

PRINCE EDWARD ISLAND
SENIOR HIGH CURRICULUM



CANADA

Education and Early
Childhood Development

Accounting 801
Curriculum Guide

The Prince Edward Island Department of Education gratefully acknowledges the contribution of the following individuals in the development of Accounting 801 Curriculum:

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I Introduction

Background

The Accounting 801 curriculum has been developed with the intent of responding to the continually evolving educational needs of students and society while preparing students for the challenges they will face throughout their lives.

Ongoing changes in society - for example, rapidly expanding use of technologies - require a corresponding shift in learning opportunities for students to develop relevant knowledge, skills, strategies, processes, and attitudes that will enable them to function well as individuals, citizens, workers, and learners. To function productively and participate fully in our increasingly sophisticated technological, information-based society, citizens will need broad literacy abilities.

Rationale

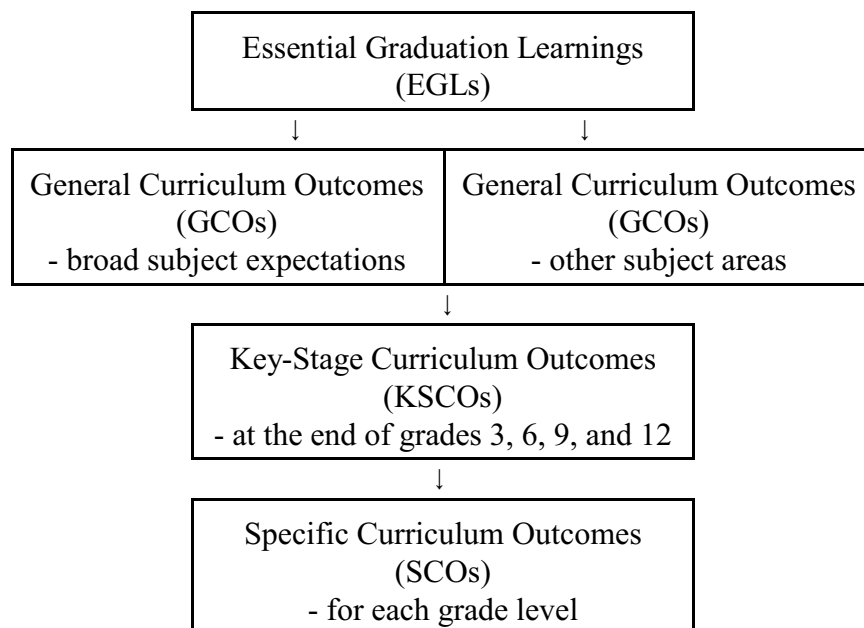
The primary goal of accounting education is to promote accounting literacy. Accounting education prepares individuals to meet personal needs, provides an awareness of the variety of accounting careers, and lays the foundation for lifelong learning. It can serve as a vocational preparation for a career in accounting, mastery of basic skills for related business occupations, or a foundation for a post-secondary accounting career.

II Program Design and Components

Program Organization

The curriculum is designed to support the foundation documents created and approved in partnership with the other Atlantic Provinces. The APEF Essential Graduation Learnings (EGL) statements describe the knowledge, skills, and attitudes expected of all students who graduate from high school. Achievement of the Essential Graduation Learnings will prepare students to continue to learn throughout their lives. These cross-curriculum learnings confirm the need for students to make connections to meet the ever changing workplace in the future. The Essential Graduation Learnings serve as a framework for the curriculum developed in this guide.

Curriculum Outcomes



Essential Graduation Learnings

Essential Graduation Learnings are statements describing the knowledge, skills, and attitudes expected of all students who graduate from high school. Achievement of the Essential Graduation Learnings will prepare students to continue to learn throughout their lives. These learnings describe expectations not in terms of individual school subjects but in terms of knowledge, skills, and attitudes developed throughout the curriculum. They confirm that students need to make connections and develop abilities across subject boundaries if they are to be ready to meet the shifting and ongoing demands of life, work, and study today and in the future. Essential Graduation Learnings are cross-curricular, and curriculum in all subject areas is focused to enable students to achieve these learnings. Essential Graduation Learnings serve as a framework for the curriculum development process.

Specific Essential Graduation Learnings

Aesthetic Expression

Graduates will be able to respond with critical awareness to various forms of arts and be able to express themselves through the arts.

Citizenship

Graduates will be able to assess social, cultural, economic, and environmental interdependence in a local and global context.

Communication

Graduates will be able to use the listening, viewing, speaking, reading, and writing modes of language(s) and mathematical and scientific concepts and symbols, to think, learn, and communicate effectively.

Personal Development

Graduates will be able to continue to learn and to pursue an active, healthy lifestyle.

Problem Solving

Graduates will be able to use the strategies and processes needed to solve a wide variety of problems, including those requiring language, and mathematical and scientific concepts.

Technology Competency

Graduates will be able to use a variety of technologies, demonstrate an understanding of technological applications, and apply appropriate technologies for solving problems.

Curriculum Outcomes

Curriculum outcomes are statements articulating what students are expected to know and be able to do in particular subject areas. These outcomes statements also describe the knowledge, skills, and attitudes students are expected to demonstrate at the end of certain key stages in their education. These are based upon their cumulative learning experiences at each grade level in the entry-graduation continuum. Through the achievement of curriculum outcomes, students demonstrate the Essential Graduation Learnings.

General Curriculum Outcomes

are statements that identify what students are expected to know and be able to do upon completion of study in a curriculum area.

