

# Accounting 11

*Guide*

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## Accounting 11

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# Accounting 11

IMPLEMENTATION DRAFT  
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# Introduction

## Background

Accounting is the language of business. It is difficult to imagine an organization or an individual not affected by accounting. From the local farmer's market to a global corporation, successful people and businesses use accounting to summarize and report information in financial statements for analysis and decision making. Ultimately, it is this understanding that helps people make wise business decisions. Students who learn not just the fundamentals of accounting but how to think and apply that knowledge will have the confidence to integrate accounting into a wide spectrum of careers.

This course introduces students to the use of accounting in business. Students will study ways in which accounting procedures are applied in the different types of businesses with regard to recording transactions, preparing financial statements, and analyzing the process of cash management. They will learn about risks related to credit sales and about the collection of debts.

The Conference Board of Canada (CBC), Canada's most influential independent research institute, monitors the impact of two main forces on management decisions: the external environment (national and global issues and trends) and the internal environment (change in management systems such as strategy, organizational structure, technology, human resource management, and information management). Working with employers across the country, CBC has identified the most important characteristics required of new employees. Many attributes previously required at the management level are now being considered critical for satisfactory employee performance. Employability skills are incorporated into business education programs. Because the range of knowledge, skills, and personal abilities developed in business courses is so extensive, the National Business Education Association states that:

Perhaps no other discipline better enables students to think, make decisions, simulate the real world, and apply academic subject matter than does business education. Students who study business education will have increased opportunities to succeed in whatever field they may choose to pursue. (*National Standards for Business Education*, NBEA, 2001, p. 4)

Accounting 11 provides students with opportunities to investigate the range of careers and employment opportunities that exist in the expanding role of business in all sectors of the economy.

## Rationale for Accounting 11

Accounting 11 provides young people with the practical business and financial knowledge and skills necessary to function effectively in our changing and complex technological and market-based society. The needs of all students for decision making, resource management, citizenship, career and personal planning, and financial skills must be included in the curriculum.

Constant change in our social and economic environments imposes increasing demands on the individual. Students must be able to manage personal finances, act appropriately according to their rights and

responsibilities as citizens, process information effectively and efficiently, make sound decisions about life careers and choices, and participate constructively as consumers and producers. These general competencies will enhance employment opportunities and support future studies in business.

Most students will experience at least four or five career changes during their working years. They will require flexibility, positive attitudes, strong communication, problem solving and decision-making skills, and a commitment to lifelong learning. Business education can provide tools they will need to manage their lives and careers. Employers are looking for graduates who can work independently, work collaboratively, and adapt to rapid and continuous change.

## Careers in Accounting

The study of accounting can lead to a broad range of occupations within Atlantic Canada's growing service sector, including:

- accounts receivable clerk
- accounts payable clerk
- Certified General Accountant
- Certified Management Accountant
- Chartered Accountant
- Chief Financial Officer
- Chief Executive Officer
- Chief Administrative Officer
- Controller
- payroll clerk

The study of accounting can also be applied across a broad range of other disciplines and occupations, including:

- administrative assistants
- advertising and marketing
- education
- law enforcement
- media and communications
- public relations
- publishing and printing
- research
- tourism and hospitality
- transportation

## LifeWork Portfolio Development

Many post secondary institutions expect students to provide an entrance portfolio and to offer additional support to their applications through demonstration of both skills and attitudes aligned with an occupational profile. Indicators may include computer functionality tests, and personality inventories, as well as interviews. A

typical entrance portfolio will include a specified number of copies projects, assignments, and an essay or rationale statement explaining the student's interest in the discipline. Accounting 11 provides opportunities for students to collect and articulate their best work as they continue to build LifeWork Portfolios.

Portfolio development helps students to demonstrate their skills and commitment to the study, and helps institutions to meet the students at their current level of skill and interest. The components of the portfolio or pre-admission testing are often dependent on the approach to the subject, whether integrated into a program, a technology program, or as a commercial and vocational study. Students will have opportunities to examine admission requirements and the placement of the program within the institution's overall academic offerings to determine the fit with their own career goals.

## The Nature of Accounting 11

Accounting 11 provides a context in which students may

- become skilled, critical users of information and communication technology
- become aware of and respect ethical/social and legal implications of accounting document production
- apply the conventions and principles of accounting document production
- construct accounting documents which efficiently and effectively communicate information
- become contributing and collaborative members of a work culture

Accounting 11 consists of five modules:

Module 1: Beginning the Accounting Cycle

Module 2: Completing the Accounting Cycle

Module 3: Cash Control and Banking

Module 4: Subsidiary Ledgers

Module 5: Careers in Accounting

Modules 1-4 should be completed in order. Module 5 is integrated throughout all modules.

## Course Designation

Accounting 11 Academic is an academic credit.

Course code for Accounting 11 Academic is: 002357

## Use of Instructional Time in Accounting 11

Module 1 (50-55 hours)

Module 2 (40-45 hours)

Module 3 (5-10 hours)

Module 4 (15-20 hours)

Module 5 integrated with modules 1-4

## Case Studies



Realistic case studies provide students with authentic learning opportunities to analyze advanced applications of the Generally Accepted Accounting Principles (GAAPs) and their underlying concepts are the guiding principles for professional accountants. Case studies provide an opportunity for students to work collaboratively to apply the theory learned, to consider a range of possible solutions, and to select the solution which best fits the situation.

## Computerized Accounting

In Accounting 11, it is important for students to complete the accounting cycle manually (using accounting forms to record and manipulate data by hand), with an emphasis on analysis, problem-solving, and decision making. These skills are transferrable to computer accounting applications. Teachers may choose to integrate technology as a tool to aid in the transfer of manual accounting skills to computer applications. Each chapter in the recommended text, *Principles of Accounting*, includes a series of computer accounting activities and assignments to facilitate this transfer of skills.

## The Language of Accounting

Accounting is a financial language. Throughout this document, accounting terminology is prevalent. Teachers and students should be familiar with these terms and use them appropriately throughout this course. Terms are clearly defined within the unit of the text where they are introduced and within the glossary of most accounting textbooks.

# Course Design and Components

## Features of Accounting 11

Accounting 11 is characterized by the following features:

- an emphasis on integrating, applying, and reinforcing the knowledge, skills, and attitudes developed in other courses
- a connection to the Essential Graduation Learnings
- a refining of career-planning skills to explore a wide range of post-secondary options
- a relationship to the community and workplace with a focus on using real community and workplace problems and situations as contexts for the application of knowledge and skills and for further learning
- hands-on, project based learning experiences
- development of personal and interpersonal skills required for personal and career success

## Curriculum Components

### **Outcomes**

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This section provides specific curriculum outcomes related to the unifying concepts. While the outcomes may be clustered, they are not necessarily sequential.

### **Suggestions for Assessment**

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This section provides suggestions for assessment of achievement of the outcomes. The suggestions are often linked to the Suggestions for Learning and Teaching. The suggestions are only samples; for more information, read the section Assessing and Evaluating Student Learning and see Appendices for sample assessment tools.

### **Suggestions for Learning and Teaching**

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This section offers a range of strategies from which teachers and students may choose. Suggested learning experiences can be used in various combinations to help students achieve an outcome or outcomes. The suggested strategies may also provide a springboard for teachers to choose other strategies that would be effective for their students. It is not necessary to use all the suggestions that are included, nor is it necessary for all students to be involved in the same learning experience.

### **Notes and Resources**

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This section contains a variety of information related to the items in the other sections, including suggested resources, elaborations on strategies, successes, cautions, and definitions.

# Outcomes

## Essential Graduation Learnings and Accounting 11

The Atlantic provinces worked together to identify the abilities and areas of knowledge that they considered essential for students graduating from high school. These are referred to as Essential Graduation Learnings. Details may be found in the document *Public School Programs*. Some examples of learning in Accounting 11 which helps students move toward attainment of the Essential Graduation Learnings are given below.

### Aesthetic Expression

Graduates will be able to respond with critical awareness to various forms of the arts and be able to express themselves through the arts.

*Students will be expected to*

- 1.1 prepare a balance sheet from a completed transaction analysis sheet to determine the financial position of a business.
- 1.3 prepare and interpret financial statements (income statement, balance sheet with equity accounts).
- 1.5 prepare a columnar work sheet and classified financial statements.
- 3.1 identify banking activities to prepare and analyze a bank reconciliation.

### Citizenship

Graduates will be able to assess social, cultural, economic and environmental interdependence in a local and global context.

*Students will be expected to*

- 1.1 prepare and interpret financial statements (income statement, balance sheet with equity accounts).
- 3.1 explain the purpose and importance of the internal control system of a business.

### Communication

Graduates will be able to use the listening, viewing, speaking, reading, and writing modes of language(s) as well as mathematical and scientific concepts and symbols to think, learn, and communicate effectively.

*Students will be expected to*

- 1.1 prepare and interpret financial statements (income statement, balance sheet with equity accounts).
- 3.2 explain the purpose and importance of the internal control system of a business.
- 4.1 explain the use and advantages of subsidiary ledgers and control accounts.
- 4.4 describe the importance of division of labour through the use of a three-ledger system.

### **Personal Development**

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Graduates will be able to continue to learn and to pursue an active, healthy lifestyle.

*Students will be expected to*

- 5.1 acquire employability skills and attitudes needed for life and work experiences
- 5.2 investigate career opportunities related to accounting

### **Problem Solving**

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Graduates will be able to use the strategies and processes needed to solve a wide variety of problems, including those requiring language, mathematical, and scientific concepts.

