Proclamation 2022: State Review Panel Feedback

This report lists feedback and suggestions provided by state review panelists along with publishers' responses. It has been updated since the September 2021 State Board of Education meeting.

Publisher: Goodheart-Wilcox Publisher

Subject: Health Education, Grade 6

Texas Health Skills for Middle School - Online Learning Suite

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
Texas Health Skills for Middle School - Online Learning Suite	9781683115298	362	11.3 Review #5	View Link	Consider changing the "classmate" to person or another generic term such as loved one or family member. Its a bit concerning to think that a 6th grader would have a classmate that has a prescription drug problem.	accept	Accept; On page 362, in #5, we will change “a classmate” to “someone”
Texas Health Skills for Middle School - Online Learning Suite	9781683115298	364	#12	View Link	Looking at the information from the lesson, the answer choices could be better.	accept	Accept; replace #5 and #12 (in Student Edition and Teacher’s Edition, including answer key) with 5. List four potential health effects (signs or symptoms) of marijuana use or misuse. 12. List three signs of medication and drug abuse.
Texas Health Skills for Middle School - Online Learning Suite	9781683115298	284	2nd paragraph - mental consequences	View Link	This sentence in that passage seems to be a stretch as something that is caused from nicotine use especially for 6th grade: People who use nicotine are more likely to engage in other risky behaviors, such as sexual activity and illegal drug use. Like on P. 344 they mention only risky behaviors not listing specific behaviors.	accept	Accept; on page 284, we will delete “sexual activity and”
Texas Health Skills for Middle School - Online Learning Suite	9781683115298	568	4th paragraph - social emotional development	View Link	Needs more examples of how adolescent changes can affect self esteem such as height, weight, facial hair, acne, brace, wearing glasses etc.	accept	Accept; On page 568, we will add a sentence that says: “Changes to adolescent appearance such as braces, glasses, facial hair, acne, and changing height and weight can affect an individual’s self-esteem.”
Texas Health Skills for Middle School - Online Learning Suite	9781683115298	568	4th paragraph under Emotional & Social Development	View Link	Could provide examples of the physical changes that adolescents deal with that effect self-esteem.	accept	Accept; On page 568, we will add a sentence that says: “Changes to adolescent appearance such as braces, glasses, facial hair, acne, and changing height and weight can affect an individual’s self-esteem.”

Subject: Health Education, Grades 7–8

Texas Health Skills for Middle School - Online Learning Suite

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
Texas Health Skills for Middle School - Online Learning Suite	9781683115298	571	Lesson 17.3 Review #2	View Link	Needs to mention transgender, non-binary, and gender-fluid individuals.	reject	Reject; transgender, non-binary and gender-fluid not covered in the TEKS.
Texas Health Skills for Middle School - Online Learning Suite	9781683115298	564	Puberty in males and females	View Link	Imperative this section includes mentioning the term "gender" contrasted with sex at birth. This distinction is inclusive of individuals who are transgender. Transgender adolescents may wish to "pause" the secondary sex characteristics of their sex at birth in order to later develop the sex characteristics associated with their gender, often known as gender identity.	reject	Reject; transgender, non-binary, and gender fluid not covered in the TEKS.
Texas Health Skills for Middle School - Online Learning Suite	9781683115298	564	Physical development and puberty	View Link	Should include description of transgender, non-binary, and gender fluid individuals.	reject	Reject; transgender, non-binary, and gender fluid not covered in the TEKS.
Texas Health Skills for Middle School - Online Learning Suite	9781683115298	571	Review 2	View Link	Should include the wording "sex at birth" because transgender, non-binary, and gender-fluid individuals may take hormone blockers that "pause" the secondary sex-characteristics of their sex at birth during early adolescence.	reject	Reject; transgender, non-binary, and gender-fluid not covered in the TEKS.
Texas Health Skills for Middle School - Online Learning Suite	9781683115298	361	First sentence under Helping Someone with a Substance Use Disorder.	View Link	Suggestion regarding the use of the word "addiction"- because the rest of the textbook correctly uses clinical jargon regarding substance use, abuse, misuse, dependence, I suggest eliminating the use of the word "addiction." "Addiction" is not a clinical term. Substance use, abuse, misuse, and dependence are clinical terms. While middle schoolers would not be expected to know clinical terms, because the text uses all the other terms correctly, it's a disservice to use one popular culture term ("addiction") in conjunction with the correctly used clinical terms.	reject	Reject; “addiction” is terminology used in the TEKS.
Texas Health Skills for Middle School - Online Learning Suite	9781683115298	361	Description of specific location: paragraph beginning “Your community may offer …”	View Link	Provide a citation for a safe haven in general, not specific to drug use.	reject	Reject; we cite safe havens for drug use (361), violence and abuse (535, 545) and options for teen pregnancy (630).

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
Texas Health Skills for Middle School - Online Learning Suite	9781683115298	564-5	Puberty what to expect graphic	View Link	Need to mention "sex at birth"as well as transgender, non-binary, and gender fluid individuals.	reject	Reject; transgender, non-binary, and gender fluid not covered in the TEKS.
Texas Health Skills for Middle School - Online Learning Suite	9781683115298	365	Develop Your Skills #19	View Link	General feedback - if possible add a demonstration part to the skill development.	reject	Reject; we do not correlate any of the skill development activities on page 365 to “demonstration” TEKS breakouts.
Texas Health Skills for Middle School - Online Learning Suite	9781683115298	506	Individuality bullet point	View Link	Suggestion to use the words "personal boundaries"in the bullet point. The concepts listed are congruent with personal boundaries, but I think it would be helpful to list personal emotional boundaries as a part of individuality.	accept	Accept; in Individuality bullet on page 506, change “person maintains their” to “person uses personal boundaries to maintain their”
Texas Health Skills for Middle School - Online Learning Suite	9781683115298	571	Hands on Activity	View Link	Need to mention "sex at birth"to include transgender, non-binary, and gender-fluid individuals.	reject	Reject; transgender, non-binary, and gender-fluid not covered in the TEKS.
Texas Health Skills for Middle School - Online Learning Suite	9781683115298	513	Develop Your Skills #18	View Link	General Feedback - #18 lacks a question that covers trust, honesty, support, commitment	accept	Accept; on page 513, we will add “such as trust, honesty, support, and commitment” to question #18

Subject: Health I

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

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
Texas Health Skills for High School - Online Learning Suite	9781683115335	402	in this chapter	View Link	Please add: According to the National Institutes of Health, any alcohol use by underage youth is considered to be alcohol abuse.	accept	Accept; We will add the sentence “According to the National Institutes of Health, any alcohol use by underage youth is considered to be alcohol abuse.” after the Figure 12.4 reference.
Texas Health Skills for High School -	9781683115335	764	Challenges of Teen Pregnancy and Parenthood	View Link	Abortion should be included as an option under any pregnancy discussion. Adoption should also be explored as an alternative to parenting.	reject	Reject; The TEKS list parenting and adoption as options for pregnancy, but do not cover abortion. Note that adoption is explored in-depth on pages 762–763.

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
Online Learning Suite							
Texas Health Skills for High School - Online Learning Suite	9781683115335	465	hands-on skills activity	View Link	add general health advocacy. Detail taking to city, county, state etc.	reject	Reject; General health advocacy is discussed at length in Lesson 2.4.
Texas Health Skills for High School - Online Learning Suite	9781683115335	713	Treating Cardiovascular Disease	View Link	Can add biomarkers cardiovascular disease and metabolic syndrome.	reject	Reject; We will consider this topic as a focus area for a future content update lesson.
Texas Health Skills for High School - Online Learning Suite	9781683115335	232-234	What Factors Affect Risk for Suicide? section, Figure 7.15	View Link	Including a citation for where the data came from, and including all of the protective factors currently listed on the CDC website would be helpful. "Protective Factors: Coping and problem-solving skills Cultural and religious beliefs that discourage suicide Connections to friends, family, and community support Supportive relationships with care providers Availability of physical and mental health care Limited access to lethal means among people at risk" Source: https://www.cdc.gov/suicide/factors/index.html	reject	Reject; The text covers all of the protective factors for suicide.
Texas Health Skills for High School - Online Learning Suite	9781683115335	713	Develop strategies to prevent non-communicable diseases	View Link	Students need a stronger understanding of biomarkers related to cardiovascular disease in order to create a SMART goal for themselves. Students need to understand biomarkers at they influence our goal setting.	reject	Reject; We will consider this topic as a focus area for a future content update lesson.
Texas Health Skills for High School - Online Learning Suite	9781683115335	687	Treating STIs, #3	View Link	"A person with an STI must abstain from sexual activity until a doctor determines the disease is cured and will not spread." This implies that people with incurable STIs including HPV, Herpes and HIV then must abstain from sex forever after being diagnosed. Please consider revising this stigmatizing wording.	accept	Accept; We will revise “A person with an STI must abstain from sexual activity until a doctor determines the disease is cured and will not spread” to read “A person with an STI must abstain from sexual activity until a doctor determines the disease is cured or will not spread.”
Texas Health Skills for High School - Online Learning Suite	9781683115335	588	588	View Link	I would elaborate developing strategies to resist inappropriate online communication within the gaming environments..	reject	Reject; We will consider this topic as a focus area for a future content update lesson.
Texas Health Skills for High School - Online Learning Suite	9781683115335	269		View Link	improve alignment of impact of healthy vs unhealth intake	reject	Reject; On page 257, the text outlines the impact of unhealthy versus healthy intake.

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
Texas Health Skills for High School - Online Learning Suite	9781683115335	687	Treating STIs - second paragraph	View Link	CDC and Preventative Taskforce recommend annual screening for STDs for sexually active individuals. The following sentence: "People can get tested during yearly physicals if they have symptoms." is misleading since a sexually active individual can be asymptomatic so should still be screened for STDs at the yearly physical even if they are not having symptoms.	accept	Accept; We will change “People can get tested during yearly physicals if they have symptoms” to “People can get tested during yearly physicals and if they have symptoms.”
Texas Health Skills for High School - Online Learning Suite	9781683115335	411	Add this focus point	View Link	Alcohol outlet density is an important determinant of the amount of alcohol advertising in a community. Merchants use storefronts and the interiors of alcohol outlets to advertise alcohol products. Therefore, areas with a high density of outlets have a greater number of advertisements. Alcohol outlet density is an important determinant of the amount of alcohol advertising in a community. Add billboard advertising.	reject	Reject; We will consider this topic as a focus area for a future content update lesson.
Texas Health Skills for High School - Online Learning Suite	9781683115335	504	Importance and Benefits of Abstinence	View Link	In this paragraph, "Abstinence also encourages emotional growth and maturity. Healthy sexual relationships include emotional maturity, intimacy, closeness, and trust. Teens are not emotionally ready to handle a sexual relationship or the possibility of becoming a parent. For example, imagine that after having sex with her boyfriend, Winnie finds out that he told his friends. She feels betrayed that he shared something so private with others, and this breach in trust ends the relationship. As another example, after Miko began having sex with her boyfriend, she noticed a change in herself. She became possessive and jealous and got upset if her boyfriend was out with friends. The more she pushes, the more her boyfriend withdraws, and the more unstable the relationship becomes." both examples given are of how girls are negatively impacted after having sex with boys. To be inclusive and give more realistic examples, please consider any negative effects boys engaging in sexual relationships may deal with, as well as sharing examples of people who are having sex with same sex partners or nonbinary people.	accept	Accept; On page 504, we will revise the example about Miko as follows: “As another example, after Michael began having sex with his girlfriend, he noticed a change in himself. He became possessive and jealous and got upset if his girlfriend was out with friends. The more he pushes, the more his girlfriend withdraws, and the more unstable the relationship becomes.” Reject; The TEKS do not discuss same-sex and nonbinary relationships.
Texas Health Skills for High School - Online Learning Suite	9781683115335	684	Preventing STIs/STDs	View Link	This is an important area to talk about PrEP and PEP for the prevention of the spread of HIV.	reject	Reject; We discuss PrEP and PEP in-depth on pages 694 and 695.
Texas Health Skills for High School - Online Learning Suite	9781683115335	598	p. 598	View Link	Add for individual initiating CPR to not bend elbows	accept	Accept; We will revise “Position your hands over the center of the person’s chest and push hard and fast using your own body weight” to read “Position your hands over the center of the person’s chest and push hard and fast using your own body weight. Keep your arms straight.”

