

LSC Use Only No.	LSC Action-Date:	UWUCC USE Only No.	UWUCC Action-Date:	Senate Action Date:
		09-426	AP 3/2/10	App-3/23/10

Curriculum Proposal Cover Sheet - University-Wide Undergraduate Curriculum Committee

Contact Person Linda Klingaman	Email Address lrklinga@iup.edu
Proposing Department/Unit Health and Physical Education	Phone 724-357-4429

Check all appropriate lines and complete information as requested. Use a separate cover sheet for each course proposal and for each program proposal.

1. Course Proposals (check all that apply)

New Course Course Prefix Change Course Deletion
 Course Revision Course Number and/or Title Change Catalog Description Change

HPED 426/526 Health Science Instruction	
<u>Current</u> Course prefix, number and full title	<u>Proposed</u> course prefix, number and full title, if changing

2. Additional Course Designations: check if appropriate

This course is also proposed as a Liberal Studies Course. Other: (e.g., Women's Studies, Pan-African)
 This course is also proposed as an Honors College Course.

3. Program Proposals

New Degree Program Program Title Change Program Revision
 New Minor Program New Track Other

<u>Current</u> program name	<u>Proposed</u> program name, if changing
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4. Approvals		Date
Department Curriculum Committee Chair(s)	Robert Keitlich	10/5/09
Department Chair(s)	Wendy Blair	10/6/09
College Curriculum Committee Chair	Robert Keitlich	11/5/09
College Dean	Parleen Zoni	11-6-09
Director of Liberal Studies *		
Director of Honors College *		
Provost *		
Additional signatures as appropriate: (include title)	Joseph Demarich, TECC	11-12-09
	Mary Ann Rafath, TECC	11-12-09
UWUCC Co-Chairs	Gail S. Schriest	3/4/10

* where applicable

Received

NOV 17 2009

OLD SYLLABUS OF RECORD

Description and Particulars

a. Attachments:

- (i) Course Syllabus

HPED 426/526 Health Science Instruction

3c-01-3cr

Prerequisite: HPED 316 (undergraduates) & Admission to Teacher Education Program or permission of instructor (undergraduate)

I. CATALOG DESCRIPTION:

An overview of health curriculum K-12, with a focus on middle school and secondary health education teaching methods and media of instruction. Includes unit development, opportunities for classroom instruction, and guidelines for maintaining professional growth. Explores current research in classroom techniques, motivational strategies, and assessment of student learning.

II. COURSE OBJECTIVES:

At the completion of this course, the student will:

1. Provide and explain a multi-dimensional definition of health, including physical, mental, social, emotional and spiritual aspects, and discuss implications of this complex model for comprehensive school health education.
2. Identify and analyze various factors that influence health values and ultimately health behaviors of school-aged youth.
3. Distinguish between risk and protective factors associated with the adolescent population and describe the potential influence upon health related behaviors.
4. Access valid and reliable sources of current health-related information.
5. Prepare a unit of instruction designed for secondary school health education that demonstrates a logical scope and sequence plan.
6. Demonstrate a functional knowledge base in multiple health content areas within the context of lesson and unit planning activities
7. Utilize current Pennsylvania state regulations in lesson planning and discuss recent state and national efforts to promote quality comprehensive school health education
8. Demonstrate the ability to write age/developmental level appropriate behavioral objectives in multiple content areas for health science instruction that are based on state/national standards.
9. Design and evaluate rubrics for performance-based assessment.
10. Access and use state-of-the-art resources, educational media, and instructional technology to enhance students' learning experiences.
11. Demonstrate the ability to modify instructional material to provide effective instruction for students of diverse learning abilities.
12. Create instructional strategies that are innovative and provide motivation for learning.
13. Demonstrate teaching skills including class management, effective use of facilities and space, and appropriate interaction with students during peer teaching labs and field experiences.
14. Prepare and demonstrate a simulation of a professional presentation to parents, colleagues, and community members.

