

# 2019 Saskatchewan Curriculum

## Accounting 10, 20, 30

***August 2019 – Due to the nature of curriculum development this document is regularly under revision. For the most up-to-date content, please go to [www.curriculum.gov.sk.ca](http://www.curriculum.gov.sk.ca).***

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## Introduction

Practical and Applied Arts is an area of study in Saskatchewan's Core Curriculum which is intended to provide all Saskatchewan students with an education that will serve them well regardless of their choices after leaving school. Through its various components and initiatives, Core Curriculum supports the achievement of the Goals of Education for Saskatchewan. For current information regarding Core Curriculum, please refer to the *Registrar's Handbook for School Administrators* found on the Government of Saskatchewan website. For additional information related to the various components and initiatives of Core Curriculum, please refer to the Government of Saskatchewan website for policy and foundation documents.

This curriculum provides the intended learning outcomes organized in modules from which teachers/schools select a minimum of 100 hours for each course. The curriculum reflects current Practical and Applied Arts education research and updated technology and is responsive to changing demographics within the province.

All students will work toward the achievement of the provincial outcomes. Some students, however, will require additional supports. Effective instruction, including the use of the Adaptive Dimension, will support most students in achieving success. The Adaptive Dimension refers to the concept of making adjustments to any or all of the following variables: learning environment, instruction, assessment and resources. Adjustments to these variables are intended to make learning meaningful and appropriate and to support achievement. **Within the context of the Adaptive Dimension, curricular outcomes are not changed; adaptive variables are adjusted so that they curricular outcomes can be achieved. Please refer to the Saskatchewan Curriculum website for more information on the Adaptive Dimension.**

## Course Synopses

*Accounting 10* is an introduction into the language of business, with a focus on the accounting cycle of a service business.

*Accounting 20* explores merchandising businesses and the accounting cycle. Business ethics and accounting standards contribute to discussions related to business decision making.

*Accounting 30* introduces the role of managerial accounting and how financial statements and accounting practices assist with decision-making.

## Unique Features of Practical and Applied Arts

Curricula in the Practical and Applied Arts (PAA) have several features unique to this area of study. The reasons for inclusion of these features in PAA curricula are to encourage flexibility in school programming, to support community partnerships that facilitate learning beyond the classroom and to ensure the practical emphasis of the program.

PAA curricula contain all courses in a **single document** whether it is one course or a series of several. This feature allows schools and teachers the flexibility to choose modules supportive of their students' needs as well as utilize available facilities and equipment. The order and number of outcomes in a course can vary between schools as long as the integrity of the discipline and the required 100 hours per course are maintained.

All PAA curricula are designed using **modules**, each with a single outcome for students to achieve. To aid teachers and schools in course planning, each module is designated as Introductory, Intermediate, or Advanced. Modules may also have prerequisite modules. Core modules are compulsory modules that must be covered in pure courses of study for developmental or safety reasons. Some modules may serve as prerequisites for more advanced study. Each module provides a suggested time to aid teachers in planning their courses. Each module may take more or less than the suggested time depending on factors such as background knowledge of the students.

A third unique feature of PAA curricula is the inclusion of an optional **Extended Study** module in each course. The Extended Study module allows teachers to create their own outcome and indicators relevant to the purpose and areas of focus for the subject to meet their students' needs. Using Extended Study modules to accommodate advances in technology and changing practices is one way that teachers can ensure their programs stay current with industry standards.

**Work Study modules** encourage personalized learning and development of community relationships. Work Study is designed as a work-based learning portion of a course to provide off-campus educational opportunities for individuals or small groups in a work setting. Planning and assessment are managed by the teacher while the learning opportunity is provided by an expert in the community. Practical skills developed in school are directly transferred to a work environment.

**Transferable work skills** are a desirable aspect of lifelong learning. The practical nature of these skills enriches students' lives as they transition into life beyond Grade 12. In Canada, two taxonomies of transferable work skills have been produced. The Conference Board of Canada developed a list of Employability Skills and Human Resources and Service Development Canada identified a series of Essential Skills. Students will be familiar with both of these taxonomies from their learning in Grade 8 Career Education.

More details on the above curriculum features are provided in the *Practical and Applied Arts Handbook* available on the Ministry of Education website.

## Purpose and Areas of Focus for Accounting 10, 20, 30

The Areas of Focus for *Accounting 10, 20, 30* are:

- The accounting cycle;
- Accounting of a service business;
- Accounting for a merchandising business;
- Managerial accounting;
- Accounting standards; and,
- Business ethics and decision making.

## Teaching Accounting 10, 20, 30

The *Accounting 10, 20, 30* curricula are designed to introduce students to the language of business and the importance of accurate record keeping. It is important that students apply knowledge of accounting to different types of businesses and forms of ownership. Students develop an awareness of the role that financial information (e.g., source documents, formats of documents, technology) and business transactions connect to the accounting cycle and how they all apply to businesses.

The cultural perspectives and worldviews within a community all impact how people view and conduct business. First Nations and Métis lifestyles and worldviews, for example, should be considered when engaging in conversations related to business. Students could engage in inquiry questions such as, how do worldviews and cultural perspectives impact business decisions or how you conduct a business meeting? As students engage in conversations related to moral and ethical responsibilities, it is important to consider a variety of cultural perspectives and ways of knowing to enhance student understanding of a global economy.

Basic accounting concepts are applicable to personal situations whether at home, at school, or through volunteer or employment opportunities. Accounting introduces a vocabulary and an ability to communicate about business from the perspectives of consumers and retailers/producers within the local community. Responsibilities of employees and business owners inspire a foundation for discussions related to how business influences the local, provincial and global economy.

Curricular outcomes related to the responsibility of accountants to adhere to accounting standards speak to a level of professionalism that permeates the industry and are an essential component for student understanding of *Accounting 10, 20, 30*. Common standards speak to the trust that others have in the accurate record keeping performed by accountants.

## Grades 7-12 Practical and Applied Arts

Opportunities available to students within Practical and Applied Arts are numerous. The choices assist students in developing personal skills, gaining entry level employment skills or pursuing apprenticeship opportunities in the trades. Students have the opportunity to explore and develop career pathways.

Each Practical and Applied Arts curriculum is composed of modules configured into courses, along with suggestions for modules that are suitable for middle or secondary level survey courses. PAA curricula are grouped in clusters according to common themes. Because various combinations of modules can be chosen, the courses will have variable occupational or career pathways to post-secondary education and training or workplace opportunities.

The modular design provides for flexibility and for community involvement. The design allows teachers and schools to develop unique PAA offerings that reflect student interest and school/community resources. Partnerships with community businesses and service providers enhance learning opportunities in a community context.

Practical and Applied Arts courses can be offered in two ways within a school—as pure or survey course offerings. A pure course at the secondary level is a course where core (compulsory) modules are taught, and optional modules are selected from the same PAA curriculum to total 100 hours. A survey course is a configuration of modules recommended from a minimum of three pure PAA curricula to create a middle level course of a minimum of 50 hours or a secondary level course to total 100 instructional hours (1 credit). The *Practical and Applied Arts Handbook* offers recommendations for configuring survey courses at the middle and secondary levels.



## Broad Areas of Learning

There are three Broad Areas of Learning that reflect Saskatchewan's Goals of Education. All areas of study contribute to student achievement of the Goals of Education through helping students achieve knowledge, skills and attitudes related to these Broad Areas of Learning. The K-12 goals and grade level outcomes for each area of study are designed for students to reach their full potential in each of the following Broad Areas of Learning.

### **Sense of Self, Community and Place\***

*(Related to the following Goals of Education: Understanding and Relating to Others, Self Concept Development and Spiritual Development)*

Students possess a positive sense of identity and understand how it is shaped through interactions within natural and constructed environments. They are able to nurture meaningful relationships and appreciate diverse beliefs, languages and practices from the diversity of cultures in our province, including First Nations and Métis. Through these relationships, students demonstrate empathy and a deep understanding of self, others and the influence of place on identity. In striving to balance their intellectual, emotional, physical and spiritual dimensions, students' sense of self, community and place is strengthened.

To engage in the Practical and Applied Arts, students need to use knowledge and skills and to interact with each other. Through the Practical and Applied Arts, students learn about themselves, others, and the world around them. They use their new understanding and skills to explore who they are and who they might become. Practical and Applied Arts programming should vary by school to reflect the community at large. Community projects can play a key role in Practical and Applied Arts programming and connect the school more closely to the community.

### **Lifelong Learners**

*(Related to the following Goals of Education: Basic Skills, Lifelong Learning, Positive Lifestyle)*

Students are curious, observant and reflective as they imagine, explore and construct knowledge. They demonstrate the understandings, abilities and dispositions necessary to learn from subject discipline studies, cultural experiences and other ways of knowing the world. Such ways of knowing support students' appreciation of Indigenous worldviews and learning about, with and from others. Students are able to engage in inquiry and collaborate in learning experiences that address the needs and interests of self and others. Through this engagement, students demonstrate a passion for lifelong learning.

Students in Practical and Applied Arts courses will gain a positive sense of identity and efficacy through development of practical skills and knowledge. Many Practical and Applied Arts curricula are closely related to careers found in Saskatchewan and, therefore, are directly connected to lifelong learning whether in a professional career or through hobbies and personal interests.

## **Engaged Citizens**

*(Related to the following Goals of Education: Career and Consumer Decisions, Membership in Society and Growing with Change)*

Students demonstrate confidence, courage and commitment in shaping positive change for the benefit of all. They contribute to the environmental, social and economic sustainability of local and global communities. Their informed life, career and consumer decisions support positive actions that recognize a broader relationship with, and responsibility for, natural and constructed environments. Along with this responsibility, students recognize and respect the mutual benefits of Charter, Treaty and other constitutional rights and relationships. Through this recognition, students advocate for self and others, and act for the common good as engaged citizens.

Engaged citizens have empathy for those around them and contribute to the well-being of the community as a whole. Practical and Applied Arts students learn how new skills and abilities enable them to make a difference in their personal lives as well as in their family and community. Skills and abilities gained in Practical and Applied Arts courses build a sense of confidence which encourages students to participate effectively in their world.

\*A sense of place is a geographical concept that attempts to define our human relationships with the environment and knowledge derived from this relationship.

## **Cross-curricular Competencies**

The Cross-curricular Competencies are four interrelated areas containing understanding, values, skills and processes which are considered important for learning in all areas of study. These competencies reflect the Common Essential Learnings and are intended to be addressed in each area of study at each grade.

### **Developing Thinking**

*(Related to CEL of Critical and Creative Thinking)*

Constructing knowledge (i.e., factual, conceptual, procedural, and metacognitive) is how people come to know and understand the world around them. Deep understanding develops through thinking and learning contextually, creatively, and critically in a variety of situations, both independently and with others.

**Think and learn contextually**

- Apply prior knowledge, experiences, and the ideas of self and others in new contexts.
- Analyze connections or relationships within and/or among ideas, experiences, or natural and constructed objects.
- Recognize that a context is a complex whole made of parts.
- Analyze a particular context for ways that parts influence each other and create the whole.
- Explore norms\*, concepts, situations, and experiences from several perspectives, theoretical frameworks, and worldviews.

**Think and learn creatively**

- Show curiosity and interest in the world, new experiences, materials, and puzzling or surprising events.
- Experiment with ideas, hypotheses, educated guesses, and intuitive thoughts.
- Explore complex systems and issues using a variety of approaches such as models, simulations, movement, self-reflection, and inquiry.
- Create or re-design objects, designs, models, patterns, relationships, or ideas by adding, changing, removing, combining, and separating elements.
- Imagine and create central images or metaphors for subject area content or cross-disciplinary ideas.

**Think and learn critically**

- Analyze and critique objects, events, experiences, ideas, theories, expressions, situations, and other phenomena.
- Distinguish among facts, opinions, beliefs, and preferences.
- Apply various criteria to assess ideas, evidence, arguments, motives, and actions.
- Apply, evaluate, and respond to differing strategies for solving problems and making decisions.
- Analyze factors that influence self and others' assumptions and abilities to think deeply, clearly, and fairly.

\*Norms can include unexamined privilege (i.e., unearned rights/entitlements/immunity/exemptions associated with being "normal") which creates a power imbalance gained by birth, social position, or concession and provides a particular context.

## Developing Identity and Interdependence

*(Related to CELs of Personal and Social Development and Technological Literacy)*

Identity develops as an individual interacts with others and the environment, and learns from various life experiences. The development of a positive self-concept, the ability to live in harmony with others, and the capacity and aptitude to make responsible decisions about the natural and constructed world supports the concept of interdependence. The focus within this competency is to foster personal reflection and growth, care for others, and the ability to contribute to a sustainable future.

### **Understand, value, and care for oneself (intellectually, emotionally, physically, spiritually)**

- Recognize that cultural and linguistic backgrounds, norms, and experiences influence identity, beliefs, values, and behaviours.
- Develop skills, understandings, and confidence to make conscious choices that contribute to the development of a healthy, positive self-identity.
- Analyze family, community, and societal influences (such as recognized and unrecognized privileges) on the development of identity.
- Demonstrate self-reliance, self-regulation, and the ability to act with integrity.
- Develop personal commitment and the capacity to advocate for self.

### **Understand, value, and care for others**

- Demonstrate openmindedness\* toward, and respect for all.
- Learn about various peoples and cultures.
- Recognize and respect that people have values and worldviews that may or may not align with one's own values and beliefs.
- Value the varied abilities and interests of individuals to make positive contributions to society.
- Advocate for the well-being of others.

### **Understand and value social, economic, and environmental interdependence and sustainability\*\***

- Examine the influence of worldviews on one's understanding of interdependence in the natural and constructed world.
- Evaluate how sustainable development depends on the effective and complex interaction of social, environmental, and economic factors.
- Analyze how one's thinking, choices, and behaviours affect living and non-living things, now and in the future.
- Investigate the potential of individual and group actions and contributions to sustainable development.
- Demonstrate a commitment to behaviours that contribute to the well-being of the society, environment, and economy – locally, nationally, and globally.