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
Texas Health Skills for High School - Online Learning Suite	9781683115335	759	Figure 21.17	View Link	"External condom Fits over an erect penis to block sperm from entering the vagina Internal condom Fits inside the vagina to prevent sperm from entering the uterus" Suggestion to change to "External condom Fits over an erect penis to block sperm from entering sexual partner's body" as this also includes oral and anal sex. And change to "Internal condom Fits inside the vagina to prevent sperm from entering the uterus or fits inside the anus to prevent semen from entering the rectum"	accept	Accept; On page 759, we will revise to state that an external condom “Fits over an erect penis to block sperm from entering the sexual partner’s body” and that an internal condom “Fits inside the vagina to prevent sperm from entering the sexual partner’s body.”
Texas Health Skills for High School - Online Learning Suite	9781683115335	236		View Link	Add how prevention reduces likelihood of suicide.	reject	Reject; Pages 234 to 236 discuss how prevention efforts can reduce the likelihood of suicide.
Texas Health Skills for High School - Online Learning Suite	9781683115335	698		View Link	needs analyzation added to activity.	reject	Reject; The activities on this page involve analysis.
Texas Health Skills for High School - Online Learning Suite	9781683115335	42	Locating Health Information section - first sentence	View Link	Would be good to include social media outlets, podcasts, and YouTube as sources of health information. Most high school students are not reading newspapers, magazines, watching TV, or listening to the radio.	accept	Accept; We will revise “Websites, newspapers, magazines, TV, and radio shows” to read “Websites, social media, magazines, TV, and podcasts.”
Texas Health Skills for High School - Online Learning Suite	9781683115335	236	236	View Link	Please note the National Suicide Prevention Lifeline.	reject	Reject; The National Suicide Prevention Lifeline is discussed on page 237.
Texas Health Skills for High School - Online Learning Suite	9781683115335	543-544	Figure 15.23	View Link	loveisrespect is no longer called The National Teen Dating Abuse Hotline, it's simply loveisrepsect. But it is the best place for young people to go for information and to talk to a professional via phone, chat or text, about healthy, unhealthy and abusive romantic relationships.	accept	Accept; On page 545, we will replace the “National Teen Dating Abuse Hotline” with “loveisrespect.”
Texas Health Skills for High School - Online Learning Suite	9781683115335	714	Treatment of cardiovascular	View Link	Add Doctor prescribed medication and remove aspirin (OTC) treatment.	accept	Accept; We will revise “Blood-thinning medications and aspirin prevent the formation of blood clots” to read “Blood-thinning and other doctor-prescribed medications prevent the formation of blood clots.”
Texas Health Skills for High School -	9781683115335	405	405	View Link	Can you elaborate on the neurotransmitter GABA and how it is enhanced by alcohol. Young teenagers experience fewer of the inhibitory effects that are enhanced by higher levels of GABA in adults.	reject	Reject; We will consider this topic as a focus area for a future content update lesson.

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Online Learning Suite					Less inhibition of activity in key brain structures such as the cerebellum means less sedation, less impairment of motor skills, and fewer coordination problems. Less inhibition means greater tolerance, and greater tolerance can result in an incentive to keep drinking and more risky behaviors (The Teenage Brain, Jensen, p130)		
Texas Health Skills for High School - Online Learning Suite	9781683115335	588	588-591	View Link	Provide clear examples of social media platforms (e.g., facebook, twitter, tiktok, youtube, etc)	reject	Reject; The text discusses social media platforms in general to be inclusive of all students, regardless of the platforms they are using.
Texas Health Skills for High School - Online Learning Suite	9781683115335	429	Add medications on the flush list provided by the FDA:	View Link	Add a flush list table: https://www.fda.gov/drugs/disposal-unused-medicines-what-you-should-know/drug-disposal-fdas-flush-list-certain-medicines	reject	Reject; We will consider this topic as a focus area for a future content update lesson.
Texas Health Skills for High School - Online Learning Suite	9781683115335	559	Chapter 15 Skills Assessment, Health and Wellness Skills #19	View Link	Would include "list healthy strategies for preventing sexual abuse" in the pamphlet as part of the activity.	accept	Accept; We will revise “evaluate strategies for managing abuse or neglect in a dating relationship, the family, or household” to read “evaluate strategies for managing and preventing abuse or neglect in a dating relationship, the family, or household.”
Texas Health Skills for High School - Online Learning Suite	9781683115335	403	403	View Link	Can you elaborate on alcohol's effect on the hippocampus: https://academic.oup.com/alcalc/article/48/4/433/534074	reject	Reject; Alcohol’s impact on the hippocampus is discussed on page 401 of the text.
Texas Health Skills for High School - Online Learning Suite	9781683115335	543-544	Break the Cycle of Abuse	View Link	The National Domestic Violence Hotline no longer uses the phrase "cycle of abuse" because cycles are predictable and abuse is not. Source: https://www.thehotline.org/resources/is-abuse-really-a-cycle/	accept	Accept; On page 537, we will revise the Essential Question to read “Why is it important to recognize the pattern of power and control in abuse?” and the first Learning Outcome to read “analyze patterns of power and control in abuse;”. On page 539, we will revise the first two paragraphs to read “Abusive behavior aims to take power or control over the person experiencing abuse. Abuse can involve many tactics, such as coercion and threats, intimidation, emotional abuse, isolation, denial and blame, using children, using societal privilege, and economic abuse. Abuse sometimes involves four stages, called the **cycle of abuse**. These stages are tension building, incident, reconciliation, and calm (Figure 15.17). Not all abuse follows this cycle, but these stages can help people recognize abusive behavior.” We will revise the Figure 15.17 caption to read “In the cycle of abuse, abuse continues unless someone acts to break the cycle. Not all abuse

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
							follows this cycle. Abuse can use many tactics to assert power and control." On page 545, we will revise the heading "Break the Cycle of Abuse" to read "Break the Pattern of Abuse." We will revise the first paragraph under this heading to read: "Abuse is a pattern of power and control. Because of this, even if abuse seems to stop on its own, it might continue once tension begins to build again. The only way to really stop abuse is to break the pattern of abuse. Strategies for managing abuse or neglect, including in the family or household, include the following:"
Texas Health Skills for High School - Online Learning Suite	9781683115335	661	p. 661	View Link	The document can elaborate on the importance of exercises effects on the immune system: Physical activity may help flush bacteria out of the lungs and airways. This may reduce your chance of getting a cold, flu, or other illness. Exercise causes change in antibodies and white blood cells (WBC). WBCs are the body's immune system cells that fight disease. These antibodies or WBCs circulate more rapidly, so they could detect illnesses earlier than they might have before. However, no one knows whether these changes help prevent infections. The brief rise in body temperature during and right after exercise may prevent bacteria from growing. This temperature rise may help the body fight infection better. (This is similar to what happens when you have a fever.) Exercise slows down the release of stress hormones. Some stress increases the chance of illness. Lower stress hormones may protect against illness. Additionally, the p. 661 notes get plenty of PA. The page can elaborate on the physical activity guidelines for Americans by noting the prescription for children and adults.	reject	Reject; We will consider this topic as a focus area for a future content update lesson.

Publisher: Human Kinetics

Subject: Health Education, Grade 6

Live Well Middle School Health Interactive Web Text

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
Live Well Middle School Health Interactive Web Text	9781718208049		Chapter 13. Lesson 13.4	View Link	When you click on URL it takes you to a video. Once you hit play the sound of the video starts playing but no video comes up; the chapter comes up.	reject	We have verified that the chapter launches as it is supposed to. The opening video plays when you click either the Next navigation button from the chapter's launch screen or the "Opening Video" link from the chapter's menu.

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
Live Well Middle School Health Interactive Web Text	9781718208049		Chapter 5, Lesson 5.4	View Link	Citation is very vague. Need to identify more possible health benefits of setting long-term goals.	reject	We appreciate this feedback. Health benefits of setting long-term goals are also addressed elsewhere in the text; for example, in lesson 1.2.

Subject: Health Education, Grades 7–8

Live Well Middle School Health Interactive Web Text

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
Live Well Middle School Health Interactive Web Text	9781718208049		Healthy Living Skills: Accessing Information (click box to view activity)	View Link	There needs to be more information on other healthy and unhealthy self- management strategies. Seems like only suicide is mentioned.	reject	Healthy and unhealthy self-management is covered throughout the text. Some examples are in Lesson 7.1, Understanding and Managing Stress; Lesson 6.4, Controlling Your Emotions; and Lesson 6.3, Building Resilience and Grit.
Live Well Middle School Health Interactive Web Text	9781718208049		Disordered Eating and Eating Disorders, click Next to second screen: “It is critical for anyone with symptoms of an eating disorder to seek professional help.”	View Link	“It is critical for anyone with symptoms of an eating disorder to seek professional help.” That is the only thing mentioned about seeking help from a trusted adult. More information would be better.	accept	The sentence quoted in the feedback is followed by this one: “Eating disorders are complicated and require a team of experts.” We will add the following sentence to end the paragraph: “Talk with a parent or trusted adult if you feel that you may be struggling with an eating disorder.”
Live Well Middle School Health Interactive Web Text	9781718208049		Chapter 7, lesson 7.2 Healthy Living Skills: Making Healthy Decisions (click box to view activity)	View Link	Change mental disorder to mental health	reject	The terms *mental health* and *mental disorder* are not synonymous, and our use of the term *mental disorder* is limited to actual disorders such as Obsessive Compulsive Disorder and Attention Deficit Hyperactivity Disorder. By comparison, we define *mental health* in Lesson 6.1 in the broader context of emotional health.
Live Well Middle School Health Interactive Web Text	9781718208049		Disordered Eating and Eating Disorders, click Next to second screen: “It is critical for anyone with symptoms of an eating disorder to seek professional help.”	View Link	“It is critical for anyone with symptoms of an eating disorder to seek professional help.” That is the only thing mentioned about seeking help from a trusted adult. More information would be better.	accept	The sentence quoted in the feedback is followed by this one: “Eating disorders are complicated and require a team of experts.” We will add the following sentence to end the paragraph: “Talk with a parent or trusted adult if you feel that you may be struggling with an eating disorder.”

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Live Well Middle School Health Interactive Web Text	9781718208049		Thinking Critically/Take It Home: Take It Home activity	View Link	The activity says for the student to be the one offering emotional support. But there should opportunity for student to seek out help from a teacher, parent, guardian, family member that is over 18 to seek help.	accept	We will revise the activity to incorporate this feedback. Revised text: “With guidance from a trusted adult, provide emotional support to a friend or family member who struggles with their body weight. Remind them that behaviors are more important than the numbers on the scale and encourage them to make healthy choices.”
Live Well Middle School Health Interactive Web Text	9781718208049		Safety First, click Next five times to subsection Firearms (2 screens)	View Link	Only weapon mentioned is firearms. Would be beneficial to mention other weapons.	reject	Thank you for this feedback. Weapons are mentioned elsewhere in the text; for example, in Lesson 9.3 under the headings Youth Violence and School Violence.
Live Well Middle School Health Interactive Web Text	9781718208049		School Policies	View Link	Would be beneficial to include the word "prescription drugs" when mentioning drugs.	reject	Not all mentions of drugs are related to prescription drugs, so we will not make this change throughout the lesson.
Live Well Middle School Health Interactive Web Text	9781718208049		School Policies	View Link	Please include the words "prescription drugs".	reject	The feedback location is not specific enough for us to know exactly where this change is requested. The School Policies section is related to both legal and illicit drugs, not only prescription drugs.
Live Well Middle School Health Interactive Web Text	9781718208049	Chapter 14, lesson 1	Chemicals and Your Health, click Next once to Healthy Living Tip (click red heart icon to view)	View Link	There is no red heart at 14.3 Chemicals and your health.	reject	The red heart icon (Healthy Living Tip) appears on the screen following Chemicals and Your Health (click Next), under the subheading Chemicals in Personal Care Products.

Publisher: Lessonbee, Inc.

Subject: Health Education, Grades 7–8

Lessonbee Adaptive Online Health Education, Grades 7-8

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
Lessonbee Adaptive Online Health Education	9780578837062		Scene 10 slide 1	View Link	Not age appropriate material		

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
Lessonbee Adaptive Online Health Education	9780578837062		scene 2 slide 18	View Link	The video that David provides about sex trafficking very quickly mentions that there is social impacts- that is the only reason i accepted but it does not explain...Please provide more information.	accept	We will add a scene after 3.33 that outlines the social impacts including that many survivors may end up experiencing post-traumatic stress, difficulty in relationships, depression, memory loss, anxiety, fear, guilt, shame, and other severe forms of mental trauma.
Lessonbee Adaptive Online Health Education	9780578837062		scene 1 slide 98	View Link	This section infers much about the important of alternative activities. 7th and 8th graders do not infer at high levels and need more straightforward instruction about broad concepts.	accept	Thank you, we could add a slide after the text conversation to stamp/ summarize what the friend group has decided and emphasize the importance of alternative activities. We will add after the Sunny, Finn, Megan chat (scene 1.98) the following: The friends plan a Strategy Session at lunch to plan activities that they like doing together that don't involve drugs. They agree to video games, watching movies, and going to the park.
Lessonbee Adaptive Online Health Education	9780578837062		scene 1 slide 13	View Link	Information provided about labels could be more informative in explaining the elements of the label and how to interpret them.	reject	Thank you and we agree. There is another location in the course where we show annotated labels, with elements of each label and how to interpret them: scene 1 slide 17.
Lessonbee Adaptive Online Health Education	9780578837062		Scene 2 > Slide 12	View Link	This multiple choice activity is titled as True or False	accept	Thank you, we will change it to be titled 'Multiple Select' instead of 'True/ False.'
Lessonbee Adaptive Online Health Education	9780578837062		Slide 61, CDC link	View Link	Better sight to cover the material: https://www.samhsa.gov/	accept	Thank you for sharing this resource. We will link it in the course on slide 1.64.
Lessonbee Adaptive Online Health Education	9780578837062		scene 1 slide 40	View Link	The multiple choice activity reads: How will he progress by having long term goals towards improving/ achieving physical activity levels? His muscles/bones will strengthen It will improve his mental health/mood It will reduce his risk of type 2 diabetes/cardiovascular disease It will control his weight All of the above (Correct Answer) These responses would be the result of improving/achieving physical activity levels, NOT as a result of having long term goals. This breakout is specifically intended to address how one can examine the progress one is making towards reaching a goals. Just because the question is worded the same way as the breakout does not mean it is actually addressing it.	accept	Thank you for the feedback. We will adjust the question to align with the breakout: the progress one makes toward having long term goals instead of only addressing improved physical activity levels. New Question: How should Toby make progress toward his long term goal of hiking a 10 mile trail in order to become physically fit? A) Test his stamina by hiking 10 miles every weekend B) Go on a hike each week and see how long he can make it. C) Set interim goals of hiking 2, 5, and 8 mile trails and monitor his progress.

