

**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 ethical business decisions.

Time/Credit for this Course: 1 Credit

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**Wilson Area School District
Planned Course Materials**

Course Title: Accounting 1

Textbook: Century 21 Accounting: General Journal 7th Ed.
South-Western (Century 21)
2000
www.swep.com

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

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

Teacher Resources: Century 21 Accounting: General Journal Chapter and Cycle Tests

Curriculum Map

August: Starting a Proprietorship

September: Starting a Proprietorship / Analyzing Transactions Into Debit and Credit Parts

October: Analyzing Transactions Into Debit and Credit Parts / Posting From a General Journal to a General Ledger

November: Cash Control Systems / End-of-Fiscal-Period Work for a Service Business Organized as a Proprietorship

December: End-of-Fiscal-Period Work for a Service Business Organized as a Proprietorship
Reinforcement Activity 1: Parts A & B

January: Journalizing and Posting Using Special Journals

February: Journalizing and Posting Using Special Journals / Accounting for Payroll

March: Accounting for Payroll

April: End-of-Fiscal-Period Work for a Merchandising Business Organized as a Partnership

May: End-of-Fiscal-Period Work for a Merchandising Business Organized as a Partnership /
Reinforcement Activity 2: Parts A & B

June: Reinforcement Activity 2: Parts A & B

Curriculum Scope & Sequence

Planned Course: Accounting 1

Unit: Starting a Proprietorship (Unit 1)

Time Frame: 1-2 Weeks

State Standards: 2.1.3 ABCKL, 2.1.8 A, 2.2.5 AI, 2.2.8 A, 2.5.8 B, 1.2.8 A, 1.6.11 A-E, 13.1.8 FH, 13.1.11 A.

Anchor(s) or Adopted Anchor:

Essential Content/Objectives: At the end of the unit, students will demonstrate how business activities for a service business organized as a proprietorship affect the accounting equation. Students will also be able to demonstrate how business activities affect individual accounts within the accounting equation.

Core Activities: Students will complete/participate in the following: define the vocabulary terms related to starting a service business organized as a proprietorship; discuss the concept of a service business organized as a proprietorship, the advantages and disadvantages, and examples of these in the local community; create a simple business plan with a partner for a service business organized as a proprietorship; create a poster of the accounting equation; practice solving the accounting equation with one part of the equation missing; classify accounts as assets, liabilities, or owner's equity and demonstrate their relationships in the accounting equation; analyze how transactions affect accounts in an accounting equation; prepare a balance sheet from information in the accounting equation.

Extensions: 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; chapter challenge problems.

Remediation: Create flash cards for the vocabulary terms related to starting a service business organized as a proprietorship; list the advantages and disadvantages of proprietorships; 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: Teacher generated guided notes, accounting working papers, accounting recycling working papers.

Assessments:

Formative: observation, multi-level questioning, discussions, class assignments, homework assignments, quizzes.

Summative: chapter quizzes, projects, tests, unit test.

Curriculum Scope & Sequence

Planned Course: Accounting 1

Unit: Analyzing Transactions Into Debit and Credit Parts (Unit 2)

Time Frame: 2-3 Weeks

State Standards: 2.1.3 ABCKL, 2.1.8 A, 2.2.5 AI, 2.2.8 A, 2.5.8 B, 1.2.8 A, 1.6.11 A-E, 13.1.8 FH, 13.1.11 A.

Anchor(s) or Adopted Anchor:

Essential Content/Objectives: At the end of the unit, students will be able to record transactions that affect the accounting equation in a general journal.

Core Activities: Students will complete/participate in the following: define the vocabulary terms related to analyzing transactions into debit and credit parts and related to journalizing transactions in a general journal; explain the concept of the use of debits and credits as it relates to accounting; use T accounts to analyze transactions that affect accounts in the accounting equation; record in a general journal transactions that affect accounts in the accounting equation.