\*Openmindedness refers to a mind that is open to new ideas, and free from prejudice or bias in order to develop an “ethical space” between an existing idea and a new idea (Ermine).

\*\*Sustainability refers to making informed decisions for the benefit of ourselves and others, now and for the future, and to act upon those decisions for social, economic, and environmental well-being.

## **Developing Literacies**

*(Related to CELs of Communication, Numeracy, Technological Literacy, and Independent Learning)*

Literacies provide many ways to interpret the world and express understanding of it. Being literate involves applying interrelated knowledge, skills, and strategies to learn and communicate with others. Communication in a globalized world is increasingly multimodal. Communication and meaning making, therefore, require the use and understanding of multiple modes of representation. Each area of study develops disciplinary literacies (e.g., scientific, economic, physical, health, linguistic, numeric, aesthetic, technological, cultural) and requires the understanding and application of multiple literacies (i.e., the ability to understand, critically evaluate, and communicate in multiple meaning making systems) in order for students to participate fully in a constantly changing world.

### **Construct knowledge related to various literacies**

- Acknowledge the importance of multiple literacies in everyday life.
- Understand that literacies can involve words, images, numbers, sounds, movements, and other representations and that these can have different interpretations and meanings.
- Examine the interrelationships between literacies and knowledge, culture, and values.
- Evaluate the ideas and information found in a variety of sources (e.g., people, databases, natural and constructed environments).
- Access and use appropriate technologies to investigate ideas and deepen understanding in all areas of study.

### **Explore and interpret the world using various literacies**

- Inquire and make sense of ideas and experiences using a variety of strategies, perspectives, resources, and technologies.
- Select and critically evaluate information sources and tools (including digital) based on the appropriateness to specific tasks.
- Use various literacies to challenge and question understandings and interpretations.
- Interpret qualitative and quantitative data (including personally collected data) found in textual, aural, and visual information gathered from various media sources.
- Use ideas and technologies in ways that contribute to creating new insight.

### **Express understanding and communicate meaning using various literacies**

- Create, compute, and communicate using a variety of materials, strategies, and technologies to express understanding of ideas and experiences.
- Respond responsibly and ethically to others using various literacies.
- Determine and use the languages, concepts, and processes that are particular to a discipline when developing ideas and presentations.
- Communicate ideas, experiences, and information in ways that are inclusive, understandable, and useful to others.
- Select and use appropriate technologies in order to communicate effectively and ethically.

### **Developing Social Responsibility**

*(Related to CELs of Communication, Critical and Creative Thinking, Personal and Social Development, and Independent Learning)*

Social responsibility is the ability of people to contribute positively to their physical, social, and cultural environments. It requires an awareness of unique gifts and challenges among individuals and communities and the resulting opportunities that can arise. It also requires participation with others in creating an ethical space\* to engage in dialogue, address mutual concerns, and accomplish shared goals.

### **Use moral reasoning processes**

- Evaluate the possible consequences of a course of action on self, others, and the environment in a particular situation.
- Consider the implications of a course of action when applied to other situations.
- Consistently apply fundamental moral values\*\* such as “respect for all”.
- Demonstrate a principle-based approach to moral reasoning.
- Examine how values and principles have been and continue to be used by persons and cultures to guide conduct and behaviour.

### **Engage in communitarian thinking and dialogue**

- Model a balance in speaking, listening, and reflecting.
- Ensure that each person has an opportunity to contribute.
- Demonstrate courage to express differing perspectives in a constructive manner.
- Use consensus-building strategies to work towards shared understanding.
- Be sensitive to, and respectful of, diversity and different ways of participating.

### **Take social action**

- Demonstrate respect for and commitment to human rights, treaty rights, and environmental sustainability.
- Contribute to harmony and conflict resolution in own classroom, school, family, and community.
- Provide support in a manner that is respectful of the needs, identity, culture, dignity, and capabilities of all persons.
- Support individuals in making contributions toward achieving a goal.
- Take responsible action to change perceived inequities or injustice for self and others.

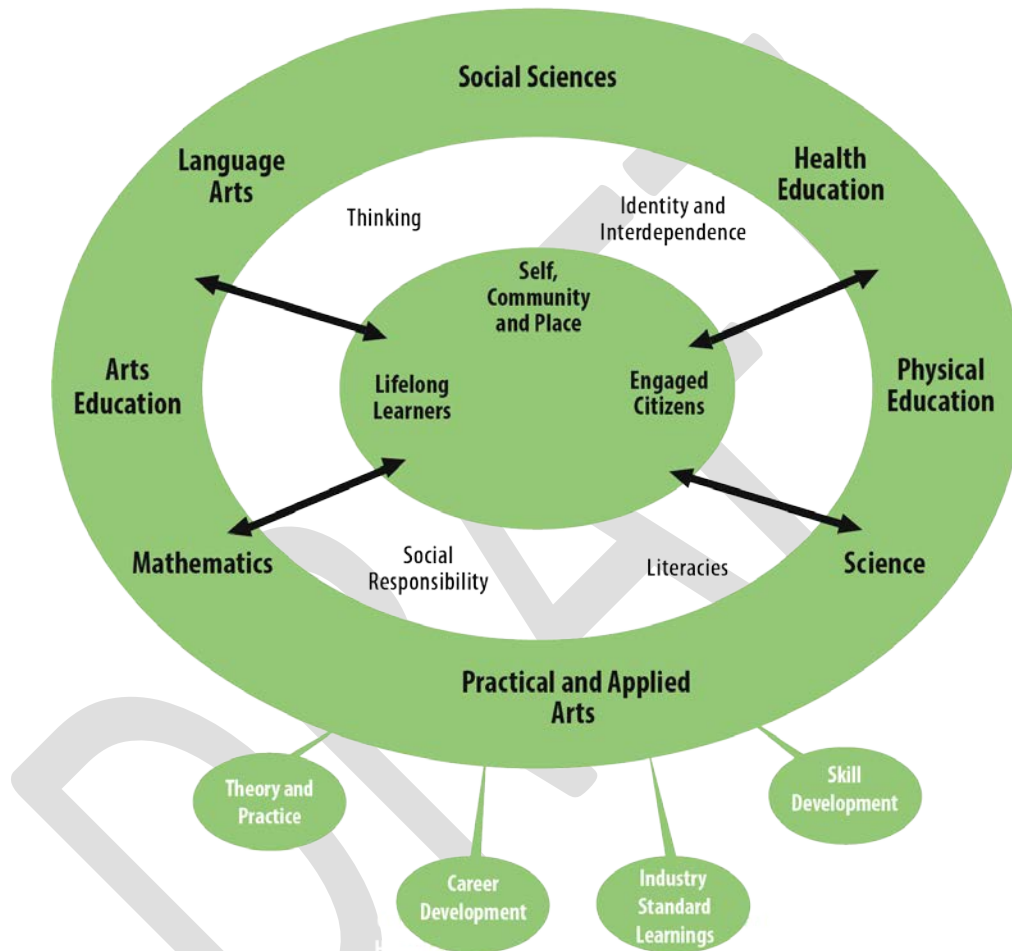
\*An ethical space exists between separate worldviews. In this space, “we can understand one another’s knowledge systems” (Ermine, 2006). For further information, see Willie Ermine’s work related to ethical space.

\*\*The most basic moral value underlying development of the CEL of Personal and Social Development is that of respect for persons. For further discussion related to fundamental moral values, refer to *Understanding the Common Essential Learnings: A Handbook for Teachers* (1988, pages 42-49). See also the *Renewed Objectives for the CELs of Critical and Creative Thinking and Personal and Social Development* (2008).

## Aim and Goals

The aim of 7-12 Practical and Applied Arts is to provide life skills to prepare students to participate as family members, community members, citizens, consumers and producers in Canadian society.

Goals are broad statements identifying what students are expected to know and be able to do upon completion of the learning in a particular area of study by the end of Grade 12. The goals of 7-12 Practical and Applied Arts are:



- **Theory and Practice** – Students will be engaged in a balance of theory and practice for lifelong learning.
- **Career Development** – Students will experience opportunities for career awareness, exploration and experience.
- **Industry Standard Learnings** – Students will gain industry standard learnings to assist them in accessing post-secondary education, training and employment.
- **Skill Development** – Students will develop the skills needed to enter, stay in and progress in the world of work.



## Inquiry

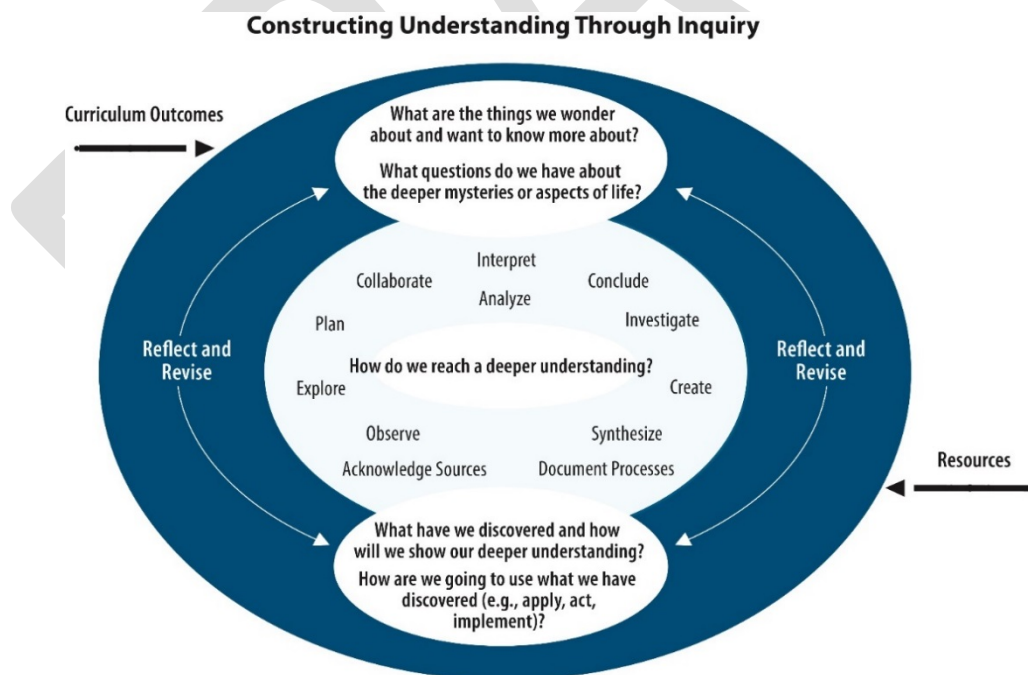
Inquiry learning provides students with opportunities to build knowledge, abilities and inquiring habits of mind that lead to deeper understanding of their world and human experience. Inquiry builds on students' inherent sense of curiosity and wonder, drawing on their diverse backgrounds, interests and experiences. The process provides opportunities for students to become active participants in a collaborative search for meaning and understanding.

"My teacher (Elder) liked it when I asked questions, this way it reassured him that I understood his teachings. He explained every detail, the meaning and purpose. Not only talked about it, but, showed me! Communication, critical and creative thinking were important." (Traditional Knowledge Keeper Albert Scott)

Students who are engaged in inquiry:

- construct deep knowledge and deep understanding, rather than passively receiving information;
- are directly involved and engaged in the discovery of new knowledge;
- encounter alternative perspectives and differing ideas that transform knowledge and experience into deep understandings;
- transfer new knowledge and skills to new circumstances; and,
- take ownership and responsibility for their ongoing learning and mastery of curriculum content and skills.

(Adapted from Kuhlthau, Maniotes, & Caspari, 2007)



In the Practical and Applied Arts, inquiry encompasses creating solutions to challenges through the practical application of understandings and skills. This includes processes to get from what is known to discover what is unknown. When teachers show students how to solve a challenge and then assign additional/similar challenges, the students are not constructing new knowledge through application but merely practising. Both are necessary elements of skill building in the Practical and Applied Arts, but one should not be confused with the other. If the path for getting to the end situation already has been determined, it is no longer problem solving. Students must understand this difference as well.

Inquiry learning is not a step-by-step process, but rather a cyclical process, with various phases of the process being revisited and rethought as a result of students' discoveries, insights and construction of new knowledge. Experienced inquirers will move back and forth among various phases as new questions arise and as students become more comfortable with the process. The following graphic shows various phases of the cyclical inquiry process.

An important part of any inquiry process is student reflection on their learning and the documentation needed to assess the learning and make it visible. Student documentation of the inquiry process may take the form of works-in-progress, reflective writing, journals, reports, notes, models, arts expressions, photographs, video footage, action plans and many more.

### **Creating Questions for Inquiry**

It is important that teachers and students learn within meaningful contexts that relate to their lives, communities and world. Teachers and students need to identify big ideas and questions for deeper understanding central to the area of study.

Big ideas invoke inquiry questions. These questions are important in developing a deep understanding of the discipline or an area of study within the discipline. They do not have obvious answers and they foster high-order thinking. They invite genuine inquiry.

It is important to develop questions that are evoked by student interests and sense of wonder and have potential for rich and deep learning. These questions are used to initiate and guide inquiries that lead to deep understandings about topics, problems, ideas, challenges, issues, concepts and areas of study related to curriculum content and outcomes.

Well-formulated inquiry questions are broad in scope and rich in possibilities. Such questions encourage students to explore, observe, gather information, plan, analyze, interpret, synthesize, problem solve, take risks, create, conclude, document, reflect on learning and develop new questions for further inquiry.

The process of constructing questions for deep understanding can help student grasp the important disciplinary or interdisciplinary ideas that are situated at the core of a particular curricular focus or context. These broad questions lead to more specific questions that can provide a framework, purpose and direction for the learning activities in a lesson, or series of lessons, and help student connect what they are learning to their experiences and life beyond school.

Effective questions in Practical and Applied Arts are the key to initiating and guiding students' investigations, critical thinking, problem solving, and reflection on their own learning. Such questions include:

- Why is accounting important?
- How are financial statements used to aid decision makers?
- Who should have access to records and for what purpose would they need access?
- How is a corporation like a democratic government structure (e.g., provincial government, city/town council, First Nations Band Council)?
- How do copyright laws impact business decisions?
- How do online stores challenge personal ethics?

