Your Partner in Test Generation

Imagine being able to create and access your test anywhere, at any time without installing the testing software. Now, with the newest release of EZ Test Online, instructors can select questions from multiple McGraw-Hill test banks, author their own and then either print the test for paper distribution or give it online.

Features and Functions

- **Test Creation**
- **Online Test Management**
- **Online Scoring and Reporting**
  - EZ Test is designed to make it simple for you to select questions from McGraw-Hill test banks. You can use a single McGraw-Hill test bank, or easily choose questions from multiple McGraw-Hill test banks.
  - EZ Test supports the use of following question types:
    - True or False
    - Yes or No
    - Multiple Choice
    - Fill In the Blank
    - Numeric Response
    - Matching
    - Short Answer
    - Essay
    - Check All That Apply
    - Ranking
    - Survey
  - Uses variables to create *algorithmic* questions for any question type.
  - You can create multiple versions of the same test.
  - You can scramble questions to create different versions of your test.
  - Automated scoring for most of EZ test’s numerous questions types.

How do you get it?

To learn if it is available with your book, contact your local McGraw-Hill Education Representatives or email mghasia_sg@McGraw-Hill.com.
## Foundations of Education
- Educational Policy / Politics of Education ................................. 10
- Foundations of Education ................................................................. 6
- Foundations of Education – Readers ................................................ 8
- History of American Education .......................................................... 9
- Introduction to Education ................................................................. 1
- Introduction to Education – Readers ................................................ 3
- Issues in Education ........................................................................... 10
- Multicultural Education and Diversity in Education ......................... 12

## Education Psychology
- Child and Adolescent Development .................................................. 19
- Child & Adolescent Development – Cases & Readers ......................... 22
- Classroom Management ..................................................................... 29
- Educational Assessment ...................................................................... 27
- Educational Research .......................................................................... 31
- Educational Statistics .......................................................................... 18
- Introduction to Educational Psychology .............................................. 16
- Introduction to Educational Psychology – Readers ............................... 16
- Measurement & Evaluation ................................................................. 26

## Curriculum and Instructions
- Elementary Education ......................................................................... 40
  - General Methods – Elementary ......................................................... 40
  - Elementary Reading Methods and Literacy ........................................... 43
  - Reading Diagnostics and Remediation ............................................... 44
  - Children’s Literature in the Elementary School .................................. 45
  - Elementary Mathematics Methods ..................................................... 45
  - Elementary Physical Education .......................................................... 47
- General Methods .................................................................................. 34
- Middle School Education ...................................................................... 37
  - General Methods – Middle School ....................................................... 37
  - Content Area Reading in the Middle School ...................................... 37
  - Middle School Mathematics Method .................................................. 38
- School Health Education ....................................................................... 47
- Secondary Education ............................................................................. 48
  - General Methods – Secondary Education ............................................. 48
  - Secondary Mathematics Methods ....................................................... 49
  - Content Area Reading in the Secondary School ................................ 50
  - World Language Methods ................................................................. 51
- Special Topics ....................................................................................... 40
- Student Teaching / Field Experience .................................................... 38
<table>
<thead>
<tr>
<th>Topic</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Early Childhood Education</td>
<td>52</td>
</tr>
<tr>
<td>Development</td>
<td>58</td>
</tr>
<tr>
<td>Diversity in Early Childhood Education</td>
<td>59</td>
</tr>
<tr>
<td>Emergent Literacy</td>
<td>58</td>
</tr>
<tr>
<td>Infant and Toddler Education</td>
<td>54</td>
</tr>
<tr>
<td>Introduction to Early Childhood Education</td>
<td>52</td>
</tr>
<tr>
<td>Introduction to Early Childhood Education – Readers</td>
<td>52</td>
</tr>
<tr>
<td>Issues in Early Childhood – Readers</td>
<td>55</td>
</tr>
<tr>
<td>Parenting</td>
<td>56</td>
</tr>
<tr>
<td>Nutrition in Early Childhood</td>
<td>57</td>
</tr>
<tr>
<td>Special Education in Early Childhood – Readers</td>
<td>58</td>
</tr>
<tr>
<td>Special Education / Exceptional Children</td>
<td>61</td>
</tr>
<tr>
<td>Adapted Physical Education</td>
<td>63</td>
</tr>
<tr>
<td>Inclusion / Mainstreaming</td>
<td>62</td>
</tr>
<tr>
<td>Introduction to Special Education</td>
<td>61</td>
</tr>
<tr>
<td>Introduction to Special Education – Readers</td>
<td>61</td>
</tr>
<tr>
<td>Topics in Special Education – Cases / Readers</td>
<td>63</td>
</tr>
<tr>
<td>Administration and Supervision – Education</td>
<td>65</td>
</tr>
<tr>
<td>Introduction to Educational Administration</td>
<td>65</td>
</tr>
<tr>
<td>Technology in Education</td>
<td>66</td>
</tr>
<tr>
<td>Internet and World Wide Web for Teachers</td>
<td>66</td>
</tr>
<tr>
<td>Guidance and Counseling</td>
<td>67</td>
</tr>
<tr>
<td>School Counseling</td>
<td>67</td>
</tr>
<tr>
<td>Substance Abuse / Chemical Dependency Counseling</td>
<td>67</td>
</tr>
</tbody>
</table>
## FOUNDATIONS OF EDUCATION

### 2012

<table>
<thead>
<tr>
<th>Title</th>
<th>Author</th>
<th>ISBN</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Human Diversity in Education: An Integrative Approach, 7e</td>
<td>Cushner</td>
<td>9780078110276</td>
<td>12</td>
</tr>
<tr>
<td>Taking Sides: Clashing Views on Educational Issues, Expanded, 16e</td>
<td>Noll</td>
<td>9780078050145</td>
<td>3, 11</td>
</tr>
<tr>
<td>American Education, 15e</td>
<td>Spring</td>
<td>9780078024344</td>
<td>1, 6</td>
</tr>
</tbody>
</table>

### 2011

<table>
<thead>
<tr>
<th>Title</th>
<th>Author</th>
<th>ISBN</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Annual Editions: Education 11/12, 38e</td>
<td>Evers</td>
<td>9780078050763</td>
<td>4, 8, 11, 13</td>
</tr>
<tr>
<td>Teach</td>
<td>Fraser</td>
<td>9780072481921</td>
<td>1</td>
</tr>
<tr>
<td>Taking Sides: Clashing Views on Educational Issues, 16e</td>
<td>Noll</td>
<td>9780078049972</td>
<td>4, 11</td>
</tr>
</tbody>
</table>

## EDUCATION PSYCHOLOGY

### 2012

<table>
<thead>
<tr>
<th>Title</th>
<th>Author</th>
<th>ISBN</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Classroom Assessment, 7e</td>
<td>Airasian</td>
<td>9780078110214</td>
<td>27</td>
</tr>
<tr>
<td>Annual Editions: Educational Psychology 11/12, 26e</td>
<td>Cauley</td>
<td>9780078050954</td>
<td>16</td>
</tr>
<tr>
<td>How to Design and Evaluate Research In Education, 8e</td>
<td>Fraenkel</td>
<td>9780078097850</td>
<td>31</td>
</tr>
<tr>
<td>Annual Editions: Human Development 11/12, 40e</td>
<td>Freiberg</td>
<td>9780078050923</td>
<td>22, 30</td>
</tr>
<tr>
<td>Annual Editions: Early Childhood Education, 32e</td>
<td>Paciorek</td>
<td>9780078050947</td>
<td>22</td>
</tr>
</tbody>
</table>

### 2011

<table>
<thead>
<tr>
<th>Title</th>
<th>Author</th>
<th>ISBN</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Annual Edition: Educational Psychology, 25e</td>
<td>Cauley</td>
<td>9780078050602</td>
<td>16</td>
</tr>
<tr>
<td>Annual Editions: Human Development 10/11, 39e</td>
<td>Freiberg</td>
<td>9780078050626</td>
<td>22, 30</td>
</tr>
<tr>
<td>Annual Editions: Child Growth And Development 11/12, 18e</td>
<td>Junn</td>
<td>9780078050756</td>
<td>23</td>
</tr>
<tr>
<td>Annual Editions: Early Childhood Education 10/11, 31e</td>
<td>Paciorek</td>
<td>9780078050671</td>
<td>24</td>
</tr>
<tr>
<td>A Child’s World: Infancy Through Adolescence, 12e</td>
<td>Papalia</td>
<td>9780073532042</td>
<td>19</td>
</tr>
<tr>
<td>Child Development: An Introduction, 13e</td>
<td>Santrock</td>
<td>9780073532080</td>
<td>19</td>
</tr>
<tr>
<td>Educational Psychology, 5e</td>
<td>Santrock</td>
<td>9780073378787</td>
<td>16</td>
</tr>
<tr>
<td>Adolescence, 9e</td>
<td>Steinberg</td>
<td>9780073532035</td>
<td>20</td>
</tr>
<tr>
<td>Elementary Classroom Management: Lessons from Research and Practice, 5e</td>
<td>Weinstein</td>
<td>9780073378626</td>
<td>29</td>
</tr>
<tr>
<td>Middle and Secondary Classroom Management: Lessons from Research and Practice, 4e</td>
<td>Weinstein</td>
<td>9780073378619</td>
<td>29</td>
</tr>
</tbody>
</table>
## CURRICULUM AND INSTRUCTION

<table>
<thead>
<tr>
<th>Year</th>
<th>Title</th>
<th>Author</th>
<th>ISBN</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>2012</td>
<td>Learning to Teach, 9e</td>
<td>Arends</td>
<td>9780078024320</td>
<td>34, 40, 48</td>
</tr>
<tr>
<td></td>
<td>Mathematics For Elementary Teachers, 9e</td>
<td>Bennett</td>
<td>9780077442989</td>
<td>45</td>
</tr>
<tr>
<td></td>
<td>Remediating Reading Difficulties, 6e</td>
<td>Crawley</td>
<td>9780078110245</td>
<td>44</td>
</tr>
<tr>
<td></td>
<td>The Act of Teaching, 6e</td>
<td>Cruickshank</td>
<td>9780078097911</td>
<td>34, 41, 49</td>
</tr>
<tr>
<td></td>
<td>Classroom Reading Inventory, 12e</td>
<td>Wheelock</td>
<td>9780078110252</td>
<td>44</td>
</tr>
<tr>
<td>2011</td>
<td>Challenging Social Issues For Today's Elementary Teachers</td>
<td>McLurkin</td>
<td>9780078097706</td>
<td>41</td>
</tr>
<tr>
<td></td>
<td>Comprehensive School Health Education, 7e</td>
<td>Meeks</td>
<td>9780073404660</td>
<td>47</td>
</tr>
<tr>
<td></td>
<td>Beyond Survival: How to Thrive in Middle and High School for Beginning and Improving Teachers</td>
<td>Robinstein</td>
<td>9780073378794</td>
<td>34, 38</td>
</tr>
<tr>
<td></td>
<td>Sound It Out! Phonics in a Comprehensive Reading Program, 4e</td>
<td>Savage</td>
<td>9780073378602</td>
<td>43</td>
</tr>
<tr>
<td>2010</td>
<td>e-Learning in China Universities (Asian Pub)</td>
<td>Wu</td>
<td>9780071264327</td>
<td>40</td>
</tr>
</tbody>
</table>

## EARLY CHILDHOOD EDUCATION

<table>
<thead>
<tr>
<th>Year</th>
<th>Title</th>
<th>Author</th>
<th>ISBN</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>2012</td>
<td>Introduction to Early Childhood Education: Learning Together, 2e</td>
<td>Casper</td>
<td>9780078024443</td>
<td>52</td>
</tr>
<tr>
<td></td>
<td>Infants, Toddlers and Caregivers, 9e</td>
<td>Gonzalez-Mena</td>
<td>9780078024351</td>
<td>54</td>
</tr>
<tr>
<td></td>
<td>Annual Editions: Early Childhood Education, 32e</td>
<td>Paciorek</td>
<td>9780078050947</td>
<td>53, 55</td>
</tr>
<tr>
<td>2011</td>
<td>The Process of Parenting, 8e</td>
<td>Brooks</td>
<td>9780073378763</td>
<td>56</td>
</tr>
<tr>
<td></td>
<td>Taking Sides: Clashing Views in Special Education, 5e</td>
<td>Byrnes</td>
<td>9780078050039</td>
<td>58</td>
</tr>
<tr>
<td></td>
<td>Foundations of Early Childhood Education: Teaching Children in a Diverse Society, 5e</td>
<td>Gonzalez-Mena</td>
<td>9780073378770</td>
<td>52</td>
</tr>
<tr>
<td></td>
<td>Annual Editions: Early Childhood Education 10/11, 31e</td>
<td>Paciorek</td>
<td>9780078050671</td>
<td>53, 55</td>
</tr>
<tr>
<td></td>
<td>A Child's World: Infancy Through Adolescence, 12e</td>
<td>Papalia</td>
<td>9780073532042</td>
<td>58</td>
</tr>
<tr>
<td></td>
<td>Sound It Out! Phonics in a Comprehensive Reading Program, 4e</td>
<td>Savage</td>
<td>9780073378602</td>
<td>58</td>
</tr>
</tbody>
</table>
# EARLY CHILDHOOD EDUCATION (Continued)

<table>
<thead>
<tr>
<th>Year</th>
<th>Author</th>
<th>ISBN</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>2010</td>
<td>Welcome to Our World (Asian Pub)</td>
<td>Khoo 9780071270618</td>
<td>57</td>
</tr>
</tbody>
</table>

# SPECIAL EDUCATION / EXCEPTIONAL CHILDREN

<table>
<thead>
<tr>
<th>Year</th>
<th>Title</th>
<th>Author</th>
<th>ISBN</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>2011</td>
<td>Taking Sides: Clashing Views in Special Education, 5e</td>
<td>Byrnes</td>
<td>9780078050039</td>
<td>61, 63</td>
</tr>
<tr>
<td></td>
<td>Rethinking Disability: A Disability Studies Approach to Inclusive Practices</td>
<td>Valle</td>
<td>9780073526041</td>
<td>62</td>
</tr>
</tbody>
</table>
Foundations of Education

Introduction to Education

AMERICAN EDUCATION
15th Edition
Joel Spring, Queens College
2012 / 352 pages
ISBN: 9780078024344
Available: June 2011
www.mhhe.com/springae15e
[Details unavailable at press time]

TEACH
James Fraser, New York University
2011 / 448 pages
ISBN: 9780072481921
Available: January 2010
www.mhhe.com/teach1e2010

M Series Started with Your Students. McGraw-Hill conducted extensive market research with thousands of students to inquire about their studying and buying behavior. They told us they wanted brief texts with much more visual appeal at a less expensive price. We also wanted to provide faculty with an approach to reach students without compromising on high quality content. The result is TEACH, a more portable, more current, and more captivating option for your Introduction to Education course. Using vivid and contemporary examples, students will be further engaged in the material.

CONTENTS
Part I: Questions About Myself And My Students
Chapter 1: Teaching: Is It For Me?
Chapter 2: Good Teaching: What Is Its Impact?
Chapter 3: Student Diversity: Who Will I Teach?
Chapter 4: Including Everyone: Who Sometimes Gets Overlooked in School?
Chapter 5: Philosophical and Psychological Theories: How Do Children Learn?
Part II: Questions About My Responsibilities As A Teacher
Chapter 6: Curriculum and Standards: What Will I Teach?
Chapter 7: Managing, Motivating, and Assessing: What Are the Skills I Need?
Chapter 8: Technology: How Is It Changing Twenty-First Century Schools?
Part III: Questions About The Influences On A Teacher’s Working Environment
Chapter 9: Professional Issues: Who Will Influence My Career?
Chapter 10: Legal, Ethical, and Practical Responsibilities: How Can I Make My Classroom Fair?
Critical Issues in Education is designed to be used in courses that examine current, relevant pro and con disputes about schools and schooling. By exploring the major opposing viewpoints on these issues, the text encourages education students to think critically and develop their own viewpoints. The clear writing and dramatic dialectic approach are conducive to dynamic classroom discussions that help students grasp the many sides of these complex issues. Three integrating themes provide a solid framework for examining the eighteen topics covered. Each part begins with a chapter-length introduction that provides background material and organizing themes for the issues that follow. Each issue is then presented from two divergent viewpoints, each one written in advocate language to be as compelling as possible. The book’s objective, in addition to informing the reader about the issues, is to develop critical thinking skills within the context of education.

CONTENTS
Chapter 1 Introduction: Critical Issues and Critical Thinking
Part One
Whose Interests Should Schools Serve?
Justice and Equity
Chapter 2 School Choice: Family or Public Financing?
Chapter 3 Financing Schools: Equity or Disparity?
Chapter 4 Gender Equity: Eliminating Discrimination or Accommodating Differences?
Chapter 5 Standards-Based Reform: Real Change or Political Smoke Screen?
Chapter 6 Religion and Public Schools: Unification or Separation?
Chapter 7 Privatization of Schools: Boon or Bane?
Chapter 8 Corporations, Commerce and Schools: Competing or Complementing Interests?
Chapter 9 New Immigrants and Schools: Unfair Burden or Business-as-usual?
Part Two
What Should be Taught?
Knowledge and Literacy
Chapter 10 The Academic Achievement Gap: Old Remedies or New?
Chapter 11 Values and Character Education: Traditional or Liberal?
Chapter 12 Multicultural Education: Democratic or Divisive?
Chapter 13 Technology and Learning: Enabling or Subverting?
Chapter 14 Standardized Testing: Restrict or Expand?
Part Three
How Should Schools be Organized and Operated?
School Environment
Chapter 15 Discipline and Justice: Zero Tolerance or Discretion?
Chapter 16 Teacher Unions and School Leadership: Detrimental or Beneficial?
Chapter 17 Academic Freedom: Teacher Rights or Responsibilities
Chapter 18 Inclusion and Mainstreaming: Common or Special Education
Chapter 19 Violence in Schools: School Treatable or Beyond School Control?

Teachers, Schools, and Society
9th Edition
David M Sadker and Karen Zittleman of American University
Myra P. Sadker (deceased)
2010 / 608 pages
ISBN: 9780077377489
Available: November 2009
www.mhhe.com/sadker9e

The most reader friendly text in its field, the ninth edition presents a comprehensive overview of education in America. It provides in-depth commentary on educational history, philosophy, and governance, while giving special attention to current critical topics such as the changing federal role in educational finance. Newly revised for this edition, Chapter 4 (Life in School and at Home) now includes obesity, eating disorders, and a revised section on poverty. A major revision of Chapter 5, now titled Reforming America’s Schools, includes updates from the stimulus plan based on new reports on federal programs and new funding formulas. Chapter 6 on Curriculum, Standards and Testing has a new section on emerging trends in the curriculum.

CONTENTS
Preface
Part I: Teachers and Students
Chapter 1: Becoming a Teacher
Chapter 2: Different Ways of Learning
Chapter 3: Teaching your Diverse Students
Part II: Schools and Curriculum
Chapter 4: Student Life in School and at Home
Chapter 5: Reforming America’s Schools
Chapter 6: Curriculum, Standards, and Testing
Part III: Foundations
Chapter 7: The History of American Education
Chapter 8: Philosophy of Education
Chapter 9: Financing and Governing America’s Schools
Chapter 10: School Law and Ethics
Part IV: Your Classroom
Chapter 11: Teacher Effectiveness
Chapter 12: Your First Classroom
Chapter 13: Q and A Guide to Entering the Teaching Profession
Summary
Key Terms and People
INTASC Reflective Activities and Your Portfolio: Part IV
Appendices
Test Appendices
1: Teacher Competency Exams and Praxis Sample Test Questions
2: State Offices for Teacher Certification and Licensure
Online Appendices
A: Classroom Observation Guidelines
B: State Offices for Teacher Certification and Licensure
Glossary
Notes
Credits
Index

Invitation to Publish
McGraw-Hill is interested in reviewing textbook proposals for publication. Please contact your local McGraw-Hill office or email to asiapub@mcgraw-hill.com.
Visit McGraw-Hill Education (Asia)
Website: http://www.mheducation.asia/publish/
Clear, concise, and authoritative—compact and affordable, too—with scholarship that is often cited as a primary source, American Education brings up-to-date information and challenging perspectives to teacher educators’ classrooms. Revised every two years, American Education provides a fresh, concise, and up-to-date introduction to the historical, political, social, and legal foundations of education and to the profession of teaching in the United States. This edition introduces a new chapter reference guide to the No Child Left Behind Act, provides a fresh look at multiculturalism and multilingualism, and presents a new discussion of the link between schooling and the growing gap between rich and poor.

CONTENTS
A Guide With Chapter References to Discussions of No Child Left Behind Act of 2001
Preface
Part One School and Society
Chapter 1 The History and Goals of Public Schooling
Chapter 2 Education and Equality of Opportunity
Chapter 3 Equality of Educational Opportunity: Race, Gender and Special Needs
Chapter 4 Student Diversity
Chapter 5 Multicultural and Multilingual Education
Part Two Power and Control in American Education
Chapter 6 Local Control, Choice, Charter Schools, and Home Schooling
Chapter 7 Power and Control at State and National Levels: Political Party Platforms, High Stakes
Chapter 8 The Profession of Teaching
Chapter 9 Textbooks, Curriculum, E-Learning, Cyber Bullying and Global Models of Curriculum and Instruction
Chapter 10 The Courts and the Schools

TEACHERS, SCHOOLS, AND SOCIETY
BRIEF WITH READER
2nd Edition
David M Sadker and Karen Zittleman of American University
2009
ISBN: 9780077294588
ISBN: 9780070161498 [JE with Student Reader CD]
Available: November 2008
www.mhhe.com/sadkerbrief2e

Combining the brevity of a streamlined Introduction to Education text with the support package of a much more expensive book, the brief edition of Teachers, Schools, and Society encourages experienced instructors to explore their own creativity while ensuring that newer faculty can teach the course with confidence. David Sadker’s and Karen Zittleman’s lively writing style captures the joys and challenges of teaching. The text stresses the importance of fairness and justice in school and society, focuses on the most crucial topic areas, and integrates the most current issues in education. In addition, the wealth of activities included—from online video observations to portfolio-building exercises—offers a broad range of ways to introduce students to the teaching profession.

Introduction to Education – Readers

NEW

TAKING SIDES: CLASHING VIEWS ON EDUCATIONAL ISSUES, EXPANDED
16th Edition
James Wm Noll, University of Maryland-College Park
2012 / 416 pages
ISBN: 9780078050145
Available: July 2011
www.mhhe.com/takingsides

Taking Sides volumes present current controversial issues in a debate-style format designed to stimulate student interest and develop critical thinking skills. Each issue is thoughtfully framed with an issue summary, an issue introduction, and a postscript or challenge questions. Taking Sides readers feature an annotated listing of selected World Wide Web sites. An online Instructor’s Resource Guide with testing material is available for each volume. Using Taking Sides in the Classroom is also an excellent instructor resource. Visit www.mhhe.com/takingsides for more details.
The Annual Editions series is designed to provide convenient, inexpensive access to a wide range of current articles from some of the most respected magazines, newspapers, and journals published today. Annual Editions are updated on a regular basis through a continuous monitoring of over 300 periodical sources. The articles selected are authored by prominent scholars, researchers, and commentators writing for a general audience. The Annual Editions volumes have a number of common organizational features designed to make them particularly useful in the classroom: a general introduction; an annotated table of contents; a topic guide; an annotated listing of selected World Wide Web sites; and a brief overview for each section. Each volume also offers an online Instructor’s Resource Guide with testing materials. Using Annual Editions in the Classroom is a general guide that provides a number of interesting and functional ideas for using Annual Editions readers in the classroom. Visit www.mhhe.com/annualeditions for more details.

Annual Editions: Education 11/12
38th Edition
Rebecca B Evers, Winthrop University

2011 / 256 pages
ISBN: 9780078050763
Available: October 2010
www.mhhe.com/annualeditions

Taking Sides volumes present current controversial issues in a debate-style format designed to stimulate student interest and develop critical thinking skills. Each issue is thoughtfully framed with an issue summary, an issue introduction, and a postscript or challenge questions. Taking Sides readers feature an annotated listing of selected World Wide Web sites. An online Instructor’s Resource Guide with testing material is available for each volume. Using Taking Sides in the Classroom is also an excellent instructor resource. Visit www.mhhe.com/takingsides for more details.

Taking Sides: Clashing Views on Educational Issues
16th Edition
By James Wm Noll, University of Maryland-College Park

2011 / 416 pages
ISBN: 9780078049972
Available: February 2010
www.mhhe.com/takingsides

NEW TO THIS EDITION
- This convenient guide matches the issues in Taking Sides: Clashing Views on Educational Issues, 16/e with the corresponding chapters in two of our best-selling McGraw-Hill Education textbooks by Nelson et al. and Spring.

Contents
Unit 1 Basic Theoretical Issues
Issue 1. Should Schooling Be Based on Social Experiences?
Issue 2. Should the Curriculum Be Standardized for All?
Issue 3. Should Behaviorism Shape Educational Practices?
Issue 4. Is Constructivism the Best Philosophy of Education?
Issue 5. Should Global Competition Steer School Reform?

Unit 2 Current Fundamental Issues
Issue 6. Are Truly Democratic Classrooms Possible?
Issue 7. Has the Supreme Court Reconfigured American Education?
Issue 8. Is No Child Left Behind Irretrievably Flawed?
Issue 9. Does a “Deficit Model” Serve Poor Children Well?
Issue 10. Should “Public Schooling” Be Redefined?

Unit 3 Current Specific Issues
Issue 11. Are Undocumented Immigrants Entitled to Public Education?
Issue 12. Has the Time Arrived for Universal Preschool?
Issue 13. Is Privatization the Hope of the Future?
Issue 15. Can Current High School Reform Curtail Dropouts?
Issue 16. Is “Intelligent Design” a Threat to the Curriculum?
Issue 17. Are Single-Sex Schools and Classes Effective?
Issue 18. Can Zero Tolerance Violate Students Rights?
Issue 19. Do Computers Negatively Affect Student Growth?
Issue 20. Should Alternative Teacher Training Be Encouraged?
Issue 21. Can Merit Pay Accelerate School Improvement?

Annual Editions: Education 10/11
37th Edition
Rebecca B Evers, Winthrop University

2010 / 224 pages
ISBN: 9780078135859
Available: October 2009
www.mhhe.com/annualEditions

Annual Editions is a series of over 65 volumes, each designed to provide convenient, inexpensive access to a wide range of current articles from some of the most respected magazines, newspapers, and journals published today. Annual Editions are updated on a regular basis through a continuous monitoring of over 300 periodical sources. The articles selected are authored by prominent scholars, researchers, and commentators writing for a general audience. The Annual Editions volumes have a number of common organizational features designed to make them particularly useful in the classroom: a general introduction; an annotated table of contents; a topic guide; an annotated listing of selected World Wide Web sites; and a brief overview for each section. Each volume also offers an online Instructor’s Resource Guide with testing materials. Using Annual Editions in the Classroom is offered as a practical guide for instructors. Visit www.mhcls.com for more details.

Contents
Preface
Correlation Guide
Topic Guide
Internet References
Foundations of Education

Unit 1: Assessment and Research: Do They Inform Our Teaching Practices?
1. Where Have All the Strong Poets Gone?
2. Proficiency for All?
3. Bridging the Gap between Research and Practice: What’s Good, What’s Bad, and How Can One Be Sure?
4. Learning to Love Assessment
5. The Case for and against Homework

Unit 2: Reformulating Our Schools
6. Assessing Applied Skills
7. From the Mouths of Middle-Schoolers: Important Changes for High School and College
8. Industrial Arts: Call It What You Want, the Need Still Exists
9. High Schools Have Got It Bad for Higher Ed—And That Ain’t Good!
10. All Our Students Thinking

Unit 3: Addressing Diversity in Your School
11. As Diversity Grows, So Must We
12. African American Parents: Improving Connections with Their Child’s Educational Environment
13. The Myth of the “Culture of Poverty”
14. Becoming Adept at Code-Switching
15. Overcoming Lethargy in Gifted and Talented Education with Contract Activity Packages: I’m Choosing to Learn!
16. Mother Goose Teaches on the Wild Side: Motivating At-Risk Mexican and Chicano Youngsters via a Multicultural Curriculum
17. Celebrating Diversity through Explorations of Arab Children’s Literature
18. Books That Portray Characters with Disabilities: A Top 25 List for Children and Young Adults

Unit 4: Preparing Teachers to Teach All Students in All Schools
19. Reluctant Teachers, Reluctant Learners
21. Why Teacher Networks (Can) Work

Unit 5: Cornerstones to Learning: Reading and Math
22. Response to Intervention (RTI): What Teachers of Reading Need to Know
23. You Should Read This Book!
24. Getting Children In2Books: Engagement in Authentic Reading, Writing, and Thinking
25. Using Literature Circles with English Language Learners at the Middle Level
26. Losing the Fear of Sharing Control: Starting a Reading Workshop
27. Nine Ways to Catch Kids Up
28. The Classroom That Math Built: Encouraging Young Mathematicians to Pose Problems

Unit 6: Rethinking Behavior Management: Getting the Behavior You Want and Need to Teach Effectively
29. Tackling a Problematic Behavior Management Issue: Teachers’ Intervention in Childhood Bullying Problems
30. The Under-Appreciated Role of Humiliation in the Middle School
31. The Power of Our Words
32. Marketing Civility
33. Classwide Interventions: Effective Instruction Makes a Difference
34. Developing Effective Behavior Intervention Plans: Suggestions for School Personnel

Unit 7: Creating Caring Communities of Learners
35. Becoming Citizens of the World
36. Democracy and Education: Empowering Students to Make Sense of Their World
37. Thinking about Patriotism
38. What Is Personalization?
39. Cultivating Optimism in the Classroom

Test-Your-Knowledge Form
Article Rating Form

THE PRAXIS SERIES OFFICIAL GUIDE WITH CD-ROM
2nd Edition
Educational Testing Service
2010 / 496 pages
ISBN: 9780071626606
Available: October 2009

The Praxis Series: The Official Guide comes straight from Educational Testing Service (ETS)—the people who make the test. If you need to take these state-mandated teacher licensing exams, this book gives you complete information about the entire Praxis series. This book includes a complete Praxis I: PPST exam review. Six full-length, authentic PPST tests are provided in the book and also in interactive format on CD-ROM. You will also find authoritative information about the Praxis II Subject Assessments, the Principles of Learning and Teaching (PLT) exam, and much more.

CONTENTS
How to Use This Book

PART I. GETTING STARTED
Chapter 1. Introducing the Praxis
Chapter 2. Praxis Practical Matters
Chapter 3. General Strategies for Test-Takers

PART II. PREPARING FOR THE PPST
Chapter 4. All About the PPST
Chapter 5. PPST Reading
Chapter 6. PPST Mathematics
Chapter 7. PPST Writing: The Multiple-Choice Section
Chapter 8. PPST Writing: The Essay

PART III. SIX REAL PPSTs FOR PRACTICE
Chapter 9. PPST: Reading Test 1
Chapter 10. PPST: Reading Test 2
Chapter 11. PPST: Mathematics Test 1
Chapter 12. PPST: Mathematics Test 2
Chapter 13. PPST: Writing Test 1
Chapter 14. PPST: Writing Test 2

PART IV. PRINCIPLES OF LEARNING AND TEACHING (PLT)
Chapter 15. All About the PLT Tests
Chapter 16. Real PLT Questions for Practice

PART V. PRAXIS II: ELEMENTARY EDUCATION
Chapter 17. Elementary Education: Curriculum, Instruction, and Assessment
Chapter 18. Elementary Education: Content Knowledge
Chapter 19. Elementary Education: Content Area Exercises

PART VI. PRAXIS II: SUBJECT ASSESSMENTS
Chapter 20. All About the Subject Assessments
Chapter 21. Reading, English, Language Arts
Chapter 22. Social Studies, Math, Science
Chapter 23. Other Subjects

Appendix A: State-by-State Certification Testing Requirements
Appendix B: For More Information

REVIEW COPY
(Available for course adoption only)
To request for a review copy,
- contact your local McGraw-Hill representatives or,
- fax the Review Copy Request Form found in this catalog or,
- e-mail your request to
  mghrscfg@mcgraw-hill.com or,
- submit online at www.mheducation.asia
Chapter 1 Introduction: Critical Issues and Critical Thinking

Part One: Teachers and Students

Chapter 1: Becoming a Teacher
Chapter 2: Different Ways of Learning
Chapter 3: Teaching your Diverse Students

Part II: Schools and Curriculum

Chapter 4: Life in School and at Home
Chapter 5: Curriculum, Standards, and Testing
Chapter 6: Teacher Unions and School Leadership: Detrimental or Beneficial?
Chapter 7: Standards-Based Reform: Real Change or Political Smoke Screen?
Chapter 8: Privatization of Schools: Boon or Bane?
Chapter 9: New Immigrants and Schools: Unfair Burden or Business-as-usual?
Chapter 10: School Law and Ethics

Part III: Foundations

Chapter 11: Financing and Governing America’s Schools
Chapter 12: School Choice: Family or Public Financing?
Chapter 13: Technology and Learning: Enabling or Subverting?
Chapter 14: Standardized Testing: Restrict or Expand?

