.1.8F: Identify, recognize, and classify short- and long-term assets.
 - 15.1.8G: Identify, recognize, and classify short- and long-term liabilities.
 - 15.1.12C: Analyze business transactions using T-accounts to determine their impact on a business.

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

- Describe the idea and importance of a person's net worth.
- Describe the concept of a service business organized as a proprietorship.
- Classify accounts as assets, liabilities, or owner's equity and demonstrate their relationship to the accounting equation.
- Analyze and calculate the effects of transactions on the accounting equation.
- Distinguish between cash and on account transactions.
- Compare, contrast, and calculate types of transactions that increase and decrease owner's equity.
- Explain the difference between expenses and liabilities.

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

- Notes/discussion of related terms and concepts.
- Given a person's assets and liabilities, create a net worth statement.
- Make a list of local service businesses.
- Create a list of advantages and disadvantages of a sole proprietorship.
- Calculate the missing value in the accounting equation.
- List the accounts used under each classification in the accounting equation.
- Complete transactions using an accounting equation table, using increases, decreases, and new balances for each account.

Extensions:

- Analyze real net worth statements.
- Create a checklist lenders would want to look at before offering loans.
- Interview an owner of a local service business organized as a proprietorship and prepare a presentation to share with the class.
- Create transactions that affect the accounts in the accounting equation, trade with a partner, and analyze.
- Demonstrate to a group of peers how transactions affect the accounting equation.

Remediation:

- Create flashcards for the vocabulary terms related to starting a service business organized as a proprietorship.
- Work with groups to demonstrate how transactions affect the accounting equation.
- Print class notes and a review worksheet.
- Additional practice analyzing how transactions affect the accounting equation.

Instructional Methods:

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

Materials & Resources:

- Textbook
- Teacher generated guided notes
- Accounting working papers
- Accounting recycling working papers

Assessments:

- Multi-level questioning/discussions
- Class assignments
- Homework assignments
- Quizzes/Tests

Curriculum Scope & Sequence

Planned Course: Accounting 1

Unit: Analyzing Transactions Into Debit and Credit Parts (Unit 3)

Time Frame: 2-3 Weeks

State Standards:

- Academic Standards for Accounting:
 - 15.1.8D: Describe the components of the accounting cycle.
 - 15.1.12C: Analyze business transactions using T-accounts to determine their impact on a business.

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

- Show the relationship between the accounting equation and a T account.
- Identify the debit and credit side, the increase and decrease side, and the balance side of various accounts.
- Analyze transactions for operating a business into debit and credit parts.

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

- Notes/discussion of related terms and concepts.
- Define the vocabulary terms related to analyzing transactions into debit and credit parts.
- Label the debit side, credit side, increase side, decrease side, and normal balance side on a T account for each account in the accounting equation.
- Complete transactions using T accounts.

Extensions: Create transactions that affect the accounts in the accounting equation, trade with a partner, and analyze using T accounts.

Remediation:

- Create flashcards for the vocabulary terms related to analyzing transactions into debit and credit parts.
- Practice analyzing transactions in T accounts using a dry erase board.
- Additional practice labeling T accounts.
- Additional practice analyzing transactions using T accounts.

Instructional Methods:

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

Materials & Resources:

- Textbook
- Teacher generated guided notes
- Accounting working papers
- Accounting recycling working papers

Assessments:

- Multi-level questioning/discussions
- Class assignments
- Homework assignments
- Quizzes/Tests

Curriculum Scope & Sequence

Planned Course: Accounting 1

Unit: Journalizing Transactions (Unit 4)

Time Frame: 2-3 Weeks

State Standards:

- Academic Standards for Accounting:
 - 15.1.8D: Describe the components of the accounting cycle.
 - 15.1.12C: Analyze business transactions using T-accounts to determine their impact on a business.
 - 15.1.12D: Analyze, journalize, and post transactions to general & subsidiary ledgers.
 - 15.1.12F: Analyze and journalize transactions for short- and long-term assets.
 - 15.1.12G: Analyze and journalize transactions involving short- and long-term liabilities.
 - 15.1.12L: Describe and explain the criteria used to determine expenses and journalize the expense transactions.

