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Appendix 1

Academic History Interview

Early in the school year, use the following questions as a conversation guideline to talk with the student and learn about his/her individual needs and interests so you can better tailor the program.

Name: _____ Date: _____

Age: _____ Date of Birth: _____ Birthplace: _____

Schools attended:

Last grade completed: _____ Date of leaving: _____

1. Did you start school in nursery school, Head Start, kindergarten, first grade or some other program?
2. Have you ever had a serious accident or illness? Were you ever hospitalized?
3. Did you have any vision or hearing problems?
4. Do you know if you ever ingested lead or had lead poisoning?
5. Starting with your first school experience, tell me all the schools you attended. Where were they? What grades did you attend in each?
6. Tell about each year of school and how you felt about it.
7. What was your school experience like?
8. What did you like about school?
9. What did you dislike?
10. What was your favorite subject in school?
11. What were you good at?
12. What were you not good at?
13. How did you know?
14. Were you absent a lot from school? In what grades?
15. Did you repeat any grades? What grades?
16. Were you ever in an advanced class? What grades?
17. Were you ever in a special education class? What grades?
18. Were you ever in a resource room?
19. Describe everything you remember and know about the experience.
20. How did your family feel about school?
21. Did you ever get extra help with reading, math, or schoolwork from a family member, teacher, friend, or other person?
22. What important events or people do you remember from your school experience?

23. Was there a time when you started to experience difficulty in school?
24. Describe difficulties you had
25. What grade were you in when you left school? Why did you leave school? How did you feel on the day you left school?
26. Have you attended other education programs since you left school? Where? For how long?
27. Have you ever been in a GED class? Where? For how long?
28. Have you ever taken the GED test? When? What were your scores?
29. How do you feel about being in an education program now?
30. What are your expectations?
31. What are you looking forward to?
32. What are you not looking forward to?
33. Do you like to read?
34. Do you read the newspaper? What parts?
35. Do you read: Comics? Short Stories? Magazines? Letters? Want Ads? Novels? Biographies? Driver's Manual? Library Books? Other? How often?
36. What kinds of subjects do you like to read about or would you like to learn more about?
37. What things distract you or make it difficult for you to learn?
38. What ways do you feel you learn best:
39. When working alone?
40. When working with others?
41. With a tutor?
42. When it is quiet?
43. When there is activity and noise?
44. What are your learning goals?
45. What would you like the teacher(s) to do to help you achieve your goals?

Appendix 2

Example #1 Theme: The Local Community

SAMPLE INTERDISCIPLINARY TWO-MONTH CURRICULUM

Upon completion of the unit, the student will be able to:

- Identify and explain how to use community, including legal, housing, health care, banking, educational, and employment services.
- Demonstrate and use map-reading and geography skills, including subway/bus maps, following written directions, writing directions, knowing city geography, using map and geography terms.
- Analyze and discuss the meaning of “access” (to areas of the city, to public and private places, to opportunities) and the impact it has on their own lives.
- Describe and discuss the history of their neighborhoods and the influence on their lives.
- Demonstrate understanding of the history and culture of three ethnic or racial groups in the city.
- Define the term “community” in writing, using GED-essay format. Discuss the following topics in the essay: What makes a community? What is “community culture”? What enables a community to succeed? What gets in the way of community? What activities are necessary for community?

POSSIBLE ACTIVITIES

Photographic Study. Students do a community photographic study, focusing on the most representative buildings, institutions and gathering places. Make a book naming the places, giving history, and changes over time.

Video Documentary. Students make a video documentary of public reactions to a local community that is in the news. Using a “person on the street” format, students can ask a pointed question about a particular subject and edit the responses into a documentary format. Follow up by charting people’s reactions in a graph and figure the percentages of people giving particular responses.

Community Scavenger Hunts. Design scavenger hunts for students to find particular artifacts in different ethnic neighborhoods. Send them out in pairs or small groups to follow written directions and find or purchase artifacts of a chosen culture. They return and report on what they learned.

Ethnic Group Study. Students investigate the cultural life of a select ethnic group, including food, religion, customs, dress, holidays, schools, and wedding rituals. Invite a speaker with slides or artifacts. Study maps of the country of origin. Visit an ethnic area and sample the local cuisine.

- Develop a list of questions before you leave. Ask people on the street or in shops to assist them.
- Create a “Guidebook to the Culture of . . .” in which students describe and draw pictures.

Public Debate. Stage a public debate on an issue related to particular cultures. Research various points of view. Have students take sides and prepare arguments to support their points of view.

COMMUNITY SKILL ASSIGNMENTS

Silent Individual Reading: Complete one book of choice; brainstorm and organize ideas; summarize main idea and support with reasons and details, and write book report.

GED Preparation. Introduce commentary on the arts; infer sequence, comparisons, and cause and effect; identify sentence problems, style and diction; use logic and organization; introduce physics and economic concepts.

Construction-related Math. Convert fractions, decimals, and percents; Reduce fractions, Add and subtract fractions; solve construction-related fraction, decimal, and percent problems.

Cultural History. Read literature; recall main idea, sequence, comparisons, cause and effect, and character traits; write fiction or personal letters; locate information on a map; use sequence; use sequence in maps; show cause and effect; compare and contrast.

Leadership. Find information through research; explain and participate in brainstorming.

Job/College Readiness. Read job applications; read maps and schedules; use phone book; make phone calls in job search; write business letters; use community employment resources; demonstrate transportation and map-reading skills

Individual Study. Complete unit project and all individual assignments.

CULMINATING PROJECT IDEAS

“Where Am I?” Personal Map Book. Students create or compile a series of maps of their lives, starting from the area closest to home, including home and school neighborhoods, town, subway and bus routes, state, country (including countries of ancestors), and world.

Community resource booklet. List important community services (legal, housing, employment, educational, healthcare) that the students research. Students can write the book, type it on the computer, and reproduce it either to sell or distribute to other students and staff.

Community Interviews. Interview community residents about the definition of community, most important aspects of community, changes they desire. Develop a survey with multiple-choice questions and chart the results on a graph. Do a fraction and percentage study of the answers.

Appendix 3

Example #2 Theme: Housing

SAMPLE INTERDISCIPLINARY TWO-MONTH CURRICULUM

Upon completion of this unit, the student will be able to:

- Describe, in writing, the relationship between housing and quality of life and between housing and community life.
- In a GED-format essay, identify three key problems related to housing in the local community. Identify possible solutions for these challenges: gentrification, redlining, housing discrimination, availability of affordable housing, abandoned buildings, public housing safety, homelessness, and private development.
- Identify 10 needs met by adequate housing.
- In small groups, design a building for 10 families that adequately meets the families' needs. Address the following issues: locality, climate, proximity to transportation, proximity to services, appearance of the building, size of the building, number of stories, required construction materials, tradespeople who will be involved, and special features of the building.

POSSIBLE ACTIVITIES

Architect. Invite an architect to talk about the types of dwellings she or he designs, the required knowledge for constructing different types, and how families' needs are taken into account.

Bulletin Board. Create a bulletin board on kinds of shelter in different societies. Research and write about the relationships between climate, resources, culture, and housing. Report on the reasons for different types of building in an area, how types affect cultural life.

Creating Graphs and Charts about housing issues in the local community. Using research and meetings with community housing groups, illustrate the following information using fractions and percents: number of rental properties; racial makeup of certain parts of their city; multiple dwellings vs. single family homes; percentage of income going to housing in different communities; percentage of buildings owned by absentee landlords; percentage of abandoned buildings, percentage or number of homeless people in the city.

Neighborhood Charts. Take a walk and chart the types of buildings passed. Create a neighborhood map that illustrates the various kinds of housing and businesses. Identify materials construction materials, number of stories, and number of families who live in each. Discuss and write about the quality of the housing and solutions for improving it.

Poetry. Read the Langston Hughes' poems, "Ballad of the Landlord" and "Madam and the Rent Man." Both are poems in two voices. Have students take turns reading them in front of the class then composing their own "poems in two voices" on a topic related to housing or community.

HOUSING SKILL ASSIGNMENTS

Silent Individual Reading: Complete one book of choice; brainstorm and organize ideas; summarize main idea and support with reasons and details, and write book report draft.

GED Preparation: Infer character traits; predict outcomes; infer figurative language; introduce poetry; state spelling rules; introduce chemistry and political science concepts.

Construction-related Math: Multiply and divide fractions; add, subtract, multiply, and divide decimals; create and use bar graphs and circle graphs; create and use tables and charts.

Cultural History: Write poetry on housing theme; evaluate adequacy of information and logical reasoning; evaluate values.

Leadership: Participate in “self-evaluation”; write a clear, concise report; take useful notes; participate in a group in a positive, responsible manner; listen well to others, give quality attention.

Job/College Readiness: Demonstrate reliability, responsibility; complete resume; write cover letter.

Individual Study: Complete unit project and all individual assignments.

CULMINATING PROJECT IDEAS

Video Interviews. Students imagine that they are video photographers and have been asked to interview homeless people about their lives and housing problems. Read three articles about homelessness. Take notes on key points and develop a list of 10 questions to ask three people who live on the streets or in shelters. With a partner, videotape the interviews, concluding by videotaping yourself giving your analysis and opinions, relating them to the articles.

Research and Presentation. Students in pairs choose a current event related to housing. Each partner researches the issue, finds at least four articles with background information giving opposing points of view and evidence. Develop an essay and read it in front of the class and be prepared with notes to defend this point of view during the debate.

Community Panel. Invite members of the community to be on a panel to discuss their housing needs. Prepare questions for a student moderator to ask. If appropriate, organize an evening community meeting and invite a local council person or community members to discuss needs from their perspectives—a single mother, a disabled person, or an elderly person.

Appendix 4

Example #3 Theme: Careers in Construction

SAMPLE INTERDISCIPLINARY TWO-MONTH CURRICULUM

Upon completion of this unit, the student will be able to:

- Describe the following careers, qualifications needed, and their roles in the construction industry: glazier, sheetrocker, mason, plumber, electrician, rough carpenter, draftsperson, finish carpenter, architect, foundation builder, and tilesetter.
- Describe the interrelationship of the building trades.
- Describe the building of a 10-story building, the required order of work, and the coordination of subcontractors.
- Give a presentation on a job in construction, including qualifications, salary scale, apprenticeship requirements, tasks involved, and steps to take to pursue a job in that field.

Possible Activities

“Careers in Construction’ Jeopardy. Ask the students to write names of trades on index cards, and then use these cards in a simulated Jeopardy game.

Apprenticeship Information File Box for each student. Students can write information on index cards about each trade or job discussed, including:

- | | |
|---|--|
| <input type="checkbox"/> Job title | <input type="checkbox"/> The salary scale |
| <input type="checkbox"/> Required skills | <input type="checkbox"/> Phone number and contact person for the union |
| <input type="checkbox"/> Tools that must be used | <input type="checkbox"/> Documents needed to apply |
| <input type="checkbox"/> Training and experience involved | <input type="checkbox"/> Dates and requirements for tests |
| <input type="checkbox"/> Apprenticeship involved | |

Writing: (1) A GED-format essay about key issues women workers and people of color might face on a building site, possible conflicts, and strategies to deal with them. (2) A fictional story, play, or poem from the point of view of a woman construction worker.

“Careers in Construction’ Bulletin Board or Scrapbook, with student designing content about various trades, using photos, quotes, skills, tools, needed training, instructions on how to pursue careers, interviews with trade representatives.

CONSTRUCTION SKILL ASSIGNMENTS

Silent Individual Reading: Complete one book of choice, brainstorm ideas, organize ideas, express clear main idea, support main idea with reasons, support reasons with details, summarize main idea, or write a book report

GED Preparation: Review skills in comprehension, summarizing, inference, application, analysis, evaluation, capitalization, punctuation, sentence structure, spelling, prose literature, essay writing.

Construction-Related Math. Identify angles, triangles, and circles; figure volume; use Pythagorean rule; use number line, ratio and proportion, and rectangular coordinates; perform operations with signed numbers and nominals; write and solve equations with variables.

Cultural History. Review GED concepts in political and behavioral science; write GED essay.

Leadership. Explain the basics of sexual reproduction, pregnancy prevention and

IDS/STD prevention; demonstrate readiness to secure and hold a job.

Job/College Readiness. Pass drivers' license test; investigate college opportunities; complete college education forms; complete job/college readiness portfolio; do job search.

Individual Study. Complete final project; complete all individual assignments.

CULMINATING PROJECT IDEAS

TV Script: Students imagine that they must write and direct a television film about a construction task. Find two sources that describe how to do the task in sequenced steps. Write steps in bibliography form. Interview a worksite instructor about the task. Using the three sources, write a script that outlines the task in steps. Practice the presentation. Present it on videotape.

Scrapbook: Students create a construction task scrapbook. Use three sources (books or people). Write up the steps, accompanied by photos and labeled drawings. I

Construction Flyer: Students imagine that they are graphic artists who must design flyers for a construction company advertising available jobs. Create flyers on three separate jobs/careers, including job title, skills, tools, training, apprenticeship, and salary scale.

Personal Essay: Write a one-page essay about a job/career you want to pursue and why.

Appendix 5

Curriculum Model for Leadership Development

Knowing that the development of leaders is a major goal of the program should influence curriculum choices. It is important to help young people start to think about the world beyond their own community or ethnic group. This curriculum was developed in response to the questions raised by young people at a local YouthBuild program. It can be integrated with many ideas of the community learning and community service involvement, explained in the previous section.

Cycle 1: Current Reality

What is the current reality in the students' neighborhood and why is it that way?

Community Economics. (1) Basic economic concepts, (2) Review of community strengths, weaknesses, resources, and needs, (3) Exploration of opposing viewpoints of economic problems facing the YouthBuild students' neighborhood.

United States Government and Political System. (1) Structure and process of government, (2) three branches of government, (3) federal and local relationships, (4) legislative process, (5) elections and voting, (6) two-party system, and (7) comparison with other political systems.

Current Affairs. Do a study of current crises and important issues. Research, study, and debate on opposing views and interpretation of current local, national, and international issues.

Local Political Structure and Issues: (1) Way that decisions are made in the local area affecting YouthBuild students and (2) Basic outlines of issues in local government, education, housing, crime, employment, drugs, and welfare.

Growing Up in the Community & Relating to Each Other: Report on issues of personal identity, intimate and peer group relationships, family, communication, and difficult realities faced by students.

Cycle Two: Methods of Change

How can the current reality be changed?

This cycle will begin with an orientation focused on the positive changes students would like to bring about. The students will develop a view of the future of their neighborhood as they would design it if they could.

History and Methods of Selected Movements. (1) Ways people have tried to bring about change in societies of the past, (2) Case studies: the American Revolution, abolition of slavery, civil rights movement, and women's movement, (3) Review of other countries: Brazil, China, France, Sweden, Russia, Cuba, Chile, Kenya, Mozambique, Japan, South Africa, El Salvador.

Leadership Theory and Theories of Change. Investigate historical and current leaders, including their biographies, theories, methods, and leadership qualities. Examples: Thomas Jefferson, Abraham Lincoln, Martin Luther King, Malcolm X, Susan B. Anthony, Mahatma Gandhi, Julius Nyerere, Nelson Mandela, Jesus of Nazareth, Colin Powell, Louis Farrakhan, John F. Kennedy, Adolph Hitler.

Personal Change: (1) Personal changes that young people who want to be leaders need to make, (2) Successful methods of overcoming addictions like alcoholism and smoking, (3) Current ideas and traditional methods of personal change that students can use. Examples: religion, psychiatry, Eastern doctrines (martial arts, meditation, Zen) group therapy, re-evaluation counseling, mutual support, peer counseling.

Organizing for Change in the Community: Theory and method of community organizing. What can be done by an individual or group on the local level? Defining issues, create a program for change, gain unity or consensus, find allies, carry out a campaign, and handling opposition.

Cycle Three: Culture and Human Relationships

How do human psychology and culture relate to change? Can people change and treat each other with enough respect to make it worthwhile to try to improve society?

Culture and History of the Local Community. Study the history of the local community including the various ethnic groups who live in the community.

Culture and History of the Major Ethnic Groups in the United States: A history of the various cultures within the United States including: black cultures (African-American, West Indian); Latin culture (Mexican, Puerto Rican, Dominican, Latin American, Central American); Asian cultures (Chinese, Japanese, Korean, Cambodian, Vietnamese); Native American Cultures (Iroquois, Navaho, Great Plains, and others); white cultures (English, Irish, Italian, Jewish, and other ethnic groups). Discuss the origins of these groups, regional differences, their overall culture, and how they relate to mainstream American culture.

Culture in Our Lives. How does culture affect students' daily lives? Discuss life experiences, values, art, spiritualism, religion, child rearing, concepts of privacy, time, money, sharing, etc. Compare culture and cross-cultural experiences as an approach to understanding oneself and others.

Human Nature and Society. Discuss what the following systems and philosophies assume about human nature: capitalism, socialism, democracy, fascism, and traditional African and Native American societies. Discuss how these systems relate to Christianity, Confucianism, Judaism, and Buddhism. What are the needs of human beings that societies must be organized to meet? How have different societies attempted to meet human needs or control human nature? What is the role of leadership in sustaining a humane society? How much of a society depends on the "the system" or the leadership and how much on the people living within it?

Cycle Four: Leadership Skills

What skills must students learn if they want to become leaders? How do people work in groups to improve the local community or society as a whole?

Public Speaking and Oral Communication. How to plan and deliver a talk to an audience, debating skills, how to be interviewed, making space for oneself in a discussion, knowing the audience, setting the tone, knowing the subject, using vivid examples, improving pronunciation and vocabulary. Tape recorded or videotaped speaking, debating contests, speeches in the community, and group feedback.

General Organizing Skills. Plan meetings, set agendas, chair a meeting, take minutes, and make decisions. Making plans of actions including: sequencing actions, mapping desired results, scheduling, making workplans, and budgeting. Interpersonal

relations, includes showing respect to group members, handling disagreements, and dealing with gossip and rumors.

Writing Skills. Improve writing skills, with specific emphasis on resume writing, proposal writing, position papers, and letters. Set high standards for organization, grammar, clarity of ideas, and spelling.

Techniques of Peer Counseling. Presentation and practice of peer counseling techniques are necessary skills to create good environments for one-to-one sharing, support, and methods of dealing with difficult experiences.

Appendix 6

Types of Writing Assignments

- **Resumes:** Students should each compose a resume describing their work and education experiences.
- **Letters:** Have students write letters requesting information, letters to the editor, cover letters, friendly letters, thank you letters, and letters of complaint.
- **Announcements and Posters:** Encourage students to design posters about health, safety, parenting or community issues, upcoming events, safety rules, the proper use of tools and the right way to do a job.
- **Instructions:** The worksite provides opportunities for students to write instructions on how to do a task. Have students write a step-by-step description of how to frame a wall, how to install sheetrock, how to paint baseboards, or other construction tasks. Compile the instructions in a guidebook to be used by other students.
- **Reports:** Encourage students to teach others about experiences they have had or information they have researched by writing and then reading reports.
- **Fundraising proposals:** Since a key part of leadership development is knowing how leaders obtain resources, give students practice reading the proposals written for the program and writing mock or real proposals for small projects of their own design.
- **Essays:** Have students learn the GED essay format in order to write a number of essays on topics of interest, such as cultural history or parenting.
- **Descriptive Essays:** Ask students to compose a “word picture” using adjectives and creative images. Possible topics: a day doing demolition, a walk in a park after rain, the street they live on, description of themselves.
- **Narrative Essays:** Ask students to write their autobiographies, tell the events that occurred on a particular day or narrate the events of an important day in history.
- **Expository Essays:** Ask students to write essays that teach or give information, such as tasks, procedures, and topics they know and understand in order to teach others, to educate public officials, or to define important concepts or values for their children.
- **Persuasive Essays:** Most GED essays are in the persuasive format. Help students to develop an argument, give reasons, draw conclusions, and avoid generalizations and stereotyped responses. Examples: Letters to the editor or a personal letter to convince someone to make a positive change.
- **Autobiography:** Encourage students to tell the stories of their lives using an autobiography format.
- **Biography:** Encourage students to research the life stories of people they are interested in and write biographies, including photos or illustrations. These books can be used as texts for other students to read.
- **Poetry:** Show students’ examples of limericks, ballads, acrostics, free verse, and haiku. Encourage them to write about feelings and ideas using poetic language.
- **Song Lyrics:** Ask students to write new lyrics to familiar tunes or write original tunes. Encourage rhyming and creative expression.
- **Rap Songs:** Use rap lyrics to teach internal rhyming and the creative use of language.

- **Children’s Books:** Encourage students to write and illustrate books for their children or children in a local day care center. Have students read the books aloud to children.
- **Fables and Myths:** Encourage students to tell their own stories to explain their own truths. Read fables and myths from a variety of cultures to illustrate how people use stories to explain the world and pass on values.
- **Short Stories:** Read a variety of short stories and discuss the use of plot, theme, and characterization. Use photographs, newspaper headlines or first lines of dialogue to stimulate ideas for students to write their own short stories.
- **Plays:** Have students write short plays about topics of their own choosing and then perform them for the whole group. Teach about setting, scene, and characters.
- **Scripts:** Ask students to write scripts for video productions in which they teach a skill, demonstrate a task, and interview people.
- **Dialogues:** Have students write conversations in order to practice conversational language and explore relationships.
- **Journals:** Encourage students to keep daily journals about private thoughts and feelings, what they are learning on the worksite, their community service experiences, and about the books they are reading.
- **Recipes:** Students can write recipes for foods they make, and then class members can prepare. They can also write imaginary recipes for more esoteric meals: “What would be the ingredients for success? A half a cup of courage, a quart of patience, etc.
- **Directions:** Have students research how to get to a location that other students will be visiting, and then write a set of directions. The directions can be used to get to the location.
- **Articles:** Read newspaper articles in class with the students. Explain the component parts of a newspaper article. Have students write articles on a variety of program and community topics using a standard newspaper article format. Publish them in a newsletter for distribution.
- **Editorials:** The GED persuasive essay format is an excellent model for writing editorial opinions with a clearly stated point of view on controversial topics. Publish editorials in a newsletter for distribution.
- **Position Papers:** A variation on this is to write papers on controversial topics for presentation to people who have the power to influence decisions.
- **Reviews:** Encourage students to write reviews of books, films, and videos, including a summary of the story and a critical appraisal of the content.
- **Interviews:** Have students interview family members, community members, local officials, and each other on topics of interest.
- **Dictionaries and Glossaries of Terms:** Have students write their own dictionaries defining terms that are important to them in their own words. They might write a tool dictionary, in which they describe tools and their uses. They might write a “Youth Slang Dictionary” in which they define, in Standard English, contemporary slang expressions. They might create a dictionary about a topic they are interested in, e.g., “Plumbing Dictionary,” “Parenting Dictionary,” or “AIDS and Health Dictionary.”

Appendix 7

Vocational Education Tools and Materials

Personal Tools

Carpenter apron
 Claw hammer
 25 ft. measuring tape
 Hard hat
 Phillips screwdriver
 Chalk box
 Safety goggles
 Straight slot screwdriver
 Utility knife
 Gloves
 Combination square
 Work shoes
 Wood handsaw
 2 ft. level
 Work uniform

Shop Tools: Woodworking

Wheel barrow
 Push broom
 Hand broom
 Trim brush
 Shovels
 Sledge hammer
 Crow bar
 Cat's paw
 Chop saw
 Garbage bags
 Screw guns
 Circular saw
 Saber saw
 Sawsall
 Wood chisels
 Electric drill motors and

3/8" wood drill bit
 Steel drill bits
 Hole saws
 Drywall "T" square
 Drywall saws
 Keyhole
 Rasp

Shop Tools: Painting

Long nap roller
 Medium nap roller
 Short nap roller
 4" taping knife
 6" taping knife
 8" taping knife
 10" taping knife
 Paint roller
 12" taping pan
 Paint brushes for latex paint
 Paint brushes for oil-based paint
 Sand pole
 Drop cloths
 Texture brushes
 Roller pan
 Pry bar
 5 gallon roller
 Hacksaw
 Scrapers
 Paint mixer
 Screen
 Airlines paint
 Texture spray gun
 Masking tape
 Sprayer

Appendix 8

Types of Tools for Evaluating Student Performance

The “Cycle of Assessment”

Evaluation of student learning can be self-referenced, i.e. understood on the students’ own terms and goals. Self-referenced evaluation focuses on what students are trying to do and their reflection on their own learning. Standards must be clearly stated at the beginning.

