

# Proclamation 2022 Publisher-Identified Error Corrections

This report lists errors identified by publishers and includes the proposed corrections. These corrections must be made as a condition of adoption by the State Board of Education.

## Publisher: Goodheart-Wilcox Publisher

### Subject: Health Education, Grade 6

#### Texas Health Skills for Middle School - Online Learning Suite

Component Title	ISBN	URL For Current Content	Current Page Numbers	Location of Current Content	URL for Updated Content	Original Text	Updated Text
<i>STUDENT EDITION Texas Health Skills for Middle School</i>	9781683115267 (print) 9781683115380 (ePub)	<a href="#">View Current Link</a>	204	Graphic Organizer copy		"Fill in the MyPlate food gropus..."	"Fill in the MyPlate food groups..."
<i>STUDENT EDITION Texas Health Skills for Middle School</i>	9781683115267 (print) 9781683115380 (ePub)	<a href="#">View Current Link</a>	317	Second paragraph under Mental Consequences		"Consuming alcohol can lead to an alcohol use disorder, which you will learn about later in this lesson."	"Consuming alcohol can lead to an alcohol use disorder, which you learned about earlier in this lesson."
<i>STUDENT EDITION Texas Health Skills for Middle School</i>	9781683115267 (print) 9781683115380 (ePub)	<a href="#">View Current Link</a>	377	Learning Outcome #3		"identify five common noncommunicable diseases"	"identify seven common noncommunicable diseases"
<i>COMPANION TEXT Texas Health Skills for Middle School</i>	9781683115274 (print) 9781683115397 (ePub)	<a href="#">View Current Link</a>	634	Figure 19.27 fifth bullet on left		"leave meats"	"lean meats"
<i>SPANISH OT Habilidades de salud de Texas en la escuela intermedia</i>	9781683115373	<a href="#">View Current Link</a>	295	Image in the "Organizador gráfico" feature		"quit today"	"dejarlo hoy mismo"
<i>SPANISH OT Habilidades de salud de Texas en la escuela intermedia</i>	9781683115373	<a href="#">View Current Link</a>	317	Second paragraph under Consecuencias mentales		"El consumo de alcohol puede desencadenar un trastorno por consumo de alcohol, el cual se explicará más adelante en esta lección."	"El consumo de alcohol puede desencadenar un trastorno por consumo de alcohol, el cual se explicó más temprano en esta lección."
<i>SPANISH OT Habilidades de salud de Texas en la escuela intermedia</i>	9781683115373	<a href="#">View Current Link</a>	377	Resultado del aprendizaje #3		"identificar cinco enfermedades no transmisibles comunes"	"identificar siete enfermedades no transmisibles comunes"
<i>ONLINE LEARNING SUITE Texas Health Skills for Middle School</i>	9781683115298 (OLS 8yr)	<a href="#">View Current Link</a>		Workbook, Activity 13J		"F. emergencyG. preparednessH. escape plan"and following lettered key terms	Remove line break"F. emergency preparednessG. escape plan"and following lettered key terms
<i>TEACHER'S EDITION Texas Health Skills for Middle School</i>	9781683115366 (ePub)	<a href="#">View Current Link</a>	T14	Last sentence of Formative Assessments section		"The Instructor Resources that accompany this textbook also include Reading Guides and Vocabulary Activities..."	"The Online Learning Suite that accompanies this textbook also includes Reading Guides and Vocabulary Activities..."
<i>TEACHER'S EDITION Texas Health Skills for Middle School</i>	9781683115366 (ePub)	<a href="#">View Current Link</a>	204	Graphic Organizer copy		"Fill in the MyPlate food gropus..."	"Fill in the MyPlate food groups..."
<i>TEACHER'S EDITION Texas Health Skills for Middle School</i>	9781683115366 (ePub)	<a href="#">View Current Link</a>	317	Second paragraph under Mental Consequences		"Consuming alcohol can lead to an alcohol use disorder, which you will learn about later in this lesson."	"Consuming alcohol can lead to an alcohol use disorder, which you learned about earlier in this lesson."

Component Title	ISBN	URL For Current Content	Current Page Numbers	Location of Current Content	URL for Updated Content	Original Text	Updated Text
<i>TEACHER'S EDITION Texas Health Skills for Middle School</i>	9781683115366 (ePub)	<a href="#">View Current Link</a>	377	Learning Outcome #3		"identify five common noncommunicable diseases"	"identify seven common noncommunicable diseases"
<i>CURRICULUM CENTER Texas Health Skills for Middle School</i>	9781683115458 (CC 8yr)	<a href="#">View Current Link</a>		PowerPoint, Chapter 6 title slide		Slide 1 title "Comprehensive Health Skills for Middle School"	Slide 1 title "Texas Health Skills for Middle School"
<i>CURRICULUM CENTER Texas Health Skills for Middle School</i>	9781683115458 (CC 8yr)	<a href="#">View Current Link</a>		PowerPoint, Chapter 6 title slide		Slide 1 title "Comprehensive Health Skills for Middle School"	Slide 1 title "Texas Health Skills for Middle School"

**Subject: Health Education, Grades 7–8**

***Texas Health Skills for Middle School - Online Learning Suite***

Component Title	ISBN	URL For Current Content	Current Page Numbers	Location of Current Content	URL for Updated Content	Original Text	Updated Text
<i>STUDENT EDITION Texas Health Skills for Middle School</i>	9781683115267 (print) 9781683115380 (ePub)	<a href="#">View Current Link</a>	204	Graphic Organizer copy		"Fill in the MyPlate food groups..."	"Fill in the MyPlate food groups..."
<i>STUDENT EDITION Texas Health Skills for Middle School</i>	9781683115267 (print) 9781683115380 (ePub)	<a href="#">View Current Link</a>	317	Second paragraph under Mental Consequences		"Consuming alcohol can lead to an alcohol use disorder, which you will learn about later in this lesson."	"Consuming alcohol can lead to an alcohol use disorder, which you learned about earlier in this lesson."
<i>STUDENT EDITION Texas Health Skills for Middle School</i>	9781683115267 (print) 9781683115380 (ePub)	<a href="#">View Current Link</a>	377	Learning Outcome #3		"identify five common noncommunicable diseases"	"identify seven common noncommunicable diseases"
<i>COMPANION TEXT Texas Health Skills for Middle School</i>	9781683115274 (print) 9781683115397 (ePub)	<a href="#">View Current Link</a>	634	Figure 19.27 fifth bullet on left		"leave meats"	"lean meats"
<i>SPANISH OT Habilidades de salud de Texas en la escuela intermedia</i>	9781683115373	<a href="#">View Current Link</a>	295	Image in the "Organizador gráfico" feature		"quit today"	"dejarlo hoy mismo"
<i>SPANISH OT Habilidades de salud de Texas en la escuela intermedia</i>	9781683115373	<a href="#">View Current Link</a>	317	Second paragraph under Consecuencias mentales		"El consumo de alcohol puede desencadenar un trastorno por consumo de alcohol, el cual se explicará más adelante en esta lección."	"El consumo de alcohol puede desencadenar un trastorno por consumo de alcohol, el cual se explicó más temprano en esta lección."
<i>SPANISH OT Habilidades de salud de Texas en la escuela intermedia</i>	9781683115373	<a href="#">View Current Link</a>	377	Resultado del aprendizaje #3		"identificar cinco enfermedades no transmisibles comunes"	"identificar siete enfermedades no transmisibles comunes"
<i>ONLINE LEARNING SUITE Texas Health Skills for Middle School</i>	9781683115298 (OLS 8yr)	<a href="#">View Current Link</a>		Workbook, Activity 13J		"F. emergencyG. preparednessH. escape plan"and following lettered key terms	Remove line break"F. emergency preparednessG. escape plan"and following lettered key terms

