

Proclamation 2022: State Review Panel Feedback

This report lists feedback and suggestions provided by state review panelists along with publishers' responses.

Publisher: Goodheart-Wilcox Publisher

Subject: Health Education, Grade 6

Texas Health Skills for Middle School - Online Learning Suite

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
<i>Texas Health Skills for Middle School - Online Learning Suite</i>	9781683115298	568		View Link	Could provide examples of the physical changes that adolescents deal with that effect self-esteem.	accept	Accept; On page 568, we will add a sentence that says: "Changes to adolescent appearance such as braces, glasses, facial hair, acne, and changing height and weight can affect an individual's self-esteem."
<i>Texas Health Skills for Middle School - Online Learning Suite</i>	9781683115298	364		View Link	Looking at the information from the lesson, the answer choices could be better.	accept	Accept; replace #5 and #12 (in Student Edition and Teacher's Edition, including answer key) with 5. List four potential health effects (signs or symptoms) of marijuana use or misuse. 12. List three signs of medication and drug abuse.
<i>Texas Health Skills for Middle School - Online Learning Suite</i>	9781683115298	284		View Link	This sentence in that passage seems to be a stretch as something that is caused from nicotine use especially for 6th grade: People who use nicotine are more likely to engage in other risky behaviors, such as sexual activity and illegal drug use. Like on P. 344 they mention only risky behaviors not listing specific behaviors.	accept	Accept; on page 284, we will delete "sexual activity and"
<i>Texas Health Skills for Middle School - Online Learning Suite</i>	9781683115298	284		View Link	This sentence in that passage seems to be a stretch as something that is caused from nicotine use especially for 6th grade: People who use nicotine are more likely to engage in other risky behaviors, such as sexual activity and illegal drug use. Like on P. 344 they mention only risky behaviors not listing specific behaviors.	accept	Accept; on page 284, we will delete "sexual activity and"
<i>Texas Health Skills for Middle School - Online Learning Suite</i>	9781683115298	568		View Link	Needs more examples of how adolescent changes can affect self esteem such as height, weight, facial hair, acne, brace, wearing glasses etc.	accept	Accept; On page 568, we will add a sentence that says: "Changes to adolescent appearance such as braces, glasses, facial hair, acne, and changing height and weight can affect an individual's self-esteem."

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
<i>Texas Health Skills for Middle School - Online Learning Suite</i>	9781683115298	362		View Link	Consider changing the "classmate" to person or another generic term such as loved one or family member. Its a bit concerning to think that a 6th grader would have a classmate that has a prescription drug problem.	accept	Accept; On page 362, in #5, we will change "a classmate" to "someone"

Subject: Health Education, Grades 7–8

Texas Health Skills for Middle School - Online Learning Suite

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
<i>Texas Health Skills for Middle School - Online Learning Suite</i>	9781683115298	361		View Link	Suggestion regarding the use of the word "addiction"- because the rest of the textbook correctly uses clinical jargon regarding substance use, abuse, misuse, dependence, I suggest eliminating the use of the word "addiction." "Addiction" is not a clinical term. Substance use, abuse, misuse, and dependence are clinical terms. While middle schoolers would not be expected to know clinical terms, because the text uses all the other terms correctly, it's a disservice to use one popular culture term ("addiction") in conjunction with the correctly used clinical terms.	reject	Reject; "addiction" is terminology used in the TEKS.
<i>Texas Health Skills for Middle School - Online Learning Suite</i>	9781683115298	564-5		View Link	Need to mention "sex at birth"as well as transgender, non-binary, and gender fluid individuals.	reject	Reject; transgender, non-binary, and gender fluid not covered in the TEKS.
<i>Texas Health Skills for Middle School - Online Learning Suite</i>	9781683115298	571		View Link	Need to mention "sex at birth"to include transgender, non-binary, and gender-fluid individuals.	reject	Reject; transgender, non-binary, and gender-fluid not covered in the TEKS.
<i>Texas Health Skills for Middle School - Online Learning Suite</i>	9781683115298	571		View Link	Needs to mention transgender, non-binary, and gender-fluid individuals.	reject	Reject; transgender, non-binary and gender-fluid not covered in the TEKS.
<i>Texas Health Skills for Middle School - Online Learning Suite</i>	9781683115298	506		View Link	Suggestion to use the words "personal boundaries" in the bullet point. The concepts listed are congruent with personal boundaries, but I think it would be helpful to list personal emotional boundaries as a part of individuality.	accept	Accept; in Individuality bullet on page 506, change "person maintains their" to "person uses personal boundaries to maintain their"

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<i>Texas Health Skills for Middle School - Online Learning Suite</i>	9781683115298	365		View Link	General feedback - if possible add a demonstration part to the skill development.	reject	Reject; we do not correlate any of the skill development activities on page 365 to "demonstration" TEKS breakouts.
<i>Texas Health Skills for Middle School - Online Learning Suite</i>	9781683115298	564		View Link	Imperative this section includes mentioning the term "gender" contrasted with sex at birth. This distinction is inclusive of individuals who are transgender. Transgender adolescents may wish to "pause" the secondary sex characteristics of their sex at birth in order to later develop the sex characteristics associated with their gender, often known as gender identity.	reject	Reject; transgender, non-binary, and gender fluid not covered in the TEKS.
<i>Texas Health Skills for Middle School - Online Learning Suite</i>	9781683115298	361		View Link	Provide a citation for a safe haven in general, not specific to drug use.	reject	Reject; we cite safe havens for drug use (361), violence and abuse (535, 545) and options for teen pregnancy (630).
<i>Texas Health Skills for Middle School - Online Learning Suite</i>	9781683115298	564		View Link	Should include description of transgender, non-binary, and gender fluid individuals.	reject	Reject; transgender, non-binary, and gender fluid not covered in the TEKS.
<i>Texas Health Skills for Middle School - Online Learning Suite</i>	9781683115298	513		View Link	General Feedback - #18 lacks a question that covers trust, honesty, support, commitment	accept	Accept; on page 513, we will add "such as trust, honesty, support, and commitment" to question #18
<i>Texas Health Skills for Middle School - Online Learning Suite</i>	9781683115298	571		View Link	Should include the wording "sex at birth" because transgender, non-binary, and gender-fluid individuals may take hormone blockers that "pause" the secondary sex-characteristics of their sex at birth during early adolescence.	reject	Reject; transgender, non-binary, and gender-fluid not covered in the TEKS.
<i>Texas Health Skills for Middle School - Online Learning Suite</i>	9781683115298	554		View Link	The sentence, "By the fourth month, the fetus has grown enough that the pregnant person looks pregnant" is a very general and liberal statement. Not all people at the fourth month "looks pregnant". Consider rewording; most, majority, more often than not, in most cases...	accept	Accept; on page 554, we will change the sentence to "By the fourth month, the fetus has grown enough that, in most cases, the pregnant person looks pregnant."