Student Self-Evaluations

Students can be involved in evaluating their own performance on a regular basis. In this way, they learn self-reflection, which helps students to both initiate changes and appreciate their own positive behaviors and improvements. This process of honest self-reflection can improve a student’s confidence as a learner and boost self-esteem. In self-evaluations, students are given the opportunity to write about and discuss their own performance. By using the same evaluation forms, such as the biweekly performance evaluation form in the previous section, they are able to compare notes with staff. A sample biweekly performance self-evaluation form is included in the Appendix as Item 29.

Grades

Letter and number grades have many limitations. They usually don’t explain why the student received the grade, and they can be arbitrary. Use grades only if you can add narrative explanations or scoring rubrics, which give information that can guide student improvement.

Observation

One of the most informative assessment methods involves carefully watching students and how they learn, think, and interact in a variety of settings. Ask students to illustrate how to hammer a nail or cut a piece of sheet rock. Ask them how to read a passage or construct a scale model. Use structured observation as an integral part of the overall assessment.

On the worksite, instructors can observe how well the students work in a group, ask questions, listen to others, use tools, follow directions, make estimations, draw conclusions, solve problems, and deal with frustrations. Staff can benefit from periodically concentrating on individual students and keeping informal and brief records of these observations. Interpretations and comments can be added later. These observations can then be shared with other staff at the weekly meetings and used to plan follow-up activities for students.

Work Samples

Work samples tell the staff if students are assimilating information. The following suggestions can assess the students’ ability to produce, create, and integrate information.

- Write a paragraph analyzing a reading passage
- Make a poster that includes key facts and concepts
- Make an audiotape of instructions on how to do a task
- Write a short story based on historical facts
- Construct a test or quiz
- Write and perform a play about a particular topic
- Draw a cartoon
- Draw a picture, map or diagram
- Compile a dictionary of terms

Students may explain how to do a task or outline key information by:

- Making a videotape
- Writing a children's book
- Writing a poem
- Writing a rap song
- Demonstrating to the class
- Making an oral presentation
- Making a wall mural
- Writing a newspaper story
- Writing a letter to the editor
- Planning a TV news report
- Making a comic book

Presentations

Presentations are an opportunity for trainees to demonstrate their learning using a variety of media simultaneously. When students are given the chance to share their knowledge and accomplishments in a public setting, staff demonstrate to them their ability to be teachers and speakers. Having students do presentations enables teachers to assess not only the student's knowledge of the material being presented, but also the student's ability to communicate that knowledge to others. Practicing presentations helps create organization of ideas, clarity of thoughts, and confidence.

Portfolios

Portfolios are records of learning that include samples of the student's work as well as his or her thoughts and reflections of the work. They can be an engaging and graphic way of helping students evaluate their own progress and evaluate their accomplishments. Students can demonstrate learning by selecting their best work and presenting it in a manner that verifies their accomplishments. Portfolios might include:

Writing collections including brainstorming, outlines, rough drafts, and revisions of essays, fictional pieces and letters, as well as essays about how the student thinks he or she has evolved as a writer.

Career portfolios in which all of the student work on job readiness skills is gathered to document progress: cover letters, want ads, notes, a final resume, and evaluations of mock interviews. These career portfolios might also include student essays about how his or her job readiness skills have changed and developed, and what the student has learned about himself or herself in the process.

Vocational skill portfolios include instructions on how to do a task, a list of tools and descriptions needed to do that task, an interview with a tradesperson, research on the apprenticeship needed to do that task professionally, photos of the student performing that task, as well as written evaluations by instructors and the student on the student's ability to perform tasks.

Journals

Journals can provide an excellent opportunity to assess not only what students are learning in a particular subject area, but also how they feel about and understand their learning process.

Students should have daily time to reflect, in writing, on their lives, their experiences and their work. Journal writing has proved to be a very powerful tool for understanding and working through problems. Also on a daily basis, students can write in “learning journals” about what they have learned in the classroom, on the worksite, in their leadership roles, or during their community service. The teacher can read the journal and comment on the students’ questions or comments as a way to encourage dialogue and to learn more about the students. On a voluntary basis, students can read each other’s journals and write back comments to each other.

Learning Records

Learning records are forms for recording, summarizing, and reflecting on information gathered about individual students. Learning records might include competency checklists (inventories of performance objectives that students aim to achieve during the year), written summaries of a student’s work and evidence of learning in various subject areas. Learning records might also include reflections by both the teacher and student on the quality of the work and the ways in which the student has demonstrated growth. Learning records can take the place of “report cards,” providing a place for students and teachers to pull all of their assessment materials together into a readable, meaningful form.

Scoring Rubrics

Scoring rubrics are guides to evaluating students that are based on pre-established standards or criteria. A rubric usually consists of a score scale (the number of points that can be awarded, and a description of the characteristics that make up each score point). Scoring rubrics can be analytical or holistic; that is, they can take into account either the overall quality of a piece of work or can focus on the details. For example, a scoring rubric is used to evaluate the writing test of the GED exam. A group of readers judge the essay based on specific criteria and determine where it “fits” on the rating scale. Teachers and students can study these criteria beforehand, when doing practice essays, and can use it to work on specific areas of weakness.

Appendix 9

SAMPLE FORM: END-OF-PROGRAM STUDENT SELF-ASSESSMENT

Name _____ Date _____

Congratulations on completing Youthbuild! This is an end-of-program survey to help us learn how your year went and to help us improve the program for the future.

PART ONE

1. **How much better do you think your future will be because you have participated in the Youthbuild program?** (Circle one answer)

(3) Much better (2) A little better (1) The same

2. **Did Youthbuild deliver what it promised?**

(4) Totally (3) Mostly (2) Partly (1) Very Little

3. **How would you rate the quality of Youthbuild with regard to:**

(4) Very Good (3) Good (2) OK (1) Poor

Construction training 4 3 2 1

Counseling 4 3 2 1

Leadership training 4 3 2 1

Respect for young people 4 3 2 1

Classroom instruction 4 3 2 1

Helping you find a job or college 4 3 2 1

Preparing you to do well after Youthbuild 4 3 2 1

4. **For each item below, please indicate HOW IMPORTANT it has been to you:**

(5) Most (4) Very Important (3) Important (2) Not Important (1) Does Not Apply

Construction training 5 4 3 2 1

GED preparation 5 4 3 2 1

Better reading and math skills 5 4 3 2 1

Help getting into college 5 4 3 2 1

New friends and positive people 5 4 3 2 1

It has been fun 5 4 3 2 1

The staff treated me well 5 4 3 2 1

I helped my community 5 4 3 2 1

I made good use of my time 5 4 3 2 1

I got paid 5 4 3 2 1

Leadership experience and training 5 4 3 2 1.

5. Of all the items listed above, which two things were the MOST IMPORTANT?

Most important: _____

Next most important: _____

6. Please name two things about Youthbuild that you would like to change.

7. Because of Youthbuild, do you expect to earn a better living?

(3) Yes (2) Maybe (1) No

8. Because of Youthbuild, do you now THINK more before you act?

(3) Yes (2) Somewhat (1) No

9. Because of Youthbuild, do you feel more CONFIDENT?

(3) Yes (2) Somewhat (1) No

10. If you answered yes, what do you feel more confident about?

11. Because of Youthbuild, do you take more responsibility than before?

(3) Yes (2) Somewhat (1) No

A. in general 3 2 1

B. in your community 3 2 1

C. for your children (if applicable) 3 2 1

12. Do you think that people believe in you more now because you have participated in Youthbuild?

(3) Yes (2) Somewhat (1) No

A. Mother? 3 2 1

B. Father? 3 2 1

C. Girlfriend or boyfriend? 3 2 1

D. Other people? 3 2 1

13. How much did people believe in you before Youthbuild?

(3) A lot (2) Somewhat (1) A little

A. Mother? 3 2 1

B. Father? 3 2 1

C. Girlfriend or boyfriend? 3 2 1

D. Other people? 3 2 1

14. Please rate how important the staff in Youthbuild has been for you:

(4) Very Important (3) Somewhat (2) Only a little (1) Not Important

As teachers 4 3 2 1

As people to confide in 4 3 2 1

As role models 4 3 2 1

As sources of information 4 3 2 1

As people who really care about you 4 3 2 1

As people who really know you 4 3 2 1

For help with personal problems 4 3 2 1

To help you feel good about yourself 4 3 2 1

As people who know what they're talking about 4 3 2 1

As people you can depend on 4 3 2 1

15. Which two things from the last question were the most important?

Most important: _____

Next most important: _____

16. Do you have at least one person on the staff that really cares about you and to whom you can go to talk about personal things?

Yes No If yes, who? _____

17. Also, if you answered yes, how do you think things would have gone differently for you this year if you had not had someone on the staff to talk to?

18a. When the staff took disciplinary actions, did they explain their reasons for these actions clearly?

(4) Always (3) Usually (2) Sometimes (1) Seldom

18b. Did their reasons seem fair?

(4) Always (3) Usually (2) Sometimes (1) Seldom

18c. Were their reasons consistent with the rules in the contract?

(4) Always (3) Usually (2) Sometimes (1) Seldom

19. Did the staff care about what trainees had to say about how the program should be run?

(4) Always (3) Usually (2) Sometimes (1) Seldom

20. Now that you are out of Youthbuild:

a. What is the next step for you? _____

b. How much do you know about getting to and succeeding at this next step?

More Than Enough Enough Almost Enough Not Nearly Enough

c. How helpful was the staff in teaching you what you needed to know?

Very Helpful Sort of Helpful A Little Helpful Not Helpful

21. Do you already have a job to go to after Youthbuild? Yes No

If yes, did Youthbuild help you find this job? Yes No

22. Are you accepted into a school or college for after Youthbuild? Yes No

If yes, are you going to attend soon? Yes No

If you have been accepted into a school or college after Youthbuild, did Youthbuild help to arrange this? Yes No

PART TWO: TIME

1. During the past few months, how many hours per day did you usually spend on the following activities (Please circle your answers)?

None Almost None Two to Three Four to Five Six or More

Watching TV or listening to the radio

Hanging out

Reading or studying Working

In school or training

Looking for a job

Sleeping

Just laying around

2. In the past few months, how often did you any of the following activities (Please circle your answers):

(4) Every Day (3) Twice a Week (2) Twice a Month (1) Never (0) Does Not Apply

Baby sit 4 3 2 1 0

Hang out with friends during the day 4 3 2 1 0

Hang out with friends past midnight 4 3 2 1 0

Participate in community organizations 4 3 2 1 0

Break the law in order to earn money 4 3 2 1 0

Read a newspaper 4 3 2 1 0

Attend church 4 3 2 1 0

Drink beer or wine 4 3 2 1 0

Drink hard liquor 4 3 2 1

Use marijuana 4 3 2 1 0

Use other drugs 4 3 2 1 0

Break a promise 4 3 2 1 0

Stay up past 2 o'clock in the morning 4 3 2 1 0

Try to set a good example for a child 4 3 2 1 0

Get angry 4 3 2 1 0

Follow friends into trouble 4 3 2 1 0

Feel proud of something good that you did 4 3 2 1 0

Keep to a schedule for getting up and going to bed 4 3 2 1 0

Spend time with your child 4 3 2 1 0

Appendix 10

Sample Form: End-Of-Program Student Evaluation Of Education Components

1. How would you assess the overall quality of instruction in the program?
2. In what ways do you feel better about yourself now than you did before?
3. What can you do now for yourself that you could not do before?
4. Which of the following activities did you participate in?
5. Please offer your suggestions on how to improve these activities? Are there other activities that you feel we should offer?
6. What did you learn about looking for a job that you did not know before?
7. What construction skills did you learn that you did not know before?
8. Did you miss more than one day of class a month? If so, why?
9. What should the program do to improve attendance of all students?
10. What other comments or suggestions do you have for improving the program?
11. Writing Skills:
 - a. Did you make as much progress in writing as you expected?
 - I made more progress than I expected
 - I made as much progress as I expected
 - I made less progress than I expected
 - b. What did you learn about writing that you did not know before?
 - c. What do you write now that you did not write before?
 - d. What did the teachers do well to help you improve your writing?
 - e. What else could the teachers have done to help you improve your writing?
 - f. What materials did you use that were helpful?
 - g. What other materials could the teachers have used to help you improve your writing even more?
 - h. Which of the following areas do you think should have received more (or perhaps better) instruction?
 - Writing applications
 - Writing a resume
 - Writing directions
 - Writing letters
 - Spelling
 - Writing essays
12. Reading Skills
 - a. Did you make as much progress in reading as you expected?
 - I made more progress than I expected
 - I made as much progress as I expected

- I made less progress than I expected
- b. What did you learn about reading that you did not know before?
- c. What do you read now that you did not read before?
- d. What did the teachers do well to help you improve your reading?
- e. What else could the teachers have done to help you improve your reading?
- f. What materials did you use that were helpful?
- g. What other materials could the teachers have used to help you improve your reading even more?
- h. Which of the following areas do you think should have received more (or better) instruction?
 - Understanding what I read
 - Improving my vocabulary
 - Reading directions
 - Reading about work
 - Reading for my own enjoyment
 - Reading the newspaper

13. Math Skills

- a. Did you make as much progress in math as you expected?
 - I made more progress than I expected
 - I made as much progress as I expected
 - I made less progress than I expected
- b. What did you learn about math that you did not know before?
- c. What math do you do now that you did not do before?
- d. What did the teachers do well to help you improve your math?
- e. What else could the teachers have done to help you improve your math?
- f. What materials did you use that were helpful?
- g. What other materials could the teachers have used to help you improve your math even more?
- h. Which of the following areas do you think you should have received more (or better) instruction in?
 - Measurement
 - Addition and subtraction
 - Multiplication and division
 - Fractions
 - Decimals
 - Percents
 - Budgeting
 - Estimating
 - Problem solving
 - Other** _____

Appendix 11: Resources by Subject Area

Overview

This chapter lists available resources for educators including: curricula, textbooks, literature, magazines, videos, computer software packages, GED preparation materials, assessment tools, and resources about teaching. Materials in this resource section have been included because they are excellent for teaching diverse groups of learners with beginning to intermediate level reading, writing, and math skills. Many have been used with great success in Youthbuild classrooms. Materials relate to the teaching of academic skills, life skills, vocational education, and job readiness and career exploration. To determine whether a resource is appropriate, and to check prices and availability, call the publisher and request a catalogue, or ask about obtaining free samples of materials. It is often possible to obtain a preview copy before making a selection.

Assessment tools included are those most useful for evaluating the academic skills of young people enrolled in Youthbuild programs. Curricula, textbooks, and literature are a selection of the many that are available. Since it is not possible to include every useful resource for teaching reading, writing, history, and math, and all works of literature that could be taught in the Youthbuild classroom, materials included in this resource section are those most likely to be culturally relevant to Youthbuild students.

Resources are organized by subject area (see the table of contents for this section), and within subject areas, they are listed in order by title. Videos are listed separately at the end of each subject area. Books, articles, and videos for educators about teaching are in the section, "Resources for Educators."

Assessment Tools

Adult Basic Learning Examination, Second Edition (ABLE) and ABLE Screening Battery Examination

Bjorn Karlsen, Eric F. Gardner

The Psychological Corporation, P.O. Box 708906, San Antonio, TX 78270-8960, (800) 211-8378, FAX (800) 232-1223, e-mail: customer_care@harcourt.com

Web: <http://www.harcourtassessment.com>

There are two levels of testing using the ABLE test. The more involved version takes about two hours and forty minutes to administer, but it is untimed. It is written for adults and can be scored by the student. It can be scored either by hand or by computer. A screening battery test, called "SelectABLE," takes fifteen minutes to administer and is used as a locator test to place students in the correct test battery level of the full-length test. The ABLE test provides grade equivalent scores. Items are also classified by objectives so a rough picture of students' strengths and weaknesses can be determined.

The ABLE Screening Battery is an alternative to the full-length battery. It is more appropriate for initial screening when time is limited. It takes about an hour to administer (but is untimed) and provides a measure of adult functional reading and math ability.

The key benefit of both ABLE Tests is that they are untimed, and therefore student scores are not influenced by time pressure or the inability to complete the test.

GED Practice Test

Harcourt Achieve, Attn: Cust. Serv. 5th Fl, 6277 Sea Harbor Dr., Orlando, FL 32887, (800) 531-5015. FAX (800) 699-9459

Web: <http://www.harcourtachieve.com>

There are five different tests available PA-PE in paper form as well as in software. The new Practice Tests for the 2002 tests do have scoring templates sold separately. With the Official practice Test Scoring software, you get not only the score automatically but a prescription of what the student needs to study, plus a listing of the materials needed for successful study. The Practice Tests are half-length tests and take about 3.5 hours to administer. These tests are norm-referenced tests and are produced by the GED Testing Service and distributed by Steck-Vaughn/Harcourt Achieve.

Implementing Performance Assessments: A Guide to Classroom, School and System Reform.

FairTest staff (FairTest, 1995, 56 pp.)

The National Center for Fair and Open Testing (FairTest), 342 Broadway, Cambridge, MA 02319, (617) 864-4810, FAX (617) 497-2224,

e-mail Info@fairtest.org

Web: <http://www.fairtest.org>

Provides descriptions, examples and practical advice on projects, exhibitions, observations, interviews, performance exams and portfolios, with tips for getting started with assessment reform and an extensive resource section.

The Portfolio Assessment Guidebook

Quality Educational Products, P.O. Box 132, Canfield, OH 44406, phone/fax (330) 702-0132, e-mail:

info@unschools.com

This is a resource for teachers who want to either build or improve their portfolio assessment system. Designed to help educators learn how to plan and implement an assessment program and create customized assessment materials. The teacher-friendly format includes step-by-step instructions.

R/EAL: Reading/Everyday Activities in Life: Functional Literacy Test,

Marilyn Lichtman, University of California Press, 1972

This is a test of functional literacy, designed to determine if students have the basic reading skills needed to cope with daily living. Students listen to a tape and fill out answers in a test booklet, related to reading real-life information found in road signs, TV schedules, directions on a pizza box, food ads, health brochures, apartment leases, job applications, and want ads. This can also be used to determine whether students have gained these skills after you have taught them.

TABE: Test of Adult Basic Education

Phyllis Dutwin and Carol Altreuter, 2003

Publishers Test Service, CTB / McGraw Hill, 2500 Garden Road, Monterey, CA 93940, (877) 833-5524, FAX (614) 759-3749, e-mail: pbq.ecommerce_custserv@mcgraw-hill.com

Web: <http://www.books.mcgraw-hill.com>

The TABE Test is the most widely used test of adult basic education skills. There are two versions: the full-length version and the Survey Edition. The full-length test includes sections on

reading vocabulary and comprehension, mathematics computation, concepts and applications, and language mechanics and expressions. A fourteen-minute locator test must be used to determine which of the four TABE levels is appropriate for each student. The reading test alone takes fifty-four minutes and the entire test takes three hours and ten minutes. The test is written for adults and scoring options are: hand-scoring with a stencil, scoring with SCOREZE Answer Sheets, or machine scoring with or without a scanner. The TABE Test provides grade equivalent scores as well as a rough profile of each student's instructional strengths and needs.

The Survey Edition can be used when time is limited. The reading section takes twenty-two minutes to administer, the mathematics section takes twenty eight minutes and the language section takes twenty minutes. As a screening test, the reading test is probably sufficient; its key benefit is that it can be administered in a short time.

TABE (Test of Adult Basic Education) Fundamentals

Harcourt Achieve, Attn: Cust. serv. 5th Fl, 6277 Sea Harbor Dr., Orlando, FL 32887, (800) 531-5015. FAX (800) 699-9459

Web: <http://www.harcourtachieve.com>

This produce is designed to help learners make measurable gains in TABE scores at a faster rate. They provide targeted practice in the TABE objectives and are the most up to date predictor of TABE readiness and success. More focused instruction at the M and D levels that give lower-level learners the extra support they need. They are designed for independent study, with a study planner and in-depth right/wrong answer feedback.

Integrated Curricula

Working Hands, Working Minds: An Integrated Construction Training Curriculum,

Anne Meisenzahl and David Greene

YouthBuild USA, Communications Department, 58 Day Street, P.O. Box 440332, Somerville, MA 02144, (617) 623-9900, FAX (617) 623-4331

Web: <http://www.youthbuild.org>

A series of integrated units designed to introduce students to fundamental aspects of the building trades while reinforcing academic and problem-solving skills. Units currently available are: "Unit One: Teamwork and Leadership," Unit Two: Health and Safety," Unit Three: Math and Measurement," Unit Four: Tools and Technology," and "Unit Five: Housing and Community."

GED RESOURCES

GED 21st Century Software

Harcourt Achieve, Attn: Cust. Serv. 5th Fl, 6277 Sea Harbor Dr., Orlando, FL 32887, (800) 531-5015. FAX (800) 699-9459

Web: <http://www.harcourtachieve.com>

Completely self-contained GED preparation computer program which includes automated instruction, testing, diagnosis, and prescription. Provides practice, explanations, and skill development in each of the GED testing areas, as well as GED testing simulation, immediate feedback, and analysis.

Access 21st Century, Software for Pre-GED Study

Harcourt Achieve, Attn: Cust. Serv. 5th Fl, 6277 Sea Harbor Dr., Orlando, FL 32887, (800) 531-5015. FAX (800) 699-9459

Web: <http://www.harcourtachieve.com>

This self-contained diagnostic and prescriptive program helps learners working at the pre-GED level build vital content and cognitive skills, using a proven, research-based approach that results in measurable gains. Access 21st Century delivers level appropriate individualized instruction and test preparation in all content areas needed for success to study for the GED or to build skills needed for high school achievement.

Pace Learning Systems

Reading, Basic Math, Language, Advanced Math, Science, Social Studies and Workforce Development/Employability Skills print and PaceWare® 4.0 software, Writing and Life Skills print systems.

Pace Learning Systems, Inc., 3710 Resource Drive, Tuscaloosa, AL 35401, (800) 826-7223

Web: <http://www.pacelearning.com>

The learning systems are uniquely designed to help learners pass the GED. Content in Reading, Basic Math, Language, Advanced Math, Science, and Social Studies is provided through individualized, self-paced instructional systems. Designed to reach learners with the minimum of a 5th grade reading level, Pace Learning Systems materials use a diagnostic prescriptive approach to learning that follows these principles of instruction: small steps, active responding, immediate feedback, self-paced instruction, and validation of learning. The comprehensive print systems are complete with lesson books, pre- and post-tests, personalized educational plans, mastery tests, answer keys and instructor's guides. The PaceWare® 4.0 software features easy-to-navigate lessons and meets the learner's individual needs and encourages steady progress.

Reading Skills

Best Short Stories (Best Series)

Edited by Raymond Harris.

Jamestown Publishers, Glencoe McGraw-Hill, P.O. Box 543 Blacklick, OH 43004, (800) USA-READ, FAX (614) 860-1877

Web: <http://www.jamestowneducation.com>

This is a volume of classic and contemporary stories that would stand on its own as a literary collection, but combined with comprehension, writing, and literature exercises, it is a highly effective tool for reading skill development. Skills covered in the middle book (levels 6-8) include: remembering facts; understanding word choices; understanding levels of meaning; understanding character, setting and feelings. Skills covered in the advanced level book (levels 9-college) include: organizing facts; making judgments and inferences; understanding main ideas; and recognizing tone. Authors include: Ray Bradbury, Toni Cade Bambara, Flannery O'Connor, Alice Walker, Woody Allen, Edgar Allen Poe.

The Best Series has five genres: short stories, nonfiction, poems, plays, and chapters for reading levels 5-12 and interest levels 6-12.

College Reading Skills (newly revised edition)

Jamestown Publishers, Glenco McGraw-Hill, P.O. Box 543 Blacklick, OH 43004, (800) USA-READ, FAX (614) 860-1877

Web: <http://www.jamestowneducation.com>

This eight-book series is designed to help students entering college to enhance their reading and study skills. Provocative reading selections by important authors form the basis for lessons that develop comprehension, vocabulary, and study skills. Four reading levels (6/7, 8/9, 10/11, 12/college) allow precise placement.

