Maryland CTE Programs of Study

Financial Services and Accounting I (2025)

GENERAL REQUIREMENTS. This course is recommended for students in Grades 9-12. 1

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INTRODUCTION 2

A Career and Technical Education (CTE) instruction provides content aligned with challenging academic standards and relevant technical knowledge and skills for students to further their education and succeed in current or emerging professions. 2.A

B The Financial Services Career Cluster encompasses careers in managing and advising financial transactions, including banking, lending, corporate finance, debt management, accounting, insurance, and real estate. These careers contribute to economic stability and growth by supporting the financial health of individuals and organizations. This could include careers in accounting, financial services, investments and trading. 2.B

C The Financial Services and Accounting program offers a robust sequence of courses that integrates core accounting concepts, financial literacy, and advanced data analysis. Students gain a strong foundation in ethical practices and the essential role of finance in supporting economic growth and stability. Progressive skill-building in spreadsheet software, specialized accounting platforms, and capital markets tools equips them for recognized industry certifications. Collaborative projects and real-world simulations encourage critical thinking, effective communication, and professional accountability. With an emphasis on both personal and corporate finance perspectives, the program fosters adaptable, data-driven professionals ready to excel in the financial services sector. 2.C

D In Financial Services and Accounting I, students develop core accounting skills such as journalizing transactions and preparing basic financial statements. Emphasis is placed on personal finance literacy, including budgeting and credit management, and on acquiring essential digital proficiency with spreadsheet software. By the end of this course, students have a strong grasp of key financial terminology and practices that set the stage for more advanced study.. 2.D

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Students will participate in at least two Career-Connected Education and Work-Based Learning experiences in this course, which might include informational

interviews or job shadowing relevant to the program of study. 2.E

F **Students are encouraged to participate in extended learning experiences through aligned Career and Technical Student Organizations (CTSOs). CTSOs are a cocurricular requirement in the Carl D. Perkins Act, and alignment to CTSO activities is an expectation for CTE programs in the state of Maryland.** 2.F

KNOWLEDGE AND SKILLS 3

A **The student demonstrates the necessary skills for career development, maintenance of employability, and successful completion of course outcomes. The student is expected to:** 3.A

1. Identify and demonstrate positive work behaviors that enhance employability and job advancement, such as regular attendance, promptness, proper attire, maintenance of a professional and ethical work environment, and pride in work. 3.A.1
2. Demonstrate positive personal qualities such as flexibility, open-mindedness, initiative, active listening, and a willingness to learn. 3.A.2
3. Employ effective reading, writing, and technical documentation skills. 3.A.3
4. Solve problems using critical thinking techniques and structured troubleshooting methodologies. 3.A.4
5. Demonstrate leadership skills and collaborate effectively as a team member. 3.A.5
6. Exhibit an understanding of legal and ethical responsibilities of a financial service provider. 3.A.6
7. Demonstrate time-management skills and the ability to prioritize tasks in a technical setting. 3.A.7

B **The student identifies various career pathways in the Financial services and Accounting fields. The student is expected to:** 3.B

1. Develop a career plan that includes the necessary education, certifications, job skills, and experience for specific in the financial services and accounting field of study. 3.B.1
2. Create a professional resume and portfolio that reflects skills, projects, certifications, and recommendations. 3.B.2
3. Demonstrate effective interview skills for roles in the Finance field. 3.B.3

C **The student develops technology and digital literacy skills. The student is expected to:** 3.C

1. Gather financial, economic, and market data from online databases. 3.C.1
2. Organize budgets, financial plans, or accounting tasks using spreadsheets and specialized financial software. 3.C.2
3. Leverage cloud-based services (e.g., Google Drive, Microsoft OneDrive) to store and share financial models, credit analyses, and reports. 3.C.3
4. Build robust financial models and perform data analysis using Excel or other spreadsheet tools. 3.C.4

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5 Master financial software applications such as QuickBooks for creating financial statements, performing cost analysis, and automating workflows. 3.C.5

6 Employ database management systems for organizing large sets of financial or customer data, including importing CSV files, defining primary/foreign keys, writing summary queries, and exporting the results to Excel for further analysis. 3.C.6

D The student demonstrates an understanding of the content within this course and the connections to societal, social, and equitable practices. The student is expected to: 3.D

1 Analyze how credit scoring systems impact different demographic groups' access to financial opportunities. 3.D.1

2 Evaluate the effectiveness of various banking products in serving diverse community needs. 3.D.2

3 Investigate the role of financial institutions in community development and economic growth. 3.D.3

4 Examine how investment opportunities and barriers differ across socioeconomic groups. 3.D.4

5 Analyze the impact of insurance practices on different demographic communities. 3.D.5

6 Evaluate how communication barriers affect access to advanced financial products. 3.D.6

7 Investigate the relationship between financial literacy and generational wealth building. 3.D.7

8 Analyze how different cultural perspectives influence investment and risk decisions. 3.D.8

9 Examine the role of technology in democratizing investment opportunities. 3.D.9

10 Describe the impact of financial regulations on underserved communities. 3.D.10

E The student demonstrates essential personal finance knowledge and consumer awareness. The student is expected to: 3.E

