PLANNED INSTRUCTION

A PLANNED COURSE FOR:

Accounting 1

Curriculum Writing Committee:

Audrey Dennis

Grade Level: 9-12

Date of Board Approval: _____

Course Weighting: Accounting 1

Tests	50%
Projects/Mastery	25%
Classwork	20%
Participation	5%

Curriculum Map

Overview:
This course is designed to develop the student's ability to analyze and record business transactions and interpret the results of business operations from a financial standpoint. The student gains a wide background of the knowledge of accounting principles and procedures upon which preparation for specific areas of work in business can be developed. The student also gains a basic background in business operation. Students will learn the vocabulary of business.

Goals:

- **Marking Period 1/3 (45 days)**
  - **Unit 1:** The World of Accounting **- 7 Days**
    - Students will be able to understand the foundations of Accounting
    - Students will be able to understand the careers and personal financial applications of Accounting
  - **Unit 2:** An Introduction to Basic Accounting Concepts and Practice **- 8 Days**
    - Students will be able to identify the accounting equation
    - Students will be able to apply the accounting equation
  - **Unit 3:** Analyzing Business Transactions Using Debits and Credits **- 10 Days**
    - Students will be able to use T accounts
    - Students will be able to analyze how transactions affect the asset, liability, and owner's equity accounts
  - **Unit 4:** Journalizing Transactions **- 10 Days**
    - Students will be able to record transactions in a journal
    - Students will be able to prove and rule a journal
  - **Unit 5:** Posting to a General Ledger **- 10 Days**
    - Students will be able to use accounts to prepare a Chart of Accounts
    - Students will be able to post to a general ledger
    - Students will be able to journalize correcting entries and correcting errors

- **Marking Period 2/4 (45 days)**
  - **Unit 6:** Cash Control Systems - **8 Days**
    - Students will be able to use and reconcile a checking account
    - Students will be able to identify dishonored checks and use electronic banking
    - Students will be able to create and use a petty cash fund
  - **Unit 7:** Worksheet and Adjusting Entries for a Service Business **- 8 Days**
    - Students will be able to prepare and analyze a worksheet
    - Students will be able to analyze and post adjusting entries
  - **Unit 8:** Financial Statements for a Proprietorship- **6 Days**
    - Students will be able to prepare and analyze an Income Statement, Statement of Owner's Equity and a Balance Sheet
  - **Unit 9:** Worksheet and Adjusting Entries for a Service Business - **16 Days**
    - Students will be able to prepare and analyze a worksheet
    - Students will be able to analyze and post adjusting entries
    - Students will be able to complete the accounting cycle
  - **Unit 10:** Accounting for Purchases and Cash Payments **- 7 Days**
    - Students will be able to prepare and analyze subsidiary ledgers and controlling accounts
    - Students will be able to post from ledgers to special journals

Big Ideas:

- How does financial information impact decisions?
- How are stakeholders influenced by financial communications?

Textbook and Supplemental Resources:

- **Primary Textbook Name**
  - **Gilbertson, et al. Century 21 Accounting Multicolumn Journal. 12th ed., Cengage, 2025.**
  - **Textbook ISBN:** 979-8-214-10004-3
  - **Textbook Publisher/Year of Publication:** Cengage**,** 2025

- **Supplemental Resources:**
  - Start Here, Go Places., AICPA, www.startheregoplaces.com/
  - https://www.accountingcoach.com/
  - Bank On It
  - Virtual Field Trips
  - Pathway to CPA
  - Career Options in Accounting
  - https://www.investopedia.com/terms/g/gaap.asp
  - https://www.investopedia.com/terms/s/sarbanesoxleyact.asp
  - https://www.investopedia.com/articles/08/accounting-history.asp
  - https://www.sec.gov/
  - https://fasb.org/home
  - https://www.investopedia.com/articles/analyst/071502.asp

- https://www.investopedia.com/articles/00/100900.asp
- https://studylib.net/doc/8933056/investopedia--the-ghouls-and-monsters-on-wall-street
- Adjusting Entries
  - http://www.netmba.com/accounting/fin/process/adjusting/
  - https://www.accountingcoach.com/adjusting-entries/explanation
- Closing Entries
  - http://www.netmba.com/accounting/fin/process/closing/
- Financial Statements
  - https://www.investopedia.com/articles/basics/06/financialreporting.asp
  - https://studyfinance.com/basic-financial-statements/
  - https://www.investopedia.com/terms/i/incomestatement.asp
  - https://www.investopedia.com/terms/b/balancesheet.asp
  - https://www.investopedia.com/investing/what-is-a-cash-flow-statement/

Curriculum Plan

Unit 1: The World of Accounting - 7 Days

- **Standards:**
  - **Standard - 15.1.12.A** Summarize professional designations, careers, and organizations within the field of accounting, including education and certification requirements.
  - **Standard - 15.1.12.B** 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).
  - **Standard - 15.1.12.N** Explain how the different forms of business ownership and business operations are reported on financial statements.

