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| **TEXAS CTE LESSON PLAN**  [www.txcte.org](http://www.txcte.org) | |
| **Lesson Identification and TEKS Addressed** | |
| **Career Cluster** | Finance |
| **Course Name** | Accounting I |
| **Lesson/Unit Title** | Double-Entry Accounting |
| **TEKS Student Expectations** | **130.187 (c) Knowledge and Skills**  (2) The student communicates an understanding of the accounting industry  (A) The student is expected to describe the purpose of accounting and financial reporting.  (4) The student uses equations, graphical representations, accounting tools, strategies, and automated systems in real-world situations to maintain, monitor, control, and plan the use of financial resources. The student will complete an accounting cycle for a service business.  (A) The student is expected to illustrate the accounting cycle  (B) The student is expected to analyze the effects of transactions on the accounting equation and use T accounts to analyze transactions  (C) The student is expected to prepare a chart of accounts  (D) The student is expected to journalize transactions in a general journal |
| **Basic Direct Teach Lesson**  (Includes Special Education Modifications/Accommodations and  one English Language Proficiency Standards (ELPS) Strategy) | |
| **Instructional Objectives** | **Performance Objective:**  Upon completion of this lesson, students will be introduced to the double-entry accounting system.  **Behavioral Objectives**:   * Prepare a chart of accounts * Define double-entry accounting * Use T-accounts to analyze transactions into debit and credit parts * Understand changes to owner’s equity * Classify accounts with 100% accuracy * Discuss the most used accounting assumptions |
| **Rationale** | A large majority of business firms worldwide use the double entry accounting approach. First, the double-entry systems provide a “built in” form of error-checking. When the double entry is used properly, the sum of all debit entries in the account ledgers for the accounting period must equal the sum of all credit entries (e.g. Total Debits=Total Credits). This lesson will introduce you to the double-entry accounting system and its importance for accounting and financial reporting. |
| **Duration of Lesson** | Teacher’s Discretion |
| **Word Wall/Key Vocabulary**  *(ELPS c1a,c,f; c2b; c3a,b,d; c4c; c5b) PDAS II(5)* | Ask students to define:   * Owner’s equity * Revenue * Expenses * Withdrawals * Fiscal period * Temporary accounts * Permanent accounts * Nominal accounts * Real accounts * Income summary |
| **Materials/Specialized Equipment Needed** | **Materials, Equipment and Resources:**   * Textbook * Internet * Construction Paper * Markers * Pencils * Multimedia presentation software * Accounting Software * Expanded Accounting Equation and Balance Sheet Rubric * Preparing a Charts of Accounts Rubric * Normal Balance Side and “T” Accounts – Quiz, and Key * Quiz on Classifying Accounts and Key |
| **Anticipatory Set**  (May include pre-assessment for prior knowledge) | Have students read at least two articles on double-entry accounting. Ask them to type a one-page explanation telling why it is called double-entry accounting. Include a brief explanation of the history of double-entry accounting. Include resources in proper format.  Ask for a volunteer to read their paper. Ask for students to share any other facts they learned that were not included. Reinforce by writing a few of these on a white board or projector. |
| **Direct Instruction \*** | Introduce students to the double-entry accounting system. Review students on classifying accounts and the accounting equation. In this lesson, students take a look at the expanded accounting equation and its relationship to the balance sheet. Finally, students use each piece to learn to analyze transactions using “T” accounts and look at the effects of these transactions on owner’s equity.  Ask students to keep their list of assumptions in their notebook because they will review them often. |
| **Guided Practice \*** | * Demonstration * Discussion * Presentations * Observation * Verbal Drills * Verbal Response |
| **Independent Practice/Laboratory Experience/Differentiated Activities \*** |  |
| **Lesson Closure** |  |
| **Summative / End of Lesson Assessment \*** | 1. Observation 2. Verbal Checking for Understanding 3. Team and Partner Participation 4. Graded Assignments 5. Quiz on Normal Balance Side and “T” Accounts |
| **References/Resources/**  **Teacher Preparation** | Textbooks:  Guerrieri, Donald J., Haber, Hoyt, Turner. Glencoe Accounting Real-World Applications and Connections. Glencoe McGraw-Hill, 2000. ISBN/ISSN 0-02-815004-X.  Ross, Kenton, Gilbertson, Lehman, and Hanson. Century 21 Accounting Multicolumn Journal Anniversary Edition, 1st Year Course. South-Western Educational and Professional Publishing, 2003. ISBN/ISSN: 0-538-43524-0  Ross, Kenton, Gilbertson, Lehman, and Hanson. Century 21 General Journal Accounting Anniversary Edition, 7th Edition. South-Western Educational and Professional Publishing, 2003. ISBN/ISSN: 0-538-43529-1. |
| **Additional Required Components** | |
| **English Language Proficiency Standards (ELPS) Strategies** |  |
| **College and Career Readiness Connection[[1]](#footnote-1)** |  |
| **Recommended Strategies** | |
| **Reading Strategies** |  |
| **Quotes** |  |
| **Multimedia/Visual Strategy**  **Presentation Slides + One Additional Technology Connection** |  |
| **Graphic Organizers/Handout** |  |
| **Writing Strategies**  **Journal Entries + 1 Additional Writing Strategy** |  |
| **Communication**  **90 Second Speech Topics** |  |
| **Other Essential Lesson Components** | |
| **Enrichment Activity**  (e.g., homework assignment) |  |
| **Family/Community Connection** |  |
| **CTSO connection(s)** | Business Professionals of America  Future Business Leaders of America |
| **Service Learning Projects** |  |
| **Lesson Notes** |  |

1. Visit the Texas College and Career Readiness Standards at <http://www.thecb.state.tx.us/collegereadiness/CRS.pdf>, Texas Higher Education Coordinating Board (THECB), 2009. [↑](#footnote-ref-1)