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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 |
| **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 |
| **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.** |