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

- Define what a journal is and explain why it is used to record transactions.
- Compare and contrast different types of source documents.
- Identify the 4 parts of a journal entry.
- Analyze and record general journal transactions.
- Demonstrate when to end and how to start a new journal page.
- Identify and correct errors using standard accounting practices.

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

- Define the vocabulary terms related to recording transactions in a general journal.
- Match source documents to their definitions and type of transactions.
- Record transactions in a general journal.
- Correct mistakes in a general journal using standard accounting practices.

Extensions:

- Record transactions in a general journal, given a time limit.
- Create transactions that affect the accounts in the accounting equation, trade with a partner, and record in a general journal.

Remediation:

- Identify common keywords in transactions and list the related account.
- Create flashcards for the vocabulary terms related to recording transactions in a general journal.
- Work with groups to record transactions in a general journal.
- Print class notes and a review worksheet.

Instructional Methods:

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

Materials & Resources:

- Textbook
- Teacher generated guided notes
- Accounting working papers
- Accounting recycling working papers

Assessments:

- Multi-level questioning/discussions
- Class assignments
- Homework assignments
- Quizzes/Tests

Curriculum Scope & Sequence

Planned Course: Accounting 1

Unit: Posting to a General Ledger (Unit 5)

Time Frame: 2-3 Weeks

State Standards:

- Academic Standards for Accounting:
 - 15.1.8D: Describe the components of the accounting cycle.
 - 15.1.12C: Analyze business transactions using T-accounts to determine their impact on a business.
 - 15.1.12D: Analyze, journalize, and post transactions to general & subsidiary ledgers.

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

- Create and number a chart of accounts for a service business organized as a proprietorship.
- Apply file maintenance principles to update a chart of accounts.
- Complete the steps necessary to open general ledger accounts.
- Demonstrate the steps for posting amounts from a general journal to a general ledger.
- Demonstrate how to prove cash.
- Describe the process needed to complete correcting entries.

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

- Define the vocabulary terms related to charts of accounts and posting to a general ledger.
- Given a list of accounts for a services business organized as a proprietorship, create a chart of accounts.
- Add additional accounts to a chart of accounts.
- Open accounts in a general ledger.
- Post amounts from a completed general journal to a general ledger.
- Prove the cash in the checking account (provided) with the cash in the general ledger.
- Complete transactions for correcting entries.

Extensions:

- Design a creative method to remember the posting process (example: diagram, song, cartoon, etc.).
- Demonstrate to a group of peers how to post from a general journal to a general ledger.
- Explain in a paragraph why posting provides a business with organization.
- Complete a problem with transactions and posting.
- Complete an accounting simulation with concepts from units 1-5.

Remediation:

- Create flashcards for the vocabulary terms related to posting amounts from a general journal to a general ledger, proving cash, and journalizing correcting entries.
- Number the steps in the posting process in list form and in diagram form.
- Provide a true/false worksheet for students to decide if an amount was posted correctly from a general journal to a general ledger.
- Work with groups to post amounts from a general journal to a general ledger.
- Print class notes and a review worksheet.
- Additional practice on work 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:

- Textbook
- Teacher generated guided notes
- Accounting working papers
- Accounting recycling working papers

Assessments:

- Multi-level questioning/discussions
- Class assignments
- Homework assignments
- Quizzes/Tests

Curriculum Scope & Sequence

Planned Course: Accounting 1

Unit: Cash Control Systems (Unit 6)

Time Frame: 1-2 Weeks

State Standards:

- Academic Standards for Accounting:
 - 15.1.8D: Describe the components of the accounting cycle.
 - 15.1.8P: Identify and describe bank statements.
 - 15.1.8Z: Identify the importance of good record keeping for businesses.
 - 15.1.12C: Analyze business transactions using T-accounts to determine their impact on a business.
 - 15.1.12D: Analyze, journalize, and post transactions to general & subsidiary ledgers.

