

Business Office
14 South 6th Avenue
Yakima, WA 98902
www.HomeEducationDesigns.org
www.CustomizedEd.org
www.NARHS.org
800.882.2828

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Curriculum Data Base

Many parents and students are looking for curriculum ideas. Our highly qualified advisors have gathered this incredible data base over the last several years for your benefit. This valuable list represents many of the materials used to customize a student's education.

Publishers are listed in alphabetical order according to course subject. Within each course subject is a list of current titles with notes and specific requirements to earn high school credit. TXT denotes a textbook course and may require daily work, quizzes, and tests as evidence. SD denotes a self-designed course and may require daily work, quizzes, tests, and logged hours as evidence.

Computer Skills
·
Fine Arts
·
Foreign Language
·
Health
·
Language Arts
·
Math
·
Multi-Subject
·
Physical Education
·
Science
·
Social Studies
·
State Studies
·
US History

Keep in mind publishers make modifications in titles and credit values periodically. This can result in outdated information. Be sure to consult the publisher's website for the most current details.

As you are searching for specific curriculum, notice that global publishing houses continue to merge and acquire the smaller companies. As a result, it can be daunting trying to follow the website links. For example, Holt, Rinehart and Winston and McDougal Littell have joined to become Holt McDougal, a division of Houghton Mifflin Harcourt Publishing Company under the parent company Education Media Publishing Group Limited. It might be helpful to use a variety of website sources to compare curriculum.

Often homeschooling families share curriculum, so remember, even if the title is not listed, the work can still earn credit as long as it is high school level. Most importantly, this is not an exhaustive list and is not the only way for a student to earn high school credit. Our qualified advisors are always available for you to consult regarding curriculum choices and credit values.

Always consult with your institution (high school, college, state education requirements, .etc) to verify agreement of the included requirements and credit allotment. Credit values may change or be in error. Advisors always have the final say.

- * Large publisher with many titles available. In addition, this entry may fall under several publisher's names due to the merging of publishing companies. Be certain to choose high school level resources.
- ** Curriculum must be completed exactly as presented by publisher in order to receive full credit. Evidence must comply.
- *** Currently out of print, but may be available on Amazon.com.
- **** Publishes curriculum options designed for Special Needs students. To earn high school credit, student must have a diagnosed, documented, learning disability requiring lower-than-high-school materials.

EXAMPLE SELF-DESIGNED COURSE

Example

Course Title: Basic Jewelry Making

Course Classification: FA

Course Description: Making jewelry is a fine art skill. It requires time and patience, combined with a flare for style and creativity. This course will require that the student document his or her time and activities and provide proof that the course was taken and evaluated. Written work and photographs of the student making the jewelry and other evidence will be provided in the portfolio.*

Objectives included:

- To learn about metals used in jewelry such as gold, silver, platinum, copper, etc.
- To learn about precious stones used.
- To study clay jewelry.
- To study glass beading.
- To study estate jewelry.
- To study appraisal.
- To learn to make keychains, hair jewelry, wire necklaces, rings, pendants, and earrings.

Research included:

The Internet was a valuable place to search for detail.. The following sites were a good place to start:

- www.geocities.com/jwlrymkr to study casting, fabrication, mold making, repairs, wax carving, ingot making, polishing, stone setting, and more.
- www.antiquejewelryonline.com for tutorials, periods of jewelry history 1760-1950, gemstone lore, birthstones, and jewelry metals.
- We asked a jeweler to recommend good books to read (see list of books in the portfolio).
- We interviewed a jeweler about the things he liked and didn't like about his profession.
- We job shadowed a jeweler for one busy day in February, just before Valentine's Day!
- Visited a quarry (see photos in portfolio)
- Visited gem shows, after we found a listing of them on the Internet (see list on the portfolio).
- Visited craft shows to find local artisans whose hobbies include making their own jewelry and selling it directly to the public.
- Visited craft and hobby shops to see what supplies they carry related to making jewelry.
- Interviewed three local artists from craft & jewelry shows and determined the route that led them to their profession/hobby (see portfolio).
- Visited the library to research the subject (not much there in our town!).
- Collected and studied various rocks and minerals (see photo and chart in portfolio).
- Learned to classify rocks and minerals.
- Found out how jewelers earn a degree in their field, and what special certification is available (see report in the portfolio).

