



Ontario eSecondary School Course Outline 2022-2023

Ministry of Education Course Title: Gr. 12 Financial Accounting Principles	
Ministry Course Code: BAT4M	
Course Type: University Preparation	
Grade: 12	
Credit Value: 1.0	
Prerequisite(s): Financial Accounting Fundamentals, BAF3M	
Department: Business Studies	
Course developed by: Ibrahim Sardar	Created: October 16, 2020
Length: One Semester	Hours: 110
This course has been developed based on the following Ministry documents: <ol style="list-style-type: none">1. <i>Business Studies, The Ontario Curriculum, Grades 11 and 12, 2006, (revised)</i>2. <i>Growing Success: Assessment, Evaluation, and Reporting in Ontario Schools (2010)</i>3. <i>Financial Literacy, EduGAINS</i>	

COURSE DESCRIPTION/RATIONALE

This course introduces students to advanced accounting principles that will prepare them for postsecondary studies in business. Students will learn about financial statements for various forms of business ownership and how those statements are interpreted in making business decisions. This course expands students' knowledge of sources of financing, further develops accounting methods for assets, and introduces accounting for partnerships and corporations.

Prerequisite(s): Financial Accounting Fundamentals, Grade 11, University/College Preparation (BAF3M)

OVERALL CURRICULUM EXPECTATIONS**The Accounting Cycle**

By the end of this course, students will:

- 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

By the end of this course, students will:

- 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

By the end of this course, students will:

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

Financial Analysis and Decision Making

By the end of this course, students will:

- Compare methods of financing;
- Explain and interpret a corporation's annual report;
- Use financial analysis techniques to analyze accounting data for decision-making purposes.

TERM WORK EVALUATIONS (70%):

Evaluation Item	Mode	Description	Category	Weight
Unit 1: Unit Test	Product	Students will complete a unit test consisting of multiple choice, true and false, and exercise questions.	K, I, C, A	7
Unit 1: Problem Set	Product	Students will complete an assignment consisting of matching questions, exercises, and problems.	K, I, C, A	7
Unit 1: End of Unit Conversation	Conversation	Students will contact their teacher to have the end of unit conversation.	K, I, C, A	2
Unit 2: Case Study	Conversation	Students will discuss a case study on internal controls with their teacher.	I, C, A	5

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Unit 2: Problem Set	Product	Students will complete an assignment consisting of multiple choice questions, exercises, and problems.	K, I, C, A	5
Unit 2: Chapter 8 Test	Product	Students will complete a chapter test on accounting for receivables consisting of multiple choice questions and exercises.	K, I, C, A	7
Unit 2: Chapter 9 Test	Product	Students will complete a chapter test on long-lived assets consisting of multiple choice questions and exercises.	K, I, C, A	7
Unit 3: Case Presentation	Observation	Students will present a case study on partnerships.	C, A	7
Unit 3: Unit Test	Product	Students will complete a unit test consisting of multiple choice questions and exercises, and problems.	K, I, C, A	7
Unit 3: End of Unit Conversation	Conversation	Students will contact their teacher to have the end of unit conversation.	K, I, C	2
Unit 4: Problem Set	Product	Students will complete an assignment consisting of multiple choice questions, exercises, and problems.	K, I, C, A	7
Unit 4: End of Unit Conversation	Conversation	Students will contact their teacher to have the end of unit conversation.	K, I, C, A	2
Unit 4: Presentation	Observation	Students will present a case on annual reports.	K, C, A	5

FINAL EVALUATIONS (30%):

Evaluation Item	Description	Category	Weight
Culminating Activity	A video submission including an analysis of the financial performance of fictional companies.	SUM	10
Final Exam	An exam to cover the major units studied through this course. This will be 3 hours in length.	SUM	20

COURSE CONTENT

<i>Unit</i>	<i>Length</i>
Unit 1: The Accounting Cycle	25 hours
Unit 2: Accounting Practices for Assets	30 hours
Unit 3: Partnerships and Corporations	25 hours
Unit 4: Financial Analysis and Decision Making	20 hours
Unit 5: Review and Final Assessments	10 hours
Total	110 Hour

AFL/AAL/AOL Tracking sheet:

Unit 1: The Accounting Cycle

AFL	AAL	AOL
- Diagnostic Worksheets	- Lesson Notes - Exercise Solutions - Discussion Forum Post - Test Review	- Problem Set - Unit Test - End of unit discussion

Unit 2: Accounting Practices for Assets

AFL	AAL	AOL
- Diagnostic Worksheets	- Lesson Notes - Exercise Solutions - Discussion Forum Post - Test Review	- Case Study - Problem Set - Chapter Test - Chapter Test

Unit 3: Partnerships and Corporations

AFL	AAL	AOL
- Diagnostic Worksheets	- Lesson Notes - Exercise Solutions - Discussion Forum Post - Test Review	- Presentation - Unit Test - End of unit discussion

Unit 4: Financial Analysis and Decision Making

AFL	AAL	AOL
- Diagnostic Worksheets	- Lesson Notes - Exercise Solutions - Discussion Forum Post	- Problem Set - Presentation - End of unit discussion

Unit 5: Review and Final Assessments

AOL
- Culminating Activity - Final Exam

The students will experience a variety of activities:

Video presentations and technological aids with videos embedded to enrich the course content and clarify concepts and skills being studied.

Practice (formative) quizzes as a review for students with access to answers for timely feedback to help reinforce the concepts and skills being studied.

Inquiry activities that will allow students to develop/practice problem solving and critical thinking skills, as well as enrich the course content and clarify concepts and skills being studied.