There are four volumes on each of two themes: "Selections from the Black," with engaging selections by exceptional black writers; and "Topics from the Restless," including articles and essays on controversial issues. Comprehension questions develop the ability to recall facts, retain concepts, organize facts, draw conclusions, make judgments and more. Selections are followed by lessons in developing study skills. Writers include: Toni Morrison, Frederick Douglass, Richard Wright, Gustavas Vassa, Bill Cosby, Marcus Garvey, Shirley Jackson, Betty Friedan, B.F. Skinner, Arthur Miller, Elizabeth Kubler-Ross and many others.

Pace Learning Systems

Reading print and PaceWare® 4.0 software

Pace Learning Systems, Inc., 3710 Resource Drive, Tuscaloosa, AL 35401, (800) 826-7223

Web: <http://www.pacelearning.com>

Building upon the reading skills a student already has, Reading takes a student from basic vocabulary skills through skills related to the reading of literature. This system contains an instructor's guide and 53 lessons organized in four standards: Life-oriented Vocabulary Skills, Comprehension Skills, Reference Skills, and Literary Skills. The Reading system includes 40 reading passages ranging from fifth-grade to twelfth-grade reading levels to provide sustained reading experiences that help students develop comprehension and inferential skills. PaceWare® 4.0 software focuses on helping students learn through success. The software meets each learner's individual needs, encouraging steady progress. In addition, Pace Learning Systems offer two solutions for low-level literacy learners: IRIS (Individualized Reading Instructional System) print material and Basic ED software. Basic ED can remediate students in conjunction with IRIS or it can stand alone as a supplemental Language Arts and Math program. Basic ED is highly interactive with full diagnostic capabilities, pretests and progress reports. It also features on-demand Spanish language support.

Fastbacks

Globe Fearon Publishers, 135 S. Mount Zion Road, P.O. Box 2500, Lebanon, IN 46052, (800) 526-9907

Web: <http://www.globefearon.com>

This is a series of pocket-sized books written for reading level 4-5. Fastbacks are available in the following categories: crime and detection, sports, mystery, romance, spy, horror, and science fiction—all of which are of high interest to adult students. Excellent for individual reading.

Laubach Way to Reading

New Readers Press, P.O. Box 35888, Syracuse, NY 13235-5888, (800) 448-8878, FAX (866) 894-2100, e-mail: nrp@prolitteracy.org

Web: <http://www.newreaderspress.com>

This reading skills series is designed to take students from reading level 0-4. Reading, writing, and listening skills are taught together for a complete learning approach. Lessons follow a structured format easy for both student and instructor to follow. Includes skill book, teacher's manual, read-along tapes, crossword puzzles, software.

Reading for Today

Harcourt Achieve, Attn: Cust. serv. 5th Fl, 6277 Sea Harbor Dr., Orlando, FL 32887, (800) 531-5015. FAX (800) 699-9459

Web: <http://www.harcourtachieve.com>

This is a series of workbooks for beginning and intermediate level readers, designed to strengthen comprehension skills and vocabulary (begins as low as teaching the alphabet and up to 6th grade reading skills). This series uses adult-level content to build basic skills; each book contains relevant stories, photos, word lists, writing practice, practical life-skill activities and critical thinking activities. Teacher's Guide includes lesson plans and suggestions for supplementary activities.

Learning 100 Reading Strategies Software

Harcourt Achieve, Attn: Cust. serv. 5th Fl, 6277 Sea Harbor Dr., Orlando, FL 32887, (800) 531-5015. FAX (800) 699-9459

Web: <http://www.harcourtachieve.com>

"Reading Strategies Software" helps students to build reading skills at their own pace, at the appropriate reading level. It provides constant encouragement and feedback as students progress, helps students build vocabulary, fluency, and speed, using relevant stories and engaging exercises. Comprehension skills are reinforced and applied. Designed for reading levels 1.0-10.5.

CONSTRUCTION-RELATED READING

Reading in the Workplace: Building and Construction Trades

Educational Activities Software, P.O. Box 754, Baldwin, NY, 11510 (800) 645-2796, FAX (516) 379-7429, e-mail: achieve@edact.com

Web: <http://www.ea-software.com>

This is a job-based computer reading program using real-life problems and solutions to capture student attention and improve their vocabulary and comprehension skills. The passages in the program are short and informative. Students read the vocabulary-rich selections on how-to topics that are applicable to the building trades. Reading strategies actively involve students in understanding the passage's main idea, understanding directions (reading for detail), sequencing, recognizing problems, making inferences, determining cause and effect, and determining word meaning (vocabulary).

Three progressive levels of difficulty with different tasks for each level include reading level 3-5, reading level 5-7, and reading level 7-9. A built-in dictionary is available to help identify the meanings of unfamiliar words in context. Students work at their own pace. Each lesson provides immediate feedback and reinforcement. Student errors are automatically flagged and the student is branched to hints that explain where the correct answer can be found. Reproducible

activity masters provide skill reinforcement away from the computer. Each program includes two diskettes, two back-ups, management, documentation, and reproducible activity masters.

Literature

ANTHOLOGIES

African-American Literature, Global Multicultural Literature Collection

Globe Fearon Publishers, 135 S. Mount Zion Road, P.O. Box 2500, Lebanon, IN 46052, (800) 526-9907

Web: <http://www.globefearon.com>

An anthology of short literature selections organized by genre, including fiction, non-fiction, poetry, and drama. Related activities for exploring cultural values and thinking critically are included. Teacher's Resource Manuals provide vocabulary activities and writing assignments.

Afro-American Folktales: Stories from Black Traditions in the New World

Edited by Roger Abrahams. Pantheon Books, 1985.

Web: <http://www.randomhouse.com/pantheon/>

This is a wonderful, attractive collection of humorous tales, "just-so stories," and moral fables from the United States and the Caribbean. A very rich collection of African-inspired tales.

Afro-American Women Writers, 1746-1933

Edited by Ann Allen Shockley. New American Library, 1988.

This collection of writing by African-American women is extensive and historically illuminating. It includes poetry, biography, autobiography, essays, short stories, novels, diaries and journals, as well as biographical sketches of each writer and critical introductions to each of the historical periods covered by the anthology.

Best New Chicano Literature 1986 and 1989 (Two volumes)

Edited by Julian Palley. Bilingual Press, Hispanic Research Center, Arizona State University, P.O. Box 872702, Tempe, AZ 85287-2702, (480) 965-3867, FAX (480) 965-8309, e-mail: brp@asu.edu

Web: <http://www.asu.edu/brp>

A collection of poems and fiction by Mexican-American winners of the Chicano Literary Contest at the University of California, Irvine.

Caribbean Connections Series: Haiti, Jamaica, Overview of Regional History, Puerto Rico and Moving North

Edited by Catherine Sunshine. Teaching for Change, P.O. Box 73038, Washington, DC 20056, (800) 763-9131, FAX (202) 238-0109, e-mail: info@teachingforchange.org

Web: <http://www.teachingforchange.org>

Highly acclaimed collections of fiction, non-fiction, oral histories, interviews, poetry, drama, and songs. Each book contains a teacher's guide. Ideal for social studies, English, and Spanish classes.

Chinese American Literature, Global Multicultural Literature Collection

Globe Fearon Publishers, 135 S. Mount Zion Road, P.O. Box 2500, Lebanon, IN 46052, (800) 526-9907

Web: <http://www.globefearon.com>

An anthology of short literature selections organized by genre, including fiction, non-fiction, poetry and drama. Includes related activities for exploring cultural values and thinking critically. The Teacher's Resource Manuals provide vocabulary activities and writing assignments.

Hear My Voice: A Multicultural Anthology of Literature from the United States (Student text 398 pp, Teaching guide 96 pp) .Edited by Laurie King. Addison-Wesley, 1994; Teaching for Change, P.O. Box 73038, Washington, DC 20056, (800) 763-9131, FAX (202) 238-0109, e-mail: info@teachingforchange.org

Web: <http://www.teachingforchange.org>

This is a diverse collection of poems, essays, stories and speeches, divided into six units: Borders; Love; Family; Society, Conflict, Struggle and Change; Personal Identity; and Celebrations. Includes a book of readings and a teaching guide with activities designed to link social studies and language arts.

Invented Lives: Narratives of Black Women 1860-1960

Edited by Mary Helen Washington. Anchor Books, 1987.

Web: <http://www.randomhouse.com/anchor/>

This is a collection of short stories and novel excerpts by African-American women including Harriet Jacobs, Zora Neale Hurston, Gwendolyn Brooks, and others.

Latino Caribbean Literature, Global Multicultural Literature Collection

Globe Fearon Publishers, 135 S. Mount Zion Road, P.O. Box 2500, Lebanon, IN 46052, (800) 526-9907

Web: <http://www.globefearon.com>

An anthology of short literature selections organized by genre, including fiction, non-fiction, poetry, and drama. Related activities for exploring cultural values and thinking critically are included. The Teacher's Resource Manuals provide vocabulary activities and writing assignments.

Mexican American Literature, Global Multicultural Literature Collection

Globe Fearon Publishers, 135 S. Mount Zion Road, P.O. Box 2500, Lebanon, IN 46052, (800) 526-9907

Web: <http://www.globefearon.com>

An anthology of short literature selections organized by genre, including fiction, non-fiction, poetry, and drama. Related activities for exploring cultural values and thinking critically are included. The Teacher's Resource Manuals provide vocabulary activities and writing assignments.

Plains Native American Literature, Global Multicultural Literature Collection

Globe Fearon Publishers, 135 S. Mount Zion Road, P.O. Box 2500, Lebanon, IN 46052, (800) 526-9907

Web: <http://www.globefearon.com>

An anthology of short literature selections organized by genre, including fiction, non-fiction, poetry, and drama. Includes related activities for exploring cultural values and thinking critically. The Teacher's Resource Manuals provide vocabulary activities and writing assignments.

Short Classics

Harcourt Achieve, Attn: Cust. serv. 5th Fl, 6277 Sea Harbor Dr., Orlando, FL 32887, (800) 531-5015. FAX (800) 699-9459

Web: <http://www.harcourtachieve.com>

This is a series of short presentations of classic literature, adapted for adult beginning and intermediate level readers. Titles include: Call of the Wild, Frankenstein, Hamlet, Huckleberry Finn, Hunchback of Notre Dame, Macbeth, Red Badge of Courage, Treasure Island, Wuthering Heights, and many more. For levels 4-6.

POETRY ANTHOLOGIES

African-American Poetry, (student edition and teacher's manual, 1993)

Globe Fearon Publishers, 135 S. Mount Zion Road, P.O. Box 2500, Lebanon, IN 46052, (800) 526-9907

Web: <http://www.globefearon.com>

An anthology of classic and contemporary poetry, including work by Lucille Clifton, Amiri Baraka, Langston Hughes, and Maya Angelou. Divided into six thematic units, this anthology includes biographical sketches of each of the poets and discussion questions for each poem. Illustrated with photographs by high school students.

Latino Poetry, (student edition, 1994)

Globe Fearon Publishers, 135 S. Mount Zion Road, P.O. Box 2500, Lebanon, IN 46052, (800) 526-9907

Web: <http://www.globefearon.com>

An anthology of poetry by poets of Mexican, Caribbean, and South American descent, including Pat Mora, Martin Espada, Gary Soto, and Victor Hernandez Cruz. Divided into six thematic units. Each unit includes biographical sketches of poets and discussion questions for each poem. Illustrated with photographs by high school students.

The Poetry of the Negro: 1946-1970, An Anthology

Edited by Langston Hughes and Arna Bontemps. New York: Doubleday, 1970.

This is a vast collection of poetry written by and inspired by African-Americans. It is an essential resource for teaching the role of African-Americans in American literature.

While Standing on One Foot: Tales from the Jewish Tradition.

Nina Jaffe and Steve Zeitlin. City Lore, 72 East 1st Street, New York, NY 10003, (212) 529-1955, Fax (212) 529-5062, e-mail: citylore@citylore.org

Web: <http://www.citylore.org>

This collection of folk tales invites children to match wits with heroes and heroines. At a point in each tale, readers are asked to think about how they might have escaped from the protagonist's predicament. Arranged chronologically, the stories also tell a history of Jewish life with tales of Biblical times, Eastern Europe, the Lower East Side of New York and Germany during the Holocaust.

Biography

AFRICAN-AMERICAN

The Autobiography of Malcolm X

Malcolm X. New York: Ballantine Books, 1987.

Web: <http://www.randomhouse.com>

This work, written in collaboration with Alex Haley, is an essential addition to any collection. It is inspiring and illuminating and may change students' minds about reading forever.

Bearing Witness: Selections from African-American Autobiography in the

Twentieth Century. Edited by Henry Louis Gates, Jr.

New York: Pantheon Books, 1991.

A collection of short autobiographical passages by a range of writers, including Zora Neale Hurston, Richard Wright, W.E.B. DuBois, Angela Davis, John Edgar Wideman, Claude Brown, and Malcolm X, among others. The writing is sophisticated but accessible, and is highly recommended either as silent reading for advanced readers or as class material to be read aloud by the teacher.

Black Achievers in Science

Mary Russell. C&M Publishing, 1989.

This is a series of activity books which introduce students to the many discoveries, inventions, and accomplishments of African-American scientists. Large drawings accompany games, activities, and short paragraphs describing the contributions of the scientists.

Black Americans of Achievement

Chelsea House Publishers, One Beeman Rd., P.O. Box 1040, Northborough, MA 01532, (800) 848-BOOK, FAX (877) 780-7300, e-mail: Sales@ChelseaHouse.com

Web: <http://www.chelseahouse.com>

A series of critically acclaimed biographies of notable African-Americans. Each book is written at an accessible reading level and is fully illustrated. Biographies include: Dizzy Gillespie, Whoopie Goldberg, Alex Haley, Spike Lee, Rosa Parks, Arthur Ashe, Amiri Baraka, W.E.B. DuBois, Josephine Baker, Marcus Garvey, Zora Neale Hurston, Thurgood Marshall, and more. (104 hardcover titles, 52 paperback titles.)

Black Science Activity Book (Teacher's edition)

Grace C. Massey. Chandler/White Publishing Co., Inc., 1988

Freedom Fighters

Globe Fearon Publishers, 135 S. Mount Zion Road, P.O. Box 2500, Lebanon, IN 46052, (800) 526-9907

Web: <http://www.globefearon.com>

This is a series of soft cover biographies of Malcolm X, Nelson Mandela, Martin Luther King, Jr., and Fannie Lou Hamer, written at reading level 3-4. Illustrated with photographs. The Teacher's Guide provides a chronology of events in each subject, teaching suggestions, and comprehension exercises for all five books.

Golden Legacy Comics

Fitzgerald Publishing Co., Inc., 1853 Central Park Ave., Yonkers, NY 10710, (914) 793-5015, e-mail: fitzgerald@golden-legacy.com

Web: <http://www.golden-legacy.com>

This is a series of 16 highly informative, illustrated history magazines which, in comic book format, tell the stories of famous African-Americans such as Toussaint L'Overture, Matthew Henson, Frederick Douglass, Alexander Dumas, and Harriet Tubman. Other topics include Black cowboys, ancient African kingdoms, and Black inventors. This is a very popular series which makes African-American history accessible to all readers.

Malcolm X

Arnold Adoff. Harper and Row, 1970.

Web: <http://www.harpercollins.com>

This is an attractive easy-to-read biography of Malcolm X, accessible to beginning readers who may be interested in the subject but not yet able to handle the Haley autobiography. This has been very well received by students and is highly recommended.

Malcolm X: The Great Photographs

Text by Thulani Davis. New York: Stewart, Tabori and Chang, 1992.

This is a stunning collection of photographs depicting the life and times of Malcolm X. It is accompanied by an informative narrative by Thulani Davis, who includes the voices of activists whose lives were changed by contact with the Muslim leader.

Malcolm X in Context: A Study Guide to the Man and His Times

Edited by Don Murphy and Jennifer Radtke. School Voices Press, February 1993

Teaching for Change, P.O. Box 73038, Washington, DC 20056, (800) 763-9131, FAX (202) 238-0109, e-mail: info@teachingforchange.org

Web: <http://www.teachingforchange.org>

Readings, study questions and exercises, historical chronology, and a resource guide.

Martin Luther King, Jr.: An Ebony Pictorial Biography

Johnson Publishing, 820 South Michigan Avenue, Chicago, IL 60605, (312) 322-9200.

Web: <http://www.johnsonpublishing.com>

This is a beautiful picture biography of Martin Luther King, including 82 pages of photographs and text from his speeches. It includes the full text of the "I Have A Dream" Speech, as well as photos of his early life, his acceptance of the Nobel Peace Prize, and his funeral in Atlanta.

Narrative of the Life of Frederick Douglass

Frederick Douglass. Dover Publications, Inc., Mineola, New York, 1995.

Web: <http://store.doverpublications.com>

Frederick Douglass was a former slave, impassioned abolitionist, brilliant writer, newspaper editor, and eloquent orator. His astounding life and ability to overcome alarming odds are recounted in his famous "Narrative," originally published in 1845 to quell doubts about his

origins, and to strengthen the anti-slavery cause. Excellent for the classroom, as a model of passionate writing and sensitive and vivid descriptions.

GAY AND LESBIAN

Gay and Lesbian Writers

Chelsea House Publishers, One Beeman Rd., P.O. Box 1040, Northborough, MA 01532, (800) 848-BOOK, FAX (877) 780-7300, e-mail: Sales@ChelseaHouse.com

Web: <http://www.chelseahouse.com>

This series explores the lives of well-known writers who often struggled with the perceptions created by their sexual preferences (Adrienne Rich, Allen Ginsberg, James Baldwin, Oscar Wilde, Sappho, Walt Whitman).

LATINO

Always Running—La Vida Loca: Gang Days in L.A.

L. Rodriguez. Curbstone Press, 1993.

Teaching for Change, P.O. Box 73038, Washington, DC 20056, (800) 763-9131, FAX (202) 238-0109, e-mail: info@teachingforchange.org

Web: <http://www.teachingforchange.org>

The dramatic account of Rodriguez's life as a gang member in the 1960s and 1970s, his encounters with racism in schools and on the streets, and his political activism. Excerpts would be very appropriate for classroom discussion.

Cesar Chavez, Freedom Fighters series

Globe Fearon Publishers, 135 S. Mount Zion Road, P.O. Box 2500, Lebanon, IN 46052, (800) 526-9907

Web: <http://www.globefearon.com>

This is a soft cover biography of Cesar Chavez, Mexican-American founder of the United Farm Workers, written at reading level 3-4. Illustrated with photographs. The Teacher's Guide provides a chronology of events in each subject, teaching suggestions, and comprehension exercises for all five books.

Down These Mean Streets

Piri Thomas. New York: Vintage Books, 1977.

Web: <http://www.randomhouse.com>

This is a powerful autobiography of a young man of Puerto Rican descent growing up in Spanish Harlem in the 1940s. It is poetically written and very engaging to young adults.

Escalante: The Best Teacher in America

Jay Matthews. Henry Holt, 1988.

A biography of Jaime Escalante, the calculus teacher from East Los Angeles who inspired the film "Stand and Deliver."

Hispanics of Achievement

Chelsea House Publishers, One Beeman Rd., P.O. Box 1040, Northborough, MA 01532, (800) 848-BOOK. FAX (877) 780-7300, e-mail: Sales@ChelseaHouse.com

Web: <http://www.chelseahouse.com>

Focusing on the lives and achievements of prominent men and women of Spanish heritage throughout history, this series underscores the important role Latinos and Spaniards have played in shaping world culture. Written at an accessible level and fully illustrated. Titles include: Henry Cisneros, Gloria Estefan, Rita Moreno, Julio Iglesias, Pablo Picasso, Jose Marti, Pablo Neruda, and more.

Latino Biographies, Multicultural Biographies Collection

Globe Fearon Publishers, 135 S. Mount Zion Road, P.O. Box 2500, Lebanon, IN 46052, (800) 526-9907

Web: <http://www.globefearon.com>

Short biographies of notable Latino men and women, including Diego Rivera, Jose Marti, Nancy Lopez, Ruben Blades, and Cesar Chavez. Reading comprehension and writing activities follow each selection. Written at the sixth grade level.

Hunger of Memory

Richard Rodriguez. Bantam Books, 1982.

Web: <http://www.randomhouse.com/bantamdell/>

Autobiography of a Mexican-American and his experiences with assimilation.

I, Rigoberta Menchu': An Indian Woman in Guatemala

Rigoberta Menchu'. Edited by E. Burgos-Debray. Verso, 1984.

Teaching for Change, P.O. Box 73038, Washington, DC 20056, (800) 763-9131, FAX (202) 238-0109, e-mail: info@teachingforchange.org

Web: <http://www.teachingforchange.org>

Nobel Peace Prize recipient Rigoberta Menchu' describes the indigenous traditions of child-raising, farming, health care, and spirituality. She documents her people's fight for justice and violent government repression.

Latinos: A Biography of the People

Earl Shorris. Norton, 1992.

Web: <http://www.wwnorton.com>

Although written at an advanced level, this book is full of oral histories of Latinos who discuss issues of race, class, and immigration.

Of Secret Wars and Roses

D. Sandoval, 1987

Teaching for Change, P.O. Box 73038, Washington, DC 20056, (800) 763-9131, FAX (202) 238-0109, e-mail: info@teachingforchange.org

Web: <http://www.teachingforchange.org>

A moving story of a Salvadoran high school student in Los Angeles who struggles with memories of home as she adjusts to life in the United States. Includes teaching ideas. (Bilingual.) Spiral-bound.

NATIVE AMERICAN

Black Indians: A Hidden Heritage

William Loren Katz. Atheneum/Macmillan, 1986.

This is a fascinating history of the relationship between Africans and Native Americans in American history. It tells the stories of runaway slaves seeking refuge in Native American villages, and of the African-Seminole alliance which developed in Florida. It is full of photos and prints and is written at an accessible intermediate level.

Native American Biographies, Multicultural Biographies Collection

Globe Fearon Publishers, 135 S. Mount Zion Road, P.O. Box 2500, Lebanon, IN 46052, (800) 526-9907

Web: <http://www.globefearon.com>

Short biographies of notable Native American men and women, including N. Scott Momaday, Joy Harjo, Ben Nighthorse Campbell, Rodney Grant and Juane Quick-to-See Smith. Reading comprehension and writing activities follow each selection. Written at the sixth grade level.

North American Indians of Achievement

Chelsea House Publishers, One Beeman Rd., P.O. Box 1040, Northborough, MA 01532, (800) 848-BOOK. FAX (877) 780-7300, e-mail: Sales@ChelseaHouse.com

Web: <http://www.chelseahouse.com>

The books in this series recount the life stories of notable Native American men and women of achievement. Books are full of historical photographs and artwork and are written at an accessible level. Titles include Chief Joseph and Geronimo.

ASIAN AMERICAN

Asian American Biographies, Multicultural Biographies Collection

Globe Fearon Publishers, 135 S. Mount Zion Road, P.O. Box 2500, Lebanon, IN 46052, (800) 526-9907

Web: <http://www.globefearon.com>

Short biographies of notable Asian American men and women, including Amy Tan, Kristi Yamaguchi, Ved Mehta, Maya Lin and Haing Ngor. Reading comprehension and writing activities follow each selection. Written at the sixth grade level.

WOMEN

Eleanor Roosevelt: A Life of Discovery

Russell Freedman. Clarion Books, New York, 1993.

Web: <http://www.houghtonmifflinbooks.com>

This is a Newberry Honor Book which details the life and contributions of Eleanor Roosevelt. It tells the story of her evolution from an awkward wealthy child into one of the most influential women in America. A good companion biography to the study of history.

Hard Hatted Women, Life on the Job (second edition)

Edited by Kay Martin. Seal Press, P.O. Box 13, Seattle, WA 98111

Web: <http://www.sealpress.com>

This book contains 26 narratives by women in non-traditional trades. They are informative and inspirational stories of the challenges facing women who seek to do what has been called “men’s work” and the approaches they’ve used to overcome obstacles. The two narratives that deal with carpentry, “Pat Cull: Carpenter,” and “Nina Saltman: Carpenter Foreman,” could be read and discussed in class, and accompanied by exercises in which students write similar narratives about their own experiences doing challenging work.

Helen Keller: The Story of My Life

Helen Keller. Dover Publications, Inc., Mineola, New York, 1996.