Component Title	ISBN	URL For Current Content	Current Page Numbers	Location of Current Content	URL for Updated Content	Original Text	Updated Text
<i>TEACHER'S EDITION Texas Health Skills for Middle School</i>	9781683115366 (ePub)	<a href="#">View Current Link</a>	T14	Last sentence of Formative Assessments section		"The Instructor Resources that accompany this textbook also include Reading Guides and Vocabulary Activities..."	"The Online Learning Suite that accompanies this textbook also includes Reading Guides and Vocabulary Activities..."
<i>TEACHER'S EDITION Texas Health Skills for Middle School</i>	9781683115366 (ePub)	<a href="#">View Current Link</a>	204	Graphic Organizer copy		"Fill in the MyPlate food groups..."	"Fill in the MyPlate food groups..."
<i>TEACHER'S EDITION Texas Health Skills for Middle School</i>	9781683115366 (ePub)	<a href="#">View Current Link</a>	317	Second paragraph under Mental Consequences		"Consuming alcohol can lead to an alcohol use disorder, which you will learn about later in this lesson."	"Consuming alcohol can lead to an alcohol use disorder, which you learned about earlier in this lesson."
<i>TEACHER'S EDITION Texas Health Skills for Middle School</i>	9781683115366 (ePub)	<a href="#">View Current Link</a>	377	Learning Outcome #3		"identify five common noncommunicable diseases"	"identify seven common noncommunicable diseases"
<i>CURRICULUM CENTER Texas Health Skills for Middle School</i>	9781683115458 (CC 8yr)	<a href="#">View Current Link</a>		PowerPoint, Chapter 6 title slide		Slide 1 title "Comprehensive Health Skills for Middle School"	Slide 1 title "Texas Health Skills for Middle School"
<i>CURRICULUM CENTER Texas Health Skills for Middle School</i>	9781683115458 (CC 8yr)	<a href="#">View Current Link</a>		PowerPoint, Chapter 6 title slide		Slide 1 title "Comprehensive Health Skills for Middle School"	Slide 1 title "Texas Health Skills for Middle School"

**Publisher: QuaverEd**

**Subject: Health Education, Kindergarten**

**Quaver Health**

Component Title	ISBN	URL For Current Content	Current Page Numbers	Location of Current Content	URL for Updated Content	Original Text	Updated Text
<i>Quaver Health Online License</i>	9781642851427	<a href="#">View Current Link</a>	OM02-3.2	To see the pre-sample adoption version, login to quavered.com with username: QuaverHealthTEA / password: review 2022. Please see Teacher Notes by selecting Menu > Notes.	<a href="#">View Updated Link</a>	Spelling error: Carlos'	OM02-3.2 - Meet My Good Friends Added s to read Carlos's in instructions and on backpack.
<i>Quaver Health Online License</i>	9781642851427	<a href="#">View Current Link</a>	OM02-3.4	To see the pre-sample adoption version, login to quavered.com with username: QuaverHealthTEA / password: review 2022. Please see Teacher Notes by selecting Menu > Notes.	<a href="#">View Updated Link</a>	This screen activity invites students to explore the qualities of healthy relationships..	OM02-3.4 - Relationship Four Corners (What Are Healthy Relationships?) Remove extra period - This screen activity invites students to explore the qualities of healthy relationships.

**Subject: Health Education, Grade 2**

**Quaver Health**

Component Title	ISBN	URL For Current Content	Current Page Numbers	Location of Current Content	URL for Updated Content	Original Text	Updated Text
Quaver Health Online License	9781642851427	<a href="#">View Current Link</a>	2M06-1.5	To see the pre-sample adoption version, login to quavered.com with username: QuaverHealthTEA / password: review 2022. Please see Teacher Notes by selecting Menu > Notes.	<a href="#">View Updated Link</a>	Spelling error on Minerals - Calcium "strong"	2M06-1.5 - Food Sorter (The Role of Vitamins and Minerals) Spelling correction on Minerals - Calcium "stong" changed to "strong"

**Subject: Health Education, Grade 3**

**Quaver Health**

Component Title	ISBN	URL For Current Content	Current Page Numbers	Location of Current Content	URL for Updated Content	Original Text	Updated Text
Quaver Health Online License	9781642851427	<a href="#">View Current Link</a>	3M03-3.2	To see the pre-sample adoption version, login to quavered.com with username: QuaverHealthTEA / password: review 2022. Please see Teacher Notes by selecting Menu > Notes.	<a href="#">View Updated Link</a>	Page 2 > "I have my goal and a list of steps but I still don't know where to start!"	3M03-3.2 - Setting and Achieving My Goal Page 2 - add comma after "steps"
Quaver Health Online License	9781642851427	<a href="#">View Current Link</a>	3M07-2.2	To see the pre-sample adoption version, login to quavered.com with username: QuaverHealthTEA / password: review 2022. Please see Teacher Notes by selecting Menu > Notes.	<a href="#">View Updated Link</a>	Original VO for asthma: Asthma affects the respiratory system, which means it affects how you breathe. Normally your lungs allow air in and out easily. Lungs with asthma are sensitive to triggers, like dust and pollen, that cause the airways to tighten and produce a sticky substance called mucus.	3M07-2.2 - Ask a Doctor Remove the word "Normally" from Asthma voice over: Asthma affects the respiratory system, which means it affects how you breathe. Your lungs allow air in and out easily. Lungs with asthma are sensitive to triggers, like dust and pollen, that cause the airways to tighten and produce a sticky substance called mucus.

**Subject: Health Education, Grade 4**

**Quaver Health**

Component Title	ISBN	URL For Current Content	Current Page Numbers	Location of Current Content	URL for Updated Content	Original Text	Updated Text
Quaver Health Online License	9781642851427	<a href="#">View Current Link</a>	4M07-3.5	To see the pre-sample adoption version, login to quavered.com with username: QuaverHealthTEA / password: review 2022. Please see Teacher Notes by selecting Menu > Notes.	<a href="#">View Updated Link</a>	On Screen questions 4A and 4C have been worded differently for more clarification	4M07-3.5 - Pharmacist, Pharmacist (Why Do I Need a Prescription?) A. Prescription medications may be stronger. C. Prescription medication can only be ordered by a doctor.

