

Accounting I

Primary Career Cluster:	Finance
Course Contact:	CTE.Standards@tn.gov
Course Code(s):	C29H00
Prerequisite(s):	<i>Introduction to Business & Marketing</i> (C12H26)
Credit:	1
Grade Level:	10-11
Focused Elective Graduation Requirement:	This course satisfies one of three credits required for an elective focus when taken in conjunction with other <i>Finance or Business Management & Administration</i> courses.
POS Concentrator:	This course satisfies one out of two required courses to meet the Perkins V concentrator definition, when taken in sequence in the approved program of study.
Programs of Study and Sequence:	This is the second course in the <i>Business Management, Accounting, and Banking and Finance</i> programs of study.
Aligned Student Organization(s):	DECA: http://www.decatn.org FBLA: http://www.fblatn.org
Promoted Tennessee Student Industry Credentials:	Credentials are aligned with postsecondary and employment opportunities and with the competencies and skills that students acquire through their selected program of study. For a listing of promoted student industry credentials, visit https://www.tn.gov/education/career-and-technical-education/student-industry-certification.html .
Teacher Endorsement(s):	024, 030, 033, 035, 037, 039, 052, 054, 055, 152, 153, 158, 201, 203, 204, 311, 424, 430, 434, 435, 436, 470, 471, 472, 474, 475, 476, 952, 953, 958
Required Teacher Certifications/Training:	None
Teacher Resources:	https://www.tn.gov/education/career-and-technical-education/careerclusters/cte-cluster-business-management-administration.html . Best for All Central: https://bestforall.tnedu.gov/

Course-at-a-Glance

CTE courses provide students with an opportunity to develop specific academic, technical, and 21st century skills necessary to be successful in career and in life. In pursuit of ensuring every student in Tennessee achieves this level of success, we begin with rigorous course standards which feed into intentionally designed programs of study.

Students engage in industry relevant content through general education integration and experiences such as career & technical student organizations (CTSO) and work-based learning (WBL). Through these experiences, students are immersed with industry standard content and technology, solve industry-based problems, meaningfully interact with industry professionals and use/produce industry specific, informational texts.

Using a Career and Technical Student Organization (CTSO) in Your Classroom

CTSOs are a great resource to put classroom learning into real-life experiences for your students through classroom, regional, state, and national competitions, and leadership opportunities. Below are CTSO connections for this course, note this is not an exhaustive list.

- Participate in the CTSO Fall Leadership Conference, DECA and FBLA Fall Leadership Camps, FBLA Regional and State Leadership Conferences, and the DECA Emerging Leader Summit to engage with peers, demonstrate logical thought processes, and develop industry specific skills that involve teamwork and project management
- Participate in conferences that promote career development such as DECA Career Pathways and Career Development Conferences
- Participate in FBLA career competitive events that highlight career development, including developing an electronic career portfolio, interviewing skills, career exploration, and crafting an elevator speech
- Participate in DECA competitive events such as AT&T Later Haters Challenge, Accounting Applications Series, Financial Services Team Decision Making, Stock Market Game, Virtual Business Challenge – Accounting, and Financial Literacy Project
- Participate in FBLA competitive events such as Accounting I, Introduction to Financial Math, Spreadsheet Applications, and Business Calculations

For more ideas and information, visit Tennessee DECA at <https://www.decatn.org/> and Tennessee FLBA at <https://www.fblatn.org/>.

Using Work-based Learning (WBL) in Your Classroom

Sustained and coordinated activities that relate to the course content are the key to successful work-based learning. Possible activities for this course include the following. This is not an exhaustive list.

- **Standards 1.1-1.4** | Guest speakers from the financial and business industry to discuss job opportunities and requirements to assist students in their career exploration.
- **Standards 2.3** | Guest speakers, for example Accountants and CPAs, from the financial and business industry to discuss and demonstrate the accounting cycle for students.
- **Standards 3.1-3.3** | Students to job shadow an accountant, financial planner/analyst, controller, accounting assistant, bookkeeper, etc. to learn about these processes in a real-world setting.
- **Standard 5.1-5.2** | Guest speakers, for example, Accountants, CPAs, Financial Planners, Analysts, and CFOs, from the financial and business industry to discuss the importance of business ethics and to illustrate the value of ethics using real-world scenarios.

- **Standard 6.1** | Career fair/mock interview with professionals from the financial and business industry to demonstrate students' end-of-course project and understanding of standards.

Course Description

Accounting I is an essential course for students who wish to pursue careers in business and finance, or for those who wish to develop important skillsets related to financial literacy. Whether students aspire to be future business owners or work in the finance industry, accounting skills prepare students to succeed in various fields. In this course, students learn to analyze business transactions and financial statements, conduct financial analyses, and journalize, post, and prepare worksheets. Additionally, students discover the ethical considerations of accounting professionals and the standards of practice governing their work, such as the GAAP (Generally Accepted Accounting Procedures) standards. This course prepares students to apply their accounting skills in advanced business and finance courses and ultimately pursue postsecondary training.

