

PUBLIC SCHOOLS OF EDISON TOWNSHIP
DIVISION OF CURRICULUM AND INSTRUCTION

ACCOUNTING 1

Length of Course: Full Year

Elective/Required: Elective

Schools: High Schools

Eligibility: Grades 11-12

Credit Value: 5 credits

Date Approved: August 24, 2015

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Modifications will be made to accommodate IEP mandates for classified students.

Statement of Purpose

The Edison Public School District is committed to improving instruction and providing the most challenging academic opportunities for our students. The district has recently restructured the Business Department curriculum in order to provide students with expanded opportunities in college and career after high school, and the Economics program has been significantly revised. Supported with new textbooks and on-line resources, the curriculum will be current, rigorous, and aligned with New Jersey standards to provide a solid foundation in accounting concepts.

Accounting is a core course for any student wishing to pursue an undergraduate degree in Business Administration regardless of discipline. In addition, it is essential given the current ethical climate that every student have an understanding of basic accounting theory in order to participate in business decisions they will encounter in their lives.

Accounting I is a full year, Level 1 course that is recommended for the college bound student who plans to pursue a business degree in any of the business study disciplines. The emphasis of this course will be placed on accounting for sole proprietorships engaged in the service and manufacturing sector. Managing finances, including payroll, banking, recordkeeping and preparation of financial statements for a service/merchandising business are the core activities of this course. This course will provide college-bound students with the foundation necessary to be successful in an introductory college accounting course.

Emphasis will be placed on careers in accounting, the basic accounting cycle, accounting for a payroll system, and the accounting cycle for a merchandising corporation through the completion of simulations and exercises. Applications and theories will be emphasized as well. Technology will be introduced to create, update and analyze various financial statements and worksheets.

The curriculum guide was revised by:

Lydia Bachorik – Edison High School

Christa Cleary – JP Stevens High School

Jennifer Teboul – JP Stevens High School

Completed under the supervision of Mr. Joseph Ferrara, EHS Assistant Principal, and Dr. Anthony Shallop, JPS Assistant Principal.

Edison Township School District
Accounting I
Pacing Guide

UNIT	TIME FRAME	MP
Unit 1: Fundamentals of Microsoft Excel	3 weeks	1
Unit 2: Starting a Proprietorship and the Accounting Equation	2 weeks	1
Unit 3: Analyzing Transactions into Debit & Credit Parts	2 weeks	1
Unit 4: Journalizing Transactions	2 weeks	1
Unit 5: Posting to a General Ledger	2 weeks	2
Unit 6: Cash Control Systems	3 weeks	2
Unit 7: Worksheet & Adjusting Entries for a Service Business	2 weeks	2
Unit 8: Financial Statements for a Proprietorship	2 weeks	2
Unit 9: Recording Closing Entries and Preparing a Post-Closing Trial Balance	3 weeks	3
Unit 10: Accounting for Purchases and Cash Payments	2 weeks	3
Unit 11: Accounting for Sales and Cash Receipts	2 weeks	3
Unit 12: Accounting for Transactions Using a General Journal	2 weeks	3
Unit 13: Fundamentals of Quickbooks	8 weeks	4

Unit 1: Fundamentals of Microsoft Excel

Targeted Standards: 9.1.B, 9.1.C, 9.3.12.BM.1, 9.3.12.BM.5, 9.3.ST-SM.4, 9.3.12.FN-ACT.1, 9.3.12.FN-ACT.2, 9.3.12.FN-ACT.3, 9.3.12.FN-ACT.4

Unit Objectives/Conceptual Understandings: Students will understand how to utilize Excel to collect and manipulate data.

Essential Questions: Why do we use Excel?, How are cells identified in a worksheet?, How do you format cells in a worksheet?, What is the purpose of the SUM, AVG, MIN, MAX, COUNT function? How do you format number types? How do we enter formulas to calculate markup, commission, discounts, sales price, etc? What is the purpose of linking different spreadsheets together?.

Unit Assessment: An Excel spreadsheet that incorporates, formatting cells to include sum, avg, min, max and count function. Also to include formulas to calculate markup, commission, discounts, and sales price.

	Core Content Objectives		Instructional Actions	
Cumulative Progress Indicators	Concepts <i>What students will know</i>	Skills <i>What students will be able to do</i>	Activities/Strategies <i>Technology Implementation/ Interdisciplinary Connections</i>	Assessment Check Points
9.1.B, 9.1.C, 9.3.12.BM.1, 9.3.12.BM.5, 9.3.ST-SM.4, 9.4.12.F(1).1, 9.4.12.F(2).5, 9.4.12.F(3).3, 9.3.12.FN-ACT.1, 9.3.12.FN-ACT.2, 9.3.12.FN-ACT.3, 9.3.12.FN-ACT.4	Why do we use excel? How do we format columns and rows to enter data? Why do we lock cells? What is the purpose of the SUM, AVG, MIN, MAX and COUNT function? How do you format number types? How do you set the number of decimals?	Enter data in cells Format, Preview and print a Worksheet Format number types Format Data Change column and row widths Enter Formulas Utilize functions Link spreadsheets	Student based assignments Problem-solving Critical thinking analysis On-line quizzes Teacher website Microsoft Excel based activities	Classwork practice problems utilizing Excel. Computer based checkpoints. Class discussion. Instructor to demonstrate various concepts used in Excel. Critical Thinking activities.

Unit 1: Fundamentals of Microsoft Excel (Con't)

	Core Content Objectives		Instructional Actions	
Cumulative Progress Indicators	Concepts <i>What students will know</i>	Skills <i>What students will be able to do</i>	Activities/Strategies <i>Technology Implementation/ Interdisciplinary Connections</i>	Assessment Check Points
	<p>How do you enter a formula to calculate discounts by percentages?</p> <p>How do you create a sales price utilizing a formula and cost of goods sold?</p> <p>Why it would be necessary to link spreadsheets and workbooks together?</p>	<p>Link Workbooks</p> <p>Utilize formulas for business</p>		<p>Successful completion of Lesson.</p> <p>Teacher checkpoints.</p> <p>Teacher observation.</p>
<p>Resources: Essential Materials, Supplementary Materials, Links to Best Practices.</p> <p>MS Excel Activities-MS Excel It.</p>			<p>Instructional Adjustments: Modifications, Student Difficulties, Possible Misunderstandings.</p> <p>A. Reinforce the importance of utilizing excel to collect, manipulate and analyze data.</p> <p>B. Re-reading of directions</p> <p>C. Providing visual aids</p> <p>D. Presenting material in visual, auditory, and kinesthetic forms - especially the accounting cycle and its elements.</p> <p>E. Clarification of Directions</p> <p>F. Preferential seating</p> <p>G. Modifications to be made as necessary due to IEP's or other individual needs.</p> <p>H. Differentiation of content and process.</p>	

Unit 2: Starting a Proprietorship & The Accounting Equation

Targeted Standards: 9.1.B, 9.1.C, 9.3.12.BM.1, 9.3.12.BM.5, 9.3.ST-SM.4, 9.3.12.FN-ACT.1, 9.3.12.FN-ACT.2, 9.3.12.FN-ACT.3, 9.3.12.FN-ACT.4

Unit Objectives/Conceptual Understandings: Students will understand the Accounting processes specific to a sole proprietorship and will be able to analyze changes to the accounting equation. They will also be able to explain Generally Accepted Accounting Principles (GAAP) and describe the importance of having standardized rules and procedures in Accounting.

