

nyc doe passport to social studies

nyc doe passport to social studies is a comprehensive, standards-based curriculum designed by the New York City Department of Education to empower students with essential social studies knowledge and skills. This article explores the structure, features, and educational impact of the NYC DOE Passport to Social Studies program, giving educators, parents, and students a thorough understanding of its components. We will examine curriculum design, grade-level expectations, teaching resources, strategies for effective implementation, and the program's alignment with state and national standards. Whether you're seeking details about content alignment, lesson planning, or best practices for classroom success, this guide provides clear, actionable information about NYC DOE Passport to Social Studies.

- Overview of NYC DOE Passport to Social Studies
- Curriculum Structure and Design
- Grade-Level Frameworks and Expectations
- Instructional Resources and Support Materials
- Implementation Strategies for Educators
- Assessment and Student Evaluation Methods
- Alignment with Standards and Guidelines
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Overview of NYC DOE Passport to Social Studies

The NYC DOE Passport to Social Studies curriculum is designed to provide a unified and rigorous approach to social studies education across New York City public schools. Developed by experts in education and curriculum design, the program equips students from elementary through high school with the knowledge and skills necessary to understand history, geography, civics, economics, and culture in a global context. The curriculum emphasizes inquiry-based learning, critical thinking, and student engagement, fostering a deeper understanding of social structures, historical events, and civic responsibilities. By integrating diverse perspectives and primary sources, the NYC DOE Passport to Social Studies encourages students to become informed and active citizens.

Curriculum Structure and Design

Framework and Organization

The curriculum is structured into thematic units that progressively build knowledge and skills throughout each grade level. Each unit includes essential questions, learning objectives, and a scope and sequence that outlines the topics and concepts covered. The Passport to Social Studies framework ensures that lessons are coherent, logically sequenced, and aligned to key standards. Units are designed to provide flexibility for differentiation, allowing educators to adapt materials to meet the needs of diverse learners.

Inquiry-Based Approach

Inquiry is at the heart of the NYC DOE Passport to Social Studies curriculum. Lessons are designed to engage students in posing questions, investigating sources, and constructing evidence-based responses. This approach promotes analytical thinking, interpretation of historical evidence, and the development of informed opinions. Teachers are encouraged to facilitate discussions, debates, and collaborative projects that foster student inquiry and exploration.

Integration of Primary Sources

Primary sources, such as historical documents, photographs, maps, and artifacts, are embedded throughout the curriculum. These resources help students develop critical analysis skills and contextual understanding. The curriculum provides guidance on how to use primary sources to support learning outcomes and deepen student engagement with historical content.

Grade-Level Frameworks and Expectations

Elementary School (Grades K-5)

In elementary grades, the Passport to Social Studies introduces foundational concepts in history, geography, economics, and civics. Lessons focus on building literacy, comprehension, and basic research skills. Students explore themes such as communities, culture, and change over time, laying the groundwork for more complex social studies topics in later grades.

- Understanding family, community, and local history

- Introduction to world geography and cultural diversity
- Basic civic responsibilities and government structures
- Developing research and inquiry skills

Middle School (Grades 6-8)

The curriculum for middle school expands to include world history, government systems, and economic principles. Students are encouraged to analyze historical events, understand cause and effect, and explore global interconnections. The program emphasizes critical thinking, source evaluation, and the ability to communicate findings in various formats.

High School (Grades 9-12)

High school students engage with advanced social studies topics, including United States history, global studies, economics, and civics. The curriculum prepares students for postsecondary education and civic participation by fostering independent research skills, argumentative writing, and informed decision-making. Students are challenged to examine complex societal issues and develop solutions through collaborative projects and presentations.

Instructional Resources and Support Materials

Teacher Guides and Lesson Plans

NYC DOE Passport to Social Studies offers comprehensive teacher guides, lesson plans, and unit overviews. These resources provide detailed instructions, suggested activities, and assessment rubrics to support educators in delivering high-quality instruction. Materials are designed to be adaptable to various classroom settings and student needs.

Student Workbooks and Interactive Activities

Student workbooks and hands-on activities are integral to the curriculum, promoting active engagement and practical application of knowledge. These resources include graphic organizers, primary source analysis worksheets, project-based learning assignments, and reflection prompts to reinforce key concepts.

