

# Course Outline

Business and Finance

REVISED: August/2020

## 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

**Hours:** 90

### 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 experience.

**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.



## **COURSE OUTLINE COMPETENCY-BASED COMPONENTS**

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; 5CCR 10508 [b]; Adult Education Handbook for California [1977], Section 100)

### **COURSE OUTLINE COMPONENTS**

### **LOCATION**

#### **GOALS AND PURPOSES**

Cover

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**

pp. 7-19

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.

**COURSE OUTLINE COMPETENCY-BASED COMPONENTS**  
**(continued)**

<b>COURSE OUTLINE COMPONENTS</b>	<b>LOCATION</b>
<b>INSTRUCTIONAL STRATEGIES</b>	p. 21
<p>Instructional techniques or methods could include laboratory techniques, lecture method, small-group discussion, grouping plans, and other strategies used in the classroom.</p> <p>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.</p>	
<b>UNITS OF STUDY, WITH APPROXIMATE HOURS ALLOTTED FOR EACH UNIT</b>	Cover
<p>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.</p> <p>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.</p>	
<b>EVALUATION PROCEDURES</b>	pp. 21-22
<p>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.</p> <p>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.</p>	
<b>REPETITION POLICY THAT PREVENTS PERPETUATION OF STUDENT ENROLLMENT</b>	Cover
<p>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.</p>	

## ***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.

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# **CALIFORNIA CAREER TECHNICAL EDUCATION MODEL CURRICULUM STANDARDS**

## ***Business and Finance Industry Sector***

### ***Knowledge and Performance Anchor Standards***

#### **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.

**CBE**  
**Competency-Based Education**

**COMPETENCY-BASED COMPONENTS**  
**for the Accounting/1 Course**

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
<p>A. ORIENTATION AND SAFETY</p> <p>Understand, apply, and evaluate classroom and workplace policies and procedures used in accordance with federal, state, and local safety and environmental regulations.</p> <p>(2 hours)</p>	<ol style="list-style-type: none"> <li>1. Describe the scope and purpose of the course.</li> <li>2. Describe classroom policies and procedures.</li> <li>3. Describe the importance of prioritizing work.</li> <li>4. Describe classroom and workplace first aid and emergency procedures.</li> <li>5. Describe the different occupations in the Finance and Business Industry Sector which have an impact on the role of the accountant.</li> <li>6. Describe the purpose of the California Occupational Safety and Health Administration (Cal/OSHA) and its laws governing accountants.</li> <li>7. Describe software copyright laws as they pertain to computers.</li> <li>8. Define ergonomics.</li> <li>9. Describe and demonstrate sound ergonomic practices in organizing one’s workspace.</li> <li>10. Describe causes, effects, and preventive measures for repetitive strain injuries.</li> <li>11. Describe and demonstrate correct typing technique and posture.</li> <li>12. Describe and demonstrate proper keyboard and monitor angle.</li> <li>13. Describe the benefits of periodic breaks to stretch and relax.</li> <li>14. Describe and demonstrate a variety of stretches involving the wrists, neck, and shoulders.</li> <li>15. Describe and demonstrate the proper way to hold and move a mouse without gripping it hard or squeezing it.</li> <li>16. Compare keyboard equivalent commands to mouse movements.</li> <li>17. Pass the safety test with 100% accuracy.</li> </ol>	<p><b>Career Ready Practice:</b> 1, 2, 5</p> <p><b>CTE Anchor:</b> 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</p> <p><b>CTE Pathway:</b> B9.3</p>

