

Curriculum: Accounting I

Curricular Unit: Accounting Equation

Instructional Unit: A. Apply the accounting equation to business transactions

Standard Alignments (Section 2)

SCCLE: ECP.4.A (Economics)
Knowledge: (CA) 1 (MA) 1,4,5 (SS) 4
CCSS: 11-12.RI.4; 11-12.RI.7; 11-12.L.2b; 11-12.L.6; 11-12.RST.4; 11-12.WHST.1c;
N-Q.1; A-SSE.1a; N-Q.1; A-CED.1; A-CED.4
NETS: 1a; 2a; 4a,b; 6a,b
Performance: 1.5, 1.6, 1.8, 1.10, 3.5

Unit (Section 3)

Learning Targets:

- Define accounting terminology that affects the accounting equation
- Identify accounting concepts and practices that affect the accounting equation
- **Classify the components of the accounting equation (assets, liabilities and owner's equity)**
- Analyze transactions that affect the accounting equation

Instructional Strategies:

- Teacher-led lecture using a PowerPoint and modeling “work together” problems which the students must complete with the teacher
- Students must complete:
 - vocabulary worksheets
 - study guides
 - the application and mastery problems with each unit using worksheets/computer software
- The teacher will observe students working on problems and help if they have questions
- Teacher-created quiz checkpoints

Assessments/Evaluations:

- Formative:
 - Teacher observations of:
 - in-class discussions
 - worksheets
 - group activities
 - Assessment of accounting problems
 - Quizzes (either written or on a computer-based program such as Edmodo or Quizlet)
- Summative: Unit written test

Sample Assessment Questions:

- Instructions for the Production Part of the Test:
Determining How Transactions Change the Accounting Equation
Claudia Arellano is starting Arellano Consulting Services, a small service business. Arellano Consulting Services uses the accounts shown in the following equation. Use the form provided to record the following transactions. Use a plus sign (+) to indicate an increase and a minus sign (-) to indicate a decrease. Calculate new balances for all accounts after each transaction. If the Owner's Equity column is changed, label which account caused the change on the O.E. side.
- Example for the written part of the test:
True or False: The accounting equation is most often stated as:
$$\text{Assets} + \text{Liabilities} = \text{Owner's Equity}$$

Instructional Resources/Tools:

- SMART Board
- PowerPoint
- Course specific apps and/or computer software such as Excel
- Automated accounting program
- Computers
- Laptops
- iPads
- Internet
- Document camera
- YouTube video segments
- Accounting textbook
- Handouts
- Worksheets

Cross Curricular Connections:

- ELA:
 - Writing
 - Reading
 - Listening
- Social Studies: Economics
- Math:
 - Problem solving
 - Number sense
 - Using formulas

Depth of Knowledge (Section 5)

DOK: 3

Curriculum: Accounting I

Curricular Unit: Debits/Credits

Instructional Unit: B. Analyze transactions into debit and credit parts

Standard Alignments (Section 2)

SSCLE: ECP.4.A (Economics)
Knowledge: (CA) 1 (MA) 1,4,5 (SS) 4
CCSS: 11-12.RI.4; 11-12.RI.7; 11-12.L.2b; 11-12.L.6; 11-12.RST.4; 11-12.WHST.1c;
N-Q.1; A-SSE.1a; A-CED.1; A-CED.4
NETS: 1a; 2a; 4a,b; 6a,b
Performance: 1.5, 1.6, 1.8, 1.10, 3.5

Unit (Section 3)

Learning Targets:

- Define accounting terminology that relates to debits and credits
- Identify accounting concepts and practices that affect an account's debits and credits
- **Analyze transactions using T-Accounts that affect an account's debits and credits**

Instructional Strategies:

- Teacher-led lecture using a PowerPoint and modeling "work together" problems which the students must complete with the teacher
- Students must complete:
 - vocabulary worksheets
 - study guides
 - the application and mastery problems with each unit using worksheets/computer software
- The teacher will observe students working on problems and help if they have questions
- Teacher-created quiz checkpoints

Assessments/Evaluations:

- Formative:
 - Teacher observations of:
 - in-class discussions
 - worksheets
 - group activities
 - Assessment of accounting problems
 - Quizzes (either written or on a computer-based program such as Edmodo or Quizlet)
- Summative: Unit written test

Sample Assessment Questions:

- Directions: For each of the accounts in the table below:
 1. write the classification of the account in the Classification column (asset, liability, or owner's equity).
 2. place a check mark in the Normal Balance Debit or Credit column to show the normal balance side of the account.
 3. place a check mark in the Increase Side Debit or Credit column to show the side of the account on which increases are recorded.
 4. place a check mark in the Decrease Side Debit or Credit column to show the side of the account on which decreases are recorded.
- True or False: An accounting device used to analyze transaction is a T account.

Instructional Resources/Tools:

- SMART Board
- PowerPoint
- Course specific apps and/or computer software such as Excel
- Automated accounting program
- Laptops
- iPads
- Internet
- Document camera
- YouTube video segments
- Accounting textbook
- Handouts
- Worksheets

Cross Curricular Connections:

- ELA:
 - Writing
 - Reading
 - Listening
- Math:
 - Problem solving
 - Number sense
 - Using formulas
- Social Studies: Economics

Depth of Knowledge (Section 5)

DOK: 3

Curriculum: Accounting I

Curricular Unit: Journalizing Transactions

Instructional: C. Analyze transactions (for a sole proprietorship set up as a service business or a corporation set up as a merchandising business) using accounting journals

Standard Alignments (Section 2)

SSCLE: ECP.4.A (Economics)
Knowledge: (CA) 1 (MA) 1,4,5 (SS) 4
CCSS: 11-12.RI.4; 11-12.RI.7; 11-12.L.2b; 11-12.L.6; 11-12.RST.3; 11-12.RST.4;
11-12.WHST.1c; A-SSE.1a; A-CED.1; A-CED.4
NETS: 1a; 2a; 4a,b; 6a,b
Performance: 1.5, 1.6, 1.8, 1.10, 3.5

Unit (Section 3)

Learning Targets:

- Define accounting terminology that relates to accounting journals
- Identify accounting concepts and practices related to journalizing transactions
- **Analyze and record transactions using journals**
- Prove journal accuracy by comparing debit and credit parts
- Prove cash accuracy

Instructional Strategies:

- Teacher-led lecture using a PowerPoint and modeling “work together” problems which the students must complete with the teacher
- Students must complete:
 - vocabulary worksheets
 - study guides
 - the application and mastery problems with each unit using worksheets/computer software
- The teacher will observe students working on problems and help if they have questions
- Teacher-created quiz checkpoints

Assessments/Evaluations:

- Formative:
 - Teacher observations of:
 - in-class discussions
 - worksheets
 - group activities

<ul style="list-style-type: none"> • Assessment of accounting problems • Quizzes (either written or on a computer-based program such as Edmodo or Quizlet) • Summative: Unit written test
<p>Sample Assessment Questions:</p> <ul style="list-style-type: none"> • Production Part of Test: Jason Lee owns a service business called CompAction. CompAction uses the following accounts: <ul style="list-style-type: none"> • Cash • Accounts Receivable—Sellman Supplies • Prepaid Insurance • Accounts Payable—Disks Unlimited • Jason Lee, Capital • Jason Lee, Drawing • Sales • Miscellaneous Expense • Rent Expense • Utilities Expense <p>[Transactions for Page 1 of journal are given here]</p> <p>Directions:</p> <ol style="list-style-type: none"> 1. Journalize the transactions given above, completed during August of the current year. Use page 1 of the journal given. Source documents are abbreviated as follows: check, C; memorandum, M; receipt, R; sales invoice, S; calculator tape, T. 2. Prove and rule page 1 of the journal. Carry the column totals forward to page 2 of the journal. 3. Use page 2 of the journal to journalize the transactions given below. 4. After all the transactions are recorded, prove page 2 of the journal. 5. Prove cash. The beginning cash balance on August 1 is zero. The balance on the next unused check stub is \$6,970.00. <p>[Transactions for Page 2 of journal are given here]</p> • True or False: The Objective Evidence accounting concept requires that there be proof that a transaction did occur.
<p>Instructional Resources/Tools:</p> <ul style="list-style-type: none"> • SMART Board • PowerPoint • Course specific apps and/or computer software such as Excel • Automated accounting program • Computers • Laptops • iPads • Internet • Document camera • YouTube video segments • Accounting textbook • Handouts • Worksheets