Professional Development and Support

Ongoing professional development opportunities help educators stay current with best practices in social studies instruction. Workshops, webinars, and collaborative planning sessions provide strategies for effective curriculum implementation and foster a community of practice among teachers.

Implementation Strategies for Educators

Differentiation and Inclusive Practices

To meet the diverse needs of NYC's student population, the Passport to Social Studies curriculum encourages differentiated instruction and inclusive classroom practices. Teachers can modify lessons, offer alternative assessments, and use scaffolding techniques to ensure accessibility for all learners, including English language learners and students with special needs.

Technology Integration

Incorporating technology enhances the delivery of social studies content and supports student engagement. The curriculum provides guidance on using digital tools for research, presentations, and collaborative projects. Online resources, multimedia content, and interactive platforms are recommended to supplement traditional instruction and foster 21st-century skills.

Family and Community Engagement

The NYC DOE advocates for strong partnerships between schools, families, and local communities. The Passport to Social Studies includes strategies for involving parents and community members in student learning, such as family nights, guest speakers, and local history projects. These initiatives strengthen the relevance of social studies and promote civic involvement.

Assessment and Student Evaluation Methods

Formative and Summative Assessments

Assessment is a critical component of the Passport to Social Studies curriculum. Teachers use a variety of formative assessments, such as quizzes, class discussions, and exit tickets,

to monitor student progress and inform instruction. Summative assessments include unit tests, essays, research projects, and presentations that evaluate student mastery of key concepts and skills.

Performance-Based Tasks

Performance-based tasks require students to apply their knowledge in real-world contexts. These may include debates, simulations, and community-based projects. The curriculum provides rubrics and guidelines for assessing student performance, ensuring consistency and fairness.

Alignment with Standards and Guidelines

New York State Social Studies Standards

NYC DOE Passport to Social Studies is fully aligned with New York State social studies standards, ensuring that all required content and skills are addressed. The curriculum reflects updates to state guidelines and integrates cross-curricular connections to literacy, mathematics, and science.

National Social Studies Standards

In addition to state standards, the curriculum incorporates elements of the National Council for the Social Studies (NCSS) framework. This alignment promotes civic competence, historical literacy, and global awareness, preparing students to participate effectively in a diverse society.

Benefits and Impact on Student Learning

Academic Achievement and Skill Development

The Passport to Social Studies curriculum has demonstrated positive outcomes in student achievement, engagement, and skill development. By focusing on inquiry, analysis, and collaboration, students gain a deeper understanding of historical events and contemporary issues. The curriculum supports the development of critical thinking, research, and communication skills essential for college, career, and civic life.

Fostering Civic Responsibility

One of the core goals of NYC DOE Passport to Social Studies is to foster civic responsibility and active participation. Students learn about rights, responsibilities, and the importance of contributing to their communities. Through service-learning projects and civic action initiatives, the curriculum encourages students to become informed and engaged citizens.

Promoting Equity and Cultural Awareness

The curriculum's emphasis on diverse perspectives and inclusive content promotes equity and cultural awareness. Students explore the histories and contributions of various groups, fostering respect for diversity and understanding of social justice issues. This approach supports the development of a positive school climate and prepares students for global citizenship.

Trending Questions & Answers about NYC DOE Passport to Social Studies

Q: What is the NYC DOE Passport to Social Studies curriculum?

A: The NYC DOE Passport to Social Studies curriculum is a comprehensive, standards-based program developed by the New York City Department of Education to provide unified and rigorous social studies instruction from elementary through high school.

Q: What grade levels does Passport to Social Studies cover?

A: Passport to Social Studies covers all grades from kindergarten through 12th grade, with grade-specific content and skill development for each level.

Q: How does the curriculum support diverse learners?

A: The curriculum provides differentiation strategies, inclusive resources, and scaffolding techniques to meet the needs of diverse learners, including English language learners and students with special needs.

Q: Are there resources for teachers implementing Passport to Social Studies?

A: Yes, teachers have access to detailed guides, lesson plans, unit overviews, professional development, and ongoing support materials to facilitate successful curriculum implementation.

Q: How are students assessed in Passport to Social Studies?

