

Curriculum: Accounting II

Curricular Unit: Accounting Processes for a Departmental Business

Instructional Unit: A. Calculating payroll for a departmental business

Standard Alignments (Section 2)

SSCLE: ECP.4.C (Economics) Knowledge: (MA) 1,3 CCSS: 11-12.RI.7; 11-12.WHST.1c; A-SSE.1a NETS: 3a,b; 5a; 6a,d Performance: 1.7, 1.8

Unit (Section 3)

Learning Target:

- Define terminology related to payroll
- Calculate an employee's benefits used and earned
- Prepare a timecard
- Prepare a payroll register
- Calculate an employee's earnings
- Calculate an employee's payroll deductions
- Calculate an employee's net pay
- Prepare an employee earnings record
- Calculate an employee's accumulated earnings
- Calculate business payroll tax liabilities
- Journalize payroll transactions

Instructional Strategies:

- Guided practice to demonstrate software:
 - capabilities
 - modeling
 - quality vs. unacceptable work
- Independent practice to give students opportunities to create samples of quality work

- Differentiated instruction for:
 - visual learners
 - auditory learners
 - one-on-one instruction
- Academic labs available to give individual assistance to students:
 - with makeup work
 - who need reinforcement
- Small group discussions to determine relevance of news stories and offer feedback
- Online software tutorials to learn specific editing skills to a specific project
- Hands-on demonstrations with equipment to ensure student understanding of operations and safety
- Business partners/guest speakers to relate real-world job assignments to classroom instruction
- Formative feedback to:
 - give positive feedback
 - give suggestions for improvement
 - clarify expectations

Assessments/Evaluations:

- Formative:
 - Digital and/or written quizzes to check comprehension and retention
 - Q&A
 - Pair share
- Teacher:
 - guidance
 - monitoring
 - feedback
- Summative:
 - Written assessment
 - Production assessment

Sample Assessment Questions:

- True or False: Information needed to complete an employee earnings record is obtained from a time card.
- True or False: Congress sets the tax base and the tax rates for the social security tax.
- Employee time away from business for personal reasons qualifies as:
 - sick leave.
 - personal leave.
 - vacation leave.
 - business leave.
- Social Security tax and Medicare tax are paid by:
 - the employees.
 - the employers.
 - both employers and employees.
 - neither employers nor employees.

Instructional Resources/Tools:

- Technical manuals/textbooks
- Digital resources
- Spreadsheet and word processing software

Cross Curricular Connections:

- ELA:
 - Research
 - Presentations
 - Writing
 - Nonfiction reading
- Math: Formulas
- Social Studies: Economics

Depth of Knowledge (Section 5)

DOK: 3

Curriculum: Accounting II

Curricular Unit: Accounting Processes for a Departmental Business

Instructional Unit: B. Financial reporting for a departmental business

Standard Alignments (Section 2)

GLE/CLE: N/A
Knowledge: (MA) 1,3
CCSS: RST.11-12.9; N-Q.1
NETS: 2; 3a,b; 4; 6a
Performance: 1.7, 1.8

Unit (Section 3)

Learning Target:

- Define terminology related to departmental financial statements
- Estimate ending inventory using the Gross Profit Method
- Calculate a component percentage
- Prepare an interim statement of gross profit
- Use a worksheet to analyze adjustments
- Prepare an income statement
- Prepare a statement of stockholders' equity
- Prepare a balance sheet
- Journalize adjusting entries
- Journalize closing entries
- Prepare a post-closing trial balance

Instructional Strategies:

- Guided practice to demonstrate software:
 - capabilities
 - modeling
 - quality vs. unacceptable work
- Independent practice to give students opportunities to create samples of quality work

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- Differentiated instruction for:
 - visual learners
 - auditory learners
 - one-on-one instruction
- Academic labs available to give individual assistance to students:
 - with makeup work
 - who need reinforcement
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- Online software tutorials to learn specific editing skills to a specific project
- Hands-on demonstrations with equipment to ensure student understanding of operations and safety
- Business partners/guest speakers to relate real-world job assignments to classroom instruction
- Formative feedback to:
 - give positive feedback
 - give suggestions for improvement
 - clarify expectations

