

Managerial Accounting Curriculum

Power Standards:

1. Acquire knowledge and effectively demonstrate accounting transactions by thinking creatively, solving problems, and communicating.
2. Utilize past and present data to effectively prepare budgets.
3. Compare estimated and actual results for internal decision making.

Power Benchmarks:

1. Classify manufacturing costs as Direct Materials, Direct Labor or Manufacturing Overhead.
2. Journalize transactions related to Job Order and Process Cost Accounting.
3. Compute manufacturing overhead for jobs using Activity Based Costing.
4. Maintain cost accounting records for a manufacturing organization.
5. Compute Cost-Volume-Profit costs related to Variable, Fixed and Mixed costs.
6. Analyze and complete an Incremental Analysis.
7. Analyze and compute Return on Investment and Target Selling Price.
8. Prepare and maintain operating budgets.
9. Prepare flexible budgets and analyze favorable/unfavorable results.
10. Compute labor, materials, and overhead variances and analyze favorable/unfavorable results.

Managerial Accounting Curriculum

Students will be able to:

1. Acquire knowledge and effectively demonstrate accounting transactions by thinking creatively, solving problems, and communicating.
 - Classify manufacturing costs as Direct Materials, Direct Labor or Manufacturing Overhead. (1)
 - Journalize transactions related to Job Order and Process Cost Accounting. (2)
 - Compute manufacturing overhead for jobs using Activity Based Costing. (3)
 - Maintain cost accounting records for a manufacturing organization. (4)

2. Utilize past and present data to effectively prepare budgets.
 - Prepare and maintain operating budgets. (8)
 - Prepare flexible budgets and analyze favorable/unfavorable results. (9)

3. Compare estimated and actual results for internal decision making.
 - Compute Cost-Volume-Profit costs related to Variable, Fixed and Mixed costs. (5)
 - Analyze and complete an Incremental Analysis. (6)
 - Analyze and compute Return on Investment and Target Selling Price. (7)
 - Compute labor, materials, and overhead variances and analyze favorable/unfavorable results. (10)

Managerial Accounting Curriculum

Stage 1 – Desired Results:

<p>Power Standard: Acquire knowledge and effectively demonstrate accounting transactions by thinking creatively, solving problems, and communicating.</p> <p>Power Benchmark/Competency: 1 Classify manufacturing costs as Direct Materials, Direct Labor or Manufacturing Overhead.</p> <p>Estimated Timeline: 1 week + ongoing</p>	<p>Place ‘X’ in square if goal addresses Essential/Content Standard(s).</p> <table border="1" style="width: 100%; text-align: center; border-collapse: collapse;"> <tr> <th style="padding: 2px;">Career</th> <th style="padding: 2px;">Technology</th> <th style="padding: 2px;">Critical Thinking</th> <th style="padding: 2px;">Global & Cultural</th> <th style="padding: 2px;">Personal Responsibility</th> </tr> <tr> <td style="padding: 2px;">X</td> <td style="padding: 2px;"></td> <td style="padding: 2px;">X</td> <td style="padding: 2px;"></td> <td style="padding: 2px;"></td> </tr> <tr> <th style="padding: 2px;">Math</th> <th style="padding: 2px;">Science</th> <th style="padding: 2px;">Reading</th> <th style="padding: 2px;">Social Responsibility</th> <th style="padding: 2px;">Communications</th> </tr> <tr> <td style="padding: 2px;"></td> <td style="padding: 2px;"></td> <td style="padding: 2px;"></td> <td style="padding: 2px;"></td> <td style="padding: 2px;">X</td> </tr> </table>	Career	Technology	Critical Thinking	Global & Cultural	Personal Responsibility	X		X			Math	Science	Reading	Social Responsibility	Communications					X
Career	Technology	Critical Thinking	Global & Cultural	Personal Responsibility																	
X		X																			
Math	Science	Reading	Social Responsibility	Communications																	
				X																	
<p>Understandings (Standards & Benchmarks): <i>Students will understand that (sentence):</i> Manufacturing costs consist of Direct Materials, Direct Labor and Manufacturing Overhead.</p> <p>The three board functions of management are Planning, Controlling and Directing.</p>	<p>Essential Questions:</p> <ul style="list-style-type: none"> ➤ What is the difference between a product and a period cost? ➤ How do you determine if an expense is included in Manufacturing Overhead? ➤ What is the difference between Direct and Indirect Labor? ➤ What is the difference between Direct and Indirect Materials? 																				
<p>Students will: (know how to)... (Include vocabulary)</p> <ul style="list-style-type: none"> ➤ Distinguish between product and period costs. ➤ Indicate how Cost of Goods Manufactured is determined. ➤ Identify trends in managerial accounting. 	<p>Students will be able to (i.e. do)...(Include vocabulary)</p> <ul style="list-style-type: none"> ➤ Prepare a Cost of Goods Manufactured Schedule ➤ Distinguish between Direct Materials, Direct Labor and Manufacturing Overhead. ➤ Prepare an Income Statement through Gross Profit. 																				
<h2 style="margin: 0;">Stage 2 – Assessment Evidence</h2>																					
<p>Performance Tasks: (i.e. Assessment used to determine proficiency on competency)</p> <ul style="list-style-type: none"> ➤ Chapter #1 test 	<p>Key Criteria: (Rubric)</p> <ul style="list-style-type: none"> ➤ Exceeds: 90% average or above on Chapter #1 test. ➤ Meets: 70 – 89% average on Chapter #1 test. ➤ Needs: 69% average or below on Chapter #1 test. 																				

