Job Title: Accounting Clerk

Career Pathway: Financial Services

Industry Sector: Business and Finance

O*NET-SOC CODE: 43-3031.00

CBEDS Title: Accounting/Computer Accounting

CBEDS No.: 4600

75-15-50

Accounting/1

Credits: 5

Course Description:
This competency-based course is the first in a sequence of two designed for accounting. It provides students with technical instruction and practical experience in double-entry accounting systems. Instruction includes an orientation, workplace safety, resource management, business math, tools and equipment, and employability skills. Emphasis is placed on regulatory agencies and professional groups, basic accounting principles, journals, general ledgers, worksheets, financial statements, adjusting and closing entries, spreadsheet accounting, accounts payable, accounts payable subsidiary ledgers, uncollectible accounts receivable, inventories and investments, short-term liabilities, and basic banking principles and procedures related to accounting. The competencies in this course are aligned with the California High School Academic Content Standards and the California Career Technical Education Model Curriculum Standards.

Prerequisites:
Enrollment requires Algebra and Excel backgrounds.

NOTE: For Perkins purposes this course has been designated as an introductory course.

This course cannot be repeated once a student receives a Certificate of Completion.
A course outline reflects the essential intent and content of the course described. Acceptable course outlines have six components. (Education Code Section 52506). Course outlines for all apportionment classes, including those in jails, state hospitals, and convalescent hospitals, contain the six required elements:

(EC 52504; SCCR 10508 [b]; Adult Education Handbook for California [1977], Section 100)

**COURSE OUTLINE COMPONENTS**

**GOALS AND PURPOSES**

The educational goals or purposes of every course are clearly stated and the class periods are devoted to instruction. The course should be broad enough in scope and should have sufficient educational worth to justify the expenditure of public funds.

The goals and purpose of a course are stated in the COURSE DESCRIPTION. Course descriptions state the major emphasis and content of a course, and are written to be understandable by a prospective student.

**PERFORMANCE OBJECTIVES OR COMPETENCIES**

Objectives should be delineated and described in terms of measurable results for the student and include the possible ways in which the objectives contribute to the student’s acquisition of skills and competencies.

Performance Objectives are sequentially listed in the COMPETENCY-BASED COMPONENTS section of the course outline. Competency Areas are units of instruction based on related competencies. Competency Statements are competency area goals that together define the framework and purpose of a course. Competencies fall on a continuum between goals and performance objectives and denote the outcome of instruction.

Competency-based instruction tells a student before instruction what skills or knowledge they will demonstrate after instruction. Competency-based education provides instruction which enables each student to attain individual goals as measured against pre-stated standards.

Competency-based instruction provides immediate and continual repetition and in competency-based education the curriculum, instruction, and assessment share common characteristics based on clearly stated competencies. Curriculum, instruction and assessment in competency-based education are: explicit, known, agreed upon, integrated, performance oriented, and adaptive.
INSTRUCTIONAL STRATEGIES

Instructional techniques or methods could include laboratory techniques, lecture method, small-group discussion, grouping plans, and other strategies used in the classroom.

Instructional strategies for this course are listed in the TEACHING STRATEGIES AND EVALUATION section of the course outline. Instructional strategies and activities for a course should be selected so that the overall teaching approach takes into account the instructional standards of a particular program, i.e., English as a Second Language, Programs for Adults with Disabilities.

UNITS OF STUDY, WITH APPROXIMATE HOURS ALLOTTED FOR EACH UNIT

The approximate time devoted to each instructional unit within the course, as well as the total hours for the course, is indicated. The time in class is consistent with the needs of the student, and the length of the class should be that it ensures the student will learn at an optimum level.

Units of study, with approximate hours allotted for each unit are listed in the COMPETENCY AREA STATEMENT(S) of the course outline. The total hours of the course, including work-based learning hours (community classroom and cooperative vocational education) is listed on the cover of every CBE course outline. Each Competency Area listed within a CBE outline is assigned hours of instruction per unit.

EVALUATION PROCEDURES

The evaluation describes measurable evaluation criteria clearly within the reach of the student. The evaluation indicates anticipated improvement in performances as well as anticipated skills and competencies to be achieved.

Evaluation procedures are detailed in the TEACHING STRATEGIES AND EVALUATION section of the course outline. Instructors monitor students’ progress on a continuing basis, assessing students on attainment of objectives identified in the course outline through a variety of formal and informal tests (applied performance procedures, observations, and simulations), paper and pencil exams, and standardized tests.

REPETITION POLICY THAT PREVENTS PERPETUATION OF STUDENT ENROLLMENT

After a student has completed all the objectives of the course, he or she should not be allowed to reenroll in the course. There is, therefore, a need for a statement about the conditions for possible repetition of a course to prevent perpetuation of students in a particular program for an indefinite period of time.
ACKNOWLEDGMENTS

Thanks to LUZ GRANADOS for developing and editing this curriculum. Acknowledgment is also given to ERICA ROSARIO for designing the original artwork for the course covers.