Assessments/Evaluations:

- Formative:
 - Digital and/or written quizzes to check comprehension and retention
 - Q&A
 - Pair share
- Teacher:
 - guidance
 - monitoring
 - feedback
- Summative:
 - Written assessment
 - Production assessment

Sample Assessment Questions:

- Gross profit is calculated how?
 - Net sales - Expenses
 - Cost of merchandise sold + net sales
 - Net sales - cost of merchandise sold
 - Capital stock - dividends
- When a corporation chooses to sell more shares of ownership, it is increasing its _____.
 - Retained earnings
 - Capital stock
 - Dividends
 - Net income
- Income Statement – Looking at the Income Statement, the administrators desire to have a larger gross profit. What specifically should they look to change and how would it impact the gross profit? Be specific and be sure to justify your response.

<ul style="list-style-type: none"> Balance Sheet – Using Accounts Receivable (A/R) and its contra accounts, sales returns & allowances and sales discounts, explain how Deluxe Decorating, Inc. could improve their net income. Provide a detailed explanation using specific account titles and dollar amounts.
<p>Instructional Resources/Tools:</p> <ul style="list-style-type: none"> Technical manuals/textbooks Digital resources Spreadsheet and word processing software
<p>Cross Curricular Connections:</p> <ul style="list-style-type: none"> ELA: <ul style="list-style-type: none"> Research Presentations Writing Nonfiction reading Math: Formulas Social Studies: Economics

Depth of Knowledge (Section 5)

DOK: 3

Curriculum: Accounting II

Curricular Unit: Accounting Control Systems

Instructional Unit: C. Inventory planning and valuation

Standard Alignments (Section 2)

SSCLE: ECP.4.F (Economics)
Knowledge: (MA) 1
CCSS: 11-12.RI.7; 11-12.RST.4; N-Q.1; A-SSE.1a; A-CED.1; A-CED.4
NETS: 2; 4c; 6a
Performance: 1.6

Unit (Section 3)

Learning Target:

- Define terminology related to inventory
- Determine the cost of merchandise inventory using selected costing methods
- Estimate the cost of merchandise inventory using selected estimating methods
- Describe the nature of merchandise inventory
- Calculate merchandise inventory turnover ratio
- Calculate the average number of days an item is in inventory

Instructional Strategies:

- Guided practice to demonstrate software:
 - capabilities
 - modeling
 - quality vs. unacceptable work
- Independent practice to give students opportunities to create samples of quality work
- Differentiated instruction for:
 - visual learners
 - auditory learners
 - one-on-one instruction
- Academic labs available to give individual assistance to students:
 - with makeup work
 - who need reinforcement
- Small group discussions to determine relevance of news stories and offer feedback
- Online software tutorials to learn specific editing skills to a specific project
- Hands-on demonstrations with equipment to ensure student understanding of operations and safety

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<ul style="list-style-type: none"> • Business partners/guest speakers to relate real-world job assignments to classroom instruction • Formative feedback to: <ul style="list-style-type: none"> • give positive feedback • give suggestions for improvement • clarify expectations
<p>Assessments/Evaluations:</p> <ul style="list-style-type: none"> • Formative: <ul style="list-style-type: none"> • Digital and/or written quizzes to check comprehension and retention • Q&A • Pair share • Teacher: <ul style="list-style-type: none"> • guidance • monitoring • feedback • Summative: <ul style="list-style-type: none"> • Written assessment • Production assessment
<p>Sample Assessment Questions:</p> <ul style="list-style-type: none"> • Estimating inventory by using a percentage based on both cost and retail prices: <ul style="list-style-type: none"> • LIFO • FIFO • Retail method • Weighted-average • True or False: Typically, a business counts as part of its inventory all goods for sale legally owned by the business. • True or False: If the cost of ending merchandise inventory is understated, the cost of merchandise sold will be overstated. • Calculate the inventory costs using the FIFO, LIFO, and weighted-average inventory costing methods. • Vandalay Industries uses the LIFO inventory method to determine the cost of their inventory. Use the market price today to determine the cost using the lower of cost or market.
<p>Instructional Resources/Tools:</p> <ul style="list-style-type: none"> • Technical manuals/textbooks • Digital resources • Spreadsheet and word processing software