Cross Curricular Connections:

- ELA:
 - Writing
 - Reading
 - Listening
- Math:
 - Problem solving
 - Number sense
 - Using formulas
- Social Studies: Economics

Depth of Knowledge (Section 5)

DOK: 3

Curriculum: Accounting I

Curricular Unit: Posting Journal Entries

Instructional Unit: D. Transfer (post) information from a journal to a ledger (for a sole proprietorship set up as a service business or a corporation set up as a merchandising business)

Standard Alignments (Section 2)

SSCLE: ECP.4.A (Economics)
Knowledge: (CA) 1 (MA) 1,4,5 (SS) 4
CCSS: 11-12.RI.4; 11-12.RI.7; 11-12.L.2b; 11-12.L.6; 11-12.RST.4; 11-12.WHST.1c;
N-Q.1; A-SSE.1a; A-CED.1; A-CED.4
NETS: 1a; 2a; 4a,b; 6a,b
Performance: 1.5, 1.6, 1.8, 1.10, 3.5

Unit (Section 3)

Learning Targets:

- Define accounting terminology that relates to posting to a ledger
- Identify accounting concepts and practices related to posting journal information
- **Analyze and record journalized information into a ledger**
- Create a chart of accounts for a business

Instructional Strategies:

- Teacher-led lecture using a PowerPoint and modeling “work together” problems which the students must complete with the teacher
- Students must complete:
 - vocabulary worksheets
 - study guides
 - the application and mastery problems with each unit using worksheets/computer software
- The teacher will observe students working on problems and help if they have questions
- Teacher-created quiz checkpoints

Assessments/Evaluations:

- Formative:
 - Teacher observations of:
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 - group activities
 - Assessment of accounting problems
 - Quizzes (either written or on a computer-based program such as Edmodo or Quizlet)
- Summative: Unit written test

Sample Assessment Questions:

- William James owns a service business called James Catering, which uses the following accounts:
 - Accounts Receivable—Chocolates Divine
 - Accounts Receivable—Sweet-Tooth Bakery
 - Cash
 - Rent Expense
 - Accounts Payable—Georgia Wainwright
 - Supplies
 - William James, Drawing
 - Prepaid Insurance
 - Advertising Expense
 - Accounts Payable—Downey Electronics
 - William James, Capital
 - Accounts Payable—Malcolm Smith
 - Sales
 - Miscellaneous Expense
- Directions:
 1. Prepare a chart of accounts. Arrange expense accounts in alphabetical order. Use 3-digit account numbers and number the accounts within a division by 10s. Include general ledger division titles in the chart of accounts.
 2. After the chart of accounts has been completed, two new accounts, Delivery Expense and Accounts Payable—Falcon Bakeries, are to be added. Assign account numbers to the two new accounts.
- Posting to a General Ledger:
 - Directions
 1. Open a general ledger account on the next page for each of the following accounts:
 - 110 Cash
 - 310 William James, Capital
 - 320 William James, Drawing
 - 410 Sales
 - 540 Utilities Expense
 2. Post the separate amounts on each line of the journals on the next page that need to be posted individually.
 3. Post the journal's special amount column totals.

