



NIAGARA ACADEMY
FINANCIAL ACCOUNTING FUNDAMENTALS
GRADE 11, UNIVERSITY/COLLEGE PREPARATION
COURSE OUTLINE

COURSE CODE:	BAF3M
DEVELOPED BY:	J. Pauls, 2018
DEVELOPED FROM:	The Ontario Curriculum Grades 11 and 12, Business Studies, 2006, Website: http://www.edu.gov.on.ca/eng/curriculum/secondary/business-1112currb.pdf
PREREQUISITE:	None
COURSE DURATION:	110 hours
CREDIT VALUE:	1.0

COURSE DESCRIPTION AND RATIONALE

This course introduces students to the fundamental principles and procedures of accounting. Students will develop financial analysis and decision-making skills that will assist them in future studies and/or career opportunities in business. Students will acquire an understanding of accounting for a service and a merchandising business, computerized accounting, financial analysis, and ethics and current issues in accounting.

OVERALL EXPECTATIONS

Fundamental Accounting practices

By the end of this course, students will:

- describe the discipline of accounting and its importance for business;
- describe the differences among the various forms of business organization;
- demonstrate an understanding of the basic procedures and principles of the accounting cycle for a service business.

Advanced Accounting Practices

By the end of this course, students will:

- demonstrate an understanding of the procedures and principles of the accounting cycle for a merchandising business;
- demonstrate an understanding of the accounting practices for sales tax;
- apply accounting practices in a computerized environment.

Internal Control, Financial Analysis, and Decision Making

By the end of this course, students will:

- demonstrate an understanding of internal control procedures in the financial management of a business;
- evaluate the financial status of a business by analysing performance measures and financial statements;
- explain how accounting information is used in decision making.

Ethics, Impact of Technology, and Careers

By the end of this course, students will:

- assess the role of ethics in, and the impact of current issues on, the practice of accounting;
- assess the impact of technology on the accounting functions in business;
- describe professional accounting designations and career opportunities.

COURSE CONTENT AND EVALUATION

Unit	Description	Evaluation	Hours
Unit One	The Accounting Cycle	20%	30 hrs
Unit Two	Accounting partnerships and Corporations	16%	25 hrs
Unit Three	Financial Reporting and Analyses	6%	10 hrs
Unit Four	Information Systems and Internal Control	6%	10 hrs
Unit Five	Receivables and Capital Assets	16%	25 hrs
Unit Six	Issues in Accounting	6%	10 hrs
	Total Term Work	70%	110 hrs
Final Evaluation	Culminating Activity	10%	
	Final Exam	20%	
	Final Mark	100%	

ASSESSMENT AND EVALUATION

Knowledge/Understanding (25%)	Application (30%)	Thinking (25%)	Communication (20%)
<ul style="list-style-type: none"> - Balance sheets - Quizzes - Tests 	<ul style="list-style-type: none"> - Analysis of existing companies - Using the accounting cycles through a final activity 	<ul style="list-style-type: none"> - Balance sheets - Quizzes - Tests 	<ul style="list-style-type: none"> - Discussions - Written analysis - Presentations

Evaluation and Reporting of Student Achievement Student achievement is communicated formally to students and parents twice per semester by means of the Provincial Report Card, Grades 9–12. The report card provides a record of the student’s achievement of the curriculum expectations in every course, at particular points in the school year or semester, in the form of a percentage grade. The

percentage grade represents the quality of the student's overall achievement of the expectations for the course which are described in the achievement chart on pages 26-17 of The Ontario Curriculum Grades 11 and 12, Business Studies , 2006,

(<http://www.edu.gov.on.ca/eng/curriculum/secondary/business1112currb.pdf>)

Learning Skills will also be assessed and reported on the Provincial Report Card, Grades 9-12. The quality of the learning skills demonstrated by a student are recorded in six categories – Responsibility, Organization, Independent Work, Collaboration, Initiative, Self-Regulation – are assessed throughout the semester using a four-point scale (E - Excellent, G - Good, S - Satisfactory, N - Needs Improvement).

Reference: page 11, Growing Success: Assessment, Evaluation and Reporting in Ontario Schools, 2010, (<http://www.edu.gov.on.ca/eng/policyfunding/growSuccess.pdf>).

Assessment for Learning will be used as a process for seeking and interpreting evidence for use by learners and their teachers to decide where the learners are in their learning, where they need to go, and how best to get there. Teachers will use diagnostic assessment before instruction and formative assessment will occur frequently and in an ongoing manner to monitor students' progress. Observation and conversation will be used to determine the needs of individual student learning.