Subject: Health I

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

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
<i>Texas Health Skills for High School - Online Learning Suite</i>	9781683115335	402		View Link	Please add: According to the National Institutes of Health, any alcohol use by underage youth is considered to be alcohol abuse.	accept	Accept; We will add the sentence "According to the National Institutes of Health, any alcohol use by underage youth is considered to be alcohol abuse." after the Figure 12.4 reference.
<i>Texas Health Skills for High School - Online Learning Suite</i>	9781683115335	588		View Link	Provide clear examples of social media platforms (e.g., facebook, twitter, tiktok, youtube, etc)	reject	Reject; The text discusses social media platforms in general to be inclusive of all students, regardless of the platforms they are using.
<i>Texas Health Skills for High School - Online Learning Suite</i>	9781683115335	714		View Link	Add Doctor prescribed medication and remove aspirin (OTC) treatment.	accept	Accept; We will revise "Blood-thinning medications and aspirin prevent the formation of blood clots" to read "Blood-thinning and other doctor-prescribed medications prevent the formation of blood clots."
<i>Texas Health Skills for High School - Online Learning Suite</i>	9781683115335	411		View Link	Alcohol outlet density is an important determinant of the amount of alcohol advertising in a community. Merchants use storefronts and the interiors of alcohol outlets to advertise alcohol products. Therefore, areas with a high density of outlets have a greater number of advertisements. Alcohol outlet density is an important determinant of the amount of alcohol advertising in a community. Add billboard advertising.	reject	Reject; We will consider this topic as a focus area for a future content update lesson.
<i>Texas Health Skills for High School - Online Learning Suite</i>	9781683115335	232-234		View Link	Including a citation for where the data came from, and including all of the protective factors currently listed on the CDC website would be helpful. "Protective Factors: Coping and problem-solving skills Cultural and religious beliefs that discourage suicide Connections to friends, family, and community support Supportive relationships with care providers Availability of physical and mental health care Limited access to lethal means among people at risk" Source: https://www.cdc.gov/suicide/factors/index.html	reject	Reject; The text covers all of the protective factors for suicide.
<i>Texas Health Skills for High School - Online Learning Suite</i>	9781683115335	543-544		View Link	loveisrespect is no longer called The National Teen Dating Abuse Hotline, it's simply loveisrepect. But it is the best place for young people to go for information and to talk to a professional via phone, chat or text, about healthy, unhealthy and abusive romantic relationships.	accept	Accept; On page 545, we will replace the "National Teen Dating Abuse Hotline" with "loveisrespect."

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<i>Texas Health Skills for High School - Online Learning Suite</i>	9781683115335	661			The document can elaborate on the importance of exercises effects on the immune system: Physical activity may help flush bacteria out of the lungs and airways. This may reduce your chance of getting a cold, flu, or other illness. Exercise causes change in antibodies and white blood cells (WBC). WBCs are the body's immune system cells that fight disease. These antibodies or WBCs circulate more rapidly, so they could detect illnesses earlier than they might have before. However, no one knows whether these changes help prevent infections. The brief rise in body temperature during and right after exercise may prevent bacteria from growing. This temperature rise may help the body fight infection better. (This is similar to what happens when you have a fever.) Exercise slows down the release of stress hormones. Some stress increases the chance of illness. Lower stress hormones may protect against illness. Additionally, the p. 661 notes get plenty of PA. The page can elaborate on the physical activity guidelines for Americans by noting the prescription for children and adults.	reject	Reject; We will consider this topic as a focus area for a future content update lesson.
<i>Texas Health Skills for High School - Online Learning Suite</i>	9781683115335	559		View Link	Would include "list healthy strategies for preventing sexual abuse" in the pamphlet as part of the activity.	accept	Accept; We will revise "evaluate strategies for managing abuse or neglect in a dating relationship, the family, or household" to read "evaluate strategies for managing and preventing abuse or neglect in a dating relationship, the family, or household."
<i>Texas Health Skills for High School - Online Learning Suite</i>	9781683115335	236		View Link	Add how prevention reduces likelihood of suicide.	reject	Reject; Pages 234 to 236 discuss how prevention efforts can reduce the likelihood of suicide.
<i>Texas Health Skills for High School - Online Learning Suite</i>	9781683115335	588		View Link	I would elaborate developing strategies to resist inappropriate online communication within the gaming environments..	reject	Reject; We will consider this topic as a focus area for a future content update lesson.
<i>Texas Health Skills for High School - Online Learning Suite</i>	9781683115335	405		View Link	Can you elaborate on the neurotransmitter GABA and how it is enhanced by alcohol. Young teenagers experience fewer of the inhibitory effects that are enhanced by higher levels of GABA in adults. Less inhibition of activity in key brain structures such as the cerebellum means less sedation, less impairment of motor skills, and fewer coordination problems. Less inhibition means greater tolerance, and greater tolerance can result in an incentive to keep drinking and more risky behaviors (The Teenage Brain, Jensen, p130)	reject	Reject; We will consider this topic as a focus area for a future content update lesson.

