COURSE TITLE: Advanced Accounting

Course Description:
Advanced Accounting builds on the foundational knowledge students acquired in Accounting. Standards are designed for students to apply their skills and knowledge in various business situations by performing accounting activities following generally-accepted accounting principles (GAAP). Uncollectible accounts, plant assets, inventory, notes payable and receivable, prepaid and accrued expenses, and unearned and accrued revenues are analyzed, and related adjustments are calculated, and application of managerial accounting techniques are encouraged. Various forms of technology will be used to expose students to the resources and application of accounting principles. Employability skills are incorporated throughout the course standards to meet the needs of business and industry.

Potential Certifications/Credentials:
## Course Scope and Sequence

<table>
<thead>
<tr>
<th>Unit #</th>
<th>Unit Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Foundational Standards</td>
</tr>
<tr>
<td>2</td>
<td>Accounting Procedures</td>
</tr>
<tr>
<td>3</td>
<td>Ratios</td>
</tr>
<tr>
<td>4</td>
<td>Ethics</td>
</tr>
<tr>
<td>5</td>
<td>Legal Requirements</td>
</tr>
<tr>
<td>6</td>
<td>Cost Accounting</td>
</tr>
<tr>
<td>7</td>
<td>Vouchers</td>
</tr>
<tr>
<td>8</td>
<td>Current Issues and Trends</td>
</tr>
<tr>
<td>9</td>
<td>Career Opportunities</td>
</tr>
</tbody>
</table>
Unit Plans of Instruction

Foundational Standards

Supporting—will be taught throughout the course as needed for the unit.

F1. Incorporate safety procedures in handling, operating, and maintaining tools and machinery; handling materials; utilizing personal protective equipment; maintaining a safe work area; and handling hazardous materials and forces.

F2. Demonstrate effective workplace and employability skills, including communication, awareness of diversity, positive work ethic, problem-solving, time management, and teamwork.

F3. Explore the range of careers available in the field and investigate their educational requirements, and demonstrate job-seeking skills including resume-writing and interviewing.

F4. Advocate and practice safe, legal, responsible, and ethical use of information and technology tools specific to the industry pathway.

F5. Participate in a Career and Technical Student Organization (CTSO) to increase knowledge and skills and to enhance leadership and teamwork.

F6. Discuss and demonstrate ways to value diversity.
Unit 2 Title: Accounting Procedures

Content Standards
1. Apply accounting procedures for calculating, journalizing, and posting entries related to bad debt, aging receivables, and the ability to collect overdue payments.

2. Identify and demonstrate the application of generally-accepted accounting principles related to the life cycle of fixed assets.

3. Compare and contrast weighted cost methods used for estimating the cost of merchandise in inventory.
   3a. Estimate the cost value of merchandise inventory using both Last In, First Out (LIFO) and First In, First Out (FIFO).

4. Calculate and record interest and maturity dates for notes payable and notes receivable.

5. Demonstrate adjusting, closing, and reversing of entries for accrued revenues and expenses.

6. Demonstrate accounting procedures for paying dividends and acquiring additional capital.

7. Complete financial statements, analyze cash flow, and critique suggested budgets for a given business or enterprise.

Unpacked Learning Objectives

Students know:
- The process for applying the accounting procedures for calculating, journalizing, and posting entries related to bad debt, aging receivables, and the ability to collect overdue payments.
- The process for recognizing and demonstrating the application of generally-accepted accounting principles related to the life cycle of fixed assets.
- The process for differentiating between weighted cost methods used for estimating inventory.
- The process for appraising the cost value of merchandise inventory using both the Last in, First Out (LIFO) and the First In, First Out (FIFO) methods.
- The process of calculating and recording interest and maturity dates for notes payable and notes receivable.
- The process of demonstrating adjusting, closing, and reversing of entries for accrued revenues and expenses.
- The process for demonstrating accounting procedures for paying dividends and acquiring additional capital.
- The process for completing financial statements, analyzing cash flow, and critiquing suggested budgets for a given business or enterprise.
Students are able to:
- Apply the accounting procedures for calculating, journalizing, and posting entries related to bad debt, and aging receivables, and the ability to collect overdue payments.
- Recognize the application of generally-accepted accounting principles related to the life cycle of fixed assets.
- Demonstrate the application of generally-accepted accounting principles related to the life cycle of fixed assets.
- Compare and contrast weighted cost methods used for estimating the cost of merchandise in inventory.
- Appraise the cost value of merchandise inventory using both Last In, First Out and First In, First Out methods.
- Calculate and record interest and maturity dates for notes payable and notes receivable.
- Demonstrate adjusting entries for accrued revenues and expenses.
- Demonstrate closing entries for accrued revenues and expenses.
- Demonstrate reversing of entries for accrued revenues and expenses.
- Illustrate accounting procedures for paying dividends.
- Illustrate accounting procedures for acquiring additional capital.
- Complete financial statements (income statement, balance sheet, and statement of ownership’s equity.)
- Analyze cash flow for a given business or enterprise.
- Critique suggested budgets for a given business or enterprise.

