

Proclamation 2022 Report of Editorial Change

This report contains the proposed changes and new content that was provided in response to public testimony. The proposed changes and new content will be included in the final versions provided to schools as a condition of adoption by the State Board of Education.

Publisher: Goodheart-Wilcox Publisher

Subject: Health Education, Grade 6

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

Component: *STUDENT EDITION Texas Health Skills for Middle School*

ISBN: "9781683115267 (print) 9781683115380 (ePub)"

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 589

Location: Case Study copy

Original Text: "Two of the most effective methods for preventing STIs include sexual abstinence and the use of condoms."
"This image shattered when Aiden..."

Updated Text: [Response to public testimony:] "Sexual abstinence is the most effective method for preventing STIs. The use of condoms can also reduce risk." "This changed when Aiden..." Change will also be made to eBooks for Teacher's Edition and Spanish, if appropriate.

Component: *STUDENT EDITION Texas Health Skills for Middle School*

ISBN: 9781683115267 (print)9781683115380 (ePub)

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 187

Location: Third bullet from the bottom

Original Text: "talk to a trusted adult immediately"

Updated Text: [Response to public testimony:] "talk to a parent or other trusted adult immediately" Change will also be made to eBooks for Teacher's Edition and Spanish, if appropriate.

Component: *STUDENT EDITION Texas Health Skills for Middle School*

ISBN: 9781683115267 (print)9781683115380 (ePub)

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 601

Location: fourth bullet and last bullet

Proclamation 2022 Report of Editorial Change (11/18/2021)

*updated since previous report

Original Text: "Sexual abstinence, or refraining from sexual activity, is the only 100 percent effective method for preventing STIs." "Certain medications can also lower risk for transmission of HIV. These include pre-exposure prophylaxis (PrEP) and post-exposure prophylaxis (PEP)."

Updated Text: [Response to public testimony:] "Sexual abstinence, or refraining from sexual activity, is the only 100 percent effective method for preventing STIs from sexual activity." Remove last bullet. Change will also be made to eBooks for Teacher's Edition and Spanish, if appropriate.

Component: *STUDENT EDITION Texas Health Skills for Middle School*

ISBN: 9781683115267 (print)9781683115380 (ePub)

Link to Current Content:
[View Current Content](#)

Current Page Number(s): 189

Location: #17

Original Text: "talking to a parent or trusted adult"

Updated Text: [Response to public testimony:] "talking to a parent or other trusted adult" Change will also be made to eBooks for Teacher's Edition and Spanish, if appropriate.

Component: *STUDENT EDITION Texas Health Skills for Middle School*

ISBN: 9781683115267 (print)9781683115380 (ePub)

Link to Current Content:
[View Current Content](#)

Current Page Number(s): 602

Location: #12 and Vocabulary Terms

Original Text: " ____ can be taken within 72 hours of exposure to HIV to help prevent transmission."

Updated Text: [Response to public testimony:] "What is the only 100 percent effective method of preventing the transmission of HIV through sexual activity?" Remove PEP and PrEP key terms. Change will also be made to eBooks for Teacher's Edition and Spanish, if appropriate.

Component: *STUDENT EDITION Texas Health Skills for Middle School*

ISBN: 9781683115267 (print)9781683115380 (ePub)

Link to Current Content:
[View Current Content](#)

Current Page Number(s): 508

Location: First box in Figure 15.30

Original Text: "Talk with trusted adults."

Updated Text: [Response to public testimony:] "Talk with parents or other trusted adults." Change will also be made to eBooks for Teacher's Edition and Spanish, if appropriate.

Proclamation 2022 Report of Editorial Change (11/18/2021)

*updated since previous report

Component: *STUDENT EDITION Texas Health Skills for Middle School*

ISBN: 9781683115267 (print)9781683115380 (ePub)

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 236

Location: Second paragraph

Original Text: "Talking with a trusted adult"

Updated Text: [Response to public testimony:] "Talking with a parent or other trusted adult" Change will also be made to eBooks for Teacher's Edition and Spanish, if appropriate.

Component: *COMPANION TEXT Texas Health Skills for Middle School*

ISBN: 9781683115274 (print)9781683115397 (ePub)

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 605

Location: ninth health concept in How Healthy Are You? table

Original Text: "Can you explain how abstinence is the most effective form of birth control?"

Updated Text: [Response to public testimony:] "Can you explain how abstinence is the most effective way to prevent pregnancy?" Change will also be made to eBooks for Teacher's Edition and Spanish, if appropriate.

Component: *STUDENT EDITION Texas Health Skills for Middle School*

ISBN: 9781683115267 (print)9781683115380 (ePub)

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 510

Location: Hands-On Activity

Original Text: "Reach out to trusted adults"

Updated Text: [Response to public testimony:] "Reach out to parents or other trusted adults" Change will also be made to eBooks for Teacher's Edition and Spanish, if appropriate.

Component: *STUDENT EDITION Texas Health Skills for Middle School*

ISBN: 9781683115267 (print)9781683115380 (ePub)

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 239

Location: #19

Original Text: "seek help from a parent or trusted adult"

Proclamation 2022 Report of Editorial Change (11/18/2021)

*updated since previous report

Updated Text: [Response to public testimony:] "seek help from a parent or other trusted adult" Change will also be made to eBooks for Teacher's Edition and Spanish, if appropriate.

Component: *COMPANION TEXT Texas Health Skills for Middle School*

ISBN: 9781683115274 (print)9781683115397 (ePub)

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 610

Location: Figure 19.5 caption

Original Text: "tell a trusted adult"

Updated Text: [Response to public testimony:] "tell a parent or other trusted adult." Change will also be made to eBooks for Teacher's Edition and Spanish, if appropriate.

Component: *STUDENT EDITION Texas Health Skills for Middle School*

ISBN: 9781683115267 (print)9781683115380 (ePub)

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 526

Location: Last paragraph

Original Text: "communicating regularly with a trusted adult"

Updated Text: [Response to public testimony:] "communicating regularly with a parent or other trusted adult" Change will also be made to eBooks for Teacher's Edition and Spanish, if appropriate.

Component: *STUDENT EDITION Texas Health Skills for Middle School*

ISBN: 9781683115267 (print)9781683115380 (ePub)

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 300

Location: Second bullet in copy

Original Text: "Talk to a school counselor, doctor, teacher, or other trusted adult."

Updated Text: [Response to public testimony:] "Talk to a parent, school counselor, doctor, teacher, or other trusted adult." Change will also be made to eBooks for Teacher's Edition and Spanish, if appropriate.

Component: *COMPANION TEXT Texas Health Skills for Middle School*

ISBN: 9781683115274 (print)9781683115397 (ePub)

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 611

Location: Figure 19.7 caption

Proclamation 2022 Report of Editorial Change (11/18/2021)

*updated since previous report

Original Text: "Adolescent should consider some of the risks that may result from engaging in sexual activity."

Updated Text: [Response to public testimony:] "Adolescent should consider the risks that may result from engaging in sexual activity." Change will also be made to eBooks for Teacher's Edition and Spanish, if appropriate.

Component: *STUDENT EDITION Texas Health Skills for Middle School*

ISBN: 9781683115267 (print)9781683115380 (ePub)

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 534

Location: #1 and #4

Original Text: "Talking with a trusted adult" "Talk with a trusted adult"

Updated Text: [Response to public testimony:] "Talking with a parent or other trusted adult" "Talk with a parent or other trusted adult" Change will also be made to eBooks for Teacher's Edition and Spanish, if appropriate.

Component: *STUDENT EDITION Texas Health Skills for Middle School*

ISBN: 9781683115267 (print)9781683115380 (ePub)

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 326

Location: Third paragraph

Original Text: "Talk to a trusted adult"

Updated Text: [Response to public testimony:] "Talk to a parent or other trusted adult" Change will also be made to eBooks for Teacher's Edition and Spanish, if appropriate.

Component: *COMPANION TEXT Texas Health Skills for Middle School*

ISBN: 9781683115274 (print)9781683115397 (ePub)

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 614

Location: Last paragraph

Original Text: "talk to a trusted adult for help"

Updated Text: [Response to public testimony:] "talk to a parent or other trusted adult for help" Change will also be made to eBooks for Teacher's Edition and Spanish, if appropriate.

Component: *STUDENT EDITION Texas Health Skills for Middle School*

ISBN: 9781683115267 (print)9781683115380 (ePub)

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 505-510

Proclamation 2022 Report of Editorial Change (11/18/2021)

*updated since previous report

Location: Lesson 15.4 Dating Relationships

Original Text: Lesson 15.4 Dating Relationships

Updated Text: Lesson, including all key terms, content, associated review questions, associated Glossary terms, associated Index entries, and associated supplemental materials are moving to Companion Text. Change will also be made to ebooks for Instructor Edition and Spanish, if appropriate.

Component: *COMPANION TEXT Texas Health Skills for Middle School*

ISBN: 9781683115274 (print)9781683115397 (ePub)

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 617

Location: Figure 19.12 caption

Original Text: "reported to a trusted adult"

Updated Text: [Response to public testimony:] "reported to a parent or other trusted adult" Change will also be made to eBooks for Teacher's Edition and Spanish, if appropriate.

Component: *ONLINE LEARNING SUITE Texas Health Skills for Middle School*

ISBN: 9781683115298 (OLS 8yr)

Link to Current Content:

[View Current Content](#)

Current Page Number(s): WB Activity 5A

Location: WB Activity 5A Instructions

Original Text: [new content]

Updated Text: [Response to public testimony:] "Identity information is personal and private, so do not show classmates or your teacher unless you feel comfortable doing so."

Component: *STUDENT EDITION Texas Health Skills for Middle School*

ISBN: 9781683115267 (print)9781683115380 (ePub)

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 527-535

Location: Lesson 16.2 Abuse and Neglect

Original Text: Lesson 16.2 Abuse and Neglect

Updated Text: Lesson, including all key terms, content, associated review questions, associated Glossary terms, associated Index entries, and associated supplemental materials are moving to Companion Text. Change will also be made to ebooks for Instructor Edition and Spanish, if appropriate.

Component: *STUDENT EDITION Texas Health Skills for Middle School*

ISBN: 9781683115267 (print)9781683115380 (ePub)

Proclamation 2022 Report of Editorial Change (11/18/2021)

*updated since previous report

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 535

Location: Second paragraph

Original Text: "talk to an adult you trust"

Updated Text: [Response to public testimony:] "talk to a parent or another adult you trust" Change will also be made to eBooks for Teacher's Edition and Spanish, if appropriate.

Component: *STUDENT EDITION Texas Health Skills for Middle School*

ISBN: 9781683115267 (print)9781683115380 (ePub)

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 423

Location: First paragraph

Original Text: "tell a trusted adult"

Updated Text: [Response to public testimony:] "tell a parent or other trusted adult" Change will also be made to eBooks for Teacher's Edition and Spanish, if appropriate.

Component: *COMPANION TEXT Texas Health Skills for Middle School*

ISBN: 9781683115274 (print)9781683115397 (ePub)

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 621

Location: second paragraph

Original Text: "Using refusal skills and staying away from situations that involve alcohol and drugs is a good way to avoid this risk."

Updated Text: [Response to public testimony:] "Using refusal skills and staying away from situations that involve alcohol and drugs is a good way to reduce this risk." Change will also be made to eBooks for Teacher's Edition and Spanish, if appropriate.

Component: *ONLINE LEARNING SUITE Texas Health Skills for Middle School*

ISBN: 9781683115298 (OLS 8yr)

Link to Current Content:

[View Current Content](#)

Current Page Number(s): WB Activity 5B

Location: WB Activity 5B Instructions

Original Text: [new content]

Proclamation 2022 Report of Editorial Change (11/18/2021)

*updated since previous report

Updated Text: [Response to public testimony:] "Identity information is personal and private, so do not show classmates or your teacher unless you feel comfortable doing so."

Component: *STUDENT EDITION Texas Health Skills for Middle School*

ISBN: 9781683115267 (print)9781683115380 (ePub)

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 536-542

Location: Lesson 16.3 Other Types of Violence

Original Text: Lesson 16.3 Other Types of Violence

Updated Text: Lesson, including all key terms, content, associated review questions, associated Glossary terms, associated Index entries, and associated supplemental materials are moving to Companion Text. Change will also be made to ebooks for Instructor Edition and Spanish, if appropriate.

Component: *STUDENT EDITION Texas Health Skills for Middle School*

ISBN: 9781683115267 (print)9781683115380 (ePub)

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 542

Location: Second to last bullet

Original Text: "seek help from a trusted adult"

Updated Text: [Response to public testimony:] "seek help from a parent or other trusted adult" Change will also be made to eBooks for Teacher's Edition and Spanish, if appropriate.

Component: *STUDENT EDITION Texas Health Skills for Middle School*

ISBN: 9781683115267 (print)9781683115380 (ePub)

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 439

Location: Third bullet in Lesson 13.2

Original Text: "tell a trusted adult"

Updated Text: [Response to public testimony:] "tell a parent or other trusted adult" Change will also be made to eBooks for Teacher's Edition and Spanish, if appropriate.

Component: *COMPANION TEXT Texas Health Skills for Middle School*

ISBN: 9781683115274 (print)9781683115397 (ePub)

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 622

Proclamation 2022 Report of Editorial Change (11/18/2021)

*updated since previous report

Location: Last paragraph

Original Text: "talk to a trusted adult"

Updated Text: [Response to public testimony:] "talk to a parent or other trusted adult" Change will also be made to eBooks for Teacher's Edition and Spanish, if appropriate.

Component: *ONLINE LEARNING SUITE Texas Health Skills for Middle School*

ISBN: 9781683115298 (OLS 8yr)

Link to Current Content:

[View Current Content](#)

Current Page Number(s): WB Activity 5G

Location: WB Activity 5G Instructions

Original Text: [new content]

Updated Text: [Response to public testimony:] "Make sure to always keep the survey responses of your classmates anonymous."

Component: *STUDENT EDITION Texas Health Skills for Middle School*

ISBN: 9781683115267 (print)9781683115380 (ePub)

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 550-555

Location: Lesson 17.1 Beginning of Life

Original Text: Lesson 17.1 Beginning of Life

Updated Text: Lesson, including all key terms, content, associated review questions, associated Glossary terms, associated Index entries, and associated supplemental materials are moving to Companion Text. Change will also be made to eBooks for Instructor Edition and Spanish, if appropriate.

Component: *STUDENT EDITION Texas Health Skills for Middle School*

ISBN: 9781683115267 (print)9781683115380 (ePub)

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 543

Location: Last bullet in Lesson 16.2

Original Text: "tell a trusted adult"

Updated Text: [Response to public testimony:] "tell a parent or other trusted adult" Change will also be made to eBooks for Teacher's Edition and Spanish, if appropriate.

Component: *STUDENT EDITION Texas Health Skills for Middle School*

ISBN: 9781683115267 (print)9781683115380 (ePub)

Link to Current Content:

[View Current Content](#)

Proclamation 2022 Report of Editorial Change (11/18/2021)

*updated since previous report

Current Page Number(s): 453

Location: First full paragraph

Original Text: "talk with your doctor, school nurse, or another trusted adult"

Updated Text: [Response to public testimony:] "talk with your parent, doctor, school nurse, or another trusted adult"
Change will also be made to eBooks for Teacher's Edition and Spanish, if appropriate.

Component: *COMPANION TEXT Texas Health Skills for Middle School*

ISBN: 9781683115274 (print)9781683115397 (ePub)

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 626

Location: second paragraph under Birth Control Methods

Original Text: "The only contraceptive method that is 100 percent effective in preventing pregnancy is abstinence, which is the decision to not engage in sexual activity....Unlike other methods of birth control, it is free and always available."

Updated Text: [Response to public testimony:] "The only strategy that is 100 percent effective in preventing pregnancy is abstinence, which is the decision to not engage in sexual activity...Unlike birth control, it is free and always available."
Change will also be made to eBooks for Teacher's Edition and Spanish, if appropriate.

Component: *ONLINE LEARNING SUITE Texas Health Skills for Middle School*

ISBN: 9781683115298 (OLS 8yr)

Link to Current Content:

[View Current Content](#)

Current Page Number(s): WB Activity 5I

Location: WB Activity 5I Instructions

Original Text: [new content]

Updated Text: [Response to public testimony:] "If you find that you cannot manage your stressors alone, talk to a parent or other trusted adult to help."

Component: *STUDENT EDITION Texas Health Skills for Middle School*

ISBN: 9781683115267 (print)9781683115380 (ePub)

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 563-571

Location: Lesson 17.3 Adolescence and Puberty

Original Text: Lesson 17.3 Adolescence and Puberty

Updated Text: Lesson, including all key terms, content, associated review questions, associated Glossary terms, associated Index entries, and associated supplemental materials are moving to Companion Text. Change will also be made to ebooks for Instructor Edition and Spanish, if appropriate.

Proclamation 2022 Report of Editorial Change (11/18/2021)

*updated since previous report

Component: *STUDENT EDITION Texas Health Skills for Middle School*

ISBN: 9781683115267 (print)9781683115380 (ePub)

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 570

Location: First full sentence

Original Text: "talk to a trusted adult"

Updated Text: [Response to public testimony:] "talk to a parent or other trusted adult" Change will also be made to eBooks for Teacher's Edition and Spanish, if appropriate.

Component: *STUDENT EDITION Texas Health Skills for Middle School*

ISBN: 9781683115267 (print)9781683115380 (ePub)

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 477

Location: Last paragraph

Original Text: "get help from a trusted adult"

Updated Text: [Response to public testimony:] "get help from a parent or other trusted adult" Change will also be made to eBooks for Teacher's Edition and Spanish, if appropriate.

Component: *COMPANION TEXT Texas Health Skills for Middle School*

ISBN: 9781683115274 (print)9781683115397 (ePub)

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 627

Location: Figure 19.23

Original Text: Figure 19.11

Updated Text: [Response to public testimony:] Title: Methods of Preventing Pregnancy; Column heading: Pregnancy Prevention; change color of abstinence row to set apart; reorder according to type of method; add column for "STI Protection". Change will also be made to eBooks for Teacher's Edition and Spanish, if appropriate.

Component: *ONLINE LEARNING SUITE Texas Health Skills for Middle School*

ISBN: 9781683115298 (OLS 8yr)

Link to Current Content:

[View Current Content](#)

Current Page Number(s): WB Activity 6A

Location: WB Activity 6A

Proclamation 2022 Report of Editorial Change (11/18/2021)

*updated since previous report

Original Text: "Be the Mental Health Professional. Read the patient descriptions and determine each patient's diagnosis. Indicate which symptoms helped you make this diagnosis."

Updated Text: [Response to public testimony:] "Identify Mental Illnesses. Read the patient descriptions and identify a potential mental illness of each patient. Indicate which symptoms helped you make this identification."

Component: *STUDENT EDITION Texas Health Skills for Middle School*

ISBN: 9781683115267 (print)9781683115380 (ePub)

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 582-603

Location: Chapter 18 Sexually Transmitted Infections and HIV/AIDS

Original Text: Chapter 18 Sexually Transmitted Infections and HIV/AIDS

Updated Text: Chapter, including all key terms, content, associated review questions, associated Glossary terms, associated Index entries, and associated supplemental materials are moving to Companion Text. Change will also be made to ebooks for Instructor Edition and Spanish, if appropriate.

Component: *STUDENT EDITION Texas Health Skills for Middle School*

ISBN: 9781683115267 (print)9781683115380 (ePub)

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 583

Location: Last row in table

Original Text: "Are you aware of how PrEP and PEP reduce risk for HIV transmission?"

Updated Text: [Response to public testimony:] Remove line. Change will also be made to eBooks for Teacher's Edition and Spanish, if appropriate.

Component: *STUDENT EDITION Texas Health Skills for Middle School*

ISBN: 9781683115267 (print)9781683115380 (ePub)

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 498

Location: Second full paragraph

Original Text: "talk about the situation with a trusted adult"

Updated Text: [Response to public testimony:] "talk about the situation with a parent or other trusted adult" Change will also be made to eBooks for Teacher's Edition and Spanish, if appropriate.

Component: *COMPANION TEXT Texas Health Skills for Middle School*

ISBN: 9781683115274 (print)9781683115397 (ePub)

Link to Current Content:

[View Current Content](#)

Proclamation 2022 Report of Editorial Change (11/18/2021)

*updated since previous report

Current Page Number(s): 628

Location: first sentence under When Pregnancy Occurs

Original Text: "As you have learned, abstinence is the only contraceptive method that is 100 percent effective."

Updated Text: [Response to public testimony:] "As you have learned, abstinence is the only pregnancy prevention method that is 100 percent effective." Change will also be made to eBooks for Teacher's Edition and Spanish, if appropriate. Change will also be made to eBooks for Teacher's Edition and Spanish, if appropriate.

Component: *CURRICULUM CENTER Texas Health Skills for Middle School*

ISBN: 9781683115458 (CC 8yr)

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 1

Location: Teaching Sensitive Content document

Original Text: "What is discussed in class stays in class."

Updated Text: [Response to public testimony:] Ground rule deleted.

Component: *STUDENT EDITION Texas Health Skills for Middle School*

ISBN: 9781683115267 (print)9781683115380 (ePub)

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 73

Location: #22

Original Text: "Talk with a trusted adult..."

Updated Text: [Response to public testimony:] "Talk with a parent or other trusted adult..." Change will also be made to eBooks for Teacher's Edition and Spanish, if appropriate.

Component: *STUDENT EDITION Texas Health Skills for Middle School*

ISBN: 9781683115267 (print)9781683115380 (ePub)

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 584

Location: abstinence key term definition

Original Text: "only method that is 100 percent effective in preventing STIs"

Updated Text: [Response to public testimony:] "only method that is 100 percent effective in preventing STIs through sexual activity" Change will also be made to eBooks for Teacher's Edition and Spanish, if appropriate.

Component: *COMPANION TEXT Texas Health Skills for Middle School*

ISBN: 9781683115274 (print)9781683115397 (ePub)

Link to Current Content:

[View Current Content](#)

Proclamation 2022 Report of Editorial Change (11/18/2021)

*updated since previous report

Current Page Number(s): 630

Location: #1 and #3

Original Text: "1. What is the only contraceptive method that is 100 percent effective in preventing pregnancy? 3. Which forms of contraception are available without a prescription?"

Updated Text: [Response to public testimony:] "1. What is the only method that is 100 percent effective in preventing pregnancy? 3. Which methods of pregnancy prevention are available without a prescription?" Change will also be made to eBooks for Teacher's Edition and Spanish, if appropriate.

Component: *STUDENT EDITION Texas Health Skills for Middle School*

ISBN: 9781683115267 (print)9781683115380 (ePub)

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 132

Location: Last bullet

Original Text: "know when to ask for help from family, friends, or other trusted adults"

Updated Text: [Response to public testimony:] "know when to ask for help from family, friends, or parents and other trusted adults" Change will also be made to eBooks for Teacher's Edition and Spanish, if appropriate.

Component: *STUDENT EDITION Texas Health Skills for Middle School*

ISBN: 9781683115267 (print)9781683115380 (ePub)

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 591

Location: Using Condoms copy

Original Text: "A correctly used condom can also reduce the chances of contracting STIs. A condom is a device that provides a barrier to pathogens that cause STIs....External and internal condoms should not be used together. Most condoms are made of latex, which reduces the risk of STI transmission. Some nonlatex condoms, such as those made of polyurethane or polyisoprene, also help prevent STI transmission. Condoms made of natural materials (for example, lambskin condoms) still carry the risk of STIs. This is because they contain tiny holes through which pathogens can pass. Condoms are still risky for STI or STD prevention because they may fail. To be effective, a condom must be applied correctly, must fit well, must be used for each sex act from beginning to end, and must be removed correctly. Because condoms only cover the skin on the penis, a condom may not prevent STIs that can be transmitted through contact with other infected skin surfaces. A condom can be used only once, and a new one must be used each time a person has sex. Any condom that has expired, has holes or tears, or has dried out must be thrown away because it will not work. In fact, a person should only use unexpired condoms from a reliable source, such as a clinic nurse. Condoms may become damaged if stored in places that become very cold or hot, such as in a car, or where they could be crushed, such as in a wallet."

Updated Text: [Response to public testimony:] "Although abstinence is the only 100-percent effective method for preventing STIs, a correctly used barrier method called a condom can also reduce the chances of contracting STIs... There is always a risk the condom will fail. Condoms are not as effective as abstinence at preventing STIs. To reduce the risk of transmitting STIs, a condom must be used correctly every time. Even if a condom is used correctly, STIs can still spread through contact with sores and skin not covered by the condom." Change will also be made to eBooks for Teacher's Edition and Spanish, if appropriate.

Proclamation 2022 Report of Editorial Change (11/18/2021)

*updated since previous report

Component: COMPANION TEXT Texas Health Skills for Middle School

ISBN: 9781683115274 (print)9781683115397 (ePub)

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 634

Location: Figure 19.27

Original Text: "tell a trusted adult about the pregnancy"

Updated Text: [Response to public testimony:] "tell a parent or other trusted adult about the pregnancy" Change will also be made to eBooks for Teacher's Edition and Spanish, if appropriate.

Component: STUDENT EDITION Texas Health Skills for Middle School

ISBN: 9781683115267 (print)9781683115380 (ePub)

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 138

Location: Last paragraph

Original Text: "Seeking help can be as simple as talking to a trusted adult or friend."

Updated Text: [Response to public testimony:] "Seeking help can be as simple as talking to a parent or other trusted adult or friend." Change will also be made to eBooks for Teacher's Edition and Spanish, if appropriate.

Component: STUDENT EDITION Texas Health Skills for Middle School

ISBN: 9781683115267 (print)9781683115380 (ePub)

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 593

Location: Hands-On Activity

Original Text: "Interview an important, trusted adult"

Updated Text: [Response to public testimony:] "Interview a parent or another important, trusted adult" Change will also be made to eBooks for Teacher's Edition and Spanish, if appropriate.

Component: STUDENT EDITION Texas Health Skills for Middle School

ISBN: "9781683115267 (print) 9781683115380 (ePub)"

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 143

Location: Sad and Nervous sections of infographic

Proclamation 2022 Report of Editorial Change (11/18/2021)

*updated since previous report

Original Text: "Confide in a friend, loved one, or a trusted adult..." "Talk to a friend, family member, or trusted adult..."

Updated Text: [Response to public testimony:] "Confide in a parent, friend, loved one, or a trusted adult..." "Talk to a parent, friend, family member, or trusted adult..." Change will also be made to eBooks for Teacher's Edition and Spanish, if appropriate.