Suggested Textbooks:

To locate current textbooks on the subject, we went to the following. (See the list of the books, as mentioned above, in the portfolio)

- Trade publications, journals for jewelers, journals used by the jewelry profession.
- Craft publications which specifically feature jewelry making.
- Library reference books on the topic (they were limited).
- Found out that jewelry making is offered at the local community college or university. Then, we called the college bookstore and asked the name of the text they are using for that course. We considered buying it, but the cost seemed really high!
- Studied magazine articles. (Used the Readers Guide To Periodic Literature. It referred us to the most recent magazine articles on the subject.)
- Studied the classified sections of the jewelry magazines, a wealth of information (see sample of the ads in portfolio).

Method of Evaluation:

- We produced written summaries of some discoveries and experiences learned and they are in the portfolio. This written work is dated, corrected, and graded, as best we knew how.
- We produced a scrapbook of photos, articles, people, places and activities done during the course of study.
- We produced some jewelry, trying our hand at the jewelry-making process. (See portfolio.)
- We tried to repair jewelry. We had broken or non-functional jewelry available from relatives and friends. They gave it to us, and we worked on it. Sometimes we were successful, and sometimes we were not (the broken watches are still broken!) Again, we photographed the projects (see enclosed).
- We created a "Glossary of Terms" used in the jewelry industry (enclosed in the portfolio).

Subjects:

Subjects:		1	2	3	4	
		Lit (LA)	Algebra I (MA)	Biology (NS)	Civics (SS)	
Monday	Date	Scarlet Ltr. Ch 1-2 Guide Questions	Problems/DVD p75-85	Ch 5 132 - 138 Answer Review Questions	Civics LIFE PAC #5/10 21-25 ans. questions	
		1 1/2				
Tuesday	Date	Attended HomeLink Lit Class and Study hall Update Vocab List	Problems/DVD p86-94	Field Trip Hematology Lab at SMMC Hospital	26-30 ans. questions	
		1 hrs				
Wednesday	Date	Scarlet Ltr. Quiz #1 94% Ch 3-4	Practice test	Watch video on blood-types	30-35 ans. questions	
		1 1/2				
Thursday	Date	Sc. Ltr. CH 3-4 Guide Questions	Final Test	Study for Test	Review for Test #1 89%	
		1 1/2				
Friday	Date	Sc. Ltr. Quiz #2	Correct Test Problems/DVD p95-99	Ch 5 Test 92%	Correct Test	
		1/2 hr				
Saturday	Date					
Sunday	Date					
TRACKING COURSE HOURS	Remaining Hours	This week's hours: 6 hr + Last week's hours: 49 hr = Total Hours 55 hr	Remaining Hours	This week's hours: + Last week's hours: = Total Hours	Remaining Hours	This week's hours: #5 LP + Last week's hours: 10 LP = Total Hours
	NOTES:	Add to book list-The Hobbit. See movie in Dec. Record Community Service: HomeLink: Helped set up/take down Curriculum give away tables. Upwards Soccer: asst. coach. 2 hours. Get signatures.				

Example

Student: _____ Grade _____ School Year ____ / ____ Today's Date: _____

Course Classifications: LA Language Arts (English) / FL Foreign Language, / MA Math / NS Science / SS Social Studies / US US History / PE Physical Education / HE Health / CS Computer / ST State Studies / BU Business / PA Practical Arts / TECH Technical / VOC Vocational / ELEC Elective

Credit Goal: List the amount of credit your course is expected to earn. .25 / .5 / 1 / 1.5

Type of Course: How did you learn this course? Did you use a textbook? Name the textbook. Self-Designed Course? State the method used such as research, coach, employer .etc.

Method of Evaluation: How did you grade this course? Did you use tests, write papers, use evaluation forms or evaluations form others such as coach, employer, youth leader .etc.?

