

PUBLICATIONS CATALOG

Fall/Winter 2005

The University of the State of New York
THE STATE EDUCATION DEPARTMENT
Curriculum, Instruction and Instructional Technology
Albany, New York 12234
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INTRODUCTION

Publications Catalog: Fall-Winter 1996-1997 lists the elementary middle, and secondary general education curriculum publications and gifted education publications that are currently available from the New York State Education Department.

This catalog is divided into alphabetically arranged subject headings. Under each subject heading, publications are listed according to their appropriateness for elementary (K-6), secondary (7-12), or elementary-secondary (K-12) education. State syllabi, where available, are listed first, followed by an alphabetical list of the supplementary materials that support the subject area and grade levels.

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If you are notified that a publication is out of print, the following sources may be helpful.

1. Many New York State Education publications are available on microfiche located in the Education Resources Information Center's (ERIC) microfiche collection. These ERIC documents are identified by the ED number in each listing. They may be obtained for a fee from:

ERIC Document Reproduction Service (EDRS)
Post Office Box 190
Arlington, Virginia 22210

2. Publications may be used at the New York State Library.

New York State Library
New York State Education Department
7th Floor
Cultural Education Center
Empire State Plaza
Albany, New York 12230

In addition, titles may be borrowed from the New York State Library. A request for an interlibrary loan should be submitted to your local public library or school library and should include the call numbers, bibliographic information, and the site where the source is listed.

If you have any further questions, please contact the Publications Sales Desk at (518) 474-3806.

3. Many, but not all, of these publications can also be found on the Internet at:
www.emsc.nysed.gov/ciai/

(ARTS) ART, MUSIC, AND HUMANITIES

ELEMENTARY EDUCATION

Music K-6. Albany, NY: The State Education Department, 1974, ED 096 195, 79 pgs.

#005_____

Temporarily Out of Stock
(syllabus, grades K-6)

The State syllabus for a program of study in music for grades K-6. It presents a planned, sequential, participating program in music designed around the elements of rhythm, melody, harmony, form, expression, and style. In turn, each of these elements has a listing of concepts, activities, and means of evaluating students' growth. The underlying philosophy that "music education is the development of a responsiveness to the artistic qualities of sound" precludes grade delineations. Instead, concepts of musical elements are presented in developmental levels. It concludes with suggestions for incorporating ethnic music and a flow chart of experiences for each developmental level.

•••••

SECONDARY EDUCATION

Art 7 & 8 Syllabus. Albany, NY: The State Education Department, 1986, ED 280 749, 77 pgs.

#010_____

(syllabus, grades 7-8)
Price: \$3.00

The State syllabus for a program of study in the visual arts for grades 7 and 8. It is designed to bridge the learnings found in Art: Grades Pre-K-6 and those found in the high school level Studio in Art series. Instead of emphasizing special techniques, the syllabus focuses on exploring concepts in visual art production. These concepts are space and structure, movement, and color and light. For each content area a definition and other attributes are described. This is followed by a model of study which consists of objectives, rationales, and problem statements.

•••••

Art for Grades 7 and 8. Albany, NY: The State Education Department, 1988, ED 280 749, 71 pgs.

#015_____

(teacher guide to syllabus, grades 7-8)

Price: \$3.00

A guide to help teachers develop an instructional program in art for grades 7 and 8. It stresses inclusion of the major content areas of space and structure, movement, and color and light; provides suggestions for sequencing a 10- and a 20-week program; and addresses evaluation of students in terms of their meeting objectives, understanding concepts, and acquiring skills and attitudes.

•••••

Comprehensive Foundations of Music: A One-Year Elective Course for High School Students. Albany, NY: The State Education Department, 1971 (Reprinted 1983), ED 058 243, 30 pgs

#020_____

(syllabus, grades 9-12)

Price: \$1.75

The State syllabus for a course of study in music at the high school level. It describes a course to be offered for one unit of credit to high school students who have had experience in performance and may desire to qualify for a three-unit sequence in music. The course is intended primarily as a preparation for students planning to major in music at the college level.

•••••

Design and Drawing for Production. Albany, NY: The State Education Department, 1988, ED 297 191, 81 pgs.

#025_____

(syllabus, grades 9-12)

Price: \$2.50

The State syllabus is designed to provide opportunities in design and drawing through creative thinking, decision making, and problem-solving experiences. It emphasizes strategies of design and drawing appropriate now and in the future. A shift from conventional learning methods to this problem-approach method is the basis for this syllabus.

•••••

The Humanities Series. Critical Thinking and Reasoning: A Handbook for Teachers, Albany, NY: The State Education Department, 1976, (Reprinted 1996) 148 pgs.

#030_____

(supplementary material)

Price : \$1.75

This handbook outlines approaches and procedures useful in answering the pivotal question: how can we humanize all education?

•••••

Music in the High School: A Syllabus for Grades 9 through 12. Albany, NY: The State Education Department, 1972, (Reprinted 1988), ED 069 595, 92 pgs.

#035_____

(syllabus, grades 9-12)

Price: \$3.00

The State syllabus for a flexible program of music study and activities in grades 9-12. Overall goals of such a program are to meet the needs of students who use music as a hobby, to enrich their cultural background, and to restate traditional course objectives for the music major. It emphasizes course areas of skill development (vocal, instrumental, and keyboard experiences), musical knowledge (history and literature, theory, foundations, composition, and conducting), and attitude development (personal music involvement). It concludes with administrative information on independent study, staff and time allotments, summer programs, music rooms, budgets, evaluation, and a music library.

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Music in the Middle / Junior High School: Syllabus / Handbook. Albany, NY: The State Education Department, 1989, 158 pgs.

#040_____

(syllabus, grades 7-8)

Price: \$3.50

The State syllabus for a program of study in general music for students in the middle level grades 7 and 8. It provides a framework for schools to use in preparing a course of study which contains experiences for students in listening, singing, creating/ composing, playing, using basic tool skills; and communicating and increasing multicultural awareness. The Syllabus in its "Activities" and "Learning Objectives" subsections describe such experiences; the Handbook suggests ways to implement them.

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Music In Our Lives: Syllabus / Handbook. Albany, NY: The State Education Department, 1988, 148 pgs.

#045_____

(syllabus, grades 9-12)

Price: \$3.50

The State syllabus for a course of study in music for student in grades 9-12 who are not members of major performing groups. It provides course requirements, learner outcomes, and resources in the Syllabus portion. The Handbook portion gives specific suggestions for teaching the course. The course may be used to fulfill the one unit graduation requirement in art/or music.

•••••

Studio in Art - A Comprehensive Foundation Course. Albany, NY: The State Education Department, 1982 (Reprinted 1989), ED 096 192, 86 pgs.

#050_____

(syllabus, grades 9-12)

Price: \$3.00

The State syllabus for a course of study in the visual and plastic arts experiences for secondary students. The course may be used as a high school graduation requirement or by the art major as a prerequisite to advanced electives. The syllabus is divided into sections on the nature of art, elements of art, and trends in art. Background material and concepts, studio experiences, discussions, independent projects, and evaluations complement components in the main sections. Examples of students' works, as well as those by masters, intersperse the publication. Listings of resource materials from museums and commercial vendors are found at the end.

•••••

Advanced Elective Courses in Art for Grades 10, 11, or 12. (Three volumes). Albany, NY: The State Education Department.

(supplementary material, grades 10-12)

Price: see individual publications below

Advanced elective courses in art that focus on distinctive areas within drawing and painting, graphics, and photography. Their purpose is to challenge a student's ability and increase creative potential by exposing him or her to a variety of experiences in the specific area. Each volume contains a course description, independent projects, a list of student objectives, suggested experiences, demonstrations, needed equipment, evaluation criteria, and either a glossary or references.

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Studio in Drawing and Painting, Graphics, Photography: Advanced Elective Courses in Art for Grades 10, 11, or 12, Vol. I. 1974 (Reprinted 1983), ED 100 747, 53 pgs.

#055_____

(supplementary material, grades 10-12)

Price: \$3.00

Focuses on distinctive areas within drawing and painting, graphics, and photography.

•••••

Studio in Sculpture, Ceramics, Jewelry: Advanced Elective Courses in Art for Grades 10, 11, or 12, Vol. II. 1974 (Reprinted 1989), ED 110 409, 54 pgs.

#056_____

(supplementary material, grades 10-12)

Price: \$3.00

Explores subtopics within each of the major categories of sculpture, ceramics, and jewelry and silversmithing.

•••••

Studio in Advertising Design, Fashion Design and Illustration, Product Design, Stage Design: Advanced Elective Courses in Art for Grades 10, 11, or 12, Vol. III. 1974 (Reprinted 1994), 78 pgs.

#057_____

(supplementary material, grades 10-12)

Price: \$3.00

Explores subtopics within each of the major categories of advertising design, fashion design, product design and stage design. Historical backgrounds and state-of-the-art characteristics for each area are given.

ELEMENTARY-SECONDARY EDUCATION

Learning Standards for the Arts. Albany, NY: The State Education Department, 1996, 59 pgs.

#060_____

(supplementary material, K-12)

Price: \$3.00

This document was developed to define the learning standards in the arts. it includes content standards, performance indicators, and evidence statements that suggest student progress toward achieving the standards in the discipline. The second part of the book presents student work samples and teacher commentary which helps to articulate performance standards demonstrated at various levels

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Music: A Resource Guide for Standards-Based Instruction. Albany, NY: The State Education Department, 2002, 158 pgs.

#065_____

(supplementary material, grades PreK-12)

Price: \$4.00

This publication is designed to provide guidance to school administrators and teachers in helping students achieve the learning standards for the Arts (Music) for New York State. It includes instructional ideas, suggested assessments, and resources for grades prekindergarten through 12, in all areas of music education, including band, chorus, orchestra, and general music. While not intended as a curriculum, it does provide age-appropriate activities in grade-level groups that allow for continuous development in complete Prek-12 music education.

•••••

Teaching Woodwinds. Albany, NY: The State Education Department, 1976, ED 139 704, 149 pgs.

#070_____

(supplementary material, grades 4-12)

Price: \$3.00

A guide for teaching woodwinds. It begins with suggestions for selecting and caring for woodwinds. Then, arranged according to five major examples of woodwinds, each section contains: historical background of the instrument; method criteria; teaching techniques for different developmental levels; and instructional materials bibliographies.

BILINGUAL EDUCATION

GENERAL INFORMATION

Ten Ways Parents Can Promote Language Learning At Home. Albany, NY: The State Education Department, 2002, 12 pgs.

#100_____

(supplementary material)

Price: 2.50

A bilingual set of ten handouts, each representing one of a major language spoken by the parents of students in New York State schools. Each handout comes in two languages: English and Arabic, Bengali, Chinese (simplified and traditional), Korean, Spanish, Haitian Creole, Russian, Punjabi, Polish or Urdu. A handy guide for parents with suggestions for everyday strategies parents can use to help promote language learning at home.

ENGLISH AS A SECOND LANGUAGE

The Teaching of Language Arts to Limited Proficient / English Language Learners: Learning Standards for English as a Second Language. Albany, NY: The State Education Department 2002, 114 pgs.

#115_____

(supplementary material)

Price: \$4.00

These Learning Standards serve as a foundation for ESL curriculum, instruction, and assessment for all LEP/ELLs in New York State. They also provide the framework for the New York State ESL Achievement Test under development for administration to all LEP/ELLs in New York. These standards articulate the abilities and competencies in the English language that LEP/ELLs must demonstrate to integrate successfully into the English academic mainstream. They combine the principles of language development and second language learning in a context of language for academic content.

•••••

The Teaching of Language Arts to Limited Proficient / English Language Learners: Learning Standards for Native American Arts. (Draft) Albany, NY: The State Education Department 2004, 114 pgs.

#120_____

(supplementary material)

Price: \$4.00

This publication is the third in a series of publications developed to address the New York State standards for limited English proficient (LEP) students. This document presents the native language standards along with teaching strategies, learning experiences, cultural considerations, and important linguistic information to assist in the development of literacy skills in the first language, thus “building the bridge” for the transference of these skills to English. This document serves as a foundation for curriculum, instruction, and assessment to deliver coordinated and comprehensive language instruction in bilingual education, dual language and, native language arts programs in New York State.

•••••

The Teaching of Language Arts to Limited Proficient / English Language Learners: Learning Standards for Native American Arts. Poster Set. Albany, NY: The State Education Department 2004, 6 posters.

#121_____

(supplementary material)

Price: \$4.00

This set accompanies the Native Language Arts Learning Standards.

•••••

The Teaching of Language Arts to Limited Proficient / English Language Learners: Learning Standards for Native American Arts. Rubrics. Albany, NY: The State Education Department 2004, 64 pgs.

#122_____

(supplementary material)

Price: \$4.00

This document presents writing rubrics for grades 4,8, and Regents from the New York State English Language Arts Assessment in English and the 8 commonly spoken languages in the State.

•••••

The Teaching of Language Arts to Limited Proficient / English Language Learners: A Resource Guide for All Teachers. Albany, NY: The State Education Department 2000, 132 pgs.

#125_____

(supplementary material)

Price: \$4.00

This publication provides information on ways in which teachers working with students for whom English is a second language may enhance their classroom practice by incorporating approaches, methodologies, and strategies known to promote language development, while challenging the students to meet our State's rigorous standards.

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CDROM: The Teaching of Language Arts to Limited English Proficient / English Language Learners: A Resource Guide for All Teachers. Albany, NY: The State Education Department 2000.