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
<p>B. RESOURCE MANAGEMENT</p> <p>Understand, apply, and evaluate the basic principles of resource management in the accounting business.</p> <p>(1 hour)</p>	<ol style="list-style-type: none"> <li>1. Define the following:               <ol style="list-style-type: none"> <li>a. resources</li> <li>b. management</li> <li>c. sustainability</li> </ol> </li> <li>2. Describe the management of the following resources in accounting:               <ol style="list-style-type: none"> <li>a. time</li> <li>b. materials</li> <li>c. personnel</li> </ol> </li> <li>3. List specific examples of effective management of the following in accounting:               <ol style="list-style-type: none"> <li>a. time</li> <li>b. materials</li> <li>c. personnel</li> </ol> </li> <li>4. Describe the benefits of effective resource management in accounting:               <ol style="list-style-type: none"> <li>a. profitability</li> <li>b. sustainability</li> <li>c. company growth</li> </ol> </li> <li>5. Describe the economic benefits and liabilities of managing resources in an environmentally responsible way.</li> </ol>	<p><b>Career Ready Practice:</b> 1, 4, 9, 10, 11</p> <p><b>CTE Anchor:</b> Problem Solving and Critical Thinking: 5.2, 5.3, 5.4 Technical Knowledge and Skills: 10.1</p> <p><b>CTE Pathways:</b> B2.3</p>
<p>C. BUSINESS MATH REVIEW</p> <p>Review, apply, and evaluate the basic mathematical principles and procedures required in accounting.</p>	<ol style="list-style-type: none"> <li>1. Review and demonstrate reading and writing numbers in words and figures using accurate place values.</li> <li>2. Review and demonstrate the procedures for rounding off whole numbers.</li> <li>3. Review and demonstrate the procedures for adding whole numbers to find the sum.</li> <li>4. Review and demonstrate the procedures for subtracting whole numbers to find the difference.</li> <li>5. Review solving word problems using problem-solving steps.</li> <li>6. Review the procedures for rounding off decimals.</li> <li>7. Review the numeric keyboard on the calculator and apply addition, subtraction, and decimal procedures.</li> <li>8. Compute money problems using addition, subtraction, and decimals.</li> <li>9. Review and demonstrate the procedures for multiplying whole numbers to find the product.</li> <li>10. Review and demonstrate the procedures for dividing whole numbers to find the quotient.</li> <li>11. Multiply and divide numbers that contain decimals.</li> <li>12. Review the numeric keyboard on the calculator and apply multiplication and division procedures.</li> <li>13. Compute multiplication and division of decimal and money problems.</li> <li>14. Solve multiplication and division word problems using the problem-solving steps.</li> <li>15. Review the parts of a fraction.</li> </ol>	<p><b>Career Ready Practice:</b> 1</p> <p><b>CTE Anchor:</b> Communications: 2.4 Problem Solving and Critical Thinking: 5.1, 5.2, 5.3, 5.4 Technical Knowledge and Skills: 10.5 Demonstration and Application: 11.1</p> <p><b>CTE Pathway:</b> B3.3</p>



COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
(5 hours)	<ol style="list-style-type: none"> <li>16. Review the different types of fractions.</li> <li>17. Convert improper fractions to whole or mixed numbers, mixed numbers to improper fractions, common fractions to decimals, and decimals to fractions.</li> <li>18. Reduce common fractions to lowest terms.</li> <li>19. Solve fraction word problems using the problem-solving steps.</li> <li>20. Review and demonstrate the conversion of percents to decimals.</li> <li>21. Review and demonstrate the conversion of decimals to percents.</li> <li>22. Review and demonstrate the conversion of common fractions to percents.</li> <li>23. Review and demonstrate the conversion of percents to common fractions.</li> <li>24. Find the percentage in a mathematical problem when given the rate and the base.</li> <li>25. Find the rate in a mathematical problem when given the percentage and base.</li> <li>26. Find the base in a mathematical problem when given the percentage and rate.</li> <li>27. Calculate percentage of increase and decrease problems.</li> <li>28. Distinguish between increase and decrease problems.</li> <li>29. Figure percentage distribution problems.</li> <li>30. Solve percentage word problems using the problem-solving steps.</li> <li>31. Review how to estimate reasonable answers to problems before solving them.</li> <li>32. Review the retrieval of information from a postage rate table, a payroll deduction table, and a sales table to solve problems.</li> <li>33. Complete a cash report by counting coins and currency.</li> <li>34. Review the current federal income tax table to identify withholding tax for employees.</li> <li>35. Solve word problems relating to measurements and tables.</li> <li>36. Read and interpret data from a line graph, a bar graph, and a pie graph.</li> <li>37. Review the following definitions: <ol style="list-style-type: none"> <li>a. mean</li> <li>b. median</li> <li>c. mode</li> </ol> </li> <li>38. Solve word problems relating to graphs.</li> </ol>	
<p>D. TOOLS AND EQUIPMENT</p> <p>Understand, apply, and evaluate the safe use, maintenance, and storage of accounting tools and equipment.</p>	<ol style="list-style-type: none"> <li>1. Describe and demonstrate the safe use, maintenance, and/or storage of the following accounting tools and equipment: <ol style="list-style-type: none"> <li>a. personal computer</li> <li>b. calculator</li> <li>c. copy machine</li> <li>d. fax machine</li> <li>e. electric sharpener</li> <li>f. electric stapler</li> </ol> </li> </ol>	<p><b>Career Ready Practice:</b> 1, 4</p> <p><b>CTE Anchor:</b> Technology: 4.2 Health and Safety: 6.3, 6.5, 6.6, 6.7</p>

