

# Proclamation 2022 Publisher-Identified Error Corrections

This report lists corrections proposed by publishers in response to public testimony.

## Publisher: QuaverEd

### Subject: Health Education, Grade 1

#### Quaver Health

Component Title	ISBN	URL For Current Content	Current Page Numbers	Location of Current Content	URL for Updated Content	Original Text	Updated Text
Quaver Health Online License	9781642851427	<a href="#">View Current Link</a>	1M06-3.4	To see the pre-sample adoption version, login to quavered.com with username: QuaverHealthTEA / password: review 2022. Please see Teacher Notes by selecting Menu > Notes.	<a href="#">View Updated Link</a>	<p>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 healthy eating and choosing foods to make a balanced diet. 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. To begin, list the steps of goal setting and task completion for the students: write down the goals measure the goal establish a deadline identify obstacles and how to overcome review daily make small steps if necessary to achieve the final goal Describe the importance of them in actually accomplishing the final goal. [115.14.b.4.C.i-iv] Select individual students to share with the class, in their own words, the meaning of goals and explain the importance of goal setting and task completion to live a healthier life for the long term. Ask students to identify long-term goals they may have like avoiding disease, staying fit, being a professional athlete, and so on, and explain why setting short-term goals are important in achieving those long-term goals. [115.12.b.4.B.i; 115.13.b.4.B.i-ii] Turn the conversation back to healthy eating and a balanced diet by planning an example of a balanced meal that follows government nutrition guidelines. Ask the students to identify healthy foods from each food group that would make a balanced meal. [115.15.b.6.B.i] After considering the options presented with the meal plans, ask the students to identify at least one health-related goal they want to set as a glass in the Health Tracker. [115.12.b.4.B.ii]</p>	<p>1M06-3.4 - WAS Check-In (A Balanced Diet) REPLACED BY Lesson Mindset (Growing Stronger)This screen activity reinforces the theme of a balanced diet. 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. Demonstrate an example of a balanced meal that follows government nutrition guidelines. Ask the students to identify healthy foods from each food group that would make a balanced meal. [115.15.b.6.B.i] After considering the options presented with the meal plans, ask the students to identify at least one health-related goal they want to set as a class. [115.12.b.4.B.ii] Select individual students to share with the class, in their own words, the meaning of goals and explain the importance of goal setting and task completion to live a healthier life for the long term. Ask students to identify long-term goals they may have like avoiding disease, staying fit, being a professional athlete, and so on, and explain why setting short-term goals are important in achieving those long-term goals. [115.12.b.4.B.i; 115.13.b.4.B.i-ii] Describe the importance of actually accomplishing the final goal. [115.14.b.4.C.i-iv] Lesson Mindset Activities: Play button - Hear the lesson phrase Scatter &amp; 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.</p>
Quaver Health Online License	9781642851427	<a href="#">View Current Link</a>	1M07-4.4	To see the pre-sample adoption version, login to quavered.com with username: QuaverHealthTEA / password: review 2022. Please see Teacher Notes by selecting Menu > Notes.	<a href="#">View Updated Link</a>	<p>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. 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.</p>	<p>1M07-4.4 - WAS Check-In (Staying Healthy - Going Deeper) REPLACED BY Lesson Mindset (Growing Stronger) Teacher Notes: This screen activity reinforces the theme of staying healthy. 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 &amp; 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.</p>

**Subject: Health Education, Grade 2**

**Quaver Health**

Component Title	ISBN	URL For Current Content	Current Page Numbers	Location of Current Content	URL for Updated Content	Original Text	Updated Text
Quaver Health Online License	9781642851427	<a href="#">View Current Link</a>	2M03-2.4	To see the pre-sample adoption version, login to quavered.com with username: QuaverHealthTEA / password: review 2022. Please see Teacher Notes by selecting Menu > Notes.	<a href="#">View Updated Link</a>	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 making healthy choices. Students will check in using a series of health related icons (K-2nd 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. 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.	2M03-2.4 - WAS Check-In (Making Healthy Decisions) REPLACED BY Lesson Mindset (Growing Stronger)

**Subject: Health Education, Grade 3**

**Quaver Health**

Component Title	ISBN	URL For Current Content	Current Page Numbers	Location of Current Content	URL for Updated Content	Original Text	Updated Text
Quaver Health Online License	9781642851427	<a href="#">View Current Link</a>	3M10-1.1	To see the pre-sample adoption version, login to quavered.com with username: QuaverHealthTEA / password: review 2022. Please see Teacher Notes by selecting Menu > Notes.	<a href="#">View Updated Link</a>	"Being grounded for not doing chores"	3M10-1.1 - Abuse and Neglect "Being encouraged to eat nutritious foods."

**Subject: Health Education, Grade 4**

**Quaver Health**

Component Title	ISBN	URL For Current Content	Current Page Numbers	Location of Current Content	URL for Updated Content	Original Text	Updated Text
Quaver Health Online License	9781642851427	<a href="#">View Current Link</a>	3M10-1.1	To see the pre-sample adoption version, login to quavered.com with username: QuaverHealthTEA / password: review 2022. Please see Teacher Notes by selecting Menu > Notes.	<a href="#">View Updated Link</a>	"Being grounded for not doing chores"	3M10-1.1 - Abuse and Neglect "Being encouraged to eat nutritious foods."