Essential Questions: What are the various forms of business organizations? What is the accounting equation? Who are the different users of accounting information? What is GAAP and why is it important? How do various business activities change the accounting equation? What is the accounting cycle?

Unit Assessment: Comprehensive unit test including vocabulary, conceptual checks, and transaction analysis.

	Core Content Objectives		Instructional Actions	
Cumulative Progress Indicators	Concepts <i>What students will know</i>	Skills <i>What students will be able to do</i>	Activities/Strategies <i>Technology Implementation/ Interdisciplinary Connections</i>	Assessment Check Points
9.1.B, 9.1.C, 9.3.12.BM.1, 9.3.12.BM.5, 9.3.ST-SM.4, 9.4.12.F(1).1 9.4.12.F(2).5 9.4.12.F(3).3 9.3.12.FN-ACT.1, 9.3.12.FN-ACT.2, 9.3.12.FN-ACT.3, 9.3.12.FN-ACT.4	<p>Who uses accounting information? How is this information utilized?</p> <p>What are the various forms of business organizations?</p> <p>What are the advantages and disadvantages behind the various forms of business organizations?</p> <p>What are the elements of the accounting equation?</p> <p>What are the steps of the accounting cycle?</p>	<p>Describe the different users of accounting information.</p> <p>Prepare and interpret a net worth statement.</p> <p>Classify accounts as assets, liabilities, or owner's equity.</p> <p>Analyze the effect of cash and on account transactions on the accounting equation.</p> <p>Calculate net change in owner's equity.</p>	<p>Student based assignments (On Your Own and Work Together problems)</p> <p>Automated and manual accounting</p> <p>Problem-solving</p> <p>Critical thinking analysis</p> <p>Teacher website</p> <p>Microsoft Excel-based activities</p>	<p>Socratic checkpoints</p> <p>Homework and classwork practice problems</p> <p>Section quizzes</p> <p>Teacher observation</p> <p>Class discussions</p> <p>Article study synthesizing questions</p>

Unit 2: Starting a Proprietorship & The Accounting Equation (Con't)

	Core Content Objectives		Instructional Actions	
Cumulative Progress Indicators	Concepts <i>What students will know</i>	Skills <i>What students will be able to do</i>	Activities/Strategies <i>Technology Implementation/ Interdisciplinary Connections</i>	Assessment Check Points
	<p>What is GAAP? Why is it important?</p> <p>What are assets, liabilities and owner's equity?</p> <p>How are business transactions for a proprietorship analyzed using the accounting equation?</p> <p>How do we analyze changes to owner's equity in a proprietorship?</p> <p>What are career paths available to those interested in accounting?</p> <p>Why is it important for accountants to behave ethically?</p>	<p>Describe the accounting processes specific to service businesses organized as sole proprietorships.</p> <p>Classify assets, liabilities, and owner's equity.</p> <p>Define terms related to starting a business organized as a sole proprietorship.</p> <p>Evaluate real-life accounting scandals according to ethical guidelines.</p>	<p>Identification of local proprietorships in the community.</p> <p>Comprehensive application, challenge, and mastery problems.</p> <p>Audit your understanding questions.</p> <p>Accounting in the Real World case study: Tom's Shoes - Article and video</p> <p>Watch videos on accounting scandals and apply ethical analysis (article study).</p> <p>Consistent drills practicing correct classification of asset, liability, and owner's equity account.</p>	

Unit 2: Starting a Proprietorship & The Accounting Equation (Con't)

Resources: Essential Materials, Supplementary Materials, Links to Best Practices
Century 21 Accounting General Journal Textbook, 10th edition, South-Western Publishing
Century 21 Accounting Working Papers Chapters 1-17
Integration with Microsoft Excel

Instructional Adjustments: Modifications, Student Difficulties, Possible Misunderstandings.

- A. Reinforce difference between various business organizations.
- B. Re-reading of directions
- C. Providing visual aids
- D. Presenting material in visual, auditory, and kinesthetic forms - especially the accounting cycle and its elements.
- E. Clarification of Directions
- F. Preferential seating
- G. Modifications to be made as necessary due to IEP's or other individual needs.
- H. Differentiation of content and process.

Unit 3: Analyzing Transactions into Debit & Credit Parts

Targeted Standards: 9.1.B, 9.1.C, 9.3.12.BM.1, 9.3.12.BM.5, 9.3.ST-SM.4, 9.3.12.FN-ACT.1, 9.3.12.FN-ACT.2, 9.3.12.FN-ACT.3, 9.3.12.FN-ACT.4

Unit Objectives/Conceptual Understandings: Students will be able to analyze a transaction and break it into its debit and credit parts through the use of a T-account

Essential Questions: How are T-accounts used to analyze transactions? What is a debit and a credit in Accounting? Why must liabilities plus owner's equity equal total assets? How do record increases and decreases of an account balance in a T-account?

Unit Assessment: Comprehensive unit test including vocabulary, conceptual checks, and transaction analysis. Unit test will include analysis of transactions affecting all accounts - assets, liabilities, and owner's equity.

	Core Content Objectives		Instructional Actions	
Cumulative Progress Indicators	Concepts <i>What students will know</i>	Skills <i>What students will be able to do</i>	Activities/Strategies <i>Technology Implementation/ Interdisciplinary Connections</i>	Assessment Check Points
9.1.B, 9.1.C, 9.3.12.BM.1, 9.3.12.BM.5, 9.3.ST-SM.4, 9.4.12.F(1).1 9.4.12.F(2).5 9.4.12.F(3).3 9.3.12.FN-ACT.1, 9.3.12.FN-ACT.2, 9.3.12.FN-ACT.3, 9.3.12.FN-ACT.4	<p>What is a T-account? How is it used as a tool to analyze transactions?</p> <p>How do we prepare and properly label a T-account?</p> <p>What is a credit? What is a debit? What are the debit and credit sides of a T-account?</p> <p>What is the normal balance sides of any asset account? What is the normal balance side of any liability account? What is the normal balance side of any owner's capital account?</p>	<p>Create a T-account and use it to analyze the effect of a transaction on the accounting equation.</p> <p>Explain the relationship between the accounting equation and a T-account.</p> <p>Differentiate between a debit and a credit.</p> <p>Identify the normal balance of all assets, liabilities, and owner's equity accounts.</p>	<p>Student based assignments (On Your Own and Work Together problems)</p> <p>Automated and manual accounting</p> <p>Problem-solving</p> <p>Critical thinking analysis</p> <p>Teacher website</p> <p>Microsoft Excel-based activities</p>	<p>Computer based checkpoints</p> <p>Homework and classwork practice problems</p> <p>Separate quizzes on asset, liabilities, and owner's equity transactions.</p> <p>Fast-practice drills on account balance classification.</p> <p>Teacher observation</p>

