

Principles of Accounting Curriculum Design

Power Standards

1. Acquire knowledge and effectively demonstrate accounting transactions by thinking creatively, solving problems, and communicating.
2. Understand ethical and legal uses of accounting according to GAAP guidelines.

Power Benchmarks

1. The student will be able to analyze business transactions into debit and credit parts.
2. The student will be able to record entries into debit and credit parts in a journal.
3. The student will be able to use debit and credit entries from a journal to post into a general ledger.
4. The student will be able to reconcile a bank statement and journalize bank service entries.
5. The student will be able to prepare a worksheet using the information from a general ledger.
6. The student will be able to organize data from a work sheet to prepare financial statements.
7. The students will be able to record adjusting and closing entries into a journal.
8. The student will be able to journalize transactions using a Purchases and Cash Payments journals.
9. The student will be able to journalize transactions using a Sales and Cash Receipts journals.
10. The student will be able to prepare payroll forms and make payroll entries in a journal.

Principles of Accounting Curriculum Design

Students will be able to:

1. Acquire knowledge and effectively demonstrate accounting transactions by thinking creatively, solving problems, and communicating.
 - The student will be able to analyze business transactions into debit and credit parts. (1)
 - The student will be able to record entries into debit and credit parts in a journal. (2)
 - The student will be able to use debit and credit entries from a journal to post into a general ledger. (3)
 - The students will be able to record adjusting and closing entries into a journal. (7)
 - The student will be able to journalize transactions using a Purchases and Cash Payments journal. (8)
 - The student will be able to journalize transactions using a Sales and Cash Receipts journal. (9)
 - The student will be able to prepare payroll forms and make payroll entries in a journal. (10)

2. Understand ethical and legal uses of accounting according to GAAP guidelines.
 - The student will be able to reconcile a bank statement and journalize bank service entries. (4)
 - The student will be able to prepare a worksheet using the information from a general ledger. (5)
 - The student will be able to organize data from a work sheet to prepare financial statements. (6)

Principles of Accounting Curriculum Design

Stage 1 – Desired Results:

<p>Power Standard 1: Acquire knowledge and effectively demonstrate accounting transactions by thinking creatively, solving problems, and communicating.</p> <p>Power Benchmark/Competency: 1 The student will be able to analyze business transactions into debit and credit parts.</p> <p>Estimated Timeline: 8 days + on-going</p>	<p>Place ‘X’ in square if goal addresses Essential/Content Standard(s).</p> <table border="1" style="width: 100%; text-align: center; border-collapse: collapse;"> <tr style="background-color: #ffffcc;"> <th style="padding: 2px;">Career</th> <th style="padding: 2px;">Technology</th> <th style="padding: 2px;">Critical Thinking</th> <th style="padding: 2px;">Global & Cultural</th> <th style="padding: 2px;">Personal Responsibility</th> </tr> <tr> <td></td> <td style="text-align: center;">x</td> <td style="text-align: center;">x</td> <td></td> <td style="text-align: center;">x</td> </tr> <tr style="background-color: #ffffcc;"> <th style="padding: 2px;">Math</th> <th style="padding: 2px;">Science</th> <th style="padding: 2px;">Reading</th> <th style="padding: 2px;">Social Responsibility</th> <th style="padding: 2px;">Communications</th> </tr> <tr> <td style="text-align: center;">x</td> <td></td> <td></td> <td></td> <td></td> </tr> </table>	Career	Technology	Critical Thinking	Global & Cultural	Personal Responsibility		x	x		x	Math	Science	Reading	Social Responsibility	Communications	x				
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	x	x		x																	
Math	Science	Reading	Social Responsibility	Communications																	
x																					
<p>Understandings: <i>Students will understand that:</i></p> <ul style="list-style-type: none"> ➤ Every accounting transaction affects the balance of an account. ➤ The concept of the accounting equation. 	<p>Essential Questions:</p> <ul style="list-style-type: none"> ➤ What is the accounting equation? ➤ What is a proprietorship? ➤ What must be done if a transaction increases the left side of the accounting equation? ➤ How can a transaction affect only one side of the accounting equation? ➤ What does the phrase on account mean? ➤ How is owner’s equity affected in a cash transaction? ➤ How is owner’s equity affected when services are sold on account? ➤ What are the two accounting rules that regulate increases and decreases of account balances? ➤ What are the four questions used to analyze a transaction? 																				
<p>Students will: (know)... (Include vocabulary)</p> <ul style="list-style-type: none"> ➤ how to differentiate the differences in the accounting equation to keep its equality. ➤ what accounts belong to a respective financial statement. ➤ how to distinguish the debit and credit parts of an account and how this affects the accounting equation. 	<p>Students will be able to (i.e. do)... (Include vocabulary)</p> <ul style="list-style-type: none"> ➤ Analyze transactions into debit and credit parts. ➤ Prepare a balance sheet. 																				