Students understand that:
- Businesses must apply the accounting procedures for calculating, journalizing, and posting entries related to bad debt, aging receivables, and the ability to collect overdue payments.
- Businesses/accountants must use the generally-accepted accounting principles (GAAP) in the application of the life cycle of fixed assets.
- Businesses can select the best method for estimating the cost of merchandise in inventory based on their business.
- Businesses must estimate inventory using Last In, First Out and or First In, First Out depending on the type of business/stock they have.
- Businesses must calculate and record interest and and maturity dates for notes payable and notes receivable.
- Businesses must adjust, close and reverse entries for accrued revenues and expenses to maintain accurate accounting records and stay in balance.
- Companies must use the correct accounting procedures when paying dividends and acquiring additional capital.
- Accountants must complete financial statements, analyze cash flow and critique suggested budgets for a corporation to stay financially fit.
| Unit Driving/Essential Question | What does a business do when a debt cannot be collected?  
|                                | How do businesses borrow and lend money?  
|                                | How do you calculate interest on a Note?  
|                                | What is an Interest-Bearing Note Payable?  
|                                | How do you convert an account receivable to a note receivable?  
|                                | How do you use the allowance method to report uncollectible accounts expenses?  
|                                | Why do businesses use the matching principle to report uncollectible accounts?  
|                                | How do merchandising businesses keep track of the value of their inventories? |
| Exemplar High Quality Unit Task | Develop a plan that's attainable and measurable that will reduce uncollectible accounts for a company. Then determine how to implement your plan. Will you need to change your procedures, hire additional personnel, modify the accounts receivable system or retrain personnel?  
|                                | Journalize business transactions for a given company. |
### Map of Student Learning by Learning Objective

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Students must explain in their own words how to apply accounting procedures for calculating, journalizing and posting entries related to bad debt, aging receivables, and the ability to collect overdue payments.</td>
<td>Formative: Observation, worksheets, journals, pretest, class discussions, quizzes, entrance/exit tickets, and check your understanding activities. Summative: Unit Test</td>
<td>Post entries related to bad debt, aging receivables, and overdue payments. Record entries related to bad debt, aging receivables, and overdue payments. Brainstorm/Discuss Read, complete textbook and/or digital activities Listen, think, pair and share about accounting procedures.</td>
<td>ELA: Locate and use relevant and credible information through a variety of search tools and research strategies; present clear, coherent responses on intended audience and purpose; synthesize multiple sources of information when answering through writing, speaking, or creating a digital product. SS: Impact of bad debt on the labor market and the economy; goods and services; business organization</td>
<td>ViewBoard SmartBoard Computer Electronic Worksheets Paper Worksheets Pen/Pencil YouTube Videos ICEV Software Aplia (Mindtap) Software Text</td>
</tr>
</tbody>
</table>

**Equipment List by CTE Cluster**

**Link to Helpful Tech Tools**

**Learning Activity Checklist**

**Link to Differentiation Examples**
<table>
<thead>
<tr>
<th>Students must explain in their own words how to identify and demonstrate the application of generally-accepted accounting principles related to the life cycle of fixed assets.</th>
<th>Formative: Observation, worksheets, journals, check your understanding activities, class discussions, entrance/exit tickets, pop quizzes, teamwork, problem-solving, and homework activities</th>
<th>Analyze transactions for fixed assets to see how it affects each part of the accounting cycle.</th>
<th>ELA: Locate and use relevant and credible information through a variety of search tools and research strategies; present clear, coherent responses on intended audience and purpose; synthesize multiple sources of information when answering through writing, speaking, or creating a digital product</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summative: Unit Test</td>
<td>View and read the text</td>
<td>Complete the digital worksheet for this unit. Listen, think, pair and share about accounting principles</td>
<td>SS: Impact of fixed assets on the labor market and the economy; goods and services; business organization; changes in workforce over time; historical aspects of the creation and use of accounting and required education; cultural and societal changes over time due to use of GAAP and accounting as a specialized career</td>
</tr>
<tr>
<td>Students must explain in their own words how to differentiate between weighted cost methods used for estimating the cost of merchandise in inventory.</td>
<td>Formative: Review &amp; Activities, compare and contrast, visual summary, entrance/exit tickets, and class assignment.</td>
<td>Calculate the cost of the ending inventory using weighted cost methods and do a comparison between other methods. Identify the method that resulted in the lowest cost of merchandise sold.</td>
<td>ELA: Locate and use relevant and credible information through a variety of search tools and research strategies; present clear, coherent responses on intended audience and purpose;</td>
</tr>
<tr>
<td>Summative: Unit Test</td>
<td>ViewBoard</td>
<td>SmartBoard</td>
<td>Computer</td>
</tr>
<tr>
<td></td>
<td>Electronic Worksheets</td>
<td>Paper Worksheets</td>
<td>Pen/Pencil</td>
</tr>
<tr>
<td></td>
<td>YouTube Videos</td>
<td>ICEV Software</td>
<td>Aplia (Mindtap) Software</td>
</tr>
<tr>
<td></td>
<td>Text</td>
<td>ViewBoard</td>
<td>SmartBoard</td>
</tr>
<tr>
<td></td>
<td>Computer</td>
<td>Electronic Worksheets</td>
<td>Paper Worksheets</td>
</tr>
<tr>
<td></td>
<td>Pen/Pencil</td>
<td>YouTube Videos</td>
<td>ICEV Software</td>
</tr>
</tbody>
</table>