Managerial Accounting Curriculum

Stage 3 – Learning Plan: Classify manufacturing costs as Direct Materials, Direct Labor or Manufacturing Overhead. Power Benchmark/Competency: #1	
Learning Activities:	Resources:
Study Questions	Managerial Accounting book
Brief Exercises: 3	Managerial Accounting book
Exercises: 1, 2, 4, 5, 6, 12, 18	Managerial Accounting book
A Series: 1, 2, 4	Managerial Accounting book
B Series: 4	Managerial Accounting book
Chapter #1 Quiz	Teacher designed
Chapter #1 Test	Teacher designed

Stage 3 - Work in Progress

Managerial Accounting Curriculum

Stage 1 – Desired Results:

<p>Power Standard: Acquire knowledge and effectively demonstrate accounting transactions by thinking creatively, solving problems, and communicating.</p> <p>Power Benchmark/Competency: 2 Journalize transactions related to Job Order and Process Cost Accounting</p> <p>Estimated Timeline: 1 week + ongoing</p>	<p>Place ‘X’ in square if goal addresses Essential/Content Standard(s).</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <tr> <th style="width: 15%;">Career</th> <th style="width: 15%;">Technology</th> <th style="width: 15%;">Critical Thinking</th> <th style="width: 15%;">Global & Cultural</th> <th style="width: 15%;">Personal Responsibility</th> </tr> <tr> <td>X</td> <td></td> <td>X</td> <td></td> <td></td> </tr> <tr> <th>Math</th> <th>Science</th> <th>Reading</th> <th>Social Responsibility</th> <th>Communications</th> </tr> <tr> <td></td> <td></td> <td>X</td> <td></td> <td>X</td> </tr> </table>	Career	Technology	Critical Thinking	Global & Cultural	Personal Responsibility	X		X			Math	Science	Reading	Social Responsibility	Communications			X		X
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X		X																			
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		X		X																	
<p>Understandings (Standards & Benchmarks): <i>Students will understand that (sentence):</i> Job Cost sheets accumulate manufacturing costs and determine total and unit costs per job.</p> <p>A Production Cost Report accumulates manufacturing costs in continuous production for a period of time.</p> <p>Job Order and Process Costing tracks the flow of costs from accumulating materials, labor, and manufacturing overhead, to assigning cost to production, and transferring completed units to finished goods.</p> <p>Manufacturing Overhead is assigned to jobs or processes based on estimated annual costs and company determined cost drivers.</p>	<p>Essential Questions:</p> <ul style="list-style-type: none"> ➤ What factors determine the cost driver used to apply manufacturing overhead using a predetermined rate? ➤ How are equivalent units of production used in completing a Production Cost Report? ➤ How do the transactions for Job Order and Process Costing track the flow of costs to Finished Goods? ➤ How is the job cost used to calculate the total cost and the unit cost of a job? 																				
<p>Students will: (know how to)... (Include vocabulary)</p> <ul style="list-style-type: none"> ➤ Describe the flow of costs in a job order cost accounting system. ➤ Describe the flow of costs in a process cost accounting system. 	<p>Students will be able to (i.e. do)...(Include vocabulary)</p> <ul style="list-style-type: none"> ➤ Journalize Job and Process Cost accounting transactions. ➤ Prepare a Production Cost Report. ➤ Compute equivalent units of production. 																				

