

ACCOUNTING AND FINANCE CURRICULUM FRAMEWORK



This document was prepared by:

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INTRODUCTION

The Nevada CTE Curriculum Frameworks are a resource for Nevada's public and charter schools to design, implement, and assess their CTE programs and curriculum. The content standards identified in this document are listed as a model for the development of local district programs and curriculum. They represent rigorous and relevant expectations for student performance, knowledge, and skill attainment which have been validated by industry representatives.

The intent of this document is to provide a resource to districts as they develop and implement CTE programs and curricula.

This program ensures the following thresholds are met:

- The CTE course and course sequence teaches the knowledge and skills required by industry through applied learning methodology and, where appropriate, work-based learning experiences that prepare students for careers in high-wage, high-skill and/or high-demand fields. Regional and state economic development priorities shall play an important role in determining program approval. Some courses also provide instruction focused on personal development.
- The CTE course and course sequence includes leadership and employability skills as an integral part of the curriculum.
- The CTE course and course sequence are part of a rigorous program of study and include sufficient technical challenge to meet state and/or industry-standards.

The CTE program components include the following items:

- Program of Study
- State Skill Standards
- Employability Skills for Career Readiness Standards
- Career Technical Student Organizations (CTSO)
- Curriculum Framework
- CTE Assessments:
 - Workplace Readiness Skills Assessment
 - End-of-Program Technical Assessment
- Certificate of Skill Attainment
- CTE Endorsement on a High School Diploma
- CTE College Credit

**NEVADA DEPARTMENT OF EDUCATION
CURRICULUM FRAMEWORK FOR
ACCOUNTING AND FINANCE**

PROGRAM TITLE:	ACCOUNTING AND FINANCE
STATE SKILL STANDARDS:	ACCOUNTING AND FINANCE
STANDARDS REFERENCE CODE	ACCTF
CAREER CLUSTER:	FINANCE
CAREER PATHWAY:	ACCOUNTING AND BUSINESS FINANCE
PROGRAM LENGTH:	3 LEVELS (L1, L2, L3C)
PROGRAM ASSESSMENT	ACCOUNTING AND FINANCE WORKPLACE READINESS SKILLS
CTSO:	FBLA/DECA
GRADE LEVEL:	9-12
AVAILABLE INDUSTRY CERTIFICATIONS/LICENSES PROVIDERS:	

PROGRAM PURPOSE

The purpose of this program is to prepare students for postsecondary education and employment in the Accounting and Finance industry.

The program includes the following state standards:

- Nevada CTE Skill Standards: Accounting and Finance
- Employability Skills for Career Readiness
- Nevada Academic Content Standards (alignment shown in the Nevada CTE Skill Standards):
 - Science (based on the Next Generation Science Standards)
 - English Language Arts (based on the Common Core State Standards)
 - Mathematics (based on the Common Core State Standards)
- Common Career Technical Core (alignment shown in the Nevada CTE Skill Standards)

CAREER CLUSTERS

The National Career Clusters™ Framework provides a vital structure for organizing and delivering quality CTE programs through learning and comprehensive programs of study (POS). In total, there are 16 Career Clusters in the National Career Clusters™ Framework, representing more than 79 Career Pathways to help students navigate their way to greater success in college and career. As an organizing tool for curriculum design and instruction, Career Clusters™ provide the essential knowledge and skills for the 16 Career Clusters™ and their Career Pathways.*

*Cite: National Association of State Directors of Career Technical Education Consortium. (2012). Retrieved from <http://www.careertech.org/career-clusters/glance/careerclusters.html>

PROGRAM OF STUDY

The program of study illustrates the sequence of academic and career and technical education coursework that is necessary for the student to successfully transition into postsecondary educational opportunities and employment in their chosen career path. (NAC 389.803)

PROGRAM STRUCTURE

The core course sequencing provided in this section serves as a guide to schools for their programs of study. Each course is listed in the order in which it should be taught and has a designated level. Complete program sequences are essential for the successful delivery of all state standards in each program area.

