

El Monte Union High School District

COURSE OUTLINE

High School DISTRICT

Title: Accounting I P
 Transitional* ____Eng.Cluster Only)
 Sheltered (SDAIE)* __Bilingual*__
 AP** _____ Honors** _____
 Department: Business and Marketing
 Grade Level (s): 10-12
 Semester () Year (X)

- This course meets graduation requirements:
- () English
 - () Fine Arts
 - () Foreign Language
 - () Health & Safety
 - () Math
 - () Physical Education
 - () Science
 - () Social Science
 - (X) Elective

Department/Cluster Approval	Date

Year of State Framework Adoption: 2005

*Instructional materials appropriate for English language learners are required.

**For AP/Honors course attach a page describing how this course is above and beyond a regular course. Also, explain why this course is the equivalent of a college level class.

1. Prerequisite(s):

Algebra 1 and Business Technology Core with a grade of “C” or better

2. Short description of course which may also be used in the registration manual:

The focus of Accounting I is to introduce students to the fundamental concepts of accounting--the language of business. Students will understand the basic accounting principles and procedures affecting today’s businesses. They are expected to record, analyze, and interpret accounting data for a service business organized as a sole proprietorship and merchandising business organized as a partnership and a corporation. They will work with journals, ledgers, financial reports, and payroll records. Throughout the course, students will learn how to make connections between accounting data and sound business decisions. In addition, students will be exposed to financial literacy through participation in the Stock Market Game and various lessons from the National Endowment for Financial (NEFE) High School Financial Planning Program.

Course Goals:

- a). Students attain the fundamental principles of accounting for personal and/or business use.
- b). Students are trained for entry-level positions in bookkeeping/accounting field upon high school graduation.

- c). Students are better prepared to continue advanced studies in accounting at post-secondary institutions.

3. Describe how this course integrates the schools ESLRS (Expected Schoolwide Learning Results):

All accounting students are expected to apply critical thinking skills and problem solving skills as they complete application problems and cases. (*Apply Academic Skills.*) They demonstrate their computation skills by working on various projects and simulations. Technology such as computers are used to maintain accounting records and prepare financial reports. (*Utilize technology as a tool. Apply career readiness skill.*) As students work in groups to solve problems, teamwork is fostered to reinforce interpersonal skills. (*Apply Personal & Interpersonal Skills.*) Since teams are formed among various ethnic groups, students learn to work in a culturally diverse environment. (*Show respect for diversity.*) Personal skills are practiced by students as all assignments are expected to be completed in a timely manner and of the highest quality.

4. Describe the additional efforts/teaching techniques/methodology to be used to meet the needs of English language learners:

Students are instructed using various techniques such as small group discussions, mini lectures, computer presentations, demonstration, and one-on-one tutoring.

5. Describe the interdepartmental articulation process for this course:

Since the objectives of Accounting I expect students to read, write, and calculate financial data, students must apply their knowledge in language arts and math to complete assignments and projects. In addition, students are exposed to financial concepts as they learn about banking and investing process.

6. Describe how this course will integrate academic and vocational concepts, possibly through connecting activities. Describe how this course will address work-based learning/school to career concepts:

This class combines business concepts with hands-on activities and simulation. Therefore, students are expected to integrate their academic knowledge with vocational principles to complete assignments and projects. Through the course of the year, students are able to make connection between what they learn in core areas and translate these knowledge to real life scenarios in career technical education classes, which would provide the relevancy for mastering core subjects.

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

A. Textbook(s) and Core Reading(s):

Century 21 Accounting 7th Edition by Swanson, Ross, Gilbertson, Lehman & Hanson, South-Western/ITP, 2000.

B. Supplemental Materials and Resources:

Century 21 Accounting 9th Edition by Claudia Bienias Gilbertson and Mark w. Lehman, South-Western/Cengage Learning, 2009.

Century 21 Accounting Working Papers

Creating the Band-an Accounting Simulation by Beth Kane, Thomson South-Western, 2006.

Microsoft Office 2007, Windows Vista Edition, Illustrated Series by Beskeen, Cram, Duffy, Friedrichsen, Reding, Course Technology Cengage Learning, 2008.

MicroType 4 Keyboarding and 10-Key Software by South-Western Learning, 2006.

