

Proclamation 2022: Required Corrections

Items identified as needing correction by publishers.

Publisher: Goodheart-Wilcox Publisher

Subject: Health Education, Grade 6

Texas Health Skills for Middle School - Online Learning Suite

Component Title	Component ISBN	Current URL	Page Number	Location of Error	Description of Error	Required Correction
<i>STUDENT EDITION Texas Health Skills for Middle School</i>	9781683115267 (print) 9781683115380 (ePub)	View Link	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)	View Link	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)	View Link	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)	View Link	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	View Link	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	View Link	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."

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<i>SPANISH OT Habilidades de salud de Texas en la escuela intermedia</i>	9781683115373	View Link	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)	View Link		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)	View Link	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..."
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<i>CURRICULUM CENTER Texas Health Skills for Middle School</i>	9781683115458 (CC 8yr)	View Link		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)	View Link		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	Component ISBN	Current URL	Page Number	Location of Error	Description of Error	Required Correction
<i>Texas Health Skills for Middle School - Online Learning Suite</i>	9781683115281	View Link	554	Fetal Stage Section "By the fourth month, the fetus has grown enough that the pregnant person looks pregnant."	The pregnant person may or may not look pregnant by the fourth month depending on-her weight at conception, her stature, whether this is her first pregnancy. Many women do not know they are pregnant until well after the fourth month if they are only relying on whether they "look pregnant."	Accept; on page 554, we will change the sentence to "By the fourth month, the fetus has grown enough that, in most cases, the pregnant person looks pregnant."
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<i>CURRICULUM CENTER Texas Health Skills for Middle School</i>	9781683115458 (CC 8yr)	View Link		PowerPoint, Chapter 6 title slide	Slide 1 title "Comprehensive Health Skills for Middle School"	Slide 1 title "Texas Health Skills for Middle School"

Component Title	Component ISBN	Current URL	Page Number	Location of Error	Description of Error	Required Correction
<i>Companion Text to Accompany Texas Health Skills for Middle School</i>	9781683115274	View Link	627	Methods of Contraception Blue table Figure 19.23	Under the "Number of pregnancies expected" the stated number for Fertility Awareness Methods (FAM) is stated as 12-24	The authors of <i>Texas Health Skills for Middle School</i> would like to thank the commenter for pointing out this error. According to the CDC, the range encompassing failure rates for perfect use and less than perfect use of fertility awareness methods (FAM) is 2-23%. Goodheart-Willcox will update this table with failure rates that match the CDC statistics. This information will also be updated in <i>Texas Health Skills for High School</i> .

Subject: Health II

Texas Health Skills for High School - Online Learning Suite HEALTH II

Component Title	Component ISBN	Current URL	Page Number	Location of Error	Description of Error	Required Correction
<i>Texas Health Skills for High School - Online Learning Suite</i>	9781683115328	View Link	154	"Strategies for Practicing Mindfulness" chart, Blue portion of chart	"Moment" is incorrectly spelled; "Living in the MomentM"	Accept; On page 154, we will correct "Living in the MomentM" to read "Living in the Moment."
<i>Texas Health Skills for High School - Online Learning Suite</i>	9781683115328	View Link	236	"Figure 7.18"	The "i" in "Figure" is capitalized	Accept; On page 236, we will correct "Figure" to read "Figure."

Publisher: Human Kinetics

Subject: Health Education, Grade 6

Live Well Middle School Health Interactive Web Text

Component Title	Component ISBN	Current URL	Page Number	Location of Error	Description of Error	Required Correction
<i>Live Well Middle School Health Interactive Web Text</i>	9781718208049	View Link	Ch 4, Lesson 4.5	Healthy Living Skills: Healthy Communication Activity described in box.	"exam ples" needs correction	Thank you for bringing this error to our attention. We will fix the error.
<i>Live Well Middle School</i>	9781718208049	View Link	Chapter 8 Lesson 8.1	Communication Styles, Four Communication Styles: Assertive Communicators "... show respect for other people"	Third sentence - communication is spelled 'communi cation" - unnecessary space	Thank you for bringing this error to our attention. We will fix the error.

Component Title	Component ISBN	Current URL	Page Number	Location of Error	Description of Error	Required Correction
<i>Health Interactive Web Text</i>						
<i>Live Well Middle School Health Interactive Web Text</i>	9781718208049	View Link	Chapter3 lesson 3.5	Healthy Living Skills: Accessing Valid Information (click box to view activity)	regularly is mistyped as "reg ularly"	Thank you for bringing this error to our attention. We will fix the error.
<i>Live Well Middle School Health Interactive Web Text</i>	9781718208049	View Link	Ch 10 Lesson 10.2	Risks of Underage Drinking, Risk Taking link, first sentence at the top after title	"drink ing can result . ." - needs to be corrected	Thank you for bringing this error to our attention. We will fix the error.
<i>Live Well Middle School Health Interactive Web Text</i>	9781718208049	View Link	Ch 10 Lesson 10.2	Skill-Building Challenge First sentence in activity description	". . and social effects of drink ing . ." - needs to be corrected to drinking	Thank you for bringing this error to our attention. We will fix the error.
<i>Live Well Middle School Health Interactive Web Text</i>	9781718208049	View Link	Ch 10, Lesson 10.4	fist sentence in Promoting Good Health in Healthy Living Skills	"promote an alter native activity" - alternative needs to be corrected	Thank you for bringing this error to our attention. We will fix the error.