ACCOUNTING AND FINANCE	
Core Course Sequence	
COURSE NAME	LEVEL
Accounting and Finance I	L1
Accounting and Finance II	L2
Accounting and Finance III	L3C

The core course sequencing with the complementary courses provided in the following table serves as a guide to schools for their programs of study. Each course is listed in the order in which it should be taught and has a designated level. A program does not have to utilize all of the complementary courses in order for their students to complete their program of study. Complete program sequences are essential for the successful delivery of all state standards in each program area.

ACCOUNTING AND FINANCE	
Core Course Sequence with Complementary Course	
COURSE NAME	LEVEL
Accounting and Finance I	L1
Accounting and Finance II	L2
Accounting and Finance III	L3C
Accounting and Finance Advanced Studies *	AS

*Complementary Course

STATE SKILL STANDARDS

The state skill standards are designed to clearly state what the student should know and be able to do upon completion of an advanced high school career and technical education (CTE) program. The standards are designed for the student to complete all standards through their completion of a program of study. The standards are designed to prepare the student for the end-of-program technical assessment directly aligned to the standards. (Paragraph (a) of Subsection 1 of NAC 389.800)

EMPLOYABILITY SKILLS FOR CAREER READINESS STANDARDS

Employability skills, often referred to as “soft skills”, have for many years been a recognizable component of the standards and curriculum in career and technical education programs. The twenty-one standards are organized into three areas: (1) Personal Qualities and People Skills; (2) Professional Knowledge and Skills; and (3) Technology Knowledge and Skills. The standards are designed to ensure students graduate high school properly prepared with skills employers prioritize as the most important. Instruction on all twenty-one standards must be part of each course of the CTE program. (Paragraph (d) of Subsection 1 of NAC 389.800)

CURRICULUM FRAMEWORK

The Nevada CTE Curriculum Frameworks are organized utilizing the recommended course sequencing listed in the Program of Study and the CTE Course Catalog. The framework identifies the recommended content standards, performance standards, and performance indicators that should be taught in each course

CAREER AND TECHNICAL STUDENT ORGANIZATIONS (CTSOS)

To further the development of leadership and technical skills, students must have opportunities to participate in one or more of the Career and Technical Student Organizations (CTSOS). CTSOs develop character, citizenship, and the technical, leadership and teamwork skills essential for the workforce and their further education. Their activities are considered a part of the instructional day when they are directly related to the competencies and objectives in the course. (Paragraph (a) of Subsection 3 of NAC 389.800)

WORKPLACE READINESS SKILLS ASSESSMENT

The Workplace Readiness Skills Assessment has been developed to align with the Nevada CTE Employability Skills for Career Readiness Standards. This assessment provides a measurement of student employability skills attainment. Students who complete a program will be assessed on their skill attainment during the completion level course. Completion level courses are identified by the letter “C”. (e.g., Level = L3C) (Paragraph (d) of Subsection 1 of NAC 389.800)

END-OF-PROGRAM TECHNICAL ASSESSMENT

An end-of-program technical assessment has been developed to align with the Nevada CTE Skill Standards for this program. This assessment provides a measurement of student technical skill attainment. Students who complete a program will be assessed on their skill attainment during the completion level course. Completion level courses are identified by the letter “C”. (e.g., Level = L3C) (Paragraph (e) of Subsection 1 of NAC 389.800)

CERTIFICATE OF SKILL ATTAINMENT

Each student who completes a course of study must be awarded a certificate which states that they have attained specific skills in the industry being studied and meets the following criteria: A student must maintain a 3.0 grade point average in their approved course of study, pass the Workplace Readiness Skills Assessment, and pass the end-of-program technical assessment. (Subsection 4 of NAC 389.800)

CTE ENDORSEMENT ON A HIGH SCHOOL DIPLOMA

A student qualifies for a CTE endorsement on their high school diploma after successfully completing the following criteria: 1) successful completion of a CTE course of study in a program area, 2) successful completion of academic requirements governing receipt of a standard diploma, and 3) meet all requirements for the issuance of the Certificate of Skill Attainment. (NAC 389.815)

CTE COLLEGE CREDIT

CTE College Credit is awarded to students based on articulation agreements established by each college for the CTE program, where the colleges will determine the credit value of a full high school CTE program based on course alignment. An articulation agreement will be established for each CTE program designating the number of articulated credits each college will award to students who complete the program.