Component: *STUDENT EDITION Texas Health Skills for Middle School*

ISBN: 9781683115267 (print)9781683115380 (ePub)

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 184

Location: Fourth paragraph

Original Text: "talk to an adult or parent you trust"

Updated Text: [Response to public testimony:] "talk to a parent or other trusted adult" Change will also be made to eBooks for Teacher's Edition and Spanish, if appropriate.

Component: *STUDENT EDITION Texas Health Skills for Middle School*

ISBN: 9781683115267 (print)9781683115380 (ePub)

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 594

Location: Key Terms

Original Text: PrEP and PEP

Updated Text: [Response to public testimony:] Remove PrEP and PEP key terms. Change will also be made to eBooks for Teacher's Edition and Spanish, if appropriate.

Component: *STUDENT EDITION Texas Health Skills for Middle School*

ISBN: "9781683115267 (print) 9781683115380 (ePub)"

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 151

Location: Fourth paragraph

Original Text: "...it is important to talk to a trusted adult and get professional help."

Updated Text: [Response to public testimony:] "...it is important to talk to a parent or other trusted adult and get professional help." Change will also be made to eBooks for Teacher's Edition and Spanish, if appropriate.

Component: *STUDENT EDITION Texas Health Skills for Middle School*

ISBN: 9781683115267 (print)9781683115380 (ePub)

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 186

Proclamation 2022 Report of Editorial Change (11/18/2021)

*updated since previous report

Location: Hands-On Activity

Original Text: "talking to a parent or trusted adult"

Updated Text: [Response to public testimony:] "talking to a parent or other trusted adult" Change will also be made to eBooks for Teacher's Edition and Spanish, if appropriate.

Component: *STUDENT EDITION Texas Health Skills for Middle School*

ISBN: 9781683115267 (print)9781683115380 (ePub)

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 599-600

Location: Last paragraph, two bullets, and Figure 18.17

Original Text: PrEP and PEP section

Updated Text: [Response to public testimony:] Remove PrEP and PEP section. Change will also be made to eBooks for Teacher's Edition and Spanish, if appropriate.

Subject: Health Education, Grades 7–8

Program: Texas Health Skills for Middle School - Online Learning Suite

Component: *STUDENT EDITION Texas Health Skills for Middle School*

ISBN: 9781683115267 (print)9781683115380 (ePub)

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 584

Location: abstinence key term definition

Original Text: "only method that is 100 percent effective in preventing STIs"

Updated Text: [Response to public testimony:] "only method that is 100 percent effective in preventing STIs through sexual activity" Change will also be made to eBooks for Teacher's Edition and Spanish, if appropriate.

Component: *STUDENT EDITION Texas Health Skills for Middle School*

ISBN: 9781683115267 (print)9781683115380 (ePub)

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 300

Location: Second bullet in copy

Original Text: "Talk to a school counselor, doctor, teacher, or other trusted adult."

Updated Text: [Response to public testimony:] "Talk to a parent, school counselor, doctor, teacher, or other trusted adult." Change will also be made to eBooks for Teacher's Edition and Spanish, if appropriate.

Component: *ONLINE LEARNING SUITE Texas Health Skills for Middle School*

ISBN: 9781683115298 (OLS 8yr)

Proclamation 2022 Report of Editorial Change (11/18/2021)

*updated since previous report

Link to Current Content:
[View Current Content](#)

Current Page Number(s): WB Activity 6A

Location: WB Activity 6A

Original Text: "Be the Mental Health Professional. Read the patient descriptions and determine each patient's diagnosis. Indicate which symptoms helped you make this diagnosis."

Updated Text: [Response to public testimony:] "Identify Mental Illnesses. Read the patient descriptions and identify a potential mental illness of each patient. Indicate which symptoms helped you make this identification."

Component: *COMPANION TEXT Texas Health Skills for Middle School*

ISBN: 9781683115274 (print)9781683115397 (ePub)

Link to Current Content:
[View Current Content](#)

Current Page Number(s): 628

Location: first sentence under When Pregnancy Occurs

Original Text: "As you have learned, abstinence is the only contraceptive method that is 100 percent effective."

Updated Text: [Response to public testimony:] "As you have learned, abstinence is the only pregnancy prevention method that is 100 percent effective." Change will also be made to eBooks for Teacher's Edition and Spanish, if appropriate. Change will also be made to eBooks for Teacher's Edition and Spanish, if appropriate.

Component: *STUDENT EDITION Texas Health Skills for Middle School*

ISBN: 9781683115267 (print)9781683115380 (ePub)

Link to Current Content:
[View Current Content](#)

Current Page Number(s): 591

Location: Using Condoms copy

Original Text: "A correctly used condom can also reduce the chances of contracting STIs. A condom is a device that provides a barrier to pathogens that cause STIs....External and internal condoms should not be used together. Most condoms are made of latex, which reduces the risk of STI transmission. Some nonlatex condoms, such as those made of polyurethane or polyisoprene, also help prevent STI transmission. Condoms made of natural materials (for example, lambskin condoms) still carry the risk of STIs. This is because they contain tiny holes through which pathogens can pass. Condoms are still risky for STI or STD prevention because they may fail. To be effective, a condom must be applied correctly, must fit well, must be used for each sex act from beginning to end, and must be removed correctly. Because condoms only cover the skin on the penis, a condom may not prevent STIs that can be transmitted through contact with other infected skin surfaces. A condom can be used only once, and a new one must be used each time a person has sex. Any condom that has expired, has holes or tears, or has dried out must be thrown away because it will not work. In fact, a person should only use unexpired condoms from a reliable source, such as a clinic nurse. Condoms may become damaged if stored in places that become very cold or hot, such as in a car, or where they could be crushed, such as in a wallet."

Proclamation 2022 Report of Editorial Change (11/18/2021)

*updated since previous report

Updated Text: [Response to public testimony:] "Although abstinence is the only 100-percent effective method for preventing STIs, a correctly used barrier method called a condom can also reduce the chances of contracting STIs... There is always a risk the condom will fail. Condoms are not as effective as abstinence at preventing STIs. To reduce the risk of transmitting STIs, a condom must be used correctly every time. Even if a condom is used correctly, STIs can still spread through contact with sores and skin not covered by the condom." Change will also be made to eBooks for Teacher's Edition and Spanish, if appropriate.

Component: *STUDENT EDITION Texas Health Skills for Middle School*

ISBN: 9781683115267 (print)9781683115380 (ePub)

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 326

Location: Third paragraph

Original Text: "Talk to a trusted adult"

Updated Text: [Response to public testimony:] "Talk to a parent or other trusted adult" Change will also be made to eBooks for Teacher's Edition and Spanish, if appropriate.

Component: *STUDENT EDITION Texas Health Skills for Middle School*

ISBN: 9781683115267 (print)9781683115380 (ePub)

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 505-510

Location: Lesson 15.4 Dating Relationships

Original Text: Lesson 15.4 Dating Relationships

Updated Text: Lesson, including all key terms, content, associated review questions, associated Glossary terms, associated Index entries, and associated supplemental materials are moving to Companion Text. Change will also be made to eBooks for Instructor Edition and Spanish, if appropriate.

Component: *CURRICULUM CENTER Texas Health Skills for Middle School*

ISBN: 9781683115458 (CC 8yr)

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 1

Location: Teaching Sensitive Content document

Original Text: "What is discussed in class stays in class."

Updated Text: [Response to public testimony:] Ground rule deleted.

Component: *COMPANION TEXT Texas Health Skills for Middle School*

ISBN: 9781683115274 (print)9781683115397 (ePub)

Link to Current Content:

[View Current Content](#)

Proclamation 2022 Report of Editorial Change (11/18/2021)

*updated since previous report

Current Page Number(s): 630

Location: #1 and #3

Original Text: "1. What is the only contraceptive method that is 100 percent effective in preventing pregnancy? 3. Which forms of contraception are available without a prescription?"

Updated Text: [Response to public testimony:] "1. What is the only method that is 100 percent effective in preventing pregnancy? 3. Which methods of pregnancy prevention are available without a prescription?" Change will also be made to eBooks for Teacher's Edition and Spanish, if appropriate.

Component: *STUDENT EDITION Texas Health Skills for Middle School*

ISBN: 9781683115267 (print)9781683115380 (ePub)

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 593

Location: Hands-On Activity

Original Text: "Interview an important, trusted adult"

Updated Text: [Response to public testimony:] "Interview a parent or another important, trusted adult" Change will also be made to eBooks for Teacher's Edition and Spanish, if appropriate.

Component: *STUDENT EDITION Texas Health Skills for Middle School*

ISBN: 9781683115267 (print)9781683115380 (ePub)

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 423

Location: First paragraph

Original Text: "tell a trusted adult"

Updated Text: [Response to public testimony:] "tell a parent or other trusted adult" Change will also be made to eBooks for Teacher's Edition and Spanish, if appropriate.

Component: *STUDENT EDITION Texas Health Skills for Middle School*

ISBN: 9781683115267 (print)9781683115380 (ePub)

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 527-535

Location: Lesson 16.2 Abuse and Neglect

Original Text: Lesson 16.2 Abuse and Neglect

Updated Text: Lesson, including all key terms, content, associated review questions, associated Glossary terms, associated Index entries, and associated supplemental materials are moving to Companion Text. Change will also be made to eBooks for Instructor Edition and Spanish, if appropriate.

Component: *COMPANION TEXT Texas Health Skills for Middle School*

ISBN: 9781683115274 (print)9781683115397 (ePub)

Proclamation 2022 Report of Editorial Change (11/18/2021)

*updated since previous report

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 634

Location: Figure 19.27

Original Text: "tell a trusted adult about the pregnancy"

Updated Text: [Response to public testimony:] "tell a parent or other trusted adult about the pregnancy" Change will also be made to eBooks for Teacher's Edition and Spanish, if appropriate.

Component: *STUDENT EDITION Texas Health Skills for Middle School*

ISBN: 9781683115267 (print)9781683115380 (ePub)

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 594

Location: Key Terms

Original Text: PrEP and PEP

Updated Text: [Response to public testimony:] Remove PrEP and PEP key terms. Change will also be made to eBooks for Teacher's Edition and Spanish, if appropriate.

Component: *STUDENT EDITION Texas Health Skills for Middle School*

ISBN: 9781683115267 (print)9781683115380 (ePub)

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 439

Location: Third bullet in Lesson 13.2

Original Text: "tell a trusted adult"

Updated Text: [Response to public testimony:] "tell a parent or other trusted adult" Change will also be made to eBooks for Teacher's Edition and Spanish, if appropriate.

Component: *STUDENT EDITION Texas Health Skills for Middle School*

ISBN: 9781683115267 (print)9781683115380 (ePub)

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 536-542

Location: Lesson 16.3 Other Types of Violence

Original Text: Lesson 16.3 Other Types of Violence

Updated Text: Lesson, including all key terms, content, associated review questions, associated Glossary terms, associated Index entries, and associated supplemental materials are moving to Companion Text. Change will also be made to ebooks for Instructor Edition and Spanish, if appropriate.

Proclamation 2022 Report of Editorial Change (11/18/2021)

*updated since previous report

Component: *STUDENT EDITION Texas Health Skills for Middle School*

ISBN: "9781683115267 (print) 9781683115380 (ePub)"

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 143

Location: Sad and Nervous sections of infographic

Original Text: "Confide in a friend, loved one, or a trusted adult..." "Talk to a friend, family member, or trusted adult..."

Updated Text: [Response to public testimony:] "Confide in a parent, friend, loved one, or a trusted adult..." "Talk to a parent, friend, family member, or trusted adult..." Change will also be made to eBooks for Teacher's Edition and Spanish, if appropriate.

Component: *STUDENT EDITION Texas Health Skills for Middle School*

ISBN: 9781683115267 (print)9781683115380 (ePub)

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 599-600

Location: Last paragraph, two bullets, and Figure 18.17

Original Text: PrEP and PEP section

Updated Text: [Response to public testimony:] Remove PrEP and PEP section. Change will also be made to eBooks for Teacher's Edition and Spanish, if appropriate.

Component: *STUDENT EDITION Texas Health Skills for Middle School*

ISBN: 9781683115267 (print)9781683115380 (ePub)

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 453

Location: First full paragraph

Original Text: "talk with your doctor, school nurse, or another trusted adult"

Updated Text: [Response to public testimony:] "talk with your parent, doctor, school nurse, or another trusted adult"
Change will also be made to eBooks for Teacher's Edition and Spanish, if appropriate.

Component: *STUDENT EDITION Texas Health Skills for Middle School*

ISBN: 9781683115267 (print)9781683115380 (ePub)

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 550-555

Location: Lesson 17.1 Beginning of Life

Original Text: Lesson 17.1 Beginning of Life

Proclamation 2022 Report of Editorial Change (11/18/2021)

*updated since previous report

Updated Text: Lesson, including all key terms, content, associated review questions, associated Glossary terms, associated Index entries, and associated supplemental materials are moving to Companion Text. Change will also be made to ebooks for Instructor Edition and Spanish, if appropriate.

Component: *STUDENT EDITION Texas Health Skills for Middle School*

ISBN: "9781683115267 (print) 9781683115380 (ePub)"

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 151

Location: Fourth paragraph

Original Text: "...it is important to talk to a trusted adult and get professional help."

Updated Text: [Response to public testimony:] "...it is important to talk to a parent or other trusted adult and get professional help." Change will also be made to eBooks for Teacher's Edition and Spanish, if appropriate.

Component: *STUDENT EDITION Texas Health Skills for Middle School*

ISBN: 9781683115267 (print)9781683115380 (ePub)

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 601

Location: fourth bullet and last bullet

Original Text: "Sexual abstinence, or refraining from sexual activity, is the only 100 percent effective method for preventing STIs." "Certain medications can also lower risk for transmission of HIV. These include pre-exposure prophylaxis (PrEP) and post-exposure prophylaxis (PEP)."

Updated Text: [Response to public testimony:] "Sexual abstinence, or refraining from sexual activity, is the only 100 percent effective method for preventing STIs from sexual activity." Remove last bullet. Change will also be made to eBooks for Teacher's Edition and Spanish, if appropriate.

Component: *STUDENT EDITION Texas Health Skills for Middle School*

ISBN: 9781683115267 (print)9781683115380 (ePub)

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 477

Location: Last paragraph

Original Text: "get help from a trusted adult"

Updated Text: [Response to public testimony:] "get help from a parent or other trusted adult" Change will also be made to eBooks for Teacher's Edition and Spanish, if appropriate.

Component: *STUDENT EDITION Texas Health Skills for Middle School*

ISBN: 9781683115267 (print)9781683115380 (ePub)

Link to Current Content:

[View Current Content](#)

Proclamation 2022 Report of Editorial Change (11/18/2021)

*updated since previous report

Current Page Number(s): 563-571

Location: Lesson 17.3 Adolescence and Puberty

Original Text: Lesson 17.3 Adolescence and Puberty

Updated Text: Lesson, including all key terms, content, associated review questions, associated Glossary terms, associated Index entries, and associated supplemental materials are moving to Companion Text. Change will also be made to ebooks for Instructor Edition and Spanish, if appropriate.

Component: *STUDENT EDITION Texas Health Skills for Middle School*

ISBN: "9781683115267 (print) 9781683115380 (ePub)"

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 589

Location: Case Study copy

Original Text: "Two of the most effective methods for preventing STIs include sexual abstinence and the use of condoms."
"This image shattered when Aiden..."

Updated Text: [Response to public testimony:] "Sexual abstinence is the most effective method for preventing STIs. The use of condoms can also reduce risk." "This changed when Aiden..." Change will also be made to eBooks for Teacher's Edition and Spanish, if appropriate.

Component: *STUDENT EDITION Texas Health Skills for Middle School*

ISBN: 9781683115267 (print)9781683115380 (ePub)

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 602

Location: #12 and Vocabulary Terms

Original Text: " ____ can be taken within 72 hours of exposure to HIV to help prevent transmission."

Updated Text: [Response to public testimony:] "What is the only 100 percent effective method of preventing the transmission of HIV through sexual activity?" Remove PEP and PrEP key terms. Change will also be made to eBooks for Teacher's Edition and Spanish, if appropriate.

Component: *STUDENT EDITION Texas Health Skills for Middle School*

ISBN: 9781683115267 (print)9781683115380 (ePub)

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 498

Location: Second full paragraph

Original Text: "talk about the situation with a trusted adult"

Updated Text: [Response to public testimony:] "talk about the situation with a parent or other trusted adult" Change will also be made to eBooks for Teacher's Edition and Spanish, if appropriate.

Proclamation 2022 Report of Editorial Change (11/18/2021)

*updated since previous report

Component: *STUDENT EDITION Texas Health Skills for Middle School*

ISBN: 9781683115267 (print)9781683115380 (ePub)

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 582-603

Location: Chapter 18 Sexually Transmitted Infections and HIV/AIDS

Original Text: Chapter 18 Sexually Transmitted Infections and HIV/AIDS

Updated Text: Chapter, including all key terms, content, associated review questions, associated Glossary terms, associated Index entries, and associated supplemental materials are moving to Companion Text. Change will also be made to ebooks for Instructor Edition and Spanish, if appropriate.

Component: *COMPANION TEXT Texas Health Skills for Middle School*

ISBN: 9781683115274 (print)9781683115397 (ePub)

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 605

Location: ninth health concept in How Healthy Are You? table

Original Text: "Can you explain how abstinence is the most effective form of birth control?"

Updated Text: [Response to public testimony:] "Can you explain how abstinence is the most effective way to prevent pregnancy?" Change will also be made to eBooks for Teacher's Edition and Spanish, if appropriate.

Component: *STUDENT EDITION Texas Health Skills for Middle School*

ISBN: 9781683115267 (print)9781683115380 (ePub)

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 508

Location: First box in Figure 15.30

Original Text: "Talk with trusted adults."

Updated Text: [Response to public testimony:] "Talk with parents or other trusted adults." Change will also be made to eBooks for Teacher's Edition and Spanish, if appropriate.

Component: *STUDENT EDITION Texas Health Skills for Middle School*

ISBN: 9781683115267 (print)9781683115380 (ePub)

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 73

Location: #22

Proclamation 2022 Report of Editorial Change (11/18/2021)

*updated since previous report

Original Text: "Talk with a trusted adult..."

Updated Text: [Response to public testimony:] "Talk with a parent or other trusted adult..." Change will also be made to eBooks for Teacher's Edition and Spanish, if appropriate.

Component: *COMPANION TEXT Texas Health Skills for Middle School*

ISBN: 9781683115274 (print)9781683115397 (ePub)

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 610

Location: Figure 19.5 caption

Original Text: "tell a trusted adult"

Updated Text: [Response to public testimony:] "tell a parent or other trusted adult." Change will also be made to eBooks for Teacher's Edition and Spanish, if appropriate.

Component: *STUDENT EDITION Texas Health Skills for Middle School*

ISBN: 9781683115267 (print)9781683115380 (ePub)

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 510

Location: Hands-On Activity

Original Text: "Reach out to trusted adults"

Updated Text: [Response to public testimony:] "Reach out to parents or other trusted adults" Change will also be made to eBooks for Teacher's Edition and Spanish, if appropriate.

Component: *STUDENT EDITION Texas Health Skills for Middle School*

ISBN: 9781683115267 (print)9781683115380 (ePub)

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 132

Location: Last bullet

Original Text: "know when to ask for help from family, friends, or other trusted adults"

Updated Text: [Response to public testimony:] "know when to ask for help from family, friends, or parents and other trusted adults" Change will also be made to eBooks for Teacher's Edition and Spanish, if appropriate.

Component: *COMPANION TEXT Texas Health Skills for Middle School*

ISBN: 9781683115274 (print)9781683115397 (ePub)

Link to Current Content:

[View Current Content](#)

Proclamation 2022 Report of Editorial Change (11/18/2021)

*updated since previous report

Current Page Number(s): 611

Location: Figure 19.7 caption

Original Text: "Adolescent should consider some of the risks that may result from engaging in sexual activity."

Updated Text: [Response to public testimony:] "Adolescent should consider the risks that may result from engaging in sexual activity." Change will also be made to eBooks for Teacher's Edition and Spanish, if appropriate.

Component: *STUDENT EDITION Texas Health Skills for Middle School*

ISBN: 9781683115267 (print)9781683115380 (ePub)

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 526

Location: Last paragraph

Original Text: "communicating regularly with a trusted adult"

Updated Text: [Response to public testimony:] "communicating regularly with a parent or other trusted adult" Change will also be made to eBooks for Teacher's Edition and Spanish, if appropriate.

Component: *STUDENT EDITION Texas Health Skills for Middle School*

ISBN: 9781683115267 (print)9781683115380 (ePub)

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 138

Location: Last paragraph

Original Text: "Seeking help can be as simple as talking to a trusted adult or friend."

Updated Text: [Response to public testimony:] "Seeking help can be as simple as talking to a parent or other trusted adult or friend." Change will also be made to eBooks for Teacher's Edition and Spanish, if appropriate.

Component: *COMPANION TEXT Texas Health Skills for Middle School*

ISBN: 9781683115274 (print)9781683115397 (ePub)

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 614

Location: Last paragraph

Original Text: "talk to a trusted adult for help"

Updated Text: [Response to public testimony:] "talk to a parent or other trusted adult for help" Change will also be made to eBooks for Teacher's Edition and Spanish, if appropriate.

Component: *STUDENT EDITION Texas Health Skills for Middle School*

ISBN: 9781683115267 (print)9781683115380 (ePub)

Link to Current Content:

[View Current Content](#)

Proclamation 2022 Report of Editorial Change (11/18/2021)

*updated since previous report

Current Page Number(s): 534

Location: #1 and #4

Original Text: "Talking with a trusted adult" "Talk with a trusted adult"

Updated Text: [Response to public testimony:] "Talking with a parent or other trusted adult" "Talk with a parent or other trusted adult" Change will also be made to eBooks for Teacher's Edition and Spanish, if appropriate.

Component: *STUDENT EDITION Texas Health Skills for Middle School*

ISBN: 9781683115267 (print)9781683115380 (ePub)

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 184

Location: Fourth paragraph

Original Text: "talk to an adult or parent you trust"

Updated Text: [Response to public testimony:] "talk to a parent or other trusted adult" Change will also be made to eBooks for Teacher's Edition and Spanish, if appropriate.

Component: *STUDENT EDITION Texas Health Skills for Middle School*

ISBN: 9781683115267 (print)9781683115380 (ePub)

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 186

Location: Hands-On Activity

Original Text: "talking to a parent or trusted adult"

Updated Text: [Response to public testimony:] "talking to a parent or other trusted adult" Change will also be made to eBooks for Teacher's Edition and Spanish, if appropriate.

Component: *COMPANION TEXT Texas Health Skills for Middle School*

ISBN: 9781683115274 (print)9781683115397 (ePub)

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 617

Location: Figure 19.12 caption

Original Text: "reported to a trusted adult"

Updated Text: [Response to public testimony:] "reported to a parent or other trusted adult" Change will also be made to eBooks for Teacher's Edition and Spanish, if appropriate.

Component: *STUDENT EDITION Texas Health Skills for Middle School*

ISBN: 9781683115267 (print)9781683115380 (ePub)

Link to Current Content:

[View Current Content](#)

Proclamation 2022 Report of Editorial Change (11/18/2021)

*updated since previous report

Current Page Number(s): 535

Location: Second paragraph

Original Text: "talk to an adult you trust"

Updated Text: [Response to public testimony:] "talk to a parent or another adult you trust" Change will also be made to eBooks for Teacher's Edition and Spanish, if appropriate.

Component: *STUDENT EDITION Texas Health Skills for Middle School*

ISBN: 9781683115267 (print)9781683115380 (ePub)

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 187

Location: Third bullet from the bottom

Original Text: "talk to a trusted adult immediately"

Updated Text: [Response to public testimony:] "talk to a parent or other trusted adult immediately" Change will also be made to eBooks for Teacher's Edition and Spanish, if appropriate.

Component: *ONLINE LEARNING SUITE Texas Health Skills for Middle School*

ISBN: 9781683115298 (OLS 8yr)

Link to Current Content:

[View Current Content](#)

Current Page Number(s): WB Activity 5A

Location: WB Activity 5A Instructions

Original Text: [new content]

Updated Text: [Response to public testimony:] "Identity information is personal and private, so do not show classmates or your teacher unless you feel comfortable doing so."

Component: *COMPANION TEXT Texas Health Skills for Middle School*

ISBN: 9781683115274 (print)9781683115397 (ePub)

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 621

Location: second paragraph

Original Text: "Using refusal skills and staying away from situations that involve alcohol and drugs is a good way to avoid this risk."

Updated Text: [Response to public testimony:] "Using refusal skills and staying away from situations that involve alcohol and drugs is a good way to reduce this risk." Change will also be made to eBooks for Teacher's Edition and Spanish, if appropriate.

Component: *STUDENT EDITION Texas Health Skills for Middle School*

ISBN: 9781683115267 (print)9781683115380 (ePub)

Proclamation 2022 Report of Editorial Change (11/18/2021)

*updated since previous report

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 542

Location: Second to last bullet

Original Text: "seek help from a trusted adult"

Updated Text: [Response to public testimony:] "seek help from a parent or other trusted adult" Change will also be made to eBooks for Teacher's Edition and Spanish, if appropriate.

Component: *STUDENT EDITION Texas Health Skills for Middle School*

ISBN: 9781683115267 (print)9781683115380 (ePub)

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 189

Location: #17

Original Text: "talking to a parent or trusted adult"

Updated Text: [Response to public testimony:] "talking to a parent or other trusted adult" Change will also be made to eBooks for Teacher's Edition and Spanish, if appropriate.

Component: *ONLINE LEARNING SUITE Texas Health Skills for Middle School*

ISBN: 9781683115298 (OLS 8yr)

Link to Current Content:

[View Current Content](#)

Current Page Number(s): WB Activity 5B

Location: WB Activity 5B Instructions

Original Text: [new content]

Updated Text: [Response to public testimony:] "Identity information is personal and private, so do not show classmates or your teacher unless you feel comfortable doing so."

Component: *COMPANION TEXT Texas Health Skills for Middle School*

ISBN: 9781683115274 (print)9781683115397 (ePub)

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 622

Location: Last paragraph

Original Text: "talk to a trusted adult"

Updated Text: [Response to public testimony:] "talk to a parent or other trusted adult" Change will also be made to eBooks for Teacher's Edition and Spanish, if appropriate.

Component: *STUDENT EDITION Texas Health Skills for Middle School*

ISBN: 9781683115267 (print)9781683115380 (ePub)

Proclamation 2022 Report of Editorial Change (11/18/2021)

*updated since previous report

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 543

Location: Last bullet in Lesson 16.2

Original Text: "tell a trusted adult"

Updated Text: [Response to public testimony:] "tell a parent or other trusted adult" Change will also be made to eBooks for Teacher's Edition and Spanish, if appropriate.