Part Four: How Should Schools be Organized and Operated?

Chapter 15: Discipline and Justice: Zero Tolerance or Discretion?
Chapter 16: Teacher Unions and School Leadership: Detrimental or Beneficial?
Chapter 17: Academic Freedom: Teacher Rights or Responsibilities
Chapter 18: Inclusion and Mainstreaming: Common or Special Education
Chapter 19: Violence in Schools: School Treatable or Beyond School Control?

CRITICAL ISSUES IN EDUCATION

Diaglogues And Dialectics, 7th Edition
Jack L. Nelson, Rutgers University-New Brunswick
Stuart B Palomsky, University of Missouri-Columbia
Mary Rose McCarthy, Pace University

2010 / 544 pages
ISBN: 978007378640
Available: February 2009

Critical Issues in Education is designed to be used in courses that examine current, relevant pro and con disputes about schools and schooling. By exploring the major opposing viewpoints on these issues, the text encourages education students to think critically and develop their own viewpoints. The clear writing and dramatic dialectic approach are conducive to dynamic classroom discussions that help students grasp the many sides of these complex issues. Three integrating themes provide a solid framework for examining the eighteen topics covered. Each part begins with a chapter-length introduction that provides background material and organizing themes for the issues that follow. Each issue is then presented from two divergent viewpoints, each one written in advocate language to be as compelling as possible. The book’s objective, in addition to informing the reader about the issues, is to develop critical thinking skills within the context of education.

CONTENTS
Chapter 1 Introduction: Critical Issues and Critical Thinking
Part One: Whose Interests Should Schools Serve?
Chapter 2 School Choice: Family or Public Financing?
Chapter 3 Financing Schools: Equity or Disparity?
Chapter 4 Gender Equity: Eliminating Discrimination or Accommodating Differences?
Chapter 5 Standards-Based Reform: Real Change or Political Smoke Screen?
Chapter 6 Religion and Public Schools: Unification or Separation?
Chapter 7 Privatization of Schools: Boon or Bane?
Chapter 8 Corporations, Commerce and Schools: Competing or Complementing Interests?
Chapter 9 New Immigrants and Schools: Unfair Burden or Business-as-usual?
Part Two: What Should Be Taught?
Chapter 10 The Academic Achievement Gap: Old Remedies or New?
Chapter 11 Values and Character Education: Traditional or Liberalianal?
Chapter 12 Multicultural Education: Democratic or Divisive?

Chapter 13 Technology and Learning: Enabling or Subverting?
Chapter 14 Standardized Testing: Restrict or Expand?

Part Three: How Should Schools be Organized and Operated?

Chapter 15 Discipline and Justice: Zero Tolerance or Discretion?
Chapter 16 Teacher Unions and School Leadership: Detrimental or Beneficial?
Chapter 17 Academic Freedom: Teacher Rights or Responsibilities
Chapter 18 Inclusion and Mainstreaming: Common or Special Education
Chapter 19 Violence in Schools: School Treatable or Beyond School Control?
Clear, concise, and authoritative—compact and affordable, too—with scholarship that is often cited as a primary source, American Education brings up-to-date information and challenging perspectives to teacher educators’ classrooms. Revised every two years, American Education provides a fresh, concise, and up-to-date introduction to the historical, political, social, and legal foundations of education and to the profession of teaching in the United States. This edition introduces a new chapter reference guide to the No Child Left Behind Act, provides a fresh look at multiculturalism and multilingualism, and presents a new discussion of the link between schooling and the growing gap between rich and poor.

CONTENTS
A Guide With Chapter References to Discussions of No Child Left Behind Act of 2001
Preface
Part One School and Society
Chapter 1 The History and Goals of Public Schooling
Chapter 2 Education and Equality of Opportunity
Chapter 3 Equality of Educational Opportunity: Race, Gender and Special Needs
Chapter 4 Student Diversity
Chapter 5 Multicultural and Multilingual Education
Part Two Power and Control in American Education
Chapter 6 Local Control, Choice, Charter Schools, and Home Schooling
Chapter 7 Power and Control at State and National Levels: Political Party Platforms, High Stakes
Chapter 8 The Profession of Teaching
Chapter 9 Textbooks, Curriculum, E-Learning, Cyber Bullying and Global Models of Curriculum and Instruction
Chapter 10 The Courts and the Schools

TEACHING LARGE CLASSES USABLE PRACTICES FROM AROUND THE WORLD
Mary Cherian and Rosalind Y Mau, National Institute of Education, Nanyang Technological University
2002 / 192 pages
ISBN: 9780071202800
[An Asian Publication]
CONTENTS
Prologue
Chapter 1 Transforming Large-class Teaching in South Africa
Chapter 2 Teaching Large Classes in China
Chapter 3 The ‘Art’ of Teaching Large Classes in India
Chapter 4 Teaching Large Classes in the Waldorf Schools
Chapter 5 The Story of Two Schools in Israel
Chapter 6 Incorporating Indigenous Knowledge in Post-secondary Teaching
Chapter 7 Including Students with Disabilities within Mainstream Education
Chapter 8 Reaching Children of High Ability
Chapter 9 Teacher-student Relationships in Large Classes
Chapter 10 Using Cooperative Learning in Large Classes
Chapter 11 Getting to Know Every Student through Portfolios
Epilogue
Index

AMERICAN EDUCATION
14th Edition
Joel Spring, Queens College
2010 / 352 pages
ISBN: 9780073378688
Available: March 2009
www.mhhe.com/springae14e

Clear, concise, and authoritative—compact and affordable, too—with scholarship that is often cited as a primary source, American Education brings up-to-date information and challenging perspectives to teacher educators’ classrooms. Revised every two years, American Education provides a fresh, concise, and up-to-date introduction to the historical, political, social, and legal foundations of education and to the profession of teaching in the United States. This edition introduces a new chapter reference guide to the No Child Left Behind Act, provides a fresh look at multiculturalism and multilingualism, and presents a new discussion of the link between schooling and the growing gap between rich and poor.

CONTENTS
About the Author
Preface
Chapter 1: Deculturalization and the Claim of Racial and Cultural Superiority by Anglo-Americans
Chapter 2: Native Americans: Deculturalization, Schooling, and Globalization
Chapter 3: African Americans: Deculturalization, Transformation, and Segregation
Chapter 4: Asian Americans: Exclusion and Segregation
Chapter 5: Hispanic/Latino Americans: Exclusion and Segregation
Chapter 6: The Great Civil Rights Movement and the New Culture Wars
Chapter 7: Twenty-First Century: Post-Racial Society?
Index

DECULTURALIZATION AND THE STRUGGLE FOR EQUALITY
A Brief History of the Education of Dominated Cultures in the United Stated, 6th Edition
Joel Spring, Queens College
2010 / 168 pages
ISBN: 9780073378732
Available: February 2009

This text is a concise history of Anglo American racism and school policies affecting dominated groups in the United States. It focuses on the educational, legal, and social construction of race and racism, and on educational practices related to deculturalization, segregation, and the civil rights movement. Spring emphasizes issues of power and control in schools and shows how the dominant Anglo class has stripped away the culture of minority peoples in the U.S. and replaced it with the dominant culture. In the process, he gives voice to the often-overlooked perspectives of African Americans, Asian Americans, Hispanic/Latino Americans, and Native Americans. An understanding of these historical perspectives and how they impact current conditions and policies is critical to teachers’ success or failure in today’s diverse classrooms. Very brief and affordable, Deculturalization and the Struggle for Equality is an ideal supplement for Introduction/Foundations of Education, Multicultural Education or any course that seeks to expand student notions of what U.S. education has been and can be.

Invitation to Publish
McGraw-Hill is interested in reviewing textbook proposals for publication. Please contact your local McGraw-Hill office or email to asiapub@mcgraw-hill.com.

Visit McGraw-Hill Education (Asia)
Website: http://www.mheducation.asia/publish/
Foundations of Education
– Readers

ANNUAL EDITIONS: EDUCATION 11/12
38th Edition
Rebecca B Evers, Winthrop University

2011 / 256 pages
ISBN: 9780078050763
Available: October 2010
www.mhhe.com/annualeditions

The Annual Editions series is designed to provide convenient, inexpensive access to a wide range of current articles from some of the most respected magazines, newspapers, and journals published today. Annual Editions are updated on a regular basis through a continuous monitoring of over 300 periodical sources. The articles selected are authored by prominent scholars, researchers, and commentators writing for a general audience. The Annual Editions volumes have a number of common organizational features designed to make them particularly useful in the classroom: a general introduction; an annotated table of contents; a topic guide; an annotated listing of selected World Wide Web sites; and a brief overview for each section. Each volume also offers an online Instructor's Resource Guide with testing materials. Using Annual Editions in the Classroom is a general guide that provides a number of interesting and functional ideas for readers in the classroom. Visit www.mhhe.com/annualeditions for more details.

ANNUAL EDITIONS: EDUCATION 10/11
37th Edition
Rebecca B Evers, Winthrop University

2010 / 224 pages
ISBN: 9780078135859
Available: October 2009
www.mhhe.com/annualeditions

Annual Editions is a series of over 65 volumes, each designed to provide convenient, inexpensive access to a wide range of current articles from some of the most respected magazines, newspapers, and journals published today. Annual Editions are updated on a regular basis through a continuous monitoring of over 300 periodical sources. The articles selected are authored by prominent scholars, researchers, and commentators writing for a general audience. The Annual Editions volumes have a number of common organizational features designed to make them particularly useful in the classroom: a general introduction; an annotated table of contents; a topic guide; an annotated listing of selected World Wide Web sites; and a brief overview for each section. Each volume also offers an online Instructor's Resource Guide with testing materials. Using Annual Editions in the Classroom is offered as a practical guide for instructors. Visit www.mhcls.com for more details.

CONTENTS
Preface
Correlation Guide
Topic Guide
Internet References
Unit 1: Assessment and Research: Do They Inform Our Teaching Practices?
1. Where Have All the Strong Poets Gone?
2. Proficiency for All?
3. Bridging the Gap between Research and Practice: What's Good, What's Bad, and How Can One Be Sure?
4. Learning to Love Assessment
5. The Case for and against Homework
Unit 2: Reformattting Our Schools
6. Assessing Applied Skills
7. From the Mouths of Middle-Schoolers: Important Changes for High School and College
8. Industrial Arts: Call It What You Want, the Need Still Exists
9. High Schools Have Got It Bad for Higher Ed—And That Ain't Good
10. All Our Students Thinking
Unit 3: Addressing Diversity in Your School
11. As Diversity Grows, So Must We
12. African American Parents: Improving Connections with Their Child's Educational Environment
13. The Myth of the “Culture of Poverty”
14. Becoming Adept at Code-Switching
15. Overcoming Lethargy in Gifted and Talented Education with Contract Activity Packages: I'm Choosing to Learn!
16. Mother Goose Teaches on the Wild Side: Motivating At-Risk Mexican and Chicano Youngsters via a Multicultural Curriculum
17. Celebrating Diversity through Explorations of Arab Children's Literature
18. Books That Portray Characters with Disabilities: A Top 25 List for Children and Young Adults
Unit 4: Preparing Teachers to Teach All Students in All Schools
19. Reluctant Teachers, Reluctant Learners
21. Why Teacher Networks (Can) Work
Unit 5: Cornerstones to Learning: Reading and Math
22. Response to Intervention (RTI): What Teachers of Reading Need to Know
23. You Should Read This Book!
24. Getting Children In2Books: Engagement in Authentic Reading, Writing, and Thinking
25. Using Literature Circles with English Language Learners at the Middle Level
26. Losing the Fear of Sharing Control: Starting a Reading Workshop
27. Nine Ways to Catch Kids Up
28. The Classroom That Math Built: Encouraging Young Mathematicians to Pose Problems
Unit 6: Rethinking Behavior Management: Getting the Behavior You Want and Need to Teach Effectively
29. Tackling a Problematic Behavior Management Issue: Teachers’ Intervention in Childhood Bullying Problems
30. The Under-Appreciated Role of Humiliation in the Middle School
31. The Power of Our Words
32. Marketing Civility
33. Classwide Interventions: Effective Instruction Makes a Difference
34. Developing Effective Behavior Intervention Plans: Suggestions for School Personnel
Unit 7: Creating Caring Communities of Learners
35. Becoming Citizens of the World
36. Democracy and Education: Empowering Students to Make Sense of Their World
37. Thinking about Patriotism
38. What Is Personalization?
39. Cultivating Optimism in the Classroom
Test-Your-Knowledge Form
Article Rating Form

THE PRAXIS SERIES OFFICIAL GUIDE WITH CD-ROM
2nd Edition
Educational Testing Service
2010 / 496 pages
ISBN: 9780071626606
Available: October 2009
(A Professional Reference)
The Praxis Series: The Official Guide comes straight from Educational Testing Service (ETS)—the people who make the test. If you need to take these state-mandated teacher licensing exams, this book gives you complete information about the entire Praxis series. This book includes a complete Praxis I: PPST exam review. Six full-length, authentic PPST tests are provided in the book and also in interactive format on CD-ROM. You will also find authoritative information about the Praxis II Subject Assessments, the Principles of Learning and Teaching (PLT) exam, and much more.

CONTENTS
How to Use This Book
PART I. GETTING STARTED
Chapter 1. Introducing the Praxis
Chapter 2. Praxis Practical Matters
Chapter 3. General Strategies for Test-Takers
PART II. PREPARING FOR THE PPST
Chapter 4. All About the PPST
Chapter 5. PPST Reading
Chapter 6. PPST Mathematics
Chapter 7. PPST Writing: The Multiple-Choice Section
Chapter 8. PPST Writing: The Essay
PART III. SIX REAL PPSTs FOR PRACTICE
Chapter 9. PPST: Reading Test 1
Chapter 10. PPST: Reading Test 2
Chapter 11. PPST: Mathematics Test 1
Chapter 12. PPST: Mathematics Test 2
Chapter 13. PPST: Writing Test 1
Chapter 14. PPST: Writing Test 2
PART IV. PRINCIPLES OF LEARNING AND TEACHING (PLT)
Chapter 15. All About the PLT Tests
Chapter 16. Real PLT Questions for Practice
PART V. PRAXIS II: ELEMENTARY EDUCATION
Chapter 17. Elementary Education: Curriculum, Instruction, and Assessment
Chapter 18. Elementary Education: Content Knowledge
Chapter 19. Elementary Education: Content Area Exercises
PART VI. PRAXIS II: SUBJECT ASSESSMENTS
Chapter 20. All About the Subject Assessments
Chapter 21. Reading, English, Language Arts
Chapter 22. Social Studies, Math, Science
Chapter 23. Other Subjects
Appendix A: State-by-State Certification Testing Requirements
Appendix B: For More Information

History of American Education

DECULTURALIZATION AND THE STRUGGLE FOR EQUALITY
A Brief History of the Education of Dominated Cultures in the United States, 6th Edition
Joel Spring, Queens College
2010 / 168 pages
ISBN: 9780073378732
Available: February 2009
This text is a concise history of Anglo American racism and school policies affecting dominated groups in the United States. It focuses on the educational, legal, and social construction of race and racism, and on educational practices related to deculturalization, segregation, and the civil rights movement. Spring emphasizes issues of power and control in schools and shows how the dominant Anglo class has stripped away the culture of minority peoples in the U.S. and replaced it with the dominant culture. In the process, he gives voice to the often-overlooked perspectives of African Americans, Asian Americans, Hispanic/Latino Americans, and Native Americans. An understanding of these historical perspectives and how they impact current conditions and policies is critical to teachers’ success or failure in today’s diverse classrooms. Very brief and affordable, Deculturalization and the Struggle for Equality is an ideal supplement for Introduction/Foundations of Education, Multicultural Education, or any course that seeks to expand student notions of what U.S. education has been and can be.

CONTENTS
About the Author
Preface
Chapter 1: Deculturalization and the Claim of Racial and Cultural Superiority by Anglo-Americans
Chapter 2: Native Americans: Deculturalization, Schooling, and Globalization
Chapter 3: African Americans: Deculturalization, Transformation, and Segregation
Chapter 4: Asian Americans: Exclusion and Segregation
Chapter 5: Hispanic/Latino Americans: Exclusion and Segregation
Chapter 6: The Great Civil Rights Movement and the New Culture Wars
Chapter 7: Twenty-First Century: Post-Racial Society?
Index

REVIEW COPY
(Available for course adoption only)
To request for a review copy,
- contact your local McGraw-Hill representatives or,
- fax the Review Copy Request Form found in this catalog or,
- e-mail your request to mghasia_sg@mcgraw-hill.com or,
- submit online at www.mheducation.asia
DECULTURALIZATION AND THE STRUGGLE FOR EQUALITY

A Brief History of the Education of Dominated Cultures in the United States, 6th Edition

Joel Spring, Queens College

2010 / 168 pages
ISBN: 9780073378732
Available: February 2009

This text is a concise history of Anglo American racism and school policies affecting dominated groups in the United States. It focuses on the educational, legal, and social construction of race and racism, and on educational practices related to deculturalization, segregation, and the civil rights movement. Spring emphasizes issues of power and control in schools and shows how the dominant Anglo class has stripped away the culture of minority peoples in the U.S. and replaced it with the dominant culture. In the process, he gives voice to the often-overlooked perspectives of African Americans, Asian Americans, Hispanic/Latino Americans, and Native Americans. An understanding of these historical perspectives and how they impact current conditions and policies is critical to teachers' success or failure in today's diverse classrooms. Very brief and affordable, Deculturalization and the Struggle for Equality is an ideal supplement for Introduction/Foundations of Education, Multicultural Education, or any course that seeks to expand student notions of what U.S. education has been and can be.

CONTENTS

About the Author
Preface
Chapter 1: Deculturalization and the Claim of Racial and Cultural Superiority by Anglo-Americans
Chapter 2: Native Americans: Deculturalization, Schooling, and Globalization
Chapter 3: African Americans: Deculturalization, Transformation, and Segregation
Chapter 4: Asian Americans: Exclusion and Segregation
Chapter 5: Hispanic/Latino Americans: Exclusion and Segregation
Chapter 6: The Great Civil Rights Movement and the New Culture Wars
Chapter 7: Twenty-First Century: Post-Racial Society?
Index
Foundations of Education

NEW

TAKING SIDES: CLASHING VIEWS ON EDUCATIONAL ISSUES, EXPANDED
16th Edition
James Wm Noll, University of Maryland-College Park
2012 / 416 pages
ISBN: 9780078050145
Available: July 2011
www.mhhe.com/takingsides

Taking Sides volumes present current controversial issues in a debate-style format designed to stimulate student interest and develop critical thinking skills. Each issue is thoughtfully framed with an issue summary, an issue introduction, and a postscript or challenge questions. Taking Sides readers feature an annotated listing of selected World Wide Web sites. An online Instructor’s Resource Guide with testing material is available for each volume. Using Taking Sides in the Classroom is also an excellent instructor resource. Visit www.mhhe.com/takingsides for more details.

NEW

ANNUAL EDITIONS: EDUCATION 11/12
38th Edition
Rebecca B Evers, Winthrop University
2011 / 256 pages
ISBN: 9780078050763
Available: October 2010
www.mhhe.com/annualeditions

The Annual Editions series is designed to provide convenient, inexpensive access to a wide range of current articles from some of the most respected magazines, newspapers, and journals published today. Annual Editions are updated on a regular basis through a continuous monitoring of over 300 periodical sources. The articles selected are authored by prominent scholars, researchers, and commentators writing for a general audience. The Annual Editions volumes have a number of common organizational features designed to make them particularly useful in the classroom: a general introduction; an annotated table of contents; a topic guide; an annotated listing of selected World Wide Web sites; and a brief overview for each section. Each volume also offers an online Instructor’s Resource Guide with testing materials. Using Annual Editions in the Classroom is a general guide that provides a number of interesting and functional ideas for using Annual Editions readers in the classroom. Visit www.mhhe.com/annualeditions for more details.

NEW

TAKING SIDES: CLASHING VIEWS ON EDUCATIONAL ISSUES
16th Edition
By James Wm Noll, University of Maryland-College Park
2011 / 416 pages
ISBN: 9780078049972
Available: February 2010
www.mhhe.com/takingsides

Taking Sides volumes present current controversial issues in a debate-style format designed to stimulate student interest and develop critical thinking skills. Each issue is thoughtfully framed with an issue summary, an issue introduction, and a postscript or challenge questions. Taking Sides readers feature an annotated listing of selected World Wide Web sites. An online Instructor’s Resource Guide with testing material is available for each volume. Using Taking Sides in the Classroom is also an excellent instructor resource. Visit www.mhhe.com/takingsides for more details.

NEW TO THIS EDITION

❖ This convenient guide matches the issues in Taking Sides: Clashing Views on Educational Issues, 16/e with the corresponding chapters in two of our best-selling McGraw-Hill Education textbooks by Nelson et al. and Spring.

CONTENTS

Unit 1 Basic Theoretical Issues
Issue 1. Should Schooling Be Based on Social Experiences?
Issue 2. Should the Curriculum Be Standardized for All?
Issue 3. Should Behaviorism Shape Educational Practices?
Issue 4. Is Constructivism the Best Philosophy of Education?
Issue 5. Should Global Competition Steer School Reform?

Unit 2 Current Fundamental Issues
Issue 6. Are Truly Democratic Classrooms Possible?
Issue 7. Has the Supreme Court Reconfigured American Education?
Issue 8. Is Child Left Behind Irretrievably Flawed?
Issue 9. Does a “Deficit Model” Serve Poor Children Well?
Issue 10. Should “Public Schooling” Be Redefined?

Unit 3 Current Specific Issues
Issue 11. Are Undocumented Immigrants Entitled to Public Education?
Issue 12. Has the Time Arrived for Universal Preschool?
Issue 13. Is Privatization the Hope of the Future?
Issue 15. Can Current High School Reform Curtail Dropout Rates?
Issue 16. Is “Intelligent Design” a Threat to the Curriculum?
Issue 17. Are Single-Sex Schools and Classes Effective?
Issue 18. Can Zero Tolerance Violate Students Rights?
Issue 19. Do Computers Negatively Affect Student Growth?
Issue 20. Should Alternative Teacher Training Be Encouraged?
Issue 21. Can Merit Pay Accelerate School Improvement?
Annual Editions is a series of over 65 volumes, each designed to provide convenient, inexpensive access to a wide range of current articles from some of the most respected magazines, newspapers, and journals published today. Annual Editions are updated on a regular basis through a continuous monitoring of over 300 periodical sources. The articles selected are authored by prominent scholars, researchers, and commentators writing for a general audience. The Annual Editions volumes have a number of common organizational features designed to make them particularly useful in the classroom: a general introduction; an annotated table of contents; a topic guide; an annotated listing of selected World Wide Web sites; and a brief overview for each section. Each volume also offers an online Instructor’s Resource Guide with testing materials. Using Annual Editions in the Classroom is offered as a practical guide for instructors. Visit www.mhcls.com for more details.

CONTENTS
Preface
Correlation Guide
Topic Guide
Internet References
Unit 1: Assessment and Research: Do They Inform Our Teaching Practices?
1. Where Have All the Strong Poets Gone?
2. Proficiency for All?
3. Bridging the Gap between Research and Practice: What’s Good, What’s Bad, and How Can One Be Sure?
4. Learning to Love Assessment
5. The Case for and against Homework
Unit 2: Reformating Our Schools
6. Assessing Applied Skills
7. From the Mouths of Middle-Schoolers: Important Changes for High School and College
8. Industrial Arts: Call It What You Want, the Need Still Exists
9. High Schools Have Got It Bad for Higher Ed—And That Ain’t Good
10. All Our Students Thinking
Unit 3: Addressing Diversity in Your School
11. As Diversity Grows, So Must We
12. African American Parents: Improving Connections with Their Child’s Educational Environment
13. The Myth of the “Culture of Poverty”
14. Becoming Adept at Code-Switching
15. Overcoming Lethargy in Gifted and Talented Education with Contract Activity Packages: I’m Choosing to Learn!
16. Mother Goose Teaches on the Wild Side: Motivating At-Risk Mexican and Chicano Youngsters via a Multicultural Curriculum
17. Celebrating Diversity through Explorations of Arab Children’s Literature
18. Books That Portray Characters with Disabilities: A Top 25 List for Children and Young Adults
Unit 4: Preparing Teachers to Teach All Students in All Schools
19. Reluctant Teachers, Reluctant Learners
21. Why Teacher Networks (Can) Work
Unit 5: Cornerstones to Learning: Reading and Math
22. Response to Intervention (RTI): What Teachers of Reading Need to Know
23. You Should Read This Book!
24. Getting Children In2Books: Engagement in Authentic Reading, Writing, and Thinking
25. Using Literature Circles with English Language Learners at the Middle Level
26. Losing the Fear of Sharing Control: Starting a Reading Workshop
27. Nine Ways to Catch Kids Up
28. The Classroom That Math Built: Encouraging Young Mathematicians to Pose Problems
Unit 6: Rethinking Behavior Management: Getting the Behavior You Want and Need to Teach Effectively
29. Tackling a Problematic Behavior Management Issue: Teachers’ Intervention in Childhood Bullying Problems
30. The Under-Appreciated Role of Humiliation in the Middle School
31. The Power of Our Words
32. Marketing Civility
33. Classwide Interventions: Effective Instruction Makes a Difference
34. Developing Effective Behavior Intervention Plans: Suggestions for School Personnel
Unit 7: Creating Caring Communities of Learners
35. Becoming Citizens of the World
36. Democracy and Education: Empowering Students to Make Sense of Their World
37. Thinking about Patriotism
38. What Is Personalization?
39. Cultivating Optimism in the Classroom
Test-Your-Knowledge Form
Article Rating Form

Multicultural Education and Diversity in Education

HUMAN DIVERSITY IN EDUCATION
An Integrative Approach, 7th Edition
Kenneth H Cushner, Averil McClelland and Philip Safford of Kent State University-Kent
2012 / 512 pages
ISBN: 9780078110276
Available: February 2011
www.mhhe.com/cushner7e
[Details unavailable at press time]
Chapter 6: The Great Civil Rights Movement and the New Culture

Chapter 5: Hispanic/Latino Americans: Exclusion and Segregation

Chapter 4: Asian Americans: Exclusion and Segregation

Chapter 3: African Americans: Deculturalization, Transformation, and Segregation

Chapter 2: Native Americans: Deculturalization, Schooling, and Superiority by Anglo-Americans

Chapter 1: Deculturalization and the Claim of Racial and Cultural Superiority by Anglo-Americans

Deculturalization and the Struggle for Equality

A Brief History of the Education of Dominated Cultures in the United States, 6th Edition

Joel Spring, Queens College

2010 / 168 pages

ISBN: 9780073378732

Available: February 2009

This text is a concise history of Anglo American racism and school policies affecting dominated groups in the United States. It focuses on the educational, legal, and social construction of race and racism, and on educational practices related to deculturalization, segregation, and the civil rights movement. Spring emphasizes issues of power and control in schools and shows how the dominant Anglo class has stripped away the culture of minority peoples in the U.S. and replaced it with the dominant culture. In the process, he gives voice to the often-overlooked perspectives of African Americans, Asian Americans, Hispanic/Latino Americans, and Native Americans. An understanding of these historical perspectives and how they impact current conditions and policies is critical to teachers’ success or failure in today’s diverse classrooms. Very brief and affordable, Deculturalization and the Struggle for Equality is an ideal supplement for Introduction/Foundations of Education, Multicultural Education, or any course that seeks to expand student notions of what U.S. education has been and can be.

Contents

About the Author
Preface
Chapter 1: Deculturalization and the Claim of Racial and Cultural Superiority by Anglo-Americans
Chapter 2: Native Americans: Deculturalization, Schooling, and Globalization
Chapter 3: African Americans: Deculturalization, Transformation, and Segregation
Chapter 4: Asian Americans: Exclusion and Segregation
Chapter 5: Hispanic/Latino Americans: Exclusion and Segregation
Chapter 6: The Great Civil Rights Movement and the New Culture Wars

Chapter 7: Twenty-First Century: Post-Racial Society?
Unit 5: Expanding Learning with Language and Literacy
25. Examining Second Language Literacy Development in an Urban Multi-Age Classroom
26. Output Strategies for English-Language Learners: Theory to Practice
27. Controversial Books in the Middle School: Can They Make a Difference?
28. Celebrating Diversity through Explorations of Arab Children’s Literature
29. Chica Lit: Multicultural Literature Blurs Borders

Unit 6: Motivating Involvement and Social Action
30. Popular Music Helps Students Focus on Important Social Issues
31. Framing the Effect of Multiculturalism on Diversity Outcomes among Students at Historically Black Colleges and Universities
32. Building the Movement to End Educational Inequity

Unit 7: Providing Professional Development for Teachers
33. Sustaining Ourselves under Stressful Times: Strategies to Assist Multicultural Educators
34. The Promise of Black Teachers’ Success with Black Students
35. Approaches to Diversifying the Teaching Force: Attending to Issues of Recruitment
36. Collaborative Recruitment of Diverse Teachers for the Long Haul—TEAMS: Teacher Education for the Advancement of a Multicultural Society
37. Ain’t Nothin’ Like the Real Thing: Preparing Teachers in an Urban Environment
Test-Your-Knowledge Form
Article Rating Form
John Santrock’s *Educational Psychology* emphasizes the application of theory to real classroom practice. With richly evocative classroom vignettes from practicing teachers and a wealth of case studies, *Educational Psychology* helps students think critically about the research basis for best practices. Santrock’s hallmark Learning System organizes the content into manageable chunks under learning goals, supporting retention and mastery, so that students will have an engaging and successful course experience.

**CONTENTS**
Preface
Chapter 1 Educational Psychology: A Tool for Effective Teaching
Chapter 2 Cognitive and Language Development
Chapter 3 Social Contexts and Socioemotional Development
Chapter 4 Individual Variations
Chapter 5 Sociocultural Diversity
Chapter 6 Learners Who Are Exceptional
Chapter 7 Behavioral and Social Cognitive Approaches
Chapter 8 The Information-Processing Approach
Chapter 9 Complex Cognitive Processes
Chapter 10 Social Constructivist Approaches
Chapter 11 Learning and Cognition in the Content Areas
Chapter 12 Planning, Instruction, and Technology
Chapter 13 Motivation, Teaching, and Learning
Chapter 14 Managing the Classroom
Chapter 15 Standardized Tests and Teaching
Chapter 16 Classroom Assessment and Grading
Key Terms
Portfolio Activities
Study, Practice, and Succeed
Glossary G-0
Praxis(TM) Answer Key P-0
References R-0
Credits C-1
Name Index I-1
Subject Index I-11

**ANNUAL EDITIONS: EDUCATIONAL PSYCHOLOGY 11/12**
26th Edition
Kathleen M Cauley, Virginia Commonwealth University
Gina Pannozzo, Virginia Commonwealth University
2012 / 256 pages
ISBN: 9780078050954
Available: March 2011
www.mhhe.com/annualeditions

The *Annual Editions* series is designed to provide convenient, inexpensive access to a wide range of current articles from some of the most respected magazines, newspapers, and journals published today. *Annual Editions* are updated on a regular basis through a continuous monitoring of over 300 periodical sources. The articles selected are authored by prominent scholars, researchers, and commentators writing for a general audience. The *Annual Editions* volumes have a number of common organizational features designed to make them particularly useful in the classroom: a general introduction; an annotated table of contents; a topic guide; an annotated listing of selected World Wide Web sites; and a brief overview for each section. Each volume also offers an online Instructor’s Resource Guide with testing materials. Using *Annual Editions in the Classroom* is a general guide that provides a number of interesting and functional ideas for using *Annual Editions* readers in the classroom. Visit www.mhhe.com/annualeditions for more details.

**ANNUAL EDITIONS: EDUCATIONAL PSYCHOLOGY 11/12**
25th Edition
Kathleen M Cauley and Gina Pannozzo of Virginia Commonwealth University
2011 / 228 pages
ISBN: 9780078050602
Available: March 2010
www.mhhe.com/annualeditions

Annual Editions is a series of over 65 volumes, each designed to provide convenient, inexpensive access to a wide range of current articles from some of the most respected magazines, newspapers, and journals published today. Annual Editions are updated on a regular basis through a continuous monitoring of over 300 periodical sources. The articles selected are authored by prominent scholars, researchers, and commentators writing for a general audience. The Annual Editions volumes have a number of common organizational features designed to make them particularly useful in the classroom: a general introduction; an annotated table of contents; a topic

**Invitation to Publish**
McGraw-Hill is interested in reviewing textbook proposals for publication. Please contact your local McGraw-Hill office or email to asiapub@mghill.com.
Visit McGraw-Hill Education (Asia)
Website: http://www.mheducation.asia/publish/
guide; an annotated listing of selected World Wide Web sites; and a brief overview for each section. Each volume also offers an online Instructor’s Resource Guide with testing materials. Using Annual Editions in the Classroom is offered as a practical guide for instructors and is available in print or online. Visit www.mhcls.com for more details.