*Students will be expected to*

- 1.2 analyze and record transactions in a general journal and post to the general ledger
- 1.3 prepare and interpret financial statements (income statement, balance sheet with equity accounts)
- 2.1 prepare adjusting entries for prepaid and depreciation expenses
- 3.3 identify banking activities to prepare and analyze a bank reconciliation

### **Technological Competence**

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Graduates will be able to use a variety of technologies, demonstrate an understanding of technological applications, and apply appropriate technologies for solving problems.

*Students will be expected to*

- 4.3 verify each of the three ledgers by preparing a general ledger trial balance, a schedule of accounts payable, and a schedule of accounts receivable
- 5.2 investigate career opportunities related to accounting

## **Accounting 11 Unifying Concepts**

As a result of their learning experiences in Accounting 11, students will:

- be able to begin the accounting cycle for a service industry in accordance with Generally Accepted Accounting Principles
- be able to complete the accounting cycle for a service industry
- be able to maintain internal cash control procedures of a business
- be expected to complete the tasks of the accounts payable clerk, the accounts receivable clerk, and the accounting supervisor
- be expected to investigate and learn about the various career opportunities available in the accounting professions and discover how accounting relates to all career fields

# Specific Curriculum Outcomes

## **Module 1: Beginning the Accounting Cycle**

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*Students will be expected to*

- 1.1 prepare a balance sheet from a completed transaction analysis sheet to determine the financial position of a business.
- 1.2 apply the concepts of debit and credit to the balance sheet accounts.
- 1.3 prepare and interpret financial statements (income statement and balance sheet with equity accounts).
- 1.4 analyze and record transactions in a general journal and post to the general ledger.
- 1.5 prepare a columnar work sheet and classified financial statements.

## **Module 2: Completing the Accounting Cycle**

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*Students will be expected to*

- 2.1 prepare adjusting entries for prepaid and depreciation expenses
- 2.2 prepare an expanded work sheet that incorporates adjusting entries
- 2.3 journalize and post closing entries
- 2.4 prepare a post-closing trial balance to complete the accounting cycle

## **Module 3: Cash Control and Banking**

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*Students will be expected to*

- 3.1 explain the purpose and importance of the internal control system of a business.
- 3.2 identify banking activities to prepare and analyze a bank reconciliation.

## **Module 4: Subsidiary Ledgers**

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*Students will be expected to*

- 4.1 explain the use and advantages of subsidiary ledgers and control accounts.
- 4.2 journalize and post transactions using subsidiary ledgers.
- 4.3 verify each of the three ledgers by preparing a general ledger trial balance, a schedule of accounts payable, and a schedule of accounts receivable.
- 4.4 describe the importance of division of labour through the use of a three-ledger system.

## **Module 5: Careers in Accounting**

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*Students will be expected to*

- 5.1 acquire employability skills and attitudes needed for life and work experiences
- 5.2 investigate career opportunities related to accounting
- 5.3 develop and maintain a LifeWork Portfolio

# Specific Curriculum Outcomes

# Module 1: Beginning the Accounting Cycle

**Unifying concept: Students will be able to manually begin the accounting cycle for a service industry in accordance with Generally Accepted Accounting Principles.**

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*Students will be expected to:*

- 1.1 prepare a balance sheet from a completed transaction analysis sheet to determine the financial position of a business
- 1.2 apply the concepts of debit and credit to the balance sheet accounts
- 1.3 prepare and interpret financial statements (income statement and balance sheet with equity accounts)
- 1.4 analyze and record transactions in a general journal and post to the general ledger
- 1.5 prepare a columnar work sheet and classified financial statements

# MODULE 1: BEGINNING THE ACCOUNTING CYCLE

Students will be expected to:

## **1.1 prepare a balance sheet from a completed transaction analysis sheet to determine the financial position of a business.**

### **Suggestions for Assessment**

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Students can:

- complete a transaction analysis sheet
- construct a balance sheet and interpret the net worth of a business
- analyze case studies to demonstrate understanding of terminology, concepts, and principles

Teachers can:

- provide a variety of exercises that demonstrate student understanding of the concepts in this unit
- monitor students and provide constructive, positive feedback as they complete a balance sheet
- frequently check students' progress with quizzes and tests

### **Suggestions for Learning and Teaching**

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Teachers can:

- use accounting terminology to familiarize students with business concepts and principles (GAAPs)
- coach students to use proper terminology
- introduce the accounting equation (Appendices 1-1, 1-3, 1-4)
- demonstrate the process of analyzing and recording transactions
- demonstrate how to prepare a balance sheet from the transaction analysis sheet
- provide examples of balance sheets to illustrate how to determine the financial position of a business

Students can:

- define accounting and explain the purpose of the accounting system
- identify and use the accounting equation to calculate assets, liabilities, and owner's equity
- classify items as assets, liabilities, or owner's equity
- analyze and record transactions on a transaction analysis sheet
- prove the mathematical accuracy of a transaction analysis sheet
- prepare a correctly formatted balance sheet
- examine a balance sheet to determine the financial position of a business
- recognize and use the basic vocabulary of accounting in classroom discussions and assignments

### **NOTES**

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*Principles of Accounting* Third Edition, Chapter 1

*Principles of Accounting, Teachers' Manual*, Black Line Masters for Chapter 1

Appendix 1-1: The Accounting Equation, Appendix 1-2: Financial Position (Teacher Notes)\*, Appendix 1-3: Financial Position (Student Notes), Appendix 1-4: Business Transactions (Teacher Notes), Appendix 1-5: Chapter 1 Terms (Student Quiz), Appendix 1-6: Chapter 1 Terms (Answer Key).

\* Teacher Notes are provided in reference to *Principles of Accounting*, the recommended text.



# MODULE 1: BEGINNING THE ACCOUNTING CYCLE

Students will be expected to:

## 1.2 apply the concepts of debit and credit to the balance sheet accounts.

### Suggestions for Assessment

Students can:

- work collaboratively or individually to analyze and record transactions in T-accounts, prepare a trial balance and balance sheet
- analyze case studies to demonstrate understanding of terminology, concepts, and principles

Teachers can:

- observe students as they record transactions in T-accounts
- frequently check students' progress with quizzes, tests, and assignments
- monitor students in groups as they discuss case studies

### Suggestions for Learning and Teaching

Teachers can:

- use accounting terminology to familiarize students with business concepts and principles (GAAPs)
- coach students to use proper terminology
- demonstrate the application of debit and credit rules when recording and analyzing business transactions
- provide peer learning opportunities by encouraging students to collaborate as they complete transactions in T-accounts

Students can:

- identify accounts and account titles.
- record opening balances in T-accounts.
- recognize T-account balances as normal or abnormal.
- explain normal and abnormal T-account balances.
- analyze and record transactions in T-accounts using the double-entry system of accounting.
- prepare a trial balance from the T-account balances.
- explain the purpose of a trial balance.
- prepare a balance sheet from the trial balance.
- analyze the impact of transactions on the balance sheet.
- recognize and use the basic vocabulary of accounting in classroom discussions and assignments.

### NOTES

*Principles of Accounting Third Edition*, Chapter 2

*Principles of Accounting Teachers' Manual*, Black Line Masters for Chapter 2

Appendix 1-7: Recording Transactions in T-Accounts (Teacher Notes), Appendix 1-8: Recording Transactions in T-Accounts (Student Notes), Appendix 1-9: Chapter 2 Homework Check Question

# MODULE 1: BEGINNING THE ACCOUNTING CYCLE

Students will be expected to:

## **1.3 prepare and interpret financial statements (income statement and balance sheet with equity accounts).**

### **Suggestions for Assessment**

---

Students can:

- work collaboratively or individually to analyze and record all types of transactions using the accrual method of accounting
- distinguish between income statement and balance sheet accounts to prepare financial statements
- analyze case studies to demonstrate understanding of terminology, concepts, and principles
- explain the relationship between an income statement and a balance sheet
- discuss who would use financial statements and for what purpose(s)

Teachers can:

- monitor and provide feedback to students as they prepare financial statements to ensure the proper placement of accounts on the appropriate statements
- frequently check students' progress with quizzes and tests

### **Suggestions for Learning and Teaching**

---

Teachers can:

- use accounting terminology to familiarize students with business concepts and principles (GAAPs)
- coach students to use proper terminology
- demonstrate preparation of the income statement and the balance sheet
- provide authentic documents (income statement and balance sheet) as examples
- provide peer learning opportunities by having students compare and correct their completed income statements and balance sheets

Students can:

- identify the parts of an income statement
- explain the purpose of an income statement
- classify accounts as revenue or expense
- identify new owner's equity accounts (revenue, and expense accounts)
- explain the purpose of the owner's drawing account and its effect on owner's equity
- record transactions in owner's equity T-accounts (revenue, expense, drawing, and capital)
- separate accounts into income statement and balance sheet accounts
- distinguish between net income or net loss
- explain how income statement accounts and drawings affect owner's equity
- prepare financial statements from a trial balance (income statement and balance sheet with equity accounts)
- distinguish between accrual and cash basis of accounting

- recognize and use the basic vocabulary of accounting in classroom discussions and assignments

## NOTES

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*Principles of Accounting* Third Edition, Chapter 3

*Principles of Accounting, Teacher Manual* Black Line Masters for Chapter 3

Appendix 1-10: Preparing the Income Statement (Teacher Notes), Appendix 1-11: Preparing the Income Statement (Student Notes), Appendix 1-12: Revenue and Expense Accounts (Teacher Notes)

# MODULE 1: BEGINNING THE ACCOUNTING CYCLE

Students will be expected to:

## **1.4 analyze and record transactions in a general journal and post to the general ledger.**

### **Suggestions for Assessment**

---

Students can:

- complete the steps in the accounting cycle:
  - analyze transactions using source documents
  - journalize transactions in the general journal
  - post from the general journal to the general ledger
  - prepare a trial balance from the general ledger
  - prepare financial statements.
- compare and contrast the uses of the general journal and the general ledger
- analyze case studies to demonstrate understanding of terminology, concepts, and principles

Teachers can:

- monitor students and provide constructive, positive feedback as they complete the steps in the accounting cycle.
- frequently check students' progress with quizzes and tests.

