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| **Learning Goal**  What do you want students to know and be able to do?  **S**pecific  **M**easurable  **A**ppropriate  **R**ealistic  **T**ime Limited | **STANDARDS:** What do you want students to know and be able to do?  *Points to consider:* Is the goal ambitious, yet realistic, for the grade level? | | | |
| **Big Idea:** Debit Credit Theory  **Standard(s):**  Standard 1: Students will acquire accounting vocabulary and business skills used in accounting.  Standard 2: Students will list and identify characteristics of the three basic accounting equation  elements.  Standard 3: Students will apply the theory of debit and credit to the accounting equation, define a  business transaction, and show how and why accounts are increased and decreased.  Standard 4: Students will identify and use source documents to journalize transactions, post journal  entries to a ledger, and prepare a trial balance.  Standard 5: Students will prepare, analyze and interpret financial statements.  Standard 6: Students will complete the accounting cycle.  **Student Learning Goal:**  Students will apply the theory of debit and credit to the accounting equation, define a business transaction, and show how and why accounts are increased and decreased.  **Time Span for SLO Cycle:** one semester | | | |
| **Assessment**  How will you evaluate each student’s understanding and achievement? | **Starting Point:** How will you evaluate each student’s depth of understanding and achievement before the instruction?  Bell work or short answer assignment: In accounting, what do debit and credit mean? | | | |
| **Progress monitoring:** How will you evaluate each student’s depth of understanding and achievement during instruction?  Formative assessment during class instruction to check for understanding of debits and credits. Have individual students demonstrate the application of debit and credit on the board with T-Accounts | | | |
| **Expected Targets:** How will you evaluate each student’s depth of understanding at the conclusion? What are various ways students may demonstrate their understanding and achievement?  Using the [attached document](https://webertube.com/document/25521/accounting-1-slo-debit-credit), the teacher will choose at least ten transactions and students will complete their own T-Accounts with the transactions presented. | | | |
| **Learning Target(s)** | | | |
| **Level** | **Baseline Data** | **Expected Target(s)** | **Outcome Data** |
| **Highly Proficient**  (80-100%) |  |  |  |
| **Proficient**  (70-79%) |  |  |  |
| **Approaching Proficient**  (60-69%) |  |  |  |
| **Below Proficient**  (0-50%) |  |  |  |
| **Curriculum & Instruction**  What learning experiences and teaching strategies best promote understanding and achievement?  Consider:   * whole group * small group * partner * individual * collaborative experiences | Describe the instructional strategies you will use to achieve the desired outcome. *Points to consider: As you integrate multiple standards, how are you using a variety of experiences and incorporating diverse resources, media and formats to support student learning?*  Lecture, modeling, guided practice, formative assessment (assignments in class) | | | |
| How will you ensure productive collaborative learning experiences that promote both individual and group engagement and accountability? *Points to consider: How will you ensure that all students develop a deep understanding of the desired outcome(s) and increase their abilities to apply and extend knowledge in meaningful ways?*  Small group activity, play the game from the [attached document.](https://webertube.com/document/25521/accounting-1-slo-debit-credit) | | | |
| **Differentiation**  How will you respond to differing levels of understanding and achievement throughout the learning cycle? | How will you provide additional instructional support for students who don’t understand?  During small-group and whole-group activities, teacher will identify students who are struggling and will work with them either one-on-one or in a small group. | | | |
| How will you extend or deepen learning for students who are already proficient?  Partner proficient students with a struggling student in an activity that will improve their understanding. | | | |
| **Reflection and Data Analysis**  How will evidence of student understanding and achievement be used to drive instructional decisions? | **Based on your SLO data** | | | |
| What conclusions can you draw about your instruction and what refinements would you make for future instruction of this concept? | | | |
| What does your SLO data tell you about each subgroup (low, average, high) and their achievement and growth? | | | |
| What changes could be made to your instructional practice to address the needs of all (low, average, high) students? | | | |