

DOCUMENT RESUME

ED 114 515

CE 005 305

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TITLE Accounting Clerk Guide, Instructor Packet--Part I. A Spec Unit for the 10th, 11th, or 12th Grade. A Career Education Unit (An Edited Developmental Draft).
INSTITUTION Mesa Public Schools, Ariz.
SPONS AGENCY Arizona State Dept. of Education, Phoenix.
REPORT NO VT-102-085
PUB DATE Jun 73
NOTE 144p.; For related documents, see CE 005 306-312

EDRS PRICE MF-\$0.76 HC-\$6.97 Plus Postage
DESCRIPTORS *Accounting; *Answer Keys; Business Education; Clerical Occupations; Individualized Instruction; Pilot Projects; Post Testing; Pretests; *Secondary Education; *Teaching Guides; Unit Plan

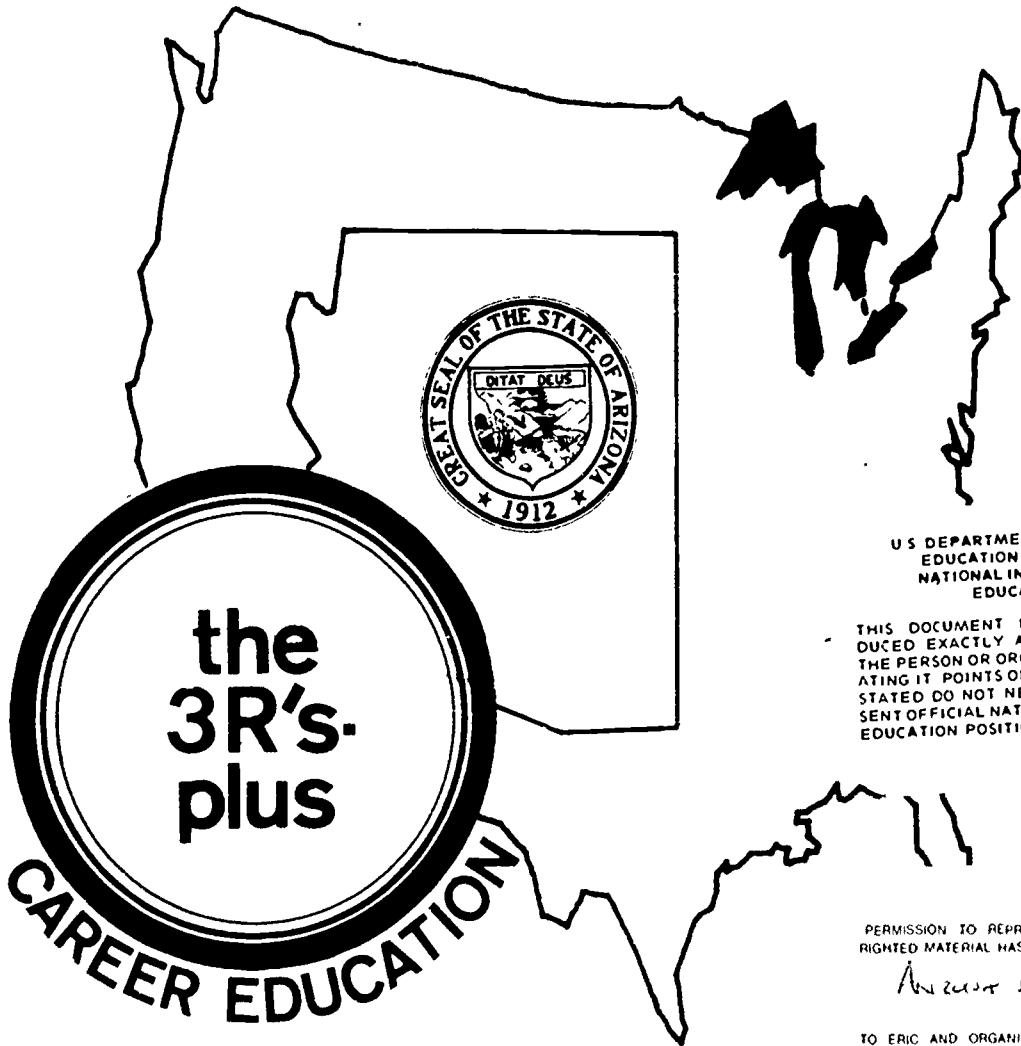
ABSTRACT

The instructor packet is part of an eight volume unit for grades 10, 11, and 12, designed for individualized progression in preparing students for entry into the occupation of accounting clerk. The instructor packet lists performance objectives, vocabulary, learning tasks, and supplemental activities for lessons 1 through 11. It also includes pretest and post-test keys. The unit is concerned with the basic accounting theory found in the accounting cycle. The material presented is closely coordinated with the other documents in the eight volume accounting unit. (NJ)

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AN INSTRUCTIONAL UNIT

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CE005305

INSTRUCTOR PACKET

ACCOUNTING CLERK

GUIDE - PART 1

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Arizona Department of Education
W.P. Shofstall, Superintendent

ACCOUNTING CLERK GUIDE
A SPEC UNIT FOR THE
10TH, 11TH, OR 12TH GRADE

A CAREER EDUCATION UNIT
(AN EDITED DEVELOPMENTAL DRAFT)

originally developed by:

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VT-102-085

MESA PUBLIC SCHOOLS

June, 1973

This Career Education instructional unit was developed pursuant to a grant from the Arizona State Department of Education. However, the opinions expressed herein do not necessarily reflect the position or policy of the Arizona State Department of Education, and no official endorsement should be inferred. This unit is in its prepilot state and is subject to revision.

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CAREER EDUCATION RATIONALE

"Reinforcing the three R's - relevance through Career Education" is the refrain echoing across the country today.

Career Education combines the academic world with the world of work. It must be available at all levels of education from kindergarten through the university. A complete program of Career Education includes awareness of the world of work, broad exploration of occupations, in-depth exploration of selected clusters, and career preparation for all students. This calls for all basic educational subjects to incorporate Career Education as the major activity throughout the curriculum.

GOALS OF CAREER EDUCATION

LEARNING TO LIVE - means promoting the learners' awareness of their capabilities and developing their ability to deal with leisure time and society in general.

LEARNING TO LEARN - involves motivating the learners so that they want to learn the basic educational subjects. This can be done by making the subjects meaningful and by relating them to the real world of work.

LEARNING TO MAKE A LIVING - means preparing learners so that they have the capability to support themselves economically and to become productive members of the community.

ACKNOWLEDGEMENT

The Center for Career Development of the Mesa Public Schools would like to gratefully acknowledge permission from South-Western Publishing Company to use accounting forms and materials from Century 21 Accounting Teacher's Reference Guide and 20th Century Bookkeeping and Accounting Working Papers and Study Guides in the Accounting Clerk Guide.

The materials were reproduced by special permission of the publisher from Lewis D. Boynton et. al., Century 21 Accounting Teacher's Reference Guide (Cincinnati: South-Western Publishing Co., 1972), pp. F-1 through F-28, and Lewis D. Boynton et. al., 20th Century Bookkeeping and Accounting Working Papers and Study Guides (Cincinnati: South-Western Publishing Co., 1967), pp. 117, 231, 234, 255, 256, and 258.

INSTRUCTOR'S PACKET

PURPOSE OF UNIT

This unit is designed to provide the knowledge necessary for entry into a position of accounting clerk. Opportunities are included to learn accounting theory, payroll systems, and a knowledge of data processing as it applies to accounting.

At two different times, the learner will be asked to review and evaluate his performance in the lessons, and express an opinion concerning the job of accounting clerk as a possible career choice.

The basic accounting skills that the learner acquires will also help him manage personal business affairs and provide a foundation for future study in accounting.

Part I of the unit is concerned with the basic accounting theory found in the accounting cycle.

UNIT DESIGN

This unit has been written for use at the 10th, 11th, and 12th grade levels. It is designed for individualized progression, with a suggested time schedule that may serve as a pacing device for the learner. The unit may also be used with large and small groups of learners.

The lessons are designed for use with a high school accounting textbook such as Century 21 Accounting or Accounting 10/12, Second Edition.

There are four sections in this unit - an Instructor's Packet, a Learner's Packet, an Exercise and Worksheet Packet, and a Test Packet.

The Instructor's Packet includes an overview of what the learner is doing, a listing of the performance objectives, a suggested lesson time, a list of new vocabulary words used in the lesson, and instructions that are needed to guide the learner through each lesson. A listing of the learner's tasks, a list of supplemental activities and the pretest and posttest keys for the lesson are also included. It is recommended that the instructor read through the Learner's Packet.

The Learner's Packet contains everything the learner will need for the lessons with the exception of the tests and the working papers that accompany the textbook assignments. He is told the purpose of the lesson, the approximate time for completing it, new vocabulary words, prerequisite knowledge he will need, and special concerns that are unique to the lesson. He is given step-by-step instructions for each task. The packet includes worksheets and exercise sheets, along with any self-check keys he needs.

The Exercise and Worksheet Packet contains a copy of every worksheet and exercise sheet the learner has in his packet. The instructor can duplicate these pages if the packet itself is to be saved for other learners. He will need to instruct the learner to use the sheets he gives him rather than the ones in his packet.

The Test Packet includes only the pretests and posttests. This makes the tests easier to find when the learner wants them and easier to duplicate. Under "Assessment Procedures" in each lesson the instructor will be given instructions on how to score the pre- and posttests.

This unit lends itself to many learning situations, such as the open classroom, flexible scheduling, and the non-graded class.

During the first two meetings, two accounting orientation prognostic tests may be administered to the learner. At the third meeting each learner will fill out a questionnaire. These prognostic instruments will help the instructor learn more about the individuals involved in the unit. The proper prescription of individual learning activities depends upon how well the instructor knows his students.

GENERAL DIRECTIONS FOR USE OF THE UNIT

The instructor should be available to assist the learner and evaluate the learning activities. Completed learning activities that are submitted to the instructor will have a cover sheet where he may respond to the learner's work and comments.

The Teacher's Edition of the Working Papers and Study Guides for Century 21 Accounting or the workbook key for other accounting textbooks that may be used with the unit should be made available to the learner so that he may check work assigned in the lessons.

The instructor will administer the pretests and posttests when the learner requests them. The instructor and learner will discuss each posttest. If the learner does not satisfactorily complete the posttest, additional assignments from the list of supplemental materials in the instructor's packet may be assigned before the posttest is taken again. When the learner has satisfactorily completed the posttest, he may go on to the next lesson.

At specific intervals the instructor will require the learner to complete all posttests before proceeding in the unit, if the learner has not successfully completed a pretest or posttest for each performance objective.

The instructor and the learner will keep a record of all performance objectives completed by the learner.

If the adding machine and/or calculating machine are used with the unit, the instructor should be familiar with their proper use so that he may instruct the learner in the proper use of the machine.

INSTRUCTOR'S MASTER COPY FOR THE LEARNER INFORMATION SHEET

COVER SHEET

THIS SHEET MUST BE COMPLETED IN FULL.

Name _____ Period No. _____

Problems _____ Date _____

For Instructor's Use

PROMPTNESS

Ahead of Schedule	On Schedule	Behind Schedule
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

NEATNESS

Satisfactory	Unsatisfactory
<input type="checkbox"/>	<input type="checkbox"/>

CONTENT

Complete	Incomplete
<input type="checkbox"/>	<input type="checkbox"/>
Satisfactory	Unsatisfactory
<input type="checkbox"/>	<input type="checkbox"/>

ATTACH THIS SHEET TO ASSIGNED TASKS

DIRECTIONS FOR USE OF THE OPTIONAL DIAGNOSTIC INSTRUMENTS

At the beginning of the accounting unit, two accounting orientation prognostic tests may be administered to each learner.¹ The results of these tests would be compared with the learner's stanine scores and his past grade-point average. If a learner falls below average in all of these areas, the instructor may encourage the learner to re-evaluate his program.

After completing the prognostic tests, each learner may fill out a questionnaire that asks some very specific and general questions.² The instructor will be looking for such things as how well the learner is able to organize his thoughts, the legibility of his handwriting, and his skill with the English language. The general tone of the learner's answers may offer a clue to the individual's personality. Does he reveal a negative or positive attitude? Do his answers indicate a tendency to be naive? Is he an introvert or an extrovert?

A learner's likes and dislikes usually affect his work to a large extent. Therefore, in the questionnaire the instructor will ask some direct questions: "What do you like about your high school? How may this course help you get a job when you leave school? What do you dislike most about courses at this school?"

During the unit the instructor will gather additional data through personal interviews. Many learners will reveal, in private, their interests and desires.

The proper prescription of individual learning activities hinges on how well the instructor knows the learner. The instructor must learn all he can about each individual in his class. He needs to know each learner before he can successfully begin to assign projects pertinent to the learner's individual needs.

¹See Appendix, page 153.

²See Appendix, page 177.

INSTRUCTOR RECORD SHEET

Lesson	1		2		3		4	
Name	Pre	Post	Pre	Post	Pre	Post	Pre	Post

Comments:



INSTRUCTOR RECORD SHEET

Lesson	5		6		7		8	
Name	Pre	Post	Pre	Post	Pre	Post	Pre	Post

Comments:

INSTRUCTOR RECORD SHEET

Lesson	9		10		11	
Name	Pre	Post	Pre	Post	Pre	Post

Comments:



LESSON ONE

BEGINNING A SYSTEM FOR ACCOUNTING

PURPOSE

This lesson is designed to teach the first phase of starting an accounting system, utilizing the accounting equation.

PERFORMANCE OBJECTIVES

Given a list of working environment factors for the occupation accounting clerk, the learner will identify those factors that relate to the occupation.

Given a list of account titles, the learner will identify the accounts as assets, liabilities, or capital accounts.

The learner will list five steps in preparing a balance sheet.

Given the names of accounts, the account balances, and a balance sheet form, the learner will prepare a balance sheet.

LESSON TIME

Pretest - 30 minutes
Worksheet - 15 minutes
Lesson - 75 minutes
Posttest - 30 minutes

NEW VOCABULARY

Asset

Capital

Liability

Accountant

Proprietor

Accounting clerk

Balance sheet

Accounting

Accounting equation

Accounting records

RESOURCES INCLUDED WITH LESSON

Instructor's Packet	Learner's Packet	Test Packet	Exercise and Worksheet Packet
Pretest Key Posttest Key	<i>Learner Record Sheet 1</i> <i>Job and Skill Description Worksheet</i> <i>Job and Skill Description Worksheet Key</i> <i>Exercise Sheet</i>	Pretest Posttest	<i>Job and Skill Description Worksheet</i> <i>Exercise Sheet</i>

SPECIAL ACTIVITIES OR CONCERNS

Provide the learner with a balance sheet (account form) for the pretest and posttest (Teacher's Reference Guide, page F-23).

OVERVIEW

A *Job and Skill Description* worksheet will introduce the learner to the accounting clerk profession and accounting clerk guide.

The learner will be introduced to several accounting terms, become familiar with the accounting equation, learn to classify account titles according to assests, liabilities, and capital, and prepare a balance sheet according to the five steps illustrated in the textbook.

LEARNER TASKS

1. Read and respond to the *Job and Skill Description* worksheet. If the learner has any questions or comments concerning the material, he should discuss them with the instructor.
2. Read the textbook Century 21 Accounting, Chapter 1, pages 3 through 11. (An alternate resource that the learner may use is Accounting 10/12, Chapter 1, pages 2 through 15.)
3. Complete Drills 1-D1 and 1-D3, pages 13 and 14 in the Century 21 Accounting textbook. (A corresponding exercise in the Accounting 10/12 textbook is Problem 5, page 10.) The learner will check his work by using the teacher's edition of the workbook that is made available to him by the instructor.
4. Describe and sequence the five steps in preparing a balance sheet. An explanation and illustration of each step may be found on pages 8 through 10 in Century 21 Accounting (Accounting 10/12, pages 13 through 15.)
5. Complete Problems 1-1, 1-2, and 1-3, pages 14 and 15 in Century 21 Accounting (Accounting 10/12, Problems 10 through 13, page 15 and 17. The learner will use the teachers edition of the workbook to check his work.)

A helpful suggestion that you may give the learners at this time is that he must learn to "divorce" himself from the illustration in the book as quickly as possible.

SUPPLEMENTAL ACTIVITIES

1. Instructor-Directed Alternative:

After the learner has read Chapter 1, pages 1 through 11, in the textbook Century 21 Accounting (Accounting 10/12, Chapter 1, pages 2 through 15), present a lecture with emphasis on the following points:

- a. Bookkeeping terms and classification of accounts: assets, liabilities, and capital
 - b. Balance sheet
 - c. Procedures for preparing a balance sheet
 - d. Accounting equation
2. After the learner has completed the *Job and Skill Description* worksheet, the instructor should provide time during the period for class discussion and questions.
3. A bookkeeping filstrip, Part I, *The Opening Phase of Bookkeeping*, Catalog No. B854, South-Western Publishing Company, may be shown and discussed in the classroom.
4. The instructor may use the following tasks from Century 21 Accounting in conjunction with the lesson for an accelerated learner.
- a. Cases 1, 2, and 3, page 13
 - b. Bonus Problem 1-B, page 16
5. The instructor may use the following additional tasks from Century 21 Accounting in conjunction with the lesson.
- a. Master Problem 1-M, page 16
 - b. Review Problems 1-R1 and 1-R2, page 698
 - c. Study Guide 1 in workbook
 - d. Study Questions (all), page 12
 - e. Drill 1-D2, page 13

ASSESSMENT PROCEDURES

In order to pass the pretest, the learner should have

a score of 90 percent or better. If he passes the pre-test, he may progress to the next lesson.