### **Suggestions for Learning and Teaching**

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Teachers can:

- use accounting terminology to familiarize students with business concepts and principles (GAAPs)
- coach students to use proper terminology
- provide examples of source documents and how to record them
- provide an example of a chart of accounts and its relationship to the general ledger
- observe students and provide feedback during the posting process to ensure that the post reference column is used correctly

Students can:

- record transactions in the general journal from source documents
- prepare a chart of accounts and set up a general ledger
- post from the general journal to the general ledger
- identify the advantages and limitations of the general journal and the general ledger
- prove the general ledger accurately using different forms of the trial balance
- locate errors in the trial balance, analyze them, and make corrections
- identify the steps in the accounting cycle
- recognize and use the basic vocabulary of accounting in classroom discussions and assignments

## NOTES

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*Principles of Accounting* Third Edition, Chapter 4

*Principles of Accounting, Teacher Manual*, Black Line Masters for Chapter 4

Case five at the end of chapter four provides a scenario to help students understand concepts that have been studied up to this point. Adding the step of posting will further enhance students' comprehension.

Appendix 1-13: The Journal (Teacher Notes), Appendix 1-14: The Journal (Student Notes), Appendix 1-15: Posting to the Ledger (Student Notes), Appendix 1-16: Source Documents (Teacher Notes)

# MODULE 1: BEGINNING THE ACCOUNTING CYCLE

Students will be expected to:

## 1.5 prepare a columnar work sheet and classified financial statements.

### Suggestions for Assessment

---

Students can:

- construct a work sheet and prepare financial statements
- interpret and compare financial statements (income statement and classified balance sheet)
- analyze case studies to demonstrate understanding of terminology, concepts, and principles
- complete a project-based assignment such as Performance Task 1 (see notes)

Teachers can:

- provide key figure checks (for example, account balances) so students can do a self-assessment of their progress on the project-based assignment
- frequently check students' progress with quizzes and tests
- provide case studies for analysis

### Suggestions for Learning and Teaching

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Teachers can:

- use accounting terminology to familiarize students with business concepts and principles (GAAPs)
- coach students to use proper terminology
- observe students and provide feedback as they prepare a six-column work sheet
- involve students in the development of assessment tasks and rubrics

Students can:

- prepare a six-column work sheet
- define current and fixed assets, and current and long-term liabilities
- produce an income statement and a classified balance sheet from the six-column work sheet
- prepare statement of owner's equity.
- recognize and use the basic vocabulary of accounting in classroom discussions and assignments
- identify the steps of the accounting cycle

### NOTES

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*Principles of Accounting* Third Edition, Chapter 5

*Principles of Accounting, Teacher Manual*, Black Line Masters for Chapter 5

Performance Task 1 at the end of Chapter 5 reviews the steps in the accounting cycle that have been covered to this point.

Appendix 1-17: The Work Sheet (Teacher Notes), Appendix 1-18: The Work Sheet (Student Notes), Appendix 1-19: Classified Financial Statements (Teacher Notes) Appendix 1-20: Classified Financial Statements (Student Notes)

# MODULE 2: Completing the Accounting Cycle

**Unifying concept: Students will be able to complete the accounting cycle for a service industry.**

---

Students will be expected to:

- 2.1 prepare adjusting entries for prepaid and depreciation expenses
- 2.2 prepare an expanded work sheet that incorporates adjusting entries
- 2.3 journalize and post closing entries
- 2.4 prepare a post-closing trial balance to complete the accounting cycle

## MODULE 2: COMPLETING THE ACCOUNTING CYCLE

Students will be expected to:

### 2.1 prepare adjusting entries for prepaid and depreciation expenses

#### Suggestions for Assessment

---

Students can:

- explain why adjustments are required if financial statements are to be accurate
- work collaboratively or individually to determine which adjustments need to be made and calculate the adjusting entries
- analyze case studies to demonstrate understanding of terminology, concepts, and principles

Teachers can:

- monitor students and provide constructive, positive feedback as students work collaboratively to determine which adjustments need to be made
- involve students in the development of assessment tasks and rubrics
- provide case studies for analysis

#### Suggestions for Learning and Teaching

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Teachers can:

- use accounting terminology to familiarize students with business concepts and principles (Generally Accepted Accounting Principles—GAAPs)
- coach students to use proper terminology
- provide examples of adjusting entries
- use T-accounts to show how adjusting entries are prepared
- demonstrate the two methods of calculating depreciation (straight-line and declining-balance)
- observe students and provide feedback as they calculate depreciation using declining balance and straight-line methods

Students can:

- explain why adjustments are necessary
- identify which accounts need to be adjusted
- define prepaid expenses
- calculate depreciation using declining-balance and straight-line methods
- prepare T-accounts to demonstrate the effects of adjustments on current asset, expense, and contra accounts

#### NOTES

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1. *Principles of Accounting* Third Edition, Chapter 6
2. *Principles of Accounting, Teacher Manual*, Black Line Masters for Chapter 6  
Appendix 2-1: Adjusting the Books (Teacher Notes), Appendix 2-2: Prepaid Expense (Student Exercises), Appendix 2-3: Prepaid Expense Quiz, Appendix 2-4: Depreciation Expense (Teacher Notes), Appendix 2-5: Adjusting for Depreciation (Student Work Sheet), Appendix 2-6: Adjusting for Depreciation Quiz



# MODULE 2: COMPLETING THE ACCOUNTING CYCLE

Students will be expected to:

## 2.2 prepare an expanded work sheet that incorporates adjusting entries.

### Suggestions for Assessment

Students can:

- work collaboratively or individually to determine which adjustments need to be made and record them on the work sheet
- complete an expanded work sheet
- prepare financial statements from the expanded work sheet
- analyze case studies to demonstrate understanding of terminology, concepts, and principles

Teachers can:

- monitor students and provide constructive, positive feedback as they complete an expanded work sheet
- frequently check students' progress with quizzes and tests.

### Suggestions for Learning and Teaching

Teachers can:

- use accounting terminology to familiarize students with business concepts and principles (GAAPs)
- coach students to use proper terminology
- provide examples of expanded work sheets
- demonstrate the preparation of adjusting entries on the work sheet
- demonstrate the completion of an expanded work sheet
- illustrate changes to the financial statements resulting from adjusting entries
- explain how general ledger accounts are updated by journalizing and posting adjusting entries

Students can:

- prepare adjustments on a work sheet for prepaid expenses and depreciation
- identify the differences between an eight-column and a ten-column expanded work sheet
- complete an eight- or ten-column work sheet
- prepare financial statements from an expanded work sheet
- journalize and post adjusting entries to update general ledger accounts
- recognize and use the basic vocabulary of accounting in classroom discussions and assignments

### NOTES

1. *Principles of Accounting* Third Edition, Chapter 6
2. *Principles of Accounting*, Teacher Manual, Black Line Masters for Chapter 6 Appendix 2-7: Ten-Column Worksheet (Teacher Notes)

## MODULE 2: COMPLETING THE ACCOUNTING CYCLE

Students will be expected to:

### 2.3 journalize and post closing entries from the work sheet

#### Suggestions for Assessment

Students can:

- describe the purpose of the closing process
- prepare closing entries
- analyze case studies to demonstrate understanding of terminology, concepts, and principles

Teachers can:

- monitor and provide constructive, positive feedback as students discuss case studies in small groups.
- frequently check students' progress with quizzes and tests.

#### Suggestions for Learning and Teaching

Teachers can:

- use accounting terminology to familiarize students with business concepts and principles (GAAPs)
- coach students to use proper terminology
- explain the purpose of closing the books
- categorize accounts as temporary or permanent accounts
- demonstrate the process of journalizing and posting closing entries
- involve students in the development of assessment tasks and rubrics

Students can:

- distinguish between temporary and permanent accounts.
- explain how closing entries prepare the revenue and expense accounts for the next accounting period.
- explain how closing entries update the capital account.
- prepare entries to close the temporary accounts.
- journalize and post closing entries from the work sheet
- recognize and use the basic vocabulary of accounting in classroom discussions and assignments.