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
							D) Set a date for his 10 mile hike goal and reflect on how he feels after each interim hike. E) Both C and D (correct)
Lessonbee Adaptive Online Health Education	9780578837062		scene 2 slide 25 and option 3 layers 1-3	View Link	The conversation and video seems like an older conversation maybe appropriate for HS.	reject	We have evidence to suggest that middle schoolers, especially 7th and 8th graders, can relate to this type of conversation and the video about love languages.
Lessonbee Adaptive Online Health Education	9780578837062		scene 1 slide 41	View Link	It seems that Martin has committed theft in finding $10. Perhaps, we shouldn't encourage that behavior.		
Lessonbee Adaptive Online Health Education	9780578837062		scene 2 slide 9	View Link	This is a good question but I am wondering where the narrative or teaching concept is for them to complete this question?	reject	The narrative is located on slide 1.8 'Eating Healthy Checklist'
Lessonbee Adaptive Online Health Education	9780578837062		slide 30, video	View Link	More information about the immediate/short-term effects and consequences needs to be added.	reject	We are open to feedback about what immediate/ short term effects and consequences could be added but also feel the video is comprehensive. It covers short and long term effects of alcohol on the brain, reproductive system, digestive system, and others.
Lessonbee Adaptive Online Health Education	9780578837062		scene 2 slide 15	View Link	Not sure if language like "hit/smash" is appropriate for 7th grade students.	reject	Thank you for the feedback. We used these words intentionally, both because we have research to indicate that middle school students have heard or use these words and also as part of the characterization of Dylon, who is treating women like sexual objects. Students should recognize this and reply accordingly.
Lessonbee Adaptive Online Health Education	9780578837062		Scene 1 Slide 40	View Link	Making the questions more about the student's personal progress rather than the character's would be beneficial.	reject	We designed our narrative courses so that students can interact with the characters and make choices based on the scenarios the characters are going through. This allows students to both play and take risks in a space free of judgement. They have opportunities to then apply learnings to their own lives and self-reflect.
Lessonbee Adaptive Online Health Education	9780578837062	1.35	Infographic	View Link	Should include information about a variety of drugs.	reject	Thank you, we have provided information about a variety of drugs at another location in the course (scene 1.5). This scene is designed to support the storyline, where Ravi is selling his Adderall, and students should understand the effects of Adderall addiction on the characters.

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
Lessonbee Adaptive Online Health Education	9780578837062		Slide 40	View Link	Be clearer about what the short-term consequences are. Only "getting in trouble" is mentioned.	reject	The text conversation between Roxana and Thea is intended to highlight the long term consequences of alcohol addiction, and Roxana discloses her family's history of alcohol addiction to show evidence of why she made it a point to educate herself. Her cousins 'getting in trouble' as well as her sister's rehab and her uncle's DUIs are examples of her family history of alcohol dependency. The short term consequences of alcohol abuse are shown in an earlier scene, when Thea does research about alcohol abuse and watches the video. (1.30 'Thea Does Research')
Lessonbee Adaptive Online Health Education	9780578837062		scene 1 slide 60	View Link	This is only one potential aspect of depression.	reject	This question targets primary cause of Garrett's Binge Eating Disorder (BED), also connected to his feelings of depression.
Lessonbee Adaptive Online Health Education	9780578837062		scene 2 slide 2	View Link	Students have to infer much about the relationships listed in the breakout via the conversation about the Grandmother. While the relationships are each loosely touched on, instruction could be more explicit.	accept	We will add to the conversation so that the instruction is more explicit. New chat: Rachel: Well, hey, having a healthy lifestyle doesn't mean you have to give up what you love. I know that if my grandma focused on her nutrition, she could reduce the impact of diabetes and be able to improve her quality of life. A healthy lifestyle leads to doing more of what you love, for my abuela, that's dancing. Liam: Yeah I think you just need a little more balance Rachel: I think we all need a plan to help us with our goals. You guys should try to go to bed earlier for a week and I'll start doing more running practice
Lessonbee Adaptive Online Health Education	9780578837062		scene 3 slide 14	View Link	Does not provide enough information on child trafficking	reject	The purpose of this scene is to provide safety tips. At other places in the course, we provide more information about trafficking. See for example the video in scene 3.23 or the information shared during the conversation in scene 4.15.
Lessonbee Adaptive Online Health Education	9780578837062		scene 1 slide 53	View Link	"S!@#"- probably isn't appropriate for a middle school setting.	reject	We intentionally used this form instead of the actual word, but we know that middle school students have been exposed to this word.
Lessonbee Adaptive Online Health Education	9780578837062		scene 2 slide 1	View Link	Community resources could be other locations beside just a gym. Listing areas such as a park, cycle club, parks and recreation, local city or government programs.	accept	Thank you, we will add additional community resources, specifically the ones you noted.

Publisher: QuaverEd

Subject: Health Education, Kindergarten

Quaver Health

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
Quaver Health Online License	9781642851427	0M08-2.5	9.c.i - Keeping it real(what is personal safety)	View Link	In the teacher notes under the 5th bullet consider revising sentence to read, "including appropriate personal space boundaries" to be clear. Some may not be familiar with the term personal privacy boundaries and personal space boundaries may be term kindergarteners may be more familiar with and have heard in other settings.	accept	We will clarify this to bullet point 5: After making good, personal safety choices, have students discuss and explain with a partner some different ways to stay safe including identifying appropriate personal space boundaries. (Personal safety is keeping ourselves safe and free from harm.)
Quaver Health Online License	9781642851427	5M07-3.4		View Link	Words like "dispose" and "expired" will probably need to be defined for a child in kindergaren	accept	We will update the notes in *Medicine Cabinet Clean Up:* • The purpose of this screen is to review what medication is, and how to store and handle it correctly. • Before selecting the play button tell students there are two words that might need to be defined. Invite them to put two fingers in the air ○ Finger one: Expired - sometimes things we buy have a date on them. If they go past that special date, they are considered expired and need to be thrown away. ○ Finger two: Disposed - this is another word for throwing something away • Start by asking students what medicine is used for? Medicine can be used to help our bodies get better, but should only be used when given permission by a trusted adult or doctor. • Select the medicine cabinet door, ask why the medicine cabinet is high up on the wall? (The contents are only to be accessed by adults.) • Look at the first picture of Ibuprofen tablets. Adults can buy these tablets from the store. These tablets might help when we have a headache or muscle ache. • The most important thing is that students describe accurately to a parent or trusted adult how they feel (symptoms). They will decide whether a tablet is needed. There are many things we can do before we take tablets, such as, exercise, drinking more water, getting more sleep, and eating healthy foods.

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
							• Select the green arrow again and ask students what happened to the lid. When tablet bottles are broken or damaged they should be thrown away. • Select the green arrow again. This shows an inhaler. This is a special medication given to one person that can only be used with permission from a medical doctor. • Select the green arrow until the Jane Doe tablets are on the screen. Point out to students that these are special tablets that are given by the doctor for one person. Point out the Dr's name on the bottle. • Finally underline how important it is to never take medication unless specifically told to by a parent or other trusted adult. • There are additional QuaverHealth lessons that tackle this subject - see 2nd Grade Use and Misuse of Medications.

Quaver Health Online License	9781642851427	5M07-3.4	Qlib game	View Link	Too difficult for Kinder grade level.	accept	We will update the notes in *Medicine Cabinet Clean Up:*
							• The purpose of this screen is to review what medication is, and how to store and handle it correctly.
							• Before selecting the play button tell students there are two words that might need to be defined. Invite them to put two fingers in the air
							  ○ Finger one: Expired - sometimes things we buy have a date on them. If they go past that special date, they are considered expired and need to be thrown away.
							  ○ Finger two: Disposed - this is another word for throwing something away
							• Start by asking students what medicine is used for? Medicine can be used to help our bodies get better, but should only be used when given permission by a trusted adult or doctor.
							• Select the medicine cabinet door, ask why the medicine cabinet is high up on the wall? (The contents are only to be accessed by adults.)
							• Look at the first picture of Ibuprofen tablets. Adults can buy these tablets from the store. These tablets might help when we have a headache or muscle ache.
							• The most important thing is that students describe accurately to a parent or trusted adult how they feel

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
							(symptoms). They will decide whether a tablet is needed. There are many things we can do before we take tablets, such as, exercise, drinking more water, getting more sleep, and eating healthy foods. • Select the green arrow again and ask students what happened to the lid. When tablet bottles are broken or damaged they should be thrown away. • Select the green arrow again. This shows an inhaler. This is a special medication given to one person that can only be used with permission from a medical doctor. • Select the green arrow until the Jane Doe tablets are on the screen. Point out to students that these are special tablets that are given by the doctor for one person. Point out the Dr's name on the bottle. • Finally underline how important it is to never take medication unless specifically told to by a parent or other trusted adult. • There are additional QuaverHealth lessons that tackle this subject - see 2nd Grade Use and Misuse of Medications.

Subject: Health Education, Grade 1

Quaver Health

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
Quaver Health Online License	9781642851427	2M04-1.5	within the interactive game - shower button	View Link	Frequency of hair washing varies - not everyone needs to wash their hair twice a week -some people may wash their hair once a month, others once a day.	accept	We will update the activity in this lesson (Hygiene Benefits) so that ANY choice for frequency of hair washing will be correct (twice a week, once every two weeks, twice a month). https://teacher.quavered.com/lessonplanpresenter/?lpGuid=79e78b83-63b6-42a0-a6c3-7bf3e2920a32&slideGUID=1dfd72ed-933b-4143-a90d-dcecb1887917 Additionally, we will add this to the teacher notes: • NOTE: Any frequency of hair washing will be correct in this screen. Discuss with students that different hair types require different washing needs. Some people may wash their hair once a day and others may wash their hair once a month.

Quaver Health

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
Quaver Health Online License	9781642851427	1M03-3.2	iii. 2.My Health Goals; Develop 1; Teacher Notes	View Link	In the notes, it ask for the students to consider healthy ways to communicate. Would recommend that it read: ask the students to practice health ways to communicate wants in health ways.	accept	We will add this to the end of bullet point 3: Ask the students to practice communicating wants in healthy ways.
Quaver Health Online License	9781642851427	3M07-2.5	Teacher notes	View Link	Illness and disease are used interchangeably in the teacher notes whereas they are considered different entities in the medical field and in the student expectations and breakouts.	accept	We will update the notes for this activity: OLD NOTES: • This screen activity reviews and recaps the important concepts of the lesson regarding awareness of common illnesses and their symptoms. • Use the slider on the left side of the screen to choose Teacher Mode, Game Mode, or Prep Mode. Selecting Prep Mode will bring up a list of all the illnesses and their symptoms. Selecting Teacher Mode allows the user to scroll through the symptoms. Selecting Game Mode will activate the timer and scoreboard. • In Teacher Mode and Game Mode, select the symptom, and then select the correct folder along the bottom of the screen. • Discuss that there are diseases that are not caused by germs. Invite students to identify examples of common illnesses along the bottom of the screen, including asthma, diabetes, and epilepsy, that are not caused by germs. [115.14.b.2.E.i-iv; 115.15.b.2.F.i] • Using Prep Mode, describe symptoms of common illnesses, and ask students to identify symptoms of asthma, diabetes, and epilepsy. [115.14.b.2.E.v-viii] • After playing the game, explain actions to take when illness occurs, such as getting lots of rest when you have a cold. Invite students to explain actions to take when illness occurs, including asthma, diabetes, and epilepsy. [115.16.b.2.E.iii] **NEW NOTES:** • This screen activity reviews and recaps the important concepts of the lesson regarding awareness of common diseases and their symptoms. • Use the slider on the left side of the screen to choose Teacher Mode, Game Mode, or Prep Mode. Selecting Prep

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							Mode will bring up a list of all the diseases and their symptoms. Selecting Teacher Mode allows the user to scroll through the symptoms. Selecting Game Mode will activate the timer and scoreboard.
							• In Teacher Mode and Game Mode, select the symptom, and then select the correct folder along the bottom of the screen.
							• Discuss that these are diseases that are not caused by germs. Invite students to identify examples of common diseases along the bottom of the screen, including asthma, diabetes, and epilepsy, that are not caused by germs. [115.14.b.2.E.i-iv; 115.15.b.2.F.i]
							• Using Prep Mode, describe symptoms of these common diseases, and ask students to identify symptoms of asthma, diabetes, and epilepsy. [115.14.b.2.E.v-viii]
							• After playing the game, explain that there are other kinds of maladies which can be categorized as illnesses (such as Colds, Flu, Chicken Pox) and discuss actions to take when these illnesses occur, such as getting lots of rest, drinking water and eating healthy foods. Invite students to explain the actions they take when illness occurs.[115.16.b.2.E.iii]
							• The symptoms of illnesses can be different than the diseases mentioned in the screen
							  ○ Colds: runny nose, sneezing
							  ○ Flu: headache and stiff aching joints
							  ○ Chicken Pox: small red spots on the skin and fever.
							• Make up movements for the symptoms of these three common illnesses. Say one of the illnesses and have students show the correct actions.

