Unit 1, Automated Accounting

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Unit 1, Automated Accounting, Accounting 3 - Computerized Accounting

Department of Curriculum and Instruction

Belleville Public Schools

Curriculum Guide

Accounting 3

Unit 1, Automated Accounting

Belleville Board of Education

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Unit Overview

Computerized Applications for Accounting is a practical introduction to the utilization of an integrated accounting package for microcomputers, including considerations necessary in choosing and implementing a computerized accounting system. Students learn the differences between manual and computerized accounting systems and will set up and use integrated computerized general ledger, accounts receivable, accounts payable, inventory, depreciation and payroll applications, to maintain accounting records of a business and produce financial reports including cash flow, horizontal and vertical analysis.

Enduring Understanding

Compare and contrast manual and computerized accounting systems. Appreciate the limitations of financial statements. Appreciate the articulation process in the generation of financial statements. Demonstrate

production of summary financial statements through a computerized general ledger program, including balance sheets, income statements, statement of retained earnings and statement of cash flows.

Essential Questions

Is it easier to use a computerized accounting system then a manual one?

What are some of the positives and negatives of both a manual and computerized accounting system?

List the various advantages of a computerized accounting system

Exit Skills

Students will be able to use a computerized accounting application to maintain records of business transactions including sales and purchases, receipts and payments, and to prepare reports.

Students will learn the accounting cycle for both a service and merchandising business and apply this cycle to a sole proprietorship, partnership, and corporation. Students will be able to select and use appropriate computer software to develop and maintain accounting records and create reports, create and maintain ledgers, prepare and analyze financial statements, calculate depreciation, and determine budgets.

New Jersey Student Learning Standards (NJSLS-S)

9.3.12.FN	Finance
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.2	Utilize tools, strategies and systems to plan, monitor, manage and maintain the use of financial resources.
9.3.12.FN.4	Determine effective tools, techniques and systems to communicate and deliver value to finance customers.
9.3.12.FN.13	Manage a financial product or service mix in order to respond to market opportunities.
9.3.12.FN-BNK.4	Demonstrate the use of banking technology and equipment.
9.3.12.FN-BF.2	Manage the use of financial resources to ensure business stability.

Interdisciplinary Connections

MA.F-IF.B.5	Relate the domain of a function to its graph and, where applicable, to the quantitative relationship it describes.
LA.RH.11-12.7	Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, qualitatively, as well as in words) in order to address a question or solve a problem.
LA.WHST.11-12.10	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
CRP.K-12.CRP6	Demonstrate creativity and innovation.
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.