**Subject: Health Education, Grade 5**

**Quaver Health**

Component Title	ISBN	URL For Current Content	Current Page Numbers	Location of Current Content	URL for Updated Content	Original Text	Updated Text
Quaver Health Online License	9781642851427	<a href="#">View Current Link</a>	5M10-2.3	To see the pre-sample adoption version, login to quavered.com with username: QuaverHealthTEA / password: review 2022. Please see Teacher Notes by selecting Menu > Notes.	<a href="#">View Updated Link</a>	We have removed "Mythbusters" screen from this lesson and replaced it with "How Babies Are Made" with modifications. Original text for "How Babies Are Made": Art on screen changes: First trimester pop up: Add Bullet point - Heartbeat begins at 3-4 weeks Second trimester pop up: revise bullet 2: "Fetus begins to hear and develops hair, lungs, and can suck thumb." third trimester: edit second bullet point to read: "Fetus forms bones and can open and close eyes." Original teacher notes that have been updated:2: Fertilization: Explain that when one sperm penetrates the egg's outer layer, the process of fertilization begins, and the cell, the zygote, immediately begins replicating and dividing. Explain that sperm can enter the uterus and fallopian tube when a penis ejaculates in a vagina. Scientists can also fertilize an egg with sperm in a laboratory and implant the fertilized egg into a uterus to develop into a baby. [115.17.b.22.D.i]8: Birth [115.17.b.22.E.i]	5M10-2.3 - How Babies Are Made Art on screen changes: First trimester pop up: Add Bullet point - Heartbeat begins at 3-4 weeks Second trimester pop up: revise bullet 2: "Fetus begins to hear and develops hair, lungs, and can suck thumb." third trimester: edit second bullet point to read: "Fetus forms bones and can open and close eyes." Notes Additions/Changes: Added to first bullet: To incorporate movement into this learning activity, please see the Movement Notes below. Materials needed: paper, marker, tape2: Fertilization: Explain that when one sperm penetrates the egg's outer layer, the process of fertilization begins, combining the DNA from the egg and the DNA from the sperm to create a new, unique human being. The cell, the zygote, immediately begins replicating and dividing. Explain that sperm can enter the uterus and fallopian tube when a penis ejaculates in a vagina. Scientists can also fertilize an egg with sperm in a laboratory and implant the fertilized egg into a uterus to develop into a baby. [115.17.b.22.D.i]8: Birth - Explain that some people might think babies are born through the belly button. Note: Full-term: the baby is considered full-term at 39 weeks, though it can usually survive without intervention at about 36 weeks and with medical intervention as early as 24 weeks. Also, explain the myth: Your belly button is what remains from your umbilical cord. The umbilical cord connects a developing fetus to the uterus and delivers all the nutrients it needs to grow. Babies are born through the vagina or by a surgical procedure called a cesarean section. [115.17.b.22.E.i] Movement Notes There are two ways to incorporate movement into this screen activity: Mill and a variation of Think Quick. Choose an activity or play Mill first and then use Think Quick as a review. Instructional Activity 1: Mill Invite students to walk around the learning area "milling" about. Call out the number 1: student race to sit by themselves (in a group of one) Optional: You could play an elimination game where the last people standing have to sit out a round. Select the icon 1 on the screen and explain Ovulation Invite students to mill about again. Explain that when you call out the number 2 they will find a partner and sit down. Call out the number 2: student race to find a partner and sit together (in a group of two) Select the icon 2 on the screen and explain Fertilization (see notes above) Repeat this process through groups of 8! Instructional Activity 2: Think Quick Materials: paper, marker, tape Designate eight areas in the learning area. Label them with a number 1-8. Select "Hide All" on the screen to begin. Explain to students that you will read a step in the process of Fertilization. When you say Go, they run to the area with the number they think matches what you said and sit down. Once they have gotten to the area, select the icon the most students thought it was. This will give students a chance to review, even if they were wrong. If the icon was incorrect, select it again to hide it. When you reveal the correct icon, review the information listed above.1: Ovulation2: Fertilization3: Zygote4: Implantation5: First Trimester6: Second Trimester7: Third Trimester8: Birth Announce the next step and explain to students they will stand and run to the number they think corresponds in the fertilization and reproduction processes when you say Go! Continue until all icons are revealed.

Component Title	ISBN	URL For Current Content	Current Page Numbers	Location of Current Content	URL for Updated Content	Original Text	Updated Text
Quaver Health Online License	9781642851427	<a href="#">View Current Link</a>	5M10-2.5	To see the pre-sample adoption version, login to quavered.com with username: QuaverHealthTEA / password: review 2022. Please see Teacher Notes by selecting Menu > Notes.	<a href="#">View Updated Link</a>	Question 4, original answer D: "Egg travels through fallopian tube"	5M10-2.5 - Doctor, Doctor (My Reproductive System) Added pictures of body organs related to questions. Question 4, replaced answer D with "Sperm penetrates an egg." Teacher Notes: In some school districts, parents and/or guardians must be informed and provide consent before material on this screen is presented to students.
Quaver Health Online License	9781642851427	<a href="#">View Current Link</a>	5M08-3.2	To see the pre-sample adoption version, login to quavered.com with username: QuaverHealthTEA / password: review 2022. Please see Teacher Notes by selecting Menu > Notes.	<a href="#">View Updated Link</a>	Art on screen > Human Trafficking Warning Signs > bullet 1: "Forced separation from family, friends, or school "Character Voice Over Script: Gangs are groups of kids and young adults who share a common identity. While gangs can offer acceptance and a sense of belonging, they are also dangerous because they are involved in illegal and violent activities. Gang activity happens in big cities, smaller towns, and rural areas. Gangs can include people of every gender, race, and culture. Warning signs that someone you know is involved in a gang include: having unexplained money or expensive items, wearing clothing of all one color or style, using special symbols or hand signs with hidden meanings, associating with known gang members, and using or possessing drugs or weapons. "Teacher Notes: Select the gangs awareness ribbon to learn more about gangs. Select play to listen to a detailed definition and to learn the warning signs for gangs. Ask students to explain why it is important to be aware of the characteristics and warning signs for gangs. [115.16.b.12.B.i; 115.17.b.12.B.i]	5M08-3.2 - Human Trafficking and Gang Awareness Art on screen > Human Trafficking Warning Signs > bullet 1: "Forced separation from friends, family, or school "Narrator voice over script: "Gangs are groups of kids and young adults who share a common identity. While gangs can offer acceptance and a sense of belonging, they are often also dangerous because they are sometimes involved in illegal and violent activities. Dangerous gang activity happens in big cities, smaller towns, and rural areas. Gangs can include people of every gender, race, and culture. Warning signs that someone you know is involved in a dangerous gang include: having unexplained money or expensive items, wearing clothing of all one color or style, using special symbols or hand signs with hidden meanings, associating with known gang members, and using or possessing drugs or weapons. "Teacher Notes: Select the gangs awareness ribbon to learn more about gangs. Select play to listen to a detailed definition and to learn the warning signs for dangerous gangs. Ask students to explain why it is important to be aware of the characteristics and warning signs for gangs involved in illegal and/or dangerous activities. [115.16.b.12.B.i; 115.17.b.12.B.i]
Quaver Health Online License	9781642851427	<a href="#">View Current Link</a>	5M10-1.2	To see the pre-sample adoption version, login to quavered.com with username: QuaverHealthTEA / password: review 2022. Please see Teacher Notes by selecting Menu > Notes.	<a href="#">View Updated Link</a>	Original character VO re: onset of puberty: "Puberty is when your body begins to develop and transform into an adult body for females puberty can start from age 8 - 12, for males, puberty can start from age 10 -16. Physical Changes Pop Up - original sentence: You might grow several inches taller, your voice may get lower, your face might develop acne or pimples.	5M10-1.2 - Brain and Body Changes (Puberty)Added/changed the following to Teacher Notes: NOTE: In some school districts, parents and/or guardians must be informed and provide consent before material on this screen is presented to students. Teacher Notes - Inserted bullet under bullet 1 and updated ages of puberty onset: To begin, read the definition of puberty to the class, and select the yellow Play button to hear more. "Puberty is when your body begins to develop and transform into an adult body for females puberty can start from age 8 - 12, for males, puberty can start from age 9 -14. Regardless of when puberty begins your body will be in the state of change for several years. "Physical Changes Pop Up - altered sentence: You might grow several inches taller, your face might develop acne or pimples, and in males, your voice might get lower. Page 2: Female and Male Changes - clarified which changes affect everyone, males, and females in chart on screen and added bullet to notes: Reassure students that there is no "normal"- that everyone's body changes at a different time and a different pace- and all of that is "normal." Affirm every student in this and instruct them to respect others who are going through the change at different times. It's "normal" to feel self-conscious and anxious about these changes. Some are early bloomers, some are late bloomers- all of that is "normal." "Menstruation Pop Up - added bullet: Note for students that when menstruation first begins, it is normal for cycles to be very irregular and then gradually become regular to every 25 to 30 days. It is wise to carry feminine hygiene products to prevent stains in clothing (direct students to school office or nurse if applicable at your school!). Ejaculation Pop Up - altered character voice over and Teacher Notes: "Erection is when a male's penis stiffens as the result of increased blood supply. It can be the result of physical or mental stimulation or can be spontaneous and have no apparent reason at all. When a male body enters puberty, erections may lead to ejaculation, when sperm is released through the urethra in a fluid called semen. The increased blood flow that occurs during an erection restricts the flow of urine from the bladder so urine doesn't mix with semen when it is released. This can happen both while awake and asleep, and is a normal body response. "Added bullet: Revisit the process by which an erection cuts off the bladder from the vas deferens to discuss the urinary system. Describe and discuss the primary functions of the urinary system. Assist students in naming, locating, and describing the major components of the urinary system, including the bladder. [115.17.b.1.A.iii,vi; 115.17.b.1.A.ix]

