

# Accounting 2: Unit 3: Preparing Financial Statements for a Proprietorship

Content Area: **Business/Tech.**  
Course(s): **Accounting II**  
Time Period: **April**  
Length: **3 weeks**  
Status: **Published**

## Unit Overview

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### Unit 3 Lessons:

- Prepare an income statement and balance sheet for a service business organized as a proprietorship
- Analyze an income statement using component percentages

## Enduring Understandings

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- A balance sheet reports financial information on a specific date, indicating the financial condition of a business.
- Accounting information enables the manager to know at a glance if the business is making a profit or operating at a loss.
- Accounting information is used to compare performance from year to year to evaluate the progress of a business.
- Professional business managers and accountants need to know how to use computers in order to be efficient in performing accounting tasks.
- Various industry organizations publish average component percentages for similar businesses.

## Essential Questions

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- How do you determine the amount of owner's equity to report on the balance sheet?
- How does accounting information enable the manager to make better decisions?
- What factors determine if a business is operating with acceptable component percentages?
- What important information can be gathered from looking at a company's balance sheet?
- When using the computerized accounting system, how is preparing financial statements different than when doing it manually?

## Standards/Indicators/Student Learning Objectives (SLOs)

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- CAEP.9.2.12.C.1      Review career goals and determine steps necessary for attainment.
- CAEP.9.2.12.C.2      Modify Personalized Student Learning Plans to support declared career goals.
- CAEP.9.2.12.C.3      Identify transferable career skills and design alternate career plans.

- CAEP.9.2.12.C.4 Analyze how economic conditions and societal changes influence employment trends and future education.
  - CAEP.9.2.12.C.5 Research career opportunities in the United States and abroad that require knowledge of world languages and diverse cultures.
  - CAEP.9.2.12.C.6 Investigate entrepreneurship opportunities as options for career planning and identify the knowledge, skills, abilities, and resources required for owning and managing a business.
  - CAEP.9.2.12.C.7 Examine the professional, legal, and ethical responsibilities for both employers and employees in the global workplace.
  - CAEP.9.2.12.C.8 Assess the impact of litigation and court decisions on employment laws and practices.
  - CAEP.9.2.12.C.9 Analyze the correlation between personal and financial behavior and employability.
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| CAEP.9.2.12.C.9 | Analyze the correlation between personal and financial behavior and employability.  |

## Student Learning Objectives

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- SWBAT define accounting terms related to financial statements for a service business organized as a proprietorship
- SWBAT identify accounting concepts and practices related to preparation of financial statements for a service business organized as a proprietorship
- SWBAT prepare a balance sheet for a service business organized as a proprietorship
- SWBAT prepare and income statement for a service business organized as a proprietorship and analyze an income statement using component percentages

## Lesson Titles

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- Preparing an income statement
- Preparing a balance sheet
- Using a computerized accounting system to prepare financial statements
- Review and assessment

## Career Readiness, Life Literacies, & Key Skills

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TECH.9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).
TECH.9.4.12.CI.2	Identify career pathways that highlight personal talents, skills, and abilities (e.g., 1.4.12prof.CR2b, 2.2.12.LF.8).
TECH.9.4.12.CI.3	Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1).
TECH.9.4.12.CT.1	Identify problem-solving strategies used in the development of an innovative product or practice (e.g., 1.1.12acc.C1b, 2.2.12.PF.3).
TECH.9.4.12.CT.2	Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).

## Inter-Disciplinary Connections

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- LA.11-12.RI.11-12.1 Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.
  - LA.11-12.RI.11-12.2 Determine two or more central ideas of a text, and analyze their development and how they interact to provide a complex analysis; provide an objective summary of the text.
  - LA.11-12.RL.11-12.1 Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
  - MA.9-12.N-Q.A.1 Use units as a way to understand problems and to guide the solution of multi-step problems; choose and interpret units consistently in formulas; choose and interpret the scale and the origin in graphs and data displays.
  - MA.9-12.N-Q.A.2 Define appropriate quantities for the purpose of descriptive modeling.
  - MA.9-12.N-Q.A.3 Choose a level of accuracy appropriate to limitations on measurement when reporting quantities.
  - TECH.8.1.12.A.4 Construct a spreadsheet workbook with multiple worksheets, rename tabs to reflect the data on the worksheet, and use mathematical or logical functions, charts and data from all worksheets to convey the results.
  - TECH.8.1.12.A.CS1 Understand and use technology systems.
  - TECH.8.1.12.A.CS2 Select and use applications effectively and productively.
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| LA.RL.11-12.1 | Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.              |
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| MA.N-Q.A.2    | Define appropriate quantities for the purpose of descriptive modeling.  |
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TECH.8.1.12.A.CS1	Understand and use technology systems.
TECH.8.1.12.A.CS2	Select and use applications effectively and productively.