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
<i>Texas Health Skills for High School - Online Learning Suite</i>	9781683115335	543-544		View Link	The National Domestic Violence Hotline no longer uses the phrase "cycle of abuse" because cycles are predictable and abuse is not. Source: https://www.thehotline.org/resources/is-abuse-really-a-cycle/	accept	<p>Accept; On page 537, we will revise the Essential Question to read "Why is it important to recognize the pattern of power and control in abuse?" and the first Learning Outcome to read "analyze patterns of power and control in abuse;"</p> <p>On page 539, we will revise the first two paragraphs to read "Abusive behavior aims to take power or control over the person experiencing abuse. Abuse can involve many tactics, such as coercion and threats, intimidation, emotional abuse, isolation, denial and blame, using children, using societal privilege, and economic abuse. Abuse sometimes involves four stages, called the cycle of abuse. These stages are tension building, incident, reconciliation, and calm (Figure 15.17). Not all abuse follows this cycle, but these stages can help people recognize abusive behavior." We will revise the Figure 15.17 caption to read "In the cycle of abuse, abuse continues unless someone acts to break the cycle. Not all abuse follows this cycle. Abuse can use many tactics to assert power and control."</p> <p>On page 545, we will revise the heading "Break the Cycle of Abuse" to read "Break the Pattern of Abuse." We will revise the first paragraph under this heading to read: "Abuse is a pattern of power and control. Because of this, even if abuse seems to stop on its own, it might continue once tension begins to build again. The only way to really stop abuse is to break the pattern of abuse. Strategies for managing abuse or neglect, including in the family or household, include the following:"</p>
<i>Texas Health Skills for High School - Online Learning Suite</i>	9781683115335	713			Can add biomarkers cardiovascular disease and metabolic syndrome.	reject	Reject; We will consider this topic as a focus area for a future content update lesson.
<i>Texas Health Skills for High School - Online Learning Suite</i>	9781683115335	764		View Link	Abortion should be included as an option under any pregnancy discussion. Adoption should also be explored as an alternative to parenting.	reject	Reject; The TEKS list parenting and adoption as options for pregnancy, but do not cover abortion. Note that adoption is explored in-depth on pages 762–763.
<i>Texas Health Skills for High School - Online Learning Suite</i>	9781683115335	236			Please note the National Suicide Prevention Lifeline.	reject	Reject; The National Suicide Prevention Lifeline is discussed on page 237.

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<i>Texas Health Skills for High School - Online Learning Suite</i>	9781683115335	429			Add a flush list table: https://www.fda.gov/drugs/disposal-unused-medicines-what-you-should-know/drug-disposal-fdas-flush-list-certain-medicines	reject	Reject; We will consider this topic as a focus area for a future content update lesson.
<i>Texas Health Skills for High School - Online Learning Suite</i>	9781683115335	698		View Link	needs analyzation added to activity.	reject	Reject; The activities on this page involve analysis.
<i>Texas Health Skills for High School - Online Learning Suite</i>	9781683115335	713		View Link	Students need a stronger understanding of biomarkers related to cardiovascular disease in order to create a SMART goal for themselves. Students need to understand biomarkers at they influence our goal setting.	reject	Reject; We will consider this topic as a focus area for a future content update lesson.
<i>Texas Health Skills for High School - Online Learning Suite</i>	9781683115335	687		View Link	"A person with an STI must abstain from sexual activity until a doctor determines the disease is cured and will not spread." This implies that people with incurable STIs including HPV, Herpes and HIV then must abstain from sex forever after being diagnosed. Please consider revising this stigmatizing wording.	accept	Accept; We will revise "A person with an STI must abstain from sexual activity until a doctor determines the disease is cured and will not spread" to read "A person with an STI must abstain from sexual activity until a doctor determines the disease is cured or will not spread."
<i>Texas Health Skills for High School - Online Learning Suite</i>	9781683115335	687		View Link	CDC and Preventative Taskforce recommend annual screening for STDs for sexually active individuals. The following sentence: "People can get tested during yearly physicals if they have symptoms." is misleading since a sexually active individual can be asymptomatic so should still be screened for STDs at the yearly physical even if they are not having symptoms.	accept	Accept; We will change "People can get tested during yearly physicals if they have symptoms" to "People can get tested during yearly physicals and if they have symptoms."
<i>Texas Health Skills for High School - Online Learning Suite</i>	9781683115335	465		View Link	add general health advocacy. Detail taking to city, county, state etc.	reject	Reject; General health advocacy is discussed at length in Lesson 2.4.
<i>Texas Health Skills for High School - Online Learning Suite</i>	9781683115335	684		View Link	This is an important area to talk about PrEP and PEP for the prevention of the spread of HIV.	reject	Reject; We discuss PrEP and PEP in-depth on pages 694 and 695.
<i>Texas Health Skills for High School - Online Learning Suite</i>	9781683115335	269			improve alignment of impact of healthy vs unhealth intake	reject	Reject; On page 257, the text outlines the impact of unhealthy versus healthy intake.

