

NEW MILFORD PUBLIC SCHOOLS
New Milford, Connecticut



Accounting II College Level

June 2015

BOE Approved June 2016

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New Milford's Mission Statement

The mission of the New Milford Public Schools, a collaborative partnership of students, educators, family and community, is to prepare each and every student to compete and excel in an ever-changing world, embrace challenges with vigor, respect and appreciate the worth of every human being, and contribute to society by providing effective instruction and dynamic curriculum, offering a wide range of valuable experiences, and inspiring students to pursue their dreams and aspirations.

Accounting 2 College Level

Course Overview

This advanced accounting course expands upon basic accounting principles and focuses on preparing students for college and possibly a major in business. Topics covered will include accounting for proprietorships and corporations, service and merchandising businesses, business controls and ethical decision making. Financial reporting, analysis and interpretation are emphasized throughout the course. Hands on experience with electronic spreadsheets and accounting software are integrated throughout the course. A prerequisite of Accounting I is recommended but not required.

Pacing Guide

Unit Title	# of Weeks
1 – Introduction to Accounting	2-3
2 – Analyzing Transactions and Completing the Accounting Cycle	9-10
3 – Sarbanes Oxley, Cash and Internal Control.....	2-3
4 – Corporations	3-4
5 – Receivables	2-3
6 – Accounting for Merchandising Businesses and Inventories	3-4
7 – Fixed Assets	2-3
8 – Liabilities and Payroll	2-3

New Milford Public Schools

Committee Member(s): Janice Perrone Unit 1: Introduction to Accounting and Business	Course/Subject: College Level Accounting Grade Level: 11-12 # of Weeks: 2-3
Identify Desired Results	
Common Core Standards	
<ul style="list-style-type: none"> • RI #4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text • RI #2. Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms. • W #2d. Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers. 	
Enduring Understandings Generalizations of desired understanding via essential questions (Students will understand that ...)	Essential Questions Inquiry used to explore generalizations
<ul style="list-style-type: none"> • All businesses can generally be categorized into three major types and three major forms. • Generally Accepted Accounting Principles are used in preparing financial statements. • Ethics are principles that guide the conduct of individuals. • All business transactions can be expressed in terms of changes to the accounting equation. • Businesses prepare financial statements to summarize financial activities. 	<ul style="list-style-type: none"> • What are the characteristics of a business? • Why should you believe what is presented on the financial statements of a business? • How do the actions of a business affect society? • Why does the world need accountants? • What is meant by the saying "accounting is the language of business"?
Expected Performances What students should know and be able to do	
Students will know the following: <ul style="list-style-type: none"> • Characteristics of all types and forms of business • How to identify and apply Generally Accepted Accounting Principles • The role of accountants in society 	

Students will be able to do the following:

- Categorize business by identifying types and forms, and pros and cons of each
- Identify ethical issues in business practices
- Analyze business transactions and use the accounting equation as a guide to record them
- Prepare the primary financial statements of a sole proprietorship: Income Statement, Statement of Owner's Equity, Balance Sheet and Statement of Cash Flows

Character Attributes

- Integrity
- Responsibility
- Honesty

Technology Competencies

- Web research
- Problem solving
- Social communication tools

Develop Teaching and Learning Plan

Teaching Strategies:

- Teacher provides PowerPoint summaries of unit material
- Teacher facilitates class discussions about the accounting profession, ethical issues, and common business activities
- Teacher organizes groups for learning activities
- Teacher assigns partners for guided practice of accounting exercises and problems

Learning Activities:

- Students will conduct internet research to identify and profile the 'Big 4' accounting firms
- Students will identify cases of accounting scandals, share them with the class, and lead class discussion

Assessments

Performance Task(s)	Other Evidence
Authentic application to evaluate student achievement of desired results designed according to GRASPS (one per marking period)	Application that is functional in a classroom context to evaluate student achievement of desired results
Goal:	<ul style="list-style-type: none"> • Responses to class and homework assignments • Participation in class discussions and