Learning Objectives

Maintain subsidiary ledgers within a computerized accounting system

A. Accounts Payable Ledgers

B. Accounts Receivable Ledgers

C. Payroll Ledgers

D. Inventory

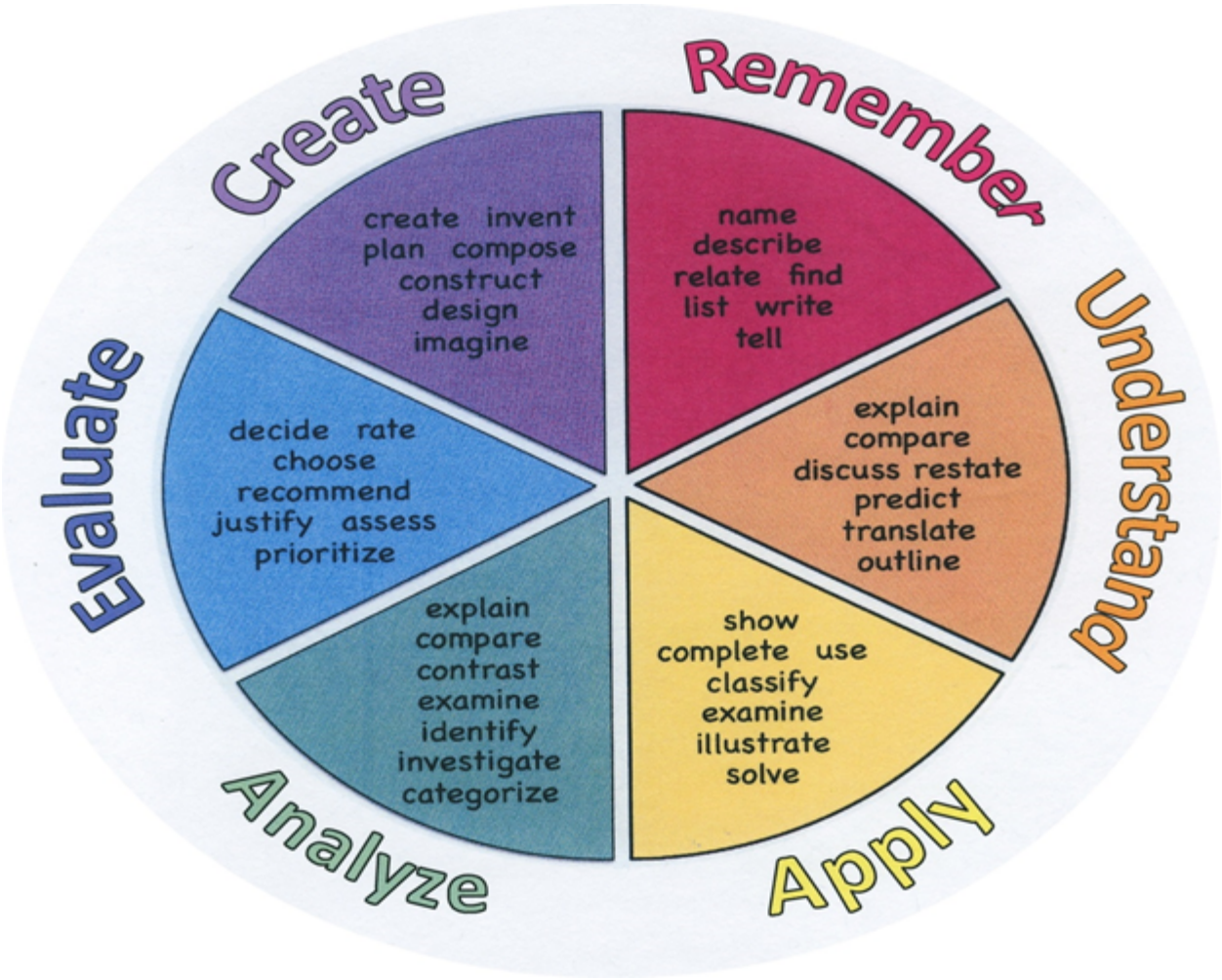
E. Fixed Assets

Enter data into a computerized accounting system

Identify elements of the accounting equation and describe the changes that take place in them as a result of any

business transaction.

Remember	Understand	Apply	Analyze	Evaluate	Create
Choose	Classify	Choose	Categorize	Appraise	Combine
Describe	Defend	Dramatize	Classify	Judge	Compose
Define	Demonstrate	Explain	Compare	Criticize	Construct
Label	Distinguish	Generalize	Differentiate	Defend	Design
List	Explain	Judge	Distinguish	Compare	Develop
Locate	Express	Organize	Identify	Assess	Formulate
Match	Extend	Paint	Infer	Conclude	Hypothesize
Memorize	Give Examples	Prepare	Point out	Contrast	Invent
Name	Illustrate	Produce	Select	Critique	Make
Omit	Indicate	Select	Subdivide	Determine	Originate
Recite	Interrelate	Show	Survey	Grade	Organize
Select	Interpret	Sketch	Arrange	Justify	Plan
State	Infer	Solve	Breakdown	Measure	Produce
Count	Match	Use	Combine	Rank	Role Play
Draw	Paraphrase	Add	Detect	Rate	Drive
Outline	Represent	Calculate	Diagram	Support	Devise
Point	Restate	Change	Discriminate	Test	Generate
Quote	Rewrite	Classify	Illustrate		Integrate
Recall	Select	Complete	Outline		Prescribe
Recognize	Show	Compute	Point out		Propose
Repeat	Summarize	Discover	Separate		Reconstruct
Reproduce	Tell	Divide			Revise
	Translate	Examine			Rewrite
	Associate	Graph			Transform
	Compute	Interpolate			
	Convert	Manipulate			
	Discuss	Modify			
	Estimate	Operate			
	Extrapolate	Subtract			
	Generalize				
	Predict				