Unit 3: Analyzing Transactions into Debit & Credit Parts (Con't)

	Core Content Objectives		Instructional Actions	
Cumulative Progress Indicators	Concepts <i>What students will know</i>	Skills <i>What students will be able to do</i>	Activities/Strategies <i>Technology Implementation/ Interdisciplinary Connections</i>	Assessment Check Points
	<p>How do we record increases or decreases of account balances using T-accounts?</p> <p>How are transactions read, interpreted, and broken into debit and credit parts?</p> <p>What is a chart of accounts</p>	<p>Develop a set of rules and procedures for analyzing a transaction and breaking it apart.</p> <p>Record transactions in T-accounts by breaking them into their debit and credit parts.</p> <p>Use T-accounts to analyze the effect of transactions on owner's equity accounts.</p> <p>Define accounting terms related to analyzing transactions into debit and credit parts.</p> <p>Identify proper accounting practices for entering transactions into T-accounts.</p> <p>Properly set-up and read a chart of accounts.</p>	<p>Comprehensive application, challenge, and mastery problems.</p> <p>Audit your understanding questions.</p> <p>Accounting in the Real World case study: Great Clips</p> <p>Consistent drills practicing correct classification of normal balance sides.</p> <p>"Life-sized T-account" game in which students practice identification of normal balance sides (credit or debit). Audit activity - identify incorrect T-account entries.</p>	<p>Class discussions</p>

Unit 3: Analyzing Transactions into Debit & Credit Parts (Con't)

Resources: Essential Materials, Supplementary Materials, Links to Best Practices
Century 21 Accounting General Journal Textbook, 10th edition, South-Western Publishing
Century 21 Accounting Working Papers Chapters 1-17
Integration with Microsoft Excel

Instructional Adjustments: Modifications, Student Difficulties, Possible Misunderstandings.

- A. Reinforce difference between a debit and a credit
- B. Emphasize that the accounting definition of debit and credit is different from
 - what is referred to as “debit” and “credit” cards.
- C. Use of flash cards for identification of normal balance sides.
- D. Re-reading of directions
- E. Providing visual aids
- F. Presenting material in visual, auditory, and kinesthetic forms - using a
 - variety of material to reinforce key concepts.
- G. Clarification of Directions
- H. Preferential seating
- I. Modifications to be made as necessary due to IEP's or other individual needs.
- J. Differentiation of content and process.

Unit 4: Journalizing Transactions

Targeted Standards: 9.1.B, 9.1.C, 9.3.12.BM.1, 9.3.12.BM.5, 9.3.ST-SM.4, 9.3.12.FN-ACT.1, 9.3.12.FN-ACT.2, 9.3.12.FN-ACT.3, 9.3.12.FN-ACT.4

Unit Objectives/Conceptual Understandings: Students will understand the process of journalizing transactions in a five-column general journal.

Essential Questions: What are source documents and why do they play an integral role in the accounting process? How are transactions journalized in a five-column journal? What Accounting Standards unduly the use of source documents, and the separation of personal and business records?

Unit Assessment: Comprehensive unit test including vocabulary, conceptual checks, and the set-up, preparation, and ruling of an entire five-column general journal.

	Core Content Objectives		Instructional Actions	
Cumulative Progress Indicators	Concepts <i>What students will know</i>	Skills <i>What students will be able to do</i>	Activities/Strategies <i>Technology Implementation/ Interdisciplinary Connections</i>	Assessment Check Points
9.1.B, 9.1.C, 9.3.12.BM.1, 9.3.12.BM.5, 9.3.ST-SM.4, 9.4.12.F(1).1, 9.4.12.F(2).5, 9.4.12.F(3).3, 9.3.12.FN-ACT.1, 9.3.12.FN-ACT.2, 9.3.12.FN-ACT.3, 9.3.12.FN-ACT.4	<p>What is a journal? How is a journal used to record transactions?</p> <p>What is the purpose of a general journal?</p> <p>What is source document? What is the purpose of having source documents?</p> <p>How does the Accounting standard "Objective Evidence" require the preparation and tracking of source documents?</p>	<p>Explain what a journal is, and how it is used to record transactions.</p> <p>Identify and classify the various types of source transactions.</p> <p>Compare and contrast the various types of source documents.</p> <p>Identify the parts of a journal entry.</p> <p>Formalize the process from (1) reading a transaction, (2) analyzing it using a t-account, and (3) journalizing the entry.</p>	<p>Student based assignments (On Your Own and Work Together problems)</p> <p>Automated and manual accounting</p> <p>Problem-solving</p> <p>Critical thinking analysis</p> <p>Teacher website</p> <p>Microsoft Excel-based activities</p> <p>Comprehensive application, challenge, and mastery problems.</p>	<p>Computer based checkpoints</p> <p>Homework and classwork practice problems</p> <p>Quizzes on various types of journal entries.</p> <p>Teacher observation</p> <p>Class discussions</p>

Unit 4: Journalizing Transactions (Con't)

	Core Content Objectives		Instructional Actions	
Cumulative Progress Indicators	Concepts <i>What students will know</i>	Skills <i>What students will be able to do</i>	Activities/Strategies <i>Technology Implementation/ Interdisciplinary Connections</i>	Assessment Check Points
	<p>Why is it important to keep personal transactions separate from business transactions, according to the "Business Entity" accounting standard?</p> <p>What is double-entry accounting?</p> <p>How is a transaction properly journalized in the General Journal?</p> <p>What is the process that goes from reading a transaction, to using a t-account, to preparing the appropriate journal entry?</p> <p>How are entries linked to their source documents in the General Journal?</p> <p>What type of information is gained from looking at a source document?</p>	<p>Properly set-up a five-column general journal.</p> <p>Prepare journal entries from transactions that involve paying and receiving cash, and use the appropriate source document.</p> <p>Prepare journal entries from transactions that involve prepaid insurance and supplies, and use the appropriate source document.</p> <p>Prepare journal entries from transactions that involve owner's equity and asset accounts, and use the appropriate source document.</p> <p>Prove and rule a five-column journal.</p> <p>Prepare a new journal page for use.</p> <p>Correct errors in journal entries.</p>	<p>Audit your understanding questions.</p> <p>Accounting in the Real World case study: iTunes</p> <p>Use of real-life source documents for students to read, classify, and interpret.</p> <p>Audit activity - identify incorrect journal entries.</p> <p>In-class games and company simulations to practice the process of journalizing.</p>	