Stage 2 – Assessment Evidence

<p>Performance Tasks: (i.e. Assessment used to determine proficiency on competency)</p> <ul style="list-style-type: none"> ➤ Chapter 3 Test 	<p>Key Criteria: (Rubric)</p> <ul style="list-style-type: none"> ➤ Exceeds: 90% average or above on Chapter #3 test. ➤ Meets: 60 – 89% average on Chapter #3 test. ➤ Needs: 59% average or below on Chapter #3 test.
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Principles of Accounting Curriculum Design

Stage 1 – Desired Results:

<p>Power Standard 1: Acquire knowledge and effectively demonstrate accounting transactions by thinking creatively, solving problems, and communicating.</p> <p>Power Benchmark/Competency: 2 The student will be able to record entries into debit and credit parts in a journal.</p> <p>Estimated Timeline: 2-4 days + on-going</p>	<p>Place ‘X’ in square if goal addresses Essential/Content Standard(s).</p> <table border="1" style="width: 100%; text-align: center; border-collapse: collapse;"> <thead> <tr style="background-color: #ffff00;"> <th>Career</th> <th>Technology</th> <th>Critical Thinking</th> <th>Global & Cultural</th> <th>Personal Responsibility</th> </tr> </thead> <tbody> <tr> <td></td> <td>x</td> <td>x</td> <td></td> <td>x</td> </tr> <tr style="background-color: #ffff00;"> <th>Math</th> <th>Science</th> <th>Reading</th> <th>Social Responsibility</th> <th>Communications</th> </tr> <tr> <td>X</td> <td></td> <td>X</td> <td></td> <td></td> </tr> </tbody> </table>	Career	Technology	Critical Thinking	Global & Cultural	Personal Responsibility		x	x		x	Math	Science	Reading	Social Responsibility	Communications	X		X		
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	x	x		x																	
Math	Science	Reading	Social Responsibility	Communications																	
X		X																			
<p>Understandings : <i>Students will understand that (sentence):</i></p> <ul style="list-style-type: none"> ➤ How to analyze transactions and make the entry in T-accounts. 	<p>Essential Questions:</p> <ul style="list-style-type: none"> ➤ In what order are transactions recorded in a journal? ➤ What are the four parts of a journal entry? ➤ Why are source documents important? 																				
<p>Students will: (<i>know</i>)... (Include vocabulary)</p> <ul style="list-style-type: none"> ➤ how to correctly journalize transactions into the correct format in a general journal. 	<p>Students will be able to (<i>i.e. do</i>)...(Include vocabulary)</p> <ul style="list-style-type: none"> ➤ Record transactions into a general journal. 																				

Stage 2 – Assessment Evidence

<p>Performance Tasks: (i.e. Assessment used to determine proficiency on competency)</p> <ul style="list-style-type: none"> ➤ Chapter 4 test 	<p>Key Criteria: (Rubric)</p> <ul style="list-style-type: none"> ➤ Exceeds: 90% average or above on Chapter #4 test. ➤ Meets: 60 – 89% average on Chapter #4 test. ➤ Needs: 59% average or below on Chapter #4 test.
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Principles of Accounting Curriculum Design

Stage 1 – Desired Results:

Power Standard 1: Acquire knowledge and effectively demonstrate accounting transactions by thinking creatively, solving problems, and communicating.

Power Benchmark/Competency: 3
The student will be able to use debit and credit entries from a journal to post into a general ledger.

Estimated Timeline:
3 days + on-going

Place 'X' in square if goal addresses Essential/Content Standard(s).

Career	Technology	Critical Thinking	Global & Cultural	Personal Responsibility
	x	x		x
Math	Science	Reading	Social Responsibility	Communications
X				

Understandings:
Students will understand that (sentence):

- how to use the correct sequence of posting information from a general journal to the general ledger.

