Unit #9: College Accounting 2021

Content Area: **Business/Tech.**
Course(s): **College Accounting**
Time Period: **March**
Length: **2 weeks**
Status: **Published**

Unit Overview

Budgeting and banking activites are a fundamental part of company's recordkeeping.

Enduring Understandings

- Budgeting helps a company reach short- and long-term goals
- Cash accounts should be reconciled monthly
- Monthly reporting of company activities is required

Essential Questions

- How do I create a profit and loss report in QBO??
- Why do we reconcile the checking account?
- Why is budgeting necessary?

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 add budget amounts to create a budget
- SWBAT create Profit and Loss budget reports
- SWBAT reconcile a checking account and print a reconciliation report

Lesson Titles

- Bank reconciliation
- Budget creation
- Budget reports

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

LA.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.W.11-12.1	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
LA.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.
PFL.9.1.12.A.3	Analyze the relationship between various careers and personal earning goals.
PFL.9.1.12.A.4	Identify a career goal and develop a plan and timetable for achieving it, including educational/training requirements, costs, and possible debt.
SOC.6.3.12	Active Citizenship in the 21st Century: All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.

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

Learning Activities and Levels of Bloom/DOK:

Define current chapter vocabulary

Outline short-term goals

Investigate educational requirements at various colleges

Analyze the cost and other factors when comparing two or more colleges

Formulate decisions and create a long-term plan for pursuing a career in accounting

- MindTap online program to self monitor progress
- One-on-one intervention tutoring
- 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

- Read directions to students

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

Alternative Assessment

Performance tasks

Project-based assignments

Problem-based assignments

Presentations

Reflective pieces

Concept maps

Case-based scenarios

Portfolios

Formative Assessment

Warm-up

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

Anticipatory Set

Company created in QBO in unit 5

Closure

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

Benchmark Assessment

Skills-based assessment

Reading response

Writing prompt

Lab practical

Summative Assessment

- Chapter 8 case studies
- Chapter 8 review questions
- Chapter 8 vocabulary matching activity

Resources & Materials

- Cengage QuickBooks Online
- Intuit QuickBooks Online Program
- MindTap Automated Accounting software

Technology

- Google Classroom
- Intuit QuickBooks Online Program
- 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.