ANA MARTINEZ
Specialist
Career Technical Education

ROSARIO GALVAN
Administrator
Division of Adult and Career Education

APPROVED:

JOE STARK
Executive Director
Division of Adult and Career Education
1.0 Academics
Analyze and apply appropriate academic standards required for successful industry sector pathway completion leading to postsecondary education and employment. Refer to the Business and Finance academic alignment matrix for identification of standards.

2.0 Communications
Acquire and accurately use Business and Finance sector terminology and protocols at the career and college readiness level for communicating effectively in oral, written, and multimedia formats.

3.0 Career Planning and Management
Integrate multiple sources of career information from diverse formats to make informed career decisions, solve problems, and manage personal career plans.

4.0 Technology
Use existing and emerging technology to investigate, research, and produce products and services, including new information, as required in the Business and Finance sector workplace environment.

5.0 Problem Solving and Critical Thinking
Conduct short, as well as more sustained, research to create alternative solutions to answer a question or solve a problem unique to the Business and Finance sector using critical and creative thinking, logical reasoning, analysis, inquiry, and problem-solving techniques.

6.0 Health and Safety
Demonstrate health and safety procedures, regulations, and personal health practices and determine the meaning of symbols, key terms, and domain-specific words and phrases as related to the Business and Finance sector workplace environment.

7.0 Responsibility and Flexibility
Initiate, and participate in, a range of collaborations demonstrating behaviors that reflect personal and professional responsibility, flexibility, and respect in the Business and Finance sector workplace environment and community settings.

8.0 Ethics and Legal Responsibilities
Practice professional, ethical, and legal behavior, responding thoughtfully to diverse perspectives and resolving contradictions when possible, consistent with applicable laws, regulations, and organizational norms.

9.0 Leadership and Teamwork
Work with peers to promote divergent and creative perspectives, effective leadership, group dynamics, team and individual decision making, benefits of workforce diversity, and conflict resolution as practiced in the Future Business Leaders of America (FBLA) career technical student organization.

10.0 Technical Knowledge and Skills
Apply essential technical knowledge and skills common to all pathways in the Business and Finance sector, following procedures when carrying out experiments or performing technical tasks.

11.0 Demonstration and Application
Demonstrate and apply the knowledge and skills contained in the Business and Finance anchor standards, pathway standards, and performance indicators in classroom, laboratory, and workplace settings, and through the Future Business Leaders of America (FBLA) career technical student organization.
Business and Finance
Pathway Standards

B. Financial Services Pathway

Financial services are an essential aspect of every business institution and organization. Students in this pathway investigate the field of financial management, including how it is impacted by industry standards as well as economic, financial, technological, international, social, legal, and ethical factors. Students formulate and interpret financial information for use in financial management decision making, such as compliance and risk management. This pathway may include programs of study for accounting, banking, securities and investments, and other financial specializations.

Sample occupations associated with this pathway:
- Accounts Payable Clerk
- Investment Consultant
- Tax Preparer
- Auditor
- Accountant

B1.0 Create and use budgets to guide financial decision making.
B2.0 Explain how the application of Generally Accepted Accounting Principles (GAAP) impacts the recording of transactions and the preparation of financial statements.
B3.0 Interpret financial formulas commonly found in financial institutions to aid in the growth and stability of financial services.
B4.0 Interpret financial data, analyze results, and make sound business decisions to promote a financially healthy business.
B5.0 Evaluate the impact of federal, state, and local regulations on financial management decisions.
B6.0 Apply economic concepts as they relate to financial services.
B7.0 Explain the concepts, role, and importance of international finance and risk management.
B8.0 Evaluate the variety, nature, and diversity of investment vehicles and the elements that contribute to financial growth and success.
B9.0 Evaluate financial services providers and explore the duties and activities of financial service careers.
## COMPETENCY-BASED COMPONENTS
### for the Accounting/1 Course

<table>
<thead>
<tr>
<th>COMPETENCY AREAS AND STATEMENTS</th>
<th>MINIMAL COMPETENCIES</th>
<th>STANDARDS</th>
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</table>
| A. ORIENTATION AND SAFETY        | 1. Describe the scope and purpose of the course.  
2. Describe classroom policies and procedures.  
3. Describe the importance of prioritizing work.  
4. Describe classroom and workplace first aid and emergency procedures.  
5. Describe the different occupations in the Finance and Business Industry Sector which have an impact on the role of the accountant.  
6. Describe the purpose of the California Occupational Safety and Health Administration (Cal/OSHA) and its laws governing accountants.  
7. Describe software copyright laws as they pertain to computers.  
8. Define ergonomics.  
9. Describe and demonstrate sound ergonomic practices in organizing one’s workspace.  
10. Describe causes, effects, and preventive measures for repetitive strain injuries.  
11. Describe and demonstrate correct typing technique and posture.  
12. Describe and demonstrate proper keyboard and monitor angle.  
13. Describe the benefits of periodic breaks to stretch and relax.  
14. Describe and demonstrate a variety of stretches involving the wrists, neck and shoulders.  
15. Describe and demonstrate the proper way to hold and move a mouse without gripping it hard or squeezing it.  
16. Compare keyboard equivalent commands to mouse movements.  
17. Pass the safety test with 100% accuracy. | Career Ready Practice:  
1, 2, 5  
CTE Anchor:  
Communications: 2.6  
Career Planning and Management: 3.4, 3.5  
Technology: 4.1  
Health and Safety: 6.2, 6.3, 6.5, 6.7  
Responsibility and Flexibility: 7.3, 7.6, 7.7  
Ethics and Legal Responsibilities: 8.3, 8.4, 8.6, 8.7  
Leadership and Teamwork: 9.4, 9.6, 9.7  
Technical Knowledge and Skills: 10.2  
Demonstration and Application: 11.1, 11.2 | (2 hours) |