Key-Stage Curriculum Outcomes

are statements that identify what students are expected to know and be able to do by the end of grades 3, 6, 9, and 12, as a result of their cumulative learning experience in a curriculum area.

Specific Curriculum Outcomes

are statements identifying what students are expected to know and be able to do at a particular grade level. The specific curriculum outcomes serve as a framework for students to achieve key stage and general curriculum outcomes.

III Cross-Curriculum Specific Items

Meeting the Needs of all Students

This curriculum is inclusive and is designed to help all learners reach their potential through a wide variety of learning experiences. The curriculum seeks to provide equal entitlements to learning opportunities for all learners.

The development of students' literacy is shaped by many factors including gender, social and cultural background, and the extent to which individual needs are met. In designing learning experiences for students, teachers should consider the learning needs, experiences, interests, and values of all students.

In recognizing and valuing the diversity of students, teachers should consider ways to:

- provide a climate and design learning experiences to affirm the dignity and worth of all learners in the classroom community
- redress educational disadvantage - for example, as it relates to students living in poverty
- model the use of inclusive language, attitudes, and actions supportive of all learners
- adapt classroom organization, teaching strategies, assessment strategies, time, and learning resources to address learners' needs and build on their strengths by:
 - providing opportunities for learners to work in a variety of learning contexts, including mixed-ability groupings
 - identifying and responding appropriately to diversity in students' learning styles
 - building upon students' individual levels of knowledge, skills, and attitudes
 - designing learning and assessment tasks that correspond to diverse learning styles
 - using students' strengths and abilities to motivate and support learning
 - offering multiple and varied avenues to learning
- celebrate the accomplishments of learning tasks by students

Gender-Inclusive Curriculum

In a supportive learning environment male and female students receive equitable access to teachers' assistance, resources, technology, and a range of roles in group activities. It is important that the curriculum reflect the experiences and values of both male and female students and that texts, classroom practice, and other learning resources include and reflect the interests, achievements, and perspectives of males and females.

Teachers promote gender equity in their classrooms when they:

- articulate equally high expectations for male and female students
- provide equal opportunity for input and response from male and female students
- model gender-fair language and respectful listening in all their interactions with students
- promote critical thinking and challenge discrimination

Valuing Social/Cultural Diversity

In order to engage in and maximize learning, all students need to see their social/cultural identities reflected and affirmed in curriculum and classroom practices. It is important to recognize that students in Prince Edward Island come from an increasingly wider range of diverse ethnic, racial, cultural, and social backgrounds than in the past. In addition, they communicate with the wider multicultural world through technology, media, travel, and family and business connections in order to understand their own and others' customs, histories, traditions, values, beliefs, and ways of seeing and making sense of the world. Through experiential learning or through reading, viewing, and discussing authentic texts that reflect diverse social and cultural voices, students from different social and cultural backgrounds can come to understand each other's perspectives; to realize that their own ways of seeing and knowing are not the only ones possible; and to probe the complexities of the ideas and issues they are examining.

Curriculum, classroom practices, and learning resources should reflect the diverse and multicultural nature of our society, examine issues of power and privilege, and challenge stereotypes and discrimination.

Engaging All Students

One of the greatest challenges to teachers is engaging students who feel alienated from learning - students who lack confidence in themselves as learners, who have a potential that has not yet been realized. Among them are students who seem unable to concentrate, who lack everyday motivation for academic tasks, who rarely do homework, who fail to pass in assignments, who choose to remain on the periphery of small-group work, who cover up their writing attempts fearing the judgements of peers, who are mortified if asked to read aloud, and who keep their opinions to themselves. These students are significantly delayed when it comes to learning. Some, though not all, exhibit behaviors in classrooms that further distance them from learning. Others are frequently absent from classes. Cumulatively, these are disengaged students.

These students need essentially the same experiences as their peers in the area of language arts-experiences that:

- engage students in authentic and worthwhile communication situations
- allow them to construct meaning, connect, collaborate, and communicate with each other

- form essential links between the world of text and their own world
- give them a sense of ownership of learning and assessment tasks

They need additional experiences as well - experiences designed to engage them personally and meaningfully, to make their learning pursuits relevant. They need substantial support in reading and writing. They need positive and motivational feedback. They need all of these experiences within purposeful and interactive learning contexts. Ultimately, the curriculum for students should prepare them for adult life.

Preparing students means engaging them with resources and with people from whom they can learn more about themselves and their world. Many students feel insecure about their own general knowledge and are reluctant to take part in class discussions, deferring to their peers who seem more competent. Through the curriculum, the students must find their own voice. The learning environment must be structured in such a way that all students, alongside their peers, develop confidence and gain access to information and to community.

The greatest challenge in engaging learners is finding an appropriate balance between supporting their needs by structuring opportunities for them to experience learning success and challenging them to grow as learners. Teachers need to have high expectations for all students and to articulate clearly these expectations.

Links to Community

A complete curriculum allows for the flexibility of inclusion of the community through various means. Activities such as guest speakers, field trips, and historical presentations allow the students to become more aware of the influence of the community on their lives. Students gain insight into the current workings of their local society, as well as observe role models and establish contacts with the community.

This curriculum guide provides suggestions, wherever possible, for community involvement to become an integrated part of the course.