#130_____

(CDROM Supplementary material K-12)

Price: \$4.00

This CDROM contains a copy of *The Teaching of Language Arts to Limited English Proficient / English Language Learners: A Resource Guide for All Teachers.*

SPECIAL EDUCATION

Guidelines for Services to Students with Limited English Proficiency and Special Education Needs in New York State. Albany, NY: The State Education Department, (Reprinted 1990) 26 pgs.

#135_____

(supplementary material)

Price: \$2.00

This document defines the special education process for culturally and linguistically diverse populations of New York State. It brings together two regulations, *Part 200 of the Regulations of the Commissioner of Education (CR Part 200)* and *Part 145 of the Regulations of the Commissioner of Education (CR Part 145).*

MATHEMATICS

Mathematics Bilingual Glossaries: Math A & B (English-Arabic). Albany, NY: The State Education Department, 2001, 142 pgs.

#145_____

(supplementary material)

Price: \$3.50

The publication was developed for use by newly arrived Arabic-speaking high school students. It is intended to provide students with a quick reference guide to mathematical terms.

•••••

Mathematics Bilingual Glossaries: Math A & B (English-Polish). Albany, NY: The State Education Department, 2001, 142 pgs.

#147_____

(supplementary material)

Price: \$3.50

The publication was developed for use by newly arrived Polish-speaking high school students. It is intended to provide students with a quick reference guide to mathematical terms.

•••••

Mathematics Bilingual Glossaries: Math A & B (English-Russian). Albany, NY: The State Education Department, 2001, 192 pgs.

#148_____

(supplementary material)

Price: \$3.50

The publication was developed for use by newly arrived Russian-speaking high school students. It is intended to provide students with a quick reference guide to mathematical terms.

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Mathematics Bilingual Glossaries: Math A & B (English-Vietnamese). Albany, NY: The State Education Department, 2001, 266 pgs.

#149_____

(supplementary material)

Price: \$3.50

The publication was developed for use by newly arrived Vietnamese-speaking high school students. It is intended to provide students with a quick reference guide to mathematical terms.

SCIENCE

Science Bilingual Glossaries: Living Environment (English-Spanish). Albany, NY: The State Education Department, 2003, 60 pgs.

#150_____

(supplementary material)

Price: \$3.50

The publication was developed for use by newly arrived Spanish-speaking high school students. It is intended to provide students with a quick reference to science terms.

•••••

Science Bilingual Glossaries: Living Environment (English-Russian). Albany, NY: The State Education Department, 2003, 62 pgs.

#151_____

(supplementary material)

Price: \$3.50

The publication was developed for use by newly arrived Russian-speaking high school students. It is intended to provide students with a quick reference to science terms.

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Science Bilingual Glossaries: Living Environment (English-Bosnian). Albany, NY: The State Education Department, 2003, 63 pgs.

#152_____

(supplementary material)

Price: \$3.50

The publication was developed for use by newly arrived Bosnian-speaking high school students. It is intended to provide students with a quick reference to science terms.

•••••

Science Bilingual Glossaries: Living Environment (English-Arabic). Albany, NY: The State Education Department, 2003, 54 pgs.

#153_____

(supplementary material)

Price: \$3.50

The publication was developed for use by newly arrived Arabic-speaking high school students. It is intended to provide students with a quick reference to science terms.

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Science Bilingual Glossaries: Living Environment (English-Haitian-Creole). Albany, NY: The State Education Department, 2003, 28 pgs.

#154_____

(supplementary material)

Price: \$3.50

The publication was developed for use by newly arrived Arabic-speaking high school students. It is intended to provide students with a quick reference to science terms.

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Science Bilingual Glossaries: Physical Setting / Earth Science (English-Spanish). Albany, NY: The State Education Department, 2003, 54 pgs.

#155_____

(supplementary material)

Price: \$3.50

The publication was developed for use by newly arrived Spanish-speaking high school students. It is intended to provide students with a quick reference to science terms.

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Science Bilingual Glossaries: Physical Setting / Earth Science (English-Russian). Albany, NY: The State Education Department, 2003, 54 pgs.

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(supplementary material)

Price: \$3.50

The publication was developed for use by newly arrived Russian-speaking high school students. It is intended to provide students with a quick reference to science terms.

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Science Bilingual Glossaries: Physical Setting / Earth Science (English-Bosnian). Albany, NY: The State Education Department, 2003, 56 pgs.

#157_____

(supplementary material)

Price: \$3.50

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Science Bilingual Glossaries: Physical Setting / Earth Science (English-Arabic). Albany, NY: The State Education Department, 2003, 66 pgs.

#158_____

(supplementary material)

Price: \$3.50

The publication was developed for use by newly arrived Arabic-speaking high school students. It is intended to provide students with a quick reference to science terms.

•••••

Science Bilingual Glossaries: Physical Setting / Earth Science (Haitian-Creole). Albany, NY: The State Education Department, 2003, 24 pgs.

#159_____

(supplementary material)

Price: \$3.50

The publication was developed for use by newly arrived Arabic-speaking high school students. It is intended to provide students with a quick reference to science terms.

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SOCIAL STUDIES

Social Studies Bilingual Glossaries: Global History and Geography (English-Arabic). Albany, NY: The State Education Department, 2001, 69 pgs.

#160_____

(supplementary material)

Price: \$3.50

This publication was developed for use by newly arrived Arabic-speaking high school students. It is intended to provide students with a quick reference guide to social studies terms.

•••••

Social Studies Bilingual Glossaries: Global History and Geography (English-Bosnian). Albany, NY: The State Education Department, 2001, 57 pgs.

#161_____

(supplementary material)

Price: \$3.50

This publication was developed for use by newly arrived Bosnian-speaking high school students. It is intended to provide students with a quick reference guide to social studies terms.

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Social Studies Bilingual Glossaries: Global History and Geography (English-Russian). Albany, NY: The State Education Department, 2000, 56 pgs.

#162_____

(supplementary material)

Price: \$3.50

This publication was developed for use by newly arrived Russian-speaking high school students. It is intended to provide students with a quick reference guide to social studies terms.

•••••

Social Studies Bilingual Glossaries: Global History and Geography (English-Spanish). Albany, NY: The State Education Department, 2000, 56 pgs.

#163_____

(supplementary material)

Price: \$3.50

This publication was developed for use by newly arrived Spanish-speaking high school students. It is intended to provide students with a quick reference guide to social studies terms.

•••••

Social Studies Bilingual Glossaries: Global History and Geography (English-Serbo-Croatian). Albany, NY: The State Education Department, 2001, 58 pgs.

#164_____

(supplementary material)

Price: \$3.50

This publication was developed for use by newly arrived Serbo-Croatian-speaking high school students. It is intended to provide students with a quick reference guide to social studies terms.

•••••

Social Studies Bilingual Glossaries: Global History and Geography (English-Haitian-Creole). Albany, NY: The State Education Department, 2000, 56 pgs.

#165_____

(supplementary material)

Price: \$3.50

This publication was developed for use by newly arrived Haitian-Creole-speaking high school students. It is intended to provide students with a quick reference guide to social studies terms.

•••••

Social Studies Bilingual Glossaries: United States History and Government (English-Arabic). Albany, NY: The State Education Department, 2001, 70 pgs.

#170_____

(supplementary material)

Price: \$3.50

This publication was developed for use by newly arrived Arabic-speaking high school students. It is intended to provide students with a quick reference guide to social studies terms.

•••••

Social Studies Bilingual Glossaries: United States History and Government (English-Bosnian). Albany, NY: The State Education Department, 2001, 70 pgs.

#171_____

(supplementary material)

Price: \$3.50

This publication was developed for use by newly arrived Bosnian-speaking high school students. It is intended to provide students with a quick reference guide to social studies terms.

•••••

Social Studies Bilingual Glossaries: United States History and Government (English-Haitian-Creole). Albany, NY: The State Education Department, 2000, 70 pgs.

#172_____

(supplementary material)

Price: \$3.50

This publication was developed for use by newly arrived Haitian-Creole-speaking high school students. It is intended to provide students with a quick reference guide to social studies terms.

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Social Studies Bilingual Glossaries: United States History and Government (English-Polish). Albany, NY: The State Education Department, 2001, 67 pgs.

#173_____

(supplementary material)

Price: \$3.50

Polish-speaking high school students. It is intended to provide students with a quick reference guide to social studies terms.

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Social Studies Bilingual Glossaries: United States History and Government (English-Russian). Albany, NY: The State Education Department, 2000, 74 pgs.

#174_____

(supplementary material)

Price: \$3.50

This publication was developed for use by newly arrived Russian-speaking high school students. It is intended to provide students with a quick reference guide to social studies terms.

•••••

Social Studies Bilingual Glossaries: United States History and Government (English-Serbo-Croatian). Albany, NY: The State Education Department, 2001, 74 pgs.

#175_____

(supplementary material)

Price: \$3.50

This publication was developed for use by newly arrived Serbo-Croatian-speaking high school students. It is intended to provide students with a quick reference guide to social studies terms.

•••••

Social Studies Bilingual Glossaries: United States History and Government (English-Spanish). Albany, NY: The State Education Department, 2000, 74 pgs.

#176_____

(supplementary material)

Price: \$3.50

This publication was developed for use by newly arrived Spanish-speaking high school students. It is intended to provide students with a quick reference guide to social studies terms.

BUSINESS/MARKETING EDUCATION

SECONDARY EDUCATION

Accounting. Albany, NY: The State Education Department, 1989, 118 pgs.

#180_____

(syllabus, grades 11-12)

Price: \$4.00

A 1-unit course designed to develop competence in the application of accounting theory. Students will process transactions through the entire accounting cycle in a service and merchandising business. They will also be introduced to automated accounting, and be required to use a computer to process accounts receivable, payroll, and transactions specific to a service business.

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Advanced Accounting. Albany, NY: The State Education Department, 1991, 146 pgs.

#185_____

(syllabus, grade 12)

Price: \$4.00

A 1-unit course which builds on the Accounting course and is designed to develop entry-level proficiency in the accounting field. Content includes partnership and corporate accounting, notes payable and notes receivable, depreciation, inventory management, and the accrual basis of accounting. Students will also have the opportunity to further their understanding by using the computer as an accounting tool. (Prerequisite: Accounting)

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Advanced Electronic Information Processing. Albany, NY: The State Education Department, 1989, 100 pgs.

#190_____

(syllabus, grade 12)

Price: \$4.00

A 1-unit course which emphasizes development of advanced word processing and desktop publishing skills, and initiates skill development in using electronic databases, spreadsheets, and graphics. Employment seeking skills are also taught. (Prerequisite: Electronic Information Processing)

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Business Analysis/Business Computer Applications. Albany, NY: The State Education Department, 1988, 114 pgs.

#195_____

(syllabus, grades 10-12)

Price: \$4.00

A 1-unit course which can be organized as a full-year course, or as two 1/2-unit courses scheduled individually.

Business Analysis offers a broad overview of modern business organization and operation. Students learn that today's business organizations rely on a variety of systems and subsystems to complete transactions as they adapt to the emerging Information Age. Students examine how businesses are organized to provide a product, a service, an idea, or a combination of these, and are acquainted with activities commonly utilized by most businesses to enable them to meet customers' needs and demands.

Business Computer Applications provides a hands-on opportunity to students to explore some of the modern computer software productivity tools used by businesses. Students become familiar with the manipulation of data through the use of software programs for word processing, databases, spreadsheets, and graphics. By using these programs in various ways, students become acquainted with the interrelationships among information and computer programs, and the business activities, systems and concepts taught in the Business Analysis course.

Business Analysis/Business Computer Applications may also be used as the optional 1/2-unit of Introduction to Occupations.

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Business Analysis/Business Computer Applications A Curriculum Supplement. Albany, NY: The State Education Department, 1990, 80 pgs.

#200_____

(supplementary material, grades 10-12)

Price: \$4.00

A supplement to the New York State syllabus in Business Analysis/Business Computer Applications (BA/BCA). This booklet provides the teacher with information that will assist in expanding performance objectives and supporting competencies contained in the BA/BCA syllabus.

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Business Analysis/Business Computer Applications Resource Guide. Albany, NY: The State Education Department, 1987, 55 pgs.

#205_____

(supplementary material, grades 10-12)

Price: \$3.00

A partial compilation of resource materials and other related information used by field testers, BA/BCA Trainers, and Regional Leaders for the course in Business Analysis/Business Computer Applications

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Business Communications I, II, III. Albany, NY: The State Education Department, 1990, 147 pgs.

#210_____

(syllabus, grades 9-12)

Price: \$4.00

Three 1/2-unit courses which may be used as part of a Business/Marketing Education sequence and/or as the fourth or fifth unit of English by students pursuing an occupational education sequence. Listening, speaking, reading, writing, and nonverbal communication skills are emphasized and developed within the context of business and industry applications. The nature of communications in today's business society, the language system, the importance of emerging technology in relation to communication skills, and the technical aspects of language are included. The course content may be organized as three independent 1/2-unit courses, or as a full-year plus one-semester course. Business Communications I may also be used as the optional 1/2-unit of Introduction to Occupations.

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Business Law. Albany, NY: The State Education Department, 1983, 152 pgs.

#215_____

(syllabus, grades 11-12)

Price: \$4.00

A 1-unit course which may be used as a component of a Business/Marketing Education sequence, and/or as the fifth unit of Social Studies. Applications of the business laws, as they affect the individual, are featured; the relationship of the laws to an individual's personal, as well as occupational life is emphasized.

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Business Mathematics. Albany, NY: The State Education Department, 1983, 102 pgs.

#220_____

(syllabus, grades 9-12)

Price: \$3.00

A 1-unit course designed to develop the specific skills required to solve a wide variety of mathematical problems commonly found in everyday business situations. Successful completion of this course, within prescribed guidelines, will provide one unit of credit, which may be used as one of the two units of mathematics required for a local diploma or as one unit of a 3-unit local mathematics sequence.

