

Accounting 2: Unit 1: Cash Control Systems

Content Area: **Business/Tech.**
Course(s): **Accounting II**
Time Period: **January**
Length: **4 weeks**
Status: **Published**

Unit Overview

Unit 1 Lessons:

- Prepare business papers related to using a checking account
- Reconcile a bank statement
- Journalize dishonored checks and electronic banking transactions
- Establish and replenish a petty cash fund

Enduring Understandings

- A business uses a petty cash fund for making small payments when writing a check is not time or cost effective.
- Issuing a check on an account with insufficient funds is illegal.
- Professional business managers and accountants need to know how to use computers in order to be efficient in performing accounting tasks.
- Reconciling the balance between a bank statement and a checkbook is an important aspect of cash control.
- The type of endorsement used determines who has ownership of a check.
- Using a checking account for cash transactions over a certain amount provides written evidence to support the accounting records.

Essential Questions

- What are the benefits and costs of managing a checking account?
- What are the three types of check endorsements?
- What are three methods that can be used to control cash?
- Why does a business establish guidelines when setting up a petty cash fund?
- Why is it important to prepare a bank reconciliation when a statement is received?
- Why would a dishonored check affect the credit rating of the person or business who issued the check?

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.
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Student Learning Objectives

- SWBAT define accounting terms related to using a checking account and a petty cash fund
- SWBAT establish and replenish a petty cash fund
- SWBAT identify accounting concepts and practices related to using a checking account
- SWBAT journalize dishonored checks and electronic banking transactions
- SWBAT prepare business papers related to using a checking account
- SWBAT reconcile a bank statement

Lesson Titles

- Checking accounts
- Bank reconciliations
- Dishonored checks and electronic banking
- Petty cash
- Using a computerized accounting system to reconcile a bank statement and open a petty cash fund

- Review and assessment

Career Readiness, Life Literacies, & Key Skills

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.
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).
TECH.9.4.12.CT.2	Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12prof.CR3.a).

Inter-Disciplinary Connections

- LA.11-12.RI.11-12.1 Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.
- LA.11-12.RI.11-12.2 Determine two or more central ideas of a text, and analyze their development and how they interact to provide a complex analysis; provide an objective summary of the text.
- LA.11-12.RL.11-12.1 Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
- LA.11-12.W.11-12.1.A Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.
- 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.2 Produce and edit a multi-page digital document for a commercial or professional audience and present it to peers and/or professionals in that related area for review.
- 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.C.CS4 Contribute to project teams to produce original works or solve problems.
- TECH.8.1.12.D.CS2 Demonstrate personal responsibility for lifelong learning.

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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 using a checking account and a petty cash fund.
- Students will identify accounting concepts and practices related to using a checking account.
- Students will prepare business papers related to using a checking account.
- Students will reconcile a bank statement.
- Students will journalize dishonored checks and electronic banking transactions.
- Students will establish and replenish a petty cash fund.
- 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:**

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- 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:

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- 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:

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- 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

Benchmark Assessments

Skills Based assessment

Reading response

Writing prompt

Lab practical

Alternative Assessment

Performance tasks

Project-based assignments

Problem-based assignments

Presentations

Reflective pieces

Concept maps

Case-based scenarios

Portfolios

Formative Assessment

Warm-up

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

Anticipatory Set

Prior class discussion on posting from a general journal to a general ledger.

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/Answer session
- Think-pair-share
- Thumbs up, Thumbs down
- Whip-around
- Yea or Nay

Summative Assessment

- Chapter 5 Test on Cash Control Systems
- Marking Period Assessment

Resources & Materials

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

Technology

- Automated Accounting Program
- Chromebooks
- Internet
- Microsoft Office Tools
- SmartBoard
- Web-based Aplia Software

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.B.CS1	Apply existing knowledge to generate new ideas, products, or processes.
TECH.8.1.12.B.CS2	Create original works as a means of personal or group expression.