

High School Curriculum Guides

Toronto Finance International has developed a resource section for teachers and students to support the exploration of financial services careers. TFI's [Career Advisor website](#) offers a career assessment tool and detailed information on 35 in-demand jobs. Curriculum Guides have been developed to support teachers to bring this information to their students in an interesting and engaging way.

Curriculum guides had been developed for the following courses (Ontario course code provided):

- Financial Accounting Fundamentals (BAF3M)
- Financial Accounting Principles (BAT4M)
- International Business Fundamentals (BBB4M)
- Introduction to Business Studies (BBI2O)
- Entrepreneurship: The Venture (BDI3C)
- Business Leadership: Management Fundamentals (BOH4M)
- Introduction to Information Technology (BTT101)
- Career Studies (GLC201)

About Toronto Financial International

Toronto Finance International (TFI) is a public-private partnership between Canada's largest financial services institutions, academic institutions and the government. Our organization is the lead voice for the international promotion of the Toronto Financial Centre and the global prominence of our financial services sector.

TFI also acts as a hub for Toronto's financial sector and works with our stakeholders on initiatives which drive the growth and competitiveness of the industry.

Our work spans from helping global financial services firms expand their operations in the Toronto Financial Centre, to working with the financial community, government and academia to foster a globally competitive sector which drives the economic growth of Canada.

TFI's Talent Initiatives

Talent is the engine that drives the Toronto Financial Centre, which employs almost 400,000 individuals, including a growing pool of technology professionals. As global competition intensifies, the ongoing ability to attract, develop and retain world-class talent remains critical to both existing and prospective financial services firms in the Toronto region. TFI works to grow and sustain our long-term talent advantage. We act as a connector - strengthening collaboration and building bridges between our partners. And we act as a catalyst - identifying and strategizing about today's talent challenges, and proposing and leading system-wide initiatives that reap benefits for the sector.

One of TFI's key Talent Initiatives is our High School Strategy to help younger students to uncover the breadth of interesting and innovative opportunities in financial services. These High School Curriculum Guides is an important component of that Strategy. We hope you will find them a useful and engaging tool, and welcome your feedback.

BAF3M: Financial Accounting Fundamentals

LESSON: Financial Services Industry, Careers and Designations

DURATION: 4 periods x 75 minutes

LESSON: Financial Services Industry, Careers and Designations

Time Required: 300 minutes (4 periods x 75 minutes)

Description

This lesson enables students to learn about the Financial Services industry, roles in accounting and relevant designations, and the trends and impacts of technology in accounting.

Students will learn about the wide range of careers available using a Career Matching Tool to help identify pathways and areas of interest related to the Financial Services industry and accounting. This activity allows students to collaborate using digital literacy tools and techniques to learn more about the Financial Services industry and accounting roles.

As students assess and evaluate their areas of interest, they will research a career and prepare an infographic poster presentation as a formative assessment.

Strands and Expectations

Strands

- Understand, identify and analyze the characteristics and contributions of enterprising individuals
- Evaluate websites for usefulness, accuracy and validity of research information
- Identify opportunities and assess the importance of a venture pitch

Overall Expectations

By the end of this course, students will:

- Assess the impact of technology on the accounting functions in business
- Describe professional accounting designations and career opportunities

Specific Expectations

By the end of this course, students will:

- Describe ways in which technology can affect the accounting function (e.g., on the information itself, the accountant's work, and the security of information systems)
- Explain the advantages and disadvantages of technology as it affects accounting

Specific Expectations cont'd...

- Distinguish among the professional accounting designations in Canada and the corresponding areas of specialization for accountants (e.g., financial accounting, management accounting, auditing)
- Identify the Canadian accounting organizations and describe the services they offer to support accountants
- Identify and describe various accounting career opportunities that do not require professional accounting designations
- Summarize, on the basis of research, the educational requirements of various career paths requiring a background in accounting

Equity/Diversity and Social Justice (Teacher Actions)

The teacher will ensure that an environment of inclusiveness, fairness and equitable practice is used in terminology and language.

