

Course Title:	Content Area:	Grade Level:	Credit (if applicable)
Accounting 1 (Articulated with CSCU at Tunxis)	Business (CTE)	10th -12th	1.0 BPS High School Credit (Optional CT State Colleges & Universities Concurrent Enrollment Credit)

Course Description:
 This course is highly recommended for all students who wish to pursue a degree in any area of business in college. Students receive an introduction to basic accounting concepts and principles with an emphasis on their practical application: recording, classifying, and summarizing financial information that flows within a business enterprise. The accounting cycle is examined within the areas of sales, purchases, cash, receivables, and payroll.

Aligned Core Resources:	Connection to the <i>BPS Vision of the Graduate</i>
Cengage <i>Century 21 Accounting, General Journal</i> <i>College Accounting, A Practical Approach</i> MBA Research Standards: Accounting Pathway https://www.mbaresearch.org/wp-content/uploads/2022/10/Finance-Cluster_all.pdf	<p>Meaningfully contribute to a global society</p> <p>COLLABORATION</p> <ul style="list-style-type: none"> • Demonstrates ability to work effectively and respectfully with diverse teams • Exercise flexibility and willingness to be helpful in making necessary compromises to accomplish a common goal • Assume shared responsibility for collaborative work and value the individual contributions made by each team member <p>SOCIAL AND CROSS-CULTURAL SKILLS</p> <ul style="list-style-type: none"> • Leverage social and cultural differences to create new ideas and increase both innovation and quality of work <p>Effectively communicate in a global society</p> <p>COMMUNICATION</p> <ul style="list-style-type: none"> • Articulates thoughts and ideas effectively using oral, written and nonverbal communication skills in a variety of forms and contexts • Utilize multiple media and technologies, and know how to judge their effectiveness as well as assess their impact <p>INFORMATION LITERACY</p> <ul style="list-style-type: none"> • Evaluate information critically and competently • Use information accurately and creatively for the issue or problem at hand • Manage the flow of information from a wide variety of sources <p>Successfully employ skills for self-sufficiency</p> <p>FINANCIAL LITERACY</p> <ul style="list-style-type: none"> • Know how to make appropriate personal economic choices <p>Demonstrate Academic Knowledge and Skills</p> <p>CONTENT MASTERY</p> <ul style="list-style-type: none"> • Develop and draw from a baseline understanding of knowledge in academic disciplines from our Bristol curriculum <p>CRITICAL THINKING AND PROBLEM SOLVING</p> <ul style="list-style-type: none"> • Collect, assess and analyze relevant information • Reason effectively. Use systems thinking • Make sound judgements and decision. Identify, define and solve authentic problems and essential questions. • Reflect critically on learning experience, processes and solutions • Transfer knowledge to other situations

Additional Course Information: Knowledge/Skill Dependent courses/prerequisites	Link to <i>Equity Audit</i>
GPA of 2.0 or higher for concurrent enrollment eligibility	Equity Curriculum Review - Accounting 1

Standard Matrix	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8
Performance Elements								
Financial Analysis (FI) <i>Understands tools, strategies, and systems used to maintain, monitor, control, and plan the use of financial resources</i>								
Classify, record, and summarize data to produce needed financial information.	X	X		X	X	X	X	X
Maintain cash controls to track cash flow			X					
Perform accounts payable functions to record, control, and disburse payments to vendors.	X	X					X	

Perform accounts receivable functions to record, control, and collect payments due from the sale of goods and services.	X	X					X	
Perform accounting functions specific to a corporation to classify, record, and summarize corporate data.	X	X			X		X	
Produce financial reports to communicate the results of business activity.				X	X			
Utilize managerial accounting methods to track, record, and analyze business costs.				X	X			

Unit Links
Unit 1 - Debits and Credits
Unit 2 - General Journal and General Ledger
Unit 3 - Cash Control Systems
Unit 4 - The Worksheet
Unit 5 - Financial Statements
Unit 6 - End-of-Fiscal Period for a Proprietorship
Unit 7 - Special Journals and Subsidiary Ledgers
Unit 8 - End-of-Fiscal Period for a Corporation

Unit Title:			
Unit 1 - Debits and Credits			
Relevant Standards:			
<ul style="list-style-type: none"> Classify, record, and summarize data to produce needed financial information. Perform accounts payable functions to record, control, and disburse payments to vendors. Perform accounts receivable functions to record, control, and collect payments due from the sale of goods and services. Perform accounting functions specific to a corporation to classify, record, and summarize corporate data. 			
Essential Question(s):		Enduring Understanding(s):	
<ol style="list-style-type: none"> What is Accounting? What is the Accounting Equation? What are T accounts and how are they used in analyzing transactions? What are the rules of debits and credits? 		<ol style="list-style-type: none"> Accounting is the language of business. The accounting equation is: Assets = Liabilities + Owner's Equity. It must always remain in balance. T-Accounts are tools that accountants use to analyze changes to accounts. All accounts increase on the normal balance side and decrease on the side opposite the normal balance side. 	
Demonstration of Learning:		Pacing for Unit	
<ul style="list-style-type: none"> Students will be able to complete a problem in which they determine how transactions will affect the accounting equation. Students will be able to demonstrate correctly analyzing transactions into debit and credit parts utilizing t-accounts. 		9 Block Periods	
Family Overview (link below)		Integration of Technology:	
Unit 1. Family Overview		Scientific Calculator, Google Sheets	
Unit-specific Vocabulary:		Aligned Unit Materials, Resources, and Technology (beyond core resources):	
accounting, accounting system, financial statements, asset, liability, equity, service business, proprietorship, business plan, GAAP, equities, owner's equity, accounting equation, transaction, account, account title, account balance, capital account, creditor, revenue, sale on account, expense, withdrawals. T-account, debit, credit, normal balance, chart of accounts, accounts payable, accounts receivable		N/A	
Opportunities for Interdisciplinary Connections:		Anticipated misconceptions:	
<ul style="list-style-type: none"> Students will apply math skills to calculate a Net Worth Statement. Students will apply math skills to balance the Accounting Equation. 		<ul style="list-style-type: none"> "If you like math you will be good at accounting." Debit refers only to a debit card. Credit refers only to a credit card. If you are good at mathematics, you will be good at accounting. 	
Connections to Prior Units:		Connections to Future Units:	
Students must be able to follow and commit to memory complex, multi-step procedures.		The Accounting Equation is the foundation for all of the work that will continue throughout this course.	
Differentiation through <i>Universal Design for Learning</i>: UDL Indicator and suggested teacher action(s)			
	Representation	Action & Expression	Engagement
Lesson 1-2	<ul style="list-style-type: none"> Provide a graphic organizer that breaks down the accounting equation and defines assets, liabilities, and net worth. Show a short video that explains the accounting equation with examples of personal financial statements. 	<ul style="list-style-type: none"> Allow students to choose how they demonstrate understanding (written response, slide presentation, or short video). Provide a worksheet where students calculate net worth using sample asset and liability data. 	<ul style="list-style-type: none"> Let students apply the accounting equation to a fictional or real-world scenario, such as a celebrity or a character they create. Use an interactive quiz or game to reinforce key terms and the structure of the accounting

			equation.
Lesson 3	<ul style="list-style-type: none"> Provide a side-by-side comparison chart showing key differences between expenses and liabilities, with examples. Use a short video or teacher-led demonstration that explains how expenses and liabilities appear in financial statements. 	<ul style="list-style-type: none"> Allow students to choose how to explain the difference (e.g., written paragraph, graphic organizer, or short audio recording). Provide practice exercises where students categorize items as either an expense or a liability. 	<ul style="list-style-type: none"> Use relatable examples (e.g., student loans vs. monthly phone bill) to connect the concepts to students' lives. Incorporate a game or group challenge where students sort or match examples to the correct category.
Lesson 4-7	<ul style="list-style-type: none"> Provide visual diagrams of T accounts with labeled debit and credit sides, including color coding for asset, liability, and equity accounts. Use a video or interactive demo to show how different types of transactions affect T accounts and follow debit/credit rules. 	<ul style="list-style-type: none"> Let students demonstrate understanding by completing T accounts on paper or in a digital template, or by creating a short video explanation. Provide practice problems where students classify accounts and apply debit/credit rules to transactions. 	<ul style="list-style-type: none"> Use real-life examples (e.g., buying a phone on credit, receiving a paycheck) to show how transactions are recorded using T accounts. Incorporate a competitive team activity or quiz game that challenges students to correctly apply debit and credit rules to scenarios.

Supporting Multilingual/English Learners: Related *CELP standards* aligned to Learning Targets

	Emerging	Expanding	Bridging
LT 1	Match “own” and “owe” with images; repeat “A person has money when they ___.”	Use sentence starter: “A person’s worth is based on what they ___.” Use basic terms like “assets” and “liabilities.”	Explain with academic terms “net worth” in full sentences, including clear, real-world examples.
LT 2	Sort images/words into Assets/Liabilities/Equity.	“Cash is an asset because ___.” Use graphic organizers. Connect to accounting equation in basic form.	Accurately describe how each fits the equation, analyze how changing one affects the others using subject-specific vocabulary.
LT 3	Recognize and match examples to terms “expense” or “liability.”	Use compare-contrast frames: “An expense happens every month, but a liability lasts longer.”	Use transition words (“however,” “in contrast”) to compare and contrast, evaluate tricky examples, and justify classification.
LT 4	Label T-account visuals: left/right.	“Debits go on the ___ side of the T-account.”	Connect the accounting equation to T-account entries. Explain how a transaction affects both clearly.
LT 5	Use visuals to show which side is which (arrows, symbols).	Fill in: “Assets increase on the ___ side.”	Analyze different account types; describe how sides function differently. Discuss nuanced cases (e.g., same side increases one account type but decreases another) using advanced vocabulary.
LT 6	Repeat the two rules with visuals or hand motions.	“I debit ___ because ___.” Complete simple examples with support.	Apply rules in new contexts; defend reasoning and critique misapplications with clear explanations.
LT 7	Repeat the four questions aloud; match visuals or keywords.	Restate via sentence frames; answer in simple contexts.	Independently apply all four questions to analyze transactions; explain and justify each part of your decision process.
LT 8	Work with simplified, image-based transactions or fill-in-the-blank T-accounts.	“I debit ___ and credit ___.” Use sentence frames to describe simple transactions.	Independently analyze standard and multi-step transactions; justify rationale, critique peer work, and explain how transactions fit into the full accounting cycle with precise academic language.

