

## BIG IDEAS

Financial literacy promotes the financial well-being of both individuals and businesses.

Business creates opportunities to enable change.

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, critique, 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>• Obtain and evaluate 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> <li>• Obtain pertinent information through <b>different sources</b></li> </ul>	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> <li>• <b>accounting principles</b> and practices</li> <li>• accounting for <b>inventory</b></li> <li>• accounting for payroll</li> <li>• short- and long-term assets</li> <li>• short- and long-term debt</li> <li>• cash control systems</li> <li>• statement of cash flows</li> <li>• tax systems for business</li> <li>• <b>organization</b> and structure of corporate accounting</li> <li>• accounting for <b>intangible assets</b></li> <li>• long-term decisions and strategy</li> <li>• <b>long-term specialized accounting journals</b></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>• industry best practices</li> <li>• career options and opportunities in various accounting sectors</li> </ul>

Learning Standards (continued)

Curricular Competencies	Content
<ul style="list-style-type: none"> <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>• Critically evaluate 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>• Evaluate <b>safety issues</b> for themselves, co-workers, and users in both physical and digital environments</li> <li>• Identify and critically assess skills needed related to current or projected tasks, and <b>develop specific plans</b> to learn or refine skills over time</li> <li>• Evaluate and apply a <b>framework</b> for solving problems and for 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>	