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Business Ownership and Marketing. Albany, NY: The State Education Department, 1991, 136 pgs.

#225_____

(syllabus, grades 11-12)

Price: \$4.00

A 1-unit course designed to provide students a basic foundation in the starting and managing of a small business. Content includes selected entrepreneurial skills as well as those necessary to the management, merchandising, and marketing functions inherent in the operation of a small business. Students successfully completing the course will have a solid foundation in concepts that may be utilized in starting a small business or entering employment immediately after high school, or as a basis for postsecondary study.

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Electronic Information Processing. Albany, NY: The State Education Department, 1989, 130 pgs.

#230_____

(syllabus, grades 11-12)

Price: \$4.00

A 1-unit course designed to develop both technical and nontechnical office and information skills. Opportunities are provided for further development of word processing skills, and for the initiation and processing of text and data, electronically. Instruction in machine transcription, communications, and manual and electronic filing systems are included, as is introduction to desktop publishing. Computer use is required. (Prerequisite: Keyboarding I)

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Financial Decision Making: Draft. Albany, NY: The State Education Department, 1988, 72 pgs.

#235_____

(syllabus, grades 11-12)

Price: \$3.00

A 1-unit course designed to explore and apply investment information necessary throughout life, to take advantage of financial opportunities available at various learning levels. The forecasting of earnings and selecting of appropriate investments as part of the effective management of personal assets are also taught.

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Financial Information Processing. Albany, NY: The State Education Department, 1988, 81 pgs.

#240_____

(syllabus, grades 11-12)

Price: \$4.00

A 1-unit course designed to develop both manual and electronic (computerized) business recordkeeping skills. The course will enable students to develop entry-level proficiency in common financial information processing areas, such as inventory, purchases and accounts payable, sales and accounts receivable, cash, and payroll. Computer use is required, and integrated throughout the course.

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Keyboarding I, II, III. Albany, NY: The State Education Department, 1990, 92 pgs.

#265_____

(syllabus, grades 11-12)

Price: \$4.00

Three 1/2-unit courses which may be organized as a one-semester, a full-year, or a full-year plus one semester program of instruction. Concepts are taught then repeated, each repetition consisting of more complex learnings. A variety of skill-building routines are employed to help students to develop basic competency on both the alphabetic and numeric keyboards. A review of language rules governing use of punctuation, plurals, and sentence structure is included. Students will produce letter, memoranda, and report as application and reinforcement of the rules. Keyboarding I may also be used as the optional 1/2-unit of Introduction to Occupations.

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Principles of Marketing. Albany, NY: The State Education Department, 1989, 144 pgs.

#270_____

(syllabus, grades 11-12)

Price: \$4.00

A 1-unit course that introduces students to the important role that marketing plays in our economic system. Content revolves around the basic marketing functions of financing, risk management, selling, promotion, pricing, purchasing, marketing information management, product/service/idea planning, and distribution. Although students are given the opportunity to refine entry-level employment skills, the course focuses on more advanced career-sustaining skills associated with employment in various marketing subsystems.

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A School Store—Classroom Laboratory Guide for Marketing Education. Albany, NY: The State Education Department, 1980, 24 pgs.

#275_____

(supplementary material, grades 9-12)

Price: \$2.00

A guide for establishing and operating a school store-classroom laboratory for business education, marketing education, and entrepreneurship education programs.

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Systems Operations. Albany, NY: The State Education Department, 1988, 93 pgs.

#280_____

(syllabus, grades 11-12)

Price: \$4.00

A 1-unit course that develops skills and understandings related to computer systems. Students learn skills necessary to operations management in a computer installation, including system console operations, peripheral equipment utilization, systems maintenance, job scheduling, and applications programming. (Note: Completion of the Business Analysis/Business Computer Applications course prior to entry into the Systems Operations course is strongly recommended.)

ELEMENTARY-SECONDARY EDUCATION

Learning Standards for Career Development and Occupational Studies. Albany, NY: The State Education Department, 1996, 95 pgs.

#285_____

(supplementary material, K-12)

Price: \$3.00

This document was developed to define the learning standards in the career fields. It includes content standards, performance indicators, and evidence statements that suggest student progress toward achieving the standards in the discipline. The second part of the book presents student work samples and teacher commentary which helps to articulate performance standards demonstrated at various levels



Preliminary Draft Framework for Career Development and Occupational Studies. Albany, NY: The State Education Department, 1995, 88 pgs.

#290_____

(supplementary material, K-12)

Price: \$3.00 while supplies last

This draft document includes content standards, and performance indicators. The narrative materials provide the rationale and description of the learning standards and establish a framework for the development of curricula.

CAREER DEVELOPMENT AND OCCUPATIONAL STUDIES

ELEMENTARY EDUCATION

Career Plan, Elementary Level—Kindergarten and Grade 1. Albany, NY: The State Education Department, 2000, 4 pgs. folded.

#295 _____

(supplementary material, 1)

Price: \$25 per package of 50 copies

This resource is designed to assist Kindergarten and Grade 1 elementary students in documenting their progress in the attainment of the Career Development and Occupational Studies Learning Standards. The plan focuses on student recognition of self and his/her relationship with family and community members.



Spanish Version:

Career Plan, Elementary Level—Kindergarten and Grade 1. Albany, NY: The State Education Department, 2000, 4 pgs. folded.

#296 _____

(supplementary material, 1)

Price: \$25 per package of 50 copies

This resource, in Spanish, is designed to assist Kindergarten and Grade 1 elementary students in documenting their progress in the attainment of the Career Development and Occupational Studies Learning Standards. The plan focuses on student recognition of self and his/her relationship with family and community members.



Career Plan, Elementary Level—Grade 2 and Grade 3. Albany, NY: The State Education Department, 2000, 4 pgs. folded.

#297 _____

(supplementary material, 2-3)

Price: \$25 per package of 50 copies

This resource is designed to assist Grade 2 and Grade 3 elementary students in documenting their progress in the attainment of the Career Development and Occupational Studies Learning Standards. The plan focuses on furthering student self-awareness and an understanding of the roles and interdependency of community members.



Spanish Version:

Career Plan, Elementary Level—Grade 2 and Grade 3. Albany, NY: The State Education Department, 2000, 4 pgs. folded.

#298 _____

(supplementary material, 2-3)

Price: \$25 per package of 50 copies

This resource, in Spanish, is designed to assist Grade 2 and Grade 3 elementary students in documenting their progress in the attainment of the Career Development and Occupational Studies Learning Standards. The plan focuses on furthering student self-awareness and an understanding of the roles and interdependency of community members.



Career Plan, Elementary Level—Grades 4 and Up. Albany, NY: The State Education Department, 2000, 4 pgs. folded.

#299 _____

(supplementary material, 4 and up)

Price: \$25 per package of 50 copies

This resource is designed to assist Grades 4 and Up elementary students in documenting their progress in the attainment of the Career Development and Occupational Studies Learning Standards. The main focus is on a fundamental awareness of one's personal qualities, the role of work, and the relationship between education and work. Career exploration and decision-making skills are also introduced.



Spanish Version:

Career Plan, Elementary Level—Grades 4 and Up. Albany, NY: The State Education Department, 2000, 4 pgs. folded.

#300_____

(supplementary material, 4 and up)

Price: \$25 per package of 50 copies

This resource, in Spanish, is designed to assist Grades 4 and Up elementary students in documenting their progress in the attainment of the Career Development and Occupational Studies Learning Standards. The main focus is on a fundamental awareness of one's personal qualities, the role of work, and the relationship between education and work. Career exploration and decision-making skills are also introduced.

SECONDARY EDUCATION

Career Plan, Intermediate Level. Albany, NY: The State Education Department, 2000, 4 pgs. folded.

#301_____

(supplementary material, 2-3)

Price: \$25 per package of 50 copies

This resource is designed to assist Intermediate level schools in documenting their progress in the attainment of the Career Development and Occupational Studies Learning Standards for the purpose of motivating them to achieve high standards and succeed in their adult and work lives. The plan provides for continued documentation of the student's personal qualities and preferences, career exploration activities, and the foundation skills acquired. The planning skills needed to address the additional choices and resulting decisions required at the intermediate level are also evidenced.

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Spanish Version:

Career Plan, Intermediate Level. Albany, NY: The State Education Department, 2000, 4 pgs. folded.

#302_____

(supplementary material, 2-3)

Price: \$25 per package of 50 copies

This resource, in Spanish, is designed to assist Intermediate level schools in documenting their progress in the attainment of the Career Development and Occupational Studies Learning Standards for the purpose of motivating them to achieve high standards and succeed in their adult and work lives. The plan provides for continued documentation of the student's personal qualities and preferences, career exploration activities, and the foundation skills acquired. The planning skills needed to address the additional choices and resulting decisions required at the intermediate level are also evidenced.

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Career Plan—Commencement Level. Albany, NY: The State Education Department, 2000, 4 pgs. folded.

#303_____

(supplementary material, 2-3)

Price: \$25 per package of 50 copies

This resource is designed to assist commencement level students in documenting their progress in the attainment of the Career Development and Occupational Studies Learning Standards for the purpose of motivating them to achieve high standards and succeed in their adult and work lives. Students are directed in the development of a focused career plan that reflects the education and career paths resulting from their further exploration of personal preferences and abilities, career choices, and an understanding of the world of work. Self-reflection is evidenced throughout the career planning process.

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Spanish Version:

Career Plan—Commencement Level. Albany, NY: The State Education Department, 2000, 4 pgs. folded.

#304_____

(supplementary material, 2-3)

Price: \$25 per package of 50 copies

This resource, in Spanish, is designed to assist commencement level students in documenting their progress in the attainment of the Career Development and Occupational Studies Learning Standards for the purpose of motivating them to achieve high standards and succeed in their adult and work lives. Students are directed in the development of a focused career plan that reflects the education and career paths resulting from their further exploration of personal preferences and abilities, career choices, and an understanding of the world of work. Self-reflection is evidenced throughout the career planning process.

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Career Plan—Adult Level. Albany, NY: The State Education Department, 2000, 4 pgs. folded.

#305_____

(supplementary material, 2-3)

Price: \$25 per package of 50 copies

This resource is designed to assist adult learners in documenting their progress toward readiness for work and/or further education. The focus of this plan is on the learner's demonstration of the personal awareness knowledge gained, the career exploration activities experienced, and the planning skills acquired to address immediate employment concerns.

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Spanish Version:

Career Plan—Adult Level. Albany, NY: The State Education Department, 2000, 4 pgs. folded.

#306_____

(supplementary material, 2-3)

Price: \$25 per package of 50 copies

This resource, in Spanish, is designed to assist adult learners in documenting their progress toward readiness for work and/or further education. The focus of this plan is on the learner's demonstration of the personal awareness knowledge gained, the career exploration activities experienced, and the planning skills acquired to address immediate employment concerns.

ELEMENTARY-SECONDARY EDUCATION

Career Development and Occupational Studies (CDOS) Learning Standards (pamphlet). Albany, NY: The State Education Department, 2002, 4 pgs.

#310_____

(supplementary material, K-12)

Price: \$5.00 per 100 copies

The *Career Development and Occupational Studies (CDOS) Learning Standards* pamphlet presents an overview of the CDOS standards and demonstrates the potential of the standards to build the capacity of education programs to support closing the performance gap and further student academic achievement.

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Career Plan Initiative (pamphlet). Albany, NY: The State Education Department, 2002, 4 pgs.

#315_____

(supplementary material, K-12)

Price: \$5.00 per 100 copies

The *Career Plan Initiative* pamphlet provides an overview of the initiative and demonstrates how the career plan process supports state and federal education reform activities and facilitates student personal development and academic achievement.

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Learning Standards for Career Development and Occupational Studies. Albany, NY: The State Education Department, 1996, 95 pgs.

#285_____

(supplementary material, K-12)

Price: \$3.00

This document was developed to define the learning standards in the career fields. It includes content standards, performance indicators, and evidence statements that suggest student progress toward achieving the standards in the discipline. The second part of the book presents student work samples and teacher commentary which helps to articulate performance standards demonstrated at various levels

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Preliminary Draft Framework for Career Development and Occupational Studies. Albany, NY: The State Education Department, 1995, 88 pgs.

#290_____

(supplementary material, K-12)

Price: \$3.00 while supplies last

This draft document includes content standards, and performance indicators. The narrative materials provide the rationale and description of the learning standards and establish a framework for the development of curricula.

EARLY CHILDHOOD EDUCATION

ELEMENTARY EDUCATION

Early Elementary Resource Guide to Integrated Learning. Albany, NY: The State Education Department, 1997, 66 pgs.

#330_____

(supplementary material, grades Pre-K-4)

Price: \$3.00

This document provides teachers with a resource as they continue their efforts to implement a student-centered, integrated learning environment. It is not intended for use as a how-to manual, nor does it provide directions on how to teach in such an environment. Rather, the guide gives suggestions as to what may typically be observed in an integrated learning environment, and how this approach supports achievement of the learning standards.

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The Preschool Planning Guide: Building a Foundation for Development of Language and Literacy in the Early Years. Albany, NY The State Education Department, 1998, 65 pgs.

#335_____

(supplementary material)

Price: \$4.00

The guide is designed to be used by teachers in universal prekindergarten classrooms in the public schools and in community based sites as well as by other childhood educators. The guide delineates the characteristics of a quality preschool program: it suggests that children's success in meeting the State's more rigorous standards begins at the preschool level.

ENGLISH LANGUAGE ARTS

ELEMENTARY EDUCATION

Early Literacy Guidance: Prekindergarten—Grade 3. Albany, NY: The State Education Department, 2002, 85 pgs.