Essential Questions:

- Describe the two parts of an account number.
- List the two steps for opening an account.
- List the five steps of posting from the general journal to the general ledger.
- when both debit and credit amounts have been posted to an account, what determined whether the balance is a debit or a credit
- Which two amounts are compared when proving cash?

Students will: (know)... (Include vocabulary)

- post general journal entries into a ledger.
- provide the formula to prove cash.
- how to add and delete accounts into a file maintenance system.

Students will be able to (i.e. do)... (Include vocabulary)

- use debit and credit entries from a journal to post into a general ledger.

Stage 2 – Assessment Evidence

Performance Tasks: (i.e. Assessment used to determine proficiency on competency)

- Chapter 5 test

Key Criteria: (Rubric)

- Exceeds: 90% average or above on Chapter #5.
- Meets: 60 – 89% average on Chapter #5.
- Needs: 59% average or below on Chapter #5 test.

Principles of Accounting Curriculum Design

Stage 1 – Desired Results:

Power Standard 1: Acquire knowledge and effectively demonstrate accounting transactions by thinking creatively, solving problems, and communicating.

Power Benchmark/Competency: 4
The student will be able to reconcile a bank statement and journalize service charge entries.

Estimated Timeline:
3 days + on-going

Place 'X' in square if goal addresses Essential/Content Standard(s).

Career	Technology	Critical Thinking	Global & Cultural	Personal Responsibility
	x	x		x
Math	Science	Reading	Social Responsibility	Communications
X				

Understandings:
Students will understand that (sentence):

- A bank statement is reconciled by verifying information on a bank statement and a check book.
- A depositor's records and a bank's records may differ.

Essential Questions:

- What are some reasons why a depositor's records and a bank's records may differ?
- What are some of the different types of information found on a bank statement?
- What are some reasons why a bank may dishonor a check?

Students will: (know)... (Include vocabulary)

- how to deduct bank service charges.
- how to journalize dishonored checks.

Students will be able to (i.e. do)... (Include vocabulary)

- Reconcile a bank statement.
- Journalize bank service charges.

Stage 2 – Assessment Evidence

Performance Tasks: (i.e. Assessment used to determine proficiency on competency)

- Chapter 6 test

Key Criteria: (Rubric)

- Exceeds: 90% average or above on Chapter #6 test.
- Meets: 60 – 89% average on Chapter #6 test.
- Needs: 59% average or below on Chapter #6 test.

Principles of Accounting Curriculum Design

Stage 1 – Desired Results:

Power Standard 2: Understand ethical and legal uses of accounting according to GAAP guidelines.

Power Benchmark/Competency: 5

The student will be able to prepare a worksheet using the information from a general ledger.

Estimated Timeline:

3 days + on-going

Understandings: *Students will understand that:*

- Complete an end-of-the-fiscal period worksheet.
- Compute the adjusting entries for a proprietorship.

Students will: (*know*)... (Include vocabulary)

- how to transfer account balances into a trial balance on a worksheet.
- how to compute net income and net loss based on the work sheet's column totals.

Place 'X' in square if goal addresses Essential/Content Standard(s).

Career	Technology	Critical Thinking	Global & Cultural	Personal Responsibility
	x	x		x
			Social Responsibility	
Math	Science	Reading		Communications
X				

Essential Questions:

- What is written on the three-line heading on a work sheet?
- What general ledger accounts are listed in the Trial Balance columns of a work sheet?
- List the four questions asked in analyzing an adjustment on a work sheet.
- Which accounts are extended into the Balance Sheet and Income Statement columns?
- In which columns of the work sheet are net income and net loss amounts written.

Students will be able to (*i.e. do*)...(Include vocabulary)

- Prepare a work sheet using information found in the general ledger and adjusting entry information.

Stage 2 – Assessment Evidence

Performance Tasks: (i.e. Assessment used to determine proficiency on competency)

- Chapter 7 test

Key Criteria: (Rubric)

- Exceeds: 90% average or above on Chapter #7 test.
- Meets: 60 – 89% average on Chapter #7 test.
- Needs: 59% average or below on Chapter #7 test.

