

Contextualized Learning Activity

This CLA has been created for students in the Arts and Culture SHSM, but can be adapted to suit students in other SHSM majors.

Contact Information	
Board	Waterloo Catholic District School Board
Development date	July 2011
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Specialist High Skills Major	Arts & Culture
Course code and course title	BAF3M Introduction to Financial Accounting, College/University
Name of contextualized learning activity/activities	Accounting For The Creation Of A Service Based Arts and Culture Business
Brief description of contextualized learning activity/activities	Students will create a service business in one of the 7 arts and culture sectors (Live Performing Arts, Writing and Publishing, Visual Arts & Crafts, Film, Television and Broadcasting, Digital Media, Music and Sound Recording, and Heritage). Once students have an idea for the business, they will research that business and create transactions that would be likely to occur. Students then demonstrate their accounting knowledge by analyzing the transactions in a transactional analysis chart, T-accounts, trial balance and a balance sheet.
Duration	6 hours
Overall expectations	FAV.01 • demonstrate an understanding of the basic procedures and principles of the accounting cycle for a service business.

Specific expectations	<ul style="list-style-type: none"> - assess the effects that transactions have on the accounts and financial statements of a service business; - record transactions using the journals and ledgers of a service business; - prepare a trial balance and the financial statements for a service business;
Catholic graduate expectations (if applicable)	-applies effective communication, decision-making, problem-solving, time and resource management skills;
Essential Skills and work habits	<p><u>Essential Skills</u></p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Writing <input checked="" type="checkbox"/> Computer Use <p><u>Numeracy</u></p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Money Math <input checked="" type="checkbox"/> Scheduling or Budgeting and Accounting: <p><u>Thinking Skills</u></p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Job Task Planning and Organizing <input checked="" type="checkbox"/> Decision Making <p><u>Work habits</u></p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Organization <input checked="" type="checkbox"/> Working Independently <input checked="" type="checkbox"/> Initiative <input checked="" type="checkbox"/> Self-advocacy <input checked="" type="checkbox"/> Entrepreneurship

Instructional/Assessment Strategies**Teacher's notes**

- This activity would be taught after students understand how to analyze transactions for a service business (Chapter 4 of the Accounting I 6th Edition textbook by Syme and Ireland)
- Students will need access to a computer lab and need an understanding of how to use Excel. (Assignment could be modified by instructor to be done by hand if a lab does not exist.)
- Depending on how experienced students are with Excel they can create their own Excel worksheets but one has been provided if students need it.
- It is suggested to sit down and conference with the students at the beginning of the assignment to ensure they are on the right track and assist them with realistic transactions.
- The teacher could consider bringing in a guest speaker to discuss the accounting

<p>aspect of opening a new business. Guest speakers can be booked through www.bus-edpartnership.org</p> <p>— The teacher could also consider bringing in a guest speaker to discuss daily events working in the art and culture industry. Possible careers of such speakers include Communications Directors, Theatre Producers, Photographers, Music Producers, Journalists, Radio Announcers.</p>
<p>Context All prior learning is not included in the CLA, the summative is attached below as Appendix A. Background information about the arts and culture industry is provided in Appendix B for teacher and/or student reference.</p>
<p>Strategies Teacher instruction of the content will vary based teacher preference and student learning strategies.</p>

Assessment and Evaluation of Student Achievement

<i>How will we know students are learning?</i>	<i>How will we know students have learned?</i>
1. Interview activity	Formative assessment
2. Student/Teacher Conference	Diagnostic assessment
3. Final Culminating Project	Summative assessment
<p>Assessment tools Rubric</p>	

Resources

<p>Print Ireland, Tim and George Syme. <i>Accounting 1, 6th Edition</i>. Pearson Ed. 2002</p>
<p>Websites University of Toronto, Art and Career Options; http://webapps.utoronto.ca/aaccweb/images/stories/programtipsheet/artculture.pdf The Cultural Human Resources Council www.culturalhrc.ca Film Studies Association of Canada www.filmstudies.ca Association for Cultural Studies http://cultstud.org http://samsa.biz/ provides various business resources – specifically accounting templates.</p>

Accommodations

<p>For students who require accommodations or have an IEP or other identified exceptionalities, it is recommended that the teacher administrating this CLA refer to the student's OSR (Ontario Student Record) for recommended accommodations or seek the assistance of the Head of the Special Education department.</p>

List of Attachments

- [Appendix A](#): Creating an Arts & Culture Business
[Appendix B](#): Arts and Culture as an Industry