#340_____

(supplementary material, grades Pre-K-3)

Price: \$3.00

A three part guide designed to assist teachers to help students in grades Prek-3 to become readers. Part 1 lists early literacy competencies; part 2 offers examples of evidence-based instructional practices in balanced reading programs; and part 3 suggests strategies to help students achieve the New York State English language arts standards. Text throughout reflects recent scientifically-based reading research.

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Early Literacy Profile. Albany, NY: The State Education Department, 1999, 64 pgs.

#345_____

(supplementary material, grades Pre-K-6)

Price: \$3.00

An instrument designed to assess the development of K-3 students in the areas of reading, writing, listening, and speaking. The profile can be used to identify students who require academic intervention services; demonstrate student progress over time; satisfy Title I requirements; build teacher capacity; and provide information about performance trends for groups of students.

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Early Literacy Profile Facilitator's Guide. Albany, NY: The State Education Department, 1999, 62 pgs.

#346_____

(supplementary material, grades Pre-K-6)

Price: \$3.00

The guide provides a model for professional developers who are working with teachers on implementing the Early Literacy Profile in their classrooms.

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Early Literacy Profile Video. Albany, NY: The State Education Department, 1999.

#347_____

(supplementary material, grades Pre-K-6)

Price: \$5.00

The video is designed to be used with teachers who are being trained to implement the Early Literacy Profile.

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Essential Elements of Reading. Albany, NY: The State Education Department, 1999, 29 pgs.

#350_____

(supplemental material, PreK-Grade 3)

Price: \$2.00

A guide to assist schools in preparing programs to meet the needs of those students who have difficulty in learning to read. It highlights the essential elements of reading that must be integral components of instructional programs for all students, defines a series of developmental accomplishments of literacy acquisition for children from birth to grade 3 and addresses ways to assess early literacy.

SECONDARY EDUCATION

Closing the Gap—Teacher to Teacher, Instructional Units from High School Teachers. Albany, NY: The State Education Department, 1999.

(supplementary material, grades 11-12)

Three installments: each installment will contain a collection of instructional units developed by high school English teachers for use with their eleventh- and twelfth-grade students who are facing the challenge of the English Regents examination.

Closing the Gap—Teacher to Teacher, Instructional Units from High School Teachers. Installment I, 44 pgs.

#355_____

(supplementary material, grades 11-12)

Price: \$3.00

Included in Installment I are the following instructional units:

- Realism and the Frontier—1865 - 1915
- Personal Reading History
- Launching Book Clubs

Closing the Gap—Teacher to Teacher, Instructional Units from High School Teachers. Installment II, 44 pgs.

#356_____

(supplementary material, grades 11-12)

Price: \$3.00

Included in Installment II are the following instructional units:

- Work—Survival, Success, and Self-Satisfaction
- Teaching a Novel
- The Impact of War
- Puritan Influence

Closing the Gap—Teacher to Teacher, Instructional Units from High School Teachers. Installment III, 44 pgs.

#357_____

(supplementary material, grades 11-12)

Price: \$3.00

Included in Installment III are the following instructional units:

- Adult/Child Relationships
- Journey into the Nature of Solitude
- Reading and Writing Memoir
- Romanticism

Included also is a Model for the Development of Instructional Units.

ELEMENTARY-SECONDARY EDUCATION

English Language Arts Resource Guide with Core Curriculum. Albany, NY: The State Education Department, 1998, 161 pgs.

#360_____

(core curriculum, supplementary material, K-12)

Price: \$4.00

The English Language Arts Core Curriculum is an outline which provides an additional level of specificity to the learning standards for English Language Arts. The Core Curriculum is designed to provide assistance while allowing for creativity in the development of local instructional materials.

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English Language Arts CDROM: Continuity and Progression. Albany, NY: The State Education Department, 1998.

#365_____

(CDROM supplementary material, K-12)

Price: \$4.00

This CDROM contains the *English Language Arts Resource Guide with Core Curriculum*, an *Interactive CD* and access to an *English Language Arts Website*. The *English Language Arts Resource Guide with Core Curriculum* is printable from the CD. The *Interactive CD* develops the continuity and progression of English language arts standards from the elementary level to the commencement level. The *English Language Arts Website* includes, among other pieces, a brief tutorial for writing lesson plans based on the standards and direct connections to every State's English language arts standards page.

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English Language Arts Syllabus K-12: A Publication for Curriculum Developers. Albany, NY: The State Education Department, 1988, ED 299 578, 172 pgs.

#370_____

(syllabus, grades K-12)

Price: \$3.00

The State syllabus for a program of study in English for grades K-12. It outlines general criteria for an effective integrated curriculum in English language arts, suggests the instructional objectives that need to be addressed, and provides direction for the evaluation of student progress and program effectiveness. Each section examines different aspects of communication and directs attention to the purposes, objectives, and focus skills of each aspect.

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Learning Standards for English Language Arts. Albany, NY: The State Education Department, 1996, 59 pgs.

#375_____

(supplementary material, K-12)

Price: \$3.00

This document was developed to define the learning standards in English language arts. It includes content standards, performance indicators, and evidence statements that suggest student progress toward achieving the standards in the discipline. The second part of the book presents student work samples and teacher commentary which helps to articulate performance standards demonstrated at various levels

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*Composition in the English Language Arts:
Curriculum K-12.* Albany, NY: The State Education
Department, 1986 (Reprinted 1988), ED 078 426,
94 pgs.

#385_____

(supplementary material, grades K-12)

Price: \$3.00

A guide to help teachers emphasize writing as a process. It includes characteristics of effective writing programs, descriptions of the composing process, expectations for student writers, organizing for writing instruction, role of instruction in the writing process, and evaluation techniques. The appendices address keyboarding and evaluating language arts software, revision checklists, a writing process analysis sheet, and provisions for handicapped students.

ENVIRONMENTAL EDUCATION

Designing an Environmental Curriculum. . . A Process.
Albany, NY: The State Education Department, 1978
(Reprinted 1984), 47 pgs.

#390_____

(supplementary material, grades K-12)

Price: \$1.50

This process manual is an attempt to blaze a trail through the bewildering mass of approaches, information, and resources which have arranged themselves around the problems of society's environmental condition.

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SECONDARY EDUCATION

An Environmental Syllabus: Grades 10, 11, 12. Albany, NY: The State Education Department, 1977
(Reprinted 1983), ED 139 671, 230 pgs.

#391_____

(syllabus, grades 10, 11, 12)

Price: \$4.50

A multipurpose syllabus intended for senior high, although some units are appropriate for junior high. Each unit consists of a brief introduction, a list of projected understandings, a large section of learning activities, one or more anticipated outcomes that could be used to assess student achievement, and a list of resource materials. The units deal with virtually all environmentally-related topics, including: ecosystems, food supply, population, energy, land use, transportation, health, economics, pollution, natural resources, and careers.

FAMILY AND CONSUMER SCIENCES

SECONDARY EDUCATION

Applied Food Science. Albany, NY: The State Education Department, 1991, 113 pgs.

#395_____

(syllabus, grades 9-12)

Price: \$1.50

This course has been designed to fulfill the second unit of science for the local diploma student pursuing an occupational education sequence, and can also be used as the fourth or fifth unit in a Home Economics sequence. It has been developed from the Occupational Science course and includes the content of the required module, Health Science and Safety, plus content from Chemical and Material Science Applications, and a module on Food Science Applications. Students should be able to determine the relevance of each scientific concept and its corresponding application to areas of food and nutrition. Hands-on laboratory activities will be provided, where appropriate.

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Assessing Student Achievement in Home Economics Education. Albany, NY: The State Education Department, 1991, 64 pgs.

#400_____

(supplementary material, grades 9-12)

Price: \$3.00

The measurement of student achievement in an integral part of the teaching process—learning. This document provides teachers with information on; why assess; what to assess; and how to assess student achievement. Information about traditional assessment techniques and their place in the classroom are described. A series of alternate forms of assessment, including rating systems (rubrics) used to assess performances based activities, are also included. For each assessment technique, guidelines for development and sample illustrations are given.

This is an excellent document for teachers to assist them in continually improving their strategies for monitoring student program. The name Home Economics has been changed to Family and Consumer Sciences. This document maintains the old name but reflects current pedagogy.

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High School Family and Consumer Sciences Clusters. (formerly *High School Home Economic Clusters*) Albany, NY: The State Education Department, 1988.

(syllabus, grades 9-12)

Price: Each cluster can be purchased individually as marked.

This complete set of Home Economics courses contains all courses required for the various sequences in the Food and Nutrition, Textile and Design, Human Services and Family Studies, and Home and Personal Management* clusters.

(*Note: The Home and Personal Management Cluster includes: one unit of *Introduction to Occupations*; *Food and Nutrition CORE*; *Clothing and Textile CORE*; *Human Development CORE*; and *Housing and Environment CORE*.)

All Clusters. Albany, NY: The State Education Department, 1988, 89 pgs.

#405_____

Price: \$3.00

These courses may be included as part of 3 and/or 5 unit sequences which include *Food and Nutrition*, *Human Services*, *Textile and Design*, and *Home and Personal Management*.

Entrepreneurship. 40 pgs.

This course is designed to allow students to apply skills gained in a specialization. Students will analyze themselves in relation to an entrepreneurial career, develop a business plan, and conduct an in-school business, or participate in an appropriate cooperative work experience. Projects can be developed around a cluster or combination of clusters or careers.

Independent Living. 49 pgs.

This course identifies the challenges of adolescents as they assume adult responsibilities and provides them with opportunities to explore future trends and important decisions. This course requires students to practice and show competence in leadership and financial management skills needed for successful living throughout the life cycle in a sophisticated technological society. The focus of the course is on the importance of planning to achieve goals and on accepting the responsibilities of adulthood.

Food and Nutrition Cluster. 272 pgs.

#406 _____

Price: \$5.00

Content includes nutrition awareness, meal management, food purchasing and preparation, meal service, and related career exploration. Contains the following:

Commercial Food Program

This program has been designed as a group of modules that can be combined in a variety of ways to design individualized courses. The base modules, including human relations, safety, sanitation, tools and utensils, are needed by every worker and should be stressed throughout the program. Job specific modules can be selected to focus on community needs, students needs and abilities, and available facilities.

Culture and Foods

In this course, students will explore a variety of culture specific foods and preparation techniques. Through the study of food ways, students will gain an understanding of cultural differences and interdependence of regions and countries around the world and of the ecological consequences of choices in the use of the environment and natural resources. Current and future food careers will be explored.

Food Preparation and Nutrition

This course continues the concepts presented in the food and Nutrition CORE. Laboratory experiences should dovetail and reinforce the concepts of a healthy diet and preparation of nutritious food products.

Gourmet Food

In this course, students will learn advanced food preparation techniques, the importance of food appearance and presentation, and the use of specialized equipment. Careers related to food photography, food journalism, and food styling will be explored.

Nutrition, Health, and Fitness

In this course, students will relate the concepts of nutrition, diet, and exercise to good health. Students will examine the role of nutrients in the body, diet-related conditions, special diets, diet analysis, nutrition for athletes, lifetime fitness, the effect of food preparation techniques on diet, and careers in the field of nutrition.

Human Services and Family Studies Cluster. 368 pgs.

#407 _____

Price: \$5.00

Content focuses on the adolescent, and how each adolescent related to others (peers, young children, adults) and on related career opportunities. Includes the following:

Adolescent Psychology

This course focuses on the study of adolescent growth and development. Students will become involved with and responsible for their personal growth socially, emotionally, intellectually, and physically. Adolescent issues will be identified and examined. Students will be better prepared to move toward successful adult roles in a responsible manner.

Child Development

The physical, emotional, intellectual, and social development of the infant, toddler, preschooler, school age child, and children with disabilities will be studied. Daily care, guidance, discipline, and other parenting, caregiver, and social concerns will be studied and practiced in a variety of situations.

Early Childhood Education Programs

This program provides an in-depth study of early childhood education including related managerial skills, curriculum and developmental theory and application. Students will observe, participate in, and develop a variety of activities with infants, preschoolers, and young children which will enhance the development of these children. Competence for job skills will be stressed, practiced, and evaluated in laboratory situations. Job specific modules should be selected to focus on community needs, student needs and abilities, and available facilities.

Family Dynamics

In this course, the student will examine the dynamics of family life and apply the learnings to the individual's present and future family situation. Students will be actively engaged in learning strategies and continually demonstrating skills in communication, decision making, problem solving, and resource management as they relate to family life and career responsibilities.

Gerontology

This course is designed to help students understand interpersonal relationships between themselves and the elderly. Students will investigate the process of aging and its needs and challenges. Service skills and career opportunities will be included.

Parenting

This course is centered upon the vast number of choices individuals make in relation to parenting. The economic, social, educational, and physical conditions which influence parenting are identified and their implications explored. Skills for working with children of all ages will be discussed and applied in laboratory or community situations.

Textile and Design Cluster. 207 pgs.
#408_____

(syllabus, grades 9-12)

Price: \$5.00

Content includes the cultural and historical aspects of textiles and clothing, personal appearance, the design, construction, and selection of clothing, and related career opportunities. This course can be used to satisfy one-half unit of the art mandate for students pursuing an occupational education sequence. Includes the following:

Clothing Production

This laboratory course provides students with the opportunity to expand their skills in clothing production. Projects may include handling special fabrics, lining a garment, a design adaptation in a commercial pattern, and specialized techniques to repair and restyle vintage and ready-to-wear clothing.

Home Furnishings

The laboratory course is designed to give students skills in selecting and creating soft home furnishings and in the principles of selection and repair of wood furniture. Projects could include designing and/or making of window treatments, slip covers, and wood furnishings, if appropriate facilities are available.