Quaver Health Online License	9781642851427	4M01-3.2	Who Ya Gonna Call, Problem, Gia.	View Link	The term "debris" may be a challenging word for second graders.	accept	We will add the following language to the teacher notes for “Who Ya Gonna Call”: Define tricky words like *debris* (pieces of asphalt or dirt from the basketball court) as needed to ensure student comprehension.
Quaver Health Online License	9781642851427	3M07-2.5	Symptom sorting	View Link	This activity only provides practice on diseases not illnesses.	accept	We will update the notes for this activity:

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							OLD NOTES: • This screen activity reviews and recaps the important concepts of the lesson regarding awareness of common illnesses and their symptoms. • Use the slider on the left side of the screen to choose Teacher Mode, Game Mode, or Prep Mode. Selecting Prep Mode will bring up a list of all the illnesses and their symptoms. Selecting Teacher Mode allows the user to scroll through the symptoms. Selecting Game Mode will activate the timer and scoreboard. • In Teacher Mode and Game Mode, select the symptom, and then select the correct folder along the bottom of the screen. • Discuss that there are diseases that are not caused by germs. Invite students to identify examples of common illnesses along the bottom of the screen, including asthma, diabetes, and epilepsy, that are not caused by germs. [115.14.b.2.E.i-iv; 115.15.b.2.F.i] • Using Prep Mode, describe symptoms of common illnesses, and ask students to identify symptoms of asthma, diabetes, and epilepsy. [115.14.b.2.E.v-viii] • After playing the game, explain actions to take when illness occurs, such as getting lots of rest when you have a cold. Invite students to explain actions to take when illness occurs, including asthma, diabetes, and epilepsy. [115.16.b.2.E.iii] **NEW NOTES:** • This screen activity reviews and recaps the important concepts of the lesson regarding awareness of common diseases and their symptoms. • Use the slider on the left side of the screen to choose Teacher Mode, Game Mode, or Prep Mode. Selecting Prep Mode will bring up a list of all the diseases and their symptoms. Selecting Teacher Mode allows the user to scroll through the symptoms. Selecting Game Mode will activate the timer and scoreboard. • In Teacher Mode and Game Mode, select the symptom, and then select the correct folder along the bottom of the screen. • Discuss that these are diseases that are not caused by germs. Invite students to identify examples of common diseases along the bottom of the screen, including asthma,

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							diabetes, and epilepsy, that are not caused by germs. [115.14.b.2.E.i-iv; 115.15.b.2.F.i] • Using Prep Mode, describe symptoms of these common diseases, and ask students to identify symptoms of asthma, diabetes, and epilepsy. [115.14.b.2.E.v-viii] • After playing the game, explain that there are other kinds of maladies which can be categorized as illnesses (such as Colds, Flu, Chicken Pox) and discuss actions to take when these illnesses occur, such as getting lots of rest, drinking water and eating healthy foods. Invite students to explain the actions they take when illness occurs.[115.16.b.2.E.iii] • The symptoms of illnesses can be different than the diseases mentioned in the screen o Colds: runny nose, sneezing o Flu: headache and stiff aching joints o Chicken Pox: small red spots on the skin and fever. • Make up movements for the symptoms of these three common illnesses. Say one of the illnesses and have students show the correct actions.
Quaver Health Online License	9781642851427	1M01-2.2	Teacher notes	View Link	this would be a better citation for this breakout since it is actually requiring the students to identify the benefits of making healthy beverage choices. https://teacher.quavered.com/lessonplanpresenter/?lpGuid=d11aab45-3afc-4298-b535-153e1e4e98c2&slideGUID=89962080-a81c-44fd-86bd-8d7e007b6a5c	accept	We will change the citation to the one suggested by the reviewer, screen activity "Topic Discussion (A Balanced Diet): https://teacher.quavered.com/lessonplanpresenter/?lpGuid=d11aab45-3afc-4298-b535-153e1e4e98c2&slideGUID=89962080-a81c-44fd-86bd-8d7e007b6a5c
Quaver Health Online License	9781642851427	3M07-2.5	symptom sorting in prep mode	View Link	Only symptom of diseases is taught, not symptoms of illnesses	accept	We will update the notes for this activity: OLD NOTES: • This screen activity reviews and recaps the important concepts of the lesson regarding awareness of common illnesses and their symptoms. • Use the slider on the left side of the screen to choose Teacher Mode, Game Mode, or Prep Mode. Selecting Prep Mode will bring up a list of all the illnesses and their symptoms. Selecting Teacher Mode allows the user to scroll

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							through the symptoms. Selecting Game Mode will activate the timer and scoreboard. • In Teacher Mode and Game Mode, select the symptom, and then select the correct folder along the bottom of the screen. • Discuss that there are diseases that are not caused by germs. Invite students to identify examples of common illnesses along the bottom of the screen, including asthma, diabetes, and epilepsy, that are not caused by germs. [115.14.b.2.E.i-iv; 115.15.b.2.F.i] • Using Prep Mode, describe symptoms of common illnesses, and ask students to identify symptoms of asthma, diabetes, and epilepsy. [115.14.b.2.E.v-viii] • After playing the game, explain actions to take when illness occurs, such as getting lots of rest when you have a cold. Invite students to explain actions to take when illness occurs, including asthma, diabetes, and epilepsy. [115.16.b.2.E.iii] **NEW NOTES:** • This screen activity reviews and recaps the important concepts of the lesson regarding awareness of common diseases and their symptoms. • Use the slider on the left side of the screen to choose Teacher Mode, Game Mode, or Prep Mode. Selecting Prep Mode will bring up a list of all the diseases and their symptoms. Selecting Teacher Mode allows the user to scroll through the symptoms. Selecting Game Mode will activate the timer and scoreboard. • In Teacher Mode and Game Mode, select the symptom, and then select the correct folder along the bottom of the screen. • Discuss that these are diseases that are not caused by germs. Invite students to identify examples of common diseases along the bottom of the screen, including asthma, diabetes, and epilepsy, that are not caused by germs. [115.14.b.2.E.i-iv; 115.15.b.2.F.i] • Using Prep Mode, describe symptoms of these common diseases, and ask students to identify symptoms of asthma, diabetes, and epilepsy. [115.14.b.2.E.v-viii] • After playing the game, explain that there are other kinds of maladies which can be categorized as illnesses (such as Colds, Flu, Chicken Pox) and discuss actions to take when

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							these illnesses occur, such as getting lots of rest, drinking water and eating healthy foods. Invite students to explain the actions they take when illness occurs.[115.16.b.2.E.iii]
							
							• The symptoms of illnesses can be different than the diseases mentioned in the screen
							  ○ Colds: runny nose, sneezing
							  ○ Flu: headache and stiff aching joints
							  ○ Chicken Pox: small red spots on the skin and fever.
							• Make up movements for the symptoms of these three common illnesses. Say one of the illnesses and have students show the correct actions.

Quaver Health Online License	9781642851427	2M08-4.2	Teacher notes	View Link	Specify teacher to discuss signs and symptoms after a bite or sting from biting insects, including ticks.	accept	We will add the following language (in bold) to the teacher notes for "All About Spiders and Insects": • Ask students to define vector-borne illnesses, and discuss the signs and symptoms of illness that may occur after a bite or sting **from biting insects, including ticks.** [115.14.b.2.F.i-iv; 115.16.b.2.F.i] • **Additional teaching material can be found in the Teacher Toolbox in the screen activity "Mosquitoes and Ticks" including how to: identify biting insects, discover where they are found, properly check for and remove them, while investigating the symptoms and treatments of vector-borne illnesses related to their bites.**
Quaver Health Online License	9781642851427	2M08-4.2	Teacher notes	View Link	Specify teacher to specify signs and symptoms of biting insects, including mosquito. The way it is worded, the teacher could talk about a bite dog or a sting from a platypus.	accept	We will add the following language (in bold) to the teacher notes for "All About Spiders and Insects": • Ask students to define vector-borne illnesses, and discuss the signs and symptoms of illness that may occur after a bite or sting **from biting insects, including ticks.** [115.14.b.2.F.i-iv; 115.16.b.2.F.i] • **Additional teaching material can be found in the Teacher Toolbox in the screen activity "Mosquitoes and Ticks" including how to: identify biting insects, discover where they are found, properly check for and remove them, while investigating the symptoms and treatments of vector-borne illnesses related to their bites.**

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Quaver Health Online License	9781642851427	2M08-4.1	Teacher's Notes. Bullet 11	View Link	Should say signs - and not symptoms	accept	We will add this to the 11th bullet, sub-bullet #4: Define and discuss illnesses and signs of illnesses that may occur after contact with spiders and biting insects including ticks and mosquitos. Also, Bullet point 12 sub bullet #12: Illnesses can be infections transmitted by the bite of spiders and insects like ticks and mosquitoes, including Lyme disease (ticks) and malaria (mosquitos), some **signs** include fever, chills, rash and swelling treatments include always telling a parent or trusted adult about any bites or stings and see a doctor if **signs** get worse.
Quaver Health Online License	9781642851427	4M07-3.1	14.A.1	View Link	On the screen of why do I need a prescription if the first question is changed to what is the purpose of a prescription drug, this would satisfy this breakout.	accept	We will change the question on screen. Current question: "What is a prescription?" New question: “What is the purpose of a prescription drug?”
Quaver Health Online License	9781642851427	2M08-4.1	Notes: Engage 2	View Link	Under the section Engage 2, 11th bullet recommend that it specifically says define and discuss illnesses and signs of illnesses that may occur after contact with spiders and biting insects	accept	We will add this to the 11th bullet, sub-bullet #4: Define and discuss illnesses and signs of illnesses that may occur after contact with spiders and biting insects including ticks and mosquitos. Also, Bullet point 12 sub bullet #12: Illnesses can be infections transmitted by the bite of spiders and insects like ticks and mosquitoes, including Lyme disease (ticks) and malaria (mosquitos), some **signs** include fever, chills, rash and swelling treatments include always telling a parent or trusted adult about any bites or stings and see a doctor if **signs** get worse.
Quaver Health Online License	9781642851427	1M03-1.2	1M03-1.2 Fix the problem, Teacher Notes, Develop -1, Carlo's case. Bullet 11.	View Link	In the section containing the sentence, "How does math time impact Carlo's learning and emotions", it may be helpful to be more specific and asking student to identify how positive stressors impact learning.	accept	We will add the following language (in bold) to the teacher notes for screen activity "Fix the Problem": How does math time impact Carlos' learning and emotions? What can Carlos do to cooperate and self manage when he knows he has math? Have students give suggestions. **Ask students to reflect: How can positive and negative stressors impact learning?**
Quaver Health Online License	9781642851427	2MO8-4.1	Teacher's Notes. Bullet 11	View Link	Would recommend that under bullet 11, the 4th bullet specifically say "Define and discuss the illnesses and signs of illness of insects including ticks and mosquitos."	accept	We will add this to the 11th bullet, sub-bullet #4: Define and discuss illnesses and signs of illnesses that may occur after contact with spiders and biting insects including ticks and mosquitos. Also, Bullet point 12 sub bullet #12: Illnesses can be infections transmitted by the bite of spiders and

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
							insects like ticks and mosquitoes, including Lyme disease (ticks) and malaria (mosquitos), some **signs** include fever, chills, rash and swelling treatments include always telling a parent or trusted adult about any bites or stings and see a doctor if **signs** get worse.