Objectives:

- Explain the role of accounting in business. (DOK 3)
- Identify the different users of accounting information. (DOK 1)
- Explain the purpose of Generally Accepted Accounting Principles (GAAP). (DOK 3)
- Differentiate between the three primary forms of business ownership. (DOK 2)
- Identify the three different types of businesses. (DOK 1)
- Identify the three primary types of business activities and their relationship to accounting. (DOK 1)
- Describe the purpose of each step in the accounting cycle. (DOK 2)
- Identify the four primary financial statements and how they are used. (DOK 1)
- Discuss career opportunities in accounting and how accounting knowledge can be useful in other careers. (DOK 2)
- Explain the employability skills needed for a career in accounting. (DOK 3)
- Explore various aspects of a career in accounting. (DOK 1)

- Explain how accounting skills can be applied to personal life decisions. (DOK 3)

Core Activities and Corresponding Instructional Methods:

- Accounting in Action
    - Students will learn the role of accounting in business, users of accounting information, Generally Accepted Accounting Principles, and ethics in Accounting
    - Example activities:
        - Ethical Situations in Accounting
        - Audit Your Understanding (IA 1.1, I.A 1.2, IA 1.3)
        - Apply Your Understanding (IA 1.1, I.A 1.2, IA 1.3)
- Forms of Business Ownership and Types of Businesses
    - Students will learn primary forms of business ownership and types of businesses.
    - Example activities:
        - Explore Accounting - Inventory Management Activity
        - Audit Your Understanding (IA 2.1, I.A 2.2)
        - Apply Your Understanding (IA 2.1, I.A 2.2)
- The Business Activities and Accounting Cycles
    - Students will learn primary types of accounting activities, the accounting cycle.
    - Example activities:
        - Financial Literacy - What is a Good Credit Risk
        - Audit Your Understanding (IA 3.1, I.A 3.2)
        - Apply Your Understanding (IA 3.1, I.A 3.2)
- An Introduction to Financial Statements
    - Students identify the four financial statements (income statement, balance sheet, statement of retained earnings, and cash flow statement).
    - Example activities:
        - Audit Your Understanding (IA 4.1)
        - Apply Your Understanding (IA 4.1)
- Career Paths in Accounting
    - Students identify career opportunities in accounting, such as CPS, Auditor, Government, Public, Corporate, and Financial services.
    - Example activities:
        - Government's Role in Regulating Accounting Practices
        - Audit Your Understanding (IB 1.1)
        - Apply Your Understanding (IB 1.1)
- Employability Skills and Career Considerations in Accounting
    - Students identify employability skills in accounting, ethical decision-making skills, critical thinking, communication, collaboration, technological, and global awareness skills.
    - Example activities:
        - Accounting Codes of Conduct
        - Inventory and Value Added Tax in the Global Economy
        - Audit Your Understanding (IB 2.1, IB 2.2)
        - Apply Your Understanding (IB 2.1, IB 2.2)
- Personal Accounting

    - Students use accounting skills and personal life decisions such as emergency funds, savings accounts, checking accounts, investing, and retirement accounts.
    - Example activities:
        - The Role of Accounting in Personal Life
        - Audit Your Understanding (IB 3.1)
        - Apply Your Understanding (IB 3.1)
- Business Financial Plan - Part 1

Assessments:

- **Diagnostic:**
    - Discussion of student's prior knowledge
    - Terminology preview
    - Oral responses during class discussion
    - Responses to End of Lesson question during the chapter

- **Formative:**
    - Apply Your Understanding problems at the end of the chapter
    - Application, Study Guide problems
    - Successful completion of homework/class work assignments:
        - Activities problems at the end of the chapter
        - Flashcards questions on MindTap
        - Crossword puzzle on MindTap
        - Aplia.com worksheets and activities
    - Participation in classroom discussions and activities

- **Summative:**
    - Graded audit checks on assignments
    - Objective test covering theory and terminology
    - Vocabulary quizzes
    - Mastery Problem
    - Simulation/Project
    - Poster Career Research Project

- **Correctives:**
    - Trace the Entry: Always look at what *should* have happened versus what *did* happen using T-accounts.
    - Whiteboard Activities
    - Peer Reviews
    - Video - https://www.accountingcoach.com/

- **Extensions:**
    - Challenge Problem

Unit 2: An Introduction to Basic Accounting Concepts in Practice - 8 Days

- **Standards:**
    - **Standard - 15.1.12.B** 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).
    - **Standard - 15.1.12.C** Analyze business transactions using T-accounts to determine their impact on a business.
    - **Standard - 15.1.12.E** Perform accounting functions using technology as a tool.