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
(2 hours)		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  <b>CTE Pathways:</b> 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.  (2 hours)	<ol style="list-style-type: none"> <li>1. Define regulatory agency.</li> <li>2. Describe the role of the following regulatory agencies:               <ol style="list-style-type: none"> <li>a. Financial Accounting Standards Board (FASB)</li> <li>b. Securities and Exchange Commission (SEC)</li> <li>c. Internal Revenue Service (IRS)</li> </ol> </li> <li>3. Describe the mission of the following accounting organizations:               <ol style="list-style-type: none"> <li>a. The American Institute of Certified Public Accountants</li> <li>b. National Association of Accountants</li> </ol> </li> <li>4. Describe the importance of business ethics in dealing with regulatory agencies, professional groups, colleagues, clients and proprietary confidentiality.</li> </ol>	<b>Career Ready Practice:</b> 1, 12  <b>CTE Anchor:</b> 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  <b>CTE Pathways:</b> B2.4, B5.3, B8.8
F. BASIC ACCOUNTING PRINCIPLES  Understand, apply, and evaluate the principles and procedures for basic accounting.	<ol style="list-style-type: none"> <li>1. Describe the purpose of accounting.</li> <li>2. Describe the following guidelines for financial accounting found in Generally Accepted Accounting Principles (GAAP):               <ol style="list-style-type: none"> <li>a. Principle of Regularity</li> <li>b. Principle of Consistency</li> <li>c. Principle of Sincerity</li> <li>d. Principle of the Permanence of Methods</li> <li>e. Principle of Non-Compensation</li> <li>f. Principle of Prudence</li> <li>g. Principle of Continuity</li> <li>h. Principle of Periodicity</li> <li>i. Principle of Full Disclosure/Materiality</li> </ol> </li> </ol>	<b>Career Ready Practice:</b> 1, 2, 4, 5, 11  <b>CTE Anchor:</b> Career Planning and Management: 3.2 Technology: 4.2, 4.4

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
(5 hours)	<ol style="list-style-type: none"> <li>3. Define the following:               <ol style="list-style-type: none"> <li>a. assets</li> <li>b. liabilities</li> <li>c. income</li> <li>d. expenses</li> <li>e. capital</li> <li>f. fiscal year</li> <li>g. calendar year</li> <li>h. accounting periods</li> </ol> </li> <li>4. Identify the different types of special accounting periods:               <ol style="list-style-type: none"> <li>a. assets</li> <li>b. liabilities</li> <li>c. income</li> <li>d. expenses</li> <li>e. capital</li> <li>f. transactions</li> </ol> </li> <li>5. Describe how transactions affect items in an accounting equation.</li> <li>6. Describe how to balance debits and credits.</li> <li>7. Identify the following:               <ol style="list-style-type: none"> <li>a. balance sheet</li> <li>b. journal</li> <li>c. general ledger</li> </ol> </li> <li>8. Describe and demonstrate the preparation of the following:               <ol style="list-style-type: none"> <li>a. a partial chart of accounts</li> <li>b. beginning balance sheet</li> </ol> </li> </ol>	<p>Problem Solving and Critical Thinking: 5.2, 5.3, 5.4</p> <p>Health and Safety: 6.2</p> <p>Responsibility and Flexibility: 7.1, 7.6</p> <p>Ethics and Legal Responsibilities: 8.3</p> <p>Technical Knowledge and Skills: 10.1, 10.2, 10.4, 10.5, 10.7, 10.10</p> <p><b>CTE Pathways:</b> B2.1, B2.4, B6.1, B8.5</p>
<p>G. JOURNALS</p> <p>Understand, apply, and evaluate the principles and procedures for journalizing business transactions.</p> <p>(5 hours)</p>	<ol style="list-style-type: none"> <li>1. Define the following:               <ol style="list-style-type: none"> <li>a. journal</li> <li>b. debit</li> <li>c. credit</li> <li>d. entry</li> <li>e. journal</li> <li>f. business transaction</li> <li>g. single entry bookkeeping</li> <li>h. double entry bookkeeping</li> <li>i. journal transaction</li> </ol> </li> <li>2. Describe the importance of journalizing business transactions.</li> <li>3. Describe the following information included in a general journal:               <ol style="list-style-type: none"> <li>a. date of the transaction</li> <li>b. title of account credited which is indented several spaces</li> <li>c. titles of account debited and credited</li> <li>d. amount of each debit and credit</li> <li>e. narration (explanation of the transaction)</li> </ol> </li> <li>4. Describe and demonstrate the following procedures:               <ol style="list-style-type: none"> <li>i. opening and recording a journal entry</li> <li>j. proving equality of debits and credits</li> <li>k. proving cash</li> <li>l. forwarding totals from one journal page to another</li> </ol> </li> <li>5. Post three totals from one journal page to another.</li> </ol>	<p><b>Career Ready Practice:</b> 1, 2, 5</p> <p><b>CTE Anchor:</b> Problem Solving and Critical Thinking: 5.1, 5.2, 5.4</p> <p>Technical Knowledge and Skills: 10.1, 10.2, 10.10, 10.11</p> <p>Demonstration and Application: 11.1</p> <p><b>CTE Pathways:</b> B2.2</p>