Component: *STUDENT EDITION Texas Health Skills for Middle School*

ISBN: 9781683115267 (print)9781683115380 (ePub)

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 236

Location: Second paragraph

Original Text: "Talking with a trusted adult"

Updated Text: [Response to public testimony:] "Talking with a parent or other trusted adult" Change will also be made to eBooks for Teacher's Edition and Spanish, if appropriate.

Component: *ONLINE LEARNING SUITE Texas Health Skills for Middle School*

ISBN: 9781683115298 (OLS 8yr)

Link to Current Content:

[View Current Content](#)

Current Page Number(s): WB Activity 5G

Location: WB Activity 5G Instructions

Original Text: [new content]

Updated Text: [Response to public testimony:] "Make sure to always keep the survey responses of your classmates anonymous."

Component: *COMPANION TEXT Texas Health Skills for Middle School*

ISBN: 9781683115274 (print)9781683115397 (ePub)

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 626

Location: second paragraph under Birth Control Methods

Original Text: "The only contraceptive method that is 100 percent effective in preventing pregnancy is abstinence, which is the decision to not engage in sexual activity....Unlike other methods of birth control, it is free and always available."

Updated Text: [Response to public testimony:] "The only strategy that is 100 percent effective in preventing pregnancy is abstinence, which is the decision to not engage in sexual activity...Unlike birth control, it is free and always available."

Change will also be made to eBooks for Teacher's Edition and Spanish, if appropriate.

Proclamation 2022 Report of Editorial Change (11/18/2021)

*updated since previous report

Component: *STUDENT EDITION Texas Health Skills for Middle School*

ISBN: 9781683115267 (print)9781683115380 (ePub)

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 570

Location: First full sentence

Original Text: "talk to a trusted adult"

Updated Text: [Response to public testimony:] "talk to a parent or other trusted adult" Change will also be made to eBooks for Teacher's Edition and Spanish, if appropriate.

Component: *STUDENT EDITION Texas Health Skills for Middle School*

ISBN: 9781683115267 (print)9781683115380 (ePub)

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 239

Location: #19

Original Text: "seek help from a parent or trusted adult"

Updated Text: [Response to public testimony:] "seek help from a parent or other trusted adult" Change will also be made to eBooks for Teacher's Edition and Spanish, if appropriate.

Component: *ONLINE LEARNING SUITE Texas Health Skills for Middle School*

ISBN: 9781683115298 (OLS 8yr)

Link to Current Content:

[View Current Content](#)

Current Page Number(s): WB Activity 5I

Location: WB Activity 5I Instructions

Original Text: [new content]

Updated Text: [Response to public testimony:] "If you find that you cannot manage your stressors alone, talk to a parent or other trusted adult to help."

Component: *COMPANION TEXT Texas Health Skills for Middle School*

ISBN: 9781683115274 (print)9781683115397 (ePub)

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 627

Location: Figure 19.23

Proclamation 2022 Report of Editorial Change (11/18/2021)

*updated since previous report

Original Text: Figure 19.11

Updated Text: [Response to public testimony:] Title: Methods of Preventing Pregnancy; Column heading: Pregnancy Prevention; change color of abstinence row to set apart; reorder according to type of method; add column for "STI Protection". Change will also be made to eBooks for Teacher's Edition and Spanish, if appropriate.

Component: *STUDENT EDITION Texas Health Skills for Middle School*

ISBN: 9781683115267 (print)9781683115380 (ePub)

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 583

Location: Last row in table

Original Text: "Are you aware of how PrEP and PEP reduce risk for HIV transmission?"

Updated Text: [Response to public testimony:] Remove line. Change will also be made to eBooks for Teacher's Edition and Spanish, if appropriate.

Subject: Health I

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

Component: *Texas Health Skills for High School Student Edition*

ISBN: 9781683115311

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 547-555

Location: Lesson 15.4 Violence in the Community

Original Text: Lesson 15.4 Violence in the Community

Updated Text: Lesson, including all key terms, content, associated review questions, associated Glossary terms, associated Index entries, and associated supplemental materials are moving to Companion Text. Change will also be made to ebooks for Instructor Edition and Spanish, if appropriate.

Component: *Texas Health Skills for High School Student Edition*

ISBN: 9781683115311

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 525

Location: Avoid Bullying Behavior

Original Text: Talk to a trusted adult

Updated Text: [Response to public testimony:] Talk to a parent or other trusted adult. Change will also be made to ebooks for Instructor Edition and Spanish, if appropriate.

Component: *Texas Health Skills for High School Student Edition*

ISBN: 9781683115311

Proclamation 2022 Report of Editorial Change (11/18/2021)

*updated since previous report

Link to Current Content:
[View Current Content](#)

Current Page Number(s): 689

Location: Key terms list

Original Text: Pre-exposure prophylaxis and post-exposure prophylaxis

Updated Text: [Response to public testimony:] Removed key terms. Change will also be made to ebooks for Instructor Edition and Spanish, if appropriate.

Component: *Texas Health Skills for High School Student Edition*

ISBN: 9781683115311

Link to Current Content:
[View Current Content](#)

Current Page Number(s): 672-699

Location: Chapter 19 Sexually Transmitted Infections and HIV/AIDS

Original Text: Chapter 19 Sexually Transmitted Infections and HIV/AIDS

Updated Text: Chapter, including all key terms, content, associated review questions, associated Glossary terms, associated Index entries, and associated supplemental materials are moving to Companion Text. Change will also be made to ebooks for Instructor Edition and Spanish, if appropriate.

Component: *Texas Health Skills for High School Student Edition*

ISBN: 9781683115311

Link to Current Content:
[View Current Content](#)

Current Page Number(s): 526

Location: Communicate with Trusted Adults

Original Text: Communicating regularly with a trusted adult

Updated Text: [Response to public testimony:] Communicating regularly with a parent or other trusted adult. Change will also be made to ebooks for Instructor Edition and Spanish, if appropriate.

Component: *Texas Health Skills for High School Student Edition*

ISBN: 9781683115311

Link to Current Content:
[View Current Content](#)

Current Page Number(s): 694-695

Location: PrEP and PEP sections

Original Text: PrEP section, PEP section, and question #11

Updated Text: [Response to public testimony:] Removed these sections and questions; mentions of PrEP and PEP will also be removed from the Glossary/Glosario and Index. Change will also be made to ebooks for Instructor Edition and Spanish, if appropriate.

Proclamation 2022 Report of Editorial Change (11/18/2021)

*updated since previous report

Component: *Texas Health Skills for High School Student Edition*

ISBN: 9781683115311

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 734-769

Location: Chapter 21 The Beginning of Life

Original Text: Chapter 21 The Beginning of Life

Updated Text: Chapter, including all key terms, content, associated review questions, associated Glossary terms, associated Index entries, and associated supplemental materials are moving to Companion Text. Change will also be made to ebooks for Instructor Edition and Spanish, if appropriate.

Component: *Texas Health Skills for High School Student Edition*

ISBN: 9781683115311

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 545

Location: Break the Cycle of Abuse, 1

Original Text: Talking regularly with a trusted adult

Updated Text: [Response to public testimony:] Talking regularly with a parent or other trusted adult. Change will also be made to ebooks for Instructor Edition and Spanish, if appropriate.

Component: *Texas Health Skills for High School Student Edition*

ISBN: 9781683115311

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 35

Location: Step 2, 1st paragraph

Original Text: talk with a friend or trusted adult

Updated Text: [Response to public testimony:] talk with a friend, parent, or trusted adult

Component: *Texas Health Skills for High School Student Edition*

ISBN: 9781683115311

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 782-787

Location: Lesson 22.3 Adolescence and Puberty

Proclamation 2022 Report of Editorial Change (11/18/2021)

*updated since previous report

Original Text: Lesson 22.3 Adolescence and Puberty

Updated Text: Lesson, including all key terms, content, associated review questions, associated Glossary terms, associated Index entries, and associated supplemental materials are moving to Companion Text. Change will also be made to ebooks for Instructor Edition and Spanish, if appropriate.

Component: *Texas Health Skills for High School Student Edition*

ISBN: 9781683115311

Link to Current Content:
[View Current Content](#)

Current Page Number(s): 552

Location: Preventing and Responding to Human Trafficking, 2nd paragraph and last bullet

Original Text: talk to a trusted adult; Reach out to a trusted adult

Updated Text: [Response to public testimony:] talk to a parent or other trusted adult; Reach out to a parent or other trusted adult. Change will also be made to ebooks for Instructor Edition and Spanish, if appropriate.

Component: *Texas Health Skills for High School Instructor Resources*

ISBN: 9781683115403

Current Page Number(s): Instructor Materials

Location: Sensitive content section

Original Text: What is discussed in class stays in class.

Updated Text: [Removed this example ground rule.]

Component: *Texas Health Skills for High School Student Edition*

ISBN: 9781683115311

Link to Current Content:
[View Current Content](#)

Current Page Number(s): 104

Location: Figure 4.2, 3rd column

Original Text: Talk with a trusted adult or friend

Updated Text: [Response to public testimony:] Talk with a parent, other trusted adult, or friend. Change will also be made to ebooks for Instructor Edition and Spanish, if appropriate.

Component: *Texas Health Skills for High School Student Edition*

ISBN: 9781683115311

Link to Current Content:
[View Current Content](#)

Current Page Number(s): 554

Location: Homicide, 3rd paragraph; last paragraph

Proclamation 2022 Report of Editorial Change (11/18/2021)

*updated since previous report

Original Text: behavior to trusted adults; tell a trusted adult

Updated Text: [Response to public testimony:] behavior to parents or other trusted adults; tell a parent or other trusted adult. Change will also be made to ebooks for Instructor Edition and Spanish, if appropriate.

Component: *Texas Health Skills for High School Student Edition*

ISBN: 9781683115311

Link to Current Content:
[View Current Content](#)

Current Page Number(s): 109

Location: 2nd full paragraph

Original Text: talking to a trusted adult or friend

Updated Text: [Response to public testimony:] talking to a parent, other trusted adult, or friend. Change will also be made to ebooks for Instructor Edition and Spanish, if appropriate.

Component: *Texas Health Skills for High School Student Edition*

ISBN: 9781683115311

Link to Current Content:
[View Current Content](#)

Current Page Number(s): 590

Location: 1st paragraph

Original Text: tell a trusted adult

Updated Text: [Response to public testimony:] tell a parent or other trusted adult. Change will also be made to ebooks for Instructor Edition and Spanish, if appropriate.

Component: *Texas Health Skills for High School Student Edition*

ISBN: 9781683115311

Link to Current Content:
[View Current Content](#)

Current Page Number(s): 110

Location: Practice Your Skills, 2nd to last paragraph

Original Text: Talk with your doctor or a trusted adult

Updated Text: [Response to public testimony:] Talk with your doctor, parent, or another trusted adult. Change will also be made to ebooks for Instructor Edition and Spanish, if appropriate.

Component: *Texas Health Skills for High School Student Edition*

ISBN: 9781683115311

Link to Current Content:
[View Current Content](#)

Current Page Number(s): 111

Location: 1st paragraph

Proclamation 2022 Report of Editorial Change (11/18/2021)

*updated since previous report

Original Text: talk to a trusted adult about seeking help

Updated Text: [Response to public testimony:] talk to a parent or other trusted adult about seeking help. Change will also be made to ebooks for Instructor Edition and Spanish, if appropriate.

Component: *Texas Health Skills for High School Student Edition*

ISBN: 9781683115311

Link to Current Content:
[View Current Content](#)

Current Page Number(s): 591

Location: Last paragraph

Original Text: tell a trusted adult

Updated Text: [Response to public testimony:] tell a parent or other trusted adult. Change will also be made to ebooks for Instructor Edition and Spanish, if appropriate.

Component: *Texas Health Skills for High School Student Edition*

ISBN: 9781683115311

Link to Current Content:
[View Current Content](#)

Current Page Number(s): 686

Location: Condoms

Original Text: a correctly used condom; Paragraph beginning with "A condom's material"; Condoms are risky in that they may fail. They are not as effective as abstinence at preventing STIs

Updated Text: [Response to public testimony] a correctly used barrier method called a condom; Paragraph will be removed; There is always the risk a condom will fail. Condoms are not as effective as abstinence at preventing STIs. Change will also be made to ebooks for Instructor Edition and Spanish, if appropriate.

Component: *Texas Health Skills for High School Student Edition*

ISBN: 9781683115311

Link to Current Content:
[View Current Content](#)

Current Page Number(s): 124

Location: 3rd paragraph

Original Text: seeking help from a trusted adult, friend, or professional

Updated Text: [Response to public testimony:] seeking help from a parent, other trusted adult, friend, or professional. Change will also be made to ebooks for Instructor Edition and Spanish, if appropriate.

Component: *Texas Health Skills for High School Student Edition*

ISBN: 9781683115311

Link to Current Content:
[View Current Content](#)

Current Page Number(s): 685

Proclamation 2022 Report of Editorial Change (11/18/2021)

*updated since previous report

Location: Last paragraph

Original Text: Talking with a trusted adult

Updated Text: [Response to public testimony:] Talking with a parent or other trusted adult. Change will also be made to ebooks for Instructor Edition and Spanish, if appropriate.

Component: *Texas Health Skills for High School Student Edition*

ISBN: 9781683115311

Link to Current Content:
[View Current Content](#)

Current Page Number(s): 180

Location: 3rd full paragraph

Original Text: talk to a trusted adult

Updated Text: [Response to public testimony:] talk to a parent or other trusted adult. Change will also be made to ebooks for Instructor Edition and Spanish, if appropriate.

Component: *Texas Health Skills for High School Student Edition*

ISBN: 9781683115311

Link to Current Content:
[View Current Content](#)

Current Page Number(s): 686

Location: Health in the Media, 3rd paragraph

Original Text: ask a trusted adult

Updated Text: [Response to public testimony:] ask a parent or other trusted adult. Change will also be made to ebooks for Instructor Edition and Spanish, if appropriate.

Component: *Texas Health Skills for High School Student Edition*

ISBN: 9781683115311

Link to Current Content:
[View Current Content](#)

Current Page Number(s): 472

Location: Figure 14.2, 2nd box

Original Text: Talk to a trusted adult

Updated Text: [Response to public testimony:] Talk to a parent or other trusted adult. Change will also be made to ebooks for Instructor Edition and Spanish, if appropriate.

Component: *Texas Health Skills for High School Student Edition*

ISBN: 9781683115311

Link to Current Content:
[View Current Content](#)

Current Page Number(s): 687

Proclamation 2022 Report of Editorial Change (11/18/2021)

*updated since previous report

Location: 2nd paragraph

Original Text: talk with a trusted adult

Updated Text: [Response to public testimony:] talk with a parent or other trusted adult. Change will also be made to ebooks for Instructor Edition and Spanish, if appropriate.

Component: *Texas Health Skills for High School Student Edition*

ISBN: 9781683115311

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 474

Location: Safety, 1st paragraph

Original Text: speak with a trusted adult

Updated Text: [Response to public testimony:] speak with a parent or other trusted adult. Change will also be made to ebooks for Instructor Edition and Spanish, if appropriate.

Component: *Texas Health Skills for High School Student Edition*

ISBN: 9781683115311

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 748

Location: Skills for Health and Wellness; Practice Your Skills, last paragraph

Original Text: Talking with a school nurse; identify a trusted adult

Updated Text: [Response to public testimony:] Talking with a parent, school nurse; identify a parent or other trusted adult. Change will also be made to ebooks for Instructor Edition and Spanish, if appropriate.

Component: *Texas Health Skills for High School Student Edition*

ISBN: 9781683115311

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 475

Location: 2nd paragraph

Original Text: get help from a trusted adult or community resource

Updated Text: [Response to public testimony:] get help from a parent, other trusted adult, or community resource. Change will also be made to ebooks for Instructor Edition and Spanish, if appropriate.

Component: *Texas Health Skills for High School Student Edition*

ISBN: 9781683115311

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 764

Proclamation 2022 Report of Editorial Change (11/18/2021)

*updated since previous report

Location: 2nd paragraph

Original Text: they should tell a trusted adult

Updated Text: [Response to public testimony:] they should tell a parent or other trusted adult. Change will also be made to ebooks for Instructor Edition and Spanish, if appropriate.

Component: *Texas Health Skills for High School Student Edition*

ISBN: 9781683115311

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 494-502

Location: Lesson 14.4 Understanding Romantic Relationships

Original Text: Lesson 14.4 Understanding Romantic Relationships

Updated Text: Lesson, including all key terms, content, associated review questions, associated Glossary terms, associated Index entries, and associated supplemental materials are moving to Companion Text. Change will also be made to ebooks for Instructor Edition and Spanish, if appropriate.

Component: *Texas Health Skills for High School Student Edition*

ISBN: 9781683115311

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 484

Location: Communicate Effectively, 1st paragraph

Original Text: tell a trusted adult

Updated Text: [Response to public testimony:] tell a parent or other trusted adult. Change will also be made to ebooks for Instructor Edition and Spanish, if appropriate.

Component: *Texas Health Skills for High School Student Edition*

ISBN: 9781683115311

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 684

Location: Preventing STIs/STDs

Original Text: The only 100-percent effective method for preventing STIs is sexual abstinence

Updated Text: [Response to public testimony:] The only 100-percent effective method for preventing STIs spread through sexual activity is sexual abstinence. Change will also be made to ebooks for Instructor Edition and Spanish, if appropriate.

Component: *Texas Health Skills for High School Student Edition*

ISBN: 9781683115311

Link to Current Content:

[View Current Content](#)

Proclamation 2022 Report of Editorial Change (11/18/2021)

*updated since previous report

Current Page Number(s): 503-509

Location: Lesson 14.5 Practicing Sexual Abstinence

Original Text: Lesson 14.5 Practicing Sexual Abstinence

Updated Text: Lesson, including all key terms, content, associated review questions, associated Glossary terms, associated Index entries, and associated supplemental materials are moving to Companion Text. Change will also be made to ebooks for Instructor Edition and Spanish, if appropriate.

Component: *Texas Health Skills for High School Student Edition*

ISBN: 9781683115311

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 489

Location: Practice Your Skills

Original Text: conversation with your friend or a trusted adult

Updated Text: [Response to public testimony:] conversation with your friend or a parent or other trusted adult. Change will also be made to ebooks for Instructor Edition and Spanish, if appropriate.

Component: *Texas Health Skills for High School Student Edition*

ISBN: 9781683115311

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 686

Location: Condoms

Original Text: Condoms are risky in that they may fail. They are not as effective as abstinence at preventing STIs

Updated Text: [Response to public testimony:] There is always the risk a condom will fail. Condoms are not as effective as abstinence at preventing STIs. Change will also be made to ebooks for Instructor Edition and Spanish, if appropriate.

Component: *Texas Health Skills for High School Student Edition*

ISBN: 9781683115311

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 527-536

Location: Lesson 15.2 Sexual Harassment and Assault

Original Text: Lesson 15.2 Sexual Harassment and Assault

Updated Text: Lesson, including all key terms, content, associated review questions, associated Glossary terms, associated Index entries, and associated supplemental materials are moving to Companion Text. Change will also be made to ebooks for Instructor Edition and Spanish, if appropriate.

Component: *Texas Health Skills for High School Student Edition*

ISBN: 9781683115311

Proclamation 2022 Report of Editorial Change (11/18/2021)

*updated since previous report

Link to Current Content:
[View Current Content](#)

Current Page Number(s): 501

Location: 2nd paragraph

Original Text: talk to an adult you trust for advice

Updated Text: [Response to public testimony:] talk to a parent or other trusted adult for advice. Change will also be made to ebooks for Instructor Edition and Spanish, if appropriate.

Component: *Texas Health Skills for High School Student Edition*

ISBN: 9781683115311

Link to Current Content:
[View Current Content](#)

Current Page Number(s): 759

Location: Figure 21.17

Original Text: Title: Methods of Contraception; Caption: This chart shows the average effectiveness of various contraceptive methods

Updated Text: [Response to public testimony:] Title: Methods of Preventing Pregnancy; Caption: : This chart shows the average effectiveness of various methods of preventing pregnancy. Added new column showing effectiveness against STIs and reordered methods by type (barrier, hormonal, etc.) Change will also be made to ebooks for Instructor Edition and Spanish, if appropriate.

Component: *Texas Health Skills for High School Student Edition*

ISBN: 9781683115311

Link to Current Content:
[View Current Content](#)

Current Page Number(s): 537-546

Location: Lesson 15.3 Abuse and Neglect

Original Text: Lesson 15.3 Abuse and Neglect

Updated Text: Lesson, including all key terms, content, associated review questions, associated Glossary terms, associated Index entries, and associated supplemental materials are moving to Companion Text. Change will also be made to ebooks for Instructor Edition and Spanish, if appropriate.

Component: *Texas Health Skills for High School Student Edition*

ISBN: 9781683115311

Link to Current Content:
[View Current Content](#)

Current Page Number(s): 506

Location: Strategies for Practicing Abstinence, 1st paragraph

Proclamation 2022 Report of Editorial Change (11/18/2021)

*updated since previous report

Original Text: talking with a trusted adult

Updated Text: [Response to public testimony:] talking with a parent or other trusted adult. Change will also be made to ebooks for Instructor Edition and Spanish, if appropriate.

Component: *Texas Health Skills for High School Student Edition*

ISBN: 9781683115311

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 114

Location: Marginal definition for biological sex

Original Text: label assigned at birth based on physical factors such as hormones, chromosomes, and genitalia

Updated Text: [Response to public testimony:] label based on physical factors such as hormones, chromosomes, and genitalia. Change will also be made to ebooks for Instructor Edition and Spanish, if appropriate.

Subject: Health II

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

Component: *Texas Health Skills for High School Student Edition*

ISBN: 9781683115311

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 686

Location: Health in the Media, 3rd paragraph

Original Text: ask a trusted adult

Updated Text: [Response to public testimony:] ask a parent or other trusted adult. Change will also be made to ebooks for Instructor Edition and Spanish, if appropriate.

Component: *Texas Health Skills for High School Student Edition*

ISBN: 9781683115311

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 180

Location: 3rd full paragraph

Original Text: talk to a trusted adult

Updated Text: [Response to public testimony:] talk to a parent or other trusted adult. Change will also be made to ebooks for Instructor Edition and Spanish, if appropriate.

Component: *Texas Health Skills for High School Student Edition*

ISBN: 9781683115311

Proclamation 2022 Report of Editorial Change (11/18/2021)

*updated since previous report

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 472

Location: Figure 14.2, 2nd box

Original Text: Talk to a trusted adult

Updated Text: [Response to public testimony:] Talk to a parent or other trusted adult. Change will also be made to ebooks for Instructor Edition and Spanish, if appropriate.

Component: *Texas Health Skills for High School Student Edition*

ISBN: 9781683115311

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 687

Location: 2nd paragraph

Original Text: talk with a trusted adult

Updated Text: [Response to public testimony:] talk with a parent or other trusted adult. Change will also be made to ebooks for Instructor Edition and Spanish, if appropriate.

Component: *Texas Health Skills for High School Student Edition*

ISBN: 9781683115311

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 474

Location: Safety, 1st paragraph

Original Text: speak with a trusted adult

Updated Text: [Response to public testimony:] speak with a parent or other trusted adult. Change will also be made to ebooks for Instructor Edition and Spanish, if appropriate.

Component: *Texas Health Skills for High School Student Edition*

ISBN: 9781683115311

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 748

Location: Skills for Health and Wellness; Practice Your Skills, last paragraph

Original Text: Talking with a school nurse; identify a trusted adult

Updated Text: [Response to public testimony:] Talking with a parent, school nurse; identify a parent or other trusted adult. Change will also be made to ebooks for Instructor Edition and Spanish, if appropriate.

Component: *Texas Health Skills for High School Student Edition*

ISBN: 9781683115311

Proclamation 2022 Report of Editorial Change (11/18/2021)

*updated since previous report

Link to Current Content:
[View Current Content](#)

Current Page Number(s): 475

Location: 2nd paragraph

Original Text: get help from a trusted adult or community resource

Updated Text: [Response to public testimony:] get help from a parent, other trusted adult, or community resource. Change will also be made to ebooks for Instructor Edition and Spanish, if appropriate.

Component: *Texas Health Skills for High School Student Edition*

ISBN: 9781683115311

Link to Current Content:
[View Current Content](#)

Current Page Number(s): 764

Location: 2nd paragraph

Original Text: they should tell a trusted adult

Updated Text: [Response to public testimony:] they should tell a parent or other trusted adult. Change will also be made to ebooks for Instructor Edition and Spanish, if appropriate.

Component: *Texas Health Skills for High School Student Edition*

ISBN: 9781683115311

Link to Current Content:
[View Current Content](#)

Current Page Number(s): 484

Location: Communicate Effectively, 1st paragraph

Original Text: tell a trusted adult

Updated Text: [Response to public testimony:] tell a parent or other trusted adult. Change will also be made to ebooks for Instructor Edition and Spanish, if appropriate.

Component: *Texas Health Skills for High School Student Edition*

ISBN: 9781683115311

Link to Current Content:
[View Current Content](#)

Current Page Number(s): 684

Location: Preventing STIs/STDs

Original Text: The only 100-percent effective method for preventing STIs is sexual abstinence

Updated Text: [Response to public testimony:] The only 100-percent effective method for preventing STIs spread through sexual activity is sexual abstinence. Change will also be made to ebooks for Instructor Edition and Spanish, if appropriate.

Component: *Texas Health Skills for High School Instructor Resources*

ISBN: 9781683115403

Proclamation 2022 Report of Editorial Change (11/18/2021)

*updated since previous report

Current Page Number(s): Instructor Materials

Location: Sensitive Content section

Original Text: What is discussed in class stays in class.

Updated Text: [Removed this example ground rule]

Component: *Texas Health Skills for High School Student Edition*

ISBN: 9781683115311

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 494-502

Location: Lesson 14.4 Understanding Romantic Relationships

Original Text: Lesson 14.4 Understanding Romantic Relationships

Updated Text: Lesson, including all key terms, content, associated review questions, associated Glossary terms, associated Index entries, and associated supplemental materials are moving to Companion Text. Change will also be made to ebooks for Instructor Edition and Spanish, if appropriate.

Component: *Texas Health Skills for High School Student Edition*

ISBN: 9781683115311

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 489

Location: Practice Your Skills

Original Text: conversation with your friend or a trusted adult

Updated Text: [Response to public testimony:] conversation with your friend or a parent or other trusted adult. Change will also be made to ebooks for Instructor Edition and Spanish, if appropriate.