Objectives:

- Define the purpose of the components (assets, liabilities, and owner's equity) in the accounting equation. (DOK 1)
- Analyze the effects of transactions on the accounting equation. (DOK 4)
- Distinguish between cash and transactions "on account." (DOK 2)
- Explain the difference between expenses and liabilities. (DOK 3)
- Compare the types of transactions that increase and decrease owner's equity. (DOK 3)

Core Activities and Corresponding Instructional Methods:

- Accounting in Action
    - The Importance of Financial Statements - Amazon
- The Accounting Equation and the Effects of Transactions on the Accounting Equation
    - Students use components of the accounting equation, the effects of transactions on the accounting equation, and distinguish between cash and transactions on account.
    - Example activities:
        - Budgeting the Business Plan
        - Audit Your Understanding (1.1, 1.2, 1.3)
        - Work With a Teacher (1.1)
        - Work With a Partner (1.1)
        - Work On Your Own (1.1)
- The Effect of Transactions on Owner's Equity in the Accounting Equation
    - Students identify the differences between expenses and liabilities and transactions that increase and decrease owner's equity.
    - Example activities:
        - What is a Credit Score
        - Audit Your Understanding (1-6)
        - Work With a Teacher (1.2.)
        - Work With a Partner (1.2)
        - Work On Your Own (1.2)
- Usefulness of Generally Accepted Accounting Principles (GAAP)
- Setup Quickbooks Online
- Analyzing Nike's Financial Statements
- Business Financial Plan - Part 2

Assessments:

- **Diagnostic:**
  - Discussion of student's prior knowledge
  - Terminology preview
  - Oral responses during class discussion
  - Responses to End of Lesson question during the chapter

- **Formative:**
  - Apply Your Understanding problems at the end of the chapter
  - Application, Study Guide problems
  - Successful completion of homework/class work assignments:
    - Activities problems at the end of the chapter
    - Flashcards questions on MindTap
    - Crossword puzzle on MindTap
    - Aplia.com worksheets and activities
  - Participation in classroom discussions and activities

- **Summative:**
  - Graded audit checks on assignments
  - Objective test covering theory and terminology
  - Vocabulary quizzes
  - Mastery Problem
  - Simulation/Project
  - Poster Career Research Project

- **Correctives:**
  - Trace the Entry: Always look at what *should* have happened versus what *did* happen using T-accounts.
  - Whiteboard Activities
  - Peer Reviews
  - Video - https://www.accountingcoach.com/

- **Extensions:**
  - Challenge Problem

Unit 3: Analyzing Business Transactions Using Debits and Credits - 10 Days

- **Standards:**
  - **Standard - 15.1.12.B** 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).
  - **Standard - 15.1.12.C** Analyze business transactions using T-accounts to determine their impact on a business.
  - **Standard - 15.1.12.E** Perform accounting functions using technology as a tool.

Objectives:

- Explain the relationship between the accounting equation and a T-account. (DOK 3)
- Identify the effect of debits and credits on individual accounts and their normal balances. (DOK 1)
- Explain the sides of a T-account and the relationship between increases and decreases. (DOK 3)
- Apply the four questions used to analyze transactions into debit and credit parts. (DOK 4)
- Analyze transactions into debit and credit parts and find the effects of such transactions on owner's equity. (DOK 4)

Core Activities and Corresponding Instructional Methods:

- Accounting in Action
    - Accounting for Influencers - Social media in accounting
- Using T-Accounts
    - Students identify the relationship Between T-Accounts, Debits, and Credits
    - Example activities:
        - Audit Your Understanding (1-3)
        - Work With a Teacher (2.1)
        - Work With a Partner (2.1)
        - Work On Your Own (2.1)
- Analyzing How Transactions Affect Asset and Liability Accounts
    - Students use transactions to affect accounts.
    - Example activities:
        - Audit Your Understanding (1-4)
        - Work With a Teacher (2.2)
        - Work With a Partner (2.2)
        - Work On Your Own (2.2)
- Analyzing How Transactions Affect Owner's Equity Accounts
    - Students use transactions to affect owners' equity.
    - Example activities:
        - Forensic Accounting: Debits and Credits
        - Audit Your Understanding (1-6)
        - Work With a Teacher (2.3)
        - Work With a Partner (2.3)
        - Work On Your Own (2.3)
- Accounting Connections in Multiple Business Transactions
- Analyzing Transactions with QuickBooks Online
- Analyzing Nike's Financial Statements
- Business Financial Plan - Part 3

Assessments:

- **Diagnostic:**
    - Discussion of student's prior knowledge
    - Terminology preview

    - Oral responses during class discussion
    - Responses to End of Lesson question during the chapter

- **Formative:**
    - Apply Your Understanding problems at the end of the chapter
    - Application, Study Guide problems
    - Successful completion of homework/class work assignments:
        - Activities problems at the end of the chapter
        - Flashcards questions on MindTap
        - Crossword puzzle on MindTap
        - Aplia.com worksheets and activities
    - Participation in classroom discussions and activities

- **Summative:**
    - Graded audit checks on assignments
    - Objective test covering theory and terminology
    - Vocabulary quizzes
    - Mastery Problem
    - Simulation/Project
    - Poster Career Research Project