Role of Parents and Guardians

Parents and guardians play a vital role in the educational focus of the students. Although parents and guardians may or may not necessarily feel comfortable to help in specific subject learning with their children, their role is a vital link to the development of the students. It is most important that the parents and guardians understand and support the school policies. Parents and guardians are a vital component in the facilitation of the learning of student responsibility in such areas as attendance, safe school policies, goal setting and career investigations. Schools need parents and guardians to share in their children's successes.

Teachers should invite opportunities for parents and guardians to discuss these matters. Frequent parent-teacher conferences are encouraged via telecommunications and/or school-based meetings.

Involvement in the school councils, home and school associations, and/or other school-based organizations enable parents and guardians to play an active role in the educational development of their child. Parents and guardians may become actively involved as guest speakers in the classroom for students to understand the community in which they live or as a spokesperson on a particular career.

Homework

Homework is an essential component of a program as it extends the opportunity to think and reflect on ideas investigated during class time. Meaningful homework experiences can allow the students to learn self-discipline and team responsibility while acquiring a sense of self-worth.

Homework provides an effective means to model classroom practice. This might involve seeking community input, constructing a model, group discussion to prepare a presentation, or answering questions for assessment purposes.

Teachers use their professional judgement to assign homework as a means of reinforcement, assessment, and/or further investigation.

Homework is another channel for parents and guardians to be involved. It is a tool for parents and guardians to understand the focus of their child's education in a specific subject area. In some cases, it opens the opportunity for parents and guardians to become actively involved in the homework process.

The Senior High School Learning Environment

Learning environment for grades 10-12 is:

- participatory, interactive, and collaborative
- inclusive
- caring, safe, challenging
- inquiry based, issues oriented
- a place where resource-based learning includes and encourages the multiple uses of technology, the media, and other visual texts as pathways to learning and as avenues for representing knowledge.

The teacher structures the learning situation and organizes necessary resources. In assessing the nature of the task, the teacher may find that the situation calls for teacher-directed activities with the whole class, small groups of students, or individual students. Such activities include direct instruction in concepts and strategies and brief mini-lessons to create and maintain a focus.

As students develop a focus for their learning, the teacher moves to the perimeter to monitor learning experiences and to encourage flexibility and risk taking in the ways students approach learning tasks. The teacher intervenes, when appropriate, to provide support. In such environments, students will feel central in the learning process.

As the students accept more and more responsibility for learning, the teacher's role changes. The teacher notes what the students are learning and what they need to learn, and helps them to accomplish their tasks. The teacher can be a coach, a facilitator, an editor, a resource person, and a fellow learner. The teacher is a model whom students can emulate, a guide who assists, encourages, and instructs the student as needed during the learning process. Through the whole process, the teacher is also an evaluator, assessing students' growth while helping them to recognize their achievements and their future needs.

Learning environments are places where teachers:

- integrate new ways of teaching and learning with established effective practices
- have an extensive repertoire of strategies from which to select the one most appropriate for the specific learning task
- value the place of dialogue in the learning process
- recognize students as being intelligent in a number of different ways and encourage them to explore other ways of knowing by examining their strengths and working on their weaknesses

- value the inclusive classroom and engage all learners in meaningful activities
- acknowledge the ways in which gender, race, ethnicity and culture shape particular ways of viewing and knowing the world
- structure repeated opportunities for reflection so that reflection becomes an integral part of the learning process

The physical learning environment should not be restricted to one classroom. There should be ample physical space for students to use cooperative learning techniques as well as other learning styles. There should be access to other learning centers in the school building such as labs and gymnasiums. Learning should be extended to community facilities, allowing field trips and guest speakers to expand the learning environment.

Safety

Students and teachers need to feel safe, both physically and emotionally, in the school setting. In a learning environment where cooperative, active, and collaborative teaching strategies are utilized, students must become knowledgeable of their role in enabling a safe environment to exist.

Empowering students to take ownership for their own safety and those of their peers is an essential component of the classroom learning. Teachers can provide students with the knowledge necessary to prevent unnecessary risks in their learning environment. By educating students about the risk factors involved in the classroom setting, they can become active participants in the ownership of their own safety. In all learning situations, the teacher needs to encourage a positive, responsible student attitude toward safety.

Risk is involved in everything a person does. To minimize the chance of harm, the student must become a conscious participant in ensuring a healthy, safe learning environment. Complacent attitudes regarding safety reflect a behavior which invites a less protected setting.

While physical safety is of utmost importance in the classroom setting, emotional safety is equally important. Students need to know the unacceptable behaviour and the consequences that ensue. Students should be encouraged to be active learners without being intimidated by others. In every learning environment, teachers foster cooperative, respectful verbal dialogue, and physical presence. Student consequences to the contrary are essential components to the learning process.

IV Motivation

Motivation plays a very important role in student understanding and successful completion of curriculum. Motivation for the student is heightened when the emphasis within the classroom is placed on the “whole person”. This environment provides a focus to recognize achievements accomplished and initiates the growth of a safe place to belong.

Many factors are cited as instruments that foster student motivation. Clear expectations and flexibility of structure enhance the desire to learn. When students have a structure which enables them to accomplish goals, the motivation increases.

Support must exist for both the teacher and the student. Daily support for teachers via such modes as “pairing and sharing” techniques, education web sites, and professional development should be available.

Student support should include career awareness. Promoting student goal-setting strategies enables her/him to develop higher self-esteem which is a natural motivator to success.

