

# Accounting 10

## Course Outline

### **General Information:**

Accounting 10

Distance Education

Tina Edwards

Winston High School, Watrous

[tina.edwards@hzsd.ca](mailto:tina.edwards@hzsd.ca)

1-306-946-3309 (work)

1-306-528-4344 (home)

### **Course Description:**

The focus of Accounting 10 curriculum is to provide young people with practical business and financial knowledge and skills 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 present in the curriculum.

## **Student Learning Outcomes:**

- 1) Recognize and use the basic vocabulary of accounting
- 2) Distinguish between accounting and bookkeeping
- 3) To develop and propose why the study of accounting is important
- 4) To identify the difference between financial accounting, cost accounting, and management accounting
- 5) Identify different types of business enterprises
- 6) To develop the concept and acceptance of Generally Accepted Accounting Principles (GAAPs)
- 7) To Prepare a balance sheet, using proper format
- 8) To organize transactions into revenue and expenses
- 9) To analyze revenue and expense transactions showing the effect on owner's equity
- 10) To understand the concept of T-accounts
- 11) To associate and relate debit and credit of assets, liabilities, owner's equity, drawing, revenue, and expense
- 12) To prepare an income statement for a service firm
- 13) To differentiate between fiscal period and accounting period using the Time Period Concept
- 14) To analyze a source document
- 15) To introduce the accounting cycle
- 16) To organize and record accounting data into a journal
- 17) To classify and transfer transactions into accounts in the general ledger
- 18) Prepare a worksheet and financial statements
- 19) Prepare adjusting and closing journal entries
- 20) Prepare a post-closing trial balance
- 21) Demonstrate the ability to process information through the accounting cycle by completing a final project

## **Teaching Strategies:**

The course consists of 8 Learning Modules

### **Module 1: The Balance Sheet**

- 1.1 Financial Position
- 1.2 Business Transactions
- 1.3 Computer Accounting: Into to Spreadsheets
- 1.4 Case Study: Use of Business Funds
- 1.5 For Discussion: Self Knowledge

### **Module 2: Balance Sheet Accounts**

- 2.1 Recording Transaction in T-Accounts
- 2.2 Computer Accounting: Spreadsheets
- 2.3 Case Study: Accounting Standards
- 2.4 For Discussion: What Do Employers Look For?

### **Module 3: The Income Statement**

- 3.1 Preparing The Income Statement
- 3.2 Revenue and Expense Accounts
- 3.3 Computer Accounting: Spreadsheets
- 3.4 Case Study: Income Statement Errors
- 3.5 For Discussion: Who's Got Experience?

### **Module 4: The Journal and the Ledger**

- 4.1 The Journal
- 4.2 Posting to the Ledger
- 4.3 Source Documents
- 4.4 Computer Accounting: Software Programs
- 4.5 Case Study: Ethics Case
- 4.6 For Discussion: Employee Characteristics

## **Module 5: The Worksheet and Classified Financial Statements**

5.1 The Worksheet

5.2 Classified Statements

5.3 Computer Accounting: Outsourcing

5.4 Case Study: Comparative Balance Sheets

5.5 For Discussion: Career Decisions and Change

## **Module 6: Performance Task 1 Berrigan Enterprises**

## **Module 7: Completing The Accounting Cycle for a Service Business**

7.1 Adjusting The Books

7.2 Worksheet, Adjustments, and Financial Statements

7.3 Adjusting and Closing Entries

7.4 Computer Accounting: End of the Accounting Period

7.5 Case Study: Value of a Business

7.6 For Discussion: Professional Careers in Accounting

## **Module 8: Performance Task 2 Community Theatre**

## Course Materials:

Textbook: Principles of Accounting (4<sup>th</sup> Edition)  
Pearson  
ISBN 978-0-13-266762-3

Workbook: Principles of Accounting (4<sup>th</sup> Edition)  
Study Guide and Working Papers  
Pearson  
ISBN 978-0-13-266763-0



Please note this textbook and workbook is used for both Accounting 10 and 20 Courses.

## Evaluation:

The following rubric will be used to evaluate every assignment that is submitted in the “Show What You Know” section of the course. This rubric will also be used to evaluate both performance tasks

<b>I Know the recording and decision making aspects of accounting</b>	Demonstrates exemplary knowledge of recording and decision making <b>4 points</b>	Demonstrates considerable knowledge of recording and decision making <b>3 points</b>	Demonstrates some knowledge of recording and decision making <b>2 points</b>	Demonstrates limited knowledge of recording and decision making <b>1 points</b>	Lacking please resubmit <b>0 points</b>
<b>I understand debit/credit theory in recording transactions in journals and ledgers of a service business and preparation of financial statements</b>	Demonstrates exemplary understanding of content <b>4 points</b>	Demonstrates considerable understanding of content <b>3 points</b>	Demonstrates some understanding of content <b>2 points</b>	Demonstrates limited understanding of content <b>1 points</b>	Lacking please resubmit <b>0 points</b>
<b>I use planning skills to organize my work</b>	Uses planning skills with a high degree of effectiveness <b>4 points</b>	Uses planning skills with considerable effectiveness <b>3 points</b>	Uses planning skills with some effectiveness <b>2 points</b>	Uses planning skills with limited effectiveness <b>1 points</b>	Lacking please resubmit <b>0 points</b>

<b>I use analyzing, interpreting, and reasoning skills to make accounting decisions</b>	Uses processing skills with a high degree of effectiveness. <b>4 points</b>	Uses processing skills with considerable effectiveness <b>3 points</b>	Uses processing skills with some effectiveness <b>2 points</b>	Uses processing skills with limited effectiveness <b>1 points</b>	Lacking please resubmit <b>0 points</b>
<b>I use critical thinking processes to make accounting decisions</b>	Uses critical thinking process with a high degree of effectiveness <b>4 points</b>	Uses critical thinking processes with considerable effectiveness <b>3 points</b>	Uses critical thinking processes with some effectiveness <b>2 points</b>	Uses critical thinking processes with limited effectiveness <b>1 points</b>	Lacking please submit <b>0 points</b>

### Final Mark:

There is no final exam in this course so your final mark will be a compilation of all assignments and projects in all 8 Modules. Please note that all work must be completed in order to receive a final mark in this course.

### Course Timeline:

- Module 1-4      Due Nov 1 (Semester 1) or Mar 1 (Semester 2)
- Module 5-7     Due Dec 15 (Semester 1) or May 15 (Semester 2)
- Module 8        Due Jan 20 (Semester 1) or June 20 (Semester 2)

