

Texas Business Education

Recordkeeping

TEACHER RESOURCE GUIDE

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Recordkeeping Course Specifications and Description

Course Specifications:

Course Number: 120.27

PEIMS Code: 12011600

Grade Placement: 9-10

Credits: ½ to 1

Prerequisites: None

Course Description:

Students implement personal and interpersonal skills to strengthen individual performance in the workplace and in society and to make a successful transition to the workforce and/or postsecondary education. Students analyze the social responsibility of business and industry impacting significant issues relating to the environment, ethics, health, safety, and diversity in society and the workplace. Students develop a foundation in economic, financial, technological, international, social, and ethical aspects of business to become competent consumers, employees, and entrepreneurs. Students enhance reading, writing, computing, communications, and reasoning skills, and apply them to the business environment.

Course Objectives:

- Use the numeric keypad by touch with accuracy.
- Perform basic and intermediate calculations using a spreadsheet.
- Format a spreadsheet.
- Verify data with accuracy.
- File data electronically.
- Organize tasks to work more efficiently.
- Perform recordkeeping tasks in a productive manner.
- Use software to analyze budgeting and investing.
- Demonstrate
 - Responsible use of credit.
 - Skill in keeping banking records.
 - Knowledge of banking services both nationally and internationally.
 - Skill in using specialized recordkeeping procedures
 - Skill in preparing and analyzing financial statements.
 - Skill in preparing payroll for a business.
 - Knowledge and understanding of the need and use of ethics in business.

Recordkeeping

Texas Essential Knowledge and Skills

120.27. Recordkeeping (One-Half to One Credit).

- (a) General requirements. This course is recommended for students in Grades 9-10.
- (b) Introduction. Students implement personal and interpersonal skills to strengthen individual performance in the workplace and in society and to make a successful transition to the workforce and/or postsecondary education. Students analyze the social responsibility of business and industry regarding the significant issues relating to the environment, ethics, health, safety, and diversity in society and in the workplace. Students develop a foundation in the economical, financial, technological, international, social, and ethical aspects of business to become competent consumers, employees, and entrepreneurs. Students enhance reading, writing, computing, communications, and reasoning skills and apply them to the business environment.
- (c) Knowledge and skills
 - (1) The student identifies the rights and responsibilities of consumer credit.
The student is expected to:
 - (A) develop a record keeping vocabulary;
 - (B) project the effect of poor credit on a consumer's credit worthiness by examining credit reports;
 - (C) list and explain the qualifications and procedures needed to obtain credit;
 - (D) research and present cases of consumer protection laws, for example, Texas Lemon Law and Deceptive Trade Practices Act;
 - (E) distinguish between regular and revolving credit accounts;
 - (F) identify problems involving personal use of credit cards;
 - (G) consider an annual percentage rate (APR) table and compute the APR on revolving charge accounts;
 - (H) compare costs of various forms of credit;
 - (I) determine the bank that offers the best credit card contract;
 - (J) interpret payment plans; and
 - (K) evaluate the effect of credit scoring on determining the availability of credit
 - (2) The student demonstrates an understanding of personal financial management.
The student is expected to:
 - (A) explain the importance of providing accurate information and calculations;
 - (B) calculate gross and net pay;
 - (C) plan and maintain a budget;
 - (D) simulate opening and maintaining various types of bank account;
 - (E) reconcile bank statements;
 - (F) compare the advantages and disadvantages of different types of banking services;
 - (G) examine investment growth by developing a personal investment plan;
 - (H) prepare an individual income tax return; and
 - (I) complete an order for merchandise for personal use.

- (3) The student applies mathematical processes to solve business problems.
The student is expected to:
- (A) apply the order of operations principle when solving business problems;
 - (B) calculate answers to problems using addition, subtraction, division, multiplication, percentages, and decimals;
 - (C) demonstrate ability to operate numeric key pad by touch;
 - (D) calculate conversions from the United States to the metric system of measurement;
 - (E) calculate currency conversion;
 - (F) calculate pay using time cards;
 - (G) prepare local, state, and federal tax reports;
 - (H) compare physical and perpetual inventories;
 - (I) prepare a customer's statement of account;
 - (J) verify invoices and statements;
 - (K) compute and verify extensions on purchase orders;
 - (L) calculate trade, chain, and quantity discounts;
 - (M) compute cash discounts and the amount due on purchase orders after adjustments for transportation charges, discounts, and returned merchandise;
 - (N) calculate payment dates;
 - (O) compute the percentage of bad debts to sales;
 - (P) compute the amount of credit card discounts;
 - (Q) maintain accounts receivable; and
 - (R) maintain accounts payable.
- (4) The student researches the components of productivity.
The student is expected to:
- (A) develop time management skills;
 - (B) enhance time management skills by using technology;
 - (C) evaluate the effects of errors versus accuracy on productivity; and
 - (D) evaluate the effects of employee absenteeism on business productivity
- (5) The student explains the concepts of integrity and confidentiality as related to the business environment.
The student is expected to:
- (A) define business ethics;
 - (B) define honest and dishonest business practices;
 - (C) analyze the effects of unethical practices on business;
 - (D) analyze the effects of unethical practices on consumers; and
 - (E) identify ethical considerations resulting from technological advances.

Source: *The provisions of this §120.82 adopted to be effective September 1, 1998, 22 TexReg 4985.*

Recordkeeping TAKS Objectives Crosswalk with TEKS

Language Arts

Objective 1

The student will demonstrate a basic understanding of culturally diverse written texts.

- (6) **Reading/word identification/vocabulary development.** The student acquires an extensive vocabulary through reading and systematic word study.
The student is expected to
- (B) rely on context to determine meanings of words and phrases such as figurative language, connotation and denotation of words, analogies, [idioms,] and technical vocabulary;
 - (C) apply meanings of prefixes, roots, and suffixes in order to comprehend; and
 - (E) use reference material such as glossary, dictionary, [thesaurus, and available technology] to determine precise meanings and usage.
- (7) **Reading/comprehension.** The student comprehends selections using a variety of strategies.
The student is expected to
- (F) produce summaries of texts by identifying main ideas and their supporting details.
- (8) **Reading/variety of texts.** The student reads extensively and intensively for different purposes and in varied sources, including American literature.
The student is expected to
- (B) read in varied sources such as diaries, journals, textbooks, maps, newspapers, letters, speeches, memoranda, [electronic texts, and other media]; and
 - (C) read American and other world literature, including classic and contemporary works.

Objective 2

The student will demonstrate an understanding of the effects of literary elements and techniques in culturally diverse written texts.

- (10) **Reading/literary response.** The student expresses and supports responses to various types of texts.
The student is expected to
- (B) use elements of text to defend, clarify, and negotiate responses and interpretations.
- (11) **Reading/literary concepts.** The student analyzes literary elements for their contributions to meaning in literary texts.
The student is expected to
- (A) compare and contrast varying aspects of texts such as themes, conflicts, and allusions both within and across texts;
 - (B) analyze relevance of setting and time frame to text's meaning;
 - (C) describe and analyze the development of plot and identify conflicts and how they are addressed and resolved;
 - (D) analyze [the melodies of] literary language, including its use of evocative words and rhythms;
 - (E) connect literature to historical contexts, current events, [and his/her own experiences]; and
 - (F) understand literary forms and terms such as author, drama, biography, myth, tall tale, dialogue, tragedy and comedy, [structure in poetry, epic, ballad,] protagonist, antagonist, paradox, analogy, dialect, and comic relief as appropriate to the selections being read.

Objective 3

The student will demonstrate the ability to analyze and critically evaluate culturally diverse written texts and visual representations.

- (6) **Reading/word identification/vocabulary development.** The student acquires an extensive vocabulary through reading and systematic word study.
The student is expected to
 - (F) discriminate between connotative and denotative meanings and interpret the connotative power of words; and
 - (G) read and understand analogies.
- (7) **Reading/comprehension.** The student comprehends selections using a variety of strategies.
The student is expected to
 - (E) analyze text structures such as compare/contrast, cause/effect, and chronological ordering for how they influence understanding; and
 - (G) draw inferences such as conclusions, generalizations, and predictions and support them with text evidence [and experience].
- (8) **Reading/variety of texts.** The student reads extensively and intensively for different purposes in varied sources, including world literature.
The student is expected to
 - (D) interpret the possible influences of the historical context on a literary work.
- (10) **Reading/literary response.** The student expresses and supports responses to various types of texts.
The student is expected to
 - (B) use elements of text to defend, clarify, and negotiate responses and interpretations.
- (12) **Reading/analysis/evaluation.** The student reads critically to evaluate texts and the authority of sources.
The student is expected to
 - (A) analyze the characteristics of clearly written texts, including the patterns of organization, syntax, and word choice;
 - (B) evaluate the credibility of information sources, including how the writer's motivation may affect that credibility; and
 - (C) recognize logical, deceptive, and/or faulty modes of persuasion in texts.
- (19) **Viewing/representing/interpretation.** The student understands and interprets visual representations.
The student is expected to
 - (B) analyze relationships, ideas, [and cultures] as represented in various media; and
 - (C) distinguish the purposes of various media forms such as informative texts, entertaining texts, and advertisements.
- (20) **Viewing/representing/analysis.** The student analyzes and critiques the significance of visual representations.
The student is expected to
 - (B) deconstruct media to get the main idea of the message's content; and
 - (C) evaluate and critique the persuasive techniques of media messages such as glittering generalities, logical fallacies, and symbols.

Objective 4

The student will, within a given context, produce an effective composition for a specific purpose.

- (1) **Writing/purposes.** The student writes in a variety of forms, including business, personal, literary, and persuasive texts, for various audiences and purposes.
The student is expected to
 - (B) write in a voice and style appropriate to audience and purpose; and
 - (C) organize ideas in writing to ensure coherence, logical progression, and support for ideas.
- (2) **Writing/writing processes.** The student uses recursive writing processes when appropriate.
The student is expected to
 - (B) develop drafts [both alone and collaboratively] by organizing and reorganizing content and by refining style to suit occasion, audience, and purpose; and
 - (C) proofread writing for appropriateness of organization, content, style, and conventions.
- (5) **Writing/evaluation.** The student evaluates his/her own writing and the writings of others.
The student is expected to
 - (A) evaluate writing for both mechanics and content.

Objective 5

The student will produce a piece of writing that demonstrates a command of the conventions of spelling, capitalization, punctuation, grammar, usage, and sentence structure.

- (2) **Writing/writing processes.** The student uses recursive writing processes when appropriate.
The student is expected to
 - (C) proofread writing for appropriateness of organization, content, style, and conventions.
- (3) **Writing/grammar/usage/conventions/spelling.** The student relies increasingly on the conventions and mechanics of written English, including the rules of usage and grammar, to write clearly and effectively.
The student is expected to
 - (A) produce legible work that shows accurate spelling and correct use of the conventions of punctuation and capitalization [such as italics and ellipses];
 - (B) demonstrate control over grammatical elements such as subject-verb agreement, pronoun-antecedent agreement, verb forms, and parallelism; and
 - (C) compose increasingly more involved sentences that contain gerunds, participles, and infinitives in their various functions.
- (5) **Writing/evaluation.** The student evaluates his/her own writing and the writings of others.
The student is expected to
 - (A) evaluate writing for both mechanics and content.

Objective 6

The student will demonstrate the ability to revise and proofread to improve the clarity and effectiveness of a piece of writing.

- (2) **Writing/writing processes.** The student uses recursive writing processes when appropriate.
The student is expected to
 - (C) proofread writing for appropriateness of organization, content, style, and conventions.
- (3) **Writing/grammar/usage/conventions/spelling.** The student relies increasingly on the conventions and mechanics of written English, including the rules of usage and grammar, to write clearly and effectively.
The student is expected to
 - (A) produce legible work that shows accurate spelling and correct use of the conventions of punctuation and capitalization [such as italics and ellipses];
 - (B) demonstrate control over grammatical elements such as subject-verb agreement, pronoun-antecedent agreement, verb forms, and parallelism;
 - (C) compose increasingly more involved sentences that contain gerunds, participles, and infinitives in their various functions; and
 - (D) produce error-free writing in the final draft.
- (5) **Writing/evaluation.** The student **evaluates** his/her own writing and the writings of others.
The student is **expected** to
 - (A) evaluate writing for both mechanics and content.

Mathematics

Objective 1

The student will describe functional relationships in a variety of ways.

- A(b)(1) **Foundations for functions.** The student understands that a function represents a dependence of one quantity on another and can be described in a variety of ways.
- (A) The student describes independent and dependent quantities in functional relationships.
 - (B) The student [gathers and record data, or] uses data sets, to determine functional (systematic) relationships between quantities.
 - (C) The student describes functional relationships for given problem situations and writes equations or inequalities to answer questions arising from the situations.
 - (D) The student represents relationships among quantities using [concrete] models, tables, graphs, diagrams, verbal descriptions, equations, and inequalities.
 - (E) The student interprets and makes inferences from functional relationships.

Objective 2

The student will demonstrate an understanding of the properties and attributes of functions.

- A(b)(2) **Foundations for functions.** The student uses the properties and attributes of functions.
- (A) The student identifies [and sketches] the general forms of linear ($y = mx + b$) and quadratic ($y = ax^2 + bx + c$) parent functions.
 - (B) For a variety of situations, the student identifies the mathematical domains and ranges and determines reasonable domain and range values for given situations.
 - (C) The student interprets situations in terms of given graphs [or creates situations that fit given graphs].
 - (D) In solving problems, the student [collects and] organizes data, [makes and] interprets scatter plots, and models, predicts, and makes decisions and critical judgments.
- A(b)(3) **Foundations for functions.** The student understands how algebra can be used to express generalizations and recognizes and uses the power of symbols to represent situations.
- (A) The student uses symbols to represent unknowns and variables.
 - (B) Given situations, the student looks for patterns and represents generalizations algebraically.
- A(b)(4) **Foundations for functions.** The student understands the importance of the skills required to manipulate symbols in order to solve problems and uses the necessary algebraic skills required to simplify algebraic expressions and solve equations and inequalities in problem situations.
- (A) The student finds specific function values, simplifies polynomial expressions, transforms and solves equations, and factors as necessary in problem situations.
 - (B) The student uses the commutative, associative, and distributive properties to simplify algebraic expressions.

Objective 3

The student will demonstrate an understanding of linear functions.

- A(c)(1) **Linear functions.** The student understands that linear functions can be represented in different ways and translates among their various representations.
- (A) The student determines whether or not given situations can be presented by linear functions.
 - (C) The student translates among and uses algebraic, tabular, graphical, or verbal descriptions of linear functions.
- A(c)(2) **Linear Functions.** The student understands the meaning of the slope and intercepts of linear functions and interprets and describes the effects of changes in parameters of linear functions in real-world and mathematical situations.
- (A) The student develops the concepts of slope as a rate of change and determines slopes from graphs, tables, and algebraic expressions.
 - (B) The student interprets the meaning of slope and intercepts in situations using data, symbolic representations, or graphs.
 - (C) The student investigates, describes, and predicts the effects of changes in m and b on the graph of $y = mx + b$.
 - (D) The student graphs and writes equations of lines given characteristics such as two points, a point and a slope, or a slope and y -intercept.
 - (E) The student determines the intercepts of linear functions from graphs, tables, and algebraic representations.
 - (F) The student interprets and predicts the effects of changing slope and y -intercept in applied situations.
 - (G) The student relates direct variation to linear functions and solves problems involving proportional change.

Objective 4

The student will formulate and use linear equations and inequalities.

- A(c)(3) **Linear functions.** The student formulates equations and inequalities based on linear functions, uses a variety of methods to solve them, and analyzes the solutions in terms of the situation.
- (A) The student analyzes situations involving linear functions and formulates linear equations or inequalities to solve problems.
 - (B) The student investigates methods for solving linear equations and inequalities using [concrete] models, graphs, and the properties of equality, selects a method, and solves the equations and inequalities.
 - (C) For given contexts, the student interprets and determines the reasonableness of solutions to linear equations and inequalities.
- A(c)(4) **Linear functions.** The student formulates systems of linear equations from problem situations, uses a variety of methods to solve them, and analyzes the solutions in terms of the situation.
- (A) The student analyzes situations and formulates systems of linear equations to solve problems.
 - (B) The student solves systems of linear equations using [concrete] models, graphs, tables, and algebraic methods.
 - (C) For given contexts, the student interprets and determines the reasonableness of solutions to systems of linear equations.

Objective 5

The student will demonstrate an understanding of quadratic and other nonlinear functions.

- A(d)(1) **Quadratic and other nonlinear functions.** The student understands that the graphs of quadratic functions are affected by the parameters of the function and can interpret and describe the effects of changes in the parameters of quadratic functions.
- (B) The student investigates, describes, and predicts the effects of changes in a on the graph of $y = ax^2$.
 - (C) The student investigates, describes, and predicts the effects of changes in c on the graph of $y = x^2 + c$.
 - (D) For problem situations, the student analyzes graphs of quadratic functions and draws conclusions.
- A(d)(2) **Quadratic and other nonlinear functions.** The student understands there is more than one way to solve a quadratic equation and solves them using appropriate methods.
- (A) The student solves quadratic equations using [concrete] models, tables, graphs, and algebraic methods.
 - (B) The student relates the solutions of quadratic equations to the roots of their functions.
- A(d)(3) **Quadratic and other nonlinear functions.** The student understands there are **situations** modeled by functions that are neither linear nor quadratic and models the situations.
- (A) The student uses [patterns to generate] the laws of exponents and applies them in problem-solving situations.

Objective 6

The student will demonstrate an understanding of geometric relationships and spatial reasoning.