Unit Outline

Lesson Sequence	Learning Target(s)	Success Criteria/Assessment
1	Learning Target 1 I can explain how a person determines their financial worth.	<ul style="list-style-type: none"> I can describe the different users of accounting information. I can create a net worth statement.
2	Learning Target 2 I can classify accounts as Assets, Liabilities, or Owner’s Equity and	<ul style="list-style-type: none"> I can define what an asset is and give at least one real-life or business example. I can define what a liability is and give at least one real-life or

	explain their relationship to the accounting equation.	<p>business example.</p> <ul style="list-style-type: none"> • I can define equity and explain how it benefits a business. • I can record transactions on the accounting equation. • I can analyze the effects of transactions on the accounting equation.
3	<p>Learning Target 3 I can explain the difference between expenses and liabilities.</p>	<ul style="list-style-type: none"> • I can define what an expense is and give at least one real-life or business example . • I can identify whether an item is an expense or a liability in given scenarios. • I can record expense and liability transactions on the accounting equation. • I can analyze the effects of liability and expense transactions on the accounting equation.
4-5	Includes all learning targets affecting the accounting equation.	Includes success criteria for lessons 1 -3.
6	<p>Learning Target 4 I can explain the relationship between the accounting equation and a T account.</p>	<ul style="list-style-type: none"> • I can identify how each part of the equation appears in a T account. • I can use T accounts to visually represent transactions that impact the accounting equation.
	<p>Learning Target 5 I can identify the debit and credit side, the increase and decrease side, and the balance side of various accounts.</p>	<ul style="list-style-type: none"> • I can label the debit (left) and credit (right) sides of a T account. • I can determine which side increases and which side decreases for different account types (assets, liabilities, equity, revenue, expenses). • I can state which side an account normally has its balance on. • I can correctly record a transaction using proper debits and credits.
	<p>Learning Target 6 I can apply the two rules of debits and credits.</p>	<ul style="list-style-type: none"> • I can explain the rules of demits and credits in accounting. • I can classify accounts and determine which rule applies. • I can apply the rules correctly when analyzing or recording transactions.
7	<p>Learning Target 7 I can restate and apply the four questions used to analyze business transactions into debit and credit parts.</p>	<ul style="list-style-type: none"> • I can list and explain the four questions used to analyze transactions. • I can use the four questions to analyze business transactions accurately. • I can correctly identify the type of each account involved in a transaction. • I can determine the proper debit and credit side for each transaction. • I can record the transaction in T accounts using correct debit/credit placement.
	<p>Learning Target 8 I can analyze business transactions and break them down into the correct debit and credit parts.</p>	<ul style="list-style-type: none"> • I can identify the accounts affected by a business transaction. • I can classify each account (e.g., asset, liability, equity, revenue, expense). • I can determine whether each account is increasing or decreasing. • I can decide which account to debit and which to credit based on the type of account and the direction of the change. • I can record transactions using correct debit and credit entries in T accounts.
8 -9	Includes all learning targets related to applying the rules of debits and credits.	Includes success criteria for lessons 1-7.

Unit Title:			
Unit 2 - General Journal and General Ledger			
Relevant Standards:			
<ul style="list-style-type: none"> Classify, record, and summarize data to produce needed financial information. Perform accounts payable functions to record, control, and disburse payments to vendors. Perform accounts receivable functions to record, control, and collect payments due from the sale of goods and services. Perform accounting functions specific to a corporation to classify, record, and summarize corporate data. 			
Essential Question(s):		Enduring Understanding(s):	
<ol style="list-style-type: none"> What is a general journal and how is it used? What is a chart of accounts and how is it used? What is a general ledger? What is the process for posting transactions from the general journal to the general ledger? 		<ol style="list-style-type: none"> A general journal is a document used to record transactions in chronological order. A chart of accounts lists account titles and account numbers used by the business. A general ledger is a book of accounts used to determine account balances at a glance. There is a 5-step posting process to transfer information from the journal to the general ledger. 	
Demonstration of Learning:		Pacing for Unit	
<ul style="list-style-type: none"> Students will be able to complete a problem in which they will correctly journalize transactions into their debit and credit parts using a general journal. Students will create a chart of accounts for a service business. Students will be able to complete a problem in which they will successfully post transactions from a general journal to a general ledger. 		11 Block Periods	
Family Overview (link below)		Integration of Technology:	
Unit 2. Family Overview		Google Sheets may be used to journalize and post transactions.	
Unit-specific Vocabulary:		Aligned Unit Materials, Resources, and Technology (beyond core resources):	
journal, journalizing, entry, double-entry accounting, source document, check, invoice, sales invoice, receipt, memorandum, ledger, general ledger, account number, file maintenance, opening an account, posting, proving cash, correcting entry		N/A	
Opportunities for Interdisciplinary Connections:		Anticipated misconceptions:	
The origins of double-entry bookkeeping date back to the 15th Century when debits and credits were first used. This helps students understand how historical trade practices influence modern accounting systems.		Accountants report financial information to stakeholders using the accounting equation or T-Accounts.	
Connections to Prior Units:		Connections to Future Units:	
<ul style="list-style-type: none"> Students must have the ability to properly classify account titles under the proper account classification. Understand and apply the normal balance side of accounts. Students must be able to follow and commit to memory complex, multi-step procedures. 		<ul style="list-style-type: none"> The General Journal and General Ledger will be used to record new transactions as they are introduced throughout the course. The General Ledger will be used as the source for creating an 8-column worksheet and financial statements. 	
Differentiation through <i>Universal Design for Learning</i>: UDL Indicator and suggested teacher action(s)			
	Representation	Action & Expression	Engagement
Lesson 1-3	<ul style="list-style-type: none"> Provide a sample general journal entry with labeled parts (date, debit, credit, and source document/explanation). 	<ul style="list-style-type: none"> Allow students to demonstrate understanding by writing sample journal entries based on provided source documents, or by creating 	<ul style="list-style-type: none"> Use a role-play or simulation activity where students act as accountants receiving source documents and recording

	<ul style="list-style-type: none"> Use visual aids or a video to explain how source documents (e.g., receipts, invoices, memos) relate to journal entries. 	<ul style="list-style-type: none"> a short written or verbal explanation of each part of a journal entry. Offer digital or paper-based journal templates for students to practice organizing transactions correctly. 	<ul style="list-style-type: none"> transactions. Include a matching or sorting game where students connect source documents to the correct journal entry format.
Lesson 4	<ul style="list-style-type: none"> Provide a step-by-step visual example of how to start a new journal page, including proper formatting and headings. Show sample correcting entries with explanations of when and why they are used, using color-coded examples for clarity. 	<ul style="list-style-type: none"> Allow students to practice starting a new journal page and recording correcting entries using either printed journal sheets or digital accounting tools. Give students a scenario with errors and let them choose to explain or correct the entries through writing, a video walkthrough, or a peer-teaching presentation. 	<ul style="list-style-type: none"> Use real-world-style examples (e.g., a business accidentally posting to the wrong account) to make correcting entries more relatable. Include a collaborative activity where students work in pairs to find and fix journal entry mistakes in a shared practice set.
Lesson 7	<ul style="list-style-type: none"> Provide a step-by-step visual example of how to start a new journal page, including proper formatting and headings. Show sample correcting entries with explanations of when and why they are used, using color-coded examples for clarity. 	<ul style="list-style-type: none"> Allow students to practice starting a new journal page and recording correcting entries using either printed journal sheets or digital accounting tools. Give students a scenario with errors and let them choose to explain or correct the entries through writing, a video walkthrough, or a peer-teaching presentation. 	<ul style="list-style-type: none"> Use real-world-style examples (e.g., a business accidentally posting to the wrong account) to make correcting entries more relatable. Include a collaborative activity where students work in pairs to find and fix journal entry mistakes in a shared practice set.
Lesson 8-9	<ul style="list-style-type: none"> Provide step-by-step examples showing how to post journal entries to ledger accounts, with visual aids and clearly labeled debit and credit sides. Use a sample ledger and source documents to demonstrate the process of proving cash and identifying discrepancies. 	<ul style="list-style-type: none"> Allow students to complete posting exercises and cash proofs using printed templates or accounting software. Give students a choice to explain the posting and cash proof process through written steps, a flowchart, or a short video explanation. 	<ul style="list-style-type: none"> Use a real-life scenario or simulation where students act as accountants posting entries and reconciling the cash account. Include an error-finding challenge where students correct mistakes in posted entries and prove cash based on journal and source documents.

Supporting Multilingual/English Learners: Related *CELP standards* aligned to Learning Targets

	Emerging	Expanding	Bridging
LT 1	Identify a journal with visuals; use sentence frames.	Explain purpose using key terms and full sentences.	Evaluate and connect journals to accounting systems.
LT 2	Match documents to names with visuals.	Use comparison language to show similarities/differences.	Analyze and justify document use in context.
LT 3	Label parts using diagrams; name each.	Describe each part with accurate vocabulary.	Analyze structure and correct entry errors.
LT 4	Identify cash transactions with prompts and images.	Record transactions using simplified journals and vocabulary.	Explain impacts with accuracy and compare transactions.
LT 5	Match and sort examples; use guided sentence frames.	Record and explain impact on accounts payable/receivable.	Evaluate and apply correct treatment in varied scenarios.
LT 6	Recognize owner-related transactions.	Use terms like capital and withdrawals to explain effects.	Justify and critique entries for accuracy.
LT 7	Point to start/end, use basic vocabulary.	Explain steps using terms like “carried forward.”	Analyze a process and explain its effect on records.
LT 8	Identify errors using visuals or models.	Explain how to fix errors using correction entries.	Evaluate correction methods and prevention strategies.
LT 9	Sort accounts by type using visuals.	Create and explain a basic chart.	Develop a comprehensive chart reflecting structure/strategy.