Unit 4: Journalizing Transactions (Con't)

	Core Content Objectives		Instructional Actions	
Cumulative Progress Indicators	Concepts <i>What students will know</i>	Skills <i>What students will be able to do</i>	Activities/Strategies <i>Technology Implementation/ Interdisciplinary Connections</i>	Assessment Check Points
	<p>How are entries linked to their source documents in the General Journal?</p> <p>What type of information is gained from looking at a source document?</p> <p>How do we journalize transactions involving cash? Why is prepaid insurance considered an asset?</p> <p>How do we journalize transactions affecting prepaid insurance and supplies accounts?</p> <p>How do we journalize transactions affecting owner's equity and asset accounts?</p>	<p>Define accounting terms related to journalizing transactions.</p>		

Unit 4: Journalizing Transactions (Con't)

Resources: Essential Materials, Supplementary Materials, Links to Best Practices
Century 21 Accounting General Journal Textbook, 10th edition, South-Western Publishing
Century 21 Accounting Working Papers Chapters 1-17
Integration with Microsoft Excel

Instructional Adjustments: Modifications, Student Difficulties, Possible Misunderstandings.

- A. Reinforce key concepts from prior units - including t-accounts, debit vs. credit, and transaction analysis.
- B. Re-reading of directions
- C. Providing visual aids
- D. Presenting material in visual, auditory, and kinesthetic forms - using a variety of material to reinforce key concepts.
- E. Clarification of Directions
- F. Preferential seating
- G. Modifications to be made as necessary due to IEP's or other individual needs.
- H. Differentiation of content and process.

Unit 5: Posting to a General Ledger

Targeted Standards: 9.1.B, 9.1.C, 9.3.12.BM.1, 9.3.12.BM.5, 9.3.ST-SM.4, 9.3.12.FN-ACT.1, 9.3.12.FN-ACT.2, 9.3.12.FN-ACT.3, 9.3.12.FN-ACT.4

Unit Objectives/Conceptual Understandings: Students will be able to post amounts from a general journal to a general ledger, and prove cash.

Essential Questions: What is the link between a general journal and general ledger? How is an entry journalized (in the general journal) and then posted (in the General Ledger)? How is a chart of accounts constructed and interpreted?

Unit Assessment: Comprehensive unit test including vocabulary, conceptual checks, and the journalizing of transactions to demonstrate the understanding of posting to a General Ledger. Assessment will be cumulative.

	Core Content Objectives		Instructional Actions	
Cumulative Progress Indicators	Concepts <i>What students will know</i>	Skills <i>What students will be able to do</i>	Activities/Strategies <i>Technology Implementation/ Interdisciplinary Connections</i>	Assessment Check Points
9.1.B, 9.1.C, 9.3.12.BM.1, 9.3.12.BM.5, 9.3.ST-SM.4, 9.4.12.F(1).1, 9.4.12.F(2).5, 9.4.12.F(3).3, 9.3.12.FN-ACT.1, 9.3.12.FN-ACT.2, 9.3.12.FN-ACT.3, 9.3.12.FN-ACT.4	<p>How is a chart of accounts constructed?</p> <p>What is a general ledger? What is its purpose?</p> <p>What type of information does a general ledger account give a reader? How is this different from a general journal?</p> <p>What file maintenance procedures are used to arrange, number, and update general ledger accounts?</p> <p>How is a new general ledger opened?</p>	<p>Construct a chart of accounts for a service business organized as a proprietorship.</p> <p>Properly set-up/open a general ledger account.</p> <p>Explain the purpose of a general ledger account.</p> <p>Recognize the link between a general journal and a general ledger.</p> <p>Recognize the relationship between a t-account to the set-up of a general ledger.</p> <p>Apply appropriate procedures for numbering accounts.</p>	<p>Student based assignments (On Your Own and Work Together problems)</p> <p>Automated and manual accounting</p> <p>Problem-solving</p> <p>Critical thinking analysis</p> <p>Teacher website</p> <p>Microsoft Excel-based activities</p> <p>Comprehensive application, challenge, and mastery problems.</p>	<p>Computer based checkpoints</p> <p>Homework and classwork practice problems</p> <p>Section quizzes.</p> <p>Teacher observation</p> <p>Class discussions</p>

Unit 5: Posting to a General Ledger (Con't)

	Core Content Objectives		Instructional Actions	
Cumulative Progress Indicators	Concepts <i>What students will know</i>	Skills <i>What students will be able to do</i>	Activities/Strategies <i>Technology Implementation/ Interdisciplinary Connections</i>	Assessment Check Points
	<p>How do account numbers indicate location within a general ledger division?</p> <p>How are amounts posted from the general journal to the general ledger?</p> <p>How are account balances updating with each new posting?</p> <p>How do we prove cash?</p> <p>What is the importance of proving cash?</p> <p>How are corrections to journal entries and ledger accounts made?</p> <p>Why is it important to keep an accurate general ledger account?</p>	<p>Identify appropriate account classifications from the chart of accounts numbering.</p> <p>Post amounts from the general journal to the general ledger.</p> <p>Prove cash by checking that the cash ledger balance agrees with the amount of cash on hand.</p> <p>Journalize and post correcting entries.</p> <p>Define accounting terms related to posting.</p>	<p>Audit your understanding questions.</p> <p>Accounting in the Real World case study: Netflix</p> <p>Audit activity - identify incorrect posting entries.</p> <p>In-class games and company simulations to practice the process of posting.</p> <p>Creation of original chart of accounts by students.</p>	

Unit 5: Posting to a General Ledger (Con't)

Resources: Essential Materials, Supplementary Materials, Links to Best Practices
Century 21 Accounting General Journal Textbook, 10th edition, South-Western Publishing
Century 21 Accounting Working Papers Chapters 1-17
Integration with Microsoft Excel

Instructional Adjustments: Modifications, Student Difficulties, Possible Misunderstandings.

- A. Continue to reinforce key concepts from prior units - including t-accounts, debit vs. credit, transaction analysis, and journalizing.
- B. Re-reading of directions
- C. Providing visual aids for remembering the steps in the journalizing and posting process.
- D. Presenting material in visual, auditory, and kinesthetic forms - using a variety of material to reinforce key concepts.
- E. Clarification of Directions
- F. Preferential seating
- G. Modifications to be made as necessary due to IEP's or other individual needs.
- H. Differentiation of content and process.

Unit 6: Cash Control Systems

Targeted Standards: 9.1.B, 9.1.C, 9.3.12.BM.1, 9.3.12.BM.5, 9.3.ST-SM.4, 9.3.12.FN-ACT.1, 9.3.12.FN-ACT.2, 9.3.12.FN-ACT.3, 9.3.12.FN-ACT.4

Unit Objectives/Conceptual Understandings: 1. Knowledge of bank reconciliation is useful in determining the necessity of cash controls. 2. Maintaining a checkbook is essential in helping to maintain your cash account in the ledger. 3. Having various records of cash helps maintain better internal control

Essential Questions: 1. What are the three types of endorsements? 2. What are the steps for preparing a check stub and a check? 3. What is a bank reconciliation and how is it useful in the business world? 4. What is petty cash and why is it used? 5. What is the importance of cash controls in the real world?

