# Scope & Sequence

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| Course Name: Accounting II **TSDS PEIMS Code:** 13016700 | | | **Course Credit:** 1.0  **Course Requirements:** Grade Placement 11-12.  **Prerequisites:** Accounting I. |
| **Course Description:** In Accounting II, students will continue the investigation of the field of accounting, including how it is impacted by industry standards as well as economic, financial, technological, international, social, legal, and ethical factors. Students will reflect on this knowledge as they engage in various managerial, financial, and operational accounting activities. Students will formulate, interpret, and communicate financial information for use in management decision making. Students will use equations, graphical representations, accounting tools, spreadsheet software, and accounting systems in real-world situations to maintain, monitor, control, and plan the use of financial resources. | | | |
| **NOTE:** This is a suggested scope and sequence for the course content. This content will work with any textbook or instructional materials. If locally adapted, make sure all TEKS are covered. | | | |
| **Total Number of Periods**  **Total Number of Minutes**  **Total Number of Hours** | 175 Periods  7875 Minutes  131.25 Hours\* | \*Schedule calculations based on 175/180 calendar days. For 0.5 credit courses, schedule is calculated out of 88/90 days. Scope and sequence allows additional time for guest speakers, student presentations, field trips, remediation, extended learning activities, etc. | |
| **Unit Number, Title, and Brief Description** | **# of Class Periods\***  (assumes 45-minute periods)  Total minutes per unit | **TEKS Covered**  **130.188. (c) Knowledge and skills** | |
| **Unit 1: Professional Standards and Communication**  Students will begin the course by learning and discussing appropriate and effective communication skills, professional standards, integrity, attention to detail in course work and professional life, and effective problem-solving strategies. Students will continue to develop and demonstrate appropriate and effective communication and problem-solving skills throughout the course. Student teams and/or individuals will also discuss, describe, and/or present summaries of their understanding of professional standards and strong work ethics as well as instructor and course expectations regarding integrity and attention to detail in assignment/task completion. | 5 periods  225 minutes | (1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:  (A) demonstrate effective oral and written communication skills;  (C) demonstrate an understanding of integrity and strong work ethic;  (D) demonstrate attention to detail in completed assignments; and  (E) demonstrate effective problem solving. | |
| **Unit 2: Mathematical Processes and Problem-Solving Models Used in Accounting and Financial Planning**  Students will learn and/or review, discuss, and apply the problem-solving models, mathematical processes, mathematical ideas, and mathematical language they are likely to use in accounting and financial planning careers. Students will be given real world examples and opportunities to examine, discuss, explain, and describe mathematical relationships and to communicate mathematical ideas, as well as apply mathematics to specific problems arising in everyday life, society, and the workplace. As a unit culminating activity, students will select tools, including real objects, manipulatives, paper and pencil, and/or technology, as appropriate, and techniques, including mental math, estimation, and number sense as appropriate, to solve problems in real-world situations, and display, explain, and justify their results and ideas using precise mathematical language. | 15 periods  675 minutes | (2) The student uses mathematical processes to acquire and demonstrate mathematical understanding. The student is expected to:  (A) apply mathematics to problems arising in everyday life, society, and the workplace;  (B) use a problem-solving model that incorporates analyzing given information, formulating a plan or strategy, determining a solution, justifying the solution, and evaluating the problem-solving process and the reasonableness of the solution;  (C) select tools, including real objects, manipulatives, paper and pencil, and technology as appropriate, and techniques, including mental math, estimation, and number sense as appropriate, to solve problems;  (D) communicate mathematical ideas, reasoning, and their implications using multiple representations, including symbols, diagrams, graphs, and language as appropriate;  (E) create and use representations to organize, record, and communicate mathematical ideas;  (F) analyze mathematical relationships to connect and communicate mathematical ideas; and  (G) display, explain, and justify mathematical ideas and arguments using precise mathematical language in written or oral communication. | |
| **Unit 3: Corporations and Corporate Accounting**  Students will discuss, examine, and analyze the articles of incorporation needed to start a corporation, examples of stock, corporate financial statements, and relevant corporate tax forms. Students will learn and demonstrate how to communicate methods used to account for the issuance of stock, compute the number of shares of common stock to be issued on the conversion of convertible preferred stock, compute dividends payable on stock, and prepare work sheets and financial statements for a corporation. Students will be given real world examples to examine and discuss in order to understand the nature of corporate tax accounting and consolidated financial statements, and as a culminating activity for the unit, students will perform accounting functions specific to corporate tax accounting, including calculating corporate taxes and target profits and preparing corporate tax returns. | 25 periods  1,125 minutes | (2) The student uses mathematical processes to acquire and demonstrate mathematical understanding. The student is expected to:  (A) apply mathematics to problems arising in everyday life, society, and the workplace;  (B) use a problem-solving model that incorporates analyzing given information, formulating a plan or strategy, determining a solution, justifying the solution, and evaluating the problem-solving process and the reasonableness of the solution;  (C) select tools, including real objects, manipulatives, paper and pencil, and technology as appropriate, and techniques, including mental math, estimation, and number sense as appropriate, to solve problems;  (F) analyze mathematical relationships to connect and communicate mathematical ideas; and  (G) display, explain, and justify mathematical ideas and arguments using precise mathematical language in written or oral communication.  (3) The student performs accounting functions specific to a corporation. The student is expected to:  (A) analyze articles of incorporation;  (B) communicate methods used to account for the issuance of stock;  (C) compute the number of shares of common stock to be issued on the conversion of convertible preferred stock;  (D) compute dividends payable on stock;  (E) describe internal accounting controls that exist to ensure the proper recording of financial transactions;  (F) produce financial statements, including work sheets, income statements, statements of stockholders' equity, balance sheets, cash flow statements, and statements of changes in retained earnings;  (G) discuss the nature of consolidated financial statements;  (H) discuss the nature of corporate tax accounting; and  (I) perform accounting functions specific to corporate tax accounting, including calculating corporate taxes and target profits and preparing corporate tax returns. | |
| **Unit 4: Annual Reports and Financial Statement Analysis**  Students will be given opportunities to examine, discuss, and analyze actual or simulated annual reports and financial statements, and then be assisted in applying their knowledge and skills to perform a financial statement analysis. Students will create and/or use graphical representations, diagrams, and/or text to learn and discuss the use of financial ratios in accounting, and explain how this data impacts business decisions, as well as to learn and explain how to calculate business profitability and compute business efficiency ratios, business operating ratios, and business capital structure ratios. As a culminating activity for the unit, students will compare financial ratios to industry benchmarks and past performance to identify key areas that need to be evaluated and improved, and formulate and present recommendations based on financial ratio comparisons using spreadsheet software, graphs, and charts that identify business strategies and solutions needed to improve financial performance | 25 periods  1,125 minutes | (1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:  (A) demonstrate effective oral and written communication skills; and  (E) demonstrate effective problem solving.  (2) The student uses mathematical processes to acquire and demonstrate mathematical understanding. The student is expected to:  (A) apply mathematics to problems arising in everyday life, society, and the workplace;  (C) select tools, including real objects, manipulatives, paper and pencil, and technology as appropriate, and techniques, including mental math, estimation, and number sense as appropriate, to solve problems;  (D) communicate mathematical ideas, reasoning, and their implications using multiple representations, including symbols, diagrams, graphs, and language as appropriate; and  (E) create and use representations to organize, record, and communicate mathematical ideas.  (4) The student discusses and performs accounting functions in a financial statement analysis. The student is expected to:  (A) explain the nature of annual reports;  (B) discuss the use of financial ratios in accounting and explain how this data impacts business decisions;  (C) determine business liquidity, including current ratio, quick ratio, and cash ratio;  (D) calculate business profitability, including gross profit margin, operating profit margin, net profit margin, cash flow margin, return on assets, return on investment, and return on equity, and analyze the relationships between these ratios;  (E) compute business efficiency ratios, including inventory turnover ratio, accounts receivable turnover ratio, accounts payable turnover ratio, average payment period, and average collection period;  (F) determine business operating ratio;  (G) calculate business capital structure ratios, including debt-to-equity ratio and debt service coverage;  (H) compare financial ratios to industry benchmarks and past performance to identify key areas that need to be evaluated and improved; and  (I) formulate and present recommendations based on financial ratio comparisons using spreadsheet software, graphs, and charts that identify business strategies and solutions needed to improve financial performance. | |
| **Unit 5: Cash Flow, Budgets, and Financial Planning**  Students will learn, discuss, and describe fundamental financial concepts involved in the management of corporate finances, including the nature of depreciation and cash flows, and explore the capital budgeting process. Students will also learn and demonstrate how to perform calculations necessary for capital budget decision making. Students will also be given opportunities to demonstrate effective problem solving and math skills in real world cash-flow analysis activities and in conducting/performing real world cash planning and profit planning classroom activities. As a culminating activity for the unit, students will create and/or use graphical representations, diagrams, and/or text to explain the role of financial planning in corporate finance, including the financial planning process, short-term operating, and long-term strategic planning in small group/team or individual activities and/or presentations. In this culminating activity, students will display, explain, and justify their ideas using precise and appropriate mathematical language. | 20 periods  900 minutes | (2) The student uses mathematical processes to acquire and demonstrate mathematical understanding. The student is expected to:  (A) apply mathematics to problems arising in everyday life, society, and the workplace;  (D) communicate mathematical ideas, reasoning, and their implications using multiple representations, including symbols, diagrams, graphs, and language as appropriate; and  (G) display, explain, and justify mathematical ideas and arguments using precise mathematical language in written or oral communication.  (6) The student maintains, monitors, controls, and plans the use of financial resources to ensure business stability. The student is expected to:  (A) describe fundamental financial concepts involved in the management of corporate finances, including the nature of depreciation and cash flows;  (B) analyze the need for efficient capital markets in corporate finance;  (C) explore the capital budgeting process;  (D) perform calculations necessary for capital budget decision making, including:  (i) calculating the initial investment associated with a proposed capital expenditure;  (ii) determining operating cash inflows;  (iii) determining terminal cash flow; and  (E) conduct cash-flow analysis to select an acceptable capital expenditure, including:  (i) interpreting the nature of relevant cash flow-analysis;  (ii) explaining the nature of the payback period;  (iii) calculating the payback period;  (iv) explaining the relationship between the internal rate of return and net present value;  (v) calculating the net present value and future value;  (vi) calculating the internal rate of return; and  (F) explain the role of financial planning in corporate finance, including the financial planning process, short-term operating, and long-term strategic planning;  (G) conduct cash planning, including:  (i) explaining the use of cash budgets;  (ii) coping with uncertainty in cash budgets;  (iii) preparing a cash budget;  (iv) evaluating a cash budget; and  (H) conduct profit planning, including pro forma income statements and balance sheets. | |
| **Unit 6: Financial Resources and Financial Management**  Students will learn, discuss, and analyze the nature of short-term financial management, the role of valuation in making appropriate financial decisions for a company, and how and why to use capital market securities to secure financing for a company. Students will be given opportunities to examine and analyze models and methods to determine the best financing option for a company, the nature of corporate stocks and bonds, and calculating the cost of long-term debt. Students will create and/or use graphical representations, diagrams, and/or text to learn, discuss, and explain the role of dividends in corporate finance, including forms of dividends and reinvestment plans, the residual theory of dividends, and factors to consider when deciding on the form of dividend distribution. Students will learn and demonstrate their understanding of corporate ownership changes, including mergers, acquisitions, restructurings, and hostile takeovers, in unit culminating activities, discussions, projects, and/or presentations of real world issues that arise from ownership change transactions. | 25 periods  1,125 minutes | (2) The student uses mathematical processes to acquire and demonstrate mathematical understanding. The student is expected to:  (B) use a problem-solving model that incorporates analyzing given information, formulating a plan or strategy, determining a solution, justifying the solution, and evaluating the problem-solving process and the reasonableness of the solution; and  (F) analyze mathematical relationships to connect and communicate mathematical ideas.  (1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:  (D) demonstrate attention to detail in completed assignments; and  (E) demonstrate effective problem solving.  (6) The student maintains, monitors, controls, and plans the use of financial resources to ensure business stability. The student is expected to:  (I) define and describe the nature of short-term financial management;  (J) explain the role of valuation in making appropriate financial decisions for a company, including:  (i) discussing the role of project valuation in capital allocation decisions;  (ii) comparing methods for valuing flexibility; and  (iii) discussing the valuation implications in business finance;  (K) use capital market securities to secure financing for a company, including:  (i) analyzing models and methods to determine the best financing option for a company;  (ii) analyzing the nature of corporate bonds;  (iii) analyzing and determining the cost of long-term debt;  (iv) describing the issuance of stock from a corporation;  (v) comparing and contrasting preferred stock and common stock;  (vi) calculating the cost of preferred stock and common stock; and  (vii) computing leverage and debt to equity ratios;  (L) explain the role of dividends in corporate finance, including forms of dividends and reinvestment plans;  (M) describe the effect of a firm's dividend decisions on its external financing requirements;  (N) illustrate the residual theory of dividends;  (O) describe the impact of dividends on the value of the firm;  (P) explain the nature of a dividend policy;  (Q) explain factors to consider when deciding on the form of dividend distribution; and  (R) analyze ownership change transactions, including:  (i) comparing mergers and acquisitions;  (ii) explaining the nature of hostile takeovers;  (iii) discussing issues that arise from mergers and acquisitions;  (iv) explaining methods for evaluating potential merger/acquisition targets;  (v) evaluating potential merger and acquisition targets; and  (vi) analyzing the nature of restructurings. | |