#### NOTES

1. *Principles of Accounting* Third Edition, Chapter 6
2. *Principles of Accounting, Teacher Manual*, Black Line Masters for Chapter 6  
Appendix 2-8: Adjusting and Closing Entries (Teacher Notes). Appendix 2-9: Closing Entries (Student Notes),  
Appendix 2-10: Closing Entries Quiz, Appendix 2-11: Closing Temporary Capital Accounts

# MODULE 2: COMPLETING THE ACCOUNTING CYCLE

Students will be expected to:

## 2.4 prepare a post-closing trial balance to complete the accounting cycle

### Suggestions for Assessment

Students can:

- prepare and analyze a post-closing trial balance
- analyze case studies to demonstrate understanding of terminology, concepts, and principles
- complete a project-based assignment that incorporates the accounting cycle. (see notes)

Teachers can:

- provide key figure checks (for example, account balances) so students can do a self-assessment of their progress on the project-based assignment
- observe and question students as they progress through their project-based assignment
- frequently check students' progress with quizzes and/or tests
- provide case studies for analysis

### Suggestions for Learning and Teaching

Teachers can:

- use accounting terminology to familiarize students with business concepts and principles (GAAPs)
- coach students to use proper terminology
- demonstrate the preparation of a post-closing trial balance
- compare a trial balance on the work sheet and a post-closing trial balance

Students can:

- recognize and use the basic vocabulary of accounting in classroom discussions and assignments
- prepare a post-closing trial balance
- recognize that the post-closing trial balance contains only asset, liability, and capital accounts
- identify errors in the post-closing trial balance
- distinguish between the trial balance on the work sheet and the post-closing trial balance
- complete the steps in the accounting cycle

### NOTES

1. *Principles of Accounting* Third Edition, Chapter 6
  2. *Principles of Accounting, Teacher Manual*, Black Line Masters for Chapter 6
  3. Performance Task 2 at the end of Chapter 6 is a project that incorporates all of the steps in the accounting cycle that have been covered to this point.
- Appendix 2-9: Closing Entries (Student Notes), Appendix 2-12: Chapter 6 Review Problem

# Module 3: Cash Control and Banking

**Unifying Concept: students will be able to maintain internal cash control procedures of a business.**

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- 3.1 explain the purpose and importance of the internal control system of a business.
- 3.2. identify banking activities to prepare and analyze a bank reconciliation.

# MODULE 3: CASH CONTROL AND BANKING

Students will be expected to:

## 3.1 explain the purpose and importance of the internal control system of a business.

### Suggestions for Assessment

Students can:

- complete cheques and deposit slips
- differentiate between cash shortages and overages
- open, maintain, and replenish a petty cash fund
- complete a cash proof, define the result as a shortage or overage, and make the appropriate journal entry

Teachers can:

- monitor students and provide constructive, positive feedback as they complete cheques and deposit slips
- frequently check students' progress with quizzes and tests
- provide case studies for analysis

### Suggestions for Learning and Teaching

Teachers can:

- use accounting terminology to familiarize students with business concepts and principles ( GAAPs)
- coach students to use proper terminology
- provide authentic examples of banking documents
- invite guest speakers from various kinds of financial institutions

Students can:

- demonstrate why cash control is necessary
- explain why the tasks of handling and recording cash are separated for control purposes
- explain why cash receipts are immediately recorded by cash register or on a list
- explain why source documents are pre-numbered
- prepare a daily cash proof and record shortages and overages
- prepare deposit slips
- explain why cash payments should be made by cheque
- establish and maintain a petty cash fund to pay small bills
- recognize and use the basic vocabulary of accounting in classroom discussions and assignments

### NOTES

*Principles of Accounting* Third Edition, Chapter 11

*Principles of Accounting, Teacher Manual*, Black Line Masters for Chapter 11

Appendix 3-1: Cash Control and Banking (Teacher Notes), Appendix 3-2 Cash Control and Banking (Student Notes), Appendix 3-3: Cash Proof Form, Appendix 3-8: Preparing a Deposit Slip (Student Work Sheet), Appendix 3-9: Preparing a Deposit Slip Quiz

## MODULE 3: CASH CONTROL AND BANKING

Students will be expected to:

### 3.2. identify banking activities to prepare and analyze a bank reconciliation.

#### Suggestions for Assessment

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Students can:

- assess the effectiveness of bank reconciliation as a cash control
- complete banking forms
- create a bank reconciliation and record journal entries

Teachers can:

- frequently check students' progress with quizzes and tests
- provide case studies for analysis
- provide a project-based assignment such as Performance Task 4 (see notes)

#### Suggestions for Learning and Teaching

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Teachers can:

- use accounting terminology to familiarize students with business concepts and principles (GAAPs)
- coach students to use proper terminology
- observe students and provide feedback as they prepare a bank reconciliation
- involve students in the development of assessment tasks and rubrics

Students can:

- identify outstanding cheques, cancelled cheques, and outstanding deposits
- interpret bank memoranda
- prepare a reconciliation statement
- explain the purpose of the bank reconciliation as a method of cash control
- examine the routine procedure of preparing a bank reconciliation
- prepare journal entries involving bank transactions
- recognize and use the basic vocabulary of accounting in classroom discussions and assignments

#### NOTES

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*Principles of Accounting* Third Edition, Chapter 11

*Principles of Accounting, Teacher Manual*, Black Line Masters for Chapter 11

Performance Task 4 at the end of Chapter 11 focuses on personal and business banking skills, and provides the documentation for students to complete banking forms, record journal entries, and prepare bank reconciliation statements.

See Money Instructor website

Appendix 3-3: Cash Proof Form, Appendix 3-4: Checking Cash Records (Teacher Notes), Appendix 3-5: Deposit Slip, Appendix 3-6: Questions for Chapter 11 (Student Work Sheet), Appendix 3-7: Bank Reconciliation Quiz, Appendix 3-8: Preparing a Deposit Slip (Student Work Sheet), Appendix 3-9: Preparing a Deposit Slip Quiz

# Module 4: Subsidiary Ledgers

**Unifying concept: Students will be expected to complete the tasks of the accounts payable clerk, the accounts receivable clerk, and the accounting supervisor.**

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Students will be expected to:

- 4.1 explain the use and advantages of subsidiary ledgers and control accounts.
- 4.2 journalize and post transactions using special ledgers.
- 4.3 verify each of the three ledgers by preparing a general ledger trial balance, a schedule of accounts payable, and a schedule of accounts receivable.
- 4.4 describe the importance of division of labour through the use of a three-ledger system.

## MODULE 4: SUBSIDIARY LEDGERS

Students will be expected to:

### **4.1 explain the use and advantages of subsidiary ledgers and control accounts.**

#### **Suggestions for Assessment**

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Students can:

- distinguish between the two subsidiary ledgers used (accounts receivable and accounts payable ledgers)
- explain the relationship between the subsidiary ledgers and the controlling accounts

Teachers can:

- use observation and conversation to check for understanding and to aid students in self-correcting

#### **Suggestions for Learning and Teaching**

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Teachers can:

- use accounting terminology to familiarize students with business concepts and principles (GAAPs)
- coach students to use proper terminology.
- provide examples of subsidiary ledgers and show the relationship between the subsidiary ledgers and the controlling accounts in the general ledger.

Students can:

- recognize and use the basic vocabulary of accounting in classroom discussions and assignments
- identify the two subsidiary ledgers used (accounts receivable and accounts payable ledgers)
- identify and explain the two controlling accounts in the general ledger.

#### **NOTES**

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Principles of Accounting Third Edition, Chapter 8

Principles of Accounting, Teacher Manual, Black Line Masters for Chapter 8

Appendix 4-1: The Three-Ledger System (Teacher Notes), Appendix 4-2: The Three-Ledger System (Student Notes)



# MODULE 4: SUBSIDIARY LEDGERS

Students will be expected to:

## 4.2 journalize and post transactions using subsidiary ledgers.

### Suggestions for Assessment

Students can:

- journalize batch totals and individual amounts
- post transactions to the appropriate ledgers using both the indirect and direct methods

Teachers can:

- monitor students and provide constructive, positive feedback as they post transactions to the appropriate ledgers
- frequently check students' progress with quizzes and tests
- provide case studies for analysis

### Suggestions for Learning and Teaching

Teachers can:

- use accounting terminology to familiarize students with business concepts and principles (GAAPs)
- coach students to regularly use proper terminology
- illustrate the difference between journalizing batch totals and individual amounts
- illustrate indirect and direct posting procedures
- show the relationship between the controlling account balance and the appropriate subsidiary ledger account totals
- provide activities for students to practice indirect and direct posting procedures

Students can:

- complete exercises to practice journalizing batch totals and individual amounts
- complete exercises to practice indirect and direct posting procedures
- prove the accuracy of the subsidiary ledgers
- work collaboratively to complete selected exercises
- recognize and use appropriate vocabulary in classroom assignments and discussions

### NOTES

*Principles of Accounting* Third Edition, Chapter 8

*Principles of Accounting, Teacher Manual*, Black Line Masters for Chapter 8

## MODULE 4: SUBSIDIARY LEDGERS

Students will be expected to:

**4.3 verify each of the three ledgers by preparing a general ledger trial balance, a schedule of accounts payable, and a schedule of accounts receivable.**

### Suggestions for Assessment

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Students can:

- prepare a general ledger trial balance, a schedule of accounts payable, and a schedule of accounts receivable from the appropriate ledgers to determine whether the ledgers are in balance
- compare a schedule of accounts payable with the appropriate controlling account to determine its accuracy
- compare a schedule of accounts receivable with the appropriate controlling account to determine its accuracy

Teachers can:

- provide a variety of exercises that demonstrate student understanding of the accounting cycle using subsidiary ledgers
- frequently check students' progress with quizzes and tests
- provide case studies for analysis

### Suggestions for Learning and Teaching

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Teachers can:

- use accounting terminology to familiarize students with business concepts and principles (Generally Accepted Accounting Principles—GAAPs)
- coach students to use proper terminology.
- give examples of appropriately formatted schedules.
- illustrate the step-by-step procedure of formatting schedules.