Individual Activities

Individual activities allow the teacher to accommodate interests and needs and to access the progress of individual students. The teacher plays an important role in supporting these activities through the provision of ongoing feedback to the students, both orally and in writing. These activities include the following in the course:

Chapter exercises and problems are completed in an online environment using spreadsheet tools such as Microsoft Excel, Google Sheets, or a similar program.

Individual assignments - the teacher can support the student in these activities with ongoing feedback.

Oral presentations are facilitated through the use of video conferencing and video recording.

Practical extension and application of knowledge helps students develop their own voice by analyzing and communicating the solutions to various case studies and critical thinking problems.

ASSESSMENT, EVALUATION, AND REPORTING

Assessment: The process of gathering information that accurately reflects how well a student is achieving the identified curriculum expectations. Teachers provide students with descriptive feedback that guides their efforts towards improved performance.

Evaluation: Assessment of Learning focuses on Evaluation which is the process of making a judgement about the quality of student work on the basis of established criteria over a limited, reasonable period of time.

Reporting: Involves communicating student achievement of the curriculum expectations and Learning Skills and Work Habits in the form of marks and comments as determined by the teacher's use of professional judgement.

STRATEGIES FOR ASSESSMENT

Assessment practices can nurture students' sense of progress and competency and information instruction. Many diagnostic tools, e.g. checklists and inventories, are used at regular intervals throughout the units to encourage students' understanding of their current status as learners and to provide frequent and timely reviews of their progress.

Teachers are encouraged to share goals with students early in the course and to connect Unit learning experiences frequently and explicitly with big ideas, overall expectations, and performance tasks.

Students are also allowed a one-page (two sided) study sheet for the course. Teachers are recommended to encourage their students to create these sheets as a way of preparing for the tests.

ASSESSMENT ACTIVITIES

- Student-Teacher conferences
- Practice (formative) exercises and problems
- Oral presentations
- Case studies
- Critical thinking problems
- Problem sets

- ☐ Tests and exam

EVALUATION

The final grade will be determined as follows:

- ☐ Seventy percent of the grade will be based on evaluation 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 will be given to more recent evidence of achievement.
- ☐ Thirty percent of the grade will be based on a final evaluation administered at or towards the end of the course. This evaluation will be based on evidence from a combination of the following: an examination and a performance task, an essay, and/or another method of evaluation suitable to the course content. The final evaluation allows the student an opportunity to demonstrate comprehensive achievement of the overall expectations for the course.

(Growing Success: Assessment, Evaluation and Reporting in Ontario Schools. Ontario Ministry of Education Publication, 2010 p.41)

Weightings	
Course Work	70
Knowledge/Understanding	17.5
Thinking/Inquiry	17.5
Communication	17.5
Application	17.5
Final	30
Performance Task	10
Final Exam	20

CONSIDERATION FOR PROGRAM PLANNING

TEACHING APPROACHES

Some of the teaching and learning strategies that are suitable to material taught in business studies are the use of case studies and simulations, teamwork, brainstorming, mind mapping, problem solving, decision making, independent research, personal reflection, seminar presentations, direct instruction, portfolios, and hands-on applications. In combination, such approaches promote the acquisition of knowledge, foster positive attitudes towards learning, and encourage students to become lifelong learners.

The nature of an online course dictates that a variety of teaching strategies from the list above are used. The student as an independent learner needs to be emphasized, while ensuring that the material presented contains real-world scenarios and case studies while allowing for personal reflection and stimulating critical thinking. Through the assessment activities selected for this accounting course along with regular student-teacher conferences, the teacher will ensure that these objectives are emphasized in the learning process.

The Importance of Current Events in Business Studies

The study of current events should inform the business studies curriculum, enhancing both the relevance and the immediacy of the program. Discussion and incorporation of current events into daily lessons not only stimulates student interest and curiosity but also helps students connect what they are learning in class with real-world events or situations. The study of current events needs to be thought of not as a separate topic removed from the program but as an effective instructional strategy for implementing many of the expectations found in the curriculum.

The Role of Technology in Business Studies

Applications such as databases, spreadsheets, word processors, and presentation and multimedia software can be used to enhance student learning in all business studies courses to meet current business standards. These skills are transferable to other courses as well as to the workplace. Information and communication technologies are integrated into the business studies curriculum in a way that mirrors the dynamic environment in which business is conducted today, creating an authentic and relevant learning environment for students.

In this course, there will be a particular emphasis on the use of spreadsheets as part of accounting record-keeping and business practices. The student will be required to have access to the internet and spreadsheet technology in order to sufficiently meet the curriculum expectations of the course.

Career Education in Business Studies

The knowledge and skills students acquire in business courses will be useful in a variety of careers. For example, the study of economics increases students' awareness of the ways in which local and global events and trends affect not only the economy but also their own career opportunities. A background in geography, history, politics, or law can lead to employment in fields such as law, politics, resource management, information technology, teaching, recreation, hospitality and tourism, and journalism. Students should be made aware of these possibilities and encouraged to explore areas of interest to them.

In BAT4M, students will have the opportunity to explore career pathways in the field of accounting as well as the role of various agencies and professional organizations as they relate to the scope of accounting careers in Canada.

ACCOMMODATIONS

Accommodations will be based on meeting with parents, teachers, administration and external educational assessment reports. The following three types of accommodations may be provided:

- Instructional accommodations:** such as changes in teaching strategies, including styles of presentation, methods of organization, or use of technology and multimedia.
- Environmental accommodations:** such as preferential seating or special lighting.
- Assessment accommodations:** such as allowing additional time to complete tests or assignments or permitting oral responses to test questions.