Subject: Physical Education, Kindergarten

Quaver Health

Component Title	ISBN	URL For Current Content	Current Page Numbers	Location of Current Content	URL for Updated Content	Original Text	Updated Text
Quaver Health Online License	9781642851427	<a href="#">View Current Link</a>	0M02-3.2	To see the pre-sample adoption version, login to quavered.com with username: QuaverHealthTEA / password: review 2022. Please see Teacher Notes by selecting Menu > Notes.	<a href="#">View Updated Link</a>	Spelling error: Carlos'	0M02-3.2 - Meet My Good Friends Added s to read Carlos's in instructions and on backpack.
Quaver Health Online License	9781642851427	<a href="#">View Current Link</a>	0M02-3.4	To see the pre-sample adoption version, login to quavered.com with username: QuaverHealthTEA / password: review 2022. Please see Teacher Notes by selecting Menu > Notes.	<a href="#">View Updated Link</a>	This screen activity invites students to explore the qualities of healthy relationships..	0M02-3.4 - Relationship Four Corners (What Are Healthy Relationships?) Remove extra period - This screen activity invites students to explore the qualities of healthy relationships.

Component Title	ISBN	URL For Current Content	Current Page Numbers	Location of Current Content	URL for Updated Content	Original Text	Updated Text
Quaver Health Online License	9781642851427	<a href="#">View Current Link</a>	5M10-2.3	To see the pre-sample adoption version, login to quavered.com with username: QuaverHealthTEA / password: review 2022. Please see Teacher Notes by selecting Menu > Notes.	<a href="#">View Updated Link</a>	We have removed "Mythbusters" screen from this lesson and replaced it with "How Babies Are Made" with modifications. Original text for "How Babies Are Made": Art on screen changes: First trimester pop up: Add Bullet point - Heartbeat begins at 3-4 weeks Second trimester pop up: revise bullet 2: "Fetus begins to hear and develops hair, lungs, and can suck thumb." third trimester: edit second bullet point to read: "Fetus forms bones and can open and close eyes." Original teacher notes that have been updated:2: Fertilization: Explain that when one sperm penetrates the egg's outer layer, the process of fertilization begins, and the cell, the zygote, immediately begins replicating and dividing. Explain that sperm can enter the uterus and fallopian tube when a penis ejaculates in a vagina. Scientists can also fertilize an egg with sperm in a laboratory and implant the fertilized egg into a uterus to develop into a baby. [115.17.b.22.D.i]8: Birth [115.17.b.22.E.i]	5M10-2.3 - How Babies Are Made Art on screen changes: First trimester pop up: Add Bullet point - Heartbeat begins at 3-4 weeks Second trimester pop up: revise bullet 2: "Fetus begins to hear and develops hair, lungs, and can suck thumb." third trimester: edit second bullet point to read: "Fetus forms bones and can open and close eyes." Notes Additions/Changes: Added to first bullet: To incorporate movement into this learning activity, please see the Movement Notes below. Materials needed: paper, marker, tape2: Fertilization: Explain that when one sperm penetrates the egg's outer layer, the process of fertilization begins, combining the DNA from the egg and the DNA from the sperm to create a new, unique human being. The cell, the zygote, immediately begins replicating and dividing. Explain that sperm can enter the uterus and fallopian tube when a penis ejaculates in a vagina. Scientists can also fertilize an egg with sperm in a laboratory and implant the fertilized egg into a uterus to develop into a baby. [115.17.b.22.D.i]8: Birth - Explain that some people might think babies are born through the belly button. Note: Full-term: the baby is considered full-term at 39 weeks, though it can usually survive without intervention at about 36 weeks and with medical intervention as early as 24 weeks. Also, explain the myth: Your belly button is what remains from your umbilical cord. The umbilical cord connects a developing fetus to the uterus and delivers all the nutrients it needs to grow. Babies are born through the vagina or by a surgical procedure called a cesarean section. [115.17.b.22.E.i] Movement Notes There are two ways to incorporate movement into this screen activity: Mill and a variation of Think Quick. Choose an activity or play Mill first and then use Think Quick as a review. Instructional Activity 1: Mill Invite students to walk around the learning area "milling" about. Call out the number 1: student race to sit by themselves (in a group of one) Optional: You could play an elimination game where the last people standing have to sit out a round. Select the icon 1 on the screen and explain Ovulation Invite students to mill about again. Explain that when you call out the number 2 they will find a partner and sit down. Call out the number 2: student race to find a partner and sit together (in a group of two) Select the icon 2 on the screen and explain Fertilization (see notes above) Repeat this process through groups of 8! Instructional Activity 2: Think Quick Materials: paper, marker, tape Designate eight areas in the learning area. Label them with a number 1-8. Select "Hide All" on the screen to begin. Explain to students that you will read a step in the process of Fertilization. When you say Go, they run to the area with the number they think matches what you said and sit down. Once they have gotten to the area, select the icon the most students thought it was. This will give students a chance to review, even if they were wrong. If the icon was incorrect, select it again to hide it. When you reveal the correct icon, review the information listed above.1: Ovulation2: Fertilization3: Zygote4: Implantation5: First Trimester6: Second Trimester7: Third Trimester8: Birth Announce the next step and explain to students they will stand and run to the number they think corresponds in the fertilization and reproduction processes when you say Go! Continue until all icons are revealed.