Component: *Texas Health Skills for High School Student Edition*

ISBN: 9781683115311

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 686

Location: Condoms

Original Text: Condoms are risky in that they may fail. They are not as effective as abstinence at preventing STIs

Updated Text: [Response to public testimony:] There is always the risk a condom will fail. Condoms are not as effective as abstinence at preventing STIs. Change will also be made to ebooks for Instructor Edition and Spanish, if appropriate.

Component: *Texas Health Skills for High School Student Edition*

ISBN: 9781683115311

Link to Current Content:

[View Current Content](#)

Proclamation 2022 Report of Editorial Change (11/18/2021)

*updated since previous report

Current Page Number(s): 686

Location: Condoms

Original Text: a correctly used condom; Paragraph beginning with "A condom's material"; Condoms are risky in that they may fail. They are not as effective as abstinence at preventing STIs

Updated Text: [Response to public testimony] a correctly used barrier method called a condom; Paragraph will be removed; There is always the risk a condom will fail. Condoms are not as effective as abstinence at preventing STIs. Change will also be made to ebooks for Instructor Edition and Spanish, if appropriate.

Component: *Texas Health Skills for High School Student Edition*

ISBN: 9781683115311

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 503-509

Location: Lesson 14.5 Practicing Sexual Abstinence

Original Text: Lesson 14.5 Practicing Sexual Abstinence

Updated Text: Lesson, including all key terms, content, associated review questions, associated Glossary terms, associated Index entries, and associated supplemental materials are moving to Companion Text. Change will also be made to ebooks for Instructor Edition and Spanish, if appropriate.

Component: *Texas Health Skills for High School Student Edition*

ISBN: 9781683115311

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 527-536

Location: Lesson 15.2 Sexual Harassment and Assault

Original Text: Lesson 15.2 Sexual Harassment and Assault

Updated Text: Lesson, including all key terms, content, associated review questions, associated Glossary terms, associated Index entries, and associated supplemental materials are moving to Companion Text. Change will also be made to ebooks for Instructor Edition and Spanish, if appropriate.

Component: *Texas Health Skills for High School Student Edition*

ISBN: 9781683115311

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 501

Location: 2nd paragraph

Original Text: talk to an adult you trust for advice

Updated Text: [Response to public testimony:] talk to a parent or other trusted adult for advice. Change will also be made to ebooks for Instructor Edition and Spanish, if appropriate.

Proclamation 2022 Report of Editorial Change (11/18/2021)

*updated since previous report

Component: *Texas Health Skills for High School Student Edition*

ISBN: 9781683115311

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 759

Location: Figure 21.17

Original Text: Title: Methods of Contraception; Caption: This chart shows the average effectiveness of various contraceptive methods

Updated Text: [Response to public testimony:] Title: Methods of Preventing Pregnancy; Caption: : This chart shows the average effectiveness of various methods of preventing pregnancy. Added new column showing effectiveness against STIs and reordered methods by type (barrier, hormonal, etc.) Change will also be made to ebooks for Instructor Edition and Spanish, if appropriate.

Component: *Texas Health Skills for High School Student Edition*

ISBN: 9781683115311

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 537-546

Location: Lesson 15.3 Abuse and Neglect

Original Text: Lesson 15.3 Abuse and Neglect

Updated Text: Lesson, including all key terms, content, associated review questions, associated Glossary terms, associated Index entries, and associated supplemental materials are moving to Companion Text. Change will also be made to ebooks for Instructor Edition and Spanish, if appropriate.

Component: *Texas Health Skills for High School Student Edition*

ISBN: 9781683115311

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 506

Location: Strategies for Practicing Abstinence, 1st paragraph

Original Text: talking with a trusted adult

Updated Text: [Response to public testimony:] talking with a parent or other trusted adult. Change will also be made to ebooks for Instructor Edition and Spanish, if appropriate.

Component: *Texas Health Skills for High School Student Edition*

ISBN: 9781683115311

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 114

Location: Marginal definition for biological sex

Proclamation 2022 Report of Editorial Change (11/18/2021)

*updated since previous report

Original Text: label assigned at birth based on physical factors such as hormones, chromosomes, and genitalia

Updated Text: [Response to public testimony:] label based on physical factors such as hormones, chromosomes, and genitalia. Change will also be made to ebooks for Instructor Edition and Spanish, if appropriate.

Component: *Texas Health Skills for High School Student Edition*

ISBN: 9781683115311

Link to Current Content:
[View Current Content](#)

Current Page Number(s): 547-555

Location: Lesson 15.4 Violence in the Community

Original Text: Lesson 15.4 Violence in the Community

Updated Text: Lesson, including all key terms, content, associated review questions, associated Glossary terms, associated Index entries, and associated supplemental materials are moving to Companion Text. Change will also be made to ebooks for Instructor Edition and Spanish, if appropriate.

Component: *Texas Health Skills for High School Student Edition*

ISBN: 9781683115311

Link to Current Content:
[View Current Content](#)

Current Page Number(s): 525

Location: Avoid Bullying Behavior

Original Text: Talk to a trusted adult

Updated Text: [Response to public testimony:] Talk to a parent or other trusted adult. Change will also be made to ebooks for Instructor Edition and Spanish, if appropriate.

Component: *Texas Health Skills for High School Student Edition*

ISBN: 9781683115311

Link to Current Content:
[View Current Content](#)

Current Page Number(s): 689

Location: Key terms list

Original Text: Pre-exposure prophylaxis and post-exposure prophylaxis

Updated Text: [Response to public testimony:] Removed key terms. Change will also be made to ebooks for Instructor Edition and Spanish, if appropriate.

Component: *Texas Health Skills for High School Student Edition*

ISBN: 9781683115311

Link to Current Content:
[View Current Content](#)

Current Page Number(s): 672-699

Proclamation 2022 Report of Editorial Change (11/18/2021)

*updated since previous report

Location: Chapter 19 Sexually Transmitted Infections and HIV/AIDS

Original Text: Chapter 19 Sexually Transmitted Infections and HIV/AIDS

Updated Text: Chapter, including all key terms, content, associated review questions, associated Glossary terms, associated Index entries, and associated supplemental materials are moving to Companion Text. Change will also be made to ebooks for Instructor Edition and Spanish, if appropriate.

Component: *Texas Health Skills for High School Student Edition*

ISBN: 9781683115311

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 526

Location: Communicate with Trusted Adults

Original Text: Communicating regularly with a trusted adult

Updated Text: [Response to public testimony:] Communicating regularly with a parent or other trusted adult. Change will also be made to ebooks for Instructor Edition and Spanish, if appropriate.

Component: *Texas Health Skills for High School Student Edition*

ISBN: 9781683115311

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 694-695

Location: PrEP and PEP sections

Original Text: PrEP section, PEP section, and question #11

Updated Text: [Response to public testimony:] Removed these sections and questions; mentions of PrEP and PEP will also be removed from the Glossary/Glosario and Index. Change will also be made to ebooks for Instructor Edition and Spanish, if appropriate.

Component: *Texas Health Skills for High School Student Edition*

ISBN: 9781683115311

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 734-769

Location: Chapter 21 The Beginning of Life

Original Text: Chapter 21 The Beginning of Life

Updated Text: Chapter, including all key terms, content, associated review questions, associated Glossary terms, associated Index entries, and associated supplemental materials are moving to Companion Text. Change will also be made to ebooks for Instructor Edition and Spanish, if appropriate.

Component: *Texas Health Skills for High School Student Edition*

ISBN: 9781683115311

Proclamation 2022 Report of Editorial Change (11/18/2021)

*updated since previous report

Link to Current Content:
[View Current Content](#)

Current Page Number(s): 545

Location: Break the Cycle of Abuse, 1

Original Text: Talking regularly with a trusted adult

Updated Text: [Response to public testimony:] Talking regularly with a parent or other trusted adult. Change will also be made to ebooks for Instructor Edition and Spanish, if appropriate.

Component: *Texas Health Skills for High School Student Edition*

ISBN: 9781683115311

Link to Current Content:
[View Current Content](#)

Current Page Number(s): 35

Location: Step 2, 1st paragraph

Original Text: talk with a friend or trusted adult

Updated Text: [Response to public testimony:] talk with a friend, parent, or trusted adult

Component: *Texas Health Skills for High School Student Edition*

ISBN: 9781683115311

Link to Current Content:
[View Current Content](#)

Current Page Number(s): 782-787

Location: Lesson 22.3 Adolescence and Puberty

Original Text: Lesson 22.3 Adolescence and Puberty

Updated Text: Lesson, including all key terms, content, associated review questions, associated Glossary terms, associated Index entries, and associated supplemental materials are moving to Companion Text. Change will also be made to ebooks for Instructor Edition and Spanish, if appropriate.

Component: *Texas Health Skills for High School Student Edition*

ISBN: 9781683115311

Link to Current Content:
[View Current Content](#)

Current Page Number(s): 552

Location: Preventing and Responding to Human Trafficking, 2nd paragraph and last bullet

Original Text: talk to a trusted adult; Reach out to a trusted adult

Updated Text: [Response to public testimony:] talk to a parent or other trusted adult; Reach out to a parent or other trusted adult. Change will also be made to ebooks for Instructor Edition and Spanish, if appropriate.

Component: *Texas Health Skills for High School Student Edition*

ISBN: 9781683115311

Proclamation 2022 Report of Editorial Change (11/18/2021)

*updated since previous report

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 104

Location: Figure 4.2, 3rd column

Original Text: Talk with a trusted adult or friend

Updated Text: [Response to public testimony:] Talk with a parent, other trusted adult, or friend. Change will also be made to ebooks for Instructor Edition and Spanish, if appropriate.

Component: *Texas Health Skills for High School Student Edition*

ISBN: 9781683115311

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 554

Location: Homicide, 3rd paragraph; last paragraph

Original Text: behavior to trusted adults; tell a trusted adult

Updated Text: [Response to public testimony:] behavior to parents or other trusted adults; tell a parent or other trusted adult. Change will also be made to ebooks for Instructor Edition and Spanish, if appropriate.

Component: *Texas Health Skills for High School Student Edition*

ISBN: 9781683115311

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 109

Location: 2nd full paragraph

Original Text: talking to a trusted adult or friend

Updated Text: [Response to public testimony:] talking to a parent, other trusted adult, or friend. Change will also be made to ebooks for Instructor Edition and Spanish, if appropriate.

Component: *Texas Health Skills for High School Student Edition*

ISBN: 9781683115311

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 590

Location: 1st paragraph

Original Text: tell a trusted adult

Updated Text: [Response to public testimony:] tell a parent or other trusted adult. Change will also be made to ebooks for Instructor Edition and Spanish, if appropriate.

Component: *Texas Health Skills for High School Student Edition*

ISBN: 9781683115311

Proclamation 2022 Report of Editorial Change (11/18/2021)

*updated since previous report

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 110

Location: Practice Your Skills, 2nd to last paragraph

Original Text: Talk with your doctor or a trusted adult

Updated Text: [Response to public testimony:] Talk with your doctor, parent, or another trusted adult. Change will also be made to ebooks for Instructor Edition and Spanish, if appropriate.

Component: *Texas Health Skills for High School Student Edition*

ISBN: 9781683115311

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 591

Location: Last paragraph

Original Text: tell a trusted adult

Updated Text: [Response to public testimony:] tell a parent or other trusted adult. Change will also be made to ebooks for Instructor Edition and Spanish, if appropriate.

Component: *Texas Health Skills for High School Student Edition*

ISBN: 9781683115311

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 111

Location: 1st paragraph

Original Text: talk to a trusted adult about seeking help

Updated Text: [Response to public testimony:] talk to a parent or other trusted adult about seeking help. Change will also be made to ebooks for Instructor Edition and Spanish, if appropriate.

Component: *Texas Health Skills for High School Student Edition*

ISBN: 9781683115311

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 685

Location: Last paragraph

Original Text: Talking with a trusted adult

Updated Text: [Response to public testimony:] Talking with a parent or other trusted adult. Change will also be made to ebooks for Instructor Edition and Spanish, if appropriate.

Component: *Texas Health Skills for High School Student Edition*

ISBN: 9781683115311

Proclamation 2022 Report of Editorial Change (11/18/2021)

*updated since previous report

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 124

Location: 3rd paragraph

Original Text: seeking help from a trusted adult, friend, or professional

Updated Text: [Response to public testimony:] seeking help from a parent, other trusted adult, friend, or professional.

Change will also be made to ebooks for Instructor Edition and Spanish, if appropriate.

Publisher: Human Kinetics

Subject: Health Education, Grade 6

Program: *Live Well Middle School Health Interactive Web Text*

Component: *Live Well Middle School Health Interactive Web Text*

ISBN: 9781492594291

Link to Current Content:

[View Current Content](#)

Current Page Number(s): Chapter 8, lesson 8.4

Location: section Dating in Middle School (single paragraph)

Link to Updated Content:

[View Updated Content](#)

Original Text: In middle school, dating can mean different things to different people. Dating can mean you hang out together at lunch and hold hands when you walk down the hall; it can mean you text each other a lot throughout the day and evening; it can mean you think you are falling in love and this is the person you want to spend forever with; or it can mean you are in a serious relationship and are being sexually active. There is a big difference between holding hands in the hall and being sexually active, yet both of those dating relationships can happen in middle school. You need to think things through before doing either, because there are big responsibilities that come with being in a dating relationship.

Updated Text: Revised text; changes shown in bold: In middle school, dating can mean different things to different people. Dating can mean you hang out together at lunch and hold hands when you walk down the hall; it can mean you text each other a lot throughout the day and evening; it can mean you think you are falling in love and this is the person you want to spend forever with; **or it can mean you are in a serious relationship that may lead to you feeling pressure to engage in sexual activity.** There's a big difference between holding hands in the hall and being sexually active. **It is important to discuss dating and boundaries with your parent or guardian, because there are big responsibilities that come with being in a dating relationship.**

Component: *Live Well Middle School Health Interactive Web Text*

ISBN: 9781492594291

Link to Current Content:

[View Current Content](#)

Current Page Number(s): Chapter 8, lesson 8.4

Location: section Online Dating, subsection Online Dating Websites and Apps for Teens

Proclamation 2022 Report of Editorial Change (11/18/2021)

*updated since previous report

Link to Updated Content:

[View Updated Content](#)

Original Text: A number of online dating and friend sites have been developed just for teens, including MyLOL for teens 13 to 19, Yubo for teens 13 to 17, Skout also for teens 13 to 17, and Our Teen Network for teens 15 or older. All these sites have you enter the date of your birth to verify your age. The person on the other end of the conversation could really be 14 and looking for a friend, but they could have entered an incorrect date of birth and might actually be 39 and looking for an inappropriate relationship with a minor. Unfortunately, such things really do happen. This is why you must be careful about the kind of information you give out over the Internet, because you don't know really who it is you're talking to. Figure 8.6 lists the Dos and Don'ts of online dating.

Updated Text: Strike end of first sentence: "A number of online dating and friend sites have been developed just for teens. All these sites have you enter the date of your birth to verify your age. The person on the other end of the conversation could really be 14 and looking for a friend, but they could have entered an incorrect date of birth and might actually be 39 and looking for an inappropriate relationship with a minor. Unfortunately, such things really do happen. This is why you must be careful about the kind of information you give out over the Internet, because you don't know really who it is you're talking to. Figure 8.6 lists the Dos and Don'ts of online dating."

Component: *Live Well Middle School Health Interactive Web Text*

ISBN: 9781492594291

Link to Current Content:

[View Current Content](#)

Current Page Number(s): Chapter 8, lesson 8.4

Location: Sexual Orientation section, second screen

Link to Updated Content:

[View Updated Content](#)

Original Text: There was originally a photo of two boys with their foreheads together, noses touching.

Updated Text: This photo has been removed.

Component: *Live Well Middle School Health Interactive Web Text*

ISBN: 9781492594291

Link to Current Content:

[View Current Content](#)

Current Page Number(s): SUPPLEMENT/Reproductive and Sexual Health lesson 1

Location: section Being Sexually Active, subsection Influences on Your Sexual Activity

Link to Updated Content:

[View Updated Content](#)

Original Text: Second sentence: You and your partner being attracted to each other physically can lead to kissing and touching each other to show your affection. Sometimes, your kissing and touching can lead to sexual activity, including vaginal, anal, or oral sex.

Updated Text: Revised second sentence: You and your partner being attracted to each other physically can lead to kissing and touching each other to show your affection. Sometimes, if you do not practice abstinence (see lesson 3), your kissing and touching can lead to sexual activity.

Proclamation 2022 Report of Editorial Change (11/18/2021)

*updated since previous report

Component: *Live Well Middle School Health Interactive Web Text*

ISBN: 9781492594291

Link to Current Content:

[View Current Content](#)

Current Page Number(s): Chapter 8, lesson 8.4

Location: Healthy Living Skills: Accessing Information activity (click box to view activity text)

Link to Updated Content:

[View Updated Content](#)

Original Text: Look up three online teen dating sites. You can use the websites listed in this lesson (MyLOL, Skout, and Our Teen Network) or find others you've heard of. The websites must be for students in middle school or junior high (ages 13 and up). Use the Accessing Information and Reliable Websites Skill Cues to evaluate each site. Once you have gathered the information, write down three to five things you learned about online dating from each site.

Updated Text: [activity has been removed entirely]

Subject: Health Education, Grades 7–8

Program: *Live Well Middle School Health Interactive Web Text*

Component: *Live Well Middle School Health Interactive Web Text*

ISBN: 9781492594291

Link to Current Content:

[View Current Content](#)

Current Page Number(s): Chapter 8, lesson 8.4

Location: section Dating in Middle School (single paragraph)

Link to Updated Content:

[View Updated Content](#)

Original Text: In middle school, dating can mean different things to different people. Dating can mean you hang out together at lunch and hold hands when you walk down the hall; it can mean you text each other a lot throughout the day and evening; it can mean you think you are falling in love and this is the person you want to spend forever with; or it can mean you are in a serious relationship and are being sexually active. There is a big difference between holding hands in the hall and being sexually active, yet both of those dating relationships can happen in middle school. You need to think things through before doing either, because there are big responsibilities that come with being in a dating relationship.

Updated Text: (changes shown in bold): In middle school, dating can mean different things to different people. Dating can mean you hang out together at lunch and hold hands when you walk down the hall; it can mean you text each other a lot throughout the day and evening; it can mean you think you are falling in love and this is the person you want to spend forever with; **or it can mean you are in a serious relationship that may lead to you feeling pressure to engage in sexual activity.** There's a big difference between holding hands in the hall and being sexually active. **It is important to discuss dating and boundaries with your parent or guardian, because there are big responsibilities that come with being in a dating relationship.**

Component: *Live Well Middle School Health Interactive Web Text*

ISBN: 9781492594291

Proclamation 2022 Report of Editorial Change (11/18/2021)

*updated since previous report

Link to Current Content:

[View Current Content](#)

Current Page Number(s): Chapter 8, lesson 8.4

Location: section Online Dating, subsection Online Dating Websites and Apps for Teens

Link to Updated Content:

[View Updated Content](#)

Original Text: A number of online dating and friend sites have been developed just for teens, including MyLOL for teens 13 to 19, Yubo for teens 13 to 17, Skout also for teens 13 to 17, and Our Teen Network for teens 15 or older. All these sites have you enter the date of your birth to verify your age. The person on the other end of the conversation could really be 14 and looking for a friend, but they could have entered an incorrect date of birth and might actually be 39 and looking for an inappropriate relationship with a minor. Unfortunately, such things really do happen. This is why you must be careful about the kind of information you give out over the Internet, because you don't know really who it is you're talking to. Figure 8.6 lists the Dos and Don'ts of online dating.

Updated Text: Strike end of first sentence: "A number of online dating and friend sites have been developed just for teens. All these sites have you enter the date of your birth to verify your age. The person on the other end of the conversation could really be 14 and looking for a friend, but they could have entered an incorrect date of birth and might actually be 39 and looking for an inappropriate relationship with a minor. Unfortunately, such things really do happen. This is why you must be careful about the kind of information you give out over the Internet, because you don't know really who it is you're talking to. Figure 8.6 lists the Dos and Don'ts of online dating."

Component: *Live Well Middle School Health Interactive Web Text*

ISBN: 9781492594291

Link to Current Content:

[View Current Content](#)

Current Page Number(s): Chapter 8, lesson 8.4

Location: Sexual Orientation section, second screen

Link to Updated Content:

[View Updated Content](#)

Original Text: There was originally a photo of two boys with their foreheads together, noses touching.

Updated Text: This photo has been removed from the page.

Component: *Live Well Middle School Health Interactive Web Text*

ISBN: 9781492594291

Link to Current Content:

[View Current Content](#)

Current Page Number(s): SUPPLEMENT/Reproductive and Sexual Health lesson 1

Location: section Being Sexually Active, subsection Influences on Your Sexual Activity

Link to Updated Content:

[View Updated Content](#)

Proclamation 2022 Report of Editorial Change (11/18/2021)

*updated since previous report

Original Text: Second sentence: "You and your partner being attracted to each other physically can lead to kissing and touching each other to show your affection. Sometimes your kissing and touching can lead to sexual activity, including vaginal, anal, or oral sex."

Updated Text: Revised second sentence: "You and your partner being attracted to each other physically can lead to kissing and touching each other to show your affection. Sometimes, if you do not practice abstinence (see lesson 3), your kissing and touching can lead to sexual activity."

Component: *Live Well Middle School Health Interactive Web Text*

ISBN: 9781492594291

Link to Current Content:
[View Current Content](#)

Current Page Number(s): Chapter 8, lesson 8.4

Location: Healthy Living Skills: Accessing Information activity (click box to view activity text)

Link to Updated Content:

[View Updated Content](#)

Original Text: Accessing Information activity text: "Look up three online teen dating sites. You can use the websites listed in this lesson (MyLOL, Skout, and Our Teen Network) or find others you've heard of. The websites must be for students in middle school or junior high (ages 13 and up). Use the Accessing Information and Reliable Websites Skill Cues to evaluate each site. Once you have gathered the information, write down three to five things you learned about online dating from each site."

Updated Text: [removed the Accessing Information activity entirely]

Publisher: Lessonbee, Inc.

Subject: Health Education, Grades 7–8

Program: *Lessonbee Adaptive Online Health Education, Grades 7-8*

Component: *Lessonbee Adaptive Online Health Education, Grades 7-8*

ISBN: 9781736466339

Link to Current Content:
[View Current Content](#)

Current Page Number(s): Standards pages in all teacher guides

Location: Each teacher guide has standards listed as one of the first few pages

Original Text: National and state standards other than Texas listed in the teacher guides

Updated Text: We will remove all national standards and non-Texas standards and only keep the TEKS on the teacher guides.

Component: *Lessonbee Adaptive Online Health Education, Grades 7-8*

ISBN: 9781736466339

Current Page Number(s): any reference to abortion: these were all listed in the response to public comments

Location: these were all listed in the response to public comments

Proclamation 2022 Report of Editorial Change (11/18/2021)

*updated since previous report

Page 59 of 98

Original Text: these were all listed in the response to public comments

Updated Text: We have deleted any mention of abortion and uploaded new urls when we proposed changes in response to public comments (before the board meeting). We wanted to reiterate the omission of the word abortion as well as links to Planned Parenthood and Jane's Due Process since it was brought up again during public testimony.

Component: *Lessonbee Adaptive Online Health Education, Grades 7-8*

ISBN: 9781736466339

Current Page Number(s): Clarifying student data privacy throughout all courses: reflection questions

Location: throughout all courses: reflection questions

Original Text: NA: we are not changing anything, just clarifying

Updated Text: There were some parent concerns that their children would enter something in a reflection that would then be used against them to diagnose a mental health issue. Lessonbee doesn't collect or store any data from student reflections in our courses. Those are simply private opportunities for the student to reflect on their own thinking. We don't collect any PHI. We don't do any diagnostics. We don't sell student data. We comply with COPPA laws. Lessonbee allows flexible implementation and individualized education plans in every class. The student learns independently through self-paced online modules. Parents may opt-out of any modules discreetly without the need to pull the student out of the entire class.

Component: *Lessonbee Adaptive Online Health Education, Grades 7-8*

ISBN: 9781736466339

Current Page Number(s): NA (we have no content for transgender or gender spectrum)

Location: NA (we have no content for transgender or gender spectrum)

Original Text: NA (we have no content for transgender or gender spectrum)

Updated Text: We don't talk about gender identity or transgender identity anywhere in Lessonbee's content.

Component: *Lessonbee Adaptive Online Health Education, Grades 7-8*

ISBN: 9781736466339

Current Page Number(s): Any instance of 'trusted adult' mentioned

Location: Any instance of 'trusted adult' mentioned

Original Text: trusted adult

Updated Text: We will ensure that the word 'parents' is always listed first any time content suggests talking to a trusted adult.

Component: *Lessonbee Adaptive Online Health Education, Grades 7-8*

ISBN: 9781736466339

Link to Current Content:

[View Current Content](#)

Current Page Number(s): Pregnancy Production and Risk Reduction Strategies (slide after the cover page) We have inserted a slide

Location: After 1.1.1 Cover Screen

Link to Updated Content:

Proclamation 2022 Report of Editorial Change (11/18/2021)

*updated since previous report

[View Updated Content](#)

Original Text: NA

Updated Text: We added a slide to our 'Uses for the Reproductive System' and 'Pregnancy Prevention and Risk Reduction Strategies' modules that states: "Sexual behavior is not encouraged or promoted in middle school and we encourage you to talk to your parents or guardians about the consequences of sexual behavior. The following story is used to teach students about the risk of sexual behavior. Abstinence is the only 100% guarantee of safety from pregnancy and STIs."

Component: *Lessonbee Adaptive Online Health Education, Grades 7-8*

ISBN: 9781736466339

Link to Current Content:

[View Current Content](#)

Current Page Number(s): Uses for the Reproductive System: we inserted a slide after the cover screen

Location: After 1.1.1 Cover Screen

Link to Updated Content:

[View Updated Content](#)

Original Text: NA

Updated Text: We added a slide to our 'Uses for the Reproductive System' and 'Pregnancy Prevention and Risk Reduction Strategies' modules that states: "Sexual behavior is not encouraged or promoted in middle school and we encourage you to talk to your parents or guardians about the consequences of sexual behavior. The following story is used to teach students about the risk of sexual behavior. Abstinence is the only 100% guarantee of safety from pregnancy and STIs."

Publisher: QuaverEd

Subject: Health Education, Kindergarten

Program: *Quaver Health*

Component: *Quaver Health Online License*

ISBN: 9781642851427

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 0M08-2.4

Location: To see the pre-sample adoption version, login to quavered.com with username: QuaverHealthTEA / password: review 2022. Please see Teacher Notes by selecting Menu > Notes.