Stage 2 – Assessment Evidence

<p>Performance Tasks: (i.e. Assessment used to determine proficiency on competency)</p> <ul style="list-style-type: none"> ➤ Chapter #2 test, Chapter #3 test 	<p>Key Criteria: (Rubric)</p> <ul style="list-style-type: none"> ➤ Exceeds: 90% average or above on Chapter #2 test and Chapter #3 test. ➤ Meets: 70 – 89% average on Chapter #2 test and Chapter #3 test. ➤ Needs: 69% average or below on Chapter #2 test and Chapter #3 test.
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Managerial Accounting Curriculum

Stage 3 – Learning Plan: Journalize transactions related to Job Order and Process Cost Accounting Power Benchmark/Competency: #2	
Learning Activities:	Resources:
Chapter #2	
Study Questions	Managerial Accounting book
Exercises: 7, 11, 13	Managerial Accounting book
A Series: 1, 4	Managerial Accounting book
B Series: 1, 4	Managerial Accounting book
C Series: 1, 4	Managerial Accounting book
Chapter #2 Quiz	Teacher generated
Chapter #2 Test	Teacher generated
Chapter #3	
Study Questions	Managerial Accounting book
Exercises: 4, 6, 7, 10	Managerial Accounting book
A Series: 1, 2, 3	Managerial Accounting book
B Series: 3	Managerial Accounting book
C Series: 2, 3	Managerial Accounting book
Chapter #3 Quiz	Teacher generated
Chapter #3 Test	Teacher generated

Managerial Accounting Curriculum

Stage 1 – Desired Results:

<p>Power Standard: Acquire knowledge and effectively demonstrate accounting transactions by thinking creatively, solving problems, and communicating.</p> <p>Power Benchmark/Competency: 3 Compute manufacturing overhead for jobs using Activity Based Costing.</p> <p>Estimated Timeline: 1 week + ongoing</p>	<p>Place ‘X’ in square if goal addresses Essential/Content Standard(s).</p> <table border="1" style="width: 100%; text-align: center; border-collapse: collapse;"> <tr> <th style="background-color: #ffffcc;">Career</th> <th style="background-color: #ffffcc;">Technology</th> <th style="background-color: #ffffcc;">Critical Thinking</th> <th style="background-color: #ffffcc;">Global & Cultural</th> <th style="background-color: #ffffcc;">Personal Responsibility</th> </tr> <tr> <td>X</td> <td></td> <td>X</td> <td></td> <td></td> </tr> <tr> <th style="background-color: #ffffcc;">Math</th> <th style="background-color: #ffffcc;">Science</th> <th style="background-color: #ffffcc;">Reading</th> <th style="background-color: #ffffcc;">Social Responsibility</th> <th style="background-color: #ffffcc;">Communications</th> </tr> <tr> <td>X</td> <td></td> <td>X</td> <td>X</td> <td>X</td> </tr> </table>	Career	Technology	Critical Thinking	Global & Cultural	Personal Responsibility	X		X			Math	Science	Reading	Social Responsibility	Communications	X		X	X	X
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<p>Understandings (Standards & Benchmarks): <i>Students will understand that (sentence):</i></p> <ul style="list-style-type: none"> ➤ Companies identify and use cost drivers in activity-based costing. ➤ Four steps are involved in developing an activity-based costing system. ➤ Traditional costing and activity-based costing have differences. 	<p>Essential Questions:</p> <ul style="list-style-type: none"> ➤ Under what conditions is direct labor a valid basis for allocating overhead? ➤ What steps are involved in developing an activity-based costing system? ➤ What is the formula for assigning activity cost pools to products? ➤ Of what benefit is classifying activities as value-added and non-value added? 																				
<p>Students will: (know how to)... (Include vocabulary)</p> <ul style="list-style-type: none"> ➤ Identify and use cost drivers in activity-based costing. ➤ Understand the value of using activity levels in activity-based costing. ➤ Explain just-in-time (JIT) processing. 	<p>Students will be able to (i.e. do)...(Include vocabulary)</p> <ul style="list-style-type: none"> ➤ Complete an activity-based costing schedule for a service industry. ➤ Complete an activity-based costing schedule for a manufacturing industry. ➤ Compute the overhead rates using traditional and activity-based costing approach. 																				
Stage 2 – Assessment Evidence																					
<p>Performance Tasks: (i.e. Assessment used to determine proficiency on competency)</p> <ul style="list-style-type: none"> ➤ Chapter #4 test 	<p>Key Criteria: (Rubric)</p> <ul style="list-style-type: none"> ➤ Exceeds: 90% average or above on Chapter #4 test. ➤ Meets: 70 – 89% average on Chapter #4 test. ➤ Needs: 69% average or below on Chapter #4 test. 																				

Managerial Accounting Curriculum

Stage 3 – Learning Plan:

Compute manufacturing overhead for jobs using Activity Based Costing.