Instructional Resources/Tools:

- SMART Board
- PowerPoint
- Course specific apps and/or computer software such as Excel
- Automated accounting program
- Computers/laptops/iPads
- Internet
- Document camera
- YouTube video segments
- Accounting textbook
- Handouts
- Worksheets

Cross Curricular Connections:

- ELA:
 - Writing
 - Reading
 - Listening
- Math:
 - Problem solving
 - Number sense
 - Using formulas
- Social Studies: Economics

Depth of Knowledge (Section 5)

DOK: 3

Curriculum: Accounting I

Curricular Unit: Financial Statements

Instructional: E. Prepare necessary financial statements for a business (a sole proprietorship set up as a service business or a corporation set up as a merchandising business)

Standard Alignments (Section 2)

SSCLE: ECP.4.A,B (Economics) Knowledge: (CA) 1 (MA) 1,4,5 (SS) 4 CCSS: 11-12.RI.4; 11-12.RI.7; 11-12.L.2b; 11-12.L.6; 11-12.RST.4; 11-12.WHST.1c; N-Q.1; A-SSE.1a; A-CED.1; A-CED.4 NETS: 1a; 2a; 4a,b; 6a,b Performance: 1.5, 1.6, 1.8, 1.10, 3.5

Unit (Section 3)

Learning Targets:

- Define accounting terminology that relates to planning and preparing financial statements
- Identify accounting concepts and practices related to planning and preparing financial statements
- Check the accuracy of a general ledger on a worksheet's trial balance
- Plan adjusting entries on a worksheet
- Determine net income or net loss on a worksheet
- **Prepare financial statements based on the information contained on a worksheet**

Instructional Strategies:

- Teacher-led lecture using a PowerPoint and modeling "work together" problems which the students must complete with the teacher
- Students must complete:
 - vocabulary worksheets
 - study guides
 - the application and mastery problems with each unit using worksheets/computer software
- The teacher will observe students working on problems and help if they have questions
- Teacher-created quiz checkpoints

Assessments/Evaluations:

- Formative:
 - Teacher observations of:
 - in-class discussions
 - worksheets
 - group activities
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 - Quizzes (either written or on a computer-based program such as Edmodo or Quizlet)
- Summative: Unit written test

Sample Assessment Questions:

- Production Part of Test:

The following information is obtained from the partial work sheet for Rodriguez Accounting:

 - [Sample Portion of Work Sheet Showing Income Statement and Balance Sheet Sections Only]

Directions:

 1. Prepare an income statement for the month ended March 31 of the current year. Figure and record the component percentages for total expenses and net income. Round percentage calculations to the nearest 0.1%.
 2. Prepare a balance sheet for March 31 of the current year.
- Sample question from written part of the test:

True or False: Net income on a work sheet is calculated by subtracting the Income Statement Credit column total from the Income Statement Debit column total.

Instructional Resources/Tools:

- SMART Board
- PowerPoint
- Course specific apps and/or computer software such as Excel
- Automated accounting program
- Computers
- Laptops
- iPads
- Internet
- Document camera
- YouTube video segments
- Accounting textbook
- Handouts
- Worksheets

Cross Curricular Connections:

- ELA:
 - Writing
 - Reading
 - Listening
- Math:
 - Problem solving
 - Number sense
 - Using formulas
- Social Studies: Economics

Depth of Knowledge (Section 5)

DOK: 3

Curriculum: Accounting I

Curricular Unit: Payroll

Instructional: F. Prepare and process payroll records

Standard Alignments (Section 2)

SSCLE: ECP.4.A,C (Economics)
Knowledge: (CA) 1 (MA) 1,4,5 (SS) 4
CCSS: 11-12.RI.4; 11-12.RI.7; 11-12.L.2b; 11-12.L.6; 11-12.RST.4; 11-12.WHST.1c;
N-Q.1; A-SSE.1a; A-CED.1; A-CED.4
NETS: 1a; 2a; 4a,b; 6a,b
Performance: 1.5, 1.6, 1.8, 1.10, 3.5, 4.4

Unit (Section 3)

Learning Targets:

- Define accounting terminology that relates to preparing and processing payroll records
- Calculate time cards
- **Prepare a payroll register**
- Prepare payroll checks
- Maintain an employee earnings record
- Calculate an employer's payroll taxes (e.g., social security, federal and state unemployment taxes, and Medicare)
- Journalize entries related to payroll

Instructional Strategies:

- Teacher-led lecture using a PowerPoint and modeling "work together" problems which the students must complete with the teacher
- Students must complete:
 - vocabulary worksheets
 - study guides
 - the application and mastery problems with each unit using worksheets/computer software
- The teacher will observe students working on problems and help if they have questions
- Teacher-created quiz checkpoints