1. Course Title: English / LA / 1.0
Textbook Course: English Grammar and Composition, Book 5, by HBJ
Method of Evaluation: Graded worksheets, quizzes and other papers.
2. Course Title: Physical Education / PE / .5
Self-Designed Course: Played on the American Legion Baseball team; private swimming, downhill skiing, shoot hoops.
Method of Evaluation: Attitude, effort, skills improvement, and the reports of others with whom participated.
3. Course Title: Health / HE / .5
Self-Designed Course: Red Cross CPR class, information from parent's nursing textbooks when appropriate, a study of drug/chemical abuse, nutrition and fitness, and dating responsibilities. Completed Hunter Safety course.
Method of Evaluation: Verbal quizzes. Three written reports. Oral presentation on dating. CPR & Hunter Safety certification.
4. Course Title: French 1 / FL / 1.0
Textbook Course: Freshman-level course completed at General Community College, Someplace, ST.
Method of Evaluation: Regular college course evaluations by the instructor. Instructor's final grade. Transcript attached.
5. Course Title: United States History: US / .5
Textbook Course: Prepared for and took the CLEP test by using the CLEP Study Guide to History of the US 1: Colonization to 1877.
Method of Evaluation: Score on the CLEP test, in addition to keeping track of the number of hours spent studying the course material leading up to the test (quality of his notes and practice tests). Completed 49 hours of study. Copy of CLEP results attached.
6. Course Title: Biology: NS / 1.0
Textbook Course: University of Nebraska Internet course in biology.
Method of Evaluation: John's assigned teaching specialist in Biology assigned work, evaluated it regularly, and gave a final grade for the course.
7. Course Title: Typing: CS / .5
Textbook Course: Introduction to Keyboarding on the PC.
Method of Evaluation: Built-in system of scoring and grading provided with the course.
8. Course Title: American Sign Language: FL / 1.0
Textbook Course: Johnnie took the adult ed, evening course offered at the high school.
Method of Evaluation: This was left to the discretion of the instructor of the course.
9. Course Title: Consumer Mathematics / MA / 1.0
Textbook Course: A Beka Textbook, workbook, teacher's edition.
Method of Evaluation: Graded his work on quizzes, tests, workbook, and other assignments.
10. Course Title: Home Economics / PA / 1.0
Self-Designed Course: Under parental guidance and plan. Learned household management skills such as food planning and purchasing; laundry and fabric care; bill planning and paying; maintenance of building and grounds; time management; dealing with vendors and suppliers; introduction to infant and toddler safety in the home; and more.
Method of Evaluation: Recorded hours spent in each task, evaluated grasp of content. How well would he be able to do this on his own as an adult? Completed 97 clock hours.

Evaluating Student Work

Graduating student work and thereby providing helpful feedback is important to student achievement.

1. If the student knows what the standard is, he/she is more likely to stretch to achieve it.
2. If the feedback is given quickly, adjustments can be made quickly.
3. If feedback is slow or non-existent, errors may persist.
4. Work evaluation can motivate the student to higher achievement levels if delivered in a positive way.
5. Students can focus on what is important if they know what the lesson's work standards and goals are.

As important as work evaluation is, why do home school parents find it so challenging?

One of the most difficult tasks in home schooling is that which involves fair and valuable assessments of students' work. When the student is our own child, and future opportunities depend upon the report of the quality of the academic performance, there can be a conflict of interests.

We also might have difficulty determining how to assess such subjects as p.e., art, music and other activities that do not require a written response. In addition, it might be difficult to determine what our objectives or goals for a lesson are before the lesson occurs.

We might just design a lesson without any thought to what the purpose of the lesson is. However, if we can take some time before each assignment to express to the student what we hope is achieved through the exercise, it is more likely that the student will focus their attention on what is important.

OBJECTIVES: Goals of a lesson or a study.

Objectives should not be too easy or too difficult. The perfect level for an objective is in the area that will stretch the student's learning into new areas without causing frustration.

Objectives should be stated in a way that is "measurable". When writing a course description the best way to do this is to start the expression of an objective with the word "to" followed by a verb.

Examples:

- *To write a paragraph using correct spelling.
- *To compare the two main characters in this novel.
- *To know the capitals of the 50 states.
- *To draw an outline of the Washington state boundary and fill in the main geographical regions from memory.