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
<i>Texas Health Skills for High School - Online Learning Suite</i>	9781683115335	504		View Link	In this paragraph, "Abstinence also encourages emotional growth and maturity. Healthy sexual relationships include emotional maturity, intimacy, closeness, and trust. Teens are not emotionally ready to handle a sexual relationship or the possibility of becoming a parent. For example, imagine that after having sex with her boyfriend, Winnie finds out that he told his friends. She feels betrayed that he shared something so private with others, and this breach in trust ends the relationship. As another example, after Miko began having sex with her boyfriend, she noticed a change in herself. She became possessive and jealous and got upset if her boyfriend was out with friends. The more she pushes, the more her boyfriend withdraws, and the more unstable the relationship becomes." both examples given are of how girls are negatively impacted after having sex with boys. To be inclusive and give more realistic examples, please consider any negative effects boys engaging in sexual relationships may deal with, as well as sharing examples of people who are having sex with same sex partners or nonbinary people.	accept	Accept; On page 504, we will revise the example about Miko as follows: "As another example, after Michael began having sex with his girlfriend, he noticed a change in himself. He became possessive and jealous and got upset if his girlfriend was out with friends. The more he pushes, the more his girlfriend withdraws, and the more unstable the relationship becomes." Reject; The TEKS do not discuss same-sex and nonbinary relationships.
<i>Texas Health Skills for High School - Online Learning Suite</i>	9781683115335	598		View Link	Add for individual initiating CPR to not bend elbows	accept	Accept; We will revise "Position your hands over the center of the person's chest and push hard and fast using your own body weight" to read "Position your hands over the center of the person's chest and push hard and fast using your own body weight. Keep your arms straight."
<i>Texas Health Skills for High School - Online Learning Suite</i>	9781683115335	759		View Link	"External condom Fits over an erect penis to block sperm from entering the vagina Internal condom Fits inside the vagina to prevent sperm from entering the uterus" Suggestion to change to "External condom Fits over an erect penis to block sperm from entering sexual partner's body" as this also includes oral and anal sex. And change to "Internal condom Fits inside the vagina to prevent sperm from entering the uterus or fits inside the anus to prevent semen from entering the rectum"	accept	Accept; On page 759, we will revise to state that an external condom "Fits over an erect penis to block sperm from entering the sexual partner's body" and that an internal condom "Fits inside the vagina to prevent sperm from entering the sexual partner's body."
<i>Texas Health Skills for High School - Online Learning Suite</i>	9781683115335	403			Can you elaborate on alcohol's effect on the hippocampus: https://academic.oup.com/alcac/article/48/4/433/534074	reject	Reject; Alcohol's impact on the hippocampus is discussed on page 401 of the text.
<i>Texas Health Skills for High School - Online Learning Suite</i>	9781683115335	42		View Link	Would be good to include social media outlets, podcasts, and YouTube as sources of health information. Most high school students are not reading newspapers, magazines, watching TV, or listening to the radio.	accept	Accept; We will revise "Websites, newspapers, magazines, TV, and radio shows" to read "Websites, social media, magazines, TV, and podcasts."

Publisher: Human Kinetics

Subject: Health Education, Grade 6

Live Well Middle School Health Interactive Web Text

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
<i>Live Well Middle School Health Interactive Web Text</i>	9781718208049			View Link	Citation is very vague. Need to identify more possible health benefits of setting long-term goals.	reject	We appreciate this feedback. Health benefits of setting long-term goals are also addressed elsewhere in the text; for example, in lesson 1.2.
<i>Live Well Middle School Health Interactive Web Text</i>	9781718208049			View Link	When you click on URL it takes you to a video. Once you hit play the sound of the video starts playing but no video comes up; the chapter comes up.	reject	We have verified that the chapter launches as it is supposed to. The opening video plays when you click either the Next navigation button from the chapter's launch screen or the "Opening Video" link from the chapter's menu.

Subject: Health Education, Grades 7–8

Live Well Middle School Health Interactive Web Text

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
<i>Live Well Middle School Health Interactive Web Text</i>	9781718208049			View Link	Would be beneficial to include the word "prescription drugs" when mentioning drugs.		Pending Response
<i>Live Well Middle School Health Interactive Web Text</i>	9781718208049			View Link	Change mental disorder to mental health	reject	The terms <i>mental health</i> and <i>mental disorder</i> are not synonymous, and our use of the term <i>mental disorder</i> is limited to actual disorders such as Obsessive Compulsive Disorder and Attention Deficit Hyperactivity Disorder. By comparison, we define <i>mental health</i> in Lesson 6.1 in the broader context of emotional health.
<i>Live Well Middle School Health Interactive Web Text</i>	9781718208049			View Link	Please include the words "prescription drugs".		Pending Response
<i>Live Well Middle School Health Interactive Web Text</i>	9781718208049			View Link	provide where the : Understanding My Health: My relationship is located	reject	The "Understanding My Health: Is My Relationship Healthy or Unhealthy?" assessment appears in the Introduction section of the chapter.

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<i>Live Well Middle School Health Interactive Web Text</i>	9781718208049			View Link	provide where the : Understanding My Health: My relationship is located		Pending Response
<i>Live Well Middle School Health Interactive Web Text</i>	9781718208049			View Link	There is no red heart at 14.3 Chemicals and your health.	reject	The red heart icon (Healthy Living Tip) appears on the screen following Chemicals and Your Health (click Next), under the subheading Chemicals in Personal Care Products.
<i>Live Well Middle School Health Interactive Web Text</i>	9781718208049			View Link	There needs to be more information on other healthy and unhealthy self-management strategies. Seems like only suicide is mentioned.	reject	Healthy and unhealthy self-management is covered throughout the text. Some examples are in Lesson 7.1, Understanding and Managing Stress; Lesson 6.4, Controlling Your Emotions; and Lesson 6.3, Building Resilience and Grit.
<i>Live Well Middle School Health Interactive Web Text</i>	9781718208049			View Link	"It is critical for anyone with symptoms of an eating disorder to seek professional help." That is the only thing mentioned about seeking help from a trusted adult. More information would be better.	accept	The sentence quoted in the feedback is followed by this one: "Eating disorders are complicated and require a team of experts." We will add the following sentence to end the paragraph: "Talk with a parent or trusted adult if you feel that you may be struggling with an eating disorder."
<i>Live Well Middle School Health Interactive Web Text</i>	9781718208049			View Link	"It is critical for anyone with symptoms of an eating disorder to seek professional help." That is the only thing mentioned about seeking help from a trusted adult. More information would be better.	accept	The sentence quoted in the feedback is followed by this one: "Eating disorders are complicated and require a team of experts." We will add the following sentence to end the paragraph: "Talk with a parent or trusted adult if you feel that you may be struggling with an eating disorder."
<i>Live Well Middle School Health Interactive Web Text</i>	9781718208049			View Link	The activity says for the student to be the one offering emotional support. But there should opportunity for student to seek out help from a teacher, parent, guardian, family member that is over 18 to seek help.	accept	We will revise the activity to incorporate this feedback. Revised text: "With guidance from a trusted adult, provide emotional support to a friend or family member who struggles with their body weight. Remind them that behaviors are more important than the numbers on the scale and encourage them to make healthy choices."
<i>Live Well Middle School Health Interactive Web Text</i>	9781718208049			View Link	Only weapon mentioned is firearms. Would be beneficial to mention other weapons.	reject	Thank you for this feedback. Weapons are mentioned elsewhere in the text; for example, in Lesson 9.3 under the headings Youth Violence and School Violence.
<i>Live Well Middle School Health Interactive Web Text</i>	9781718208049			View Link	Would be beneficial to include the word "prescription drugs" when mentioning drugs.		Pending Response