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

- Describe the purpose of having a checking account.
- List different methods of payments using a checking account.
- Discuss the importance of accurate checking account management.
- Identify reasons for a check becoming dishonored.
- Demonstrate the establishment and replenishment of a petty cash fund.
- Complete transactions related to cash control systems.

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

- Define the vocabulary terms related to using a checking account and a petty cash fund.
- Create a diagram showing the difference between a check, a debit card, and an electronic funds transfer.
- List the 6 reasons for why a check might be dishonored by a bank.
- Journalize a bank service charge, dishonored check, electronic funds transfer, debit card transaction, establishing a petty cash fund, and replenishing a petty cash fund.

Extensions:

- Research local banks and the information about the checking accounts offered by those banks, and prepare a response on the information.
- Fill out checks and check stubs.
- Design a skit to perform in front of peers showing the use of a petty cash fund within a small business.

Remediation:

- Create flashcards for the vocabulary terms related to the use of cash control systems.
- Create a poster-sized check with the parts of the check labeled.
- Work with groups to complete the concepts learned in this unit.
- Print class notes and a review worksheet.
- Additional practice for journalizing the 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:

- Textbook
- Teacher generated guided notes
- Accounting working papers
- Accounting recycling working papers

Assessments:

- Multi-level questioning/discussions
- Class assignments
- Homework assignments
- Quizzes/Tests

Curriculum Scope & Sequence

Planned Course: Accounting 1

Unit: Work Sheet for a Service Business Organized as Proprietorship (Unit 7)

Time Frame: 1-2 Weeks

State Standards:

- Academic Standards for Accounting:
 - 15.1.8D: Describe the components of the accounting cycle.
 - 15.1.8Q: Identify and recognize financial reports and their purpose.
 - 15.1.12Q: Prepare financial statements (including a Balance Sheet, Profit & Loss and Owner's Equity) and understand their relevance.

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

- Define and identify terms, concepts, and practices related to a work sheet for a service business organized as a proprietorship
- Create a work sheet for a services business organized as a proprietorship.
- Apply the steps for finding errors on a work sheet.

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

- Define the vocabulary terms related to work sheets
- Prepare a heading and trial balance on a work sheet.
- Plan adjustments for supplies and prepaid insurance.
- Extend amounts into the income statement and balance sheet columns of a work sheet.
- Finish a work sheet.
- Complete a work sheet with a net loss.
- Find and correct errors on a work sheet by applying the proper steps.

Extensions:

- Create a study sheet addressing the concepts of work sheets.
- Compare and contrast the 8-column work sheet and the 10-column work sheet.
- Demonstrate to a group of peers one of the concepts learned in the unit.
- Given an incorrect work sheet, find the errors using the proper steps.
- Complete a worksheet with multiple types of supplies.

Remediation:

- Create flashcards for the vocabulary terms related to work sheets.
- Work with groups to complete the concepts learned in this unit.
- Print class notes and a review worksheet.
- Prepare partially completed work sheets.
- Additional practice for completing work sheets.

Instructional Methods:

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

Materials & Resources:

- Textbook
- Teacher generated guided notes
- Accounting working papers
- Accounting recycling working papers

Assessments:

- Multi-level questioning/discussions
- Class assignments
- Homework assignments
- Quizzes/Tests

Curriculum Scope & Sequence

Planned Course: Accounting 1

Unit: Financial Statements for a Service Business Organized as Proprietorship (Unit 8)

Time Frame: 2-3 Weeks

State Standards:

- Academic Standards for Accounting:
 - 15.1.8D: Describe the components of the accounting cycle.
 - 15.1.8Q: Identify and recognize financial reports and their purpose.
 - 15.1.12Q: Prepare financial statements (including a Balance Sheet, Profit & Loss and Owner's Equity) and understand their relevance.
 - 15.1.12S: Analyze and perform a horizontal and vertical analysis of the income statement and balance sheet.