CTE Pathway:  
B9.3
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<th>STANDARDS</th>
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<tr>
<td><strong>B. RESOURCE MANAGEMENT</strong></td>
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| Understand, apply, and evaluate the basic principles of resource management in the accounting business. | 1. Define the following:  
   a. resources  
   b. management  
   c. sustainability  
2. Describe the management of the following resources in accounting:  
   a. time  
   b. materials  
   c. personnel  
3. List specific examples of effective management of the following in accounting:  
   a. time  
   b. materials  
   c. personnel  
4. Describe the benefits of effective resource management in accounting:  
   a. profitability  
   b. sustainability  
   c. company growth  
5. Describe the economic benefits and liabilities of managing resources in an environmentally responsible way. | **Career Ready Practice:**  
   1, 4, 9, 10, 11  
**CTE Anchor:**  
   Problem Solving and Critical Thinking:  
   5.2, 5.3, 5.4  
   Technical Knowledge and Skills:  
   10.1  
**CTE Pathways:**  
   B2.3 |

**C. BUSINESS MATH**  
Understand, apply, and evaluate the basic mathematical principles and procedures required in accounting.  
1. Describe and demonstrate reading and writing numbers in words and figures using accurate place values.  
2. Describe and demonstrate the procedures for rounding off whole numbers.  
3. Describe and demonstrate the procedures for adding whole numbers to find the sum.  
4. Describe and demonstrate the procedures for subtracting whole numbers to find the difference.  
5. Describe solving word problems using problem-solving steps.  
6. Describe the procedures for rounding off decimals.  
7. Learn the numeric keyboard on the calculator and apply addition, subtraction, and decimal procedures.  
8. Compute money problems using addition, subtraction, and decimals.  
9. Describe and demonstrate the procedures for multiplying whole numbers to find the product.  
10. Describe and demonstrate the procedures for dividing whole numbers to find the quotient.  
11. Multiply and divide numbers that contain decimals.  
12. Learn the numeric keyboard on the calculator and apply multiplication and division procedures.  
13. Compute multiplication and division of decimal and money problems. | **Career Ready Practice:**  
   1, 4, 9, 10, 11  
**CTE Anchor:**  
   Communications:  
   2.4  
   Problem Solving and Critical Thinking:  
   5.1, 5.2, 5.3, 5.4  
   Technical Knowledge and Skills:  
   10.1, 10.5  
   Demonstration and Application:  
   11.1  
**CTE Pathways:**  
   B3.1, B3.3 |
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<tr>
<td>14.</td>
<td>Solve multiplication and division word problems using the problem-solving steps.</td>
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<tr>
<td>15.</td>
<td>Identify the parts of a fraction.</td>
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<td>16.</td>
<td>Describe the different types of fractions.</td>
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<td>17.</td>
<td>Convert improper fractions to whole or mixed numbers, mixed numbers to improper fractions, common fractions to decimals, and decimals to fractions.</td>
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<td>18.</td>
<td>Reduce common fractions to lowest terms.</td>
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<td>19.</td>
<td>Solve fraction word problems using the problem-solving steps.</td>
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<td>20.</td>
<td>Describe and demonstrate the conversion of percents to decimals.</td>
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<tr>
<td>21.</td>
<td>Describe and demonstrate the conversion of decimals to percents.</td>
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<td>22.</td>
<td>Describe and demonstrate the conversion of common fractions to percents.</td>
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<tr>
<td>23.</td>
<td>Describe and demonstrate the conversion of percents to common fractions.</td>
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<tr>
<td>24.</td>
<td>Find the percentage in a mathematical problem when given the rate and the base.</td>
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<td>25.</td>
<td>Find the rate in a mathematical problem when given the percentage and base.</td>
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<tr>
<td>26.</td>
<td>Find the base in a mathematical problem when given the percentage and rate.</td>
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<tr>
<td>27.</td>
<td>Calculate percentage of increase and decrease problems.</td>
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<td>28.</td>
<td>Distinguish between increase and decrease problems.</td>
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<td>29.</td>
<td>Figure percentage distribution problems.</td>
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<td>30.</td>
<td>Solve percentage word problems using the problem-solving steps.</td>
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<td>31.</td>
<td>Describe how to estimate reasonable answers to problems before solving them.</td>
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<td>32.</td>
<td>Retrieve information from a postage rate table, a payroll deduction table, and a sales table to solve problems.</td>
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<td>33.</td>
<td>Complete a cash report by counting coins and currency.</td>
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<td>34.</td>
<td>Use the current federal income tax table to identify withholding tax for employees.</td>
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<td>35.</td>
<td>Solve word problems relating to measurements and tables.</td>
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<td>36.</td>
<td>Read and interpret data from a line graph, a bar graph, and a pie graph.</td>
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<td>37.</td>
<td>Define the following:</td>
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<td></td>
<td>a. mean</td>
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<td></td>
<td>b. median</td>
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<td></td>
<td>c. mode</td>
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<td>38.</td>
<td>Solve word problems relating to graphs.</td>
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</tbody>
</table>
### COMPETENCY AREAS AND STATEMENTS