Students can:

- use appropriate accounting terminology.
- identify which accounts are used in each of the three proofs (trial balance and schedules of accounts receivable and accounts payable).
- produce a general ledger trial balance, a schedule of accounts payable, and a schedule of accounts receivable from the appropriate ledgers.

### NOTES

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*Principles of Accounting* Third Edition, Chapter 8

*Principles of Accounting, Teacher Manual*, Black Line Masters for Chapter 8

## MODULE 4: SUBSIDIARY LEDGERS

Students will be expected to:

### 4.4 describe the importance of division of labour through the use of a three-ledger system.

#### Suggestions for Assessment

Students can:

- distinguish between the roles of the accounts receivable and payable clerks, and the accounting supervisor
- analyze case studies to demonstrate understanding of the division of labour
- complete a project-based assignment that incorporates the accounting cycle using the three-ledger system (See Note)

Teachers can:

- use conversation to monitor understanding and coach students to self-correct as they assume the roles of accounts receivable and payable clerks, and the accounting supervisor
- frequently check students' progress with quizzes and tests

#### Suggestions for Learning and Teaching:

Teachers can:

- introduce the division-of-labour concept to summarize the efficiencies of specialization
- use accounting terminology to familiarize students with business concepts and principles (GAAPs)
- coach students to use proper terminology
- observe students and provide feedback as students work in groups of three assuming the roles of accounts payable clerk, accounts receivable clerk and accounting supervisor
- involve students in the development of assessment tasks and rubrics

Students can:

- assume the roles of accounts payable clerks, accounts receivable clerks, and accounting supervisors to complete practice exercises
- outline the steps in the accounts receivable and accounts payable systems and the tasks of the accounts receivable and accounts payable clerks

#### NOTES

*Principles of Accounting* Third Edition, Chapter 8

*Principles of Accounting, Teacher Manual*, Black Line Masters for Chapter 8

There is no Performance Task provided in the text. The teacher may modify Exercises Part B (11 and 12) from Chapter 8 as a project-based assignment.

# Module 5: Careers in Accounting

**Unifying concept: Students will be expected to investigate and learn about the various career opportunities available in the accounting professions and discover how accounting relates to all career fields.**

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Students will be expected to:

5.1 acquire employability skills and attitudes needed for life and work experiences.

5.2 investigate career opportunities related to accounting

5.3 develop and maintain a LifeWork Portfolio

NOTE: this module is integrated throughout modules 1 through 4.

# MODULE 5: CAREERS IN ACCOUNTING

Students will be expected to:

## 5.1 acquire employability skills and attitudes needed for life and work experiences.

### Suggestions for Assessment

Students can:

- apply their understanding of developing positive work habits and attitudes by:
  - arriving to class on time
  - being prepared for class
  - accepting constructive criticism from teachers as well as peers
  - having pride in their work
- assess their employability skills using the Employability Skills Web from *LifeWork Portfolio: A Teaching Resource*.

Teachers can:

- respond to positive work habits and attitudes with constructive, positive feedback and encouragement
- use an employability skills rubric for evaluations
- use checklists that reflect positive work habits and attitudes

### Suggestions for Learning and Teaching:

Teachers can:

- provide examples of workplaces using scenarios, videos, case studies, guest speakers and interviews.
- model these strategies in the classroom (attendance, reliability, respect, accountability)
- provide a goal-setting sheet *Appendices, LifeWork Portfolio: A Teaching Resource*
- encourage time-management skills and habits in students' daily activities

Students can:

- assess their skills by completing some of the career education activities at the end of each chapter.
- track their growing awareness of employability skills as they relate to the work environment.
- identify examples of positive and negative work habit issues and problems through Internet research and produce a one-page report
- develop and complete a checklist of positive work habits and develop a plan for personal improvement
- develop the habits of regular attendance and punctuality that are expected in the workplace

### NOTES

*Principles of Accounting* Third Edition, Career Profiles and Career Education Activities at the end of each chapter.

*LifeWork Portfolio: A Teaching Resource*

## MODULE 5: CAREERS IN ACCOUNTING

Students will be expected to:

### 5.2 investigate career opportunities related to accounting

#### Suggestions for Assessment:

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Students can:

- prepare a presentation on various career opportunities in the accounting field
- maintain a journal of their on-going research into careers in accounting.

Teachers can:

- monitor students and provide constructive, positive feedback as they complete journal entries
- use conversation to monitor students' understanding of the accounting designations (CA, CGA, CMA)

#### Suggestions for Learning and Teaching:

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Teachers can:

- invite guest speakers from the business community.
- arrange field trips to post-secondary institutions offering business programs.
- encourage students to individually visit post-secondary institutions.

Students can:

- discuss the employment opportunities and job responsibilities in business, industry, public practice, government, education, and not-for-profit professions.
- discuss federal and provincial educational and licensing requirements for careers in the business and finance professions.
- become aware of the post-secondary programs offered in Nova Scotia that are related to the field of accounting.
- summarize and describe briefly the available professional designations in accounting.
- describe the differences among accountants, controllers, auditors, bookkeepers, accounting clerks, office clerks
- explore opportunities that are available for training as an accountant.
- interview employees in the field of accounting.

#### NOTES

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*Principles of Accounting* Third Edition, Career Profiles and Career Education Activities, end of each chapter.

*LifeWork Portfolio: A Teaching Resource*

Service Canada web site

Career Cruising web site

Conference Board of Canada, Employability Skills, downloadable from their web site

Appendix 5-1: Career Profile Assignment, Appendix 5-2: Career Profile Assignment, Appendix 4-3 Career Research Interview

## MODULE 5: CAREERS IN ACCOUNTING

Students will be expected to:

### 5.3 develop and maintain a LifeWork Portfolio

#### **Suggestions for Assessment:**

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Students can:

- select items to include in their LifeWork Portfolio
- produce or refine a career plan
- seek feedback on a career plan
- seek feedback from peers, teacher, and family in the selection of items for their LifeWork Portfolio

Teachers can:

- monitor students and provide constructive, positive feedback as they develop a LifeWork Portfolio

#### **Suggestions for Learning and Teaching:**

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Teachers can:

- provide access to Internet and other career resources
- provide samples of different types of portfolios

Students can:

- identify and organize artifacts for their portfolios
- reflect on their choices to identify their strengths and career interests

# Contexts for Learning and Teaching

## Principles of Learning

The public school program is based on principles of learning that teachers and administrators should use as the basis of the experiences they plan for their students. These principles include the following:

### **1. Learning is a process of actively constructing knowledge.**

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Therefore, teachers and administrators have a responsibility to

- create environments and plan experiences that foster inquiry, questioning, predicting, exploring, collecting, educational play, and communicating
- engage learners in experiences that encourage their personal construction of knowledge, for example, hands-on, minds-on science and math; drama; creative movement; artistic representation; writing and talking to learn
- provide learners with experiences that actively involve them and are personally meaningful

### **2. Students construct knowledge and make it meaningful in terms of their prior knowledge and experiences.**

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Therefore, teachers and administrators have a responsibility to

- find out what students already know and can do
- create learning environments and plan experiences that build on learners' prior knowledge
- ensure that learners are able to see themselves reflected in the learning materials used in the school
- recognize, value, and use the great diversity of experiences and information students bring to school
- provide learning opportunities that respect and support students' racial, cultural, and social identity
- ensure that students are invited to build on prior knowledge, integrating new understandings with existing understandings

### **3. Learning is enhanced when it takes place in a social and collaborative environment.**

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Therefore, teachers and administrators have a responsibility to

- ensure that talk, group work, and collaborative ventures are central to class activities
- see that learners have frequent opportunities to learn from and with others
- structure opportunities for learners to engage in diverse social interactions with peers and adults
- help students to see themselves as members of a community of learners

### **4. Students need to continue to view learning as an integrated whole.**

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Therefore, teachers and administrators have a responsibility to

- plan opportunities to help students make connections across the curriculum and with the world outside and structure activities that require students to reflect on those connections
- invite students to apply strategies from across the curriculum to solve problems in real situations



## **5. Learners must see themselves as capable and successful.**

Therefore, teachers and administrators have a responsibility to

- provide activities, resources, and challenges that are developmentally appropriate to the learner
- communicate high expectations for achievement to all students
- encourage risk-taking in learning
- ensure that all students experience genuine success on a regular basis
- value experimentation and treat approximation as signs of growth
- provide frequent opportunities for students to reflect on and describe what they know and can do
- provide learning experiences and resources that reflect the diversity of the local and global community
- provide learning opportunities that develop self-esteem

## **6. Learners have different ways of knowing and representing knowledge.**

Therefore, teachers and administrators have a responsibility to

- recognize each learner's preferred ways of constructing meaning and provide opportunities for exploring alternative ways
- plan a wide variety of open-ended experiences and assessment strategies
- recognize, acknowledge, and build on students' diverse ways of knowing and representing their knowledge
- structure frequent opportunities for students to use various art forms music, drama, visual arts, dance, movement, crafts as a means of exploring, formulating, and expressing ideas

## **7. Reflection is an integral part of learning.**

Therefore, teachers and administrators have a responsibility to

- challenge their beliefs and practices based on continuous reflection
- reflect on their own learning processes and experiences
- encourage students to reflect on their learning processes and experiences
- encourage students to acknowledge and articulate their learnings
- help students use their reflections to understand themselves as learners, make connections with other learnings, and proceed with learning

# **A Variety of Learning Styles and Needs**

Learners have many ways of learning, knowing, understanding, and creating meaning. Research into links between learning styles and preferences and the physiology and function of the brain has provided educators with a number of helpful concepts of and models for learning. Howard Gardner, for example, identifies eight broad frames of mind or intelligences. Gardner believes that each learner has a unique combination of strengths and weaknesses in these eight areas, but that the intelligences can be more fully developed through diverse learning experiences. Other researchers and education psychologists use different models to describe and organize learning preferences.

