

Unit 3 Corporate Bookkeeping, Accounting

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Unit 3 Corporate Bookkeeping Accounting, Computerized Accounting - Accounting 3
Department of Curriculum and Instruction



Belleville Public Schools

Curriculum Guide

Computerized Accounting, Accounting 3 Corporate Bookkeeping, Accounting

Belleville Board of Education

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Unit Overview

Students will explore the complete bookkeeping cycle for a typical business, and acquire an understanding of how all the pieces fit together and move in a computerized accounting environment.

Through the use of QuickBooks, Excel and other applications, students will learn to track business operations timely and accurately. Students will gain hands-on experience working with a computerized general ledger package, such as QuickBooks. Students will learn to use the many features that automate accounting functions, such as reconciling checking accounts, tracking credit card transactions, invoicing customers, receiving payments and making bank deposits, writing checks and tracking revenue and costs per job or customer, paying bills, working with inventory, tracking and paying sales tax, and entering payroll entries. Study period-end closing entries and adjustments. Students will explore the function of, and gain knowledge of how to create and read, the various management and accounting reports that these systems can generate, such as the balance sheet, profit and loss, cash flow, trial balance, and a detailed general ledger.

Enduring Understanding

- The confidence to work with a computerized accounting package
- An understanding of computerized accounting applications and their advantages
- The ability to generate reports with ease and efficiency
- An understanding of and the ability to perform major functions within a computerized accounting cycle
- Use spreadsheet and accounting software to derive and maintain accounting records and to produce reports.

- Define the purpose of a journal and its relationship to the ledger.
- Analyze business transactions using source documents.
- Journalize business transactions using various journal formats.
- Prepare and analyze a trial balance to determine the necessary adjustments (accruals and deferrals) to prepare financial statements.
- Prepare financial statements.
- Journalize and post closing entries and prepare a post-closing trial balance.
- Prepare bank reconciliations.
- Identify cash control techniques.

Essential Questions

How do computerized accounting systems help companies make decisions about planning, organizing and allocating resources?

How is computerized accounting for a merchandising business different than manual accounting for a merchandising business?

How is establishing a computerized accounting system different from establishing a manual accounting system?

Exit Skills

Learning Goals: Students will be able to:
Describe the capabilities of the computerized accounting software and perform installation and start-up procedures
Perform general operating procedures
Perform operating procedures related to using menu bar and toolbar items
Complete the general journal input form
Enter chart of accounts maintenance data
Enter and correct general journal transactions
Display accounts, journal entries, graphs and ledger reports
Record and display adjusting entries
Display financial statements

Complete bank reconciliation procedures
Perform period-end closing

New Jersey Student Learning Standards (NJSL-S)

New Jersey Student Learning Standards applicable to this unit.

CRP.K-12.CRP2	Apply appropriate academic and technical skills.
9.3.12.FN-ACT.4	Utilize career-planning concepts, tools and strategies to explore, obtain and/or develop an accounting career.
PFL.9.1.12.A.6	Summarize the financial risks and benefits of entrepreneurship as a career choice.
CRP.K-12.CRP4	Communicate clearly and effectively and with reason.
9.3.12.FN	Finance
PFL.9.1.12.C.3	Compute and assess the accumulating effect of interest paid over time when using a variety of sources of credit.
9.3.12.FN-ACT.3	Process, evaluate and disseminate financial information to assist business decision making.
PFL.9.1.12.A	Income and Careers
PFL.9.1.12.C	Credit and Debt Management
9.3.12.FN.1	Utilize mathematical concepts, skills and problem solving to obtain necessary information for decision making in the finance industry.
9.3.12.FN-ACT.2	Utilize accounting tools, strategies and systems to plan, monitor, manage and maintain the use of financial resources.
CRP.K-12.CRP3.1	Career-ready individuals understand the relationship between personal health, workplace performance and personal well-being; they act on that understanding to regularly practice healthy diet, exercise and mental health activities. Career-ready individuals also take regular action to contribute to their personal financial well-being, understanding that personal financial security provides the peace of mind required to contribute more fully to their own career success.
CRP.K-12.CRP1	Act as a responsible and contributing citizen and employee.
9.3.12.FN-ACT.1	Describe and follow laws and regulations to manage accounting operations and transactions.