In order to pass the posttest, the learner should have a score of 90 percent or better.

LESSON ONE
PRETEST KEY

1. From the list below, identify and check the working environment factors such as tasks, tools, procedures, and conditions that relate to the occupation accounting clerk.

X	a. Performs repetitive tasks
X	b. Follows strict procedures
	c. Markets products and services
	d. Lifts and carries office machines
X	e. Advances to full-charge bookkeeper
	f. Stands and walks while performing work
X	g. Computes the payroll and payroll taxes
X	h. Prepares monthly statements for customers
X	i. Experiences a great deal of close eye work
	j. Reads, writes, and types routine correspondence
	k. Schedules work activities for other office personnel
X	l. Obtains and verifies source documents containing financial data

2. Write the account titles from the list below in the space provided under the correct account classification.

Cash	Office Equipment
Delivery Equipment	Machinery
Tom Lambert's Garage (creditor)	Land
Office Furniture	Automobile
Factory Building	U.S. Government Bonds
Paul Franklin, Capital	Tom Lee, Capital
Bell Telephone Company	Cleaning Supplies
Arizona Wholesale Company (creditor)	

2. (Continued)

<u>Assets</u>	<u>Liabilities</u>	<u>Capital</u>
Cash	Tom Lambert's Garage	Paul Franklin,
Delivery Equipment	Bell Telephone Co.	Capital
Office Furniture	Arizona Wholesale Co.	Tom Lee,
Factory Building		Capital
Office Equipment		
Machinery		
Land		
Automobile		
U.S. Gov't Bonds		
Cleaning Supplies		

3. List the five steps used in preparing a balance sheet.

- a. Write the heading.
- b. Prepare the asset section.
- c. Prepare the liability section.
- d. Prepare the capital section.
- e. Balance and rule the balance sheet.

4. Prepare a balance sheet for John's Swimming Pool Service. Use the date March 1 of the current year. The following are the assets and the liabilities of John's Swimming Pool Service, owned and operated by John Simms.

Assets

Cash	\$ 844.00
Truck	2,266.00
Office Equipment	480.00
Pool Cleaning Equipment	2,660.00

Liabilities

Tom Lambert's Garage	110.00
National Pool Company	785.00

John's Swimming Pool Service
Balance Sheet
March 1, 19--

<i>Assets</i>		<i>Liabilities</i>	
<i>Cash</i>	<i>844.00</i>	<i>Tom Lambert's Garage</i>	<i>110.00</i>
<i>Truck</i>	<i>2266.00</i>	<i>National Pool Co.</i>	<i>785.00</i>
<i>Office Equipment</i>	<i>480.00</i>	<i>Total Liabilities</i>	<i>895.00</i>
<i>Pool Cleaning Equip.</i>	<i>2660.00</i>		
		<i>Capital</i>	
		<i>John Simms, Cap.</i>	<i>5355.00</i>
<i>Total Assets</i>	<i>6250.00</i>	<i>Total Liab. and Cap.</i>	<i>6250.00</i>



LESSON ONE
POSTTEST KEY

1. From the list below, identify and check the working environment factors such as tasks, tools, procedures, and conditions that relate to the occupation accounting clerk.

	a. Takes dictation
X	b. Sits at a desk while working
	c. Works with unstructured tasks
	d. Ships and receives merchandise
	e. Operates telephone switchboard
X	f. Uses the adding machine as a tool
X	g. Performs tasks of small sequences
X	h. Receives a period of paid vacation
X	i. Prepares reports at certain intervals
	j. Works inside and outside an office
X	k. Works an average of 40 hours per week
X	l. Records cash receipts and payments in chronological order

2. Classify each of the following account titles by writing the word asset, liability, or capital in the right-hand column.

<u>Account Title</u>	<u>Classification</u>
Johnson Supply Company (creditor)	Liability
Delivery Equipment	Asset
Cash	Asset
Wilson Equipment Company (creditor)	Liability
Truck	Asset
Lawn Equipment	Asset

POSTTEST KEY (Continued)

Lesson 1

2. (Continued)

Office Equipment	Asset
Pool Cleaning Equipment	Asset
Tom Lambert's Garage (creditor)	Liability
Jane Thompson, Capital	Capital
Furniture and Fixtures	Asset
Cleaning Supplies	Asset
Tom Fry, Capital	Capital
Office Supplies	Asset
Land	Asset

3. List the five steps used in preparing a balance sheet.

- a. Write the heading.
- b. Prepare the assets section.
- c. Prepare the liabilities section.
- d. Prepare the capital section.
- e. Balance and rule the balance sheet.

4. Prepare a balance sheet for the Johnson Delivery Service dated May 1 of the current year. The following are the assets and the liabilities of the Johnson Delivery Service owned and operated by Fred Johnson.

Assets

Cash	\$ 635.10
Office Supplies	112.40
Truck	2,250.00
Office Equipment	400.00

Liabilities

Dallas Office Supply Company	\$ 214.00
Auto Finance Company	860.00
Bob Mack (creditor)	160.50

Johnson Delivery Service
Balance Sheet
May 1, 19--

<i>Assets</i>	<i>Liabilities</i>
<i>Cash</i>	<i>Dallas Office Supply</i>
<i>Office Supplies</i>	<i>Auto Finance Co.</i>
<i>Truck</i>	<i>Bob Mack</i>
<i>Office Equipment</i>	<i>Total Liabilities</i>
	<i>Capital</i>
	<i>Fred Johnson, Cap.</i>
<i>Total Assets</i>	<i>Total Liab. and Cap.</i>

LESSON TWO

HOW TO RECORD THE OPENING ENTRY

PURPOSE

This lesson will identify the four steps used to record an opening entry. The learner will record an opening entry in the general journal.

PERFORMANCE OBJECTIVES

The learner will list the four steps used in recording an opening entry.

Given a beginning balance sheet and a general journal form, the learner will record an opening entry.

LESSON TIME

Pretest - 30 minutes
Lesson - 90 minutes
Posttest - 30 minutes

NEW VOCABULARY

<i>Journal</i>	<i>General journal</i>
<i>Book of original entry</i>	<i>Opening entry</i>
<i>Entry</i>	<i>Source document</i>

PREREQUISITE KNOWLEDGE

The learner will be required to know the basis for the classification of accounts as recorded in the beginning balance sheet.

RESOURCES INCLUDED WITH LESSON

Instructor's Packet	Learner's Packet	Test Packet	Exercise and Worksheet Packet
Pretest Key	Exercise Sheet	Pretest	Exercise Sheet
Posttest Key		Posttest	

SPECIAL ACTIVITIES OR CONCERNS

The instructor will provide a copy of the general journal form (Teacher's Reference Guide, page F-8) for the pretest and posttest.

OVERVIEW

The opening entry contains information shown on the beginning balance sheet and is recorded in a permanent record book or journal. The procedures for recording the opening entry are: (1) write the date of the entry, (2) write the debit part of the entry, (3) write the credit part of the entry, and (4) write a brief description of the source document. The procedure for recording the opening entry will be the same procedure used to record all entries in the general journal.

It is important that the learner understands the necessity of following each step for each entry. Skipping around and trying to list similar things, such as writing all of the account titles before writing the amounts, does not follow the discipline that needs to be established by the learner. This also leads to more errors.

LEARNER TASKS

1. Read Chapter 2, pages 17 through 22 in Century 21 Accounting.

2. List the four steps used in recording the opening entry. The steps are illustrated and explained on pages 19 through 21 in Century 21 Accounting. The learner may check his work with the text.
3. Complete Problems 2-1 and 2-2 in Century 21 Accounting, pages 25 and 26.
4. Check the problems using the working papers key.

SUPPLEMENTAL ACTIVITIES

1. After the learner has read Chapter 2, pages 14 through 22 in Century 21 Accounting, a classroom lecture may be given with emphasis on the following points:
 - a. The opening entry permanently records the beginning balance sheet.
 - b. The journal is the book of original entry.
 - c. Asset items on the balance sheet are recorded as debits in the journal.
 - d. Liability and capital items on the balance sheet are recorded as credits in the journal.
 - e. The four steps for recording the opening entry are to write the date of the entry, the debits, the credits, and a brief description of the source or reason for the journal entry.
 - f. These four steps are the same for recording all journal entries.
2. The same bookkeeping filmstrip used in Lesson 1, *The Opening Phase of Bookkeeping*, may be shown and discussed.
3. Additional activities for the accelerated learner include:
 - a. Cases 1, 2, and 3, page 24 in Century 21 Accounting.
 - b. Problem 2-B, pages 27 and 28 in Century 21 Accounting.
4. Additional tasks not included in the Learner's

Packet from Century 21 Accounting are:

- a. Study Guide 2 in the workbook
- b. Study Questions, page 12
- c. Drill 2-D1, pages 24 and 25
- d. Problem 2-M, pages 26 and 27
- e. Problem 2-R1, page 699

ASSESSMENT PROCEDURES

No deviations from normal procedures

LESSON TWO
PRETEST KEY

1. List the four steps used in recording an opening entry.
 - a. Write the date of the entry.
 - b. Write the debit part of the entry.
 - c. Write the credit part of the entry.
 - d. Write a brief description of the source document.

2. Record the opening entry from the following balance sheet in the general journal. Use May 1 of the current year as the date of the entry.

Pete's Poodle Parlor
Balance Sheet
May 1, 19--

Assets					Liabilities				
Cash	15000				Animal Supply Co.	12500			
Supplies	17000				Public Utility Co.	5400			
Furniture	36700				S.A. Pet. Products Co.	89600			
Equipment	250000				Total Liabilities	107500			
					Capital				
					Jacobsen Thompson, Cap.	217200			
Total Assets	324700				Total Liab. and Cap.	324700			

GENERAL JOURNAL

	Date	Account Title	Post. Ref.	Debit	Credit	
1	May 1	Crab		15000		1
2		Supplies		17000		2
3		Furniture		36700		3
4		Equipment		256000		4
5		Animal Supply Company			12500	5
6		Public Utility Company			5400	6
7		L.A. Pet Products Co.			89600	7
8		James Thompson, Cap.			217200	8
9		May 1 Balance sheet				9
10						10
11						11
12						12
13						13
14						14
15						15
16						16
17						17
18						18
19						19
20						20
21						21
22						22
23						23
24						24
25						25
26						26
27						27
28						28
29						29
30						30
31						31
32						32
33						33
34						34
35						35
36						36
37						37

LESSON TWO
POSTTEST KEY

1. List the four steps used in recording the opening entry in a general journal.
 - a. Write the date of the entry.
 - b. Write the debit part of the entry.
 - c. Write the credit part of the entry.
 - d. Write a brief description of the source document.

2. Record the opening entry from the following balance sheet in the general journal. Use July 1 of the current year as the date of entry.

White's Cooling and Heating Service
Balance Sheet
July 1, 19--

<i>Assets</i>		<i>Liabilities</i>	
<i>Cash</i>	42600	<i>Denver Wholesale</i>	
<i>Supplies</i>	7200	<i>Equipment</i>	32900
<i>Equipment</i>	75639	<i>City Auto Dealer</i>	223647
<i>Office Equipment</i>	42700	<i>Total Liabilities</i>	256547
<i>Truck</i>	350000		
		<i>Capital</i>	
		<i>Thomas White, Cap.</i>	261592
<i>Total Assets</i>	518139	<i>Total Liab. and Cap.</i>	518139

GENERAL JOURNAL

	Date	Account Title	Post. Ref.	Debit	Credit	
1	July 1	Cash		42600		1
2		Supplies		7200		2
3		Equipment		75639		3
4		Office Equipment		42700		4
5		Truck		350000		5
6		Denver Wholesale Equip.			32900	6
7		City Auto Dealer			223647	7
8		Thomas White, Capital			261592	8
9		July 1 Balance sheet				9
10						10
11						11
12						12
13						13
14						14
15						15
16						16
17						17
18						18
19						19
20						20
21						21
22						22
23						23
24						24
25						25
26						26
27						27
28						28
29						29
30						30
31						31
32						32
33						33
34						34
35						35
36						36
37						37

LESSON THREE

HOW TO POST THE OPENING ENTRY

PURPOSE

The chart of accounts and ledger will be defined and their purposes explained to the learner in this lesson. The learner will also identify the five steps in posting the opening entry and follow these steps to post an opening entry.

PERFORMANCE OBJECTIVES

The learner will define the ledger and explain its purpose.

The learner will describe the function of the chart of accounts.

The learner will list and sequence the five steps in posting an opening entry.

Given an opening entry and forms for the general ledger, the learner will post the opening entry to the general ledger.

LESSON TIME

Pretest - 30 minutes
Lesson - 90 minutes
Posttest - 30 minutes

NEW VOCABULARY

Business transaction

Debit side

Account

Debit or debit entry

Account title	Credit side
Chart of accounts	Credit or credit entry
Opening an account	Ledger
Account number	Posting

PREREQUISITE KNOWLEDGE

The learner will be required to know the classifications of balance sheet accounts and the purpose of the opening entry.

RESOURCES INCLUDED WITH LESSON

Instructor's Packet	Learner's Packet	Test Packet	Exercise and Worksheet Packet
Pretest Key	Exercise Sheet	Pretest	None
Posttest Key		Posttest	

SPECIAL ACTIVITIES OR CONCERNS

Provide the learner with general ledger forms from the Teacher's Reference Guide, page F-14, for the pretest and posttest.

All posttests over the material covered thus far must be taken before continuing the lessons.

OVERVIEW

Accounting records show the day-to-day financial changes in the operation of a business. These changes, as recorded in the journal, are sorted and summarized in the ledger.

A group of accounts is referred to as a ledger. The chart of accounts is a listing of the ledger account titles and their numbers.

The process of sorting and summarizing the transactions from the ledger is called posting. The five steps to be followed are:

1. Write the amount.
2. Write the date of the transaction.
3. Write the word Balance.
4. Write the post reference in the ledger.
5. Write the post reference in the journal.

This lesson will conclude the study of the steps involved in starting an accounting system.

LEARNER TASKS

1. Read Chapter 3, pages 29 through 38 in Century 21 Accounting.
2. Define the ledger and describe its purpose.
3. Describe the function of the chart of accounts.
4. List and sequence the five steps in posting an opening entry.
5. Check the answers to tasks 2, 3, and 4 in the textbook Century 21 Accounting, pages 29 through 37.
6. Complete problem 3-1, pages 41 and 42 in Century 21 Accounting. Also answer the questions listed in the self-checking section of the problem.
7. Check the problem, using the teacher's edition.

SUPPLEMENTAL ACTIVITIES

1. After the learner has read the reference material in the textbook, Chapter 3, pages 29 through 38, Century 21 Accounting, a classroom

lecture may be given with emphasis on the following areas:

- a. Chart of accounts
 - b. Five steps in the procedure for posting to the ledger
 - c. Nature of account balances
 - d. Parts and purpose of the ledger
2. Additional exercises from Century 21 Accounting that the instructor may use for an accelerated learner are:
- a. Cases 1, 2, and 3, page 40
 - b. Bonus Problem 3-B, pages 43 and 44
3. Additional exercises relevant to the lesson from Century 21 Accounting that the instructor may use are:
- a. Study Questions, page 39
 - b. Study Guide 3 in workbook
 - c. Drill 3-D1, page 40
 - d. Drill 3-D2, page 41
 - e. Mastery Problem 3-M, pages 42 and 43
 - f. Review Problems 3-R1, page 699
4. The filmstrip used in Lessons 1 and 2, Part 1, *The Opening Phases of Bookkeeping* may also be shown and discussed in this lesson.

ASSESSMENT PROCEDURES

No deviation from normal procedures

PRETEST KEY

1. Define the ledger and explain its purpose.
 - a. Definition: A ledger is a group of accounts.
 - b. Purpose: The ledger organizes accounts in a systematic manner.

2. Explain the function of the chart of accounts.

The chart of accounts serves as a table of contents for a general ledger. It is a listing of the account titles and their numbers.

3. List and sequence the five steps used in posting an opening entry.
 - a. Write the amount of the entry.
 - b. Write the date of the entry.
 - c. Write the word *Balance*.
 - d. Write the post reference in the ledger.
 - e. Write the post reference in the journal.