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

- Define and identify terms, concepts, and practices related to financial statements for a service business organized as a proprietorship.
- Analyze financial statements in order to determine the degree of success for a business.
- Create and analyze financial statements necessary for a service business operating as a proprietorship.

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

- Define the vocabulary terms related to financial statements for a service business organized as a proprietorship.
- Given a completed work sheet, create an income statement for a service business organized as a proprietorship.
- Calculate component percentages on an income statement.
- Create a list of actions a business can take in order to change the component percentages to a more acceptable range.
- Given a completed work sheet, create a balance sheet for a service business organized as a proprietorship.
- Create financial statements for a service business organized as a proprietorship with a net loss.

Extensions:

- Create a study sheet addressing the concepts of financial statements.
- Compare and contrast financial statements from multiple businesses.
- Given financial statements with mistakes, make necessary corrections and present to the class.

Remediation:

- Create flashcards for the vocabulary terms related to financial statements.
- Work with groups to complete the concepts learned in this unit.
- Print class notes and a review worksheet.
- Prepare partially completed financial statements.
- Additional practice for completing financial statements.

Instructional Methods:

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

Materials & Resources:

- Textbook
- Teacher generated guided notes
- Accounting working papers
- Accounting recycling working papers

Assessments:

- Multi-level questioning/discussions
- Class assignments
- Homework assignments
- Quizzes/Tests

Curriculum Scope & Sequence

Planned Course: Accounting 1

Unit: Complete End-of-Fiscal-Period Work for a Service Business Organized as Proprietorship (Unit 9)

Time Frame: 2-3 Weeks

State Standards:

- Academic Standards for Accounting:
 - 15.1.8D: Describe the components of the accounting cycle.
 - 15.1.8Q: Identify and recognize financial reports and their purpose.
 - 15.1.12D: Analyze, journalize, and post transactions to general & subsidiary ledgers.
 - 15.1.12Q: Prepare financial statements (including a Balance Sheet, Profit & Loss and Owner's Equity) and understand their relevance.

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

- Define and identify terms, concepts, and practices related to end-of-fiscal-period work for a service business organized as a proprietorship.
- Demonstrate how to complete adjusting entries needed for a service business organized as a proprietorship.
- Demonstrate how to complete closing entries for a service business organized as a proprietorship.
- Describe the process in completing a post-closing trial balance.

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

- Given a completed worksheet, journalize and post the adjusting entries for supplies and prepaid insurance.
- Given a completed worksheet, journalize and post the closing entries needed for a service business.
- Given a completed worksheet with a net loss, journalize and post the closing entries needed for a service business.
- Create a post-closing trial balance from a general ledger after adjusting and closing entries are completed.
- Create a chart for all of the steps completed in the accounting cycle.

Extensions:

- Create a study sheet addressing the concepts of end-of-fiscal-period work for a service business organized as a proprietorship.
- Journalize and post adjusting entries for a business with more than 1 type of supplies account.
- Create a visual aid representing all the steps completed in the accounting cycle and present to the class.
- Lead a group of peers on completing end-of-fiscal-period work for a service business organized as a proprietorship.
- Complete an accounting simulation with concepts from units 1-9.

Remediation:

- Create flashcards for the vocabulary terms related to end-of-fiscal-period work.
- Work with groups to complete the concepts learned in this unit.
- Print class notes and a review worksheet.
- Finish partially completed end-of-fiscal-period work.
- Additional practice for completing end-of-fiscal-period work.