Principles of Accounting Curriculum Design

Stage 1 – Desired Results:

<p>Power Standard 2: Understand ethical and legal uses of accounting according to GAAP guidelines.</p> <p>Power Benchmark/Competency: 6 The student will be able to organize data from a work sheet to prepare financial statements</p> <p>Estimated Timeline: 3 days + on-going</p> <p>Understandings: <i>Students will understand that (sentence):</i></p> <ul style="list-style-type: none"> ➤ How to analyze information on a work sheet and transfer amounts to the correct financial statement. <p>Students will: (<i>know</i>)... (Include vocabulary)</p> <ul style="list-style-type: none"> ➤ how to compute the component percentages on an income statement and what they mean. 	<p>Place ‘X’ in square if goal addresses Essential/Content Standard(s).</p> <table border="1" style="width: 100%; text-align: center; border-collapse: collapse;"> <thead> <tr style="background-color: #ffff00;"> <th style="padding: 2px;">Career</th> <th style="padding: 2px;">Technology</th> <th style="padding: 2px;">Critical Thinking</th> <th style="padding: 2px;">Global & Cultural</th> <th style="padding: 2px;">Personal Responsibility</th> </tr> </thead> <tbody> <tr> <td></td> <td style="text-align: center;">x</td> <td style="text-align: center;">x</td> <td></td> <td style="text-align: center;">xx</td> </tr> <tr style="background-color: #ffff00;"> <th style="padding: 2px;">Math</th> <th style="padding: 2px;">Science</th> <th style="padding: 2px;">Reading</th> <th style="padding: 2px;">Social Responsibility</th> <th style="padding: 2px;">Communications</th> </tr> <tr> <td style="text-align: center;">X</td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <p>Essential Questions:</p> <ul style="list-style-type: none"> ➤ List the four sections of an income statement. ➤ What is the formula for calculating the net income component percentage? ➤ List the four sections on a balance sheet. ➤ What is the formula for calculating current capital? <p>Students will be able to (<i>i.e. do</i>)...(Include vocabulary)</p> <ul style="list-style-type: none"> ➤ Prepare an income statement. ➤ Prepare a balance sheet. 	Career	Technology	Critical Thinking	Global & Cultural	Personal Responsibility		x	x		xx	Math	Science	Reading	Social Responsibility	Communications	X				
Career	Technology	Critical Thinking	Global & Cultural	Personal Responsibility																	
	x	x		xx																	
Math	Science	Reading	Social Responsibility	Communications																	
X																					

Stage 2 – Assessment Evidence

<p>Performance Tasks: (i.e. Assessment used to determine proficiency on competency)</p> <ul style="list-style-type: none"> ➤ Chapter 8 test 	<p>Key Criteria: (Rubric)</p> <ul style="list-style-type: none"> ➤ Exceeds: 90% average or above on Chapter #8 test. ➤ Meets: 60 – 89% average on Chapter #8 test. ➤ Needs: 59% average or below on Chapter #8 test.
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Principles of Accounting Curriculum Design

Stage 1 – Desired Results:

<p>Power Standard 1: Acquire knowledge and effectively demonstrate accounting transactions by thinking creatively, solving problems, and communicating.</p> <p>Power Benchmark/Competency: 7 The students will be able to record adjusting and closing entries into a journal.</p> <p>Estimated Timeline: 3 days + on-going</p>	<p>Place ‘X’ in square if goal addresses Essential/Content Standard(s).</p> <table border="1" style="width: 100%; text-align: center; border-collapse: collapse;"> <tr> <th style="background-color: #ffffcc;">Career</th> <th style="background-color: #ffffcc;">Technology</th> <th style="background-color: #ffffcc;">Critical Thinking</th> <th style="background-color: #ffffcc;">Global & Cultural</th> <th style="background-color: #ffffcc;">Personal Responsibility</th> </tr> <tr> <td></td> <td>x</td> <td>x</td> <td></td> <td>x</td> </tr> <tr> <th style="background-color: #ffffcc;">Math</th> <th style="background-color: #ffffcc;">Science</th> <th style="background-color: #ffffcc;">Reading</th> <th style="background-color: #ffffcc;">Social Responsibility</th> <th style="background-color: #ffffcc;">Communications</th> </tr> <tr> <td>x</td> <td></td> <td></td> <td></td> <td></td> </tr> </table>	Career	Technology	Critical Thinking	Global & Cultural	Personal Responsibility		x	x		x	Math	Science	Reading	Social Responsibility	Communications	x				
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	x	x		x																	
Math	Science	Reading	Social Responsibility	Communications																	
x																					
<p>Understandings: <i>Students will understand that (sentence):</i></p> <ul style="list-style-type: none"> ➤ Differentiate between adjusting and closing entries. ➤ Designate which accounts are placed on a post-closing balance. 	<p>Essential Questions:</p> <ul style="list-style-type: none"> ➤ Why are adjusting entries journalized? ➤ Where is the information obtained to journalized adjusting entries? ➤ What do the balances of temporary accounts show? ➤ Which accounts go on the post-closing trial balance? ➤ Why are temporary accounts omitted from a post-closing trial balance? 																				
<p>Students will: (know)... (Include vocabulary)</p> <ul style="list-style-type: none"> ➤ what function adjusting and closing entries do to accounts and the accounting equation. ➤ how to prepare a post closing trial balance. 	<p>Students will be able to (i.e. do)... (Include vocabulary)</p> <ol style="list-style-type: none"> 1. Journalize and post adjusting entries. 2. Journalize and post closing entries. 3. Prepare a post-closing trial balance. 																				