CTE College Credit is awarded to students who: (1) complete the CTE course sequence with a grade-point average of 3.0 or higher; (2) pass the state end-of-program technical assessment for the program; and (3) pass the Workplace Readiness Assessment for employability skills.

Pre-existing articulation agreements will be recognized until new agreements are established according to current state policy and the criteria shown above.

Please refer to the local high school's course catalog or contact the local high school counselor for more information. (Paragraph (b) of Subsection 3 of NAC 389.800)

ACADEMIC CREDIT FOR CTE COURSEWORK

Career and technical education courses meet the credit requirements for high school graduation (1 unit of arts and humanities or career and technical education). Some career and technical education courses meet academic credit for high school graduation. Please refer to the local high school's course catalog or contact the local high school counselor for more information. (NAC 389.672)

**CORE COURSE:
RECOMMENDED STUDENT PERFORMANCE STANDARDS**

COURSE TITLE:	Accounting and Finance I
ABBR. NAME:	ACCT FINANCE I
CREDITS:	1
LEVEL:	L1
CIP CODE:	52.0304
PREREQUISITE:	None
CTSO:	FBLA/DECA
COURSE DESCRIPTION	
<p>This course is an introduction to both accounting and finance. This course is an introduction to accounting processes, practices, and concepts as well as an introduction to the world of finance. Topics include debits and credits, career pathways, and a survey of the many industries associated with accounting and finance such as accounting, banking, insurance and investments</p>	

TECHNICAL STANDARDS

CONTENT STANDARD 1.0 : UNDERSTAND ACCOUNTING CONCEPTS, PROCEDURES, AND STRATEGIES USED TO PLAN, MAINTAIN, AND CONTROL THE USE OF FINANCIAL RESOURCES

Performance Standard 1.1 : Perform Accounting Functions to Classify, Record, and Summarize Data to Produce Needed Financial Information

Performance Indicators : 1.1.1-1.1.16

Performance Standard 1.2 : Prepare, Interpret, and Analyze Financial Statement

Performance Indicators : 1.2.1-1.2.3

Performance Standard 1.3 : Perform Accounts Payable and Accounts Receivable Functions to Record, Control, Disburse, and Collect Payments And Disbursement

Performance Indicators : 1.3.1-1.3.2

Performance Standard 1.4 : Maintain Cash Controls to Track Cash Flow

Performance Indicators : 1.4.2-1.4.4

CONTENT STANDARD 2.0 : UNDERSTAND A BUSINESS'S RESPONSIBILITY TO KNOW, COMPLY WITH, AND ENFORCE LAWS AND REGULATIONS THAT AFFECT FINANCIAL OPERATIONS AND TRANSACTIONS

Performance Standard 2.1 : Demonstrate an Understanding of Contractual Relationships

Performance Indicators : 2.1.1-2.1.3

Performance Standard 2.2 : Understand Relations Governing Business Finance to Adhere to Government Requirements

Performance Indicators : 2.2.4

Performance Standard 2.3 : Understand Ethics in Business Finance

Performance Indicators : 2.3.1-2.3.3

CONTENT STANDARD 3.0 : UNDERSTAND TOOLS, STRATEGIES, AND SYSTEMS NEEDED TO PROCESS, MAINTAIN, EVALUATE, AND DISSEMINATE FINANCIAL FORMATION TO ASSIST BUSINESS DECISION-MAKING

Performance Standard 3.1 : Utilize Technology to Record and Analyze Accounting Transaction

Performance Indicators : 3.1.1-3.1.3

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CONTENT STANDARD 4.0 : UNDERSTAND CONCEPTS, TOOLS, AND STRATEGIES USED TO EXPLORE, OBTAIN, AND DEVELOP A CAREER IN ACCOUNTING AND FINANCE

Performance Standard 4.1 : Explore and Describe the Role of Company Officers and Careers in Finance

Performance Indicators : 4.1.1-4.1.9

CONTENT STANDARD 5.0 : UNDERSTAND THE CONCEPTS OF BANKING, INVESTMENTS, AND FINANCIAL MARKET

Performance Standard 5.2 : Acquire Knowledge of Banking Processes and Services to Facilitate Workplace Activities

Performance Indicators : 5.2.1

EMPLOYABILITY SKILLS FOR CAREER READINESS STANDARDS**CONTENT STANDARD 1.0 : DEMONSTRATE EMPLOYABILITY SKILLS FOR CAREER READINESS**