Unit Assessment: Unit Test, Chapter Test, Quizzes and Problem Solving Activities.

	Core Content Objectives		Instructional Actions	
Cumulative Progress Indicators	Concepts <i>What students will know</i>	Skills <i>What students will be able to do</i>	Activities/Strategies <i>Technology Implementation/ Interdisciplinary Connections</i>	Assessment Check Points
9.1.B, 9.1.C, 9.3.12.BM.1, 9.3.12.BM.5, 9.3.ST-SM.4, 9.4.12.F(1).1, 9.4.12.F(2).5, 9.4.12.F(3).3, 9.3.12.FN-ACT.1, 9.3.12.FN-ACT.2, 9.3.12.FN-ACT.3, 9.3.12.FN-ACT.4	1. Internal control i. Define internal control ii. Describe means used to achieve internal control in small businesses iii. Explain how to maintain internal control over merchandise transactions iv. Define purchase orders, invoice, and receiving reports v. Explain the internal control achieved through the net price method	1. Reconcile bank statements 2. Open and prepare checking accounts 3. Journalize service charges 4. Establish and replenish petty cash 5. Define accounting terms related to using a checking account and petty cash fund 6. Prepare bank reconciliations and journalize appropriate entries	<ul style="list-style-type: none"> • Discussions • lectures • workstations • problem-solving • critical thinking analysis • smart boards • on-line quizzes • teacher website • accounting software 	May include but is not limited to: <ul style="list-style-type: none"> • chapter & unit tests and quizzes • simulations • application problems • homework • case studies

Unit 6: Cash Control Systems

	Core Content Objectives		Instructional Actions	
Cumulative Progress Indicators	Concepts <i>What students will know</i>	Skills <i>What students will be able to do</i>	Activities/Strategies <i>Technology Implementation/ Interdisciplinary Connections</i>	Assessment Check Points
	2. Control of cash i. Explain the objectives of efficient cash management ii. Describe the controls associated with the asset cash iii. Prepare a bank reconciliation iv. Describe the operation of a petty cash fund	7. Journalize establishment and use of petty cash fund		
Resources: Essential Materials, Supplementary Materials, Links to Best Practices Century 21 Accounting General Journal Textbook, 10th edition, South-Western Publishing Century 21 Accounting Working Papers Chapters 1-17 Integration with Microsoft Excel			Instructional Adjustments: Modifications, student difficulties, possible misunderstandings A. Use of visual and multi-sensory formats B. Use of assisted technology C. Use of prompts D. Modification of content and student products E. Testing accommodations F. Authentic assessments G. Clarification of Directions H. Preferential seating I. Modifications to be made as necessary due to IEP's or other individual needs.	

Unit 7: Worksheet and Adjusting Entries for a Service Business

Targeted Standards: 9.1.B, 9.1.C, 9.3.12.BM.1, 9.3.12.BM.5, 9.3.ST-SM.4, 9.3.12.FN-ACT.1, 9.3.12.FN-ACT.2, 9.3.12.FN-ACT.3, 9.3.12.FN-ACT.4

Unit Objectives/Conceptual Understandings: 1. Planning Adjustments on a Worksheet and Extending Balances to the Income Statement and Balance sheet are integral to creating and reading formal financial statements. 2. Knowledge of how to find and correct errors on a worksheet

Essential Questions: 1. What general ledger accounts are listed in the Trial Balance columns of a worksheet? 2. How does the concept of Matching Expenses with Revenue relate to adjustments? 3. What are four questions when analyzing an adjustment on a worksheet? 4. In which Balance Sheet column do you record net income on a worksheet? 5. What is one way to check for an error caused by transposed numbers?

Unit Assessment: Unit Test, Chapter Test, Quizzes and Problem Solving Activities.

	Core Content Objectives		Instructional Actions	
Cumulative Progress Indicators	Concepts <i>What students will know</i>	Skills <i>What students will be able to do</i>	Activities/Strategies <i>Technology Implementation/ Interdisciplinary Connections</i>	Assessment Check Points
9.1.B, 9.1.C, 9.3.12.BM.1, 9.3.12.BM.5, 9.3.ST-SM.4, 9.4.12.F(1).1, 9.4.12.F(2).5, 9.4.12.F(3).3, 9.3.12.FN-ACT.1, 9.3.12.FN-ACT.2, 9.3.12.FN-ACT.3, 9.3.12.FN-ACT.4	<ul style="list-style-type: none"> • Adjustments and the Worksheet • Calculate adjustments • Record adjustments in a 10 column worksheet • Prepare a postclosing trial balance • Prepare financial statements after the adjustments have been made 	<ol style="list-style-type: none"> 1. define and identify accounting terms related to a worksheet for a service business organized as a proprietorship. 2. plan adjusting entries on a work sheet. 3. extend financial statement information on a worksheet. 4. correct errors on a worksheet. 5. Record and post adjusting and closing entries. 	<ul style="list-style-type: none"> • Discussions, • lectures and • workstations, • problem-solving, • critical thinking analysis, • case studies, • smart board transparencies, • accounting software • guest speakers. 	<p>May include but is not limited to:</p> <ul style="list-style-type: none"> • chapter & unit tests and quizzes • simulations • application problems • homework • case studies

Unit 7: Worksheet and Adjusting Entries for a Service Business (Con't)

	Core Content Objectives		Instructional Actions	
Cumulative Progress Indicators	Concepts <i>What students will know</i>	Skills <i>What students will be able to do</i>	Activities/Strategies <i>Technology Implementation/ Interdisciplinary Connections</i>	Assessment Check Points
		6. identify closing entries and post to the appropriate T-account; 7. post to the general journal and the general ledger; 8. create a new trial balance, identify adjusting entries and post to the appropriate T-account; 9. post to the general journal and the general ledger		
Resources: Essential Materials, Supplementary Materials, Links to Best Practices Century 21 Accounting General Journal Textbook, 10th edition, South-Western Publishing Century 21 Accounting Working Papers Chapters 1-17 Integration with Microsoft Excel			Instructional Adjustments: Modifications, student difficulties, possible misunderstandings A. Use of visual and multi-sensory formats B. Use of assisted technology C. Use of prompts D. Modification of content and student products E. Testing accommodations F. Authentic assessments	

Unit 8: Financial Statements for a Proprietorship

Targeted Standards: 9.1.B, 9.1.C, 9.3.12.BM.1, 9.3.12.BM.5, 9.3.ST-SM.4, 9.3.12.FN-ACT.1, 9.3.12.FN-ACT.2, 9.3.12.FN-ACT.3, 9.3.12.FN-ACT.4

Unit Objectives/Conceptual Understandings: 1. Knowledge of formal statements will help the Business Person make key decisions about the direction, health and future of the business. 2. Computing component percentages allows the business owner to make comparisons with other businesses similar in size and demographics.