NEW TO THIS EDITION

- This convenient guide matches the units in Annual Editions: Educational Psychology 10/11 with the corresponding chapters in one of our best-selling McGraw-Hill Educational Psychology textbooks by Santrock.

CONTENTS

Preface
Correlation Guide
Topic Guide
Internet References

Unit 1: Perspectives on Teaching
2. The Spectrum of Education Research
3. Embarking on Action Research
4. Teaching with Awareness: The Hidden Effects of Trauma on Learning
5. Supporting Adolescents Exposed to Disasters

Unit 2: Development
Part A. Childhood
6. Play and Social Interaction in Middle Childhood
7. Childhood Obesity in the Testing Era: What Teachers and Schools Can Do!
8. The Curriculum Superhighway

Part B. Adolescence
9. The Under-Accorded Role of Humiliation in the Middle School
10. Adolescent Decision Making: An Overview
11. Academic Instructors or Moral Guides? Moral Education in America and the Teacher’s Dilemma

Unit 3: Individual Differences among Learners
Part A. Exceptional Learning Needs
12. Improving the Way We Think about Students with Emotional and/or Behavioral Disorders
13. Sam Comes to School: Including Students with Autism in Your Classroom
14. Universal Design in Elementary and Middle School: Designing Classrooms and Instructional Practices to Ensure Access to Learning for All Students

Part B. Gifted and Talented
15. Social and Emotional Development of Gifted Children: Straight Talk

Part C. Cultural Diversity
16. Understanding Unconscious Bias and Unintentional Racism
18. Becoming Adaptable at Code-Switching
19. Do Single-Sex Classes and Schools Make a Difference?

Unit 4: Learning and Instruction
Part A. Learning and Cognition
20. A Fresh Look at Brain-Based Education
21. What Will Improve a Student’s Memory?
22. When Students Seem Stalled
23. Classroom Assessment and Grading to Assure Mastery
24. Backward Design: Targeting Depth of Understanding for All Learners
25. Learning-Style Responsiveness Approaches for Teaching Typically Performing and At-Risk Adolescents

Part B. Instructional Strategies
26. The Goals of Differentiation
27. Time for Time on Task and Quality Instruction
28. “To Find Yourself, Think for Yourself”: Using Socratic Discussions in Inclusive Classrooms

29. Setting the Record Straight on “High-Yield” Strategies

Part C. Technology & the Internet
30. Strategies for Planning Technology-Enhanced Learning Experiences
31. Plagiarism in the Internet Age
32. Strategies to Prevent and Heal the Mental Anguish Caused by Cyberbullying
33. R U Safe?

Unit 5: Motivation, Engagement, and Classroom Management
Part A. Motivation and Engagement
34. The Perils and Promises of Praise
35. Should Learning Be Its Own Reward?
36. Beyond Content: How Teachers Manage Classrooms to Facilitate Intellectual Engagement for Disengaged Students
37. Successful Teachers Develop Academic Momentum with Reluctant Students
38. “I’ll Repeat Myself, Again?!”: Empowering Students through Assertive Communication Strategies

Part B. Classroom Management
39. Strategies for Effective Classroom Management in the Secondary Setting
40. Tackling a Problematic Behavior Management Issue: Teachers’ Intervention in Childhood Bullying Problems
41. Middle School Students Talk about Social Forces in the Classroom
42. Dimensions of Person-Centered Classroom Management

Unit 6: Assessment
Part A. Standards, Accountability, and Standardized Testing
43. Who Is No Child Left Behind Leaving Behind?
44. Upper Elementary Grades Bear the Brunt of Accountability
45. Grading Education
46. Measuring the Achievement Elephant
47. Exit Exams Harm Students Who Fail Them—and Don’t Benefit Students Who Pass Them

Part B. Classroom Assessment
48. Reliability and Validity of Information about Student Achievement: Comparing Large-Scale and Classroom Testing Contexts
49. Feedback That Fits
50. Using Self-Assessment to Chart Students’ Paths
51. Peer Assessment
52. Assessment-Driven Improvements in Middle School Students’ Writing

Test-Your-Knowledge Form
Article Rating Form

TAKING SIDES: CLASHING VIEWS IN EDUCATIONAL PSYCHOLOGY

6th Edition
Leonard Abbeduto, University of Wisc Madison
Frank Symons, University of Minnesota
2010 / 448 pages
ISBN: 9780077386108 (with Free Annual Editions: Assessment and Evaluation 10/11 CourseSmart eBook)
Available: October 2009
www.mhhe.com/takingsides

Taking Sides volumes present current controversial issues in a debate-style format designed to stimulate student interest and develop critical thinking skills. Each issue is thoughtfully framed with an issue summary, an issue introduction, and a postscript or challenge questions. Taking Sides readers feature an annotated listing of selected World Wide Web sites. An online Instructor’s Resource Guide with testing material is available for each volume. Using Taking Sides in the Classroom is also an excellent instructor resource.
CONTENTS

Unit 1 Meeting the Diverse Needs of a Diverse Classroom
Issue 1. Are Single-Gender Classes Necessary to Ensure Equal Educational Opportunities for Boys and Girls?
Issue 2. Should Struggling Students Be Retained?
Issue 3. Is Full Inclusion Always the Best Option for Children with Disabilities?
Issue 4. Can Schools Close the Achievement Gap between Students from Different Ethnic and Racial Backgrounds?
Issue 5. Should Schools Try to Increase Students’ Self-Esteem?

Unit 2 Theories of Learning and Their Implications for Educational Practice
Issue 7. Should Schools Adopt a Constructivist Approach to Education?
Issue 8. Does Reinforcement Facilitate Learning?
Issue 9. Can Howard Gardner’s Theory of Multiple Intelligences Transform Educational Practice?
Issue 10. Will a Push for Standards and Accountability Lead to More Motivated Students?
Issue 11. Do Recent Discoveries about the Brain and Its Development Have Implications for Classroom Practice?

Unit 3 Effective Teaching and the Evaluation of Learning
Issue 12. Is the Whole Language Approach to Reading Effective?
Issue 13. Is Greater Parental Involvement at School Always Beneficial?
Issue 15. Should Schools Decrease Class Size to Improve Student Outcomes?
Issue 16. Can a Zero-Tolerance Policy Lead to Safe Schools?
Issue 17. Should Student Time in School Be Changed?

THE PRAXIS SERIES OFFICIAL GUIDE WITH CD-ROM

2nd Edition
Educational Testing Service
2010 / 496 pages
ISBN: 9780071626606
Available: October 2009

CONTENTS
How to Use This Book
PART I. GETTING STARTED
Chapter 1. Introducing the Praxis
Chapter 2. Praxis Practical Matters
Chapter 3. General Strategies for Test-Takers
PART II. PREPARING FOR THE PPST
Chapter 4. All About the PPST
Chapter 5. PPST Reading
Chapter 6. PPST Mathematics
Chapter 7. PPST Writing: The Multiple-Choice Section
Chapter 8. PPST Writing: The Essay
PART III. SIX REAL PPSTs FOR PRACTICE
Chapter 9. PPST: Reading Test 1
Chapter 10. PPST: Reading Test 2

Chapter 11. PPST: Mathematics Test 1
Chapter 12. PPST: Mathematics Test 2
Chapter 13. PPST: Writing Test 1
Chapter 14. PPST: Writing Test 2

PART IV. PRINCIPLES OF LEARNING AND TEACHING (PLT)
Chapter 15. All About the PLT Tests
Chapter 16. Real PLT Questions for Practice

PART V. PRAXIS II: ELEMENTARY EDUCATION
Chapter 17. Elementary Education: Curriculum, Instruction, and Assessment
Chapter 18. Elementary Education: Content Knowledge
Chapter 19. Elementary Education: Content Area Exercises

PART VI. PRAXIS II: SUBJECT ASSESSMENTS
Chapter 20. All About the Subject Assessments
Chapter 21. Reading, English, Language Arts
Chapter 22. Social Studies, Math, Science
Chapter 23. Other Subjects
Appendix A: State-by-State Certification Testing Requirements
Appendix B: For More Information

EDUCATIONAL STATISTICS

READY, SET, GO! A STUDENT GUIDE TO SPSS @ 13.0 AND 14.0 FOR WINDOWS

2nd Edition
Thomas Pavkov, Purdue University—Calumet-Hammond
Kent Pierce, Purdue University—Calumet-Hammond
2007 / 96 pages
ISBN: 9780073126654
ISBN: 9780071252973 [IE]
Available: February 2006

CONTENTS
Preface
Assignment 1 Learning the Basics of SPSS
Assignment 2 Looking at Frequency Distributions and Descriptive Statistics
Assignment 3 Presenting Data in Graphic Form
Assignment 4 Testing Research Hypotheses for Two Independent Samples
Assignment 5 Testing Research Hypotheses About Two Related Samples
Assignment 6 Comparing Independent Samples with One-Way ANOVA
Assignment 7 Comparing Related Samples with One-Way ANOVA
Assignment 8 Measuring the Simple Relationship Between Two Variables
Assignment 9 Describing the Linear Relationship Between Two Variables
Assignment 10 Assessing the Association Between Two Categorical Variables Appendix
Entering Data Using Programs Other Than SPSS
This fully-revised twelfth edition continues to provide the extensive cross-cultural and multicultural coverage, the innovative pedagogical learning system, and the balance between research and real-life applications that have made A Child’s World a favorite of students and professors alike. In the warmly-written and engaging style that has become their hallmark, Diane Papalia and Ruth Feldman continue to provide a chronological view of child development. The new edition includes a new feature, Did You Know...?, introducing each chapter by highlighting interesting and enlightening findings mentioned in the chapter.

NEW TO THIS EDITION

- Chapter 1, Studying A Child’s World, now includes a new box on immigrant families, new examples of childhood as a social construction, and updated statistics on poverty and ethnicity.
- Updated information on ART, epigenesis, Down syndrome, schizophrenia, multiple births, and genetic testing emphasizes the importance of heredity and the environment in a child’s life.
- Coverage of birth and newborn babies now features coverage of childbirth settings, doula, and C-sections updated as well as information on VBACs, Apgar, and low birth weight, along with updated statistics on prematurity and stillbirths.
- Updated consideration of psychosocial development during the first three years includes new material on infant smiling, mirror neurons, the neural base of attachment, altruism/altruistic behavior and self-regulation, disorganized attachment pattern and maternal employment/child care, along with a new section on shared intentionality/collaborative activity.
- Significantly revised early education material features expanded coverage of Montessori, Reggio Emilia, theory of mind, and late-talking toddlers, as well as a new section on the School of the 21st Century and universal preschool.
- A new feature, Did You Know...?, introduces each chapter by highlighting interesting and enlightening findings mentioned in the chapter.
- Updated boxed features—including The Research World, The Everyday World, and Around the World boxes—support the learning process while highlighting such issues of interest to students as Family Mealtimes, Food Security, Multitasking and Gen M, Children of Immigrant Families, and Inventing Sign Language.
- An updated Online Learning Center offers a wealth of additional teaching and learning resources. Student material includes chapter outlines, a Key Terms glossary, Guideposts for Study, multiple-choice quizzes, matching quizzes, and decision-making scenarios, which afford students the opportunity to apply the material learned in the chapter to realistic situations and observe what effects their decisions have. Instructor resources include an Instructor’s Manual, test bank files, PowerPoint slides, and other valuable material.
CONTENTS
Preface
Section One--The Nature of Child Development
Chapter 1. Introduction
Appendix. Careers in Child Development
Section Two--Biological Processes, Physical Development, and Perceptual Development
Chapter 2. Biological Beginnings
Chapter 3. Prenatal Development and Birth
Chapter 4. Physical Development and Health
Chapter 5. Motor, Sensory, and Perceptual Development
Section Three--Cognitive and Language
Chapter 6. Cognitive Developmental Approaches
Chapter 7. Information Processing
Chapter 8. Intelligence
Chapter 9. Language Development
Section Four--Socioemotional Development
Chapter 10. Emotional Development
Chapter 11. The Self and Identity
Chapter 12. Gender
Chapter 13. Moral Development
Section Five--Social Context of Development
Chapter 14. Families
Chapter 15. Peers
Chapter 16. Schools and Achievement
Chapter 17. Culture and Diversity

NEW TO THIS EDITION

- New and expanded material on adolescent sleep, causes of mortality, adolescent brain development, risk-taking, “emerging adulthood,” behavioral genetics, and siblings provides updated coverage of these important issues.
- New and expanded content on popularity, bullying and aggression, school violence and zero-tolerance, media, Internet, ethnic identity development, religious development, opposite-sex platonic friendships, and sexual activity.
- Focused streamlining and updating makes this a more concise, up-to-date text.
- Updated material on brain science by someone who actually studies it provides thorough coverage of this cutting-edge area in adolescent development.
- Correlation Guide: www.mhhe.com/mhcp/CorrelationGuides/TS_Adolescence_2e.pdf

This convenient guide matches the issues in Taking Sides: Adolescence, 2/e with the corresponding chapters in two of our best-selling McGraw-Hill Adolescence textbooks by Santrock and Steinberg.

CONTENTS
Preface
Introduction: The Study of Adolescent Development
Part I: The Fundamental Changes of Adolescence
Chapter 1: Biological Transition
Chapter 2: Cognitive Transitions
Chapter 3: Social Transitions
Part II: The Contexts of Adolescence
Chapter 4: Families
Chapter 5: Peer Groups
Chapter 6: Schools
Chapter 7: Work, Leisure, and the Mass Media
Part III: Psychosocial Development During Adolescence
Chapter 8: Identity
Chapter 9: Autonomy
Chapter 10: Intimacy
Chapter 11: Sexuality
Chapter 12: Achievement
Chapter 13: Psychosocial Problems in Adolescence
Glossary
References
Credits
Name Index
Subject Index
adolescents' and emerging adults' health and well-being, including numerous recommendations for improving the lives of adolescents, and expanded emphasis on the positive aspects of adolescent development.

CONTENTS
Contents
Chapter 1: Introduction
Appendix: Careers in Adolescent Development
Chapter 2: Puberty, Health, and Biological Foundations
Chapter 3: The Brain and Cognitive Development
Chapter 4: The Self, Identity, Emotion, and Personality
Chapter 5: Gender
Chapter 6: Sexuality
Chapter 7: Moral Development, Values, and Religion
Chapter 8: Families
Chapter 9: Peers, Romantic Relationships, and Life Styles
Chapter 10: Schools
Chapter 11: Achievement, Work, and Careers
Chapter 12: Culture
Chapter 13: Problems in Adolescence and Emerging Adulthood

CONTENTS
Section 1 The Nature Of Children's Development
Chapter 1: Introduction
Appendix: Careers In Child Development
Section 2 Beginnings
Chapter 2: Biological Beginnings
Chapter 3: Prenatal Development
Chapter 4: Birth
Section 3 Infancy
Chapter 5: Physical Development In Infancy
Chapter 6: Cognitive Development In Infancy
Chapter 7: Socioemotional Development In Infancy
Section 4 Early Childhood
Chapter 8: Physical Development In Early Childhood
Chapter 9: Cognitive Development In Early Childhood
Chapter 10: Socioemotional Development In Early Childhood
Section 5 Middle And Late Childhood
Chapter 11: Physical Development In Middle And Late Childhood
Chapter 12: Cognitive Development In Middle And Late Childhood
Chapter 13: Socioemotional Development In Middle And Late Childhood
Section 6 Adolescence
Chapter 14: Physical Development In Adolescence
Chapter 15: Cognitive Development In Adolescence
Chapter 16: Socioemotional Development In Adolescence
Glossary
References
Credits
Name Index
Subject Index

INTERNATIONAL EDITION

CHILD PSYCHOLOGY
A Contemporary View Point, 7th Edition
Ross D Parke and Mary Gauvain of University of California-Riverside
2009 / Hardcover / 720 pages
ISBN: 9780073382685
ISBN: 9780071283281 [IE]
Available: June 2008
www.mhhe.com/parke7e

This classic text once again provides a compelling topically-organized introduction to child development. Parke et al incorporate multiple perspectives in exploring the processes of child development. With recurring pedagogical features to ensure students see the interrelatedness of chapters and concepts and the chronological development of children, the authors have also taken care to further their student-friendly presentation by shortening the text in this edition. This has been accomplished without cutting the book's highly-regarded child psychopathology chapter.

CONTENTS
Chapter 1 Child Development: Themes, Theories, and Methods
Chapter 2: Heredity and the Environment
Chapter 3: Prenatal Development and Birth
Chapter 4: Infancy: Sensation, Perception, and Learning
Chapter 5: The Child’s Growth: Brain, Body, Motor Skills, and Sexual Maturation
Chapter 6: Emotional Development and Attachment
Chapter 7: Language and Communication
Chapter 8: Cognitive Development: Piaget and Vygotsky
Chapter 9: Cognitive Development: The Information-Processing Approach
Chapter 10: Intelligence and Achievement
Chapter 11: The Family
Chapter 12: Expanding the Social World: Peers and Friends
Chapter 13: Gender Roles and Gender Differences
Chapter 14: Morality, Altruism, and Aggression
Chapter 15: Developmental Psychopathology

REVIEW COPY
(Not available for course adoption only)
To request a review copy, call your local McGraw-Hill representative or fax the Review Copy Request Form found in this catalog or e-mail your request to nhtasia.sg@mcgraw-hill.com or submit online at www.mheducation.asia
The Annual Editions series is designed to provide convenient, inexpensive access to a wide range of current articles from some of the most respected magazines, newspapers, and journals published today. Annual Editions are updated on a regular basis through a continuous monitoring of over 300 periodical sources. The articles selected are authored by prominent scholars, researchers, and commentators writing for a general audience. The Annual Editions volumes have a number of common organizational features designed to make them particularly useful in the classroom: a general introduction; an annotated table of contents; a topic guide; an annotated listing of selected World Wide Web sites; and a brief overview for each section. Each volume also offers an online Instructor’s Resource Guide with testing materials. Using Annual Editions in the Classroom is offered as a general guide that provides a number of interesting and functional ideas for using Annual Editions readers in the classroom. Visit www.mhhe.com/annualeditions for more details.

NEW TO THIS EDITION

This convenient guide matches the units in Annual Editions: Human Development 10/11 with the corresponding chapters in two of our best-selling McGraw-Hill Human Development textbooks by Santrock.

CONTENTS
Preface
Correlation Guide
Topic Guide
Internet References
Unit 1: Genetic and Prenatal Influences on Development
  Part A. Genetic Influences
  1. The Identity Dance
  2. Seeking Genetic Fate
  Part B. Prenatal Influences
  3. Fat, Carbs and the Science of Conception
  4. The Mystery of Fetal Life: Secrets of the Womb
  5. Truth and Consequences at Pregnancy High
Unit 2: Development during Infancy and Early Childhood
  Part A. Infancy
  6. HHS Toned Down Breast-Feeding Ads: Formula Industry Urged Softer Campaign
  7. Reading Your Baby’s Mind
  8. Vaccination Nation
  Part B. Early Childhood
  9. Long-Term Studies of Preschool: Lasting Benefits Far Outweigh Costs
  10. How to Help Your Toddler Begin Developing Empathy
  11. Easing the Separation Process for Infants, Toddlers, and Families
  12. Accountability Comes to Preschool: Can We Make It Work for Young Children?
  13. “Early Sprouts”: Establishing Healthy Food Choices for Young Children
Unit 3: Development during Childhood: Cognition and Schooling
  Part A. Cognition
  14. Get Smart
  15. An Educator’s Journey toward Multiple Intelligences
  16. In Defense of Distraction
  17. Informing the ADHD Debate
  Part B. Schooling
  18. Ten Big Effects of the No Child Left behind Act on Public Schools
  19. Single-Sex Classrooms Are Succeeding
  20. A “Perfect” Case Study: Perfectionism in Academically Talented Fourth Graders
Unit 4: Development during Childhood: Family and Culture
  Part A. Family
  21. The Angry Smile
  22. Where Personality Goes Awry
  23. The Blank Slate
  Part B. Culture
  24. Girls Gone Bad?
  25. Disrespecting Childhood
  26. Don’t Blame the Caveman
  27. The End of White America?
Unit 5: Development during Adolescence and Young Adulthood
Unit Overview
  Part A. Adolescence
  28. A Peaceful Adolescence
  29. Young, Gay, and Murdered
  30. Interview with Dr. Craig Anderson: Video Game Violence
  31. Jail Time Is Learning Time
  Part B. Young Adulthood
  32. Finding a Job in the 21st Century
  33. Hold Me Tight
Unit 6: Development during Middle and Late Adulthood
  Part A. Middle Adulthood
  34. Emotions and the Brain: Laughter
  35. 50 Reasons to Love Being 50+
  36. Are You Ready for Act II?
  37. Tearing: Breakthrough in Human Emotional Signaling
  Part B. Late Adulthood
  38. Healthy Aging in Later Life
  39. More Good Years
  40. Lost and Found
  41. Life after Death
  42. Navigating Practical Dilemmas in Terminal Care
  Test-Your-Knowledge Form
  Article Rating Form

NEW

ANNUAL EDITIONS:
CHILD GROWTH AND DEVELOPMENT 11/12
18th Edition
Ellen N. Junn, California State University-
Fullerton
Chris J. Boyatzis, Bucknell University

2011 / 256 pages
ISBN: 9780078050756
Available: October 2010
www.mhhe.com/annualeditions

The Annual Editions series is designed to provide convenient, inexpensive access to a wide range of current articles from some of the most respected magazines, newspapers, and journals published today. Annual Editions are updated on a regular basis through a continuous monitoring of over 300 periodical sources. The articles selected are authored by prominent scholars, researchers, and commentators writing for a general audience. The Annual Editions volumes have a number of common organizational features designed to make them particularly useful in the classroom: a general introduction; an annotated table of contents; an annotated listing of selected World Wide Web sites; and a brief overview for each section. Each volume also offers an online Instructor’s Resource Guide with testing materials. Using Annual Editions in the Classroom is a general guide that provides a number of interesting and functional ideas for using Annual Editions readers in the classroom. Visit www.mhhe.com/annualeditions for more details.

Invitation to Publish
McGraw-Hill is interested in reviewing textbook proposals for publication. Please contact your local McGraw-Hill office or email to asiapub@mcgraw-hill.com.

The Annual Editions series is designed to provide convenient, inexpensive access to a wide range of current articles from some of the most respected magazines, newspapers, and journals published today. Annual Editions are updated on a regular basis through a continuous monitoring of over 300 periodical sources. The articles selected are authored by prominent scholars, researchers, and commentators writing for a general audience. The Annual Editions volumes have a number of common organizational features designed to make them particularly useful in the classroom: a general introduction; an annotated listing of selected World Wide Web sites; and a brief overview for each section. Each volume also offers an online Instructor’s Resource Guide with testing materials. Using Annual Editions in the Classroom (available in print and online) is a general guide that provides a number of interesting and functional ideas for using Annual Editions readers in the classroom. Visit www.mhhe.com/annualeditions for more details.

NEW TO THIS EDITION

- This convenient guide matches the units in Annual Editions: Early Childhood Education 10/11 with the corresponding chapters in two of our best-selling McGraw-Hill Early Childhood Education textbooks by Gonzalez-Mena and Casper/Theilheimer.

CONTENTS

Preface
Correlation Guide
Topic Guide
Internet References
Unit 1: Perspectives
1. Invest in Early Childhood Education
2. A Foundation for Success
3. Joy in School
4. Early Education, Later Success
5. The Changing Culture of Childhood: A Perfect Storm
6. No Child Left Behind: Who’s Accountable?
7. Preschool Comes of Age: The National Debate on Education for Young Children Intensifies

Unit 2: Young Children, Their Families, and Communities
8. Class Matters—In and Out of School
9. Early Childhood School Success: Recognizing Families as Integral Partners
10. Meeting of the Minds
11. Making Long-Term Separations Easier for Children and Families
12. Fast Times

Unit 3: Diverse Learners
13. Whose Problem Is Poverty?
14. How to Support Bilingualism in Early Childhood
15. Learning in an Inclusive Community
17. Including Children with Disabilities in Early Childhood Education Programs: Individualizing Developmentally Appropriate Practices

Unit 4: Supporting Young Children’s Development
18. Play and Social Interaction in Middle Childhood
19. Twelve Characteristics of Effective Early Childhood Teachers
20. Health — Performance
21. Which Hand?: Brains, Fine Motor Skills, and Holding a Pencil
22. Keeping Children Active: What You Can Do to Fight Childhood Obesity
23. The Truth about ADHD
24. When Girls and Boys Play: What Research Tells Us

Unit 5: Educational Practices
25. Enhancing Development and Learning through Teacher-Child Relationships
26. Developmentally Appropriate Practice in the Age of Testing
27. What Research Says about . . . Grade Retention
28. Back to Basics: Play in Early Childhood
29. Scripted Curriculum: Is It a Prescription for Success?
30. Using Brain-Based Teaching Strategies to Create Supportive Early Childhood Environments That Address Learning Standards
31. Successful Transition to Kindergarten: The Role of Teachers and Parents
32. The Looping Classroom: Benefits for Children, Families, and Teachers
33. Beyond The Lorax?: The Greening of the American Curriculum

Unit 6: Helping Children to Thrive in School
34. Play: Ten Power Boosts for Children’s Early Learning
35. Ready or Not, Here We Come: What It Means to Be a Ready School
36. “Stop Picking on Me!”: What You Need to Know about Bullying
37. Developmentally Appropriate Child Guidance: Helping Children Gain Self-Control
38. Fostering Positive Transitions for School Success
40. The Power of Documentation in the Early Childhood Classroom

Unit 7: Curricular Issues
41. Preschool Curricula: Finding One That Fits
42. Got Standards?: Don’t Give up on Engaged Learning!
43. The Plan: Building on Children’s Interests
44. Constructive Play: A Value-Added Strategy for Meeting Early Learning Standards
45. Using Picture Books to Support Young Children’s Literacy
46. Calendar Time for Young Children: Good Intentions Gone Awry Test-Your-Knowledge Form

TAKING SIDES: CLASHING VIEWS IN CHILDHOOD AND SOCIETY

8th Edition
Diana S Del Campo and Robert L Del Campo of New Mexico State University-Las Cruces

2010 / 448 pages
ISBN: 9780078127571
Available: October 2009

www.mhhe.com/takingsides

Taking Sides volumes present current controversial issues in a debate-style format designed to stimulate student interest and develop critical thinking skills. Each issue is thoughtfully framed with an issue summary, an issue introduction, and a postscript or challenge questions. Taking Sides readers feature an annotated listing of selected World Wide Web sites. An online Instructor’s Resource Guide with testing material is available for each volume. Using Taking Sides in the Classroom is also an excellent instructor resource.
CONTENTS

Unit 1 Infancy
Issue 1. Is Institutional Child Care Beneficial to Children?
Issue 2. Does Maternal Employment Have Negative Effects on Children’s Development?
Issue 3. Should Scientists Be Allowed to Clone Children?
Issue 4. Do Federal Laws Make Transracial Adoptions More Commonplace?

Unit 2 Early Childhood
Issue 5. Is Spanking Detrimental to Children?
Issue 6. Are Fathers Really Necessary?
Issue 7. Does Divorce Create Long-Term Negative Effects for Children?
Issue 8. Is Viewing Television Violence Harmful for Children?

Unit 3 Middle Childhood
Issue 9. Does Marriage Improve Living Standards for Children?
Issue 10. Do Children Who Are Homeschooled Have a Limited View of Society?
Issue 11. Is Television Viewing Responsible for the Rise in Childhood Obesity?
Issue 12. Do Bilingual Education Programs Help Non-English-Speaking Children Succeed?

Unit 4 Adolescence
Issue 13. Is Gay Adoption and Foster Parenting Healthy for Children?
Issue 14. Should the HPV Vaccination Be Mandatory for Girls in Later Childhood?

Unit 5: Cultural and Societal Influences
Part A. Social and Cultural Issues
Issue 15. Are Male Teens More Aggressive Than Female Teens?
Issue 16. Is Abstinence-Only Sex Education the Best Way to Teach about Sex?
Issue 17. Is the Internet a Safe Place for Teens to Explore?

ANNUAL EDITIONS: CHILD GROWTH AND DEVELOPMENT 10/11
17th Edition
Ellen N Junn, California State University-Fullerton
Chris J Boyatzis, Bucknell University
2010 / 176 pages
ISBN: 9780078127847
Available: October 2009

www.mhhe.com/annualeditions

Annual Editions is a series of over 65 volumes, each designed to provide convenient, inexpensive access to a wide range of current articles from some of the most respected magazines, newspapers, and journals published today. Annual Editions are updated on a regular basis through a continuous monitoring of over 300 periodical sources. The articles selected are authored by prominent scholars, researchers, and commentators writing for a general audience. The Annual Editions volumes have a number of common organizational features designed to make them particularly useful in the classroom: a general introduction; an annotated listing of selected World Wide Web sites; and a brief overview for each section. Each volume also offers an online Instructor’s Resource Guide with testing materials. Using Annual Editions in the Classroom is offered as a practical guide for instructors. Visit www.mhcls.com for more details.

CONTENTS
Preface
Correlation Guide
Topic Guide
Internet References
Unit 1: Conception to Birth
1. New Calculator Factors Chances for Very Premature Infants
2. Success at Last

Unit 2: Cognition, Language, and Learning
Part A. Early Cognition and Physical Development
3. Infants’ Differential Processing of Female and Male Faces
4. The Other-Race Effect Develops during Infancy
5. New Advances in Understanding Sensitive Periods in Brain Development
6. Contributions of Neuroscience to Our Understanding of Cognitive Development
7. It’s Fun, but Does It Make You Smarter?
8. Language and Children’s Understanding of Mental States
9. Children’s Biased Evaluations of Lucky versus Unlucky People and Their Social Groups
10. Future Thinking in Young Children

Part B. Learning in School
11. When Should a Kid Start Kindergarten?

Part A. The Child’s Feelings: Emotional Development
12. A Neurobiological Perspective on Early Human Deprivation
13. Children’s Capacity to Develop Resiliency
14. Emotions and the Development of Childhood Depression: Bridging the Gap

Part B. Entry into the Social World: Peers, Play, and Popularity
15. Children’s Social and Moral Reasoning about Exclusion
16. A Profile of Bullying at School
17. When Girls and Boys Play: What Research Tells Us
18. Girls Just Want to Be Mean
19. The Role of Neurobiological Deficits in Childhood Antisocial Behavior

Unit 4: Parenting and Family Issues
20. Children of Lesbian and Gay Parents
21. Evidence of Infants’ Internal Working Models of Attachment
22. Children of Alcoholics
23. Within-Family Differences in Parent–Child Relations across the Life Course
24. Adoption Is a Successful Natural Intervention Enhancing Adopted Children’s IQ and School Performance
25. The Case against Breast-Feeding

Part A. Social and Cultural Influences
26. Goodbye to Girlhood
27. Trials for Parents Who Chose Faith Over Medicine
28. How Many Fathers Are Best for a Child
29. Childhood for Sale

Part B. Special Challenges
30. Childhood’s End
31. How to Win the Weight Battle
32. The Epidemic That Wasn’t
33. Three Reasons Not to Believe in an Autism Epidemic
34. Getting Back to the Great Outdoors
35. What Causes Specific Language Impairment in Children?
36. Treatment and Prevention of Posttraumatic Stress Reactions in Children and Adolescents Exposed to Disasters and Terrorism: What Is the Evidence?

Test-Your-Knowledge
Article Rating Form
**ANNUAL EDITIONS: ADOLESCENT PSYCHOLOGY**

**7th Edition**
Fred E Stickle, Western Kentucky University

2010 / 256 pages  
ISBN: 9780078127755  
Available: September 2009

www.mhhe.com/annualeditions

Annual Editions is a series of over 65 volumes, each designed to provide convenient, inexpensive access to a wide range of current articles from some of the most respected magazines, newspapers, and journals published today. Annual Editions are updated on a regular basis through a continuous monitoring of over 300 periodical sources. The articles selected are authored by prominent scholars, researchers, and commentators writing for a general audience. The Annual Editions volumes have a number of common organizational features designed to make them particularly useful in the classroom: a general introduction; an annotated table of contents; a topic guide; an annotated listing of selected World Wide Web sites; and a brief overview for each section. Each volume also offers an online Instructor’s Resource Guide with testing materials. Using Annual Editions in the Classroom is the general instructor’s guide for our popular Annual Editions series and is available in print (0073301906) or online. Visit www.mhcls.com for more details.