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
<p>H. GENERAL LEDGERS</p> <p>Understand, apply, and evaluate the principles and procedures for posting journal transactions to the general ledger.</p> <p>(5 hours)</p>	<ol style="list-style-type: none"> <li>1. Define the following:               <ol style="list-style-type: none"> <li>a. general ledger</li> <li>b. double entry bookkeeping</li> </ol> </li> <li>2. Describe the importance of posting journal transactions to a general ledger.</li> <li>3. Describe and demonstrate the following procedures:               <ol style="list-style-type: none"> <li>a. opening an account in a general ledger</li> <li>b. preparing a chart of accounts for a proprietorship</li> <li>c. posting amounts from a journal to a general ledger</li> </ol> </li> <li>4. Post three opening entries from a journal to a general ledger.</li> <li>5. Post three journal transactions to a general ledger.</li> </ol>	<p><b>Career Ready Practice:</b> 1, 2, 5</p> <p><b>CTE Anchor:</b> 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</p> <p><b>CTE Pathways:</b> B2.2</p>
<p>I. WORKSHEETS</p> <p>Understand, apply, and evaluate the principles and procedures for completing a trial balance, planning adjustments, and preparing a worksheet.</p> <p>(5 hours)</p>	<ol style="list-style-type: none"> <li>1. Define the following:               <ol style="list-style-type: none"> <li>c. worksheet</li> <li>d. trial balance</li> <li>e. adjustments</li> </ol> </li> <li>2. Describe the importance of completing a trial balance.</li> <li>3. Describe and demonstrate the following procedures:               <ol style="list-style-type: none"> <li>a. planning adjustments</li> <li>b. completing a worksheet</li> <li>c. finding and correcting errors in accounting records</li> </ol> </li> <li>4. Complete three worksheets with adjustments.</li> </ol>	<p><b>Career Ready Practice:</b> 1, 2, 5</p> <p><b>CTE Anchor:</b> Problem Solving and Critical Thinking: 5.1, 5.2, 5.4 Technical Knowledge and Skills: 10.1, 10.2, 10.10</p> <p>Demonstration and Application: 11.1</p> <p><b>CTE Pathways:</b> B2.2</p>
<p>J. FINANCIAL STATEMENTS</p> <p>Understand, apply, and evaluate the principles and procedures for preparing a balance sheet and income statement.</p>	<ol style="list-style-type: none"> <li>1. Define the following:               <ol style="list-style-type: none"> <li>a. financial statement</li> <li>b. balance sheet</li> <li>c. income statement</li> </ol> </li> <li>2. Describe the importance of preparing a balance sheet and income statement.</li> </ol>	<p><b>Career Ready Practice:</b> 1, 2, 5</p>

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
(5 hours)	<ol style="list-style-type: none"> <li>3. Describe and demonstrate the following procedures:               <ol style="list-style-type: none"> <li>a. preparing an income statement from a worksheet</li> <li>b. preparing a balance sheet from a worksheet</li> </ol> </li> <li>4. Prepare three balance sheets and three income statements from three worksheets.</li> </ol>	<p><b>CTE Anchor:</b>            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</p> <p><b>CTE Pathways:</b>            B1.1, B1.6, B2.2, B4.3, B4.4, B5.4</p>
<p>K. ADJUSTING AND CLOSING ENTRIES</p> <p>Understand, apply, and evaluate the principles and procedures for adjusting and closing entries.</p> <p>(5 hours)</p>	<ol style="list-style-type: none"> <li>1. Describe the importance of adjusting and closing entries.</li> <li>2. Describe and demonstrate the following procedures:               <ol style="list-style-type: none"> <li>a. recording and posting adjusting and closing entries</li> <li>b. preparing a post-closing trial balance</li> </ol> </li> <li>3. Complete the following:               <ol style="list-style-type: none"> <li>a. recording and posting three entries</li> <li>b. adjusting and closing three entries</li> <li>c. preparing three post-closing trial balances</li> </ol> </li> </ol>	<p><b>Career Ready Practice:</b>            1, 2, 5</p> <p><b>CTE Anchor:</b>            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</p> <p><b>CTE Pathways:</b>            B2.2, B2.6, B3.3</p>
<p>L. SPREADSHEET ACCOUNTING</p> <p>Understand, apply, and evaluate the principles and procedures for spreadsheet accounting.</p>	<ol style="list-style-type: none"> <li>1. Identify spreadsheet software available in the market today.</li> <li>2. Describe the importance of using spreadsheets in accounting.</li> <li>3. Describe and demonstrate the basic spreadsheet commands.</li> <li>4. Describe and demonstrate the following spreadsheet techniques:               <ol style="list-style-type: none"> <li>a. loading and operating a spreadsheet program</li> <li>b. moving the cell pointer around the worksheet</li> <li>c. entering labels, numbers, and formulas into a worksheet</li> <li>d. using cursor or function keys to choose various modes</li> <li>e. changing and correcting data on the entry line</li> <li>f. changing the column width</li> </ol> </li> </ol>	<p><b>Career Ready Practice:</b>            1, 4, 5, 11</p> <p><b>CTE Anchor:</b>            Technology:            4.1            Problem Solving and Critical Thinking:            5.1, 5.2, 5.3</p>