1 Develop and monitor a simple budget that allocates income to saving, spending, and giving. 3.E.1

2 Identify and compare basic banking products and services (e.g., checking accounts, savings accounts, loans), including features, fees, and interest rates. 3.E.2

3 Examine simple versus compound interest and explain its impact on borrowing, saving, and investing decisions. 3.E.3

4 Explain how credit reports and credit scores are built and outline strategies for maintaining healthy credit. 3.E.4

5 Describe basic debt-management approaches (e.g., understanding minimum payments, payoff strategies) to support responsible borrowing. 3.E.5

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6 Analyze discretionary spending choices and cost-of-living tradeoffs, evaluating their impact on debt repayment and progress toward short- and long-term financial goals (e.g., emergency fund). 3.E.6

7 Distinguish responsible spending habits from risky financial behaviors using real-world scenarios (e.g., evaluating budget choices, debt repayment plans). 3.E.7

F The student integrates core academic skills into Financial Services and Accounting practices. The student is expected to: 3.F

1 Demonstrate understanding of basic mathematical and data-analysis techniques (e.g., interest rates, financial ratios, statistical measures) to interpret and solve financial problems. 3.F.1

2 Review written materials (e.g., regulatory texts, technical guides, industry reports) for clarity, accuracy, and applicability in finance and accounting. 3.F.2

3 Produce concise and coherent written communications (e.g., memos, reports, emails) that align with professional standards and effectively convey financial information. 3.F.3

4 Deliver clear and engaging oral presentations or discussions, using appropriate terminology, data visualization, and audience-centric explanations. 3.F.4

G The student demonstrates foundational knowledge of the financial services and the accounting industry. The student is expected to: 3.G

1 Identify and describe the various sectors of the financial services and accounting industry (e.g., banking, lending, insurance, real estate, accounting) and the role each sector plays in supporting economic growth and financial health. 3.G.1

2 Understand fundamentals of U.S. Generally Accepted Accounting Principles (GAAP), Certified Financial Planning Board and other professional standards and regulations. 3.G.2

3 Explain the difference between different types of business entities and identify their applications. 3.G.3

4 Recognize common financial documents (e.g., balance sheets, income statements, cash flow statements) and discuss how these documents inform business decisions. 3.G.4

H The student demonstrates proficiency in fundamental accounting principles, accounting cycle and financial procedures. The student is expected to: 3.H

1 Apply essential accounting vocabulary (e.g., debits, credits, ledger, journal, revenue, expenses) in context. 3.H.1

2 Practice journaling and posting simple financial transactions for a mock or real-world scenario (e.g., a school-based enterprise). 3.H.2

3 Prepare basic financial statements (e.g., income statement, balance sheet) using correct formatting and simple data sets. 3.H.3

4 Discuss the importance of accuracy, timeliness, and ethical standards in recording financial transactions. 3.H.4

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I **The student demonstrates introductory proficiency in Microsoft Excel and technology tools relevant to finance. The student is expected to:** 3.I

1. Create and organize spreadsheets using basic functions (e.g., SUM, AVERAGE, MIN, MAX, COUNT, COUNTA) to manage financial data effectively. 3.I.1
2. Format cells and worksheets (e.g., cell styles, alignment, number formatting, conditional formatting) to clearly present financial information. 3.I.2
3. Develop basic charts and tables (e.g., column charts, pie charts, line charts, bar charts) to visualize data trends and improve comprehension of financial reports. 3.I.3
4. Use file management best practices (e.g., saving, naming conventions, data backup) to maintain secure and organized financial records. 3.I.4
5. Understand different file formats including .xlsx, .csv, xlsb. 3.I.5
6. Apply data validation functions. 3.I.6

J **The student demonstrates introductory collaboration, communication, and professionalism within the financial services and accounting context. The student is expected to:** 3.J

1. Engage in clear written communication (e.g., emails, memos, summaries) using appropriate financial terminology and formatting standards. 3.J.1
2. Deliver verbal presentations explaining basic accounting or personal finance topics, adapting vocabulary and complexity to the intended audience. 3.J.2
3. Collaborate in team-based scenarios (e.g., group projects, role-play exercises) to solve simple financial challenges or produce standard financial documents. 3.J.3
4. Exhibit professional ethics and confidentiality practices (e.g., maintaining privacy of financial data, respecting intellectual property) in classroom-based simulations. 3.J.4