In addition to the above objectives, the graduate student will:

1. Create appropriate instruments that assess students' baseline knowledge, attitudes, perceptions, and skills.
2. Organize data obtained from the Youth Risk Behavior Surveillance System Results to facilitate an analysis.

3. Utilize a variety of authentic assessment strategies to determine student mastering of learning objectives.
4. Demonstrate use of both quantitative and qualitative measurement instruments to assess unit goals and objectives.
5. Design methods of utilizing multiple strategies within the Comprehensive School Health Program components that support health instruction.
6. Effectively justify need to create or maintain a strong Comprehensive School Health Program within a given school district and community.

III. COURSE OUTLINE:

Week	Content
1	Introduction to Secondary School Health Education <ul style="list-style-type: none"> • Definition of Health • The Coordinated School Health Program • CDC Risk Categories • School Health Programs and Policy Study (SHPPS) • School Health Index • Introduction to healthteacher.com
2	Adolescent Health Issues <ul style="list-style-type: none"> • Youth Risk Behavior Surveillance System Results • Stages and Characteristics of Adolescence • Review of Maslow's Hierarchy of Needs • Puberty and Gender Differences • Developing an Identity • Barriers to Healthy Development • Risk and Protective Factors • Part I Unit Development
3	Developing and Implementing Teaching Strategies <ul style="list-style-type: none"> • National Health Education Standards • Pennsylvania State Standards • Writing Learning Objectives • Matching Health Content With Activity Based Learning Activities • Using a Variety of Teaching Strategies to Meet the Needs of Diverse Learners • Using healthteacher.com
4	Developing Innovative and Motivational Lessons <ul style="list-style-type: none"> • Introduction to the Three Part Curriculum • Teaching the Content • Providing Experimental Learning • Using Health Education Websites in Lesson Development
5	Technology in the Classroom <ul style="list-style-type: none"> • Using the Computer Lab • Developing Webquest Activities • Creating the Concept Map • Interactive CD Lesson Component Smart Board Demonstration
6	Assessment Strategies <ul style="list-style-type: none"> • Authentic Assessment • Quantitative and Qualitative Assessment Health Literacy <ul style="list-style-type: none"> • Critical Thinkers • Responsible, Productive Citizens • Self-directed Learners Effective Communicators

- MIDTERM EXAM
- 7 Peer Teaching Labs
- Tobacco Lesson Demonstration and Resources
 - Alcohol and Drug Lesson Demonstration and Resources
 - Environmental Health Lesson Demonstration and Resources
- 8 Peer Teaching Labs
- Family and Sexual Health Lesson Demonstration and Resources
 - Injury Prevention Lesson Demonstration and Resources
 - Mental and Emotional Health Lesson Demonstration and Resources
- 9 Peer Teaching Labs
- Nutrition Lesson Demonstration and Resources
 - Personal & Community Health Lesson Demonstration and Resources
 - Physical Activity Lesson Demonstration and Resources
- 10 Contraception Lab Demonstration
Contraception Lab Teaching
Lesson for Public School Review
- 11 Presentations:
- School Board Meeting
 - Parent Conferencing
 - Teacher In-service Program
 - PTA Meeting
 - Faculty Meeting
- 12 Classroom Management Styles
Effective Discipline Procedures
Steps for Addressing Individual Needs
- 13 Field Experiences:
Public School Settings
- 14 Field Experiences:
- Alternative Education Settings
- 15 FINAL EXAM

IV. EVALUATION METHODS:

Attendance & Participation:	Undergraduate Students: 10 percent Graduate Students: 5 percent
Two Course Exams:	Undergraduate Students: 40 percent Graduate Students: 30 percent
Observations:	Undergraduate Students: 5 percent Graduate Students: 5 percent
Unit Plan Development:	Undergraduate Students: 20 percent Graduate Students: 20 percent
Teaching Demonstrations:	Undergraduate Students: 15 percent Graduate Students: 15 percent

Team Project:

Undergraduate Students: 10 percent

Graduate Students: 10 percent

Additional requirements for graduate students:

Reaction Paper: 5 percent

Collection of Assessment Instruments: 3 percent

Development of a Comprehensive School Health Program in Your Community: 7 percent

V. GRADING SCALE

Undergraduate

A = 90 to 100

B = 80 to 89

C = 70 to 79

D = 60 to 69

F = 59 and below

Graduate

A = 90 to 100

B = 80 to 89

C = 70 to 79

F = 69 and below

***Note: In order to student teach you must receive a letter grade of C or better in this course.

***Note: Students must hold CURRENT Act 34 and 151 clearances to complete assignments for this course.

VI. COURSE ATTENDANCE POLICY:

Students are expected to attend class and participate in the various activities throughout the semester.

Students are permitted to miss class because of illness or personal emergency, however, because of the nature of the course, consistent attendance is necessary to successfully meet the course objectives. In order to obtain the total points for attendance and participation, students should miss no more than 2 classes. The instructor should be notified in advance if a student is going to miss class, either by phone or email. Students are responsible for the content and activities of any classes missed.

VII. TEXTBOOK: No textbook is required for this class. We will be referring to various texts that may have been purchased for previous classes. Selected readings of updated material will be assigned during the semester. These will be distributed in class, placed on reserve in the HPE Resource Room or will be available on webCT. The following texts are recommended but not required.

Meeks, L., Heit, P., & Page, R. (2005). Comprehensive School Health Education, 4th Edition, Boston: McGraw Hill Publishing. ISBN: 0072985909

Telljohann, S., Symons, C., & Pateman, B. (2004). Health Education: Elementary and Middle School Applications, 4th Edition, Boston, MA: McGraw Hill Publishing. ISBN : 0072555505

VIII. SPECIAL RESOURCE REQUIREMENTS:

Students will need a VCR tape for their peer teaching demonstration.

IX. BIBLIOGRAPHY:

Anspaugh, D. & Ezell, G. (2004). *Teaching today's health*. Boston: Benjamin Cummings.

Association for Supervision and Curriculum Development. (1998). Making parental involvement meaningful. *Education Update*, 40(1), 1,3,8.

- Barrett, S., Jarvis, W., Kroger, M., & London, W. (2002). *Consumer health: A guide to intelligent decisions* (7th ed.). Boston: McGraw Hill.
- DeSpelder, L., & Strickland, A. (2005). *The last dance: Encountering death and dying* (7th ed.). Boston: McGraw Hill.
- Gabler, I.C. & Schroeder, M. (2003). *Constructivist methods for the secondary classroom*. Boston: Allyn & Bacon.
- Greenburg, J. (2004). *Health education and health promotion: Learner-centered strategies* (5th ed.). Boston: McGraw Hill.
- Herod, L. (1999). *Discovering me: A guide to teaching health and building adolescents' self-esteem*. Boston: Allyn and Bacon.
- Kain, Daniel, (2003). *Problem-based learning for teachers, grades 6-12*. Boston: Allyn & Bacon.
- Page, R. & Page, T. (2000). *Fostering emotional well-being in the classroom*. Boston: Jones & Bartlett.
- Wilén, W., Bosse, M.I., Hutchison, J., & Kindsvatter, R. (2004). *Dynamics of effective secondary teaching*. Boston: Allyn & Bacon.
- Wilson, H. (2005). *Annual editions: Drugs, society and behavior* (20th ed.). Boston: McGraw Hill.