**CONTENTS**

Preface  
Topic Guide  
Correlation Guide  
Internet References  

**Unit 1: Perspective on Adolescent Development**
1. Trashing Teens  
2. Profile in Caring  
3. A Peaceful Adolescence  
4. Something to Talk About  
5. Youth Participation

**Unit 2: Developmental Changes of Adolescents: Physical, cognitive, and social**
6. Healthier Students  
7. Mental Assessment Test  
8. Body Dissatisfaction in Adolescent Female and Males: Risk and Resilience  
9. Goodbye to Girhood  
10. Influence of Music on Youth Behaviors  
11. Researchers Examine the Impact of Early Experiences on Development  
12. Adolescent Stress  
13. Coping with Stress  
14. ADHD and the SUD in Adolescents

**Unit 3: Relationships of Adolescents: Family, Peers, Intimacy, and Sexuality**
15. Supporting Youth during Parental Development: Strategies for Professionals and Families  
16. When Play Turns to Trouble  
17. Aggression in Adolescent Dating Relationships: Predictors and Prevention  
18. A Host of Trouble  
19. Great Expectations  
20. Reclaiming ‘Abstinence’ in Comprehensive Sex Education  
21. Give Students the Knowledge to Make Wise Choices About Sex  
22. The Perils of Playing House  

**Unit 4: The Contexts of Adolescents in Society: School, Work, and Diversity**
23. The Dropout Problem: Losing Ground  
24. My Year as a High School Student  
25. School’s New Rule for Pupils in Trouble: No Fun  
26. In an Era of School Shootings, Lockdowns Are the New Drill  
27. Effects of After-School Employment on Academic Performance  
28. Immigrant Youth in U.S. Schools: Opportunities for Prevention

---

**Measurement & Evaluation**

**INTERNATIONAL EDITION**

**PSYCHOLOGICAL TESTING AND ASSESSMENT**

**7th Edition**
Ronald Jay Cohen, R.J. Cohen Research  
Mark Swerdlik, Illinois State University

2010  
ISBN: 9780073129099  
ISBN: 9780071272230 [IE]  
Available: February 2009

www.mhhe.com/cohen/testing7

Psychological Testing and Assessment: An Introduction to Tests and Measurement is the standard-setting text that through seven editions has overviewed measurement in psychology with unrivaled depth, breadth, and clarity. Logically organized and lucidly written, this book acquaints readers with important historical, legal, ethical, and cultural issues, and then proceeds to provide readers with the information necessary to understand psychometric concepts such as reliability, validity, and utility. Through writing that effectively anchors abstract concepts to real-life applications—and through the use of innovative teaching tools such as “Just Think” questions and the “Everyday Psychometrics” features in the text—readers will come away with a well-rounded, working knowledge of psychometrics and the assessment enterprise in a contemporary, real world context.

**CONTENTS**

**Part I: An Overview**
Chapter 1 Psychological Testing and Assessment
Chapter 2 Historical, Cultural, and Legal/Ethical Considerations

**Part II: The Science of Psychological Measurement**
Chapter 3 A Statistics Refresher
Chapter 4 Of Tests and Testing
Some Assumptions About Psychological Testing and Assessment
Assumption 1: Psychological Traits and States Exist  
Assumption 2: Psychological Traits and States Can Be Quantified and Measured
Assumption 3: Test-Related Behavior Predicts Non-Test-Related Behavior
Assumption 4: Tests And Other Measurement Techniques Have Strengths And Weaknesses
Assumption 5: Various Sources Of Error Are Part Of The Assessment Process
Assumption 6: Testing And Assessment Can Be Conducted In A Fair And Unbiased Manner
Assumption 7: Testing And Assessment Benefit Society

Chapter 5 Reliability
Chapter 6 Validity
Chapter 7 Utility
Chapter 8 Test Development
Part III The Assessment Of Intelligence
Chapter 9 Intelligence And Its Measurement
Chapter 10 Tests Of Intelligence
Chapter 11 Preschool And Educational Assessment
Part IV: The Assessment Of Personality
Chapter 12 Personality Assessment: An Overview
Chapter 13 Personality Assessment Methods
Part V Testing And Assessment In Action
Chapter 14 Clinical And Counseling Assessment
Chapter 15 Neuropsychological Assessment
Chapter 16 Assessment, Careers, And Business
Close-Up: Validity Generalization And The GATB
References R-1
Credits C-1
Name Index N-1
Glossary/Index I-1

ANNUAL EDITIONS: ASSESSMENT AND EVALUATION
Sandra Williamson, Wilmington University
2010 / 208 pages
ISBN: 9780078135897
Available: August 2009
www.mhhe.com/annualeditions

Annual Editions is a series of over 65 volumes, each designed to provide convenient, inexpensive access to a wide range of current articles from some of the most respected magazines, newspapers, and journals published today. Annual Editions are updated on a regular basis through a continuous monitoring of over 300 periodical sources. The articles selected are authored by prominent scholars, researchers, and commentators writing for a general audience. The Annual Editions volumes have a number of common organizational features designed to make them particularly useful in the classroom: a general introduction; an annotated table of contents; a topic guide; an annotated listing of selected World Wide Web sites; and a brief overview for each section. Each volume also offers an online Instructor’s Resource Guide with testing materials. Using Annual Editions in the Classroom is offered as a practical guide for instructors. Visit www.mhcls.com for more details.

CONTENTS
Unit 1: Standards, Accountability, and Issues
1. Assessments and Accountability (Condensed version)
2. Why Has High-Stakes Testing So Easily Slipped into Contemporary American Life?
3. Assessment around the World
4. Are Standards Preventing Good Teaching?
5. Schools, Poverty, and the Achievement Gap

Unit 2: Instruction and Assessment
6. Making Benchmark Testing Work
7. Mapping the Road to Proficiency
9. Developing Standards-Based Curricula and Assessments: Lessons from the Field

10. Assessing Problem-Solving Thought
11. Looking at How Students Reason
12. Engineering Successful Inclusion in Standards-Based Urban Classrooms

Unit 3: Monitor Student Learning
13. The Best Value in Formative Assessment
14. Learning to Love Assessment
15. Classroom Assessment: Minute by Minute, Day by Day
16. Seven Practices for Effective Learning
17. Homework: A Few Practice Arrows
18. Using Curriculum-Based Measurement to Improve Achievement
19. Research Matters/How Student Progress Monitoring Improves Instruction

Unit 4: Performance Assessments
20. Teaching with Rubrics: The Good, the Bad, and the Ugly
21. Designing Scoring Rubrics for Your Classroom
22. A Teacher’s Guide to Alternative Assessment: Taking the First Steps
23. Digital-Age Assessment: E-Portfolios Are the Wave of the Future

Unit 5: Data-Driven Decisions
24. Using Data to Differentiate Instruction
25. First Things First: Demystifying Data Analysis
26. Data in the Driver’s Seat
27. Testing and Assessment 101
29. Answering the Questions That Count

Unit 6: Communication, Grading, and Reporting
30. Feedback That Fits
31. Developing Teacher-Parent Partnerships across Cultures: Effective Parent Conferences
32. Partnerships for Learning: Conferencing with Families
33. Student-Led Parent-Teacher Conferences
34. Grades as Valid Measures of Academic Achievement of Classroom Learning
35. Grading to Communicate
36. Making the Grade in Middle School

Unit 7: Self-Assessment and Motivation
37. Helping Students Understand Assessment
38. Self-Assessment through Rubrics
39. Launching Self-Directed Learners
40. Assessment through the Student’s Eyes

Test-Your-Knowledge Form
Article Rating Form

Educational Assessment

NEW

CLASSROOM ASSESSMENT
7th Edition
Peter W Airasian, Boston College
Michael Russell, Boston College
2012 / 448 pages
ISBN: 9780078110214
Available: May 2011
www.mhhe.com/airasian7e
[Details unavailable at press time]
ASSESSMENT IS ESSENTIAL

Susan Green, Winthrop University
Robert L. Johnson, University of South Carolina

2010 / 416 pages
ISBN: 9780073378725
Available: May 2009

www.mhhe.com/green1e

Assessment is Essential offers a novel approach for educational assessment courses. Stressing a practical approach that encourages students to think critically about designing the appropriate assessment for a wide range of situations, Green provides students with tools they can use in their future classrooms.

CONTENTS
Preface
Chapter 1: Why is Assessment Essential?
Chapter 2: Learning Goals: The First Step
Chapter 3: Diagnostic Assessment: Ensuring Student Success from the Beginning
Chapter 4: Formative Assessment: Ongoing Assessment to Promote Student Success
Chapter 5: Progress Monitoring: Assessment as a Motivational Tool
Chapter 6: Essential Characteristics of Assessment
Chapter 7: Teacher Made Assessments: Multiple Choice and Other Selected-Response Items
Chapter 8: Teacher Made Assessments: Short Answer and Essay
Chapter 9: Teacher-Made Assessments: Performance Assessments
Chapter 10: Grading and Communicating About Student Achievement
Chapter 11: Large Scale Standardized Tests and the Classroom
Chapter 12: Tying It All Together
Key Chapter Points
Chapter Review Questions
Helpful Websites
References
Glossary
Index

ANNUAL EDITIONS: ASSESSMENT AND EVALUATION 10/11
Sandra Williamson, Wilmington University

2010 / 208 pages
ISBN: 9780078135897
Available: August 2009

www.mhhe.com/annualeditions

Annual Editions is a series of over 65 volumes, each designed to provide convenient, inexpensive access to a wide range of current articles from some of the most respected magazines, newspapers, and journals published today. Annual Editions are updated on a regular basis through a continuous monitoring of over 300 periodical sources. The articles selected are authored by prominent scholars, researchers, and commentators writing for a general audience. The Annual Editions volumes have a number of common organizational features designed to make them particularly useful in the classroom: a general introduction; an annotated table of contents; a topic guide; an annotated listing of selected World Wide Web sites; and a brief overview for each section. Each volume also offers an online Instructor’s Resource Guide with testing materials. Using Annual Editions in the Classroom is offered as a practical guide for instructors. Visit www.mhcls.com for more details.

CONTENTS
Unit 1: Standards, Accountability, and Issues
1. Assessments and Accountability (Condensed version)
2. Why Has High-Stakes Testing So Easily Slipped into Contemporary American Life?
3. Assessment around the World
4. Are Standards Preventing Good Teaching?
5. Schools, Poverty, and the Achievement Gap
Unit 2: Instruction and Assessment
6. Making Benchmark Testing Work
7. Mapping the Road to Proficiency
9. Developing Standards-Based Curricula and Assessments: Lessons from the Field
10. Assessing Problem-Solving Thought
11. Looking at How Students Reason
12. Engineering Successful Inclusion in Standards-Based Urban Classrooms
Unit 3: Monitor Student Learning
13. The Best Value in Formative Assessment
14. Learning to Love Assessment
15. Classroom Assessment: Minute by Minute, Day by Day
16. Seven Practices for Effective Learning
17. Homework: A Few Practice Arrows
18. Using Curriculum-Based Measurement to Improve Achievement
19. Research Matters/How Student Progress Monitoring Improves Instruction
Unit 4: Performance Assessments
20. Teaching with Rubrics: The Good, the Bad, and the Ugly
21. Designing Scoring Rubrics for Your Classroom
23. Digital-Age Assessment: E-Portfolios Are the Wave of the Future
Unit 5: Data Driven Decisions
24. Using Data to Differentiate Instruction
25. First Things First: Demystifying Data Analysis
26. Data in the Driver ‘s Seat
27. Testing and Assessment 101
29. Answering the Questions That Count
Unit 6: Communication, Grading, and Reporting
30. Feedback That Fits
31. Developing Teacher-Parent Partnerships across Cultures: Effective Parent Conferences
32. Partnerships for Learning: Conferencing with Families
33. Student-Led Parent-Teacher Conferences
34. Grades as Valid Measures of Academic Achievement of Classroom Learning
35. Grading to Communicate
36. Making the Grade in Middle School
Unit 7: Self-Assessment and Motivation
37. Helping Students Understand Assessment
38. Self-Assessment through Rubrics
39. Launching Self-Directed Learners
40. Assessment through the Student ‘s Eyes
Test-Your-Knowledge Form
Article Rating Form
New and expanded Chapter 12, “Special Needs,” of the previous edition has been renamed “Knowing Your Students and Their Special Needs,” and has been expanded to include some material from one chapter to another—eliminates redundancies and streamlines discussions, resulting in a clearer, more accessible book.

NEW TO THIS EDITION

- Enhanced Classroom Techniques: New and expanded coverage of classroom management includes material on effective classroom management. It addresses current concerns about student motivation and helps prospective and beginning teachers develop a philosophy of classroom management that focuses on building connections with students and creating safe, caring classrooms. The trusted text profiles five master teachers (grades K, 1, 3, 4 and 5) in very different school settings as they create classrooms that are orderly and productive, humane and caring. The integration of the thinking and the actual management practices of five real elementary teachers into discussions of research-based management principles prompts readers to connect theories with actual results. Further, the text demonstrates how real teachers can adapt to any circumstances—physical room constraints, curriculum requirements, challenging behaviors—and still be successful.

- New Out-of-Classroom Procedures: New material on out-of-classroom practices and procedures includes coverage of the norms and values of middle-class White culture; active participation in the IEP and 504 planning process; increased use of technology for communication with parents; and the developing elementary child.

- Streamlined and Reorganized: A focused reorganization—streamlining coverage of this important topic.

Contents

Part I: Introduction
Chapter 1. Classroom Management in a Crowded, Complex Environment

Part II: Establishing an Environment for Learning
Chapter 2. Designing the Physical Environment
Chapter 3. Building Respectful, Caring Relationships
Chapter 4. Establishing Norms for Behavior
Chapter 5. Knowing Your Students and Their Special Needs
Chapter 6. Working with Families

Part III: Organizing and Managing Instruction
Chapter 7. Making the Most of Classroom Time
Chapter 8. Enhancing Students’ Motivation
Chapter 9. Managing Independent Work
Chapter 10. Managing Small-Group Work
Chapter 11: Managing Recitations and Discussions

Part IV: Coping with the Challenges
Chapter 12. Responding Effectively to Problem Behaviors
Chapter 13. Preventing and Responding to Violence

NEW TO THIS EDITION

- Enhanced Classroom Techniques: New and expanded coverage of classroom management includes material on being both warm and assertive; presenting yourself professionally; learning about students’ lives; working with other adults in the classroom; incorporating behavioral supports; using multiple intelligences to enhance student success; and working with children who are poor or homeless.

- New Out-of-Classroom Procedures: New material on out-of-classroom practices and procedures includes coverage of the norms and values of middle-class White culture and the developing adolescent child.

- Working with diverse student groups: Chapter 12, “Special Needs,” of the previous edition has been renamed “Knowing Your Students and Their Special Needs” and has been expanded to include information on the developing adolescent and students who are living in poverty, emphasizing that working with a diversity of students is a positive aspect of teaching.

Stressing the need to build caring, supportive relationships with and among students, Elementary Classroom Management: Lessons from Research and Practice offers research-based guidance on effective classroom management. It addresses current concerns about student motivation and helps prospective and beginning teachers develop a philosophy of classroom management that focuses on building connections with students and creating safe, caring classrooms. By integrating the thinking and the actual management practices of four real secondary teachers into discussions of research-based management principles, this introductory text helps readers connect theories with actual results. Further, the text demonstrates how real teachers can adapt to any circumstances—physical room constraints, curriculum requirements, challenging behaviors—and still be successful.

NEW TO THIS EDITION

- Enhanced Classroom Techniques: New and expanded coverage of classroom management includes material on being both warm and assertive; presenting yourself professionally; learning about students’ lives; dealing with the inappropriate use of electronic devices; incorporating positive behavioral supports; and working with children who are poor or homeless.

- New Out-of-Classroom Procedures: New material on out-of-classroom practices and procedures includes coverage of the norms and values of middle-class White culture and the developing adolescent child.
Streamlined and Reorganized: A focused reorganization—including the reordering of some chapters to better reflect the way classroom management courses are organized and the transfer of some material from one chapter to another—eliminates redundancies and streamlines discussions, resulting in a clearer, more accessible book.

Enhanced Pedagogy: New section introductions and Meet the Educator boxes improve an already strong pedagogic program, which includes Pause and Reflect boxes, Activities for Skill Building and Reflection, Practical Tips, an annotated list of books and articles for further reading, and Organizational Resources.

Working with diverse student groups: Chapter 12, “Special Needs” of the previous edition, has been renamed “Knowing Your Students and Their Special Needs” and has been expanded to include information on the developing adolescent and students who are living in poverty, emphasizing that working with a diversity of students is a positive aspect of teaching.

Focused streamlining: Focused reorganization brings all material about healthy student-to-student relationships to Chapter 3, “Building Respectful, Caring Relationships,” streamlining coverage of this important topic.

CONTENTS
Preface
Part I: Introduction
Chapter 1. Classroom Management in a Crowded, Complex Environment
Part II: Establishing an Environment for Learning
Chapter 2. Designing the Physical Environment
Chapter 3. Building Respectful, Caring Relationships
Chapter 4. Establishing Norms for Behavior
Chapter 5. Knowing Your Students and Their Special Needs
Chapter 6. Working with Families
Part III: Organizing and Managing Instruction
Chapter 7. Making the Most of Classroom Time
Chapter 8. Enhancing Students’ Motivation
Chapter 9. Managing Independent Work
Chapter 10. Managing Small-Group Work
Part IV: Protecting and Restoring Order
Chapter 11. Managing Recitations and Discussions
Chapter 12. Responding Effectively to Problem Behaviors
Chapter 13. Preventing and Responding to Violence
References
Name Index
Subject Index

NEW TO THIS EDITION


ANNUAL EDITIONS: HUMAN DEVELOPMENT 11/12
40th Edition
Karen L. Freiberg, University of Maryland, Baltimore County
2012 / 224 pages
ISBN: 9780078050923
Available: March 2011
www mhhe com annualeditions

The Annual Editions series is designed to provide convenient, inexpensive access to a wide range of current articles from some of the most respected magazines, newspapers, and journals published today. Annual Editions are updated on a regular basis through a continuous monitoring of over 300 periodical sources. The articles selected are authored by prominent scholars, researchers, and commentators writing for a general audience. The Annual Editions volumes have a number of common organizational features designed to make them particularly useful in the classroom: a general introduction; an annotated table of contents; a topic guide; an annotated listing of selected World Wide Web sites; and a brief overview for each section. Each volume also offers an online Instructor’s Resource Guide with testing materials. Using Annual Editions in the Classroom is a general guide that provides a number of interesting and functional ideas for using Annual Editions readers in the classroom. Visit www.mhhe.com/annualeditions for more details.

ANNUAL EDITIONS: HUMAN DEVELOPMENT 10/11
39th Edition
Karen L. Freiberg, University of Maryland-Baltimore County
2011 / 224 pages
ISBN: 9780078050626
Available: March 2010
www mhhe com annualeditions

Annual Editions is a series of over 65 volumes, each designed to provide convenient, inexpensive access to a wide range of current articles from some of the most respected magazines, newspapers, and journals published today. Annual Editions are updated on a regular basis through a continuous monitoring of over 300 periodical sources. The articles selected are authored by prominent scholars, researchers, and commentators writing for a general audience. The Annual Editions volumes have a number of common organizational features designed to make them particularly useful in the classroom: a general introduction; an annotated table of contents; a topic guide; an annotated listing of selected World Wide Web sites; and a brief overview for each section. Each volume also offers an online Instructor’s Resource Guide with testing materials. Using Annual Editions in the Classroom is offered as a practical guide for instructors and is available in print or online. Visit www.mhcls.com for more details.

NEW TO THIS EDITION

This convenient guide matches the units in Annual Editions: Human Development 10/11 with the corresponding chapters in two of our best-selling McGraw-Hill Human Development textbooks by Santrock.

CONTENTS
Preface
Correlation Guide
Topic Guide
Internet References
Unit 1: Genetic and Prenatal Influences on Development
Part A. Genetic Influences
1. The Identity Dance
2. Seeking Genetic Fate
Part B. Prenatal Influences
3. Fat, Carbs and the Science of Conception
4. The Mystery of Fetal Life: Secrets of the Womb
5. Truth and Consequences at Pregnancy High
Unit 2: Development during Infancy and Early Childhood
Part A. Infancy
6. HHS Toned Down Breast-Feeding Ads: Formula Industry Urged Softer Campaign
7. Reading Your Baby’s Mind
8. Vaccination Nation
Part B. Early Childhood
9. Long-Term Studies of Preschool: Lasting Benefits Far Outweigh Costs
10. How to Help Your Toddler Begin Developing Empathy
11. Easing the Separation Process for Infants, Toddlers, and Families
12. Accountability Comes to Preschool: Can We Make It Work for Young Children?
13. “Early Sprouts”: Establishing Healthy Food Choices for Young Children
Unit 3: Development during Childhood: Cognition and Schooling
Part A. Cognition
14. Get Smart
15. An Educator’s Journey toward Multiple Intelligences
16. In Defense of Distraction
17. Informing the ADHD Debate
Part B. Schooling
18. Ten Big Effects of the No Child Left behind Act on Public Schools
19. Single-Sex Classrooms Are Succeeding
20. A “Perfect” Case Study: Perfectionism in Academically Talented Fourth Graders
Unit 4: Development during Childhood: Family and Culture
Part A. Family
21. The Angry Smile
22. Where Personality Goes Awry
23. The Blank Slate
Part B. Culture
24. Girls Gone Bad?
25. Disrespecting Childhood
26. Don’t Blame the Caveman
27. The End of White America?
Unit 5: Development during Adolescence and Young Adulthood
Unit Overview
Part A. Adolescence
28. A Peaceful Adolescence
29. Young, Gay, and Murdered
30. Interview with Dr. Craig Anderson: Video Game Violence
31. Jail Time Is Learning Time
Part B. Young Adulthood
32. Finding a Job in the 21st Century
33. Hold Me Tight
Unit 6: Development during Middle and Late Adulthood
Part A. Middle Adulthood
34. Emotions and the Brain: Laughter
35. 50 Reasons to Love Being 50+
36. Are You Ready for Act II?
37. Tearing: Breakthrough in Human Emotional Signaling
Part B. Late Adulthood
38. Healthy Aging in Later Life
39. More Good Years
40. Lost and Found
41. Life after Death
42. Navigating Practical Dilemmas in Terminal Care
Test-Your-Knowledge Form
Article Rating Form

Educational Research

NEW

HOW TO DESIGN AND EVALUATE RESEARCH IN EDUCATION
8th Edition
Jack R Fraenkel, San Francisco State University
Norman E. Wallen, San Francisco State University
Helen Hyun, San Francisco State University
2012 / 704 pages
ISBN: 9780078097850
Available: February 2011
www.mhhe.com/fraenkel8e

CONTENTS
Part 1: INTRODUCTION TO RESEARCH
Chapter 1: The Nature of Educational Research
Part 2: THE BASICS OF EDUCATIONAL RESEARCH
Chapter 2: The Research Problem
Chapter 3: Locating and Reviewing Literature
Chapter 4: Ethics and Research
Chapter 5: Variables and Hypotheses
Chapter 6: Sampling
Chapter 7: Instrumentation
Chapter 8: Validity and Reliability
Chapter 9: Internal Validity
Part 3: DATA ANALYSIS
Chapter 10: Descriptive Statistics
Chapter 11: Inferential Statistics
Chapter 12: Statistics in Perspective
Part 4: QUANTITATIVE RESEARCH METHODOLOGIES
Chapter 13: Experimental Research
Chapter 14: Single-Subject Research
Chapter 15: Correlational Research
Chapter 16: Causal-Comparative Research
Chapter 17: Survey Research
Part 5: INTRODUCTION TO QUALITATIVE RESEARCH
Chapter 18: The Nature of Qualitative Research
Chapter 19: Observation and Interviewing
Chapter 20: Content Analysis
Part 6: QUALITATIVE RESEARCH METHODOLOGIES
Chapter 21: Ethnographic Research
Chapter 22: Historical Research
INTERNATIONAL EDITION

READY, SET, GO! A STUDENT GUIDE TO SPSS ® 13.0 AND 14.0 FOR WINDOWS
2nd Edition
Thomas Pavkov and Kent Pierce of Purdue University-Calumet-Hammond
2007 / 96 pages
ISBN: 9780073126654
ISBN: 9780071252973 [IE]
CONTENTS
Preface
Assignment 1 Learning the Basics of SPSS
Assignment 2 Looking at Frequency Distributions and Descriptive Statistics
Assignment 3 Presenting Data in Graphic Form
Assignment 4 Testing Research Hypotheses for Two Independent Samples
Assignment 5 Testing Research Hypotheses About Two Related Samples
Assignment 6 Comparing Independent Samples with One-Way ANOVA
Assignment 7 Comparing Related Samples with One-Way ANOVA
Assignment 8 Measuring the Simple Relationship Between Two Variables
Assignment 9 Describing the Linear Relationship Between Two Variables
Assignment 10 Assessing the Association Between Two Categorical Variables
Appendix
Entering Data Using Programs Other Than SPSS

INTERNATIONAL EDITION

ESSENTIALS OF RESEARCH METHODS IN PSYCHOLOGY
Jeanne S Zechmeister and Eugene B Zechmeister of Loyola University-Chicago
John J Shaughnessy, Hope College
2001
ISBN: 9780072388152
ISBN: 9780072932348 (with PowerWeb)
ISBN: 9780071120593 [IE]
www.mhhe.com/socscience/psychoogy/zech
CONTENTS
Preface
1 Introduction: The Science of Psychology
2 The Research Process
3 Ethical Issues in Psychological Research
4 Observational Research
5 Correlational Research: Surveys
6 Experimental Research Designs
7 Complex Designs
8 Single-Case Research Design
9 Quasi-experimental Designs and Program Evaluation
10 Epilogue: How to Be an Intelligent Consumer of Psychological Research
Appendix A: Statistics
Appendix B: “Communication in Psychology”
Appendix C: Self-Tests
Glossary
References
Indexes
General Methods

NEW

LEARNING TO TEACH
9th Edition
Richard I. Arends, Central Conn State University
2012 / 608 pages
ISBN: 9780078024320
Available: February 2011

www.mhhe.com/arends9e

[Details unavailable at press time]

NEW

THE ACT OF TEACHING
6th Edition
Donald R. Cruickshank, Ohio State University-Columbus
Kim K Metcalf, Monroe County Community Schools
Deborah Bainer Jenkins, University of West Georgia
2012 / 544 pages
ISBN: 9780078097911
Available: February 2011

www.mhhe.com/cruickshank6e

[Details unavailable at press time]

NEW

BEYOND SURVIVAL
How to Thrive in Middle and High School for Beginning and Improving Teachers
Gary Robinson, City College of New York
2011 / 176 pages
ISBN: 9780073378794
Available: February 2010

In response to concerns about teacher retention, especially among teachers in their first to fourth year in the classroom, we offer future teachers a series of brief guides full of practical advice that they can refer to in both their student teaching and in their first years on the job.

CONTENTS
Introduction
How this book is different from the others
Risk Management
Chapter 13 Paperwork
Taking attendance
Collecting Papers
Eliminating clutter
Time Management

Chapter 14 How To Win Friends And Influence People In A School
Introduction
The mindset of teachers
Keep your opinions to yourself
Avoid confrontation
The teacher’s lounge
Turf
Support staff
Don’t talk behind people’s backs
Different types of teachers
Dealing with administration
The custodial and cleaning staff
Guidance counselors
The Coach
The Nurse

Chapter 15 Extra Curricular Activities
Starting a club
Community involvement

Chapter 16 Subject Specific Chapters
Math
Social Studies
English
Science

Chapter 17 Teaching 2.0
Welcome to the future
Multimedia
Gradebook on a spreadsheet
Podcasts
Your course website
How to shrink handouts you’ve made on a word processor

Chapter 18 Top Ten Teacher Mistakes
1. Teaching too much material in one day
2. Having a lesson with no activity
3. Sending kids to the office
4. Not requiring students to raise their hands to answer a question
5. Making the tests too hard
6. Not utilizing ‘Wait Time’
7. Waiting until the test to assess how the students are doing
8. Being indecisive
9. Telling a student that you are calling home
10. Too fun, too soon

Chapter 19 Top Ten Myths About Teaching
1. You must have high expectations
2. Your rules must be phrased in the positive
3. Be yourself
4. Worksheets are bad
5. Some kids don’t want to learn
6. Hands on lessons prevent discipline problems
7. Students are more responsive if the teacher gets them invested in the classroom rules
8. Threats deter bad behavior
9. What works for experienced teachers will work for new teachers
10. A great teacher is great all the time

Chapter 20 Activities For Teachers-In-Training
Annotated ‘Teacher Look’
Role play what your students will be saying about you at lunch
One-on-one student conferences
Parent conferences
Full class teaching simulation
Peer role play
Multiple personalities
First day speech, before and after

Chapter 21 Resources
Other teaching guidebooks
Books about teachers
THE ACT OF TEACHING
5th Edition
Donald R Cruickshank, Ohio State University-Columbus
Kim K Metcalf, Monroe County Community Schools
Deborah Bainer Jenkins, University of West Georgia
2009 / 560 pages
ISBN: 9780073378398
ISBN: 9780071283953 [IE]
Available: February 2008
www.mhhe.com/cruickshank5e

The Act of Teaching prepares students to be competent beginning teachers and to develop into competent experienced teachers. Research-based, the text emphasizes what teachers need to know about students (how they learn and their diversities); how to plan and provide instruction; how to assess, manage and motivate students; and how, overall, to be an effective teacher. Well-designed pedagogical features prompt students to reflect on what they are learning, highlight current issues and topics, and encourage students to apply what they are learning.

CONTENTS
Part One: The Backdrop Of Teaching
Chapter 1: Factors that Influence How We Teach
Chapter 2: The Challenge of Teaching in a Changing Society
Chapter 3: Teaching Diverse Students
Chapter 4: Three Schools of Thought About Learning and Teaching
Chapter 5: Getting to Know Your Students and Motivating Them to Learn

Part Two: The Act Of Teaching
Chapter 6: Planning Instruction
Chapter 7: Four Instructional Alternatives: Presentation, Discussion, Independent Study, and Individualized Instruction
Chapter 8: Four More Instructional Alternatives: Cooperative Learning, Discovery Learning, Constructivism, and Direct Instruction
Chapter 9: Evaluating Students' Learning

Part Three: The Effective Teacher
Chapter 10: Personal Attributes and Characteristics of Effective Teachers
Chapter 11: Professional Skills and Abilities of Effective Teachers
Chapter 12: Classroom Management Skills of Effective Teachers
Chapter 13: Problem Solving Skills of Effective Teachers
Chapter 14: Reflective Skills of Effective Teachers

Practice Teaching Manual
Unit 1 Microteaching: Practicing Critical Teaching Skills
Unit 2 Reflective Teaching: Practicing Being a Thoughtful Practitioner
Unit 3 Room 221: A Simulation: Solving Classroom Problems
Appendix: How the Act of Teaching Meets the Requirements of Praxis III

Review Copy
(Available for course adoption only)
To request for a review copy,
- contact your local McGraw-Hill representatives or,
- fax the Review Copy Request Form found in this catalog or,
- e-mail your request to mghasia_sg@mcgraw-hill.com or,
- submit online at www.mheducation.asia

ENGAGING FILMS AND MUSIC VIDEOS IN CRITICAL THINKING
Charlene Tan
2007 / 235 pages
ISBN: 9780071258593
Available: January 2007
[An Asian Publication]

This book introduces key concepts in critical thinking using films and music videos, and suggests creative strategies for teachers to promote critical thinking in and across the curriculum. Effective pedagogical approaches such as the Philosophy for Children (P4C) approach and useful guidelines on using films and music videos in the classroom are discussed. The book also includes chapters written by teachers and teacher trainers on how they promote critical thinking using films and music videos in various subjects in school. Engaging Films and Music Videos in Critical Thinking serves as a repository of innovative ideas and good practices for teachers to nurture critical thinkers in their students.