## **Instructional Strategies, Learning Activities, and Levels of Blooms/DOK**

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### Instructional Strategies:

- Teacher lecture from power point
- Workbook Work Together, On Your Own, Application and Mastery Problems
- Chapter study guide
- Online Aplia software
- Large group discussion
- Century 21 Automated Accounting software
- Delsea One intervention tutoring

### Learning Activities:

- Students will define accounting terms related to financial statements for a service business organized as a proprietorship.
- Students will identify concepts and practices related to preparation of financial statement for a service business organized as a proprietorship.
- Students will prepare an income statement for a service business organized as a proprietorship and analyze an income statement using component percentages.
- Students will prepare a balance sheet for a service business organized as a proprietorship.
- Objectives will be accomplished by:
  - Teacher provided notes through power point presentation.
  - "Work Together" and "On Your Own" Problems on SmartBoard.
  - Aplia online program to self monitor progress.

Diverse Learners: Teacher will solicit responses from a diverse sampling of the classroom population to acknowledge the influence of race, ethnicity, gender, religion, socioeconomics, culture or academic achievement on a student's development or attitude.

- SWBAT break information into parts to explore understandings and relationships
- SWBAT justify a decision or a course of action; critically examining information and making judgments
- SWBAT recall information
- SWBAT understand and make sense of information
- SWBAT use information in another familiar situation
- SWBAT use information to create something new

## **Modifications**

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- **ELL Modifications:**

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- Choice of test format (multiple-choice, essay, true-false)
- Continue practicing vocabulary
- Provide study guides prior to tests
- Read directions to the student
- Read test passages aloud (for comprehension assessment)
- Vary test formats

### **504 and IEP Accommodations & Modifications:**

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- Allow for redos/retakes
- Assign fewer problems at one time (e.g., assign only odds or evens)
- Differentiated center-based small group instruction
- Extra time on assessments
- Highlight key directions
- If a manipulative is used during instruction, allow its use on a test
- Opportunities for cooperative partner work
- Provide reteach pages if necessary
- Provide several ways to solve a problem if possible
- Provide visual aids and anchor charts
- Test in alternative site
- Tiered lessons and assignments
- Use of a graphic organizer
- Use of concrete materials and objects (manipulatives)
- Use of word processor

### **Gifted and Talented Modifications:**

- - Alternate assignments/enrichment assignments
  - Enrichment projects
  - Extension activities
  - Higher-level cooperative learning activities
  - Pairing direct instruction with coaching to promote self-directed learning
  - Provide higher-order questioning and discussion opportunities
  - Provide texts at a higher reading level
  - Tiered assignments
  - Tiered centers

### **At Risk Modifications:**

- Additional time for assignments .
- Adjusted assignment timelines .
- Agenda book and checklists .
- Answers to be dictated .
- Assistance in maintaining uncluttered space .
- Books on tape .
- Concrete examples .
- Extra visual and verbal cues and prompts .
- Follow a routine/schedule .
- Graphic organizers .
- Have students restate information .
- No penalty for spelling errors or sloppy handwriting .
- Peer or scribe note-taking .
- Personalized examples .
- Preferential seating .
- Provision of notes or outlines .
- Reduction of distractions .
- Review of directions .
- Review sessions .
- Space for movement or breaks .

- Support auditory presentations with visuals .
- Teach time management skills .
- Use of a study carrel .
- Use of mnemonics .
- Varied reinforcement procedures .
- Work in progress check .

## **Benchmark Assessments**

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Performance tasks

Project-based assignments

Problem-based assignments

Presentations

Reflective pieces

Concept maps

Case-based scenarios

Portfolios

## **Alternative Assessment**

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Skills-based assessment

Reading response

Writing prompt

Lab practical

## **Formative Assessment**

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## **Warm-up**

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- Do Now
- Record daily objective on learning logs
- Retrieve folders

## **Anticipatory Set**

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Prior class discussion on purpose and construction of a worksheet.

## **Closure**

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- 3-2-1
- Bullseye
- Exit tickets
- Four Corners
- Idea Spinner
- Individual help as needed
- Large group discussion
- Newspaper Headline
- Observation
- Oral Questioning
- Pair/share
- Question/answer session
- Think-Pair-Share
- Thumbs up, Thumbs down
- Whip around
- Yea or Nay

## **Summative Assessment**

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- Chapter 7 Test on Preparing Financial Statements
- Marking Period Assessment

## **Resources & Materials**

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- 21st Century Accounting 9e Textbook
- 21st Century Accounting 9e Workbook
- Rico Sanchez Manual Simulation

## Technology

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- Automated Accounting Program
- Chromebooks
- Internet
- Microsoft Office Tools
- SmartBoard
- Web-based Aplia Software

TECH.8.1.12.A.1	Create a personal digital portfolio which reflects personal and academic interests, achievements, and career aspirations by using a variety of digital tools and resources.
TECH.8.1.12.A.4	Construct a spreadsheet workbook with multiple worksheets, rename tabs to reflect the data on the worksheet, and use mathematical or logical functions, charts and data from all worksheets to convey the results.
TECH.8.1.12.A.CS1	Understand and use technology systems.
TECH.8.1.12.A.CS2	Select and use applications effectively and productively.