As per the socio-economic nature of this topic, the teacher should be mindful of their teaching practice and the impact of their language.

The teacher also needs to be mindful of how groups are chosen to ensure that representation from all 4 pathways (University, College, Apprenticeship and Workplace) are in each group.

Planning Notes

- Book the library/resource centre and the computer lab
- Make each student 1 (one) copy of each of the following:
 - Appendix 1.1a: Accounting Mind Map Placemat
 - Appendix 1.1b: Financial Services Industry Mind Map Placemat
 - Appendix 1.2: TFI Career Matching Tool Exploration Activity
 - Appendix 1.3: Infographic Poster Assignment
 - Appendix 1.4: Infographic Poster Assignment – Rubric
 - Appendix 1.5: Exit Card

Prior Knowledge Required

- Students need to have general knowledge of business and the Financial Services industry
- Students need a general understanding of skills, abilities and basic business functions

Prior Knowledge Required cont'd...

- Students utilize group-work skills, critical-thinking skills, and oral and written communication skills to complete this activity
- Students need to know the basic skills of conducting research on the Internet, including the use of a browser

Teaching and Learning Strategies

The following teaching and learning strategies comprise this lesson plan:

- Part 1: Minds On
- Part 2: Action
- Part 3: Consolidation

Part 1: Minds On (40 mins)

1. Before the lesson begins, set up the classroom as a conducive learning environment by:
 - Ensuring the library/resource centre and computer labs have been booked
 - Having the necessary handouts photocopied and ready for each student
 - Providing any necessary writing utensils for students
2. At the start of the lesson, welcome the students into the classroom.

On the board, draw a circle with the words “Accounting” inside or use the technology available in the classroom (e.g., a Document Camera or Smart Board) to project a diagram as shown below.



3. Ask students to suggest careers, designations, businesses, companies and anything else indirectly associated to the Accounting industry. Students will share a variety of examples, such as: CPA, CMA, CFA, KMPG, TD Bank, Accenture, PwC, Deloitte, etc.

Ask students to record the responses in the space provided on the Accounting Mind Map Placemat (Appendix 1.1a).

4. (Note: This part of the activity can be completed with or without drawing the diagram on the board.)

Inform students that you are now moving onto the Financial Services Industry Mind Map Placemat (Appendix 1.1b).

Ask students to write down as many careers as possible related to the Financial Services industry and accounting roles. Some responses include: accountant, auditor, tax preparer, adjuster, analyst.

Encourage students to think outside their comfort zone and beyond their expected learnings.

5. Teacher to showcase the following TFI In-Demand Careers website:
www.explorefinancialservices.com/in-demand-careers/

Ask students to look at the job titles listed on the Financial Services Industry Mind Map (Appendix 1.1b), and complete the short activity box in the corner of the worksheet, writing down which jobs require a CPA designation and which ones do not.

In this exercise, students will learn that accounting (with or without a designation) is very important in many jobs, based on the skills you obtain from the course and in future careers.

Inform students that they will be asked to share their interest level in careers related to the Financial Services industry after completing the next activity.

Part 2: Action (225 mins for class work)

1. After discussing the Financial Services industry and accounting roles, including various careers and designations as a class, hand out the worksheet titled “TFI Career Matching Tool Exploration Activity” (Appendix 1.2). Inform students that they will be learning about various careers, trends and impacts in the Financial Services industry and accounting roles.

Instruct students to work through the worksheet, highlighting that they will be completing the Career Matching Tool online and researching one of the careers they are matched with.

2. As students are completing the worksheet, the teacher should float around, inquire, and visually assess the students’ knowledge, understanding and research skills.
3. After the students have completed their worksheet, assign them into groups of 2-3 for the next activity. Groups can be formed by counting off numbers (1, 2, 3), numbering via the attendance sheet, or using the current desk layout for pairing.
4. Inform students that they will be working in their groups to create an infographic related to one of their chosen careers that they have researched (Appendix 1.3). The

infographic can be created using Easel.ly (www.easel.ly/create/) or Canva (www.canva.com/create/infographics/).