Interdisciplinary Connections

Interdisciplinary Connections/Cross-Curricular New Jersey Student Learning Standards that link to this unit.

MA.9-12.F-IF

Interpreting Functions

TECH.8.1.12

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.

Range of Reading and Level of Text Complexity

Learning Objectives

Computerized Accounting emphasizes the application of computers to sound accounting practices.

Students will learn to direct the computer functions to accomplish the various steps learned in accounting principles in accordance with generally accepted procedures.

- demonstrate a proficiency in computerized accounting for service and merchandising businesses by solving reviews, assessments and exams.
- demonstrate knowledge of computerized accounting by setting up a system from start to finish.

Suggested Activities & Best Practices

Activities: Chapter worksheets/questions Excel Accounting Equation Problems Accounting in the Real World Internet Activities Business Structures Critical Thinking Problems Automated Accounting Problems Excel Work Together Problems Excel On Your Own Problems Excel Application Problems, Mastery Problems, Challenge Problems and Recycle Problems Automated Accounting Application Problems, Mastery Problems, Challenge Problems and Recycle Problems Accounting Terms Cases for Critical Thinking Problems

Evidence of Student Learning - Checking for Understanding (CFU)

Evidence of Student Learning with Checking for Understanding (CFU) techniques used during the lesson and/or for Closure (Madeline Hunter), listed are the variety of means used to assess students' learning.

- Admit Tickets
- Anticipation Guide
- Common benchmarks
- Compare & Contrast
- Create a Multimedia Poster
- Define
- Describe
- Evaluate
- Evaluation rubrics
- Exit Tickets
- Explaining
- Fist- to-Five or Thumb-Ometer
- Illustration
- Journals
- KWL Chart
- Newspaper Headline
- Outline
- Question Stems
- Quickwrite
- Quizzes
- Red Light, Green Light
- Self- assessments
- Socratic Seminar
- Study Guide
- Teacher Observation Checklist
- Think, Pair, Share
- Think, Write, Pair, Share
- Top 10 List
- Unit tests

Primary Resources & Materials

Resources: Advanced Century 21 South Western Accounting Text Book, Advanced Century 21 South

Western Accounting Work book, Automated Accounting software, Various Internet websites, guest speakers

Ancillary Resources

Quia, Websites, Online simulations, Quizlet, Educational gaming

Technology Infusion

Upon completion of this sections, please remove all remaining descriptions, notes, outlines, examples and/or illustrations that are not needed or used.

What **Technology Infusion** and/or strategies are integrated into this unit to enhance learning? Please list all hardware, software and strategies. Please find a technology pedagogy wheel for assistance while completing this section.

Win 8.1 Apps/Tools Pedagogy Wheel

Podcasts
 Photostory 3
 Kid Story Builder
 Music Maker Jam
 Paint A Story
 Office 365
 MS PowerPoint
 Stack 'Em Up
 NqSquared Numbers
 Physamajig
 Xylophone 8

Wikipedia
 Skydrive
 Lync
 SkyMap
 Skype
 Office 365
 Puzzle Touch
 Easy QR
 Memorylage
 Life Moments
 Word Cloud Maker

Where's Waldo?
 MS Excel Office 365
 Flipboard Nova Mindmapping

Ted Talks
 Record Voice Pen



Originally taken from <http://www.coetail.com/vzimmer/files/2013/02/iPadagogy-Wheel.001.jpg>
 And adapted for Windows 8.1 devices by Charlotte Beckhurst @CharBeckhurst

Alignment to 21st Century Skills & Technology

21st Century Skills & Technology and their Alignment to the core content areas is essential to student learning. The core content areas include:

- English Language Arts;
- Mathematics;
- Science and Scientific Inquiry (Next Generation);
- Social Studies, including American History, World History, Geography, Government and Civics, and Economics;
- World languages;
- Technology;
- Visual and Performing Arts.

21st Century Skills/Interdisciplinary Themes

21st Century/Interdisciplinary Themes that will be incorporated into this unit.

- Communication and Collaboration
- Creativity and Innovation
- Critical thinking and Problem Solving
- ICT (Information, Communications and Technology) Literacy
- Information Literacy
- Life and Career Skills
- Media Literacy

21st Century Skills

21st Century Skills that will be incorporated into this unit.