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<i>Live Well Middle School Health Interactive Web Text</i>	9781718208049			View Link	Would be beneficial to include the word "prescription drugs" when mentioning drugs.	reject	Not all mentions of drugs are related to prescription drugs, so we will not make this change throughout the lesson.
<i>Live Well Middle School Health Interactive Web Text</i>	9781718208049			View Link	Would be beneficial to include the word "prescription drugs" when mentioning drugs.		Pending Response

Publisher: Lessonbee, Inc.

Subject: Health Education, Grades 7–8

Lessonbee Adaptive Online Health Education, Grades 7-8

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
<i>Lessonbee Adaptive Online Health Education</i>	9780578837062		scene 1 slide 28	View Link	This is good for stress reduction but not really conflict resolution.		Pending Response
<i>Lessonbee Adaptive Online Health Education</i>	9780578837062	slide 30		View Link	More information about the immediate/short-term effects and consequences needs to be added.		Pending Response
<i>Lessonbee Adaptive Online Health Education</i>	9780578837062			View Link	Making the questions more about the student's personal progress rather than the character's would be beneficial.		Pending Response
<i>Lessonbee Adaptive Online Health Education</i>	9780578837062	38		View Link	Be clearer about what the short-term consequences are. Only "getting in trouble" is mentioned.		Pending Response
<i>Lessonbee Adaptive Online Health Education</i>	9780578837062	22		View Link	This image does show tips for reducing the risk of developing chronic health conditions, however, the publisher directs you to click on the blue bars to activate the dropdowns and that is not possible in the google doc provided.		Pending Response

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
<i>Lessonbee Adaptive Online Health Education</i>	9780578837062	slide 61		View Link	Better sight to cover the material: https://www.samhsa.gov/		Pending Response
<i>Lessonbee Adaptive Online Health Education</i>	9780578837062		scene 2 slide 25 and option 3 layers 1-3	View Link	The conversation and video seems like an older conversation maybe appropriate for HS.		Pending Response
<i>Lessonbee Adaptive Online Health Education</i>	9780578837062	1.35		View Link	Should include information about a variety of drugs.		Pending Response
<i>Lessonbee Adaptive Online Health Education</i>	9780578837062	98		View Link	This section infers much about the important of alternative activities. 7th and 8th graders do not infer at high levels and need more straightforward instruction about broad concepts.		Pending Response
<i>Lessonbee Adaptive Online Health Education</i>	9780578837062	Scene 1 > Slide 31		View Link	Is that suppose to be a cuss word SH@+ ?		Pending Response
<i>Lessonbee Adaptive Online Health Education</i>	9780578837062	35		View Link	The video that David provides about sex trafficking very quickly mentions that there is social impacts- that is the only reason i accepted but it does not explain...Please provide more information.		Pending Response
<i>Lessonbee Adaptive Online Health Education</i>	9780578837062			View Link	Students have to infer much about the relationships listed in the breakout via the conversation about the Grandmother. While the relationships are each loosely touched on, instruction could be more explicit.		Pending Response
<i>Lessonbee Adaptive Online Health Education</i>	9780578837062	slide 1		View Link	Community resources could be other locations beside just a gym. Listing areas such as a park, cycle club, parks and recreation, local city or government programs.		Pending Response
<i>Lessonbee Adaptive Online Health Education</i>	9780578837062			View Link	Information provided about labels could be more informative in explaining the elements of the label and how to interpret them.		Pending Response
<i>Lessonbee Adaptive Online Health Education</i>	9780578837062	68		View Link	This is only one potential aspect of depression.		Pending Response

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
<i>Lessonbee Adaptive Online Health Education</i>	9780578837062	52		View Link	"SI@#" - probably isn't appropriate for a middle school setting.		Pending Response
<i>Lessonbee Adaptive Online Health Education</i>	9780578837062			View Link	Not sure if language like "hit/smash" is appropriate for 7th grade students.		Pending Response
<i>Lessonbee Adaptive Online Health Education</i>	9780578837062			View Link	Finding healthier junk food alternatives- this is a more specific citation for dinning out.		Pending Response
<i>Lessonbee Adaptive Online Health Education</i>	9780578837062	Scene 2 > Slide 12		View Link	This multiple choice activity is titled as True or False		Pending Response
<i>Lessonbee Adaptive Online Health Education</i>	9780578837062			View Link	This is a good question but I am wondering where the narrative or teaching concept is for them to complete this question?		Pending Response
<i>Lessonbee Adaptive Online Health Education</i>	9780578837062	163		View Link	The multiple choice activity reads: How will he progress by having long term goals towards improving/ achieving physical activity levels? His muscles/bones will strengthen It will improve his mental health/mood It will reduce his risk of type 2 diabetes/cardiovascular disease It will control his weight All of the above (Correct Answer) These responses would be the result of improving/achieving physical activity levels, NOT as a result of having long term goals. This breakout is specifically intended to address how one can examine the progress one is making towards reaching a goals. Just because the question is worded the same way as the breakout does not mean it is actually addressing it.		Pending Response
<i>Lessonbee Adaptive Online Health Education</i>	9780578837062			View Link	Does not provide enough information on child trafficking		Pending Response

Publisher: QuaverEd

Subject: Health Education, Kindergarten

Quaver Health

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
Quaver Health Online License	9781642851427	5M07-3.4		View Link	Words like "dispose" and "expired" will probably need to be defined for a child in kindergaren	accept	We accept and will add this into our notes - we are in the process of creating some Vocabulary screens for the curriculum. We will either add to the notes or create new screens.
Quaver Health Online License	9781642851427			View Link	Too difficult for Kinder grade level.	accept	We accept and will amend the level.
Quaver Health Online License	9781642851427	0M08-2.5		View Link	In the teacher notes under the 5th bullet consider revising sentence to read, "including appropriate personal space boundaries" to be clear. Some may not be familiar with the term personal privacy boundaries and personal space boundaries may be term kindergarteners may be more familiar with and have heard in other settings.	accept	We accept and will add this change to our notes.

