

Accounting 1: Unit 2: Analyzing Transactions

Content Area: **Business/Tech.**
Course(s): **Accounting I**
Time Period: **October**
Length: **3 weeks**
Status: **Published**

Unit Overview

Unit 2 Lessons:

- Identify accounting practices related to analyzing transactions into debit and credit parts.
- Use T accounts to analyze transactions showing which accounts are debited and credited for each transaction.
- Analyze how transactions affect accounts.

Enduring Understandings

- A record summarizing all the information pertaining to a single item in the accounting equation is known as an account.
- A T account is used to analyze transactions showing which accounts are debited and credited for each transaction.
- The accounting equation must always be in balance: $\text{assets} = \text{liabilities} + \text{Owner's equity}$.

Essential Questions

- How do I use a T account to analyze transactions into debit and credit parts?
- How do transactions affect accounts?
- What does it mean by an accounts "normal balance"?
- What is a debit? credit?
- What is a transaction?

Standards/Indicators/Student Learning Objectives (SLOs)

- CAEP.9.2.12.C.1 Review career goals and determine steps necessary for attainment.
- CAEP.9.2.12.C.2 Modify Personalized Student Learning Plans to support declared career goals.
- CAEP.9.2.12.C.3 Identify transferable career skills and design alternate career plans.

- CAEP.9.2.12.C.4 Analyze how economic conditions and societal changes influence employment trends and future education.
 - CAEP.9.2.12.C.5 Research career opportunities in the United States and abroad that require knowledge of world languages and diverse cultures.
 - CAEP.9.2.12.C.6 Investigate entrepreneurship opportunities as options for career planning and identify the knowledge, skills, abilities, and resources required for owning and managing a business.
 - CAEP.9.2.12.C.7 Examine the professional, legal, and ethical responsibilities for both employers and employees in the global workplace.
 - CAEP.9.2.12.C.8 Assess the impact of litigation and court decisions on employment laws and practices.
 - CAEP.9.2.12.C.9 Analyze the correlation between personal and financial behavior and employability.
- | | |
|-----------------|---|
| CAEP.9.2.12.C.1 | Review career goals and determine steps necessary for attainment. |
| CAEP.9.2.12.C.2 | Modify Personalized Student Learning Plans to support declared career goals. |
| CAEP.9.2.12.C.3 | Identify transferable career skills and design alternate career plans. |
| CAEP.9.2.12.C.4 | Analyze how economic conditions and societal changes influence employment trends and future education. |
| CAEP.9.2.12.C.5 | Research career opportunities in the United States and abroad that require knowledge of world languages and diverse cultures. |
| CAEP.9.2.12.C.6 | Investigate entrepreneurship opportunities as options for career planning and identify the knowledge, skills, abilities, and resources required for owning and managing a business. |
| CAEP.9.2.12.C.7 | Examine the professional, legal, and ethical responsibilities for both employers and employees in the global workplace. |
| CAEP.9.2.12.C.8 | Assess the impact of litigation and court decisions on employment laws and practices. |
| CAEP.9.2.12.C.9 | Analyze the correlation between personal and financial behavior and employability. |

Student Learning Objectives

- SWBAT analyze how transactions affect owner's equity accounts
- SWBAT analyze how transactions to set up a business affect accounts
- SWBAT define the accounting terms related to analyzing transactions into debit and credit parts
- SWBAT identify accounting practices related to analyzing transactions into debit and credit parts
- SWBAT use T accounts to analyze transactions showing which accounts are debited or credited for each transaction

Lesson Titles

- Analyzing how transactions affect accounts
- Review and Assessment
- Using T accounts

Career Readiness, Life Literacies, & Key Skills

| | |
|------------------|--|
| CAEP.9.2.12.C.1 | Review career goals and determine steps necessary for attainment. |
| CAEP.9.2.12.C.2 | Modify Personalized Student Learning Plans to support declared career goals. |
| CAEP.9.2.12.C.3 | Identify transferable career skills and design alternate career plans. |
| TECH.9.4.12.CI.1 | Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a). |
| TECH.9.4.12.CI.2 | Identify career pathways that highlight personal talents, skills, and abilities (e.g., 1.4.12prof.CR2b, 2.2.12.LF.8). |
| TECH.9.4.12.CI.3 | Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1). |
| TECH.9.4.12.CT.1 | Identify problem-solving strategies used in the development of an innovative product or practice (e.g., 1.1.12acc.C1b, 2.2.12.PF.3). |