Essential Questions: 1. What is the formula for calculating the net income component percentage? 2. What is the formula for calculating current capital? 3. How do financial statements report the fiscal condition of a sole proprietorship?

Unit Assessment: Unit Test, Chapter Test, Quizzes and Problem Solving Activities.

	Core Content Objectives		Instructional Actions	
Cumulative Progress Indicators	Concepts <i>What students will know</i>	Skills <i>What students will be able to do</i>	Activities/Strategies <i>Technology Implementation/ Interdisciplinary Connections</i>	Assessment Check Points
9.1.B, 9.1.C, 9.3.12.BM.1, 9.3.12.BM.5, 9.3.ST-SM.4, 9.4.12.F(1).1 9.4.12.F(2).5 9.4.12.F(3).3 9.3.12.FN-ACT.1, 9.3.12.FN-ACT.2, 9.3.12.FN-ACT.3, 9.3.12.FN-ACT.4	<ul style="list-style-type: none"> Explain the purpose of the Income Summary account and its relationship to the capital account. 	<ol style="list-style-type: none"> define and identify terms, concepts and practices related to preparation of financial statements for a service business organized as a proprietorship. prepare an Income Statement for a service business organized as a proprietorship and analyze an income statement using component percentages. prepare a balance sheet for a service business organized as a proprietorship 	<ul style="list-style-type: none"> Discussions, lectures and workstations, problem-solving, critical thinking analysis, case studies, smart board transparencies, accounting software guest speakers. 	May include but is not limited to: <ul style="list-style-type: none"> chapter & unit tests and quizzes simulations application problems homework case studies

Unit 8: Financial Statements for a Proprietorship (Con't)

	Core Content Objectives		Instructional Actions	
Cumulative Progress Indicators	Concepts <i>What students will know</i>	Skills <i>What students will be able to do</i>	Activities/Strategies <i>Technology Implementation/ Interdisciplinary Connections</i>	Assessment Check Points
		4. Calculate net income and net loss. 5. Prepare an income statement, balance sheet and statement of changes in owner's equity and explain their purpose.		
Resources: Essential Materials, Supplementary Materials, Links to Best Practices Century 21 Accounting General Journal Textbook, 10th edition, South-Western Publishing Century 21 Accounting Working Papers Chapters 1-17 Integration with Microsoft Excel			Instructional Adjustments: Modifications, student difficulties, possible misunderstandings A. Use of visual and multi-sensory formats B. Use of assisted technology C. Use of prompts D. Modification of content and student products E. Testing accommodations F. Authentic assessments	

Unit 9: Recording Closing Entries & Preparing a Post-Closing Trial Balance

Targeted Standards: 9.1.B, 9.1.C, 9.3.12.BM.1, 9.3.12.BM.5, 9.3.ST-SM.4, 9.3.12.FN-ACT.1, 9.3.12.FN-ACT.2, 9.3.12.FN-ACT.3, 9.3.12.FN-ACT.4

Unit Objectives/Conceptual Understandings: Analyzing the final steps in the Accounting Cycle and recording/posting the necessary adjustments and closing entries will bring the permanent records of the organization in agreement with the Financial Statements issued and will facilitate the opening of accounts for the new fiscal period.

Essential Questions: 1. Why are adjusting entries journalized? 2. Where is the information obtained to journalize adjusting entries? 3. What accounts are debited/credited for the supplies and prepaid insurance adjustments? 4. How are Temporary Accounts and Permanent Accounts different? 5. What are the 4 closing entries? 6. Is there a difference between adjusting entries and closing entries? 7. What must the balances be of all Temporary Accounts after the closing entries have been recorded and posted to the respective General Ledger accounts? 8. What type of accounts are reported on a Post-Closing Trial Balance, and why?

Unit Assessment: Unit Test, Chapter Test, Quizzes and Problem Solving Activities.

	Core Content Objectives		Instructional Actions	
Cumulative Progress Indicators	Concepts <i>What students will know</i>	Skills <i>What students will be able to do</i>	Activities/Strategies <i>Technology Implementation/ Interdisciplinary Connections</i>	Assessment Check Points
9.1.B, 9.1.C, 9.3.12.BM.1, 9.3.12.BM.5, 9.3.ST-SM.4, 9.4.12.F(1).1, 9.4.12.F(2).5, 9.4.12.F(3).3, 9.3.12.FN-ACT.1, 9.3.12.FN-ACT.2, 9.3.12.FN-ACT.3, 9.3.12.FN-ACT.4	<ul style="list-style-type: none"> Explain the purpose of adjusting, closing and reversing entries Journalize adjusting, closing, and reversing entries After the closing process, what types of accounts have balances other than zero and what types of accounts have zero balances? 	<ol style="list-style-type: none"> Record and post adjusting/closing journal entries to the respective journals and General Ledger accounts. Prepare Post-Closing Trial Balances. Analyze relationship of Post-Closing account balances to new fiscal year opening balances. 	<ul style="list-style-type: none"> Discussions, lectures and workstations, problem-solving, critical thinking analysis, case studies, smart board transparencies, accounting software guest speakers. 	May include but is not limited to: <ul style="list-style-type: none"> chapter & unit tests and quizzes simulations application problems homework case studies

Unit 9: Recording Closing Entries & Preparing a Post-Closing Trial Balance (Con't)

Resources: Essential Materials, Supplementary Materials, Links to Best Practices
Century 21 Accounting General Journal Textbook, 10th edition, South-Western Publishing
Century 21 Accounting Working Papers Chapters 1-17
Integration with Microsoft Excel

Instructional Adjustments: Modifications, student difficulties, possible misunderstandings

- A. Use of visual and multi-sensory formats
- B. Use of assisted technology
- C. Use of prompts
- D. Modification of content and student products
- E. Testing accommodations
- F. Authentic assessments

Unit 10: Accounting for Purchases and Cash Payments

Targeted Standards: 9.1.B, 9.1.C, 9.3.12.BM.1, 9.3.12.BM.5, 9.3.ST-SM.4, 9.3.12.FN-ACT.1, 9.3.12.FN-ACT.2, 9.3.12.FN-ACT.3, 9.3.12.FN-ACT.4

Unit Objectives/Conceptual Understandings: Students will perform the recording phase of a departmental accounting cycle from purchases and cash payments/sales and cash receipts.

Essential Questions: 1. What are the four specific journals and what are their purpose?

Unit Assessment: Unit Test, Chapter Test, Quizzes and Problem Solving Activities.