Interior Design

This course provides students with an opportunity to apply the principles of design to interior planning. Projects based on problem solving, decision making, and management of time, energy, and interior space will be included. A client or situation approach will help students relate activities to career opportunities.

World of Fashion

This course applies the principles of design to the field of fashion. The student has the opportunity to explore the role of fashion in everyday life, to develop a sense of personal style, and to identify and examine careers related to the fashion industry.

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Home and Career Skills. Albany, NY: The State Education Department, 1986 (reprinted 1993), 92 pgs.

#415_____

(syllabus, grades 7-8)

Price: \$3.00

Home and Career Skills is a course designed to help adolescents live in a society of constant change and to improve their quality of life by preparing them to meet their present and future responsibility as family members, consumers, home managers, and wage earners. The broad objectives of this syllabi is to: develop skills which lead to effective decision making, problem solving and management in the home, school/community and workplace; develop concepts and skills basic to home and family responsibilities; and to develop personal skills which will enhance. All students must complete a minimum of 3/4 unit of study before completing of grade 8.

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Home Economics CORE Courses. Albany, NY: The State Education Department, 1987, 184 pgs.

#420_____

(syllabus, grades 9-12)

Price: \$4.00

This publication contains the syllabi for the four Home Economics CORE Courses—*Clothing and Textiles*, *Human Development*, *Food and Nutrition*, and *Housing and Environment*. In addition, information is included on sequences, the art/music requirement, explanation of terms, youth leadership, special populations provisions and considerations for facilities. The name Home Economics has been changed to Family and Consumer Sciences. This document maintains the old name but reflects current pedagogy.

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Learning Standards for Health, Physical Education, and Family and Consumer Sciences. Albany, NY: The State Education Department, 1996, 39 pgs.

#425_____

(supplementary material, K-12)

Price: \$3.00

This document was developed to define the learning standards in health, physical education, and family and consumer sciences. It includes content standards, performance indicators, and evidence statements that suggest student progress toward achieving the standards in the discipline. The second part of the book presents student work samples and teacher commentary which helps to articulate performance standards demonstrated at various levels

HEALTH AND DRUG EDUCATION

ELEMENTARY-SECONDARY EDUCATION

Health Education Syllabus: Grades K-12. Albany, NY: The State Education Department, 1986, ED 272 460, 58 pgs.

#430_____

(syllabus, grades K-12)
Price: \$3.00

The State syllabus for a program of study in health education for grades K-12. It provides a comprehensive plan for helping local school districts to review State laws, regulations, and current health programs and to develop and evaluate local health programs. It covers 11 conceptual areas, giving objectives and examples. They are human growth and development; emotional health; nutrition; environmental health; family life education; diseases and disorders; consumer health; safety, first aid and survival; alcohol, tobacco, and other drug substances; community health; and healthful lifestyles.

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Learning Standards for Health, Physical Education, and Family and Consumer Sciences. Albany, NY: The State Education Department, 1996, 39 pgs.

#425_____

(supplementary material, K-12)

Price: \$3.00

This document was developed to define the learning standards in health, physical education, and family and consumer sciences. It includes content standards, performance indicators, and evidence statements that suggest student progress toward achieving the standards in the discipline. The second part of the book presents student work samples and teacher commentary which helps to articulate performance standards demonstrated at various levels

HEALTH OCCUPATIONS EDUCATION

Dental Assisting Curriculum. Albany, NY: The State Education Department, 225 pgs.

#435_____

(syllabus, grades 10-12)

Price: \$6.00

This syllabus builds on the competencies developed in the Health Occupations Education Core Curriculum and provides students with course work and field experiences which will enable them to function effectively in various dental assisting capacities. The primary focus of the course is the development of skills, knowledge and behaviors related to chairside assisting, with secondary emphasis on fundamental office management, laboratory techniques and radiology procedures.

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Dental Assistant Resource Document. Albany, NY: The State Education Department, 812 pgs.

#436_____

(supplementary material, grades 10-12)

Price: \$20.00

This accompanying document to Dental Assistant Curriculum includes information sheets, worksheets and activity sheets for each Dental Assistant module of instruction.

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Dental Laboratory Technology Curriculum. Albany, NY: The State Education Department, 138 pgs.

#437_____

(syllabus, grades 10-12)

Price: \$3.00

This syllabus builds on the competencies developed in the Health Occupations Education Core Curriculum, and was designed to introduce and develop knowledge and skills to the point where students will have a complete understanding of basic techniques in dental laboratory technology and are prepared to gain employment as a dental laboratory technologist. Dental laboratory technology is a complex combination of science, art and skilled craftsmanship employed in the fabrication of dental restorations used to replace natural teeth.

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Elder Care Curriculum. Albany, NY: The State Education Department, 102 pgs.

#440_____

(syllabus, grades 10-12)

Price: \$2.00

This syllabus builds on competencies developed in the Health Occupations Education specialized programs and provides skills, knowledge and behaviors necessary for working with the elderly with emphasis on encouraging independence.

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Habilitation/Rehabilitation Assistant Curriculum
Albany, NY: The State Education Department, 1988
(Revised 1991), 159 pgs.

#445_____

(syllabus, grades 10-12)

Price: \$4.00

This syllabus builds on the competencies developed in the Health Occupations Education Core Curriculum, and was developed to prepare students to work in institutional and residential settings with clients who are developmentally disabled or disabled due to trauma/injury. The curriculum is comprised of entry level skills designed to meet basic needs of the client and help them to reach their maximum potential.

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Habilitation/Rehabilitation Assistant Resource Document. Albany, NY: The State Education Department, 314 pgs.

#446_____

(supplementary material, grades 10-12)

Price: \$8.00

This accompanying document to Habilitation/Rehabilitation Curriculum includes information sheets, worksheets, activity sheets and procedure sheets. All materials are suggest strategies to be used at the discretion of each instructor.

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Health Careers Resource Guides. Albany, NY: The State Education Department

#450_____

(supplementary material, grades K-6)

Price: see individual publications below

These supplementary materials were developed to provide elementary, home and career skills, English, mathematics, science, and social studies teachers with health career related strategies and classroom activities for infusion into their current curriculum.

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Health Occupations Education Core Curriculum.

Albany, NY: The State Education Department, (Reprinted 2001), 146 pgs.

#455_____

(syllabus, grades 10-12)

Price: \$3.00

This syllabus presents the foundation course for each of the specialized programs. The knowledge and competencies in the Core are considered common to all job titles in the Health Occupations field. The curriculum is also designed to help students gain an appreciation of wellness throughout the life cycle and to develop personal leadership and management skills.

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Health Occupations Education Core Curriculum Resource Document. Albany, NY: The State Education Department, n.d., 390 pgs.

#451_____

(supplementary material, grades 10-12)

Price: \$10.00

This accompanying document to Health Occupations Education Core Curriculum includes information sheets, worksheets, activity sheets and procedure sheets. All materials are suggested strategies to be used at the discretion of the instructor.

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Home Health Aide Curriculum. Albany, NY: The State Education Department, 258 pgs.

#460_____

(syllabus, grades 10-12)

Price: \$6.00

This syllabus builds on the competencies developed in the Health Occupations Education Core Curriculum and provides students with the skills, knowledge, and behaviors necessary to obtain employment in the field of home health care.

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Learning Standards for Career Development and Occupational Studies. Albany, NY: The State Education Department, 1996, 95 pgs.

#285_____

(supplementary material, K-12)

Price: \$3.00

This document was developed to define the learning standards in the career fields. It includes content standards, performance indicators, and evidence statements that suggest student progress toward achieving the standards in the discipline. The second part of the book presents student work samples and teacher commentary which helps to articulate performance standards demonstrated at various levels

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Medical Assisting Curriculum. Albany, NY: The State Education Department, 246 pgs.

#465_____

(syllabus, grades 10-12)

Price: \$6.00

This syllabus builds on the competencies developed in the Health Occupations Education Core curriculum and consists of entry level skills, both clinical and administrative, related anatomy and physiology, and frequently seen abnormal conditions. The skills, knowledge, and behaviors prepare students to work in ambulatory health care settings.

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Medical Laboratory Assistant Curriculum. Albany, NY: The State Education Department, 128 pgs.

#466_____

(syllabus, grades 10-12)

Price: \$3.00

This syllabus builds on the competencies developed in the HOE Core curriculum and focuses on basic information and technical competencies needed to perform routine and fundamental tasks in the medical laboratory.

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Nurse's Assistant Curriculum. Albany, NY: The State Education Department, 200 pgs.

#470_____

(syllabus, grades 10-12)

Price: \$5.00

This syllabus builds on the competencies developed in the Health Occupations Education Core Curriculum and comprises entry level skills, related anatomy and physiology and frequently seen abnormal conditions. It is designed to prepare students to render care in a variety of health care facilities as a nurse's assistant with emphasis on care of the elderly.

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Nurse's Assistant Supplement. Albany, NY: The State Education Department, 50 pgs.

#471_____

(supplementary material, grades 10-12)

Price: \$1.00

This supplement accompanies the Nurse Assistant Curriculum containing information necessary to meet the Federal regulations for Residential Health Care Facility Nurse Aide programs in schools. Materials consist of performance objectives and competencies, suggested instructional strategies and terminology.

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Nurse's Assistant Curriculum Resource Document. Albany, NY: The State Education Department, 540 pgs.

#472_____

(supplementary material, grades 10-12)

Price: \$13.00

This accompanying document to the Nurse Assistant Curriculum includes information sheets, worksheets, activity sheets and procedure sheets. All materials are suggested strategies to be used at the discretion of each instructor.

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Nurse's Assistant / Home Health Aide Curriculum. Albany, NY: The State Education Department, 274 pgs.

#473_____

(syllabus, grades 10-12)

Price: \$7.00

This syllabus builds on the competencies developed in the Health Occupations Education Core. It is a compilation of the Nurse's Assistant Curriculum and the Home Health Aide Curriculum eliminating overlapping modules and competencies.

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Practical Nursing Curriculum Units I-IV. Albany, NY: The State Education Department, 1991, 370 pgs.

#475_____

(syllabus, grades 10-12)

Price: \$9.00

This syllabus provides instruction in elementary mathematical and scientific concepts, as well as with an overview of developmental theories.

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Practical Nursing Curriculum Units V-XI. Albany, NY: The State Education Department, 350 pgs.

#476_____

(syllabus, grades 10-12)

Price: \$9.00

This syllabus provides more advanced instruction in practical nursing building on Units I-IV. The materials are provided as a guide to use within the conceptual framework of individual programs.

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Preliminary Draft Framework for Career Development and Occupational Studies. Albany, NY: The State Education Department, 1995, 88 pgs.

#290_____

(supplementary material, K-12)

Price: \$3.00 while supplies last

This draft document includes content standards, and performance indicators. The narrative materials provide the rationale and description of the learning standards and establish a framework for the development of curricula.

INTERDISCIPLINARY

ELEMENTARY EDUCATION

The Humane Treatment of Animals: A Guide for Elementary Teachers. Albany, NY: The State Education Department, 1976 (Reprinted 1984), ED 129 612, 31 pgs.

#480_____

(supplementary material, grades K-6)

Price: \$1.50

A guide to the teaching of humane treatment of animals. Premised on the need for the respect for all life, the manual focuses on the treatment of house pets, school pets, and animals living in their natural environment. Animals as they relate to society is another topic that is explored. Numerous activities, as well as supplementary information for teachers, are provided.

ELEMENTARY-SECONDARY EDUCATION

Learning Standards for Mathematics, Science, and Technology. Albany, NY: The State Education Department, 1996, 103 pgs.

#485_____

(supplementary material, K-12)

Price: \$3.00

This document was developed to define the learning standards in mathematics, science, and technology. It includes content standards, performance indicators, and evidence statements that suggest student progress toward achieving the standards in the discipline. The second part of the book presents student work samples and teacher commentary which helps to articulate performance standards demonstrated at various levels

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The Thinking Curriculum - Mathematics, Science, and Technology. Albany, NY: The State Education Department.

(videotapes, grades K-12) limited availability

Price: \$5.00 each

Minds on Math & Science

#486_____

The second program takes a critical look at certain common beliefs or myths that have shaped math and science classroom learning for decades. Educators discuss the counterpoint to these myths in light of what is known about effective and meaningful teaching and learning from research and practice.

Learning By Doing: Lessons from the Field

#487_____

This half-hour program highlights a course that integrates mathematics, science, and technology called Algebra-Physics-Trigonometry (APT). In APT, as well as other courses, performance-based assessments are becoming commonplace as ACS moves toward "graduation by exhibition" for all students. Through interviews with staff, teachers, and students, and classroom visits, the viewer will come to understand that even within one school, there are many approaches to implementing a learner-centered curriculum. And above all, learning by doing is very much a part of the process of implementing classroom reform.

Whose School Is It?

#488_____

This is the first of three programs in Part II. The half-hour program highlights the roles parents can play as advocates for school improvement in mathematics, science, and technology education and as participants in their children's learning. Within this video is a collection of personal accounts from parents and educators about the results that can be achieved through close collaboration. The resulting curriculum is much more field-based and hands-on, engaging the students in active learning and performance assessment activities. When someone asks, "Whose school is it?" parents, students, teachers, and administrators answer with confidence, "It's everyone's."

Learning by Design: The Technology Connection

#489 _____

The second of three programs in Part II. In this video, one sees how technology education challenges students to use their head and hands in an integrated approach to solving problems related to the real world. A common thread throughout the program is the focus on student projects where students learn and follow a design process. To see a project through all its phases ñ from initial conception to design solution—students use their imaginations, thinking skills, and knowledge of other subjects, especially mathematics and science.