4. Post the following opening entry to the general ledger.

GENERAL JOURNAL

Date	Account Title	Post. Ref.	Debit	Credit
1 May 1	Cash	11	47800	
2	Office Supplies	12	56400	
3	Furniture and Fixtures	13	543700	
4	Automobile	14	267000	
5	John's Plumbing Co.	21		10500
6	Fisher Wholesale			
7	Furniture Company	22		179300
8	Auto Loan Company	23		123600
9	Mary Weston's Capital	31		601500
10	March 1 Balance sheet			

Mary Western Real Estate

Charts of Accounts

<u>(1) Assets</u>	<u>Account Number</u>	<u>(2) Liabilities</u>	<u>Account Number</u>
Cash	11	John's Plumbing Co.	21
Office Supplies	12	Fisher Wholesale	
Furniture and		Furniture Co.	22
Fixtures	13	Auto Loan Co.	23
Automobile	14		
		(3) Capital	
		Mary Western, Capital	31

GENERAL LEDGER

Cash

ACCOUNT NO. 11

DATE	ITEMS	POST. REF.	DEBIT	DATE	ITEMS	POST. REF.	CREDIT
<i>1973</i> <i>Mar. 1</i>	<i>Balance</i>	<i>J2</i>	<i>478.00</i>				

Office Supplies

ACCOUNT NO. 12

DATE	ITEMS	POST. REF.	DEBIT	DATE	ITEMS	POST. REF.	CREDIT
<i>1973</i> <i>Mar. 1</i>	<i>Balance</i>	<i>J2</i>	<i>564.00</i>				

Furniture and Fixtures

ACCOUNT NO. 13

DATE	ITEMS	POST. REF.	DEBIT	DATE	ITEMS	POST. REF.	CREDIT
<i>1973</i> <i>Mar. 1</i>	<i>Balance</i>	<i>J2</i>	<i>5437.00</i>				

Automobile

ACCOUNT NO. 14

DATE	ITEMS	POST. REF.	DEBIT	DATE	ITEMS	POST. REF.	CREDIT
<i>1973</i> <i>Mar. 1</i>	<i>Balance</i>	<i>J2</i>	<i>2670.00</i>				



GENERAL LEDGER

John's Plumbing Company

ACCOUNT NO. 21

DATE	ITEMS	POST. REF.	DEBIT	DATE	ITEMS	POST. REF.	CREDIT
				Mar 1	Balance f2		105.00

Fisher Wholesale Furniture Company

ACCOUNT NO. 22

DATE	ITEMS	POST. REF.	DEBIT	DATE	ITEMS	POST. REF.	CREDIT
				Mar 1	Balance f2		1792.00

Auto Loan Company

ACCOUNT NO. 23

DATE	ITEMS	POST. REF.	DEBIT	DATE	ITEMS	POST. REF.	CREDIT
				Mar 1	Balance f2		1236.00

May Western, Capital

ACCOUNT NO. 31

DATE	ITEMS	POST. REF.	DEBIT	DATE	ITEMS	POST. REF.	CREDIT
				Mar 1	Balance f2		6015.00

LESSON THREE

POSTTEST KEY

1. Define and explain the purpose of the ledger.
 - a. Definition: A ledger is a group of accounts.
 - b. Purpose: There is a definite need for organization of accounts in a systematic manner.

2. Explain the function of the chart of accounts.

It serves as a table of contents for a general ledger. The chart of accounts is a listing of the account titles and their numbers.

3. List and sequence the five steps used in posting an opening entry.
 - a. Write the amount.
 - b. Write the date.
 - c. Write the word *Balance*.
 - d. Write the post reference in ledger.
 - e. Write the post reference in journal.

4. Post the opening entry to the general ledger.

GENERAL JOURNAL

Page 4

Date	Account Title	Post. Ref.	Debit	Credit
1 <i>June 1</i>	<i>Cash</i>	<i>11</i>	<i>950.00</i>	
2	<i>Automobile</i>	<i>12</i>	<i>3400.00</i>	
3	<i>Office Furniture</i>	<i>13</i>	<i>987.00</i>	
4	<i>Office Machines</i>	<i>14</i>	<i>625.00</i>	
5	<i>Office Supplies</i>	<i>15</i>	<i>173.00</i>	
6	<i>Thompson Furniture Co.</i>	<i>21</i>		<i>463.00</i>
7	<i>Public Utility Co.</i>	<i>22</i>		<i>62.00</i>
8	<i>Auto Sales and Service</i>	<i>23</i>		<i>143.00</i>
9	<i>James Russell, Capital</i>	<i>31</i>		<i>5467.00</i>
10	<i>June 1 Balance sheet</i>			

James Russell Insurance
Chart of Accounts

(1) Assets	Account Number	(2) Liabilities	Account Number
Cash	11	Thompson Furn. Co.	21
Automobile	12	Public Utility Co.	22
Office Furniture	13	Auto Sales and Service	23
Office Machines	14		
Office Supplies	15		
		(3) Capital	
		James Russell, Capital	31

GENERAL LEDGER

Cash

ACCOUNT NO. 11

DATE	ITEMS	POST. REF.	DEBIT	DATE	ITEMS	POST. REF.	CREDIT
<i>June 1</i>	<i>Balance</i>	<i>J4</i>	<i>950.00</i>				

Automobile

ACCOUNT NO. 12

DATE	ITEMS	POST. REF.	DEBIT	DATE	ITEMS	POST. REF.	CREDIT
<i>June 1</i>	<i>Balance</i>	<i>J4</i>	<i>3400.00</i>				

Office Furniture

ACCOUNT NO. 13

DATE	ITEMS	POST. REF.	DEBIT	DATE	ITEMS	POST. REF.	CREDIT
<i>June 1</i>	<i>Balance</i>	<i>J4</i>	<i>987.00</i>				

Office Machines

ACCOUNT NO. 14

DATE	ITEMS	POST. REF.	DEBIT	DATE	ITEMS	POST. REF.	CREDIT
<i>June 1</i>	<i>Balance</i>	<i>J4</i>	<i>625.00</i>				

GENERAL LEDGER

Office Supplies

ACCOUNT NO. 15

DATE	ITEMS	POST. REF.	DEBIT	DATE	ITEMS	POST. REF.	CREDIT
<i>June 1</i>	<i>Balance</i>	<i>J4</i>	<i>113.00</i>				

Thompson Furniture Co.

ACCOUNT NO. 21

DATE	ITEMS	POST. REF.	DEBIT	DATE	ITEMS	POST. REF.	CREDIT
<i>June 1</i>	<i>Balance</i>	<i>J4</i>	<i>463.00</i>				

Public Utility Co.

ACCOUNT NO. 22

DATE	ITEMS	POST. REF.	DEBIT	DATE	ITEMS	POST. REF.	CREDIT
<i>June 1</i>	<i>Balance</i>	<i>J4</i>	<i>62.00</i>				

Auto Sales and Service

ACCOUNT NO. 23

DATE	ITEMS	POST. REF.	DEBIT	DATE	ITEMS	POST. REF.	CREDIT
<i>June 1</i>	<i>Balance</i>	<i>J4</i>	<i>143.00</i>				

GENERAL LEDGER

James Russell, Capital

ACCOUNT NO. 31

DATE	ITEMS	Post. Ref.	DEBIT	DATE	ITEMS	Post. Ref.	CREDIT
				<i>June 1</i>	<i>Balance</i>	<i>74</i>	<i>546200</i>

ACCOUNT NO. _____

DATE	ITEMS	Post. Ref.	DEBIT	DATE	ITEMS	Post. Ref.	CREDIT

ACCOUNT NO. _____

DATE	ITEMS	Post. Ref.	DEBIT	DATE	ITEMS	Post. Ref.	CREDIT

ACCOUNT NO. _____

DATE	ITEMS	Post. Ref.	DEBIT	DATE	ITEMS	Post. Ref.	CREDIT

LESSON FOUR

HOW BUSINESS TRANSACTIONS AFFECT BALANCE SHEET ACCOUNTS

PURPOSE

In this lesson the learner will see how the beginning balances of assets, liabilities, and capital accounts are increased or decreased as a result of journal transactions.

PERFORMANCE OBJECTIVES

Given a list of transactions pertaining to assets, liabilities, and/or capital accounts, the learner will indicate the classification of the accounts, the debit and credit parts of the transaction, and whether the account balances increased or decreased.

LESSON TIME

Pretest - 15 minutes
Lesson - 120 minutes
Posttest - 15 minutes

NEW VOCABULARY

T account

Account balance

Debit balance

Credit balance

PREREQUISITE KNOWLEDGE

The learner will need to know the classifications of balance sheet accounts, where the opening entry is posted in the ledger, and the accounting equation.

RESOURCES INCLUDED WITH LESSON

Instructor's Packet	Learner's Packet	Test Packet	Worksheet Packet
Pretest Key	<i>Learner Record Sheet 2</i>	Pretest	None
Posttest Key		Posttest	

SPECIAL ACTIVITIES OR CONCERNS

None

OVERVIEW

In this lesson business transactions are introduced for the first time. The transactions, which concern balance sheet accounts, are broken down into their debit and credit parts. The effects of the transactions on the account balances are determined.

LEARNER'S TASKS

1. Read Chapter 4, pages 45 through 52, in Century 21 Accounting (Accounting 10/12, pages 20 through 26 and 40 through 53).
2. Do Drills 4-D1, 4-D2, 4-D3, and 4-D4 on pages 54 through 56 in Century 21 Accounting (Accounting 10/12: Problems 14, 15, and 16,

pages 25 and 26; problems 24 through 26, pages 44 and 45; problems 27 through 31, pages 49 through 51).

3. Complete Problems 4-1 and 4-2, pages 57 and 58 in Century 21 Accounting.
4. Check the drills and problems, using the teacher's edition of the working papers.

SUPPLEMENTAL ACTIVITIES

1. After the learner has read the assigned material in the textbook, a classroom lecture may be given with emphasis on the following points:
 - a. The balance of an asset account is usually a debit.
 - b. The balance of a liability and capital account is usually a credit.
 - c. The balance side of an account is where increases are recorded and the opposite side is where decreases are recorded in the ledger.
 - d. Business transactions are broken down into their debit and credit parts when journalized.
2. The instructor may assign the following tasks from Century 21 Accounting for the accelerated learner:
 - a. Cases 1 and 2, pages 53 and 54
 - b. Bonus Problem 4-B, page 60
3. The instructor may use the following tasks from Century 21 Accounting in conjunction with the lesson:
 - a. Study Questions, page 53
 - b. Study Guide 4 in workbook
 - c. Master Problem 4-M, page 59
 - d. Review Problem 4-R1, page 700

ASSESSMENT PROCEDURES

No deviation from normal procedures

LESSON FOUR

PRETEST KEY

Sara Johnson operates a real estate business. Her ledger contains the following accounts:

Cash	Auto Sales and Repair (creditor)
Office Supplies	Public Utility Company (creditor)
Office Furniture	Office Supply and Equipment (creditor)
Office Machines	Sara Johnson, Capital
Library	
Automobile	

Instructions: For each of the following problems, write the names of the accounts that are affected by the transaction and the classification of each account. Also, check the appropriate columns that indicate how the amount is recorded and how the account balance is changed.

1. Purchased a reference book for the library. Paid cash.
2. Purchased a new adding machine for the office. Paid cash.
3. Paid cash to Public Utility Company for amount owed.
4. Received cash from sale of old adding machine.
5. Paid cash to Office Supply and Equipment for amount owed.
6. Paid cash for order of personalized office stationery received today.
7. Paid cash to Auto Sales and Repair in part payment of the amount owed.
8. Received a personal check from Mrs. Johnson as an additional investment in the business.

PRETEST KEY (Continued)

Lesson 4

Problem Number	Name of Account	Account Classification	How is the Amount Recorded?		How is the Account Balance Changed?	
			Debit	Credit	Increase	Decrease
1	Library	Asset	x		x	
	Cash	Asset		x		x
2	Office Machines	Asset	x		x	
	Cash	Asset		x		x
3	Public Utility Co.	Liability	x			x
	Cash	Asset		x		x
4	Cash	Asset	x		x	
	Office Machines	Asset		x		x
5	Office Supply and Equipment	Liability	x			x
	Cash	Asset		x		x
6	Office Supplies	Asset	x		x	
	Cash	Asset		x		x
7	Auto Sales and Repair	Liability	x			x
	Cash	Asset		x		x
8	Cash	Asset	x		x	
	Sara Johnson, Capital	Capital		x	x	

LESSON FOUR
POSTTEST KEY

Mr. Richard Williams operates an insurance agency. His ledger contains the following balance sheet accounts:

Cash	City Supply Company (creditor)
Automobile	Professional Answering Service
Office Supplies	(creditor)
Office Machines	Public Utility Company (creditor)
Furniture and	Star Garage (creditor)
Fixtures	Richard Williams, Capital

Instructions: For each of the following problems, write the names of the accounts that are affected by the transaction and the classification of each account. Also, check the appropriate columns that indicate how the amount is recorded and how the account balance is changed.

1. Received \$700 from Richard Williams, the owner, as an additional investment in the business
2. Received \$25 from sale of old typewriter
3. Paid \$300 for a new typewriter
4. Paid \$65 to Star Garage for repair of automobile
5. Paid \$35 to Public Utility Company
6. Paid \$40 for stationery supplies
7. Paid \$45 to Professional Answering Service for phone answering service
8. Received \$60 from sale of old office couch
9. Paid \$125 for new desk for office

POSTTEST KEY (Continued)

Lesson 4

Problem Number	Name of Account	Account Classification	How is the Amount Recorded?		How is the Account Balance Changed?	
			Debit	Credit	Increase	Decrease
1	Cash	Asset	x		x	
	Richard Williams, Capital	Capital		x	x	
2	Cash	Asset	x		x	
	Office Machines	Asset		x		x
3	Office Machines	Asset	x		x	
	Cash	Asset		x		x
4	Star Garage	Liability	x			x
	Cash	Asset		x		x
5	Public Utility Co.	Liability	x			x
	Cash	Asset		x		x
6	Office Supplies	Asset	x		x	
	Cash	Asset		x		x
7	Professional Answering Service	Liability	x			x
	Cash	Asset		x		x
8	Cash	Asset	x		x	
	Furniture and Fixtures	Asset		x		x
9	Furniture and Fixtures	Asset	x		x	
	Cash	Asset		x		x

LESSON FIVE

HOW BUSINESS TRANSACTIONS AFFECT INCOME AND EXPENSE ACCOUNTS

PURPOSE

In this lesson two new classifications of accounts, income and expense, will be explained. The debit and credit parts of transactions pertaining to income and expense accounts will be determined and the effect of the transaction on the account balance will be described. The effect of the income and expense transactions on the capital account will also be discussed.

PERFORMANCE OBJECTIVES

Given a list of transactions pertaining to income and expense accounts, the learner will classify the accounts, identify the debit and credit parts of the transactions, and determine the increase or decrease in the account balances.

LESSON TIME

Pretest - 15 minutes
Lesson - 120 minutes
Posttest - 15 minutes

NEW VOCABULARY

Income

Expense

Profit

Loss

PREREQUISITE KNOWLEDGE

The learner should know the three steps for analyzing business transactions, that an increase in capital is recorded as a credit, and that a decrease in capital is recorded as a debit.

RESOURCES INCLUDED WITH LESSON

Instructor's Packet	Learner's Packet	Test Packet	Exercise and Worksheet Packet
Pretest Key Posttest Key	None	Pretest Posttest	None

SPECIAL ACTIVITIES OR CONCERNS

None

OVERVIEW

Two new account classifications, income and expense, are introduced. The definitions of the words and their effects on the capital account are discussed. The learner will follow the three steps used in the previous lesson to analyze transactions that affect income and expense accounts and determine the increases or decreases in the account balances.

An overview of this lesson might begin with the statement, "Some learners will become confused." The illustration on page 67 in Century 21 Accounting should be thoroughly understood by the learner before he continues in the guide. The incorrect "reasoning" that you will be trying to straighten out may include one or both of the following philosophies:

Assets, a debit, show what a person owns, and liabilities, a credit, show what a person owes. Income should have a debit balance because it makes me worth more, and expenses should have credit balances because they make me worth less.

How can you "credit" income? The money that I owe a store for charged merchandise is a credit. When I charge more, I increase my credit at the store.

At the end of this lesson, the learner will be ready to begin recording transactions in the journal.

LEARNER TASKS

1. Read Chapter 5, pages 61 through 67 in Century 21 Accounting (Accounting 10/12, pages 27 through 30 and pages 53 through 55).
2. Do Drills 5-D1, 5-D2, and 5-D3, pages 69 and 70 in Century 21 Accounting (Problems 17 through 19, pages 31 and 32; Problems 32 through 35, pages 55 through 58 in Accounting 10/12).
3. Complete Problems 5-1 and 5-2 in Century 21 Accounting, pages 70 through 72.
4. Check the drills and problems, using the teacher's edition.

SUPPLEMENTAL ACTIVITIES

1. After the learners have read the appropriate material in the text (see Learner Task No. 1),

a classroom lecture may be given with emphasis on the following points:

- a. Definition and purpose of income account
 - b. Definition and purpose of expense account
 - c. Analysis of income and expense transactions
2. Additional tasks for the accelerated learner that may be used with this lesson from Century 21 Accounting include the following problems:
- a. Cases 1 through 4, pages 68 and 69
 - b. Bonus Problem 5-B, pages 73 and 74
3. Additional tasks from Century 21 Accounting that the instructor may use with the lesson include the following exercises and problems:
- a. Study Questions, page 68
 - b. Study Guide 4 in workbook
 - c. Mastery Problem 5-M, pages 72 and 73
 - d. Review Problem 5-R1, page 701

LESSON FIVE

PRETEST KEY

Alex Parkhill owns a real estate agency. His ledger contains the following accounts:

Cash	Alex Parkhill, Capital
Office Supplies	Sales Commissions Income
Office Machines	Advertising Expense
Furniture and Fixtures	Rent Expense
Cummings Office Supply and Equipment (creditor)	Telephone Expense
Johnson's Plumbing (creditor)	Utilities Expense

Instructions: For each of the following problems, write the names of the accounts that are affected by the transaction and the classification of each account. Also, check the appropriate columns that indicate how the amount is recorded and how the account balance is changed.

