



York Region District School Board
 Bur Oak Secondary School
 Course Outline & Evaluation Profile 2019/2020



Financial Accounting Fundamentals – Business Studies Department

Teacher: Ms. Amanda Brinder
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Classroom(s): 2013
Office Room : 2008

Course Code: BAF3M1
Credit Value: 1.0
Prerequisites: N/A
Subject Head: Ms. Brinder

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.

Units of Study:

Unit 1: Fundamental Accounting Practices

- Introduction to Accounting as a Discipline
- Business Structures
- The Accounting Cycle for a Service Business

Unit 2: Advanced Accounting Practices

- The Accounting Cycle for a Merchandising Business
- Accounting for Sales Tax
- Computer Application in Accounting

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

- Internal Control Procedures
- Financial Analysis
- Decision Making

Unit 4: Ethics, Impact of Technology, and Careers

- Ethics and Current Issues
- Impact of Technology
- Careers in Accounting

Assessments of Learning

Evaluations Throughout Semester: 70% of final grade
(Subject to change with advance notice given)

Assessment Type:	Categories Assessed:
→ Quizzes	K/U, A, T, & C
→ Tests	K/U, A, T/I, & C
→ In-Class Assignments	K/U, T/I, A, & C
→ Case Study	K/U, T, A, & C

Final Evaluation: 30% of final grade

- Culminating Activity (15%)
- Final Examination (15%)

Achievement Categories & Weighting:

Teachers will ensure that student learning is assessed and evaluated in a balanced manner with respect to the four categories, and that achievement of particular expectations is considered within the appropriate categories.

These categories will be weighted as follows:

Knowledge & Understanding	35 %
Communication	10 %
Thinking	10 %
Application	15 %

Assessment and Evaluation:

-70% of final grade will be based on evaluations conducted throughout the course.

-30% will be based on final evaluations administered towards the end of the course

(Refer to Assessments of Learning)

Materials/Resources

Student Textbook: *Accounting 1 Sixth Edition*, (Prentice Hall 2002) Syme, Ireland.

Homework Partner 1: _____ Homework Partner 2: _____
 Name: _____ Name: _____
 Phone #: _____ Phone #: _____
 E-Mail: _____ E-Mail: _____

Assessment, Evaluation and Communication of Student Learning and Achievement: 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.

Timely Completion and Submission of Assignments for Evaluation: Students are responsible for providing evidence of their learning within established timelines. For students who know in advance that they are unable to complete an assignment/assessment, they must communicate with the teacher before the due date. For students who did not approach the teacher PRIOR to the due date for the assignment OR students who missed performance assessments (presentations, demonstrations, tests), the following interventions may be applied to address late and missed assignments where in the teacher's professional judgement it is appropriate to do so:

1. Talking with the student to determine why s/he was absent.
2. Completing a "Student Request for Extension Form". The student agrees to complete and submit the same or an alternative assignment or performance task on the newly negotiated date/time.
3. Asking the student to submit partly completed work if it can be assessed. This assessment may include giving feedback so that the assignment can be completed.
4. Planning appropriate interventions which may include additional support from the subject teacher, Guidance, Special Education, ESL, Student Success and Administration to further prepare the student for the assessment.
5. Contacting the student's parents/guardians and/or the student who is over 18, to make them aware of the situation and action plan for success.
6. Deducting up to 10% from the final mark of a late assignment/performance

Note: a mark of zero is recorded for missing assignments/performances if the student still does not submit evidence of learning after interventions have been applied/offered. Special circumstances may be discussed with teachers/administrators.

Academic Honesty: Students must provide original evidence of their learning and appropriately acknowledge the work of others. Plagiarism means representing someone else's ideas, writing, design or technical work as your own. Any use of the work of others (whether published, unpublished or posted electronically) must include proper reference, citation, or acknowledgement. Cheating is an attempt to gain an unfair advantage to misrepresent the student's learning in an evaluation or assignment. Plagiarism or Cheating in any of its forms (copying from another student or allowing someone to copy assignments/tests, using notes complete a test without the approval of the teacher, obtaining/stealing a copy of a test, ...) will result in behavioural and academic consequences because of its negative impact on the individual student's learning and the learning environment of other students. Students are expected to actively seek clarification and support to prevent cheating and plagiarizing. Please refer to the student agenda for more details.

Attendance and Punctuality: Regular attendance and punctuality contribute to student success and achievement; therefore, it is expected that students attend classes and be on time for each subject. If a student has an **anticipated absence** (e.g. field trip, sports event, medical appointment), it is expected that he/she speak with the teacher **prior** to the date to discuss alternative assessment arrangements or missed content.

In the case of **illness or family emergency** on a due date for an Assessment of Learning assignment/task, it is expected that the parent/guardian or the student (if 18 years or older) notify the classroom teacher.

Technological Devices: Bur Oak Secondary School 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. Occasionally students use their personal devices in the classroom without teacher permission and/or when teacher-directed instruction is occurring. When this happens, the learning environment is disrupted for all. It is expected that the student will put the device away immediately upon the first request by the teacher. Should the student disregard the initial request, the teacher may contact parents/guardians and/or refer the student to the office.

I have read and understood the above guidelines.

Student Name: (please print) _____ Student Signature: _____

Parent Signature: _____ Date: _____

The above guidelines were informed by the YRDSB document, 'Assessment, Evaluation and Communication of Student Learning and Achievement, 2011' and 'Growing Success: Assessment, Evaluation and Reporting in Ontario Schools, Ontario Ministry of Education, 2010.'