How Do We Know What Kids Know?

#490 _____

The third of three programs in Part II. In a story-telling format, the half-hour program shows examples of authentic assessment through the experiences of an individual teacher and a school district. Assessment in a multiage elementary classroom, a team-taught sixth grade class, and a team-taught environmental science course from the Agricultural Technology sequence is demonstrated. Through these examples, we see how teachers at all levels are adding to their repertoire of assessment tools to gain a fuller understanding of what students know.

Tapping Potential: Practicing Equity in the Classroom

#491 _____

The first of three programs in Part III. The half-hour program takes a first-hand look at schools and programs that practice educational equity ñ setting high standards and expecting high achievement from all students regardless of race, gender, disability, or economic circumstances.

School to Work: Getting Down To Business

#492 _____

The second program in Part III of The Thinking Curriculum series, showcases the innovative efforts of the Rochester City School district to integrate work place skills and career information with academic skills in the K-12 curriculum. Through a mixture of site visits and interviews, we see how the national movement's guiding principles—essential skills, world-class standards, multiple learning environments and opportunities, performance-based assessments, and career awareness and development are translated into action.

On The Road To Reform: School Change That Works

#493 _____

The last program in Part III. Many schools are on the road to reform—putting practices in place that make schools work better. But the question remains, How should educators spread these best practices so that all kids benefit? This program examines this challenging question by visiting several schools which are in the process of improving teaching and learning in the classroom. What emerges from these diverse schools in different locales around the state are a set of necessary and vital conditions for fostering school change ñ shared leadership, commitment to a vision, professional development and support, and attention to accountability on many levels. Each segment looks at a different aspect of these conditions and shows how it is shaped by local needs and circumstances.

LANGUAGES OTHER THAN ENGLISH (LOTE)

ELEMENTARY-SECONDARY EDUCATION

Languages Other Than English Checkpoint A Resource Guide. Albany, NY: The State Education Department, 2001, 94 pgs.

#495_____

(syllabus, teachers/administrators)

Price: \$4.00

This publication provides the resources needed to prepare all students for higher expectations. It presents connections among three resources: *Modern Languages for Communication, New York State Syllabus*; *Learning Standards for Languages Other Than English*; and the New York State Language Proficiency examination.

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Languages Other Than English: Latin for the 21st Century: Resource Guide with Core Curriculum. Albany, NY: The State Education Department, 2002, 124 pgs.

#500_____

(core curriculum, K-12)

Price: \$4.00

This publication will help teachers, administrators, staff developers and teacher trainers to have a better understanding of how the Latin classroom should function, what it should look like, and the kinds of communicative learning activities that help students achieve at higher levels required by the learning standards.

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Latin for Communication: New York State Syllabus. Albany, NY: The State Education Department, 1987, ED 286 379, 56 pgs.

#501_____

(syllabus, teachers/administrators)

Price: \$3.00

The State syllabus that provides a plan for local school districts to develop their own Latin programs. The syllabus places emphasis on communicative proficiency, language skills, and an understanding and appreciation of the ideas and culture of an ancient civilization. It is designed to establish a compilation of expected learner outcomes; to aid in curriculum development; and to provide instructional guides in reading, listening, speaking, writing, language skills, and cultural awareness.

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Modern Languages for Communication: New York State Syllabus. Albany, NY: The State Education Department, 1987, ED 286 378, 41 pgs.

#505_____

(syllabus, teachers/administrators)

Price: \$4.00

The State syllabus for developing courses of study in modern languages. It is intended as a working document for educators at the district and classroom level to assess, modify, or develop the local district curriculum and classroom instructional objectives. It is designed to be applicable in principle to all modern languages. It groups intended learning outcomes according to topics, situation, functions, (i.e., purposes for communication), and proficiencies (i.e., "how well" a student operates at different checkpoints in listening, speaking, writing, reading, and culture). It serves as a guide in such areas as a statement of philosophy, components of communication, learner outcomes, and curriculum development.

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ÖGWEHÖWE:KA:?: Native Language for Communication. Albany, NY: The State Education Department, 1989, 46 pgs.

#510_____

(syllabus, grades K-12)

Price: \$2.50

This publication is designed to help local school district personnel develop curricula and programs that will fulfill New York State mandates to provide students with instruction in Native American languages. The syllabus contains learning outcomes in Native Languages at three levels of instructional intervals for one unit, three units and five units of Regents credit. It is a working document to help teachers develop, assess, or modify district programs and instructional plans for the classroom.

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Learning Standards for Languages Other Than English. Albany, NY: The State Education Department, 1996, 83 pgs.

#515_____

(supplementary material, K-12)

Price: \$3.00

This document was developed to define the learning standards in languages other than English. It includes content standards, performance indicators, and evidence statements that suggest student progress toward achieving the standards in the discipline. The second part of the book presents student work samples and teacher commentary which helps to articulate performance standards demonstrated at various levels

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Preliminary Draft Framework for Languages Other Than English. Albany, NY: The State Education Department, 1995, 78 pgs.

#520_____

(supplementary material, K-12)

Price: \$3.00 while supplies last

This draft document includes content standards, and performance indicators. The narrative materials provide the rationale and description of the learning standards and establish a framework for the development of curricula.

LIBRARY MEDIA AND INFORMATION SKILLS

SECONDARY EDUCATION

Secondary Library Media and Information Skills, Grades 7-12. Albany, NY: The State Education Department, 1989, 44 pgs.

#525_____

(syllabus, grades 7-12)

Price: \$2.75

This syllabus is for educators who have responsibility for developing and implementing programs which integrate library media and information skills into the school curriculum, grades 7-12. The publication provides administrators, school library media specialists and classroom teachers with the framework for determining specific content, scope, and necessary sequence of instruction in library media and information skills at the secondary level. Three general areas of skill development are explored: Inquiry and Investigation; Reading Guidance and Literature Appreciation; and Computer and Nonprint Resources.

MATHEMATICS

ELEMENTARY EDUCATION

Improving Reading-Study Skills in Mathematics K-6. Albany, NY: The State Education Department, 1972, ED 067 257, 33 pgs.

#540_____

(supplementary material, grades K-6)

Price: \$1.25

A pamphlet of ideas for elementary school teachers that emphasizes an integrated approach to the theme of reading for math. It contains sections on learning, reading and thinking in math; the role of the teacher; and curriculum development; and it concludes with a summary. The first section presents a brief discussion of math symbols, concepts, and oral and written language. The second section lists developmental stages and describes corresponding activities for decoding and comprehension subskills involved in mathematics.

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Operations with Fractions. Albany, NY: The State Education Department, 1965 (Reprinted 1984), 44 pgs.

#545_____

(supplementary material, grades 1-6)

Price: \$1.50

An informational pamphlet to help elementary teachers teach fractions. It explains many types of operations that can be done with fractions and gives examples.

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Probability in the Elementary Schools: A Guide for Teachers. Albany, NY: The State Education Department, 1977 (Reprinted 1980), ED 156 455, 36 pgs.

#550_____

(supplementary material, grades 1-6)

Price: \$2.50

A compact presentation of probability concepts and how they can be taught. Instruction is formatted around the five concept areas of basic understanding, probability of simple events, probability of compound events, counting, and sampling. An introduction, activities, classroom games, and projects accompany each concept area.

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Suggestions for Teaching Mathematics Using Laboratory Approaches. Albany, NY: The State Education Department, 1975, ED 113 190, 113 191, 113 192, 113 193,

1. Number and Numeration, 20 pgs., \$1.25.

#555_____

2. Operations, 24 pgs., \$1.25.

#556_____

3. Geometry, 20 pgs., \$1.25.

#557_____

5. Number and Numeration, Operations, Geometry, Measurement, 44 pgs., \$1.25.

#558_____

6. Probability, 24 pgs., \$1.25.

#559_____

7. Metrics, 17 pgs., \$1.25.

#560_____

(supplementary material, grades 1-6)

A series of booklets, each addressing a different content area of basic mathematics and intended for use in a laboratory setting. Each booklet contains a wealth of activities (in a purpose-grade level-materials-procedure format) on aspects of each broad content area.

ELEMENTARY-SECONDARY EDUCATION

Creative Problem Solving. Albany, NY: The State Education Department, 1978 (Reprinted 1989), ED 171 527, 44 pgs.

#570_____

(supplementary material, grades 1-8)

Price: \$2.50

A collection of teaching techniques designed to enhance problem solving in grades 1-8. Topics include background information on problem solving, how to create problems, organizing facts to recognize patterns, and problem sets related to a number of areas. The manual may be used by individual teachers or as a basis for an in-service workshop.

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Key Ideas Tasks to Enhance Success (KITES). Albany, NY: The State Education Department, 2003 140 pgs.

#575_____

(supplementary material, grades K-12)

Price: \$4.00

This publication is the first in a series of modules to be developed under the New York State Mathematics Initiative. It will be part of a “Toolkit for Mathematics Educators” to provide curriculum guidance resources and tools that will elevate the importance of mathematics, enhance professional development for teachers and encourage students, teachers, administrators, parents, higher education professionals, and community members to work together.

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Learning Standards for Mathematics, Science, and Technology. Albany, NY: The State Education Department, 1996, 103 pgs.

#485_____

(supplementary material, K-12)

Price: \$3.00

This document was developed to define the learning standards in mathematics, science, and technology. It includes content standards, performance indicators, and evidence statements that suggest student progress toward achieving the standards in the discipline. The second part of the book presents student work samples and teacher commentary which helps to articulate performance standards demonstrated at various levels.

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Let's Use the Metric System: A Supplement to Mathematics K-6. Albany, NY: The State Education Department, 1973, ED 086 551, 15 pgs.

#580_____

(supplementary material, grades K-6)

Price: \$.50

Provides elementary school teachers with some information about the metric system and some suggestions for teaching it. It includes a history of the development of the metric system which is followed by a grade-by-grade guide to objectives to be used with lessons on measurements with the metric system. The activities stress the decimal character of the metric system and provide opportunities for students to gain an intuitive feeling for the comparative size of the various units of measure.

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MARA: Mathematics/Architecture Related Activities. Albany, NY: The State Education Department, 1982, ED 223 448, 42 pgs.

#585_____

(supplementary material, grades K-8)

Price: \$1.75

A handbook of activities for grades K-8 that are intended to build bridges between art and mathematics via social interaction. Activities are arranged in models, each of which contains art and math learnings to be developed, an architectural approach to use (orientation, analysis, design, cooperative designing, construction, evaluation), and a description of a successful related project. Glossary and resource sections conclude the publication.

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Mathematics Resource Guide with Core Curriculum. Albany, NY: The State Education Department, 1999, 195 pgs.

#590_____

(core curriculum, supplementary material, K-12)

Price: \$5.00

The core curriculum included in this guide is an outline which provides an additional level of specificity to standard 3 in the *Learning Standards for Mathematics, Science, and Technology*. The core curriculum was designed to provide guidance to districts and schools in the development of curriculum, instruction, and assessment which will assist them in meeting mathematics standards.

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Mathematics, Science, and Technology CDROM. Albany, NY: The State Education Department, 1999.

#600_____

(CD ROM supplementary material, K-12)

Price: \$4.00

This CD ROM contains a copy of the *Mathematics Resource Guide with Core Curriculum*; drafts of Intermediate Level Science, Earth Science, and Living Environment chapters of the Science Resource Guide with Core Curriculum that is under development; and draft materials related to Technology educations. It also discusses various ways to integrate mathematics, science, and technology.

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New Assessment Project 1997: Mathematics, Science, and Technology: Testing Manual. Albany, NY: The State Education Department, 1997, 130 pgs.

#601_____

(supplementary material, K-12)

Price: \$3.00

This publication contains the first two design models (sliding Down and Keeping It Cool) developed by New York State for pilot testing statewide. Within the document are Teacher Booklets describing the task, outlining materials needed, and detailing suggested strategies, and Students Booklets detailing specific activities for students to follow.

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New Assessment Project 1997: Mathematics, Science, and Technology: Scoring Manual. Albany, NY: The State Education Department, 1997, 212 pgs.

#602_____

(supplementary material, K-12)

Price: \$3.00

This publication supplements the *Testing Manual*. It provides information on the design, implementation, and study of the MST assessment process. It includes scoring rubrics and sample student responses. Benchmark papers from students and teacher commentary are included.

MIDDLE-LEVEL EDUCATION

Developing a Mission Statement for a Middle-Level School. Albany, NY: The State Education Department, 1996, 45 pgs.

#605_____

(supplementary material, grades 5-9)

Price: \$2.00

This Document was developed to help middle-level schools articulate their purposes in clearly understandable language. It is designed to be instructive rather than prescriptive. The document first describes the attributes of a mission statement and then presents several approaches for developing one. The appendix contains examples of mission statements from several New York State middle-level schools.

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Scheduling a Middle-Level School. Albany, NY: The State Education Department, 1995, 52 pgs.

#620_____

(supplementary material, grades 5-9)

Price: \$2.00

This publication was developed to aid people responsible for scheduling a middle-level school. It is organized sequentially in a series of steps and begins with the initial decisions that must be made early in the scheduling process. At each major decision point, critical questions are posed. No definitive answers are given. Instead, advice and ideas from practitioners are presented as a backdrop and reference for local decision making.

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Implementing Middle-level Education in Small Rural Schools. Albany, NY: The State Education Department, 1995, 44 pgs.

#625_____

(supplementary material, grades 5-9)

Price: \$2.00

This publication was prepared to help small rural schools implement the recommendations contained in the *Regents Policy Statement on Middle-Level Education and Schools with Middle-Level Grades*. It contains sections that deal with middle-level education: What Is It?; What It Means for the Building Administrator to Implement Middle-Level Education; Factors to be Considered in Implementing the Middle-Level Philosophy in Small Rural Schools; and A Schedule of Events.

