Canada World Education Centre Course Outline

Course: Financial Accounting Principles					
Grade: 12	Type: University/College	Credit Value: 1	Course Code: BAT4M		
Teacher: J.F. Michaud		Development Date: 04/15/2019			
Course Reviser:Vizarat Shaikh		Prerequisite: BAF3M			
Date:					

Ministry Curr. Doc:The Ontario Curriculum Grades 9 to 12, Course Descriptions and Prerequisites, 2018

Course Description

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 Expectations for Student Learning

Unit 1 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
- Unit 2 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
- Unit 3 Partnerships and Corporations
 - Demonstrate an understanding of accounting in partnerships
 - Demonstrate an understanding of accounting in corporations
- Unit 4 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

Outline of Course Content Unit:		Hours:
Chapter	What is Accounting? Building Blocks of Accounting Using the Building Blocks	10
	The Recording Process The Account	10
	Steps in the Recording Process The Trial Balance 3. Adjusting the Accounts	5
	Timing Issues Basics of Adjustments Adjusted Financial Statements	40
	Completion of Accounting Cycle Using Work Sheets Closing the Books	10
	Summary of Accounting Cycle 5. Accounting for Merchandising Recording Purchases & Sales Completing Accounting Cycle	5
	Financial Statements 6. Inventory Costing Inventory Basics	10
	Periodic Inventory System Inventory Costing 7. Accounting Information Systems	5
	Basic Concepts Subsidiary Ledgers Special Journals	
	 Internal Control Principles Cash Control 	10
	Use of a Bank 9. Accounting for Receivables Types	10
	Presentation 10. Capital Assets Tangible	5
	Natural Intangible 11. Current Liabilities	5
	13. Partnerships Basics	5

1	Admission & Withdrawal Liquidation of Partnership 4. Corporations Common Shares Preferred Shares	10
1	Statement Presentation 5. Corporations Dividends Retained Earnings Income Statements	10

Teaching and Learning Strategies

Teachers use a variety of teaching strategies to maximize student learning. The following teaching strategies will be used in this course:

Helping students become self-directed.

In order to address the unique learning styles of students in this course, a variety of activities and learning experiences should be offered, including, but not restricted to: questioning, demonstrations, role-plays, simulations, co-operative group learning, brainstorming, discussion, peer coaching, interviewing, reflective writing, reflective thinking exercises, concept mapping, reading, tutoring, direct instruction, one-on-one teaching, and experimental learning.

Teachers will find ways throughout the course for students to make authentic learning connections with their other courses, the school, local community and the world at large.

Assessment & Evaluation of Student Performance

Assessment & Evaluation

The primary purpose of assessment and evaluation is to improve student learning and to help students assume responsibility for their learning.

Mid-semester and final marks are determined through evaluations or Assessments of Learning, which typically occur towards the end of a unit and end of semester. During the learning process, information about a student's learning is gathered and used by the teacher and student to inform decisions that affect goal setting and teaching in the classroom. The data gathered as Assessment as Learning and Assessment for Learning do not carry a mark weight, but do play a crucial role in student success as they help inform the teacher about each student's progress. All types of assessments allow teachers to provide descriptive feedback that is clear, specific, meaningful, and timely to support improved learning and achievement.

Learning Skills and Work Habits (responsibility, organization, independent work, collaboration, initiative, self-regulation) will be reported by a letter (E = Excellent, G = Good, S = Satisfactory, N = Needs Improvement). These skills and habits support a high level of success in meeting the course expectations in addition to contributing to the development of positive life and work skills for the future.

Considerations for Program Planning

Program Planning Considerations •Individual Education Plan: Accommodations to meet the needs of exceptional students as set out in their Individual Education Plan will be implemented within the classroom program. Additional assistance is available through the Special Education program. • The Role of Technology in the Curriculum. Using information technology will assist students in the achievement of many of the expectations in the curriculum regarding research, written work, analysis of information, and visual presentations.

 English As a Second Language (ESL): Appropriate accommodations in teaching, learning, and evaluation strategies will be made to help ESL students gain proficiency in English, since students taking ESL at the secondary level have limited time in which to develop this proficiency.

Resources

Technological Devices:

CWEC supports the use of technology to enhance learning, but the use of such electronic technology in the classroom is at the discretion of the teacher. Working together we can ensure the appropriate use of technology by all members of our school community