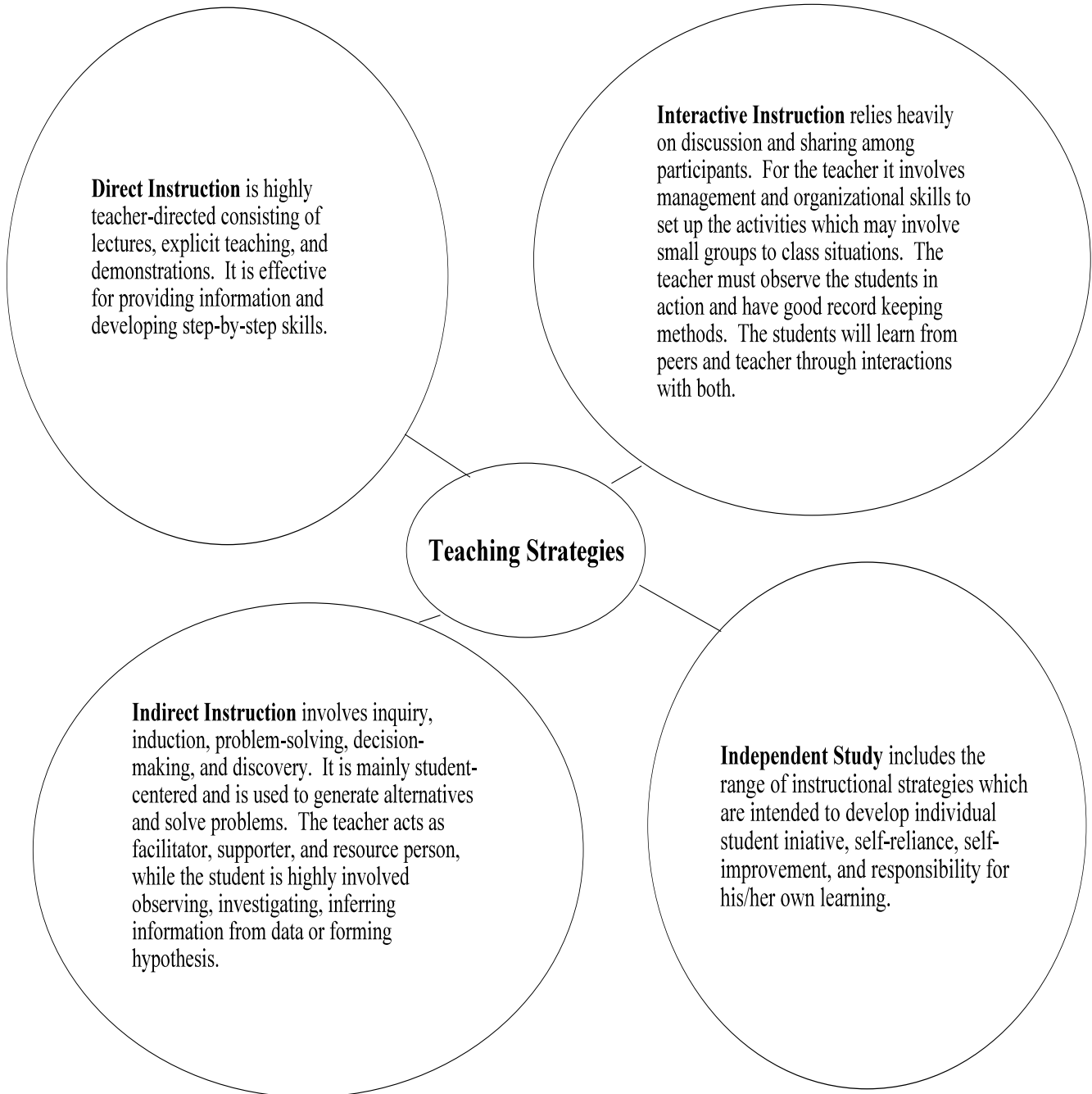
Varied instructional strategies within the class time also excites motivation. Students need variety, choices, and opportunities to take ownership of their learning.

There should be a limited amount of “traditional homework” and the home assignments given should relate to the students interests in real life.

V Teaching Strategies

Learning theory research clearly indicates that teachers need to employ a wide variety of instructional strategies to address the learning styles of all learners. Moreover, the nature of certain content or processes can only be taught effectively if specific instructional strategies are employed. In order to achieve this objective, students must have an opportunity to cooperatively brainstorm, discuss, evaluate information, and make informed decisions. Students often point to experiential activities as the best part of a program as they have the chance to work cooperatively and be actively involved in the learning process.

Teachers are ultimately responsible for determining the best teaching methods for their students, the best way of grouping them, and the best way to present material to make it relevant and interesting. Exemplary teachers use a variety of instructional strategies and have the flexibility to call upon several different strategies both within one period and during a unit of study. Adolescent learners need a balance between practical work, listening, discussing, and problem-solving.



VI Assessment and Evaluation

The terms “assessment” and “evaluation” are often used interchangeably. However, they are not exactly the same. “Assessment” refers to the process of collecting and gathering information about student performance as it relates to the achievement of curriculum outcomes. “Evaluation” refers to the systematic process of analyzing and interpreting information gathered through the process of assessment. Its purpose is to make judgements and decisions about student learning. Assessment provides the data. Evaluation brings meaning to the data. Assessment must reflect the intended outcomes, be ongoing, and take place in authentic contexts.

Meaningful learning involves reflection, construction, and self-regulation. Students are seen as creators of their own unique knowledge structures, not as mere recorders of factual information. Knowing is not just receiving information but interpreting and relating the information to previously acquired knowledge. In addition, students need to recognize the importance of knowing not just how to perform, but when to perform and how to adapt that performance to new situations. Thus, the presence or absence of discrete bits of information - which has been the traditional focus of testing - is no longer the focus of assessment of meaningful learning. Rather, what is important is how and whether students organize, structure, and use that information in context to solve problems.