Link to Updated Content:

[View Updated Content](#)

Proclamation 2022 Report of Editorial Change (11/18/2021)

*updated since previous report

Page 61 of 98

Original Text: Teacher Notes: Sensitivity Note: This activity contains information that could be triggering or uncomfortable for those who have had adverse experiences related to the theme. Before: If you are aware of a student to whom this may apply, inform them of today's topic and offer an alternative placement, such as another classroom. During: Observe student behavior and information shared. After: Be prepared to connect with students who exhibit warning signs. Teacher Notes The QuaverHealth·PE Tracker allows students to check in and monitor their health progress over a number of different areas of health and allows the teacher to check individuals and class progress. It also allows the teacher to set their own individual, class, and school goals designed specifically for their situation. The students will use their Health Tracker "check in" each day and monitor their progress. Each assignment matches the theme of the lesson and sets a goal for the students to accomplish. In this instance, the focus is choices that benefit personal safety. Students will check in using a series of health related icons (K-2nd grade) or journaling (3-5th grade). For K-2nd grade, have students look at the Check-in challenge that is part of this lesson. Explain and discuss the icons they will need to check to record their answers. For 3-5th grade, read the journal prompt aloud and give time for students to reflect and record their responses. The teacher will select the class, the time parameters for the check-in, edit the goal if desired, and then select Save. The students will see this goal and the time parameters in their individual Health Tracker and check in on their progress. For further information about how to use this powerful tool, refer to Using the Health Tracker, found in the Instructional Guides section of the QuaverHealth·PE Curriculum. [116.12.b.11.A.i,ii; 116.13.b.11.A.i-iii; 116.14.b.11.A.i-iv; 116.15.b.11.A.i-iv]

Updated Text: OM08-2.4 - WAS Check-In (What Is Personal Safety?) REPLACED BY Lesson Mindset (Growing Stronger) Teacher Notes: Sensitivity Note: This activity contains information that could be triggering or uncomfortable for those who have had adverse experiences related to the theme. Before: If you are aware of a student to whom this may apply, inform them of today's topic and offer an alternative placement, such as another classroom. During: Observe student behavior and information shared. After: Be prepared to connect with students who exhibit warning signs. Teacher Notes This screen activity reinforces the theme of personal safety and how staying safe helps us grow strong bodies. Read aloud the Lesson Mindset: Growing stronger, playing longer. Ask them how making healthy decisions can help them grow stronger. Invite the students to explain what the phrase means to them. Ask them if they have examples they can share with the class. Select the speech bubble buttons at the bottom of the screen for a variety of activities reinforcing the learning of the phrase. Lesson Mindset Activities: Play button - Hear the lesson phrase Scatter & Rebuild - Place the words in the correct order to reconstruct the original phrase. Blanks - Fill in the missing words from memory. Note: The Type tool is helpful to type in the blanks. Icons - Basketballs will begin to populate the screen. The goal is to memorize the Lesson Mindset before the whole sentence is covered. Paraphrase - Say and type the Lesson Mindset in your own words. Analyze - Discuss the answers to each question. Remind students of the importance of personal safety, including wearing proper clothing and footwear for physical activity. Explain how proper attire and proper safety equipment promote safe participation and prevent injuries in a variety of physical activities. [116.12.b.11.A.i,ii; 116.13.b.11.A.i-iii; 116.14.b.11.A.i-iv; 116.15.b.11.A.i-iv]

Component: *Quaver Health Online License*

ISBN: 9781642851427

Link to Current Content:

[View Current Content](#)

Current Page Number(s): OM01-1.4

Location: To see the pre-sample adoption version, login to quavered.com with username: QuaverHealthTEA / password: review 2022. Please see Teacher Notes by selecting Menu > Notes.

Link to Updated Content:

[View Updated Content](#)

Proclamation 2022 Report of Editorial Change (11/18/2021)

*updated since previous report

Original Text: Teacher Notes: The Health Tracker allows students to check in and monitor their health progress over a number of different areas of health and allows the teacher to check individuals and class progress. It also allows the teacher to set their own individual, class, and school goals designed specifically for their situation. The students will use their Health Tracker "check in" each day and monitor their progress. In this instance, the focus is identifying daily habits that keep us healthy. Students will check in using a series of health related icons (K-2nd grade) or journaling (3-5th grade). For K-2nd grade, have students look at the Check-in challenge that is part of this lesson. Explain and discuss the icons they will need to check to record their answers. For 3-5th grade, read the journal prompt aloud and give time for students to reflect and record their responses. The teacher will select the class, the time parameters for the check-in, edit the goal if desired, and then select Save. The students will see this goal and the time parameters in their individual Health Tracker and check in on their progress. For further information about how to use this powerful tool, refer to Using the Health Tracker, found in the Instructional Guides section of the QuaverHealth Curriculum. under Curriculum Features. This screen activity introduces and explains how to use the Health Tracker. After presenting to the class, help them log on and open the Health Tracker in their Student Accounts. Invite them to complete a Check-In!

Updated Text: 0M01-1.4 - WAS Health Tracker Introduction replaced BY Lesson Mindset (Growing Stronger) Teacher Notes: This screen activity reinforces the theme of health and personal responsibility. Read aloud the Lesson Mindset: Growing stronger, playing longer. Invite the students to explain what the phrase means to them. Ask them if they have examples they can share with the class. Select the speech bubble buttons at the bottom of the screen for a variety of activities reinforcing the learning of the phrase. Lesson Mindset Activities: Play button - Hear the lesson phrase Scatter & Rebuild - Place the words in the correct order to reconstruct the original phrase. Blanks - Fill in the missing words from memory. Note: The Type tool is helpful to type in the blanks. Icons - Basketballs will begin to populate the screen. The goal is to memorize the Lesson Mindset before the whole sentence is covered. Paraphrase - Say and type the Lesson Mindset in your own words. Analyze - Discuss the answers to each question.

Component: *Quaver Health Online License*

ISBN: 9781642851427

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 0M06-3.4

Location: To see the pre-sample adoption version, login to quavered.com with username: QuaverHealthTEA / password: review 2022. Please see Teacher Notes by selecting Menu > Notes.

Link to Updated Content:

[View Updated Content](#)

Original Text: Teacher Notes: Sensitivity Note: This activity contains information that could be triggering or uncomfortable for those who have had adverse experiences related to the theme. Before: If you are aware of a student to whom this may apply, inform them of today's topic and offer an alternative placement, such as another classroom. During: Observe student behavior and information shared. After: Be prepared to connect with students who exhibit warning signs. Teacher Notes The Health Tracker allows students to check in and monitor their health progress over a number of different areas of health and allows the teacher to check individuals and class progress. It also allows the teacher to set their own individual, class, and school goals designed specifically for their situation. The students will use their Health Tracker "check-in" each day and monitor their progress. Each assignment matches the theme of the lesson and sets a goal for the students to accomplish. In this instance, the focus is choosing healthy eating habits like not eating past full or choosing healthy snack options from multiple food groups. Students will check in using a series of health related icons (K-2nd grade) or journaling (3-5th grade). For grades K-2, have students look at the Check-in challenge that is part of this lesson. Explain and discuss the icons they will need to check to record their answers. For grades 3-5, read the journal prompt aloud and give time for students to reflect and record their responses. The teacher will select the class, the time parameters for the check-in, edit the goal if desired, and then select Save. The students will see this goal and the time parameters in their individual Health Tracker and check in on their progress. For further information about how to use this powerful tool, refer to Using the Health Tracker, found in the Instructional Guides section of the QuaverHealth·PE Curriculum. under Curriculum Features. Ask the students to differentiate between healthy and unhealthy eating habits and name an unhealthy habit they will replace with a healthy habit this week. [115.16.b.9.B.i] After goals are set for the class, gather the class in two lines and discuss how to implement these new goals. Ask students to get creative and demonstrate refusal skills to help them deal with unhealthy eating situations so they can realize their goals just set. [115.16.b.9.B.ii]

Updated Text: 0M06-3.4 - WAS Check-In (Eating Habits) REPLACED BY Lesson Mindset (Growing Stronger) This screen activity reinforces the theme of healthy eating habits. Ask the students to differentiate between healthy and unhealthy eating habits and name an unhealthy habit they will replace with a healthy habit this week. [115.16.b.9.B.i] Ask students to get creative and demonstrate refusal skills to help them deal with unhealthy eating situations so they can realize their challenge. [115.16.b.9.B.ii] Healthy eating can help our bodies to grow stronger. Read aloud the Lesson Mindset: Growing stronger, playing longer. Ask them how making healthy decisions can help them grow stronger. Invite the students to explain what the phrase means to them. Ask them if they have examples they can share with the class. Select the speech bubble buttons at the bottom of the screen for a variety of activities reinforcing the learning of the phrase. Lesson Mindset Activities: Play button - Hear the lesson phrase Scatter & Rebuild - Place the words in the correct order to reconstruct the original phrase. Blanks - Fill in the missing words from memory. Note: The Type tool is helpful to type in the blanks. Icons - Basketballs will begin to populate the screen. The goal is to memorize the Lesson Mindset before the whole sentence is covered. Paraphrase - Say and type the Lesson Mindset in your own words. Analyze - Discuss the answers to each question.

Component: *Quaver Health Online License*

ISBN: 9781642851427

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 0M02-2.4

Location: To see the pre-sample adoption version, login to quavered.com with username: QuaverHealthTEA / password: review 2022. Please see Teacher Notes by selecting Menu > Notes.

Link to Updated Content:

[View Updated Content](#)

Proclamation 2022 Report of Editorial Change (11/18/2021)

*updated since previous report

Original Text: Teacher Notes: This screen activity gives students a chance to think about themselves and what they have learned. The Health Tracker allows students to check in and monitor their health progress over a number of different areas of health and allows you to check individuals and class progress. Set desired individual, class, and school goals designed specifically for your students' situation. Have students use their Health Tracker "check in" each day and monitor their progress. Each assignment matches the theme of the lesson and sets a goal for the students to accomplish. In this instance, the focus is making friends. Invite students to check in using a series of health related icons (K-2nd grade) or journaling (3-5th grade). For grades K-2, have students look at the Check-in challenge that is part of this lesson. Explain and discuss the icons they will need to check to record their answers. Select the class, the time parameters for the check-in, edit the goal if desired, and then select Save. The students will see this goal and the time parameters in their individual Health Tracker and check in on their progress. For further information about how to use this powerful tool, refer to Using the Health Tracker, found in the Instructional Guides section of the QuaverHealth·PE Curriculum. under Curriculum Features.

Updated Text: OM02-2.4 - WAS Check-In (Making New Friends) REPLACED BY Lesson Mindset (Growing Stronger) This screen activity reinforces the theme of strengthening our friendships and increasing our social health. Read aloud the Lesson Mindset: Growing stronger, playing longer. Invite the students to explain what the phrase means to them. Ask them if they have examples they can share with the class. Select the speech bubble buttons at the bottom of the screen for a variety of activities reinforcing the learning of the phrase. Lesson Mindset Activities: Play button - Hear the lesson phrase Scatter & Rebuild - Place the words in the correct order to reconstruct the original phrase. Blanks - Fill in the missing words from memory. Note: The Type tool is helpful to type in the blanks. Icons - Basketballs will begin to populate the screen. The goal is to memorize the Lesson Mindset before the whole sentence is covered. Paraphrase - Say and type the Lesson Mindset in your own words. Analyze - Discuss the answers to each question.

Component: *Quaver Health Online License*

ISBN: 9781642851427

Link to Current Content:

[View Current Content](#)

Current Page Number(s): OM03-3.4

Location: To see the pre-sample adoption version, login to quavered.com with username: QuaverHealthTEA / password: review 2022. Please see Teacher Notes by selecting Menu > Notes.

Link to Updated Content:

[View Updated Content](#)

Original Text: Teacher Notes: This screen activity helps students to track progress toward a personal goal. The Health Tracker allows students to check in and monitor their health progress over a number of different areas of health and allows the teacher to check individuals and class progress. It also allows the teacher to set their own individual, class, and school goals designed specifically for their situation. Check-ins are the classroom part of the Health Tracker. Students will either be checking in using a series of health related icons. The Check-in challenge chooses a specific area of health that matches the theme of the lesson and sets a goal for the students to accomplish. Explain the Health Tracker and how to use it for creating short-term and long-term goals based on their health and/or physical skills. Have students look at the Check-in challenge that is part of this lesson. Explain and discuss the icons they will need to check to record their answers. Provide guidance to students in creating their health goals. The teacher will select the class, the time parameters for the check-in, edit the goal if desired, and then select Save. The students will see this goal and the time parameters in their individual QuaverHealth-PE app and check in on their progress and analyze their data. For further information about how to use this powerful tool, refer to Using the Health Tracker, found in the Instructional Guides section of the QuaverHealth-PE Curriculum under Curriculum Features.

Updated Text: 0M03-3.4 - WAS Check-In (Short and Long-Term Goals) REPLACED BY Lesson Mindset (Growing Stronger) This screen activity reinforces the theme of tracking progress toward a personal goal. Read aloud the Lesson Mindset: Growing stronger, playing longer. Ask them how making healthy decisions can help them grow stronger. Invite the students to explain what the phrase means to them. Ask them if they have examples they can share with the class. Select the speech bubble buttons at the bottom of the screen for a variety of activities reinforcing the learning of the phrase. Lesson Mindset Activities: Play button - Hear the lesson phrase Scatter & Rebuild - Place the words in the correct order to reconstruct the original phrase. Blanks - Fill in the missing words from memory. Note: The Type tool is helpful to type in the blanks. Icons - Basketballs will begin to populate the screen. The goal is to memorize the Lesson Mindset before the whole sentence is covered. Paraphrase - Say and type the Lesson Mindset in your own words. Analyze - Discuss the answers to each question.

Component: *Quaver Health Online License*

ISBN: 9781642851427

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 0M07-4.4

Location: To see the pre-sample adoption version, login to quavered.com with username: QuaverHealthTEA / password: review 2022. Please see Teacher Notes by selecting Menu > Notes.

Link to Updated Content:

[View Updated Content](#)

Original Text: Teacher Notes: The Health Tracker allows students to check in and monitor their health progress over a number of different areas of health and allows the teacher to check individuals and class progress. It also allows the teacher to set their own individual, class, and school goals designed specifically for their situation. Check-ins are the classroom part of the Health Tracker. Students will either be checking in using a series of health related icons (K-2nd grade) or journaling (3-5th grade). The Check-in challenge chooses a specific area of health that matches the theme of the lesson and sets a goal for the students to accomplish. The students will use their Health Tracker "check in" each day and monitor their progress. In this instance, the focus is staying healthy. [116.12.b.9.A.i; 116.12.b.9.B.i] Have students look at the Check-in challenge that is part of this lesson. Explain and discuss the icons they will need to check to record their answers. Over time, students will be able to record and monitor their improvement on specific goals that help them stay healthy, such as physical fitness or nutrition goals. For example: students may count how many times they can hop while maintaining balance and work to improve that number. [116.12.b.9.A.i; 116.12.b.9.B.i] The teacher will select the class, the time parameters for the check-in, edit the goal if desired, and then select Save. The students will see this goal and the time parameters in their individual Health Tracker and check in on their progress. For further information about how to use this powerful tool, refer to Using the Health Tracker, found in the Instructional Guides section of the QuaverHealth·PE Curriculum under Curriculum Features. The Health Tracker allows students to check in and monitor their health progress over a number of different areas of health and allows the teacher to check individuals and class progress. It also allows the teacher to set their own individual, class, and school goals designed specifically for their situation. The students will use their Health Tracker "check in" each day and monitor their progress. Each assignment matches the theme of the lesson and sets a goal for the students to accomplish. In this instance, the focus is staying healthy. Students will check in using a series of health related icons (K-2nd grade) or journaling (3-5th grade). For K-2nd grade, have students look at the Check-in challenge that is part of this lesson. Explain and discuss the icons they will need to check to record their answers. For 3rd-5th grade, read the journal prompt aloud and give time for students to reflect and record their responses. The teacher will select the class, the time parameters for the check-in, edit the goal if desired, and then select Save. The students will see this goal and the time parameters in their individual Health Tracker and check in on their progress. For further information about how to use this powerful tool, refer to Using the Health Tracker, found in the Instructional Guides section of the QuaverHealth·PE Curriculum.

Updated Text: 0M07-4.4 - WAS Check-In (Staying Healthy) REPLACED BY Lesson Mindset (Growing Stronger) Teacher Notes: This screen activity reinforces the theme of staying healthy Invite students to answer how staying healthy helps us to grow strong and play longer. Read aloud the Lesson Mindset: Growing stronger, playing longer. Ask them how making healthy decisions can help them grow stronger. Invite the students to explain what the phrase means to them. Ask them if they have examples they can share with the class. Select the speech bubble buttons at the bottom of the screen for a variety of activities reinforcing the learning of the phrase. Have students create a staying healthy goal. It can be physical fitness or a nutrition goal. For example: students may count how many times they can hop while maintaining balance and work to improve that number. [116.12.b.9.A.i; 116.12.b.9.B.i] Lesson Mindset Activities: Play button - Hear the lesson phrase Scatter & Rebuild - Place the words in the correct order to reconstruct the original phrase. Blanks - Fill in the missing words from memory. Note: The Type tool is helpful to type in the blanks. Icons - Basketballs will begin to populate the screen. The goal is to memorize the Lesson Mindset before the whole sentence is covered. Paraphrase - Say and type the Lesson Mindset in your own words. Analyze - Discuss the answers to each question.

Component: *Quaver Health Online License*

ISBN: 9781642851427

Link to Current Content:
[View Current Content](#)

Current Page Number(s): 0M05-1.4

Location: To see the pre-sample adoption version, login to quavered.com with username: QuaverHealthTEA / password: review 2022. Please see Teacher Notes by selecting Menu > Notes.

Link to Updated Content:

Proclamation 2022 Report of Editorial Change (11/18/2021)

*updated since previous report

[View Updated Content](#)

Original Text: Teacher Notes: The screen activity allows students to think about themselves and the content from the lesson. The Health Tracker allows students to check in and monitor their progress over a number of different areas of health as it allows you to check individuals and class progress and set your own individual, class, and school goals designed specifically for your own unique situation. The students will use their Health Tracker "check in" each day to monitor their progress. Each assignment matches the theme of the lesson and sets a goal for the students to accomplish. In this instance the focus is learning how to accurately describe their emotions. Students will check in using a series of health related icons (K-2nd grade) or journaling (3-5th grade). For grades K-2, have students look at the Check-in challenge that is part of this lesson. Explain and discuss the icons they will need to check to record their answers. Select the class, the time parameters for the check-in, edit the goal if desired, and then select Save. The students will see this goal and the time parameters in their individual Health Tracker and check in on their responses. The further information about how to use this powerful tool, refer to Using the Health Tracker, found in the Instructional Guides section of the QuaverHealth·PE Curriculum, under Curriculum Features.

Updated Text: 0M05-1.4 - WAS Check-In (What Are Emotions?) REPLACED BY Lesson Mindset (Growing Stronger) Teacher Notes: This screen activity reinforces the theme of what emotions are. When we understand our emotions it helps us to grow stronger. Read aloud the Lesson Mindset: Growing stronger, playing longer. Ask them how making healthy decisions can help them grow stronger. Invite the students to explain what the phrase means to them. Ask them if they have examples they can share with the class. Select the speech bubble buttons at the bottom of the screen for a variety of activities reinforcing the learning of the phrase. Lesson Mindset Activities: Play button - Hear the lesson phrase Scatter & Rebuild - Place the words in the correct order to reconstruct the original phrase. Blanks - Fill in the missing words from memory. Note: The Type tool is helpful to type in the blanks. Icons - Basketballs will begin to populate the screen. The goal is to memorize the Lesson Mindset before the whole sentence is covered. Paraphrase - Say and type the Lesson Mindset in your own words. Analyze - Discuss the answers to each question.

Subject: Health Education, Grade 1

Program: *Quaver Health*

Component: *Quaver Health Online License*

ISBN: 9781642851427

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 1M01-1.4

Location: To see the pre-sample adoption version, login to quavered.com with username: QuaverHealthTEA / password: review 2022. Please see Teacher Notes by selecting Menu > Notes.

Link to Updated Content:

[View Updated Content](#)

Proclamation 2022 Report of Editorial Change (11/18/2021)

*updated since previous report

Original Text: Teacher Notes: The Health Tracker allows students to check in and monitor their health progress over a number of different areas of health and allows the teacher to check individuals and class progress. It also allows the teacher to set their own individual, class, and school goals designed specifically for their situation. The students will use their Health Tracker "check in" each day and monitor their progress. In this instance, the focus is identifying daily habits that keep us healthy. [116.13.b.9.A.i] Students will check in using a series of health related icons (K-2nd grade) or journaling (3-5th grade). For K-2nd grade, have students look at the Check-in challenge that is part of this lesson. Explain and discuss the icons they will need to check to record their answers. For 3-5th grade, read the journal prompt aloud and give time for students to reflect and record their responses. The teacher will select the class, the time parameters for the check-in, edit the goal if desired, and then select Save. The students will see this goal and the time parameters in their individual Health Tracker and check in on their responses. The further information about how to use this powerful tool, refer to Using the Health Tracker, found in the Instructional Guides section of the QuaverHealth-PE Curriculum. under Curriculum Features. Explain to students that there are many ways to monitor improvement in physical skills. To improve a physical skill like running, count how many laps you can run around the playground. Then, make a goal to run one additional lap in a week. Describe how tools, like a stopwatch or the Health Tracker, can also help monitor progress toward improvement or progress toward a goal. Invite students to explain examples of additional ways to measure improvement in physical skills and toward health-related goals. [116.13.b.9.B.i]

Updated Text: 1M01-1.4 - WAS Health Tracker Introduction REPLACED BY Lesson Mindset (Growing Stronger) This screen activity reinforces the theme of health and personal responsibility. Read aloud the Lesson Mindset: Growing stronger, playing longer. Invite the students to explain what the phrase means to them. Ask them if they have examples they can share with the class. Select the speech bubble buttons at the bottom of the screen for a variety of activities reinforcing the learning of the phrase. Lesson Mindset Activities: Play button - Hear the lesson phrase Scatter & Rebuild - Place the words in the correct order to reconstruct the original phrase. Blanks - Fill in the missing words from memory. Note: The Type tool is helpful to type in the blanks. Icons - Basketballs will begin to populate the screen. The goal is to memorize the Lesson Mindset before the whole sentence is covered. Paraphrase - Say and type the Lesson Mindset in your own words. Analyze - Discuss the answers to each question. Discuss the importance of setting health related goals to grow strong bodies and minds. Remind students that health is related to both their physical bodies and their minds. Ask students to set a goal for completing daily habits that keep them healthy. [116.13.b.9.A.i] Explain to students that there are many ways to monitor improvement in physical skills. To improve a physical skill like running, count how many laps you can run around the playground. Then, make a goal to run one additional lap in a week. Describe how tools, like a stopwatch, can also help monitor progress toward improvement or progress toward a goal. Invite students to explain examples of additional ways to measure improvement in physical skills and toward health-related goals. [116.13.b.9.B.i]

Component: *Quaver Health Online License*

ISBN: 9781642851427

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 1M02-1.5

Location: To see the pre-sample adoption version, login to quavered.com with username: QuaverHealthTEA / password: review 2022. Please see Teacher Notes by selecting Menu > Notes.

Link to Updated Content:

[View Updated Content](#)

Proclamation 2022 Report of Editorial Change (11/18/2021)

*updated since previous report

Original Text: Teacher Notes: This screen activity reviews and recaps the important concepts of the lesson regarding respectfully communicating their needs, wants, and feelings with others. The Health Tracker allows students to check in and monitor their health progress over a number of different areas of health and allows the teacher to check individuals and class progress. It also allows the teacher to set their own individual, class, and school goals designed specifically for their situation. Check-ins are the classroom part of the Health Tracker. Students will either be checking in using a series of health related icons. The Check-in challenge chooses a specific area of health that matches the theme of the lesson and sets a goal for the students to accomplish. The students will use their Health Tracker "check in" each day and monitor their progress. In this instance, the focus is identifying and communicating emotions. Have students look at the Check-in challenge that is part of this lesson. Explain and discuss the icons they will need to check to record their answers. The teacher will select the class, the time parameters for the check-in, edit the goal if desired, and then select Save. The students will see this goal and the time parameters in their individual Health Tracker and check in on their responses. The further information about how to use this powerful tool, refer to Using the Health Tracker, found in the Instructional Guides section of the QuaverHealth-PE Curriculum under Curriculum Features.

Updated Text: 1M02-1.5 - WAS Check-In (Expressing Your Feelings) REPLACED BY Lesson Mindset (Growing Stronger) This screen activity reinforces the theme of the importance of expressing feelings in growing strong bodies and minds. Read aloud the Lesson Mindset: Growing stronger, playing longer. Invite the students to explain what the phrase means to them. Ask them if they have examples they can share with the class. Select the speech bubble buttons at the bottom of the screen for a variety of activities reinforcing the learning of the phrase. Lesson Mindset Activities: Play button - Hear the lesson phrase Scatter & Rebuild - Place the words in the correct order to reconstruct the original phrase. Blanks - Fill in the missing words from memory. Note: The Type tool is helpful to type in the blanks. Icons - Basketballs will begin to populate the screen. The goal is to memorize the Lesson Mindset before the whole sentence is covered. Paraphrase - Say and type the Lesson Mindset in your own words. Analyze - Discuss the answers to each question.

Component: *Quaver Health Online License*

ISBN: 9781642851427

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 1M03-3.4

Location: To see the pre-sample adoption version, login to quavered.com with username: QuaverHealthTEA / password: review 2022. Please see Teacher Notes by selecting Menu > Notes.