CONTENTS
Foreword
Preface
Acknowledgements
Part 1: Concepts And Strategies In Critical Thinking
Chapter 1: Critical Thinking Skills: Identifying, Analysing and Evaluating Arguments
Chapter 2: The Thinking Classroom: Strategies for Active Learning
Chapter 3: Guidelines on Using Films to Promote Critical Thinking in the Classroom
Chapter 4: Fostering Critical Thinking in the Primary School Classroom through the Philosophy for Children (P4C) Approach
Chapter 5: Building a Socratic Community through Films in a Secondary School

Part 2A: Critical Thinking In Primary Schools
Chapter 6: Using Walt Disney Cartoons to Teach Critical Thinking in the Singapore Primary English Classrooms
Chapter 7: Using Films to Promote Critical Thinking in Primary Science and Mathematics Education

Part 2B: Critical Thinking In Secondary Schools
Chapter 8: Films and Music Videos for Physics
Chapter 9: The Use of Films to Promote Critical Thinking in the English Language SOH
Chapter 10: Music Videos in the History Classroom
Chapter 11: The Language of Film: Integrating Film Studies into Language Arts
Chapter 12: Character through Films in Moral Education

Part 2C: Critical Thinking In Junior Colleges And Centralized Institutions
Chapter 13: Critical Thinking in the General Paper (GP)
Chapter 14: Teaching Critical Thinking Skills through Films in a Knowledge & Inquiry (KI) Classroom
Chapter 15: Mathematics Beyond the “Correct Answer”: Thinking Critically using Films

TEACHING STRATEGIES THAT PROMOTE THINKING
Ai-Choo Ong and Gary D Borich
2006 / 320 pages
ISBN: 9780071256254
[An Asian Publication]

CONTENTS
Foreword
Purpose and Orientation of the Book
1. An Overview
2. Introduction to Thinking Skills
3. Inquiry-based learning: A Practical Application
4. Project-based Learning: CDIO
5. Problem-based Learning
6. Case-based Learning
7. Enhancing Thinking through Cooperative Learning
8. Using the Role Play Method to Promote Thinking
9. Promoting Social-emotional Learning
10. Enhancing Problem-finding Skills in the Creative Classroom
11. Handy Thinking Tools to Promote Creative Problem Solving
12. Learning through Multiple Intelligences
13. Promoting Openmindedness in Analyzing And Evaluating Arguments
14. The Infusion Approach to Teaching Thinking
15. Introduction to the Thinking Curriculum
16. Assessing Thinking
17. Implementing a Thinking Curriculum
About the Contributors

Middle School Education

General Methods – Middle School

TEACHING SCIENCE TO CHILDREN: AN INQUIRY APPROACH
6th Edition
Alfred E Friedl and Trish Koontz of Kent State University-Kent
2005 / 480 pages
ISBN: 9780072563955
www.mhhe.com/friedl6e

CONTENTS
Preface
Safety in the Classroom
Chapter 1: The Methods
Chapter 2: Teaching All Children Science
Chapter 3: Technology in the Science Classroom
Chapter 4: Teaching Children about the Characteristics of Matter
Chapter 5: Teaching Children about Heat Energy
Chapter 6: Teaching Children about Static Electricity and Magnetism
Chapter 7: Teaching Children about Current Electricity
Chapter 8: Teaching Children about Sound
Chapter 9: Teaching Children about Light, Lenses, and Color
Chapter 10: Teaching Children about Simple Machines
Chapter 11: Teaching Children about Air and Air Pressure and Flight
Chapter 12: Teaching Children about Weather and Climate
Chapter 13: Teaching Children about Space Science
Chapter 14: Teaching Children about the Sun, Moon, and Stars
Chapter 15: Teaching Children about the Earth (Geology)
Chapter 16: Teaching Children about the Oceans
Chapter 17: Teaching Children about Energy, Environment, and Pollution
Chapter 18: Teaching Children about the Plant Kingdom Seeds
Chapter 19: Teaching Children about the Animal Kingdom
Chapter 20: Teaching Children about Nutrition and Health
Chapter 21: Teaching Children about Fitness: The Heart, Lungs, and Muscles
Glossary
Index

Content Area Reading in the Middle School

STREET LIT: TEACHING AND READING FICTION IN URBAN SCHOOLS
Andrew Ratner, City College of New York
2010 / 160 pages
ISBN: 9780073378435
Available: October 2009

In response to concerns about teacher retention, especially among teachers in their first to fourth year in the classroom, we offer future teachers a series of brief guides full of practical advice that they can refer to in both their student teaching and in their first years on the job.

CONTENTS
Preface Beyond The House On Mango Street
Chapter 1 Creating A Need To Read In The City Classroom
Why A Book On The Teaching And Reading Of Urban Fiction For High School Students?
How To Use This Book
Windows And Mirrors: Students Seeing Themselves, Seeing ‘Others’ In Urban Literature
Chapter 2 Feed The Block By Terrence Hughes
Teacher Focus Group Discussion: Street Lit: Too Much, Too Often, Too Early For City Kids?
Classroom Activities—Feed The Block
Language In Context Study: The “Understood” Subject
Text Connections
Chapter 3 Where The Time Went By Amy Alvarez
Teacher Focus Group Discussion: Keeping It Real: Authenticity And Responsible Representation In Urban Fiction.
Classroom Activities—Where The Time Went
Language In Context Study: The “Be” Verb In Dialogue
Text Connections
Chapter 4 “Permanent Record” By Elrod Gay As Told To Ratner
Teacher Focus Group Discussion: The “N-” Word
Classroom Activities – “Permanent Record” Language In Context Study: Absence Of Third Person Singular “S”
Text Connections
Chapter 5 A Good Girl (From The Bronx) By Amberdawn Collier
Teacher Focus Group Discussion—Girlz In The Hood: Gender Representation In Urban Literature
Classroom Activities – A Good Girl (From The Bronx)
Language In Context Study: Code Switching
Text Connections
Chapter 6 Snitch By Grace Park
Teacher Focus Group Discussion: Now You Try It
Classroom Activities: Now You Try It
Language Study In Context
References
Appendix A Snitch (Version 2)
Appendix B Snitch (Alternate Ending) By Ferva Sayed
In response to concerns about teacher retention, especially among teachers in their first to fourth year in the classroom, we offer future teachers a series of brief guides full of practical advice that they can refer to in both their student teaching and in their first years on the job. Number Theory for Elementary School Teachers is designed for preservice candidates in early and/or elementary education. The text complements traditional Math Methods courses and provides deep content knowledge for prospective and first year teachers.

CONTENTS
Preface
Introduction
1. Numbers in the Everyday World
2. Numbers in the Classroom
3. Number Theory
I. Mathematical Explanations and Arguments
1. Reasoning and Proof From A Historical Perspective
2. Reasoning and Proof From A Developmental Perspective
3. Varieties of Proof
II. Counting and Recording of Numbers
1. Numbers and Counting From A Historical Perspective
2. Numbers and Counting From A Developmental Perspective
3. Sets and Functions
4. Positional Number Systems
5. Large Numbers
III. Sums
1. Addition From A Historical Perspective
2. Addition From A Developmental Perspective
3. Whole-number Addition Algorithms
4. Patterns and Series
5. Figurate Numbers
6. Indeterminate Problems
IV. Differences
1. Subtraction and Negative Numbers From A Historical Perspective
2. Subtraction and Negative Numbers From A Developmental Perspective
3. Whole-number Subtraction Algorithms
4. Negative Numbers
V. Multiples
1. Multiplication From A Historical Perspective
2. Multiplication From A Developmental Perspective
3. Whole-Number Multiplication Algorithms
4. Multiples
5. Prime Numbers and Factoring
VI. Divisibility and Remainders
1. Division From A Historical Perspective
2. Division From A Developmental Perspective
3. Whole-Number Division Algorithms
4. Clock and Modular Arithmetic
5. Divisibility Rules
6. Casting Out Nines
7. Indeterminate Problems Yet Again
VII. Fractions
1. Fractions From A Historical Perspective
2. Fractions From A Developmental Perspective
3. Equivalence
4. Fraction Addition and Subtraction Algorithms
5. Fraction Multiplication and Division Algorithms
6. Proportionality
VIII. Decimals
1. Decimals From A Historical Perspective
2. Decimals From A Developmental Perspective
3. Decimal Fractions
4. Non-Terminating Repeating Decimals
IX. Real Numbers
1. The Reals From A Historical Perspective
2. The Reals From A Developmental Perspective
3. Arithmetic With The Reals
4. Pythagorean Theorem
5. Continued Fractions
X. Transfinite Numbers
1. Infinity From A Historical Perspective
2. Infinity From A Developmental Perspective
3. Varieties Of Infinity
4. Arithmetic with Transfinite Numbers
Appendix Tools for Understanding
1. Variables
2. Subscripts and Superscripts
3. Fundamental Properties of Arithmetic
4. Fundamental Theorem of Arithmetic

---

In response to concerns about teacher retention, especially among teachers in their first to fourth year in the classroom, we offer future teachers a series of brief guides full of practical advice that they can refer to in both their student teaching and in their first years on the job.

CONTENTS
Introduction
How this book is different from the others
Risk Management
Chapter 1 Getting A Job
High School or Middle School?
The interview
What to look for when visiting a school
Chapter 2 Tools Of The Trade
Supplies
Your classroom
Wardrobe
Chapter 3 Classroom Management
What is classroom management?
What causes discipline problems?
Entering the ‘withitness’ protection program
What are your procedures, rules, and consequences?

Chapter 4 Goals For The First Day
The primary goal
How I botched my very first ‘first day’
How to ‘act’ like a teacher
First day to do list
What not to do

Chapter 5 Goals For The First Week
Enjoy the ‘Honeymoon’
Success on the first formal assessment
Goal for the second day
The third day through the first formal assessment
The first formal assessment

Chapter 6 Teacher Centered Vs. Student Centered
Are these the only two options?
Teacher centered strategies
Student centered strategies

Chapter 7 Planning
Why good planning is important
Teach like a teacher
Lesson plan components
How students learn
How to create your lesson
Team or interdisciplinary planning
Yearly planning

Chapter 8 What Are Your Activities?
The importance of the activity
Activities don’t have to be fun
Why fun activities cause discipline problems
Why fun activities are still worth planning
Where do these activities come from?
Types of activities
How to turn a good question into a good activity
Have an ‘exit strategy’

Chapter 9 Delivering The Lesson
Momentum
Student questions could get you off-track
Questioning during the lesson
Writing on the board
One-on-one tutoring

Chapter 10 Assessment
Informal assessments
Formal assessments
Term grades

Chapter 11 Discipline
What is discipline?
Why are they misbehaving?
What if my class is totally out of control?
How is discipline different in elementary school?
What if you don’t discipline properly?
Problems with popular consequences
Things you should do

Chapter 12 Your Persona
Be yourself?
The filler
Humor
Avoid sarcasm
Working with students from different cultures

Chapter 13 Paperwork
Taking attendance
Collecting Papers
Eliminating clutter
Time Management

Chapter 14 How To Win Friends And Influence People In A School
Introduction
The mindset of teachers
Keep your opinions to yourself
Avoid confrontation

Chapter 15 Extra Curricular Activities
Starting a club
Community involvement

Chapter 16 Subject Specific Chapters
Math
Social Studies
English
Science

Chapter 17 Teaching 2.0
Welcome to the future
Multimedia
Gradebook on a spreadsheet
Podcasts
Your course website
How to shrink handouts you’ve made on a word processor

Chapter 18 Top Ten Teacher Mistakes
1. Teaching too much material in one day
2. Having a lesson with no activity
3. Sending kids to the office
4. Not requiring students to raise their hands to answer a question
5. Making the tests too hard
6. Not utilizing ‘Wait Time’
7. Waiting until the test to assess how the students are doing
8. Being indecisive
9. Telling a student that you are calling home
10. Too fun, too soon

Chapter 19 Top Ten Myths About Teaching
1. You must have high expectations
2. Your rules must be phrased in the positive
3. Be yourself
4. Worksheets are bad
5. Some kids don’t want to learn
6. Hands on lessons prevent discipline problems
7. Students are more responsive if the teacher gets them invested in the classroom rules
8. Threats deter bad behavior
9. What works for experienced teachers will work for new teachers
10. A great teacher is great all the time

Chapter 20 Activities For Teachers-In-Training
Annotated ‘Teacher Look’
Role play what your students will be saying about you at lunch
One-on-one student conferences
Parent conferences
Full class teaching simulation
Peer role play
Multiple personalities
First day speech, before and after

Chapter 21 Resources
Other teaching guidebooks
Books about teachers
Subject specific resources
Research
Websites
Critical Issues in Education is designed to be used in courses that examine current, relevant pro and con disputes about schools and schooling. By exploring the major opposing viewpoints on these issues, the text encourages education students to think critically and develop their own viewpoints. The clear writing and dramatic dialectic approach are conducive to dynamic classroom discussions that help students grasp the many sides of these complex issues. Three integrating themes provide a solid framework for examining the eighteen topics covered. Each part begins with a chapter-length introduction that provides background material and organizing themes for the issues that follow. Each issue is then presented from two divergent viewpoints, each one written in advocate language to be as compelling as possible. The book’s objective, in addition to informing the reader about the issues, is to develop critical thinking skills within the context of education.

CONTENTS

Chapter 1 Introduction: Critical Issues and Critical Thinking

Part One Whose Interests Should Schools Serve?

Justice and Equity
Chapter 2 School Choice: Family or Public Financing?
Chapter 3 Financing Schools: Equity or Disparity?
Chapter 4 Gender Equity: Eliminating Discrimination or Accommodating Differences?
Chapter 5 Standards-Based Reform: Real Change or Political Smoke Screen?
Chapter 6 Religion and Public Schools: Unification or Separation?
Chapter 7 Privatization of Schools: Boon or Bane?
Chapter 8 Corporations, Commerce and Schools: Competing or Complementing Interests?
Chapter 9 New Immigrants and Schools: Unfair Burden or Business-as-usual?

Part Two What Should be Taught?

Knowledge and Literacy
Chapter 10 The Academic Achievement Gap: Old Remedies or New?
Chapter 11 Values and Character Education: Traditional or Liberalizational?
Chapter 12 Multicultural Education: Democratic or Divisive?
Chapter 13 Technology and Learning: Enabling or Subverting?
Chapter 14 Standardized Testing: Restrict or Expand?
Part Three How Should Schools be Organized and Operated?

School Environment
Chapter 15 Discipline and Justice: Zero Tolerance or Discretion?
Chapter 16 Teacher Unions and School Leadership: Detrimental or Beneficial?
Chapter 17 Academic Freedom: Teacher Rights or Responsibilities
Chapter 18 Inclusion and Mainstreaming: Common or Special Education
Chapter 19 Violence in Schools: School Treatable or Beyond School Control?
NEW

THE ACT OF TEACHING
6th Edition
Donald R Cruickshank, Ohio State University-Columbus
Kim K Metcalf, Monroe County Community Schools
Deborah Bainer Jenkins, University of West Georgia
2012 / 544 pages
ISBN: 9780078097911
Available: February 2011
www.mhhe.com/cruickshank6e
[Details unavailable at press time]

NEW

CHALLENGING SOCIAL ISSUES FOR TODAY’S ELEMENTARY TEACHERS
Denise McLurkin, City College of New York

2011 / 176 pages
ISBN: 9780078097706
Available: March 2010

In response to concerns about teacher retention, especially among teachers in their first to fourth year in the classroom, we offer future teachers a series of brief guides full of practical advice that they can refer to in both their student teaching and in their first years on the job.

CONTENTS

Preface
Chapter 1: Children with Special Needs
Absolutely Not!
In His Own World
Then I Don’t Need to Do It, Right?
Advice from Veteran Teachers on…Children with Special Needs
Chapter 2: Multiculturalism
Dot or Feather?
That Baby Just Needed the Lord
Where’s White History Month?
Advice from Veteran Teachers on…Multiculturalism
Chapter 3: Discrimination
Anyone, but Her
That’s Not Fair!
That’s Too Bad
Advice from Veteran Teachers on…Discrimination
Chapter 4: English Language Learners
Can We Talk?
Hi. I’m Jonathan, from Hungary
She Won’t Stop Crying
Advice from Veteran Teachers on…English Language Learners
Chapter 5: Non-Standard English Usage
English Only
“I Loveded those Pants…”
“Oh…my…God!”
Advice from Veteran Teachers on…Non-Standard English Usage

Chapter 6: Perceived Illiteracy
CEO
I’m Stupid!
My Griot
Advice from Veteran Teachers on…Perceived Illiteracy

Chapter 7: Gender Identity
When I was a Girl
Just Stop That!
The Transition
Advice from Veteran Teachers on…Gender Identity

Chapter 8: Sexual Orientation
It Doesn’t Rub Off
James Baldwin—My Hero
What’s a Dyke?
Advice from Veteran Teachers on…Sexual Orientation

Chapter 9: Bullying
I Just Can’t Take It Anymore
My Brother’s Keeper
Who’s the Bully?
Advice from Veteran Teachers on…Bullying

Chapter 10: Child Abuse
He’s Such a Boy
Under One Roof
Can You Keep a Secret?
Advice from Veteran Teachers on…Child Abuse

Chapter 11: Sexual Abuse
Don’t Eat the Hotdogs!
Momma’s Little Boy
My Girlfriend, Cathy
Advice from Veteran Teachers on…Sexual Abuse

Chapter 12: Violence
Child’s Play
In the Neighborhood
Three Strikes—You’re Out!
Advice from Veteran Teachers on…Violence

Chapter 13: Religion
I Don’t Pledge Allegiance
Reasonable Requests?
Stop Staring
Advice from Veteran Teachers on…Religion

Chapter 14: Poverty
No More Books
Those Homeless Shelter Kids
Science Fair Project
Advice from Veteran Teachers on…Poverty

Chapter 15: Gang Activity
Birds of a Feather
Blood In-Blood Out
The Interviews
Advice from Veteran Teachers on…Gang Activity

Chapter 16: Drug Abuse
Looking Good
On That Stuff Again
Dots on His Feet
Advice from Veteran Teachers on…Drug Abuse

Chapter 17: Alcoholism
I Learned From Them
The Carpool
Maybe It’s Just Mouthwash
Advice from Veteran Teachers on…Alcoholism

Chapter 18: Divorce
Kids are so Resilient
The New Baby
We’re Poor Because of Mommy
Advice from Veteran Teachers on…Divorce

Chapter 19: Different Family Structures
My Foster “Families”
Granny and Paw Paw
The Fieldtrip
Advice from Veteran Teachers on…Different Family Structures
Chapter 20: Self-Inflicted Injuries
I Need to go to the Restroom
It Hurts So Much!
We’re Only Holding Our Breath
Advice from Veteran Teachers on...Self-Inflicted Injuries

Chapter 21: Death
Dear Mrs. Johnson
Scared to Death
Robbie the Hamster
Advice from Veteran Teachers on...Death

Chapter 22: Internet Usage
Inappropriate.com
It’s Easy Money
Looking for Love
Advice from Veteran Teachers on...Internet Usage

Chapter 23: Incarceration
Career Day
It Was Illegal, But Was It Wrong?
Monkeying Around
Advice from Veteran Teachers on...Incarceration

Chapter 24: War/Terrorism
I’m Not a Terrorist—I’m an American
Is She Gonna Die?
My Stomach Hurts
Advice from Veteran Teachers on...War/Terrorism

Epilogue
Index
This reader-friendly book covers both the content of phonics and the ways in which it can be effectively integrated into a comprehensive classroom reading program. The text contains practical teaching suggestions for phonemic awareness, phonics, and spelling, presenting phonics as it relates to other components of a classroom instructional program. The fourth edition features an increased emphasis on technology as it applies to phonics instruction, along with additional focus placed on helping children who have trouble learning acquire basic phonics skills.

NEW TO THIS EDITION

- Specific strategies for teaching children who have more difficulty learning than their peers, including children whose home language is not English (ELL children), emphasize that students learn at different levels.
- Strong emphasis on the use of technology in teaching phonics addresses issues of interest to contemporary teachers as they adjust to the increased use of technology in the classroom.
- Incorporation of suggestions and methods from new national and state standards for language arts helps students to assimilate information crucial for their success in the field.
- Updated research references reflect innovations in the field.

CONTENTS

Preface
Pretest of Phonics Knowledge
Chapter 1: The Place of Phonics in Learning to Read and Write
Chapter 2: Getting Started: Phonemic Awareness and Alphabet Knowledge
Chapter 3: Teaching and Learning Discrete Phonics Elements
Chapter 4: Approaches to Teaching Phonics: Embedded and Direct Instruction
Chapter 5: Phonics and Learning to Spell
Chapter 6: Phonics in a Comprehensive Reading Program
Posttest of Phonics Knowledge
A Mini-Glossary of Phonics Terms

STREET LIT: TEACHING AND READING FICTION IN URBAN SCHOOLS
Andrew Ratner, City College of New York
2010 / 176 pages
ISBN: 9780073378435
Available: October 2009

In response to concerns about teacher retention, especially among teachers in their first to fourth year in the classroom, we offer future teachers a series of brief guides full of practical advice that they can refer to in both their student teaching and in their first years on the job.

CONTENTS

Preface Beyond The House On Mango Street
Chapter 1 Creating A Need To Read In The City Classroom
Why A Book On The Teaching And Reading Of Urban Fiction For High School Students?
How To Use This Book
Windows And Mirrors: Students Seeing Themselves, Seeing ‘Others’ In Urban Literature
Chapter 2 Feed The Block By Terrence Hughes
Teacher Focus Group Discussion: Street Lit: Too Much, Too Often, Too Early For City Kids?
Classroom Activities--Feed The Block
Language In Context Study: The “Understood” Subject
Text Connections
Chapter 3 Where The Time Went By Amy Alvarez
Teacher Focus Group Discussion: Keeping It Real: Authenticity And Responsible Representation In Urban Fiction.
Classroom Activities--Where The Time Went
Language In Context Study: The “Be” Verb In Dialogue
Text Connections
Chapter 4 “Permanent Record” By Elrod Gay As Told To Ratner
Teacher Focus Group Discussion: The “N-” Word
Classroom Activities – “Permanent Record”
Language In Context Study: Absence Of Third Person Singular “S”
Text Connections
Chapter 5 A Good Girl (From The Bronx) By Amberdawn Collier
Teacher Focus Group Discussion--Girlz In The Hood: Gender Representation In Urban Literature
Classroom Activities – A Good Girl (From The Bronx)
Language In Context Study: Code Switching
Text Connections
Chapter 6 Snitch By Grace Park
Teacher Focus Group Discussion: Now You Try It
Classroom Activities: Now You Try It
Language Study In Context
References
Appendix A Snitch (Version 2)
Appendix B Snitch (Alternate Ending) By Ferva Sayed

Invitation to Publish

McGraw-Hill is interested in reviewing textbook proposals for publication. Please contact your local McGraw-Hill office or email to asipub@mcgraw-hill.com.

**Reading Diagnostics and Remediation**

**NEW**

**REMEDIATING READING DIFFICULTIES**
6th Edition
Sharon J Crawley, Florida Atlantic University-Boca Raton
King Merritt, Emeritus, University of Texas

2012 / 352 pages
ISBN: 9780078110245
Available: January 2011

**CONTENTS**

**Unit I: Emergent/Beginning Literacy Skills**
1: Concepts of Print
2: Letter Identification
3: Phonological Awareness

**Unit II: Word Analysis Skills**
4: Sight Word Recognition
5: Picture Clues
6: Phonic Analysis
7: Syllabic Analysis

**Unit III: Vocabulary**
8: Graphic Organizers
9: Morphology Compound Words Contractions Affixes & Root Words
10: Context
11: Word Relationships
12: Extending an Interest in Vocabulary

**Unit IV: Fluency**
13: Major Fluency Strategies
14: Fluency Miscues
15: Decreasing Faulty Habits

**Unit V: Text Comprehension**
16: Preparing Students to Read
17: Organizational Structures
18: Elaborative Structures
19: Questioning Structures
20: Teaching Structures

**Unit VI: Study Skills**
21: Adjusting Reading Rate
22: Memory and StudyAids
23: Listening

**Unit VII: Affective Areas**
24: Improving Self-Concept
25: Developing Interests
26: Suggestions for Parents

**Unit VIII: Specialized Approaches**
26: Kinesthetic Method
27: Neurological Impress Method
28: Reading Recovery Method
29: Language Experience

**Unit IX: English Language Learners**
30: Characteristics of ELL Students
31: Teaching ELL Students

**Appendix A: Major Word Analysis Generalizations**
**Appendix B: Word Lists for Word Analysis Elements**
**Appendix C: Common Phonograms (Rimes)**
**Appendix D: Developing a Teaching Kit**
**Appendix E: Award-Winning Books**
**Appendix F: Teachers’ Resources for Finding Books**
**Appendix G: Phonics, Assessment, Struggling and Emergent Readers**
**Appendix H: High Interest, Low Vocabulary, ESL, ELL, ABE**
**Appendix I: Handwriting, Technology, Teachers’ Resources**
**Appendix J: Publishing Companies**
References Index

---

**CLASSROOM READING INVENTORY**
12th Edition
Warren H Wheelock
Connie Campbell
Nicholas J Silvaroli (deceased)

2012 / 256 pages
ISBN: 9780078110252
Available: February 2011

[Details unavailable at press time]

**STREET LIT: TEACHING AND READING FICTION IN URBAN SCHOOLS**
Andrew Ratner, City College of New York

2010 / 176 pages
ISBN: 9780073378435
Available: October 2009

In response to concerns about teacher retention, especially among teachers in their first to fourth year in the classroom, we offer future teachers a series of brief guides full of practical advice that they can refer to in both their student teaching and in their first years on the job.

**CONTENTS**

**Preface Beyond The House On Mango Street**
**Chapter 1 Creating A Need To Read In The City Classroom**
Why A Book On The Teaching And Reading Of Urban Fiction For High School Students?
How To Use This Book
Windows And Mirrors: Students Seeing Themselves, Seeing ‘Others’ In Urban Literature

**Chapter 2 Feed The Block By Terrence Hughes**
Teacher Focus Group Discussion: Street Lit: Too Much, Too Often, Too Early For City Kids?
Classroom Activities--Feed The Block
Language In Context Study: The “Understood” Subject
Text Connections

**Chapter 3 Where The Time Went By Amy Alvarez**
Teacher Focus Group Discussion: Keeping It Real: Authenticity And Responsible Representation In Urban Fiction.
Classroom Activities—Where The Time Went
Language In Context Study: The “Be” Verb In Dialogue
Text Connections

**Chapter 4 “Permanent Record” By Elrod Gay As Told To Ratner**
Teacher Focus Group Discussion: The “N-” Word
Classroom Activities – “Permanent Record”
Language In Context Study: Absence Of Third Person Singular “S”
Text Connections

**Chapter 5 A Good Girl (From The Bronx) By Amberdawn Collier**
Teacher Focus Group Discussion–Girlz In The Hood: Gender Representation In Urban Literature
Classroom Activities – A Good Girl (From The Bronx)
Language In Context Study: Code Switching
Text Connections

**Chapter 6 Snitch By Grace Park**
Teacher Focus Group Discussion: Now You Try It
Classroom Activities: Now You Try It
Language Study In Context
References

**Appendix A Snitch (Version 2)**
**Appendix B Snitch (Alternate Ending) By Ferva Sayed**
Children’s Literature in the Elementary School

CHARLOTTE HUCK’S CHILDREN’S LITERATURE
A Brief Guide
Barbara Kiefer and Cynthia Tyson of Ohio State University-Columbus
2010 / 368 pages
ISBN: 9780073403830
Available: March 2009
www.mhhe.com/kieferbrief1e

Based on the classic text originally authored by Charlotte Huck, this new brief text provides essential information for designing literature programs that will capture the attention of pre-K-to-8 students and foster a lifelong love of reading. Expertly designed in a vibrant, full-color format, this streamlined text not only serves as a valuable resource by providing the most current reference lists and examples from which to select texts from all genres, but it also emphasizes the critical skills needed to search for and select literature—researching, evaluating, and implementing quality books in the pre-K-to-8 classroom—to give readers the tools they need to evaluate books, create curriculum, and share the love of literature. It includes unique features that spur critical thinking and direct application in the classroom and curriculum.

CONTENTS
Part I: Learning About Books and Children
Chapter 1: Knowing Children’s Literature
Chapter 2: Understanding Children’s Responses to Literature
Part II: Exploring Genres in Children’s Books
Chapter 3: Picturebooks
Chapter 4: Traditional Literature
Chapter 5: Modern Fantasy
Chapter 6: Poetry
Chapter 7: Contemporary Realistic Fiction
Chapter 8: Historical Fiction
Chapter 9: Nonfiction
Part III: The Literature Program Across the Curriculum
Chapter 10: Planning the Literature Program

Elementary Mathematics Methods

NEW

MATH FOR ELEMENTARY TEACHERS
A Conceptual Approach, 8th Edition
Albert B. Bennett, University of New Hampshire
Laurie J. Burton, Western Oregon University
Ted Nelson, Portland State University
2010
ISBN: 9780077297930
ISBN: 9780071310024 (IE with Manipulative Kit)
Available: February 2009
www.mhhe.com/bbn

Albert B. Bennett, Jr. and L. Ted Nelson have presented hundreds of workshops on how to give future teachers the conceptual understanding and procedural fluency they will need in order to successfully teach elementary-school mathematics. The Eighth Edition of Mathematics for Elementary Teachers: A Conceptual Approach continues their innovative, time-tested approach: an emphasis on learning via specific, realistic examples and the use of visual aids, hands-on activities, problem-solving strategies and active classroom participation. Special features in the text ensure that prospective teachers will gain not only a deeper understanding of the mathematical concepts, but also a better sense of the connections between their college math courses and their future teaching experiences, along with helpful ideas for presenting math to their students in a way that will generate interest and enthusiasm. The text draws heavily on NCTM Standards and contains many pedagogical elements designed to foster reasoning, problem-solving and communication skills. The text also incorporates references to the virtual manipulative kit and other online resources that enhance the authors’ explanations and examples.

CONTENTS
1 Problem Solving
1.1 Introduction to Problem Solving
1.2 Patterns and Problem Solving
1.3 Problem Solving with Algebra
2 Sets, Functions, and Reasoning
2.1 Sets and Venn Diagrams
2.2 Functions, Coordinates, and Graphs
2.3 Introduction to Deductive Reasoning
3 Whole Numbers
3.1 Numeration Systems
3.2 Addition and Subtraction
3.3 Multiplication
3.4 Division and Exponents
4 Number Theory
4.1 Factors and Multiples
4.2 Greatest Common Factor and Least Common Multiple
5 Integers and Fractions
5.1 Integers
5.2 Introduction to Fractions
5.3 Operations with Fractions
6 Decimals: Rational and Irrational
6.1 Decimals and Rational Numbers
6.2 Operations with Decimals
6.3 Ratio, Percent, and Scientific Notation
6.4 Irrational and Real Numbers
7 Statistics
7.1 Collecting and Graphing Data
7.2 Describing and Analyzing Data
7.3 Sampling, Predictions, and Simulations
8 Probability
8.1 Single-Stage Experiments
8.2 Multistage Experiments
9 Geometric Figures
9.1 Plane Figures
9.2 Polygons and Tessellations
9.3 Space Figures
9.4 Symmetric Figures
10 Measurement
10.1 Systems of Measurement
10.2 Area and Perimeter
10.3 Volume and Surface Area
11 Motions in Geometry
11.1 Congruence and Constructions
11.2 Congruence Mappings
11.3 Similarity Mappings
References for Research Statements by Chapters
Answers to Selected Activities
Answers to Odd-Numbered Exercises, Problems and Chapter Tests

NUMBER THEORY FOR ELEMENTARY SCHOOL TEACHERS
Edward Wall, City College of New York
2010 / 192 pages
ISBN: 9780073378473
Available: February 2009

In response to concerns about teacher retention, especially among teachers in their first to fourth year in the classroom, we offer future teachers a series of brief guides full of practical advice that they can refer to in both their student teaching and in their first years on the job. Number Theory for Elementary School Teachers is designed for preservice candidates in early and/or elementary education. The text complements traditional Math Methods courses and provides deep content knowledge for prospective and first year teachers.

CONTENTS
Preface
Introduction
1. Numbers in the Everyday World
2. Numbers in the Classroom
3. Number Theory
I. Mathematical Explanations and Arguments
1. Reasoning and Proof From A Historical Perspective
2. Reasoning and Proof From A Developmental Perspective
3. Varieties of Proof
II. Counting and Recording of Numbers
1. Numbers and Counting From A Historical Perspective
2. Numbers and Counting From A Developmental Perspective
3. Sets and Functions
4. Positional Number Systems
5. Large Numbers
III. Sums
1. Addition From A Historical Perspective
2. Addition From A Developmental Perspective
3. Whole-number Addition Algorithms
4. Patterns and Series
5. Figurate Numbers
6. Indeterminate Problems
IV. Differences
1. Subtraction and Negative Numbers From A Historical Perspective
2. Subtraction and Negative Numbers From A Developmental Perspective
3. Whole-number Subtraction Algorithms
4. Negative Numbers
V. Multiples
1. Multiplication From A Historical Perspective
2. Multiplication From A Developmental Perspective
3. Whole-Number Multiplication Algorithms
4. Multiples
5. Prime Numbers and Factoring
VI. Divisibility and Remainders
1. Division From A Historical Perspective
2. Division From A Developmental Perspective
3. Whole-Number Division Algorithms
4. Clock and Modular Arithmetic
5. Divisibility Rules
6. Casting Out Nines
7. Indeterminate Problems Yet Again
VII. Fractions
1. Fractions From A Historical Perspective
2. Fractions From A Developmental Perspective
3. Equivalence
4. Fraction Addition and Subtraction Algorithms
5. Fraction Multiplication and Division Algorithms
6. Proportionality
VIII. Decimals
1. Decimals From A Historical Perspective
2. Decimals From A Developmental Perspective
3. Decimal Fractions
4. Non-Terminating Repeating Decimals
IX. Real Numbers
1. The Reals from A Historical Perspective
2. The Reals From A Developmental Perspective
3. Arithmetic With The Reals
4. Pythagorean Theorem
5. Continued Fractions
X. Transfinite Numbers
1. Infinity From A Historical Perspective
2. Infinity From A Developmental Perspective
3. Varieties Of Infinity
4. Arithmetic with Transfinite Numbers
Appendix Tools for Understanding
1. Variables
2. Subscripts and Superscripts
3. Fundamental Properties of Arithmetic
4. Fundamental Theorem of Arithmetic

TEACHING PRIMARY SCHOOL MATHEMATICS
2nd Edition
Peng Yee Lee and Ngan Hoe Lee
2009 / 304 pages
ISBN: 9780071268486
Available: January 2009

[An Asian Publication]

Teaching Primary School Mathematics: A Resource Book presents discussions on the syllabus and concepts, teaching approaches and ideas, common errors and learning difficulties, as well as sample activities and test items. The book is divided into two parts: Part I examines the Singapore curriculum framework while Part II provides practical help on the teaching of specific topics. Each chapter draws from the experience of various authors in this volume, and is well researched, well written and easy to understand. Teaching Primary School Mathematics: A Resource Book is the current text used in the training of primary school teachers in Singapore. Prepared by lecturers at the National Institute of Education (NIE) - the only teachers’ training centre in Singapore - this book is written for pre-service and in-service teachers, and anyone interested in primary school mathematics education.

