|  |
| --- |
| **Unit 3 Proficiency Scale** |
| **Topic: Global Politics, Organizing the American School and School Law** |
| **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** |
| *Conduct research on the issues of school law in public schools in the 21st century as it relates to issues of the past.*  |
| **Score 3.0** | **The student:*** Can evaluate the bureaucratic organization of American schools.
* Can analyze and assess the implementation and effectiveness of school law and legislation
* Can trace the impact global events have on shaping American schools

**The student exhibits no major errors or omissions.** | *Classroom Debate on the structure and organization of public schools* *Socratic Seminar on various types of school law (students w/ disabilities, gender law, etc. . .)* *Map how global events impact American public schools* |
| **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
* Identify and discuss the shift of education to a feminist profession.
* Describe the pyramid structure of the American school system.
* Explain how local, state and federal involvement in elementary and secondary education.
* Identify how state and federal legislation has impacted the public school and helped students with disabilities.
* Describe how the Cold War led to the growth of math, science and technology programs in American schools.
* Describe how major national and international events and social forces have impacted present patterns in schools.

**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 on Global Politics, School Bureaucracy and School Law*  |
| **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.** |