Link to Updated Content:

[View Updated Content](#)

Original Text: Teacher Notes: This screen activity applies the learning of the lesson by having the student track progress toward a goal they have created. The Health Tracker allows students to check in and monitor their health progress over a number of different areas of health and allows the teacher to check individuals and class progress. It also allows the teacher to set their own individual, class, and school goals designed specifically for their situation. Check-ins are the classroom part of the Health Tracker. Students will either be checking in using a series of health related icons. The Check-in challenge chooses a specific area of health that matches the theme of the lesson and sets a goal for the students to accomplish. The students will use their Health Tracker "check in" each day and monitor their progress. In this instance, the focus is creating short-term and long-term goals. During this activity, students will create a goal based on their health and/or physical skills. [116.14.b.9.A.i-ii] Have students look at the Check-in challenge that is part of this lesson. Explain and discuss the icons they will need to check to record their answers. Provide guidance to students in creating their health goals. [116.13.b.9.A.i] The teacher will select the class, the time parameters for the check-in, edit the goal if desired, and then select Save. The students will see this goal and the time parameters in their individual QuaverHealth·PE app and check in on their progress and analyze their data. [116.13.b.9.B.i; 116.14.b.9.B.i-ii; 116.16.b.9.B.i-ii] Ask students what tools they might use to keep track of their goals and when they reach them (writing it in a journal, calendar, and setting a target date). Provide an example of how to do this that is visible to students. [116.13.b.9.B.i] The teacher will select the class, the time parameters for the check-in, edit the goal if desired, and then select Save. The students will see this goal and the time parameters in their individual Health Tracker and check in on their responses. The further information about how to use this powerful tool, refer to Using the Health Tracker, found in the Instructional Guides section of the QuaverHealth·PE Curriculum under Curriculum Features.

Updated Text: 1M03-3.4 - WAS Check-In (Short and Long-Term Goals) REPLACED BY Lesson Mindset (Growing Stronger)
This screen activity reinforces the theme of short and long term goals. Read aloud the Lesson Mindset: Growing stronger, playing longer. Discuss how having a goal can help you grow stronger. Have students create a goal based on their health and/or physical skills. [116.14.b.9.A.i-ii] Provide guidance to students in creating their health goals. [116.13.b.9.A.i] Ask students what tools they might use to keep track of their goals and when they reach them (writing it in a journal, calendar, and setting a target date). Provide an example of how to do this that is visible to students. [116.13.b.9.B.i] Discuss how they will keep track of data. [116.13.b.9.B.i; 116.14.b.9.B.i-ii; 116.16.b.9.B.i-ii] Invite the students to explain what the phrase means to them. Ask them if they have examples they can share with the class. Select the speech bubble buttons at the bottom of the screen for a variety of activities reinforcing the learning of the phrase. Lesson Mindset Activities: Play button - Hear the lesson phrase Scatter & Rebuild - Place the words in the correct order to reconstruct the original phrase. Blanks - Fill in the missing words from memory. Note: The Type tool is helpful to type in the blanks. Icons - Basketballs will begin to populate the screen. The goal is to memorize the Lesson Mindset before the whole sentence is covered. Paraphrase - Say and type the Lesson Mindset in your own words. Analyze - Discuss the answers to each question.

Component: *Quaver Health Online License*

ISBN: 9781642851427

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 1M08-2.4

Location: To see the pre-sample adoption version, login to quavered.com with username: QuaverHealthTEA / password: review 2022. Please see Teacher Notes by selecting Menu > Notes.

Link to Updated Content:

[View Updated Content](#)

Proclamation 2022 Report of Editorial Change (11/18/2021)

*updated since previous report

Original Text: Teacher Notes: Sensitivity Note: This activity contains information that could be triggering or uncomfortable for those who have had adverse experiences related to the theme. Before: If you are aware of a student to whom this may apply, inform them of today's topic and offer an alternative placement, such as another classroom. During: Observe student behavior and information shared. After: Be prepared to connect with students who exhibit warning signs. Teacher Notes The QuaverHealth·PE Tracker allows students to check in and monitor their health progress over a number of different areas of health and allows the teacher to check individuals and class progress. It also allows the teacher to set their own individual, class, and school goals designed specifically for their situation. The students will use their Health Tracker "check in" each day and monitor their progress. Each assignment matches the theme of the lesson and sets a goal for the students to accomplish. In this instance, the focus is choices that benefit personal safety. Students will check in using a series of health related icons (K-2nd grade) or journaling (3-5th grade). For K-2nd grade, have students look at the Check-in challenge that is part of this lesson. Explain and discuss the icons they will need to check to record their answers. For 3-5th grade, read the journal prompt aloud and give time for students to reflect and record their responses. The teacher will select the class, the time parameters for the check-in, edit the goal if desired, and then select Save. The students will see this goal and the time parameters in their individual Health Tracker and check in on their responses. The further information about how to use this powerful tool, refer to Using the Health Tracker, found in the Instructional Guides section of the QuaverHealth·PE Curriculum.

Updated Text: 1M08-2.4 - WAS Check-In (What Is Personal Safety - Going Deeper) REPLACED BY Lesson Mindset (Growing Stronger) Teacher Notes: Sensitivity Note: This activity contains information that could be triggering or uncomfortable for those who have had adverse experiences related to the theme. Before: If you are aware of a student to whom this may apply, inform them of today's topic and offer an alternative placement, such as another classroom. During: Observe student behavior and information shared. After: Be prepared to connect with students who exhibit warning signs. Teacher Notes This screen activity reinforces the theme of personal safety and how staying safe helps us grow strong bodies. Read aloud the Lesson Mindset: Growing stronger, playing longer. Ask them how making healthy decisions can help them grow stronger. Invite the students to explain what the phrase means to them. Ask them if they have examples they can share with the class. Select the speech bubble buttons at the bottom of the screen for a variety of activities reinforcing the learning of the phrase. Lesson Mindset Activities: Play button - Hear the lesson phrase Scatter & Rebuild - Place the words in the correct order to reconstruct the original phrase. Blanks - Fill in the missing words from memory. Note: The Type tool is helpful to type in the blanks. Icons - Basketballs will begin to populate the screen. The goal is to memorize the Lesson Mindset before the whole sentence is covered. Paraphrase - Say and type the Lesson Mindset in your own words. Analyze - Discuss the answers to each question.

Subject: Health Education, Grade 2

Program: *Quaver Health*

Component: *Quaver Health Online License*

ISBN: 9781642851427

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 2M07-4.4

Location: To see the pre-sample adoption version, login to quavered.com with username: QuaverHealthTEA / password: review 2022. Please see Teacher Notes by selecting Menu > Notes.

Link to Updated Content:

[View Updated Content](#)

Proclamation 2022 Report of Editorial Change (11/18/2021)

*updated since previous report

Original Text: Teacher Notes: The Health Tracker allows students to check in and monitor their health progress over a number of different areas of health and allows the teacher to check individuals and class progress. It also allows the teacher to set their own individual, class, and school goals designed specifically for their situation. The students will use their Health Tracker "check in" each day and monitor their progress. Each assignment matches the theme of the lesson and sets a goal for the students to accomplish. In this instance, the focus is dimensions of health. Students will check in using a series of health related icons (K-2nd grade) or journaling (3-5th grade). For K-2nd grade, have students look at the Check-in challenge that is part of this lesson. Explain and discuss the icons they will need to check to record their answers. For 3-5th grade, read the journal prompt aloud and give time for students to reflect and record their responses. The teacher will select the class, the time parameters for the check-in, edit the goal if desired, and then select Save. The students will see this goal and the time parameters in their individual Health Tracker and check in on their responses. The further information about how to use this powerful tool, refer to Using the Health Tracker, found in the Instructional Guides section of the QuaverHealth-PE Curriculum. under Curriculum Features. One key dimension of health is physical fitness. As time allows, invite the students to identify and explain the social benefits of physical fitness as well as overall fitness. (Examples: ability to play team sports; confidence to engage in social situations, and so on) [115.16.b.7.A.iii; 115.17.b.8.A.iii]

Updated Text: 2M07-4.4 - WAS Check-In (Dimensions of Health)REPLACED BY Lesson Mindset (Growing Stronger)This screen activity reinforces the theme of the dimensions of health. Discuss how knowing about the dimensions of health can help us grow stronger and play longer. Read aloud the Lesson Mindset: Growing stronger, playing longer. Ask them how making healthy decisions can help them grow stronger. Invite the students to explain what the phrase means to them. Ask them if they have examples they can share with the class. Select the speech bubble buttons at the bottom of the screen for a variety of activities reinforcing the learning of the phrase. One key dimension of health and growing stronger is physical fitness. As time allows, invite the students to identify and explain the social benefits of physical fitness as well as overall fitness. (Examples: ability to play team sports; confidence to engage in social situations, and so on) [115.16.b.7.A.iii; 115.17.b.8.A.iii]Lesson Mindset Activities: Play button - Hear the lesson phrase Scatter & Rebuild - Place the words in the correct order to reconstruct the original phrase. Blanks - Fill in the missing words from memory. Note: The Type tool is helpful to type in the blanks. Icons - Basketballs will begin to populate the screen. The goal is to memorize the Lesson Mindset before the whole sentence is covered. Paraphrase - Say and type the Lesson Mindset in your own words. Analyze - Discuss the answers to each question.

Component: *Quaver Health Online License*

ISBN: 9781642851427

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 2M05-4.4

Location: To see the pre-sample adoption version, login to quavered.com with username: QuaverHealthTEA / password: review 2022. Please see Teacher Notes by selecting Menu > Notes.

Link to Updated Content:

[View Updated Content](#)

Proclamation 2022 Report of Editorial Change (11/18/2021)

*updated since previous report

Original Text: Teacher Notes: The Health Tracker allows students to check in and monitor their health progress over a number of different areas of health and allows the teacher to check individuals and class progress. It also allows the teacher to set their own individual, class, and school goals designed specifically for their situation. The students will use their Health Tracker "check in" each day and monitor their progress. Each assignment matches the theme of the lesson and sets a goal for the students to accomplish. In this instance, the focus is identifying strong feelings. Students will check in using a series of health related icons (K-2nd grade) or journaling (3-5th grade). For grades K-2, have students look at the Check-in challenge that is part of this lesson. Explain and discuss the icons they will need to check to record their answers. For grades 3-5, read the journal prompt aloud and give time for students to reflect and record their responses. The teacher will select the class, the time parameters for the check-in, edit the goal if desired, and then select Save. The students will see this goal and the time parameters in their individual Health Tracker and check in on their responses. The further information about how to use this powerful tool, refer to Using the Health Tracker, found in the Instructional Guides section of the QuaverHealth-PE Curriculum under Curriculum Features.

Updated Text: 2M05-4.4 - WAS Check-In (Identifying Strong Feelings) REPLACED BY Lesson Mindset (Growing Stronger)
This screen activity reinforces the theme of identifying strong emotions. Identifying our strong emotions helps us understand ourselves and to grow stronger. Read aloud the Lesson Mindset: Growing stronger, playing longer. Ask them how making healthy decisions can help them grow stronger. Invite the students to explain what the phrase means to them. Ask them if they have examples they can share with the class. Select the speech bubble buttons at the bottom of the screen for a variety of activities reinforcing the learning of the phrase. Lesson Mindset Activities: Play button - Hear the lesson phrase Scatter & Rebuild - Place the words in the correct order to reconstruct the original phrase. Blanks - Fill in the missing words from memory. Note: The Type tool is helpful to type in the blanks. Icons - Basketballs will begin to populate the screen. The goal is to memorize the Lesson Mindset before the whole sentence is covered. Paraphrase - Say and type the Lesson Mindset in your own words. Analyze - Discuss the answers to each question.

Component: *Quaver Health Online License*

ISBN: 9781642851427

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 2M08-1.4

Location: To see the pre-sample adoption version, login to quavered.com with username: QuaverHealthTEA / password: review 2022. Please see Teacher Notes by selecting Menu > Notes.

Link to Updated Content:

[View Updated Content](#)

Original Text: Teacher Notes: The Health Tracker allows students to check in and monitor their health progress over a number of different areas of health and allows the teacher to check individuals and class progress. It also allows the teacher to set their own individual, class, and school goals designed specifically for their situation. The students will use their Health Tracker "check in" each day and monitor their progress. Each assignment matches the theme of the lesson and sets a goal for the students to accomplish. In this instance, the focus is Playground Safety. Students will check in using a series of health related icons (K-2nd grade) or journaling (3-5th grade). For grades K-2, have students look at the Check-in challenge that is part of this lesson. Explain and discuss the icons they will need to check to record their answers. For grades 3-5, read the journal prompt aloud and give time for students to reflect and record their responses. The teacher will select the class, the time parameters for the check-in, edit the goal if desired, and then select Save. The students will see this goal and the time parameters in their individual Health Tracker and check in on their responses. The further information about how to use this powerful tool, refer to Using the Health Tracker, found in the Instructional Guides section of the QuaverHealth-PE Curriculum. under Curriculum Features.

Proclamation 2022 Report of Editorial Change (11/18/2021)

*updated since previous report

Updated Text: 2M08-1.4 - WAS Check-In (Playground Safety) REPLACED BY Lesson Mindset (Growing Stronger) This screen activity reinforces the theme of playground safety. Ask students how playing longer and playground safety are connected. Read aloud the Lesson Mindset: Growing stronger, playing longer. Ask them how making healthy decisions can help them grow stronger. Invite the students to explain what the phrase means to them. Ask them if they have examples they can share with the class. Select the speech bubble buttons at the bottom of the screen for a variety of activities reinforcing the learning of the phrase. Lesson Mindset Activities: Play button - Hear the lesson phrase Scatter & Rebuild - Place the words in the correct order to reconstruct the original phrase. Blanks - Fill in the missing words from memory. Note: The Type tool is helpful to type in the blanks. Icons - Basketballs will begin to populate the screen. The goal is to memorize the Lesson Mindset before the whole sentence is covered. Paraphrase - Say and type the Lesson Mindset in your own words. Analyze - Discuss the answers to each question.

Component: *Quaver Health Online License*

ISBN: 9781642851427

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 2M02-2.4

Location: To see the pre-sample adoption version, login to quavered.com with username: QuaverHealthTEA / password: review 2022. Please see Teacher Notes by selecting Menu > Notes.

Link to Updated Content:

[View Updated Content](#)

Original Text: Teacher Notes: This screen activity focuses the students on real life healthy choices. Have the students work in groups, or pairs for this screen activity. Press the Play button and have students discuss the scenario, the possible answers, and the correct choice. Ask them if there are other options besides the three they see on the screen.

Updated Text: 2M02-2.4 - WAS Check-In (Qualities of a Good Friend) REPLACED BY Lesson Mindset (Growing Stronger) This screen activity reinforces the theme of strengthening our friendships and increasing our social health. Read aloud the Lesson Mindset: Growing stronger, playing longer. Invite the students to explain what the phrase means to them. Ask them if they have examples they can share with the class. Select the speech bubble buttons at the bottom of the screen for a variety of activities reinforcing the learning of the phrase. Lesson Mindset Activities: Play button - Hear the lesson phrase Scatter & Rebuild - Place the words in the correct order to reconstruct the original phrase. Blanks - Fill in the missing words from memory. Note: The Type tool is helpful to type in the blanks. Icons - Basketballs will begin to populate the screen. The goal is to memorize the Lesson Mindset before the whole sentence is covered. Paraphrase - Say and type the Lesson Mindset in your own words. Analyze - Discuss the answers to each question.

Component: *Quaver Health Online License*

ISBN: 9781642851427

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 2M06-3.4

Location: To see the pre-sample adoption version, login to quavered.com with username: QuaverHealthTEA / password: review 2022. Please see Teacher Notes by selecting Menu > Notes.

Link to Updated Content:

[View Updated Content](#)

Proclamation 2022 Report of Editorial Change (11/18/2021)

*updated since previous report

Original Text: Teacher Notes: The Health Tracker allows students to check in and monitor their health progress over a number of different areas of health and allows the teacher to check individuals and class progress. It also allows the teacher to set their own individual, class, and school goals designed specifically for their situation. The students will use their Health Tracker "check in" each day and monitor their progress. Each assignment matches the theme of the lesson and sets a goal for the students to accomplish. In this instance, the focus is hydration. Students will check in using a series of health related icons (K-2nd grade) or journaling (3-5th grade). For grades K-2, have students look at the Check-in challenge that is part of this lesson. Explain and discuss the icons they will need to check to record their answers. For grades 3-5, read the journal prompt aloud and give time for students to reflect and record their responses. The teacher will select the class, the time parameters for the check-in, edit the goal if desired, and then select Save. The students will see this goal and the time parameters in their individual Health Tracker and check in on their responses. The further information about how to use this powerful tool, refer to Using the Health Tracker, found in the Instructional Guides section of the QuaverHealth-PE Curriculum. under Curriculum Features.

Updated Text: 2M06-3.4 - WAS Check-In (The Role Water Plays) REPLACED BY Lesson Mindset (Growing Stronger)
Teacher Notes: This screen activity reinforces the theme of the importance of water for growing a healthy and strong body. Read aloud the Lesson Mindset: Growing stronger, playing longer. Ask them how making healthy decisions can help them grow stronger. Invite the students to explain what the phrase means to them. Ask them if they have examples they can share with the class. Select the speech bubble buttons at the bottom of the screen for a variety of activities reinforcing the learning of the phrase. Lesson Mindset Activities: Play button - Hear the lesson phrase Scatter & Rebuild - Place the words in the correct order to reconstruct the original phrase. Blanks - Fill in the missing words from memory. Note: The Type tool is helpful to type in the blanks. Icons - Basketballs will begin to populate the screen. The goal is to memorize the Lesson Mindset before the whole sentence is covered. Paraphrase - Say and type the Lesson Mindset in your own words. Analyze - Discuss the answers to each question.

Component: *Quaver Health Online License*

ISBN: 9781642851427

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 2M04-3.4

Location: To see the pre-sample adoption version, login to quavered.com with username: QuaverHealthTEA / password: review 2022. Please see Teacher Notes by selecting Menu > Notes.

Link to Updated Content:

[View Updated Content](#)

Original Text: The Health Journal allows students to check in and monitor their health progress over a number of different areas of health and allows the teacher to check individuals and class progress. It also allows the teacher to set their own individual, class, and school goals designed specifically for their situation. The students will use their Health Journal "check in" each day and monitor their progress. In this instance the focus is identifying daily habits that keep us healthy. Students will check in using a series of health related icons (K-2nd grade) or journaling (3-5th grade). For grades K-2, have students look at the Check-in challenge that is part of this lesson. Explain and discuss the icons they will need to check to record their answers. For grades 3-5, read the journal prompt aloud and give time for students to reflect and record their responses. The teacher will select the class, the time parameters for the check-in, edit the goal if desired, and then select Save. The students will see this goal and the time parameters in their individual Health Tracker and check in on their responses. The further information about how to use this powerful tool, refer to Using the Health Tracker, found in the Instructional Guides section of the QuaverHealth-PE Curriculum, under Curriculum Features. Explain to students that there are many ways to monitor Improvement in physical skills. To improve a physical skill like running, count how many laps you can run around the playground. Then make a call to run one additional lap in a week. Describe how tools, like a stopwatch for the Health Tracker, could also help monitor your progress toward improvement or progress toward a goal. Invite students to explain examples of additional ways to measure improvement in physical skills and toward health related goals.

Updated Text: 2M04-3.4 - Journal Time - We removed Health Tracker journal screens and replaced them with static journal prompts in response to public testimony. Teacher Notes: Ask students to consider: Set a goal this week to do one exercise for 15 minutes every day. Write why you chose that exercise. What will you do to make sure you reach your goal?

Component: *Quaver Health Online License*

ISBN: 9781642851427

Link to Current Content:
[View Current Content](#)

Current Page Number(s): 2M01-1.4

Location: To see the pre-sample adoption version, login to quavered.com with username: QuaverHealthTEA / password: review 2022. Please see Teacher Notes by selecting Menu > Notes.

Link to Updated Content:
[View Updated Content](#)

Original Text: Teacher Notes: The Health Tracker allows students to check in and monitor their health progress over a number of different areas of health and allows the teacher to check individuals and class progress. It also allows the teacher to set their own individual, class, and school goals designed specifically for their situation. The students will use their Health Tracker "check in" each day and monitor their progress. Each assignment matches the theme of the lesson and sets a goal for the students to accomplish. In this instance, the focus is identifying daily habits that keep us healthy. Students will check in using a series of health related icons (K-2nd grade) or journaling (3-5th grade). For K-2, have students look at the Check-in challenge that is part of this lesson. Explain and discuss the icons they will need to check to record their answers. For grades 3-5, read the journal prompt aloud and give time for students to reflect and record their responses. The teacher will select the class, the time parameters for the check-in, edit the goal if desired, and then select Save. The students will see this goal and the time parameters in their individual Health Tracker and check in on their responses. The further information about how to use this powerful tool, refer to Using the Health Tracker, found in the Instructional Guides section of the QuaverHealth-PE Curriculum, under Curriculum Features. Explain to students that there are many ways to monitor Improvement in physical skills. To improve a physical skill like running, count how many laps you can run around the playground. Then make a call to run one additional lap in a week. Describe how tools, like a stopwatch for the Health Tracker, could also help monitor your progress toward improvement or progress toward a goal. Invite students to explain examples of additional ways to measure improvement in physical skills and toward health related goals.

Proclamation 2022 Report of Editorial Change (11/18/2021)

*updated since previous report

Updated Text: 2M01-1.4 - WAS Health Tracker Introduction REPLACED BY Lesson Mindset (Growing Stronger) This screen activity reinforces the theme of health and personal responsibility. Read aloud the Lesson Mindset: Growing stronger, playing longer. Invite the students to explain what the phrase means to them. Ask them if they have examples they can share with the class. Select the speech bubble buttons at the bottom of the screen for a variety of activities reinforcing the learning of the phrase. Lesson Mindset Activities: Play button - Hear the lesson phrase Scatter & Rebuild - Place the words in the correct order to reconstruct the original phrase. Blanks - Fill in the missing words from memory. Note: The Type tool is helpful to type in the blanks. Icons - Basketballs will begin to populate the screen. The goal is to memorize the Lesson Mindset before the whole sentence is covered. Paraphrase - Say and type the Lesson Mindset in your own words. Analyze - Discuss the answers to each question.

Component: *Quaver Health Online License*

ISBN: 9781642851427

Link to Current Content:
[View Current Content](#)

Current Page Number(s): 2M04-2.4

Location: To see the pre-sample adoption version, login to quavered.com with username: QuaverHealthTEA / password: review 2022. Please see Teacher Notes by selecting Menu > Notes.

Link to Updated Content:
[View Updated Content](#)

Original Text: Teacher Notes: The purpose of this screen activity is for students to monitor their oral hygiene over the period of a week. The Health Tracker allows students to check in and monitor their health progress over a number of different areas of health and allows the teacher to check individuals and class progress. The students will use their Health Tracker "check in" each day and monitor their progress. Each assignment matches the theme of the lesson and sets a goal for the students to accomplish. In this instance, the focus is teeth and oral hygiene. Have students look at the Check-in challenge that is part of this lesson. Explain and discuss the icons they will need to check on their student dashboard to record their answers. The teacher will select the class, the time parameters for the check-in, edit the goal if desired, and then select Save. The students will see this goal and the time parameters in their individual Health Tracker and check in on their responses. The further information about how to use this powerful tool, refer to Using the Health Tracker, found in the Instructional Guides section of the QuaverHealth-PE Curriculum. under Curriculum Features.

Updated Text: 2M04-2.4 - WAS Check-In (Brushing and Flossing) REPLACED BY Lesson Mindset (Growing Stronger) This screen activity reinforces the theme of brushing and flossing teeth. Read aloud the Lesson Mindset: Growing stronger, playing longer. Ask them how making healthy decisions can help them grow stronger. Invite the students to explain what the phrase means to them. Ask them if they have examples they can share with the class. Select the speech bubble buttons at the bottom of the screen for a variety of activities reinforcing the learning of the phrase. Lesson Mindset Activities: Play button - Hear the lesson phrase Scatter & Rebuild - Place the words in the correct order to reconstruct the original phrase. Blanks - Fill in the missing words from memory. Note: The Type tool is helpful to type in the blanks. Icons - Basketballs will begin to populate the screen. The goal is to memorize the Lesson Mindset before the whole sentence is covered. Paraphrase - Say and type the Lesson Mindset in your own words. Analyze - Discuss the answers to each question.

Subject: Health Education, Grade 3

Program: *Quaver Health*

Component: *Quaver Health Online License*

ISBN: 9781642851427

Proclamation 2022 Report of Editorial Change (11/18/2021)

*updated since previous report

Page 78 of 98

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 3M01-1.4

Location: To see the pre-sample adoption version, login to quavered.com with username: QuaverHealthTEA / password: review 2022. Please see Teacher Notes by selecting Menu > Notes.

Link to Updated Content:

[View Updated Content](#)

Original Text: Teacher Notes: The Health Tracker allows students to check in and monitor their health progress over a number of different areas of health and allows the teacher to check individuals and class progress. It also allows the teacher to set their own individual, class, and school goals designed specifically for their situation. The students will use their Health Tracker "check-in" each day to measure improvement, monitor their progress, and analyze their personal data to target areas needing improvement. In this instance, the focus is healthy choices at school including health-related fitness. [116.15.b.9.B.i,ii; 116.16.b.9.B.i-ii; 116.17.b.9.B.i-ii] Discuss the importance of setting personal improvement goals, such as improving health-related fitness. Work with the class to develop personal and class goals to work for throughout the year. [116.15.b.9.A.i; 116.16.b.9.A.i; 116.17.b.9.A.i] Students will check in using a series of health related icons (K-2nd grade) or journaling (3-5th grade). For K-2nd grade, have students look at the Check-in challenge that is part of this lesson. Explain and discuss the icons they will need to check to record their answers. For 3-5th grade, read the journal prompt aloud and give time for students to reflect and record their responses. The teacher will select the class, the time parameters for the check-in, edit the goal if desired, and then select Save. The students will see this goal and the time parameters in their individual Health Tracker and check in on their responses. The further information about how to use this powerful tool, refer to Using the Health Tracker, found in the Instructional Guides section of the QuaverHealth-PE Curriculum. under Curriculum Features.

Updated Text: 3M01-1.4 - Journal Time - We removed Health Tracker journal screens and replaced them with static journal prompts in response to public testimony. Teacher Notes: Ask students to consider: How can I help myself and others to be more healthy in school? The students can use their journals to measure improvement, monitor their progress, and analyze their personal goals to target areas needing improvement. In this instance, the focus is healthy choices at school including health-related fitness. [116.15.b.9.B.i,ii; 116.16.b.9.B.i-ii; 116.17.b.9.B.i-ii] Discuss the importance of setting personal improvement goals, such as improving health-related fitness. Work with the class to develop personal and class goals to work for throughout the year. [116.15.b.9.A.i; 116.16.b.9.A.i; 116.17.b.9.A.i]

Component: *Quaver Health Online License*

ISBN: 9781642851427

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 3M02-3.4

Location: To see the pre-sample adoption version, login to quavered.com with username: QuaverHealthTEA / password: review 2022. Please see Teacher Notes by selecting Menu > Notes.