Extensions: create transactions that affect the accounts in the accounting equation, trade with a partner, and analyze using T accounts; create transactions that affect the accounts in the accounting equation, trade with a partner, and record in a general journal; demonstrate to a group of peers how transactions are broken down into debit and credit parts; chapter challenge problems.

Remediation: Create flash cards for the vocabulary terms related to analyzing transactions into debit and credit parts and recording transactions in a general journal; practice analyzing transactions in T accounts using a dry erase board; complete a debit and credit worksheet; work with groups to analyze how transactions are broken down into debit and credit parts; 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: Teacher generated guided notes, accounting working papers, accounting recycling working papers.

Assessments:

Formative: observation, multi-level questioning, discussions, class assignments, homework assignments, quizzes.

Summative: chapter quizzes, projects, tests, unit test.

Curriculum Scope & Sequence

Planned Course: Accounting 1

Unit: Posting From a General Journal to a General Ledger (Unit 3)

Time Frame: 1-2 Weeks

State Standards: 2.1.3 ABCKL, 2.1.8 A, 2.2.5 AI, 2.2.8 A, 2.5.8 B, 1.2.8 A, 1.6.11 A-E, 13.1.8 FH, 13.1.11 A.

Anchor(s) or Adopted Anchor:

Essential Content/Objectives: At the end of the unit, students will be able to post amounts from a general journal to a general ledger, prove cash, and journalize correcting entries.

Core Activities: Students will complete/participate in the following: define the vocabulary terms related to posting from a general journal to a general ledger; explain the purpose of posting, proving cash, and correcting entries; prepare a chart of accounts for a service business organized as a proprietorship; list the steps to the posting process; post debit and credit amounts from a completed general journal to a general ledger; prove the equality of cash on hand to the cash account in the general ledger; journalize and post 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; chapter challenge problems.

Remediation: Create flash cards 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 posting amounts from a general journal to a general ledger.

Instructional Methods: direct instruction, guided and independent reading, large and small group discussion and activities, independent practice and projects, simulations.

Materials & Resources: Teacher generated guided notes, accounting working papers, accounting recycling working papers.

Assessments:

Formative: observation, multi-level questioning, discussions, class assignments, homework assignments, quizzes.

Summative: chapter quizzes, projects, tests, unit test.

Curriculum Scope & Sequence

Planned Course: Accounting 1

Unit: Cash Control Systems (Unit 4)

Time Frame: 2 Weeks

State Standards: 2.1.3 ABCKL, 2.1.8 A, 2.2.5 AI, 2.2.8 A, 2.5.8 B, 1.2.8 A, 1.6.11 A-E, 13.1.8 FH, 13.1.11 A.

Anchor(s) or Adopted Anchor:

Essential Content/Objectives: At the end of the unit, students will be able to explain and demonstrate the proper use of cash control systems, including a checking account and a petty cash fund, for a business.

Core Activities: Students will complete/participate in the following: define the vocabulary terms related to using a checking account and a petty cash fund; discuss the concept of checking accounts and petty cash funds; practice filling out deposit slips; prepare the 3 types of endorsements on the backs of checks; fill out a check stub and a check; complete a bank reconciliation; 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; demonstrate to a group of peers one of the concepts learned in the unit; design a skit to perform in front of peers showing the use of a petty cash fund within a small business; chapter challenge problems.

Remediation: Create flash cards for the vocabulary terms related to the use of cash control systems; create a poster-sized check with the parts of the check labeled; worksheet for students to differentiate the 3 types of endorsements; work with groups to complete the concepts learned in this chapter; list 3 reasons for why a check might be dishonored by a bank; 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: Teacher generated guided notes, accounting working papers, accounting recycling working papers.

Assessments:

Formative: observation, multi-level questioning, discussions, class assignments, homework assignments, quizzes.

Summative: chapter quizzes, projects, tests, unit test.