<p>Role:</p> <p>Audience:</p> <p>Situation:</p> <p>Product or Performance:</p> <p>Standards for Success:</p>	<p>group work</p> <ul style="list-style-type: none"> • Tests and quizzes • Professional attitude as outlined in business department rubric
<p>Suggested Resources</p>	
<ul style="list-style-type: none"> • Warren, Reeve, and Douchac. <i>Accounting</i>. 25e ed. Mason: South-Western, 2014. Print. • <i>American Institute of CPA's</i>. N.p.: AICPA, 2014. <i>AICPA Professional Code of Conduct</i>. AICPA, 15 Dec. 2014. Web. 1 July 2015. • "Welcome." <i>Start Here, Go Places</i>. The American Institute of Certified Public Accountants, 2015. Web. 11 July 2015 • "Home." <i>CTCPA</i>. Connecticut Society of Certified Public Accountants, 2015. Web. 11 July 2015. • "Basic Accounting Lesson Plans, Bookkeeping, Teaching Business 101, Worksheets." <i>Basic Accounting Lesson Plans, Bookkeeping, Teaching Business 101, Worksheets</i>. Money Instructor, 2015. Web. 11 July 2015. 	

New Milford Public Schools

Committee Member(s): Janice Perrone Unit 2: Analyzing Transactions and Completing the Accounting Cycle	Course/Subject: College Level Accounting 2 Grade Level: 11-12 # of Weeks: 9
Identify Desired Results	
Common Core Standards	
<ul style="list-style-type: none"> • RI #2. Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text. • RI #7. Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem. • RST #5. Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas. 	
Enduring Understandings Generalizations of desired understanding via essential questions (Students will understand that ...)	Essential Questions Inquiry used to explore generalizations
<ul style="list-style-type: none"> • All information reflected in financial statements is recorded and summarized in accounts and ledgers. • Accrual accounting requires the matching of revenues and expenses according to Generally Accepted Accounting Principles • Spreadsheet software is a useful tool in the accounting process. • Various financial statement analysis methods can be employed to evaluate a business. • Each step in the accounting cycle plays an important role in maintaining accurate records and managing a business's finances. 	<ul style="list-style-type: none"> • Why does a debit sometimes result in an increase to an account while other times it results in a decrease? • What type of accounting system is best for most businesses use? • Why are adjusting entries needed at the end of an accounting period? • What methods are used to determine the financial health of a business? • What are some uses for electronic spreadsheets in business? • Must all businesses follow the steps in the accounting cycle?
Expected Performances What students should know and be able to do	
Students will know the following: <ul style="list-style-type: none"> • The relationship between journals, ledgers, and financial statements • The meaning and application of double entry accounting 	

- The steps in the accounting cycle
- The purpose of adjusting entries and methods to determine a need for them
- The difference between cash and accrual based accounting systems
- The difference between accruals and deferrals
- The steps in the accounting cycle

Students will be able to do the following:

- Analyze business transactions and separate them into their debit/credit parts
- Categorize accounts and explain how they are reported on financial statements
- Explain the need for adjusting and closing entries
- Prepare an end of cycle worksheet using spreadsheet software
- Complete end of cycle activities
- Recognize the need for adjustments and classify them as accruals or deferrals
- Explain the effect of errors in the adjustment process on financial statements
- Analyze financial statements using horizontal analysis, vertical analysis, and ratio analysis methods

Character Attributes

- Responsibility
- Integrity
- Perseverance
- Cooperation

Technology Competencies

- Spreadsheet
- Problem solving
- Content based tools

Develop Teaching and Learning Plan

Teaching Strategies:

- Teacher presents websites of companies that use accrual based accounting, facilitate class discussion and student exploration of the sites.
- Teacher provides PowerPoint summaries and note taking guide of unit material.
- Teacher presents current events related to topic.
- Teacher assigns partners for

Learning Activities:

- Students will explore company websites
- Students will complete problems using workbook pages and EXCEL files.
- Students will participate in class discussions.
- Students will work in small groups to analyze case studies.
- Students will complete web based learning activities.