Web: <http://store.doverpublications.com>

When she was 19 months old, Helen Keller (1880-1968) suffered a severe illness that left her blind and deaf. Not long after, she also became mute. In this classic autobiography, first published in 1903, Keller recounts the first 22 years of her life, including her first realization that objects had names, her joy at eventually learning to speak, her friendships with well-known people, her education and her relationship with her teacher, Annie Sullivan. Presented in clear, straightforward prose, this is a moving memoir that offers a portrait of one of the most inspiring women in American history.

Her Heritage: A Biographical Encyclopedia of Famous American Women (CD Rom, may be available in libraries; see website for similar items)

Cambridge Education, 2572 Brunswick Pike, Lawrenceville, NJ 08648, (800) 468-4227.

Web: <http://www.filmsmediagroup.com>

This CD-rom invites users into the lives of over 1,000 famous women who helped shape U.S. history. It introduces learners to women’s accomplishments in fields as diverse and demanding as athletics, arts, business, science, design and philosophy. From Margaret Chase Smith, the first woman to run for President, to Lucille Ball, the queen of comedy, they are all included in this comprehensive CD-rom multimedia learning guide. The stories of their lives, drawn from rich biographical profiles, are complimented with photos and videos. Easy-to-operate interface allows users to explore hundreds of videos, audio clips, portraits, and photographs.

VIDEOS

The Ebony/Jet Guide to Black Excellence, Video Series

Johnson Publishing Co., 820 South Michigan Ave., Chicago, IL 60605 (312) 322-9200

Web: <http://www.johnsonpublishing.com>

Three videos feature successful celebrities in entertainment, business and government. “The Entertainers” features Bill Cosby, Maya Angelou and Charles Dutton; “Leadership” features

Gov. L. Douglas Wilder, Marian Wright and Dr. James Comer; "Entrepreneurship" features Publisher Johnson, Oprah Winfrey, and Joshua Smith, CEO of Maxima Corp. In each of the videos, the speakers describe how they overcame enormous obstacles in order to achieve their goals. The video tapes are accompanied by guidebooks.

Math Skills

Fractions as a Tool (cassettes)

John Blackwood and Elizabeth Alden. Educational Activities, P.O. Box 87, Baldwin, NY 11510, (800) 645-3739, FAX (516) 623-9282, e-mail: learn@edact.com

Web: <http://www.edact.com>

This developmental program uses the ruler to help students to visualize, conceptualize and work with fractions in real-life situations. Each lesson immediately involves students in working with a different tool. The lessons move sequentially; building, reviewing and reinforcing as the program progresses. Individual pacing allows students to work at their own speeds. Further reinforcement is provided by a self-test placed at the end of each lesson. Skills include: using the ruler, converting inches and feet, using halves, quarters, eighths, and sixteenths of an inch; adding and subtracting with like and unlike denominators; multiplying and dividing fractions and mixed numbers; working with common multiples and least common multiples; and solving problems involving fractions, decimals, percentages, and mixed numbers in real-life situations.

Top Line Math

Harcourt Achieve, Attn: Cust. Serv. 5th Fl, 6277 Sea Harbor Dr., Orlando, FL 32887, (800) 531-5015, FAX (800) 699-9459

Web: <http://www.harcourtachieve.com>

This is a 10 book series that provides an inventory that allows placement in the appropriate books with pre and post tests that allow determination of learners' skill levels and documentation of growth. Engaging, age appropriate topics that introduce basic math skills and their real life application. The student works only in those areas of need. The titles include: number concepts, decimals, fractions, ratios and percents, measurement, geometry, data, tables, and graphs; pre-algebra, data analysis and probability, and mathematical reasoning.

Math for the Carpenter (cassettes and workbooks)

Michael Chotiner. Educational Activities, Inc., John Blackwood and Elizabeth Alden. Educational Activities, P.O. Box 87, Baldwin, NY 11510, (800) 645-3739, FAX (516) 623-9282, e-mail: learn@edact.com

Web: <http://www.edact.com>

This course focuses on four complex areas of planning (reading plans, ordering materials, laying out and cutting materials, and cost estimating) that carpenters must master to work effectively in their trade. Subjects covered include: lumber sizes, framing a wall, reading a plan, preparing an order, board feet, graph paper layout, molding, preparing a cutting list, sheathing, siding, surface area, laying out and cutting, figuring door clearance, rafters, determining line length, prices, figuring labor costs, preparing a materials estimate, and estimating the complete job.

Reading A Ruler Computer Software (Windows item 73343 or MacIntosh item 73366)

Hearlihy and Co., P.O. Box 1747, Pittsburg, KS 66762, (866) 622-1003, FAX (800) 443-2260

Web: <http://www.hearlihy.com>

Tutorial software which helps students understand the different types of rules and how to read them. Covers measurement in inches, feet, yards, quarters, eighths, sixteenths, and the steps for calculating simple and compound fractions while reading the ruler. Concludes with practice drills for reading the ruler.

Practical Math, 2nd edition

American Technical Publishers, 1155 W. 175th St. Homewood, IL 60430, (800) 323-3471, FAX (708) 957-1100

Web: <http://www.go2atp.com>

This new edition of a classic American Tech textbook presents basic mathematic concept typically applied in the industrial, business, and craft trades. By combining comprehensive text with illustrated examples of mathematics problems, this book offers easy-to-understand instructions for solving math-based problems encountered on the job. Many different trade areas are represented throughout the book.

Pace Learning Systems – Math print and PaceWare® 4.0 software

Pace Learning Systems, Inc., 3710 Resource Drive, Tuscaloosa, AL 35401, (800) 826-7223

Web: <http://www.pacelearning.com>

Pace Learning Systems offers two Math systems: Basic and Advanced. Basic Math takes a student from Introducing Whole Numbers all the way to Reading Scales and Gauges. The print system contains 41 lessons organized in six standards: Whole and Decimal Numbers, Fractions, Equivalency, Probability and Statistics, Consumer Applications, and Measurement. Advanced Math contains 38 lessons organized in five standards: Pre-Algebra, Geometry, Equations and Graphing, Polynomial and Quadratic Equations, and Sets and Calculations. Both print systems come complete with lesson books, pre- and post-tests, study schedules, mastery tests, answer keys, and instructor's guides. In addition, the Basic Math system includes flash cards and the Advanced Math system comes with protractors. PaceWare® 4.0 software is designed to help students learn through success. The software meets each learner's individual needs, encouraging steady progress.

Writing Skills

The 1-2-3 Method: The Writing Process for Bidialectal Students

Edited by Mary Rhodes Hoover. Burgess International Group, 1989.

The goal of this writing workbook is to teach the writing process to African-American students, whose dialects have been either disregarded or viewed as inferior to Standard English. Using a step-by-step approach which is respectful of the logic of dialect, issues in the African-American experience and the concerns of young adults, this workbook teaches organizing skills, parts of speech, sentence structure, planning and writing essays and research papers.

The Art of Science Writing

Dale Worsley and Bernadette Mayer. *Teachers and Writers Collaborative*, 5 Union Square West, New York, NY 10003, (800) Books-TW, FAX (212) 675-0171, e-mail: info@twc.org

Web: <http://www.twc.org>

Excellent suggestions for writing about science topics, and practical advice for writing in many forms: essays, notes, personal memoirs, poetry, fiction, and others. This book also includes an anthology of brief and accessible science writing by Darwin, Freud, Carl Sagan, Einstein, and others.

Blazing Pencils: A Guide to Writing Fiction and Essays

Meredith Sue Willis. *Teachers and Writers Collaborative*, 5 Union Square West, New York, NY 10003, (800) Books-TW, FAX (212) 675-0171, e-mail: info@twc.org

Web: <http://www.twc.org>

“Blazing Pencils” includes more than 150 writing ideas to help students every step of the way as they write essays or fiction. The book is structured to show that fiction and nonfiction writing aren’t always that different. Using text, exercises and examples, it can be used alone by students or as a class textbook. Includes a free 48-page “Writing Notebook,” with lined pages ready for student use.

The Conversation Piece

Bret Nicholaus and Paul Lowrie. *Ballantine Books*, New York, 1996

Web: <http://www.randomhouse.com>

A book of provocative questions to stimulate discussion, journal writing, and essay writing. The book’s 320 questions are designed to facilitate creative and original thinking. For example: “What daring feat would you like to witness in person?”; “If you were given twenty acres of land and money to develop it however you chose, what would you do with it?”; “If you could add any course to our nation’s school curriculum, what would it be?”

Language Skills Workbooks

Harcourt Achieve, Attn: Cust. Serv. 5th Fl, 6277 Sea Harbor Dr., Orlando, FL 32887, (800) 531-5015. FAX (800) 699-9459

Web: <http://www.harcourtachieve.com>

These are skill-specific practice books full of exercises in grammar, usage or mechanics. Books address vocabulary, capitalization, punctuation, parts of speech, paragraphs, spelling. For levels 4-8.

Pace Learning Systems – Writing print system

Pace Learning Systems, Inc., 3710 Resource Drive, Tuscaloosa, AL 35401, (800) 826-7223

Web: <http://www.pacelearning.com>

Pace Learning Systems offers a full Writing print system. The system contains 28 lessons organized in five standards: Grammatically Correct Writing, Clear and Concise Writing, Sentence Combining, Competent Writing, and The Writing Process. Writing comes complete with lesson books, pre- and post-tests, study schedules, mastery tests, answer keys, and instructor’s guides. In addition, 49 reproducible lesson worksheets and 24 writing assignments are included.

The Poetry Connection: An Anthology of Contemporary Poems to Stimulate Creative Writing. Edited by Kinereth Gensler and Nina Nyhart. June 1, 1978

Teachers and Writers Collaborative, 5 Union Square West, New York, NY 10003, (800) Books-TW, FAX (212) 675-0171, e-mail: info@twc.org

Web: <http://www.twc.org>

An excellent resource for teaching poetry writing that uses modern poetry as models. Includes creative suggestions for teaching acrostics, sense poems, fantasy poems, and persona poems.

Reading, Writing, and Rising Up: Teaching About Social Justice and the Power of the Written Word

Linda Christensen. *Teaching for Change*, P.O. Box 73038, Washington, DC 20056, (800) 763-9131, FAX (202) 238-0109, e-mail: info@teachingforchange.org

Web: <http://www.teachingforchange.org>

"My students walk out the school door into a social emergency," Linda Christensen writes. "They are in the center of it. I believe that writing is a basic skill that will help them both understand that emergency and work to change it." This practical, inspirational book offers essays, lesson plans, and a remarkable collection of student writing, all rooted in an unwavering focus on language arts teaching for justice.

Will My Name Be Shouted Out? Reaching Inner City Students Through the Power of Writing. Stephen

O'Connor. *Simon and Schuster*, New York, 1996.

Web: <http://www.simonsays.com>

Stephen O'Connor is a poet and short story writer who ran a writing program at a New York City junior high school where "hope runs a distant second to despair." In this book, based on diaries he kept over two years, he describes the difficulty he had reaching young people whose lives were overwhelmed by violence and poverty. But he does get them to write and to tell their personal stories, with some success: he tells about how some individual lives were profoundly changed by their exposure to writing, and describes how students turned heart-wrenching narratives and poems into a play which they then performed for the school.

The Writing Workshop: How to Teach Creative Writing

Alan Ziegler. *Teachers and Writers Collaborative*, 5 Union Square West, New York, NY 10003, (800) Books-TW, FAX (212) 675-0171, e-mail: info@twc.org

Web: <http://www.twc.org>

"Writing Workshop: Volume One," backs up numerous practical suggestions for teaching creative writing with discussions of the writing process and theory. The author proposes that the classroom becomes a "writing workshop" where students are given direction to keep them going, but where individual growth and personal interests are respected and encouraged. "Writing Workshop: Volume Two," tells how to design and adapt writing assignments and how to present writing ideas so they work. The book presents ten assignments that are particularly good as Openers, followed by 60 more writing ideas, with examples and advice on how to present each idea.

History and Social Studies

AMERICAN AND EUROPEAN-AMERICAN

A People's History of the United States

Howard Zinn. HarperCollins, 1980.

Teaching for Change, P.O. Box 73038, Washington, DC 20056, (800) 763-9131, FAX (202) 238-0109, e-mail: info@teachingforchange.org

Web: <http://www.teachingforchange.org>

This book describes the lives and facts that are rarely included in textbooks. An indispensable teacher resource, written on a high school level.

A Real American Girl

Rosalyn Bresnick Perry. 72 East 1st Street, New York, NY 10003, (212) 529-1955,

Fax (212) 529-5062, e-mail: citylore@citylore.org

Web: <http://www.citylore.org>

This is a cassette tape to use in a unit on immigration. On it, one of the country's finest storytellers recounts her experiences getting ready to come to the United States from a town in Eastern Europe, her experiences on the boat, and her first days as a school child in a public school. Here, she tries out for the Thanksgiving pageant, convinced she would get the lead role; but when she auditioned, the entire classroom erupted into laughter at her foreign accent. Although rooted in the Jewish immigrant experience, her tales comprise a classic migration story.

America's Story

Harcourt Achieve, Attn: Cust. serv. 5th Fl, 6277 Sea Harbor Dr., Orlando, FL 32887, (800) 531-5015. FAX (800) 699-9459

Web: <http://www.harcourtachieve.com>

This is a full-color history text designed for beginning readers (levels 2-3.) Introduces key topics in American history, including exploration, settlement, growth of the nation, the Civil War, Reconstruction, westward expansion, the Industrial Revolution, the World Wars, the space race, Civil Rights. Units begin with motivating readings, a timeline and vocabulary; units conclude with map, graph or timeline activities and comprehension-building exercises.

Carry It On: The Story of America's Working People in Song and Picture

Pete Seeger and Bob Reiser. A Sing Out Publication, Bethlehem, Pennsylvania, 1991.

"Carry It On" tells the story of working people in America and how they lived, loved, worshiped and fought for their rights. Built around 85 songs which capture vividly the experiences and struggles of American working people, including "Bread and Roses," "Solidarity Forever," and "De Colores." The songs combine with text, photographs, and illustrations to create a moving and vivid history of the American labor force.

Let Us Now Praise Famous Men

James Agee and Walker Evans. Ballantine Books, 1941.

This classic documentary work describes the six weeks spent by the author and photographer living with white tenant farmers in Alabama in 1936. In it, author Agee details the plight of the

families and describes his subjective reaction to it. Accompanied by well-known, evocative photographs of poverty and despair. Excellent for reading aloud and class discussion, or for independent reading by advanced readers.

The Story in History: Writing Your Way into the American Experience

*City Lore, 72 East 1st Street, New York, NY 10003,
(212) 529-1955, Fax (212) 529-5062, e-mail: citylore@citylore.org*

Web: <http://www.citylore.org>

This book offers teachers and students an entirely new way of learning about history—through the process of imaginative writing. Writing a ballad about Martin Luther King, or a dramatic monologue spoken by George Washington, students explore American history by imagining details of historic conversations.

Pace Learning Systems – Social Studies print and PaceWare® 4.0 software

Pace Learning Systems, Inc., 3710 Resource Drive, Tuscaloosa, AL 35401, (800) 826-7223

Web: <http://www.pacelearning.com>

Pace Learning Systems offers a new Social Studies system containing 40 lessons organized in six standards: World Geography, United States Geography, World History, United States History, Civics and Government, and Economics. The print system comes complete with lesson books, pre- and post-tests, study schedules, mastery tests, answer keys, and instructor's guides. In addition, the Social Studies system includes 101 reproducible lesson worksheets. PaceWare® 4.0 software focuses on helping students learn through success. The software meets each learner's individual needs, encouraging steady progress. Pace Learning Systems materials are uniquely designed to ensure that learners pass the GED Test. Our philosophy and teaching method creates a fail-safe environment where learners can not only succeed academically, but change their attitude toward the learning process as well. Our motto "Nothing Teaches Like Success," well expresses our philosophy and practice.

Straight Talk

*Video by Robbie Leppzer, 31 minutes,
Turning Tide Productions, P.O. Box 864, Wendell, MA, 01379, (800) 557-6414, FAX (800) 544-7989, e-mail:
info@turningtide.com*

Web: <http://www.turningtide.com> or <http://www.buyindies.com>

This documentary about the Vietnam War features five Vietnam veterans speaking to high-school students about their first-hand experiences in the war. The veterans talk about their decisions to enter the military and share stories of combat and non-combat situations in Vietnam. The video interweaves clips of the veterans' own home-movie footage and photographs taken during their military tours. The documentary also offers glimpses of current high school military recruitment practices, which contrast with the poignant and revealing testimonies of the veterans.

We Must Never Forget: The Story of the Holocaust

*Knowledge Unlimited, Inc., P.O. Box 52, Madison, WI, 53701 (800) 356-2303, FAX (800) 618-1570, e-mail:
csis@newscurrents.com*

Web: <http://thekustore.com>

This video program makes the tragic events of the 1930s and '40s relevant to young people today. The first part of the program reviews the historical content of the Holocaust, including the long tradition of anti-Semitism in Central Europe, the aftermath of World War I in Germany, the

Great Depression, and the rise of Adolf Hitler. Most affecting of all is the on-screen presence of Holocaust survivor Rosa Katz telling her chilling and dramatic personal story.

AFRICAN-AMERICAN

Black History Activity and Enrichment Handbook

Just Us Books, Inc., 356 Glenwood Avenue, East Orange, NJ 07017, (973) 672-7701, FAX, (973) 677-7570, e-mail: justusbooks@mindspring.com

Web: <http://www.justusbooks.com>

This is an easy-to-use collection of ideas, activities, and games designed to help explore African-American history and culture. It includes suggestions for such activities as reading African folktales, organizing classroom debates, writing family histories, making a heritage quilt, and organizing a protest.

Black People Who Made the Old West

William Loren Katz. Africa World Press, Inc., 541 West Ingham Ave., Suite B, Trenton, NJ 08638, (609) 69503200, FAX (609) 695-6466, e-mail: awprsp@africanworld.com

Web: <http://www.africanworld.com>

This book describes the contributions of pioneers of African heritage who contributed to the settling of the West. Featuring figures like DuSable and Dred Scott, the book devotes two or three pages to each. It is clearly written at a basic level and illustrated.

March Toward Freedom: A History of Black Americans

James A. Banks and Cherry Banks. Fearon Education, 1978. 500 Harbor Blvd., Belmont, CA 94002.

This is a superb textbook designed for adult education classes. It is clearly written, well-organized, and informative. It is divided into chapters dealing with key issues in African-American history: Africa as homeland, slavery, the abolitionist movement, the Civil War and Reconstruction, white supremacy in the South, exodus from the South, the Depression and World War II, the civil rights movement in the 1950s, the "Black Revolt," and outstanding Black Americans. Each chapter ends with review questions and activity ideas.

Blues in America: A Social History

Jackdaw Publications/Golden Owl Publishing,

P.O. Box 503, Amawalk, NY 10501, (800) 789-0022, FAX (800) 962-9101

Web: <http://www.jackdaw.com>

This portfolio of historical documents and audio traces the blues art form from the Mississippi Delta to the West Coast and industrial cities of the North, following the post-war migrations of African-Americans in search of a more equitable life. Includes eleven historical documents, four essays, comprehensive notes on the documents and critical thinking questions. Also includes a cassette tape with songs by Lightnin' Hopkins, Elizabeth Cotten, Ma Rainey, Muddy Waters, prison work songs, and more.

The Eyes on the Prize: Civil Rights Reader: Documents, Speeches, and Firsthand Accounts from the Black Freedom Struggle, 1954-1990

Clayborne Carson, ed., et al. Penguin Books, 1991.

An excellent resource, including documents, speeches and first hand accounts from the civil rights struggles of 1954-1990.

From the Browder File: Twenty-two Essays on the African American Experience

Anthony Browder, et al., Inst Karmic Publishers, 1989.

This is a collection of provocative, short (two-page) essays on a variety of topics, ranging from "Television and its Influence on African-American Children," "Sports and African Americans," "Diet," and "The Politics of Hair." Good as discussion starters and as examples of persuasive essays.

Lessons from History: A Celebration in Blackness (advanced edition)

Jawanza Kunjufu. African-American Images, 1909 West 95th St., Chicago, IL, 60643, (800) 552-1991, e-mail: AAI@AfricanAmericanImages.com

Web: <http://www.AfricanAmericanImages.com>

This is a basic text designed to teach the history of African-Americans, beginning with roots in Africa. It is highly readable and accessible to intermediate-level readers.

Reconstruction

Jackdaw Publications/Golden Owl Publishing,

P.O. Box 503, Amawalk, NY 10501, (800) 789-0022, FAX (800) 962-9101

Web: <http://www.jackdaw.com>

This collection of documents provides the background to Reconstruction and describes the intense political battles which shaped it. It examines the struggles of Blacks for jobs, schools, land reform, and political power. The new governments' turmoil is recreated through prints, photographs, cartoons, broadsheets, newspapers, and other documents of the times. Includes ten historical documents, five essays, notes on the documents, and critical thinking questions.

Slavery in the United States

Jackdaw Publications/Golden Owl Publishing,

P.O. Box 503, Amawalk, NY 10501, (800) 789-0022, FAX (800) 962-9101

Web: <http://www.jackdaw.com>

This portfolio attempts to provide some understanding of the origins of American slavery, how it developed and expanded, what the life of slaves was like, and the ways in which slaves responded to their oppression. Also included are the events leading up to Lincoln's Emancipation Proclamation. Includes nine historical documents, six essays, notes on the documents, and critical thinking questions.

CARIBBEAN

Caribbean Connections Series: Overview of Regional History, Puerto Rico, Jamaica and Haiti. Edited by Catherine Sunshine.

Teaching for Change, P.O. Box 73038, Washington, DC 20056, (800) 763-9131, FAX (202) 238-0109, e-mail: info@teachingforchange.org

Web: <http://www.teachingforchange.org>

Highly acclaimed collections of fiction, non-fiction, oral histories, interviews, poetry, drama, and songs. Each book contains a teacher guide. Ideal for social studies, English, and Spanish classes. Purchase individually or buy the set of all four titles.

Caribbean History in Maps

Peter Ashdown. Longman Group United Kingdom, 1979.

This is a very vivid historical survey of the impact of conquest, colonialism, and slavery in the Caribbean, using graphs, charts, and maps. It is an excellent resource for teaching map reading skills and important historical concepts and facts.

INTERNATIONAL

Apartheid is Wrong: A Curriculum for Young People

Paula Rogovin Bower. Educators Against Racism and Apartheid, 164-04 Goethals Ave., Jamaica, NY 11432.

This is an extremely detailed and comprehensive educational tool, focusing on the history and culture of South Africa and the struggle against apartheid. It is full of background material for teachers and worksheets for students. It teaches reading, writing and maps and charts through the subject. It is appropriate for all levels because it is easily adaptable.

The Slave Trade and Its Abolition

Jackdaw Publications/Golden Owl Publishing,

P.O. Box 503, Amawalk, NY 10501, (800) 789-0022, FAX (800) 962-9101

Web: <http://www.jackdaw.com>

This collection of documents outlines the development of the slave trade from 1503, when the first slaves were taken to the Caribbean, to its abolition throughout the British Empire in 1833. The story is told through documents, cartoons, photographs, engravings and pages from the journal of a slave trader which record the purchase of slaves and life on a slave ship. Includes historical documents, essays, notes, and critical thinking questions.

LATINO

Across the Wire: Life and Hard Times on the Mexican Border

Luis Alberto Urrea. Anchor Books, 1993.

Web: <http://www.randomhouse.com/anchor/>

Depicts the life of poor refugees on the Mexican side of the border with a focus on their struggle to survive. Many photos. Written at an intermediate level.

Exploring a Changing World

Globe Fearon Publishers, 135 S. Mount Zion Road, P.O. Box 2500, Lebanon, IN 46052, (800) 526-9907

Web: <http://www.globefearon.com>

This text offers thorough coverage of eight major world regions: Latin America, Northern America, Europe, Eurasia, North Africa and the Middle East, Africa, Asia, and the Pacific World. The five themes of geography are supplied by an instructional program that addresses all basic

social studies and critical thinking concepts and skills. Students retain more because they study both the human side and the physical aspects of geography. Grades 6-12. Interest level 6-12. ABE/ESL

The Latino Experience in U.S. History

Globe Fearon Publishers, 135 S. Mount Zion Road, P.O. Box 2500, Lebanon, IN 46052, (800) 526-9907

Web: <http://www.globefearon.com>

Designed to supplement any U.S history course, The Latino Experience in U.S History combines readable historical narrative with extensive skills development. In both The African American Experience and The Latino Experience unit openers called "The Big Picture" set the scene and connect the events in the chapters that follow. Throughout The Latino Experience and The African American Experience colorful illustrations, charts, and historic and contemporary works of art enrich the narrative. The Artist's view, a 16-page, full-color section in each text, introduces students to great artists and artisans, past and present. Grades: 6-12 Interest Level: 6-12 Reading Level: 7

Hispanic America to 1776 (Global Mosaic of American History)

Globe Fearon Publishers, 135 S. Mount Zion Road, P.O. Box 2500, Lebanon, IN 46052, (800) 526-9907

Web: <http://www.globefearon.com>

A textbook which tells the story of early Spanish conquerors and the indigenous people they encountered in the Caribbean, Mexico, and the lands that became Florida, California and the southwestern United States. Uses primary sources from books, letters, journals, newspaper accounts, and speeches. It also includes maps and timelines.