1. Paid \$175 cash for this month's rent
2. Paid \$24 cash for advertisement in local newspaper
3. Received \$400 cash for commission from sale of house
4. Received \$200 cash for commission from sale of property
5. Paid \$56 cash for telephone bill
6. Paid \$125 cash for new sign on office building
7. Received \$429 for commission from sale of apartment building
8. Paid \$35 cash for gas and electric bill
9. Paid \$7 cash for water bill

Problem Number	Name of Account	Account Classification	How is the Amount Recorded?		How is the Account Balance Changed?	
			Debit	Credit	Increase	Decrease
1	Rent expense	Expense	x		x	
	Cash	Asset		x		x
2	Cash	Asset		x		x
	Advertisement Expense	Expense	x		x	
3	Cash	Asset	x		x	
	Sales Commission Income	Income		x	x	
4	Cash	Asset	x		x	
	Sales Commission Income	Income		x	x	
5	Telephone Expense	Expense	x		x	
	Cash	Asset		x		x
6	Advertising Expense	Expense	x		x	
	Cash	Asset		x		x
7	Cash	Asset	x		x	
	Sales Commission Income	Income		x	x	
8	Utilities Expense	Expense	x		x	
	Cash	Asset		x		x
9	Utilities Expense	Expense	x		x	
	Cash	Asset		x		x

LESSON FIVE

POSTTEST KEY

Instructions: Refer to the T accounts shown below. For each problem, write the names of the accounts that are affected by the transaction and the classification of each account. Also, check the appropriate columns that indicate how the amount is recorded and how the account balance is changed.

1.

Cash
40.00

Office Furniture
40.00

2.

Office Machines
150.00

Cash
150.00

3.

Cash
200.00

Sales Income
200.00

4.

Rent Expense
175.00

Cash
175.00

5.

Jay's Garage (creditor)
120.00

Cash
120.00

6.

Telephone Expense
38.00

Cash
38.00

7.

Cash
1000.00

Carolyn Reed, Capital
1000.00

8.

Cash
270.00

Delivery Income
270.00

9.

Public Utility Co.
47.00

Cash
47.00

10.

Office Furniture
85.00

Cash
85.00

POSTTEST KEY (Continued)

Lesson 5

Problem Number	Name of Account	Account Classification	How is the Amount Recorded?		How is the Account Balance Changed?	
			Debit	Credit	Increase	Decrease
1	Cash	Asset	x		x	
	Office Furniture	Asset		x		x
2	Office Machines	Asset	x		x	
	Cash	Asset		x		x
3	Cash	Asset	x		x	
	Sales Income	Income		x	x	
4	Rent Expense	Expense	x		x	
	Cash	Asset		x		x
5	Jay's Garage	Liability	x			x
	Cash	Asset		x		x
6	Telephone Expense	Expense	x		x	
	Cash	Asset		x		x
7	Cash	Asset	x		x	
	Carolyn Reed, Capital	Capital		x	x	
8	Cash	Asset	x		x	
	Delivery Income	Income		x	x	
9	Public Utility Company	Liability	x			x
	Cash	Asset		x		x
10	Office Furniture	Asset	x		x	
	Cash	Asset		x		x

LESSON SIX

HOW TO RECORD BUSINESS TRANSACTIONS IN THE JOURNAL

PURPOSE

The learner will review accounting terms and apply the four steps involved in journalizing as they relate to the cash journal.

PERFORMANCE OBJECTIVES

Given a list of accounting terms previously studied, the learner will define the terms.

Given a list of cash transactions and a cash journal, the learner will perform the following functions:

- (1) Analyzing the transaction*
- (2) Recording the transaction*
- (3) Proving cash*
- (4) Totaling the journal*
- (5) Ruling the journal*

LESSON TIME

Pretest - 30 minutes
Lesson - 120 minutes
Posttest - 30 minutes

NEW VOCABULARY

<i>Journalizing</i>	<i>Memorandum entry</i>
<i>Special Journal</i>	<i>Footings</i>
<i>Cash Journal</i>	<i>Proving cash</i>
<i>Double-entry accounting</i>	<i>Single-entry accounting</i>

PREREQUISITE KNOWLEDGE

The learner will need to know the four steps for journalizing an accounting transaction, and the debit and credit parts of transactions involving assets, liabilities, capital, income and/or expense accounts.

RESOURCES INCLUDED WITH LESSON

Instructor's Packet	Learner's Packet	Test Packet	Exercise and Worksheet Packet
Pretest Key	Vocabulary Review	Pretest	Vocabulary Review
Posttest Key	Worksheet	Posttest	Worksheet

SPECIAL ACTIVITIES OR CONCERNS

Provide the learner with a copy of the cash journal (Teacher's Reference Guide, page F-1) for the pretest and posttest.

OVERVIEW

In this lesson the learner will record financial activities for a business in a cash journal. A short illustration of journalizing in the general

journal is given first. Following this the purpose of a special journal is explained, and the cash journal is defined and described.

The learner will become familiar with the memorandum entry. He will follow the four steps previously studied in Lesson 2 and record transactions in the cash journal. The four steps are: write the date, write the debit, write the credit, and write the source or reason for the entry. The learner will find out how to prove cash, and he will foot, prove, and rule the cash journal.

LEARNER TASKS

1. Read Chapter 6, pages 75 through 89 in Century 21 Accounting. (Accounting 10/12 contains no information on the five-column cash journal. Journalizing is discussed on pages 60 through 66. Appropriate problems are 36 through 38 on pages 65 through 67).)
2. Complete Vocabulary Review worksheet according to the directions given.
3. Do Drills 6-D1 and 6-D2, pages 91 and 92.
4. Use the teacher's edition to check the drills.
5. Complete Problems 6-1 and 6-2, pages 93 through 95.

Special Note: The learner will need Problem 6-2 to complete Problem 7-1.

6. Check the problems, using the teacher's edition.

SUPPLEMENTAL ACTIVITIES

1. After the learner has read Chapter 6 in the textbook, a classroom lecture may be given with emphasis on the following points:
 - a. Reasons for journalizing transactions
 - b. Advantages of using a cash journal
 - c. Proving the accuracy of the cash journal
 - d. Ruling the cash journal

2. Additional tasks that may be used in the lesson with the accelerated learner are the following:
 - a. Cases 1, 2, 3, and 4, pages 90 and 91
 - b. Bonus problem C-B, pages 97 and 98
3. Additional tasks that may be used in conjunction with the lesson are the following:
 - a. Study Questions, page 90
 - b. Study Guide 6 in workbook
 - c. Mastery Problem 6-M, pages 95 through 97
 - d. Review Problem 6-R1, pages 701 and 702 in the textbook.
4. A bookkeeping filmstrip, Part II, *The Recording Phase of Bookkeeping*, Catalog No. B854, South-Western Publishing Company, may be shown and discussed in the classroom.

ASSESSMENT PROCEDURES

No deviations from normal procedures

LESSON SIX
PRETEST KEY

1. Write the definitions for the following accounting terms.

	<u>CENTURY 21 ACCOUNTING</u>	
	<u>Textbook Page</u>	<u>Teacher's Reference Guide</u>
a. Accounting equation	11	25
b. Source document	18	27
c. Double-entry accounting	76	34
d. Liability	7	25
e. Debit side	30	28
f. Posting	32	29
g. Income	61	32
h. Capital	7	25
i. Journal	17	27
j. Special journal	76	34
k. Accounting	3	25
l. Chart of accounts	31	28
m. Memorandum entry	79	34
n. Cash journal	76	34

2. Christine Thompson owns and operates a real estate firm. Her ledger contains the following accounts:

Cash	Commissions Income
Automobile	Advertising Expense
Office Furniture	Automobile Expense
Office Machines	Miscellaneous Expense
Office Supplies	Rent Expense
Frost Office Supply and Equipment (creditor)	Utility Expense
City Auto Finance Co.	
Christine Thompson, Capital	

- a. Record the following transactions on page 8 of a five-column cash journal. Use the current year when journalizing the transactions: Number all receipts beginning with 76. All payments were made by check. Number all checks beginning with 3025.

The cash balance on February 1 was \$542.

- Feb. 1 Paid cash, \$200, for rent of office for February
- 2 Paid cash, \$20, for advertising in newspaper
- 5 Sold old office desk; received cash, \$70
- 5 Received cash, \$200, as commission from renting a house
- 5 Received cash, \$750, as commission from selling a house
- 6 Paid cash, \$325, for new office desk
- 6 Paid cash, \$100, for new office chair
- 7 Paid cash, \$112, to City Auto Finance Company for amount owed
- 9 Received cash, \$168, as commission for renting a house
- 16 Paid cash, \$14, for oil change and gas for automobile

- 16 Paid cash, \$67, for amount owed to Frost Office Supply and Equipment
 - 23 Paid cash, \$16, for renewal of magazine subscriptions for office
 - 26 Received cash, \$350, as commission from sale of land
 - 28 Paid cash, \$65, for utility bill for February
 - 28 Received from Christine Thompson, the proprietor, \$500, as an additional investment in the business
- b. Foot the journal.
- c. Prove cash. The checkbook balance February 28 was \$1661.
- d. Total and rule the journal.

CASH JOURNAL

	1	2	3	4	5
	Cash Debit	General Debit	Date	Account Title	No.
					P. R.
					General Credit
					Commission Income Cr.
					Cash Credit
1			Feb. 1	Balance on hand \$542.00	
2	200.00		1	Rent Expense	3025
3	20		2	Advertising Expense	3026
4	70.00		5	Office Furniture	76
5	200.00		5		77
6	750.00		5		78
7		325.00	6	Office Furniture	3027
8		100.00	6	Office Furniture	3028
9		112.00	7	City Auto Finance	3029
10		168.00	9		79
11		14.00	16	Automobile Expense	3030
12		67.00	16	Post Office Supply & Equip.	3031
13		16.00	23	Misc. Expenses	3032
14		350.00	26		80
15		65.00	27	Utility Expense	3033
16		500.00	28	Chris. Thompson, Capital	81
17	2038.00	919.00	28	Totals	
18					
19					
20					
21					
22					
23					
24					
25					

LESSON SIX
POSTTEST KEY

1. Write the definitions for the following accounting terms.

	<u>CENTURY 21 ACCOUNTING</u>	
	<u>Textbook Page</u>	<u>Teacher's Reference Guide</u>
a. Balance sheet	6	25
b. Journalizing	75	34
c. Footings	87	34
d. Creditor	7	25
e. Credit side	30	28
f. Account balance	45	30
g. Expense	64	32
h. Proprietor	7	25
i. Opening entry	17	27
j. Single-entry accounting	76	34
k. Asset	7	25
l. Opening an account	32	29
m. Ledger	29	28
n. Proving cash	88	34

2. Frank Taylor owns and operates a barber shop. His ledger contains the following accounts:

Cash	Income
Shop Supplies	Advertising Expense
Shop Equipment	Miscellaneous Expense
Wilson Linen Supply (creditor)	Rent Expense
Thompson Uniform Co. (creditor)	Wages Expense
Frank Taylor, Capital	Utilities Expense

- a. Record the following transactions on page 4 of a five-column cash journal. Use the current year when journalizing the transactions. Number all receipts beginning with 175. All payments were made by check. Number all checks beginning with 1450.

The cash balance on March 1 was \$736.

- March 2 Paid cash, \$675, for weekly wages
- 2 Received and deposited cash, \$1250, for income from the week
- 5 Paid cash, \$400, for monthly rent
- 6 Paid cash to Thompson Uniform Co., \$52, for monthly smock rental
- 6 Paid cash to Wilson Linen Co., \$164, for monthly linen service
- 8 Paid cash, \$17, for magazine subscriptions
- 9 Paid cash, \$675, for weekly wages
- 9 Received and deposited cash, \$1200, for income from the week
- 12 Paid cash, \$200, for new equipment

- 14 Bought supplies and paid cash, \$553
 - 15 Paid cash, \$4, for newspaper for month
 - 16 Paid cash, \$675, for weekly wages
 - 16 Received and deposited cash, \$1,234, for income from the week
 - 23 Paid cash, \$675, for weekly wages
 - 23 Received and deposited cash, \$962, for income for the week
 - 26 Paid cash, \$28, for advertising in newspaper
 - 30 Paid cash, \$675, for weekly wages
 - 30 Paid cash, \$96, for utilities for March
 - 30 Received and deposited cash, \$1208, for income from the week
- b. Foot each of the column totals in the cash journal. Prove the equality of debits and credits.
- c. Prove cash. The cash balance on March 31 was \$1701.
- d. Total and rule the journal.

CASH JOURNAL

2

3

4

5

	Cash Debit.	General Debit	Date	Account Title	No.	P. R.	General Credit	Income Cr.	Cash Credit
1			Nov. 1	Balance on hand \$ 736.00					
2		675.00	2	Wages Expense ✓	1450				675.00
3	1250.00		2		175			1250.00	
4		400.00	5	Rent Expense	1451				400.00
5		52.00	6	Thompson Uniform Co.	1452				52.00
6		164.00	6	Wilson Lined Company	1453				164.00
7		17.00	8	Miscellaneous Exp.	1454				17.00
8		675.00	9	Wages Expense ✓	1455				675.00
9	1200.00		9		176			1200.00	
10		30.00	12	Equipment	1456				30.00
11		553.00	14	Shop supplies	1457				553.00
12		4.00	15	Miscellaneous Exp.	1458				4.00
13		675.00	16	Wages Expense ✓	1459				675.00
14	1234.00		16		177			1234.00	
15		675.00	23	Wages Expense ✓	1460				675.00
16	962.00		23		178			962.00	
17		38.00	26	Advertising Expense	1461				38.00
18		675.00	30	Wages Expense	1462				675.00
19		96.00	30	Utilities Expense	1463				96.00
20	1208.00		30		179			1208.00	
21	5854.00	4889.00	31	Totals				5854.00	4889.00
22									
23									
24									
25									

LESSON SEVEN

HOW TO POST JOURNAL ENTRIES TO THE LEDGER

PURPOSE

The four steps of posting from the cash journal to the ledger will be explained, and the learner will be required to post a cash journal that has been totaled and ruled.

PERFORMANCE OBJECTIVES

The learner will list the four steps in posting from a cash journal.

Given a totaled and ruled cash journal, the learner will post the amounts to the general ledger.

LESSON TIME

Pretest - 20 minutes
Lesson - 110 minutes
Posttest - 20 minutes

PREREQUISITE KNOWLEDGE

The learner will be required to understand journalizing in the cash journal and to recall the five steps used in posting to the ledger.

RESOURCES INCLUDED WITH LESSON

Instructor's Packet	Learner's Packet	Test Packet	Exercise and Worksheet Packet
Pretest Key	Exercise Sheet	Pretest	Exercise Sheet
Posttest Key	Exercise Sheet Key	Posttest	

SPECIAL ACTIVITIES OR CONCERNS

The learner will need the cash journal completed in Lesson 6, Problem 6-2, to do Problem 7-1.

At the conclusion of this lesson, all tests over the material in Lessons 4 through 7 must be taken and the objectives signed before the learner may proceed to Lesson 8.

OVERVIEW

In this lesson the learner will follow the following four steps to post individual amounts and special columns from the cash journal to the ledger.

1. Write the amount.
2. Write the date.
3. Write the post reference in the ledger.
4. Write the post reference in the journal.

The purpose of posting will also be discussed. The purpose of posting is to sort journal transactions into the different ledger accounts where the information may be summarized and reported.

LEARNER TASKS

1. Read Chapter 7, pages 99 through 112 in the Century 21 Accounting textbook. (Although

Accounting 10/12 does not use the five column cash journal, appropriate reading material regarding posting may be found on pages 67 through 73. Tasks for reading assignment are problems 40 and 41 on page 75.)

2. List the four steps of posting from a cash journal on the exercise sheet provided in the lesson.
3. Check the answers, using the exercise sheet key.
4. Complete Drills 7-D1, 7-D2, and 7-D3 on pages 114 and 115 in the textbook.
5. Do Problem 7-1 on page 115 in the textbook.
6. Check the drills and problems, using the teacher's edition.

SUPPLEMENTAL ACTIVITIES

1. After the learners have read the material in Chapter 7 of the textbook, the instructor may present a classroom lecture. The following points should be emphasized by the instructor.
 - a. Steps in posting individual journal entries
 - b. Steps in posting columnar totals from the journal
 - c. Purpose of posting
2. Additional problems from the Century 21 Accounting textbook for the accelerated learner that may be used with this lesson include the following exercises.
 - a. Cases 1, 2, and 3 on page 113
 - b. Bonus Problem 7-B on pages 117 and 118
3. Additional materials that may be used with this lesson from the textbook and working papers are:
 - a. Study Questions page 113
 - b. Study Guide 7 in workbook
 - c. Mastery Problem 7-M, pages 115 through 117
 - d. Review Problem 7-R1, pages 703 and 704

ASSESSMENT PROCEDURES

No deviation from normal procedures

LESSON SEVEN

PRETEST KEY

1. List the four steps used in posting from a cash journal.
 - a. Write the amount of the entry in the ledger.
 - b. Write the date of the entry in the ledger.
 - c. Write the post reference in the ledger.
 - d. Write the post reference in the journal.

2. The cash journal for the Thomas Phillips Realty Agency appears on the following page. The ledger for the agency is also given.

Instructions:

- a. Post the individual amounts in the general debit and general credit columns to the accounts in the ledger.
- b. Post the totals of the three special columns of the cash journal to the proper accounts in the ledger.