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

- Automated Accounting Simulations (supports differentiation) to produce a purchases journal
- Student groups for the purpose of collaboration on accounting projects related to recommendation of special amount column additions
- Roundtable discussions for the purpose of responding to prompts/simulated scenarios related to accounts payable/receivable ledgers
- Think/pair share for the purpose of engagement/simulation (DO NOW) utilizing information in general and sales journals
- Student presentations of results via Google slides and sheets for the purpose of developing presentational skills

- Staff presentation of data via Google slides, Sheets YouTube, classroom for the purpose of establishing forum for communication and to address all learning styles
- Guided demonstration (model)

Assessment Evidence - Checking for Understanding (CFU)

- GOOGLE: classroom communications, spreadsheets quizzes, surveys, anticipatory sets, exit tickets (forms)-formative assessment
- Quarterly benchmarks
- Roundtable discussion results
- Unit tests-summative assessment
- Teacher observation
- Rubrics
- Web-based assessments-alternate assessment
- Student presentations of results via Google slides and sheets for the purpose of developing presentational skills-benchmark assessment

- Admit Tickets
- Anticipation Guide
- Common Benchmarks
- Compare & Contrast
- Create a Multimedia Poster
- DBQ's
- Define
- Describe
- Evaluate
- Evaluation rubrics
- Exit Tickets

- Explaining
- Fist- to-Five or Thumb-Ometer
- Illustration
- Journals
- KWL Chart
- Learning Center Activities
- Multimedia Reports
- Newspaper Headline
- Outline
- Question Stems
- Quickwrite
- Quizzes
- Red Light, Green Light
- Self- assessments
- Socratic Seminar
- Study Guide
- Surveys
- Teacher Observation Checklist
- Think, Pair, Share
- Think, Write, Pair, Share
- Top 10 List
- Unit review/Test prep
- Unit tests
- Web-Based Assessments
- Written Reports

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

Automated Accounting Program, Internet IRS.gov website. Microsoft Word, Microsoft Excel, Microsoft Power point

- YouTube: for the purpose of research, presentations on creating a purchases journal
- Classroom: Informational (assignments, grades) and Ongoing communication (messaging) with peers and teacher
- Forms: For the purpose of surveys, exit tickets, assignments, quizzes, tests, anticipatory sets related to posting transactions from special journals
- Slides: For the purpose of developing presentational skills
- Sheets: For the purpose of developing analytical skills and creation of financial statements
- Docs: For the purpose of developing writing skills