Power Benchmark/Competency: #3

Learning Activities:	Resources:
Study Questions	Managerial Accounting book
Brief Exercises: 11	Managerial Accounting book
Exercises: 1, 9, 15, 18	Managerial Accounting book
A Series: 1, 5	Managerial Accounting book
B Series: 1, 5	Managerial Accounting book
Handout: Activity Based Costing	Teacher generated
Chapter #4 Quiz	Teacher generated
Chapter #4 Test	Teacher generated

Managerial Accounting Curriculum

Stage 1 – Desired Results:

<p>Power Standard: Acquire knowledge and effectively demonstrate accounting transactions by thinking creatively, solving problems, and communicating.</p> <p>Power Benchmark/Competency: 4 Maintain cost accounting records for a manufacturing organization.</p> <p>Estimated Timeline: 3 weeks</p>	<p>Place ‘X’ in square if goal addresses Essential/Content Standard(s).</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <tr> <th style="background-color: #ffffcc;">Career</th> <th style="background-color: #ffffcc;">Technology</th> <th style="background-color: #ffffcc;">Critical Thinking</th> <th style="background-color: #ffffcc;">Global & Cultural</th> <th style="background-color: #ffffcc;">Personal Responsibility</th> </tr> <tr> <td>X</td> <td>X</td> <td></td> <td></td> <td></td> </tr> <tr> <th style="background-color: #ffffcc;">Math</th> <th style="background-color: #ffffcc;">Science</th> <th style="background-color: #ffffcc;">Reading</th> <th style="background-color: #ffffcc;">Social Responsibility</th> <th style="background-color: #ffffcc;">Communications</th> </tr> <tr> <td></td> <td></td> <td>X</td> <td></td> <td>X</td> </tr> </table>	Career	Technology	Critical Thinking	Global & Cultural	Personal Responsibility	X	X				Math	Science	Reading	Social Responsibility	Communications			X		X
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<p>Understandings (Standards & Benchmarks): <i>Students will understand that (sentence):</i></p> <ul style="list-style-type: none"> ➤ Materials Ledger cards are needed for each direct materials using in the manufacturing process. ➤ Job Cost Sheets are used to keep track of all costs for each job. ➤ Finished Goods Ledger cards are needed for each job finished. 	<p>Essential Questions:</p> <ul style="list-style-type: none"> ➤ What are the three inventory accounts? ➤ When is manufacturing overhead assigned to job cost sheets? ➤ When a job cost sheet is finished, to what inventory account is the total amount transferred? 																				
<p>Students will: (know how to)... (Include vocabulary)</p> <ul style="list-style-type: none"> ➤ Journalize transactions relating to a manufacturing business. ➤ Verify posting ledgers with their main accounts. 	<p>Students will be able to (i.e. do)...(Include vocabulary)</p> <ul style="list-style-type: none"> ➤ Complete the Valley Fan simulation for a manufacturing business. 																				

Stage 2 – Assessment Evidence

<p>Performance Tasks: (i.e. Assessment used to determine proficiency on competency)</p> <ul style="list-style-type: none"> ➤ Valley Fan Simulation Packet 	<p>Key Criteria: (Rubric)</p> <ul style="list-style-type: none"> ➤ Exceeds: 90% average or above on Valley Fan test. ➤ Meets: 70 – 89% average on Valley Fan test. ➤ Needs: 69% average or below on Valley Fan test.
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Managerial Accounting Curriculum

Stage 1 – Desired Results:

<p>Power Standard: Compare estimated and actual results for internal decision making.</p> <p>Power Benchmark/Competency: 5 Compute Cost-Volume-Profit costs related to Variable, Fixed and Mixed costs.</p> <p>Estimated Timeline: 1 week + ongoing</p>	<p>Place ‘X’ in square if goal addresses Essential/Content Standard(s).</p> <table border="1" style="width: 100%; text-align: center; border-collapse: collapse;"> <tr> <th style="width: 15%;">Career</th> <th style="width: 15%;">Technology</th> <th style="width: 15%;">Critical Thinking</th> <th style="width: 15%;">Global & Cultural</th> <th style="width: 15%;">Personal Responsibility</th> </tr> <tr> <td>X</td> <td></td> <td>X</td> <td></td> <td></td> </tr> <tr> <th>Math</th> <th>Science</th> <th>Reading</th> <th>Social Responsibility</th> <th>Communications</th> </tr> <tr> <td>X</td> <td></td> <td>X</td> <td></td> <td></td> </tr> </table>	Career	Technology	Critical Thinking	Global & Cultural	Personal Responsibility	X		X			Math	Science	Reading	Social Responsibility	Communications	X		X		
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X		X																			
Math	Science	Reading	Social Responsibility	Communications																	
X		X																			
<p>Understandings (Standards & Benchmarks): <i>Students will understand that (sentence):</i></p> <ul style="list-style-type: none"> ➤ There are three ways to determine the break-even point. ➤ There are five components of cost-volume-profit analysis. ➤ Costs may be fixed, variable, or mixed. 	<p>Essential Questions:</p> <ul style="list-style-type: none"> ➤ Why is cost behavior analysis important to management? ➤ What are the differences between variable and fixed costs. ➤ What is cost behavior analysis? ➤ What are mixed costs? 																				
<p>Students will: (know how to)... (Include vocabulary)</p> <ul style="list-style-type: none"> ➤ Contrast the effects of changes in the activity level on total fixed costs and on unit fixed costs. ➤ Indicate what contribution margin is and how it can be expressed. ➤ Explain the significance of the relevant range. 	<p>Students will be able to (i.e. do)...(Include vocabulary)</p> <ul style="list-style-type: none"> ➤ Classify costs as either variable, fixed, or mixed. ➤ Determine the fixed and variable cost components using the high-low method. ➤ Diagram the behavior of costs over a relevant range. 																				