CASH JOURNAL

Cash Debit	General Debit	Date	Account Title	No.	P. R.	General Credit	Income Cr.	Cash Credit
5000		1	Balance forward \$2170.00	109	13			
	5000	2	Office Furniture	541	54	10000		30000
	12500	3	Post Expense	542	21			12500
	5000	4	Auto Supplies	543	22			4500
	12000	5	General Office Supplies and Equipment	110	✓		12000	
	50000	6		111	✓		30000	
	50000	7	Advertising Expense	544	51			23000
	30000	8		112	✓		50000	
	30000	9		545	23			30000
	30000	10	Roy Larson's Plumbing	113	✓		30000	
	60000	11		546	15			40000
	60000	12	Office Supplies	114	✓		60000	
	6500	13	Automobile Expense	547	53			6500
	3000	14	Miscellaneous Expense	548	53			3000
	150000	15		115	✓		150000	
	60000	16		116	✓		60000	
	10500	17	Utilities Expense	549	55			10500
	372000	18	Totals			10000	392000	124000
		19						
		20						
		21						
		22						
		23						
		24						
		25						

GENERAL LEDGER

Cash

ACCOUNT NO. 11

DATE	ITEMS	Post. Ref.	DEBIT	DATE	ITEMS	Post. Ref.	CREDIT
<i>June 1</i>	<i>Balance</i>	<i>J1</i>	<i>2170.00</i>	<i>June 30</i>		<i>Q7</i>	<i>2920.00</i>
<i>30</i>		<i>Q7</i>	<i>1240.00</i>				

Automobile

ACCOUNT NO. 12

DATE	ITEMS	Post. Ref.	DEBIT	DATE	ITEMS	Post. Ref.	CREDIT
<i>June 1</i>	<i>Balance</i>	<i>J1</i>	<i>4500.00</i>				

Office Furniture

ACCOUNT NO. 13

DATE	ITEMS	Post. Ref.	DEBIT	DATE	ITEMS	Post. Ref.	CREDIT
<i>June 1</i>	<i>Balance</i>	<i>J1</i>	<i>850.00</i>	<i>June 2</i>		<i>Q7</i>	<i>100.00</i>

Office Machines

ACCOUNT NO. 14

DATE	ITEMS	Post. Ref.	DEBIT	DATE	ITEMS	Post. Ref.	CREDIT
<i>June 1</i>	<i>Balance</i>	<i>J1</i>	<i>700.00</i>				

GENERAL LEDGER

Office Supplies

ACCOUNT NO. 15

DATE	ITEMS	POST. REF.	DEBIT	DATE	ITEMS	POST. REF.	CREDIT
June 1	Balance f1	J1	175.00	June 18		J7	4000

City Auto Finance

ACCOUNT NO. 21

DATE	ITEMS	POST. REF.	DEBIT	DATE	ITEMS	POST. REF.	CREDIT
June 3		J7	125.00	June 1	Balance f1	J1	2000.00

John's Office Supplies and Equipment

ACCOUNT NO. 22

DATE	ITEMS	POST. REF.	DEBIT	DATE	ITEMS	POST. REF.	CREDIT
June 3		J7	45.00	June 1	Balance f1	J1	4500

John's Office Printing

ACCOUNT NO. 23

DATE	ITEMS	POST. REF.	DEBIT	DATE	ITEMS	POST. REF.	CREDIT
June 15		J7	300.00	June 1	Balance f1	J1	67500



GENERAL LEDGER

Thomas Phillips, Capital

ACCOUNT NO. 31

DATE	ITEMS	POST. REF.	DEBIT	DATE	ITEMS	POST. REF.	CREDIT
				<i>19-- June 1</i>	<i>Balance</i>	<i>J1</i>	<i>567500</i>

Commissions Income

ACCOUNT NO. 41

DATE	ITEMS	POST. REF.	DEBIT	DATE	ITEMS	POST. REF.	CREDIT
				<i>19-- June 30</i>		<i>Q7</i>	<i>124000</i>

Advertising Expense

ACCOUNT NO. 51

DATE	ITEMS	POST. REF.	DEBIT	DATE	ITEMS	POST. REF.	CREDIT
<i>19-- June 7</i>		<i>Q7</i>	<i>23000</i>				

Automobile Expense

ACCOUNT NO. 52

DATE	ITEMS	POST. REF.	DEBIT	DATE	ITEMS	POST. REF.	CREDIT
<i>19-- June 18</i>		<i>Q7</i>	<i>6500</i>				

GENERAL LEDGER

Miscellaneous Expense

ACCOUNT NO. 53

DATE	ITEMS	POST. REF.	DEBIT	DATE	ITEMS	POST. REF.	CREDIT
<i>19-- June 22</i>		<i>07</i>	<i>30.00</i>				

Rent Expense

ACCOUNT NO. 54

DATE	ITEMS	POST. REF.	DEBIT	DATE	ITEMS	POST. REF.	CREDIT
<i>19-- June 3</i>		<i>07</i>	<i>300.00</i>				

Utilities Expense

ACCOUNT NO. 55

DATE	ITEMS	POST. REF.	DEBIT	DATE	ITEMS	POST. REF.	CREDIT
<i>19-- June 30</i>		<i>07</i>	<i>105.00</i>				

ACCOUNT NO. _____

DATE	ITEMS	POST. REF.	DEBIT	DATE	ITEMS	POST. REF.	CREDIT

LESSON SEVEN

POSTTEST KEY

1. List the four steps used in posting from a cash journal.
 - a. Write the amount of the entry in the ledger.
 - b. Write the date of the entry in the ledger.
 - c. Write the post reference in the ledger.
 - d. Write the post reference in the journal.

2. The cash journal for Dr. Peter Franklin appears on the following page. The ledger is also given.

Instructions:

- a. Post the individual amounts in the general debit and general credit columns to the accounts in the ledger.
- b. Post the totals of the three special columns of the cash journal to the proper accounts in the ledger.

CASH JOURNAL

		3		4		5	
No.	P. R.	General Credit	Income Cr.	Cash Credit			
235	✓						
67	✓		14000				
236	53						
237	21						
68	15	20000					
228	12						
69	✓		87000				
229	53						
230	17						
231	22						
70	✓		13600				
232	53						
233	14						
71	✓		14000				
234	53						
235	23						
236	51						
		50000	33600	23600			
		(65)	(44)	(64)			



GENERAL LEDGER

Cash

ACCOUNT NO. 11

DATE	ITEMS	POST. REF.	DEBIT	DATE	ITEMS	POST. REF.	CREDIT
Feb. 1	Balance	Q1	62500	Feb. 28		Q2	239700
28		Q2	413600				

Library

ACCOUNT NO. 12

DATE	ITEMS	POST. REF.	DEBIT	DATE	ITEMS	POST. REF.	CREDIT
Feb. 1	Balance	Q1	50000				
8		Q2	4500				

Medical Equipment and Tools

ACCOUNT NO. 13

DATE	ITEMS	POST. REF.	DEBIT	DATE	ITEMS	POST. REF.	CREDIT
Feb. 1	Balance	Q1	10000.00				

Medical Supplies

ACCOUNT NO. 14

DATE	ITEMS	POST. REF.	DEBIT	DATE	ITEMS	POST. REF.	CREDIT
Feb. 1	Balance	Q1	65000				
20		Q2	4700				

GENERAL LEDGER

Doctor's Drug and Supply Company

ACCOUNT NO. 22

DATE	ITEMS	Post. Ref.	DEBIT	DATE	ITEMS	Post. Ref.	CREDIT
<i>Feb 15</i>		<i>Q2</i>	<i>43000</i>	<i>Feb 1</i>	<i>Balance</i>	<i>J1</i>	<i>43000</i>

Professional Answering Service

ACCOUNT NO. 23

DATE	ITEMS	Post. Ref.	DEBIT	DATE	ITEMS	Post. Ref.	CREDIT
<i>Feb 28</i>		<i>Q2</i>	<i>5000</i>	<i>Feb 1</i>	<i>Balance</i>	<i>J1</i>	<i>5000</i>

Pat. Franklin, Capital

ACCOUNT NO. 31

DATE	ITEMS	Post. Ref.	DEBIT	DATE	ITEMS	Post. Ref.	CREDIT
				<i>Feb 1</i>	<i>Balance</i>	<i>J1</i>	<i>11695 00</i>

Ans Income

ACCOUNT NO. 41

DATE	ITEMS	Post. Ref.	DEBIT	DATE	ITEMS	Post. Ref.	CREDIT
				<i>Feb 28</i>		<i>Q2</i>	<i>393600</i>

GENERAL LEDGER

Office Equipment

ACCOUNT NO. 15

DATE	ITEMS	Post. REF.	DEBIT	DATE	ITEMS	Post. REF.	CREDIT
Feb. 1	Balance	J1	1700 00	Feb. 7		J2	200 00

Office Furniture

ACCOUNT NO. 16

DATE	ITEMS	Post. REF.	DEBIT	DATE	ITEMS	Post. REF.	CREDIT
Feb. 1	Balance	J1	2300 00				

Supplies

ACCOUNT NO. 17

DATE	ITEMS	Post. REF.	DEBIT	DATE	ITEMS	Post. REF.	CREDIT
Feb. 1	Balance	J1	400 00				
14		J2	35 00				

City Hospital Supplies and Equipment

ACCOUNT NO. 21

DATE	ITEMS	Post. REF.	DEBIT	DATE	ITEMS	Post. REF.	CREDIT
Feb. 2		J2	200 00	Feb. 1	Balance	J1	400 00

GENERAL LEDGER

Miscellaneous Expense

ACCOUNT NO. 51

DATE	ITEMS	POST. REF.	DEBIT	DATE	ITEMS	POST. REF.	CREDIT
<i>Feb. 28</i>		<i>Cr.</i>	<i>40.00</i>				

Rent Expense

ACCOUNT NO. 52

DATE	ITEMS	POST. REF.	DEBIT	DATE	ITEMS	POST. REF.	CREDIT
<i>Feb. 1</i>		<i>Cr.</i>	<i>300.00</i>				

Salaries Expense

ACCOUNT NO. 53

DATE	ITEMS	POST. REF.	DEBIT	DATE	ITEMS	POST. REF.	CREDIT
<i>Feb. 2</i>		<i>Dr.</i>	<i>300.00</i>				
<i>9</i>		<i>Dr.</i>	<i>300.00</i>				
<i>16</i>		<i>Dr.</i>	<i>300.00</i>				
<i>23</i>		<i>Dr.</i>	<i>215.00</i>				
		<i>Cr.</i>					

ACCOUNT NO. _____

DATE	ITEMS	POST. REF.	DEBIT	DATE	ITEMS	POST. REF.	CREDIT

LESSON EIGHT

HOW TO PROVE THE ACCURACY OF POSTING

PURPOSE

In this lesson the learner will become familiar with the function of a trial balance and the five steps that are used to prepare a trial balance. He will learn the seven steps for locating errors when the trial balance does not balance. The learner will also prepare a trial balance.

PERFORMANCE OBJECTIVES

The learner will identify a function of the trial balance.

The learner will list the five steps in preparing a trial balance.

The learner will describe the seven step-by-step procedures for locating errors when a trial balance does not balance.

Given a trial balance form and the ledger account titles with their balances, the learner will prepare a trial balance.

LESSON TIME

Pretest - 20 minutes
Lesson - 110 minutes
Posttest - 20 minutes

NEW VOCABULARY

Trial balance

PREREQUISITE KNOWLEDGE

The learner will need to know the purpose of the ledger and the steps of posting from the journal to the ledger.

RESOURCES INCLUDED WITH LESSON

Instructor's Packet	Learner's Packet	Test Packet	Exercise and Worksheet Packet
Pretest Key	Exercise Sheet	Pretest	<i>Trial Balance</i> Worksheet
Posttest Key	Exercise Sheet Key <i>Trial Balance</i> Worksheet <i>Trial Balance</i> Worksheet Key <i>Learner Record</i> Sheet 3	Posttest	Exercise Sheet

SPECIAL ACTIVITIES OR CONCERNS

None

OVERVIEW

The function of the trial balance is to prove the equality of the debits and credits. The five steps

that are used in preparing a trial balance are:

1. Write the heading.
2. List the accounts in the ledger and their balances.
3. Rule the columns with a single line.
4. Add the columns and compare the totals.
If the totals are the same, write the amount.
5. Rule the columns with a double line.

If the debit and credit columns of a trial balance do not agree, there are seven steps that are followed to locate the errors in the trial balance. These steps are:

1. Re-add the columns of the trial balance.
2. Find the difference between the column totals. Check for this number in the ledger and journals.
3. Divide the difference between the column totals by two. Check to see if this number was written on the wrong side of the ledger account or trial balance.
4. Divide the difference between the totals of the columns by nine. If the difference is evenly divisible by nine, look for transposed numbers in the ledger and journal. Also look for numbers where the decimal point has been incorrectly placed.
5. Compare the ledger account balances with the balances written on the trial balance to see if they are the same.
6. Verify the account balances in the ledger and the footings.
7. Verify the posting of each entry or column total in the journal.

Preparation of the trial balance is the first part of the third step in the accounting cycle. In the next lesson the learner will see how the trial balance is used to complete a six-column work sheet.

LEARNER TASKS

1. Read Chapter 8 on pages 119 through 129 in Century 21 Accounting (Accounting 10/12, pages 78 through 85).

2. Identify a function of the trial balance. Write the response on the exercise sheet.
3. List on the exercise sheet the five steps in preparing a trial balance.
4. Describe the seven step-by-step procedures for locating errors when a trial balance does not balance. Write the response on the exercise sheet.
5. Check the answers to Tasks 2, 3, and 4, using the exercise sheet key.
6. Complete the *Trial Balance* worksheet according to the directions given.
7. Check the worksheet using the *Trial Balance* worksheet key.
8. Do Drills 8-D1 and 8-D2 on pages 130 and 131 in Century 21 Accounting.
9. Complete Problems 8-1 and 8-2 on page 132 in Century 21 Accounting (Accounting 10/12, Problems 43 through 46, page 86).
10. Check the drills and problems, using the teacher's edition of the workbook.

SUPPLEMENTAL ACTIVITIES

1. After the learners have read the material in the textbook (See Teacher Task 1), a classroom lecture may be given with emphasis on the following points:
 - a. How to foot and total the ledger accounts
 - b. How to prepare a trial balance
 - c. How to locate errors when a trial balance does not balance
2. Additional material for this lesson that may be used with the accelerated learner include the following problems from Century 21 Accounting: Cases 1, 2, and 3, on page 130.
3. Additional material for this lesson includes the following problems from Century 21 Accounting:
 - a. Study Questions, page 129 in textbook
 - b. Study Guide 8 in workbook
 - c. Project 1, pages 133 through 136 (This is a review of all the lessons so far.)

- d. Review Problems 8-R1 and 8-R2 on pages 704 and 705.

ASSESSMENT PROCEDURES

No deviation from normal procedures

LESSON EIGHT

PRETEST KEY

1. Circle the correct response to the following question:
Which one of the following describes the function of the trial balance?
 - a. Summarizes the financial condition of a business
 - b. Reports the income, expenses, and net income or loss for a business
 - c. Shows how the cash balance of a business agrees with the bank balance
 - d. Proves the equality of the debits and credits in the ledger

2. List the five steps in preparing a trial balance.
 - a. Write the heading for the trial balance.
 - b. List the accounts in the ledger and their balances.
 - c. Rule the columns with a single line.
 - d. Add the columns and compare the totals. If the totals are the same, write the amounts.
 - e. Rule the columns with a double line.

3. Describe the seven step-by-step procedures for locating errors when a trial balance does not balance.
 - a. Re-add the columns to check the totals.
 - b. Find the difference between the totals of the debit and credit columns. Check for this number in the ledger and journal.
 - c. Divide the difference between the totals of the columns by two. Check to see if this number was written on the wrong side of the ledger account or trial balance.

- d. Divide the difference between the totals of the columns by nine. If the difference is evenly divisible by nine, look for transposed numbers (\$43.00 instead of \$34.00) in the ledger and journal. Also look for numbers where the decimal point has been incorrectly placed (\$76.00 instead of \$7.60).
 - e. Compare the ledger account balances with the balances written on the trial balance to see if they are the same.
 - f. Verify the account balances in the ledger and footings.
 - g. Verify the posting of each entry or column total in the journal.
4. The ledger accounts for Walter Jackson's Insurance Agency are given below.

Instructions:

- a. Foot the ledger accounts.
- b. Prove the cash account. The bank balance according to the checkbook on June 30 is \$3094. There are no outstanding checks or deposits.
- c. Prepare a trial balance dated June 30 of the current year.