Websites: www.aicpa.org

www.stockmarketgame.org

www.news.google.com

C. Tools, Equipment, Technology, Manipulatives, Audio-Visual:

- Overhead/LCD Projector
- Laser Printers
- DVD Equipment
- Personal Computers

8. Objectives of Course and Student Performance Standards.

A. Objectives of Course	B. Student Performance Standards
<p>Upon completion of this course, students will be able to :</p> <ul style="list-style-type: none">• Describe and apply generally accepted accounting principles.• Demonstrate and apply appropriate accounting cycle procedures for both a service business and merchandising business through closing the books for a sole proprietorship, a partnership, and a corporation.• Prepare bank reconciliation.• Establish and maintain petty cash .• Identify cash control techniques.• Create and maintain subsidiary ledgers for accounts receivable and payable.• Describe and apply basic payroll theory and procedures, including withholding and tax reporting.• Prepare financial statements such as income statement, distribution of net income statement, owners' equity statement, and balance sheet.• Maintain accounting records in an automated system.• Understand the basics of investment through participation in the Stock Market Game.	<p>Students are expected to attain mastery in the following topics:</p> <ul style="list-style-type: none">• Accounting Cycle• Accounting Principles• Cash Management• Payroll• Receivables and Payables• Financial Statement• Computerized Accounting using spreadsheet application software

C. Unit of Study

- Chapter 1 – Starting a Proprietorship
 - 1.1 The Accounting Equation
 - 1.2 How Business Activities Change the Accounting Equation
 - 1.3 Reporting Financial Information on a Balance Sheet
- Chapter 2 – Starting a Proprietorship Changes That Affect Owner’s Equity
 - 2.1 How Transactions Change Owner’s Equity in an Accounting Equation
 - 2.2 Reporting Financial Information on a Balance Sheet
- Chapter 3 – Analyzing transactions into Debit and Credit Parts
 - 3.1 Using T Accounts
 - 3.2 Analyzing How Transactions Affect Accounts
 - 3.3 Analyzing How Transactions Affect Owner’s Equity Accounts
- Chapter 4 – Recording Transactions in a General Journal
 - 4.1 Journals, Source Documents, and Recording Entries in a Journal
 - 4.2 Journalizing Buying Insurance, buying on Account, and Paying on Account
 - 4.3 Journalizing Transactions That Affect Owner’s Equity Accounts
- Chapter 5 – Posting from General Journal to a General Ledger
 - 5.1 Preparing a Chart of Accounts
 - 5.2 Posting from a General Journal to a General Ledger
 - 5.3 Completed General Ledger, Proving Cash, and Making Correcting Entries
- Chapter 6 – Cash Control Systems
 - 6.1 Checking Accounts
 - 6.2 Bank Reconciliation
 - 6.3 Dishonored Checks and Electronic Banking
 - 6.4 Petty Cash
- Chapter 7 – Work Sheet for a Service Business
 - 7.1 Creating a Work Sheet
 - 7.2 Planning Adjusting Entries on a Work Sheet
 - 7.3 Extending Financial Statement Information on a Work Sheet
- Chapter 8 – Financial Statements for a Proprietorship
 - 8.1 Preparing an Income Statement
 - 8.2 Preparing a Balance Sheet
- Chapter 9 – Recording Adjusting and Closing Entries for a Service Business
 - 9.1 Recording Adjusting Entries
 - 9.2 Recording Closing Entries
 - 9.3 Preparing a Post-Closing Trial Balance
- Chapter 10 – Journalizing Purchases and Cash Payments Using Special Journals
 - 10.1 Journalizing Purchases Using a Purchases Journal
 - 10.2 Journalizing Cash Payments Using a Cash Payments Journal
 - 10.3 Performing Additional Cash Payments Journal Operations
 - 10.4 Journalizing Other Transactions Using a General Journal
- Chapter 11 – Journalizing Sales and Cash Receipts Using Special Journals
 - 11.1 Journalizing Sales Using a Sales Journal
 - 11.2 Journalizing Cash Receipts Using a Cash Receipts Journal