Alabama State Department of Education, Career and Technical Education/Workforce Development, Plans of Instruction
Updated as of Sep 16, 2022
<table>
<thead>
<tr>
<th>Students must explain in their own words how to appraise the cost value of merchandise inventory using both the Last In, First Out (LIFO) and First In, First out (FIFO) methods</th>
<th>Listen, think, pair and share about weighted cost methods</th>
<th>synthesize multiple sources of information when answering through writing, speaking, or creating a digital product</th>
</tr>
</thead>
</table>
| Formative: Observation, homework, compare and contrast, entrance/exit tickets, and check your understanding  
Summative: Final Reports, Final Grades, and Unit Tests | Reading check completed, Reinforce the main idea, and calculate the cost of the ending inventory using the LIFO and FIFO methods.  
Read, complete textbook or digital workbook assignments  
Show Me tutorials | ELA: Locate and use relevant and credible information through a variety of search tools and research strategies; present clear, coherent responses on intended audience and purpose; synthesize multiple sources of information when answering through writing, speaking, or creating a digital product |
| | | SS: Impact of labor market on the economy; goods and services; business organization; changes in workforce over time |
| | | ViewBoard  
SmartBoard  
Computer  
Electronic Worksheets  
Paper Worksheets  
Pen/Pencil  
YouTube Videos  
ICEV Software  
Aplia (Mindtap) Software  
Text |
| Students must explain in their own words how to calculate and record interest and maturity dates for notes payable and notes receivable. | Formative: Worksheets, pop quizzes, homework, self assessments, and class discussions | Show Me tutorials, Let Me Try interactive activities, calculate interest using a formula, calculate maturity date using a time calendar, and calculate interest using an interest table | ELA: Locate and use relevant and credible information through a variety of search tools and research strategies; present clear, coherent responses on intended audience and purpose; synthesize multiple sources of information when answering through writing, speaking, or creating a digital product.  
SS: Global economy; organization and role of business - finance options and wages, economic institutions in market economies | ViewBoard  
SmartBoard  
Computer  
Electronic Worksheets  
Paper Worksheets  
Pen/Pencil  
YouTube Videos  
ICEV Software  
Aplia (Mindtap) Software  
Text |
|---|---|---|---|---|
| Students must explain in their own words how to demonstrate adjusting, closing, and reversing of entries for accrued revenues and expenses. | Formative: Worksheets, class discussions, entrance/exit tickets, and powerpoint presentations.  
Summative: Unit Test | Read text, PowerPoint Presentations, and demonstrate on completing text assignments | ELA: Locate and use relevant and credible information through a variety of search tools and research strategies; present clear, coherent responses on intended audience and purpose; synthesize multiple sources of information when answering through writing, speaking, or creating a digital product.  
SS: Impact of labor market on the economy; goods | ViewBoard  
SmartBoard  
Computer  
Electronic Worksheets  
Paper Worksheets  
Pen/Pencil  
YouTube Videos  
ICEV Software  
Aplia (Mindtap) Software  
Text |
<table>
<thead>
<tr>
<th>Students must explain in their own words how to demonstrate accounting procedures for paying dividends and acquiring additional capital.</th>
<th>Formative: Bellringer, journals, pretest, workbook activities, Entrance/Exit tickets, and check your understanding. Summative: Unit Test</th>
<th>Show Me tutorials Let Me Try interactive activities PowerPoint Presentations Read Text Complete textbook or digital worksheet activities Journalize the payment of dividends</th>
<th>ELA: Locate and use relevant and credible information through a variety of search tools and research strategies; present clear, coherent responses on intended audience and purpose; synthesize multiple sources of information when answering through writing, speaking, or creating a digital product. SS: Impact of labor market on the economy; goods and services; cultural and societal changes over time due to use of GAAP; global economy; organization and role of business - finance options and wages, economic institutions in market economies.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>ViewBoard SmartBoard Computer Electronic Worksheets Paper Worksheets Pen/Pencil YouTube Videos ICEV Software Aplia (Mindtap) Software Text</td>
</tr>
<tr>
<td>Students must describe in their own words how to complete financial statements, analyze cash flow, and critique suggested budgets for a given business or enterprise.</td>
<td>Formative: Mini Practice Set, Class discussions, Entrance/Exit tickets, self assessments, and journals.</td>
<td>Show Me tutorials Let Me Try interactive activities PowerPoint Presentations Read Text Brainstorm/discuss Listen, think, pair and share example problems Guest Speaker on accounting</td>
<td>ELA: Locate and use relevant and credible information through a variety of search tools and research strategies; present clear, coherent responses on intended audience and purpose; synthesize multiple sources of information when answering through writing, speaking, or creating a digital product</td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td></td>
<td>Formative: Unit Test Mini-set problems</td>
<td></td>
<td>SS: Impact of labor market on the economy; goods and services; cultural and societal changes over time due to use of GAAP; global economy; organization and role of business - finance options and wages, economic institutions in market economies</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Science: Include science based businesses and enterprises.</td>
</tr>
</tbody>
</table>
Key Vocabulary