Summary of Revisions:

1. **Prerequisites:** The wording was changed to better distinguish between the undergraduate and graduate prerequisites. The wording in the previous syllabus gave the reader the impression HPED 316 was a requirement for the graduate students. However, it is only a requirement for the undergraduate students.
2. **Course Description:** The wording in the course description was slightly changed. “High school” was substituted for “secondary” and “within a diverse population” was added to clearly identify this course as one that addresses including students of various abilities in the health classroom.
3. **Course Objectives:** Many of the objectives were reworded to provide language that identifies the areas of inclusion education content that is being taught in the course. Other objectives were added or dropped based on current trends in the field. Still other objectives were rewritten to better address updated standards for health education teacher preparation programs.
4. **Matrix:** A matrix was added for both the undergraduate and graduate programs to demonstrate how the course aligns with the college framework for teacher education and the national standards for the American Association for Health Education. It also identifies the key assessments that are matched to the course objectives.
5. **Course Content:** The content of the course has been updated to address recent trends in health education. It has also identified specific areas within the course that address the needs of all learners as well as appropriate references for the material being taught.
6. **Evaluation:** The evaluation section of the syllabus has been expanded to clarify the difference between the graduate and undergraduate requirements.
7. **Textbook:** The textbook has been changed to a more recent edition and made as a requirement in the course.
8. **Bibliography:** The bibliography has been updated.

Rationale for Changes:

This course revision is in response to changes by the Pennsylvania Department of Education that require students to complete 270 hours of special education instruction. This course is being revised to clarify inclusion of special education content. The course is dual level providing instruction in secondary health teaching methods for teacher education majors at both the graduate and undergraduate levels. It is required for all students seeking teaching certification in Health and Physical Education.

Letter of Support from Department of Special Education and Clinical Experiences

From: "Joseph W. Domaracki ,Ph.D." <jwdomara@iup.edu>
Subject: Re: Support for EDEX 323
Date: Mon, 23 Mar 2009 09:57:44 -0400
To: Linda R Klingaman <lrklinga@iup.edu>



Linda,
Here is a a letter of support for you to add to your proposal.
Joe

Linda R Klingaman wrote:
Hi Joe, Our department is proposing to add EDEX 323 to our current curriculum to meet the requirements for ELL. We are asking for your department's support. Please let me know if you have any questions. Thanks, Linda

*Linda Klingaman, Ph.D.
HPE Graduate Education Coordinator
Professor of Health and Physical Education*

--
Joseph W. Domaracki, Ph.D.
Professor
Chairperson
Department of Special Education and Clinical Services
IUP
203 Davis Hall, 507 S. Eleventh St.
Indiana , PA 15705-1087
Phone: (724) 357-2450
Fax: (724) 357-7716
E-mail: JWDOMARA@IUP.EDU

Dr. Klingaman,

I am writing in support of the Physical Education Program's proposal which includes EDEX 323 Instruction of English Language Learners with Special Needs as a required course in the teacher certification program. By including this course your program adds significant special education and English Language Learning content into your curriculum . The faculty in the Department of Special Education and Clinical Services looks forward to working with your students on the addition of this new and exciting course in your program.

Joseph Domaracki
Chairperson,
Department of Special Education and Clinical Services

SYLLABUS OF RECORD

HPED 426/526 Health Science Instruction

3 class hours

0 lab hours

3 credits

3c-0l-3cr

Prerequisite:

For undergraduate students only: HPED 316 and admission to Teacher Education Program.

For graduate students only: Enrollment in Master of Education in Health and Physical Education program

I. CATALOG DESCRIPTION:

An overview of health curriculum with a focus on middle school and high school health education teaching methods and media of instruction. Includes unit development, opportunities for classroom instruction, and guidelines for maintaining professional growth. Explores current research in classroom techniques, motivational strategies, and assessment of student learning within a diverse population.