Assessment as Learning will focus on the explicit fostering of student's capacity over time to be their own best assessors, but teachers need to start by presenting and modelling external, structured opportunities for students to assess themselves. Formative assessment be used by students to monitor their own and their peers' progress.

Assessment of Learning will be used as the assessment that becomes public and results in statements or symbols about how well students are learning. Summative assessment will be used by the teacher to summarize learning at a given point in time. (Ref: page 31 of Growing Success,)

The teacher will use assessment strategies that:

- are fair, transparent and equitable for all students;
- are clearly communicated to students at the beginning of the course and at other points throughout the semester
- are varied in nature, administered over a period of time and designed to provide opportunities for students to demonstrate the full range of their learning
- are appropriate for the learning activities used, the purposes of instruction and the needs and experiences of the students
- relate to the curriculum expectations and learning goals and, as much as possible, to the interests, learning styles and preferences, needs and experiences of all students
- accommodate students with special education needs, consistent with the strategies outlined in their Individual Education Plan
- accommodate the needs of students who are learning the language of instruction
- ensure that each student is given clear directions for improvement
- promote students' ability to assess their own learning and to set specific goals
- ensure that each student is given clear directions for improvement

A final grade is recorded for every course, and a credit is granted and recorded for every course in which the student's grade is 50% or higher. The final grade for each course in Grades 9–12 will be determined as follows:

- Seventy per cent of the grade will be based on evaluations conducted throughout the course. This portion of the grade should reflect the student's most consistent level of achievement throughout the course, although special consideration should be given to more recent evidence of achievement. Please see the following page for an explanation of how course work marks will be obtained.
- Thirty per cent of the grade will be based on a final evaluation in the form of an examination (20%), and culminating activity (10%) suitable to the course content and administered towards the end of the course.

A student's achievement of the overall curriculum expectations will be evaluated in accordance with the achievement charts in the provincial curriculum and will be reported using percentage marks. It is expected that both mathematical calculations and professional judgement will inform the determination of percentage marks.

TEACHING AND LEARNING STRATEGIES

The English curriculum is based on the premise that all students can be successful language learners. One of the keys to student success in mastering language skills is high-quality instruction. Teachers who provide quality instruction respect students' strengths and address their learning needs, using assessment information to plan instruction. The following are specific strategies for teaching and learning. The teacher will provide meaningful activities and use a variety of teaching/learning strategies, such as the following:

- Assessment of prior knowledge and provision of differentiated instruction for individual students
- Teaching and modelling of learning strategies
- Problem solving with encouragement of risk taking in problem solving
- Individual and cooperative small group learning
- Role playing
- Simulations
- Teamwork
- Brainstorming
- Creation of scenarios for decision making
- Independent research
- Issue-based analysis
- Personal reflection
- Problem posing
- Seminar presentations
- Use of technology
- Hands-on applications
- Constructive or creative dialogue

CONSIDERATIONS FOR PROGRAM PLANNING

The planning and administering of this course is based on the premise that all students can be successful language learners. The teacher will provide quality instruction that respects students' strengths and address their learning needs, using assessment information to plan instruction. For those students the teacher or school identifies as requiring accommodation, such as ELL or IEP students, the teacher may make accommodations without changing the knowledge and skills course requirements.

The following are examples of accommodations:

- The use of visual clues
- A variety of learning resources, such as bilingual dictionaries, assistive technologies
- Alternative assignments, or summative tasks
- Peer tutoring
- The granting of extra time and the use of oral interviews.

The program will also include opportunities for students to apply their language skills to work-related situations, to explore educational and career options, and to become self-directed learners. The program will provide students with an opportunity for cooperative education and other forms of experiential learning so that they can apply the skills they have developed in the classroom to real-life activities in the community and in the world of business and public service.

Teachers will model safe practices at all time and communicate safety requirements to students in accordance with the school, the Ministry of Education policies and Ministry of Labour regulations. This is particularly important in the case of off-site excursions. Teachers will also adhere to the policies of the First Nation, Métis and Inuit Education policy framework should the class include students from these communities

RESOURCES

- International Business: Canada and Global Trade, Mike Shultz, David Notman, Ruth Hernder, Nelson Education, 2003
- Variety of Magazines, such as Canadian Business Magazine, Canadian Business Journal, The Economist, and Macleans and periodicals, such as Foreign Affairs
- The Globe and Mail, The Toronto Star
- Television business news