Students' ability to learn is also influenced by individual preferences and needs within a range of environmental factors, including light, temperature, sound levels, nutrition, proximity to others, opportunities to move around, and time of day.

How students receive and process information and the ways they interact with peers and their environment, in specific contexts, are both indicators and shapers of their preferred learning styles. Most learners have a

preferred learning style, depending on the situation and the type and form of information the student is dealing with, just as most teachers have a preferred teaching style, depending on the context. By reflecting on their own styles and preferences as learners and as teachers in various contexts, teachers can

- build on their own teaching-style strengths
- develop awareness of and expertise in a number of learning and teaching styles and preferences
- identify differences in student learning styles and preferences
- organize learning experiences to accommodate the range of ways in which students learn, especially for whom the range of ways of learning is limited

## The Senior High School Learning Environment

Learning experiences and resources that engage students' multiple ways of understanding allow them to become aware of and reflect on their learning processes and preferences. To enhance their opportunities for success, students need

- a variety of learning experiences to accommodate their diverse learning styles and preferences
- opportunities to reflect on their preferences and the preferences of others to understand how they learn best and that others may learn differently
- opportunities to explore, apply, and experiment with learning styles other than those they prefer, in learning contexts that encourage risk taking
- opportunities to return to preferred learning styles at critical stages in their learning
- opportunities to reflect on other factors that affect their learning, for example, environmental, emotional, sociological, cultural, and physical factors
- a time line appropriate for their individual learning needs within which to complete their work

## Creating Community

To establish the supportive environment which characterizes a community of learners, teachers need to demonstrate a valuing of all learners, illustrating how diversity enhances the learning experiences of all students. For example, by emphasizing courtesy in the classroom through greeting students by name, thanking them for answers, and inviting, rather than demanding participation. Students could also be encouraged to share interests, experiences, and expertise.

Students must know one another in order to take learning risks, make good decisions about their learning, and build peer partnerships for tutoring, sharing, cooperative learning, and other collaborative learning experiences. Through mini-lessons, workshops, and small-group dynamic activities during initial classes, knowledge is shared about individual learning styles, interpersonal skills, and team building.

The teacher should act as a facilitator, attending to both active and passive students during group activities, modeling ways of drawing everyone into the activity as well as ways of respecting and valuing each person's contribution, and identifying learners' strengths and needs for future conferences on an individual basis.

Having established community within the classroom, the teacher and students together can make decisions about learning activities. Whether students are working as a whole class, in small groups, in triads, in pairs, or individually, teachers can

- encourage comments from all students during whole class discussion, demonstrating confidence in and respect for their ideas
- guide students to direct questions evenly to members of the group
- encourage students to discover and work from the prior knowledge in their own social, racial, or cultural experiences
- encourage questions, probing but never assuming prior knowledge
- select partners or encourage students to select different partners for specific purposes
- help students establish a comfort zone in small groups where they will be willing to contribute to the learning experience
- observe students during group work, identifying strengths and needs, and conference with individuals to help them develop new roles and strategies
- include options for students to work alone for specific and clearly defined purposes

## Building the Climate

The development of a positive and productive classroom climate is vital to Accounting 11. It is essential that teachers spend time during the first few weeks of the course to develop a positive classroom atmosphere that emphasizes respect for the feelings and values of others, and a focus on the skills and attitudes expected in the workplace. A positive classroom environment generates a sense of significance. Students feel that they are significant, that they will be heard and listened to, and that their opinions will be valued by both the teacher and their peers.

### **TRUST**

Students perceive an honest and genuine interest in their development on the part of the teacher and their peers

### **COMFORT**

Students feel that they can interact openly with others and that their need for privacy will be respected.

Teachers may find the following suggestions helpful as they work toward developing a positive classroom climate:

- Accentuate the positive. Teachers openly show concern and respect for students, are supportive, and provide positive feedback.
- Establish ground rules at the outset and adhere to them. Invite students to help to develop the expectations for the classroom.
- Balance the level of student participation. Ensure that all students have opportunities to participate.
- Be a good listener and encourage your students to become good listeners. It is often useful to ask a student to rephrase a question to discover its true intent or meaning. It is also helpful sometimes for the teacher to rephrase the questions and ask, "Did you mean ?" or "Did I understand you correctly to say that ?"
- Analyze your own level of participation. Be the organizer, the
- facilitator, but do not dominate discussion. Give students the responsibility to control their own discussion.
- Encourage students' input on difficult issues. Do not attempt to be the authority. Give students time to consider their responses. Values-related matters may not have a right answer.

Respect students' rights to privacy. Information gained about students' personal lives is confidential and the right to privacy must be respected. Students may choose to share information but the option to "pass" should be clearly stated.

**CONFIDENTIALITY**

The duty to report suspected child abuse and neglect overrides the confidential requirement of all professional relationships. Students must be aware of the teacher's responsibilities in such instances.

Some topics in this course may be considered sensitive or controversial. The degree of sensitivity will vary from community to community and from individual to individual, depending on personal, religious, or ethnic beliefs and values. Examples of such issues include abortion, contraception, homosexuality, masturbation, sexual abuse, and sexually transmitted diseases.

**SENSITIVE ISSUES**

Many school boards have developed policies or guidelines which provide direction for teachers who may address these and other sensitive issues in their classrooms. Teachers must avail themselves of such information.

Teachers should avoid taking a one-sided approach when addressing issues of a controversial nature. Students need to explore a variety of perspectives regarding a particular issue to enable them to make appropriate personal decisions. They also need the opportunity to discuss value issues with others, to hear divergent opinions, and to express their own opinions. It is important that students be allowed to clarify their own values in a non-judgmental environment, confident that the teacher's value position on an issue will not be imposed and assured that no one in the class will be put down or criticized for holding a certain value.

Stress the students' right to privacy. Encourage students to discuss issues that concern them, but support their right to privacy.

Be sensitive to values. Values are conveyed as much by what is not said or done as by what is said or done. At the same time, help students to understand the role of values in decision making and interaction between people.

Be prepared to discuss all sides of controversial issues so that students can identify their personal feelings on the issue.

Provide information to all students about school and community agencies and resources available to them if they need help with a problem.

Assess your own thoughts and feelings about sensitive issues.

## Engaging All Students

A supportive environment is important for all learners. Teachers can engage learners by

- getting to know their students as persons, while at the same time respecting their privacy. incorporating opportunities for students to have a voice.
- establishing criteria for learning and for individual assignments collaboratively to ensure students' ownership of their learning.
- setting goals that are attainable and that will promote a sense of accomplishment and self-satisfaction.
- offering choice, whenever possible, of reading material, of methods to present knowledge and information, and of assignment topic or focus within a topic.

- being honest and sincere in order to develop a trusting relationship, while at the same time responding to student work in a positive and encouraging way.
- Students need to engage fully in learning experiences that
- are perceived as authentic and worthwhile
- build on their prior knowledge
- allow them to construct meaning in their own way, at their own pace
- link learning to understanding and affirming their own experiences
- encourage them to experience ownership and control of their learning
- feature frequent feedback and encouragement
- include opportunities for teachers and others to provide individuals with clarification and elaboration
- are not threatening or intimidating
- focus on successes rather than failures
- are organized into clear, structured segments

Acting as facilitators to encourage students to take more responsibility for their own learning, teachers can provide opportunities for students to decide how intensively to focus on particular areas within the Accounting 11 curriculum outcomes framework.

Teachers can work with individual students to identify learning outcomes that reflect the student's interests and career plans. It is important that teachers design learning experiences that provide a balance between challenge and success, and between support and autonomy.

All students benefit from a variety of grouping arrangements that allow optimum opportunities for meaningful teacher-student and student-student interaction. An effective instructional design provides a balance of the following grouping strategies:

- large-group or whole-class learning
- teacher-directed small-group learning
- small-group-directed learning
- co-operative learning groups
- one-to-one teacher-student learning
- independent learning
- partnered learning
- peer or cross-age tutoring
- mentoring

## Health and Safety

Activities in skilled-trades centres, shops, laboratory, or workplace settings should include an element of safety education. Teachers should plan learning experiences with a specific safety focus, and also embed safe practices in classroom procedures and routines in order that students may acquire

- a strong orientation toward both personal and group safety
- an awareness of potential safety hazards at school and in the workplace
- a knowledge of safety procedures and safe work habits
- a knowledge of emergency procedures

- the ability to design and maintain safe work areas

## Meeting the Needs of All Students

Learners require inclusive classrooms, where a wide variety of learning experiences ensures that all students have equitable opportunities to reach their potential.

In designing learning experiences, teachers must accommodate the learning needs of individuals, and consider the abilities, experiences, interests, and values that they bring to the classroom.