Objectives can be formally stated as in a course description for a self-designed course, or can be stated orally before a student begins a lesson. An informal objective stated orally would be this, "Before you study this list of spelling words, be sure to pay close attention to the double vowels. You will be tested on these in about 30 minutes." An informal objective statement like that would certainly give the student focus during the study time.

As students work toward achieving an objective, they should also be aware of what standard is acceptable. While studying for that spelling test, the student will probably apply more diligence if he / she knows that only 3 mistakes are allowed as opposed to 8.

FEEDBACK: The return of information about the result of a process or activity.

For students to learn from mistakes or understand when their work quality has hit the mark, feedback is essential.

To illustrate this fact, imagine that you are a student who has been given an assignment to read two books from the NARNIA series and then to compare the two main characters in each of the novels.

You spend 2 weeks reading the 2 books, and then write the 5-page essay using the skills you hope the teacher will appreciate.

Your paper is handed in on time and then you wait for some response from the teacher. A week goes by, then two without the paper being returned. During the third week, the teacher again assigns two more books to be read and another comparison paper to be written. But this time she states, "Please improve upon the quality of the essay you handed in last time." The papers are then handed back from 3 weeks prior, but there are no grades or comments on the essays what so ever. How can a student know how to improve without feedback?

Example

Student: _____ Assignment Date: _____

Course Title: _____ Grade: _____ Year: _____

Composition Title: _____

Suggested Criteria: Select 10 criteria from the list below. Write them on the graph and assign a value. Tally the columns and use the conversion table to assign a score. One strategy is to provide this scoring worksheet to the student before the assignment. With the criteria spelled out, the student can carefully work on the items that will be used to score the work.

- | | |
|---|---|
| <ul style="list-style-type: none"> • well-developed introduction • easy to follow organization • variety of sentence patterns used • satisfying conclusion • all key points are related to topic • main point supported with detail • correct grammar and structure used • expresses creative thought • sentences flow well together • details are relevant to key points | <ul style="list-style-type: none"> • paragraph construction is correct • quotes others appropriately • well-developed body • well-developed conclusion • expresses thought in own words • punctuation & spelling are correct • attractive appearance and layout • demonstrates clear thinking • other _____ • other _____ |
|---|---|

Criteria: Select 10 criteria from the "Suggested Criteria" above. Write them on the lines below and assign a value.	NOT Done at All 0	Does Not Meet Standards 1	Meets the Standards 2	Goes Beyond the Standards 3	Absolutely Excellent 4
1. well-developed introduction			2		
2. well-developed body		1			
3. satisfying conclusion			2		
4. expresses creative thought			2		
5. correct grammar and structure				3	
6. demonstrates clear thinking				3	
7. attractive appearance, layout					4
8. easy to follow organization					4
9. all key points are related to topic					4
10. quotes others appropriately				3	
Totals (total each column)		1	6	9	12

CONVERSION TABLE	RAW SCORE	% SCORE
	40	= 100 %
	35 - 39	= 95 %
	31 - 34	= 90 %
	26 - 30	= 85 %
	21 - 25	= 80 %
	16 - 20	= 75 %
	13 - 15	= 70 %
	9 - 12	= 65 %
	5 - 8	60 %

RAW SCORE: Grand Total of all Columns = 28

FINAL SCORE: Percentage Score Awarded = 85%

Signature of the Evaluator _____ Date _____

INDEX OF PUBLISHERS

1st Great Book of High School Course Descriptions CS FA LA MA PE NS SS
101 Financial Lessons MA
A+ Education MA
AAM Homeschool ST
A Beka CS FA FL HE LA MA NS SS US
Accelerated Christian Education (See ACE)
ACE FA FL HE LA MA NS SS US
ACSI: Purposeful Design HE
Addison Wesley* (a division of Pearson Education*) MA NS
Alfred Music Publishing FA
Alpha Omega Publications CS FA HE LA MA PE NS SS ST US
alWright Publishing NS
American Guidance Service**** (See AGS)
AGS**** (a division of Pearson Education*) LA MA SS US
ALEKS MA
American Vision SS
AMSCO Publishing* FL LA NS SS US
Analytical Grammar LA
Apologia Educational Ministries NS SS
Ardoins, Bridget (See Science for High School) NS
Arquilevich, Gabriel LA
Artistic Pursuits, Inc. FA
B&H Publishing SS
Barron's Educational Series* FL LA MA US
Bechtel Family FL
Beautiful Feet Books LA SS US
Beginnings Publishing NS
Benjamin Cummings (a division of Pearson Education*) NS PE
Berlitz Publishing FL
Bluestocking Press SS US
Bob Jones University Press (BJU) FA FL HE LA MA NS SS US
Brainbench CS
Bolchazy-Carducci Publishers FL
Brain Grow/Power-Glide FL
Breaking the Barrier FL
Bright Ideas Press SS US
Broderbund CS
Burke, Merle US
Carnegie Learning MA
Cambridge University FL
Canon Press LA
Career Press NS
Carson-Dellosa SS
Castlemoyle Books LA
Cengage Learning* CS FA HE
Chalk Dust MA
Christian Liberty Press LA SS
Christian Light Education LA
Christian Light Publications CS FA FL LA MA NS SS US
Civil Air Patrol NS SS
Classical Academic Press FL
Clark Publishing LA
Classical Conversations LA SS
Common Sense Press LA
Constitutional Law SS
Cornerstone Curriculum FA MS
Covenant Home Curriculum LA
Creation Science Seminars NS
Critical Thinking Press SS
Crossway Books FA SS
Critical Thinking Company LA NS US
Dahlstrom, Lorraine M. LA
Dave Ramsey SS
Deeper Roots LA
Design-A-Study LA
Diagnostic Prescriptive Services LA
Diana Waring (See Waring, Diana)
Double Portion Publishing LA
Drive Thru History US
Dummies: See For Dummies*
Edcon Publishing Group LA
Educational Impressions LA
Educator's Publishing Service (See EPS)
EMC/Paradigm Publishing FL LA
Encore Software LA NS
EPS* (Educator's Publishing Service) CS LA
Fablevision SS
Fairfield Language Technologies (See Rosetta Stone)
Fasttrack Teaching Materials US
Fireside HE
First Great Book of High School Course Descriptions (See1st)
Friendly Chemistry NS
For Dummies* CS FA
For Dummies E Learning* CS
For Such a Time as This LA SS
Foundation for American Education US
Geography Matters SS
Glencoe (See McGraw Hill*)
Globe Fearon LA MA NS SS US
Goodheart Wilcox SS
Gospel Publishing FL
Grammar Key LA
Great Courses (See The Teaching Company)
Great Expectations LA
Great Source Education* LA
Greek 'n' Stuff FL
H&H Publishing MA
Harmonic Vision FA
Harold Jacobs Math (See WH Freeman)
Harper Collins FL
Harcourt Brace Jovanovich* (See Holt McDougal*)
Harold Jacob's Math (See WH Freeman)
Harvest House Publishers HE
Hayes Publishing MA
Heart of Wisdom MS SS
Hewitt Homeschooling Resources* LA
History Alive: See Waring, Diana
History of Us: See Oxford Publishing
Holt Rinehart Winston (See Holt McDougal*)
Holt McDougal* FL LA US HE MA NS SS
Home2Teach LA
HomeScholar LA
Homeschool Art FA
Homeschool Legal Defence Association LA SS
Homeschool Programming CS
Houghton Mifflin Harcourt (See Holt McDougal*)
How Great Thou Art FA
Human Kinetics PE
Hunter Textbooks PE
Individual Software CS
Institute for Excellence in Writing LA
International Linguistics Corp FL
Insight Technical Education FA MA
ISHA Enterprises: Daily Grams & Easy Grammar Plus LA
iStudySmart Courses HE LA MA NS SS
Jacob's Math (See WH Freeman)
John Wiley & Sons CS LA NS
Jones and Bartlett Publishing CS