Instruct students to use their worksheets, the TFI website and Google to include the information below as part of their infographic:

- Career name
- Why they chose this career
- Key Role Dimensions
- Focus Areas
- Compensation or Salary (research online)
- Education, Skills, Experience
- Education Credentials (Is a CPA required? What designations are required?)
- Accounting Designation Support – supports and resources the organizations provide as part of the designation
- Programs Offered
 - Which post-secondary institution would you attend for this program and what grades/courses are required?
- Related Roles (what careers you can move into)
- Future Trends and Impacts

Students will have two class work periods to prepare their infographic posters.

Alternatively, students can create a Powtoon comic strip as another means to demonstrate their learning (<https://www.powtoon.com/home>)

4. Assessment:
 - Appendix 1.4: Infographic Poster Assignment – Rubric can be used to assess each student's poster

Part 3: Consolidation (35 mins)

1. Gather the students' attention back as a class after they've completed the assignment and submitted their infographic.
2. Provide students with Exit Cards (Appendix 1.5) as a collaborative form to assess the students' understanding and application of knowledge learned. Exit Cards can be used as a diagnostic assessment and as a completion mark for this lesson, as part of the Learning Skills for Ministry reporting.
3. Ask the students to share what they've learned about the Financial Services industry and accounting roles, as well as their experience developing an infographic.

Prompt students to answer the following:

- Q1 – What were some interesting facts and information that you learned?

- Q2 – What skills do you need in preparation for a career as an accountant?
- Q3 – Compared to the start of this unit, has your interest in the Financial Services and Accounting industries increased, stayed the same or decreased?
- Q4 – What are your thoughts and reflections on this activity?

The students' responses will be varied and represent an informal indicator of their knowledge and understanding.

Assessment/Evaluation Techniques

- Formative observation of communication and thinking skills during class discussions
- Formative assessment of written response
- Formative/diagnostic assessment of communication and group-work skills during the infographic assignment
- Summative evaluation of the infographic poster for each individual's contributions, using Appendix 1.4

Accommodations

- Assignment timelines can be adjusted to accommodate student needs
- English-Language Learners (ELLs) can develop their own literature glossaries that will span the unit
- Assign English-speaking peer partners to ESL/ELD students
- Provide teacher or peer help in completing the research and development of their infographic
- Some students may require a model or scaffold technique to complete their final assignment, and parts of the assignment may require additional instructions to assist students of different abilities
- Reading materials may be adjusted to address the need for appropriate material for students with reading difficulties
- Provide copies of the definitions and notes to assist students who have difficulty taking notes during discussion or supplementing board notes
- Students will be provided a variety of case study choices and opportunities for expressing their knowledge and ideas