LT 10	Match accounts with numbers using templates.	Assign numbers and explain sequencing rules.	Create/revise systems and justify organization.
LT 11	Recognize when to add new accounts.	Add/update accounts using rules and order.	Evaluate systems and recommend improvements.
LT 12	Label ledger components with guidance.	Use standard format and explain steps.	Critically evaluate ledger setup for accuracy.
LT 13	Match entries with ledger visually.	Transfer amounts and explain the process.	Fix posting errors and explain impact.
LT 14	Match cash amounts using visuals.	Perform proof steps and explain differences.	Perform multiple steps to maintain accurate records.
LT 15	Identify mistakes in entries.	Prepare correcting entries and explain purpose.	Analyze errors and apply correction principles with precision.

Unit Outline

Lesson Sequence	Learning Target(s)	Success Criteria/Assessment
1	Learning Target 1 I can define what a journal is and explain why it is used to record transactions.	<ul style="list-style-type: none"> I can explain the purpose of a journal in the accounting cycle. I can describe how journaling helps organize financial information and ensure accuracy. I can give examples of how and when transactions are recorded in a journal.
	Learning Target 2 I can compare and contrast different types of source documents used in accounting.	<ul style="list-style-type: none"> I can list common source documents (e.g., receipts, invoices, checks, memos, calculator tape). I can describe the purpose of each type of source document. I can explain which source documents are used for specific types of transactions.
	Learning Target 3 I can identify and explain the four parts of a journal entry.	<ul style="list-style-type: none"> I can list the four parts of a journal entry: date, debit account and amount, credit account and amount, and source document. I can create a complete and accurate journal entry using source documents as a reference.
2	Learning Target 4 I can analyze and record cash transactions using source documents.	<ul style="list-style-type: none"> I can identify when a transaction is considered a cash transaction. I can recognize and interpret source documents related to cash transactions. I can determine the correct accounts affected by a cash transaction. I can decide which account to debit and which to credit. I can accurately record cash transactions in a journal using proper format and terminology.
	Learning Target 5 I can analyze and record transactions for buying and paying on account.	<ul style="list-style-type: none"> I can explain what it means to buy or pay “on account” and identify these as credit transactions. I can analyze source documents related to purchases and payments on account. I can explain how these transactions impact the accounting equation. I can correctly record purchases and payments on account in the journal using appropriate debit and credit entries
3	Learning Target 6 I can analyze and record transactions that affect the owner's equity.	<ul style="list-style-type: none"> I can identify transactions that increase owner's equity (e.g., owner investments, revenue). I can identify transactions that decrease owner's equity (e.g., expenses, owner withdrawals). I can determine which accounts are affected and whether they are increasing or decreasing. I can correctly apply debit and credit rules to transactions involving owner's equity.

		<ul style="list-style-type: none"> I can accurately record the owner's equity transactions in a general journal.
4	Learning Target 7 I can demonstrate when to end and how to start a new journal page.	<ul style="list-style-type: none"> I can recognize when a journal page is full and needs to be ended. I can start a new journal page using the correct format and accounting procedures.
	Learning Target 8 I can identify and correct errors using standard accounting practices.	<ul style="list-style-type: none"> I can recognize common types of journal entry errors. I can explain and apply standard accounting practices when correcting an entry.
5 - 6	Includes all learning targets related to journal entries on the General Journal.	Includes success criteria for lessons 1-4.
7	Learning Target 9 I can construct a chart of accounts for a service business organized as a proprietorship.	<ul style="list-style-type: none"> I can identify and categorize accounts as assets, liabilities, owner's equity, revenue, or expenses. I can organize the accounts in the correct order based on account classification. I can create a chart of accounts that includes account numbers, names, and proper formatting. I can explain why a chart of accounts is important for organizing financial information.
	Learning Target 10 I can demonstrate correct principles for numbering accounts.	<ul style="list-style-type: none"> I can assign appropriate number ranges to each account category. I can explain how gaps between account numbers allow for future additions. I can correctly number new accounts within the appropriate category. I can follow a consistent and logical numbering system for a service business.
	Learning Target 11 I can apply file maintenance principles to update a chart of accounts.	<ul style="list-style-type: none"> I can add new accounts in the correct order while keeping the chart of accounts organized.
	Learning Target 12 I can complete the steps necessary to open general ledger accounts.	<ul style="list-style-type: none"> I can explain the purpose of a general ledger account. I can set up individual ledger accounts using the chart of accounts as a guide. I can correctly record account titles, numbers, and starting balances in the ledger.
8	Learning Target 13 I can post amounts from a general journal to the general ledger.	<ul style="list-style-type: none"> I can apply the 5-step posting process to post from the General Journal to the General Ledger.
9	Learning Target 14 I can demonstrate how to prove cash.	<ul style="list-style-type: none"> I can compare the cash balance in the general ledger to the cash balance on the checkbook or bank statement. I can identify and explain any differences between the two balances. I can calculate and confirm that the cash amount in the ledger is accurate. I can explain why proving cash is an important part of maintaining accurate financial records.
	Learning Target 15 I can analyze incorrect journal entries and prepare correcting entries.	<ul style="list-style-type: none"> I can identify different types of errors in journal entries. I can identify posting errors, such as amounts posted to the wrong account or in the wrong column. I can use standard accounting practices to prepare a correcting journal entry.

Unit Title:			
Unit 3 - Cash Control Systems			
Relevant Standards:			
<ul style="list-style-type: none"> Maintain cash controls to track cash flow 			
Essential Question(s):		Enduring Understanding(s):	
<ol style="list-style-type: none"> How do businesses record the receipt and payment of cash? What is a checkbook reconciliation and why is it important? What is petty cash and how is it controlled? 		<ol style="list-style-type: none"> Businesses use checking accounts to manage cash transactions. A checkbook reconciliation compares the business' checkbook to the bank statement to determine and verify the handling of cash. Petty cash is a small amount of cash kept on hand for making small payments. The petty cash account is controlled by reconciling it at the end of every month. 	
Demonstration of Learning:		Pacing for Unit	
<ul style="list-style-type: none"> Students will complete a problem in which they record the receipt of cash and use a checking account to pay cash for various activities. Students will be able to complete a business checking account bank reconciliation. Students will complete a problem in which they will record the establishment of a petty cash fund and the replenishment of the fund at month's end. 		6 Block Periods	
Family Overview (link below)		Integration of Technology:	
Unit 3, Family Overview		Google Sheets may be used where applicable.	
Unit-specific Vocabulary:		Aligned Unit Materials, Resources, and Technology (beyond core resources):	
checking account, deposit slip, endorsement, blank endorsement, special endorsement, restrictive endorsement, post dated check, voided check, bank statement, canceled check, dishonored check, non-sufficient funds check, Electronic Funds Transfer (EFT), debit card, petty cash, petty cash slip, cash short, cash over, reconciliation		N/A	
Opportunities for Interdisciplinary Connections:		Anticipated misconceptions:	
Students will apply math skills and analysis to balance the business checkbook and maintain the petty cash account.		<ul style="list-style-type: none"> As long as there are checks then there is money in the account. It's not important to balance a checking account. 	
Connections to Prior Units:		Connections to Future Units:	
<ul style="list-style-type: none"> Students must understand and apply the rules of debits and credits. Students must know how to record transactions in the General Journal. 		The cash account is utilized extensively throughout the course.	
Differentiation through <i>Universal Design for Learning</i>: UDL Indicator and suggested teacher action(s)			
	Representation	Action & Expression	Engagement
Lesson 1	<ul style="list-style-type: none"> Provide labeled examples of a completed check stub, check endorsement types (blank, restrictive, special), and a properly written check. Use a demonstration video or live model to show each step of filling out a check and its stub, and how to correctly endorse a check. 	<ul style="list-style-type: none"> Allow students to practice completing check stubs and writing checks using paper templates or a digital simulation. Offer students the choice to explain the steps through a written guide, checklist, or visual infographic. 	<ul style="list-style-type: none"> Use a real-world scenario (e.g., paying a bill or refunding a customer) where students must prepare and record a check. Include a peer activity where students review each other's checks and stubs for accuracy and give constructive feedback.
Lesson 2	<ul style="list-style-type: none"> Provide a sample bank reconciliation form with labeled sections and a completed 	<ul style="list-style-type: none"> Allow students to complete a bank reconciliation using sample 	<ul style="list-style-type: none"> Use a real-world scenario to give context to the task. Include an interactive activity

	<ul style="list-style-type: none"> example to model the process. Use a video or guided demonstration to show how to compare checkbook records to a bank statement and adjust for outstanding checks or deposits. 	<ul style="list-style-type: none"> data, either with a paper form or a spreadsheet. Give students the option to explain the reconciliation steps through a written summary, checklist, or recorded explanation. 	<ul style="list-style-type: none"> where students work in pairs to find and correct discrepancies in a simulated bank reconciliation.
Lesson 3	<ul style="list-style-type: none"> Provide sample journal entries for dishonored checks, EFTs, and debit card purchases with labeled explanations for each. Use a video or teacher demonstration to explain the reason for each type of transaction and how it affects the accounts. 	<ul style="list-style-type: none"> Allow students to complete journal entries using sample transactions in either a printed journal or digital accounting tool. Offer students the option to create a reference guide, flowchart, or written explanation for how and when to record each type of entry. 	<ul style="list-style-type: none"> Use real-life examples (e.g., a customer's bounced check or using a debit card to pay a bill) to make the content relatable. Include a case study or role-play activity where students act as bookkeepers recording and explaining various types of bank-related transactions.
Lesson 4	<ul style="list-style-type: none"> Provide a sample petty cash report with labeled sections (date, description, amount, balance) and completed examples. Use a video or teacher-led walkthrough to demonstrate how to record petty cash transactions and replenish the fund. 	<ul style="list-style-type: none"> Allow students to complete a petty cash report using provided transaction slips and a template, either on paper or digitally. Give students the choice to explain the petty cash process through a written summary, flowchart, or step-by-step checklist. 	<ul style="list-style-type: none"> Use a classroom simulation where students act as office staff handling small purchases and maintaining the petty cash report. Include a group activity where students audit a petty cash report to find and correct errors.