The above are only a few examples of questions to move students' inquiry towards deeper understanding. Effective questioning is essential for teaching and student learning, and should be an integral part of planning. Questioning should also be used to encourage students to reflect on the inquiry process and on the documentation and assessment of their own learning.

## An Effective Practical and Applied Arts Program

An effective Practical and Applied Arts program provides a variety of relevant, engaging and authentic learning opportunities that are driven by student interest and facilitated through school- and work-based learning with linkages that connect the two. The course offerings emphasize:

- relevance to real life;
- hands-on learning;
- career development opportunities;
- industry standard learnings;
- connections to community; and,
- alignment with labour market needs.

**Relevance to real life** – Whether students enroll in PAA courses to develop skills for personal use, gain entry level employment skills or pursue post-secondary education or training such as apprenticeship, learning must be contextualized to help them see the application and relevance to the real world.

**Hands-on learning** – Hands-on learning gives students the opportunity to practice what they have learned using equipment and materials commonly found in the home, community or workplace. A balance between theory and practice enhances students' learning experiences.

**Career development opportunities** – All three levels of the career development continuum—awareness, exploration and experiential—should be supported. Students grow in their awareness of personal traits, skills and preferences that influence career decisions and in their awareness of occupational and career pathways. They explore many opportunities and may begin to experience careers firsthand through specialized work placements or classroom learning that support the refinement of skills related to a particular job or occupation. Opportunities for students to acquire industry certifications will help to enhance their employment opportunities.

**Industry standard learnings** – Integral to PAA curricula are industry standard learnings that ensure student learning is up-to-date and relevant to current industry standards and practices. These learnings can assist students in accessing post-secondary education as well as training and employment opportunities.

**Connections to community** - Students recognize the importance of their efforts when they apply their knowledge, skills and abilities to support creative and innovative community projects; they become engaged citizens making a positive contribution. Likewise, work placements within the community help to connect school- with work-based learning. Community professionals serving as mentors can encourage students to expand their career interests and to work towards achieving their career goals.

**Alignment with labour market needs** – Students can quickly see the importance and relevance of their learning when learning in PAA courses aligns with community labour market trends and opportunities.

## Using this Curriculum

**Outcomes** define what students are expected to know, understand and be able to do by the end of a grade or secondary level course in a particular area of study. Outcomes provide direction for assessment and evaluation, and for program, unit and lesson planning. In PAA, outcomes that are required are those within core modules for pure courses, and those within optional modules selected at the local level.

Outcomes:

- focus on what students will learn rather than what teachers will teach;
- specify the skills, abilities, knowledge and/or attitudes students are expected to demonstrate;
- are observable, assessable and attainable; and,
- are supported by indicators which provide the breadth and depth of expectations.

**Indicators** are representative of what students need to know and/or be able to do in order to achieve an outcome. When planning for instruction, teachers must comprehend the set of indicators to understand fully the breadth and the depth of learning related to a particular outcome. Based on this understanding of the outcome, teachers may develop indicators that are responsive to students' needs, interests and prior learning. Teacher-developed indicators must maintain the intent of the outcome.

The set of indicators for an outcome:

- provides the intent (breadth and depth) of the outcome;
- tells the story, or creates a picture, of the outcome;
- defines the level and types of knowledge required; and,
- is not a checklist or prioritized list of instructional activities or assessment items.

### Other Terms

Within curricula, the terms "including", "such as", "e.g." and "i.e." serve specific purposes:

- **Including** prescribes content, contexts or strategies that students must experience in their learning, without excluding other possibilities.
- **Such as** provides examples of possible broad categories of content, contexts or strategies that teachers or students may choose, without excluding other possibilities.
- **E.g.** offers specific examples of what a term, concept or strategy might look like.
- **I.e.** means 'that is' and clarifies the term, concept or strategy it follows.

## Modules/Outcomes at a Glance

Core modules are the compulsory modules that must be covered in pure courses such as Accounting 10, 20, 30 for developmental or safety reason. Optional modules are selected to complete each 100-hour course.

Module Number	Modules (Core or Optional)	Level	Suggested Time (hrs)
1	<b>Introduction to Accounting (Core)</b> Investigate the need for accounting in business.	Introductory	2-5
2	<b>Identifying Accounting Standards (Core)</b> Explain the role of accounting standards.	Introductory	1-2
3	<b>Accounting Equation (Core)</b> Analyze the relationships within the accounting equation.	Introductory	2-5
4	<b>T-accounts (Core)</b> Utilize transactions and apply T-accounts in order to understand the concept of an account.	Introductory	10-12
5	<b>Journals (Core)</b> Explore how journals simplify and organize transactions in accounting.	Introductory	5-8
6	<b>Ledgers (Core)</b> Summarize transactions of an account by updating ledgers to obtain current balance.	Introductory	5-8
7	<b>Worksheets (Core)</b> Create a worksheet to summarize data in order to generate financial statements.	Introductory	5-7
8	<b>Financial Statements (Core)</b> Prepare and interpret financial statements (income statement and balance sheet) for an accounting period.	Introductory	5-8
9	<b>Adjusting and Closing Entries (Core)</b> Generate adjusting and closing entries in relation to the appropriate accounting period.	Introductory	5-7
10	<b>Post-Closing Trial Balance (Core)</b> Explore the final step of the accounting cycle.	Introductory	2-3
11	<b>Accounting Cycle Project (Core)</b> Examine accounting practices through application of the accounting cycle in service business scenarios.	Introductory	5-10
12	<b>Employee Wellness (Core)</b> Justify the importance of wellness practices for employers and employees.	Introductory	3-5
13	<b>Introduction to Merchandising (Core)</b> Evaluate the operation and viability of a merchandising firm from an accounting perspective.	Intermediate	2-5

14	<b>Accounting Standards and Business Ethics (Core)</b> Explain the purpose and application of the Generally Accepted Accounting Principles (GAAPs).	Intermediate	2-3
15	<b>Merchandising Inventory Accounts (Core)</b> Explore the importance of inventory and its accurate value within a merchandising firm.	Intermediate	4-6
16	<b>Sales and Purchase Accounts (Core)</b> Assess sales and purchase accounts for a merchandising firm.	Intermediate	5-8
17	<b>Steps 1-3 of Accounting Cycle for Merchandising Firm (Core)</b> Implement steps 1-3 of the accounting cycle for a merchandising firm.	Intermediate	15-20
18	<b>Steps 4-8 of Accounting Cycle for Merchandising Firm (Core)</b> Implement steps 4-8 of the accounting cycle for a merchandising firm.	Intermediate	15-20
19	<b>Introduction to Management Accounting (Core)</b> Investigate non-monetary aspects of management accounting.	Advanced	3-5
20	<b>Cost Accounting (Core)</b> Investigate calculating, controlling and reporting costs of doing business.	Advanced	10-15
21	<b>Fixed and Variable Costs (Core)</b> Evaluate the factors a manager considers when making management decisions.	Advanced	5-10
22	<b>Budgeting for Profit Planning (Core)</b> Examine how budgets assist in profit planning.	Advanced	10-12
23	<b>Financial Statement Analysis (Core)</b> Justify how financial statement analysis assists management with decision-making.	Advanced	5-8
24	<b>Career Opportunities (Core)</b> Investigate career opportunities in the accounting industry in Saskatchewan and Canada.	Introductory	2-5
25A	<b>Basic Payroll (Optional)</b> Investigate payroll and how net pay is calculated.	Introductory	1-2
25B	<b>Advanced Payroll (Optional)</b> Investigate payroll for a business.	Intermediate	4-6
26	<b>Business Taxes and Taxation (Optional)</b> Explore business taxes and taxation.	Introductory	2-3
27A	<b>Business Banking (Optional)</b> Investigate banking functions for business.	Introductory	4-6
27B	<b>Banking for Business Controls (Optional)</b> Analyze the importance of cash control in a business.	Introductory	2-3
28	<b>Petty Cash (Optional)</b> Investigate the purpose of having a petty cash fund.	Introductory	4-6

29A	<b>Technology Applications for a Service Business (Optional)</b> Investigate technology as a tool to aid in the accounting process.	Introductory	7-15
29B	<b>Accounting Technology (Optional)</b> Investigate the impact of technology on accounting practices.	Intermediate	5-8
30	<b>Business Types and Ownership Options (Optional)</b> Investigate different types of businesses and options for ownership.	Introductory	3-5
31A	<b>Asset Analysis (Optional)</b> Analyze how financial statements are used when making business decisions related to bad debt.	Intermediate	1-2
31B	<b>Bad Debts (Optional)</b> Examine bad debts expense using the allowance method.	Intermediate	3-5
31C	<b>Depreciation (Optional)</b> Examine depreciation of fixed assets through journals and fixed asset records.	Intermediate	5-7
31D	<b>Inventory Valuation (Optional)</b> Examine different inventory valuation methods.	Advanced	5-8
32	<b>Promissory Notes (Optional)</b> Analyze and record entries related to promissory notes.	Advanced	3-5
33	<b>Accrued Revenue (Optional)</b> Examine entries related to accrued and deferred revenue and expenses.	Advanced	4-6
34A	<b>Agricultural Accounting: Impact of Records</b> Assess the impact of accurate record keeping in the agricultural industry.	Intermediate	5-8
34B	<b>Agricultural Business</b> Examine business ownership as applied to agricultural.	Intermediate	4-6
34C	<b>Agricultural Accounting: Procedures</b> Investigate accounting practices for agricultural business.	Advanced	5-10
35	<b>Journals and Financial Statements for Partnership (Optional)</b> Construct journal entries and financial statements for a partnership.	Advanced	4-6
36	<b>Journals and Financial Statements for Corporate Accounting (Optional)</b> Examine journal entries and financial statements for a corporation.	Advanced	4-6
37	<b>Merchandising Business Project (Optional)</b> Examine accounting practices through a project simulation related to a merchandising business.	Intermediate	7-10
38	<b>Accounting Project for Business (Optional)</b>	Advanced	9-12



	Engage in an accounting project or simulation related to owning or operating a business.		
39A	<b>Work Study Preparation (Optional)</b> Recognize how school-based skills development will be used to meet workplace expectations.	Intermediate	3-5
39B	<b>Work Study Preparation (Optional)</b> Recognize how school-based skills development will be used to meet workplace expectations.	Advanced	3-5
40A	<b>Work Study Placement (Optional)</b> Gain experience in the world of work to make more informed choices about careers by expanding the career research and exploration beyond the classroom.	Intermediate	25-50
40B	<b>Work Study Placement (Optional)</b> Gain experience in the world of work to make more informed choices about careers by expanding the career research and exploration beyond the classroom.	Advanced	25-50
41A	<b>Work Study Follow-up (Optional)</b> Reflect and report on the work study experience including but not limited to hours of work, personal relationships, employer expectations, evaluation criteria, and overall personal performance.	Intermediate	2-4
41B	<b>Work Study Follow-up (Optional)</b> Reflect and report on the work study experience including but not limited to hours of work, personal relationships, employer expectations, evaluation criteria, and overall personal performance.	Advanced	2-4
99A	<b>Extended Study (Optional)</b>	Introductory	10-25
99B	<b>Extended Study (Optional)</b>	Intermediate	10-25
99C	<b>Extended Study (Optional)</b>	Advanced	10-25

## Course Configurations – Core and Suggested Optional Modules

Module Number	Modules (Core or Optional)	Level	Suggested Time (hrs)
	<b>Accounting 10</b>		
1	<b>Introduction to Accounting (Core)</b> Investigate the need for accounting in business.	Introductory	2-5
2	<b>Identifying Accounting Standards (Core)</b> Explain the role of accounting standards.	Introductory	1-2
3	<b>Accounting Equation (Core)</b> Analyze the relationships within the accounting equation.	Introductory	2-5
4	<b>T-accounts (Core)</b> Utilize transactions and apply T-accounts in order to understand the concept of an account.	Introductory	10-12
5	<b>Journals (Core)</b> Explore how journals simplify and organize transactions in accounting.	Introductory	5-8
6	<b>Ledgers (Core)</b> Summarize transactions of an account by updating ledgers to obtain current balance.	Introductory	5-8
7	<b>Worksheets (Core)</b> Create a worksheet to summarize data in order to generate financial statements.	Introductory	5-7
8	<b>Financial Statements (Core)</b> Prepare and interpret financial statements (income statement and balance sheet) for an accounting period.	Introductory	5-8
9	<b>Adjusting and Closing Entries (Core)</b> Generate adjusting and closing entries in relation to the appropriate accounting period.	Introductory	5-7
10	<b>Post-Closing Trial Balance (Core)</b> Explore the final step of the accounting cycle.	Introductory	2-3
11	<b>Accounting Cycle Project (Core)</b> Examine accounting practices through application of the accounting cycle for service business simulations.	Introductory	5-10
12	<b>Employee Wellness (Core)</b> Justify the importance of wellness practices for employers and employees.	Introductory	3-5
25A	<b>Basic Payroll (Optional)</b> Investigate payroll and how net pay is calculated.	Introductory	1-2
26	<b>Business Taxes and Taxation (Optional)</b> Explore business taxes and taxation.	Introductory	2-3
27A	<b>Business Banking (Optional)</b> Investigate banking functions for business.	Introductory	4-6
27B	<b>Banking for Business Controls (Optional)</b> Analyze the importance of cash control in a business.	Introductory	2-3
28	<b>Petty Cash (Optional)</b>	Introductory	4-6

	Investigate the purpose of having a petty cash fund.		
29A	<b>Technology Applications for a Service Business (Optional)</b> Investigate technology as a tool to aid in the accounting process.	Introductory	7-15
30	<b>Business Types and Ownership Options (Optional)</b> Investigate different types of businesses and options for ownership.	Introductory	3-5
99A	<b>Extended Study (Optional)</b>	Introductory	10-25
	<b>Optional Modules from the Financial Literacy Curriculum</b>		
26B	<b>Saving and Investing</b>	Introductory	1-2
	<b>Minimum</b>		<b>100</b>