This book is the first of two volumes in the Singapore Mathematics Education Series. This series offers teachers in Singapore and beyond valuable pedagogical aid in the instruction of mathematics and statistics. The second volume in the series, Teaching Secondary School Mathematics: A Resource Book, is the companion to this title. This second edition has been updated to be in line with the latest 2007 syllabus.

CONTENTS
Preface
Contributing Authors
Elementary Physical Education

STREET LIT: TEACHING AND READING CHILDREN MOVING: A REFLECTIVE APPROACH TO TEACHING PHYSICAL EDUCATION

8th Edition
George M Graham, Penn State University-University Park
Shirley Ann Holt/Hale, Linden Elementary School
Melissa A Parker, University of Northern Colorado
2010 / Hardcover
ISBN: 9780077305611
Available: January 2009

www.mhhe.com/graham8e

Soundly based in the research literature and theory, this comprehensive introductory text is a practical guide to teaching physical education to the elementary school child. Its skill theme approach guides teachers in the process of assisting children develop their motor skills and physical fitness through developmentally appropriate activities. This mandatory package includes the “Movement Analysis Wheel” that can be used by students and teachers to more fully understand the skill theme approach and apply it with children.

CONTENTS
Part I. Introduction And Content Overview
1. The Value and Purpose of Physical Education for Children
2. The Skill Theme Approach
3. Skill Themes, Movement Concepts, and the National Standards
4. Physical Fitness and Wellness for Children
5. Reflective Teaching
6. Teaching Children with Special Needs
Part II. Teaching Skills
7. Determining Generic Levels of Skill Proficiency
8. Planning
9. Establishing an Environment for Learning
10. Maintaining Appropriate Behavior
11. Developing the Content
12. Observing Student Responses
13. Instructional Approaches
14. Assessing Student Learning
15. Understanding Your Teaching
Part III. Movement Concepts Defined
16. Space Awareness
17. Effort
18. Relationships
Part IV. Skill Theme Development
19. Traveling
20. Chasing, Fleeing, and Dodging
21. Jumping and Landing
22. Balancing
23. Transferring Weight and Rolling
24. Kicking and Punting
25. Throwing and Catching
26. Volleying and Dribbling
27. Striking with Rackets and Paddles
28. Striking with Long-Handled Implements
Part V. Movement Concepts And Skill Themes In The Content Areas
29. The Skill Theme Approach in Dance
30. The Skill Theme Approach in Gymnastics
31. The Skill Theme Approach in Games
32. Integrating the Skill Theme Approach Across the Curriculum
Part VI. The Future
33. Building Support for Your Program
34. Physical Education for Tomorrow’s Children
Appendix
Index

School Health Education

COMPREHENSIVE SCHOOL HEALTH EDUCATION

7th Edition
Linda Meeks and Philip Heit of Ohio State University (Emeritus)
Randy M Page, Brigham Young University-Provo
2011 / 976 pages
ISBN: 9780073404660
Available: March 2010
www.mhhe.com/meeks7e

A market leader, this book continues to be the most thorough text and resource for preparing elementary-, middle-, and secondary-school instructors to teach health. Students who use this text in a methods class keep it both as a reference for student-teaching and throughout their teaching careers. They rely on the practical strategies and methods that the book provides, as well as on its comprehensive Curriculum Guide: an organized, sequential K-12 plan for teaching students the information and skills they need to become health-literate, to maintain and improve their health, to prevent disease, and to reduce risky health-related behaviors.

NEW TO THIS EDITION
- Updated information and statistics pertaining to the six categories of risk behaviors identified by the Centers for Disease Control keep students abreast of recent developments in these key behaviors.
- Updated coverage of contemporary health concerns—including H1N1 influenza and nutrition and obesity—provides students with knowledge essential in today’s health landscape.
- New section on strategies for a healthy mind provides greater coverage of this often overlooked area of health.
- Added sections on Internet safety and cyberbullying incorporate the latest information on these emerging areas of concern.
- New information on technology includes updated instructional strategies and coverage of new forms of social media such as Twitter and Facebook.
Curriculum and Instructions

A companion website includes an instructor’s manual, a test bank, and PowerPoint presentations.

CONTENTS
Section 1: Comprehensive School Health Education
Chapter 1: A Nation at Risk: The Need for Comprehensive School Health Education
Chapter 2: School Health Services and Healthful School Environment: Promoting and Protecting Health and Safety
Chapter 3: The Comprehensive School Health Education Curriculum: A Blueprint for Implementing the National Health Education Standards
Chapter 4: Instructional Strategies and Technologies: Motivating Students to Learn

Section 2: Health Content
Chapter 5: Mental and Emotional Health
Chapter 6: Family and Social Health
Chapter 7: Growth and Development
Chapter 8: Nutrition
Chapter 9: Personal Health and Physical Activity
Chapter 10: Alcohol, Tobacco, and Other Drugs
Chapter 11: Communicable and Chronic Diseases
Chapter 12: Consumer and Community Health
Chapter 13: Environmental Health
Chapter 14: Injury Prevention and Safety

Section 3: Totally Awesome Teaching Strategies
Chapter 15: Using the Totally Awesome Teaching Strategies

Section 4: The Meeks Heit K-12 Health Education Curriculum Guide: A Model for Implementing the National Health Education Standards
Chapter 16: Using the Meeks Heit K-12 Health Education Curriculum Guide

Appendices
A: National Health Education Standards: Teaching Masters
B: The Teacher’s Encyclopedic Guide for Health Concerns of School-Age Youth...from A-Z
C: Health Resources
Glossary
Index

Secondary Education

General Methods – Secondary Education

NEW

LEARNING TO TEACH
9th Edition
Richard I Arends, Central Conn State University
2012 / 608 pages
ISBN: 9780078024320
Available: February 2011
www.mhhe.com/arends9e

[Details unavailable at press time]
The Act of Teaching

6th Edition
Donald R Cruickshank, Ohio State University-Columbus
Kim K Metcalf, Monroe County Community Schools
Deborah Bainer Jenkins, University of West Georgia
2012 / 544 pages
ISBN: 9780078097911
Available: February 2011

In response to concerns about teacher retention, especially among teachers in their first to fourth year in the classroom, we offer future teachers a series of brief guides full of practical advice that they can refer to in both their student teaching and in their first years on the job. Number Theory for Elementary School Teachers is designed for preservice candidates in early and/or elementary education. The text complements traditional Math Methods courses and provides deep content knowledge for prospective and first year teachers.

Contents
Preface
Introduction
1. Numbers in the Everyday World
2. Numbers in the Classroom
3. Number Theory
I. Mathematical Explanations and Arguments
1. Reasoning and Proof From A Historical Perspective
2. Reasoning and Proof From A Developmental Perspective
3. Varieties of Proof
II. Counting and Recording of Numbers
1. Numbers and Counting From A Historical Perspective
2. Numbers and Counting From A Developmental Perspective
3. Sets and Functions
4. Positional Number Systems
5. Large Numbers
III. Sums
1. Addition From A Historical Perspective
2. Addition From A Developmental Perspective
3. Whole-number Addition Algorithms
4. Patterns and Series
5. Figurate Numbers
6. Indeterminate Problems
IV. Differences
1. Subtraction and Negative Numbers From A Historical Perspective
2. Subtraction and Negative Numbers From A Developmental Perspective
3. Whole-number Subtraction Algorithms
4. Negative Numbers
V. Multiples
1. Multiplication From A Historical Perspective
2. Multiplication From A Developmental Perspective
3. Whole-Number Multiplication Algorithms
4. Multiples
5. Prime Numbers and Factoring
VI. Divisibility and Remains
1. Division From A Historical Perspective
2. Division From A Developmental Perspective
3. Whole-Number Division Algorithms
4. Clock and Modular Arithmetic
5. Divisibility Rules
6. Casting Out Nines
7. Indeterminate Problems Yet Again
VII. Fractions
1. Fractions From A Historical Perspective
2. Fractions From A Developmental Perspective
3. Equivalence
4. Fraction Addition and Subtraction Algorithms
5. Fraction Multiplication and Division Algorithms
6. Proportionality
VIII. Decimals
1. Decimals From A Historical Perspective
2. Decimals From A Developmental Perspective
3. Decimal Fractions
4. Non-Terminating Repeating Decimals
IX. Real Numbers
1. The Reals From A Historical Perspective
2. The Reals From A Developmental Perspective
3. Arithmetic With The Reals
4. Pythagorean Theorem
5. Continued Fractions
X. Transfinite Numbers
1. Infinity From A Historical Perspective
2. Infinity From A Developmental Perspective
3. Varieties Of Infinity
4. Arithmetic with Transfinite Numbers
Appendix Tools for Understanding
1. Variables
2. Subscripts and Superscripts
3. Fundamental Properties of Arithmetic
4. Fundamental Theorem of Arithmetic

Number Theory For Elementary School Teachers

Edward Wall, City College of New York
2010 / 192 pages
ISBN: 9780073378473
Available: February 2009

In response to concerns about teacher retention, especially among teachers in their first to fourth year in the classroom, we offer future teachers a series of brief guides full of practical advice that they can refer to in both their student teaching and in their first years on the job. Number Theory for Elementary School Teachers is designed for preservice candidates in early and/or elementary education. The text complements traditional Math Methods courses and provides deep content knowledge for prospective and first year teachers.

Contents
Preface
Introduction
1. Numbers in the Everyday World
2. Numbers in the Classroom
3. Number Theory
I. Mathematical Explanations and Arguments
1. Reasoning and Proof From A Historical Perspective
2. Reasoning and Proof From A Developmental Perspective
3. Varieties of Proof
II. Counting and Recording of Numbers
1. Numbers and Counting From A Historical Perspective
2. Numbers and Counting From A Developmental Perspective
3. Sets and Functions
4. Positional Number Systems
5. Large Numbers
III. Sums
1. Addition From A Historical Perspective
2. Addition From A Developmental Perspective
3. Whole-number Addition Algorithms
4. Patterns and Series
5. Figurate Numbers
6. Indeterminate Problems
IV. Differences
1. Subtraction and Negative Numbers From A Historical Perspective
2. Subtraction and Negative Numbers From A Developmental Perspective
3. Whole-number Subtraction Algorithms
4. Negative Numbers
V. Multiples
1. Multiplication From A Historical Perspective
2. Multiplication From A Developmental Perspective
3. Whole-Number Multiplication Algorithms
4. Multiples
5. Prime Numbers and Factoring
VI. Divisibility and Remains
1. Division From A Historical Perspective
2. Division From A Developmental Perspective
3. Whole-Number Division Algorithms
4. Clock and Modular Arithmetic
5. Divisibility Rules
6. Casting Out Nines
7. Indeterminate Problems Yet Again
VII. Fractions
1. Fractions From A Historical Perspective
2. Fractions From A Developmental Perspective
3. Equivalence
4. Fraction Addition and Subtraction Algorithms
5. Fraction Multiplication and Division Algorithms
6. Proportionality
VIII. Decimals
1. Decimals From A Historical Perspective
2. Decimals From A Developmental Perspective
3. Decimal Fractions
4. Non-Terminating Repeating Decimals
IX. Real Numbers
1. The Reals From A Historical Perspective
2. The Reals From A Developmental Perspective
3. Arithmetic With The Reals
4. Pythagorean Theorem
5. Continued Fractions
X. Transfinite Numbers
1. Infinity From A Historical Perspective
2. Infinity From A Developmental Perspective
3. Varieties Of Infinity
4. Arithmetic with Transfinite Numbers
Appendix Tools for Understanding
1. Variables
2. Subscripts and Superscripts
3. Fundamental Properties of Arithmetic
4. Fundamental Theorem of Arithmetic
Chapter 3: Teaching Diverse Students
Chapter 4: Three Schools of Thought About Learning and Teaching
Chapter 5: Getting to Know Your Students and Motivating Them to Learn

Part Two: The Act Of Teaching
Chapter 6: Planning Instruction
Chapter 7: Four Instructional Alternatives: Presentation, Discussion, Independent Study, and Individualized Instruction
Chapter 8: Four More Instructional Alternatives: Cooperative Learning, Discovery Learning, Constructivism, and Direct Instruction
Chapter 9: Evaluating Students’ Learning

Part Three: The Effective Teacher
Chapter 10: Personal Attributes and Characteristics of Effective Teachers
Chapter 11: Professional Skills and Abilities of Effective Teachers
Chapter 12: Classroom Management Skills of Effective Teachers
Chapter 13: Problem Solving Skills of Effective Teachers
Chapter 14: Reflective Skills of Effective Teachers

Practice Teaching Manual
Unit 1 Microteaching: Practicing Critical Teaching Skills
Unit 2 Reflective Teaching: Practicing Being a Thoughtful Practitioner
Unit 3 Room 221: A Simulation: Solving Classroom Problems
Appendix: How the Act of Teaching Meets the Requirements of Praxis III
Glossary
Credits
Indexes

TEACHING SECONDARY SCHOOL MATHEMATICS
Updated 2nd Edition
Lee Peng Yee
2009 / 440 pages
ISBN: 9780071268493
Available: August 2007

[An Asian Publication]

Teaching Secondary School Mathematics: A Resource Book is a sequel to its companion volume, Teaching Primary School Mathematics: A Resource Book, in the Singapore Mathematics Education Series. Both are used as a main reference for training school teachers at the National Institute of Education, the only teachers’ training centre in Singapore. The series has been updated to follow the 2007 syllabus recently implemented in schools in Singapore. Teaching Secondary School Mathematics: A Resource Book covers the following four aspects of teaching and learning: syllabus (standards) and concepts, teaching approaches and ideas, common errors and teaching difficulties, and sample activities. Each chapter draws from the experience and teaching materials of the various authors in this volume, and is well researched, clearly written and easily understandable. This book is useful for pre-service and in-service teachers as well as mathematics educators, parents and anyone interested in secondary school mathematics education.

CONTENTS
Preface to the first edition
Preface to the second edition
Contributing authors

Part I: Teaching Of Specific Topics
Chapter 1: Teaching of Arithmetic
Chapter 2: Teaching of Algebra
Chapter 3: Teaching of Graphs
Chapter 4: Teaching of Statistics
Chapter 5: Teaching of Mensuration
Chapter 6: Teaching of Geometry
Chapter 7: Teaching of Trigonometry
Chapter 8: Teaching of Sets

Chapter 9: Teaching of Counting
Chapter 10: Teaching of Probability
Chapter 11: Teaching of Higher Algebra
Chapter 12: Teaching of Functions
Chapter 13: Teaching of Calculus
Chapter 14: Teaching of Vectors
Chapter 15: Teaching of Matrices

Part II: Reading Resources
Chapter 16: Learning Theories for Mathematics Education
Chapter 17: Mathematical Problem Solving in the Secondary Classroom
Chapter 18: Preparation of Schemes of Work and Lesson Plans
Chapter 19: ICT and Mathematics Education
Chapter 20: Designing Test Items
Chapter 21: Making Alternative Assessment an Integral Part of Instructional Practice
Chapter 22: The Model-drawing Method with Algebra

Index

STREET LIT: TEACHING AND READING FICTION IN URBAN SCHOOLS
Andrew Ratner, City College of New York
2010 / 160 pages
ISBN: 978073378435
Available: October 2009

In response to concerns about teacher retention, especially among teachers in their first to fourth year in the classroom, we offer future teachers a series of brief guides full of practical advice that they can refer to in both their student teaching and in their first years on the job.

CONTENTS
Preface Beyond The House On Mango Street
Chapter 1 Creating A Need To Read In The City Classroom
Why A Book On The Teaching And Reading Of Urban Fiction For High School Students? How To Use This Book
Windows And Mirrors: Students Seeing Themselves, Seeing ‘Others’ In Urban Literature
Chapter 2 Feed The Block By Terrence Hughes
Teacher Focus Group Discussion: Street Lit: Too Much, Too Often, Too Early For City Kids?
Classroom Activities—Feed The Block
Language In Context Study: The “Understood” Subject
Text Connections
Chapter 3 Where The Time Went By Amy Alvarez
Teacher Focus Group Discussion: Keeping It Real: Authenticity And Responsible Representation In Urban Fiction.
Classroom Activities—Where The Time Went
Language In Context Study: The “Be” Verb In Dialogue
Text Connections
Chapter 4 “Permanent Record” By Elrod Gay As Told To Ratner
Teacher Focus Group Discussion: The “N-” Word
Classroom Activities – “Permanent Record”
Language In Context Study: Absence Of Third Person Singular “S”
Text Connections
Chapter 5 A Good Girl (From The Bronx) By Amberdawn Collier
Teacher Focus Group Discussion–Girlz In The Hood: Gender Representation In Urban Literature

Content Area Reading in the Secondary School
Curriculum and Instructions

Classroom Activities – A Good Girl (From The Bronx)
Language In Context Study: Code Switching
Text Connections
Chapter 6 Snitch By Grace Park
Teacher Focus Group Discussion: Now You Try It
Classroom Activities: Now You Try It
Language Study In Context
References
Appendix A Snitch (Version 2)
Appendix B Snitch (Alternate Ending) By Ferva Sayed

World Language Methods

INTERNATIONAL EDITION

MAKING COMMUNICATIVE LANGUAGE TEACHING HAPPEN

2nd Edition
James F. Lee, Indiana University-Bloomington
Bill VanPatten, University of Illinois at Urbana-Champaign

2003 / 320 pages
ISBN: 9780073655178
ISBN: 9780071263382 [IE]
www.mhhe.com/mc/th2

CONTENTS
Unit 1: Fundamental Concepts
Chapter 1 Building Toward a Proficiency Goal
Chapter 2 On Roles and Tasks
Unit 2: Input In The Classroom
Chapter 3 Research on Input
Chapter 4 Working with Input
Chapter 5 Listening Comprehension
Chapter 6 Suggestions for Testing Listening
Unit 3: Grammar In Communicative Language Teaching
Chapter 7 Research on the Acquisition of Grammar
Chapter 8 Grammar Instruction as Structured Input
Chapter 9 Structured Output: A Focus on Form in Language Production
Chapter 10 Suggestions for Testing Grammar
Unit 4: Spoken Language
Chapter 11 Research on Learner Language and Classroom Communication
Chapter 12 Information Exchange Tasks
Chapter 13 Suggestions for Evaluating Spoken Language
Unit 5: Reading
Chapter 14 Research on Second Language Reading
Chapter 15 Using Written Texts in the Classroom
Chapter 16 Issues in Testing Reading
Unit 6: Writing
Chapter 17 Research on Second Language Writing
Chapter 18 Writing and Composing in the Classroom
Chapter 19 Issues in Evaluating Writing
Epilogue
Early Childhood Education

Introduction to Early Childhood Education

FOUNDATIONS OF EARLY CHILDHOOD EDUCATION
Teaching Children in a Diverse Society, 5th Edition
Janet Gonzalez-Mena, Napa Valley College

2011 / 512 pages
ISBN: 9780073378770
Available: January 2010
www.mhhe.com/gonzalezfound5e

FOUNDATIONS OF EARLY CHILDHOOD EDUCATION provides a practical introduction to caring for and educating children from birth to age 8. The text presents an overview of important theory grounded in the key skills new educators need to succeed—from respect for the diversities of children and families to achieving the most current NAEYC standards.

NEW TO THIS EDITION
- This convenient guide matches the Units in Annual Editions: Early Childhood Education 08/09 with the corresponding Chapters in two best-selling McGraw-Hill Education textbooks by Gonzalez-Mena.

CONTENTS
Preface
Part I. Foundations Of The Teaching-Learning Process: The Role Of The Early Childhood Educator
1. Early Childhood Education as a Profession
2. First Things First: Providing for the Child’s Physical Health and Safety
3. Providing for the Child’s Emotional Growth and Well-Being through Communication
4. Facilitating Young Children’s Work and Play
5. Guiding Young Children’s Behavior
6. The Teacher as Model
7. Modeling Adult Relationships in Early Childhood Settings
Part II. Foundations Of Curriculum: Planning For Learning
8. Setting Up the Physical Environment
9. Creating a Social-Emotional Environment
10. Routines
11. Developmental Tasks as the Curriculum: What Children Need at What Stage
12. Observing, Recording, and Assessing
Part III. Foundations For Formal Education: Planning For Learning
13. Language and Emergent Literacy
14. Providing Developmentally Appropriate Experiences in Math and Science
15. Integrating Art, Music, and Social Studies into a Holistic Curriculum
Glossary
References
Credits

Introduction to Early Childhood Education – Readers

INTRODUCTION TO EARLY CHILDHOOD EDUCATION
Learning Together, 2nd Edition
Virginia Casper, Bank Street College of Education
Rachel Theilheimer, Borough of Manhattan Community College
2012 / 544 pages
ISBN: 9780078024443
Available: January 2011
www.mhhe.com/casper2e

[Details unavailable at press time]

EARLY CHILDHOOD EDUCATION: LEARNING TOGETHER
Virginia Casper, Bank Street College of Education
Rachel Theilheimer, Borough of Manhattan Community College
2010 / 576 pages
ISBN: 9780073378480
Available: October 2009
www.mhhe.com/casper1e

Introduction to Early Childhood Education provides a comprehensive overview of early childhood education. This exciting new text encourages students to understand the need for flexible approaches in their work with children. Early childhood education is not a “one size fits all” proposition, so this text encourages students in multiple ways to reflect upon why they are doing what they are doing. With connections to NAEYC standards, case studies, and essays from real people on the front lines of early childhood education, students will leave the course with a superior foundation in both the theoretical aspects of ECE and the real world applications of those theories.

CONTENTS
Part One: An Introduction to Early Childhood
Chapter 1 – Young Children in Societies
Chapter 2—Identities and Roles of Early Childhood Educators
Chapter 3—Children Learning About the World through Relationships
Chapter 4—Children Understanding the World through Play
Part Two: Foundations of Early Childhood Education
Chapter 5—Early Childhood Perspectives: Then and Now and Near and Far
17. Including Children with Disabilities in Early Childhood Education Programs: Individualizing Developmentally Appropriate Practices

Unit 4: Supporting Young Children’s Development
18. Play and Social Interaction in Middle Childhood
19. Twelve Characteristics of Effective Early Childhood Teachers
20. Health = Performance

Unit 5: Educational Practices
21. Which Hand?: Brains, Fine Motor Skills, and Holding a Pencil
22. Keeping Children Active: What You Can Do to Fight Childhood Obesity
23. The Truth about ADHD
24. When Girls and Boys Play: What Research Tells Us

Unit 6: Helping Children to Thrive in School
25. Enhancing Development and Learning through Teacher-Child Relationships
26. Developmentally Appropriate Practice in the Age of Testing
27. What Research Says about . . . Grade Retention

INFANTS, TODDLERS, AND CAREGIVERS
9th Edition
Janet Gonzalez-Mena, Napa Valley College
Dianne Widmeyer Eyer, Canada College
2012 / 416 pages
ISBN: 9780078024351
Available: July 2011

INTERNATIONAL EDITION
INFANTS, TODDLERS, AND CAREGIVERS
A Curriculum of Respectful, Responsive Care and Education, 8th Edition
Janet Gonzalez-Mena, Napa Valley College and Dianne Widmeyer Eyer, Canada College
2009 / 416 pages
ISBN: 9780073378541
ISBN: 9780071285452 [IE]
Available: October 2008
www.mhhe.com/gonzalezitc8e

Combining a child-centered philosophy with problem-solving strategies, and a thorough discussion of diversity, Infants, Toddlers, and Caregivers serves as an ideal introduction to curriculum and care for infants and toddlers. The approach to caregiving that underlies the text is based on Magda Gerber’s philosophy combined with a bold new approach to the extensive 62 years of research done by her late colleague, Emmi Pikler. Focusing on the concept of respect in child care, both pioneers based their curriculum around responding to each individual child’s needs in a warm and sensitive manner. Stressing the need for physical and social growth through planned and unplanned learning exercises Gerber and Pikler’s approach to childcare aims to develop the mental, physical, and emotional progress of each child.

In addition to the new approach to Pikler’s research, the new edition features expanded discussions on race, natural environments and exercise for children. Infants, Toddlers, and Caregivers applies this approach in a practical and engaging way for students and faculty in introductory early childhood courses.

CONTENTS
Preface
Resources for Caregivers
Part I: Focus On The Caregiver
1. Principles, Practice, and Curriculum
2. Infant-Toddler Education
3. Caregiving as Curriculum
4. Play as Curriculum
Part II: Focus On The Child
5. Attachment
6. Perception
7. Motor Skills
8. Cognition
9. Language
10. Emotions
11. Social Skills
Part III: Focus On The Program
12. The Physical Environment
13. The Social Environment
14. Adult Relations in Infant-Toddler Care and Education Programs
Appendix A: Quality in Infant-Toddler Programs: A Checklist
Appendix B: Environmental Chart
Appendix C: Guiding Principles of the Parent Services Projects
Notes
References
Glossary
Credits
Index

Issues in Early Childhood – Readers

ANNUAL EDITIONS: EARLY CHILDHOOD EDUCATION
32nd Edition
Karen Menke Paciorek, Eastern Michigan University
2012 / 256 pages
ISBN: 9780078050947
Available: March 2011
www.mhhe.com/annualeditions

The Annual Editions series is designed to provide convenient, inexpensive access to a wide range of current articles from some of the most respected magazines, newspapers, and journals published today. Annual Editions are updated on a regular basis through a continuous monitoring of over 300 periodical sources. The articles selected are authored by prominent scholars, researchers, and commentators writing for a general audience. The Annual Editions volumes have a number of common organizational features designed to make them particularly useful in the classroom: a general introduction; an annotated table of contents; a topic guide; an annotated listing of selected World Wide Web sites; and a brief overview for each section. Each volume also offers an online Instructor’s Resource Guide with testing materials. Using Annual Editions in the Classroom (available in print and online) is a general guide that provides a number of interesting and functional ideas for using Annual Editions readers in the classroom. Visit www.mhhe.com/annualeditions for more details.

NEW TO THIS EDITION
❖ This convenient guide matches the units in Annual Editions: Early Childhood Education 10/11 with the corresponding chapters in two of our best-selling McGraw-Hill Early Childhood Education textbooks by Gonzalez-Mena and Casper/Theilheimer.

CONTENTS
Preface
Correlation Guide
Topic Guide
Internet References
Unit 1: Perspectives
1. Invest in Early Childhood Education
2. A Foundation for Success
3. Joy in School
4. Early Education, Later Success
5. The Changing Culture of Childhood: A Perfect Storm
6. No Child Left Behind: Who’s Accountable?
7. Preschool Comes of Age: The National Debate on Education for Young Children Intensifies
Unit 2: Young Children, Their Families, and Communities
8. Class Matters—in and Out of School
9. Early Childhood School Success: Recognizing Families as Integral Partners
10. Meeting of the Minds
11. Making Long-Term Separations Easier for Children and Families
12. Fast Times
Unit 3: Diverse Learners
13. Whose Problem Is Poverty?
14. How to Support Bilingualism in Early Childhood
15. Learning in an Inclusive Community
17. Including Children with Disabilities in Early Childhood Education Programs: Individualizing Developmentally Appropriate Practices

Unit 4: Supporting Young Children’s Development
18. Play and Social Interaction in Middle Childhood
19. Twelve Characteristics of Effective Early Childhood Teachers
20. Health = Performance
21. Which Hand?: Brains, Fine Motor Skills, and Holding a Pencil
22. Keeping Children Active: What You Can Do to Fight Childhood Obesity
23. The Truth about ADHD
24. When Girls and Boys Play: What Research Tells Us

Unit 5: Educational Practices
25. Enhancing Development and Learning through Teacher-Child Relationships
26. Developmentally Appropriate Practice in the Age of Testing
27. What Research Says about . . . Grade Retention
28. Back to Basics: Play in Early Childhood
29. Scripted Curriculum: Is It a Prescription for Success?
30. Using Brain-Based Teaching Strategies to Create Supportive Early Childhood Environments That Address Learning Standards
31. Successful Transition to Kindergarten: The Role of Teachers and Parents
32. The Looping Classroom: Benefits for Children, Families, and Teachers
33. Beyond The Lorax?: The Greening of the American Curriculum

Unit 6: Helping Children to Thrive in School
34. Play: Ten Power Boosts for Children’s Early Learning
35. Ready or Not, Here We Come: What It Means to Be a Ready School
36. “Stop Picking on Me!”: What You Need to Know about Bullying
37. Developmentally Appropriate Child Guidance: Helping Children Gain Self-Control
38. Fostering Positive Transitions for School Success
40. The Power of Documentation in the Early Childhood Classroom

Unit 7: Curricular Issues
41. Preschool Curricula: Finding One That Fits
42. Got Standards?: Don’t Give up on Engaged Learning!
43. The Plan: Building on Children’s Interests
44. Constructive Play: A Value-Added Strategy for Meeting Early Learning Standards
45. Using Picture Books to Support Young Children’s Literacy
46. Calendar Time for Young Children: Good Intentions Gone Awry Test-Your-Knowledge Form

Invitation to Publish
McGraw-Hill is interested in reviewing textbook proposals for publication. Please contact your local McGraw-Hill office or email to asiapub@mchughill.com.
NEW

WELCOME TO OUR WORLD
By Angeline Khoo and Matthew J Hall

2010 (October 2009) / 168 pages
ISBN: 9780071270618
[An Asia Publication]

Welcome to Our World: Connecting Parents with Gamers opens a window into the world of gamers through their authentic accounts of engaging in World of Warcraft, a hugely popular 3-D multiplayer online game. At the same time, this book reveals the mysteries of videogaming to parents who wonder why their children are so wrapped up in the activity. Readers will get a balanced view of videogaming – understand its good and bad effects, its benefits and risks – and learn that video games can help develop thinking and problem-solving skills and social skills like leadership and teamwork. In providing insights into the gaming environment, this book hopes to provide a useful platform for family bonding, and help parents and their children, and gamers and non-gamers, connect.

CONTENTS
Acknowledgements
About the Authors
Introduction
Chapter 1 What’s the Worry?
Chapter 2 Why We Play
Chapter 3 Why We Can’t Stop Playing

Chapter 4 Do We Get Aggressive?
Chapter 5 What We Really Learn: The 3 Rs
Chapter 6 What We Learn: Leadership and Teamwork
Chapter 7 What We Learn: The EQ Skills
Chapter 8 What Brings Us Together
Chapter 9 Let’s Connect
Glossary of Game Terms Used in the Book
References
Index
Early Childhood Education

Emergent Literacy

SOUND IT OUT! PHONICS IN A COMPREHENSIVE READING PROGRAM
4th Edition
John F Savage, Boston College

2011 / 224 pages
ISBN: 9780073378602
Available: August 2010
www.mhhe.com/savage4e

This reader-friendly book covers both the content of phonics and the ways in which it can be effectively integrated into a comprehensive classroom reading program. The text contains practical teaching suggestions for phonemic awareness, phonics, and spelling, presenting phonics as it relates to other components of a classroom instructional program. The fourth edition features an increased emphasis on technology as it applies to phonics instruction, along with additional focus placed on helping children who have trouble learning acquire basic phonics skills.

NEW TO THIS EDITION

- Specific strategies for teaching children who have more difficulty learning than their peers, including children whose home language is not English (ELL children), emphasize that students learn at different levels.
- Strong emphasis on the use of technology in teaching phonics addresses issues of interest to contemporary teachers as they adjust to the increased use of technology in the classroom.
- Incorporation of suggestions and methods from new national and state standards for language arts helps students to assimilate information crucial for their success in the field.
- Updated research references reflect innovations in the field.