- **Correctives:**
    - Trace the Entry: Always look at what *should* have happened versus what *did* happen using T-accounts.
    - Whiteboard Activities
    - Peer Reviews
    - Video - https://www.accountingcoach.com/

- **Extensions:**
    - Challenge Problem

Unit 4: Journalizing Transactions - 10 Days

- **Standards:**
    - **Standard - 15.1.12.D** Analyze, journalize, and post transactions to general & subsidiary ledgers.
    - **Standard - 15.1.12.E** Perform accounting functions using technology as a tool.
    - **Standard - 15.1.12.F** Analyze and journalize transactions for short- and long-term assets.
    - **Standard - 15.1.12.G** Analyze and journalize transactions involving short- and long-term liabilities.
    - **Standard - 15.1.12.L** Describe and explain the criteria used to determine expenses and journalize the expense transactions.

Objectives:

- Define what a journal is and explain why it is used to record transactions. (DOK 1)
- Compare different types of source documents. (DOK 3)

- Identify the four parts of a journal entry. (DOK 1)
- Analyze and record cash transactions using source documents. (DOK 4)
- Analyze and record transactions for buying and paying on account. (DOK 4)
- Analyze and record transactions that affect owner's equity. (DOK 4)
- Analyze and record sales and receipts of cash on account. (DOK 4)
- Demonstrate when to end and how to start a new journal page. (DOK 4)
- Correct errors using standard accounting practices. (DOK 3)

Core Activities and Corresponding Instructional Methods:

- Accounting in Action
    - Understanding How to Record Transactions - Importance of Financial Literacy
- Recording Transactions and the Journal
    - Students read and write journal entries, keep a chronological record, and use various types of source documents.
    - Example activities:
        - Understanding the Relationship Between T-Accounts, Debits, and Credits
        - Audit Your Understanding (1-3)
        - Work With a Teacher (3.1)
        - Work With a Partner (3.1)
        - Work On Your Own (3.1)
- Transactions Affecting Prepaid Insurance and Supplies
    - Students read and record cash transactions using source documents.
    - Example activities:
        - Audit Your Understanding (1-4)
        - Work With a Teacher (3.2)
        - Work With a Partner (3.2)
        - Work On Your Own (3.2)
- Transactions Affecting Owner's Equity and Asset Accounts
    - Students read and record transactions that affect owner's equity
    - Example activities:
        - Audit Your Understanding (1-5)
        - Work With a Teacher (3.3)
        - Work With a Partner (3.3)
        - Work On Your Own (3.3)
- Proving and Ruling a Journal
    - Students are proving and ruling a journal page.
    - Example activities:
        - Financial Literacy: Scam Alert
        - Evaluating Web Advertising
        - Audit Your Understanding (1-3)
        - Work With a Teacher (3.4)
        - Work With a Partner (3.4)
        - Work On Your Own (3.4)
        - Electronic Source Documents
- QuickBooks Online - Making Journal Entries
- Analyzing Nike's Financial Statements

- Business Financial Plan - Part 4

Assessments:

- **Diagnostic:**
  - Discussion of student's prior knowledge
  - Terminology preview
  - Oral responses during class discussion
  - Responses to End of Lesson question during the chapter

- **Formative:**
  - Apply Your Understanding problems at the end of the chapter
  - Application, Study Guide problems
  - Successful completion of homework/class work assignments:
    - Activities problems at the end of the chapter
    - Flashcards questions on MindTap
    - Crossword puzzle on MindTap
    - Aplia.com worksheets and activities
  - Participation in classroom discussions and activities

- **Summative:**
  - Graded audit checks on assignments
  - Objective test covering theory and terminology
  - Vocabulary quizzes
  - Mastery Problem
  - Simulation/Project
  - Poster Career Research Project

- **Correctives:**
  - Trace the Entry: Always look at what *should* have happened versus what *did* happen using T-accounts.
  - Whiteboard Activities
  - Peer Reviews
  - Video - https://www.accountingcoach.com/

- **Extensions:**
  - Challenge Problem

Unit 5: Posting to a General Ledger - 10 Days

- **Standards:**
  - **Standard - 15.1.12.D** Analyze, journalize, and post transactions to general & subsidiary ledgers.
  - **Standard - 15.1.12.E** Perform accounting functions using technology as a tool.