Module Number	Modules (Core or Optional)	Level	Suggested Time (hrs)
	<b>Accounting 20</b>		
13	<b>Introduction to Merchandising (Core)</b> Evaluate the operation and viability of a merchandising firm from an accounting perspective.	Intermediate	2-5
14	<b>Accounting Standards and Business Ethics (Core)</b> Explain the purpose and application of the Generally Accepted Accounting Principles (GAAPs).	Intermediate	2-3
15	<b>Merchandising Inventory Accounts (Core)</b> Explore the importance of inventory and its accurate value within a merchandising firm.	Intermediate	4-6
16	<b>Sales and Purchase Accounts (Core)</b> Assess sales and purchase accounts for a merchandising firm.	Intermediate	5-8
17	<b>Steps 1-3 of Accounting Cycle for Merchandising Firm (Core)</b> Implement steps 1-3 of the accounting cycle for a merchandising firm.	Intermediate	15-20
18	<b>Steps 4-8 of Accounting Cycle for Merchandising Firm (Core)</b> Implement steps 4-8 of the accounting cycle for a merchandising firm.	Intermediate	15-20
25B	<b>Advanced Payroll (Optional)</b> Investigate payroll for a business.	Intermediate	4-6
26	<b>Business Taxes and Taxation (Optional)</b> Explore business taxes and taxation.	Introductory	2-3
29B	<b>Accounting Technology (Optional)</b> Investigate the impact of technology on accounting practices.	Intermediate	5-8
31A	<b>Asset Analysis (Optional)</b>	Intermediate	1-2

	Analyze how financial statements are used when making business decisions related to bad debt.		
31B	<b>Bad Debts (Optional)</b> Examine bad debts expense using the allowance method.	Intermediate	3-5
31C	<b>Depreciation (Optional)</b> Examine depreciation of fixed assets through journals and fixed asset records.	Intermediate	5-7
37	<b>Merchandising Business Project (Optional)</b> Examine accounting practices through a project simulation related to a merchandising business.	Intermediate	7-10
26C	<b>Criteria to Consider When Investing (Optional)</b> <b>Financial Literacy</b> Explore investment criteria.	Intermediate	1-2
26D	<b>Stock Markets and Investment Options (Optional)</b> Investigate stock markets and investment options.	Intermediate	5-10
39A	<b>Work Study Preparation (Optional)</b> Recognize how school-based skills development will be used to meet workplace expectations.	Intermediate	3-5
40A	<b>Work Study Placement (Optional)</b> Gain experience in the world of work to make more informed choices about careers by expanding the career research and exploration beyond the classroom.	Intermediate	25-50
41A	<b>Work Study Follow-up (Optional)</b> Reflect and report on the work study experience including but not limited to hours of work, personal relationships, employer expectations, evaluation criteria, and overall personal performance.	Intermediate	2-4
99B	<b>Extended Study (Optional)</b>	Intermediate	10-25
	<b>Optional Modules from the Financial Literacy Curriculum</b>		
26C	<b>Criteria to Consider When Investing</b>	Intermediate	1-2
26D	<b>Stock Markets and Investment Options</b>	Intermediate	5-10
	<b>Minimum</b>		<b>100</b>

Module Number	Modules (Core or Optional)	Level	Suggested Time (hrs)
	<b>Accounting 30</b>		
19	<b>Introduction to Management Accounting (Core)</b> Investigate non-monetary aspects of management accounting.	Advanced	3-5
20	<b>Cost Accounting (Core)</b> Investigate calculating, controlling and reporting costs of doing business.	Advanced	10-15
21	<b>Fixed and Variable Costs (Core)</b>	Advanced	5-10

	Evaluate the factors a manager considers when making management decisions.		
22	<b>Budgeting for Profit Planning (Core)</b> Examine how budgets assist in profit planning.	Advanced	10-12
23	<b>Financial Statement Analysis (Core)</b> Justify how financial statement analysis assists management with decision-making.	Advanced	5-8
24	<b>Career Opportunities (Core)</b> Investigate career opportunities in the accounting industry in Saskatchewan and Canada.	Introductory	2-5
31D	<b>Inventory Valuation (Optional)</b> Examine different inventory valuation methods.	Advanced	5-8
32	<b>Promissory Notes (Optional)</b> Analyze and record entries related to promissory notes.	Advanced	3-5
33	<b>Accrued Revenue (Optional)</b> Examine entries related to accrued and deferred revenue and expenses.	Advanced	4-6
34A	<b>Agricultural Accounting: Impact of Records</b> Assess the impact of accurate record keeping in the agricultural industry.	Intermediate	5-8
34B	<b>Agricultural Business</b> Examine business ownership as applied to agricultural.	Intermediate	4-6
34C	<b>Agricultural Accounting: Procedures</b> Investigate accounting practices for agricultural business.	Advanced	5-10
35	<b>Journals and Financial Statements for Partnership (Optional)</b> Construct journal entries and financial statements for a partnership.	Advanced	4-6
36	<b>Journals and Financial Statements for Corporate Accounting (Optional)</b> Examine journal entries and financial statements for a corporation.	Advanced	4-6
38	<b>Accounting Project for Business (Optional)</b> Engage in an accounting project or simulation related to owning or operating a business.	Advanced	9-12
26F	<b>Investment Portfolio (Core) Financial Literacy</b> Construct an investment portfolio that includes short-, medium-, and long-term investment goals.	Advanced	10-15
27	<b>Investment Practices in Canada (Optional) Financial Literacy</b> Research investment practices in Canada.	Advanced	1-2
39B	<b>Work Study Preparation (Optional)</b> Recognize how school-based skills development will be used to meet workplace expectations.	Advanced	3-5
40B	<b>Work Study Placement (Optional)</b> Gain experience in the world of work to make more informed choices about careers by expanding the career research and exploration beyond the classroom.	Advanced	25-50

41B	<b>Work Study Follow-up (Optional)</b> Reflect and report on the work study experience including but not limited to hours of work, personal relationships, employer expectations, evaluation criteria, and overall personal performance.	Advanced	2-4
99C	<b>Extended Study (Optional)</b>	Advanced	10-25
	<b>Optional Modules from the Financial Literacy Curriculum</b>		
26F	<b>Investment Portfolio</b>	Advanced	10-15
27	<b>Investment Practices in Canada</b>	Advanced	1-2
	<b>Minimum</b>		<b>100</b>

## Suggested Modules for Middle Level PAA Survey Courses

Module Number	Modules	Level	Suggested Time (hrs)	Pre-requisites
1	<b>Introduction to Accounting</b> Investigate the need for accounting in business.	Introductory	2-5	None
2	<b>Identifying Accounting Standards</b> Explain the role of accounting standards.	Introductory	1-2	None
3	<b>Accounting Equation</b> Analyze the relationships within the accounting equation.	Introductory	2-5	Module 1, 2
12	<b>Employee Wellness</b> Justify the importance of wellness practices for employers and employees.	Introductory	3-5	None
25A	<b>Basic Payroll</b> Investigate payroll and how net pay is calculated.	Introductory	1-2	None
30	<b>Business Types and Ownership Options</b> Investigate different types of businesses and options for ownership.	Introductory	3-5	None

## Suggested Modules for Secondary PAA Survey Courses

Module Number	Modules	Level	Suggested Time (hrs)	Pre-requisites
1	<b>Introduction to Accounting</b> Investigate the need for accounting in business.	Introductory	2-5	None
2	<b>Identifying Accounting Standards</b> Explain the role of accounting standards.	Introductory	1-2	None
3	<b>Accounting Equation</b> Analyze the relationships within the accounting equation.	Introductory	2-5	Module: 1,2
4	<b>T-accounts</b> Utilize transactions and apply T-accounts in order to understand the concept of an account.	Introductory	10-12	Module: 3
5	<b>Journals</b> Explore how journals simplify and organize transactions in accounting.	Introductory	5-8	Module: 4
6	<b>Ledgers</b> Summarize transactions of an account by updating ledgers to obtain current balance.	Introductory	5-8	Module: 5
7	<b>Worksheets</b> Create a worksheet to summarize data in order to generate financial statements.	Introductory	5-7	Module: 6
8	<b>Financial Statements</b> Prepare and interpret financial statements (income statement and balance sheet) for an accounting period.	Introductory	5-8	Module: 7
9	<b>Adjusting and Closing Entries</b> Generate adjusting and closing entries in relation to the appropriate accounting period.	Introductory	5-7	Module: 8
10	<b>Post-Closing Trial Balance</b> Explore the final step of the accounting cycle.	Introductory	2-3	Module: 9
11	<b>Accounting Cycle Project</b> Examine accounting practices through application of the accounting cycle for service business simulations.	Introductory	5-10	Module: 10
39 A, B	<b>Work Study Preparation</b> Prepare for the work placement.	Intermediate Advanced	3-5	None
40 A, B	<b>Work Study Placement</b> Participate in a work placement experience.	Intermediate Advanced	25-50	Module: 39A, B
41 A, B	<b>Work Study Follow-up</b> Relate one's work placement experience to personal and career goals.	Intermediate Advanced	2-4	Module: 40A, B
99 A, B, C, D	<b>Extended Study</b>	Introductory Intermediate Advanced	10-25	None



## Modules

Module 1: Introduction to Accounting (Core)		
Suggested Time: 2-5 hours	Level: Introductory	Prerequisite: None
Outcomes	Indicators	
Investigate the need for accounting in business.	<ul style="list-style-type: none"> <li>a. Recognize and use the language of accounting (e.g., assets, liabilities, debits, credits).</li> <li>b. Investigate accounting related career opportunities (e.g., bookkeeping, general office work, clerk, payroll, receivables, payables).</li> <li>c. Research and compare financial accounting, cost accounting and management accounting.</li> <li>d. Recognize forms of business ownership including sole proprietorship, corporation, franchise, partnership, and a cooperative model.</li> <li>e. Discuss how different forms of business ownership have led to the need for different accounting practices.</li> <li>f. List and classify types of business enterprises (e.g., resources, manufacturing, merchandising and service) within local community, Saskatchewan, Canada and globally.</li> <li>g. Discuss how different types of business enterprises (e.g., resources, manufacturing, merchandising and service) require different accounting practices.</li> <li>h. Identify the role/purpose of accounting from the perspective of a manufacturer, producer, wholesaler, retailer, consumer and citizen in the business world.</li> <li>i. Discuss how accountants training and practices will vary according to the type of employer (e.g., manufacturer, producer, retailer) and job description.</li> <li>j. Examine the inquiry question; Why is accounting important?</li> <li>k. Label the steps of the accounting cycle (i.e., analyze originating transaction data, journalize, post, prepare worksheets, prepare financial statements, journalize and post adjusting and closing entries, prepare post-closing trial balance).</li> </ul>	

<b>Module 2: Identifying Accounting Standards (Core)</b>		
<b>Suggested Time: 1-2 hours</b>	<b>Level: Introductory</b>	<b>Prerequisite: none</b>
<b>Outcome</b>	<b>Indicators</b>	
<b>Explain the role of accounting standards.</b>	<ul style="list-style-type: none"> <li>a. Identify the different parts (i.e., Part I, International Financial Reporting Standards [IFRS], Part II, Accounting Standards for Private Enterprises [ASPE], Part III, Accounting Standards for Not-For-Profit Organizations [NPO], Part IV, Accounting Standards for Pensions Plans and the CPA Canada Public Sector Accounting Handbook [PSAB]) of the accounting handbook.</li> <li>b. List examples of accounting principles (e.g., Canadian Generally Accepted Accounting Principles [GAAPs]; business identity, going concern, accounting period cycle, objective evidence, unit of measurement, realization of revenue, matching expenses with revenue, historical cost, adequate disclosure, consistent reporting).</li> <li>c. Relate accounting standards to case study scenarios found in the community (e.g., local business, First Nations governance authorities, not-for-profit organizations, public sector entities).</li> </ul>	

<b>Module 3: Accounting Equation (Core)</b>		
<b>Suggested Time: 2-5</b>	<b>Level: Introductory</b>	<b>Prerequisite: Module 1, 2</b>
<b>Outcome</b>	<b>Indicators</b>	
<b>Analyze the relationships among assets, liabilities, owners' equity within the accounting equation.</b>	<ul style="list-style-type: none"> <li>a. Define assets, liabilities and owners' equity (capital).</li> <li>b. Classify and sort examples of assets, liabilities and owners' equity.</li> <li>c. Explain the accounting equation relationship (i.e., <math>a = l + oe</math>).</li> <li>d. Manipulate and solve problems using the accounting equation.</li> <li>e. Examine how business transactions affect the accounting equation and apply to calculations.</li> <li>f. Analyze the preservation of equality (e.g., increasing assets impacts liabilities and owners' equity) within the accounting equation.</li> </ul>	

Module 4: T-accounts (Core)		
Suggested Time: 10-12	Level: Introductory	Prerequisite: Module 3
Outcome	Indicators	
Utilize transactions and apply T-accounts in order to understand the concept of an account.	<ul style="list-style-type: none"> <li>a. Relate the left and right of the T-account location to the accounting equation.</li> <li>b. Label debit (left) and credit (right) as left and right of the T-account location.</li> <li>c. Identify the location (l/r) of the elements (i.e., assets, liabilities, owner's equity) of the accounting equation and how those elements correlate to the normal balance of an account.</li> <li>d. Implement the use of normal balance in each sub-element of owner's equity (i.e., capital (CR), drawings (DR), revenue (CR) and expenses (DR)) and analyze how the sub-elements increase or decrease the owner's equity.</li> <li>e. Interpret how the normal balance side of a T-account relates to the increase and decrease of an account balance.</li> <li>f. Recognize and apply the concept of double entry accounting by assigning the amounts of a transaction into one debit and one credit part.</li> <li>g. Analyze transactions into debits and credits using a pair of T-accounts.</li> <li>h. Analyze a full set of business transactions and record in a ledger of T-accounts.</li> <li>i. Calculate the final balance of a T-account.</li> <li>j. Prove equality between normal debit balances and normal credit balances by totaling accounts to confirm the accounting equation.</li> <li>k. Discuss how capital, drawings, revenue and expenses relate to owners' equity.</li> </ul>	