accounting procedures, journalizing, posted entries, bad debt, accounts receivable, aging accounts, gaap, fixed assets, depreciation, straight line depreciation method, accelerated depreciation method, depreciation, book value, weighted cost methods, cost of merchandise, first in-first out (FIFO), last in-first out (LIFO), interest, maturity dates, notes payable, notes receivable, accrued revenues, accrued expenses, adjusting entries, closing entries, reversing journal entries, payment terms, dividends, capital, financial statements, cash flow, budget

Work-Based Learning, Simulated Work Experiences, and Experiential Learning:

job shadowing, field trips, simulated workplace, internships, games, and case studies

CTSO Connection:

CTSO will compete in state competitions. (Accounting & Financial Literacy)

Certification/Credential Connection:

MOS (Excel)
Intuit Quickbooks
ASK Institute
National Academy of Finance
Unit 3 Title: Ratios

Content Standards
8. Apply analysis ratios to evaluate solvency and earning power for a given business or enterprise.

Unpacked Learning Objectives

Students know:
- The process for applying analysis ratios to evaluate solvency and earning power for a given business or enterprise.

Students are able to:
- Recognize the steps to complete an analysis ratio
- Apply analysis ratios to evaluate solvency for a given business or enterprise.
- Apply an analysis ratio to evaluate earning power for a given business or enterprise.

Students understand that:
- Accountants must use analysis ratios to examine financial health of businesses to include solvency and earning power.

<table>
<thead>
<tr>
<th>Unit Driving/Essential Question</th>
<th>What is the formula for calculating the total expenses ratio?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>What is the formula for calculating the net income ratio?</td>
</tr>
<tr>
<td></td>
<td>What are the steps to complete an analysis ratio?</td>
</tr>
<tr>
<td></td>
<td>What ratios are acceptable for businesses?</td>
</tr>
<tr>
<td></td>
<td>What is ratio analysis?</td>
</tr>
<tr>
<td></td>
<td>What is the basis for making good financial decisions?</td>
</tr>
<tr>
<td></td>
<td>To whom might the various ratios be useful and why?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Exemplar High Quality Unit Task</th>
<th>Calculate and analyze financial ratios using income statement amounts.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Think Like An Accountant Project</td>
</tr>
</tbody>
</table>
### Map of Student Learning by Learning Objective

|----------------------------------|--------------------------------------------------------|-------------------------------|-------------------------------------------------------------------------------------------------|---------------------------------|
| Students must describe in their own words how to apply analysis ratios to evaluate solvency and earning power for a given business or enterprise. | Formative: Observation, worksheets, entrance/exit tickets, homework, and class discussions. Summative: Unit Test | PowerPoint Presentations, read text, Show Me tutorials, Let Me Try interactive activities, scenarios, research online about financial statements for a company and analyze it, diagrams, and complete workbook activities. | ELA: Locate and use relevant and credible information through a variety of search tools and research strategies; present clear, coherent responses on intended audience and purpose; synthesize multiple sources of information when answering through writing, speaking, or creating a digital product | **Equipment List by CTE Cluster**
  [Link to Helpful Tech Tools](#) |

<table>
<thead>
<tr>
<th><strong>Learning Activity Checklist</strong></th>
<th><strong>Link to Differentiation Examples</strong></th>
<th><strong>Equipment, Technology &amp; Materials</strong></th>
</tr>
</thead>
</table>
| | | ViewBoard
SmartBoard
Computer
Electronic Worksheets
Paper Worksheets
Pen/Pencil
YouTube Videos
ICEV Software
Aplia (Mindtap) Software
Text |
### Key Vocabulary

| analysis ratios, solvency, earning power, return on sales, financial accounting, managerial accounting, profitability ratios |

### Work-Based Learning, Simulated Work Experiences, and Experiential Learning:

| job shadowing, field trips, simulated workplace, internships, games, and case studies |

### CTSO Connection:

| CTSO will compete in state competitions. (Accounting & Financial Literacy) |

### Certification/Credential Connection:

| MOS (Excel) |
| Intuit Quickbooks |
| ASK Institute |
| National Academy of Finance |
Unit 4 Title: Ethics

Content Standards

9. Obtain, evaluate, and share information about employing appropriate financial reporting procedures and avoiding conflicts of interest.