Supporting Multilingual/English Learners: Related *CELP standards* aligned to Learning Targets

	Emerging	Expanding	Bridging
LT 1	Match "deposit" and stub visuals; use sentence frames to describe amount/location.	Record deposits independently and describe steps in simple terms.	Analyze deposit scenarios and justify correct entries using technical language.
LT 2	Match endorsement types with visuals.	Demonstrate and explain each endorsement type.	Evaluate legal/business uses and implications of each type.
LT 3	Identify parts using labels/images; complete with sentence starters.	Fill out both forms accurately and explain their connection.	Troubleshoot errors and explain how accurate prep supports records.
LT 4	Identify components and match visuals to ledger.	Complete reconciliation using a template and explain steps.	Evaluate reconciliation role in fraud prevention using precise language.
LT 5	Recognize service charges through examples.	Journalize charges and explain debit/credit effects.	Evaluate charge types and recommend cost-saving strategies.
LT 6	Match term to example; explain using basic sentence starters.	Record dishonored checks and explain account impact.	Propose and justify prevention strategies for future checks.
LT 7	Identify EFT from visuals and basic terms.	Journalize EFTs using correct structure.	Analyze EFTs' effect on cash flow and business systems.
LT 8	Recognize transactions and use sentence frames to describe.	Journalize with proper account entries and explain.	Evaluate financial/accounting impact of debit card use.
LT 9	Identify petty cash through visuals; use guided descriptions.	Set up a fund with correct procedures and explain purpose.	Analyze petty cash systems for best practices and effectiveness.
LT 10	Label parts of the report with visuals; use frames to describe.	Complete reports and explain spending and balances.	Critique reports for accuracy and suggest improvements.
LT 11	Recognize need to replenish; use sentence frames to describe action.	Replenish and journalize with correct entries.	Evaluate effects on cash flow and document control quality.

Unit Outline

Lesson Sequence	Learning Target(s)	Success Criteria/Assessment
1	Learning Target 1 I can record a deposit on a check stub.	<ul style="list-style-type: none"> I can identify the correct place on a check stub to record a deposit. I can accurately enter the date, amount, and description of the deposit.

		<ul style="list-style-type: none"> I can update the check stub balance correctly after the deposit is recorded. I can explain the importance of keeping accurate check stub records.
	<p>Learning Target 2 I can endorse checks using blank, special, and restrictive endorsements.</p>	<ul style="list-style-type: none"> I can define blank, special, and restrictive endorsements and describe when each is used. I can correctly write a blank, special, and restrictive endorsement . I can explain the purpose and proper use of each type of endorsement.
	<p>Learning Target 3 I can prepare a check stub and a check.</p>	<ul style="list-style-type: none"> I can complete all parts of a check stub, including date, check number, amount, payee, and new balance. I can write a check using proper format, legible handwriting, and correct spelling. I can explain how accurate check writing and recordkeeping helps maintain financial control.
2	<p>Learning Target 4 I can complete a bank statement reconciliation.</p>	<ul style="list-style-type: none"> I can compare a business's checkbook register with the bank statement to identify any differences. I can identify outstanding checks and outstanding deposits I can complete a reconciliation to adjust the bank and checkbook balances to reflect the accurate amount. I can explain the importance of reconciling a bank statement in maintaining accurate financial records.
	<p>Learning Target 5 I can record and journalize a bank service charge.</p>	<ul style="list-style-type: none"> I can identify a bank service charge on a bank statement. I can record the bank service charge in the checkbook register. I can explain why it's important to journalize service charges and reflect them in the financial records.
3	<p>Learning Target 6 I can complete recordkeeping for a dishonored check.</p>	<ul style="list-style-type: none"> I can define a dishonored check and explain why it may occur. I can identify the impact of a dishonored check on a business's cash and accounts receivable. I can properly record the dishonored check in the checkbook or cash records. I can prepare the correct journal entry to reverse the original payment and reinstate the amount owed. I can explain why accurate recordkeeping for dishonored checks is important for financial accuracy.
	<p>Learning Target 7 I can journalize an electronic funds transfer (EFT).</p>	<ul style="list-style-type: none"> I can identify transactions that involve an electronic funds transfer. I can determine which accounts are affected by the EFT. I can prepare a journal entry for the EFT using correct debit and credit formatting. I can explain how EFTs differ from checks or cash payments.
	<p>Learning Target 8 I can journalize a debit card transaction.</p>	<ul style="list-style-type: none"> I can identify the accounts involved in the transaction (e.g., Supplies and Cash). I can prepare a journal entry for the debit card transaction using standard accounting practice.
4	<p>Learning Target 9 I can establish a petty cash fund for a business.</p>	<ul style="list-style-type: none"> I can explain the purpose of a petty cash fund and when it is used. I can identify the correct accounts involved in setting up a petty cash fund. I can prepare and record the initial journal entry to establish the fund.
	<p>Learning Target 10 I can prepare a petty cash report.</p>	<ul style="list-style-type: none"> I can calculate the total amount spent and the remaining cash in the fund.

		<ul style="list-style-type: none"> • I can explain how the petty cash report helps maintain accurate financial records.
	<p>Learning Target 11 I can replenish a petty cash fund and record the transaction.</p>	<ul style="list-style-type: none"> • I can calculate the correct amount needed to bring the petty cash fund back to its original balance. • I can identify the proper accounts to debit based on the petty cash report. • I can prepare a journal entry to replenish the petty cash fund using accurate debits and credits.
5 -6	Includes all learning targets related to maintaining cash control systems.	Includes success criteria for lessons 1-4.

Unit Title:			
Unit 4 - The Worksheet			
Relevant Standards:			
<ul style="list-style-type: none"> Classify, record, and summarize data to produce needed financial information. Produce financial reports to communicate the results of business activity. Utilize managerial accounting methods to track, record, and analyze business costs. 			
Essential Question(s):		Enduring Understanding(s):	
1. What is a worksheet and how is it used? 2. How is net income/net loss calculated?		1. The worksheet is a tool used to plan adjustments and calculate net income/loss. 2. Revenue - Cost of Goods Sold - Expenses = Net Income/Loss	
Demonstration of Learning:		Pacing for Unit	
<ul style="list-style-type: none"> Students will complete problems in which they will prepare a worksheet's trial balance, adjustments, income statement, and balance sheet. Students will complete problems in which they will successfully calculate a business' net income or net loss. 		7 Block Periods	
Family Overview (link below)		Integration of Technology:	
Unit 4, Family Overview		Google Sheets may be used where applicable.	
Unit-specific Vocabulary:		Aligned Unit Materials, Resources, and Technology (beyond core resources):	
fiscal period, fiscal year, work sheet, trial balance, prepaid expense, accrual basis of accounting, adjustments, balance sheet, income statement, net income, net loss, adjusting entries		N/A	
Opportunities for Interdisciplinary Connections:		Anticipated misconceptions:	
Students will apply math skills to calculate adjusting entries and Net Income/Loss.		The work sheet is a financial statement.	
Connections to Prior Units:		Connections to Future Units:	
<ul style="list-style-type: none"> Students must understand and apply the normal balance side of accounts. Students must be able to classify accounts as either assets, liabilities, owner's equity, revenue or expense. 		The Work Sheet is the source document from which financial statements will be prepared.	
Differentiation through <i>Universal Design for Learning</i>: UDL Indicator and suggested teacher action(s)			
	Representation	Action & Expression	Engagement
Lesson 1-4	<ul style="list-style-type: none"> Provide a labeled sample of a completed 8-column worksheet, highlighting each section: trial balance, adjustments, adjusted trial balance, and income statement/balance sheet columns. Use a video or guided demonstration to show how to transfer account balances and adjustments step-by-step. 	<ul style="list-style-type: none"> Allow students to complete an 8-column worksheet using sample data, either with a printed template or spreadsheet software. Offer students the option to explain the process through a written reflection, graphic organizer, or narrated walkthrough. 	<ul style="list-style-type: none"> Use a business scenario where students act as accountants preparing a worksheet for a small company. Include a collaborative activity where students work in pairs to complete a worksheet and check each other's accuracy.
Lesson 5	<ul style="list-style-type: none"> Provide examples of supplies and prepaid insurance adjusting entries with side-by-side views of the worksheet and corresponding journal entries. Use a video or teacher-led walkthrough to explain how to identify and record adjusting entries from the adjustments column of an 8-column worksheet. 	<ul style="list-style-type: none"> Allow students to journalize adjusting entries using data from a completed worksheet, with the option to use paper or digital journals. Give students a choice to explain the process through a written summary, flowchart, or recorded explanation. 	<ul style="list-style-type: none"> Use a real-world scenario (e.g., end-of-month adjustments for a small business) to help students apply the concept. Include a partner or small group activity where students compare and discuss their adjusting entries for accuracy and understanding.

Supporting Multilingual/English Learners: Related **CELP standards aligned to Learning Targets**

	Emerging	Expanding	Bridging
LT 1	Label heading parts with visuals; match accounts to columns. Use frames like “The heading shows ___.”	Independently prepare heading and balances with correct placement and formatting.	Justify structure and connect to GAAP and broader reporting processes.
LT 2	Use visuals (number lines/images) to show decreasing value. Use phrases like “We use some supplies...”	Explain why adjustments are needed and how to calculate changes.	Evaluate adjustment methods and communicate impact using precise vocabulary.
LT 3	Identify the adjustment section with cues (colors/arrows). Use sentence frames to describe entries.	Complete adjustments correctly and explain account increases/decreases.	Detect and correct adjustment errors and explain the verification process.
LT 4	Match accounts to sections using prompts or images. Use sentence frames like “Revenue goes in ____.”	Transfer balances correctly and explain section purpose.	Analyze worksheet data trends and interpret financial impact.
LT 5	Locate where totals go using highlighted examples. Use frames: “I add ___, total is ___.”	Add and rule independently, checking for balance.	Diagnose imbalances and analyze where errors occurred.
LT 6	Identify mismatched totals or marked mistakes. Use phrases: “This is wrong because...”	Follow steps to locate and correct specific errors (e.g., recalculating).	Explain error types and propose accuracy improvement methods.
LT 7	Use T accounts and visuals to show debits/credits. Sentence frames: “I debit ___, credit ___.”	Record entries with correct format and terminology.	Analyze complex adjusting entries and explain effects on financial statements.