Evaluation may take different forms depending on its purpose. *Diagnostic* evaluation will identify individual problems and suggest appropriate corrective action. Evaluation may be *formative* in that it is used during the instructional process to monitor progress and to make necessary adjustments in instructional strategies. *Summative* evaluation is intended to report the degree to which the intended curriculum outcomes have been achieved. It is completed at the end of a particular instructional unit.

Since the specific curriculum expectations indicate behaviors involving knowledge, skills, and attitudes, assessment must reflect student performance in each of these areas. The learning outcomes specific to the cognitive domain emphasize the acquisition of cognitive skills at three taxonomic levels: knowledge, understanding, and higher-order thinking. This will help to ensure that the focus on instruction goes beyond the lower levels of learning - recalling facts, memorizing definitions, solving problems and so on. Likewise, the focus of evaluation should also go beyond testing at the knowledge level.

Assessment/Evaluation Techniques

The evaluation plan should include a wide variety of assessment methods. Any single item of information about a student's learning is only a minuscule sample of that individual's accomplishments. All types of learning outcomes cannot adequately be evaluated with a single type of instrument. Notions about students having different learning styles also apply to their performance on items designed for purposes of evaluation.

Evaluation strategies must closely resemble the nature of the instructional program, curriculum, and modern learning theory. There is significant movement toward authentic assessment or performance assessments. These could include such strategies as open-ended questions, exhibits, demonstrations, hands on execution of experiments, computer simulations, writing, and portfolios of students' work over time.

A multifaceted plan is needed to respond to the differences in the intended learning outcomes, the learning styles of students, and to reflect the APEF Essential Graduation Learning.

Individual learning outcomes, the criteria for success, and the form that assessment and evaluation will take, should be clearly understood by teachers, students, and parents. This involves clearly describing unit and lesson objectives and how the achievement of these objectives will be assessed. If students are to see themselves as responsible for their own learning, the requirements for attaining success in a unit of work must be clearly understood. The assessment and evaluation of the unit should contain no surprises.

Using Varied Assessment Strategies

Teachers must realize they are preparing students for a world where knowledge is expanding at a rate we can no longer track. This requires that we shift emphasis from content knowledge to information processing skills. Our students need to be able to select, process, and evaluate knowledge.

This knowledge does not always need to be tested directly on evaluations that rely strictly on recall of facts during tests, rather it can be encompassed in higher level objectives such as comprehension, synthesis, or application. These could be better measured through a problem-solving approach.

It is therefore important to emphasize a variety of strategies in evaluation plans. These must reflect the teaching strategies employed in the delivery of the specific topic.

Anecdotal Records are positively written reflections of a student's actions and work while activities are occurring. As an informal assessment process, it is typically based on notes or a check list with space for writing comments. It is completed when appropriate.

Teacher Student Conferences are valuable evaluation techniques to gather information about students not obtained in other ways. More information is shared through conversation than through writing. It allows teachers to assess progress through questioning content and feelings on selected topics. A written record of the conference is advised.

Checklists:

Student self-evaluation of:

- interest
- attitudes
- social
- group skills
- understanding

Teacher evaluation of:

- laboratory skills
- groups skills
- interests
- attitudes

Group Self-evaluation of:

- group skills
- achievement

Testing assesses the student's knowledge and understanding of the subject matter. The most common methods include: essay, column matching, true/false, and multiple choice questions. Also included are problem solving, interpretation and production of graphs, data tables, and illustrations.

Student Work Samples are means for students to communicate what they are learning through a variety of experiences including:
portfolios: a collection of student's work
laboratory reports: documentation of experiential activities
major reports and written reports: further research on topics
homework: opportunity for parent/guardian involvement
learning journals: individual perceptions of progress
oral presentations: individual or group form of communicating ideas.

Accounting 801A

Curriculum

GCO: Students will be expected to understand Accounting as a Career.

Specific Outcomes:	Elaboration - Instructional Strategies/Suggestions
<ul style="list-style-type: none">• know terminology related to accounting careers • understand entry-level positions, educational requirements, and career opportunities in accounting • understand basic accounting concepts and principles	<p>Students will benefit from contact with local business persons. These contacts should allow them to obtain information about job opportunities in their communities.</p> <p>Local business persons should be invited to speak to the class to provide information about local employment requirements. Students should use these experiences to find answers to the following questions:</p> <ul style="list-style-type: none">• What kinds of entry-level accounting jobs are available in the local community?• What business courses should students take to prepare for available jobs?• What elective courses should students take to prepare for available jobs?• What must employees do to earn promotions?• What post-high school education should employees complete? <p>A local professional accountant should be invited to speak to accounting classes.</p> <p>When field trips or speakers cannot be used, the teacher should help students find information as described above.</p> <p>A bulletin board could be displayed during the first week of the term describing work of accounting personnel and/or the job opportunities in the local employment community. A good source of information is the latest editions of Occupational Handbooks. The school librarian can help teachers and students find and use this reference as well as other sources of information.</p>

GCO: Students will be expected to understand Accounting as a Career.