10. Outline the ethical standards accountants are required to uphold.

Unpacked Learning Objectives

Students know:
- How to acquire, judge, and share information about employing appropriate financial reporting procedures.
- How to outline the ethical standards accountants are required to upload.

Students are able to:
- Outline the ethical standards for accountants.

Students understand that:
- Accountants are required to uphold ethical standards.

| Unit Driving/Essential Question | How do ethics affect the success of a business?  
How are business ethics determined?  
What is meant by ethics?  
What are the benefits of acting ethically?  
What is the foundation for ethics in accounting? |
|-------------------------------|---------------------------------------------------------|
| Exemplar High Quality Unit Task | Create a business ethics program.  
Research ethics in the news and write an essay about your findings. |
Map of Student Learning by Learning Objective

Key Vocabulary

financial reporting procedures, conflict of interest, ethical standards, business ethics, code of ethics, integrity

Work-Based Learning, Simulated Work Experiences, and Experiential Learning:

job shadowing, field trips, simulated workplace, internships, games, and case studies.

CTSO Connection:

CTSO will compete in state competitions. (Accounting & Financial Literacy)

Certification/Credential Connection:

MOS (Excel)
Intuit Quickbooks
ASK Institute
National Academy of Finance
Unit 5 Title: Legal Requirements

Content Standards
11. Research, evaluate, and communicate legal procedures for forming and dissolving various business organizations in ways that comply with industry standards.

Unpacked Learning Objectives

Students know:
- How to investigate, examine and communicate procedures for forming and dissolving various business organizations.

Students are able to:
- Investigate and examine procedures for forming and dissolving various business organizations.
- Communicate how to form and dissolve various business organizations.

Students understand that:
- Accounting professionals must know the proper way to form and dissolve various business organizations in ways that comply with industry standards.

<table>
<thead>
<tr>
<th>Unit Driving/Essential Question</th>
<th>What do businesses do and how are they organized?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>What role does accounting play in the free enterprise system?</td>
</tr>
<tr>
<td></td>
<td>What are the three accounting assumptions?</td>
</tr>
</tbody>
</table>

| Exemplar High Quality Unit Task | Write a one-page article for a career newsletter describing the field of accounting and the types of businesses and organizations where accountants might work. |
## Map of Student Learning by Learning Objective

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Students describe in their own words how to investigate, examine and communicate procedures for forming and dissolving various business organizations in ways that comply with industry standards.</td>
<td>Formative: Observation, worksheets, journals, and pretests. Summative: Unit Test</td>
<td>Read text and complete activities, internet research, and brainstorm/discuss.</td>
<td>ELA: Locate and use relevant and credible information through a variety of search tools and research strategies; present clear, coherent responses on intended audience and purpose; synthesize multiple sources of information when answering through writing, speaking, or creating a digital product</td>
<td>ViewBoard SmartBoard Computer Electronic Worksheets Paper Worksheets Pen/Pencil YouTube Videos ICEV Software Aplia (Mindtap) Software Text</td>
</tr>
</tbody>
</table>

---

**Equipment List by CTE Cluster**

- ViewBoard
- SmartBoard
- Computer
- Electronic Worksheets
- Paper Worksheets
- Pen/Pencil
- YouTube Videos
- ICEV Software
- Aplia (Mindtap) Software Text

**Link to Helpful Tech Tools**

- [ViewBoard](#)
- [SmartBoard](#)
- [Computer](#)
- [Electronic Worksheets](#)
- [Paper Worksheets](#)
- [Pen/Pencil](#)
- [YouTube Videos](#)
- [ICEV Software](#)
- [Aplia (Mindtap) Software Text](#)
Key Vocabulary

| legal procedures, types of business organizations, sole proprietorships, partnerships, limited liability partnerships, non-profit organizations, corporations, limited liability corporations, sole proprietorships, partnerships, non-profit organizations, corporations |

Work-Based Learning, Simulated Work Experiences, and Experiential Learning:

| job shadowing, field trips, simulated workplace, internships, games, and case studies |

CTSO Connection:

| CTSO will compete in state competitions. (Accounting & Financial Literacy) |

Certification/Credential Connection:

| MOS (Excel) |
| Intuit Quickbooks |
| ASK Institute |
| National Academy of Finance |
Unit 6 Title: Cost Accounting

Content Standards
12. Analyze and utilize cost accounting procedures to complete transaction reports and financial statements for a merchandising business.

13. Analyze and use cost accounting procedures to journalize entries for initial investment and for liquidation.

Unpacked Learning Objectives

Students know:
- How to scrutinize and utilize cost accounting procedures to complete transaction reports and financial statements.
- How to examine and utilize cost accounting procedures to journalize entries for initial investment and for liquidation.