Assessments/Evaluations:

- Formative:
 - Teacher observations of:
 - in-class discussions
 - worksheets
 - group activities
 - Assessment of accounting problems
 - Quizzes (either written or on a computer-based program such as Edmodo or Quizlet)
- Summative: Unit written test

Sample Assessment Questions:

- Complete the payroll register on page 5 of this test for the three time cards above. The date of payment is April 16. Use the income tax withholding tables on page 2 of the test to find the income tax withholding for each employee. Calculate the social security tax at 6.2% and the Medicare tax at 1.45%. None of the employee-accumulated earnings has exceeded the social security tax base.
- All employees must report their withholding allowances on a _____.
 - a. payroll register
 - b. memorandum
 - c. Form W-4
 - d. Form W-2

Instructional Resources/Tools:

- SMART Board
- PowerPoint
- Course specific apps and/or computer software such as Excel
- Automated accounting program
- Computers
- laptops
- iPads
- Internet
- Document camera
- YouTube video segments
- Accounting textbook
- Handouts
- Worksheets

Cross Curricular Connections:

- ELA:
 - Writing
 - Reading
 - Listening
- Math:
 - Problem solving
 - Number sense
 - Using formulas
- Social Studies: Economics

Depth of Knowledge (Section 5)

DOK: 3

Curriculum: Accounting I

Curricular Unit: Banking Records

Instructional: G. Organize banking records by reconciling a bank statement

Standard Alignments (Section 2)

SSCLE: ECP.4.A,C (Economics)
Knowledge: (CA) 1 (MA) 1,4,5 (SS) 4
CCSS: 11-12.RI.4; 11-12.RI.7; 11-12.L.2b; 11-12.L.6; 11-12.RST.4; 11-12.WHST.1c;
N-Q.1; A-SSE.1a; A-CED.1; A-CED.4
NETS: 1a; 2a; 4a,b; 6a,b
Performance: 1.5, 1.6, 1.8, 1.10, 3.5

Unit (Section 3)

Learning Targets:

- Define accounting terminology that relates to organizing banking records and reconciling a bank statement
- **Reconcile a bank statement**
- Journalize miscellaneous expenses associated with the reconciliation of a bank statement (e.g., service charge)

Instructional Strategies:

- Teacher-led lecture using a PowerPoint and modeling “work together” problems which the students must complete with the teacher
- Students must complete:
 - vocabulary worksheets
 - study guides
 - the application and mastery problems with each unit using worksheets/computer software
- The teacher will observe students working on problems and help if they have questions
- Teacher-created quiz checkpoints

Assessments/Evaluations:

- Formative:
 - Teacher observations of:
 - in-class discussions
 - worksheets
 - group activities
 - Assessment of accounting problems
 - Quizzes (either written or on a computer-based program such as Edmodo or Quizlet)
- Summative: Unit written test

Sample Assessment Questions:

- On September 30 of the current year, SoundBlast Music received a bank statement dated September 29.

Directions: Using the Reconciliation of Bank Statement form provided below, prepare a bank statement reconciliation.

- Bank statement balance\$8,923.00
- Service charge8.00
- Outstanding deposit, September 30896.00
- Outstanding checks:
 - No. 22075.00
 - No. 221150.00
 - No. 2241,173.00
- Check stub balance on Check Stub No. 2258,429.00
- Each time cash or checks are placed in a bank account, the customer prepares a:
 - a. signature card
 - b. deposit slip
 - c. check
 - d. none of these

Instructional Resources/Tools:

- SMART Board
- PowerPoint
- Course specific apps and/or computer software such as Excel
- Automated accounting program
- Computers
- laptops
- iPads
- Internet
- Document camera
- YouTube video segments
- Accounting textbook
- Handouts
- Worksheets

Cross Curricular Connections:

- ELA:
 - Writing
 - Reading
 - Listening
- Math:
 - Problem solving
 - Number sense
 - Using formulas
- Social Studies: Economics

Depth of Knowledge (Section 5)

DOK: 3