Instructional Methods:

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

Materials & Resources:

- Textbook
- Teacher generated guided notes
- Accounting working papers
- Accounting recycling working papers

Assessments:

- Multi-level questioning/discussions
- Class assignments
- Homework assignments
- Quizzes/Tests

Curriculum Scope & Sequence

Planned Course: Accounting 1

Unit: Journalizing and Posting Using a Purchases and Cash Payments Journal (Unit 10)

Time Frame: 2-3 Weeks

State Standards:

- Academic Standards for Accounting:
 - 15.1.8D: Describe the components of the accounting cycle.
 - 15.1.8Q: Identify and recognize financial reports and their purpose.
 - 15.1.12C: Analyze business transactions using T-accounts to determine their impact on a business.
 - 15.1.12Q: Prepare financial statements (including a Balance Sheet, Profit & Loss and Owner's Equity) and understand their relevance.
 - 15.1.12D: Analyze, journalize, and post transactions to general & subsidiary ledgers.

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

- Define and identify terms, concepts, and practices related to a merchandising business organized as a partnership
- Define and identify terms, concepts, and practices related to purchases and cash payments.
- Identify the differences in the charts of accounts of a service business and a merchandising business.
- Recognize the benefits of using special journals for completing transactions.
- Demonstrate using a purchases journal for buying merchandise on account.
- Demonstrate using a cash payments journal for transactions where cash is decreased.
- Demonstrate posting individual items and totals from a purchases and cash payment journal to a subsidiary and general ledger.
- Describe the purpose of a schedule of accounts payable.

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

- List the key differences between service businesses and merchandising businesses.
- List the key differences between proprietorships and partnerships.
- Compare and contrast the chart of accounts used for a service business and the one used for a merchandising business.
- Define the vocabulary terms related to journalizing and posting using special journals for a merchandising business organized as a partnership.
- List the advantages of using special journals.
- Journalize transactions involving purchasing merchandise on account.
- Journalize transactions involving a decrease to cash.
- Total and rule a purchases journal and a cash payments journal.
- Post individual items and totals from a purchases journal to a subsidiary ledger and general ledger.
- Post individual items and totals from a cash payments journal to a subsidiary ledger and general ledger.
- Create a schedule of accounts payable and verify the amount with the accounts payable account.

Extensions:

- Make a list of local merchandising businesses and the types of merchandise sold.
- Students create their own accounting team and each control one of the special journals.
- Research and prepare a report on a person or company that has been charged with accounting fraud.
- Demonstrate to a group of peers how the special journals are used.
- Journalize paying cash on account to a vendor while receiving a cash discount.

Remediation:

- Create flashcards for the vocabulary terms related to merchandising businesses organized as partnerships.
- Work with groups to complete the concepts learned in this unit.
- Print class notes and a review worksheet.
- Additional practice for completing concepts learned in the unit.

Instructional Methods:

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

Materials & Resources:

- Textbook
- Teacher generated guided notes
- Accounting working papers

Assessments:

- Multi-level questioning/discussions
- Class assignments
- Homework assignments
- Quizzes/Tests

Curriculum Scope & Sequence

Planned Course: Accounting 1

Unit: Journalizing and Posting Using a Sales, Cash Receipts, and General Journal (Unit 11)

Time Frame: 2-3 Weeks

State Standards:

- Academic Standards for Accounting:
 - 15.1.8D: Describe the components of the accounting cycle.
 - 15.1.8Q: Identify and recognize financial reports and their purpose.
 - 15.1.12C: Analyze business transactions using T-accounts to determine their impact on a business.
 - 15.1.12Q: Prepare financial statements (including a Balance Sheet, Profit & Loss and Owner's Equity) and understand their relevance.
 - 15.1.12D: Analyze, journalize, and post transactions to general & subsidiary ledgers.

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

- Define and identify terms, concepts, and practices related to sales and cash receipts.
- Demonstrate using a sales journal for selling merchandise on account.
- Demonstrate using a cash receipts journal for transactions where cash is increased.
- Demonstrate using a general journal for transactions that cannot fit into a special journal.
- Demonstrate posting individual items and totals from a purchases, cash payment, and general journal to a subsidiary and general ledger.
- Describe the purpose of a schedule of accounts receivable.

