

BAF3M – Financial Accounting Fundamentals

GENERAL INFORMATION

Course Title: Financial Accounting Fundamentals

Course Code: BAF3M

Grade: 11

Course Type: University/College Preparation

Credit Value: 1

Prerequisite: None

Curriculum Policy Document: Business Studies, The Ontario Curriculum, Grades 11 and 12, 2006 (Revised)

Department: Business Studies

Course Developer: Brian Chen

Development Date: May 4, 2015

Revision Date: N/A

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

1. 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.

2. 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.

3. 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.

4. 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.

OUTLINE OF COURSE CONTENT

Unit	Titles and Descriptions	Time
Unit 1	Fundamental Accounting Practices	35 hours
Unit 2	Advanced Accounting Practices	35 hours
Midterm Report Cards (Distributed Half Way Through Unit 2)		
Unit 3	Internal Control, Financial Analysis, and Decision Making	15 hours
Unit 4	Ethics, Impact of Technology, and Careers	15 hours
	Independent Study Unit	10 Hours
	Total	110 hours
	Final Evaluation	3 hours

TEACHING / LEARNING STRATEGIES

A variety of teaching and learning strategies are used in this course to meet the needs of a diverse range of learners.

Information & Socratic Videos	Articulate Modules	Check-Up Quizzes
Discussion Forums	Presentations	Web Research
Business Storytelling	Case Studies	Sample Tests
Padlets	Role Play	Audiocasts
Graphic Organizers	Strategy Reports	Business Letter/Memo Writing
Interactive Video	Databases	Creating Business Documents
WIKIs	Song Creation	Exemplars
Accounting Software		Brainstorming Lists

STRATEGIES FOR ASSESSMENT AND EVALUATION OF STUDENT PERFORMANCE

We believe that the goal of assessment and evaluation is to support and enhance student learning. Our academic program exposes students to a variety of assessment and evaluation methods and techniques at all grade levels to encourage the development of critical thinking skills, creative problem solving and meaningful learning experiences.

Assessment for Learning	Assessment as Learning	Assessment of Learning
Student Product <ul style="list-style-type: none"> Quizzes Databases 	Student Product <ul style="list-style-type: none"> Image Captioning Quizzes Pre-submission Reviews Databases Games 	Student Product <ul style="list-style-type: none"> Assignments Tests Exam Reports Essays Presentations Journals/Financial Statements Audio/Video Files Case Studies Discussion Forums Databases Songs Role Play
Observation <ul style="list-style-type: none"> Skype Sessions Observation of Discussion Forum participation and submissions 	Observation <ul style="list-style-type: none"> Class discussions Presentations 	Observation <ul style="list-style-type: none"> Presentations Audio Files Video Files
Conversation <ul style="list-style-type: none"> Student teacher discussion Small Group Discussion Brainstorming Office Hours (Chat) Padlets 	Conversation <ul style="list-style-type: none"> Student teacher conferences Discussion Forums Peer-feedback Padlets 	Conversation <ul style="list-style-type: none"> Skype Sessions with Questions Discussion Forums

FINAL GRADE

The percentage grade represents the quality of the students' overall achievement of the expectations for the course and reflects the corresponding achievement as described in the achievement chart for the Ontario Secondary School Literacy Course.

1. Term work will be 70% of the overall grade for the course;
2. The summative evaluations will be 30% of the overall grade, incorporating a final written examination.

Achievement Categories

CRITERIA	STRATEGY	PERCENTAGE
Knowledge and Understanding	The ability to demonstrate thorough knowledge and understanding of the topics covered. Usually students demonstrate knowledge by explaining concepts, theories or terms.	25%
Thinking and Inquiry	The ability to use past knowledge to make connections and extensions to create new knowledge. Usually students demonstrate thinking through problem solving and creating new ideas and/or theories.	25%
Communication	The ability to use the five pillars of literacy to communicate a concept, idea or theory to others. Usually students will demonstrate proper communication skills through reading, writing, speaking, viewing and representing.	20%
Application	The ability to use the theory, concepts and knowledge acquired and apply it to experiences, new situations and different tasks. Usually, students will demonstrate application through performing tasks like cases, plans, situational analyses, etc.	30%

Achievement Chart

A Summary Description of Achievement in Each Percentage Grade Range And Corresponding Level of Achievement

Percentage Grade Range	Achievement Level	Summary Description
80–100%	Level 4	A very high to outstanding level of achievement. Achievement is above the provincial standard.
70–79%	Level 3	A high level of achievement. Achievement is at the provincial standard.
60–69%	Level 2	Moderate level of achievement. Achievement is below, but approaching the provincial standard.
50–59%	Level 1	A passable level of achievement. Achievement is below the provincial standard
Below 50%	Level R	Insufficient achievement of curriculum expectations. A credit will not be granted

REQUIRED RESOURCES FOR THE STUDENT:

- BAF3M online course of study
- Computer with internet access

PROGRAM PLANNING CONSIDERATION

Role of Technology in the Curriculum

Rosedale Academy courses leverage the power of information and communication technologies to provide rich, dynamic learning experiences. Students explore, evaluate and create concepts and works using a wide array of digital tools. They demonstrate their learning through text, video, voice and visual assignments that teach multi-literacy and media skills. Students also enhance their computer and technology skills in ways that are useful for their future academic and personal pursuits.

Teachers at Rosedale Academy get to know their learners, provide rich, descriptive feedback and assess student contributions and products AS, FOR and OF learning through digital technologies. They enable rapid feedback and communication at any time without borders in our global community.

