

El Monte Union High School District Course Outline

High School: Rosemead

Title: RMA Accounting

Transitional* _____ (Eng. Dept. Only)

Sheltered (SDAIE)* _____ Bilingual* _____

AP** _____ Honors** _____

Department: Business

Grade Level (s): 10

Semester _____ Year X

This course meets graduation requirements:

English

Fine Arts

Foreign Language

Health & Safety

Math

Physical Education

Science

Social Science

Elective

Department Cluster Approval Date

Year of State Framework Adoption: 2008

1. **Prerequisite(s):** Acceptance into the Restaurant Management Academy Program at Rosemead High School and freshmen level classes.
2. **Short description of course:** Students will learn the basic principles of Accounting such as debits and credits, journal entries, the accounting cycle, cash control systems, inventory, and financial statements for a small business with emphasis on the restaurant industry. Students will use QuickBooks in addition to a specialized restaurant management software (Chef Tec). The ChefTec program will allow students to enter detail information from invoices, recipes, nutrition information, orders/sales, and track inventory as well as assign prices to menu items and determine the profitability of any of the five cost centers as needed. ChefTech will interface with Quickbooks to allow students to see the overall financial status the Restaurant that is run at Rosemead High School. Both software programs, ChefTec and QuickBooks will run on a PC platform, which is in line with the business industry standards. Students will continue to learn and apply Keyboarding, Microsoft Word, Excel and PowerPoint throughout the course.
3. **ESLRS** (Expected School Wide Learning Results):

Academic achiever: Accounting for Restaurant students will apply critical academic skills in reading, writing, speaking, listening and computing skills. All academic achievers will apply these skills in completing assigned tasks in research projects, laboratory experiments leading to a comprehensive foundation in business theory and application.

Responsible citizens: Accounting for Restaurant students must learn social responsibility and ethics as it pertains to the restaurant business and its responsibility to society. Students will develop responsible attitudes as they learn cause and effect of their actions on society.

Proficient technology users: Accounting for Restaurant students will utilize computers in all aspects of their education. Students will develop resumes and write letter and memos using Microsoft Word; perform market

analysis utilizing ChefTec; produce financial statements using a Quickbooks and Microsoft Excel; and present financial and market research data using Microsoft PowerPoint.

Complex thinkers: Accounting for Restaurant students will incorporate problem solving skills in analyzing and solving complex business applications requiring new tasks and/or concepts such as customer relations, marketing, financing, management, career planning, and risk management.

Effective communicators: Students will work in groups creating an atmosphere where communication of all types is essential. Accounting for Restaurant students will be required to communicate effectively when conducting research projects on customers/employees management issues and presenting financial data.

Healthy Individuals: Students will learn to balance work and their personal lives by planning for their career, family and personal goals utilizing a working portfolio throughout the class utilizing school to career concepts in all units of the Accounting for Restaurant course.

4. Additional efforts/teaching techniques/methodology meeting the needs of English language learners:

The teacher will be sensitive to the various cultural and language needs of the students. A variety of teaching techniques will include demonstrations, videos, DVDs, collaborative learning groups and other visual or manipulative teaching tools. If available, students will be seated next to another student with similar language and ethnic backgrounds in order to enhance their learning environment.

5. Interdepartmental articulation process:

Interdepartmental meetings will be conducted weekly on a formal and informal basis within the community of Restaurant Management Academy teachers to integrate and coordinate curriculum and share ideas. Accounting for Restaurant will reinforce core competencies of English, Math, and Science as well as other departments as needed.

6. Integrate academic and vocational concepts utilizing work based learning/school to career concepts:

Students will develop academic skills in reading, writing, and computation in applying critical vocational skills in areas of human resource and business management skills, communication skills, and interpersonal skills. This course will provide students with the skills necessary to record and analyze financial data of a restaurant business. Students will have opportunities to research and conduct interviews with people in the restaurant industry. Networking opportunities potentially leading to job shadowing or part-time work while in school. Interaction with industry leaders will motivate students to pursue post secondary education leading to management positions within the restaurant management industry.

