

Omaha North High School

Accounting 1-2 Syllabus

Instructor:	Mr. Ali Alsaadi
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Plan Periods:	B6 and A7
Best times to contact:	After School (around 3:05p-3:25p) EMAIL ME IF YOU NEED ANYTHING!

Course Description:

This one-semester course covers a service business organized as a sole proprietorship which will include accounting principles involved in the preparation and maintenance of financial records concerned with business management and operations. It is a comprehensive introduction to basic accounting including recording, summarizing, and reporting, principles of income measurement and asset valuation, and accounting systems and controls. Students are exposed to careers in the accounting field and are given the opportunity to perform accounting applications using technology.

Course Objectives:

Upon completion of this course, the student will be able to:

- UNIT 1: Understand accounting for a service business organized as a proprietorship.
- UNIT 2: Understand accounting for a merchandising business organized as a corporation.

Assessments: All assignments, quizzes, and tests will be assigned through MindTap (Aplia).

- Course grades will be determined by planned assessments such as weekly assignments, quizzes, tests, and projects and will be scored using appropriate rubrics.
- Major tests and/or projects are to be expected at the end of each major unit.
- Homework/in-class activities are to be turned in by the end of each chapter.

Grading Practices/Scale:

District Grading Policy OPS Secondary Grading Practices All coursework and assessments are judged based on the level of student learning from “below basic” to “advanced.” This course will provide multiple opportunities to achieve at the “proficient” to “advanced” levels. Students are evaluated based on a proficiency scale or project rubric. Proficiency scales for this course are available upon request (teacher will identify location such as portal, teacher website, attached, etc.)

There are three types of coursework

- Practice – assignments are brief and done at the beginning of learning to gain initial content (e.g., student responses on white boards, a valid sampling of math problems, keyboarding exercises, and diagramming sentences, checking and recording resting heart rate). Practice assignments are not generally graded for accuracy (descriptive feedback will be provided in class) and are not a part of the grade. Teachers may keep track of practice work to check for completion and students could also track their practice work. Practice work is at the student’s instructional level and may only include Basic (2) level questions.
- Formative (35% of the final grade) – assessments/assignments occur during learning to inform and improve instruction. They are minor assignments (e.g., a three paragraph essay, written responses to guiding questions over an assigned reading, completion of a comparison contrast matrix). Formative assignments are graded for accuracy and descriptive feedback is provided. Formative work may be at the student’s instructional level or at the level of the content standard. Formative assessments/assignments will have all levels of learning – Basic (2), Proficient (3), and Advanced (4), which means that for every formative assessment/assignment, students will be able to earn an Advanced (4). Teachers will require students to redo work that is not of high quality to ensure rigor and high expectations. The students score on a formative assessment that was redone will be their final score.
- Summative (65% of the final grade) – assessments/assignments are major end of learning unit tests or projects used to determine mastery of content or skill (e.g., a research paper, an oral report with a power point, major unit test, and projects). Summative assignments are graded for accuracy. Summative assignments assess the student’s progress on grade level standards and may not be written at the student’s instructional level. Summative assessments/assignments will have all levels of learning – Basic (2), Proficient (3), and Advanced (4), which means that for every formative assessment/assignment students, will be able to earn an advanced (4). To maintain alignment of coursework to content standards, which is a key best practice for standards based grading, teachers will utilize a standardized naming convention for each of the standards within a course. The content standard will be marked on each assignment entered into Infinite Campus (District Grading Program) using all capital letters followed by a colon. After the colon will be the title of the coursework. At the end of the grading period, scores are converted to a letter grade using this grading scale.

A	Advanced	3.26 – 4.0
B	Proficient	2.51 – 3.25
C	Progressing	1.76 – 2.5
D	Basic	1.01 – 1.75
F	Failing	0.00 – 1.00

Grading Weights:

- Formative coursework is weighted at 35%.
- Summative coursework is weighted at 65%.

Classroom Expectations:

Academics: Be an Academic Achiever

1. Be on time. Be in the classroom before the final bell rings prepared to engage in the learning process.
2. Complete and turn in assignments on time. Communicate with me when you are absent.
3. Complete your own work. Using a classmate's work or work from the internet will result in a zero.

Behavior: Be a Responsible Citizen

1. Be respectful of everyone and everything in the classroom.
2. Use appropriate language.
3. Keep cell phones and electronic devices away during notes.

Community: Be a Community Builder

1. Respect your classmates' opinions. Listen and try to understand different perspectives.
2. Keep your workspace clean.
3. Report any damage or safety concerns.