Stage 2 – Assessment Evidence

<p>Performance Tasks: (i.e. Assessment used to determine proficiency on competency)</p> <ul style="list-style-type: none"> ➤ Chapter 9 test 	<p>Key Criteria: (Rubric)</p> <ul style="list-style-type: none"> ➤ Exceeds: 90% average or above on Chapter #9 test. ➤ Meets: 60 – 89% average on Chapter #9 test. ➤ Needs: 59% average or below on Chapter #9 test.
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Principles of Accounting Curriculum Design

Stage 1 – Desired Results:

Power Standard 1: Acquire knowledge and effectively demonstrate accounting transactions by thinking creatively, solving problems, and communicating.

Power Benchmark/Competency: 8
The student will be able to journalize transactions using a Purchase and Cash Payments journals.

Estimated Timeline:
4–5 days + on-going

Place ‘X’ in square if goal addresses Essential/Content Standard(s).

Career	Technology	Critical Thinking	Global & Cultural	Personal Responsibility
	x	x		x
Math	Science	Reading	Social Responsibility	Communications
X				

- Understandings:**
Students will understand that (sentence):
- Partners withdrawals of merchandise from the business belong in a General Journal.
 - Purchase of supplies on account belong in a General Journal.
 - Only purchases of merchandise are journalized in a Purchases journal.
 - Payments of cash are journalized in a Cash Payments journal.

- Essential Questions:**
- What kinds of transactions are recorded in a purchases journal?
 - For what are special amount columns in a journal used?
 - What is the advantage of having special amount columns in a journal?
 - What is the difference between purchasing merchandise and buying supplies?
 - When cash is paid on account, what is the effect on the cash account?

- Students will: (know)...** (Include vocabulary)
- how to total, prove and rule a Cash Payments journal and start a new Cash Payments journal page.
 - how to total, prove and rule a Purchases journal.
 - how to perform the five steps for ruling a journal.

- Students will be able to (i.e. do)...** (Include vocabulary)
- Journalize purchases of merchandise using a Purchases journal.
 - Journalize payments of cash in a Cash Payments journal.

Stage 2 – Assessment Evidence

- Performance Tasks:** (i.e. Assessment used to determine proficiency on competency)
- Chapter 10 test

- Key Criteria:** (Rubric)
- Exceeds: 90% average or above on Chapter #10 test.
 - Meets: 60 – 89% average on Chapter #10 test.
 - Needs: 59% average or below on Chapter #10 test.

Principles of Accounting Curriculum Design

Stage 1 – Desired Results:

Power Standard 1: Acquire knowledge and effectively demonstrate accounting transactions by thinking creatively, solving problems, and communicating.

Power Benchmark/Competency: 9

The student will be able to journalize transactions using a Sales and Cash Receipts journals.

Estimated Timeline:

6 – 7 days + on-going

Place 'X' in square if goal addresses Essential/Content Standard(s).

Career	Technology	Critical Thinking	Global & Cultural	Personal Responsibility
	x	x		x
Math	Science	Reading	Social Responsibility	Communications
X				

Understandings:

Students will understand that (sentence):

- Difference between entries in a Sales journal and entries in a Cash Receipts Journal.
- Differentiate between a Sales on account and a Cash Sales.

Essential Questions:

- How are sales tax rates usually states?
- Why is sales tax collected considered a liability?
- How does a merchandising business differ from a service business?
- What accounts are increased and decreased when cash is received on account?
- What steps are needed to prove cash?