<b>Module 5: Journals (Core)</b>		
<b>Suggested Time: 5-8 hours</b>	<b>Level: Introductory</b>	<b>Prerequisite: Module 4</b>
<b>Outcome</b>	<b>Indicators</b>	
<b>Explore how journals simplify and organize transactions in accounting.</b>	<ul style="list-style-type: none"> <li>a. Identify the information contained in source documents.</li> <li>b. Justify the importance of a journal as a permanent legal entity or legal document as it connects to Generally Accepted Accounting Principles (GAAPs).</li> <li>c. Identify columns (i.e., general debit, general credit, special amount columns) of a combination journal.</li> <li>d. Analyze and record business transactions into a journal or journals referencing a chart of accounts.</li> <li>e. Prove the total of debit columns equals the total of credit columns.</li> <li>f. Prove cash by determining that the amount of cash in the journal agrees with the accounting records (e.g., cheque stub).</li> <li>g. Analyze, explain and correct discrepancies when preparing a series of accounting proofs such as slide, divide by 9, and double/half.</li> </ul>	

<b>Module 6: Ledgers (Core)</b>		
<b>Suggested Time: 5-8 hours</b>	<b>Level: Introductory</b>	<b>Prerequisite: Module 5</b>
<b>Outcome</b>	<b>Indicators</b>	
<b>Summarize transactions of an account by updating ledgers to obtain current balance.</b>	<ul style="list-style-type: none"> <li>a. Create a chart of accounts and sort assets (100), liabilities (200), capital (300), revenue (400) and expenses (500) into numerical order for a service business organized as a proprietorship.</li> <li>b. Identify the columns (e.g., date, name, account, number, account number, entry, balance) of a ledger form and open a ledger for each account.</li> <li>c. Discuss the need for a ledger (i.e., balance of accounts) when a journal is already done.</li> <li>d. Post amounts from the general debit and credit columns into individual accounts in the general ledger.</li> </ul>	

	e. Post totals from the special amount columns to individual accounts.
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<b>Module 7: Worksheets (Core)</b>	
<b>Suggested Time: 5-7 hours</b>	<b>Level: Introductory</b>
<b>Prerequisite: Module 6</b>	
<b>Outcome</b>	<b>Indicators</b>
<b>Create a worksheet to summarize data in order to generate financial statements.</b>	<ul style="list-style-type: none"> <li>a. Prove the ledger by preparing a trial balance in the worksheet which includes listing all account titles and balances from the general ledgers into correct debit and credit columns.</li> <li>b. Calculate and record adjustments in the worksheet in accordance with the Generally Accepted Accounting Principle (GAAP) matching principle.</li> <li>c. Extend the revenue and expense accounts into the income statement from the trial balance and adjustments column.</li> <li>d. Extend the assets, liabilities, capital, and drawing accounts to the balance sheet column from the trial balance and adjustment column.</li> <li>e. Total the columns of the income statement and calculate net income/net loss with proving totals.</li> <li>f. Analyze the relationship between sales and expenses (i.e., net income or net loss) on the worksheet.</li> </ul>

<b>Module 8: Financial Statements (Core)</b>	
<b>Suggested Time: 5-8 hours</b>	<b>Level: Introductory</b>
<b>Prerequisite: Module 7</b>	
<b>Outcome</b>	<b>Indicators</b>
<b>Prepare and interpret financial statements (income statement and balance sheet) for an accounting period.</b>	<ul style="list-style-type: none"> <li>a. Discuss how recording and reporting financial information affects business owners' ability to make accurate business decisions.</li> <li>b. Consider the inquiry questions; How are financial statements used to aid decision makers? What information must be present on a financial statement (e.g., adequate disclosure)?</li> <li>c. Discuss the purpose of income statements and balance sheets.</li> <li>d. Compile the income statement listing the heading, business name, date, account titles and appropriate debit and credit amounts.</li> </ul>

	<ul style="list-style-type: none"> <li>e. Calculate the net income or loss by comparing the revenue and expenses to ensure the net income/ loss on the income statement is consistent with the worksheet.</li> <li>f. Recognize that a balance sheet reports the financial condition of a business on a specific date by detailing the assets, liabilities and capital.</li> <li>g. Compile a balance sheet listing business name, date, account titles and appropriate amounts for the assets and liabilities using the amounts from the worksheet's balance sheet columns.</li> <li>h. Calculate the capital for a balance sheet ensuring that total assets equal total liabilities and capital.</li> <li>i. Critique a presentation of financial statements from the perspective of a member of the board of directors or from the perspective of a potential investor.</li> <li>j. Assess the viability of a business based on a simulated balance sheet.</li> <li>k. Analyze examples of publicly available financial statements.</li> </ul>
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Module 9: Adjusting and Closing Entries (Core)		
<b>Suggested Time: 5-7 hours</b>	<b>Level: Introductory</b>	<b>Prerequisite: Module 8</b>
Outcome	Indicators	
<b>Generate adjusting and closing entries in relation to the appropriate accounting period.</b>	<ul style="list-style-type: none"> <li>a. Describe how the matching principle justifies the need for adjusting and closing entries.</li> <li>b. Record adjusting entries in the general or combination journal for all prepaid expenses (e.g., supplies, insurance, advertising).</li> <li>c. Transfer the adjusting entries from the general or combination journal to the ledger by posting them to appropriate ledger account.</li> <li>d. Distinguish between permanent and temporary accounts.</li> <li>e. Identify the new account income summary as a temporary account.</li> <li>f. Define and discuss the purpose of closing entries (e.g., update accounts, transferring net income/loss to owner's equity account).</li> <li>g. Calculate and prepare closing entries by journalizing each entry and posting them to the ledger to bring temporary accounts to zero.</li> </ul>	

<b>Module 10: Post-Closing Trial Balance (Core)</b>		
<b>Suggested Time: 2-3 hours</b>	<b>Level: Introductory</b>	<b>Prerequisite: Module 9</b>
<b>Outcome</b>	<b>Indicators</b>	
<b>Explore the final step of the accounting cycle.</b>	<ul style="list-style-type: none"> <li>a. Define post-closing trial balance and its purpose.</li> <li>b. Prove the equality between debits and credits of the permanent accounts.</li> <li>c. Rationalize why no temporary accounts will be in the post-closing trial balance.</li> <li>d. Recognize the end-of-the month permanent account balances are new balances for the next month.</li> <li>e. Examine the inquiry question; Why is it important to complete the post-closing trial balance at the end of a fiscal period?</li> </ul>	

<b>Module 11: Accounting Cycle Project (Core)</b>		
<b>Suggested Time: 5-10 hours</b>	<b>Level: Introductory</b>	<b>Prerequisite: Module 10</b>
<b>Outcome</b>	<b>Indicators</b>	
<b>Examine accounting practices through application of the accounting cycle for service business simulations.</b>	<ul style="list-style-type: none"> <li>a. Apply the accounting cycle (i.e., analyze originating transaction data, journalize, post, prepare worksheets, prepare financial statements, journalize and post adjusting and closing entries, prepare post-closing trial balance) to a service business scenario.</li> <li>b. Apply error finding techniques within aspects of the accounting cycle and identify appropriate corrections.</li> <li>c. Discuss and justify decisions made to solve problems that arise during the accounting cycle.</li> <li>d. Analyze decisions for given scenarios utilizing the accounting cycle.</li> <li>e. Analyze the financial situation of a service business based on the financial statements.</li> <li>f. Compose questions to help accountants interpret and analyze financial statements.</li> </ul>	

	g. Compare post-closing trial balances for two different accounting cycles and examine changes that occurred during the accounting period.
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Module 12 : Employee Wellness (Core)		
Suggested Time: 3-5 hours	Level: Introductory	Prerequisite: None
Outcome	Indicators	
Justify the importance of wellness practices for employers and employees.	<ul style="list-style-type: none"> <li>a. Research practices that impact employee productivity, profit and retention.</li> <li>b. Identify factors (e.g., snacks, atmosphere, movement opportunities) that influence employee wellness.</li> <li>c. Examine the impact that sitting at a desk or computer has on physical and mental wellness.</li> <li>d. Perform stretches designed for employees that are working at a desk or computer for extended periods.</li> <li>e. Design a company policy regarding employee wellness.</li> <li>f. Identify ergonomic risk factors and plan an ergonomic work station.</li> </ul>	

Module 13 : Introduction to Merchandising (Core)		
Suggested Time: 2-5 hours	Level: Intermediate	Prerequisite: Module 11
Outcome	Indicators	
Evaluate the operation and viability of a merchandising business from an accounting perspective.	<ul style="list-style-type: none"> <li>a. Investigate the difference between a service business and a merchandising business.</li> <li>b. Analyze local, provincial, national, and international examples of merchandising (buying and selling) between producer, manufacturer, wholesaler, retailer, and consumer.</li> <li>c. Evaluate business decisions related to import/export costs, product sustainability, locally vs internationally merchandise and the impact those decisions have on the financial profits/loss of a business.</li> </ul>	



	<ul style="list-style-type: none"> <li>d. Identify examples of merchandising businesses within the community and examine the viability of the business.</li> <li>e. Interview an owner of a merchandising business in the community to discuss operational information.</li> <li>f. Explain the difference between the acquisition price and the selling price of a product.</li> <li>g. Discuss the meaning of markup, margin, and markdown.</li> <li>h. Explain purchases and their related accounts as being the main record of costs of the merchandise for resale in a periodic inventory system.</li> <li>i. Design a proposal for a home-based or online merchandising business, including components such as cost price, profit, overhead, selling price, salaries, delivery, advertising, income tax benefits, primary or secondary source revenue, supplier and markdown.</li> </ul>
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Module 14: Accounting Standards and Business Ethics (Core)		
<b>Suggested Time: 2-3 hours</b>	<b>Level: Intermediate</b>	<b>Prerequisite: Module 2</b>
Outcome	Indicators	
<b>Explain the purpose and application of the Generally Accepted Accounting Principles (GAAPs).</b>	<ul style="list-style-type: none"> <li>a. Discuss how Generally Accepted Accounting Principles (GAAPs) and accounting standards are applied to accounting cycles and to business transactions.</li> <li>b. Collaborate with peers to discuss inquiry questions such as; Why do GAAPs and accounting standards exist? How are the GAAPs applied? What would happen in the absence of any standards?</li> <li>c. Examine the relationship between personal, professional and business ethics and how it relates to GAAPs and the accounting standards.</li> <li>d. Discuss why different parts of accounting handbook exist (e.g., IFRS, ASPE, NPO, PSAB).</li> <li>e. Investigate accounting examples of current events that involve a breach in ethics or failure to adhere to accounting standards.</li> </ul>	

<b>Module 15: Merchandising Inventory Accounts (Core)</b>		
<b>Suggested Time: 4-6 hours</b>	<b>Level: Intermediate</b>	<b>Prerequisite: Module 13</b>
<b>Outcome</b>	<b>Indicators</b>	
<b>Explore the importance of inventory and its accurate value within a merchandising business.</b>	<ul style="list-style-type: none"> <li>a. Define merchandising inventory.</li> <li>b. Classify and assign a number to the different types of accounts used in a merchandising business such as merchandise inventory, purchases, sales, and cost of goods sold to the chart of accounts.</li> <li>c. Examine the inquiry questions; Why is inventory reported on the balance sheet as the amount paid for the item, not the selling price? Why is the cost of goods sold reports on the income statement?</li> <li>d. Discuss the relationship between beginning inventory (e.g., cost of goods on hand) and ending inventory.</li> <li>e. Calculate the balance of merchandise inventory in a merchandising business.</li> <li>f. Differentiate between perpetual inventory and periodic inventory, considering cost, ease of handling, computerization and labour hours.</li> <li>g. Analyze the implications of inventory surplus or deficits in a business (e.g., cash flow, expenses, loss).</li> <li>h. Calculate the cost of goods sold.</li> </ul>	

<b>Module 16: Sales and Purchases Accounts (Core)</b>		
<b>Suggested Time: 5-8</b>	<b>Level: Intermediate</b>	<b>Prerequisite: Module 15</b>
<b>Outcome</b>	<b>Indicators</b>	
<b>Assess sales and purchase accounts for a merchandising business.</b>	<ul style="list-style-type: none"> <li>a. Distinguish between cash and purchase transactions.</li> <li>b. Analyze sales tax as a liability in a business, and how it is calculated on sales transactions.</li> <li>c. Assess discounts and how they apply to purchases (e.g., 2/10 n/30 – 2% off if paid within 10 days or net 30) in a merchandising business.</li> <li>d. Analyze the effect that sales returns and discounts have on original sales transactions.</li> </ul>	