Cash proof:

Debit footings:	\$4502.00
Credit footings:	<u>1408.00</u>
Balance in ledger account:	\$3094.00
Balance in checkbook	\$3094.00

GENERAL LEDGER

Bank

ACCOUNT NO 11

DATE	ITEMS	POST. REF.	DEBIT	DATE	ITEMS	POST. REF.	CREDIT
19-- June 1	Balance	01	1402.00	June 30		03	1408.00
30		03	2800.00				
	3091.00		4502.00				

Libraries

ACCOUNT NO. 12

DATE	ITEMS	POST. REF.	DEBIT	DATE	ITEMS	POST. REF.	CREDIT
19-- June 1	Balance	01	185.00				

Office Equipment

ACCOUNT NO. 13

DATE	ITEMS	POST. REF.	DEBIT	DATE	ITEMS	POST. REF.	CREDIT
19-- June 1	Balance	01	375.00				
18		03	250.00				
			625.00				

Office Furniture

ACCOUNT NO. 14

DATE	ITEMS	POST. REF.	DEBIT	DATE	ITEMS	POST. REF.	CREDIT
19-- June 1	Balance	01	570.00				



Accountable Expenses

NOVEMBER 1952

NO.	DESCRIPTION	DATE	POST. REF.	CREDIT
1	<i>...</i>	<i>...</i>	<i>...</i>	<i>...</i>
2	<i>...</i>	<i>...</i>	<i>...</i>	<i>...</i>
3	<i>...</i>	<i>...</i>	<i>...</i>	<i>...</i>
4	<i>...</i>	<i>...</i>	<i>...</i>	<i>...</i>
5	<i>...</i>	<i>...</i>	<i>...</i>	<i>...</i>
6	<i>...</i>	<i>...</i>	<i>...</i>	<i>...</i>
7	<i>...</i>	<i>...</i>	<i>...</i>	<i>...</i>
8	<i>...</i>	<i>...</i>	<i>...</i>	<i>...</i>
9	<i>...</i>	<i>...</i>	<i>...</i>	<i>...</i>
10	<i>...</i>	<i>...</i>	<i>...</i>	<i>...</i>
11	<i>...</i>	<i>...</i>	<i>...</i>	<i>...</i>
12	<i>...</i>	<i>...</i>	<i>...</i>	<i>...</i>
13	<i>...</i>	<i>...</i>	<i>...</i>	<i>...</i>
14	<i>...</i>	<i>...</i>	<i>...</i>	<i>...</i>
15	<i>...</i>	<i>...</i>	<i>...</i>	<i>...</i>
16	<i>...</i>	<i>...</i>	<i>...</i>	<i>...</i>
17	<i>...</i>	<i>...</i>	<i>...</i>	<i>...</i>
18	<i>...</i>	<i>...</i>	<i>...</i>	<i>...</i>
19	<i>...</i>	<i>...</i>	<i>...</i>	<i>...</i>
20	<i>...</i>	<i>...</i>	<i>...</i>	<i>...</i>
21	<i>...</i>	<i>...</i>	<i>...</i>	<i>...</i>
22	<i>...</i>	<i>...</i>	<i>...</i>	<i>...</i>
23	<i>...</i>	<i>...</i>	<i>...</i>	<i>...</i>
24	<i>...</i>	<i>...</i>	<i>...</i>	<i>...</i>
25	<i>...</i>	<i>...</i>	<i>...</i>	<i>...</i>
26	<i>...</i>	<i>...</i>	<i>...</i>	<i>...</i>
27	<i>...</i>	<i>...</i>	<i>...</i>	<i>...</i>
28	<i>...</i>	<i>...</i>	<i>...</i>	<i>...</i>
29	<i>...</i>	<i>...</i>	<i>...</i>	<i>...</i>
30	<i>...</i>	<i>...</i>	<i>...</i>	<i>...</i>
31	<i>...</i>	<i>...</i>	<i>...</i>	<i>...</i>

GENERAL LEDGER

Office Supplies

ACCOUNT NO. 15

DATE	ITEMS	POST. REF.	DEBIT	DATE	ITEMS	POST. REF.	CREDIT
19-- June 1	Balance	J1	120.00				
21		CJ3	36.00				
			156.00				

City Auto Lease Corp.

ACCOUNT NO. 21

DATE	ITEMS	POST. REF.	DEBIT	DATE	ITEMS	POST. REF.	CREDIT
19-- June 15		CJ3	125.00	19-- June 1	Balance	J1	1000.00
					875.00		

Walter Jackson, Capital

ACCOUNT NO. 31

DATE	ITEMS	POST. REF.	DEBIT	DATE	ITEMS	POST. REF.	CREDIT
				19-- June 1	Balance	J1	1952.00

Commissions Income

ACCOUNT NO. 41

DATE	ITEMS	POST. REF.	DEBIT	DATE	ITEMS	POST. REF.	CREDIT
				19-- June 30		CJ3	2800.00



GENERAL LEDGER

Salaries Expense

ACCOUNT NO. 55

DATE	ITEMS	POST. REF.	DEBIT	DATE	ITEMS	POST. REF.	CREDIT
<i>19-- June 15</i>		<i>CP3</i>	<i>250 00</i>				
		<i>CP3</i>	<i>250 00</i>				
			<i>500 00</i>				

Utilities Expense

ACCOUNT NO. 56

DATE	ITEMS	POST. REF.	DEBIT	DATE	ITEMS	POST. REF.	CREDIT
<i>19-- June 29</i>		<i>CP3</i>	<i>95 00</i>				

ACCOUNT NO. _____

DATE	ITEMS	POST. REF.	DEBIT	DATE	ITEMS	POST. REF.	CREDIT

ACCOUNT NO. _____

DATE	ITEMS	POST. REF.	DEBIT	DATE	ITEMS	POST. REF.	CREDIT

Walter Jackson Insurance Agency

Trial Balance

June 30, 19--

Cash	11	309400		
Libraries	12	18500		
Office Equipment	13	62500		
Office Furniture	14	57000		
Office Supplies	15	15600		
Chg. Auto Lease Corp.	21		87500	
Walter Jackson, Capital	31		195200	
Commissions Income	41		280000	
Advertising Expense	51	7500		
Automobile Expense	52	6500		
Miscellaneous Expense	53	6200		
Rent Expense	54	20000		
Salaries Expense	55	50000		
Utilities Expense	56	9500		
		562700	562700	

LESSON EIGHT

POSTTEST KEY

1. Circle the correct response to the following questions:

Which one of the following describes the function of the trial balance?

- a. Lists creditors' accounts and balances owed by the business
 - b. Proves the equality of the debits and credits in the ledger
 - c. Reports the charges to a customers' account, the payments by the customer, and the amount due the business
 - d. Shows the balances of the balance sheet accounts
2. List the five steps in preparing a trial balance.
- a. Write the heading for the trial balance.
 - b. List the accounts in the ledger and their balances.
 - c. Rule the columns with a single line.
 - d. Add the columns and compare the totals. If the totals are the same, write the amounts.
 - e. Rule the columns with a double line.
3. Describe the seven step-by-step procedures for locating errors when a trial balance does not balance.
- a. Re-add the columns to check the totals.
 - b. Find the difference between the totals of the debit and credit columns. Check for this number in the ledger and journal.
 - c. Divide the difference between the totals of the columns by two. Check to see if this number was written on the wrong side of the ledger account or trial balance.

- d. Divide the difference between the totals of the columns by nine. If the difference is evenly divisible by nine, look for transposed numbers in the ledger and journal. Also look for numbers where the decimal point has been incorrectly placed.
 - e. Compare the ledger account balances with the balances written on trial balance to see if they are the same.
 - f. Verify the account balances in the ledger and the footings.
 - g. Verify the posting of each entry or column total in the journal.
4. The ledger accounts for Thompson's Lawn Service are given below.

Instructions:

- a. Foot the ledger accounts.
- b. Prove the cash account. The bank balance according to the checkbook on June 29 is \$1033. There are no outstanding checks or deposits.
- c. Prepare a trial balance dated June 29 of the current year.

Cash proof:

Debit footings:	\$3667.00
Credit footings:	<u>2634.00</u>
Balance in ledger account:	\$1033.00
Balance in checkbook	\$1033.00

GENERAL LEDGER

Cash

ACCOUNT NO. 11

DATE	ITEMS	POST. REF.	DEBIT	DATE	ITEMS	POST. REF.	CREDIT
June 1	Balance	J1	20000	June 29		J2	263400
29	1053.00	J2	346700				
			366700				

Truck

ACCOUNT NO. 12

DATE	ITEMS	POST. REF.	DEBIT	DATE	ITEMS	POST. REF.	CREDIT
June 1	Balance	J1	350000				

Tools and Equipment

ACCOUNT NO. 13

DATE	ITEMS	POST. REF.	DEBIT	DATE	ITEMS	POST. REF.	CREDIT
June 1	Balance	J1	113500				

Auto Loan and Finance

ACCOUNT NO. 21

DATE	ITEMS	POST. REF.	DEBIT	DATE	ITEMS	POST. REF.	CREDIT
June 5		J2	15000	June 1	Balance	J1	260000
					2450.00		

GENERAL LEDGER

Field's Hardware Store

ACCOUNT NO. 22

DATE	ITEMS	POST. REF.	DEBIT	DATE	ITEMS	POST. REF.	CREDIT
<i>June 4</i>		<i>Q2</i>	<i>175.00</i>	<i>June 1</i>	<i>Balance</i>	<i>J1</i>	<i>175.00</i>

Morrison's Nursery

ACCOUNT NO. 23

DATE	ITEMS	POST. REF.	DEBIT	DATE	ITEMS	POST. REF.	CREDIT
<i>June 15</i>		<i>Q2</i>	<i>300.00</i>	<i>June 1</i>	<i>Balance</i>	<i>J1</i>	<i>300.00</i>

James Thompson, Capital

ACCOUNT NO. 31

DATE	ITEMS	POST. REF.	DEBIT	DATE	ITEMS	POST. REF.	CREDIT
				<i>June 1</i>	<i>Balance</i>	<i>J1</i>	<i>1750.00</i>

Service Fees

ACCOUNT NO. 41

DATE	ITEMS	POST. REF.	DEBIT	DATE	ITEMS	POST. REF.	CREDIT
				<i>June 29</i>		<i>Q2</i>	<i>3467.00</i>

GENERAL LEDGER

Automobile Expense

ACCOUNT NO. 51

DATE	ITEMS	POST. REF.	DEBIT	DATE	ITEMS	POST. REF.	CREDIT
June 28		0/2	82.00				

Miscellaneous Expense

ACCOUNT NO. 52

DATE	ITEMS	POST. REF.	DEBIT	DATE	ITEMS	POST. REF.	CREDIT
June 4		0/2	3.50				
8		0/2	20.50				
21		0/2	3.00				
			27.00				

Supplies Expense

ACCOUNT NO. 53

DATE	ITEMS	POST. REF.	DEBIT	DATE	ITEMS	POST. REF.	CREDIT
June 1			146.00				
8			135.00				
15			154.00				
22			124.00				
29			141.00				
			700.00				

Wages Expense

ACCOUNT NO. 54

DATE	ITEMS	POST. REF.	DEBIT	DATE	ITEMS	POST. REF.	CREDIT
June 15			600.00				
29			600.00				
			1,200.00				

Thompson's Lawn Service
Trial Balance
June 30, 19--

Cash	11	103300		
Truck	12	350000		
Tools and Equipment	13	112500		
Auto Loan and Finance	21		245000	
James Thompson, Capital	31		175000	
Service Fees	41		346700	
Automobile Expense	51	8200		
Miscellaneous Expense	52	2700		
Supplies Expense	53	70000		
Wages Expense	54	120000		
		<u>766700</u>	<u>766700</u>	

LESSON NINE

HOW TO PREPARE A SIX-COLUMN WORK SHEET, AN INCOME STATEMENT, AND A BALANCE SHEET

PURPOSE

In this lesson the learner will study the function of the six-column work sheet. He will also be introduced to the balance sheet and income statement that are prepared from the work sheet.

PERFORMANCE OBJECTIVES

The learner will (1) list a function of the work sheet, (2) list three major sections of the debit and credit columns of the work sheet, and (3) describe a function of each major debit and credit section of the work sheet.

The learner will describe one function of the income statement and one function of the balance sheet.

LESSON TIME

Pretest - 15 minutes
Lesson - 150 minutes
Posttest - 15 minutes

NEW VOCABULARY

Work sheet

Net income

Fiscal period

Net loss

Fiscal year

Income statement

PREREQUISITE KNOWLEDGE

The learner will need to know the purpose of the trial balance and how to prepare it.

RESOURCES INCLUDED WITH LESSON

Instructor's Packet	Learner's Packet	Test Packet	Exercise and Worksheet Packet
Pretest Key	Exercise Sheet	Pretest	Exercise Sheet
Posttest Key	Exercise Sheet Key	Posttest	

SPECIAL ACTIVITIES OR CONCERNS

None

OVERVIEW

The work sheet is an analysis paper where the financial condition of a business can be summarized. It is used in the preparation of the income statement and the balance sheet.

The major sections and their functions are:

1. Trial balance - proves the equality of the debits and credits in the general ledger.
2. Income statement - shows the balances of the income and expense accounts. The difference between the debits and the credits is the profit or loss of a business.
3. Balance sheet - shows the balances of the asset, liability, and capital accounts. The difference between the debits and the credits represents the change in the capital account, i.e., the profit or loss of a business.

In most instances, the first year accounting clerk will not be asked to complete work sheets or to prepare financial statements for the employer. However, a knowledge of these two parts of the accounting cycle is important because it answers the first year learner's questions, "Why do I record this transaction the way I do?" and "Why must my records be accurate?"

LEARNER TASKS

1. Read Chapter 9, pages 137 through 142 in Century 21 Accounting. (The Accounting 10/12 textbook does not feature information on the six-column work sheet.)
2. List a function of a work sheet and the three major sections of the debit and credit columns of the work sheet. Describe a function of each major debit and credit section of the work sheet. Write the answers on the exercise sheet.
3. Check the answers to the exercise with the exercise sheet key.
4. Complete Drills 9-D1 and 9-D2 on pages 143 and 144 in Century 21 Accounting.

5. Use the teacher's edition to check the drills.
6. Read Chapter 10, pages 147 through 153 in Century 21 Accounting (Accounting 10/12, pages 33 through 36. Also read pages 87 through 92.)
7. Describe one function of the income statement and one function of the balance sheet on the exercise sheet.
8. Check Task 7, using the exercise sheet key.
9. Complete Drills 10-D1 and 10-D2 on pages 154 and 155 in Century 21 Accounting (Accounting 10/12, Problem 20, page 36 and Problem 47, pages 92 and 93).
10. Check the answers to the drills, using the Teacher's Edition of the Working Papers and Study Guides.

SUPPLEMENTAL ACTIVITIES

1. Prepare a work sheet in class, using an overhead projector. Explain the function of the work sheet, the three major sections, and a function of each major debit and credit section of the work sheet.
2. Using an overhead projector and the work sheet prepared in Step 1, prepare an income statement and balance sheet. Explain the function of each report.
3. The additional tasks for this lesson may be divided into three categories. They are (a) those suggested but not required to successfully complete the performance objectives, (b) those recommended for use with the accelerated learner, and (c) supplemental tasks for use with the lesson.
 - a. Suggested tasks
 - (1) Problem 9-1, pages 144 and 145 in Century 21 Accounting

- (2) Problem 10-1 and 10-2, pages 156 and 157 in Century 21 Accounting (Accounting 10/12, Problems 48 through 52, pages 93 and 94).
- b. Tasks for the accelerated learner:
- (1) Cases 1, 2, and 3, pages 142F and 143 in Century 21 Accounting
 - (2) Bonus Problem 9-B, page 146 in Century 21 Accounting
 - (3) Cases 1 and 2, page 154 in Century 21 Accounting
 - (4) Bonus Problem 10-B, page 158 in Century 21 Accounting
- c. Supplemental tasks from Century 21 Accounting:
- (1) Study Questions, page 142F
 - (2) Study Guide 9 in workbook
 - (3) Mastery Problem 9-M, pages 145 and 146
 - (4) Review Problem 9-RL, page 705
 - (5) Study Questions, page 154
 - (6) Study Guide 10 in workbook
 - (7) Mastery Problem 10-M, page 157
 - (8) Review Problem 10-RL, page 706

ASSESSMENT PROCEDURES

No deviation from normal procedures

LESSON NINE
PRETEST KEY

1. Instructions:

Complete the following:

- a. List a function of a work sheet.

The work sheet is an analysis or working paper on which the financial condition of a business can be summarized. It is used in the preparation of other reports.

- b. List three major sections of the debit and credit columns of the work sheet.

- (1) Trial balance
- (2) Income statement
- (3) Balance sheet

- c. Describe a function of each major debit and credit section of the work sheet.

- (1) The trial balance proves the equality of the debits and credits in the ledger.
- (2) The income statement shows the balances of the income and expense accounts and the profit or loss of a business.
- (3) The balance sheet shows the balances of the asset, liability, and capital accounts. The difference between the totals of the debit and credit columns represents the profit or loss of a business and the change in the capital account.

2. Instructions:

Describe one function of the income statement and one function of the balance sheet.

- a. Income Statement - any one of the following responses is correct.

- (1) The income statement shows the balance of the income and expense accounts.
 - (2) The income statement shows the profit or loss of a business over a period of time
 - (3) It supplies management with answers to questions such as: Is income increasing or decreasing? Are expenses too large?
- b. Balance Sheet - *any one of the following responses is correct.*
- (1) The balance sheet shows the balances of the asset, liability, and capital accounts.
 - (2) It provides information to granters of credit, such as banks, about the financial condition of the business.

LESSON NINE

POSTTEST KEY

1. Instructions:

Complete the following:

- a. List a function of a work sheet.

The work sheet is an analysis or working paper on which the financial condition of a business can be summarized. It is used in the preparation of the other reports.

- b. List three major sections of the debit and credit columns of the work sheet.

- (1) Trial balance
- (2) Income statement
- (3) Balance sheet

- c. Describe a function of each major debit and credit section of the work sheet.