INDEX OF PUBLISHERS

Joy Hakim (See Oxford University Press, Smithsonian Books)
Key Curriculum Press MA
Keyboard Enterprises / Math Relief MA
Kimber Curriculum (Also See Textbook Publishers) NS SS
Konos LASS
Kumon LA MA
Knopf FA
Lakeshore Basics and Beyond MA
Lampo Group MA
Lampstand Press MS
Landauer Corporation FA
Landmark Freedom Baptist Curriculum CS FA SS
Learnables: See International Linguistics Corp
LIFEPAC Curriculum (See Alpha Omega Publications)
LightUnits (See Christian Light Publications)
Listen for Life SS
Living Language FL
Longman (a division of Pearson Education*) LA
March2Success LA MA NS
Master Books NS
Math Realm MA
Math-U-See
Maupin House
Mavis Beacon Typing (See Broderbund)
Maxwell Learning SS
McDougal Littell* (See Holt McDougal) LA MA NS SS
McGraw Hill* CS FA FL HE LA MA PE NS SS US
McMeel, Andrews FA
Memoria Press FL LA
Merit Software* LA
Microsoft Press CS
Midwest Theology SS
Millikin Publishers US
Mind Leaders CS
Moody Publishers MA
Mother of Divine Grace School LA
My Father's World MA
Myers Institute LA SS
NARHS CS FA LA MA PE NS SS ST
National Writing Institute LA
New Horizons Equine Education Center NS
New Leaf Publishing NS
Noble Publishing PE
North Atlantic Regional High School (See NARHS)
Notgrass Company, See The Notgrass Company
Number2.com LA
Oak Meadow Curriculum & School LA
One Year Adventure Novel LA
Outward Bound PE
Oxford University Press FL US
PACES (See ACE)
Paradigm Accelerated Curriculum LA MA NS SS
Pearson Education CS FA HE LA NS SS
Penguin Group US
Polka Dot Publishing MA
Potters School LA MA NS SS US
PowerSpeak FL
Precious Memories Educational Resources LA
Prentice Hall* (a division of Pearson Education) LA MA SS US
Prentice Hall* Higher Ed (a division of Pearson Education) NS
Professor in a Box MA
Progeny Press* LA
Providence Foundation US
Rainbow Science (See Beginnings Publishing)
Riverside Publishing HE
Ramsey, Dave (See Dave Ramsey)
Regnery Press US
Respect Incorporated HE
Revell Books US
Riverside Publishing HE
Rod and Staff LA
Rolling Hills Publishing NS
Rosetta Stone FL
Runkle Publishers SS
Sadlier-Oxford LA
Saxon Math MA
SCHOLA Publications FL
Scholars Online MA NS SS US
School of Tomorrow (see ACE)
Science for High School NS
Signing Online FL
Singapore Curriculum MA
Singing Turtle Press MA
Skillsoft CS
Smarr Publishers LA
Smithsonian Books NS
Sonlight Curriculum LA MA SS US
Splashes from the River LA
Stobaugh, James (See For Such a Time as This)
Summit Press SS
Steck-Vaughn MA US
Switched on Schoolhouse (SOS) (See Alpha Omega Publications)
Systematic Mathematics MA
Tan Books and Publishers SS US
Tate Publishing NS
Teaching Company (See The Teaching Company)
Teaching Tape Technologies MA
Teaching Textbooks MA
Tell Me More FL
Textbook Publishers LA MA US
Textword Press LA
The Notgrass Company SS ST
The Teaching Company LA MA NS SS US
Thinkwell FA LA NS SS
Thomson South-Western MA
Time for Writing LA
Total Language Plus LA
Trisms MS
Tutorial USA CS
Veritas Press LA MS
VideoText Interactive MA
Visual Link FL
Wadsworth Publishing US
Walch & Associates NS US
Waring, Diana SS
Weiner Media SS
Westfield Studios NS
WH Freeman MA SS
Wildridge Education MA
Wiley & Sons (See John Wiley & Sons)
Wordsmiths LA
Worth Publishers NS SS
Write at Home LA
Write Guide LA
Write Shop LA
Writing Strands (See National Writing Institute)
WW Norton and Company HE
XL Group FL

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Business Office: 14 South 6th Avenue, Yakima, WA 98902 | 800.882.2828
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