Cross Curricular Connections:

- ELA:
 - Research
 - Presentations
 - Writing
 - Nonfiction reading
- Math: Formulas
- Social Studies: Economics

Depth of Knowledge (Section 5)

DOK: 3

Curriculum: Accounting II

Curricular Unit: Accounting Processes for a Departmental Business

Instructional Unit: D. Journalizing and posting transactions for a departmental business

Standard Alignments (Section 2)

GLE/CLE: N/A
Knowledge: (MA) 1,3
CCSS: 11-12.RST.3; 11-12.RST.7; N-Q.1
NETS: 2; 4
Performance: 1.5, 1.6

Unit (Section 3)

Learning Target:

- Define terms related to departmental activity
- Perform file maintenance and assign account numbers
- Journalize purchasing merchandise on account
- Journalize returning merchandise
- Journalize paying cash on account to a vendor
- Journalize paying cash on account to a vendor when receiving a discount
- Journalize selling merchandise on account to a customer
- Journalize receiving cash on account from a customer
- Journalize receiving cash on account from a customer when offering a discount
- Journalize customers returning merchandise
- Journalize receiving cash from sales
- Post ledger information from journals
- Reconcile a bank statement

Instructional Strategies:

- Guided practice to demonstrate software:
 - capabilities
 - modeling
 - quality vs. unacceptable work
- Independent practice to give students opportunities to create samples of quality work
- Differentiated instruction for:
 - visual learners
 - auditory learners
 - one-on-one instruction
- Academic labs available to give individual assistance to students:
 - with makeup work
 - who need reinforcement
- Small group discussions to determine relevance of news stories and offer feedback
- Online software tutorials to learn specific editing skills to a specific project
- Hands-on demonstrations with equipment to ensure student understanding of operations and safety
- Business partners/guest speakers to relate real-world job assignments to classroom instruction
- Formative feedback to:
 - give positive feedback
 - give suggestions for improvement
 - clarify expectations

Assessments/Evaluations:

- Formative:
 - Digital and/or written quizzes to check comprehension and retention
 - Q&A
 - Pair share
- Teacher:
 - guidance
 - monitoring
 - feedback
- Summative:
 - Written assessment
 - Production assessment

Sample Assessment Questions:

- A _____ is a form prepared by the customer showing the price deduction taken by the customer for returns and allowances.
- A _____ is a cash discount on purchases taken by a customer.
- True or False: Liability accounts have normal credit balances.
- What is a tax-exempt customer? Give an example.

<ul style="list-style-type: none"> Outdoor Adventures specializes in hiking, camping and fishing gear. All accounting records are kept on a departmental basis. When a customer returns merchandise or receives an allowance, a journal entry is made debiting the appropriate sales account and crediting Accounts Receivable and the customer account. Do you agree or disagree with this accounting procedure? Why?
<p>Instructional Resources/Tools:</p> <ul style="list-style-type: none"> Technical manuals/textbooks Digital resources Spreadsheet and word processing software
<p>Cross Curricular Connections:</p> <ul style="list-style-type: none"> ELA: <ul style="list-style-type: none"> Research Presentations Writing Nonfiction reading Math: Formulas Social Studies: Economics

Depth of Knowledge (Section 5)

DOK: 2

Curriculum: Accounting II

Curricular Unit: Accounting Control Systems

Instructional Unit: E. Applying a voucher system

Standard Alignments (Section 2)

GLE/CLE: N/A
Knowledge: (MA) 1,3
CCSS: A-SSE.1a; 11-12.RI.7; N-Q.1
NETS: 2; 4a; 6b-d
Performance: 1.7, 1.8

Unit (Section 3)

Learning Target:

- Define terminology related to a voucher system
- Identify accounting concepts and practices related to a voucher system
- Prepare a voucher
- Journalize information from vouchers to a voucher register
- Journalize voucher payment transactions in a check register
- Journalize purchase returns and allowances and payroll transactions in a voucher system