	<ul style="list-style-type: none"> <li>e. Implement contra accounts to record returns and allowances transactions.</li> <li>f. Analyze a sales invoice to see if all relevant components including seller, buyer, date, quantity, date, amount, item, tax, terms and total are noted.</li> <li>g. Organize transactions into the appropriate sales or purchase journals.</li> <li>h. Implement the use of special journals (e.g., departmental journals).</li> <li>i. Distinguish between the general ledger and the subsidiary ledgers.</li> <li>j. Discuss how the controlling accounts receivable and the controlling accounts payable account summarize all accounts from the subsidiary ledgers.</li> <li>k. Produce a schedule of accounts payable and accounts receivable ensuring the total matches the appropriate controlling account.</li> <li>l. Post sales on account transactions, totals, merchandise purchases, cash receipts and cash payments to the appropriate ledger or column.</li> <li>m. Critique how cash on delivery (COD), on account, charge, discounts and returns all impact the sales revenue of a merchandising business.</li> <li>n. Explain how sales and related accounts are the main source of revenue in a merchandising business.</li> <li>o. Classify purchases and related accounts (e.g., source documents, invoice, returns and allowances, discounts) as well as invoice and transportation costs (e.g., freight-in, free on board destination).</li> <li>p. Explain purchases and its related accounts as being the main record of costs of the merchandise for resale in a periodic inventory system.</li> <li>q. Apply generally accepted accounting principles (GAAP) to sales and purchases.</li> </ul>
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Module 17: Steps 1-3 of Accounting cycle for Merchandising Business (Core)		
Suggested Time: 15-20 hours	Level: Intermediate	Prerequisite: Module 16
Outcome	Indicators	
<b>Implement steps 1-3 of the accounting cycle for a merchandising business.</b>	<ul style="list-style-type: none"> <li>a. Review and summarize the eight steps in the accounting cycle (i.e., analyze originating transaction data, journalize, post, prepare worksheets, prepare financial statements, journalize and post adjusting and closing entries, prepare post-closing trial balance) for a merchandising business.</li> <li>b. Distinguish differences in the accounting cycle for a merchandising business versus a service business.</li> <li>c. Identify what source documents include (e.g., till tape, invoices, memos, cash receipts, cheque stubs) in a merchandising business.</li> <li>d. Justify that no entry should be made unless it has a supporting document as related to the GAAP objectivity principle.</li> <li>e. Analyze each source document and journalize appropriately for a merchandising business.</li> <li>f. Execute a multi-journal system and/or an expanded combination journal (e.g., sales, purchases, cash receipts, cash payment) for a scenario/simulation of a merchandising business.</li> <li>g. Post values to the general ledger and subsidiary ledgers such as accounts receivable and accounts payable.</li> <li>h. Total and prove journal(s) debit columns equal credit columns.</li> <li>i. Examine ways to prove the accuracy of posting (e.g., schedule of accounts payable, schedule of accounts receivable).</li> </ul>	

<b>Module 18: Steps 4-8 of Accounting Cycle for Merchandising Business (Core)</b>		
<b>Suggested Time: 15-20 hours</b>	<b>Level: Intermediate</b>	<b>Prerequisite: Module 17</b>
<b>Outcome</b>	<b>Indicators</b>	
<b>Implement steps 4-8 of the accounting cycle for a merchandising business.</b>	<ul style="list-style-type: none"> <li>a. Prove the accuracy of the general ledger for a merchandising business by preparing a trial balance.</li> <li>b. Complete a worksheet by organizing and planning adjustments and sorting account balances into the correct financial statement columns to calculate the net income/loss.</li> <li>c. Prepare a balance sheet, income statement and statement of owners' equity for a merchandising business.</li> <li>d. Examine and discuss who reads financial statements and why they do.</li> <li>e. Prepare the journal entries for adjusting and closing entries for the end of the accounting period in the general or synoptic/combination journal.</li> <li>f. Post the adjusting and closing entries by transferring them from the journals to the general ledger to close the temporary accounts and prepare the business books for the next accounting period.</li> <li>g. Prepare a post-closing trial balance to check the equality of the general ledger upon completion of the accounting cycle in a merchandising business.</li> </ul>	

<b>Module 19: Introduction to Management Accounting (Core)</b>		
<b>Suggested Time: 3-5 hours</b>	<b>Level: Advanced</b>	<b>Prerequisite: Module 18</b>
<b>Outcome</b>	<b>Indicators</b>	
<b>Investigate non-monetary aspects of management accounting.</b>	<ul style="list-style-type: none"> <li>a. Analyze and describe characteristics of management accounting.</li> <li>b. Differentiate between management and financial accounting.</li> <li>c. Identify and explain the management functions of planning, organizing, budgeting, forecasting and decision making.</li> <li>d. Identify and evaluate a range of management styles.</li> <li>e. Distinguish the difference among management roles such as manager controller, human resource manager, union-management, and</li> </ul>	

	<p>operations manager.</p> <p>f. Identify and evaluate skills needed to fulfill management roles.</p> <p>g. Design a set of interview questions that could be used to interview for a manager position.</p> <p>h. Create a simulation that will evaluate whether or not an individual is an effective manager.</p>
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<b>Module 20: Cost Accounting (Core)</b>		
<b>Suggested Time: 10-15 hours</b>	<b>Level: Advanced</b>	<b>Prerequisite: Module 19</b>
<b>Outcome</b>	<b>Indicators</b>	
<b>Investigate calculating, controlling and reporting costs of doing business.</b>	<p>a. Define cost accounting and explain how it relates to management accounting and financial accounting.</p> <p>b. Differentiate cost into two categories (i.e., manufacturing costs and non-manufacturing costs) to be used in management analysis.</p> <p>c. Classify direct labour, direct materials and manufacturing overhead as manufacturing costs.</p> <p>d. Classify marketing/selling costs and administration costs as non-manufacturing costs.</p> <p>e. Debate the importance of labour costs to management accounting.</p> <p>f. Assess and describe how opportunity costs and sunk costs become part of the management decision-making process.</p> <p>g. Prepare the manufacturing statement, the schedule of cost of goods manufactured statement and the income statement for a merchandising business and manufacturing business and the examine the purpose of each.</p>	

Module 21: Fixed and Variable Costs (Core)		
Suggested Time: 5-10 hours	Level: Advanced	Prerequisite: Module 20
Outcome	Indicators	
Evaluate the factors a manager considers when making management decisions.	<ul style="list-style-type: none"> <li>a. Discuss factors such as prices of products, volume of sales or production, per unit variable costs, total fixed costs and mix of products sold that a manager considers when making management decisions.</li> <li>b. Distinguish costs as being fixed or variable and describe how a manager may use this information.</li> <li>c. Determine a mixed costs analysis using the high-low method and the scatter graph method.</li> <li>d. Compare an income statement detailing the contribution margin to the traditional income statement and explain how changes in sales levels affect contribution margin and net income.</li> <li>e. Create an income statement detailing the contribution margin.</li> <li>f. Define the breakeven point to be when sales revenue is equal to total costs.</li> <li>g. Calculate the breakeven point in units and sales and discuss how managers would use the breakeven point.</li> <li>h. Examine how cost-volume-profit (CVP) analysis connects the relationship of product prices, volume or activity levels, variable costs per unit and total fixed costs.</li> <li>i. Apply the CVP equations (e.g., <math>\text{breakeven sales volume} = \text{fixed costs} \div \text{contribution margin}</math>) to analyze various scenarios to determine their application to the contribution approach of an income statement.</li> <li>j. Analyze various scenarios by applying the CVP equations to determine their application to the contribution approach of an income statement.</li> <li>k. Define fixed and variable costs and related terms (e.g., cost behaviours, sales revenue contribution margin, contribution approach).</li> <li>l. Compute and explain how changes in sales levels affect contribution margin and net income.</li> </ul>	

<b>Module 22: Budgeting for Profit Planning (Core)</b>		
<b>Suggested Time: 10-12 hours</b>	<b>Level: Advanced</b>	<b>Prerequisite: Module 21</b>
<b>Outcome</b>	<b>Indicators</b>	
<b>Examine how budgets assist in profit planning.</b>	<ul style="list-style-type: none"> <li>a. Define the functions, goals, purposes and advantages of a budget and the budgeting process.</li> <li>b. Differentiate between the concepts of planning and control when discussing budgets.</li> <li>c. Identify and present the contributions of five types of budgets including sales, purchases, cost of goods manufactured, selling and administrative expense and cash to the master budget as part of the profit planning process.</li> <li>d. Organize and construct a budgeted income statement and budgeted balance sheet based on budget information.</li> <li>e. Differentiate and describe the variances (e.g., manager's performance or because of production/ market/ economic conditions) between budgeted and actual data that require further investigation.</li> <li>f. Compare and outline the differences between a master budget and a flexible budget using what-if questions to observe changes in net income/loss, using variations in selling price, fixed costs, variable administration expense.</li> </ul>	

<b>Module 23: Financial Statement Analysis in Management Accounting (Core)</b>		
<b>Suggested Time: 5-8 hours</b>	<b>Level: Advanced</b>	<b>Prerequisite: Module 22</b>
<b>Outcome</b>	<b>Indicators</b>	
<b>Justify how financial statement analysis assists management with decision-making.</b>	<ul style="list-style-type: none"> <li>a. Examine and outline the purpose of financial statement analysis in management accounting.</li> <li>b. Review what information financial statements provide and to whom financial statements may be of use.</li> <li>c. Analyze financial statements and express trends and changes using comparative balance sheets and comparative income statements.</li> <li>d. Investigate how a manager would interpret trends and changes (e.g., a slight</li> </ul>	



	<p>increase/ decrease in net sales from one month to another).</p> <p>e. Analyze financial statements and express the strengths and weaknesses of a business using ratios (e.g., current, quick or acid test, inventory turnover, debt and equity, return on owner's equity, markup, and return on sales).</p> <p>f. Examine the performance earnings and efficiency analysis and describe how they support management decision making.</p>
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<b>Module 24: Career Opportunities in Accounting (Core)</b>	
<b>Suggested Time: 2-5 hours</b>	<b>Level: Introductory</b>
	<b>Prerequisite: None</b>
<b>Outcome</b>	<b>Indicators</b>
<b>Investigate career opportunities in the accounting industry in Saskatchewan and Canada.</b>	<p>a. Identify occupations in the accounting industry (e.g., public accounting, industry, government).</p> <p>b. Research different occupations in the accounting field to contrast:</p> <ul style="list-style-type: none"> <li>• educational requirements;</li> <li>• working conditions, including typical hours and shifts worked as well as typical locations;</li> <li>• duties and skills required; and,</li> <li>• professional and/or licensing requirements in Saskatchewan (CPA) and Canada.</li> </ul> <p>c. Reflect upon one's suitability or non-suitability for a specific occupation in the accounting industry.</p> <p>d. Discuss how accounting professionals apply and adhere to different accounting standards depending on the type of entity (e.g., publicly accountable enterprise (IFRS), private enterprise (ASPE), not for profit organization (NPO), public sector entity (PSAB)) in which they are employed.</p> <p>e. Design interview questions that could be used for an accounting position.</p> <p>f. Critique skills and interests that would enhance career choices.</p> <p>g. Discuss how economic conditions may affect job prospects in the accounting industry.</p>

<b>Module 25A: Basic Payroll (Optional)</b>		
<b>Suggested Time: 1-2 hours</b>	<b>Level: Introductory</b>	<b>Prerequisite: None</b>
<b>Outcome</b>	<b>Indicators</b>	
<b>Investigate payroll and how net pay is calculated.</b>	<ul style="list-style-type: none"> <li>a. Recognize the components including gross pay, deductions and net pay of a paycheque.</li> <li>b. Identify the gross pay, deductions and net pay on a given document.</li> <li>c. Calculate the gross pay, total deductions and net pay.</li> <li>d. Compare the gross pay to the net pay.</li> </ul>	

<b>Module 25B: Advanced Payroll (Optional)</b>		
<b>Suggested Time: 4-6 hours</b>	<b>Level: Intermediate</b>	<b>Prerequisite: Module 25A</b>
<b>Outcome</b>	<b>Indicators</b>	
<b>Investigate payroll for a business.</b>	<ul style="list-style-type: none"> <li>a. Itemize payroll components including earnings, compulsory and voluntary deductions.</li> <li>b. Justify why detailed payroll records must be maintained.</li> <li>c. Identify the data (e.g., hourly wage, salary, piecework, commission, overtime, contract work) typically used to calculate earnings for gross pay.</li> <li>d. Prepare a payroll chart using provided financial information.</li> <li>e. Calculate gross pay, total deductions and net pay based on the earnings for the correct pay period.</li> <li>f. Differentiate between mandatory and voluntary optional deductions for employees.</li> <li>g. Recognize that the compulsory deductions are an employer's expense to the federal government.</li> <li>h. Calculate compulsory deductions (i.e., Canada Pension Plan, Employment Insurance, Federal Income Tax) and voluntary deductions using the taxable earnings based on government set percentages.</li> <li>i. Discuss employers' responsibilities regarding dispersing voluntary deductions to appropriate organizations (e.g., charitable donations).</li> </ul>	

	<ul style="list-style-type: none"> <li>j. Journalize and post the payroll to update general ledger accounts.</li> <li>k. Discuss the importance of accurate payroll information for the preparation of year-end summaries (e.g., T4 and T4-A slips).</li> <li>l. Analyze the importance of an employer completing a Record of Employment, with appropriate codes, for employees in situations where employment ends, or the employee leaves due to pregnancy, injury, illness, adoption leave, layoff, or dismissal.</li> <li>m. Generate a payroll for a business simulation, with or without accounting software.</li> </ul>
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Module 26: Business Taxes and Taxation		
<b>Suggested Time: 2-3 hours</b>	<b>Level: Introductory</b>	<b>Prerequisite: None</b>
Outcome	Indicators	
<b>Explore business taxes and taxation.</b>	<ul style="list-style-type: none"> <li>a. Explain the employers' legal obligations for submitting income tax collected from employees.</li> <li>b. Categorize taxes (e.g., property tax, business tax) paid in order to run a business.</li> <li>c. Discuss the significance of provincial sales tax collection from consumers' purchases to be remitted (paid) to the provincial government.</li> <li>d. Examine the importance of GST (<i>Goods and Services Tax</i>) being collected and remitted to the federal government.</li> <li>e. Prepare journal entries incorporating various types of taxes.</li> <li>f. Analyze the purpose of municipal, provincial, and federal taxes.</li> </ul>	

<b>Module 27A: Business Banking (Optional)</b>		
<b>Suggested Time: 4-6 hours</b>	<b>Level: Introductory</b>	<b>Prerequisite: None</b>
<b>Outcome</b>	<b>Indicators</b>	
<b>Investigate banking functions for business.</b>	<ul style="list-style-type: none"> <li>a. Identify banking services designed for business.</li> <li>b. Identify commonly used terms such as service charges and interest rates within the financial services industry.</li> <li>c. Analyze banking services and software designed to meet specific business needs (e.g., small business, online business).</li> <li>d. Examine banking fraud and its impact on businesses.</li> <li>e. Analyze the impact electronic banking has on business.</li> <li>f. Differentiate between a chartered bank, a credit union, a trust company and other financial services in the community.</li> </ul>	