Subject: Physical Education, Grade 1

Quaver Health

Component Title	ISBN	URL For Current Content	Current Page Numbers	Location of Current Content	URL for Updated Content	Original Text	Updated Text
Quaver Health Online License	9781642851427	<a href="#">View Current Link</a>	5M10-2.3	To see the pre-sample adoption version, login to quavered.com with username: QuaverHealthTEA / password: review 2022. Please see Teacher Notes by selecting Menu > Notes.	<a href="#">View Updated Link</a>	We have removed "Mythbusters" screen from this lesson and replaced it with "How Babies Are Made" with modifications. Original text for "How Babies Are Made": Art on screen changes: First trimester pop up: Add Bullet point - Heartbeat begins at 3-4 weeks Second trimester pop up: revise bullet 2: "Fetus begins to hear and develops hair, lungs, and can suck thumb." third trimester: edit second bullet point to read: "Fetus forms bones and can open and close eyes." Original teacher notes that have been updated:2: Fertilization: Explain that when one sperm penetrates the egg's outer layer, the process of fertilization begins, and the cell, the zygote, immediately begins replicating and dividing. Explain that sperm can enter the uterus and fallopian tube when a penis ejaculates in a vagina. Scientists can also fertilize an egg with sperm in a laboratory and implant the fertilized egg into a uterus to develop into a baby. [115.17.b.22.D.i]8: Birth [115.17.b.22.E.i]	5M10-2.3 - How Babies Are Made Art on screen changes: First trimester pop up: Add Bullet point - Heartbeat begins at 3-4 weeks Second trimester pop up: revise bullet 2: "Fetus begins to hear and develops hair, lungs, and can suck thumb." third trimester: edit second bullet point to read: "Fetus forms bones and can open and close eyes." Notes Additions/Changes: Added to first bullet: To incorporate movement into this learning activity, please see the Movement Notes below. Materials needed: paper, marker, tape2: Fertilization: Explain that when one sperm penetrates the egg's outer layer, the process of fertilization begins, combining the DNA from the egg and the DNA from the sperm to create a new, unique human being. The cell, the zygote, immediately begins replicating and dividing. Explain that sperm can enter the uterus and fallopian tube when a penis ejaculates in a vagina. Scientists can also fertilize an egg with sperm in a laboratory and implant the fertilized egg into a uterus to develop into a baby. [115.17.b.22.D.i]8: Birth - Explain that some people might think babies are born through the belly button. Note: Full-term: the baby is considered full-term at 39 weeks, though it can usually survive without intervention at about 36 weeks and with medical intervention as early as 24 weeks. Also, explain the myth: Your belly button is what remains from your umbilical cord. The umbilical cord connects a developing fetus to the uterus and delivers all the nutrients it needs to grow. Babies are born through the vagina or by a surgical procedure called a cesarean section. [115.17.b.22.E.i] Movement Notes There are two ways to incorporate movement into this screen activity: Mill and a variation of Think Quick. Choose an activity or play Mill first and then use Think Quick as a review. Instructional Activity 1: Mill Invite students to walk around the learning area "milling" about. Call out the number 1: student race to sit by themselves (in a group of one) Optional: You could play an elimination game where the last people standing have to sit out a round. Select the icon 1 on the screen and explain Ovulation Invite students to mill about again. Explain that when you call out the number 2 they will find a partner and sit down. Call out the number 2: student race to find a partner and sit together (in a group of two) Select the icon 2 on the screen and explain Fertilization (see notes above) Repeat this process through groups of 8! Instructional Activity 2: Think Quick Materials: paper, marker, tape Designate eight areas in the learning area. Label them with a number 1-8. Select "Hide All" on the screen to begin. Explain to students that you will read a step in the process of Fertilization. When you say Go, they run to the area with the number they think matches what you said and sit down. Once they have gotten to the area, select the icon the most students thought it was. This will give students a chance to review, even if they were wrong. If the icon was incorrect, select it again to hide it. When you reveal the correct icon, review the information listed above.1: Ovulation2: Fertilization3: Zygote4: Implantation5: First Trimester6: Second Trimester7: Third Trimester8: Birth Announce the next step and explain to students they will stand and run to the number they think corresponds in the fertilization and reproduction processes when you say Go! Continue until all icons are revealed.

Subject: Physical Education, Grade 2

Quaver Health

Component Title	ISBN	URL For Current Content	Current Page Numbers	Location of Current Content	URL for Updated Content	Original Text	Updated Text
Quaver Health Online License	9781642851427	<a href="#">View Current Link</a>	5M10-2.3	To see the pre-sample adoption version, login to quavered.com with username: QuaverHealthTEA / password: review 2022. Please see Teacher Notes by selecting Menu > Notes.	<a href="#">View Updated Link</a>	We have removed "Mythbusters" screen from this lesson and replaced it with "How Babies Are Made" with modifications. Original text for "How Babies Are Made": Art on screen changes: First trimester pop up: Add Bullet point - Heartbeat begins at 3-4 weeks Second trimester pop up: revise bullet 2: "Fetus begins to hear and develops hair, lungs, and can suck thumb." third trimester: edit second bullet point to read: "Fetus forms bones and can open and close eyes." Original teacher notes that have been updated:2: Fertilization: Explain that when one sperm penetrates the egg's outer layer, the process of fertilization begins, and the cell, the zygote, immediately begins replicating and dividing. Explain that sperm can enter the uterus and fallopian tube when a penis ejaculates in a vagina. Scientists can also fertilize an egg with sperm in a laboratory and implant the fertilized egg into a uterus to develop into a baby. [115.17.b.22.D.i]8: Birth [115.17.b.22.E.i]	5M10-2.3 - How Babies Are Made Art on screen changes: First trimester pop up: Add Bullet point - Heartbeat begins at 3-4 weeks Second trimester pop up: revise bullet 2: "Fetus begins to hear and develops hair, lungs, and can suck thumb." third trimester: edit second bullet point to read: "Fetus forms bones and can open and close eyes." Notes Additions/Changes: Added to first bullet: To incorporate movement into this learning activity, please see the Movement Notes below. Materials needed: paper, marker, tape2: Fertilization: Explain that when one sperm penetrates the egg's outer layer, the process of fertilization begins, combining the DNA from the egg and the DNA from the sperm to create a new, unique human being. The cell, the zygote, immediately begins replicating and dividing. Explain that sperm can enter the uterus and fallopian tube when a penis ejaculates in a vagina. Scientists can also fertilize an egg with sperm in a laboratory and implant the fertilized egg into a uterus to develop into a baby. [115.17.b.22.D.i]8: Birth - Explain that some people might think babies are born through the belly button. Note: Full-term: the baby is considered full-term at 39 weeks, though it can usually survive without intervention at about 36 weeks and with medical intervention as early as 24 weeks. Also, explain the myth: Your belly button is what remains from your umbilical cord. The umbilical cord connects a developing fetus to the uterus and delivers all the nutrients it needs to grow. Babies are born through the vagina or by a surgical procedure called a cesarean section. [115.17.b.22.E.i] Movement Notes There are two ways to incorporate movement into this screen activity: Mill and a variation of Think Quick. Choose an activity or play Mill first and then use Think Quick as a review. Instructional Activity 1: Mill Invite students to walk around the learning area "milling" about. Call out the number 1: student race to sit by themselves (in a group of one) Optional: You could play an elimination game where the last people standing have to sit out a round. Select the icon 1 on the screen and explain Ovulation Invite students to mill about again. Explain that when you call out the number 2 they will find a partner and sit down. Call out the number 2: student race to find a partner and sit together (in a group of two) Select the icon 2 on the screen and explain Fertilization (see notes above) Repeat this process through groups of 8! Instructional Activity 2: Think Quick Materials: paper, marker, tape Designate eight areas in the learning area. Label them with a number 1-8. Select "Hide All" on the screen to begin. Explain to students that you will read a step in the process of Fertilization. When you say Go, they run to the area with the number they think matches what you said and sit down. Once they have gotten to the area, select the icon the most students thought it was. This will give students a chance to review, even if they were wrong. If the icon was incorrect, select it again to hide it. When you reveal the correct icon, review the information listed above.1: Ovulation2: Fertilization3: Zygote4: Implantation5: First Trimester6: Second Trimester7: Third Trimester8: Birth Announce the next step and explain to students they will stand and run to the number they think corresponds in the fertilization and reproduction processes when you say Go! Continue until all icons are revealed.
Quaver Health Online License	9781642851427	<a href="#">View Current Link</a>	2M06-1.5	To see the pre-sample adoption version, login to quavered.com with username: QuaverHealthTEA / password: review 2022. Please see Teacher Notes by selecting Menu > Notes.	<a href="#">View Updated Link</a>	Spelling error on Minerals - Calcium "strong"	2M06-1.5 - Food Sorter (The Role of Vitamins and Minerals) Spelling correction on Minerals - Calcium "stong" changed to "strong"