Publisher: Lessonbee, Inc.

Subject: Health Education, Grades 7–8

Lessonbee Adaptive Online Health Education, Grades 7-8

Component Title	Component ISBN	Current URL	Page Number	Location of Error	Description of Error	Required Correction
<i>Lessonbee Adaptive Online Health Education</i>	9781736466339	View Link		scene 1 slide 43 Response to T/F question	Q: T/F: Teenagers are typically more emotional, so their decisions are made too quickly without consideration of the consequences. The publishers reason for this question being False states: "While the brain is certainly going through a lot of change during adolescence, this doesn't mean that a teenager is unable to make rational decisions. Reasoning and critical thinking skills don't vanish in times of change, even when emotions are running high." This may be technically accurate, however, this question is really neither true or false. Or more	Thank you, we will revise the question so that it's not T/F and is instead a free response question: "What is happening in the adolescent brain that causes teenagers to be more emotional, on average, than adults?"

Component Title	Component ISBN	Current URL	Page Number	Location of Error	Description of Error	Required Correction
					accurately, it is BOTH true AND false. A teenager is typically more emotional, and they are less likely to make rational decisions because the prefrontal cortex is not fully developed. Reasoning and critical thinking skills don't "vanish" - that is correct, but they are less accessible when emotions are high AND those skills are not fully accessible to the teenage brain to begin with. https://www.aacap.org/AACAP/Families_and_Youth/Facts_for_Families/FFF-Guide/The-Teen-Brain-Behavior-Problem-Solving-and-Decision-Making-095.aspx	
<i>Lessonbee Adaptive Online Health Education</i>	9781736466339	View Link		Scene1>slide41 Description boxes for each part of the brain	The "Upper Brain" is not a technical term for a part of the brain. The publisher also states that the Upper Brain is also known as the Cerebral Cortex. The cerebral cortex is actually the whole outer layer of the cerebrum, and it is divided into 4 lobes, one of which is the frontal cortex, which is covered by the Prefrontal Cortex. The publisher lists the Prefrontal Cortex as a separate part of the brain from the Cerebral Cortex, which isn't accurate. Also, it is actually the Prefrontal Cortex that allows a person to think logically and problem solve. I think this brain image and description needs editing.	Thank you. The brain image will be re-created to include frontal lobe, motor cortex, sensory cortex, parietal lobe, occipital lobe, and temporal lobe. We will include this language: "The prefrontal cortex, a part of the brain located at the front of the frontal lobe, is responsible for logical thinking and complex decision making."
<i>Lessonbee Adaptive Online Health Education</i>	9781736466339	View Link		1.8 Fight or Flight 3 from the navigation menu Text boxes	The publisher defines Eustress as something (anything) that allows you to act quickly, even if it's a negative event. They define Distress as something that lasts too long or isn't real. These are not accurate definitions of either type of stress.	Delete the phrase, "This is called eustress." Edit 2nd text box to be: "If your stress lasts too long or you stress over something that has not yet happened, this could negatively impact your physical and mental health. This stress can make you feel drained or exhausted. It is important to know how to manage your stress."
<i>Lessonbee Adaptive Online Health Education</i>	9781736466339	View Link		1.21 narrative	Heimlich should be capitalized because it's a person's name.	Revised text: Jenny's mom: "These are the steps to the choking rescue, also called the Heimlich maneuver,"
<i>Lessonbee Adaptive Online Health Education</i>	9781736466339	View Link		scene 3 slide 1	A question in the text repeats twice and the conversation answers the question without showing what was the suggestion because the text bubble is the question repeated.	Thank you for noting. Yes, on Slide 3.1, the character Scott's question repeats. Instead of the question repeating, Scott's line should be: Scott: Okay...I can understand that. But, let's set a date for when you'll post again, okay? Don't let those people kill your dream.