Worthwhile Tasks for Evaluation and/or Assessment	Suggested Resources
<p>Students should be able to define the following accounting terms:</p> <ul style="list-style-type: none">• accounting records: orderly records of a business' financial activities• accounting: planning, keeping, analyzing, and interpreting financial records• accountants: persons who plan, summarize, analyze, and interpret accounting information• bookkeepers: persons who do general accounting work plus some summarizing and analyzing• accounting clerks: persons who record, sort, and file accounting information• general office clerks: persons who do general kinds of office tasks, including some accounting tasks• public accounting firm: a business selling accounting services to the general public• entry-level jobs: the first jobs that individuals get• GAAP: Generally Accepted Accounting Principles	<p><u>Century 21 Accounting Student Workbook</u> Chapter 1</p> <p>Teacher's resource kit and guide</p> <p>Occupations handbooks</p> <p>School Teacher/Librarian</p> <p>School Counselor</p> <p>http://www.youth.gc.ca youth link provides a one-stop information source to Government of Canada youth programs, services, and resources</p>
<p>After studying Chapter 1, students will be able to:</p> <ul style="list-style-type: none">• define terminology related to accounting careers• identify how accounting serves as a basis for careers• identify the difference in the work tasks of different accounting workers• identify applications of accounting concepts and principles	

GCO: Students will be expected to start an Accounting system.

Specific Outcomes:	Elaboration - Instructional Strategies/Suggestions
<ul style="list-style-type: none"> • understand a service business organized as a sole proprietorship • know accounting terminology related to an accounting system • understand accounting practices related to an accounting system • demonstrate accounting procedures used in an accounting system 	<p>Use an overhead projector or the chalkboard for developmental presentations of the relationships between the left and right sides of the accounting equation and balance sheet and the left (Debit) and right (Credit) columns of a general journal and general ledger accounts. Refer to flow chart illustrating accounting cycle.</p> <p>Also, use an overhead projector or the chalkboard to demonstrate each of the following:</p> <ul style="list-style-type: none"> • beginning balance sheet • recording an opening entry • opening accounts in a ledger • posting <p>The teacher and students should work together on initial problems.</p> <p>Students are beginning to learn about analyzing transactions. Therefore, teacher and students together should work through the following as they progress through Chapters 1-10</p> <p>Step 1: changes caused by business transactions Step 2: analyzing transactions into debit and credit parts Step 3: journalizing business transactions Step 4: posting to a general ledger Step 5: prepare work sheet for a service business Step 6: financial statements for a sole proprietorship Step 7: define accounting terms related to adjusting and closing entries</p> <p>Step 8: identify accounting concepts, principles, and practices related to adjusting and closing entries. Record and post adjusting entries for a service business organized as a sole proprietorship</p> <p>Step 9: prepare a post-closing trial balance</p> <p>Use an overhead to demonstrate reconciling a bank statement.</p>

GCO: Students will be expected to start an Accounting System.

Worthwhile Tasks for Evaluation and/or Assessment	Suggested Resources
<p>After studying Chapter 2, students will be able to:</p> <ul style="list-style-type: none">• define accounting terms related to starting an accounting system for a service business organized as a sole proprietorship• identify accounting concepts, principles, and practices related to starting an accounting system for a service business organized as a sole proprietorship• classify each account as an asset, liability, or capital• prepare a partial chart of accounts for a service business organized as a sole proprietorship• prepare a beginning balance sheet for a service business organized as a sole proprietorship• record an opening entry in a general journal• open accounts in a general ledger using the chart of accounts• post an opening entry from a general journal to a general ledger	<p><u>Century 21 Accounting</u> Chapters 2 and 3</p> <p>Teacher’s resource kit and guide</p> <p>Flow chart page 158</p>
<p>After studying Chapter 3, students will be able to:</p> <ul style="list-style-type: none">• define accounting terms related to changes caused by transactions• identify accounting concepts, principles, and practices related to changes caused by transactions• analyze how transactions affect items on an accounting equation• prepare a balance sheet from information on an accounting equation after the equation is changed by a series of transactions	

GCO: Students will be expected to start an Accounting System.

Specific Outcomes:	Elaboration - Instructional Strategies/Suggestions
<ul style="list-style-type: none">• understand a service business organized as a sole proprietorship• know accounting terminology related to an accounting system• understand accounting practices related to an accounting system• demonstrate accounting procedures used in an accounting system• understand the need for temporary capital accounts• analyze and understand business transactions	<p>Demonstrate the use of T-accounts to show basic account balances and the affect of transactions on these balances.</p> <p>Demonstrate the combination journal.</p>

GCO: Students will be expected to start an Accounting System.

Worthwhile Tasks for Instruction and/or Assessment	Suggested Resources
<p>After studying Chapter 4, students will be able to:</p> <ul style="list-style-type: none">• define accounting terms related to analyzing transactions into debit and credit parts• identify accounting concepts, principles, and practices related to analyzing transactions into debit and credit parts• use T-accounts to analyze transactions showing which accounts are debited or credited for each transaction• recognize and check that debits equal credits for each transaction	<p><u>Century 21 Accounting</u> Student Workbook Chapters 4 and 5</p> <p>Teacher’s resource kit and guide</p>
<p>After studying Chapter 5, students will be able to:</p> <ul style="list-style-type: none">• define accounting terms related to recording business transactions in a combination journal• identify accounting concepts, principles, and practices related to recording transactions for a business organized as a sole proprietorship• record selected transactions in a combination journal• prove equality of debits and credits in a combination journal• prove cash• forward totals from one combination journal page to another• rule a combination journal page	

GCO: Students will be expected to start an Accounting System.

