

Unit #5: College Accounting 2021

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

Unit Overview

Students will be instructed on how to set up a new company in QuickBooks Online after doing a sample company walkthrough

Enduring Understandings

- QBO can be used to create a company
- QBO company settings can be changed and modified

Essential Questions

- How do you access customer, vendor and employee information in QBO?
- How do you create a Balance Sheet in QBO?
- How do you log into your QBO account?
- How do you modify the chart of accounts, establish beginning balances and create new customers, vendors, products and services?

Standards/ Indicators/ Student Learning Objectives (SLOs)

Standards/ Indicators

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.9

Analyze the correlation between personal and financial behavior and employability.

Student Learning Objectives (SLOs)

- SWBAT change company settings
- SWBAT close Opening Balance Equity and create a Balance Sheet
- SWBAT create, print, and export a Transaction Detail by Account report
- SWBAT log into their QBO account
- SWBAT modify the chart of accounts: establish beginning balances: and create new customers, vendors, products and services

Lesson Titles

- Close Opening Balance Equity and Create a Balance Sheet
- Company settings
- Create, Print and Export a Transaction Detail by Account
- Modify the Chart of Accounts and Establish Beginning Balances

Career Readiness, Life Literacies, & Key Skills

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).

Inter-Disciplinary Connections

MA.N-Q.A.3	Choose a level of accuracy appropriate to limitations on measurement when reporting quantities.
MA.N-CN.A	Perform arithmetic operations with complex numbers.
LA.RI.11-12.10a	By the end of grade 11, read and comprehend literary nonfiction at grade level text-complexity or above with scaffolding as needed.
LA.W.11-12.1.C	Use transitions (e.g., words, phrases, clauses) to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
LA.9-12.3.1	All students will understand and apply the knowledge of sounds, letters, and words in written English to become independent and fluent readers, and will read a variety of materials and texts with fluency and comprehension.
MA.9-12.4.1	All students will develop number sense and will perform standard numerical operations

	and estimations on all types of numbers in a variety of ways.
MA.9-12.4.1.12 A.1	Extend understanding of the number system to all real numbers.
SOC.6.1.12.A.14.a	Evaluate the effectiveness of the checks and balances system in preventing one branch of national government from usurping too much power during contemporary times.
SOC.6.1.12.C.5.a	Analyze the economic practices of corporations and monopolies regarding the production and marketing of goods, and determine the positive or negative impact of these practices on individuals and the nation and the need for government regulations.
SOC.6.1.12.C.14.a	Use economic indicators to evaluate the effectiveness of state and national fiscal (i.e., government spending and taxation) and monetary (i.e., interest rates) policies.
SOC.6.1.12.D.5.a	Analyze government policies and other factors that promoted innovation, entrepreneurship, and industrialization in New Jersey and the United States during this period.
TEC.9-12.	Social Aspects
TEC.9-12.8.1	All students will use computer applications to gather and organize information and to solve problems.
TEC.9-12.8.1.12 A.3	Construct a spreadsheet, enter data, use mathematical or logical functions to manipulate and process data, generate charts and graphs, and interpret the results.
TEC.9-12.8.1.12 B.2	Exhibit legal and ethical behaviors when using information and technology, and discuss consequences of misuse.

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

- MindTap online program to self monitor progress
- One-on-one tutoring opportunities
- Teacher provided notes through power point presentations

Learning Activities and Levels of Blooms/DOK

- Adapt techniques learned to the automated accounting system
- Analyze teacher provided material for potential problems and ethical conflicts
- Apply concepts learned to chapter problems
- Define current chapter vocabulary
- Formulate decisions and create accounting documents based on sound accounting principles
- Interpret and determine whether or not proper accounting procedures have been utilized
- Outline chapter material

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

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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

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Formative Assessment

Warm-up

- Learning log with daily objective
- Question of the day
- Vocabulary of the day

Anticipatory Set

- Understanding QBO procedures

Closure

- Bullseye bulletin board
- Learning log with memorable learning and weekly learning survey

Benchmark Assessment

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

Summative Assessment

- Chapter 2 & 3 review questions
- Chapter 2 & 3 vocabulary matching
- Chapter 3 case studies

Resources & Materials

- Cengage QuickBooks Online Accounting
- MindTap automated accounting software

Technology

- <https://www.startheregoplaces.com/teacher/classroom-resources/ask-cpa/>
- Google Classroom
- <https://www.youtube.com/watch?v=9FgCC65znQ4>
- Intuit video tutorials
- MindTap automated accounting software
- Promethean Board

TECH.8.1.12

Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.

TECH.8.2.12

Technology Education, Engineering, Design, and Computational Thinking - Programming: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.