- (1) The trial balance proves the equality of the debits and credits in the ledger.
- (2) The income statement shows the balances of the income and expense accounts and the profit or loss of a business.
- (3) The balance sheet shows the balances of the asset, liability, and capital accounts. The difference between the totals of the debit and credit columns represents the profit or loss of a business and the change in the capital account.

2. Instructions:

Describe one function of the income statement and one function of the balance sheet.

- a. Income Statement - any one of the following responses is correct.

- (1) The income statement shows the balance of the income and expense accounts.
- (2) The income statement shows the profit or loss of a business over a period of time.
- (3) It supplies management with answers to questions such as: Is income increasing or decreasing? Are expenses too large?

b. Balance Sheet - *any one of the following responses is correct.*

- (1) The balance sheet shows the balances of the asset, liability, and capital accounts.
- (2) It provides information to granters of credit, such as banks, about the financial condition of the business.

LESSON TEN

HOW TO CLOSE THE LEDGER

PURPOSE

The final two steps of the accounting cycle will be examined in this lesson. These steps are to close, rule, and balance the ledger accounts and to prepare a post-closing trial balance.

PERFORMANCE OBJECTIVES

The learner will list two needs for closing entries.

The learner will list a function of the post-closing trial balance.

The learner will list the six steps in the accounting cycle.

LESSON TIME

Pretest - 10 minutes
Lesson - 100 minutes
Posttest - 10 minutes

NEW VOCABULARY

Accounting cycle

Closing the ledger

Closing entry

Post-closing trial balance

PREREQUISITE KNOWLEDGE

The learner will need to know the basis for the classifications of accounts in the ledger, such as balance sheet accounts or temporary capital accounts. He will also need to recall the function of a trial balance.

RESOURCES INCLUDED WITH LESSON

Instructor's Packet	Learner's Packet	Test Packet	Exercise and Worksheet Packet
Pretest Key	Exercise Sheet	Pretest	Exercise Sheet
Posttest Key	Exercise Sheet Key	Posttest	

SPECIAL ACTIVITIES OR CONCERNS

None

OVERVIEW

The emphasis in this lesson should be placed on the learner knowing about the "why" of closing the ledger rather than knowing how to record closing entries and how to prepare a post-closing trial balance.

The responses to the performance objectives state that the closing entries clear the income and expense accounts and bring the owner's capital account up-to-date. This may be done monthly, quarterly, semiannually, or annually. It is done so that a proprietor may prepare income tax reports, compare operating costs with budgeted expenses, determine the net income or loss, and forecast business activities.

The entire accounting cycle is also reviewed in this lesson.

LEARNER TASKS

1. Read Chapter 11, pages 159 through 173 in Century 21 Accounting (Accounting 10/12, pages 97 through 111).
2. List two needs for closing entries on the exercise sheet. Check the answers, using the exercise sheet key.
3. Do Drill 11-D1, page 175 and 176 in Century 21 Accounting (Accounting 10/12, Problem 53 and 54, pages 102 and 103). Check the answers, using the teacher's edition.
4. List a function of the post-closing trial balance on the exercise sheet. Use the exercise sheet key to check the answers.
5. Do Drill 11-D2, page 176 in Century 21 Accounting. Check, the drill, using the teacher's edition (Accounting 10/12, Problem 57, pages 110 and 111).
6. List the six steps in the accounting cycle on the exercise sheet. Check the answers, using the exercise sheet key.

SUPPLEMENTAL ACTIVITIES

1. Although the following exercises are not required to successfully complete the performance objectives, they are recommended for use in the unit.

Problem 11-1 and 11-3, pages 176 through 178 in Century 21 Accounting (Problems 55 and 56, pages 103 and 104 in Accounting 10/12).

2. Additional exercises that may be used with this lesson for the accelerated learner are Cases 1 through 4 on pages 174 and 175 in Century 21 Accounting.

3. Additional tasks that may be used with this lesson from Century 21 Accounting are:
 - a. Study Questions, Chapter 11, page 174
 - b. Study Guide 11 in worksheet
 - c. Problem 11-2, page 177
 - d. Project 2, page 179 through 183
 - e. Review Problems 11-R1 and 11-R2, pages 706 and 707

4. A filmstrip, *The Closing Phase of Bookkeeping*, Catalog No. B854, South-Western Publishing Company, may be shown and discussed.

ASSESSMENT PROCEDURES

No deviations from normal procedures

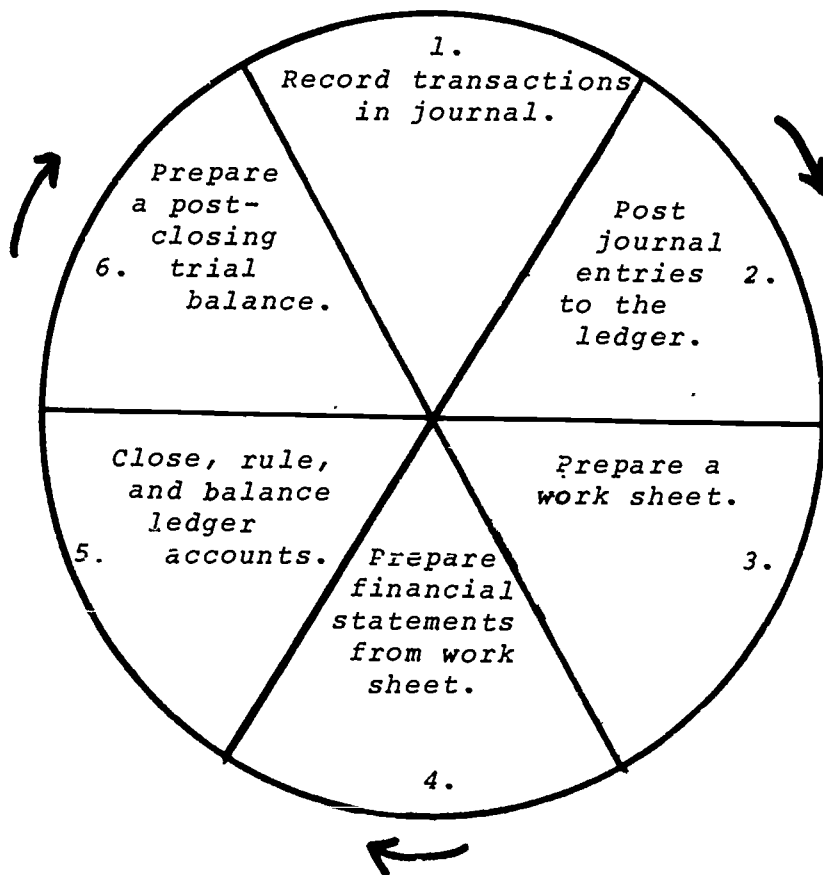
LESSON TEN
PRETEST KEY

1. List two needs for closing entries.
 - a. To clear the income and expense accounts
 - b. To bring the owner's capital account up to date

2. List a function of the post-closing trial balance.

To prove the equality of the debits and credits in the general ledger

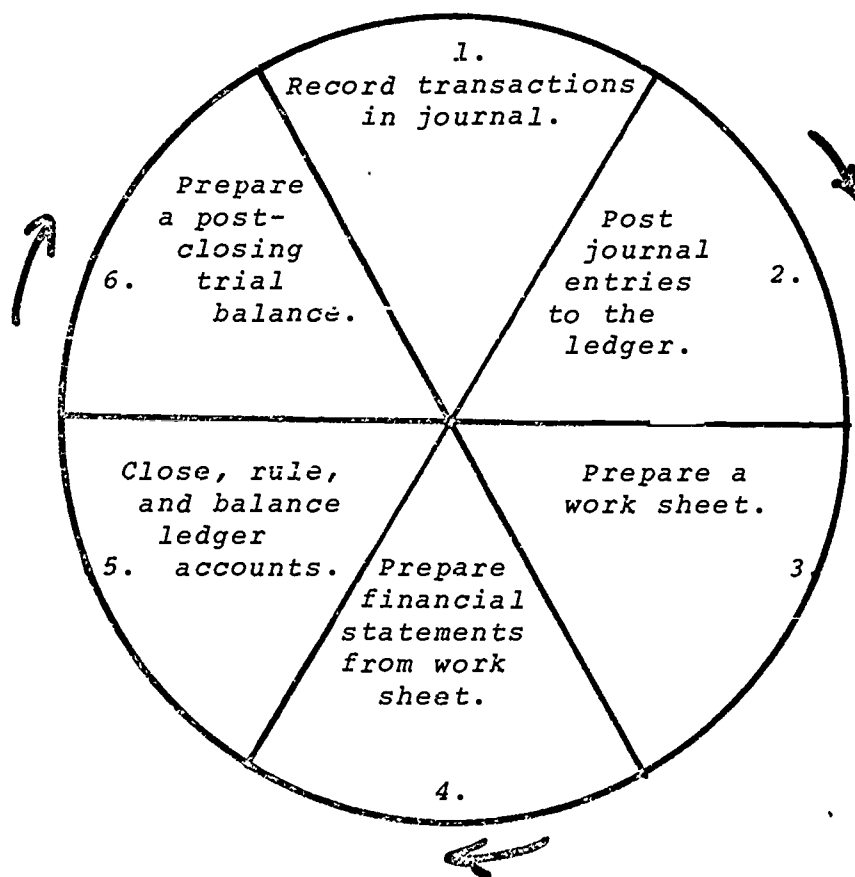
3. List the six steps in the accounting cycle.



LESSON TEN
POSTTEST KEY

1. List two needs for closing entries.
 - a. To clear the income and expense accounts
 - b. To bring the owner's capital account up to date
2. List a function of the post-closing trial balance.

To prove the equality of the debits and credits in the general ledger
3. List the six steps in the accounting cycle.



LESSON ELEVEN

SELF-EVALUATION

PURPOSE

In this lesson the learners will evaluate himself in regard to the accounting clerk profession based upon his background, success on the performance objectives, areas where improvement is needed, and personal preference.

PERFORMANCE OBJECTIVE

After completing a study of the accounting cycle, the learner will describe four of his personal strengths and an area for improvement in relation to the accounting clerk profession. He/she will also evaluate the profession as a possible career choice based upon his/her performance in the lessons and personal preference.

LESSON TIME

Pretest - 20 minutes
Lesson - 20 minutes
Posttest - 20 minutes

PREREQUISITE KNOWLEDGE

The learner should recall the specifications and requirements for the profession accounting clerk, as described in the *Job and Skill Description* worksheet, and be familiar with his success in completing the performance objectives in the preceding lessons.

RESOURCES INCLUDED WITH LESSON

Instructor's Packet	Learner's Packet	Test Packet	Exercise and Worksheet Packet
Pretest Key	<u>Self-Evaluation Worksheet</u>	Pretest	<u>Self-Evaluation Worksheet</u>
Posttest Key	<u>Self-Evaluation Worksheet Key</u>	Posttest	<u>Job and Skill Description Worksheet</u>
	<u>Job and Skill Description Worksheet</u>		

SPECIAL ACTIVITIES OR CONCERNS

A copy of the Dictionary of Occupational Titles and the Occupational Outlook Handbook should be available for the learner's use. The instructor and the learner should also have their records (Learner Record Sheets and Instructor Record Sheets) on hand.

All performance objectives on Learner Record Sheet 3 must be signed before the learner may begin Lesson 12.

OVERVIEW

The learner has completed instruction in the basic accounting cycle. Before he continues with the lessons he is required to evaluate himself in relation to the course and profession. This will be the purpose of the pretest and posttest.

It is very important that the learner's evaluation (pretest or posttest) be discussed with the instructor. At that time, you may encourage the learner to continue with the lessons, suggest review assignments in weak areas before the learner continues with the lessons, or channel the learner into another career cluster.

If the learner has been very successful in the lessons, he may agree to a course of study directed toward a higher level of learning. The assignments for the accelerated learner would be used to achieve this goal.

LEARNER TASKS

1. Reread the worksheet *Job and Skill Description*.
2. Review your performance on the objectives in the lessons.
3. Complete the worksheet *Self-Evaluation*.
4. Review the worksheet *Self-Evaluation*, using the worksheet key.

SUPPLEMENTAL ACTIVITIES

1. A guest speaker from the field of accounting may be asked to address the class and answer questions concerning one or more of the following topics:
 - a. Fields of accounting such as cost accounting, income tax accounting, and auditing
 - b. Local employment opportunities for the learner
 - c. Additional educational requirements for advancement in the field
2. An accelerated learner may desire to go into the community and interview persons in the accounting profession so that he may evaluate his future possibilities and direction in the profession.
3. If the accounting clerk profession does not seem to be the best area of study for the learner, he may research three related occupations and talk with school personnel such as instructors and counselors about modifying his career preparation.

ASSESSMENT PROCEDURES

The assessment procedure for this lesson will be for the instructor to determine whether the learner "passes" or "fails" the pretest and posttest. The responses to the assessment items will differ with each individual. If the learner takes the test(s) and is able to describe personal strengths and area(s) for improvement and express his opinion of accounting as a possible career choice, he will pass the test.

If the learner cannot describe FOUR of his personal strengths or an area for improvement after careful self-examination, the instructor may determine that the learner has met this part of the performance objective because the answer given is complete.

The learner's conclusions, if factual, perceptive, and relevant, should not determine whether he passes or fails the assessment items. Responses such as, "My goal in life is to become an accountant for the underworld so that I can cheat the federal government out of millions of dollars every year," "I flunked business math, and I've spent triple the amount of time on each lesson, but I'm going to become an accounting clerk in my father's company," and "I'm going to try it for awhile to see what it is like," may not be the desired responses to the assessment item, but they do express the learner's opinion of accounting as a possible career choice.

LESSON ELEVEN

PRETEST KEY

1. Describe four of your personal strengths in relation to the accounting clerk profession.
 - a.
 - b.
 - c.
 - d.
2. Describe an area where you need to improve yourself in relation to the accounting clerk profession.
3. Evaluate the accounting clerk profession as a possible career choice based upon your performance in the lessons and personal preference.

The responses to these items will differ. The learner may use his background, success on the performance objectives, responses to the worksheet, and interests to answer these items.

LESSON ELEVEN

POSTTEST KEY

1. Describe four of your personal strengths in relation to the accounting clerk profession.
 - a.
 - b.
 - c.
 - d.
2. Describe an area where you need to improve yourself in relation to the accounting clerk profession.
3. Evaluate the accounting clerk profession as a possible career choice based upon your performance in the lessons and personal preference.

The responses to these items will differ. The learner may use his background, success on the performance objectives, responses to the worksheet, and interests to answer these items.

APPENDIX

BOOKKEEPING, RECORDKEEPING, AND
ACCOUNTING APTITUDE TEST

DIRECTIONS FOR THE INSTRUCTOR

1. Administer the test to the learner according to the directions given.
2. Correct the test and record the number of correct responses on the summary sheet.
3. Because the test is used as a diagnostic instrument, there is not a standard or desired score that must be attained by the learner before he may proceed in the lessons.

The writers suggest that if the learner does not achieve an overall score of 50% or better, the instructor should examine the individual sections of the test. A weakness in one area may indicate that the learner needs to review this area of mathematics before he begins the lessons. A low score in general may suggest that other tests be given to the learner so that the instructor may learn more about the learner's background and basic knowledge in the accounting area.

A second test that may be administered is the "Accounting Orientation Test, High School Level - Form S," published by the American Institute of Certified Public Accountants, 666 Fifth Avenue, New York, New York 10019. An IBM form answer sheet is also available for use with this test.

BOOKKEEPING, RECORDKEEPING, AND
ACCOUNTING APTITUDE TEST

NAME _____ CLASS _____ DATE _____

Directions: You will have exactly ten minutes to complete each section of this test. The total test will take 40 minutes.

Complete all of the questions on page 1 (Section 1) when your instructor tells you to begin. Do not turn to page 2 until you are told to do so. (Make sure you go over each section thoroughly a second time if you complete the section before the instructor stops you.)

SECTION I - ARITHMETIC

1. Add:

$$\begin{array}{r} 11,387.43 \\ 856.58 \\ 6,139.72 \\ 23,608.43 \\ \hline 72.90 \end{array}$$

5. Add:

$$\begin{array}{r} 18 \frac{3}{5} \\ 19 \frac{7}{10} \\ 22 \frac{1}{2} \\ \hline 14 \frac{4}{5} \end{array}$$

8. Divide:

$42 \frac{7}{8} \div 1 \frac{3}{4} =$ _____

2. Subtract:

$$\begin{array}{r} 14,102.34 \\ \hline 6,173.38 \end{array}$$

6. Subtract:

$25.43 - 15 \frac{3}{4} =$ _____

9. Change to a percent: (two decimal places)

$51/80 =$ _____ %

3. Multiply:

$$\begin{array}{r} 649 \\ \hline 1.84 \end{array}$$

7. Multiply:

$15 \times 3 \frac{3}{5} =$ _____

10. Change to a percent:

$.0225 =$ _____ %

4. Divide:

$$1.26 \overline{) 9.576}$$

Arithmetic Score _____

DO NOT TURN THE PAGE UNTIL YOUR INSTRUCTOR

TELLS YOU TO DO SO.