Subject: Health Education, Grade 5

Quaver Health

Component Title	ISBN	URL For Current Content	Current Page Numbers	Location of Current Content	URL for Updated Content	Original Text	Updated Text
Quaver Health Online License	9781642851427	<a href="#">View Current Link</a>	5M10-2.3	To see the pre-sample adoption version, login to quavered.com with username: QuaverHealthTEA / password: review 2022. Please see Teacher Notes by selecting Menu > Notes.	<a href="#">View Updated Link</a>	We have removed "Mythbusters" screen from this lesson and replaced it with "How Babies Are Made" with modifications. Original text for "How Babies Are Made": Art on screen changes: First trimester pop up: Add Bullet point - Heartbeat begins at 3-4 weeks Second trimester pop up: revise bullet 2: "Fetus begins to hear and develops hair, lungs, and can suck thumb." third trimester: edit second bullet point to read: "Fetus forms bones and can open and close eyes." Original teacher notes that have been updated:2: Fertilization: Explain that when one sperm penetrates the egg's outer layer, the process of fertilization begins, and the cell, the zygote, immediately begins replicating and dividing. Explain that sperm can enter the uterus and fallopian tube when a penis ejaculates in a vagina. Scientists can also fertilize an egg with sperm in a laboratory and implant the fertilized egg into a uterus to develop into a baby. [115.17.b.22.D.i]8: Birth [115.17.b.22.E.i]	5M10-2.3 - How Babies Are Made Art on screen changes: First trimester pop up: Add Bullet point - Heartbeat begins at 3-4 weeks Second trimester pop up: revise bullet 2: "Fetus begins to hear and develops hair, lungs, and can suck thumb." third trimester: edit second bullet point to read: "Fetus forms bones and can open and close eyes." Notes Additions/Changes: Added to first bullet: To incorporate movement into this learning activity, please see the Movement Notes below. Materials needed: paper, marker, tape2: Fertilization: Explain that when one sperm penetrates the egg's outer layer, the process of fertilization begins, combining the DNA from the egg and the DNA from the sperm to create a new, unique human being. The cell, the zygote, immediately begins replicating and dividing. Explain that sperm can enter the uterus and fallopian tube when a penis ejaculates in a vagina. Scientists can also fertilize an egg with sperm in a laboratory and implant the fertilized egg into a uterus to develop into a baby. [115.17.b.22.D.i] 8: Birth - Explain that some people might think babies are born through the belly button. Note: Full-term: the baby is considered full-term at 39 weeks, though it can usually survive without intervention at about 36 weeks and with medical intervention as early as 24 weeks. Also, explain the myth: Your belly button is what remains from your umbilical cord. The umbilical cord connects a developing fetus to the uterus and delivers all the nutrients it needs to grow. Babies are born through the vagina or by a surgical procedure called a cesarean section. [115.17.b.22.E.i] Movement Notes There are two ways to incorporate movement into this screen activity: Mill and a variation of Think Quick. Choose an activity or play Mill first and then use Think Quick as a review. Instructional Activity 1: Mill Invite students to walk around the learning area "milling" about. Call out the number 1: student race to sit by themselves (in a group of one)Optional: You could play an elimination game where the last people standing have to sit out a round. Select the icon 1 on the screen and explain Ovulation Invite students to mill about again. Explain that when you call out the number 2 they will find a partner and sit down. Call out the number 2: student race to find a partner and sit together (in a group of two)Select the icon 2 on the screen and explain Fertilization (see notes above)Repeat this process through groups of 8! Instructional Activity 2: Think Quick Materials: paper, marker, tape Designate eight areas in the learning area. Label them with a number 1-8. Select "Hide All" on the screen to begin. Explain to students that you will read a step in the process of Fertilization. When you say Go, they run to the area with the number they think matches what you said and sit down. Once they have gotten to the area, select the icon the most students thought it was. This will give students a chance to review, even if they were wrong. If the icon was incorrect, select it again to hide it. When you reveal the correct icon, review the information listed above.1: Ovulation2: Fertilization3: Zygote4: Implantation5: First Trimester6: Second Trimester7: Third Trimester8: Birth Announce the next step and explain to students they will stand and run to the number they think corresponds in the fertilization and reproduction processes when you say Go! Continue until all icons are revealed.
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Quaver Health Online License	9781642851427	<a href="#">View Current Link</a>	5M01-3.3	To see the pre-sample adoption version, login to quavered.com with username: QuaverHealthTEA / password: review 2022. Please see Teacher Notes by selecting Menu > Notes.	<a href="#">View Updated Link</a>	Question 1: You aren't feeling well and want to look up your symptoms. What should you do? Orange answer: Search your symptoms of a trusted website.	5M01-3.3 - Think Quick! (Finding Healthy Help Online) Question 1: You aren't feeling well and want to look up your symptoms. What could you do? Orange answer: Search symptoms online with a parent.
Quaver Health Online License	9781642851427	<a href="#">View Current Link</a>	3M10-1.1	To see the pre-sample adoption version, login to quavered.com with username: QuaverHealthTEA / password: review 2022. Please see Teacher Notes by selecting Menu > Notes.	<a href="#">View Updated Link</a>	"Being grounded for not doing chores"	3M10-1.1 - Abuse and Neglect "Being encouraged to eat nutritious foods."