Stage 2 – Assessment Evidence

<p>Performance Tasks: (i.e. Assessment used to determine proficiency on competency)</p> <ul style="list-style-type: none"> ➤ Chapter #5 test 	<p>Key Criteria: (Rubric)</p> <ul style="list-style-type: none"> ➤ Exceeds: 90% average or above on Chapter #5 test. ➤ Meets: 70 – 89% average on Chapter #5 test. ➤ Needs: 69% average or below on Chapter #5 test.
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Managerial Accounting Curriculum

Stage 3 – Learning Plan: Compute Cost-Volume-Profit costs related to Variable, Fixed and Mixed costs. Power Benchmark/Competency: #5	
Learning Activities:	Resources:
Study Questions	Managerial Accounting book
Brief Exercises: 1, 8, 9, 10, 11, 12	Managerial Accounting book
Exercises: 1, 3, 4, 5, 8, 9, 10	Managerial Accounting book
A Series: 1, 2, 3	Managerial Accounting book
B Series: 1, 2, 3	Managerial Accounting book
Chapter #5 Quiz	Teacher generated
Chapter #5 Test	Teacher generated

Managerial Accounting Curriculum

Stage 1 – Desired Results:

<p>Power Standard: Compare estimated and actual results for internal decision making.</p> <p>Power Benchmark/Competency: 6 Analyze and complete an Incremental Analysis.</p> <p>Estimated Timeline: 1 week + ongoing</p>	<p>Place ‘X’ in square if goal addresses Essential/Content Standard(s).</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <tr> <td style="background-color: #ffffcc;">Career</td> <td style="background-color: #ffffcc;">Technology</td> <td style="background-color: #ffffcc;">Critical Thinking</td> <td style="background-color: #ffffcc;">Global & Cultural</td> <td style="background-color: #ffffcc;">Personal Responsibility</td> </tr> <tr> <td>X</td> <td></td> <td>X</td> <td></td> <td></td> </tr> <tr> <td style="background-color: #ffffcc;">Math</td> <td style="background-color: #ffffcc;">Science</td> <td style="background-color: #ffffcc;">Reading</td> <td style="background-color: #ffffcc;">Social Responsibility</td> <td style="background-color: #ffffcc;">Communications</td> </tr> <tr> <td>X</td> <td></td> <td>X</td> <td></td> <td>X</td> </tr> </table>	Career	Technology	Critical Thinking	Global & Cultural	Personal Responsibility	X		X			Math	Science	Reading	Social Responsibility	Communications	X		X		X
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X		X		X																	
<p>Understandings (Standards & Benchmarks): <i>Students will understand that (sentence):</i></p> <ul style="list-style-type: none"> ➤ Relevant costs are significant in determining whether to eliminate an unprofitable business segment. ➤ In a make-or-buy decision, relevant costs are significant. 	<p>Essential Questions:</p> <ul style="list-style-type: none"> ➤ What steps are frequently involved in management’s decision-making process? ➤ What data are relevant in deciding whether to accept an order at a special price? ➤ What is an “opportunity cost” and how may this cost be relevant in a make-or-buy decision. 																				
<p><i>Students will: (know how to)...</i> (Include vocabulary)</p> <ul style="list-style-type: none"> ➤ Identify the relevant costs to be considered in retaining or replacing equipment. ➤ Describe the concept of incremental analysis. ➤ Identify the steps in management’s decision-making process. 	<p><i>Students will be able to (i.e. do)...</i>(Include vocabulary)</p> <ul style="list-style-type: none"> ➤ Use incremental analysis for decision making purposes with regards to: make-or-buy decision, eliminating an unprofitable segment, accepting a special order. 																				

