



**Ontario eSecondary School  
Course Outline  
2024-2025**

<b>Ministry of Education Course Title: Financial Accounting Fundamentals, Grade 11, University/College</b>	
<b>Ministry Course Code: BAF3M</b>	
<b>Course Type: University Preparation</b>	
<b>Grade: 11</b>	
<b>Credit Value: 1.0</b>	
<b>Prerequisite(s): None</b>	
<b>Department: Business Studies</b>	
<b>Course developed by: Ibrahim Sardar</b>	<b>Created: January 15, 2021</b>
<b>Length: One Semester</b>	<b>Hours: 110</b>
<p>This course has been developed based on the following Ministry documents:</p> <ol style="list-style-type: none"> <li>1. <i>Business Studies, The Ontario Curriculum, Grades 11 and 12, 2006, (revised)</i></li> <li>2. <i>Growing Success: Assessment, Evaluation, and Reporting in Ontario Schools (2010)</i></li> <li>3. <i>Financial Literacy, EduGAINS</i></li> <li>4. <i>Learning for All (2013)</i></li> </ol>	

## COURSE DESCRIPTION/RATIONALE

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 CURRICULUM EXPECTATIONS

### Fundamental Accounting Practices

By the end of this course, students will:

- 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

By the end of this course, students will:

- 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

By the end of this course, students will:

- 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

By the end of this course, students will:

- 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.

## COURSE CONTENT

<i>Unit</i>	<i>Length</i>
Unit 1: Fundamental Accounting Practices	55 hours
Unit 2: Advanced Accounting Practices	20 hours
Unit 3: Internal Control, Financial Analysis, and Decision Making	15 hours
Unit 4: Ethics, Impact of Technology, and Careers	10 hours
Unit 5: Review and Final Assessments	10 hours
<b>Total</b>	<b>110 Hours</b>

## 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)

<b>Weightings</b>	
<b>Course Work</b>	<b>70</b>
Knowledge/Understanding (K)	17.5
Thinking/Inquiry (T)	17.5
Communication (C)	17.5
Application (A)	17.5
<b>Final</b>	<b>30</b>
Final Exam (5K, 8.25T, 6.25C, 10.5A)	30

## TERM WORK EVALUATIONS (70%)

<b>Evaluation Item</b>	<b>Description</b>	<b>Category</b>	<b>Weight</b>
Unit 1a: Balance Sheet Quiz	Students will complete a quiz consisting of multiple choice, matching, and an exercise question.	K, I, C, A	5
Unit 1a: Chapter 1 and 2 Problem Set	Students will complete an assignment consisting of matching questions, exercises, and problems.	C, A	7
Unit 1a: Chapter 5 Problem Set	Students will complete an assignment consisting of matching questions, exercises, and problems.	K, I, A	7
Unit 1b: Adjustments Test	Students will complete a test consisting of multiple choice, true and false, and exercise questions.	K, I, A	7
Unit 1b: End of Unit Conversation	Students will contact their teacher to have the end of unit conversation.	K, I, C, A	4
Unit 2: Merchandising Test	Students will complete a test consisting of multiple choice, true and false, and exercise questions.	K, I, C, A	7
Unit 2: End of Unit Conversation	Students will contact their teacher to have the end of unit conversation.	K, I, C, A	4

Unit 3: Bank Reconciliation Presentation	Students will submit a presentation consisting of a bank reconciliation exercise.	C, A	7
Unit 3: Unit 3 Problem Set	Students will complete an assignment consisting of matching questions, exercises, and problems.	K, I, C, A	7
Unit 3: End of Unit Conversation	Students will contact their teacher to have the end of unit conversation.	K, I, C, A	4
Unit 4: Ethics Case Study	Students will analyze a case study on accounting ethics.	K, I, C, A	7
Unit 4: End of Unit Conversation	Students will contact their teacher to have the end of unit conversation.	K, I, C, A	4

## FINAL EVALUATIONS (30%)

Evaluation Item	Description	Category	Weight
Final Exam	An exam to cover the major units studied through this course. This will be 3 hours in length.	K, T, C, A	30

## AFL/AAL/AOL TRACKING SHEET

### Unit 1: Fundamental Accounting Practices

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

### Unit 2: Advanced Accounting Practices

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

### Unit 3: Internal Control, Financial Analysis, and Decision Making

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

### Unit 4: Ethics, Impact of Technology, and Careers

AFL	AAL	AOL
-----	-----	-----

- Diagnostic Worksheets	- Lesson Notes - Exercise Solutions - Discussion Forum Post	- Case Study - End of Unit Discussion
-------------------------	---	--

**Unit 5: Review and Final Assessments**

<b>AOL</b>
- 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.