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
(5 hours)	<ul style="list-style-type: none"> <li>g. inserting and deleting columns and rows</li> <li>h. changing labels to left, right, and center</li> <li>i. copying, moving, and deleting a cell, range, and row in a worksheet</li> <li>j. creating simple formulas</li> <li>k. using formulas and functions in a spreadsheet</li> <li>l. deleting and saving files</li> <li>m. saving spreadsheet to data storage media</li> <li>n. editing and recalculating figures in a spreadsheet</li> <li>o. formatting a spreadsheet</li> <li>p. proofreading and correcting errors before printing</li> <li>q. printing in both landscape and portrait orientations</li> </ul> <ol style="list-style-type: none"> <li>5. Enter a trial balance, create formulas for cell totals; save, retrieve, and print the file.</li> <li>6. Enter a balance sheet, create formulas for cell totals; save, retrieve, and print the file.</li> <li>7. Create different types of graphs from financial statements; save, retrieve, and print.</li> <li>8. Create a pie graph of data from a spreadsheet file on monthly expenses; save, retrieve, and print.</li> <li>9. Produce a spreadsheet by: <ul style="list-style-type: none"> <li>a. entering three income statement and balance sheets on a spreadsheet</li> <li>b. computing and enter formulas saving, retrieving, and printing the statements</li> </ul> </li> </ol>	<p>Demonstration and Application: 11.1</p> <p><b>CTE Pathways:</b> B4.3, B5.4</p>
<p>M. ACCOUNTS PAYABLE</p> <p>Understand, apply, and evaluate the principles and procedures for accounts payable.</p> <p>(5 hours)</p>	<ol style="list-style-type: none"> <li>1. Define: <ul style="list-style-type: none"> <li>a. accounts payable</li> <li>b. purchases</li> <li>c. cash payments</li> <li>d. purchase order</li> <li>e. invoice</li> </ul> </li> <li>2. Describe why accounts payable are considered liabilities for a company.</li> <li>3. Identify the accounting differences between businesses that purchase and sell on account and businesses that operate on a cash-sales basis.</li> <li>4. Describe and demonstrate the following procedures: <ul style="list-style-type: none"> <li>a. analyzing and recording purchases and cash payments in a journal</li> <li>b. totaling and ruling a purchase journal</li> <li>c. totaling, proving, and ruling a cash payment journal</li> </ul> </li> </ol>	<p><b>Career Ready Practice:</b> 1, 5</p> <p><b>CTE Anchor:</b> 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, 10.11</p> <p><b>CTE Pathways:</b> B2.1, B2.2, B2.6, B4.4</p>
<p>N. ACCOUNTS PAYABLE SUBSIDIARY LEDGERS</p>	<ol style="list-style-type: none"> <li>1. Define subsidiary ledger/subledger.</li> <li>2. Describe the importance of documenting the revenue and payment history of each client to which a business extends credit.</li> </ol>	<p><b>Career Ready Practice:</b> 1</p>