A: Students are assessed through formative assessments (quizzes, discussions), summative assessments (tests, essays, projects), and performance-based tasks like debates and presentations, with rubrics provided for consistency.

Q: What are the main benefits of the Passport to Social Studies program?

A: Key benefits include improved academic achievement, enhanced critical thinking and research skills, increased civic engagement, and greater cultural awareness among students.

Q: Is Passport to Social Studies aligned with state and national standards?

A: Yes, the curriculum is fully aligned with New York State social studies standards and incorporates elements of national frameworks to ensure comprehensive coverage of required content and skills.

Q: How does Passport to Social Studies promote civic responsibility?

A: The curriculum includes lessons on rights, responsibilities, and civic participation, as well as service-learning projects and community engagement initiatives to foster active citizenship.

Q: Can technology be integrated into Passport to Social

Studies lessons?

A: Technology integration is encouraged, with guidance on using digital tools for research, presentations, and collaborative projects to enhance student engagement and support 21st-century learning.

Q: How are families and communities involved in Passport to Social Studies?

A: The curriculum provides strategies for family and community engagement, such as family nights, local history projects, and guest speakers, helping connect classroom learning to real-world experiences.

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NYC DOE Passport to Social Studies: Your Complete Guide

Navigating the New York City Department of Education's (NYC DOE) Passport to Social Studies program can feel like traversing a complex historical landscape. This comprehensive guide will equip you with everything you need to understand this crucial program, from its core components to effective strategies for maximizing its benefits for both students and educators. We'll delve into its purpose, curriculum, assessment methods, and resources, ensuring you're well-prepared to conquer the world of NYC DOE social studies. This post focuses specifically on the "Passport to Social Studies" program and its implications, not broader NYC DOE policies.

Understanding the NYC DOE Passport to Social Studies Program

The NYC DOE Passport to Social Studies program is designed to provide a robust and engaging social studies education for students across all grades. It emphasizes a deeper understanding of historical events, geographical contexts, and civic participation. The program aims to develop critical thinking skills, historical analysis capabilities, and a nuanced perspective on the world. It's more than just memorizing dates and names; it's about cultivating informed and engaged citizens.

Key Features of the Passport to Social Studies Program

Integrated Curriculum: The program integrates various aspects of social studies, including history, geography, civics, and economics, creating a holistic learning experience.

Inquiry-Based Learning: It encourages student-led inquiry and research, fostering critical thinking and problem-solving skills.

Primary Source Analysis: Students engage with primary sources (documents, artifacts, etc.) to develop a deeper understanding of historical events and perspectives.

Technology Integration: The program often leverages technology to enhance learning and access diverse resources.

Assessment for Learning: Assessment methods go beyond traditional tests, incorporating projects, presentations, and discussions to evaluate student understanding.

Accessing and Utilizing Passport to Social Studies Resources

The NYC DOE provides a wealth of resources to support the Passport to Social Studies program. These resources are crucial for both teachers and students looking to maximize their learning experience.

For Educators:

NYC DOE Website: The official NYC DOE website is the primary source for curriculum guides, lesson plans, and other teaching materials related to the Passport to Social Studies program. It's essential to regularly check for updates and new resources.

Professional Development: The DOE often provides professional development opportunities for teachers to enhance their understanding and implementation of the program. Staying abreast of these workshops and training sessions is highly beneficial.

Collaborative Networks: Connecting with other teachers within your school or district provides opportunities for sharing best practices and lesson plans.

For Students:

Classroom Resources: The most readily available resources are provided directly by the classroom teacher. Engage actively in class discussions and activities.

Online Resources: Supplement your learning with credible online resources, including those recommended by your teacher. Always ensure the reliability and accuracy of the sources you consult.

Library Resources: Your school and local libraries offer extensive resources on a wide range of historical and social studies topics. Don't underestimate the power of traditional research methods.

Navigating the Assessments within the Program

The assessments within the Passport to Social Studies program are designed to measure student understanding in a holistic manner, moving beyond rote memorization.

Types of Assessments:

Formative Assessments: These ongoing assessments, like class discussions and quizzes, provide feedback throughout the learning process.

Summative Assessments: These end-of-unit or end-of-year assessments provide a comprehensive overview of student learning. They often incorporate project-based assessments that require students to apply their knowledge and skills.