Resources

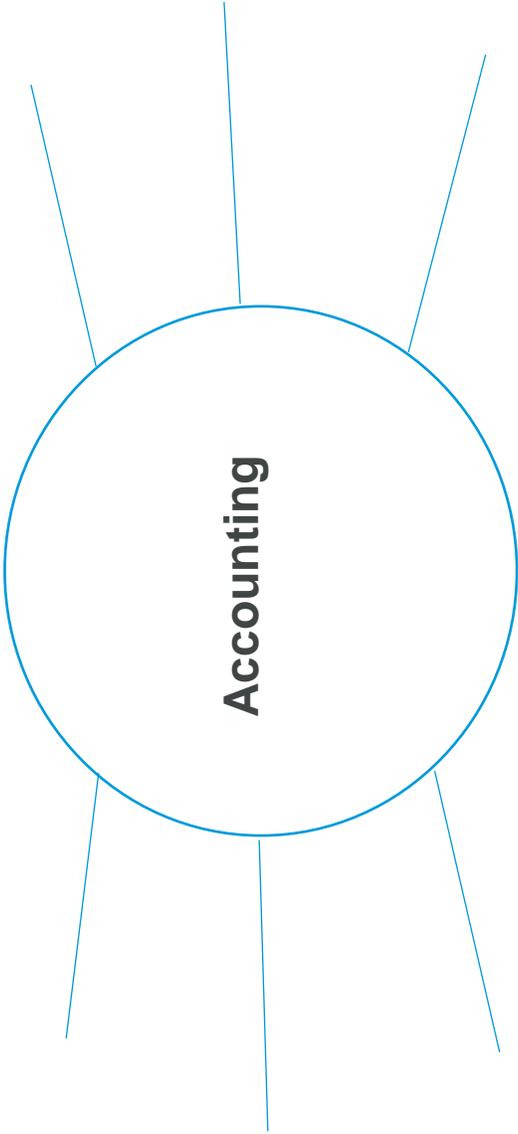
Internet

- TFI website:
www.explorefinancialservices.com
- TFI Career Matching Tool:
www.explorefinancialservices.com/my-career-matches
- Robert Half – Top 7 CPA Skills You Need:
www.roberthalf.com/blog/salaries-and-skills/the-top-7-cpa-skills-you-need-and-how-to-get-them
- CPA Canada – Eight Famous People who are Accountants:
www.cpacanada.ca/en/news/accounting/the-profession/2017-10-20-eight-famous-people-who-are-accountants
- Top Accounting Degrees – Celebrity Accountants:
www.topaccountingdegrees.org/celebrity-accountants/
- CPA Canada – Emerging Technology:
www.cpacanada.ca/en/news/innovation/2017-12-12-five-emerging-technologies-for-accountants
- Rogers CPA Review – 5 Ways Technology is Transforming Accounting:
www.rogercpareview.com/blog/5-ways-technology-transforming-accounting
- Innovative technologies are reshaping financial services - Unlocking the Human Opportunity: Future-proof skills to move financial services forward (Pages 10-11):
https://cdn2.hubspot.net/hubfs/4372260/Talent/TFSA_PwC_Unlocking_human_opportunity_Future-proof_skills_2018_FF.pdf
- Skills to Future Proof your Talent - Unlocking the Human Opportunity: Future-proof skills to move financial services forward (Pages 14-15):
https://cdn2.hubspot.net/hubfs/4372260/Talent/TFSA_PwC_Unlocking_human_opportunity_Future-proof_skills_2018_FF.pdf

Note: The URLs for websites were verified prior to publication. However, given the frequency with which these tend to change, teachers should verify websites before assigning them for student use.

Appendices

- Appendix 1.1a: Accounting Mind Map Placemat
- Appendix 1.1b: Financial Services Industry Mind Map Placemat
- Appendix 1.2: TFI Career Matching Tool Exploration Activity
- Appendix 1.3: Infographic Poster Assignment
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- Appendix 1.5: Exit Card





CPA Careers	Non-CPA Careers
•	•
•	•
•	•
•	•
•	•

Date: _____

Teacher: _____

Name: _____

Completion Mark: /1

What is TFI?

Purpose/mandate:

What services does it provide?

Visit the TFI website: www.explorefinancialservices.com

Complete the TFI Career Matching Tool: www.explorefinancialservices.com/my-career-matches

Below, compile a list of 5-7 careers that you were matched with based on your responses to the Career Matching Tool.

Career/Job Title	Brief Description

Which two careers are the most interesting to you? Why?

1. _____:

2. _____:

Select one (1) of the careers and complete the following by conducting research on the TFI website:

Career:

Key Role Dimensions:

Focus Areas:

Education, Skills, Experience:

Education Credentials:

Program Offered:

Related Roles:

Future Trends and Impacts:

Visit www.explorefinancialservices.com/education/

Based on the education and pathways for the career you've chosen, explore the respective post-secondary institution and look for the requirements for entry into that respective program.