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
<p>Understand, apply, and evaluate the principles and procedures for accounts payable subsidiary ledgers.</p> <p>(5 hours)</p>	<p>3. Describe and demonstrate the following accounting practices on posting from purchases, cash payments, and general journal:</p> <ol style="list-style-type: none"> <li>opening accounts in an accounts payable subsidiary ledger</li> <li>posting to a general ledger and an accounts payable subsidiary ledger</li> <li>preparing a schedule of accounts payable</li> </ol>	<p><b>CTE Anchor:</b> 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</p> <p><b>CTE Pathways:</b> B1.4, B2.1, B2.2, B2.6, B4.4</p>
<p>O. PETTY CASH SYSTEM</p> <p>Understand, apply, and evaluate the principles and procedures for establishing and maintaining a petty cash system.</p> <p>(4 hours)</p>	<ol style="list-style-type: none"> <li>Define: <ol style="list-style-type: none"> <li>petty cash</li> <li>voucher</li> <li>expense report</li> </ol> </li> <li>Describe why petty cash is considered an item in the accounts payable.</li> <li>Describe the importance of a voucher system in relationship to petty cash disbursement.</li> <li>Describe and demonstrate the following procedures: <ol style="list-style-type: none"> <li>establishing a petty cash fund</li> <li>recording petty cash fund payments in a petty cash record journal</li> <li>replenishing and balancing a petty cash fund</li> <li>determining if a petty cash fund is short or over</li> <li>establishing and replenishing a petty cash fund using a cash payments journal</li> </ol> </li> </ol>	<p><b>Career Ready Practice:</b> 1</p> <p><b>CTE Anchor:</b> Problem Solving and Critical Thinking: 5.1, 5.2, 5.3 Technical Knowledge and Skills: 10.1, 10.2 Demonstration and Application: 11.1</p> <p><b>CTE Pathways:</b> B2.2, B2.6, B4.4</p>
<p>P. ACCOUNTS RECEIVABLE</p> <p>Understand, apply, and evaluate the principles and procedures for accounts receivable.</p>	<ol style="list-style-type: none"> <li>Define the following: <ol style="list-style-type: none"> <li>accounts receivable</li> <li>billing</li> <li>payment terms (Net 30, Net 45, Net 60, etc.)</li> <li>cash on account</li> <li>sales on account</li> <li>cash receipts</li> <li>sales receipts</li> </ol> </li> <li>Describe why accounts receivable are considered assets for a company.</li> <li>Describe and demonstrate the following procedures: <ol style="list-style-type: none"> <li>identifying cash on account, sales on account, and cash receipts, and sales receipts</li> <li>analyzing and recording transactions in a sales journal and cash receipt journal</li> </ol> </li> </ol>	<p><b>Career Ready Practice:</b> 1</p> <p><b>CTE Anchor:</b> 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</p>

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
(5 hours)	c. totaling, proving, and ruling a sales journal and a cash receipts journal	Demonstration and Application: 11.1  <b>CTE Pathways:</b> B2.1, B2.2, B2.6, B4.4, B9.3
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	<b>Career Ready Practice:</b> 1  <b>CTE Anchor:</b> 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  <b>CTE Pathways:</b> B2.1, B2.2, B2.6
R. PAYROLL  Understand, apply, and evaluate the principles and procedures related to payroll preparation, registration, and reporting.	1. Define the following: a. Federal income tax b. California franchise tax c. Social Security d. Fair Labor Standards Act e. minimum wage f. Worker’s Compensation and State Disability g. California Fair Employment and Housing Act h. withholding allowance certificate i. gross pay j. net pay 2. Describe the role of the Federal Income Tax payroll deduction. 3. Describe various methods of paying the payroll. 4. Describe the computation of net pay after deductions. 5. Describe and demonstrate the following procedures: a. establishing a new employee file b. setting up an employee earnings record c. determining payroll periods and payroll source documents d. calculating pay and levels of pay rate e. calculating FICA and Medicare taxes	<b>Career Ready Practice:</b> 1  <b>CTE Anchor:</b> Problem Solving and Critical Thinking: 5.1, 5.2 Ethics and Legal Responsibilities: 8.2, 8.4, 8.7 Technical Knowledge and Skills: 10.3, 10.1, 10.3, 10.10 Demonstration and Application: 11.1



COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
(10 hours)	<ul style="list-style-type: none"> <li>f. calculating the California Franchise Tax and State Disability Insurance</li> <li>g. recording employer payroll tax expenses</li> <li>h. completing W-4 forms and open employee earning records</li> <li>i. computing regular and overtime hours from employee timecards</li> <li>j. computing employee's gross salary and net pay</li> <li>k. recording payroll details in the Payroll Register</li> <li>l. preparing federal and state payroll tax returns</li> </ul> <p>6. Describe and demonstrate the following:</p> <ul style="list-style-type: none"> <li>a. journalize and post payroll transactions</li> <li>b. complete payroll tax reports</li> <li>c. create, save, and print a payroll register</li> <li>d. retrieve and print individual employee payroll accounts</li> <li>e. retrieve a completed weekly payroll record and print payroll checks</li> </ul>	<p><b>CTE Pathway:</b> B2.1, B2.4, B2.6, B5.1, B5.3</p>
<p>S. DISCOUNTS, RETURNS, AND ALLOWANCES</p> <p>Understand, apply, and evaluate the principles and procedures related to journalizing purchase discounts, returns and allowances, sales discounts, and sales returns and allowances.</p> <p>(3 hours)</p>	<ul style="list-style-type: none"> <li>1. Define the following: <ul style="list-style-type: none"> <li>a. discounts</li> <li>b. returns</li> <li>c. allowances</li> </ul> </li> <li>2. Analyze transactions involving discounts and returns and allowances.</li> <li>3. Journalize and post a transaction for discounts, returns, and allowances in sole proprietorship, partnership, and corporate accounts.</li> </ul>	<p><b>Career Ready Practice:</b> 1, 5</p> <p><b>CTE Anchor:</b> Communications: 2.4 Problem Solving and Critical Thinking: 5.1, 5.4 Ethics and Legal Responsibilities: 8.3 Technical Knowledge and Skills: 10.1, 10.2, 10.5, 10.10 Demonstration and Application: 11.1</p> <p><b>CTE Pathway:</b> B2.1, B2.2, B2.4, B4.4</p>

