

Wake County Public Schools Social Studies

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Wake County Public Schools Social Studies:

A School District's Journey to Excellence Bill McNeal, Tom Oxholm, 2008-07-03 A remarkable tool for educators and communities We are fortunate that a very effective former superintendent and successful business person are willing to share their quest for ensuring that all students are well prepared for their futures June St Clair Atkinson State Superintendent North Carolina Department of Public Instruction Blends business principles with excellent leadership in one of America's largest school districts to create a model for achieving excellence in school districts everywhere This is a well written practical illustration of how a leader makes things happen Larry Price Superintendent Wilson County Schools NC Learn how school districts can go from average to outstanding The challenge of preparing children and youth for success in the 21st century requires improvement in the business of education This unique resource provides an inside account of how Wake County Public Schools one of the nation's largest school districts made significant gains in student achievement and school performance over a ten year period to become a shining example of success Award winning superintendent Bill McNeal and successful businessman school board member Tom Oxholm show readers how they established a partnership to help students meet grade level expectations and support schools in closing achievement gaps Through the authors experience and tips readers will discover how to facilitate Improved educational outcomes especially among minority populations Progressive instructional leadership Fiscal responsibility and efficient allocation of resources Stronger school community relationships Rich in examples case studies and data *A School District's Journey to Excellence* is a much needed map to excellence in public education **Resources in Education**, 2001-04 *Social Studies* JoAnn Cangemi, 1986 Series focuses on the student's environment with the scope of the materials expanding from self and family in grade K to a world view in grade 6 Includes poster sized maps tests and activity masters and emphasizes geography skills History citizenship government economics and sociology are covered throughout *Teaching Social Studies in Middle and Secondary Schools* Candy Beal, Cheryl Mason Bolick, Peter H. Martorella, 2009 In the tradition of social studies innovator Peter Martorella this readable accessible text offers prospective teachers a comprehensive introduction to teaching social studies to middle and secondary school students With the purpose of social studies being the development of reflective competent concerned citizens the text first examines the origins and evolution of social studies and citizenship education across the United States Following this targeted chapters address the art science and craft of social studies teaching as a means for engaging learners in knowledge construction In the final section the authors look at ways to improve social studies instruction through the incorporation of emerging technologies and explore the implications of the rich cultural diversity within our nation *Making Young Voters* John B. Holbein, D. Sunshine Hillygus, 2020-02-20 In 2016 90% of young Americans reported an interest in politics 80% intended to vote Yet only 43% of people between the ages of 18 and 29 ended up actually casting a ballot *Making Young Voters* investigates what lies at the core of this gap The authors in depth interdisciplinary approach

reveals that political apathy is not the reason for low levels of youth turnout Rather young people too often fail to follow through on their political interests and intentions Those with noncognitive skills related to self regulation are more likely to overcome internal and external barriers to participation This book combines theory from psychology economics child development and more to explore possible solutions rooted in civic education and electoral reform This potentially paradigm shifting contribution to the literature of American politics serves to influence not only our understanding of voter turnout but also the fundamental connections between the education system electoral institutions and individual civic behavior in a democracy How young people vote affects not only each individual future but that of the United States and of us all

Bulletin United States. Office of Education,1930 Statistics of Land-grant Colleges and Universities United States. Office of Education,1930 Bulletin United States. Office of Education,1930 Race Frames in Education Sophia Rodriguez,Gilberto Q. Conchas,2022 Beyond the commonplace inequalities that many minoritized youth face in the United States the post Trump contemporary moment has created rampant racialized material and symbolic violence occurring against Latinx immigrant and undocumented immigrant communities Asian American and African American populations Race Frames in Education advances the conversation about racial equity in educational contexts with a unique analysis centered on the concept of racial projects a way of thinking not only about systems of racial domination and subjugation but also of resistance Chapter authors center racial analyses across multiple educational and community based settings to underscore how racial projects advance equity or reproduce inequality This much needed anthology addresses a pressing issue in society how to center race and expose systemic racism in order to transform communities schooling and educational policies It challenges White dominance in education and social policy and practice in order to understand the material effects of race racism and White supremacist logic on minoritized populations Contributors Jeremy Acree Felicia Arriaga Jorge Ballinas Socorro E Cambero Gilberto Q Conchas Victor Dealba Sarah Diem Eric Felix Joy Howard Marina Lambrinou Ruth Lopez Enrique Ochoa Gilda L Ochoa Leticia Oseguera Katherine Rodela Sophia Rodriguez Rhianna Thomas Adrian Trinidad Kindel Turner Nash Sarah Walters *Getting to the Common Core* Sharon L. Spencer,Sandra Vavra,2015-01-01 The Common Core Standards have recently been adopted in most states across the nation and teachers are in the process of getting to the core of these standards Teaching to standards is not a new concept teachers have adapted to new standards every few years for quite some time And teachers are adaptable as can be seen in this book We are writing this book to demonstrate how teachers use research based strategies to meet Common Core Standards while still focusing on students Our goal is to help teachers visualize students in action as other teachers describe the implementation of research based strategies in their own classrooms show student work samples and provide reflections of student success in achieving the standards Many Common Core Standards books focus on the standards but our approach focuses on strategies that engage the students in the classroom showing how different teachers at varying grade levels have used the strategies to meet the standards With this

focus we believe that teachers gain a new and positive perspective on approaching the new standards and see the flexibility of strategies for meeting standards across subject areas We have examined research on the strategies with the purpose of giving teachers a brief description of why these strategies work before giving actual examples from classrooms We also work closely with teachers in the public schools and have our finger on the pulse of what is happening in the public schools one of the current stressors being unpacking the Common Core Standards This book actually focuses on practice We begin by laying out a rationale in our first chapter The Core Value s of Education Then each chapter focuses on a strategy including 1 a brief description about the research supporting each strategy and 2 several examples from different grade levels which include a description of how the strategy was used student work samples and a reflection on the use of the strategy The research descriptions are fairly short because while we believe professional educators aka teachers in this case should know the research that supports practice we know they are not typically interested in long diatribes about the research

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Wake County Public Schools Social Studies Introduction

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