guided practice of accounting exercises and problems. <ul style="list-style-type: none"> • Teacher provides think/pair/share critical thinking activities. 	
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Assessments	
Performance Task(s) Authentic application to evaluate student achievement of desired results designed according to GRASPS (one per marking period)	Other Evidence Application that is functional in a classroom context to evaluate student achievement of desired results
<p>Goal: Your task is to examine a series of events and identify adjustments needed.</p> <p>Role: You are the accountant in the business</p> <p>Audience: Your manager is who is considering you for a promotion</p> <p>Situation: You will be given a scenario describing a series of somewhat unconventional events that have occurred within a business.</p> <p>Product or Performance: Journals, spreadsheets, and financial statements</p> <p>Standards for Success: Accurate calculations and reports</p>	<ul style="list-style-type: none"> • Responses to class and homework assignments • Participation in class discussions and group work • Tests and quizzes • Professional attitude as outlined in business department rubric
Suggested Resources	
<ul style="list-style-type: none"> • Warren, Reeve, and Douchac. <i>Accounting</i>. 25e ed. Mason: South-Western, 2014 • "Welcome." <i>Start Here, Go Places</i>. The American Institute of Certified Public Accountants, 2015. Web. 11 July 2015 • "Home." <i>CTCPA</i>. Connecticut Society of Certified Public Accountants, 2015. Web. 11 July 2015. • "Basic Accounting Lesson Plans, Bookkeeping, Teaching Business 101, Worksheets." <i>Basic Accounting Lesson Plans, Bookkeeping, Teaching Business 101, Worksheets</i>. Money Instructor, 2015. Web. 11 July 2015. 	

New Milford Public Schools

Committee Member(s): Janice Perrone Unit 3: Sarbanes Oxley, Cash, and Internal Controls	Course/Subject: College Level Accounting 2 Grade Level: 11-12 # of Weeks: 2-3
Identify Desired Results	
Common Core Standards	
<ul style="list-style-type: none"> • W #2d. Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers. • W #2e. Provide a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic). • RST #5. Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas. • RST #3. Follow precisely a complex multi-step procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text. 	
Enduring Understandings Generalizations of desired understanding via essential questions (Students will understand that ...)	Essential Questions Inquiry used to explore generalizations
<ul style="list-style-type: none"> • Internal Controls are needed to safeguard the assets of a business and are an essential element of accounting systems. • The Sarbanes Oxley Act of 2002 was established to ensure public confidence and trust in the financial reporting of companies. • Management is responsible for establishing and maintaining adequate internal control over financial reporting. • Businesses must carefully control cash and cash transactions. 	<ul style="list-style-type: none"> • How do businesses safeguard their cash? • Is Sarbanes Oxley effective? • Who makes sure that companies follow the rules? • What are the consequences if companies do not follow the rules? • What are some warning signs of possible fraud or embezzlement? • What is the purpose of reconciling bank accounts?
Expected Performances What students should know and be able to do	
Students will know the following: <ul style="list-style-type: none"> • Sarbanes Oxley requires companies to maintain strong internal controls and effective monitoring and reporting of them 	

- The objectives and elements of internal controls
- The nature of bank accounts and the role of related account reconciliations in controlling cash

Students will be able to do the following:

- Describe the events that led Congress to pass Sarbanes Oxley
- Describe factors that influence internal controls and give examples
- Prepare a bank reconciliation and address reconciling items
- Identify gaps in internal control procedures

Character Attributes

- Citizenship
- Integrity
- Honesty
- Responsibility

Technology Competencies

- Web research
- Social communication tools Problem solving
- Electronic presentation
- Social and ethical practices

Develop Teaching and Learning Plan

Teaching Strategies:

- Teacher provides PowerPoint summaries and note taking guide of unit material.
- Teacher presents real life cases of violations to Sarbanes Oxley emphasizing consequences to individuals.
- Teacher assigns partners for guided practice of accounting exercises and problems.
- Teacher provides think/pair/share critical thinking activities.
- Teacher will provide web sites for interactive learning activities and games.

Learning Activities:

- Students will complete problems using workbook pages and EXCEL files.
- Students will participate in class discussions.
- Students will work in small groups to examine case studies.