Subject: Health Education, Grade 3

Quaver Health

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
Quaver Health Online License	9781642851427	5M10-1.2	Brain and Body Changes: Puberty	View Link	It would be great if the publisher could include information about intersex bodies and development through puberty as well throughout this product. Intersex differences are about as common as natural redheads.	reject	We will update these notes when the Texas Essential Knowledge and Skills statements reflect this language.

Subject: Health Education, Grade 4

Quaver Health

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
Quaver Health Online License	9781642851427	5M05-2.5	Healthy Hashtags	View Link	Team suggests more supportive information on healthy body image.	accept	We will add these notes to the “Healthy Hashtags” screen activity (the activity in the lesson directly before the Reflection screen referenced above): https://teacher.quavered.com/lessonplanpresenter/?lpGuid=ff8e0132-705a-405c-b601-fba888b086f6&slideGUID=8ad71ff6-b744-4d0f-9cb5-ff469417994b • There are many things that cause stress, one of these can be our body image. • Point out that we are all different shapes and sizes and have different eye colors and fingerprints. Each one of us is unique and special. • Tell students that we are working towards a positive body image, where we accept, appreciate, and respect our own bodies.

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
							• Encouraging each other, and saying nice things to each other helps this. So does developing healthy habits of self care.
Quaver Health Online License	9781642851427	rid_3386337	Throughout the entire platform	View Link	Try to figure out a way to merge all the information on the platform for students to go beyond the one view of the platform and tie in all components of the site available to them.	accept	**RESOURCE MANAGER** We have a feature coming out called resource manager which allows the teacher to share lessons and screens in whichever order and degree they want to. This allows the teacher to even make their OWN screens to add to the curriculum. This gives teachers maximum flexibility to customize for the students and for students to learn in a way that is flexible for the district. **STUDENTS DASHBOARD** We also have a student dashboard where the students log in. We are planning to add a selection of relevant screens for students to explore at home or on a device or computer in school.
Quaver Health Online License	9781642851427	rid_3386337	115.16.b.1.A.ii	View Link	On the teacher's notes there is no information on the immune system only the nervous system. Teacher's would have to rely on previous knowledge to teach this lesson?	accept	We accept and will add this to our notes for the "Immune System" page: • Immune System • Select the Immune System icon and invite students to examine the screen art and point to different organs and body parts as you explain: ○ The overall function of the immune system is to prevent or limit infection. ○ Although part of the integumentary system, the skin is the first line of defense in the immune system.The skin acts as a physical barrier, protecting you from microbes that can cause illness. This is one of the reasons why hand washing is so important. ○ White blood cells are produced in the bone marrow. These white blood cells are what fight off disease and infection in the body. ○ When there is an infection or illness that we come in contact with, a healthy immune system will recognize there are unwelcome germ(s) in the body. The immune system will then react by sending out a specific type of white blood cell (basophils) that sound an alarm, this will cause an immune response and the body will send out other types of white blood cells to fight off and destroy the

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
							germs/bacteria, etc. that can cause you to get sick. ○ Once exposed to a “germ” and your body has sent out white blood cells to fight off the illness, your immune system will create antibodies that will help your immune system fight off these germs in the future ○ Some people have a weakened immune system and are unable to produce enough of an immune response to keep them from getting ill. ○ Things that can weaken your immune system are: poor diet, lack of proper rest, lack of exercise, and too much stress.
Quaver Health Online License	9781642851427	rid_3386337	General comments on the resource:	View Link	General comments: • Product navigation – may not be that intuitive • Product integration – is there a need to integrate some systems? Search function on the product to find related information • Consideration for time allocation to prepare and train teachers and learners • In the eventuality of technology issues/ Wi-Fi issues- is an offline version available? • Addition of drugs, vape and alcohol related health issues as well as criminality related to breaking the law. • Are the video scripts available to be read , and not just played in the video? • Is there a need to add some info in the communicable disease section on pandemics?	accept	**NAVIGATION** We will produce a series of training videos and a PD program for teachers that will look at navigation. **SEARCH FUNCTION / INFORMATION** We will be adding a resource manager for teachers to search for resources. Additionally, we are improving the functionality of the Teacher Toolbox so that the teacher can search grade by grade. **OFFLINE VERSION** We will produce an ‘Unplugged version’ once adopted. This will be standard with all of our curriculum. **VAPING/LAW** In terms of Vaping - we have additional inhalant/illegal substance issues addressed in other lessons. Specifically, we will add these notes between bullet points 8 and 9 in the screen activity, “Resisting Peer Pressure”: https://teacher.quavered.com/lessonplanpresenter/?lpGuid=74177053-ff2a-4454-b6b4-b5a89303fd56&slideGUID=9c81cacc-20a1-4c3c-b4ab-aa4950ef44b1 • Point out to students that there are many health related issues that can arise out of drugs vaping and alcohol, such as: ○ Vapes contain nicotine which has very harmful effects on the body. ○ Drugs affect the brain, cause damage to the liver, affect blood pressure and cause heart damage. ○ Alcohol misuse can damage the liver, affect judgement, and cause depression. • It is also important to tell students that vaping, smoking, drug taking and alcohol is illegal for minors in the US.

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							VIDEO SCRIPTS We will make video scripts available.
							
							PANDEMIC As part of our "Communicable and Noncommunicable Diseases" screen activity https://teacher.quavered.com/lessonplan-presenter/?lpGuid=d21793ce-d5ff-4b83-8fec-0b7042d6baf3&slideGUID=8bfbcdea-f268-462f-ab78-4c2593c92870, we will define what the term pandemic means in our teacher notes:
							• Define for students:
							  ○ An epidemic is when a community is affected by an communicable disease
							  ○ A pandemic is when the entire earth's population is affected by an communicable disease

Quaver Health Online License	9781642851427	rid_3386337	Integumentary System	View Link	Need more background information for teachers to teach subject on integumentary system.	accept	We will add the following notes:
							• Integumentary System
							  ○ The integumentary system is made up of your skin, hair, hair, nails, and glands.
							  ○ The integumentary system protects our body from the environment. Things like UV rays, bacteria and some toxins and pollutants.
							  ○ Your skin is the largest organ in the body.
							  ○ The integumentary system helps to regulate body temperature. Working with the circulatory system and sweat glands, the integumentary system helps keep us cool when it is hot by producing sweat on the skin that will cause an evaporative cooling effect on the body, drawing heat away from the skin and blood vessels near the surface of the skin.
							  ○ The skin and hair can also help to keep us warm when it is cold out by acting as insulation.
							  ○ The skin works with the nervous system to allow us to have a sense of touch through Thermoreceptors (for temperature), Nociceptors (for pain) and Mechanoreceptors (for pressure).
							  ○ There are three layers to your skin; The Epidermis (outer layer), the Dermis (middle layer), and the Subcutaneous Fat Layer (hypodermis - which is the deepest layer).

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							FUN FACT: *Your skin is made up of individual cells. The oldest cells are on the top of your skin and are the thickest. Your skin is constantly shedding or getting rid of these old cells; We lose about 200,000,000 dead skin cells per day!*
Quaver Health Online License	9781642851427	rid_3386337	115.16.b.1.A.iii	View Link	Additional information is needed on specific information on the digestive system. Teachers need steps to navigate to through the lesson.	accept	We accept and will add this to our notes: Digestive System Select the Digestive System icon and invite students to examine the screen art and point to different organs and body parts as you explain: 1. The human digestive system has many components to it. It begins at the mouth and includes the throat, esophagus, stomach, small intestine, large intestine, and colon. It also includes other organs and glands such as the salivary glands, liver, gallbladder, pancreas, gastric glands and bile duct. 2. Digestion begins in the mouth where the food is mixed with saliva and ground up into a bolus. This bolus then travels down the esophagus where it passes through a valve called the Lower esophageal sphincter and into the stomach. 3. In the stomach the bolus of food will spend about 4 hours in the stomach where your stomach churns and mixes the bolus of food with acidic juices and enzymes to help break it down into a pulpy fluid called chyme. This mixture then passes to the small intestine where it is digested even further using juices from the liver and gallbladder. Nutrients are then absorbed into the bloodstream before the waste products pass to the large intestine where they are eventually eliminated through the rectum and anus. 4. The small intestine is about 22 feet long and the large intestine is about 6 feet long. 5. Food moves through the digestive tract through a wave-like muscular contraction (Smooth Muscle) called peristalsis that pushes the food from the esophagus all the way through the stomach, small intestine, large intestine and out of your body. 6. The acid in the stomach also helps keep us healthy by killing much of the bad bacteria that can get into our body through our food.

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
Quaver Health Online License	9781642851427	rid_3386337	Body systems notes for "My Amazing Body"	View Link	Team note: teacher info remains limited here too	accept	We will update the body systems notes for "My Amazing Body": **Page 1: 3-5th grade** • Skeletal System • Select the Skeletal System icon and invite students to examine the screen art and point to different organs and body parts as you explain: ○ The Skeletal System is the body's central framework, it consists of bones, cartilage, ligaments, and tendons. ○ The Skeletal System works in conjunction with the muscular system to help the body move. The skeletal system helps support your body weight and works with the joints, muscles and connective tissue (tendons, ligaments, and cartilage) to help you stand and move. ○ The bones of the skeletal system contain marrow; the marrow produces both red and white blood cells. ○ The skeletal system protects your vital internal organs: the skull protects the brain, the ribs protect the heart and lungs and your spine protects your spinal cord (part of your nervous system). ○ 99% of the body's calcium and 85% of the body's phosphorus is stored in the skeleton. ○ A full grown adult skeleton has between 206 and 213 bones. ○ FUN FACT: *You are not born with kneecaps - kneecaps also known as the patella are what are known as sesamoid bones and develop from cartilage. Kneecaps are usually fully developed between the ages of 6-10 years old.* • Muscular System • Select the Muscular System icon and invite students to examine the screen art and point to different organs and body parts as you explain: ○ There are three different types of muscle in the body (skeletal, smooth, cardiac): ○ Skeletal muscles are voluntary, which means you can control them.

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
							○ Movement is the primary function of the muscular system. The muscular system works in conjunction with the skeletal system to help us move. ○ The muscular system also helps with stability. Skeletal muscles turn into tendons that stretch over the joints and attach to bones to help stabilize the skeleton. ○ These same muscles also help with posture and continue to work to keep us in an up-right position. ○ There are approximately 650 different (skeletal) muscles in the human body. ○ Skeletal muscles generate heat to help keep us warm. ○ Smooth muscle can be found in your stomach and digestive tract and helps move your food through the digestive process. Smooth muscle can also be found in your respiratory, circulatory, urinary and reproductive systems. ○ Cardiac muscle is found in your heart and is responsible for pumping blood through your body. ○ FUN FACT: *Cardiac muscle is the only type of muscle that will contract on it's own without neurologic stimulation. (The nervous system regulates cardiac muscle and controls the rate and rhythm.)* • Circulatory System • Select the Circulatory System icon and invite students to examine the screen art and point to different organs and body parts as you explain: ○ Allows blood to flow through the body carrying nutrients, oxygen and hormones to different parts of the body, ○ Helps to regulate the body's temperature by bringing more blood to the surface of the skin to cool you off or less to keep you warm. ○ The circulatory system delivers oxygen from the lungs to all of the tissues and carries carbon

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							dioxide away from those same tissues and back to the lungs. ○ The circulatory system helps remove waste products from the body by working with the lungs, lymphatic and urinary system. ○ The circulatory system helps with your body's immune response, by delivering white blood cells and antibodies to fight off disease and infection. ○ The circulatory system holds between 4.7- 5.5 liters of blood. ○ *FUN FACT: Every day your blood travels through more than 60,000 miles of blood vessels!* • Respiratory System • Select the Respiratory System icon and invite students to examine the screen art and point to different organs and body parts as you explain: ○ The human respiratory system is made up of two tracts: ○ The upper Respiratory Tract, which includes the nose, nasal cavities, and sinuses. ○ The Lower Respiratory Tract, which includes the throat (pharynx), voice box (larynx), windpipe (trachea), lungs, airways (bronchi and bronchioles), and air sacks (alveoli). ○ Respiration is the act of breathing in and out. ○ Air enters your lungs when your diaphragm contracts; This creates a vacuum in your lungs causing air to rush in. When you exhale your diaphragm relaxes and pushes the air back out of your lungs. ○ Air contains 21% oxygen; In the lungs oxygen is taken out of the air and passes through the Air sacs (alveoli) and passes into the blood, where it is carried by Red Blood cells to all the tissues of the body. ○ At the same time oxygen is passing through the air sacs to the bloodstream, carbon dioxide is being

