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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 II |
| **Lesson/Unit Title** | Orientation and Review of Accounting I Concepts |
| **TEKS Student Expectations** | **130.188 (c) Knowledge and Skills**  (1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:  (A) demonstrate effective oral and written communication skills |
| **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, the student will review the basic accounting concepts of the Accounting Equation, Debits and Credits, and the Accounting Cycle because mastery of accounting fundamentals is essential as a solid foundation for further study.  **Specific Objectives:**   * Understand the purpose of the class through orientation and introduction to the course; * Identify their classmates; * State and describe the components of the basic accounting equation; * Apply debits and credits to a business transaction; * Apply the double-entry accounting system; * State and follow the steps in the accounting cycle; * Analyze business transactions. |
| **Rationale** | Reviewing the accounting concepts learned and applied in the Accounting I course helps ensure the foundation is solid to begin the next building steps in the Accounting II course. This lesson is a review of those basic accounting concepts. |
| **Duration of Lesson** | Teacher’s Discretion |
| **Word Wall/Key Vocabulary**  *(ELPS c1a, c, f; c2b; c3a, b, d; c4c; c5b) PDAS II (5)* |  |
| **Materials/Specialized Equipment Needed** | **Materials, Equipment, and Resources:**   * Textbook * Internet * Multimedia presentation software * Smart Board or White Board * Poster Board * Magazines * Computer * Markers, crayons, pen and/or pencils |
| **Anticipatory Set**  (May include pre-assessment for prior knowledge) | Question students about what debit and credit mean. See if they remember this from Accounting I. |
| **Direct Instruction \*** | * Provide students with a course description or syllabus * Get to know students using Me Posters or Me Presentations (See Lesson Activities 1.1.1 and 1.1.2) * See Teaching Strategies * The Basic Accounting Equations and the Effects of Debits and Credits * The Components of the Accounting Cycle   Begin by reviewing the Basic Accounting Equation—have your students take notes as you go over these concepts on the overhead.   * Write ―ASSETS = LIABILITIES + STOCKHOLDERS’ EQUITY‖ across the top of a transparency. Under ASSETS put a T-account labeled ―Cash in Bank‖. Have the class give you names of other Asset accounts and note them as well, like ―Accounts Receivable, Supplies, Equipment, Land, and Building‖. On the Cash in Bank T-account, write Debit on the left side and Credit on the right side. Ask the class which side of an Asset Account is the increase side—Debit or Credit. Write a + sign under the word Debit and a sign under the word Credit. Ask the class which side of an Asset Account is the Normal Balance side. Write ―Bal‖ under the Debit side of the Cash in Bank T- account * Repeat this process for the Liabilities. * Under Stockholders’ Equity, put a T-account labeled ―Capital Stock‖ or --Retained Earnings‖ or put two T-accounts and label one with each title. On the Capital Stock and/or Retained Earnings T-account write Debit on the left side and Credit on the right side. Ask the class which side of an Equity Account is the increase side—Debit or Credit. Write a + sign under the word Credit and a sign under the word Debit. Ask the class which side of an Equity Account is the Normal Balance side. Write ―Bal‖ under the Credit side of the Capital Stock and/or Retained Earnings T-account. * Below the Equity area, include the temporary classifications. Remind them about Income Summary and how it can have a Debit or Credit Balance. * Add ―Revenue‖ to your transparency. Add a T-account for Sales. Go over the Debits and Credits for Sales. Add the contra account Sales Returns and Allowances. Go over the Debits and Credit for Sales Returns and Allowances and remind your students that Sales Discounts are the same. * Add ―Cost of Merchandise‖ to your transparency. Add a T-account for Purchases. Go over the Debits and Credits for Purchases. Remind students that ―Transportation In‖ is the same as Purchases. Add the contra account Purchases Returns and Allowances. Go over the Debits and Credit for Purchases Returns and Allowances and remind your students that Purchases Discounts is the same. * Add ―Expenses to your transparency. Add a T-account for Advertising Expenses. Also ask your students to list other Expense accounts and note them. Go over the Debits and Credits for Expenses. * Then using an image of the Accounting Cycle, review the steps in the Accounting Cycle with the class. Ask a different student to explain each step. Reinforce correct answers. Students should take notes.   *Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:*  NONE |
| **Guided Practice \*** |  |
| **Independent Practice/Laboratory Experience/Differentiated Activities \*** | **Activity 1.1.1 – Me Poster**  Purpose: Students learn about each other and you learn about students  Have students use at least a half piece of poster board to tell the class about themselves. Suggest they include their favorites: food, activities, pizza, TV programs, movies, books, etc.  **Activity 1.1.2 – Me Presentation**  Purpose: Students learn about each other and you learn about students.  Have your students prepare a multimedia presentation addressing each of the following 14 topics as outlined. Note that graphics are required for presentation of each topic.   1. Title: Full Name, Nickname, Age and Grade 2. All About Me: Four adjectives that describe me. 3. My Personal Info:    1. I was born (where).    2. I lived in this area for (?) years.    3. My brothers and sisters are (include names and ages) 4. My Beliefs and Values:    1. I believe…    2. I value… 5. My Job and Interests:    1. My job (indicate where and the number of hours worked),    2. My Hobbies/Interests: ,    3. My School Activities: ,    4. My outside of school activities: 6. My Learning Style: I    1. prefer to communicate with others by….,    2. I learn best by… 7. My Favorites:    1. Food:    2. Music:    3. Sport:    4. TV Program    5. Movie    6. Book 8. My Computer Experience:    1. Do I own a computer at home? (If yes, list the type and model),    2. My Computer Experience: (Include all the titles of software you know) 9. My Other Business Classes: List other business courses taken at this High School; List any business courses taken at other schools. 10. My School Experiences:     1. My favorite class…     2. My favorite school memory is…     3. The class I had the most difficulty in was… 11. My Future/Goals:     1. My goal in life…     2. My plans after high school are…     3. Future occupation/employment: (What do I want to do for the rest of my life?) 12. Why am I here? Why did I take this class? (List at least 3 reasons.) What are my goals for this class? (List at least 3 goals.) 13. Hopes for this class: I want you to know that…, People in this class with whom I would like to work or who I would like to sit by are… 14. My Final Comments: Anything else I want others to know.   *Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:*  NONE |
| **Lesson Closure** |  |
| **Summative/End of Lesson Assessment \*** | Quiz your students on the Basic Accounting Equation with T-accounts and Debits and Credits.  *Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:*  NONE |
| **References/Resources/**  **Teacher Preparation** | Textbooks:  Guerrieri, Donald J., F. Barry Haber, William B. Hoyt, and Robert E. Turner, Glencoe Accounting Real-World Applications & Connections, Advanced Course, Fourth Edition, Glencoe McGraw-Hill: New York, New York.  Ross, Kenton E., CPA, Mark W. Lehman, CPA, Claudia Bienias Gilbertson, CPA, Robert D. Hanson, Century 21 Accounting Advanced, Anniversary Edition, Thomson South-Western: Mason, OH, 2003.  Multi-Media:  Century 21’s Teacher Resource CD  Websites:  [http://accounting.swpco.com](http://accounting.swpco.com/) |
| **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** | Me Poster Handout  Me Presentation Handout  Me Poster Rubric  Me Presentation Rubric |
| **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)