Course Standards

1. Accounting Careers and Professionalism

- 1.1 Accounting Skills: Identify the skills needed to succeed in accounting and finance-related fields. Use **real-time labor market data** to investigate **opportunities for job growth** in these fields. Assess goals and aptitudes and develop a career plan based on the results.
- 1.2 Accounting Careers and Job Search: Compare interests and skills from a previous career interest inventory with the **requirements** listed in **accounting-related job descriptions**, such as education credentials and work experience. Develop a profile of one such position, detailing the position's typical workday, salary, and responsibilities.
- 1.3 Communication Skills: Develop and practice effective **communication skills** vital to **customer** and **interdepartmental relationships**, such as active listening and nonverbal, verbal, and written communication. Determine best practices for addressing **customer complaints** and **interdepartmental disputes**.
- 1.4 Spreadsheets and Accounting Data: Using **spreadsheet software**, enter, organize, manipulate, calculate, and graph (by incorporating charts, graphs, and pivot tables) accounting data into professional spreadsheets. Integrate **visual representations of data** from spreadsheets into a professional presentation summarizing the financial position of a company, identifying the company's financial strengths and weaknesses.

2. Fundamental Accounting Concepts

- 2.1 Role of Accounting: Define accounting's role in business and compare the various **functions** and **roles of accountants and bookkeepers**. Explain the importance of accounting in both for-profit and non-profit businesses.

2.2 Double-Entry Accounting: Define the **double-entry accounting system**. Examine the **accounting equation** and the **rules of debit and credit**. Categorize specific accounts (i.e. assets, liabilities, owner's equity, etc.) and analyze the impact of simple transactions on the accounting equation.

2.3 Accounting Cycle: Using the fundamental steps of transaction analysis, demonstrate a thorough understanding of the accounting cycle by performing the following:

- Collect and analyze source documents, including invoices, receipts, memorandums, check stubs, and calculator tape
- Analyze each transaction
- Journalize each transaction and post to ledgers
- Prepare a trial balance and work sheet
- After journalizing, posting, and adjusting, prepare a post-closing trial balance
- Prepare financial statements (i.e., balance sheet, cash flow statement, income statement, change in equity statement, etc.)

For example, review sample transactions presented either through source documents or in narrative form, then determine what accounts are affected and whether they increase or decrease as a result of the transaction. Classify the accounts as assets, liabilities, or owner's (shareholders) equity, and create journal entries. Students should use both manual and computer-based methods to develop accounting solutions in this course.

3. Key Banking and Business Processes

3.1 Cash Control Systems: Examine **cash control systems** and evaluate the importance of these systems to the security and stability of a business. Outline and demonstrate the steps for **maintaining a checking account**, including properly writing checks, tracking the check book balance, and reconciling that balance with the bank statement.

3.2 Payroll: Compare various **methods for paying employees**, evaluating which methods provide the best motivation to reach company goals. Establish a complete **payroll system**, including reviewing various means of tracking hours worked, completing a payroll register, preparing an employee earnings record, and cutting employee checks.

3.3 Payroll and Employee Taxes: Use the **Internal Revenue Services' (IRS) federal tax tables** to calculate the correct **tax withholding** for each employee. Journalize and post to reflect the payment of the ongoing payroll liabilities, including Federal Income Tax, Social Security and Medicare taxes, Medical Insurance, and any other withholdings

4. Accounting Functions and Merchandising

4.1 Merchandising Business Cycle: Outline the major **stages** of the **merchandising business cycle** and review **inventory control and payment terms** (e.g., just-in-time [JIT] inventory, cash, trade, quantity, seasonal discounts, etc.). Determine the cost of merchandise inventory

and cost of merchandise sold for a given range of products in a specified time period, analyzing the impact on business profitability.

4.2 Accounts Payable: Identify the steps and components in the **accounts payable process**.

Demonstrate understanding of accounts payable by performing the following primary functions:

- a. Maintain a vendor file
- b. Analyze purchase transactions
- c. Develop an accounts payable schedule
- d. Post to an accounts payable subsidiary ledger
- e. Process invoices for payment
- f. Track payments on the balance sheet and cash flow statements

4.3 Accounts Receivable: Explain the purpose of **accounts receivable**, including how to maintain customer files, analyze sales transactions, and post to an accounts receivable subsidiary ledger. Demonstrate the ability to

- a. Process sales orders, returns, and allowances
- b. Process customer payments
- c. Process uncollectable accounts
- d. Prepare an accounts receivable schedule

5. Laws, Regulations, and Ethics

5.1 Ethics: Analyze the need for strong **ethics** in accounting and for ongoing reputable business operations. Determine how **GAAP (Generally Accepted Accounting Principles)** rules serve the business world and create a standard for building and evaluating financial statements.

5.2 Laws and Regulations: Identify the key **state** and **federal laws and regulations** that govern the accounting industry. Describe the **Securities & Exchange Commission's (SEC)** role in regulating the accounting industry.

6. Mock Accounting Review

6.1 Mock Accounting Review: Conduct a **mock accounting review** to demonstrate workplace skills required in the profession. Interpret and analyze financial documents to derive accounting solutions. Prepare a glossary of key terms to help explain the recommendations and procedures, citing evidence from financial document analysis.

Standards Alignment Notes

*References to other standards include:

- P21: Partnership for 21st Century Skills [Framework for 21st Century Learning](#) o Note: While not all standards are specifically aligned, teachers will find the framework helpful for setting expectations for student behavior in their classroom and practicing specific career readiness skills.