Subject: Health Education, Grade 1

Quaver Health

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
Quaver Health Online License	9781642851427	2M04-1.5		View Link	Frequency of hair washing varies - not everyone needs to wash their hair twice a week -some people may wash their hair once a month, others once a day.	accept	We accept and will add this into our notes and are seeking advice on this from experts.

Subject: Health Education, Grade 2

Quaver Health

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
Quaver Health Online License	9781642851427			View Link	In the notes, it ask for the students to consider healthy ways to communicate. Would recommend that it read: ask the students to practice health ways to communicate wants in health ways.		Pending Response
Quaver Health Online License	9781642851427			View Link	Should say signs - and not symptoms		Pending Response
Quaver Health Online License	9781642851427	4M07-3.1		View Link	On the screen of why do I need a prescription if the first question is changed to what is the purpose of a prescription drug, this would satisfy this breakout.		Pending Response
Quaver Health Online License	9781642851427			View Link	The term "debris" may be a challenging word for second graders.		Pending Response
Quaver Health Online License	9781642851427	2M08-4.1		View Link	Under the section Engage 2, 11th bullet recommend that it specifically says define and discuss illnesses and signs of illnesses that may occur after contact with spiders and biting insects		Pending Response
Quaver Health Online License	9781642851427	2MO8-4.1		View Link	Would recommend that under bullet 11, the 4th bullet specifically say "Define and discuss the illnesses and signs of illness of insects including ticks and mosquitos."		Pending Response
Quaver Health Online License	9781642851427			View Link	Illness and disease are used interchangeably in the teacher notes whereas they are considered different entities in the medical field and in the student expectations and breakouts.		Pending Response
Quaver Health Online License	9781642851427			View Link	This activity only provides practice on diseases not illnesses.		Pending Response
Quaver Health Online License	9781642851427			View Link	In the section containing the sentence, "How does math time impact Carlo's learning and emotions", it may be helpful to be more specific and asking student to identify how positive stressors impact learning.		Pending Response
Quaver Health Online License	9781642851427			View Link	Only symptom of diseases is taught, not symptoms of illnesses		Pending Response

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
<i>Quaver Health Online License</i>	9781642851427			View Link	Specify teacher to discuss signs and symptoms after a bite or sting from biting insects, including ticks.		Pending Response
<i>Quaver Health Online License</i>	9781642851427			View Link	Specify teacher to specify signs and symptoms of biting insects, including mosquito. The way it is worded, the teacher could talk about a bite dog or a sting from a platypus.		Pending Response
<i>Quaver Health Online License</i>	9781642851427			View Link	this would be a better citation for this breakout since it is actually requiring the students to identify the benefits of making healthy beverage choices. https://teacher.quavered.com/lessonplanpresenter/?lpGuid=d11aab45-3afc-4298-b535-153e1e4e98c2&slideGUID=89962080-a81c-44fd-86bd-8d7e007b6a5c		Pending Response
<i>Quaver Health Online License</i>	9781642851427			View Link	In the notes, it ask for the students to consider healthy ways to communicate. Would recommend that it read: ask the students to practice health ways to communicate wants in health ways.		Pending Response

Subject: Health Education, Grade 3

Quaver Health

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
<i>Quaver Health Online License</i>	9781642851427	1		View Link	It would be great if the publisher could include information about intersex bodies and development through puberty as well throughout this product. Intersex differences are about as common as natural redheads.	accept	We will update these notes when the Texas Essential Knowledge and Skills statements reflect this language.

Subject: Health Education, Grade 4

Quaver Health

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
Quaver Health Online License	9781642851427			View Link	Additional information is needed on specific information on the digestive system. Teachers need steps to navigate to through the lesson.	accept	We accept and will add this to our notes.
Quaver Health Online License	9781642851427			View Link	Team comments: It is unclear what the student activity/ expectation is here other than click and playthrough the videos/ etc..	accept	Accepted - We will clarify in the notes what the student activity and expectations are.
Quaver Health Online License	9781642851427			View Link	More information needed on teacher notes on how to reduce the risk.	accept	We accept and will add this into our notes.
Quaver Health Online License	9781642851427			View Link	Need more background information for teachers to teach subject on integumentary system.	accept	We accept and will add this into our notes - we may add some more screens about the body in general.
Quaver Health Online License	9781642851427			View Link	Role of probiotics here need to be explained - don't think we can add it in as a 'must' for all kids Suggest to remove it	accept	We accept and will remove this from our notes and screen art.
Quaver Health Online License	9781642851427		General comments on the resource		<p>General comments:</p> <ul style="list-style-type: none"> • Product navigation – may not be that intuitive • Product integration – is there a need to integrate some systems? Search function on the product to find related information • Consideration for time allocation to prepare and train teachers and learners • In the eventuality of technology issues/ Wi-Fi issues- is an offline version available? • Addition of drugs, vape and alcohol related health issues as well as criminality related to breaking the law. • Are the video scripts available to be read , and not just played in the video? • Is there a need to add some info in the communicable disease section on pandemics? 	accept	<p>NAVIGATION We will produce a series of training videos and a PD program for teachers that will look at navigation.</p> <p>SEARCH FUNCTION / INFORMATION We will be adding a resource manager for teachers to search for resources. Additionally, we are improving the functionality of the Teacher Toolbox so that the teacher can search grade by grade.</p> <p>OFFLINE VERSION We will produce an 'Unplugged version' once adopted. This will be standard with all of our curriculum.</p> <p>VAPING/LAW In terms of Vaping - we have additional inhalant/illegal substance issues addressed in other lessons - we will double check that this addressed and update the notes as needed.</p> <p>VIDEO SCRIPTS We will make video scripts available.</p> <p>PANDEMIC As part of our Communicable and Noncommunicable Diseases lesson, we will define what the term pandemic means in our notes.</p>
Quaver Health Online License	9781642851427			View Link	Team note: teacher info remains limited here too	accept	We accept and will add more information to our notes.