In recognizing and valuing the diversity of students, teachers should consider ways to

- create a climate and design learning experiences to affirm the dignity and worth of all learners in the classroom community
- give consideration to the social and economic situations of all learners
- model the use of inclusive language, attitudes, and actions supportive of all learners
- acknowledge racial and cultural uniqueness
- adapt classroom organization, teaching strategies, assessment
- practices, time, and learning resources to address learners' needs and build on their strengths
- provide opportunities for learners to work in a variety of contexts, including mixed-ability groupings
- identify and utilize strategies and resources that respond to the range of students' learning styles and preferences
- build on students' individual levels of knowledge, skills, and attitudes
- design learning and assessment tasks that draw on learners' strengths
- use students' strengths and abilities to motivate and support their learning
- provide opportunities for students to make choices that will broaden their access to a range of learning experiences
- acknowledge the accomplishment of learning tasks, especially those that learners believed were too challenging for them

In a supportive learning environment, all students receive equitable access to resources, including the teacher's time and attention, technology, learning assistance, a range of roles in group activities, and choices of learning experiences when options are available. All students are disadvantaged when oral, written, and visual language creates, reflects, and reinforces stereotyping.

Teachers promote social, cultural, racial, and gender equity when they provide opportunities for students to critically examine the texts, contexts, and environments associated with Accounting 11 in the classroom, in the community, in the workplace, and in the media.

Teachers should look for opportunities to

- promote critical thinking
- recognize knowledge as socially constructed
- model gender-fair language and respectful listening in all their interactions with students
- articulate high expectations for all students
- provide equal opportunity for input and response from all students

- encourage all students to assume leadership roles
- ensure that all students have a broad range of choice in learning and assessment tasks
- encourage students to avoid making decisions about roles and language choices based on stereotyping
- include the experiences and perceptions of all students in all aspects of their learning
- recognize the contributions of men and women of all social, cultural, linguistic, and racial backgrounds to all disciplines throughout history

Social and cultural diversity in student populations expands and enriches the learning experiences of all students. Students can learn much from the backgrounds, experiences, and perspectives of their classmates. In a community of learners, participants explore the diversity of their own and others' customs, histories, values, beliefs, languages, and ways of seeing and making sense of the world.

When learning experiences are structured to allow for a range of perspectives, students from varied social and cultural backgrounds realize that their ways of seeing and knowing are not the only ones possible. They can come to examine more carefully the complexity of ideas and issues arising from the differences in their perspectives and understand how cultural and social diversity enriches their lives and their culture.

A range of learning experiences, teaching and learning strategies, resources, and environments provide expanded opportunities for all learners to experience success as they work toward the achievement of designated outcomes. Many of the learning experiences suggested in this guide provide access for a wide range of learners, simultaneously emphasizing both group support and individual activity. Similarly, the suggestions for a variety of assessment practices provide multiple ways for students to demonstrate their achievements.

In order to provide a range of learning experiences to challenge all students, teachers may adapt learning contexts to stimulate and extend learning. Teachers should consider ways that students can extend their knowledge base, thinking processes, learning strategies, self-awareness, and insights. Some learners can benefit from opportunities to negotiate their own challenges, design their own learning experiences, set their own schedules, and work individually or with learning partners.

Some students' learning needs may be met by opportunities for them to focus on learning contexts which emphasize experimentation, inquiry, and critical and personal perspectives; in these contexts, teachers should work with students to identify and obtain access to appropriate resources.

## The Role of Technologies

### Integration

Students of Accounting 11 require access to communication and information technology on a daily basis in order to achieve the outcomes of the course. As students become skilled users of office productivity software, they will use it to facilitate their learning across the curriculum, creating a need for access to technologies throughout the school day.

The outcomes in Accounting 11 depend upon current career and labor market information as well as personal inventories available almost exclusively on the Internet. Students need access, on an individual basis to networked computers.

# Vision for the Integration of Information Technologies

The Nova Scotia Department of Education has articulated five strands in the learning outcomes framework areas for the integration of information and communication technology within public school programs.

## **Basic Operations and Concepts**

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Concepts and skills associated with the safe and efficient operation of a range of information technologies

## **Social, Ethical, and Human Issues**

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The understanding associated with the use of information/communication technology, which encourages in students a commitment to pursue personal and social good, particularly to build and improve their learning environments and to foster strong relationships with their peers and others who support their learning

## **Productivity**

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The efficient selection and use of information and communication technology to perform tasks such as the exploration of ideas, data collection, data manipulation, including the discovery of patterns and relationships, problem solving, and the representation of learning

## **Communication**

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Specific, interactive technology use that supports student collaboration and sharing through communication

## **Research, Problem Solving, and Decision Making**

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Students' organization, reasoning, and evaluation of their learning, which rationalize their use of information and communication technology.



# Assessing and Evaluating Student Learning

Assessment is the systematic process of gathering information on student learning. Evaluation is the process of analyzing, reflecting upon, and summarizing assessment information; and making judgments or decisions based upon the information gathered. The Principles of Assessment and Evaluation articulated in the document *Public School Program* should be used as the basis of assessment and evaluation policies, procedures, and practices.

## Assessment in Accounting 11

Students entering Accounting 11 do so with differing degrees of knowledge and understanding of the elements of developing a career, different skill levels, and different levels of understanding how important these things are to preparing for a career. In some instances, students' attitudes toward certain skills may be that they are only useful for doing school work and not in what they perceive to be the real world. Accounting 11 works to change these attitudes and aid students in the development of the skills necessary for success in the workplace, both in their presents as well as their futures.

Assessment for Accounting 11 should facilitate these changes and, as a result, should be considered an ongoing process, not an event. Teachers need to think of assessment as being of three kinds: assessment of learning, assessment for learning, and assessment as learning.

### Assessment of Learning

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Assessment of learning is what teachers associate with summative assessment, that is, tending to be mark-driven, used to accumulate numerical data for the purpose of assigning grades. Tests, exams, and assignments given for the purpose of attaining marks fall in this group.

### Assessment for Learning

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Assessment for learning, on the other hand, works to provide students with ongoing checks of how they are doing, what kind of progress they are making, what they need to learn next in order to be successful. Student self-assessment is an important factor in assessment for learning. Anecdotal feedback, rubrics, scales, and checklists are all important ways for teachers and students to learn more about how they are doing and what they are having difficulty with.

More information on assessment can be found in *Contexts for Learning and Teaching*.

## Effective Assessment and Evaluation Practices

Effective assessment improves the quality of learning and teaching. It can help students to become more reflective and to have control of their own learning, and it can help teachers to monitor and focus their instructional programs.

Assessment and evaluation of student learning should accommodate the complexity of learning and reflect the complexity of the curriculum. Evaluation should be based on the full range of learning outcomes towards which students have been working during the reporting period, be proportionate to the learning experiences related to each outcome, and focus on patterns of achievement as well as specific achievement.

In reflecting on the effectiveness of their assessment program, teachers should consider the extent to which their practices are fair in terms of the student's background or circumstances are integrated with learning provide opportunities for authentic learning

- provide students with relevant, supportive feedback that helps them to shape their learning
- describe students' progress toward learning outcomes
- help them to make decisions about revising, supporting, or extending learning experiences support learning risk taking
- provide specific information about the processes and strategies students are using
- provide students with diverse and multiple opportunities to demonstrate their achievement
- accommodate multiple responses and a range of tasks
- provide evidence of achievement in which students can take pride
- acknowledge attitudes and values as significant learning outcome
- encourage students to reflect on their learning and to articulate personal learning plans
- help them to make decisions about teaching strategies, learning experiences and environments, student grouping, and resources include students in developing, interpreting, and reporting

# Involving Students in the Assessment Process

## Diverse Learning Styles and Needs

It is important that students participate actively in the assessment and evaluation of their learning, developing their own criteria and learning to judge a range of qualities in their work. Students should have access to models in the form of scoring criteria, rubrics, and work samples.

As lifelong learners, students assess their own progress, rather than relying on external measures, for example marks, to tell them how well they are doing. Students who are empowered to assess their own progress are more likely to perceive their learning as its own reward. Rather than asking What does the teacher want? students need to ask questions such as What have I learned? What can I do now that I couldn't do before? What do I need to learn next? Effective assessment practices provide opportunities for students to

- assess and evaluate their learning
- set goals for future learning

Teachers should develop assessment practices that affirm and accommodate students' cultural and linguistic diversity. Teachers should consider patterns of social interaction, diverse learning styles, and the multiple ways oral, written, and visual language are used in different cultures for a range of purposes, not only in a learning context, but in a social and cultural context as well. Assessment practices must be fair, equitable, and without bias, providing a range of opportunities for students to demonstrate their learning. Teachers should be flexible in evaluating the learning success of students and seek diverse ways for students to demonstrate their personal best. In inclusive classrooms, students with special needs have opportunities to demonstrate their learning in their own way, using media which accommodate their needs, and at their own pace.

When students are aware of the outcomes they are responsible for and the criteria by which their work will be assessed or evaluated, they can make informed decisions about the most effective ways to demonstrate what they know, are able to do, and value.

## Using a Variety of Assessment Strategies

When teachers make decisions about what learning to assess and evaluate, how to assess and evaluate, and how to communicate the results, they send clear messages to students and others about what they value; for example, teachers can communicate that they value risk taking or lateral thinking by including these elements in assessment.