- G(b)(4) **Geometric structure.** The student uses a variety of representations to describe geometric relationships and solve problems.
- (A) The student selects an appropriate representation ([concrete,] pictorial, graphical, verbal, or symbolic) in order to solve problems.
- G(c)(1) **Geometric patterns.** The student identifies, analyzes, and describes patterns that emerge from two- and three-dimensional geometric figures.
- (A) The student uses numeric and geometric patterns to make generalizations about geometric properties, including properties of polygons, ratios in similar figures and solids, and angle relationships in polygons and circles.
 - (B) The student uses the properties of transformations and their compositions to make connections between mathematics and the real world in applications such as tessellations or fractals.
 - (C) The student identifies and applies patterns from right triangles to solve problems, including special right triangles (45-45-90 and 30-60-90) and triangles whose sides are Pythagorean triples.
- G(e)(3) **Congruence and the geometry of size.** The student applies the concept of congruence to justify properties of figures and solve problems.
- (A) The student uses congruence transformations to make conjectures and justify properties of geometric figures.

Objective 7

The student will demonstrate an understanding of two- and three-dimensional representations of geometric relationships and shapes.

- G(d)(1) **Dimensionality and the geometry of location.** The student analyzes the relationship between three-dimensional objects and related two-dimensional representations and uses these representations to solve problems.
 - (B) The student uses nets to represent [and construct] three-dimensional objects.
 - (C) The student uses top, front, side, and corner views of three-dimensional objects to create accurate and complete representations and solve problems.
- G(d)(2) **Dimensionality and the geometry of location.** The student understands that coordinate systems provide convenient and efficient ways of representing geometric figures and uses them accordingly.
 - (A) The student uses one- and two-dimensional coordinate systems to represent points, lines, line segments, and figures.
 - (B) The student uses slopes and equations of lines to investigate geometric relationships, including parallel lines, perpendicular lines, and [special segments of] triangles and other polygons.
 - (C) The student [develops and] uses formulas including distance and midpoint.
- G(e)(2) **Congruence and the geometry of size.** The student analyzes properties and describes relationships in geometric figures.
 - (D) The student analyzes the characteristics of three-dimensional figures and their component parts.

Objective 8

The student will demonstrate an understanding of the concepts and uses of measurement and similarity.

- G(e)(1) **Congruence and the geometry of size.** The student extends measurement concepts to find area, perimeter, and volume in problem situations.
 - (A) The student finds area of polygons and composite figures.
 - (B) The student finds areas of sectors and arc lengths of circles using proportional reasoning.
 - (C) The student [develops, extends and] uses the Pythagorean Theorem.
 - (D) The student finds surface area and volumes of prisms, pyramids, spheres, cones, and cylinders in problem situations.
- G(f)(1) **Similarity and the geometry of shape.** The student applies the concepts of similarity to justify properties of figures and solve problems.
 - (A) The student uses similarity properties and transformations to [explore and] justify conjectures about geometric figures.
 - (B) The student uses ratios to solve problems involving similar figures.
 - (C) In a variety of ways, the student [develops,] applies, and justifies triangle similarity relationships, such as right triangle ratios, [trigonometric ratios,] and Pythagorean triples.
 - (D) The student describes the effect on perimeter, area, and volume when length, width, or height of a three-dimensional solid is changed and applies this idea in solving problems.

Objective 9

The student will demonstrate an understanding of percents, proportional relationships, probability, and statistics in application problems.

- (8.3) Patterns, relationships, and algebraic thinking. The student identifies proportional relationships in problem situations and solves problems.
The student is expected to
(B) estimate and find solutions to application problems involving percents and proportional relationships such as similarity and rates.
- (8.11) **Probability and statistics.** The student applies the concepts of theoretical and experimental probability to make predictions.
The student is expected to
(A) find the probabilities of compound events (dependent and independent); and
(B) use theoretical probabilities and experimental results to make predictions and decisions.
- (8.12) **Probability and statistics.** The student uses statistical procedures to describe data.
The student is expected to
(A) select the appropriate measure of central tendency to describe a set of data for a particular purpose; and
(C) construct circle graphs, bar graphs, and histograms, with and without technology.
- (8.13) **Probability and statistics.** The student evaluates predictions and conclusions based on statistical data.
The student is expected to
(B) recognize misuses of graphical or numerical information and evaluate predictions and conclusions based on data analysis.

Objective 10

The student will demonstrate an understanding of the mathematical processes and tools used in problem solving.

- (8.14) **Underlying processes and mathematical tools.** The student applies Grade 8 mathematics to solve problems connected to everyday experiences, investigations in other disciplines, and activities in and outside of school.
The student is expected to
(A) identify and apply mathematics to everyday experiences, to activities in and outside of school, with other disciplines, and with other mathematical topics;
(B) use a problem-solving model that incorporates understanding the problem, making a plan, carrying out the plan, and evaluating the solution for reasonableness; and
(C) select or develop an appropriate problem-solving strategy from a variety of different types, including drawing a picture, looking for a pattern, systematic guessing and checking, acting it out, making a table, working a simpler problem, or working backwards to solve a problem.
- (8.15) **Underlying processes and mathematical tools.** The student communicates about Grade 8 mathematics through informal and mathematical language, representations, and models.
The student is expected to
(A) communicate mathematical ideas using language, efficient tools, appropriate units, and graphical, numerical, physical, or algebraic mathematical models.
- (8.16) **Underlying processes and mathematical tools.** The student uses logical reasoning to make conjectures and verify conclusions.
The student is expected to
(A) make conjectures from patterns or sets of examples and non-examples; and
(B) validate his/her conclusions using mathematical properties and relationships.

Source: <http://www.tea.state.tx.us/student.assessment/taks/booklets/reading/gr11.pdf>.

ISM: Recordkeeping 6 or 9-Week Scope and Sequence

OBJECTIVES (Skill/Concept)	<i>Time</i>
Unit 1 – Business Skills TEKS – 2A, 3A, 3B, 3C, 3L, 3M, 3N, 3O, 3P, 4A, 4B, 4C, 4D, 5A TAKS – LA1, LA4, LA5, LA6, M10	1 week
<i>Lesson 1—Learning the Numeric Keypad by Touch</i> OBJECTIVE: Use the touch method of entering numbers with efficiency.	2 days and ongoing
Lesson 2—Using Spreadsheets OBJECTIVES: <ul style="list-style-type: none"> • Perform basic calculations using a spreadsheet. • Format a spreadsheet. 	3 days
Lesson 3—Verifying Data OBJECTIVES: <ul style="list-style-type: none"> • Verify data for accuracy. • Learn tips about what to look for in verification of data. 	1 day
Lesson 4—Organizing Files OBJECTIVE: Organize work to assist in easy location for better productivity.	1 day
Lesson 5—Documenting Productivity OBJECTIVE: Complete recordkeeping assignments in a productive manner.	Ongoing
Lesson 6—Careers Using Recordkeeping Skills OBJECTIVES: <ul style="list-style-type: none"> • Become familiar with the skills used in recordkeeping. • Become familiar with careers that use recordkeeping skills. 	1 days
Lesson 7—Considering Ethics OBJECTIVE: Consider what constitutes business ethics.	1 day

OBJECTIVES (Skill/Concept)	<i>Time</i>
Unit 2 – Personal Finance TEKS – 1A, 2A, 2C, 2D 2E, 2G, 2I, 4A, 4B, 5E TAKS – LA1, LA3, LA4, LA5	1 week
Lesson 1—Setting Up Quicken <i>OBJECTIVES:</i> <ul style="list-style-type: none"> • Watch the Quicken tour. • Set up Quicken files • Use Quicken help • Add information to a check register. 	1 days
Lesson 2—Creating a Budget <i>OBJECTIVES:</i> <ul style="list-style-type: none"> • Set up a budget • Modify a budget 	1 day
Lesson 3—Balancing a Checkbook <i>OBJECTIVES:</i> <ul style="list-style-type: none"> • Read a bank statement. • Reconcile a bank statement. 	1 day
Lesson 4—Adding Accounts <i>OBJECTIVES:</i> <ul style="list-style-type: none"> • Add a loan account. • Make a payment on a loan. • Add a credit card account. • Add a stock investment. 	1 days
Lesson 5—Maintaining Security <i>OBJECTIVES:</i> <ul style="list-style-type: none"> • Create a password. • Set a password for Quicken. 	partial day

OBJECTIVES (Skill/Concept)	<i>Time</i>
Unit 3 – Credit Responsibility TEKS – 1A, 1C, 1E, 1F, 1I, 1J, 1K, 3H, 3J, 4A, 4B TAKS – LA1, LA3, LA4, LA5, LA6, M10	1 week
Lesson 1—Credit Applications <i>OBJECTIVES:</i> <ul style="list-style-type: none"> • Know terminology related to credit and credit applications. • Demonstrate knowledge of policies of credit card applications. • Compare credit card applications from different companies. • Submit application for a bank credit card or retail credit card. 	1 day
Lesson 2—Verifying Credit Card Statements <i>OBJECTIVES:</i> <ul style="list-style-type: none"> • Read and understand a credit card statement. • Verify the amounts on a credit card statement as correct. • Report errors on a credit card statement. 	1 day
Lesson 3—Analyzing and Decision-Making in the Use of Credit <i>OBJECTIVES:</i> <ul style="list-style-type: none"> • Analyze best credit card use. • Make good decisions about use of credit cards. • Compare credit card offers. 	3 day
Lesson 4—Taking the Risk <i>OBJECTIVES:</i> <ul style="list-style-type: none"> • Learn basic techniques in protecting against fraud and identity theft. • Learn basic protection guidelines against risk and financial loss. 	1 day

OBJECTIVES (Skill/Concept)	<i>Time</i>
Unit 4 – Specialized Recordkeeping Procedures TEKS – 1A, 3A, 3B, 3C, 3F-R, 4A, 4B, 5C TAKS – LA1, LA4, LA5, LA6, M10	1 week
Lesson 1—Handling Cash Receipt Transactions <i>OBJECTIVES:</i> <ul style="list-style-type: none"> ● Prepare cash receipts. ● Record cash receipts. ● Prove cash. 	1 day
Lesson 2—Preparing Petty Cash Records <i>OBJECTIVES:</i> <ul style="list-style-type: none"> ● Be familiar with terminology associated with petty cash. ● Know the use of a petty cash fund. ● Know the proper procedures in handling a petty cash fund. ● Establish a petty cash fund. ● Complete a petty cash voucher. ● Complete a petty cash record. ● Replenish the petty cash fund. 	1 day
Lesson 3—Handling Retail Sales Records <i>OBJECTIVES:</i> <ul style="list-style-type: none"> ● Calculate invoices. ● Calculate sales tax. ● Discuss terms associated with receivables and payables. ● Prepare customer statements. ● Calculate bad debts. ● Calculate selling price. ● Record retail charge sales. 	1 day
Lesson 4—Handling Purchasing Records <i>OBJECTIVES:</i> <ul style="list-style-type: none"> ● Compute and verify extensions on purchase orders. ● Calculate trade, chain, and quantity discounts. ● Compute cash discounts and amount due on purchase orders after adjustments for transportation charges, discounts, and returned merchandise. ● Calculate payment dates. ● Compute the amount of credit card discount. ● Maintain accounts payable records. 	1 day
Lesson 5—Ethics in Purchasing and Selling <i>OBJECTIVES:</i> <ul style="list-style-type: none"> ● Become familiar with codes of ethics in purchasing. ● Learn what is needed in a statement of ethics. ● Research a code of ethics in sales cases. 	1 day

OBJECTIVES (Skill/Concept)	<i>Time</i>
Unit 5 – Small Business Records TEKS – 1A, 3E, 3G, 3I, 3Q, 3R, 5C TAKS – LA1, LA4, LA5	1 week
Lesson 1—Setting Up Quicken for Business <i>OBJECTIVES:</i> <ul style="list-style-type: none"> • Set up a Quicken file for a small business. • Create an address book. • Create projects. 	1 day
Lesson 2—Managing Finances <i>OBJECTIVES:</i> <ul style="list-style-type: none"> • Enter accounts receivables. • Create forms. • Receive payment. • Enter accounts payable. • Pay bills. 	1 days
Lesson 3—Tracking Information <i>OBJECTIVES:</i> <ul style="list-style-type: none"> • Record mileage for business purposes. • Pay sales taxes. • Convert dollars to other currency. 	1 day
Lesson 4—Printing Reports <i>OBJECTIVES:</i> <ul style="list-style-type: none"> • Create a Schedule C Report. • Create other Business Reports. 	1 day
Lesson 5—Discussing Business Ethics <i>OBJECTIVES:</i> Analyze unethical business practices.	1 day
Unit 6 – Payroll TEKS – 1A, 2B, 2H, 3F, 3G, 4B, 5B TAKS – LA1, LA4, M10	1 week
Lesson 1—Calculating Pay <i>OBJECTIVES:</i> <ul style="list-style-type: none"> • Understand payroll terms. • Compute gross pay. • Calculate pay with a time sheet. • Compute net pay. 	3 days
Lesson 2—Preparing Taxes <i>OBJECTIVES:</i> <ul style="list-style-type: none"> • Understand tax terms. • Complete a tax form. • Estimate taxes. 	1 days
Lesson 3Defining Dishonest Business Practices <i>OBJECTIVE:</i> Your students discuss payroll fraud.	1 day
Unit 7 – Capstone TEKS – 2A-E, 3A-C, F, I-M, O-R, 4A, B TAKS – LA1, M10	1 week

Independent Study Module: Recordkeeping Activity Overview

Approach to Activities

Students encounter a variety of activities in this ISM including Internet research, group work, and writing. Each activity provides students with a learning experience in the design of functions for recordkeeping.

Activities

Here is a summary of the activities students complete in this course.

Unit	Lesson	Activity
1: Business Skills	1.1: Learning the Numeric Keypad by Touch	1.1.1: Entering Numbers with Efficiency
		1.1.2: Reviewing the Numeric Keypad
		1.1.3: Errors in the Workplace
	1.2: Using Spreadsheets	1.2.1: Learning Spreadsheet Terms
		1.2.2: Learning Spreadsheet Window Elements
		1.2.3: Using Formulas in a Spreadsheet
		1.2.4: Using Formula Functions
		1.2.5: Formatting a Spreadsheet
	1.3: Verifying Data	1.3.1: Finding Tips on Verifying Data
		1.3.2: Verifying Data Input
		1.3.3: Entering and Verifying Data
	1.4: Organizing Files	1.4.1: Filing Electronically
		1.4.2: Tips for Saving Files
		1.4.3: Filing Assignments
		1.4.4: Filing Rules
	1.5: Documenting Productivity	1.5.1: Improving Productivity
	1.6: Careers Using Recordkeeping Skills	1.6.1: Recordkeeping Skills
1.6.2: Careers Using Recordkeeping Skills		
1.7: Considering Ethics	1.7.1: Understanding Ethics	

Unit	Lesson	Activity
2: Personal Finance	2.1: Setting up Quicken	2.1.1: Watching the Quicken Tour
		2.1.2: Completing About You
		2.1.3: Getting Help
		2.1.4: Setting up a Quicken Budget
	2.2: Creating a Budget	2.2.1: Setting up a Budget
		2.2.2: Modifying a Budget
	2.3: Balancing a Checkbook	2.3.1: Reading a Bank Statement
		2.3.2: Reconciling a Bank Statement
	2.4: Adding Accounts	2.4.1: Adding a Loan Account
		2.4.2: Making a Payment
		2.4.3: Adding a Credit Card Account
		2.4.4: Adding an Investment Account
	2.5: Maintaining Security	2.4.5: Adding to Your Investment Portfolio
		2.5.1: Creating a Password
2.5.2: Adding a Password to Quicken		
3: Credit Responsibility	3.1: Credit Applications	3.1.1: Using Credit Terms
		3.1.2: Understanding Credit Card Applications
	3.2: Verifying Credit Card Statements	3.2.1: Verifying of Numbers
		3.2.2: Reading Credit Card Statements
		3.2.3: Verifying Credit Card Statements
	3.3: Analyzing and Decision Making	3.3.1: Buying on Installment
		3.3.2: Using Credit
		3.3.3: Comparing Credit Card Offers
		3.3.4: Comparing Transferring Balance
		3.3.5: Understanding Credit Scoring
	3.4: Taking the Risk	3.3.6: Maintaining Credit Worthiness
		3.4.1: Protecting Against Credit Card Fraud
		3.4.2: Misusing Credit Cards
3.4.3: Protecting the Consumer		

Unit	Lesson	Activity
4: Specialized Recordkeeping Procedures	4.1: Handling Cash Receipt Transactions	4.1.1: Using Cash Receipts Terms
		4.1.2: Preparing Handwritten Receipts
		4.1.3: Using Spreadsheets for Weekly Receipts
		4.1.4: Check Cashing Policies
		4,1,5: Using Cashier Skills
		4.1.6: Proving Cash
	4.2: Preparing Petty Cash Records	4.2.1: Using Petty Cash Terminology
		4.2.2: Researching Procedures for Petty Cash Funds
		4.2.3: Establishing a Petty Cash Fund
		4.2.4: Completing a Petty Cash Voucher
		4.2.5: Proving Petty Cash
		4.2.6: Replenishing Petty Cash
	4.3: Handling Retail Sales Records	4.3.1: Calculating Sales Tax and Invoices
		4.3.2: Using Terms in Receivables and Payables
		4.3.3: Recording Retail Charge Sales
		4.3.4: Preparing Customer Statements
		4.3.5: Calculating Bad Debts
	4.4: Handling Purchasing Records	4.4.1: Calculating Purchase Discounts
		4.4.2: Calculating Payment Dates
		4.4.3: Calculating and Verifying Purchase Orders
4.4.4: Maintaining Accounts Payable		
4.4.5: Comparing Inventory Methods		
4.5: Ethics in Purchasing and Selling	4.5.1: Code of Ethics in Purchasing	
	4.5.2: Ethics in Selling	
5: Small Business Records	5.1: Setting up Quicken for Business	5.1.1: Answering Questions
		5.1.2: Creating an Address Book
		5.1.3: Creating Projects
	5.2: Managing Finances	5.2.1: Entering Accounts Receivable
		5.2.2: Creating Forms
		5.2.3: Receiving Payment
		5.2.4: Entering Accounts Payable
		5.2.5: Paying Bills
	5.3: Tracking Information	5.3.1: Recording Mileage
		5.3.2: Paying Sales Tax
		5.3.3: Converting to Another Currency
	5.4: Printing Reports	5.4.1: Creating a Schedule C Report
		5.4.2: Creating Other Business Reports
	5.5: Discussing Business Ethics	5.5.1: Analyzing Unethical Business Practices

