

## Accounting 2

Implement start year – 2018-2019

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### Unit #1 – Computerized Accounting

#### Transfer Goal –

Students will be able to independently use their learning to use technology to improve problem solving abilities.

#### Stage 1 – Desired Results

##### Established Goals

##### [2014 New Jersey Student Learning Standards, Strand\(s\)/CPI #](#)

9.3.12.FN-ACT.2 Utilize accounting tools, strategies and systems to plan, monitor, manage and maintain the use of financial resources.

9.3.12.FN-ACT.3 Process, evaluate and disseminate financial information to assist business decision making.

##### 21<sup>st</sup> Century Themes

( [www.21stcenturyskills.org](http://www.21stcenturyskills.org) )

- Global Awareness
- Financial, Economic, Business and Entrepreneurial Literacy
- Civic Literacy
- Health Literacy
- Environmental Literacy

##### 21<sup>st</sup> Century Skills

###### *Learning and Innovation Skills:*

- Creativity and Innovation
- Critical Thinking and Problem Solving
- Communication and Collaboration

###### *Information, Media and Technology Skills:*

- Information Literacy
- Media Literacy
- ICT (Information, Communications and Technology) Literacy

###### *Life and Career Skills:*

	<ul style="list-style-type: none"> <li><u>x</u> Flexibility and Adaptability</li> <li><u>x</u> Initiative and Self-Direction</li> <li><u>x</u> Social and Cross-Cultural Skills</li> <li><u>x</u> Productivity and Accountability</li> <li><u>x</u> Leadership and Responsibility</li> </ul>
<p><b><u>Enduring Understandings:</u></b> Students will understand that...</p> <p><i>EU 1</i> business managers and accountants need to know how to use computer software to effectively process accounting information.</p> <p><i>EU 2</i> computers have many analytical tools that are used to solve accounting functions.</p> <p><i>EU 3</i> automated accounting aides in the reduction of errors and assists in the analysis of the output.</p> <p><i>EU 4</i> technology is constantly changing and requires continuous learning of new skills.</p>	<p><b><u>Essential Questions:</u></b></p> <p><i>EU 1</i></p> <ul style="list-style-type: none"> <li>• What are the advantages and disadvantages of using the computer to process accounting data?</li> </ul> <p><i>EU 1, EU 4</i></p> <ul style="list-style-type: none"> <li>• What are the differences and similarities between automated and manual accounting systems?</li> </ul> <p><i>EU 2, EU 3</i></p> <ul style="list-style-type: none"> <li>• How do mistakes in inputting transactions affect your financial records?</li> <li>• What impact does using an automated system have on adjusting and closing entries?</li> </ul> <p><i>EU 1, EU 2, EU 3, EU 4</i></p> <ul style="list-style-type: none"> <li>• What is the best approach/application/process to get the job done?</li> </ul>
<p><b><u>Knowledge:</u></b> <i>Students will know . . .</i></p> <p><i>EU 1</i></p> <ul style="list-style-type: none"> <li>• the navigation process of computer programs by selecting the most effective software.</li> </ul> <p><i>EU 2</i></p> <ul style="list-style-type: none"> <li>• the correct application to use to enter information.</li> </ul> <p><i>EU 3</i></p> <ul style="list-style-type: none"> <li>• spreadsheet usage is an essential tool for today’s business world.</li> </ul>	<p><b><u>Skills:</u></b> <i>Students will be able to . . .</i></p> <p><i>EU 1</i></p> <ul style="list-style-type: none"> <li>• update vendor, customer, plant asset, and employee data.</li> </ul> <p><i>EU 2, 3</i></p> <ul style="list-style-type: none"> <li>• generate charts, graphs and reports.</li> <li>• perform bank reconciliation functions.</li> <li>• process the adjusting entries.</li> <li>• complete the period-end closing process.</li> </ul>

<ul style="list-style-type: none"> <li>spreadsheets are used to input and analyze data, and to present information in a visual manner.</li> </ul> <p><i>EU 4</i></p> <ul style="list-style-type: none"> <li>information is readily available and can be easily generated for stakeholders to analyze a business's financial condition.</li> </ul>	<p><i>EU 3</i></p> <ul style="list-style-type: none"> <li>find and fix errors.</li> </ul> <p><i>EU 1, EU 2, EU 3</i></p> <ul style="list-style-type: none"> <li>enter daily transactions accurately</li> </ul> <p><i>EU 4</i></p> <ul style="list-style-type: none"> <li>select, evaluate and use technology tools to analyze accounting information.</li> </ul>
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**Stage 2 – Assessment Evidence**

- Other Recommended Evidence:** *Tests, Quizzes, Prompts, Self-assessment, Observations, Dialogues, etc.*
- Answer unit questions
  - Define vocabulary terms
  - Completion of accounting problems
  - Test and quizzes on unit content
  - Practice Set/Reinforcement Activity

### Stage 3 – Learning Plan

**Suggested Learning Activities to Include Differentiated Instruction and Interdisciplinary Connections:** *Consider the WHERETO elements. Each learning activity listed must be accompanied by a learning goal of A=Acquiring basic knowledge and skills, M=Making meaning and/or a T=Transfer.*

In this unit on automated accounting, you are to introduce the Enduring Understanding and Essential questions and the students need to know what considerations need to be made before completing accounting work using an automated accounting program.

- Define unit terms and concepts (A)
- Demonstrate how to navigate in the computer programs (A)
- Demonstrate how to enter/maintain general, vendor, customer, plant asset, and employee data (A)
- Demonstrate how to enter transactions (A)
- Demonstrate how to complete banking procedures (A)
- Demonstrate how to extract financial information (A)
- Verify and prove data. (M)
- Interpret the results of the financial statements. (M)
- Explain why some information does not have to be entered when you are using an automated system. (M)
- Afford opportunities for students to express levels of concern and understanding. (M)
- Unit Test (T)
- Loading data files, making menu and toolbar selections, using the planning tools. (A, M, T)
- Entering the chart of accounts, entering and correcting general journal transactions, printing reports. (A, M, T)
- Completing bank reconciliation procedures and printing reports. (A, M, T)
- Entering vendor data, entering purchase and cash payments transactions and printing reports. (A, M, T)
- Entering customer data, entering sales and cash receipts transactions and printing reports. (A, M, T)
- Processing adjusting and closing entries and generate financial statements. (A, M, T)
- Processing purchases and sales discounts and debit and credit memos. (A, M, T)
- Use formative assessments and summative assessments for basic student understanding. (M, T)
- Analyze the advantages/disadvantages of using a computer to process accounting information. (M, T)
- Take a graded assignment and explain where you made a mistake(s) and what you would do to fix it. (M, T)

Ensure that there are ongoing cycles of model, practice, feedback, and adjustment built into the unit.