Subject: Physical Education, Grade 3

Quaver Health

Component Title	ISBN	URL For Current Content	Current Page Numbers	Location of Current Content	URL for Updated Content	Original Text	Updated Text
Quaver Health Online License	9781642851427	<a href="#">View Current Link</a>	3M03-3.2	To see the pre-sample adoption version, login to quavered.com with username: QuaverHealthTEA / password: review 2022. Please see Teacher Notes by selecting Menu > Notes.	<a href="#">View Updated Link</a>	Page 2 > "I have my goal and a list of steps but I still don't know where to start!"	3M03-3.2 - Setting and Achieving My Goal Page 2 - add comma after "steps"
Quaver Health Online License	9781642851427	<a href="#">View Current Link</a>	3M07-2.2	To see the pre-sample adoption version, login to quavered.com with username: QuaverHealthTEA / password: review 2022. Please see Teacher Notes by selecting Menu > Notes.	<a href="#">View Updated Link</a>	Original VO for asthma: Asthma affects the respiratory system, which means it affects how you breathe. Normally your lungs allow air in and out easily. Lungs with asthma are sensitive to triggers, like dust and pollen, that cause the airways to tighten and produce a sticky substance called mucus.	3M07-2.2 - Ask a Doctor Removed the word "Normally" from Asthma voice over: Asthma affects the respiratory system, which means it affects how you breathe. Your lungs allow air in and out easily. Lungs with asthma are sensitive to triggers, like dust and pollen, that cause the airways to tighten and produce a sticky substance called mucus.

Component Title	ISBN	URL For Current Content	Current Page Numbers	Location of Current Content	URL for Updated Content	Original Text	Updated Text
Quaver Health Online License	9781642851427	<a href="#">View Current Link</a>	5M10-2.3	To see the pre-sample adoption version, login to quavered.com with username: QuaverHealthTEA / password: review 2022. Please see Teacher Notes by selecting Menu > Notes.	<a href="#">View Updated Link</a>	We have removed "Mythbusters" screen from this lesson and replaced it with "How Babies Are Made" with modifications. Original text for "How Babies Are Made": Art on screen changes: First trimester pop up: Add Bullet point - Heartbeat begins at 3-4 weeks Second trimester pop up: revise bullet 2: "Fetus begins to hear and develops hair, lungs, and can suck thumb." third trimester: edit second bullet point to read: "Fetus forms bones and can open and close eyes." Original teacher notes that have been updated:2: Fertilization: Explain that when one sperm penetrates the egg's outer layer, the process of fertilization begins, and the cell, the zygote, immediately begins replicating and dividing. Explain that sperm can enter the uterus and fallopian tube when a penis ejaculates in a vagina. Scientists can also fertilize an egg with sperm in a laboratory and implant the fertilized egg into a uterus to develop into a baby. [115.17.b.22.D.i]8: Birth [115.17.b.22.E.i]	5M10-2.3 - How Babies Are Made Art on screen changes: First trimester pop up: Add Bullet point - Heartbeat begins at 3-4 weeks Second trimester pop up: revise bullet 2: "Fetus begins to hear and develops hair, lungs, and can suck thumb." third trimester: edit second bullet point to read: "Fetus forms bones and can open and close eyes." Notes Additions/Changes: Added to first bullet: To incorporate movement into this learning activity, please see the Movement Notes below. Materials needed: paper, marker, tape2: Fertilization: Explain that when one sperm penetrates the egg's outer layer, the process of fertilization begins, combining the DNA from the egg and the DNA from the sperm to create a new, unique human being. The cell, the zygote, immediately begins replicating and dividing. Explain that sperm can enter the uterus and fallopian tube when a penis ejaculates in a vagina. Scientists can also fertilize an egg with sperm in a laboratory and implant the fertilized egg into a uterus to develop into a baby. [115.17.b.22.D.i]8: Birth - Explain that some people might think babies are born through the belly button. Note: Full-term: the baby is considered full-term at 39 weeks, though it can usually survive without intervention at about 36 weeks and with medical intervention as early as 24 weeks. Also, explain the myth: Your belly button is what remains from your umbilical cord. The umbilical cord connects a developing fetus to the uterus and delivers all the nutrients it needs to grow. Babies are born through the vagina or by a surgical procedure called a cesarean section. [115.17.b.22.E.i] Movement Notes There are two ways to incorporate movement into this screen activity: Mill and a variation of Think Quick. Choose an activity or play Mill first and then use Think Quick as a review. Instructional Activity 1: Mill Invite students to walk around the learning area "milling" about. Call out the number 1: student race to sit by themselves (in a group of one)Optional: You could play an elimination game where the last people standing have to sit out a round. Select the icon 1 on the screen and explain Ovulation Invite students to mill about again. Explain that when you call out the number 2 they will find a partner and sit down. Call out the number 2: student race to find a partner and sit together (in a group of two)Select the icon 2 on the screen and explain Fertilization (see notes above)Repeat this process through groups of 8! Instructional Activity 2: Think Quick Materials: paper, marker, tape Designate eight areas in the learning area. Label them with a number 1-8. Select "Hide All" on the screen to begin. Explain to students that you will read a step in the process of Fertilization. When you say Go, they run to the area with the number they think matches what you said and sit down. Once they have gotten to the area, select the icon the most students thought it was. This will give students a chance to review, even if they were wrong. If the icon was incorrect, select it again to hide it. When you reveal the correct icon, review the information listed above.1: Ovulation2: Fertilization3: Zygote4: Implantation5: First Trimester6: Second Trimester7: Third Trimester8: Birth Announce the next step and explain to students they will stand and run to the number they think corresponds in the fertilization and reproduction processes when you say Go! Continue until all icons are revealed.