Unit	Lesson	Activity
6: Payroll	6.1: Calculating Payroll	6.1.1: Understanding Payroll Terms
		6.1.2: Computing Gross Pay
		6.1.3: Calculating Pay with a Time Card
		6.1.4: Computing Net Pay
	6.2: Preparing Taxes	6.2.1: Understanding Tax Terms
		6.2.2: Completing a Tax Form
		6.2.3: Estimating Taxes
	6.3: Defining Dishonest Business Practices	6.3.1: Discussing Payroll Fraud
	7: Capstone	7.1: Getting the Business Ready
7.1.2: Setting up an Account		
7.1.3: Adding a Loan Account		
7.2: Hiring Employees		7.2.1: Assessment of Business Calculations
		7.2.2: Numeric Keypad Efficiency
		7.2.3: Assessment of Verification of Accuracy
7.3: Daily Business Transactions		7.3.1: Using a Check Register
		7.3.2: Adding Customers
		7.3.3: Receiving and Making Deposits
		7.3.4: Calculating Payroll
7.4: Purchasing and Discounts		7.4.1: Calculating and Making Payments on Account
7.5: Marketing Plans and Transactions		7.5.1: Marketing and Cash Flow
		7.5.2: Cash Flow Report
		7.5.3: Controlling Inventory
7.6: Specialized Tasks		7.6.1: Creating a Budget
		7.6.2: Reconciling a Bank Statement
		7.6.3: Replenishing the Petty Cash Fund

Independent Study Module Recordkeeping Assessment Overview

Activity	Points	Deliverable Name	Deliverable Content
1.1.1	100	Activity 1.1.1	Print of the Numeric Keypad Practice from text book or software
1.1.2	100	Activity 1.1.2	Technique Check on the Numeric Keypad, daily warm-ups
1.2.3	100	Activity 1.1.3	Report on effects of keyboarding errors
1.2.1	100	Activity 1.2.1 Definitions	Presentation with animated definitions
1.2.2	100	Activity 1.2.2	Paper with 13 spreadsheet window elements correctly identified
1.2.3	40	Activity 1.2.3 Formula Practice	Excel spreadsheet with data entered and formulae for sums (with explicit instructions)
	60	Activity 1.2.3 Formula Mastery	Excel spreadsheet with data entered and formulae for sums (without explicit instructions)
1.2.4	40	Activity 1.2.4 Function Practice	Excel Spreadsheet using Sum and Average Function (with explicit instructions)
	60	Activity 1.2.4 Function Mastery	Excel Spreadsheet using Sum and Average Function (without explicit instructions)
1.2.5	40	Activity 1.2.5 Formatted Formula Practice	Formatting applied to Activity 1.2.4 Formula Practice (with explicit instructions)
	60	Activity 1.2.5 Formatted Formula Mastery	Formatting applied to Activity 1.2.4 Formula Mastery (without explicit instructions)
1.3.1	100	Activity 1.3.1 Verification Tips	List in excel of tips on verification based on web research
1.3.2	100	Activity 1.3.2 Verification	Enter data from text and verify
1.3.3	100	Activity 1.3.3 Financial Statements	Workbook with data from each of 5 financial statements found on the web
		Printed submission	Print of each of 5 tabs from Activity 1.3.3 Financial Statements with original financial statements from net attached
1.4.1	100	Folder structure	Folders and sub folders for files as instructed.
1.4.2	100	Activity 1.4.2 Tips on Saving Files	At least 5 Tips from internet research saved in spreadsheet
1.4.3	100	Notebook	Notebook organized with tabs as instructed
1.4.4	100	Activity 1.4.4 Presentation	Min 12 slide presentation on records management based on Internet research
	45	Index Cards	Cards with names per instructions, annotated for sort order
	55	Activity 1.4.4 DataBase	DB with names from index cards and 3 index fields for sorting.
1.5.1	100	Electronic or paper calendar	Calendar contains course assignment
1.6.1	100	Activity 1.6.1	List of at least 25 recordkeeping skills
1.6.2	39	Activity 1.6.2	Add column to Activity 1.6.1 and add jobs listed on Occupational Outlook Handbook that use those skills
	70	Bulletin Board	Classroom Bulletin Board on skills and/or careers

Activity	Points	Deliverable Name	Deliverable Content
1.7.1	100	Activity 1.7.1 Ethics Definition	Word processed document with 3 definition of ethics from Internet research a fourth written by the student
2.1.1	100	Activity 2.1.1	Word processed doc describing the Quicken tour
2.1.2		Activity 2.1.2	Word processed doc recording values in Cash Flow Center
2.1.3	100	Printed Quicken Help topic	Print of Quicken Instructions on How to Change a Password
2.1.4	100	Printed Quicken Register Report	Register Report showing checking account register with specified transactions
2.1.5	100	Printed Quicken Monthly Budget Report	Monthly Budget Report showing the specified budget
2.2.1	100	Printed Quicken Monthly Budget Report	Monthly Budget Report with specified changes
2.2.2	100	Activity 2.2.2	Word Processed document answering questions about budgets
2.3.1	100	Activity 2.3.1 Bank Statement	Word processed document answering specified questions
2.3.2	40	Printed Quicken Reconciliation Report	Reconciliation Report showing zero balance
	60	Activity 2.3.2 Definitions	Word processed file with definitions of reconciled and reconciliation Report
2.4.1	100	Printed Quicken Loan Summary	Loan Summary showing newly created loan with specified parameters
2.4.2	40	Printed Quicken Loan Payment Schedule	Loan Payment Schedule showing monthly principle and interest
	60	Activity 1.4.2 Loan Payment Budget	Word processed document showing effects on budget of adding the car loan payment
2.4.3	100	Printed Quicken Credit Card Register Report	Register for newly created Credit Card Account showing specified transaction
2.4.4	100	Printed Quicken Investment Register Report	Register for newly created Coca Cola Investment Account showing specified data
2.4.5	100	Printed Quicken Investment Portfolio Report	Register for newly created Investment Account showing data found in the net for whatever stock student selects
2.5.1	100	Activity 2.5.1	Word processed document discussing importance of security and the password selected for their Quicken file
2.5.2	100	Activity 2.5.2	Word processed document discussing importance of passwords and ethics of viewing someone else's financial information
3.1.1	70	Activity 3.1.1 Definitions	Presentation of specified definitions about credit
	30	Activity 3.1.1 Quiz	Multiple Choice quiz on Definitions
3.1.2	100	Activity 3.1.2	Spreadsheet with answers to specified questions about four different credit cards.
3.1.3	100	Credit Card application	Student locates credit card application and completes it.

Activity	Points	Deliverable Name	Deliverable Content
3.2.1	100	Activity 3.2.1 Spreadsheet	Student enters information from Activity 3.2.1 Presentation in a spreadsheet, saves spreadsheet as Activity 3.2.1 spreadsheet, prints, verifies and submits
3.2.2	50	Handwritten notes	Student looks at www.practicalmoneyskills.com and takes notes. Answers questions from the article
	50	Handwritten notes	Student answers specified questions about www.militarymoney.com/creditworthy/1066151439
3.2.3	100	Activity 3.2.3 student initials	Students begin with Activity 3.2.3 Spreadsheet and specified credit card amount and reconcile expenditures with statement
3.3.1	100	Activity 3.3.1 Problem 1	Students start with Activity 3.3.1 spreadsheet and complete the answers in the spreadsheet (in the yellow spaces)
		Activity 3.3.1 Problem 2	Student answer the same questions (analysis of store vs. credit card) for a purchase found on the net (in a spreadsheet.)
3.3.2	30	Index cards	Index cards with notes written from three articles researched on the Internet
	70	Activity 3.3.2 Summary	Using internet research, students write a 2 page word processed document on credit best practices.
3.3.3	100	Activity 3.3.3 Comparison Chart	Students find 3 credit card offers and create a spreadsheet to compare them, including the APR
3.3.4	100	Activity 3.3.4 student initials	Beginning with Activity 3.3.4 spreadsheet, students use the first tab as an example to calculate total amount paid under different assumptions (years to pay off, interest rate) and identifies best option and explains.
3.3.5	100	Activity 3.3.5	After reading an article on the net, students answer specified questions about credit scores in a spreadsheet.
3.3.6	100	Activity 3.3.6	Using a spreadsheet students create and answer 12 quiz questions based on three internet articles.
3.4.1	25	Notes on articles	Students read 3 articles on the net and take notes.
	75	Activity 3.4.1 Presentation	Minimum 10 slide presentation on credit card fraud
3.4.2	25	Notes	Notes from reading 3 specified internet articles on misuse of credit cards
	15	Interview Script	Students prepare questions for interview with Bankruptcy attorney and record answers
	60	Activity 3.4.2 Flyer	Students create flyer to remind students how to stay out of credit card debt
3.4.3	100	Activity 3.4.3	Students answer specified questions. They have their choice of creating a presentation, spreadsheet, or report.

Activity	Points	Deliverable Name	Deliverable Content
4.1.1	100	Activity 4.1.1 Presentation	Presentation showing specified words and definitions, with animation
	100	Activity 4.1.1 Quiz	Quiz on vocabulary
4.1.2	50	Handwritten dollar amounts	Students practice correct spelling of dollar amounts
	50	Paper Quiz	Instructor give students quiz on spelling words (no quiz materials)
4.1.3	100	Activity 4.1.3	Students begin with Activity 4.1.3 spreadsheet, tab “2004 worksheet” and enter specified data. Then on 2005 and 2006 tabs they project a 10% increase.
4.1.4	100	Activity 4.1.4	Word processed document comparing check cashing policies at two stores
4.1.5	100	Activity 4.1.5	Presentation on Cashier soft skills
4.1.6	30	Activity 4.1.6 Bengals	Beginning with Activity 4.1.6, students complete cash proving for three cases.
	30	Activity 4.1.6 Johnson	
	30	Activity 4.1.6 Salas	
	10	No spelling or grammar errors	
4.2.1	75	Activity 4.2.1	Presentation on specified terms related to a petty cash fund
	25	Activity 2.1.1 Sentences	Spreadsheet with sentences using each term
4.2.2	100	Activity 4.2.2	Word processed document with analysis of petty cash processes and rewritten procedures
4.2.3	100	Activity 4.2.3	Starting with Activity 4.2.3, students make journal entries for five transactions
4.2.4	35	Activity 4.2.4 Vouchers	Students locate a voucher form, create in a spreadsheet, and enter specified vouchers on separate worksheets.
	65	Activity 4.2.4 Record	Students save all petty cash records in one location
4.2.5	100	Activity 4.3.5 Report	Starting with Activity 4.2.5, students create petty cash reports for four specified businesses
4.2.6	100	Activity 4.2.6 Replenished	Beginning with Activity 4.2.6, students record five transactions to replenish petty cash
4.3.1	80	Activity 4.3.1 student initials	Starting with Activity 4.3.1 spreadsheet, students answer questions and do invoice related calculations
	20	Activity 4.3.1 Receipt Collections with purchase receipts attached.	Students collect receipts from 10 purchases and enter them in a spreadsheet per instructions
4.3.2	100	Activity 4.3.2	Looping presentation on definition of specified terms (receivables and payables)
4.3.3	100	Activity 4.3.3	Beginning with Activity 4.3.3 spreadsheet, students answer the questions on one tab and enter and total specified transactions in the journal and calculate each customer’s balance in the ledger.
4.3.4	100	Activity 4.3.4 student initials	Using the ledgers in Activity 4.3.4, students prepare customer statements on another tab in the workbook.
4.3.5	40	Activity 4.3.5 student initials	Students answer specified questions in a word processed document
	60	Activity 4.3.5 Bad Debts student initials	Using Activity 4.3.5, students calculate bad debt and journalize a specified entry.

Activity	Points	Deliverable Name	Deliverable Content
4.4.1	40	Activity 4.4.1 Different Discounts	Students write a word processed one page summary of internet research on purchase discounts
	60	Activity 4.4.1 student initials	Starting with Activity 4.4.1, students perform calculations on 3 worksheets
4.4.2	60	Activity 4.4.2 Calculations	Starting with Activity 4.4.2, students do discount and net calculations
	40	Activity 4.4.2 Report	Students research specified business process at a lumber yard and summarize their findings.
4.4.3	100	Activity 4.4.3 Calculations	Using Activity 4.4.3, students do calculations on purchase orders
4.4.4	100	Activity 4.4.4	Beginning with the Activity 4.4.4 worksheet, students answer specified questions on the tab "Questions." Students journalize specified transactions in a general journal, post the journal entries, and prepare a schedule of accounts payable.
4.4.5	20	Activity 4.4.5	Beginning with Activity 4.4.5, students answer questions on the "Questions" tab.
	60	Stock Cards	Students complete stock cards for specified inventory
	20	Activity 4.4.5 Summary	Word document explaining the differences between using the perpetual and periodic inventory
4.5.1	25	Activity 4.5.1 Summary	Summary of research on codes of ethics for purchasing
	50	Activity 4.5.1 Code	Students write at least ten factors to include in a code of ethics for purchasing.
	25	Activity 4.5.1 Comparison	Students compare their list with their school's purchasing code of ethics.
4.5.2	100	Activity 4.5.2	Word processed document answering question on two cases.
5.1.1	100	Activity 5.1.1	Students open new Quicken file named Unit 5. After entering specified financial information, students copy a screen print of the Business Center into a word processed file.
5.1.2	70	Activity 5.1.2	Students make entries in Quicken's address book and past a screen image in a word processed document
	30	Quicken file	Shows entries in address book
5.1.3	10	Quicken file	Shows new project with specified entries
	50	Print of project list	Print from Quicken of Quicken Project/Job List
	40	Activity 5.1.3	Students paste screen cap of Quicken Project/Job List in word processed document
5.2.1	100	Quicken Report with title Activity 5.2.1	Students create 3 invoices in Quicken
5.2.2	100	Printed invoices	Students create Quicken Invoice form and creates invoices for Bob Knight, Tommy Hernandez, and Marsha Sharp
5.2.3	100	Printed statement	Students enter a payment and print the Marsha Sharp Statement
5.2.4	100	Printed register titled Activity 5.2.4 Print	Students enter accounts payable and print register report
5.2.5	100	Bill Register	Students enter bill payments and then print the register
5.3.1	100	Printed mileage log	Students enter specified mileage in Quicken
5.3.2	100	Sales Register Report	Students transfer money from Checking to Sales Tax account
5.3.3	100	Checking Account Register	Students create a shortcut for the peso and enter a vendor payment in pesos.

Activity	Points	Deliverable Name	Deliverable Content
5.4.1	40	Print of Schedule C	Students use Quicken to print Schedule C
	60	Activity 5.4.1	In a word processed document, students discuss the Schedule C report
5.4.2	10	Print of Accounts Payable Report	Students print various reports from Quicken
	10	Print of Accounts Receivable	
	10	Print of Projects\Jobs Report	
	10	Print of student selected report	
	60	Activity 5.4.2	In a word processed document, students explain how to use the reports.
5.5.1	100	Activity 5.5.1	In a word processed document, students discuss unethical practices
6.1.1	60	Activity 6.1.1 Definitions	In a word processed document, students define payroll terms
	40	Activity 6.1.1 Quiz	Students copy quiz into a word processed document and complete it
6.1.2	100	Activity 6.1.2 Calculations	Starting with Activity 6.1.2 Payroll Register, students calculate various payroll amounts.
6.1.3	90	Activity 6.1.3	Starting with Activity 6.1.3 Time Card, students enter specified time card data and calculate payroll items
	10	Print of TimeCard sheet	Students print their worksheet
6.1.4	100	Activity 6.1.4	Starting with Activity 6.1.2 Calculations, students add data and calculate deductions and net pay
6.2.1	80	Activity 6.2.1	Students define payroll related tax terms and acronyms, and the related government agency in a word processed document
	20	Teacher supplied test	
6.2.2	50	Activity 6.2.2a	Starting with the Adobe Acrobat (not reader) 1040 form, students complete the 1040
	50	Activity 6.2.2b	Using payroll data from Activity 6.1.4, students complete 1040EZ
6.2.3	100	Activity 6.2.3	Students create a spreadsheet to calculate appropriate withholding
6.3.1	100	Activity 6.3.1	Students discuss payroll fraud in a word processed document
7.1.1		No deliverable	Students read a business plan
7.1.2	50	Quicken file	Students set up a file for the business described in the business plan
7.1.3	50	Quicken file	Students add a loan account to their Quicken
7.2.1	40	7.2.1 Business Calculations Assessment	Students assess their recordkeeping skills (in a spreadsheet)
7.2.2	20	Printed results of Keypad Efficiency Assessment	Students use MicroType Pro; Minimum of 230 kpsm
7.2.3	40	7.2.3 Verification	Students enter specified data in spreadsheet and verify it
7.3.1	50	Printed copy of register	Students enter specified transactions in the register.
7.3.2	50	Activity 7.3.2 Weekly Receipts	Students create a spreadsheet to track weekly receipts and calculate sales tax
		Quicken file	Students add specified customers to Quicken
7.3.3	50	Activity 7.3.3	Students create and complete spreadsheet deposit slip.
		Quicken file	Students receipts and deposit in Quicken
7.3.4	50	Activity 7.3	Students create spreadsheet time cards and payroll register
		Quicken file	Students enter a check in Quicken
7.4.1	100	Quicken file	Enter bill and payment in Quicken account, including discount

Activity	Points	Deliverable Name	Deliverable Content
7.5.1	40	Activity 7.5.1 Transactions	Enter transactions in spreadsheet
	40	Activity 7.5.1 Deposit Slip	Create deposit slip
	20	Quicken file	Enter deposit in Quicken
7.5.2	60	Printed Quicken Cash Flow Report	Prints a report of the vendor's account.
	40	Quicken file	Saves report in Quicken as specified
7.5.3	100	Activity 7.5.3	Create spreadsheet to calculate cost and final price and a worksheet for stock record
7.6.1	100	Printed Quicken budget	Use prior info to create a budget in Quicken
7.6.2	100	Print of Quicken Reconciliation Report	Reconcile account in Quicken
7.6.3	100	Quicken file	Records petty cash transaction in the check register.