CHROMEBOOKS/SMART TV

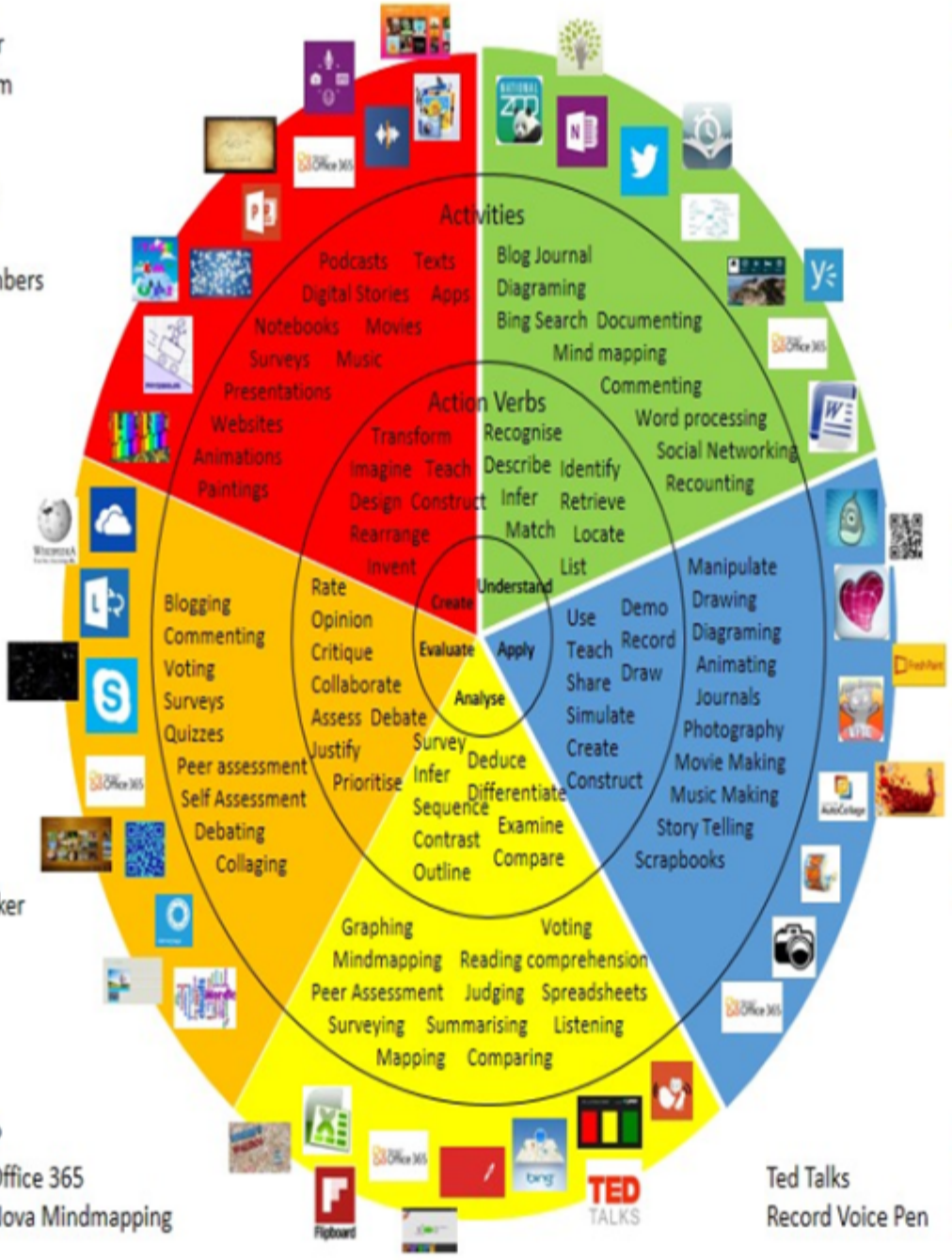
SOFTWARE SIMULATIONS

Technology Infusion and/or strategies are integrated into this unit to enhance learning.

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.

CRP.K-12.CRP2	Apply appropriate academic and technical skills.
CRP.K-12.CRP2.1	Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive. They make connections between abstract concepts with real-world applications, and they make correct insights about when it is appropriate to apply the use of an academic skill in a workplace situation.
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.CRP4.1	Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others' time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.
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.8.1.12.A.3	Collaborate in online courses, learning communities, social networks or virtual worlds to discuss a resolution to a problem or issue.
TECH.8.1.12.A.CS1	Understand and use technology systems.
TECH.8.1.12.A.CS2	Select and use applications effectively and productively.

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

PFL.9.1.12.A.7	Analyze and critique various sources of income and available resources (e.g., financial assets, property, and transfer payments) and how they may substitute for earned income.
PFL.9.1.12.A.8	Analyze different forms of currency and how currency is used to exchange goods and services.
PFL.9.1.12.A.9	Analyze how personal and cultural values impact spending and other financial decisions.
PFL.9.1.12.A.10	Demonstrate how exemptions and deductions can reduce taxable income.
PFL.9.1.12.A.11	Explain the relationship between government programs and services and taxation.
PFL.9.1.12.G.1	Analyze risks and benefits in various financial situations.

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

CRP.K-12.CRP1.1	Career-ready individuals understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.
CRP.K-12.CRP7.1	Career-ready individuals are discerning in accepting and using new information to make decisions, change practices or inform strategies. They use reliable research process to search for new information. They evaluate the validity of sources when considering the use and adoption of external information or practices in their workplace situation.
CRP.K-12.CRP8.1	Career-ready individuals readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of problems when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. They carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through their own actions or the actions of others.

CRP.K-12.CRP11.1	Career-ready individuals find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks-personal and organizational-of technology applications, and they take actions to prevent or mitigate these risks.
CRP.K-12.CRP12.1	Career-ready individuals positively contribute to every team, whether formal or informal. They apply an awareness of cultural difference to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.
PFL.9.1.12.A.1	Differentiate among the types of taxes and employee benefits.
PFL.9.1.12.A.3	Analyze the relationship between various careers and personal earning goals.