Specific Outcomes:	Elaboration - Instructional Strategies/Suggestions
<ul style="list-style-type: none">• understand the procedure of posting• define ledger• explain the purpose of the ledger• open ledger accounts• understand the 8-column work sheet• prepare the formal financial statements	<p>Discuss the purpose and importance of the ledger and the chart of accounts.</p> <p>Review the procedure for the ledger accounts.</p> <p>Demonstrate the process of posting the journal entries.</p> <p>Demonstrate the four uses of an 8-column work sheet:</p> <ul style="list-style-type: none">• trial balance• adjustments• income statements• balance sheet

GCO: Students will be expected to start an Accounting System.

Worthwhile Tasks for Instruction and/or Assessment	Suggested Resources
<p>After studying Chapter 6, students will be able to:</p> <ul style="list-style-type: none">• define accounting terms related to posting from a combination journal• identify accounting practices related to posting• prepare a chart of accounts for a small service business organized as a sole proprietorship• post amounts from a combination journal to a general ledger <p>After studying Chapter 7, students will be able to:</p> <ul style="list-style-type: none">• define accounting terms related to a work sheet• identify accounting concepts, principles, and practices related to a work sheet• plan adjustments for supplies and prepaid insurance• complete a work sheet for a service business organized as a sole proprietorship• identify selected procedures for finding and correcting errors in accounting records <p>After studying Chapter 8, students will be able to:</p> <ul style="list-style-type: none">• identify accounting concepts, principles, and practices related to financial statements• prepare an income statement using information from a work sheet of a service business organized as a sole proprietorship• prepare a balance sheet using information from a work sheet of a service business organized as a sole proprietorship	<p><u>Century 21 Accounting</u> Student Workbook Chapters 6, 7, and 8</p> <p>Teacher’s resource kit and guide</p>

GCO: Students will be expected to use an Accounting System.

Specific Outcomes:	Elaboration - Instructional Strategies/Suggestions
<ul style="list-style-type: none">• explain the purpose of adjusting and closing entries• explain the need and use of the income summary account• differentiate between permanent and temporary accounts• explain the post-closing trial balance• explain the posting trends of adjusting and closing entries• explain business banking	<p>Illustrate the journalizing and posting associated with adjusting and closing entries.</p> <p>Complete the post-closing trial balance.</p> <p>Invite a personal banking representative or personal financial consultant to class.</p> <p>Discuss current banking posting trends.</p> <p>Complete “Sail-Away” project manually.</p>

GCO: Students will be expected to use an Accounting System.

Worthwhile Tasks for Instruction and/or Assessment	Suggested Resources
<p>After studying Chapter 9, students will be able to:</p> <ul style="list-style-type: none">• define accounting terms related to adjusting and closing entries• identify accounting concepts, principles, and practices related to adjusting and closing entries• record and post adjusting entries for a service business organized as a sole proprietorship• record and post closing entries for a service business organized as a sole proprietorship• prepare a post-closing trial balance <p>After studying Chapter 10, students will be able to:</p> <ul style="list-style-type: none">• define accounting terms related to a current account and reconcile a bank statement• identify accounting concepts, principles, and practices related to a current account• prepare selected business forms related to a current account• prepare a bank statement reconciliation• record selected transactions related to a current account	<p><u>Century 21 Accounting</u> Student Workbook Chapters 9 and 10</p> <p>Teacher’s resource kit and guide</p> <p>Appendix</p> <ul style="list-style-type: none">• working papers for the business simulation (Sail Away)• chart of accounts

GCO: Students will be expected to use a computerized accounting program for a service business.

Specific Outcomes:	Elaboration - Instructional Strategies/Suggestions
<ul style="list-style-type: none"> • know accounting terminology related to an automated accounting system • understand accounting concepts, principles, and practices related to an automated accounting system. • demonstrate accounting procedures used in an automated accounting system 	<p>Using <u>Simply Accounting</u> demonstrate to students how to create the following:</p> <ul style="list-style-type: none"> • new file • new company • chart of accounts <p>Record opening balances for general ledger accounts. Verify the accuracy of opening entry by viewing a trial balance report.</p> <p>Using <u>Simply Accounting</u> demonstrate how to:</p> <ul style="list-style-type: none"> • enter a transaction • view and or print a financial statement <p>Encourage students to check a general journal entry each time they are posted to insure accuracy of account titles and amounts.</p>

GCO: Students will be expected to use a computerized accounting program for a service business.

Worthwhile Tasks for Evaluation and/or Assessment	Suggested Resources
<p>Relate terms to an automated accounting system.</p> <p>Have students complete a computerized business simulation (Sail Away) using <u>Simply Accounting</u>.</p>	<p><u>Century 21 Accounting</u> Teacher's resource kit and guide</p> <p><u>Simply Accounting</u> resources</p> <p>Appendix</p> <ul style="list-style-type: none">• working papers for the business simulation (Sail Away)• chart of accounts

GCO: Students will be expected to organize a merchandising business as a partnership.