124 153

SECTION II - ABSTRACT REASONING

1. If 7 is 3 more than a number, what is the number?....._____
2. If 6 is 2 less than a number, what is the number?....._____
3. If 12 is 4 less than twice a number, what is the number?....._____
4. If 5 is 3 less than half of a number, what is the number?....._____
5. If 23 is 2 less than a number squared, what is the number?....._____
6. If 6 is 4 less than 5 times a number, what is the number?....._____
7. If 15 is 5 more than 5 times a number, what is the number?....._____
8. If 14 is 10 more than $\frac{1}{5}$ of a number, what is the number?....._____
9. If 50 is twice a number squared, what is the number?....._____
10. If twice a number is 5 more than the number, what is the number?....._____
11. If twice a number is 7 more than the number, what is the number?....._____
12. What is the number when 10 divided by the number is 5?....._____
13. What is the number when 10 times the number is 120?....._____
14. If three times the number is 5 more than twice the number, what is the number?....._____
15. If twice the number is the number, what is the number?....._____
16. If 25 percent of a number is 75 less than the number, what is the number?....._____

BOOKKEEPING, RECORDKEEPING, AND
ACCOUNTING APTITUDE TEST (Continued)

SECTION II

17. If 4 is $\frac{1}{3}$ more than the number, what is the number?....._____
18. If a number is increased by 25 percent of itself, it is 40. What is the number?....._____

Abstract Reasoning Score _____

DO NOT TURN THE PAGE UNTIL YOUR INSTRUCTOR
TELLS YOU TO DO SO.

BOOKKEEPING, RECORDKEEPING, AND
ACCOUNTING APTITUDE TEST (Continued)

SECTION III - FOLLOWING DIRECTIONS

Write in blank 1 the number of e's appearing in 1. _____
this sentence. In blank 2 write a capital d. In 2. _____
blank 3 write the sum of 5 and 2, and in blank 4 3. _____
write the sum of the numbers in blanks 1 and 3. 4. _____
Now write the year in blank 5 and in blank 6 write 5. _____
the abbreviation for Monday. In blank 7 write what 6. _____
appears in blank 2. Write the difference between 7. _____
43 and 35 in blank 8. Write the number of days in 8. _____
a leap year in blank 9, the number of months in a 9. _____
year in blank 10, and the number of days in three 10. _____
weeks in blank 11. Write a zero in blank 12, the 11. _____
sum of 15 and 18 in blank 13, and the difference 12. _____
between 24 and 17 in blank 14. Write the sum of 13. _____
the numbers in blanks 12, 13, and 14 in blank 15. 14. _____
In blank 16 write the third letter of the alphabet 15. _____
in capital form. In the next blank, write the 16. _____
answer to 5×6 . In blank 18, write the answer to 17. _____
 3×10 . If the answers in blanks 17 and 18 are the 18. _____
same, write a 5 in blank 19 and if the answers are 19. _____
not the same, write a 10 in blank 19. Write the 20. _____
abbreviation for Saturday in blank 20. Now write 21. _____
the number of blanks you have filled up to blank 22. _____
21 in blank 21. Write the answer to one half of 23. _____
 $\$16$ in blank 22, and in blank 23 write one quarter 24. _____

BOOKKEEPING, RECORDKEEPING, AND
ACCOUNTING APTITUDE TEST (Continued)

SECTION III

of what you wrote in blank 22. Write in capital 25. _____
form the 10th letter in the alphabet in blank 24. 26. _____
If T comes before Q in the alphabet, write an X 27. _____
in blank 25; if T doesn't come before Q, write a 28. _____
Z in blank 25. Write in capital form the letter 29. _____
in the alphabet that follows t in blank 26. Put 30. _____
in blank 27 the number you wrote in blank 23. 31. _____
Write 5 percent of 40 in blank 28. If the numbers 32. _____
that now appear in blanks 27 and 28 are the same, 33. _____
write the number 17 in blank 29; if the numbers are 34. _____
different, write the number 16 in blank 29. Write
the number of things there are in a dozen in blank
30. Write 2 1/2 percent of \$80 in blank 21. Write
in blank 32 the difference between the numbers in
blanks 30 and 31. Write in blank 33 the sum of the
numbers in blanks 30 and 31. Determine which of
the numbers in blanks 30, 32, and 33 is the
smallest and write it in blank 34.

Following Instructions Score _____

DO NOT TURN THE PAGE UNTIL YOUR INSTRUCTOR
TELLS YOU TO DO SO.

BOOKKEEPING, RECORDKEEPING, AND
ACCOUNTING APTITUDE TEST (Continued)

SECTION IV - LOGICAL REASONING

1. If one shirt cost \$2.00, how much will five shirts cost if you buy them on sale at $\frac{1}{2}$ price?..... _____
2. If one number is 5 and another number is 4, then 3 times the sum of the two numbers is?... _____
3. If 7×7 is written 7^2 , how would you write $A \times A$?..... _____
4. If 8×8 is written 8^2 , how would you write $8 \times 8 \times 8$?..... _____
5. $4 + 5 - 3 - 8 + 6$ equals what number?..... _____
6. If $\frac{1}{2}$ the number is 4, then twice the number is?..... _____
7. If $\frac{1}{2}$ of 4 times the number is 10, the number is?..... _____
8. If 24 is 32 less than 4 times the number, then what is the number?..... _____
9. If the number is $\frac{1}{2}$ of 6^2 , then what is the number?..... _____
10. If one number is 4 and another number 3, what does 2 times the square of the first number plus 3 times the second number equal?.. _____
11. One number is 23 and another number is 7. What is the square root of the difference?.... _____
12. Find two numbers whose sum is 120 if the large number is five times larger than the smaller one..... _____
13. A class is composed of 25 students. Ten of these students are 16 years old and the rest are 15 years old. If 20 of the students passed the course, what percent of the total number of students failed?..... _____
14. If $\frac{1}{4}$ of $\frac{1}{2}$ of a number is 5, what is the number?..... _____

BOOKKEEPING, RECORDKEEPING, AND
ACCOUNTING APTITUDE TEST (Continued)

SECTION IV

15. If the number is 2, what is 3 times the number squared?..... _____
16. If a number squared equals 2 times the number, what is the number?..... _____
17. You work in a store for one day and get paid \$1 and hour for the first 8 hours plus time and a half for overtime. How much would you earn if you worked from 7 a.m. to 9 p.m. with one hour allowed for lunch?..... _____
18. A number is divided by itself and the answer is $\frac{1}{3}$ of the number. What is the number?..... _____
19. What is the number when $\frac{1}{3}$ of the number is 8 more than $\frac{1}{5}$ of the number?..... _____
20. If 30 is 200 percent more than 3 times $\frac{1}{4}$ the number, what is the number?..... _____

Logical Reasoning Score _____

SUMMARY

SECTION I....._____

SECTION II....._____

SECTION III....._____

SECTION IV....._____

TOTAL....._____

BOOKKEEPING, RECORDKEEPING, AND
ACCOUNTING APTITUDE TEST KEY

NAME _____ CLASS _____ DATE _____

Directions: You will have exactly ten minutes to complete each section of this test. The total test will take 40 minutes.

Complete all of the questions on page 1 (Section 1) when your instructor tells you to begin. Do not turn to page 2 until you are told to do so. (Make sure you go over each section thoroughly a second time if you complete the section before the instructor stops you.)

SECTION I - ARITHMETIC

1. Add:

$$\begin{array}{r} 11,387.43 \\ 856.58 \\ 6,139.72 \\ 23,608.43 \\ \hline 72.90 \\ 42,065.06 \end{array}$$

5. Add:

$$\begin{array}{r} 18 \frac{3}{5} \\ 19 \frac{7}{10} \\ 22 \frac{1}{2} \\ 14 \frac{4}{5} \\ \hline 75 \frac{3}{5} \end{array}$$

8. Divide:

$$42 \frac{7}{8} \div 1 \frac{3}{4} = \underline{24.5}$$

2. Subtract:

$$\begin{array}{r} 14,102.34 \\ 6,173.38 \\ \hline 7,928.96 \end{array}$$

6. Subtract:

$$25.43 - 15 \frac{3}{4} = \underline{9.68}$$

9. Change to a percent: (two decimal places)

$$51/80 = \underline{63.75\%}$$

3. Multiply:

$$\begin{array}{r} 649 \\ 1.84 \\ \hline 1194.16 \end{array}$$

7. Multiply:

$$15 \times 3 \frac{3}{5} = \underline{54}$$

10. Change to a percent:

$$.0225 = \underline{2.25\%}$$

4. Divide:

$$\begin{array}{r} 7.6 \\ 1.26 \overline{)9.576} \end{array}$$

Arithmetic Score _____

DO NOT TURN THE PAGE UNTIL YOUR INSTRUCTOR
TELLS YOU TO DO SO.

SECTION II - ABSTRACT REASONING

1. If 7 is 3 more than a number, what is the number?..... 4
2. If 6 is 2 less than a number, what is the number?..... 8
3. If 12 is 4 less than twice a number, what is the number?..... 8
4. If 5 is 3 less than half of a number, what is the number?..... 16
5. If 23 is 2 less than a number squared, what is the number?..... 5
6. If 6 is 4 less than 5 times a number, what is the number?..... 2
7. If 15 is 5 more than 5 times a number, what is the number?..... 2
8. If 14 is 10 more than $\frac{1}{5}$ of a number, what is the number?..... 20
9. If 50 is twice a number squared, what is the number?..... 5
10. If twice a number is 5 more than the number, what is the number?..... 5
11. If twice a number is 7 more than the number, what is the number?..... 7
12. What is the number when 10 divided by the number is 5?..... 2
13. What is the number when 10 times the number is 120?..... 12
14. If three times the number is 5 more than twice the number, what is the number?..... 5
15. If twice the number is the number, what is the number?..... 0
16. If 25 percent of a number is 75 less than the number, what is the number?..... 100

BOOKKEEPING, RECORDKEEPING, AND
ACCOUNTING APTITUDE TEST KEY (Continued)

SECTION II

17. If 4 is $\frac{1}{3}$ more than the number, what is the number?..... 3
18. If a number is increased by 25 percent of itself, it is 40. What is the number?..... 32

Abstract Reasoning Score _____

DO NOT TURN THE PAGE UNTIL YOUR INSTRUCTOR
TELLS YOU TO DO SO.

BOOKKEEPING, RECORDKEEPING, AND
ACCOUNTING APTITUDE TEST KEY (Continued)

SECTION III - FOLLOWING DIRECTIONS

- Write in blank 1 the number of e's appearing in this sentence. In blank 2 write a capital d. In blank 3 write the sum of 5 and 2, and in blank 4 write the sum of the numbers in blanks 1 and 3. Now write the year in blank 5 and in blank 6 write the appreviation for Monday. In blank 7 write what appears in blank 2. Write the difference between 43 and 35 in blank 8. Write the number of days in a leap year in blank 9, the number of months in a year in blank 10, and the number of days in three weeks in blank 11. Write a zero in blank 12, the sum of 15 and 18 in blank 13, and the difference between 24 and 17 in blank 14. Write the sum of the numbers in blanks 12, 13, and 14 in blank 15. In blank 16 write the third letter of the alphabet in capital form. In the next blank, write the answer to 5×6 . In blank 18, write the answer to 3×10 . If the answers in blanks 17 and 18 are the same, write a 5 in blank 19 and if the answers are not the same, write a 10 in blank 19. Write the abbreviation for Saturday in blank 20. Now write the number of blanks you have filled up to blank 21 in blank 21. Write the answer to one half of \$16 in blank 22, and in blank 23 write one quarter
1. 8
 2. D
 3. 7
 4. 15
 5. _____
 6. Mon.
 7. D
 8. 8
 9. 366
 10. 12
 11. 21
 12. 0
 13. 33
 14. 7
 15. 40
 16. C
 17. 30
 18. 30
 19. 5
 20. Sat.
 21. 20
 22. \$8
 23. \$2
 24. J

BOOKKEEPING, RECORDKEEPING, AND
ACCOUNTING APTITUDE TEST KEY (Continued)

SECTION III

- of what you wrote in blank 22. Write in capital 25. z
form the 10th letter in the alphabet in blank 24. 26. U
If T comes before Q in the alphabet, write an X 27. 2
in blank 25; if T doesn't come before Q, write a 28. 2
Z in blank 25. Write in capital form the letter 29. 17
in the alphabet that follows t in blank 26. Put 30. 12
in blank 27 the number you wrote in blank 23. 31. \$2.00
Write 5 percent of 40 in blank 28. If the numbers 32. 10
that now appear in blanks 27 and 28 are the same, 33. 14
write the number 17 in blank 29; if the numbers are 34. 10
different, write the number 16 in blank 29. Write
the number of things there are in a dozen in blank
30. Write 2 1/2 percent of \$80 in blank 21. Write
in blank 32 the difference between the numbers in
blanks 30 and 31. Write in blank 33 the sum of the
numbers in blanks 30 and 31. Determine which of
the numbers in blanks 30, 32, and 33 is the
smallest and write it in blank 34.

Following Instructions Score _____

DO NOT TURN THE PAGE UNTIL YOUR INSTRUCTOR
TELLS YOU TO DO SO.

SECTION IV - LOGICAL REASONING

1. If one shirt cost \$2.00, how much will five shirts cost if you buy them on sale at 1/2 price?..... \$5.00
2. If one number is 5 and another number is 4, then 3 times the sum of the two numbers is?... 27
3. If 7×7 is written 7^2 , how would you write $A \times A$?..... A^2
4. If 8×8 is written 8^2 , how would you write $8 \times 8 \times 8$?..... 8^3
5. $4 + 5 - 3 - 8 + 6$ equals what number?..... +4
6. If 1/2 the number is 4, then twice the number is?..... 16
7. If 1/2 of 4 times the number is 10, the number is?..... 5
8. If 24 is 32 less than 4 times the number, then what is the number?..... 14
9. If the number is 1/2 of 6^2 , then what is the number?..... 18
10. If one number is 4 and another number 3, what does 2 times the square of the first number plus 3 times the second number equal?.. 41
11. One number is 23 and another number is 7. What is the square root of the difference?.... 4
12. Find two numbers whose sum is 120 if the large number is five times larger than the smaller one..... 20/100
13. A class is composed of 25 students. Ten of these students are 16 years old and the rest are 15 years old. If 20 of the students passed the course, what percent of the total number of students failed?..... 20%
14. If 1/4 of 1/2 of a number is 5, what is the number?..... 40

BOOKKEEPING, RECORDKEEPING, AND
ACCOUNTING APTITUDE TEST KEY (Continued)

SECTION IV

15. If the number is 2, what is 3 times the number squared?..... 12
16. If a number squared equals 2 times the number, what is the number?..... 2
17. You work in a store for one day and get paid \$1 and hour for the first 8 hours plus time and a half for overtime. How much would you earn if you worked from 7 a.m. to 9 p.m. with one hour allowed for lunch?..... \$15.50
18. A number is divided by itself and the answer is $\frac{1}{3}$ of the number. What is the number?..... 3
19. What is the number when $\frac{1}{3}$ of the number is 8 more than $\frac{1}{5}$ of the number?..... 60
20. If 30 is 200 percent more than 3 times $\frac{1}{4}$ the number, what is the number?..... 20

Logical Reasoning Score _____

QUESTIONNAIRE

The purposes of the questionnaire are to help me get to know you better, to select proper learning materials for your use, to help me complete required school forms, and to give you practice in filling out forms similar to ones used in the business world.

NAME _____
Last First Middle

MALE _____ FEMALE _____ AGE _____ DATE OF BIRTH _____

ADDRESS _____
Street

_____ City State Zip Code

SOCIAL SECURITY NUMBER _____ GRADE _____

PHONE _____ PAST GRADE-POINT AVERAGE _____

PROGNOSTIC SCORE _____ STANINE _____ APTITUDE _____
Leave Leave Leave
Blank Blank Blank

List adult members of family and their occupations.

_____ Title Company

_____ City State

_____ Title Company

_____ City State

_____ Title Company

_____ City State

QUESTIONNAIRE
(Continued)

AGES AND OCCUPATIONS OF BROTHERS _____

AGES AND OCCUPATIONS OF SISTERS _____

OCCUPATIONAL AND EDUCATIONAL PLANS AFTER HIGH SCHOOL _____

PREVIOUS MATHEMATICS COURSES _____

LIST ALL BUSINESS COURSES YOU HAVE TAKEN PREVIOUSLY AND
THE GRADE YOU RECEIVED. _____

LIST ALL COURSES PRESENTLY ENROLLED IN. (A) _____
_____ (1) _____ (2) _____
(3) _____ (4) _____
(5) _____ (6) _____
(7) _____

PAST WORK EXPERIENCE (TYPE OF WORK AND HOW LONG) _____



QUESTIONNAIRE
(Continued)

MAJOR REASONS FOR STUDYING THIS UNIT _____

ARE YOU PRESENTLY EMPLOYED? _____ IF SO, WHERE? _____

_____ TYPE OF WORK _____

HOW MANY HOURS PER WEEK? _____

WHAT DO YOU LIKE ABOUT YOUR SCHOOL? _____

HOW MAY THIS COURSE HELP YOU GET A JOB WHEN YOU LEAVE
SCHOOL? _____

WHAT DO YOU DISLIKE MOST ABOUT COURSES BEING OFFERED AT
THIS SCHOOL? _____

WHAT ARE YOUR PRESENT HOBBIES? _____

LIST EXTRA-CURRICULAR ACTIVITIES IN SCHOOL AND COMMUNITY.

QUESTIONNAIRE
(Continued)

LIST ANY PHYSICAL HEALTH CHARACTERISTICS THAT MIGHT
INFLUENCE YOUR BEHAVIORAL OR LEARNING PATTERN. _____

WHERE DID YOU ATTEND SCHOOL LAST YEAR? _____

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