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							passed from the bloodstream back into the air sacs to be expelled during exhalation. ○ The air sacs (alveoli) are very delicate and can easily be damaged by smoking and chemicals. If the air sacs are damaged they can no longer effectively remove oxygen from the air. ○ We have two lungs, a right and a left. The right lung has three separate lobes (or branches) and the left lung has two lobes **Page 2: 4-5th grade** • Nervous System • Select the Nervous System icon and invite students to examine the screen art and point to different organs and body parts as you explain: ○ Question: What do you think is the most important system in the body? ○ Answer: The Nervous system. ○ The nervous system is made up of the brain, spinal cord, and nerves. ○ There are two parts of the nervous system: ○ Central Nervous System: made up of the brain and spinal cord. ○ Peripheral Nervous System: which are all the nerves that run throughout the body. ○ Your nervous system is much like a computer, The brain is much like the main processor in your computer and controls every single cell, organ, and system in your body by sending and receiving information through the rest of the nervous system. ○ The brain receives information from your five senses via the nervous system. The information is sent to the brain through special nerves called sensory or afferent nerves where the brain can process the information and determine what to do with it. The brain will then send information back out to the body through motor or efferent nerves to respond to the stimulus. ○ *Here is a good example: If you were to touch something really hot, your sense of touch would*

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							send a message through the sensory nerves to your brain telling your brain this is really hot. Your brain would then say "Hey this can burn me!". Your brain would then send a message through the motor nerves to the muscles of your hand and arm telling those muscles to contract and pull the hand away from the hot item so you don't get burned. ○ Nerve impulses can travel at speeds of 0.5-2 meters per second for sensory nerves up to 120 meters per second for motor nerves! ○ *FUN FACT: Your body contains well over 100 Billion Nerve cells!* • Immune System • Select the Immune System icon and invite students to examine the screen art and point to different organs and body parts as you explain: ○ The overall function of the immune system is to prevent or limit infection. ○ Although part of the integumentary system, the skin is the first line of defense in the immune system. The skin acts as a physical barrier, protecting you from microbes that can cause illness. This is one of the reasons why hand washing is so important. ○ White blood cells are produced in the bone marrow. These white blood cells are what fight off disease and infection in the body. ○ When there is an infection or illness that we come in contact with, a healthy immune system will recognize there are unwelcome germ(s) in the body. The immune system will then react by sending out a specific type of white blood cell (basophils) that sound an alarm, this will cause an immune response and the body will send out other types of white blood cells to fight off and destroy the germs/bacteria, etc. that can cause you to get sick. ○ Once exposed to a "germ" and your body has sent out white blood cells to fight off the illness, your immune system will create antibodies that will help your immune system fight off these germs in the future.

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							○ Some people have a weakened immune system and are unable to produce enough of an immune response to keep them from getting ill. ○ Things that can weaken your immune system are: poor diet, lack of proper rest, lack of exercise, and too much stress. • Digestive System • Select the Digestive System icon and invite students to examine the screen art and point to different organs and body parts as you explain: ○ The human digestive system has many components to it. It begins at the mouth and includes the throat, esophagus, stomach, small intestine, large intestine, and colon. It also includes other organs and glands such as the salivary glands, liver, gallbladder, pancreas, gastric glands and bile duct. ○ Digestion begins in the mouth where the food is mixed with saliva and ground up into a bolus. This bolus then travels down the esophagus where it passes through a valve called the Lower esophageal sphincter and into the stomach. ○ In the stomach the bolus of food will spend about 4 hours in the stomach where your stomach churns and mixes the bolus of food with acidic juices and enzymes to help break it down into a pulpy fluid called chyme. This mixture then passes to the small intestine where it is digested even further using juices from the liver and gallbladder. Nutrients are then absorbed into the bloodstream before the waste products pass to the large intestine where they are eventually eliminated through the rectum and anus. ○ The small intestine is about 22 feet long and the large intestine is about 6 feet long. ○ Food moves through the digestive tract through a wave-like muscular contraction (Smooth Muscle) called peristalsis that pushes the food from the esophagus all the way through the stomach, small intestine, large intestine and out of your body. ○ The acid in the stomach also helps keep us healthy by killing much of the bad bacteria that can get into our body through our food.

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							• Integumentary System • Select the Integumentary System icon and invite students to examine the screen art and point to different organs and body parts as you explain: ○ The integumentary system is made up of your skin, hair, hair, nails, and glands. ○ The integumentary system protects our body from the environment. Things like UV rays, bacteria and some toxins and pollutants. ○ Your skin is the largest organ in the body. ○ The integumentary system helps to regulate body temperature. Working with the circulatory system and sweat glands, the integumentary system helps keep us cool when it is hot by producing sweat on the skin that will cause an evaporative cooling effect on the body, drawing heat away from the skin and blood vessels near the surface of the skin. ○ The skin and hair can also help to keep us warm when it is cold out by acting as insulation. ○ The skin works with the nervous system to allow us to have a sense of touch through Thermoreceptors (for temperature), Nociceptors (for pain) and Mechanoreceptors (for pressure). ○ There are three layers to your skin; The Epidermis (outer layer), the Dermis (middle layer), and the Subcutaneous Fat Layer (hypodermis - which is the deepest layer). ○ FUN FACT: *Your skin is made up of individual cells. The oldest cells are on the top of your skin and are the thickest. Your skin is constantly shedding or getting rid of these old cells; We lose about 200,000,000 dead skin cells per day!* **Page 1: 4th and 5th grade** • Reproductive System • Select the Reproductive System icon and invite students to examine the screen art and point to different organs and body parts as you explain:

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							○ The process where humans create another likeness of themselves is called reproduction. ○ This likeness can be created because we all possess genes. Genes are the genetic code (DNA more specifically) that determines what we will look like, what sex we will be, what color our eyes and hair will be, will we be tall or short. Your unique genetic code is a combination of the male and female genetic code that came together through the fertilization process. ○ Male reproductive system: (toggle to Male) ▪ The male has 2 external reproductive organs: the penis (which expels urine and semen) and the scrotum is a pouch of skin that contains the testicles. ▪ The male has 4 internal reproductive organs: The accessory glands (including the bulbourethral glands, prostate gland, and the seminal vesicles); The epididymis where sperm mature and be concentrated; The testicles where sperm is produced along with the hormone testosterone; and the vas deferens where (during arousal) the sperm is mixed with fluid from the accessory glands and travels through during the ejaculatory process. ○ Female reproductive system: (toggle to Female) ▪ The female reproductive system has multiple external reproductive organs that are collectively known as the Vulva (Labia Majora, Labia Minora, Clitoris, Bartholin's Glands, Pudendal Cleft, Mons Pubis, and the Vaginal opening). ▪ The female has 4 internal reproductive organs: The Ovaries (2 of them, one located in each side of the lower abdomen), where eggs are stored and released from, estrogen, progesterone and testosterone are also produced here; The Fallopian Tubes (two of them, one attached to each ovary) where the egg that is released travels down toward the uterus. If sperm are present fertilization can happen; The Uterus

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							houses the endometrium (the innermost layer of the uterus), this is where the fertilized egg implants itself and grows. Once implanted the fertilized egg will stay here going through all of the stages of gestation over the next 9 months (from zygote, to blastocyst, to embryo, to fetus, to full term baby). • Endocrine System • Select the Endocrine System icon and invite students to examine the screen art and point to different organs and body parts as you explain: ○ The endocrine system is made up of several organs called glands. These glands are located throughout your body and secrete hormones. ○ These hormones help to coordinate different metabolic functions in your body and circulate in your blood to your organs, skin, muscles, and other tissues. These hormones signal these organs and tissues what to do. ○ The master gland in the body is the Hypothalamus, it coordinates with the nervous system to tell other glands what to do. It also controls your mood, hunger, thirst, sleep patterns and plays a role in reproductive function as well. ○ Another gland in the endocrine system is the Pituitary gland which also has control of the Thyroid and adrenal glands as well as the testicles and ovaries. The Pituitary gland is located at the base of the brain, and controls how you grow. ○ Other glands are the thyroid gland located in the front of the neck and controls your metabolism, how your body uses energy, and plays a role in body weight regulation; the parathyroid gland (actually 4 tiny glands about the size of a grain of rice) controls calcium levels in your body; The Adrenal glands, there are 2, one located on top of each kidney, they are responsible for controlling your metabolism, blood pressure, how you respond to stress and sexual development. The Adrenal glands play a major role in the “fight or flight” response to stress; The Pineal gland regulates your sleep cycle and is located in the brain; The

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							Pancreas is located in the abdomen and produce insulin to regulate blood sugar levels; The Ovaries (part of the female reproductive system): two located in the lower abdomen and produce Estrogen, Progesterone and Testosterone, and the Testes (part of the male reproductive system) produce sperm and Testosterone which regulates muscle strength (and sex drive). ○ In response to differing stimuli the nervous system will communicate with the endocrine system to increase or decrease the production of certain hormones to cause a metabolic or regulatory shift to allow the body to adapt to a given environment or situation. ○ *FUN FACT: All hormones are made from Cholesterol.* • Urinary System • Select the Urinary System icon and invite students to examine the screen art and point to different organs and body parts as you explain: ○ The Urinary system's main function is to act like a filter removing toxins and waste from your body through urine. ○ The urinary system is made up of the kidneys (you have two) and filters the waste and toxins from your blood; a ureter, one from each kidney that allows urine containing waste to pass to the bladder; the bladder which stores the urine until it is eliminated through the urethra when you go to the bathroom. ○ The toxins are filtered out of the blood in the kidneys through a series of tubes called renal tubules and lots of little arteries. ○ In these tubules waste is separated from vital nutrients, vitamins, and proteins. The nutrients are allowed to pass through to be used for metabolism, but the waste products are mixed with urea (a by-product of protein metabolism) and water and are passed to the bladder through the ureters to be excreted when you go to the bathroom. ○ The kidneys help to regulate your blood pressure.

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							○ The kidneys also produce a hormone called erythropoietin that helps make red blood cells.
Quaver Health Online License	9781642851427	rid_3386337	Teacher notes	View Link	Team comments: It is unclear what the student activity/ expectation is here other than click and playthrough the videos/ etc..	accept	We will clarify in the notes what the student activity and expectations are. Please see other detailed feedback notes.
Quaver Health Online License	9781642851427	2M08-4.1	Teacher notes	View Link	More information needed on teacher notes on how to reduce the risk.	accept	We will add the following language to the teacher notes for this activity: • We can reduce the risk of vector borne illnesses by ○ Using insect repellent in forests, and damp outside areas. ○ Wearing long sleeved shirts and long trousers ○ Avoiding areas where there may be a prevalence of biters or stingers. ▪ Mosquitoes commonly live near and around damp areas, ▪ Ticks commonly live in wooded and overgrown areas.
Quaver Health Online License	9781642851427	rid_3386337	Notes and screen art	View Link	Role of probiotics here need to be explained - don't think we can add it in as a 'must' for all kids Suggest to remove it	accept	We accept and will remove this from our notes and screen art.

Subject: Health Education, Grade 5

Quaver Health

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
Quaver Health Online License	9781642851427	4M08-2.2	Notes section	View Link	The citation doesn't specifically mention violence in the home, but there is opportunity for the teacher to teach that topic if he/she makes a point to include it with personal safety. Violence in the home is relevant to the citation.	accept	We will add the following language to the screen activity, “Personal Boundaries”: • Although this is a sensitive issue, violence in the home is relevant to personal boundaries and personal safety • Point out to students that sometimes we might even feel unsafe at home. There may be violations of our personal safety boundaries by a parent or guardian. In this case it

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							shows that those parents or guardians are non longer 'trusted adults'. • Talk with students about safety procedures that can be used if students are suffering violence or abuse at home including: ○ Find a person (school counsellor or teacher) outside the home that can listen and help. ○ Do not keep the situation a secret. ○ Drawing a picture, or writing down what happened and giving it to someone can help start the solution as talking face-to-face can be difficult.
Quaver Health Online License	9781642851427	5M10-1.2	Notes section	View Link	Make sure the teacher mentions sex at birth in terms of male/female so that transgender, nonbinary, and gender fluid students are not alienated.	reject	We will update these notes when the Texas Essential Knowledge and Skills statements reflect this language.
Quaver Health Online License	9781642851427	5M10-1.2	Notes 115.17.b.22.A.i-iv	View Link	Make sure to mention sex at birth as male and female so transgender, non-binary, and gender fluid individuals are not alienated or excluded.	reject	We will update these notes when the Texas Essential Knowledge and Skills statements reflect this language.