- Chapter 12 – Posting to General and subsidiary Ledgers
 - 12.1 Posting to an Accounts Payable Ledger
 - 12.2 Posting to an Accounts Receivable Ledger
 - 12.3 Posting from Journals to a General Ledger
 - 12.4 Posting Totals to a General Ledger
- Chapter 13 – Preparing Payroll Records
 - 13.1 Preparing Payroll Time Cards
 - 13.2 Determining Payroll Tax Withholding
 - 13.3 Preparing Payroll Records
 - 13.4 Preparing Payroll Checks
- Chapter 14 – Payroll Accounting, Taxes, and Reports
 - 14.1 Recording a Payroll
 - 14.2 Recording Employer Payroll Taxes
 - 14.3 Reporting Withholding and Payroll Taxes
 - 14.4 Paying Withholding and Payroll Taxes
- Chapter 15 – Work Sheet for a Merchandising Business
 - 15.1 Beginning an 8-Column work Sheet for a Merchandising Business
 - 15.2 Analyzing and Recording Work Sheet Adjustments
 - 15.3 Completing Work Sheets
- Chapter 16 – Financial Statements for a Partnership
 - 16.1 Income Statement
 - 16.2 Component Percentages
 - 16.3 Distribution of Net Income and Owners' Equity Statements
 - 16.4 Balance Sheet
- Chapter 17 – Recording Adjusting and Closing Entries for a Partnership
 - 17.1 Recording Adjusting Entries
 - 17.2 Recording Closing Entries for Income Statement Accounts
 - 17.3 Recording Additional Closing Entries
 - 17.4 Preparing a Post-Closing Trial Balance
- Chapter 18 – Recording Purchases and Cash Payments
 - 18.1 Recording Purchases on Account Using Purchases Journal
 - 18.2 Recording Purchases in a Cash Payment Journal
 - 18.3 Journalizing Petty Cash and Posting Using a Cash Payment Journal
 - 18.4 Recording Purchases Returns and Allowances
- Chapter 19 – Recording Sales and Cash Receipts
 - 19.1 Recording Sales on Account Using a Sales Journal
 - 19.2 Recording Cash Receipts Using a Cash Receipts Journal
 - 19.3 Recording Transactions Using a General Journal
 - 19.4 Recording International Sales
- Chapter 20 – Accounting for Uncollectible Accounts Receivable
 - 20.1 Estimating and Recording Uncollectible Accounts Expense
 - 20.2 Writing Off and Collecting Uncollectible Accounts Receivable
- Chapter 21 – Accounting for Plant Assets and Depreciation
 - 21.1 Buying Plant Assets and Paying Property Tax
 - 21.2 Calculating Depreciation Expense
 - 21.3 Journalizing Depreciation Expense
 - 21.4 Disposing of Plant Assets
 - 21.5 Declining-Balance Method of Depreciation

Activities and Projects

All activities are provided by the accounting workbook, simulated practice sets, computer projects, and teacher-made worksheets.

Additional Key Assignments:

Case Study – Sharon Morris records all cash receipts as revenue and all cash payments as expenses. Is Ms. Morris recording her cash receipts and cash payments correctly? Prepare a memorandum to the instructor to explain your recommendation for Ms. Morris. (1 Page--the intent is for students to distinguish different types of payments and receipts.)

Case Study -- During the summer, Willard Kelly does odd job to earn money. Mr. Kelly keeps all his money in a single checking account. He writes checks to pay for personal items and or business expenses. These payments include personal clothing, school supplies, gasoline for his car, and recreation. Mr. Kelly uses his check stubs as his accounting records. Is Mr. Kelly's accounting procedures and records correct? Explain your response in a one-page memo to the instructor. (The intent is for students to reiterate the accounting concept of Business Entity and the importance of keeping personal and business records separate.)

Case Study — Dorset Company decides to establish a \$100.00 petty cash fund and limit payments to \$20.00 or less. The manager, Roy Evans, suggests a petty cash fund of \$3,000.00 limited to payments of \$50.00 or less. Mr. Evans claims this limit will help him avoid writing so many checks. Do you agree with Ms. Dorset or Mr. Evans?

Case Study – Accuracy is of critical importance in accounting. Most employees who are responsible for maintaining accounting records value accuracy and completeness. Accounting employees work very hard to avoid errors and to correct any errors that do get made. Other employees within a business and other people who have contact with a business also value accurate accounting records.

- ✓ Other than accounting employees, who are some of the other people who expect and require accurate accounting records?
- ✓ Why is accounting accuracy important to these people?
- ✓ How tolerant should people be of mistakes?
- ✓ Are a small number of mistakes acceptable?
- ✓ Are mistakes involving small amounts—for example, just a few cents—acceptable? Or should it be expected that accounting records are completely accurate?

Reflection -- Accounting procedures can be complicated and time consuming. However, completing accounting work in a timely fashion is very important to business operations and decision making. Completing a work sheet, preparing financial statements, and journalizing and posting adjusting and closing entries are referred to as end-of-fiscal-period activities. How important is it for end-of-fiscal-period activities to be completed soon after a fiscal period ends? Why do accounting employees often work long hours and weekends just before and just after a fiscal period ends? Explain in a memo to the instructor. (The intent is to get students to think about the role that accounting information plays in management's strategic plan and how crucial it is for management to have up-to-date information prior to making decisions for the company.)