Assessment involves the use of a variety of methods to gather information about a wide range of student learning and to develop a valid and reliable snapshot of what students know and are able to do that is clear, comprehensive, and balanced. The assessment process provides information about each student's progress toward achievement of learning outcomes that teachers can use to assign marks, to initiate conversations with students, or to make decisions in planning subsequent learning experiences.

Teachers align evaluation and assessment practices with student-centred learning practices when they

- design assessment and evaluation tasks that help students make judgments about their own learning and performance
- provide assessment and evaluation tasks that allow for a variety of learning styles and preferences
- individualize assessment and evaluation tasks to accommodate specific learning needs
- work with students to describe and clarify what will be assessed and evaluated and how it will be assessed and evaluated
- provide students with regular and specific feedback on learning

Assessment activities, tasks, and strategies include, for example,

- anecdotal records
- artifacts
- audiotapes
- checklists
- conferences
- certifications
- demonstrations
- dramatizations
- exhibitions
- rating scales
- interviews (structured or informal)
- inventories
- investigations
- learning logs or journals
- media products
- observations (structured or informal)
- peer assessments
- performance tasks
- portfolios
- reports/presentations
- projects
- questioning
- questionnaires
- quizzes, tests, examinations
- reviews of performance
- sorting scales (rubrics)
- self-assessments
- surveys
- videotapes
- work samples
- written assignments

## Portfolios for Assessment

A major feature of assessment and evaluation in Accounting 11 is the use of portfolios. A portfolio is a purposeful selection of a student's work that tells the story of the student's efforts, progress, and achievement. The portfolio documents Accounting 11 activities.

Portfolios engage students in the assessment process and allow them to participate in the evaluation of their learning. Portfolios are most effective when they provide opportunities for students to reflect on and make decisions about their learning. The students and teacher should collaborate to make decisions about the contents of the portfolio and to develop the criteria for evaluating the portfolio. Portfolios should include

- the guidelines for selection
- the criteria for judging merit
- evidence of student reflection

Portfolio assessment is especially helpful for the student who needs significant support. Teachers should place notes and work samples from informal assessment in the portfolio and use the portfolio to collaborate with the student in identifying strengths and needs, selecting learning experiences, and selecting work that best reflects the student's progress toward achievement of learning outcomes.

It is important that students share their portfolios with other students so that all students may see exemplars that represent a range of strategies for expression and levels of complexity in ideas and understanding. Outlines and other evidence of planning allow students to examine their progress and demonstrate achievement to teachers, parents, and others.

Students should be encouraged to develop a portfolio that demonstrates their achievements in a context beyond a particular course, including letters, certificates, and photographs, for example, as well as written documents. A portfolio can be very helpful when students need to demonstrate their achievements to potential employers or admission offices of post-secondary institutions.

## Tests and Examinations

Traditional tests and examinations are not, by themselves, adequate to assess student learning. The format of tests and examinations can be revised and adapted to reflect key aspects of the curriculum. Some teachers, for example, have designed tests and examinations based on collaborative or small-group learning, projects, or portfolio learning. Creating opportunities for students to collaborate on a test or examination is an effective practice in the interactive classroom to assess learning of a higher order than recall of information, for example, learning that requires synthesis, analysis, or evaluation.

In learning activities that involve solving a Accounting 11 problem, for example, students might work collaboratively to clarify and define the task, and then work either collaboratively or individually to develop a solution. Students might be given a range of questions, issues, or problems, and work collaboratively to clarify their understanding of the assignments and plan responses in preparation for the examination for which only one of the questions, issues, or problems will be assigned.

The initial list of questions, issues, or problems can be developed by the teacher, negotiated by the teacher with students, or developed by students and screened by the teacher.

Process-based tests and examinations allow students to demonstrate knowledge and skills and apply strategies at multiple stages in learning processes, for example, in identifying problems, challenges, and opportunities; gathering, evaluating, and synthesizing information; generating options; and developing and evaluating solutions.

Traditional tests and examinations may present a number of problems in scheduling and resource allocation. Process-based tests and examinations may be undertaken in steps during several class periods over a number of days. Students have opportunities to revise, reflect on, and extend their knowledge and understanding. Teachers have opportunities to develop comprehensive assessments, to monitor and evaluate learning at multiple points in a process, and to use time flexibly.

## **Certification**

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In some courses, students will need to prepare to demonstrate their learning through entrance tests and examinations, or to obtain or upgrade a certification. Replicating this type of assessment in the classroom can help students prepare for the conditions and assessment formats they may encounter in workplace and post-secondary situations.

To make this kind of assessment an effective learning experience, teachers should define a specific context and purpose, for example, the operation of a device, the identification of materials labels, or the demonstration of a technique or procedure.



# Appendices



## Resources

Vic D'Amico, Ted Palmer, Tom D'Amico. *Principles of Accounting*, Third Edition. Toronto, Canada: Pearson Education Canada Inc., 2002.

Vic D'Amico, Ted Palmer, Tom D'Amico. *Principles of Accounting Study Guide and Working Papers*, Third Edition. Toronto, Canada: Pearson Education Canada Inc., 2002.

Vic D'Amico, Ted Palmer, Tom D'Amico. *Principles of Accounting Teacher's Manual*, Third Edition. Toronto, Canada: Pearson Education Canada Inc., 2002.

### NOTES

1. The Teacher's Manual includes a CD-ROM with Unit Reviews, Tests, Exams, Spreadsheet Templates, *Simply Accounting* Templates, and Assessment Rubrics.
2. The Teacher's Manual includes a section of Black Line Masters.

### Internet Resources

Career Options

Career planning information specifically for Nova Scotians

LifeWork Portfolio (lifeworkednet)

Youth Canada

Government of Canada site preparing youth for work. Self-assessment, information on job search techniques and opportunities as well as links

Simply Accounting

# Table of Appendices

The following appendices are available as Word and Excel files. They may be downloaded from

<http://educator.ednet.ns.ca>

NS teachers can log into this site using their IMP Webmail user ID and password

## **MODULE 1: BEGINNING THE ACCOUNTING CYCLE**

- Appendix 1-1: The Accounting Equation
- Appendix 1-2: Financial Position (Teacher Notes)
- Appendix 1-3: Financial Position (Student Notes)
- Appendix 1-4: Business Transactions (Teacher Notes)
- Appendix 1-5: Chapter 1 Terms (Student Quiz)
- Appendix 1-6: Chapter 1 Terms (Answer Key).
- Appendix 1-7: Recording Transactions in T-Accounts (Teacher Notes)
- Appendix 1-8: Recording Transactions in T-Accounts (Student Notes)
- Appendix 1-9: Chapter 2 Homework Check Question
- Appendix 1-10: Preparing the Income Statement (Teacher Notes)
- Appendix 1-11: Preparing the Income Statement (Student Notes)
- Appendix 1-12: Revenue and Expense Accounts (Teacher Notes)
- Appendix 1-13: The Journal (Teacher Notes)
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- Appendix 1-15: Posting to the Ledger (Student Notes)
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## **MODULE 2: COMPLETING THE ACCOUNTING CYCLE**

- Appendix 2-1: Adjusting the Books (Teacher Notes)
- Appendix 2-2: Prepaid Expense (Student Exercises)
- Appendix 2-3: Prepaid Expense Quiz
- Appendix 2-4: Depreciation Expense (Teacher Notes)
- Appendix 2-5: Adjusting for Depreciation (Student Work Sheet)
- Appendix 2-6: Adjusting for Depreciation Quiz
- Appendix 2-7: Ten-Column Worksheet (Teacher Notes)
- Appendix 2-8: Adjusting and Closing Entries (Teacher Notes)
- Appendix 2-9: Closing Entries (Student Notes)
- Appendix 2-10: Closing Entries Quiz
- Appendix 2-11: Closing Temporary Capital Accounts
- Appendix 2-9: Closing Entries (Student Notes)
- Appendix 2-12: Chapter 6 Review Problem

### **MODULE 3: CASH CONTROL AND BANKING**

- Appendix 3-1: Cash Control and Banking (Teacher Notes)
- Appendix 3-2 Cash Control and Banking (Student Notes)
- Appendix 3-3: Cash Proof Form
- Appendix 3-4: Checking Cash Records (Teacher Notes)
- Appendix 3-5: Deposit Slip
- Appendix 3-6: Questions for Chapter 11 (Student Work Sheet)
- Appendix 3-7: Bank Reconciliation Quiz
- Appendix 3-8: Preparing a Deposit Slip (Student Work Sheet)
- Appendix 3-9: Preparing a Deposit Slip Quiz

### **MODULE 4: SUBSIDIARY LEDGERS**

- Appendix 4-1: The Three-Ledger System (Teacher Notes)
- Appendix 4-2: The Three-Ledger System (Student Notes)

### **FORMS**

- 2-column paper
- Balance Sheet (ACC Equation)
- Blank Cheque
- Cash Proof Form
- Cheque Appendix
- Deposit Slip
- General Ledger
- General Ledger 2
- T Accounts
- Trial Balance Form
- Transaction Analysis Sheet
- Transaction Analysis Sheet 2
- Worksheet 10 Column
- Worksheet 6 column

### **SPREADSHEETS**

- Balance Sheet Template
- Capital Statement
- General Journal
- General Journal, Details
- Income Statement for Month's End
- Ledger Templates
- Post-Closing Trial Balance
- Schedule of Accounts Payable
- Transaction Analysis Chapter 2
- Trial Balance
- Worksheet Template 6 Column
- Worksheet Template 8 Column
- Worksheet Template 10 Column