Unit Outline

Lesson Sequence	Learning Target(s)	Success Criteria/Assessment
1	Learning Target 1 I can prepare the heading and trial balance section of a work sheet.	<ul style="list-style-type: none"> I can correctly write the three parts of a worksheet heading. I can list all account titles in the correct order, using the chart of accounts. I can accurately enter each account’s balance in the correct debit or credit column. I can total the debit and credit columns and verify that they are equal. I can explain the purpose of a trial balance and how it helps check the accuracy of the ledger.
2	Learning Target 2 I can analyze and explain the adjustments for supplies and prepaid insurance.	<ul style="list-style-type: none"> I can explain why adjustments are needed at the end of an accounting period. I can determine the amount of supplies and insurance used and calculate the adjustment. I can identify the correct accounts affected by each adjustment.
	Learning Target 3 I can complete the Adjustments columns of a work sheet.	<ul style="list-style-type: none"> I can enter the correct adjustment amounts in the Adjustments columns. I can label each adjustment with the correct letter or reference. I can verify that the total debits and total credits in the Adjustments columns are equal.
3	Learning Target 4 I can prepare the Balance Sheet and Income Statement columns of a work sheet.	<ul style="list-style-type: none"> I can identify which accounts belong in the Income Statement section and which belong in the Balance Sheet section. I can correctly extend account balances from the Trial Balance and Adjustments columns into the appropriate Income Statement or Balance Sheet columns.
	Learning Target 5 I can total and rule the work sheet.	<ul style="list-style-type: none"> I can accurately total the Income Statement and Balance Sheet columns. I can calculate net income or net loss and place it in the correct columns.

		<ul style="list-style-type: none"> I can draw double and single ruling lines in the correct places to indicate completion.
4	Learning Target 6 I can apply the steps for finding and correcting errors on a work sheet.	<ul style="list-style-type: none"> I can retrace steps to check for common errors (e.g., transposed numbers, incorrect extensions, missing adjustments). I can make corrections neatly and accurately, maintaining proper format.
5	Learning Target 7 I can journalize and post the adjusting entries for supplies and prepaid insurance.	<ul style="list-style-type: none"> I can record the adjusting entries in the general journal using proper date, account titles, debit/credit format, and explanations. I can post the adjusting entries to the correct general ledger accounts, including updating balances and referencing the journal page.
6 - 7	Includes all learning targets related to completing an 8-column worksheet.	Includes success criteria for lessons 1-6.

Unit Title:			
Unit 5 - Financial Statements			
Relevant Standards:			
<ul style="list-style-type: none"> Classify, record, and summarize data to produce needed financial information. Perform accounting functions specific to a corporation to classify, record, and summarize corporate data. Produce financial reports to communicate the results of business activity. Utilize managerial accounting methods to track, record, and analyze business costs. 			
Essential Question(s):		Enduring Understanding(s):	
<ol style="list-style-type: none"> How is financial information summarized and reported for a proprietorship? What is the purpose of the income statement? What is the purpose of the statement of owner's equity? What is the purpose of the balance sheet? 		<ol style="list-style-type: none"> Financial information is summarized and reported via the Income Statement of Stockholders' Equity, and the Balance Sheet. An income statement shows net income/loss during the fiscal period. A statement of owner's equity shows changes in ownership at the end of the fiscal period. A balance sheet shows the financial condition of the business on a specific date. 	
Demonstration of Learning:		Pacing for Unit	
Students will complete problems in which they will successfully prepare an income statement, statements of owner's equity, and a balance sheet.		5 Block Periods	
Family Overview (link below)		Integration of Technology:	
Unit 5, Family Overview		Google Sheets may be used where applicable.	
Unit-specific Vocabulary:		Aligned Unit Materials, Resources, and Technology (beyond core resources):	
financial accounting, managerial accounting, statement of owner's equity, financial ratio, ratio analysis, vertical analysis, return on sales (ROS)		N/A	
Opportunities for Interdisciplinary Connections:		Anticipated misconceptions:	
<ul style="list-style-type: none"> Students will apply math skills to create Financial Statements. Income Statement ratios are calculated and analyzed to inform business decisions. 		Financial statements are only important for investors to read.	
Connections to Prior Units:		Connections to Future Units:	
Students must be able to interpret information provided on a work sheet to create financial statements.		Financial statements are utilized by investors, bankers, owners, and managers to inform decision-making.	
Differentiation through <i>Universal Design for Learning</i>: UDL Indicator and suggested teacher action(s)			
	Representation	Action & Expression	Engagement
Lesson 1-2	<ul style="list-style-type: none"> Provide completed examples of each financial statement (income statement, statement of owner's equity, and balance sheet) with labeled sections and data pulled from a worksheet. Use a video or guided demonstration to explain how to transfer information from the worksheet to each financial statement step-by-step. 	<ul style="list-style-type: none"> Allow students to complete the financial statements using sample worksheet data, with the option to use printed forms or spreadsheet software. Give students the option to explain the purpose and structure of each financial statement through a written summary, presentation, or diagram. 	<ul style="list-style-type: none"> Use a business scenario where students act as accountants preparing end-of-period financial statements for a fictional company. Include a group review activity where students compare and evaluate each other's financial statements for accuracy and format
Supporting Multilingual/English Learners: Related <i>CELP standards</i> aligned to Learning Targets			
	Emerging	Expanding	Bridging
LT 1	Identify and label income statement parts with visuals. Use frames: "Revenue means ___."	Complete income statement with balances; explain how to find net income.	Evaluate performance using income statement results and academic vocabulary.

LT 2	Match terms like “total revenue” to numbers using visuals. Use frames: “The ratio is ___.”	Calculate net income ratio; explain what it shows in simple terms.	Interpret and compare ratios, justify decisions, and communicate findings technically.
LT 3	Identify key terms like “capital” and “withdrawals” using color-coding and images. Use structured language to describe changes.	Complete the statement and explain capital changes using simple explanations.	Analyze capital changes and discuss their implications using formal vocabulary.
LT 4	Match account names to sections (Assets, Liabilities, Equity) with diagrams. Use frames: “Cash is an asset.”	Fill out the balance sheet and explain how it shows financial position.	Analyze and interpret balance sheet trends to evaluate business health.

Unit Outline

Lesson Sequence	Learning Target(s)	Success Criteria/Assessment
1	Learning Target 1 I can prepare an income statement for a service business.	<ul style="list-style-type: none"> I can list the correct heading for the income statement, including the company name, report title, and date. I can accurately list all revenue and expense accounts in the correct order. I can calculate total revenue, total expenses, and net income or net loss. I can format the income statement using proper accounting standards I can explain how an income statement shows a business’s financial performance over a period of time.
	Learning Target 2 I can calculate and analyze financial ratios using income statement amounts.	<ul style="list-style-type: none"> I can define and calculate common financial ratios. I can interpret what the ratios say about a company’s profitability and efficiency. I can explain how businesses use these ratios to make informed financial decisions. I can compare calculated ratios to industry benchmarks or previous periods to evaluate performance.
2	Learning Target 3 I can prepare a statement of owner’s equity for a service business organized as a proprietorship.	<ul style="list-style-type: none"> I can correctly write the three-part heading: business name, report title, and date. I can identify the beginning capital balance, additional investments, net income or loss, and withdrawals. I can calculate the ending owner’s equity. I can explain how the statement shows changes in the owner’s investment over time.
	Learning Target 4 I can prepare a balance sheet for a service business organized as a proprietorship.	<ul style="list-style-type: none"> I can correctly write the heading for the balance sheet with business name, report title, and date. I can list all asset accounts and total the asset section. I can list all liability accounts and calculate total liabilities. I can enter the ending owner’s equity from the statement of owner’s equity. I can ensure the balance sheet shows that the accounting equation balances. I can format the balance sheet using proper layout and presentation.
4-5	Includes all learning targets related to creating an Income Statement, Owner’s Equity Statement, and Balance Sheet.	Includes success criteria for lessons 1-2.