REINFORCEMENT ACTIVITY – The Fitness Center is a culminating activity to reinforce all concepts learned from Chapter 1 through Chapter 9. Students are expected to journalize and post transactions for the month of May, reconcile a bank statement, complete a work sheet at the end of May, prepare an income statement and balance sheet, journalize and post adjusting and closing entries, and prepare a post-closing trial balance to begin the accounting cycle anew for the next fiscal period.

Financial Investment Unit

Students will be grouped into teams and given the rules of the Stock Market Game. As a team, students will select companies that they will be investing in for 10 weeks. The objective is to earn money beyond the starting

point of \$100,000.00. Students must first do online research about the companies that they are interested in and then learn the language of investing such as stock quote, ticker symbols, diversification, bonds, mutual funds, dividends, etc. Next, they will make their initial trade to start their portfolios. Then they will determine either buy, sell, or hold their portfolios for a duration of 10 weeks. At the conclusion of the game, students will use Excel to graph their earnings or losses and write a report to reflect their experience in the game. This unit is infused throughout one semester and intended as exposure to the world of financial investment.

Case Study – Charles Davis owns and operates an antique shop in a downtown shopping area. Because of a shopping mall that has opened in one of the suburbs, the antique shop’s business has been declining. Mr. Davis has an opportunity to move the business to the shopping mall. Additional capital, however, is required to move and operate the business in a new location. The local bank has agreed to lend the money needed. The business hours would be extended at the new location. The business would also be open seven days a week. The extended hours plus the expected increase in business would require the hiring of one additional employee. Mr. Davis has been contacted by Kathryn Harmon, a person with similar merchandising experience, who would like to become a partner. As an alternative to borrowing cash, Ms. Harmon would provide the capital necessary to move the business to the new location. For the capital provided, Ms. Harmon would share equally in the net income or loss of the business. Ms. Harmon would also share equally in the operation of the business. Should Mr. Davis borrow the money from the bank or bring in a partner? Explain your answer.

Case Study – Not All credit customers pay on time. It is the accounting department’s duty to keep track of sales on account and receipts of payment. Write a first-notice letter to a customer who has not yet paid an amount due. Emphasize your business’s need to receive payment but still attempt to preserve a long-term relationship with the customer.

Case Study -- A banker has recommended that Mueller Construction Company open a second checking account. The company would write payroll checks on the new checking account. The company’s 50 employees are currently paid with checks written on its general checking account. Do you agree with the banker’s recommendation? Explain your reason in a memo to the instructor. (One page -- the intent is for students to start thinking about potential frauds and how to prevent unfortunate incidents from occurring.)

Business Simulation -- Reinforcement Activity 2: Students are to perform ClearView Optical’s accounting work for the last month of a yearly fiscal period. They are expected to journalize transactions to preparing financial statements and end with adjusting and closing entries pertaining to a merchandising business. Students are given opportunities to demonstrate their comprehension of how all accounting concepts are tied together in the real world to keep the business operating year-round.

Computerized Business Simulation -- Creating the Band. Students are to perform accounting tasks for a new and upcoming band. They will record transactions from leasing office space to selling CDs and performing shows in different venues. Financial statements are prepared at the end of the simulation and profits are divided among the five partners. Students get a “real feel” of what it is liked to work part-time for a music company.

Evaluation/Assessment/Rubrics.

Students will be assessed based on a variety of assessment tools such as teacher-made tests quizzes, textbook chapter tests, workbook assignments, practice sets, and simulations. Criteria are as follow:

Examination (chapter tests, quizzes, and final exam)	60%
Assignments (homework, projects, and simulations)	40%

Grade Scale

90 - 100	A
89 - 80	B
79 - 70	C
69 - 60	D
Below 60	F

C. Minimal Attainment (Required to Pass):

In all assignments and projects, students are expected to achieve 70% minimum grade in quantity and quality of work.

State Framework:

Standards used in this course outline follow the California CareerTechnical Education Model Curriculum Standards published by the California Department of Education, 2005.

A. Accounting Services Pathway

A1.0 Students understand the basic principles and procedures of the accounting cycle.

A1.1 Understand the accounting cycle for service businesses and merchandise businesses.

A1.2 Examine, analyze, and categorize financial transactions.

A1.3 Complete the accounting cycles for a service business and a merchandise business.