Assessments

Performance Task(s) Authentic application to evaluate student achievement of desired results designed according to GRASPS (one per marking period)	Other Evidence Application that is functional in a classroom context to evaluate student achievement of desired results
<p>Goal: Your goal is to analyze a recent instance of fraud or embezzlement in a small or mid-sized business or organization</p> <p>Role: Internal controls consultant</p> <p>Audience: Potential employers</p> <p>Situation: Use a real life example of fraud or embezzlement to identify gaps in internal controls and warning signs that may have prevented the fraud</p> <p>Product or Performance: Create a presentation to summarize your findings and make recommendations to prevent future issues</p> <p>Standards for Success:</p> <ul style="list-style-type: none"> • Conclusions must be based on elements of internal controls • Recommendations must include a cost and risk assessment 	<ul style="list-style-type: none"> • Responses to class and homework assignments • Participation in class discussions and group work • Tests and quizzes • Professional attitude as outlined in business department rubric

Suggested Resources

- Warren, Reeve, and Douchac. *Accounting*. 25e ed. Mason: South-Western, 2014
- "Welcome." *Start Here, Go Places*. The American Institute of Certified Public Accountants, 2015. Web. 11 July 2015
- "Home." *CTCPA*. Connecticut Society of Certified Public Accountants, 2015. Web. 11 July 2015.
- "Basic Accounting Lesson Plans, Bookkeeping, Teaching Business 101, Worksheets." *Basic Accounting Lesson Plans, Bookkeeping, Teaching Business 101, Worksheets*. Money Instructor, 2015. Web. 11 July 2015.

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Committee Member(s): Janice Perrone Unit 4: Corporations	Course/Subject: College Level Accounting 2 Grade Level: 11-12 # of Weeks: 3-4
Identify Desired Results	
Common Core Standards	
<ul style="list-style-type: none"> • RST #5. Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas. • RST #1. Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account. • W #2e. Provide a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic). 	
Enduring Understandings Generalizations of desired understanding via essential questions (Students will understand that ...)	Essential Questions Inquiry used to explore generalizations
<ul style="list-style-type: none"> • A corporation is a separate legal entity distinct from the individuals who create and operate it. • Shareholders are the owners of a corporation. • Stock transactions and dividend transactions change the equity of a corporation. 	<ul style="list-style-type: none"> • What does it mean to be a shareholder of company stock? • Why do companies issue stock? • What is a private corporation? • How do shareholders profit from owning company stock? • Why don't all companies issue dividends? • What is the difference between preferred stock and common stock?
Expected Performances What students should know and be able to do	
Students will know the following: <ul style="list-style-type: none"> • The characteristics of a corporation and how it is formed • The main sources of equity in a corporation • How stockholders equity is reported on a balance sheet Students will be able to do the following: <ul style="list-style-type: none"> • Describe the nature of a corporation 	

<ul style="list-style-type: none"> • Compare the pros and cons of the corporation form of organization • Account for stock transactions including issuance, dividends, treasury stock, and stock splits • Present and analyze stockholders equity on a balance sheet • Calculate earnings per share 	
Character Attributes	
<ul style="list-style-type: none"> • Responsibility • Citizenship • Honesty • Integrity 	
Technology Competencies	
<ul style="list-style-type: none"> • Problem Solving • Digital Literacy • General Software • Web Research • Social and Ethical Practices • Social Communication Tools 	
Develop Teaching and Learning Plan	
Teaching Strategies: <ul style="list-style-type: none"> • Teacher provides PowerPoint summaries and note taking guide of unit material. • Teacher presents current events related to topic. • Teacher provides websites and classroom materials with current stock market information. • Teacher provides websites and classroom materials with investment advice. • Teacher assigns partners for guided practice of accounting exercises and problems. • Teacher will provide web sites for interactive learning activities and games. 	Learning Activities: <ul style="list-style-type: none"> • Students will participate in an online stock market game. • Students will complete problems using workbook pages and EXCEL files. • Students will participate in class discussions. • Students will work in small groups to research company information.

