|  |  |  |
| --- | --- | --- |
| **Proficiency Scale Unit 4** | | |
| **Grade/Course:** Introduction to the Teaching Profession (293) | | |
| **Topic:** Diversity in Education and the Evolution of Schools 12 weeks | | |
| **Score 4.0** | **In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.** | **Sample Activities** |
| * Compare education in the US in the 1950s in terms of gender roles and opportunities for diverse learners to education today. |
| **Score 3.0** | **The student:**   * Will analyze the impact of diversity and societal change on teaching and learning. * Will interpret the rights, responsibilities and protections afforded to teachers in NJ.   **The student exhibits no major errors or omissions.** | * Diversity, ESL, IEPs, 504s: Teacher Toolkit * Chart & Graph Analysis: Diversity in Education (Benchmark Assessment) * Unit Assessment (exam or project) |
| **Score 2.0** | **There are no major errors or omissions regarding the simpler details and processes as the student:**   * will be able to identify vocabulary, concepts, people, places and events related to the history of American education including, but not limited to, *culture, values, ethnicity, socioeconomic status (SES), disability, exceptionalities, gifted and talented, intelligence, learning style, racism, stereotype, achievement gap, differentiate, accommodations, inclusion, individualized education program (IEP), at risk, zero-tolerance*   is working toward the following:   1. Assessing the influences of cultural diversity on learning. 2. Investigating how gender differences, sexual orientation and religious differences influence school success. 3. Critiquing how schools have changed the ways they help students with exceptionalities. 4. Distinguishing key societal changes and the implications of these changes on education. 5. Analyzing the different socioeconomic patterns and how they influence school success. 6. Evaluating how the American family has changed over the last 50 years and the implications for teaching and learning. 7. Interpreting the requirements of a teaching certification in NJ. 8. Applying the specifics of school law, Title IX, tenure, academic freedom, teacher liability, and religion in schools, with an emphasis on NJ.   **However, the student exhibits major errors or omissions regarding the more complex ideas and processes.** | * Unit Assessments * Projects/PBLs * Classroom/Homework Assignments * Graphic Organizers * Map Analysis * Chart & Graph Analysis * Video Clips |
| **Score 1.0** | **With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.** |  |
| **Score 0.0** | **Even with help, no understanding or skill demonstrated.** |