Performance-Based Assessments: These assessments focus on evaluating students' ability to apply their knowledge and skills in real-world contexts.

Maximizing the Benefits of Passport to Social Studies

The success of the Passport to Social Studies program relies on active participation and engagement from both students and educators.

Tips for Students:

Active Listening & Participation: Engage actively in class discussions and activities.

Effective Note-Taking: Develop effective note-taking strategies to capture key concepts and information.

Time Management: Manage your time effectively to complete assignments and projects.

Tips for Educators:

Differentiated Instruction: Adapt your teaching methods to cater to diverse learning styles and needs.

Engaging Lesson Plans: Develop engaging and interactive lesson plans that stimulate student curiosity and critical thinking.

Continuous Improvement: Continuously evaluate and improve your teaching practices based on student feedback and assessment data.

Conclusion

The NYC DOE Passport to Social Studies program is a vital initiative designed to cultivate informed and engaged citizens. By understanding its key features, accessing available resources, and employing effective strategies, both students and educators can maximize its benefits and contribute to a richer learning experience. Active participation and a commitment to critical thinking are crucial to unlocking the program's full potential.

FAQs

1. Is the Passport to Social Studies program mandatory for all NYC public schools? While the specific curriculum may vary slightly by school, the overall aims and principles of a comprehensive social studies education are expected across all NYC public schools.
2. Where can I find the specific curriculum guides for my child's grade level? Contact your child's teacher or check the NYC DOE website for grade-specific curriculum documents.
3. What if my child is struggling with the Passport to Social Studies material? Communicate with your child's teacher immediately to discuss strategies for support and intervention.
4. Are there any extracurricular activities that complement the Passport to Social Studies program? Many schools offer history clubs, debate teams, and other extracurriculars that enhance social studies learning. Check with your school for available opportunities.
5. How are the assessments weighted in determining a student's overall grade? The weighting of different assessments (formative, summative, performance-based) will vary depending on the specific teacher and school, so it's best to consult your child's teacher or the school's grading policy.

nyc doe passport to social studies: The Framework for Teaching Evaluation Instrument, 2013 Edition Charlotte Danielson, 2013 The framework for teaching document is an evolving instrument, but the core concepts and architecture (domains, components, and elements) have remained the same. Major concepts of the Common Core State Standards are included. For example, deep conceptual understanding, the importance of student intellectual engagement, and the precise use of language have always been at the foundation of the Framework for Teaching, but are more clearly articulated in this edition. The language has been tightened to increase ease of use and accuracy in assessment. Many of the enhancements to the Framework are located in the possible examples, rather than in the rubric language or critical attributes for each level of performance.

nyc doe passport to social studies: *Talking to Strangers* Malcolm Gladwell, 2019-09-10 Malcolm Gladwell, host of the podcast Revisionist History and author of the #1 New York Times bestseller *Outliers*, offers a powerful examination of our interactions with strangers and why they often go wrong—now with a new afterword by the author. A Best Book of the Year: The Financial Times, Bloomberg, Chicago Tribune, and Detroit Free Press How did Fidel Castro fool the CIA for a generation? Why did Neville Chamberlain think he could trust Adolf Hitler? Why are campus sexual assaults on the rise? Do television sitcoms teach us something about the way we relate to one another that isn't true? *Talking to Strangers* is a classically Gladwellian intellectual adventure, a challenging and controversial excursion through history, psychology, and scandals taken straight from the news. He revisits the deceptions of Bernie Madoff, the trial of Amanda Knox, the suicide of Sylvia Plath, the Jerry Sandusky pedophilia scandal at Penn State University, and the death of Sandra Bland—throwing our understanding of these and other stories into doubt. Something is very wrong, Gladwell argues, with the tools and strategies we use to make sense of people we don't know. And because we don't know how to talk to strangers, we are inviting conflict and misunderstanding in ways that have a profound effect on our lives and our world. In his first book since his #1 bestseller *David and Goliath*, Malcolm Gladwell has written a gripping guidebook for troubled times.