Unit Title:			
Unit 6 - End-of-Fiscal Period for a Proprietorship			
Relevant Standards:			
<ul style="list-style-type: none"> Classify, record, and summarize data to produce needed financial information. 			
Essential Question(s):		Enduring Understanding(s):	
<ol style="list-style-type: none"> What is the purpose of closing entries? What is the purpose of a post-closing trial balance? 		<ol style="list-style-type: none"> The purpose of closing-entries is to prepare temporary accounts for the new fiscal period. The purpose of a post-closing trial balance is to prove that the permanent accounts are in balance in preparation for a new fiscal period. 	
Demonstration of Learning:		Pacing for Unit	
<ul style="list-style-type: none"> Students will complete problems in which they will successfully journalize and post closing entries reflecting both a net income and a net loss. Students will complete problems in which they will prepare a post-closing trial balance for a proprietorship. 		5 Block Periods	
Family Overview (link below)		Integration of Technology:	
Unit 6, Family Overview		Google Sheets may be used where applicable.	
Unit-specific Vocabulary:		Aligned Unit Materials, Resources, and Technology (beyond core resources):	
permanent accounts, temporary accounts, closing entries, post-closing trial balance, accounting cycle		N/A	
Opportunities for Interdisciplinary Connections:		Anticipated misconceptions:	
Students will apply math skills and analysis to complete closing entries and a post-closing trial balance.		<ul style="list-style-type: none"> All accounts carry balances from one fiscal period to the next. A post-closing trial balance is the same thing as a balance sheet. 	
Connections to Prior Units:		Connections to Future Units:	
Students must be able to read and interpret information contained on a work sheet.		<ul style="list-style-type: none"> Closing entries must be journalized to reset temporary accounts to begin the new fiscal year with a zero balance. A post-closing trial balance <u>must</u> balance before a new fiscal period may begin. 	
Differentiation through <i>Universal Design for Learning</i>: UDL Indicator and suggested teacher action(s)			
	Representation	Action & Expression	Engagement
Lesson 1-2	<ul style="list-style-type: none"> Provide a step-by-step example showing how to journalize and post closing entries, including identifying which accounts are closed and why. Use a visual guide or video to demonstrate how closing entries affect revenue, expense, income summary, and owner's capital accounts. 	<ul style="list-style-type: none"> Allow students to practice journalizing and posting closing entries using sample data from a completed worksheet or general ledger. Give students the option to explain the process through a written summary, checklist, or recorded walkthrough. 	<ul style="list-style-type: none"> Use a simulation where students act as end-of-year accountants closing the books for a fictional business. Include a challenge activity where students identify and correct errors in a set of closing entries.
Lesson 3	<ul style="list-style-type: none"> Provide a completed example of a post-closing trial balance with labeled columns and highlighted permanent accounts (assets, liabilities, and owner's equity). Use a visual guide or video explanation to show how to transfer balances from the general ledger after closing entries have been posted. 	<ul style="list-style-type: none"> Allow students to prepare a post-closing trial balance using sample general ledger accounts, with the option to use a printed form or digital spreadsheet. Give students the choice to explain the purpose and process through a written summary, flowchart, or short verbal/video presentation. 	<ul style="list-style-type: none"> Use a real-world scenario where students wrap up the accounting cycle for a small business by preparing a post-closing trial balance. Include a partner activity where students compare their post-closing trial balances to check for accuracy and understanding.
Supporting Multilingual/English Learners: Related <i>CELP standards</i> aligned to Learning Targets			

	Emerging	Expanding	Bridging
LT 1	Identify revenue, expense, and capital accounts using visuals/templates. Use frames: "I close ___ to ___ because ___."	Journalize and post entries with support, using correct accounts and formatting. Explain the purpose of closing entries in resetting temporary accounts.	Analyze impact of closing entries on owner's equity and explain their importance in preparing for the next fiscal period using precise academic language.
LT 2	Recognize permanent accounts (Cash, Capital) with visual supports. Use sentence starters like: "I write ___ because it is a ___ account."	Use a completed general ledger to prepare the post-closing trial balance and explain how it confirms account balances.	Evaluate its purpose in verifying that temporary accounts are closed and the business is ready for the next fiscal cycle, using technical accounting language.

Unit Outline

Lesson Sequence	Learning Target(s)	Success Criteria/Assessment
1 - 2	Learning Target 1 I can journalize and post closing entries for a service business organized as a proprietorship.	<ul style="list-style-type: none"> I can explain the purpose of closing entries in the accounting cycle. I can identify which accounts need to be closed: Revenue, Expense, Income Summary, Owner's Drawing account I can record closing entries in the general journal with appropriate dates and explanations. I can post closing entries to the general ledger. I can verify that all temporary accounts have zero balances after closing entries are posted. I can explain how closing entries prepare the accounts for the next accounting period.
3	Learning Target 2 I can prepare a post-closing trial balance for a service business organized as a proprietorship.	<ul style="list-style-type: none"> I can explain the purpose of a post-closing trial balance and when it is prepared in the accounting cycle. I can identify which accounts remain open after closing entries I can correctly list account titles and balances in the appropriate debit or credit column. I can total the debit and credit columns and verify that they are equal. I can format the post-closing trial balance with a proper heading that includes the company name, report title, and date. I can explain how the post-closing trial balance helps confirm that the general ledger is ready for the next accounting period.
4 - 5	Includes all learning targets related to closing entries and a post-closing trial balance.	Includes success criteria for lessons 1-3.

Unit Title:	
Unit 7 - Special Journals and Subsidiary Ledgers	
Relevant Standards:	
<ul style="list-style-type: none"> Classify, record, and summarize data to produce needed financial information. Perform accounts payable functions to record, control, and disburse payments to vendors. Perform accounts receivable functions to record, control, and collect payments due from the sale of goods and services. Perform accounting functions specific to a corporation to classify, record, and summarize corporate data. 	
Essential Question(s):	Enduring Understanding(s):
<ol style="list-style-type: none"> What is the difference between a proprietorship and a corporation? What is the difference between a service business and a merchandising business? What is a special journal? What are the special journals? In what unique circumstances would the special journals not be utilized? What are contra accounts and how are they used? 	<ol style="list-style-type: none"> A proprietorship is owned by one individual whereas a corporation is owned by stockholders. A service business sells services. A merchandising business sells products. A special journal is used for specific, commonly occurring transactions. The special journals are the purchases journal, sales journal, cash receipts journal, and cash payments journal. The general journal is used to record transactions that cannot be recorded in a special journal. Contra accounts reduce the book value of their related account.
Demonstration of Learning:	Pacing for Unit
<ul style="list-style-type: none"> Students will complete problems in which they must successfully analyze transactions to determine in which journal to use then correctly record transactions using one or more of the following journals: <ul style="list-style-type: none"> sales journal purchases journal cash receipts journal cash payments journal general journal Students will complete problems in which they must post from all the journals to the general ledger and the two subsidiary ledgers: <ul style="list-style-type: none"> Accounts payable subsidiary ledger Accounts receivable subsidiary ledger Students will complete problems in which they will prepare Schedules of Accounts Payable and Schedules of Accounts Receivable 	19 Block Periods
Family Overview (link below)	Integration of Technology:
Unit 7, Family Overview	Google Sheets may be used where applicable.
Unit-specific Vocabulary:	Aligned Unit Materials, Resources, and Technology (beyond core resources):
merchandise, merchandising business, retail merchandising business, wholesale merchandising business, corporation, share of stock, stockholder, capital stock, vendor, subsidiary ledger, accounts payable ledger, controlling account, merchandise inventory, perpetual inventory, periodic inventory, physical inventory, cost of merchandise, purchase order, special journal, purchase on account, purchases journal, special amount column, purchase invoice, terms of sale, cash payments journal, list price, trade discount, net price, cash discount, general amount column, purchases discount, contra	N/A

account, schedule of accounts payable, markup, accounts receivable ledger, sales tax, sales journal, cash sale, point-of-sale (POS) terminal, terminal summary, batch report, batching out, cash receipts journal, sales discount, schedule of accounts receivable, general journal, purchase return, purchases allowance, debit memorandum, sales return, sales allowance, credit memorandum, retained earnings, dividends, board of directors	
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Opportunities for Interdisciplinary Connections:	Anticipated misconceptions:
Students must be able to read and analyze transactions in order to complete complex, multi-step processes.	<ul style="list-style-type: none"> All transactions are recorded on the General Journal. All transactions are posted to the General Ledger.

Connections to Prior Units:	Connections to Future Units:
Students must be able to understand the process for journalizing and posting transactions.	The information recorded in the journals ultimately feeds the financial statements.

Differentiation through *Universal Design for Learning*: UDL Indicator and suggested teacher action(s)

	Representation	Action & Expression	Engagement
Lesson 1-2	<ul style="list-style-type: none"> Provide a comparison chart that outlines the key characteristics of service, retail, and wholesale businesses, as well as the features of sole proprietorships vs. corporations. Use short videos or real-world examples to illustrate how each business type operates and is structured legally and financially. 	<ul style="list-style-type: none"> Allow students to demonstrate understanding by creating a written comparison, infographic, or presentation describing each type of business and ownership structure. Provide a classification activity where students sort business examples into the correct categories and explain their reasoning. 	<ul style="list-style-type: none"> Use a research activity where students explore local or well-known businesses and identify their type and ownership structure. Include a role-play or simulation where students “pitch” a business idea and decide what type of business and ownership structure best fits their model.
Lesson 2-17	<ul style="list-style-type: none"> Provide labeled examples of special journals (sales, purchases, cash receipts, cash payments) and show how transactions are recorded and posted. Use a video or teacher-led demonstration to explain how entries from special journals are posted to both the general and subsidiary ledgers. 	<ul style="list-style-type: none"> Allow students to complete journalizing and posting activities using sample business transactions and templates (digital or paper-based). Give students the option to explain the process of using special journals and subsidiary ledgers through a flowchart, written summary, or recorded walkthrough. 	<ul style="list-style-type: none"> Use a business simulation where students act as accounting clerks processing real-world transactions across multiple journals and ledgers. Include a group activity where students verify each other’s journal entries and postings for accuracy and completeness.