Assessments

Performance Task(s) Authentic application to evaluate student achievement of desired results designed according to GRASPS (one per marking period)	Other Evidence Application that is functional in a classroom context to evaluate student achievement of desired results
<p>Goal: Analyze corporate financial information to identify profitable investment opportunities</p> <p>Role: Financial Advisor</p> <p>Audience: Clients</p> <p>Situation: Your 25 year old client has inherited \$100,000 and would like to invest it all in corporate stock but has no idea where to start. You need to identify several companies that have long term growth potential.</p> <p>Product or Performance: You need to research and identify company stocks that may suit your client's needs and create a proposal showing current and historical data for the companies you have chosen. Your recommendation should include amounts allocated to each company. You must justify your choices with accurate data and sound rationale.</p> <p>Standards for Success:</p> <ul style="list-style-type: none"> • Accurate presentation of historical data 	<ul style="list-style-type: none"> • Responses to class and homework assignments • Participation in class discussions and group work • Tests and quizzes • Professional attitude as outlined in business department rubric

- References to current news articles and projections about future performance of the companies you have chosen

Suggested Resources

- Warren, Reeve, and Douchac. *Accounting*. 25e ed. Mason: South-Western, 2014
- "HowTheMarketWorks.com." *Virtual Trading*. Stock-Trac, 2014. Web. 11 July 2015.
- "Welcome." *Start Here, Go Places*. The American Institute of Certified Public Accountants, 2015. Web. 11 July 2015
- "Home." *CTCPA*. Connecticut Society of Certified Public Accountants, 2015. Web. 11 July 2015.
- "Basic Accounting Lesson Plans, Bookkeeping, Teaching Business 101, Worksheets." *Basic Accounting Lesson Plans, Bookkeeping, Teaching Business 101, Worksheets*. Money Instructor, 2015. Web. 11 July 2015.

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Committee Member(s): Janice Perrone Unit 5: Receivables	Course/Subject: College Level Accounting 2 Grade Level: 11-12 # of Weeks: 2-3
Identify Desired Results	
Common Core Standards	
<ul style="list-style-type: none"> • RST #4. Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11–12 texts and topics. • RST #3 Follow precisely a complex multi-step procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text. • W #2e. Provide a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic). 	
Enduring Understandings Generalizations of desired understanding via essential questions (Students will understand that ...)	Essential Questions Inquiry used to explore generalizations
<ul style="list-style-type: none"> • Receivables include all money claimed against other entities. • It is unrealistic to expect that all receivables will actually be collected. • Businesses need to make provisions to deal with uncollectible receivables. 	<ul style="list-style-type: none"> • How can businesses minimize their risk from uncollectible receivables? • How can a business protect itself from loss due to uncollectible accounts? • Can a business estimate the value of uncollectible receivables? • How are uncollectibles reported on financial statements?
Expected Performances What students should know and be able to do	
Students will know the following: <ul style="list-style-type: none"> • How to account for receivables and uncollectible receivables • The affects of receivables and uncollectibles on financial statements • The accepted methods of estimating and recording uncollectible receivables Students will be able to do the following: <ul style="list-style-type: none"> • Describe the common classes of receivables 	

<ul style="list-style-type: none"> • Compare and contrast the different methods of estimating uncollectible receivables • Calculate estimates and complete the accounting for uncollectible receivables using the direct write-off and allowance methods • Describe and perform the accounting for notes receivable <p>Describe the reporting of receivables and uncollectibles on financial statements</p>	
Character Attributes	
<ul style="list-style-type: none"> • Responsibility • Respect • Perseverance • Compassion 	
Technology Competencies	
<ul style="list-style-type: none"> • Social Communication • Social & Ethical Practices • Digital Literacy • Problem Solving • Spreadsheet • Problem solving 	
Develop Teaching and Learning Plan	
Teaching Strategies: <ul style="list-style-type: none"> • Teacher provides PowerPoint summaries and note taking guide of unit material. • Teacher presents current events related to topic. • Teacher assigns partners for guided practice of accounting exercises and problems. • Teacher provides think/pair/share critical thinking activities. • Teacher will provide web sites for interactive learning activities and games. 	Learning Activities: <ul style="list-style-type: none"> • Students will complete problems using workbook pages and EXCEL files. • Students will participate in class discussions. • Students will self and peer evaluate in small groups. • Students will complete web based learning activities.