<b>Module 27B: Banking for Business Controls (Optional)</b>		
<b>Suggested Time: 2-3 hours</b>	<b>Level: Introductory</b>	<b>Prerequisite: Module 5</b>
<b>Outcome</b>	<b>Indicators</b>	
<b>Analyze the importance of cash control in a business.</b>	<ul style="list-style-type: none"> <li>a. Recognize the purpose of the bank reconciliation as a method of cash control.</li> <li>b. Preparing a bank reconciliation and update accounting records (journals, cheque stubs) after the reconciliation.</li> <li>c. Compare a business reconciliation to a personal situation.</li> <li>d. Identify the need for a set of internal cash control procedures for a business to protect against theft, waste, and to ensure accurate data.</li> <li>e. Examine and express one's own beliefs, values, and attitudes when handling ethical and unethical situations relating to cash and business practices.</li> <li>f. Discuss how the frequency of cash transactions requires a cash receipts journal, cash payments journal, or a synoptic/combination journal to be used as the book(s) of original entry.</li> </ul>	

Module 28: Petty Cash		
<b>Suggested Time: 4-6 hours</b>	<b>Level: Introductory</b>	<b>Prerequisite: None</b>
Outcome	Indicators	
<b>Investigate the purpose of having a petty cash fund.</b>	<ul style="list-style-type: none"> <li>a. Define petty cash fund and recognize the advantages of having such an account.</li> <li>b. Justify practices for establishing and replenishing a petty cash fund.</li> <li>c. Carry out a transaction in which petty cash is used as payment.</li> <li>d. Discuss how a petty cash system can be adapted to different organizations and businesses.</li> <li>e. Summarize and explain good cash control procedures within personal, community, and business situations.</li> </ul>	

Module 29A: Technology Applications for a Service Business (Optional)		
<b>Suggested Time: 7-15 hours</b>	<b>Level: Introductory</b>	<b>Prerequisite: Module 10</b>
Outcome	Indicators	
<b>Investigate technology as a tool to aid in the accounting process.</b>	<ul style="list-style-type: none"> <li>a. Explain the various types and purposes of accounting software.</li> <li>b. Explore the use of computers and accounting software in business accounting.</li> <li>c. Identify key issues to consider when dealing with software copyright and site licensing.</li> <li>d. Examine the importance of restricting access to data by using a password/security system.</li> <li>e. Propose solutions to accounting problems where accounting software has been used.</li> <li>f. Review the accounting cycle of a service business relating manual activities to those that may be performed using accounting software.</li> <li>g. Investigate how businesses in the community use accounting software.</li> <li>h. Carry out an accounting cycle for a service or merchandising business using accounting software.</li> </ul>	

<b>Module 29B: Accounting Technology (Optional)</b>		
<b>Suggested Time: 5-8 hours</b>	<b>Level: Intermediate</b>	<b>Prerequisite: Module 29A</b>
<b>Outcome</b>	<b>Indicators</b>	
<b>Investigate the impact of technology on accounting.</b>	<ul style="list-style-type: none"> <li>a. Discuss the benefits and limitations of accounting software and apps.</li> <li>b. Implement individual steps of the accounting cycle of a business using accounting software.</li> <li>c. Create a mock business plan and utilize technology to generate the financial operations of a business following the accounting cycle.</li> <li>d. Research digital currency and discuss how it impacts businesses.</li> <li>e. Generate a list of considerations (e.g., security of data, affordability, updates, required forms) when implementing accounting technology in a business.</li> <li>f. Defend the need for security systems, data protection and backup for accounting records.</li> <li>g. Examine the impact (e.g., accessibility, global markets, e-business, working from home) of technology on business.</li> </ul>	

<b>Module 30: Business Types and Ownership Options (Optional)</b>		
<b>Suggested Time: 3-5 hours</b>	<b>Level: Introductory</b>	<b>Prerequisite: None</b>
<b>Outcomes</b>	<b>Indicators</b>	
<b>Investigate different types of businesses and options for ownership.</b>	<ul style="list-style-type: none"> <li>a. Identify various forms of business ownership including sole proprietorship, partnership, and corporations including cooperatives.</li> <li>b. Summarize components of sole proprietorship, partnership, or incorporation.</li> <li>c. List different types of businesses such as merchandising, manufacturing, service, and e-commerce.</li> <li>d. Distinguish which businesses found in the local community are sole proprietorship, partnerships and corporations.</li> <li>e. Investigate businesses found in the province of Saskatchewan, in Canada and globally.</li> </ul>	

	<p>f. Explore the inquiry question; How is a corporation like a democratic government structure (e.g., provincial government, city/town council, First Nations Band Council)?</p> <p>g. Discuss the contributions that different organizations or businesses (e.g., cooperatives, Crown Corporations, First Nations band councils and Métis communities) have made to Saskatchewan.</p> <p>h. Research how the lifestyles and worldviews of First Nations peoples impact decisions related to business organization (e.g., benefit of the community compared to the benefit of the individual).</p> <p>i. Research ownership structures that are permitted on First Nations land as it relates to the implications of the Indian Act (e.g., A first nation band is not a corporation).</p> <p>j. Present the characteristics and process of forming partnerships and/or corporations.</p> <p>k. Generate a simple partnership agreement (e.g. a partnership must always equal 100 percent but does not need to be 50/50) based on an example in an area of interest.</p> <p>l. Create a simple articles of incorporation for a corporation based on an area of interest.</p> <p>m. Construct and explain a business ownership solution (sole proprietorship, partnership, corporation) based on given scenarios.</p>
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Module 31A: Asset Analysis (Optional)		
<b>Suggested Time: 1-2 hours</b>	<b>Level: Intermediate</b>	<b>Prerequisite: Module 18</b>
Outcomes	Indicators	
<b>Analyze how financial statements are used when making business decisions related to bad debt.</b>	<p>a. Generate a list of who (e.g., insurance agencies, Canada Revenue Agency, financial institutions) needs access to financial statements and discuss the purpose of granting access.</p> <p>b. Define bad debts and depreciation as used within financial statements.</p> <p>c. Discuss how bad debts, depreciation, and inventory valuations assist in assuring that assets are represented as accurately as possible on financial statements.</p> <p>d. Explore the inquiry questions; Who is interested in the accurate</p>	

	<p>calculations of assets? Is it practical to aim for no bad debts in every situation? What impact does Canada Revenue Agency have on the amount of bad debt a company may claim?</p> <p>e. Assess the impact of the GAAPs (e.g., historical cost, adequate disclosure, matching revenue with expenses, consistent reporting) on what is reported on financial statements.</p>
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<b>Module 31B: Bad Debts (Optional)</b>	
<b>Suggested Time: 3-5 hours</b>	<b>Level: Intermediate</b>
<b>Outcomes</b>	<b>Indicators</b>
<b>Examine bad debts expense using the allowance method.</b>	<p>a. Define write-off using the allowance method and direct write-off.</p> <p>b. Differentiate between a write-off and a direct write-off.</p> <p>c. Explain the purpose of the allowance method for recording losses from uncollectible accounts.</p> <p>d. Compute the amount of estimated bad debt for a business and prepare adjusting entries using the aging and percentage of net sales methods.</p> <p>e. Perform the entries for writing off an uncollectible accounts receivable, using the write-off from an allowance account method.</p> <p>f. Account for the collection of an account receivable that was written off.</p>

<b>Module 31C: Depreciation</b>	
<b>Suggested Time: 5-7 hours</b>	<b>Level: Intermediate</b>
<b>Outcomes</b>	<b>Indicators</b>
<b>Examine depreciation of fixed assets through journals and fixed asset records.</b>	<p>a. Describe the function of depreciation as connected to journal entries.</p> <p>b. Identify accounting concepts, principles, and practices (e.g., historical cost, matching revenue expenses, obsolescence, salvage value, book value) related to fixed assets.</p> <p>c. Define fixed assets and describe how the amount of depreciation is calculated.</p> <p>d. Analyze how accounting for depreciation affects fixed assets.</p>



	<ul style="list-style-type: none"> <li>e. Compute the amount of estimated depreciation expense and prepare journal entries using the straight-line method of depreciation for full and partial years.</li> <li>f. Explore and differentiate methods such as declining- balance, sum-of-the-years digits, production-unit method, and capital cost allowance for calculating depreciation.</li> <li>g. Prepare journal entries for the disposal of fixed assets which have an accumulated depreciation account, calculating for each situation, disposing for a gain, a loss and at book value.</li> <li>h. Calculate and record depreciation of fixed assets in a journal and fixed asset records.</li> </ul>
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<b>Module 31D: Inventory Valuation</b>	
<b>Suggested Time: 5-8 hours</b>	<b>Level: Advanced</b>
	<b>Prerequisite: Module 18</b>
<b>Outcomes</b>	<b>Indicators</b>
<b>Examine different inventory valuation methods.</b>	<ul style="list-style-type: none"> <li>a. Define terms related to pricing of inventory such as stock record, stock ledger, Last-In, Last-Out (LIFO), and First-In, First-Out (FIFO).</li> <li>b. Distinguish between periodic and perpetual inventory and explain the conditions under which each type of inventory may be advantageous.</li> <li>c. Identify accounts affected by merchandise inventory, and used in calculating cost of goods sold.</li> <li>d. Examine merchandise included in counting inventory (e.g., merchandise in transit, merchandise on consignment).</li> <li>e. Describe and calculate three methods of valuing merchandise inventory including First-In, First-Out (FIFO), Last-In, Last-Out (LIFO) and Weighted Average.</li> <li>f. Differentiate between three methods (i.e., First-In, First-Out (FIFO), Last-In, Last-Out (LIFO) and Weighted Average) for valuing inventory when reporting net income and total assets.</li> <li>g. Examine the effects of increasing and decreasing market prices on inventory values.</li> </ul>

<b>Module 32: Promissory Notes (Optional)</b>		
<b>Suggested Time: 3-5 hours</b>	<b>Level: Advanced</b>	<b>Prerequisite: Module 31B</b>
<b>Outcomes</b>	<b>Indicators</b>	
<b>Analyze and record entries related to promissory notes.</b>	<ul style="list-style-type: none"> <li>a. Define accounting terms and concepts such as note payable, note receivable, maker of a note, payee, principal, interest rate, maturity date, term, maturity value, interest income, interest expense and dishonored note related to promissory notes.</li> <li>b. Record the acceptance of a note as receivable or payable.</li> <li>c. Calculate the maturity date of promissory notes.</li> <li>d. Calculate the interest or expense on promissory notes.</li> <li>e. Account for the collection or payment of promissory notes.</li> <li>f. Account for a dishonored promissory note receivable.</li> </ul>	

<b>Module 33: Accrued Revenue (Optional)</b>		
<b>Suggested Time: 4-6 hours</b>	<b>Level: Advanced</b>	<b>Prerequisite: Module 32</b>
<b>Outcomes</b>	<b>Indicators</b>	
<b>Examine entries related to accrued and deferred revenue and expenses.</b>	<ul style="list-style-type: none"> <li>a. Define accounting terms and concepts related to accruals such as accrual, deferral, reversing entry, accrued expense, accrued interest, expense, deferred revenue and deferred expense.</li> <li>b. Calculate the accrued interest earned on a note receivable in the fiscal period, and record the adjusting entry for the accrued interest revenue.</li> <li>c. Record entries for accrued revenue including reversing entry and receipt of payment on a note receivable with accrued interest.</li> <li>d. Calculate the interest expense owed on a note payable for the fiscal period, and record the adjusting entry for the accrued expense.</li> <li>e. Record the entries for accrued expense including reversing entry and payment on a note payable with accrued interest.</li> <li>f. Record an entry to receive cash on deferred revenue.</li> <li>g. Calculate the amounts and record the entry for deferred revenue when earned.</li> </ul>	

	<ul style="list-style-type: none"> <li>h. Record an entry to pay cash on a deferred expense.</li> <li>i. Calculate the amount and record the entry for a deferred expense when incurred.</li> </ul>
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Module 34A: Agricultural Accounting: Impact of Records		
<b>Suggested Time: 5-8 hours</b>	<b>Level: Intermediate</b>	<b>Prerequisite: Module 17</b>
Outcome	Indicators	
<b>Assess the impact of accurate record keeping in the agricultural industry.</b>	<ul style="list-style-type: none"> <li>a. Explain why farm records are required.</li> <li>b. Investigate the potential consequences of inaccurate bookkeeping.</li> <li>c. Investigate forms of record keeping that address specific needs of the agriculture industry.</li> <li>d. Generate a list of who (e.g., insurance agencies, Canadian Wheat Board, Canada Customs and Revenue Agency, financial institutions) would need to access farm records and discuss the purpose (e.g., financing, tax returns, farm programs, crop insurance) for granting access.</li> <li>e. Discuss the role that insurance agencies play in protecting various farm investments (e.g., crop, stock).</li> <li>f. Investigate agencies/organizations (e.g., Saskatchewan Economic Development Corporation, Farm Credit Corporation, Farm Syndicates Credit Act) and the available financial supports for agriculture credit and why accurate farm records are needed.</li> <li>g. Examine programs available through agencies/organizations such as Agriculture and Agri-Food Canada that support specific groups (e.g., farm with lower net worth, First Nations, corporations) working in the agriculture industry in Saskatchewan.</li> <li>h. Examine how farm records are used to make decisions regarding operation (e.g., what to grow and when, diversification) and financial management (e.g., capital asset replacement, tax laws, estate planning tools, government programs, loan application) decisions.</li> <li>i. Compose a set of guidelines for ethical and fair accounting decisions in an agricultural application.</li> <li>j. Examine the inquiry questions; Why keep records? Who should have</li> </ul>	

	access to records?.
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<b>Module 34B: Agricultural Business</b>		
<b>Suggested Time: 4-6 hours</b>	<b>Level: Intermediate</b>	<b>Prerequisite: Module 34A</b>
<b>Outcome</b>	<b>Indicators</b>	
<b>Examine business ownership as applied to agricultural.</b>	<ul style="list-style-type: none"> <li>a. Recognize forms (e.g., sole proprietorship, corporation, franchise, partnership, cooperative model) of business ownership and discuss the applications to agricultural settings.</li> <li>b. Discuss the benefits of different forms (e.g., sole proprietorship, corporation, partnership) of business ownership as applied to agriculture.</li> <li>c. Differentiate between cash and accrual accounting systems used within agriculture.</li> </ul>	

