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### COURSE OVERVIEW

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<b>Course Name:</b>	Financial Accounting Principles	<b>Course Code:</b>	BAT4M1
<b>Course Type:</b>	University/College Preparation	<b>Grade Level:</b>	12
<b>Teacher:</b>	R. Brazier	<b>Credit Value:</b>	1
<b>Textbook:</b>	Weygandt, Kieso, Kimmel, Trenholm, Principles of Financial Accounting, Canadian Edition 2014		

#### 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.

*Prerequisite:* None

#### Overall Expectations for the Course

##### **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

##### **Accounting Practices for Assets**

- demonstrate an understanding of accounting procedures for short-term assets
- analyse accounting procedures for inventories
- demonstrate an understanding of methods of accounting for capital assets

##### **Partnerships and Corporations**

- demonstrate an understanding of accounting in partnerships
- demonstrate an understanding of accounting in corporations

##### **Financial Analysis and Decision Making**

- compare methods of financing
- explain and interpret a corporation's annual report
- use financial analysis techniques to analyse accounting data for decision-making purposes

##### **Assessment and Evaluation Strategies**

The purpose of assessment and evaluation is to improve student learning. Assessment and evaluation is based on the provincial curriculum expectations and the achievement levels outlined in the curriculum document. In order to ensure that assessment and evaluation are valid and reliable, and that they lead to the improvement of student learning, teachers use a variety of strategies throughout the course, including: providing students with feedback about their work (known as assessment for learning), helping to set learning goals and monitor their own progress (known as assessment as learning), and evaluation and reporting of progress in the form of grades and marks (known as assessment of learning). Assessment and evaluation strategies for this course include:

##### **Evaluation/Weighting of Marks**

The final grade will be based on 70% term work and 30% culminating task and final exam.

**Achievement Categories and Percentages for Term Work**

Knowledge and Understanding	20%
Thinking and Inquiry	30%
Communication	20%
Application	30%

**Culminating Activity**

The culminating task for the course is the final ISP.

**Learning Skills and Work Habits Assessment**

The development of learning skills and work habits is an integral part of student learning. These skills are: Responsibility, Organization, Independent Work, Collaboration, Initiative and Self-Regulation. Learning skills and work habits influence student achievement and are included as a formal part of the assessment and evaluation process.

**Academic Dishonesty - Cheating and Plagiarism**

Learning tasks that students complete as well as the assignments, tests and exams that students submit for evaluation must be their own work. Cheating and plagiarism is a serious offence that will not be condoned. Academic consequences will result.

**Late and Missed Assignments - Student Roles and Responsibilities**

Students are expected to:

- be responsible for providing evidence of their achievement of the overall expectations within the time frame specified by the teacher, and in a form approved by the teacher;
- understand that there will be consequences for not completing assignments for evaluation and/or for submitting those assignments late;
- use class time productively;
- in extenuating circumstances, request an extension from the teacher before the due date.

Mark deductions for late and missed assignments may apply to major assignments only. Please refer to your Oakridge Student Planner, [tvdsb.ca/Oakridge.cfm](http://tvdsb.ca/Oakridge.cfm) or [tvdsb.ca](http://tvdsb.ca) for more details on our new Assessment and Evaluation Policy.

Late penalties will apply to the following assignments:

- Research Assignment
- Final ISP
- Presentations

Penalties will be as follows:

- 10% first day late
- 5% for each of 2nd to 5th days
- 0% on the sixth day.

**References:** *TVDSB Assessment & Evaluation Policy, September 2011; Growing Success - Assessment and Evaluation, and Reporting in Ontario Schools, 2010.*

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I have discussed the course outline with my parent(s)/guardian(s), reviewed the assessment and evaluation used in the course, and have emphasized the importance of attendance and punctuality. I will seek teacher assistance when needed and will strive to work to the best of my ability.

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Date

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Student Signature

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Parent/Guardian Signature