Students are able to:
- Recognize cost accounting procedures.
- Scrutinize and utilize cost accounting procedures to complete transaction reports for a merchandising business.
- Scrutinize and utilize cost accounting procedures to complete financial statements for a merchandising business.
- Recognize cost accounting procedures
- Examine and utilize cost accounting procedures to journalize entries for initial investment.
- Examine and utilize cost accounting procedures to journalize entries for liquidation.

Students understand that:
- Accountants have to analyze and use cost accounting procedures to complete transaction reports and financial statements for a merchandising business or any business with physical products.
- Accountants have to examine and utilize cost accounting procedures to journalize entries for initial investment (start up or buying a portion of a business) and for liquidation (involuntary closure of a business when they have to sell their assets.)

| Unit Driving/Essential Question | What are the main objectives of cost accounting?  
How much is the cost of goods manufactured? |
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Exemplar High Quality Unit Task</td>
<td>Study the aggregated data for a particular company and determining the cost of goods</td>
</tr>
</tbody>
</table>

Alabama State Department of Education, Career and Technical Education/Workforce Development, Plans of Instruction
Updated as of Sep 16, 2022
### Map of Student Learning by Learning Objective

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Students are to explain in their own words how to analyze and utilize cost accounting procedures to complete transaction reports and financial statements for a merchandising business.</td>
<td>Formative: Observation, worksheets, journals, and pretests. Summative: Unit Test</td>
<td>Group investigation, flashcards Read and complete text assignments Brainstorm/discuss</td>
<td>ELA: Locate and use relevant and credible information through a variety of search tools and research strategies; present clear, coherent responses on intended audience and purpose; synthesize multiple sources of information when answering through writing, speaking, or creating a digital product</td>
<td>ViewBoard SmartBoard Computer Electronic Worksheets Paper Worksheets Pen/Pencil YouTube Videos ICEV Software Aplia (Mindtap) Software Text</td>
</tr>
<tr>
<td>Students are to explain in their own words how to analyze and use cost accounting procedures to journalize entries for initial investment and liquidation.</td>
<td>Formative: Observation, worksheets, journals, and pretests Summative: Unit Test</td>
<td>Group investigation, flashcards Read and complete text assignments Brainstorm/discuss</td>
<td>ELA: Locate and use relevant and credible information through a variety of search tools and research strategies; present clear, coherent responses on intended audience and purpose; synthesize multiple sources of information when answering through writing, speaking, or creating a digital product</td>
<td>ViewBoard SmartBoard Computer Electronic Worksheets Paper Worksheets Pen/Pencil YouTube Videos ICEV Software Aplia (Mindtap) Software Text</td>
</tr>
<tr>
<td>when answering through writing, speaking, or creating a digital product</td>
<td>YouTube Videos <a href="http://www.principlesofaccounting.com">www.principlesofaccounting.com</a></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Key Vocabulary

cost accounting procedures, transaction reports, merchandising business, liquidation, initial investment

Work-Based Learning, Simulated Work Experiences, and Experiential Learning:

job shadowing, field trips, simulated workplace, internships, games, and case studies.

CTSO Connection:

CTSO will compete in state competitions. (Accounting & Financial Literacy)

Certification/Credential Connection:

MOS (Excel)
Intuit Quickbooks
ASK Institute
National Academy of Finance
Unit 7 Title: Vouchers

Content Standards
14. Describe the voucher method and how it relates to preparation and payment of accounts payable and expenses.

Unpacked Learning Objectives

Students know:
- How to explain the voucher method and how it relates to preparation and payment of accounts payable and expenses.

Students are able to:
- Explain the voucher method
- Describe how the voucher method relates to preparation and payment of accounts payable and expenses

Students understand that:
- The voucher method authorizes the disbursement of cash and relates to preparation and payment of accounts payable and expenses and can serve as back up documentation.

<table>
<thead>
<tr>
<th>Unit Driving/Essential Question</th>
<th>How are vouchers used to control purchases and expenses?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exemplar High Quality Unit Task</td>
<td>For two days, track your personal expenses like a petty cash fund. Record how much you spend on each item on a sheet of paper. At the end of each day, is your cash over or short?</td>
</tr>
</tbody>
</table>
## Map of Student Learning by Learning Objective

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Students are able to explain in their own words the voucher method and how it relates to preparation and payment of accounts payable and expenses.</td>
<td>Formative: Quizzes Summative: Mini Practice Set, Unit Test</td>
<td>Group Investigation Research Demonstrations</td>
<td><strong>Integrated and Related Academic Content:</strong> Concepts &amp; Activities</td>
<td><strong>Equipment List by CTE Cluster:</strong> ViewBoard SmartBoard Computer Electronic Worksheets Paper Worksheets Pen/Pencil YouTube Videos ICEV Software Aplia (Mindtap) Software Text <a href="http://www.principlesofaccounting.com">www.principlesofaccounting.com</a></td>
</tr>
</tbody>
</table>

