

Accounting Cycle: Corporation

Media Type: Microsoft® PowerPoint® Presentation

Duration: 127 slides

Goal: To understand the basic accounting principles and how these principles are used in the accounting cycle of a corporation.

Description: This presentation introduces the basic accounting formulas and principles which will be used throughout the course. It discusses the accounting equation and provides detailed explanations of each part of this equation. Students will also be introduced to the accounting cycle and how this process is used in a corporation.

Objectives:

1. To understand specialized accounting functions for a corporation.
2. To explain the accounting cycle of a corporation.
3. To examine the use of stock in a corporation.
4. To discuss the basic purpose of tax accounting.



College & Career Readiness Anchor Standards for Speaking and Listening

Speaking & Listening Standards

Comprehension & Collaboration	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.	
	9-12.1	Initiate and participate effectively in a range of collaborative discussions with diverse partners on grades 9–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
	Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.	
Presentation of Knowledge & Ideas	Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.	
	9-10.4	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
	11-12.4	Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
	9-12.5	Make strategic use of digital media in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

Accounting Cycle: Corporation



College & Career Readiness Anchor Standards for Math

Number & Quantity		
Quantities		
Reason quantitatively and use units to solve problems.	CCSS.Math.Content.HSN-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.
	CCSS.Math.Content.HSN-Q.A.2	Define appropriate quantities for the purpose of descriptive modeling.
	CCSS.Math.Content.HSN-Q.A.3	Choose a level of accuracy appropriate to limitations on measurement when reporting quantities.
Algebra		
Seeing Structure in Expressions		
Interpret the structure of expressions.	CCSS.Math.Content.HSA-SSE.A.1	Interpret expressions that represent a quantity in terms of its context. ★
	CCSS.Math.Content.HSA-SSE.A.1a	Interpret parts of an expression, such as terms, factors, and coefficients.
	CCSS.Math.Content.HSA-SSE.A.1b	Interpret complicated expressions by viewing one or more of their parts as a single entity. For example, interpret $P(1+r)^n$ as the product of P and a factor not depending on P .
	CCSS.Math.Content.HSA-SSE.A.2	Use the structure of an expression to identify ways to rewrite it. For example, see $x^4 - y^4$ as $(x^2)^2 - (y^2)^2$, thus recognizing it as a difference of squares that can be factored as $(x^2 - y^2)(x^2 + y^2)$.
Write expressions in equivalent forms to solve problems.	CCSS.Math.Content.HSA-SSE.B.3	Choose and produce an equivalent form of an expression to reveal and explain properties of the quantity represented by the expression. ★
	CCSS.Math.Content.HSA-SSE.B.4	Derive the formula for the sum of a finite geometric series (when the common ratio is not 1), and use the formula to solve problems. For example, calculate mortgage payments. ★
Creating Equations		
Create equations that describe numbers or relationships.	CCSS.Math.Content.HSA-CED.A.1	Create equations and inequalities in one variable and use them to solve problems. Include equations arising from linear and quadratic functions, and simple rational and exponential functions.
	CCSS.Math.Content.HSA-CED.A.2	Create equations in two or more variables to represent relationships between quantities; graph equations on coordinate axes with labels and scales.
	CCSS.Math.Content.HSA-CED.A.3	Represent constraints by equations or inequalities, and by systems of equations and/or inequalities, and interpret solutions as viable or nonviable options in a modeling context. For example, represent inequalities describing nutritional and cost constraints on combinations of different foods.
	CCSS.Math.Content.HSA-CED.A.4	Rearrange formulas to highlight a quantity of interest, using the same reasoning as in solving equations. For example, rearrange Ohm's law $V = IR$ to highlight resistance R .
Reasoning with Equations & Inequalities		
Understand solving equations as a process of reasoning and explain the reasoning.	CCSS.Math.Content.HSA-REI.A.1	Explain each step in solving a simple equation as following from the equality of numbers asserted at the previous step, starting from the assumption that the original equation has a solution. Construct a viable argument to justify a solution method.
	CCSS.Math.Content.HSA-REI.A.2	Solve simple rational and radical equations in one variable, and give examples showing how extraneous solutions may arise.
Solve equations and inequalities in one variable.	CCSS.Math.Content.HSA-REI.B.3	Solve linear equations and inequalities in one variable, including equations with coefficients represented by letters.
Represent and solve equations and inequalities graphically.	CCSS.Math.Content.HSA-REI.D.10	Understand that the graph of an equation in two variables is the set of all its solutions plotted in the coordinate plane, often forming a curve (which could be a line).

Accounting Cycle: Corporation



College & Career Readiness Anchor Standards for Writing

Writing Standards	
Text Types & Purposes	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
	9-12.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
Production & Distribution of Writing	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
	9-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
	9-10.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
	11-12.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
Research to Build & Present Knowledge	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
	9-10.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
	11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

Accounting Cycle: Corporation

Lesson Plan

Student and Teacher Notes are available to print in outline format. You can access these documents under the "Printable Resources" section. If student licenses have been purchased, an interactive version of the Student Notes is available in the "Interactive Activities" section. If printing the full PowerPoint® is desired, you may download the file and print the handouts as needed.