Performance Standard 1.1 : Demonstrate Personal Qualities and People Skills

Performance Indicators : 1.1.1-1.1.7

Performance Standard 1.2 : Demonstrate Professional Knowledge and Skills

Performance Indicators : 1.2.1-1.2.10

Performance Standard 1.3 : Demonstrate Technology Knowledge and Skills

Performance Indicators : 1.3.1-1.3.4

ALIGNMENT TO THE NEVADA ACADEMIC CONTENT STANDARDS*

English Language Arts: Reading Standards for Literacy in Science and Technical Subjects
Writing Standards for Literacy in Science and Technical Subjects
Speaking and Listening
Reading Standards for Informational Text

Mathematics: Mathematical Practices

* Refer to the Accounting and Finance for alignment by performance indicator

**CORE COURSE:
RECOMMENDED STUDENT PERFORMANCE STANDARDS**

COURSE TITLE:	Accounting and Finance II
ABBR. NAME:	ACCT FINANCE II
CREDITS:	1
LEVEL:	L2
CIP CODE:	52.0304
PREREQUISITE:	Accounting and Finance I
CTSO:	FBLA/DECA
COURSE DESCRIPTION	
<p>This course is a continuation of Accounting and Finance I. Students will learn occupational skills in accounting such as recording business transactions, preparing financial statements, maintaining cash controls and calculating financial ratios. Students will be introduced to standard accounting software and apply generally accepted accounting principles. Topics will also include regulations related to the banking and finance industries, how managers use financial information generated by accounting departments to influence decision-making. The appropriate use of technology and industry-standard equipment is an integral part of this course.</p>	

TECHNICAL STANDARDS

CONTENT STANDARD 1.0 : UNDERSTAND ACCOUNTING CONCEPTS AND PROCEDURES, TOOLS, STRATEGIES, AND SYSTEMS USED TO MAINTAIN, MONITOR, CONTROL, AND PLAN THE USE OF FINANCIAL RESOURCES

Performance Standard 1.2 : Prepare, Interpret, and Analyze Financial Statements

Performance Indicators : 1.2.1-1.2.6

Performance Standard 1.3 : Perform Accounts Payable and Accounts Receivable Functions to Record, Control, Disburse, and Collect Payments and Disbursements

Performance Indicators : 1.3.1-1.3.6

Performance Standard 1.4 : Maintain Cash Controls to Track Cash Flow

Performance Indicators : 1.4.1

Performance Standard 1.5 : Maintain Inventory Records to Track the Location, Quantity, and Value of Current Assets

Performance Indicators : 1.5.1-1.5.4

Performance Standard 1.6 : Explain the nature of Plant Assets

Performance Indicators : 1.6.1-1.6.4

Performance Standard 1.8 : Perform Accounting Functions Specific to a Partnership to Classify, Record, and Summarize Partnership Data

Performance Indicators : 1.8.1-1.8.4

Performance Standard 1.9 : Perform Accounting Functions Specific to a Corporation to Classify, Record, and Summarize Corporate Data

Performance Indicators : 1.9.1-1.9.5

CONTENT STANDARD 2.0 : UNDERSTAND BUSINESS'S RESPONSIBILITY TO KNOW, COMPLY WITH, AND ENFORCE LAWS AND REGULATIONS THAT AFFECT FINANCIAL BUSINESS OPERATIONS AND TRANSACTIONS

Performance Standard 2.2 : Understand relations Governing Business Finance to Adhere to Government Requirements

Performance Indicators : 2.2.4

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Performance Standard 2.3 : Understand Ethics in Business Finance

Performance Indicators : 2.3.1-2.3.3

CONTENT STANDARD 3.0 : UNDERSTAND TOOLS, STRATEGIES, AND SYSTEMS NEEDED TO ACCESS, PROCESS, MAINTAIN, EVALUATE, AND DISSEMINATE FINANCIAL INFORMATION TO ASSIST BUSINESS DECISION-MAKING

Performance Standard 3.1 : Utilize Technology to Record and Analyze Accounting Transactions