Supporting Multilingual/English Learners: Related *CELP standards* aligned to Learning Targets

	Emerging	Expanding	Bridging
LT 1	Match visuals or definitions to business types	Use sentence frames to describe each business type	Compare types and analyze how they affect accounting practices
LT 2	Recognize ownership types using visuals	Use comparison phrases to describe differences	Evaluate structures and justify based on scenarios
LT 3	Match ledger visuals to controlling account	Use guided phrases to describe each ledger’s role	Analyze discrepancies and suggest reconciliation steps
LT 4	Sequence visuals of ordering steps	Use sentence starters to describe steps	Evaluate and suggest improvements in procedures
LT 5	Match journal names to transactions	Use sentence frames to explain journal use	Analyze customization of journals for business needs
LT 6	Identify correct places on template	Use sentence frames to explain entries	Analyze purchase scenarios and recommend documentation
LT 7	Match transactions to ledger accounts	Use structured statements for posting	Identify errors and explain corrections needed

LT 8	Identify journal format using visuals	Use sentence starters to describe entries	Evaluate entries for accuracy and consistency
LT 9	Identify petty cash forms and receipts	Use sentence frames to describe spending and replenishment	Analyze reports and recommend policy improvements
LT 10	Match entries to ledger accounts	Use guided phrases to describe posting	Describe posting errors and financial consequences
LT 11	Match customer names to controlling total	Use sentence frames to connect individual and total balances	Analyze reconciliation reports and suggest strategies
LT 12	Identify journal entry locations	Use sentence frames to assign sales to accounts	Evaluate accuracy and link to accounts receivable
LT 13	Match amounts to correct accounts	Use guided language to describe dual posting	Recommend checks and balances for conflicts
LT 14	Identify locations for cash vs. credit	Use structured entries to show separation	Analyze trends and their business implications
LT 15	Identify receipts with visual aids	Use sentence starters to record receipts	Analyze payment patterns and suggest improvements
LT 16	Match payment to correct accounts	Use structured statements to describe posting	Recommend solutions for delays or discrepancies
LT 17	List balances or use visual template	Use sentence frames to total and summarize	Evaluate trends and assess credit risk
LT 18	Identify format components	Use sentence starters to explain entries	Justify and analyze journal entries
LT 19	Recognize return documents	Use frames to describe recording returns	Recommend procedural adjustments based on trends
LT 20	Match terms with visuals	Use structured phrases to explain relationships	Analyze effects on growth and equity
LT 21	Identify declaration and payment dates	Use sentence frames to describe timeline	Analyze financial and tax impacts of dividend policies

Unit Outline

Lesson Sequence	Learning Target(s)	Success Criteria/Assessment
1	Learning Target 1 I can distinguish among service, retail merchandising, and wholesale merchandising businesses.	<ul style="list-style-type: none"> I can define a service business, retail merchandising business, and wholesale merchandising business. I can identify examples of each type of business.
2	Learning Target 2 I can identify differences between a sole proprietorship and a corporation.	<ul style="list-style-type: none"> I can define a sole proprietorship and a corporation. I can compare the characteristics of a sole proprietorship vs. a corporation.
	Learning Target 3 I can explain the relationship between a subsidiary ledger and a controlling account.	<ul style="list-style-type: none"> I can define a subsidiary ledger and a controlling account. I can explain how the total of the subsidiary ledger equals the balance of the controlling account.
3	Learning Target 4 I can describe accounting procedures used in ordering merchandise.	<ul style="list-style-type: none"> I can define key documents used in the purchasing process (e.g., purchase requisition, purchase order, invoice). I can explain the steps a business takes when ordering merchandise. I can describe how purchase orders help manage inventory and spending.
	Learning Target 5 I can discuss the purpose of a special journal.	<ul style="list-style-type: none"> I can define a special journal and explain how it differs from a general journal. I can identify common types of special journals (purchases journal, sales journal, cash payments journal, cash receipts journal).

		<ul style="list-style-type: none"> I can explain why businesses use special journals to improve efficiency and organization. I can match different types of transactions to their appropriate special journals.
	<p>Learning Target 6 I can journalize purchases of merchandise on account using a purchases journal.</p>	<ul style="list-style-type: none"> I can recognize transactions that should be recorded in the purchases journal. I can enter the correct date, vendor name, invoice number, and amount in the purchases journal. I can maintain accuracy and consistency in journal formatting. I can explain how purchasing journals simplify the recording of frequent, similar transactions.
4	<p>Learning Target 7 I can post merchandise purchases to both the accounts payable ledger and the general ledger accurately.</p>	<ul style="list-style-type: none"> I can post the purchase amount to the individual vendor's account in the accounts payable ledger. I can post the total of the Purchases Journal to the general ledger "Accounts Payable" and "Purchases" account. I can record posting references to track where entries were made. I can verify that posting is complete and accurate by comparing journal totals with ledger balances.
5	<p>Learning Target 8 I can record cash payments using a cash payments journal.</p>	<ul style="list-style-type: none"> I can identify transactions that should be recorded in the cash payments journal. I can enter the correct date, payee, check number, and amount in the cash payments journal. I can correctly classify payments by selecting the appropriate account. I can ensure all cash payments are recorded accurately and in chronological order. I can explain the purpose of the cash payments journal in organizing payment transactions.
6	<p>Learning Target 9 I can record the replenishment of a petty cash fund.</p>	<ul style="list-style-type: none"> I can calculate the amount needed to replenish the petty cash fund to its original balance. I can identify the accounts affected by petty cash replenishment. I can prepare a journal entry to record the replenishment using correct debit and credit entries. I can explain why replenishing petty cash is important for accurate recordkeeping.
7	<p>Learning Target 10 I can post cash payments accurately to both the accounts payable ledger and the general ledger.</p>	<ul style="list-style-type: none"> I can post the cash payment amount to the vendor's account in the accounts payable ledger, reducing the amount owed. I can post the cash payment amount to the general ledger's Accounts Payable account. I can post the corresponding credit to the Cash account in the general ledger. I can record posting references to show where the transactions were posted.
8 - 9	Includes all learning targets related to purchases and cash payments.	Includes success criteria for lessons 1-8.
10	<p>Learning Target 11 I can explain the relationship between the accounts receivable ledger and its controlling account.</p>	<ul style="list-style-type: none"> I can define a controlling account and a subsidiary ledger. I can describe how individual customer accounts in the accounts receivable ledger make up the total balance of the controlling account. I can explain why it is important for the total of the subsidiary ledger to match the balance of the controlling account.
	<p>Learning Target 12</p>	<ul style="list-style-type: none"> I can identify transactions that should be recorded in the sales journal.

	I can record sales on account using a sales journal.	<ul style="list-style-type: none"> I can record the correct accounts receivable and sales amounts in the journal. I can explain how the sales journal helps streamline the recording of sales transactions.
11	Learning Target 13 I can post sales on account to both the accounts receivable ledger and the general ledger.	<ul style="list-style-type: none"> I can identify sales on account transactions that need to be posted. I can post the correct amounts to individual customer accounts in the accounts receivable subsidiary ledger. I can post the total amount of sales on account to the Accounts Receivable and Sales accounts in the general ledger. I can explain how the sum of the balances in the accounts receivable ledger equals the balance in the controlling account.
12	Learning Target 14 I can record cash and credit card sales using a cash receipts journal.	<ul style="list-style-type: none"> I can identify transactions that represent cash or credit card sales. I can record credit card sales as cash received and explain why they are treated that way in accounting.
	Learning Target 15 I can journalize cash receipts on account using a cash receipts journal.	<ul style="list-style-type: none"> I can record the payment in the Accounts Receivable Credit column of the cash receipts journal.
13	Learning Target 16 I can post cash receipts to an accounts receivable ledger and a general ledger.	<ul style="list-style-type: none"> I can identify which cash receipt transactions affect accounts receivable. I can post the correct amounts to individual customer accounts in the accounts receivable subsidiary ledger.
	Learning Target 17 I can prepare a schedule of accounts receivable.	<ul style="list-style-type: none"> I can identify and list all customer accounts with outstanding balances from the accounts receivable ledger. I can verify that the total of the schedule equals the balance in the Accounts Receivable controlling account in the general ledger. I can format the schedule with an appropriate heading. I can explain how the schedule helps verify the accuracy of customer balances and supports financial reporting.
14 -15	Includes all learning targets related to sales and cash receipts.	Includes success criteria for lessons 10-13.
16	Learning Target 18 I can use the General Journal to record transactions for a retail merchandising business.	<ul style="list-style-type: none"> I can identify transactions that should be recorded in the general journal. I can explain why certain transactions are recorded in the general journal instead of special journals.
	Learning Target 19 I can journalize and post transactions for the return of merchandise.	<ul style="list-style-type: none"> I can define purchase returns and purchase allowances and explain the difference between them. I can record the return or allowance properly in the general journal. I can post the journal entry amounts to the correct accounts in the general ledger. I can explain how these transactions affect the cost of merchandise and liabilities.
17	Learning Target 19 I can journalize and post transactions for the return of merchandise.	<ul style="list-style-type: none"> I can define sales returns and sales allowances and explain the difference between them. I can journalize sales returns and allowances using the general journal. I can post amounts to customer accounts in the accounts receivable subsidiary ledger and the controlling account "Accounts Receivable" in the general ledger. I can explain how these transactions affect revenue and customer account balances.
	Learning Target 20	<ul style="list-style-type: none"> I can define retained earnings and dividends.

	I can explain the relationship between retained earnings and dividends.	<ul style="list-style-type: none"> • I can explain how dividends are distributions of a corporation's earnings to its shareholders. • I can describe how paying dividends decreases retained earnings.
	<p>Learning Target 21 I can account for the declaration and payment of dividends.</p>	<ul style="list-style-type: none"> • I can prepare a journal entry to record the declaration of dividends, increasing liabilities. • I can prepare a journal entry to record the payment of dividends, reducing liabilities and cash. • I can explain the difference between the date of declaration and the date of payment.
18 - 19	Includes all learning targets related to sales returns/allowances, purchase returns/allowances and dividends.	Includes success criteria for lessons 16-17.