A Puerto Rican in New York and Other Sketches

Jesus Colon. International Publishers, New York, 1982.

This is a collection of very short essays by Jesus Colon, who left Puerto Rico for New York City in 1918. The essays describe the experiences and hopes of the working people he met throughout his life, especially the tabaqueros, young apprentice cigarmakers who worked in small cigar factories in New York. A very engaging and insightful history.

Rediscovering America/Redescubriendo America

Edited by G. Belli and A. Ramos, et al. 1992.

Teaching for Change, P.O. Box 73038, Washington, DC 20056, (800) 763-9131, FAX (202) 238-0109, e-mail:

info@teachingforchange.org

Web: <http://www.teachingforchange.org>

Excellent collection of bilingual folktales, short stories, essays, poetry, and songs from Latin America and the Caribbean. Readings and lessons on the history of the conquest and resistance, the environment, race, the Maya, and more.

Rethinking Columbus: The Next 500 Years (new edition, 1998)

Edited by B. Bigelow, B. Miner and B. Peterson.

Rethinking Schools, 1992. Teaching for Change, P.O. Box 73038, Washington, DC 20056, (800) 763-9131, FAX (202) 238-0109, e-mail: info@teachingforchange.org

Web: <http://www.teachingforchange.org>

This greatly expanded new edition has over 100 pages of new material, including an exciting role-play, The Trial of Columbus, "Thanksgiving Day" materials and updated resource listings. Over 90 essays, poems, short stories, interviews, historical vignettes, and lesson plans re-evaluate the legacy of Columbus. Useful teaching ideas for kindergarten through college.

Rethinking Columbus (slide show)

Produced by B. Bigelow, 1992

Rethinking Schools, 1992. Teaching for Change, P.O. Box 73038, Washington, DC 20056, (800) 763-9131, FAX (202) 238-0109, e-mail: info@teachingforchange.org

Web: <http://www.teachingforchange.org>

Slides and script provide a critique of the story of the "discovery of America" as it is told in children's literature and textbooks. This slide show is ideal for workshops for teachers or students on critiquing bias in textbooks and literature.

NATIVE AMERICAN

Indian Resistance: The Patriot Chiefs

Jackdaw Publications/Golden Owl Publishing,

P.O. Box 503, Amawalk, NY 10501, (800) 789-0022, FAX (800) 962-9101

Web: <http://www.jackdaw.com>

A portfolio chronicling the intolerance and mistreatment of Indians by European colonists and the relationships between European settlers and Indian leaders. Includes 12 historical documents, six essays, comprehensive notes on the documents, and critical thinking questions.

Native Americans: The Struggle for the Plains

Globe Fearon Publishers, 135 S. Mount Zion Road, P.O. Box 2500, Lebanon, IN 46052, (800) 526-9907

Web: <http://www.globefearon.com>

This textbook details the struggle of Native Americans of the Great Plains to hold onto their lands and cultures during the 1800s. Uses primary sources from books, letters, journals, newspaper accounts, and speeches. It includes maps and timelines.

ASIAN-AMERICAN

The Chinese and the Building of the U.S. West (Global Mosaic of American History)

Globe Fearon Publishers, 135 S. Mount Zion Road, P.O. Box 2500, Lebanon, IN 46052, (800) 526-9907

Web: <http://www.globefearon.com>

This textbook details the immigration and contributions of the Chinese people from the time of the California Gold Rush through the growth of policies to limit that immigration in the late 1800s

and early 1900s. Uses primary sources from books, letters, journals, newspaper accounts, and speeches. It also includes maps and timelines.

GAMES

The Black Explorers

Identity Toys, 2821 N. 4th Street, Milwaukee, WI 53212.

This board game is attractive and engaging because it helps students review math operations while they learn about the lives and accomplishments of famous explorers: Jean DuSable, Matthew Henson, James Beckworth, Guion Bluford. Beautifully designed and easy to follow.

Harriet Tubman Game and Study Set

National Women's History Project, National Women's History Project, 3343 Industrial Dr., Suite 4, Santa Rosa, CA 95403, (707) 636-2888, FAX (707) 636-2909, e-mail: questions@nwHP.org

Web: <http://www.nwHP.org>

This game is designed to help students understand the daring life of Harriet Tubman, who led slaves north to freedom along the underground railroad. The set includes a black-line game board, short biography, discussion questions, song sheet, suggested activities, and a bibliography of related sources. May be most appropriate for lower-level readers.

In Search of Identity

Identity Toys, 2821 N. 4th Street, Milwaukee, WI 53212.

This board game is very popular and very instructive. Players try to discover the identity of famous Black Americans from a set of clues. The game is attractive, fun, and challenging and can be played successfully both by students who do and do not know a lot of information about famous people. The only drawback of the game is that in the twenty or so biographical sketches included, there are no women.

SOCIAL CHANGE

Black Voting Rights: The Fight for Equality

Jackdaw Publications/Golden Owl Publishing,

P.O. Box 503, Amawalk, NY 10501, (800) 789-0022, FAX (800) 962-9101

Web: <http://www.jackdaw.com>

This collection of documents tells the story of how African-Americans acquired the ballot after the Civil War and then how, in the South, it was taken away. Documents also depict the struggles of the Civil Rights Movement begun in the 1950's and the ultimate victory in gaining the ballot. Includes 19 historical documents (cartoons, articles by W.E.B. Du Bois from the magazine "Crisis," posters, articles by the NAACP, Supreme Court reports, and more), four essays, comprehensive notes and critical thinking questions.

Do Something: The Magazine

Do Something, 24-32 Union Square East, 4th floor South, New York, NY 10003, e-mail: help@dosomething.org

Web: <http://www.dosomething.org>

Previously titled "BUILD", Do Something magazine provides a forum for young people to connect, share stories, work together, and build communities. It looks back at the work that incredible young people have done and looks forward to what readers can do. Some of the regular features, columns, articles, and departments include: profiles of young leaders and their amazing projects, "Recommended Consumption" or service-related books, movies, websites, and music, and "Ask an Action Hero," a "Dear Abby"-style service-related Q&A.

Chronicles of Black Protest, A Background Book for Young People

Edited by Bradford Chambers. Mentor Books/New American Library, New York, 1968.

A comprehensive collection of important historical documents from the history of African-American protest. Gathered in this volume are the narratives of the first slaves of the Americas to the Black Panthers of Los Angeles as well as the words of such Black leaders as Nat Turner, David Walker, Frederick Douglass, Booker T. Washington, W.E.B. DuBois, Martin Luther King, Jr., and Malcolm X. Also included are the voices of Henry David Thoreau, William Lloyd Garrison, and Thomas Jefferson.

Making the Peace: A Violence Prevention Curriculum

Paul Kivel, 1997. Teaching for Change, P.O. Box 73038, Washington, DC 20056, (800) 763-9131, FAX (202) 238-0109, e-mail: info@teachingforchange.org

Web: <http://www.teachingforchange.org>

This is a comprehensive teaching handbook with all the information needed to implement a 15-session violence prevention curriculum. It offers step-by-step instructions for the sessions, anticipates difficult issues that may arise, and suggests ideas for follow up both within the classroom and within the larger educational program.

"Mississippi Freedom Schools," Special issue of Radical Teacher Magazine, 1991.

Background on Civil Rights Movement Freedom Schools. Rather than provide students with a set of "multicultural texts," the freedom school curriculum involves students in a critical examination of how culture can either perpetuate inequality or foster social change. Applicable today.

The Power of the People: Active Non-Violence in the United States

Robert Cooney and Helen Michalowski. Peace Press, Inc., 3828 Willat Avenue, Culver City, CA 90230.

This is a comprehensive guide to the history of non-violent social change organizing in the United States. Full of photographs, drawings, and documents, this book is readable and informative. Covers topics such as the roots of American non-violence, woman's suffrage, the labor movement, the anti-war movement, the civil rights movement and the farmworkers movement.

Strangers in Their Own Country: A Curriculum Guide on South Africa

B. Bigelow. Africa World Press, 1985. Teaching for Change, P.O. Box 73038, Washington, DC 20056, (800) 763-9131, FAX (202) 238-0109, e-mail: info@teachingforchange.org

Web: <http://www.teachingforchange.org>

Introduces students and teachers to the lives and struggles of the people of South Africa with stories, poems, role plays, news articles, and historical readings.

FILM AND VIDEO

Metropolitan Avenue

Directed by Christine Noschese. 60 minutes, color. New Day Films, 190 Route 17M, P.O. Box 1084, Harriman, NY 10926, (888) 367-9154, FAX (845) 774-2945, e-mail: curator@newday.com

Web: <http://www.newday.com>

“Metropolitan Avenue” is an inspiring film about community, about the changing role of women, and about how powerful ordinary people can be when they join together to fight for something they believe in. Viewers are introduced to a lively Brooklyn neighborhood which faces problems caused by racial tensions and cutbacks in municipal services. But in this case, homemakers from varied ethnic backgrounds unite, rise to the challenge, and become leaders in the effort to save their community.

A Time for Justice: Video and Curriculum Guide

Charles Guggenheim, Director; Julian Bond, Narrator. Produced for the Teaching Tolerance Project of the Southern Poverty Law Center

Direct Cinema Ltd., Inc., P.O. Box 10003, Santa Monica, CA 90410-1003, (310) 636-8200, FAX (310) 636-8228, e-mail: orders@directcinemalimited.com

Web: <http://www.directcinema.com>

This 38-minute documentary chronicles the history of the Civil Rights movement. It recalls through archival footage the crises in Montgomery, Little Rock, Birmingham and Selma, but it also tells the stories of individuals who risked their lives for the cause of freedom and equality.

Multicultural Education

Actions Speak Louder: A Skills Based Curriculum For Building Inclusion

The National Conference for Community and Justice, 71 Fifth Avenue, New York, NY 10003, (800) 352-6225

Web: <http://www.birminghampledge.org>

The curriculum is designed to improve intergroup relations and teach students to value inclusion. Actions Speak Louder helps young people accept themselves and their peers through six modules dealing with different themes. In the first module, “Civility,” rights and responsibilities for how we interact are discussed; “Self-Esteem” encourages students to explore their sources of strength and self-worth. In “Identity,” students learn about each other’s backgrounds and the values important to themselves and families. Other modules address stereotypes, name-calling, skills for interrupting prejudice, and skills for resolving conflicts.

African American Holidays

James Anyike. Popular Truth, Inc., 334 E. 37th Street, Chicago, IL, 60653-1346, (312) 548-6000.

Includes suggestions on how to celebrate the following holidays: Martin Luther King’s Birthday, Black History Month, Malcolm X Day, African Liberation Day, Juneteenth National Freedom Day, Kwanzaa, Slave Holidays, and Umoja Karamu.

Celebration of Afro-American Heritage

Joanna Featherstone. Open City Schools Curriculum, New York, NY.

Web: <http://www.theatreworksusa.org> (web site features Joanna Featherstone, storyteller)

This curriculum is full of a wide range of activities for young people from the primary grades to young adulthood. Poetry, music, art, biographies, history, games, plays, rituals, and crafts are all designed to help students celebrate various aspects of the African-American experience.

Indians of North America (Heritage edition, new series)

Chelsea House Publishers, One Beeman Rd., P.O. Box 1040, Northborough, MA 01532, (800) 848-BOOK, FAX (877) 780-7300, e-mail: Sales@ChelseaHouse.com

Web: <http://www.chelseahouse.com>

This updated edition of the critically acclaimed series, Indians of North America, provides the latest information about new issues affecting each tribe and how each tribe's history has impacted the United States today. Meets high school and social studies standards. Titles include: The Cherokees, The Choctaw, The Comanche, The Hopi, The Iroquois, The Mohawk, and The Teton Sioux.

Kwanzaa: An African-American Celebration of Culture and Cooking

Eric Copage. Morrow Publishers.

The author assembles folktales, proverbs, and menus in an engaging book about Kwanzaa, the week-long midwinter festival that celebrates African-American life. The book is divided into seven sections to correspond to the seven principles of Kwanzaa, with anecdotes to illustrate the virtues of unity, self-determination, collective work and responsibility, cooperative economics, purpose, creativity, and faith. Recipes are interspersed with biographies and stories.

The Native People of the Northeast Woodlands: An Educational Resource Publication

National Museum of the American Indian. Smithsonian Institution

Web: <http://www.americanindian.si.edu/>

This comprehensive curriculum includes 47 interdisciplinary activities which teach about the history and culture of Native people from the Northeastern United States. The curriculum is full of ready-to-use activities that are informative, attractive and respectful, as well as a comprehensive list of resources, tribal government locations, powwow locations, museums, trips in local areas, and activity kits.

Open Minds to Equality: A Sourcebook of Learning Activities to Promote Race, Sex, Class, and Age Equity.

N. Schniedewind and E. Davidson. Prentice Hall, 1983. Teaching for Change, P.O. Box 73038, Washington, DC 20056, (800) 763-9131, FAX (202) 238-0109, e-mail: info@teachingforchange.org

Web: <http://www.teachingforchange.org>

A guidebook for teachers. Lessons address building trust, communication and cooperation; stereotypes; the impact of discrimination; and creating change. For grades 3-12.

Skywalkers

Rick Hill. City Lore, 72 East 1st Street, New York, NY 10003, (212) 529-1955, Fax (212) 529-5062, e-mail: citylore@citylore.org

Web: <http://www.citylore.org>

Written by a former ironworker from the Mohawk nation, "Skywalkers" is about how the Mohawk Indians became involved in the construction trades, working on bridges at the turn of the century. It chronicles the danger of the work and offers first hand accounts of workers who came to New York City to work in "high steel," and in so doing helped shape the famous skyline. Grades 6-12

Voices from the Fields: Farmworkers Tell Their Stories

City Lore, 72 East 1st Street, New York, NY 10003, (212) 529-1955, Fax (212) 529-5062, e-mail: citylore@citylore.org

Web: <http://www.citylore.org>

This book is full of the words of young people enrolled in California's Yo Puedo migrant program. They speak about all of things of importance to them: separation from their parents, school, hard work, gang life, love for their families, their hopes for the future, learning English, and more. This is a unique book of photos, oral histories, and poems in English and Spanish. Grades 5-12

Voices from the Mountains

Collected and recorded by Guy and Candie Carawan. Alfred A. Knopf, 1975.

The history, the life and the people of the Appalachian South are captured and revealed in this beautiful book. Includes personal stories told by the people themselves, over fifty songs that encompass every aspect of their lives, and over 150 photographs that show the faces of the people, the beauty of the landscape, and the struggles they have survived. Includes descriptions of early mining days, the fight to unionize, the poverty and pride of the families, the success of grassroots organizing and the effects of Black Lung Disease. This is an excellent introduction to the culture of the Appalachian South, but also a useful addition to a study of key events in American history, and to any discussion of social change movements.

VIDEOS

The Color of Fear 1

Videotape and training seminar, Lee Mun Wah, Stir Fry Productions, 1222 Preservation Park Way, Oakland, CA 94612, (800) 370-STIR.

Web: <http://www.stirfryseminars.com>

The Color of Fear 1 is the internationally acclaimed film about eight men of various ethnicities engaging in an intimate and honest dialogue about race and the effects of racism on their lives and families. "Out of their intimate and intense confrontations emerges a deeper sense of understanding and trust for their uniqueness and common desire to be understood and acknowledged," says Director Lee Mun Wah. The participants ultimately arrive at a place from which to begin healing. The videotape is designed to be used with groups, and purchase of the tape includes a facilitator's training. The vision of Stir-Fry Seminars and Consulting is to help create environments where diversity can be valued, acknowledged, and practiced. The focus of the training is on empowerment, dialogue, and the development of conflict facilitation and communication skills. Training center around the belief that individuals can best learn how to value diversity by first learning about themselves and others around them. >From there, they can better articulate what they need from others to feel supported and understood.

The Color of Fear 2

*Videotape and training seminar, Lee Mun Wah, Stir Fry Productions,
1222 Preservation Park Way, Oakland, CA 94612, (800) 370-STIR.*

Web: <http://www.stirfryseminars.com>

The Color of Fear 2 reveals the unique and intimate relationship that eight men had with each other, as they shared their experiences with racism. It also shows what happened when the men came to an impasse during their weekend together and who emerged to break the silence between them.

The Color of Fear 3

*Videotape and training seminar, Lee Mun Wah, Stir Fry Productions,
1222 Preservation Park Way, Oakland, CA 94612, (800) 370-STIR.*

Web: <http://www.stirfryseminars.com>

The Color of Fear 3 is an intimate conversation on the issues of what it is to be gay in this society and the impact it has on their sense of safety and identity. Through their personal stories and interactions, we have a glimpse into the fears, the stereotypes, and moral issues that are dividing and confronting us today.

My Brown Eyes

Directed by Jay Koh. Teaching for Change, P.O. Box 73038, Washington, DC 20056, (800) 763-9131, FAX (202) 238-0109, e-mail: info@teachingforchange.org

Web: <http://www.teachingforchange.org>

This video depicts the daily life of a ten-year-old Korean boy as he rises early and prepares for his first day of school. Since his immigrant parents work late into the night, he makes their breakfast and his own school lunch. Once he arrives at school, he becomes withdrawn and later get into a fight. The video provides a powerful forum for examining the conditions in school which can serve to silence and alienate students. Appropriate for young adults and staff development.

Vocational Education

Contren Learning Series

*National Center for Construction Education and Research,
Prentice-Hall, One Lake Street, Upper Saddle River, NJ, 07458, (800) 922-0579.*

Web: <http://www.nccer.org>

Built upon industry standards, the Contren Learning Series is a standardized, competency-based construction, maintenance, and pipeline curriculum that is taught nationwide by contractors, associations, and secondary and post-secondary schools. Students that complete the Contren Learning Series through an Accredited Training Sponsor, receive industry recognized credentials that assure national portability of skills.

Blueprint Reading

Computer Software, Hearlihy and Co., P.O. Box 1747, Pittsburg, KS 66762, (866) 622-1003, FAX (800) 443-2260

Web: <http://www.hearlihy.com>

This tutorial style software uses graphics, sound, and text to teach students how to read blueprints. Each lesson is followed by a quiz. Scores are automatically stored to disk and can be printed or reviewed on the computer.

Printreading for Residential Construction, Part 1 (4th edition)

Thomas E. Proctor and Leonard P. Toenjes

American Technical Publishers, Inc., 1155 West 175th Street, Homewood, IL 60430, (800) 323-3471, FAX (708) 957-1101.

Web: <http://www.go2atp.com/stores>

This text/workbook with CD-ROM presents basic elements of printreading and provides printreading experience in residential construction. The entire process of printreading, from working drawings and printmaking techniques to reading and interpreting finished plans, is covered in detail. At the end of each chapter there are comprehensive review materials, extensive sketching, and test exercises designed to challenge the student and reinforce the material covered. The CR-ROM includes Quick Quizzes, an Illustrated Glossary, Steward Residence – Prints, Stewart Residence – 3D Model, Master Math Problems, Media Clips, and Reference Material. Instructor's guide available.

Printreading for Residential and Light Commercial Construction, Part 2 (4th edition)

Thomas E. Proctor and Leonard P. Toenjes

American Technical Publishers, Inc., 1155 West 175th Street, Homewood, IL 60430, (800) 323-3471, FAX (708) 957-1101

Web: <http://www.go2atp.com/stores>

This newly revised text/workbook addresses the needs of intermediate level printreading students and discusses information applicable to a variety of trade areas, including carpentry, electrical, masonry, steel, and mechanical/plumbing. The text pertains to residential and light commercial construction, with emphasis on light commercial construction. In addition, the text provides in-depth discussion of CSI MasterFormat, International Building Code, and Residential Building Code. Each text contains a CD-ROM designed as a self-study aid to enhance content included in the book and includes Quick Quizzes, Illustrated Glossary, Wendy's Restaurant – prints, Wendy's Restaurant – Specifications, MasterMath Problems, Media Clips and Reference material. Instructor's guide available.

House Design, Series 1 and 2

Shopware computer software.

Web: <http://www.mid-atlantictraining.com/>

These software packages introduce students to key terminology and skills used by architects and designers. Lessons and quizzes in Part I include: Using an Architect Scale, Architectural Symbols, Good House Design. Lessons and quizzes in Part II include: Types and Symbols, Building Materials, and Energy Efficient House Design.

Sim City

Maxis Computer Software

Web: <http://www.maxis.com>

This simulated city planning software allows students to gain insight into the responsibilities involved in running a metropolis: managing municipal budgets, maintaining services, fighting crime, pollution and traffic jams. The package includes eight different city scenarios. Students can build cities from scratch, customize landscapes, and print their creations.

Sim City 2000

Maxis Computer Software

Web: <http://www.maxis.com>

Sim City 2000 continues the urban planning simulation of Sim City (see above), with new art and sounds and added realism. In this more advanced software, students plan the placement of subways, stadiums, museums, and more. They face the challenge of managing growth while pleasing the populace and handling economic and natural disasters.

Three Dimensional Home Architect

Computer Software. Broderbund,

P.O Box 6125, Novato, CA 94948-6125, (800) 521-6263

Web: <http://www.broderbund.com>

This computer software allows users to create basic home designs, elevations and sections. It also produces supply lists for making purchases. User-friendly introduction to the basics of computer-aided design. For use with Windows 3.1 or Windows 95 only.

Understanding Construction Drawings (fourth edition)

Mark Huth. 1983. Delmar Publishers, Inc.,

2 Computer Drive West, Box 15-015, Albany, NY 12212

Web: <http://www.delmarlearning.com>

This is a book of mock architectural drawings and assignments related to them. It includes a math section that is short and clear. The chapters have a good overview of architectural principles. The book uses clear, basic language and pictures. This is a good supplement to math classes, vocational education activities and on-site training. Use in correlation with the study of site drawings.

CARPENTRY

Basic Carpentry Illustrated.

Sunset Publishing, Menlo Park, California, 1984.

Basic Woodworking Illustrated.

Tony Lawler. Sunset Books, Menlo Park, CA, 1986

Beginner's Guide to Woodwork.

London: Usborne Publishing, 1979. Usborne Publishing Ltd, 20 Garrick Street, London WC2E 9BJ, England.

Building a House

Ken Robbins. New York: Four Winds Press, 1984.

This large book describes the building of a new house in simple, direct language accompanied by black and white photographs. A good addition to the classroom library for both reference or pleasure reading.

Carpentry for Children (1982)

Lester Walker. Overlook Press, One overlook Dr., Woodstock, NY, 12498

Web: <http://www.overlookpress.com>

The Carpenter's Manifesto, A total guide that takes all the mystery out of carpentry for everybody

Jeffrey Ehrlich and Marc Mannheimer. New York: Holt, Rinehart and Winston, 1977.

This is a very large, comprehensive reference book. It is well-organized and full of excellent illustrations.

Easy Woodstuff for Kids.

David Thompson. Gryphon House.

Housebuilding for Children (1977)

Lester Walker. Overlook Press, One Overlook Rd., Woodstock, NY 12498

Web: <http://www.overlookpress.com>

These are workbooks designed to help young people build simple shelters and woodworking projects (including how to build sawhorses, toolboxes and workbenches). Don't be misled by the title: the explanations of tools, instructions and illustrations are clear and simple but appropriate for adults; the plans are written in step-by-step format that would be very usable in Youthbuild vocational classes.

Houses and Homes.

Carol Bowyer. London: Usborne Publishing, 1978. Usborne Publishing Ltd, 20 Garrick Street, London WC2E 9BJ, England.

Stanley Tools.