Performance Indicators : 3.1.1-3.1.3

CONTENT STANDARD 4.0 : UNDERSTAND CONCEPTS, TOOLS, AND STRATEGIES USED TO EXPLORE, OBTAIN, AND DEVELOP IN AN ACCOUNTING AND FINANCE CAREER

Performance Standard 4.1 : Explore and Understand the Role of Company Officers and Careers in Finance

Performance Indicators : 4.1.1-4.1.9

EMPLOYABILITY SKILLS FOR CAREER READINESS STANDARDS

CONTENT STANDARD 1.0 : DEMONSTRATE EMPLOYABILITY SKILLS FOR CAREER READINESS

Performance Standard 1.1 : Demonstrate Personal Qualities and People Skills

Performance Indicators : 1.1.1-1.1.7

Performance Standard 1.2 : Demonstrate Professional Knowledge and Skills

Performance Indicators : 1.2.1-1.2.10

Performance Standard 1.3 : Demonstrate Technology Knowledge and Skills

Performance Indicators : 1.3.1-1.3.4

ALIGNMENT TO THE NEVADA ACADEMIC CONTENT STANDARDS*

English Language Arts: Reading Standards for Literacy in Science and Technical Subjects
Writing Standards for Literacy in Science and Technical Subjects
Speaking and Listening
Reading Standards for Informational Text

Mathematics: Mathematical Practices

* Refer to the Accounting and Finance Standards for alignment by performance indicator

**CORE COURSE:
RECOMMENDED STUDENT PERFORMANCE STANDARDS**

COURSE TITLE:	Accounting and Finance III
ABBR. NAME:	ACCT FINANCE III
CREDITS:	1
LEVEL:	L3C
CIP CODE:	52.0304
PREREQUISITE:	Accounting and Finance II
CTSO:	FBLA/DECA
COURSE DESCRIPTION	
<p>This course is a continuation of Accounting and Finance II. Students will learn advanced occupational skills in accounting and how they relate to reports used by managers and directors. Students will learn the importance of accounting data in making decisions through an understanding of financial reports such as profit and loss statements, cash flow statements and pro forma statements. Ethics and regulations will be a discussed throughout this course. The appropriate use of technology and industry-standard equipment is an integral part of this course. Upon successful completion of this program, students will be prepared for entry into a business administration program at the college level or entry-level employment.</p>	

TECHNICAL STANDARDS

CONTENT STANDARD 1.0 : UNDERSTAND ACCOUNTING CONCEPTS AND PROCEDURES, TOOLS, STRATEGIES, AND SYSTEMS USED TO MAINTAIN, MONITOR, CONTROL, AND PLAN THE USE OF FINANCIAL RESOURCES

Performance Standard 1.5 : Maintain Inventory Records to Track the Location, Quantity, and Value of Current Assets

Performance Indicators : 1.5.5

Performance Standard 1.7 : Complete Payroll Procedures to Calculate, Record, and Distribute Payroll Earnings

Performance Indicators : 1.7.7

Performance Standard 1.10 : Describe Accounting Functions Specific to Non-Profits and Governmental Agencies to Classify, Record, and Summarize Corporate Data

Performance Indicators : 1.10.1-1.10.2

CONTENT STANDARD 2.0 : UNDERSTAND BUSINESS'S RESPONSIBILITY TO KNOW, COMPLY WITH, AND ENFORCE LAWS AND REGULATIONS THAT AFFECT FINANCIAL BUSINESS OPERATIONS AND TRANSACTIONS

Performance Standard 2.2 : Understand relations Governing Business Finance to Adhere to Government Requirements

Performance Indicators : 2.2.1-2.2.6

Performance Standard 2.3 : Understand Ethics in Business Finance

Performance Indicators : 2.3.1-2.3.3

CONTENT STANDARD 3.0 : UNDERSTAND TOOLS, STRATEGIES, AND SYSTEMS NEEDED TO ACCESS, PROCESS, MAINTAIN, EVALUATE, AND DISSEMINATE FINANCIAL INFORMATION TO ASSIST BUSINESS DECISION-MAKING

Performance Standard 3.1 : Utilize Technology to Record and Analyze Accounting Transactions

Performance Indicators : 3.1.1-3.1.3

Performance Standard 3.2 : Utilize a Company's Budget and Financial Statements to Predict and Analyze Financial Situation