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

- Journalize transactions involving selling merchandise on account.
- Journalize transactions involving an increase to cash.
- Journalize transactions for buying supplies on account, the withdrawal of merchandise, and correcting entry in the general journal.
- Total and rule a sales journal and a cash receipts journal.
- Post individual items and totals from a sales journal to a subsidiary ledger and general ledger.
- Post individual items and totals from a cash receipts journal to a subsidiary ledger and general ledger.
- Post items from a general journal to a subsidiary ledger and general ledger.
- Create a schedule of accounts receivable and verify the amount with the accounts receivable account.

Extensions:

- Students create their own accounting team and each control one of the special journals.
- Demonstrate to a group of peers how the special journals are used.
- Journalize receiving cash on account from a customer while giving a cash discount.
- Complete a problem with transactions that require the use of all 5 journals.

Remediation:

- Create flash cards for the vocabulary terms related to sales and cash receipts.
- Work with groups to complete the concepts learned in this unit.
- Print class notes and a review worksheet.
- Additional practice for completing end-of-fiscal-period work.

Instructional Methods:

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

Materials & Resources:

- Textbook
- Teacher generated guided notes
- Accounting working papers
- Accounting recycling working papers

Assessments:

- Multi-level questioning/discussions
- Class assignments
- Homework assignments
- Quizzes/Tests

Curriculum Scope & Sequence

Planned Course: Accounting 1

Unit: Preparing Payroll Records (Unit 12)

Time Frame: 2-3 Weeks

State Standards:

- Academic Standards for Accounting:
 - 15.1.8D: Describe the components of the accounting cycle.
 - 15.1.8M: Identify and give examples of net pay and gross pay.
 - 15.1.8Q: Identify and recognize financial reports and their purpose.
 - 15.1.8Y: Identify and list examples of taxes.
 - 15.1.8Z: Identify the importance of good record keeping for businesses.
 - 15.1.12M: Analyze and calculate gross pay and net pay, including regular and overtime wages, commission, and piece rate.

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

- Explain how employees are paid.
- Calculate gross pay, deductions, and net pay.
- Demonstrate the process for determining federal income tax withholding.
- Describe the purpose of various payroll documents.
- Prepare a payroll register.
- Prepare an employee earnings record.
- Justify the use of a payroll checking account.

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

- Define the vocabulary terms related to payroll records, payroll accounting, taxes, and reports.
- Write down the importance of keeping accurate payroll and taxes records.
- Complete gross pay calculations involving hourly wage, with and without overtime, salary, and commission.
- Use a withholding tax table to determine the amount of federal income tax withheld from an employee, given gross pay, marital status, and allowances.
- Calculate withholding taxes based on percentages, such as state income tax, social security tax, and medicare tax.
- Prepare a payroll register given payroll information.
- Prepare and update employee earnings records.

Extensions:

- Research and prepare a report on the current required federal and state (PA) taxes withheld from paychecks.
- Prepare a presentation on the history of taxes.
- Hold a debate on whether taxes are or are not necessary.
- Demonstrate to a group of peers how to record and pay withholding and payroll taxes.

Remediation:

- Create flashcards for the vocabulary terms related to payroll records.
- Work with groups to complete the concepts learned in this unit.
- Provide partially completed problems.
- Complete a payroll register with equations provided.
- Print class notes and a review worksheet.
- Additional practice for concepts learned in the unit.

Instructional Methods:

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

Materials & Resources:

- Textbook
- Teacher generated guided notes
- Accounting working papers
- Accounting recycling working papers

Assessments:

- Multi-level questioning/discussions
- Class assignments
- Homework assignments
- Quizzes/Tests

Curriculum Scope & Sequence

Planned Course: Accounting 1

Unit: Journalizing Payroll Transactions (Unit 13)

Time Frame: 2-3 Weeks

State Standards:

- Academic Standards for Accounting:
 - 15.1.8D: Describe the components of the accounting cycle.
 - 15.1.12C: Analyze business transactions using T-accounts to determine their impact on a business.
 - 15.1.12D: Analyze, journalize, and post transactions to general & subsidiary ledgers.