CONTENTS
Preface
Pretest of Phonics Knowledge
Chapter 1: The Place of Phonics in Learning to Read and Write
Chapter 2: Getting Started: Phonemic Awareness and Alphabet Knowledge
Chapter 3: Teaching and Learning Discrete Phonics Elements
Chapter 4: Approaches to Teaching Phonics: Embedded and Direct Instruction
Chapter 5: Phonics and Learning to Spell
Chapter 6: Phonics in a Comprehensive Reading Program
Posttest of Phonics Knowledge
A Mini-Glossary of Phonics Terms

Special Education in Early Childhood – Readers

TAKING SIDES: CLASHING VIEWS IN SPECIAL EDUCATION
5th Edition
MaryAnn Byrne, University of Massachusetts-Boston
2011 / 480 pages
ISBN: 9780078050039
Available: November 2010
www.mhhe.com/takingsides

Taking Sides volumes present current controversial issues in a debate-style format designed to stimulate student interest and develop critical thinking skills. Each issue is thoughtfully framed with an issue summary, an issue introduction, and a postscript or challenge questions. Taking Sides readers feature an annotated listing of selected World Wide Web sites. An online Instructor’s Resource Guide with testing material is available for each volume. Using Taking Sides in the Classroom is also an excellent instructor resource. Visit www.mhhe.com/takingsides for more details.

Development

A CHILD’S WORLD
Infancy Through Adolescence, 12th Edition
Diane E Papalia
Ruth Duskin Feldman
2011 / 640 pages
ISBN: 9780073532042
ISBN: 9780071221634 [IE]
Available: October 2010
www.mhhe.com/papaliaacw12e

This fully-revised twelfth edition continues to provide the extensive cross-cultural and multicultural coverage, the innovative pedagogical learning system, and the balance between research and real-life applications that have made A Child’s World a favorite of students and professors alike. In the warmly-written and engaging style that has become their hallmark, Diane Papalia and Ruth Feldman continue to provide a chronological view of child development. The new edition includes a new feature, Did You Know…?, introducing each chapter by highlighting interesting and enlightening findings mentioned in the chapter.

NEW TO THIS EDITION

- Chapter 1, Studying A Child’s World, now includes a new box on immigrant families, new examples of childhood as a social construction, and updated statistics on poverty and ethnicity.
ANNUAL EDITIONS: MULTICULTURAL EDUCATION
15th Edition
Nancy Gallavan, University of Central Arkansas
2010 / 240 pages
ISBN: 9780073397801
Available: October 2009
www.mhhe.com/annualeditions

This FIFTEENTH EDITION of ANNUAL EDITIONS: MULTICULTURAL EDUCATION provides convenient, inexpensive access to current articles selected from the best of the public press. Organizational features include: an annotated listing of selected World Wide Web sites; an annotated table of contents; a topic guide; a general introduction; brief overviews for each section; a topical index; and an online instructor’s resource guide with testing materials. USING ANNUAL EDITIONS IN THE CLASSROOM is offered as a practical guide for instructors. ANNUAL EDITIONS titles are supported by our student website, www.mhcls.com/online.

CONTENTS
Preface
Correlation Guide
Topic Guide
Internet References
Unit 1: Understanding Today’s World
1. Becoming Citizens of the World
2. As Diversity Grows, So Must We
3. Colorblind to the Reality of Race in America
4. Beyond “Culture Clash”: Understandings of Immigrant Experiences
5. One Nation, Many Gods
6. “Because I Had a Turban”
7. Metaphors of Hope

Unit 2: Examining Schools and Classrooms
8. “What Are You”? Biracial Children in the Classroom
9. Dare to Be Different
10. Teaching for Social Justice in Multicultural Urban Schools: Conceptualization and Classroom Implication
11. The Human Right to Education: Freedom and Empowerment
12. Asian American Teachers

Unit 3: Developing Curriculum and Instruction
13. Mother Goose Teaches on the Wild Side: Motivating At-Risk Mexican and Chicano Youngsters via a Multicultural Curriculum
14. Promoting School Achievement among American Indian Students throughout the School Years
15. Family and Consumer Sciences Delivers Middle School Multicultural Education
16. Discarding the Deficit Model,
17. Arts in the Classroom: “La Llave” (The Key) to Awareness, Community Relations, and Parental Involvement

Unit 4: Educating All Students
18. The Trail to Progress
19. An Investigation of How Culture Shapes Curriculum in Early Care and Education Programs on a Native American Indian Reservation
20. A Critically Compassionate Intellectualism for Latino/a Students: Raising Voices above the Silencing in Our Schools
21. Educating Vietnamese American Students
22. The Need to Reestablish Schools as Dynamic Positive Human Energy Systems That Are Non-Linear and Self-Organizing: The Learning Partnership Tree
23. Moment of Truth
24. In Urban America, Many Students Fail to Finish High School

Early Childhood Education

- Updated information on ART, epigenesis, Down syndrome, schizophrenia, multiple births, and genetic testing emphasizes the importance of heredity and the environment in a child’s life.
- Coverage of birth and newborn babies now features coverage of childbirth settings, doula, and C-sections updated as well as information on VBACs, Apgar, and low birth weight, along with updated statistics on prematurity and stillbirths.
- Updated consideration of psychosocial development during the first three years includes new material on infant smiling, mirror neurons, the neural base of attachment, altruism/altruistic behavior and self-regulation, disorganized attachment pattern and maternal employment/child care, along with a new section on shared intentionality/collaborative activity.
- Significantly revised early education material features expanded coverage of Montessori, Reggio Emilia, theory of mind, and late-talking toddlers, as well as a new section on the School of the 21st Century and universal preschool.
- A new feature, Did You Know . . . ?, introduces each chapter by highlighting interesting and enlightening findings mentioned in the chapter.
- Updated boxed features— including The Research World, The Everyday World, and Around the World boxes—support the learning process while highlighting issues of interest to students as Family Mealtimes, Food Security, Multitasking and Gen M, Children of Immigrant Families, and Inventing Sign Language.
- An updated Online Learning Center offers a wealth of additional teaching and learning resources. Student material includes chapter outlines, a Key Terms glossary, Guideposts for Study, multiple-choice quizzes, matching quizzes, and decision-making scenarios, which afford students the opportunity to apply the material learned in the chapter to realistic situations and observe what effects their decisions have. Instructor resources include an Instructor’s Manual, test bank files, PowerPoint slides, and other valuable material.

CONTENTS
Chapter 1: Studying A Child’s World
Chapter 2: A Child’s World: How We Discover It
Chapter 3: Forming a New Life: Conception, Heredity, and Environment
Chapter 4: Pregnancy and Prenatal Development
Chapter 5: Birth and the Newborn Baby
Chapter 6: Physical Development and Health During the First Three Years
Chapter 7: Cognitive Development during the First Three Years
Chapter 8: Psychosocial Development during the First Three Years
Chapter 9: Physical Development and Health in Early Childhood
Chapter 10: Cognitive Development in Early Childhood
Chapter 11: Psychosocial Development in Early Childhood
Chapter 12: Physical Development and Health in Middle Childhood
Chapter 13: Cognitive Development in Middle Childhood
Chapter 14: Psychosocial Development in Middle Childhood
Chapter 15: Physical Development and Health in Adolescence
Chapter 16: Cognitive Development in Adolescence
Chapter 17: Psychosocial Development in Adolescence

An updated Online Learning Center offers a wealth of additional teaching and learning resources. Student material includes chapter outlines, a Key Terms glossary, Guideposts for Study, multiple-choice quizzes, matching quizzes, and decision-making scenarios, which afford students the opportunity to apply the material learned in the chapter to realistic situations and observe what effects their decisions have. Instructor resources include an Instructor’s Manual, test bank files, PowerPoint slides, and other valuable material.
Early Childhood Education

Unit 5: Expanding Learning with Language and Literacy
25. Examining Second Language Literacy Development in an Urban Multi-Age Classroom
26. Output Strategies for English-Language Learners: Theory to Practice
27. Controversial Books in the Middle School: Can They Make a Difference?
28. Celebrating Diversity through Explorations of Arab Children’s Literature
29. Chica Lit: Multicultural Literature Blurs Borders

Unit 6: Motivating Involvement and Social Action
30. Popular Music Helps Students Focus on Important Social Issues
31. Framing the Effect of Multiculturalism on Diversity Outcomes among Students at Historically Black Colleges and Universities
32. Building the Movement to End Educational Inequity

Unit 7: Providing Professional Development for Teachers
33. Sustaining Ourselves under Stressful Times: Strategies to Assist Multicultural Educators
34. The Promise of Black Teachers’ Success with Black Students
35. Approaches to Diversifying the Teaching Force: Attending to Issues of Recruitment
36. Collaborative Recruitment of Diverse Teachers for the Long Haul—TEAMS: Teacher Education for the Advancement of a Multicultural Society
37. Ain’t Nothin’ Like the Real Thing: Preparing Teachers in an Urban Environment

Test-Your-Knowledge Form
Article Rating Form
Introduction to Special Education

INTERNATIONAL EDITION

EXCEPTIONAL STUDENTS: PREPARING TEACHERS FOR THE 21ST CENTURY
Ronald L. Taylor and Lydia Smiley of Florida Atlantic University-Boca Raton
Stephen Richards, University of Dayton
2009 / 648 pages
ISBN: 9780072866377
ISBN: 9780071283618 [IE]
Available: January 2008

www.mhhe.com/taylor1e

Exceptional Students: Preparing Teachers for the 21st Century recognizes both future special educators and future general education teachers populate the Introduction to Special Education course. The authors reach out to both groups of future teachers—the special educator and the general educator—and include practical information and materials for understanding, planning, and implementing classroom instruction. This exciting new text provides all of our future teachers with the knowledge and tools they need to be successful, no matter what role they play on the Special Education team.

CONTENTS

Part One: Fundamentals And Processes Of Special Education
Chapter 1: An Overview of Special Education
Chapter 2: The Special Education Process: From Initial Identification to the Delivery of Services
Chapter 3: School, Family, and Community Collaboration

Part Two: Idea 04 High Prevalence Exceptionalities: Foundations And Instruction
Chapter 4: Students with Learning Disabilities
Chapter 5: Students with Mental Retardation/Intellectual Disabilities
Chapter 6: Individuals with Emotional or Behavioral Disorders
Chapter 7: Students with Communication Disorders

Part Three: Idea 04 Low Incidence Exceptionalities: Foundations And Instruction
Chapter 8: Students who are Deaf and Hard of Hearing
Chapter 9: Students with Blindness or Low Vision
Chapter 10: Students with Physical or Health Impairments
Chapter 11: Students with Autism Spectrum Disorders
Chapter 12: Students with Severe Disabilities

Part Four: Other Exceptionalities: Foundations And Instruction
Chapter 13: Students who are At-Risk: Early Identification and Intervention
Chapter 14: Students with Attention Deficit/Hyperactivity Disorders
Chapter 15: Students who are Gifted or Talented

Exceptional Students: Preparing Teachers for the 21st Century

EDUCATING LEARNERS WITH DIVERSE ABILITIES
Levan Lim and Marilyn Mayling Quah
2004 / 392 pages
ISBN: 9780071233675
[An Asian Publication]

CONTENTS

Section I
1. Learning and Diversity
2. Special Education in Singapore
3. Early Intervention
Section II
4. Supporting Learners with Special Educational Needs in Mainstream Classrooms
5. Assistive Technologies for Learners with Special Needs
Section III
6. Learners with Dyslexia
7. Learners with Attention Deficit Hyperactivity Disorders
8. Learners with Emotional and Behavioral Disorders
9. Learners with Autism Spectrum Disorders
10. Learners with Physical Disabilities
11. Learners with Visual Impairments
12. Learners with Hearing Loss
13. Learners with Intellectual Disabilities
14. Learners with High Abilities

Introduction to Special Education – Readers

NEW

TAKING SIDES: CLASHING VIEWS IN SPECIAL EDUCATION
5th Edition
MaryAnn Byrnes, University of Massachusetts-Boston
2011 / 480 pages
ISBN: 9780078050039
Available: November 2010
www.mhhe.com/takingsides

Taking Sides volumes present current controversial issues in a debate-style format designed to stimulate student interest and develop critical thinking skills. Each issue is thoughtfully framed with an issue summary, an issue introduction, and a postscript or challenge questions. Taking Sides readers feature an annotated listing of selected World Wide Web sites. An online Instructor’s Resource Guide with testing material is available for each volume. Using Taking Sides in the Classroom is also an excellent instructor resource. Visit www.mhhe.com/takingsides for more details.

REVIEW COPY
(Available for course adoption only)
To request for a review copy,
■ contact your local McGraw-Hill representatives or,
■ fax the Review Copy Request Form found in this catalog or,
■ e-mail your request to mghania_sg@mcgraw-hill.com or,
■ submit online at www.mheducation.asia

61
Special Education / Exceptional Children

ANNUAL EDITIONS: EDUCATING CHILDREN WITH EXCEPTIONALITIES 10/11
20th Edition
Karen L. Freiberg, University of Maryland-Baltimore County
2010 / 224 pages
ISBN: 9780078135873
Available: October 2009

www.mhhe.com/annualeditions

Annual Editions is a series of over 65 volumes, each designed to provide convenient, inexpensive access to a wide range of current articles from some of the most respected magazines, newspapers, and journals published today. Annual Editions are updated on a regular basis through a continuous monitoring of over 300 periodical sources. The articles selected are authored by prominent scholars, researchers, and commentators writing for a general audience. The Annual Editions volumes have a number of common organizational features designed to make them particularly useful in the classroom: a general introduction; an annotated table of contents; a topic guide; an annotated listing of selected World Wide Web sites; and a brief overview for each section. Each volume also offers an online Instructor’s Resource Guide with testing materials. Using Annual Editions in the Classroom is offered as a practical guide for instructors. Visit www.mhhe.com for more details.

CONTENTS
Preface
Correlation Guide
Topic Guide
Internet References
Unit 1: Inclusive Education
1. The Issues of IDEA
2. Learn about Your New Students
3. Use Authentic Assessment Techniques to Fulfill the Promise of No Child Left Behind
4. Does This Child Have a Friend?
5. Rethinking Inclusion: Schoolwide Applications
Unit 2: Families/Early Intervention
6. Children of Alcoholics: Risk and Resilience
7. What Can You Learn from Bombaloo?
Unit 3: Learning Disabilities
9. Build Organizational Skills in Students with Learning Disabilities
Unit 4: Intellectual Disabilities/Autistic Spectrum Disorders
11. Reading Disability and the Brain
12. Autism, the Law, and You
Unit 5: Emotional and Behavioral Disorders
13. Headed Off Disruptive Behavior
14. Understanding and Accommodating Students with Depression in the Classroom
15. Rethinking How Schools Address Student Misbehavior and Disengagement
16. Young Women in Jail Describe Their Educational Lives
17. Classroom Problems That Don’t Go Away
Unit 6: Communication Disorders
18. Assessment and Intervention for Bilingual Children with Phonological Disorders
19. A Speech-Language Approach to Early Reading Success
Unit 7: Hearing and Visual Impairments
20. The Debate over Deaf Education
21. Using Tactile Strategies with Students Who Are Blind and Have Severe Disabilities
Unit 8: Physical and Health Impairments
22. Writing Explicit, Unambiguous Accommodations: A Team Effort
23. ADHD and the SUD in Adolescent
24. Trick Question
Unit 9: Severe Disabilities/Multiple Disabilities
25. Monitor That Progress!: Interpreting Data Trends for Assistive Technology Decision Making
Unit 10: Gifted or Talented
26. Addressing the Social and Emotional Needs of Twice-Exceptional Students
27. Creating a Personal Technology Improvement Plan for Teachers of the Gifted
Test-Your-Knowledge Form
Article Rating Form

Inclusion / Mainstreaming

RETHINKING DISABILITY
A Disability Studies Approach to Inclusive Practices
Jan Valle and David Connor of City College of New York

2011 / 256 pages
ISBN: 9780073526041
Available: February 2010

In response to concerns about teacher retention, especially among teachers in their first to fourth year in the classroom, we offer future teachers a series of brief guides full of practical advice that they can refer to in both their student teaching and in their first years on the job.

CONTENTS
Preface
Part I How Knowledge Guides Practice
Chapter 1 Making Sense of Public School Culture and Context
Chapter 2 Contemplating the (In)visibility of Disability
Chapter 3 Examining Beliefs and Expanding Notions of Normalcy
Chapter 4 Practicing Educational Equity in a Democracy
Chapter 5 Selecting Approaches and Tools of Teaching
Chapter 6 Creating a Dynamic Classroom Culture
Chapter 7 Assessing Student Knowledge and Skills
Chapter 8 Drawing Upon the Power of Two
Chapter 9 Actively Challenging Normalcy
Chapter 10 Promoting Inclusive Beliefs and Practices
Postscript
Appendix
Adapted Physical Education

PRINCIPLES AND METHODS OF ADAPTED PHYSICAL EDUCATION AND RECREATION

11th Edition
David Auxter, Research Institute for Independent Living
Jean Pyfer, Texas Women University-Denton
Laurie L Zittel, Northern Illinois University
Kristi Roth, University of Wisc
Carol Huettig (deceased)
2010 (January 2009) / 672 pages
ISBN: 9780073523712

www.mhhe.com/auxter11e

Provides physical educators with up-to-date knowledge and skills to deal with all levels of students' abilities. It is the only text in the adapted physical education market that provides both task-specific and developmental teaching approaches. With the national movement to include most students with disabilities into the general curriculum, the text is designed to enable adapted and regular physical education teachers to successfully address those students' needs in the regular physical education class.

CONTENTS
Part I: The Scope
Chapter 1: Adapted Physical Education

Part II: Key Techniques
Chapter 2: Adapted Physical Education in the Public Schools
Chapter 3: Determining Educational Needs through Assessment
Chapter 4: Developing the Individual Education Program
Chapter 5: Teaching to Meet Learners' Needs
Chapter 6: Delivering Services in the Most Inclusive Environment
Chapter 7: Enhancing Student Behavior

Part III: Children and Youth at Risk
Chapter 8: Physical Fitness and Sport Conditioning
Chapter 9: Children at Risk: Psychosocial Issues

Part IV: Needs of Specific Populations
Chapter 10: Infants, Toddlers, and Preschoolers
Chapter 11: Intellectual Disabilities
Chapter 12: Pervasive Developmental Disorders
Chapter 13: Specific Learning Disability
Chapter 14: Mental Health Disorders
Chapter 15: Physically Disabling Conditions
Chapter 16: Communicative Disorders
Chapter 17: Visual Impairments
Chapter 18: Other Health Impairments
Appendix A: Posture and Body Mechanics
Glossary
4. Does This Child Have a Friend?
5. Rethinking Inclusion: Schoolwide Applications

**Unit 2: Families/Early Intervention**
6. Children of Alcoholics: Risk and Resilience
7. What Can You Learn from Bombaloo?

**Unit 3: Learning Disabilities**
9. Build Organizational Skills in Students with Learning Disabilities

**Unit 4: Intellectual Disabilities/Autistic Spectrum Disorders**
11. Reading Disability and the Brain
12. Autism, the Law, and You

**Unit 5: Emotional and Behavioral Disorders**
13. Heading Off Disruptive Behavior
14. Understanding and Accommodating Students with Depression in the Classroom
15. Rethinking How Schools Address Student Misbehavior and Disengagement
16. Young Women in Jail Describe Their Educational Lives
17. Classroom Problems That Don’t Go Away

**Unit 6: Communication Disorders**
18. Assessment and Intervention for Bilingual Children with Phonological Disorders
19. A Speech-Language Approach to Early Reading Success

**Unit 7: Hearing and Visual Impairments**
20. The Debate over Deaf Education
21. Using Tactile Strategies with Students Who Are Blind and Have Severe Disabilities

**Unit 8: Physical and Health Impairments**
22. Writing Explicit, Unambiguous Accommodations: A Team Effort
23. ADHD and the SUD in Adolescent
24. Trick Question

**Unit 9: Severe Disabilities/Multiple Disabilities**
25. Monitor That Progress!: Interpreting Data Trends for Assistive Technology Decision Making

**Unit 10: Gifted or Talented**
26. Addressing the Social and Emotional Needs of Twice-Exceptional Students
27. Creating a Personal Technology Improvement Plan for Teachers of the Gifted

Test-Your-Knowledge Form
Article Rating Form
Introduction to Educational Administration

EDUCATIONAL ADMINISTRATION: THEORY, RESEARCH, AND PRACTICE

8th Edition
Wayne K. Hoy, Ohio State University-columbus and Cecil G. Miskel, University of Michigan-ann Arbor

2008 / Softcover / 544 pages
ISBN: 9780073403748
ISBN: 9780071274630 (IE)
Available: April 2007

A leading text in its field, Educational Administration presents the most comprehensive synthesis available of theory and research in organizational behavior as it applies to the practice of Educational Administration. Each theoretical perspective presented concludes with an authentic case study that challenges students to apply their knowledge to an actual contemporary school problem.

CONTENTS
Preface
Chapter 1: The School as a Social System
Chapter 2: The Technical Core: Learning and Teaching
Chapter 3: Structure in Schools
Chapter 4: Individuals in Schools
Chapter 5: Culture and Climate in Schools
Chapter 6: Power and Politics in Schools
Chapter 7: External Environments of Schools
Chapter 8: School Effectiveness, Accountability, and Improvement
Chapter 9: Decision Making in Schools
Chapter 10: Communication in Schools
Chapter 11: Leadership in Schools
Chapter 12: One Last Time: A Review of the School as a Social System
A Collection of Cases for Educational Leadership
Bibliography
Indexes

THE MASTER TEACHER
Kimberly Persiani-Becker, Brandy Alexander and Steve Springer

2009 / 304 pages
ISBN: 9780071496810
(A Professional Reference)

Master Teachers are those laudable figures who have decades of experience, passion, and great advice for you, the new teacher on the block. Full of exercises, reproducible checklists, and sophisticated advice, The Master Teacher shares the wisdom and hard skills that will guide you in shaping your “Teaching Goals” and techniques.

CONTENTS
1. Setting Goals For Yourself as a Teacher
2. Developing Analytic and Problem-Solving Skills
3. Facilitating an Open Exchange of Ideas With Colleagues
4. Implementing New Strategies That Complement Your Strengths
5. Developing a Mentor Program in Your School
6. Fostering Great Relationships with Your Principal and School Board
7. Reaching Out to Others in Your District
8. Be the Best That You Can Be: Certification
互聯網的發展，令資訊取得更加容易，但相對的，無論好或壞的資訊，皆會不斷的流通。資訊科技的急進發展，除了社會經濟的變化，亦因為資訊的快速傳遞，引發了一連串教育改革的浪潮。學生學習的重點，已漸漸從以往記憶性的學科知識學習為主，慢慢轉變為可以帶著走的知識—如何學習、培養終身學習的習慣。

不只是香港，現今各國政府都相信，以往的教育模式已不再合適，進而紛紛提出將學習模式，改變為以學生為學習的中心。因此，各地開始引入專題式的學習方式，希望能培養下一代成為終身學習者。然而，在推行一段時間後，

專題式的學習成效，卻因難以評核及學習設計不良而毁譽參半。故此，網路 探究的推出，正好給予其未來發展指出一個可行的方向。

網路探究的基本理念，是讓學習者去完成一個仿真環境的任務，而設計者亦同時精心設計一個探究過程（簡介、任務、過程、評核準則及結論），帶領學生去完成任務。以真實世界所發生的事件來令學習者熱心參與，而且真實的任務又可以培養學生之思維及共通能力。與傳統專題式學習相較，除了仿真的情境，更因多了評核準則，而廣受學生及教師的歡迎。

本書分為三大架構來探討：理論、設計實踐。讓讀者有了理論的基礎，進而 理解概念協助設計課程，最後學習如何評核並選擇合用的網路探究網站。

CONTENTS
第一章 導論
第二章 資訊時代的學習
第三章 網路探究
第四章 網路探究學生頁的設計一：設定學習情境
第五章 網路探究學生頁的設計二：學習過程的指引
第六章 網路探究教師頁的設計
第七章 網路探究的評核
第八章 網路探究應用分析—教師的觀感及推行
第九章 學生的觀感
第十章 網路探究在大陸的實踐
第十一章 網路探究學習模式的導入與研究：臺灣的觀察與分析
第十二章 網上相關資源
第十三章 後記—未來發展
COUNSELING CASES
Illustrations And Insights (In Chinese)
David Kwok Ching and Lee Man Yuk Ching
2006 / 344 pages
ISBN: 9780071248822
[An Asian Publication]
全書共收錄個案四十九宗，主題計有十五個，包括童黨欺凌、情緒失控、拒絕上學、師生衝突、教師壓力、失效家庭、家庭暴力、沉迷網路、賭海浮沉、濫用藥物、竊竊行為、吃不自由、性侵犯、哀傷失落和自殺自毀；這些主題分別隸屬於學校、家庭、環境和創傷四個篇目之下。以個案作例，目的不在說故事，更不在滿足讀者的好奇心和窺人隱私；個案的列舉，目的在為替青少年及學生提供心理情緒和社交人際方面輔導的前線工作者提供一個經驗分享的平台，同時就個案處理的策略與成效予以反思和回饋。

COUNSELING IN SCHOOLS
Esther Tan
2003 / 280 pages
ISBN: 9780071233668
[An Asian Publication]
CONTENTS
Counseling in Schools: Theories, Processes and Techniques
Foreword
Preface
Chapter 1: Developmental Group Guidance in the Classroom
Chapter 2: Working with Children
Chapter 3: Working with Youth
Chapter 4: Working with Parents
Chapter 5: Career Guidance and Career Counseling in Schools
Chapter 6: Group Counseling
Chapter 7: Multidimensional Metatheoretical Counseling Model
Chapter 8: An Ecological Multimodal Approach to Counseling
Chapter 9: Managing Guidance and Counseling in Schools
Chapter 10: Research in Guidance and Counseling
About the Contributors
Index

Substance Abuse / Chemical Dependency Counseling

DRUGS IN PERSPECTIVE
7th Edition
Richard Fields, Private Counseling Practice, Bellevue
FACES Conferences, Redmond
2010 / 416 pages
ISBN: 9780073380759
Available: February 2009
www.mhhe.com/fields7e
This text is designed for the drug and substance abuse counseling course that prepares future health professionals to work with patients, clients, and families of abusers. It provides perspective on the aspects and problems associated with addiction and discusses the fundamentals of the dynamics of chemical dependency. The new edition improves topic flow for easier understanding and brings the research base into the 21st century.

CONTENTS
Section I: Understanding Substance Abuse
1 Putting Drugs in Perspective
2 Why Do People Abuse Drugs?
3 Drug-Specific Information
4 Definitions of Substance Abuse, Dependence, and Addiction
Section II: Family
5 Substance Abuse and Family Systems
6 Parenting
7 Growing Up in an Alcoholic Family System
Section III: Prevention, Intervention, and Treatment
8 Prevention of Substance-Abuse Problems
9 Change, Motivation & Intervention for Substance-Abuse Problems
10 Disorders Co-Occurring with Substance Abuse
11 Alcohol/Drug Treatment and Relapse Prevention
Appendix A: Trends in Annual Prevalence of Use of Various Drugs for Eight, Tenth, and Twelfth Graders
Appendix B: Alcohol/Drug Screening Inventories
Appendix C: Medication Examples
Appendix D: At-Risk Factors For Substance Abuse
# TITLE INDEX

<table>
<thead>
<tr>
<th>Title</th>
<th>Author</th>
<th>Editions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Act of Teaching, The, 5e</td>
<td>Cruickshank</td>
<td>36, 42, 49</td>
</tr>
<tr>
<td>Act of Teaching, The, 6e</td>
<td>Cruickshank</td>
<td>34, 41, 49</td>
</tr>
<tr>
<td>Adolescence, 13e</td>
<td>Santrock</td>
<td>20</td>
</tr>
<tr>
<td>Adolescence, 9e</td>
<td>Steinberg</td>
<td>20</td>
</tr>
<tr>
<td>Adolescence: Continuity, Change, and Diversity, 6e</td>
<td>Cobb</td>
<td>22</td>
</tr>
<tr>
<td>American Education, 14e</td>
<td>Spring</td>
<td>3, 7</td>
</tr>
<tr>
<td>American Education, 15e</td>
<td>Spring</td>
<td>1, 6</td>
</tr>
<tr>
<td>Annual Edition: Educational Psychology, 25e</td>
<td>Cauley</td>
<td>16</td>
</tr>
<tr>
<td>Annual Editions: Adolescent Psychology, 7e</td>
<td>Stickle</td>
<td>26</td>
</tr>
<tr>
<td>Annual Editions: Assessment and Evaluation 10/11</td>
<td>Williamson</td>
<td>28</td>
</tr>
<tr>
<td>Annual Editions: Assessment and Evaluation</td>
<td>Williamson</td>
<td>27</td>
</tr>
<tr>
<td>Annual Editions: Child Growth and Development 10/11, 17e</td>
<td>Junn</td>
<td>25</td>
</tr>
<tr>
<td>Annual Editions: Child Growth and Development 11/12, 18e</td>
<td>Junn</td>
<td>23</td>
</tr>
<tr>
<td>Annual Editions: Early Childhood Education 10/11, 31e</td>
<td>Paciorek</td>
<td>24, 53, 55</td>
</tr>
<tr>
<td>Annual Editions: Early Childhood Education, 32e</td>
<td>Paciorek</td>
<td>22, 53, 55</td>
</tr>
<tr>
<td>Annual Editions: Educating Children with Exceptionalities 10/11, 20e</td>
<td>Freiberg</td>
<td>62, 63</td>
</tr>
<tr>
<td>Annual Editions: Education 10/11, 37e</td>
<td>Evers</td>
<td>4, 8, 12, 13</td>
</tr>
<tr>
<td>Annual Editions: Education 11/12, 38e</td>
<td>Evers</td>
<td>4, 8, 11, 13</td>
</tr>
<tr>
<td>Annual Editions: Educational Psychology, 25e</td>
<td>Cauley</td>
<td>16</td>
</tr>
<tr>
<td>Annual Editions: Educational Psychology 11/12, 26e</td>
<td>Cauley</td>
<td>16</td>
</tr>
<tr>
<td>Annual Editions: Human Development 10/11, 39e</td>
<td>Freiberg</td>
<td>22, 30</td>
</tr>
<tr>
<td>Annual Editions: Human Development 11/12, 40e</td>
<td>Freiberg</td>
<td>22, 30</td>
</tr>
<tr>
<td>Annual Editions: Multicultural Education, 15e</td>
<td>Gallavan</td>
<td>14, 59</td>
</tr>
<tr>
<td>Assessment is Essential</td>
<td>Green</td>
<td>28</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Title</th>
<th>Author</th>
<th>Editions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Being Mentored</td>
<td>Garavuso</td>
<td>1</td>
</tr>
<tr>
<td>Beyond Survival: How to Thrive in Middle and High School for Beginning and Improving Teachers</td>
<td>Robinstein</td>
<td>34, 38</td>
</tr>
</tbody>
</table>
## TITLE INDEX