| **Unit 7: Managerial Accounting Concepts**  Students will identify, explain, and discuss managerial accounting concepts as well as learn how to perform the occupational tasks and calculations related to managerial cost accounting and decision making. Students will create and/or use examples, diagrams, text, and/or other representations to summarize and explain how to conduct cost-volume-profit analysis using linear regression data to determine the relationship between production and costs. As a culminating activity for the unit, students will prepare written recommendations that identify make-or-buy and accept-or-reject solutions using empirical data to support and justify conclusions, and compare and contrast their results. | 25 periods  1,125 minutes | (2) The student uses mathematical processes to acquire and demonstrate mathematical understanding. The student is expected to:  (A) apply mathematics to problems arising in everyday life, society, and the workplace;  (B) use a problem-solving model that incorporates analyzing given information, formulating a plan or strategy, determining a solution, justifying the solution, and evaluating the problem-solving process and the reasonableness of the solution;  (C) select tools, including real objects, manipulatives, paper and pencil, and technology as appropriate, and techniques, including mental math, estimation, and number sense as appropriate, to solve problems;  (D) communicate mathematical ideas, reasoning, and their implications using multiple representations, including symbols, diagrams, graphs, and language as appropriate;  (E) create and use representations to organize, record, and communicate mathematical ideas;  (F) analyze mathematical relationships to connect and communicate mathematical ideas; and  (G) display, explain, and justify mathematical ideas and arguments using precise mathematical language in written or oral communication.  (5) The student describes and employs managerial accounting concepts. The student is expected to:  (A) explain the nature of managerial cost accounting, including costs and cost drivers;  (B) conduct cost-volume-profit analysis, including the use of linear regression data to determine the relationship between production and costs;  (C) identify cost accounting systems such as job order costing, process costing, activity-based costing, and project costing;  (D) calculate the cost of goods sold;  (E) compute overhead rates;  (F) apply overhead to jobs;  (G) describe the nature of cost accounting decision making;  (H) discuss the nature of cost accounting budgets;  (I) explain and create a variance analysis;  (J) discuss the nature of cost allocation;  (K) compute variable costs and contribution margins for a product;  (L) determine relevant costs in make-or-buy and accept-or-reject decisions;  (M) evaluate make-or-buy and accept-or-reject decisions to identify the best solutions for a business;  (N) prepare written recommendations that identify make-or-buy and accept-or-reject solutions using empirical data to support and justify conclusions;  (O) perform cost allocation functions; and  (P) prepare cost of production reports. | |
| **Unit 8: Laws and Regulations**  Students will use appropriate technology and/or assigned materials to research, describe, and discuss the impact of the Sarbanes-Oxley Act of 2002 on accounting, the impact of International Financial Reporting Standards (IFRS) versus Generally Accepted Accounting Principles (GAAP), the role of the Securities and Exchange Commission in regulating the accounting industry, and state regulation of the accounting industry. As a culminating activity for the unit, students will identify and research a case study involving a fraud, compliance, or regulatory issue or possible scenario; this case study project will include gathering and appropriately citing relevant, reliable sources, identifying and communicating which laws and regulations apply, and reliable data that supports evidence of fraud or non-compliance with regulations. Student presentations will demonstrate effective communication skills and attention to detail. | 20 periods  900 minutes | (1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:  (A) demonstrate effective oral and written communication skills; and  (D) demonstrate attention to detail in completed assignments.  (7) The student describes laws and regulations in order to manage business operations and transactions in accounting. The student is expected to:  (A) describe and discuss regulation of accounting, including:  (i) the impact of the Sarbanes-Oxley Act of 2002 on accounting;  (ii) the role of the Securities and Exchange Commission in regulating the accounting industry;  (iii) the state regulation of the accounting industry; and  (iv) the impact of International Financial Reporting Standards (IFRS) versus Generally Accepted Accounting Principles (GAAP).  (B) identify and research a case study involving a fraud, compliance, or regulatory issue or possible scenario, including:  (i) formulating questions to analyze the issue;  (ii) gathering relevant sources;  (iii) evaluating the validity and reliability of those sources;  (iv) identifying and communicating which laws and regulations apply;  (v) gathering data that supports evidence of fraud or non-compliance with regulations; and  (vi) creating a clear and coherent presentation, including the use of correct grammar, spelling, punctuation, and citation of resource materials. | |
| **Unit 9: Current Topics in Accounting**  Students will use appropriate technology to research, discuss, and explain topical information such as the use of data mining and automated financial programs in accounting as well as discuss currently available software and technology used in accounting. As a culminating activity for the course, students will use course knowledge, skills, ideas, and reasoning to demonstrate effective oral and written communication skills in a clear and coherent oral presentation on a current topic in accounting. Presentations will include the use of correct grammar, spelling, punctuation, and citation of resource materials, reflecting professional standards and attention to detail. | 15 periods  675 minutes | (1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:  (A) demonstrate effective oral and written communication skills; and  (D) demonstrate attention to detail in completed assignments.  (8) The student accesses, processes, maintains, evaluates, and disseminates financial information to assist business decision making. The student is expected to:  (A) use technology to acquire information such as the use of data mining and automated financial programs into accounting; and  (B) create a clear and coherent oral and written presentation that includes the use of correct grammar, spelling, punctuation, and citation of resource materials on a current topic in accounting using concepts learned in this course. | |