**Subject: Physical Education, Grade 4**

**Quaver Health**

Component Title	ISBN	URL For Current Content	Current Page Numbers	Location of Current Content	URL for Updated Content	Original Text	Updated Text
Quaver Health Online License	9781642851427	<a href="#">View Current Link</a>	4M07-3.5	To see the pre-sample adoption version, login to quavered.com with username: QuaverHealthTEA / password: review 2022. Please see Teacher Notes by selecting Menu > Notes.	<a href="#">View Updated Link</a>	On Screen questions 4A and 4C have been worded differently for more clarification	4M07-3.5 - Pharmacist, Pharmacist (Why Do I Need a Prescription?)A. Prescription medications may be stronger. C. Prescription medication can only be ordered by a doctor.

Component Title	ISBN	URL For Current Content	Current Page Numbers	Location of Current Content	URL for Updated Content	Original Text	Updated Text
Quaver Health Online License	9781642851427	<a href="#">View Current Link</a>	5M10-2.3	To see the pre-sample adoption version, login to quavered.com with username: QuaverHealthTEA / password: review 2022. Please see Teacher Notes by selecting Menu > Notes.	<a href="#">View Updated Link</a>	We have removed "Mythbusters" screen from this lesson and replaced it with "How Babies Are Made" with modifications. Original text for "How Babies Are Made": Art on screen changes: First trimester pop up: Add Bullet point - Heartbeat begins at 3-4 weeks Second trimester pop up: revise bullet 2: "Fetus begins to hear and develops hair, lungs, and can suck thumb." third trimester: edit second bullet point to read: "Fetus forms bones and can open and close eyes." Original teacher notes that have been updated:2: Fertilization: Explain that when one sperm penetrates the egg's outer layer, the process of fertilization begins, and the cell, the zygote, immediately begins replicating and dividing. Explain that sperm can enter the uterus and fallopian tube when a penis ejaculates in a vagina. Scientists can also fertilize an egg with sperm in a laboratory and implant the fertilized egg into a uterus to develop into a baby. [115.17.b.22.D.i]8: Birth [115.17.b.22.E.i]	5M10-2.3 - How Babies Are Made Art on screen changes: First trimester pop up: Add Bullet point - Heartbeat begins at 3-4 weeks Second trimester pop up: revise bullet 2: "Fetus begins to hear and develops hair, lungs, and can suck thumb." third trimester: edit second bullet point to read: "Fetus forms bones and can open and close eyes." Notes Additions/Changes: Added to first bullet: To incorporate movement into this learning activity, please see the Movement Notes below. Materials needed: paper, marker, tape2: Fertilization: Explain that when one sperm penetrates the egg's outer layer, the process of fertilization begins, combining the DNA from the egg and the DNA from the sperm to create a new, unique human being. The cell, the zygote, immediately begins replicating and dividing. Explain that sperm can enter the uterus and fallopian tube when a penis ejaculates in a vagina. Scientists can also fertilize an egg with sperm in a laboratory and implant the fertilized egg into a uterus to develop into a baby. [115.17.b.22.D.i]8: Birth - Explain that some people might think babies are born through the belly button. Note: Full-term: the baby is considered full-term at 39 weeks, though it can usually survive without intervention at about 36 weeks and with medical intervention as early as 24 weeks. Also, explain the myth: Your belly button is what remains from your umbilical cord. The umbilical cord connects a developing fetus to the uterus and delivers all the nutrients it needs to grow. Babies are born through the vagina or by a surgical procedure called a cesarean section. [115.17.b.22.E.i] Movement Notes There are two ways to incorporate movement into this screen activity: Mill and a variation of Think Quick. Choose an activity or play Mill first and then use Think Quick as a review. Instructional Activity 1: Mill Invite students to walk around the learning area "milling" about. Call out the number 1: student race to sit by themselves (in a group of one) Optional: You could play an elimination game where the last people standing have to sit out a round. Select the icon 1 on the screen and explain Ovulation Invite students to mill about again. Explain that when you call out the number 2 they will find a partner and sit down. Call out the number 2: student race to find a partner and sit together (in a group of two) Select the icon 2 on the screen and explain Fertilization (see notes above)Repeat this process through groups of 8! Instructional Activity 2: Think Quick Materials: paper, marker, tape Designate eight areas in the learning area. Label them with a number 1-8. Select "Hide All" on the screen to begin. Explain to students that you will read a step in the process of Fertilization. When you say Go, they run to the area with the number they think matches what you said and sit down. Once they have gotten to the area, select the icon the most students thought it was. This will give students a chance to review, even if they were wrong. If the icon was incorrect, select it again to hide it. When you reveal the correct icon, review the information listed above.1: Ovulation2: Fertilization3: Zygote4: Implantation5: First Trimester6: Second Trimester7: Third Trimester8: Birth Announce the next step and explain to students they will stand and run to the number they think corresponds in the fertilization and reproduction processes when you say Go! Continue until all icons are revealed.