Stage 2 – Assessment Evidence

<p>Performance Tasks: (i.e. Assessment used to determine proficiency on competency)</p> <ul style="list-style-type: none"> ➤ Chapter #7 test 	<p>Key Criteria: (Rubric)</p> <ul style="list-style-type: none"> ➤ Exceeds: 90% average or above on Chapter #7 test. ➤ Meets: 70 – 89% average on Chapter #7 test. ➤ Needs: 69% average or below on Chapter #7 test.
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Managerial Accounting Curriculum

Stage 1 – Desired Results:

<p>Power Standard: Compare estimated and actual results for internal decision making.</p> <p>Power Benchmark/Competency: 7 Analyze and compute Return on Investment and Target Selling Price.</p> <p>Estimated Timeline: 1 week + ongoing</p>	<p>Place ‘X’ in square if goal addresses Essential/Content Standard(s).</p> <table border="1" style="width: 100%; text-align: center; border-collapse: collapse;"> <tr> <th style="width: 15%;">Career</th> <th style="width: 15%;">Technology</th> <th style="width: 15%;">Critical Thinking</th> <th style="width: 15%;">Global & Cultural</th> <th style="width: 15%;">Personal Responsibility</th> </tr> <tr> <td>X</td> <td></td> <td>X</td> <td></td> <td></td> </tr> <tr> <th>Math</th> <th>Science</th> <th>Reading</th> <th>Social Responsibility</th> <th>Communications</th> </tr> <tr> <td>X</td> <td></td> <td>X</td> <td></td> <td>X</td> </tr> </table>	Career	Technology	Critical Thinking	Global & Cultural	Personal Responsibility	X		X			Math	Science	Reading	Social Responsibility	Communications	X		X		X
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X		X		X																	
<p>Understandings (Standards & Benchmarks): <i>Students will understand that (sentence):</i></p> <ul style="list-style-type: none"> ➤ There are two prices that need to be computed when determining the cost of services provided for a time-and-material quote. ➤ There are issues involved in transferring goods between divisions in different countries. 	<p>Essential Questions:</p> <ul style="list-style-type: none"> ➤ What are some of the factors that affect a company’s desired ROI? ➤ What are the three approaches for determining transfer prices? ➤ What are the two types of pricing environments for sales to external parties? 																				
<p>Students will: (know how to)... (Include vocabulary)</p> <ul style="list-style-type: none"> ➤ Compute a target selling price using cost-plus pricing. ➤ Use time-and-material pricing to determine the cost of services provided. ➤ Determine prices using absorption-cost pricing and variable-cost pricing. 	<p>Students will be able to (i.e. do)...(Include vocabulary)</p> <ul style="list-style-type: none"> ➤ Prepare a time-and-materials bid. ➤ Determine a transfer price using the negotiated, cost-based, and market-based approaches. 																				

Stage 2 – Assessment Evidence

<p>Performance Tasks: (i.e. Assessment used to determine proficiency on competency)</p> <ul style="list-style-type: none"> ➤ Chapter #8 test 	<p>Key Criteria: (Rubric)</p> <ul style="list-style-type: none"> ➤ Exceeds: 90% average or above on Chapter #8 test. ➤ Meets: 70 – 89% average on Chapter #8 test. ➤ Needs: 69% average or below on Chapter #8 test.
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Managerial Accounting Curriculum

Stage 3 – Learning Plan:

Analyze and compute Return on Investment and Target Selling Price.

Power Benchmark/Competency: #7

Learning Activities:	Resources:
Study Questions	Managerial Accounting book
Handout: Cost-Plus Pricing	Teacher generated
Negotiated Transfer Pricing	Teacher generated
Exercises: 4, 5, 6, 8, 9, 10, 11	Managerial Accounting book
A Series: 1, 3, 6	Managerial Accounting book
B Series: 1, 3, 6	Managerial Accounting book
Chapter #8 Quiz	Teacher generated
Chapter #8 Test	Teacher generated

Managerial Accounting Curriculum

Stage 1 – Desired Results:

<p>Power Standard: Utilize past and present data to effectively prepare budgets.</p> <p>Power Benchmark/Competency: 8 Prepare and maintain operating budgets.</p> <p>Estimated Timeline: 1 week + ongoing</p>	<p>Place ‘X’ in square if goal addresses Essential/Content Standard(s).</p> <table border="1" style="width: 100%; text-align: center; border-collapse: collapse;"> <tr> <th style="background-color: #ffffcc;">Career</th> <th style="background-color: #ffffcc;">Technology</th> <th style="background-color: #ffffcc;">Critical Thinking</th> <th style="background-color: #ffffcc;">Global & Cultural</th> <th style="background-color: #ffffcc;">Personal Responsibility</th> </tr> <tr> <td>X</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <th style="background-color: #ffffcc;">Math</th> <th style="background-color: #ffffcc;">Science</th> <th style="background-color: #ffffcc;">Reading</th> <th style="background-color: #ffffcc;">Social Responsibility</th> <th style="background-color: #ffffcc;">Communications</th> </tr> <tr> <td>X</td> <td></td> <td>X</td> <td></td> <td>X</td> </tr> </table>	Career	Technology	Critical Thinking	Global & Cultural	Personal Responsibility	X					Math	Science	Reading	Social Responsibility	Communications	X		X		X
Career	Technology	Critical Thinking	Global & Cultural	Personal Responsibility																	
X																					
Math	Science	Reading	Social Responsibility	Communications																	
X		X		X																	
<p>Understandings (Standards & Benchmarks): <i>Students will understand that (sentence):</i></p> <ul style="list-style-type: none"> ➤ Budgets need to be prepared in a correct sequence in a master budget. ➤ Cash budget has principal sections. 	<p>Essential Questions:</p> <ul style="list-style-type: none"> ➤ How does a budget contribute to good management? ➤ What is budgetary slack and what incentives do managers have to create budgetary slack? ➤ What is participating budgeting and what are its potential benefits? 																				
<p>Students will: (know how to)... (Include vocabulary)</p> <ul style="list-style-type: none"> ➤ Identify the budgets that comprise the master budget. ➤ Indicate the benefits of budgeting. ➤ Explain the sections of a cash budget. 	<p>Students will be able to (i.e. do)...(Include vocabulary)</p> <ul style="list-style-type: none"> ➤ Prepare a sales, production, direct materials, direct labor, manufacturing overhead and selling budgets in correct format. 																				