Objectives:

- Prepare a chart of accounts for a service business organized as a proprietorship. (DOK 3)
- Demonstrate correct principles for numbering accounts. (DOK 3)
- Apply file maintenance principles to update a chart of accounts. (DOK 4)
- Complete the steps necessary to open general ledger accounts. (DOK 3)
- Post amounts from a general journal. (DOK 2)
- Demonstrate how to prove cash. (DOK 3)
- Prepare correcting entries. (DOK 3)
- Demonstrate how to correct errors made during the posting process. (DOK 3)

Core Activities and Corresponding Instructional Methods:

- Accounting in Action
    - Calculating Revenue - Spotify
- Using Accounts and Preparing and Maintaining a Chart of Accounts
    - Students create a chart of accounts, and explain the relationship of a T-account to an account form, and file maintenance principles.
    - Example activities:
        - Audit Your Understanding (1-5)
        - Work With a Teacher (4.1)
        - Work With a Partner (4.1)
        - Work On Your Own (4.1)
- Posting Separate Amounts from a Journal to a General Ledger
    - Students post an amount from a general debit column.
    - Example activities:
        - Ethics Around Cash Management
        - Controlling Operating Expenses - Velcro Industries
        - Forensic Accounting: Skimming at a Yogurt Shop
        - Audit Your Understanding (1-2)
        - Work With a Teacher (4.2)
        - Work With a Partner (4.2)
        - Work On Your Own (4.2)
- Posting Column Totals from a Journal to A General Ledger
    - Students use checkmarks to show that amounts are not posted, journal entries are not posted individually,
    - Example activities:
        - Audit Your Understanding (1-4)
        - Work With a Teacher (4.3)
        - Work With a Partner (4.3)
        - Work On Your Own (4.3)
- Journalizing Correcting Entries and Correcting Posting Errors
    - Students make correcting entries.
    - Example activities:
        - Audit Your Understanding (1-4)
        - Work With a Teacher (4.4)
        - Work With a Partner (4.4)
        - Work On Your Own (4.4)
    - Chart of Accounts

    - QuickBooks Online - Managing Accounts
- Analyzing Nike's Financial Statements
- Business Financial Plan - Part 5

Assessments:

- **Diagnostic:**
    - Discussion of student's prior knowledge
    - Terminology preview
    - Oral responses during class discussion
    - Responses to End of Lesson question during the chapter

- **Formative:**
    - Apply Your Understanding problems at the end of the chapter
    - Application, Study Guide problems
    - Successful completion of homework/class work assignments:
        - Activities problems at the end of the chapter
        - Flashcards questions on MindTap
        - Crossword puzzle on MindTap
        - Aplia.com worksheets and activities
    - Participation in classroom discussions and activities

- **Summative:**
    - Graded audit checks on assignments
    - Objective test covering theory and terminology
    - Vocabulary quizzes
    - Mastery Problem
    - Simulation/Project
    - Poster Career Research Project

- **Correctives:**
    - Trace the Entry: Always look at what *should* have happened versus what *did* happen using T-accounts.
    - Whiteboard Activities
    - Peer Reviews
    - Video - https://www.accountingcoach.com/

- **Extensions:**
    - Challenge Problem

Unit 6: Cash Control Systems - 8 Days

- **Standards:**
    - **Standard - 15.1.12.P** Analyze and perform the reconciliation of accounts.
    - **Standard - 15.1.12.E** Perform accounting functions using technology as a tool.

Objectives:

- Explain how businesses use cash. (DOK 3)
- Record a deposit on a check stub. (DOK 2)
- Endorse checks using blank, special, and restrictive endorsements. (DOK 2)
- Prepare a check stub and a check. (DOK 4)
- Explain the purpose of bank statements. (DOK 3)
- Complete a bank statement reconciliation. (DOK 3)
- Record and journalize a bank service charge. (DOK 3)
- Complete recordkeeping for a dishonored check. (DOK 3)
- Journalize an electronic funds transfer. (DOK 3)
- Journalize a debit card transaction. (DOK 3)
- Establish a petty cash fund. (DOK 2)
- Prepare a petty cash report. (DOK 4)
- Replenish a petty cash fund. (DOK 3)

Core Activities and Corresponding Instructional Methods:

- Accounting in Action
    - Cash Transfer Apps: Venmo
- Checking Accounts
    - Students use transactions in businesses, use cash, deposit recorded on a check stub, write various endorsement types, and how to complete check stubs and checks.
    - Example activities:
        - Cash Control in Organizations
        - Audit Your Understanding (1-5)
        - Work With a Teacher (5.1)
        - Work With a Partner (5.1)
        - Work On Your Own (5.1)
- Bank Reconciliation
    - Students read and create a bank statement and a bank reconciliation statement, and record a bank service charge on a check stub.
    - Example activities:
        - Financial Literacy: Do I Really Need a Checking Account
        - Working Through the Bank Reconciliation Process Electronically
        - Audit Your Understanding (1-4)
        - Work With a Teacher (5.2)
        - Work With a Partner (5.2)
        - Work On Your Own (5.2)
- Dishonored Checks and Electronic Banking
    - Students record a dishonored check on a check stub, journalize an electronic funds transfer, and journalize a debit card transaction.
    - Example activities:
        - Audit Your Understanding (1-4)
        - Work With a Teacher (5.3)
        - Work With a Partner (5.3)
        - Work On Your Own (5.3)

