Ontario eSecondary School
Course Outline
2023-2024

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:
1. *Business Studies, The Ontario Curriculum, Grades 11 and 12*, 2006, (revised)
2. *Growing Success: Assessment, Evaluation, and Reporting in Ontario Schools (2010)*
3. *Financial Literacy, EduGAINS*
4. *Learning for All (2013)*

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.

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.

COURSE CONTENT

Unit	Length
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 Hours**

TEACHING AND LEARNING STRATEGIES

In this course, students will experience the following activities.

Presentations with embedded videos are utilized to outline concepts, explain theory with the use of examples and practice questions, and incorporate multi-media opportunities for students to learn more (e.g. online simulations, quizzes, etc.).

End of unit conversations and Poodlls are opportunities for students to express their ideas, problem solving, and thought processes with a teacher who provides timely feedback.

Reflection is an opportunity for students to look back at concepts and theories with new eyes, to relate theory to practice, and to align learning with their own values and beliefs.

Discussions with the instructor are facilitated through video conferencing, discussing the concepts and skills being studied. This enables two-way communication between the student and the instructor, to share ideas and ask questions in dialogue. This also helps to build a relationship between the student and instructor.

Instructor demonstrations (research skills, etc.) are opportunities for the instructor to lead a student through a concept or skill through video conferencing, videos, or emailing with the student.

Discussion forums are an opportunity for students to summarize and share their ideas and perspectives with their peers, which deepens understanding through expression. It also provides an opportunity for peer-to-peer feedback.

Practical extension and application of knowledge are integrated throughout the course. The goal is to help students make connections between what they learn in the classroom and how they understand and relate to the world around them and their own lives. Learning becomes a dynamic opportunity for students to be more aware that their learning is all around them and enable them to create more meaning in their lives.

Individual activities/assignments assessments are completed individually at a student's own pace and are intended to expand and consolidate the learning in each lesson. Individual activities allow the teacher to accommodate interests and needs and to assess the progress of individual students. For this reason, students are encouraged to discuss IEPs (Individual Education Plans) with their teacher and to ask to modify assessments if they have a unique interest that they feel could be pursued in the assessment. The teacher plays an important role in supporting these activities by providing ongoing feedback to students, both orally and in writing.

Research is an opportunity to apply inquiry skills to a practical problem or question. Students perform research to gather information, evaluate quality sources, analyze findings, evaluate their analysis, and synthesize their findings into conclusions. Throughout, students apply both creative thinking and critical thinking. New questions are also developed to further learning.

Writing as a learning tool helps students to think critically about course material while grasping, organizing, and integrating prior knowledge with new concepts.   Good communication skills are important both in and out of the classroom.

Diagrams are visual representations of scientific ideas and concepts. They provide another perspective to organize ideas. Visuals are thought to promote cognitive plasticity - meaning, they can help us change our minds or help us to remember an idea.

Cases are summaries of real-life situations wherein students relate theories and concepts towards understanding a real-world context. This helps students to understand the application and use of knowledge.

Articles are examples of concepts and theories being discussed in the public realm and with respect to current events. They are snapshots not only of why theories/concepts/applications are relevant but also provide a window into the broader context of subject matter knowledge and understanding. Students learn through reading and analysis that the subject matter is deeply related to, and intertwined with, society and the diverse perspectives of lived experience.

Practice problems provide students with a scenario/problem to solve by applying concepts and skills learned in a context. This helps students to understand the relevance of their learning.

Oral presentations in an online environment are opportunities for students to present live or record

presentations, expressing their ideas and understanding orally.

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 (K)	17.5
Thinking/Inquiry (T)	17.5
Communication (C)	17.5
Application (A)	17.5
Final	**30**
Culminating Activity (1.7K, 3.3T, 1.7C, 3.3A)	10
Final Exam (3.5K, 5.7T, 5.1C, 5.7A)	20

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, T, C, A	7
Unit 1: Problem Set	Product	Students will complete an assignment consisting of matching questions, exercises, and problems.	K, T, C, A	7
Unit 1: End of Unit Conversation	Conversation	Students will contact their teacher to have the end of unit conversation.	K, T, C, A	2
Unit 2: Case Study	Conversation	Students will discuss a case study on internal controls with their teacher.	T, C, A	5
Unit 2: Problem Set	Product	Students will complete an assignment consisting of multiple choice questions, exercises, and problems.	K, T, 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, T, 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, T, 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, T, C, A	7
Unit 3: End of Unit Conversation	Conversation	Students will contact their teacher to have the end of unit conversation.	K, T, C	2

Unit 4: Problem Set	Product	Students will complete an assignment consisting of multiple choice questions, exercises, and problems.	K, T, C, A	7
Unit 4: End of Unit Conversation	Conversation	Students will contact their teacher to have the end of unit conversation.	K, T, 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.	K, T, C, A	10
Final Exam	An exam to cover the major units studied through this course. This will be 3 hours in length.	K, T, C, A	20

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

CONSIDERATION FOR PROGRAM PLANNING

PLANNING PROGRAMS FOR STUDENTS WITH SPECIAL EDUCATION NEEDS

Classroom teachers are the key educators of students who have special education needs. They have a responsibility to help all students learn, and they work collaboratively with special education teachers, where appropriate, to achieve this goal. Special Education Transformation: The Report of the Co-Chairs with the Recommendations of the Working Table on Special Education, 2006 endorses a set of beliefs that should guide program planning for students with special education needs in all disciplines. Those beliefs are as follows: All students can succeed. Universal design and differentiated instruction are effective and interconnected means of meeting the learning or productivity needs of any group of students. Successful instructional practices are founded on evidence-based research, tempered by experience.

PROGRAM CONSIDERATIONS FOR ENGLISH LANGUAGE LEARNERS

Ontario schools have some of the most multilingual student populations in the world. The first language of approximately 20 percent of the students in Ontario's English language schools is a language other than English. Ontario's linguistic heritage includes several Aboriginal languages; many African, Asian, and European languages; and some varieties of English, such as Jamaican Creole. Many English language learners were born in Canada and raised in families and communities in which languages other than English were spoken, or in which the variety of English spoken differed significantly from the English of Ontario classrooms. Other English language learners arrive in Ontario as newcomers from other countries; they may have experience of highly sophisticated educational systems, or they may have come from regions where access to formal schooling was limited. When they start school in Ontario, many of these students are entering a new linguistic and cultural environment.

THE ROLE OF TECHNOLOGY IN THE PROGRAM

Information and communications technologies (ICT) provide a range of tools that can significantly extend and enrich teachers' instructional strategies and support students' language learning. ICT tools include multimedia resources, databases, Internet websites, digital cameras, and word-processing programs. Tools such as these can help students to collect, organize, and sort the data they gather and to write, edit, and present reports on their findings. Information and communications technologies can also be used to connect students to other schools, at home and abroad, and to bring the global community into the local classroom. Whenever appropriate, therefore, students should be encouraged to use ICT to support and communicate their learning.

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.

❑ *Assessment accommodations:* such as allowing additional time to complete tests or assignments or permitting oral responses to test questions.

Other examples of modifications and aids, which may be used in this course, are:

☐ Provide step-by-step instructions.
☐ Help students create organizers for planning writing tasks.
☐ Allow students to report verbally to a scribe (teacher/ student) who can help in note taking.
☐ Permit students a range of options for reading and writing tasks.
☐ Where an activity requires reading, provide it in advance.
☐ Provide opportunities for enrichment.