Inter-Disciplinary Connections

- LA.11-12.RI.11-12.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text.
 - LA.11-12.RI.11-12.7 Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.
 - LA.11-12.RL.11-12.4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful.
 - MA.9-12.N-Q.A.1 Use units as a way to understand problems and to guide the solution of multi-step problems; choose and interpret units consistently in formulas; choose and interpret the scale and the origin in graphs and data displays.
 - MA.9-12.N-Q.A.3 Choose a level of accuracy appropriate to limitations on measurement when reporting quantities.
 - TECH.8.1.12.A.1 Create a personal digital portfolio which reflects personal and academic interests, achievements, and career aspirations by using a variety of digital tools and resources.
 - TECH.8.1.12.A.3 Collaborate in online courses, learning communities, social networks or virtual worlds to discuss a resolution to a problem or issue.
 - TECH.8.1.12.A.CS2 Select and use applications effectively and productively.
 - TECH.8.1.12.C.CS1 Interact, collaborate, and publish with peers, experts, or others by employing a variety of digital environments and media.
 - TECH.8.1.12.C.CS4 Contribute to project teams to produce original works or solve problems.
 - TECH.8.1.12.D.4 Research and understand the positive and negative impact of one's digital footprint.
- | | |
|---------------|---|
| LA.RL.11-12.4 | Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (e.g., Shakespeare as well as other authors.) |
| MA.N-Q.A.1 | Use units as a way to understand problems and to guide the solution of multi-step problems; choose and interpret units consistently in formulas; choose and interpret the scale and the origin in graphs and data displays. |

| | |
|-------------------|---|
| MA.N-Q.A.3 | Choose a level of accuracy appropriate to limitations on measurement when reporting quantities. |
| LA.RI.11-12.4 | Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10). |
| LA.RI.11-12.7 | Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem. |
| TECH.8.1.12.A.1 | Create a personal digital portfolio which reflects personal and academic interests, achievements, and career aspirations by using a variety of digital tools and resources. |
| TECH.8.1.12.A.3 | Collaborate in online courses, learning communities, social networks or virtual worlds to discuss a resolution to a problem or issue. |
| TECH.8.1.12.A.CS2 | Select and use applications effectively and productively. |
| TECH.8.1.12.C.CS1 | Interact, collaborate, and publish with peers, experts, or others by employing a variety of digital environments and media. |
| TECH.8.1.12.C.CS4 | Contribute to project teams to produce original works or solve problems. |
| TECH.8.1.12.D.4 | Research and understand the positive and negative impact of one's digital footprint. |

Instructional Strategies, Learning Activities, and Levels of Blooms/DOK

Instructional Strategies

- Teacher lecture from power point
- Workbook Work Together, On Your Own, Application and Mastery Problems
- Chapter study guide
- Online Aplia software
- Large group discussion
- Century 21 Automated Accounting software
- Delsea One intervention tutoring

Learning Activities:

- Students will define accounting terms related to analyzing transactions into debit and credit parts.
- Students will identify accounting practices related to analyzing transactions into debit and credit parts.
- Students will use T accounts to analyze transactions showing which accounts are debited or credited for each transaction.
- Students will analyze how transactions to set up a business affect accounts.
- Students will analyze how transactions affect owner's equity accounts.
- Objectives will be accomplished by:
- Teacher provided notes through power point presentation.
- "Work Together" and "On Your Own" Problems on SmartBoard.
- Aplia online program to self monitor progress.

Diverse Learners: Teacher will solicit responses from a diverse sampling of the classroom population to acknowledge the influence of race, ethnicity, gender, religion, socioeconomics, culture or academic achievement on a student's development or attitude.