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<i>Lessonbee Adaptive Online Health Education</i>	9781736466339	View Link		1.27 Feedback: Correct! Family violence can have mental, emotional, and physical impact. This can take the form of verbal threats, hitting, punching, name calling, and other hurtful actions.	Misspelled hitting	Thank you, we will correct and spell 'hitting' correctly

Publisher: QuaverEd

Subject: Health Education, Kindergarten

Quaver Health

Component Title	Component ISBN	Current URL	Page Number	Location of Error	Description of Error	Required Correction
<i>Quaver Health Online License</i>	9781642851427	View Link	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.	Spelling error: Carlos'	0M02-3.2 - Meet My Good Friends Added s to read Carlos's in instructions and on backpack.
<i>Quaver Health Online License</i>	9781642851427	View Link	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.	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.

Subject: Health Education, Grade 1

Quaver Health

Component Title	Component ISBN	Current URL	Page Number	Location of Error	Description of Error	Required Correction
<i>Quaver Health Online License</i>	9781642851427	View Link	1M03-4.3	Teacher notes - 2nd bullet point	The wording in parenthesis should read (both for the victim and bully) NOT (both for the victim and the person being bullied)	We have updated the notes to read: Review with students the importance of understanding the consequences of bullying (both for person being bullied and the person bullying), cyberbullying, and any unsafe actions that take place in a digital or online environment. [115.12.b.11.A.i; 115.13.b.12.A.i; 115.13.b.13.A.i-ii; 115.14.b.12.A.i-ii] https://teacher.quavered.com/lpphost.aspx?lpGuid=rid_3600184

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						To see the above link, please login to this site: teacher.quavered.com/login.aspx using QuaverHealthTEA2 / review2022
<i>Quaver Health Online License</i>	9781642851427	View Link	1M03-4.3	2nd bullet point in Notes	Wording in parenthesis should read (both for the victim and bully) NOT (both for the victim and the person being bullied).	We have updated the notes to read: Review with students the importance of understanding the consequences of bullying (both for person being bullied and the person bullying), cyberbullying, and any unsafe actions that take place in a digital or online environment. [115.12.b.11.A.i; 115.13.b.12.A.i; 115.13.b.13.A.i-ii; 115.14.b.12.A.i-ii] https://teacher.quavered.com/lpphost.aspx?lpGuid=rid_3600184 (opens in new window) To see the above link, please login to this site: teacher.quavered.com/login.aspx (opens in new window) using QuaverHealthTEA2 / review2022

Subject: Health Education, Grade 2

Quaver Health

Component Title	Component ISBN	Current URL	Page Number	Location of Error	Description of Error	Required Correction
<i>Quaver Health Online License</i>	9781642851427	View Link	2M04-1.5	Under check for understanding by asking questions about each picture and phrase (third bullet)	"Who might the boy keep getting sick?" Is this correct? It should the sentence read, "Why might the boy keep getting sick?"	We will replace "Who" with "Why" to read: "Why might the boy keep getting sick?"
<i>Quaver Health Online License</i>	9781642851427	View Link	2M08-4.1	2.F.i Module 8, Safety with Spider and Insect, Teacher notes, Discuss section	Symptoms and signs are used to describe what an individual may experience after contact with a tick. Symptom is subjective (chills), whereas a sign is an objective measure (fever, swelling, and rash). Suggestion would be to include the word signs in this sentence: Some symptoms include fever, chills, rash, and swelling.	We will add "and signs" to the sentence to read: "Some symptoms and signs include fever, chills, rash, and swelling."
<i>Quaver Health Online License</i>	9781642851427	View Link	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.	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	Component ISBN	Current URL	Page Number	Location of Error	Description of Error	Required Correction
Quaver Health Online License	9781642851427	View Link	Rid_3305760	Topic Discussion- Value of Self-Confidence, Teacher Notes, second bullet	Just before the citation [115.15.b.4.A.i] the word personal has a typo in it.	<p>New text:</p> <p>Use the questions to engage in discussion about the value of self-confidence. Also discuss how self-confidence is similar to self-esteem. Define self-esteem and the ways self-esteem is formed, including identifying areas for one's personal growth. [115.15.b.4.A.i,ii]</p> <p>https://teacher.quavered.com/lessonplanpresenter/?lpGuid=rid_3600157</p> <p>Sign in here to have access to view the above link: teacher.quavered.com/login.aspx using QuaverHealthTEA2 / review2022</p>
Quaver Health Online License	9781642851427	View Link	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.	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 GoalPage 2 - add comma after "steps"
Quaver Health Online License	9781642851427	View Link	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.	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 DoctorRemoved 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	Component ISBN	Current URL	Page Number	Location of Error	Description of Error	Required Correction
Quaver Health Online License	9781642851427	View Link	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.	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	Component ISBN	Current URL	Page Number	Location of Error	Description of Error	Required Correction
Quaver Health Online License	9781642851427	View Link	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.	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 AwarenessArt 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	View Link	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.	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-

Component Title	Component ISBN	Current URL	Page Number	Location of Error	Description of Error	Required Correction
						<p>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]</p>
<p>Quaver Health Online License</p>	<p>9781642851427</p>	<p>View Link</p>	<p>5M10-2.3</p>	<p>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.</p>	<p>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]</p>	<p>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, tape 2: 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</p>

Component Title	Component ISBN	Current URL	Page Number	Location of Error	Description of Error	Required Correction
						<p>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.</p> <p>[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.</p> <p>1: Ovulation 2: Fertilization 3: Zygote 4: Implantation 5: First Trimester 6: Second Trimester 7: Third Trimester 8: Birth</p> <p>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.</p>
<i>Quaver Health Online License</i>	9781642851427	View Link	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.	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.