Stanley Hardware. Division of Stanley Works, 480 Myrtle St., New Britain, CT, 06053, (800) 262-2161

Web: <http://www.stanleytools.com>

Structures (The Young Scientist Investigates series).

Terry Jennings. Chicago: Children's Press, 1984.

This Old New House.

Sheila MacGraw. Annick Press Ltd, distributed in the US by Firefly Books Ltd, 250 Sparks Avenue, Willowdale, Ontario, Canada. M2H2S4.

Unbuilding

David Macaulay. Boston: Houghton-Mifflin, 1980.

This fictional account of the dismantling and removal of the Empire State Building describes the structure of a skyscraper and explains how such a dismantling would be accomplished.

Underground

David Macaulay. Boston: Houghton-Mifflin, 1980.

The text and drawings in this book describe the subways, sewers, building foundations, telephone and power systems, columns, cables, pipes, tunnels and other underground elements of a large modern city.

Woodworking Projects I.

Sunset Books, Menlo Park, CA, 1975.

Woodworking Projects II.

Sunset Books, Menlo Park, CA, 1984.

ELECTRICAL

Electrical Blueprint Reading (revised)

*American Technical Publishers, Inc.,
1155 West 175th Street, Homewood, IL 60430, (800) 323-3471, FAX (708) 957-1101*

Web: <http://www.go2atp.com/stores>

A clearly-written text explains how to read and interpret electrical drawing, wiring diagrams, and specifications for construction of electrical systems in buildings.

Safe and Simple Electrical Experiments

Rudolf F. Graf. Dover Publications, Inc., 1964.

Web: <http://store.doverpublications.com>

In 101 entertaining experiments and projects, students learn the basic principles of electricity. Three major categories, static electricity, magnetism, and current electricity and electromagnetism are treated separately. Each experiment, beginning with a list of the safe and inexpensive materials required, has step-by-step instructions and illustrations, and a discussion of the expected results. From cleaning phonograph records with plastic wrap and telling time with a compass to making a transformer or a telegraph sounder, students learn where to get electricity and how to store and use it.

SAFETY

Power Tool Safety

Computer Software. Hearlihy and Co., P.O. Box 1747, Pittsburg, KS 66762, (866) 622-1003, FAX (800) 443-2260

Web: <http://www.hearlihy.com>

This is a safety curriculum designed to help students learn about how to handle and use a variety of portable and bench power tools. Includes power tool operation manual, instructor's packet, and tool safety software, which incorporates 500 safety questions about stationary and portable tools. Teachers can edit, delete, and add to make their own customized tests.

Safety Pamphlets. Scriptographic Booklets by Channing L. Bete Co., 200 State Rd., South Deerfield, MA 01373-0200, (800) 477-4776, FAX (800) 499-6464, e-mail: custsvcs@channing-bete.com

Web: <http://www.channing-bete.com>

“You and Safety”

“How Do You Rate as an Accident Risk?”

“You and Your Back”

“The ABCs of Moving and Lifting Things Safely”

“About Ladder and Scaffold Safety”

“On-the-Job Safety”

“About Electrical Safety”

“What You Should Know About Workplace Emergencies”

This series of illustrated pamphlets is an excellent way to introduce students to safety concepts in a readable, accessible format. Short, eight-page pamphlets provide clear introductions to safety issues, appropriate for multi-level groups

You Can Give First Aid

Kim Bowman. ., New Readers Press, P.O. Box 35888, Syracuse, NY 13235, (800) 448-8878, FAX (866) 894-2100, e-mail: nrp@proliferacy.org

Web: <http://www.newreaderspress.com>

This workbook on basic first aid covers the following topics in a readable, clear format accessible to basic and intermediate readers: The First Steps; The Emergency Phone Call; Mouth-to-Mouth Breathing; Choking; Bleeding; Poisoning; Shock; Burns; Broken Bones; Exposure; Minor Wounds and Bites; Eye, Ear and Nose; Moving the Injured; First Aid Box. This workbook would serve as an excellent supplement to the safety unit, as well as an introduction to first aid, to precede a course in first aid certification.

VIDEOS

Blueprints: Planning a Building

Shopware – Films Media Group, 2572 Brunswick Pike, Lawrenceville, MN 08648, (800) 487-3392.

Web: <http://www.filmsmediagroup.com>

This video and DVD take students to the jobsite and covers plot plan, including length and bearing of each property line, landscaping and location of utilities. Also covers scale of drawing, including foundation plan, floor plan and climate plan. Students also learn the important roles played by support technicians.

Work-a-Day America Carpentry

Vocational Video Library, Educational Activities, P.O. Box 87, Baldwin, NY, 11510 (800) 645-3739, FAX (516) 623-9282

Web: <http://www.edact.com>

This 15 minute video explores a range of jobs in the field of carpentry, from entry-level to management. In on-the-job interviews, real workers describe both positive and negative aspects of their work, the education necessary, the career path a person could follow, and general safety information. The primary goal of the video is to assist students in vocational preparation.

Ceilings

Hometime Video, 6213 Bury Drive, Eden Prairie, MN, 55346.

Web: <http://www.hometime.com>

Fix and patch damaged ceilings. Construct and install wood beams. Hang a suspended ceiling grid and tiles.

Electricity All About Us

(12 minute video) Code # 62415
Phoenix Learning Group, 2349 Chaffee Dr., St. Louis, MO 63146,
(800) 221-1274
<http://www.phoenixlearninggroup.com>

People use electricity to produce light and heat and move things. But how does electricity work? Viewers discover the role of circuit breakers and fuses, the difference between current electricity and how electrons are responsible for electrical activity.

Electrical Safety *(13 minute video) Code # 62329*
Phoenix Learning Group, 2349 Chaffee Dr., St. Louis, MO 63146,
(800) 221-1274
<http://www.phoenixlearninggroup.com>

Provides student with specific information on how to avoid potential electrical disasters. Topics covered include using appliances correctly and avoiding using them near water; the dangers of flying kites near power lines; and what to do when encountering a broken power wire on the ground. Viewers learn the dangers signs which indicate faulty house wiring, and they are cautioned against overloading circuits.

Finish Carpentry

Hand and Power Tools *(discontinued but may still be available)*
Hometime Video, 6213 Bury Drive, Eden Prairie, MN, 55346.
Web: <http://www.hometime.com>

“The Mystery of the Master Builders”

Booklist, produced by WGBH Boston (58 minutes) Item # 76-75-1-087.9,
Coronet/MTI Film and Video, Distributors of Learning Corporation of America,
108 Wilmot Road, Deerfield, IL 60015, (800) 621-2131.

What features did master builders incorporate into their designs to allow many historical structures to remain solid, engineering models? In this intriguing presentation, Princeton professor Robert Mark analyzes the structural design of such venerated landmarks as the Pantheon, St. Paul’s Cathedral and the Eiffel tower, as well as modern architectural ‘disasters,’ including Sydney’s Opera House and Boston’s John Hancock Building. On-site visits, animated drawings, state of the art computer aides visuals, and vintage illustrations highlight engineer Mark’s discussion and explanatory introduction to step rings, buttresses, pinnacles, and cross-bracings. This detailed, though lucid, examination, with almost reverential footage of various edifices, is an informative, enlightening choice for classroom and public library viewers.

Windows and Doors *(various)*
Hometime Video, 6213 Bury Drive, Eden Prairie, MN, 55346.
Web: <http://www.hometime.com>

Learn how to do all the finishing details. Install window and door casing, molding and baseboard, even a fireplace surround and mantel.

Wood Flooring

Hometime Video, 6213 Bury Drive, Eden Prairie, MN, 55346.

Web: <http://www.hometime.com>

Life Skills/Counseling Resources

The Book of Questions

Gregory Stock. Workman Publishing Company, Inc., 1 West 39th Street, New York, NY 10018, 1987.

Web: <http://www.workman.com>

Many of the questions in this collection would serve as provocative discussion starters or stimuli for writing. Questions deal with topics related to values and beliefs related to love, money, sex, integrity, generosity, pride, and death. They expose issues that warrant introspection, but also are particularly stimulating when discussed with others.

Career Choices, A Guide for Teens and Young Adults (Career Choices Curriculum)

Academic Innovations, 3463 State Street, Suite 219,

Santa Barbara, CA 93105, (800) 967-8016, Fax: (800) 967-4027, e-mail: customer@academicinnovations.com

Web: <http://www.academicinnovations.com>

This is a workbook for teenagers and young adults, full of exercises and resources related to making career decisions and planning for the future. Sections include: "Who Am I?," "What Do I Want?," "How Do I Get It?"

Choices and Changes: Making the Transition from Adult Education to Vocational/Technical Education.

Anne Meisenzahl,

The Center for Community Education,

283 Trojan Trail, Tallahassee, FL 32311

This curriculum is designed to help students bridge the gap between the adult education classroom and further training.

Through a series of exercises designed to help students set long and short term goals, explore their interests, skills and talents, and investigate career paths of interest, students learn the options available to them in various careers and the kinds of planning required to pursue those options. Students visit career centers, interview workplaces and observe a workplace in action. They learn budgeting skills and investigate sources for financial aid. In the final module, students develop a Personal Plan Portfolio designed to be used as a tool for future concrete action.

Getting Ready for the Job World

Northwest Media, Inc., 326 West 12th Avenue, Eugene, Oregon 97401, (800) 777-6636.

Web: <http://www.northwestmedia.com> and <http://www.sociallearning.com>

This video, designed for teenagers and young adults, provides valuable information about how to present oneself to employers on paper and in person. Both the video and the accompanying curricular activities teach young people to:

- Go beyond the "help wanted" ads and uncover the hidden job market
- Identify practical skills and personal qualities they already have
- Effectively contact employers and set up interviews
- Make a good first impression

- Follow up after the interview
- Use a resume and cover letter
- Keep increasing their chance for employment

Pace Learning Systems – Life Skills print system

Pace Learning Systems, Inc., 3710 Resource Drive, Tuscaloosa, AL 35401, (800) 826-7223

Web: <http://www.pacelearning.com>

Pace Learning Systems' Life Skills is a complete curriculum that cover core life skills. For use with older youth and adults in a group setting, Life Skills includes transparency masters and outlines for each lesson. Students are engaged through a series of activities and worksheets for either individuals or small groups. To assess class progress, each lesson concludes with an exercise to measure mastery of the material. The following topics are just a few of those covered: Self-Confidence, Problem Solving, Dealing with Failure, Resources for Achievement, and Effective Listening and Speaking.

SELF-IMAGE

1001 Ways to Make Your Life Better: A Book of Lists for Everyone's Well-Being

Lynn Allison. Cool Hand Communications, 1993; available from Paperbacks for Educators, 426 West Front Street, Washington, MO 63090 (800) 227-2591.

This book includes ideas for making life joyful, including quick and easy ways to reduce stress, increase brain power, improve family life, and take control of one's destiny. It also offers practical tips on a range of subjects and recreational activities.

Building a Positive Self-Concept: 113 Activities for Adolescents

J. Weston Walch, Publisher, 40 Walch Drive, PO Box 658, Portland, ME 04104-0658, (800) 558-2846, e-mail: customer_service@mail.walch.com

Web: <http://www.walch.com>

This workbook is designed to teach assertiveness techniques and problem-solving strategies to young adults. Activities encourage self-expression through drawings, poems, short stories, role plays.

Countering the Conspiracy to Destroy Black Boys series

Jawanza Kunjufu. African-American Images, 1909 West 95th St., Chicago, IL, 60643, (800) 552-1991, e-mail:

AAI@AfricanAmericanImages.com

Web: <http://www.AfricanAmericanImages.com>

This book provides a succinct overview of some of the greatest forces impacting on the lives of African-American male children. The author discusses institutionalized racism, internalized racism "the science of indoctrinating you against yourself," the "fourth grade failure system," irrelevancy of curriculum, lack of adequate male role models, and stereotyped male roles. He suggests a number of strategies for addressing the crisis and enhancing Black male self-image and provides a sense of vision and hope. This book is clearly-written and accessible enough to be used as a classroom text.

Fast Forward: A Self-Esteem Program. Teacher Guide and Student Workbook

J. Weston Walch, Publisher, 40 Walch Drive, PO Box 658, Portland, ME 04104-0658, (800) 558-2846, e-mail: customer_service@mail.walch.com

Web: <http://www.walch.com>

This program is geared to building up students' positive sense of self. Activities include group discussions, writing and application lessons, and a journal page for expressing feelings. Topics deal with self-awareness, defense-mechanisms and more.

Fighting Invisible Tigers: A Stress Management Guide for Teens (revised and updated, 1995)

Earl Hipp. Free Spirit Publishing, 217 Fifth Avenue North, Suite 200, Minneapolis, MN 55401, (866) 703-7322, FAX (612) 337-5050

Web: <http://www.freespirit.com>

This is an enlightening and sensitive look at the stresses felt by teens today. The book shows young people how to develop the strategies needed for surviving and thriving on their journey through the difficulties of life. Multi-cultural illustrations; also available in Spanish.

Growing Up Black: A Resource Manual for Black Youths

Makeda Silvera. Sister Vision Press, 1989. P.O. Box 217, Station E, Toronto, Ontario, Canada, M6H 4E.

This book is an excellent workbook and resource manual for young African-American people to help explore, understand, discuss, and share issues that affect youths as individuals or collectively. It provides a forum for discussing and sharing stories about the experience of African-American youths as they relate to the school system, the community, the police, jobs, college, career planning, and sexuality. The chapters are interspersed with photographs, illustrations, and quotations from youth, and provide space for answering thought-provoking questions on a variety of topics.

One-Minute Thoughts That Bring Wisdom, Harmony and Fulfillment

Richard and Janet Budzik. Warner Books, 1988

This is a collection of quick, inspirational thoughts, time-tested golden rules and perceptive advice, designed to help readers gain success in their life experiences and develop tools for positive thinking.

Peer Helping: A Training Guide

Greg Brigman and Barbara Earley

The Bureau for At-Risk Youth, 135 Dupont St., P.O. Box 9120, Plainview, NY 11803, (800) 99-YOUTH, FAX (516) 673-4544, e-mail: info@at-risk.com

Web: <http://www.at-risk.com>

This guide is designed to develop leadership skills through teaching students how to tutor others. Gives practical procedures, descriptions of training sessions, and directions for implementing peer helping programs.

Positive Thinking: Everything you Have Always Known about Positive Thinking but Were Afraid to Put into Practice

Vera Peiffer. Element Books Limited, 1989.

This practical guide is full of down-to-earth advice, as well as visualizations and exercises, for helping people take control of their lives. Readers learn how to deal with stress, communication issues, worrying and remorse, loneliness, illness, jealousy, and envy.

Ten Days to Self-Esteem: Individual Study Guide and Leader's Manual

David D. Burns, M.D. Bantam Books, 1990

Web: <http://www.harpercollins.com>

This book offers a powerful tool for achieving and maintaining a confident and optimistic outlook. It suggests ten steps to build self-esteem and find greater fulfillment in everyday living. Can be used either as an individual study guide or as an accompanying workbook to the leader's manual.

Thirty-three Things Every Girl Should Know: Stories, Songs, Poems and Smart Talk

Written by Tonya Bolden. Crown Publishers, New York, 1998

Web: <http://www.randomhouse.com>

This book collects 33 different experiences from 33 different women who have picked up some clues along the way, in order to share them with young women. "33 Things" is a "celebration of ways to enjoy life when you're up, and comforting words to help you get through bad times when you're down." Full of comic strips, short stories, lists and photos on topics ranging from standing proud, why science is cool and being dumb is not, and having fun. Contributors include Bernice Johnson Reagon, Faith Ringgold, Sandra Cisneros, Jeanne Moutoussamy-Ashe, Lauren Hutton and many more.

To Be Popular or Smart: The Black Peer Group

Jawanza Kunjufu. African-American Images, 1909 West 95th St., Chicago, IL, 60643, (800) 552-1991, e-mail:

AAI@AfricanAmericanImages.com

Web: <http://www.AfricanAmericanImages.com>

Examines profiles of low-achieving and high-achieving students, emphasizes the positive role of cooperative learning, combined with high expectations. Chapters include: "The Psychology of Being Black," "Students: Confront the Fear," "Parents," "Teachers," and "Community."

Valuing Yourself: Twenty-two Ways to Develop Self-Esteem

Janina Malecka. J. Weston Walch Publishers, 1992

This is a small booklet for students designed to help them develop feelings of competence, optimism, and perseverance, with sensitive multi-cultural illustrations.

Winning!: Great Coaches and Athletes Share their Secrets of Success

Edited by Michael Lyndberg. Doubleday, 1993

An inspiring collection of over 300 quotations from legendary figures in the world of sports. "Winning!" offers wisdom on teamwork, leadership, competitiveness, mental toughness, and a host of other concepts essential to success not only on the playing field, but also in the workplace and in life in general.

HIV/AIDS

About Protecting Yourself From AIDS

Scriptographic Booklets by Channing L. Bete Co., 200 State Rd., South Deerfield, MA 01373-0200, (800) 477-4776, FAX (800) 499-6464, e-mail: custsvcs@channing-bete.com

Web: <http://www.channing-bete.com>

This illustrated pamphlet is an excellent way to introduce students to facts about HIV/AIDS and protection in a very readable, accessible format. Short, eight-page pamphlets provide a clear introduction to the topic. Appropriate for multilevel groups.

AIDS: Trading Facts for Fears, A Guide for Young People (3rd edition, 1994)

Karen Hein and Theresa DiGeronimo. Consumer Reports Books

The authors of this pocketbook provide a solid, factual introduction to AIDS issues that concern young adults, including safer sex, drug abuse, and AIDS testing. The book uses photographs and illustrations and is very informative and readable.

You Can Do Something About AIDS (updated edition, 1990)

Edited by Sasha Alyson. The Stop AIDS Project, 40 Plympton Street, Boston, MA 02118.

This pocket handbook is a good resource for programs wishing to teach about AIDS and do community organizing related to the issue. A series of short readings by well-known people offer suggestions of things that can be done in school, church, and community; it is accompanied by a comprehensive listing of AIDS-related organizations.

What You Must Know About AIDS (Bridges to Success)

PSI Associates, Inc., A National Publishers Book, Prentice Hall College Division, Englewood Cliffs, NJ 07632.

A workbook about HIV/AIDS designed for young adult beginning readers; short stories about teenage and adult experiences illuminating the issues related to the virus are accompanied by comprehension, vocabulary and true/false questions.

Sexuality, Pregnancy, and Parenting

Black Fatherhood: The Guide to Male Parenting (reprint edition)

Earl Ofari Hutchinson. Middle Passage Books, 1994.

A brief book about the positive role African-American men can play in developing positive self-esteem in their children.

Black Pearls for Parents: Meditations, Affirmations and Inspirations for African-American Parents. *Eric Copage. Quill Press, 1995.*

This book touches on the broad range of issues that affect parents (and their children) everyday. Topics include role models, attention, self-image, affection, independence, stress, enemies, and hundreds more. The quotes, which begin each day's entry, vary from African proverbs to wisdom from contemporary African Americans.

Coping with an Unplanned Pregnancy

Carolyn Simpson. Rosen Publishing Group, 1990.

Hardcover textbook written at the 7-12th grade reading level designed to help young people deal with the issues related to unplanned pregnancies.

Coping with Your Sexual Orientation

Deborah A. Miller and Alex Waigandt. Rosen Publishing Group, 1990.

Hardcover textbook written at the 7-12th grade reading level designed to help young people deal with the sometimes difficult question of sexual orientation.

Gay and Lesbian Writers

Chelsea House Publishers, One Beeman Rd., P.O. Box 1040, Northborough, MA 01532, (800) 848-BOOK, FAX (877) 780-7300, e-mail: Sales@ChelseaHouse.com

Web: <http://www.chelseahouse.com>

This series explores the lives of well-known writers who often struggled with the perceptions created by their sexual preferences (Adrienne Rich, Allen Ginsberg, James Baldwin, Oscar Wilde, Sappho, Walt Whitman).

The Measure of Our Success: A Letter to My Children and Yours

Marian Wright Edelman. Beacon Press, Boston, MA, 1992.

This is a clearly written, inspiring book by the well-known activist head of the Children's Defense Fund. It is a moving series of essays about family, community responsibility, and fighting injustice, including the following chapters: "A Family Legacy," "Passing on the Legacy of Service," "A Letter to My Sons," and "Twenty Five Lessons for Life." Suggested for use in the classroom as a good springboard for discussion.

The Miracle of Life (Invisible World Series)

Chelsea House Publishers, One Beeman Rd., P.O. Box 1040, Northborough, MA 01532, (800) 848-BOOK, FAX (877) 780-7300, e-mail: Sales@ChelseaHouse.com

Web: <http://www.chelseahouse.com>

Hardcover, fully illustrated book describing human reproduction and the development of the growing fetus. Easy-to-understand explanations of the reproductive process, written at an accessible level.

Our Bodies, Ourselves: A New Edition for a New Era

Boston Women's Health Collective, Touchstone, 2005.

Web: <http://www.bwhbc.org/>

A highly accessible and comprehensive sourcebook dealing with women's health issues, including reproductive health, body image, alcohol, drugs, smoking, sexuality, violence against women, and birth control.

Raising Black Children

James P. Comer, MD and Alvin F. Poussaint, MD, Plume Books, 1992.

Offers comprehensive advice on 1,000 common child rearing questions, with particular attention to problems of black self-esteem and coping with racism.

Twenty Teachable Virtues: Practical Ways to Pass on Lessons of Virtue and Character to Your Children.
Barbara Unell and Jerry Wyckoff. Berkley Publishing Group (1st ed., 1995).

Shows how to teach the nature of twenty virtues, and how to use "teachable moments" to instill a respect for doing the right thing, so children learn that acting virtuously is its own reward. Includes chapters on: empathy, helpfulness, fairness, tolerance, caring, courage, humor,

respect, loyalty, courtesy, patience, resourcefulness, self-motivation, responsibility, self-discipline and cooperation; and more.

Drugs and Alcohol

Drugs: The Straight Facts (new series)

Chelsea House Publishers, One Beeman Rd., P.O. Box 1040, Northborough, MA 01532, (800) 848-BOOK, FAX (877) 780-7300, e-mail: Sales@ChelseaHouse.com

Web: <http://www.chelseahouse.com>

The Straight Facts looks to supply readers with solid, trustworthy information about drugs. Texts emphasize a historical and scientific approach to learning about drugs, their use, and their effect on the user. The titles in his series include: Alcohol, Antidepressants, Body Enhancement Products, Cocaine, Date Rape Drugs, Designer Drugs, Diet Pills, Ecstasy, Hallucinogens, Heroin, Inhalants, Marijuana, Nicotine, Prescription Pain Relievers, and Ritalin and Other Methylphenidate-containing Drugs.

VIDEOS

Better Parenting Videos

The Bureau for At-Risk Youth, 135 Dupont St., P.O. Box 9120, Plainview, NY 11803, (800) 99-YOUTH, FAX (516) 673-4544, e-mail: info@at-risk.com

Web: <http://www.at-risk.com>

Eight helpful 30-minute videos on parenting skills, dealing with topics such as "You're Going to Be a Parent," "Teenage Pregnancy," "Child Management," and "The Art of Communication."

Birth of a Candy Bar

Young People's Resource Center, I-Eye-I Workshop Productions, Henry Street Settlement, 265 Henry Street, New York, NY (212) 766-9200

Web: <http://www.henrystreet.org>

Video written and produced by teen members of the Henry Street Settlement workshop in the Lower East side of New York City. Using rap songs, dance, interviews with parents, the teens tell the story of the difficulties of adolescent parenting.

Seriously Fresh: AIDS Video

(21min.) AIDS Films, 75 Spring St., 6th floor, New York, NY 10012, (212) 219-8660

This video depicts four young men who play basketball together coming to terms with the knowledge that a good friend and hero of theirs has the HIV virus. Using humor and direct language, the film deals honestly with feelings, myths, and facts about intravenous drug use, homosexuality, and safe sex practices.

Career Development and Exploration

Career Choices: A Guide for Teens and Young Adults — Who Am I? What Do I Want? How Do I Get It? *Mindy Bingham and Sandy Stryker. Academic Innovations, 1990*

Through stories, questions, statistics, exercises and activities, teens and young adults can discover their unique abilities and ambitions. This guide also provides information about the skills needed to build successful careers.

Career Choices and Changes: A Guide for Discovering Who You Are, What You Want and How to Get it.