Stage 2 – Assessment Evidence

<p>Performance Tasks: (i.e. Assessment used to determine proficiency on competency)</p> <ul style="list-style-type: none"> ➤ Chapter #9 test 	<p>Key Criteria: (Rubric)</p> <ul style="list-style-type: none"> ➤ Exceeds: 90% average or above on Chapter #9 test. ➤ Meets: 70 – 89% average on Chapter #9 test. ➤ Needs: 69% average or below on Chapter #9 test.
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Managerial Accounting Curriculum

Stage 3 – Learning Plan: Prepare and maintain operating budgets. Power Benchmark/Competency: #8	
Learning Activities:	Resources:
Study Questions	Managerial Accounting book
Brief Exercises: 2, 3, 4, 5, 6, 7	Managerial Accounting book
Exercises: 2, 4, 5, 6, 7, 8, 9	Managerial Accounting book
A Series: 1, 2	Managerial Accounting book
B Series: 1, 2	Managerial Accounting book
C Series: 1, 2	Managerial Accounting book
Chapter #9 Quiz	Teacher generated
Chapter #9 Test	Teacher generated

Managerial Accounting Curriculum

Stage 1 – Desired Results:

<p>Power Standard: Utilize past and present data to effectively prepare budgets.</p> <p>Power Benchmark/Competency: 9 Prepare flexible budgets and analyze favorable/unfavorable results.</p> <p>Estimated Timeline: 1 week + ongoing</p>	<p>Place ‘X’ in square if goal addresses Essential/Content Standard(s).</p> <table border="1" style="width: 100%; text-align: center; border-collapse: collapse;"> <tr> <td style="background-color: #ffffcc;">Career</td> <td style="background-color: #ffffcc;">Technology</td> <td style="background-color: #ffffcc;">Critical Thinking</td> <td style="background-color: #ffffcc;">Global & Cultural</td> <td style="background-color: #ffffcc;">Personal Responsibility</td> </tr> <tr> <td>X</td> <td></td> <td>X</td> <td></td> <td></td> </tr> <tr> <td style="background-color: #ffffcc;">Math</td> <td style="background-color: #ffffcc;">Science</td> <td style="background-color: #ffffcc;">Reading</td> <td style="background-color: #ffffcc;">Social Responsibility</td> <td style="background-color: #ffffcc;">Communications</td> </tr> <tr> <td>X</td> <td></td> <td>X</td> <td></td> <td>X</td> </tr> </table>	Career	Technology	Critical Thinking	Global & Cultural	Personal Responsibility	X		X			Math	Science	Reading	Social Responsibility	Communications	X		X		X
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X		X																			
Math	Science	Reading	Social Responsibility	Communications																	
X		X		X																	
<p>Understandings (Standards & Benchmarks): <i>Students will understand that (sentence):</i></p> <ul style="list-style-type: none"> ➤ ROI can be improved by increasing controllable margin. ➤ There is a difference between controllable and noncontrollable costs. ➤ The manager of a profit center can be evaluated on ROI or residual income. 	<p>Essential Questions:</p> <ul style="list-style-type: none"> ➤ What is responsibility accounting and explain its purpose. ➤ What three ways can ROI be improved. ➤ What is budgetary control? ➤ What is the primary basis for evaluating the performance of the manager of an investment center? 																				
<p>Students will: (know how to)... (Include vocabulary)</p> <ul style="list-style-type: none"> ➤ Identify the content of responsibility reports for profit centers. ➤ Explain the difference between ROI and residual income. ➤ Describe the concept of responsibility accounting. 	<p>Students will be able to (i.e. do)...(Include vocabulary)</p> <ul style="list-style-type: none"> ➤ Explain the ways that ROI can be improved. ➤ Prepare a flexible budget. ➤ Evaluate the usefulness of static budget reports. 																				