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
<p>T. SHORT-TERM LIABILITIES</p> <p>Understand, apply, and evaluate the principles and procedures for short-term liabilities.</p> <p>(2 hours)</p>	<ol style="list-style-type: none"> <li>1. Define short-term (current) liabilities.</li> <li>2. Describe the following short-term liabilities: <ol style="list-style-type: none"> <li>a. utilities</li> <li>b. rentals</li> <li>c. travel expenses</li> <li>d. payroll taxes</li> <li>e. salaries and wages</li> </ol> </li> <li>3. Identify the reasons for short-term liabilities.</li> <li>4. Record two entries for each of the short-term liabilities.</li> </ol>	<p><b>Career Ready Practice:</b> 1</p> <p><b>CTE Anchor:</b> 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</p> <p><b>CTE Pathways:</b> B2.1, B2.2, B2.3, B2.4, B5.4</p>
<p>U. BANKING</p> <p>Understand, apply, and evaluate the basic banking principles and procedures related to accounting.</p> <p>(2 hours)</p>	<ol style="list-style-type: none"> <li>1. Define the following: <ol style="list-style-type: none"> <li>a. reconciliation</li> <li>b. checking account</li> <li>c. bank statement</li> </ol> </li> <li>2. Describe the importance of reconciling the checking account with the bank statement.</li> <li>3. Describe and demonstrate the following procedures: <ol style="list-style-type: none"> <li>a. preparing business forms related to a checking account</li> <li>b. preparing a bank statement reconciliation</li> <li>c. recording checking account charges, fees, and interest in a journal</li> </ol> </li> </ol>	<p><b>Career Ready Practice:</b> 1</p> <p><b>CTE Anchor:</b> Problem Solving and Critical Thinking: 5.1, 5.2 Responsibility and Flexibility: 7.6 Technical Knowledge and Skills: 10.1, 10.10</p> <p><b>CTE Pathways:</b> B2.2, B9.1</p>
<p>V. EMPLOYABILITY SKILLS</p> <p>Understand, apply, and evaluate the employability skills required in accounting.</p>	<ol style="list-style-type: none"> <li>1. Describe employer requirements for the following: <ol style="list-style-type: none"> <li>a. punctuality</li> <li>b. attendance</li> <li>c. attitude toward work</li> <li>d. quality of work</li> <li>e. teamwork</li> <li>f. responsibility</li> </ol> </li> </ol>	<p><b>Career Ready Practice:</b> 1, 2, 3</p> <p><b>CTE Anchor:</b> Communications: 2.3, 2.4</p>

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
(2 hours)	<ul style="list-style-type: none"> <li>g. timeliness</li> <li>h. communication skills</li> <li>2. Identify potential employers through traditional and internet sources.</li> <li>3. Design sample résumés and cover letters.</li> <li>4. Describe the importance of filling out a job application legibly, with accurate and complete information.</li> <li>5. Complete sample job application forms correctly.</li> <li>6. Describe the importance of enthusiasm in the interview and on a job.</li> <li>7. Describe the importance of appropriate appearance in the interview and on a job.</li> <li>8. Describe the importance of the continuous upgrading of job skills.</li> <li>9. Describe customer service as a method of building permanent relationships between the organization and the customer.</li> <li>10.</li> </ul>	<p>Career Planning and Management: 3.2, 3.3, 3.4, 3.5, 3.9</p> <p>Technology: 4.3</p> <p>Responsibility and Flexibility: 7.7</p> <p>Technical Knowledge and Skills: 10.1</p> <p>Demonstration and Application: 11.5</p> <p><b>CTE Pathways:</b> B9.2, B9.3</p>

## ***SUGGESTED INSTRUCTIONAL MATERIALS and OTHER RESOURCES***

### **TEXTBOOKS**

Anthony, Robert N. and Leslie K. Breitner. Essentials of Accounting. Prentice Hall. 2006.

Eisen, Peter J. Accounting. Barron's Educational Series, Incorporated, 2007.

Siegel, Joel and Jae K. Shim. Dictionary of Accounting Terms. Barron's Educational Series, Incorporated, 2005.

### **RESOURCES**

Employer Advisory Board members

CDE Model Curriculum Standards for Business and Finance:

<http://www.cde.ca.gov/ci/ct/sf/documents/bizfinance.pdf>

California Department of Education. Challenge Standards: Career Preparation – Business Education. California Department of Education, Career Vocation Education Division, 2000.