Mindy Bingham and Sandy Stryker. Academic Innovations, 1990

This workbook helps readers choose a career that fits them and what they want out of life. It assesses preferred work style and occupational environment, offers insight and advice about keeping one's life in balance, promotes skills and attitudes necessary to survive change.

Discover

American College Testing program, Educational Technology Center,

230 Schilling Circle, Suite 350, Hunt Valley, MD 21031-1107, (800) 498-6068, e-mail: discover@act.org

Web: <http://www.act.org>

A comprehensive, computer-assisted career guidance and information system designed to assess interests, rate abilities, evaluate experiences, and prioritize values in order to identify compatible occupations. Helps users identify their strengths and weaknesses and build a plan based on user profiles and more such as job-seeking skills, a searchable database for financial aid, etc.

How to Create a Picture of Your Ideal Job or Next Career: The Quick Job-Hunting or Career Changing Map.

Richard Bolles. Ten Speed Press, 1991

Web: <http://www.tenspeedpress.com> and <http://www.jobhuntersbible.com>

Developed for easy understanding and use, this book helps job seekers identify the skills they most enjoy using and find the kind of job that makes the best use of those skills in a satisfying setting.

SDS: The Self-Directed Search

Psychological Assessment Resources, Inc., (800) 331-8378, FAX (800) 727-9329

Web: <http://www.parinc.com>

The Self-Directed Search is an inventory of interest and abilities based on the vocational choice theory of Dr. John Holland. The SDS is answered, scored and profiled by the students. Students identify a three-letter code (called a Holland Occupational Code), then use the Occupations Finder to generate a list of occupations that are deemed appropriate for them. The SDS is available in workbook, software, and Internet program formats. The Self-Directed Search comes in several versions, e.g., Self-Directed Search Career Explorer, which was designed in response to the need for a career assessment instrument appropriate for high and middle school settings, and the Self-Directed Search Form E: 4th Edition, which was especially designed for clients with limited reading skills.

Sigi 3

Valpar International Corporation, P.O. Box 5767, Tuscon, AZ 85703, (800) 528-7070, FAX (520) 292-9755, e-mail:

valpar@valparint.com

Web: <http://www.valparint.com>

The System of Interactive Guidance Information (SIGI) is a popular career assessment instrument, which was developed by a team of researchers and specialists at Educational Testing Services. The newest version now called SIGI 3 takes about two hours to administer and provides students with a very detailed evaluation of their interests, their skills in a variety of areas, and their abilities. These three factors are combined to give an assessment of broad career areas appropriate for that student. SIGI 3 also provides specific information about how to

prepare for these careers through post secondary education. There is no cost to preview this system. For a sample or more information, call (800) 633-3321, e-mail sales@valparint.com, or visit <http://www.valparint.com>.

*Pace Learning Systems – Workforce Development print system, Employability Skills PaceWare® 4.0 software
Pace Learning Systems, Inc., 3710 Resource Drive, Tuscaloosa, AL 35401, (800) 826-7223*

Web: <http://www.pacelearning.com>

Workforce Development is an educational system that teaches older youth and adults the pre-employment skills necessary to succeed in today's workplace. The system is divided into two sections: *Getting a Job* and *Keeping a Job*. *Getting a Job* teaches pre-employment skills that learners need to search for and gain employment. Lessons include such topics as preparing a resume, completing a job application, and interviewing. Equally important are work maturity skills taught in *Keeping a Job*. Instruction regarding being punctual, maintaining attendance, and demonstrating a positive attitude helps learners to be successful in retaining employment – the ultimate goal of employment and job-training programs. Employability Skills PaceWare® 4.0 software is divided in the same two sections and features lessons such as Examining Your Values, Interests, and Skills, Conducting a Job Search, Introducing the World of Work, Communicating Effectively, and Completing Tasks Effectively.

Program Evaluation

Student Evaluators: A Guide to Implementation

National Helpers Network, 875 Sixth Ave., Suite 106, New York, NY 10001, (212) 679-2482, FAX (212) 679-7461, e-mail: info@nationalhelpers.org

Web: <http://www.nationalhelpers.org>

Student Evaluators is a model, which uses students to evaluate educational programs. Students, with the help of a facilitator, develop a research design, collect data, tabulate results, and offer recommendations for the future of a program. This guide is a tool for educators who want to replicate the student evaluators program.

Job and College Readiness Skills

Adkins Life Skills Program: Career Development Series (new Third English edition and new Spanish language version)

Adkins Life Skills Program, Institute for Life Coping Skills, Inc., 141 Franklin Street, Stamford, CT 06901; (800) 783-2577, Fax (203) 353-0699; e-mail: info@adkinslifefskills.org

Web: <http://www.adkinslifefskills.org>

At the Adkins Life Skills Program: Career Development Series is an innovative multimedia, group, employability, learning program developed at Columbia University specifically for economically disadvantaged and under-served adults and youth. It helps clients make informed, short-term, job choices and/or long term career plans. It uses video, audio and print-based learning activities and group action-counseling/teaching methods to change attitudes and behavior.

City Roots Program Job Readiness Curriculum

Boston City Roots, Boston Community Schools and Recreation Centers, 1010 Massachusetts Avenue, Boston, MA 02118.

An excellent curriculum of job readiness exercises, readings, and activities designed to prepare students for the work world. Numerous well-written and immediately usable exercises related to self-assessment, job applications, interview preparation, using the want ads, responsibility, etc.

More than a Job: A Curriculum on Work and Society

John Gordon. *McVey and Associates, Inc., New Readers Press, P.O. Box 35888, Syracuse, NY 13235, (800) 448-8878, FAX (866) 894-2100, e-mail: nrp@proliferacy.org*

Web: <http://www.newreaderspress.com>

This is a text and workbook designed to encourage students to examine the nature of work and its place in their lives. The curriculum helps them develop analytical skills as they read, talk, and write in the context of the world of work. "More Than a Job" uses oral histories, poems, and short stories by Langston Hughes, Nicholasa Mohr, Tracy Chapman, Studs Terkel, and others. Each reading is accompanied by excellent comprehension, skill-building, and thinking activities. It builds on the life experiences and skills students already have, as they look at themselves, society, and their personal goals.

WorkKeys Job Skill Assessment System (computer-based, paper and pencil, audio and video, including tests, guidebooks and videos).

American College Testing (ACT) program, Attn: WorkKeys, P.O. Box 168, Iowa City, IA 52243-0168, (800) 967-5539, e-mail: WorkKeys@act.org

Web: <http://www.act.org/WorkKeys>

WorkKeys is an information system designed to meet the needs of job applicants, educators, and employers, by illustrating skills that are transferable to any job and assessing them in a standardized manner or "level." The system provides a common language that enables all three to understand exactly what skills and skill levels are needed to perform a given job effectively. The transferable skills WorkKeys has defined are: applied mathematics; applied technology; listening and writing (understanding work-related messages); locating information (using forms, tables, graphs, and diagrams); observation (paying attention to instructions and demonstrations, and noticing details); reading for information (extracting information from work-related instructions and policies); and teamwork (choosing behaviors and actions that support good relationships and accomplish the task).

The system is comprised of three distinct areas: profiles that determine the skills and level of skills needed for a certain job or occupation, assessments that determine the workplace skills attained by the student, and corresponding instructional programs designed to build these skills when necessary. A teamwork assessment video presents 30 workplace scenarios involving team problems and asks students, "how would you respond?" and gives them a choice between four main types of behaviors. An observation video presents scenarios designed to help instructors assess students' ability to observe, follow directions, and follow proper procedure. WorkKeys also offers a number of reports that can help job applicants document their current skill level for career planning and job or school application; reports to assist educators evaluate their curriculum and improve instruction; and reports that help employers screen prospective employees and strategically plan their training program.

Workplace Dynamics

McVey and Associates, Inc., New Readers Press, P.O. Box 35888, Syracuse, NY 13235, (800) 448-8878, FAX (866) 894-2100, e-mail: nrp@proliferacy.org

Web: <http://www.newreaderspress.com>

This is a series of 16 role plays and simulations for workplace education. It provides scenarios related to the workplace, including a role play on the importance of wearing safety glasses, a role play in which experienced employees teach trainees a new skills, role plays on benefits,

tardiness, absenteeism, and job safety. With each scenario, there are roles for at least two acts and tasks for observers. Questions, vocabulary, and follow-up activities follow each role play.

Resources for Educators

The Learning Environment

The Caring Classroom: A Guide for Teachers Troubled by Difficult Student and Classroom Disruption

Dewey Carducci and Judith Carducci. Bull Publishing Company, Palo Alto, CA, 1984.

This book describes a process of helping students to gain control of themselves and to become active participants in the learning process. It details a method in which students considered “difficult” can learn to read, write, and acquire the academic skills necessary for social survival. The authors describe a method for creating a caring environment which engenders order, kindness, and mutual respect.

Developing Positive Self-Images and Discipline in Black Children

Jawanza Kunjufu. African-American Images, 1909 West 95th St., Chicago, IL, 60643, (800) 552-1991, e-mail: AAI@AfricanAmericanImages.com

Web: <http://www.AfricanAmericanImages.com>

Kunjufu outlines strategies for designing learning environments which foster self-esteem and self-discipline. Kunjufu discusses the roles that peer groups, television, families, and schools play in affecting students’ self-images, and the relationship between self-image and the ability to learn well. Drawing on various well-known psychological theories, he outlines strategies for developing discipline in the classroom.

Educating for Character: How Our Schools Can Teach Respect and Responsibility

Thomas Lickona. Bantam Books, 1991

Web: <http://www.randomhouse.com/bantamdell>

This book makes a strong case for values education as an integral part of a discipline model. It discusses the important role of the teacher as caregiver, model, and mentor, describes approaches to creating a moral community in the classroom, and teaches how to create a democratic classroom environment. The book provides valuable ideas for running class meetings, using cooperative learning strategies, teaching students to solve conflicts, and how teachers can encourage students to do moral reflection.

The Quality School: Managing Students Without Coercion

William Glasser. Harper Perennial, 1990

Web: <http://www.harpercollins.com>

The author of *Schools Without Failure* claims that we must stop settling for minimal goals, such as reducing dropout rates or discipline problems and instead, start to convince students to work hard because there is quality both in what they are asked to do and how they are asked to do it.

Glasser argues that traditional coercive management in schools is the root of the problem, he and suggests that we replace the “bossing” that turns students and staff into adversaries with a system of management that brings them together. He claims that when we stop pushing students to increase their scores on state assessment tests and start teaching in a way that satisfies their needs, discipline problems will disappear and students will find satisfaction in doing well in school.

Releasing the Imagination: Essays on Education, the Arts, and Social Change (2000)

Maxine Greene. Jossey-Bass Publishers, 350 Sansome Street, San Francisco, CA 94104

Web: <http://www.josseybass.com/>

The author discusses the necessity of balancing vocational training with education that cultivates the imagination, claiming that imagination allows students to consider possibilities outside their immediate sphere of knowledge, which in turn helps them care for others and overcome their own sense of futility.

***Setting Limits in the Classroom: How to Move Beyond the Classroom Dance of Discipline* Robert J.**

Mackenzie. Three Rivers Press, 2003

Web: <http://www.randomhouse.com/crown/trp.html>

This book offers guidance for teachers who want to set firm, clear limits, end classroom power struggles, encourage cooperation, teach problem-solving skills, and establish a peaceful environment where learning can take place.

The author describes the ways in which instructors who “operate with unclear or ineffective limits develop their own special dance of miscommunication, which they perform over and over again when their rules are tested.” The author describes how teachers can free themselves from either the overly permissive or the overly punitive dance of discipline through the use of “natural” and “logical consequences,” and through the use of a democratic approach which is both firm and respectful.

Job and College Readiness

Motivating and Preparing Black Youth to Work

Jawanza Kunjufu. *African-American Images*, 1909 West 95th St., Chicago, IL, 60643, (800) 552-1991, e-mail: AAI@AfricanAmericanImages.com

Web: <http://www.AfricanAmericanImages.com>

In this book, Kunjufu examines the nature of the American economy, explores channels for the development of African-American economic self-reliance, discusses tools for motivating young adults and channeling their talents.

Multi-Cultural Education

Dumbing Us Down: The Hidden Curriculum of Compulsory Schooling (2005)

John Taylor Gato. *New Society Publishers*, P.O. Box 189, Gabriola Island, BC, Canada, V0R 1X0, (250) 247-9737, FAX (250) 247-7471, e-mail: info@newsociety.com

Web: <http://www.newsociety.com>

Gato looks at school structures which stamp out self-knowledge, curiosity, concentration and solitude essential for learning. Between schooling and television, students have little time to learn for themselves about the communities in which they live and the lives they lead. They are schooled to obey orders and function in the economic structure. Gato describes his attempts to re-engage students and families in actively controlling their culture, economy, and society.

Empowerment Through Multicultural Education: From Reproduction to Contestation of Social Inequality through Schooling

Edited by C. Sleeter. *State University of New York (SUNY) Press*, 1990.

Web: <http://www.sunypress.edu>

A book of essays for teachers. Chapters include: Classroom Use of African-American Language: Educational Tool or Social Weapon?; Disempowering of White Working-Class Females; Empowerment Through Media Literacy; Cooperative Learning as Empowering Pedagogy; and more.

"I Won't Learn from You" and Other Thoughts on Creative Maladjustment

Herbert Kohl. *The New Press*, New York, 1995.

Web: <http://www.thenewpress.com>

In the title essay in this book, Herbert Kohl outlines his belief that students who are failing or "acting out" in the classroom may be exercising what he calls "creative maladjustment." They may be refusing to learn, or "not-learning," in response to environments in which their dignity, intelligence, or integrity are compromised by teachers, institutions, or a larger social mind-set. Kohl describes his experiences as a white teacher working with students affected by institutional racism. He tells of the ways he has been challenged by students and what he has learned from them. In this series of essays, Kohl addresses many of the educational issues that Youthbuild teachers confront in their classrooms. He questions the motivation behind labeling students as "emotionally handicapped" or "at-risk;" he critically appraises the notion of a "core curriculum" prescribed for all students and questions the elite assumptions in the notion of "cultural literacy." He finds that Euro-centered curricula still predominate, even though lipservice is given to multiculturalism. This book is highly recommended for teachers wishing to engage in a serious dialogue about the role of race and racism in the classroom.

Naming Silenced Lives: Personal Narratives and Processes of Educational Change

Daniel McLaughlin and William Tierney. Routledge Publishers, New York, 1993.

Web: <http://www.routledge.com>

This book calls attention to the experiences of people who traditionally have been left out of the educational mainstream. Autobiographical profiles demonstrate how educational organizations often marginalize and silence different groups. This collection contains stories of inner-city youth, Athapaskan elders, African-American teachers, Navajo teachers, and gay and lesbian teachers. It attempts to show how the use of autobiography and narrative methods can alter students' circumstances and affect change within the schools.

Other People's Children: Cultural Conflict in the Classroom

Lisa Delpit. The New Press, New York, 1995.

Web: <http://www.thenewpress.com>

Ms. Delpit's essays are concerned with who gets to tell the story—or control or silence the dialogue—within the classroom. She explores the way some teaching methods (like the “writing process approach” to literacy) are designed for use with white, middle class children and therefore do not adequately meet the needs of poor, black students. She describes how easy it is to fall into cultural misinterpretations and how devastated young people can be by their teachers' negative judgments.

The Power of Their Ideas: Lessons for America from a Small School in Harlem

Deborah Meier. Beacon Press, Boston, 1995.

Web: <http://www.beacon.org>

In this book, Deborah Meier tells the history of New York's Central Park East Schools, schools based on the belief that our collective expectations of poor and nonwhite students are too “low and trivial” and that it is possible to establish caring and respectful relationships with all students and make all students capable of participating in and sustaining a democracy.

Teaching for Change

Teaching for Change, P.O. Box 73038, Washington, DC 20056, (800) 763-9131, FAX (202) 238-0109, e-mail:

info@teachingforchange.org

Web: <http://www.teachingforchange.org>

Teaching for Change provides teachers and parents with the tools to transform schools into socially equitable centers of learning, where students become architects of a better future. Teaching for Change is a not-for-profit organization based in Washington, D.C. In the DC area, Teaching for Change offers staff development on equity issues, the "Tellin' Stories Project" and a new course for 04-05 on literacy with Enid Lee. Also sponsor the Early Childhood Equity Initiative..

Teaching Tolerance Magazine

Tolerance.org c/o The Southern Poverty Law Center, 400 Washington Ave.,

Montgomery, AL, 36104, (334) 956-8200, FAX (334) 956-8488

Web: <http://www.tolerance.org/teach/magazine/>

“Teaching Tolerance” Magazine, published twice a year, showcases innovative tolerance initiatives in schools across the country. It is dedicated to helping teachers promote interracial and intercultural understanding in the classroom. Through lively editorials and award-winning graphics, it provides educators with practical ideas, strategies and resources for helping young people learn to respect and accept diversity. The semi-annual journal is sent free upon written request to teachers nationwide.

Also available are two curriculum packages. "The Shadow of Hate" video-and-text kit, which examines the history of intolerance in America, is free upon written request by school principals. The award-winning "America's Civil Rights Movement" video-and-text kit is available for \$25. Both are suitable for young adults, grades six and up.

VIDEOS

Changing the Rules: Teaching Math to Adult Learners New Readers Press, P.O. Box 35888, Syracuse, NY 13235, (800) 448-8878, FAX (866) 894-2100, e-mail: nrp@proliteracy.org

Web: <http://www.newreaderspress.com>

This video illustrates the ways in which math can be taught in a hands-on, relevant way to adult students. A teacher interacts with the class to demonstrate the teaching of percents, fractions, and area. Excellent training resource for teachers.

Children and Math

(27min.) *Salvadori Center on Education and the Built Environment, The City College of New York, Harris Hall, Room 202, Convent Avenue at 138th Street, New York, NY 10031, (212) 650-5497*

Web: <http://www.salvadori.org>

A video of a panel discussion on teaching math, using innovative and hands-on activities.

APPENDIX 12: Sample Forms

Chapter 3

SAMPLE #2: INTERVIEW QUESTIONS FOR POTENTIAL STUDENTS

Full name: _____

Address: _____ Zip Code: _____

Phone number: _____ Birthdate: _____ Soc.Sec.# _____

Male or Female? _____ Race: _____ Number of Children: _____

GENERAL INFORMATION:

1. How did you hear about Youthbuild?
2. Why are you interested in Youthbuild?
3. If you have children, what arrangements will you make for childcare?
4. Are you aware of the stipend amount? How will you support yourself during the program?
5. Do you have any obligations that might make it difficult or to make a year's commitment?
6. What transportation will you use to get to the program? Do you have a driver's license? Do you have access to a car? Are you familiar with bus routes?
7. What are your goals for the future?

Note: Answers to questions, #8 and 9, will not interfere with your acceptance in the program.

8. Are you involved with the criminal justice system? __yes __no
9. Name of parole officer. Name of probation officer.
10. Are you involved in a drug or alcohol treatment program? __yes __no
Will this affect your participation in the program? __yes __no
11. Do you have any chronic medical problems? __yes __no What are they?
Do you take medication? __yes __no Do you have asthma or allergies? __yes __no
Do you have back problems? __yes __no Do you need glasses? __yes __no

EDUCATION HISTORY AND GOALS:

12. Name of the last school you attended
Last grade completed
Date you left school
Why did you leave school?
What did you like about school? What did you dislike about school?
What was your attendance like?
What were your relationships with teachers like?
13. Why do you want to return to school?

EMPLOYMENT HISTORY AND GOALS:

14. List the last two jobs you held:

Company _____ Company _____

Type of Job _____ Type of Job _____

Salary _____ Salary _____

How long did you work?

How were your work habits?

Attendance and punctuality?

Evaluations by supervisors?

15. How many other jobs have you had?

What kinds of jobs were they?

Why did you leave these jobs?

16. When you were unemployed, did you look for work?

Did you apply to any other training programs?

Were you ever in another training program?

Which programs?

What do you like most about working?

What do you dislike most about working?

17. Describe the characteristics you think make a good reliable worker.

18. Why are you interested in the construction trades?

19. What jobs do you think are available in construction?

20. What construction job would you like to have in the future?

21. What construction-related work have you done (either paid or unpaid?)

22. Do you know anyone who does construction work? What have they told you about it?

THOUGHTS RELATED TO LEADERSHIP

23. Have you ever thought of yourself as a leader? If so, in what way have you been a leader?

24. What would you like to change about the community? The world?

25. Are there any leaders, living or dead, whom you admire? Who are they?

26. What makes a good leader?

27. If you become a leader, what would you like to accomplish?

CHAPTER 4

SAMPLE "END OF PROBATION" FORM

Summarize overall assessment of employee's strengths and ability to meet the challenges of the position and add questions and areas needing improvement.

Employee comments:

Recommendations

For permanent employees

(Circle one—If "Terminate," give cause or reason under "Comments")

Exemplary Satisfactory Needs Improvement Terminate

For Probationary employees

(Check one)

Dismiss prior to completion of probationary period

Extend probationary status until date: _____

Satisfactory completion of probationary period

Supervisor Comments

(Write comments on back or attach an additional page)

Employee signature: _____ Date: _____

Supervisor signature: _____ Date: _____

Source: Youthbuild Boston

#1 SAMPLE FORM: TEACHER PERFORMANCE CHECKLIST

For 3-month Evaluations

The academic/vocational instructor performs the following functions well:

Relationships with Staff

- Comes consistently on time to meetings and events
- Participates fully in staff meetings
- Follows through on agreements made by the staff team
- Seeks out critical feedback and assistance from other teachers and directors
- Takes on additional responsibilities
- Works well on a team
- Plans and carries out appropriate team teaching activities
- Is flexible

- Meets deadlines

Classroom Management and Quality of Teaching

- Demonstrates understanding of and respect for student capabilities
- Demonstrates knowledge of appropriate level activities and materials for use with students at different levels
- Demonstrates good communication skills and rapport with students
- Maintains a disciplined and serious work environment
- Deals effectively and responsibly with disruptive behavior
- Engenders student respect and trust
- Is prepared for lessons
- Is innovative
- Uses a variety of methods and approaches
- Researches alternative methods and approaches
- Runs a neat, well-organized class
- Includes problem solving in lessons
- Includes critical thinking in lessons
- Engages students in activities
- Attentive to student counseling needs and seeks counseling support when necessary

Assessment and Documentation

- Develops appropriate individual learning plans for each student
- Regularly assesses student performance
- Gives timely, clear, helpful feedback to students on assessment results
- Responds to student work in a timely fashion
- Accurately and carefully documents trainees' progress in reading, writing, mathematics, job readiness, leadership growth, vocational skills, and overall learning
- Completes lesson plans in a timely fashion

#2 SAMPLE FORM OVERALL TEACHER PERFORMANCE EVALUATION

Staff name: _____

Position: _____ Date: _____

Supervisor: _____

Circle one: 3-month evaluation, 6-month evaluation, annual evaluation

1 = Inconsistent 2 = Poor 3 = Fair 4 = Good 5 = Excellent

1. Criteria

Dependability 1 2 3 4 5

Attendance 1 2 3 4 5

Promptness 1 2 3 4 5

Arranges for coverage and leaves lesson plans when absent 1 2 3 4 5

Follows procedures without being reminded (injury report, attendance sheets, sign-in) 1 2 3 4 5

Comments

2. Curriculum Planning

Develops new curriculum plans for courses as needed 1 2 3 4 5

Integrates construction or community themes into academic material 1 2 3 4 5

Takes initiative and uses creativity in curriculum development 1 2 3 4 5

Creates a logical sequence for student learning 1 2 3 4 5

Breaks down material into learnable units 1 2 3 4 5

Comments

3. Teaching Methods and Style

Uses varied teaching methods to suit diverse learning styles 1 2 3 4 5

Develops critical thinking and problem solving skills 1 2 3 4 5

Conveys enthusiasm for subject 1 2 3 4 5

Is thorough in explanations 1 2 3 4 5

Shows patience in communicating material 1 2 3 4 5

Adapts material for multi-level learning 1 2 3 4 5

Comments

4. Knowledge of Subject Matter

Subject: _____ 1 2 3 4 5

Subject: _____ 1 2 3 4 5

Comments

5. Relationships with Trainees

Communicates effectively 1 2 3 4 5

Listens and shows respect 1 2 3 4 5

Sets an example through behavior and attitude 1 2 3 4 5

Sets high standards for trainee performance 1 2 3 4 5

Uses good judgment in handling problem situations 1 2 3 4 5

Comments

6. Ability to Work as Part of a Team

Collaborates effectively with co-workers 1 2 3 4 5

Contributes ideas to team efforts 1 2 3 4 5

Welcomes and encourages ideas of co-workers 1 2 3 4 5

Comments

7. Relationship with Co-Workers

Cooperates to help others succeed 1 2 3 4 5

Treats all staff with respect 1 2 3 4 5

Makes the necessary effort to work out problems in communication 1 2 3 4 5

Comments

8. Relationships with Supervisors

Accepts suggestions and direction 1 2 3 4 5

Shares information and thinking toward a positive relationship 1 2 3 4 5

Acknowledges weaknesses and seeks help 1 2 3 4 5

Comments

9. Contributes to the Overall Program

Offers creative suggestions for improving the program 1 2 3 4 5

Offers constructive resolution of conflicts 1 2 3 4 5

Takes initiative beyond the limits of the job 1 2 3 4 5

Comments

The results of the following evaluation might be discussed during your three-month evaluation meeting with teachers.