Subject: Physical Education, Kindergarten

Quaver Health

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
Quaver Health Online License	9781642851427	rid_3364437		View Link	We would like to see more direct guidance within the narration that addresses the "cooperation through action"	accept	We will add the following language (in bold) to the teacher notes for "Sporting Behavior (What is It?): • Round 2: Walk backward there, run back. Let students know you and the line judges are looking for students who demonstrate cooperation and safe practices through their words and actions. Give examples of what that might look like: ○ **Actions**: A player running moves out of the way of an opponent who is walking backward**; a player walking backward keeps head swiveled and eyes on their path instead of moving without caution backward; players sitting corporate**

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
							by keep hands in laps even though their turn is over ○ **Words: Inform a player running backward when they** are close to the wall before they walk into it; **the class decides together to run back on the outside of the playing area to avoid collisions; players sitting cooperate by cheering on their teammates even though their turn is over.**
Quaver Health Online License	9781642851427	rid_3364437		View Link	We would like to see more direct guidance within the narration that addresses the "cooperation through words"	accept	We will add the following language (in bold) to the teacher notes for “Sporting Behavior (What is It?): • Round 2: Walk backward there, run back. Let students know you and the line judges are looking for students who demonstrate cooperation and safe practices through their words and actions. Give examples of what that might look like: ○ **Actions**: A player running moves out of the way of an opponent who is walking backward**; a player walking backward keeps head swiveled and eyes on their path instead of moving without caution backward; players sitting corporate by keep hands in laps even though their turn is over** ○ **Words: Inform a player running backward when they** are close to the wall before they walk into it; **the class decides together to run back on the outside of the playing area to avoid collisions; players sitting cooperate by cheering on their teammates even though their turn is over.**
Quaver Health Online License	9781642851427	0M11-2.2		View Link	Would like to have a differentiation between "Tracking" vs "Tracing"	accept	We will update the teacher notes for “Catch (Catch After Bounce)” to read: • Model and monitor students to ensure they are tracking and tracing the ball as they drop it and let it bounce. • **Explain that tracking the ball means following the ball’s path with your eyes. Tracing the ball means following the path and anticipating where the path will lead. Essentially you imagine a line that the ball is following - and then move your body and place your hands to meet the ball at the end of that imaginary line**

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
							it is tracing in the air (or on the ground). 116.12.b.1.C.i,ii]
Quaver Health Online License	9781642851427	0M11-1.2		View Link	Sorry for the confusion on our notes: I think our issue was this the original breakout strand, "self-toss an object with opposite foot forward". Then when going into the lesson we noticed that there wasn't an reference to "opposite foot". So to clarify I think we actually take issue with the standard itself. So I believe you were correct in leaving OUT the "opposite foot forward" as this was a two handed self toss and we more than likely wouldn't be using that terminology in this specific instance.	accept	We will update these notes when the Texas Essential Knowledge and Skills reflect this language. This is the note we included in our correction submission: ***NOTE:** the reviewers left mixed reviews here. Originally we did not have an opposite foot forward because you use two hands to toss to yourself. These are the notes from the reviewers:* 1. *Narrative should not say "opposite foot forward"* 2. *There's no cue or explanation about stepping with opposition* 3. *Narrative should not state opposite foot forward.* *We're unclear how to proceed here, but happy to adjust our resources for the most clarity!*
Quaver Health Online License	9781642851427	0M01-2.3		View Link	It's a stretch but still works.	accept	We would love to address this feedback but we can not find a citation or location of error.
Quaver Health Online License	9781642851427	1M11-4.3		View Link	I think I still take issue with what you are describing as a "slide". What you are demonstrating I would consider a "skater" where as the fundamental movement pattern of "slide or sliding" would be closer to a shuffle in basketball or in defensive manner. If the movement is what you want then I recommend changing the name, if a slide is the outcome then I recommend changing the movement.	accept	We will update our photo of "Slide" to better represent the shuffle-like movement as the reviewer recommends to better represent this movement in this screen ("Track & Field (Slide and Skip)"), the Movement Glossary (page 21, middle), and all movement screens that invite students to practice the "slide" movement.
Quaver Health Online License	9781642851427	0M11-1.2		View Link	To me self toss and stepping with opposite foot don't go together. Therefore, if you take out the step you are okay, or if you add the cue for it you are also okay.	accept	We will update these notes when the Texas Essential Knowledge and Skills reflect this language. This is the note we included in our correction submission: ***NOTE:** the reviewers left mixed reviews here. Originally we did not have an opposite foot forward because you use two hands to toss to yourself. These are the notes from the reviewers:* 1. *Narrative should not say "opposite foot forward"* 2. *There's no cue or explanation about stepping with opposition* 3. *Narrative should not state opposite foot forward.*

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
							We're unclear how to proceed here, but happy to adjust our resources for the most clarity!

Subject: Physical Education, Grade 1

Quaver Health

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
Quaver Health Online License	9781642851427	2,18,22	Movement Guide under relevant movements	View Link	Use the words "curl" or "curling" in your definitions of what to do with a particular body part to reference the TEK. "Curl" your elbow, "curl" your leg, and even use "curl" for the Crunches and Sit-ups to reference the body curling for abdominal workouts.	accept	
Quaver Health Online License	9781642851427	1M02-1.2	Menu-Notes	View Link	Based on the examples of situations given in the text, the only reference to the word "actions" given in the TEKS is about taking action to speak to someone. Put in a reflective question about what might be the positive or negative consequences based on how the student(s) may react to some of those scenarios given. Covering that reaction would help cover more of the aspect of this TEK.	accept	We will add the following bullets **in bold** to the teacher notes for this screen activity "Who Can I Talk To?): • This screen activity encourages students to think **about their actions and feelings and the** parents and other trusted adults with whom they can discuss their feelings and thoughts. • Discuss with students: "Some of our feelings and thoughts are stronger than others. **Recognizing how we feel and respectfully reacting to others in the moment is important;** talking about our feelings **and making an action plan** can help us feel better. For feelings that are not very strong, we might be able to talk to our friends, pets, or our favorite stuffed animal and feel better. When we feel strong feelings, we would need to talk to our parents or another grown up that we trust, like teachers, school counselors, coaches, and so on." • **There are eight scenarios for students to consider. First, read students the scenario. Next, talk about how students might feel and how they can respectfully treat other people, if applicable. Finally,** invite different students to Select and Place who they would talk to about this emotion and thought into the thought bubble. If needed, they may use the Draw tool. Invite students to role play, respectfully telling the person they've chosen about their feelings **and consider appropriate action plans for the future.** [115.12.b.3.E.ii; 115.13.b.3.F.i; 116.13.b.13.B.i-ii; 116.13.b.12.C.i-ii]

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
							○ You feel sad because your best friend said they didn't want to be your friend anymore. ○ You feel frustrated because you can't make the tiger you're trying to draw look exactly how you want it. ○ You feel scared of the dark. ○ You feel happy because you get to visit your grandma this weekend. ○ You feel angry because your friend broke your crayon. ○ You feel worried because the grownups in your house got into a big argument. ○ You feel afraid to go to recess because there is a big kid who always pushes you off of the swings. ○ You feel silly because your friend told you a really funny joke. • Ask students the following questions: [116.13.b.12.A.i] ○ Why might taking the action to talk to someone about how we feel or what we are thinking help us? ○ How might we feel if we felt a strong feeling and we didn't take the action to talk to a parent or other trusted adult about it? ○ **What sort of actions did you think of when considering each scenario? What are actions we can take that show respect for others even when we feel sad, angry, or afraid? (I can walk away from the situation and find another friend to play with instead of yelling; I can take three deep breaths to help remain calm)**
Quaver Health Online License	9781642851427	0M11-5.2	Menu Notes	View Link	On Round 5, change the question to say "kick a ball straight to another person?" instead of "make it hit another person?"	accept	We will replace "Can you kick a ball and make it hit another person?" with "Can you kick a ball straight to another person's feet?" in the teacher notes in "Kick (Stationary Ball)".
Quaver Health Online License	9781642851427	3M04-3.1	question 5	View Link	Although the notes do have the expanded version of question 5 to include the effect of physical activity on the lungs, i think it would be beneficial to add another question to the activity,	accept	We accept and will add a question to the activity about the effect of physical activity's impact on lungs to this activity: Question 4: "How might your lungs feel during exercise?"

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
							Answer choices: "Breathing fast", "No breath at all", "Breathing a little fast", "Breathing slow"
Quaver Health Online License	9781642851427	3M04-3.2	teacher notes	View Link	It refers to daily dose while warming up, it would be helpful to attach the link pr file where teachers and students can easily access the daily dose	accept	**Daily Dose** - Thank you for this feedback. The reference to Daily Dose is an option teachers can choose before beginning the lesson. We provide training for teachers to make sure they know how to use all the curriculum to best serve their schedules and students.

Subject: Physical Education, Grade 2

Quaver Health

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
Quaver Health Online License	9781642851427	2M05-2.3		View Link	Maybe include more rolls in the song or allow for teacher or student to chose from the level they want to roll from.	accept	We accept this and will update the choreography for this song - please see page 90 of the Song Lyrics and Choreography Guide: https://teacher.quavered.com/media/images/ef246ec6-d9cb-4a74-895e-f70e2109bee3.pdf CHORUS Try being a stress detective— Walk in general space at a medium level slowly as if looking for something find the clues to see what's going on. **Barrel roll to the right** Looking for evidence is your objective. **Barrel roll to the left** Solve the case until your stress is gone. **Crawl** forward 4 counts, then end with a forward roll (somersault) VERSE 1 You got a test? Point into general space But did you study? Put hands up and sway back and forth

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
							Get plenty of rest? **Sit and spin to the right** If not, you won't be at your best. **Sit and spin to the right** VERSE 2 You're feeling tense. **Curl body** into a ball What's your worry? Put hands up and sway back and forth What do you fear? **Helicopter Spin to the left (high level)** Figure it out, your stress will start to disappear. **Helicopter Spin to the right (high level)** CHORUS

Subject: Physical Education, Grade 3

Quaver Health

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
Quaver Health Online License	9781642851427	0M11-3.5	Explore the screen activity by selecting all buttons within the blue border. Use the teacher's notes for guidance. To access the teacher's notes: Select Menu button > Select Notes > Scroll to find the embedded citation number [116.15.b.1.D.iii] for this b	View Link	Since this student expectation covers specifically position change, there might need to be a more specific activity (rather than in subtext) for there to be position changing occurring for students.	accept	We will add this Instructional Activity to the screen activity "Hand Dribble and Pass (Protecting)": Instructional Activity 1: Ghost Attack • Materials: 1 ball per student • Spread the students throughout the playing area to practice protecting the ball in different body positions. • Have each student pretend there is a ghost opponent attempting to steal the ball as they dribble the ball. • Show students how to change their positions while continually dribbling as they imagine a ghost behind them:

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
							○ "Ghost Above!" - Bend legs, crouch low, curl body over the ball using back to defend the ball ○ "Ghost to Your Right!" - Dribble ball to left side of body, pivot on feet, keep back between the ghost and the ball, pivoting and changing direction with feet. Use right arm to ward away the ghost opponent. ○ "Ghost to Your Left!" - Repeat on the other side.
Quaver Health Online License	9781642851427	3M01-1.3	Explore the screen activity by selecting all buttons within the blue border. Use the teacher's notes for guidance. To access the teacher's notes: Select Menu button > Select Notes > Scroll to find the embedded citation number [116.15.b.2.B.i] for this bre	View Link	If all of the components of this TEK are to be covered, with the way the TEK is written, two of the components were not covered in this one activity. Maybe either have a separate activity also available or add in curling and pushing into the activity song.	accept	We accept this and will update the choreography for this song - please see page 42 of the Song Lyrics and Choreography Guide: https://teacher.quavered.com/media/images/ef246ec6-d9cb-4a74-895e-f70e2109bee3.pdf Healthy me, healthy me x4 ***On "Healthy", arms reach straight up (either jumping or standing - stretching the body as long as possible)*** ***On "me", thumbs pointing to self and sway*** VERSE ***Each movement is repeated twice in this verse, so K-1 can call-and-response with the teacher.*** Eat good fruit and vegetables ***R arm reach crossbody as if pulling open a fridge and then grabbing a fruit 1; curl R bicep and bring hand close to mouth to gesture eating the fruit 2;*** ***L arm reach crossbody as if pulling open a fridge and then grabbing a veg from another other table 3; curl L bicep and bring hand close to mouth to gesture eating the veg 4*** x2 Help me feel incredible ***Depending on age/skill, spin can involve running in place, spinning on two feet, or spinning on one foot*** ***Spin one full revolution with hands rubbing belly*** x2 Better than sweets are healthy treats

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
							Continuing rubbing belly, curl body forward, bending at torso to front 1-2; uncurl body at torso and lean slightly back 3-4 x2 Lots of water, lots of sleep ***Lean to the R (with weight mostly on R foot) and curl bicep to gesture drinking from a cup 1-2; lean to the L (with weight mostly on L foot) and gesture sleeping with palms together and underneath head*** x2 If I really wanna grow, ***"The Twist" – stand on balls of feet and bend knees slightly; heels movie side to side and hips swivel side to side, as well*** ***Twist at lowest level, curled body in a crouch close to floor*** I really wanna grow ***Uncurl body slightly to twist at low – to mid-level*** Really really wanna grow ***Uncurl body more to twist at mid – to high-level and arms stretched high*** I've got to be... Jump in place and reach arms high A Healthy me, healthy me X4 ***On "Healthy", arms reach straight up and jump, stretching body as long as possible!*** ***On "me", thumbs pointing to self*** X4 Eat good foods! Get up and move X4 ***On "eat good foods", standing, bouncing knees and pushing both hands forward on downbeats*** ***On "get up and move", teacher choose age-appropriate locomotor, i.e. K: marching, 1: galloping, 2: running, 3: skipping and whether to move in place or in space*** X4