Unit Title:			
Unit 8 - End-of-Fiscal Period for a Corporation			
Relevant Standards:			
<ul style="list-style-type: none"> Classify, record, and summarize data to produce needed financial information. 			
Essential Question(s):		Enduring Understanding(s):	
<ol style="list-style-type: none"> What is the purpose of adjusting entries? What is the purpose of closing entries? What is the purpose of a post-closing trial balance? 		<ol style="list-style-type: none"> The purpose of adjusting entries is to bring selected account balances up-to-date at the end of the fiscal period. The purpose of closing-entries is to prepare temporary accounts for the new fiscal period. The purpose of a post-closing trial balance is to prove that the permanent accounts are in balance in preparation for a new fiscal period. 	
Demonstration of Learning:		Pacing for Unit	
<ul style="list-style-type: none"> Students will complete problems in which they will successfully journalize and post adjusting and closing entries reflecting both a net income and a net loss. Students will complete problems in which they will prepare a post-closing trial balance for a corporation. 		16 Block Periods	
Family Overview (link below)		Integration of Technology:	
Unit 8, Family Overview		Google Sheets may be used where applicable.	
Unit-specific Vocabulary:		Aligned Unit Materials, Resources, and Technology (beyond core resources):	
unadjusted trial balance, accrued, depreciation, tax bracket, operating revenue, net sales, cost of merchandise sold, gross profit, operating expenses, income from operations, statement of stockholder's equity, par value, current liabilities, long-term liabilities, supporting schedule		N/A	
Opportunities for Interdisciplinary Connections:		Anticipated misconceptions:	
<ul style="list-style-type: none"> Students must be able to follow multi-step, complex processes to prepare financial statements and close out the books for the end of the fiscal year. Students must be able to synthesize their knowledge to understand and analyze financial statements. 		<ul style="list-style-type: none"> All accounts carry balances from one fiscal period to the next. A post-closing trial balance is the same thing as a balance sheet. 	
Connections to Prior Units:		Connections to Future Units:	
Students must be able to read and interpret information contained in the ledgers.		Content in this curriculum is used as the basis for the units in the Accounting 2 course.	
Differentiation through <i>Universal Design for Learning</i>: UDL Indicator and suggested teacher action(s)			
	Representation	Action & Expression	Engagement
Lesson 1	<ul style="list-style-type: none"> Provide a sample unadjusted trial balance with labeled columns and a step-by-step example pulled from general ledger balances. Use a video or teacher-led demonstration to show how to transfer balances from the ledger and check for accuracy. 	<ul style="list-style-type: none"> Allow students to complete an unadjusted trial balance using sample ledger accounts, either on paper or in a spreadsheet. Offer students the option to explain the process through a written summary, checklist, or annotated example. 	<ul style="list-style-type: none"> Use a realistic business scenario where students act as bookkeepers preparing a trial balance for a company's end-of-period records. Include a peer-check activity where students exchange and review each other's trial balances to verify if debits equal credits.
Lesson 2-4	<ul style="list-style-type: none"> Provide examples of common adjusting entries (e.g., supplies used, prepaid insurance, depreciation) with clear explanations and calculations. Use a video or guided 	<ul style="list-style-type: none"> Allow students to calculate adjusting entries using practice scenarios and record the entries in a worksheet or digital form. Give students the option to 	<ul style="list-style-type: none"> Use real-world examples or simulations (e.g., a business preparing for year-end adjustments) to make calculations meaningful. Include a peer activity where

	demonstration to show how to calculate and record adjusting entries based on trial balance and additional information.	explain their calculations through a written explanation, visual guide, or step-by-step recording.	students compare and discuss their adjusting entries and reasoning.
Lesson 5	<ul style="list-style-type: none"> Provide a completed example of an adjusted trial balance with clear labels and color-coded adjustments. Use a video or teacher-led demonstration to explain how to transfer adjusted balances from the worksheet to the adjusted trial balance. 	<ul style="list-style-type: none"> Allow students to prepare an adjusted trial balance using data from a worksheet that includes adjusting entries, either on paper or digitally. Give students the option to explain the process through a written summary, checklist, or step-by-step walkthrough. 	<ul style="list-style-type: none"> Use a real-world scenario where students act as accountants finalizing the books at the end of a fiscal period. Include a team activity where students work together to complete and verify an adjusted trial balance for a fictional business.
Lesson 8-11	<ul style="list-style-type: none"> Provide clear, labeled examples of each financial statement with explanations of where the data comes from. Use a video or guided walkthrough to demonstrate the step-by-step process of preparing each statement and explain their purposes. 	<ul style="list-style-type: none"> Allow students to prepare the three financial statements using sample data, either on paper or with spreadsheet software. Give students the option to present their statements and explain the relationships among them through writing, diagrams, or presentations. 	<ul style="list-style-type: none"> Use a business case study where students act as accountants closing the books for a company and preparing the final statements. Include a collaborative review where students compare their statements and discuss any differences or errors.
Lesson 12-14	<ul style="list-style-type: none"> Provide examples of closing entries with explanations on which accounts are closed and why, alongside a sample post-closing trial balance. Use a step-by-step video or visual guide showing how closing entries are journalized, posted, and how the post-closing trial balance is prepared. 	<ul style="list-style-type: none"> Allow students to journalize and post closing entries using sample ledger data, then prepare a post-closing trial balance on paper or digitally. Give students options to explain the process via written reflections, flowcharts, or presentations. 	<ul style="list-style-type: none"> Use a simulated business scenario where students close the books at year-end and verify that only permanent accounts remain open. Include a peer-review activity where students check each other's closing entries and trial balances for accuracy.

Supporting Multilingual/English Learners: Related *CELP standards* aligned to Learning Targets

	Emerging	Expanding	Bridging
LT 1	Identify account names and balances using visuals/templates	Use sentence frames to explain placement in debit/credit columns	Transfer balances, explain errors, and analyze purpose in accounting cycle
LT 2	Use visuals to show adjustments over time	Use structured phrases to describe and calculate adjustments	Evaluate adjustment impacts and align with financial reporting
LT 3	Identify components (cost, life, salvage) using visuals	Use guided formula and explain depreciation concept	Justify method and explain financial impact over time
LT 4	Recognize where adjustments go using visual models	Use structured phrases to describe posting	Evaluate impact of adjustments on accuracy and financials
LT 5	Match tax term to visuals and recognize as expense	Use structured phrases to explain adjustments	Analyze tax adjustment impacts on liabilities and income
LT 6	Recognize changed balances using side-by-side visuals	Use structured language to transfer new balances	Compare unadjusted and adjusted balances and explain significance
LT 7	Identify parts (revenue, gross profit, etc.) with visuals	Use sentence frames to describe sections	Interpret statement and explain profitability over time
LT 8	Identify components (capital, earnings, dividends) using visuals	Use structured prompts to explain effects on equity	Analyze significance of equity in financial decisions
LT 9	Match accounts to balance sheet categories with visuals	Use sentence frames to classify and describe totals	Evaluate financial health using structured analysis
LT 10	Recognize that temporary accounts reset using visuals	Use sentence frames to describe account closures	Evaluate purpose of closing entries and their financial impact

LT 11	Identify which accounts stay open using visuals	Use sentence starters to explain why accounts remain	Prepare and evaluate accuracy for next accounting period
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Unit Outline

Lesson Sequence	Learning Target(s)	Success Criteria/Assessment
1	Learning Target 1 I can prepare an unadjusted trial balance.	<ul style="list-style-type: none"> I can explain the purpose of an unadjusted trial balance in the accounting cycle. I can list all account titles and balances from the general ledger. I can calculate the total debits and credits to ensure they are equal.
2	Learning Target 2 I can adjust supplies, prepaid insurance, merchandise inventory, and interest receivable.	<ul style="list-style-type: none"> I can determine the amount of assets and insurance expired during the period. I can calculate the adjusting amounts by comparing beginning balances to ending values. I can journalize and post the adjusting entries in the general journal and general ledger. I can explain how these adjustments ensure accurate reporting of expenses and asset balances.
3	Learning Target 3 I can calculate depreciation expense using the straight-line method.	<ul style="list-style-type: none"> I can define depreciation and explain why it is recorded for long-term assets. I can identify the necessary components for the straight-line method. I can apply the straight-line method of depreciation I can accurately calculate annual depreciation expense and accumulated depreciation for various assets.
4	Learning Target 4 I can post adjusting entries to the general ledger.	<ul style="list-style-type: none"> I can update account balances accurately to reflect the adjustments. I can explain how posting adjusting entries ensures financial statements reflect accurate account values.
	Learning Target 5 I can adjust the federal income tax payable account.	<ul style="list-style-type: none"> I can determine the amount of federal income tax owed based on the business's net income. I can calculate, journalize, and post an adjusting journal entry to recognize Federal Income Tax Expense and increase Federal Income Tax Payable.
5	Learning Target 6 I can prepare an adjusted trial balance	<ul style="list-style-type: none"> I can list all account balances after adjustments have been posted. I can calculate totals and confirm that total debits equal total credits. I can explain how the adjusted trial balance serves as the final check before preparing financial statements.
6 -7	Includes all learning targets related to calculating and journalizing adjusting entries for a corporation.	Includes success criteria for lessons 1-6.
8 -9	Learning Target 7 I can prepare an income statement for a merchandising business organized as a corporation.	<ul style="list-style-type: none"> I can identify the key sections of an income statement for a merchandising business, I can calculate the Net Income or Loss on an Income Statement. I can calculate the financial ratios on an Income Statement. I can format the income statement correctly. I can explain how the income statement shows a corporation's profitability over a specific accounting period.
10	Learning Target 8 I can prepare a statement of stockholders' equity for a corporation.	<ul style="list-style-type: none"> I can define the purpose of a statement of stockholders' equity and explain how it shows changes in ownership equity during a fiscal period.

		<ul style="list-style-type: none"> I can explain how the statement of stockholders' equity connects to the balance sheet and income statement.
11	Learning Target 9 I can prepare a balance sheet for a business organized as a corporation.	<ul style="list-style-type: none"> I can define a balance sheet and explain its purpose in showing a company's financial position at a specific point in time. I can identify the three main sections of a corporate balance sheet. I can verify that the balance sheet is in balance.
12 - 13	Learning Target 10 I can prepare closing entries for a business at the end of an accounting period.	<ul style="list-style-type: none"> I can explain the purpose. of closing entries in the accounting cycle. I can identify temporary accounts that must be closed. I can journalize and post closing entries for revenue accounts, expense accounts, Income Summary, and Dividends I can verify that temporary accounts have zero balances after closing. I can explain how closing entries prepare the business for the next accounting period.
14	Learning Target 11 I can prepare a post-closing trial balance.	<ul style="list-style-type: none"> I can explain the purpose of a post-closing trial balance I can identify which accounts appear on a post-closing trial balance. I can explain how the post-closing trial balance confirms that the general ledger is in balance and ready for the next accounting period.
15 - 16	Includes all learning targets related to end-of-fiscal period activities.	Includes success criteria for lessons 1-14.

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