A1.4 Prepare, analyze, and interpret financial statements for various business entities.

A2.0 Students understand and apply accounting principles and concepts.

A2.1 Understand how to identify current and long-term assets and liabilities.

A2.3 Understand the processes involved in revenue recognition and in matching of income and expense..

A2.4 Know the procedures for the acquisition, disposition, and depreciation of fixed assets.

A2.5 Use basic concepts of financial analysis to interpret financial statements.

A2.6 Know payroll procedures.

A3.0 Students understand governing agencies and the typical development and structure of various business environments:

A3.1 Understand the major types of business organizations and the risks and benefits of each.

A4.0 Students understand how the basic principles of internal control systems relate to the accounting cycle.

A4.1 Understand a variety of internal control measures.

A4.2 Know cash management techniques..

A1.3 Understand the role of managerial accounting.

A1.4 Understand how planning and control principles are used to evaluate the performance of an organization.

ACCOUNTING 1 PACING PLAN

SPECIFIC COURSE OBJECTIVES	UNITS OF STUDY	TIME
a). Define accounting terms and concepts for a service business organized as a sole proprietorship	Chapter 1 - 3	4 weeks
b). Classify accounts as assets, liabilities, and owner's equity and demonstrate their relationships in the accounting equation.	Chapter 1 - 3	--
c). Define the accounting equation and analyze how transactions related to starting a service business affect accounts in the accounting equation.	Chapter 1 - 3	--
d). Prepare a balance sheet for a service business organized as a proprietorship.	Chapter 1 - 3	--
e). Analyze changes in an accounting equation that affect owner's equity for a service business.	Chapter 1 - 3	--
f). Identify accounting practices related to analyzing transaction into debit and credit parts.	Chapter 1 - 3	--
g). Identify accounting concepts and practices related to journalizing transactions in the two-column general journal.	Chapter 4	1½ week
h). Prepare a chart of accounts for a service business.	Chapter 5	2 week
i). Identify accounting concepts and practices related to posting from a general journal to a general ledger.	Chapter 5	--
j). Define accounting terms and identify practices related to using a checking account.	Chapter 6	1½ week
k). Establish and maintain a checking account and reconcile a bank statement.	Chapter 6	--
l). Establish and maintain the petty cash fund.	Chapter 6	--
m). Identify accounting concepts and practices related to completing a work sheet for a service business.	Chapter 7	2 week
n). Prepare financial statements such as income statement and balance sheet for a service business.	Chapter 8	2 week
o). Record adjusting and closing entries for a service business.	Chapter 9	2½ weeks
p). Prepare a post-closing trial balance for a service business.	Chapter 9	--
q). Describe and demonstrate the steps of the accounting cycle for a service business organized as a proprietorship.	Reinforcement Activity 1	2 weeks
r). Define accounting terms and concepts related to purchases and cash payments for a merchandising business organized as a partnership.	Chapter 10	1½ weeks
s). Define accounting terms and concepts related to sales and cash receipts for a merchandising business organized as a partnership.	Chapter 11	1½ weeks
t). Identify accounting practices related to posting to general and subsidiary ledgers.	Chapter 12	2 weeks
u). Identify accounting practices related to payroll records, prepare payroll register, and maintain employees' earnings record.	Chapter 13	2 weeks
v). Identify accounting concepts and practices related to payroll accounting, taxes, and reports.	Chapter 14	1½ week
w). Identify accounting concepts and practices related to preparing a work sheet for a merchandising business.	Chapter 15	1½ week
x). Identify accounting concepts and practices related to preparing financial statements for a merchandising business organized as a partnership.	Chapter 16	2½ week
y). Identify accounting procedures for adjusting and closing entries for a merchandising business organized as a partnership.	Chapter 17	2 weeks
z). Learn spreadsheet basics and how to apply spreadsheet skills to maintaining an automated accounting system.	Teacher Packet Infused throughout the school year	1 week

aa). Establish and maintain an automated accounting system for service and merchandising businesses.	Reinforcement Activity 2 / Creating the Band	2 weeks
ab). Learn the 10-key touch type method.	MicroType	1 week
ac). Identify accounting concepts and practices related to purchases and cash payments.	Chapter 18	1 week
ad). Identify accounting concepts and practices related to sales and cash receipts.	Chapter 19	1 week
ae). Identify accounting concepts and practices related to uncollectible accounts.	Chapter 20	1 week
af). Identify accounting concepts and practices related to accounting for plant assets and depreciation	Chapter 21	1 week