

**Forest Hill Collegiate Institute Course of Study and Evaluation Statement****Financial Accounting Fundamentals, (BAF3M)****Grade 11: University/College Preparation**

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

**Note 2:** Detailed information on Ministry of Education assessment, evaluation, and reporting policy is provided in *The Ontario Curriculum, Grades 9 to 12: Program Planning and Assessment, 2000*, located at <http://www.edu.gov.on.ca/eng/curriculum/secondary/progplan912curr.pdf>

**Course Details**

- Program Area: Business Studies
- Course title: Financial Accounting Fundamentals, (BAF3M) Grade 11; University/College Preparation: Open. Credit Value 1.0
- Prerequisites: None
- Textbook(s) and resource materials that are essential to the course: *Accounting 1, 7<sup>th</sup> edition by Syme, Ireland, Dodds, 2013.*

**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 ethics and current issues in accounting.

**Overall Expectations**

- By the end of this course, students will

**Fundamental Accounting Practices**

- 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**

- 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 analysing 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.

A list of the course expectations can be found at:

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

### **Program Planning Considerations**

- *Individual Education Plan:* Accommodations to meet the needs of exceptional students as set out in their Individual Education Plan will be implemented within the classroom program. Additional assistance is available through the Special Education program.
- *The Role of Technology in the Curriculum.* Using information technology will assist students in the achievement of many of the expectations in the curriculum regarding research, written work, analysis of information, and visual presentations.
- *English As a Second Language (ESL):* Appropriate accommodations in teaching, learning, and evaluation strategies will be made to help ESL students gain proficiency in English, since students taking ESL at the secondary level have limited time in which to develop this proficiency.
- *Career Education:* Expectations in this course include many opportunities for students to explore educational and career options, and to become self-directed learners.
- *Cooperative Education and Other Workplace Experiences:* The knowledge and skills students acquire in this courses will assist them in their senior level cooperative-education and work-experience placements related to this course. General information about cooperative education courses can be found at <http://www.edu.gov.on.ca/eng/document/curricul/secondary/coop/cooped.pdf>

### **Learning Skills**

*Learning Skills* are skills and habits are essential to success in school and in the workplace. The Learning Skills evaluated are: Works Independently, Teamwork, Organization, Work Habits/Homework, Initiative. Teachers report achievement on the five Learning Skills using letter symbols: E = Excellent, G = Good, S = Satisfactory, N = Needs Improvement.

Learning Skills clearly affect levels of achievement, but they are *not* part of the evaluation of achievement and are not included in the midterm mark or final course mark.

### **Academic Honesty: Cheating and Plagiarism**

Students are expected to submit only their own original work on evaluations done in class or out of class. Plagiarism the passing off the ideas or writings of another as one's own. Cases of academic dishonesty (cheating and/or plagiarism) will be dealt with on a case-by-case basis, but each case will involve an investigation, communication with the student and his/her parent/guardian, and a mark of zero for the plagiarized work. Whether the student has an opportunity to demonstrate his/her learning in another assignment will be at the discretion of the teacher and/or Principal.

### **Teaching Strategies**

Teachers use a variety of teaching strategies to maximize student learning. The following teaching strategies will be used in this course:

- *Direct Instruction* is highly teacher-directed. This strategy includes methods such as lecture, didactic questioning, explicit teaching, practice and drill, and demonstrations.
- *Indirect Instruction* is mainly student-centred. Indirect Instruction includes inquiry, induction, problem solving, decision making, and discovery.
- *Interactive Instruction* relies heavily on discussion and sharing among participants. Interactive instruction may include total class discussions, small group discussions or projects, or student pairs or triads working on assignments together.
- *Experiential Learning* is inductive, learner centred, and activity oriented. In Experiential Learning, students participate in an activity; critically look back on the activity to clarify learnings and feelings; draw useful insights from such analysis; and/or put learnings to work in new situations..
- *Independent Study* refers to the range of instructional methods which are purposefully provided to foster the development of individual student initiative, self-reliance, and self-improvement. The focus is on planned independent study by students under the guidance or supervision of a classroom teacher.

**Assessment and Evaluation Strategies**

**Assessment and Evaluation of Student Achievement**

The primary purpose of assessment and evaluation is to improve student learning. Assessment is the process of gathering information from assignments, demonstrations, projects, performances, and tests that accurately reflects how well a student is achieving the curriculum expectations in a course. As part of assessment, teachers provide students with feedback that guides their efforts towards improvement.

Evaluation refers to the process of judging the quality of student work on the basis of established criteria, and assigning a value to represent that quality. In Ontario secondary schools, the value assigned will be in the form of a percentage grade.

• In this course, the following evaluation strategies will be used:

- |                             |                  |                |
|-----------------------------|------------------|----------------|
| Brainstorming               | Sharing          | Study notes    |
| Journalizing                | Displays         | Checklists     |
| Graphic Organizers          | Research         | Questionnaires |
| Independent research skills | Text referencing |                |
| Independent learning        | Note-taking      |                |

**Achievement Chart**

The achievement chart provides a standard, province-wide method for teachers to use in assessing and evaluating their students' achievement. Students are evaluated according to the major categories or strands in each course. Ministry curriculum documents provide detailed description of student achievement levels.

In this course, students are evaluated in four strands, according to the weightings shown:

Term mark 70%	Term mark 70%	Term mark 70%	Term mark 70%	Culminating Activity 30%
Knowledge	Thinking	Application	Communication	Culminating Activity
30%	20%	30%	20%	30%