Unit 1 Business Skills

Behavioral Objectives:

- Use the numeric keypad by touch and with accuracy.
- Perform basic and intermediate calculations using a spreadsheet.
- Format a spreadsheet.
- Verify data with accuracy.
- File data electronically.
- Perform recordkeeping tasks in a productive manner.
- Understand the concept of business ethics.

TEKS:

2A, 3A, 3B, 3C, 3L, 3M, 3N, 3O, 3P, 4A, 4B, 4C, 4D, 5A

TAKS:

- LA1, LA4, LA5, LA6
- M10

Unit Overview:

Students begin by exploring and learning some basic skills that assist them in completing the coursework with more success. They

- **Learn the numeric keypad by touch.** Students use this throughout the course just as they use the spreadsheet for a calculator on their manually completed paperwork, and use Quicken and spreadsheets to solve recordkeeping problems.
- **Learn some basic spreadsheet formulas, functions, and formatting.** This lesson does not target complete mastery of the spreadsheet, but it should give your students enough knowledge to use the spreadsheet on some basic tasks and build their skill in the use of spreadsheets from there.
- **Practice verifying data.** This makes your students aware of the importance of data being accurate. In business, small errors can cause waste of time and money. Sometimes a small error can be a very expensive mistake.
- **Get organized to work more efficiently.** This includes both electronic organization and manual organization. There is a short lesson on creating folders and naming files so students can electronically file all their work efficiently. Your students then organize a notebook filing system for their work that they complete manually or with hard copy printouts. As their work progresses, students might need to reorganize by adding dividers or adding folders.
- **Keep a progress record.** This is to make them aware of their productivity level. Being productive in the business world and knowing how you use your time is an important skill.

Materials Checklist for Duration of Course:

- Textbook: Schultheis, Robert A, Kaliski, Burton S. and Passalacqua, Dan. (2001). Keeping Financial Records for Business. Southwestern Educational Publishing, Cincinnati, OH.
- Printer
- Spreadsheet software
- Presentation software
- Word processing software
- Internet access

Materials Checklist for Unit:

- Typing software
- Keyboarding textbook or supplemental textbook with drills using numeric keypad or 10-key
- Spreadsheet textbook with activities for basic spreadsheet skills
- Newspaper or Internet article
- 3-ring binder (2 inch)
- Dividers with pockets
- Calendar
- Email software

Facilitation Tips

Students complete this unit with very little guidance. You might want have them use their own personal preferences in organizing their notebook dividers as well as any preferences in naming of files or organization of files. Students need some explanation of where to store the files, i.e. hard disk, network, or disk.

Decide whether to grade from a hard copy printout or the electronic version and the give your students instructions on how much to print.

Check technique in using the numeric keypad in the beginning and occasionally throughout the course.

Depending on time allotted, you might want your students to complete a supplemental textbook on using spreadsheets for more spreadsheet practice.

Use a supplemental textbook and/or software for learning the numeric keypad.

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Lesson 1.1: Learning the Numeric Keypad by Touch

Lesson Purpose:

Be more efficient in the use of the numeric keypad for entering numbers.

TEKS:

3C, 4A, 4B, 4C, 4D

TAKS:

LA1, LA4, LA5, LA6

Behavioral Objectives:

Efficiently use the touch method of entering numbers.

Materials Checklist:

- Typing software used to teach the numeric keypad or 10-key
- Keyboarding textbook or supplemental textbook with drills using numeric keypad or 10-key

Assessment:

Students submit activities and receive a grade as specified in each activity.

ITEM	Total Possible Points	Grade
Accurately enters data on numeric keypad (Activity 1.1.1)	100	
Accurately enters data on numeric keypad daily practice (Activity 1.1.2)	100	
Satisfactorily completes word processing Activity 1.1.3	100	
Lesson Total	300	
Normalized Lesson Total	100	

Additional Resources:

Web Resources

- Bartlett, Paul. Office Productivity Network. Accessed July 11, 2004. http://www.officeproductivity.co.uk/docs/pubarticles/opn_9.htm.
- Kirby, Bill. Interpersonal Relations at Work. William H. Kirby, 2004. Accessed July 11, 2004. <http://www.uwsp.edu/education/lkirby/Interpersonal/workplace.htm>
- MicroType Pro 3.0 software. 2004. <http://www.swlearning.com>
- Data Skill Building Applications software. 2004. <http://www.swlearning.com>

Activity 1.1.1: Entering Numbers with Efficiency

Activity Purpose:

Use the numeric keypad by touch.

TEKS:

3C, 4A, 4B

TAKS:

LA1

Assessment Deliverables:

Students submit

- A print of their practice lesson on each lesson for a minimum total of four lessons.
- Self-evaluation technique sheet.

Activity 1.1.2: Reviewing the Numeric Keypad

Activity Purpose:

Drill on the numeric keypad to develop speed and accuracy in entering numbers.

TEKS:

3C, 4A, 4B

Assessment Deliverables:

Students submit their daily warm-ups.

Activity 1.1.3: Errors in the Workplace

Activity Purpose:

Research occurrence of errors in the workplace and the subsequent effect

TEKS:

2A, 4C, 4D

TAKS:

LA1, LA4, LA5, LA6

Assessment Deliverables:

Students submit their Word processing file saved as Activity 1.1.3.

Lesson 1.2: Using Spreadsheets

Lesson Purpose:

Use the basic calculation functions on a spreadsheet as well as do basic formatting.

TEKS:

3A, 3B, 3L, 3M, 3N, 3O, 3P, 4A, 4B

TAKS:

- LA1
- M10

Behavioral Objectives:

- Perform basic calculations using a spreadsheet
- Format a spreadsheet

Materials Checklist:

- Spreadsheet textbook with activities for basic spreadsheet skills (if you want to use one)

Assessment:

Students submit activities and receive a grade as specified in each activity.

Item	Total Possible Points	Grade
Creates presentation with definitions (Activity 1.2.1)	100	
Identifies window elements (Activity 1.2.2)	100	
Satisfactorily completes Formula Practice and Mastery (Activity 1.2.3)	100	
Satisfactorily completes Function Practice and Mastery (Activity 1.2.4)	100	
Satisfactorily completes Formatted Formula Practice and Mastery (Activity 1.2.5)	100	
Lesson Total	500	
Normalized Lesson Total	100	

Additional Resources:

Web Resources

Microsoft Excel Tutorials. OfficeTutorials.com, 2004. Accessed July 11, 2004.
<http://www.officetutorials.com/exceltutorials.htm>.

Spreadsheet Tutorials. 2004-2004 TutorGig.com. Accessed July 11, 2004.
<http://www.tutorgig.com/t/Spreadsheet>.

My e-Coach Guides: Spreadsheets. Computer Strategies, LLC. 1999-2004. Accessed July 11, 2004. <http://www.my-ecoach.com/guides/spreadsheet.html>.

Business Partners:

Accountants

Activity 1.2.1: Learning Spreadsheet Terms

Activity Purpose:

Become familiar with the basic terms related to a spreadsheet.

TEKS:

3A, 3B, 3L, 3M, 3N, 3O, 3P, 4A, 4B

TAKS:

LA1

Assessment Deliverables:

Students submit their presentation with definitions.

Activity 1.2.2: Learning Spreadsheet Window Elements

Activity Purpose:

Become familiar with the window elements in a spreadsheet.

TEKS:

3A, 3B, 3L, 3M, 3N, 3O, 3P, 4A, 4B

Assessment Deliverables:

Students submit their labeled image of window elements.

Activity 1.2.3: Using Formulas in a Spreadsheet

Activity Purpose:

Enter text and numbers in a spreadsheet and perform basic calculations in a spreadsheet using formulas.

TEKS:

3A, 3B, 3L, 3M, 3N, 3O, 3P, 4A, 4B

TAKS:

M10

Assessment Deliverables:

Students submit

- Completed spreadsheet saved as Formula Practice.
- Completed spreadsheet saved as Formula Mastery.

Activity 1.2.4: Using Formula Functions

Activity Purpose:

Use basic function formulas in spreadsheets calculations and copy those formulas to avoid repetitive input.

TEKS:

3A, 3B, 3L, 3M, 3N, 3O, 3P, 4A, 4B

TAKS:

M10

Assessment Deliverables:

Students submit

- Function practice.
- Function mastery.

Activity 1.2.5: Formatting a Spreadsheet

Activity Purpose:

Format a spreadsheet to make it easier to read.

TEKS:

3A, 3B, 3L, 3M, 3N, 3O, 3P, 4A, 4B

TAKS:

M10

Assessment Deliverables:

Students submit

- Formatted formula practice spreadsheet.
- Formatted formula mastery spreadsheet.

Lesson 1.3: Verifying Data

Lesson Purpose:

Practice verifying data for accuracy.

TEKS:

2A, 4A, 4B, 4C

TAKS:

LA6

Behavioral Objectives:

- Verify data for accuracy.
- Learn tips in what to look for in verification.

Materials Checklist:

- Newspaper or Internet article

Assessment:

Students submit activities and receive a grade as specified in each activity.

Item	Total Possible Points	Grade
Satisfactorily completes Verification Tips.xls (Activity 1.3.1)	100	
Satisfactorily completes Accuracy Verification (Activity 1.3.2)	100	
Satisfactorily completes Financial Statements (Activity 1.3.3)	100	
Lesson Total	300	
Normalized Lesson Total	100	

Additional Resources:

Web Resources

Proofreading and Editing Tips. 1999 LR Communication Systems, Inc. Accessed July 11, 2004. http://www.lrc.com/tips/proofreading_editing.htm.

Activity 1.3.1: Entering and Verifying Data

Activity Purpose:

Research and locate tips on verification of data.

TEKS:

2A, 4A, 4B, 4C

TAKS:

LA6

Assessment Deliverables:

Students submit their Verification Tips.xls.

Activity 1.3.2: Verifying Data Input

Activity Purpose:

Practice verifying data for accuracy.

TEKS:

2A, 4A, 4B, 4C

TAKS:

LA6

Assessment Deliverables:

Students submit their Verified textbook assignment.

Activity 1.3.3: Entering and Verifying Data

Activity Purpose:

Practice verifying data entered from unfamiliar, realistic material.

TEKS:

2A, 4A, 4C

TAKS:

LA6

Assessment Deliverables:

Students submit their Financial Statements –they enter only numbers on a spreadsheet and verified them. Have them attach five prints with copies of original financial statement.

Lesson 1.4: Organizing Files

Lesson Purpose:

Organize their files for both paper and electronic copies.

TEKS:

4A

TAKS:

LA1, LA4, LA5, LA6

Behavioral Objective:

Organize work to assist in easy location for better productivity.

Materials Checklist:

- Disk or Computer hard drive or network
- 3-ring binder (2 inch)
- Dividers with pockets

Assessment:

Students submit activities and receive a grade as specified in each activity.

Item	Total Possible Points	Grade
Creates computer folders for files as instructed (Activity 1.4.1)	100	
Satisfactorily completes Activity 1.4.2 Tips on Saving	100	
Satisfactorily completes organized notebook (Activity 1.4.3)	100	
Activity 1.4.4 Presentation accurately summarizes article	100	
Index cards alphabetized and DB correct	100	
Lesson Total	500	
Normalized Lesson Total	100	

Additional Resources:

Web Resources

- ARMA.org. Promoting Records Management. 2004 ARMA, International. Accessed July 11, 2004. <http://www.arma.org/> .
- Records Management: Indiana Commission of Public Records, 2004. Accessed July 11, 2004. http://www.in.gov/icpr/records_management/pubs/arrangements.html .
- Windows: Saving Files. 1999 Rose Vines. Accessed July 11, 2004. http://www.geekgirls.com/windows_saving_files.htm .

Activity 1.4.1: Filing Electronically

Activity Purpose:

Set up folders for files either on a disk or on the hard drive.

TEKS:

4A

Materials Checklist:

Computer

Assessment Deliverables:

Assess your student's folder system on a disk or computer hard drive.

Activity 1.4.2: Saving Files

Activity Purpose:

Learn some simple rules to help in saving files so they can be easily located.

TEKS:

4A

Materials Checklist:

- Internet access
- Spreadsheet

Assessment Deliverables:

Students submit their Tips on Saving Files.xls.

Activity 1.4.3: Filing Assignments

Activity Purpose:

Organize a notebook to keep all assignments organized.

TEKS:

4A

Materials Checklist:

- 3-ring binder (2 inch)
- Dividers with pockets

Assessment Deliverables:

Students submit: their organized notebook turned in on this schedule:

Week 1	End of the week
Week 2	End of the week
Week 3	End of the week
Week 6	End of the week
Week 9	End of the week
Week 12	End of the week
Week 15	End of the week
Week 18	End of the week

Activity 1.4.4: Filing Rules

Activity Purpose:

Become familiar with different types of filing systems and filing rules for alphabetical filing.

TEKS:

4A

TAKS:

LA1, LA4, LA5, LA6

Materials Checklist:

- Index cards
- Presentation software
- Internet
- Database software

Assessment Deliverables:

Students submit

- Presentation that summarizes the article accurately.
- Index cards in correct alphabetic order.
- Database saved as Activity 1.4.4

Lesson 1.5: Documenting Productivity

Lesson Purpose:

Establish good productivity habits by documenting productivity.

TEKS:

4D

Behavioral Objectives:

Complete recordkeeping assignments in a productive manner.

Materials Checklist:

- Calendar
- Email software

Assessment:

Students submit activities and receive a grade as specified in each activity.

Item	Total Possible Points	Grade
Satisfactorily completes calendar	100	
Lesson Total	100	
Normalized Lesson Total	100	

Additional Resources:

Multimedia:

Improving Employee Productivity. The Entrepreneurship Resource Center, 2004
ZeroMillion.com. Accessed July 11, 2004.

<http://www.zeromillion.com/business/personnel/employee-productivity.html> .

Measuring Employee Productivity. Intel, Inc. 2004. Accessed July 11, 2004.

http://www.intel.com/business/bss/infrastructure/managing/employee_productivity.htm .

Activity 1.5.1: Documenting Productivity

Activity Purpose:

Establish good productivity habits by documenting productivity.

TEKS:

4D

Assessment Deliverables:

Students submit their calendar of what they completed each day. They turn in a print of this calendar at the end of each week.

Lesson 1.6: Careers Using Recordkeeping Skills

Lesson Purpose:

Research to locate careers that use recordkeeping skills

TEKS:

4A, 4B

TAKS:

LA1, LA4, LA5, LA6

Behavioral Objectives:

- Become familiar with the skills used in recordkeeping.
- Become familiar with careers that use recordkeeping skills.

Materials Checklist:

- Materials to create a bulletin board
- Recordkeeping textbook

Assessment:

Students submit activities and receive a grade as specified in each activity.

Item	Total Possible Points	Grade
Satisfactorily completes spreadsheet as Activity 1.6.1	100	
Satisfactorily completes spreadsheet as Activity 1.6.2 and Bulletin Board	100	
Lesson Total	300	
Normalized Lesson Total	100	

Additional Resources:

Web Resources

American Zoo and Aquarium Association. 2004 American Zoo and Aquarium Association. Accessed July 11, 2004. <http://www.aza.org/ForEveryone/Careers/> .
Occupational Outlook Handbook – 2004-2005 edition. U. S. Bureau of Labor Statistics. Accessed July 11, 2004. <http://www.bls.gov/oco/home.htm> .

Activity 1.6.1: Recordkeeping Skills

Activity Purpose:

Research and list skills learned in recordkeeping.

TEKS:

4A, 4B

TAKS:

LA1, LA4, LA5, LA6

Assessment Deliverables:

Students submit their spreadsheet saved as Activity 1.6.1

Activity 1.6.2: Searching for Careers

Activity Purpose:

Research the Occupational Outlook Handbook to match recordkeeping skills learned in the course with specific recordkeeping careers.

TEKS:

4A, 4B

TAKS:

LA1, LA4, LA5, LA6

Assessment Deliverables:

Students submit their spreadsheet saved as Activity 1.6.2.

Lesson 1.7: Considering Ethics

Lesson Purpose:

Become familiar with the concept of business ethics.

TEKS:

5A

TAKS:

LA1, LA4, LA5, LA6

Behavioral Objectives:

Consider what constitutes business ethics

Materials Checklist:

Standard Course Materials

Assessment:

Students submit activities and receive a grade as specified in each activity.