Tool	Use	Benefit
Discussion forums	Whole class discussion (written)	Creates a record of each student's contributions
Live Skype sessions	Teacher leads the lesson with students as a class	Observations of whole class and individual students
Glossary	Vocabulary reference and recording	Allows students to reference key course vocabulary and make contributions to help other students
Padlet	Bulletin board activities showing content found around the internet	Allows a space for collaborative research for students and an opportunity to share ideas and resources
Brainstorming Lists	Allows students to brainstorm together by adding words/phrases to a list or lists that dynamically adds student contributions	Quick and live updates. Can be used like a live chat with all students. Allows for peer assessment as learning.
Socratic and Interactive Videos	Videos that scaffold or involve student action/input are used to explain concepts fully.	Students can learn from the visual forms of stories and examples. Students become familiar with the instructor.
Articulate Learning Modules	Interactive learning presentations that add context to course theory.	Students gain a deeper understanding of concepts as they work through learning modules that are interactive and self-paced.
WIKIs	Students generate their own WIKI page on a given topic.	Students learn to research, assess, and vet information that the entire class provides.

Databases	Students upload words, phrases, files, surveys, etc. to the database for peer assessment, presentation, or research.	Student-centred data, peer assessment (as learning).
Peer Teaching	Students research a given topic and share their findings and opinions with other students.	Fosters discussion between students and allows for content to be learned and expressed from a student perspective

English as a Second Language

Rosedale Academy provides students with comprehensive ESL support to enhance their proficiency with the English language.

- All Rosedale Academy instructional materials and resources are designed with English Language Learners in mind. Online and face-to-face instructional resources make use of differentiated learning methods and carefully structured language. These resources support English language development as students are taking credit courses in all academic fields.
- Teachers at Rosedale Academy provide a variety of accommodations for English Language Learners. These accommodations include: extended time for tests and exams; chunking of assignments and tests; a safe space for asking questions; formative feedback; mini-lessons in spelling, sentence structure and grammar; and access to ESL resources and expert discussion.
- The self-paced delivery method of this course allows students to take the time that they require to engage in meaningful participation while still enjoying the enriching experience of working in an online global classroom.
- All teachers at Rosedale Academy are responsible for helping students to develop their ability to use English in academic courses.

Career Education

This course promotes skills effective for a variety of careers and informs students of some of the career opportunities where an accounting background is a considerable asset. Moreover, students will learn how to read and understand financial statements so that they can use this information in their future careers. Students will also learn how to write business letters, memos and emails as well as effectively communicate using proper business terminology. Finally, this course will help students understand business problem solving which will benefit them greatly in any career path.

Academic Integrity

Students are expected to maintain high standards of honesty and academic integrity throughout their participation in all courses. This includes avoiding any instance of fraud, plagiarism and cheating. Rosedale Academy takes the following steps to ensure academic integrity:

- Students provide photo identification
- Course assignments include audio and video components
- Teachers Skype weekly with their classes
- Students are encouraged and supported to develop original work
- Exams are proctored by adults in trusted positions

When a teacher has reasonable grounds to believe that a student has violated these standards, the school principal will review the incident and, if needed, enforce disciplinary procedures. More information about *Academic Honesty* may be found in section 5.3 of the school calendar.

Late and Missed Assignment

Rosedale Academy provides a flexible, self-paced learning opportunity, which allows students to proceed through each course at their own speed. Students may submit any assignment from any unit while he or she is enrolled in this course. Assignments will not be accepted once the student's enrolment period has ended. Students must complete and submit all course requirements prior to booking their final exam. Course requirements include but are not limited to: assignments, tests, and learning log.

SUGGESTED RESOURCES FOR THE STUDENT:

Print

Accounting 1, Sixth Edition © 2002

Authors: George Syme, Tim Ireland

Publisher: Pearson Education Canada

ISBN: 013092332X ISBN-13: 9780130923325

Magazines

Canadian Business Magazine – <http://www.canadianbusiness.com/>

This site is the online version of the Canadian Business Magazine.

CPA Magazine - <https://www.cpacanada.ca/en/connecting-and-news/cpa-magazine>

Magazine published by the professional accounting association in Ontario and Canada

D&A Magazine - <http://www.damagazine.ca/>

Discussions and analysis on current accounting topics in Canada.

Business Review Canada - <http://www.businessreviewcanada.ca/>

Content for C-level executives in Canada and the United States.

MacLeans - <http://www.macleans.ca/>

Maclean's is Canada's only national weekly current affairs magazine.

Newspapers

Globe and Mail – <http://www.globeandmail.com>

The Hamilton Spectator – <http://www.hamiltonspectator.com/>

The Toronto Star – <http://www.torstar.com>

National Post – <http://www.nationalpost.com>

Ottawa Business Journal – <http://www.ottawabusinessjournal.com/>

The Independent - <http://www.independent.co.uk/>

Videos

Maxed Out (2006): Credit cards allow us to buy a wide range of things without carrying around a load of cash, but they come with some pretty hefty financial strings attached. In this film, viewers will see just how credit card debt is hurting the average American and what predatory and abusive practices in the credit card industry are doing to hurt consumers.

In Debt We Trust (2006): Another hard look at debt, this film shows the major economic changes that have occurred over the past few decades both for the average person and our nation as a whole.

The Ascent of Money (2008): In this award-winning PBS movie series, viewers will learn about the long history of banking, money and credit from the Middle Ages up to the present day.