

Teacher's Name: Kevin McGregor

Grade Level: 11

Subject: Accounting 11

Lesson Topic: GAAP & the Spreadsheet

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| <p>Context</p> | <p>Students are in an Accounting 11 class with a total of 25 students. Students have had 2 classes and have learned about the language of Accounting, the fundamental accounting equation, the balance sheet, recordkeeping practices, and GAAP The class is set up in rows on the inside, and computers for every student on the outside. Whiteboard and projector present</p> | | |
| <p>Prescribed Learning Outcomes</p> | <ul style="list-style-type: none"> • Explain the importance of ethics, integrity, and honesty in finance. • Use software to create financial statements. • Describe the financial status of enterprises based on analyses of financial statements | | |
| <p>Student Learning Objectives (SLO's, SWBAT)</p> | <ul style="list-style-type: none"> • Students will be able to speak to the first 3 GAAP • Students will be able perform basic recordkeeping practices (proper use of single underline and double underline • Students will be able to transfer the knowledge gained from preparing balance sheets manually to preparing them electronically on Microsoft Excel | | |
| <p>Required Vocabulary and/or Language / Skill Strategies</p> | <ul style="list-style-type: none"> • Students will orally define GAAP as Generally Accepted Accounting Principles • Students will review scenarios based on their new knowledge, identify the GAAP at hand • Students will use Microsoft Excel using keyboard skills and data entry skills | | |
| <p>Introduction/ Hook</p> | <p style="text-align: center;">Teacher Activity</p> <ul style="list-style-type: none"> • Show traffic video (40s) • Show PowerPoint showing variety of traffic signs • Ask the students what the signs are and why do we have them • Show the signs with the GAAP • Show 1st Enron video (2:51) • Show 2nd Enron video in segments (0-30s, 1:42-1:55s, 2:15-2:40, 4:12-4:48) 3 min total • Ask students about Enron video • Did Enron follow Accounting rules? | <p style="text-align: center;">Student Activity</p> <ul style="list-style-type: none"> • Students watch traffic video • Students answer that they are traffic signs • Students watch and listen to slide on GAAP • Students watch the Enron videos • Students answer questions in regards to following accounting rules and did people get hurt as a result of Enron's actions | <p style="text-align: center;">Time</p> <p style="text-align: center;">10 Min.</p> |

| Body/Development | Teacher Activity #1 | Student Activity #2 | Time |
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| (Modelling, Guided Practice, Independent Practice, Application of Strategy) | <ul style="list-style-type: none"> • Direct Instruct the students on GAAP • Ask students to get into pairs and answer questions relating to GAAP and then go over the answers. | <ul style="list-style-type: none"> • Students listen and take notes • Students answer questions | <p>3 Min.</p> <p>15 Min.</p> |
| | <p style="text-align: center;">Teacher Activity #2</p> <ul style="list-style-type: none"> • Direct Instruct the students about Computer spreadsheets using my computer and the overhead projector. Specifically cells, values, labels, formulas, sorting <p style="text-align: center;">Teacher Activity #3</p> <ul style="list-style-type: none"> • Ask students to move to computers and work on assigned example in textbook on page 32-34 | <p style="text-align: center;">Student Activity #2</p> <ul style="list-style-type: none"> • Students listen and take notes <p style="text-align: center;">Student Activity #3</p> <ul style="list-style-type: none"> • Students input example from textbook into spreadsheet | <p>10 Min.</p> <p>20 Min.</p> |
| Closure | <ul style="list-style-type: none"> • Exit slip (see PowerPoint for question) | | |
| Extensions/Modification/Early Finishers | <ul style="list-style-type: none"> • Extension: Allow the fast learners to go on computers. Provide them names of companies that have just reported earnings. Have them relate to you the headlines of their earnings release (ie. revenues, increase or decrease on previous year) • Adaptation: During time students are answering questions, I will be walking around ensuring students are on task and will check in with ELL students to make sure they understand the questions. • Modification: Have the answers on my computer and show on overhead, allow slow learners to see for a few seconds what the answer (balance sheet, financial statement etc.) should look like or help get them started in the right direction. | | |
| Assessment | <ul style="list-style-type: none"> • Have students submit an exit slip with answers to questions on PowerPoint related to Spreadsheet formula and calculating Owner's capital | | |
| Materials | <ul style="list-style-type: none"> • Accounting Textbook • PowerPoint on GAAP and Spreadsheets • Computers | | |