|  |  |  |  |
| --- | --- | --- | --- |
| Weeks | Lesson One | Lesson Two | Lesson Three |
|  | *Assets* | Liabilities | Owners’ Equity |
|  | Revenues | Expenses | Review ALO – questioning (student directed) |
|  | Review RE – questioning (student directed) | Small review – Formative Test (10%) – Definitions, Why they are important, What statements they are important to and SWOT analysis of each. | Set up for Assignment – work through mock scenario, similar to the assignment but easier and completed on computers in Excel. |
|  | Continue scenarios to be put into general journals to make income statements and balance sheets in Excel. | Continue scenarios to be put into general journals to make income statements and balance sheets in Excel.  Feedback on formative test. | Continue scenarios to be put into general journals to make income statements and balance sheets in Excel. Also guest speaker from local accounting firm. |
|  | Work on assignment, some teacher assistance | Work on assignment, some teacher assistance. | Assignment due (summative task 1 - 30%) |
|  | Begin teaching the manual entry system (see what students remember about general journal and ledger layouts) | Look at sample journals and ledgers and find errors, common errors often made by mistake by students during exams. | Guest speaker from local small business and how accurate accounting affects them. Open forum discussion with class. Reflect at the end by writing a journal about what was learned. |
|  | Look at sample income statements and balance sheets, and decipher what they mean and then begin the construction of them manually | Continue manual construction in preparation for formative test in one week. | Feedback among peers on individual task set in previous lesson. Also chance for students to ask questions about mistakes |
|  | Final chance for questions before exam, more practice work can be completed from worksheet | Formative test (20%) based on general journal entries | Begin revision for end of semester exam, individual feedback beginning for all students while rest of class revise, gauge how well this goes |
|  | More individual feedback and addressing concerns from feedback given. | Feedback on formative test – study lesson for upcoming exam | More addressing concerns about end of semester exam and further worksheet examples given to study/practice. |
|  | Post it note lesson, each student gets a post it and has to write a question they are unsure of about the exam and these are addressed by the teacher. | End of semester in class exam based on manual entry balance sheets and income statements (Summative task 2 - 40%) | Feedback lesson – interactive between students and teacher |