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
Quaver Health Online License	9781642851427		Throughout the entire platform		Try to figure out a way to merge all the information on the platform for students to go beyond the one view of the platform and tie in all components of the site available to them.	accept	<p>RESOURCE MANAGER We have a feature coming out called resource manager which allows the teacher to share lessons and screens in whichever order and degree they want to. This allows the teacher to even make their OWN screens to add to the curriculum. This gives teachers maximum flexibility to customize for the students and for students to learn in a way that is flexible for the district.</p> <p>STUDENTS DASHBOARD We also have a student dashboard where the students log in. We are planning to add a selection of relevant screens for students to explore at home or on a device or computer in school.</p>
Quaver Health Online License	9781642851427			View Link	On the teacher's notes there is no information on the immune system only the nervous system. Teacher's would have to rely on previous knowledge to teach this lesson?	accept	We accept and will add this to our notes for the "Immune System" page.
Quaver Health Online License	9781642851427			View Link	Team suggests more supportive information on healthy body image.	accept	We accept and will add this into our notes.

Subject: Health Education, Grade 5

Quaver Health

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
Quaver Health Online License	9781642851427	4M08-2.2		View Link	The citation doesn't specifically mention violence in the home, but there is opportunity for the teacher to teach that topic if he/she makes a point to include it with personal safety. Violence in the home is relevant to the citation.	accept	We accept and will add this into our notes.
Quaver Health Online License	9781642851427	5M10-1.2		View Link	Make sure the teacher mentions sex at birth in terms of male/female so that transgender, nonbinary, and gender fluid students are not alienated.	accept	We will update these notes when the Texas Essential Knowledge and Skills statements reflect this language.
Quaver Health Online License	9781642851427	5M10-1.2		View Link	Make sure to mention sex at birth as male and female so transgender, non-binary, and gender fluid individuals are not alienated or excluded.	accept	We will update these notes when the Texas Essential Knowledge and Skills statements reflect this language.

Publisher: QuaverEd

Subject: Physical Education, Kindergarten

Quaver Health

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
Quaver Health Online License	9781642851427	rid_3364437		View Link	We would like to see more direct guidance within the narration that addresses the "cooperation through action"	accept	We accept and will add this change into our notes.
Quaver Health Online License	9781642851427	0M11-1.2		View Link	To me self toss and stepping with opposite foot don't go together. Therefore, if you take out the step you are okay, or if you add the cue for it you are also okay.	accept	<p>We will update these notes when the Texas Essential Knowledge and Skills reflect this language. This is the note we included in our correction submission:</p> <p>*NOTE: the reviewers left mixed reviews here. Originally we did not have an opposite foot forward because you use two hands to toss to yourself. These are the notes from the reviewers:</p> <ol style="list-style-type: none"> 1. Narrative should not say "opposite foot forward" 2. There's no cue or explanation about stepping with opposition 3. Narrative should not state opposite foot forward. <p>We're unclear how to proceed here, but happy to adjust our resources for the most clarity!</p>
Quaver Health Online License	9781642851427	rid_3364437		View Link	We would like to see more direct guidance within the narration that addresses the "cooperation through words"	accept	We accept and will add this change into our notes.
Quaver Health Online License	9781642851427	0M11-2.2		View Link	Would like to have a differentiation between "Tracking" vs "Tracing"	accept	We accept this and will update our notes.
Quaver Health Online License	9781642851427	0M01-2.3		View Link	It's a stretch but still works.	accept	We would love to address this feedback but we can not find a citation or location of error.

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
Quaver Health Online License	9781642851427	0M11-1.2		View Link	Sorry for the confusion on our notes: I think our issue was this the original breakout strand, "self-toss an object with opposite foot forward". Then when going into the lesson we noticed that there wasn't an reference to "opposite foot". So to clarify I think we actually take issue with the standard itself. So I believe you were correct in leaving OUT the "opposite foot forward" as this was a two handed self toss and we more than likely wouldn't be using that terminology in this specific instance.	accept	<p>We will update these notes when the Texas Essential Knowledge and Skills reflect this language. This is the note we included in our correction submission:</p> <p>*NOTE: the reviewers left mixed reviews here. Originally we did not have an opposite foot forward because you use two hands to toss to yourself. These are the notes from the reviewers:</p> <ol style="list-style-type: none"> 1. Narrative should not say "opposite foot forward" 2. There's no cue or explanation about stepping with opposition 3. Narrative should not state opposite foot forward. <p>We're unclear how to proceed here, but happy to adjust our resources for the most clarity!</p>
Quaver Health Online License	9781642851427	1M11-4.3		View Link	I think I still take issue with what you are describing as a "slide". What you are demonstrating I would consider a "skater" where as the fundamental movement pattern of "slide or sliding" would be closer to a shuffle in basketball or in defensive manner. If the movement is what you want then I recommend changing the name, if a slide is the outcome then I recommend changing the movement.	accept	We accept and will incorporate this change as recommended.

Subject: Physical Education, Grade 1

Quaver Health

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
Quaver Health Online License	9781642851427	2,18,22		View Link	Use the words "curl" or "curling" in your definitions of what to do with a particular body part to reference the TEK. "Curl" your elbow, "curl" your leg, and even use "curl" for the Crunches and Sit-ups to reference the body curling for abdominal workouts.	accept	We accept and will incorporate this change into the Movement Guide under relevant movements as recommended by the reviewer.