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

- Explain the process for journalizing payroll transactions.
- Describe the effect that payroll transactions have on expense and liability accounts.
- Describe how employer payroll taxes are calculated for unemployment.
- Demonstrate the journalizing of payroll transactions.

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

- Define the vocabulary terms related to journalizing payroll transactions.
- Research and take notes on the payment schedule for employers to pay payroll taxes.
- Analyze payroll transactions using T accounts.
- Journalize the payment of a payroll using the cash payments journal.
- Calculate the amount of employer payroll taxes given different payroll scenarios.
- Journalize the employer payroll taxes using a general journal.
- Journalize the payment of tax and withholding liabilities using a cash payments journal.
- Post payroll transactions to a general ledger.

Extensions:

- Teach a lesson to the class or small group on journalizing payroll transactions.
- Research and present a lesson on the tax form 941.
- Complete an accounting simulation with concepts from units 10-13.

Remediation:

- Create flashcards for the vocabulary terms related to journalizing payroll transactions.
- Work with groups to complete the concepts learned in this unit.
- Provide partially completed problems.
- Complete a payroll register with equations provided.
- Print class notes and a review worksheet.
- Additional practice for concepts learned in the unit.

Instructional Methods:

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

Materials & Resources:

- Textbook
- Teacher generated guided notes
- Accounting working papers
- Accounting recycling working papers

Assessments:

- Multi-level questioning/discussions
- Class assignments
- Homework assignments
- Quizzes/Tests

Curriculum Scope & Sequence

Planned Course: Accounting 1

Unit: End-of-Fiscal-Period Work for a Merchandising Business Organized as Partnership (Unit 14)

Time Frame: 2-3 Weeks

State Standards:

- Academic Standards for Accounting:
 - 15.1.8D: Describe the components of the accounting cycle.
 - 15.1.8Q: Identify and recognize financial reports and their purpose.
 - 15.1.12Q: Prepare financial statements (including a Balance Sheet, Profit & Loss and Owner's Equity) and understand their relevance.
 - 15.1.12S: Analyze and perform a horizontal and vertical analysis of the income statement and balance sheet.
 - 15.1.12D: Analyze, journalize, and post transactions to general & subsidiary ledgers.

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

- Define and identify terms, concepts, and practices related to a completing end-of-fiscal-period work for a merchandising business organized as a partnership.
- Demonstrate the completion of financial statements for a merchandising business organized as a partnership.
- Analyze financial statements in order to determine the degree of success for a business.
- Demonstrate how to complete adjusting entries needed for a merchandising business organized as a partnership.
- Demonstrate how to complete closing entries for a merchandising business organized as a partnership.
- Describe the process in completing a post-closing trial balance.

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

- Create a work sheet with adjustments for supplies, insurance, and merchandise.
- Create an income statement with a net income and net loss.
- Create a distribution of net income statement with a net income and net loss.
- Create an owners' equity statement with a net income and net loss.
- Create a balance sheet with a net income and net loss.
- Journalize and post adjusting entries.
- Journalize and post closing entries.

Extensions:

- Teach a lesson to the class or small group on end-of-fiscal-period work for a merchandising business organized as a partnership.
- Complete a cumulative project on concepts learned from unit 10 until now.

Remediation:

- Create flashcards for the vocabulary terms related to journalizing payroll transactions.
- Work with groups to complete the concepts learned in this unit.
- Provide partially completed problems.
- Complete a payroll register with equations provided.
- Print class notes and a review worksheet.
- Additional practice for concepts learned in the unit.

Instructional Methods:

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

Materials & Resources:

- Textbook
- Teacher generated guided notes
- Accounting working papers
- Accounting recycling working papers

Assessments:

- Multi-level questioning/discussions
- Class assignments
- Homework assignments
- Quizzes/Tests