Assessments

Performance Task(s) Authentic application to evaluate student achievement of desired results designed according to GRASPS (one per marking period)	Other Evidence Application that is functional in a classroom context to evaluate student achievement of desired results
Goal: Role: Audience: Situation: Product or Performance: Standards for Success:	<ul style="list-style-type: none"> • Responses to class and homework assignments • Participation in class discussions and group work • Tests and quizzes • Professional attitude as outlined in business department rubric

Suggested Resources

- Warren, Reeve, and Douchac. *Accounting*. 25e ed. Mason: South-Western, 2014
- "Welcome." *Start Here, Go Places*. The American Institute of Certified Public Accountants, 2015. Web. 11 July 2015
- "Home." *CTCPA*. Connecticut Society of Certified Public Accountants, 2015. Web. 11 July 2015.
- "Basic Accounting Lesson Plans, Bookkeeping, Teaching Business 101, Worksheets." *Basic Accounting Lesson Plans, Bookkeeping, Teaching Business 101, Worksheets*. Money Instructor, 2015. Web. 11 July 2015.

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Committee Member(s): Janice Perrone Unit 6: Accounting for Merchandising Businesses and Inventories	Course/Subject: College Level Accounting 2 Grade Level: 11-12 # of Weeks: 3-4
Identify Desired Results	
Common Core Standards	
<ul style="list-style-type: none"> • RST #6. Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, identifying important issues that remain unresolved. • W #1a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence. 	
Enduring Understandings Generalizations of desired understanding via essential questions (Students will understand that ...)	Essential Questions Inquiry used to explore generalizations
<ul style="list-style-type: none"> • Activities of a merchandising business involve the buying and selling of merchandise. • Cost of Merchandise Sold is generally the largest expense for merchandising businesses and as such requires effective internal control. • Most companies use one of three inventory cost flow assumptions to report inventory on their financial statements. 	<ul style="list-style-type: none"> • How do businesses determine cost of items they sell when they buy at different prices? • Why do businesses take a physical inventory when they are using a perpetual inventory system? • How does a business determine which costing method is best for them?
Expected Performances What students should know and be able to do	
Students will know the following: <ul style="list-style-type: none"> • The nature of a merchandising business and merchandising transactions • The presentation of merchandising activities on financial statements • The importance of inventory control • The financial statement impact of the two inventory systems and three inventory cost flow assumptions Students will be able to do the following:	

<ul style="list-style-type: none"> • Describe and illustrate the accounting for merchandising transactions • Describe inventory cost flow assumptions and how they impact financial statements • Determine the cost of inventory under each of the three costing methods • Compare and contrast the use of the three inventory costing methods 	
Character Attributes	
<ul style="list-style-type: none"> • Responsibility • Honesty • Integrity 	
Technology Competencies	
<ul style="list-style-type: none"> • Problem Solving • Digital Literacy • General Software 	
Develop Teaching and Learning Plan	
Teaching Strategies: <ul style="list-style-type: none"> • Teacher provides PowerPoint summaries and note taking guide of unit material. • Teacher presents current events related to inventory fraud. • Teacher assigns partners for guided practice of accounting exercises and problems. • Teacher provides case studies for critical thinking activities. • Teacher will provide web sites for interactive learning activities and games. 	Learning Activities: <ul style="list-style-type: none"> • Students will complete problems using workbook pages and EXCEL files. • Students will participate in class discussions. • Students will conduct internet research to identify instances of inventory fraud. • Students will complete web based learning activities.