Instructional Strategies:

- Guided practice to demonstrate software:
 - capabilities
 - modeling
 - quality vs. unacceptable work
- Independent practice to give students opportunities to create samples of quality work
- Differentiated instruction for:
 - visual learners
 - auditory learners
 - one-on-one instruction
- Academic labs available to give individual assistance to students:
 - with makeup work
 - who need reinforcement
- Small group discussions to determine relevance of news stories and offer feedback
- Online software tutorials to learn specific editing skills to a specific project

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<ul style="list-style-type: none"> • Hands-on demonstrations with equipment to ensure student understanding of operations and safety • Business partners/guest speakers to relate real-world job assignments to classroom instruction • Formative feedback to: <ul style="list-style-type: none"> • give positive feedback • give suggestions for improvement • clarify expectations
<p>Assessments/Evaluations:</p> <ul style="list-style-type: none"> • Formative: <ul style="list-style-type: none"> • Digital and/or written quizzes to check comprehension and retention • Q&A • Pair share • Teacher: <ul style="list-style-type: none"> • guidance • monitoring • feedback • Summative: <ul style="list-style-type: none"> • Written assessment • Production assessment
<p>Sample Assessment Questions:</p> <ul style="list-style-type: none"> • A _____ is used to record vouchers. • The liability account that is used in a voucher system in place of accounts payable is: <ul style="list-style-type: none"> • notes payable • vouchers receivable • vouchers payable • none of the above • Vouchers to be paid are filed in the unpaid vouchers file according to the: <ul style="list-style-type: none"> • date of the invoice • date the voucher must be paid • voucher number • name of the vendor
<p>Instructional Resources/Tools:</p> <ul style="list-style-type: none"> • Technical manuals/textbooks • Digital resources • Spreadsheet and word processing software

Cross Curricular Connections:

- ELA:
 - Research
 - Presentations
 - Writing
 - Nonfiction reading
- Math: Formulas
- Social Studies: Economics

Depth of Knowledge (Section 5)

DOK: 2

Curriculum: Accounting II

Curricular Unit: General Accounting Adjustments

Instructional Unit: F. Accounting for plant assets

Standard Alignments (Section 2)

GLE/CLE: N/A
Knowledge: (MA) 1,3
CCSS: 11-12.RI.3; 11-12.RST.1; 11-12.RST.7; F-LE.1c
NETS: 5; 6a
Performance: 1.6

Unit (Section 3)

Learning Target:

- Define terminology related to plant assets and depreciation
- Identify concepts and practices related to accounting for plant assets and depreciation
- Journalize entries for buying plant assets
- Calculate and record property tax expense
- Calculate and record depreciation for a plant asset using straight-line depreciation
- Journalize entries disposing of plant assets
- Calculate depreciation expense using other methods

Instructional Strategies:

- Guided practice to demonstrate software:
 - capabilities
 - modeling
 - quality vs. unacceptable work
- Independent practice to give students opportunities to create samples of quality work
- Differentiated instruction for:
 - visual learners
 - auditory learners
 - one-on-one instruction
- Academic labs available to give individual assistance to students:
 - with makeup work
 - who need reinforcement
- Small group discussions to determine relevance of news stories and offer feedback
- Online software tutorials to learn specific editing skills to a specific project

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<ul style="list-style-type: none"> • Hands-on demonstrations with equipment to ensure student understanding of operations and safety • Business partners/guest speakers to relate real-world job assignments to classroom instruction • Formative feedback to: <ul style="list-style-type: none"> • give positive feedback • give suggestions for improvement • clarify expectations
<p>Assessments/Evaluations:</p> <ul style="list-style-type: none"> • Formative: <ul style="list-style-type: none"> • Digital and/or written quizzes to check comprehension and retention • Q&A • Pair share • Teacher: <ul style="list-style-type: none"> • guidance • monitoring • feedback • Summative: <ul style="list-style-type: none"> • Written assessment • Production assessment
<p>Sample Assessment Questions:</p> <ul style="list-style-type: none"> • True or False: Plant assets are any assets that will be consumed within a year. • True or False: The straight-line method of depreciation is used most often because it best meets the IRS regulations. • What is recorded on a plant asset record for an asset that has been discarded?
<p>Instructional Resources/Tools:</p> <ul style="list-style-type: none"> • Technical manuals/textbooks • Digital resources • Spreadsheet and word processing software
<p>Cross Curricular Connections:</p> <ul style="list-style-type: none"> • ELA: <ul style="list-style-type: none"> • Research • Presentations • Writing • Nonfiction reading • Math: Formulas • Social Studies: Economics

