

## BIG IDEAS

Services and products can be designed through consultation and collaboration.

Financial literacy promotes sound and effective business design.

Tools and technologies can be adapted for specific purposes.

## Learning Standards

| Curricular Competencies  | Content   |
|--|---|
| <p><i>Students are expected to be able to do the following:</i></p> <p><b>Applied Design</b></p> <ul style="list-style-type: none"> <li>• Conduct <b>research</b> to acquire a deep understanding of the issue and its context</li> <li>• Identify criteria for success, <b>constraints</b>, and possible unintended negative consequences</li> <li>• Identify and use a variety of <b>sources of inspiration</b> and <b>information</b></li> <li>• Generate ideas, individually and collaboratively, to contribute to the creation of a business product</li> <li>• Use applicable and effective approaches for choosing a strategy or developing solutions</li> <li>• Determine <b>ethical considerations</b> of proposed strategies and solutions</li> <li>• Create a draft approach to satisfy business needs</li> <li>• Determine the location of data sources and develop accounting efficiencies for initial setup and ongoing processing</li> <li>• Identify and obtain critical <b>feedback</b> from multiple sources, both initially and over time</li> <li>• Based on feedback received and evaluated, make changes to accounting <b>products</b> or processes as needed</li> <li>• Perform applicable analyses to uncover <b>trends, patterns,</b> and relationships</li> <li>• Assess the current and projected financial strength of a business</li> </ul> | <p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> <li>• role of accounting in business</li> <li>• the <b>accounting cycle</b></li> <li>• <b>accounting principles</b></li> <li>• <b>accounting equation</b></li> <li>• relationship between debit and credit entries</li> <li>• source documents, general journals, ledgers, accounts payable and receivable, and trial balances, and the relationships between them</li> <li>• <b>special journals</b></li> <li>• chart of accounts</li> <li>• <b>preparation process of financial documents</b> and statements</li> <li>• financial decision making using financial documents</li> <li>• coordination and facilitation skills for projects and processes</li> <li>• <b>interpersonal and presentation skills</b> to promote products or services and to interact with potential customers/clients</li> <li>• career options and opportunities in various accounting sectors</li> <li>• industry best practices</li> </ul> |

Learning Standards (continued)

| Curricular Competencies   | Content |
|---|---------|
| <ul style="list-style-type: none"> <li>• Obtain pertinent information through <b>different sources</b></li> <li>• Identify tools, technologies, materials, processes, and time needed for development and implementation</li> <li>• Share progress during the accounting cycle to generate feedback and promote collaboration</li> <li>• Describe the financial status of enterprises based on analysis of financial documents</li> <li>• Assess their ability to work effectively, both individually and collaboratively, including the ability to implement <b>project management processes</b></li> </ul> <p><b>Applied Skills</b></p> <ul style="list-style-type: none"> <li>• Choose an <b>appropriate form, scale, and level of detail</b> for communicating outcomes in a clear and concise manner</li> <li>• Demonstrate an awareness of <b>safety issues</b> for themselves, co-workers, and users in both physical and digital environments</li> <li>• Identify and assess skills needed related to current or projected tasks, and <b>develop specific plans</b> to learn or refine skills over time</li> <li>• Apply a <b>framework</b> for solving problems and making important financial decisions</li> </ul> <p><b>Applied Technologies</b></p> <ul style="list-style-type: none"> <li>• Explore existing, new, and emerging tools, technologies, and systems and evaluate their suitability for the task at hand</li> <li>• Evaluate impacts, including unintended negative consequences, of choices made about technology use</li> <li>• Use digital technologies to generate results and support facts and findings</li> </ul> |         |

Curricular Competencies – Elaborations

- **research:** for example, of the accounting cycle, accounting principles, and accounting equation
- **constraints:** limiting factors, such as legal requirements and ramifications, expenses, ease of use, labour intensiveness
- **sources of inspiration:** may include experiences, users, experts, thought leaders
- **information:** may include industry best practices, professionals, experts, secondary sources, collective pools of knowledge in communities and collaborative atmospheres both online and offline
- **ethical considerations:** for example, potential conflicts or grey areas
- **feedback:** For example, does the layout of spreadsheets and reports best fit the task at hand? Do the materials support financial decision making? Are all necessary reports and documents being generated?
- **products:** for example, spreadsheets, reports, inputs, and information-sources
- **trends, patterns:** can include unexpected or conflicting findings that may require additional investigations
- **different sources:** for example, financial documents, source documents, users
- **project management processes:** setting goals, planning, organizing, constructing, monitoring, and leading during execution
- **appropriate form, scale, and level of detail:** present the ideas developed after looking at best practices, and make the presentation succinct
- **safety issues:** for example, viruses, phishing, privacy (digital); ergonomics, lifting, repetitive stress injuries (physical)
- **develop specific plans:** for example, explore relevant organizations, courses, professional development opportunities, designations (e.g., CPA [including CGA, CA, CMA])
- **framework:** for example, generic multi-step problem-solving processes, established multi-step problem-solving business frameworks

Content – Elaborations

- **accounting cycle:** including the relationship between journals, ledgers, trial balances, and financial statements
- **accounting principles:** generally accepted accounting principles (GAAP) and international financial reporting standards (IFRS)
- **accounting equation:** relationships between assets, liabilities, and owners' equity
- **special journals:** such as those relevant to a service business
- **preparation process:** for example, adjusting and closing entries
- **financial documents:** for example, balance sheet and income statement
- **interpersonal and presentation skills:** for example, professional communications, collaboration, follow-ups, and courtesies; technological or visual supports to accompany marketing or demonstrations at meetings and conferences; social media and networking