Item	Total Possible Points	Grade
Satisfactorily completes Business Ethics definition	100	
Lesson Total	100	
Normalized Lesson Total	100	

Additional Resources:

Web Resources:

<http://www.ethicsweb.ca/codes/>

Activity 1.7.1: Understanding Ethics

Activity Purpose:

Review information to understand the concept of business ethics.

TEKS:

5A

TAKS:

LA1, LA4, LA5, LA6

Assessment Deliverables:

Students submit their Ethics Definition

Unit 2 Personal Finances

Behavioral Objectives:

- Set up a Quicken file
- Add Quicken accounts
- Use a checking account
- Create a credit card account
- Establish a budget
- Analyze expenses
- Manage investments
- Identifying ethical business considerations

TEKS:

1A, 2A, 2C, 2D, 2E, 2G, 2I, 4A, 4B, 5E

TAKS:

LA1, LA3, LA4, LA5

Unit Overview:

Students learn to use technology tools to manage their money. Quicken Premier for Home and Business is used to teach them these skills. This unit particularly useful as they move into the adult world of credit cards, bills, and online banking.

Facilitation Tips

You can find an educational discount for Intuit products by contacting an educational sales representative.

It might be necessary to provide some direct facilitation when students first begin setting up their Quicken accounts.

The investment component is particularly effective if they can track their stocks for a period of time using the online Quicken components.

Encourage students to add financial information other than that directly assigned so they can personalize their accounts. They might even want to open a Quicken file of their own using the skills they develop here.

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Lesson 2.1: Setting Up Quicken

Lesson Purpose:

Set up a Quicken file.

TEKS:

2D, 4A, 4B

TAKS:

LA1, LA3

Behavioral Objectives:

- Watch the Quicken tour
- Set up Quicken files
- Learn to use Quicken help
- Add information to a check register

Materials Checklist:

- Quicken Premier for Home and Office

Assessment:

Students submit activities and receive a grade as specified in each activity.

Item	Total Possible Points	Grade
Satisfactorily completes Activity 2.1.1	100	
Satisfactorily completes Activity 2.1.2	100	
Satisfactorily prints help on passwords (Activity 2.1.3)	100	
Satisfactorily completes Register Report	100	
Lesson Total	400	
Normalized Lesson Total	100	

Additional Resources:

Web Resources:

www.intuit.com

Business Partners:

Banks

Activity 2.1.1: Watching the Quicken Tour

Activity Purpose:

Overview Quicken by watching the tour.

TAKS:

LA1, LA3

Assessment Deliverables:

Students submit Activity 2.1.1.

Activity 2.1.2: Completing About You

Activity Purpose:

Establish a Quicken identity.

TEKS:

2D

TAKS:

LA1, LA3

Assessment Deliverables:

Students submit Activity 2.1.2.

Activity 2.1.3: Getting Help

Activity Purpose:

Use the Help functions in Quicken

TAKS:

LA1, LA3

Assessment Deliverables:

Students submit their Instructions: How to Change a Password

Activity 2.1.4: Setting Up a Quicken File

Activity Purpose:

Add to a checking account.

TEKS:

2D, 4A, 4B

TAKS:

LA1

Assessment Deliverables:

Students submit their Register Report

Lesson 2.2: Creating a Budget

Lesson Purpose:

Create a budget.

TEKS:

1A, 2A, 2C, 2G

TAKS:

LA1, LA3, LA4, LA5

Behavioral Objectives:

- Set up a budget
- Modify a budget

Materials Checklist:

- Quicken Premier for Home and Office

Assessment:

Students submit activities and receive a grade as specified in each activity.

Item	Total Possible Points	Grade
Satisfactorily completes Monthly Budget Report (Activity 2.2.1)	100	
Satisfactorily completes New Budget Report (Activity 2.2.2)	100	
Lesson Total	200	
Normalized Lesson Total	100	

Additional Resources:

Web Resources:

Quicken Help Menu

Business Partners:

Banks

Activity 2.2.1: Setting Up a Budget

Activity Purpose:

Set up a budget.

TEKS:

2C, 2G

Assessment Deliverables:

Students submit their Monthly Budget Report

Activity 2.2.2: Modifying a Budget

Activity Purpose:

Make modifications to a budget.

TEKS:

1A, 2A, 2C

TAKS:

LA1, LA3, LA4, LA5

Assessment Deliverables:

Students submit their New Budget Report

Lesson 2.3: Balancing a Checkbook

Lesson Purpose:

Balance a checkbook

TEKS:

1A, 2E

TAKS:

LA1, LA3, LA4, LA5

Behavioral Objectives:

- Read a bank statement
- Reconcile a bank statement

Materials Checklist:

- Quicken Premier for Home and Office

Assessment:

Students submit activities and receive a grade as specified in each activity.

Item	Total Possible Points	Grade
Satisfactorily completes Bank Statement (Activity 2.3.1)	100	
Satisfactorily completes Reconciliation Report and definitions (Activity 2.3.2)	100	
Lesson Total	200	
Normalized Lesson Total	100	

Additional Resources:

Web Resources:

www.practicalmoneyskills.com/english/resources/tutor/statements

Business Partners:

Banks

Activity 2.3.1: Reading a Bank Statement

Activity Purpose:

Read a bank statement.

TEKS:

1A, 2E

TAKS:

LA1, LA3, LA4, LA5

Assessment Deliverables:

Students submit their Bank Statement

Activity 2.3.2: Reconciling a Bank Statement

Activity Purpose:

Reconcile a bank statement.

TEKS:

1A, 2E

TAKS:

LA1, LA3, LA4, LA5

Assessment Deliverables:

Students submit their Reconciliation Report

Lesson 2.4: Adding Accounts

Lesson Purpose:

Add accounts to Quicken

TEKS:

2C, 2D, 2G, 2I

TAKS:

LA4, LA5

Behavioral Objectives:

- Add a loan account
- Make a payment on a loan
- Add a credit card account
- Add a stock investment

Materials Checklist:

- Quicken Premier for Home and Office

Assessment:

Students submit activities and receive a grade as specified in each activity.

Item	Total Possible Points	Grade
Satisfactorily completes Loan Summary (Activity 2.4.1)	100	
Satisfactorily completes Loan Payment Schedule and Budget (Activity 2.4.2)	100	
Satisfactorily completes Credit Card Report (Activity 2.4.3)	100	
Satisfactorily completes Investment Report (Activity 2.4.4)	100	
Satisfactorily completes New Investment Report (Activity 2.4.5)	100	
Lesson Total	500	
Normalized Lesson Total	100	

Additional Resources:

Web Resources:

Quicken Help Menu

Business Partners:

Banks

Activity 2.4.1: Adding a Loan Account

Activity Purpose:

Add a loan account to a Quicken file.

TEKS:

2D

Assessment Deliverables:

Students submit their Loan Summary

Activity 2.4.2: Making a Payment

Activity Purpose:

Make a payment on a loan.

TEKS:

2C, 2D

TAKS:

LA4, LA5

Assessment Deliverables:

Students submit their Loan Payment Budget

Activity 2.4.3: Adding a Credit Card Account

Activity Purpose:

Add a credit card account to a Quicken file.

TEKS:

2D, 2I

Assessment Deliverables:

Students submit their Credit Card Register

Activity 2.4.4: Adding an Investment Account

Activity Purpose:

Add an investment account to a Quicken file.

TEKS:

2D, 2G

Assessment Deliverables:

Students submit their Investment Report

Activity 2.4.5: Adding to Your Investment Portfolio

Activity Purpose:

Add another investment to a portfolio.

TEKS:

2D, 2G

Assessment Deliverables:

Students submit their New Investment Report

Lesson 2.5: Maintaining Security

Lesson Purpose:

Learn to maintain security of financial documents.

TEKS:

5E

TAKS:

LA1, LA3, LA4, LA5

Behavioral Objectives:

- Create a password
- Set a password for Quicken

Materials Checklist:

- Quicken Premier for Home and Office

Assessment:

Students submit activities and receive a grade as specified in each activity.

Item	Total Possible Points	Grade
Satisfactorily completes Activity 2.5.1	100	
Satisfactorily completes Activity 2.5.2	100	
Lesson Total	200	
Normalized Lesson Total	100	

Additional Resources:

Web Resources:

<http://www.pittsville.k12.wi.us/Help/Passwords.htm>

Business Partners:

Banks

Activity 2.5.1: Creating a Password

Activity Purpose:

Learn what constitutes a secure password.

TEKS:

5E

TAKS:

LA1, LA3, LA4, LA5

Assessment Deliverables:

Students submit their Activity 2.5.1

Activity 2.5.2: Adding a Password to Quicken

Activity Purpose:

Add a password to Quicken.

TEKS:

5E

TAKS:

LA1, LA3, LA4, LA5

Assessment Deliverables:

Students submit their Activity 2.5.2

Unit 3

Credit Responsibility

Behavioral Objectives:

- Complete an application for credit.
- Verify credit card statements.
- Analyze the best credit card use.
- Make good decisions where credit is concerned.
- Demonstrate knowledge about basic protection guidelines against risk and financial loss.

TEKS:

1B, 1C, 1E, 1F, 1I, 1J, 1K; 3H, 3J, 4A, 4B, 5D

TAKS:

- LA1, LA3, LA4, LA5, LA6
- M10

Unit Overview:

Your students begin by learning the basics of credit, including completing a credit card application. Focus is on responsible use of credit. This includes verifying credit card statements and following proper procedures in reporting errors in statements. Students learn how to analyze and make decisions about proper credit card use and following basic protection guidelines to manage risk and financial loss.

Facilitation Tips

Lesson 1

Provide your students with a manual credit application to complete.

Lesson 2

You can orally assess your students' knowledge of the parts of the credit card statement by having them give an oral explanation of a credit card statement. You can use the visuals of credit card statements on the Web sites provided in resources.

Lesson 3

You might need to explain some of the formulas used on the spreadsheets for calculating annual and monthly finance charges.

Lesson 4

Assist your students in using their completed projects by finding them a classroom in which to present their information to or a place to display their flyer. If the Web sites suggested are not available, you might need to assist your students in performing a search for other sites to use as their readings to support their projects.

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Lesson 3.1: Credit Applications

Lesson Purpose:

Complete a credit application and learn the terminology associated with credit.

TEKS:

1C, 1E, 1K, 4A, 4B

TAKS:

LA1, LA3

Behavioral Objectives:

- Know terminology related to credit and credit applications.
- Demonstrate knowledge of policies of credit card applications.
- Compare credit card applications from different companies.
- Submit application for a bank credit card or retail credit card.

Materials Checklist:

- Credit Card Application

Assessment:

Students submit activities and receive a grade as specified in each activity.

Item	Total Possible Points	Grade
Satisfactorily completes presentation as Activity 3.1.1 Definitions and Activity 3.1.1 Quiz	100	
Satisfactorily completes spreadsheet as Activity 3.1.2	100	
Satisfactorily completes credit card application	100	
Lesson Total	300	
Normalized Lesson Total	100	

Additional Resources:

Web Resources:

- Chase Credit Cards Glossary. 2004 JP Morgan & Chase, Inc. Accessed July 10, 2004.
http://creditcardsatchase.com/portal/site/marketing/index.jsp?pgTitle=pg_glossary
- Credit Glossary. 1999 - 2002 Enkephalos Web Design. Accessed July 10, 2004.
<http://www.cardreport.com/glossary.html>
- Discover Card Credit Glossary. 2004 Discover Card. Accessed July 7, 2004.
<http://www.discovercard.com/discover/data/account/credittools/glossary.shtml> .
- Wells Fargo Credit Card Education. 1999-2004 Wells Fargo Bank, NA. Accessed July 10, 2004.
http://www.wellsfargo.com/student/banking/visa/education/cc101/glossary.jhtml?_requestid=43669 .

Business Partners:

- Banks
- Retail Businesses

Activity 3.1.1: Using Credit Terms

Activity Purpose:

Learn the basic terms associated with credit and credit card applications.

TEKS:

1C, 1E, 1J, 1K, 4A, 4B

TAKS:

LA1, LA4, LA5, LA6

Assessment Deliverables:

Students submit

- Presentation saved as Activity 3.1.1
- Quiz on terminology

Activity 3.1.2: Understanding Credit Card Applications

Activity Purpose:

Understand credit card applications and the information that is required to apply for credit.

TEKS:

1C, 1E, 1K, 4A, 4B

TAKS:

LA1, LA4, LA5, LA6

Assessment Deliverables:

Students submit their spreadsheet saved as Activity 3.1.2

Activity 3.1.3: Completing a Credit Card Application

Activity Purpose:

Acquire a credit card application that is not online and complete the application.

TEKS:

1C, 1E, 1F, 1G, 1H, 1J, 1K, 4A, 4B

TAKS:

LA4, LA5, LA6

Assessment Deliverables:

Students submit their completed credit card application.

Lesson 3.2: Verifying Credit Card Statements

Lesson Purpose:

Verify the accuracy of their credit card statement each month.

TEKS:

3J, 3H, 4A, 4B

TAKS:

- LA5, LA6
- M10

Behavioral Objectives:

- Read and understand a credit card statement.
- Verify the amounts on a credit card statement as correct.
- Report errors on a credit card statement.

Materials Checklist:

- Index cards

Assessment:

Students submit activities and receive a grade as specified in each activity.

Item	Total Possible Points	Grade
Satisfactorily completes spreadsheet as Activity 3.2.1	100	
Satisfactorily completes Notes on www.practicalmoneyskills.com and Questions answered from the article	100	
Satisfactorily completes spreadsheet as Activity 3.2.2 student initials	100	
Lesson Total	300	
Normalized Lesson Total	100	100

Additional Resources:

Web Resources:

Practical Money Skills for Life—Banking Tutor. 2000-2004 Visa USA. Accessed July 7, 2004.

http://www.practicalmoneyskills.com/english/resources/tutor/statements/credit_statement.php# .

How Well Do I Know My Credit Statement? 2004, InCharge Institute of America, Inc. Accessed July 7, 2004.

<http://www.militarymoney.com/creditworthy/1066151439>.

Credit Card Agreement and Disclosure Statements. Rich's Enterprises, 2004. Accessed July 7, 2004. http://www.about-all-credit-cards.com/Credit_Cards/disclosure-statements.html .

Business Partners:

- Credit Card Companies
- Banks

Activity 3.2.1: Verifying Numbers

Activity Purpose:

Verify numbers accurately.

TEKS:

3H, 3J, 4A, 4B

TAKS:

LA6

Assessment Deliverables:

Students submit their spreadsheet saved as Activity 3.2.1

Activity 3.2.2: Reading Credit Card Statements

Activity Purpose:

Learn the different parts of a credit card statement and what each part represents.

TEKS:

3J, 3H, 4A, 4B

TAKS:

LA6

Assessment Deliverables:

Students submit

- Handwritten notes on www.practicalmoneyskills.com article.
- Questions answered from www.militarymoney.com article.

Activity 3.2.3: Verifying Credit Card Statement

Activity Purpose:

Balance a credit card statement.

TEKS:

3H, 3J, 4A, 4B

TAKS:

M10

Assessment Deliverables:

Students submit their spreadsheet saved as Activity 3.2.3

Lesson 3.3: Analyzing and Decision-Making in the Use of Credit

Lesson Purpose:

Analyze the best credit offers, and make decisions about the use of credit cards and how to keep a good credit rating.

TEKS:

1B, 1C, 1F, 1I, 1J, 1K, 4A, 4B

TAKS:

- LA 1, LA4, LA5, LA6
- M10

Behavioral Objectives:

- Analyze best credit card use.
- Make good decisions about use of credit cards
- Compare credit card offers.

Materials Checklist:

- Index cards
- Credit Card offers (3)

Assessment:

Students submit activities and receive a grade as specified in each activity.

Item	Total Possible Points	Grade
Satisfactorily completes Activity 3.1.1 Problem 1 and Activity 3.3.1 Problem 2	100	
Satisfactorily completes Index cards with notes written from three articles researched on the Internet Satisfactorily completes Activity 3.3.2 Summary	100	
Satisfactorily completes Activity 3.3.3 Comparison Chart spreadsheet and satisfactorily completes three credit card offers	100	
Satisfactorily completes spreadsheet as Activity 3.3.4 student initials	100	
Satisfactorily completes spreadsheet as Activity 3.3.5	100	
Satisfactorily completes spreadsheet as Activity 3.3.6	100	
Lesson Total	800	
Normalized Lesson Total	100	

Additional Resources:

Web Resources:

- Berky, David. Stay Out of Credit Card Debt. 2004 EasyAccess Club. Accessed July 7, 2004. The Proper Use of Credit Cards. 2000-2001, Jorbins, Inc Accessed July 7, 2004. <http://www.jorbins.com/education-life-skills/articles/credit-card-use.php> .
- Calculating Interest. 2004 Creditinfoweb.com. Accessed July 7, 2004. <http://www.creditinfoweb.com/card-basics/interest.htm> .
- Proper Use of Credit Cards. 1999-2004 FrugalFamily.com. Accessed July 7, 2004. <http://www.frugalfamily.com/Finance/Credit/ProperUseOfCredit.asp>
- The Proper Use of Credit Cards. 2000-2001, Jorbins, Inc Accessed July 7, 2004. <http://www.jorbins.com/education-life-skills/articles/credit-card-use.php> .

Activity 3.3.1: Buying in Installment

Activity Purpose:

Compare buying on installment with credit card purchases.

TEKS:

1B, 1C, 1F, 1I, 1J, 4A, 4B

TAKS:

- LA1, LA4, LA5, LA6
- M10

Assessment Deliverables:

Students submit

- Spreadsheet saved as Activity 3.3.1 with student initials
- Spreadsheet saved as Activity 3.3.1 Problem 2

Activity 3.3.2: Using Credit

Activity Purpose:

Research information on the proper use of credit and summarize their findings.