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Interschool Visitation Guide: Questions to Consider. Albany, NY: The State Education Department, 1993, 27 pgs.

#630_____

(supplementary material, grades 5-9)

Price: \$1.00

Interschool visitations are an important means for obtaining new ideas, identifying model programs, and learning from someone else's experiences. If these visits are to be of most benefit, they must be planned. This pamphlet poses questions to consider in planning a school visit. The questions are organized around the recommendations in the *Regents Policy Statement on Middle-Level Education and Schools with Middle-Level Grades*.

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Promising Programs and Practices in Middle-Level Education. II. Albany, NY: The State Education Department, 1996, 270 pgs.

#635_____

(supplementary material)

Price: \$4.00

This sequel is intended to highlight ways in which schools with middle-level grades are implementing the various aspects of the *Regents Policy Statement on Middle-Level Education and Schools with Middle-Level Grades*.

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Resource Monograph on Grade-Level Reorganization.
Albany, NY: The State Education Department, 1983,
89 pgs.

#640 _____

(supplementary material, grades K-12)

Price: \$3.00

In 1982 the New York State Education Department began a project to collect, consolidate, and organize information and materials on grade-level reorganization that would be helpful to local school districts contemplating such a change. This publication is the result of that project. The document includes the experiences of several school districts in planning, developing and implementing a successful grade-level reorganization; the advantages and disadvantages of various grade-level organizations; and a suggested process for planning and implementing a grade-level reorganization.

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MULTICULTURAL EDUCATION

ELEMENTARY-SECONDARY EDUCATION

The Great Irish Famine Curriculum. Albany, NY: The State Education Department, 2001, 1076 pgs.

#645_____

(supplementary material, grades K-12)

Price: \$15.00

This curriculum makes assessable the history of the Great Irish Famine in the context of Irish history and culture from a global perspective. In addition, it explores key concepts and develops essential skills outlined in the seven learning standard areas. It includes concepts such as culture, religion, economics, scarcity, democracy, citizenship, public policy, and demographics, as well as issues in science and the environment. It enables students to examine and understand the intersections of art, music, and literature with science, culture, and history. Posters and color prints are included, as well as 150 lessons that are linked directly to the New York State Learning Standards.

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The Ibero-American Heritage Curriculum Project: Latinos in the Making of the United States of America, Yesterday, Today, and Tomorrow: TEACHER GUIDE and READER. Albany, NY: The State Education Department, 1993, 1287 pgs.

#650_____

(supplementary material, grades K-12)

Price: Free. (\$6.00 charge for postage and handling)

A two-volume set in loose-leaf format of illustrated, interdisciplinary, multicultural materials arranged chronologically in five units: the precontact period (before 1492); the encounter and impact period; the colonial period; the postcolonial period; and Latinos in the United States of America. One volume is a book of Readings for Teachers. The selections include a broad sampling of perspectives on important historical and contemporary issues and events. The other volume, a Teacher Guide, contains activities for students. Each activity includes connection to the readings, grade level, instructional time, background information, subject area(s), major ideas, objectives, concepts, skills, values-based behaviors, interdisciplinary connections, vocabulary, learning activities, springboard to other activities, a list of resources, and handouts for students. The handouts present multiple perspectives and include information from original sources, journal articles, stories, poems, and newspaper articles.

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Italian Americans: Looking Back—Moving Forward. Albany, NY: The State Education Department, 1994, 544 pgs.

#655_____

(supplementary material, grades K-12)

Price: Free. (\$5.00 charge for postage and handling)

This interdisciplinary guide is designed to integrate Italian American heritage and culture into educational programs. It can be used by teachers of art, music, literature, social studies, and multicultural education. It contains unit outlines, historical overview, background readings, instructional activities, a pictorial journey reflecting the Italian American experience, archival materials, and resource listings.

PHYSICAL EDUCATION

ELEMENTARY-SECONDARY EDUCATION

Adapted Physical Education. Albany, NY: The State Education Department, 1997, 46 pgs.

#660 _____

(supplementary material, K-12)

Price: \$3.00

Adapted physical education may be provided to any child who has a unique need in physical education. This document addresses those students that have an individualized education program under Section 504 of the Rehabilitation Act of 1973, or the Individuals With Disabilities Act, and Article 89 of the New York State Education Law. Section I provides the requirements and recommendations for implementation, Section II contains all appropriate federal and State laws and regulations, and Section III provides recommendations and resources for implementation.

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Learning Standards for Health, Physical Education, and Family and Consumer Sciences. Albany, NY: The State Education Department, 1996, 39 pgs.

#425 _____

(supplementary material, K-12)

Price: \$3.00

This document was developed to define the learning standards in health, physical education, and family and consumer sciences. It includes content standards, performance indicators, and evidence statements that suggest student progress toward achieving the standards in the discipline. The second part of the book presents student work samples and teacher commentary which helps to articulate performance standards demonstrated at various levels

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Physical Education Syllabus: Grades K-12. Albany, NY: The State Education Department, 1986, ED 272 461, 62 pgs.

#665 _____

(syllabus, grades K-12)

Price: \$3.00

The State syllabus for a program of study in physical education at all grade levels. It is designed to help local school districts review State laws and current physical education programs, develop local programs, recognize interrelatedness of program offerings at different levels, and evaluate programs and students. The syllabus outcomes include skills attainment in movement, understanding body responses to physical activity, developing proper attitudes, and recognizing the worth of physical activity.

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Physical Education Guide, K-12. Albany, NY: The State Education Department, 1988, ED 301 545, 46 pgs.

#666 _____

(supplementary material, grades K-12)

Price: \$3.00

A guide to help local school districts develop a physical education program that will achieve the learning outcomes of the Physical Education Syllabus: Grades K-12. It identifies several key activity areas: Basic and Creative Movement/Perceptual Motor Skills; Physical Conditioning; Rhythm and Dance; Games and Sports; Aquatics; Gymnastics; and Outdoor Living Skills.

SCIENCE

ELEMENTARY EDUCATION AND MIDDLE-LEVEL EDUCATION

Just Think: Problem Solving Through Inquiry: Video and Guidebook. Albany, NY: The State Education Department, 2001.

#685(set)_____

(supplementary material, K-8)

Price: \$5.00 each

\$30.00 per set

This science video series and guidebook focuses on learning and teaching through science inquiry. The series includes 7 titles:

Inquiry (middle-level), #686 _____

Design (middle-level), #687 _____

Starts (elementary-level), #688 _____

Discourse (elementary-level), #689 _____

Research (elementary-level), #690 _____

Assessment (elementary-level), #691 _____

Partnerships (elementary-level) #692 _____

The series is designed to be motivational, build awareness, and offer examples of inquiry-based science and design as practiced by elementary- and middle-level students.

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Just Think: Problem Solving Through Inquiry: CD-ROM. Albany, NY: The State Education Department, 2001.

#695_____

(supplementary material, K-8)

Price: \$5.00 each

This CD-ROM features over 60 minutes of videotape from the original series, presenting a clear link between the New York State learning standards in mathematics, science, and technology and the classroom activity viewed in the video.

MIDDLE-LEVEL EDUCATION

NYSTEP Science Activity Booklets. Albany, NY: New York Science, Technology and Society Education Project.

(supplementary material, grades 6-8)

Price: see individual publications below

These are easy to use, supplementary middle-level science activity booklets that educate students to think globally and act locally on perennial science, technology, and society issues.

#700_____

Energy and Communications: How Can We Send and Receive Information?, 80 pgs.

Price: \$3.00

This booklet can be explored in a four-to-six week period. It most closely matches the discipline areas of physical science and technology. There are three units that explore the topics of sending and receiving messages, electromagnetism and sound, and using the properties of light. A list of electronics and electricity-related items is provided.

#701_____

Energy and Safety, 90 pgs.

Price: \$3.00

Designed with the idea of engaging learners in relevant, hands-on activities, this publication contains units that begin with a question, then provide steps for students to determine answers in a safe manner.

#703_____

Solid Waste: Is There a Solution?, 80 pgs.

Price: \$3.00

This booklet can be incorporated into the discipline areas of life, Earth, and/or physical science. There are six units that explore the topics of defending the problem, waste reduction, reuse and recycling, waste-to-energy, landfills, and local action.

#704_____

Using Earth's Resources: What are the Tradeoffs?, 69 pgs.

Price: \$3.00

This booklet can be explored in a three-to-four week period. It most closely matches the discipline area of Earth science. There are three units that explore the topics of our location on the land, soils and mineral resources, and local stewardship.

#705_____

Water: Can We Keep It Fit for Life?, 87 pgs.

Price: \$3.00

This booklet can be explored in a four-to-eight week period. It most closely matches the discipline area of physical science. There are three units that explore the topics of water properties, water as a resource, and water stewardship.

ELEMENTARY-SECONDARY EDUCATION

Learning Standards for Mathematics, Science, and Technology. Albany, NY: The State Education Department, 1996, 103 pgs.

#485_____

(supplementary material, K-12)

Price: \$3.00

This document was developed to define the learning standards in mathematics, science, and technology. It includes content standards, performance indicators, and evidence statements that suggest student progress toward achieving the standards in the discipline. The second part of the book presents student work samples and teacher commentary which helps to articulate performance standards demonstrated at various levels

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Chemical Storage Guidelines. Albany, NY: The State Education Department, 1999, 45 pgs.

#745_____

(supplementary material, K-12)

Price: \$2.00

This publication is designed to assist school personnel in adhering to regulations for storage of chemicals. Guidelines have been prepared in table format by classroom type and topic. Regulations and guidelines promote safe practices for the *how* and *where* of the storage of hazardous chemicals.

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Mathematics, Science, and Technology CDROM.

Albany, NY: The State Education Department, 1999.

#600_____

(CD ROM supplementary material, K-12)

Price: \$4.00

This CD ROM contains a copy of the *Mathematics Resource Guide with Core Curriculum*; drafts of Intermediate Level Science, Earth Science, and Living Environment chapters of the Science Resource Guide with Core Curriculum that is under development; and draft materials related to Technology educations. It also discusses various ways to integrate mathematics, science, and technology.

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New Assessment Project 1997: Mathematics, Science, and Technology: Testing Manual. Albany, NY: The State Education Department, 1997, 130 pgs.

#601_____

(supplementary material, K-12)

Price: \$3.00

This publication contains the first two design models (sliding Down and Keeping It Cool) developed by New York State for pilot testing statewide. Within the document are Teacher Booklets describing the task, outlining materials needed, and detailing suggested strategies, and Students Booklets detailing specific activities for students to follow.

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New Assessment Project 1997: Mathematics, Science, and Technology: Scoring Manual. Albany, NY: The State Education Department, 1997, 212 pgs.

#602_____

(supplementary material, K-12)

Price: \$3.00

This publication supplements the *Testing Manual*. It provides information on the design, implementation, and study of the MST assessment process. It includes scoring rubrics and sample student responses. Benchmark papers from students and teacher commentary are included.

SIGN LANGUAGE

Learning Standards for Languages Other Than English. Albany, NY: The State Education Department, 1996, 83 pgs.

#515_____

(supplementary material, K-12)

Price: \$3.00

This document was developed to define the learning standards in languages other than English. It includes content standards, performance indicators, and evidence statements that suggest student progress toward achieving the standards in the discipline. The second part of the book presents student work samples and teacher commentary which helps to articulate performance standards demonstrated at various levels

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Preliminary Draft Framework for Languages Other Than English. Albany, NY: The State Education Department, 1995, 78 pgs.

#520_____

(supplementary material, K-12)

Price: \$3.00 while supplies last

This draft document includes content standards, and performance indicators. The narrative materials provide the rationale and description of the learning standards and establish a framework for the development of curricula.

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Modern American Sign Language for Communication. Albany, NY: The State Education Department, 1994, 52 pgs.

#755_____

(syllabus, teachers/administrators)

Price: \$3.00

The State teacher's guide is designed to assist in developing courses of study in American Sign languages. It is intended as a working document for educators at the district and classroom level to assess, modify, or develop the local district curriculum and classroom instructional objectives for American Sign language. It groups intended learning outcomes according to topics, situation, functions, (i.e., purposes for communication), and proficiencies (i.e., "how well" a student operates at different checkpoints in receptive, expressive interaction, and culture). It serves as a guide in such areas as a statement of philosophy, components of communication, learner outcomes, and curriculum development.

SOCIAL STUDIES

ELEMENTARY- EDUCATION

Social Studies 3: Communities Around the World.
Albany, NY: The State Education Department, 1990,
246 pgs.

#770_____

(supplementary material, grade 3)

Price: \$5.00

This guide was developed by the New York State Education Department and the New York City Board of Education. An advisory committee of educators representing the New York City Board of Education and the New York State Education Department selected the communities to be included in the guide. The learning activities focus on the concepts and skills presented in the State program for grade three social studies.

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Manual of Exercises for Developing Social Studies Skills. Albany, NY: The State Education Department, (Reprinted 1991), 34 pgs.

#775_____

(supplementary material, grades 4-6)

Price: \$1.50

This teacher's manual has been designed to help preservice and inservice teachers develop systematic ways of integrating social studies skills and content from the various disciplines. In this volume of the *Manual*, a model and simple instructional exercises have been included explaining how to investigate a visual device, a cartoon.

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Manual of Exercises for Developing Social Studies Skills: reading Pictures, Reading Graphs and Charts. Albany, NY: The State Education Department, (Reprinted 1991), 42 pgs.

