

**Riverdale Collegiate Institute – Toronto District School Board
EVALUATION POLICY and COURSE OUTLINE 2012**

**Riverdale Collegiate Institute
Course of Study**

Introduction to Financial Accounting

Note 1: All Ontario Ministry of Education curriculum documents with full course content information can be located at <http://www.edu.gov.on.ca/eng/curriculum/secondary/business.html>

Note 2: Detailed information on Ministry of Education assessment, evaluation, and reporting policy is provided in Ontario Schools, Kindergarten to Grade 12, Policy and Program Requirements (OS), 2011, located at <http://www.edu.gov.on.ca/eng/document/policy/os/index.html>

1. Course Details

- Program Area: Business Studies
- Assistant Curriculum Leader: Jennifer Rashotte
- Course title: BAF3M Credit Value 1.0
- Prerequisites(s) and co-requisite(s): N/A
- Textbook(s) and resource materials that are essential to the course:
 - i - G.E. Syme. Accounting 1, 5th Edition. Toronto: Prentice Hall Canada Inc., 1993.
 - ii –Templates package

2. Overall Goals

- Course Description:

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 current issues and ethics in accounting.

Overall Expectations

This course consists of four strands, which have been outlined below, including the overall expectations relating to each strand.

Fundamental Accounting Practices

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

Advanced Accounting Practices

- 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

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

Ethics, Impact Of Technology, And Careers

- 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.

Units/Topics	Timing
Unit 1: Fundamental Accounting Practices	September - April
Unit 2: Advanced Accounting Practices	December (taxes) April - May
Unit 3: Internal Control, Financial Analysis, and Decision Making	May
Unit 4: Ethics, Impact of Technology, and Careers	Ongoing
Final Exam Preparation	June

EVALUATION PLAN

As required by the Ministry of Education and Training, each student is evaluated according to the four achievement categories: **Knowledge & Understanding, Thinking, Communication and Application**

	Knowledge & Understanding	Thinking	Communication	Application
TERM (70%)	21	14	14	21
FINAL EVALUATION (30%)	This evaluation is cumulative, containing material from all units and will evaluate all 4 achievement categories.			

70% Term Work

Students must demonstrate achievement of all the overall expectations of the course.

Unit	Task	Achievement Category Focus	Approximate Timing
Fundamental Accounting Practices	Assignment 1 – Intro to Accounting	K, C, T	September
	Test 1 – Balance Sheet	K, A, C	September
	Assignment 2 – Transaction Analysis	A	October
	Test 2 – Transactions	K, A, C, T	October
	Assignment 3 – Income Statement	A	November
	Test 3 – The Journal, Posting, Source Document and Sales Tax	K, A, C, T	December
	Assignment 4 – Journal Entries	A, C	January
	Test 4 – Classified Financial Statements	K, A, C, T	February
	Assignment 5 – Adjusting Entries	K, A	March
	Test 5 – Completing the Accounting Cycle	K, A, C, T	April
Advanced Accounting Practices	Test 6 – Accounting for a Merchandising Business	K, A, C, T	April
Internal Control, Financial Analysis, and Decision Making	Case Study or Assignment – Ratio Analysis	C, T	May
Ethics, Impact of Technology, and Careers	Assignment 6 – Simply Accounting or Wave Accounting	K, A, C, T	On-going September to May

In addition to the evaluations listed above, individual teachers may include other evaluations.

30% Final Evaluation

30%

Final Examination

REPORTING

Four Reports Cards will be issued during the year. All reports will give a numeric grade to each student calculated as indicated above. All reports are cumulative. The November, February and April report cards are snapshots of all course work until that point in time. They will be based on the most consistent level of achievement to that point in time.

LEARNING SKILLS

Learning skills are critical for achievement of the curriculum expectations. On each report card there are 6 learning skills: Responsibility, Organization, Independent Work, Collaboration, Initiative and Self-regulation. Teachers report on the six Learning Skills using the following: E = Excellent, G = Good, S = Satisfactory, N = Needs Improvement.

Learning skills are not used to determine a student's grade in the course.

TEACHING /ASSESSMENT AND EVALUATION STRATEGIES

A range of teaching, assessment and evaluation strategies will be used to address the needs of students' learning styles and allow students a variety of methods to demonstrate their achievement of the expectations.

Teaching Strategies

To facilitate the learning of the various concepts, a variety of teaching strategies will be used and might include:

Activity Based Strategies

examples: oral presentations, field trip, simulations, activity centres

Cooperative Learning Strategies

examples: Think-Pair-Share, Teams-Games-Tournament, Group Investigation

Arts Based Strategies

examples: drawing

Direct Instruction Strategies

examples: Socratic dialogue, lecture, demonstration, conferencing, review, tutorial, textbook

Independent Learning Strategies

examples: homework, independent reading/study, memorization, note making, reports

Inquiry/Research Models

examples: inquiry process, research process, writing process

Technology Applications

examples: database application, internet websites and research, media presentation

Thinking Skills Strategies

examples: brainstorming, classifying, concept mapping, concept attainment, concept formation, experimenting, expressing another point of view, graphing, issue-based analysis, lateral thinking, oral explanation, problem solving

Assessment

The primary purpose of assessment is to improve student learning. Assessment is ongoing, varied in nature and allows students to assess their own progress and determine next steps.

The following assessment strategies may be used at different times throughout the course:
quizzes, practice tests, conferencing, practical skill checks, written assignments,
self-assessment/peer-assessment, reflective summary

Evaluation

Evaluation is varied and is used to determine a student's achievement grade.

The following evaluation strategies may be used at different times throughout the course:
quizzes, tests, written reports, practical skill checks, written assignments, presentations, written
exams

SUBJECT OR COURSE SPECIFIC INFORMATION: