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Maryland-designed High School Assessments (HSA) in Government and Biology will continue to be administered during and after the transition. The skills and knowledge necessary to demonstrate understanding of each course's content are embedded in the Howard County Public School System (HCPSS) curriculum.

Family Guide to the Maryland High School Assessments – HCPSS

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Bordered by the Oconee River on the west and the Altamaha River on the south, formed where the Ocmulgee and Oconee Rivers collide head-on at the forks, Montgomery County's rolling pine barrens are dotted with rustic pioneer log cabins, stately antebellum clapboard houses, and elegant Victorian homes. The county's access to the Oconee and Altamaha Rivers provided early settlers with vital transportation and commercial links to the outside world. On their way to markets in Savannah and Darien, men rafting down these rivers on huge logs cut from the dense pine forests were a common scene of the 1800s; steamboats and ferries were also used for the transport of people and goods. The breathtaking beauty of the winding Old River Road along the western edge of Montgomery County provides a glimpse of long ago as one passes old homesteads and majestic cemetery monuments. Historic scenes from the once-bustling villages of Montgomery County are contained in these pages. Country churches, schools, and agrarian scenes are also portrayed.

How can schools and the school curriculum contribute to building democratic citizens? This is a major question posed by governments, educational systems, schools, teachers and researchers around the world. One important way is to identify the competences needed for preparing democratic citizens and incorporate these within both the formal and informal school curriculum. Another question must then be posed- what competences do young citizens need to be considered as active and engaged in modern democracies? In 2011 an invited research symposium of leading civic and political educators, and social scientists from across Europe met in Hannover, Germany to consider this key concern facing Europe today. In examining the above questions the symposium addressed two significant issues: 1. Identify key competencies required for active citizenship of young people in Europe of the future. 2. Translate those competencies to school-based activities in the form of curricular and pedagogical strategies. The publication Civic Education and Competences for Engaging Citizens in Democracies addressed the first issue and this volume addresses the second issue. Through discussion in the invited symposium, previously prepared papers, and participation in a modified Delphi Technique the participants have prepared chapters for this book. The chapters of this book represent the contribution of the participants before, during and after the symposium with opportunities for review and reflection about competences for democratic citizenship and the role of schools and the curriculum. Murray Print and Dirk Lange are professors from the University of Sydney and Leibniz University of Hannover respectively and are national leaders in civics and citizenship education in their respective countries. They have brought together a group of leading European civic and citizenship educators from

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different academic fields to explore the key issue and to identify the competences for young people to become active and engaged European citizens.

Health Communication: Strategies and Skills for a New Era provides a practical process model for developing a health communication intervention. The book also explores exposure to media and how it shapes our conceptions of health and illness. Using a life stages and environments approach, the book touches on the patient role and how we 'hear' information from health care providers as well as guidance on how to be a thoughtful consumer of health information.

From Compliance to Learning: A System for Harnessing the Power of Data in the State of Maryland builds on a 2015 World Bank report that assessed Education Management Information Systems (EMISs) in the state of Maryland. That report uncovered a successful system, and this one expands on lessons learned and ways to apply them in practice. The goal of this study is to distill Maryland's good practices in education data systems and share them in a way that is useful to education stakeholders interested in harnessing the power of data to strengthen learning outcomes. This study also examines the history of education data collection and use in the United States with a focus on Maryland, including a review of federal and state legislation that has helped to shape Maryland's education data policies and systems. In the digital age, information is power. When information is effectively harnessed and aligned with student learning, it carries the potential to radically transform the delivery of education, as well as the sector as a whole. Increasingly, education systems are moving away from using education data narrowly for compliance purposes; instead, they are embracing data as a tool to drive systemwide innovation, professionalization, and, most importantly, learning. Whether to prioritize and optimize data and information systems around student learning is no longer an option; it is imperative for education systems that aim to excel and achieve strong learning outcomes. Over the past several decades, fundamental shifts have occurred in the way that education data are collected, managed, and used. Today real-time learning data inform classroom instruction; predictive analytics identify at-risk youth before they drop out of school; and data from preschool to workforce are linked to help guide education reforms. These represent just a few of the innovative ways that schools and other stakeholders across the United States are harnessing data to improve education. The state's success in establishing an enabling environment for education data systems and data utilization has built a strong foundation. Maryland effectively aligned a complex, statewide data system to deliver value. Prioritization of integration and alignment was key. The state then launched a longitudinal data system center that would drive an adaptive education system with insights that track students from pre-kindergarten to entry in the workforce. Data across the state are high quality and follow strict rules to preserve privacy and enhance security. Maryland's utilization of data also offers valuable lessons. The statewide data system supports policy makers and decision makers in planning and management, as well as teachers, students, and families in instruction and learning. Consistent across Maryland's structuring and use of data systems were a strong vision and a road map to execute that vision. Maryland's journey offers many lessons, not only for countries with advanced data systems but also for those in less developed stages. While the technology and information exist to achieve data for learning, harnessing data within the right information system and ensuring utilization are challenging endeavors. An array of factors must align—leadership, policies, processes, and resources, to name a few—to effectively harness data to support and drive strong learning outcomes.

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Barack Obama has inspired millions of people around the world—and an unwavering chorus of those admirers are children. This delightfully charming collection includes more than two hundred letters that kids have written to President Obama. Some of these messages are humorous, some are heartwarming, all of them are sincere—making this volume the perfect gift for any occasion. The children ask questions: “Why did you want to be president?” “Do you think you could pass a law making chocolate a vegetable in our country?” They give suggestions: “I think you should fix things in the world to be more fair.” They offer advice: “You should bring a yo-yo to the White House.” They share hopes: “I want you to care about schools. I am in kindergarten.” They even volunteer expertise: “I will help you learn to bowl because you don’t know how to bowl.” Whether discussing such weighty issues as the “economical” crisis, the environment, and alternative energy or simply giving shout-outs to First Daughters Sasha and Malia, these kid correspondents express, as only children can, pure optimism, avid curiosity, and unadulterated elation about this historic moment. Complete with original illustrations by the letter writers themselves, and wonderful reproductions of some of the kids’ handwritten messages, this marvelous book—a true message of hope for our time—is a keepsake for the whole family to enjoy.

The bestselling author of *Pledged* returns with a groundbreaking look at the pressure to achieve faced by America’s teens. In *Pledged*, Alexandra Robbins followed four college girls to produce a riveting narrative that read like fiction. Now, in *The Overachievers*, Robbins uses the same captivating style to explore how our high-stakes educational culture has spiraled out of control. During the year of her ten-year reunion, Robbins goes back to her high school, where she follows heart-tuggingly likeable students including “AP” Frank, who grapples with horrifying parental pressure to succeed; Audrey, whose panicked perfectionism overshadows her life; Sam, who worries his years of overachieving will be wasted if he doesn’t attend a name-brand college; Taylor, whose ambition threatens her popular girl status; and The Stealth Overachiever, a mystery junior who flies under the radar. Robbins tackles teen issues such as intense stress, the student and teacher cheating epidemic, sports rage, parental guilt, the black market for study drugs, and a college admissions process so cutthroat that students are driven to suicide and depression because of a B. With a compelling mix of fast-paced narrative and fascinating investigative journalism, *The Overachievers* aims both to calm the admissions frenzy and to expose its escalating dangers.

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