



# ANNOTATED BIBLIOGRAPHY

---

*Alyson Taub, Ed.D., CHES*

*New York University  
Professional Program in Health Education*





# ANNOTATED BIBLIOGRAPHY

---

Brandt, R. (1991). On interdisciplinary curriculum: A conversation with Heidi Hayes Jacobs. Educational Leadership, 49(2), 24 - 26.

This is a short Question & Answer formal article. If you don't have time to read Jacobs text, this article gives you insight into the concept of curriculum integration "in a nutshell." The author leads the questions to provide the reader with a true understanding of the philosophy of and theories behind curriculum integration.

Coben, J.H., Weiss, H.B., Mulvey, E.P., & Dearwater, S.R. (1994). A primer on school violence prevention. Journal of School Health, 64(8), 309 - 313.

A summary of existing knowledge on school violence prevention is presented. Violence prevention programs, using a variety of approaches (educational, regulatory, technological, or combined) are reviewed. Recommendations are presented to address the control of violence in schools.

Cook, G, & Martinello, M.I. (1994). Topics and themes in interdisciplinary curriculum. Middle School Journal, 25(3), 40 - 44.

This article discusses the continuum of curriculum integration, from those who are just beginning to experiment with the concept, to those who are more comfortable and participate in entire interdisciplinary themes. The author delves into the use of themes to encourage curriculum integration and provides some concrete ideas on how to do so.

Council of Chief State School Officers. (1997). Assessing health literacy: A guide to portfolios.

This material developed through the CCSSO-SCASS Health Education Assessment Project, presents four types of assessments to measure health content and skills in the National Health Education Standards.

CCSSO-SCASS Health Education Assessment Project. (1998). Assessing health literacy: Assessment framework. Soquel, CA: Toucan Ed.

This document establishes a framework that incorporates the traditional content areas of health education with the core concepts and skills identified in the National Health Education Standards. The framework can be helpful in providing direction for standards-based educational accountability systems, including: conducting needs assessments for health instruction; establishing baseline data regarding student health literacy; measuring the extent to which the National Health Education Standards have been achieved; aligning curriculum frameworks, classroom instruction, and assessment methodologies; facilitating the transition from teaching health knowledge to health



skills; developing a scoring system that captures student growth in both health knowledge and health skills; and evaluating programs.

Daniel, E. L. (1997). Jump start with web links: A guidebook for fitness/wellness/personal health, 97/98. Englewood, CO: Morton Publishing Company.

This guidebook contains 34 topics in health. Each area of health includes a general introduction to the topic and credible WWW sites that relate to the topic. Questions for critical thinking are also included. This guidebook is priced at less than \$10. It is a useful tool to guide student inquiry when using the Internet. For example, it provides direction for students to visit a credible site related to human sexuality. Allowing students to surf the net using search engines is not necessarily an effective use of their time and may lead students to some highly inappropriate (i.e., sexually explicit) Web sites. (ISBN 0-89582-344-1)

Daniel, E.L. (1998). Jump start with web links: A guidebook for nutrition. Englewood, CO: Morton Publishing Company.

Dr. Eileen Daniel is a registered dietitian and has used her expertise to identify the most credible sites related to contemporary nutrition. Her guidebook, priced at less than \$10, contains 34 topics in contemporary nutrition. Some examples include ethnic foods, nutrition education, ergogenic aids, food safety, women's nutrition and men's nutrition. Each nutrition topic includes a general introduction and credible WWW sites that relate to the topic. Questions for critical thinking are also included.

Danielson, C. (1996). Enhancing professional practice: A framework for teaching. Alexandria, VA: Association for Supervision and Curriculum Development.

This book provides teachers with a framework for professional practice. Using formal analyses of important tasks required of beginning teachers, the author discusses empirical studies and theoretical research as the basis for the framework. The responsibilities in the framework attempt to define what teachers should know and be able to do.

Drug Strategies. (1999). Making the grade: A guide to school drug prevention programs. Washington, DC: Author.

This is an updated and expanded version of the guide originally published in 1996. It is an important tool for identifying promising prevention curricula. The revised guide provides critical information about recently developed curricula and new evaluations of prevention curricula. Several prevention curricula addressing alcohol and tobacco are also included.

Drug Strategies. (1998). Safe schools, safe students: A guide to violence prevention strategies. Washington, DC: Author.

This guide provides a systematic approach to violence prevention in schools. It is designed to assist school officials in selecting the most appropriate prevention strategies to meet the needs of their students. In the guide, an assessment of prevention programs for the general classroom population is the focus.



Fetro, J.V. (1992). Personal & social skills: Understanding and integrating competencies across health content. Santa Cruz, CA: ETR Associates.

This book includes various examples of how skills-based learning can be implemented across the health curriculum at all grade levels. It also supports the theory of its importance in the health field.

Fogarty, R. (1991, October). Ten ways to integrate curriculum. Educational Leadership, 49, 61 - 65.

This article discusses 10 concrete models for curriculum integration. The author also gives examples on how each model could be implemented. This article is an excellent resource for any educator who is ready to integrate curriculum, but is not sure how or where to begin.

Goals 2000 workshop: Physical education & the New York State learning standards. [Participant workbook]. (1997, September). Workshop conducted at the meeting of the New York State Association for Health, Physical Education, Recreation, and Dance.

This is a hands-on workbook for physical educators working with students K-12 throughout New York State. This practical manual was developed for a Goals 2000 Workshop to provide an update of the learning standards in the New York State curriculum for physical education and the role of technology. A list of sources and contacts is included.

Gottlieb, N.H., Keogh, E.R., Jonas, J.R., Grunbaum, J.A., Walters, S.R., Fee, R.M., Saunders, R.P., & Baldyga, W. (1999). Partnerships for comprehensive school health: Collaboration among colleges/universities, state-level organizations, and local school districts. Journal of School Health, 69(8), 307 - 313.

The collaborative experiences of colleges/universities, state-level organizations, and school districts related to coordinated school health programs in 12 states were studied through a qualitative survey. Four types of collaborative outcomes were reported including training, consultation, research, and networking. Five common dimensions of collaboration were also identified: interpersonal and organizational interactions; levels of awareness and understanding of comprehensive school health programs; organizational priorities and reward systems; political forces; and availability and sharing of resources. Recommendations for further developing collaborations are presented.

Higher education and the health of youth: Charting a national course in a changing environment. Proceedings of a conference. (1995, April). Conference conducted at Harvard University. Cambridge, MA.

An executive summary of a conference sponsored by Harvard University and Centers for Disease Control and Prevention. Topics discussed included partnerships between institutions of higher education (IHEs) and communities, the structure of IHEs engagement and the health of college students.



Jacobs, H. H. (Ed.). (1989). Interdisciplinary curriculum: Design and implementation. Alexandria, VA: Association for Supervision and Curriculum Development.

This text is the benchmark for curriculum integration. It is highly recommended that any educator studying or planning to create an integrated curriculum review this text. The book is a slim 97-page manual that is more like a monograph than a textbook. It is a quick read, but it provides insights on a comprehensive list of topics about curriculum integration, including theoretical foundations, descriptions of integrated curriculum, a step-by-step approach to integration, and other topics.

Jacobs, H. H. (1991, October). Planning for curriculum integration. Educational Leadership 49, 27 - 28.

If you do not have a chance to read Jacobs book, this article is the condensed version of her book on curriculum integration. In this article, Jacobs discusses four phases to creating and implementing multidisciplinary units. She also includes a 5-month map and ideas about how material can be implemented across 5 core subject areas.

Joint Committee on National Health Education Standards. (1997). National health education standards: Achieving health literacy. Atlanta, GA: American Cancer Society.

This document has five important sections. First, it provides a brief description of educational reform. Second, the National Health Education Standards are delineated which focus on what students should know and be able to do in health education. Third, the kinds of support needed at various levels to achieve the standards are described. Fourth, key concepts used in developing the standards are described. Finally, the last section presents conclusions and recommendations.

Marx, E. & Wooley, S.R. (Eds.). (1998). Health is academic: A guide to coordinated school health programs. New York: Teachers College Columbia University.

This book presents for the educational and greater school community an approach to developing and implementing an integrated and coordinated approach to school health. The eight core components of this model are directly interwoven with the confirmation that health and academic success are intertwined, and that schools cannot succeed in their mission if students are not provided with a positive school environment that promotes healthy learners.

Marzano, R. J. (1992). A different kind of classroom: Teaching with the dimensions of learning. Alexandria, VA: Association for Supervision and Curriculum Development.

“Dimensions of Learning” is an instructional framework based on the best practices identified in research and theory on learning. It was designed to help teachers better plan curriculum and instruction by using what is known about how students learn. The framework’s strong grounding in research and theory also makes it a natural tool for performance assessment.



Marzano, R. J., Pickering, D. J., Arrendondo, D. E., Blackburn, G. J., Brandt, R. S., and Moffet, C. A. (1992a). Dimensions of learning teacher's manual. Alexandria, VA: Association for Supervision and Curriculum Development.

For annotation, see Marzano, R. J. (1992).

Marzano, R. J., Pickering, D. J., Arrendondo, D. E., Blackburn, G. J., Brandt, R. S., and Moffet, C. A. (1992b). Dimensions of learning trainer's manual. Alexandria, VA: Association for Supervision and Curriculum Development.

For annotation, see Marzano, R. J. (1992).

Marzano, R. J., Pickering, D. J., and McTighe, J. (1993). Assessing student outcomes: Performance assessment using the dimensions of learning model. Alexandria, VA: Association for Supervision and Curriculum Development.

For annotation, see Marzano, R. J. (1992).

National Association for Sport and Physical Education. (1995). Moving into the future: National standards for physical education: A guide to content and assessment. Boston, MA: WBC, McGraw-Hill.

This is a guide for physical education. It is the culmination of nearly 6 years of work of a task force which has met on an ongoing basis to identify and define the content standards and assessments important to grade levels: K, 2, 4, 6, 8, 10, and 12 in physical education.

Olpin, M.N. (1998). Quick guide to the Internet for health. Boston, MA: Allyn and Bacon.

This book introduces the Internet and provides a comprehensive listing of health websites on a wide range of topics. A glossary is also included.

Saunders, R.P., Fee, R.M., & Gottlieb, N.H. (1999). Higher education and the health of America's children: Collaborating for coordinated school health. Phi Delta Kappan [On-line]. Available: <http://www.pdkintl.org/kappan/ksau9901.htm>

According to the authors, higher education institutions can play a significant role in efforts to enhance, promote, and disseminate coordinated school health programs. Both successful collaborations as well as common stumbling blocks are discussed.

Tyson, H. (1999). A load off the teachers' backs: Coordinated school health programs. Phi Delta Kappan [On-line]. Available: <http://www.pdkintl.org/kappan/ktys9901.htm>

The eight-component model for a coordinated school health program is presented and discussed. Many examples are provided to illustrate the components of the model as implemented in schools and communities throughout the country.



University of the State of New York, New York State Education Department. (1998). Youth risk behaviors in New York State: In their own words: 1997 survey results. [Brochure]. Albany, NY: Author.

This brochure presents 1997 survey results for New York State on youth risk behaviors, such as alcohol and drug use. This was part of the Youth Risk Behavior Survey (YRBS) conducted in public schools in New York State and in states throughout the nation.

University of the State of New York, New York State Education Department. (1996, May). Learning standards for health, physical education, and home economics. (Rev. ed.). Albany, NY: Author.

This revised edition results from an extensive review of performance indicators and content standards. It includes samples of student work and teacher comments in areas of health, physical education and home economics.

University of the State of New York, New York State Education Department. (1997). Health, physical education, and family and consumer sciences: Resource guide. Albany, NY: Author.

This comprehensive document presents learning standards for students in areas of health, physical education, and family and consumer sciences. In this document and in subsequent documents, the State Education Department began using “Family and Consumer Sciences” instead of “Home Economics”. The guide addresses sources of information, methodologies for assessment, and the broad range of approaches necessary to deal with these fields. Examples of resource and research materials are provided to inform local curriculum development.

Weinstein, E. & Rosen, E. (1999). Teaching children about health: A multidisciplinary approach. Englewood, CO: Morton Publishing Company.

This text for elementary school classroom teachers and health educators includes: a discussion about the national standards; an overview of the field of health education; each content area across the discipline; the developmental appropriateness of the content; interdisciplinary learning experiences in each content area; and rubrics and other assessment strategies.