TEKS:

1B, 1C, 1F, 1I, 1J, 4A, 4B

TAKS:

LA1, LA4, LA5, LA6

Assessment Deliverables:

Students submit

- Index cards with notes written from three articles researched on the Internet
- Document saved as Activity 3.3.2 summarizing the best tips from the research with references in MLA style.

Activity 3.3.3: Comparing Credit Card Offers

Activity Purpose:

Create a comparison chart distinguishing between different credit card offers.

TEKS:

1B, 1C, 1F, 1I, 1J, 4A, 4B

TAKS:

- LA1
- M10

Assessment Deliverables:

Students submit

- Spreadsheet saved as Activity 3.3.3 Comparison Chart
- Three credit card offers

Activity 3.3.4: Comparing Transferring Balance Credit Card Offers

Activity Purpose:

Compare transferring balances credit card offers using an average daily balance method to estimate interest and payment.

TEKS:

1B, 1C, 1F, 1I, 1J, 4A, 4B

TAKS:

- LA1, LA4, LA5, LA6
- M10

Assessment Deliverables:

Students submit their spreadsheet saved as Activity 3.3.4 student initials

Activity 3.3.5: Understanding Credit Scoring?

Activity Purpose:

Learn the importance of credit scoring and what effects the score as well as how it effects your available credit.

TEKS:

1K, 4A, 4B

TAKS:

LA1, LA4, LA5, LA6

Assessment Deliverables:

Students submit their spreadsheet saved as Activity 3.3.5

Activity 3.3.6: Maintaining Credit Worthiness

Activity Purpose:

Read articles and become familiar with credit worthiness and obtaining credit reports.

TEKS:

1B, 4A, 4B

TAKS:

LA1, LA4, LA5, LA6

Assessment Deliverables:

Students submit their spreadsheet saved as Activity 3.3.6

Lesson 3.4: Taking the Risk

Lesson Purpose:

Learn the basic risk factors and how to protect against financial loss when using credit.

TEKS:

1F, 4A, 4B, 5D

TAKS:

LA1, LA4, LA5, LA6

Behavioral Objectives:

- Learn basic techniques for protecting against fraud and identity theft.
- Learn basic protection guidelines to protect against risk and financial loss.

Materials Checklist:

- Standard Course Materials

Assessment:

Students submit activities and receive a grade as specified in each activity.

Item	Total Possible Points	Grade
Satisfactorily completes notes from readings on credit card fraud and satisfactorily completes presentation as Activity 3.4.1	100	
Satisfactorily completes Notes from readings of misuse of credit cards Satisfactorily completes Script from interview Satisfactorily completes flyer as Activity 3.4.2	100	
Satisfactorily completes Activity 3.4.3	100	
Lesson Total	300	
Normalized Lesson Total	200	

Additional Resources:

Web Resources:

- AFSA Education Foundation. Accessed July 7, 2004.
<http://www.afsaef.org/news/IdentityTheftJan2002.doc> .
- Avoiding Credit Card Fraud. 2004 CreditCareCenter.com. Accessed July 7, 2004.
http://www.creditcarecenter.com/learning%20center/avoiding_credit_card_fraud.htm .
- Credit Card and Debit Card guide for people with bad credit. Financial Firebird Corporation, 2004. Accessed July 10, 2004.
http://www.debtworkout.com/bad_credit/credit_card/application_help.html .
- Credit Card Forgery, Forged Credit Cards, Forgery. Web Nation, Inc., 2004. Accessed July 10, 2004. <http://www.creditinfocenter.com/rebuild/fraudAccts.shtml>
- Federal Trade Commission. Federal Trade Commission 2004. Accessed July 10, 2004.
<http://www.ftc.gov/bcp/online/pubs/credit/cards.htm> .
- Lazarony, Lucy. FAQ about students and credit cards. 2004. Bankrate, Inc. Accessed July 10, 2004.
http://www.debtworkout.com/bad_credit/credit_card/application_help.html .
- Rahm, Michelle. Avoid becoming a victim of credit card fraud. Present Quality Merchandisers, Inc. Accessed July 10, 2004.
<http://www.jewelryimpressions.com/fraudart.html> .
- RCMP Frauds and Scams. 2004 Canadian Consumer Information Getaway. Accessed July 7, 2004. http://www.rcmp.ca/scams/ccandpc_e.htm.
- Smith, Frances B. Consumer Alert, 2004. Accessed July 10, 2004.
<http://www.consumeralert.org/pubs/research/Aug99StudentDebt.htm> .

Business Partners:

Bankruptcy Lawyer

Activity 3.4.1: Protecting Against Credit Card Fraud

Activity Purpose:

Learn basic steps students can take to protect against credit card fraud.

TEKS:

1 F, 4A, 4B, 5D

TAKS:

LA1, LA4, LA5, LA6

Assessment Deliverables:

Students submit

- Notes from readings on credit card fraud.
- Presentation saved as Activity 3.4.1

Activity 3.4.2: Misusing Credit Cards

Activity Purpose:

Learn how to avoid financial loss due to misuse of credit cards.

TEKS:

1 F, 4A, 4B

TAKS:

LA1, LA4, LA5, LA6

Assessment Deliverables:

Students submit

- Notes from readings of misuse of credit cards.
- Script from interview of bankruptcy attorney.
- Flyer saved as Activity 3.4.2.

Activity 3.4.3: Protecting the Consumer

Activity Purpose:

Learn various laws that protect the consumer from financial loss.

TEKS:

1 F, 4A, 4B, 5D

TAKS:

LA1, LA4, LA5, LA6

Assessment Deliverables:

Students submit their File saved as Activity 3.4.3

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Unit 4

Specialized Recordkeeping Procedures

Behavioral Objectives:

- Record cash receipts.
- Prove cash
- Prepare petty cash records.
- Calculate sales tax and invoices.
- Discuss check cashing policies.
- Handle retail charge sales records.
- Prepare customer statements.
- Calculate bad debts.
- Record purchases.
- Calculate purchase discounts.
- Calculate due dates of invoices
- Calculate and verify purchase orders
- Maintain accounts payable.
- Discuss the differences between periodic and perpetual inventory.
- Keep a stock record using perpetual inventory method.

TEKS:

1A, 3A, 3B, 3C, 3F, 3G, 3H, 3I, 3J, 3K, 3L, 3M, 3N, 3O, 3P, 3Q, 3R, 4A, 4B, 5C

TAKS:

- LA 1, LA 4, LA 5, LA 6
- M10

Unit Overview:

Students research and problem solve. The unit covers a multitude of specialized procedures used in recordkeeping, including cashiering skills, calculating skills and accurate recording of sales and purchases. Your students research topics from soft skills to codes of ethics. By the end of this unit, your students should have a good grasp of what is required in both the purchasing and sales cycle of recordkeeping, as well as the differences in accounts payable and receivable. Your students learn many formulas including computation of sales tax, discounts, and invoices.

Facilitation Tips

Students complete vocabulary and research assignments on their own without much facilitation. Encourage them to be specific in their writing and produce research documents with substance. The unit requires a number of business math skills. If desired, you might want your students to complete more problems than are provided. There are many workbooks available that easily cover mastery of computation skills for discounts, sales tax, inventory records, and account balances. Another supplement to this unit can be more computation problems using a spreadsheet. Students might need a demonstration of the formulas for performing the calculations in this unit.

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Lesson 4.1: Handling Cash Receipt Transactions

Lesson Purpose:

Prepare and record cash receipt transactions.

TEKS:

1A, 3Q

TAKS:

- LA1, La4, La5, LA6
- M10

Behavioral Objectives:

- Prepare cash receipts.
- Record cash receipts.
- Prove cash

Materials Checklist:

- Internet access
- Presentation software
- Recordkeeping textbook
- Receipts book
- Spreadsheet software
- Word processing software

Assessment:

Students submit activities and receive a grade as specified in each activity.

Item	Total Possible Points	Grade
Satisfactorily completes presentation as Activity 4.1.1 Presentation	100	
Satisfactorily completes Activity 4.1.1Quiz	100	
Satisfactorily completes Handwritten dollar amounts and spelling quiz	100	
Satisfactorily completes spreadsheet as Activity 4.1.3	100	
Satisfactorily completes word processing document as Activity 4.1.4	100	
Satisfactorily completes presentation as Activity 4.1.5	100	
Satisfactorily completes Activity 2.1.6 Bengals, Activity 2.1.6 Johnston, and Activity 2.1.6 Salas with no spelling or grammar errors	100	
Lesson Total	700	
Normalized Total	100	

Additional Resources:

Textbooks:

Schultheis, Robert A, Kaliski, Burton S. and Passalacqua, Dan. (2001). Keeping Financial Records for Business. Southwestern Educational Publishing, Cincinnati, OH.

Multimedia:

Wells Fargo Small Business. 2000-2004 Wells Fargo. Retrieved July 14, 2004.

http://www.wellsfargo.com/biz/products/online_banking/quickbooks/quickbooks.jhtml.

CCH Business Owner's Toolkit. 1994-2004 CCH Incorporated. Retrieved July 14, 2004.

http://www.toolkit.cch.com/text/P06_1430.asp.

Business Link/the Cash Book/The Spreadsheet. Accessed July 15, 2004.

<http://www.businesslink.gov.uk/bdotg/action/detail?type=RESOURCES&itemId=1073789114>.

Soft Skills Interview Questions. 2000 by the Regents of the University of California.

Accessed July 15, 2004. <http://www.cnr.berkeley.edu/ucce50/ag-labor/7labor/b003.htm>

Activity 4.1.1: Using Cash Receipts Terms

Activity Purpose:

Learn terms associated with cash receipt transactions

TEKS:

1A, 3Q

TAKS:

LA1

Materials Checklist:

- Internet access
- Presentation software
- Recordkeeping textbook

Assessment Deliverables:

Students submit

- Presentation saved as Activity 4.1.1
- Quiz on vocabulary

Activity 4.1.2: Preparing Handwritten Receipts

Activity Purpose:

Learn to write receipts using proper format.

TEKS:

3Q

TAKS:

LA1

Materials Checklist:

- Receipts Book

Assessment Deliverables:

Students submit

- Handwritten dollar amounts
- Spelling quiz

Activity 4.1.3: Using Spreadsheets for Weekly Receipts

Activity Purpose:

Use a spreadsheet to keep a total of customer receipts.

TEKS:

4B

TAKS:

M10

Materials Checklist:

- Spreadsheet software

Assessment Deliverables:

Students submit their spreadsheet saved as Activity 4.1.3

Activity 4.1.4: Check Cashing Policy

Activity Purpose:

Research and compare check cashing policies in a retail environment.

TEKS:

1A, 4A

TAKS:

LA1, LA4, LA5, LA6

Materials Checklist:

- Word processing software
- Internet access

Assessment Deliverables:

Students submit their word processed document saved as Activity 4.1.4

Activity 4.1.5: Using Cashier Skills

Activity Purpose:

Explore the different skills used by a cashier.

TEKS:

1A

TAKS:

LA1, LA4, LA5, LA6

Materials Checklist:

- Internet access
- Presentation software

Assessment Deliverables:

Students submit their presentation saved as Activity 4.1.5

Activity 4.1.6: Proving Cash

Activity Purpose:

Learn to prove cash.

TEKS:

3A, 3B, 4B

TAKS:

LA1, M10

Materials Checklist:

- Spreadsheet software

Assessment Deliverables:

Students submit their spreadsheets saved as Bengals, Johnston and Salas

Lesson 4.2: Preparing Petty Cash Records

Lesson Purpose:

Learn to prepare petty cash records.

TEKS:

1A, 3A, 3B, 4B

TAKS:

- LA1, LA4, LA5, LA6
- M10

Behavioral Objectives:

- Be familiar with terminology associated with petty cash.
- Know the use of a petty cash fund.
- Know the proper procedures in handling a petty cash fund.
- Establish a petty cash fund.
- Complete a petty cash voucher.
- Complete a petty cash record.
- Replenish the petty cash fund.

Materials Checklist:

- Spreadsheet software
- Presentation software

Assessment:

Students submit activities and receive a grade as specified in each activity.

Item	Total Possible Points	Grade
Satisfactorily completes presentation as Activity 4.2.1 and satisfactorily completes Activity 4.2.1 Sentences	100	
Satisfactorily completes word processing document as Activity 4.2.2	100	
Satisfactorily completes spreadsheet as Activity 4.2.3	100	
Satisfactorily completes spreadsheet as Activity 4.2.4 Vouchers and Activity 4.2.4 Record	100	
Satisfactorily completes spreadsheet as Activity 4.2.5 Report	100	
Satisfactorily completes spreadsheet as Activity 4.2.6 Replenished	100	
Lesson Total	600	
Normalized Total	100	

Additional Resources:

Textbooks:

Schultheis, Robert A, Kaliski, Burton S. and Passalacqua, Dan. (2001). Keeping Financial Records for Business. Southwestern Educational Publishing, Cincinnati, OH.

Multimedia:

Revolving and Petty Cash Funds. 1996-2001 Xerox Corporation. Accessed July 16, 2004. <http://webserver.acsd.k12.ca.us:82/docushare/dscgi/ds.py/View/Collection-522>.

Controller – Petty Cash Fund. 2003 Board of Regents at the University of Oklahoma. Accessed July 14, 2004. <http://www.ou.edu/fis/control/petty.htm>.

Gap 200.030: Imprest Cash Funds. 2004 Duke University. Accessed July 17, 2004. <http://www.finsvc.duke.edu/gap/m200-030.html>.

Business Partners:

- Accountant
- Banking Associate

Activity 4.2.1: Using Petty Cash Terminology

Activity Purpose:

Learn the terms associated with the use of a petty cash fund.

TEKS:

1A

TAKS:

LA1

Materials Checklist:

- Presentation software
- Internet access
- Recordkeeping textbook

Assessment Deliverables:

Students submit

- Presentation saved as Activity 4.2.1
- Spreadsheet saved as Activity 4.2.1 Sentences

Activity 4.2.2: Researching Procedures for Petty Cash Funds

Activity Purpose:

Research procedures for petty cash funds.

TEKS:

1A; 4A

TAKS:

LA1, LA4, LA5, LA6

Materials Checklist:

- Internet access
- Word processing software

Assessment Deliverables:

Students submit their Word processing document saved as Activity 4.2.2.

Activity 4.2.3: Establishing a Petty Cash Fund

Activity Purpose:

Learn to establish a petty cash fund and record the transaction.

TEKS:

3A, 3B

TAKS:

M10

Materials Checklist:

- Spreadsheet software

Assessment Deliverables:

Students submit their spreadsheet saved as Activity 4.2.3.

Activity 4.2.4: Completing a Petty Cash Voucher and Record

Activity Purpose:

Complete a Petty Cash Voucher and Petty Cash Record.

TEKS:

3A, 3B, 4A

TAKS:

M10

Materials Checklist:

- Spreadsheet software
- Recordkeeping textbook

Assessment Deliverables:

Students submit

- Spreadsheet saved as Activity 4.2.4 Vouchers
- Spreadsheet saved as Activity 4.2.4 Record

Activity 4.2.5: Proving Petty Cash

Activity Purpose:

Learn to prove petty cash by using a petty cash report.

TEKS:

3A, 3B

TAKS:

M10

Materials Checklist:

- Spreadsheet software

Assessment Deliverables:

Students submit their spreadsheet saved as Activity 4.2.5 Report

Activity 4.2.6: Replenishing Petty Cash

Activity Purpose:

Learn to replenish petty cash and record the transaction.

TEKS:

3A, 3B, 4A

TAKS:

M10

Materials Checklist:

- Spreadsheet software

Assessment Deliverables:

Students submit their spreadsheet saved as Activity 4.2.6 Replenished

Lesson 4.3: Handling Retail Sales Records

Lesson Purpose:

Learn to record retail charge sales, calculate invoices and due dates on invoices

TEKS:

1A, 3A, 3B, 3C, 3I, 3J, 3O, 3Q, 4A, 4B

TAKS:

- LA 1, LA 4, LA 5, LA 6
- M10

Behavioral Objectives:

- Calculate invoices.
- Calculate sales tax.
- Discuss terms associated with receivables and payables.
- Prepare customer statements.
- Calculate bad debts.
- Calculate selling price.
- Record retail charge sales

Materials Checklist:

- Spreadsheet software
- Presentation software
- Internet access
- Recordkeeping textbook

Assessment:

Students submit activities and receive a grade as specified in each activity.

Item	Total Possible Points	Grade
Satisfactorily completes spreadsheet as Activity 4.3.1 student initials and satisfactorily completes spreadsheet as Activity 4.3.1 Receipt Collections with receipts attached	100	
Satisfactorily completes presentation as Activity 4.3.2	100	
Satisfactorily completes spreadsheet as Activity 4.3.3	100	
Satisfactorily completes spreadsheet as Activity 4.3.4 student initials	100	
Satisfactorily completes spreadsheet as Activity 4.2.4 student initials	100	
Satisfactorily completes word processing document as Activity 4.3.5 student initials and satisfactorily completes spreadsheet as Activity 4.3.5 Bad Debts student initials	100	
Lesson Total	500	
Normalized Total	100	

Additional Resources:

Textbooks:

Schultheis, Robert A, Kaliski, Burton S. and Passalacqua, Dan. (2001). Keeping Financial Records for Business. Southwestern Educational Publishing, Cincinnati, OH.