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<tbody>
<tr>
<td><strong>D. TOOLS AND EQUIPMENT</strong></td>
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</tbody>
</table>
| Understand, apply, and evaluate the safe use, maintenance, and storage of accounting tools and equipment. | 1. Describe and demonstrate the safe use, maintenance, and/or storage of the following accounting tools and equipment:  
   a. personal computer  
   b. calculator  
   c. copy machine  
   d. fax machine  
   e. electric sharpener  
   f. electric stapler | Career Ready Practice:  
   1, 4  

CTE Anchor:  
Technology: 4.2  
Health and Safety: 6.3, 6.5, 6.6, 6.7  
Ethics and Responsibilities: 8.3, 8.4, 8.6, 8.7  
Leadership and Technical Knowledge and Skills: 10.2, 10.4  
Demonstration and Application: 11.1  
CTE Pathways: B2.4 |
| **E. REGULATORY AGENCIES AND PROFESSIONAL GROUPS** | | |
| Understand, apply, and evaluate the purposes and policies of accounting regulatory agencies and professional groups that impact individuals and businesses. | 1. Define regulatory agency.  
2. Describe the role of the following regulatory agencies:  
   a. Financial Accounting Standards Board (FASB)  
   b. Securities and Exchange Commission (SEC)  
   c. Internal Revenue Service (IRS)  
3. Describe the mission of the following accounting organizations:  
   a. The American Institute of Certified Public Accountants  
   b. National Association of Accountants  
4. Describe the importance of business ethics in dealing with regulatory agencies, professional groups, colleagues, and clients. | Career Ready Practice:  
   1, 12  

CTE Anchor:  
Career Planning and Management: 3.6  
Ethics and Legal Responsibilities: 8.2, 8.3, 8.4, 8.7  
Leadership and Teamwork: 9.4  
Demonstration and Application: 11.1  
CTE Pathways: B2.4, B5.3, B8.8 |
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</table>
| **F. BASIC ACCOUNTING PRINCIPLES** | Understand, apply, and evaluate the principles and procedures for basic accounting. | 1. Describe the purpose of accounting.  
2. Describe the following guidelines for financial accounting found in Generally Accepted Accounting Principles (GAAP):  
a. Principle of Regularity  
b. Principle of Consistency  
c. Principle of Sincerity  
d. Principle of the Permanence of Methods  
e. Principle of Non-Compensation  
f. Principle of Prudence  
g. Principle of Continuity  
h. Principle of Periodicity  
i. Principle of Full Disclosure/Materiality  
3. Define the following:  
a. assets  
b. liabilities  
c. income  
d. expenses  
e. capital  
f. fiscal year  
g. calendar year  
h. accounting periods  
4. Identify the different types of special accounting periods:  
a. assets  
b. liabilities  
c. income  
d. expenses  
e. capital  
f. transactions  
5. Describe how transactions affect items in an accounting equation.  
6. Describe how to balance debits and credits.  
7. Identify the following:  
a. balance sheet  
b. journal  
c. general ledger  
8. Describe and demonstrate the preparation of the following:  
a. a partial chart of accounts  
b. beginning balance sheet | **Career Ready Practice:**  
1, 2, 4, 5, 11  
**CTE Anchor:**  
Career Planning and Management:  
3.2  
Technology:  
4.2, 4.4  
Problem Solving and Critical Thinking:  
5.2, 5.3, 5.4  
Health and Safety:  
6.2  
Responsibility and Flexibility:  
7.1, 7.6  
Ethics and Legal Responsibilities:  
8.3  
Technical Knowledge and Skills:  
10.1, 10.2, 10.4, 10.5, 10.7, 10.10  
**CTE Pathways:**  
B2.1, B2.4, B6.1, B8.5 |