Subject: Physical Education, Kindergarten

Quaver Health

Component Title	Component ISBN	Current URL	Page Number	Location of Error	Description of Error	Required Correction
Quaver Health Online License	9781642851427	View Link	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.	Spelling error: Carlos'	0M02-3.2 - Meet My Good FriendsAdded s to read Carlos's in instructions and on backpack.
Quaver Health Online License	9781642851427	View Link	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.	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.
Quaver Health Online License	9781642851427	View Link	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.	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 weeksSecond 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 MadeArt on screen changes: First trimester pop up: Add Bullet point - Heartbeat begins at 3-4 weeksSecond 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 NotesThere 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: MillInvite students to walk around the learning area "milling" about.Call out

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						<p>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 OvulationInvite 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 QuickMaterials: paper, marker, tapeDesignate 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: BirthAnnounce 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.</p>

Subject: Physical Education, Grade 1

Quaver Health

Component Title	Component ISBN	Current URL	Page Number	Location of Error	Description of Error	Required Correction
Quaver Health Online License	9781642851427	View Link	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.	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 weeksSecond 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	5M10-2.3 - How Babies Are MadeArt on screen changes: First trimester pop up: Add Bullet point - Heartbeat begins at 3-4 weeksSecond 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,

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					<p>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]</p>	<p>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 NotesThere 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: MillInvite 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 OvulationInvite 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 QuickMaterials: paper, marker, tapeDesignate 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: BirthAnnounce 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.</p>

Subject: Physical Education, Grade 2

Quaver Health

Component Title	Component ISBN	Current URL	Page Number	Location of Error	Description of Error	Required Correction
Quaver Health Online License	9781642851427	View Link	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.	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"
Quaver Health Online License	9781642851427	View Link	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.	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 weeksSecond 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 MadeArt on screen changes: First trimester pop up: Add Bullet point - Heartbeat begins at 3-4 weeksSecond 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 NotesThere 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: MillInvite 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 OvulationInvite 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

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						<p>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 QuickMaterials: paper, marker, tapeDesignate 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: BirthAnnounce 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.</p>

Subject: Physical Education, Grade 3

Quaver Health

Component Title	Component ISBN	Current URL	Page Number	Location of Error	Description of Error	Required Correction
<i>Quaver Health Online License</i>	9781642851427	View Link	0M11-3.3	Title	The title of activity for "Traveling" is misleading to the student. When talking about a "hand-dribble" and demonstrating a basketball type skills, the word "traveling" indicates that the student will be dribbling and picking up the ball, which is contraindicated for what type of skill we would want to teach in order to make a transfer into small games/sport activities.	We will update the name of this screen to "Advancing"
<i>Quaver Health Online License</i>	9781642851427	View Link	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.	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 GoalPage 2 - add comma after "steps"
<i>Quaver Health Online License</i>	9781642851427	View Link	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.	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	3M07-2.2 - Ask a DoctorRemoved 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,

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					triggers, like dust and pollen, that cause the airways to tighten and produce a sticky substance called mucus.	like dust and pollen, that cause the airways to tighten and produce a sticky substance called mucus.
Quaver Health Online License	9781642851427	View Link	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.	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, tape 2: 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

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						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: Ovulation 2: Fertilization 3: Zygote 4: Implantation 5: First Trimester 6: Second Trimester 7: Third Trimester 8: 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	Component ISBN	Current URL	Page Number	Location of Error	Description of Error	Required Correction
<i>Quaver Health Online License</i>	9781642851427	View Link	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.	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.
<i>Quaver Health Online License</i>	9781642851427	View Link	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.	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, tape 2: 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-

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						<p>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.</p> <p>[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: Ovulation 2: Fertilization 3: Zygote 4: Implantation 5: First Trimester 6: Second Trimester 7: Third Trimester 8: 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.</p>

Subject: Physical Education, Grade 5

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Quaver Health Online License	9781642851427	View Link	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.	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 AwarenessArt 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	View Link	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.	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-

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						<p>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]</p>
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						<p>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.</p> <p>[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.</p> <p>1: Ovulation 2: Fertilization 3: Zygote 4: Implantation 5: First Trimester 6: Second Trimester 7: Third Trimester 8: Birth</p> <p>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.</p>
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