II. COURSE OUTCOMES:

At the completion of this course, the student will be able to:

1. Provide and explain a multi-dimensional definition of health, including physical, mental, social, emotional and spiritual aspects, and discuss implications of this complex model for comprehensive school health education.
2. Identify and analyze various factors that influence health values and ultimately health behaviors. (PDE Standards I.A.1, I.A.2, I.B.5, I.B.6, II.A.3)
3. Distinguish between self-concept and self-esteem, as defined in class, and describe the potential influence upon health related behaviors.
4. Analyze current Pennsylvania state regulations regarding school health education and discuss recent state and national efforts to promote quality comprehensive school health education.
5. Access valid and reliable sources of current health-related information.
6. Demonstrate a functional knowledge base in multiple health content areas within the context of lesson and unit planning activities.
7. Demonstrate the ability to write age/developmental level appropriate behavioral objectives in multiple content areas for health science instruction.
8. Prepare a unit of instruction designed for secondary school health education that includes modifications and adaptations for learners with diverse learning abilities/ special needs. (PDE Standards 1.A.7, II.A.2, II.A.4, II.C.1, II.C.2)
9. Discuss the importance of matching teaching strategies with instructional objectives as well as addressing diverse learning abilities/ special needs. Give examples of teaching strategies that are appropriate for addressing objectives of health education. (PDE Standards 1.A.7, II.A.2, II.A.4, II.C.1, II.C.2)
10. Design and evaluate rubrics for performance-based assessment.
11. Demonstrate the ability to modify instructional material to provide effective instruction for students of diverse learning abilities/special needs. (PDE Standards IV.A.1, IV.A.2, IV.A.3, IV.A.5, IV.A.10)
12. Teach health lessons in a peer teaching laboratory setting and provide a written self-analysis of each lesson.

13. Teach lessons to secondary students in various settings including local middle and secondary schools, inner city schools, and/or an inpatient adolescent treatment center and provide written self-analysis of each lesson.
14. Prepare and demonstrate a simulation of a professional presentation to parents, colleagues, and community members.

In addition to the above objectives, the graduate student will:

15. Create appropriate instruments that assess students' baseline knowledge, attitude, perceptions, and skills.
16. Organize data obtained from the Youth Risk Behavior Surveillance System Results to facilitate an analysis.
17. Utilize a variety of authentic assessment strategies to determine student mastering of learning objectives.
18. Demonstrate use of both quantitative and qualitative measurement instruments to assess unit goals and objectives.
19. Design methods of utilizing multiples strategies within the Comprehensive School Health Program components that support health instruction.
20. Effectively justify need to create or maintain a strong Comprehensive School Health Program within a given school district and community.

INTASC	Program Objectives	Course Objectives	Assessment Technique
1,2,5	IA, IIIA, VA, VIIA, VIIB	1	Exam I Exam II Team Project
2,3,4,7	IA, IB, IC, IIIA, VIA, VIIA, VIIB, VIIC	2	Exam I Exam II Unit Development Team Project
2,3,5	IA, IB, IC, VIA, VIIA, VIIB	3	Exam I Exam II Observations Teaching Demo
7,9,10	IC, IIIA, IIID, VA, VIIA	4	Exam I Exam II Unit Development
6	IC, VIA, VIC, VID	5	Unit Development Team Project
7	IIB, VID, VIIA	6	Exam I Exam II Unit Development
2	IIC, IIID	7	Unit Development Teaching Demo
1,2,3,4,5,6,7,8	IIB, IIC, IID, IIIB, IIID, IVA, VIA, VID, VIIC	8	Unit Development
1,3,4,6,7	IIC, IID, IIIA, IIID, VIIC	9	Exam I Exam II Teaching Demo Unit Development Observations
8,9	IC, IVA, IVB, IVC, IVD	10	Teaching Demo Unit Development
2,3,5	IID, IIIB, IIID, VIIC	11	Exam I Exam II

			Teaching Demo Unit Development
1,2,3,4,5,6,7,8,9,10	IA, IC, IIA, IIB, IIC, IID, IIIA, IIIB, IIIC, IIID, IVA, IVB, IVC, VA, VB, VC, VIA, VID, VIIA, VIIC	12	Teaching Demo Unit Development
1,2,3,4,5,6,7,8,9,10	IA, IC, IIA, IIB, IIC, IID, IIIA, IIIB, IIIC, IIID, IVA, IVB, IVC, VA, VB, VC, VIA, VID, VIIA, VIIC	13	Teaching Demo Unit Development
7,9,10	IA, IC, IIC, IIB, IIIA, IIIC, IVD, VA, VB, VC, VB, VD, VIA, VIB, VIC, VID, VIIA, VIIB, VIIC, VIID	14	Team Project Exam II