(5 hours)

| **G. JOURNALS** | Understand, apply, and evaluate the principles and procedures for journalizing business transactions. | 1. Define the following:  
a. journal  
b. debit  
c. credit  
d. entry  
e. journal  
f. business transaction  
g. single entry bookkeeping  
h. double entry bookkeeping  
i. journal transaction | **Career Ready Practice:**  
1, 2, 5  
**CTE Anchor:**  
Problem Solving and Critical Thinking:  
5.1, 5.2, 5.4 |
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<tr>
<td>2. Describe the importance of journalizing business transactions.</td>
<td>Technical Knowledge and Skills: 10.1, 10.2, 10.10, 10.11 Demonstration and Application: 11.1</td>
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<td>3. Describe the following information included in a general journal:</td>
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<tr>
<td>a. date of the transaction</td>
<td>CTE Pathways: B2.2</td>
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<tr>
<td>b. title of account credited which is indented several spaces</td>
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<td></td>
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<tr>
<td>c. titles of account debited and credited</td>
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<td></td>
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<tr>
<td>d. amount of each debit and credit</td>
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<tr>
<td>e. narration (explanation of the transaction)</td>
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<td>4. Describe and demonstrate the following procedures:</td>
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<tr>
<td>i. opening and recording a journal entry</td>
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<td>j. proving equality of debits and credits</td>
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<td></td>
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<tr>
<td>k. proving cash</td>
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<tr>
<td>l. forwarding totals from one journal page to another</td>
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<td>(5 hours)</td>
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<td>5. Post three totals from one journal page to another.</td>
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</table>

### H. GENERAL LEDGERS

Understand, apply, and evaluate the principles and procedures for posting journal transactions to the general ledger.

| 1. Define the following: | Career Ready Practice: 1, 2, 5 |
| a. general ledger | CTE Anchor: Problem Solving and Critical Thinking: 5.1, 5.2, 5.3, 5.4 Technical Knowledge and Skills: 10.1, 10.2, 10.10 Demonstration and Application: 11.1 |
| b. double entry bookkeeping | CTE Pathways: B2.2 |
| 2. Describe the importance of posting journal transactions to a general ledger. | | |
| 3. Describe and demonstrate the following procedures: | | |
| a. opening an account in a general ledger | | |
| b. preparing a chart of accounts for a proprietorship | | |
| c. posting amounts from a journal to a general ledger | | |
| 4. Post three opening entries from a journal to a general ledger. | | |
| 5. Post three journal transactions to a general ledger. | | |
| (5 hours) | | |

### I. WORKSHEETS

Understand, apply, and evaluate the principles and procedures for completing a trial balance, planning adjustments, and preparing a worksheet.