- Petty Cash
    - Students establish a petty cash fund, make payments from a petty cash fund with a petty cash slip.
    - Example activities:
        - Audit Your Understanding (1-3)
        - Work With a Teacher (5.4)
        - Work With a Partner (5.4)
        - Work On Your Own (5.4)
        - Cash Controls
- QuickBooks Online - Reconciling the Cash Account
- Analyzing Nike's Financial Statements
- Reinforcement Activity Part 1A
- Business Financial Plan - Part 6

Assessments:

- **Diagnostic:**
    - Discussion of student's prior knowledge
    - Terminology preview
    - Oral responses during class discussion
    - Responses to End of Lesson question during the chapter

- **Formative:**
    - Apply Your Understanding problems at the end of the chapter
    - Application, Study Guide problems
    - Successful completion of homework/class work assignments:
        - Activities problems at the end of the chapter
        - Flashcards questions on MindTap
        - Crossword puzzle on MindTap
        - Aplia.com worksheets and activities
    - Participation in classroom discussions and activities

- **Summative:**
    - Graded audit checks on assignments
    - Objective test covering theory and terminology
    - Vocabulary quizzes
    - Mastery Problem
    - Simulation/Project
    - Poster Career Research Project

- **Correctives:**
    - Trace the Entry: Always look at what *should* have happened versus what *did* happen using T-accounts.
    - Whiteboard Activities
    - Peer Reviews
    - Video - https://www.accountingcoach.com/

- **Extensions:**
    - Challenge Problem

Unit 7: Worksheet and Adjusting Entries for a Service Business - 8 Days

- **Standards:**
    - **Standard - 15.1.12.N** Explain how the different forms of business ownership and business operations are reported on financial statements.
    - **Standard - 15.1.12.E** Perform accounting functions using technology as a tool.

Objectives:
- Describe the purpose of a worksheet. (DOK 2)
- Prepare the heading of a worksheet. (DOK 3)
- Explain the concepts of consistent reporting for a fiscal period and how it contributes to the efficient operation of a business. (DOK 3)
- Prepare the trial balance section of a worksheet. (DOK 3)
- Explain the role of adjusting entries in recording revenues and expenses in the same period. (DOK 3)
- Analyze the adjustments for supplies and prepaid insurance. (DOK 4)
- Prove the Adjustments columns of a worksheet. (DOK 4)
- Prepare the Balance Sheet and Income Statement columns of a worksheet. (DOK 3)
- Total and rule the worksheet. (DOK 3)
- Apply the necessary steps for checking, identifying, and correcting errors on a worksheet. (DOK 4)
- Use the worksheet to journalize and post the adjusting entries for supplies and prepaid insurance. (DOK 2)

Core Activities and Corresponding Instructional Methods:
- Accounting in Action
    - Using Artificial Intelligence to Adjust for Prepaid Expenses
- Prepare the Trial Balance Sections of the Worksheet
    - Students identify the purpose of worksheets, prepare the heading of a worksheet, use consistent reporting, and prepare a trial balance on a worksheet.
    - Example activities:
        - Forensic Accounting - ZZZZ Best
        - Cash Control in Organizations
        - Audit Your Understanding (1-3)
        - Work With a Teacher (6.1)
        - Work With a Partner (6.1)
        - Work On Your Own (6.1)
- Analyze and Record Adjusting Entries on the Worksheet
    - Students use the role of adjusting entries in recording revenues and expenses in the same period, plan adjustments on a worksheet, and prove the adjustment columns of a worksheet
    - Example activities:

    - Financial Literacy - Playing It Safe with Renter's Insurance
        - Audit Your Understanding (1-2)
        - Work With a Teacher (6.2)
        - Work With a Partner (6.2)
        - Work On Your Own (6.2)
- Finalize the Worksheet
    - Students prepare the balance sheet and income statement columns on a worksheet, record net income and total and tule a worksheet, and then check for and identify errors on the worksheet.
    - Example activities:
        - Evaluating a New Sales Item
        - Audit Your Understanding (1-5)
        - Work With a Teacher (6.3)
        - Work With a Partner (6.3)
        - Work On Your Own (6.3)
- Utilize the Worksheet to Journalize and Post Adjusting Entries
    - Students record adjusting entries for supplies and prepaid insurance.
    - Example activities:
        - Audit Your Understanding (1-3)
        - Work With a Teacher (6.4)
        - Work With a Partner (6.4)
        - Work On Your Own (6.4)
- Fiscal Periods
- QuickBooks Online - Making Adjustments
- Analyzing Nike's Financial Statements
- Business Financial Plan - Part 7

Assessments:

- **Diagnostic:**
    - Discussion of student's prior knowledge
    - Terminology preview
    - Oral responses during class discussion
    - Responses to End of Lesson question during the chapter

- **Formative:**
    - Apply Your Understanding problems at the end of the chapter
    - Application, Study Guide problems
    - Successful completion of homework/class work assignments:
        - Activities problems at the end of the chapter
        - Flashcards questions on MindTap
        - Crossword puzzle on MindTap
        - Aplia.com worksheets and activities
    - Participation in classroom discussions and activities