Multimedia:

Sales Tax Clearinghouse, 1999-2004. Retrieved August 2, 2004. <http://theste.com/>.
Sales Tax Concepts Made Easy For You. 2004 Sales Tax Institute. Retrieved August 2, 2004. <http://www.salestaxinstitute.com/>.
Bad debt Definition. 1997-2004 WebFinance, Inc. Retrieved August 3, 2004. http://www.investorwords.com/384/bad_debt.html.
CCH Business Owner's Toolkit. - Accounting for Bad Debts. 1995-2004 CCH Incorporated. Retrieved August 3, 2004. http://www.toolkit.cch.com/text/P06_2900.asp.

Activity 4.3.1: Calculating Sales Tax and Invoices

Activity Purpose:

Learn to calculate sales tax, selling price and total invoice amounts.

TEKS:

1A, 3A, 3B, 3C

TAKS:

M10

Materials Checklist:

Spreadsheet

Assessment Deliverables:

Students submit

- Spreadsheet saved as Activity 4.3.1
- Spreadsheet saved as Activity 4.3.1 Receipt Collections

Activity 4.3.2: Using Terms in Receivables and Payables

Activity Purpose:

Become familiar with terminology associated with receivables and payables.

TEKS:

1A, 3Q, 3R, 4A

TAKS:

LA1

Materials Checklist:

- Presentation software

Assessment Deliverables:

Students submit their presentation saved as Activity 4.3.2

Activity 4.3.3: Recording Retail Charge Sales

Activity Purpose:

Learn to record retail charge sales.

TEKS:

3A, 3B, 3C, 3Q, 4A, 4B

TAKS:

M10

Materials Checklist:

- Spreadsheet software
- Recordkeeping textbook
- Internet access

Assessment Deliverables:

Students submit their spreadsheet saved as Activity 4.3.3

Activity 4.3.4: Preparing Customer Statements

Activity Purpose:

Prepare customer statements

TEKS:

3A, 3B, 3C, 3I, 3Q, 4A, 4B

TAKS:

- LA1
- M10

Materials Checklist:

- Spreadsheet software
- Recordkeeping textbook

Assessment Deliverables:

Students submit their spreadsheet saved as Activity 4.3.4 student initials

Activity 4.3.5: Calculating Bad Debts

Activity Purpose:

Learn to calculate bad debts expense as a percentage of sales.

TEKS:

3A, 3B, 3C, 3O, 4A, 4B

TAKS:

M10

Materials Checklist:

- Spreadsheet
- Recordkeeping textbook
- Word processing software

Assessment Deliverables:

Students submit

- Word processing document saved as Activity 4.3.5
- Spreadsheet saved as Activity 4.3.5 Bad Debts student initials

Lesson 4.4: Handling Purchasing Records

Lesson Purpose:

Learn basic calculations in discount systems, purchase orders, and payment dates as well as recording of accounts payable transactions.

TEKS:

1A, 3K, 3L, 3M, 3N, 3O, 3P, 3R, 4A, 4B

TAKS:

- LA 1, LA 4, LA 5, LA 6
- M10

Behavioral Objectives:

- Compute and verify extensions on purchase orders.
- Calculate trade, chain, and quantity discounts.
- Compute cash discounts and amount due on purchase orders after adjustments for transportation charges, discounts, and returned merchandise.
- Calculate payment dates.
- Compute the amount of credit card discount.
- Maintain accounts payable records.

Materials Checklist:

- Spreadsheet software
- Presentation software
- Internet access
- Recordkeeping textbook

Assessment:

Students submit activities and receive a grade as specified in each activity.

Item	Total Possible Points	Grade
Satisfactorily completes word processing document as Different Discounts and spreadsheet as Activity 4.4.1 student initials	100	
Satisfactorily completes spreadsheet as Activity 4.4.2 Calculations and Activity 4.4.2 Report	100	
Satisfactorily completes spreadsheet as Activity 4.4.3 Calculations	100	
Satisfactorily completes spreadsheet as Activity 4.4.4	100	
Satisfactorily completes Activity 4.4.5, Activity 4.4.5 Summary and stock cards	100	
Lesson Total	500	
Normalized Total	100	

Additional Resources:

Textbooks:

Schultheis, Robert A, Kaliski, Burton S. and Passalacqua, Dan. (2001). Keeping Financial Records for Business. Southwestern Educational Publishing, Cincinnati, OH.

Multimedia:

Should I Take Advantage of Trade Discounts? 1995-2004 FinanCenter, Inc. Retrieved August 2, 2004. .

CCH Business Owner's Toolkit. 1995-2004 CCH Incorporated. Retrieved August 2, 2004. http://www.toolkit.cch.com/text/P06_4236.asp.

Quantity Discounts. Encyclopedia article about quantity discounts. Retrieved August 2, 2004. <http://encyclopedia.thefreedictionary.com/Quantity%20discounts>.

CCH Business Owner's Toolkit. 1995-2004 CCH Incorporated. Retrieved August 2, 2004. http://www.toolkit.cch.com/text/P06_1440.asp.

Activity 4.4.1: Calculating Purchase Discounts

Activity Purpose:

Calculate trade, chain, and quantity discounts.

TEKS:

1A, 3A, 3B, 3C, 3L, 4A, 4B

TAKS:

- LA1, LA4, LA5, LA6
- M10

Materials Checklist:

- Spreadsheet software
- Internet access
- Recordkeeping textbook

Assessment Deliverables:

Students submit

- Word processing document saved as Different Discounts
- Spreadsheet saved as Activity 4.4.1 your initials

Activity 4.4.2: Calculating Payment Dates

Activity Purpose:

Calculate payment due dates using a spreadsheet.

TEKS:

3A, 3B, 3C, 3N, 4A, 4B

TAKS:

M10

Materials Checklist:

- Spreadsheet software

Assessment Deliverables:

Students submit their spreadsheet saved as Activity 4.4.2

Activity 4.4.3: Calculating and Verifying Purchase Orders

Activity Purpose:

Calculate and verify purchase order amounts.

TEKS:

3A, 3B, 3C, 3K; 4A, 4B

TAKS:

M10

Materials Checklist:

- Spreadsheet
- Recordkeeping textbook

Assessment Deliverables:

Students submit their spreadsheet saved as Activity 4.4.3

Activity 4.4.4: Maintaining Accounts Payable

Activity Purpose:

Journalize and post transactions that effect accounts payable.

TEKS:

1A, 3A, 3B, 3C, 3R; 4A, 4B

TAKS:

- LA1
- M10

Materials Checklist:

- Spreadsheet software
- Internet access
- Recordkeeping textbook

Assessment Deliverables:

Students submit their spreadsheet saved as Activity 4.4.4

Activity 4.4.5: Comparing Inventory Methods

Activity Purpose:

Calculate inventory using the perpetual inventory method and research the physical and perpetual inventory methods.

TEKS:

1A, 3A, 3B, 3C, 3H, 4A, 4B

TAKS:

- LA1
- M10

Materials Checklist:

- Spreadsheet software
- Recordkeeping textbook

Assessment Deliverables:

Students submit their spreadsheet saved as Activity 4.4.5

Lesson 4.5: Ethics in Purchasing and Selling

Lesson Purpose:

Research a code of ethics for purchasing and selling.

TEKS:

5C

TAKS:

LA1, LA4, LA5, LA6

Behavioral Objectives:

- Become familiar with codes of ethics in purchasing
- Learn what is needed in a statement of ethics
- Problem solve Code of Ethics in sales cases

Materials Checklist:

- Word processing software
- Internet access

Assessment:

Students submit activities and receive a grade as specified in each activity.

Item	Total Possible Points	Grade
Satisfactorily completes Activity 4.5.1 Summary, Activity 4.5.1 Code and Activity 4.5.1 Comparison	100	
Satisfactorily completes Activity 4.5.2	100	
Lesson Total	200	
Normalized Total	100	

Additional Resources:

Textbooks:

Schultheis, Robert A, Kaliski, Burton S. and Passalacqua, Dan. (2001). Keeping Financial Records for Business. Southwestern Educational Publishing, Cincinnati, OH.

Multimedia:

Office of Facilities Management – Purchasing – Code of Ethics. 2003 Murdoch University. Retrieved August 4, 2004.

<http://www.murdoch.edu.au/ofm/services/codeofethics.html>.

Purchasing/Stores: Purchasing Ethics. 2004 University of Washington. Retrieved August 4, 2004.

<http://www.washington.edu/admin/purchstores/yourdept/ethics.html>.

Purchasing Statement of Ethics. Region of Peel, 2003. Retrieved August 4, 2004.

<http://www.region.peel.on.ca/finance/purchasing/ethics/>.

Activity 4.5.1: Code of Ethics in Purchasing

Activity Purpose:

Research code of ethics in purchasing

TEKS:

5C

TAKS:

LA1, LA4, LA5, LA6

Materials Checklist:

- Word processing software
- Internet access

Assessment Deliverables:

Students submit

- Word processing document saved as Activity 4.5.1 Summary
- Word processing document saved as Activity 4.5.1 Code
- Word processing document saved as Activity 4.5.1 Comparison

Activity 4.5.2: Ethics in Selling

Activity Purpose:

Study cases involving ethics in selling.

TEKS:

5C

TAKS:

LA1, LA4, LA5, LA6

Materials Checklist:

- Word processing software
- Internet access

Assessment Deliverables:

Students submit their word processed document saved as Activity 4.5.2

Unit 5

Small Business Records

Behavioral Objectives:

- Set up a Quicken business file.
- Manage business finances.
- Track business information.
- Print business reports.
- Discuss business ethics.

TEKS:

1A, 3E, 3G, 3I, 3J, 3Q, 3R, 5C

TAKS:

LA1, LA4, LA5

Unit Overview:

Your students learn to use the technology tools provided by Quicken to manage small business financials. Quicken Premier for Home and Business is used to teach them these skills. They find this unit particularly useful as they move into the adult world of business transactions.

Facilitation Tips

You can find an educational discount for Intuit products by contacting an educational sales representative.

It might be necessary to provide some direct facilitation when students first begin setting up their Quicken accounts.

Encourage students to open a Quicken business file of their own using the skills they develop here.

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Lesson 5.1: Setting Up Quicken for Business

Lesson Purpose:

Learn the business tools available in Quicken.

TEKS:

1A

Behavioral Objectives:

- Set up a Quicken file for a small business.
- Create an address book.
- Create projects.

Materials Checklist:

- Quicken Premier for Home and Business

Assessment:

Students submit activities and receive a grade as specified in each activity.

Item	Total Possible Points	Grade
Satisfactorily completes Activity 5.1.1	100	
Satisfactorily completes Activity 5.1.2 including changes to Quicken file	100	
Satisfactorily completes Activity 5.1.3 including changes to Quicken file and print of project list	100	
Lesson Total	300	
Normalized Lesson Total	100	

Web Resources:

www.intuit.com

Business Partners:

- Banks
- Retail Businesses

Activity 5.1.1: Answering Questions

Activity Purpose:

Complete the setup process to open a small business account in Quicken.

TEKS:

1A

Assessment Deliverables:

Students submit their Activity 5.1.1

Activity 5.1.2: Creating an Address Book

Activity Purpose:

Add customers and businesses to their Quicken business.

TEKS:

1A

Assessment Deliverables:

Students submit their Activity 5.1.2

Activity 5.1.3: Creating Projects

Activity Purpose:

Complete the setup process to open a small business account in Quicken.

TEKS:

1A

Assessment Deliverables:

Students submit their Activity 5.1.3

Lesson 5.2: Managing Finances

Lesson Purpose:

Learn to manage Quicken business finances.

TEKS:

3I, 3J, 3Q, 3R

Behavioral Objectives:

- Enter accounts receivables
- Create forms
- Receive payment
- Enter accounts payable
- Pay bills

Materials Checklist:

- Quicken Premier for Home and Business

Assessment:

Students submit activities and receive a grade as specified in each activity.

Item	Total Possible Points	Grade
Satisfactorily completes Activity 5.2.1	100	
Satisfactorily completes and prints Invoices: Bob Knight, Tommy Hernandez, and Marsha Sharp (Activity 5.2.2)	100	
Satisfactorily completes and prints Invoice Register (Activity 5.2.3)	100	
Satisfactorily prints register titled Activity 5.2.4	100	
Satisfactorily prints Bill Register (Activity 5.2.4)	100	
Lesson Total	500	
Normalized Lesson Total	100	

Web Resources:

www.intuit.com

Business Partners:

- Banks
- Retail Businesses

Activity 5.2.1: Entering Accounts Receivable

Activity Purpose:

Enter information into the accounts receivable category.

TEKS:

3I, 3J, 3Q, 3R

Assessment Deliverables:

Students submit their Activity 5.2.1

Activity 5.2.2: Creating Forms

Activity Purpose:

Modify a form to create an invoice.

TEKS:

3I, 3J, 3Q, 3R

Assessment Deliverables:

Students submit their Invoices: Bob Knight, Tommy Hernandez, Marsha Sharp

Activity 5.2.3: Receiving Payment

Activity Purpose:

Record a payment to the accounts receivable.

TEKS:

3I, 3J, 3Q, 3R

Assessment Deliverables:

Students submit their Invoice Register

Activity 5.2.4: Entering Accounts Payable

Activity Purpose:

Enter accounts payable information.

TEKS:

3I, 3J, 3Q, 3R

Assessment Deliverables:

Students submit their Bills register

Activity 5.2.5: Paying Bills

Activity Purpose:

Pay bills owed to a vendor.

TEKS:

3I, 3J, 3Q, 3R

Assessment Deliverables:

Students submit their Bills register

Lesson 5.3: Tracking Information

Lesson Purpose:

Track various kinds of business information.

TEKS:

3E, 3G

Behavioral Objectives:

- Record mileage for business purposes.
- Pay sales taxes.
- Converting dollars to other currency

Materials Checklist:

- Quicken Premier for Home and Business

Assessment:

Students submit activities and receive a grade as specified in each activity.

Item	Total Possible Points	Grade
Satisfactorily prints Mileage Tracker Log (Activity 5.3.1)	100	
Satisfactorily prints Sales Register Report (Activity 5.3.2)	100	
Satisfactorily prints New Checking Account Register (Activity 5.3.3)	100	
Lesson Total	300	
Normalized Lesson Total	100	

Web Resources:

www.intuit.com

Business Partners:

- Banks
- Retail Businesses

Activity 5.3.1: Recording Mileage

Activity Purpose:

Record mileage for business purposes

TEKS:

3G

Assessment Deliverables:

Students submit their Mileage Tracker Log

Activity 5.3.2: Paying Sales Tax

Activity Purpose:

Pay sales tax.

TEKS:

3G

Assessment Deliverables:

Students submit their Sales Register Report

Activity 5.3.3: Converting to Another Currency

Activity Purpose:

Convert US dollars to other currencies.

TEKS:

3E

Assessment Deliverables:

Students submit their New Checking Account Register

Lesson 5.4: Printing Reports

Lesson Purpose:

Print Quicken business reports.

TEKS:

3G

TAKS:

LA4, LA5

Behavioral Objectives:

- Create a Schedule C Report
- Create other Business Reports

Materials Checklist:

- Quicken Premier for Home and Business

Assessment:

Students submit activities and receive a grade as specified in each activity.

Item	Total Possible Points	Grade
Satisfactorily completes Activity 5.4. and prints Quicken 1040 info	100	
Satisfactorily prints Accounts Payable, Accounts Receivable, Project/Jobs and another report selected by student, and Activity 5.4.2	100	
Lesson Total	200	
Normalized Lesson Total	100	

Web Resources:

www.intuit.com

Business Partners:

- Banks
- Retail Businesses

Activity 5.4.1: Creating a Schedule C Report

Activity Purpose:

Create a Schedule C report.

TEKS:

3G

TAKS:

LA4, LA5

Assessment Deliverables:

Students submit their Activity 5.4.1

Activity 5.4.2: Creating Other Reports

Activity Purpose:

Create other reports.

TEKS:

3G

TAKS:

LA4, LA5

Assessment Deliverables:

Students submit their Activity 5.4.2

Lesson 5.5: Discussing Business Ethics

Lesson Purpose:

Discuss business ethics

TEKS:

5C

TAKS:

LA4, LA5

Behavioral Objective:

Analyze unethical business practices

Materials Checklist:

- Quicken Premier for Home and Business

Assessment:

Students submit activities and receive a grade as specified in each activity.

Item	Total Possible Points	Grade
Satisfactorily completes Activity 5.5.1	100	
Lesson Total	100	
Normalized Lesson Total	100	

Web Resources:

www.intuit.com

Business Partners:

- Banks
- Retail Businesses

Activity 5.5.1: Analyzing Unethical Business Practices

Activity Purpose:

Analyze unethical business practices.

TEKS:

5C

TAKS:

LA4, LA5

Assessment Deliverables:

Students submit their Activity 5.1.1

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Unit 6 Payroll

Behavioral Objectives:

- Understand payroll and tax terms
- Compute gross pay
- Calculate pay with a time card
- Compute net pay
- Prepare taxes
- Define honest and dishonest business practices

TEKS:

1A, 2B, 2H, 3F, 3G, 4B, 5B

TAKS:

LA1, LA4, LA5

Unit Overview:

Your students learn what constitutes a payroll and how to enter and compute the information needed to do taxes and determine net pay.

Facilitation Tips

Adobe Acrobat is essential for opening federal tax forms. It is a free download from www.adobe.com.

If your students are working, have them bring in a pay stub to explain its components and how the net pay was determined.

Recordkeeping Lessons and Activities

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Lesson 6.1: Calculating Pay

Lesson Purpose:

Learn how pay is calculated for a variety of jobs.

TEKS:

1A, 2B, 3F, 4B

TAKS:

LA1, LA4, LA5

Behavioral Objectives:

- Understand payroll terms
- Compute gross pay
- Calculate pay with a time sheet
- Compute net pay

Materials Checklist:

No unusual materials needed

Assessment:

Students submit activities and receive a grade as specified in each activity.