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
<i>Quaver Health Online License</i>	9781642851427	0M11-5.2		View Link	On Round 5, change the question to say "kick a ball straight to another person?" instead of "make it hit another person?"	accept	We accept and will add this change into our notes.
<i>Quaver Health Online License</i>	9781642851427	3M04-3.1		View Link	Although the notes do have the expanded version of question 5 to include the effect of physical activity on the lungs, i think it would be beneficial to add another question to the activity,	accept	We accept and will add a question to the activity about the effect of physical activity's impact on lungs to this activity.
<i>Quaver Health Online License</i>	9781642851427	3M04-3.2		View Link	It refers to daily dose while warming up, it would be helpful to attach the link pr file where teachers and students can easily access the daily dose	accept	Daily Dose - Thank you for this feedback. The reference to Daily Dose is an option teachers can choose before beginning the lesson. We provide training for teachers to make sure they know how to use all the curriculum to best serve their schedules and students.
<i>Quaver Health Online License</i>	9781642851427	1M02-1.2		View Link	Based on the examples of situations given in the text, the only reference to the word "actions" given in the TEKS is about taking action to speak to someone. Put in a reflective question about what might be the positive or negative consequences based on how the student(s) may react to some of those scenarios given. Covering that reaction would help cover more of the aspect of this TEK.	accept	We accept and will add this change into our notes.

Subject: Physical Education, Grade 2

Quaver Health

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
<i>Quaver Health Online License</i>	9781642851427	2M05-2.3		View Link	Maybe include more rolls in the song or allow for teacher or student to chose from the level they want to roll from.	accept	We accept this and will update the song's choreography as recommended.

Subject: Physical Education, Grade 3

Quaver Health

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
Quaver Health Online License	9781642851427	1M11-4.2		View Link	We just wanted to make sure that if the photos were able to have video attachments as far as reference to how to complete that part of the activity, we did not see any buttons to access that opportunity for video use.	accept	We accept this and are looking at the possibility of adding video opportunities in the future!
Quaver Health Online License	9781642851427	0M11-3.5		View Link	Since this student expectation covers specifically position change, there might need to be a more specific activity (rather than in sub-text) for there to be position changing occurring for students.	accept	We accept and will add this change to our notes.
Quaver Health Online License	9781642851427	3M05-1.3		View Link	Notes refer to a PDF at the bottom of the lesson for the choreography of dance/lesson. No PDF available. Please attach the PDF for the teacher to access from this lesson.	accept	We accept this and have added the PDF to the "Worksheets" available for this lesson. We have also updated the notes for clarity. Please see page 79: https://teacher.quavered.com/media/images/ef246ec6-d9cb-4a74-895e-f70e2109bee3.pdf
Quaver Health Online License	9781642851427	3M01-1.3		View Link	If all of the components of this TEK are to be covered, with the way the TEK is written, two of the components were not covered in this one activity. Maybe either have a separate activity also available or add in curling and pushing into the activity song.	accept	We accept this and have updated the choreography for this song - please see page 42 of the Song Lyrics and Choreography Guide: https://teacher.quavered.com/media/images/ef246ec6-d9cb-4a74-895e-f70e2109bee3.pdf
Quaver Health Online License	9781642851427	3M05-1.2		View Link	The activity does discuss self-management, but it is geared towards coping with situations instead of self-control. It might need to be a little stronger towards the TEKS desired outcome.	accept	We accept this feedback and will update the notes.

Subject: Physical Education, Grade 4

Quaver Health

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
Quaver Health Online License	9781642851427	??		View Link	It would be helpful to have the cues for dribbling with feet (even if it's understood for the older students) in this lesson. It would be good for a review purpose as well as that's what the breakout is specifying.	accept	We accept and will add this change into our notes.
Quaver Health Online License	9781642851427	1M11-1.4		View Link	In the instructional material we have "Underhand" Pass demonstration which then leads to "Forearm Pass" Activity. We recommend keeping those labeling the same. (ie change Underhand to Forearm Pass Demonstration...) Furthermore, later on down at the bottom there is an activity with "Underarm" then again it's changed to "Underhand". We recommend keeping it to Underhand all the way through.	accept	We accept and will add this change into our notes.
Quaver Health Online License	9781642851427	1M11-1.5		View Link	The use of "Overhand" instead of "Overhead" needs to be fixed. More of a personal note, however, I still think the word "set" should be included in the lesson, or at least put in the notes as to keep prominent volleyball terminology in minds of students.	accept	We accept and will add this change into our notes.
Quaver Health Online License	9781642851427	rid_3364425		View Link	Would love to see an explanation/definition of "wellness" and "health".	accept	We accept and will add this change into our notes.
Quaver Health Online License	9781642851427	rid_3364437		View Link	Would like a little more differentiation between "taking" responsibility vs "accepting responsibility".	accept	We accept and will add this change into our notes.
Quaver Health Online License	9781642851427	3M06-4.3		View Link	We are accepting this citation, but acknowledge the inconsistency from Kinder to 4th. Our issue is that we don't see where this truly hits the subject of MVPA. While yes you can look at it from the lens of this song is faster and this one is slower and explaining the difference, but it doesn't lend itself holistically to the subject.	accept	We accept and will add this change into our notes for all grade levels.

Subject: Physical Education, Grade 5

Quaver Health

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
<i>Quaver Health Online License</i>	9781642851427	0M11-4.4		View Link	Would like for more intentional instruction on "preparation..."	accept	We accept and will add this change to our notes.
<i>Quaver Health Online License</i>	9781642851427	0M11-3.4		View Link	This is a weak example of discussing "impulsivity" in a lesson. In 5th grade the excitement of a game isn't the type of impulsivity we are wanting to discuss.	accept	We accept and will add this change into our notes.
<i>Quaver Health Online License</i>	9781642851427	3M06-4.3		View Link	Already left a full citation on a different grade, but just want to acknowledge this doesn't truly hit the criteria for discussing what MVPA is and how it's meant to be used.	accept	We accept and will add this change into our notes for all grade levels.