

Jay Curriculum: Unit Cover Page

Unit title: Automated Accounting – 1

Grade Level: 11-12

Content Area(s): Business/Computers

Date Created:

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Year 1 Map & Template Development

- Map/Matrix Completed
- Material & Resources Listed
- Draft Design Template Completed
- Initial Draft Template Document

Year 2 Piloting

- Develop:
- Performance Tasks
- Other Assessments
- Scoring Rubrics
- Piloted

Year 3 Review & Complete Assessment

- Performance Tasks Development
- Other Assessments Completed
- Scoring Rubrics Completed
- Reviewed/Revised Templates

Year 4

- Full Implementation
- Benchmarks Established

Standard(s)/Performance Indicators:

C Math
2

Unit: Automated Accounting Unit 1

Brief Summary of Unit/Topic

Summary:

This course is taken as an independent study class for students interested in pursuing a career in accounting. In this class, students will input data and generate reports for numerous business simulations. Automated Accounting will give the students an opportunity to transfer basic accounting concepts learned in accounting 1 to practical hands-on activity.

Stage #1: Identify Desired Results

Essential Question/s:

General understanding/s (What is worth being familiar with?)

Students will know:

The importance of completing an input form for each transaction. When and how to use each journal or ledger. Complete financial statements. Reconcile a checkbook and generate a report. How to maintain and track inventory.

Students will be able to:

Input data into the various accounting forms – general journal, cash receipts journal, purchases journal, sales journal, and cash payments journal. Once data has been input, students will be able to view ledgers, which will show current balances. Financial reports will be able to be generated once all data has been properly input.

Enduring Understanding/s:

How to save and load data
The importance of inputting data accurately
How to add and delete accounts
How to display journals and print
How to complete closing transactions
Generate and interpret charts and graphs

Stage #2: Evidence

What evidence will students have to provide in order to demonstrate that they have developed the skills, knowledge and understanding to successfully complete this unit?

Performance Tasks/Products/other assessments Performance tasks should have a <u>scoring guide</u> .	<i>Performance Indicators</i> for this task.* Example: ELA: C- 1,2,3 Science: B- 3,5,7 SS His: H- 2	<u>Modalities</u> K =Kinesthetic O =oral V =visual W =written	Are <u>examples</u> available to students? ? Y, N, or N/A	Component of Local Assessment System? Y or N (See aligned scoring guide .)
Completion of comprehensive projects	Math C2			
QUIZZES, TESTS, PROMPTS				
Tests				
OTHER				
Completion of class work				
STUDENT SELF ASSESSMENT				
Self assessment of work				

*Abbreviate: English Language Arts= ELA, Career Preparation=CP, Modern and Classical Languages=MCL, Social Studies=SS, Visual and Performing Arts=VPA

Stage #3: Plan learning experiences & instruction

What teaching & learning experiences may equip students to develop & demonstrate the targeted understanding(s)? (activities/plans):

1. Explain how to start automated accounting software
2. Explain how to save and retrieve information
3. Prepare a chart of accounts and edit a chart of account
4. Explain the different journals and when to use each journal
5. Understand accounts receivable and accounts payable
6. Prepare vendor and customer accounts
7. Identify separate accounts in general ledger
8. Perform period end closings
9. Complete financial statements
10. Perform bank reconciliation
11. Prepare graphs and charts for comparison purposes

REFERENCES:

Automated Accounting 6.0, 1st Edition; Warren Allen and Dale Klooster; South-Western Publishing Co.; c.1996

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