<p>| 1. Define the following: | Career Ready Practice: 1, 2, 5 |
| c. worksheet | CTE Anchor: Problem Solving and Critical Thinking: 5.1, 5.2, 5.4 |
| d. trial balance | | |
| e. adjustments | | |
| 2. Describe the importance of completing a trial balance. | | |
| 3. Describe and demonstrate the following procedures: | | |
| a. planning adjustments | | |
| b. completing a worksheet | | |
| c. finding and correcting errors in accounting records | | |
| 4. Complete three worksheets with adjustments. | | |</p>
<table>
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<td>(5 hours)</td>
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<tr>
<td>J. FINANCIAL STATEMENTS</td>
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<tr>
<td>Understand, apply, and evaluate the principles and procedures for preparing a balance sheet and income statement.</td>
<td>1. Define the following: a. financial statement b. balance sheet c. income statement 2. Describe the importance of preparing a balance sheet and income statement. 3. Describe and demonstrate the following procedures: a. preparing an income statement from a worksheet b. preparing a balance sheet from a worksheet 4. Prepare three balance sheets and three income statements from three worksheets.</td>
<td>Career Ready Practice: 1, 2, 5 CTE Anchor: Problem Solving and Critical Thinking: 5.1, 5.2, 5.4 Technical Knowledge and Skills: 10.1, 10.2, 10.5, 10.10 Demonstration and Application: 11.1 CTE Pathways: B1.1, B1.6, B2.2, B4.3, B4.4, B5.4</td>
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<td>(5 hours)</td>
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<tr>
<td>K. ADJUSTING AND CLOSING ENTRIES</td>
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<td>Understand, apply, and evaluate the principles and procedures for adjusting and closing entries.</td>
<td>1. Describe the importance of adjusting and closing entries. 2. Describe and demonstrate the following procedures: a. recording and posting adjusting and closing entries b. preparing a post-closing trial balance 3. Complete the following: a. recording and posting three entries b. adjusting and closing three entries c. preparing three post-closing trial balances</td>
<td>Career Ready Practice: 1, 2, 5 CTE Anchor: Problem Solving and Critical Thinking: 5.1, 5.2, 5.4 Technical Knowledge and Skills: 10.1, 10.2, 10.10 Demonstration and Application: 11.1</td>
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<td><strong>L. SPREADSHEET ACCOUNTING</strong></td>
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| Understand, apply, and evaluate the principles and procedures for spreadsheet accounting. | 1. Identify spreadsheet software available in the market today.  
2. Describe the importance of using spreadsheets in accounting.  
3. Describe and demonstrate the basic spreadsheet commands.  
4. Describe and demonstrate the following spreadsheet techniques:  
  a. loading and operating a spreadsheet program  
  b. moving the cell pointer around the worksheet  
  c. entering labels, numbers, and formulas into a worksheet  
  d. using cursor or function keys to choose various modes  
  e. changing and correcting data on the entry line  
  f. changing the column width  
  g. inserting and deleting columns and rows  
  h. changing labels to left, right, and center  
  i. copying, moving, and deleting a cell, range, and row in a worksheet  
  j. creating simple formulas  
  k. using formulas and functions in a spreadsheet  
  l. deleting and saving files  
  m. saving spreadsheet to data storage media  
  n. editing and recalculating figures in a spreadsheet  
  o. formatting a spreadsheet  
  p. proofreading and correcting errors before printing  
  q. printing in both landscape and portrait orientations  
5. Enter a trial balance, create formulas for cell totals; save, retrieve, and print the file.  
6. Enter a balance sheet, create formulas for cell totals; save, retrieve, and print the file.  
7. Create different types of graphs from financial statements; save, retrieve, and print.  
8. Create a pie graph of data from a spreadsheet file on monthly expenses; save, retrieve, and print.  
9. Produce a spreadsheet by:  
  a. entering three income statement and balance sheets on a spreadsheet  
  b. computing and enter formulas saving, retrieving, and printing the statements | **Career Ready Practice:**  
1, 4, 5, 11  
| **CTE Anchor:**  
Technology: 4.1  
Problem Solving and Critical Thinking: 5.1, 5.2, 5.3  
Demonstration and Application: 11.1 | **CTE Pathways:**  
B2.2, B2.6, B3.3 |
| **M. ACCOUNTS PAYABLE**         |                      |           |
| Understand, apply, and evaluate the principles and procedures for accounts payable. | 1. Define:  
  a. accounts payable  
  b. purchases  
  c. cash payments  
  d. purchase order  
  e. invoice  
2. Describe why accounts payable are considered liabilities for a company. | **Career Ready Practice:**  
1, 5  
| **CTE Anchor:**  
Problem Solving and Critical Thinking: 5.1, 5.2, 5.3 | **CTE Pathways:**  
B4.3, B5.4 |
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<td><strong>N. ACCOUNTS PAYABLE SUBSIDIARY LEDGERS</strong></td>
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| Understand, apply, and evaluate the principles and procedures for accounts payable subsidiary ledgers. | 1. Define subsidiary ledger/subledger.  
2. Describe the importance of documenting the revenue and payment history of each client to which a business extends credit.  
3. Describe and demonstrate the following accounting practices on posting from purchases, cash payments, and general journal:  
   a. opening accounts in an accounts payable subsidiary ledger  
   b. posting to a general ledger and an accounts payable subsidiary ledger  
   c. preparing a schedule of accounts payable | Career Ready Practice: 1  
**CTE Anchor:**  
Problem Solving and Critical Thinking: 5.1, 5.2, 5.3, 5.5  
Technical Knowledge and Skills: 10.1, 10.2, 10.4, 10.10, 10.11  
**CTE Pathways:**  
B1.4, B2.1, B2.2, B2.6, B4.4 |
| **(5 hours)**                   |                      |           |
| **O. PETTY CASH SYSTEM**        |                      |           |
| Understand, apply, and evaluate the principles and procedures for establishing and maintaining a petty cash system. | 1. Define:  
   a. petty cash  
   b. voucher  
   c. expense report  
2. Describe why petty cash is considered an item in the accounts payable.  
3. Describe the importance of a voucher system in relationship to petty cash disbursement.  
4. Describe and demonstrate the following procedures:  
   a. establishing a petty cash fund  
   b. recording petty cash fund payments in a petty cash record journal  
   c. replenishing and balancing a petty cash fund  
   d. determining if a petty cash fund is short or over  
   e. establishing and replenishing a petty cash fund using a cash payments journal | Career Ready Practice: 1  
**CTE Anchor:**  
Problem Solving and Critical Thinking: 5.1, 5.2, 5.3  
Technical Knowledge and Skills: 10.1, 10.2  
Demonstration and Application: 11.1  
**CTE Pathways:**  
B2.2, B2.6, B4.4 |
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<td><strong>P. ACCOUNTS RECEIVABLE</strong></td>
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| Understand, apply, and evaluate the principles and procedures for accounts receivable. | 1. Define the following:  
   a. accounts receivable  
   b. billing  
   c. payment terms (Net 30, Net 45, Net 60, etc.)  
   d. cash on account  
   e. sales on account  
   f. cash receipts  
   g. sales receipts  
  2. Describe why accounts receivable are considered assets for a company.  
  3. Describe and demonstrate the following procedures:  
   a. identifying cash on account, sales on account, and cash receipts, and sales receipts  
   b. analyzing and recording transactions in a sales journal and cash receipt journal  
   c. totaling, proving, and ruling a sales journal and a cash receipts journal | Career Ready Practice: 1  
CTE Anchor: Problem Solving and Critical Thinking: 5.1, 5.2, 5.3  
Technical Knowledge and Skills: 10.1, 10.2, 10.5, 10.8, 10.10  
Demonstration and Application: 11.1  