Curriculum Scope & Sequence

Planned Course: Accounting 1

Unit: End-of-Fiscal-Period Work for a Service Business Organized as Proprietorship (Unit 5)

Time Frame: 5 - 6 Weeks

State Standards: 2.1.3 ABCKL, 2.1.8 A, 2.2.5 AI, 2.2.8 A, 2.5.8 B, 1.2.8 A, 1.6.11 A-E, 13.1.8 FH, 13.1.11 A.

Anchor(s) or Adopted Anchor:

Essential Content/Objectives: At the end of the unit, students will be able to complete all of the end-of-fiscal period work required for a service business organized as a proprietorship.

Core Activities: Students will complete/participate in the following: define the vocabulary terms related to work sheets, financial statements, adjusting and closing entries, and a post-closing trial balance; explain the concepts for each of the end-of-fiscal-period activities; 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; complete a work sheet; prepare an income statement and balance sheet; record adjusting and closing entries; prepare a post-closing trial balance; discuss decisions that an owner can make for his business based on the information obtained from the end-of-fiscal-period work, journalize and post all transactions from Reinforcement Activity 1 – Part A; perform all end-of-fiscal-period work from Reinforcement Activity – Part B; write a 6-9 sentence paragraph reflection on what was learned about the accounting cycle for a proprietorship.

Extensions: create a study sheet addressing the concepts of work sheets, financial statements, adjusting and closing entries; 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; chapter challenge problems, act as a group leader and direct peers through journalizing and posting.

Remediation: Create flash cards for the vocabulary terms related to work sheets, financial statements, adjusting and closing entries; work with groups to complete the concepts learned in this chapter; print class notes and a review worksheet; prepare partially completed work sheets and financial statements; additional practice for journalizing the transactions from the unit, work in partners or groups to complete the Reinforcement Activity 1– Parts A and B; print a hints sheet for the Reinforcement Activity; provide teacher guidance for students working on Reinforcement Activity.

Instructional Methods: direct instruction, guided and independent reading, large and small group discussion and activities, independent practice and projects, simulations.

Materials & Resources: Teacher generated guided notes, accounting working papers, accounting recycling working papers.

Assessments:

Formative: observation, multi-level questioning, discussions, class assignments, homework assignments, quizzes.

Summative: chapter quizzes, projects, tests, unit test. An accounting cycle test for a service business may be given at this time. Reinforcement Activity 1: Parts A and B.

Curriculum Scope & Sequence

Planned Course: Accounting 1

Unit: Journalizing and Posting Using Special Journals (Unit 6)

Time Frame: 4-5 Weeks

State Standards: 2.1.3 ABCKL, 2.1.8 A, 2.2.5 AI, 2.2.8 A, 2.5.8 B, 1.2.8 A, 1.6.11 A-E, 13.1.8 FH, 13.1.11 A.

Anchor(s) or Adopted Anchor:

Essential Content/Objectives: At the end of the unit, students will be able to journalize and post transactions using special journals for a merchandising business organized as a partnership.

Core Activities: Students will complete/participate in the following: compare and contrast the chart of accounts used for a service business and the one use for a merchandising business; define the vocabulary terms related to journalizing and posting using special journals for a merchandising business organized as a partnership; discuss the importance of using special journals; list merchandising businesses from the local community; explain situations of when each special journal is used; discuss the difference between posting from general amount columns and special amount columns; journalize transactions involving purchasing merchandise on account; journalize transactions involving paying cash; journalize transactions involving selling merchandise on account; journalize transactions involving receiving cash; journalize transactions that require the general journal; total and rule all special journals; post all individual items; post all column totals; prepare schedules of accounts receivable and accounts payable.

Extensions: 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; chapter challenge problems.

Remediation: Create flash cards for the vocabulary terms related to work sheets, financial statements, adjusting and closing entries; work with groups to complete the concepts learned in this chapter; 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: Teacher generated guided notes, accounting working papers, accounting recycling working papers.

Assessments:

Formative: observation, multi-level questioning, discussions, class assignments, homework assignments, quizzes.