Link to Updated Content:

[View Updated Content](#)

Proclamation 2022 Report of Editorial Change (11/18/2021)

*updated since previous report

Original Text: Teacher Notes: Note: Be prepared to identify school and/or community resources that could be used if a student discusses a problematic issue in their journal entry. Some students may identify situations that are occurring at home or school; be prepared to follow up and provide assistance/report when needed. The Health Tracker allows students to check in and monitor their health progress over a number of different areas of health and allows the teacher to check individuals and class progress. It also allows the teacher to set their own individual, class, and school goals designed specifically for their situation. Check-ins are the classroom part of the QuaverHealth·PE app. Students will either be checking in using a series of health related icons (K-2nd grade) or journaling (3-5th grade). The Check-in challenge chooses a specific area of health that matches the theme of the lesson and sets a goal for the students to accomplish. The students will use their QuaverHealth·PE app to “check in” each day and monitor their progress. In this instance, the focus is how relationships with their friends are affected by the positive and negative influences of others. These influences can ultimately have an impact on their mental and emotional health. [115.14.b.3.D.i, ii; 115.15.b.3.E.i-ii; 115.16.b.3.D.i-ii] Have students look at the Check-in challenge that is part of this lesson. Explain and discuss the icons they will need to check to record their answers. The teacher will select the class, the time parameters for the check-in, edit the goal if desired, and then select Save. The students will see this goal and the time parameters in their individual QuaverHealth·PE app and check in on their progress. The goal for this week: Think about how you can be a healthy influence. Throughout the week, try to be a healthy influence. At the end of the week, reflect on characteristics shown and how you were a healthy influence to your classmates, friends, and family. [115.14.b.3.D.i-ii; 115.15.b.3.E.i-ii; 115.16.b.3.D.i-ii] Note: Be prepared to identify school and/or community resources that could be used if a student discusses a problematic issue in their journal entry. Some students may identify situations that are occurring at home or school; be prepared to follow up and provide assistance/report when needed. For further information about how to use this powerful tool, refer to Using the Health Tracker, found in the Instructional Guides section of the QuaverHealth·PE Curriculum under Curriculum Features

Updated Text: 3M02-3.4 - Journal Time - We removed Health Tracker journal screens and replaced them with static journal prompts in response to public testimony. Teacher Notes: Note: Be prepared to identify school and/or community resources that could be used if a student discusses a problematic issue in their journal entry. Some students may identify situations that are occurring at home or school; be prepared to follow up and provide assistance/report when needed. Ask students to consider: Make a list of three healthy influences and three unhealthy influences in your life. The focus of this journal prompt is how relationships with their friends are affected by the positive and negative influences of others. These influences can ultimately have an impact on their mental and emotional health. [115.14.b.3.D.i, ii; 115.15.b.3.E.i-ii; 115.16.b.3.D.i-ii] The goal for this week: Think about how you can be a healthy influence. Throughout the week, try to be a healthy influence. At the end of the week, reflect on characteristics shown and how you were a healthy influence to your classmates, friends, and family. [115.14.b.3.D.i-ii; 115.15.b.3.E.i-ii; 115.16.b.3.D.i-ii] For further information about how to use this powerful tool, refer to Using the Health Tracker, found in the Instructional Guides section of the QuaverHealth·PE Curriculum under Curriculum Features.

Component: *Quaver Health Online License*

ISBN: 9781642851427

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 3M03-3.5

Location: To see the pre-sample adoption version, login to quavered.com with username: QuaverHealthTEA / password: review 2022. Please see Teacher Notes by selecting Menu > Notes.

Link to Updated Content:

[View Updated Content](#)

Proclamation 2022 Report of Editorial Change (11/18/2021)

*updated since previous report

Original Text: Teacher Notes: The Health Tracker allows students to check in and monitor their health progress over a number of different areas of health and allows the teacher to check individuals and class progress. It also allows the teacher to set their own individual, class, and school goals designed specifically for their situation. The students will use their Health Tracker “check in” each day and monitor their progress. Each assignment matches the theme of the lesson and sets a goal for the students to accomplish. In this instance, the focus is time management and goal setting. Students will check in using a series of health related icons (K-2nd grade) or journaling (3-5th grade). For grades K-2, have students look at the Check-in challenge that is part of this lesson. Explain and discuss the icons they will need to check to record their answers. For grades 3-5, read the journal prompt aloud and give time for students to reflect and record their responses. The teacher will select the class, the time parameters for the check-in, edit the goal if desired, and then select Save. The students will see this goal and the time parameters in their individual Health Tracker and check in on their responses. The further information about how to use this powerful tool, refer to Using the Health Tracker, found in the Instructional Guides section of the QuaverHealth-PE Curriculum.

Updated Text: 3M03-3.5 - Journal Time - We removed Health Tracker journal screens and replaced them with static journal prompts in response to public testimony. Teacher Notes: Ask students to consider: Write one goal you want to achieve in 3rd grade. Write three things you can do to help reach your goal. Share your goal with a friend in your class.

Component: *Quaver Health Online License*

ISBN: 9781642851427

Link to Current Content:
[View Current Content](#)

Current Page Number(s): 3M04-3.4

Location: To see the pre-sample adoption version, login to quavered.com with username: QuaverHealthTEA / password: review 2022. Please see Teacher Notes by selecting Menu > Notes.

Link to Updated Content:
[View Updated Content](#)

Original Text: Teacher Notes: The Health Tracker allows students to check in and monitor their health progress over a number of different areas of health and allows the teacher to check individuals and class progress. It also allows the teacher to set their own individual, class, and school goals designed specifically for their situation. The students will use their Health Tracker “check in” each day and monitor their progress. Each assignment matches the theme of the lesson and sets a goal for the students to accomplish. In this instance, the focus is exercise and movement goals. Students will check in using a series of health related icons (K-2nd grade) or journaling (3-5th grade). For grades K-2, have students look at the Check-in challenge that is part of this lesson. Explain and discuss the icons they will need to check to record their answers. For grades 3-5, read the journal prompt aloud and give time for students to reflect and record their responses. The teacher will select the class, the time parameters for the check-in, edit the goal if desired, and then select Save. The students will see this goal and the time parameters in their individual Health Tracker and check in on their responses. The further information about how to use this powerful tool, refer to Using the Health Tracker, found in the Instructional Guides section of the QuaverHealth-PE Curriculum under Curriculum Features. Review the importance of setting health and fitness goals, and ask students to explain why setting a short-term goal will yield long-term benefits. Help students develop and set a goal for achieving appropriate levels of physical activity. Invite students to share their goal with a partner and analyze each other’s goals to ensure they are specific, measurable, achievable, realistic, and timely. [116.14.b.9.B.i,ii; 115.17.b.9.A.i,ii; 116.16.b.9.A.i; 116.14.b.9.A.i; 116.17.b.9.A.i] Drawing from the exercises introduced and practiced in this lesson, help students select an exercise and develop a skill-related goal to measure and improve their performance. For example, if the student can perform 5 squats with correct form, set a goal to perform 5 squats each day this week with the goal of increasing their endurance to perform 7 squats each day next week. [116.14.b.9.A.ii] Use the QuaverHealth-PE app as described above to track performance toward the student goal and analyze performance over time. Help students identify areas for self-improvement with their physical activity and skill-related goals. [116.17.b.9.B.i,ii]

Proclamation 2022 Report of Editorial Change (11/18/2021)

*updated since previous report

Updated Text: 3M04-3.4 - Journal Time - We removed Health Tracker journal screens and replaced them with static journal prompts in response to public testimony. Teacher Notes: Ask students to consider: Set a goal this week to do one exercise for 15 minutes every day. Write why you chose that exercise. What will you do to make sure you reach your goal? Review the importance of setting health and fitness goals, and ask students to explain why setting a short-term goal will yield long-term benefits. Help students develop and set a goal for achieving appropriate levels of physical activity. Invite students to share their goal with a partner and analyze each other's goals to ensure they are specific, measurable, achievable, realistic, and timely. [116.14.b.9.B.i,ii; 115.17.b.9.A.i,ii; 116.16.b.9.A.i; 116.14.b.9.A.i; 116.17.b.9.A.i] Drawing from the exercises introduced and practiced in this lesson, help students select an exercise and develop a skill-related goal to measure and improve their performance. For example, if the student can perform 5 squats with correct form, set a goal to perform 5 squats each day this week with the goal of increasing their endurance to perform 7 squats each day next week. [116.14.b.9.A.ii] Track performance toward the student goal and analyze performance over time. Help students identify areas for self-improvement with their physical activity and skill-related goals. [116.17.b.9.B.i,ii]

Component: *Quaver Health Online License*

ISBN: 9781642851427

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 3M05-1.4

Location: To see the pre-sample adoption version, login to quavered.com with username: QuaverHealthTEA / password: review 2022. Please see Teacher Notes by selecting Menu > Notes.

Link to Updated Content:

[View Updated Content](#)

Original Text: Teacher Notes: This screen activity reinforces students' ability to identify and implement healthy strategies for coping with physical, mental, and emotional issues. The Health Tracker allows students to check in and monitor their health progress over a number of different areas of health and allows the teacher to check individuals and class progress. It also allows the teacher to set their own individual, class, and school goals designed specifically for their situation. The students will use their Health Tracker "check in" each day and monitor their progress. Each assignment matches the theme of the lesson and sets a goal for the students to accomplish. In this instance, the focus is: Goal: This week, use at least one coping strategy when you feel uneasy or upset about something. Journal prompt: Write down which coping strategy you will use when you feel uneasy or upset about something this week. Explain why you chose that coping strategy. Reflect on or think about how this strategy can help you over a long period of time. [115.15.b.5.A.i] Students will check in using a series of health related icons (K-2nd grade) or journaling (3-5th grade). For grades K-2, have students look at the Check-in challenge that is part of this lesson. Explain and discuss the icons they will need to check to record their answers. For grades 3-5, read the journal prompt aloud and give time for students to reflect and record their responses. The teacher will select the class, the time parameters for the check-in, edit the goal if desired, and then select Save. The students will see this goal and the time parameters in their individual Health Tracker and check in on their responses. The further information about how to use this powerful tool, refer to Using the Health Tracker, found in the Instructional Guides section of the QuaverHealth-PE Curriculum. under Curriculum Features.

Updated Text: 3M05-1.4 - Journal Time - We removed Health Tracker journal screens and replaced them with static journal prompts in response to public testimony. This screen activity reinforces students' ability to identify and implement healthy strategies for coping with physical, mental, and emotional issues. Goal: This week, use at least one coping strategy when you feel uneasy or upset about something. Journal prompt: Write down which coping strategy you will use when you feel uneasy or upset about something this week. Explain why you chose that coping strategy. Reflect on or think about how this strategy can help you over a long period of time. [115.15.b.5.A.i]

Component: *Quaver Health Online License*

ISBN: 9781642851427

Proclamation 2022 Report of Editorial Change (11/18/2021)

*updated since previous report

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 3M06-3.4

Location: To see the pre-sample adoption version, login to quavered.com with username: QuaverHealthTEA / password: review 2022. Please see Teacher Notes by selecting Menu > Notes.

Link to Updated Content:

[View Updated Content](#)

Original Text: Teacher Notes: The purpose of this screen activity is for students to journal the things they have learned about hydration, and to monitor their hydration for the week. The Health Tracker allows students to check in or monitor their health progress over a number of different areas of health and allows the teacher to check individuals and class progress. It also allows the teacher to set their own individual, class, and school goals designed specifically for their situation. Read the journal prompt aloud and give time for students to reflect and think about what their responses will be. The teacher will select the class, the time parameters for the journal and edit the journal question to make it more relevant to their class, then select Save. The students will see this question and the time parameters in their individual Health Tracker and be able to type into their own student online journal. For further information about how to use this powerful tool, refer to Using the Health Tracker, found in the Instructional Guides section of the QuaverHealth-PE Curriculum. under Curriculum Features.

Updated Text: 3M06-3.4 - Journal Time - We removed Health Tracker journal screens and replaced them with static journal prompts in response to public testimony. Teacher Notes: Ask students to consider: Write about three foods you need to eat more regularly and three foods you should not eat as often in order to be healthier.

Component: *Quaver Health Online License*

ISBN: 9781642851427

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 3M07-4.4

Location: To see the pre-sample adoption version, login to quavered.com with username: QuaverHealthTEA / password: review 2022. Please see Teacher Notes by selecting Menu > Notes.

Link to Updated Content:

[View Updated Content](#)

Proclamation 2022 Report of Editorial Change (11/18/2021)

*updated since previous report

Original Text: Teacher Notes: The Health Tracker allows students to check in and monitor their health progress over a number of different areas of health and allows the teacher to check individuals and class progress. It also allows the teacher to set their own individual, class, and school goals designed specifically for their situation. Check-ins are the classroom part of the Health Tracker. Students will either be checking in using a series of health related icons (K-2nd grade) or journaling (3-5th grade). The Check-in challenge chooses a specific area of health that matches the theme of the lesson and sets a goal for the students to accomplish. The students will use their Health Tracker “check in” each day and monitor their progress. In this instance, the focus is healthy balance. Have students look at the Check-in challenge that is part of this lesson. Explain and discuss the icons they will need to check to record their answers. The teacher will select the class, the time parameters for the check-in, edit the goal if desired, and then select Save. The students will see this goal and the time parameters in their individual Health Tracker and check in on their responses. The further information about how to use this powerful tool, refer to Using the Health Tracker, found in the Instructional Guides section of the QuaverHealth·PE Curriculum under Curriculum Features. The QuaverHealth·PE Tracker allows students to check in and monitor their health progress over a number of different areas of health and allows the teacher to check individuals and class progress. It also allows the teacher to set their own individual, class, and school goals designed specifically for their situation. The students will use their Health Tracker “check in” each day and monitor their progress. Each assignment matches the theme of the lesson and sets a goal for the students to accomplish. In this instance, the focus is healthy balance. Students will check in using a series of health related icons (K-2nd grade) or journaling (3-5th grade). For K-2nd grade, have students look at the Check-in challenge that is part of this lesson. Explain and discuss the icons they will need to check to record their answers. For 3-5th grade, read the journal prompt aloud and give time for students to reflect and record their responses. The teacher will select the class, the time parameters for the check-in, edit the goal if desired, and then select Save. The students will see this goal and the time parameters in their individual Health Tracker and check in on their responses. The further information about how to use this powerful tool, refer to Using the Health Tracker, found in the Instructional Guides section of the QuaverHealth·PE Curriculum. under Curriculum Features.

Updated Text: 3M07-4.4 - Journal Time - We removed Health Tracker journal screens and replaced them with static journal prompts in response to public testimony. Ask students to consider: Write the things you will do this week to help your physical health, your emotional health, your social health, and your intellectual health.

Component: *Quaver Health Online License*

ISBN: 9781642851427

Link to Current Content:
[View Current Content](#)

Current Page Number(s): 3M08-1.4

Location: To see the pre-sample adoption version, login to quavered.com with username: QuaverHealthTEA / password: review 2022. Please see Teacher Notes by selecting Menu > Notes.

Link to Updated Content:
[View Updated Content](#)

Original Text: Teacher Notes: The Health Tracker allows students to check in and monitor their health progress over a number of different areas of health and allows the teacher to check individuals and class progress. It also allows the teacher to set their own individual, class, and school goals designed specifically for their situation. The students will use their Health Tracker “check in” each day and monitor their progress. Each assignment matches the theme of the lesson and sets a goal for the students to accomplish. In this instance, the focus is on safety awareness goals, specifically trading in unhealthy habits for healthy ones. Students will check in using a series of health-related icons (K-2nd grade) or journaling (3-5th grade). For grades K-2, have students look at the Check-in challenge that is part of the lesson. Explain and discuss the icons they will need to check to record their answers. For grades 3-5, read the journal prompt aloud and give time for students to reflect and record their responses. The teacher will select the class, the time parameters for the check-in, edit the goal if desired, and then select Save. The students will see this goal and the time parameters in their individual Health Tracker and check in on their progress. For further information about how to use this powerful tool, refer to Using the Health Tracker, found in the Instructional Guide section of the QuaverHealth·PE Curriculum, under Curriculum Features.

Updated Text: 3M08-1.4 - Journal Time - We removed Health Tracker journal screens and replaced them with static journal prompts in response to public testimony. Teacher Notes: Ask students to consider: Write three things that you can do when you are going to play in or around water that will help keep you safe.

Subject: Health Education, Grade 4

Program: *Quaver Health*

Component: *Quaver Health Online License*

ISBN: 9781642851427

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 5M10-1.1

Location: To see the pre-sample adoption version, login to quavered.com with username: QuaverHealthTEA / password: review 2022. Please see Teacher Notes by selecting Menu > Notes.

Link to Updated Content:

[View Updated Content](#)

Original Text: Teacher Note bullets: - On the Introduction page, select the Play button to listen to the narrator set up the scene. Then select the question marks to listen to each character’s thoughts. - Before moving to the Questions page, distribute a sticky note and writing utensil to each student. Let them know that they will have the opportunity to write down any question they have about puberty and submit it anonymously. They can ask things like, “What is puberty?” or specific questions about their experience with puberty and early adolescence.

Updated Text: 5M10-1.1 - What Is Puberty? In response to public testimony, we removed page 1 where students discussed puberty on the playground. In addition, we updated the Teacher Notes to remove the bullet about the Introduction page. The next bullet reads: Before beginning the lesson, distribute a sticky note and writing utensil to each student. Let them know that they will have the opportunity to write down any question they have about puberty and submit it anonymously. They can ask things like, “What is puberty?” or specific questions about their experience with puberty and early adolescence.

Component: *Quaver Health Online License*

ISBN: 9781642851427

Link to Current Content:

[View Current Content](#)

Proclamation 2022 Report of Editorial Change (11/18/2021)

*updated since previous report

Current Page Number(s): 4M01-1.4

Location: To see the pre-sample adoption version, login to quavered.com with username: QuaverHealthTEA / password: review 2022. Please see Teacher Notes by selecting Menu > Notes.

Link to Updated Content:

[View Updated Content](#)

Original Text: The Health Tracker allows students to check in and monitor their health progress over a number of different areas of health and allows the teacher to check individuals and class progress. It also allows the teacher to set their own individual, class, and school goals designed specifically for their situation. The students will use their Health Tracker "check in" each day and monitor their progress. Each assignment matches the theme of the lesson and sets a goal for the students to accomplish. In this instance, the focus is becoming a community helper. Students will check in using a series of health related icons (K-2nd grade) or journaling (3-5th grade). For grades 3-5, read the journal prompt aloud and give time for students to reflect and record their responses. The teacher will select the class, the time parameters for the check-in, edit the goal if desired, and then select Save. The students will see this goal and the time parameters in their individual Health Tracker and check in on their responses. The further information about how to use this powerful tool, refer to Using the Health Tracker, found in the Instructional Guides section of the QuaverHealth·PE Curriculum. under Curriculum Features.

Updated Text: 4M01-1.4 - Journal Time - We removed Health Tracker journal screens and replaced them with static journal prompts in response to public testimony. Teacher Notes: Ask students to consider: How can I help my community to be more healthy? Read the journal prompt aloud and give time for students to reflect and record their responses.

Component: *Quaver Health Online License*

ISBN: 9781642851427

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 4M02-3.4

Location: To see the pre-sample adoption version, login to quavered.com with username: QuaverHealthTEA / password: review 2022. Please see Teacher Notes by selecting Menu > Notes.

Link to Updated Content:

[View Updated Content](#)

Original Text: Teacher Notes: The purpose of this screen activity is for students to take time to reflect on their healthy and unhealthy influences in their lives. The Health Tracker allows students to check in and monitor their health progress over a number of different areas of health and allows the teacher to check individuals and class progress. It also allows the teacher to set their own individual, class, and school goals designed specifically for their situation. For grades 3-5, read the journal prompt aloud and give time for students to reflect and record their responses in class or outside of class in their student dashboard. Ask students to journal an explanation of why those things might be healthy or unhealthy influences. Examine whether healthy and unhealthy influences are always people? For example: A YouTube video, or a book

Updated Text: 4M02-3.4 - Journal Time - We removed Health Tracker journal screens and replaced them with static journal prompts in response to public testimony. Teacher Notes: Ask students to consider: This week, write about three ways someone in your class is different from you. Ask students to journal an explanation of why those things might be healthy or unhealthy influences. Examine whether healthy and unhealthy influences are always people. For example: A YouTube video, or a book

Proclamation 2022 Report of Editorial Change (11/18/2021)

*updated since previous report

Component: *Quaver Health Online License*

ISBN: 9781642851427

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 4M03-3.4

Location: To see the pre-sample adoption version, login to quavered.com with username: QuaverHealthTEA / password: review 2022. Please see Teacher Notes by selecting Menu > Notes.

Link to Updated Content:

[View Updated Content](#)

Original Text: Teacher Notes: The Health Tracker allows students to check in and monitor their health progress over a number of different areas of health and allows the teacher to check individuals and class progress. It also allows the teacher to set their own individual, class, and school goals designed specifically for their situation. The students will use their Health Tracker “check in” each day and monitor their progress. Each assignment matches the theme of the lesson and sets a goal for the students to accomplish. In this instance, the focus is setting long-term goals. Students will check in using a series of health related icons (K-2nd grade) or journaling (3-5th grade). For grades K-2, have students look at the Check-in challenge that is part of this lesson. Explain and discuss the icons they will need to check to record their answers. For grades 3-5, read the journal prompt aloud and give time for students to reflect and record their responses. The teacher will select the class, the time parameters for the check-in, edit the goal if desired, and then select Save. The students will see this goal and the time parameters in their individual Health Tracker and check in on their responses. The further information about how to use this powerful tool, refer to Using the Health Tracker, found in the Instructional Guides section of the QuaverHealth-PE Curriculum. under Curriculum Features.

Updated Text: 4M03-3.4 - Journal Time - We removed Health Tracker journal screens and replaced them with static journal prompts in response to public testimony. Teacher Notes: Ask students to consider: Write and commit to one goal to improve your health. Write the steps you need to do to achieve it. Share your health goal with a friend, so you can help each other succeed.

Component: *Quaver Health Online License*

ISBN: 9781642851427

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 4M04-2.4

Location: To see the pre-sample adoption version, login to quavered.com with username: QuaverHealthTEA / password: review 2022. Please see Teacher Notes by selecting Menu > Notes.

Link to Updated Content:

[View Updated Content](#)

Proclamation 2022 Report of Editorial Change (11/18/2021)

*updated since previous report

Original Text: Teacher Notes: The Health Tracker allows students to check in and monitor their health progress over a number of different areas of health and allows the teacher to check individuals and class progress. It also allows the teacher to set their own individual, class, and school goals designed specifically for their situation. The students will use their Health Tracker “check in” each day and monitor their progress. Each assignment matches the theme of the lesson and sets a goal for the students to accomplish. In this instance, the focus is improving oral hygiene. Students will check in using a series of health related icons (K-2nd grade) or journaling (3-5th grade). For grades K-2, have students look at the Check-in challenge that is part of this lesson. Explain and discuss the icons they will need to check to record their answers. For grades 3-5, read the journal prompt aloud and give time for students to reflect and record their responses. The teacher will select the class, the time parameters for the check-in, edit the goal if desired, and then select Save. The students will see this goal and the time parameters in their individual Health Tracker and check in on their responses. The further information about how to use this powerful tool, refer to Using the Health Tracker, found in the Instructional Guides section of the QuaverHealth·PE Curriculum. under Curriculum Features.

Updated Text: 4M04-2.4 - Journal Time - We removed Health Tracker journal screens and replaced them with static journal prompts in response to public testimony. Teacher Notes: Ask students to consider: What three things can you do this week to improve your oral hygiene?

Component: *Quaver Health Online License*

ISBN: 9781642851427

Link to Current Content:
[View Current Content](#)

Current Page Number(s): 4M04-4.4

Location: To see the pre-sample adoption version, login to quavered.com with username: QuaverHealthTEA / password: review 2022. Please see Teacher Notes by selecting Menu > Notes.

Link to Updated Content:
[View Updated Content](#)

Original Text: Teacher Notes: The Health Tracker allows students to check in and monitor their health progress over a number of different areas of health and allows the teacher to check individuals and class progress. It also allows the teacher to set their own individual, class, and school goals designed specifically for their situation. The students will use their Health Tracker “check in” each day and monitor their progress. Each assignment matches the theme of the lesson and sets a goal for the students to accomplish. In this instance, the focus is bedtime routines to achieve better sleep and 10-12 hours of sleep to improve overall health. Students will check in using a series of health related icons (K-2nd grade) or journaling (3-5th grade). For grades K-2, have students look at the Check-in challenge that is part of this lesson. Explain and discuss the icons they will need to check to record their answers. For grades 3-5, read the journal prompt aloud and give time for students to reflect and record their responses. The teacher will select the class, the time parameters for the check-in, edit the goal if desired, and then select Save. The students will see this goal and the time parameters in their individual Health Tracker and check in on their responses. The further information about how to use this powerful tool, refer to Using the Health Tracker, found in the Instructional Guides section of the QuaverHealth·PE Curriculum. under Curriculum Features.

Updated Text: 4M04-4.4 - Journal Time - We removed Health Tracker journal screens and replaced them with static journal prompts in response to public testimony. Teacher Notes: Ask students to consider: Think about the steps in your bedtime routine. If you don’t have a bedtime routine, think about the steps you could have. Write down your routine, then share it with a partner.

Component: *Quaver Health Online License*

ISBN: 9781642851427

Proclamation 2022 Report of Editorial Change (11/18/2021)

*updated since previous report

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 4M06-3.4

Location: To see the pre-sample adoption version, login to quavered.com with username: QuaverHealthTEA / password: review 2022. Please see Teacher Notes by selecting Menu > Notes.

Link to Updated Content:

[View Updated Content](#)

Original Text: Teacher Notes: The Health Tracker allows students to check in and monitor their health progress over a number of different areas of health and allows the teacher to check individuals and class progress. It also allows the teacher to set their own individual, class, and school goals designed specifically for their situation. The students will use their Health Tracker “check in” each day and monitor their progress. Each assignment matches the theme of the lesson and sets a goal for the students to accomplish. In this instance, the focus is on nutritional goals, specifically trading in unhealthy habits for healthy ones. Students will check in using a series of health related icons (K-2nd grade) or journaling (3-5th grade). For grades K-2, have students look at the Check-in challenge that is part of this lesson. Explain and discuss the icons they will need to check to record their answers. For grades 3-5, read the journal prompt aloud and give time for students to reflect and record their responses. The teacher will select the class, the time parameters for the check-in, edit the goal if desired, and then select Save. The students will see this goal and the time parameters in their individual Health Tracker and check in on their responses. The further information about how to use this powerful tool, refer to Using the Health Tracker, found in the Instructional Guides section of the QuaverHealth·PE Curriculum. under Curriculum Features.