	Core Content Objectives		Instructional Actions	
Cumulative Progress Indicators	Concepts <i>What students will know</i>	Skills <i>What students will be able to do</i>	Activities/Strategies <i>Technology Implementation/ Interdisciplinary Connections</i>	Assessment Check Points
9.1.B, 9.1.C, 9.3.12.BM.1, 9.3.12.BM.5, 9.3.ST-SM.4, 9.4.12.F(1).1, 9.4.12.F(2).5, 9.4.12.F(3).3, 9.3.12.FN-ACT.1, 9.3.12.FN-ACT.2, 9.3.12.FN-ACT.3, 9.3.12.FN-ACT.4	<ul style="list-style-type: none"> • Explain the objectives of efficient cash management • Describe the controls associated with the asset cash • Describe the purpose of the purchase journal • Determine the cost of goods sold • Prepare a worksheet • Prepare an income statement for a merchandising business • Define merchandising, for cash discounts, FOB shipping, FOB destination • Determine the cost of goods sold • Prepare a worksheet 	<ul style="list-style-type: none"> • Students will identify and match the subsidiary ledger with its controlling account. • Students will explain the term departmentalization. • Students will explain the difference in recording transactions involving purchases, purchases returns and allowances, and cash payments for a regular business versus a departmental business. • Students will explain the difference in recording transactions involving sales, sales returns and allowances, and 	<ul style="list-style-type: none"> • Discussions, • lectures and • workstations, • problem-solving, • critical thinking analysis, • case studies, • smart board transparencies, • accounting software • guest speakers. 	<p>May include but is not limited to:</p> <ul style="list-style-type: none"> • chapter & unit tests and quizzes • simulations • application problems • homework • case studies

Unit 10: Accounting for Purchases and Cash Payments (Con't)

	Core Content Objectives		Instructional Actions	
Cumulative Progress Indicators	Concepts <i>What students will know</i>	Skills <i>What students will be able to do</i>	Activities/Strategies <i>Technology Implementation/ Interdisciplinary Connections</i>	Assessment Check Points
		<ul style="list-style-type: none"> • Students will record and post departmental transactions in the proper journal. 		
<p>Resources: Essential Materials, Supplementary Materials, Links to Best Practices Century 21 Accounting General Journal Textbook, 10th edition, South-Western Publishing Century 21 Accounting Working Papers Chapters 1-17 Integration with Microsoft Excel</p>			<p>Instructional Adjustments: Modifications, student difficulties, possible misunderstandings</p> <ul style="list-style-type: none"> A. Use of visual and multi-sensory formats B. Use of assisted technology C. Use of prompts D. Modification of content and student products E. Testing accommodations F. Authentic assessments 	

Unit 11: Accounting for Sales and Cash Receipts

Targeted Standards: 9.1.B, 9.1.C, 9.3.12.BM.1, 9.3.12.BM.5, 9.3.ST-SM.4, 9.3.12.FN-ACT.1, 9.3.12.FN-ACT.2, 9.3.12.FN-ACT.3, 9.3.12.FN-ACT.4

Unit Objectives/Conceptual Understandings: Students will define accounting terms, concepts, and practices related to purchases and cash payments for merchandising businesses. They will analyze purchases and cash payments transactions, total and rule a purchase journal, prove and rule a cash payments journal. They will apply accounting terms, concepts, and practices related to sales cash receipts for a merchandising business

Essential Questions: 1. How are business transactions justified?

Unit Assessment: Unit Test, Chapter Test, Quizzes and Problem Solving Activities.

	Core Content Objectives		Instructional Actions	
Cumulative Progress Indicators	Concepts <i>What students will know</i>	Skills <i>What students will be able to do</i>	Activities/Strategies <i>Technology Implementation/ Interdisciplinary Connections</i>	Assessment Check Points
9.1.B, 9.1.C, 9.3.12.BM.1, 9.3.12.BM.5, 9.3.ST-SM.4, 9.4.12.F(1).1 9.4.12.F(2).5 9.4.12.F(3).3 9.3.12.FN-ACT.1, 9.3.12.FN- ACT.2, 9.3.12.FN-ACT.3, 9.3.12.FN-ACT.4	<ul style="list-style-type: none"> Identify and define accounting terms and concepts related to sales and cash receipts for a merchandising business Analyze sales and cash receipts transactions for a merchandising business Journalize cash receipts and sales using a sales or cash receipts journal Total, prove and rule the sales and cash receipts journal 	<ul style="list-style-type: none"> Describe the purpose of the cash receipts journal Describe methods of controlling and recording cash receipts and cash payments Records business transactions in the cash receipts journal and deposits to the ledger and subsidiary ledger 	<ul style="list-style-type: none"> Discussions, lectures and workstations, problem-solving, critical thinking analysis, case studies, smart board transparencies, accounting software guest speakers 	May include but is not limited to: <ul style="list-style-type: none"> chapter & unit tests and quizzes simulations application problems homework case studies

Unit 11: Accounting for Sales and Cash Receipts (Con't)

Resources: Essential Materials, Supplementary Materials, Links to Best Practices
 Century 21 Accounting General Journal Textbook, 10th edition, South-Western Publishing
 Century 21 Accounting Working Papers Chapters 1-17
 Integration with Microsoft Excel

Instructional Adjustments: Modifications, student difficulties, possible misunderstandings

- A. Use of visual and multi-sensory formats
- B. Use of assisted technology
- C. Use of prompts
- D. Modification of content and student products
- E. Testing accommodations
- F. Authentic assessments
- G. Clarification of Directions
- H. Preferential seating
- I. Modifications to be made as necessary due to IEP's or other individual needs.

Unit 12: Accounting for Transactions Using a General Journal

Targeted Standards: 9.1.B, 9.1.C, 9.3.12.BM.1, 9.3.12.BM.5, 9.3.ST-SM.4, 9.3.12.FN-ACT.1, 9.3.12.FN-ACT.2, 9.3.12.FN-ACT.3, 9.3.12.FN-ACT.4

Unit Objectives/Conceptual Understandings: Students will understand the necessity of a correcting entry and special accounts to keep track of accounts payables and accounts receivables.

Essential Questions: When is a correcting entry necessary?, What is the purpose of a general ledger? Why do we create special accounts to post journal entries? What is the relationship between retained earning and dividends? Why would it be necessary to post journal entries to the accounts payable and accounts receivable ledgers?

Unit Assessment: Comprehensive unit test including vocabulary, conceptual checks, and and the journalizing of transactions to demonstrate the understanding of posting to special accounts in a General Ledger

	Core Content Objectives		Instructional Actions	
Cumulative Progress Indicators	Concepts <i>What students will know</i>	Skills <i>What students will be able to do</i>	Activities/Strategies <i>Technology Implementation/ Interdisciplinary Connections</i>	Assessment Check Points
9.1.B, 9.1.C, 9.3.12.BM.1, 9.3.12.BM.5, 9.3.ST-SM.4, 9.4.12.F(1).1, 9.4.12.F(2).5, 9.4.12.F(3).3, 9.3.12.FN-ACT.1, 9.3.12.FN-ACT.2, 9.3.12.FN-ACT.3, 9.3.12.FN-ACT.4	<p>What is the purpose of a general journal?</p> <p>Why do we create an account for purchases returns and allowances?</p> <p>How do we post a general journal transaction to the accounts payable ledger and general ledger?</p> <p>Why do we create an account for sales returns and allowances?</p>	<p>Explain the purpose of a general journal.</p> <p>Create an account for purchases returns and allowances.</p> <p>Post a general journal to the accounts payable ledger and ledger and general ledger.</p> <p>Create an account for sales returns and allowances.</p> <p>Post a general journal to the accounts receivable ledger and general ledger.</p>	<p>Student based assignments (On Your Own and Work Together problems)</p> <p>Automated and manual accounting</p> <p>Problem-solving</p> <p>Critical thinking analysis</p> <p>Teacher website</p> <p>Microsoft Excel-based activities</p>	<p>Computer based checkpoints.</p> <p>Homework and classwork practice problems</p> <p>Quizzes on various types of journal entries.</p> <p>Teacher observation</p> <p>Class discussions</p>

Unit 12: Accounting for Transactions Using a General Journal (Con't)

	Core Content Objectives		Instructional Actions	
Cumulative Progress Indicators	Concepts <i>What students will know</i>	Skills <i>What students will be able to do</i>	Activities/Strategies <i>Technology Implementation/ Interdisciplinary Connections</i>	Assessment Check Points
	<p>How do we post a general journal transaction to the accounts receivable ledger and general ledger?</p> <p>What is the relationship between retained earnings and dividends?</p> <p>Why do we create an account for the declaration and payment of dividends?</p>	<p>Record a correcting entry to the accounts receivable ledger.</p> <p>Explain the relationship between retained earnings and dividends.</p> <p>Create and account for the declaration and payment of dividends.</p>	<p>Comprehensive application, challenge, and mastery problems.</p> <p>Apply your understanding questions.</p> <p>Analyze financial statement: Nike</p> <p>Audit activity - identify incorrect journal entries.</p>	
<p>Resources: Essential Materials, Supplementary Materials, Links to Best Practices Century 21 Accounting General Journal Textbook, 10th edition, South-Western Publishing Century 21 Accounting Working Papers Chapters 1-17 Integration with Microsoft Excel</p>			<p>Instructional Adjustments: Modifications, Student Difficulties, Possible Misunderstandings.</p> <p>A. Reinforce the understanding and importance of creating and posting to special accounts.</p> <p>B. Re-reading of directions</p> <p>C. Providing visual aids</p> <p>D. Presenting material in visual, auditory, and kinesthetic forms - especially the accounting cycle and its elements.</p> <p>E. Clarification of Directions</p> <p>F. Preferential seating</p> <p>G. Modifications to be made as necessary due to IEP's or other individual needs.</p> <p>H. Differentiation of content and process.</p>	

Unit 13: Fundamentals of Quickbooks

Targeted Standards: 9.1.B, 9.1.C, 9.3.12.BM.1, 9.3.12.BM.5, 9.3.ST-SM.4, 9.3.12.FN-ACT.1, 9.3.12.FN-ACT.2, 9.3.12.FN-ACT.3, 9.3.12.FN-ACT.4

Unit Objectives/Conceptual Understandings: Students will understand how to utilize Quickbooks Software as an extremely useful component for Computerized Accounting.

Essential Questions: How do I customize the Chart of Accounts? How do I utilize Quickbooks for Banking Essentials? Who are the customers of a business and how do we keep track of them? Who are our vendors and what goods and or supplies will they provide us with? How will we pay our employees and keep track of their time?

Unit Assessment: Comprehensive Company Files and Custom Reports

	Core Content Objectives		Instructional Actions	
Cumulative Progress Indicators	Concepts <i>What students will know</i>	Skills <i>What students will be able to do</i>	Activities/Strategies <i>Technology Implementation/ Interdisciplinary Connections</i>	Assessment Check Points
9.1.B, 9.1.C, 9.3.12.BM.1, 9.3.12.BM.5, 9.3.ST-SM.4, 9.4.12.F(1).1, 9.4.12.F(2).5, 9.4.12.F(3).3, 9.3.12.FN-ACT.1, 9.3.12.FN-ACT.2, 9.3.12.FN-ACT.3, 9.3.12.FN-ACT.4	<p>How to customize the chart of accounts?</p> <p>How to add or delete a chart of accounts and add account numbers if necessary?</p> <p>How to add a bank account and link to online banking?</p> <p>How to write checks?</p> <p>How to make deposits?</p> <p>How to reconcile bank statements?</p> <p>Why would there be a reconciliation discrepancy?</p>	<p>Create a company file to include a complete chart of accounts, customer database, vendor database, bank accounts, credit card accounts, other liability accounts- to include owner loans to business.</p> <p>Maintain a company file to show a business simulation of day to day accounting within a business.</p>	<p>Critical Thinking</p> <p>Make accounting entries utilizing software.</p> <p>Demonstrate health of business through financial reports.</p> <p>Present financial reports to class and explain the health of the business.</p>	<p>Online Notebook</p> <p>Classwork</p> <p>Business Simulations</p> <p>Group Collaboration</p> <p>Report Generation</p> <p>Custom Report Generation</p> <p>Quizzes</p> <p>Tests</p> <p>Circulate through the classroom.</p> <p>Evaluate student class participation.</p> <p>Electronically grade computer work.</p>

Unit 13: Fundamentals of Quickbooks (Con't)

	Core Content Objectives		Instructional Actions	
Cumulative Progress Indicators	Concepts <i>What students will know</i>	Skills <i>What students will be able to do</i>	Activities/Strategies <i>Technology Implementation/ Interdisciplinary Connections</i>	Assessment Check Points
	<p>How would you correct a reconciliation discrepancy?</p> <p>Why it is important to collect proper customer information.?</p> <p>How do you track and record a sale?</p> <p>What are vendors and what goods/supplies can they provide the business with?</p> <p>What is a purchase order and why are they necessary?</p> <p>What is inventory and how to track it?</p> <p>When do you have to collect sales tax and when is it paid?</p>			

Unit 13: Fundamentals of Quickbooks (Con't)

Resources: Essential Materials, Supplementary Materials, Links to Best Practices
 Quickbooks Software
 Text Pending:

Instructional Adjustments: Modifications, Student Difficulties, Possible Misunderstandings.

- A. Reinforce the importance of a computerized accounting program to record and analyze data.
- B. Re-reading of directions
- C. Providing visual aids
- D. Presenting material in visual, auditory, and kinesthetic forms - especially the accounting cycle and its elements.
- E. Clarification of Directions
- F. Preferential seating
- G. Modifications to be made as necessary due to IEP's or other individual needs.
- H. Differentiation of content and process.