Assessments	
Performance Task(s)	Other Evidence
Authentic application to evaluate student achievement of desired results designed according to GRASPS (one per marking period)	Application that is functional in a classroom context to evaluate student achievement of desired results
	<ul style="list-style-type: none"> • Responses to class and homework assignments

<p>Goal: Identify actual cases of inventory fraud and relate it to accounting principles</p> <p>Role: College professor</p> <p>Audience: Students in your class</p> <p>Situation: You will research real life examples of inventory fraud and explain the details of how the fraud was executed and the consequences for the individuals and businesses involved.</p> <p>Product or Performance: You need to create a lesson about inventory control using the case you have identified as an example.</p> <p>Standards for Success:</p> <ul style="list-style-type: none"> • Accurate presentation of the facts • Identification of accounting principles • Organization 	<ul style="list-style-type: none"> • Participation in class discussions and group work • Tests and quizzes • Professional attitude as outlined in business department rubric
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Suggested Resources

- Warren, Reeve, and Douchac. *Accounting*. 25e ed. Mason: South-Western, 2014
- "Welcome." *Start Here, Go Places*. The American Institute of Certified Public Accountants, 2015. Web. 11 July 2015
- "Home." *CTCPA*. Connecticut Society of Certified Public Accountants, 2015. Web. 11 July 2015.
- "Basic Accounting Lesson Plans, Bookkeeping, Teaching Business 101, Worksheets." *Basic Accounting Lesson Plans, Bookkeeping, Teaching Business 101, Worksheets*. Money Instructor, 2015. Web. 11 July 2015.

New Milford Public Schools

Committee Member(s): Janice Perrone Unit 7 – Fixed Assets and Intangible Assets	Course/Subject: College Level Accounting 2 Grade Level: 11-12 # of Weeks: 2-3
Identify Desired Results	
Common Core Standards	
<ul style="list-style-type: none"> • RST #6. Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, identifying important issues that remain unresolved. • RST #3. Follow precisely a complex multi-step procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text. 	
Enduring Understandings Generalizations of desired understanding via essential questions (Students will understand that ...)	Essential Questions Inquiry used to explore generalizations
<ul style="list-style-type: none"> • Fixed Assets are long lived tangible assets that are used in the normal operation of a business. • Intangible assets are long term assets such as patents, copyrights, trademarks, and goodwill. 	<ul style="list-style-type: none"> • Does depreciation affect the profits of a business? • Why are there several methods to calculate depreciation? • If an asset is intangible, how can its value be determined?
Expected Performances What students should know and be able to do	
<p>Students will know the following:</p> <ul style="list-style-type: none"> • Each method of accounting for fixed assets will affect financial statements differently • All fixed assets except land should be depreciated over time • The difference between net book value and market value of assets <p>Students will be able to do the following:</p> <ul style="list-style-type: none"> • Describe depreciation and compute it using different methods of depreciation • Account for disposal and depletion of assets • Illustrate long term assets and depreciation on financial statements 	
Character Attributes	

<ul style="list-style-type: none"> • Responsibility • Honesty • Integrity 	
Technology Competencies	
<ul style="list-style-type: none"> • Problem Solving • Digital Literacy • General Software 	
Develop Teaching and Learning Plan	
Teaching Strategies: <ul style="list-style-type: none"> • Teacher provides PowerPoint summaries and note taking guide of unit material. • Teacher presents current events related to topic. • Teacher assigns partners for guided practice of accounting exercises and problems. • Teacher provides think/pair/share critical thinking activities. • Teacher will provide web sites for interactive learning activities and games. 	Learning Activities: <ul style="list-style-type: none"> • Students will complete problems using workbook pages and EXCEL files. • Students will participate in class discussions. • Students will self and peer evaluate in small groups. • Students will complete web based learning activities.

Assessments	
Performance Task(s) Authentic application to evaluate student achievement of desired results designed according to GRASPS (one per marking period)	Other Evidence Application that is functional in a classroom context to evaluate student achievement of desired results
Goal: Role: Audience: Situation: Product or Performance:	<ul style="list-style-type: none"> • Responses to class and homework assignments • Participation in class discussions and group work • Tests and quizzes • Professional attitude as outlined in business department rubric

Standards for Success:	
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Suggested Resources	
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| <ul style="list-style-type: none">• Warren, Reeve, and Douchac. <i>Accounting</i>. 25e ed. Mason: South-Western, 2014• "Welcome." <i>Start Here, Go Places</i>. The American Institute of Certified Public Accountants, 2015. Web. 11 July 2015• "Home." <i>CTCPA</i>. Connecticut Society of Certified Public Accountants, 2015. Web. 11 July 2015.• "Basic Accounting Lesson Plans, Bookkeeping, Teaching Business 101, Worksheets." <i>Basic Accounting Lesson Plans, Bookkeeping, Teaching Business 101, Worksheets</i>. Money Instructor, 2015. Web. 11 July 2015. | |
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New Milford Public Schools