- Civic Literacy
- Environmental Literacy
- Financial, Economic, Business and Entrepreneurial Literacy
- Global Awareness
- Health Literacy

Differentiation

Differentiation in a lesson lies within content, process, and/or product.

Identified are the ones that will be employed in this unit.

Differentiations:

- Small group instruction
- Small group assignments
- Extra time to complete assignments
- Pairing oral instruction with visuals
- Repeat directions
- Use manipulatives
- Center-based instruction
- Token economy
- Study guides
- Teacher reads assessments allowed
- Scheduled breaks
- Rephrase written directions
- Multisensory approaches
- Additional time
- Preview vocabulary
- Preview content & concepts
- Story guides
- Behavior management plan
- Highlight text
- Student(s) work with assigned partner
- Visual presentation
- Assistive technology
- Auditory presentations
- Large print edition
- Dictation to scribe
- Small group setting

Hi-Prep Differentiations:

- Alternative formative and summative assessments
- Choice boards
- Games and tournaments
- Group investigations
- Guided Reading
- Independent research and projects
- Interest groups
- Learning contracts
- Leveled rubrics
- Literature circles

- Multiple intelligence options
- Multiple texts
- Personal agendas
- Project-based learning
- Problem-based learning
- Stations/centers
- Think-Tac-Toes
- Tiered activities/assignments
- Tiered products
- Varying organizers for instructions

Lo-Prep Differentiations

- Choice of books or activities
- Cubing activities
- Exploration by interest
- Flexible grouping
- Goal setting with students
- Jigsaw
- Mini workshops to re-teach or extend skills
- Open-ended activities
- Think-Pair-Share
- Reading buddies
- Varied journal prompts
- Varied supplemental materials

Intervention Strategies

Intervention Strategies that will be employed in the unit, using the ones identified below.

- allowing students to correct errors (looking for understanding)
- teaching key aspects of a topic. Eliminate nonessential information
- allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slide shows, videos, etc.) to demonstrate student's learning
- allowing students to select from given choices
- allowing the use of note cards or open-book during testing
- collaborating (general education teacher and specialist) to modify vocabulary, omit or modify items to reflect objectives for the student, eliminate sections of the test, and determine how the grade will be determined prior to giving the test.
- decreasing the amount of work presented or required
- having peers take notes or providing a copy of the teacher's notes
- marking students' correct and acceptable work, not the mistakes

- modifying tests to reflect selected objectives
- providing study guides
- reducing or omitting lengthy outside reading assignments
- reducing the number of answer choices on a multiple choice test
- tutoring by peers
- using authentic assessments with real-life problem-solving
- using true/false, matching, or fill in the blank tests in lieu of essay tests
- using videos, illustrations, pictures, and drawings to explain or clarify

Special Education Learning

Special Education Learning adaptations that will be employed in this unit, using the ones identified below.

- printed copy of board work/notes provided
- additional time for skill mastery
- assistive technology
- behavior management plan
- Center-Based Instruction
- check work frequently for understanding
- computer or electronic device utilizes
- extended time on tests/ quizzes
- have student repeat directions to check for understanding
- highlighted text visual presentation
- modified assignment format
- modified test content
- modified test format
- modified test length
- multiple test sessions
- multi-sensory presentation
- preferential seating
- preview of content, concepts, and vocabulary
- reduced/shortened reading assignments
- Reduced/shortened written assignments
- secure attention before giving instruction/directions
- shortened assignments
- student working with an assigned partner
- teacher initiated weekly assignment sheet
- Use open book, study guides, test prototypes

English Language Learning (ELL)

English Language Learning adaptations that will be employed in this unit, using the ones identified below.

- teaching key aspects of a topic. Eliminate nonessential information
- using videos, illustrations, pictures, and drawings to explain or clarify
- allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slide shows, videos, etc.) to demonstrate student's learning;
- allowing students to correct errors (looking for understanding)
- allowing the use of note cards or open-book during testing
- decreasing the amount of work presented or required
- having peers take notes or providing a copy of the teacher's notes
- modifying tests to reflect selected objectives
- providing study guides
- reducing or omitting lengthy outside reading assignments
- reducing the number of answer choices on a multiple choice test
- tutoring by peers
- using computer word processing spell check and grammar check features
- using true/false, matching, or fill in the blank tests in lieu of essay tests

Sample Lesson
