|  |  |
| --- | --- |
| **TEXAS CTE LESSON PLAN**  [www.txcte.org](http://www.txcte.org) | |
| **Lesson Identification and TEKS Addressed** | |
| **Career Cluster** | Business Management and Administration |
| **Course Name** | Virtual Business |
| **Lesson/Unit Title** | Accounting for a Service Proprietorship‐Stage 2 |
| **TEKS Student Expectations** | **130.141. (c) Knowledge and Skills**  (5) The student establishes pricing, billing, and collections procedures.  (C) The student is expected to apply fundamental bookkeeping skills for a virtual business office. |
| **Basic Direct Teach Lesson**  (Includes Special Education Modifications/Accommodations and  one English Language Proficiency Standards (ELPS) Strategy) | |
| **Instructional Objectives** | The student will be able to:   * Apply fundamental bookkeeping skills for a virtual business office. * Understand how business activities change the accounting equation. * Report financial information on a balance sheet. * Determine the normal balance for a simple chart of accounts. * Analyze transactions into debit and credit parts by using T‐Accounts. * Analyze how transactions affect accounts. * Analyze how transactions affect owner’s equity. |
| **Rationale** | The main purposes of this lesson are to help students learn how to apply fundamental bookkeeping skills for a virtual business office. When doing this lesson, you may want to let students know about the Accounting course, if it is offered at your school. |
| **Duration of Lesson** | When taught as written, this lesson should take approximately 250 minutes to teach. |
| **Word Wall/Key Vocabulary**  *(ELPS c1a,c,f; c2b; c3a,b,d; c4c; c5b) PDAS II(5)* | * **Balance Sheet‐**A financial statement that reports assets, liabilities, and owner’s equity based on acertain date. * **Revenue‐**An increase in the owner’s equity resulting from the operation of a business. * **Sale on Account**‐A sale for which cash will be received later. * **Expense**‐A decrease in the owner’s equity resulting from the operation of a business. * **Withdrawals**‐Assets taken out of a business for the owner’s personal use. * **T Account**‐An accounting device used to analyze transactions. * **Debit**‐An amount recorded on the left side of the t‐account is a debit. * **Credit‐**An amount recorded on the right side of the t‐account is a credit. |
| **Materials/Specialized Equipment Needed** | * Instructor Computer/Projection Unit * Lesson Assessment and Key * Handouts |
| **Anticipatory Set**  (May include pre-assessment for prior knowledge) | **Ask** Do you think keeping up with a business’ earnings (credits) and expenditures (debits) would be difficult?  **Ask** What do you think the most difficult part would be?  **Ask** Why do you think it’s important that a business keep accurate track of its earnings and expenditures?  **Ask** Do you think there is only one way to keep track of the money?  **Say** Keeping accurate records of money coming in (earnings, credit) and money going out (expenditures,debit), is arguably the single most important function of any business. Just like any skill, you must know what to do and how to do it for everything to work as it should. In this lesson, we’re going to go through some of the basic concepts and skills it takes to accurately record a business’ earnings and expenditures. We’re going to learn what happens to the owner’s equity every time a transaction occurs. We’re going to learn how to analyze transactions by using a method called T‐accounts. We’re going to learn how to report information on a balance sheet. And finally, if there is time, we’re going to learn to how record transactions in a General Journal. When we get through with this lesson, you will hopefully be able to keep records for a service proprietorship. If you enjoy what we do in this lesson, I would encourage you to take Accounting I! |
| **Direct Instruction \*** | 1. Vocabulary/Personal Word Walls   During the 1st week of school, students will have created personal, possibly electronic, Word Walls. The method and location will be established by you, the teacher.   1. Introduction (Ask and Say)   Specifics are listed in both this document.   1. Discovery Activity- Financially Stable Quotations   Students use a search engine of choice to find and record five quotations that represent their understanding/mindset of what it means to be financially stable.   1. Information- Accounting Equation 2. Assignment- Accounting Equation   Have students complete the Accounting Equation assignment provided in a handout.   1. Information- Chart of Accounts 2. Assignment- Chart of Accounts   Have students complete the Chart of Accounts assignment provided in the handout.   1. Review and Evaluation 2. Extensions   *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 \*** | **Assignment‐How Business Activities Affect the Accounting Equation**  Have students do this assignment. There is a Student File (multiple tabs) and a Teacher File (multiple tabs). There is a sample and a practice tab. You may want to go through this with all students, or they can look at the sample and complete on own. Have students find and report answers to questions about the accounting profession by using the O\*NET Online website, [www.onetonline.org](http://www.onetonline.org/).  **Information‐Balance Sheet**  Have students do this assignment. There is a Student File (multiple tabs) and a Teacher File (multiple tabs).  NOTE: This activity can be used for independent practice.  **Assignment‐T Accounts**  Have students do this assignment. There is a Student File (multiple tabs) and a Teacher File (multiple tabs).  See samples for guided practice, independent practice, and assessment.  *Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:*  NONE |
| **Independent Practice/Laboratory Experience/Differentiated Activities \*** | **Assignment‐How Business Activities Affect the Accounting Equation**  Have students do this assignment. There is a Student File (multiple tabs) and a Teacher File (multiple tabs). There is a sample and a practice tab. You may want to go through this with all students, or they can look at the sample and complete on own.  **Information‐Balance Sheet**  Have students do this assignment. There is a Student File (multiple tabs) and a Teacher File (multiple tabs).  NOTE: This activity can be used for independent practice.  **Assignment‐T Accounts**  Have students do this assignment. There is a Student File (multiple tabs) and a Teacher File (multiple tabs).  See samples for guided practice, independent practice, and assessment.  *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** | Review the lesson’s purpose and evaluate its effectiveness. |
| **Summative / End of Lesson Assessment \*** | Assessment‐T Accounts  *Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:*  Accommodations for Learning Differences It is important that lessons accommodate the needs of every learner. These lessons may be modified to accommodate your students with learning differences by referring to the files found on the Special Populations page of this website. |
| **References/Resources/**  **Teacher Preparation** | **Preparation**   * Review and familiarize yourself with the terminology, all website links, and any resource materials required * Prepare materials and websites prior to the start of the lesson   **References**   * *Southwestern 21st Century Accounting General Journal (Texas Edition)* Teacher’s Edition, Ross, Gilbertson, Lehman, Hanson. |
| **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) | Have students use the O\*NET Online website (onetonline.org) and find the answers to the same questions in the discovery activity, but do this for three professions that are of interest to him/her.  Have students take a foam ball and dress is it up like an accountant to be displayed in your classroom. |
| **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)