- SWBAT break information into parts to explore understandings and relationships
- SWBAT justify a decision or a course of action; critically examining information and making judgments
- SWBAT recall information
- SWBAT understand and make sense of information
- SWBAT use information in another familiar situation
- SWBAT use information to create something new

Modifications

ELL Modifications:

- - Choice of test format (multiple-choice, essay, true-false)
 - Continue practicing vocabulary
 - Provide study guides prior to tests
 - Read directions to the student
 - Read test passages aloud (for comprehension assessment)
 - Vary test formats

504 and IEP Accommodations & Modifications:

- - Allow for redos/retakes
 - Assign fewer problems at one time (e.g., assign only odds or evens)
 - Differentiated center-based small group instruction
 - Extra time on assessments
 - Highlight key directions
 - If a manipulative is used during instruction, allow its use on a test
 - Opportunities for cooperative partner work
 - Provide reteach pages if necessary
 - Provide several ways to solve a problem if possible
 - Provide visual aids and anchor charts
 - Test in alternative site
 - Tiered lessons and assignments
 - Use of a graphic organizer
 - Use of concrete materials and objects (manipulatives)
 - Use of word processor

Gifted and Talented Modifications:

- - Alternate assignments/enrichment assignments
 - Enrichment projects
 - Extension activities
 - Higher-level cooperative learning activities
 - Pairing direct instruction with coaching to promote self-directed learning
 - Provide higher-order questioning and discussion opportunities
 - Provide texts at a higher reading level
 - Tiered assignments
 - Tiered centers

At Risk Modifications:

- - Additional time for assignments
 - Adjusted assignment timelines
 - Agenda book and checklists
 - Answers to be dictated
 - Assistance in maintaining uncluttered space
 - Books on tape
 - Concrete examples
 - Extra visual and verbal cues and prompts
 - Follow a routine/schedule
 - Graphic organizers
 - Have students restate information

- No penalty for spelling errors or sloppy handwriting
 - Peer or scribe note-taking
 - Personalized examples
 - Preferential seating
 - Provision of notes or outlines
 - Reduction of distractions
 - Review of directions
 - Review sessions
 - Space for movement or breaks
 - Support auditory presentations with visuals
 - Teach time management skills
 - Use of a study carrel
 - Use of mnemonics
 - Varied reinforcement procedures
 - Work in progress check
 - Continue practicing vocabulary
 - Provide study guides prior to tests
 - Read directions to the student
 - Read test passages aloud (for comprehension assessment)
 - Vary test formats
-
- Choice of test format (multiple-choice, essay, true-false)
 - Continue practicing vocabulary
 - Provide study guides prior to tests
 - Read directions to the student
 - Read test passages aloud (for comprehension assessment)

Benchmark Assessments

Skills Based assessment

Reading response

Lab practical

Formative Assessment

Warm-Up

- Do Now
- Record daily objective on learning log
- Retrieve folders

Anticipatory Set

Prior class discussion on starting a business as a proprietorship.

Closure

- 3-2-1
- Bullseye
- Exit tickets
- Four Corners
- Idea Spinner
- Individual help as needed
- Large group discussion
- Newspaper Headline
- Observation
- Oral Questioning
- Pair/Share
- Question and Answer session
- Think-Pair-Share
- Thumbs Up, Thumbs Down
- Whip Around
- Yea or Nay

Summative Assessment

- Chapter 2 Test on Analyzing Transactions
- Marking Period Assessment

Alternative Assessments

Performance tasks

Project-based assignments

Problem-based assignments

Presentations

Reflective pieces

Concept maps

Case-based scenarios

Portfolios

Resources & Materials

- Century 21 Accounting 9e Textbook
- Century 21 Accounting 9e Workbook
- Rico Sanchez Manual Simulation

Technology

- Automated Accounting Program
- Chromebooks
- <https://www.startheregoplaces.com/teacher/classroom-resources/students-turned-teachers/>
- <https://www.youtube.com/watch?v=p0xucbr3Vo8>
- Internet
- Microsoft Office Tools
- SmartBoard
- Web-based Aplia Software

CS.9-12.8.1.12.AP.6

Create artifacts by using procedures within a program, combinations of data and procedures, or independent but interrelated programs.

TECH.8.1.12.A.1

Create a personal digital portfolio which reflects personal and academic interests, achievements, and career aspirations by using a variety of digital tools and resources.

TECH.8.1.12.A.CS1

Understand and use technology systems.

TECH.8.1.12.A.CS2

Select and use applications effectively and productively.

TECH.8.1.12.D.CS1

Advocate and practice safe, legal, and responsible use of information and technology.