Specific Outcomes:	Elaboration - Instructional Strategies/Suggestions
<ul style="list-style-type: none"> • know accounting terminology related to an accounting system • understand accounting concepts, principles, and practices related to an accounting system • demonstrate accounting procedures used in an accounting system 	<p>Any important concepts or terminology will be learned through classroom discussions, readings, and workbook activities.</p> <p>The teacher should emphasize prior concepts are fundamental for complex accounting procedures.</p> <p>Use visual aids to demonstrate how the journal used in merchandising can easily be expanded by the addition of more special columns. This teaching method enables students to see that an expanded combination journal is merely an enlargement of a five-column journal. Through discussion and demonstration, develop the expanded combination journal.</p> <p>Explain the uses and advantages of having a general ledger account for summarizing all Accounts Receivable and Accounts Payable. Relate these new general ledger accounts to the special Accounts Receivable Debit and Credit columns in the expanded combination journal. Also, point out the need for knowing the names and amounts due from customers and to vendors. This emphasis establishes the need for recording customers' names in the Account Title column of the expanded combination journal. Understanding should be reinforced when posting of the expanded combination journal is taught.</p> <p>Explain the reasons for separate ledgers for Accounts Receivable and Accounts Payable. Also, students should understand how the controlling accounts in the general ledger summarize all accounts in the subsidiary ledgers.</p> <p>Using visual aids demonstrate:</p> <ul style="list-style-type: none"> • opening and maintaining subsidiary ledger accounts • preparation of schedules of Accounts Payable and Account Receivable

GCO: Students will be expected to organize a merchandising business as a partnership.

Worthwhile Tasks for Evaluation and/or Assessment	Suggested Resources
<p>After studying Chapter 13, students will be able to:</p> <ul style="list-style-type: none">• define accounting terms related to purchases and cash payments for a merchandising business• identify accounting concepts, principles, and practices for a merchandising business• analyze transactions related to purchase and cash payments for a merchandising business• journalize purchases and cash payments <p>After studying Chapter 14, students will be able to:</p> <ul style="list-style-type: none">• define accounting terms related to sales and cash receipts• identify accounting concepts, principles, and practices related to sales and cash receipts for a merchandising business• analyze transactions related to sales and cash receipts for a merchandising business• journalize sales and cash receipts transactions in an expanded combination journal• total, prove, and rule an expanded combination journal <p>After studying Chapter 15, students will be able to:</p> <ul style="list-style-type: none">• define accounting terms related to posting ledgers• identify accounting practices related to posting ledgers• open accounts in subsidiary ledgers• post to general and subsidiary ledgers from a combination journal• prepare subsidiary schedules	<p><u>Century 21 Accounting</u> Student Workbook Chapters 13, 14, and 15</p> <p>Teacher's resource kit and guide</p>

GCO: Students will be expected to organize a merchandising business as a partnership.

Specific Outcomes:	Elaboration - Instructional Strategies/Suggestions
<ul style="list-style-type: none">• understand the 8-column work sheet for a merchandising business• prepare all the formal financial statements	<p>Demonstrate the four uses of an 8-column work sheet for a merchandising business:</p> <ul style="list-style-type: none">• trial balance• adjustments• income statements• balance sheet <p>Using visual aids demonstrate:</p> <ul style="list-style-type: none">• preparation of an 8-column work sheet• preparation of financial statements, journalizing, and posting of adjusting and closing entries• preparation of a post-closing trial balance

GCO: Students will be expected to organize a merchandising business as a partnership.

Worthwhile Tasks for Evaluation and/or Assessment	Suggested Resources
<p>After studying Chapter 16, students will be able to:</p> <ul style="list-style-type: none">• define accounting terms related to a work sheet for a merchandising business• identify accounting concepts, principles, and practices related to the use of a work sheet for a merchandising business• plan adjustments on a work sheet for a merchandising business• complete a work sheet for a merchandising business <p>After studying Chapter 17, students will be able to:</p> <ul style="list-style-type: none">• define accounting terms related to financial statements of a partnership• identify accounting concepts, principles, and practices related to financial statements of a partnership• prepare an income statement with a cost of merchandise sold section• prepare a distribution of net income statement• prepare a capital statement for a partnership• prepare a balance sheet for a partnership <p>After studying Chapter 18, students will be able to:</p> <ul style="list-style-type: none">• identify accounting concepts, principles, and practices related to adjusting and closing entries for a merchandising business• journalize and post adjusting entries for a merchandising business• journalize and post closing entries for a merchandising business• prepare a post-closing trial balance for a merchandising business	<p><u>Century 21 Accounting</u> Student Workbook Chapters 16, 17, and 18</p> <p>Teacher’s resource kit and guide</p>

GCO: Students will be expected to use a computerized accounting program.

Specific Outcomes:	Elaboration - Instructional Strategies/Suggestions
<ul style="list-style-type: none">expand accounting concepts, principles, and practices for a merchandising business organized as a partnership	<p>Using <u>Simply Accounting</u> demonstrate to students how to create the following:</p> <ul style="list-style-type: none">new filenew merchandising companychart of accounts for general ledgerset up vendor and customer accounts <p>Record opening balances for general ledger accounts. Link appropriate accounts.</p> <p>Verify the accuracy of opening entry by viewing a trial balance report.</p> <p>Demonstrate how to:</p> <ul style="list-style-type: none">enter a transactionview and/or print a financial statement <p>Encourage students to check a general journal entry each time they are posted to insure accuracy of account titles and amounts.</p>

GCO: Students will be expected to use a computerized accounting program.

Worthwhile Tasks for Evaluation and/or Assessment	Suggested Resources
<ul style="list-style-type: none">complete a computerized business simulation for a merchandising business	<p><u>Century 21 Accounting</u> Student Workbook. Pages 299-303</p> <p>Hardware plus reinforcement activity page 300</p> <p>Teachers's resources kit and guide</p> <p><u>Simply Accounting</u> software user manual</p>