#776_____

(supplementary material, grades 4-6)

Price: \$1.50

This second volume of the *Manual*, on skills development serves as a continuation of the model described in the first volume. This volume includes a description of the model for investigating a visual device and demonstrates how it can be used to read pictures, graphs, and charts. The sample activities are designed for use with students in grades four to six but can be adapted for use with older students.

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A Look at Our Town, Village, City, County Government. Albany, NY: The State Education Department, 1982 (Reprinted 1983), ED 218 194, 97 pgs.

#780_____

(supplementary material, grades K-6)

Price: \$3.00

A handbook of lessons to help fourth-grade teachers teach local government within the K-6 State social studies syllabus. The first section consists of an introduction, a teacher's guide to the student materials discussed in the second section of the handbook, and an outline of local government and services. The second section consists of three student booklets (Power and Leadership, Problem Finders and Solvers, and Cost and Benefit). Learning activities within each booklet include pretest-posttest, a short story and/or play, graphics opportunities, and problem-solving exercises.

SECONDARY EDUCATION

Economics, the Enterprise System, and Finance.
Albany, NY: The State Education Department, 2002,
34 pgs.

#785_____

(core curriculum, grade 12)

Price: \$3.00

This core curriculum was developed to meet the curriculum mandate of the Board of Regents that requires all students to complete a half-unit of study in economics or its equivalent as part of their four-unit social studies requirement. Units are organized around topics and concepts dealing with economic theory, the enterprise system and entrepreneurship, and finance. It was designed to prepare students for their roles as active, informed citizens who will need to understand how economic concepts and principles influence local, state, national, and international policies.

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Social Studies Grade 12: Participation in Government.
2002, 68 pgs.

#790_____

(core curriculum, grade 12)

Price: \$3.00

This core curriculum outlines a social studies standards-based one-semester course of study based on the key ideas and performance indicators that define Social Studies Learning Standard 5: Civics, Citizenship, and Government. The publication outlines an issue analysis-based approach to civics. It emphasizes the tools and skills needed in a participatory democracy, and presents the basic content that students should know to be active and effective citizens.

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Teaching the Age of the City: The Gilded Age and After (1865-1914). Albany, NY: The State Education Department, 1968 (Reprinted 1972), ED 068 422, 131 pgs.

#795_____

(supplementary material, grades 7-8)

Price: \$3.00

A collection of narrative, graphic, and pictorial items pertinent to study of the Age of the City. The intent is that students will use the materials inductively and apply the insights to modern urbanization problems. Contents include chapters on the use of the guide, a city model, a case study of families from various neighborhoods in New York City, a procedure for using the case study, understandings (with questions to direct inquiry), related materials, and an annotated bibliography.

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Teaching About the Holocaust and Genocide, The Human Rights Series. (Three volumes) Albany, NY: The State Education Department.

(supplementary material, grades 7-8)

Price: see individual publications below

A three-volume teacher's guide for study of the concept of human rights in the context of the Nazi Holocaust and other examples of persecution and genocide.

Teaching About the Holocaust and Genocide: Introduction, The Human Rights Series, Volume I.
1985, ED 266 074, 68 pgs.

#800_____

Price: \$2.00

Introduces the concept of human rights and its relationship to the Nazi Holocaust. It contains a rationale for the study and two main units: "The Roots of Intolerance and Persecution" and "Precursors of the Holocaust." They include statements of purposes, objectives, learning activities, and student materials.

Teaching About the Holocaust and Genocide, The Human Rights Series, Volume II. 1985, ED 266 075, 323 pgs.

#801_____

Price: \$5.00

Builds on Volume I (listed above) and contains two new units: "The Nazi Holocaust" and "Implications for Our Future." Most of Volume II consists of handouts and student activities. It ends with an extensive bibliography.

Case Studies: Persecution/Genocide, The Human Rights Series, Volume III. 1986, ED 276 679, 180 pgs.

#802_____

Price: \$4.00

Provides case studies of persecution, human rights violations, and genocide in Ukraine and Cambodia. Units follow the format in the first two volumes and continue the study of factors that lead to persecutions and acts of genocide. Many handouts are included.

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Teaching a Pre-Columbian Culture: The Iroquois. Albany, NY: The State Education Department, 1975, ED 111 723, 86 pgs.

#805_____

(supplementary material, grades 7-8)

Price: \$3.00

A curriculum guide to help introduce a unit of study about the Iroquois Indians. Part I is an introduction to analyzing and understanding any culture. Part II deals with the Iroquois culture before the arrival of Europeans and gives a brief description of events since that time period. Part III is an annotated bibliography of instructional resources and references.

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Toward Civic Responsibility. Albany, NY: The State Education Department, 1978, ED 161 808, 153 pgs.

#810_____

(supplementary material, grades 7-8)

Price: \$3.00

Stresses governing processes and a citizen's responsibilities. Each chapter includes knowledge and skill objectives, activities, references, and visual aids. After participating in a number of different activities, students should be able to identify the main functions of government, understand governmental power structures, illustrate rights and responsibilities in a democracy, define American values, recognize the need for an informed citizenry, and explain decision-making responsibilities.

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United States History: The Black Perspective. Albany, NY: The State Education Department, 1970, ED 062 216, 247 pgs.

#815_____

(supplementary material, grades 7-8)

Price: \$4.00

A teaching guide for study of the struggle of blacks in the United States using an inductive approach. It contains a collection of original source materials, including eyewitness accounts and expressions of the black viewpoint, cartoons and other visuals, songs, and reading selections that can be used by individuals, small groups, or an entire class. These resource aids are dispersed among subtopics that are found under the larger section headings of race, black resistance to slavery, reevaluation of Reconstruction, and racism.

ELEMENTARY-SECONDARY EDUCATION

Canadian Studies: Syllabus and Resource Guide for Elementary and Junior High School Teachers. Albany, NY: The State Education Department, 1984, ED 273 546, 176 pgs.

#820_____

(syllabus and supplementary material, teachers)

Price: \$4.00

A combination syllabus and resource book, for study about Canada, using an interdisciplinary approach. Each of the five modules comprises understandings and their concepts, skills and attitudes, questions to stimulate discussion, teacher background information sections, and a sizable number of activities for each understanding. Resource materials include maps, recipes, word searches, demographic materials, songs, newspaper and magazine article reprints, cartoons, economic tables and graphs, and bibliographies.

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The Great Irish Famine Curriculum. Albany, NY: The State Education Department, 2001, 1076 pgs.

#645_____

(supplementary material, grades K-12)

Price: \$15.00

This curriculum makes accessible the history of the Great Irish Famine in the context of Irish history and culture from a global perspective. In addition, it explores key concepts and develops essential skills outlined in the seven learning standard areas. It includes concepts such as culture, religion, economics, scarcity, democracy, citizenship, public policy, and demographics, as well as issues in science and the environment. It enables students to examine and understand the intersections of art, music, and literature with science, culture, and history. Posters and color prints are included, as well as 150 lessons that are linked directly to the New York State Learning Standards.

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Learning Standards for Social Studies. Albany, NY: The State Education Department, 1996, 63 pgs.

#825_____

(supplementary material, K-12)

Price: \$3.00

This document was developed to define the learning standards in social studies. It includes content standards, performance indicators, and evidence statements that suggest student progress toward achieving the standards in the discipline. The second part of the book presents student work samples and teacher commentary which helps to articulate performance standards demonstrated at various levels

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Social Studies Resource Guide with Core Curriculum.
Albany, NY: The State Education Department, 1999,
198 pgs.

#835_____

(core curriculum, supplementary material, K-12)

Price: \$5.00

This core curriculum contains the content outlines and concepts and themes for social studies grades K-12. Each outline for grades 7-11 also describes examples of connections that link content over time and place and includes suggested historical documents. These documents can be used to develop student learning activities linked to the social studies standards.

TECHNOLOGY EDUCATION

ELEMENTARY EDUCATION

K-6 Elementary. Albany, NY: The State Education Department, (Reprint, 1995) 208 pgs.

#840_____

(syllabus, grades K-6)

Price: \$4.00

A program of contemporary Technology Education designed around hands-on activities that integrate learning from other K-6 subjects.

MIDDLE EDUCATION

Technology Education: Introduction to Technology Grade 7 & 8. Albany, NY: The State Education Department, 1987, 333 pgs.

#845_____

(syllabus, grades 7-8)

Price: \$5.00

A comprehensive broad-based introduction to the study of Technology. Includes modules on Resources, Systems, Problem Solving, Technological Processes, Societal/Environmental Impacts, and History and Future of Technology. Student Activities (Technology Learning Activities) are provided.

SECONDARY EDUCATION

Architectural Drawing. Albany, NY: The State Education Department, 63 pgs.

#850_____

(syllabus, grades 9-12)

Price: \$2.00

A 1/2-unit study of design and drafting related to building construction. Topics include culture and history, tools and techniques, lettering and dimensioning, and preparation of site, floor, elevation, section, and perspective drawings.

Computer Aided Design. Albany, NY: The State Education Department, 27 pgs.

#855_____

(syllabus, grades 9-12)

Price: \$1.00

A 1/2- to 1-unit course that explores the history, components, applications, design functions and career opportunities within computer-aided design graphic problems will be solved using the CAD system to acquire technical drawing skills and an understanding of industrial standards. CAD systems will be used to generate hard copy. Emphasis is placed on the use of computer technology and an understanding of the changing role of CAD and its effects on the design and manufacturing process.

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Computer Applications. Albany, NY: The State Education Department, 20 pgs.

#860_____

(syllabus, grades 9-12)

Price: \$1.00

A 1/2-unit course relating to the evolution and architecture of today's computer, and its impact on education, industry and individual. Personal, social, industrial, and commercial applications of computer systems will be emphasized, including applications software, telecommunications, and computer control.

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Design and Drawing for Production. Albany, NY: The State Education Department, 1988, ED 297 191, 81 pgs.

#025_____

(syllabus, grades 9-12)

Price: \$2.50

The State syllabus is designed to provide opportunities in design and drawing through creative thinking, decision making, and problem-solving experiences. It emphasizes strategies of design and drawing appropriate now and in the future. A shift from conventional learning methods to this problem-approach method is the basis for this syllabus.

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Principles of Engineering: A MST Approach to Technology Education. Albany, NY: The State Education Department, 1995, 61 pgs.

#870_____

(syllabus, grades 9-12)

Price: \$4.00

A 1/2- or 1-unit integrative, hands-on, laboratory-based course which introduces students to concepts of engineering (ethics, design, modeling, optimization systems, technology/society interactions). These concepts are applied to solving problems contained in "real world" case studies. Case study abstracts relate to auto safety computer automation and control, energy, communications, structural design and designing technology for people with disabilities.

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Principles of Engineering: A High School Course Emphasizing Mathematics, Science, and Technology. Albany, NY: The State Education Department, 1996, 438 pgs.

#875_____

(supplementary material, grades 9-12)

Price: \$4.00

A 1/2- or 1-unit integrative, hands-on, laboratory-based course which introduces students to the concepts underlying engineering. This *Curriculum Resource Guide* complements the syllabus by annotating four of the five key case studies including *Auto Safety*, *Structures*, *Machine Automation and Control*, and *Energy*. This guide contains several sample lesson activities, problems, and their solutions along with hands-on projects and experiments for students incorporating elements of mathematics, science, and technology education.

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Principles of Engineering Energy Case Studies. Albany, NY: The State Education Department, 108 pgs.

#880_____

(supplementary material, grades 10-12)

Price: \$2.00

Supplementary case studies involving Solar Home and Solar-Powered Car design.

ELEMENTARY-SECONDARY EDUCATION

Learning Standards for Mathematics, Science, and Technology. Albany, NY: The State Education Department, 1996, 103 pgs.

#485_____

(supplementary material, K-12)

Price: \$3.00

This document was developed to define the learning standards in mathematics, science, and technology. It includes content standards, performance indicators, and evidence statements that suggest student progress toward achieving the standards in the discipline. The second part of the book presents student work samples and teacher commentary which helps to articulate performance standards demonstrated at various levels

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Mathematics, Science, and Technology CDROM. Albany, NY: The State Education Department, 1999.

#600_____

(CD ROM supplementary material, K-12)

Price: \$4.00

This CD ROM contains a copy of the *Mathematics Resource Guide with Core Curriculum*; drafts of Intermediate Level Science, Earth Science, and Living Environment chapters of the Science Resource Guide with Core Curriculum that is under development; and draft materials related to Technology educations. It also discusses various ways to integrate mathematics, science, and technology.

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(supplementary material, K-12)

Price: \$3.00

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New Assessment Project 1997: Mathematics, Science, and Technology: Scoring Manual. Albany, NY: The State Education Department, 1998, 212 pgs.

#602_____

(supplementary material, K-12)

Price: \$3.00

This publication supplements the *Testing Manual*. It provides information on the design, implementation, and study of the MST assessment process. It includes scoring rubrics and sample student responses. Benchmark papers from students and teacher commentary are included.

TRADE, TECHNICAL, AND INDUSTRIAL EDUCATION

ELEMENTARY-SECONDARY EDUCATION

Preliminary Draft Framework for Career Development and Occupational Studies. Albany, NY: The State Education Department, 1995, 88 pgs.

#290_____

(supplementary material, K-12)

Price: \$3.00 while supplies last

This draft document includes content standards, and performance indicators. The narrative materials provide the rationale and description of the learning standards and establish a framework for the development of curricula.

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Learning Standards for Career Development and Occupational Studies. Albany, NY: The State Education Department, 1996, 95 pgs.

#285_____

(supplementary material, K-12)

Price: \$3.00

This document was developed to define the learning standards in the career fields. It includes content standards, performance indicators, and evidence statements that suggest student progress toward achieving the standards in the discipline. The second part of the book presents student work samples and teacher commentary which helps to articulate performance standards demonstrated at various levels

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