nyc doe passport to social studies: Teaching Social Studies to English Language Learners Bárbara C. Cruz, Stephen J. Thornton, 2013-03-12 Teaching Social Studies to English Language Learners provides readers with a comprehensive understanding of both the challenges that face English language learners (ELLs) and ways in which educators might address them in the social studies classroom. The authors offer context-specific strategies for the full range of the social studies curriculum, including geography, U.S. history, world history, economics, and government. These practical instructional strategies will effectively engage learners and can be incorporated as a regular part of instruction in any classroom. An annotated list of web and print resources completes the volume, making this a valuable reference to help social studies teachers meet the challenges of including all learners in effective instruction. Features and updates to this new edition include: • An updated and streamlined Part 1 provides an essential overview of ELL theory in a social studies specific-context. • Teaching Tips offer helpful suggestions and ideas for creating and modifying lesson plans to be inclusive of ELLs. • Additional practical examples and new pedagogical elements in Part 3 include more visuals, suggestions for harnessing new technologies, discussion questions, and reflection points. • New material that takes into account the demands of the Common Core State Standards, as well as updates to the web and print resources in Part 4.

nyc doe passport to social studies: *Crimes Committed by Terrorist Groups* Mark S. Hamm, 2011 This is a print on demand edition of a hard to find publication. Examines terrorists' involvement in a variety of crimes ranging from motor vehicle violations, immigration fraud, and mfg. illegal firearms to counterfeiting, armed bank robbery, and smuggling weapons of mass destruction. There are 3 parts: (1) Compares the criminality of internat. jihad groups with domestic right-wing groups. (2) Six case studies of crimes includes trial transcripts, official reports, previous scholarship, and interviews with law enforce. officials and former terrorists are used to explore skills that made crimes possible; or events and lack of skill that the prevented crimes. Includes brief bio. of the terrorists along with descriptions of their org., strategies, and plots. (3) Analysis of the themes

in closing arguments of the transcripts in Part 2. Illus.

nyc doe passport to social studies: Black Identities Mary C. WATERS, 2009-06-30 The story of West Indian immigrants to the United States is generally considered to be a great success. Mary Waters, however, tells a very different story. She finds that the values that gain first-generation immigrants initial success--a willingness to work hard, a lack of attention to racism, a desire for education, an incentive to save--are undermined by the realities of life and race relations in the United States. Contrary to long-held beliefs, Waters finds, those who resist Americanization are most likely to succeed economically, especially in the second generation.

nyc doe passport to social studies: The Leader in Me Stephen R. Covey, 2012-12-11 Children in today's world are inundated with information about who to be, what to do and how to live. But what if there was a way to teach children how to manage priorities, focus on goals and be a positive influence on the world around them? The Leader in Me is that programme. It's based on a hugely successful initiative carried out at the A.B. Combs Elementary School in North Carolina. To hear the parents of A. B Combs talk about the school is to be amazed. In 1999, the school debuted a programme that taught The 7 Habits of Highly Effective People to a pilot group of students. The parents reported an incredible change in their children, who blossomed under the programme. By the end of the following year the average end-of-grade scores had leapt from 84 to 94. This book will launch the message onto a much larger platform. Stephen R. Covey takes the 7 Habits, that have already changed the lives of millions of people, and shows how children can use them as they develop. Those habits -- be proactive, begin with the end in mind, put first things first, think win-win, seek to understand and then to be understood, synergize, and sharpen the saw -- are critical skills to learn at a young age and bring incredible results, proving that it's never too early to teach someone how to live well.

nyc doe passport to social studies: Reporting on migrants and refugees UNESCO, 2021-06-19

nyc doe passport to social studies: The Big Sea Langston Hughes, 2022-08-01 DigiCat Publishing presents to you this special edition of The Big Sea by Langston Hughes. DigiCat Publishing considers every written word to be a legacy of humankind. Every DigiCat book has been carefully reproduced for republishing in a new modern format. The books are available in print, as well as ebooks. DigiCat hopes you will treat this work with the acknowledgment and passion it deserves as a classic of world literature.

nyc doe passport to social studies: School Mental Health Stan Kutcher, Yifeng Wei, Mark D. Weist, 2015-05-05 This book provides vivid examples of school mental health innovations from 18 countries, addressing mental health promotion, prevention and interventions. These initiatives and innovations enable readers from different regions and disciplines to apply strategies to help students achieve and maintain mental health, enhance their learning outcomes and access services, worldwide.

nyc doe passport to social studies: U.S. Tax Guide for Aliens , 1998

nyc doe passport to social studies: Rewards Anita L. Archer, Mary Gleason, Vicky Vachon, 2000-01-01

nyc doe passport to social studies: Solving Disproportionality and Achieving Equity Edward Fergus, 2016-10-28 When the numbers don't lie, this is your guide to doing what's right If your school is faced with a disproportionate rate of suspensions, gifted program enrollment, or special education referrals for students of color, this book shows how you can uncover the root causes and rally your staff to face the challenge head on. You will: Understand how bias creates barriers to the success of students of color Know what questions to ask and what data to analyze Create your own road map for becoming an equity-driven school, with staff activities, data collection forms, checklists, and progress monitoring tools

nyc doe passport to social studies: *Planning Guide for Maintaining School Facilities* Tom Szuba, 2003

nyc doe passport to social studies: United States Attorneys' Manual United States.

Department of Justice, 1985

nyc doe passport to social studies: Life in Motion Misty Copeland, Charisse Jones, 2014-03-04 Profiles the life and career of the professional ballerina, covering from when she began dance classes at age thirteen in an after-school community center through becoming the only African American soloist dancing with the American Ballet Theatre.

nyc doe passport to social studies: A Basic Guide to Exporting Jason Katzman, 2011-03-23 Here is practical advice for anyone who wants to build their business by selling overseas. The International Trade Administration covers key topics such as marketing, legal issues, customs, and more. With real-life examples and a full index, A Basic Guide to Exporting provides expert advice and practical solutions to meet all of your exporting needs.

nyc doe passport to social studies: Fighting Jim Crow in the County of Kings Brian Purnell, 2013-05 The Congress of Racial Equality (CORE) established a reputation as one of the most important civil rights organizations of the early 1960s. In the wake of the southern student sit-ins, CORE created new chapters all over the country, including one in Brooklyn, New York, which quickly established itself as one of the most audacious and dynamic chapters in the nation. In *Fighting Jim Crow in the County of Kings*, historian Brian Purnell explores the chapter's numerous direct-action protest campaigns for economic justice and social equality. The group's tactics evolved from pickets and sit-ins for jobs and housing to more dramatic action, such as dumping trash on the steps of Borough Hall to protest inadequate garbage collection. The Brooklyn chapter's lengthy record of activism, however, yielded only modest progress. Its members eventually resorted to desperate measures, such as targeting the opening day of the 1964 World's Fair with a traffic-snarling stall-in. After that moment, its interracial, nonviolent phase was effectively over. By 1966, the group was more aligned with the black power movement, and a new Brooklyn CORE emerged. Drawing from archival sources and interviews with individuals directly involved in the chapter, Purnell explores how people from diverse backgrounds joined together, solved internal problems, and earned one another's trust before eventually becoming disillusioned and frustrated. *Fighting Jim Crow in the County of Kings* adds to our understanding of the broader civil rights movement by examining how it was implemented in an iconic northern city, where interracial activists mounted a heroic struggle against powerful local forms of racism.

nyc doe passport to social studies: Changing Class Linda Chisholm, 2004-01-01 An evaluation of South Africa's post-apartheid education system.

nyc doe passport to social studies: Math in the City Craver, 2020-08-11 Book Features: • Ages 5-7, Grades K-2, Guided Reading Level K, Lexile measure 470L • 24 pages, 8 inches x 8 inches • Simple, easy-to-read pages with full-color pictures • Includes vocabulary list, photo glossary, and hands-on review activity • Reading/teaching tips and index included Math Learning Made Fun: In *Math on My Path: Math in the City*, your early reader explores the ways math hides in the city. With dogs to count, buildings to measure, and shapes on houses to sort, this 24-page book helps kids see math all around them. *Bringing Math To Life: Part of the Math on My Path series*, the fun book helps kindergarteners through 2nd graders think like math detectives as they explore familiar places for basic math concepts, including addition, subtraction, geometry, and more. *Build Math And Reading Skills: As your child improves their number sense*, this kids' book also helps your child learn essential reading comprehension skills with guided pre- and post-reading questions, reading tips, and post-reading activities. *Leveled Books: Engaging, real-life photos and a photo glossary* accompanied by simple, easy-to-read leveled text work together to engage your child in the story at a level they understand. Why Rourke Educational Media: Since 1980, Rourke Publishing Company has specialized in publishing engaging and diverse non-fiction and fiction books for children in a wide range of subjects that support reading success on a level that has no limits.

nyc doe passport to social studies: Illness as Metaphor Susan Sontag, 1979 In this penetrating analysis of the social attitudes toward various major illnesses - chiefly tuberculosis, the scourge of the 19th century, and cancer, the terror of our own - Susan Sontag demonstrates that illness is not a metaphor and shows why the healthiest way of being ill is one purified of metaphoric

thinking. Once tuberculosis was identified as a bacterial infection, it ceased to be a symbol of a romantic fading away or of a sensitive or artistic temperament, and it could be treated and cured. Similarly, we must today cease to think of cancer as a mark of doom, a punishment or a sign of a repressed personality, and recognize it for what it is: one disease among many and often receptive to treatment. -- from back cover.

nyc doe passport to social studies: WWII & NYC Kenneth T. Jackson, 2012 Published in conjunction with the ground breaking exhibition WWII & NYC at the New-York Historical Society, this fascinating book captures the little-told but epic story of New York in the years 1939-1945, the war's impact on the metropolis, and the challenges New Yorkers faced in a city mobilised for war.

nyc doe passport to social studies: The Power of Technology for Learning Noah P. Barsky, Mike Clements, Jakob Ravn, Kelly Smith, 2008-09-17 In today's dynamic global business environment where knowledge is a main asset and learning becomes the most important process, Business Education needs to employ the right practices to develop future leaders. Businesses require graduates that become true experts. But can business schools indeed create learning experiences that address the needs of the global marketplace? Can they teach students to build learning organizations? The articles in this volume detail successful approaches developed by business educators and researchers. The approaches have been implemented to solve real problems and to provide students with the ethical and analytical abilities they will need to both compete and contribute to the betterment of others. The thematic part of this volume focuses on the potential of interactive on-line activities to promote business and economics education. They demonstrate the benefits that learning technologies can bring and show how to overcome potential problem issues.

nyc doe passport to social studies: A Search Past Silence David E. Kirkland, 2015-04-24 This beautifully written book argues that educators need to understand the social worlds and complex literacy practices of African-American males in order to pay the increasing educational debt we owe all youth and break the school-to-prison pipeline. Moving portraits from the lives of six friends bring to life the structural characteristics and qualities of meaning-making practices, particularly practices that reveal the political tensions of defining who gets to be literate and who does not. Key chapters on language, literacy, race, and masculinity examine how the literacies, languages, and identities of these friends are shaped by the silences of societal denial. Ultimately, *A Search Past Silence* is a passionate call for educators to listen to the silenced voices of Black youth and to re-imagine the concept of being literate in a multicultural democratic society.

nyc doe passport to social studies: Teaching Autoethnography Melissa Tombro, 2016-04-29 *Teaching Autoethnography: Personal Writing in the Classroom* is dedicated to the practice of immersive ethnographic and autoethnographic writing that encourages authors to participate in the communities about which they write. This book draws not only on critical qualitative inquiry methods such as interview and observation, but also on theories and sensibilities from creative writing and performance studies, which encourage self-reflection and narrative composition. Concepts from qualitative inquiry studies, which examine everyday life, are combined with approaches to the creation of character and scene to help writers develop engaging narratives that examine chosen subcultures and the author's position in relation to her research subjects. The book brings together a brief history of first-person qualitative research and writing from the past forty years, examining the evolution of nonfiction and qualitative approaches in relation to the personal essay. A selection of recent student writing in the genre as well as reflective student essays on the experience of conducting research in the classroom is presented in the context of exercises for coursework and beyond. Also explored in detail are guidelines for interviewing and identifying subjects and techniques for creating informed sketches and images that engage the reader. This book provides approaches anyone can use to explore their communities and write about them first-hand. The methods presented can be used for a single assignment in a larger course or to guide an entire semester through many levels and varieties of informed personal writing.

nyc doe passport to social studies: Improving the Airport Customer Experience Bruce J. Boudreau, Greg Detmer, Susan Tam, Stephanie Box, Ryan Burke, Joanne Paternoster, Lou Carbone,

2016 TRB's Airport Cooperative Research Program (ACRP) Report 157: Improving the Airport Customer Experience documents notable and emerging practices in airport customer service management that increase customer satisfaction, recognizing the different types of customers (such as passengers, meeters and greeters, and employees) and types and sizes of airports. It also identifies potential improvements that airports could make for their customers. -- Publisher's description

nyc doe passport to social studies: *Agile Transformation* Scott M Graffius, 2019-06-06
Thriving in today's marketplace frequently depends on making a transformation to become more agile. Those successful in the transition enjoy faster delivery speed and ROI, higher satisfaction, continuous improvement, and additional benefits. Based on actual events, *Agile Transformation: A Brief Story of How an Entertainment Company Developed New Capabilities and Unlocked Business Agility to Thrive in an Era of Rapid Change* provides a revealing behind-the-scenes account of a successful agile implementation at a global entertainment company. Scott M. Graffius' first book, *Agile Scrum: Your Quick Start Guide with Step-by-Step Instructions*, provides readers with practical information they can use to get benefits from the most popular agile framework, Scrum. It presents top practices from successful implementations based on Scott's hands-on experience and 116 diverse sources such as the Scrum Alliance, the Project Management Institute, MIT, the IEEE, Gartner, and the Software Engineering Institute. BookAuthority named *Agile Scrum: Your Quick Start Guide with Step-by-Step Instructions* One of the Best Scrum Books of All Time. The publication garnered 17 first place awards from national and international competitions. Scott and his book have been featured in Yahoo Finance, Computer Weekly, the PM World Journal, Learning Solutions, Innovation Management, and additional media publications. In *Agile Transformation: A Brief Story of How an Entertainment Company Developed New Capabilities and Unlocked Business Agility to Thrive in an Era of Rapid Change*, Scott shares a behind-the-scenes account of a successful agile implementation at a global entertainment company. The story is based on actual events and it's told from Scott's perspective as an agile coach. The transformation dramatically improved the way the organization works and delivers business value. New capabilities and practices enabled the enterprise to adapt to its changing environment, move faster, and drive innovation, which made it more competitive and prosperous.

nyc doe passport to social studies: *Open Source Intelligence Tools and Resources Handbook* i-intelligence, 2019-08-17 2018 version of the OSINT Tools and Resources Handbook. This version is almost three times the size of the last public release in 2016. It reflects the changing intelligence needs of our clients in both the public and private sector, as well as the many areas we have been active in over the past two years.

nyc doe passport to social studies: *Creating Safe, Equitable, Engaging Schools* David Osher, Deborah Moroney, Sandra L. Williamson, 2018 *Creating Safe, Equitable, Engaging Schools* brings together the collective wisdom of more than thirty experts from a variety of fields to show how school leaders can create communities that support the social, emotional, and academic needs of all students. It offers an essential guide for making sense of the myriad frameworks, resources, and tools available to create a continuous improvement system. Filled with recommendations gleaned from research and ongoing work in every US state and territory, this book is a critical resource for understanding and adopting evidence-based practices and making programmatic decisions to ensure the ideal conditions for learning, growth, and development. *Creating Safe, Equitable, Engaging Schools* is an essential read for teachers, principals, district leaders, and organizations that work with schools to create challenging and supportive environments for all students. --Paul Cruz, superintendent, Austin Independent School District Osher and colleagues not only connect the dots between big ideas--deeper learning, trauma, social and emotional learning, evidence-based programs, comprehensive community planning--but they model the continuous improvement approach in the way ideas are ordered across and within the chapters. This is a masterful volume: comprehensive, accessible, and way overdue. --Karen J. Pittman, cofounder, president and CEO, The Forum for Youth Investment This book provides a very usable road map for creating safe, healthy,

equitable, and caring schools. The editors and contributors successfully integrate research, practice, and policy to help educators develop and implement effective and sustainable models to nurture caring schools that all children and educators deserve. --Mark T. Greenberg, Bennett Chair of Prevention Research, Pennsylvania State University David Osher is vice president and an institute fellow at American Institutes for Research. Deborah Moroney is a managing director at American Institutes for Research and is director of the youth development and supportive learning environments practice area. Sandra Williamson is a vice president for policy, practice, and systems change at American Institutes for Research.

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