Item	Total Possible Points	Grade
Satisfactorily completes Activity 6.1.1 Definitions and Activity 6.1.1 Quiz	100	
Satisfactorily completes Activity 6.1.2 Calculations	100	
Satisfactorily completes Activity 6.1.3 and prints time card sheet	100	
Satisfactorily completes Activity 6.1.4	100	
Lesson Total	400	
Normalized Lesson Total	100	

Web Resources:

- <http://lookwayup.com/free/dictionary.htm>
- <http://www.ucexpress.com/help/glossary/>

Business Partners:

Accountants

Activity 6.1.1: Understanding Payroll Terms

Activity Purpose:

Define the terms used in describing payroll.

TEKS:

1A

TAKS:

LA1, LA4, LA5

Assessment Deliverables:

Students submit their Activity 6.1.1

Activity 6.1.2: Computing Gross Pay

Activity Purpose:

Compute gross pay using a payroll register.

TEKS:

2B

TAKS:

LA1, LA4, LA5

Assessment Deliverables:

Students submit their Activity 6.1.2

Activity 6.1.3: Calculating Pay with a Time Card

Activity Purpose:

Calculate pay using a time sheet.

TEKS:

3F

TAKS:

LA1, LA4, LA5

Assessment Deliverables:

Students submit their Activity 6.1.3

Activity 6.1.4: Computing Net Pay

Activity Purpose:

Compute net pay using a payroll register.

TEKS:

2B

TAKS:

LA1, LA4, LA5

Assessment Deliverables:

Students submit their Activity 6.1.4

Lesson 6.2: Preparing Taxes

Lesson Purpose:

Learn how taxes are determined for payroll purposes.

TEKS:

1A, 2H, 3G, 4B

TAKS:

LA1, LA4, LA5

Behavioral Objectives:

- Understand tax terms
- Complete a tax form
- Estimate taxes

Materials Checklist:

No unusual materials needed

Assessment:

Students submit activities and receive a grade as specified in each activity.

Item	Total Possible Points	Grade
Satisfactorily completes Activity 6.2.1 and a teacher supplied test	100	
Satisfactorily completes Activity 6.2.2a and Activity 6.2.2b	100	
Satisfactorily completes Activity 6.2.3	100	
Lesson Total	300	
Normalized Lesson Total	100	

Web Resources:

<http://lookwayup.com/free/dictionary.htm>
<http://www.ucexpress.com/help/glossary/>
<http://www.irs.gov/>
<http://jonescpa.com/calculator.htm>
http://jonescpa.com/individual_tax_rates.htm
<http://www.paycheckcity.com/copayroll-taxes/netpaycalculator.asp>
<http://www.payroll-taxes.com/PayrollTaxes/00000016.htm> .

Business Partners:

- IRS
- Businesses

Activity 6.2.1: Understanding Tax Terms

Activity Purpose:

Define the tax terms used in describing payroll.

TEKS:

1A

TAKS:

LA1, LA4, LA5

Assessment Deliverables:

Students submit their Activity 6.2.1

Activity 6.2.2: Completing a Tax Form

Activity Purpose:

Complete a basic tax form.

TEKS:

2H, 3G, 4B

TAKS:

LA1, LA4, LA5

Assessment Deliverables:

Students submit their Activity 6.2.2

Activity 6.2.3: Estimating Taxes

Activity Purpose:

Determine how the taxes are estimated for payroll.

TEKS:

2H, 3G, 4B

TAKS:

LA1, LA4, LA5

Assessment Deliverables:

Students submit their Activity 6.2.3

Lesson 6.3: Defining Dishonest Business Practices

Lesson Purpose:

Learn how dishonest business practices hurt everyone.

TEKS:

1A, 5B

TAKS:

LA1, LA4, LA5

Behavioral Objective:

Discuss payroll fraud

Materials Checklist:

No unusual materials needed

Assessment:

Students submit activities and receive a grade as specified in each activity.

Item	Total Possible Points	Grade
Satisfactorily completes Activity 6.3.1	100	
Lesson Total	100	
Normalized Lesson Total	100	

Web Resources:

<http://www.edd.ca.gov/taxrep/txueoind.htm#Reporting-Payroll-Tax-Fraud>

<http://www.kdepc.com/tip-payrollfraud.shtml>

<http://www.aicpa.org/pubs/jofa/dec2002/wells.htm>

http://www.aw-wrdsnth.com/FAQ/14_Steps_for_Preventing_Fraud.html

Business Partners:

Accountants

Activity 6.3.1: Discussing Payroll Fraud

Activity Purpose:

Discuss the impact of payroll fraud.

TEKS:

1A, 5B

TAKS:

LA1, LA4, LA5

Assessment Deliverables:

Students submit their Activity 6.3.1

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Unit 7

Capstone—E-Rent It!

Behavioral Objectives:

- Understand the foundation of starting a small business.
- Prepare Quicken accounts for beginning an account.
- Demonstrate the skills needed for a position using knowledge of accounts receivable and payable.
- Demonstrate efficiency in business calculations, verifying numbers and the use of the numeric keypad by touch.
- Calculate invoices with sales tax.
- Keep accounts receivable and payables accurately.
- Budget expenditures for a small business.
- Prepare payroll.
- Prepare a cash flow report.
- Understand the need for cash flow.
- Prepare stock records for inventory and calculate new inventory.
- Prepare a budget using Quicken.
- Reconcile a bank statement using Quicken.
- Replenish a petty cash fund.

TEKS:

2A, 2B, 2C, 2D, 2E, 3A, 3B, 3C, 3F, 3H, 3I, 3J, 3K, 3L, 3M, 3O, 3P, 3Q, 3R, 4A, 4B

TAKS:

- LA1
- M10

Unit Overview:

Your students complete a capstone activity titled “E-Rent It!” They look at a business plan to understand of the type of business and its activities, and use the skills they developed in Recordkeeping to complete the activities. The unit requires the use of a spreadsheet and Quicken.

Facilitation Tips

Your students complete this simulation independently. Files kept from the previous units are helpful if they have difficulties with an assignment. A portfolio created from the previous six units is beneficial in the completion of this unit.

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Lesson 7.1: Getting the Business Ready

Lesson Purpose:

Demonstrate ability to read and understand a business plan, then follow that plan in setting up a business account in Quicken and create a budget in Quicken.

TEKS:

2D, 4A, 4B

TAKS:

LA1

Behavioral Objectives:

- Read and understand a business plan.
- Set up a Quicken account for business.
- Setting up a loan account.

Materials Checklist:

- Quicken
- Recordkeeping textbook
- Spreadsheet

Assessment:

Students submit activities and receive a grade as specified in each activity.

Item	Total Possible Points	Grade
7.1.2 Quicken account set up in Quicken	50	
7.1.3 Calculation of loan payment in Quicken	50	
Lesson Total	100	

Activity 7.1.1: Understanding Business Plans

Activity Purpose:

Read and understand a business plan in order to follow through in getting a business started using Quicken.

TEKS:

2D, 4A, 4B

TAKS:

LA1

Materials Checklist:

- Quicken
- Recordkeeping textbook
- Spreadsheet

Activity 7.1.2: Setting Up an Account

Activity Purpose:

Prepare Quicken for business use, given the business plan and other information.

TEKS:

2D, 4A, 4B

TAKS:

LA1

Materials Checklist:

- Quicken
- Recordkeeping textbook
- Spreadsheet

Assessment Deliverables:

Students submit their Activity 7.1.2

Activity 7.1.3: Adding a Loan Account

Activity Purpose:

Use Quicken to add a loan for the building and to calculate the payment.

TEKS:

2D, 3A, 3B, 4A, 4B

TAKS:

- LA1
- M10

Assessment Deliverables:

Students submit their Activity 7.1.3

Lesson 7.2: Hiring Employees

Lesson Purpose:

Demonstrate competency in basic business calculations, numeric keypad skill and verification of numbers.

TEKS:

2A, 3A, 3B, 3C, 3F, 3H, 3I, 3J, 3K, 3L, 3M, 3O, 3P, 3Q, 3R, 4A, 4B

TAKS:

- LA1
- M10

Behavioral Objectives:

- Demonstrate competency through an assessment test of basic business calculations.
- Demonstrate minimum standards in the use of numeric keypad by touch.
- Demonstrate ability to verify numbers with accuracy.

Assessment:

Students submit activities and receive a grade as specified in each activity.

Item	Total Possible Points	Grade
Satisfactorily completes Activity 7.2.1 Business Calculations Assessment	40	
Satisfactorily prints results of keypad efficiency assessment (Activity 7.2.2)	20	
Satisfactorily completes Activity 7.2.3 Verification	40	
Lesson Total	100	

Activity 7.2.1: Assessment of Business Calculations

Activity Purpose:

Demonstrate ability to perform basic business calculations with accuracy.

TEKS:

3A, 3B, 3C, 3F, 3H, 3I, 3J, 3K, 3L, 3M, 3O, 3P, 3Q, 3R, 4A, 4B

TAKS:

- LA1
- M10

Assessment Deliverables:

Students submit their Activity 7.2.1 Business Calculations Assessment.

Activity 7.2.2: Numeric Keypad Efficiency

Activity Purpose:

Demonstrate numeric keypad efficiency in using the touch system with speed and accuracy.

TEKS:

3c; 4a-b

TAKS:

Reading, Objective 1

Assessment Deliverables:

Students submit their Activity 7.2.2 Minimum of 230 kpsm on Keypad Efficiency Assessment

Activity 7.2.3: Assessment of Verification Accuracy

Activity Purpose:

Demonstrate ability to verify numbers accurately.

TEKS:

2A, 3J, 4A, 4B

TAKS:

LA1

Assessment Deliverables:

Students submit their Activity 7.2.3 Verification Assessment

Lesson 7.3: Daily Business Transactions

Lesson Purpose:

Demonstrate ability in Quicken to add accounts payable and accounts receivables to their customer and vendor lists and use the check register.

TEKS:

2B, 3A, 3B, 3C, 3F, 3J, 3Q, 3R, 4A, 4B

TAKS:

- LA1
- M10

Behavioral Objectives:

- Prepare a payroll register.
- Add new customers to Quicken.
- Calculate sales tax and totals for invoices.
- Complete a deposit slip.
- Calculate hours using a time card.

Materials Checklist:

- Quicken
- Recordkeeping textbook
- Spreadsheet

Assessment:

Students submit activities and receive a grade as specified in each activity.

Item	Total Possible Points	Grade
Satisfactorily prints copy of register showing accurately entered transactions (Activity 7.3.1)	50	
Satisfactorily completes Activity 7.3.2 Weekly Receipts and Quicken file shows accurate addition of customers and accurate calculation of sales tax and totals.	50	
Satisfactorily completes Activity 7.3.3, accurately enters customer receipts, and accurately creates and completes spreadsheet deposit slip.	50	
Accurately completes and calculates payroll register and time cards and Quick file shows check entered correctly (Activity 7.3.4)	50	
Lesson Total	200	
Normalized Total	100	

Activity 7.3.1: Using a Check Register

Activity Purpose:

Enter amounts in a check register for daily transactions.

TEKS:

3A, 3B, 4A, 4B

TAKS:

- LA1
- M10

Materials Checklist:

- Quicken
- Recordkeeping textbook
- Spreadsheet

Assessment Deliverables:

Students submit their Activity 7.3.1 register transaction entry

Activity 7.3.2: Adding Customers

Activity Purpose:

Use Quicken to add customers and calculate sales tax.

TEKS:

3A, 3B, 3C, 3F, 3J, 4A, 4B

TAKS:

- LA1
- M10

Assessment Deliverables:

Students submit their Activity 7.3.2 adding customers and calculating sales tax and totals

Activity 7.3.3: Receiving Cash and Making Deposits

Activity Purpose:

Enter receiving cash from customers and make bank deposits.

TEKS:

3a-c, q; 4a-b

TAKS:

- Reading, Objective 1
- Math, Objective 10

Assessment Deliverables:

Students submit their Activity 7.3.3 customer receipts and deposit slip

Activity 7.3.4: Calculating Payroll

Activity Purpose:

Create a payroll register and other payroll reports on a spreadsheet and calculate payroll.

TEKS:

3A, 3B, 3C, 3F, 4A, 4B

TAKS:

- LA1
- M10

Assessment Deliverables:

Students submit their Activity 7.3.4 payroll register and time cards

Lesson 7.4: Purchasing and Discounts

Lesson Purpose:

Calculate discounts on purchasing and enter accounts payable using Quicken.

TEKS:

3A, 3B, 3C, 3L, 3M, 4A, 4B

TAKS:

- LA1
- M10

Behavioral Objectives:

- Calculating discounts on purchases.
- Demonstrate understanding of terms of agreement on accounts payable.
- Calculate account balances in accounts payable.
- Enter entries in Quicken for receiving bills.
- Enter entries in Quicken for paying bills.

Materials Checklist:

- Quicken
- Spreadsheet
- Recordkeeping textbook

Assessment:

Students submit activities and receive a grade as specified in each activity.

Item	Total Possible Points	Grade
Quicken file shows bill and payment accurately entered with discount (Activity 7.4.1)	100	
Lesson Total	100	

Activity 7.4.1: Calculating and Making Payments on Account

Activity Purpose:

Calculate discounts following accounts payable terms, enter those payments in account and balance account payable accounts.

TEKS:

3A, 3B, 3C, 3L, 3M, 4A, 4B

TAKS:

- LA1
- M10

Materials Checklist:

- Quicken
- Recordkeeping textbook
- Spreadsheet

Assessment Deliverables:

Students submit their Activity 7.4.1 discounts and payments

Lesson 7.5: Marketing Plans and Transactions

Lesson Purpose:

Demonstrate knowledge of cash flow and need for changes. Transactions include inventory control.

TEKS:

3A, 3B, 3C, 4A, 4B

TAKS:

- LA1
- M10

Behavioral Objectives:

- Demonstrate knowledge of cash flow and need for improvements.
- Enter daily transactions.
- Prepare a stock record for inventory control.

Materials Checklist:

- Quicken
- Recordkeeping textbook
- Spreadsheet

Assessment:

Students submit activities and receive a grade as specified in each activity.

Item	Total Possible Points	Grade
Satisfactorily completes Activity 7.5.1 Transactions, and Activity 7.5.1 Deposit slip and Quicken shows accurately entry or transactions	100	
Satisfactorily completes Activity 7.5.2 , prints Cash Flow report and Quicken shows report saved	100	
Satisfactorily completes Activity 7.5.3	100	
Lesson Total	100	

Activity 7.5.1: Marketing and Cash Flow

Activity Purpose:

Demonstrate some marketing and cash flow analysis and enter more transactions.

TEKS:

3A, 3B, 3C, 4A, 4B

TAKS:

- LA1
- M10

Materials Checklist:

- Quicken
- Recordkeeping textbook
- Spreadsheet

Assessment Deliverables:

Students submit their Activity 7.5.1 Quicken file with transactions

Activity 7.5.2: Cash Flow Report

Activity Purpose:

Prepare a cash flow report using Quicken.

TEKS:

3A, 3B, 3C, 4A, 4B

TAKS:

- LA1
- M10

Materials Checklist:

Quicken

Assessment Deliverables:

Students submit their Activity 7.5.2 Cash Flow Report

Activity 7.5.3: Controlling Inventory

Activity Purpose:

Students prepare a stock record and keep control of inventory.

TEKS:

3a-c; 4a-b

TAKS:

- Reading, Objective 1
- Math, Objective 10

Materials and Equipment Checklist:

- Spreadsheet
- Textbook
- Stock Record Form

Lesson 7.6: Specialized Tasks

Lesson Purpose:

Perform specialized tasks like creating a budget, reconciling a bank statement and replenishing petty cash funds.

TEKS:

3A, 3B, 3C, 4A, 4B

TAKS:

- LA1
- M10

Behavioral Objectives:

- Create a budget.
- Reconcile a bank statement.
- Perform petty cash fund activities.

Materials Checklist:

- Quicken
- Recordkeeping textbook
- Spreadsheet

Assessment:

Students submit activities and receive a grade as specified in each activity.

Item	Total Possible Points	Grade
Accurately prints monthly budget listing correct items (Activity 7.6.1)	100	
Accurately records transactions and accurately reconciles as demonstrated by print of reconciliation report (Activity 7.6.2)	100	
Accurately records petty cash transaction in the check register (Activity 7.6.3)	100	
Lesson Total	300	

Activity 7.6.1: Creating a Budget

Activity Purpose:

Create a budget using the information from the first two week's activities.

TEKS:

3A, 3B, 3C, 4A, 4B

TAKS:

- LA1
- M10

Materials Checklist:

- Quicken
- Recordkeeping textbook
- Spreadsheet

Assessment Deliverables:

Students submit their Activity 7.6.1 Monthly Budget

Activity 7.6.2: Reconciling a Bank Statement

Activity Purpose:

Reconcile a bank statement.

TEKS:

3A, 3B, 3C, 4A, 4B

TAKS:

- LA1
- M10

Materials Checklist:

- Quicken
- Recordkeeping textbook
- Spreadsheet

Assessment Deliverables:

Students submit their Activity 7.6.2 Transactions and reconciliation in Quicken

Activity 7.6.3: Replenishing the Petty Cash Fund

Activity Purpose:

Replenish the petty cash fund.

TEKS:

3A, 3B, 3C, 4A, 4B

TAKS:

- LA1
- M10

Materials Checklist:

- Quicken
- Recordkeeping textbook
- Spreadsheet

Assessment Deliverables:

Students submit their Activity 7.6.3 Petty Cash