English: Students will read, write, listen and present information demonstrating their mastery of the course content. They will also communicate effectively with customers, suppliers, advertisers, bank officers, and employees within the restaurant management industry.

Math: Students will utilize various math competencies constructing financial statements and other relevant data analysis in costing and analyzing profit profits.

Foreign Language: French, German, Spanish, and Chinese languages are used extensively when communicating with suppliers, customers, and other employees in our global market economy. These

language foundations will be incorporated in various units.

7. **Materials of Instruction** (Note that materials of instruction for English language learners are required and should be listed below.)

A. **Textbook(s)** and Core Reading(s): Century 21 Southwestern Accounting by Gilbertson, Lehman, and Ross. Thomson-Southwestern Publishing, 2006

B. **Supplemental Materials and Resources:** ChefTech software for Restaurant Management; Quickbooks for Computerized Accounting; Intro to Business, 6th Edition, by Dlabay, Burrow, and Egglund. Thomson-Southwestern Publishing, 2006; magazines; interviews with community members; guest speakers; Internet searches.

C. **Tools, Equipment, Technology, Manipulative, Audio**

Visual: VCR, computer, printer, LCD projector, and other software as needed for presentation and research.

8. **Objectives of Course; Unit Detail; References to State Frameworks; Student Performance Standards; Evaluation/Assessment/Rubrics; Minimal attainment for students to Pass.**

Unit 1. The Accounting Cycle for a Service Business Organized as a Sole Proprietor (60 days)

A. **Overview:** This unit explains the role and purpose of the accounting system and the various steps in the accounting cycle. Quickbooks and ChefTec will be used to record real data from Rosemead High School's restaurant as part of the Restaurant Management Academy (RMA).

B. **Sections:**

Starting a Proprietorship: Changes that Affect the Accounting Cycle – Students will understand the Accounting Equation and how business activities and transactions affect the accounting equation.

Analyzing Transactions into Debit and Credit Parts – Students will learn to use T accounts and how to analyze transactions using T accounts.

Recording and Posting Transactions in a General Journal – Students will prepare journal entries using source documents and post from a General Journal to a General Ledger.

Cash Control Systems – Students will learn how to maintain control over cash and perform bank reconciliations.

Prepare Financial Statements – Students will create worksheets, extend Financial Statement information on a worksheet, and produce Income Statement and Balance Sheet information.

Recording Adjusting and Closing Entries – Students will prepare adjusting entries, closing entries, and a post-closing trial balance.

C. Standards: Foundations .0, 2.0, 5.0, 7.0, 8.0 and Accounting Services Pathway A, B, and C.

- D. Performance Standards:
Participate in all classroom activities and research assignments.
- E. Evaluation/assessment/rubrics
Chapter Assignments, Quizzes/Tests, Portfolio
- F. Minimal Attainment
60% of all assignments, tests and activities

Unit 2. Accounting for a Merchandising Business Organized as a Corporation (45 days)

- A. Overview: Special Journals (Sales, Purchases, Cash Receipts, and Cash Payments Journals) and Posting to Subsidiary Ledgers will be introduced in this unit.
- B. Sections:
Journalizing Purchases, Cash Payments, Sales and Cash Receipts using Special Journals – Students will utilize four special journals to account for transactions in a merchandising business.

Posting to General and Subsidiary Ledgers – Students will understand the process of posting to the Accounts Payable and Accounts Receivable ledgers as well as posting from Journals to a General Ledger and posting Special Journal totals to a General Ledger.

Payroll Accounting and Payroll Records – Students will learn the major activities common to payroll such as preparing timecards, tax withholding, records, checks; recording, reporting, and paying payroll taxes and withholding payroll taxes.

Financial Statements for a Corporation– Students will create worksheets, extend Financial Statement information on a worksheet, and produce Income Statement, a Statement of Stockholder's Equity, and a Balance Sheet.

Recording Adjusting and Closing Entries – Students will prepare adjusting entries, closing entries, and a post-closing trial balance.