Class 1: Distribute the *Accounting Cycle: Corporation Chart of Accounts Student Handout*, *Corporate Federal Taxes Student Handout* and the *Vocabulary Handout* for students to reference during the presentation. Show slides 1 to 20 of the *Accounting Cycle: Corporation - Introduction* segment.



Slides
1-20

Class 2: Remind students to continue using the reference materials. Show slides 21 to 40 of the *Accounting Cycle: Corporation - Introduction* segment. Have students begin the *Articles of Incorporation Activity*.



Slides
21-40

Class 3: Assign the *Target Profit Activity* and *Technology in Accounting Activity*. Students should complete the *Activities*.

Class 4: Review the concepts covered in the *Accounting Cycle: Corporation - Introduction* segment and the three *Activities* the students have completed. Administer the *Accounting Cycle: Corporation - Introduction Assessment*.

Class 5: Show slides 41 to 61 of the *Accounting Cycle: Corporation – Stocks & Shares* segment. Distribute the *Stock Activity* and allow the remainder of the class for students to work.



Slides
41-61

Class 6: Remind students to use the *Chart of Accounts Student Handout* and the *Vocabulary Handout* as reference materials. Show slides 62 to 83 of the *Accounting Cycle: Corporation – Stocks & Shares* segment. Have students complete the *Stock Activity*.



Slides
62-83

Class 7: Review the concepts covered in the *Accounting Cycle: Corporation – Stocks & Shares* segment. Administer the *Accounting Cycle: Corporation – Stocks & Shares Assessment*.

Class 8: Show slides 84 to 101 of the *Accounting Cycle: Corporation – Steps of the Cycle* segment. Assign the *Adjustments Activity* and allow students time to work.



Slides
84-101

Class 9: Show slides 102 through 127 of the *Accounting Cycle: Corporation – Steps of the Cycle* segment. Assign the *Income Statements, Statement of Change in Retained Earnings, Balance Sheet* and *Cash Flow Statement Activities* and allow students to work.



Slides
102-127

Class 10: Allow students time to work on their *Activities*.

Class 11: Review the concepts covered in the *Accounting Cycle: Corporation – Steps of the Cycle* segment and administer the *Assessment*. Assign the *Illustrate the Accounting Cycle Project*.

Class 12: Allow students time to continue working on their *Illustrate the Accounting Cycle Projects*.

Class 13: Students should complete their *Illustrate the Accounting Cycle Projects* and begin preparing for their presentations. Remind students to study for the *Final Assessment*.

Class 14: Answer any final questions and administer the *Accounting Cycle: Corporation Final Assessment*. Groups should begin presenting their *Illustrate the Accounting Cycle Projects*.

Class 15: Groups should finish presenting their *Illustrate the Accounting Cycle Projects*.

Accounting Cycle: Corporation

Lesson Links

Accounting Coach

- <http://www.accountingcoach.com>

Principles of Accounting

- <https://www.principlesofaccounting.com>

Career Connections

Using the *Career Connections Activity*, allow students to explore the various careers associated with this lesson. See the *Activity* for more details. *If student licenses have been purchased:* Students will select the interviews to watch based on your directions. *If only a teacher license is purchased:* Show students all the career interviews and instruct them to only complete the interview form for the required number of interviews.

- iCEV50721, Pat Vesper, Meteorologist in Charge, National Weather Service
- iCEV50976, Juan Martinez, Hatchery Biologist, Texas Freshwater Fisheries
- iCEV50464, Wilfred Carter, Financial Advisor, Morgan Stanley Wealth Management
- iCEV50203, Yan Wang, Senior Accountant, Atmos Energy

Lab Activities

Articles of Incorporation

Directions:

Students will be presented with an example of an Articles of Incorporation document. They will be provided with fake information and will need to place this information into the correct areas of the document.

Target Profit

Directions:

Students will be presented with four scenarios. In each scenario, the student will need to calculate the target profit correctly.

Technology in Accounting

Directions:

Students will identify the type of technology which should be used for each provided scenario.

Stock

Directions:

Students will develop journal entries for different transactions related to stocks and bonds.

Adjustments

Directions:

Students will be presented with scenarios. The scenarios will involve calculating adjustments for depreciation and merchandise inventory adjustments and journalizing the transactions as well as have a scenario using a formula to calculate the retained earnings.

Income Statement

Directions:

Students will be presented with a blank income statement. The students will be provided with information needed to complete the income statement.

Career & Technical Student Organizations

FBLA

- Accounting 1
- Banking & Financial Systems

BPA

- Fundamental Accounting

DECA

- Accounting Applications Series
- Principles of Finance
- Business Finance Series

Accounting Cycle: Corporation



Lab Activities

Statement of Change in Retained Earnings

Directions:

Students will be presented with a blank statement of change in retained earnings example. The students will be provided with information needed to complete the statement of change.

Balance Sheet

Directions:

Students will be presented with a blank balance sheet. The students will be provided with information needed to complete the balance sheet.

Cash Flow Statement

Directions:

Students will be presented with a blank cash flow statement. The students will be provided with information needed to complete the cash flow statement.



Projects

Illustrate the Accounting Cycle

Directions:

In groups of three or four, students will choose a corporation and walk the corporation through the accounting cycle. Students will present their *Projects* to the class.