**Equipment List by CTE Cluster:**
- ViewBoard
- SmartBoard
- Computer
- Electronic Worksheets
- Paper Worksheets
- Pen/Pencil
- YouTube Videos
- ICEV Software
- Aplia (Mindtap) Software
- Text [www.principlesofaccounting.com](http://www.principlesofaccounting.com)
Key Vocabulary

voucher method, accounts payable, expenses

Work-Based Learning, Simulated Work Experiences, and Experiential Learning:

job shadowing, field trips, simulated workplace, internships, games, and case studies

CTSO Connection:

CTSO will compete in state competitions. (Accounting & Financial Literacy)

Certification/Credential Connection:

MOS (Excel)
Intuit Quickbooks
ASK Institute
National Academy of Finance
Unit 8 Title: Current Issues and Trends

Content Standards
15. Gather and share information on current accounting trends and issues and use the results to analyze accounting's impacts on society.
   15a. Explain how accounting data can be used to analyze and predict future economic trends.
   15b. Describe how accounting information is used in making business and personal decisions.

16. Identify international organizations that establish trade regulations and standards to facilitate business among countries.

Unpacked Learning Objectives

Students know:
- How to collect and share information on current accounting trends and issues and use the results to analyze accounting’s impacts on society.
- How to describe how accounting data can be used to analyze and predict future economic trends.
- How to describe how accounting information is used in making business and personal decisions.
- How to recognize international organizations that establish trade regulations and standards to facilitate business among countries.

Students are able to:
- Collect information on current accounting trends and issues.
- Use the collected information on current accounting trends to analyze accounting's impacts on society.
- Share information on current accounting trends and issues.
- Describe how accounting data can be used to analyze and predict future economic trends.
- Explain how accounting data can be applied to making business decisions.
- Explain how accounting data can be applied to making personal decisions.
- Recognize international organizations that establish trade regulation and standards.
- Recognize how international organizations facilitate business among countries.

Students understand that:
- Staying abreast of new trends and issues in the accounting industry and analyzing how it impacts society and the industry is necessary for the profession.
- Accounting data can be used to analyze and make predictions about future economic trends.
- Accounting data can be utilized to make both personal and business decisions.
- There are international organizations that regulate trade and facilitate business among countries.
<table>
<thead>
<tr>
<th>Unit Driving/Essential Question</th>
<th>How do current accounting issues have an impact on society?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exemplar High Quality Unit Task</td>
<td>Choose any business, local or nationally, and analyze the effects of unethical behavior.</td>
</tr>
</tbody>
</table>
## Map of Student Learning by Learning Objective

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Students explain in their own words how to collect and share information on current accounting trends and issues and use the results to analyze accounting’s impacts on society.</td>
<td>Formative: Learn, think, and share, recall or locate key facts, graph, brainstorm ideas, summarize, and entrance/exit ticket. Summative: Chapter Test</td>
<td>Read, view, and do digital activities or worksheets. Internet research</td>
<td>ELA: Locate and use relevant and credible information through a variety of search tools and research strategies; present clear, coherent responses on intended audience and purpose; synthesize multiple sources of information when answering through writing, speaking, or creating a digital product</td>
<td>ViewBoard SmartBoard Computer Electronic Worksheets Paper Worksheets Pen/Pencil YouTube Videos ICEV Software Aplia (Mindtap) Software Text</td>
</tr>
<tr>
<td>Students explain in their own words how accounting data can be used to analyze and predict future economic trends.</td>
<td>Formative: Brainstorm ideas, read and view text, entrance slip, class discussions, and check your understanding Summative: Unit Test</td>
<td>Read, view, and do digital activities or worksheets. Internet research</td>
<td>ELA: Locate and use relevant and credible information through a variety of search tools and research strategies; present clear, coherent responses on intended audience and purpose; synthesize multiple sources of information when answering through writing, speaking, or creating a digital product</td>
<td>ViewBoard SmartBoard Computer Electronic Worksheets Paper Worksheets Pen/Pencil YouTube Videos ICEV Software Aplia (Mindtap) Software Text</td>
</tr>
<tr>
<td>Students explain in their own words how accounting information is used in making business and personal decisions.</td>
<td>Formative: Brainstorm ideas, read and view text, entrance slip, class discussions, and check your understanding</td>
<td>Read, view, and do digital activities or worksheets. Internet research</td>
<td>ELA: Locate and use relevant and credible information through a variety of search tools and research strategies; present clear, coherent responses on intended audience and purpose; synthesize multiple sources of information when answering through writing, speaking, or creating a digital product</td>
<td>ViewBoard SmartBoard Computer Electronic Worksheets Paper Worksheets Pen/Pencil YouTube Videos ICEV Software Aplia (Mindtap) Software Text</td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>Students can explain in their own words how to recognize international organizations that establish trade regulations and standards to facilitate business among countries.</td>
<td>Formative: Brainstorm ideas, read and view text, entrance slip, class discussions, and check your understanding</td>
<td>Read, view, and do digital activities or worksheets. Internet research</td>
<td>ELA: Locate and use relevant and credible information through a variety of search tools and research strategies; present clear, coherent responses on intended audience and purpose; synthesize multiple sources of information when answering through writing, speaking, or creating a digital product</td>
<td>ViewBoard SmartBoard Computer Electronic Worksheets Paper Worksheets Pen/Pencil YouTube Videos ICEV Software Aplia (Mindtap) Software Text</td>
</tr>
</tbody>
</table>
Key Vocabulary