- **Summative:**

- Graded audit checks on assignments
- Objective test covering theory and terminology
- Vocabulary quizzes
- Mastery Problem
- Simulation/Project
- Poster Career Research Project

- **Correctives:**
  - Trace the Entry: Always look at what *should* have happened versus what *did* happen using T-accounts.
  - Whiteboard Activities
  - Peer Reviews
  - Video - https://www.accountingcoach.com/

- **Extensions:**
  - Challenge Problem

Unit 8: Financial Statements for a Proprietorship - 6 Days

- **Standards:**
  - **Standard - 15.1.12.N** Explain how the different forms of business ownership and business operations are reported on financial statements.
  - **Standard - 15.1.12.Q** Prepare financial statements (including a Balance Sheet, Profit & Loss and Owner's Equity) and understand their relevance.
  - **Standard - 15.1.12.S** Analyze and perform a horizontal and vertical analysis of the income statement and balance sheet.
  - **Standard - 15.1.12.T** Assess profitability, liquidity, and solvency by calculating and interpreting financial ratios.
  - **Standard - 15.1.12.E** Perform accounting functions using technology as a tool.

Objectives:
- Prepare an income statement from information on a worksheet. (DOK 3)
- Calculate and analyze financial ratios using income statement amounts. (DOK 4)
- Prepare a statement of owner's equity. (DOK 3)
- Prepare a balance sheet for a service business organized as a proprietorship. (DOK 3)

Core Activities and Corresponding Instructional Methods:
- Accounting in Action
  - Who Uses Financial Statements - Banks & External Users
- Prepare and Analyzing Information in an Income Statement
  - Students prepare an income statement from the information on a worksheet, calculate and analyze financial ratios using income statement amounts.
  - Example activities:
    - Financial Literacy - A Budget Is a Roadmap to Your Financial Future
    - Evaluating Manager Performance
    - Audit Your Understanding (1-3)

        - Work With a Teacher (7.1)
        - Work With a Partner (7.1)
        - Work On Your Own (7.1)
- Preparing a Statement of Owner's Equity and a Balance Sheet
    - Students prepare a statement of owners' equity and prepare a balance sheet for a service business organized as a proprietorship
    - Example activities:
        - Audit Your Understanding (1-2)
        - Work With a Teacher (7.2)
        - Work With a Partner (7.2)
        - Work On Your Own (7.2)
- Comparative and Interim Financial Statements
- QuickBooks Online - Viewing Financial Statements in the Reports Window
- Analyzing Nike's Financial Statements
- Business Financial Plan - Part 8

Assessments:

- **Diagnostic:**
    - Discussion of student's prior knowledge
    - Terminology preview
    - Oral responses during class discussion
    - Responses to End of Lesson question during the chapter

- **Formative:**
    - Apply Your Understanding problems at the end of the chapter
    - Application, Study Guide problems
    - Successful completion of homework/class work assignments:
        - Activities problems at the end of the chapter
        - Flashcards questions on MindTap
        - Crossword puzzle on MindTap
        - Aplia.com worksheets and activities
    - Participation in classroom discussions and activities

- **Summative:**
    - Graded audit checks on assignments
    - Objective test covering theory and terminology
    - Vocabulary quizzes
    - Mastery Problem
    - Simulation/Project
    - Poster Career Research Project

- **Correctives:**
    - Trace the Entry: Always look at what *should* have happened versus what *did* happen using T-accounts.
    - Whiteboard Activities

    - Peer Reviews
    - Video - https://www.accountingcoach.com/

- **Extensions:**
    - Challenge Problem

Unit 9: Recording Closing Entries and Preparing a Post-Closing Trial Balance for a Service Business Organized as a Proprietorship - 16 Days

- **Standards:**
    - **Standard - 15.1.12.N** Explain how the different forms of business ownership and business operations are reported on financial statements.
    - **Standard - 15.1.12.Q** Prepare financial statements (including a Balance Sheet, Profit & Loss and Owner's Equity) and understand their relevance.
    - **Standard - 15.1.12.S** Analyze and perform a horizontal and vertical analysis of the income statement and balance sheet.
    - **Standard - 15.1.12.E** Perform accounting functions using technology as a tool.