Subject: Physical Education, Grade 5

Quaver Health

Component Title	ISBN	URL For Current Content	Current Page Numbers	Location of Current Content	URL for Updated Content	Original Text	Updated Text
Quaver Health Online License	9781642851427	<a href="#">View Current Link</a>	5M08-3.2	To see the pre-sample adoption version, login to quavered.com with username: QuaverHealthTEA / password: review 2022. Please see Teacher Notes by selecting Menu > Notes.	<a href="#">View Updated Link</a>	Art on screen > Human Trafficking Warning Signs > bullet 1: "Forced separation from family, friends, or school" Character Voice Over Script: Gangs are groups of kids and young adults who share a common identity. While gangs can offer acceptance and a sense of belonging, they are also dangerous because they are involved in illegal and violent activities. Gang activity happens in big cities, smaller towns, and rural areas. Gangs can include people of every gender, race, and culture. Warning signs that someone you know is involved in a gang include: having unexplained money or expensive items, wearing clothing of all one color or style, using special symbols or hand signs with hidden meanings, associating with known gang members, and using or possessing drugs or weapons." Teacher Notes: Select the gangs awareness ribbon to learn more about gangs. Select play to listen to a detailed definition and to learn the warning signs for gangs. Ask students to explain why it is important to be aware of the characteristics and warning signs for gangs. [115.16.b.12.B.i; 115.17.b.12.B.i]	5M08-3.2 - Human Trafficking and Gang Awareness Art on screen > Human Trafficking Warning Signs > bullet 1: "Forced separation from friends, family, or school" Narrator voice over script: "Gangs are groups of kids and young adults who share a common identity. While gangs can offer acceptance and a sense of belonging, they are often also dangerous because they are sometimes involved in illegal and violent activities. Dangerous gang activity happens in big cities, smaller towns, and rural areas. Gangs can include people of every gender, race, and culture. Warning signs that someone you know is involved in a dangerous gang include: having unexplained money or expensive items, wearing clothing of all one color or style, using special symbols or hand signs with hidden meanings, associating with known gang members, and using or possessing drugs or weapons." Teacher Notes: Select the gangs awareness ribbon to learn more about gangs. Select play to listen to a detailed definition and to learn the warning signs for dangerous gangs. Ask students to explain why it is important to be aware of the characteristics and warning signs for gangs involved in illegal and/or dangerous activities. [115.16.b.12.B.i; 115.17.b.12.B.i]
Quaver Health Online License	9781642851427	<a href="#">View Current Link</a>	5M10-1.2	To see the pre-sample adoption version, login to quavered.com with username: QuaverHealthTEA / password: review 2022. Please see Teacher Notes by selecting Menu > Notes.	<a href="#">View Updated Link</a>	Original character VO re: onset of puberty: "Puberty is when your body begins to develop and transform into an adult body for females puberty can start from age 8 - 12, for males, puberty can start from age 10 -16. Physical Changes Pop Up - original sentence: You might grow several inches taller, your voice may get lower, your face might develop acne or pimples.	5M10-1.2 - Brain and Body Changes (Puberty)Added/changed the following to Teacher Notes: NOTE: In some school districts, parents and/or guardians must be informed and provide consent before material on this screen is presented to students. Teacher Notes - Inserted bullet under bullet 1 and updated ages of puberty onset: To begin, read the definition of puberty to the class, and select the yellow Play button to hear more. "Puberty is when your body begins to develop and transform into an adult body for females puberty can start from age 8 - 12, for males, puberty can start from age 9 -14. Regardless of when puberty begins your body will be in the state of change for several years." Physical Changes Pop Up - altered sentence: You might grow several inches taller, your face might develop acne or pimples, and in males, your voice might get lower. Page 2: Female and Male Changes - clarified which changes affect everyone, males, and females in chart on screen and added bullet to notes: Reassure students that there is no "normal"- that everyone's body changes at a different time and a different pace- and all of that is "normal." Affirm every student in this and instruct them to respect others who are going through the change at different times. It's "normal" to feel self-conscious and anxious about these changes. Some are early bloomers, some are late bloomers- all of that is "normal." Menstruation Pop Up - added bullet: Note for students that when menstruation first begins, it is normal for cycles to be very irregular and then gradually become regular to every 25 to 30 days. It is wise to carry feminine hygiene products to prevent stains in clothing (direct students to school office or nurse if applicable at your school!). Ejaculation Pop Up - altered character voice over and Teacher Notes: "Erection is when a male's penis stiffens as the result of increased blood supply. It can be the result of physical or mental stimulation or can be spontaneous and have no apparent reason at all. When a male body enters puberty, erections may lead to ejaculation, when sperm is released through the urethra in a fluid called semen. The increased blood flow that occurs during an erection restricts the flow of urine from the bladder so urine doesn't mix with semen when it is released. This can happen both while awake and asleep, and is a normal body response." Added bullet: Revisit the process by which an erection cuts off the bladder from the vas deferens to discuss the urinary system. Describe and discuss the primary functions of the urinary system. Assist students in naming, locating, and describing the major components of the urinary system, including the bladder. [115.17.b.1.A.iii,vi; 115.17.b.1.A.ix]

Component Title	ISBN	URL For Current Content	Current Page Numbers	Location of Current Content	URL for Updated Content	Original Text	Updated Text
Quaver Health Online License	9781642851427	<a href="#">View Current Link</a>	5M10-2.3	To see the pre-sample adoption version, login to quavered.com with username: QuaverHealthTEA / password: review 2022. Please see Teacher Notes by selecting Menu > Notes.	<a href="#">View Updated Link</a>	We have removed "Mythbusters" screen from this lesson and replaced it with "How Babies Are Made" with modifications. Original text for "How Babies Are Made": Art on screen changes: First trimester pop up: Add Bullet point - Heartbeat begins at 3-4 weeks Second trimester pop up: revise bullet 2: "Fetus begins to hear and develops hair, lungs, and can suck thumb." third trimester: edit second bullet point to read: "Fetus forms bones and can open and close eyes." Original teacher notes that have been updated:2: Fertilization: Explain that when one sperm penetrates the egg's outer layer, the process of fertilization begins, and the cell, the zygote, immediately begins replicating and dividing. Explain that sperm can enter the uterus and fallopian tube when a penis ejaculates in a vagina. Scientists can also fertilize an egg with sperm in a laboratory and implant the fertilized egg into a uterus to develop into a baby. [115.17.b.22.D.i]8: Birth [115.17.b.22.E.i]	5M10-2.3 - How Babies Are Made Art on screen changes: First trimester pop up: Add Bullet point - Heartbeat begins at 3-4 weeks Second trimester pop up: revise bullet 2: "Fetus begins to hear and develops hair, lungs, and can suck thumb." third trimester: edit second bullet point to read: "Fetus forms bones and can open and close eyes." Notes Additions/Changes: Added to first bullet: To incorporate movement into this learning activity, please see the Movement Notes below. Materials needed: paper, marker, tape2: Fertilization: Explain that when one sperm penetrates the egg's outer layer, the process of fertilization begins, combining the DNA from the egg and the DNA from the sperm to create a new, unique human being. The cell, the zygote, immediately begins replicating and dividing. Explain that sperm can enter the uterus and fallopian tube when a penis ejaculates in a vagina. Scientists can also fertilize an egg with sperm in a laboratory and implant the fertilized egg into a uterus to develop into a baby. [115.17.b.22.D.i]8: Birth - Explain that some people might think babies are born through the belly button. Note: Full-term: the baby is considered full-term at 39 weeks, though it can usually survive without intervention at about 36 weeks and with medical intervention as early as 24 weeks. Also, explain the myth: Your belly button is what remains from your umbilical cord. The umbilical cord connects a developing fetus to the uterus and delivers all the nutrients it needs to grow. Babies are born through the vagina or by a surgical procedure called a cesarean section. [115.17.b.22.E.i] Movement Notes There are two ways to incorporate movement into this screen activity: Mill and a variation of Think Quick. Choose an activity or play Mill first and then use Think Quick as a review. Instructional Activity 1: Mill Invite students to walk around the learning area "milling" about. Call out the number 1: student race to sit by themselves (in a group of one) Optional: You could play an elimination game where the last people standing have to sit out a round. Select the icon 1 on the screen and explain Ovulation Invite students to mill about again. Explain that when you call out the number 2 they will find a partner and sit down. Call out the number 2: student race to find a partner and sit together (in a group of two)Select the icon 2 on the screen and explain Fertilization (see notes above)Repeat this process through groups of 8! Instructional Activity 2: Think Quick Materials: paper, marker, tape Designate eight areas in the learning area. Label them with a number 1-8. Select "Hide All" on the screen to begin. Explain to students that you will read a step in the process of Fertilization. When you say Go, they run to the area with the number they think matches what you said and sit down. Once they have gotten to the area, select the icon the most students thought it was. This will give students a chance to review, even if they were wrong. If the icon was incorrect, select it again to hide it. When you reveal the correct icon, review the information listed above.1: Ovulation2: Fertilization3: Zygote4: Implantation5: First Trimester6: Second Trimester7: Third Trimester8: Birth Announce the next step and explain to students they will stand and run to the number they think corresponds in the fertilization and reproduction processes when you say Go! Continue until all icons are revealed.
Quaver Health Online License	9781642851427	<a href="#">View Current Link</a>	5M10-2.5	To see the pre-sample adoption version, login to quavered.com with username: QuaverHealthTEA / password: review 2022. Please see Teacher Notes by selecting Menu > Notes.	<a href="#">View Updated Link</a>	Question 4, original answer D: "Egg travels through fallopian tube"	5M10-2.5 - Doctor, Doctor (My Reproductive System)Added pictures of body organs related to questions. Question 4, replaced answer D with "Sperm penetrates an egg." Teacher Notes: In some school districts, parents and/or guardians must be informed and provide consent before material on this screen is presented to students.