

# Unit #11: College Accounting 2021

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

## Unit Overview

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Financial statements and reports are a monthly requirement.

## Enduring Understandings

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- A Balance Sheets shows a company's financial position at a point in time
- A monthly Income Statement relays a company's income vs. spending ratio
- Accounts receivable and payable are aged to determine their collectability
- QBO allows you to customize and save reports

## Essential Questions

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- How do I create reports in QBO?
- How do I customize reports in QBO?

## Standards/ Indicators/ Student Learning Objectives (SLOs)

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### Standards/ Indicators

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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.

## Student Learning Objectives (SLOs)

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- SWBAT create a Balance Sheet
- SWBAT create a Statement of Cash Flows
- SWBAT create an Accounts Payable Aging Summary
- SWBAT create an Accounts Receivable Aging Summary
- SWBAT create an Income Statement
- SWBAT create an Inventory Valuation Summary
- SWBAT customize and save reports

## Lesson Titles

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- Accounts Payable Aging Summary
- Accounts Receivable Aging Summary
- Balance Sheet
- Customizing and Saving Reports
- Income Statement
- Inventory Valuation Summary
- Statement of Cash Flows

## Career Readiness, Life Literacies, & Key Skills

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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

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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**

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- 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**

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- 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**

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## **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**

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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

## **At Risk Modifications**

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- 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

## **Formative Assessment**

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### **Warm-up**

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

### **Anticipatory Set**

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Company created in QBO in unit 5

### **Closure**

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

### **Alternative Assessments**

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Performance tasks

Project-based assignments

Problem-based assignments

Presentations

Reflective pieces

Concept maps

Case-based scenarios

Portfolios

## **Benchmark Assessment**

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Skills-based assessment

Reading response

Writing prompt

Lab practical

## **Summative Assessment**

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- Chapter 10 case studies
- Chapter 10 review questions
- Chapter 10 vocabulary matching activity

## **Resources & Materials**

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

## **Technology**

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- 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.