Comprehensive High School: An edu instit. that evol during the 1st half of the 20th century, offering varied curriculum

and designed to meet the needs of a diverse population of adol. Gen. ed, college prep and vocational ed housed under 1 roof

**Schools:**

* Most impt. were industrialization, urbanization and immigration.

**NCLB**

* Ensures that all students regardless of race and econ. Status achieve academic proficiency
* Required gthat schools create and enforce academic standards by annually testing
* Teach for critical thinking or teach for the test?
* **Standards-based reform:** polices designed to improve achievement by holding schools and students to a

predetermined set of standards measured by achievement tests.

* **Charter schools:** Public schools that have been given the autonomy to establish tier own curricula and

teaching practices

* **School vouchers:** govn’t subsized vouchers that can be used for private school tuition.

**Size:**

* Ideal size: 600-900
* Class size doesn’t generally affect student achievement EXCEPT in remedial/ tutoring classes

**Junior High School:** An educational instution designed during the early era of public sec. edu in which young adol

Are school separately from older adol.

Tracking: The grouping of students according to ability into diff. levels of classes w/in the same school grade.

**Sexism:** subtle and blatant forms of sexism such as a teacher ignoring young woman’s interest in science or providing

Female stud. w/less challenging math instruction than was warranted.

* Still happens in all girls schools. (AGS)
* In AGS talking down to girls occurs, expectations that things would be a lot harder for them, helping them

When not asked, wrapping calc. in nontechnical pkg.

* A young adol. girl who this happens to will develop a neg. image of the sciences/math. Girls are less likely

To receive encouragement and counseling to take advanced courses in math / to prepare for careers that need this.

Learning Disability: and whose difficulty with academic tasks can’t be traced t oan emotional problem like coping with a

Parental divorce or sensory dysfunction such as a visual or hearing impairment. Most learning disabilities are presumed to

Be neurological in origin.

**School Climate:** Biggest factor in achievement. More over academic func. And psychological adjust. Affect each

other So that a (+) school climate-where relationships betw. students and teachers are (+) which leads to support.

* Teachers are supportive but firm
* Moderate degree of structure w/ high school involve. High teacher support for all students.
* Teachers encourage participation but do not let the class get out of control
* Classes that are too task oriented tend to make students anxious, uninterested and unhappy.
* Students do best when their teachers spend a high proportion of time on lessons. Rather than dealing

With issues like discipline. Begin and end lessons on time and provide feedback to students about what

Is expected and also they give ample praise.

**How teachers and parents are the same:**

Authoritarian = overemphasis on control in the classroom in the absence of support

Indulgent/Indifferent: lack of clarity and organization.

**School Violence:**  1out of 4 students had been a victim of violence in around school and 1-6 is worried about

Being attacked or hurt while at school. These problems are especially common in middle schools

**Characteristics of a good school:**

They emphasize intellectual activities, they have committed teachers who are given autonomy, they are

Well integrated into their community, they have a high proportion of classrooms in which students are active

Participants in their education, and they have teachers who have received specialized training to teach adol.