(5 hours)

| **Q. ACCOUNTS RECEIVABLE SUBSIDIARY LEDGERS** |                       |           |
| Understand, apply, and evaluate the principles and procedures for accounts receivable subsidiary ledgers. | 1. Define accounts receivable subsidiary ledger.  
  2. Review the importance of documenting the revenue and payment history of each client to which a business extends credit.  
  3. Describe and demonstrate the following procedures:  
   a. opening accounts in an accounts receivable subsidiary ledger  
   b. posting to a general ledger and an accounts receivable subsidiary ledger  
   c. preparing a schedule of accounts receivable | Career Ready Practice: 1  
CTE Anchor: Problem Solving and Critical Thinking: 5.1, 5.2, 5.3, 5.4, 5.5  
Technical Knowledge and Skills: 10.1, 10.2, 10.10  
Demonstration and Application: 11.1  
CTE Pathways: B2.1, B2.2, B2.6 |

(5 hours)

| **R. UNCOLLECTIBLE ACCOUNTS RECEIVABLE** |                       |           |
| Understand, apply, and evaluate the principles and procedures for estimating and | 1. Define the following:  
   a. uncollectible accounts receivable  
   b. allowance method  
  2. Describe and demonstrate the following procedures:  
   a. figuring estimated bad debt expenses  
   b. recording and posting uncollectible account entries | Career Ready Practice: 1 |

(75-15-50)
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| recording uncollectible accounts. | c. recording and posting uncollectible accounts, using the allowance method  
d. recording the receipt of a payment for an account that was previously written off as uncollectible  
3. Record 10 entries for uncollectible accounts. | CTE Anchor:  
Problem Solving and Critical Thinking:  
S.1, S.2, S.3  
Technical Knowledge and Skills:  
10.1, 10.2  
Demonstration and Application:  
11.1  
CTE Pathways:  
B2.1, B2.2, B2.3 |

(4 hours)

S. INVENTORIES AND INVESTMENTS

Understand, apply, and evaluate the principles and procedures for recording inventories, using the various inventory systems, and investments.

1. Define the following:  
a. inventory  
b. period inventory system  
c. perpetual inventory system  
d. first in, first out (FIFO) method  
e. last in, first out (LIFO) method  
f. weighted average method  
g. retail method  
h. gross profit method  
i. prepaid assets  
j. cost balance  
k. investment  
2. Determine the cost of merchandise inventory using the FIFO, LIFO, and weighted average methods.  
3. Determine the cost of merchandise inventory using the gross profit method.  
4. Describe the importance of adjusting entries relative to prepaid assets.  
5. Differentiate periodic from perpetual inventory systems.  
6. Identify the cost of goods section of the income statement.  
7. Explain the cost balance of an inventory using FIFO.  
8. Explain the cost balance of an inventory using LIFO.  
9. Explain the cost balance of an inventory using weighted average and specific identification.  
10. Record 10 entries for inventories and investments.  

Career Ready Practice:  
1, 5  
CTE Anchor:  
Problem Solving and Critical Thinking:  
S.1, S.2, S.4  
Technical Knowledge and Skills:  
10.1, 10.3, 10.5, 10.10  
Demonstration and Application:  
11.1  
CTE Pathways:  
B2.1, B2.2, B2.3, B2.4, B2.6, B8.1 |