#3 SAMPLE FORM: STUDENT EVALUATION OF TEACHERS

Name of teacher: _____ Date: _____

Note: Please feel free to write additional comments after the ratings.

RANK THE TEACHER:

1. Organized and keeps the classroom/worksite running smoothly.

1 2 3 4 5 Inconsistent Poor Fair Good Excellent

2. Knows how to organize things in way that is clear and helps the trainees.

1 2 3 4 5 Inconsistent Poor Fair Good Excellent

3. Addresses problems quickly and effectively. 1 2 3 4 5 Inconsistent Poor Fair Good Excellent

4. Knows how to share knowledge and skills in way that is clear and helpful.

1 2 3 4 5 Inconsistent Poor Fair Good Excellent

5. Creates a positive atmosphere where people feel encouraged, respected, and confident, and trust is built among the trainees. 1 2 3 4 5 Inconsistent Poor Fair Good Excellent

6. Gives students clear and helpful feedback on their skills and need for improvement.

1 2 3 4 5 Inconsistent Poor Fair Good Excellent

7. Speaks and treats trainees with respect, tact, honesty, and cultural sensitivity.

1 2 3 4 5 Inconsistent Poor Fair Good Excellent

8. Helps trainees handle conflict to ease tensions and helps to resolve problems.

1 2 3 4 5 Inconsistent Poor Fair Good Excellent

9. Teacher helps trainees, individually and as a group, become more skilled in academic or construction knowledge.

1 2 3 4 5 Inconsistent Poor Fair Good Excellent

10. Responds to requests, expressed concerns, or needs quickly and fairly.

1 2 3 4 5 Inconsistent Poor Fair Good Excellent

11. Open to suggestions and constructive criticism.

1 2 3 4 5 Inconsistent Poor Fair Good Excellent

12. Able to make changes once hearing constructive criticism.

1 2 3 4 5 Inconsistent Poor Fair Good Excellent

13. Willing to consider trainees' ideas to improve instruction or deal with a problem.

1 2 3 4 5 Inconsistent Poor Fair Good Excellent

14. Knows how to break down ideas so trainees can understand.

1 2 3 4 5 Inconsistent Poor Fair Good Excellent

15. Praises people when they do something well.

1 2 3 4 5 Inconsistent Poor Fair Good Excellent

16. Is honest with trainees when they need to improve.

1 2 3 4 5 Inconsistent Poor Fair Good Excellent

17. Knows how to get close to trainees and make them feel important.

1 2 3 4 5 Inconsistent Poor Fair Good Excellent

18. Plans interesting activities and lessons. 1 2 3 4 5 Inconsistent Poor Fair Good Excellent

19. Keeps trainees active and involved. 1 2 3 4 5 Inconsistent Poor Fair Good Excellent

#1 SAMPLE QUESTIONS: STUDENT EVALUATION OF EDUCATION COMPONENTS

1. How would you assess the overall quality of instruction in the program?

2. In what ways do you feel better about yourself now than you did before?

3. What can you do now for yourself that you could not do before?

4. Which of the following activities did you participate in?

Please offer your suggestions on how to improve these activities? Are there other activities that you feel we should offer?

5. What did you learn about looking for a job that you did not know before?

6. What construction skills did you learn that you did not know before?

7. Did you miss more than one day of class a month? If so, why?

8. What should the program do to improve attendance of all students?
9. What other comments or suggestions do you have for improving the program?
10. Writing Skills: Did you make as much progress in writing as you expected?
 I made more progress than I expected, I made as much progress as I expected, I made less progress than I expected
11. What did you learn about writing that you did not know before?
12. What do you write now that you did not write before?
13. What did the teachers do well to help you improve your writing?
14. What else could the teachers have done to help you improve your writing?
15. What materials did you use that were helpful?
16. What other materials could the teachers have used to help you improve your writing even more?
17. Which of the following areas do you think should have received more (or perhaps better) instruction?
 Writing applications, Writing a resume, Writing directions, Writing letters,
 Spelling, Writing essays

Reading Skills

18. Did you make as much progress in reading as you expected?
 I made more progress than I expected, I made as much progress as I expected,
 I made less progress than I expected
19. What did you learn about reading that you did not know before?
20. What do you read now that you did not read before?
21. What did the teachers do well to help you improve your reading?
22. What else could the teachers have done to help you improve your reading?
23. What materials did you use that were helpful?
24. What other materials could the teachers have used to help you improve your reading even more?
25. Which of the following areas do you think should have received more (or better) instruction?
 Understanding what I read, Improving my vocabulary, Reading directions,
 Reading about work, Reading for my own enjoyment, Reading the newspaper

Math Skills

26. Did you make as much progress in math as you expected?
 I made more progress than I expected, I made as much progress as I expected,
 I made less progress than I expected
27. What did you learn about math that you did not know before?
28. What math do you do now that you did not do before?
29. What did the teachers do well to help you improve your math?
30. What else could the teachers have done to help you improve your math?
31. What materials did you use that were helpful?
32. What other materials could the teachers have used to help you improve your math even more?

33. Which of the following areas do you think you should have received more (or better) instruction in?
- Measurement, Addition and subtraction, Multiplication and division,
 - Fractions, Decimals, Percents, Budgeting, Estimating, Problem solving,
 - Other

#2 SAMPLE QUESTIONS: TEACHERS' EVALUATION OF EDUCATION PROGRAM

1. How would you evaluate the overall quality of instruction in the EDUCATION part of the program?
2. How would you assess the overall quality of the curriculum materials used in the EDUCATION part of the program?
3. How would you evaluate the overall quality of instruction in the JOB/COLLEGE READINESS part of the program?
4. How would you assess the overall quality of the curriculum materials used in the JOB/COLLEGE READINESS part of the program?
5. How would you evaluate the overall quality of instruction in the CONSTRUCTION TRAINING part of the program?
6. How would you assess the overall quality of the curriculum materials used in the CONSTRUCTION TRAINING part of the program?
7. How would you evaluate the overall quality of instruction in the LEADERSHIP SKILLS part of the program?
8. How would you assess the overall quality of the curriculum materials used in the LEADERSHIP SKILLS part of the program?
9. To what extent are curriculum materials and instruction sequenced so that they progress from:
 - a. Easy to difficult?
 - b. The familiar to the unfamiliar?
 - c. Participants "wants" to "needs"?
 - d. Understanding to application?
 - e. The practical to the theoretical?

10. How does the program supplement the instructional sessions with other activities that extend and reinforce the learning opportunities?
 - a. Supplemental volunteer tutoring?
 - b. Supplemental peer tutoring?
 - c. Coordination with TV or radio instruction?
 - d. Homework assignments?
 - e. Activities within the agency that require application of skills learned in the program?
 - f. Activities within the community that require application of skills learned in the program?
 - g. Other:

11. On average, what percent of enrolled applicants attend a scheduled learning session? If less than 85%, what might be causes of nonattendance and what can be done to increase the attendance rate?

12. At what points are the learner's skills and other development fully assessed?

- Before entry into the program?
- Upon entry to the program?
- Periodically (every ____ weeks/months)?
- At the end of the term of instruction?
- Other:

Chapter 5

SAMPLE FORM: TEACHERS' LESSON PLAN

Unit: _____ Lesson: _____
Date: _____ Instructor: _____ Group: _____
Description of the lesson's purpose and how it relates to the overall curriculum goals
Concepts to be learned
Skills to be development
Required materials, including articles, worksheets, and copies needed
Step-by-step instructions for leading this lesson
Evaluation methods

SAMPLE FORM: TEACHER'S EVALUATION OF LESSON

STUDENT RESPONSE	High (3), Medium (2), Low (1), and Notes
Student interest in topic	3 2 1
Student interest in materials	3 2 1
Student questions and curiosity about learning more	3 2 1
Student interaction with topic	3 2 1
Student interaction with materials	3 2 1
Student interaction with teacher	3 2 1
RESULTS	Good (3), Fair (2), Poor (1), and Notes
Materials were appropriate	3 2 1
Materials were interesting	3 2 1
Materials were informative	3 2 1
Materials were relevant	3 2 1
Sufficient time was allotted	3 2 1
Specific skill development occurred	3 2 1
Increased understanding of concepts	3 2 1
SUGGESTIONS FOR IMPROVEMENT:	

Chapter 6

THEME-BASED INTERDISCIPLINARY CURRICULUM WORKSHEET

Unit: _____ Theme: _____ Unit Objectives: Suggested Activities: Skills: Silent Individual Reading: GED Preparation: Construction-related Math: Vocational Education and Worksite: Cultural History / Theme: Leadership: Job/College Readiness: Individual Study: Culminating Project Ideas:
--

SAMPLE INDIVIDUAL LEARNING PLAN

Name: _____ Unit: _____ Target Completion Date: _____ Reading Requirements Assignment Date Teacher Student Assessments/Evaluations: _____ Writing Requirements Assignment Date Teacher Student Assessments/Evaluations: _____ Journal Writing Requirements: Assignment Date Teacher Student Assessments/Evaluations: _____ Math Requirements: Assignment Date Teacher Student Assessments/Evaluations: _____ Construction Skills Requirements: Assignment Date Teacher Student
--

Assessments/Evaluations: _____
Leadership Requirements:
Assignment Date Teacher Student
Assessments/Evaluations: _____
Job Readiness Requirements:
Assignment Date Teacher Student
Assessments/Evaluations: _____

STUDENT EDUCATION FILES: CHECKLIST OF CONTENTS

Develop an education file for each student to help guide progress during the program.
Name: _____ Date: _____
Date:
_____ Initial Standardized Test Scores (if required)
_____ Follow-up Standardized Test Scores (if required)
_____ GED Test Scores (including pre-Youthbuild scores if available)
_____ GED Practice Test Scores
_____ Academic History Interview Questionnaire
_____ High School Transcript (if relevant)
_____ Initial Reading Assessment
_____ Follow-up Reading Assessment
_____ Initial Math Skills Assessment
_____ Follow-up Math Skills Assessment
_____ Initial Measurement Skills Assessment
_____ Follow-up Measurement Skills Assessment
_____ Initial Writing Sample
_____ Follow-up Writing Sample
_____ Skills Competencies Checklists (to be developed in program)
_____ Individual Learning Plans (see next section)
*Many of these forms appear in the sections on Teaching Reading, Teaching Math, Teaching Writing, etc.

SAMPLE FORM: INDIVIDUAL CULMINATING PROJECT

Target Completion Date: _____
Description of Project: _____

Teacher Evaluation of Project: _____
 Student Evaluation of Project: _____
 Date Project Completed: _____
I have successfully completed the requirements for this unit. All of my assignments are initialed and dated, and all of my completed work is organized in my folder.
 Student Signature _____
 Teacher Signature _____
 Date _____

INDEPENDENT STUDY CONTRACT

Name _____
 Unit _____ Target Completion Date: _____
 Mastery of Skills and Concepts to be demonstrated:

MATERIALS TO BE USED:

Tasks to be performed for successful completion:
 Teacher Evaluation of Independent Study Project:
 Student Evaluation of Project:
 Date Project Completed:
 I have successfully completed the requirements for this contract. All of my assignments are initialed and dated, and all of my completed work is organized in my folder.
 Student Signature: _____
 Teacher Signature: _____
 Date: _____

SAMPLE FIELD TRIP INFORMATION FORM

Field Trip Location: _____
 Address: _____
 Contact Person: _____ Phone Number: _____
 Hours: _____ Fees: _____
 Directions: _____
 Description of Program or Activity:
 Time allotted: _____
 Type of workshops and tours available:

Educational materials available: Suggestions for pre-trip activities or readings:
--

SAMPLE CERTIFICATION OF COMMUNITY SERVICE HOURS

Name of Student: _____
Name of Agency: _____
Name of Supervisor: _____
Date: _____ Hours: _____ to _____
Duties performed:
Performance Rating (circle one): Excellent Good Fair
Supervisor remarks:
Student remarks:
Supervisor Signature: _____
Student Signature: _____
Source: Atlantic City Youthbuild

Chapter 8

SAMPLE: INDIVIDUAL READING ASSESSMENT SUMMARY 8.1

<p>Oral Reading Passage</p> <p>Reading Passage (title) _____</p> <p>Student summary of text: _____</p> <p>Answers teacher questions: _____</p> <p>Level of passage: independent / instructional / frustration</p> <p>Silent Reading Passage</p> <p>Reading Passage (indicate title) _____</p> <p>Student summary of text: _____</p> <p>Answers teacher questions: _____</p> <p>Level of passage: independent / instructional / frustration</p>

CHECKLIST OF READING STRENGTHS AND DIFFICULTIES

<p>1. This student uses phonics to decode:</p> <p>___ letter-by-letter, ___ in large units, ___ slowly and laboriously, ___ easily and quickly</p> <p>2. The student guesses at unfamiliar words:</p> <p>___ using the context (says incorrect word but retains meaning)</p> <p><i>Ex: I will wash the car (says, "I will hose the car")</i></p> <p>___ using syntax (using grammatical structure of sentence)</p> <p><i>Ex: I will go and get lunch (says, "I will get lunch")</i></p> <p>___ by using similar letter configurations</p> <p><i>Ex: how for now</i></p> <p>___ by first letters</p> <p>___ with no semantic correspondence, with no apparent pattern</p> <p>3. The student frequently:</p> <p>_____ adds letters or words _____ omits letters or words</p> <p>_____ repeats words _____ reverses letters</p> <p>4. The student uses the following strategies:</p> <p>_____ substitutes words _____ reads slowly and deliberately (retaining meaning)</p> <p>_____ self-corrects _____ reads word-for-word correctly</p> <p>_____ cross-checks (refers to _____ points to the text as he or she reads sentence for guidance)</p> <p>_____ reads syllable-by-syllable correctly</p> <p>5. The student needs instruction and practice with:</p>

consonant sounds (specify) common syllables
 consonant blends (specify) blending syllables
 vowel sounds (specify)

6. When this student reads, he or she:

seems frustrated, angry, reads in a monotone or has or tense difficulty articulating
 seems indifferent, bored, holds paper too close or too far or sleepy asks teacher for assistance

7. Student seems:

realistic about own strengths and difficulties
 to undervalue own abilities
 confident about ability to self-correct
 lacking in confidence
 able to choose appropriate materials

Note student comments made before, during, and after reading:

On back, write other notes and recommendations.

FORM FOR WRITING SAMPLE

Name _____ Date _____

Using an entire page, write about yourself. Describe your appearance, your personality, and your talents. You may write about your family and friends and people who are important to you. You may tell about your background, where you grew up, and some important experiences in your life. What makes you unique? How do you want to be remembered?

Using an entire page, tell about what you would like to be doing five or 10 years from now. What will your family be like? Where would you like to live? What kind of work would you like to be doing? How will you be different as a person than you are now?

MEASUREMENT SKILLS ASSESSMENT

Name: _____ Date: _____

Number Correct _____

Total # of Questions _____

Percent Correct _____

I. Measure the lengths of the following objects, use either a ruler or a tape measure. Write the length of each object on the line.

1. Object A _____ Length: _____

2. Object B _____ Length: _____

3. Object C _____ Length: _____

4. Object D _____ Length: _____

5. Object E _____ Length: _____

6. Object F _____ Length: _____

7. Object G _____ Length: _____

8. Object H _____ Length: _____

9. What does this mean? Write this measurement in words.

3' 4" _____

II. Draw lines of these lengths right next to the words.

10. Two inches

11. Three inches

12. 1 and 1/2 inches

13. 4 and 3/8 inches

14. 1 and 3/4 inches

15. 2 and 5/8 inches

16. 2 and 1/4 inches

III. Measure the length of the following lines, and write the measurement on the line:

17. _____

18. _____

19. _____

20. _____

21. _____

22. _____

23. How many inches are in one foot?

24. How many feet are in one yard?

25. How many inches are in one yard?

26. How many inches are in six feet?

27. How many inches are in two feet and four inches?

28. How many inches are in two yards and two feet?

29. How many feet are in 48 inches?

30. How many feet are in 6 yards?

31. One piece of wood is 6 feet, 2 inches long;

another 3 feet, 11 inches

another 5 feet, 6 inches

What is the total length of all three pieces?

IV. Add these measurements:

32. 2 feet 33.2 feet, 2 inches

3 feet 4 feet, 9 inches

5 feet 5 feet, 2 inches

+ 6 feet + 3 feet, 5 inches

Teacher Comments:

Chapter 9 EVALUATION FORMS

1. Biweekly Evaluation (for students)
2. Biweekly Self-Evaluation (by instructors)
3. Student Evaluation of Teachers
4. End-of-Program Student Self-Assessment (See Appendix)
5. End-of-Program Teacher Evaluation of Education Program

SAMPLE: BIWEEKLY PERFORMANCE SELF-EVALUATION (FOR STUDENT'S USE)

Participant Name: _____

Period Ending: _____ Instructor Initials: _____

Motivation/Attitude Yes Often Seldom No

- Do I care about quality of work?
- Can I work by myself?
- Do I show interest in classroom activities?
- Do I work cooperatively?
- Performance
- Do I show respect for fellow students and instructors?
- Do I come prepared?
- Do I have good work habits?
- Do I work well on my own?
- Do I complete assignments?
- Do I take initiative?
- Do I pay attention?
- Do I finish assignments?

Attendance

- Do I come on time?
- Do I come regularly?
- Do I return on time from breaks?
- Do I return on time from lunch?
- Do I leave at dismissal time?
- Skills I attained during this evaluation period

Assessment:

- Date Skill Assessment
- Date Skill Assessment

Comments

In what areas do I need improvement? In what areas have I shown improvement?

SAMPLE: BIWEEKLY PERFORMANCE EVALUATION (FOR INSTRUCTOR'S USE)

The teacher can include a numerical ranking score, such as 1-5.

Participant Name: _____

Evaluator: _____

Period Ending: _____

Motivation/Attitude: Yes Often Seldom No

- Does student care about quality of work?
- Can student work by himself or herself?
- Does student show interest in classroom activities?
- Does student work cooperatively?

Performance

- Does student show respect for fellow students and instructors?
- Does student come prepared?
- Does student have good work habits?
- Does student work well on his or her own?
- Does student complete assignments?
- Does student take initiative?
- Does student pay attention?
- Does student finish assignment?

Attendance

- Does student come on time?
- Does student come regularly?
- Does student return on time from breaks?
- Does student return on time from lunch?
- Does student leave at dismissal time?

Skills Attained During this Evaluation Period/Assessment

Date _____ Skill _____

Assessment:

Date _____ Skill _____

Assessment:

Comments

Note areas where participant needs improvement or has shown improvement:

SAMPLE: STUDENT EVALUATION OF TEACHERS

Name of teacher: _____ Date: _____

Note: Please feel free to write additional comments after the ratings.

1. **Teacher is organized and keeps the classroom/worksite running smoothly.**
1 2 3 4 5 Inconsistent Poor Fair Good Excellent
2. **Teacher knows how to organize things in way that is clear and helps the trainees.**
1 2 3 4 5 Inconsistent Poor Fair Good Excellent
3. **Teacher addresses problems quickly and effectively.**
1 2 3 4 5 Inconsistent Poor Fair Good Excellent
4. **Teacher knows how to share knowledge and skills in way that is clear and helpful.**
1 2 3 4 5 Inconsistent Poor Fair Good Excellent
5. **Teacher creates a positive atmosphere where people feel encouraged, respected, and confident, and where trust is built among the trainees.**
1 2 3 4 5 Inconsistent Poor Fair Good Excellent
6. **Teacher gives students clear and helpful feedback on their skills and need for improvement.**
1 2 3 4 5 Inconsistent Poor Fair Good Excellent
7. **Teacher treats trainees with respect and tact in a culturally sensitive manner.**
1 2 3 4 5 Inconsistent Poor Fair Good Excellent
8. **Teacher helps trainees handle conflict to ease tensions and resolves problems.**
1 2 3 4 5 Inconsistent Poor Fair Good Excellent
9. **Teacher helps trainees, individually and as a group, become more skilled in academic or construction knowledge.**
1 2 3 4 5 Inconsistent Poor Fair Good Excellent
10. **Teacher responds to requests, expressed concerns, and needs quickly and fairly.**
1 2 3 4 5 Inconsistent Poor Fair Good Excellent
11. **Teacher is open to suggestions and constructive criticism.**
1 2 3 4 5 Inconsistent Poor Fair Good Excellent
12. **Teacher is able to make changes once hearing constructive criticism.**
1 2 3 4 5 Inconsistent Poor Fair Good Excellent
13. **Teacher is willing to consider the ideas and thoughts of the trainees, to improve instruction or deal with a problem, and puts them into action.**
1 2 3 4 5 Inconsistent Poor Fair Good Excellent
14. **Teacher knows how to break down ideas so trainees can understand.**
1 2 3 4 5 Inconsistent Poor Fair Good Excellent
15. **Teacher praises people when they do something well.**
1 2 3 4 5 Inconsistent Poor Fair Good Excellent
16. **Teacher is honest with trainees when they need to improve.**
1 2 3 4 5 Inconsistent Poor Fair Good Excellent
17. **Teacher knows how to get close to trainees and make them feel important.**
1 2 3 4 5 Inconsistent Poor Fair Good Excellent
18. **Teacher plans interesting activities and lessons.**
1 2 3 4 5 Inconsistent Poor Fair Good Excellent
19. **Teacher keeps trainees active and involved.**
1 2 3 4 5 Inconsistent Poor Fair Good Excellent

SAMPLE: END-OF-PROGRAM TEACHER EVALUATION OF EDUCATION PROGRAM

1. How would you evaluate the overall quality of instruction in the EDUCATION part of the program?
2. How would you assess the overall quality of the curriculum materials used in the EDUCATION part of the program?
3. How would you evaluate the overall quality of instruction in the JOB/COLLEGE READINESS part of the program?
4. How would you assess the overall quality of the curriculum materials used in the JOB/COLLEGE READINESS part of the program?
5. How would you evaluate the overall quality of instruction in the CONSTRUCTION TRAINING part of the program?
6. How would you assess the overall quality of the curriculum materials used in the CONSTRUCTION TRAINING part of the program?
7. How would you evaluate the overall quality of instruction in the LEADERSHIP SKILLS part of the program?
8. How would you assess the overall quality of the curriculum materials used in the LEADERSHIP SKILLS part of the program?
9. To what extent are curriculum materials and instruction sequenced so that they progress from:
 - a. Easy to difficult?
 - b. The familiar to the unfamiliar?
 - c. Participants "wants" to "needs"?
 - d. Understanding to application?
 - e. The practical to the theoretical?
10. How does the program supplement the instructional sessions with other activities that extend and reinforce the learning opportunities?
 - a. Supplemental volunteer tutoring?
 - b. Supplemental peer tutoring?
 - c. Coordination with TV or radio instruction?
 - d. Homework assignments?
 - e. Activities within the agency that require application of skills learned in the program?
 - f. Activities within the community that require application of skills learned in the program?
 - g. Other:
11. On average, what percent of enrolled applicants attend a scheduled learning session? If less than 85%, what might be causes of nonattendance and what can be done to increase the attendance rate?
12. At what points are the learner's skills and other development fully assessed?
 - Before entry into the program
 - Upon entry to the program
 - Periodically (every ____ weeks/months)
 - At the end of the term of instruction
 - Other:**