Depth of Knowledge (Section 5)

DOK: 3

Curriculum: Accounting II

Curricular Unit: General Accounting Adjustments

Instructional Unit: G. Accounting for uncollectible accounts

Standard Alignments (Section 2)

SSCLE: ECP.4.F (Economics)
Knowledge: (MA) 1
CCSS: 11-12.RI.3; 11-12.RST.7
NETS: 2a-c; 3a; 4a,b; 6a
Performance: 1.6

Unit (Section 3)

Learning Target:

- Define terminology related to uncollectible accounts
- Identify accounting concepts and practices related to uncollectible accounts
- Calculate and record estimated uncollectible accounts expense using the direct write-off method
- Calculate and record estimated uncollectible accounts expense using the allowance method
- Calculate and analyze accounts receivable turnover ratio

Instructional Strategies:

- Guided practice to demonstrate software:
 - capabilities
 - modeling
 - quality vs. unacceptable work
- Independent practice to give students opportunities to create samples of quality work
- Differentiated instruction for:
 - visual learners
 - auditory learners
 - one-on-one instruction
- Academic labs available to give individual assistance to students:
 - with makeup work
 - who need reinforcement
- Small group discussions to determine relevance of news stories and offer feedback
- Online software tutorials to learn specific editing skills to a specific project
- Hands-on demonstrations with equipment to ensure student understanding of operations and safety

<ul style="list-style-type: none"> • Business partners/guest speakers to relate real-world job assignments to classroom instruction • Formative feedback to: <ul style="list-style-type: none"> • give positive feedback • give suggestions for improvement • clarify expectations
<p>Assessments/Evaluations:</p> <ul style="list-style-type: none"> • Formative: <ul style="list-style-type: none"> • Digital and/or written quizzes to check comprehension and retention • Q&A • Pair share • Teacher: <ul style="list-style-type: none"> • guidance • monitoring • feedback • Summative: <ul style="list-style-type: none"> • Written assessment • Production assessment
<p>Sample Assessment Questions:</p> <ul style="list-style-type: none"> • What is the formula for calculating the accounts receivable turnover ratio? • How can extremely restrictive credit terms have a negative impact on a business? • Why should the amount of an uncollectible account be removed from the assets of a business?
<p>Instructional Resources/Tools:</p> <ul style="list-style-type: none"> • Technical manuals/textbooks • Digital resources • Spreadsheet and word processing software
<p>Cross Curricular Connections:</p> <ul style="list-style-type: none"> • ELA: <ul style="list-style-type: none"> • Research • Presentations • Writing • Nonfiction reading • Math: Formulas • Social Studies: Economics

Depth of Knowledge (Section 5)

DOK: 2

Curriculum: Accounting II

Curricular Unit: Management Accounting Procedures

Instructional Unit: H. Budgetary planning and control

Standard Alignments (Section 2)

GLE/CLE: N/A
SSCLE: ECP.4.A
Knowledge: (MA) 1,3
CCSS: 11-12.RST.9; N- Q.1
NETS: 2; 3a-c; 4a; 6a
Performance: 1.7, 1.8

Unit (Section 3)

Learning Target:

- Define accounting terms related to budgetary planning and control
- Identify accounting concepts and practices related to preparing and analyzing budgeted income statements and cash budgets
- Gather information to prepare a budget
- Prepare a budgeting income statement
- Prepare a cash budget and performance report

Instructional Strategies:

- Guided practice to demonstrate software:
 - capabilities
 - modeling
 - quality vs. unacceptable work
- Independent practice to give students opportunities to create samples of quality work
- Differentiated instruction for:
 - visual learners
 - auditory learners
 - one-on-one instruction
- Academic labs available to give individual assistance to students:
 - with makeup work
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- Business partners/guest speakers to relate real-world job assignments to classroom instruction
- Formative feedback to:
 - give positive feedback
 - give suggestions for improvement
 - clarify expectations

Assessments/Evaluations:

- Formative:
 - Digital and/or written quizzes to check comprehension and retention
 - Q&A
 - Pair share
- Teacher:
 - guidance
 - monitoring
 - feedback
- Summative:
 - Written assessment
 - Production assessment

Sample Assessment Questions:

- Budget preparation begins with:
 - projecting selling expenses.
 - preparing an income statement for the current year.
 - determining company goals.
 - preparing a cash budget.
- Expressing financial information in dollars on a budget is an application of the accounting concept:
 - materiality.
 - adequate disclosure.
 - consistency.
 - unit of measurement.

SeaWest Fabrication Cash Budget For Year Ended December 31, 20X3				
	Quarter			
	1st	2d	3d	4th
Cash Balance—Beginning				
Cash Receipts (Schedule A)				
Cash Available				
Less Cash Payments (Schedule B)				
Cash Balance—Ending				

Space for calculations:

Instructional Resources/Tools:

- Technical manuals/textbooks
- Digital resources
- Spreadsheet and word processing software

Cross Curricular Connections:

- ELA:
 - Research
 - Presentations
 - Writing
 - Nonfiction reading
- Math: Formulas
- Social Studies: Economics

Depth of Knowledge (Section 5)

DOK: 3

Curriculum: Accounting II

Curricular Unit: Accounting Processes for a Departmental Business

Instructional Unit: I. Organizing corporations and paying dividends

Standard Alignments (Section 2)

Knowledge: (MA) 1,3
CCSS: 11-12.RI.7; A-SSE.1a; N-RN.1
NETS: 2; 4a; 6b-d
Performance: 1.7, 1.8

Unit (Section 3)

Learning Target:

- Define accounting terms related to corporate accounting
- Identify accounting concepts and practices related to corporate accounting
- Journalize transactions related to starting a corporation
- Journalize transactions related to stock subscriptions
- Prepare a balance sheet for a newly formed corporation
- Calculate dividends for a corporation
- Journalize transactions of a corporation related to declaring and paying dividends

Instructional Strategies:

- Guided practice to demonstrate software:
 - capabilities
 - modeling
 - quality vs. unacceptable work
- Independent practice to give students opportunities to create samples of quality work
- Differentiated instruction for:
 - visual learners
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- Academic labs available to give individual assistance to students:
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<ul style="list-style-type: none"> • Business partners/guest speakers to relate real-world job assignments to classroom instruction • Formative feedback to: <ul style="list-style-type: none"> • give positive feedback • give suggestions for improvement • clarify expectations
<p>Assessments/Evaluations:</p> <ul style="list-style-type: none"> • Formative: <ul style="list-style-type: none"> • Digital and/or written quizzes to check comprehension and retention • Q&A • Pair share • Teacher: <ul style="list-style-type: none"> • guidance • monitoring • feedback • Summative: <ul style="list-style-type: none"> • Written assessment • Production assessment
<p>Sample Assessment Questions:</p> <ul style="list-style-type: none"> • What are the responsibilities of a corporation's board of directors? Do you have a skill that would lend itself to being advantageous to a board of directors? Why? • What three basic rights do stockholders have? • What two basic kinds of stock may a corporation issue?
<p>Instructional Resources/Tools:</p> <ul style="list-style-type: none"> • Technical manuals/textbooks • Digital resources • Spreadsheet and word processing software
<p>Cross Curricular Connections:</p> <ul style="list-style-type: none"> • ELA: <ul style="list-style-type: none"> • Research • Presentations • Writing • Nonfiction reading • Math: Formulas • Social Studies: Economics

Depth of Knowledge (Section 5)

DOK: 3