Post-Secondary Institution: _____

Grade 12 Requirements (marks, courses, any other expectations):

Fin Tech – Background, Careers, Industry Trends, Ventures

Visit: Robert Half – Top 7 CPA Skills You Need:

www.roberthalf.com/blog/salaries-and-skills/the-top-7-cpa-skills-you-need-and-how-to-get-them
or <http://bit.ly/TFSACPASkills>

List and explain the 5 skills needed as a CPA (Certified Professional Accountant):

1. _____:

2. _____:

3. _____:

4. _____:

5. _____:

Visit:

- CPA Canada – Eight Famous People who are Accountants:
www.cpacanada.ca/en/news/accounting/the-profession/2017-10-20-eight-famous-people-who-are-accountants or <http://bit.ly/TFSAFamousCPA>
- Top Accounting Degrees – Celebrity Accountants:
www.topaccountingdegrees.org/celebrity-accountants/ or <http://bit.ly/TFSACelebrity>

List and provide some background details of 2 famous CPAs.

1.

2.

Visit: CPA Canada – Emerging Technology:

www.cpacanada.ca/en/news/innovation/2017-12-12-five-emerging-technologies-for-accountants
or <http://bit.ly/TFSAacctEmerging>

What are the 5 emerging technologies for the Accounting industry? (*State and explain*)

- 1.
- 2.
- 3.
- 4.
- 5.

Visit: 5 Ways Technology is Transforming Accounting:

www.rogercpareview.com/blog/5-ways-technology-transforming-accounting or
<http://bit.ly/TFSAacctTransform>

What are the 5 ways that technology is transforming Accounting? (*State and explain*)

- 1.
- 2.
- 3.
- 4.
- 5.

In groups of 2-3, students are tasked with creating an infographic poster related to one of their chosen careers that they have researched. The infographic can be created using Easel.ly (www.easel.ly/create/) or Canva (www.canva.com/create/infographics/).

Students should use their worksheets, the TFI website and Google to include the information below as part of their infographic:

- Career name
- Why they chose this career
- Key Role Dimensions
- Focus Areas
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- Education Credentials (Is a CPA required? What designations are required?)
- Programs Offered
 - Which post-secondary institution would you attend for this program and what grades/courses are required?
- Related Roles (what careers you can move into)
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Students will have two class work periods to prepare their infographic posters.

Alternatively, students can create a Powtoon Comic Strip as another means to demonstrate your learning: www.powtoon.com

Category	Level 1	Level 2	Level 3	Level 4
Knowledge and Understanding				
summarize research material	summarizes research material with limited clarity	summarizes research material with some clarity	summarizes research material with considerable clarity	summarizes research material with a high degree of clarity
summarize information gathered	summarizes information gathered using limited organization	summarizes information gathered using some organization	summarizes information gathered using considerable organization	summarizes information gathered using thorough organization
Thinking				
assess topic information	assessment of topic information demonstrates limited understanding	assessment of topic information demonstrates some understanding	assessment of topic information demonstrates considerable understanding	assessment of topic information demonstrates thorough understanding
Communication				
explain concept in an organized manner	explanation of concept demonstrates limited organization	explanation of concept demonstrates some organization	explanation of concept demonstrates considerable organization	explanation of concept demonstrates thorough organization
describe concept providing details	description of concept provides limited details	description of concept provides some details	description of concept provides considerable details	description of concept provides thorough details
Application				
demonstrate understanding of topic under study	demonstrates limited understanding of topic under study	demonstrates some understanding of topic under study	demonstrates considerable understanding of topic under study	demonstrates thorough understanding of topic under study
evaluate information using criteria developed in class	evaluates information with limited use of criteria developed in class	evaluates information with some use of criteria developed in class	evaluates information with considerable use of criteria developed in class	evaluates information with thorough use of criteria developed in class