California Department of Education. High School Academic Content Standards. California Department of Education, 2004.

California Department of Education. High School Exit Exam – English/Language. California Department of Education, 2001.

California Department of Education. High School Exit Exam – Mathematics. California Department of Education, 2001.

### **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 – Payroll – Pass all assignments and exams on payroll with a minimum score of 80% or higher.

SECTION S – Discounts, Returns, and Allowances – Pass all assignments and exams on discounts, returns, and allowances 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.

## ***Standards for Career Ready Practice***

### **1. Apply appropriate technical skills and academic knowledge.**

Career-ready individuals readily access and use the knowledge and skills acquired through experience and education. They make connections between abstract concepts with real-world applications and recognize the value of academic preparation for solving problems, communicating with others, calculating measures, and performing other work-related practices.

### **2. Communicate clearly, effectively, and with reason.**

Career-ready individuals communicate thoughts, ideas, and action plans with clarity, using written, verbal, electronic, and/or visual methods. They are skilled at interacting with others: they are active listeners who speak clearly and with purpose, and they are comfortable with terminology that is common to workplace environments. Career-ready individuals consider the audience for their communication and prepare accordingly to ensure the desired outcome.

### **3. Develop an education and career plan aligned with personal goals.**

Career-ready individuals take personal ownership of their educational and career goals and manage their individual plan to attain these goals. They recognize the value of each step in the educational and experiential process, and they understand that nearly all career paths require ongoing education and experience to adapt to practices, procedures, and expectations of an ever-changing work environment. They seek counselors, mentors, and other experts to assist in the planning and execution of education and career plans.

### **4. Apply technology to enhance productivity.**

Career-ready individuals find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring and using new technology. They understand the inherent risks—personal and organizational—of technology applications, and they take actions to prevent or mitigate these risks.

### **5. Utilize critical thinking to make sense of problems and persevere in solving them**

Career-ready individuals recognize problems in the workplace, understand the nature of the problems, and devise effective plans to solve the problems. They thoughtfully investigate the root cause of a problem prior to introducing solutions. They carefully consider options to solve a problem and, once agreed upon, follow through to ensure the problem is resolved.

### **6. Practice personal health and understand financial literacy.**

Career-ready individuals understand the relationship between personal health and workplace performance. They contribute to their personal well-being through a healthy diet, regular exercise, and mental health activities. Career-ready individuals also understand that financial literacy leads to a secure future that enables career success.

### **7. Act as a responsible citizen in the workplace and the community.**

Career-ready individuals understand the obligations and responsibilities of being a member of a community and demonstrate this understanding every day through their interactions with others. They are aware of the impacts of their decisions on others and the environment around them, and they think about the short-term and long-term consequences of their actions. They are reliable and consistent in going beyond minimum expectations and in participating in activities that serve the greater good.

**8. Model integrity, ethical leadership, and effective management.**

Career-ready individuals consistently act in ways that align with personal and community-held ideals and principles. They employ ethical behaviors and actions that positively influence others. They have a clear understanding of integrity and act on this understanding in every decision. They use a variety of means to positively impact the direction and actions of a team or organization, and they recognize the short-term and long-term effects that management's actions and attitudes can have on productivity, morale, and organizational culture.

**9. Work productively in teams while integrating cultural and global competence.**

Career-ready individuals contribute positively to every team, as both team leaders and team members. To avoid barriers to productive and positive interaction, they apply an awareness of cultural differences. They interact effectively and sensitively with all members of the team and find ways to increase the engagement and contribution of other members.

**10. Demonstrate creativity and innovation.**

Career-ready individuals recommend ideas that solve problems in new and different ways and contribute to the improvement of the organization. They consider unconventional ideas and suggestions by others as solutions to issues, tasks, or problems. They discern which ideas and suggestions may have the greatest value. They seek new methods, practices, and ideas from a variety of sources and apply those ideas to their own workplace practices.

**11. Employ valid and reliable research strategies.**

Career-ready individuals employ research practices to plan and carry out investigations, create solutions, and keep abreast of the most current findings related to workplace environments and practices. They use a reliable research process to search for new information and confirm the validity of sources when considering the use and adoption of external information or practices.

**12. Understand the environmental, societal, and economic impacts of decisions.**

Career-ready individuals understand the interrelated nature of their actions and regularly make decisions that positively impact other people, organizations, the workplace, and the environment. They are aware of and utilize new technologies, understandings, procedures, and materials and adhere to regulations affecting the nature of their work. They are cognizant of impacts on the social condition, environment, workplace, and profitability of the organization.



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## Statement for Civil Rights

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

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