Students will: (know)... (Include vocabulary)

- how to journalize sales on account using a sales journal.
- how to journalize receipts of cash using a Cash Receipts journal.
- how to total, prove, and rules a Cash Receipts journal and start a new Cash Receipts journal page.

Students will be able to (i.e. do)... (Include vocabulary)

- Journalize sales on account transactions in a Sales Journal.
- Journalize receipts of cash using a Cash Receipts journal.
- Prove cash.

Stage 2 – Assessment Evidence

Performance Tasks: (i.e. Assessment used to determine proficiency on competency)

- Chapter 11 test

Key Criteria: (Rubric)

- Exceeds: 90% average or above on Chapter #11 test.
- Meets: 60 – 89% average on Chapter #11 test.
- Needs: 59% average or below on Chapter #11 test.

Principles of Accounting Curriculum Design

Stage 1 – Desired Results:

<p>Power Standard 1: Acquire knowledge and effectively demonstrate accounting transactions by thinking creatively, solving problems, and communicating.</p> <p>Power Benchmark/Competency: 10 The student will be able to prepare payroll forms and make payroll entries in a journal.</p> <p>Estimated Timeline: 6 days + on-going</p>	<p>Place ‘X’ in square if goal addresses Essential/Content Standard(s).</p> <table border="1" style="width: 100%; text-align: center; border-collapse: collapse;"> <tr> <td style="background-color: #ffffcc;">Career</td> <td style="background-color: #ffffcc;">Technology</td> <td style="background-color: #ffffcc;">Critical Thinking</td> <td style="background-color: #ffffcc;">Global & Cultural</td> <td style="background-color: #ffffcc;">Personal Responsibility</td> </tr> <tr> <td></td> <td style="text-align: center;">x</td> <td style="text-align: center;">x</td> <td></td> <td style="text-align: center;">x</td> </tr> <tr> <td style="background-color: #ffffcc;">Math</td> <td style="background-color: #ffffcc;">Science</td> <td style="background-color: #ffffcc;">Reading</td> <td style="background-color: #ffffcc;">Social Responsibility</td> <td style="background-color: #ffffcc;">Communications</td> </tr> <tr> <td style="text-align: center;">x</td> <td></td> <td></td> <td></td> <td></td> </tr> </table>	Career	Technology	Critical Thinking	Global & Cultural	Personal Responsibility		x	x		x	Math	Science	Reading	Social Responsibility	Communications	x				
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	x	x		x																	
Math	Science	Reading	Social Responsibility	Communications																	
x																					
<p>Understandings: <i>Students will understand that (sentence):</i></p> <ul style="list-style-type: none"> ➤ All payroll records need to be created in a business. ➤ Ascertain the need to create payroll entries. 	<p>Essential Questions:</p> <ul style="list-style-type: none"> ➤ What is a payroll? ➤ How does a corporation calculate overtime earnings? ➤ Employee federal income tax withholdings are based on what two factors? ➤ Does the employer or employee pay social security tax and Medicare tax? ➤ What does the payroll register summarize? ➤ How is net pay calculated? ➤ Why do companies complete employee earnings records? ➤ When must employers furnish a W-2 statement for their employees? 																				
<p>Students will: (know)... (Include vocabulary)</p> <ul style="list-style-type: none"> ➤ the difference between the withholding taxes and their percentages. ➤ how to correctly prepare a payroll register. ➤ how to correctly prepare a payroll transaction with employee and employer taxes. 	<p>Students will be able to (i.e. do)...(Include vocabulary)</p> <ul style="list-style-type: none"> ➤ Create a payroll register. ➤ Create a payroll earnings record. ➤ Journalize payroll entries. ➤ Complete time cards. ➤ Write payroll checks. 																				

Stage 2 – Assessment Evidence

<p>Performance Tasks: (i.e. Assessment used to determine proficiency on competency)</p> <ul style="list-style-type: none"> ➤ Chapter 13 and 14 tests 	<p>Key Criteria: (Rubric)</p> <ul style="list-style-type: none"> ➤ Exceeds: 90% average or above on Chapter #13 and #14 test. ➤ Meets: 60 – 89% average on Chapter #13 and #14 test. ➤ Needs: 59% average or below on Chapter #13 and #14 test.
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