<table>
<thead>
<tr>
<th>Title</th>
<th>Author</th>
<th>Page(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Challenging Social Issues For Today’s Elementary Teachers</td>
<td>McLurkin</td>
<td>41</td>
</tr>
<tr>
<td>Charlotte Huck’s Children’s Literature: A Brief Guide</td>
<td>Kiefer</td>
<td>45</td>
</tr>
<tr>
<td>Child Development: An Introduction, 13e</td>
<td>Santrock</td>
<td>19</td>
</tr>
<tr>
<td>Child Psychology: A Contemporary View Point, 7e</td>
<td>Parke</td>
<td>21</td>
</tr>
<tr>
<td>Child’s World: Infancy Through Adolescence, A, 12e</td>
<td>Papalia</td>
<td>19, 58</td>
</tr>
<tr>
<td>Children, 11e</td>
<td>Santrock</td>
<td>21</td>
</tr>
<tr>
<td>Classroom Assessment, 7e</td>
<td>AirAsian</td>
<td>27</td>
</tr>
<tr>
<td>Classroom Reading Inventory, 12e</td>
<td>Wheelock</td>
<td>44</td>
</tr>
<tr>
<td>Comprehensive School Health Education, 7e</td>
<td>Meeks</td>
<td>47</td>
</tr>
<tr>
<td>Counseling Cases: Illustrations and Insights (in Chinese)</td>
<td>Ching</td>
<td>67</td>
</tr>
<tr>
<td>Counseling in Schools</td>
<td>Tan</td>
<td>67</td>
</tr>
<tr>
<td>Critical Issues in Education: Dialogues and Dialectics, 7e</td>
<td>Nelson</td>
<td>2, 6, 10, 40</td>
</tr>
<tr>
<td>Deculturalization and the Struggle for Equality: A Brief History of the Education of Dominated Cultures in the United States</td>
<td>Spring</td>
<td>7, 9, 10, 13</td>
</tr>
<tr>
<td>Drugs in Perspective, 7e</td>
<td>Fields</td>
<td>67</td>
</tr>
<tr>
<td>Early Childhood Education: Learning Together</td>
<td>Casper</td>
<td>52</td>
</tr>
<tr>
<td>Educating Learners with Diverse Abilities</td>
<td>Lim</td>
<td>61</td>
</tr>
<tr>
<td>Educational Administration: Theory, Research, and Practice, 8e</td>
<td>Hoy</td>
<td>65</td>
</tr>
<tr>
<td>Educational Psychology, 5e</td>
<td>Santrock</td>
<td>16</td>
</tr>
<tr>
<td>e-Learning in China Universities</td>
<td>Wu</td>
<td>40</td>
</tr>
<tr>
<td>Elementary Classroom Management: Lessons from Research and Practice, 5e</td>
<td>Weinstein</td>
<td>29</td>
</tr>
<tr>
<td>Engaging Films and Music Videos in Critical Thinking</td>
<td>Tan</td>
<td>36</td>
</tr>
<tr>
<td>Essentials of Research Methods in Psychology</td>
<td>Zechmeister</td>
<td>33</td>
</tr>
<tr>
<td>Exceptional Students: Preparing Teachers For the 21st Century</td>
<td>Taylor</td>
<td>61</td>
</tr>
<tr>
<td>Foundations of Early Childhood Education: Teaching Children in a Diverse Society, 5e</td>
<td>Gonzalez-Mena</td>
<td>52</td>
</tr>
<tr>
<td>Guide to Reflective Practice for New and Experienced Teachers, A</td>
<td>Hartman</td>
<td>1</td>
</tr>
<tr>
<td>Title</td>
<td>Author</td>
<td>Page</td>
</tr>
<tr>
<td>----------------------------------------------------------------------</td>
<td>--------------------</td>
<td>------</td>
</tr>
<tr>
<td>How to Design and Evaluate Research in Education, 7e</td>
<td>Fraenkel</td>
<td>32</td>
</tr>
<tr>
<td>How to Design and Evaluate Research in Education, 8e</td>
<td>Fraenkel</td>
<td>31</td>
</tr>
<tr>
<td>Human Diversity in Education: An Integrative Approach, 7e</td>
<td>Cushner</td>
<td>12</td>
</tr>
<tr>
<td>Infants, Toddlers and Caregivers, 9th Edition</td>
<td>Gonzalez-Mena</td>
<td>54</td>
</tr>
<tr>
<td>A Curriculum of Respectful, Responsive Care and Education, 8e</td>
<td>Gonzalez-Mena</td>
<td>54</td>
</tr>
<tr>
<td>Introduction to Early Childhood Education: Learning Together, 2e</td>
<td>Casper</td>
<td>52</td>
</tr>
<tr>
<td>Learning to Teach, 8e</td>
<td>Arends</td>
<td>35, 42, 48</td>
</tr>
<tr>
<td>Learning to Teach, 9e</td>
<td>Arends</td>
<td>34, 40, 48</td>
</tr>
<tr>
<td>Making Communicative Language Teaching Happen, 2e</td>
<td>Lee</td>
<td>51</td>
</tr>
<tr>
<td>Master Teacher, The</td>
<td>Persiani-Becker</td>
<td>65</td>
</tr>
<tr>
<td>Math For Elementary Teachers: A Conceptual Approach, 8e</td>
<td>Bennett</td>
<td>45</td>
</tr>
<tr>
<td>Mathematics For Elementary Teachers, 9e</td>
<td>Bennett</td>
<td>45</td>
</tr>
<tr>
<td>Methods in Behavioral Research, 10e</td>
<td>Cozby</td>
<td>32</td>
</tr>
<tr>
<td>Middle and Secondary Classroom Management: Lessons from Research and Practice, 4e</td>
<td>Weinstein</td>
<td>29</td>
</tr>
<tr>
<td>Multiculturalism 101</td>
<td>Florence</td>
<td>13</td>
</tr>
<tr>
<td>Number Theory For Elementary School Teachers</td>
<td>Wall</td>
<td>38, 46, 49</td>
</tr>
<tr>
<td>Nutrition Throughout the Life Cycle, 4e</td>
<td>Worthington-Roberts</td>
<td>57</td>
</tr>
<tr>
<td>Praxis Series Official Guide with CD-ROM, The, 2e</td>
<td>Educational Testing Service</td>
<td>5, 9, 18</td>
</tr>
<tr>
<td>Principles and Methods of Adapted Physical Education and Recreation, 11e</td>
<td>Auxter</td>
<td>63</td>
</tr>
<tr>
<td>Process of Parenting, The, 8e</td>
<td>Brooks</td>
<td>56</td>
</tr>
<tr>
<td>Psychological Testing and Assessment, 7e</td>
<td>Cohen</td>
<td>26</td>
</tr>
<tr>
<td>TITLE INDEX</td>
<td></td>
<td></td>
</tr>
<tr>
<td>-------------</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>R</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ready, Set, Go! A Student Guide to SPSS® 13.0 and 14.0 For Windows, 2e</td>
<td>Pavkov 18, 33</td>
<td></td>
</tr>
<tr>
<td>Remediating Reading Difficulties, 6e</td>
<td>Crawley 44</td>
<td></td>
</tr>
<tr>
<td>Rethinking Disability: A Disability Studies Approach to Inclusive Practices</td>
<td>Valle 62</td>
<td></td>
</tr>
<tr>
<td><strong>S</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sound It Out! Phonics in a Comprehensive Reading Program, 4e</td>
<td>Savage 43, 58</td>
<td></td>
</tr>
<tr>
<td>Street Lit: Teaching and Reading Children Moving: A Reflective Approach to Teaching Physical Education, 8e</td>
<td>Graham 47</td>
<td></td>
</tr>
<tr>
<td>Street Lit: Teaching and Reading Fiction in Urban Schools</td>
<td>Ratner 37, 43, 44, 50</td>
<td></td>
</tr>
<tr>
<td><strong>T</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Taking Sides: Clashing Views in Childhood and Society, 8e</td>
<td>Del Campo 24</td>
<td></td>
</tr>
<tr>
<td>Taking Sides: Clashing Views in Educational Psychology, 6e</td>
<td>Abbeduto 17</td>
<td></td>
</tr>
<tr>
<td>Taking Sides: Clashing Views in Special Education, 5e</td>
<td>Byrnes 58, 61, 63</td>
<td></td>
</tr>
<tr>
<td>Taking Sides: Clashing Views on Educational Issues, 16e</td>
<td>Noll 4, 11</td>
<td></td>
</tr>
<tr>
<td>Taking Sides: Clashing Views on Educational Issues, Expanded, 16e</td>
<td>Noll 3, 11</td>
<td></td>
</tr>
<tr>
<td>Teach</td>
<td>Fraser 1</td>
<td></td>
</tr>
<tr>
<td>Teachers, Schools, and Society Brief with Reader, 2e</td>
<td>Sadker 3</td>
<td></td>
</tr>
<tr>
<td>Teachers, Schools, and Society, 9e</td>
<td>Sadker 2, 6</td>
<td></td>
</tr>
<tr>
<td>Teaching Large Classes Usable Practices From Around the World</td>
<td>Cherian 7</td>
<td></td>
</tr>
<tr>
<td>Teaching Primary School Mathematics, 2e</td>
<td>Lee 46</td>
<td></td>
</tr>
<tr>
<td>Teaching Science to Children: An Inquiry Approach, 6e</td>
<td>Friedl 37</td>
<td></td>
</tr>
<tr>
<td>Teaching Secondary School Mathematics, Updated 2e</td>
<td>Lee 50</td>
<td></td>
</tr>
<tr>
<td>Teaching Strategies That Promote Thinking</td>
<td>Ong 36</td>
<td></td>
</tr>
<tr>
<td><strong>W</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>WebQuest (Mandarin Publication)</td>
<td>Lee 66</td>
<td></td>
</tr>
<tr>
<td>Welcome to Our World</td>
<td>Khoo 57</td>
<td></td>
</tr>
<tr>
<td>Author</td>
<td>Title</td>
<td>Page(s)</td>
</tr>
<tr>
<td>--------------</td>
<td>----------------------------------------------------------------------</td>
<td>---------</td>
</tr>
<tr>
<td>Abbeduto</td>
<td>Taking Sides: Clashing Views in Educational Psychology, 6e</td>
<td>17</td>
</tr>
<tr>
<td>AirAsian</td>
<td>Classroom Assessment, 7e</td>
<td>27</td>
</tr>
<tr>
<td>Arends</td>
<td>Learning to Teach, 8e</td>
<td>35, 42, 48</td>
</tr>
<tr>
<td>Arends</td>
<td>Learning to Teach, 9e</td>
<td>34, 40, 48</td>
</tr>
<tr>
<td>Auxter</td>
<td>Principles and Methods of Adapted Physical Education and Recreation, 11e</td>
<td>63</td>
</tr>
<tr>
<td>Bennett</td>
<td>Math For Elementary Teachers: A Conceptual Approach, 8e</td>
<td>45</td>
</tr>
<tr>
<td>Bennett</td>
<td>Mathematics For Elementary Teachers, 9e</td>
<td>45</td>
</tr>
<tr>
<td>Brooks</td>
<td>Process of Parenting, The, 8e</td>
<td>56</td>
</tr>
<tr>
<td>Byrnes</td>
<td>Taking Sides: Clashing Views in Special Education, 5e</td>
<td>58, 61, 63</td>
</tr>
<tr>
<td>Casper</td>
<td>Early Childhood Education: Learning Together</td>
<td>52</td>
</tr>
<tr>
<td>Casper</td>
<td>Introduction to Early Childhood Education: Learning Together, 2e</td>
<td>52</td>
</tr>
<tr>
<td>Cauley</td>
<td>Annual Edition: Educational Psychology, 25e</td>
<td>16</td>
</tr>
<tr>
<td>Cauley</td>
<td>Annual Editions: Educational Psychology 11/12, 26e</td>
<td>16</td>
</tr>
<tr>
<td>Cherian</td>
<td>Teaching Large Classes Usable Practices From Around the World</td>
<td>7</td>
</tr>
<tr>
<td>Ching</td>
<td>Counseling Cases: Illustrations and Insights (in Chinese)</td>
<td>67</td>
</tr>
<tr>
<td>Cobb</td>
<td>Adolescence: Continuity, Change, and Diversity, 6e</td>
<td>22</td>
</tr>
<tr>
<td>Cohen</td>
<td>Psychological Testing and Assessment, 7e</td>
<td>26</td>
</tr>
<tr>
<td>Cozby</td>
<td>Methods in Behavioral Research, 10e</td>
<td>32</td>
</tr>
<tr>
<td>Crawley</td>
<td>Remediating Reading Difficulties, 6e</td>
<td>44</td>
</tr>
<tr>
<td>Cruickshank</td>
<td>Act of Teaching, The, 5e</td>
<td>36, 42, 49</td>
</tr>
<tr>
<td>Cruickshank</td>
<td>Act of Teaching, The, 6e</td>
<td>34, 41, 49</td>
</tr>
<tr>
<td>Cushner</td>
<td>Human Diversity in Education: An Integrative Approach, 7e</td>
<td>12</td>
</tr>
<tr>
<td>Del Campo</td>
<td>Taking Sides: Clashing Views in Childhood and Society, 8e</td>
<td>24</td>
</tr>
<tr>
<td>Educational Testing Service</td>
<td>Praxis Series Official Guide with CD-ROM, The, 2e</td>
<td>5, 9, 18</td>
</tr>
<tr>
<td>Evers</td>
<td>Annual Editions: Education 10/11, 37e</td>
<td>4, 8, 12, 13</td>
</tr>
<tr>
<td>Evers</td>
<td>Annual Editions: Education 11/12, 38e</td>
<td>4, 8, 11, 13</td>
</tr>
<tr>
<td>Author</td>
<td>Title</td>
<td>Page</td>
</tr>
<tr>
<td>--------</td>
<td>-------</td>
<td>------</td>
</tr>
<tr>
<td>Fields</td>
<td>Drugs in Perspective, 7e</td>
<td>67</td>
</tr>
<tr>
<td>Florence</td>
<td>Multiculturalism 101</td>
<td>13</td>
</tr>
<tr>
<td>Fraenkel</td>
<td>How to Design and Evaluate Research in Education, 7e</td>
<td>32</td>
</tr>
<tr>
<td>Fraenkel</td>
<td>How to Design and Evaluate Research in Education, 8e</td>
<td>31</td>
</tr>
<tr>
<td>Fraser</td>
<td>Teach</td>
<td>1</td>
</tr>
<tr>
<td>Freiberg</td>
<td>Annual Editions: Educating Children with Exceptionalities 10/11, 20e</td>
<td>62, 63</td>
</tr>
<tr>
<td>Freiberg</td>
<td>Annual Editions: Human Development 10/11, 39e</td>
<td>22, 30</td>
</tr>
<tr>
<td>Freiberg</td>
<td>Annual Editions: Human Development 11/12, 40e</td>
<td>22, 30</td>
</tr>
<tr>
<td>Friedl</td>
<td>Teaching Science to Children: An Inquiry Approach, 6e</td>
<td>37</td>
</tr>
<tr>
<td>Gallavan</td>
<td>Annual Editions: Multicultural Education, 15e</td>
<td>14, 59</td>
</tr>
<tr>
<td>Garavuso</td>
<td>Being Mentored</td>
<td>1</td>
</tr>
<tr>
<td>Gonzalez-Mena</td>
<td>Foundations of Early Childhood Education: Teaching Children in a Diverse Society, 5e</td>
<td>52</td>
</tr>
<tr>
<td>Gonzalez-Mena</td>
<td>Infants, Toddlers and Caregivers, 9th Edition</td>
<td>54</td>
</tr>
<tr>
<td>Gonzalez-Mena</td>
<td>Infants, Toddlers and Caregivers: A Curriculum of Respectful, Responsive Care and Education, 8e</td>
<td>54</td>
</tr>
<tr>
<td>Graham</td>
<td>Street Lit: Teaching and Reading Children Moving: A Reflective Approach to Teaching Physical Education, 8e</td>
<td>47</td>
</tr>
<tr>
<td>Green</td>
<td>Assessment is Essential</td>
<td>28</td>
</tr>
<tr>
<td>Hartman</td>
<td>Guide to Reflective Practice for New and Experienced Teachers, A</td>
<td>1</td>
</tr>
<tr>
<td>Hoy</td>
<td>Educational Administration: Theory, Research, and Practice, 8e</td>
<td>65</td>
</tr>
<tr>
<td>Junn</td>
<td>Annual Editions: Child Growth and Development 10/11, 17e</td>
<td>25</td>
</tr>
<tr>
<td>Junn</td>
<td>Annual Editions: Child Growth and Development 11/12, 18e</td>
<td>23</td>
</tr>
<tr>
<td>Khoo</td>
<td>Welcome to Our World</td>
<td>57</td>
</tr>
<tr>
<td>Kiefer</td>
<td>Charlotte Huck’s Children’s Literature: A Brief Guide</td>
<td>45</td>
</tr>
<tr>
<td>Author</td>
<td>Title</td>
<td>Page</td>
</tr>
<tr>
<td>--------</td>
<td>-------</td>
<td>------</td>
</tr>
<tr>
<td><strong>L</strong></td>
<td>Lee Making Communicative Language Teaching Happen, 2e</td>
<td>51</td>
</tr>
<tr>
<td></td>
<td>Lee Teaching Primary School Mathematics, 2e</td>
<td>46</td>
</tr>
<tr>
<td></td>
<td>Lee Teaching Secondary School Mathematics, Updated 2e</td>
<td>50</td>
</tr>
<tr>
<td></td>
<td>Lee WebQuest (Mandarin Publication)</td>
<td>66</td>
</tr>
<tr>
<td></td>
<td>Lim Educating Learners with Diverse Abilities</td>
<td>61</td>
</tr>
<tr>
<td><strong>M</strong></td>
<td>McLurkin Challenging Social Issues For Today's Elementary Teachers</td>
<td>41</td>
</tr>
<tr>
<td></td>
<td>Meeks Comprehensive School Health Education, 7e</td>
<td>47</td>
</tr>
<tr>
<td><strong>N</strong></td>
<td>Nelson Critical Issues in Education: Diaglogues and Dialectics, 7e</td>
<td>2, 6, 10, 40</td>
</tr>
<tr>
<td></td>
<td>Noll Taking Sides: Clashing Views on Educational Issues, 16e</td>
<td>4, 11</td>
</tr>
<tr>
<td></td>
<td>Noll Taking Sides: Clashing Views on Educational Issues, Expanded, 16e</td>
<td>3, 11</td>
</tr>
<tr>
<td><strong>O</strong></td>
<td>Ong Teaching Strategies That Promote Thinking</td>
<td>36</td>
</tr>
<tr>
<td><strong>P</strong></td>
<td>Paciorek Annual Editions: Early Childhood Education 10/11, 31e</td>
<td>24, 53, 55</td>
</tr>
<tr>
<td></td>
<td>Paciorek Annual Editions: Early Childhood Education, 32e</td>
<td>22, 53, 55</td>
</tr>
<tr>
<td></td>
<td>Papalia Child’s World: Infancy Through Adolescence, A, 12e</td>
<td>19, 58</td>
</tr>
<tr>
<td></td>
<td>Parke Child Psychology: A Contemporary View Point, 7e</td>
<td>21</td>
</tr>
<tr>
<td></td>
<td>Pavkov Ready, Set, Go! A Student Guide to SPSS® 13.0 and 14.0 For Windows, 2e</td>
<td>18, 33</td>
</tr>
<tr>
<td></td>
<td>Persiani-Becker Master Teacher, The</td>
<td>65</td>
</tr>
<tr>
<td><strong>R</strong></td>
<td>Ratner Street Lit: Teaching and Reading Fiction in Urban Schools</td>
<td>37, 43, 44, 50</td>
</tr>
<tr>
<td></td>
<td>Robinstein Beyond Survival: How to Thrive in Middle and High School for Beginning and Improving Teachers</td>
<td>34, 38</td>
</tr>
</tbody>
</table>
## AUTHOR INDEX

<table>
<thead>
<tr>
<th>Author</th>
<th>Title</th>
<th>Page(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sadker</td>
<td>Teachers, Schools, and Society Brief with Reader, 2e</td>
<td>3</td>
</tr>
<tr>
<td>Sadker</td>
<td>Teachers, Schools, and Society, 9e</td>
<td>2, 6</td>
</tr>
<tr>
<td>Santrock</td>
<td>Adolescence, 13e</td>
<td>20</td>
</tr>
<tr>
<td>Santrock</td>
<td>Child Development: An Introduction, 13e</td>
<td>19</td>
</tr>
<tr>
<td>Santrock</td>
<td>Children, 11e</td>
<td>21</td>
</tr>
<tr>
<td>Santrock</td>
<td>Educational Psychology, 5e</td>
<td>16</td>
</tr>
<tr>
<td>Savage</td>
<td>Sound It Out! Phonics in a Comprehensive Reading Program, 4e</td>
<td>43, 58</td>
</tr>
<tr>
<td>Spring</td>
<td>American Education, 14e</td>
<td>3, 7</td>
</tr>
<tr>
<td>Spring</td>
<td>American Education, 15e</td>
<td>1, 6</td>
</tr>
<tr>
<td>Spring</td>
<td>Deculturalization and the Struggle for Equality: A Brief History of</td>
<td>7, 9,</td>
</tr>
<tr>
<td></td>
<td>the Education of Dominated Cultures in the United States, 6e</td>
<td>10, 13</td>
</tr>
<tr>
<td>Steinberg</td>
<td>Adolescence, 9e</td>
<td>20</td>
</tr>
<tr>
<td>Stickle</td>
<td>Annual Editions: Adolescent Psychology, 7e</td>
<td>26</td>
</tr>
<tr>
<td>Tan</td>
<td>Counseling in Schools</td>
<td>67</td>
</tr>
<tr>
<td>Tan</td>
<td>Engaging Films and Music Videos in Critical Thinking</td>
<td>36</td>
</tr>
<tr>
<td>Taylor</td>
<td>Exceptional Students: Preparing Teachers For the 21st Century</td>
<td>61</td>
</tr>
<tr>
<td>Valle</td>
<td>Rethinking Disability: A Disability Studies Approach to Inclusive</td>
<td>62</td>
</tr>
<tr>
<td></td>
<td>Practices</td>
<td></td>
</tr>
<tr>
<td>Wall</td>
<td>Number Theory For Elementary School Teachers</td>
<td>38, 46, 49</td>
</tr>
<tr>
<td>Weinstein</td>
<td>Elementary Classroom Management: Lessons from Research and Practice,</td>
<td>29</td>
</tr>
<tr>
<td></td>
<td>5e</td>
<td></td>
</tr>
<tr>
<td>Weinstein</td>
<td>Middle and Secondary Classroom Management: Lessons from Research</td>
<td>29</td>
</tr>
<tr>
<td></td>
<td>and Practice, 4e</td>
<td></td>
</tr>
<tr>
<td>Wheelock</td>
<td>Classroom Reading Inventory, 12e</td>
<td>44</td>
</tr>
<tr>
<td>Williamson</td>
<td>Annual Editions: Assessment and Evaluation 10/11</td>
<td>28</td>
</tr>
<tr>
<td>Williamson</td>
<td>Annual Editions: Assessment and Evaluation</td>
<td>27</td>
</tr>
<tr>
<td>Worthington-Roberts</td>
<td>Nutrition Throughout the Life Cycle, 4e</td>
<td>57</td>
</tr>
<tr>
<td>Wu</td>
<td>e-Learning in China Universities</td>
<td>40</td>
</tr>
<tr>
<td>Zechmeister</td>
<td>Essentials of Research Methods in Psychology</td>
<td>33</td>
</tr>
</tbody>
</table>
Professors/lecturers who are interested to review titles listed in this catalog for text adoption consideration, please complete this request form and fax to your local McGraw-Hill office (see inside back cover for fax number) or to McGraw-Hill Singapore.

Requests for examination copies are subject to approval. McGraw-Hill reserve the right to refuse any requests which do not relate to teaching.

Please make copies of this form if necessary.

<table>
<thead>
<tr>
<th>REQUESTED BY</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Name</td>
<td>Room #</td>
</tr>
<tr>
<td>Department</td>
<td></td>
</tr>
<tr>
<td>University</td>
<td></td>
</tr>
<tr>
<td>Address</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>COMP REQUEST</th>
</tr>
</thead>
<tbody>
<tr>
<td>Please indicate ISBN No, Author &amp; Title</td>
</tr>
<tr>
<td>1)</td>
</tr>
<tr>
<td>2)</td>
</tr>
<tr>
<td>3)</td>
</tr>
<tr>
<td>4)</td>
</tr>
<tr>
<td>5)</td>
</tr>
<tr>
<td>Course Name</td>
</tr>
<tr>
<td>Subject</td>
</tr>
<tr>
<td>Decision Date</td>
</tr>
<tr>
<td>Current Text Used</td>
</tr>
</tbody>
</table>
Please include me in your mailing list for information on McGraw-Hill books.

Please email information on McGraw-Hill books to my email address at

I am already on your mailing list but my address has changed. Please update my record to the following new address.

Name
(Mr / Ms / Dr / Prof) (Underline family name)

Position

Department

University

Address

Postal Code

Tel
Fax

Email address

SUBJECT OF INTEREST

- Accounting
- Advertising
- Business Management
- Finance & Investment
- Marketing
- Economics
- Human Resource Management
- Insurance & Real Estate
- Training
- Computing
- Aeronautical & Aerospace Engineering
- Architecture & Urban Planning
- Chemical Engineering
- Civil Engineering
- Construction
- Electronics & Communications
- Electrical Engineering
- General Engineering
- Industrial & Plant Engineering
- Mechanical Engineering
- Medical Science
- Dentistry
- Nursing
- Agriculture
- Biology
- Chemistry
- Forestry
- Geography & Geology
- Physics & Astronomy
- Zoology
- Mathematics & Statistics
- Art & Humanities
- Education
- English
- English as a 2nd Language/ELT
- Foreign Language
- Health & Nutrition
- History
- Law
- Library Science
- Mass Communication
- Music
- Philosophy & Religion
- Physical Education
- Political Science
- Psychology
- Sociology

Please return by fax to McGraw-Hill Education (Asia), Marketing Services Department at (65) 68688 181.
McGraw-Hill Education (Asia)

(Representative Office)
McGraw-Hill Int'l Enterprises, Inc
Suite 906, 9/F, SP Tower A
Tsinghua Science Park
No. 1, Zhongguancun East Road
Haidian District
Beijing 100084, P.R. China
Tel: (86-10) 6279 0299
Fax: (86-10) 6279 0292
eMail: instructorchina@mcgraw-hill.com

(Representative Office)
McGraw-Hill Int'l Enterprises, Inc
Meet Point, 3/F
168 Nanjing E. Rd.
Wangfujing District
Beijing 100004, P.R. China
Tel: (86-10) 6520 7863
Fax: (86-10) 6520 7863

(Representative Office)
McGraw-Hill Int'l Enterprises, Inc
20/F, SP Tower A
Tsinghua Science Park
No. 1, Zhongguancun East Road
Haidian District
Beijing 100084, P.R. China
Tel: (86-10) 6279 0299
Fax: (86-10) 6279 0292
eMail: instructorchina@mcgraw-hill.com

(Representative Office)
McGraw-Hill Int'l Enterprises, Inc
7/F, No: 53 Bo-Ai Road
Taipei 100
Taiwan
Tel: (886-2) 2311 3000
Fax: (886-2) 2388 8822
eMail: mietw_mhe@mcgraw-hill.com

McGraw-Hill Korea Inc
3F, Ji-Woo Bldg
376-12 Seokyo-Dong
Mapo-Ku
Seoul 121-210, Korea
Tel: (82-2) 325 2351
Fax: (82-2) 325 2371
eMail: miekr_mhe@mcgraw-hill.com

McGraw-Hill Malaysia Sdn Bhd
No. 40, Jalan Pengacara U1/48
Ternasya Industrial Park
40150 Shah Alam
Selangor Darul Ehsan, Malaysia
Tel: (60-3) 7627 6888
Fax: (60-3) 7627 6838
eMail: msia_mhe@mcgraw-hill.com

(Representative Office)
McGraw-Hill Int'l Enterprises, Inc
The Nomad Offices
Level 16 & 17 Gemadept Tower
6 Le Thanh Ton Street
Ben Nghe Ward, District 1
Ho Chi Minh City
Vietnam
Tel: (84-8) 6255 6829; (84-8) 6255 6889
Fax: (84-8) 6255 6801
eMail: van_yen_quang@mcgraw-hill.com

PHILIPPINES
Ideacademy Inc.
Unit LG5 Alfaro Place
146 L.P. Leviste Street
Salcedo Village
Makati City, Metro Manila
Philippines
Tel: (63-2) 519 2672 / 519 2675
Fax: (63-2) 519 2676
eMail: myla_katzav@ideacademyinc.biz

TAIWAN
McGraw-Hill Int'l Enterprises, Inc
7/F, No: 53 Bo-Ai Road
Taipei 100
Taiwan
Tel: (886-2) 2311 3000
Fax: (886-2) 2388 8822
eMail: mietw_mhe@mcgraw-hill.com

McGraw-Hill Education Japan
3F, Ascend Shimibashi
6-19-19 Shimibashi, Minato-ku
Tokyo 105-0004
Japan
Tel: (81-3) 5408 1888
Fax: (81-3) 5408 1890
eMail: mhejpjm@mcgraw-hill.com

McGraw-Hill Korea Inc
3F, Ji-Woo Bldg
376-12 Seokyo-Dong
Mapo-Ku
Seoul 121-210, Korea
Tel: (82-2) 325 2351
Fax: (82-2) 325 2371
eMail: miekr_mhe@mcgraw-hill.com

McGraw-Hill Korea Inc
3F, Ji-Woo Bldg
376-12 Seokyo-Dong
Mapo-Ku
Seoul 121-210, Korea
Tel: (82-2) 325 2351
Fax: (82-2) 325 2371
eMail: miekr_mhe@mcgraw-hill.com

McGraw-Hill Malaysia Sdn Bhd
No. 40, Jalan Pengacara U1/48
Ternasya Industrial Park
40150 Shah Alam
Selangor Darul Ehsan, Malaysia
Tel: (60-3) 7627 6888
Fax: (60-3) 7627 6838
eMail: msia_mhe@mcgraw-hill.com

(Representative Office)
McGraw-Hill Int'l Enterprises, Inc
7/F, No: 53 Bo-Ai Road
Taipei 100
Taiwan
Tel: (886-2) 2311 3000
Fax: (886-2) 2388 8822
eMail: mietw_mhe@mcgraw-hill.com

McGraw-Hill Education Japan
3F, Ascend Shimibashi
6-19-19 Shimibashi, Minato-ku
Tokyo 105-0004
Japan
Tel: (81-3) 5408 1888
Fax: (81-3) 5408 1890
eMail: mhejpjm@mcgraw-hill.com

(Representative Office)
McGraw-Hill Int'l Enterprises, Inc
7/F, No: 53 Bo-Ai Road
Taipei 100
Taiwan
Tel: (886-2) 2311 3000
Fax: (886-2) 2388 8822
eMail: mietw_mhe@mcgraw-hill.com

McGraw-Hill Education Japan
3F, Ascend Shimibashi
6-19-19 Shimibashi, Minato-ku
Tokyo 105-0004
Japan
Tel: (81-3) 5408 1888
Fax: (81-3) 5408 1890
eMail: mhejpjm@mcgraw-hill.com

McGraw-Hill Malaysia Sdn Bhd
No. 40, Jalan Pengacara U1/48
Ternasya Industrial Park
40150 Shah Alam
Selangor Darul Ehsan, Malaysia
Tel: (60-3) 7627 6888
Fax: (60-3) 7627 6838
eMail: msia_mhe@mcgraw-hill.com

(Representative Office)
McGraw-Hill Int'l Enterprises, Inc
The Nomad Offices
Level 16 & 17 Gemadept Tower
6 Le Thanh Ton Street
Ben Nghe Ward, District 1
Ho Chi Minh City
Vietnam
Tel: (84-8) 6255 6829; (84-8) 6255 6889
Fax: (84-8) 6255 6801
eMail: van_yen_quang@mcgraw-hill.com

(Representative Office)
McGraw-Hill Int'l Enterprises, Inc
7/F, No: 53 Bo-Ai Road
Taipei 100
Taiwan
Tel: (886-2) 2311 3000
Fax: (886-2) 2388 8822
eMail: mietw_mhe@mcgraw-hill.com

McGraw-Hill Korea Inc
3F, Ji-Woo Bldg
376-12 Seokyo-Dong
Mapo-Ku
Seoul 121-210, Korea
Tel: (82-2) 325 2351
Fax: (82-2) 325 2371
eMail: miekr_mhe@mcgraw-hill.com

McGraw-Hill Malaysia Sdn Bhd
No. 40, Jalan Pengacara U1/48
Ternasya Industrial Park
40150 Shah Alam
Selangor Darul Ehsan, Malaysia
Tel: (60-3) 7627 6888
Fax: (60-3) 7627 6838
eMail: msia_mhe@mcgraw-hill.com

(Representative Office)
McGraw-Hill Int'l Enterprises, Inc
The Nomad Offices
Level 16 & 17 Gemadept Tower
6 Le Thanh Ton Street
Ben Nghe Ward, District 1
Ho Chi Minh City
Vietnam
Tel: (84-8) 6255 6829; (84-8) 6255 6889
Fax: (84-8) 6255 6801
eMail: van_yen_quang@mcgraw-hill.com

PHILIPPINES
Ideacademy Inc.
Unit LG5 Alfaro Place
146 L.P. Leviste Street
Salcedo Village
Makati City, Metro Manila
Philippines
Tel: (63-2) 519 2672 / 519 2675
Fax: (63-2) 519 2676
eMail: myla_katzav@ideacademyinc.biz

INDONESIA
(Represented by)
PT Media Global Edukasi
Imperium Design 27
Lippo Karawaci
Tangerang 15810
Indonesia
Tel: (62-21) 28899 961 / 28899 962
Fax: (62-21) 65702417
eMail: info@mge.co.id

SINGAPORE
(Representative Office)
McGraw-Hill Int'l Enterprises, Inc
60 Tuas Basin Link, Singapore 638775
Tel: (65) 6863 1580 • Customer Service Hotline: (65) 6868 8188
Fax: (65) 6862 3354
eMail: mghasia_sg@mcgraw-hill.com • website: www.mheducation.asia
McGraw-Hill Higher Education empowers instructors to help students succeed academically now and into the future by providing flexible, superior-quality solutions that serve the needs of instructors and students end to end - from textbooks and digital instructional content and tools to innovate subject mastery, experiential learning and assignment/assessment solutions.

**Connect.**
We connect instructors and students to valuable course content and resources - and we connect instructors and students to each other - with the best traditional and digital teaching tools.

**Learn.**
We enable greater learning and deeper comprehension with the highest-quality tools and content that let students engage with their coursework when, where and however they learn best.

**Succeed.**
We provide the learning resources students need to connect success in the classroom with success in the world that awaits.