


Course of Study

BAT 4M—Accounting

1. Course Details

<p>Lawrence Park C.I</p>  <p style="text-align: center;">TDSB</p>	<p>Teacher: E Platt</p> <p>Faculty : Business Social Studies</p> <p>Faculty Office Phone : 416 393 9500 ext 20219</p> <p>Name of ACL : T. Boylan</p> <p>ACL Contact :as above</p> <p>Textbooks : “Accounting Principles” Weygandt et al</p>	<p>Date revised : September 1, 2015</p> <p>Course Name :</p> <p>Grade 12 Accounting</p> <p>Course Code : BAT4M</p> <p>Prerequisite Course Code : BAF 3M</p> <p>Credit Value : 1</p> <p>Essential Resource Materials :</p>
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2. Overall Goals

Overall Expectations:

The Accounting Cycle

- demonstrate an understanding of accounting principles and practices;
- demonstrate an understanding of the accounting cycle in a computerized environment for a service business and a merchandising business;
- demonstrate an understanding of ethics and issues in accounting.

Accounting Practices for Assets

- demonstrate an understanding of accounting procedures for short-term assets;
- analyze accounting procedures for inventories;
- demonstrate an understanding of methods of accounting for capital assets.

Partnerships and Corporations

- demonstrate an understanding of accounting in partnerships;
- demonstrate an understanding of accounting in corporations.

Financial Analysis and Decision Making

- compare methods of financing;
- explain and interpret a corporation’s annual report;
- use financial analysis techniques to analyze accounting data for decision-making purposes.

3. Learning Skills and Work Habits

**Evaluated on Report Card as:
E (excellent); G (good); S (satisfactory); N (needs improvement)**

The Learning Skills demonstrated by a student in every course are evaluated in the following six categories: Responsibility, Organization, Independent Work, Collaboration, Initiative, and Self-regulation. The Learning Skills are evaluated using a four-point scale. The goal for each student is to improve Learning Skills which will translate into improved student's overall success.

In addition, completion of the assigned homework/assignments on time will contribute to student's success. We also know that regular attendance in all classes is essential for success; please avoid scheduling appointments during school time.

Students are expected to demonstrate academic honesty on all assignments, presentations, tests, and examinations. Student who cheat or plagiarize will receive a mark of zero for the assignment, presentation, test, or examination.

Responsibility	<p>The student:</p> <ul style="list-style-type: none"> • fulfils responsibilities and commitments within the learning environment; • completes and submits class work, homework, and assignments according to agreed-upon timelines; • takes responsibility for and manages own behaviour.
Organization	<p>The student:</p> <ul style="list-style-type: none"> • devises and follows a plan and process for completing work and tasks; • establishes priorities and manages time to complete tasks and achieve goals; • identifies, gathers, evaluates, and uses information, technology, and resources to complete tasks.
Independent Work	<p>The student:</p> <ul style="list-style-type: none"> • independently monitors, assesses, and revises plans to complete tasks and meet goals; • uses class time appropriately to complete tasks; • follows instructions with minimal supervision.
Collaboration	<p>The student:</p> <ul style="list-style-type: none"> • accepts various roles and an equitable share of work in a group; • responds positively to the ideas, opinions, values, and traditions of others; • builds healthy peer-to-peer relationships through personal and media-assisted interactions; • works with others to resolve conflicts and build consensus to achieve group goals; • shares information, resources, expertise and promotes critical thinking to solve problems and make decisions.
Initiative	<p>The student:</p> <ul style="list-style-type: none"> • looks for and acts on new ideas and opportunities for learning; • demonstrates the capacity for innovation and a willingness to take risks; • demonstrates curiosity and interest in learning; • approaches new tasks with a positive attitude; • recognizes and advocates appropriately for the rights of self and others.
Self-regulation	<p>The student:</p> <ul style="list-style-type: none"> • sets own individual goals and monitors progress towards achieving them • seeks clarification or assistance when needed • assesses and reflects critically on own strengths, needs, and interests; • identifies learning opportunities, choices, and strategies to meet personal goals.

4. Teaching/Assessment and Evaluation Strategies - Course Work (70%)

Students will demonstrate achievement of all the overall expectations of the course. Missed and/or incomplete assignments will have an impact on the final grade where there are a significant number of curriculum expectations that have not been evaluated because of missed assignments. Timelines and units may be adjusted to accommodate student needs.

Unit #	Culminating Tasks	Achievement Chart Focus	Time Frame
1	Test	The Accounting Cycle	Sept to Oct
2	Test	Accounting Practices for Assets	Nov to Jan
3	Test	Partnerships and Corporations	Feb to April
4	Test Project	Financial Analysis and Decision Making	May to June Throughout year

4. Teaching/Assessment and Evaluation Strategies - Final Evaluation (30%)

All Students must take part in the culminating activities for each course at every grade level of study

Summative Tasks	Achievement Chart Focus	Weighting
Final Examination		100% (30% of total mark for the course)

5. Achievement Chart

Achievement Categories For Course Work	Description	Weighting
Knowledge/Understanding	<ul style="list-style-type: none"> - knowledge of facts and terms - understanding concepts, principles, and theories - understanding of relationships between concepts 	<u>30</u> %
Thinking	<ul style="list-style-type: none"> - critical thinking skills (analyzing, detecting bias) - creative thinking (problem solving) - inquiry skills (formulating questions; conducting research; analyzing, interpreting and evaluating information; drawing conclusions) 	<u>20</u> %
Communication	<ul style="list-style-type: none"> - communication of information and ideas - use of visuals and technology - multimedia - oral communication (debates, discussions, listening skills, role-playing) - written communication (short essays, writing in role) 	<u>20</u> %
Application	<ul style="list-style-type: none"> - application of concepts, skills, and procedures - transfer of concepts, skills, and procedures to new ideas - making logical conclusions or generalizations - making predictions and planning courses of action 	<u>30</u> %

6. Term Grades for Provincial Reports

Term Grades for Provincial Reports throughout the Year

The grade for each term/reporting period is based on the evaluations that have been conducted to that point in the course and will be preliminary and tentative. They will be based on the most consistent level of achievement to that point in time, but some of the overall expectations, strands, and units will not have been addressed. The students' grades will most likely change when the students' entire work is evaluated by the end of the course.

Reporting Cycle

Reporting Cycle 1:	September 3 th – October 30 th Report Card - November 12 th
Reporting Cycle 2:	November 2 nd – February 3 rd Report Card - February 11 th
Reporting Cycle 3:	February 4 th – April 1 st Report Card - April 14 th
Reporting Cycle 4:	April 4 th - June 30 th Final Report Card Pick Up From July 4 th to 10 th
Exam Review Days:	June 27 th (9 am to 11 am only)

7. Communication

In addition to class time, students can receive additional assistance from:

- Subject teachers before school or at other times by appointment
- Homework Club - every Tuesday and Thursday from 3:20 - 4:30 pm in room 223;
- FIFI - Find It Finish It from 8:35 - 9:35 am on November 9th, January 25th, March 28th and May 16th;