Matrix for additional graduate objectives:

INTASC	Program Objectives	Course Objectives	Assessment Technique
8, 9	IC, IIID, IVA, IVB, IVC, VIA	15	Collection of Assessment Instruments
8, 9	IA, IB, IC VIA	16	Reaction Paper Development of CSHP
3, 7, 8, 9	IC, IIC, IIID, IVA, IVB	17	Unit Development Collection of Assessment Instruments
8, 9	IC, IIID, IVA, IVC	18	Unit Development Collection of Assessment Instruments
3, 8, 9, 10	IIA, IIB, IIIA, IIIB, IIIC, IVB, VA, VB, VC, VD, VIB, VIC, VID, VIIC, VIID	19	Development of CSHP Development of CSHP
3, 6, 8, 9, 10	IIA, IIB, IIIA, IIIB, IIIC, IVB, IVD, VA, VB, VC, VIIA, VIIB, VIIC, VIID	20	Development of CSHP

III. COURSE OUTLINE: (*hours in parenthesis indicate those counted for special education)

- Week One: (3 hrs) Course Overview
A Nation at Risk
School Health Services for All Students (1.5 hours inclusive: *reference material – Meeks & Heit Chapter 2*)
- Week Two: (3 hrs) The Comprehensive School Health Education Program: Inclusive Health Education (3 hours inclusive: *reference material – Meeks & Heit Chapter 4*)
- Week Three (3 hrs) Instructional Strategies, Technologies, Modifications and Adaptations:
Unit Development (3 hours: *reference material – Meeks & Heit chapter 5; Freiberg Unit 5*)

- Week Four (3 hrs) Adolescent Health Issues: Addressing Special Needs (3 hours: *reference material – cdc.gov/HealthyYouth/yrbs/index.htm; Page & Page Chapters 4,5,6,7,8,9,&10; Frieman Chapters 3-20*)
- Week Five (3 hrs) Meeting Individual Student’s Learning Needs
Classroom/Behavior Management Styles (3 hours: *reference material – Freiberg Unit 6; Frieman Chapters 3*
Pennsylvania Health Education Standards
- Week Six (3 hrs) **UNIT PLAN PART I due**
Teaching Demos
- Week Seven (3 hrs) **Teaching Demos**
EXAM I
- Week Eight (3 hrs) Handling Controversy in Health Education
Parental Involvement (1.5 hours: *reference material –Freiberg Unit 2; Frieman Chapter 19*)
Concept Mapping
Curriculum Mapping
- Week Nine (3 hrs) Intentional Injuries: Self-abusive behavior (1.5 Hours: *reference material – Frieman Chapter 3*)
Unintentional Injuries
Alcohol, Tobacco, & Other Drugs
UNIT PLAN LESSON PLANS due
- Week Ten (3 hrs) Sexuality Education for All Students (1.5 hours: *reference material – Page & Page Chapter 6; Greensberg Chapter 10; www.kidshealth.org/teen/sexual_health*)
Nutrition and Physical Activity
UNIT PLAN EVALUATION due
- Week Eleven (3 hrs) Creating a web quest
Strategies for providing remediation
Development of enrichment activities (3 hours: *reference material –Greensberg Chapters 6 & 7; Frieman Chapter 7*)
- Week Twelve (3 hrs) Faculty Meetings & Departmental Meetings
Creating a Community Health Fair
Lesson for Public School Teaching Review
UNIT PLANS due: FINAL SUBMISSION
- Week Thirteen (3 hrs) Contraception Lab Demonstration
Lesson for Public School Review
- Week Fourteen (3 hrs) Public School Teaching
Contraception Lab
- Week Fifteen (2 hrs) **FINAL EXAM**