Objectives:
- Explain the concepts of permanent and temporary accounts. (DOK 3)
- Journalize closing entries and prepare an income summary account. (DOK 3)
- Prepare a post-closing trial balance. (DOK 3)

Core Activities and Corresponding Instructional Methods:
- Accounting in Action
    - Closing the Books
- Recording the Closing Entries
    - Students identify permanent and temporary accounts, use closing entries and income summary accounts.
    - Example activities:
        - Audit Your Understanding (1-4)
        - Work With a Teacher (8.1)
        - Work With a Partner (8.1)
        - Work On Your Own (8.1)
- Preparing a Post-Closing Trial Balance
    - Students prepare a post-closing trial balance and create an accounting cycle for a service business.
    - Example activities:
        - Forensic Accounting - Wirecard Inflates Earnings
        - Audit Your Understanding (1-3)
        - Work With a Teacher (8.2)
        - Work With a Partner (8.2)
        - Work On Your Own (8.2)
- Audits and Public Accounting Firms
- QuickBooks Online - Exporting Report Data
- Analyzing Nike's Financial Statements

- Reinforcement Part 1B
- Business Financial Plan - Part 9
- Red Carpet Events Project

Assessments:

- **Diagnostic:**
  - Discussion of student's prior knowledge
  - Terminology preview
  - Oral responses during class discussion
  - Responses to End of Lesson question during the chapter

- **Formative:**
  - Apply Your Understanding problems at the end of the chapter
  - Application, Study Guide problems
  - Successful completion of homework/class work assignments:
    - Activities problems at the end of the chapter
    - Flashcards questions on MindTap
    - Crossword puzzle on MindTap
    - Aplia.com worksheets and activities
  - Participation in classroom discussions and activities

- **Summative:**
  - Graded audit checks on assignments
  - Objective test covering theory and terminology
  - Vocabulary quizzes
  - Mastery Problem
  - Simulation/Project
  - Poster Career Research Project

- **Correctives:**
  - Trace the Entry: Always look at what *should* have happened versus what *did* happen using T-accounts.
  - Whiteboard Activities
  - Peer Reviews
  - Video - https://www.accountingcoach.com/

- **Extensions:**
  - Challenge Problem

Unit 10: Accounting for Purchases and Cash Payments - 7 Days

- **Standards:**
  - **Standard - 15.1.12.N** Explain how the different forms of business ownership and business operations are reported on financial statements.

- **Standard - 15.1.12.Q** Prepare financial statements (including a Balance Sheet, Profit & Loss and Owner's Equity) and understand their relevance.
- **Standard - 15.1.12.E** Perform accounting functions using technology as a tool.

Objectives:

- Describe the different types of merchandising businesses (DOK 3)
- Identify why a business may choose to be structured as a corporation (DOK 2)
- Explain the relationship between a subsidiary ledger and a controlling account (DOK 3)
- Distinguish between a perpetual and periodic inventory method (DOK 2)
- Describe accounting procedures used in ordering merchandise (DOK 3)
- Discuss the purpose of a special journal (DOK 2)
- Journalize purchases of merchandise inventory on account using a purchases journal (DOK 3)
- Post merchandise inventory purchases to the accounts payable ledger and the general ledger (DOK 3)
- Complete the Business Financial Plan project (DOK 4)

Core Activities and Corresponding Instructional Methods:

- Accounting in Action
  - Accounting in Inventory Management
- Subsidiary Ledgers and Controlling Accounts
  - Students identify merchandising businesses, sole proprietorships, and corporations. Students prepare subsidiary ledgers and controlling accounts.
  - Example activities:
    - Audit Your Understanding (1-5)
    - Work With a Teacher (9.1)
    - Work With a Partner (9.1)
    - Work On Your Own (9.1)
- Preparing a Post-Closing Trial Balance
  - Students will be measuring and valuing inventory with the perpetual method and periodic method, order merchandise, use special journals, and purchase journals.
  - Example activities:
    - Forensic Accounting - Google and Facebook Tricked by Fraudsters
    - Audit Your Understanding (1-4)
    - Work With a Teacher (9.2)
    - Work With a Partner (9.2)
    - Work On Your Own (9.2)
- Posting from a Purchases Journal
  - Students post from a purchases journal to an accounts payable ledger.
  - Example activities:
    - Audit Your Understanding (1-4)
    - Work With a Teacher (9.3)
    - Work With a Partner (9.3)
    - Work On Your Own (9.3)

Assessments:

- **Diagnostic:**
  - Discussion of student's prior knowledge
  - Terminology preview
  - Oral responses during class discussion
  - Responses to End of Lesson question during the chapter

- **Formative:**
  - Apply Your Understanding problems at the end of the chapter
  - Application, Study Guide problems
  - Successful completion of homework/class work assignments:
    - Activities problems at the end of the chapter
    - Flashcards questions on MindTap
    - Crossword puzzle on MindTap
    - Aplia.com worksheets and activities
  - Participation in classroom discussions and activities

- **Summative:**
  - Graded audit checks on assignments
  - Objective test covering theory and terminology
  - Vocabulary quizzes
  - Mastery Problem
  - Simulation/Project
  - Poster Career Research Project
  - Business Financial Plan Project

- **Correctives:**
  - Trace the Entry: Always look at what *should* have happened versus what *did* happen using T-accounts.
  - Whiteboard Activities
  - Peer Reviews
  - Video - https://www.accountingcoach.com/

- **Extensions:**
  - Challenge Problem