Stage 2 – Assessment Evidence

<p>Performance Tasks: (i.e. Assessment used to determine proficiency on competency)</p> <ul style="list-style-type: none"> ➤ Chapter #10 test 	<p>Key Criteria: (Rubric)</p> <ul style="list-style-type: none"> ➤ Exceeds: 90% average or above on Chapter #10 test. ➤ Meets: 70 – 89% average on Chapter #10 test. ➤ Needs: 69% average or below on Chapter #10 test.
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Managerial Accounting Curriculum

Stage 3 – Learning Plan:

Prepare flexible budgets and analyze favorable/unfavorable results.

Power Benchmark/Competency: #9

Learning Activities:	Resources:
Study Questions	Managerial Accounting book
Brief Exercises: 7, 8, 9, 10	Managerial Accounting book
Exercises: 1, 3, 4, 5, 6, 7, 12, 13, 14, 15	Managerial Accounting book
A Series: 1, 2	Managerial Accounting book
B Series: 1, 2	Managerial Accounting book
Chapter #10 Quiz	Teacher generated
Chapter #10 Test	Teacher generated

Managerial Accounting Curriculum

Stage 1 – Desired Results:

<p>Power Standard: Compare estimated and actual results for internal decision making.</p> <p>Power Benchmark/Competency: 10 Compute labor, materials, and overhead variances and analyze favorable/unfavorable results.</p> <p>Estimated Timeline: 1 week + ongoing</p>	<p>Place 'X' in square if goal addresses Essential/Content Standard(s).</p> <table border="1" style="width: 100%; text-align: center; border-collapse: collapse;"> <tr> <th style="width: 15%;">Career</th> <th style="width: 15%;">Technology</th> <th style="width: 15%;">Critical Thinking</th> <th style="width: 15%;">Global & Cultural</th> <th style="width: 15%;">Personal Responsibility</th> </tr> <tr> <td>X</td> <td></td> <td>X</td> <td></td> <td></td> </tr> <tr> <th>Math</th> <th>Science</th> <th>Reading</th> <th>Social Responsibility</th> <th>Communications</th> </tr> <tr> <td>X</td> <td></td> <td>X</td> <td></td> <td></td> </tr> </table>	Career	Technology	Critical Thinking	Global & Cultural	Personal Responsibility	X		X			Math	Science	Reading	Social Responsibility	Communications	X		X		
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X		X																			
Math	Science	Reading	Social Responsibility	Communications																	
X		X																			
<p>Understandings (Standards & Benchmarks): <i>Students will understand that (sentence):</i></p> <ul style="list-style-type: none"> ➤ There are advantages for using standard costs. ➤ Companies need to use standards. ➤ There are similarities and differences between standards and budgets. 	<p>Essential Questions:</p> <ul style="list-style-type: none"> ➤ What is an ideal standard? ➤ What is a normal standard? ➤ What factors should be considered in setting the direct materials price standard, and the direct materials quantity standard? ➤ How is the predetermined overhead rate determined when standard costs are used? ➤ What are the four perspectives used in the balanced scorecard? 																				
<p>Students will: (know how to)... (Include vocabulary)</p> <ul style="list-style-type: none"> ➤ State the formula for determining the total manufacturing overhead variance. ➤ State the formulas for determining direct materials and direct labor variances. 	<p>Students will be able to (i.e. do)...(Include vocabulary)</p> <ul style="list-style-type: none"> ➤ Compute overhead controllable and volume variances. ➤ Compute direct materials and direct labor variances. ➤ Distinguish between an ideal standard and a normal standard. 																				
<h2 style="margin: 0;">Stage 2 – Assessment Evidence</h2>																					
<p>Performance Tasks: (i.e. Assessment used to determine proficiency on competency)</p> <ul style="list-style-type: none"> ➤ Chapter #11 test 	<p>Key Criteria: (Rubric)</p> <ul style="list-style-type: none"> ➤ Exceeds: 90% average or above on Chapter #11 test. ➤ Meets: 70 – 89% average on Chapter #11 test. ➤ Needs: 69% average or below on Chapter #11 test. 																				

Managerial Accounting Curriculum

Stage 3 – Learning Plan:

Compute labor, materials, and overhead variances and analyze favorable/unfavorable results.

Power Benchmark/Competency: #10

Learning Activities:	Resources:
Study Questions	Managerial Accounting book
Brief Exercises: 2, 3, 4, 5, 6, 7	Managerial Accounting book
Handout: Standard Cost	Teacher generated
Exercises: 2, 3, 4, 5, 6, 10, 16	Managerial Accounting book
Exercises (Set B): 2, 4	Managerial Accounting book
A Series: 1, 2	Managerial Accounting book
B Series: 1, 2	Managerial Accounting book
Chapter #11 Quiz	Teacher generated
Chapter #11 Test	Teacher generated