<b>Module 34C: Agricultural Accounting Procedures</b>		
<b>Suggested Time: 5-10 hours</b>	<b>Level: Advanced</b>	<b>Prerequisite: Module 34B</b>
<b>Outcome</b>	<b>Indicators</b>	
<b>Investigate accounting practices for agricultural business.</b>	<ul style="list-style-type: none"> <li>a. Review cash control principles and give examples of how those principles may be used in a farm setting.</li> <li>b. Distinguish and sort farm financial information (e.g., vehicle, fuel, power, groceries, property tax, veterinary) into business and personal categories in preparation for journalizing.</li> <li>c. Categorize farm business expenses (e.g., purchase of seed, insurance premiums, percentage of utility bills, repairs and maintenance, feed) and farm business income (e.g., sales from crops, refunds, livestock products).</li> <li>d. Distinguish between a synoptic/combination journal in an agricultural setting and a synoptic/combination journal created in a general business setting and describe the similarities and differences between these two books of original entry.</li> </ul>	

	<ul style="list-style-type: none"> <li>e. Recognize cash and accrual methods of accounting and describe the circumstances under which each may be used.</li> <li>f. Analyze how transactions such as cash inflow, cash outflow and accounting software are recorded to keep accurate agricultural business records.</li> <li>g. Design and present column headings for the cash inflow and cash outflow synoptic/combination journals given transactions.</li> <li>h. Analyze and record transactions related to an agricultural setting into cash inflow and cash outflow synoptic/combination journals.</li> <li>i. Balance and post column totals of completed synoptic/combination journals to general and subsidiary ledger accounts.</li> <li>j. Prepare a cash statement of farming income and expenses (i.e., income statement), a statement of net worth (i.e., balance sheet), and an accrual income statement from ledger accounts and the synoptic/combination journals.</li> <li>k. Analyze scenarios (e.g., increased fertilizer or fuel expense, drop in livestock price) using farm records and justify actions to be taken the following year based on those records.</li> </ul>
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Module 35: Journals and Financial Statements for Partnership		
<b>Suggested Time: 4-6 hours</b>	<b>Level: Advanced</b>	<b>Prerequisite: None</b>
Outcomes	Indicators	
<b>Construct journal entries and financial statements for a partnership.</b>	<ul style="list-style-type: none"> <li>a. Calculate and prepare journal entries for a partnership.</li> <li>b. Prepare financial statements for a partnership.</li> <li>c. Compare journals and financial statements for a sole proprietorship to those for a partnership.</li> <li>d. Discuss the accounting implications for dissolving a partnership and liquidating assets.</li> </ul>	

<b>Module 36: Journals and Financial Statements for Corporate Accounting (Optional)</b>		
<b>Suggested Time: 4-6 hours</b>	<b>Level: Intermediate</b>	<b>Prerequisite: None</b>
<b>Outcomes</b>	<b>Indicators</b>	
<b>Examine journal entries and financial statements for a corporation.</b>	<ul style="list-style-type: none"> <li>a. Calculate and prepare journal entries for a corporation.</li> <li>b. Prepare financial statements for a corporation.</li> <li>c. Differentiate between journal entries and financial statements for a corporation, sole proprietorship and partnership.</li> </ul>	

<b>Module 37: Merchandising Business Project (Optional)</b>		
<b>Suggested Time: 7-10 hours</b>	<b>Level: Intermediate</b>	<b>Prerequisite: Module 18</b>
<b>Outcome</b>	<b>Indicators</b>	
<b>Examine accounting practices through a project simulation related to a merchandising business.</b>	<ul style="list-style-type: none"> <li>a. Organize and plan an accounting system that could be implemented given a set of a real life numerical examples such as phone bill, utility bills, business license, or rent.</li> <li>b. Perform the financial responsibilities necessary to implement a chosen accounting system.</li> <li>c. Examine the inquiry question; How do the accounts of a merchandising business differ from a service business?</li> <li>d. Review the accounting cycle for a merchandising business.</li> </ul>	

<b>Module 38: Accounting Project for Business</b>		
<b>Suggested Time: 9-12 hours</b>	<b>Level: Advanced</b>	<b>Prerequisite: 23</b>
<b>Outcome</b>	<b>Indicators</b>	
<b>Engage in an accounting project or simulation related to owning or operating a business.</b>	<ul style="list-style-type: none"> <li>a. Create a business proposal for a business (e.g., online business, small business, e-business) within an area of interest (e.g., delivery service, investment company, shoe store, sports team).</li> <li>b. Engage in the inquiry questions; ow do copyright laws impact business decisions? How do online stores challenge personal ethics?</li> </ul>	

	<p>c. Justify your business decisions (e.g., drop shipping and out sourcing) based on your personal and business ethics (e.g, sustainable business, child labour, cosmetics and animal testing, economic footprint, First Nations and Métis worldviews/land).</p> <p>d. Analyze strengths, weaknesses, opportunities and threats from a managerial lens, given a variety of business scenarios.</p> <p>e. Investigate how business impacts the local and global economy.</p>
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<b>Module 39A, B, C, D: Work Study Preparation (Optional)</b>		
<b>Suggested Time: 3-5 hours</b>	<b>Level: Intermediate, Advanced</b>	<b>Prerequisite: None</b>
<p>Note: Work Study is used to prepare students for employment through specific skill development within a workplace. The number of work study opportunities is equal to the number of courses available in the curriculum area at the 20 and 30 level.</p>		
<b>Outcomes</b>	<b>Indicators</b>	
<b>Prepare for the work placement.</b>	<p>a. Explain the roles and responsibilities of each partner (e.g., student, parent, teacher or other school staff, employer) involved in the work placement.</p> <p>b. Research the business/organization to become familiar with its operations.</p> <p>c. In collaboration with all partners, develop personal and learning goals for the work placement.</p> <p>d. Develop a procedural guide for the work placement that includes items such as:</p> <ul style="list-style-type: none"> <li>• transportation to and from the work placement;</li> <li>• hours of work;</li> <li>• guidelines for absence and tardiness;</li> <li>• dress code;</li> <li>• job description; and,</li> <li>• conflict resolution</li> </ul> <p>e. Compile an employer information package that includes documents needed for the work placement (e.g., personal career documentation such as a resume or portfolio, permission forms, logs, self- and employer evaluation forms).</p>	

	<p>f. Brainstorm a list of questions to ask the employer before beginning the work placement; these may include:</p> <ul style="list-style-type: none"> <li>• What is my schedule of work hours?</li> <li>• Who is my supervisor?</li> <li>• What should I wear?</li> <li>• When will I be provided with safety training?</li> <li>• What potential hazards might I encounter in the work placement?</li> <li>• Where do I find fire extinguishers, first aid kits and emergency assistance?</li> <li>• What type of safety gear am I expected to wear? Is it provided?</li> <li>• What should I do if I get injured or have an accident in the workplace?</li> <li>• How can I contact my health and safety committee or representative?</li> <li>• Are there any health and safety procedures I should follow?</li> <li>• Who is the first aid person?</li> <li>• Where are safety notices posted?</li> <li>• What should I do in case of a fire or emergency?</li> </ul> <p>g. Develop a list of questions that could potentially be asked by the employer/work placement in an interview situation as well as answers to the questions.</p> <p>h. Participate in an interview with the employer prior to beginning the work placement.</p> <p>i. Reflect upon one's performance during the interview.</p>
<p>Note: For more information about implementing work study in schools, see the Work Study Guidelines for the Practical and Applied Arts included in the <i>Practical and Applied Arts Handbook</i>.</p>	



Module 40A, B, C, D: Work Study Placement (Optional)		
Suggested Time: 25-50 hours		Level: Intermediate, Advanced
Prerequisite: Module 39		
Outcomes	Indicators	
Participate in a work placement experience.	<p>a. Apply relevant skills and abilities during the work placement experience.</p> <p>b. Document one’s experience using electronic and other tools (e.g., vlogs, blogs, log sheets, reflective journals) to summarize and reflect upon items such as:</p> <ul style="list-style-type: none"><li>• hours of work including breaks;</li><li>• responsibilities and tasks performed;</li><li>• interactions with the employer, staff, customers and others;</li><li>• company or organization’s ‘raison d’être;’ and,</li><li>• skills developed and demonstrated during the work placement that enhance one’s employability.</li></ul> <p>c. Document knowledge and awareness of labour standards, safety, workplace ethics, rights and responsibilities, occupational health and safety, and networking observed during the work placement.</p>	
Note: For more information about implementing work study in schools, see the Work Study Guidelines for the Practical and Applied Arts included in the Practical and Applied Arts Handbook.		

Module 41A, B, C, D: Work Study Follow-up (Optional)		
Suggested Time: 2-4 hours	Level: Intermediate/Advanced	Prerequisite: Module 40
Outcomes	Indicators	
Relate one's work placement experience to personal and career goals.	<p>a. Showcase one's skills and abilities demonstrated during the work placement using artifacts, evidence of skill development and personal reflections on aspects of the work experience such as:</p> <ul style="list-style-type: none"> <li>• hours worked;</li> <li>• responsibilities and tasks performed;</li> <li>• the importance of attitude towards work and taking responsibility for what needs to be done;</li> <li>• details about the entry level wage, salary scales and earning potential;</li> <li>• worker rights and responsibilities and the role of the union, if applicable;</li> <li>• ownership structure (e.g., corporation, franchise, sole proprietorship, partnership); and,</li> <li>• opportunities for advancement at the workplace and elsewhere in the industry.</li> </ul> <p>b. Reflect on the attainment of personal and learning goals.</p> <p>c. Update personal career documentation (e.g., resume, portfolio) following the work placement.</p> <p>d. In appreciation prepare a letter, note, card or other communication for the work placement employer.</p> <p>e. Develop and/or revise personal and career goals based on the work placement experience.</p>	

Module 99A, B, C, D: Extended Study (Optional)		
<b>Suggested Time: 10-25 hours</b>	<b>Level:</b> <b>Introductory, Intermediate, Advanced</b>	<b>Prerequisite: None</b>
<p><b>Note:</b> The extended study module may be used only once in each 100-hour course.</p> <p><b>Module Overview:</b> Evolving societal and personal needs, advances in technology, and demands to solve current problems require a flexible curriculum that can accommodate new ways and means to support learning in the future. The extended study module is designed to provide schools and teachers with an opportunity to meet current and future demands not provided for in current modules of every PAA curriculum. This flexibility allows a school or teacher to design one new module per credit to complement or extend the study of the core and optional modules to meet the specific needs of students or the community. The extended study module is designed to extend the content of the pure courses and to offer survey course modules beyond the scope of the available selection of PAA modules, either in depth or breadth. The list of possibilities for topics of study or projects for the extended study module approach is as varied as the imagination of those involved in using the module. The extended study module guidelines should be used to strengthen the knowledge, skills, and processes advocated in the PAA curriculum. For more information on the guidelines for the Extended Study module, see the Practical and Applied Arts Handbook.</p>		

## Assessment and Evaluation of Student Learning

Assessment and evaluation are continuous activities that are planned for and derived from curriculum outcomes and consistent with the instructional learning strategies. The depth and breadth of each outcome, as defined by the indicators, informs teachers of the skills, processes and understandings that should be assessed.

Assessment is the act of gathering information on an ongoing basis in order to understand individual students' learning and needs.

Evaluation is the culminating act of interpreting the information gathered through relevant and appropriate assessments for the purpose of making decisions or judgements, often at reporting times.

Effective and authentic assessment and evaluation involves:

- designing performance tasks that align with curricular outcomes;
- involving students in determining how their learning will be demonstrated; and,
- planning for the three phases of assessment and evaluation indicated below.

Formative Assessment		Summative Assessment and Evaluation
<b>Assessment <i>for</i> Learning</b> involves the use of information about student progress to support and improve student learning, inform instructional practices, and: <ul style="list-style-type: none"><li>• is teacher-driven for student, teacher and parent use;</li><li>• occurs throughout the teaching and learning process, using a variety of tools; and,</li><li>• engages teachers in providing differentiated instruction, feedback to students to enhance their learning and information to parents in support of learning.</li></ul>	<b>Assessment <i>as</i> Learning</b> involves student reflection on learning, monitoring of own progress, and: <ul style="list-style-type: none"><li>• supports students in critically analyzing learning related to curricular outcomes;</li><li>• is student-driven with teacher guidance; and,</li><li>• occurs throughout the learning process.</li></ul>	<b>Assessment <i>of</i> Learning</b> involves teachers' use of evidence of student learning to make judgements about student achievement and: <ul style="list-style-type: none"><li>• provides opportunity to report evidence of achievement related to curricular outcomes;</li><li>• occurs at the end of a learning cycle, using a variety of tools; and,</li><li>• provides the foundation for discussions on placement or promotion.</li></ul>

There is a close relationship among outcomes, instructional approaches, learning activities, assessment and evaluation. Assessments need to be reflective of the cognitive processes and level(s) of knowledge indicated by the outcome. An authentic assessment will only collect data at the level for which it is designed.

## Glossary

**Accounting system** A planned process designed to compile financial data and summarize the results in accounting records and reports.

**Cost of Goods Sold Equation** Cost of goods on hand at the start of the period (beginning inventory) + the net costs of purchases during the period = New Inventory.

**Net pay** equals gross pay – total deductions.

**Pay periods** are scheduled daily, weekly, biweekly, semi-monthly, or monthly.

**Perpetual Inventory** is a continuous inventory tracking based on business happenings.

**Periodic Inventory** is also known as physical inventory where items are counted at certain times.

**Promissory notes formula** is the interest/ expense x annual rate x time, where time is sometimes displayed as a fraction /365 days or /360 days.

**Total deductions** equal compulsory deductions + voluntary deductions.

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