- C. Standards: Foundations 1.0, 2.0, 3.0, 7.0, 8.0, 9.0 and Accounting Services Pathway A, B, and C.
- D. Performance Standards:
Participate in all classroom activities and research assignments.
- E. Evaluation/assessment/rubrics
Chapter Assignments, Quizzes/Tests and Portfolio
- F. Minimal Attainment
60% of all assignments, activities and tests

Unit 3. Adjustments and Valuation (25 days)

- A. Overview: Students will learn to account for Uncollectible Accounts Receivable, Plant Assets and Depreciation, Inventory, Notes and Interest, and Accrued Revenue and Expenses.

B. Sections:

Uncollectible Accounts Receivable – Students will determine what constitutes receivables deemed uncollectible and writing it off.

Plant Assets and Depreciation – Students will learn about buying plant assets and paying property taxes, calculate and recording depreciation expense, and disposing of assets.

Inventory – Students will understand Cost of Merchandise Sold and inventory valuation and quantity of merchandise inventory.

Notes and Interest – Using “Bank of America” as an example, students will learn about Promissory Notes, Notes Payable and Notes Receivable.

Accrued Revenue and Expenses – Students will use “USA Today” as a real world example to comprehend when and how to book and adjust for accruals of revenue and expenses.

C. Standards: Foundation 1.0, 2.0, 4.0 thru 7.0, 9.0, 10.0 Accounting Services Pathway A, B, and C.

D. Performance Standards:

Participate in all classroom activities and research assignment

E. Evaluation/assessment/rubrics: Chapter Assignments, Quizzes/Tests, and Portfolio

F. Minimal Attainment

60% of all assignments, activities and tests

Unit 4. Business in a Micro Economic Environment-“Intro to Business” Textbook (35 days)

A. Overview: Students will learn about specialized operations areas of business and how technology affects those operations. Students will utilize Microsoft Office Word and Excel extensively in this section.

B. Sections:

Marketing – Students will receive information on how goods and services are planned, promoted, distributed, and sold to customers.

Business and Technology – Students will learn about computers and other technology applications in business. Students will apply technology skills throughout the semester keyboarding applications using Microsoft Word, Excel and PowerPoint for class assignment, projects and portfolios. This will allow the student to obtain technology credit (5) toward graduation.

Financial Management – Financial planning and decision-making and the financial records used by businesses will be discussed.

Production and Business Operations – Students will study the forms of production and how businesses complete production planning. They will also learn about tools and procedures for managing business operations.

Risk Management – Students will learn about the types of risks that businesses encounter, how insurance helps protect against losses, and other ways businesses reduce and manage risks.

- C. Standards: Foundation 1.0, 2.0, 4.0, 5.0, 6.0, 7.0, 9.0, 10.0 Accounting Services Pathway B and C.
- D. Performance Standards:
Participate in all classroom activities and research assignment
- E. Evaluation/assessment/rubrics: Chapter Assignments, Quizzes/Tests, and Portfolio
- F. Minimal Attainment
60% of all assignments, activities and tests

Unit 5. Personal Financial Management-Intro to Business” Textbook (35 days)

- A. Overview: Students will learn about personal business skills including consumer buying, money management, banking, consumer credit, saving and investing, and insurance.
- B. Sections:
Consumers in the Global Economy – The basics of buying and consumer rights and responsibilities will be covered.

Money Management and Financial Planning – Students will learn the basics of budgeting and personal financial planning.

Banking and Financial Services – Students will learn the importance and application of savings, payment, and other banking services.

Consumer Credit – The types of credit along with the wise use of credit will be the main focus in this section.

Savings and Investment Strategies – Students will learn the importance of savings plans, stocks, bonds, mutual funds, real estate, and other investment alternatives.

Insurance – Students will learn the importance of motor vehicle, home, life, and health insurance coverage.

- C. Standards: Foundations 1.0, 2.0, 5.0, 6.0, 7.0, 10.0, 11.0 Accounting Services Pathway B and C.
- D. Performance Standards:
Participate in all classroom activities and research assignments
- E. Evaluation/assessment/rubrics:
Chapter assignments, Quizzes/Tests and Portfolio
- F. Minimal Attainment
60% of all assignments, activities and tests