Differentiation

- Small group instruction in support of activities related to posting from special journals
- Small group setting
- Extra time to complete assignments on purchase journal preparation
- Pairing oral instructions with visuals on utilzation of information in a general and sales journal
- Study Guides
- Preview content and concepts
- Project based learning
- Leveled rubrics
- Open-ended activities on posting to accounts payable and receivable ledgers
- Choice of activities
- Think Pair Share

Differentiation 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

Special Education Learning (IEP's & 504's)

- Provide modifications as dictated in the student’s IEP/504 plan
- Additional Time to pepare and post to purchasing journal/accounts payable/accounts receivable ledgers
- Alternative assessment strategies (ex. Verbal as opposed to google assessment) related to utlizing invoices as source documents
- Modified assessments on analysis and recommendations of special amount column additions
- Preferential seating
- Peer mentoring

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
- multi-sensory presentation
- multiple test sessions
- preferential seating
- preview of content, concepts, and vocabulary
- Provide modifications as dictated in the student's IEP/504 plan
- 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)

- Translation of content/activities (Port of Entry) related to purchase journals and invoices
- Assignments submitted in native language (Port of Entry)
- Modifying assignments related to posting to purchase journals; accounts payable and receivable ledgers
- Review assignment/project directions (model)
- Open book/notes options
- Tutoring by peers
- Modifying tests to reflect selected objectives

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 clarif
- 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 workpresented 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

At Risk

- Peer tutoring on purchase journal transactions
- Correction and resubmission of work
- Model concepts of invoices as source documents, utilizing information w/in journals and posting to accounts payable/receivable ledgers

- Evaluating correct work; collaborating with student on incorrect work

At Risk Intervention Strategies that will be employed in this 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 workpresented 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

Talented and Gifted Learning (T&G)

- Complete activities above grade level
- Advanced problem-solving utilizing information on general and sales journals, originating postings to accounts payable/receivable
- Teacher-selected instructional strategies (simulations) focused to provide challenge, engagement, and growth opportunities in the construction of a general journal for a merchandising business
- Simulated project modules utilizing technology at higher level to produce a purchases journal, recording transactions with related interpretation of results
- Higher order, critical and creative thinking skills, and discovery

Talented and Gifted adaptations that will be employed in this unit, using the ones identified below.

- Above grade level placement option for qualified students
- Advanced problem-solving
- Allow students to work at a faster pace
- Cluster grouping
- Complete activities aligned with above grade level text using Benchmark results
- Create a blog or social media page about their unit
- Create a plan to solve an issue presented in the class or in a text
- Debate issues with research to support arguments
- Flexible skill grouping within a class or across grade level for rigor
- Higher order, critical & creative thinking skills, and discovery
- Multi-disciplinary unit and/or project
- Teacher-selected instructional strategies that are focused to provide challenge, engagement, and growth opportunities
- Utilize exploratory connections to higher-grade concepts
- Utilize project-based learning for greater depth of knowledge

Sample Lesson

Unit Name: Calculating and Recording Departmental Payroll Data

NJSLS:

PFL.9.1.12.A.8, PFL.9.1.12.B.5, , 9.3.12.FN-ACT.3, 9.3.12.FN□ACT.2, PFL.9.1.12.A.5, PFL.9.1.12.A.3, PFL.9.1.12.A.11, L; PFL.9.1.12.B.7, PFL.9.1.12.B.2

Interdisciplinary Connection: Math and Financial Measuring skills, Reading information, vocabulary Critical Thinking and addition and subtraction and multiplication in analyzing transactions.

Statement of Objective:

SWDAT create a payroll register by using the excel spreadsheet program on the computer. Students will Calculate and journalize payment of payroll tax liabilities. Students will analyze 3 journal entries at 90 percent accuracy**.**

Anticipatory Set/Do Now: Payroll Work Sheet Hand outs

Learning Activity:

Demonstrate and explain how to prepare a payroll register and calculate and journalize payment of payroll tax liabilities. Have students work on Problem 4-7 on page 79 using the Accounting 3 Excel template.

Student Assessment/CFU's: 9. Observation and 12. Portfolio check

Materials: Text Book, Handouts, Smart Board and Computers

21st Century Themes and Skills:

Differentiation:Above - Higher tiered questioning and work sheets,peer teaching Students will score 90% or above

On - On target questioning students will score 80% or above

Below - Basic questioning, teacher assisted practice, misconception checks students will score 75% or above

Integration of Technology: Computers used to create journal entries and financial statements for a corporation and Smart Board used to demonstrate how to create journal entries and financial statements for a corporation.