Performance Indicators : 3.2.1-3.2.7

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CONTENT STANDARD 4.0 : UNDERSTAND CONCEPTS, TOOLS, AND STRATEGIES USED TO EXPLORE, OBTAIN, AND DEVELOP IN AN ACCOUNTING AND FINANCE CAREER

Performance Standard 4.1 : Explore and Understand the Role of Company Officers and Careers in Finance

Performance Indicators : 4.1.1-4.1.9

CONTENT STANDARD 5.0 : UNDERSTAND THE CONCEPTS OF BANKING, INVESTMENTS, AND FINANCIAL MARKETS

Performance Standard 5.1 : Understand Financial Markets to Recognize Their Importance in Business

Performance Indicators : 5.1.1-5.1.5

Performance Standard 5.2 : Acquire Knowledge of Banking Processes and Services to Facilitate Workplace Activities

Performance Indicators : 5.2.3

CONTENT STANDARD 6.0 : UNDERSTAND HOW RISK ANALYSIS AFFECTS VARIOUS AREAS OF ACCOUNTING AND FINANCE

Performance Standard 6.1 : Acquire a Foundational Understanding of Risk Management to Demonstrate Knowledge of its Nature and Scope

Performance Indicators : 6.1.1-6.1.5

CONTENT STANDARD 7.0 : UNDERSTAND THE ECONOMIC PRINCIPLES AND CONCEPTS FUNDAMENTAL TO BUSINESS OPERATIONS

Performance Standard 7.1 : Understand Fundamental Economic Concepts

Performance Indicators : 7.1.1-7.1.6

Performance Standard 7.2 : Understand the Nature of Business to Show its Contributions to Society

Performance Indicators : 7.2.1-7.2.3

Performance Standard 7.3 : Understand Economic Systems and Their Impact on Business

Performance Indicators : 7.3.1-7.3.3

EMPLOYABILITY SKILLS FOR CAREER READINESS STANDARDS**CONTENT STANDARD 1.0 : DEMONSTRATE EMPLOYABILITY SKILLS FOR CAREER READINESS**

Performance Standard 1.1 : Demonstrate Personal Qualities and People Skills

Performance Indicators : 1.1.1-1.1.7

Performance Standard 1.2 : Demonstrate Professional Knowledge and Skills

Performance Indicators : 1.2.1-1.2.10

Performance Standard 1.3 : Demonstrate Technology Knowledge and Skills

Performance Indicators : 1.3.1-1.3.4

ALIGNMENT TO THE NEVADA ACADEMIC CONTENT STANDARDS*

English Language Arts: Reading Standards for Literacy in Science and Technical Subjects

Writing Standards for Literacy in Science and Technical Subjects

Speaking and Listening

Reading Standards for Informational Text

Language Standards

Mathematics: Mathematical Practices

* Refer to the Accounting and Finance Standards for alignment by performance indicator

COMPLEMENTARY COURSE(S):

Programs that utilize the complementary courses can include the following courses. The Advanced Studies course allows for additional study through investigation and in-depth research.

COURSE TITLE:	Accounting and Finance Advanced Studies
ABBR. NAME:	ACCT FINANCE AS
CREDITS:	1
LEVEL:	AS
CIP CODE:	52.0304
PREREQUISITE:	Accounting and Finance III
CTSO:	FBLA/DECA
COURSE DESCRIPTION	
<p>This course is offered to students who have achieved all content standards in a program whose desire is to pursue advanced study through investigation and in-depth research. Students are expected to work independently or in a team and consult with their supervising teacher for guidance. The supervising teacher will give directions, monitor, and evaluate the students' topic of study. Coursework may include various work-based learning experiences such as internships and job shadowing, involvement in a school-based enterprise, completion of a capstone project, and/or portfolio development. This course may be repeated for additional instruction and credit.</p>	

TECHNICAL STANDARDS

Students have achieved all program content standards and will pursue advanced study through investigation and in-depth research.

EMPLOYABILITY SKILLS FOR CAREER READINESS STANDARDS

Students have achieved all program content standards and will pursue advanced study through investigation and in-depth research.

SAMPLE TOPICS

- Internship
- School-based enterprise or school store
- Teaching assistant
- CTSO Chapter Annual Report