IV. EVALUATION METHODS:

Attendance & Participation:	Undergraduate Students: 10 percent Graduate Students: 5 percent
Two Course Exams:	Undergraduate Students: 40 percent Graduate Students: 30 percent
Observations:	Undergraduate Students: 5 percent Graduate Students: 5 percent
Unit Plan Development:	Undergraduate Students: 20 percent Graduate Students: 20 percent
Teaching Demonstrations:	Undergraduate Students: 15 percent Graduate Students: 15 percent
Team Project:	Undergraduate Students: 10 percent Graduate Students: 10 percent

Additional requirements for graduate students:

Reaction Paper: 5 percent
Collection of Assessment Instruments: 3 percent
Development of a Comprehensive School Health Program in Your Community: 7 percent

V. GRADING SCALE

Undergraduate

A = 90 to 100
B = 80 to 89
C = 70 to 79
D = 60 to 69
F = 59 and below

Graduate

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***Note: In order to student teach you must receive a letter grade of C or better in this course.

***Note: Students must hold CURRENT Act 34, 114, and 151 clearances to complete assignments for this course.

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VII. REQUIRED TEXTBOOK:

Meeks, L., Heit, P., & Page, R. (2009). *Comprehensive School Health Education*, 6th Ed. Boston: McGraw Hill Publishing Company.

VIII. SPECIAL RESOURCES REQUIRED

NONE

IX. BIBLIOGRAPHY:

Anspaugh, D. & Ezell, G. (2007). *Teaching Today's Health*, 8th Edition, New York: Benjamin Cummings Publishing.

Freiberg, K. (2010). *Annual Editions: Educating Children with Exceptionalities*, 20th Edition, Boston, McGraw Hill Publishing.

Frieman, B. (2001). *What Teachers Need to Know about Children At-Risk*, Boston: McGraw Hill Publishing.

Gabler, I.C. & Schroeder, M. (2003). *Constructivist Methods for the Secondary Classroom*, Boston: Allyn & Bacon Publishers.

Greensberg, J. (2004). *Health Education and Health Promotion: Learner-Centered Instructional Strategies*, 5th Edition, Boston: McGraw Hill Publishing.

Kain, Daniel, (2003). *Problem-Based Learning for Teachers, Grades 6-12*, Boston: Allyn & Bacon Publishers.

McKie, L. (2005). *Families, Violence, and Social Change*, 1st Edition, McGraw Hill Publishing.

Page, R. & Page, T. (2007). *Fostering Emotional Well-Being in the Classroom*, Boston: Jones & Bartlett Publishing.

Puza, R. (2008). *Health Education Ideas and Activities*, Champaign, IL: Human Kinetics.

Stine, G. (2010). *AIDS Update 2010*, 19th Edition, Boston: McGraw Hill Publishing.

Wilén, W., Bosse, M.I., Hutchison, J., & Kindsvatter, R. (2004). *Dynamics of Effective Secondary Teaching*, Boston: Allyn & Bacon Publishers.

Related Websites:

www.cdc.gov

www.ed.gov

www.nih.gov

www.pde.psu.edu

<http://www.cdc.gov/HealthyYouth/yrbs/index.htm>

[http://www.andrews.edu/IPA/education/adolescent health/Growth development/index.htm](http://www.andrews.edu/IPA/education/adolescent%20health/Growth%20development/index.htm)

http://www.fema.org/tab_education.shtm

<http://nccanch.acf.hhs.gov/pubs/usermanuals/educator/index.cfm>

http://kidshealth.org/teen/drug_alcohol/alcohol/alcohol.html

<http://www.streetdrugs.org/>

http://www.freep.com/news/childrenfirst/girls16_20011016.htm

http://www.sexualityandu.ca/eng/teens/FG/virtual_scenarios.cfm

http://www.kidshealth.org/teen/sexual_health/

<http://www.tpronline.org/print.cfm?category=Articles&ID=111>

<http://www.ca.uky.edu/agcollege/fcs/efnep/>