analyze, disseminate, cloud-based accounting software, artificial intelligence, remote workforce, data security, predict, economic trends, decisions, personal decisions, business decisions, trade regulations, international trade regulations, tariffs, International Court of Justice (ICJ), International Monetary Fund (IMF), Universal Postal Union (UPU), General agreement on Tariffs and Trade (GATT), International Code Council (ICC), European Union (EU)

Work-Based Learning, Simulated Work Experiences, and Experiential Learning:

job shadowing, field trips, simulated workplace, internships, games, and case studies

CTSO Connection:

CTSO will compete in state competitions. (Accounting & Financial Literacy)

Certification/Credential Connection:

Unit 9 Title: Career Opportunities

Content Standards
17. Research and share information on career and entrepreneurial opportunities, responsibilities, and educational credentialing requirements related to specialized accounting professions.
17a. Gather and share information on professional accounting organizations and the benefits of membership.

Unpacked Learning Objectives

Students know:
- How to investigate and present information on career and entrepreneurial opportunities, responsibilities, and educational credentialing requirements related to specialized accounting professions.
- How to gather and present information on professional accounting organizations and the benefits of membership.

Students are able to:
- Investigate information on career entrepreneurial opportunities, responsibilities, and educational credentialing requirements related to specialized accounting professions.
- Present information on career and entrepreneurial opportunities, responsibilities and educational credentialing requirements related to specialized accounting professions.
- Gather information on professional accounting organizations and the benefits of membership. Analyze and Present information on the benefits of membership to professional accounting organizations.

Students understand that:
- Researching and presenting information on specialized accounting professions help prepare for their future.
- Professional accounting organizations membership is beneficial to those in the profession.
| Unit Driving/Essential Question | Why are professional accounting organization memberships beneficial?  
What is the role of professional certifications in a career search?  
What do you need to do now in order to meet your goal?  
Why is it important to demonstrate leadership skills?  
How is accounting more than arithmetic?  
What career opportunities exist in accounting? |
| Exemplar High Quality Unit Task | Choose a local company that interests you, and find out who works as the accountant for the company. Call and see if you can observe that person at work and write a summary of your observations, skills needed, and share the information with the class. |
|----------------------------------|-------------------------------------------------------|----------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------|
| Students explain in their own words how to research and share information on career and entrepreneurial opportunities, responsibilities, and educational credentialing requirements related to specialized accounting professions. | Formative: Observation, career plan, discussion, and journals. Summative: Unit Test | Career Plan Project Workbook, Complete a self-assessment, Create a career plan, Search a job search site on the internet for various career opportunities related to accounting | ELA: Locate and use relevant and credible information through a variety of search tools and research strategies; present clear, coherent responses on intended audience and purpose; synthesize multiple sources of information when answering through writing, speaking, or creating a digital product | Libraries, The Internet, Career Consultations, On-the-Job Experience Networking, Cooperative Education, Newspaper Ads, and Employment Agencies. ICEV You Tube Videos |
| Students explain in their own words how to gather and share information on professional accounting organizations and the benefits of membership. | Formative: Observation, career plan, discussion, and journals. Summative: Unit Test | Use Career Research Resources | ELA: Locate and use relevant and credible information through a variety of search tools and research strategies; present clear, coherent responses on intended audience and purpose; synthesize multiple sources of information when answering through writing, speaking, or creating a digital product | Libraries, The Internet, Career Consultations, On-the-Job Experience Networking, Cooperative Education, Newspaper Ads, and Employment Agencies. |
|   |   | sources of information when answering through writing, speaking, or creating a digital product |   |
Key Vocabulary

accounting industry, industry specific credentials/certifications, (Quickbooks, Excel, Excel Expert, etc), Certified Public Accountant (CPA), Accounting Bachelor of Science, accounting firm, the big 4 accounting firms, Alabama Society of Certified Public Accountants (ASCPA), Association of International Certified Professional Accountants (AICPA), BETA Alpha Psi (BAP)

Work-Based Learning, Simulated Work Experiences, and Experiential Learning:

job shadowing, field trips, simulated workplace, internships, games, and case studies.

CTSO Connection:

CTSO will compete in state competitions. (Accounting & Financial Literacy)

Certification/Credential Connection:

MOS (Excel)
Intuit Quickbooks
ASK Institute
National Academy of Finance