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| **Unit 1 Proficiency Scale** |
| **Topic: Origins of American Education** |
| **Grade/Course: History of American Education** |
| **Score 4.0** | **In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.** | **Sample Activities** |
| Create a modern-day multicultural common school (project based, discussion, group activity) |
| **Score 3.0** | **The student:*** Can analyze schooling in America from its 16th, 17th and 18th century roots.
* Can assess the philosophies of education that developed during the 18th, 19th and 20th centuries.
* Can trace the development of the common school and the threat cultural pluralism posed to the American education system.

**The student exhibits no major errors or omissions.** | * Evaluate teaching philosophies of the 18th, 19th and 20th centuries
* Primary Source Analysis
* Classroom Debates (EX: Role of Religion in Public Schools)
* Create a Socratic seminar based upon essential questions
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| **Score 2.0** | **There are no major errors or omissions regarding the simpler details and processes as the student:*** Can identify vocabulary concepts, people, places and events related to Global Politics, Organizing the American School and School Law
* Can identify and/or explain key terms relevant to course textbook/level such as
* Demonstrate how the American educational institutions were adopted from European ideas and altered in the colonies.
* Describe the role of religion as a basis of the educational system and the eventual separation of church and state
* Define and describe the 18th, 19th and 20th century educational systems and philosophies of teaching
* Identify the various educational philosophies and develop a personal philosophy of education
* Identify how the creation of the common school during the antebellum era was developed to further the educational needs of American citizens.
* Describe how immigrant groups had to assimilate to American culture and schooling.

**However, the student exhibits major errors or omissions regarding the more complex ideas and processes.** | * Vocabulary Tests/Quizzes
* Graphic Organizer and Charts/Graphs
* Organize/represent/interpret data from the colonial period
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| **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.** |