(4 hours)
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<td>T. SHORT-TERM LIABILITIES</td>
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| Understand, apply, and evaluate the principles and procedures for short-term liabilities. | 1. Define short-term (current) liabilities.  
2. Describe the following short-term liabilities:  
   a. utilities  
   b. rentals  
   c. travel expenses  
   d. payroll taxes  
   e. salaries and wages  
3. Identify the reasons for short-term liabilities.  
4. Record two entries for each of the short-term liabilities. | Career Ready Practice:  
CTE Anchor:  
Problem Solving and Critical Thinking: 5.1, 5.4  
Technical Knowledge and Skills: 10.1, 10.2, 10.5, 10.10  
Demonstration and Application: 11.1  
CTE Pathways: B2.1, B2.2, B2.3, B2.4, B5.4 |
| U. BANKING                       |                      |           |
| Understand, apply, and evaluate the basic banking principles and procedures related to accounting. | 1. Define the following:  
   a. reconciliation  
   b. checking account  
   c. bank statement  
2. Describe the importance of reconciling the checking account with the bank statement.  
3. Describe and demonstrate the following procedures:  
   a. preparing business forms related to a checking account  
   b. preparing a bank statement reconciliation  
   c. recording checking account charges, fees, and interest in a journal | Career Ready Practice:  
CTE Anchor:  
Problem Solving and Critical Thinking: 5.1, 5.2  
Responsibility and Flexibility: 7.6  
Technical Knowledge and Skills: 10.1, 10.10  
CTE Pathways: B2.2, B9.1 |
| V. EMPLOYABILITY SKILLS         |                      |           |
| Understand, apply, and evaluate the employability skills required in accounting. | 1. Describe employer requirements for the following:  
   a. punctuality  
   b. attendance  
   c. attitude toward work  
   d. quality of work | Career Ready Practice: 1, 2, 3 |
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<td>e. teamwork</td>
<td>CTE Anchor:</td>
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<td>f. responsibility</td>
<td>Communications:</td>
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<td>g. timeliness</td>
<td>2.3, 2.4</td>
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<td>h. communication skills</td>
<td>Career Planning and Management:</td>
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<td>2. Identify potential employers through traditional and internet sources.</td>
<td>CTE Pathways:</td>
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<td>3. Design sample résumés and cover letters.</td>
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<td>4. Describe the importance of filling out a job application legibly, with accurate and complete information.</td>
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<td>5. Complete sample job application forms correctly.</td>
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<td>6. Describe the importance of enthusiasm in the interview and on a job.</td>
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<td>7. Describe the importance of appropriate appearance in the interview and on a job.</td>
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<td>8. Describe the importance of the continuous upgrading of job skills.</td>
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<td>9. Describe customer service as a method of building permanent relationships between the organization and the customer.</td>
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(2 hours)
**SUGGESTED INSTRUCTIONAL MATERIALS and OTHER RESOURCES**

**TEXTBOOKS**


**RESOURCES**

Employer Advisory Board members


**COMPETENCY CHECKLIST**
TEACHING STRATEGIES and EVALUATION

METHODS AND PROCEDURES

A. Lecture and discussion
B. Demonstrations and participations
C. Individualized instruction
D. Multimedia presentations
E. Peer teaching
F. Cooperative Learning
G. Critical Thinking and Listening Skills Exercises

EVALUATION

SECTION A – Orientation and Safety – Pass the safety test with 100% accuracy.
SECTION B – Resource Management – Pass all assignments and exams on resource management with a minimum score of 80% or higher.
SECTION C – Business Math – Pass all assignments and exams on business math with a minimum score of 80% or higher.
SECTION D – Tools and Equipment – Pass all assignments and exams on tools and equipment with a minimum score of 80% or higher.
SECTION E – Regulatory Agencies and Professional Groups – Pass all assignments and exams on regulatory agencies and professional groups with a minimum score of 80% or higher.
SECTION F – Basic Accounting Principles – Pass all assignments and exams on basic accounting principles with a minimum score of 80% or higher.
SECTION G – Journals – Pass all assignments and exams on journals with a minimum score of 80% or higher.
SECTION H – General Ledgers – Pass all assignments and exams on general ledgers with a minimum score of 80% or higher.
SECTION I – Worksheets – Pass all assignments and exams on worksheets with a minimum score of 80% or higher.
SECTION J – Financial Statements – Pass all assignments and exams on financial statements with a minimum score of 80% or higher.
SECTION K – Adjusting and Closing Entries – Pass all assignments and exams on adjusting and closing entries with a minimum score of 80% or higher.

SECTION L – Spreadsheet Accounting – Pass all assignments and exams on spreadsheet accounting with a minimum score of 80% or higher.

SECTION M – Accounts Payable – Pass all assignments and exams on accounts payable with a minimum score of 80% or higher.

SECTION N – Accounts Payable Subsidiary Ledgers – Pass all assignments and exams on accounts payable subsidiary ledgers with a minimum score of 80% or higher.

SECTION O – Petty Cash System – Pass all assignments and exams on petty cash system with a minimum score of 80% or higher.

SECTION P – Accounts Receivable – Pass all assignments and exams on accounts receivable with a minimum score of 80% or higher.

SECTION Q – Accounts Receivable Subsidiary Ledgers – Pass all assignments and exams on accounts receivable subsidiary ledgers with a minimum score of 80% or higher.

SECTION R – Uncollectible Accounts Receivable – Pass all assignments and exams on uncollectible accounts receivable with a minimum score of 80% or higher.

SECTION S – Inventories and Investments – Pass all assignments and exams on inventories and investments with a minimum score of 80% or higher.

SECTION T – Short-Term Liabilities – Pass all assignments and exams on short-term liabilities with a minimum score of 80% or higher.

SECTION U – Banking – Pass all assignments and exams on banking with a minimum score of 80% or higher.

SECTION V – Employability Skills – Pass all assignments and exams on employability skills with a minimum score of 80% or higher.
Statement for Civil Rights

All educational and vocational opportunities are offered without regard to race, color, national origin, gender, or physical disability.