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
							If I really wanna grow, ***"The Twist" – stand on balls of feet and bend knees slightly; heels movie side to side and hips swivel side to side, as well*** ***Twist at lowest level, curled body in a crouch close to floor*** I really wanna grow ***Uncurl body slightly to twist at low – to mid-level*** Really really wanna grow ***Uncurl body more to twist at mid – to high-level and arms stretched high*** I've got to be... Jump in place and reach arms high A Healthy me, healthy me X4 ***On "Healthy", arms reach straight up and jump, stretching body as long as possible!*** ***On "me", thumbs pointing to self and sway***
Quaver Health Online License	9781642851427	3M05-1.2	Explore the screen activity by selecting all buttons within the blue border. Use the teacher's notes for guidance. To access the teacher's notes: Select Menu button > Select Notes > Scroll to find the embedded citation number [116.15.b.12.C.i] for this br	View Link	The activity does discuss self-management, but it is geared towards coping with situations instead of self-control. It might need to be a little stronger towards the TEKS desired outcome.	accept	We agree with this feedback and submit this screen as a better citation for self-management for emotions that might arise in a sporting context: "When I Feel Angry." https://teacher.quavered.com/lessonplanpresenter/?lpGuid=ce789520-4689-4c9c-a9a0-02cc79f3df72&slideGUID=2b9a0cc3-bdee-4912-a8b5-84d03b60d5a1 Please access with the following credentials: Username: QuaverHealthTEA2 Password: review2022
Quaver Health Online License	9781642851427	1M11-4.2	Explore the screen activity by selecting all buttons within the blue border. Use the teacher's notes for guidance. To access the teacher's notes: Select Menu button > Select Notes > Scroll	View Link	We just wanted to make sure that if the photos were able to have video attachments as far as reference to how to complete that part of the activity, we did not see any buttons to access that opportunity for video use.	accept	We accept this and are looking at the possibility of adding video opportunities in the future!

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
			to find the embedded citation number [116.15.b.1.A.i] for this bre				
Quaver Health Online License	9781642851427	3M05-1.3	KSS 1.C.ii	View Link	Notes refer to a PDF at the bottom of the lesson for the choreography of dance/lesson. No PDF available. Please attach the PDF for the teacher to access from this lesson.	accept	We accept this and have added the PDF to the “Worksheets” available for this lesson. We have also updated the notes for clarity. Please see page 79: https://teacher.quavered.com/media/images/ef246ec6-d9cb-4a74-895e-f70e2109bee3.pdf

Subject: Physical Education, Grade 4

Quaver Health

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
Quaver Health Online License	9781642851427	1M11-1.4	In the teacher notes.	View Link	In the instructional material we have "Underhand" Pass demonstration which then leads to "Forearm Pass" Activity. We recommend keeping those labeling the same. (ie change Underhand to Forearm Pass Demonstration...) Furthermore, later on down at the bottom there is an activity with "Underarm" then again it's changed to "Underhand". We recommend keeping it to Underhand all the way through.	accept	We will replace instances of “Forearm” and “Underarm” with “Underhand” to be consistent throughout the lesson. We will also add this bullet to the teacher notes in the “Volley (Underhand)” screen: • Explain to students that many volleyball players refer to the underhand pass as simply a “pass” or “dig”.
Quaver Health Online License	9781642851427	1M11-1.5	The teacher notes	View Link	The use of "Overhand" instead of "Overhead" needs to be fixed. More of a personal note, however, I still think the word "set" should be included in the lesson, or at least put in the notes as to keep prominent volleyball terminology in minds of students.	accept	We will replace the title onscreen to read “Volley (Overhead)” as well as replace all instances of “Overhand” with “Overhead” in the notes for the “Volley” lesson. Additionally, we will add this bullet to the teacher notes in the “Volley (Overhead)” screen: • Explain to students that many volleyball players refer to the overhead pass as a “set” while the underhand pass is often referred to as simply a “pass” or “dig”.
Quaver Health Online License	9781642851427	rid_3364425	teacher notes	View Link	Would love to see an explanation/definition of "wellness" and "health".	accept	We will add the following (in bold) to teacher notes for “Moving My Body (Play and Physical Activity)”: 3rd - 5th grade: • Explain how regular, moderate to vigorous physical activity affects all dimensions of health: physical, social, intellectual, and emotional (including stress management).

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
							• Explain that moderate activity, as defined by the Centers for Disease Control, is when an average person expends energy at 3-6 times the energy they spend when sitting quietly. Examples include playing on playground equipment, briskly walking, or dancing to a song. • Vigorous activity, on the other hand, is when an average person expends 6 or more times more energy than they do when sitting still. Examples include sprinting to play tag, skipping rope, or performing jumping jacks. • In terms of duration, based on physical fitness, the CDC states that "Generally, activities in the moderate-intensity range require 25-50 minutes to expend a moderate amount of activity, and activities in the vigorous-intensity range would require less than 25 minutes to achieve a moderate amount of activity." • **When thinking about the difference between "health" and "wellness", explain to students that "health" is one's current state of being while "wellness" is the ongoing choices you make to help keep yourself well and, in turn, keep your body and mind healthy.** • Ask students to turn to a partner and list one way regular exercise affects each dimension and overall health and wellness. [116.15.b.8.A.i; 116.16.b.8.A.i,ii; 116.17.b.8.A.i,ii]
Quaver Health Online License	9781642851427	rid_3364437	Teacher Notes	View Link	Would like a little more differentiation between "taking" responsibility vs "accepting responsibility".	accept	We will add the following language **in bold** to the teacher notes for "Sporting Behavior (What is it?)" • Round 1: Speed walk there, run back. Let students know that you and the line judges are looking for students to accept and take responsibility for personal actions that affect themselves and others. • **Explain to students that taking responsibility means recognizing their actions affect others or a situation (positively or negatively) and letting others know. To take responsibility for something, students might say something like "I did that," "I caused that," "When I ___, it made this happen," "I'm sorry that I __."** • **On the other hand, accepting responsibility is when another person identifies your choices or actions are the root cause of a change or problem. To accept responsibility, students might say, "I didn't realize that, but I see what you mean," "I'm sorry," "You're right, that was my fault," or "I see now that when I ___, that happened."**

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
							• For example, students may collide with each other or accidentally cross into another team's lane. Model how students can accept responsibility or recognize and take responsibility, apologize, and help each other recover so they can get back to the race. Recognize those players at the end of the round.

Quaver Health Online License	9781642851427	3M06-4.3		View Link	We are accepting this citation, but acknowledge the inconsistency from Kinder to 4th. Our issue it that we don't see where this truly hits the subject of MVPA. While yes you can look at it from the lens of this song is faster and this one is slower and explaining the difference, but it doesn't lend itself holistically to the subject.	accept	The K-2 TEKs do not require differentiation, only participation in moderate to vigorous physical activity. We will add this language to screens in 3-5th grade that invite students to "differentiate between moderate to vigorous physical activity":
							• This song allows for participation in moderate physical activity for a sustained period of time on a regular basis with technology.
							• **Explain that moderate activity, as defined by the Centers for Disease Control, is when an average person expends energy at 3-6 times the energy they spend when sitting quietly. Examples include playing on playground equipment, briskly walking, or dancing to a song.**
							• **Vigorous activity, on the other hand, is when an average person expends 6 or more times more energy than they do when sitting still. Examples include sprinting to play tag, skipping rope, or performing jumping jacks.**
							• **In terms of duration, based on physical fitness, the CDC states that "Generally, activities in the moderate-intensity range require 25-50 minutes to expend a moderate amount of activity, and activities in the vigorous-intensity range would require less than 25 minutes to achieve a moderate amount of activity."**
							• **Analyze:**
							  ○ How does that compare to after playing tag or another strenuous exercise?
							  ○ Ask students to differentiate between types of exercise. Can they name examples and vigorous and moderate exercise? Would they consider the dance moves in this song to be vigorous or moderate or both? Why?
							  ○ Why do they think both types of exercise are important for our body? (moderate physical activity is easier for our body to sustain and do habitually, while vigorous exercise is important to challenge

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
							the body) [116.15.b.16.A.i; 116.16.b.16.A.i; 116.17.b.16.A.i]
Quaver Health Online License	9781642851427	0M11-4.5	The teacher notes.	View Link	It would be helpful to have the cues for dribbling with feet (even if it's understood for the older students) in this lesson. It would be good for a review purpose as well as that's what the breakout is specifying.	accept	We will add the following language to the Teacher Notes of the "Foot Dribble and Pass (Receiving)" screen activity: • Before presenting new material of receiving a ball from a partner, review Dribbling while Jogging and Passing with demonstrations and a quick refresher round of "Compass: **Demonstration: Dribbling While Jogging** [116.15.b.3.D.i] • **Materials**: 1 ball ○ Cue 1: Tap - Tap ball with inside or outside of foot ○ Cue 2: Follow and Tap - Jog forward tap with other foot. Repeat. ○ Cue 3: Trap - Stop ball with foot gently on top **Demonstration: Passing** • **Materials**: 1 ball ○ Cue 1: Eyes (on ball) ○ Cue 2: Step (opposite foot to the side of the ball) ○ Cue 3: Turn (kicking foot so instep faces ball) ○ Cue 4: Pass (swing leg and kick with inside of foot) **Review Activity: Compass (N, S, W, E)** • **Materials**: 1 ball per student • Establish your directional compass with stopping points. • Students dribble the ball in a designated space. Call out a direction. All students begin dribbling in that direction to the designated stopping point. • Once most students have made it to the endpoint, call out "Pass!". Students trade balls with a neighbor by gently passing it to them. All students trap ball and then begin dribbling again. Explain to students that today's activities and games will allow them to practice receiving a ball from a partner, both while still and in motion.

Subject: Physical Education, Grade 5

Quaver Health

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
Quaver Health Online License	9781642851427	3M06-4.3	Explore the screen activity by selecting all buttons within the blue border.	View Link	Already left a full citation on a different grade, but just want to acknowledge this doesn't truly hit the criteria for discussing what MVPA is and how it's meant to be used.	accept	We will add this language to teacher notes for screen activities in 3-5th grade that invite students to "differentiate between moderate to vigorous physical activity": • **Explain that moderate activity, as defined by the Centers for Disease Control, is when an average person expends energy at 3-6 times the energy they spend when sitting quietly. Examples include playing on playground equipment, briskly walking, or dancing to a song.** • **Vigorous activity, on the other hand, is when an average person expends 6 or more times more energy than they do when sitting still. Examples include sprinting to play tag, skipping rope, or performing jumping jacks.** • **In terms of duration, based on physical fitness, the CDC states that "Generally, activities in the moderate-intensity range require 25-50 minutes to expend a moderate amount of activity, and activities in the vigorous-intensity range would require less than 25 minutes to achieve a moderate amount of activity."**
Quaver Health Online License	9781642851427	0M11-4.4	In teacher notes:	View Link	Would like for more intentional instruction on "preparation..."	accept	We will add the following language to the teacher notes (in bold) for "Foot Dribble and Pass (Passing)": • **To prepare students, conduct a short warm up activity such as "Shirt Color Tag" (described in the first screen) or review walking and jogging while dribbling (as described in the previous screen activities).** • **Have students spread out across the playing area. Balance on one foot, point the kicking foot outward and swing straight leg to mimic kicking a ball and warming up leg. In preparation for kicking with both feet fluently, repeat on the other side.** • **Demonstrate how to pass the ball with a volunteer or two volunteers using the following steps:** Demonstration: Passing

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
Quaver Health Online License	9781642851427	0M11-3.4	Teacher notes	View Link	This is a weak example of discussing "impulsivity" in a lesson. In 5th grade the excitement of a game isn't the type of impulsivity we are wanting to discuss.	accept	We will add the following bullets to the teacher notes for the activity “Hot Potato” on the “Hand Dribble and Pass (Passing)” screen: • **Recognizing and controlling personal impulses can come into play in a variety of ways in an athletic environment. Discuss when students might have an impulse to do an action that might not be the best choice for the team:** ○ **For example, one impulse might be to pass the ball only to friends, even if they don’t have the best positioning for a successful play.** ○ **Another impulse might be to pass the ball as quickly as possible, without taking the time to survey the field and make a good play.** ○ **Finally, students might recognize an impulse to pass to the same player repeatedly - knowing that they will most likely catch the ball and make the play. However, opponents will also quickly recognize this as well and guard that player, making it more difficult to complete the play. Encourage students to examine the impulse to always pass to a ‘safe bet’ and instead practice recognizing opportunities to surprise opponents.**