Updated Text: 4M06-3.4 - Journal Time - We removed Health Tracker journal screens and replaced them with static journal prompts in response to public testimony. Teacher Notes: Ask students to consider: Make a list of the food you eat most days. Divide the list into healthy and unhealthy foods. Is your diet very healthy, balanced, or unhealthy?

Component: *Quaver Health Online License*

ISBN: 9781642851427

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 4M05-1

Location: To see the pre-sample adoption version, login to quavered.com with username: QuaverHealthTEA / password: review 2022. Please see Teacher Notes by selecting Menu > Notes.

Link to Updated Content:

[View Updated Content](#)

Proclamation 2022 Report of Editorial Change (11/18/2021)

*updated since previous report

Original Text: Teacher Notes, screen 2: This screen activity invites students to define self-harm, learn about the warning signs of self-harming, and identify ways to help someone who might be self-harming. Beginning with “What is self-harm?”, select each icon to open up a pop-up and learn more. Read each pop-up aloud, or select the Play button to listen, then invite students to answer the question below. When discussing the “Warning signs” pop-up, tell students that if a friend, classmate, family member, or even they are showing warning signs of self-harm, it is important to tell a parent or other adult they trust and ask for help. Self-harm can cause serious injury and is an unsafe way to deal with strong emotions. Telling an adult about self-harm is not tattling, but rather reporting in order to help someone get healthy help. Stopping self-harming behaviors often requires the attention of a mental health professional, such as a counselor or therapist. Invite students to role play telling a parent or other trusted adult about self-harm, using phrases such as “Can I please talk to you about something important?” or “I have a friend who needs some help.” [115.17.b.6.E.i; 115.17.b.6.F.ii] When discussing the pop-ups “How can I help a friend?” and “How can I help myself?”, tell students that there is always hope and help available for those who self-harm. Students can listen to their friend and get help for the person self-harming. Invite students to practice helpful phrases they could say to a friend who is self-harming, such as “I’m here for you and I care about you.”, or “We will figure this out together.” [115.15.b.5.E.i-ii] Tell students that it is okay to have overwhelming feelings, but we must manage them in a healthy way in order to avoid hurting ourselves, others, or property. We can do this by using coping skills such as taking deep breaths, journaling, talking to others, listening to music, reframing negative thoughts, and so on. Invite students to practice coping skills mentioned or suggest their own. [115.17.b.6.F.i]

Updated Text: 4M05-1 - Managing Overwhelming Emotions Based on Public Testimony, we removed the references to suicide and focused on managing overwhelming emotions: Screen 1: same Screen 2: replaced with “Select Your Strategy” 4M05-1.4 Screen 3: same Screen 4: new Lesson Mindset (Managing Overwhelming Emotions) “When you feel overwhelmed, remember, you’re never **alone**.” Screen 5: same

Subject: Health Education, Grade 5

Program: *Quaver Health*

Component: *Quaver Health Online License*

ISBN: 9781642851427

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 5M07-4.4

Location: To see the pre-sample adoption version, login to quavered.com with username: QuaverHealthTEA / password: review 2022. Please see Teacher Notes by selecting Menu > Notes.

Link to Updated Content:

[View Updated Content](#)

Proclamation 2022 Report of Editorial Change (11/18/2021)

*updated since previous report

Original Text: Teacher Notes: The Health Tracker allows students to check in and monitor their health progress over a number of different areas of health and allows the teacher to check individuals and class progress. It also allows the teacher to set their own individual, class, and school goals designed specifically for their situation. The students will use their Health Tracker “check in” each day and monitor their progress. Each assignment matches the theme of the lesson and sets a goal for the students to accomplish. In this instance, the focus is home, school, and community. Students will check in using a series of health related icons (K-2nd grade) or journaling (3-5th grade). For grades K-2, have students look at the Check-in challenge that is part of this lesson. Explain and discuss the icons they will need to check to record their answers. For grades 3-5, read the journal prompt aloud and give time for students to reflect and record their responses. The teacher will select the class, the time parameters for the check-in, edit the goal if desired, and then select Save. The students will see this goal and the time parameters in their individual Health Tracker and check in on their responses. The further information about how to use this powerful tool, refer to Using the Health Tracker, found in the Instructional Guides section of the QuaverHealth-PE Curriculum. As you continue working through the Health Tracker check-in, invite students to identify attitudes and behaviors that can reduce the likelihood of developing chronic conditions later in life. [115.17.b.10.B.i-ii]

Updated Text: 5M07-4.4 - Journal Time - We removed Health Tracker journal screens and replaced them with static journal prompts in response to public testimony. Teacher Notes: Ask students to consider: Write three sentences that describe healthy behaviors and choices you made in your home, school, and community this week.

Component: *Quaver Health Online License*

ISBN: 9781642851427

Current Page Number(s): N/A

Location: N/A

Link to Updated Content:

[View Updated Content](#)

Original Text: screen 2: This screen activity invites students to define suicide and warning signs someone might be considering suicide. Tell students: “Today we will be discussing a serious topic called suicide. It’s important to pay close attention and ask questions when you don’t understand something. What we learn today might help you or someone you know in the future.” Select the Play button to listen to the introduction of suicide: “Suicide can feel like a scary topic, but it’s important to talk about. Suicide is when someone dies by ending their own life. People who die by suicide usually have one or more mental illness. One common illness associated with suicide is called Depression. When someone is depressed, they feel very, very sad and can’t figure out a way to feel better. Not everyone who has Depression considers suicide. People who die by suicide may think things are hopeless and that death is the only way to stop their emotional pain, but there is always another option and there is always hope.” After listening, ask students if they have any questions about suicide or depression. Tell students: “When someone is considering suicide, there are often warning signs. These are important clues and should be reported to a parent or other trusted adult.” Select each Warning Sign to read and select the Play button to hear the description. Feelings: “When someone is considering suicide, one of the warning signs is a noticeable change in feelings. They may seem very sad or hopeless, or much angrier than usual.” Threats: “Another warning sign that someone is considering suicide is making threats or comments about dying such as “I want to die,” “I’m going to kill myself,” or “I wish I’d never been born.” They may also create art or music about death or dying.” Lack of Interest: “When someone has a lack of interest in something they used to enjoy, such as no longer caring about their grades, sports, music, hygiene, or even eating, this can be a warning sign they are considering suicide. Making Arrangements: “Another warning sign someone might be considering suicide is if they give away prized items or ask friends or family to take care of things. They may say things like “You can have my video games” or “Please take care of my dog.” After listening, tell students: “If a friend, family member, or even yourself has shown any of these warning signs, it’s important to let a parent or other trusted adult know immediately. If that adult doesn’t intervene, tell another adult. There are lots of adults in your home, school, and community who care.” Move to the second page using the Navigation Arrow.

Proclamation 2022 Report of Editorial Change (11/18/2021)

*updated since previous report

Select to reveal discussion questions: “What is suicide? “What is one of the warning signs someone might be considering suicide? “What would you do if one of your friends was exhibiting one or more warning signs? “Who can you talk to if you’re concerned about a friend? ”screen 4: This screen activity applies the learning of the lesson by providing students with concrete steps to help a friend or themselves and places to find additional resources if warning signs for suicide are observed. Tell students: “Today we will be continuing to discuss the topic of suicide. It’s important to pay close attention and ask questions when you don’t understand something. What we learn today might help you or someone you know in the future. This activity will teach you steps you can take to help someone who is considering suicide.” Read the screen with the students and discuss what it would mean to give a friend S.T.A.R. support. Select each play button to hear more: S - “Stay Calm - Try to stay calm while your friend is talking. It can be scary to listen to a friend talk about ending their life. Listen non-judgmentally and without making suggestions or giving advice.” T - “Talk - Talk to your friend. Listen to what they have to say and try to remember everything they tell you. Take what they are saying seriously. If your friend says they don’t want to talk, tell them you feel concerned about them. A - “Ask - Ask questions about how they are feeling and thinking. Find out if your friend has a plan to end their life. If they do, don’t leave them alone. R - “Reach Out - Get a trusted adult for help as soon as possible. Reporting about suicide isn’t “snitching.” You could save your friend’s life. If a trusted adult isn’t available, encourage your friend to see a medical professional immediately. This can be done by calling 9-1-1 if it is an emergency, or by calling or texting a suicide crisis line. Before moving to the next page, ask students if they have any questions about any of the S.T.A.R. support steps. Move to the next page by selecting the “You” button at the bottom of the screen. Tell students: “This page provides coping skills you yourself can use if you are ever experiencing strong emotions. If you have tried to cope with your strong emotions and they aren’t improving, it’s important to tell a parent or adult you trust immediately.” Review the screen and select the Play button to hear this message: “It’s normal to experience strong emotions, and often we can deal with these emotions using coping skills such as taking deep breaths, exercising, talking, journaling, listening to music, or creating art. If you have tried to cope and the emotions don’t get easier to deal with, you need to reach out for help. If you feel depressed, are thinking about ending your life by suicide, or have a plan to end your life by suicide, talk to a trusted adult immediately. Suicide is permanent, it’s a choice that can’t be undone. There are adults in your home, school, or community who can help you deal with your emotional pain. Tell students: “If you tell a parent or trusted adult about thoughts of suicide and they don’t immediately act, tell another parent or trusted adult. If you are in danger of immediate harm to yourself, seek medical attention by calling 9-1-1 or calling or texting one of phone numbers listed on the Resource page. Move to the final page by selecting the Resources button and review the bulleted list of organizations, apps, and phone numbers to call. Invite students to write down any useful contact information or share their own ideas if they have a local resource to add.

Updated Text: 5M05-1 - When To Find Help Based on Public Testimony, we removed the references to suicide and focused on where to find help when managing overwhelming emotions: Screen 1: sameScreen 2: replaced with “Select Your Strategy” 4M05-1.4Screen 3: sameScreen 4: new Lesson Mindset (Managing Overwhelming Emotions) "When you feel overwhelmed, remember, you're never alone. "Screen 5: same

Component: *Quaver Health Online License*

ISBN: 9781642851427

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 5M10-1.1

Location: To see the pre-sample adoption version, login to quavered.com with username: QuaverHealthTEA / password: review 2022. Please see Teacher Notes by selecting Menu > Notes.

Link to Updated Content:

[View Updated Content](#)

Proclamation 2022 Report of Editorial Change (11/18/2021)

*updated since previous report

Original Text: Teacher Note bullets: - On the Introduction page, select the Play button to listen to the narrator set up the scene. Then select the question marks to listen to each character's thoughts. - Before moving to the Questions page, distribute a sticky note and writing utensil to each student. Let them know that they will have the opportunity to write down any question they have about puberty and submit it anonymously. They can ask things like, "What is puberty?" or specific questions about their experience with puberty and early adolescence.

Updated Text: 5M10-1.1 - What Is Puberty? In response to public testimony, we removed page 1 where students discussed puberty on the playground. In addition, we updated the Teacher Notes to remove the bullet about the Introduction page. The next bullet reads: Before beginning the lesson, distribute a sticky note and writing utensil to each student. Let them know that they will have the opportunity to write down any question they have about puberty and submit it anonymously. They can ask things like, "What is puberty?" or specific questions about their experience with puberty and early adolescence.

Component: *Quaver Health Online License*

ISBN: 9781642851427

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 5M01-1.4

Location: To see the pre-sample adoption version, login to quavered.com with username: QuaverHealthTEA / password: review 2022. Please see Teacher Notes by selecting Menu > Notes.

Link to Updated Content:

[View Updated Content](#)

Original Text: This screen activity reviews the four dimensions of health and helps students consider how our choices and behaviors in each dimension can affect the future. Select Ask a Pro to listen to an expert explain why it is important to notice all four dimensions of health: Physical, Emotional, Intellectual, and Social. Select the Play buttons to listen to a definition of each of the four dimensions of health. Provide an opportunity for students to discuss their thoughts about each one. Select the Practice button to see scenarios with Kimberly and Samir in the future. Use the toggle function to choose which character to start with. Select Play to listen to the character explain choices they made related to each dimension of health. Use the agination arrow to see additional choices. Ask students to practice identifying the dimension of health that relates to each choice. Have students categorize the choices by selecting the icons and placing them in the appropriate dimension. To repeat the activity or start over, select the Reset button. Identify the healthy strategies Kimberly and Samir mentioned in the scenarios for managing stress. Tell students that how we manage stress has an impact on our choices and behaviors. Explain that when managed in a healthy way, stress can have positive outcomes. Invite students to describe a time when they experienced a positive outcome from stress, such as increased creativity, focus, energy, drive, or clarity of purpose.

Updated Text: 5M01-1.4 - Journal Time - We removed Health Tracker journal screens and replaced them with static journal prompts in response to public testimony. Teacher Notes: Ask students to consider: How can I make good choices today that will benefit my health tomorrow?

Component: *Quaver Health Online License*

ISBN: 9781642851427

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 5M01-3.4

Location: To see the pre-sample adoption version, login to quavered.com with username: QuaverHealthTEA / password: review 2022. Please see Teacher Notes by selecting Menu > Notes.

Proclamation 2022 Report of Editorial Change (11/18/2021)

*updated since previous report

Link to Updated Content:

[View Updated Content](#)

Original Text: Teacher Notes: The Health Tracker allows students to check in and monitor their health progress over a number of different areas of health and allows the teacher to check individuals and class progress. It also allows the teacher to set their own individual, class, and school goals designed specifically for their situation. The students will use their Health Tracker “check in” each day and monitor their progress. Each assignment matches the theme of the lesson and sets a goal for the students to accomplish. In this instance, the focus is researching valid health information digitally and online. Students will check in using a series of health related icons (K-2nd grade) or journaling (3-5th grade). For grades K-2, have students look at the Check-in challenge that is part of this lesson. Explain and discuss the icons they will need to check to record their answers. For grades 3-5, read the journal prompt aloud and give time for students to reflect and record their responses. The teacher will select the class, the time parameters for the check-in, edit the goal if desired, and then select Save. The students will see this goal and the time parameters in their individual Health Tracker and check in on their responses. The further information about how to use this powerful tool, refer to Using the Health Tracker, found in the Instructional Guides section of the QuaverHealth-PE Curriculum. under Curriculum Features. Explain and discuss with students how valid health information can be used to improve their lifestyle and help them set short-term and long-term health goals. An example is researching valid information about nutritional facts in the food you eat. You can set short-term and long-term goals to improve your diet. Ask students if they’ve ever set a long-term goal and how they managed it. Ask for examples that show why the think time management in respect to a goal is important. [115.16.b.2.A.ii; 115.16.b.4.B.i-ii; 115.16.b.4.C.i]Challenge students to research health products, physical activity, and nutritional information from valid sources if they have access to the internet at home. If they do, have them share with the class what they found the next time you meet. [115.17.b.9.B.i-iii; 115.17.b.9.B.iv-vi]

Updated Text: 5M01-3.4 - Journal Time - We removed Health Tracker journal screens and replaced them with static journal prompts in response to public testimony. Teacher Notes: Ask students to consider: Where are three places you can locate valid health information?

Component: *Quaver Health Online License*

ISBN: 9781642851427

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 5M01-4.4

Location: To see the pre-sample adoption version, login to quavered.com with username: QuaverHealthTEA / password: review 2022. Please see Teacher Notes by selecting Menu > Notes.

Link to Updated Content:

[View Updated Content](#)

Original Text: Teacher Notes: The purpose of this screen activity is to allow students time to reflect and articulate their thoughts about precautions and emergency preparedness. The Health Tracker allows students to check in and monitor their health progress over a number of different areas of health and allows the teacher to check individuals and class progress. It also allows the teacher to set their own individual, class, and school goals designed specifically for their situation. The students will use their Health Tracker “check in” each day and monitor their progress. Each assignment matches the theme of the lesson and sets a goal for the students to accomplish. In this instance, the focus is creating an emergency plan. Students will check in using a series of health related icons (K-2nd grade) or journaling (3-5th grade). For grades K-2, have students look at the Check-in challenge that is part of this lesson. Explain and discuss the icons they will need to check to record their answers. For grades 3-5, read the journal prompt aloud and give time for students to reflect and record their responses. The teacher will select the class, the time parameters for the check-in, edit the goal if desired, and then select Save.

Proclamation 2022 Report of Editorial Change (11/18/2021)

*updated since previous report

The students will see this goal and the time parameters in their individual Health Tracker and check in on their responses. The further information about how to use this powerful tool, refer to Using the Health Tracker, found in the Instructional Guides section of the QuaverHealth·PE Curriculum. under Curriculum Features.

Updated Text: 5M01-4.4 - Journal Time - We removed Health Tracker journal screens and replaced them with static journal prompts in response to public testimony. Ask students to consider: Where would you go and what could you do in the case of an emergency in your home? At school? At your favorite relatives's homes?

Component: *Quaver Health Online License*

ISBN: 9781642851427

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 5M02-1.4

Location: To see the pre-sample adoption version, login to quavered.com with username: QuaverHealthTEA / password: review 2022. Please see Teacher Notes by selecting Menu > Notes.

Link to Updated Content:

[View Updated Content](#)

Original Text: Teacher Notes: This screen activity applies the learning of the lesson by having the student create goals surrounding handling difficult conversations. The Health Tracker allows students to check in and monitor their health progress over a number of different areas of health and allows the teacher to check individuals and class progress. It also allows the teacher to set their own individual, class, and school goals designed specifically for their situation. Check-ins are the classroom part of the Health Tracker. Students will either be checking in using journaling. The Check-in challenge chooses a specific area of health that matches the theme of the lesson and sets a goal for the students to accomplish. The students will use their Health Tracker “check in” each day and monitor their progress. In this instance, the focus is having conversations with others when conflict or disagreement exists or when feelings might have been hurt. Have students look at the Check-in challenge that is part of this lesson. Explain and discuss the icons they will need to check to record their answers. The teacher will select the class, the time parameters for the check-in, edit the goal if desired, and then select Save. The students will see this goal and the time parameters in their individual Health Tracker and check in on their responses. The further information about how to use this powerful tool, refer to Using the Health Tracker, found in the Instructional Guides section of the QuaverHealth·PE Curriculum under Curriculum Features.

Updated Text: 5M02-1.4 - Journal Time - We removed Health Tracker journal screens and replaced them with static journal prompts in response to public testimony. Teacher Notes: Ask students to consider: Is there a difficult conversation you need to have with someone? Journal three things you want to discuss with that person. Ask your teacher, or school counselor if you need extra help or support.

Component: *Quaver Health Online License*

ISBN: 9781642851427

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 5M03-1.4

Location: To see the pre-sample adoption version, login to quavered.com with username: QuaverHealthTEA / password: review 2022. Please see Teacher Notes by selecting Menu > Notes.

Link to Updated Content:

[View Updated Content](#)

Proclamation 2022 Report of Editorial Change (11/18/2021)

*updated since previous report

Original Text: Teacher Notes: The Health Tracker allows students to check in and monitor their health progress over a number of different areas of health and allows the teacher to check individuals and class progress. It also allows the teacher to set their own individual, class, and school goals designed specifically for their situation. The students will use their Health Tracker “check in” each day and monitor their progress. In this instance, the focus is creating long-term and short-term problem solving strategies. Tell students that problem solving skills can help them set goals. Ask students to explain the advantages of setting short-term and long-term goals. [115.16.b.4.B.i,ii] Students will check in using a series of health related icons (K-2nd grade) or journaling (3-5th grade). For grades K-2, have students look at the Check-in challenge that is part of this lesson. Explain and discuss the icons they will need to check to record their answers. For grades 3-5, read the journal prompt aloud and give time for students to reflect and record their responses. The teacher will select the class, the time parameters for the check-in, edit the goal if desired, and then select Save. The students will see this goal and the time parameters in their individual Health Tracker and check in on their responses. The further information about how to use this powerful tool, refer to Using the Health Tracker, found in the Instructional Guides section of the QuaverHealth-PE Curriculum. under Curriculum Features.

Updated Text: 5M03-1.4 - Journal Time - We removed Health Tracker journal screens and replaced them with static journal prompts in response to public testimony. Teacher Notes: Ask students to consider: Write a paragraph about a problem you encountered this week and the steps you took or are taking to solve it. In this instance, the focus is creating long-term and short-term problem solving strategies. Tell students that problem solving skills can help them set goals. Ask students to explain the advantages of setting short-term and long-term goals. [115.16.b.4.B.i,ii]

Component: *Quaver Health Online License*

ISBN: 9781642851427

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 5M04-2.4

Location: To see the pre-sample adoption version, login to quavered.com with username: QuaverHealthTEA / password: review 2022. Please see Teacher Notes by selecting Menu > Notes.

Link to Updated Content:

[View Updated Content](#)

Original Text: Teacher Notes: The Health Tracker allows students to check in and monitor their health progress over a number of different areas of health and allows the teacher to check individuals and class progress. It also allows the teacher to set their own individual, class, and school goals designed specifically for their situation. Check-ins are the classroom part of the Health Tracker. Students will either be checking in using a series of health related icons (K-2nd grade) or journaling (3-5th grade). The Check-in challenge chooses a specific area of health that matches the theme of the lesson and sets a goal for the students to accomplish. The students will use their Health Tracker “check in” each day and monitor their progress. In this instance, the focus is the lifetime benefits of healthy teeth. Have students look at the Check-in challenge that is part of this lesson. Explain and discuss the icons they will need to check to record their answers. The teacher will select the class, the time parameters for the check-in, edit the goal if desired, and then select Save. The students will see this goal and the time parameters in their individual Health Tracker and check in on their responses. The further information about how to use this powerful tool, refer to Using the Health Tracker, found in the Instructional Guides section of the QuaverHealth-PE Curriculum under Curriculum Features. The QuaverHealth-PE Tracker allows students to check in and monitor their health progress over a number of different areas of health and allows the teacher to check individuals and class progress. It also allows the teacher to set their own individual, class, and school goals designed specifically for their situation. The students will use their Health Tracker “check in” each day and monitor their progress. Each assignment matches the theme of the lesson and sets a goal for the students to accomplish. In this instance, the focus is the lifetime benefits of healthy teeth. Students will check in using a series of health related icons (K-2nd grade) or journaling (3-5th grade). For K-2nd grade, have students look at the Check-in challenge that is part of this lesson.

Proclamation 2022 Report of Editorial Change (11/18/2021)

*updated since previous report

Explain and discuss the icons they will need to check to record their answers. For 3-5th grade, read the journal prompt aloud and give time for students to reflect and record their responses. The teacher will select the class, the time parameters for the check-in, edit the goal if desired, and then select Save. The students will see this goal and the time parameters in their individual Health Tracker and check in on their responses. The further information about how to use this powerful tool, refer to Using the Health Tracker, found in the Instructional Guides section of the QuaverHealth-PE Curriculum.

Updated Text: 5M04-2.4 - Journal Time - We removed Health Tracker journal screens and replaced them with static journal prompts in response to public testimony. Ask students to consider: Write three reasons why it is important to have good oral hygiene. How might those things help you in your life?

Component: *Quaver Health Online License*

ISBN: 9781642851427

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 5M05-3.4

Location: To see the pre-sample adoption version, login to quavered.com with username: QuaverHealthTEA / password: review 2022. Please see Teacher Notes by selecting Menu > Notes.

Link to Updated Content:

[View Updated Content](#)

Original Text: Teacher Notes: The Health Tracker screen activity allows students to check in and monitor their health progress over a number of different areas of health and allows the teacher to check individuals and class progress. It also allows the teacher to set their own individual, class, and school goals designed specifically for their situation. The students will use their Health Tracker “check in” each day and monitor their progress. Each assignment matches the theme of the lesson and sets a goal for the students to accomplish. In this instance, the focus is personal strengths. Students will check in using a series of health related icons (K-2nd grade) or journaling (3-5th grade). For grades K-2, have students look at the Check-in challenge that is part of this lesson. Explain and discuss the icons they will need to check to record their answers. For grades 3-5, read the journal prompt aloud and give time for students to reflect and record their responses. The teacher will select the class, the time parameters for the check-in, edit the goal if desired, and then select Save. The students will see this goal and the time parameters in their individual Health Tracker and check in on their responses. The further information about how to use this powerful tool, refer to Using the Health Tracker, found in the Instructional Guides section of the QuaverHealth-PE Curriculum. under Curriculum Features.

Updated Text: 5M05-3.4 - Journal Time - We removed Health Tracker journal screens and replaced them with static journal prompts in response to public testimony. Teacher Notes: Ask students to consider: List all the ways you have used your strengths to help others this week. As a class, count how many times your class has helped others. Is it a high number?

Component: *Quaver Health Online License*

ISBN: 9781642851427

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 5M06-3.4

Location: To see the pre-sample adoption version, login to quavered.com with username: QuaverHealthTEA / password: review 2022. Please see Teacher Notes by selecting Menu > Notes.

Proclamation 2022 Report of Editorial Change (11/18/2021)

*updated since previous report

Link to Updated Content:

[View Updated Content](#)

Original Text: Teacher Notes: The Health Tracker allows students to check in and monitor their health progress over a number of different areas of health and allows the teacher to check individuals and class progress. It also allows the teacher to set their own individual, class, and school goals designed specifically for their situation. The students will use their Health Tracker “check in” each day and monitor their progress. Each assignment matches the theme of the lesson and sets a goal for the students to accomplish. In this instance, the focus is on nutritional goals, specifically trading in unhealthy habits for healthy ones. Students will check in using a series of health related icons (K-2nd grade) or journaling (3-5th grade). For grades K-2, have students look at the Check-in challenge that is part of this lesson. Explain and discuss the icons they will need to check to record their answers. For grades 3-5, read the journal prompt aloud and give time for students to reflect and record their responses. The teacher will select the class, the time parameters for the check-in, edit the goal if desired, and then select Save. The students will see this goal and the time parameters in their individual Health Tracker and check in on their responses. The further information about how to use this powerful tool, refer to Using the Health Tracker, found in the Instructional Guides section of the QuaverHealth·PE Curriculum. under Curriculum Features. Describe the importance of goal setting, specifically for making healthy food choices. Ask students to select a personal nutrition S.M.A.R.T. goal and devise a plan to monitor their progress toward achieving their goal.

Updated Text: 5M06-3.4 - Journal Time - We removed Health Tracker journal screens and replaced them with static journal prompts in response to public testimony. Teacher Notes: Ask students to consider: Part 1: Make a list of your top three favorite drinks. Why do you like those drinks? Part 2: How much water do you want to drink this week? Write down the name of a friend who will share the goal and drink the same amount of water this week. Describe the importance of goal setting, specifically for making healthy food choices. Ask students to select a personal nutrition S.M.A.R.T. goal and devise a plan to monitor their progress toward achieving their goal.