Committee Member(s): Janice Perrone Unit 8 – Current Liabilities and Payroll	Course/Subject: College Level Accounting 2 Grade Level: 11-12 # of Weeks: 2-3
Identify Desired Results	
Common Core Standards	
<ul style="list-style-type: none"> • RST #7. Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem. • RST #3. 3. Follow precisely a complex multi-step procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text. 	
Enduring Understandings Generalizations of desired understanding via essential questions (Students will understand that ...)	Essential Questions Inquiry used to explore generalizations
<ul style="list-style-type: none"> • Current liabilities include obligations that are due to be paid within one year. • Payroll refers to the amounts paid to employees during the period and significantly affects the net income of most companies. • Payroll is subject to federal and state regulations. 	<ul style="list-style-type: none"> • What conclusions can be drawn by analyzing the liabilities of a business? • Why are deductions from employees' earnings classified as liabilities for the employer? • Why do some businesses allow employees to work 'off the books'?
Expected Performances What students should know and be able to do	
<p>Students will know the following:</p> <ul style="list-style-type: none"> • The three primary types of current liabilities • How payroll deductions are calculated • How payroll activities are recorded in a business • The reporting requirements for an employer <p>Students will be able to do the following:</p> <ul style="list-style-type: none"> • Calculate and account for interest on interest-bearing and discounted notes payable • Describe common payroll withholdings • Prepare payroll records including a payroll register 	

<ul style="list-style-type: none"> • Explain the purpose of various payroll forms and government reporting requirements • Determine and account for employer liabilities for payroll 	
Character Attributes	
<ul style="list-style-type: none"> • Responsibility • Respect • Integrity • Citizenship 	
Technology Competencies	
<ul style="list-style-type: none"> • Problem Solving • Digital Literacy • General Software 	
Develop Teaching and Learning Plan	
Teaching Strategies: <ul style="list-style-type: none"> • Teacher provides PowerPoint summaries and note taking guide of unit material. • Teacher presents current events related to topic. • Teacher assigns partners for guided practice of accounting exercises and problems. • Teacher provides critical thinking activities. • Teacher will provide web sites for interactive learning activities and games. 	Learning Activities: <ul style="list-style-type: none"> • Students will complete problems using workbook pages and EXCEL files. • Students will participate in class discussions. • Students will self and peer evaluate in small groups. • Students will complete web based learning activities.

Assessments	
Performance Task(s) Authentic application to evaluate student achievement of desired results designed according to GRASPS (one per marking period)	Other Evidence Application that is functional in a classroom context to evaluate student achievement of desired results
	<ul style="list-style-type: none"> • Responses to class and homework assignments

<p>Goal:</p> <p>Role:</p> <p>Audience:</p> <p>Situation:</p> <p>Product or Performance:</p> <p>Standards for Success:</p>	<ul style="list-style-type: none"> • Participation in class discussions and group work • Tests and quizzes • Professional attitude as outlined in business department rubric
<p>Suggested Resources</p>	
<ul style="list-style-type: none"> • Warren, Reeve, and Douchac. <i>Accounting</i>. 25e ed. Mason: South-Western, 2014 • "Circular E, Employer's Tax Guide." (n.d.): n. pag. http://www.irs.gov/pub/irs-pdf/p15.pdf. Internal Revenue Service, 22 Dec, 2014. Web 11 July 2015. • "Welcome." <i>Start Here, Go Places</i>. The American Institute of Certified Public Accountants, 2015. Web. 11 July 2015 • "Home." <i>CTCPA</i>. Connecticut Society of Certified Public Accountants, 2015. Web. 11 July 2015. • "Basic Accounting Lesson Plans, Bookkeeping, Teaching Business 101, Worksheets." <i>Basic Accounting Lesson Plans, Bookkeeping, Teaching Business 101, Worksheets</i>. Money Instructor, 2015. Web. 11 July 2015. 	