Summative: chapter quizzes, projects, tests, unit test.

Curriculum Scope & Sequence

Planned Course: Accounting 1

Unit: Accounting for Payroll (Unit 7)

Time Frame: 3-4 Weeks

State Standards: 2.1.3 ABCKL, 2.1.8 A, 2.2.5 AI, 2.2.8 A, 2.5.8 B, 1.2.8 A, 1.6.11 A-E, 13.1.8 FH, 13.1.11 A.

Anchor(s) or Adopted Anchor:

Essential Content/Objectives: At the end of the unit, students will be able to prepare payroll records, record and pay payroll and payroll taxes, and be able to describe various tax forms.

Core Activities: Students will complete/participate in the following: define the vocabulary terms related to payroll records, payroll accounting, taxes, and reports; explain the importance of keeping accurate payroll and taxes records; prepare payroll time cards; determine the amount of payroll tax withholding; prepare a payroll register and employee earnings record; calculate total earnings, total deductions, and net pay; prepare payroll checks; analyze and journalize the payment of a payroll; record and journalize employer payroll taxes; describe the forms required to report withholding and payroll taxes; journalize the payment of withholding and payroll taxes.

Extensions: research and prepare a report on about the current required federal and state 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; chapter challenge problems.

Remediation: Create flash cards for the vocabulary terms related to work sheets, financial statements, adjusting and closing entries; work with groups to complete the concepts learned in this chapter; provide partially completed problems; 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: Teacher generated guided notes, accounting working papers, accounting recycling working papers.

Assessments:

Formative: observation, multi-level questioning, discussions, class assignments, homework assignments, quizzes.

Summative: chapter quizzes, projects, tests, unit test.

Curriculum Scope & Sequence

Planned Course: Accounting 1

Unit: End-of-Fiscal-Period Work for a Merchandising Business Organized as Partnership (Unit 8)

Time Frame: 6 - 8 Weeks

State Standards: 2.1.3 ABCKL, 2.1.8 A, 2.2.5 AI, 2.2.8 A, 2.5.8 B, 1.2.8 A, 1.6.11 A-E, 13.1.8 FH, 13.1.11 A.

Anchor(s) or Adopted Anchor:

Essential Content/Objectives: At the end of the unit, students will be able to complete all transactions, perform posting, and prepare all end-of-fiscal-period work for a merchandising business organized as a partnership via the Reinforcement Activity 2: Parts A and B.

Core Activities: Students will complete/participate in the following: define the vocabulary terms related to work sheets, financial statements, adjusting and closing entries, and a post-closing trial balance; explain the concepts for each of the end-of-fiscal-period activities; 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; complete a work sheet; prepare an income statement and balance sheet; record adjusting and closing entries; prepare a post-closing trial balance; discuss decisions that an owner can make for his business based on the information obtained from the end-of-fiscal-period work. Students will journalize and post all transactions from Reinforcement Activity 2 – Part A; perform all end-of-fiscal-period work from Reinforcement Activity 2 – Part B; write a 6-9 sentence paragraph reflection on what was learned about the accounting cycle for a proprietorship.

Extensions: work independently; compare and contrast in a short essay, the differences between end-of-fiscal-period work for a service business and for a merchandising business; demonstrate to a group of peers one of the concepts learned in the unit; chapter challenge problems, act as a group leader and direct peers through journalizing and posting. .

Remediation: Create flash cards for the vocabulary terms related to work sheets, financial statements, adjusting and closing entries; work with groups to complete the concepts learned in this chapter; print class notes and a review worksheet; prepare partially completed work sheets and financial statements; 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: Teacher generated guided notes, accounting working papers, accounting recycling working papers.

Assessments:

Formative: observation, multi-level questioning, discussions, class assignments, homework assignments, quizzes.

Summative: chapter quizzes, projects, tests, unit test. An accounting cycle test for a merchandising business may be given at this time. Reinforcement Activity 2: Parts A and B.